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ABSTRACT

This compilation aggregates all relevant statistics about the history of the U.S. educational system into one convenient book. The statistical surveys of what is now the National Center for Education Statistics date from 1870. The level of detail in the surveys by this office gradually increased until, by 1920, the statistical program included a detailed breakdown of public school expenditures by purpose and of higher education income by source of funds. Expansion has continued through the new national surveys of recent years. Chapters review education characteristics of the U.S. population over the years; and the status of elementary school, secondary school, and higher education in U.S. history. Twenty-one figures illustrate trends in: (1) enrollment; (2) level of schooling completed; (3) income of graduates; (4) attendance; (5) teachers; (6) student-to-teacher ratios; (7) numbers of high school graduates; (8) sources of revenue; (9) expenditures; (10) graduates from higher education; (11) revenue sources for higher education; and (12) expenditures in higher education. Thirty-five tables present information grouped by population, elementary and secondary education, and higher education. Two appendixes contain tables which provide information about the state of the nation's economy in the 20th century. (SLD)

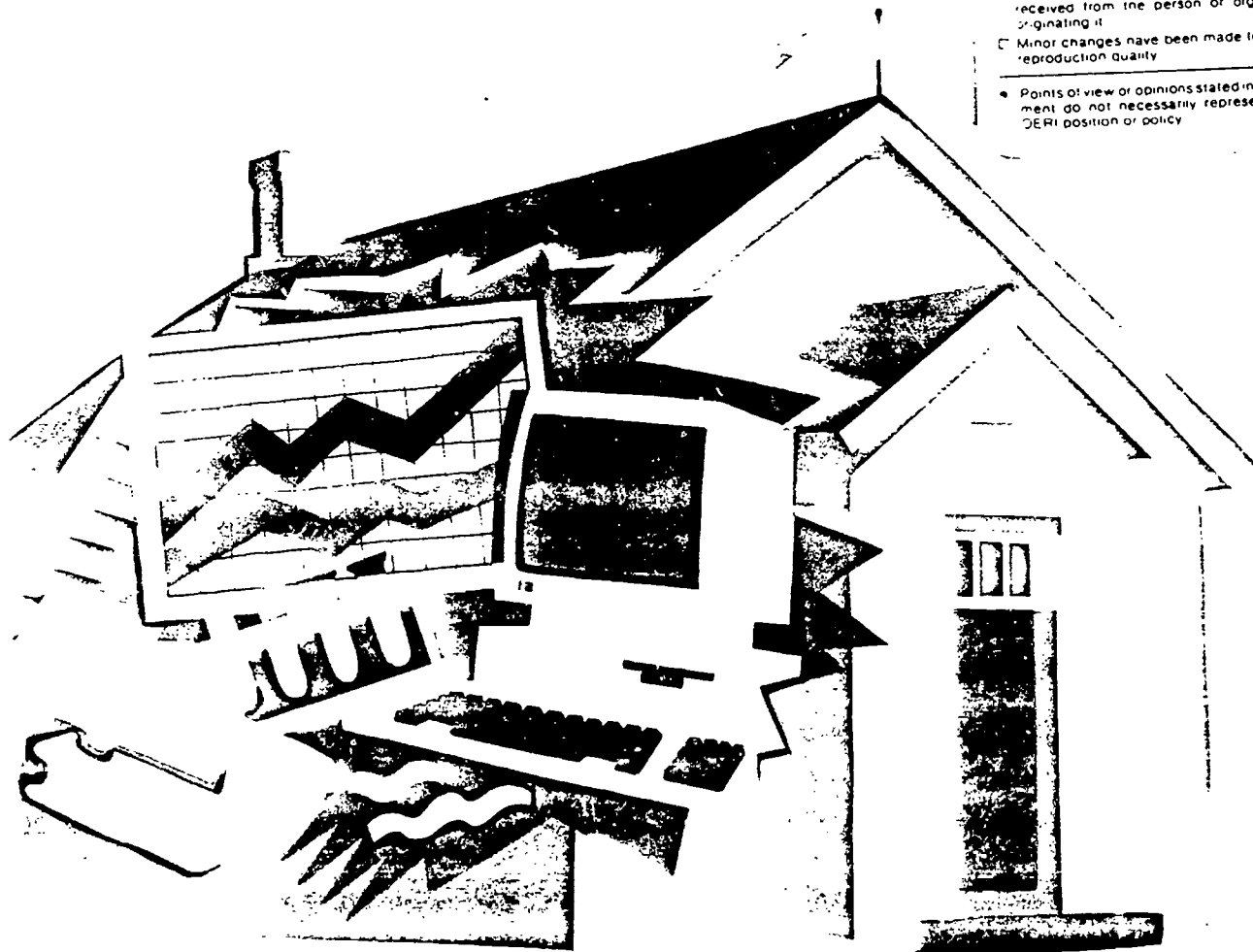
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120 Years of American Education: A Statistical Portrait

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120 Years of American Education: A Statistical Portrait

**Editor
Thomas D. Snyder
National Center for Education Statistics**

U.S. Department of Education

Lamar Alexander
Secretary

Office of Educational Research and Improvement

Diane Ravitch
Assistant Secretary

National Center for Education Statistics

Emerson J. Elliott
Commissioner

National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

January 1993

Foreword

Emerson J. Elliott

Commissioner of Education Statistics

NCES statistics and reports are used for myriad purposes. Congress, federal agencies, state and local officials, business leaders, scholars and researchers, the news media, and the general public use our data to formulate programs, apportion resources, monitor services, research issues, and inform and make decisions.

Since 1870, the federal government has collected statistics on the condition and progress of American education. In the beginning, data were collected on very basic items, such as public elementary and secondary school enrollment, attendance, teachers and their salaries, high school graduates, and expenditures. Over the years, the level of detail has gradually increased. Today, the National Center for Education Statistics has a staff of approximately 130 who collect information through nearly 40 surveys and studies and produce more than 175 publications per year.

Statistics paint a portrait of our Nation. By looking at changes in the data over time—like number of schools, participation rates, completion rates, and expenditures—we see how our Nation has progressed. But the questions, too, have changed. Illiteracy, for example, is defined differently today than it was in earlier years. While we once looked only at whether a person could read or write, today we are concerned with how well a person can function in a modern society. Recent additions to the long-term data series contain more qualitative information, especially on student performance and classroom activities.

During the period in which this report was prepared, Diane Ravitch, an educational historian by profession, was Assistant Secretary for Educational Research and Improvement. Dr. Ravitch knows the importance of the record that America's education data collections form, and it was her personal interest and initiative that prompted preparation of this report. Her support, both as Assistant Secretary and as an historian of education, has been invaluable to the production of this volume and in all other efforts of NCES.

The Assistant Secretary's Introduction to this volume states that an historical perspective is indispensable for a full understanding of American education and the changes it has undergone. Such a perspective will help supply that meaning, understanding, and judgment needed to help improve education in America.

I join her in thanking Vance Grant of OERI and Tom Snyder of NCES for producing this work. We will benefit from the better understanding of our past that these education statistics bring to us.

This work supplements other major compilations of education statistics, including the annual *Digest* and the *Condition of Education* reports, and reaffirms the mission of the National Center for Education Statistics to provide the Nation with data on the condition and progress of education. Our goal is to make education data accessible, useful, and meaningful to our many publics. I welcome comments for improvements to our data collections and publications.

Acknowledgments

Many people have contributed in one way or another to the development of *120 Years of American Education*. Foremost among these contributors is W. Vance Grant, who has served as an education statistics expert since 1955. Thomas D. Snyder was responsible for the overall development and preparation of *120 Years of American Education*, which was prepared under the general direction of Jeanne E. Griffith, Associate Commissioner for Data Development.

William Sonnenberg served as a statistical consultant in all phases of *120 Years of American Education* and was responsible for chapter 2, "Elementary and Secondary Education." Irene Baden Harwarth developed a table on higher education enrollment and was responsible for developing charts for the report. Charlene Hoffman developed tables on degrees conferred and managed the typesetting. Carol Sue Fromboluti managed the review process of the publication. Celestine Davis provided statistical assistance.

A number of people outside the Center also expended large amounts of time and effort on *120 Years of American Education*. James J. Corina and Robert Craig of Pinkerton Computer Consultants, Inc., provided computer support. Louise Woerner, Barbara Robinson, Jeannette Bernardo, and Jeffrey

Sisson of HCR provided research assistance. Nancy Floyd copyedited this book, and Margery Martin and Wilma Greene provided editorial assistance. Annie Lunsford designed the cover. Jerry Fairbanks and Kim Stiles of the U.S. Government Printing Office provided typesetting assistance.

120 Years of American Education has received extensive reviews by individuals within and outside the Department of Education. We wish to thank them for their time and expert advice. In the Office of Educational Research and Improvement (OERI), Diane Ravitch, Maris Vinovskis, Mary Frase, W. Vance Grant, Fred Beamer, Frank Morgan, John Sietsema, and Irene Baden Harwarth reviewed the entire manuscript. Rosemary Clark and Dave Fleck of the Bureau of the Census also reviewed the entire document. Agency reviews were conducted by the Office of Bilingual Education and Minority Languages Affairs, Office of Management and Budget, Office of Policy and Planning, Office of Private Education, and Office of Vocational and Adult Education, U.S. Department of Education.

OERI Deputy Assistant Secretary Francie Alexander and NCES Chief of Staff Paul R. Hall provided leadership and gave enthusiastic support to this project.

Introduction

Diane Ravitch
Assistant Secretary

As an historian of education, I have been a regular consumer of education statistics from the U.S. Department of Education. For many years, I kept the Department's telephone number in my address book and computer directory. It did not take long to discover there was one person to whom I should address all my queries: Vance Grant. In my many telephone calls for information, I discovered he is the man who knows what data and statistics have been gathered over the years by the Department of Education. No matter how exotic my question, Dr. Grant could always tell me, without delay, whether the information existed; usually, he produced it himself. When I asked a statistical question, I could often hear the whir of an adding machine in the background, even after the advent of the electronic calculator.

Imagine my surprise, therefore, to find myself in the position of Assistant Secretary of the Office of Educational Research and Improvement (OERI), the very home of the National Center for Education Statistics (NCES). The latter agency is headed by Emerson Elliott, the first presidentially appointed Commissioner of Education Statistics. And imagine my delight when I encountered Vance Grant, face to face, for the first time. The voice on the telephone, always cheerful and confident, belonged to a man employed by the Department or Office of Education since 1955.

Vance Grant, a Senior Education Program Specialist, and Tom Snyder, NCES' Chief of the Compilations and Special Studies Branch in the Data Development Division, prepared *120 Years of American Education: A Statistical Portrait*. They did so enthusiastically, because—like me—they knew it was needed. Historians of education customarily must consult multiple, often disparate, sources to find and collect the information in this one volume. They can never be sure if the data they locate are consistent and reliable. This compilation aggregates all relevant statistics about the history of our educational system in one convenient book. It will, I believe, become a classic, an indispensable volume in every library and on every education scholar's bookshelf, one that will be periodically updated. Vance Grant's and Tom

Snyder's careful preparation of this report substantially enriches our knowledge of American education.

But collecting these historical data in one volume not only benefits professional historians. As a Nation, we need to develop an historical perspective in analyzing change. Too often, newspapers report important political, economic, or social events without supplying the necessary historical context. We are all now accustomed to reading headlines about the latest test scores. Whether up or down, they invariably overstate the meaning of a single year's change. And the same short-sightedness often flaws journalistic reports of other major educational trends.

Historical Context

One does not need to be an historian to recognize the tremendous importance of historical context. Each of us should be able to assess events, ideas, and trends with reliable knowledge of what has happened in the past. If we cannot, our ability to understand and make sense of events will be distorted. This volume would become a reference for all who wish to make informed judgments about American education. We must struggle mightily against the contemporary tendency towards presentism, the idea inspired by television journalism that today's news has no precedent. As we struggle to preserve history, we preserve our human capacity to construct meaning and to reach independent judgment.

In an age when we are awash with information and instantaneous news, it is meaning, understanding, and judgment that are in short supply. This collection of historical statistics about American education provides its readers with the perspective they need to understand how far we have come in our national commitment to education and how far we must still go in pursuit of our ideals.

I especially thank Vance Grant and Tom Snyder for their untiring efforts in assembling this book. Without their dedication, and without Emerson Elliott's support for the importance of this work, it would never have happened.

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Statistics in the U.S. Department of Education: Highlights from the Past 120 Years

W. Vance Grant

In 1867, the Congress of the United States passed legislation providing "That there shall be established at the City of Washington, a department of education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." The department was to be headed by a Commissioner of Education. The Commissioner was to be paid a salary of \$4,000 a year, and he was authorized to appoint three clerks, at annual salaries of \$2,000, \$1,800, and \$1,600, to help him carry out his duties.

Two years later, the name of the new department was changed to the Office of Education, its budget was cut back, and the Commissioner's support staff was reduced from three to two clerks. The Office of Education became one of the constituent agencies within the Department of the Interior in 1869, and it remained there for 70 years. During most of those years, it was known as the Bureau of Education, but in 1929 its name was restored to the Office of Education. In 1939, it became part of the Federal Security Agency, and in 1953, it was assigned to the newly established Department of Health, Education, and Welfare. In 1980, education was separated from health and welfare, and a new cabinet-level Department of Education came into existence.

Early in its history, the federal education agency moved to fulfill its mandate to "collect" and "diffuse" statistics on education in the United States. The development of a statistical program proved to be a formidable task. The country was large, its educational system was decentralized, and the staff available to collect statistics was almost nonexistent.

In the beginning, no effort was made to estimate for nonresponding institutions (probably because there were no bench marks from which to make reasonable estimates). There were also some inconsis-

encies in the data obtained from the states and territories and from the various colleges and universities. Early on, the compilers of education statistics learned to look to the decennial censuses of population to fill some of the gaps in the data reported to this office.

Some of the problems faced by the new agency, along with some of the progress made in the early years, are evident in a quotation from Commissioner John Eaton, who wrote in the *Report of the Commissioner of Education for the Year 1875*: "When the work of collecting educational statistics was begun by the Office, it was found that there was no authentic list of the colleges in the United States, or of academies, or normal schools, or schools of science, law, or medicine, or of any other class of educational institutions. The lists of nearly all grades of schools are now nearly complete. Information on all other matters relating to educational systems was equally incomplete and difficult of access."

The statistical surveys of what is now the National Center for Education Statistics¹ date from 1870. The first statistics were apparently the responsibility of the chief clerk, but in 1872, Congress authorized the agency to hire its first statistician at a salary of \$1,800 a year. In the beginning, data were collected on basic items, such as public elementary and secondary school enrollment, attendance, teachers and their salaries, high school graduates, and expenditures. At the higher education level, the data in the early years included the number of colleges and universities, enrollment, faculty, and bachelor's and higher degrees conferred.

The level of detail obtained in the surveys of this office gradually increased. By 1890, the data collection program had been expanded to include private

¹ The statistical component of the Department of Education has had many names. A staff member who joined this office in 1955 recalls that in the past 37 years it has been called the Research and Statistical Services Branch, the Educational Statistics Branch, the Division of Educational Statistics, the National Center for Educational Statistics, the National Center for Education Statistics, the Center for Statistics, the Center for Education Statistics, and, once again, the National Center for Education Statistics. For convenience it will be referred to in this paper as the National Center for Education Statistics or simply National Center.

elementary and secondary school enrollment, teachers, and graduates; enrollment by subject field in public high schools; public school revenue receipts by source; and income and value of physical plants of institutions of higher education. By 1920, the statistical program included a detailed breakdown of public school expenditures by purpose and of higher education income by source of funds.

The statistical program of the National Center for Education Statistics took a major step forward in 1923 when it was authorized to hire four new "Principal Statistical Assistants." A major responsibility of these new employees was to make visits "to the field" every two years. During these field visits, they worked with the state departments of education and with the institutions of higher education that had not responded fully to the Center's requests for statistical information. The field staff brought back a great deal of information that would not have been available otherwise, thus enabling the Center to report national totals that were virtually 100 percent complete. These field visits were made biennially for many years. The last extensive use of a field staff was made in 1962 when representatives of the National Center visited every state department of education in connection with the *National Inventory of School Facilities and Personnel*.

By 1930, the education data collected included the number of public elementary and secondary schools, the approximate number of private elementary and secondary schools, the endowments of institutions of higher education, and a breakdown of the expenditures of colleges and universities by purpose. The collection of education statistics was curtailed during the early and middle 1940s, as the office assumed various responsibilities related to the war effort.

Following the end of World War II, there was a further expansion in the statistical information collected by this office. College enrollment increased as many war veterans took advantage of the G.I. Bill of Rights to attend the Nation's institutions of higher education. The office responded with an annual survey of fall enrollment in colleges and universities.² While there have been some modifications in the coverage and in the amount of detail requested over time, this survey continues in an unbroken series 47 years later.

A survey of earned degrees conferred by major field of study was initiated in 1948, and it continues today to provide annual data on the supply of trained personnel coming out of colleges and universities with bachelor's, master's, doctor's, and first-professional degrees. This survey was extended to include associate degrees and other awards below the baccalaureate in 1966. Data by sex have been collected

in the fall enrollment and earned degree surveys for many years. Beginning in 1976, both surveys were expanded to include the race/ethnicity of the students and degree recipients. Statistics on the number of foreign (nonresident alien) students and degree recipients have also been collected periodically since 1976.

An annual survey of public school enrollment, teachers, and schoolhousing was begun in 1954. This survey has continued through the years, but the amount of information collected has increased substantially over time. Today, it is our primary source of state and national data on the enrollment, staff, graduates, and finances of public elementary and secondary schools.

The professional and clerical staff of the National Center had grown gradually from 16 in 1948 to 26 in 1956. A major expansion of its staff and responsibilities occurred in fiscal year 1957 when the Center was authorized to increase its personnel to 76, including 32 statisticians and education specialists. The increase in staff enabled the Center to collect more statistical information and to process it more expeditiously. The period from the late 1950s through the early 1960s was a productive time for the Center. The quantity and quality of the statistical publications coming out of the Center in those years were quite high.

In the mid-1960s, the National Center's education statistics were put to a new use—that of supporting the education proposals that were making their way through the legislative process on Capitol Hill. It is no exaggeration to say that the Center's statistics played an indispensable role in the passage of a number of acts of Congress which provided support to elementary, secondary, and higher education. For those staff members of the Center who were involved in preparing testimony and in supplying statistical analyses to Capitol Hill for legislative purposes, it was a very exciting time indeed.

For many years, the National Center for Education Statistics has prepared a directory of public school districts in the United States. Recent editions of this directory provide the name, address, and telephone number, as well as statistics on the number of schools, enrollment, teachers, high school graduates, and grade span of each public school district. In 1967, the Center assumed the responsibility for the preparation of a directory of institutions of higher education. Today, this publication has evolved into a two-volume *Directory of Postsecondary Institutions*: Volume 1 provides data on 4-year and 2-year institutions (primarily colleges and universities); Volume 2 contains information about institutions that offer less than 2 years of postsecondary education (mainly vocational schools).

² Earlier surveys of enrollment in the "third week of fall term" had been conducted biennially.

Traditionally the information collected by the National Center for Education Statistics emphasized inputs rather than outcomes. Recognizing the need to provide data on the quality of education as well, the Center in 1969 launched the National Assessment of Educational Progress. For the past two decades, the National Assessment surveys have measured the achievement of a nationwide sample of students aged 9, 13, and 17 in reading, writing, mathematics, and science. Surveys of civics, history, and geography achievement also have been conducted on a periodic basis. The Center also has participated in several international studies which provide comparative data on student achievement in mathematics, science, and reading.

The longitudinal surveys of the National Center for Education Statistics date from 1972. In these surveys, a nationwide sample of students is tracked over a period of years. Their educational and occupational experiences are recorded, and some information is collected on their family lives and other experiences and on their goals in life. The first series began with a group of high school seniors in 1972, and the second longitudinal series began with both high school sophomores and seniors in 1980. A third longitudinal study of students who were in the eighth grade in the spring of 1988 will contribute to our knowledge of when and why students drop out of high school. Future longitudinal studies based on other student levels are planned.

Among the new surveys added to the National Center's statistical program in recent years are the National Postsecondary Student Aid Study, the National Survey of Postsecondary Faculty, the Schools and Staffing Survey, and the National Household Education Survey. The Student Aid Study, first conducted in 1986-87, provides data on the proportion of postsecondary students who obtain financial assistance, the kinds and sources of assistance they receive, and the average amounts of aid awarded. The National Survey of Postsecondary Faculty, first conducted in 1987-88, collected information about the characteristics of academic departments and college faculty members. The Schools and Staffing Survey, first conducted in 1987-88, provides a wealth of information on elementary and secondary school teachers, including their personal characteristics, their teaching assignments, and their attitudes toward the teaching profession. The data on teacher turnover and teacher characteristics, which are derived from this study, make possible a variety of analyses, such as a projection of the number of teachers that will be needed in the years ahead. The National Household Education Survey, first conducted in 1991, is used to collect data that are difficult to obtain through surveys of institutions. For example, this system was used to collect information about the

day-care experiences and preparation of children for elementary school.

In addition to completely new survey systems, other existing survey systems have been expanded during the 1980s. For example, the new Integrated Postsecondary Education Data System (IPEDS) was designed to include all postsecondary education providers, rather than just colleges and universities.

A review of the statistical program of the Department of Education would not be complete without mentioning a few of the major publications that cover the field of education from a broad perspective. From 1870 through 1917, the statistics collected by this office appeared in the Annual Report of the Commissioner of Education. These impressive volumes, produced by a small but dedicated staff, provide the framework for much of the National Center's statistical program today.

From 1918 through 1958, the major surveys of this office were collected and published as chapters in the *Biennial Survey of Education in the United States*. The *Biennial Survey* usually contained chapters on state school systems, city school systems, and institutions of higher education, and a summary chapter covering all levels of education. From time to time, there were additional chapters covering a variety of subjects, including offerings and enrollments in high school subjects, statistics of public secondary schools, special education for exceptional children, statistics of private elementary and secondary schools, and library statistics.

After the demise of the *Biennial Survey*, a need was felt for a publication that would bring together in one convenient volume a summary of the different kinds of data being collected by the National Center. To fulfill this objective, the first *Digest of Education Statistics*³ was prepared and published in 1962. Thirty years later, a greatly expanded *Digest* continues to meet the needs of thousands of users of education statistics each year by providing numerous trend tables as well as the latest survey data.

In 1964, the National Center initiated a series entitled *Projections of Education Statistics*.⁴ This report, which is now prepared annually, provides projections for each of the next 10 years of many key data items collected by the National Center, including enrollment, instructional staff, high school and college graduates, and educational finances. In recent years, the report has been expanded to include some forecasts at the state level.

Responding to a congressional mandate expressed in the Education Amendments of 1974, the National Center has prepared a report on the "condi-

³ Early editions of the *Digest of Education Statistics* were called *Digest of Educational Statistics*.

⁴ Early editions of the *Projections of Education Statistics* were called *Projections of Educational Statistics*.

tion of education" each year since 1975. *The Condition of Education* provides timely data on the status and progress of education in this country. It uses an "indicators" approach to highlight specific issues with relevant information. Recent editions of this report have added a new dimension by comparing the educational attainment, achievement, and expenditures in the United States with those in other countries.

From humble beginnings 120 years ago, the National Center for Education Statistics has emerged as one of the major statistical agencies of the federal government. Today, it is headed by a Commissioner of Education Statistics and has a staff of approximately 130 people. It issues approximately 175 publications a year. These documents include early releases, bulletins, statistical reports, directories, and handbooks of standard terminology. Electronic formats, including data tapes, diskettes, CD-ROMs, and bulletin boards, are also used to make data available to the public.

The demand for the National Center's products continues to grow. The number of requests for education statistics and related information directed to the information office now averages close to 1,000 a week. The requests come from a variety of sources, including Members of Congress and congressional committees, government agencies, state and local school officials, institutions of higher education, organizations representing the education community, the news media, business organizations, students, and the general public. As the 21st century approaches,

the National Center will be looking for additional ways to serve its wide audience of users of education statistics.

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Chapter 1

Education Characteristics of the Population

“ . . . [i]t is believed that the most effectual means of preventing [tyranny] would be, to illuminate, as far as practicable, the minds of the people at large, and more especially to give them knowledge of those facts, which history exhibiteth, that . . . they may be enabled to know . . .” Thomas Jefferson’s “Bill for the more general diffusion of knowledge” (1779).

“By the year 2000: . . .

Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. . . .”

Goal #5, The National Education Goals (1990).

We are unable to know the level of enthusiasm that the founding fathers actually had for public education. But it is clear that many Americans have shared Mr. Jefferson’s vision of the need to have an educated population in order to “exercise the rights and responsibilities of citizenship.” Thus, even as early as the Northwest Ordinance of 1787, the federal government set aside resources for education. The creation of the federal Department of Education in 1867, while not a cabinet level position, did reinforce the importance of education.

The Act of 1867 directed the Department of Education to collect and report the “condition and progress of education” in annual reports to Congress. In the first report of 1870, the Commissioner proudly reported that nearly 7 million children were enrolled in elementary schools and 80,000 were enrolled in secondary schools. Also, some 9,000 college degrees had been awarded. This contrasts with 1990, when 30 million were enrolled in public elementary schools and 11 million were enrolled in secondary schools. Over 1.5 million bachelor’s and higher degrees were awarded.

What path has American education taken from such modest beginnings to such an impressive present? These and other questions prompted the Office of Education’s Research and Improvement to review historical data and report on historical education statistics. This publication presents information from the first Office of Education report for 1869–70 to current studies. It charts the development of the

U.S. education enterprise from its past to the present, pointing toward its future.

One of the important determinants of the scope of an education system is the size of the population base. Changes in the birth rate and consequential shifts in population profoundly influence society for decades as larger or smaller groups (birth cohorts) move through school, adulthood, work force, and finally into retirement. Larger birth cohorts can cause pressure for building schools, hiring more teachers, and expanding medical services; reduced cohorts can have the opposite effect. During the historical period covered by this publication, there have been several of these population expansions and contractions that have impacted on public school systems.

The early years of the United States were marked by very rapid population growth. Between 1790 and 1860, the U.S. population grew by about a third each decade. This rate of growth is more than three times the population growth that has occurred in the past decade. These rises occurred despite the decline in the birth rate during the 19th century. Increases in immigration and in the number of women of child-bearing age apparently compensated for the birth-rate decline (table 1).

In the last decade of the 19th century, the population growth rate fell to 22 percent and the drops continued into the first two decades of the 20th century. The 1920s marked a period of shifts in the population outlook. The birth rate continued to fall, dropping from 118 per 1,000 women 15 to 44 years old in 1920 to 89 in 1930. Also, the actual number of births fell by 11 percent during the 1920s, marking a divergence from the relative stability of the teens. The decline in the birth rate stabilized during the 1930s, and then rose dramatically following World War II, reaching a peak of 123 births per 1,000 women in 1957. This post-war birth rate was nearly as high as those registered in the early teens. After this peak of the “baby boom,” the birth rate resumed its historical decline. The low points in birth rates so far this century were in 1984 and in 1986, when there were 65 births per 1,000 women. The United States is now experiencing a surge in the number of births caused by the large number of “baby boomers” at child-bearing age. The 4.1 million births

in 1991 is nearly as high as the peak of 4.3 million in 1957.

The number of births and the population size are important determinants of the scope of the school system. But the relative size of the school-age population is also an important consideration when examining the impact of the cost of education on the adult population. In 1870, about 35 percent of the population was 5 to 17 years old. This proportion fell rapidly to 28 percent at the turn of the century, but further changes in the beginning of the century were very small. In the 1930s, the percentage of 5- to 17-year-olds in the population began to decline, reaching a low point of 20 percent in 1947. During the late 1960s, the proportion of 5- to 17-year-olds rose to 26 percent. However, this proportion has fallen in recent years, hitting 18 percent in 1991. Thus, the proportion of the population requiring elementary and secondary school services is at or near a record low level. Given the recent rises in births, significant decreases in this proportion are not anticipated for the near future.

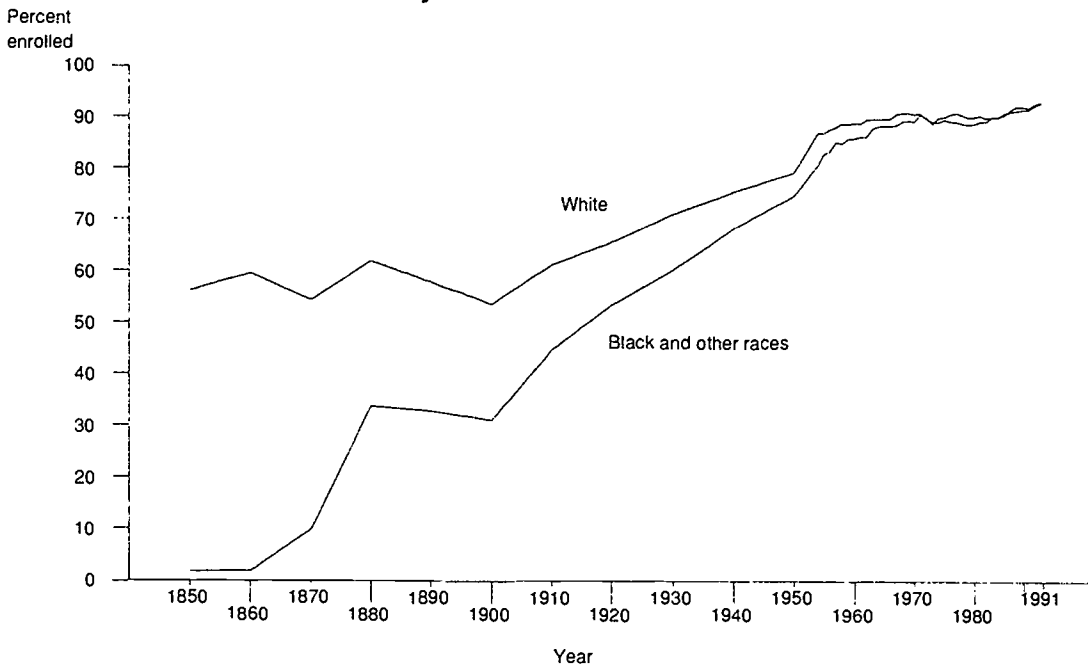
Enrollment Rates

The proportion of young people enrolled in school remained relatively low in the last half of the 19th

century. Although enrollment rates fluctuated, roughly half of all 5- to 19-year-olds were enrolled in school (table 2). Rates for males and females were roughly similar throughout the period, but rates for blacks were much lower than for whites. Prior to the emancipation of Southern blacks, school enrollment for blacks largely was limited to only a small number in Northern states. Following the Civil War, the enrollment rate for blacks rose rapidly from 10 percent in 1870 to 34 percent in 1880. However, in the ensuing 20 years there was essentially no change in the enrollment rate for blacks and the rate for whites actually fell. The beginning of the 20th century brought sustained increases in enrollment rates for both white and minority children. The overall enrollment rates for 5- to 19-year-olds rose from 51 percent in 1900 to 75 percent in 1940. The difference in the white and black enrollment rates narrowed from 23 points in 1900 to 7 points in 1940.

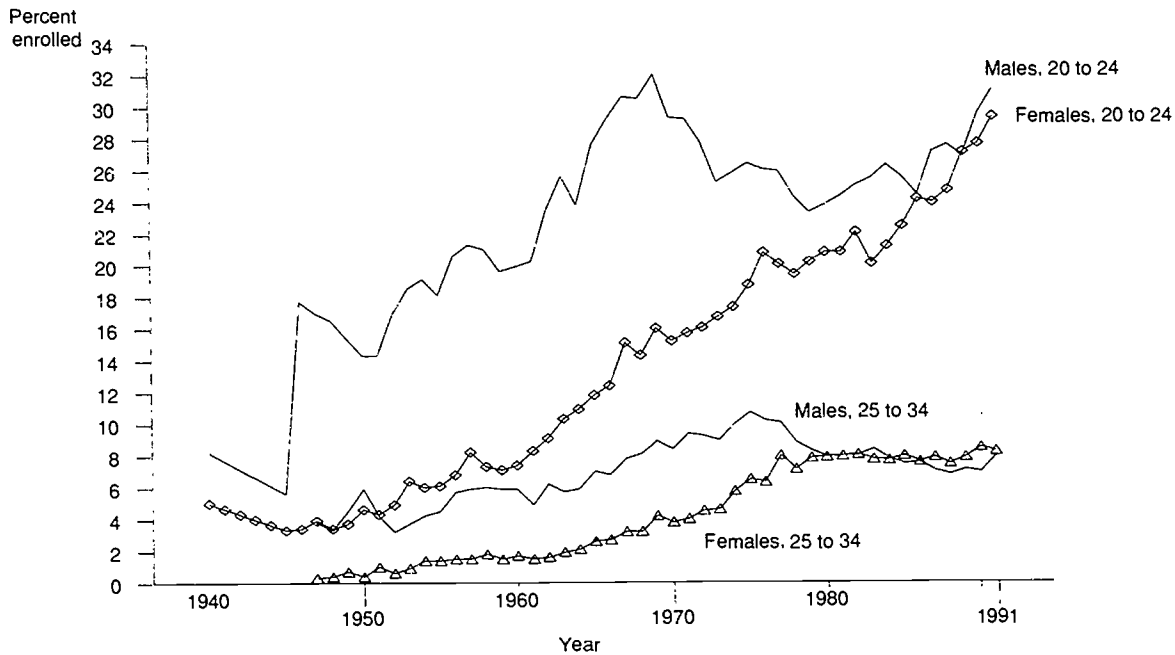
Enrollment rates continued to rise in the post-war period for all race groups. By the early 1970s, enrollment rates for both whites and blacks had risen to about 90 percent, and these rates since have remained relatively stable. In the most recent 1991 data, the enrollment rate for 5- to 19-year-olds was 93 percent for blacks, whites, males, and females.

Figure 1.-- Percent of 5- to 19-year-olds enrolled in school, by race: 1850 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students*, various issues.

Figure 2.--Percent of 20- to 24-year-olds and 25- to 34-year-olds enrolled in school, by sex: 1940 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students*, various issues.

While the enrollment rates for children of elementary school age have not shown major changes during the past 20 years, there have been some increases for younger students as well as for those persons attending high school and college (table 3). The enrollment rate for 7- to 13-year-olds has been 99 percent or better since the late 1940s, but the rate for the 14- to 17-year-olds has exhibited significant increases since that period. During the 1950s, the enrollment rate of 14- to 17-year-olds rose from 83 percent to 90 percent. Further increases during the 1960s and 1980s brought the enrollment rate to a high of 96 percent by the late 1980s. The rates for 5- and 6-year-olds also rose, from 58 percent in 1950 to 95 percent in 1991. Rates for those of college-age doubled or tripled throughout the 1950 to 1991 period, with much of the increase occurring during the 1980s. In 1950, only 30 percent of 18- and 19-year-olds were enrolled in school, compared to 60 percent in 1991. The rate for 20- to 24-year-olds rose from 9 percent in 1950 to 30 percent in 1990.

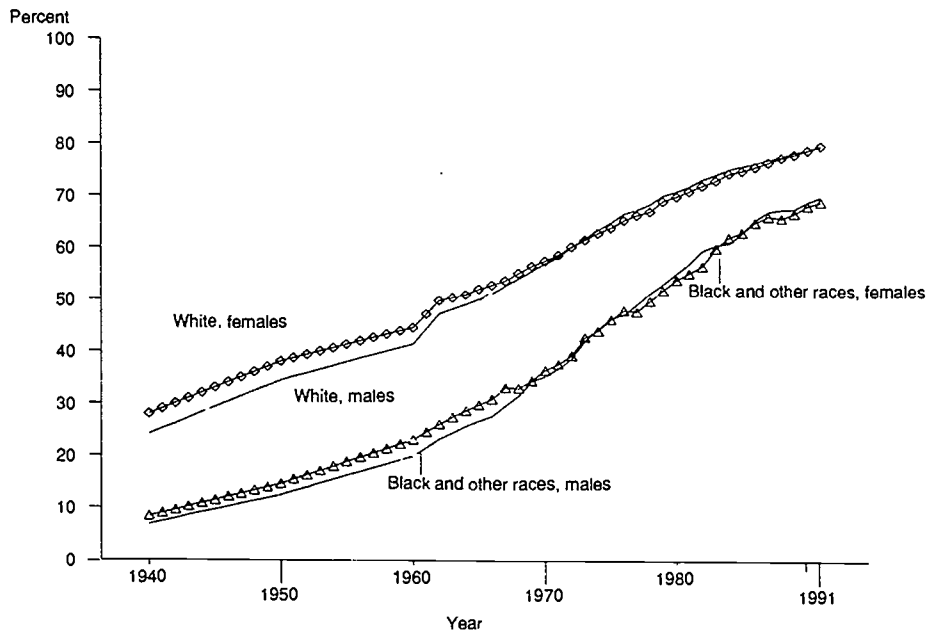
Educational Attainment

The increasing rates of school attendance have been reflected in rising proportions of adults complet-

ing high school and college. Progressively fewer adults have limited their education to completion of the eighth grade which was typical in the early part of the century. In 1940, more than half of the U.S. population had completed no more than an eighth-grade education. Only 6 percent of males and 4 percent of females had completed 4 years of college (table 4). The median years of school attained by the adult population, 25 years old and over, had registered only a scant rise from 8.1 to 8.6 years over a 30-year period from 1910 to 1940 (table 5).

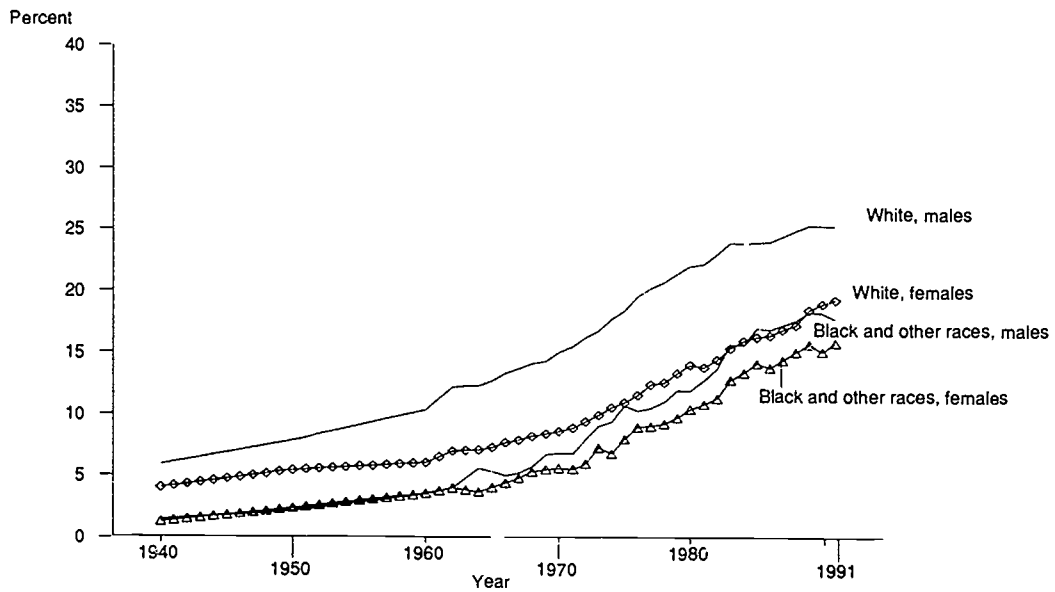
During the 1940s and 1950s, the more highly educated younger cohorts began to make their mark on the average for the entire adult population. More than half of the young adults of the 1940s and 1950s completed high school, and the median educational attainment of 25- to 29-year-olds rose to 12.3 years. By 1960, 42 percent of males, 25 years old and over, still had completed no more than the eighth grade, but 40 percent had completed high school and 10 percent had completed 4 years of college. The corresponding proportion for women completing high school was about the same, but the proportion completing college was somewhat lower (table 4).

Figure 3.--Percent of persons 25 years old and over completing 4 years of high school, by sex and race: 1940 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States. Colonial Times to 1970*; and Current Population Reports, Series P-20, *Educational Attainment in the United States*, various issues.

Figure 4.--Percent of persons 25 years old and over completing 4 years of college, by sex and race: 1940 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States. Colonial Times to 1970*; and Current Population Reports, Series P-20, *Educational Attainment in the United States*, various years.

During the 1960s, there was a rise in the educational attainment of young adults, particularly for blacks. Between 1960 and 1970, the median years of school completed by black males, 25 to 29 years old, rose from 10.5 to 12.2. From the middle 1970s to 1991, the educational attainment for all young adults remained very stable, with virtually no change among whites, blacks, males or females. The average educational attainment for the entire population continued to rise as the more highly educated younger cohorts replaced older Americans who had fewer educational opportunities. In 1991, about 70 percent of black males¹ and 69 percent of black females¹ had completed high school. This is lower than the corresponding figures for white males and females (80 percent). However, the differences in these percentages have narrowed appreciably in recent years. Other data corroborate the rapid increase in the education level of the minority population. The proportion of black males¹ with 4 or more years of college rose from 12 percent in 1980 to 18 percent in 1991, with a similar rise for black females.¹

Illiteracy

Illiteracy statistics also give an important indication of the education level of the adult population. Today, illiteracy is a different issue than in earlier years. The more recent focus on illiteracy has centered on functional literacy, which addresses the issue of whether a person's reading and writing levels are sufficient to function in a modern society. The earlier surveys of illiteracy examined a very fundamental level of reading and writing. (See Methodology for additional detail.) The percent of illiteracy, according to earlier measurement methods, was less than 1 percent of persons 14 years old and over in 1979 (table 6). Modern measurements have suggested somewhat higher levels of functional illiteracy.

For the major part of this century, the illiteracy rates have been relatively low, registering only about 4 percent as early as 1930. However, in the late 19th century and early 20th century, illiteracy was very common. In 1870, 20 percent of the entire adult population was illiterate, and 80 percent of the black population was illiterate. By 1900, the situation had improved somewhat, but still 44 percent of blacks remained illiterate. The statistical data show significant improvements for black and other races in the early portion of the 20th century, as the former slaves who had no educational opportunities in their youth were replaced by younger individuals who grew up in the post-Civil War period and often had some chance to

obtain a basic education. The gap in illiteracy between white and black adults continued to narrow through the 20th century, and in 1979 the rates were about the same.

Income

Education is generally considered important to individuals to help them obtain good jobs with relatively high pay. More highly educated individuals are paid more, on average, than less well educated persons. The historical changes that have occurred in the relative incomes for different levels of education are less well known.

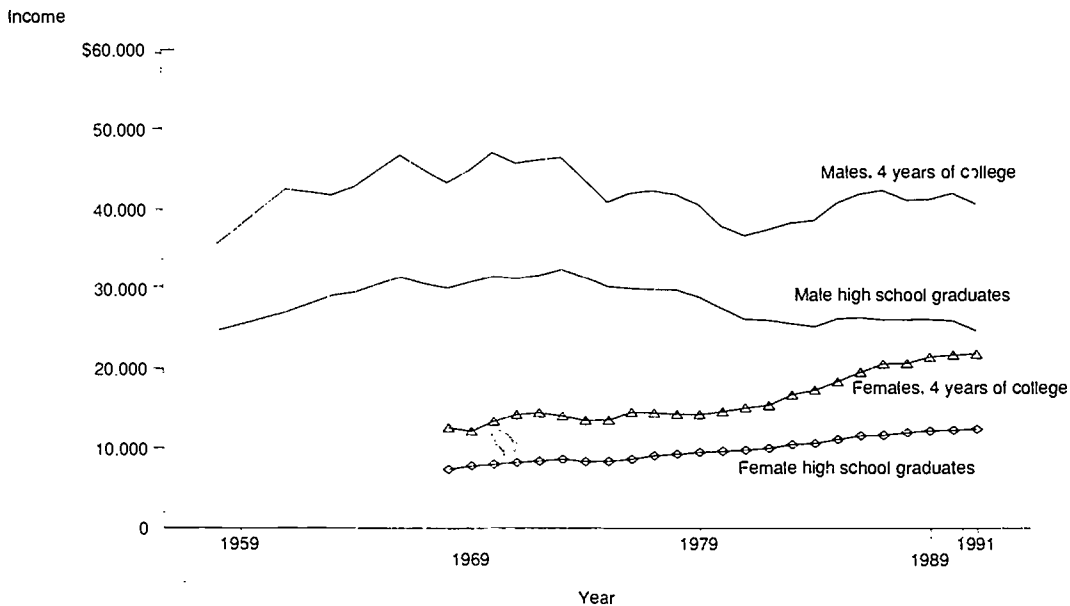
Most of the increases in incomes for males over the past three decades may be attributed solely to inflation. After adjusting for inflation, incomes for males at all education levels rose rapidly during the 1950s and 1960s (table 7). Incomes for males with lower levels of education maintained pace with those with higher levels of education. Between 1961 and 1971, the incomes for males who had only 1 to 3 years of high school rose by 14 percent after adjustment for inflation, while incomes for those who completed high school rose by 16 percent. For males who had 4 years of college, the increase was only 8 percent.

After peaking in the early 1970s, incomes for males of all education levels suffered during the rest of the decade, especially during 1974 and 1975. Between 1971 and 1981, incomes for males who had not finished high school fell by 24 percent, while incomes for those who had completed high school fell by 16 percent. Incomes for males who had completed 4 years of college fell by 20 percent during the same period.

The 1980s showed some recovery in income for more educated groups; however, those with lower levels of education continued to suffer. For males with 1 to 3 years of high school, the average income fell by 13 percent between 1981 and 1991, after adjustment for inflation. The incomes for those who had completed only high school fell by 6 percent. In contrast, the average income for males with 4 years of college rose by 11 percent and the income of those with 5 or more years of college rose by 20 percent. Thus, in the 1980s there was a widening of the income gap between those with less education compared to those with more education. From an historical perspective over these three decades of changes, the income gap between males with 4 years of college and those with 4 years of high school has widened only slightly.

¹ Includes other races.

Figure 5.--Annual average income of high school and college graduates, 25 years old and over, in constant 1991 dollars, by sex: 1959 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, *Money Income of Families and Persons in the United States*; unpublished data.

The patterns in salary increases for females have been somewhat similar to those for males. However, the incomes for females continued to rise during the 1970s. For example, between 1971 and 1981, the average income for females with a high school diploma rose by 19 percent compared to the 16 percent decline for males. The incomes for women with 4 or more years of college increased by 6 percent during the period. During the 1980s, the growth in incomes for females continued to outpace those for males. The incomes for women with less than 4 years of high school increased by 17 percent and the incomes for women completing 4 years of high school rose by 27 percent. Incomes for women with 4 years of college rose by 45 percent.

Despite very large increases for females, salaries for males continue to be significantly higher than those for females with equivalent levels of education. For example, the salary for males with 4 years of college is 86 percent higher than that for women with

equivalent education, and the salary for males with 4 years of high school is nearly double that of women with a similar level of education. More detailed statistics for specific age groups, and controlled for full-time year-round workers, generally show smaller income gaps, but substantial differences remain.²

The historical data show large increases in enrollment ratios and rates over the past 140 years, with some significant rises even in more recent years. The higher levels of education attained by young adults in the most recent decades suggest that the overall education level of the population will continue to rise slowly into at least the early 21st century.

²For example, see *Youth Indicators, 1991*. The 1989 income for male full-time year-round workers, 15 to 24 years of age was 13 percent higher than for females. Additional material appears in *Digest of Education Statistics, 1992* and U.S. Department of Commerce, Bureau of the Census, *Money Income of Households, Families and Persons in the United States*.

Table 1.—Population, by age and race, live births, and birth rate: 1790 to 1991
[Population and births in thousands]

| Year | Population, by age | | | | | | | | | | Population, by race ¹ | | | | Live births | Birth rate ² | | |
|--------------------|--------------------|---------|---------|----------|-----------|----------|----------|----------|----------|----------|----------------------------------|-------------|---------|--------|-------------|-------------------------|-------|-------------|
| | Total | Under 5 | 5 to 13 | 14 to 17 | 18 and 19 | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 49 | 50 to 59 | 60 and over | Total | White | | | Black | Other races |
| | | | | | | | | | | | | | | | | | | |
| 1790 | 3,929 | — | — | — | — | — | — | — | — | — | — | — | 3,929 | 3,172 | 757 | — | — | — |
| 1800 | 5,308 | — | — | — | — | — | — | — | — | — | — | — | 5,308 | 4,306 | 1,002 | — | — | 3,278.0 |
| 1810 | 7,240 | — | — | — | — | — | — | — | — | — | — | — | 7,240 | 5,862 | 1,378 | — | — | 3,274.0 |
| 1820 | 9,638 | — | — | — | — | — | — | — | — | — | — | — | 9,638 | 7,867 | 1,772 | — | — | 3,260.0 |
| 1830 | 12,866 | — | — | — | — | — | — | — | — | — | — | — | 12,866 | 10,537 | 2,329 | — | — | 3,240.0 |
| 1840 | 17,069 | — | — | — | — | — | — | — | — | — | — | — | 17,069 | 14,196 | 2,874 | — | — | 3,222.0 |
| 1850 ⁴ | 23,192 | 3,498 | 5,132 | 6,230 | 6,558 | 6,197 | 5,228 | 4,579 | 3,866 | 5,917 | 3,999 | 3,875 | 23,192 | 19,553 | 3,639 | — | — | 3,194.0 |
| 1860 ⁴ | 31,443 | 4,842 | 7,892 | 8,361 | 8,228 | 7,383 | 6,572 | 5,599 | 4,996 | 7,752 | 5,186 | 4,901 | 31,443 | 26,923 | 4,442 | 79 | — | 3,184.0 |
| 1870 ⁴ | 38,558 | 5,515 | 9,601 | 10,041 | 9,628 | 7,544 | 6,729 | 5,713 | 5,125 | 7,939 | 5,324 | 5,017 | 38,558 | 33,589 | 4,880 | 89 | — | 3,167.0 |
| 1880 | 50,156 | 6,915 | 12,195 | 12,511 | 11,893 | 10,088 | 8,081 | 6,369 | 5,000 | 10,558 | 6,111 | 5,828 | 50,156 | 43,403 | 6,581 | 172 | — | 3,155.0 |
| 1890 ¹² | 62,622 | 7,635 | 14,608 | 15,402 | 14,608 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 62,622 | 54,984 | 7,470 | 168 | — | 3,137.0 |
| 1900 | 76,094 | 9,181 | 15,402 | 16,132 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 76,094 | 66,809 | 8,834 | 351 | — | 3,130.0 |
| 1901 | 77,584 | 9,336 | 15,572 | 16,228 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 77,584 | 66,809 | 8,834 | 351 | — | — |
| 1902 | 79,163 | 9,502 | 15,750 | 16,333 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 79,163 | 66,809 | 8,834 | 351 | — | — |
| 1903 | 80,632 | 9,645 | 15,893 | 16,433 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 80,632 | 66,809 | 8,834 | 351 | — | — |
| 1904 | 82,166 | 9,791 | 16,044 | 16,539 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 82,166 | 66,809 | 8,834 | 351 | — | — |
| 1905 | 83,822 | 9,944 | 16,210 | 16,654 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 83,822 | 66,809 | 8,834 | 351 | — | — |
| 1906 | 85,450 | 10,092 | 16,365 | 16,769 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 85,450 | 66,809 | 8,834 | 351 | — | — |
| 1907 | 87,008 | 10,220 | 16,513 | 16,878 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 87,008 | 66,809 | 8,834 | 351 | — | — |
| 1908 | 88,710 | 10,364 | 16,667 | 16,999 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 88,710 | 66,809 | 8,834 | 351 | — | — |
| 1909 | 90,490 | 10,509 | 16,888 | 17,123 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 90,490 | 66,809 | 8,834 | 351 | — | — |
| 1910 | 92,407 | 10,671 | 17,138 | 17,252 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 92,407 | 66,809 | 8,834 | 351 | — | — |
| 1911 | 93,863 | 10,796 | 17,379 | 17,319 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 93,863 | 66,809 | 8,834 | 351 | — | — |
| 1912 | 95,335 | 10,915 | 17,645 | 17,388 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 95,335 | 66,809 | 8,834 | 351 | — | — |
| 1913 | 97,225 | 11,082 | 18,016 | 17,477 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 97,225 | 66,809 | 8,834 | 351 | — | — |
| 1914 | 99,111 | 11,244 | 18,397 | 17,563 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 99,111 | 66,809 | 8,834 | 351 | — | — |
| 1915 | 100,546 | 11,347 | 18,717 | 17,619 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 100,546 | 66,809 | 8,834 | 351 | — | — |
| 1916 | 101,961 | 11,442 | 19,043 | 17,665 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 101,961 | 66,809 | 8,834 | 351 | — | — |
| 1917 | 103,268 | 11,527 | 19,360 | 17,715 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 103,268 | 66,809 | 8,834 | 351 | — | — |
| 1918 | 103,208 | 11,606 | 19,716 | 17,794 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 103,208 | 66,809 | 8,834 | 351 | — | — |
| 1919 | 104,514 | 11,536 | 19,894 | 17,737 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 104,514 | 66,809 | 8,834 | 351 | — | — |
| 1920 | 106,461 | 11,631 | 20,122 | 17,869 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 106,461 | 66,809 | 8,834 | 351 | — | — |
| 1921 | 108,538 | 11,879 | 20,426 | 18,079 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 108,538 | 66,809 | 8,834 | 351 | — | — |
| 1922 | 110,049 | 12,031 | 20,656 | 18,260 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 110,049 | 66,809 | 8,834 | 351 | — | — |
| 1923 | 111,947 | 12,119 | 20,913 | 18,454 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 111,947 | 66,809 | 8,834 | 351 | — | — |
| 1924 | 114,109 | 12,269 | 21,136 | 18,669 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 114,109 | 66,809 | 8,834 | 351 | — | — |
| 1925 | 115,829 | 12,316 | 21,364 | 18,825 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 115,829 | 66,809 | 8,834 | 351 | — | — |
| 1926 | 117,397 | 12,189 | 21,633 | 18,956 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 117,397 | 66,809 | 8,834 | 351 | — | — |
| 1927 | 119,035 | 12,111 | 21,853 | 19,093 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 119,035 | 66,809 | 8,834 | 351 | — | — |
| 1928 | 120,509 | 11,978 | 21,995 | 19,213 | 15,402 | 12,100 | 9,197 | 7,383 | 6,105 | 13,866 | 7,575 | 7,380 | 120,509 | 66,809 | 8,834 | 351 | — | — |

25

25

Table 1.—Population, by age and race, live births, and birth rate: 1790 to 1991—Continued

[Population and births in thousands]

| Year | Population, by age | | | | | | | | | | Population, by race ¹ | | | | Live births | Birth rate ² | | |
|------|--------------------|---------|---------|----------|-----------|----------|----------|----------|----------|----------|----------------------------------|-------------|---------|---------|-------------|-------------------------|-------|-------------|
| | Total | Under 5 | 5 to 13 | 14 to 17 | 18 and 19 | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 49 | 50 to 59 | 60 and over | Total | White | | | Black | Other races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1969 | 201,385 | 17,376 | 36,836 | 15,550 | 7,119 | 15,767 | 13,119 | 11,287 | 11,155 | 24,141 | 20,888 | 28,147 | 201,385 | 176,841 | 22,301 | 2,443 | 3,600 | 86.1 |
| 1970 | 203,984 | 17,166 | 36,672 | 15,921 | 7,410 | 16,579 | 13,604 | 11,505 | 11,079 | 24,099 | 21,167 | 28,783 | 203,984 | 178,703 | 22,687 | 2,593 | 3,731 | 87.9 |
| 1971 | 206,827 | 17,244 | 36,236 | 16,326 | 7,644 | 17,703 | 13,927 | 11,842 | 11,452 | 23,957 | 21,461 | 29,433 | 206,827 | 180,938 | 23,143 | 2,746 | 3,556 | 81.6 |
| 1972 | 209,284 | 17,101 | 35,679 | 16,637 | 7,854 | 17,865 | 15,142 | 12,321 | 11,105 | 23,700 | 21,803 | 30,077 | 209,284 | 182,799 | 23,572 | 2,913 | 3,258 | 73.1 |
| 1973 | 211,357 | 16,851 | 35,046 | 16,864 | 8,044 | 18,273 | 15,694 | 13,094 | 11,222 | 23,472 | 22,074 | 30,724 | 211,357 | 184,316 | 23,954 | 3,088 | 3,137 | 68.8 |
| 1874 | 213,342 | 16,487 | 34,465 | 17,033 | 8,196 | 18,758 | 16,428 | 13,644 | 11,400 | 23,197 | 22,344 | 31,388 | 213,342 | 185,745 | 24,326 | 3,271 | 3,160 | 67.8 |
| 1975 | 215,465 | 16,121 | 33,919 | 17,125 | 8,418 | 19,317 | 17,183 | 14,131 | 11,585 | 22,953 | 22,617 | 32,095 | 215,465 | 187,216 | 24,696 | 3,553 | 3,144 | 66.0 |
| 1976 | 217,563 | 15,617 | 33,516 | 17,117 | 8,604 | 19,794 | 18,177 | 14,428 | 11,863 | 22,793 | 22,859 | 32,780 | 217,563 | 188,693 | 25,079 | 3,791 | 3,168 | 65.0 |
| 1977 | 219,760 | 15,564 | 32,855 | 17,042 | 8,613 | 20,311 | 18,180 | 15,661 | 12,310 | 22,685 | 23,059 | 33,480 | 219,760 | 190,271 | 25,472 | 4,017 | 3,327 | 66.8 |
| 1978 | 222,095 | 15,735 | 32,094 | 16,944 | 8,617 | 20,748 | 18,585 | 16,218 | 13,052 | 22,673 | 23,239 | 34,189 | 222,095 | 191,960 | 25,886 | 4,249 | 3,333 | 65.5 |
| 1979 | 224,567 | 16,063 | 31,431 | 16,610 | 8,698 | 21,096 | 19,077 | 16,961 | 13,592 | 22,734 | 23,306 | 35,000 | 224,567 | 193,736 | 26,310 | 4,521 | 3,494 | 67.2 |
| 1980 | 227,255 | 16,458 | 31,095 | 16,140 | 8,713 | 21,380 | 19,697 | 17,754 | 14,080 | 22,774 | 23,314 | 35,849 | 227,255 | 195,208 | 26,794 | 5,263 | 3,612 | 68.4 |
| 1981 | 229,637 | 16,931 | 30,754 | 15,598 | 8,553 | 21,614 | 20,200 | 18,786 | 14,381 | 23,011 | 23,195 | 36,611 | 229,637 | 196,774 | 27,207 | 5,656 | 3,629 | 67.4 |
| 1982 | 231,996 | 17,298 | 30,614 | 15,041 | 8,425 | 21,587 | 20,753 | 18,808 | 15,599 | 23,478 | 22,965 | 37,429 | 231,996 | 198,321 | 27,636 | 6,039 | 3,681 | 67.3 |
| 1983 | 234,284 | 17,651 | 30,410 | 14,720 | 8,204 | 21,489 | 21,202 | 19,211 | 16,165 | 24,361 | 22,741 | 38,131 | 234,284 | 199,849 | 28,056 | 6,379 | 3,639 | 65.8 |
| 1984 | 236,477 | 17,830 | 30,238 | 14,704 | 7,818 | 21,328 | 21,535 | 19,696 | 16,932 | 25,077 | 22,476 | 38,843 | 236,477 | 201,290 | 28,457 | 6,730 | 3,669 | 65.4 |
| 1985 | 238,736 | 18,004 | 30,110 | 14,865 | 7,500 | 21,000 | 21,758 | 20,269 | 17,708 | 25,761 | 22,286 | 39,535 | 238,736 | 202,769 | 28,870 | 7,097 | 3,761 | 66.2 |
| 1986 | 241,107 | 18,154 | 30,351 | 14,797 | 7,322 | 20,411 | 22,005 | 20,773 | 18,722 | 26,274 | 22,162 | 40,136 | 241,107 | 204,326 | 29,303 | 7,478 | 3,757 | 65.4 |
| 1987 | 243,419 | 18,276 | 30,824 | 14,467 | 7,315 | 19,791 | 21,979 | 21,333 | 18,737 | 27,919 | 22,051 | 40,727 | 243,419 | 205,827 | 29,748 | 7,845 | 3,809 | 65.7 |
| 1988 | 245,807 | 18,456 | 31,406 | 13,982 | 7,480 | 19,184 | 21,877 | 21,798 | 19,140 | 29,150 | 22,033 | 41,301 | 245,807 | 207,377 | 30,202 | 8,228 | 3,910 | 67.3 |
| 1989 | 248,239 | 18,752 | 31,834 | 13,496 | 7,644 | 18,702 | 21,699 | 22,135 | 19,621 | 30,403 | 22,101 | 41,851 | 248,239 | 208,961 | 30,660 | 8,618 | 4,021 | 68.8 |
| 1990 | 249,415 | 18,874 | 32,000 | 13,312 | 7,697 | 19,131 | 21,229 | 21,907 | 19,976 | 31,608 | 21,840 | 41,842 | — | — | — | — | 4,179 | — |
| 1991 | 252,177 | 19,222 | 32,500 | 13,423 | 7,191 | 19,194 | 20,718 | 22,159 | 20,518 | 32,848 | 22,068 | 42,336 | — | — | — | — | 4,111 | — |

¹ Data for 1790 through 1950 are from the U.S. decennial Census. These figures differ from the age data tabulated from 1900 to 1950 because of data calculation and timing differences.

