A UNITED STATES DEPARTMENT OF COMMERCE PUBLICATION

CURRENT POPULATION REPORTS

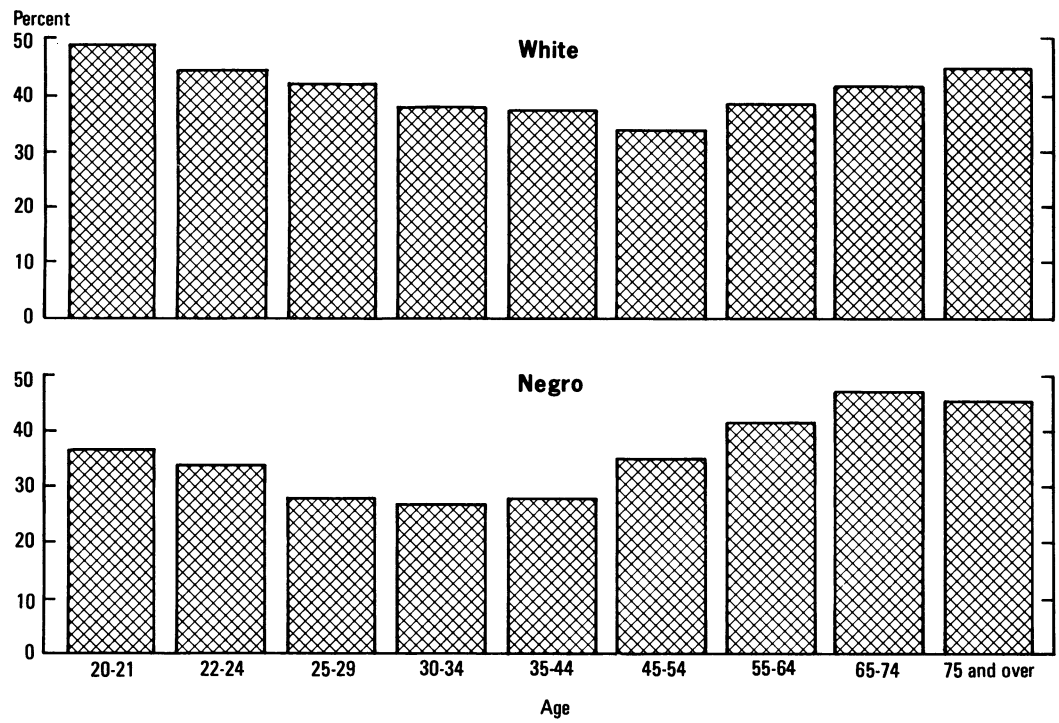
Population Characteristics

Series P-20, No. 194
February 19, 1970

U.S. DEPARTMENT OF COMMERCE / Bureau of the Census

EDUCATIONAL ATTAINMENT
MARCH 1969

Figure 1.--Percent of High School Graduates Who Have Completed 1 Year of College or More, by Age and Race: March 1969



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EDUCATIONAL ATTAINMENT: MARCH 1969

The educational attainment of the population has increased greatly in the past 30 years. In 1940, only 38 percent of young adults (25 to 29 years old) were high school graduates, including those who had gone on to college. In March 1969, 75 percent of the 25- to 29-year-olds were at least high school graduates. The proportion who had completed 4 years of college or more increased from only 6 percent of the 25- to 29-year-olds in 1940 to 16 percent of this age group in 1969 (table A). The 1969 findings are based on the March 1969 Current Population Survey conducted by the Bureau of the Census. The educational data presented in this report from that survey relate to the number of school years completed by the population and do not provide information on the quality of the education received.

Both whites and Negroes have increased their educational attainment, as measured by years of school completed, with the rise in the number of years of school completed by young adult Negroes being especially dramatic. In 1940, only 12 percent of the 25- to 29-year-old Negroes had completed high school including 2 percent who had completed 4 years of college or more. In 1969, the proportion of the 25- to 29-year-old Negroes who were at least high school graduates was 56 percent including 7 percent who had completed 4 years of college or more.

