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AUTHOR	Nam, Charles
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ABSTRACT

This paper analyzes the relative impacts that geographic and social class differences have on the participation rates in a country's educational programs. The author reasons that while regional disparities are common in many countries and differences between rural and urban areas are large, socioeconomic distributions account for most of the regional variation in school attendance. The paper indicates that rates of educational participation are directly related to social class and that upper strata youth are highly over-represented, especially in higher education. The author concludes that even if disparities in participation were to narrow or to disappear, differences in kinds and quality of education would create gaps in education equally as important as those now observed with regard to participation. Related documents are ED 057 470 and EA 004 426. (RA)

CONFERENCE ON POLICIES FOR EDUCATIONAL GROWTH

PARIS, 3-5 JUNE 1970

GROUP DISPARITIES IN EDUCATIONAL PARTICIPATION AND ACHIEVEMENT

IV

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

FOREWORD

The 1970 Paris Conference on Policies for Educational Growth was organized by OECD as a sequel to its 1961 Washington Conference on Economic Growth and Investment in Education. The purpose of the Conference was to assess the nature and consequences of the expansion of education in OECD countries during the last 10-15 years and to foresee the main policy problems arising from continued educational growth in the future.

The proceedings of the Conference are presented in a set of eight volumes consisting of:

- The General Report of the Conference published under the title: EDUCATIONAL POLICIES FOR THE 1970's,

and the following series of documents containing the twelve supporting studies prepared by the Secretariat:

II - EDUCATIONAL EXPANSION IN OECD COUNTRIES SINCE 1950 - (Background Report No. 1).

III - TRENDS IN EDUCATIONAL EXPENDITURE IN OECD COUNTRIES SINCE 1950 - (Background Report No. 2).

IV - GROUP DISPARITIES IN EDUCATIONAL PARTICIPATION AND ACHIEVEMENT:

Group Disparities in Educational Participation - (Background Report No. 4).

Differences in School Achievement and Occupational Opportunities - Explanatory Factors. A Survey based on European Experience - (Background Report No. 10).

V - TEACHING RESOURCES AND STRUCTURAL CHANGE:

Teaching Staff and the Expansion of Education in Member Countries since 1950 - (Background Report No. 3).

Changes in Secondary and Higher Education - (Background Report No. 6).

Educational Technology: Practical Issues and Implications - (Background Report No. 7).

VI - THE DEVELOPMENT OF EDUCATIONAL PLANNING:

Educational Policies, Plans and Forecasts during the Nineteen-Sixties and Seventies - (Background Report No. 5).

Educational Planning Methods - (Background Report No. 8).

The Role of Analysis in Educational Planning - (Background Report No. 9).

VII - EDUCATION AND DISTRIBUTION OF INCOME - (Background Report No. 11).

VIII - ALTERNATIVE EDUCATIONAL FUTURES IN THE UNITED STATES AND IN EUROPE: METHODS, ISSUES AND POLICY RELEVANCE - (Background Report No. 12).

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GROUP DISPARITIES IN EDUCATIONAL PARTICIPATION

by

Charles Nam

In collaboration with Monique Solliliage,
Randolph Quenum and Åsa Sohlman

(Background Report No. 4)

CONTENTS

SUMMARY

I. Disparities in Educational Participation by Geographic Area

Direct comparisons between countries concerning regional disparities in educational participation are not possible because the definition and delineation of "region" varies from country to country. The conclusions reported below must therefore be seen in the light of this overall consideration.

i) Regional disparities in educational participation are common to all of the countries.

ii) The magnitude of disparities varies among countries, being moderate in some and quite pronounced in others. Even in the former, however, it is evident that the chances of a youth's being in school are considerably better in some regions than in others.

iii) Contrary to some opinions, there has been no evident trend toward the narrowing of regional disparities during the rapid post-war expansion of education. In fact, the only genuine indication of contraction of regional differences in participation appears in countries and at school levels where enrolment ratios are generally high and advantaged regions have already reached a near-maximum level. For example, in countries where data exist on primary school participation by region - Canada, the United States and Yugoslavia (first cycle) - the differences between regions are not significant and tend to be attenuated by the high enrolment rates at this level. In contrast to this, where secondary education is concerned, a diminution in disparities can be observed in only three of the fifteen countries for which data are available for at least two years: the United States, where for primary education, enrolment rates approach saturation point; Turkey where, on the contrary, these rates are very low and have practically not changed since the beginning of the 1960's; and Germany, where the data relate not to enrolments but to those who successfully complete secondary school studies. In six other countries (Austria, Belgium, Italy, Netherlands, Norway and England and Wales), regional participation differences in secondary education have remained essentially the same, and, finally, have increased in the other countries. As far as higher education is concerned, the evolution of regional disparities is very similar in the six countries studied (Canada, France, Sweden, England and Wales, United States and Yugoslavia) and shows an upward trend.

iv) Geographic variations in educational participation are due partly to unequal rates of participation in urban and rural areas but they can still be explained by factors (historical, social, economic and political) which are characteristic of the particular regions and their environment.

II. Disparities in Educational Participation by Socio-Economic Background

The results of the analysis concerning disparities by social class can be summarized as follows:

i) Considerable social selection takes place below university level, especially at secondary level. This selection, which favours the upper and middle social classes, creates a differential in academic eligibility for higher education among socio-economic groups. Time trends reveal no tendency for this selection to decrease, except in countries having exceptionally high primary and secondary school participation rates.

ii) Upper-strata youth constitute a high proportion of students of higher education, and they are highly over-represented among students if comparison is made with the proportion of the male labour force from the same strata. Parity rates lie between 2 (Yugoslavia) and 13 (Portugal), i.e. the upper strata are represented among students from 2 to 13 times more than among the active population.

iii) Youth from the middle social strata are also over-represented among students, though to a lesser degree than upper-strata youth, (parity rates varying from 1 to 5) and young persons from the lower strata are under-represented among higher educational students; (parity rates being generally situated between 0.1 and 0.6).

iv) If the group of men 45-54 years of age in the labour force is taken as the standard for comparing distribution of students by socio-economic categories slightly less advantage is held by the upper strata in educational participation but the disparities among all strata are still significantly large, highest parity rates for the upper strata being not more than 8 and those for lower strata remaining practically unchanged.

v) Participation rates per 1,000 economically active males are several times greater among upper strata than among lower strata youth; these rates vary from 11 to 152 per 1,000 for the upper strata while for the lower strata they are only between 0.2 and 22 per thousand.

vi) Educational disparities, as measured by the index of dissimilarity, are seen to be narrowing slightly in a majority of countries but, in the main, disparities continue to exist. This index has gone from 56 in 1952 to 46 in 1964 in Germany; from 56 in 1959 to 50 in 1964 in France; from 45 in 1959 to 39 in 1963 in Greece; from 53 in 1953 to 45 in 1964 in Italy; from 61 in 1954 to 57 in 1964 in the Netherlands; from 73 in 1956 to 68 in 1962 in Spain; but for no year is it lower than 28 in any country.

vii) An increase in participation rates per 1,000 active males 45-54 years old (a reasonably close approximation to the comparison of students with all young persons of comparable age in the same socio-economic category) was observed for all strata but the gain for the lowest stratum was appreciably less than that for the highest. For example, in France, the number of students per 1,000 active males belonging to the same socio-economic category went from 338 in 1959 to 629 in 1964 for the upper strata and from 7 to 27 for the lower; in Italy the same rates went between 1953 and 1960 from 66 to 104 per thousand for the upper strata and from 3 to 4 per 1,000 for the lower. This suggests that even if disparities seem to diminish in relative terms, they have increased in absolute terms.

viii) Differences by socio-economic category with regard to participation in a particular academic discipline show a rather broad selection of academic fields among students of all strata but a definite tendency for students to study in a field that is closely related to their social background. For example, in medicine and law faculties one finds a much greater proportion of students emanating from the "professions" and "high-level executive positions" than in other faculties, whilst, on the contrary, students of more modest origins find themselves grouped in greater numbers in the arts and sciences which, apart from teaching, do not normally lead to high status professions.

III. Factors Associated with Disparities

It was found that variations among regions in socio-economic compositions probably account for most of the regional variations in school attendance. This does not negate the fact that there are unique factors within each region which explain some of the distinctive school participation patterns of the area. These may include historical and cultural traditions of the region, school policies and other natural and social environmental effects.

The paper ends with a theoretical discussion on factors associated with disparities and concludes with the following statement:

> "It would seem, therefore, that disparities in educational participation are not as great as disparities in educational attainment and educational quality for populations in general, and that even were disparities in participation to narrow considerably or disappear, differences in kinds and quality of education received would create gaps in education equally as important as those now observed with regard to participation."

INTRODUCTION

The increasing recognition of formal education as a key to social betterment has led to a more concentrated effort to identify the causes and consequences of educational expansion. It has been well documented that educational growth has taken place in all countries, and a number of studies have investigated the factors associated with this growth. The benefits from educational expansion which accrue to the economy and to other institutional areas of societies have likewise been explored, with startling revelations about the contributions of education not before fully realized.

Not nearly so much attention, up to now, has been focused on the extent to which different segments of the population have shared in the recent educational expansion, or on whether differences in educational access among these segments have been narrowing, widening, or remaining the same. From the standpoint of both democratic values and national economic efficiency (standpoints characteristic of most modern nations) inequalities in education are of considerable concern. The present paper, therefore, is addressed to the questions: what is the incidence and magnitude of group disparities in educational participation? Have these disparities been changing over time, especially during the recent period of considerable educational expansion? What factors are associated with the existence and change in disparities?

This study is restricted to the Member nations of the Organisation for Economic Co-operation and Development*. Wherever possible, the questions are examined for all the countries; however, because of the unavailability of particular kinds of data from some of the nations, the study is more complete for some countries than for others. Also, because of difficulty in achieving comparability of data among countries, analysis is more generally devoted to the status and trends of educational participation within nations. Some effort at cross-national comparison has been made nevertheless in order that the generality of findings may be determined and national differences for which there are data may be defined and explained.

* Work on this Study was begun before Finland joined the Organisation. There was not sufficient time to include data for this country.

I

EDUCATIONAL PARTICIPATION IN OECD MEMBER COUNTRIES

Conceptual framework for viewing the educational process

The term "educational participation" will, in this study, refer to the current enrolment of persons at some level of formal education, including the transition or retention of students from one level of school to another. In this sense, "educational participation" may be distinguished from other aspects of the total educational process, some of which relate to educational inputs and others to educational outputs. These aspects may be defined to include educational demand, educational opportunity, educational attainment and educational quality.

"Educational demand" can be separated, analytically, from educational participation, as defined above, and reflects in varying degrees the needs, desires, and expectations for participation. One aspect, societal need, is a measure of what educational level is deemed economically advantageous for the society as a whole* or socially functional for the perpetuation or change of societal institutions, depending upon the goals of the society. Another aspect, individual demand, is a measure of what individual members of the society want in the way of formal education**. This may be concerned with desires of individuals for attaining a particular educational level, based on the educational background of their parents or other reference groups, the personal value which they attach to education, and the motivations they have for achieving a particular life status which depend on a given amount of schooling. Or it may be concerned with individual expectations about the level of education to be actually achieved, based on a more realistic assessment of educational opportunities for persons of given levels of ability and social group membership. Many individuals, especially from lower-class backgrounds or who belong to groups commonly discriminated against, will scale down their educational desires in settling on a level of educational expectation. Likewise, educational expectations may not actually be realized later, and adjustment of desires or expectations, upward or downward, may take place as one approaches the age of participation. The terminology of educational demand may be recast by distinguishing between potential vs. effective demand, maximum vs. actual demand, or ideal vs. real demand. These distinctions, by and large synonomous, differentiate between the upper limit of the aggregate demand for education and the probable demand to be planned for.

"Educational opportunity" refers to the availability of places for students in the educational system, the social institutional support for attendance, and the economic ability of individuals to pursue their education. It, therefore, takes account of the exterior constraints on one's educational participation. These constraints include educational policies which prescribe the financial and human resources that will be invested in the school system, the areal distribution of school facilities which may or may not be proportional to the educational demand in an area, and selection mechanisms which sort individuals by

* Or what is believed to be necessary to achieve certain manpower objectives.

** This corresponds to what is often called 'social demand".

ability and other characteristics and which may result in discriminatory practices. To a large degree, this concept of educational opportunity is concerned with educational supply, although the supply and demand factors are often difficult to disentangle.

"Educational attainment" is defined as the highest grade of school completed in the educational system of the country where the education was received. In a broader sense, educational attainment is sometimes defined as any quantitative measure of the educational output of an individual or aggregate. The latter definition would incorporate not only years of schooling completed* but academic degrees, diplomas, certificates, and other such educational qualifications. Educational attainment is thus a principal measure of educational output.

"Educational quality" has to do with the qualitative, as opposed to quantitative, aspects of education received. Important here are matters of curricular, instructional technique and teacher competence, as well as how well students have, in fact, mastered the curriculum. Equal rates of educational participation and equal levels of educational attainment do not necessarily mean equal educational quality. On the contrary, it is generally the case that geographical differences in quality of schools, teachers, and curricula and, hence, of education received, are characteristic of national educational systems.

The foregoing conceptual framework for viewing the educational process is especially relevant for the present study. This paper will concentrate on group disparities in educational participation. It is educational participation that many governments and private organisations presently seem eager to maximize. In a later section of the paper, however, the linkages between educational participation and other aspects of the educational process will be discussed, particularly as they relate to group disparities. In this way, a broader perspective of group differentials in education may be viewed as a guide for long-range planning.

Global trends in educational participation: an overview

The Background Report No. 1** of the Educational Growth Review describes, in great detail, the educational expansion which has taken place in OECD countries in the last two decades. It is clear from that document that rapid educational growth has been characteristic of most of these countries during that period of time. It is precisely because of this sharp upward global trend in educational participation that the question of the relative share of the growth experienced by each sub-group of the population becomes especially important. To what degree is democratization of education influenced by the rate of educational expansion? How much are group disparities in educational participation a function of relative levels of enrolment?

The increase in enrolment numbers between 1950 and 1965 in OECD regions of the world was quite remarkable. Numbers enrolled from pre-primary and primary school through higher education moved from 34.5 to 61 million in North America, 19 to 23 million in Japan, 21 to 28.5 million in Western Europe, 16 to 25.5 million in Southern Europe, and 10.5 to 14 million in Northern Europe. The gains were particularly notable at the secondary and higher educational levels in all areas. With the exception of Japan and Western Europe, substantial increases were recorded at the primary level as well.

A substantial part of the rapid growth in numbers has been a rise in the proportion of young people going to school. This may be illustrated by calculating the ratio of secondary school enrolment to the population 15 to 19 years old in each country. This ratio is at best a crude indication of relative participation since the grades of secondary schools in a country do not always correspond to ages 15 to 19.

* It should be noted here that a given number of calendar years spent in educational participation may very well result in fewer academic years of school completed, due to scholastic retardation or part-time enrolment during some years.

** "Educational Expansion in OECD countries since 1950" (Volume II).

Nevertheless, in most cases the increase in ratios between 1950 and 1965 is so enormous as to substantiate the rapidly increasing participation. For example, the ratio rose from 38 to 59 in Austria, 35 to 88 in Canada, 28 to 72.5 in Italy, and 16 to 37 in Yugoslavia. For a number of countries, the ratio in 1963 exceeded 100, indicating both the crudeness of the indicator and the generally universal school participation of young people at this level.

Obviously, the spiralling enrolment numbers in OECD countries are due both to increased proportions of young people attending school and to increasing numbers of young people. Birth rates have been sustained at high enough levels to result in growing numbers of persons reaching school age. The decline in fertility in recent years portends some slowdown of the rate of population growth, but the numbers of persons reaching school age will continue to rise for some years and can be expected to remain high for an indefinite period.

Prospects for continued increases in numbers of persons participating in school in OECD countries are great. This global enrolment expansion in the future will depend to a considerable extent on rising relative levels of participation. As countries move through the educational participation transition from low levels to high levels, they will have to come to grips with numerous problems of adjusting the educational supply to demand. Not the least of these problems will be providing for all groups in the population which seek more education.

Why the concern about group disparities?

It is clear that educational growth in OECD countries has been so widespread that probably all segments of these societies have shared in it. Whether some segments have received disproportionate shares of the increase remains a subject for analysis. This begs the question: what are the reasons for being concerned with disparities in educational participation among segments of the population and with changes in these disparities?

One general reason has been the increasing demand from all segments of the society for access to higher levels of education. This increased demand for education has been partly a reflection of technological changes in the society which have produced an upgrading of the occupational structure. The need for more educated persons generated by this upgrading has been extensive enough to require greater recruitment from all classes, and members of all classes intent on acquiring the more prestigeful and lucrative occupations have wanted to invest more heavily in education and training. But the increased demand has also been partly a reflection of the growing desire on the part of individuals to want more education for reasons of personal satisfaction, quite apart from its relation to economic status. The diffusion of what is usually termed "middle-class values" to all segments of Western societies and the notion of a set of "rising expectations" characterizing the behaviour of the masses is providing the basis for this emphasis on education as a consumer good.

Another general reason for concern about group disparities is the value placed on democracy in most Western societies. It is considered ethically and morally inappropriate to deny to some groups equal participation in education and in other spheres of life. In actuality, discrimination against some groups exists; but the militant stand of unprivileged groups in many societies for more education, along with growing popular support for educational reforms, indicates the likelihood that greater attempts will be made to eliminate, or at least narrow, group disparities in educational participation.

Finally, concern about group disparities is manifested in emphasis on achieving maximum economic efficiency within a nation. Research has shown that educational growth has had a positive effect on economic growth, and that the spread of education to all segments of society can result in a boost to economic productivity. Economic advantages must be weighed, of course, against other advantages and disadvantages of democratizing education, such as personal satisfaction, on the one hand, and alteration

of the social structure, on the other. But the paramount importance of economic criteria in reaching national decisions in modern societies suggests an important element of the concern with group disparities in education.

It is by no means the case that all social forces are pushing for elimination, or a narrowing, of group disparities in education. Quite clearly, there is resistence in some quarters to bringing about a closing of the gap. This fact must be considered in determining the chances for a change in the present situation to be effected. Yet, the dominant public mood calls for democratization of education.

II

BACKGROUND AND METHODS OF STUDY

Types of disparities to be examined

Two fundamental group disparities will be analysed in this paper. These are disparities by geographic area and by socio-economic background*. Where possible, these factors will be examined in interaction with sex as they relate to education. For example, a considerable amount of data exists on educational differences by region and sex combined. In such cases, it will be possible to analyse the individual and joint effects of the two factors.

Regions are the geographical sub-divisions of a country which are distinguished by physical, cultural, and socio-economic characteristics. In the present study, an attempt has been made to limit the number of regions for any country in order to facilitate analysis. A minimum of four regions and a maximum of twenty-five was deemed acceptable for the purpose. Because of this limitation, the "optimal" regional classification was chosen where there were several to select from. For instance, in the United States there are 4 regions, 9 divisions, and 50 states. In this study, we have utilized the 9-area grouping but not the 4-area or 50-area groupings. Urban-rural distinctions are usually based on criteria of population size and residential use (e. g. farm vs. non-farm).

The socio-economic background of students is classified differently for various countries, depending on the availability of education and population data by socio-economic background. Where such background data exist, they are usually based on an occupational classification. The number of categories and their content vary a great deal, however, from country to country. Discussion of such problems of classification is included in Annex A.

These group disparities will be examined at several points in the educational system. Stress is placed on secondary and higher levels of education, where the greatest variation in rates of participation are found. Distinctions are made by type of school (pre-university, vocational, etc.) within levels when such data exist and where these seem relevant for the country being analysed.

Measures of educational participation

Given the definition of "educational participation" as the "enrolment of persons at some level of formal education, or the transition or retention of students from one level of school to another", the measurement of educational participation must take account of the several dimensions involved.

* The variables were selected on the basis of relevance for educational systems, importance for all countries concerned, and availability of data. Racial classifications and religious affiliation were omitted for one or more of these reasons.

A variety of rates or ratios can be derived which measure extent of educational participation. Each of these indexes relates the enrolled population to a population regarded as eligible to be enrolled. Some of the indexes are more refined than others. Which one of the measures is to be used in analysis depends mainly on the kinds of data available for calculation of the rates.

Two types of measures of educational participation can be derived, as suggested by the definition. The first relates enrolment to population at a point in time. The second identifies the attrition of a group of students over time (as they pass through the school years). Four specific measures, their strengths and limitations, are briefly described below.

a) School enrolment in a given age group can be related to population of the same age group. For example, one can calculate the rate of enrolled persons aged 14 to 17. Since the numerator and denominator of the rate must come from the same source, the data are typically obtained from census reports or population registers. Clearly, a distinct advantage of this type of measure is that there is consistency between the numerator and denominator. A possible disadvantage is the fact that the non-enrolment measured by the rate includes not only those who left school in the immediately preceding period but those who left school in earlier years as well as those who never attended. A second possible disadvantage, if the level of school attended is of concern, is that enrolment in a given age group may span two or more types of school.

b) A variant of the preceding measure is to restrict the numerator to enrolment in the dominant school level for the age group. This overcomes the last-mentioned disadvantage of the preceding measure. However, it introduces an age-grade discrepancy, in that the age group of the denominator includes some persons who are enrolled at a different school level than the dominant one and hence are not eligible to be in the numerator.

c) Where census data on enrolment are lacking or are inadequate with regard to school level detail, one can calculate the ratio of enrolment in a given school level (based on school statistics) to the population at ages typical for attendance at that level (based on census data or other demographic sources). The main advantage of this measure is the relative availability of the necessary data. A disadvantage is the age-grade discrepancy, which includes not only persons in the denominator not eligible for the numerator but also persons in the numerator who are not covered by the denominator.

d) Finally, one can calculate the ratio of enrolment in a given grade (or graduates of a school level) at a point in time to enrolment in (or the number graduating from) a lower grade at an earlier point in time for the same cohort of people. This measure of participation, often referred to as a "transition rate", has the advantage of not depending on a population figure; all of the data can be obtained from school sources. The major difficulty in using this measure is the problem of acquiring data for a true cohort. Where a longitudinal study of a cohort beginning in the early grades has not been undertaken, it is necessary to try to compare statistics at different points in time from different school reports. What may appear to be an indication of non-enrolment or dropping out of school, based on such a measure, may be partly a function of mismatching of cohorts, grade repetition, and mortality during the time interval.

In deriving measures of educational participation for sub-groups of the population, particular problems in classification sometimes arise. Type a) measures can frequently be produced for groups classified by sex or region since, where enrolment data are collected in a census, they are generally tabulated by sex and region. Type c) measures can almost always be made available by sex and region because these are usually fundamental categories in national reports of educational statistics and the necessary population denominators by sex and region can be generated where they are not already available. (See Annex B).

The calculation of participation rates for groups classified by social origin presents unique problems because of the general lack of school and population data for comparable social categories. The

data for type a) and type d) measures are seldom available. The derivation of type c) measures is more easily accomplished, but the adequacy of the rates depends on a suitable population-at-risk for the denominator.

When one has data on students classified by socio-economic background, the most easily obtainable denominator information is the total male active population in corresponding social categories. Since the ideal denominator would measure the total number of young people in each social category who could possibly be included as students, the deficiency of the total male active population as the denominator is obvious. It represents only a rough approximation of the distribution of fathers of the students. One refinement, and hence a closer approximation to the ideal denominator, can be made by using data for the male population 45 to 54 years old, or some other age group which comes closer to representing the ages of the generation of the fathers of the students. Even this denominator is imprecise, however, because the number of fathers in each social category is not an adequate measure of the number of eligible young people in each category. The less-prestigeful classes in the past have tended to have higher fertility than the more-prestigeful classes; consequently, the number of potential students associated with each father was greater in the lower than in the upper classes. A further refinement of data to take account of this phenomenon is to weight the number of men at ages 45 to 54 in each social group by the average number of children to men in that group. This would result in a fairly close approximation to the number of eligible youngsters in each social category but would still differ slightly from the actual number or the "true" population-at-risk.

For all measures of educational participation, it is desirable to use relatively narrow categories of age and grade so as to achieve greater specificity of measurement. For the present study, relevant enrolment data by region and social origin were often scarce and the least refined measures of educational participation generally had to be used. Also, in order to permit comparisons of measures within countries over time, and among countries at a stage in time, relatively crude measures were necessary in order to achieve comparability.

Measuring disparities

The analysis of disparities in educational participation by geographic area and socio-economic background had to be preceded by answers to two fundamental conceptual questions: 1) What constitutes a disparity? and 2) What constitutes narrowing, widening, or maintenance of a disparity over time?

In answer to the first question, it has been assumed that any variation in percentage points of the participation rate constitutes a disparity. Clearly, however, much less importance in analysis has been attached to disparities of small magnitude than to disparities of larger magnitude.

The second question is a more perplexing one since it involves a determination about whether disadvantage should be expressed in absolute or relative percentage terms. Viewed in absolute terms, a difference of x percentage points between two groups at one point in time and of x percentage points at a second point in time (regardless of changes in the level of the percentages) represents a constant disparity. For a disparity to widen, the percentage point difference must increase over time; for it to narrow, the difference must decrease. Viewed in relative terms, if the ratio of the percentages of the two groups stays the same from one point in time to another, then the disparity has been maintained. For the disparity to widen, the ratio must increase; for it to narrow, the ratio must decrease.

To illustrate the initial point of view, if at a first point in time Group A's participation rate is 20% and Group B's is 30% and at a second point in time Group A's is 40% and Group B's is 50%, inequality has persisted since the society as a whole has improved its participation rate by 20 percentage points but the groups are still 10 percentage points apart. The absolute disparity has been maintained. If, on the other hand, by the second point in time Group A's rate is 40% and Group B's is 60%, the disparity has widened. According to the second point of view, the disparity in this latter case has remained

constant since the ratio of percentages has not changed. A widening disparity on this basis can occur only if the ratio of the percentages exceeds 3/2.

The bulk of the analysis presented in the present paper will be based on the contention that the absolute disparity comes closest to what is meant when we refer to a disparity of educational participation rates. According to this assumption inequality is socially and psychologically a function of one's position vis-à-vis others with whom one can be compared at a point in time. Even if each group's participation rate has risen over time, it is the differences among groups at the prevailing level of the rates, or the dispersion about the average, which is important. If the gain of the less-advantaged groups is matched by the gain of the more-advantaged groups, then the initial disparity has not been overcome and inequality persists.

The "standard deviation" is the statistical measure which indicates the dispersion of values around the average and which, according to our assumption, is the most suitable statistic for measuring disparity in educational participation rates. It is, then, to be preferred to the "coefficient of variation", which relates the standard deviation to the mean (average) and hence is the statistic for measuring disparity on a ratio basis.

The simpler measure of dispersion, the standard deviation, was further deemed preferable because the principal question to which this paper was addressed - what happens to group disparities during a period of global educational expansion? - requires analytic separation of the expansion variable (represented by the average level) from the dispersion variable. The coefficient of variation confounds the two variables.

An alternative approach to measuring group disparities has been suggested which calculates a dispersion statistic after weighting each group's participation rate by the relative size of its school-age population. The justification given for weighting the rates is that the various groups (regions, social classes) being compared are unequal in size, so that the dispersion statistic, if not weighted, does not proportionately represent the larger groups. The argument for calculating an unweighted dispersion measure is that the groups selected for analysis are real, and often administrative, units of analysis and their identity should be preserved. Moreover, the participation patterns for the groups are assumed to be internally homogeneous and, therefore, measurement of dispersion across groups should treat each group equally. If the weighted measure is used, in effect dispersion is being measured across a constructed set of groups which differ from the real ones. One may also object to the weighted measure on the grounds that it is analytically preferable to keep structural factors (such as the population size of groups) independent of the basic dispersion statistic.

In order to satisfy the reader who may disagree with the choice made in this paper with regard to what constitutes a narrowing or a widening of disparities, changes in disparities have been measured in several ways. Thus for the regional data on educational participation both the standard deviation and the coefficient of variation have been calculated and presented in the relevant tables of Annex D. Moreover, Annex C contains a short discussion around the comparison of the different measures of dispersion, including weighted measures mentioned in the previous paragraph. With regard to the information on educational participation by social background, parity ratios (selectivity indexes), the index of dissimilarity and various other measures have been calculated. They are presented and discussed in the relevant parts of the present paper. A word on the index of dissimilarity may be in order. This index is calculated by comparing two percentage distributions, and taking half of the absolute percentage-point differences in each category of the distribution. The index shows, therefore, how much one percentage distribution would have to change to correspond to the other percentage distribution.

The aim of the present paper is to try to accumulate the best existing data on disparities in educational participation by geographic area and socio-economic background, for as many of the OECD countries as is possible, and to subject these data to careful analysis that will permit more definitive statements about the magnitude and trends of disparities in educational participation. In this connection, a special effort has been made to assess the trends of disparities in statistical terms.

III

DISPARITIES IN EDUCATIONAL PARTICIPATION BY GEOGRAPHIC AREA

Although geographical disparities in educational participation have been known to exist in all OECD countries for some time, questions remain concerning the magnitude of the differentials among areas and the direction of trend of the disparities. It is believed in many quarters that the differences are still significantly large in most of the countries but that there has been a narrowing of the participation rates among areas over time. This latter view is based on the assumption that educational expansion has been accompanied by regional democratization of education.

In order to provide some answers to the questions posed we shall examine a) the course of regional disparities, with some slight detail, in three countries (Austria, Italy and the United States) which are at different stages of educational development, b) the overall cross-national picture of regional disparities considering all of the OECD countries, c) the prevailing evidence regarding urban-rural disparities, and d) the interaction between regional and urban-rural effects on participation*.

Austria's ratio of secondary school enrolment to population 10-17 years old has been at a generally low level since World War II and has not increased appreciably. Surveying the trend from 1954-55 to 1964-65, one discovers a shift in ratios from 11 to 13 for boys and 7 to 9 for girls. Regional variations (Table 1a)** were substantial with enrolment ratios among males in 1954-55 ranging from 5.1 for Burgenland to 22.1 for Vienna and among females at the same date spreading from 1.6 to 16.7. By 1964-65, the range had widened slightly. While educational expansion was common to all Austrian regions during this period of time, regional disparities in general were not appreciably altered (Table 1b). Educational growth, although slight, went hand-in-hand with persistence of area differences. It is clear that the measurement of regional disparities in Austria, as in the case of other countries, is affected by the delineation of regions. Separation of Vienna from surrounding areas serves to accentuate urban-rural differences, but this phenomenon will be discussed more fully at a later point.

In contrast to Austria's slow rate of growth in secondary enrolment ratios between 1954-55 and 1964-65, Italy was characterized by very rapid expansion of secondary school ratios during the same period of time. At the lower secondary level, low to medium ratios in 1954-55 were turned into medium or high ratios in 1964-65 in every region. The ratios for Calabria (lowest among the regions) went up from 22.1 to 54.7 during the ten-year period, while for Liguria (highest among the regions) the ratio rose from 67.2 to 93.4 (Table 10a). Since this enrolment revolution at the lower secondary level was common to all areas of Italy, the disparity of ratios among regions was as great in 1964-65 as ten years earlier (Table 10b).

Substantial increases in enrolment ratios during the same time-span can also be noted at the upper secondary level in Italy, although the ratios are much smaller than at the lower secondary level. Roughly

* Unless otherwise stated, and in line with the discussion in the foregoing section, the criterion used for determining whether a change in disparities has taken place will be the standard deviation.

** Statistical tables are found in Annex D.

1 in 10 youths 14 to 18 years old were in upper secondary school in 1954-55 as compared with about 2 in 10 in 1964-65, but there was considerable variation among regions at both dates. Parallel patterns of change are evident when vocational, technical and women's, and scientific and classic types of upper secondary school are considered separately. Overall, regional disparity in upper secondary school enrolment ratios (as measured by the standard deviation) widened slightly, the greater dispersion taking place in technical and women's schools. These geographic configurations among Italian areas reflect broader regional differences characteristic of the country in which the most favourable educational situation exists in the north-western areas and the least favourable in the southern area.