² Number of live births per 1,000 women, 15 to 44 years old.

³ Data are for white women only.

⁴ Total includes persons not identified by age.

⁵ Data for persons 5 to 14 years old.

⁶ Data for persons 15 to 19 years old.

⁷ Data included column in 5.

⁸ Includes persons 25 to 29 years old.

⁹ Data included in column 7.

¹⁰ Includes persons 35 to 39 years old.

¹¹ Data included in column 9.

¹² Excludes population (325,464) in the Indian Territory and on Indian reservations.

—Data not available.

NOTE.—Population data for 1790 through 1959 include U.S. population overseas; data for later years are for U.S. resident population only. Population data for 1790 through 1890 are from decennial censuses. Age data for later years are estimates of population for July 1, but race data are from decennial censuses through 1950. Population data for 1990 and 1991 are consistent with the 1990 Census, as enumerated. Data for early years are for continental population. Excludes Indians living in Indian Territory or reservations until 1890. Beginning in 1960, data include Alaska and Hawaii. Beginning in 1959, birth data include Alaska. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-25, *United States Population Estimates*, various years, and unpublished data; *Historical Statistics of the United States, Colonial Times to 1970*; U.S. Department of Health and Human Services, National Center for Health Statistics, *Monthly Vital Statistics Report*, various years (This table was prepared October 1992).

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Table 2.—School enrollment of 5- to 19-year-olds per 100 persons, by sex and race: 1850 to 1991

| Year | Both sexes | | | Male | | | Female | | |
|---------------------|------------|-------|------------------------------------|-------|-------|------------------------------------|--------|-------|------------------------------------|
| | Total | White | Black and other races ¹ | Total | White | Black and other races ¹ | Total | White | Black and other races ¹ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1850 | 47.2 | 56.2 | 1.8 | 49.6 | 59.0 | 2.0 | 44.8 | 53.3 | 1.8 |
| 1860 | 50.6 | 59.6 | 1.9 | 52.6 | 62.0 | 1.9 | 48.5 | 57.2 | 1.8 |
| 1870 | 48.4 | 54.4 | 9.9 | 49.8 | 56.0 | 9.6 | 46.9 | 52.7 | 10.0 |
| 1880 | 57.8 | 62.0 | 33.8 | 59.2 | 63.5 | 34.1 | 56.5 | 60.5 | 33.5 |
| 1890 | 54.3 | 57.9 | 32.9 | 54.7 | 58.5 | 31.8 | 53.8 | 57.2 | 33.9 |
| 1900 ² | 50.5 | 53.6 | 31.1 | 50.1 | 53.4 | 29.4 | 50.9 | 53.9 | 32.8 |
| 1910 ² | 59.2 | 61.3 | 44.8 | 59.1 | 61.4 | 43.1 | 59.4 | 61.3 | 46.6 |
| 1920 ² | 64.3 | 65.7 | 53.5 | 64.1 | 65.6 | 52.5 | 64.5 | 65.8 | 54.5 |
| 1930 ^{2,3} | 69.9 | 71.2 | 60.3 | 70.2 | 71.4 | 59.7 | 69.7 | 70.9 | 60.8 |
| 1940 | 74.8 | 75.6 | 68.4 | 74.9 | 75.9 | 67.5 | 74.7 | 75.4 | 69.2 |
| 1950 | 78.7 | 79.3 | 74.8 | 79.1 | 79.7 | 74.7 | 78.4 | 78.9 | 74.9 |
| 1954 | 86.2 | 87.0 | 80.8 | 87.5 | 88.4 | 80.9 | 84.8 | 85.4 | 80.7 |
| 1955 | 86.5 | 87.0 | 82.9 | 88.4 | 88.9 | 84.6 | 84.5 | 85.0 | 81.2 |
| 1956 | 87.2 | 87.8 | 83.6 | 88.6 | 89.4 | 83.6 | 85.8 | 86.1 | 83.5 |
| 1957 | 87.8 | 88.2 | 85.3 | 89.4 | 90.0 | 85.6 | 86.2 | 86.4 | 85.0 |
| 1958 | 88.4 | 88.9 | 85.1 | 90.1 | 90.5 | 87.2 | 86.7 | 87.2 | 82.9 |
| 1959 | 88.5 | 88.8 | 85.9 | 89.7 | 90.2 | 86.8 | 87.1 | 87.5 | 85.0 |
| 1960 ⁴ | 88.6 | 89.0 | 86.1 | 90.0 | 90.6 | 86.6 | 87.1 | 87.3 | 85.7 |
| 1961 | 88.5 | 88.9 | 86.3 | 90.2 | 90.5 | 87.7 | 86.9 | 87.2 | 84.9 |
| 1962 | 89.1 | 89.6 | 86.3 | 90.8 | 91.3 | 87.6 | 87.4 | 87.8 | 85.0 |
| 1963 | 89.6 | 89.8 | 88.0 | 91.1 | 91.5 | 88.7 | 88.0 | 88.1 | 87.3 |
| 1964 | 89.6 | 89.8 | 88.4 | 91.1 | 91.4 | 89.2 | 88.1 | 88.2 | 87.6 |
| 1965 | 89.6 | 89.8 | 88.5 | 91.0 | 91.2 | 89.8 | 88.3 | 88.5 | 87.2 |
| 1966 | 89.7 | 89.9 | 88.5 | 91.2 | 91.5 | 89.9 | 88.2 | 88.4 | 87.2 |
| 1967 | 90.5 | 90.8 | 88.6 | 91.9 | 92.2 | 89.8 | 89.0 | 89.3 | 87.4 |
| 1968 | 90.8 | 91.0 | 89.4 | 92.2 | 92.5 | 90.5 | 89.3 | 89.5 | 88.4 |
| 1969 | 90.9 | 91.1 | 89.5 | 92.1 | 92.5 | 90.0 | 89.5 | 89.7 | 88.9 |
| 1970 | 90.6 | 90.8 | 89.4 | 91.6 | 91.9 | 89.6 | 89.6 | 89.7 | 89.1 |
| 1971 | 90.9 | 90.9 | 90.8 | 91.9 | 92.0 | 91.3 | 89.9 | 89.8 | 90.3 |
| 1972 | 90.0 | 90.0 | 90.1 | 91.0 | 91.0 | 90.9 | 89.0 | 89.0 | 89.3 |
| 1973 | 89.3 | 89.4 | 88.9 | 90.3 | 90.4 | 90.1 | 88.2 | 88.3 | 87.7 |
| 1974 | 89.4 | 89.2 | 90.1 | 90.1 | 89.9 | 90.9 | 88.6 | 88.5 | 89.3 |
| 1975 | 89.9 | 89.8 | 90.4 | 90.7 | 90.6 | 91.1 | 89.1 | 89.0 | 89.6 |
| 1976 | 89.6 | 89.4 | 90.8 | 90.4 | 90.1 | 91.9 | 88.9 | 88.7 | 89.6 |
| 1977 | 89.6 | 89.3 | 91.1 | 90.3 | 89.9 | 91.9 | 89.0 | 88.8 | 90.2 |
| 1978 | 89.2 | 89.0 | 90.6 | 89.8 | 89.5 | 91.6 | 88.6 | 88.4 | 89.7 |
| 1979 | 89.0 | 88.8 | 90.2 | 89.7 | 89.4 | 91.5 | 88.3 | 88.1 | 88.8 |
| 1980 | 89.1 | 88.9 | 90.4 | 89.5 | 89.3 | 90.4 | 88.8 | 88.4 | 90.4 |
| 1981 | 89.6 | 89.4 | 90.5 | 90.0 | 89.8 | 91.4 | 89.2 | 89.1 | 89.7 |
| 1982 | 89.6 | 89.5 | 90.0 | 90.0 | 89.9 | 90.6 | 89.1 | 89.1 | 89.4 |
| 1983 | 90.3 | 90.3 | 90.3 | 90.4 | 90.3 | 90.8 | 90.2 | 90.2 | 89.8 |
| 1984 | 90.3 | 90.3 | 90.2 | 90.7 | 90.6 | 90.9 | 89.9 | 90.0 | 89.5 |
| 1985 | 91.0 | 91.1 | 90.7 | 91.2 | 91.2 | 91.4 | 90.7 | 90.9 | 89.9 |
| 1986 | 91.4 | 91.3 | 91.6 | 92.0 | 91.8 | 92.6 | 90.8 | 90.8 | 90.7 |
| 1987 | 91.7 | 91.5 | 92.3 | 92.4 | 92.2 | 93.2 | 90.9 | 90.8 | 91.4 |
| 1988 | 91.8 | 91.7 | 92.2 | 92.1 | 91.6 | 94.5 | 91.5 | 91.4 | 91.9 |
| 1989 | 91.8 | 91.7 | 92.1 | 92.1 | 92.1 | 92.2 | 91.5 | 91.3 | 92.0 |
| 1990 | 92.6 | 92.5 | 92.8 | 92.9 | 92.6 | 93.8 | 92.2 | 92.3 | 91.8 |
| 1991 | 93.1 | 93.1 | 93.2 | 93.4 | 93.1 | 94.2 | 92.8 | 93.0 | 92.2 |

¹ For 1971 to 1990, black and other races is calculated by subtracting whites from total.

² Enrollment rates are for 5- to 20-year-olds.

³ Revised to include Mexicans as white persons.

⁴ Denotes first year for which figures include Alaska and Hawaii.

SOURCE: U.S. Department of Commerce, Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*, and *Current Population Reports, Series P-20, School Enrollment - Social and Economic Characteristics of Students*, various years. (This table was prepared September 1992.)

NOTE—Data for 1850 through 1950 are based on April 1 counts. Data for 1954 to 1991 are based on October counts.

Table 3.—School enrollment and school enrollment rates, by age and sex: 1940 to 1991—Continued

| Year | Males and females, by age | | | | | | | | | | Males, by age | | | | | | | | | | Females, by age | | | | | | | | | |
|------|-----------------------------|------|---------|------|---------|----------|-----------|----------|----------|-----------------------------|---------------|---------|------|---------|----------|-----------|----------|----------|-----------------------------|------|-----------------|------|---------|----------|-----------|----------|----------|--|--|--|
| | Total, 5 to 34 ¹ | | 5 and 6 | | 7 to 13 | 14 to 17 | 18 and 19 | 20 to 24 | 25 to 34 | Total, 5 to 34 ¹ | | 5 and 6 | | 7 to 13 | 14 to 17 | 18 and 19 | 20 to 24 | 25 to 34 | Total, 5 to 34 ¹ | | 5 and 6 | | 7 to 13 | 14 to 17 | 18 and 19 | 20 to 24 | 25 to 34 | | | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | |
| 1976 | 54.3 | 95.6 | 99.2 | 93.7 | 46.2 | 23.3 | 8.2 | 56.6 | 95.6 | 99.0 | 94.6 | 48.2 | 26.0 | 10.2 | 52.1 | 95.5 | 99.3 | 92.8 | 44.4 | 20.8 | 6.3 | 93.0 | 99.5 | 93.0 | 44.0 | 20.0 | 8.0 | | | |
| 1977 | 53.6 | 95.8 | 99.4 | 93.6 | 46.2 | 22.9 | 9.0 | 55.6 | 94.7 | 99.3 | 94.3 | 48.4 | 25.9 | 10.0 | 51.7 | 96.9 | 99.5 | 93.0 | 44.0 | 20.0 | 8.0 | 93.5 | 99.3 | 93.5 | 43.0 | 19.4 | 7.1 | | | |
| 1978 | 52.2 | 95.3 | 99.1 | 93.7 | 45.4 | 21.8 | 8.0 | 54.0 | 95.1 | 99.0 | 93.9 | 47.8 | 24.3 | 8.8 | 50.4 | 95.5 | 99.3 | 93.5 | 43.0 | 19.4 | 7.1 | 92.6 | 99.4 | 92.6 | 43.4 | 20.2 | 7.8 | | | |
| 1979 | 51.2 | 95.8 | 99.2 | 93.6 | 45.0 | 21.7 | 8.1 | 52.8 | 96.3 | 99.0 | 94.5 | 46.6 | 23.3 | 8.3 | 49.7 | 95.2 | 99.4 | 92.6 | 43.4 | 20.2 | 7.8 | 93.1 | 99.4 | 92.6 | 43.4 | 20.2 | 7.8 | | | |
| 1980 | 50.4 | 95.7 | 99.3 | 93.4 | 46.4 | 22.3 | 7.9 | 51.6 | 95.0 | 99.2 | 93.7 | 47.1 | 23.8 | 7.9 | 49.2 | 96.4 | 99.3 | 93.1 | 45.8 | 20.8 | 7.9 | 93.8 | 99.3 | 93.1 | 45.8 | 20.8 | 7.9 | | | |
| 1981 | 49.7 | 94.0 | 99.2 | 94.1 | 49.0 | 22.5 | 8.0 | 51.0 | 94.2 | 99.1 | 94.3 | 50.5 | 24.4 | 8.0 | 48.4 | 93.8 | 99.4 | 93.9 | 47.5 | 20.8 | 8.0 | 94.0 | 99.3 | 94.0 | 46.8 | 22.1 | 8.0 | | | |
| 1982 | 49.3 | 95.0 | 99.0 | 94.4 | 47.8 | 23.5 | 8.0 | 50.5 | 94.7 | 99.1 | 94.9 | 48.9 | 25.0 | 8.0 | 48.1 | 95.3 | 99.3 | 94.0 | 46.8 | 22.1 | 8.0 | 94.9 | 99.3 | 94.9 | 50.3 | 20.1 | 7.8 | | | |
| 1983 | 49.0 | 95.5 | 99.2 | 95.0 | 50.4 | 22.7 | 8.1 | 50.4 | 95.1 | 99.1 | 95.1 | 50.5 | 25.5 | 8.4 | 47.6 | 95.8 | 99.3 | 94.9 | 50.3 | 20.1 | 7.8 | 94.7 | 99.4 | 94.7 | 47.9 | 21.2 | 7.7 | | | |
| 1984 | 48.6 | 94.5 | 99.2 | 94.7 | 50.1 | 23.7 | 7.7 | 50.0 | 94.0 | 99.1 | 94.7 | 52.4 | 26.3 | 7.8 | 47.3 | 95.1 | 99.4 | 94.7 | 47.9 | 21.2 | 7.7 | 94.5 | 99.4 | 94.5 | 51.0 | 22.5 | 8.0 | | | |
| 1985 | 48.9 | 96.1 | 99.2 | 94.9 | 51.6 | 24.0 | 7.7 | 50.1 | 95.3 | 99.2 | 95.4 | 52.2 | 25.6 | 7.5 | 47.8 | 97.0 | 99.3 | 94.5 | 51.0 | 22.5 | 8.0 | 94.5 | 99.3 | 94.5 | 51.0 | 22.5 | 8.0 | | | |
| 1986 | 48.8 | 95.3 | 99.2 | 94.9 | 54.6 | 23.6 | 7.4 | 50.0 | 96.0 | 99.1 | 94.9 | 57.1 | 24.5 | 7.5 | 47.6 | 94.6 | 99.3 | 94.5 | 53.5 | 24.2 | 7.6 | 94.5 | 99.3 | 94.5 | 53.4 | 24.0 | 7.9 | | | |
| 1987 | 49.3 | 95.2 | 99.5 | 95.0 | 55.6 | 25.5 | 7.5 | 50.5 | 95.7 | 99.7 | 95.3 | 57.9 | 27.2 | 7.0 | 48.1 | 94.6 | 99.4 | 94.5 | 53.4 | 24.0 | 7.9 | 94.5 | 99.3 | 94.5 | 53.4 | 24.0 | 7.9 | | | |
| 1988 | 49.3 | 96.0 | 99.7 | 95.1 | 55.6 | 26.1 | 7.1 | 50.4 | 95.9 | 99.7 | 95.4 | 56.2 | 27.6 | 6.8 | 48.3 | 96.0 | 99.7 | 94.8 | 55.2 | 24.7 | 7.5 | 94.8 | 99.7 | 94.8 | 55.2 | 24.7 | 7.5 | | | |
| 1989 | 49.7 | 95.2 | 99.3 | 95.7 | 56.0 | 27.0 | 7.5 | 50.4 | 95.1 | 99.2 | 96.1 | 56.6 | 26.9 | 7.1 | 48.9 | 95.2 | 99.4 | 95.3 | 55.4 | 27.1 | 7.9 | 94.8 | 99.4 | 94.8 | 55.4 | 27.1 | 7.9 | | | |
| 1990 | 50.6 | 96.5 | 99.6 | 95.8 | 57.2 | 28.6 | 7.7 | 51.4 | 96.5 | 99.6 | 95.9 | 58.2 | 29.6 | 6.9 | 49.8 | 96.4 | 99.7 | 95.7 | 56.3 | 27.7 | 8.5 | 95.7 | 99.7 | 95.7 | 56.3 | 27.7 | 8.5 | | | |
| 1991 | 51.4 | 95.4 | 99.6 | 96.0 | 59.6 | 30.2 | 8.1 | 52.3 | 95.0 | 99.8 | 96.4 | 59.8 | 31.0 | 7.9 | 50.5 | 95.8 | 99.5 | 95.6 | 59.4 | 29.4 | 8.3 | 95.8 | 99.5 | 95.6 | 59.4 | 29.4 | 8.3 | | | |

¹Data for 1940 through 1946 are for ages 5-24. Data for 1950 and 1951 are for ages 5-29.

²As of April 1.

³25 to 29 years old.

—Data not available

NOTE.—Unless otherwise noted, data are for October.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students*, various years. (This table was prepared September 1992.)

Table 4.—Years of school completed by persons 25 years old and over, by race and sex: April 1940 to March 1991

| Year ¹ and race | Percent of male population completing — | | | | | | | | | Median school years completed, males | Percent of female population completing — | | | | | | | | | Median school years completed, females |
|----------------------------|---|-----------|---------|-----------|-------------|---------|-----------------|-----------|---------|--------------------------------------|---|---------|-----------|---------|-----------------|------|--|--|---------|--|
| | Elementary school | | | | High school | | | | College | | Elementary school | | | | High school | | | | College | |
| | 0-4 years | 5-7 years | 8 years | 1-3 years | 4 years | 4 years | 4 years or more | 0-4 years | | | 5-7 years | 8 years | 1-3 years | 4 years | 4 years or more | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | |
| Total | | | | | | | | | | | | | | | | | | | | |
| 1940 ^{2,3} | 15.1 | 19.0 | 28.8 | 14.5 | 12.2 | 4.9 | 5.5 | 8.6 | 12.4 | 18.0 | 27.5 | 15.9 | 16.4 | 6.1 | 3.8 | 8.7 | | | | |
| 1950 ^{2,4} | 12.2 | 16.9 | 21.4 | 16.9 | 18.2 | 7.0 | 7.3 | 9.0 | 10.0 | 15.8 | 20.3 | 17.9 | 23.2 | 7.7 | 5.2 | 9.6 | | | | |
| 1960 ³ | 9.4 | 14.6 | 17.8 | 18.7 | 21.2 | 8.6 | 9.7 | 10.3 | 7.4 | 13.1 | 17.3 | 19.7 | 27.8 | 9.0 | 5.8 | 10.7 | | | | |
| 1962 | 8.7 | 12.2 | 16.7 | 17.4 | 24.7 | 8.9 | 11.4 | 11.1 | 6.9 | 11.2 | 16.5 | 17.9 | 31.6 | 9.3 | 6.7 | 11.6 | | | | |
| 1964 | 8.1 | 11.4 | 16.1 | 17.4 | 26.3 | 9.0 | 11.7 | 11.5 | 6.3 | 10.8 | 15.6 | 18.5 | 33.4 | 8.8 | 6.8 | 11.8 | | | | |
| 1966 | 7.3 | 10.7 | 15.6 | 17.4 | 27.7 | 8.8 | 12.5 | 11.8 | 5.7 | 10.2 | 14.6 | 18.8 | 34.4 | 9.0 | 7.4 | 12.0 | | | | |
| 1967 | 6.8 | 10.5 | 15.1 | 17.0 | 28.2 | 9.6 | 12.8 | 12.0 | 5.4 | 9.8 | 14.5 | 18.5 | 34.8 | 9.4 | 7.6 | 12.0 | | | | |
| 1968 | 6.5 | 10.3 | 14.3 | 16.9 | 28.9 | 9.8 | 13.3 | 12.1 | 5.3 | 9.4 | 13.9 | 18.1 | 35.7 | 9.5 | 8.0 | 12.1 | | | | |
| 1969 | 6.1 | 9.9 | 14.0 | 16.4 | 29.7 | 10.3 | 13.5 | 12.1 | 5.1 | 9.0 | 13.5 | 17.9 | 36.9 | 9.4 | 8.2 | 12.1 | | | | |
| 1970 | 5.9 | 9.5 | 13.6 | 16.1 | 30.1 | 10.8 | 14.1 | 12.2 | 4.7 | 8.7 | 13.1 | 17.9 | 37.5 | 9.7 | 8.2 | 12.1 | | | | |
| 1971 | 5.6 | 8.9 | 13.4 | 15.8 | 30.6 | 11.1 | 14.6 | 12.2 | 4.5 | 8.5 | 12.7 | 17.7 | 37.8 | 10.3 | 8.5 | 12.2 | | | | |
| 1972 | 5.0 | 8.6 | 12.1 | 16.1 | 31.4 | 11.4 | 15.4 | 12.3 | 4.2 | 8.1 | 11.8 | 17.8 | 38.7 | 10.5 | 9.0 | 12.2 | | | | |
| 1973 | 4.9 | 8.2 | 11.5 | 15.3 | 32.1 | 12.0 | 16.0 | 12.3 | 4.2 | 7.7 | 11.3 | 17.2 | 39.2 | 10.8 | 9.6 | 12.2 | | | | |
| 1974 | 4.9 | 7.7 | 11.1 | 14.7 | 32.3 | 12.5 | 16.9 | 12.4 | 4.1 | 7.4 | 10.7 | 16.9 | 39.4 | 11.4 | 10.1 | 12.3 | | | | |
| 1975 | 4.7 | 7.5 | 10.2 | 14.5 | 32.3 | 13.2 | 17.6 | 12.4 | 3.8 | 7.2 | 10.4 | 16.6 | 39.7 | 11.7 | 10.6 | 12.3 | | | | |
| 1976 | 4.2 | 7.4 | 9.5 | 14.2 | 32.3 | 13.8 | 18.6 | 12.5 | 3.5 | 6.8 | 9.8 | 16.3 | 39.9 | 12.4 | 11.3 | 12.3 | | | | |
| 1977 | 4.0 | 7.0 | 9.4 | 14.0 | 32.1 | 14.2 | 19.2 | 12.5 | 3.5 | 6.8 | 9.2 | 16.2 | 39.6 | 12.7 | 12.0 | 12.3 | | | | |
| 1978 | 3.9 | 6.9 | 9.0 | 13.5 | 32.1 | 14.9 | 19.7 | 12.5 | 3.4 | 6.5 | 9.1 | 15.9 | 39.6 | 13.4 | 12.2 | 12.4 | | | | |
| 1979 | 3.7 | 6.3 | 8.6 | 12.9 | 32.6 | 15.4 | 20.4 | 12.6 | 3.2 | 6.1 | 8.6 | 15.0 | 40.2 | 14.0 | 12.9 | 12.4 | | | | |
| 1980 | 3.6 | 6.0 | 8.1 | 13.1 | 32.7 | 15.6 | 20.9 | 12.6 | 3.2 | 6.0 | 8.2 | 14.5 | 40.4 | 14.2 | 13.6 | 12.4 | | | | |
| 1981 | 3.4 | 5.8 | 7.5 | 12.9 | 33.6 | 15.6 | 21.1 | 12.6 | 3.1 | 5.8 | 7.8 | 14.1 | 41.1 | 14.6 | 13.4 | 12.5 | | | | |
| 1982 | 3.3 | 5.6 | 6.9 | 12.5 | 34.1 | 15.7 | 21.9 | 12.6 | 2.8 | 5.5 | 7.3 | 14.0 | 41.4 | 14.9 | 14.0 | 12.5 | | | | |
| 1983 | 3.2 | 5.2 | 6.7 | 12.1 | 33.9 | 15.9 | 23.0 | 12.7 | 2.8 | 5.3 | 7.0 | 13.4 | 41.1 | 15.4 | 15.1 | 12.5 | | | | |
| 1984 | 2.9 | 5.1 | 6.5 | 11.8 | 34.6 | 16.1 | 22.9 | 12.7 | 2.6 | 4.9 | 6.6 | 12.9 | 41.8 | 15.6 | 15.7 | 12.6 | | | | |
| 1985 | 2.9 | 5.0 | 6.3 | 11.5 | 34.8 | 16.5 | 23.1 | 12.7 | 2.5 | 4.5 | 6.5 | 12.9 | 41.3 | 16.2 | 15.0 | 12.6 | | | | |
| 1986 | 2.8 | 4.7 | 6.0 | 11.3 | 34.9 | 17.1 | 23.2 | 12.7 | 2.5 | 4.6 | 6.0 | 12.5 | 41.6 | 16.7 | 16.1 | 12.6 | | | | |
| 1987 | 2.5 | 4.6 | 5.7 | 11.2 | 35.4 | 17.1 | 23.6 | 12.7 | 2.4 | 4.4 | 5.8 | 12.1 | 41.6 | 17.1 | 16.5 | 12.6 | | | | |
| 1988 | 2.6 | 4.5 | 5.0 | 11.5 | 35.7 | 16.8 | 24.0 | 12.7 | 2.3 | 4.2 | 5.5 | 12.0 | 41.8 | 17.2 | 17.0 | 12.6 | | | | |
| 1989 | 2.7 | 4.3 | 4.8 | 11.0 | 35.4 | 17.4 | 24.5 | 12.8 | 2.4 | 4.0 | 5.2 | 11.9 | 41.3 | 18.1 | 18.1 | 12.6 | | | | |
| 1990 | 2.7 | 4.2 | 4.6 | 10.7 | 35.5 | 17.8 | 24.4 | 12.8 | 2.2 | 3.9 | 4.9 | 11.5 | 41.0 | 18.0 | 18.4 | 12.7 | | | | |
| 1991 | 2.7 | 3.9 | 4.5 | 10.4 | 36.0 | 18.2 | 24.3 | 12.8 | 2.1 | 3.7 | 4.4 | 11.4 | 41.0 | 18.6 | 18.8 | 12.7 | | | | |
| White | | | | | | | | | | | | | | | | | | | | |
| 1940 ^{2,4} | 12.0 | 18.1 | 30.5 | 15.1 | 13.0 | 5.3 | 5.9 | 8.7 | 9.8 | 16.7 | 29.0 | 16.5 | 17.5 | 6.5 | 4.0 | 8.8 | | | | |
| 1950 ^{2,4} | 9.8 | 15.9 | 22.4 | 17.4 | 19.3 | 7.4 | 7.9 | 9.3 | 8.1 | 14.4 | 21.1 | 18.2 | 24.6 | 8.1 | 5.4 | 10.0 | | | | |
| 1960 ³ | 7.4 | 13.7 | 18.4 | 18.9 | 22.2 | 9.1 | 10.3 | 10.6 | 6.0 | 11.9 | 17.8 | 19.6 | 29.2 | 9.5 | 6.0 | 11.0 | | | | |
| 1962 | 6.9 | 11.4 | 17.0 | 17.3 | 25.8 | 9.4 | 12.2 | 11.6 | 5.6 | 10.3 | 16.8 | 17.4 | 33.1 | 9.9 | 7.0 | 12.0 | | | | |
| 1964 | 6.5 | 10.5 | 16.5 | 17.1 | 27.6 | 9.4 | 12.3 | 11.9 | 5.2 | 9.7 | 15.9 | 18.1 | 34.8 | 9.2 | 7.1 | 12.0 | | | | |
| 1965 | 6.1 | 10.3 | 16.4 | 17.0 | 28.2 | 9.3 | 12.7 | 12.0 | 4.9 | 9.3 | 15.4 | 18.2 | 35.6 | 9.3 | 7.3 | 12.1 | | | | |
| 1966 | 5.7 | 10.1 | 15.8 | 17.1 | 28.8 | 9.2 | 13.3 | 12.0 | 4.7 | 9.1 | 14.9 | 18.2 | 35.9 | 9.4 | 7.7 | 12.1 | | | | |
| 1967 | 5.3 | 9.7 | 15.4 | 16.8 | 29.1 | 10.0 | 13.7 | 12.1 | 4.4 | 8.8 | 14.9 | 18.0 | 36.2 | 9.7 | 7.9 | 12.1 | | | | |
| 1968 | 4.9 | 9.5 | 14.7 | 16.6 | 29.9 | 10.3 | 14.1 | 12.1 | 4.3 | 8.5 | 14.1 | 17.7 | 37.1 | 9.9 | 8.2 | 12.1 | | | | |
| 1969 | 4.8 | 9.1 | 14.3 | 16.1 | 30.6 | 10.8 | 14.3 | 12.2 | 4.2 | 8.1 | 13.7 | 17.3 | 38.5 | 9.8 | 8.4 | 12.2 | | | | |
| 1970 | 4.5 | 8.8 | 13.9 | 15.6 | 30.9 | 11.3 | 15.0 | 12.2 | 3.9 | 7.8 | 13.4 | 17.3 | 39.0 | 10.1 | 8.6 | 12.2 | | | | |



Table 4.—Years of school completed by persons 25 years old and over, by race and sex: April 1940 to March 1991—Continued

| Year ¹ and race | Percent of male population completing — | | | | | | | | | | Median school years completed, males | Percent of female population completing — | | | | | | | | | | Median school years completed, females | | | | | | | | | | | | | | |
|----------------------------|---|-----|-----------|------|---------|-------------|-----------|-----|---------|-----|--------------------------------------|---|------|------|------|------|-------------------|-----------|------|-----------|------|--|-------------|------|-----------|------|---------|---------|-----------|------|---------|--|----|--|----|--|
| | Elementary school | | | | | High school | | | | | | College | | | | | Elementary school | | | | | | High school | | | | | College | | | | | | | | |
| | 0-4 years | | 5-7 years | | 8 years | | 1-3 years | | 4 years | | | 6 | | 7 | | 8 | | 0-4 years | | 5-7 years | | | 8 years | | 1-3 years | | 4 years | | 1-3 years | | 4 years | | 15 | | 16 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 | 11 | 12 | | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | | 14 | 15 | 16 | 17 | 18 | 15 | 16 | 17 | 18 | | | | | |
| 1981 | 8.9 | 9.5 | 6.4 | 18.0 | 30.0 | 14.4 | 12.8 | 7.4 | 11.0 | 6.1 | 20.2 | 31.9 | 12.7 | 10.8 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | 12.2 | | | | | |
| 1982 | 8.5 | 9.3 | 5.9 | 16.6 | 31.0 | 15.0 | 13.7 | 6.4 | 9.9 | 6.8 | 19.9 | 32.5 | 12.9 | 11.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | 12.3 | | | | | |
| 1983 | 7.9 | 8.6 | 5.9 | 16.8 | 30.9 | 14.3 | 15.6 | 6.1 | 8.8 | 6.5 | 18.5 | 34.1 | 13.2 | 12.8 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | | | | | |
| 1984 | 7.8 | 8.1 | 6.0 | 16.8 | 31.2 | 14.2 | 15.6 | 5.8 | 8.1 | 6.4 | 17.4 | 35.0 | 13.9 | 13.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | | | | | |
| 1985 | 6.9 | 8.0 | 5.7 | 16.3 | 30.9 | 15.1 | 17.0 | 5.3 | 7.6 | 6.0 | 17.8 | 34.6 | 14.5 | 14.2 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | 12.4 | | | | | |
| 1986 | 6.0 | 8.1 | 5.1 | 15.2 | 33.1 | 15.6 | 16.9 | 5.1 | 7.3 | 5.7 | 16.7 | 35.7 | 15.6 | 13.8 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | | | | | |
| 1987 | 5.5 | 7.6 | 4.7 | 14.9 | 33.8 | 16.2 | 17.2 | 4.8 | 7.0 | 5.2 | 16.8 | 35.9 | 16.0 | 14.4 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | | | | | |
| 1988 | 5.6 | 7.4 | 4.3 | 15.1 | 34.0 | 16.0 | 17.7 | 4.8 | 6.7 | 5.6 | 17.0 | 35.8 | 15.1 | 15.1 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | | | | | |
| 1989 | 5.8 | 6.7 | 5.0 | 14.9 | 33.5 | 16.0 | 18.3 | 5.4 | 6.8 | 4.6 | 16.3 | 35.3 | 15.9 | 15.7 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | | | | | |
| 1990 | 5.9 | 6.2 | 4.0 | 14.8 | 34.1 | 16.7 | 18.3 | 5.0 | 6.3 | 4.3 | 16.0 | 35.9 | 17.4 | 15.1 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | | | | | |
| 1991 | 6.0 | 5.6 | 4.0 | 14.3 | 35.7 | 16.6 | 17.8 | 4.1 | 6.4 | 3.7 | 16.7 | 35.9 | 17.4 | 15.8 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | 12.6 | | | | | |

¹U.S. birthplace indicated, surveys were conducted in March of the years shown
²Excludes occupation for whom school years were not reported
³A. of April
 —C. a not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *Educational Attainment in the United States*, various years (This table was prepared October 1992)

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Table 5.—Median years of school completed by persons age 25 and over and 25 to 29, by race and sex: 1910 to 1991

| Year | Age 25 and over | | | | | 25 to 29 years old | | | | |
|-------------------|-----------------|-------|--------------------|--------|--------------------|--------------------|-------|--------------------|--------|--------------------|
| | Total | Male | | Female | | Total | Male | | Female | |
| | | White | Black ¹ | White | Black ¹ | | White | Black ¹ | White | Black ¹ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1910 ² | 8.1 | — | — | — | — | — | — | — | — | — |
| 1920 ² | 8.2 | — | — | — | — | — | — | — | — | — |
| 1930 ² | 8.4 | — | — | — | — | — | — | — | — | — |
| 1940 | 8.6 | 8.7 | 5.4 | 8.8 | 6.1 | 10.3 | 10.5 | 6.5 | 10.9 | 7.5 |
| 1950 | 9.3 | 9.3 | 6.4 | 10.0 | 7.2 | 12.1 | 12.4 | 7.4 | 12.2 | 8.9 |
| 1960 ³ | 10.5 | 10.6 | 7.9 | 11.0 | 8.5 | 12.3 | 12.4 | 10.5 | 12.3 | 11.1 |
| 1969 | 12.1 | 12.2 | 9.4 | 12.2 | 9.9 | 12.6 | 12.7 | 12.3 | 12.5 | 12.1 |
| 1970 | 12.2 | 12.2 | 9.6 | 12.2 | 10.2 | 12.6 | 12.7 | 12.2 | 12.5 | 10.9 |
| 1971 | 12.2 | 12.3 | 9.9 | 12.2 | 10.3 | 12.6 | 12.8 | 12.2 | 12.6 | 12.3 |
| 1972 | 12.2 | 12.3 | 10.1 | 12.3 | 10.5 | 12.7 | 12.8 | 12.3 | 12.6 | 12.4 |
| 1973 | 12.3 | 12.4 | 10.3 | 12.3 | 10.8 | 12.7 | 12.8 | 12.3 | 12.6 | 12.4 |
| 1974 | 12.3 | 12.4 | 10.5 | 12.3 | 10.9 | 12.8 | 12.9 | 12.5 | 12.7 | 12.4 |
| 1975 | 12.4 | 12.5 | 10.7 | 12.3 | 11.1 | 12.8 | 13.0 | 12.5 | 12.7 | 12.5 |
| 1976 | 12.4 | 12.5 | 10.8 | 12.4 | 11.4 | 12.9 | 13.2 | 12.5 | 12.8 | 12.5 |
| 1977 | 12.4 | 12.5 | 11.3 | 12.4 | 11.4 | 12.9 | 13.2 | 12.6 | 12.8 | 12.5 |
| 1978 | 12.4 | 12.6 | 11.7 | 12.4 | 11.7 | 12.9 | 13.3 | 12.7 | 12.8 | 12.6 |
| 1979 | 12.5 | 12.6 | 11.9 | 12.5 | 11.9 | 12.9 | 13.2 | 12.6 | 12.9 | 12.6 |
| 1980 | 12.5 | 12.6 | 12.0 | 12.5 | 12.0 | 12.9 | 13.0 | 12.6 | 12.8 | 12.6 |
| 1981 | 12.5 | 12.6 | 12.1 | 12.5 | 12.1 | 12.8 | 12.9 | 12.6 | 12.8 | 12.6 |
| 1982 | 12.6 | 12.7 | 12.2 | 12.5 | 12.1 | 12.8 | 12.9 | 12.7 | 12.8 | 12.7 |
| 1983 | 12.6 | 12.7 | 12.2 | 12.6 | 12.2 | 12.9 | 12.9 | 12.6 | 12.8 | 12.6 |
| 1984 | 12.6 | 12.7 | 12.2 | 12.6 | 12.3 | 12.8 | 12.9 | 12.6 | 12.9 | 12.7 |
| 1985 | 12.6 | 12.7 | 12.3 | 12.6 | 12.3 | 12.9 | 12.9 | 12.7 | 12.9 | 12.7 |
| 1986 | 12.6 | 12.8 | 12.3 | 12.6 | 12.4 | 12.9 | 12.9 | 12.7 | 12.9 | 12.7 |
| 1987 | 12.7 | 12.8 | 12.4 | 12.6 | 12.4 | 12.9 | 12.9 | 12.7 | 12.9 | 12.7 |
| 1988 | 12.7 | 12.8 | 12.4 | 12.6 | 12.4 | 12.9 | 12.9 | 12.7 | 12.9 | 12.6 |
| 1989 | 12.7 | 12.8 | 12.4 | 12.7 | 12.4 | 12.9 | 12.9 | 12.7 | 12.9 | 12.7 |
| 1990 | 12.7 | 12.8 | 12.4 | 12.7 | 12.4 | 12.9 | 12.9 | 12.7 | 12.9 | 12.7 |
| 1991 | 12.7 | 12.8 | 12.4 | 12.7 | 12.5 | 12.9 | 12.9 | 12.7 | 12.9 | 12.7 |

¹Data for years 1940 through 1960 include persons of "other" races²Estimates based on retrojection, by the Bureau of the Census, of 1940 census data on education by age.³Denotes first year in which figures include Alaska and Hawaii.

—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970: Current Population Series, P-20, Educational Attainment of the United States Population*, various years; and "Education of the American Population," by John K. Folger and Charles B. Nam. (This table was prepared November 1992.)

NOTE—Data for 1940, 1950, and 1960 are for April 1. Data for later years are as of March.

Table 6.—Percentage of persons 14 years old and over who were illiterate,¹ by race and nativity: 1870 to 1979

| Year | Total | White | | | Black and other |
|------|-------|-------|--------|--------------|------------------|
| | | Total | Native | Foreign born | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1870 | 20.0 | 11.5 | — | — | 79.9 |
| 1880 | 17.0 | 9.4 | 8.7 | 12.0 | 70.0 |
| 1890 | 13.3 | 7.7 | 6.2 | 13.1 | 56.8 |
| 1900 | 10.7 | 6.2 | 4.6 | 12.9 | 44.5 |
| 1910 | 7.7 | 5.0 | 3.0 | 12.7 | 30.5 |
| 1920 | 6.0 | 4.0 | 2.0 | 13.1 | 23.0 |
| 1930 | 4.3 | 3.0 | 1.6 | 10.8 | 16.4 |
| 1940 | 2.9 | 2.0 | 1.1 | 9.0 | 11.5 |
| 1947 | 2.7 | 1.8 | — | — | 11.0 |
| 1950 | 3.2 | — | — | — | — |
| 1952 | 2.5 | 1.8 | — | — | 10.2 |
| 1959 | 2.2 | 1.6 | — | — | 7.5 |
| 1969 | 1.0 | 0.7 | — | — | ² 3.6 |
| 1979 | 0.6 | 0.4 | — | — | ² 1.6 |

¹Persons are counted as illiterate if they cannot read or write in any language²Based on black population only

—Data not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970, and Current Population Reports, Series P-23, Ancestry and Language in the United States: November 1979* (This table was prepared September 1992.)

Table 7.—Annual mean income of males and females 25 years old and over, by years of school completed: 1939 to 1991

| Year | Males | | | | | | | |
|-----------------------|-------------------|----------|--------------|----------|--------------|-----------------|--------------|-----------------|
| | Elementary school | | High school | | College | | | |
| | Less than 8 years | 8 years | 1 to 3 years | 4 years | 1 to 3 years | 4 or more years | 4 years only | 5 or more years |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Current dollars | | | | | | | | |
| 1939 | — | — | \$1,379 | \$1,661 | \$1,931 | \$2,607 | — | — |
| 1946 | \$1,738 | \$2,327 | 2,449 | 2,939 | 3,654 | 4,527 | — | — |
| 1949 | 2,062 | 2,829 | 3,226 | 3,784 | 4,423 | 6,179 | — | — |
| 1956 | 2,574 | 3,631 | 4,367 | 5,183 | 5,997 | 7,877 | — | — |
| 1958 | 2,530 | 3,677 | 4,452 | 5,257 | 6,272 | 8,643 | \$7,565 | \$9,178 |
| 1961 | 2,998 | 4,206 | 5,161 | 5,946 | 7,348 | 9,817 | 9,342 | 9,987 |
| 1963 | 3,078 | 4,410 | 5,348 | 6,557 | 7,633 | 9,811 | 9,392 | 10,353 |
| 1964 | 3,298 | 4,520 | 5,653 | 6,738 | 7,907 | 10,284 | 9,757 | 11,004 |
| 1966 | 3,520 | 4,867 | 6,294 | 7,494 | 8,783 | 11,739 | 11,135 | 12,563 |
| 1967 | 3,540 | 5,002 | 6,258 | 7,515 | 8,713 | 11,753 | 11,022 | 12,639 |
| 1968 | 4,135 | 5,689 | 6,454 | 7,688 | 8,890 | 11,851 | 11,086 | 12,794 |
| 1969 | 4,679 | 6,170 | 7,063 | 8,313 | 9,553 | 12,644 | 12,111 | 13,274 |
| 1970 | 4,948 | 6,674 | 7,575 | 8,998 | 10,554 | 14,018 | 13,434 | 14,727 |
| 1971 | 5,175 | 6,901 | 7,941 | 9,321 | 10,942 | 14,563 | 13,634 | 15,687 |
| 1972 | 5,436 | 7,088 | 8,273 | 9,741 | 11,205 | 15,017 | 14,192 | 15,983 |
| 1973 | 6,101 | 7,729 | 8,755 | 10,591 | 11,934 | 15,993 | 15,189 | 16,966 |
| 1974 | 6,422 | 8,559 | 9,526 | 11,408 | 12,640 | 16,769 | 15,859 | 17,817 |
| 1975 | 6,581 | 8,604 | 10,019 | 11,983 | 13,317 | 16,996 | 16,194 | 17,912 |
| 1976 | 6,673 | 8,957 | 9,920 | 12,559 | 14,104 | 18,750 | 17,599 | 20,141 |
| 1977 | 7,306 | 9,679 | 10,690 | 13,334 | 14,674 | 20,114 | 18,857 | 21,553 |
| 1978 | 7,841 | 10,131 | 11,400 | 14,312 | 15,728 | 21,464 | 20,056 | 23,103 |
| 1979 | 8,347 | 10,991 | 12,361 | 15,440 | 16,781 | 22,922 | 21,669 | 24,343 |
| 1980 | 8,757 | 12,050 | 12,956 | 16,657 | 18,232 | 24,417 | 22,949 | 26,065 |
| 1981 | 9,263 | 12,350 | 13,578 | 17,496 | 19,362 | 25,816 | 24,545 | 27,313 |
| 1982 | 10,151 | 13,214 | 14,362 | 18,468 | 20,889 | 28,896 | 26,612 | 31,434 |
| 1983 | 9,593 | 13,124 | 14,131 | 18,750 | 21,212 | 30,489 | 28,058 | 33,240 |
| 1984 | 9,944 | 13,451 | 14,529 | 19,289 | 22,219 | 31,969 | 29,530 | 34,731 |
| 1985 | 10,832 | 14,049 | 15,479 | 20,763 | 23,334 | 34,992 | 32,266 | 38,211 |
| 1986 | 10,401 | 14,193 | 15,722 | 21,265 | 25,046 | 36,863 | 33,793 | 40,732 |
| 1987 | 11,078 | 14,756 | 16,606 | 21,848 | 26,197 | 38,627 | 35,454 | 42,414 |
| 1988 | 12,184 | 14,787 | 17,350 | 22,747 | 27,383 | 39,241 | 35,800 | 43,487 |
| 1989 | 12,063 | 16,017 | 17,191 | 23,855 | 28,050 | 41,484 | 37,648 | 46,189 |
| 1990 | 12,446 | 15,754 | 17,331 | 24,940 | 29,752 | 44,257 | 40,384 | 49,085 |
| 1991 | 12,582 | 15,525 | 17,702 | 24,737 | 30,650 | 44,485 | 40,750 | 49,259 |
| Constant 1991 dollars | | | | | | | | |
| 1939 | — | — | \$13,512 | \$16,275 | \$18,921 | \$25,545 | — | — |
| 1946 | \$12,139 | \$16,253 | 17,105 | 20,528 | 25,522 | 31,619 | — | — |
| 1949 | 11,800 | 16,189 | 18,461 | 21,655 | 25,311 | 35,360 | — | — |
| 1956 | 12,889 | 18,182 | 21,867 | 25,953 | 30,029 | 39,443 | — | — |
| 1958 | 11,923 | 17,329 | 20,981 | 24,775 | 29,559 | 40,733 | \$35,652 | \$43,254 |
| 1961 | 13,656 | 19,159 | 23,509 | 27,085 | 33,471 | 44,718 | 42,555 | 45,493 |
| 1963 | 13,700 | 19,629 | 23,804 | 29,185 | 33,974 | 43,669 | 41,804 | 46,081 |
| 1964 | 14,490 | 19,859 | 24,837 | 29,604 | 34,740 | 45,183 | 42,868 | 48,347 |
| 1966 | 14,797 | 20,459 | 26,458 | 31,503 | 36,921 | 49,347 | 46,808 | 52,811 |
| 1967 | 14,436 | 20,397 | 25,519 | 30,645 | 35,530 | 47,927 | 44,946 | 51,540 |
| 1968 | 16,184 | 22,266 | 25,260 | 30,089 | 34,794 | 46,382 | 43,388 | 50,073 |
| 1969 | 17,365 | 22,898 | 26,212 | 30,851 | 35,453 | 46,924 | 44,946 | 49,262 |
| 1970 | 17,369 | 23,428 | 26,591 | 31,586 | 37,048 | 49,208 | 47,157 | 51,696 |
| 1971 | 17,403 | 23,208 | 26,705 | 31,346 | 36,798 | 48,975 | 45,851 | 52,755 |
| 1972 | 17,713 | 23,095 | 26,957 | 31,740 | 36,510 | 48,931 | 46,243 | 52,079 |
| 1973 | 18,715 | 23,709 | 26,857 | 32,489 | 36,608 | 49,060 | 46,593 | 52,044 |
| 1974 | 17,742 | 23,646 | 26,317 | 31,517 | 34,920 | 46,327 | 43,813 | 49,223 |
| 1975 | 16,660 | 21,782 | 25,364 | 30,336 | 33,713 | 43,027 | 40,997 | 45,346 |
| 1976 | 15,973 | 21,440 | 23,745 | 30,062 | 33,760 | 44,881 | 42,126 | 48,211 |
| 1977 | 16,420 | 21,754 | 24,026 | 29,968 | 32,980 | 45,207 | 42,382 | 48,441 |
| 1978 | 16,380 | 21,163 | 23,814 | 29,897 | 32,855 | 44,837 | 41,896 | 48,261 |
| 1979 | 15,659 | 20,619 | 23,190 | 28,966 | 31,482 | 43,002 | 40,652 | 45,668 |
| 1980 | 14,475 | 19,918 | 21,415 | 27,533 | 30,136 | 40,359 | 37,933 | 43,083 |
| 1981 | 13,879 | 18,505 | 20,345 | 26,215 | 29,011 | 38,681 | 36,777 | 40,924 |
| 1982 | 14,327 | 18,650 | 20,271 | 26,066 | 29,483 | 40,784 | 37,560 | 44,366 |
| 1983 | 13,118 | 17,947 | 19,324 | 25,640 | 29,007 | 41,693 | 38,368 | 45,455 |
| 1984 | 13,035 | 17,633 | 19,046 | 25,285 | 29,126 | 41,907 | 38,710 | 45,528 |
| 1985 | 13,711 | 17,783 | 19,593 | 26,282 | 29,536 | 44,293 | 40,842 | 48,367 |
| 1986 | 12,925 | 17,638 | 19,538 | 26,426 | 31,125 | 45,835 | 41,995 | 50,618 |
| 1987 | 13,282 | 17,692 | 19,910 | 26,195 | 31,409 | 46,312 | 42,507 | 50,852 |
| 1988 | 14,028 | 17,024 | 19,975 | 26,189 | 31,526 | 45,179 | 41,217 | 50,067 |
| 1989 | 13,250 | 17,593 | 18,882 | 26,202 | 30,810 | 45,565 | 41,352 | 50,733 |
| 1990 | 12,970 | 16,417 | 18,360 | 25,990 | 31,046 | 46,119 | 42,083 | 51,151 |
| 1991 | 12,582 | 15,525 | 17,702 | 24,737 | 30,650 | 44,485 | 40,750 | 49,259 |



Table 7.—Annual mean income of males and females 25 years old and over, by years of school completed: 1939 to 1991—Continued

| Year | Females | | | | | | | |
|-----------------------|-------------------|---------|--------------|---------|--------------|-----------------|------------|-----------------|
| | Elementary school | | High school | | College | | | |
| | Less than 8 years | 8 years | 1 to 3 years | 4 years | 1 to 3 years | 4 or more years | Years only | 5 or more years |
| 1 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Current dollars | | | | | | | | |
| 1939 | — | — | — | — | — | — | — | — |
| 1946 | — | — | — | — | — | — | — | — |
| 1949 | — | — | — | — | — | — | — | — |
| 1956 | — | — | — | — | — | — | — | — |
| 1958 | — | — | — | — | — | — | — | — |
| 1961 | — | — | — | — | — | — | — | — |
| 1963 | — | — | — | — | — | — | — | — |
| 1964 | — | — | — | — | — | — | — | — |
| 1966 | — | — | — | — | — | — | — | — |
| 1967 | — | — | — | — | — | — | — | — |
| 1968 | \$1,039 | \$1,323 | \$1,550 | \$1,879 | \$2,297 | \$3,862 | \$3,210 | \$5,667 |
| 1969 | 1,205 | 1,515 | 1,701 | 2,099 | 2,468 | 4,063 | 3,266 | 5,977 |
| 1970 | 1,274 | 1,621 | 1,825 | 2,280 | 2,753 | 4,610 | 3,824 | 6,479 |
| 1971 | 1,406 | 1,731 | 1,905 | 2,452 | 3,006 | 5,056 | 4,241 | 6,900 |
| 1972 | 1,458 | 1,766 | 2,075 | 2,577 | 3,087 | 5,310 | 4,450 | 7,250 |
| 1973 | 1,559 | 1,916 | 2,219 | 2,819 | 3,285 | 5,502 | 4,587 | 7,544 |
| 1974 | 1,792 | 2,058 | 2,395 | 3,026 | 3,761 | 5,807 | 4,909 | 7,682 |
| 1975 | 1,999 | 2,315 | 2,709 | 3,314 | 4,133 | 6,313 | 5,371 | 8,175 |
| 1976 | 2,054 | 2,456 | 2,835 | 3,611 | 4,548 | 7,213 | 6,086 | 9,381 |
| 1977 | 2,225 | 2,725 | 3,057 | 4,044 | 4,858 | 7,616 | 6,449 | 9,894 |
| 1978 | 2,448 | 3,082 | 3,330 | 4,455 | 5,514 | 8,114 | 6,834 | 10,412 |
| 1979 | 2,840 | 3,250 | 3,718 | 5,063 | 6,181 | 9,007 | 7,601 | 11,389 |
| 1980 | 2,926 | 3,639 | 4,228 | 5,844 | 7,325 | 10,305 | 8,848 | 12,798 |
| 1981 | 3,314 | 4,025 | 4,562 | 6,535 | 8,389 | 11,500 | 10,066 | 14,013 |
| 1982 | 3,650 | 4,554 | 4,848 | 7,119 | 9,055 | 12,673 | 10,912 | 15,543 |
| 1983 | 3,610 | 4,662 | 5,090 | 7,682 | 9,707 | 14,113 | 12,243 | 17,061 |
| 1984 | 3,876 | 4,991 | 5,400 | 8,122 | 10,440 | 15,372 | 13,237 | 18,813 |
| 1985 | 4,278 | 5,408 | 5,991 | 8,788 | 11,394 | 16,743 | 14,517 | 20,366 |
| 1986 | 4,230 | 5,314 | 6,129 | 9,333 | 12,212 | 17,979 | 15,739 | 21,721 |
| 1987 | 4,526 | 5,268 | 6,380 | 9,751 | 12,746 | 19,365 | 17,197 | 22,939 |
| 1988 | 4,685 | 5,727 | 6,749 | 10,419 | 14,021 | 20,375 | 17,982 | 24,237 |
| 1989 | 5,026 | 5,577 | 6,952 | 11,114 | 15,159 | 21,827 | 19,570 | 25,462 |
| 1990 | 5,224 | 6,201 | 7,575 | 11,791 | 15,681 | 23,478 | 20,837 | 27,843 |
| 1991 | 5,583 | 6,298 | 7,987 | 12,429 | 16,310 | 24,684 | 21,859 | 29,466 |
| Constant 1991 dollars | | | | | | | | |
| 1939 | — | — | — | — | — | — | — | — |
| 1946 | — | — | — | — | — | — | — | — |
| 1949 | — | — | — | — | — | — | — | — |
| 1956 | — | — | — | — | — | — | — | — |
| 1958 | — | — | — | — | — | — | — | — |
| 1961 | — | — | — | — | — | — | — | — |
| 1963 | — | — | — | — | — | — | — | — |
| 1964 | — | — | — | — | — | — | — | — |
| 1966 | — | — | — | — | — | — | — | — |
| 1967 | — | — | — | — | — | — | — | — |
| 1968 | \$4,066 | \$5,178 | \$6,066 | \$7,354 | \$8,990 | \$15,115 | \$12,563 | \$22,179 |
| 1969 | 4,472 | 5,622 | 6,313 | 7,790 | 9,159 | 15,078 | 12,121 | 22,182 |
| 1970 | 4,472 | 5,690 | 6,406 | 8,004 | 9,664 | 16,183 | 13,423 | 22,743 |
| 1971 | 4,728 | 5,821 | 6,406 | 8,246 | 10,109 | 17,003 | 14,262 | 23,204 |
| 1972 | 4,751 | 5,754 | 6,761 | 8,397 | 10,059 | 17,302 | 14,500 | 23,623 |
| 1973 | 4,782 | 5,877 | 6,807 | 8,647 | 10,077 | 16,878 | 14,071 | 23,142 |
| 1974 | 4,951 | 5,686 | 6,617 | 8,360 | 10,390 | 16,043 | 13,562 | 21,223 |
| 1975 | 5,061 | 5,861 | 6,858 | 8,390 | 10,463 | 15,982 | 13,597 | 20,696 |
| 1976 | 4,917 | 5,879 | 6,786 | 8,644 | 10,886 | 17,266 | 14,568 | 22,455 |
| 1977 | 5,001 | 6,125 | 6,871 | 9,089 | 10,918 | 17,117 | 14,494 | 22,237 |
| 1978 | 5,114 | 6,438 | 6,956 | 9,306 | 11,519 | 16,950 | 14,276 | 21,750 |
| 1979 | 5,328 | 6,097 | 6,975 | 9,498 | 11,596 | 16,897 | 14,260 | 21,366 |
| 1980 | 4,836 | 6,015 | 6,989 | 9,660 | 12,108 | 17,033 | 14,625 | 21,154 |
| 1981 | 4,966 | 6,031 | 6,835 | 9,792 | 12,570 | 17,231 | 15,082 | 20,996 |
| 1982 | 5,152 | 6,428 | 6,842 | 10,048 | 12,780 | 17,887 | 15,401 | 21,937 |
| 1983 | 4,937 | 6,375 | 6,960 | 10,505 | 13,274 | 19,299 | 16,742 | 23,330 |
| 1984 | 5,081 | 6,543 | 7,079 | 10,647 | 13,686 | 20,151 | 17,352 | 24,662 |
| 1985 | 5,415 | 6,845 | 7,583 | 11,124 | 14,423 | 21,193 | 18,376 | 25,779 |
| 1986 | 5,257 | 6,604 | 7,617 | 11,598 | 15,176 | 22,343 | 19,559 | 26,993 |
| 1987 | 5,426 | 6,316 | 7,649 | 11,691 | 15,282 | 23,218 | 20,618 | 27,503 |
| 1988 | 5,394 | 6,594 | 7,770 | 11,996 | 16,143 | 23,458 | 20,703 | 27,904 |
| 1989 | 5,520 | 6,126 | 7,636 | 12,207 | 16,650 | 23,974 | 21,495 | 27,967 |
| 1990 | 5,444 | 6,462 | 7,894 | 12,287 | 16,341 | 24,466 | 21,714 | 29,015 |
| 1991 | 5,583 | 6,298 | 7,987 | 12,429 | 16,310 | 24,684 | 21,859 | 29,466 |

—Data not available

of Families and Persons in the United States, and unpublished data (This table was prepared September 1992.)

