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Population Characteristics

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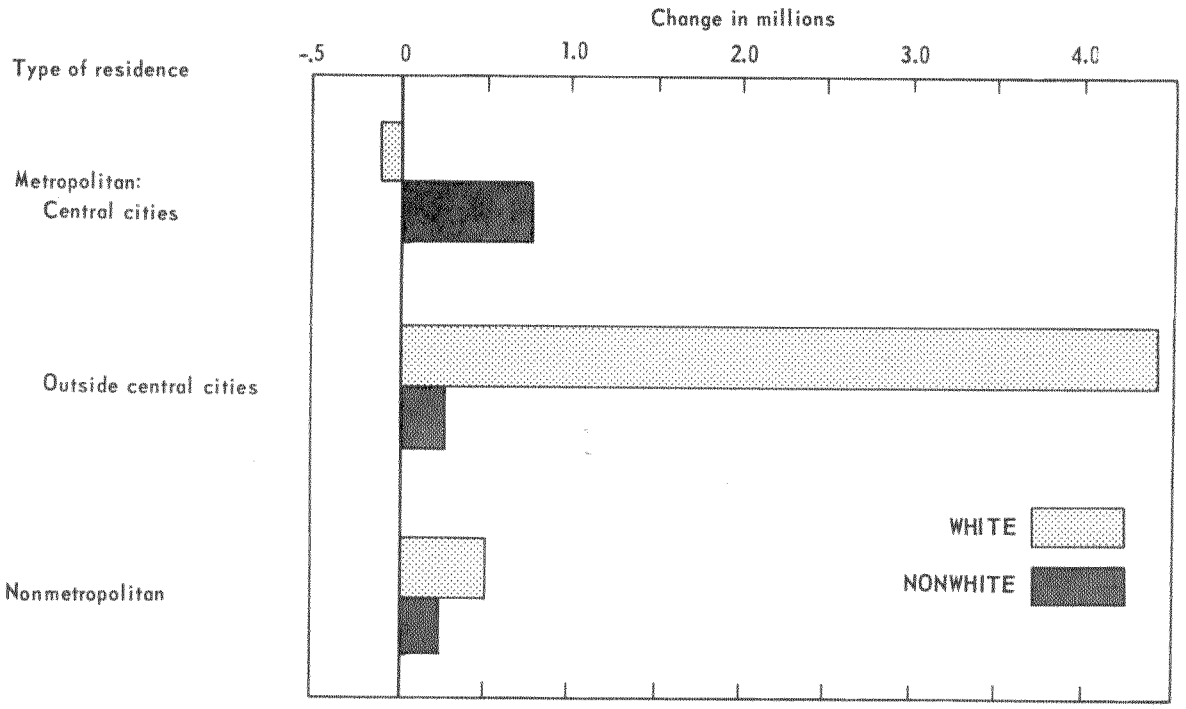
SCHOOL ENROLLMENT: OCTOBER 1966

Figure 1. Change in School Enrollment, by Color and Residence, for Persons 5 to 17 Years Old: October 1960 to 1966



U.S. DEPARTMENT OF COMMERCE, Alexander B. Trowbridge, Secretary
William H. Shaw, Asst. Secy., Economic Affairs
BUREAU OF THE CENSUS A. Ross Eckler, Director