The United States is illustrative of countries which have achieved nearly universal primary schooling and high, but expanding, rates of secondary school enrolment. Between 1950 and 1960, enrolment rates at primary school ages moved closer to the saturation point (Table 25a). Those regions of the country which already had extremely high rates in 1950 were not able to show very great gains while other regions continued to move upward, thereby narrowing regional differences. Lower secondary education in the U.S. is still within the compulsory school attendance ages, although exceptions to the compulsory attendance laws are permitted in most states for youths who need to work to support the family. As a consequence, enrolment rates at ages 14 and 15 are extremely high though not as high as at younger ages. Regional enrolment rates at these ages varied from 87.5 to 96.6 in 1950 and from 91.0 to 96.4 in 1960. Obviously, therefore, a reduction in regional disparities at these ages was achieved in the ten-year span (Table 25b).

At ages 16 and 17, when school attendance is no longer compulsory in many areas of the United States and when requirements in other areas are not as stringently enforced, enrolment levels begin to taper off. Variation in participation rates among regions also becomes quite noticeable. Between 1950 and 1960, increases in enrolment rates were moderate for the advantaged regions and larger for the disadvantaged regions, thereby narrowing regional differences.

An examination of patterns of higher education shows that there is nothing characteristic of American educational development since 1950 that would insure a narrowing of regional disparities regardless of level of school or magnitude of the rates. The rapidly rising ratios of enrolment in higher education for all regions between 1950 and 1965 were accompanied by a widening of regional differences (Tables 26a and 26b).

Analysis for the three countries indicates a wide range of patterns of geographic disparities, but a survey of the data for all of the OECD countries reveals even more variability. If one differentiates by school level and by magnitude of enrolment ratios, however, somewhat greater consistency of patterns emerges (Table A).

There are only three countries for which statistics on primary level enrolments by region are available. Canada, like the United States, has a high primary enrolment ratio which is increasing only slightly and which differs to only a small degree among regions. Similarly, disparities among regions are narrowing with a tendency toward stability (Tables 3a, 3b, 3c, 4a and 4b). In Yugoslavia, the trends are divergent at the lower and upper primary levels. At the lower level, the ratios are already quite high and are levelling off and disparities have narrowed, much as in the United States. At the upper level, however, the ratios are yet in the medium range though moving sharply upward, regional disparities are extremely sharp, and they are widening over time (Tables 27a and 27b).

Secondary school data by region, with at least two points of time given, are available for fifteen countries. In only a few is there a narrowing of regional disparities. The only clearcut pattern is for the United States where the narrowing is associated with high enrolment ratios which are approaching the saturation point. In Turkey (Tables 22a, 22b and 22c), narrowing of disparities is associated with generally low enrolment ratios which hardly changed during the early 1960's. The data are somewhat suspect since the narrowing is, in large part, due to a reported decline in the enrolment ratio for the European part of Turkey. The third country for which any narrowing of regional differentials appears is Germany, but here the data relate to school-leaving certificates rather than enrolment and the

Table A. TRENDS IN REGIONAL DISPARITIES IN EDUCATIONAL PARTICIPATION: CROSS-NATIONAL SUMMARY BY SCHOOL LEVEL

(based on standard deviation of participation rates as a measure of disparity)

	TIME SPAN	PRIMARY SCHOOL		SECONDARY SCHOOL		HIGHER EDUCATION
		LOWER	UPPER	LOWER	UPPER	
Austria	1954/55-1964/65			S		
Belgium	1961/62-1965/66				S	
Canada	1951-1961		N	W		W
France	1954/55-1962/63			W		W
Germany	1957-1964			S	N	
Italy	1954/55-1964/65			S	W	
Japan	1955-1965			W		
Netherlands ...	1952/53-1962/63			S		
Norway	1951-1964			S		
Portugal	1954/55-1964/65			W		
Sweden	1961/62-1965/66					
	1947-1960/61				W	W
Turkey	1960/61-1965/66			N	N	
United Kingdom	1951-1961					
	1953-1964			S		W
United States .	1950-1960	N		N	N	W
Yugoslavia	1953-1960	N	W	W		W

SOURCE: Detailed Tables 1a to 28b in Annex D.
NOTE: N = narrowing disparity; W = widening disparity; S = stable disparity.

narrowing applies principally to leaving gymnasium and, to a lesser degree, leaving the intermediate level (Tables 6b and 6c). It would appear, therefore, that the limited number of cases of contraction of regional differences in secondary school do not describe any general tendency among countries and that convergence of secondary school rates is most likely to occur where advantaged regions have already attained a near-maximum ratio and disadvantaged regions are still moving toward that goal.

In six countries for which secondary educational statistics were available at two points in time, regional disparities (as measured by the standard deviation) were about the same at the two dates. With the exception of Austria, which had a generally low enrolment ratio at the secondary level, the enrolment ratios for these countries (the others being Belgium, Italy, Netherlands, Norway, and England and Wales) were in the medium range with 20-60 per cent of the appropriate age group enrolled. The ratios for all of these countries showed moderate to sharp growth during the time interval studied. A major difference was that the essential stability in disparities occurred where the differences were relatively small, as in Belgium (Tables 2c and 2d) and the Netherlands (Tables 14a, 14b, 15a and 15b); where the differences were moderately large, as in England and Wales (Tables 23a, 23b, 24a and 24b); and where the differences were quite pronounced, as in Austria (Tables 1a and 1b), Italy (Tables 10a and 10b), and Norway (Tables 16a and 16b). Thus, the gaps that were being maintained were small in some cases and large in others.

Among the remaining countries for which secondary school data by region are given at two points in time, analysis of dispersion of ratios around the mean shows widening of regional disparities during the time interval. These countries include Canada, France, Japan, Portugal, Spain, Sweden and Yugoslavia. Most of these countries had medium secondary participation ratios, Japan (where it was generally high) and Spain (where it was generally low) being exceptions. In general, these countries

experienced quite rapid increases in their participation ratios during the period in question. But again, the differentials were widening in some countries where disparities were already pronounced and also in others where they were rather small. Portugal (Tables 18a and 18b) and France (Tables 5a and 5b) are characterized by some of the broader differences; Canada (Tables 3a, 3b, 3c, 3c, 4b and 4d), Spain (Tables 19a and 19d), Sweden (Tables 20a and 20b), and Yugoslavia (Tables 27a, 27b, 28a and 28b) had somewhat lesser differences; and the differences for Japan (Tables 11a, 11b, 12a and 12b) were still smaller.

Statistics for Greece and Ireland are available for one date only. For the former country, the secondary school participation ratios were low and differences among regions quite pronounced (Table 7); for the latter country, the ratios were higher and the disparities among regions more moderate.

Finally, moving to the higher educational level, one finds a great deal of uniformity in regional disparities. In all countries for which data are reported (Canada, France, Sweden, England and Wales, United States and Yugoslavia), dispersion of participation ratios was greater at more recent dates with favoured regions increasing their advantage. Only relatively small proportions of university-age students had enrolled in each of the countries but, with the exception of Yugoslavia, the ratios were rising sharply. This phenomenon is at least partly a function of earlier developments in secondary schooling since the pool of young persons who meet the requirements for university entrance is rapidly increasing. It also results from the tendency for universities to be limited to only some locations in a country. Despite these common features, regional patterns among the countries again varied in the magnitude of regional differences. They were generally smallest in Canada and France and most pronounced in Sweden and Yugoslavia.

Most of the previous analysis was for the sexes combined. A re-examination of the data taking into account the separate statistics for males and females, where available, does not alter the general findings. Although participation ratios frequently vary between the sexes, almost always favouring males, regional disparities have the same configuration whether the data considered are for males or females. Moreover, where time changes have been recorded, the tendency has been for even greater similarity in regional patterns for each of the sexes at the recent point in time.

As indicated previously, it is often difficult to determine to what extent regional differences are a consequence of location in different sections of the country and to what extent they are related to urban-rural distinctions regardless of the section of the country. It has been noted that the regional classifications employed in this study are usually those provided in the official statistics of the countries. They are designated for various reasons but almost always take account of school administrative divisions or other political criteria. Consequently, it is often the case that cities or large urban complexes become identified separately in the regional classifications. Several steps were taken to assure that the regions used in the analysis did not present a distorted picture of geographic disparities in educational participation. First, using France as an example, an alternative regional classification was employed which identified 90 *départements* instead of 21 *programmes areas*, and the disparity analysis was repeated. The results were almost identical and gave added confidence to the original interpretations*. Second, data were assembled on urban-rural differences in countries and, again drawing on data for France, the relative contributions of regional and urban-rural effects on educational participation were assessed.

Urban-rural data could only be found for five OECD countries but they are adequate for demonstrating some general relationships. In the broadest terms, participation rates are higher in urban than rural areas, but in some countries important distinctions arise within the urban and rural parts. In Denmark (Tables 29a and 29b), secondary school ratios are slightly higher in province towns than in the capital but both are considerably greater than in rural districts. The same pattern is observed for males and females and in the early and late 1950's. For France (Table 30), ratios for secondary education were generally highest in 1962 in urban areas and lower in farm than in non-farm rural areas. Inconsistent

* See Annex C.

relationships for the sexes appear in Ireland (Table 31) where ratios were higher in town than rural areas for boys and higher in rural than town areas for girls. In the Netherlands (Tables 32a and 32b), a five-way classification shows most favourable ratios of first admissions to grammar schools in residential regions, with successively smaller ratios in large towns, small towns, the urbanized rural areas, and non-urbanized rural areas, in that order. Finally, in the United States (Table 33), seven urban-rural distinctions at post-compulsory school ages reveal the highest enrolment rates in the urban fringes (or suburbs) of large cities and the lowest rates in rural non-farm areas where the population is very small. The rate was comparatively low in the larger cities.

The data for France (Table 30) permit analysis of participation rates by age, sex, type of school, and urban-rural residence for three French *départements* combined. Urban-rural differences are found within each of the regions and regional differences appear when urban-rural residence is held constant, indicating that the two effects make independent contributions to variations in participation ratios. Which effect is more important is not simply determined because of numerous interactions among the several variables involved. Urban-rural differences, moreover, generally are greater in Vendée than in Tarn or Somme. On balance, it would seem that urban-rural variations account for part of what shows up as regional differences in many of the tables in this study but that there are other factors which explain why various regions of a country differ in their educational participation ratios. These will be discussed in a later section of this paper.

Analysis of trends of geographic disparities in educational participation is obviously a hazardous undertaking in view of the definitional problems and the many elements of non-comparability in the data. Regions, as classified, are not homogeneous, and many regional classifications differentiate urban and rural areas as much as they do sections of the country. Unavailability of statistics for some countries, data for some types of schools and not others, inability to match enrolment and population data at times, the questionable accuracy of some data when given, and the difficulty of ascribing effects to particular regions (as when university students attend an institution outside their region of residence and statistics are not adjusted accordingly), all make for difficulty of interpretation. These problems have been considered as much as possible in the analysis and it is felt that the conclusions reached are not affected by them.

The approach taken here was to examine the data for each country in order to answer the major questions raised early in the paper, that is, what are the magnitude and direction of geographic disparities in school participation? Because of the limitations of data, we have not attempted to make direct comparisons among countries, but we have seen to what extent the patterns in different countries have been following a similar course.

Several overriding conclusions about geographic disparities in OECD countries can be reached: 1) Regional disparities in educational participation are common to all of the countries. 2) The magnitude of disparities varies among countries, being moderate in some countries and quite pronounced in others. Even in the former, however, it is evident that the chances of a youth's being in school are considerably better in some regions than others. 3) Contrary to some opinions, there has been no evident trend toward narrowing of regional disparities during the rapid post-war expansion of education. In fact, the only genuine indication of contraction of regional differences in participation appears in countries and at school levels where enrolment ratios are generally high and advantaged regions have already reached a near-maximum level. The more common trend is one of stability or widening of differences, with advantaged areas either maintaining or broadening their advantage over less-favoured areas. 4) Geographic variations in educational participation are partly due to unequal rates of participation in urban and rural areas but they are still subject to explanation by factors (historical, social, economic and political) which are characteristic of the regions themselves and their environment.

IV

DISPARITIES IN EDUCATIONAL PARTICIPATION BY SOCIO-ECONOMIC BACKGROUND

Socio-economic disparities in secondary schooling

Traditionally, secondary school and university attendance has been more common among the middle and upper classes than among the lower classes in all societies. There is some question, however, as to whether or not the disparity is as pronounced today as it was in the past, or, more specifically, whether or not a narrowing of the differences among the classes can be discerned in recent years. The following analysis of the topic will proceed by our first analysing the limited amount of relevant data for secondary schools, and then turning to the analysis for higher education. In the latter case, a variety of comparisons will be made between the socio-economic distribution of students and the more general population.

Some type of data on socio-economic disparities in educational participation in secondary schools is available for seven OECD countries - Denmark, France, Germany, the Netherlands, Norway, England and Wales, and the United States. The information for Denmark (Table 34) suggests that pupils from white-collar backgrounds are more likely to be continuing in school to higher grades. Those whose fathers were in liberal professions, civil servants, clerical or sales workers, or self-employed were more highly represented among beginning gymnasium students (10th year) than among 8th year students, while those whose fathers were farmers, skilled workers, or unskilled workers had less representation at the higher than lower grades. Moreover, among those who are in their eighth year one should distinguish pupils who are still in primary school and pupils who are in a lower secondary school. According to Table 34 there again one finds that children from the lower social classes are over-represented in primary school and have therefore no possibility to continue their studies to higher levels of education.

In France, the transition rate between primary and secondary education in 1953 and 1963 is seen to vary widely among socio-economic groups (Table 35a). In 1953, only 13% of agricultural workers' children and 21% of labourers' children made the transition, as compared to 87% of the children of free professionals. By 1963, the transition rate had risen for all groups but the gap among groups was still quite substantial. Because the advantaged socio-economic population groups were approaching 100% transition, the less-advantaged groups were beginning to catch up. Other data for France in 1963-64 (Table 35b) indicate an increasing proportion of children of free professionals and higher- and middle-level employees in each higher grade of school and a correspondingly decreasing proportion of workers' children as grade progression takes place. These generalizations need to be qualified because the pool of eligible children in each socio-economic group cannot be properly determined, but there is, nevertheless, some indication of social selection in grade progression. Here again the more "noble" types of secondary education ("lycées" and more specifically the classical streams) attract much higher proportions of youngsters from the higher social classes than the so-called "CEG"*. The breakdown by type of secondary education as presented in Tables 35a and 35b is therefore important.

* Collèges d'enseignement général.

In a middle-size town of the Ruhr in Germany in 1963-64, the social origin distribution of pupils varied greatly from the early grades of gymnasium through graduation. While only 9% of the children in the fifth grade had fathers who were university graduates, 35% of those receiving diplomas had university graduate fathers. Conversely, 31% of fifth graders were workers' children, yet only 2% of those receiving diplomas fell into that category (Table 36).

The ratio of grammar school admissions to 12 year olds in the Netherlands varied considerably among social classes, and the differential among classes widened substantially between 1942 and 1960 (Table 37). At the earlier date, 45% of upper stratum boys, 14% of those from the middle stratum, and 4% from the lower stratum were admitted; eighteen years later the percentages had risen to 67, 25, and 7%, respectively. Rates for girls were not as high, but stratum differences and time changes were comparable for boys and girls.

In Norway, the ratio of secondary school diplomas to persons 19 years old in 1951 ranged from less than 2% for children of workers to 48% for children of free professions. By 1963, the ratio for the former was still only 3% while it had risen to 60% for the latter (Table 38).

Data on England and Wales show that, of the boys born in the late 1930's, 62% from the professional and managerial class had been in grammar school at ages 11-13 as compared to 7% from the unskilled class. By age seventeen, 43% of those from the professional and managerial class were still in grammar school as compared to 1 1/2% from the unskilled class (Table 39). As indicated in Table 40, proportions obtaining a grammar school education increased sharply over time, with the rise being most rapid for the professional and managerial class.

Enrolment rates differed little among socio-economic groups at ages 10-13 in the United States (Table 41). By ages 14-15, non-enrolment was more noticeable among the children of workers, and at ages 16-17, when compulsory attendance laws no longer apply in most areas, dropping out of school was substantial among children of unskilled and semi-skilled workers. Social selection in who reaches the last year of secondary school is also revealed in Table 42 by the ratio of the percentage of students to the percentage of employed males in each social stratum. Students are over-represented in the upper stratum and slightly under-represented in the agriculture and lower strata. In order to equalize the distributions of students and of workers by social strata, a shift of 10% of the students would be required. This figure of 10% (the index of dissimilarity) is relatively small and, therefore, indicates a moderate amount of social selection in attainment of the last year of secondary school.

Information on secondary school participation by socio-economic grouping for seven countries thus indicates that a fair amount of social selection has already taken place in the transition from primary to secondary education and in attendance at the secondary level. Social group differences are much less pronounced in the United States than in the other countries owing to the greater tendency toward universal secondary schooling in that country. Where data are available for more than one point in time, increases in relative educational participation can be noted for all groups but the groups with highest participation rates are moving most rapidly toward complete participation.

Socio-economic disparities in higher education: national analysis

Data on socio-economic disparities in educational participation are more plentiful at the level of higher education than for secondary education. And one set of data which is frequently available for countries relates the socio-economic distribution of students to the socio-economic distribution of male workers. As indicated in earlier discussion, what one ideally would want is a comparison of students in each social category with persons of student age in the same category. The available data on students and workers come close to approximating the ideal when data for workers are restricted to those who are at ages typical of fathers of students. Even such more refined data lack some of the precision of an exact comparison but, in the absence of the necessary statistics, the cruder data give some basis for

analysing social disparities in higher education. In the pages which follow, a country-by-country analysis is first undertaken which covers, wherever available, a) the distribution of students and workers, b) selectivity indexes (the ratios of the percentage of students in given social categories to the percentage of workers in the same categories)*, c) rates of students per 1,000 workers in each category and d) absolute percentage differences in each category and the index of dissimilarity. Where information for workers is specified by age, the categories 40-59 or 45-54 will be used. Analysis of socio-economic disparities by academic discipline will also be included when such data are available. After the country-by-country discussion is completed, cross-national analysis of disparities will be undertaken using a uniform set of social categories.

A glance at Austrian statistics for 1965-66 shows that 13% of students in higher education came from professional backgrounds, about 24% came from families headed by higher-level employees (civil servants and the like), 37% were from other employee backgrounds, and 17% had self-employed fathers who were not professionals. Only 3% came from worker backgrounds and 6% had fathers who were wage earners in the agricultural field. The male labour force, on the other hand, was dominated by workers, this group making up 64% of the total. Another 10% were in agriculture, with only 2 1/2% of the male labour force being in professional occupations. Selectivity indexes calculated from these data indicate the gross disparities in education participation. Young persons from professional and higher employee backgrounds were five times as likely to be students of higher education as would be expected on the basis of the labour force distribution. About one-tenth of the workers' children who would be expected in higher education were attending. Children of agricultural workers had a lower than expected index, while the ratios were above parity for other occupational groups (Table 43). It was considered useful to illustrate the information on the student distribution and on the occupational distribution of the labour force in graphic form. Triangular graphs have been adopted for this purpose because, on the one hand, they summarize in an elegant manner the percentage distributions of the student body and of the labour force and, on the other, they enable us to compare easily the respective positions of the students and the active population within each of the three regions distinguished in these graphs. Indeed, the distance separating points E and P indicates the difference existing between the two distributions and, therefore, the degree of equal educational opportunity reached. If information is available for two points in time it is possible to see immediately whether the distance between the two points has been reduced or not, as well as what the respective developments of the two distributions have been. In order to draw these graphs the available information had to be aggregated to three main social categories. Such a triangular graph will be presented for each of the 19 countries to be dealt with in the following text (Graphs 1 through 19). Graph 1 relates to the Austrian situation.

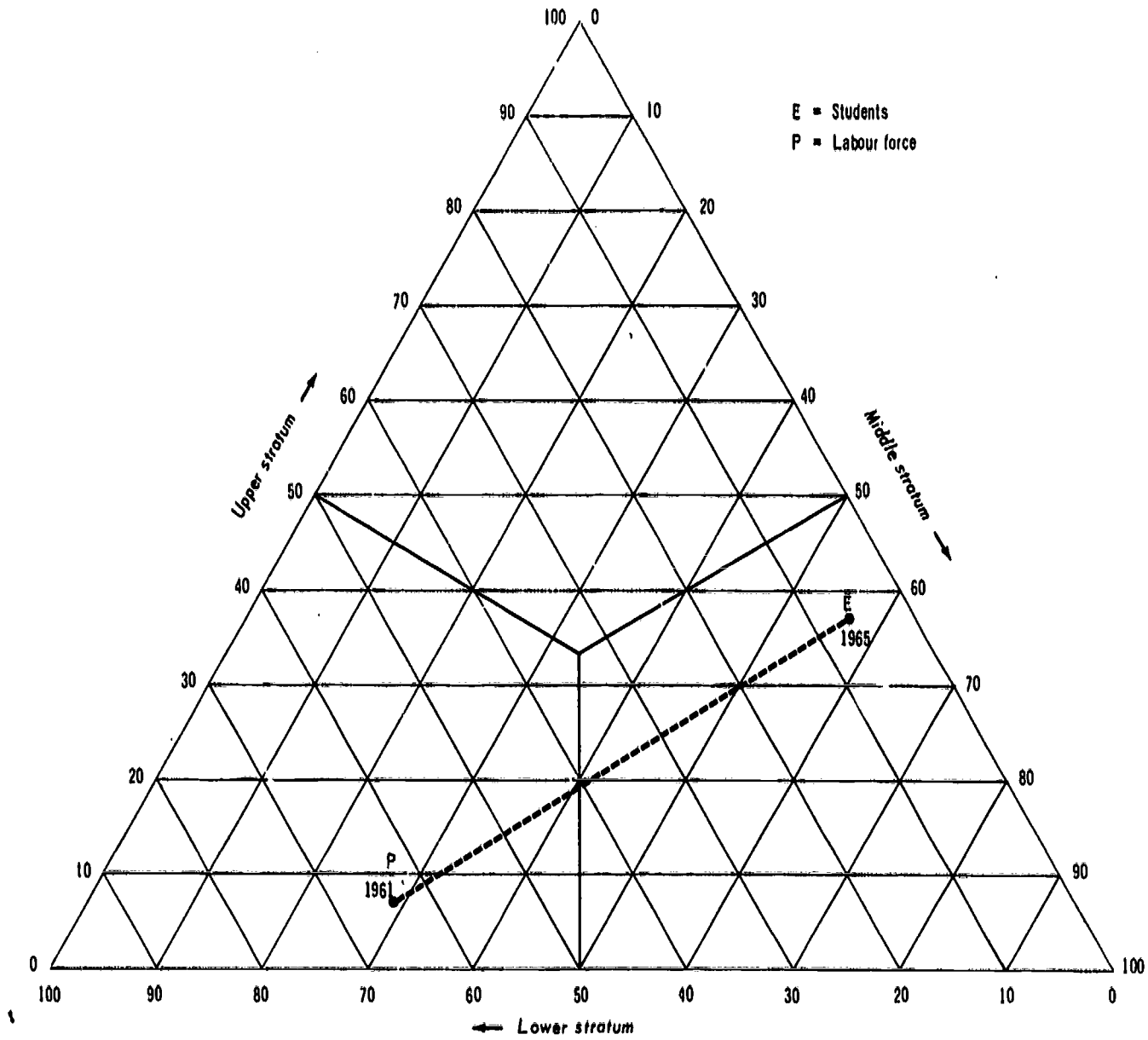
In Table 44, the same data for Austria are converted into a form which relates the number of students in each social category to the male labour force in the same category. Ratios are highest for those from professional backgrounds and lowest for those from worker backgrounds. The difference in rates per 1,000 active males is exceedingly large, being fifty-four times as great for children of professional than children from worker origins.

In Belgium in 1962-63, one-fourth of beginning university students had fathers who were workers or service personnel, an unusually high figure for most countries. About one-sixth had trader or artisan backgrounds and another sixth had fathers who were higher-level employees. Roughly one-tenth had professional origins. By 1966-67, the distribution had not been altered radically. The male labour force in Belgium in the 60's was distributed differently than were the students. Over half of them (55%) were workers or service personnel, with very small proportions in white-collar categories. An examination of selectivity indexes for 1962-63 reveals that, in spite of the relatively favourable figures concerning workers and service personnel participation, discrepancies do remain. Thus, young persons from professional and other white-collar backgrounds were three times as likely to be enrolled as expected from labour force distributions, while young people from farm and labouring classes were less likely to be in school than expected. However, this is a much more favourable situation than can be

* The upper stratum ratios are more sensitive and variable to a given increase in students or workers because the base is normally smaller in the upper strata.

Graph 1

AUSTRIA



To facilitate reading these triangular graphs (graphs 1 through 19) it should be mentioned that in order to determine the proportion of each social group distinguished it suffices to draw - from a given point - parallel lines to the three sides of the triangle (according to the direction indicated by the arrows). The intersection point of these parallel lines with the sides of the triangle corresponds to the proportion of each social group in the student body or in the labour force.

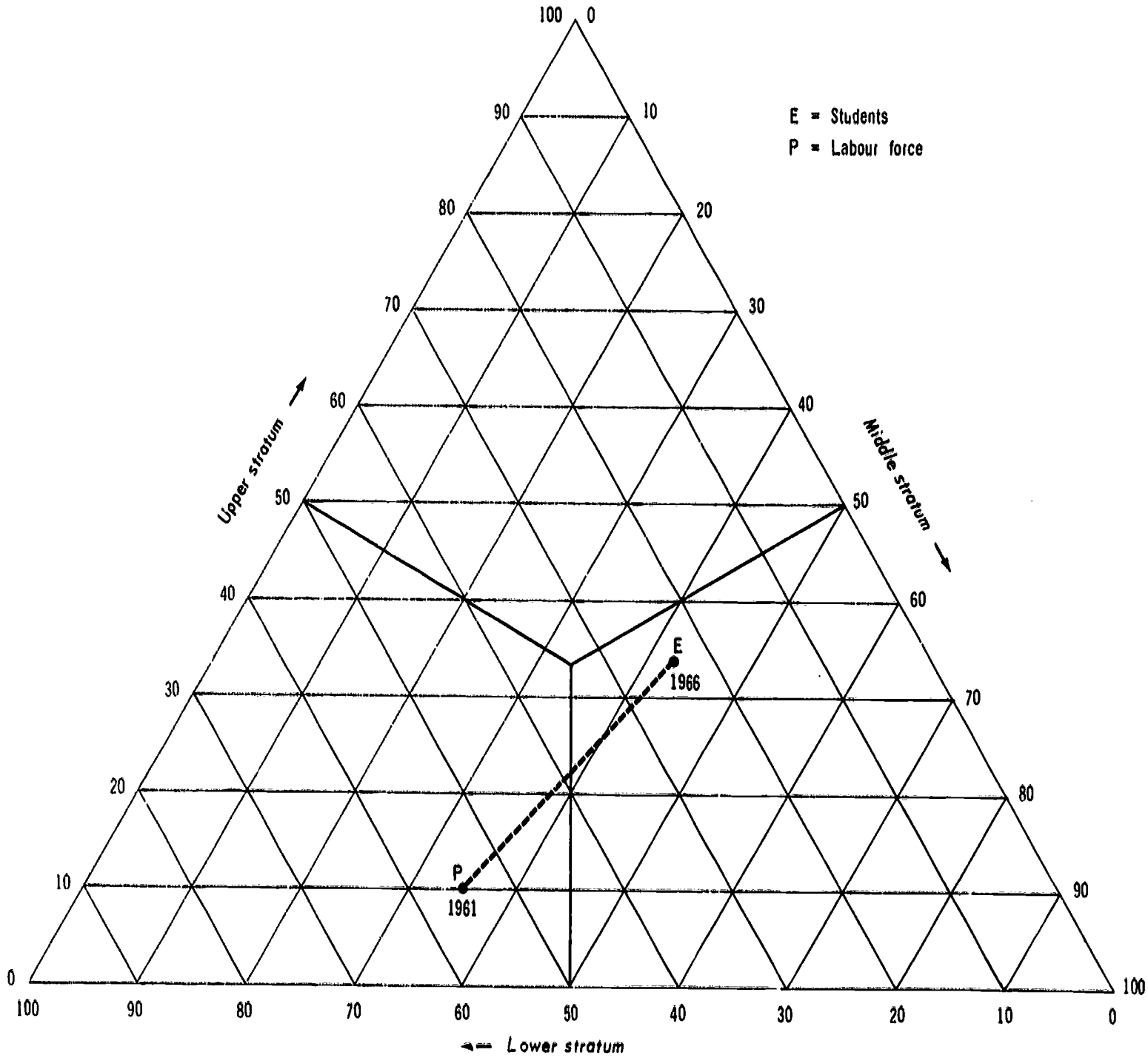
The centre of the triangle (indicated in the graphs) corresponds to a situation in which the three proportions are equal. If a point is situated in the Northern region of the graph the upper stratum dominates; a point in the south-east region means a domination of the middle stratum; a point in the south-west region corresponds to the domination of the lower stratum.

found in many other countries. Very similar indexes are obtained for 1966-67, suggesting that little change in social disparities in higher education had taken place. This is not surprising in view of i) the short period under consideration and ii) the fact that the same labour force distribution had to be taken as the denominator in the calculation of the selectivity indexes for both years.

The number of students per 1,000 active males in Belgium in 1962-63 ranged from 11.3 for the professions to 1.2 for workers and service personnel. The gap between white-collar categories (professions, higher-level employees, and teaching staff) and the skilled, semi-skilled, and unskilled worker categories in the student participation rate is important (although less so than in other countries), the lowest rate for a white-collar group being more than twice as large as the highest rate for other groups (Table 47).

Graph 2

BELGIUM

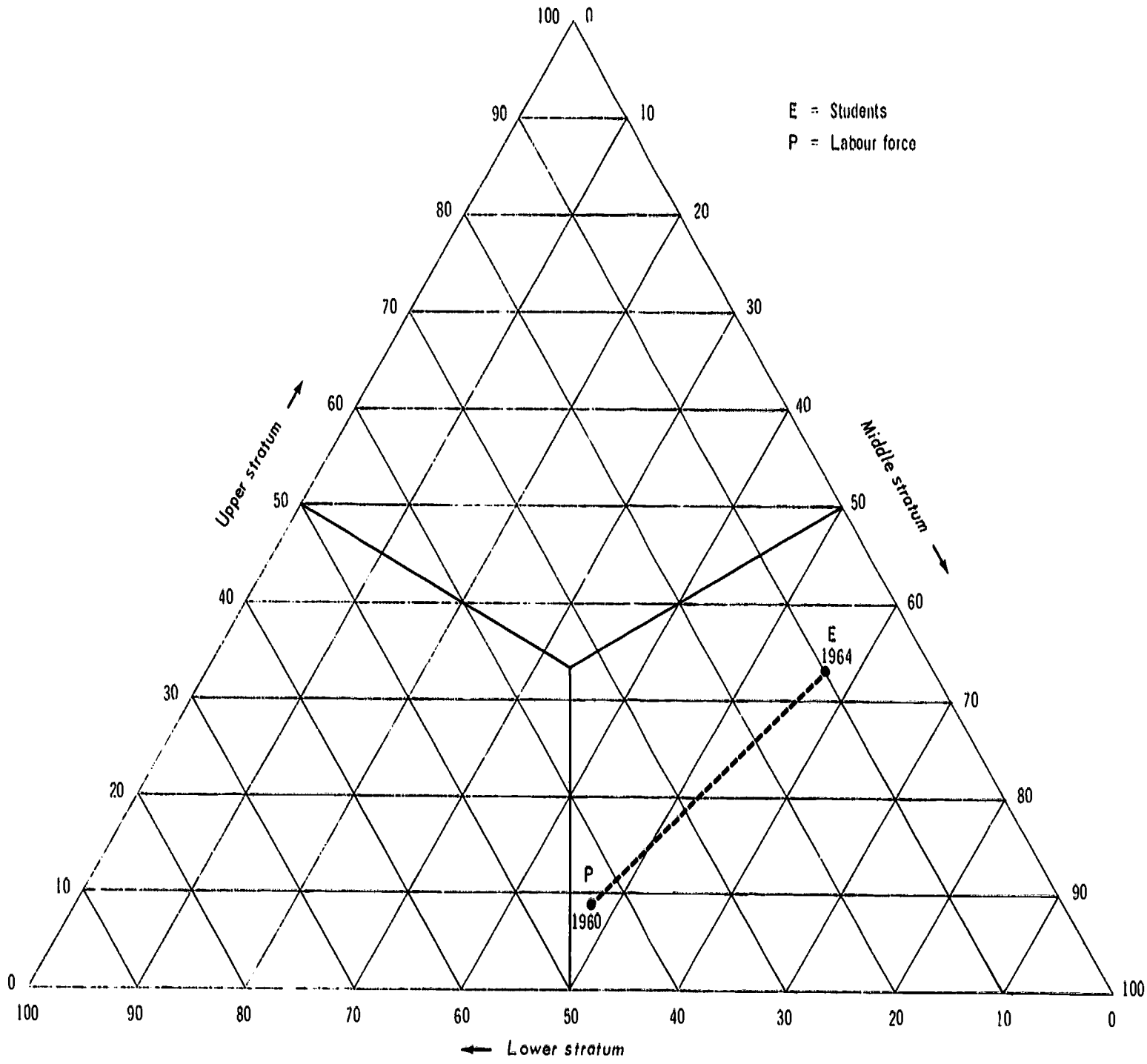


Information about higher education in Denmark in 1959 and 1964 shows that, at both dates, three out of ten students in higher education had fathers who themselves were graduates of higher education. The fathers of more than a quarter of the students were in civil service work (Table 49). In Copenhagen, over a thirty-year period (1934-1964), the proportion of students with working-class backgrounds increased from 2 to 11% and those with fathers who were civil servants increased from 18 to 29%, while the proportion whose fathers were self-employed declined sharply. Most of the change took place between 1934 and 1947, only a small amount of change taking place subsequently (Table 50).