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*, Current Population Reports, *Money Income*

Chapter 2

Elementary and Secondary Education

William C. Sonnenberg

Several cities in the colonies, particularly in Massachusetts, set up a variety of elementary schools. These efforts were often modest, taught by housewives, clergy, or missionaries in their spare time, with sparse resources. Boston, and several other large cities, did provide some structure and some resources for their schools. But no colony centralized control of education. As towns prospered, the need for public education standards became a concern of colonial governments. Thus, in 1642, the General Court of Massachusetts enacted into law a condemnation of parents and masters who did not take steps to guarantee that their children could "read & understand the principles of religion & the capitall lawes of this country." It is important to note that the responsibility for providing education was placed on parents rather than borne by the government.

Perhaps in response to a lack of direction in the above legislation, albeit a clear expression of concern, Massachusetts enacted provisions in 1647 for the creation of grammar schools in any town which attained a population level of 100 families or households. The stated aim of these schools was to "instruct youth so farr as they shall be fited for y univervsity Harvard." These Massachusetts laws served as models for other colonies.

Boston also took the lead in establishing the first public secondary school, Latin Grammar School, in 1635. This institution focused primarily on college preparatory studies, such as mathematics and ancient languages. In subsequent years, the concept spread throughout the Massachusetts colony, especially with the acts of the legislature in 1647.

The Northwest Ordinances of 1787 represent a significant federal step in providing education. This legislation authorized grants of land for the establishment of educational institutions. The Continental Congress stated, "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Other governmental efforts also followed independence, as many local legislatures moved to establish the concept of a uniform public system of elementary education. This was necessary to guarantee such essentials as a common language and technical and

agricultural training. In 1805, New York City adopted a concept known as monitorial schools which were designed to provide mass education to large numbers of children. However, success was limited when teachers had to try to teach hundreds of children at once using better students as helpers. But the stage was set for what has been termed the "educational awakening," a movement strongly influenced by Horace Mann. As Secretary of the State Board of Education of Massachusetts, he presided over the enactment of the first compulsory elementary school attendance law in 1852. Although significant progress was made in providing formal education to residents in some states, such as Massachusetts, there were wide variations in the availability of education services.

From colonial times, America has recognized the value, both individually and collectively, of a basic education. By the time of the first national surveys of education statistics in 1869–70, millions of young people were enrolled in public elementary schools.

Statistical Trends

Enrollment

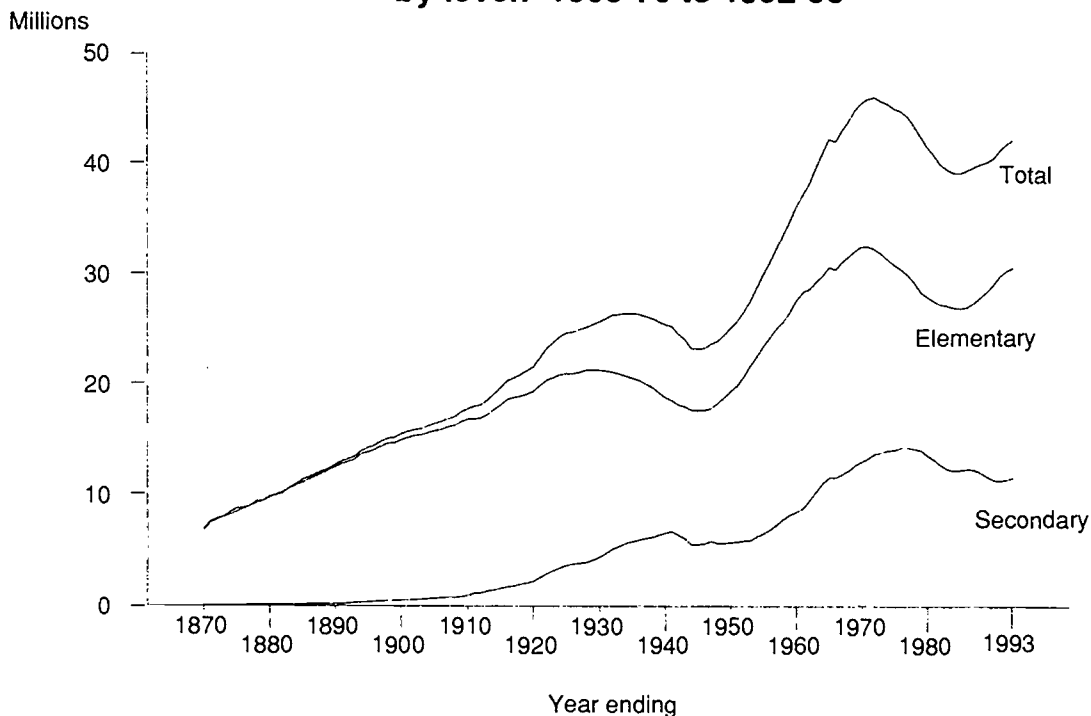
The most fundamental measure of the scope of an education system is a measure of enrollment. Over the period covered in this report, total enrollment in U.S. public elementary and secondary schools rose from 7.6 million in 1870–71 to 41.2 million in 1990–91. This increase may be attributed to growth in the population, as well as to increases in the proportion of young people attending school. Detailed information on the increases in the enrollment rates can be found in chapter 1. The pattern of the rise in public school enrollment has not been consistent. Enrollment increases have occurred at different rates, and there have been two periods of enrollment declines: the first, from the mid-1930s to the mid-1940s; and the second, from the early 1970s to the mid-1980s (table 9).

Public school enrollment expanded rapidly during the late 19th century, with a particularly large increase of 44 percent during the 1870s. The increases of the 1870s and 1880s were fueled by increases in the school-age population and increases

in the enrollment ratios. Some of the apparent increase, particularly during the 1870s, may be due to improvements in the relatively primitive data collection systems. Enrollment growth continued in the 1890s and the early 20th century, primarily driven by population increases. Between 1889-90 and 1909-10, the ratio of enrollment to the number of 5- to 17-year-olds rose only slightly, from 77 percent to 81 percent. Enrollment growth accelerated again between 1909-10 and 1919-20, especially at the secondary level. Between 1909-10 and 1919-20, the ratio of high school enrollment to the 14- to 17-year-old population rose from 14 percent to 31 percent. The enrollment ratio for the younger 5- to 13-year-old children was over 100 percent, indicating both the high enrollment rate for the age group and the number of older students attending below ninth grade. Enrollment growth continued during the 1920s aided by further increases in the high school enrollment ratios. During the mid 1930s, changes in enrollment ratios moderated and enrollments began to decline as the number of 5- to 13-year-olds declined. Between 1933-34 and 1944-45, public school enrollment fell by 12 percent.

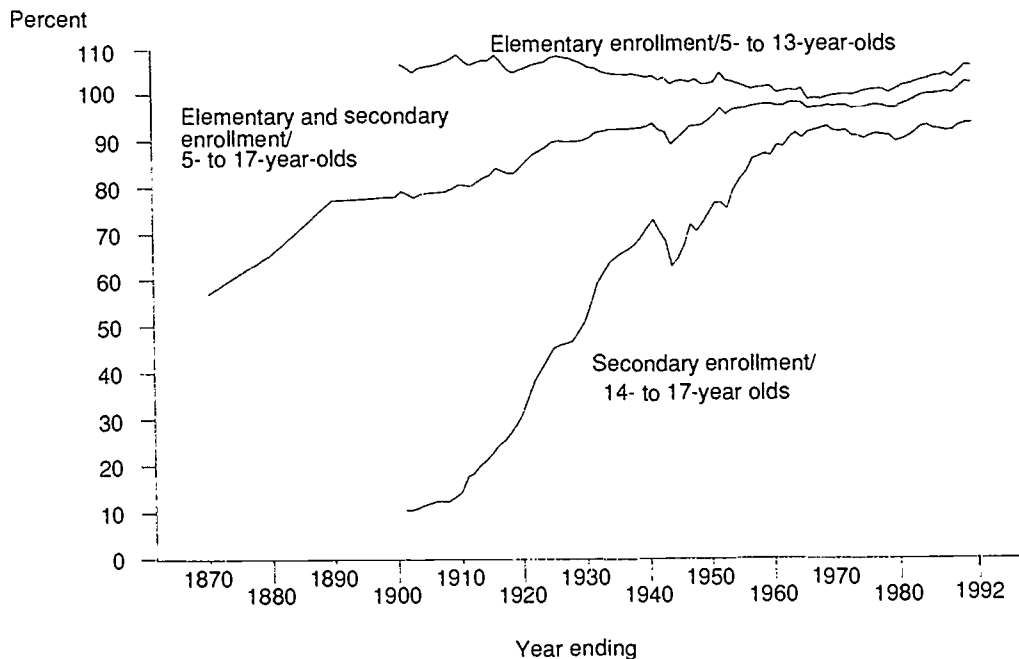
After World War II, public school enrollment began increasing again. The 1950s were a period of dynamic growth, with public school enrollment jumping by 44 percent. The enrollment increase was driven by the entry of the "baby boomers" into elementary schools, as well as by the increase in the high school enrollment ratio of 14- to 17-year-olds. During the rush to accommodate the growing numbers of students during this period, school buildings were constructed in expanding suburban areas, and teacher demand rose dramatically. Enrollment increases continued through the 1960s and until 1971. Since 1971, enrollment ratios have been relatively stable, showing an increase only at the elementary level in the 1980s. The enrollment declines after 1971 were due to a decline in births following the end of the "baby boom." Between 1971 and 1984, public school enrollment declined by 15 percent. The increase in enrollment from 1985 to 1992 has been driven by increases in population and, to a smaller extent, by rises in the enrollment rate of prekindergarten and kindergarten pupils.

Figure 6.--Enrollment in public elementary and secondary schools, by level: 1869-70 to 1992-93



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Figure 7.--Elementary and secondary enrollment as a percentage of 5- to 17-year-olds, by level: 1869-70 to fall 1991



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

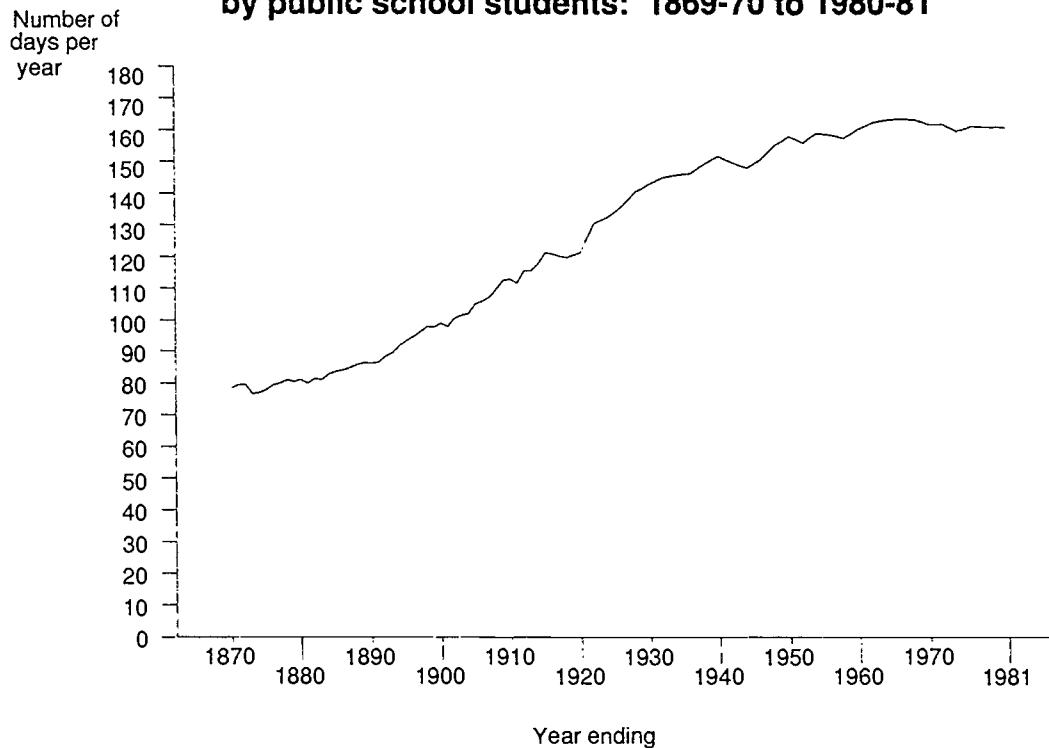
School Attendance

Enrollment figures show the progress made in encouraging students to participate at the secondary education level, but they do not fully illustrate the progress that has been made in the amount of education provided to students. The average number of days that students attended school increased substantially during the late 19th century and early 20th century (table 14).

In 1869-70, the school year was only about 132 days long compared to about 180 today. Not only was the year much shorter, but the attendance rate of 59 percent was much lower than the 90 percent figure calculated for 1979-80. The net result of these factors is that students in 1869-70 attended school for an average of only 78 days compared to 161

days in 1979-80. In the early years, students were likely to take time off to help with harvests or other farm work. Also, the less advanced state of medicine and hygiene left students more susceptible to long-term illnesses that prevented school attendance. The length of the school year and the average number of days attended rose slowly during the late 19th century, but rapid increases did not occur until the 1920s. Between 1919-20 and 1929-30, the average number of days attended rose from 121 to 143. During the 1930s, the average number of days attended increased to 152, and the school year lengthened to 175 days, almost as long as today. Since then the changes have been relatively small. The increase in the number of school days for the average student during the early 20th century meant that a more extensive instructional program could be provided.

Figure 8.--Average number of days per year attended by public school students: 1869-70 to 1980-81



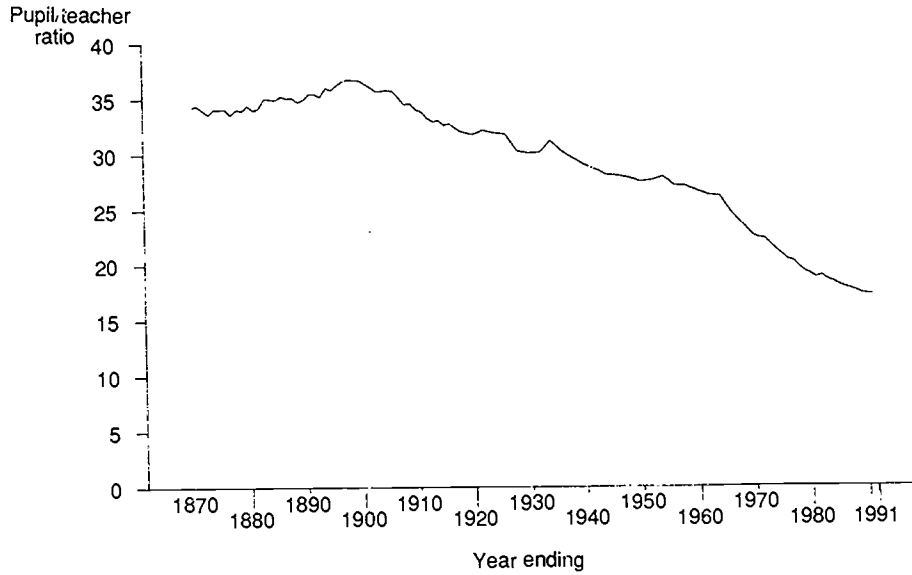
Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Pupil/Teacher Ratios

As might be expected, the increases in enrollment were mirrored by rises in the number of teachers employed in public school systems. During the late 19th and early 20th centuries, the number of teachers rose at almost exactly the same rate as enrollment (table 14). A steady pupil/teacher ratio of about 34 to 37 resulted. During the mid 1920s, a long-term pattern developed of a slowly falling pupil/teacher ratio. This slow movement picked up in the 1960s, when the pupil/teacher ratio fell from 27 to 23. During the 1970s, the number of teachers remained relatively steady during the enrollment decline, causing the pupil/teacher ratio to drop to 18 in 1984-85. By 1990, 2.4 million Americans, an all-time high, were elementary-secondary teachers (nearly one percent of the population). More complex and diverse school offerings, including special education and enrichment programs, required increasing numbers of specialized teachers.

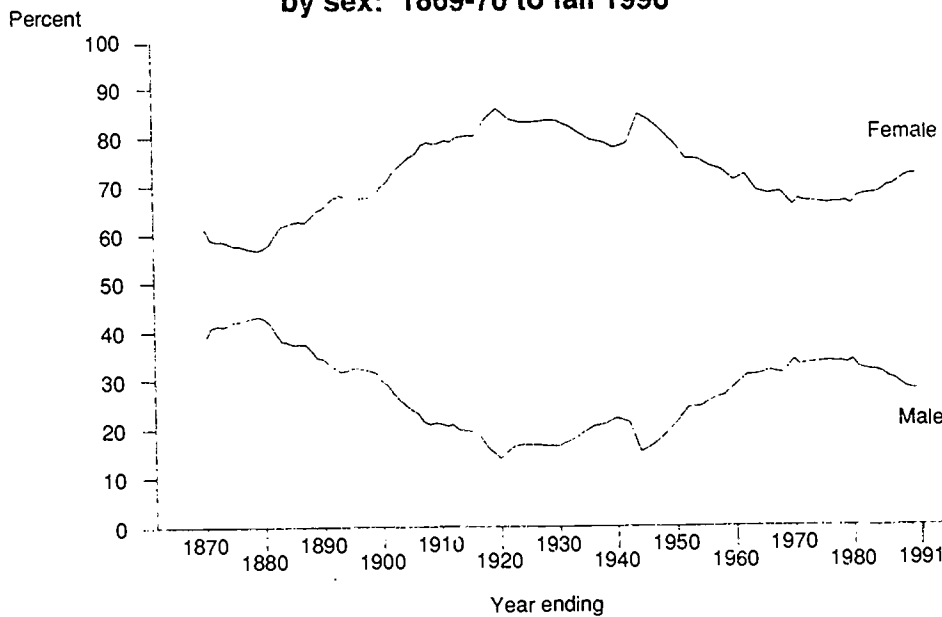
Over the past 120 years, there have been several shifts in the proportion of female teachers. During the late 19th and early 20th centuries, the proportion of female teachers increased steadily, from 57 percent in 1879-80 to 86 percent in 1919-20. This shift in the composition of the teacher force was brought about by the extensive hiring of women teachers to provide instruction for the rising enrollment and the 22 percent decline in the number of male teachers. During the 1920s and 1930s, the proportion of female teachers dipped to a slightly lower level, before returning to the 85 percent level during World War II, when many young men left their positions to enter the military. After the war, the proportion of female teachers began falling, as the number of male teachers increased more rapidly than the number of female teachers. In 1959-60, about 71 percent of the teachers were women. After dipping to a slightly lower proportion during the late 1960s and 1970s, the proportion of women returned to the 1959-60 level during the late 1980s (table 14).

Figure 9.--Pupil/teacher ratio in public elementary and secondary schools: 1869-70 to fall 1990



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Figure 10.--Percentage of elementary and secondary school teachers, by sex: 1869-70 to fall 1990



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues

Student Assessment

The overall trends in science, mathematics, and reading suggest few changes in levels of educational achievement across the two decades covered by the National Assessment of Educational Progress (NAEP). Although students appear to be mastering the lower-level skills and virtually all students appear to have grasped mathematics, science, and reading fundamentals, few demonstrate competency with more sophisticated materials and tasks.

In 1990, science achievement was no better at ages 9 and 13 and somewhat worse at age 17 than in 1969–70 (table 17). At all three ages, across the 20-year span, performance declined significantly in the 1970s, but improved significantly during the 1980s. At ages 9 and 13, these recent gains returned performance to levels observed two decades earlier. However, at age 17, average proficiency in 1990 remained significantly below that in 1969. In addition, science proficiency did not improve during the 1980s for the lower-performing 25 percent of the 17-year-olds.

Average mathematics proficiency improved between 1973 and 1990 at ages 9 and 13. For 17-year-olds, statistically significant declines in performance between 1973 and 1982 were followed by recovery during the 1980s to the original level of performance. At all three ages, students' average proficiency was significantly higher in 1990 than in 1978.

The reading achievement of 9- and 13-year-olds in 1990 was unchanged from 1971, but 17-year-olds were reading better. However, the pattern at age 9 is the reverse of that found for science and for mathematics at age 17. Significant improvement during the 1970s has been all but eradicated by commensurate declines during the 1980s. Little change occurred for 13-year-olds. Seventeen-year-olds showed relatively steady progress across the assessments.

The call for improved education and equal opportunity for all students is at the heart of many education reform recommendations. Across the NAEP assessments, both black and Hispanic students have, on average, demonstrated significantly lower proficiency than white students.

The 1990 results show that white students consistently had higher average achievement than their black and Hispanic counterparts at all three ages in all three curriculum areas. The trends, however, do indicate a lessening of the achievement gap. For example, between 1969–70 and 1990, science proficiency has remained stable for white 9- and 13-year-olds but decreased at age 17. In contrast, black and Hispanic students showed gains at ages 9 and

13, and these students maintained their initial levels of achievement at age 17.

In mathematics, the only significant progress by white students since 1973 was at age 9. In comparison, black students showed significant improvements at all three ages, as did Hispanic students at ages 9 and 13. The reading results show a similar pattern. Although the proficiency of white 17-year-olds has improved significantly since 1971, 9- and 13-year-olds were reading at about the same level in 1990 as nearly two decades ago. Black students, however, demonstrated significantly higher proficiency in 1990 at all three ages. Hispanic students also showed gains at age 17, yet their reading performance did not change significantly at the younger ages.

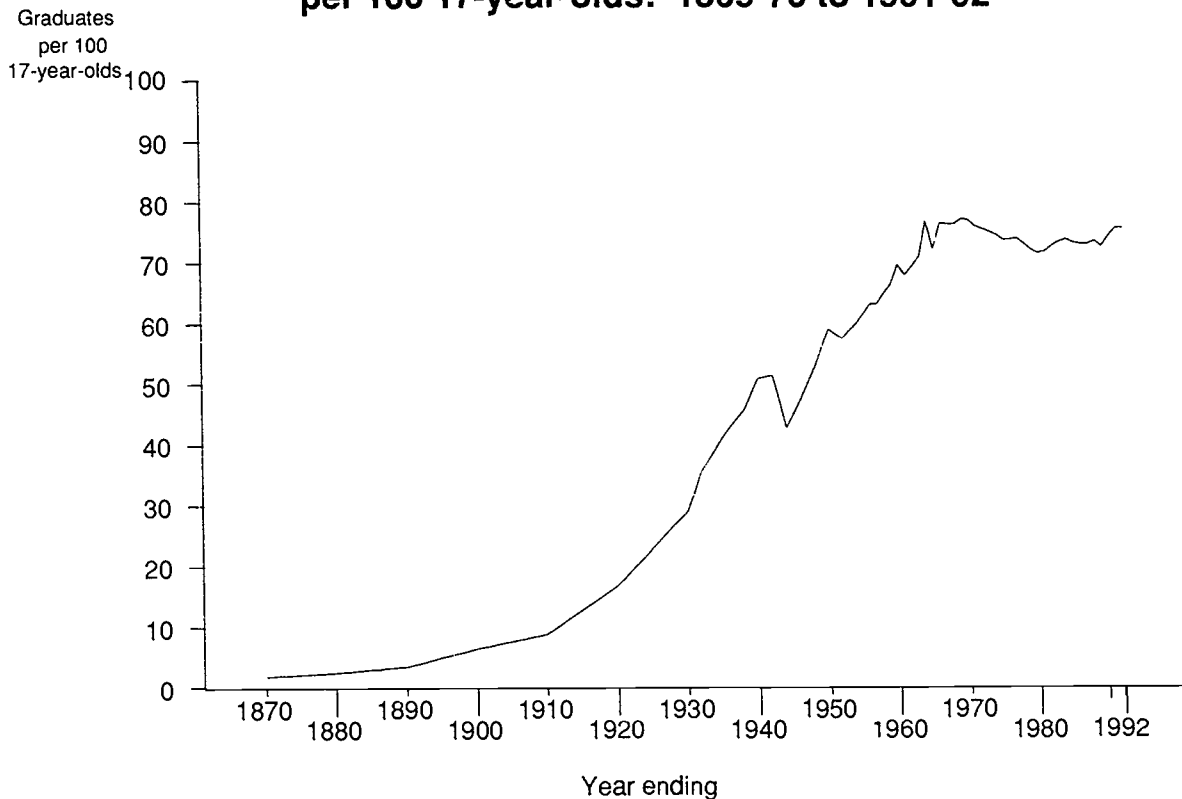
High School Graduates

The large enrollment in high schools is one of the many success stories of American education during the 20th century. Not surprisingly, the high enrollment ratios have resulted in the growth in the number of high school graduates. An indicator of high school graduation success can be measured by comparing the number of high school graduates to the 17-year-old population. This measurement does not account for students receiving their diplomas through GED programs, night schools, or other special programs; however, this ratio does allow rough historical comparisons to be made over the past 120 years.

In 1869–70, there were only about two persons receiving high school diplomas per 100 17-year-olds (table 19). While this ratio increased to 9 per 100 during the ensuing 40 years, high school graduation remained an atypical occurrence, at least in most areas of the country. It should be noted that graduation ratios for females have consistently been higher than those for males. In 1909–10, about 60 percent of the graduates were women. During the 1910s, the 1920s, and the 1930s, the graduation ratios increased rapidly. In 1939–40, the ratio rose above 50 percent for the first time. In that year, about 53 percent of the graduates were females. During World War II, the graduation ratio dipped as some young men left school to join the armed forces.

Immediately after the war, the graduation ratio resumed its upward trend, reaching 70 percent in 1959–60. A peak ratio of 77 percent was attained at the end of the 1960s. After falling to around 71 percent in 1979–80, the ratio has returned to about the same level as the late 1960s. More students now obtain diplomas through non-traditional programs than in the earlier years. If these graduates were included, the total graduation ratio for young adults might now be higher than ever.

Figure 11.--Number of public and private high school graduates per 100 17-year-olds: 1869-70 to 1991-92



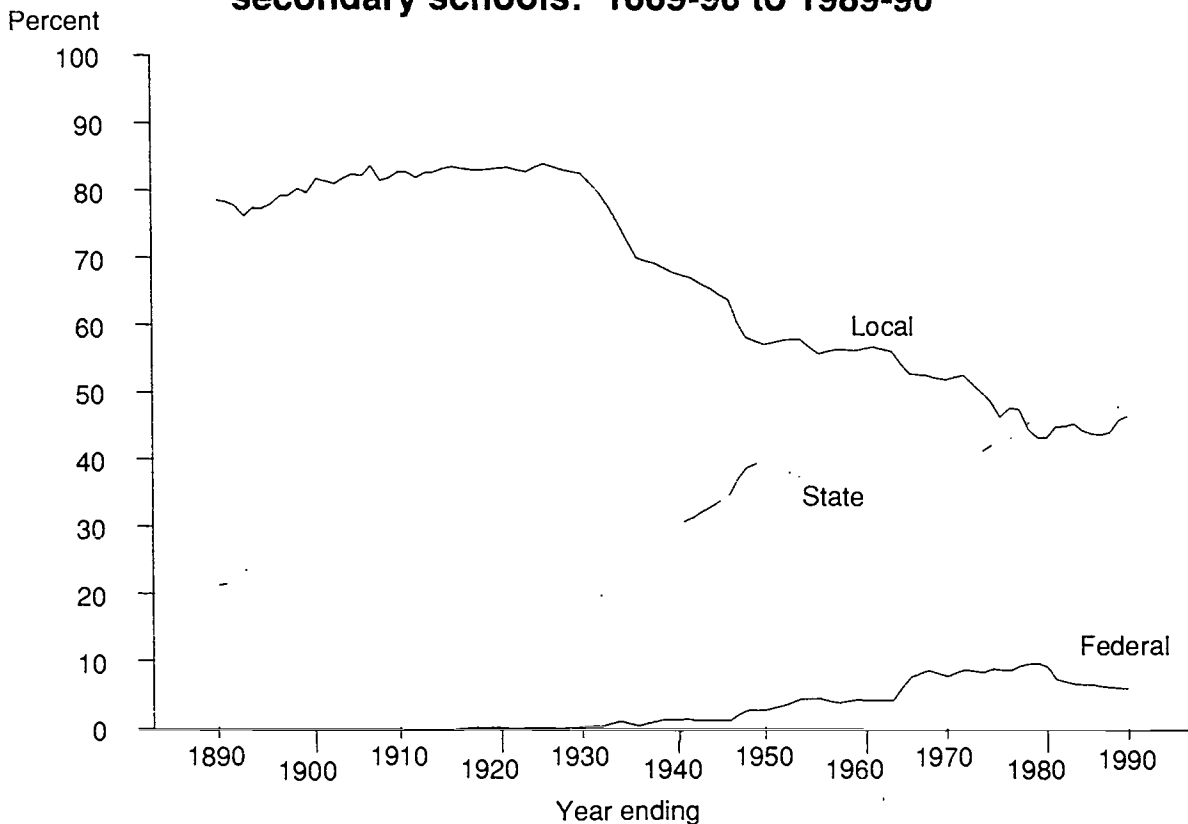
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-25; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Public Elementary and Secondary School Revenues

Today, public schools derive most of their funds from state and local governments. Smaller amounts of federal funds are directed to specific programs, such as those for disabled or educationally disadvantaged children. Prior to the Great Depression of the 1930s, most of the funding came from local (county and city) sources. From 1889-90 until the mid 1930s, local governments provided over three-quarters of financial support for elementary and secondary education. In 1935-36, local governments provided 70 percent of the revenues for public schools and 29 percent came from state governments (table 21). The federal government provided less than 1 percent.

During the post-war period, the proportions from state and federal governments began to rise, while the local proportion declined. By the early 1970s, the federal government proportion had risen to 9 percent, and it remained around this level until the early 1980s. The state proportion continued to rise in the 1970s and, in 1978-79, exceeded the local proportion for the first time. During the 1980s, the proportion from the federal government declined, while the proportion from state governments continued to increase, reaching a high of 50 percent in 1986-87. During the late 1980s, the local proportion began growing again, while the state proportions dipped slightly.

Figure 12.--Sources of revenues for public elementary and secondary schools: 1889-90 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics. *Annual Report of the Commissioner of Education; Biennial Survey of Education in the United States; Statistics of State School Systems; Revenues and Expenditures for Public Elementary and Secondary Education*; and Common Core of Data survey.

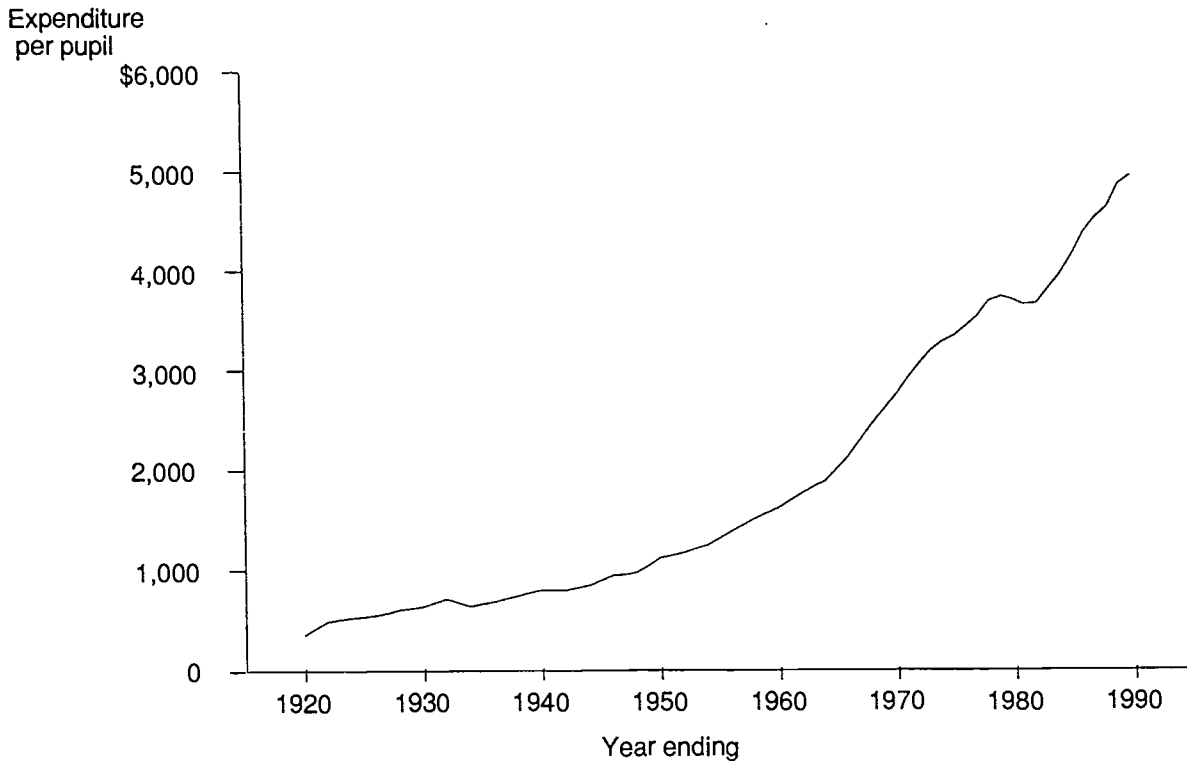
Public Elementary and Secondary School Expenditures

Current expenditures are those costs associated with providing educational services to children (e.g., instruction, transportation, and administration). Two of the most important factors that affect school costs are the relative number and pay of teachers. If there is a drop in the pupil/teacher ratio, school expenditures per student will rise if other factors are held constant. Consistent price indexes to adjust older historical education finance data are not available. However, an examination of the 1869-70 to 1909-10 data indicates an increase in per student funding. The total expenditure (including current expenditures, plus capital outlay and interest on school debt) per student rose from \$16 to \$33 during the 40-year pe-

riod (table 22). This increase in spending would not indicate a real increase if even very modest levels of inflation occurred during the 40 years. Also, the stable pupil/teacher ratio during this period suggests that little additional resources on a per student basis were devoted to education.

In 1919-20, current expenditure per student in average daily attendance stood at about \$53, or about \$355 after adjusting to 1989-90 dollars. The expenditure per student jumped 81 percent in the 1920s, after adjusting for inflation. The real value of teacher salaries rose by 82 percent during this economic boom period, while pupil/teacher ratios changed little (table 14). During the Depression of the 1930s, expenditures per student continued to increase, registering a rise of 24 percent by the end of the decade.

Figure 13.--Current expenditure per pupil in average daily attendance, in constant 1989-90 dollars: 1919-20 to 1989-90



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years.

Large rises in current expenditure per pupil have occurred in every decade since World War II, even after adjusting for inflation. The 45 percent boost in the 1950s and the 69 percent jump in the 1960s are particularly impressive considering the rapidly rising enrollment that occurred during these decades. During the 1970s and 1980s, the rate of increase in expenditures per student slowed to a more moderate rate of 35 percent and 33 percent, respectively. The steady increase in expenditure per pupil has been interrupted only twice during the past 70 years, during the periods 1931-32 to 1933-34 and 1978-79 to 1980-81. In each case, the Nation was experiencing

economic difficulties. In 1989-90, the current expenditure per student in the public schools was nearly \$5,000.

These historical elementary and secondary education statistics depict a great achievement during the first half of the 20th century in the development of high schools. Enrollment in high school, once limited to the elite, is now an opportunity that is shared by nearly all America's young people. A higher proportion of students are graduating than ever, and education funding and teacher salaries are at historic highs.

Table 8.—Historical summary of public elementary and secondary school statistics: 1869-70 to 1989-90

| Item | 1869-70 | 1879-80 | 1889-90 | 1899-1900 | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | 1959-60 | 1969-70 | 1979-80 | 1988-89 | 1989-90 |
|--|---------|---------|---------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Population, pupils, and instructional staff | | | | | | | | | | | | | | |
| Total population ¹ in thousands | 38,558 | 50,156 | 62,622 | 75,995 | 90,490 | 104,514 | 121,767 | 130,880 | 149,199 | 177,080 | 201,385 | 224,567 | 245,807 | 248,239 |
| Population aged 5-17 years, in thousands | 11,683 | 15,066 | 18,473 | 21,573 | 24,011 | 27,571 | 31,414 | 30,151 | 30,223 | 42,634 | 52,386 | 48,041 | 45,388 | 45,330 |
| Percent of total population 5-17 | 30.3 | 30.0 | 29.5 | 28.4 | 26.5 | 26.4 | 25.8 | 23.0 | 20.3 | 24.1 | 26.0 | 21.4 | 18.5 | 18.3 |
| Total enrollment in elementary and secondary schools, in thousands ² | 37,562 | 9,868 | 12,723 | 15,503 | 17,814 | 21,578 | 25,678 | 25,434 | 25,111 | 36,087 | 45,550 | 41,651 | 40,189 | 40,943 |
| Kindergarten and grades 1-8, in thousands ² | 17,481 | 9,757 | 12,520 | 14,984 | 16,899 | 19,378 | 21,279 | 18,832 | 19,387 | 27,602 | 32,513 | 28,034 | 28,489 | 29,152 |
| Grades 9-12 and postgraduate, in thousands ² | 19,081 | 110 | 203 | 519 | 915 | 2,200 | 4,399 | 6,601 | 5,725 | 8,485 | 13,037 | 13,616 | 11,690 | 11,390 |
| Enrollment as a percent of total population | 17.8 | 19.7 | 20.3 | 20.4 | 19.7 | 20.6 | 21.1 | 19.4 | 16.8 | 20.4 | 22.6 | 18.5 | 16.3 | 16.3 |
| Enrollment as a percent of 5- to 17-year-olds | 57.0 | 65.5 | 68.9 | 71.9 | 74.2 | 78.3 | 81.7 | 84.4 | 83.1 | 84.6 | 87.0 | 86.7 | 88.5 | 89.4 |
| Percent of total enrollment in high schools (grades 9-12 and postgraduate) | 1.2 | 1.1 | 1.6 | 3.3 | 5.1 | 10.2 | 17.1 | 26.0 | 22.8 | 23.5 | 28.6 | 32.7 | 29.1 | 28.1 |
| High school graduates, in thousands | — | — | 22 | 62 | 111 | 231 | 592 | 1,143 | 1,063 | 1,627 | 2,589 | 2,748 | 2,459 | 2,320 |
| Average daily attendance, in thousands | 4,077 | 6,144 | 8,154 | 10,633 | 12,627 | 16,150 | 21,265 | 22,042 | 22,284 | 32,477 | 41,934 | 38,289 | 37,268 | 37,779 |
| Total number of days attended by pupils enrolled, in millions | 539 | 801 | 1,098 | 1,535 | 2,011 | 2,615 | 3,673 | 3,858 | 3,964 | 5,782 | 7,501 | 4,635 | — | — |
| Percent of enrolled pupils attending daily | 59.3 | 62.3 | 64.1 | 68.6 | 72.0 | 74.8 | 82.8 | 86.7 | 86.7 | 90.0 | 90.4 | 90.1 | — | — |
| Average length of school term, in days | 132.2 | 130.3 | 134.7 | 144.3 | 156.8 | 161.9 | 172.7 | 175.0 | 178.0 | 178.0 | 179.9 | 178.5 | — | — |
| Average number of days attended per pupil | 78.4 | 81.1 | 86.3 | 99.0 | 112.9 | 121.2 | 143.0 | 151.7 | 157.9 | 160.2 | 161.7 | 160.8 | — | — |
| Total instructional staff, in thousands | — | — | — | — | — | 700 | 892 | 912 | 962 | 1,464 | 2,253 | 2,441 | — | — |
| Supervisors, in thousands | — | — | — | — | — | 7 | 9 | 9 | 9 | 14 | 32 | 43 | — | — |
| Principals, in thousands | — | — | — | — | — | 14 | 31 | 32 | 35 | 64 | 91 | 106 | — | — |
| Teachers, librarians, and other nonsupervisory instructional staff, in thousands | 201 | 287 | 364 | 423 | 523 | 680 | 854 | 875 | 914 | 1,387 | 2,131 | 2,300 | 2,447 | 2,528 |
| Men, in thousands | 78 | 123 | 126 | 127 | 110 | 96 | 142 | 195 | 195 | 402 | 469 | 478 | — | — |
| Women, in thousands | 123 | 164 | 238 | 296 | 413 | 584 | 712 | 681 | 719 | 985 | 1,440 | 1,518 | — | — |
| Percent men | 38.7 | 42.8 | 34.5 | 29.9 | 21.1 | 14.1 | 16.6 | 22.2 | 21.3 | 29.0 | 32.4 | 34.0 | — | — |

Amounts in millions of current dollars

| Item | 1869-70 | 1879-80 | 1889-90 | 1899-1900 | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | 1959-60 | 1969-70 | 1979-80 | 1988-89 | 1989-90 |
|--|---------|---------|---------|-----------|---------|---------|---------|---------|---------|----------|----------|----------|-----------|-----------|
| Finance | | | | | | | | | | | | | | |
| Total revenue receipts | — | — | \$143 | \$220 | \$433 | \$970 | \$2,089 | \$2,261 | \$5,437 | \$14,747 | \$40,267 | \$96,881 | \$192,016 | \$207,584 |
| Federal government | — | — | — | — | — | 2 | 7 | 40 | 156 | 652 | 3,220 | 9,504 | 11,902 | 12,751 |
| State governments | — | — | — | — | — | 160 | 354 | 684 | 2,166 | 5,768 | 16,063 | 45,349 | 91,769 | 98,060 |
| Local sources, including intermediate | — | — | — | — | — | 808 | 1,728 | 1,536 | 3,116 | 8,327 | 20,985 | 42,029 | 86,345 | 96,774 |
| Percent of revenue receipts from | | | | | | | | | | | | | | |
| Federal government | — | — | — | — | — | 0.3 | 0.4 | 1.8 | 2.9 | 4.4 | 8.0 | 9.8 | 6.2 | 6.1 |
| State governments | — | — | — | — | — | 16.5 | 16.9 | 30.3 | 39.8 | 39.1 | 39.9 | 46.8 | 47.8 | 47.2 |
| Local sources, including intermediate | — | — | — | — | — | 83.2 | 82.7 | 68.0 | 57.3 | 56.5 | 52.1 | 43.4 | 46.0 | 46.6 |
| Total expenditures for public schools | \$63 | \$78 | \$141 | \$215 | \$426 | \$1,036 | \$2,317 | \$2,344 | \$5,838 | \$15,613 | \$40,683 | \$95,962 | \$192,977 | \$211,731 |
| Current expenditures ⁴ | — | — | 7,114 | 7,180 | 7,356 | 861 | 1,844 | 1,942 | 4,687 | 12,323 | 34,218 | 86,984 | 173,099 | 187,384 |
| Capital outlay ⁵ | — | — | 26 | 35 | 70 | 154 | 371 | 258 | 1,014 | 2,682 | 4,659 | 6,506 | 14,101 | 17,685 |
| Interest on school debt | — | — | — | — | — | 18 | 93 | 131 | 101 | 187 | 1,171 | 1,874 | 3,213 | 3,683 |
| Other expenditures ⁶ | — | — | — | — | — | 3 | 10 | 13 | 36 | 133 | 636 | 1,158 | 12,564 | 11,299 |
| Percent of total expenditures devoted to | | | | | | | | | | | | | | |
| Current expenditures ⁴ | — | — | 781.3 | 783.5 | 783.6 | 83.1 | 79.6 | 82.8 | 80.3 | 79.0 | 84.1 | 90.6 | 89.7 | 88.5 |
| Capital outlay ⁵ | — | — | 18.7 | 16.5 | 16.4 | 14.8 | 16.0 | 11.0 | 17.4 | 17.0 | 11.5 | 6.8 | 7.3 | 8.4 |
| Interest on school debt | — | — | — | — | — | 1.8 | 3.1 | 5.6 | 1.7 | 3.1 | 2.9 | 1.7 | 1.7 | 1.7 |
| Other expenditures ⁶ | — | — | — | — | — | 0.3 | 0.4 | 0.6 | 0.6 | 0.8 | 1.6 | 11.0 | 11.3 | 11.4 |

Table 8.—Historical summary of public elementary and secondary school statistics: 1869-70 to 1989-90—Continued

| Item | 1869-70 | 1879-80 | 1889-90 | 1899-1900 | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | 1959-60 | 1969-70 | 1979-80 | 1988-89 | 1989-90 |
|---|---------|---------|---------|-----------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | \$189 | \$195 | \$252 | \$325 | \$485 | \$871 | \$1,420 | \$1,441 | \$3,010 | \$5,174 | \$6,840 | \$16,715 | \$30,969 | \$32,723 |
| Annual salary of instructional staff ¹² | — | — | — | — | — | — | 1,634 | 1,356 | 3,400 | 5,413 | 8,750 | 19,087 | 33,036 | 34,886 |
| Personal income per member of labor force ¹ | 1.59 | 1.56 | 2.23 | 2.83 | 4.71 | 9.91 | 19.03 | 17.91 | 39 | 88 | 202 | 427 | 785 | 853 |
| Total school expenditures per capita of total population | — | — | — | — | — | — | 667 | 387 | 1,520 | 2,722 | 3,829 | 9,117 | 16,284 | 17,099 |
| National income ¹ per capita | — | — | — | — | — | — | 86.70 | 88.09 | 209 | 375 | 816 | 2,272 | 4,645 | 4,960 |
| Current expenditure ¹⁴ per pupil in A.D.A. ¹⁵ | 15.55 | 12.71 | 13.99 | 16.67 | 27.85 | 53.32 | 109.49 | 105.74 | 259 | 472 | 955 | 2,491 | 5,103 | 5,526 |
| Total expenditure ¹⁶ per pupil in A.D.A. | — | — | — | — | — | — | 3,845 | 3,502 | 10,312 | 12,547 | 18,656 | 53,470 | 107,400 | 112,358 |
| National income per pupil in A.D.A. | — | — | — | — | — | — | 0.50 | 0.50 | 1.17 | 2.11 | 4.56 | 12.73 | 26.82 | 28.82 |
| Current expenditure ¹⁶ per pupil in A.D.A. | — | — | — | — | — | — | 0.63 | 0.60 | 1.46 | 2.65 | 5.34 | 13.95 | — | — |
| Total expenditure ¹⁶ per pupil in A.D.A. | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

| Item | 1869-70 | 1879-80 | 1889-90 | 1899-1900 | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | 1959-60 | 1969-70 | 1979-80 | 1988-89 | 1989-90 |
|---|---------|---------|---------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Annual salary of instructional staff ¹² | — | — | — | — | — | — | 12,121 | 12,320 | 16,138 | 23,392 | 29,412 | 31,218 | 34,612 | 34,886 |
| Personal income per member of labor force ¹ | — | — | — | — | — | — | 4,948 | 5,333 | 8,149 | 9,818 | 12,871 | 14,911 | 17,061 | 17,099 |
| Total school expenditures per capita of total population | — | — | — | — | — | — | 643 | 800 | 1,120 | 1,621 | 2,743 | 3,716 | 4,866 | 4,960 |
| National income ¹ per capita | — | — | — | — | — | — | 427 | 961 | 1,388 | 2,040 | 3,210 | 4,074 | 5,353 | 5,526 |
| Current expenditure ¹⁴ per pupil in A.D.A. ¹⁵ | — | — | — | — | — | — | 28,522 | 31,819 | 55,287 | 54,220 | 62,709 | 87,454 | 112,525 | 112,358 |
| Total expenditure ¹⁶ per pupil in A.D.A. | — | — | — | — | — | — | 2.20 | 2.71 | 6.27 | 9.12 | 15.33 | 20.82 | 20.82 | 22.82 |
| National income per pupil in A.D.A. | — | — | — | — | — | — | 0.40 | 0.40 | 0.60 | 1.17 | 2.65 | 6.27 | 11.45 | 11.45 |
| Current expenditure ¹⁶ per pupil in A.D.A. | — | — | — | — | — | — | 2.67 | 5.45 | 7.83 | 11.45 | 17.95 | 22.82 | — | — |
| Total expenditure ¹⁶ per pupil in A.D.A. | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

¹ Data on population and labor force are from the Bureau of the Census, and data on personal income and national income are from the Bureau of Economic Analysis, U.S. Department of Commerce. Population data through 1900 are based on total population from the decennial census. From 1909-10 to 1959-60, population data are total population, including armed forces overseas, as of July 1. Data for later years are for resident population, excluding armed forces overseas.

² Data for 1869-70 through 1959-60 are school year enrollment. Data for later years are fall enrollment.

³ Data for 1870-71.

⁴ Estimated by the National Center for Education Statistics.

⁵ Prior to 1919-20, data are for the number of different persons employed rather than number of positions.

⁶ Prior to 1919-20, includes expenditures for interest.

⁷ Includes interest on school debt.

⁸ Because of the modification of the scope of "current expenditures for elementary and secondary schools," data for 1959-60 and later years are not entirely comparable with prior years.

⁹ Beginning in 1969-70, includes capital outlay by state and local school building authorities.

¹⁰ Includes summer schools, community colleges, and adult education. Beginning in 1959-60, also includes community services, formerly classified with "current expenditures for elementary and secondary schools."

¹¹ Excludes community colleges and adult education.

¹² Average includes supervisors, principals, teachers, and other nonsupervisory instructional staff.

¹³ Estimated by the National Education Association.

¹⁴ Excludes current expenditures not allocable to pupil costs.

¹⁵ "A.D.A." means average daily attendance in elementary and secondary schools.

¹⁶ The expenditure figure used here is the sum of current expenditures allocable to pupil costs, capital outlay, and interest on school debt.

¹⁷ Per-day rates derived by dividing annual rates by average length of term.

—Data not collected.

NOTE.—Kindergarten enrollment includes a relatively small number of nursery school pupils. Because of rounding, details may not add to totals. Some data have been revised from previously published figures. Beginning in 1959-60, data include Alaska and Hawaii.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems; Statistics of Public Elementary and Secondary School Systems; Revenues and Expenditures for Public Elementary and Secondary Education, FY 1960*; Common Core of Data survey; Council of Economic Advisers, *Economic Indicators*; and National Education Association, *Estimates of School Statistics* (copyright by the National Education Association). (This table was prepared October 1992.)