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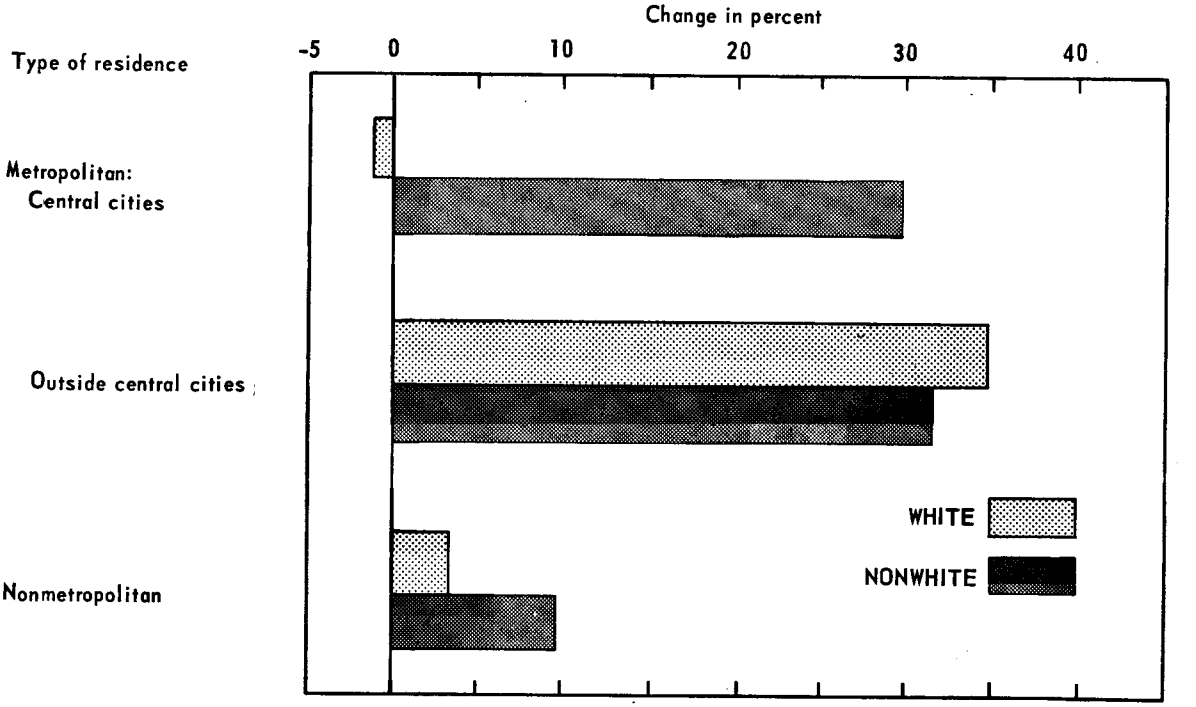
SCHOOL ENROLLMENT: OCTOBER 1966

About 55.1 million persons 5 to 34 years old were enrolled in school or college in the United States in the fall of 1966, according to the results of the Current Population Survey conducted in October 1966 by the Bureau of the Census. This represents almost 30 percent of the total civilian noninstitutional population in the United States.

In the 6-year period, 1960 to 1966, the school enrollment of persons aged 5 to 34 years increased 8.8 million, or 19 percent. For children and youths 5 to 17 years old (principal ages for attendance in kindergarten through high school), enrollment increased 14 percent—13 percent for whites and 22 percent for nonwhites. Most of the increase in school enrollment of 5- to 17-year-olds is attributable to population growth although about one-eighth of the white and one-sixth of the nonwhite rise in enrollment is due to increased enrollment rates, particularly for 5-year-olds and youths 16 and 17.

Growth rates differed in metropolitan and nonmetropolitan areas. In central cities of metropolitan areas, school enrollment of nonwhite youths 5 to 17 years of age increased about 800,000, or 30 percent, while enrollment of white youths of the same age in central cities decreased about 100,000, or 1 percent (figures 1 and 2 and table A).

Figure 2. Percent Change in School Enrollment, by Color and Residence, for Persons 5 to 17 Years Old: October 1960 to 1966



In the metropolitan areas outside the central cities, the enrollment of whites 5 to 17 years old increased about 4.4 million while that of nonwhites increased only about 250,000. Percentage increases in these areas, however, were actually about equal—35 percent for whites and 32 percent for nonwhites. In nonmetropolitan areas, the enrollment of persons aged 5 to 17 years increased 3 percent for whites and 10 percent for nonwhites.