When the percentage distribution of students by socio-economic category is related to the corresponding distribution of the labour force aged 40 to 59 years old, the relative participation of social groups in higher education is evident. For all types of higher education, ratios are above parity for children of

Graph 3

DENMARK



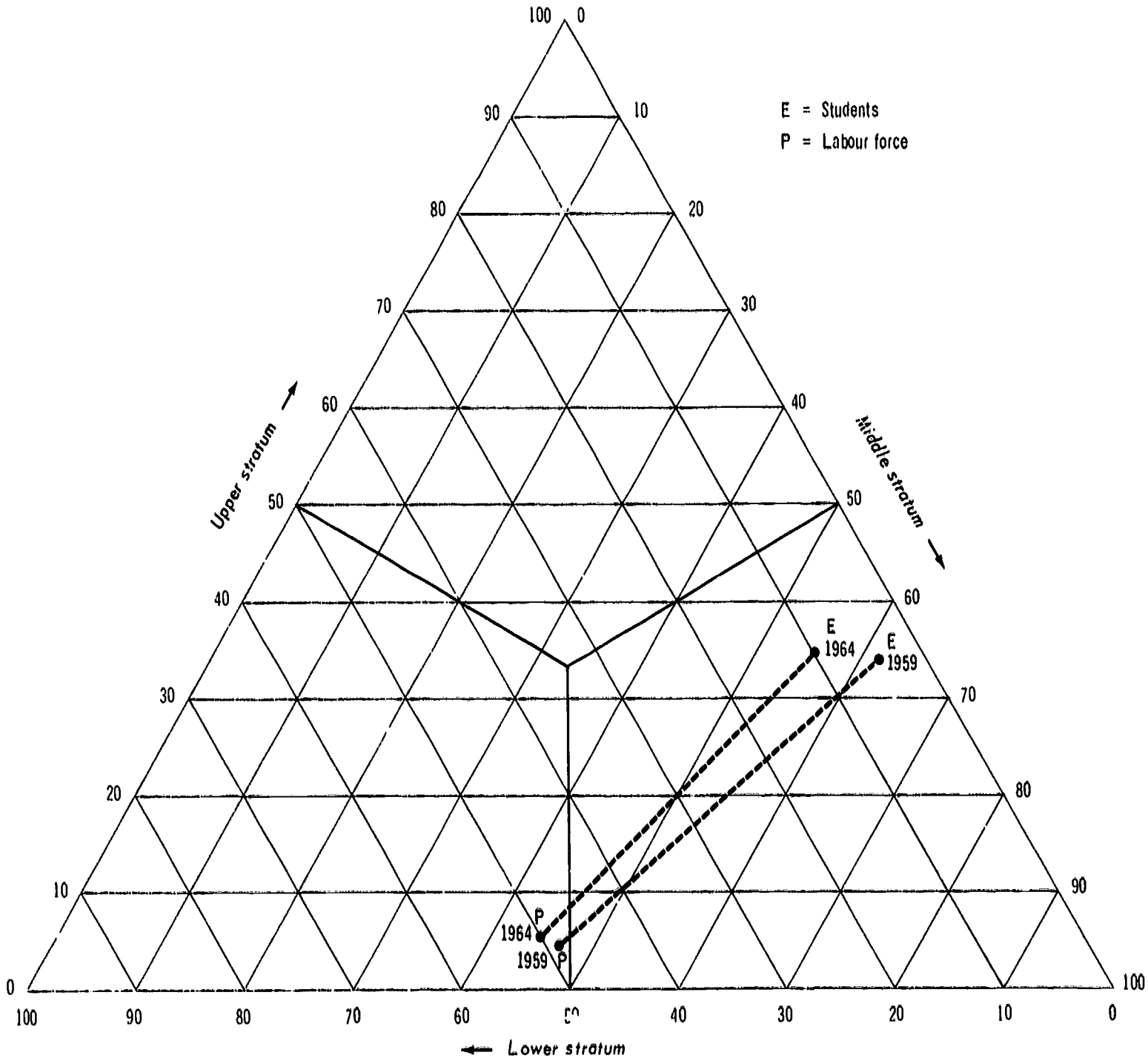
higher education graduates and teachers (2.70), civil servants (1.56), and self-employed persons other than farmers (1.17), and below parity for children of farmers (0.98) and workers (0.36). For universities alone, the disparities were slighly greater (Table 52).

Some degree of democratization in university participation is seen to have taken place in France between 1939 and 1959 (Table 53a and particularly Graph 4). Whereas 15% of university students were from professional families in 1939, 13% were from such families in 1959.

A similar reduction in relative participation took place among children of industrialists and tradesmen. An increasing proportion of students over time came from craftsmen and worker backgrounds.

Graph 4

FRANCE

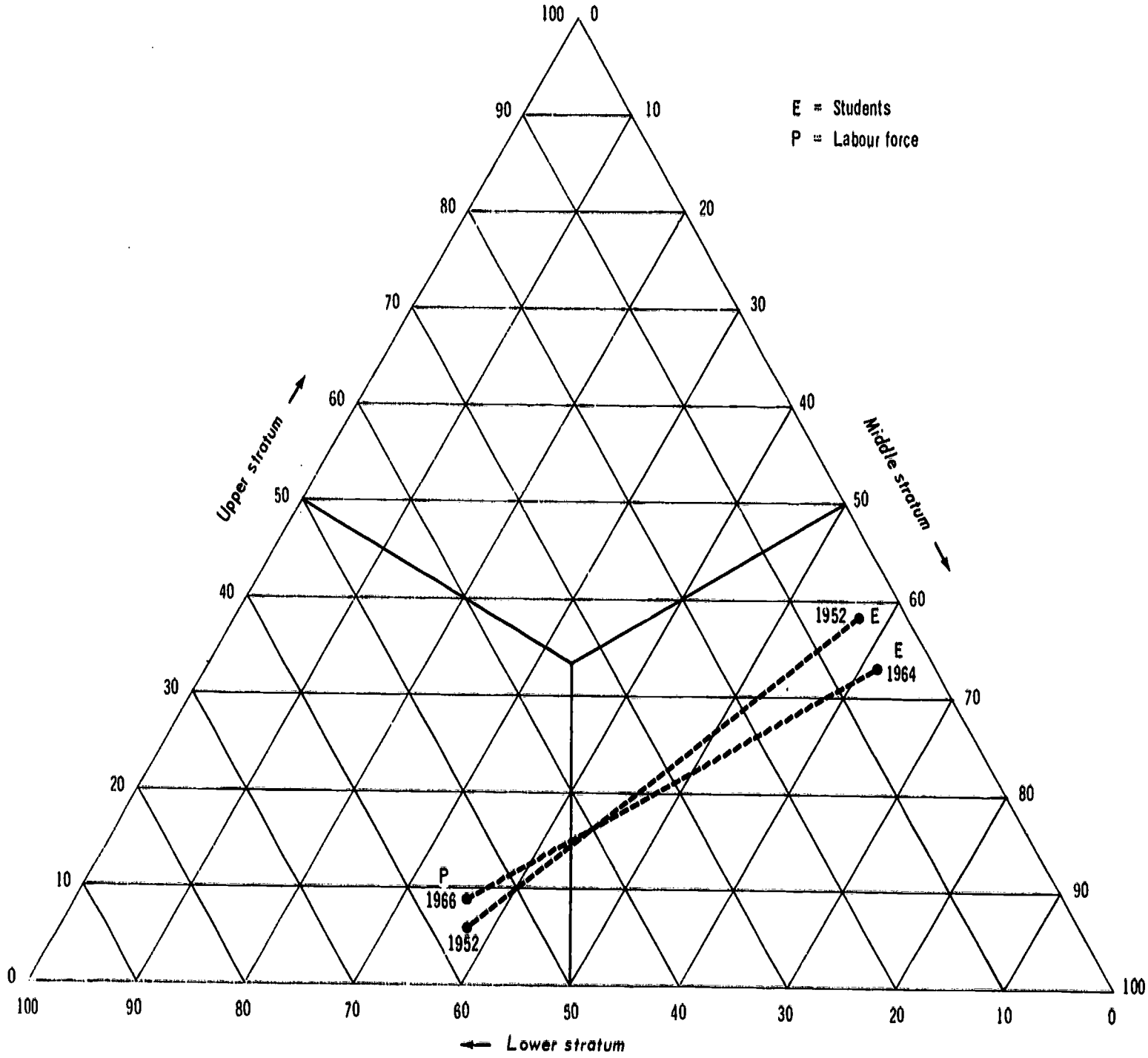


Selectivity indexes of students to the male labour force during the 1950's are exceedingly higher for children of professionals in France than for any other group. Moreover, from 1953 to 1959 very little change occurred in the ratio for different occupational groups (Table 53b). The same pattern of disparities in higher education is observed in Table 54. Professional and senior executive groups had far greater representation among the students than among the labour force. Middle-level employees had about three times the representation among students as the labour force, whereas workers were much more likely to be represented among the labour force.

A narrowing of social disparities in higher education took place in Germany between 1952-53 and 1964-65. The participation gap between civil servants, employees, the self-employed, and workers was considerably smaller at the more recent date. An examination of the data indicates that the change was

Graph 5

GERMANY

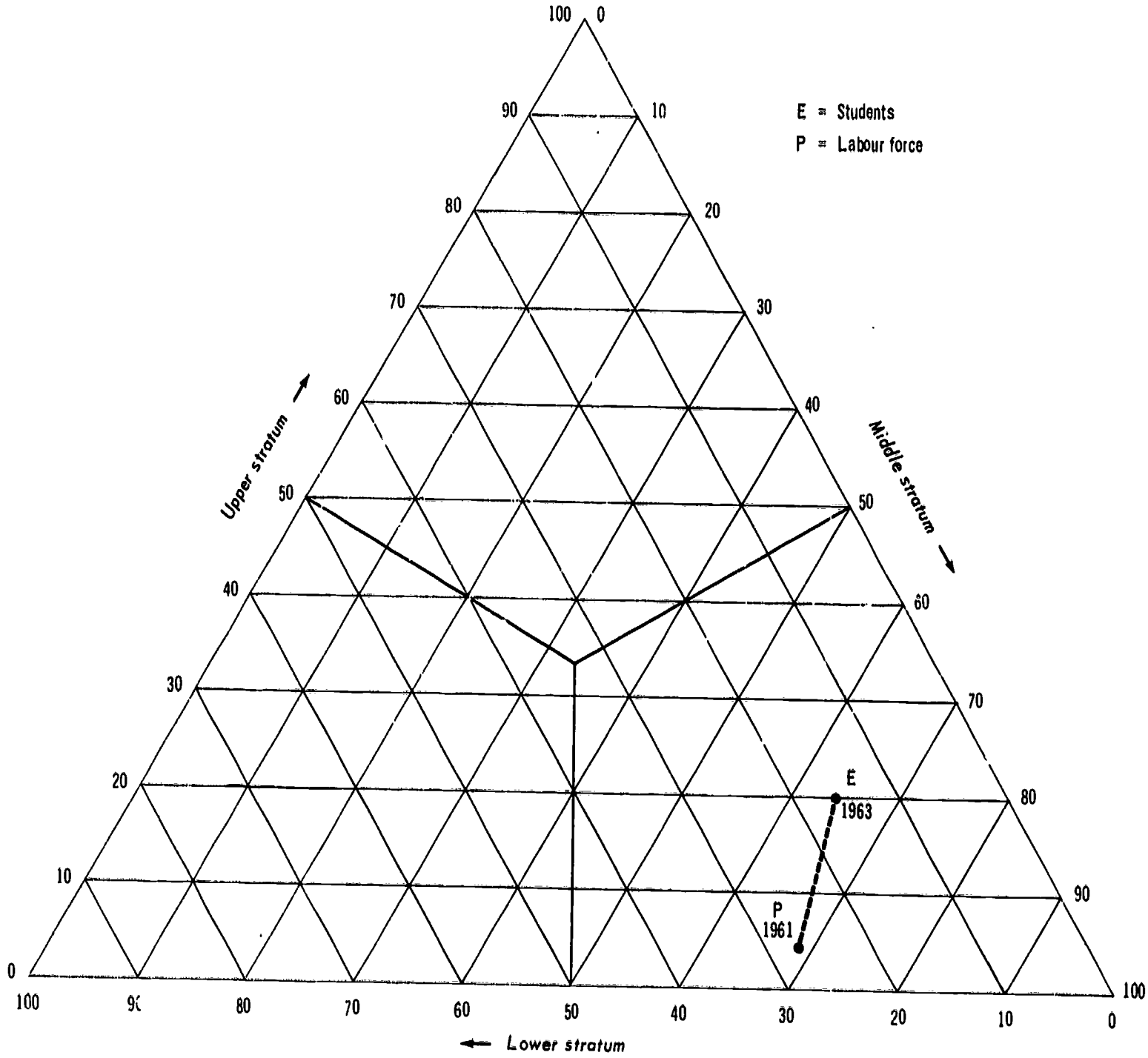


produced principally by a) an increase in the proportion of students from the working class, b) a decrease in the proportion of students from civil servant families, and c) an increase in the percentage of the male labour force who were civil servants. The first factor resulted in some rise in the selectivity index of workers' children; the last two factors contributed to a reduction in the index of civil servants' children (Table 56 and Graph 5). Disparities in higher education still exist, however, in Germany in the most recent data. In 1961, the number of students per 1,000 actively employed males was about 33 for the civil servant category, 17 for self-employed workers, 14 for employees, and 1 for workers (Table 57).

In Greece, in 1959-60, children of farmers, workers, and service personnel were under-represented among university students; children of traders and middle- and higher-level employees were moderately over-represented, and children of professionals were greatly over-represented. By 1963-64, the

Graph 6

GREECE

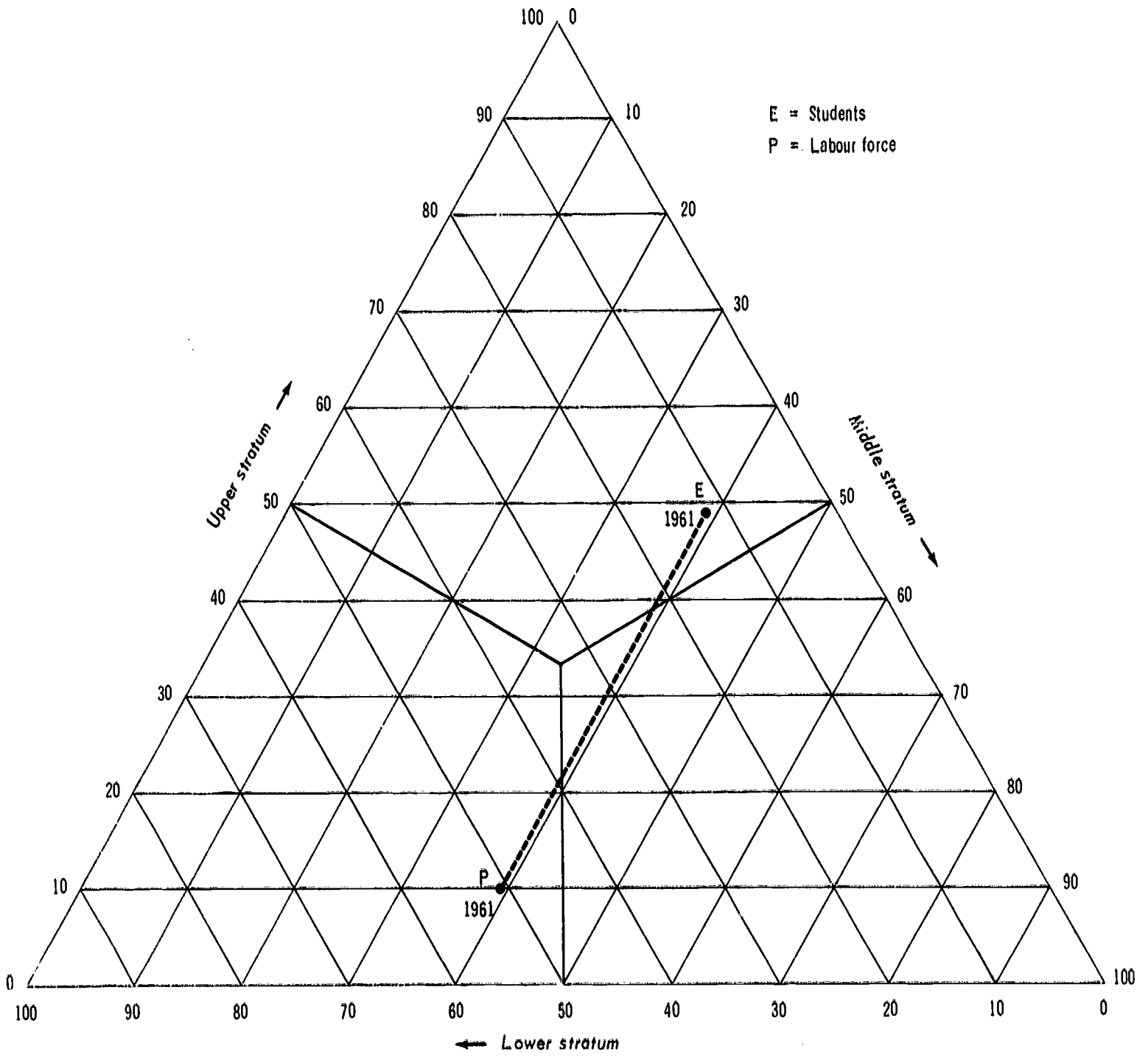


pattern of disparities remained much the same (Table 59). The ratio of students in higher education to the active male labour force aged 45 to 54 by socio-economic categories is shown in Table 60. Different occupational detail than in the previous table reveals the greatest participation ratio among the professional and technical class but greater participation in the clerical workers' category than in the sales, administrative, executive, and managerial categories. This is such an exceptional finding, and so contrary to other country evidence, that a word of caution must be sounded with respect to problems of definition and of classification which exist in any case when one compares the labour force and the student distributions, and which may be particularly acute here.

The data for Ireland are different from those of most other countries in the sense that they are age-specific. Table 62 shows the total population by father's occupation aged 20-24, in relation to those in the

Graph 7

IRELAND



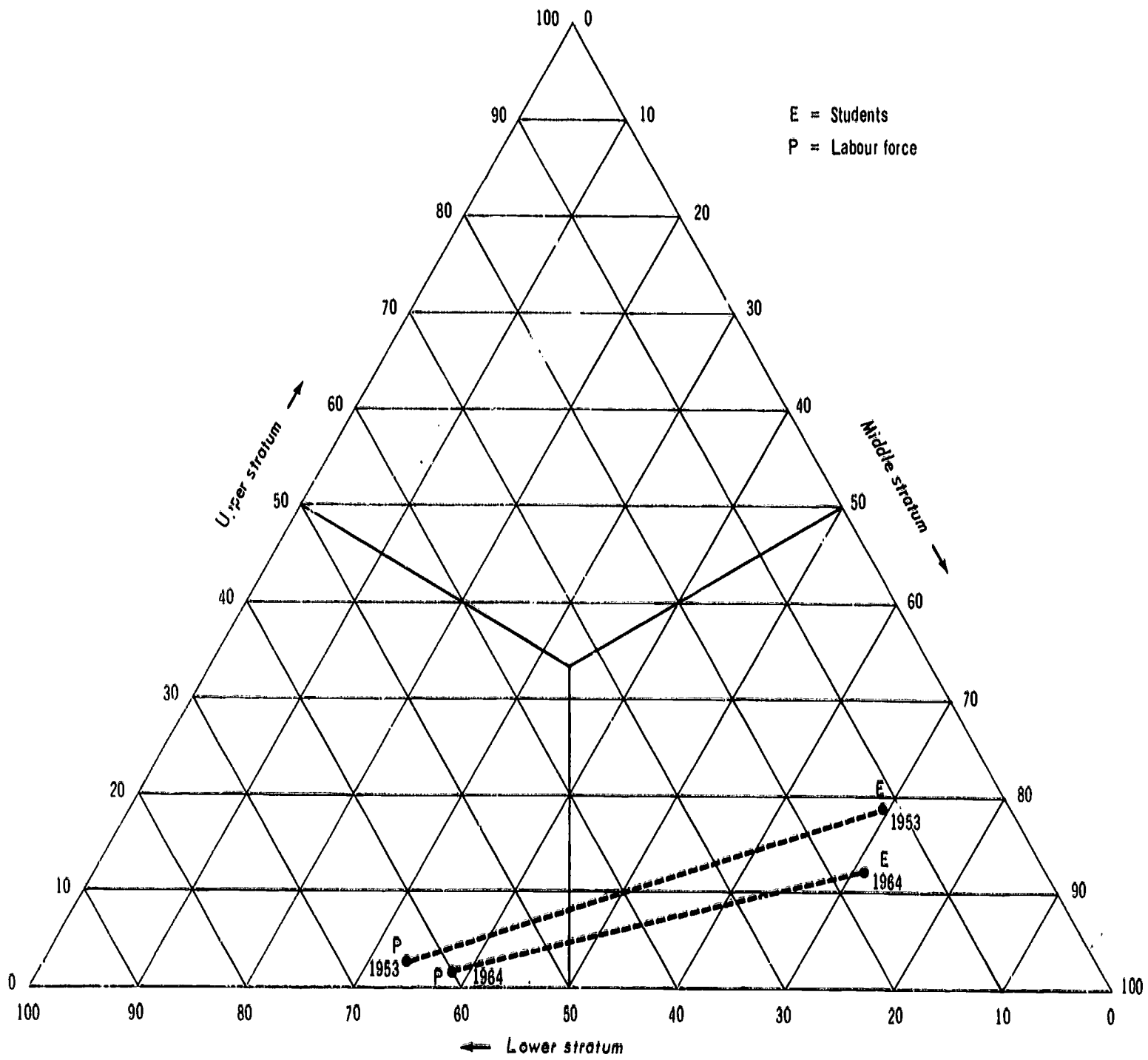
different levels and fields of education having the same age. For the sake of completeness, corresponding information is also included concerning the population aged 14 and 15-19. As can be seen in the lower part of the table those whose fathers are professional or high-level employees constitute one-third of the students and 10% of the population; those whose fathers are semi-skilled or unskilled workers represent only 1% of the students but one-fourth of the population. According to the figures, not only are the semi-skilled and unskilled classes under-represented but so are the skilled manual and "other non-manual" groups. The statistics need to be interpreted with caution, however, because of a high "unknown" rate on occupation of fathers of persons in higher education.

Social selection in the transition from secondary school graduation to university entrance to university graduation is approximated for Italy at two time periods in Table 64. The data are approximations

because they show social disparities at the different stages at a given point in time rather than relating to a cohort following over time. The findings are similar at both dates: a) young persons from families headed by industrialists, tradesmen, professionals or senior executives were far more likely than expected to achieve these educational levels, while young persons from self-employed and working-class backgrounds were less likely than expected to have achieved them; b) the disparities between the socio-economic categories widened over the ten-year period; and c) although the chances for achieving the different levels were roughly the same for several of the social categories, they improved from secondary school graduation to university graduation for the upper stratum and declined significantly for the working-class stratum. Graph 8 shows the narrow definition used by the Italians for their upper stratum group. (See also Graph 20).

Graph 8

ITALY

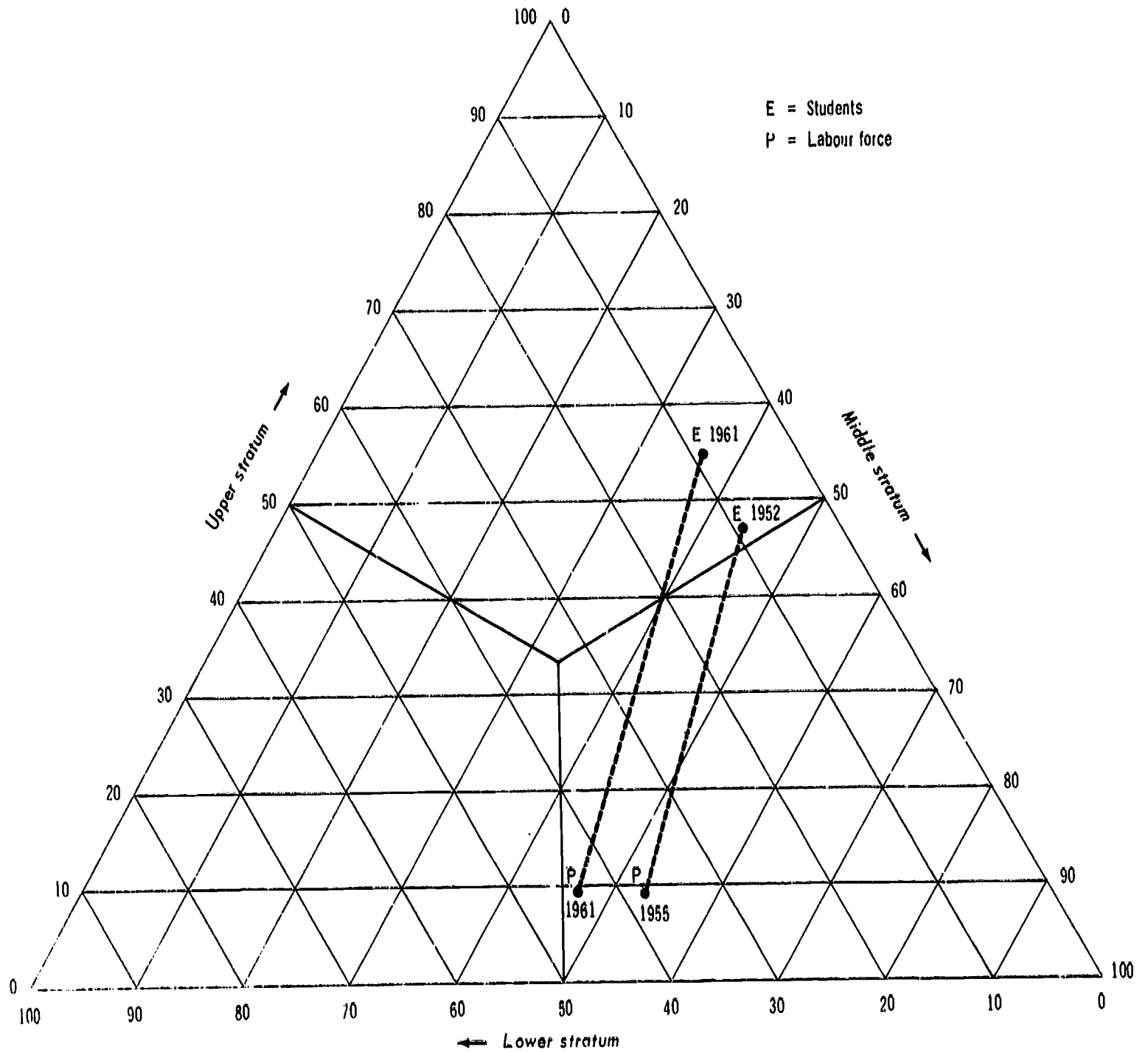


Class-specific participation rates for Italy can be inferred from the statistics in Table 65. The gross group differences in participation rates increase over time for all socio-economic categories, the increase for the lower social strata is quite small when compared to the increase for the middle stratum and, especially, the upper strata.

Japan not only is geographically far removed from other OECD countries but its social structure is considerably different. It is therefore of particular interest to see if the relationship of socio-economic background to educational participation in this country has any similarities to that of other OECD countries. The figures in Table 67 enable us to say that there are many similarities but some differences. The similarities are in the general advantage which the white-collar classes have over the manual classes and in the persistence of this advantage over time. One difference lies in the higher selectivity index for

Graph 9

JAPAN



children of managers and senior executives than children of professional and technical workers when the distribution of university students and the total male labour force is compared. (When the male labour force between 45 and 54 years old is used in the comparison, the situation is reversed and the parity ratio becomes higher for the professional class.) Between 1952 and 1961, indexes rose for the upper strata and dropped slightly for the lower strata, thereby serving to broaden somewhat the social disparities in university participation.

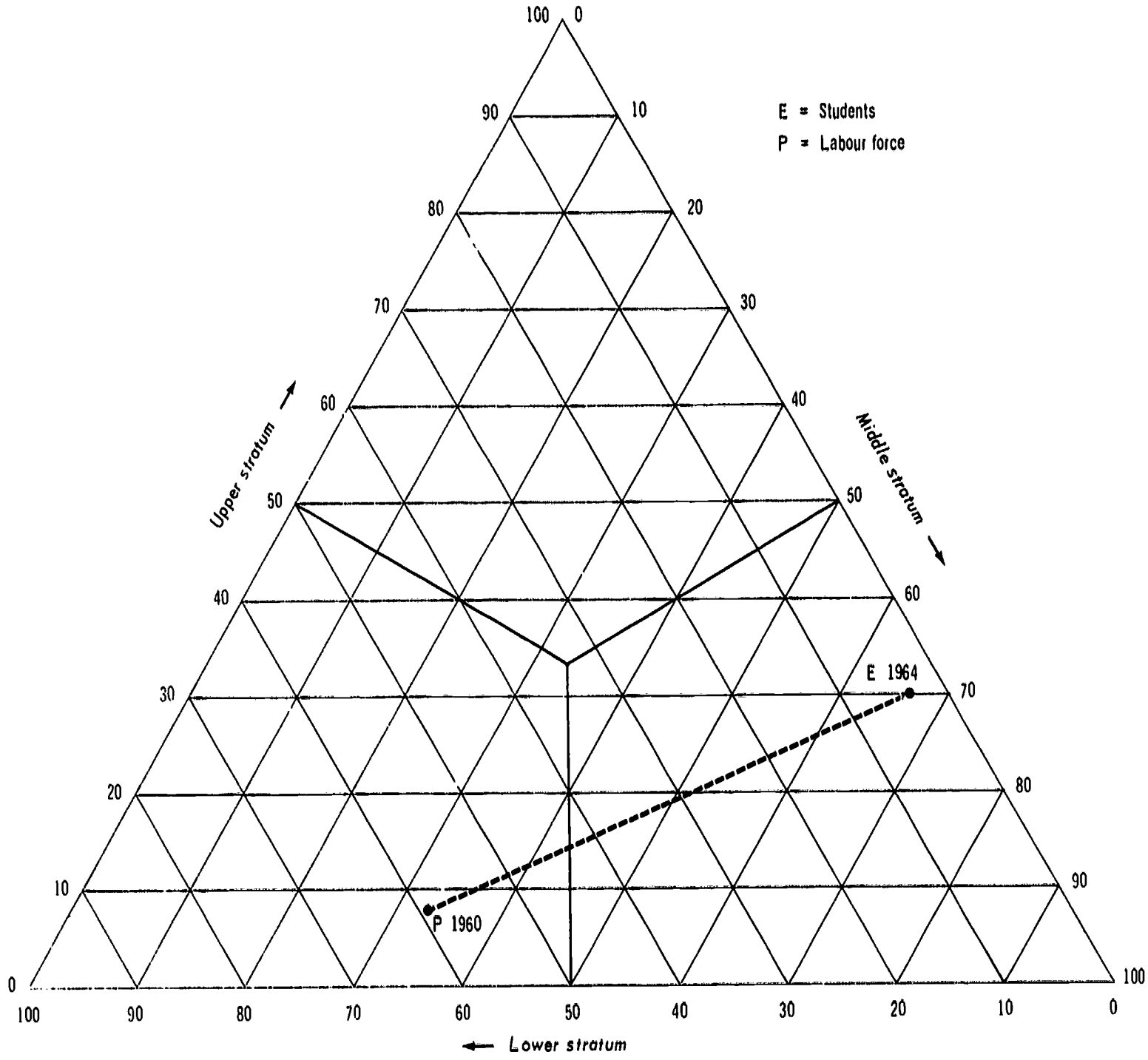
Although men outnumber women more than five to one among Japanese university students, their socio-economic origins are not radically different. The women are a little more apt to have fathers who are in the professional and managerial classes. In junior colleges, where females predominate more than two to one, a much higher proportion of males comes from farm backgrounds, whereas women are more likely to have fathers belonging to the managerial or professional categories (Table 68).