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**Table 10.—Enrollment in regular public elementary and secondary schools, by grade:
1910–11 to fall 1990**

| Year | Total | Kindergarten through grade 8 | | | | | | | |
|----------------------------|------------|------------------------------|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | Total | Kinder- garten ¹ | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1910–11 | 18,035,118 | 16,878,123 | 326,883 | 3,889,542 | 2,449,584 | 2,300,622 | 2,201,315 | 1,870,290 | 1,522,714 |
| 1911–12 | 18,182,937 | 16,982,139 | 348,303 | 3,875,684 | 2,445,174 | 2,295,469 | 2,212,300 | 1,879,624 | 1,546,947 |
| 1912–13 | 18,609,040 | 17,275,684 | 369,723 | 3,922,183 | 2,468,270 | 2,316,117 | 2,248,493 | 1,910,374 | 1,589,160 |
| 1913–14 | 19,153,786 | 17,721,691 | 391,143 | 3,986,026 | 2,495,599 | 2,374,285 | 2,287,632 | 1,975,683 | 1,663,733 |
| 1914–15 | 19,704,209 | 18,142,653 | 409,083 | 4,043,254 | 2,535,900 | 2,411,766 | 2,340,831 | 2,021,627 | 1,720,156 |
| 1915–16 | 20,351,687 | 18,640,815 | 434,022 | 4,114,735 | 2,585,365 | 2,476,124 | 2,403,297 | 2,075,574 | 1,784,266 |
| 1916–17 ³ | 20,602,602 | 18,807,710 | 433,700 | 4,224,907 | 2,600,418 | 2,503,813 | 2,425,708 | 2,104,986 | 1,814,236 |
| 1917–18 | 20,853,516 | 18,919,695 | 433,377 | 4,323,170 | 2,607,727 | 2,524,215 | 2,440,871 | 2,128,086 | 1,838,770 |
| 1918–19 ³ | 21,215,916 | 19,148,811 | 457,222 | 4,321,996 | 2,622,775 | 2,510,915 | 2,498,633 | 2,140,588 | 1,864,631 |
| 1919–20 | 21,578,316 | 19,377,927 | 481,266 | 4,320,823 | 2,637,872 | 2,497,615 | 2,556,395 | 2,153,099 | 1,890,492 |
| 1920–21 ³ | 22,408,773 | 19,872,124 | 505,252 | 4,248,745 | 2,743,417 | 2,606,922 | 2,558,036 | 2,221,331 | 1,974,256 |
| 1921–22 | 23,239,227 | 20,366,218 | 529,235 | 4,176,567 | 2,849,013 | 2,716,229 | 2,559,677 | 2,289,571 | 2,058,019 |
| 1922–23 ³ | 23,764,017 | 20,632,624 | 569,447 | 4,180,450 | 2,831,210 | 2,755,947 | 2,634,084 | 2,365,065 | 2,089,418 |
| 1923–24 | 24,288,808 | 20,898,930 | 609,659 | 4,184,232 | 2,813,409 | 2,795,665 | 2,708,491 | 2,440,558 | 2,120,817 |
| 1924–25 ³ | 24,650,291 | 20,999,078 | 599,684 | 4,048,598 | 2,799,520 | 2,730,383 | 2,696,479 | 2,514,493 | 2,186,346 |
| 1925–26 | 24,741,468 | 20,984,002 | 673,231 | 3,976,750 | 2,819,896 | 2,729,252 | 2,662,205 | 2,473,053 | 2,234,246 |
| 1926–27 ³ | 24,960,582 | 21,126,210 | 684,360 | 4,073,894 | 2,818,218 | 2,695,615 | 2,647,339 | 2,454,260 | 2,238,844 |
| 1927–28 | 25,179,696 | 21,268,417 | 695,490 | 4,171,037 | 2,816,540 | 2,661,977 | 2,632,474 | 2,435,466 | 2,243,443 |
| 1928–29 ³ | 25,428,856 | 21,273,505 | 709,467 | 4,160,978 | 2,809,727 | 2,697,108 | 2,615,851 | 2,408,979 | 2,249,846 |
| 1929–30 | 25,678,015 | 21,278,593 | 723,443 | 4,150,919 | 2,802,914 | 2,732,239 | 2,599,229 | 2,382,491 | 2,256,249 |
| 1930–31 ³ | 25,976,728 | 21,207,007 | 712,423 | 4,040,558 | 2,789,646 | 2,697,881 | 2,594,164 | 2,422,527 | 2,267,081 |
| 1931–32 | 26,275,441 | 21,135,420 | 701,403 | 3,930,196 | 2,776,378 | 2,663,524 | 2,589,098 | 2,462,563 | 2,277,913 |
| 1932–33 ³ | 26,354,817 | 20,950,229 | 649,001 | 3,826,112 | 2,704,053 | 2,637,885 | 2,581,054 | 2,448,002 | 2,282,982 |
| 1933–34 | 26,434,193 | 20,765,037 | 601,775 | 3,716,852 | 2,631,728 | 2,612,246 | 2,573,010 | 2,433,441 | 2,288,051 |
| 1934–35 ³ | 26,400,646 | 20,578,799 | 604,264 | 3,623,589 | 2,594,659 | 2,568,491 | 2,535,875 | 2,433,216 | 2,303,760 |
| 1935–36 | 26,367,098 | 20,392,561 | 606,753 | 3,530,325 | 2,557,589 | 2,524,736 | 2,498,741 | 2,432,991 | 2,319,470 |
| 1936–37 ³ | 26,171,103 | 20,070,368 | 606,893 | 3,423,735 | 2,522,070 | 2,484,556 | 2,450,679 | 2,387,710 | 2,286,096 |
| 1937–38 | 25,975,108 | 19,748,174 | 607,034 | 3,317,144 | 2,486,550 | 2,444,381 | 2,402,617 | 2,342,428 | 2,252,722 |
| 1938–39 ³ | 25,704,325 | 19,290,136 | 600,841 | 3,167,803 | 2,409,813 | 2,387,970 | 2,362,242 | 2,295,060 | 2,214,428 |
| 1939–40 | 25,433,542 | 18,832,098 | 594,647 | 3,018,463 | 2,333,076 | 2,331,559 | 2,321,867 | 2,247,692 | 2,176,133 |
| 1940–41 ³ | 25,296,138 | 18,582,225 | 613,213 | 2,991,738 | 2,285,614 | 2,263,315 | 2,270,749 | 2,211,285 | 2,155,538 |
| 1941–42 | 24,562,473 | 18,174,668 | 625,783 | 2,930,762 | 2,215,100 | 2,175,245 | 2,196,732 | 2,166,018 | 2,124,494 |
| 1942–43 ³ | 24,155,146 | 18,033,080 | 664,915 | 2,919,242 | 2,228,945 | 2,179,843 | 2,148,889 | 2,101,723 | 2,071,396 |
| 1943–44 | 23,266,616 | 17,713,096 | 697,468 | 2,878,843 | 2,220,739 | 2,162,878 | 2,079,788 | 2,016,635 | 1,997,806 |
| 1944–45 ³ | 23,225,784 | 17,665,594 | 733,974 | 2,881,849 | 2,265,796 | 2,173,078 | 2,083,552 | 2,007,988 | 1,950,624 |
| 1945–46 | 23,299,941 | 17,677,744 | 772,957 | 2,894,588 | 2,318,502 | 2,190,617 | 2,094,352 | 2,006,120 | 1,910,028 |
| 1946–47 ³ | 23,659,158 | 17,821,481 | 872,835 | 2,896,451 | 2,319,772 | 2,204,573 | 2,119,377 | 2,012,212 | 1,907,319 |
| 1947–48 | 23,944,532 | 18,291,227 | 988,680 | 2,951,300 | 2,363,477 | 2,258,858 | 2,183,171 | 2,055,115 | 1,939,500 |
| 1948–49 ³ | 24,476,658 | 18,818,254 | 1,016,186 | 3,067,375 | 2,502,828 | 2,314,645 | 2,220,554 | 2,088,826 | 1,994,735 |
| 1949–50 | 25,111,427 | 19,386,806 | 1,034,203 | 3,170,343 | 2,644,707 | 2,395,904 | 2,254,028 | 2,150,678 | 2,055,741 |
| 1950–51 ³ | 25,706,000 | 19,900,000 | 941,138 | 3,052,806 | 2,739,176 | 2,600,440 | 2,357,752 | 2,211,306 | 2,117,360 |
| 1951–52 | 26,562,664 | 20,680,867 | 1,272,127 | 2,957,485 | 2,670,162 | 2,717,947 | 2,559,115 | 2,320,132 | 2,165,741 |
| 1952–53 ³ | 27,506,630 | 21,624,682 | 1,399,064 | 3,357,598 | 2,638,816 | 2,633,457 | 2,684,145 | 2,520,163 | 2,275,680 |
| 1953–54 | 28,836,052 | 22,545,807 | 1,474,007 | 3,666,466 | 2,940,285 | 2,569,243 | 2,565,345 | 2,606,983 | 2,449,174 |
| 1954–55 ³ | 30,045,000 | 23,471,000 | 1,415,000 | 3,518,000 | 3,391,000 | 2,896,000 | 2,535,000 | 2,523,000 | 2,584,000 |

**Table 10.—Enrollment in regular public elementary and secondary schools, by grade:
1910–11 to fall 1990—Continued**

| Year | Kindergarten through grade 8 | | | Grades 9 through 12 and postgraduate | | | | | | |
|----------------------------|------------------------------|-----------|--------------------------------------|--------------------------------------|-----------|-----------|-----------|-----------|---------------|-------------------------------------|
| | Grade 7 | Grade 8 | Elementary unclassified ² | Total | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Post-graduate | Secondary unclassified ² |
| 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1910–11 | 1,257,894 | 1,059,279 | — | 1,156,995 | 495,194 | 308,918 | 208,259 | 144,624 | — | — |
| 1911–12 | 1,280,805 | 1,097,833 | — | 1,200,798 | 500,733 | 325,416 | 218,545 | 156,104 | — | — |
| 1912–13 | 1,318,665 | 1,132,699 | — | 1,333,356 | 546,676 | 358,673 | 248,004 | 180,003 | — | — |
| 1913–14 | 1,369,113 | 1,178,477 | — | 1,432,095 | 584,295 | 383,801 | 266,370 | 197,629 | — | — |
| 1914–15 | 1,418,686 | 1,241,350 | — | 1,561,556 | 638,677 | 416,935 | 287,326 | 218,618 | — | — |
| 1915–16 | 1,474,750 | 1,292,682 | — | 1,710,872 | 692,903 | 460,225 | 316,511 | 241,233 | — | — |
| 1916–17 ³ | 1,481,027 | 1,218,915 | — | 1,794,892 | 743,064 | 476,406 | 324,163 | 251,259 | — | — |
| 1917–18 | 1,482,675 | 1,140,804 | — | 1,933,821 | 816,396 | 506,974 | 341,534 | 268,917 | — | — |
| 1918–19 ³ | 1,537,385 | 1,194,566 | — | 2,067,105 | 866,519 | 541,462 | 368,888 | 290,236 | — | — |
| 1919–20 | 1,592,095 | 1,248,328 | — | 2,200,389 | 916,642 | 575,950 | 396,242 | 311,555 | — | — |
| 1920–21 ³ | 1,668,158 | 1,346,007 | — | 2,536,649 | 1,065,177 | 678,752 | 455,842 | 336,878 | — | — |
| 1921–22 | 1,744,222 | 1,443,685 | — | 2,873,009 | 1,213,713 | 781,553 | 515,542 | 362,201 | — | — |
| 1922–23 ³ | 1,795,314 | 1,411,689 | — | 3,131,393 | 1,271,062 | 850,766 | 583,386 | 426,179 | — | — |
| 1923–24 | 1,846,407 | 1,379,692 | — | 3,389,878 | 1,328,412 | 919,979 | 651,329 | 490,158 | — | — |
| 1924–25 ³ | 1,930,732 | 1,492,843 | — | 3,651,213 | 1,424,304 | 970,415 | 715,978 | 540,516 | — | — |
| 1925–26 | 1,927,265 | 1,488,104 | — | 3,757,466 | 1,425,204 | 1,004,503 | 736,254 | 591,505 | — | — |
| 1926–27 ³ | 1,974,451 | 1,539,229 | — | 3,834,372 | 1,450,564 | 1,025,030 | 751,980 | 606,798 | — | — |
| 1927–28 | 2,021,636 | 1,590,354 | — | 3,911,279 | 1,475,924 | 1,045,558 | 767,706 | 622,091 | — | — |
| 1928–29 ³ | 2,025,686 | 1,595,863 | — | 4,155,351 | 1,551,374 | 1,118,871 | 823,616 | 661,490 | — | — |
| 1929–30 | 2,029,736 | 1,601,373 | — | 4,399,422 | 1,626,823 | 1,192,185 | 879,525 | 700,889 | — | — |
| 1930–31 ³ | 2,041,280 | 1,641,447 | — | 4,769,721 | 1,702,216 | 1,289,758 | 973,140 | 786,337 | 18,270 | — |
| 1931–32 | 2,052,825 | 1,681,520 | — | 5,140,021 | 1,777,608 | 1,387,331 | 1,066,755 | 871,786 | 36,541 | — |
| 1932–33 ³ | 2,119,972 | 1,701,168 | — | 5,404,588 | 1,816,317 | 1,463,793 | 1,137,967 | 938,580 | 47,931 | — |
| 1933–34 | 2,187,119 | 1,720,815 | — | 5,669,156 | 1,855,026 | 1,540,254 | 1,209,180 | 1,005,375 | 59,321 | — |
| 1934–35 ³ | 2,184,553 | 1,730,392 | — | 5,821,847 | 1,912,549 | 1,580,058 | 1,229,295 | 1,034,922 | 65,023 | — |
| 1935–36 | 2,181,987 | 1,739,969 | — | 5,974,537 | 1,970,072 | 1,619,862 | 1,249,409 | 1,064,469 | 70,725 | — |
| 1936–37 ³ | 2,177,580 | 1,731,047 | — | 6,100,735 | 1,974,726 | 1,644,571 | 1,314,404 | 1,107,487 | 59,547 | — |
| 1937–38 | 2,173,173 | 1,722,125 | — | 6,226,934 | 1,979,379 | 1,669,281 | 1,379,398 | 1,150,506 | 48,370 | — |
| 1938–39 ³ | 2,140,420 | 1,711,559 | — | 6,414,189 | 1,995,360 | 1,718,297 | 1,432,500 | 1,216,121 | 51,911 | — |
| 1939–40 | 2,107,667 | 1,700,994 | — | 6,601,444 | 2,011,341 | 1,767,312 | 1,485,603 | 1,281,735 | 55,453 | — |
| 1940–41 ³ | 2,045,791 | 1,690,982 | — | 6,713,913 | 2,034,316 | 1,792,615 | 1,517,344 | 1,322,641 | 46,997 | — |
| 1941–42 | 2,060,752 | 1,679,782 | — | 6,387,805 | 1,927,040 | 1,705,746 | 1,450,788 | 1,273,141 | 31,090 | — |
| 1942–43 ³ | 2,022,880 | 1,695,247 | — | 6,122,066 | 1,897,750 | 1,653,586 | 1,374,470 | 1,170,319 | 25,941 | — |
| 1943–44 | 1,964,997 | 1,693,942 | — | 5,553,520 | 1,774,593 | 1,519,638 | 1,230,168 | 1,009,611 | 19,510 | — |
| 1944–45 ³ | 1,897,743 | 1,670,990 | — | 5,560,190 | 1,742,873 | 1,529,857 | 1,236,883 | 1,015,959 | 34,618 | — |
| 1945–46 | 1,836,897 | 1,653,683 | — | 5,622,197 | 1,728,499 | 1,555,302 | 1,255,907 | 1,032,420 | 50,069 | — |
| 1946–47 ³ | 1,850,394 | 1,638,548 | — | 5,837,677 | 1,761,020 | 1,583,245 | 1,308,592 | 1,119,968 | 64,852 | — |
| 1947–48 | 1,897,740 | 1,653,386 | — | 5,653,305 | 1,672,920 | 1,502,743 | 1,271,645 | 1,130,805 | 75,192 | — |
| 1948–49 ³ | 1,919,462 | 1,693,643 | — | 5,658,404 | 1,708,838 | 1,499,477 | 1,267,483 | 1,126,022 | 56,584 | — |
| 1949–50 | 1,947,227 | 1,733,975 | — | 5,724,621 | 1,760,740 | 1,513,086 | 1,275,295 | 1,133,673 | 41,827 | — |
| 1950–51 ³ | 1,995,238 | 1,884,784 | — | 5,806,000 | 1,780,738 | 1,547,895 | 1,313,207 | 1,127,527 | 36,633 | — |
| 1951–52 | 2,082,533 | 1,935,625 | — | 5,881,797 | 1,819,732 | 1,582,142 | 1,337,930 | 1,110,638 | 31,355 | — |
| 1952–53 ³ | 2,143,106 | 1,972,653 | — | 5,881,948 | 1,861,411 | 1,579,177 | 1,306,615 | 1,107,884 | 26,861 | — |
| 1953–54 | 2,242,116 | 2,032,188 | — | 6,290,245 | 1,944,357 | 1,716,758 | 1,411,722 | 1,190,138 | 27,270 | — |
| 1954–55 ³ | 2,432,000 | 2,177,000 | — | 6,574,000 | 2,028,000 | 1,765,000 | 1,520,000 | 1,246,000 | 15,000 | — |

**Table 10.—Enrollment in regular public elementary and secondary schools, by grade:
1910-11 to fall 1990—Continued**

| Year | Total | Kindergarten through grade 8 | | | | | | | |
|----------------------------|------------|------------------------------|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | Total | Kindergarten ¹ | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1955-56 | 31,162,843 | 24,290,257 | 1,564,396 | 3,494,997 | 3,242,407 | 3,290,740 | 2,847,741 | 2,481,210 | 2,470,310 |
| 1956-57 | 32,334,333 | 25,015,873 | 1,675,373 | 3,491,387 | 3,240,771 | 3,183,406 | 3,237,852 | 2,808,290 | 2,442,701 |
| 1957-58 | 33,528,591 | 25,668,820 | 1,771,753 | 3,586,683 | 3,213,900 | 3,175,704 | 3,127,702 | 3,180,952 | 2,758,859 |
| 1958-59 | 34,838,641 | 26,580,774 | 1,834,014 | 3,678,772 | 3,345,722 | 3,179,087 | 3,141,825 | 3,099,426 | 3,135,641 |
| 1959-60 | 36,086,771 | 27,601,902 | 1,922,712 | 3,732,924 | 3,436,173 | 3,302,366 | 3,146,168 | 3,117,885 | 3,069,692 |
| 1960-61 ³ | 37,260,000 | 28,439,000 | 2,000,000 | 3,822,000 | 3,502,000 | 3,405,000 | 3,278,000 | 3,131,000 | 3,095,000 |
| 1961-62 | 38,252,673 | 28,686,420 | 2,064,852 | 3,857,075 | 3,567,852 | 3,428,206 | 3,342,980 | 3,218,277 | 3,064,577 |
| 1962-63 ³ | 39,746,000 | 29,374,000 | 2,162,000 | 3,928,000 | 3,630,000 | 3,518,000 | 3,391,000 | 3,332,000 | 3,190,000 |
| 1963-64 ³ | 41,025,000 | 29,915,000 | 2,177,000 | 4,023,000 | 3,705,000 | 3,560,000 | 3,467,000 | 3,366,000 | 3,299,000 |
| 1964-65 ³ | 42,280,000 | 30,652,000 | 2,250,000 | 4,014,000 | 3,800,000 | 3,662,000 | 3,523,000 | 3,465,000 | 3,362,000 |
| Fall 1965 | 42,068,117 | 30,465,838 | 2,259,978 | 3,914,890 | 3,644,283 | 3,595,485 | 3,475,718 | 3,376,965 | 3,311,608 |
| Fall 1966 | 43,042,127 | 31,162,189 | 2,370,462 | 3,954,328 | 3,696,457 | 3,615,340 | 3,580,280 | 3,462,525 | 3,369,162 |
| Fall 1967 | 43,889,800 | 31,643,017 | 2,420,163 | 3,979,641 | 3,722,925 | 3,658,900 | 3,579,595 | 3,562,040 | 3,449,982 |
| Fall 1968 | 44,903,166 | 32,180,510 | 2,510,856 | 3,926,204 | 3,758,260 | 3,692,353 | 3,628,751 | 3,572,609 | 3,555,465 |
| Fall 1969 | 45,550,284 | 32,513,403 | 2,544,675 | 3,868,874 | 3,715,875 | 3,720,273 | 3,660,367 | 3,621,198 | 3,568,291 |
| Fall 1970 | 45,893,960 | 32,558,308 | 2,563,579 | 3,816,598 | 3,654,267 | 3,662,935 | 3,675,187 | 3,635,354 | 3,597,730 |
| Fall 1971 | 46,071,327 | 32,318,229 | 2,483,175 | 3,569,907 | 3,586,811 | 3,611,940 | 3,623,135 | 3,662,163 | 3,622,049 |
| Fall 1972 | 45,726,408 | 31,878,600 | 2,503,475 | 3,351,551 | 3,381,182 | 3,532,508 | 3,553,633 | 3,596,637 | 3,638,617 |
| Fall 1973 | 45,444,787 | 31,400,809 | 2,654,770 | 3,239,246 | 3,191,806 | 3,335,705 | 3,505,015 | 3,538,470 | 3,592,162 |
| Fall 1974 | 45,073,441 | 30,970,723 | 2,800,625 | 3,198,255 | 3,106,126 | 3,169,434 | 3,344,721 | 3,510,207 | 3,558,679 |
| Fall 1975 | 44,819,327 | 30,515,131 | 2,971,538 | 3,238,299 | 3,027,189 | 3,038,127 | 3,112,233 | 3,281,102 | 3,476,322 |
| Fall 1976 | 44,310,966 | 29,996,835 | 2,918,189 | 3,332,225 | 3,086,214 | 2,986,432 | 3,024,788 | 3,116,272 | 3,298,200 |
| Fall 1977 | 43,577,373 | 29,374,503 | 2,741,820 | 3,294,755 | 3,199,609 | 3,059,474 | 2,979,007 | 3,018,803 | 3,111,480 |
| Fall 1978 | 42,550,893 | 28,463,348 | 2,652,467 | 3,062,180 | 3,148,000 | 3,158,000 | 3,046,000 | 2,980,000 | 3,036,000 |
| Fall 1979 | 41,650,712 | 28,034,345 | 2,674,708 | 2,936,788 | 2,908,724 | 3,119,639 | 3,147,912 | 3,054,764 | 2,999,408 |
| Fall 1980 | 40,877,481 | 27,646,536 | 2,689,243 | 2,894,473 | 2,799,593 | 2,893,007 | 3,107,126 | 3,129,864 | 3,037,601 |
| Fall 1981 | 40,044,093 | 27,280,220 | 2,687,151 | 2,950,609 | 2,782,406 | 2,806,394 | 2,917,954 | 3,126,877 | 3,180,311 |
| Fall 1982 | 39,565,610 | 27,160,518 | 2,845,402 | 2,937,054 | 2,790,497 | 2,763,006 | 2,797,859 | 2,911,721 | 3,141,580 |
| Fall 1983 | 39,252,308 | 26,980,962 | 2,858,783 | 3,079,916 | 2,781,355 | 2,772,025 | 2,758,011 | 2,797,905 | 2,928,288 |
| Fall 1984 | 39,208,252 | 26,904,517 | 3,009,630 | 3,112,800 | 2,904,385 | 2,764,966 | 2,771,972 | 2,760,549 | 2,830,629 |
| Fall 1985 | 39,421,961 | 27,034,244 | 3,192,406 | 3,238,855 | 2,940,995 | 2,894,524 | 2,771,015 | 2,776,402 | 2,788,817 |
| Fall 1986 | 39,753,172 | 27,420,063 | 3,309,782 | 3,357,949 | 3,054,039 | 2,933,018 | 2,895,932 | 2,774,856 | 2,805,770 |
| Fall 1987 | 40,007,022 | 27,930,296 | 3,387,202 | 3,407,072 | 3,172,777 | 3,046,374 | 2,937,636 | 2,900,558 | 2,811,047 |
| Fall 1988 | 40,188,690 | 28,499,136 | 3,433,124 | 3,460,049 | 3,223,428 | 3,167,036 | 3,050,506 | 2,945,065 | 2,936,696 |
| Fall 1989 | 40,542,707 | 29,152,224 | 3,486,358 | 3,484,789 | 3,289,081 | 3,234,961 | 3,182,098 | 3,066,633 | 2,987,333 |
| Fall 1990 | 41,223,804 | 29,887,650 | 3,611,561 | 3,499,091 | 3,328,109 | 3,298,633 | 3,249,437 | 3,197,495 | 3,111,713 |

**Table 10.—Enrollment in regular public elementary and secondary schools, by grade:
1910–11 to fall 1990—Continued**

| Year | Kindergarten through grade 8 | | | Grades 9 through 12 and postgraduate | | | | | | |
|----------------------------|------------------------------|-----------|--------------------------------------|--------------------------------------|-----------|-----------|-----------|-----------|---------------|-------------------------------------|
| | Grade 7 | Grade 8 | Elementary unclassified ² | Total | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Post-graduate | Secondary unclassified ² |
| 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1955–56 | 2,541,719 | 2,356,737 | — | 6,872,586 | 2,142,573 | 1,848,570 | 1,542,646 | 1,325,726 | 13,071 | — |
| 1956–57 | 2,475,610 | 2,460,483 | — | 7,318,460 | 2,367,969 | 1,973,829 | 1,614,593 | 1,349,315 | 12,754 | — |
| 1957–58 | 2,457,872 | 2,395,395 | — | 7,859,771 | 2,479,588 | 2,193,739 | 1,736,180 | 1,431,302 | 18,962 | — |
| 1958–59 | 2,785,211 | 2,381,076 | — | 8,257,867 | 2,412,495 | 2,317,913 | 1,954,578 | 1,537,872 | 35,009 | — |
| 1959–60 | 3,172,798 | 2,701,184 | — | 8,484,869 | 2,412,413 | 2,258,010 | 2,063,322 | 1,747,311 | 3,813 | — |
| 1960–61 ³ | 3,123,000 | 3,083,000 | — | 8,821,000 | 2,750,000 | 2,252,000 | 1,997,000 | 1,820,000 | 2,000 | — |
| 1961–62 | 3,121,946 | 3,020,655 | — | 9,566,253 | 3,155,544 | 2,594,694 | 2,017,988 | 1,790,759 | 7,268 | — |
| 1962–63 ³ | 3,140,000 | 3,083,000 | — | 10,372,000 | 3,172,000 | 2,981,000 | 2,348,000 | 1,866,000 | 5,000 | — |
| 1963–64 ³ | 3,241,000 | 3,077,000 | — | 11,110,000 | 3,190,000 | 3,006,000 | 2,747,000 | 2,160,000 | 6,000 | — |
| 1964–65 ³ | 3,363,000 | 3,212,000 | — | 11,628,000 | 3,198,000 | 3,085,000 | 2,778,000 | 3,560,000 | 7,000 | — |
| Fall 1965 | 3,296,830 | 3,185,613 | 404,468 | 11,602,279 | 3,215,090 | 2,993,191 | 2,740,889 | 2,477,142 | 6,563 | 169,404 |
| Fall 1966 | 3,408,884 | 3,271,929 | 432,822 | 11,879,938 | 3,318,359 | 3,110,920 | 2,755,522 | 2,507,943 | 8,117 | 179,077 |
| Fall 1967 | 3,454,124 | 3,356,821 | 458,826 | 12,246,783 | 3,395,030 | 3,221,364 | 2,879,107 | 2,525,408 | 16,266 | 209,608 |
| Fall 1968 | 3,552,276 | 3,423,191 | 560,545 | 12,722,656 | 3,508,374 | 3,310,258 | 2,986,249 | 2,650,172 | 16,701 | 250,902 |
| Fall 1969 | 3,666,623 | 3,519,625 | 627,602 | 13,036,881 | 3,567,783 | 3,404,835 | 3,047,342 | 2,731,777 | 20,680 | 264,464 |
| Fall 1970 | 3,661,771 | 3,601,368 | 689,519 | 13,335,652 | 3,653,691 | 3,458,001 | 3,127,721 | 2,775,013 | 28,002 | 293,224 |
| Fall 1971 | 3,710,030 | 3,635,020 | 813,999 | 13,753,098 | 3,781,001 | 3,571,024 | 3,200,171 | 2,863,832 | 9,037 | 328,033 |
| Fall 1972 | 3,713,030 | 3,648,987 | 958,980 | 13,847,808 | 3,779,014 | 3,648,083 | 3,248,310 | 2,873,311 | 9,527 | 289,563 |
| Fall 1973 | 3,741,103 | 3,675,682 | 926,850 | 14,043,978 | 3,800,743 | 3,650,445 | 3,323,148 | 2,917,920 | 3,695 | 348,027 |
| Fall 1974 | 3,711,508 | 3,708,183 | 862,985 | 14,102,718 | 3,832,324 | 3,675,111 | 3,302,021 | 2,954,753 | 12,524 | 325,985 |
| Fall 1975 | 3,618,952 | 3,635,697 | 1,115,672 | 14,304,196 | 3,878,760 | 3,723,241 | 3,353,888 | 2,986,296 | 22,598 | 339,413 |
| Fall 1976 | 3,572,142 | 3,578,411 | 1,083,962 | 14,314,131 | 3,825,463 | 3,738,005 | 3,372,577 | 3,015,123 | 23,222 | 339,741 |
| Fall 1977 | 3,384,593 | 3,533,583 | 1,051,379 | 14,202,870 | 3,779,103 | 3,686,352 | 3,387,650 | 3,026,115 | 12,732 | 310,918 |
| Fall 1978 | 3,228,000 | 3,355,000 | 797,701 | 14,087,545 | 3,726,000 | 3,610,217 | 3,312,222 | 3,023,181 | — | 415,925 |
| Fall 1979 | 3,127,695 | 3,170,749 | 893,958 | 13,616,367 | 3,526,450 | 3,531,995 | 3,240,825 | 2,968,747 | — | 348,350 |
| Fall 1980 | 3,085,185 | 3,086,215 | 924,229 | 13,230,945 | 3,376,921 | 3,367,839 | 3,194,840 | 2,925,093 | — | 366,252 |
| Fall 1981 | 3,182,613 | 3,058,995 | 586,910 | 12,763,873 | 3,286,288 | 3,217,564 | 3,038,979 | 2,907,276 | — | 313,766 |
| Fall 1982 | 3,287,557 | 3,123,326 | 562,516 | 12,405,092 | 3,248,270 | 3,137,434 | 2,916,632 | 2,787,292 | — | 315,464 |
| Fall 1983 | 3,247,425 | 3,222,136 | 535,118 | 12,271,346 | 3,330,074 | 3,102,912 | 2,860,892 | 2,678,093 | — | 299,375 |
| Fall 1984 | 3,035,837 | 3,186,075 | 527,674 | 12,303,735 | 3,440,090 | 3,145,206 | 2,819,417 | 2,599,348 | — | 299,674 |
| Fall 1985 | 2,938,307 | 2,981,883 | 511,040 | 12,387,717 | 3,438,951 | 3,230,130 | 2,866,025 | 2,549,614 | — | 302,997 |
| Fall 1986 | 2,899,352 | 2,869,754 | 519,611 | 12,333,109 | 3,256,407 | 3,214,941 | 2,953,561 | 2,600,516 | — | 307,684 |
| Fall 1987 | 2,910,432 | 2,838,513 | 518,685 | 12,076,726 | 3,143,179 | 3,020,018 | 2,935,626 | 2,680,825 | — | 297,078 |
| Fall 1988 | 2,905,036 | 2,853,007 | 525,189 | 11,689,554 | 3,106,280 | 2,894,602 | 2,748,750 | 2,649,674 | — | 290,248 |
| Fall 1989 | 3,027,491 | 2,853,464 | 540,016 | 11,390,483 | 3,141,456 | 2,867,522 | 2,629,483 | 2,473,278 | — | 278,744 |
| Fall 1990 | 3,067,077 | 2,980,984 | 543,550 | 11,336,154 | 3,169,211 | 2,896,670 | 2,612,157 | 2,380,470 | — | 277,646 |

¹ In later years, data contain a relatively small number of prekindergarten students.

² Prior to fall 1965, enrollment in ungraded and special classes was prorated among the regular grades.

³ Estimated.

—Data not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, Biennial Survey of Education in the United States: Statistics of State School Systems; and Digest of Education Statistics*. (This table was prepared September 1992.)

NOTE.—Prior to 1965 enrollment data include students who enrolled at any time during the school year

Table 11.—Enrollment in regular public elementary and secondary schools, by state: 1870-71 to fall 1990—Continued

| State | Students enrolled at any time during the school year | | | | | | | | | | Fall enrollment | | | | |
|---------------------|--|---------|---------|-----------|---------|---------|---------|---------|---------|----------|-----------------|-----------|---------|---------|--|
| | Estimated 1870-71 | 1879-80 | 1889-90 | 1899-1900 | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | 1959-60 | 1969 | 1979 | 1989 | 1990 | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| Vermont | 65,384 | 75,328 | 65,608 | 65,964 | 66,615 | 61,785 | 65,976 | 64,911 | 61,143 | 272,822 | 99,957 | 98,338 | 94,779 | 95,762 | |
| Virginia | 131,088 | 220,736 | 342,269 | 370,595 | 402,109 | 505,190 | 562,956 | 569,131 | 597,867 | 841,574 | 1,076,749 | 1,031,403 | 985,346 | 998,601 | |
| Washington | 5,000 | 14,780 | 55,964 | 115,104 | 215,688 | 291,053 | 344,731 | 331,409 | 400,867 | 2609,035 | 820,482 | 764,879 | 810,232 | 839,709 | |
| West Virginia | 76,999 | 142,850 | 193,064 | 232,343 | 276,458 | 346,256 | 395,505 | 452,821 | 438,498 | 460,429 | 401,366 | 387,966 | 327,540 | 322,389 | |
| Wisconsin | 265,285 | 299,457 | 351,723 | 445,142 | 464,311 | 465,243 | 564,022 | 535,880 | 493,949 | 2699,509 | 980,064 | 857,855 | 782,905 | 737,621 | |
| Wyoming | 450 | 2,907 | 7,052 | 14,512 | 24,584 | 43,112 | 54,505 | 56,199 | 59,585 | 81,431 | 86,440 | 95,422 | 97,172 | 98,226 | |

¹ National totals include data for Alaska and Hawaii beginning in 1959-60.

² Includes only students enrolled on a specific date.

³ Includes an estimate for kindergarten.

⁴ Estimated.

⁵ Included in North Dakota.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, Biennial Survey of Education in the United States, Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools; Digest of Education Statistics; and Historical Trends: State Education Facts, 1969 to 1989.* (This table was prepared September 1992.)

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Table 12.—Children served in special education programs, by type of disability: 1921–22 to 1989–90
[In thousands]

| Year | Total | Percent of public school enrollment | Learning disabled | Speech impaired | Mentally retarded | Seriously emotionally disturbed | Hard-of-hearing and deaf | Orthopedically handicapped | Other health impaired | Visually handicapped | Multi-handicapped | Deaf-blind | Pre-school handicapped | Other handicapped |
|-------------|-------|-------------------------------------|-------------------|-----------------|-------------------|---------------------------------|--------------------------|----------------------------|-----------------------|----------------------|-------------------|------------|------------------------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1921–22 ... | — | — | — | — | 23 | — | 4 | — | — | — | — | — | — | — |
| 1926–27 ... | — | — | — | — | 52 | — | 4 | — | — | 4 | — | — | — | — |
| 1929–30 ... | — | — | — | — | — | 10 | — | ¹ 32 | — | — | — | — | — | — |
| 1931–32 ... | 161 | 0.6 | — | 23 | 75 | 14 | 4 | ¹ 40 | — | 5 | — | — | — | — |
| 1935–36 ... | 294 | 1.1 | — | 117 | 100 | 13 | 9 | ¹ 48 | — | 7 | — | — | — | — |
| 1939–40 ... | 310 | 1.2 | — | 126 | 98 | 10 | 13 | ¹ 53 | — | 9 | — | — | — | — |
| 1947–48 ... | 356 | 1.5 | — | 182 | 87 | 15 | 14 | ¹ 50 | — | 8 | — | — | — | — |
| 1952–53 ... | 475 | 1.7 | — | 307 | 114 | — | 16 | ¹ 29 | — | 9 | — | — | — | — |
| 1957–58 ... | 838 | 2.5 | — | 490 | 223 | 29 | 20 | ¹ 52 | — | 12 | — | — | — | 12 |
| 1962–63 ... | 1,469 | 3.7 | — | 802 | 432 | 80 | 46 | ¹ 65 | — | 22 | — | — | — | 22 |
| 1965–66 ... | 1,794 | 4.3 | — | 990 | 540 | 88 | 51 | ¹ 69 | — | 23 | — | — | — | 33 |
| 1969–70 ... | 2,677 | 5.9 | — | 1,237 | 830 | 113 | 78 | ¹ 269 | — | 24 | — | — | — | 126 |
| 1976–77 ... | 3,692 | 8.3 | 796 | 1,302 | 959 | 283 | 87 | 87 | 141 | 38 | — | — | (²) | — |
| 1977–78 ... | 3,751 | 8.6 | 964 | 1,223 | 933 | 288 | 85 | 87 | 135 | 35 | — | — | (²) | — |
| 1978–79 ... | 3,889 | 9.1 | 1,130 | 1,214 | 901 | 300 | 85 | 70 | 105 | 32 | 50 | 2 | (²) | — |
| 1979–80 ... | 4,005 | 9.6 | 1,276 | 1,186 | 869 | 329 | 80 | 66 | 106 | 31 | 60 | 2 | (²) | — |
| 1980–81 ... | 4,142 | 10.1 | 1,462 | 1,168 | 829 | 346 | 79 | 58 | 98 | 31 | 68 | 3 | (²) | — |
| 1981–82 ... | 4,198 | 10.5 | 1,622 | 1,135 | 786 | 339 | 75 | 58 | 79 | 29 | 71 | 2 | (²) | — |
| 1982–83 ... | 4,255 | 10.8 | 1,741 | 1,131 | 757 | 352 | 73 | 57 | 50 | 28 | 63 | 2 | (²) | — |
| 1983–84 ... | 4,298 | 10.9 | 1,806 | 1,128 | 727 | 361 | 72 | 56 | 53 | 29 | 65 | 2 | (²) | — |
| 1984–85 ... | 4,315 | 11.0 | 1,832 | 1,126 | 694 | 372 | 69 | 56 | 68 | 28 | 69 | 2 | (²) | — |
| 1985–86 ... | 4,317 | 11.0 | 1,862 | 1,125 | 660 | 375 | 66 | 57 | 57 | 27 | 86 | 2 | (²) | — |
| 1986–87 ... | 4,374 | 11.0 | 1,914 | 1,136 | 643 | 383 | 65 | 57 | 52 | 26 | 97 | 2 | (²) | — |
| 1987–88 ... | 4,447 | 11.1 | 1,928 | 953 | 582 | 373 | 56 | 47 | 45 | 22 | 77 | 1 | 363 | — |
| 1988–89 ... | 4,544 | 11.3 | 1,987 | 967 | 564 | 376 | 56 | 47 | 43 | 23 | 85 | 2 | 394 | — |
| 1989–90 ... | 4,641 | 11.4 | 2,050 | 973 | 548 | 381 | 57 | 48 | 52 | 22 | 86 | 2 | 422 | — |

¹ Includes special health problems.

² Prior to 1987–88, these students were included in the counts by handicapping condition. Beginning in 1987–88, states are no longer required to report preschool handicapped students (0 to 5 years) by handicapping condition.

— Data not available.

NOTE.—Data for years 1957–58 to 1969–70 are as of February. Data for other years are for the school year. Data for 1976–77 and later years are for children participating in federal programs. Increases since 1987–88 are due in part to new legislation enacted

fall 1986, which mandates public school special education services for all handicapped children ages 3 through 5.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States; Digest of Education Statistics*; Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Education of the Handicapped Act*; and unpublished tabulations. (This table was prepared September 1992.)

Table 13.—Public school pupils transported at public expense and current expenditures for transportation: 1929–30 to 1989–90

| School year | Average daily attendance, all students | Pupils transported at public expense | | Expenditures for transportation (in current dollars) | | Expenditures for transportation (in constant 1989–90 dollars) | |
|---------------|--|--------------------------------------|------------------|--|-------------------------------|---|-------------------------------|
| | | Number | Percent of total | Total ¹ (In thousands) | Average per pupil transported | Total ¹ (In thousands) | Average per pupil transported |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1929–30 | 21,265,000 | 1,902,826 | 8.9 | \$54,823 | \$29 | \$406,681 | \$214 |
| 1931–32 | 22,245,000 | 2,419,173 | 10.9 | 58,078 | 24 | 511,511 | 211 |
| 1933–34 | 22,458,000 | 2,794,724 | 12.4 | 53,908 | 19 | 516,913 | 185 |
| 1935–36 | 22,299,000 | 3,250,658 | 14.6 | 62,653 | 19 | 578,909 | 178 |
| 1937–38 | 22,298,000 | 3,769,242 | 16.9 | 75,637 | 20 | 670,437 | 178 |
| 1939–40 | 22,042,000 | 4,144,161 | 18.8 | 83,283 | 20 | 756,698 | 183 |
| 1941–42 | 21,031,000 | 4,503,081 | 21.4 | 92,922 | 21 | 756,720 | 168 |
| 1943–44 | 19,603,000 | 4,512,412 | 23.0 | 107,754 | 24 | 785,197 | 174 |
| 1945–46 | 19,849,000 | 5,056,966 | 25.5 | 129,756 | 26 | 903,178 | 179 |
| 1947–48 | 20,910,000 | 5,854,041 | 28.0 | 176,265 | 30 | 960,569 | 164 |
| 1949–50 | 22,284,000 | 6,947,384 | 31.2 | 214,504 | 31 | 1,150,050 | 166 |
| 1951–52 | 23,257,000 | 7,697,130 | 33.1 | 268,827 | 35 | 1,298,722 | 169 |
| 1953–54 | 25,643,871 | 8,411,719 | 32.8 | 307,437 | 37 | 1,451,614 | 173 |
| 1955–56 | 27,740,149 | 9,695,819 | 35.0 | 353,972 | 37 | 1,671,897 | 172 |
| 1957–58 | 29,722,275 | 10,861,689 | 36.5 | 416,491 | 38 | 1,851,808 | 170 |
| 1959–60 | 32,477,440 | 12,225,142 | 37.6 | 486,338 | 40 | 2,101,650 | 172 |
| 1961–62 | 34,682,340 | 13,222,667 | 38.1 | 576,361 | 44 | 2,434,741 | 184 |
| 1963–64 | 37,405,058 | 14,475,778 | 38.7 | 673,845 | 47 | 2,774,187 | 192 |
| 1965–66 | 39,154,497 | 15,536,567 | 39.7 | 787,358 | 51 | 3,133,220 | 202 |
| 1967–68 | 40,827,965 | 17,130,873 | 42.0 | 981,006 | 57 | 3,662,763 | 214 |
| 1969–70 | 41,934,376 | 18,198,577 | 43.4 | 1,218,557 | 67 | 4,095,997 | 225 |
| 1971–72 | 42,254,272 | 19,474,355 | 46.1 | 1,507,830 | 77 | 4,652,654 | 239 |
| 1973–74 | 41,438,054 | 21,347,039 | 51.5 | 1,858,141 | 87 | 5,060,321 | 237 |
| 1975–76 | 41,269,720 | 21,772,483 | 52.8 | 2,377,313 | 109 | 5,443,026 | 250 |
| 1977–78 | 40,079,590 | ² 21,800,000 | 54.4 | 2,731,041 | 125 | 5,536,601 | 254 |
| 1979–80 | 38,288,911 | 21,713,515 | 56.7 | 3,833,145 | 177 | 6,269,416 | 289 |
| 1980–81 | 37,703,744 | ² 22,272,000 | 59.1 | ² 4,408,000 | 198 | ² 6,461,000 | 290 |
| 1981–82 | 37,094,652 | ² 22,246,000 | 60.0 | ² 4,793,000 | 215 | ² 6,467,000 | 291 |
| 1982–83 | 36,635,868 | ² 22,199,000 | 60.6 | ² 5,000,000 | 225 | ² 6,468,000 | 291 |
| 1983–84 | 36,362,978 | ² 22,031,000 | 60.6 | ² 5,284,000 | 240 | ² 6,592,000 | 299 |
| 1984–85 | 36,404,261 | ² 22,320,000 | 61.3 | ² 5,722,000 | 256 | ² 6,869,000 | 308 |
| 1985–86 | 36,523,103 | ² 22,041,000 | 60.3 | ² 6,123,000 | 278 | ² 7,145,000 | 324 |
| 1986–87 | 36,863,867 | ² 22,397,000 | 60.8 | ² 6,551,000 | 292 | ² 7,478,000 | 334 |
| 1987–88 | 37,050,707 | ² 22,158,000 | 59.8 | ² 6,888,000 | 311 | ² 7,550,000 | 341 |
| 1988–89 | 37,268,072 | ² 22,635,000 | 60.7 | ² 7,550,000 | 334 | ² 7,910,000 | 349 |
| 1989–90 | 37,778,512 | ² 22,459,000 | 59.4 | ² 8,304,000 | 370 | ² 8,304,000 | 370 |

¹ Excludes capital outlay for years through 1979–80. Beginning in 1980–81, total transportation figures include capital outlay.

² Estimate based on data appearing in January issues of *School Bus Fleet*.

NOTE.—Constant dollars are adjusted for inflation using the Consumer Price Index computed on a school year basis. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Statistics of State School Systems: Revenues and Expenditures for Public Elementary and Secondary Education*, and unpublished data; and Bobbit Publishing Co., *School Bus Fleet*, January issues. (This table was prepared October 1992.)

Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869-70 to 1990-91

| School year | School attendance | | | | | Instructional staff | | | | | | | Average annual salary of instructional staff ² | | Average annual salary of teachers ³ | |
|-------------|--|--------------------------------------|--|---------------------|--------------------------|---------------------------------------|---|------|--------|---------------------|--------------------|-----------------------------|---|-----------------------------|--|--|
| | Average daily attendance, in thousands | Average length of school term (days) | Average number of days attended per pupil enrolled | Total, in thousands | Principals, in thousands | Other supervisory staff, in thousands | Classroom teachers, in thousands ¹ | | | Pupil-teacher ratio | In current dollars | In constant 1990-91 dollars | In current dollars | In constant 1990-91 dollars | | |
| | | | | | | | Total | Male | Female | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | |
| 1869-70 | 4,077 | 132.2 | 78.4 | 201 | 78 | 123 | 201 | 78 | 123 | 34.3 | \$189 | — | — | — | | |
| 1870-71 | 4,545 | 132.1 | 79.4 | 220 | 90 | 130 | 220 | 90 | 130 | 34.4 | — | — | — | — | | |
| 1871-72 | 4,659 | 133.4 | 79.5 | 230 | 95 | 135 | 230 | 95 | 135 | 34.0 | — | — | — | — | | |
| 1872-73 | 4,745 | 129.1 | 76.5 | 238 | 98 | 140 | 238 | 98 | 140 | 33.6 | — | — | — | — | | |
| 1873-74 | 5,051 | 128.8 | 77.0 | 248 | 103 | 145 | 248 | 103 | 145 | 34.0 | — | — | — | — | | |
| 1874-75 | 5,248 | 134.4 | 77.9 | 258 | 109 | 143 | 258 | 109 | 143 | 34.1 | — | — | — | — | | |
| 1875-76 | 5,291 | 133.1 | 79.4 | 260 | 110 | 150 | 260 | 110 | 150 | 34.1 | — | — | — | — | | |
| 1876-77 | 5,427 | 132.1 | 80.0 | 267 | 114 | 153 | 267 | 114 | 153 | 33.6 | — | — | — | — | | |
| 1877-78 | 5,783 | 132.0 | 80.9 | 277 | 119 | 158 | 277 | 119 | 158 | 34.1 | — | — | — | — | | |
| 1878-79 | 5,876 | 130.2 | 80.5 | 280 | 121 | 159 | 280 | 121 | 159 | 33.9 | — | — | — | — | | |
| 1879-80 | 6,144 | 130.3 | 81.1 | 287 | 123 | 164 | 287 | 123 | 164 | 34.4 | 195 | — | — | — | | |
| 1880-81 | 6,146 | 130.0 | 80.0 | 294 | 123 | 171 | 294 | 123 | 171 | 34.0 | — | — | — | — | | |
| 1881-82 | 6,331 | 131.2 | 81.3 | 299 | 119 | 180 | 299 | 119 | 180 | 34.2 | — | — | — | — | | |
| 1882-83 | 6,652 | 129.8 | 81.1 | 304 | 116 | 188 | 304 | 116 | 188 | 35.0 | — | — | — | — | | |
| 1883-84 | 7,056 | 129.1 | 82.9 | 314 | 119 | 195 | 314 | 119 | 195 | 35.0 | — | — | — | — | | |
| 1884-85 | 7,298 | 130.7 | 83.6 | 326 | 122 | 204 | 326 | 122 | 204 | 35.0 | 224 | — | — | — | | |
| 1885-86 | 7,526 | 130.4 | 84.1 | 331 | 124 | 208 | 331 | 124 | 208 | 35.2 | — | — | — | — | | |
| 1886-87 | 7,682 | 131.3 | 84.9 | 339 | 127 | 212 | 339 | 127 | 212 | 35.1 | — | — | — | — | | |
| 1887-88 | 7,907 | 132.3 | 85.9 | 347 | 126 | 221 | 347 | 126 | 221 | 35.1 | — | — | — | — | | |
| 1888-89 | 8,006 | 133.7 | 86.4 | 357 | 124 | 232 | 357 | 124 | 232 | 34.7 | — | — | — | — | | |
| 1889-90 | 8,154 | 134.7 | 86.3 | 364 | 126 | 238 | 364 | 126 | 238 | 35.0 | 252 | — | — | — | | |
| 1890-91 | 8,329 | 135.7 | 86.6 | 368 | 123 | 245 | 368 | 123 | 245 | 35.5 | — | — | — | — | | |
| 1891-92 | 8,561 | 136.9 | 88.4 | 374 | 122 | 253 | 374 | 122 | 253 | 35.4 | — | — | — | — | | |
| 1892-93 | 8,856 | 136.3 | 89.6 | 383 | 122 | 261 | 383 | 122 | 261 | 35.2 | — | — | — | — | | |
| 1893-94 | 9,188 | 139.5 | 91.6 | 389 | 125 | 264 | 389 | 125 | 264 | 36.0 | — | — | — | — | | |
| 1894-95 | 9,549 | 139.5 | 93.5 | 398 | 130 | 268 | 398 | 130 | 268 | 35.8 | 286 | — | — | — | | |
| 1895-96 | 9,781 | 140.5 | 94.8 | 400 | 130 | 270 | 400 | 130 | 270 | 36.2 | — | — | — | — | | |
| 1896-97 | 10,053 | 142.0 | 96.3 | 405 | 131 | 274 | 405 | 131 | 274 | 36.5 | — | — | — | — | | |
| 1897-98 | 10,356 | 143.0 | 98.0 | 411 | 132 | 279 | 411 | 132 | 279 | 36.7 | — | — | — | — | | |
| 1898-99 | 10,389 | 143.0 | 97.9 | 414 | 131 | 283 | 414 | 131 | 283 | 36.7 | — | — | — | — | | |
| 1899-1900 | 10,633 | 144.3 | 99.0 | 423 | 127 | 296 | 423 | 127 | 296 | 36.6 | 325 | — | — | — | | |
| 1900-01 | 10,716 | 143.7 | 98.0 | 432 | 126 | 306 | 432 | 126 | 306 | 36.3 | — | — | — | — | | |
| 1901-02 | 11,064 | 144.7 | 100.6 | 442 | 121 | 321 | 442 | 121 | 321 | 36.0 | — | — | — | — | | |
| 1902-03 | 11,055 | 147.2 | 101.7 | 449 | 117 | 332 | 449 | 117 | 332 | 35.7 | — | — | — | — | | |
| 1903-04 | 11,318 | 146.7 | 102.1 | 455 | 114 | 341 | 455 | 114 | 341 | 35.7 | — | — | — | — | | |
| 1904-05 | 11,482 | 150.9 | 105.2 | 460 | 111 | 350 | 460 | 111 | 350 | 35.8 | 386 | — | — | — | | |
| 1905-06 | 11,712 | 150.6 | 106.0 | 466 | 109 | 357 | 466 | 109 | 357 | 35.7 | — | — | — | — | | |
| 1906-07 | 11,926 | 151.8 | 107.3 | 481 | 104 | 377 | 481 | 104 | 377 | 35.1 | — | — | — | — | | |
| 1907-08 | 12,154 | 154.1 | 109.8 | 495 | 104 | 391 | 495 | 104 | 391 | 34.5 | — | — | — | — | | |
| 1908-09 | 12,685 | 155.3 | 112.6 | 506 | 108 | 398 | 506 | 108 | 398 | 34.6 | — | — | — | — | | |
| 1909-10 | 12,827 | 157.5 | 113.0 | 523 | 110 | 413 | 523 | 110 | 413 | 34.0 | 485 | — | — | — | | |

BEST COPY AVAILABLE



Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869-70 to 1990-91—Continued

| School year | School attendance | | | | Instructional staff | | | | | | Average annual salary of instructional staff ² | | | Average salary of teachers ³ | |
|----------------------|--|--------------------------------------|--|---------------------|--------------------------|---------------------------------------|---|------|--------|---------------------|---|-----------------------------|--------------------|---|--|
| | Average daily attendance, in thousands | Average length of school term (days) | Average number of days attended per pupil enrolled | Total, in thousands | Principals, in thousands | Other supervisory staff, in thousands | Classroom teachers, in thousands ¹ | | | Pupil-teacher ratio | In current dollars | In constant 1990-91 dollars | In current dollars | In constant 1990-91 dollars | |
| | | | | | | | Total | Male | Female | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 1910-11 | 12,872 | 156.8 | 111.8 | — | — | — | 534 | 110 | 423 | 33.8 | 466 | — | — | — | |
| 1911-12 | 13,302 | 158.8 | 115.6 | — | — | — | 547 | 115 | 433 | 33.2 | 492 | — | — | — | |
| 1912-13 | 13,614 | 158.1 | 115.6 | — | — | — | 565 | 113 | 452 | 32.9 | 512 | — | — | — | |
| 1913-14 | 14,216 | 158.7 | 117.8 | — | — | — | 580 | 115 | 465 | 33.0 | 525 | — | — | — | |
| 1914-15 | 14,986 | 159.4 | 121.2 | — | — | — | 604 | 118 | 486 | 32.6 | 543 | — | — | — | |
| 1915-16 | 15,359 | 160.3 | 120.9 | — | — | — | 622 | 123 | 499 | 32.7 | 563 | — | — | — | |
| 1917-18 | 15,549 | 160.7 | 119.8 | — | — | — | 651 | 105 | 546 | 32.0 | 635 | — | — | — | |
| 1919-20 | 16,150 | 161.9 | 121.2 | 700 | 13.6 | 6.6 | 680 | 96 | 584 | 31.8 | 871 | \$6,120 | — | — | |
| 1921-22 | 18,432 | 164.0 | 130.6 | 756 | 18.6 | 14.1 | 723 | 118 | 605 | 32.1 | 1,166 | 9,109 | — | — | |
| 1923-24 | 19,132 | 168.3 | 132.5 | 787 | 17.9 | 7.9 | 761 | 129 | 633 | 31.9 | 1,227 | 9,572 | — | — | |
| 1925-26 | 19,856 | 169.3 | 135.9 | 850 | 26.9 | 8.4 | 778 | 131 | 647 | 31.8 | 1,277 | 9,603 | — | — | |
| 1927-28 | 20,608 | 171.5 | 140.4 | 868 | 28.8 | 7.7 | 832 | 138 | 694 | 30.3 | 1,364 | 10,605 | — | — | |
| 1929-30 | 21,265 | 172.7 | 143.0 | 892 | 30.9 | 6.9 | 854 | 142 | 712 | 30.1 | 1,420 | 11,110 | — | — | |
| 1931-32 | 22,245 | 171.2 | 144.9 | 901 | 23.9 | 5.7 | 872 | 154 | 718 | 30.1 | 1,417 | 13,162 | — | — | |
| 1933-34 | 22,458 | 171.6 | 145.8 | 880 | 28.1 | 5.0 | 847 | 162 | 685 | 31.2 | 1,227 | 12,409 | — | — | |
| 1935-36 | 22,299 | 173.0 | 146.3 | 906 | 29.6 | 5.8 | 871 | 179 | 692 | 30.3 | 1,283 | 12,503 | — | — | |
| 1937-38 | 22,298 | 173.9 | 149.3 | 919 | 36.4 | 5.0 | 877 | 185 | 692 | 29.6 | 1,374 | 12,845 | — | — | |
| 1939-40 | 22,042 | 175.0 | 151.7 | 912 | 31.5 | 4.8 | 875 | 195 | 681 | 29.1 | 1,441 | 13,809 | — | — | |
| 1941-42 | 21,031 | 174.7 | 149.6 | 898 | 33.1 | 6.1 | 859 | 183 | 676 | 28.6 | 1,507 | 12,943 | — | — | |
| 1943-44 | 19,603 | 175.5 | 147.9 | 865 | 31.6 | 5.5 | 828 | 127 | 701 | 28.1 | 1,728 | 13,280 | — | — | |
| 1945-46 | 19,849 | 176.8 | 150.6 | 867 | 29.4 | 6.2 | 831 | 138 | 693 | 28.0 | 1,995 | 14,646 | — | — | |
| 1947-48 | 20,910 | 177.6 | 155.1 | 907 | 37.1 | 9.2 | 861 | 162 | 599 | 27.8 | 2,639 | 15,168 | — | — | |
| 1949-50 | 22,284 | 177.9 | 157.9 | 962 | 39.3 | 9.2 | 914 | 195 | 719 | 27.5 | 3,010 | 17,020 | — | — | |
| 1951-52 | 23,257 | 178.2 | 156.0 | 1,012 | 39.7 | 9.8 | 963 | 235 | 728 | 27.6 | 3,450 | 17,578 | — | — | |
| 1953-54 | 25,644 | 178.6 | 158.9 | 1,098 | 45.7 | 10.3 | 1,032 | 254 | 779 | 27.9 | 3,825 | 19,048 | — | — | |
| 1955-56 | 27,740 | 178.0 | 158.5 | 1,213 | 51.0 | 13.3 | 1,149 | 299 | 850 | 27.1 | 4,156 | 20,703 | \$19,926 | 21,196 | |
| 1957-58 | 29,722 | 177.6 | 157.4 | 1,333 | 59.0 | 14.0 | 1,238 | 332 | 906 | 27.1 | 4,702 | 22,049 | 4,520 | 22,765 | |
| 1959-60 ⁴ | 32,477 | 178.0 | 160.2 | 1,484 | 63.6 | 13.8 | 1,355 | 393 | 962 | 26.6 | 5,174 | 23,581 | 4,995 | — | |
| 1961-62 | 34,682 | 179.1 | 162.3 | 1,588 | 67.2 | 16.2 | 1,458 | 451 | 1,053 | 26.2 | 5,700 | 25,395 | 5,515 | 24,571 | |
| 1963-64 | 37,405 | 179.0 | 163.2 | 1,717 | 72.6 | 18.7 | 1,568 | 488 | 1,080 | 26.2 | 6,240 | 27,094 | 5,995 | 26,030 | |
| 1965-66 | 39,194 | 178.9 | 163.5 | 1,865 | 77.3 | 21.6 | 1,711 | 544 | 1,167 | 24.6 | 6,935 | 29,106 | 6,485 | 27,217 | |
| 1967-68 | 40,828 | 178.8 | 163.2 | 2,071 | 85.5 | 29.0 | 1,864 | 584 | 1,280 | 23.5 | 7,885 | 31,050 | 7,423 | 29,230 | |
| 1969-70 | 41,994 | 178.9 | 161.7 | 2,253 | 90.6 | 31.5 | 2,023 | 690 | 1,333 | 22.5 | 8,840 | 31,339 | 8,626 | 30,580 | |
| 1970-71 | 42,428 | — | — | — | — | — | 2,059 | 576 | 1,383 | 22.3 | 9,698 | 32,693 | 9,268 | 31,243 | |
| 1971-72 | 42,254 | 179.3 | 161.7 | 2,322 | — | — | 2,070 | 568 | 1,362 | 22.3 | 10,213 | 33,237 | 9,705 | 31,584 | |
| 1972-73 | 42,179 | — | — | — | — | — | 2,106 | 570 | 1,403 | 21.7 | 10,634 | 33,267 | 10,174 | 31,827 | |
| 1973-74 | 41,438 | 178.7 | 159.5 | 2,338 | 100.0 | 38.0 | 2,136 | 575 | 1,421 | 21.3 | 11,254 | 32,324 | 10,770 | 30,934 | |
| 1974-75 | 41,524 | — | — | — | — | — | 2,165 | 577 | 1,438 | 20.8 | 12,167 | 31,460 | 11,641 | 30,100 | |

Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869-70 to 1990-91—Continued

| School year | School attendance | | | | Instructional staff | | | | | | | | | |
|-------------|--|--------------------------------------|--|---------------------|--------------------------|---------------------------------------|---|------|--------|---|--------------------|--|--------------------|-----------------------------|
| | Average daily attendance, in thousands | Average length of school term (days) | Average number of days attended per pupil enrolled | Total, in thousands | Principals, in thousands | Other supervisory staff, in thousands | Classroom teachers, in thousands ¹ | | | Average annual salary of instructional staff ² | | Average annual salary of teachers ³ | | |
| | | | | | | | Total | Male | Female | Pupil-teacher ratio | In current dollars | In constant 1990-91 dollars | In current dollars | In constant 1990-91 dollars |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1975-76 | 41,270 | 178.3 | 161.1 | 2,337 | 104.0 | 35.0 | 2,198 | 5742 | 51,456 | 20.4 | 13,124 | 31,691 | 12,600 | 30,426 |
| 1976-77 | 40,832 | — | — | — | — | — | 2,189 | 5734 | 51,455 | 20.2 | 13,840 | 31,579 | 13,354 | 30,470 |
| 1977-78 | 40,079 | — | — | — | — | — | 2,209 | 5742 | 51,467 | 19.7 | 14,698 | 31,426 | 14,198 | 30,357 |
| 1978-79 | 39,075 | — | — | 2,297 | — | — | 2,207 | 5735 | 51,472 | 19.3 | 15,764 | 30,819 | 15,032 | 29,387 |
| 1979-80 | 38,289 | 178.5 | 160.8 | 2,441 | 106.0 | 35.0 | 2,185 | 5743 | 51,442 | 19.1 | 516,715 | 28,833 | 15,970 | 27,548 |
| 1980-81 | 37,704 | 178.2 | 160.7 | 2,452 | 107.0 | 20.6 | 2,184 | 5708 | 51,476 | 18.7 | 18,404 | 28,451 | 17,644 | 27,277 |
| 1981-82 | 37,095 | — | — | — | — | — | 2,118 | 5679 | 51,439 | 18.9 | 20,327 | 28,926 | 19,274 | 27,427 |
| 1982-83 | 36,636 | — | — | — | — | — | 2,133 | 5679 | 51,454 | 18.6 | 21,641 | 29,527 | 20,695 | 28,236 |
| 1983-84 | 36,363 | — | — | — | — | — | 2,139 | 5679 | 51,460 | 18.4 | 23,005 | 30,268 | 21,935 | 28,860 |
| 1984-85 | 36,404 | — | — | 2,692 | 124.5 | — | 2,168 | 5679 | 51,489 | 18.1 | 24,666 | 31,231 | 23,600 | 29,881 |
| 1985-86 | 36,523 | — | — | 2,757 | 129.3 | — | 2,206 | 5669 | 51,537 | 17.9 | 26,362 | 32,443 | 25,199 | 31,011 |
| 1986-87 | 36,864 | — | — | 2,823 | 131.6 | — | 2,244 | 5674 | 51,570 | 17.7 | 27,706 | 33,356 | 26,569 | 31,987 |
| 1987-88 | 37,051 | — | — | 2,860 | 125.9 | — | 2,279 | 5665 | 51,614 | 17.6 | 29,233 | 33,794 | 28,034 | 32,408 |
| 1988-89 | 37,268 | — | — | 2,931 | 126.6 | — | 2,323 | 5650 | 51,664 | 17.3 | 30,899 | 34,143 | 29,568 | 32,673 |
| 1989-90 | 37,779 | — | — | 2,986 | 125.6 | — | 2,357 | 5658 | 51,699 | 17.2 | 32,685 | 34,472 | 31,350 | 33,064 |
| 1990-91 | — | — | — | 3,051 | 127.0 | — | 2,397 | 5669 | 51,728 | 17.2 | 34,385 | 34,385 | 32,977 | 32,977 |

¹ For select years prior to 1951-52, includes a small number of librarians and other non-supervisory instructional staff
² Prior to 1919-20, computed for teaching positions only, beginning 1919-20, also includes supervisors and principals. Data for 1980-81 and subsequent years are estimated by the National Education Association.
³ Data for 1970-71 and subsequent years are estimated by the National Education Association.
⁴ Denotes first year for which figures include Alaska and Hawaii.
⁵ Estimated.