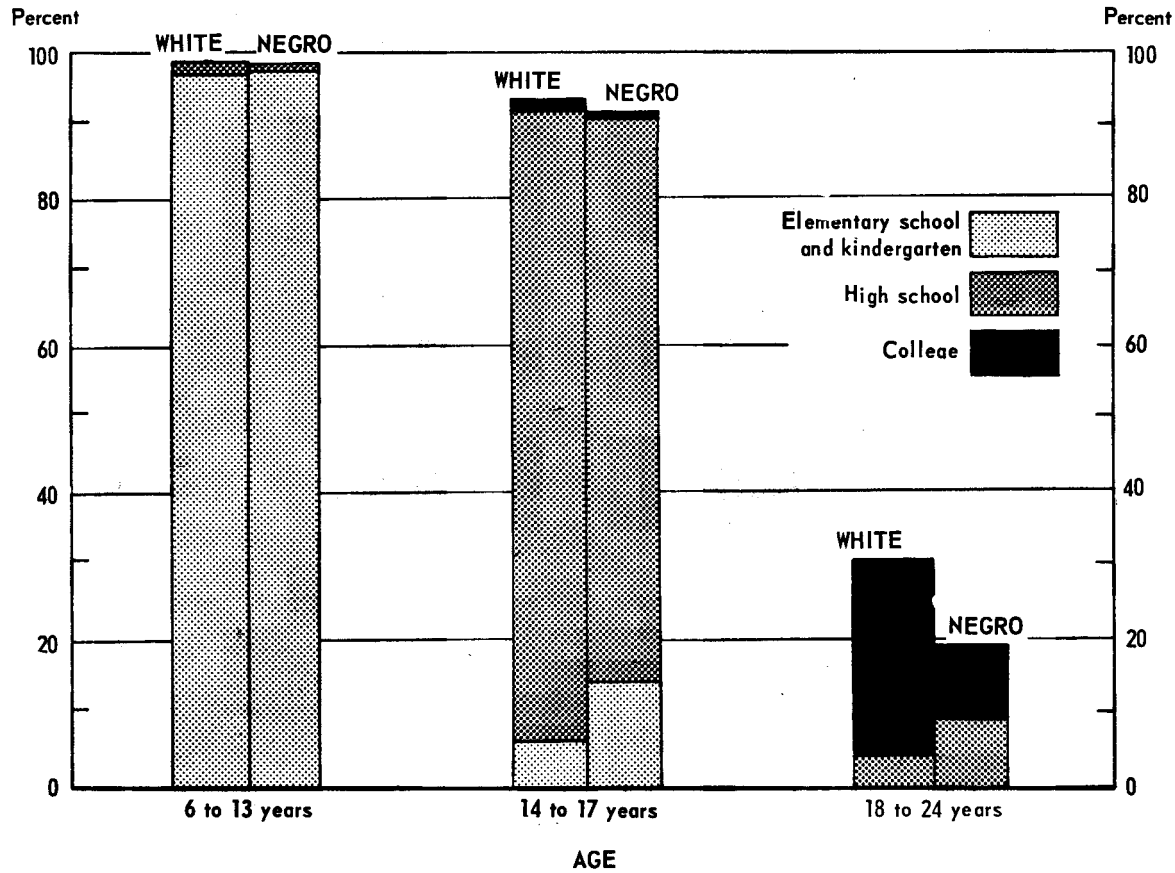
Table A.—INCREASE OF SCHOOL ENROLLMENT, BY COLOR AND RESIDENCE, FOR PERSONS 5 TO 17 YEARS OLD: OCTOBER 1960 TO 1966

(Number in thousands. Minus sign (-) denotes decrease)