The data in Table 69 on university participation in Japan around 1961 indicate that the definitions used in identifying the students and the more general population to which they are compared have an important impact on the measurement of social disparities. Children of managers and senior executives have highest participation rates among university students when the total male labour force is used as the ratio denominator, but children of professional and technical workers have the highest rates when the denominator is limited to the male labour force aged 45-54 years. When only new entrants to universities are included in the numerator of the ratio and the total male labour force is in the denominator, the sons and daughters of professional and technical workers and managers and senior executives have equal participation rates and the rate for children of sales workers surpasses that of clerical workers. But when the male labour force 45-54 is the base for university entrants, the same relative pattern as for all university students emerges. Finally, when all new entrants in higher education rather than university entrants alone are considered, the rankings of socio-economic categories with regard to educational participation form the same order as when the latter groups were considered. Regardless of definitions or classifications, however, the broad disparities in higher educational participation, characteristic of most countries, are evident in Japan.

Among Luxembourg's small group of first-year students in higher education, over one-third are from middle- and lower-level employee families; another fifth are children of artisans and traders. Three-fifths of the labour force, even at ages 45-54, are classified as workers. Parity ratios for Luxembourg in 1964-65 are very high (4.4) for those with higher-level employee backgrounds, for the professions (3.5), and for middle- and lower-level employees (3.3); at least moderately high for artisans and traders (2.9); low for farmers (0.4), and still lower for workers (0.05). Using the male labour force aged 45-54 as the base does not alter the relationships among socio-economic categories (Table 70). Calculation of first-year students per 1,000 males 45-54 in the labour force shows young persons with parents who are teachers, professionals, or higher-level employees having about six times the participation rate of workers' children (Table 71).

Information about socio-economic differences in education in the Netherlands is especially rich in detail and can be obtained for four points in time, covering the period 1954-55 to 1964-65. In the mid-fifties, nearly half of the university students were from the "higher class", one-fourth each from the "middle class" and "self-employed" class, and 7% were from the "lower class". Female students were more likely than male students to be from the "upper class" (Table 72). Over the next decade, very little change took place in the relative distribution of students among social background categories. At the same time, little change took place in the socio-economic distribution of the labour force, a bare majority of whom were manual workers. This is clearly illustrated in Graph 11. There was some increase in the proportion of higher level employees in the labour force, however. Selectivity indexes in the mid-fifties ran high for the professions, higher-level employees, primary school teachers and particularly high for secondary school and university teachers. It was below unity for self-employed farmers, low-level employees, and manual workers. Disparities between the groups were not quite as great when the male labour force aged 45-54 was taken as base but the direction and magnitude of

Graph 10
LUXEMBOURG

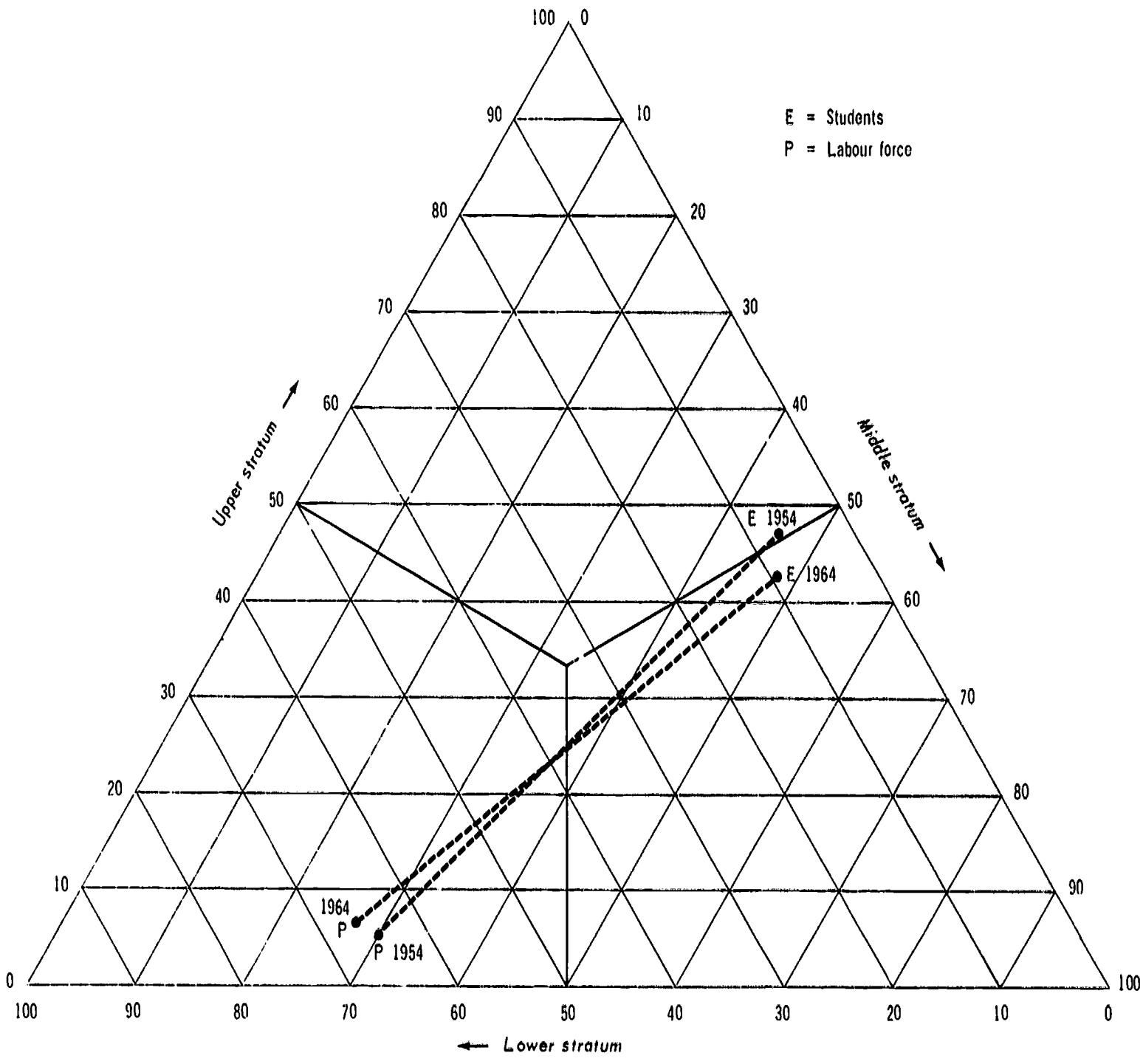


differences were similar. Lastly, the slight narrowing of disparities between the "upper class" and other classes resulted mainly from an increasing proportion of higher-level employees in the labour force.

New entrants to Norwegian universities in 1964-65 were most likely to come from professional backgrounds, but to a considerable extent they were drawn from managerial, craft, and farm backgrounds. Craftsmen, production process workers and labourers constituted two-fifths of the male labour force during this period of time, with persons in farm occupations counting for another fourth (Table 75). Ratios of students to the male labour force aged 45-54 were above unity for all white-collar groups and below unity for all blue-collar categories. Participation rates per 1,000 men in the labour force were highest

Graph 11

NETHERLANDS

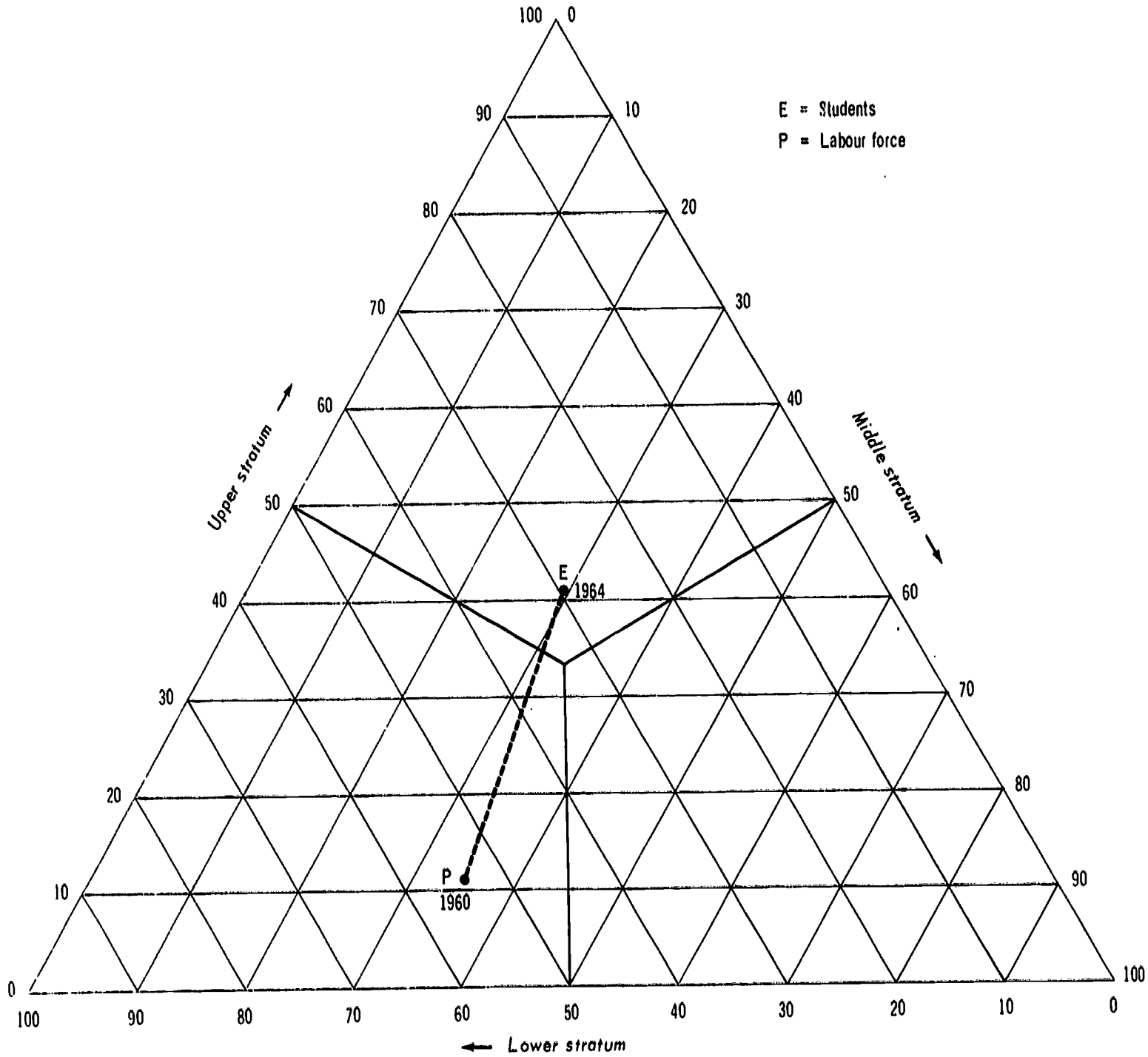


in the administrative, executive, and managerial class, but when only male workers aged 45-54 were considered, the professional and technical category had the highest rate (Table 76).

In Portugal in the 60's virtually four-fifths of the male labour force were in the worker category; less than 14% of the labour force were in the white-collar class. Yet, over 70% of the university students were drawn from the white-collar class and only 7% were children of workers. Socio-economic disparities in higher education in Portugal were thus extremely broad, as shown in Graph 13. The ratio of students to the male labour force aged 45-54 ranged from 7.9 to 0.1 Participation rates were two to three times as great for upper white-collar as for lower white-collar groups (Tables 77 and 78).

Graph 12

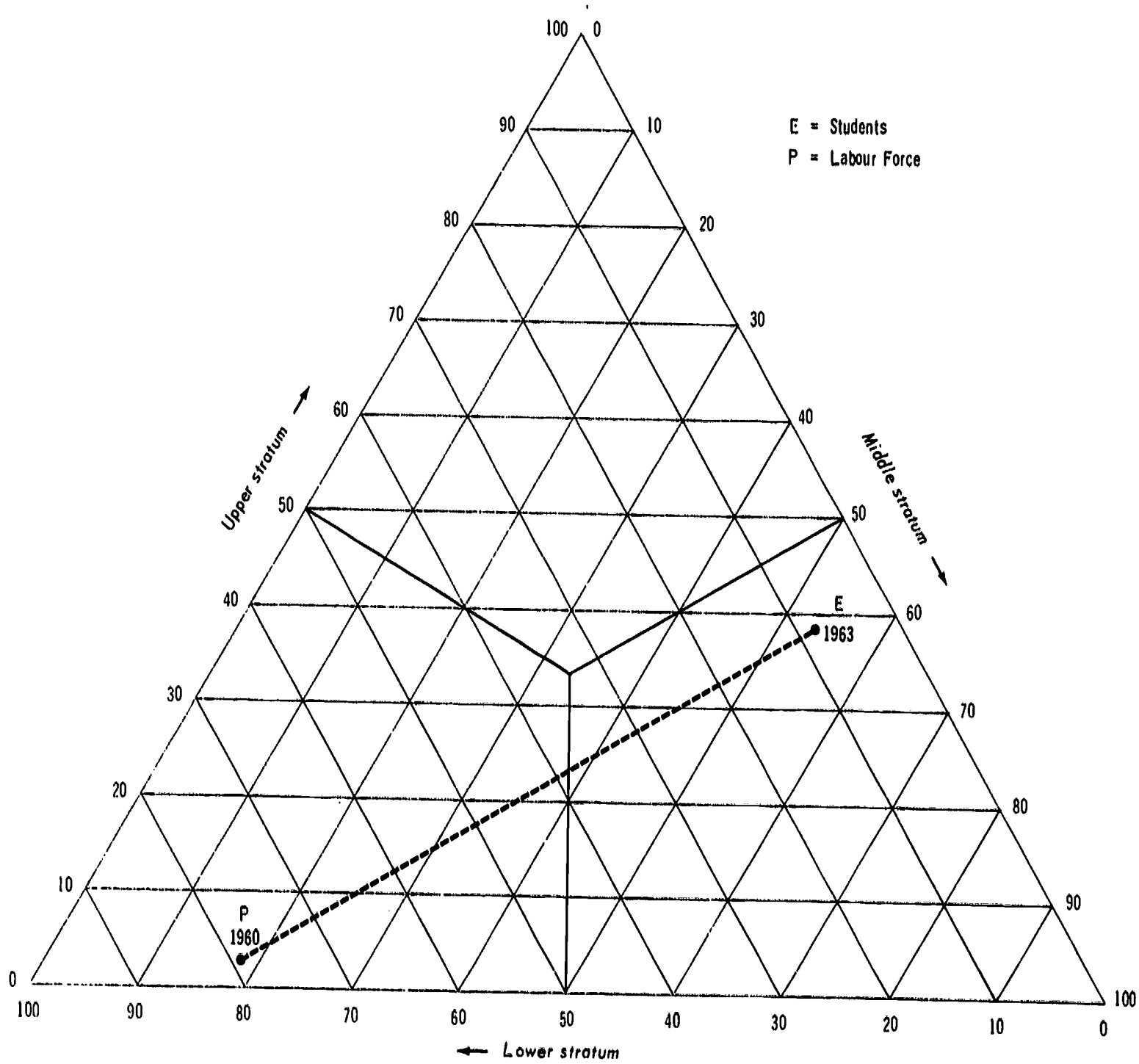
NORWAY



Students of higher education in Spain were overwhelmingly from the higher social strata. Three-fourths or more of the students in 1956-57, 1958-59 and 1962-63 were children of professional, executive, clerical or sales workers. The labour force, on the other hand, was composed largely of workers and persons in farm occupations. Based on the labour force distribution by social strata, children of professional workers had twelve times the representation among students that would be expected on the basis of equality in 1956-57 and 1958-59 and seven times the representation in 1962-63 (Table 80). Participation rates per 1,000 active males between 45-54 years in 1962-63 were twice as high for the professions as for industrialists and middle-level employees, three times as high as for higher-level employees, more than twenty times as high for self-employed farmers, almost fifty times as high as for workers and service personnel, and more than one hundred times as high as for salaried farmers (Table 81).

Graph 13

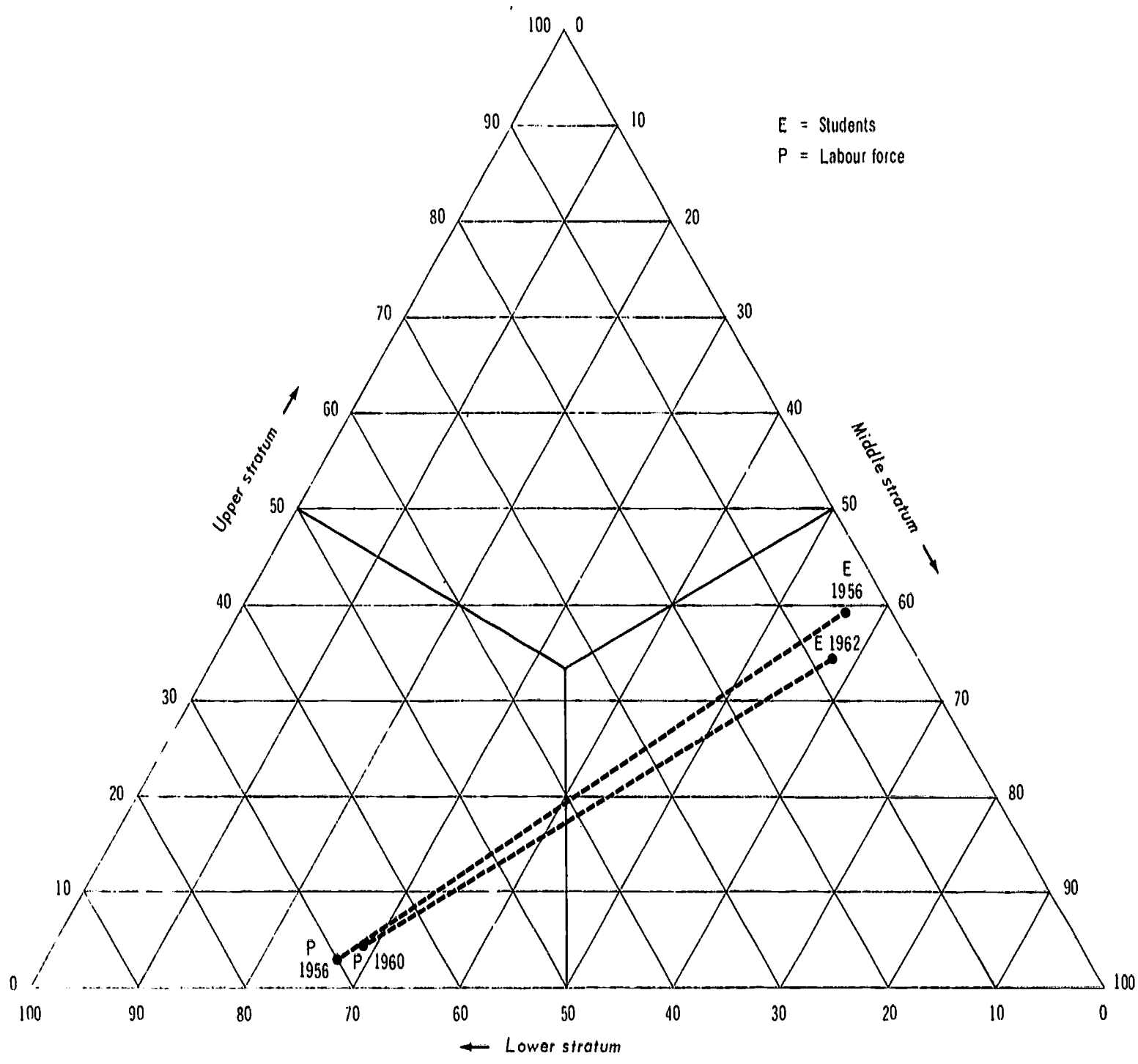
PORTUGAL



In Table 83, Swedish data on new university entrants by socio-economic category in 1960 are related to data on male electors, in the absence of adequate information on the labour force. According to these figures, sons and daughters of university graduates constitute 26% of the students while their fathers are 3% of male electors. About 15% of the students are children of workers, who represent 53% of the electors. That this disparity is, in great part, the effect of social selection that has taken place at an earlier school level is evident from the social disparities observed in the first year and later years of gymnasium (Table 83). However, the increasing differential in participation among the strata which is seen from comparisons at the several stages of the educational system show that considerable further selection takes place in the transition from entrance to the gymnasium to entrance to the university.

Graph 14

SPAIN

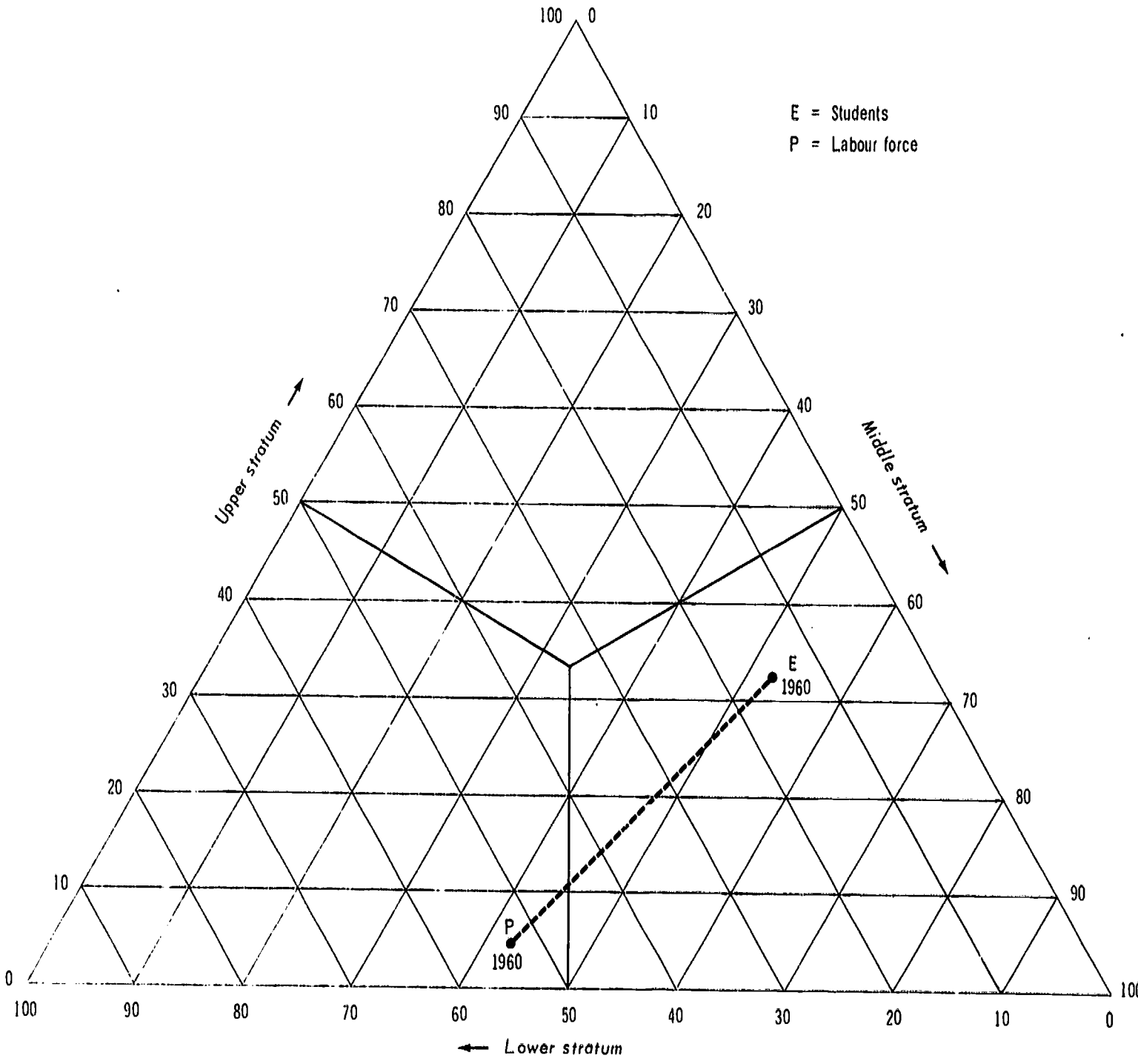


Although patterns of selection in educational participation in Switzerland in 1959-60 are very much like those of countries already discussed, identification of two occupational categories which are not specified for many other countries reveals some further distinctions. Between one-fourth and one-third of the students had fathers in administrative or executive positions, yet only 1% of the male labour force held such positions. The resulting selectivity index for this category was many times higher than for the professional and technical category*. And while the index for workers was extremely low, an even lower index was obtained for employees in transport and communications (Tables 85 and 86).

* However, and as indicated in Table 85, classification problems have no doubt inflated that figure.

Graph 15

SWEDEN

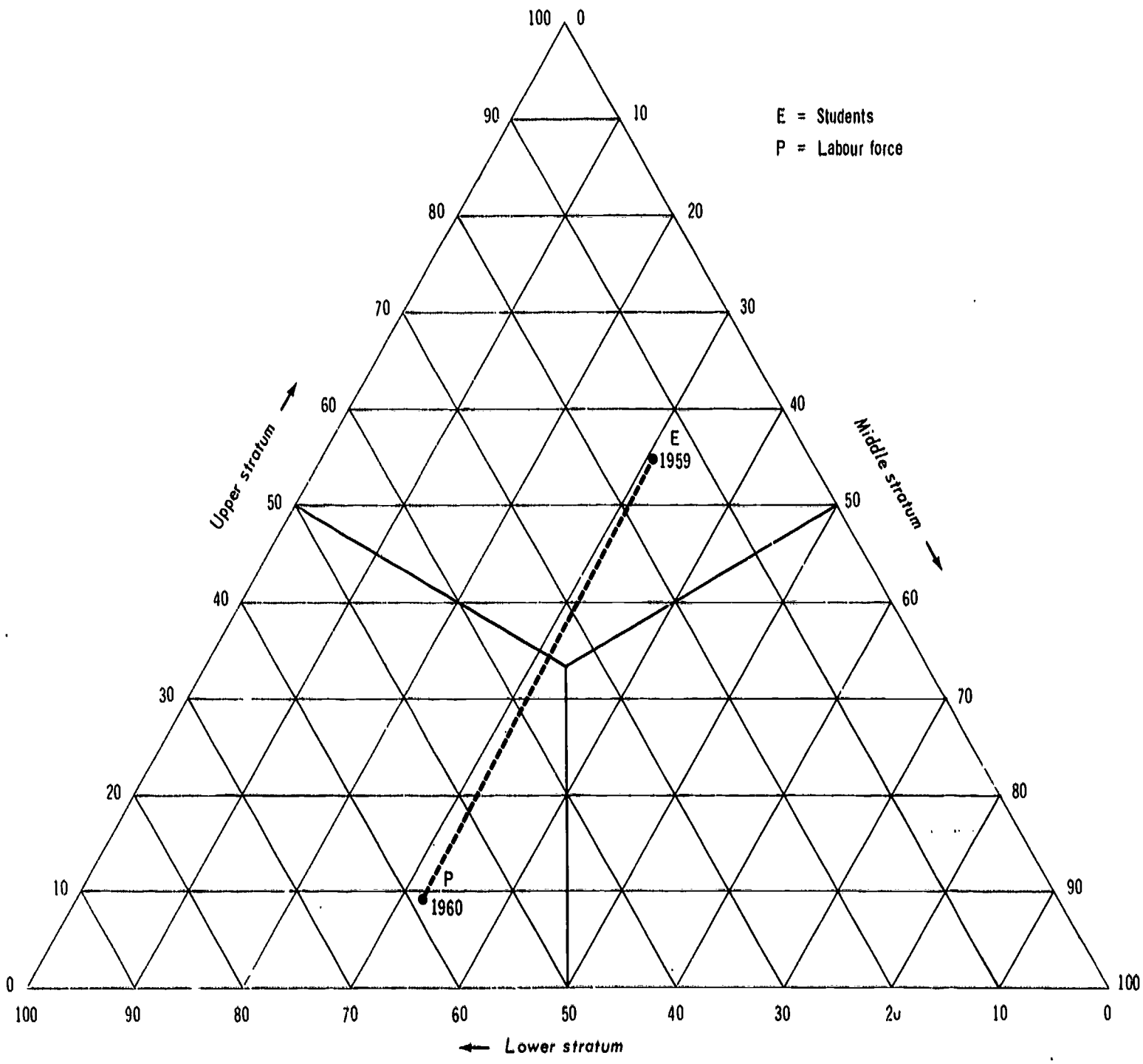


In England and Wales, in about 1960, highest full-time participation in universities was found among children of higher professionals, next highest among the managerial and other professional class, with those from clerical and skilled worker backgrounds participating to a much higher degree than the children of semi-skilled and unskilled workers (Table 88). Graph 17 indicates the very small weight of the middle stratum group. This is, no doubt, due to the classification adopted and is also clearly illustrated in Graph 20.

A study of university students in the United States in 1958 shows less disparity than in most other countries, but differences still appear. Of particular interest is the high representation of young persons with agricultural backgrounds, whose relative participation exceeds that of the middle stratum (Table 89).

Graph 16

SWITZERLAND

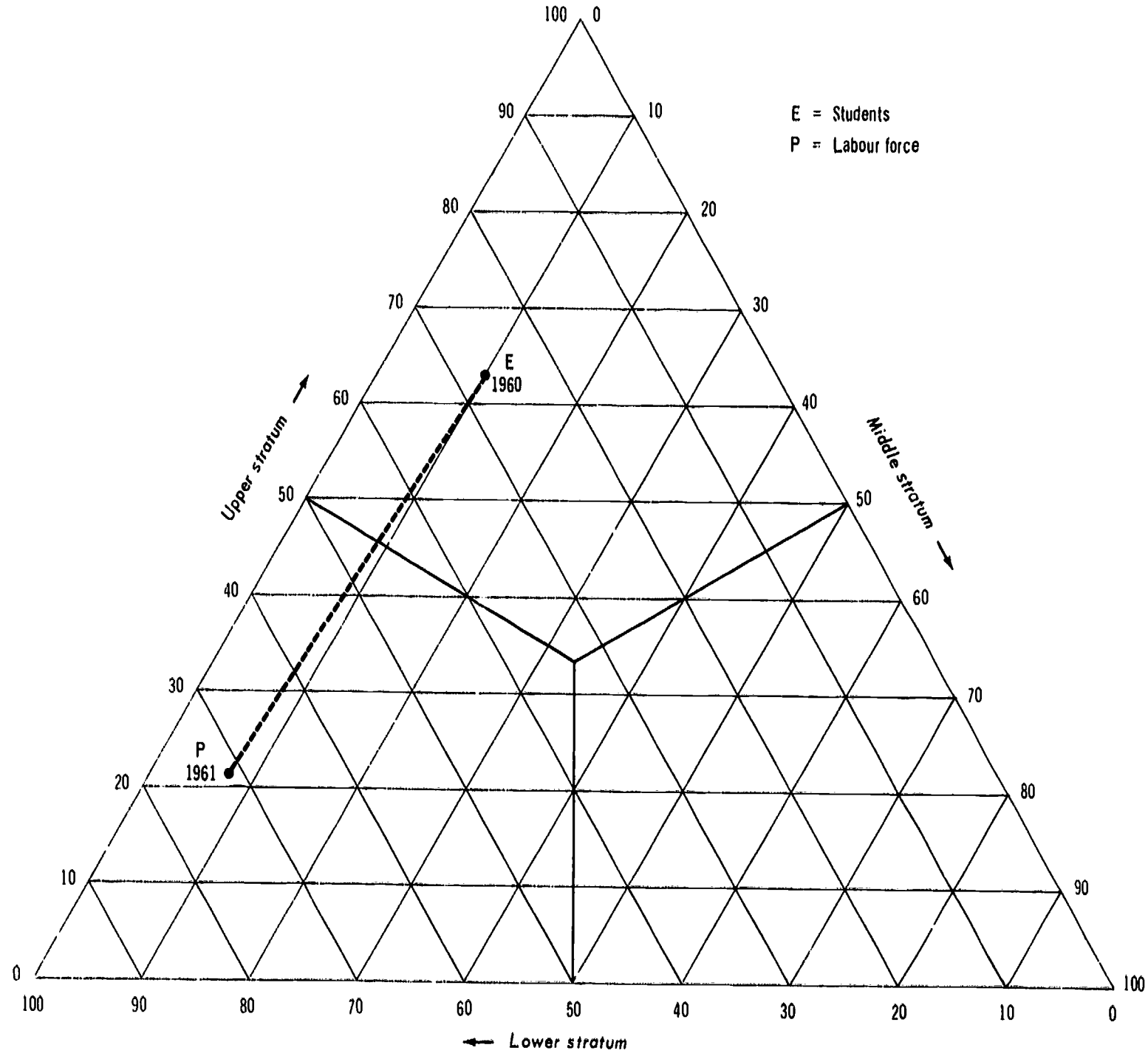


Also notable is the fact that one-fourth of the university students were from lower-class backgrounds. Other data on American college students in 1960 indicate that the chances of going to college in the United States vary with both family income and the father's educational level. A young person whose father had some college education and whose family had $ 10,000 or more income was about six times as likely to be in college as one whose father did not finish high school and whose family was in the income bracket under $ 5,000 (Table 90).