—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, Biennial Survey of Education in the United States, Digest of Education Statistics*; and unpublished data: National Education Association, *Estimates of School Statistics*. (This table was prepared September 1992.)

Table 15.—Catholic elementary and secondary enrollment, teachers, and schools, by level:
1919–20 to 1990–91

| School year | Number of schools | | | Enrollment | | | Instructional staff ¹ | | | Student-instructional staff ratio |
|---------------|-------------------|------------|-----------|------------|------------|-----------|----------------------------------|----------------------|---------------------|-----------------------------------|
| | Total | Elementary | Secondary | Total | Elementary | Secondary | Total | Elementary | Secondary | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1919–20 | 8,103 | 6,551 | 1,552 | 1,925,521 | 1,795,673 | 129,848 | 49,516 | 41,592 | 7,924 | 38.9 |
| 1929–30 | 10,046 | 7,923 | 2,123 | 2,464,467 | 2,222,598 | 241,869 | 72,552 | 58,245 | 14,307 | 34.0 |
| 1935–36 | 9,875 | 7,929 | 1,946 | 2,388,000 | 2,103,000 | 285,000 | 76,000 | 59,000 | 17,000 | 33.1 |
| 1939–40 | 10,049 | 7,944 | 2,105 | 2,396,305 | 2,035,182 | 361,123 | 81,057 | 60,081 | 20,976 | 29.6 |
| 1946–47 | — | — | 2,111 | — | — | 467,000 | — | — | 27,000 | — |
| 1947–48 | 10,435 | 8,285 | 2,150 | 2,788,000 | 2,305,000 | 483,000 | 89,000 | 62,000 | 27,000 | 31.3 |
| 1949–50 | 10,778 | 8,589 | 2,189 | 3,066,387 | 2,560,815 | 505,572 | 94,295 | 66,525 | 27,770 | 32.5 |
| 1951–52 | 11,060 | 8,880 | 2,180 | 3,391,000 | 2,842,000 | 549,000 | 101,000 | 72,000 | 29,000 | 33.6 |
| 1953–54 | 11,575 | 9,279 | 2,296 | 3,859,000 | 3,235,000 | 624,000 | 109,000 | 77,000 | 32,000 | 35.4 |
| 1955–56 | 11,926 | 9,615 | 2,311 | 4,276,000 | 3,571,000 | 705,000 | 120,000 | 85,000 | 35,000 | 35.6 |
| 1960–61 | 12,893 | 10,501 | 2,392 | 5,253,791 | 4,373,422 | 880,369 | 151,902 | 108,169 | 43,733 | 34.6 |
| 1961–62 | 13,007 | 10,631 | 2,376 | 5,383,000 | 4,445,000 | 938,000 | 158,000 | 111,000 | 47,000 | 34.1 |
| 1962–63 | 13,178 | 10,676 | 2,502 | 5,494,000 | 4,485,000 | 1,009,000 | 159,000 | 112,000 | 47,000 | 34.6 |
| 1963–64 | 13,205 | 10,775 | 2,430 | 5,590,000 | 4,546,000 | 1,044,000 | 166,000 | 115,000 | 51,000 | 33.7 |
| 1964–65 | 13,249 | 10,832 | 2,417 | 5,601,000 | 4,534,000 | 1,067,000 | 171,000 | 118,000 | 53,000 | 32.8 |
| 1965–66 | 13,292 | 10,879 | 2,413 | 5,574,000 | 4,492,000 | 1,082,000 | 177,000 | 120,000 | 57,000 | 31.5 |
| 1966–67 | 13,232 | 10,769 | 2,463 | 5,485,000 | 4,375,000 | 1,110,000 | 176,000 | 120,000 | 56,000 | 31.2 |
| 1967–68 | 12,627 | 10,350 | 2,277 | 5,199,000 | 4,106,000 | 1,093,000 | 179,000 | 124,000 | 55,000 | 29.0 |
| 1968–69 | 12,305 | 10,113 | 2,192 | 4,941,000 | 3,860,000 | 1,081,000 | 183,000 | 126,000 | 57,000 | 27.0 |
| 1969–70 | 11,771 | 9,695 | 2,076 | 4,658,098 | 3,607,168 | 1,050,930 | ² 195,400 | ² 133,200 | ² 62,200 | 23.8 |
| 1970–71 | 11,350 | 9,370 | 1,980 | 4,363,566 | 3,355,478 | 1,008,088 | 166,208 | 112,750 | 53,458 | 26.3 |
| 1971–72 | 10,841 | 8,982 | 1,859 | 4,034,785 | 3,075,785 | 959,000 | 159,083 | 106,686 | 52,397 | 25.4 |
| 1972–73 | 10,504 | 8,761 | 1,743 | 3,790,000 | 2,871,000 | 919,000 | 155,964 | 105,384 | 50,580 | 24.3 |
| 1973–74 | 10,297 | 8,569 | 1,728 | 3,621,000 | 2,714,000 | 907,000 | 153,883 | 102,785 | 51,098 | 23.5 |
| 1974–75 | 10,127 | 8,437 | 1,690 | 3,504,000 | 2,602,000 | 902,000 | 150,179 | 100,011 | 50,168 | 23.3 |
| 1975–76 | 9,993 | 8,340 | 1,653 | 3,415,000 | 2,525,000 | 890,000 | 149,276 | 99,319 | 49,957 | 22.9 |
| 1976–77 | 9,904 | 8,281 | 1,623 | 3,365,000 | 2,483,000 | 882,000 | 150,610 | 100,016 | 50,594 | 22.3 |
| 1977–78 | 9,797 | 8,204 | 1,593 | 3,289,000 | 2,421,000 | 868,000 | 150,648 | 99,739 | 50,909 | 21.8 |
| 1978–79 | 9,723 | 8,159 | 1,564 | 3,218,000 | 2,365,000 | 853,000 | 147,948 | 98,539 | 49,409 | 21.8 |
| 1979–80 | 9,640 | 8,110 | 1,540 | 3,139,000 | 2,293,000 | 846,000 | 147,294 | 97,724 | 49,570 | 21.3 |
| 1980–81 | 9,559 | 8,043 | 1,516 | 3,106,000 | 2,269,000 | 837,000 | 145,777 | 96,739 | 49,038 | 21.3 |
| 1981–82 | 9,494 | 7,996 | 1,498 | 3,094,000 | 2,266,000 | 828,000 | 146,172 | 96,847 | 49,325 | 21.2 |
| 1982–83 | 9,432 | 7,950 | 1,482 | 3,026,000 | 2,225,000 | 801,000 | 146,460 | 97,337 | 49,123 | 20.7 |
| 1983–84 | 9,380 | 7,917 | 1,463 | 2,969,000 | 2,179,000 | 790,000 | 146,913 | 98,591 | 48,322 | 20.2 |
| 1984–85 | 9,325 | 7,876 | 1,449 | 2,903,000 | 2,119,000 | 784,000 | 149,888 | 99,820 | 50,068 | 19.4 |
| 1985–86 | 9,220 | 7,790 | 1,430 | 2,821,000 | 2,061,000 | 760,000 | 146,594 | 96,741 | 49,853 | 19.2 |
| 1986–87 | 9,102 | 7,693 | 1,409 | 2,726,000 | 1,998,000 | 728,000 | 141,930 | 93,554 | 48,376 | 19.2 |
| 1987–88 | 8,992 | 7,601 | 1,391 | 2,623,000 | 1,942,000 | 681,000 | 139,887 | 93,199 | 46,688 | 18.8 |
| 1988–89 | 8,867 | 7,505 | 1,362 | 2,551,000 | 1,912,000 | 639,000 | 137,700 | 93,154 | 44,546 | 18.5 |
| 1989–90 | 8,719 | 7,395 | 1,324 | 2,499,000 | 1,894,000 | 606,000 | 136,900 | 94,197 | 42,703 | 18.3 |
| 1990–91 | 8,587 | 7,291 | 1,296 | 2,475,439 | 1,883,906 | 591,533 | 131,198 | 91,039 | 40,159 | 18.9 |

¹ Beginning in 1970–71, includes full-time teaching staff only.

² Includes estimates for the nonreporting schools.

—Data not available.

NOTE.—Data reported by the National Catholic Educational Association and data reported by the National Center for Education Statistics are not directly comparable because survey procedures and definitions differ.

SOURCE: National Catholic Educational Association, *A Statistical Report on Catholic Elementary and Secondary Schools for the Years 1967–68 to 1969–70*, as compiled from the *Official Catholic Directory: United States Catholic Elementary and Secondary Schools, 1989 and 1990–91*; and Franklin Press, *Catholic Schools in America and United States Catholic Elementary and Secondary Schools, 1989–90 and 1990–91*. (This table was prepared September 1992.)

Table 16.—Public school enrollment in grades 9 to 12, by subject: 1889-90 to fall 1981

| Subject | 1889-90 | 1899-1900 | 1909-10 | 1914-15 | 1921-22 | 1927-28 | 1933-34 | 1948-49 | 1954-55 | 1958-59 | 1960-61 | 1962-63 | 1964-65 | Fall 1972 | Fall 1981 |
|----------------------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|---------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total, in thousands | 203 | 519 | 915 | 1,562 | 2,873 | 3,911 | 5,669 | 5,658 | 6,574 | 8,258 | 8,821 | 10,372 | 11,628 | 13,848 | 12,764 |

Percentage of students taking specific subject

| | | | | | | | | | | | | | | | |
|---------------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| General science | — | — | — | — | 18.3 | 17.5 | 17.8 | 20.8 | — | 19.6 | 22.2 | 17.6 | 18.7 | 11.3 | 23.0 |
| Biology | 10.1 | 7.7 | 6.9 | 6.9 | 8.8 | 13.6 | 14.6 | 18.4 | 20.0 | 20.8 | 21.7 | 24.0 | 23.2 | 19.6 | 23.2 |
| Chemistry | 22.8 | 19.0 | 14.6 | 14.2 | 8.9 | 7.1 | 7.6 | 7.6 | 7.5 | 8.1 | 9.1 | 8.3 | 9.3 | 8.7 | 9.8 |
| Physics | — | 27.4 | 15.3 | 9.5 | 5.1 | 2.7 | 6.3 | 5.4 | 4.7 | 4.7 | 4.9 | 3.8 | 4.5 | 2.9 | 1.0 |
| Physiology | — | 29.8 | 21.0 | 15.3 | 4.5 | 2.8 | 1.7 | 1.0 | — | — | 0.8 | — | — | 0.9 | 1.2 |
| Earth science | — | — | — | — | — | — | — | 0.4 | — | — | 0.9 | — | — | 3.6 | 0.2 |
| Algebra | 45.4 | 56.3 | 56.9 | 48.8 | 40.2 | 35.2 | 30.4 | 26.8 | 25.3 | 29.9 | 28.6 | 30.4 | 28.5 | 19.7 | 29.5 |
| General mathematics | 21.3 | — | 30.9 | 26.5 | 12.4 | 7.9 | 7.4 | 13.1 | 12.3 | 12.7 | 17.4 | 11.7 | 15.4 | 13.8 | 21.7 |
| Geometry | — | — | 1.9 | 1.5 | 22.7 | 19.8 | 17.1 | 12.8 | 12.5 | 13.4 | 13.8 | 14.7 | 13.9 | 11.6 | 11.4 |
| Trigonometry | — | — | — | — | 1.5 | 1.3 | 1.3 | 2.0 | 2.6 | 2.7 | 3.0 | 2.0 | 2.0 | 6.2 | 3.5 |
| Spanish | — | — | 0. | 2.7 | 11.3 | 9.4 | 6.2 | 8.2 | — | — | 9.8 | — | 14.5 | 12.3 | 12.3 |
| French | 5.8 | 7.8 | 9.9 | 8.8 | 15.5 | 14.0 | 10.9 | 4.7 | — | — | 8.0 | — | 12.4 | 7.6 | 6.6 |
| German | 10.5 | 14.3 | 23.7 | 24.4 | 0.6 | 1.8 | 2.4 | 0.8 | — | — | 1.7 | — | 2.7 | 3.1 | 2.1 |
| English | 34.7 | 38.5 | 57.1 | 58.4 | 76.7 | 93.1 | 90.5 | 92.9 | — | — | 94.6 | — | — | 89.8 | 86.5 |
| Latin | — | 50.6 | 49.0 | 37.3 | 27.5 | 22.0 | 16.0 | 7.8 | — | — | 7.8 | — | — | 1.5 | 1.1 |
| U.S. and English history ¹ | 27.3 | 38.2 | 55.0 | 50.5 | 18.2 | 18.8 | 17.8 | 22.8 | — | — | 24.3 | — | — | 32.3 | 32.5 |
| Civics and government | — | 21.7 | 15.6 | 15.7 | 19.3 | 20.0 | 16.4 | 8.0 | — | — | 9.5 | — | — | 15.2 | 19.7 |
| Industrial subjects | — | — | — | 11.2 | 13.7 | 13.5 | 21.0 | 26.6 | — | — | 28.0 | — | — | 3.7 | 4.6 |
| Bookkeeping | — | — | — | 3.4 | 12.6 | 10.7 | 9.9 | 8.7 | — | — | 7.7 | — | — | 5.8 | 3.2 |
| Typewriting | — | — | — | — | 13.1 | 15.2 | 16.7 | 22.5 | — | — | 23.1 | — | — | 20.3 | 21.0 |
| Shorthand | — | — | — | — | 8.9 | 8.7 | 9.0 | 7.8 | — | — | 6.7 | — | — | 4.6 | 3.1 |
| Home economics | — | — | 3.8 | 12.9 | 14.3 | 16.5 | 16.7 | 24.2 | — | — | 23.1 | — | — | 20.4 | 23.9 |
| Agriculture | — | — | 4.7 | 7.2 | 5.1 | 3.7 | 3.6 | 6.7 | — | — | 6.2 | — | — | 2.7 | 3.3 |
| Physical education | — | — | — | — | 5.7 | 13.0 | 50.7 | 69.4 | — | — | 73.7 | — | — | 57.0 | 59.0 |
| Music | — | — | — | 31.5 | 25.3 | 26.0 | 25.5 | 30.1 | — | — | 28.0 | — | — | 25.1 | 21.6 |
| Art | — | — | — | 22.9 | 14.7 | 11.7 | 8.7 | 9.0 | — | — | 19.3 | — | — | 17.9 | 24.2 |

¹ For 1914-15 and earlier years, includes ancient, medieval, and modern history
—Data not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States: A Trend Study of High School Offerings and Enrollments: 1972-73 and 1981-82*, and *Digest of Education Statistics* (This table was prepared October 1982)

Table 17.—Student proficiency in reading, writing, mathematics, and science, by age and race/ethnicity: 1969–70 to 1989–90

| Year and race/ethnicity | Reading | | | | | | Writing | | | Mathematics | | | | Science | | |
|-------------------------|-------------|--------------|--------------|---------|---------|---------|---------|---------|----------|-------------|--------------|--------------|-------------|--------------|--------------|-----|
| | 9-year-olds | 13-year-olds | 17-year-olds | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 | 9-year-olds | 13-year-olds | 17-year-olds | 9-year-olds | 13-year-olds | 17-year-olds | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 11 | 12 | 13 | |
| Total | | | | | | | | | | | | | | | | |
| 1969-70 | 208 | 255 | 285 | — | — | — | — | — | — | — | — | — | 225 | 255 | 305 | 305 |
| 1970-71 | 210 | 256 | 286 | — | — | — | — | — | — | — | — | — | 220 | 250 | 296 | 296 |
| 1972-73 | 215 | 259 | 286 | — | — | — | — | — | — | — | — | — | 220 | 247 | 290 | 290 |
| 1974-75 | 211 | 257 | 289 | 179 | — | — | — | — | — | — | — | — | 221 | 250 | 283 | 283 |
| 1976-77 | 212 | 258 | 290 | 186 | — | — | — | — | — | — | — | — | 224 | 251 | 289 | 289 |
| 1977-78 | 209 | 257 | 289 | 183 | — | — | — | — | — | — | — | — | 229 | 255 | 290 | 290 |
| 1979-80 | 214 | 261 | 291 | — | — | — | — | — | — | — | — | — | 236 | 263 | 312 | 312 |
| 1981-82 | 217 | 262 | 293 | — | — | — | — | — | — | — | — | — | 231 | 259 | 304 | 304 |
| 1983-84 | 218 | 263 | 295 | 186 | — | — | — | — | — | — | — | — | 230 | 256 | 298 | 298 |
| 1985-86 | 218 | 261 | 295 | 193 | — | — | — | — | — | — | — | — | 232 | 259 | 298 | 298 |
| 1987-88 | 217 | 262 | 297 | 191 | — | — | — | — | — | — | — | — | 238 | 264 | 301 | 301 |
| 1989-90 | 170 | 222 | 239 | — | — | — | — | — | — | — | — | — | 179 | 215 | 258 | 258 |
| Black | | | | | | | | | | | | | | | | |
| 1969-70 | 181 | 226 | 241 | — | — | — | — | — | — | — | — | — | 177 | 205 | 250 | 250 |
| 1970-71 | 181 | 226 | 241 | — | — | — | — | — | — | — | — | — | 175 | 208 | 240 | 240 |
| 1972-73 | 189 | 233 | 243 | — | — | — | — | — | — | — | — | — | 187 | 217 | 235 | 235 |
| 1974-75 | 186 | 236 | 264 | 154 | — | — | — | — | — | — | — | — | 196 | 222 | 253 | 253 |
| 1976-77 | 189 | 243 | 274 | 154 | — | — | — | — | — | — | — | — | 196 | 226 | 253 | 253 |
| 1977-78 | 182 | 242 | 267 | 155 | — | — | — | — | — | — | — | — | 196 | 226 | 253 | 253 |
| 1979-80 | 183 | 233 | 252 | — | — | — | — | — | — | — | — | — | 192 | 213 | 262 | 262 |
| 1981-82 | 190 | 237 | 261 | — | — | — | — | — | — | — | — | — | 189 | 226 | 249 | 249 |
| 1983-84 | 187 | 240 | 268 | 163 | — | — | — | — | — | — | — | — | 199 | 226 | 259 | 259 |
| 1985-86 | 194 | 240 | 271 | 169 | — | — | — | — | — | — | — | — | 206 | 232 | 262 | 262 |
| 1987-88 | 189 | 238 | 275 | 168 | — | — | — | — | — | — | — | — | 206 | 232 | 262 | 262 |
| 1989-90 | 170 | 222 | 239 | — | — | — | — | — | — | — | — | — | 179 | 215 | 258 | 258 |
| Hispanic | | | | | | | | | | | | | | | | |
| 1969-70 | 189 | 243 | 274 | 154 | — | — | — | — | — | — | — | — | 196 | 222 | 253 | 253 |
| 1970-71 | 182 | 242 | 267 | 155 | — | — | — | — | — | — | — | — | 196 | 226 | 253 | 253 |
| 1972-73 | 183 | 233 | 252 | — | — | — | — | — | — | — | — | — | 192 | 213 | 262 | 262 |
| 1974-75 | 190 | 237 | 261 | — | — | — | — | — | — | — | — | — | 189 | 226 | 249 | 249 |
| 1976-77 | 187 | 240 | 268 | 163 | — | — | — | — | — | — | — | — | 199 | 226 | 259 | 259 |
| 1977-78 | 194 | 240 | 271 | 169 | — | — | — | — | — | — | — | — | 206 | 232 | 262 | 262 |
| 1979-80 | 189 | 238 | 275 | 168 | — | — | — | — | — | — | — | — | 206 | 232 | 262 | 262 |
| 1981-82 | 189 | 237 | 261 | — | — | — | — | — | — | — | — | — | 192 | 213 | 262 | 262 |
| 1983-84 | 187 | 240 | 268 | 163 | — | — | — | — | — | — | — | — | 199 | 226 | 259 | 259 |
| 1985-86 | 194 | 240 | 271 | 169 | — | — | — | — | — | — | — | — | 206 | 232 | 262 | 262 |
| 1987-88 | 189 | 238 | 275 | 168 | — | — | — | — | — | — | — | — | 206 | 232 | 262 | 262 |
| 1989-90 | 170 | 222 | 239 | — | — | — | — | — | — | — | — | — | 179 | 215 | 258 | 258 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Trends in Academic Progress, November 1991. (This table was prepared December 1992.)

¹ Includes persons of Hispanic origin.
 —Data not available



Table 18.—Percentage of students at or above selected reading, mathematics, and science proficiency levels, by age and race/ethnicity: 1970-71 to 1989-90—Continued

Table with columns for Age, year and race/ethnicity (1-16) and sub-columns for Reading, Mathematics, and Science proficiency levels (200, 250, 300, 350).

17-year-olds 16

Table with columns for Total and White, and rows for years 1970-71 to 1977-78, showing proficiency percentages for reading, mathematics, and science.

85

BEST COPY AVAILABLE

85



Table 18.—Percentage of students at or above selected reading, mathematics, and science proficiency levels, by age and race/ethnicity: 1970-71 to 1989-90—Continued

| Age, year and race/ethnicity | Reading | | | | | Mathematics | | | | | Science | | | | |
|------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | Level 150 ¹ | Level 200 ² | Level 250 ³ | Level 300 ⁴ | Level 350 ⁵ | Level 150 ⁶ | Level 200 ⁷ | Level 250 ⁸ | Level 300 ⁹ | Level 350 ¹⁰ | Level 150 ¹¹ | Level 200 ¹² | Level 250 ¹³ | Level 300 ¹⁴ | Level 350 ¹⁵ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1979-80 | 100.0 | 99.1 | 86.9 | 43.3 | 6.2 | — | — | — | — | — | — | — | — | — | — |
| 1981-82 | — | — | — | — | — | 100.0 | 100.0 | 96.2 | 54.7 | 6.4 | 100.0 | 98.6 | 84.9 | 43.9 | 8.6 |
| 1983-84 | 100.0 | 99.0 | 88.0 | 46.3 | 6.9 | — | — | — | — | — | 100.0 | 98.8 | 87.8 | 48.7 | 9.6 |
| 1985-86 | — | — | — | — | — | 100.0 | 100.0 | 98.0 | 59.1 | 7.9 | 100.0 | 98.8 | 87.8 | 48.7 | 9.6 |
| 1987-88 | 100.0 | 99.3 | 88.7 | 45.4 | 5.5 | — | — | — | — | — | 100.0 | 99.0 | 89.6 | 51.2 | 11.4 |
| 1989-90 | 100.0 | 98.8 | 88.3 | 47.5 | 8.7 | 100.0 | 100.0 | 97.6 | 63.2 | 8.3 | 100.0 | 99.0 | 89.6 | 51.2 | 11.4 |
| Black | | | | | | | | | | | | | | | |
| 1970-71 | 97.6 | 81.9 | 40.1 | 7.7 | 0.4 | — | — | — | — | — | — | — | — | — | — |
| 1974-75 | 97.7 | 82.0 | 43.0 | 8.1 | 0.4 | — | — | — | — | — | — | — | — | — | — |
| 1976-77 | — | — | — | — | — | — | — | — | — | — | 98.5 | 83.6 | 40.5 | 7.7 | 0.4 |
| 1977-78 | — | — | — | — | — | 100.0 | 98.8 | 70.7 | 16.8 | 0.5 | — | — | — | — | — |
| 1979-80 | 99.0 | 85.6 | 44.0 | 7.1 | 0.2 | — | — | — | — | — | — | — | — | — | — |
| 1981-82 | — | — | — | — | — | 100.0 | 99.7 | 76.4 | 17.1 | 0.5 | 97.9 | 79.7 | 35.0 | 6.5 | 0.2 |
| 1983-84 | 99.9 | 95.9 | 65.7 | 16.2 | 0.9 | — | — | — | — | — | — | — | — | — | — |
| 1985-86 | — | — | — | — | — | 100.0 | 100.0 | 85.6 | 20.8 | 0.2 | 99.7 | 90.9 | 52.2 | 12.5 | 0.9 |
| 1987-88 | 100.0 | 98.0 | 75.8 | 24.9 | 1.4 | — | — | — | — | — | — | — | — | — | — |
| 1989-90 | 99.6 | 95.7 | 69.1 | 19.7 | 1.5 | 100.0 | 99.9 | 92.4 | 32.8 | 2.0 | 99.4 | 88.3 | 51.4 | 15.7 | 1.5 |
| Hispanic | | | | | | | | | | | | | | | |
| 1974-75 | 99.3 | 88.7 | 52.9 | 12.6 | 1.2 | — | — | — | — | — | — | — | — | — | — |
| 1976-77 | — | — | — | — | — | — | — | — | — | — | 99.7 | 93.1 | 61.5 | 18.5 | 1.8 |
| 1977-78 | — | — | — | — | — | 100.0 | 99.3 | 78.3 | 23.4 | 1.4 | — | — | — | — | — |
| 1979-80 | 99.8 | 93.3 | 62.2 | 16.5 | 1.3 | — | — | — | — | — | — | — | — | — | — |
| 1981-82 | — | — | — | — | — | 100.0 | 99.8 | 81.4 | 21.6 | 0.7 | 98.9 | 86.9 | 48.0 | 11.1 | 1.4 |
| 1983-84 | 99.8 | 95.6 | 68.3 | 21.2 | 2.0 | — | — | — | — | — | — | — | — | — | — |
| 1985-86 | — | — | — | — | — | 100.0 | 99.4 | 89.3 | 26.5 | 1.1 | 99.8 | 93.3 | 60.0 | 14.8 | 1.1 |
| 1987-88 | 99.9 | 96.3 | 71.5 | 23.3 | 1.3 | — | — | — | — | — | — | — | — | — | — |
| 1989-90 | 99.7 | 95.9 | 75.2 | 27.1 | 2.4 | 100.0 | 99.6 | 85.8 | 30.1 | 1.9 | 99.6 | 91.9 | 59.9 | 21.1 | 2.1 |

¹ Able to follow brief written directions and select phrases to describe pictures.
² Able to understand combined ideas and make references based on short uncomplicated passages about specific or sequentially related information.
³ Able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials.
⁴ Able to find, understand, summarize, and explain relatively complicated literary and informational material.
⁵ Able to understand the links between ideas even when those links are not explicitly stated and to make appropriate generalizations even when the text lacks clear introductions or explanations.
⁶ Able to perform elementary addition and subtraction.
⁷ Able to perform simple additive reasoning and problem solving.
⁸ Able to perform simple multiplicative reasoning and 2-step problem solving.
⁹ Able to perform reasoning and problem solving involving fractions, decimals, percents, elementary geometry, and simple algebra.
¹⁰ Able to perform reasoning and problem solving involving geometry, algebra, and beginning statistics and probability.
¹¹ Exhibit knowledge of some general scientific facts of the type that could be learned from everyday experiences.
¹² Developing some understanding of simple scientific principles, particularly in the life sciences.

¹³ Able to interpret data from simple tables and make inferences about the outcomes of experimental procedures. Exhibit knowledge and understanding of the life sciences, and also demonstrate some knowledge of basic information from the physical sciences.
¹⁴ Able to evaluate the appropriateness of the design of an experiment and have the skill to apply scientific knowledge in interpreting information from text and graphs. Exhibit a growing understanding of principles from the physical sciences.
¹⁵ Able to infer relationships and draw conclusions using detailed scientific knowledge from the physical sciences, particularly chemistry. Able to apply basic principles of genetics and interpret the societal implications of research in this field.
¹⁶ All participants of this age were in school.
¹⁷ Includes persons of Hispanic origin.
 —Data not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress*, November 1991. (This table was prepared December 1992)

Table 19.—High school graduates, by sex and control of institution: 1869–70 to 1991–92
 [Numbers in thousands]

| School year | Population 17 years old ¹ | High school graduates | | | | | Graduates per 100 17-year-olds |
|----------------------|--------------------------------------|-----------------------|--------------------|--------------------|---------------------|----------------------|--------------------------------|
| | | Total | Sex | | Control | | |
| | | | Male | Female | Public ² | Private ³ | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1869–70 | 815 | 16 | 7 | 9 | — | — | 2.0 |
| 1879–80 | 946 | 24 | 11 | 13 | — | — | 2.5 |
| 1889–90 | 1,259 | 44 | 19 | 25 | 22 | 22 | 3.5 |
| 1899–1900 | 1,489 | 95 | 38 | 57 | 62 | 33 | 6.4 |
| 1909–10 | 1,786 | 156 | 64 | 93 | 111 | 45 | 8.8 |
| 1919–20 | 1,855 | 311 | 124 | 188 | 231 | 80 | 16.8 |
| 1929–30 | 2,296 | 667 | 300 | 367 | 592 | 75 | 29.0 |
| 1930–31 | 2,327 | 747 | 337 | 409 | — | — | 32.1 |
| 1931–32 | 2,330 | 827 | 375 | 452 | — | — | 35.5 |
| 1932–33 | 2,335 | 871 | 403 | 468 | — | — | 37.3 |
| 1933–34 | 2,334 | 915 | 432 | 483 | — | — | 39.2 |
| 1934–35 | 2,348 | 965 | 459 | 506 | — | — | 41.1 |
| 1935–36 | 2,377 | 1,015 | 486 | 530 | — | — | 42.7 |
| 1936–37 | 2,416 | 1,068 | 505 | 563 | — | — | 44.2 |
| 1937–38 | 2,456 | 1,120 | 524 | 596 | — | — | 45.6 |
| 1939–40 | 2,403 | 1,221 | 579 | 643 | 1,143 | 78 | 50.8 |
| 1941–42 | 2,421 | 1,242 | 577 | 666 | — | — | 51.3 |
| 1943–44 | 2,386 | 1,019 | 424 | 595 | — | — | 42.7 |
| 1945–46 | 2,278 | 1,080 | 467 | 613 | — | — | 47.4 |
| 1947–48 | 2,261 | 1,190 | 563 | 627 | 1,073 | 117 | 52.6 |
| 1949–50 | 2,034 | 1,200 | 571 | 629 | 1,063 | 136 | 59.0 |
| 1951–52 | 2,086 | 1,197 | 569 | 627 | 1,056 | 141 | 57.4 |
| 1953–54 | 2,135 | 1,276 | 613 | 664 | 1,129 | 147 | 59.8 |
| 1955–56 | 2,242 | 1,415 | 680 | 735 | 1,252 | 163 | 63.1 |
| 1956–57 | 2,272 | 1,434 | 690 | 744 | 1,270 | 164 | 63.1 |
| 1957–58 | 2,325 | 1,506 | 725 | 781 | 1,332 | 174 | 64.8 |
| 1958–59 | 2,458 | 1,627 | 784 | 843 | 1,435 | 192 | 66.2 |
| 1959–60 | 2,672 | 1,858 | 895 | 963 | 1,627 | 231 | 69.5 |
| 1960–61 | 2,892 | 1,964 | 955 | 1,009 | 1,725 | 239 | 67.9 |
| 1961–62 | 2,768 | 1,918 | 938 | 980 | 1,678 | 240 | 69.3 |
| 1962–63 | 2,740 | 1,943 | 956 | 987 | 1,710 | 233 | 70.9 |
| 1963–64 | 2,978 | 2,283 | 1,120 | 1,163 | 2,008 | 275 | 76.7 |
| 1964–65 | 2,684 | 2,658 | 1,311 | 1,347 | 2,360 | 298 | 72.1 |
| 1965–66 | 3,489 | 2,665 | 1,323 | 1,342 | 2,367 | 298 | 76.4 |
| 1966–67 | 3,500 | 2,672 | 1,328 | 1,344 | 2,374 | 298 | 76.3 |
| 1967–68 | 3,532 | 2,695 | 1,338 | 1,357 | 2,395 | 300 | 76.3 |
| 1968–69 | 3,639 | 2,822 | 1,399 | 1,423 | 2,522 | 300 | 77.1 |
| 1969–70 | 3,757 | 2,889 | 1,430 | 1,459 | 2,589 | 300 | 76.9 |
| 1970–71 | 3,872 | 2,937 | 1,454 | 1,483 | 2,637 | 300 | 75.9 |
| 1971–72 | 3,973 | 3,001 | 1,487 | 1,514 | 2,699 | 302 | 75.5 |
| 1972–73 | 4,049 | 3,036 | 1,500 | 1,536 | 2,730 | 306 | 75.0 |
| 1973–74 | 4,132 | 3,073 | 1,512 | 1,561 | 2,763 | 310 | 74.4 |
| 1974–75 | 4,256 | 3,133 | 1,542 | 1,591 | 2,823 | 310 | 73.6 |
| 1975–76 | 4,272 | 3,148 | 1,552 | 1,596 | 2,837 | 311 | 73.7 |
| 1976–77 | 4,272 | 3,155 | 1,548 | 1,607 | 2,840 | 315 | 73.9 |
| 1977–78 | 4,286 | 3,127 | 1,531 | 1,596 | 2,825 | 302 | 73.0 |
| 1978–79 | 4,327 | 3,117 | 1,523 | 1,594 | 2,817 | 300 | 72.0 |
| 1979–80 | 4,262 | 3,043 | 1,491 | 1,552 | 2,748 | 295 | 71.4 |
| 1980–81 | 4,207 | 3,020 | 1,483 | 1,537 | 2,725 | 295 | 71.8 |
| 1981–82 | 4,121 | 2,995 | 1,471 | 1,524 | 2,705 | 290 | 72.7 |
| 1982–83 | 3,939 | 2,888 | 1,437 | 1,451 | 2,598 | 290 | 73.3 |
| 1983–84 | 3,753 | 2,767 | ⁴ 1,313 | ⁴ 1,454 | 2,495 | 272 | 73.7 |
| 1984–85 | 3,658 | 2,677 | ⁴ 1,291 | ⁴ 1,386 | 2,414 | 263 | 73.2 |
| 1985–86 | 3,621 | 2,643 | ⁴ 1,263 | ⁴ 1,380 | 2,383 | 260 | 73.0 |
| 1986–87 | 3,697 | 2,694 | ⁴ 1,301 | ⁴ 1,393 | 2,429 | 265 | 72.9 |
| 1987–88 | 3,781 | 2,773 | ⁴ 1,384 | ⁴ 1,389 | 2,500 | 273 | 73.4 |
| 1988–89 | 3,761 | 2,727 | ⁴ 1,343 | ⁴ 1,384 | 2,459 | 268 | 72.5 |
| 1989–90 | 3,485 | 2,587 | ⁴ 1,285 | ⁴ 1,302 | 2,320 | 268 | 74.2 |
| 1990–91 ⁵ | 3,325 | 2,511 | ⁴ 1,257 | ⁴ 1,254 | 2,263 | 247 | 75.5 |
| 1991–92 ⁵ | 3,286 | 2,485 | — | — | 2,251 | 234 | 75.6 |

¹Population as of July 1, derived from *Current Population Reports*, Series P-25 Adjusted to reflect October 17-year-old population.

²Data for 1929–30 and preceding years are from *Statistics of Public High Schools* and exclude graduates of high schools which failed to report to the Office of Education.

³For most years, private school data have been estimated based on periodic private school surveys. For years through 1957–58, private includes data for subcollegiate departments of institutions of higher education and residential schools for exceptional children.

⁴Estimates based on data published by the Bureau of Labor Statistics.

⁵Public high school graduates based on state estimates.

—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970: Current Population Reports*, Series P-25; U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years. (This table was prepared September 1992.)

**Table 20.—Public school districts and public and private elementary and secondary schools:
1929–30 to 1990–91**

| School year | Public school districts ¹ | Public schools ² | | | | Private schools ^{2,3} | | | |
|-------------|--------------------------------------|---------------------------------|-------------------------------------|--------------------|-------------|--------------------------------|---------------------|---------------------|--------------------|
| | | Total, all schools ⁴ | Total, regular schools ⁵ | Elementary schools | | Secondary schools | Total ⁴ | Elementary | Secondary |
| | | | | Total | One-teacher | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1929–30 | — | — | — | 238,306 | 149,282 | 23,930 | — | 9,275 | 3,258 |
| 1937–38 | 119,001 | — | — | 221,660 | 121,178 | 25,467 | — | 9,992 | 3,327 |
| 1939–40 | 117,108 | — | — | — | 113,600 | — | — | 11,306 | 3,568 |
| 1945–46 | 101,382 | — | — | 160,227 | 86,563 | 24,314 | — | 9,863 | 3,294 |
| 1947–48 | 94,926 | — | — | 146,760 | 75,096 | 25,484 | — | 10,071 | 3,292 |
| 1949–50 | 83,718 | — | — | 128,225 | 59,652 | 24,542 | — | 10,375 | 3,331 |
| 1951–52 | 71,094 | — | — | 123,763 | 50,742 | 23,746 | — | 10,666 | 3,322 |
| 1953–54 | 63,057 | — | — | 110,875 | 42,865 | 25,637 | — | 11,739 | 3,913 |
| 1955–56 | 54,859 | — | — | 104,427 | 34,964 | 26,046 | — | 12,372 | 3,887 |
| 1957–58 | 47,594 | — | — | 95,446 | 25,341 | 25,507 | — | 13,065 | 3,994 |
| 1959–60 | 40,520 | — | — | 91,853 | 20,213 | 25,784 | — | 13,574 | 4,061 |
| 1961–62 | 35,676 | — | — | 81,910 | 13,333 | 25,350 | — | 14,762 | 4,129 |
| 1963–64 | 31,705 | — | — | 77,584 | 9,895 | 26,431 | — | — | 4,451 |
| 1965–66 | 26,983 | — | — | 73,216 | 6,491 | 26,597 | 17,849 | 15,340 | 4,606 |
| 1967–68 | 22,010 | — | 94,197 | 70,879 | 4,146 | 27,011 | — | — | — |
| 1970–71 | 17,995 | — | 89,372 | 65,800 | 1,815 | 25,352 | — | 14,372 | 3,770 |
| 1973–74 | 16,730 | — | 88,655 | 65,070 | 1,365 | 25,906 | — | — | — |
| 1975–76 | 16,376 | 88,597 | 87,034 | 63,242 | 1,166 | 25,330 | — | — | — |
| 1976–77 | 16,271 | — | 86,501 | 62,644 | 1,111 | 25,378 | 19,910 | 16,385 | 5,904 |
| 1978–79 | 16,014 | — | 84,816 | 61,982 | 1,056 | 24,504 | 19,489 | 16,097 | 5,766 |
| 1980–81 | 15,912 | 85,982 | 83,688 | 61,069 | 921 | 24,362 | 20,764 | 16,792 | 5,678 |
| 1982–83 | 15,824 | 84,740 | 82,039 | 59,656 | 798 | 23,988 | — | — | — |
| 1983–84 | 15,747 | 84,178 | 81,418 | 59,082 | 838 | 23,947 | ⁶ 27,694 | ⁶ 20,872 | ⁶ 7,862 |
| 1984–85 | — | 84,007 | 81,147 | 58,827 | 825 | 23,916 | — | — | — |
| 1985–86 | — | — | — | — | — | — | ⁶ 25,616 | ⁶ 20,252 | ⁶ 7,387 |
| 1986–87 | ⁷ 15,713 | 83,455 | 82,190 | 60,784 | 763 | 23,389 | — | — | — |
| 1987–88 | ⁷ 15,577 | 83,248 | 82,248 | 61,490 | 729 | 22,937 | ⁶ 26,807 | ⁶ 22,959 | ⁶ 8,418 |
| 1988–89 | ⁷ 15,376 | 83,165 | 82,081 | 61,531 | 583 | 22,785 | — | — | — |
| 1989–90 | ⁷ 15,367 | 83,425 | 82,396 | 62,037 | 630 | 22,639 | — | — | — |
| 1990–91 | ⁷ 15,358 | 84,538 | 81,746 | 61,340 | 617 | 22,731 | — | — | — |

¹ Includes operating and nonoperating districts.

² Schools with both elementary and secondary programs are included under elementary schools and also under secondary schools.

³ Data for most years are partly estimated.

⁴ Includes regular schools and special schools not classified by grade span.

⁵ Includes elementary, secondary, and combined elementary/secondary schools.

⁶ These data are from sample surveys and should not be compared directly with the data for earlier years.

⁷ Because of expanded survey coverage, data are not directly comparable with figures for earlier years.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems: Statistics of Public Elementary and Secondary School Systems; Statistics of Nonpublic Elementary and Secondary Schools; Private Schools in American Education*; and Common Core of Data surveys. (This table was prepared April 1992.)

Table 21.—Revenues for public elementary and secondary schools, by source of funds:
1889-90 to 1989-90

| School year | In thousands | | | | Percentage distribution | | | |
|------------------------|--------------|-----------|--------------------|---|-------------------------|---------|--------------------|---|
| | Total | Federal | State ¹ | Local (including intermediate) ² | Total | Federal | State ¹ | Local (including intermediate) ² |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1889-90 ³ | \$143,195 | — | \$26,345 | \$97,222 | 100.0 | — | 21.3 | 78.7 |
| 1890-91 ³ | 147,915 | — | 27,632 | 100,359 | 100.0 | — | 21.6 | 78.4 |
| 1891-92 ³ | 157,175 | — | 29,908 | 105,630 | 100.0 | — | 22.1 | 77.9 |
| 1892-93 ³ | 165,023 | — | 33,695 | 108,425 | 100.0 | — | 23.7 | 76.3 |
| 1893-94 ³ | 170,404 | — | 32,750 | 112,785 | 100.0 | — | 22.5 | 77.5 |
| 1894-95 ³ | 176,565 | — | 34,638 | 118,915 | 100.0 | — | 22.6 | 77.4 |
| 1895-96 ³ | 182,480 | — | 35,032 | 124,880 | 100.0 | — | 21.9 | 78.1 |
| 1896-97 ³ | 191,959 | — | 33,942 | 130,318 | 100.0 | — | 20.7 | 79.3 |
| 1897-98 ³ | 199,833 | — | 35,122 | 135,516 | 100.0 | — | 20.6 | 79.4 |
| 1898-99 ³ | 203,337 | — | 35,341 | 144,898 | 100.0 | — | 19.6 | 80.4 |
| 1899-1900 ³ | 219,766 | — | 37,887 | 149,487 | 100.0 | — | 20.2 | 79.8 |
| 1900-01 ³ | 235,339 | — | 36,281 | 163,897 | 100.0 | — | 18.1 | 81.9 |
| 1901-02 ³ | 245,498 | — | 39,216 | 173,151 | 100.0 | — | 18.5 | 81.5 |
| 1902-03 ³ | 251,637 | — | 40,456 | 173,731 | 100.0 | — | 18.9 | 81.1 |
| 1903-04 ³ | 279,134 | — | 42,553 | 193,216 | 100.0 | — | 18.0 | 82.0 |
| 1904-05 ³ | 301,819 | — | 44,349 | 210,168 | 100.0 | — | 17.4 | 82.6 |
| 1905-06 ³ | 322,106 | — | 47,943 | 223,491 | 100.0 | — | 17.7 | 82.3 |
| 1906-07 ³ | 355,016 | — | 44,706 | 231,738 | 100.0 | — | 16.2 | 83.8 |
| 1907-08 ³ | 381,920 | — | 58,097 | 259,341 | 100.0 | — | 18.3 | 81.7 |
| 1908-09 ³ | 403,647 | — | 63,547 | 288,643 | 100.0 | — | 18.0 | 82.0 |
| 1909-10 ³ | 433,064 | — | 64,605 | 312,222 | 100.0 | — | 17.1 | 82.9 |
| 1910-11 ³ | 451,151 | — | 69,071 | 333,832 | 100.0 | — | 17.1 | 82.9 |
| 1911-12 ³ | 469,111 | — | 75,814 | 346,898 | 100.0 | — | 17.9 | 82.1 |
| 1912-13 ³ | 507,227 | — | 78,376 | 375,582 | 100.0 | — | 17.3 | 82.7 |
| 1913-14 ³ | 561,743 | — | 87,895 | 425,457 | 100.0 | — | 17.1 | 82.9 |
| 1914-15 ³ | 589,652 | — | 91,104 | 456,956 | 100.0 | — | 16.6 | 83.4 |
| 1915-16 ³ | 633,901 | — | 95,278 | 488,120 | 100.0 | — | 16.3 | 83.7 |
| 1917-18 | 736,876 | \$1,669 | 122,256 | 612,951 | 100.0 | 0.2 | 16.6 | 83.2 |
| 1919-20 | 970,121 | 2,475 | 160,085 | 807,561 | 100.0 | 0.3 | 16.5 | 83.2 |
| 1921-22 ³ | 1,444,242 | 2,891 | 230,517 | 1,184,530 | 100.0 | 0.2 | 16.3 | 83.5 |
| 1923-24 ³ | 1,618,438 | 3,986 | 261,997 | 1,290,239 | 100.0 | 0.3 | 16.8 | 82.9 |
| 1925-26 | 1,830,017 | 5,552 | 284,569 | 1,539,896 | 100.0 | 0.3 | 15.6 | 84.1 |
| 1927-28 | 2,025,750 | 6,174 | 333,279 | 1,686,297 | 100.0 | 0.3 | 16.5 | 83.2 |
| 1929-30 | 2,088,557 | 7,334 | 353,670 | 1,727,553 | 100.0 | 0.4 | 16.9 | 82.7 |
| 1931-32 | 2,068,029 | 8,262 | 410,550 | 1,649,218 | 100.0 | 0.4 | 19.9 | 79.7 |
| 1933-34 | 1,810,652 | 21,548 | 423,178 | 1,365,926 | 100.0 | 1.2 | 23.4 | 75.4 |
| 1935-36 | 1,971,402 | 49,850 | 578,369 | 1,383,184 | 100.0 | 0.5 | 29.3 | 70.2 |
| 1937-38 | 2,222,885 | 26,535 | 655,996 | 1,540,353 | 100.0 | 1.2 | 29.5 | 69.3 |
| 1939-40 | 2,260,527 | 39,810 | 684,354 | 1,536,363 | 100.0 | 1.8 | 30.3 | 68.0 |
| 1941-42 | 2,416,580 | 34,305 | 759,993 | 1,622,281 | 100.0 | 1.4 | 31.4 | 67.1 |
| 1943-44 | 2,604,322 | 35,886 | 859,183 | 1,709,253 | 100.0 | 1.4 | 33.0 | 65.6 |
| 1945-46 | 3,059,845 | 41,378 | 1,062,057 | 1,956,409 | 100.0 | 1.4 | 34.7 | 63.9 |
| 1947-48 | 4,311,534 | 120,270 | 1,676,362 | 2,514,902 | 100.0 | 2.8 | 38.9 | 58.3 |
| 1949-50 | 5,437,044 | 155,848 | 2,165,689 | 3,115,507 | 100.0 | 2.9 | 39.8 | 57.3 |
| 1951-52 | 6,423,816 | 227,711 | 2,478,596 | 3,717,507 | 100.0 | 3.5 | 38.6 | 57.9 |
| 1953-54 | 7,866,852 | 355,237 | 2,944,103 | 4,567,512 | 100.0 | 4.5 | 37.4 | 58.1 |
| 1955-56 | 9,686,677 | 441,442 | 3,828,886 | 5,416,350 | 100.0 | 4.6 | 39.5 | 55.9 |
| 1957-58 | 12,181,513 | 486,484 | 4,800,368 | 6,894,661 | 100.0 | 4.0 | 39.4 | 56.6 |
| 1959-60 | 14,746,618 | 651,639 | 5,768,047 | 8,326,932 | 100.0 | 4.4 | 39.1 | 56.5 |
| 1961-62 | 17,527,707 | 760,975 | 6,789,190 | 9,977,542 | 100.0 | 4.3 | 38.7 | 56.9 |
| 1963-64 | 20,544,182 | 896,956 | 8,078,014 | 11,569,213 | 100.0 | 4.4 | 39.3 | 56.3 |
| 1965-66 | 25,356,858 | 1,996,954 | 9,920,219 | 13,439,686 | 100.0 | 7.9 | 39.1 | 53.0 |
| 1967-68 | 31,903,064 | 2,806,469 | 12,275,536 | 16,821,063 | 100.0 | 8.8 | 38.5 | 52.7 |
| 1969-70 | 40,266,923 | 3,219,557 | 16,062,776 | 20,984,589 | 100.0 | 8.0 | 39.9 | 52.1 |

**Table 21.—Revenues for public elementary and secondary schools, by source of funds:—Continued
1889–90 to 1989–90**

| School year | In thousands | | | | Percentage distribution | | | |
|----------------------------|--------------|------------|--------------------|---|-------------------------|---------|--------------------|---|
| | Total | Federal | State ¹ | Local (including intermediate) ² | Total | Federal | State ¹ | Local (including intermediate) ² |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1970–71 | 44,511,292 | 3,753,461 | 17,409,086 | 23,348,745 | 100.0 | 8.4 | 39.1 | 52.5 |
| 1971–72 | 50,003,645 | 4,467,969 | 19,133,256 | 26,402,420 | 100.0 | 8.9 | 38.3 | 52.8 |
| 1972–73 | 52,117,930 | 4,525,000 | 20,843,520 | 26,749,412 | 100.0 | 8.7 | 40.0 | 51.3 |
| 1973–74 | 58,230,892 | 4,930,351 | 24,113,409 | 29,187,132 | 100.0 | 8.5 | 41.4 | 50.1 |
| 1974–75 | 64,445,239 | 5,811,595 | 27,211,116 | 31,422,528 | 100.0 | 9.0 | 42.2 | 48.8 |
| 1975–76 | 71,206,073 | 6,318,345 | 31,776,101 | 33,111,627 | 100.0 | 8.9 | 44.6 | 46.5 |
| 1976–77 | 75,322,532 | 6,629,498 | 32,688,903 | 36,004,134 | 100.0 | 8.8 | 43.4 | 47.8 |
| 1977–78 | 81,443,160 | 7,694,194 | 35,013,266 | 38,735,700 | 100.0 | 9.4 | 43.0 | 47.6 |
| 1978–79 | 87,994,143 | 8,600,116 | 40,132,136 | 39,261,891 | 100.0 | 9.8 | 45.6 | 44.6 |
| 1979–80 | 96,881,165 | 9,503,537 | 45,348,814 | 42,028,813 | 100.0 | 9.8 | 46.8 | 43.4 |
| 1980–81 | 105,949,087 | 9,768,262 | 50,182,659 | 45,998,166 | 100.0 | 9.2 | 47.4 | 43.4 |
| 1981–82 | 110,191,257 | 8,186,466 | 52,436,435 | 49,568,356 | 100.0 | 7.4 | 47.6 | 45.0 |
| 1982–83 | 117,497,502 | 8,339,990 | 56,282,157 | 52,875,354 | 100.0 | 7.1 | 47.9 | 45.0 |
| 1983–84 | 126,055,419 | 8,576,547 | 60,232,981 | 57,245,892 | 100.0 | 6.8 | 47.8 | 45.4 |
| 1984–85 | 137,294,678 | 9,105,569 | 67,168,684 | 61,020,425 | 100.0 | 6.6 | 48.9 | 44.4 |
| 1985–86 | 149,127,779 | 9,975,622 | 73,619,575 | 65,532,582 | 100.0 | 6.7 | 49.4 | 43.9 |
| 1986–87 | 158,523,693 | 10,146,013 | 78,830,437 | 69,547,243 | 100.0 | 6.4 | 49.7 | 43.9 |
| 1987–88 ² | 169,561,974 | 10,716,687 | 84,004,415 | 74,840,873 | 100.0 | 6.3 | 49.5 | 44.1 |
| 1988–89 | 192,016,374 | 11,902,001 | 91,768,911 | 88,345,462 | 100.0 | 6.2 | 47.8 | 46.0 |
| 1989–90 | 207,583,910 | 12,750,530 | 98,059,659 | 96,773,720 | 100.0 | 6.1 | 47.2 | 46.6 |

¹ Prior to 1917–18, excludes receipts other than state taxes and appropriations.