The gain in the educational attainment of young adult Negroes is also demonstrated by the great decline in the proportion with less than 5 years of schooling. In 1940, nearly 28 percent of the 25- to 29-year-old Negroes had completed less than 5 years of school. In 1969, only 2 percent of the Negroes of this age had such a limited education.

The increase in the proportion of Negroes completing high school or some college, combined with the decline in the proportion with very low educational attainment, has resulted in a striking increase in the median educational attainment of Negroes. In 1940, the median years of school completed by Negroes 25 to 29 years old was 7.0 years; in 1969, the median for 25- to 29-year-old Negroes was 12.1 years.

High school graduates who go on to college.--Although the percent of the total population who complete some college is far greater now than in the past, much of the increase appears to result from the increase in the percent of the population who are high school

Table A.--EDUCATIONAL ATTAINMENT OF PERSONS 25 YEARS OLD AND OVER AND 25 TO 29 YEARS OLD, BY RACE: 1969, 1960, 1950, AND 1940

Age, race, and year	Percent by level of school completed			Median school years completed
	Less than 5 years	4 years of high school or more	4 years of college or more	
TOTAL				
25 years old & over:				
1969	5.6	54.0	10.7	12.1
1960	8.3	41.1	7.7	10.5
1950	11.1	34.3	6.2	9.3
1940	13.7	24.5	4.6	8.6
25 to 29 years old:				
1969	1.3	74.7	16.0	12.6
1960	2.8	60.7	11.1	12.3
1950	4.7	52.8	7.7	12.1
1940	5.9	38.1	5.9	10.3
WHITE				
25 years old & over:				
1969	4.5	56.3	11.2	12.2
1960	6.7	43.2	8.1	10.9
1950	9.0	36.3	6.6	9.7
1940	10.9	26.1	4.9	8.6
WHITE--Continued				
25 to 29 years old:				
1969	1.2	77.0	17.0	12.6
1960	2.2	63.7	11.8	12.3
1950	3.3	56.3	8.3	12.2
1940	3.4	41.2	6.4	10.9
NEGRO				
25 years old & over:				
1969	15.5	32.3	4.6	9.6
1960	23.8	20.1	3.1	8.0
1950	32.9	12.9	2.1	6.8
1940	42.0	7.3	1.3	5.7
25 to 29 years old:				
1969	2.5	55.8	6.7	12.1
1960	[1]7.2	[1]38.6	[1]5.4	[1]10.8
1950	16.8	22.2	2.7	8.6
1940	27.7	11.6	1.6	7.0

[1]Negro and other races.

This report was prepared by Aurora A. Zappolo and Charles E. Johnson, Jr., Education and Social Stratification Branch, Population Division.

graduates rather than from an increase in the percent of high school graduates who go on to college. For instance, the percent of the high school graduates who have completed some college is not far different for recent high school graduates (persons 20 and 21 years old) than for those who would have graduated a long time ago (persons 75 years old and over). Forty-eight percent of the most recent graduates have completed some college, as compared with 45 percent of the oldest graduates (table B). Among women, the percent of high school graduates who have completed some college is about the same for both the most recent and the older graduates, but for men, the most recent graduates are more likely to have completed some college than the older graduates.

High school graduates in the age group 45 to 54 years old, many of whom graduated from high school during the depression years of the 1930's, are less likely to have completed any years of college than either the younger or older age group mentioned. Only about 34 percent of the high school graduates 45 to 54 years old have completed any years of college.

The older white and Negro high school graduates are about equally likely to have completed some college; but among the younger high school graduates, whites are more likely to have completed some college than Negroes. More specifically, among high school graduates 45 years old and over, about 37 percent of the whites and a similar percent of the Negroes have completed some college. Among high school graduates 20 to 44 years old, however, 41 percent of the whites have completed some college, compared with only 30 percent of the Negroes (table C).