Comparisons of participation ratios in Yugoslavia in 1960-61 and 1965-66 show some narrowing of the differences but a wide gap between the upper and lower strata remaining by the latter date. Children of miners, service workers, and farmers were under-represented among students; those whose fathers

Graph 17

GREAT BRITAIN



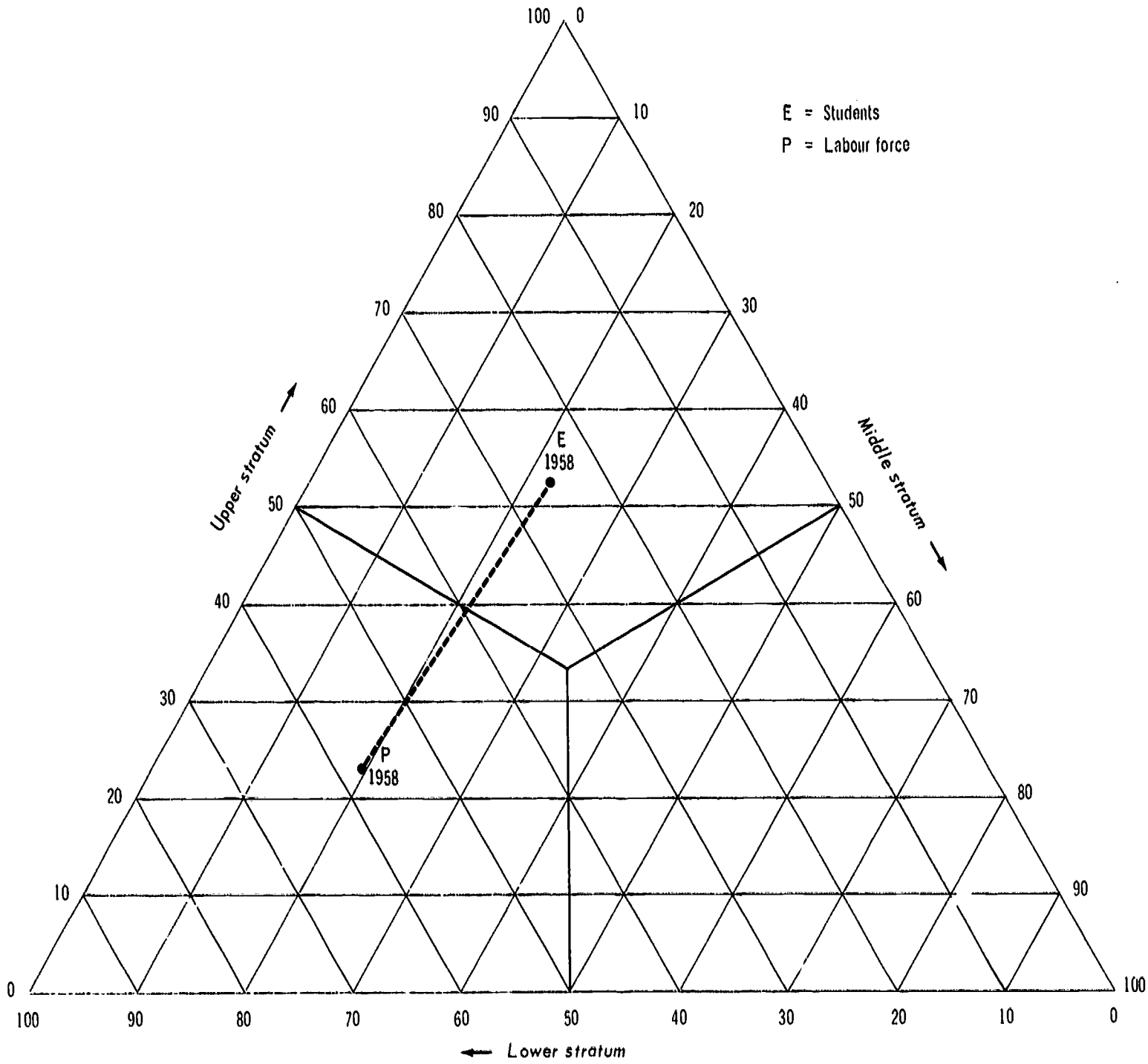
were industrial or transport workers or sales workers were slightly over-represented, with more substantial representation among children of professionals, higher-level employees, and protective service workers (Tables 91 and 92).

Socio-economic disparities in higher education: cross-national analysis

The foregoing descriptions of socio-economic disparities in higher educational participation for various OECD countries were based on the socio-economic classification used in the official statistics of each country. Although there is some correspondence in the socio-economic categories employed,

Graph 18

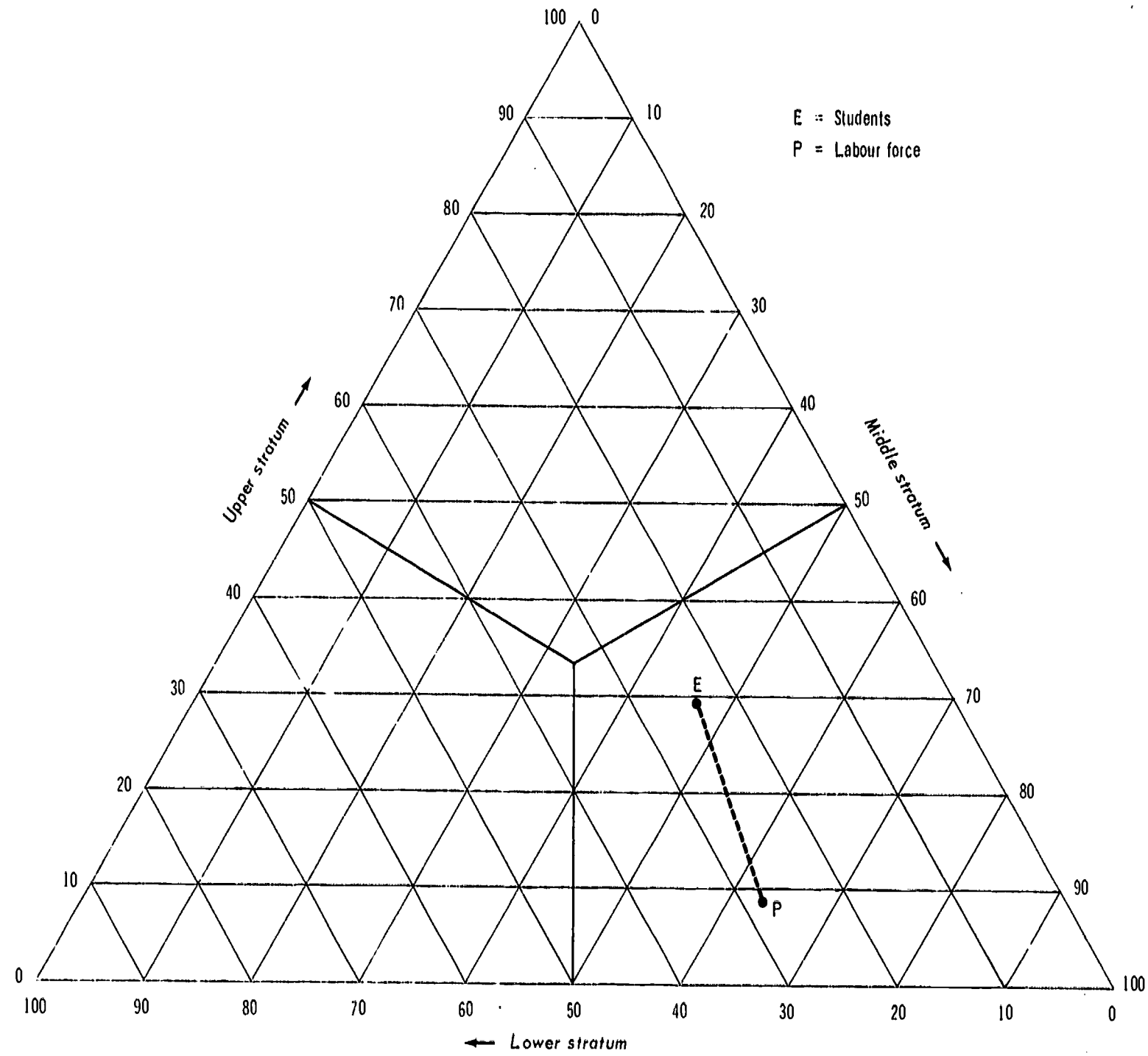
UNITED STATES



there is also some substantial difference. Some categories have social significance in some countries and not others; some represent sizable numbers of students or the work force in some countries and need to be separately identified, while others are of minor numerical importance and can be subsumed under other categories. Because there was interest in comparisons across countries as well as within countries, the data on students and the labour force were regrouped into a standard classification that would permit cross-national analysis. These data are incorporated in Tables B through G. The content of the grouped categories is described in Annex A. In some of the tables, the categories are identified by letters; in other tables, the terms "upper stratum", "middle stratum", "independent agriculture", "other independents", and "lower stratum" have been used.

Graph 19

YUGOSLAVIA



The socio-economic distribution of students varies widely among countries at different dates (Table B)*. The percentage of students in a nation who were drawn from the upper stratum ranged from 11.6 in Italy in 1964-65, to 62.9 in Great Britain in 1960. Typically, about one-third of the students were from the upper stratum; however, Greece (1959-60 and 1963-64) and Yugoslavia (1965-66), as well as Italy, had low proportions in this category, while Japan (1961), Switzerland (1959-60), the United States (1958), as well as Great Britain, had high proportions in the stratum. The percentage in the middle stratum was as low as 2.3 (university enrolments only) for Yugoslavia (1960-61) and as high

* Data for Ireland, Luxembourg and Switzerland are particularly affected by heavy migration of students: for the first two countries, it is an outflow and for Switzerland, an inflow.

TABLE B

Distribution of Students and of Male Active Population by Socio-economic

COUNTRY	YEAR S = STUDENTS M = MANPOWER	STUDENTS BY CATEGORIES I							MALE ACTIVE POPULATION BY CATEGORIES II						
		A	B	C	D	E	ARMED FORCES	OTHERS	A	B	C	D	E	ARMED FORCES	OTHERS
Austria	S. 1965-66; M. 1961	32.4	31.8	2.4	14.9	5.5	-	13.0	7.4	11.8	9.3	6.7	63.7	-	0.6
Belgium[1]	S. 1962-63; M. 1961	30.0	15.0	5.5	17.7	22.8	-	9.0	10.0	10.6	7.9	13.8	55.1	-	2.6
	S. 1966-67; M. 1961	32.3	18.3	5.3	15.7	22.8	-	5.6	10.0	10.6	7.9	13.8	55.1	-	2.6
Denmark[2]	S. 1964-65; M. 1960														
	Univers. and equiv.	32.9	27.0	11.1	16.2	10.1	-	0.7	9.0	16.0	15.0	17.0	43.0	-	-
	All higher educat.	24.3	24.9	14.7	19.9	15.5	-	0.7	9.0	16.0	15.0	17.0	43.0	-	-
France	S. 1959-60; M. 1959	29.8	29.9	5.0	18.1	4.0	-	13.2	4.5	16.4	16.2	10.7	48.9	-	3.3
	S. 1964-65; M. 1964	30.2	37.1	5.5	15.2	9.0	-	13.0	5.4	17.3	13.7	9.8	50.1	-	3.7
Germany	S. 1952-53; M. 1952	38.3	22.9	34.1		4.4	-	0.3	6.1	14.9	18.1		56.6	-	4.2
	S. 1958-59; M. 1958	35.1	27.0	31.0		5.2	-	1.7	7.7	17.1	16.2		55.5	-	3.4
	S. 1961-62, M. 1961	34.2	29.0	30.5		5.4	-	0.9	8.5	17.8	15.5		55.1	-	3.0
	S. 1964-65; M. 1964	32.8	30.3	30.2		5.3	-	1.4	9.2	18.5	14.8		54.7	-	2.8
Greece[3]	S. 1959-60; M. 1961	17.0	20.5	22.3	-	12.1	3.3	24.4	4.4	12.2	48.0	-	26.5	6.5	2.4
	S. 1963-64; M. 1961	15.8	21.9	23.3	-	12.0	3.0	24.0	4.4	12.2	48.0	-	26.5	6.5	2.4
Ireland[4]	1961	33.9	16.5	10.3	-	8.3	-	31.0	10.0	9.7	25.4	-	50.3	-	4.6
Italy[5]	S. 1953-54; M. 1951	19.0	44.3	23.9		11.4	-	1.4	2.4	9.3	24.4		63.9	-	-
	S. 1960-61; M. 1961	12.3	44.3	25.5		13.3	-	4.6	1.7	11.2	22.2		64.9	-	-
	S. 1964-65; M. 1964	11.6	39.9	24.9		15.4	-	8.2	1.7	13.0	25.7		59.6	-	-
Japan	S. 1952; M. 1955	43.7	26.3	14.1	-	8.7	-	7.2	8.9	19.2	33.1	-	38.2	-	0.8
	S. 1961; M. 1960	52.8	24.5	10.9	-	8.7	-	3.1	8.7	20.6	25.6	-	44.2	-	0.9
Luxembourg[5]	S. 1964-65; M. 1960	27.3	37.9	5.1	18.2	3.2	-	8.3	7.6	11.6	13.8	6.3	59.5	-	1.2
Netherlands	S. 1954-55; M. 1954	47.0	23.0	5.0	18.0	7.0	-	-	5.5	11.1	7.6	10.8	64.7	-	0.2
	S. 1958-59; M. 1958	48.1	23.0	5.0	14.6	7.5	-	1.8	6.0	11.7	7.0	9.7	65.3	-	0.3
	S. 1961-62; M. 1960	45.5	24.0	5.6	14.7	8.5	-	1.7	6.2	12.1	6.7	9.2	65.5	-	0.3
	S. 1964-65; M. 1964	42.4	26.5	5.6	14.4	9.4	-	1.7	6.7	12.7	6.1	8.0	66.2	-	0.3
Norway[1]	S. 1964-65; M. 1960	33.6	11.1	12.0	-	23.9	0.7	18.7	10.4	9.1	24.0	-	55.4	1.1	-
Portugal	S. 1963-64; M. 1960														
	S. Secretariat class.	36.1	35.1	8.9	-	7.4	5.9	6.6	3.1	10.8	2.6	-	79.2	1.5	2.8
	Other classification	29.2	17.6	12.1	20.8	7.8	5.9	6.7	2.2	2.7	2.6	10.9	78.8	1.7	1.1
Spain[6]	S. 1956-57; M. 1956	35.8	39.0	6.9	-	3.5	5.0	9.8	3.1	12.1	14.7	-	70.3	1.6	1.3
	S. 1958-59; M. 1958	35.9	38.0	4.6	-	6.6	5.0	9.9	3.2	12.6	14.1	-	70.3	1.6	1.4
	S. 1962-63; M. 1960	32.8	28.5	4.4	22.0	7.5	-	4.8	4.5	9.5	13.5	4.1	66.8	-	1.6
Sweden[7]	S. 1960-61; M. 1960	31.1	29.5	9.2	11.9	14.3	-	4.0	4.5	20.0	15.1	7.4	53.0	-	-
Switzerland	S. 1959-60; M. 1960														
	Universities	52.5	24.3	4.8	-	13.8	-	4.6	9.7	16.1	15.0	-	59.1	-	0.1
	All higher educat.	51.1	24.1	5.0	-	15.2	-	4.6	9.7	16.1	15.0	-	59.1	-	0.1
United Kingdom[8] (England and Wales)	S. 1960; M. 1961	62.9	9.9	-	-	27.2	-	-	21.5	7.0	-	-	71.5	-	-
United States	S. 1958[9]; M. 1958	52.4	9.6	10.6	-	26.6	-	0.8	22.9	12.8	6.9	-	57.4	-	-
Yugoslavia[10]	S. 1960-61; M. 1961	36.9	2.3	20.0	-	17.7	-	23.1	9.3	3.2	50.6	-	35.9	-	1.0
	Faculties														
	Total higher educa.	36.0	2.3	20.4	-	18.2	-	23.1	9.3	3.2	50.6	-	35.9		1.0
	S. 1965-66; M.[11]1967														
	Faculties	22.0	17.9	14.6	-	17.8	2.6	25.1	8.8	7.1	54.9	-	28.0	1.1	-
	Total higher educa[*]	17.9	16.5	18.3	-	19.0	2.2	26.1	8.8	7.1	54.9	-	28.0	1.1	-

N.B. For the content of each categor[illegible] see Annex A.

* The difference between I and II as indicated in the last six columns of this Table will serve fo[illegible] the calculation of the index of dissimilarity. These indices are presented in Table E.

1. New entrants.
2. Total labour force aged 40-59.
3. Excluding teachers colleges for primary education and physical training.
4. Number of students in higher education (excluding theology) related to population aged 20-24.
5. First-year students.

SOURCE: See detailed statistical tables.

Categories

RATIO I : II						DIFFERENCE I AND II					
A	B	C	D	E	ARMED FORCES	A	B	C	D	E	OTHERS
4.4	2.7	0.24	2.2	0.080	-	25.0	.0	7.4	8.2	56.2	12.4
3.0	1.4	0.70	1.3	0.41	-	20.0	4.4	2.4	3.9	32.3	6.4
3.2	1.7	0.67	1.1	0.41	-	22.3	7.7	2.6	1.9	32.3	3.0
3.7	1.7	0.7	1.1	0.23	-	23.9	11.0	3.9	1.2	32.9	0.7
2.7	1.6	1.0	1.2	0.36	-	15.3	8.9	0.3	2.9	27.5	0.7
0.6	1.8	0.31	1.7	0.08	-	25.3	13.5	11.2	7.4	44.0	9.9
5.6	1.6	0.40	1.6	0.18	-	24.8	9.8	8.2	5.4	41.1	9.3
6.3	1.5	1.9		0.076	-	32.2	8.0	16.0		52.2	3.9
4.6	1.6	1.9		0.094	-	27.4	9.9	14.8		50.3	1.7
4.0	1.6	2.0		0.098	-	25.7	11.2	15.0		49.6	2.1
3.6	1.6	2.0		0.097	-	23.6	11.8	15.4		49.4	1.4
3.9	1.7	0.47	-	0.46	0.51	12.6	16.3	25.1	-	14.4	18.8
3.6	1.8	0.49	-	0.45	0.46	11.4	9.7	24.7	-	13.5	18.1
3.4	1.7	0.41	-	0.16	-	13.5	6.8	15.1	-	42.0	26.4
7.9	4.8	0.95		0.18	-	16.6	35.0	0.5		52.5	1.4
7.2	4.0	1.1		0.20	-	10.6	33.1	3.3		51.6	4.6
6.8	3.1	0.97		0.26	-	9.9	26.9	0.8		44.2	8.2
4.9	1.4	0.43	-	0.23	-	34.8	7.1	19.0	-	29.5	6.4
6.1	1.2	0.48	-	0.20	-	44.1	5.9	14.7	-	35.5	2.2
3.6	3.3	0.37	2.9	0.05	-	19.7	26.3	8.7	11.9	56.3	6.1
8.5	2.1	0.65	1.7	0.11	-	41.5	11.9	2.6	7.2	57.7	0.2
8.0	2.0	0.72	1.5	0.11	-	42.1	11.3	2.0	4.9	57.8	1.5
7.3	2.0	0.83	1.6	0.13	-	39.3	11.9	1.1	5.5	57.0	1.4
6.3	2.1	0.92	1.8	0.14	-	35.7	13.8	0.5	6.4	56.8	1.4
3.2	1.2	0.50	-	0.43	0.64	23.2	2.0	12.0	-	31.5	18.3
11.6	3.3	3.4	-	0.093	3.9	33.0	24.3	6.3	-	71.8	8.2
13.3	6.5	4.7	1.9	0.10	3.5	27.0	14.9	9.5	9.9	71.0	9.8
11.5	3.2	0.47	-	0.050	3.8	32.7	26.9	7.8	-	66.8	11.9
11.2	3.0	0.33	-	0.094	3.1	32.7	25.4	9.5	-	63.7	11.9
7.3	3.0	0.33	5.4	0.11	-	28.3	19.0	9.1	17.9	59.3	3.2
6.9	1.5	0.61	1.6	0.27	-	26.6	9.5	5.9	4.5	38.7	4.0
5.4	1.5	0.32	-	0.23	-	42.8	8.2	10.2	-	45.3	4.5
5.3	1.5	0.33	-	0.26	-	41.4	8.0	10.0	-	43.9	4.5
2.9	1.4	-	-	0.38	-	41.4	2.9	-	-	44.3	-
2.3	0.75	1.5	-	0.46	-	29.5	3.2	3.7	-	30.8	0.8
4.0	0.72	0.40	-	0.49	-	27.6	0.9	30.6	-	18.2	22.1
3.9	0.72	0.40	-	0.51	-	26.7	0.9	30.2	-	17.7	22.1
2.5	2.5	0.27	-	0.64	2.4	13.2	10.8	40.3	-	10.2	26.6
2.0	2.3	0.33	-	0.66	2.0	9.1	9.4	36.6	-	9.0	27.2

6. The breakdown of students by socio-economic categories is not the same in 1962 as for the previous years.
7. New entrants in universities related to male electors.
8. Children born in 1940-41 in full-time education (degree level).
9. Bachelor's degree recipients.
10. The breakdown of students by socio-economic categories is not the same in 1966 as in 1960.
11. Total labour force.

as 44.3 for Italy (1953-54 and 1960-61). On the average, about one-fifth to one-fourth of the students come from independent worker backgrounds, with independent agricultural workers generally accounting for about one quarter of these. The agricultural component was particularly substantial in Greece and Yugoslavia. The percentage of students with lower stratum backgrounds ranged from 3.2 for Luxembourg (1964-65) to 26.6 for the United States and 27.2 for the United Kingdom. This proportion was relatively high in Belgium (1962-63 and 1966-67) and Norway (1964-65) and relatively low in Austria (1965-66), France (1959-60), Germany (all dates), Portugal and Spain (1956-57). A moderately large proportion of students had fathers whose occupations were classified in a residual category in several countries (Austria, France, Greece, Ireland, Norway and Yugoslavia). The first five columns of Table B - student distribution by broad social categories for nineteen OECD countries - are summarized in Graph 20. Moreover Graph 21 highlights the proportion of students of working-class origins to be found in higher education. These two graphs sum up the situation quite neatly, but they should be examined with a great deal of caution. Taking the student distribution is indeed the most frequently adopted approach when one wants to examine social disparities in educational participation. As set out in Chapter III, this is already unsatisfactory when one is concerned with the trends in one country over time, because this approach does not take account of shifts in the social class distribution of the population. It is even more hazardous to make international comparisons in this way because of enormous classification and definition problems. It could even be maintained that Graphs 20 and 21 illustrate how not to make international comparisons in this area. This is the reason why so much effort was spent in collecting data on the distribution by social class of the total or active population.

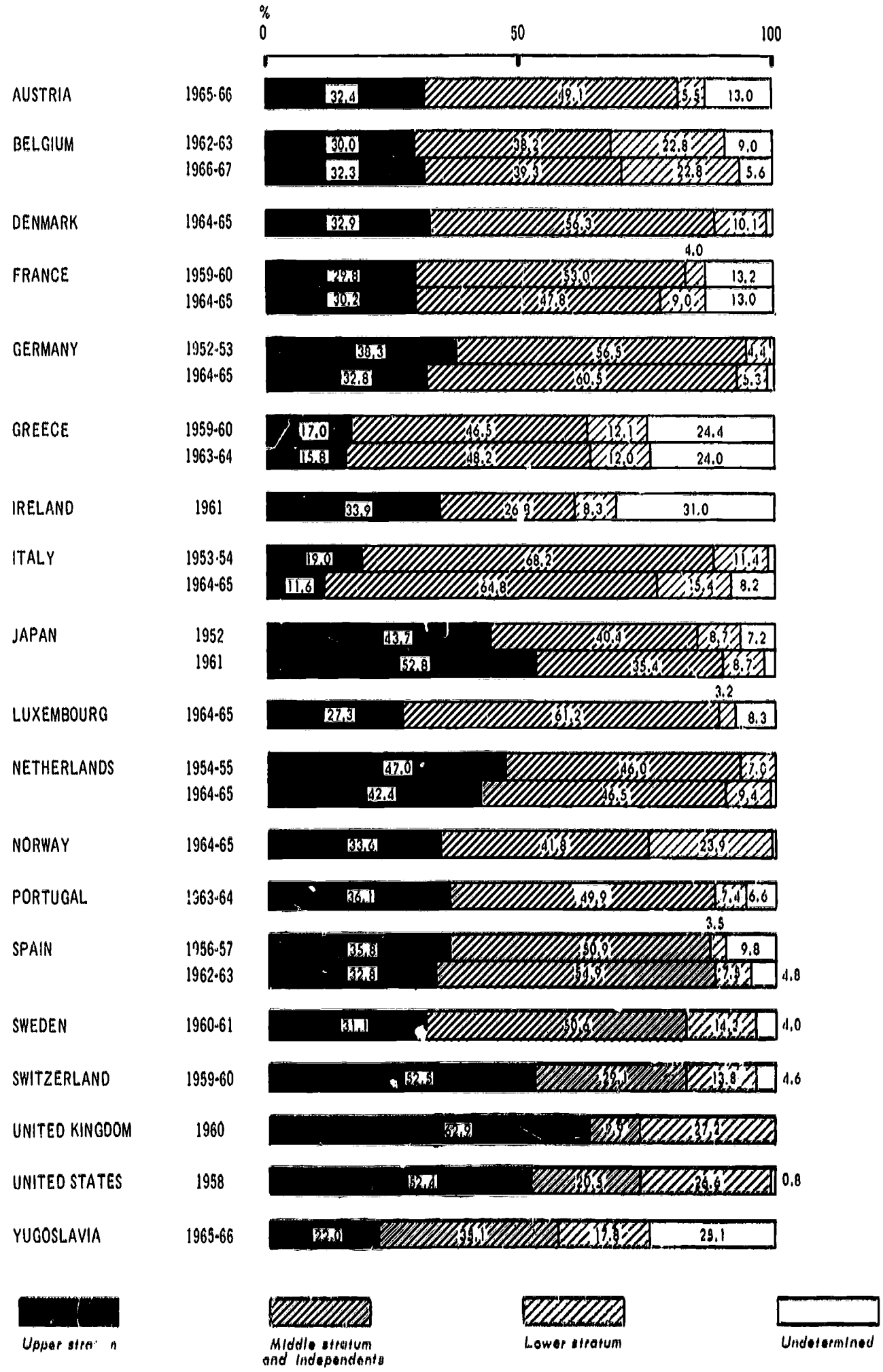
Ratios of percentages of students in given socio-economic categories to percentages of the male active population in corresponding socio-economic categories are also shown in Table B. Complete equality in the two distributions is represented by unity. A ratio in excess of unity indicates over-representation of students from that category and a ratio less than unity indicates under-representation of students with the distribution of the male active population being the standard. As could be expected, these parity ratios are higher than unity for all countries as far as students from the upper stratum are concerned. In fact only in a few countries is this ratio for the higher classes between two and three; in many countries it is between four and eight and in some as high as eleven to thirteen. Highest ratios for this stratum are to be found in Portugal and Spain although a noticeable decline in the ratio has taken place in Spain in the late 50's and early 60's. A graphic illustration is presented in Graph 22 where it can also be seen that the lowest (and thus most favourable) ratios are for the United States, Yugoslavia and the United Kingdom. Where time trends were available, Japan was the only country for which an increasing upper stratum ratio was recorded. The ratio remained fairly stable in Belgium and Greece, declined from an already relatively low level in Denmark and Yugoslavia, and declined from a high level in France Italy, Netherlands and Spain.

Ratios tended to be smaller in the middle stratum than in the upper stratum in all countries. They exceeded unity in all countries except the United States (1958) and Yugoslavia (1960-61); however, they rarely were larger than 3.0 and frequently were less than 2.0. With the exception of Denmark, Portugal, and the United States, there was under-representation of students in the independent agriculture category. For a number of countries, it was not possible to distinguish this category from other independent workers who generally were over-represented among the students.

In the lower stratum, ratios were considerably below unity in all countries. Highest representation of the lower stratum among students was in Yugoslavia in 1965-66 (0.66), the United States (0.46), Greece (0.45), Norway (0.43) and Belgium (0.41). Lowest representation was in Luxembourg and Spain at an earlier date (ratio of 0.05). These low ratios reflect the very high proportions of workers in the lower stratum in most of the countries which are not compensated for by proportions of students in the lower stratum. The parity ratios for all five broad social categories distinguished are represented in Graph 22. The ratios have been ranked by taking the highest equal to 100 and the lowest equal to 0. It will be clear, therefore, that there is a more equal distribution of students in those countries which are in the south-west and north-east corners of the graph, like, for example, Yugoslavia and the United States.