² Includes a relatively small amount from nongovernmental sources (gifts and tuition and transportation fees from patrons). These sources accounted for 0.4 percent of total revenues in 1967–68. Prior to 1917–18, excludes receipts from sources other than local taxes and appropriations.

³ Total includes receipts not distributed by source. Percents based on funds reported by source.

⁴ Excludes federal funds other than aid for vocational education.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, 1890 to 1917; Biennial Survey of Education in the United States, 1916–18 to 1956–58; Statistics of State School Systems, 1959–60 to 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education*; and Common Core of Data survey. (This table was prepared September 1992.)

NOTE.—Beginning in 1980–81, revenues for state education agencies are excluded. Data for 1988–89 reflect new survey collection procedures and may not be entirely comparable to figures for earlier years. Because of rounding, details may not add to totals.

Table 22.—Total and current expenditures and expenditure per pupil in public elementary and secondary schools, by purpose: 1869-70 to 1989-90

| School year | Total expenditures, in millions | Current expenditures, day schools (in millions) | | | | | | Capital outlay, ⁴ in millions | Interest on school debt, in millions | Other expenditures, ⁵ in millions | Expenditures in current dollars | | | | Expenditures in constant 1989-90 dollars | | | |
|-------------|---------------------------------|---|------------------|----------------------------|-------------------------------------|--------------------|------------|--|--------------------------------------|--|---------------------------------|---|--|------------|--|---|--|--|
| | | Total ¹ | Adminis- tration | Instruc- tion ² | Plant oper- ation and mainte- nance | Other ³ | Per capita | | | | Per pupil enrolled | Per pupil in average daily attend- ance | Current, per pupil in aver- age daily attend- ance | Per capita | Per pupil enrolled | Per pupil in average daily attend- ance | Current, per pupil in aver- age daily attend- ance | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 1869-70 | \$63 | — | — | \$38 | — | — | — | — | — | \$2 | \$9 | \$16 | — | — | — | — | — | |
| 1870-71 | 69 | — | — | 43 | — | — | — | — | — | — | 9 | 15 | — | — | — | — | — | |
| 1871-72 | 74 | — | — | 46 | — | — | — | — | — | — | 9 | 16 | — | — | — | — | — | |
| 1872-73 | 76 | — | — | 48 | — | — | — | — | — | — | 10 | 16 | — | — | — | — | — | |
| 1873-74 | 80 | — | — | 51 | — | — | — | — | — | — | 10 | 16 | — | — | — | — | — | |
| 1874-75 | 84 | — | — | 55 | — | — | — | — | — | — | 9 | 16 | — | — | — | — | — | |
| 1875-76 | 83 | — | — | 55 | — | — | — | — | — | — | 9 | 15 | — | — | — | — | — | |
| 1876-77 | 79 | — | — | 55 | — | — | — | — | — | — | 8 | 14 | — | — | — | — | — | |
| 1877-78 | 79 | — | — | 56 | — | — | — | — | — | — | 8 | 13 | — | — | — | — | — | |
| 1878-79 | 76 | — | — | 55 | — | — | — | — | — | 2 | 8 | 13 | — | — | — | — | — | |
| 1879-80 | 78 | — | — | 56 | — | — | — | — | — | — | 8 | 13 | — | — | — | — | — | |
| 1880-81 | 84 | — | — | 58 | — | — | — | — | — | — | 8 | 14 | — | — | — | — | — | |
| 1881-82 | 89 | — | — | 61 | — | — | — | — | — | — | 9 | 14 | — | — | — | — | — | |
| 1882-83 | 97 | — | — | 65 | — | — | — | — | — | — | 9 | 15 | — | — | — | — | — | |
| 1883-84 | 103 | — | — | 68 | — | — | — | — | — | — | 9 | 15 | — | — | — | — | — | |
| 1884-85 | 110 | — | — | 73 | — | — | — | — | — | — | 10 | 15 | — | — | — | — | — | |
| 1885-86 | 113 | — | — | 76 | — | — | — | — | — | — | 10 | 15 | — | — | — | — | — | |
| 1886-87 | 116 | — | — | 79 | — | — | — | — | — | — | 10 | 15 | — | — | — | — | — | |
| 1887-88 | 124 | — | — | 83 | — | — | — | — | — | — | 10 | 16 | — | — | — | — | — | |
| 1888-89 | 133 | \$109 | — | 88 | — | — | \$23 | — | — | — | 11 | 17 | \$14 | — | — | — | — | |
| 1889-90 | 141 | 114 | — | 92 | — | — | 26 | — | — | 2 | 11 | 17 | 14 | — | — | — | — | |
| 1890-91 | 147 | 121 | — | 96 | — | — | 26 | — | — | — | 11 | 18 | 15 | — | — | — | — | |
| 1891-92 | 156 | 126 | — | 100 | — | — | 29 | — | — | — | 12 | 18 | 15 | — | — | — | — | |
| 1892-93 | 164 | 134 | — | 105 | — | — | 30 | — | — | — | 12 | 19 | 15 | — | — | — | — | |
| 1893-94 | 173 | 142 | — | 109 | — | — | 30 | — | — | — | 12 | 19 | 16 | — | — | — | — | |
| 1894-95 | 176 | 146 | — | 114 | — | — | 29 | — | — | — | 12 | 18 | 15 | — | — | — | — | |
| 1895-96 | 183 | 151 | — | 117 | — | — | 33 | — | — | — | 13 | 19 | 15 | — | — | — | — | |
| 1896-97 | 188 | 155 | — | 119 | — | — | 32 | — | — | — | 13 | 19 | 15 | — | — | — | — | |
| 1897-98 | 194 | 163 | — | 124 | — | — | 31 | — | — | — | 13 | 19 | 16 | — | — | — | — | |
| 1898-99 | 200 | 169 | — | 129 | — | — | 31 | — | — | — | 13 | 19 | 16 | — | — | — | — | |
| 1899-1900 | 215 | 180 | — | 136 | — | — | 35 | — | — | 3 | 14 | 20 | 17 | — | — | — | — | |
| 1900-01 | 228 | 188 | — | 143 | — | — | 40 | — | — | 3 | 14 | 21 | 18 | — | — | — | — | |
| 1901-02 | 238 | 198 | — | 151 | — | — | 40 | — | — | 3 | 15 | 22 | 18 | — | — | — | — | |
| 1902-03 | 251 | 205 | — | 157 | — | — | 46 | — | — | 3 | 16 | 23 | 19 | — | — | — | — | |
| 1903-04 | 273 | 224 | — | 168 | — | — | 49 | — | — | 3 | 17 | 23 | 19 | — | — | — | — | |
| 1904-05 | 292 | 235 | — | 177 | — | — | 56 | — | — | 4 | 18 | 24 | 20 | — | — | — | — | |
| 1905-06 | 308 | 247 | — | 186 | — | — | 61 | — | — | 4 | 18 | 26 | 21 | — | — | — | — | |
| 1906-07 | 337 | 272 | — | 202 | — | — | 65 | — | — | 4 | 20 | 28 | 23 | — | — | — | — | |
| 1907-08 | 371 | 298 | — | 220 | — | — | 74 | — | — | 4 | 22 | 31 | 24 | — | — | — | — | |
| 1908-09 | 401 | 320 | — | 237 | — | — | 82 | — | — | 5 | 23 | 32 | 25 | — | — | — | — | |
| 1909-10 | 426 | 356 | \$7 | 260 | — | — | 70 | — | — | 5 | 24 | 33 | 28 | — | — | — | — | |

Table 22.—Total and current expenditures and expenditure per pupil in public elementary and secondary schools, by purpose: 1869-70 to 1989-90—Continued

| School year | Expenditures in current dollars | | | | | | | | | | Expenditures in constant 1939-90 dollars | | | | | | |
|-------------|---------------------------------|---|---------------------|-------------------------------|--|--------------------|--------------------------------------|--|--|------------|--|---------------------------------------|--|------------|--------------------|---------------------------------------|--|
| | Total expenditures, in millions | Current expenditures, day schools (in millions) | | | | | Interest on school debt, in millions | Other expenditures, ⁵ in millions | Total | | | | | | | | |
| | | Total ¹ | Adminis- tration | Instruc- tion ² | Plant oper- ation and mainte- nance | Other ³ | | | Capital outlay, ⁴ in millions | Per capita | Per pupil enrolled | Per pupil in average daily attendance | Current, per pupil in average daily attendance | Per capita | Per pupil enrolled | Per pupil in average daily attendance | Current, per pupil in average daily attendance |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1975-76 | 70,601 | 62,054 | 2,808 | 39,687 | 6,675 | 12,884 | 6,146 | 1,846 | 553 | 328 | 1,564 | 1,697 | 1,504 | 750 | 3,581 | 3,885 | 3,444 |
| 1976-77 | 74,194 | 66,864 | 3,273 | 41,869 | 7,331 | 14,391 | 5,344 | 1,953 | 853 | 341 | 1,673 | 1,816 | 1,638 | 738 | 3,619 | 3,929 | 3,544 |
| 1977-78 | 80,844 | 73,058 | 3,867 | 45,024 | 8,096 | 16,071 | 5,245 | 1,952 | 589 | 368 | 1,842 | 2,002 | 1,823 | 746 | 3,734 | 4,059 | 3,696 |
| 1978-79 | 86,712 | 78,951 | 3,896 | 48,403 | 8,565 | 18,087 | 5,448 | 1,955 | 357 | 390 | 2,029 | 2,210 | 2,020 | 724 | 3,761 | 4,097 | 3,744 |
| 1979-80 | 95,962 | 86,984 | 4,264 | 53,253 | 9,745 | — | 6,506 | 1,874 | 598 | 427 | 2,290 | 2,491 | 2,272 | 699 | 3,745 | 4,074 | 3,716 |
| 1980-81 | 104,125 | 94,321 | — | — | — | — | — | — | — | 7458 | 72,529 | 72,742 | 2,502 | 7672 | 73,707 | 74,019 | 3,667 |
| 1981-82 | 111,186 | 101,109 | — | — | — | — | — | — | — | 7484 | 72,754 | 72,973 | 2,726 | 7653 | 73,716 | 74,011 | 3,678 |
| 1982-83 | 118,425 | 108,268 | — | — | — | — | — | — | — | 7510 | 72,966 | 73,203 | 2,955 | 7660 | 73,637 | 74,142 | 3,823 |
| 1983-84 | 127,500 | 115,392 | — | — | — | — | — | — | — | 7544 | 73,216 | 73,471 | 3,173 | 7679 | 74,012 | 74,330 | 3,958 |
| 1984-85 | 137,000 | 126,337 | — | — | — | — | — | — | — | 7579 | 73,456 | 73,722 | 3,477 | 7696 | 74,149 | 74,468 | 4,166 |
| 1985-86 | 148,600 | 137,165 | — | 83,463 | — | — | — | — | — | 7622 | 73,724 | 74,020 | 3,756 | 7726 | 74,345 | 74,691 | 4,383 |
| 1988-87 | 160,900 | 146,365 | — | 89,559 | — | — | — | — | — | 7667 | 73,995 | 74,308 | 3,970 | 7762 | 74,560 | 74,918 | 4,532 |
| 1987-88 | 172,400 | 157,098 | — | 96,967 | — | — | — | — | — | 7708 | 74,310 | 74,654 | 4,240 | 7776 | 74,724 | 75,101 | 4,647 |
| 1988-89 | 192,977 | 173,099 | — | 101,016 | — | — | 14,101 | 3,213 | 2,564 | 785 | 4,738 | 5,108 | 4,645 | 823 | 4,964 | 5,353 | 4,866 |
| 1989-90 | 211,731 | 187,394 | — | 108,964 | — | — | 17,685 | 3,693 | 2,969 | 853 | 5,149 | 5,526 | 4,960 | 853 | 5,149 | 5,526 | 4,960 |

¹ Prior to 1917-18, includes expenditures for interest
² Prior to 1909-10, includes only expenditures for salaries of teachers and superintendents.
³ Prior to 1917-18, includes plant operation and maintenance; prior to 1909-10, includes all current expenditures except salaries of teachers and superintendents.
⁴ Beginning in 1965-66, includes capital outlay by state and local school building authorities.
⁵ Beginning in 1953-54, includes expenditures for community services, previously included in "current expenditures, day schools."
⁶ Denotes first year for which figures include Alaska and Hawaii.
⁷ Estimated.
⁸ Data not available.
 SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, and unpublished data. (This table was prepared September 1992.)

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Chapter 3

Higher Education

Development of American institutions of higher education began early in the colonial period. Many of the first European colonists left their homelands to avoid religious persecution and were particularly interested in literacy, as well as more advanced scholarship, to facilitate religious instruction. Thus, one of the most important missions of colonial colleges was to prepare men to be ministers or priests. The first colonial college, now Harvard University, was founded in 1636 to prepare ministers. The profusion of small theological and religious colleges served the expanding frontier by providing ministers to serve local communities. The religious zeal which became more pronounced after 1800 played an important role in stimulating the growth of educational enterprises. Prior to the Civil War, it has been estimated that perhaps one-fourth of all college graduates became ministers.¹ Besides meeting the demand for religious leaders, these religiously affiliated colleges assisted in the general diffusion of knowledge.

Public colleges also expanded westward across the United States as states made higher education available to their citizens. Benjamin Franklin was among the first prominent Americans to advocate higher education without religious control. After the Revolutionary War, considerable discussion was devoted to the thought of establishing a national or federal university.² Although all six of the first U.S. presidents supported the concept of a national university, such an institution was never approved by Congress.³ Despite Thomas Jefferson's lack of success with the national university concept, he was influential in the founding of the U.S. Military Academy at West Point in 1802.

Another major development of the early 19th century was the creation of normal schools. These institutions were designed to help prepare teachers for the expanding school systems. The first of the normal schools was founded in 1823. Later in 1839,

Horace Mann established the first public normal school in Massachusetts. These schools typically offered a 2-year program.

Although national education statistics were not collected prior to 1869-70, some inferences about the number of colleges can be made by examining the current colleges that have founding dates during the late 18th and early 19th centuries. Some 37 of today's colleges were founded prior to 1800 (table 27). Only four of these colleges were founded as public institutions. The evidence suggests that the first of the public colleges to obtain a charter was the University of Georgia, though the University of North Carolina was the first to open.⁴ Most of these 37 colleges had their beginning in the last two decades of the 18th century. The growth of colleges accelerated during the 19th century. During the first two decades of the 1800s, 31 more colleges were founded, of which 5 were publicly controlled (6, if the federally controlled West Point is included). The next two decades brought 102 more colleges that still exist today, and between 1840 and 1859, an additional 210 colleges were founded. Whether college enrollments kept pace with the rise in population from 3.9 million in 1790 to 31.5 million in 1860 is unknown, but at least the increase in the number of colleges suggests sharp rises in enrollment.⁵ Public colleges also expanded in the first half of the 19th century, and by 1860, there were 21 state colleges in 20 different states.⁶ Today, many of the 380 colleges founded prior to 1860 are independent or public, but most were originally controlled by religious groups.⁷ Public higher education was assisted through such programs as the First Morrill Act in 1862, which provided land grants for the creation and maintenance of agricultural and mechanical colleges.

¹ Donald G. Tewksbury, *The Founding of American Colleges and Universities*, (New York: Columbia University Press, 1932; reprint ed., New York: Arcon Books, 1965), 90-91.

² Adolphe E. Meyer, *Grandmasters of Educational Thought* (New York: McGraw Hill, 1975), 146.

³ Richard Hofstadter and Wilson Smith, ed., *American Higher Education, A Documentary History, Vol. 1* (Chicago: University of Chicago Press, 1961), 157.

⁴ Tewksbury, *The Founding of American Colleges and Universities*, 167.

⁵ U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States. Colonial Times to 1970*, 2 vols. (Washington, D.C.: U.S. Government Printing Office, 1973), 1:8. U.S. Department of Education, National Center for Education Statistics, "Institutional Characteristics, 1980-81," unpublished data.

⁶ Tewksbury, *The Founding of American Colleges and Universities*, 169.

⁷ Raphael M. Huber, *The Part Played by Religion in the History of Education in the United States of America* (Trenton: MacCrillish & Quigley & Co., 1951), 27.

Higher education in the early 19th century was characterized by heavy emphasis on the classics. Higher education often began at 14 to 16 years of age, though 17 to 20 was more common. Generally, prospective students were expected to have an understanding of Greek and Latin and were frequently tested on these before being allowed entrance. Some knowledge of basic mathematics, such as algebra, was assumed. The college curriculum generally comprised four years of study, and the typical core of this instruction was equal parts of mathematics, Greek, and Latin. Sometimes these were the sole elements of freshman and sophomore education. At more progressive and prestigious colleges, juniors and seniors might delve into a variety of scientific topics, perhaps including some medical lectures, though physical sciences were more common. Other common subjects for upperclassmen included rhetoric, philosophy, and Christian studies.⁸ Thomas Jefferson in his founding of the University of Virginia designed what was considered a progressive institution that provided electives for students to choose particular courses of study. The courses of study at the university included medicine, ancient and modern languages, mathematics, philosophy, and sciences.⁹ During the 1820s and 1830s, developments at other colleges such as Harvard and Brown, reflected more interest in science and mathematics instruction at the expense of ancient studies.¹⁰ Colleges reacted to the changing times. The first exclusively scientific institution, Rensselaer Polytechnic University, opened in 1824.¹¹

Higher education continued to maintain a strong attachment to traditional studies through much of the 19th century. In 1886–87, 62 percent of college students were enrolled in classical courses.¹² In 1878, more than 10 percent of those students wishing to enter colleges where entrance examinations were given were rejected only because of their lack of proficiency with the Greek language. Altogether, about one fourth of students were rejected because of defi-

ciencies in Latin, Greek, or sometimes mathematics.¹³

Enrollment

Higher education enrollment in the colonies was largely limited to the well-to-do. This situation prevailed through the late 19th and early 20th century. When the federal Office of Education began collecting education data in 1869–70, only 63,000 students were attending higher education institutions throughout the country, which amounted to only about 1 percent of the 18- to 24-year-old population. This small number of students was divided among 563 campuses, giving an average enrollment size of only 112 students. About 21 percent of students were female. Today, there are over 14,000,000 students in the U.S. attending some 3,600 institutions, for an average enrollment of 3,931 students. More than half of college students are women (table 23). About 33 percent of all 18- to 24-year-olds are enrolled in college today. Not only are many more students involved in higher education today, but the system itself has shown dynamic change over the past century, evolving from small institutions serving a relatively restricted student body with instruction focussing on instruction in the classics and mathematics into today's large enterprises offering a vast array of courses.

During the latter part of the 1800s, enrollment grew rapidly in higher education institutions, but much of this growth was due to increases in the population. Enrollment grew by 278 percent between 1869–70 and 1899–1900, but students as a percent of 18- to 24-year-olds rose from 1 percent to 2 percent. The proportion of women students in colleges grew significantly from 21 percent in 1869–70 to 36 percent in 1899–1900. While the number of colleges grew during this period, it did not rise as fast as the number of students. As a result, the average size of colleges grew as well, reaching 243 in 1899–1900 (table 24).

⁸For examples, see (*Exposition of the System of Instruction and Discipline Pursued in the University of Vermont by the Faculty* [Burlington: University of Vermont, 1829], 30) and (*Catalogue of the Officers and Students of the University in Cambridge, October 1825* [Cambridge: University Press, 1825], 19). These standards remained in effect at many campuses well after the Civil War (*Catalogue of the University of North Carolina, 1866–67* [Raleigh: Nichols, Gorman & Neathery Printers, 1867], 15.)

⁹*Catalogue of the Officers and Students of the University of Virginia, Session of 1839–40* (Charlottesville: Robert Noel, 1840), 1, and N.J. Cabell, ed., *Early History of the University of Virginia, as Contained in the Letters of Thomas Jefferson and Joseph C. Cabell* (Richmond: J.W. Randolph, 1856), 142–143.

¹⁰*Catalogue of the Officers and Students of Brown University, March 1824* (Providence: Carlile & Co., 1824), 5; *Catalogue of the Officers and Students of Brown University, 1827–28* (Providence: Carlile & Co., 1828), 13; *Catalogue of the Officers and Students of the Univer-*

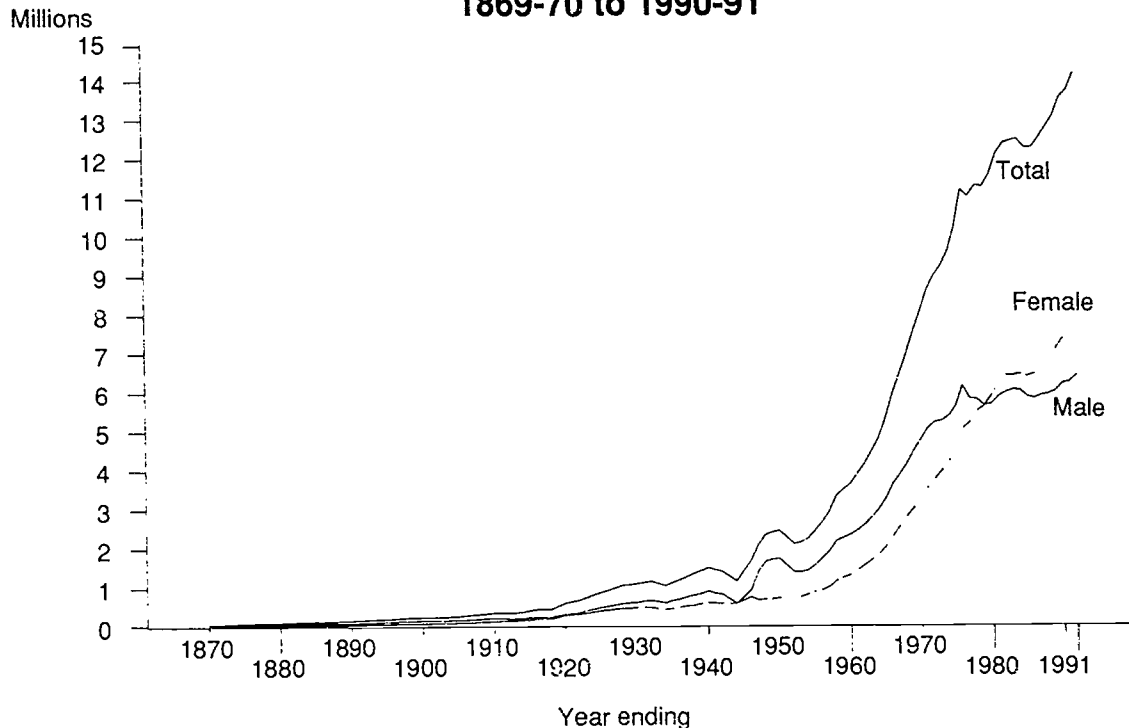
sity in Cambridge, October 1820 (Cambridge: University Press, 1820); and *Catalogue of the Officers and Students of Harvard University for the Academical Year 1827–28* (Cambridge: University Press, 1827).

¹¹This excludes the military science academy at West Point. Nicholas Butler, gen. ed., *Education in the United States, Monographs on Education in the United States* (New York: Arno Press & The New York Times, 1969), "Scientific, Technical, and Engineering Education," by T.C. Mendenhall, 555.

¹²U.S. Department of the Interior, *Annual Report of the Secretary of the Interior for the Fiscal Year Ending June 30, 1890*, 5 vols., (Washington, D.C.: U.S. Government Printing Office, 1893), Part 2, 5:772–773.

¹³U.S. Department of the Interior, Bureau of Education, *Report of the Commissioner of Education for the Year 1878* (Washington, D.C.: U.S. Government Printing Office, 1880), XCIV.

**Figure 14.--Enrollment in institutions of higher education, by sex:
1869-70 to 1990-91**



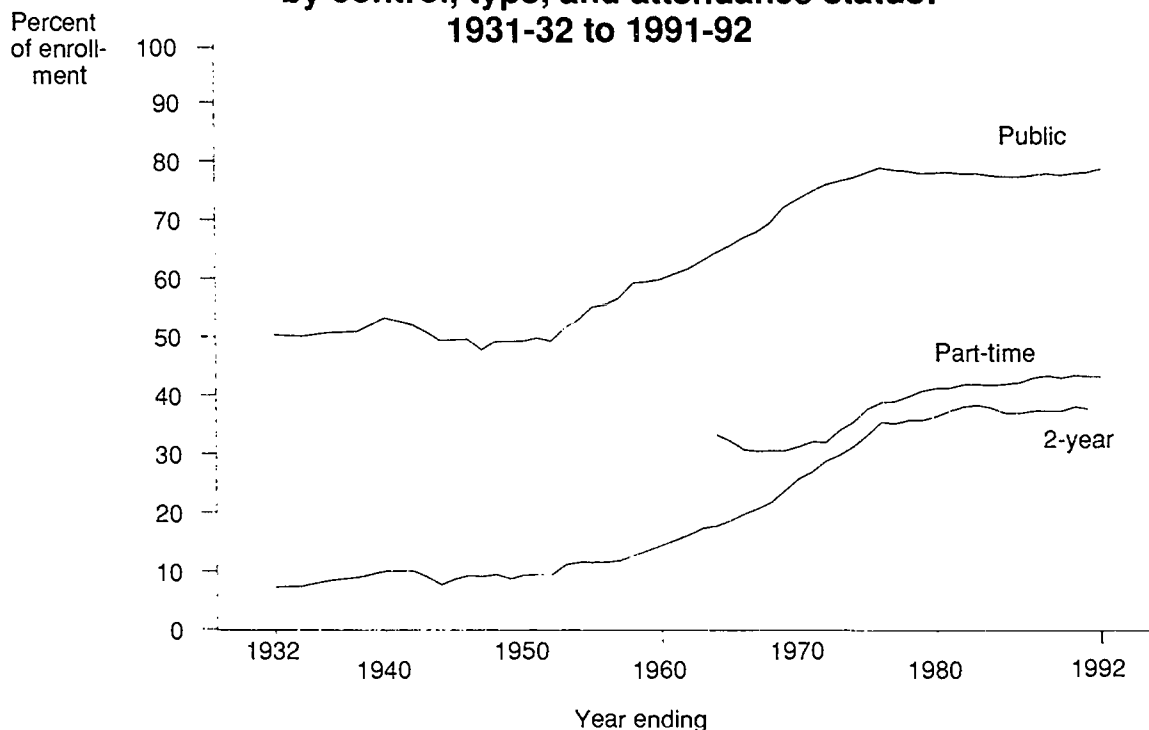
Source: U.S. Department of Commerce, Bureau of the Census. *Historical Statistics of the United States. Colonial Times to 1970:* and U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics.* various issues.

Enrollment growth accelerated in the first 30 years of the 20th century, driven by population growth and continuing rises in participation rates. Between 1899–1900 and 1909–10, enrollment rose by 50 percent. In the following decade, enrollment rose by 68 percent, and between 1919–20 and 1929–30, enrollment rose by 84 percent. During these 30 years, the ratio of college students to 18- to 24-year-olds rose from 2 to 7 per 100. However, the proportion of women students in higher education dropped during the 1920s from 47 percent to 44 percent. The depression of the 1930s may have contributed to slower growth in college enrollment and participation. By the end of the decade, college enrollment had reached 1.5 million with 9 college students per 100 18- to 24-year-olds. The total was still 36 percent higher than 1929–30, but the proportion of women students had fallen to 40 percent. By this time, enrollment in public colleges

had risen to the point where more than half of college students were enrolled in public institutions.

During the early 1940s, the enrollment of males dropped precipitously as large numbers of young men went to fight World War II. In 1943–44, about half of the students in colleges were women. By the end of the 1940s, college enrollment was surging. Large numbers of World War II veterans entered colleges assisted by such programs as the Servicemen's Readjustment Act which provided education benefits. In fall 1949, about 2.4 million students enrolled in colleges, or about 15 per 100 18- to 24-year-olds. The proportion of women on campus dropped to 30 percent. The proportion of students enrolled in public colleges was about half, the same as in the 1929–30. Enrollment was still concentrated at 4-year colleges, with less than 10 percent of students at 2-year colleges.

Figure 15.--Percentage of students in institutions of higher education, by control, type, and attendance status: 1931-32 to 1991-92



Source: U.S. Department of Commerce, Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics*, various issues.

The 1950s and 1960s marked two major developments. First, large numbers of young people entered college and second, public colleges expanded dramatically to meet the demand. College enrollment rose by 49 percent in the 1950s, partly because of the rise in the enrollment/population ratio from 15 percent to 24 percent. During the 1960s, enrollment rose by 120 percent. By 1969, college enrollment was as large as 35 percent of the 18- to 24-year-old population. About 41 percent of the college students were women. Public institutions accounted for 74 percent of enrollment, and about one-fourth of all students were enrolled at 2-year colleges.

The 1970s were a period of slower growth in college enrollment despite record numbers of young people of college age and increasing participation of older adults in college. During the 1970s, enrollment rose by 45 percent, somewhat slower than the 1960s, but about the same as the 1950s. The proportion of part-time students also increased, from 31 percent in 1969 to 41 percent in 1979. This rise was partly due to increased participation rates of older students and the expansion of 2-year college systems, whose enrollment more than doubled. By 1979, women constituted the majority on college

campuses. Enrollment growth slowed substantially during the 1980s, with only a 17 percent increase between 1979 and 1989. Incremental increases have continued during the early 1990s. The proportion of part-time students has increased only slightly during the 1980s as participation rates for older age groups have remained stable. In contrast, enrollment rates for younger, traditional college-age people rose significantly, and college enrollment showed increases during the 1980s, despite drops in the college-age population.

Institutions and Professional Staff

Historical trends in numbers of institutions reflect steady growth over the past 120 years, but the rate of growth has been substantially slower than the rise in enrollment. The result of these differing rates of increase has been that the average size of colleges has steadily increased. The average size of colleges rose from only 112 students in 1869-70 to 243 at the turn of the century. By 1929-30, average size had risen to 781, and it more than doubled by 1960. In 1989-90, the average size of colleges was 3,830 students (table 23).

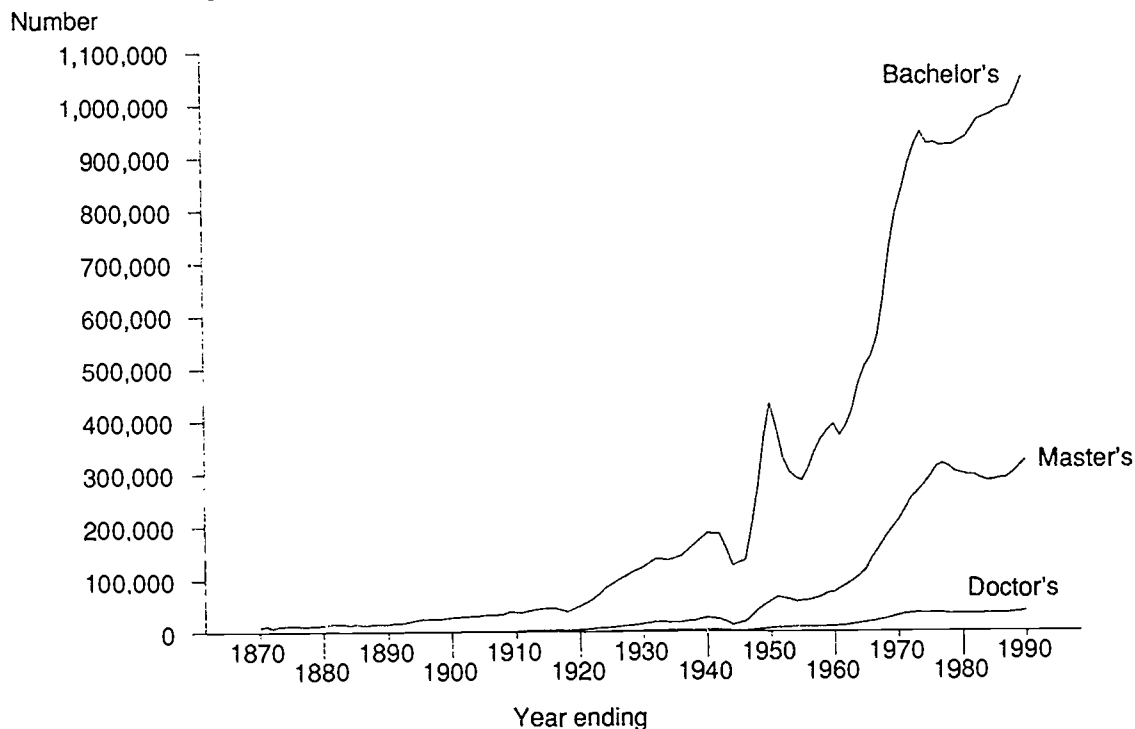
The growth in the number of professional staff employed by colleges and universities has closely paralleled the rise in enrollment. The ratio of students to staff has remained remarkably stable for more than 100 years. In 1869-70, there were 11 students for every professional, and in 1989-90, there were 9 students for every professional (table 26). Although the measure fluctuated somewhat over the time period, the changes have not been dramatic, and some of them are due to changes in survey procedures and definitions. Full-time-equivalent data which might be used to make more precise measurements of staff resources are not available for the entire time period.

Degrees Conferred

The number of bachelor's degrees conferred exhibited substantial increases during the 20th century. The periods of most rapid growth were the 1920s, the 1940s, and the 1960s (table 28). The increase in the 1920s corresponds to rising proportions of young people completing high school and consequently be-

coming eligible for college admission. The 1940s surge was partly a result of the federal financial aid program for veterans which encouraged huge numbers of returning servicemen to enter higher education programs. In the 1960s, the "baby boom" generation entered college, and their large numbers resulted in substantial increases in bachelor's degrees conferred. An additional factor in the increase in the number of students and degrees was that over time a higher proportion of young people sought access to higher education. During the 1970s, interest in higher education remained relatively steady, but the number of bachelor's degree recipients in relation to the 23-year-old population was somewhat lower than the peaks attained during the late 1960s and early 1970s. The number of bachelor's degrees continued to grow during the 1980s, despite declines in the traditional college-age population. This may be partly attributed to rising proportions of high school graduates attending college as well as to the graduation of older students.

Figure 16.--Bachelor's, master's, and doctor's degrees conferred by institutions of higher education: 1869-70 to 1989-90

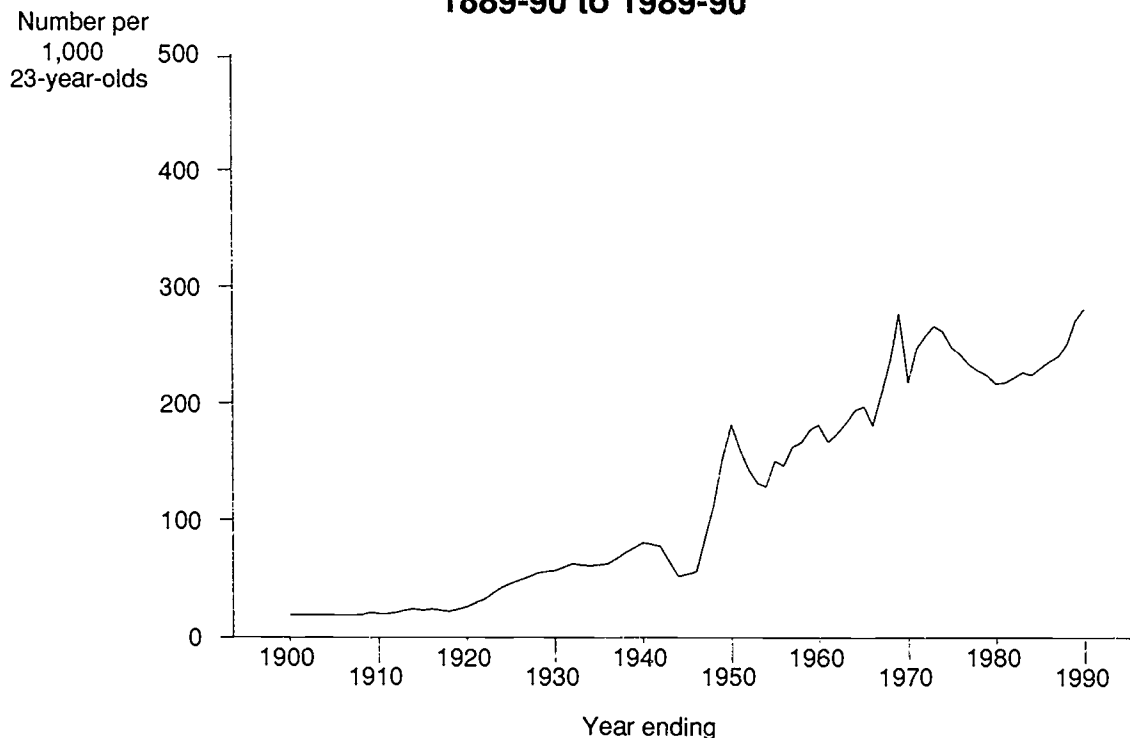


Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

The proportion of women earning bachelor's degrees rose slowly during the latter part of the 19th and early 20th century. Between 1869-70 and 1909-10, the proportion of bachelor's degrees earned by women rose from 15 percent to 23 percent. During the teens and the twenties, the proportion received by women grew more rapidly, reaching 40 percent in 1929-30. The proportion remained about the same during the 1930s, but rose dramatically during the early 1940s as large numbers of men left home to fight in World War II. During some of the war years,

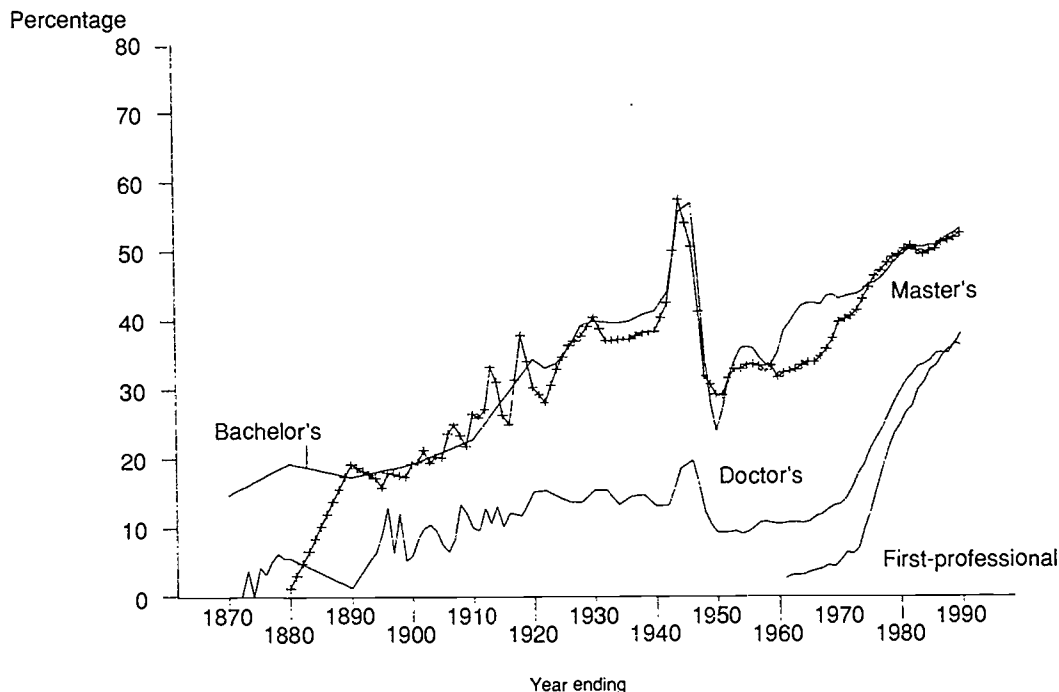
women constituted the majority of graduates. Following the war, the number of male graduates surged as large numbers of former soldiers took advantage of financial assistance to complete their studies. In 1949-50, only 24 percent of the graduates were women, but subsequently the proportion of women began to grow again, reaching 43 percent in 1970. By the early 1980s, the majority of bachelor's degree recipients were women, and in 1989-90, women earned 53 percent of all bachelor's degrees.

**Figure 17.--Bachelor's degrees per 1,000 23-year-olds:
1889-90 to 1989-90**



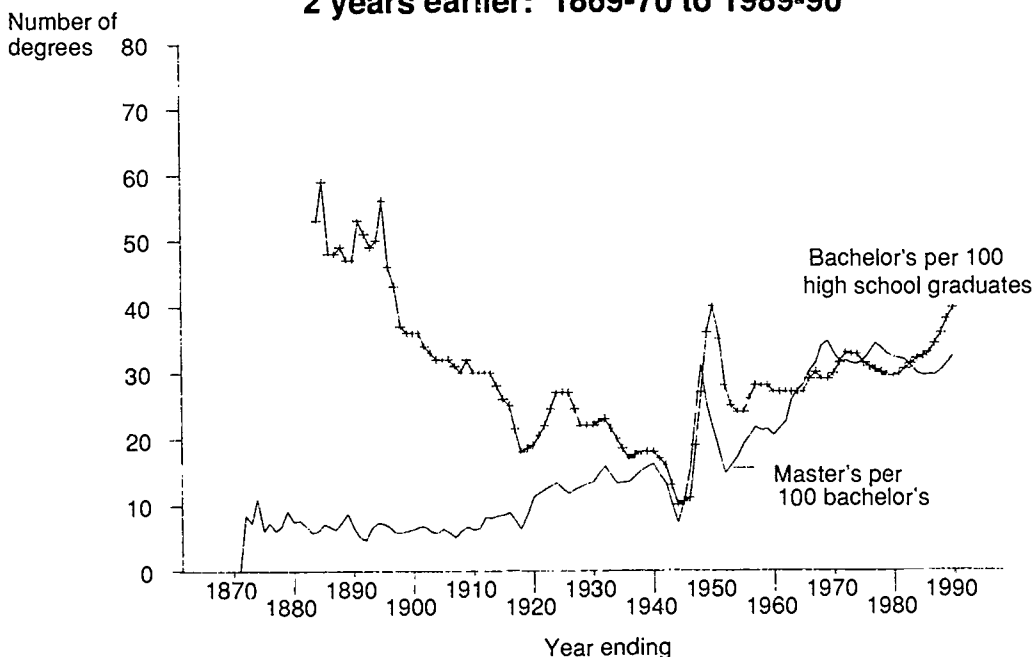
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Reports, *Population Estimates and Projections*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1992*

Figure 18.--Percentage of higher education degrees conferred to females, by level: 1869-70 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics. *Biennial Survey of Education in the United States: Earned Degrees Conferred*; and Integrated Postsecondary Education Data System (IPEDS) "Completions" survey.

Figure 19.--Bachelor's degrees per 100 high school graduates 4 years earlier and master's degrees per 100 bachelor's degrees 2 years earlier: 1869-70 to 1989-90



SOURCE: U.S. Department of Commerce, Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Reports, *Population Estimates and Projections*, various years; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years.

Master's Degrees

The pattern of growth in the number of master's degrees conferred is similar to that displayed by bachelor's degrees. The number of master's degrees grew between 1871-72 and 1899-1900, but the rate was erratic with year-to-year fluctuations, some of which may have been caused by survey anomalies. Still the number of master's degrees per 100 bachelor's degrees remained steady, generally remaining between 6 and 8. This pattern shifted upward during the 1920s as more bachelor's degree recipients sought master's degrees, and the ratio rose to 16 in 1931-32. The ratio rose rapidly immediately after World War II, especially compared to the relatively small number of bachelor's degrees awarded during the war years. The rise in master's degrees probably was influenced by veterans returning to college to complete their studies. The next period of dramatic growth began in the early 1960s when both the number of bachelor's degree recipients and the ratio of master's degrees per 100 bachelor's degrees began to rise. In 1969-70, there were 33 master's degrees per 100 bachelor's degrees awarded 2 years earlier. This ratio has remained fairly stable since that time period.

The number of master's degrees reached a peak of 317,000 in 1976-77 and then declined for several years. The former 1976-77 peak finally was exceeded in 1989-90 when 324,000 degrees were awarded.

The proportion of master's degrees awarded to women rose significantly after the turn of the century, reaching 26 percent in 1909-10. The proportion continued to increase during the teens and twenties, like the bachelor's degrees. However, there was little rise in the proportion of women receiving master's degrees during the 1930s. The proportion of degrees awarded to women fell during the 1940s, and by 1949-50, the proportion had fallen to 29 percent, partly as a result of the influx of veterans. Not until 1969-70 did the proportion of women reach 40 percent again, about the same as 1929-30. During the 1970s and 1980s, the proportion of degrees awarded to women continued to rise, reaching 53 percent in 1989-90.

Doctor's Degrees

The number of doctor's degrees conferred by U.S. colleges remained very small until the 1920s. While the number of doctor's degrees in relation to the number of bachelor's degrees rose somewhat during the late 1880s and 1890s, the doctor's degrees grew at a slower rate in the later years of the 19th century. During the 1920s, the number of doctor's degrees per 1,000 bachelor's degrees rose indicating that more people were pursuing advanced degrees after

their bachelor's degrees. Also, more people were receiving bachelor's degrees which increased the size of the pool for potential graduate school students. As a function of these shifts, the number of doctor's degrees conferred in 1929-30 showed an increase of 274 percent compared to 1919-20.

During the 1930s, the number of doctor's degrees continued to rise, but at a slower rate. The ratio of doctor's to bachelor's degrees fell significantly during the 1930s and continued to fall during World War II. The lapse in time from bachelor's to doctor's degree also lengthened significantly during the postwar years, suggesting that many young people took time from their studies to serve during the war. The number of doctor's degrees continued to rise through the 1950s, but at much slower rate than the 1920s or 1940s. Also, the ratio of doctor's degrees to bachelor's degrees rose and then fell sharply. As in the lower levels of degrees, the 1960s brought a surge of interest in doctor's degrees. Not only did the absolute number of degrees rise by 204 percent between 1959-60 and 1969-70, but the ratio of doctor's degrees to 1,000 bachelor's degrees rose from 23 to 78. Also, the time-lapse from bachelor's degree to doctor's degree hit a low of 7.9 years, as short as any period measured except in 1919-20.

Through the 1970s, the number of doctor's degrees conferred fluctuated within a narrow range. The ratio of doctor's degrees per 1,000 bachelor's degrees fell sharply, and the average length of time to obtain the degree began to rise. The 1980s saw the average time to complete the doctor's degree lengthen to a record 10.5 years in 1987-88, 1988-89, and 1989-90. The number of these degrees per 1,000 bachelor's degrees held steady during the 1980s and actually rose slightly at the end of the decade. Because of the increases in the pool of graduate students, the number of doctor's degrees rose somewhat during the 1980s from 32,600 in 1979-80 to 38,200 in 1989-90.

Women generally have obtained a lower proportion of doctor's degrees than master's or bachelor's. Only a small number of doctor's degrees were awarded to women in the last 30 years of the 19th century, perhaps fewer than might be awarded by a large university in a single year today. The proportion of doctor's degrees awarded to women rose at an irregular rate between 1899-1900 and 1939-40, from 6 percent to 13 percent. After the war years, the proportion awarded to women fell. By 1970 the proportion of doctor's degrees awarded to women had reached 13 percent again. During the 1970s, more women began graduating from doctor's degree programs, and the proportion reached 30 percent by 1979-80. In 1989-90, about 36 percent of all doctor's degrees were earned by women.

First-Professional Degrees

Prior to 1960-61, separate figures on first-professional degrees did not exist because these programs were tabulated with the bachelor's degrees. In the late 18th and early 19th century, professional degrees frequently did not require attainment of a bachelor's degree before entrance into the programs. Since 1960-61, first professional degrees, such as degrees in law, medicine, and dentistry, have risen in a different pattern than other types of degrees (table 31). For example, first-professional degrees grew more rapidly during the 1970s than in the 1960s. In contrast to the increases of bachelor's, master's, and doctor's degrees, the number of first-professional degrees fell during the latter half of the 1980s.

Over the past 30 years, the number of degrees awarded in law has grown much more rapidly than degrees conferred in medicine or dentistry. However, the number of degrees conferred in each of the three areas is down from peaks reached during the mid-1980s. The number of degrees in dentistry grew by 72 percent between 1959-60 and 1982-83, before falling dramatically by 27 percent between 1982-83 and 1989-90. The number of medical degrees rose by 128 percent between 1959-60 and 1984-85, and

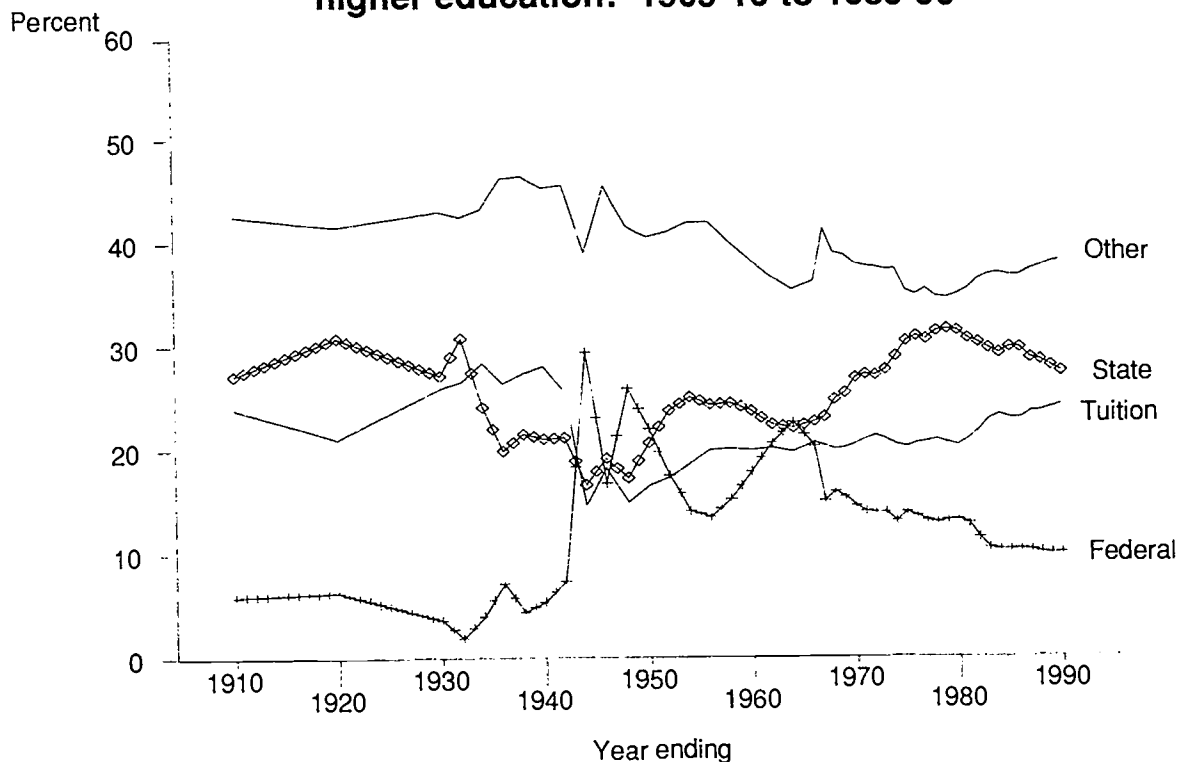
then fell 6 percent by 1989-90. The number of degrees conferred in law rose the most rapidly with an increase of 306 percent between 1959-60 and 1984-85, but since then the number of law degrees has fluctuated at a slightly lower level.

One of the most significant trends in first-professional degrees has been the dramatic increase in the portion of degrees earned by women. In 1959-60, women received 1 percent of the dentistry degrees, 6 percent of the medical degrees, and only 2 percent of the law degrees. The number of women earning degrees in these fields rose rapidly, particularly during the 1970s. In 1989-90 women accounted for 31 percent of the dentistry degrees, 34 percent of the degrees in medicine, and 42 percent of the degrees in law.

Revenues for Higher Education

Although there have been huge increases in the total revenues for higher education during the 20th century, the sources of the funds have shown relatively stable patterns. For example, the proportion of revenues from tuition and fees was 24 percent in 1909-10 and in 1989-90. However, there have been some significant shifts through the period, notably during World War II (table 33).

Figure 20.--Sources of current-fund revenue for institutions of higher education: 1909-10 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics. *Annual Report of the Commissioner; Biennial Survey of Education in the United States; Financial Statistics of Institutions of Higher Education; Digest of Education Statistics, 1992*; and unpublished data.

From 1909–10 to 1939–40, revenue sources evolved slowly. The proportion of revenues from tuition dropped slightly during the teens and then rose to 26 percent in 1929–30 and 28 percent in 1939–40. The proportion from federal sources fluctuated between 4 and 7 percent during this 30-year period. The proportion of revenues from state sources fluctuated around 30 percent between 1909–10 and 1931–32, and then fell significantly during the Great Depression of the 1930s. By the early 1940s, only 21 percent of revenues came from the state government. The proportion of revenues from endowments fell from 16 percent in 1909–10 to 10 percent in 1939–40. Part of this drop may have been due to the rapidly rising number of institutions. The new schools usually did not have the resources of some of the older, well-established institutions. Also the stock market crash of 1929 and the ensuing depression dampened revenues from endowments. One significant rise during the early part of the century was in income from auxiliary enterprises, which rose from 12 percent of all revenues in 1909–10 to 20 percent of all revenues in 1939–40.

The war years were marked by an increase in federal funding of higher education. Some of this funding was earmarked for research, and some was for training programs specifically contracted by the federal government. After the war, the proportion of revenues coming from the federal government began to decline, dipping to 14 percent in 1955–56. After some rises during the early 1960s, the proportion of revenues from the federal government began a long, slow slide to 10 percent in 1989–90. In contrast, the proportion of revenues from state sources increased in the 1950s, 1960s, and 1970s, but dipped slightly in the 1980s. The percent of revenues from local government has fluctuated between 2 and 4 percent since World War II. Similarly, the proportions of revenues from endowments and from private gifts, grants, and contracts have shown only small fluctuations during the postwar period. One significant shift in college finances of the postwar period has been the steady increase in revenues from university hospitals. Between 1949–50 and 1989–90, the proportion of revenues rose from 5 percent in 1949–50 to 9 percent in 1989–90. This increase occurred during the 1970s and 1980s, after falling in the early part of the postwar period.

Expenditures

In the 60-year period between 1929–30 and 1989–90, there were several significant developments in the expenditure patterns of colleges and universities. Although changes in definitions and data collection procedures sometimes hamper direct comparisons, there appears to have been some increase in the

proportion of expenditures for administration, research, and university hospitals, and a decline in the proportion of expenditures for instruction, auxiliary enterprises, and plant operation and maintenance. However, these shifts have not been consistent over the 60-year period (table 24).

Administrative and general expenditures as a percent of current-fund expenditures rose slowly throughout the 1929–30 to 1989–90 period. In 1929–30, administrative expenditures accounted for about 8 percent of college budgets, but they increased to 10 percent in 1959–60 and 14 percent in 1989–90. The administrative costs rose most rapidly in the 1960s while changes in most of the other decades amounted to about 1 percentage point or less.