Color and residence	1966	1960[1]	Increase 1960 to 1966		Percent by color	
			Number	Percent	1966	1960
Total enrolled, 5 to 17 years old...	48,345	42,299	6,046	14.3	100.0	100.0
White	41,558	36,750	4,808	13.1	86.0	86.9
Nonwhite	6,787	5,549	1,238	22.3	14.0	13.1
Metropolitan—central cities	12,941	12,260	681	5.6	100.0	100.0
White	9,544	9,645	-101	-1.0	73.8	78.7
Nonwhite	3,397	2,615	782	29.9	26.2	21.3
Metropolitan—outside central cities	18,050	13,397	4,653	34.7	100.0	100.0
White	17,046	12,634	4,412	34.9	94.4	94.3
Nonwhite	1,004	763	241	31.6	5.6	5.7
Nonmetropolitan	17,354	16,642	712	4.3	100.0	100.0
White	14,968	14,471	497	3.4	86.3	87.0
Nonwhite	2,386	2,171	215	9.9	13.7	13.0

[1]Residence distribution of October 1960 enrollment estimated separately by color, based on 1960 Census residence distribution.

Figure 3. Percent Enrolled in School, by Age and Level of School, for White and Negro Persons 6 to 24 Years Old: October 1966



The proportion of nonwhites varies from one type of area to another. In the Nation as a whole, 14.0 percent of the pupils 5 to 17 are nonwhite but in the "suburbs" only 5.6 percent (table A). On the other hand, in central cities the figure is 26.2 percent, up from 21.3 percent in 1960. Individual central cities differ greatly among themselves, of course. Indicative of this are data available for public school enrollment in selected cities in 1965-66[1] which show rates ranging from 90.9 percent Negro in the Washington, D.C., elementary schools to 0.9 percent in Portland, Maine.

Another aspect is the residence distribution of pupils of a particular color. One-half of all nonwhite pupils 5 to 17 years old live in the central cities of metropolitan areas (50.1 percent) but only about one-quarter of all white pupils (23.0 percent). This difference is counterbalanced in the rest of the metropolitan area, so that about two-thirds of both nonwhite and white pupils live in metropolitan areas as a whole—64.9 percent for nonwhite and 64.0 percent for white. In 1960, the corresponding figures were: 47.1 percent of all nonwhite pupils lived in central cities, and 26.2 percent of white pupils; metropolitan areas as a whole accounted for 60.9 percent of the nonwhite pupils and 60.6 percent of the white pupils 5 to 17 years old. Although the changes since 1960 are small, they reflect the continuing migration pattern.

College enrollment rate for whites twice the Negro rate among 18- to 24-year-olds.—About 27 percent of the white and 10 percent of the Negro population 18 to 24 years old were enrolled in college in the fall of 1966 (table B and figure 3). Thus, the white college enrollment rate was more than double the rate for Negroes.

Table B.—FALL SCHOOL ENROLLMENT, BY AGE AND LEVEL OF SCHOOL, FOR WHITE AND NEGRO PERSONS 6 TO 24 YEARS OLD: OCTOBER 1966

(Numbers in thousands)

Level of school	6 to 13 years		14 to 17 years		18 to 24 years	
	White	Negro	White	Negro	White	Negro
Total population	27,618	4,235	12,274	1,791	17,125	2,214
Total enrolled	27,369	4,192	11,537	1,638	5,232	408
Elementary school and kindergarten	26,930	4,145	767	256	14	4
High school	439	48	10,538	1,366	612	179
College	-	-	233	17	4,606	224
PERCENT DISTRIBUTION						
Total population	100.0	100.0	100.0	100.0	100.0	100.0
Total enrolled	99.1	99.0	94.0	91.5	30.6	18.4
Elementary school and kindergarten	97.5	97.9	6.2	14.3	0.1	0.2
High school	1.6	1.1	85.9	76.3	3.6	8.1
College	-	-	1.9	0.9	26.9	10.1

-Represents zero or rounds to zero.