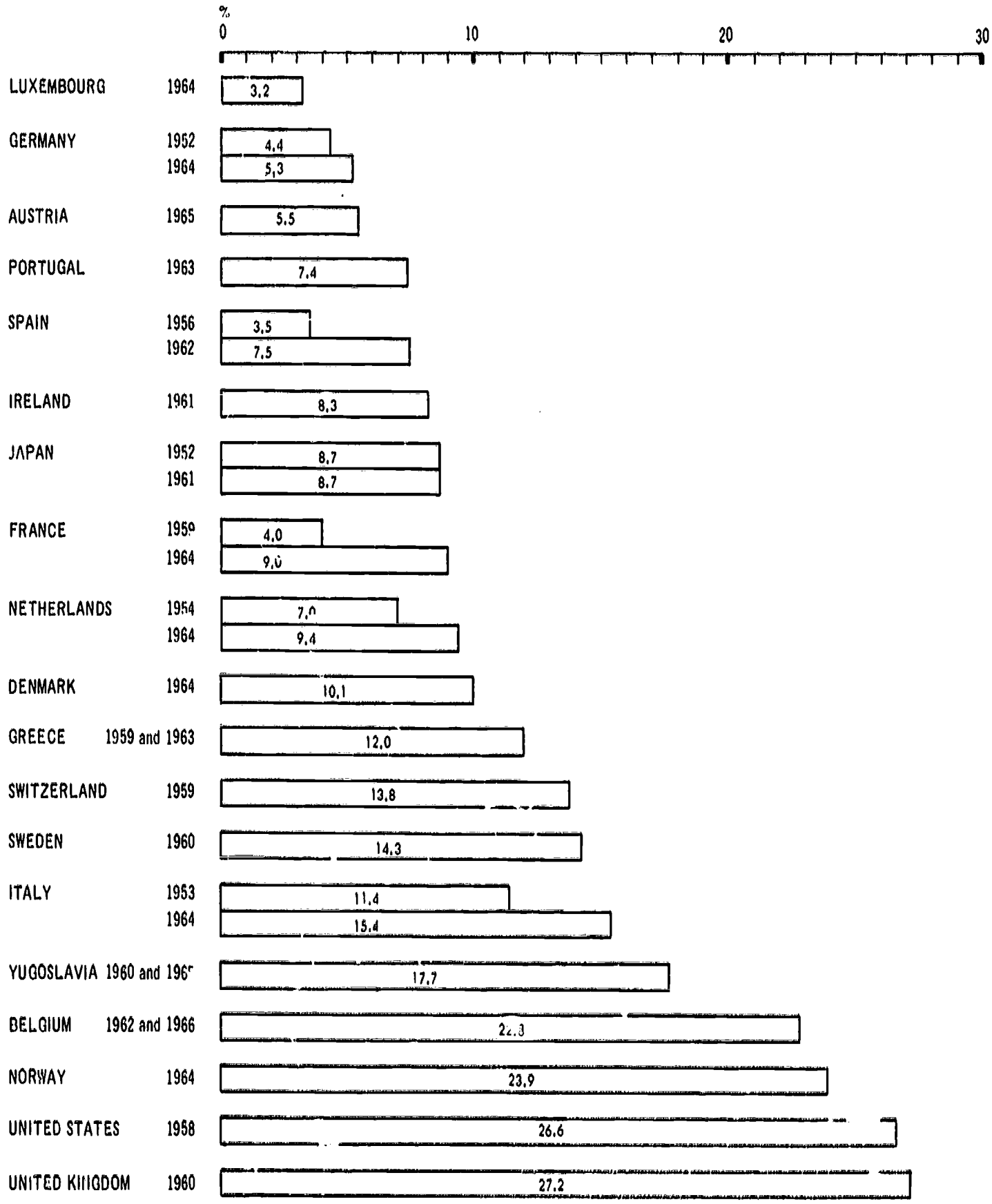
Graph 20

DISTRIBUTION OF STUDENTS BY SOCIO-ECONOMIC CATEGORIES



Graph 21

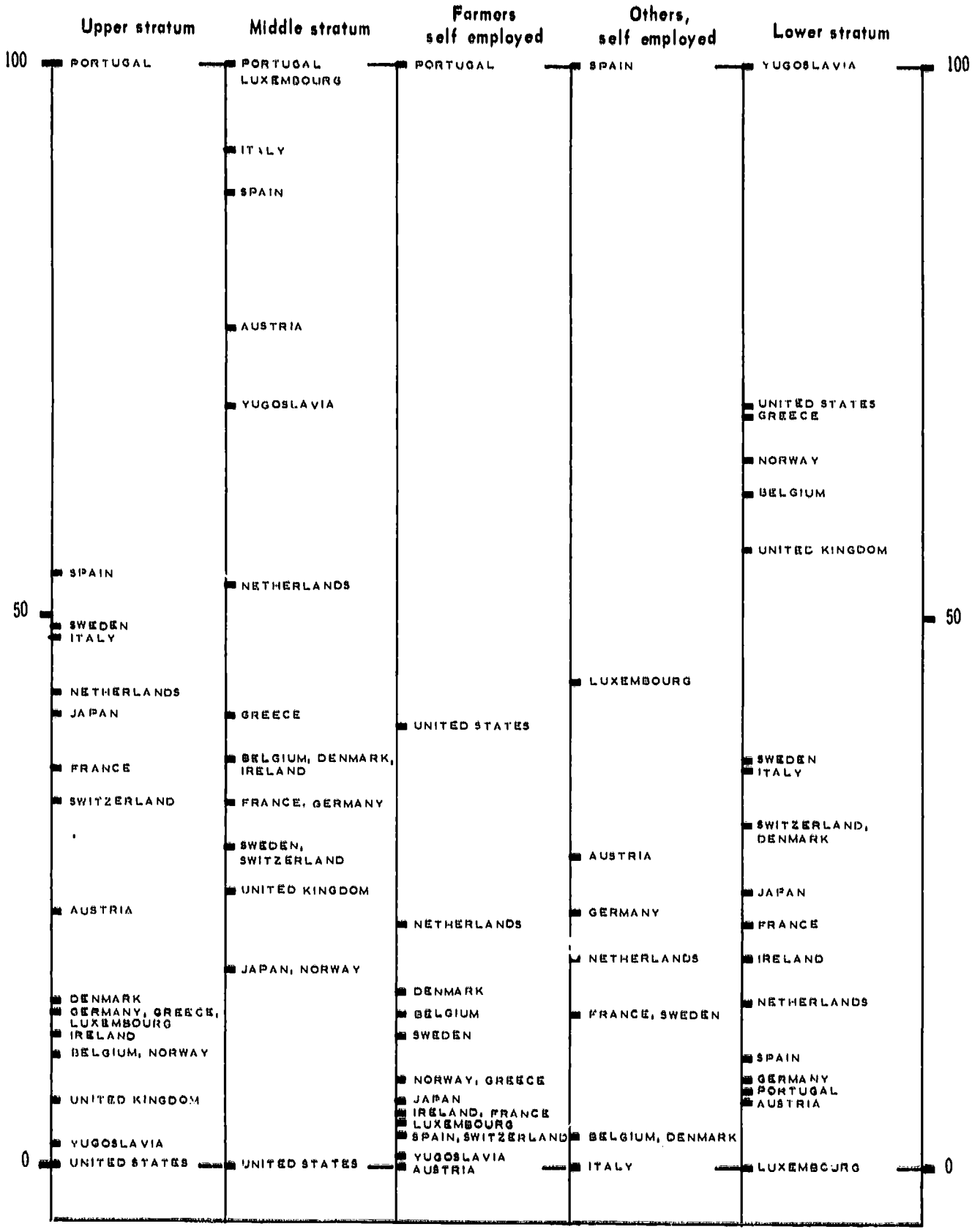
PROPORTION OF STUDENTS OF WORKING CLASS ORIGIN IN HIGHER EDUCATION



Graph 22

RANKING OF COUNTRIES ACCORDING TO THEIR SELECTIVITY INDEXES

The highest 100 — The lowest 100



Source : See Table B.

The data in Table C are identical to those in Table B for students, but differ with regard to the labour force. The latter in Table C refers to the male active population aged 45-54. The age specification brings the denominator of parity ratios closer to representing the generation of fathers of the students. Because the necessary statistics for this table were not available for all countries, the data are shown for only ten countries. The main difference between the findings of the two tables is the lower ratios in the upper stratum when the age specification is used. Although still substantially high, these upper stratum ratios are somewhat lower in Table C because there is a higher proportion of upper stratum workers among men aged 45-54 than among all men in the labour force. While younger men are distributed among many occupations they are not likely to be found in many professional and other higher-level occupations until they reach an older age. Refinement of the ratio does not have a very great impact on the pattern of social disparities, however. Upper stratum ratios are still much higher than ratios for other categories and relationships among other categories remain pretty much as they were when the less refined ratios were used.

Another indication of the magnitude of socio-economic differences in higher educational participation is given in Table D where the upper stratum and lower stratum ratios of students and labour force are compared using the latter as a standard. The lowest observed ratio is for Yugoslavia in 1965-66 (ratio of 4:1), the highest for Spain in 1956-57 (ratio of 173:1). Where data over time were available, a reduction in the advantage of the upper stratum was recorded for many countries. For example, from 1959-60 to 1964-65 in France it dropped from 84:1 to 30:1, and from 1956-57 to 1962-63 in Spain it declined from 173:1 to 87:1. The relationship held steady at a low level in Belgium and Greece, and rose somewhat for Japan in the period 1952 to 1961.

Tables B and C include absolute percentage point differences between students and the male labour force in each socio-economic category. By summing these differences for each distribution and dividing by two, one can obtain the percentage of students or of labour force which would have to shift to another socio-economic category to allow for equality of the two distributions. This percentage, referred to as the "index of dissimilarity" is larger the more dissimilar the relative distributions are, and smaller the more similar they are. These "indexes" are reported in Table E. They tend to be slightly smaller when male workers 45-54 years of age is used on the labour force side of the distribution. Based on the total male labour force, about three-fourths of the students in Spain would have to come from a different social stratum for the distributions of students and labour force to be similar. Only one-fourth of Danish students would have to be so reclassified to achieve the same result. On the whole, one is struck by the large percentage in all countries which represent the extent of dissimilarity. The selectivity indexes of the various countries have again been summarized graphically, together with the information contained in Table D concerning the relative chances of upper stratum and lower stratum youth to study in a university (Graph 23). Although the order in which the countries are ranked according to these two measures is not exactly the same, it will be clear that in general, i.e. if one looks at groups rather than at individual countries, the two measures give consistent results.

The selectivity indexes cited in previous tables can be compared across socio-economic categories and over time in terms of the percentages of students and labour force in each category. It fails, however, to measure the participation rate within a given category and, consequently, it has not been possible on the basis of parity ratios to find out if the participation rates in different strata have been increasing over time. Tables F and G permit this analysis by showing the number of students per 1,000 male workers in the same socio-economic category. The first of these tables is based on all male workers and the second on male workers 45-54 years of age. Table G thus comes extremely close to measuring the true participation rate in a stratum.

According to Table G, participation rates in the upper stratum dwarf those of the lower stratum and of independent agriculture in almost all countries having the relevant data. Rates for the upper stratum are roughly two to three times as large as for the middle stratum, except for Luxembourg in 1964-65 and Italy in 1953-54 when they were about equal, and in Yugoslavia in 1960-61 where the upper stratum rate was roughly seven times as large. Time trends are available for just two countries, France and Italy. In both countries the participation rate for the upper stratum rose precipitously while more

TABLE C

Distribution of Students and of Male Manpower

COUNTRY	YEAR S = STUDENTS M = MANPOWER	STUDENTS BY CATEGORIES I							MALE MANPOWER AGED 45-64 BY CATEGORIES II						
		A	B	C	D	E	ARMED FORCES	OTHERS	A	B	C	D	E	ARMED FORCES	OTHERS
France	S. 1959-60; M. 1962	29.8	29.9	5.0	18.1	4.0	-	13.2	4.5	17.2	14.6	13.2	44.9	-	3.6
	S. 1964-65; M. 1962	30.2	27.1	5.5	15.2	9.0	-	13.0	6.5	17.2	14.6	13.2	44.9	-	3.6
Greece[1]	S. 1959-60; M. 1961	17.0	20.5	22.6	-	12.1	3.3	24.4	6.7	14.3	47.5	-	24.4	6.9	0.6
	S. 1963-64; M. 1961	15.8	21.9	23.3	-	12.0	3.0	24.0	6.7	14.3	47.5	-	24.4	6.9	0.6
Italy[2]	S. 1953-54; M. 1951	19.0	44.3	23.9		11.4	-	1.4	3.8	10.5	36.1		49.6	-	-
	S. 1960-61; M. 1961	12.3	44.3	25.5		13.3	-	4.6	1.9	12.3	31.2		54.6	-	-
Japan	S. 1952; M. 1955	43.7	26.3	14.1	-	8.7	-	7.2	13.3	18.4	34.8	-	33.5	-	-
	S. 1961; M. 1960	52.8	24.5	10.9	-	8.7	-	3.1	13.1	20.1	28.1	-	38.2	-	0.5
Luxembourg[2] ..	S. 1964-65; M. 1960	27.3	37.9	5.1	18.2	3.2	-	8.2	8.6	12.2	12.9	7.2	59.0	-	0.1
Netherlands ..	S. 1958-59; M. 1958	48.1	23.0	5.0	14.6	7.5	-	1.8	8.1	13.8	9.6	14.8	53.7	-	-
	S. 1961-62; M. 1960	45.5	24.0	5.6	14.7	8.5	-	1.7	8.4	14.4	9.4	14.4	53.4	-	-
	S. 1961-62; M. active	45.5	24.0	5.6	14.7	8.5	-	1.7	8.4	14.9	9.4	14.7	52.6	-	-
	Heads of family 45-54 (1960)														
	S. 1964-65; M. 1964	42.4	26.5	5.6	14.4	9.4	-	1.7	9.9	15.2	8.9	13.5	53.1	-	-
Norway[3]	S. 1964-65; M. 1960	33.6	11.1	12.0	-	23.9	0.7	18.7	11.3	8.8	24.9	-	54.5	0.5	-
Portugal[4]	S. 1963-64; M. 1960	36.1	35.1	8.9	-	7.4	5.9	6.6	4.6	11.7	4.2	-	78.2	0.8	0.4
Spain	S. 1962-63; M. 1960	32.8	28.5	4.4	22.0	7.5	-	4.8	5.7	6.7	13.2	6.3	64.9	-	1.2
Yugoslavia[1]	S. 1960-61; M. 1961	36.9	2.3	20.0	-	17.7	-	23.1	7.8	3.5	58.0	-	30.0	-	0.7

1. Universities only.
2. First year students.
3. New entrants in universities.
4. Classification of the Secretariat.

N.B. See remarks made under Table B.

SOURCE: See detailed statistical tables.

aged 45-54 by Socio-Economic Categories

RATIO I : II						DIFFERENCE I AND II					
A	B	C	D	E	ARMED FORCES	A	B	C	D	E	OTHERS
4,6	1,7	0,34	1,4	0,089	-	23,3	12,7	9,6	4,9	40,9	9,6
4,6	1,6	0,38	1,2	0,20	-	23,7	9,9	9,1	2,0	35,9	9,4
2,5	1,4	0,48	-	0,50	0,48	10,3	6,2	24,9	-	12,3	20,2
2,4	1,5	0,49	-	0,49	0,43	9,1	7,6	24,2	-	12,4	19,5
5,0	4,2	0,66	-	0,23	-	15,2	33,8	12,2		38,2	1,4
6,5	3,6	0,82	-	0,24	-	10,4	32,0	5,7		41,3	4,6
3,3	1,4	0,41	-	0,26	-	30,4	7,9	20,7	-	24,8	7,2
4,0	1,2	0,39	-	0,23	-	39,7	4,4	17,2	-	29,5	2,6
3,2	3,1	0,40	2,5	0,054	-	18,7	25,7	7,8	11,0	55,8	8,1
5,9	1,7	0,52	0,99	0,14	-	40,0	9,2	4,6	0,2	46,2	1,8
5,4	1,7	0,60	1,0	0,16	-	37,1	9,6	3,8	0,3	44,9	1,7
5,4	1,6	0,60	1,0	0,16	-	37,1	9,1	3,8	-	44,1	1,7
4,6	1,7	0,63	1,1	0,18	-	39,1	11,3	3,3	0,9	43,7	1,7
3,0	1,3	0,48	-	0,44	1,4	22,3	2,3	12,9	-	30,6	18,9
7,8	3,0	2,1	-	0,095	7,4	31,5	23,4	4,7	-	70,8	11,3
5,8	3,3	0,33	3,5	0,12	-	27,1	19,8	8,8	15,7	57,4	3,6
4,7	0,66	0,34	-	0,59	-	29,1	1,2	38,0	-	12,3	22,4

TABLE D

Relative Chances of Upper-Stratum and Lower-Stratum Youth Studying in a University

COUNTRY	DATE	UPPER-STRATUM: LOWER STRATUM
Austria	1965-66	40 : 1
Belgium	1962-63	7 : 1
	1966-67	8 : 1
Denmark	1964-65	16 : 1
France	1959-60	84 : 1
	1964-65	30 : 1
Germany	1952-53	82 : 1
	1958-59	61 : 1
	1961-62	58 : 1
	1964-65	48 : 1
Greece	1959-60	8 : 1
	1963-64	8 : 1
Ireland	1961	20 : 1
Italy	1953-54	44 : 1
	1960-61	36 : 1
	1964-65	34 : 1
Japan	1952	20 : 1
	1961	30 : 1
Luxembourg	1964-65	65 : 1
Netherlands	1958-59	73 : 1
	1961-62	56 : 1
	1964-65	45 : 1
Norway	1964-65	7 : 1
Portugal	1963-64	129 : 1
Spain	1956-57	173 : 1
	1958-59	91 : 1
	1962-63	87 : 1
Sweden	1960-61	26 : 1
Switzerland	1959-60	23 : 1
United Kingdom	1961-62	8 : 1
United States	1958	5 : 1
Yugoslavia	1951-52	7 : 1
	1957-58	5 : 1
	1960-61	6 : 1
	1965-66	4 : 1

TABLE E

Indexes of Dissimilarity between Distributions of Students and Male Active Population (Total and 45-54 years old)

COUNTRY	DATE	INDEX OF DISSIMILARITY	
		TOTAL BASE	BASE AGES 45-54
Austria	1965-66	65.6	-
Belgium	1962-63	34.7	-
	1966-67	34.9	-
Denmark	1964-65	27.8	-
France	1959-60	56.1	50.5
	1964-65	49.8	46.0
Germany	1952-53	56.2	-
	1958-59	52.1	-
	1961-62	51.8	-
	1964-65	45.8	-
Greece	1959-60	44.8	37.0
	1963-64	38.7	36.4
Ireland	1961	57.1	-
Italy	1953-54	53.0	50.4
	1960-61	51.6	47.0
	1964-65	45.0	-
Japan	1952	48.4	45.5
	1961	50.2	46.7
Luxembourg	1964-65	64.5	63.6
Netherlands	1954-55	60.6	-
	1958-59	59.8	51.0
	1961-62	58.1	48.7
	1964-65	57.3	50.0
Norway	1964-65	43.5	43.5
Portugal	1963-64	71.8	70.9
Spain	1956-57	73.1	-
	1958-59	71.6	-
	1962-63	68.4	66.2
Sweden	1960-61	44.6	-
Switzerland	1959-60	53.9	-
United Kingdom	1960	44.3	-
United States	1958	34.0	-
Yugoslavia	1960-61	48.8	51.5
	1965-66	45.7	-

SOURCE: See detailed statistical tables.

TABLE F

Number of Students in Higher Education per 1,000 Active Males in the same Socio-economic Categories

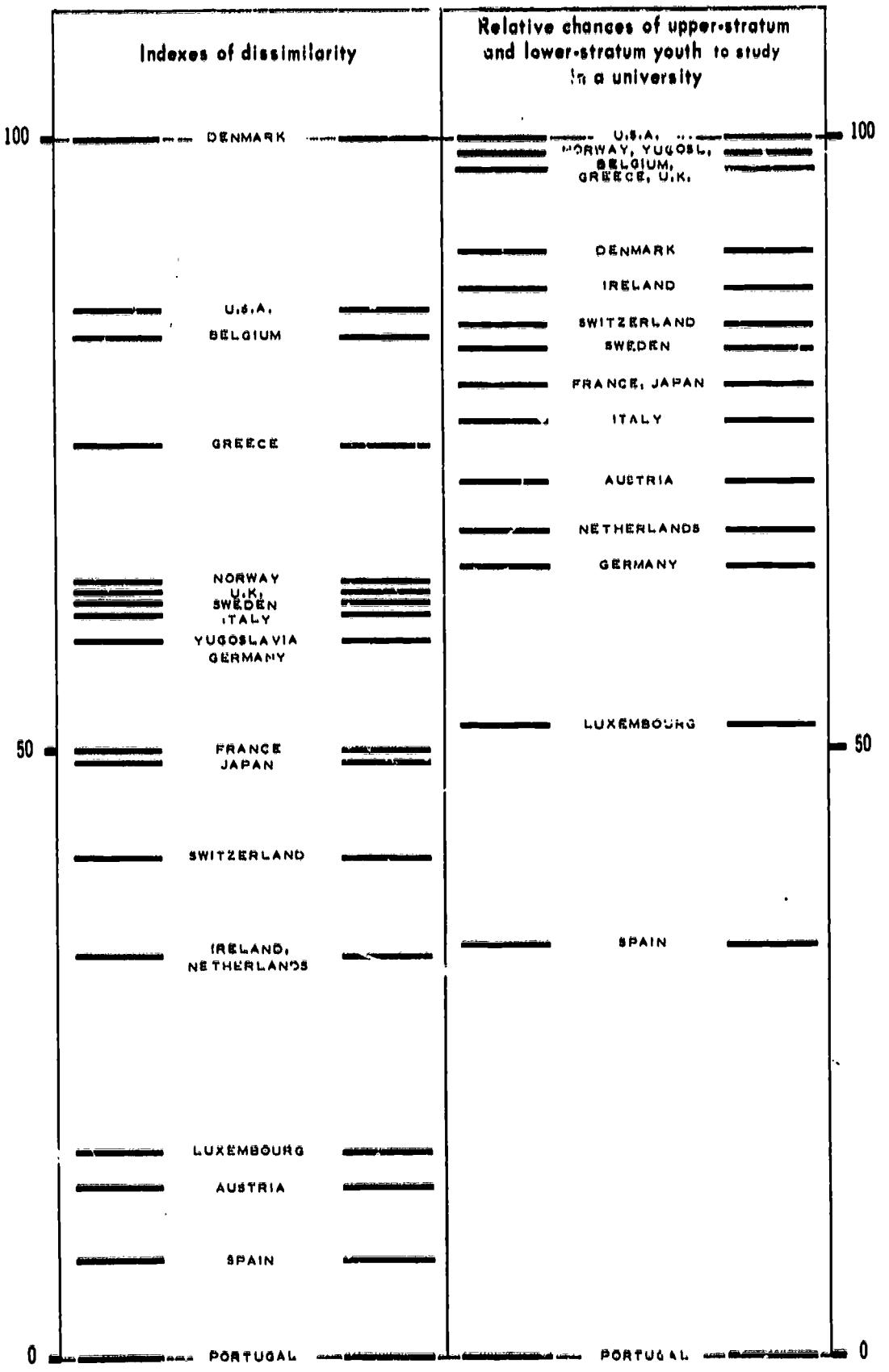
COUNTRY	YEAR	SOCIO-ECONOMIC CATEGORY						TOTAL
		UPPER STRATUM	MIDDLE STRATUM	INDEPENDENT AGRICULTURE		OTHER INDEPENDENTS	LOWER STRATUM	
Austria	1965-66	85.9	53.2	4.8		43.7	1.7	19.6
Belgium[2]	1962-63	10.9	4.5	2.0		4.1	1.2	3.2
France	1959-60	81.7	24.5	4.8		24.7	1.1	13.8
	1964-65	152.2	40.8	9.5		38.2	4.6	25.4
Germany	1952-53	44.3	10.9		13.3		0.5	7.1
	1958-59	43.9	15.2		18.5		0.9	9.6
	1964-65	50.2	23.6		28.7		1.4	14.1
Greece	1963-64	58.4	29.4	7.9		-	7.5	16.3
Italy[1]	1953-54	16.4	11.4		2.1		0.4	2.2
	1960-61	23.1	12.4		3.6		0.6	3.1
	1964-65	32.8	14.8		4.6		1.2	4.8
Japan	1961	132.2	25.8	9.3		-	4.3	21.7
Luxembourg[1]	1964-65	11.8	10.8	1.2		9.7	0.2	3.3
Netherlands	1961-62	91.2	24.6	10.3		19.9	1.6	12.4
Norway[2]	1964-65	14.3	5.4	2.2		-	1.9	4.4
Portugal	1963-64	103.0	28.5	29.8		-	0.8	9.0
Spain	1962-63	34.4	16.2	1.8		-	0.6	6.6
Sweden	1962-63	77.0	52.6	10.1		34.4	5.5	21.4
Switzerland	1959-60	23.9	6.6	1.4		-	1.0	4.4
United States[3]	1957-58	76.0	39.0	52.1		-	22.3	41.4
Yugoslavia	1960-61	62.2	11.6	6.5		-	8.8	16.1

1. Students in first year of University.
2. New entrants.
3. Bachelor's degrees compared with male population 40-45 years old.

SOURCE: See detailed statistical tables.

Graph 23

RANKING OF COUNTRIES ACCORDING TO THEIR INDEX OF DISSIMILARITY AND THE RELATIVE CHANCES OF YOUTH TO STUDY IN A UNIVERSITY

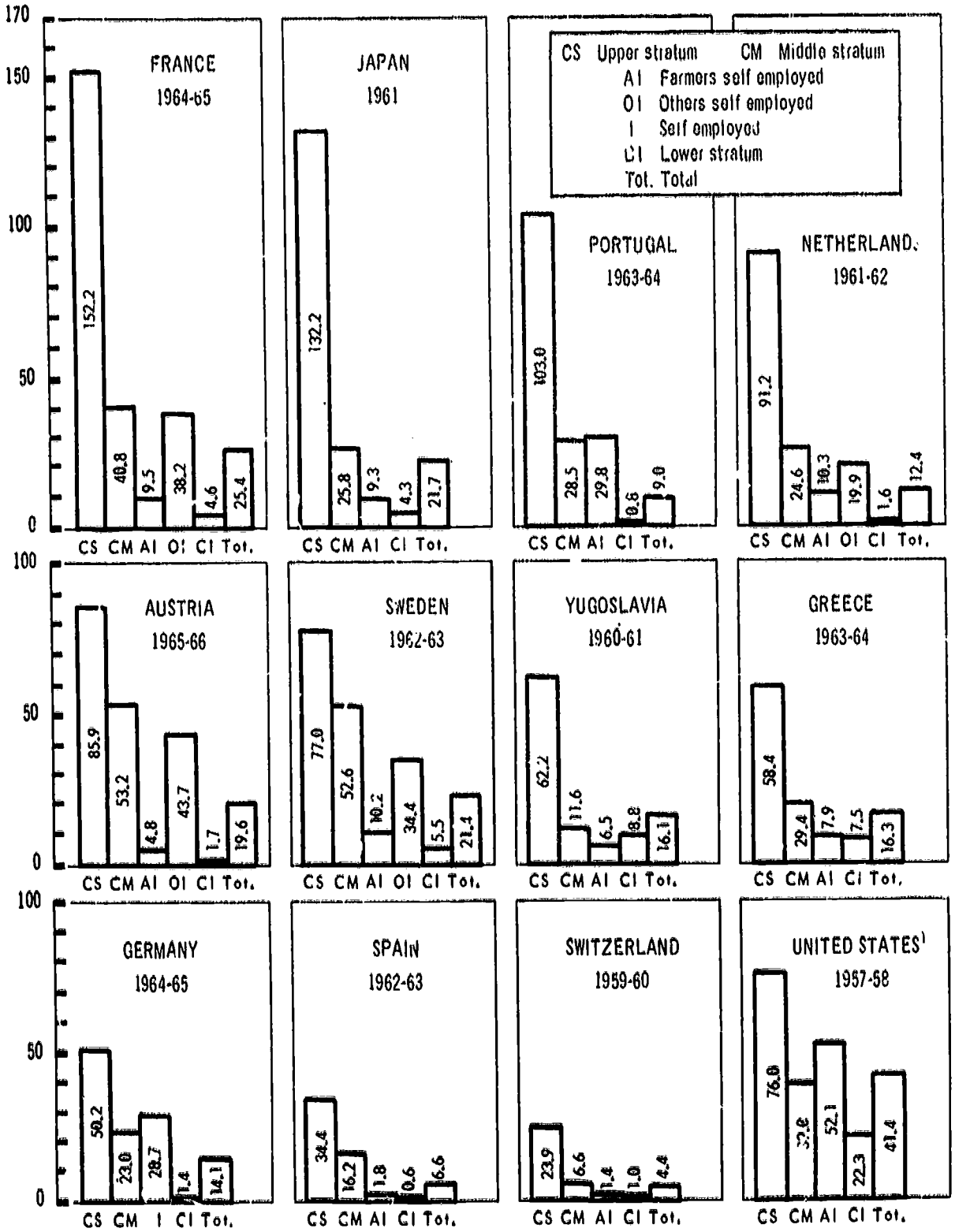


1. The country in which, according to the index adopted, social disparities seem lowest has been classified at 100, the country in which these disparities seem widest has been classified at 0. The other countries have been ranked relative to these two extremes.

Source : See Tables D and E.

Grapn 24 A

STUDENTS PER 1,000 ACTIVE MALES IN SAME SOCIO-ECONOMIC CATEGORIES



1. Bachelor's degree recipients in relation to male population aged 40-45.

TABLE G

Number of Students in Higher Education per 1,000
Active Males 45-54 years old in the same Socio-economic Categories

COUNTRY	DATE	SOCIO-ECONOMIC CATEGORY						TOTAL
		UPPER STRATUM	MIDDLE STRATUM	INDEPENDENT AGRICULTURE		OTHER INDEPENDENTS	LOWER STRATUM	
France	1959-60	337.7	114.9	25.4		100.2	6.6	73.5
	1964-65	629.0	191.2	50.7		155.0	27.1	134.8
Greece	1963-64	210.0	138.0	44.0		-	44.0	90.0
Italy[1]	1953-54	66.0	56.2		8.8		3.1	13.3
	1960-61	103.7	57.3		13.0		3.9	16.0
Japan	1961	565.0	171.0	55.0		-	32.0	141.0
Luxembourg[1]	1964-65	47.0	46.0	6.0		38.0	0.8	15.0
Netherlands	1961-62	359.0	111.0	40.0		68.0	10.6	66.0
Norway[2]	1964-65	63.9	27.2	10.3		-	9.6	21.4
Portugal	1963-64	440.0	168.0	119.0		-	5.3	56.0
Spain	1962-63	151.0	109.0	11.0		-	3.9	40.0
Yugoslavia	1960-61	465.0	66.0	36.0		-	66.0	101.0

1. Students in the first year.
2. New Entrants.
SOURCE: See detailed statistical tables.

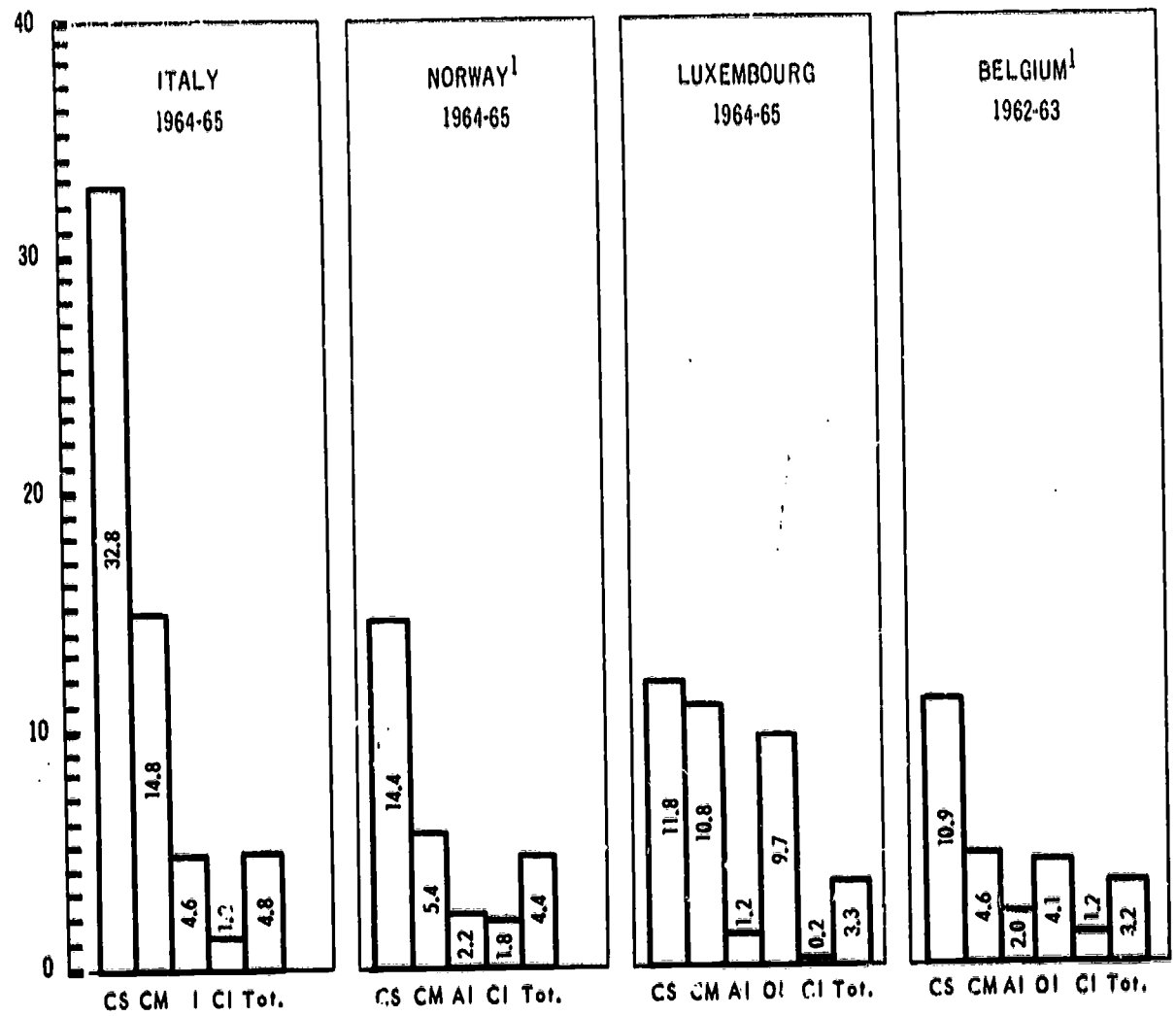
modest increases took place in other categories. Although increases in the rates for the lower stratum were recorded, they were comparatively small increases, especially for Italy. The clear indication here is that, while improvement in higher education participation rates is common to all classes, the gains have been greatest for the upper stratum and this has served to widen social disparities in participation. Additional trend data for Germany, using the less refined rates shown in Table F, help substantiate the finding about the lower stratum, but the gain in the upper stratum rate in Germany has not paralleled that of France and Italy. The information contained in Table F is summarized in Graphs 24A and 24B. Where information for more than one year was available, the most recent data were included.