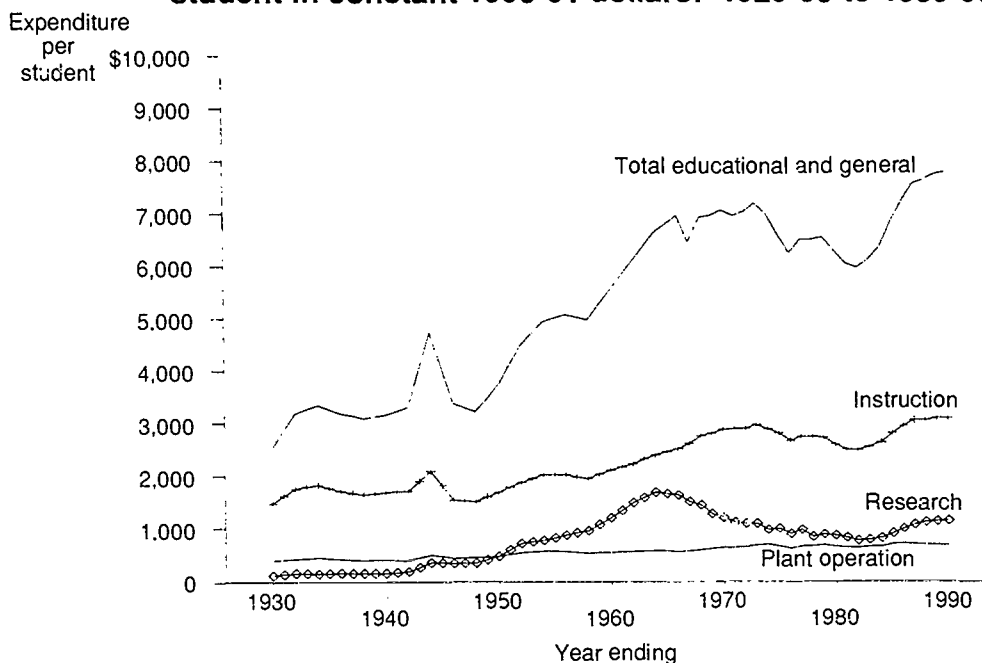
One of the most rapidly growing areas of college budgets in recent years has been university hospitals. When data were first tabulated separately in 1966–67, university hospitals accounted for 2 percent of the budget. Hospitals accounted for 8 percent of the budget in 1979–80 and 9 percent in 1989–90.

The proportion of college budgets for instruction is lower now than in 1929–30, but most of the change occurred during the 1930s and 1940s. Between 1929–30 and 1949–50, the share of college budgets for instruction fell from 44 percent to 35 percent. In the following 40 years, the proportion dipped slightly, reaching 31 percent in 1989–90.

Although there have been significant fluctuations, the proportion of college budgets spent on plant operation and maintenance has fallen over the 60-year period. The share of college budgets for plant operation and maintenance fell from 12 percent in 1929–30 to 10 percent in 1939–40. Between 1939–40 and 1943–44, there was a further drop to 8 percent, likely caused by conservation policies prompted by the war. After jumping to 10 percent again after the war, the proportion of funds for plant operation and maintenance fell to 7 percent through the late 1960s. In the early 1970s, partly due to the sharply higher costs of energy, the plant operation share returned to 8 percent. In the latter part of the 1980s, the proportion fell to 7 percent.

The part of the college budget that goes to auxiliary enterprises such as residence halls, food service, and sports arenas has fallen through much of the 60-year period. These auxiliary enterprises rose from 17 percent of the budget in 1931–32 to 23 percent in 1947–48. But during the 1950s and the 1960s, the proportion fell steadily. After stabilizing in the 1970s, the proportion dipped slightly again to about 10 percent in 1989–90. At least part of this shift may be attributed to the increased popularity of 2-year colleges, which have lower spending on auxiliary enterprises compared to 4-year colleges with larger numbers of students living on campus.

Figure 21.--Expenditures of institutions of higher education per student in constant 1990-91 dollars: 1929-30 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics. *Annual Report of the Commissioner: Biennial Survey of Education in the United States; Financial Statistics of Institutions of Higher Education*; and Integrated Postsecondary Education Data System (IPEDS) "Finance" survey.

Another way of examining college and university expenditures is to look at per student spending. After adjustment for inflation, expenditures per student have risen in nearly every decade since 1929-30. Because consistent data on full-time-equivalent enrollment were not available for this historical analysis, data on total head-count enrollment were used instead. Because of the rising proportion of students attending college part-time, the use of total enrollment makes the expenditure per student percentage changes lower than they would have been if more precise FTE enrollment data had been used.

Educational and general spending on a per student basis held up remarkably well during the Great Depression of the 1930s, even registering a 25 percent increase. Per student expenditures rose a further 18 percent during the 1940s. The 1950s saw the most rapid growth. The large 49 percent increase in expenditures per student may be partly attributed to the enrollment drop during the early part of the decade when the high expenditures of the immediate post-war years remained steady. Expenditures per student rose a further 27 percent during the 1960s, but dropped 11 percent in the 1970s. The drops were particularly notable during the years with the highest inflation rates. During the 1980s, the expenditures

per student rose a further 24 percent reaching an all time record of \$7,799 per student in 1989-90.

Endowment and Physical Plant

Endowment funds and physical plant value are long-term assets that can be used to analyze institutional resources. Physical plant value measures the book value of land, buildings, and equipment owned by colleges and universities. Endowment funds are economic resources that are acquired by colleges through donations or deliberate transfers from current operating funds. The principal of the endowment is maintained in investments while the interest is diverted to fund special programs, such as faculty members in specific disciplines, or student aid, or scholarships for particular categories of students.

Endowments at colleges represent a sizeable economic resource amounting to \$68 billion in 1989-90. Endowment funds are deposited in a variety of investments, including relatively volatile ones like stocks. Thus, their value tends to fluctuate more over time than other types of higher education finances. When examined on a per student basis, there was a drop in the book value of the endowments per student between the mid-1930s and the early 1950s. A more reliable indicator of market value of endowment became available in the mid-1960s. Market value of

endowment takes into account unrealized losses and gains in the value of the investments. The market value data indicate a continuing drop in value per student through the early 1980s. Some of this may be attributed to the rapid growth of new public colleges, especially 2-year colleges, which generally have either no or small endowments. During the 1980s, the market value of endowment per student rose a dramatic 71 percent. Some of this may be due to favorable stock market performances, as well as to institutional drives to boost endowments even at public colleges.

The plant value data must be interpreted with caution since the book value of buildings or land may differ considerably from their replacement value. After adjustment for student enrollment and inflation, it appears that plant fund value per student generally is lower now than in the late 1960s and early 1970s. Some of this may be attributed to the growth in the enrollment of 2-year colleges which accounted for 38 percent of students in 1989 compared to 26 percent

of students in 1969. Two-year colleges generally have lower physical plant value per student than 4-year colleges because relatively few students live on campus, and equipment and land holdings are generally less extensive. Property value per student remained stable during the 1980s after adjustment for student enrollment and inflation. Like other expenditure-per-student measures, the use of total enrollment rather than FTE enrollment tends to depress percentage changes.

The 20th century has been a period of dynamic growth for higher education institutions. Colleges have evolved from institutions largely limited to the social elite to much more egalitarian institutions attended today by nearly two out of three high school graduates. Colleges showed particularly strong growth during the late teens and in the twenties, fifties, sixties and eighties. The missions of colleges have evolved with the times as has the student composition. College enrollments, degrees, and finances are now at record highs.

Table 23.—Historical summary of higher education statistics: 1869–70 to 1989–90

Table with columns for years 1869-70 to 1989-90 and rows for various statistics including total institutions, professional staff, male/female enrollment, earned degrees conferred, and financial data.

1 Prior to 1979-80 excludes branch campuses. 2 Total number of different individuals (not reduced to full-time equivalent). Beginning in 1959-60, data are for the first term of the academic year. 3 Estimated. 4 Includes all faculty, instructors and above, and research assistants. 5 Data for 1869-70 to 1939-40 are for resident degree-credit students who enrolled at any time during the academic year. 6 Preliminary data. 7 From 1869-70 to 1959-60, first-professional degrees included under bachelor's degrees. 8 Figures for years prior to 1969-70 are not precisely comparable with later data. 9 Book value Includes annuity funds. 10 Endowment funds only.

—Data not available

NOTE.—Beginning in 1959-60, includes Alaska and Hawaii. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Education Directory, Colleges and Universities; Faculty and Other Professional Staff in Institutions of Higher Education; Fall Enrollment in Colleges and Universities; Earned Degrees Conferred; Financial Statistics of Institutions of Higher Education; and "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment," "Completions," and "Finance" surveys. (This table was prepared November 1992.)

Table 24.—Enrollment in institutions of higher education, by sex, attendance status, and type and control of institution: 1869-70 to fall 1991
 [in thousands]

| Year | Total enrollment | Enrollment as a percent of 18- to 24-year-old population ¹ | Male | Female | Full-time | Part-time | 4-year | 2-year | Public institutions | | | Private institutions | | |
|-----------|------------------|---|-------|--------|-----------|-----------|--------|--------|---------------------|--------|-----------------|----------------------|--------|--------|
| | | | | | | | | | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1869-70 | 63 | 1.3 | 49 | 13 | — | — | — | — | — | — | — | — | — | — |
| 1879-80 | 116 | 1.6 | 78 | 38 | — | — | — | — | — | — | — | — | — | — |
| 1889-90 | 157 | 1.8 | 100 | 56 | — | — | — | — | — | — | — | — | — | — |
| 1899-1900 | 238 | 2.3 | 152 | 85 | — | — | — | — | — | — | — | — | — | — |
| 1904-05 | 264 | 2.3 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1909-10 | 355 | 2.8 | 215 | 141 | — | — | — | — | — | — | — | — | — | — |
| 1910-11 | 354 | 2.8 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1911-12 | 356 | 2.8 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1912-13 | 361 | 2.8 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1913-14 | 379 | 2.9 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1914-15 | 404 | 3.1 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1915-16 | 441 | 3.3 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1917-18 | 441 | 3.4 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1919-20 | 598 | 4.7 | 315 | 283 | — | — | — | — | — | — | — | — | — | — |
| 1921-22 | 681 | 5.2 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1923-24 | 2 823 | 6.1 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1925-26 | 941 | 6.7 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1927-28 | 1 054 | 7.2 | — | — | — | — | — | — | — | — | — | — | — | — |
| 1929-30 | 1 101 | 7.2 | 620 | 481 | — | — | — | — | 531 | — | 37 | 591 | — | — |
| 1931-32 | 1 154 | 7.4 | 667 | 487 | — | — | 1 069 | 85 | 582 | 523 | 59 | 572 | 546 | 26 |
| 1933-34 | 1 055 | 6.7 | 616 | 440 | — | — | 977 | 78 | 530 | 474 | 56 | 525 | 503 | 23 |
| 1935-36 | 1 208 | 7.6 | 710 | 499 | — | — | 1 106 | 102 | 614 | 544 | 71 | 594 | 562 | 32 |
| 1937-38 | 1 351 | 8.4 | 804 | 547 | — | — | 1 229 | 122 | 689 | 607 | 82 | 661 | 622 | 39 |
| 1939-40 | 1 494 | 9.1 | 893 | 601 | — | — | 1 344 | 150 | 797 | 689 | 108 | 698 | 655 | 42 |
| 1941-42 | 1 404 | 8.4 | 819 | 585 | — | — | 1 263 | 141 | 732 | 631 | 10 ¹ | 672 | 631 | 40 |
| 1943-44 | 1 155 | 6.8 | 579 | 576 | — | — | 1 066 | 89 | 571 | 511 | 61 | 584 | 556 | 28 |
| 1945-46 | 1 677 | 10.0 | 928 | 749 | — | — | 1 520 | 156 | 834 | 724 | 110 | 843 | 796 | 47 |
| Fall 1946 | 2 078 | 12.5 | 1 418 | 661 | — | — | — | — | — | — | — | — | — | — |
| Fall 1947 | 2 338 | 14.2 | 1 659 | 679 | — | — | 2 116 | 222 | 1 152 | 989 | 163 | 1 186 | 1 127 | 59 |
| Fall 1948 | 2 403 | 14.7 | 1 709 | 694 | — | — | 2 192 | 211 | 1 186 | 1 032 | 154 | 1 218 | 1 161 | 57 |
| Fall 1949 | 2 445 | 15.2 | 1 722 | 723 | — | — | 2 216 | 229 | 1 207 | 1 036 | 171 | 1 238 | 1 179 | 58 |
| Fall 1950 | 2 281 | 14.3 | 1 560 | 721 | — | — | 2 064 | 217 | 1 140 | 972 | 168 | 1 142 | 1 092 | 50 |
| Fall 1951 | 2 102 | 13.4 | 1 391 | 711 | — | — | 1 902 | 200 | 1 038 | 882 | 156 | 1 064 | 1 020 | 44 |
| Fall 1952 | 2 134 | 13.8 | 1 380 | 754 | — | — | 1 896 | 238 | 1 101 | 910 | 192 | 1 033 | 986 | 47 |
| Fall 1953 | 2 231 | 14.7 | 1 423 | 808 | — | — | 1 973 | 258 | 1 186 | 976 | 210 | 1 045 | 997 | 48 |
| Fall 1954 | 2 447 | 16.2 | 1 563 | 883 | — | — | 2 164 | 282 | 1 354 | 1 112 | 241 | 1 093 | 1 052 | 41 |
| Fall 1955 | 2 653 | 17.7 | 1 733 | 920 | — | — | 2 345 | 308 | 1 476 | 1 211 | 265 | 1 177 | 1 134 | 43 |
| Fall 1956 | 2 918 | 19.5 | 1 911 | 1 007 | — | — | 2 571 | 347 | 1 656 | 1 359 | 298 | 1 262 | 1 212 | 50 |
| Fall 1957 | 3 324 | 22.0 | 2 171 | 1 153 | — | — | — | — | 1 973 | — | — | 1 351 | — | — |
| Fall 1959 | 3 640 | 23.8 | 2 333 | 1 307 | — | — | — | — | 2 181 | — | — | 1 459 | — | — |
| Fall 1961 | 4 145 | 23.6 | 2 586 | 1 559 | — | — | — | — | 2 561 | — | — | 1 584 | — | — |

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Table 24.—Enrollment in institutions of higher education, by sex, attendance status, and type and control of institution:—Continued
1869–70 to fall 1991
[In thousands]

| Year | Total enrollment | Enrollment as a percent of 18- to 24-year-old population ¹ | Male | Female | Full-time | Part-time | 4-year | 2-year | Public institutions | | | Private institutions | | |
|------------------------|------------------|---|-------|--------|-----------|-----------|--------|--------|---------------------|--------|--------|----------------------|--------|--------|
| | | | | | | | | | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Fall 1963 | 4,780 | 27.7 | 2,982 | 1,818 | 3,184 | 1,596 | 3,929 | 850 | 3,081 | 2,341 | 740 | 1,698 | 1,588 | 111 |
| Fall 1964 | 5,280 | 28.7 | 3,249 | 2,031 | 3,573 | 1,707 | 4,291 | 989 | 3,468 | 2,593 | 875 | 1,812 | 1,698 | 114 |
| Fall 1965 | 5,921 | 29.8 | 3,630 | 2,291 | 4,096 | 1,825 | 4,748 | 1,173 | 3,970 | 2,928 | 1,041 | 1,951 | 1,820 | 132 |
| Fall 1966 | 6,390 | 30.7 | 3,856 | 2,534 | 4,439 | 1,951 | 5,064 | 1,326 | 4,349 | 3,160 | 1,189 | 2,041 | 1,904 | 137 |
| Fall 1967 | 6,912 | 32.2 | 4,133 | 2,779 | 4,793 | 2,119 | 5,399 | 1,513 | 4,816 | 3,444 | 1,372 | 2,096 | 1,955 | 141 |
| Fall 1968 | 7,513 | 34.1 | 4,478 | 3,035 | 5,210 | 2,303 | 5,721 | 1,792 | 5,431 | 3,784 | 1,646 | 2,082 | 1,937 | 146 |
| Fall 1969 | 8,005 | 35.0 | 4,746 | 3,258 | 5,499 | 2,506 | 6,262 | 2,068 | 5,897 | 3,963 | 1,934 | 2,108 | 1,975 | 133 |
| Fall 1970 | 8,581 | 35.8 | 5,044 | 3,537 | 5,816 | 2,765 | 6,262 | 2,319 | 6,428 | 4,233 | 2,195 | 2,153 | 2,029 | 124 |
| Fall 1971 | 8,949 | 35.3 | 5,207 | 3,742 | 6,077 | 2,871 | 6,369 | 2,579 | 6,804 | 4,347 | 2,457 | 2,144 | 2,022 | 122 |
| Fall 1972 | 9,215 | 35.8 | 5,239 | 3,976 | 6,072 | 3,142 | 6,459 | 2,756 | 7,071 | 4,430 | 2,641 | 2,144 | 2,029 | 115 |
| Fall 1973 | 9,602 | 36.5 | 5,371 | 4,231 | 6,189 | 3,413 | 6,590 | 3,012 | 7,420 | 4,530 | 2,890 | 2,183 | 2,060 | 122 |
| Fall 1974 | 10,224 | 37.9 | 5,622 | 4,601 | 6,370 | 3,853 | 6,820 | 3,404 | 7,989 | 4,703 | 3,285 | 2,235 | 2,117 | 119 |
| Fall 1975 | 11,185 | 40.3 | 6,149 | 5,036 | 6,841 | 4,344 | 7,215 | 3,970 | 8,835 | 4,998 | 3,836 | 2,350 | 2,217 | 134 |
| Fall 1976 | 11,012 | 38.8 | 5,811 | 5,201 | 6,717 | 4,295 | 7,129 | 3,883 | 8,653 | 4,902 | 3,752 | 2,359 | 2,227 | 132 |
| Fall 1977 | 11,286 | 39.0 | 5,789 | 5,497 | 6,793 | 4,493 | 7,243 | 4,043 | 8,847 | 4,945 | 3,902 | 2,439 | 2,298 | 141 |
| Fall 1978 | 11,260 | 38.3 | 5,641 | 5,619 | 6,668 | 4,592 | 7,232 | 4,028 | 8,786 | 4,912 | 3,874 | 2,474 | 2,319 | 155 |
| Fall 1979 | 11,570 | 38.8 | 5,683 | 5,887 | 6,794 | 4,776 | 7,353 | 4,217 | 9,037 | 4,980 | 4,057 | 2,503 | 2,373 | 160 |
| Fall 1980 | 12,097 | 40.2 | 5,874 | 6,223 | 7,098 | 4,999 | 7,571 | 4,526 | 9,457 | 5,129 | 4,329 | 2,640 | 2,442 | 198 |
| Fall 1981 | 12,372 | 41.0 | 5,975 | 6,397 | 7,181 | 5,190 | 7,655 | 4,716 | 9,647 | 5,166 | 4,481 | 2,725 | 2,489 | 236 |
| Fall 1982 | 12,426 | 41.4 | 6,031 | 6,394 | 7,221 | 5,205 | 7,654 | 4,772 | 9,696 | 5,176 | 4,520 | 2,730 | 2,478 | 252 |
| Fall 1983 | 12,465 | 42.0 | 6,024 | 6,441 | 7,261 | 5,204 | 7,741 | 4,723 | 9,683 | 5,223 | 4,459 | 2,782 | 2,518 | 284 |
| Fall 1984 | 12,242 | 42.0 | 5,864 | 6,378 | 7,098 | 5,144 | 7,711 | 4,531 | 9,477 | 5,198 | 4,279 | 2,765 | 2,513 | 252 |
| Fall 1985 | 12,247 | 43.0 | 5,818 | 6,429 | 7,075 | 5,172 | 7,716 | 4,531 | 9,479 | 5,210 | 4,270 | 2,768 | 2,506 | 261 |
| Fall 1986 | 12,504 | 45.1 | 5,885 | 6,619 | 7,120 | 5,384 | 7,824 | 4,680 | 9,714 | 5,300 | 4,414 | 2,790 | 2,524 | 426 |
| Fall 1987 | 12,767 | 47.1 | 5,932 | 6,835 | 7,231 | 5,536 | 7,990 | 4,776 | 9,973 | 5,432 | 4,541 | 2,793 | 2,558 | 423 |
| Fall 1988 | 13,055 | 49.0 | 6,002 | 7,053 | 7,437 | 5,619 | 8,180 | 4,875 | 10,161 | 5,546 | 4,615 | 2,894 | 2,634 | 260 |
| Fall 1989 | 13,539 | 51.4 | 6,190 | 7,349 | 7,661 | 5,878 | 8,398 | 5,151 | 10,578 | 5,694 | 4,884 | 2,961 | 2,693 | 267 |
| Fall 1990 ⁵ | 13,710 | 51.1 | 6,239 | 7,472 | 7,780 | 5,930 | 8,529 | 5,181 | 10,741 | 5,803 | 4,938 | 2,970 | 2,726 | 243 |
| Fall 1991 ⁶ | 14,157 | 53.7 | 6,405 | 7,752 | 8,031 | 6,126 | — | — | 11,174 | — | — | 2,983 | — | — |

¹ Population ratio data are based on persons 18 to 24 years old, as of July 1 prior to the opening of school, except for 1899–1900 which is based on July 1 population after the closing of school in June. Population data through 1959 are total population, including armed forces overseas. Data for 1960 to 1991 are resident population. Many students are over age 24, particularly in the later years. In fall 1990, about 44 percent of college students were over age 24.

² Data for 1923–24 and previous years based on U.S. Office of Education, *Education for Victory*, vol. 3, no. 6, 1944.

³ Large increases are due to the addition of schools accredited by the National Association of Trade and Technical Schools in 1980 and 1981.

⁴ Because of imputation techniques, data are not consistent with figures for other years.

⁵ Preliminary data.

⁶ Preliminary estimate.

NOTE.—Prior to 1970, data for 2-year branch campuses of 4-year institutions are included with the 4-year institutions. Data for 1869–70 through fall 1956 are degree-credit enrollment. Data for later years include degree-credit and non-degree-credit enrollment. Data for 1869–70 through 1945–46 are cumulative enrollment for the entire academic year. Beginning in fall 1960, data include Alaska and Hawaii.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics* (This table was prepared September 1992).

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Table 25.—Enrollment in institutions of higher education, by state: 1869-70 to fall 1990—Continued

| State | Academic year degree-credit enrollment | | | | | | | | | | Total enrollment | | | | |
|----------------------------|--|---------|---------|-----------|---------|---------|---------|---------|---------|-----------|------------------|-----------|-----------|-----------|--|
| | 1869-70 | 1879-80 | 1889-90 | 1899-1900 | 1909-10 | 1919-20 | 1929-30 | 1939-40 | 1949-50 | Fall 1959 | Fall 1969 | Fall 1979 | Fall 1989 | Fall 1990 | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| South Carolina | 381 | 1,069 | 1,774 | — | 5,152 | 5,246 | 10,666 | 15,914 | 23,038 | 30,875 | 62,320 | 131,459 | 145,730 | 159,302 | |
| South Dakota | 0 | 0 | 677 | — | 1,763 | 4,676 | 6,113 | 6,583 | 8,157 | 14,621 | 30,908 | 31,294 | 32,666 | 34,208 | |
| Tennessee | 1,663 | 4,872 | 5,531 | — | 8,134 | 9,219 | 20,496 | 25,253 | 39,748 | 59,887 | 127,568 | 199,902 | 218,866 | 226,238 | |
| Texas | 421 | 1,929 | 2,441 | — | 8,344 | 23,490 | 46,703 | 74,552 | 129,477 | 185,518 | 407,918 | 676,047 | 879,335 | 901,437 | |
| Utah | 296 | 55 | 141 | — | 1,102 | 2,313 | 7,127 | 13,043 | 22,360 | 34,903 | 81,540 | 88,608 | 114,815 | 121,303 | |
| Vermont | 759 | 782 | 896 | — | 1,245 | 1,813 | 2,442 | 3,975 | 7,767 | 9,571 | 21,964 | 29,550 | 35,946 | 36,398 | |
| Virginia | 2,408 | 3,178 | 4,273 | — | 6,540 | 10,738 | 19,316 | 26,156 | 37,393 | 57,511 | 138,561 | 270,599 | 344,284 | 353,442 | |
| Washington | 0 | 138 | 84 | — | 4,524 | 10,675 | 17,903 | 26,226 | 43,093 | 65,018 | 170,107 | 303,469 | 255,760 | 263,278 | |
| West Virginia | 325 | 973 | 1,174 | — | 2,708 | 4,334 | 11,632 | 14,444 | 22,834 | 28,838 | 62,052 | 81,335 | 82,455 | 84,790 | |
| Wisconsin | 1,255 | 2,659 | 3,293 | — | 10,763 | 20,159 | 23,758 | 33,135 | 49,678 | 73,556 | 190,496 | 255,907 | 291,966 | 299,774 | |
| Wyoming | 0 | 0 | 9 | — | 125 | 375 | 1,177 | 2,264 | 3,817 | 6,371 | 14,115 | 19,490 | 29,159 | 31,326 | |
| U.S. Service Schools | — | — | — | — | 1,211 | 2,990 | 3,400 | 4,326 | 7,340 | 13,411 | 15,828 | 18,102 | 55,607 | 48,023 | |

—Data not available

NOTE.—National totals exclude data for Utah in 1869-70 and 1879-80, and Washington in 1879-80. Beginning in 1959-60, data include Alaska and Hawaii.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Report of the Commissioner of Education, Biennial Survey of Education in the United States: Total Enrollment in Institutions of Higher Education, First Term, 1959-60; Fall Enrollment in Institutions of Higher Education; and Integrated Postsecondary Education Data System, "Fall Enrollment" survey.* (This table was prepared September 1992.)

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Table 27.—Number of permanent colleges and universities founded before 1860, by decade of founding and by state

| State | Total before 1860 | Before 1769 | 1770 to 1779 | 1780 to 1789 | 1790 to 1799 | 1800 to 1809 | 1810 to 1819 | 1820 to 1829 | 1830 to 1839 | 1840 to 1849 | 1850 to 1859 |
|----------------------------|-------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 381 | 11 | 4 | 14 | 9 | 10 | 21 | 36 | 66 | 79 | 131 |
| Alabama | 10 | — | — | — | — | — | — | 1 | 4 | 2 | 3 |
| Alaska | (¹) | — | — | — | — | — | — | — | — | — | — |
| Arizona | (¹) | — | — | — | — | — | — | — | — | — | — |
| Arkansas | 1 | — | — | — | — | — | — | — | 1 | — | — |
| California | 6 | — | — | — | — | — | — | — | — | — | 6 |
| Colorado | (¹) | — | — | — | — | — | — | — | — | — | — |
| Connecticut | 5 | 1 | — | — | — | — | — | 1 | 3 | — | — |
| Delaware | 1 | — | — | — | — | — | — | — | 1 | — | — |
| District of Columbia ... | 3 | — | — | 1 | — | — | — | 1 | — | — | 1 |
| Florida | 2 | — | — | — | — | — | — | — | — | — | 2 |
| Georgia | 10 | — | — | 1 | — | — | — | 2 | 5 | 1 | 1 |
| Hawaii | (¹) | — | — | — | — | — | — | — | — | — | — |
| Idaho | (¹) | — | — | — | — | — | — | — | — | — | — |
| Illinois | 21 | — | — | — | — | — | — | 3 | 1 | 5 | 12 |
| Indiana | 17 | — | — | — | — | 1 | 1 | 2 | 3 | 5 | 5 |
| Iowa | 13 | — | — | — | — | — | — | — | 1 | 4 | 8 |
| Kansas | 3 | — | — | — | — | — | — | — | — | — | 3 |
| Kentucky | 9 | — | — | 1 | 1 | — | 2 | 1 | — | 1 | 3 |
| Louisiana | 3 | — | — | — | — | — | — | 1 | 1 | — | 1 |
| Maine | 4 | — | — | — | 1 | — | 2 | — | 1 | — | — |
| Maryland | 11 | — | — | 2 | 1 | 2 | — | 1 | 1 | 1 | 3 |
| Massachusetts | 18 | 1 | — | 1 | 1 | 2 | — | 2 | 4 | 2 | 5 |
| Michigan | 8 | — | — | — | — | — | 1 | — | 2 | 3 | 2 |
| Minnesota | 4 | — | — | — | — | — | — | — | — | — | 4 |
| Mississippi | 2 | — | — | — | — | — | — | 1 | — | 1 | — |
| Missouri | 15 | — | — | — | — | — | 2 | 1 | 3 | 2 | 7 |
| Montana | (¹) | — | — | — | — | — | — | — | — | — | — |
| Nebraska | (¹) | — | — | — | — | — | — | — | — | — | — |
| Nevada | (¹) | — | — | — | — | — | — | — | — | — | — |
| New Hampshire | 2 | 1 | — | — | — | — | — | — | 1 | — | — |
| New Jersey | 8 | 2 | — | 1 | — | — | 1 | — | — | — | 4 |
| New Mexico | (¹) | — | — | — | — | — | — | — | — | — | — |
| New York | 39 | 1 | — | 1 | 1 | 1 | 5 | 5 | 5 | 7 | 13 |
| North Carolina | 16 | — | 1 | 2 | — | — | — | — | 5 | 2 | 6 |
| North Dakota | (¹) | — | — | — | — | — | — | — | — | — | — |
| Ohio | 30 | — | — | — | — | 2 | 1 | 3 | 6 | 8 | 10 |
| Oklahoma | 1 | — | — | — | — | — | — | — | — | — | 1 |
| Oregon | 5 | — | — | — | — | — | — | — | — | 3 | 2 |
| Pennsylvania | 44 | 2 | 1 | 3 | 1 | — | 3 | 6 | 6 | 9 | 13 |
| Rhode Island | 2 | 1 | — | — | — | — | — | — | — | — | 1 |
| South Carolina | 11 | — | 1 | — | — | 1 | — | 2 | 2 | 2 | 3 |
| South Dakota | 1 | — | — | — | — | — | — | — | — | — | 1 |
| Tennessee | 12 | — | — | — | 2 | — | — | 1 | — | 6 | 3 |
| Texas | 5 | — | — | — | — | — | — | — | — | 4 | 1 |
| Utah | 1 | — | — | — | — | — | — | — | — | — | 1 |
| Vermont | 7 | — | — | 1 | 1 | 1 | 1 | 1 | 2 | — | — |
| Virginia | 16 | 2 | 1 | — | — | — | 2 | 1 | 6 | 3 | 1 |
| Washington | 1 | — | — | — | — | — | — | — | — | — | 1 |
| West Virginia | 3 | — | — | — | — | — | — | — | 2 | 1 | — |
| Wisconsin | 11 | — | — | — | — | — | — | — | — | 7 | 4 |
| Wyoming | (¹) | — | — | — | — | — | — | — | — | — | — |

¹No permanent colleges founded prior to 1860.
—No permanent colleges reported

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Institutional Characteristics of Colleges and Universities, 1980-81," and unpublished data (This table was prepared November 1992)

BEST COPY AVAILABLE

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Table 32.—First-professional degrees conferred by institutions of higher education in dentistry, medicine, and law, by sex: 1949–50 to 1989–90

| Year | Dentistry (D.D.S. or D.M.D.) | | | | Medicine (M.D.) | | | | Law (LL.B. or J.D.) | | | |
|----------------------------|---|-------------------|-------|--------|---|-------------------|--------|--------|---|-------------------|------------------|------------------|
| | Number of institutions conferring degrees | Degrees conferred | | | Number of institutions conferring degrees | Degrees conferred | | | Number of institutions conferring degrees | Degrees conferred | | |
| | | Total | Male | Female | | Total | Male | Female | | Total | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1949–50 | 40 | 2,579 | 2,561 | 18 | 72 | 5,612 | 5,028 | 584 | (¹) | (¹) | (¹) | (¹) |
| 1951–52 | 41 | 2,918 | 2,895 | 23 | 72 | 6,201 | 5,871 | 330 | (¹) | (¹) | (¹) | (¹) |
| 1953–54 | 42 | 3,102 | 3,063 | 39 | 73 | 6,712 | 6,377 | 335 | (¹) | (¹) | (¹) | (¹) |
| 1955–56 | 42 | 3,009 | 2,975 | 34 | 73 | 6,810 | 6,464 | 346 | 131 | 8,262 | 7,974 | 288 |
| 1957–58 | 43 | 3,065 | 3,031 | 34 | 75 | 6,816 | 6,469 | 347 | 131 | 9,394 | 9,122 | 272 |
| 1959–60 | 45 | 3,247 | 3,221 | 26 | 79 | 7,032 | 6,645 | 387 | 134 | 9,240 | 9,010 | 230 |
| 1961–62 | 46 | 3,183 | 3,166 | 17 | 81 | 7,138 | 6,749 | 389 | 134 | 9,364 | 9,091 | 273 |
| 1963–64 | 46 | 3,180 | 3,168 | 12 | 82 | 7,303 | 6,878 | 425 | 133 | 10,679 | 10,372 | 307 |
| 1965–66 | 47 | 3,178 | 3,146 | 32 | 84 | 7,673 | 7,170 | 503 | 136 | 13,246 | 12,776 | 470 |
| 1967–68 | 48 | 3,422 | 3,375 | 47 | 85 | 7,944 | 7,318 | 626 | 138 | 16,454 | 15,805 | 649 |
| 1969–70 | 48 | 3,718 | 3,684 | 34 | 86 | 8,314 | 7,615 | 699 | 145 | 14,916 | 14,115 | 801 |
| 1970–71 | 48 | 3,745 | 3,703 | 42 | 89 | 8,919 | 8,110 | 809 | 147 | 17,421 | 16,181 | 1,240 |
| 1971–72 | 48 | 3,862 | 3,819 | 43 | 92 | 9,253 | 8,423 | 830 | 147 | 21,764 | 20,266 | 1,498 |
| 1972–73 | 51 | 4,047 | 3,992 | 55 | 97 | 10,307 | 9,388 | 919 | 152 | 27,205 | 25,037 | 2,168 |
| 1973–74 | 52 | 4,440 | 4,355 | 85 | 99 | 11,356 | 10,093 | 1,263 | 151 | 29,326 | 25,986 | 3,340 |
| 1974–75 | 52 | 4,773 | 4,627 | 146 | 104 | 12,447 | 10,818 | 1,629 | 154 | 29,296 | 24,881 | 4,415 |
| 1975–76 | 56 | 5,425 | 5,187 | 238 | 107 | 13,426 | 11,252 | 2,174 | 166 | 32,293 | 26,085 | 6,208 |
| 1976–77 | 57 | 5,138 | 4,764 | 374 | 109 | 13,461 | 10,891 | 2,570 | 169 | 34,104 | 26,447 | 7,657 |
| 1977–78 | 57 | 5,189 | 4,623 | 566 | 109 | 14,279 | 11,210 | 3,069 | 169 | 34,402 | 25,457 | 8,945 |
| 1978–79 | 58 | 5,434 | 4,794 | 640 | 109 | 14,786 | 11,381 | 3,405 | 175 | 35,206 | 25,180 | 10,026 |
| 1979–80 | 58 | 5,258 | 4,558 | 700 | 112 | 14,902 | 11,416 | 3,486 | 179 | 35,647 | 24,893 | 10,754 |
| 1980–81 | 58 | 5,460 | 4,672 | 788 | 116 | 15,505 | 11,672 | 3,833 | 176 | 36,331 | 24,563 | 11,768 |
| 1981–82 | 59 | 5,282 | 4,467 | 815 | 119 | 15,814 | 11,867 | 3,947 | 180 | 35,991 | 23,965 | 12,026 |
| 1982–83 | 59 | 5,585 | 4,631 | 954 | 118 | 15,484 | 11,350 | 4,134 | 177 | 36,853 | 23,550 | 13,303 |
| 1983–84 | 60 | 5,353 | 4,302 | 1,051 | 119 | 15,813 | 11,359 | 4,454 | 179 | 37,012 | 23,382 | 13,630 |
| 1984–85 | 59 | 5,339 | 4,233 | 1,106 | 120 | 16,041 | 11,167 | 4,874 | 181 | 37,491 | 23,070 | 14,421 |
| 1985–86 | 59 | 5,046 | 3,907 | 1,139 | 120 | 15,938 | 11,022 | 4,916 | 181 | 35,844 | 21,874 | 13,970 |
| 1986–87 | 58 | 4,741 | 3,603 | 1,138 | 122 | 15,620 | 10,566 | 5,054 | 180 | 36,172 | 21,643 | 14,529 |
| 1987–88 | 57 | 4,477 | 3,300 | 1,177 | 122 | 15,358 | 10,278 | 5,080 | 180 | 35,397 | 21,067 | 14,330 |
| 1988–89 ² | 58 | 4,265 | 3,124 | 1,141 | 124 | 15,460 | 10,310 | 5,150 | 182 | 35,634 | 21,069 | 14,565 |
| 1989–90 ³ | 57 | 4,093 | 2,830 | 1,263 | 124 | 15,115 | 9,977 | 5,138 | 182 | 36,437 | 21,059 | 15,378 |

¹ Data prior to 1955–56 are not shown because they lack comparability with the figures for subsequent years.

² Revised from previously published data.

³ Preliminary data

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Degrees and Other Formal Awards Conferred" surveys, and Integrated Postsecondary Education Data System (IPEDS). "Completions" surveys (This table was prepared November 1991.)

Table 34.—Current-fund expenditures and educational and general expenditure per student of institutions of higher education, by function: 1929–30 to 1989–90—Continued

(In thousands)

| Year | Educational and general expenditures | | | Auxiliary enterprises | Independent operations ² | Hospitals | Other current expenditures | Educational and general expenditures per student in fall enrollment ³ | |
|-----------------------|--------------------------------------|------------------------------|----------------------------|-----------------------|-------------------------------------|------------|----------------------------|--|---------------------------------------|
| | Extension and public service | Scholarships and fellowships | Other general expenditures | | | | | Current dollars | Constant 1989–90 dollars ⁴ |
| | | | | | | | | | |
| 1929–30 | \$24,982 | (6) | — | \$3,127 | (5) | (7) | \$126,112 | 343 | 2,547 |
| 1931–32 | 24,066 | (6) | \$5,239 | 90,897 | (5) | (7) | 24,993 | 364 | 3,210 |
| 1933–34 | 20,020 | (6) | 7,502 | 78,730 | (5) | (7) | 20,938 | 350 | 3,359 |
| 1935–36 | 29,426 | (6) | 2,580 | 95,332 | (5) | (7) | 26,176 | 348 | 3,211 |
| 1937–38 | 34,189 | (6) | 2,020 | 115,620 | (5) | (7) | 23,574 | 352 | 3,118 |
| 1939–40 | 35,325 | (6) | — | 124,184 | (5) | (7) | 28,514 | 349 | 3,174 |
| 1941–42 | 42,525 | (6) | — | 137,328 | (5) | (7) | 28,375 | 408 | 3,320 |
| 1943–44 | 44,421 | (6) | — | 199,344 | (5) | (7) | 20,928 | 653 | 4,755 |
| 1945–46 | 55,473 | (6) | — | 242,028 | (5) | (7) | 26,068 | 489 | 3,405 |
| 1947–48 | 71,180 | (6) | — | 438,988 | (5) | (7) | 52,687 | 595 | 3,243 |
| 1949–50 | 86,674 | (6) | — | 476,401 | (5) | (7) | 62,816 | 698 | 3,742 |
| 1951–52 | 97,408 | \$39,272 | — | 477,672 | (5) | (7) | 32,855 | 933 | 4,506 |
| 1953–54 | 112,227 | 74,035 | — | 537,533 | (5) | (7) | — | 1,051 | 4,964 |
| 1955–56 | 137,914 | 95,490 | — | 637,605 | (5) | (7) | — | 1,079 | 5,095 |
| 1957–58 | 175,256 | 129,935 | 7,439 | 775,316 | (5) | (7) | — | 1,124 | 4,995 |
| 1959–60 | 205,595 | 172,050 | 9,134 | 916,117 | (5) | (7) | — | 1,287 | 5,563 |
| 1961–62 | 244,337 | 228,765 | — | 1,157,517 | (5) | (7) | — | 1,447 | 6,112 |
| 1963–64 | 297,350 | 300,370 | 13,832 | 1,452,244 | (5) | (7) | — | 1,616 | 6,654 |
| 1965–66 | 438,385 | 425,524 | 153,013 | 1,887,744 | (5) | (7) | \$245,115 | 1,753 | 6,974 |
| 1966–67 | 226,566 | 583,390 | 220,453 | 2,060,130 | \$951,668 | \$253,790 | \$239,780 | 1,678 | 6,474 |
| 1967–68 | 597,544 | 712,425 | 240,222 | 2,302,419 | 765,495 | 290,000 | \$275,523 | 1,859 | 6,940 |
| 1968–69 | 530,577 | 814,755 | — | 2,539,183 | 697,317 | 526,943 | — | 1,959 | 6,974 |
| 1969–70 | 593,067 | 984,594 | — | 2,769,276 | 757,388 | 671,236 | — | 2,104 | 7,074 |
| 1970–71 | 588,390 | 1,098,198 | — | 2,988,407 | 829,596 | 842,552 | — | 2,181 | 6,971 |
| 1971–72 | 615,997 | 1,241,372 | — | 3,178,272 | 940,825 | 998,585 | — | 2,284 | 7,049 |
| 1972–73 | 669,735 | 1,322,411 | — | 3,337,789 | 1,033,746 | 1,183,709 | — | 2,431 | 7,210 |
| 1973–74 | 730,560 | 1,396,488 | — | 3,613,256 | 1,014,872 | 1,431,604 | — | 2,568 | 6,992 |
| 1974–75 | 1,097,788 | 1,449,542 | 532,485 | 4,073,590 | 1,085,590 | 2,350,763 | — | 2,694 | 6,606 |
| 1975–76 | 1,238,603 | 1,635,859 | 546,498 | 4,476,841 | 1,132,016 | 2,695,635 | — | 2,736 | 6,264 |
| 1976–77 | 1,343,404 | 1,770,214 | 584,515 | 4,858,328 | 1,434,738 | 3,155,069 | — | 3,010 | 6,513 |
| 1977–78 | 1,425,294 | 1,839,298 | 633,973 | 5,261,477 | 855,054 | 3,597,655 | — | 3,213 | 6,513 |
| 1978–79 | 1,593,097 | 1,944,595 | 703,262 | 5,749,974 | 1,007,119 | 4,130,775 | — | 3,538 | 6,557 |
| 1979–80 | 1,816,521 | 2,200,468 | 732,385 | 6,485,608 | 1,127,728 | 4,757,409 | — | 3,850 | 6,297 |
| 1980–81 | 2,057,770 | 2,504,525 | 815,516 | 7,288,089 | 1,257,934 | 5,433,111 | — | 4,139 | 6,068 |
| 1981–82 | 2,203,726 | 2,684,945 | 783,854 | 7,997,632 | 1,258,777 | 6,234,287 | — | 4,433 | 5,982 |
| 1982–83 | 2,320,478 | 2,922,897 | 856,548 | 8,614,316 | 1,406,126 | 6,986,089 | — | 4,742 | 6,135 |
| 1983–84 | 2,499,203 | 3,301,673 | 958,321 | 9,250,196 | 1,622,233 | 7,379,654 | — | 5,114 | 6,379 |
| 1984–85 | 2,861,095 | 3,670,355 | 1,015,613 | 10,012,248 | 1,867,550 | 8,010,141 | — | 5,723 | 6,871 |
| 1985–86 | 3,119,533 | 4,160,174 | 1,192,449 | 10,528,303 | 2,187,361 | 8,692,113 | — | 6,216 | 7,253 |
| 1986–87 | 3,448,453 | 4,776,100 | 1,212,488 | 11,037,333 | 2,597,655 | 9,173,014 | — | 6,635 | 7,574 |
| 1987–88 | 3,786,362 | 5,325,358 | 1,317,633 | 11,399,953 | 2,822,632 | 10,406,461 | — | 6,984 | 7,655 |
| 1988–89 | 4,227,323 | 5,918,666 | 1,458,397 | 12,280,063 | 2,958,962 | 11,824,782 | — | 7,415 | 7,769 |
| 1989–90 ¹⁰ | 4,689,758 | 6,655,544 | 1,629,742 | 13,203,984 | 3,187,224 | 12,679,285 | — | 7,799 | 7,799 |

¹ Includes all separately budgeted programs, other than research, which are supported by sponsors outside the institution. Examples are training programs, workshops, and training and instructional institutes. For years not shown, most expenditures for these programs are included under "Extension and public service."

² Generally includes only those expenditures associated with federally funded research and development centers (FFROCs).

³ Data for 1929–30 to 1945–56 are based on school year enrollment.

⁴ Data adjusted by the Consumer Price Index computed on a school year basis.

⁵ Expenditures for federally funded research and development centers are included under "Research."

⁶ Included under "Other current expenditures."

⁷ Expenditures for hospitals and independent operations included under "Organized activities related to instructional departments."

⁸ Expenditures were for federal contract courses.

⁹ Includes current expenditures for physical plant assets. In later years, the educational and general expenditures for physical plant assets are included under "Other educational and general expenditures."

¹⁰ Preliminary data
—Data not available.

NOTE.—The data in this table reflect limitations of data availability and comparability. Major changes in data collection forms in 1965–66 and 1974–75 cause significant data comparability problems among the three mostly consistent time periods, 1929–30 to 1963–64, 1965–66 to 1973–74, and 1974–75 to 1989–90. The largest problems affect Hospitals, Independent operations, Organized research, Other sponsored programs, Extension and public service, and Scholarships and fellowships.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States, Financial Statistics of Institutions of Higher Education*; and Integrated Postsecondary Education Data System, "Finance" survey. (This table was prepared September 1992.)

**Table 35.—Value of property and endowment, and liabilities of institutions of higher education:
1899–1900 to 1989–90**
[In thousands]

| Year | Property value at end of year | | | | | | Endowment (end of year market value) ¹ | Liabilities of plant funds |
|-----------------|-------------------------------|----------------------|-----------|-------------------------|------------|--|--|-------------------------------|
| | Total | Physical plant value | | | | Endowment (book value) ¹ | | |
| | | Total | Land | Buildings | Equipment | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1899–1900 | \$448,597 | \$253,599 | — | — | — | ² \$194,998 | — | — |
| 1909–10 | 781,255 | 457,594 | \$92,359 | \$297,153 | \$68,082 | ² 323,661 | — | — |
| 1919–20 | 1,316,404 | 747,333 | 128,922 | 495,920 | 122,491 | ² 569,071 | — | — |
| 1929–30 | 3,437,117 | 2,065,049 | 304,114 | 1,490,014 | 270,921 | ² 1,372,068 | — | — |
| 1935–36 | 3,913,028 | 2,359,418 | 334,085 | 1,636,722 | 388,611 | ² 1,553,610 | — | — |
| 1937–38 | 4,208,695 | 2,556,075 | 313,665 | 1,811,309 | 431,101 | 1,652,620 | — | — |
| 1939–40 | 4,440,063 | 2,753,780 | — | — | — | 1,686,283 | — | — |
| 1941–42 | 4,525,925 | 2,759,261 | — | — | — | ² 1,766,664 | — | — |
| 1947–48 | 6,076,212 | 3,691,725 | — | — | — | 2,384,487 | — | — |
| 1949–50 | 7,401,187 | 4,799,964 | — | — | — | ² 2,601,223 | — | — |
| 1951–52 | 9,241,725 | 6,373,195 | — | — | — | 2,868,530 | — | — |
| 1953–54 | 10,717,082 | 7,523,193 | — | — | — | 3,193,889 | — | — |
| 1955–56 | 12,561,046 | 8,858,907 | 624,467 | ³ 6,697,648 | 1,536,792 | 3,702,139 | — | \$894,383 |
| 1957–58 | 15,770,197 | 11,124,489 | 733,182 | ³ 8,540,429 | 1,850,878 | 4,645,708 | — | 1,444,602 |
| 1959–60 | 18,870,628 | 13,548,548 | 842,664 | ³ 10,472,478 | 2,233,407 | 5,322,080 | — | 1,964,306 |
| 1961–62 | 22,761,133 | 16,681,844 | 1,009,294 | ³ 12,900,093 | 2,772,457 | 6,079,349 | — | 2,806,868 |
| 1963–64 | 28,232,362 | 21,279,346 | 1,292,691 | ³ 16,460,867 | 3,525,788 | 6,953,016 | — | 4,190,189 |
| 1965–66 | 35,274,597 | 26,851,273 | 1,758,901 | ³ 20,653,028 | 4,439,344 | 8,423,324 | \$11,126,831 | 6,071,750 |
| 1967–68 | — | 34,506,348 | 2,062,545 | ³ 26,673,826 | 5,769,977 | — | — | — |
| 1969–70 | 52,930,923 | 42,093,580 | 3,076,751 | 31,865,179 | 7,151,649 | 10,837,343 | 11,206,632 | 9,384,731 |
| 1970–71 | 57,394,951 | 46,053,585 | 3,117,895 | 35,042,590 | 7,893,100 | 11,341,366 | 13,714,330 | 9,786,240 |
| 1971–72 | 62,136,459 | 50,153,251 | 3,287,326 | 38,131,339 | 8,734,586 | 11,983,208 | 15,180,934 | 10,291,095 |
| 1972–73 | 66,814,103 | 53,814,596 | 3,492,611 | 40,808,481 | 9,513,503 | 12,999,507 | 15,099,840 | 10,823,595 |
| 1973–74 | 71,305,817 | 58,002,777 | 3,888,372 | 43,701,491 | 10,412,914 | 13,303,040 | 13,168,076 | 11,400,916 |
| 1974–75 | 75,585,674 | 62,183,078 | 4,210,901 | 46,453,642 | 11,518,536 | 13,402,596 | 14,364,545 | 12,413,420 |
| 1975–76 | 80,300,595 | 66,348,304 | 4,345,232 | 49,349,224 | 12,653,847 | 13,952,291 | 15,488,265 | 12,687,015 |
| 1976–77 | 85,486,550 | 70,739,427 | 4,444,927 | 52,384,393 | 13,910,107 | 14,747,123 | 16,304,553 | 13,068,341 |
| 1977–78 | 90,337,044 | 74,770,804 | 4,621,071 | 55,188,603 | 14,961,131 | 15,566,240 | 16,840,129 | 13,437,861 |
| 1978–79 | 95,442,468 | 78,637,991 | 4,824,250 | 57,563,005 | 16,250,737 | 16,804,477 | 18,158,634 | 13,712,648 |
| 1979–80 | 102,294,859 | 83,733,327 | 5,037,172 | 60,847,097 | 17,849,119 | 18,561,472 | 20,743,045 | 14,181,991 |
| 1980–81 | 109,701,242 | 88,760,567 | 5,212,453 | 64,158,017 | 19,390,097 | 20,940,675 | 23,465,001 | 14,794,669 |
| 1981–82 | 117,601,954 | 94,516,512 | 5,402,339 | 67,794,877 | 21,319,297 | 23,085,442 | 24,415,245 | 15,487,618 |
| 1982–83 | 127,345,302 | 100,992,841 | 5,889,080 | 71,519,718 | 23,584,042 | 26,352,461 | 32,691,133 | 16,749,900 |
| 1983–84 | 137,141,741 | 107,640,113 | 6,109,746 | 75,220,765 | 26,309,602 | 29,501,629 | 32,975,610 | 18,277,315 |
| 1984–85 | 148,163,096 | 114,763,986 | 6,236,159 | 79,133,998 | 29,393,829 | 33,399,110 | 39,916,361 | 22,105,712 |
| 1985–86 | 160,959,517 | 122,261,355 | 6,573,923 | 82,886,012 | 32,801,419 | 38,698,162 | 50,280,775 | 25,699,408 |
| 1986–87 | — | 126,996,079 | 7,220,353 | 85,176,226 | 34,599,500 | — | 56,470,724 | — |
| 1987–88 | — | 133,228,717 | 7,827,226 | 88,356,303 | 37,045,188 | — | 57,338,768 | — |
| 1988–89 | — | 142,425,392 | 8,403,922 | 93,983,463 | 40,038,007 | — | 64,096,719 | — |
| 1989–90 | — | 155,401,508 | 8,969,805 | 101,909,833 | 47,521,870 | — | 67,927,188 | — |

¹ Includes funds functioning as endowment.

² Includes annuity funds.

³ Includes improvements to land and equipment. These funds are included under appropriate categories after 1967–68.

—Data not available.

NOTE —Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States*, and Financial Statistics of Institutions of Higher Education survey. (This table was prepared September 1992.)

Table 36.—Gross domestic product, state and local expenditures, personal income, disposable personal income, and median family income: 1940 to 1991

| Year | Gross domestic product, in billions | | State and local expenditures, ¹ in millions | | Personal income, in billions | Disposable personal income, in billions of 1987 dollars | Disposable personal income per capita | | Median family in- come |
|------------|--|--------------------------|---|---------------------------|------------------------------------|---|--|--------------------------|------------------------------|
| | Current dollars | Constant 1987 dollars | All general expenditures | Education expenditures | | | Current dollars | Constant 1987 dollars | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1940 | — | — | \$9,229 | \$2,638 | — | — | — | — | — |
| 1941 | — | — | — | — | — | — | — | — | — |
| 1942 | — | — | 9,190 | 2,586 | — | — | — | — | — |
| 1943 | — | — | — | — | — | — | — | — | — |
| 1944 | — | — | 8,863 | 2,793 | — | — | — | — | — |
| 1945 | — | — | — | — | — | — | — | — | — |
| 1946 | — | — | 11,028 | 3,356 | — | — | — | — | — |
| 1947 | — | — | — | — | — | — | — | — | \$3,031 |
| 1948 | — | — | 17,684 | 5,379 | — | — | — | — | 3,187 |
| 1949 | — | — | — | — | — | — | — | — | 3,107 |
| 1950 | — | — | 22,787 | 7,177 | — | — | — | — | 3,319 |
| 1951 | — | — | — | — | — | — | — | — | 3,705 |
| 1952 | — | — | 26,098 | 8,318 | — | — | — | — | 3,890 |
| 1953 | — | — | 27,910 | 9,390 | — | — | — | — | 4,242 |
| 1954 | — | — | 30,701 | 10,557 | — | — | — | — | 4,167 |
| 1955 | — | — | 33,724 | 11,907 | — | — | — | — | 4,418 |
| 1956 | — | — | 36,711 | 13,220 | — | — | — | — | 4,780 |
| 1957 | — | — | 40,375 | 14,134 | — | — | — | — | 4,966 |
| 1958 | — | — | 44,851 | 15,919 | — | — | — | — | 5,087 |
| 1959 | \$494.2 | \$1,931.3 | 48,887 | 17,283 | \$391.2 | \$1,284.9 | \$1,958 | \$7,256 | 5,417 |
| 1960 | 513.4 | 1,973.2 | 51,876 | 18,719 | 409.2 | 1,313.0 | 1,994 | 7,264 | 5,620 |
| 1961 | 531.8 | 2,025.6 | 56,201 | 20,574 | 426.5 | 1,356.4 | 2,048 | 7,382 | 5,735 |
| 1962 | 571.6 | 2,129.8 | 60,206 | 22,216 | 453.4 | 1,414.8 | 2,137 | 7,583 | 5,956 |
| 1963 | 603.1 | 2,218.0 | 63,977 | 23,729 | 476.4 | 1,461.1 | 2,210 | 7,718 | 6,249 |
| 1964 | 648.0 | 2,343.3 | 69,302 | 26,286 | 510.7 | 1,562.2 | 2,369 | 8,140 | 6,569 |
| 1965 | 702.7 | 2,473.5 | 74,678 | 28,563 | 552.9 | 1,653.5 | 2,527 | 8,508 | 6,957 |
| 1966 | 769.8 | 2,622.3 | 82,843 | 33,287 | 601.7 | 1,734.3 | 2,699 | 8,822 | 7,532 |
| 1967 | 814.3 | 2,690.3 | 93,350 | 37,919 | 646.5 | 1,811.4 | 2,861 | 9,114 | 7,933 |
| 1968 | 889.3 | 2,801.0 | 102,411 | 41,158 | 709.9 | 1,886.8 | 3,077 | 9,399 | 8,632 |
| 1969 | 959.5 | 2,877.1 | 116,728 | 47,238 | 773.7 | 1,947.4 | 3,274 | 9,606 | 9,433 |
| 1970 | 1,010.7 | 2,875.8 | 131,332 | 52,718 | 831.0 | 2,025.3 | 3,521 | 9,875 | 9,867 |
| 1971 | 1,097.2 | 2,965.1 | 150,674 | 59,413 | 893.5 | 2,099.9 | 3,779 | 10,111 | 10,285 |
| 1972 | 1,207.0 | 3,107.1 | 168,550 | 65,814 | 980.5 | 2,186.2 | 4,042 | 10,414 | 11,116 |
| 1973 | 1,349.6 | 3,268.6 | 181,357 | 69,714 | 1,098.7 | 2,334.1 | 4,521 | 11,013 | 12,051 |
| 1974 | 1,458.6 | 3,248.1 | 198,959 | 75,833 | 1,205.7 | 2,317.0 | 4,893 | 10,832 | 12,902 |
| 1975 | 1,585.9 | 3,221.7 | 230,721 | 87,858 | 1,307.3 | 2,355.4 | 5,329 | 10,906 | 13,719 |
| 1976 | 1,768.4 | 3,380.8 | 256,731 | 97,216 | 1,446.3 | 2,440.9 | 5,796 | 11,192 | 14,958 |
| 1977 | 1,974.1 | 3,533.2 | 274,215 | 102,780 | 1,601.3 | 2,512.6 | 6,316 | 11,406 | 16,009 |
| 1978 | 2,232.7 | 3,703.5 | 296,983 | 110,758 | 1,807.9 | 2,638.4 | 7,042 | 11,851 | 17,640 |
| 1979 | 2,488.6 | 3,796.8 | 327,517 | 119,448 | 2,033.1 | 2,710.1 | 7,787 | 12,039 | 19,587 |
| 1980 | 2,708.0 | 3,776.3 | 369,086 | 133,211 | 2,265.4 | 2,733.6 | 8,576 | 12,005 | 21,023 |
| 1981 | 3,030.6 | 3,843.1 | 407,449 | 145,784 | 2,534.7 | 2,795.8 | 9,455 | 12,156 | 22,388 |
| 1982 | 3,149.6 | 3,760.3 | 436,896 | 154,282 | 2,690.9 | 2,820.4 | 9,989 | 12,146 | 23,433 |
| 1983 | 3,405.0 | 3,906.6 | 466,421 | 163,876 | 2,862.5 | 2,893.6 | 10,642 | 12,349 | 24,674 |
| 1984 | 3,777.2 | 4,146.5 | 505,008 | 176,108 | 3,154.6 | 3,080.1 | 11,673 | 13,029 | 26,433 |
| 1985 | 4,038.7 | 4,279.8 | 553,899 | 192,686 | 3,379.8 | 3,162.1 | 12,339 | 13,258 | 27,735 |
| 1986 | 4,268.6 | 4,404.5 | 605,623 | 210,819 | 3,590.4 | 3,261.9 | 13,010 | 13,552 | 29,458 |
| 1987 | 4,539.9 | 4,540.0 | 657,134 | 226,619 | 3,802.0 | 3,289.6 | 13,545 | 13,545 | ² 30,970 |
| 1988 | 4,900.4 | 4,718.6 | 704,921 | 242,683 | 4,075.9 | 3,404.3 | 14,477 | 13,890 | ² 32,191 |
| 1989 | 5,244.0 | 4,836.9 | 762,360 | 263,898 | 4,380.2 | 3,471.2 | 15,313 | 14,030 | ² 34,213 |
| 1990 | 5,513.8 | 4,884.9 | 834,786 | 288,148 | 4,679.8 | 3,538.3 | 16,236 | 14,154 | ² 35,353 |
| 1991 | 5,671.8 | 4,848.4 | — | — | 4,833.9 | 3,534.1 | 16,693 | 13,987 | — |

¹ Data for years prior to 1963 include expenditures for government fiscal years ending during that particular calendar year. Data for 1963 and later years are the aggregations of expenditures for government fiscal years which ended on June 30 of the stated year. General expenditures exclude expenditures of publicly owned utilities and liquor stores, and of insurance-trust activities. Intergovernmental payments between state and local governments are excluded. Payments to the federal government are included.