Differences between the enrollment rates of the two races also occurred at younger ages. White youths 14 to 17 years old had a 94-percent enrollment rate compared with 91-percent for Negro youths of the same age, and a larger proportion of the Negro enrollment was in elementary school. However, between the ages of 6 and 13 years, where school attendance is generally compulsory, the percentage of children enrolled in school was the same (99 percent) for both races.

Retardation develops mostly in the first two years of elementary school.—There is a modal, or typical, year of enrollment for persons at each year of age. Children enrolled below the modal year of school are considered "retarded" for the purpose of analysis here. Children 6 years old in October are mostly enrolled in the first year of elementary school; the figure was 84.3 percent according to a 3-year-average, 1964 to 1966 (table C). However, due to age requirements and perhaps other factors, 10.6 percent of all 6-year-olds are already past the first year and about 4 percent will start elementary school the following year. This last group is enrolled below the modal year because of a late start rather than because of repetition of a year of school.

[1] See table A1 in Racial Isolation in the Public Schools; Vol. 2, Appendices. U.S. Commission on Civil Rights: 1967.

Table C.—PERCENT ENROLLED IN SCHOOL, BY MODAL YEAR OF ENROLLMENT AND SINGLE YEARS OF AGE, FOR PERSONS 6 TO 17 YEARS OLD: 3-YEAR-AVERAGE, OCTOBER 1964 TO 1966

(Numbers in thousands)

Age and modal year of enrollment	Total population		Total enrolled	Year of enrollment			Total not enrolled
	Number	Percent		Below modal year	Modal year	Above modal year	
6 years old, elementary 1.....	4,133	100.0	98.2	3.3	84.3	10.6	1.8
7 years old, elementary 2.....	4,137	100.0	99.0	10.7	74.8	13.5	1.0
8 years old, elementary 3.....	4,057	100.0	99.1	17.3	71.3	10.6	0.9
9 years old, elementary 4.....	4,028	100.0	99.4	18.6	70.3	10.6	0.6
10 years old, elementary 5.....	3,986	100.0	99.1	19.6	68.7	10.8	0.9
11 years old, elementary 6.....	3,877	100.0	99.3	19.9	68.0	11.5	0.7
12 years old, elementary 7.....	3,764	100.0	99.4	20.8	66.7	12.0	0.6
13 years old, elementary 8.....	3,721	100.0	99.1	21.6	65.3	12.3	0.9
14 years old, high school 1.....	3,568	100.0	99.2	22.0	65.5	11.8	0.8
15 years old, high school 2.....	3,517	100.0	98.2	23.7	62.4	12.1	1.8
16 years old, high school 3.....	3,472	100.0	92.8	22.9	57.1	12.8	7.2
17 years old, high school 4.....	3,494	100.0	83.0	19.0	56.5	7.4	17.0

At age 7, the percent enrolled below the modal year was 10.7, an increase of 7.4 percentage points over the figure for 6-year-olds. At age 8, 17.3 percent were enrolled below the modal year, an increase of 6.6 percentage points over the figure for 7-year-olds. Thus, between the ages 6 to 8, the percent of children enrolled below the modal year increased 14.0 percentage points. Between ages 8 to 15, retardation increased a total of only 6.4 percentage points over these 7 years of age. Clearly the retarded group was mostly built up in the first and second years of elementary school.

The percent enrolled above the modal year of enrollment remained within a range of 2.9 percentage points, 10.6 to 13.5 percent, for each age from 6 to 16. Detailed figures of enrollment by single years of enrollment and age are shown in table 9.