Socio-economic disparities by academic discipline of higher education

Although not a central concern of this paper, data on the socio-economic distributions of students in different academic disciplines of higher education were available and are included in the tables for thirteen countries (Austria - Tables 45a and b; Belgium - Tables 48a and b; Denmark - Table 51; France - Tables 55a and b; Germany - Tables 58a and b; Greece - Tables 61a and b; Italy - Tables 66a and b; Netherlands - Tables 74a and b; Portugal - Table 79; Spain - Tables 82a and b; Sweden - Tables 84a and b; Switzerland - Tables 87a and b; and Yugoslavia - Tables 93a and b).

We are able to tell from these tables whether or not participation in a particular discipline of higher education is selective of certain social segments of the population. It is possible to infer this in only a general way because the reliability of the data is unknown and there is a tendency in many countries for students to change their identification from one discipline to another as they progress through higher

Graph 24 B
FIRST YEAR STUDENTS PER 1,000 ACTIVE MALES
IN SAME SOCIO-ECONOMIC CATEGORIES



1. New entrants.

education. Therefore, the distribution of students by academic discipline is partly a function of the distribution of students by year in school and by other characteristics.

The patterns for Belgium in 1962-63 are illustrative of those for most countries. Among male students the socio-economic distribution in different disciplines was generally similar; however, there were some notable exceptions. Students in philosophy and the arts were more likely than those in other disciplines to be drawn from the ranks of the lower social strata. Students in the pure sciences were over-represented by those with lower white-collar origins. In medicine and law, the professions were more likely than expected to be the background of students, while the manual classes were less likely to be the origins. The professions, on the other hand, were less likely to be the socio-economic background of students in applied economics and commerce. The relationships between social origin and academic discipline were quite similar for women and men.

Looking at the same data for males from the point of view of discipline chosen by the students from different backgrounds, one finds the children of professionals overwhelmingly selecting medicine, children of industrialists and traders tending toward applied economics and commerce, those whose fathers were primary or lower secondary school teachers choosing philosophy and the arts most

predominantly, children of clerical workers not opting for any disciplines disproportionately, those with manual-worker backgrounds selecting the pure sciences more than students in general, and farmers' children choosing disciplines much like all students but entering agricultural programmes somewhat more than usual. Philosophy and the arts predominate as a choice of females from most social strata, but where disciplines are selected disproportionately they are frequently the same as those chosen by males. Data for 1967-68 reveal about the same pattern in choice of discipline.

Examination of the statistics on the academic discipline of students for all of the countries for which data are available indicates two recurring patterns: i) students from the higher social strata are most likely to enter academic fields that prepare them for careers that will keep them in the higher social strata, at the level of their fathers or higher; and ii) students whose fathers are in particular occupations will be found in a wide variety of academic fields, but a disproportionately high percentage of them will gravitate to the fields that prepare them for the same occupation as that of their father. Both of these developments serve to increase the probability that social disparities in educational participation will be perpetuated.

Socio-economic disparities in educational participation: summary of findings

The foregoing analysis of socio-economic disparities in education in OECD countries can be summarized as follows: i) Considerable social selection takes place below the university level and especially at the secondary level. This selection, which favours the upper and middle social classes, creates a differential in academic eligibility for higher education among socio-economic groups. Time trends reveal no tendency for this selection to lessen, except in countries having exceptionally high primary and secondary school participation rates. ii) Upper strata youth constitute a high proportion of students of higher education, and they are highly over-represented among students, when compared to the proportion of the male labour force from the same strata. iii) Youths from the middle social strata are also over-represented among students, though to a lesser degree than upper strata youths, and young persons from the lower strata are under-represented among higher education students. iv) Use of men 45-54 years of age in the labour force as the standard for comparing distribution of students by socio-economic categories results in a slightly less advantage of the upper strata in educational participation, but the disparities among all strata are still significantly large. v) Participation rates per 1,000 economically active males are a number of times greater among upper status than lower status youth. vi) Educational disparities, as measured by the index of dissimilarity, are seen to be narrowing slightly in a majority of countries but, in the main, disparities are being maintained. vii) An increase in participation rates per 1,000 active males 45-54 years of age (a reasonably close approximation to comparison of students with all young persons of comparable age in the same socio-economic category) was observed for all strata, but the gain for the lowest stratum was appreciably less than for the highest. This suggests that disparities have been widening in the recent past. viii) Differences by socio-economic category with regard to participation in particular academic disciplines show a rather broad selection of academic fields among students of all strata but a definite tendency for students to study in a field that is closely related to their social background.

Limitations on the data concerning educational participation by social background prevent any precise determination of social disparities among countries and over time. It is clear, nevertheless, that social differences in educational participation are a universal phenomenon. In all countries, the chances of being in school are distinctly superior for those with higher origins, somewhat advantageous for those with "middle class" backgrounds, and inferior for those from the lower strata or with agricultural backgrounds. Only the magnitude of differences varies among countries, and even here the similarities among nations are more impressive than the dissimilarities. In summary, social group differences in educational participation appear to be a pervasive and persistent characteristic of educational structures in all countries. What change does seem to be taking place is gradual and does not appreciably alter the pattern of social disparities in education.

V

EXPLANATION AND INTERPRETATION OF DISPARITIES

Factors associated with disparities: empirical analyses

A number of studies have been conducted in specific countries in the past which deal with factors related to regional disparities in educational participation. These studies, of the Netherlands, Norway, Germany, Great Britain, Yugoslavia and France, were designed to serve quite different purposes.* Those for Great Britain and the Netherlands had as their principal intention the explanation and prediction of the inflow of students into certain levels of the educational system. The German study was concerned with the educational opportunities of only a few disadvantaged groups and employed a limited set of explanatory variables. The Norwegian study concentrates on the inequalities in regional school transition rates. The studies of Yugoslavia and France, unlike the others, were devised especially to analyse the regional disparities in school enrolment ratios discussed earlier in this paper.

The methodology of these studies differs in some important ways: for one thing, the dependent variable used in the analyses is not the same in the several studies. For the Netherlands, the ratio of new admissions to the first year of grammar school to the 12 year-old population was used, with separate figures for boys and girls; for Norway, it was the percentage of primary school-leavers finishing secondary education in gymnasia five years later; for Germany, the percentage of 18 and 19 year olds participating in the school system out of the 18 and 19 year old total population, boys and girls separately, was employed; in Great Britain, the number of 17 year olds entering higher education was compared to the 13 year olds in school four years earlier; for Yugoslavia, it was the percentage of young people 15 to 19 years old who were enrolled in secondary education; and for France total secondary school enrolments were compared to the population between 11 and 17 years of age.

A second methodological difference was in the reference dates of the studies. Four of the studies dealt with one year: 1957 for the Netherlands, 1961 for Great Britain and for Germany, and 1963 for Norway. Observations for two separate points in time were available for Yugoslavia (1954 and 1964) and for France (1954 and 1962).

The number of regions within each country that are considered vary widely. In Yugoslavia, only eight regions were distinguished, and in France 21. In other studies, a considerably greater number were treated: Netherlands 89, Great Britain 145, and Germany 566. In Norway data for over 800 areas were used.

The independent variables used in these studies to account for regional variation in educational participation vary from country to country, but they generally cover three broad categories: demographic (such as rate of population growth, density of population, and degree of urbanization); social (racial and religious composition of the people, educational level of the population and availability of

* For sources, see Table H.

TABLE H

List of Explanatory Variables used in the different

COUNTRY	EDUCATION	OCCUPATIONAL STRUCTURE				INDUSTRIALISATION	INCOME
Netherlands		Occupational index 0, 89 (n. a.)	% professional and managerial workers 0, 85 (0, 86)	% farmers -0, 69 (-0, 73) % agricultural workers -0, 42 (-0, 39)	% manual workers 0, 02 (0, 04)		Income/cap. 0, 79 (0, 82) % with income over 6, 000 guilders 0, 66 (0, 63)
Norway	Educational level 0, 62						Income/cap. 0, 40 Income growth -0, 12
Germany					% manual workers -0, 16 (-0, 16)		
Great Britain	Educational level 0, 70		% in social classes I and II 0, 66			Degree of industrialisation -0, 30	
Yugoslavia	Educational level +		% professional and managerial workers +	% farmers and agricultural workers -	% manual workers L		Income/cap. +
France	Educational level +		% professional and managerial workers +	% farmers and agricultural workers L	% manual workers L		Income/cap. L

n. a. = not available.

When two correlation coefficients are given for one variable, the one within ( ) concerns girls, the other boys.

Variables with only one correlation coefficient refer to the total participation of boys and girls.

Studies and their Correlation Coefficient when Available

URBANIZATION	ABILITY	DISTANCE TO SCHOOL	RELIGION	INSTITUT. HOUSEHOLDS	SCHOOL VARIABLES	SCHOOL EXPENDITURES
% in towns over 5,000 inhabitants 0.75 (0.79) % in towns over 20,000 inhabitants 0.72 (0.74)	Ability 0.71 (0.76)	Distance to school -0.74 (-0.76)	% not attending church 0.48 (0.49) % Dutch Reformed -0.28 (-0.25) % Reformed -0.23 (-0.13) % Catholics 0.01 (-0.05)			
Population density 0.47		Number of schools 0.25		Number of institut. households (theatres, hospitals, etc.) per 1,000 inhabitants 0.10		
			% Catholics 0.01 (-0.14)			
	Ability 0.18				% in grammar schools 0.71 % in small schools 0.46 Size of primary class -0.33 Oversize secondary classes -0.18 Secondary pupil/teacher ratio -0.07 % in all age schools -0.04 Size of local Education Authority -0.04	
% in towns L		Number of schools L				School expenditure a) /cap. + b) /pupil L
% in urban communities L % in towns over 2,000 inhabitants L		Number of schools L				

SOURCES:

Netherlands: Educational Policy and Planning, Netherlands, OECD. Social Objectives in Educational Planning, OECD.
Norway: "Some aspects of Regional Educational Development in Norway", by Patraki, OECD.
Germany: Sociale Lage und Bildungschacen in Deutschland, by H. Peisert.
Great Britain: Committee on Higher Education. Higher Education, Appendix One.
Yugoslavia and France: Preliminary result from a study made by the OECD Secretariat. Judging from the scatter diagrams available, a strong positive correlation has been marked +, a negative correlation -. A low correlation is indicated by L.

school facilities); and economic (standard of living, income, industrialisation and occupational structure). Students' abilities have also been considered, but no account has been taken of student aspirations, nor have governmental school policies and practices been regarded as explanatory variables.

Simple coefficients of correlation between participation rates and the several explanatory variables are presented in Table H. Because of the varying number of observations in each country, the reliability of the coefficients differs among countries. Also, the coefficients measure only the degree of linear association. Moreover, as was the case with the measurement of regional disparities in participation, all regions in these analyses are treated alike regardless of size.

Among the studies that used the educational level of the population or the parents in a region as an explanatory variable, it was the variable that correlated most highly with educational participation. Correlation coefficients of about 0.60 to 0.70 were obtained with such independent variables as the percentage of occupied males 25 years and over having completed their full-time education by the age of 17 or beyond (Great Britain), percentage of persons in the age group 40-49 having more than lower secondary education (Norway), percentage of the adult population having more than secondary education (France). Not only was there a strong relation between educational attainments of adults and educational participation by regions, but the relation has remained stable over time, as indicated by time trends for France and Yugoslavia.

Indicators of the occupational structure used in these studies were an occupational index based on the number in the various occupational groups in a given region multiplied by the average grammar school admission rates for the children in this group divided by the total number in all groups (Netherlands); percentage of labour force in professional and managerial categories (Netherlands, Yugoslavia, and France); percentage of active and retired males in professional-managerial, and middle-level occupations (Great Britain); percentage of labour force in agricultural occupations (Netherlands, Yugoslavia and France); and percentage of labour force in manual workers' category (Netherlands, Yugoslavia France and Germany). The correlation coefficients were moderately to strongly positive for the first three of these measures, moderately to strongly negative for the fourth one, and exceedingly small for the last measure. Since the upper strata send a much higher percentage of their children to school, the relatively high correlation coefficients for that group is perhaps not surprising. It is more difficult to understand why the percentage of manual workers in the labour force does not correlate more highly with school attendance of young people. It may be explained partly by the heterogeneity of the category of "workers" in many of the countries and partly by the residential location of the workers. In the German study, the correlation coefficient between the percentage of workers and educational participation was much higher when only big cities were considered.

The relation between socio-economic factors and school participation may be not so much an economic relation as one which accounts for differences in life styles and mobility aspirations. At least, this is suggested by the weaker association of income with participation than with education or occupation. Although a moderately high correlation coefficient with per capita income is obtained in the Netherlands, much lower coefficients measuring the same relationships are found in Norway, Yugoslavia and France. A small negative coefficient is obtained for Norway when income growth over a five-year period is used as the independent variable.

In Great Britain, industrialisation as measured by industrial goods and freight-transported commerce as a percentage of total goods was used as a variable. Only a moderately low negative correlation coefficient was obtained with school participation rates. The measure of industrialisation is not a strong one and it may be that in regions having a relatively high standing on such a measure there is also a relatively high proportion of workers in the labour force which dampens the relation.

Some measure of population or urbanization was included in the studies for four of the countries. In the Netherlands, the percentage living in towns with more than 5,000 inhabitants was correlated 0.75 (and in towns with more than 20,000 inhabitants, 0.72) with participation rates. Moderate to low correlation coefficients were obtained in France, using the percentage living in urban communities or the

percentage living in towns with more than 20,000 inhabitants, and in Yugoslavia using the percentage living in towns as a variable. The number of inhabitants per square kilometre in regions of Norway correlated 0.47 with school-going, while the number of institutional households (hospitals, theatres, cinemas, etc.) per 1,000 inhabitants produced a very small correlation coefficient.

Two studies have used some measure of the ability of the students as an explanatory variable with rather contradictory results. For the Netherlands, the percentage of army recruits in high intelligence classes correlated 0.71 for boys and 0.76 for girls with participation. For Great Britain, on the other hand, the mean verbal test score at age 11 correlated 0.18 with participation of both sexes, and this correlation coefficient was, statistically, not significantly different from zero. Since the ability measure for the Netherlands was for adults rather than children, it may have been indexing a different dimension of ability. In fact, the occupation index and the ability variable had a correlation coefficient of 0.80, indicating that the two variables may be measuring the same socio-economic phenomenon. The ability measure for Great Britain is based on testing at an age prior to the period of participation and is directly related to the sample of children for whom school progress has been charted. It would seem, therefore, to be a more valid measure of ability and the insignificant correlation coefficient suggests little, if any, association of the variables. The research is too limited, however, to reach any definite conclusions.

The influence of religion has been investigated in the Netherlands and in Germany. In the Netherlands, neither the percentage of Dutch Reformed nor of Catholics in the total population showed any noticeable correlation with school participation. In Germany, the percentage of Catholics was likewise unrelated to enrolment ratios.

The average distance from home to school in the Netherlands correlated 0.74 with school participation. In a multiple regression analysis, however, it added very little to what was already explained by the occupational and educational background of persons in the region. In Norway, France and Yugoslavia, the number of schools in the region was introduced as an explanatory variable. This factor seemed to be uncorrelated with school enrolment ratios. The number of schools and the distance from home to school may not be highly associated, and the size of schools may be more critical for school participation than the number of schools. The British study used some variables to describe the quality of schools; these variables, some relating to school and class size, correlated moderately with participation rates. Finally, the correlation coefficient between school expenditure per capita and school-going in Yugoslavia was small, and the association disappeared when school expenditure per pupil was substituted in the analysis.

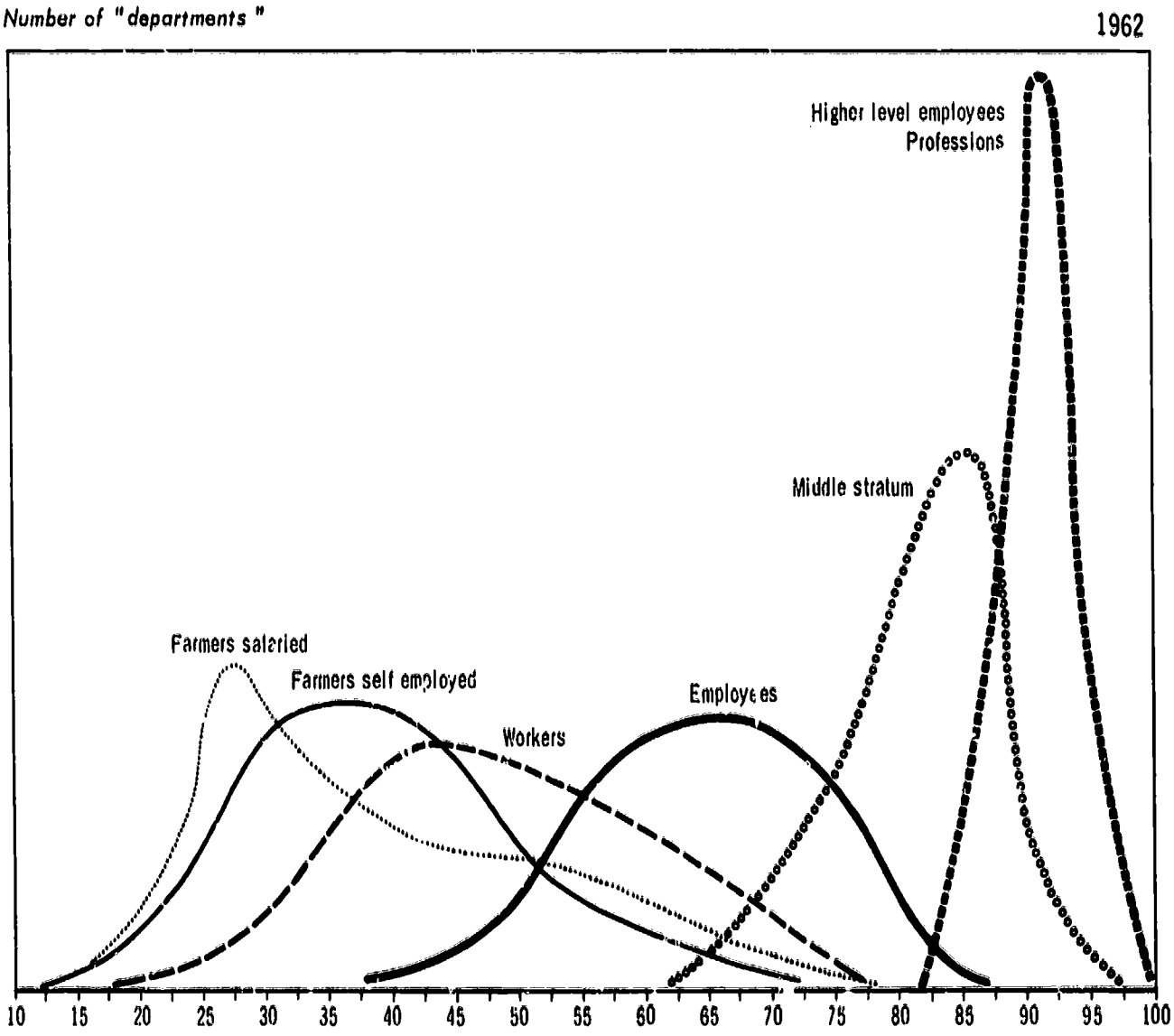
The inter-relationships of independent variables in their effect on the dependent variable were analysed in the studies of the Netherlands and Norway. In the Netherlands, the occupational index was highly correlated with income per capita, percentage having an income greater than 6,000 guilders, degree of urbanization, distance to school, and percentage in high intelligence classes. The highest multiple correlation coefficient for any set of these variables combined exceeded that for the simple correlation coefficient for the occupational index alone by only 0.03. In Norway, the education of parents was highly correlated with income per capita and population density. The highest multiple correlation coefficient was but slightly higher than the simple coefficient for parents' education (0.64 vs. 0.62). It is apparent, therefore, that underlying the regional variations in school participation is a general socio-economic factor or set of socio-economic factors which differentiate one region from another and which facilitate educational participation for some groups and impedes it for others.

This tentative finding, that variations among regions in socio-economic composition of the population probably account for most of the variations among regions in school-going, does not negate the fact that there are unique factors within each region which explain some of the distinctive school participation patterns of the area. These may include the historical-cultural traditions of the region, its school policies, and other natural and social environmental effects. This is confirmed by Graph 25 where variations in enrolment rates by "department" have been compared for six social groups individually. Regional factors do not seem to have very much impact on the enrolment rates of 15-19 year olds coming from professional and high-level managerial backgrounds: between 82 and 100% are enrolled. As one descends

the social hierarchy the spread in enrolment rates becomes gradually more important: for middle-level personnel it ranges from 60 to 95%; for clerical workers from 35 to 85%; for blue-collar workers from 20 to 80% and for farmers from 10 to 80%. These results also illustrate why in the above-quoted studies the proportion of workers in the regional labour force was not significantly correlated with regional enrolment rates. Without denying the fact that the occupational and educational structures of the population are important determinants for regional enrolment rates, changes observed within social groups across regions indicate that such factors as job perspectives in the region (related of course to migratory trends), distance to school, size of family are important secondary variables.

Graph 25

DISTRIBUTION OF ENROLMENT RATES OF YOUTH 15 - 19 YEARS OLD, BY "DEPARTMENT" AND VARIOUS SOCIAL CATEGORIES



Source : INSEE.

If the explanation of regional disparities in education lies mainly with socio-economic factors, then what accounts for socio-economic disparities in educational participation? Existing empirical studies have not provided the answer. It will be necessary, therefore, to draw upon a more general body of knowledge that can provide some sound hypotheses that are subject to further empirical testing.

Factors associated with disparities: theoretical discussion

At the theoretical level, an explanatory analysis of social disparities in educational participation can follow one of three routes. It can be: i) a broad analysis of the relationship between sweeping social changes and disparities in participation, emphasizing such factors as educational expansion and economic change; ii) an "ecological", or middle-range, analysis which associates the average or distribution of characteristics of categories with the pattern of educational disparities; or iii) a more focused analysis which stresses individuals as units of analysis and which identifies causal mechanisms or processes of a socio-psychological nature.

Previous discussion dealt with the second route as it relates to regional disparities. Among the many variables examined, a cluster of those having to do with socio-economic status appeared to afford the greatest explanation of regional differences, although other factors were also regarded as important. Similar studies of socio-economic disparities in educational participation are lacking, so that explanations based on the "ecological" approach are not possible. It is necessary, therefore, to turn to other avenues of explanation.

The theoretical route which seeks explanation through analysis of broad social trends offers further basis for understanding the existence and trends of social disparities in education. First of all, the available data indicate that the educational expansion in OECD countries since the close of World War II has not had any appreciable effect on regional and socio-economic disparities in school participation. At least, all categories seemed to have shared in the expansion but the separation of participation rates between categories has largely been maintained. The basic disparity among groups has not become altered by educational growth, although all groups have benefited from educational growth. The major exception to this generalization is that in societies, or at school levels, where the saturation point in school participation is being reached, democratization of participation occurs. For example, in most countries participation rates at the lower primary level are high enough that differences among social categories are small. Either compulsory school attendance laws provide for nearly everyone in the eligible age-group to be in school, or popular acceptance of at least a limited amount of schooling is so widespread that most youngsters are enrolled at that level. In the United States and Canada, lower secondary school enrolment rates have attained a near-maximum level and social disparities in participation at that level have diminished. This points up the fact that educational expansion has a sequential effect on educational levels and educational disparities, beginning at the lower school levels and progressing to the higher levels. It would not be expected, therefore, that educational inequalities at, for example, the higher educational level could be removed until inequalities at the secondary level had been eliminated, and even then disparities arising from social selection among secondary school graduates would probably be found.

Clues to the existence and maintenance of educational disparities can also be found in the nature of systems of social stratification. All nations are perceived to have institutionalised inequalities which become perpetuated by the differing ideologies of the various strata and the greater political power of the advantaged strata. At the same time, education comes to be viewed by the more privileged classes as both a potential and actual avenue of mobility, and opportunities for education are made freer for these classes than for the less privileged classes. In addition, the culture of the upper and middle social strata defines education as a desirable goal for personal intellectual enrichment as well as for economic motives. In modern societies, the demand for a greater share of socio-economic satisfactions from the lower strata has led to a re-examination of social inequalities and of the factors which produce them. The strain on the part of the advantaged and more powerful groups between maintaining the desired

advantage for themselves for the added rewards it brings, on the one hand, and granting better statuses to the lower strata out of a sense of democratic values and moral concern, on the other, presents a very real dilemma. Until recently, the strict maintenance of social disparities in educational participation suggested that the desire for continued advantage was, by far, the dominant factor among the privileged strata. The gradual erosion of disparities in school participation in recent years, as evidenced by the earlier analysis, could be brought about in one of several ways: by a shift in the balance of values concerning the maintenance of status distinctions and democratization which now places more weight on the latter; or by a belief among the privileged groups that the importance of education in economic achievement may have been over-stated and that more education for the lower strata will not diminish income differences, a view which has gained some adherents from intellectual circles; or by the realization that educational participation is only one dimension of the educational process and that other educational inequalities can be substituted for disparities in education participation in a way that would not endanger the present stratification system. (Some support for this last possibility is provided in the next section of the paper.)

Educational disparities are also an obvious consequence of educational policies in different countries, regions, and local areas. Many studies have shown that educational policy-makers are drawn from the ranks of the advantaged strata and they are prone to maintaining the existing social order and enacting school policies which will accomplish this. It is not surprising, therefore, that policies have not created profound changes in the pattern of educational inequalities. Educational policy can continue to impede democratization or it can hasten it, either by removing barriers to educational participation for some groups or by speeding up the attainment of the saturation point in participation and providing a chance for the less-advantaged strata to "catch-up". The latter approach, of course, involves an enormous investment in education in a short period of time and a favourable outlook on universal education.

The third route to explanatory analysis which focuses on the process, through which the individual makes decisions about schooling in the context of social institutional forces, group norms and pressures, and personal factors, has not been used extensively as a research method in the study of social disparities in school-going. What research has been done in this area points up the traditional class subcultures and their effects on educational aspiration. Lower-class values, it is reported, are not conducive to the development of academic ability while middle-class values lay great stress on the values of education.* In some countries, attempts to change the early socialisation process for less-advantaged groups are intended to provide more favourable attitudes to education as well as more favourable socio-economic circumstances and thereby to alter the pattern of disparities.

Disparities in different aspects of the educational process

In Chapter II of this study, it was pointed out that educational participation was only one aspect of the total educational process and that the pattern of disparities found for this aspect may not pertain to other aspects, which included educational demand, educational opportunity, educational attainment and educational quality, as well. To illustrate this, an examination of differences on these several aspects among white and Negro persons in the United States in the 1960's is in order.

The discrepancy in enrolment rates between American whites and Negroes in 1964 was relatively small at high school ages but considerably larger at college ages. At 14 and 15, ages within the compulsory school attendance range, 99% of both white and Negro boys were enrolled. At 16 and 17, when compulsory laws usually no longer apply, 90% of white youths and 84% of Negro male youths were in school. By early college ages, the gap widened considerably. Among 18 and 19 year olds, the white/Negro comparison was 52 vs. 40%; for those 20 and 21, it was 36 vs. 14%; and for 22 to 24 year olds, it was 18 vs. 4%. The rates for white females also exceeded those for Negro females but the differences were not as pronounced as for males. These comparisons of measures of educational participation

* Leila Sussman "Summary Review by the Rapporteur", in Social Objectives in Educational Planning, OECD, Paris, 1967.

indicate that whites and Negroes in the United States had relatively similar participation rates at secondary school ages and that the disparity became more noticeable at college ages.*

The demand aspect may be viewed by looking at plans among secondary school pupils for finishing high school and going on to college. Data from a 1965 national survey show that about the same per cent of whites and Negroes planned to complete high school and go on to college. About 96% of the whites and 94% of the Negroes expected to graduate from high school; 57% of the whites and 54% of the Negroes expected to go to college; and 39% of the whites and even 40% of the Negroes planned to finish college.** That these plans were not realistic for members of both groups but were less likely to be fulfilled by Negroes than whites is indicated by the following analysis of high school graduates in 1959 who had reported on college plans in their last high school year. Among boys, 72% of whites and 61% of non-whites who had planned to go to college actually enrolled, while among girls the corresponding percentages were 67 and 45%.*** Thus although little difference between the races was observed with regard to the demand aspect, inability to fulfil demands resulted in much less equal participation patterns.

Low socio-economic status was obviously a key factor in limiting the educational opportunity for some persons planning to attend college who did not follow through and for those who did not plan to attend. The percentage of the high school graduates from families with less than $4,000 income varied from 11% for those who successfully carried through their college plans to 22% for those who planned to go but did not, and 46% for those who never planned to go and did not. When, in the same study, persons 16 to 24 years old out of school who never attended college were asked why, 45% of the non-whites but only 16% of the whites cited financial factors as the principal reason.****

Participation in school cannot be equated with educational attainment. Barriers to completion of school impede persons of all backgrounds, but they are greater for Negroes than whites. In the United States in 1968, about 79% of whites but only 54% of Negroes in the 22 to 24 age bracket had finished high school. Roughly 34% of whites and 15% of Negroes in the 25 to 29 age bracket had completed at least one year of college, and 19% of whites but 5% of Negroes in the same age group had graduated from college.***** The chances of students enrolled to complete a given school level are greater for whites than Negroes. Among those who entered their senior high school year in 1959, 85% of whites but 76% of non-whites graduated from high school at the end of that school year.******

Not only is the racial gap in educational attainment greater than the racial gap in educational participation but so is the difference in quality of education received at the same educational level. There are several indicators of qualitative differentials. First, among secondary school pupils, the proportion of Negroes who are in a college preparatory programme is considerably less than the proportion of whites in such programmes, even in the same school grade. Second, white children attend schools with a smaller average number of pupils per room than do Negroes, at both primary and secondary levels. Third, Negro pupils also have fewer of some of the facilities that seem most related to academic achievement, such as physics, chemistry, and language laboratories; books per pupil in the libraries; and textbooks. Fourth, Negroes also have less access to curricular and extra-curricular programmes that would seem to have a relationship to scholastic achievement, such as regionally accredited academic programmes, testing and counselling, remedial reading, debate teams, and student newspapers. Fifth, the average Negro pupil attends a school where a greater percentage of the teachers appears to be somewhat less able, as measured by types of colleges attended, years of teaching experience, salary,

* U.S. Bureau of the Census, "School Enrolment: October 1964", Current Population Reports, Series P 20, No. 148, Feb. 8, 1966.