Variations in the percent of high school graduates who go on to college appear to be the result of numerous changes in social and economic conditions including such factors as increased opportunities for high school graduation during the past half

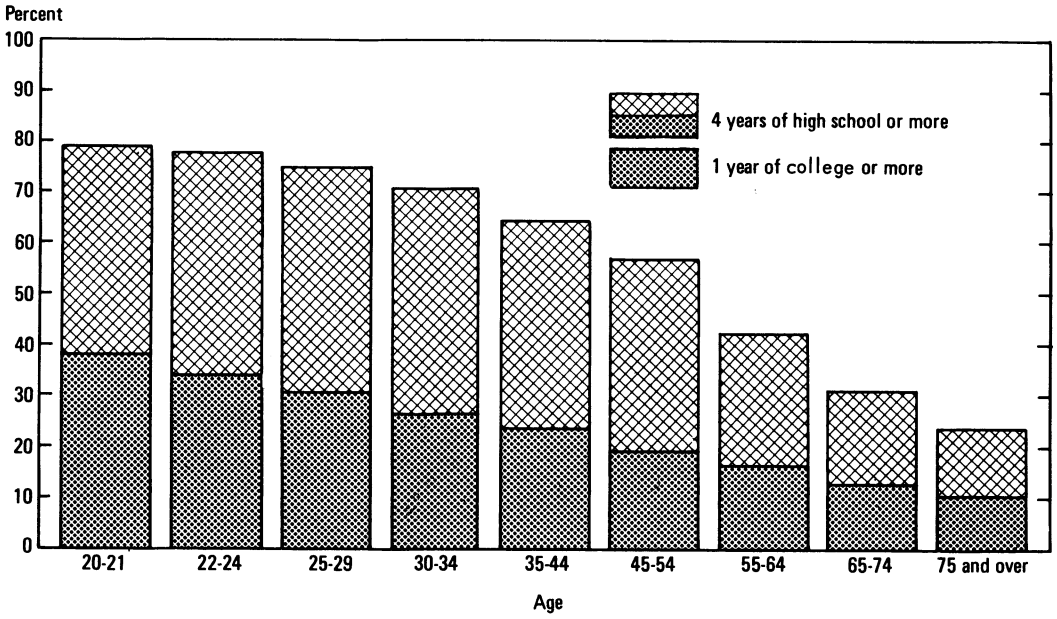
Table B.--HIGH SCHOOL GRADUATES WHO HAVE COMPLETED 1 YEAR OF COLLEGE OR MORE, BY AGE AND SEX: MARCH 1969

Age	Number of high school graduates (thousands)			Percent of high school graduates who have completed 1 year of college or more		
	Total	Male	Female	Total	Male	Female
20 and 21 years old	4,868	2,050	2,817	48.3	57.6	41.5
22 to 24 years old	6,711	3,217	3,493	43.7	48.5	39.3
25 to 29 years old	9,676	4,796	4,880	40.9	47.3	34.7
30 to 34 years old	7,811	3,816	3,993	37.6	44.4	31.0
35 to 44 years old	14,695	7,032	7,664	37.6	46.0	29.9
45 to 54 years old	13,017	6,128	6,888	33.9	40.8	27.8
55 to 64 years old	7,619	3,433	4,184	38.8	43.3	35.1
65 to 74 years old	3,655	1,493	2,161	41.6	45.2	39.1
75 years old and over	1,762	656	1,105	44.8	48.9	42.4