Boys show more retardation than girls through elementary and high school age.—Except for 6-year-olds where there is no difference, boys were more frequently enrolled below the modal, or typical, year of enrollment for their age than girls by a range of 4 to 12 percentage points (table D). The difference between the percent of boys and the percent of girls enrolled below the modal year of enrollment showed an increasing trend through elementary school and then stabilized at about 9 to 12 percentage points

Table D.—PERCENT ENROLLED IN SCHOOL, BY MODAL YEAR OF ENROLLMENT, SINGLE YEARS OF AGE, AND SEX, FOR PERSONS 6 TO 17 YEARS OLD: 3-YEAR-AVERAGE, OCTOBER 1964 TO 1966

(Minus sign (-) denotes percent for males less than that for females)

Age and modal year of enrollment	Percent enrolled			Year of enrollment								
				Below modal year			Modal year			Above modal year		
	Male	Female	Difference	Male	Female	Difference	Male	Female	Difference	Male	Female	Difference
6 years old, elementary 1.....	98.1	98.3	-0.2	3.4	3.2	0.2	84.4	84.1	0.3	10.3	11.0	-0.7
7 years old, elementary 2.....	98.8	99.2	-0.4	12.7	8.7	4.0	73.8	75.9	-2.1	12.4	14.7	-2.3
8 years old, elementary 3.....	99.0	99.3	-0.3	20.8	13.5	7.3	68.5	74.2	-5.7	9.7	11.6	-1.9
9 years old, elementary 4.....	99.3	99.5	-0.2	22.8	14.1	8.7	67.1	73.6	-6.5	9.4	11.8	-2.4
10 years old, elementary 5....	99.0	99.2	-0.2	23.7	15.4	8.3	65.1	72.3	-7.2	10.1	11.4	-1.3
11 years old, elementary 6....	99.0	99.7	-0.7	23.5	16.0	7.5	64.9	71.2	-6.3	10.6	12.5	-1.9
12 years old, elementary 7....	99.5	99.3	0.2	25.7	15.6	10.1	64.0	69.4	-5.4	9.8	14.3	-4.5
13 years old, elementary 8....	99.0	99.3	-0.3	27.3	15.8	11.5	61.6	69.0	-7.4	10.1	14.4	-4.3
14 years old, high school 1...	99.3	99.1	0.2	26.5	17.3	9.2	62.2	68.8	-6.6	10.6	13.0	-2.4
15 years old, high school 2...	98.6	97.9	0.7	29.1	18.1	11.0	59.0	65.9	-6.9	10.4	13.9	-3.5
16 years old, high school 3...	93.3	92.3	1.0	29.1	16.8	12.3	54.5	59.7	-5.2	9.8	15.8	-6.0
17 years old, high school 4...	85.1	80.8	4.3	24.7	13.2	11.5	53.5	59.7	-6.2	7.0	8.0	-1.0

difference for ages 12 to 17, corresponding to junior and senior high school. Enrollment above the modal year of enrollment changed little from ages 8 to 15, averaging about 10 percent for the boys and about 13 percent for the girls.

College enrollment varies by sex and age.—About a third of the civilian noninstitutional population aged 18 and 19 is enrolled in college. There is a gradual decline through ages 20 and 21, and a drop to 15.2 percent at age 22 when many persons have completed their undergraduate work (table E).

Detailed figures on enrollment in each year of college are shown in table 10 for each age from 16 to 24. Men and women are tabulated separately because their college attendance rates differ.

Women are somewhat less likely than men to attend college. Table E shows that, at age 18, the rate for men is 1.2 times that of women, but as the years pass the preponderance of men increases, leveling off at ages 23 and 24. Thus, at ages 23 and 24, civilian men are 3.9 times as likely to be in college as women of the same age. Part of this difference is attributable to the fact that women of college age are more likely to be married than men of the same age. College enrollment rates are lower for married persons than for single persons. More specifically, in the age group 18 to 21, one-third of all women (regardless of college enrollment) are married with spouse present, as compared to one-sixth of all men. College enrollment rates in this age group are 7.1 percent for married persons with spouse present, but 42.5 percent for others (based on data in table 6).

Except in the last two columns of table E, all enrollment rates, as well as the other data in this report, are for the civilian noninstitutional population and therefore exclude members of the Armed Forces. If members of the Armed Forces had been included in the survey, college enrollment rates for males would have been lowered somewhat.