² Revised methodology
—Data not available.

NOTE—Gross Domestic Product (GDP) data are adjusted by the GDP implicit price deflator. Personal income data are adjusted by the personal consumption deflator. Some data have been revised from previously published figures.

SOURCE: Executive Office of the President, *Economic Report of the President*, February 1992; U.S. Department of Commerce, Bureau of the Census, *Consumer Income*, Series P-60, No. 174; U.S. Census Bureau, news release, December 30, 1991 (This table was prepared May 1992).

Table 37.—Gross domestic product deflator, Consumer Price Index, education price indexes, and federal budget composite deflator: 1919 to 1992

| Calendar year | | | School year | | | | Federal fiscal year | |
|---------------|---------------------------------|-----------------------------------|-------------|-----------------------------------|----------------------------------|------------------------------|---------------------|-----------------------------------|
| Year | Gross domestic product deflator | Consumer Price Index ¹ | Year | Consumer Price Index ² | Elementary/Secondary Price Index | Higher Education Price Index | Year | Federal budget composite deflator |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1919 | — | 17.3 | 1919–20 | 19.1 | — | — | 1919 | — |
| 1929 | — | 17.1 | 1929–30 | 17.1 | — | — | 1929 | — |
| 1934 | — | 13.4 | 1934–35 | 13.6 | — | — | 1934 | — |
| 1939 | — | 13.9 | 1939–40 | 14.0 | — | — | 1939 | — |
| 1940 | — | 14.0 | 1940–41 | 14.2 | — | — | 1940 | 0.0988 |
| 1941 | — | 14.7 | 1941–42 | 15.6 | — | — | 1941 | 0.1036 |
| 1942 | — | 16.3 | 1942–43 | 16.9 | — | — | 1942 | 0.1136 |
| 1943 | — | 17.3 | 1943–44 | 17.4 | — | — | 1943 | 0.1234 |
| 1944 | — | 17.6 | 1944–45 | 17.8 | — | — | 1944 | 0.1198 |
| 1945 | — | 18.0 | 1945–46 | 18.2 | — | — | 1945 | 0.1157 |
| 1946 | — | 19.5 | 1946–47 | 21.2 | — | — | 1946 | 0.1129 |
| 1947 | — | 22.3 | 1947–48 | 23.3 | — | — | 1947 | 0.1419 |
| 1948 | — | 24.1 | 1948–49 | 24.1 | — | — | 1948 | 0.1637 |
| 1949 | — | 23.8 | 1949–50 | 23.7 | — | — | 1949 | 0.1701 |
| 1950 | — | 24.1 | 1950–51 | 25.1 | — | — | 1950 | 0.1702 |
| 1951 | — | 26.0 | 1951–52 | 26.3 | — | — | 1951 | 0.1597 |
| 1952 | — | 26.5 | 1952–53 | 26.7 | — | — | 1952 | 0.1683 |
| 1953 | — | 26.7 | 1953–54 | 26.9 | — | — | 1953 | 0.1787 |
| 1954 | — | 26.9 | 1954–55 | 26.8 | — | — | 1954 | 0.1835 |
| 1955 | — | 26.8 | 1955–56 | 26.9 | — | — | 1955 | 0.1897 |
| 1956 | — | 27.2 | 1956–57 | 27.7 | — | — | 1956 | 0.1995 |
| 1957 | — | 28.1 | 1957–58 | 28.6 | — | — | 1957 | 0.2081 |
| 1958 | — | 28.9 | 1958–59 | 29.0 | — | — | 1958 | 0.2205 |
| 1959 | 25.6 | 29.1 | 1959–60 | 29.4 | — | — | 1959 | 0.2317 |
| 1960 | 26.0 | 29.6 | 1960–61 | 29.8 | — | 25.1 | 1960 | 0.2367 |
| 1961 | 26.3 | 29.9 | 1961–62 | 30.1 | — | 26.1 | 1961 | 0.2392 |
| 1962 | 26.8 | 30.2 | 1962–63 | 30.4 | — | 27.1 | 1962 | 0.2435 |
| 1963 | 27.2 | 30.6 | 1963–64 | 30.8 | — | 28.1 | 1963 | 0.2539 |
| 1964 | 27.7 | 31.0 | 1964–65 | 31.2 | — | 29.3 | 1964 | 0.2586 |
| 1965 | 28.4 | 31.5 | 1965–66 | 31.9 | — | 30.8 | 1965 | 0.2641 |
| 1966 | 29.4 | 32.4 | 1966–67 | 32.9 | — | 32.4 | 1966 | 0.2705 |
| 1967 | 30.3 | 33.4 | 1967–68 | 34.0 | — | 34.3 | 1967 | 0.2780 |
| 1968 | 31.7 | 34.8 | 1968–69 | 35.7 | — | 36.7 | 1968 | 0.2903 |
| 1969 | 33.3 | 36.7 | 1969–70 | 37.8 | — | 39.2 | 1969 | 0.3086 |
| 1970 | 35.1 | 38.8 | 1970–71 | 39.7 | — | 41.6 | 1970 | 0.3273 |
| 1971 | 37.0 | 40.5 | 1971–72 | 41.2 | — | 44.0 | 1971 | 0.3497 |
| 1972 | 38.8 | 41.8 | 1972–73 | 42.8 | — | 46.3 | 1972 | 0.3731 |
| 1973 | 41.3 | 44.4 | 1973–74 | 46.6 | — | 49.6 | 1973 | 0.3961 |
| 1974 | 44.9 | 49.3 | 1974–75 | 51.8 | 52.7 | 53.8 | 1974 | 0.4307 |
| 1975 | 49.2 | 53.8 | 1975–76 | 55.5 | 57.1 | 57.9 | 1975 | 0.4758 |
| 1976 | 52.3 | 56.9 | 1976–77 | 58.7 | 60.8 | 61.7 | 1976 | 0.5098 |
| 1977 | 55.9 | 60.6 | 1977–78 | 62.6 | 64.6 | 65.8 | 1977 | 0.5623 |
| 1978 | 60.3 | 65.2 | 1978–79 | 68.5 | 70.3 | 70.6 | 1978 | 0.5928 |
| 1979 | 65.5 | 72.6 | 1979–80 | 77.6 | 76.5 | 77.5 | 1979 | 0.6441 |
| 1980 | 71.7 | 82.4 | 1980–81 | 86.6 | 85.7 | 85.9 | 1980 | 0.7102 |
| 1981 | 78.9 | 90.9 | 1981–82 | 94.1 | 93.7 | 94.0 | 1981 | 0.7817 |
| 1982 | 83.8 | 96.5 | 1982–83 | 98.2 | 100.0 | 100.0 | 1982 | 0.8369 |
| 1983 | 87.2 | 99.6 | 1983–84 | 101.8 | 105.6 | 104.7 | 1983 | 0.8776 |
| 1984 | 91.0 | 103.9 | 1984–85 | 105.8 | 112.6 | 110.5 | 1984 | 0.9125 |
| 1985 | 94.4 | 107.6 | 1985–86 | 108.8 | 119.6 | 115.6 | 1985 | 0.9452 |
| 1986 | 96.9 | 109.6 | 1986–87 | 111.2 | 125.7 | 120.3 | 1986 | 0.9735 |
| 1987 | 100.0 | 113.6 | 1987–88 | 115.8 | 132.7 | 125.8 | 1987 | 1.0000 |
| 1988 | 103.9 | 118.3 | 1988–89 | 121.2 | 139.7 | 133.1 | 1988 | 1.0361 |
| 1989 | 108.4 | 124.0 | 1989–90 | 127.0 | 147.6 | 140.8 | 1989 | 1.0815 |
| 1990 | 112.9 | 130.7 | 1990–91 | 133.9 | — | — | 1990 | 1.1283 |
| 1991 | 117.0 | 136.2 | 1991–92 | 138.2 | — | — | 1991 | 1.1782 |
| 1992 | — | — | 1992–93 | — | — | — | 1992 | 1.2147 |

¹ Index for urban wage earners and clerical workers through 1977; 1978 and later figures are for all urban consumers.

² Consumer Price Index adjusted to a school-year basis (July through June)
—Data not available.

NOTE.—Some data have been revised from previously published figures.

SOURCE: Council of Economic Advisers *Economic Indicators*, February 1991, and *Economic Report of the President*, February 1992; U.S. Department of Education, National Institute of Education, *Inflation Measures for Schools and Colleges*; U.S. Department of Labor, Bureau of Labor Statistics, *Consumer Price Index, Research Associates of Washington*, "Inflation Measures for Schools and Colleges, 1990 Update." U.S. Office of Management and Budget, *Budget of the U.S. Government, Fiscal Year 1993*. (This table was prepared July 1992.)

Methodology

General Note

Nationwide statistics on education have been collected and published primarily by the U.S. Department of Education (formerly the Office of Education) and the U.S. Bureau of the Census. Data on education have also been collected and published by other federal, state and local governmental agencies, and by independent research organizations.

The Department of Education obtained the data for this publication from reports of state and local school systems and institutions of higher education. These data relate to school enrollment and attendance, graduates, instructional staff, curricula, school district organization, and receipts and expenditures for elementary and secondary schools, and enrollment, faculty, degrees conferred, income, expenditures, property, and plant fund operations for institutions of higher education.

Data in this report from the Bureau of the Census were obtained from households in the decennial censuses and monthly sample surveys, and relate primarily to school enrollment, literacy, and educational attainment of the general population.

The Department of Education has issued statistical reports on elementary, secondary, and higher education since 1870. From 1869–70 to 1916–17, statistics were included as part of the *Annual Report of the Commissioner of Education*. From 1917–18 to 1957–58, a report was issued for each even-numbered school year under the title, *Biennial Survey of Education in the United States*. Chapter 1 of the *Biennial Survey*, "Statistical Summary of Education," and chapter 2, "Statistics of State School Systems," are primary sources for some derived measures relating to education. Beginning with 1940–41 and ending with 1950–51, chapter 2 was supplemented by an abridged report issued as a circular for each odd-numbered school year. Biennial survey data were based on report forms completed by state departments of education (a copy of the report form appears in the *Biennial Survey* of 1951–52 and 1953–54). Beginning with the *Biennial Survey* of 1951–52 and 1953–54, these forms have been completed by education officials in accordance with detailed instructions contained in the Office of Education, *Handbook I, the Common Core of State Educational Information*. Prior to that date, the forms were completed

in accordance with various circulars of information distributed by the Office of Education.

Since 1962, the annual publication, *Digest of Education Statistics*, has provided an abstract of statistical information covering the broad field of American education from kindergarten through graduate school. The *Digest* utilizes materials from numerous sources, including the statistical surveys and estimates of the Department of Education and other appropriate agencies, both governmental and non-governmental. It is divided into seven chapters: (1) all levels of education; (2) elementary and secondary education; (3) postsecondary education; (4) federal programs for education; (5) outcomes of education; (6) international comparisons of education; and (7) learning resources and technology.

A major issue in presenting accurate statistical data on a national basis is the uniformity with which all recording units use standard terms, definitions, and procedures. Prior to 1908–09, this was controlled only by definitions on the questionnaires requesting information. Since 1908–09, the Office of Education in cooperation with other national and state organizations has improved uniform recording and reporting through the means of national committees, publications, and national and regional conferences.

A major problem in the collection and processing of comprehensive nationwide school statistics is getting all the schools to respond within reasonable time limits. School authorities are not compelled to report to the Department of Education. There is some evidence that the proportion of schools reporting has increased through the years. This increase is most evident in the data for secondary schools. Prior to 1929–30, a complete list of public secondary day schools had not been compiled, and consequently there is no way to measure the degree of response in the earlier years. Since there was no attempt to estimate data for the nonrespondents in the early years, the secondary school data are undercounted. This was especially problematic for high school enrollment and graduate data of the 1870s and 1880s. In 1929–30, there were 23,930 public secondary day schools on file, and reports were received from 22,237. In 1937–38, the number of schools on file increased to 35,308, and the number reporting was

25,091. In 1951–52, there were 23,757 schools, and replies were received from all but 12 schools. The data for the missing schools were estimated, and the published totals for 1951–52 cover all public secondary day schools.

Since 1869–70, there have been both major and minor changes in the collection patterns with changes in the administration of the program. Some patterns lasted for many years. With voluntary response and no field service (until 1924), response rates varied in their completeness for both reporting in general and for specific items. The completeness of the coverage is not always made evident in the publications. For example, field service supplemented returns by mail for the 1923–24 biennial chapters. From 1923 to 1963, visits were made to state departments of education and colleges and universities to complete the coverage from basic or secondary records available in the state departments of education or at individual schools and institutions. The introduction of sampling in recent years has also insured adequate coverage.

The data in these historical tables will not always agree with similar data in the publications cited as sources for a specific year because tabulations were "kept open" for many years, and as data came in, they were added and reflected in future historical tables. In addition, when feasible, missing data have been imputed to produce consistent national information.

Table 1.—Population, by age and race, live births, and birth rate: 1970 to 1991

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-25, and unpublished data; *Historical Statistics of the United States, Colonial Times to 1970*. U.S. Department of Health and Human Services, National Center for Health Statistics, *Monthly Vital Statistics Report*, various issues.

The annual population estimates are as of July 1 and, thus, differ from decennial census population estimates. Annual estimates prior to 1900 are based on linear interpolation between decennial years. Estimates between 1900 and 1919 are based on interpolation applied to decennial age data. Subsequent data are based on decennial data augmented by information on births, deaths, and international migration. Population data for the period from 1980 to 1989 are likely to be revised when they are controlled to the 1990 census. However, experience from past decennial census changes indicates that these changes will be small.

Births and deaths are classified in the category of information known as vital statistics. These data are compiled by the National Center for Health Statistics

(originally by the National Office of Vital Statistics). Since 1900, these have been collected by the Bureau of the Census from various state offices. Since 1951, birth statistics have been estimated based on a 50 percent sample of all registered births. Data on death registrations are compiled in a similar manner. However, each of these relies on the purported reliability of registrations at state and local levels.

Table 2.—School enrollment of 5- to 19-year-olds per 100 persons, by sex and race: 1850 to 1991

Source: U.S. Bureau of the Census. Decennial data, 1850 to 1930, Fifteenth Census Reports, Population, vol. II; 1940 to 1950, U.S. Census of Population: 1950, vol. II, part 1; U.S. Census of Population: 1960, PC(1)-ID. Other data, Current Population Reports, series P-20, Nos. 54, 66, 74, 80, 93, 101, 110, 117, 126, 129, 148, 162, 167, 206, and 222; 1970 to 1991, Current Population Survey, survey data files.

For decennial census years, the statistics refer to the total population within the specified age group; figures from the Current Population Survey (CPS) refer to the civilian noninstitutional population. Persons not covered in the CPS (Armed Forces and institutional population) are known to have low enrollment rates.

In the Census of Population for 1940 and 1950, and in the CPS, 1954 to 1991, enrollment was defined as enrollment in "regular" schools only—that is, schools where enrollment may lead toward an elementary or high school diploma, or to a college, university, or professional school degree. Such schools included public and private nursery schools, kindergartens, elementary and secondary schools, colleges, universities, and professional schools. Enrollment could be either full-time or part-time, day or night.

If a person was receiving regular instruction at home from a tutor and if the instruction was considered comparable to that of a regular school or college, the person was counted as enrolled. Enrollment in a correspondence course was counted only if the person received credit in the regular school system. Enrollments in business and trade schools at the postsecondary level were excluded if the coursework did not lead to a degree.

Children enrolled in kindergarten were included in the "regular" school enrollment figures in the Current Population Survey beginning in 1950; children enrolled in nursery school were included beginning in 1967. Children enrolled in kindergarten were not included in the "regular" school enrollment figures in the 1950 Census of Population; however, they have been included here to make the data comparable

with earlier years and with current practice. In censuses prior to 1950, no attempt was made to exclude children in kindergarten so that the statistics for those years include varying proportions attending kindergarten. Also, in censuses prior to 1940, the data were not restricted as to type of school or college the person was attending.

In addition to differences in definitions of school enrollment and in population coverage, the enrollment data for different years may differ because of variations in the dates when the questions were asked and the time periods to which enrollment referred. Data from the Current Population Survey were obtained in October and refer to enrollment in the current school term. In 1940, 1950, and 1960, the censuses were taken as of April 1, but enrollment related to any time after March 1 in 1940 and any time after February 1 in 1950 and 1960. The corresponding question in the censuses from 1850 to 1930 applied to a somewhat longer period: in 1850 to 1900, to the 12 months preceding the census date; and in 1910, 1920, and 1930, to the period between the preceding September 1 and the census date (April 15 in 1910, January 1 in 1920, and April 1 in 1930).

Information on school enrollment is also collected and published by the Department of Education. These data are obtained from reports of school surveys and censuses. They are, however, only roughly comparable with data collected by the Bureau of the Census from households, because of differences in definitions, time references, population coverage, and enumeration methods.

Table 3.—School enrollment and school enrollment rates, by age and sex: 1940 to 1991

Source: U.S. Bureau of the Census, 1940, U.S. Census of Population: 1950, vol. II, part 1; 1945 to 1969, Current Population Reports, series P-20, Nos. 19, 24, 30, 34, 45, 52, 54, 66, 74, 80, 93, 101, 110, 117, 126, 129, 148, 162, 167, 190, 206, and 222; 1970 to 1991, Current Population Survey, survey data files.

The estimates are based on data obtained in October in the Current Population Survey of the Bureau of the Census, except that data shown for 1940 are based on complete enumeration of the population and were published in volume II of the 1950 census reports on population. Except for 1940, data are for the civilian population excluding the relatively small number in institutions. Data shown for 1940 relate to the total population, including those in institutions and all members of the Armed Forces (about 267,000) enumerated on April 1.

The school enrollment statistics from the Current Population Survey are based on replies to the enu-

merator's inquiry as to whether the person was enrolled in school. See description of CPS procedures under previous table.

Table 4.—Years of school completed by persons 25 years old and over, by race and sex: April 1940 to March 1991

Table 5.—Median years of school completed by persons age 25 and over and 25 to 29, by race and sex: 1910 to 1991

Source: U.S. Bureau of the Census, 1940 and 1950, U.S. Census of Population, 1950, vol. II; 1960, U.S. Census of Population: 1960, series PC-1; 1970 to 1991, Current Population Survey, survey data files.

The median years of school completed is defined as the value which divides the population into two equal parts—one-half having completed more and the other half less schooling than the median. The 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 1st year of high school was treated as completion of the 9th year and completion of the 1st 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 (e.g., persons completing the 12th year were assumed to be distributed evenly between 12.0 and 12.9). 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.

The data for 1940, 1950, and 1960 are based on the decennial censuses: complete count in 1940, 20 percent sample in 1950, and 25 percent sample in 1960. The data for 1970 through 1991 are based on the March Current Population Survey and may differ from decennial census data for the following reasons: (1) only those members of the Armed Forces in the United States living off post or with their families on post are included in the CPS whereas all members of the Armed Forces in the United States are included in the census data and (2) there are differences between the CPS and the censuses in coverage, enumeration techniques, and methods of allocating responses.

The procedure used both in 1940 and 1950 for calculating the median years of school completed made allowance for the fact that many persons reported as having completed a given full school year had also completed a part of the next higher grade. Thus, it

is assumed that persons who reported 12 full years of school completed had actually completed 12.5 years, on the average.

Although the statistics on median years of school completed have been available only since 1940, the data by age give further indication of time trends. The 1910 to 1930 data cited in the table are based on a retrojection of educational attainment of older age groups.

Differences in the quality of education data for the three censuses may have resulted in part from changes in the way the information was requested. In 1940, a single question was asked on highest grade of school completed. In the 1950 and 1960 censuses and the various CPS surveys, data on years of school completed were obtained from a combination of responses to two questions, one asking for the highest grade of school attended and another whether that grade was finished. Analysis of data from the 1940 census returns and from surveys conducted by the Bureau of the Census based on the same question wording as in 1940 indicated that respondents frequently reported the year or grade they had last attended, instead of the one completed. There is evidence that, as a result of the change in the questions in 1950, there was relatively less exaggeration in reporting educational attainment than in 1940. Hence, the indicated increases in attainment between 1940 and 1950 tend slightly to understate the true increase.

The 1970 to 1991 data are based on sample surveys and relate to the resident population, including inmates of institutions and members of the Armed Forces living off post or with their families on post; all other members of the Armed Forces are excluded. Except for 1940, the data 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 the grade?" In 1940, a single question was asked on highest grade of school completed. The questions on educational attainment apply only to progress in regular schools.

Table 6.—Percentage of persons 14 years old and over who are illiterate, by race and nativity: 1870 to 1979

Source: U.S. Bureau of the Census, 1870 to 1930, Fifteenth Census Reports, Population, vol. II; 1940 to 1979, Current Population Reports, series P-20, Nos. 20, 45, and 217; and series P-23, No. 116.

Persons were regarded as illiterate if they could not read and write, either in English or some other language. Information on illiteracy of the population was obtained from direct questions in the censuses of 1870 to 1930. The data for 1947, 1952, 1959, 1969, and 1979 were obtained from sample surveys;

they exclude the Armed Forces and inmates of institutions. The statistics for the census years 1940 and 1950 were derived by estimating procedures. In 1947, the literacy question was asked only of persons who had completed less than 5 years of school; in 1952, 1959, 1969, and 1979, the same general procedure was used, but the question was asked of those who had completed less than 6 years of school.

These surveys examined a very fundamental level of reading and writing. More recent studies on this issue have analyzed functional illiteracy. Functional illiteracy indicates a lack of ability to function effectively in a modern society. These functional illiteracy percentages are substantially higher than earlier studies based on fundamental illiteracy.

Some variation has existed over the years in the way the question on illiteracy was asked. Since 1930, reference has been made as to whether or not the person was able to read and write. In the censuses of 1870 to 1930, two questions were asked; one on whether the person was able to read and one on whether he could write. Illiteracy was defined as inability to write "regardless of ability to read." Since the data showed that nearly all persons who were able to write could also read, the earlier statistics should be generally comparable with data obtained through the consolidated question used in later years.

Ability to read and write cannot be defined so precisely in a census to cover all cases with certainty. No specific test of ability to read and write was used, but enumerators were instructed not to classify a person as literate simply because he was able to write his name. Analysts of earlier census data assumed that the illiterate population comprised only those persons who had no education whatever. Information on the educational attainment of illiterates obtained in recent sample surveys indicates, however, that some persons cannot read and write even though they have had some formal schooling. For example, data from the Current Population Survey of October 1952 show that among persons 14 years old and over the proportion reported as illiterate ranged from 77.8 percent of those who had not completed a year of school to 1.3 percent of those who had completed 5 years. Comparable figures from the November 1969 survey were 57.4 percent and 2.3 percent, respectively.

Data on illiteracy were also collected in the censuses of 1840, 1850, and 1860, but are not included here because they are not comparable with statistics for subsequent years and because of limitations in the quality of data for those early years. In 1840, the head of the family was asked for the total number of illiterates in each family, a method which undoubtedly led to some understatement. Beginning with 1850,

the individual entry system was used, the question being asked regarding each member of the family. By 1870, another change in census methods was introduced, separate questions being asked on ability to read and ability to write. In addition to changes in the form of the inquiry, the statistics on illiteracy for 1840, 1850, and 1860 related to the population 20 years old and over, whereas in the 1870 and later censuses, they referred to the population 10 years old and over.

The percentages of illiterates in the total population 20 years old and over, as recorded in those earlier censuses, were as follows: 1840, 22.0 percent; 1850, 22.6 percent; and 1860, 19.7 percent. The comparable percentages for the white population 20 years old and over in those years were 9.0, 10.7 and 8.9 percent, respectively. The apparent increases in illiteracy of white persons in 1850 and 1870 may be due, in part, to the large influx of immigrants during those periods, many of whom could not read and write in any language. It is more likely, however, that the apparent increases resulted from improvements in the way the information was obtained at those census dates.

Table 7.—Annual mean income of males and females 25 years old and over, by years of school completed: 1939 to 1991

Source: 1939 to 1949, Herman P. Miller, "Annual and Lifetime Income in Relation to Education"; 1939 to 1959, American Economic Association, *The American Economic Review*, December 1960 (copyright); 1956 to 1969, U.S. Bureau of the Census, Current Population Reports, series P-60, No. 74; and 1970 to 1991, Current Population Survey, survey data files.

Data for 1939 were derived from 1940 Census of Population, *Education: Educational Attainment by Economic Characteristics and Marital Status*; for 1946, from Current Population Reports, series P-60, No. 5; and for 1949, from 1950 Census of Population, series P-E, No. 5B, *Education*. For details of methodology, see the source.

Neither the income concept nor the universe covered is directly comparable for all years shown. Most of the differences, however, are relatively small and are not believed to seriously distort the relationships. The figures for 1939 are based on the 1940 census and are restricted to males 25 to 64 years of age with \$1 or more of wage or salary income and less than \$50 of nonwage income. For this group the averages represent total money income; however, this group includes only about three-fifths of all men 25 to 64 years old in 1940. The effects of this restriction cannot be measured, but it is undoubtedly more important than restrictions cited for other years. It is also possible that this restriction affects college grad-

uates more than persons with less schooling and for them tends to create a biased sample since college graduates are more likely to have income other than earnings.

The 1946 figures are based on the Current Population Survey and represent the total money earnings (not total income) of the civilian noninstitutional male population 25 years old and over. Although the conceptual differences between income and earnings are substantial, the actual differences in the averages are quite small, primarily because the amount of nonearned income is small relative to the total, and this type of income tends to be seriously underreported in household surveys of income. The 1949 figures are based on the 1950 census and also represent the total money income of all males 25 years old and over, including a relatively small number of institutional inmates.

The 1956 to 1991 figures are entirely comparable since they are based on the Current Population Survey and represent the total money income of the civilian noninstitutional population of the United States and members of the Armed Forces in the United States living off post or with their families on post, but excluding all other members of the Armed Forces. For each person in the sample, 14 years old and over, questions were asked on the amount of money income received during the preceding calendar year from each of the following sources: (1) money wages or salary; (2) net income from nonfarm self-employment; (3) net income from farm self-employment; (4) social security; (5) dividends, interest (on savings or bonds), income from estates or trusts or net rental income; (6) public assistance or welfare payments; (7) unemployment compensation, government employee pensions, or veterans' payments; (8) private pensions, annuities, alimony, regular contributions from persons not living in this household, royalties, and other periodic income. The amounts received represent income before deductions for personal taxes, social security, bonds, etc.

Table 8.—Historical summary of public elementary and secondary school statistics: 1869–70 to 1989–90

Table 9.—Enrollment in regular public and private elementary and secondary schools, by grade level: 1869–70 to fall 1992

Table 10.—Enrollment in regular public elementary and secondary schools, by grade: 1910–11 to fall 1990

Table 11.—Enrollment in regular public elementary and secondary schools, by state: 1870–71 to fall 1990

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education*, various issues; 1916–17 to 1955–56, *Biennial Survey of Education in the United States, Statistics of State School Systems*, various issues; 1957–58 to 1991–92, National Center for Education Statistics, *Digest of Education Statistics*, various issues, and unpublished tabulations. U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*.

A school is defined as a division of the school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary programs are housed in the same school plant. The actual operation of public schools is generally the sole responsibility of local school systems in the various states. The local basic administrative unit or school district is an area organized as a quasi-corporation under the jurisdiction of a board of education responsible for the administration of all public schools in the area. School districts provide the machinery through which local control of schools is exercised and are largely responsible for the location and size of schools, the types of educational programs and services offered, and the amount of financial support to be provided locally.

A public school is defined as one operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported by public funds.

Enrollment and other figures prior to 1959–60 for public elementary and secondary day schools only include the coterminous United States. Excluded are public schools in the outlying areas of the United States, public schools operated directly by the federal government on military reservations and schools for Indians, public residential schools for exceptional children, and subcollegiate departments of institutions of higher education. Only regular day school pupils are included; pupils enrolled in night schools and summer schools are excluded.

Private schools, while subject to certain regulatory controls of the state, are under the operational control of private individuals or religiously affiliated or nonsectarian institutions. Whether operated on a profit or nonprofit basis, private schools are generally supported by private funds as distinguished from public funds.

Private school figures are not strictly comparable. For example, in some of the earlier years, the figures include enrollment of secondary pupils in

subcollegiate departments of institutions of higher education, normal schools, etc. Enrollment figures prior to 1976 do not include private schools for exceptional children or private vocational or trade schools. They cover only regular day school pupils. Summer school pupils are excluded in all years.

It should be noted that the annual public enrollment information such as that tabulated in the Biennial Survey of Education was collected on a state-by-state basis and represented a cumulative count of the total number of different pupils registered at any time during the school year in each state. Pupils enrolled in two or more states at any time during the school year are, therefore, counted more than once, resulting in a tendency to increase the total enrollment figure for the Nation.

The number of pupils per classroom teacher, otherwise known as the "pupil/teacher ratio," has often been used as a measure of teacher workload. For years prior to the 1940s, the available figures on "teachers" sometimes included librarians and guidance and psychological personnel as well as classroom teachers.

Table 12.—Children served in special education programs, by type of disability: 1921–22 to 1989–90

Source: U.S. Department of Education (Office of Education), 1921–22 to 1947–48, *Biennial Survey of Education in the United States*; 1951–52 and 1952–53, *Statistics of Special Schools and Classes for Exceptional Children*; and 1957–58 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Children served in these programs include "exceptional children" in years prior to 1970. This term applies to pupils who need additional education services, referred to as "special education," because of their physical, intellectual, or personal-social differences from other children. Included are the unusually bright or gifted children; the mentally retarded; the disabled, including the physically handicapped, learning disabled, and cerebral-palsied; those with special health problems such as cardiac involvement, epilepsy, and other debilitating conditions; the blind and partially seeing; the deaf and hard-of-hearing; those with speech impairments; and the emotionally disturbed. Pupils are reported according to the major type of exceptionality for which they were receiving special education.

Data for years after 1970 are based on counts of students participating in PL 94–142, Education of the Handicapped Act, and the successor, Individuals with Disabilities Education Act (IDEA) programs.

Table 13.—Public school pupils transported at public expense and current expenditures for transportation: 1929–30 to 1989–90

Source: 1929–30 to 1989–90, U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1992*. 1979–80 to 1989–90, Bobbit Publishing Co., *School Bus Fleet*, January issues.

More than half of U.S. public school children ride buses to school, frequently because walking to school would be inconvenient or unsafe. Pupil transportation services may also be provided as a result of state or local legislation for reorganizing school systems, consolidating widely scattered school attendance areas, or achieving equalization of educational opportunity.

Expenditures of public funds for transportation include salaries, vehicle replacement, supplies and maintenance for vehicles and garages, transportation insurance, contracted services, fares for public transportation, and payments in lieu of transportation. Data through 1979–80 are based on reports by state education agencies to the National Center for Education Statistics. Data for later years are estimates based on data reported by *School Bus Fleet*.

Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869–70 to 1990–91

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education*, various issues; 1917–18 to 1957–58, *Biennial Survey of Education in the United States*, various issues; 1959–60 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics*, various issues. 1969–70 to 1980–91, National Education Association, *Estimates of School Statistics*, various issues.

Figures for average daily attendance in public schools were computed by dividing the total number of days attended by all pupils enrolled by the number of days school was actually in session. Only days when the pupils were under the guidance and direction of teachers are considered as days in session.

"Instructional staff" refers to personnel who render direct and personal services which are in the nature of teaching or the improvement of the teacher-learning situation. Included, therefore, are supervisors of instruction, principals, teachers, guidance personnel, librarians, and psychological personnel. The duty of supervisors of instruction, including consultants, is to assist teachers in improving the learning situation and instructional methods at a particular level or in a particular subject. Principals are the administrative heads of schools. They usually administer a building

or a group of buildings with or without the aid of supervisors.

The term "teacher" is defined as a person employed to instruct pupils or students. At the elementary and secondary levels, it does not include supervisors and principals, or librarians and guidance and psychological personnel when separately reported.

Beginning with 1919–20, the Department of Education has collected data on salaries of total instructional staff (supervisors, principals, teachers, librarians, and guidance and psychological personnel). Salary information for prior years is available for teachers only. Average annual salaries of instructional staff members were obtained by dividing total expenditures for salaries by the number of such personnel.

Table 15.—Catholic elementary and secondary enrollment, teachers, and schools, by level: 1919–20 to 1990–91

Source: National Catholic Educational Association, *A Statistical Report on Catholic Elementary and Secondary Schools for the Years 1967–68 and 1969–70*, as compiled from the Official Catholic Directory, and *United States Catholic Elementary and Secondary Schools, 1989–90 and 1990–91*. Franklin Press, *Catholic Schools in America* (1978 edition). U.S. Bureau of the Census, 1919–20 to 1959–60, *Historical Statistics of the United States, Colonial Times to 1970*.

The elementary division of the Catholic school system includes five types of schools: (1) parochial schools are operated in connection with parishes; (2) inter-parochial schools are under the administrative control of two or more parishes; (3) archdiocesan or diocesan schools are under the direct administration of an ordinary and serve the parishes designated by him; (4) private schools are conducted independently of parishes by religious communities; and (5) institutional schools include industrial schools; schools for blind, deaf, delinquent, or other disadvantaged children; and schools conducted in orphanages.

In Catholic secondary education, there are, broadly, three types of administrative control, defined generally as for the elementary above: (1) central or diocesan; (2) parochial; and (3) private. However, many parochial and private schools really function as diocesan schools. The data for elementary school teachers exclude priests serving as part-time teachers of religion.

Table 16.—Public school enrollment in grades 9 to 12, by subject: 1889–90 to fall 1981

Source: U.S. Department of Education (Office of Education), 1889–90 to 1948–49, *Biennial Survey of Education in the United States, 1947–48 to 1949–50*; 1954–55 to 1964–65, National Center for Education

Statistics, *Digest of Educational Statistics*; fall 1972 and fall 1981, *A Trend Study of High School Offerings and Enrollments*; and unpublished data.

For 1919–10 to 1933–34, the percentages are based on the number of pupils enrolled in the last 4 years of all schools that returned usable questionnaires. For 1889–90, 1899–1900, and 1948–49 to 1964–65, the figures are based on the total number of pupils enrolled in the last 4 years of all schools. The source for 1889–90 to 1948–49 states that “when necessary, the subjects reported in previous surveys were analyzed, and appropriate components were either recombined, separately listed, or eliminated (with corresponding changes in the number and percentage enrolled) in a manner to yield as close comparability as possible with the data in the current (1948–49) survey.”

Table 17.—Student proficiency in reading, writing, mathematics, and science, by age and race/ethnicity: 1969–70 to 1989–90

Table 18.—Percentage of students at or above selected reading, mathematics, and science proficiency levels, by age and race/ethnicity: 1970–71 to 1989–90

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress*.

The idea of an indicator of student achievement at the national level first emerged in 1963 when then Commissioner of Education Frank Keppel decided to collect information on how well the Nation's schools were doing. In 1969, a National Assessment of Educational Progress (NAEP) was designed as a voluntary, cooperative program to monitor the scholastic achievement of our Nation's 9-, 13-, and 17-year-olds. NAEP is a congressionally mandated project of the U.S. Department of Education's National Center for Education Statistics.

Over the past 20 years, NAEP has generated more than 200 reports spanning 11 instructional areas. Commonly known as the “Nation's report card,” it is the only ongoing, comparable, and representative assessment of what U.S. students know and can do. The NAEP trend data in this report are based on four science assessments (1976–77, 1981–82, 1985–86, and 1989–90), four mathematics assessments (1977–78, 1981–82, 1985–86, and 1989–90), and six reading assessments (1970–71, 1974–75, 1979–80, 1983–84, 1987–88, and 1989–90).

Students are randomly selected based on a stratified, three-stage sampling plan designed to yield nationally representative results as well as results for

particular subpopulations of students, as defined by sex, race/ethnicity, region of the country, and size/type of community. NAEP samples about 40,000 students per subject, per assessment. For the trend assessments, NAEP assesses 9-, 13-, and 17-year-old students. To reduce the burden for students, NAEP uses a variant of matrix sampling called Focused-Balanced Incomplete Block (BIB) Spiraling. Thus, not all students are asked to answer all questions. This system provides broad coverage of the subject being assessed while minimizing the classroom time required of any one student.

Table 19.—High school graduates, by sex and control of institution: 1969–70 to 1991–92

Source: U.S. Department of Education (Office of Education), 1869–70 to 1937–38, *Statistical Summary of Education, 1937–38*; 1939–40 to 1951–52, *Biennial Survey of Education in the United States*, various issues; 1953–54 to 1991–92, National Center for Education Statistics, *Digest of Education Statistics, 1992*. Seventeen-year-olds computed on the basis of U.S. Bureau of the Census, Current Population Reports, series P-25, Nos. 310, 311, and 511, and unpublished tabulations.

Figures for high school graduates include graduates from public and private schools and exclude persons granted equivalency certificates.

Table 20.—Public school districts and public and private elementary and secondary schools: 1929–30 to 1990–91

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1992*.

These data are fall counts of local education agencies and public schools. Since schools are organizational units and not counts of physical plants, there may be more schools than school buildings (see additional notes for tables 9, 10, and 11). In addition, school districts include various entities which provide specialized instruction and administrative and other student-related assistance to schools. These entities include various kinds of units such as vocational and special education districts and supervisory unions.

Counts of private schools are estimated from various sources. Specifically, key elements of the private school universe, such as the Catholic schools and other private schools, are located with the assistance of private school associations. In addition, sampling techniques are used to discover the existence of other religious and non-affiliated schools. After 1980, estimates of the number of these schools and other data were obtained from sample surveys.

Table 21.—Revenues for public elementary and secondary schools, by source of funds: 1889–90 to 1989–90

Source: U.S. Department of Education (Office of Education), 1889–90 to 1915–16, *Annual Report of the United States Commissioner of Education*, various issues; 1917–18 to 1957–58, *Biennial Survey of Education in the United States*, various issues; 1959–60 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics, 1992*.

Revenue receipts represent additions to assets (cash) from taxes, appropriations, and other funds which do not incur an obligation that must be met at some future date and do not represent exchanges of property for money. Receipts from county and other intermediate sources are included with local receipts. Other sources of revenue include gifts, tuition, and transportation fees from patrons.

Nonrevenue receipts represent amounts which either incur an obligation that must be met at some future date or change the form of an asset from property to cash and therefore decrease the amount and the value of school property. Money received from loans, sale of bonds, sale of property purchased from capital funds, and proceeds from insurance adjustments constitute most of the nonrevenue receipts. Nonrevenue receipts are not included in the table.

Table 22.—Total and current expenditures and expenditure per pupil in public elementary and secondary schools, by purpose: 1869–70 to 1989–90

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education*, various issues; 1917–18 to 1955–56, *Biennial Survey of Education in the United States*, various issues; 1957–58 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Expenditures for administration include those for the central office staff for administrative functions and all general control which is system wide and not confined to one school, subject, or narrow phase of school services. Instruction expenditures include salaries of instructional staff and clerical assistants, expenditures for free textbooks, school library books, supplies, and other expenditures for instruction. Plant operation and maintenance expenditures include salaries of custodians, engineers, carpenters, painters, etc.; fuel, light, water, and power; and supplies, expenses, and contractual service. Other current expenditures include those for fixed charges and for attendance, health, transportation, food, and miscellaneous services.

Capital outlay includes expenditures for the acquisition of fixed assets or additions to fixed assets (such as land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, and initial or additional equipment). Interest includes interest payments on short-term and current loans from current funds and on bonds from current and sinking funds. Other expenditures include those separately reported for summer schools, community colleges, and adult education.

Table 23.—Historical summary of higher education statistics: 1869–70 to 1989–90

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education*, various issues; 1917–18 to 1955–56, *Biennial Survey of Education in the United States*, various issues; 1957–58 to 1979–80, National Center for Education Statistics, *Education Directory, Colleges and Universities; Faculty and Other Professional Staff in Institutions of Higher Education; Fall Enrollment in Colleges and Universities; Earned Degrees Conferred; Financial Statistics of Institutions of Higher Education*; and "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education" surveys; and 1989–90, *Digest of Education Statistics, 1992*.

The Office of Education has issued statistical reports on higher education on a periodic basis since 1869–70. Until 1915–16, these statistics appeared in the *Annual Report of the United States Commissioner of Education*. For 1917–18 through 1957–58, statistical reports were issued biennially, as chapters of the *Biennial Survey of Education in the United States*. Since 1962, data have appeared in the annual *Digest of Education Statistics*. In addition, an annual report on conferral of earned degrees has been issued since 1948 and one on fall enrollments since 1946. An annual report on current income and expenditures and other finance items was also issued from 1933 to 1940, first under the title *The Economic Outlook in Higher Education* and later under the title *College Income and Expenditures*.

Among the major problems involved in the collecting and processing of nationwide statistics of higher education have been those of uniformity and promptness of reporting and completeness of coverage of the field. The problem of uniformity of reporting was attacked in 1930 with the formation of the National Committee on Standard Reports for Institutions of Higher Education; this committee was disbanded in 1935. Its successor, the Financial Advisory Service of the American Council on Education, carried on the

work until 1940, when it, too, was discontinued. These two organizations, voluntary in character and operating with no official status, did much to conventionalize finance accounting and reporting procedures in universities and colleges.

The problems of promptness of reporting and completeness of coverage stem from the fact that only the land-grant institutions (fewer than 4 percent of all the institutions in the Nation) are under legal obligation to submit financial or statistical reports to the Office of Education. The percent of institutions supplying usable reports within a reasonable time, however, has increased materially in the last two or three decades, in spite of the fact that inquiries emanating from the Office of Education have increased in number and scope. Since 1966, data have been collected from individual colleges and universities by the Higher Education General Information Survey and the successor, Integrated Postsecondary Education Data System. These survey systems allow for extensive data checks and imputations for nonrespondents. Response rates are generally quite high, over 90 percent, for most survey components. All of the data in this report are for institutions of higher education only. Institutions which do not offer a program creditable towards an associate or higher level degree are excluded.

Another problem in the compilation of historical statistics of higher education is the double counting of data for some institutions. Until 1916, the tabulations of the Office of Education were built largely around the various professional curricula, with the result that in many instances the data of a professional school within a university were included both in the overall tabulations of universities and colleges and in those of the profession involved. With the inception of the *Biennial Survey of Education* in 1918, the emphasis in tabulation was shifted to the administrative organization, and the data relating to certain professional schools were so tabulated that any possible duplication was identifiable without too much difficulty. Since 1932, the Office of Education has maintained a master list of all institutions in the Nation; thus, the problem of duplicate tabulation is no longer important.

Institutions reporting include universities, colleges, professional schools, junior colleges, teachers colleges, and normal schools, both privately and publicly controlled, regular session. The figures for institutions represent administrative organizations rather than individual campuses, i.e., a university operating one or more branches away from the main campus is counted as one institution. Beginning in 1969-70, or as noted, figures for institutions represent individual campuses. The branch campuses are counted as individual units according to their length of program. There is some (undeterminable) underreporting in the

earlier years. Since 1946, this underreporting has been corrected by the use of estimated reports prepared from secondary sources for nonrespondent institutions.

The term "junior college" is used comprehensively to designate all institutions, of whatever curricular organization, which offer at least 2 but fewer than 4 years of college-level work immediately beyond high school.

Faculty figures include full-time and part-time faculty members. No attempt has been made to systematically evaluate these services on a full-time equivalent basis. Faculty figures also include the administrative, instructional, research, and other professional personnel. Resident instructional staff, however, excluded administrative and other professional personnel not engaged in instructional activities.

Table 24.—Enrollment in institutions of higher education, by sex, attendance status, and type and control of institution: 1869-70 to fall 1991

Table 25.—Enrollment in institutions of higher education, by state: 1869-70 to fall 1990

Source: U.S. Department of Education (Office of Education), 1869-70 to 1915-16, *Annual Report of the United States Commissioner of Education*, various issues; 1917-18 to 1945-46, *Biennial Survey of Education in the United States*, various issues; and Fall 1946 to 1990, National Center for Education Statistics, *Digest of Education Statistics*, various editions.

The term "degree-credit enrollment" refers to students whose current program in an institution of higher education consisted wholly or principally of work which was creditable toward a bachelor's or higher degree, either in the student's own institution or by transfer to another institution.

Table 26.—Number and professional employees of institutions of higher education: 1869-70 to 1991-92

Source: U.S. Department of Education (Office of Education), 1869-70 to 1915-16, *Annual Report of the United States Commissioner of Education*, various issues; 1917-18 to 1943-44, *Biennial Survey of Education in the United States*, various issues; and 1961-62 to 1990, National Center for Education Statistics, *Digest of Education Statistics*, various editions.

An institution of higher education is authorized and currently offering either a 2-year or 4-year degree or credit transferable to such an institution leading to such a degree. In addition, such an institution must be accredited by an agency recognized as a valid accrediting agency by the Secretary of Education.

Table 27.—Number of permanent colleges and universities founded before 1860, by decade of founding and by state

Source: U.S. Department of Education, Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities," unpublished tabulation.

The Department of Education has maintained a data file on the characteristics of colleges and universities, which includes a founding date for each higher education institution in the country. An analysis was conducted based on the 1980–81 data file to find the number of colleges founded prior to the Civil War. According to the tabulation, some 381 of today's colleges existed prior to 1860; however, some were probably not providing college-level education during that time period. This estimate seems to give a reasonable measure of the number of institutions that existed prior to 1860. The 1860 census reported that there were 467 colleges which, after allowing for closures gives some credibility to the figure of 381 permanent colleges.

Table 28.—Degrees conferred by institutions of higher education, by sex and level: 1869–70 to 1989–90

Table 29.—Bachelor's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Table 30.—Master's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Table 31.—Doctor's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Table 32.—First-professional degrees conferred by institutions of higher education in dentistry, medicine, and law, by sex: 1949–50 to 1989–90

Source: U.S. Department of Education (Office of Education), 1869–70 to 1952–53, *Biennial Survey of Education in the United States, Statistics of Higher Education*, biennial issues, and unpublished data; 1953–54 to 1989–90, *Digest of Education Statistics*, annual issues. National Research Council, Commission on Human Resources, Washington, D.C., Doctorate Records File.

The first-level degree (designated as "bachelor's or first professional") is defined as the first degree granted upon completion of a course of study in a given academic field. The degree must be based on at least 4 years of college work or the equivalent thereof. The same classification (namely, "first level") is given to a degree, e.g., LL.B., regardless of whether the degree is based on 7 years' preparation or

less and regardless of whether the student had previously earned a degree in another field. The first-level degree is ordinarily a bachelor's degree, but important exceptions occur in certain of the professional fields. The second-level degree is a degree beyond the first level but below the doctorate; ordinarily, a master's degree. The doctorate (the highest level of earned degrees) includes such advanced degrees as Ph.D., Ed.D., D.Eng., and Dr. P.H.; it includes only earned degrees, not honorary.

Although the first medical school in the United States was established in 1765, the accuracy of data recorded for years prior to 1900 is questionable. Inspection and classification of medical schools was initiated by the American Medical Association Council on Medical Education in 1904; by 1929, there was only one unapproved school. As far as the data permit, only approved medical and basic science schools are included. Before the founding of the first dental school in 1840, dental work was done by medical doctors or by persons who were self-taught or apprentice-trained. By 1880, most states required dental practitioners to be dental school graduates.

The Doctorate Records File is a virtually complete source of data about persons receiving doctorates since 1920. This survey was used as a source of data on the average length of time required to earn a doctor's degree. The doctoral degrees reported are those earned at regionally accredited U.S. universities and include such degree titles as Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), Doctor of Engineering (D.Eng.), etc. Professional degrees such as Doctor of Medicine (M.D.), Doctor of Dental Surgery (D.D.S.), and Doctor of Veterinary Medicine (D.V.M.) are excluded.

Table 33.—Current-fund revenue of institutions of higher education, by source of funds: 1889–90 to 1989–90

Source: U.S. Department of Education (Office of Education), 1889–90 to 1919–10, *Annual Report of the United States Commissioner of Education*, various issues; 1919–20 to 1959–60, *Biennial Survey of Education in the United States*, various issues; 1961–62 to 1963–64, National Center for Education Statistics, *Higher Education Finances*, and unpublished data; 1965–66 to 1979–80, *Financial Statistics of Institutions of Higher Education*, various issues; and 1980–81 to 1989–90, *Digest of Education Statistics*, various issues.

Total current-fund revenue represents funds accruing to, or received by, higher education institutions, usable for their recurring day-to-day activities.

Educational and general revenue are those available for the regular or customary activities of an institution which are part of, contributory to, or necessary

to its instructional or research program. These include salaries and travel of faculty and administrative or other employees; purchase of supplies or materials for current use in classrooms, libraries, laboratories, or offices; and operation and maintenance of the educational plant.

Income from students' tuition and fees represents funds (matriculation, tuition, laboratory, library, health, and other fees, but not charges for rooms or meals) regularly paid by students themselves or for them by their relatives or philanthropic groups.

Endowment income is derived from invested funds. Only the income of the endowment funds is to be used for the current purposes of the institution. If funds are merely temporarily placed in the endowment fund, the right to withdraw them being reserved by the donor or the governing board of the institution concerned, they are known as "funds functioning as endowment" and are not subject to the principal of "once endowment, always endowment."

Private gifts and grants are voluntary contributions from philanthropically minded individuals and organizations to the various institutions of higher education.

Sales and services of educational activities and of organized activities related to them are frequently referred to briefly as "related activities." The term includes all the incidental earnings of an institution, such as sales of livestock or dairy products of an agricultural school; tuition and other income of a laboratory school, a demonstration school, or a museum; fees for care at a medical or dental clinic; and other income of this nature derived from services directly connected with the instructional program of the institution.

Student-aid funds are funds having to do with the provision of scholarships, fellowships, prizes, and student-financed aid of any type not involving employment by or repayment to the institution. Student-aid funds may be lent to students to help them defray their expenses while in school.

Other sources of income include annuity and plant funds. Annuity funds are funds acquired subject to the condition that the recipient institution pay a stipulated sum of money annually or at other regular intervals to a designated beneficiary or beneficiaries, not necessarily the same person as the donor. These payments continue until the death of the beneficiary (the last beneficiary, if more than one), at which time the principal of the fund becomes the property of the institution. Plant funds are funds which have been or are to be invested in buildings, grounds, furniture, scientific equipment, or other permanent physical property of the institution. Real estate held for direct educational or auxiliary use by the institution is thus part of the plant-fund group.

Income from auxiliary enterprises and activities includes income of dormitories, dining halls, cafeterias,

union buildings, college bookstores, university presses, student hospitals, faculty housing, intercollegiate athletic programs, concerts, industrial plants operated on a student self-help basis, and other enterprises conducted primarily for students and staff and intended to be self-supporting without competing with the industries of the community in which the institution is located.

The other account of an institution of higher education includes income which is either so incidental in its nature, so irregular in its frequency, or so minor in its amount as to make its classification difficult or impractical. The most common types of other income are probably (1) interest on current funds; (2) rent of institutional property for noninstitutional purposes; (3) transcript fees of students; (4) library fines; and possibly other minor items.

Table 34.—Current-fund expenditures and educational and general expenditure per student of institutions of higher education, by function: 1929–30 to 1989–90

Source: U.S. Department of Education (Office of Education), 1929–30 to 1959–60, *Biennial Survey of Education in the United States*, various issues; 1961–62 to 1963–64, *Higher Education Finances*, and unpublished tabulations; 1965–66 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Expenditure data were not tabulated for all institutions of higher education until 1930. Prior to that time, they were collected from land-grant institutions and teacher-education institutions only. Other professional schools and non-land-grant institutions were omitted from the surveys.

Organized research expenditures cover research programs of sufficient magnitude to warrant carrying them separately in the finance budget.

Plant operation and maintenance expenditures include wages of janitors and other caretakers; cost of fuel, light, trucking of materials about the campuses, and repairs to buildings; and other costs connected with keeping the physical plant in good order.

Expenditures for conducting laboratory or demonstration schools, medical-school hospitals, dental clinics, home-economics cafeterias, agricultural-college creameries, college-operated industries, and other activities closely connected with the instructional program but not actually integral parts of it are frequently referred to briefly as "related activities."

Extension and public service expenditures cover correspondence courses, radio and television courses, adult study courses and other non-degree-credit courses, institutes, public lectures, cooperative extension in land-grant institutions, radio and television stations, and similar media for carrying the

work of an institution beyond its traditional and customary campus activities.

Table 35.—Value of property and endowment, and liabilities of institutions of higher education: 1899–1900 to 1989–90

Source: U.S. Department of Education (Office of Education), 1919–20 to 1957–58, *Biennial Survey of Education in the United States*, various issues; 1959–60, *Statistics of Higher Education—Receipts, Expenditures, and Property, 1959-60*; 1961–62 to 1963–64, *Higher Education Finances*; 1965–66 to 1985–86, *Digest of Education Statistics, 1992*; and 1986–87 to 1989–90, Integrated Postsecondary Education Data System (IPEDS), "Finance" survey, survey data files.

Data represent moneys received and spent by higher education institutions for expanding their physical holdings (land, buildings, equipment of various sorts) held or utilized primarily for instructional, recreational, or student residence purposes. Real estate held and operated for investment purposes is not included.

Property data represent value of all permanent or quasi-permanent assets which include lands, buildings, and equipment; funds held for investment purposes only (the income from such funds being available for current use); funds subject to annuity or living trust agreements; and funds the principal of which may be lent to students to help defray their liv-

ing expenses or tuition bills. The term "fund" is used in its accounting sense of cash or other valuable assets (real estate, bonds, stock certificates, and other evidences of ownership or equity).

Table 36.—Gross domestic product, state and local expenditures, personal income, disposable personal income, and median family income: 1940 to 1991

Source: Gross domestic product, state and local expenditures, personal income and disposable personal income, 1940 to 1991, Executive Office of the President, *Economic Report of the President, February 1992*. Median family income, 1947 to 1989, U.S. Department of Commerce, Bureau of the Census, Current Population Reports, series P-60, No. 174; and 1990, Bureau of the Census, News Release, December 30, 1991.

Table 37.—Gross domestic product deflator, Consumer Price Index, education price indexes, and federal budget composite deflator: 1919 to 1992

Source: Gross domestic product deflator, Consumer Price Index, and federal budget composite deflator, 1919 to 1992, Executive Office of the President, *Economic Report of the President, February 1992*. Education price indexes, Research Associates of Washington, *Inflation Measures for Schools and Colleges*, various issues.

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