Table C.--HIGH SCHOOL GRADUATES WHO HAVE COMPLETED 1 YEAR OF COLLEGE OR MORE, BY AGE AND RACE: MARCH 1969

Age	Number of high school graduates (thousands)		Percent of high school graduates who have completed 1 year of college or more		
	White	Negro	White	Negro	Difference
20 and 21 years old	4,387	418	49.2	36.6	12.6
22 to 24 years old	6,111	543	44.4	33.9	10.5
25 to 29 years old	8,807	771	41.9	28.1	13.8
30 to 34 years old	7,118	586	38.2	27.0	11.2
35 to 44 years old	13,630	878	37.9	28.1	9.8
45 to 54 years old	12,281	609	33.7	35.1	-1.4
55 to 64 years old	7,367	226	38.7	41.6	-2.9
65 to 74 years old	3,543	87	41.6	47.1	-5.5
75 years old and over	1,717	44	44.8	45.5	-0.7

Figure 2.--Percent of the Population Who Have Completed 4 Years of High School or More and 1 Year of College or More, by Age: March 1969



century, recent increased opportunities for college attendance, changes in the educational requirements for many types of jobs, and changing attitudes toward education. These variations may also be affected by the accuracy of reporting of educational attainment.[1]

RELATED REPORTS

Data on educational attainment for persons 14 years old and over in March 1959, March 1962, March 1964, March 1965 and 1966, March 1967, and March 1968, were published in Current Population Reports, Series P-20, Nos. 99, 121, 138, 158, 169, and 182, respectively. Further information on educational attainment is presented in "Educational Change in a Generation: March 1962," Series P-20, No. 132. In addition, educational attainment as determined in the Current Population Survey is related to labor force characteristics in publications of the Bureau of Labor Statistics, as in "Educational Attainment of Workers, March 1968," published in the February 1969 issue of Monthly Labor Review. Statistics on educational attainment are also available in several reports of the 1960 Census of Population, the most relevant of which is PC(2)-5B, Educational Attainment. Volume I, Characteristics of the Population, chapter C, "General Social and Economic Characteristics," and chapter D, "Detailed Characteristics," also include statistics on educational attainment. Report PC(2)-1C, Nonwhite Population by Race, includes educational data for selected races.

Apart from the different dates at which the statistics were collected, the education data from the March 1969 Current Population Survey may differ from those from the 1960 census and from projections based on the census for the following reasons: (1) Members of the Armed Forces in the

[1]For a discussion of the accuracy of reported educational attainment see John F. Folger and Charles B. Nam, Education of the American Population (A 1960 Census Monograph) and Reynolds Farley, "The Quality of Demographic Data for Nonwhites," Demography, V (1968), pp. 1-10. Farley notes that reported educational attainment of both whites and persons of other races rises as a cohort ages, that selective mortality and overreporting of education both contribute to the rise, and that the increases in reported years of school completed as a cohort ages are less for whites than for persons of other races.

United States living off post or with their families on post are included in the survey, but all other members of the Armed Forces are excluded from it. All members of the Armed Forces in the United States are included in the census data. (2) Statistics from both the census and CPS are subject to sampling and response errors. There are differences in coverage, enumeration techniques (self-enumeration versus direct enumeration), and the methods of allocating nonresponses.

The Content Evaluation Study of the 1960 census is a major source of information about the accuracy of census data on educational attainment. A comparison by detailed categories of years of school reported for each level suggests a net overreporting on years of school completed for about 6 percent of the population 25 years old and over.[2] A comparison of CPS with 1960 census figures shows that the CPS figures include more persons with 12 years or more of school completed and fewer with less than 12 years. If the Content Evaluation Study is taken as a standard, the 1960 census figures on educational attainment show a slight upward bias. The CPS figures are still higher than the census figures and may, therefore, be more biased in the direction of high educational attainment.

Because of the differences mentioned above, care should be exercised in comparing the data for March 1969 with those from the 1960 census.

DEFINITIONS AND EXPLANATIONS

Population coverage.--The figures in this report for March 1969 are sample survey data and relate to the population of the 50 States and the District of Columbia. Inmates of institutions are included in the sample. Members of the Armed Forces living off post or with their families on post are included, but all other members of the Armed Forces are excluded.

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

Race.--The population is divided into three groups on the basis of race: white, Negro, and "other races." The last category includes Indians, Japanese, Chinese, and any other race except white and Negro.