In order to approximate college enrollment rates for the entire male population, it may be assumed, with little error, that none of the military personnel are in college. The resulting enrollment rates are shown in table E, under the heading "Male adjusted". The maximum rate for the adjusted group is 34.5 percent of males enrolled in college at age 18 and also at age 19. Unadjusted rates, for civilian males, are 37.9 percent and 41.3 percent for the two corresponding ages.

Progress through college is, on the average, much less continuous than through elementary and secondary schools, as shown by the widening age composition of students in the successive years of college (table 10) as compared with the relatively narrow range for those below the college level (table 9). Part-time attendance and interruptions because of military service, employment, or delays in starting college are among the factors which contribute to the relatively wide range of ages of persons who attend college.

Table E.—PERCENT ENROLLED IN COLLEGE, BY SINGLE YEARS OF AGE AND SEX, FOR PERSONS 16 TO 34 YEARS OLD: 3-YEAR-AVERAGE, OCTOBER 1964 TO 1966

Age	Percent enrolled in college			Male/female ratio	Male adjusted[1]	Male adjusted/female ratio
	Total	Male	Female			
Total, 16 to 34 years	11.6	15.2	8.4	1.8	13.6	1.6
16 years	0.3	0.3	0.2	(B)	0.3	(B)
17 years	7.4	7.0	8.0	.9	6.8	.9
18 years	34.6	37.9	31.4	1.2	34.5	1.1
19 years	33.2	41.3	26.6	1.6	34.5	1.3
20 years	29.2	38.6	21.5	1.8	30.7	1.4
21 years	24.2	33.6	16.8	2.0	26.0	1.5
22 years	15.2	24.0	7.9	3.0	19.1	2.4
23 years	10.9	18.2	4.7	3.9	15.1	3.2
24 years	8.7	14.6	3.7	3.9	12.5	3.4
25 to 29 years	5.6	8.7	2.8	3.1	8.0	2.9
30 to 34 years	2.6	3.8	1.5	2.5	3.6	2.4

B Percents too small for presentation of ratio.

[1]Based on civilian noninstitutional population plus males on active duty in the Armed Forces as of July 1, 1966, assuming that none of the military males are enrolled in college. (Data on military population in regular colleges are not readily available.)

RELATED REPORTS

Advance data on school enrollment for October 1966 were presented in Series P-20, No. 161. Statistics on school enrollment for October of the years prior to 1966 have been published in other reports in Series P-20.

Statistics on the economic characteristics of students are presented in an article entitled "The Employment of High School Graduates and Dropouts in 1964" in the June 1965 issue of the Monthly Labor Review, published by the Bureau of Labor Statistics. Data from the Current Population Survey concerning the college plans of high school seniors, their major fields of study, and the educational characteristics of persons 16 to 24 years old who were not enrolled in school as of October 1959 have been presented in the Census-ERS Series (P-27), No. 30. Additional data on the realization of college plans in relation to ability and socio-economic factors have been presented in No. 32 of the Census-ERS Series (P-27).

A report titled "Nursery-Kindergarten Enrollment of Children Under Six: October 1966," 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.

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

"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.

Modal year of enrollment.—In tables C and D enrolled persons 5 to 17 years old are classified according to whether the year or grade in which they were enrolled was below, at, or above the modal, or typical, year for persons of their age. In October, there is one typical grade for the enrollment of the majority of pupils of a given year of age. (In April two grades share the majority of pupils.)

Level of school.—The statistics on level of school indicate the number of persons enrolled at each of four levels: Kindergarten, elementary school (first to eighth grades), high school (ninth to twelfth grades); and college or professional school. The last group includes graduate students in colleges or universities. Persons enrolled in junior high school through the eighth grade are classified as in elementary school, and the others as in high school.

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.

"Head Start".—Children enrolled in "Head Start" programs or similar programs sponsored by local agencies to provide pre-school opportunities 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. The term "color" refers to the twofold classification white and nonwhite.

Marital status.—The marital status category shown in this report, "married, spouse present,"

includes persons who are currently married and living with their spouse.

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

SOURCE AND RELIABILITY OF THE ESTIMATES

Source of data.—The estimates are based on data obtained in October 1966 in the Current Population Survey of the Bureau of the Census. The sample is spread over 357 areas comprising 701 counties and independent cities, with coverage in each of the 50 States and the District of Columbia. Approximately 35,000 occupied housing units are designated for interview in the Current Population Survey each month. Of this number, 1,500 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 35,000, there are also about 5,000 sample units in an average month which are visited but are found to be vacant or otherwise not to be enumerated.

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, color, 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 the figures 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 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.

Table F contains the standard errors for a given class of persons age 3 to 34 enrolled in school.

The reliability of an estimated percentage, computed by using sample data for both numerator and denominator, depends upon the size of the percentage and the size of the total on which the percentage is based. Estimated percentages are relatively more reliable than the corresponding absolute estimates of the numerator of the percentage, particularly if the percentage is 50 percent or greater.

Table G shows the standard error of estimated percentages for a given class of persons age 3 to 34 enrolled in school.

Illustration of the use of tables of standard errors.—Table 1 of this report shows that 2,547,000, or 19.9 percent, of the 12,789,000 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 of the estimated 2,547,000 persons out of a total of 12,789,000 persons in the age group to be approximately 41,000. Chances are 68 out of 100 that a complete census would have differed from the sample result by less than 41,000. Chances are 95 out of 100 that the difference would have been less than 82,000 or twice the standard error.

Table G shows the standard error of 19.9 percent with a base of 12,789,000 to be approximately 0.5 percent. Consequently, chances are about 68 out of 100 that a complete census would have disclosed a figure between 19.4 and 20.4 percent. Chances are 95 out of 100 that the census result would have been within 1.0 percentage points (two standard errors) of the sample estimate, i.e., between 18.9 and 20.9 percent.

Table F.—STANDARD ERROR OF ESTIMATED NUMBER 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	6	6	6	6	-	-	-	-
50,000	8	8	8	8	8	-	-	-
100,000	10	12	12	12	12	12	-	-
200,000	8	10	12	14	17	17	17	-
250,000	-	14	14	16	18	18	19	-
400,000	-	11	15	17	19	19	21	23
500,000	-	-	19	19	20	22	22	25
800,000	-	-	15	21	24	26	29	31
1,000,000	-	-	-	25	27	29	32	35
2,000,000	-	-	-	23	29	36	45	52
2,500,000	-	-	-	-	33	39	51	60
4,000,000	-	-	-	-	32	45	60	75
5,000,000	-	-	-	-	-	60	72	85
8,000,000	-	-	-	-	-	47	88	103
10,000,000	-	-	-	-	-	-	100	115
20,000,000	-	-	-	-	-	-	67	121
25,000,000	-	-	-	-	-	-	-	115
40,000,000	-	-	-	-	-	-	-	100

- Represents zero.

Table G.—STANDARD ERROR OF ESTIMATED PERCENTAGE OF PERSONS ENROLLED IN SCHOOL

(68 chances out of 100)

Estimated percentage	Base of estimated percentage (thousands)						
	500	1,000	5,000	10,000	25,000	50,000	75,000
2 or 98	0.8	0.5	0.2	0.2	0.1	0.1	0.1
5 or 95	1.2	0.8	0.4	0.3	0.2	0.1	0.1
10 or 90	1.6	1.1	0.5	0.4	0.2	0.2	0.1
25 or 75	2.3	1.7	0.7	0.5	0.3	0.2	0.2
50	2.7	1.9	0.9	0.6	0.4	0.3	0.2