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.

The median years of school completed is defined as the value which divides the population into two equal parts--one-half having completed more schooling and one-half having completed less schooling than the median. This median was computed after the statistics on years of school completed had been converted to a continuous series of numbers (e.g., completion of the first year of high school was treated as completion of the 9th year and the completion of the first year of college as completion of the 13th year). The persons completing a given school year were assumed to be distributed evenly within the interval from .0 to .9 of the year (for example, persons completing the 12th year were assumed to be distributed evenly between 12.0 and 12.9). In fact, at the time of the March survey, most of the enrolled persons had completed about three-fourths of a school year beyond the highest grade completed, whereas a large majority of persons who were not enrolled had not attended any part of a grade beyond the highest one completed. The effect of the assumption is to place the median for younger persons slightly below, and for older persons slightly above, the true median. Because of the inexact assumption as to the distribution within an interval, this median is more appropriately used for comparing groups and the same group at different dates than as an absolute measure of educational attainment.

Assignment of educational attainment for those not reporting.--When information on either the highest grade attended or completion of the grade was not reported in the 1969 survey, entries for the items were assigned using an edit in the computer (table D). The general procedure was to assign an entry for a person that was consistent with entries for other persons with similar characteristics. The specific technique used in the March 1969 survey was as follows:

1. The computer stored reported data on highest grade attended by race (white and all other) and age, and on completion of the grade by age

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[2] Evaluation and Research Program of the U.S. Censuses of Population and Housing, 1960: Accuracy of Data on Population Characteristics as Measured by Reinterviews, Series ER 60, No. 4, table 12.

Table D.--NUMBER AND PERCENT OF ALLOCATIONS FOR NONRESPONSE ON HIGHEST YEAR OF SCHOOL COMPLETED BY PERSONS 14 YEARS OLD AND OVER, BY RACE, FOR THE UNITED STATES: MARCH 1969

(Numbers in thousands)

Highest year of school completed	All classes			White			Negro and other races					
							Total			Negro		
	Total	Allocated		Total	Allocated			Allocated			Allocated	
		Number	Percent		Number	Percent	Total	Number	Percent	Total	Number	Percent
Total, 14 years old and over	144,622	1,064	0.7	128,805	882	0.7	15,817	181	1.1	14,429	142	1.0
No school years completed	1,759	11	0.6	1,347	4	0.3	412	8	1.8	336	3	0.8
Elementary: 1 to 7 years	17,672	154	0.9	13,795	110	0.8	3,877	44	1.1	3,705	43	1.2
8 years	19,456	168	0.9	17,558	142	0.8	1,898	26	1.4	1,754	16	0.9
High school: 1 to 3 years	31,747	232	0.7	27,377	179	0.7	4,370	53	1.2	4,107	40	1.0
4 years	45,735	308	0.7	42,254	277	0.7	3,481	31	0.9	3,136	26	0.8
College: 1 to 3 years	15,423	99	0.6	14,356	90	0.6	1,068	9	0.9	888	5	0.5
4 years	8,062	58	0.7	7,616	50	0.7	446	8	1.8	345	8	2.4
5 years or more	4,768	32	0.7	4,502	30	0.7	266	2	0.9	158	1	0.8

and highest grade attended, for persons 14 years old and over in the population.

2. Each stored value was retained in the computer only until a succeeding person having the same characteristics (e.g., same race and age, in the case of assignments for highest grade attended) and having the item reported, was processed through the computer. Then the reported data for the succeeding person were stored in place of the one previously stored.

3. When one or both of the education items for a person 14 years old and over was not reported, the entry assigned to this person was that stored for the last person who had the same characteristics.

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.

Farm-nonfarm residence.--The farm population refers to rural residents living on farms. The method of determining farm-nonfarm residence in the Current Population Surveys since March 1960 is the same as that used in the 1960 census but differs from that used in earlier censuses.

The nonfarm population, as the term is used here, comprises persons living in urban areas and rural persons not on farms.

According to the current definition, the farm population consists of all persons living in rural territory on places of less than 10 acres yielding agricultural products which sold for $250 or more in the previous year, or on places of 10 acres or more yielding agricultural products which sold for $50 or more in the previous year. Rural persons

in institutions, motels, and tourist camps, and those living on rented places where no land is used for farming, are not classified as farm population.

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

Mobility status.--The population of the United States has been classified according to mobility status on the basis of a comparison between the place of residence of each individual at the survey date and the place of residence one year earlier.

In the classification on mobility status, three main categories are distinguished:

1. Nonmovers.--This group consists of persons who are living in the same house at the end of the period as at the beginning of the period.

2. Movers.--This group consists of all persons who were living in a different house in the United States at the end of the period than at the beginning of the period.

3. Persons abroad.--This group consists of persons, either citizens or aliens, whose place of residence was outside the United States at the beginning of the period, that is, in an outlying area under the jurisdiction of the United States or a foreign country.

Movers are subdivided in terms of type of mobility into the following two major groups--(1) those living in the "same county" and (2) "migrants" or those living in a "different county" at the end than at the beginning of the period. Migrants are further classified as living in the same State as their previous residence or in a different State.

Employed.--Employed persons comprise those civilians who, during the survey week, were either (1) "at work"--those who did any work for pay or profit, or worked without pay for 15 hours or more on a family farm or business; or (2) "with a job but not at work"--those who did not work and were not looking for work but had a job or business from which they were temporarily absent because of vacation, illness, industrial dispute, or bad weather, or because they were taking the week off for various other reasons.

Occupation.--Data on occupation are shown for the employed and relate to the job held during the survey week. Persons employed at two or more jobs were reported in the job at which they worked the greatest number of hours during the week. The major groups used here are mainly the major groups used in the 1960 Census of Population. The composition of these groups is shown in 1960 Census of Population, Volume I, Characteristics of the Population, Part 1, United States Summary.

Data are shown for 4 broad occupational groups (white-collar workers, blue-collar workers, service workers, and farm workers), which represent combinations of the 10 major groups. All persons engaged directly in agricultural production are classified as farm workers in this report. This included farm proprietors, managers, foremen, and laborers. The nonagricultural group is subdivided into three groups. The white-collar group includes professional workers, proprietors, managers, and sales and clerical workers. The blue-collar group includes craftsmen, machine operatives, and laborers (other than farm); and the service category includes private household workers and other service workers.

Income.--For each person in the sample 14 years old and over, questions were asked on the amount of money income received in 1968 from (1) money wages or salary, (2) net income from self-employment and (3) other income. Wage or salary income in 1968 is defined as the total money earnings received for work performed as an employee during the calendar year 1968. It includes wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned, before deductions were made for taxes, bonds, pensions, union dues, etc. Net income from self-employment is defined as net money income (gross receipts minus operating expenses) from a business, partnership, professional enterprise, or farm in which the person was engaged in his own account. Other money income includes money income received from the following sources: (1) Social Security, veterans' payments, or other government or private pensions; (2) interest (on bonds or savings), dividends, and income from annuities, estates, or trust; (3) net income from boarders or lodgers, or from renting property to others; (4) all other sources such as unemployment benefits, public assistance, alimony, etc.

The amounts received represent income before deductions for personal taxes, Social Security, bonds, etc. It should be noted that although the income statistics refer to receipts during 1968, the characteristics of the person, such as age, labor force status, and occupation, and the characteristics and composition of the family refer to March 1969. Income of farm persons does not include income "in kind" such as the value of farm produce consumed at home, or rental value of the home they own. Furthermore, the cost of living is generally higher in urban areas, requiring higher incomes to maintain a similar level of living.

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 unrounded absolute numbers.

SOURCE AND RELIABILITY OF THE ESTIMATES

Source of data for 1969.--The estimates for 1969 are based on data obtained in March of 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.

Source of data for 1960, 1950, and 1940.--The statistics for 1960, 1950, and 1940 are based on results of the Censuses of Population for those years.

Reliability of the estimates.--Since the estimates are based on a sample, they may differ somewhat from the figure that would have been 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 E, F, G and H 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. Tables E and F contain the standard errors of estimated numbers.

Table E.--STANDARD ERRORS OF ESTIMATED NUMBERS, TOTAL OR WHITE POPULATION

(68 chances out of 100)

Size of estimate	Standard error	Size of estimate	Standard error
25,000.....	7,200	2,500,000....	71,000
50,000.....	10,200	5,000,000....	100,000
100,000.....	14,400	10,000,000...	140,000
250,000.....	23,000	25,000,000...	214,000
500,000.....	32,000	50,000,000...	283,000
1,000,000....	45,000		

Table F.--STANDARD ERRORS OF ESTIMATED NUMBERS, NEGRO AND OTHER RACES

(68 chances out of 100)

Size of estimate	Standard error	Size of estimate	Standard error
10,000.....	5,300	250,000.....	26,000
25,000.....	8,300	500,000.....	37,000
35,000.....	9,900	1,000,000....	51,000
50,000.....	11,800	2,500,000....	75,000
75,000.....	14,400	5,000,000....	92,000
100,000.....	16,600	10,000,000...	77,000

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. Tables G and H contain the standard errors of estimated percentages.

Illustration of the use of tables of standard errors.--Table 1 of this report shows that 4,517,000 persons 25 years old and over have completed 5 or more years of college. Table E shows the standard error on an estimate of this size to be approximately 94,000. The chances are 68 out of 100 that the estimate would have shown a figure differing from a complete census by less than 94,000. The chances are 95 out of 100 that the estimate would have shown a figure differing from a complete census by less than 188,000.

Of these 4,517,000, 3,169,000 or 70.2 percent, are males. Table G shows the standard error of 70.2 percent on a base of 4,517,000 to be approximately 1.0 percent. Consequently, chances are 68 out of 100 that the estimated 70.2 percent would be within 1.0 percent of a complete census figure, and chances are 95 out of 100 that the estimate would be within 2.0 percent of a census figure, i.e., this 95 percent confidence interval would be between 68.2 and 72.2 percent.

Table G.--STANDARD ERRORS OF ESTIMATED PERCENTAGES, TOTAL OR WHITE POPULATION

(68 chances out of 100)

Estimated percentage	Base of percentage (thousands)									
	100	250	500	1,000	2,500	5,000	10,000	25,000	50,000	100,000
2 or 98	2.0	1.3	0.9	0.6	0.4	0.3	0.2	0.1	0.1	0.1
5 or 95	3.1	2.0	1.4	1.0	0.6	0.4	0.3	0.2	0.1	0.1
10 or 90	4.3	2.7	1.9	1.4	0.9	0.6	0.4	0.3	0.2	0.1
25 or 75	6.2	3.9	2.8	2.0	1.2	0.9	0.6	0.4	0.3	0.2
50	7.2	4.5	3.2	2.3	1.4	1.0	0.7	0.5	0.3	0.2

Table H.--STANDARD ERRORS OF ESTIMATED PERCENTAGES, NEGRO AND OTHER RACES

(68 chances out of 100)

Estimated percentage	Base of percentage (thousands)							
	50	100	250	500	1,000	2,500	5,000	10,000
2 or 98	3.3	2.3	1.5	1.0	0.7	0.5	0.3	0.2
5 or 95	5.1	3.6	2.3	1.6	1.2	0.7	0.5	0.4
10 or 90	7.1	5.0	3.2	2.2	1.6	1.0	0.7	0.5
25 or 75	10.2	7.2	4.6	3.2	2.3	1.4	1.0	0.7
50	11.8	8.4	5.3	3.7	2.6	1.7	1.2	0.8