** Charles B. Nam, A. Lewis Rhodes, and Robert E. Herriott, Inequalities in Educational Opportunities: A Demographic Analysis of Educational Differences in the Population, Report of Contract Research to the U.S. Office of Education, Section D, May 1966.

*** Charles B. Nam and James D. Cowhig, "Factors Related to College Attendance of Farm and Non-farm High School Graduates: 1960", Series Census-ERS, p. 27, No. 32, derived from Table 7.

**** Ibid.

***** U.S. Bureau of the Census, "Educational Attainment: March 1968", Current Population Reports, Series P 20, No. 182, Table 1.

****** Nam and Cowhig, op. cit., Table 1.

mother's educational level, and vocabulary test scores, than those in the schools attended by the average white student. Sixth, there is some evidence that the inferiority of schools attended by Negroes results in less achievement for Negroes than whites between the 1st and 12th grades.* Seventh, most of these factors which produce qualitative differences at the primary and secondary school levels operate also at the college and university levels where a considerable amount of racial segregation, with regard to schools attended, exists.

There is every reason to believe that the kinds of disparities that exist between Negroes and whites in the United States in the several aspects of education apply likewise, although possibly in different magnitudes, to various social strata in the United States as well as in other OECD countries. The fact that schools tend to be segregated socio-economically as well as racially supports this view. It would seem, therefore, that disparities in educational participation are not as great as disparities in educational attainment and educational quality for populations in general, and that even were disparities in participation to narrow considerably or disappear, differences in kinds and quality of education received would create gaps in education equally as important as those now observed with regard to participation.

* James S. Coleman et al., Equality of Educational Opportunity, Washington, 1966, pp. 9-22.

CONCLUSIONS

The foregoing analysis reveals that group disparities in educational participation are characteristic of all OECD countries, and that they are narrowing very slowly in some countries and remain unchanged or are widening in others. A review of the data for all the countries suggests a general process in the development of disparities among social strata whereby disparities that exist become greater during educational expansion, because advantaged groups improve their participation rates more rapidly than do less-advantaged groups, and begin to narrow when the level of participation in a country becomes high.

While the long-term existence of disparities in participation was probably a function, in part, of historical traditions and group differences in value placed on education, the persistence of disparities can be attributed, in great part, to the desire of presently advantaged groups to perpetuate social stratification through educational policies that result in differential school participation. There is evidence that alteration of educational policies can bring about changes in school-going practices.

Although it is likely that innate ability is not distributed randomly among social strata, no account of ability has been taken in this study, partly because of the unavailability of adequate data on the topic in cross-classification with statistics on educational participation of social strata and partly because the pool of persons able to benefit from higher forms of education far exceeds the number who are participating in any social strata.*

Given the evidence of unequal educational participation and present indications of factors which have produced and perpetuated it, there seems to be need for two concurrent developments on the part of involved nations. The first is for more intensive study of the factors producing and maintaining disparities and of the kinds of policies and programmes that would modify the current situation.** The second is for initiation and continuation of such policies and programmes which seem most promising as a means of bringing the educational participation and achievement of all groups into line with stated goals.

* This conclusion is based on A. H. Halsey, "A Review of the Conference", in Ability and Educational Opportunity, OECD, Paris, 1961, pp. 32-33.

** Of paramount importance is the need for development of national population sample surveys at periodic intervals which would permit the measurement of educational demand, educational participation, and educational attainment, and their links with educational opportunities (particularly educational institutional data).

ANNEXES

Annex A

SOCIAL ORIGIN CLASSIFICATION OF PUPILS AND STUDENTS

COUNTRY DATA

Information regarding the social origin of pupils and students is generally scanty and of recent date. With few exceptions, the data we have managed to compile relate to students only in higher education - usually only the universities - and do not cover primary and secondary pupils. While we may assume that in primary education the pupil distribution is a fairly accurate reflection of the distribution of the school-age population - although it may nevertheless be of interest to know the social origin of pupils in single-class schools, repeaters, etc. - this is not the case when instruction is diversified either during the period of compulsory attendance or thereafter. The pupils of a lycée certainly do not have the same social origin as the pupils of a vocational school. Accordingly the chances that children from a particular social group will have access to higher education are determined long before they reach it.

Apart from being scanty, data on the social origin of students are not really comparable with other socio-economic data. They are generally compiled by the statistical services of the Ministries of Education which use their own classification and do not necessarily take account of the occupational classification used for the labour force. Data therefore generally relate to the distribution of students only by social origin, without reference to the corresponding labour force distribution. While the trend of the proportion of students originating from a particular social class is interesting in itself, it becomes much more significant if it is related to the labour force which is itself liable to change, and if it is possible to calculate the differences in the chances that children or adolescents of different social origin have of entering the various types of education.

For a more detailed analysis of the situation, it is not enough to know the labour force distribution, even for men alone - we must consider only men who could possibly have children of the age corresponding to the type of education for which data are available. We can see, for instance, that the distribution of the male labour force aged between 45 and 54 is not the same as the distribution of the total male labour force. In general the proportion of clerical workers and of manual workers is smaller in the first case than in the second, whereas the proportion of independent farmers and senior executives is higher. The ideal would obviously be to have data on the social origin distribution of the population for the pupil or student age-groups, but few countries possess such data.

COUNTRY COMPARISONS

There are few fields in which the lack of comparability is so striking. Each country uses its own student classification, which may be based on occupation, or occupational status, or education, or even on a mixture of these criteria. Similarly, labour force classifications often differ. This means that the tables of country data must be regarded as a tentative international comparison and used with extreme caution. Here more than anywhere else we must beware of hasty conclusions.

Annex A. 1 which follows contains the reclassifications of the student population and the labour force in each country based on the available data in an attempt to make them correspond. In addition a recapitulatory table (Annex A. 2) for the OECD Member countries shows the breakdown by major socio-occupational groups which are roughly comparable with each other.

Annex A. 1

CLASSIFICATION OF STUDENTS AND LABOUR FORCE BY OCCUPATIONAL CATEGORIES USED IN DETAILED TABLES

STUDENTS	LABOUR FORCE
AUSTRIA	
I. Self-employed	I. Self-employed
1. Professional	1. Professional, technical and managerial workers self-employed
2. Agriculture	2. Agriculture
3. Others	3. Others
II. Employees	II. Employees
4. Higher level	4. Professional, technical workers of high level and administrative, executive and managerial workers other than self-employed
5. Others	5. Clerical and sales workers and other professional and technical workers not self-employed
III. Workers	III. Workers other than self-employed
IV. Retired and undetermined	IV. Non-classifiable
BELGIUM	
1. Professional	
University professors, jurists, stricto sensu professions	University professors professions stricto sensu
2. Higher level employees and industrialists	
Other self-employed high-level professionals	Professional and technical other than professions stricto sensu
High level employees Industrialists and traders employing 50 persons or more	Industrialists, directors, higher-level administrators
3. Teaching staff	
Teachers in the upper and lower levels of secondary education and in primary education	Teachers other than in higher education

STUDENTS	LABOUR FORCE

Belgium (continued)

4. Other employees

Qualified clerical workers	Administrative personnel

5. Traders and artisans

Traders and industrialists employing 5 to 49 persons Traders and artisans employing less than 5 persons	All non-salaried personnel except professional and farmers

N. B. Traders and industrialists employing fewer than 50 persons could have been classified under 2 (higher-level employees and industrialists). However, the Belgian education classification puts them in the "Middle class" (those employing more than 50 persons being in the "Upper middle class" and those employing fewer than 5 persons in the "Lower middle class"). Moreover, the Census classification does not permit a distinction of industrialists and traders according to the number of persons they employ. It has therefore seemed preferable to classify them under 5.

6. Farmers

Farmer proprietors (more than 12.5 ha. about 1/5 sq. mil). Farmers proprietors (less than 12.5 ha.).	Farmers non-salaried

7. Workers and service personnel

Skilled workers, foremen Semi-skilled and unskilled workers Non-qualified clerical workers	All employed persons not classified elsewhere

8. Others

Non-active Undetermined Dead or absent	Non-classifiable

DENMARK

1. Higher education graduates and primary school teachers	Same classification as for the students (total labour force aged 40-59 years)
2. Civil servants and employees	
3. Self-employed other than farmers	
4. Self-employed farmers	
5. Workers	
6. Others	

FRANCE

1. Farmers Self-employed Other not salaried	1. Farmers same as for students
2. Industrialists and artisans: Industrialists Tradesmen Artisans (including small shopkeepers)	2. Employers in industry and commerce: Industrialists Tradesmen (wholesale and retail) Artisans Shopkeepers Fishermen proprietors

STUDENTS	LABOUR FORCE
France (continued)	
3. Professions Teachers (secondary and higher education, public and private)	3. Same as for students
4. Higher-level employees (public and private sectors)	4. Higher-level civil servants Higher-level employees
5. Middle-level employees (public and private sector) Primary school teachers	5. Middle-level employees (including technicians) Primary school teachers
6. Other employees: Clerical workers Sales workers Service workers	6. Same as for students
7. Salaried farmers	7. Salaried farmers
8. Workers: Foremen Skilled and semi-skilled workers Unskilled workers	8. Workers: Foremen (public, private) Workers (public, private) Miners Fishermen, seamen Apprentices Labourers
9. Others Without occupation Others Undetermined	9. Not classifiable
GERMANY	
1. Civil servants, university graduates Civil servants, non-university graduates	1. Civil servants
2. Employees, university graduates Employees, non-university graduates	2. Employees
3. Self-employed: professions, farmers, traders, industrialists, artisans (university graduates or not)	3. Self-employed, all types
4. Workers	4. Workers
5. Others, non-actives and undetermined	5. Non-classifiable
GREECE	
1. Professional, technical and related workers	1. Professional, technical and related workers
2. Higher-level employees (public and private)	2. Administrative, executive and managerial workers
3. Middle-level employees, clerical workers (public and private)	3. Clerical workers
4. Traders, sales workers	4. Sales workers
5. Farmers and related workers	5. Farmers and related workers
6. Workers: Miners Transport and communications Industrial Workers n.e.c.	6. Workers: Miners Transports and communications Craftsmen, production-process workers and labourers n.e.c.

STUDENTS	LABOUR FORCE
Greece (continued)	
7. Protective and personal services Armed Forces	7. Service workers Career Armed Forces
8. Others: Non-actives Father dead Non-specified	8. Non-classifiable
IRELAND	
1. Professional, employers, managers, senior employees	Same classification as for students (population aged 20-24)
2. Intermediate non-manual workers	
3. Other non-manual	
4. Farmers self-employed	
5. Skilled manual workers	
6. Semi-skilled and unskilled (incl. agriculture)	
7. Unknown	
ITALY	
1. Industrialists, traders and professions	Same classification as for students
2. Managers, senior executive and employees	
3. Self-employed workers	
4. Salaried workers	
5. Family workers	
6. Unknown and non-actives	
JAPAN	
1. Engineers and technicians Professors and teachers Medical and public health technicians Artists and related workers Other professional workers	1. Professional, technical and related workers
2. Managers and senior executives	2. Administrative, executive and managerial workers
3. Clerical workers	3. Clerical workers
4. Sales workers	4. Sales workers
5. Farmers and related workers	5. Farmers and related workers
6. Workers: Special skilled Others	6. Workers: Miners Transport and communications Craftsmen, production-process workers and labourers Service workers
7. Non-actives	7. Non-classifiable

STUDENTS	LABOUR FORCE
LUXEMBOURG	
1. Professions Teaching staff	1. Professional, technical and related workers
2. Civil servants and higher-level employees	2. Administrative, executive and managerial workers
3. Civil servants and middle-and lower-level employees	3. Clerical workers
4. Farmers self-employed or not	4. Farmers and related workers
5. Artisans and traders	5. 1/3 of self-employed workers and employers (estimate)
6. Workers	6. Workers not elsewhere classified
7. Others and non-actives	7. Non-classifiable
NETHERLANDS	
The Dutch classification of students by social origin gives a very detailed breakdown of occupations included in each socio-economic category. It has thus been possible to reclassify data concerning the labour force along the same lines.	
1. Academic professions: judges, lawyers, accountants and related workers Clergy Physicians, pharmacists and related: Self-employed workers in other professions and related workers	1. Professions stricto sensu and self-employed professional and technical workers
2. Teachers in secondary and higher education	2. Teachers estimated at 1/4 of total teaching staff
3. Higher-level employees: Administrative and technical personnel of high level Officers and higher-level police personnel	3. Higher-level employees: Salaried persons in professional and technical occupation of high level not included in 1 (of which 1/4 of the category "Other professional and technical personnel of higher- and middle-level"). Administrative personnel of high level Officers (Navy, Air Force, Army) and higher-level personnel of police (estimations)
4. Middle-level employees: Administrative and technical personnel of middle-level Middle-level employees in sports, armed forces and police	4. Middle-level employees: Administrative personnel of middle level Nurses and medicine laboratory assistants 3/4 of the category: "Other professional and technical personnel of higher- and middle-level" Qualified clerical workers 1/4 of "other clerical workers" Qualified sales workers Middle-level personnel in transportation, police and armed forces Photographers and related workers
5. Primary school teachers	5. Primary school teachers: estimated at 3/4 of total teaching staff
6. Self-employed in agriculture	6. Self-employed in agriculture
7. Other self-employed	7. Self-employed workers in commerce, industry, services and sports
8. Low-level employees	8. Low-level employees: 3/4 of category "Other clerical workers" Non-qualified sales workers

STUDENTS	LABOUR FORCE
Netherlands (continued)	
9. Workers in industry and agriculture	9. Workers: salaried workers in industry and agriculture n. e. c.
10. Others: Undetermined	10. Others: Non-classifiable
NORWAY	
Classified according to ISCO	Classified according to ISCO
N. B. Graduates of secondary education in 1946, 1951, 1958 and 1963 have been classified in a different way and compared with the corresponding population aged 19 1/2 years.	
PORTUGAL	
1. Workers, skilled or unskilled	Same classification as for students
2. Industrialists, wholesale and retail traders, farmers' employers	
3. Low-level employees	
4. Urban proprietors	
5. Rural proprietors	
6. Civil servants (all levels)	
7. Professions	
8. Higher - and middle - level employees (private sector)	
9. Secondary school teachers	
10. Primary school teachers	
11. Armed forces (all levels)	
12. Non-specified	
SPAIN (1956 and 1958)	
1. Professional and technical workers	1. Professional and technical workers
2. Directors, administrative personnel, clerical workers, sales workers	2. Administrative, executive and managerial workers, clerical workers, sales workers
3. Self-employed in agriculture	3. Self-employed in agriculture estimated at 2/3 of all self-employed (proportion similar to what is found in other countries with an important agricultural sector)
4. Salaried farmers	4. Farmers excluding the self-employed
5. Artisans and workers	5. All workers n. e. c.
6. Workers in transportation	6. Workers in transportation
7. Service personnel	7. Service personnel
8. Armed forces	8. Armed forces and protective service

STUDENTS	LABOUR FORCE
Spain (continued) **(1956 and 1958)**	
9. Others Non-actives Dead (excluding the non-specified)	9. Non-classifiable
Spain (continued) **1962**	
The Spanish classification of students being based on the occupation or on the status in the occupation, we tried to reclassify the labour force following the same criteria.	
1. Professions and related	1. Professional and technical workers
2. Employers in industry, commerce, transportation and services	2. Employers in the different economic sectors
3. Higher-level employees -Directors	3. Administrative, executive and managerial workers
4. Self-employed in agriculture	4. Self-employed in agriculture estimated at 2/3 of total self-employed workers (see above)
5. Salaried farmers	5. Farmers excluding the self-employed
6. Workers: Skilled and semi-skilled Unskilled and labourers	6. Workers: Miners Workers in transportation Other workers
7. Service workers	7. Service workers
8. Others: Non-actives Father dead Other occupation (excluding the non-specified)	8. Non-classifiable
9. Middle-level employees and sales workers	9. Residual group
SWEDEN	
1. Farmers self-employed 2. Primary school teachers 3. University graduates and officers 4. Directors, wholesalers 5. Tradesmen, merchants, artisans 6. High-level employees and professions (without university degree) 7. Other employees 8. Workers 9. Others: Undetermined Unknown	Same classification as for students (male electors)

STUDENTS	LABOUR FORCE

SWITZERLAND

The data on students, very detailed, have been reclassified to correspond as far as possible to the ISCO classification on which the labour force data are based. Nevertheless some discrepancies still subsist.

1. Professions: include only self-employed workers in professions strictо sensu, teaching staff (all levels) and clergy. (This category is certainly underestimated relatively to the labour force)	1. Professional, technical and related workers
2. Higher-level employees: Directors, commercial and technical personnel of high level Higher-level employees (private sector) Magistrates, judges and higher-level civil servants (This category is certainly overestimated relatively to the labour force for it includes an important number of persons who should be included under 1)	2. Administrative, executive and managerial workers
3. Clerical workers: Other employers (public and private)	3. Clerical workers
4. Sales workers: Self-employed in commerce, bank and insurance Salaried personnel in commerce, bank and insurance	4. Sales workers
5. Farmers self-employed or not	5. Farmers and related workers
6. Workers in transport and communication: Self-employed or not	6. Workers in transport and communications
7. Other workers: Self-employed workers in industry and crafts Self-employed n. e. c. Workers in private industry Workers in private sector n. e. c. Workers in public sector	7. Other workers: Miners Craftsmen, production-process workers and labourers n. e. c.
8. Service workers: Self-employed and salaried workers in hotels (This category is underestimated: it should include certain persons classified under 7)	8. Service workers
9. Others: undetermined	9. Unclassifiable

TURKEY

The classification includes only three big categories

1. Higher class: University teachers, engineers, lawyers, physicians, other professions, industrialists	Professional, technical and related workers
2. Middle-class: technicians, civil servants and employees (all levels), self-employed farmers, officers	2. Administrative, executive and managerial workers Clerical workers Sales workers Farmers
3. Lower class: workers, artisans, salaried farmers	3. All workers and service personnel

STUDENTS	LABOUR FORCE
UNITED KINGDOM (England and Wales)	
1. Higher professional 2. Managerial and other professional 3. Clerical 4. Skilled workers 5. Semi-skilled and unskilled workers	Same classification as for students
UNITED STATES 1955	
1. Professional 2. Proprietors, managers and senior executives 3. Clerical and sales workers 4. Service workers 5. Skilled workers 6. Semi-skilled workers 7. Unskilled workers 8. Farmers, farm labourers	Same classification as for students (population aged 18 years)
United States 1958	
1. Professional, technical or semi-professional 2. Proprietors Business executives 3. Sales and clerical 4. Farm owners or managers 5. Skilled workers and operatives 6. Service or farm workers Labourers 7. No response	1. Professional, technical and kindred workers 2. Managers, executives and proprietors, excl. farmers 3. Clerical and kindred workers Sales workers 4. Farmers and farm managers 5. Craftsmen, foremen and kindred workers Operatives and kindred workers 6. Private household workers Service workers excl. private household Farm labourers and foremen Labourers excl. farm
YUGOSLAVIA 1938-57	
1. State employees (office workers, employees, teaching and scientific personnel, health employees, etc.) Professions 2. Farmers 3. Workers and craftsmen 4. Others	Same classification as for students

STUDENTS	LABOUR FORCE
Yugoslavia 1960	
1. Farmers (private and in co-operatives)	1. Farmers
2. Miners	2. Miners
3. Industrial workers and artisans	3. Craftsmen, production-process workers and labourers n. e. c.
4. Workers in transports	4. Workers in transports
5. Sales workers	5. Sales workers
6. Personal and protective services	6. Service workers
7. Higher-level employees and administrative personnel	7. Administrative, executive Managerial workers and clerical workers
8. Professions	8. Professional technical and related workers
9. Others: Non-actives with some income Undetermined and unknown	9. Non-classifiable
Yugoslavia 1965	
Same as for 1960 but in making the distinction between "Higher level employees" and "Other employees" and between "Personnel service" and "Protective service"	ISCO classification

Annex A. 2

CLASSIFICATION OF STUDENTS AND LABOUR FORCE BY SOCIO-ECONOMIC GROUPINGS USED IN SUMMARY TABLES

COUNTRY	SOCIO-ECONOMIC GROUPINGS						
	UPPER STRATUM	MIDDLE STRATUM	INDEPENDENT AGRICULTURE	OTHER INDEPENDENTS	LOWER STRATUM	ARMED FORCES	OTHERS
AUSTRIA	Professional self-employed Higher-level employees	Other employees	Self-employed in agriculture	Other self-employed	Workers	-	Retired Unknown
BELGIUM	Professions Teaching personnel Higher-level employees and industrialists	Clerical workers	Farmers proprietors	Traders and artisans	Workers and service personnel	-	Non-active Undetermined Dead or absent
DENMARK ...	Higher education Graduates Primary school teachers	Civil servants and employees	Farmers self-employed	Other self-employed	Workers	-	Others
FRANCE	Professions Teachers (secondary and higher education) Higher-level employees	Middle-level employees Primary school teachers Clerical workers Sales workers Service workers	Farmers self-employed	Industrialists Tradesmen Artisans	Workers	-	Non-active Others Undetermined
GERMANY ...	Civil servants (university graduates or not)	Employees (university graduates or not)	Self-employed	All types	Workers	-	Others Non-active Undetermined
GREECE	Professional, technical and related workers Higher-level employees	Middle-level employees Clerical workers Sales workers	Farmers and related workers	-	Workers	Armed Forces Protective and service personnel	Non-actives Father dead Non-specified
IRELAND	Professional, employers, managers senior employees	Intermediate non-manual workers	Farmers self-employed	-	Low-level non-manual workers Skilled, semi-skilled and unskilled workers		Unknown Non-active
ITALY	Industrialists, traders and professions	Employees (all levels)	Self-employed	Workers	Salaried workers Family workers	-	Non-active
JAPAN	Engineers and technicians Teaching personnel Medical Workers Other professions Managers and Senior executives	Clerical workers Sales workers	Farmers and related workers	-	Workers	-	Non-active

COUNTRY	SOCIO-ECONOMIC GROUPINGS						
	UPPER STRATUM	MIDDLE STRATUM	INDEPENDENT AGRICULTURE	OTHER INDEPENDENTS	LOWER STRATUM	ARMED FORCES	OTHERS
LUXEMBOURG .	Professions Teaching personnel Higher-level employees	Middle- and lower-level employees	Farmers and related workers	Artisans and traders	Workers	-	Others Non-active
NETHERLANDS .	Academic professions Self-employed workers in other professions Teachers (secondary and higher education) Higher-level employees Officers	Middle-level employees Primary school teachers	Farmers self-employed	Other self-employed	Low-level employees Workers	-	Others Undetermined
NORWAY	Professional and technical workers Administrative, executive and managerial workers	Clerical workers Sales workers	Farmers and related	-	Workers	Armed Forces	Inactive Undetermined
PORTUGAL	(Secretariat classification) professions, Directors, higher level employees (public and private sectors) Secondary and primary school teachers	Middle-level employees (public and private sectors) Auxiliary employees - Wholesale and retail tradesmen	Rural proprietors	-	Workers	Armed Forces	Others No answer
PORTUGAL	Professions Directors, higher- and middle-level employees Secondary school teachers	Civil servants Primary school teachers	Rural proprietors	Industrialists traders, farmers employers	Low-level employees Workers	Armed Forces	Not specified
SPAIN	1956 and 1958: Professional and technical workers 1962: Professions and related workers - Directors and higher-level employees	1956 and 1958: Directors, administrative personnel, clerical and sales workers 1962: Middle-level employees and sales workers	All years: Farmers self-employed	1956 and 1958: 1962: Employers in industry, commerce, transp. and services	All years: Artisans and workers Service personnel Salaried farmers	1956 and 1958: Armed forces 1962: -	Others Non-active Father dead (excluding the non-specified)
SWEDEN	University graduates and officers Directors and wholesalers	Higher-level employees and professions (without university degree) Other employees Primary school teachers	Farmers self-employed	Tradesmen, merchants artisans	Workers	-	Undetermined Unknown

COUNTRY	SOCIO-ECONOMIC GROUPINGS						
	UPPER STRATUM	MIDDLE STRATUM	INDEPENDENT AGRICULTURE	OTHER INDEPENDENTS	LOWER STRATUM	ARMED FORCES	OTHERS
SWITZERLAND	Professions Higher-level employees	Clerical workers Sales workers	Farmers and related	-	Workers Service workers	-	Undetermined
TURKEY	University teachers, engineers, lawyers, physicians, other professions, industrialists	Technicians, civil servants and employees (all levels) self-employed farmers, officers	-	-	Workers, artisans, Salaried farmers	-	-
UNITED KINGDOM	Professional and managerial workers	Clerical workers and other non-manual	-	-	Skilled, semi-skilled and unskilled workers	-	-
UNITED STATES	1955: Professional proprietors, managers and executives 1959: Professional technical or semi-professional Proprietors and business executives	All years: Clerical and Sales workers	1955: Farmers and farm labourers 1958: Farm owners or managers	-	1955: Skilled, semi-skilled and unskilled workers Service workers 1958: Skilled workers and operatives. Service or farm workers and labourers	-	No response
YUGOSLAVIA ..	1938-1957: State employees (office workers, employees teaching and medical staff, etc.) Professions 1960: Higher-level employees and administrative personnel - Professions 1965: Higher-level employees Professions	1938-1957: (included in category A) 1960: Sales workers 1965: Other employees	All years: Farmers self-employed or not	-	All years Workers	-	1938-1957: Others 1960 and 1965: Non-active with some income, Undetermined or unknown
ISCO	(When the manpower could not be reclassified to correspond to the given data on students). 0. Professional, technical and related workers, 1. Administrative, executive and managerial workers	2. Clerical workers 3. Sales workers	4. Farmers and related workers (self-employed or not)	Does not exist (included in the other groups)	5. Miners 6. Transport and communications 7/8. Craftsmen, production-process workers and labourers 9. Service workers	Armed Forces	X. Unclassifiable

Annex B

PREPARATION OF POPULATION ESTIMATES

For several of the countries included in this study, data on enrolment and population were not always available for the same date or for corresponding categories. In such cases, some kind of adjustment of data was necessary. Since population change is more regular and predictable than enrolment change, adjustments which were necessary were made of population data.

Whenever published enrolment and population data could not be matched for the same year, population estimates for the year of enrolment were first requested from the Member nation. If the estimates were not available in an unpublished form or could not be prepared specially by the country, they were produced by the OECD staff through interpolation processes. The need for such estimates was infrequent because it was usually possible to obtain annual figures on enrolments to correspond with the data of the available population figures. The procedure for interpolating between dates is given in United Nations, Methods of Demographic Projections by Age and Sex, Demographic Studies No. 25, New York, 1957, pp. 6-16.

In a number of instances, however, the available population data were reported in age categories which were different from those required. It was necessary, in these cases, to estimate the population in the required age groupings. The basic technique used was the actuarial-demographic procedure of interpolation of age data. The procedure, in effect, establishes a curve of best fit to the grouped age data and obtains single-age values by interpolation. Separate sets of weights are used to divide a ten-year age group into two five-year groups and a five-year age group into single years of age. The interpolation formulas, weights, and computational procedure are outlined in A. J. Jaffe, Handbook of Statistical Methods for Demographers (Washington, Government Printing Office, 1951), pp. 94-96, and United Nations, Methods of Demographic Projections by Age and Sex, Demographic Studies No. 25, New York, 1957, pp. 16-17, 72-73.

Annex C

OTHER INDICES FOR MEASURING REGIONAL DISPARITIES

In Chapter IV changes in regional disparities were measured by unweighted standard deviations. In order to determine how far the conclusions have been influenced by such a choice, a few global indices for measuring regional disparities will be given below, accompanied by illustrations. An example will then show how some of the indices are affected by using smaller aggregates as units for analysis.

A. Presentation of indices

Four indices will be studied in turn:

1) The unweighted standard deviation (σ),

the formula for which is: $\sigma = \sqrt{\frac{\Sigma (W_i - \bar{W})^2}{n}}$

2) The unweighted coefficient of variation (V), the formula being

$$V = \frac{\sigma}{\bar{W}}$$

where $\bar{W}$ is the average of regional school enrolment rates. Generally (V) is expressed as a percentage.

As unweighted standard deviations and coefficients of variation fail to take the largely different size of regional school populations into account, an attempt has been made to correct this drawback by using weighted indices.

To obtain these indices the mean-square deviation has been weighted for size of school population in each region as follows:

If P_i be the population of school age for each region and P the total school population for the country, then the mean school population for a region is $\frac{P}{n}$.

The weight assigned to each region i will then be:

$$p_i = \frac{P}{n} = \frac{n P_i}{P} = n P_i$$

where P_i is the proportion of the school-age population for each region, i and n the number of regions.

The general formula under (1) hence changes as follows:

$$(\sigma^*)^2 = \frac{\Sigma n p_i (W_i - \bar{W}^*)^2}{n} = \Sigma p_i (W_i - \bar{W}^*)^2$$

where $\bar{W}^*$ is the mean school enrolment rate throughout the country concerned (generally different from the mean of school enrolment rates for each region) and W_i the school enrolment rate for the various regions.

We then have:

3) The weighted standard deviation σ^*

$$\sigma^* = \sqrt{\Sigma p_i \ (W_i - \bar{W}^*)^2}$$

4) The weighted coefficient of variation (V*)

$$V^* = \frac{\sigma^*}{\bar{W}^*}$$

B. Illustration of the indices

The statistics of three Member countries will serve to illustrate the above indices. The first case (France) will deal with secondary education as a whole; the second (Japan) with all of secondary education, followed by upper secondary education alone; and in the third case (Italy) lower and upper secondary education will be separately considered, followed by the various types of courses given in upper secondary education.

Case I: France (19 academic districts; boys and girls)

Use of the above formulas yields the following values:

Weighted standard deviation

σ 54* = 8.68

σ 62* = 9.03

Unweighted standard deviation

σ 54 = 6.94

σ 62 = 8.24

Weighted coefficient of variation (%)

V^*_{54} = 24.8

V^*_{62} = 18.3

Unweighted coefficient of variation (%)

V_{54} = 20.6

V_{62} 17.0

Taking the weighted standard deviation, enrolment rates show 1.04 times more scatter in 1962 than in 1954, whereas the figure obtained by unweighted standard deviation is 1.19. This 14% difference is due to the fact that weighting has reduced the effect of below-average enrolment rates, which, according to the formula used, are squared. Both indices however show that regional disparities have slightly increased.

If the weighted and unweighted coefficients of variation are now considered, an opposite conclusion seems to result, since in each case the disparities are shown to be much reduced.

The reduction seems larger, however, when the weighted coefficient is used (24.8/18.3, or 36%), while the unweighted coefficient yields a value of (20.6/17.0 or 21%). Weighting therefore accounts for a difference of some 71%.

Hence in the first case, depending on whether standard deviation or a coefficient of variation is used, different conclusions are reached as to the trend of regional disparities in school enrolments.

Such a divergence should, however, cause no surprise, since owing to the very formula defining a coefficient of variation (the standard deviation divided by the average of the rates), disparities as compared with the standard deviation values

tend to become smaller. Since for France measurement by standard deviation yields but slightly greater disparities, a sharp increase of the mean (by some 44% for the average of the rates and 41% for the mean rate) has the effect of producing an opposite result, i. e. a decrease in the disparities.

Case II: Japan (girls only)

When dealing with the figures for secondary education, the above-mentioned formulas yield the following values:

Weighted standard deviation

σ 55* = 2.17

σ 65* = 5.71

Unweighted standard deviation

σ 55 = 2.8

σ 65 = 5.9

Weighted coefficient of variation (%)

V*55 = 2.9

V*65 = 6.5

Unweighted coefficient of variation (%)

V 55 = 3.7

V 65 = 6.5

whereas the values for upper secondary education alone are:

Weighted standard deviation

σ 55* = 4.68

σ 65* = 5.68

Unweighted standard deviation

σ 55 = 5.9

σ 65 = 7.3

Weighted coefficient of variation (%)

V*55 = 11.1

V*65 = 7.6

Unweighted coefficient of variation (%)

V 55 = 13.7

V 65 = 9.6

The enrolment rates for secondary education as a whole show 2.63 times more scatter in 1965 than in 1955 when the weighted standard deviation is used, as against 2.11 times using the unweighted standard deviation. The approximate 25% difference is due to the fact that, unlike the French case (I), weighting has increased the effect of below-average enrolment rates. Thus while there are 10 regions in France with below-average enrolment rates out of a total of 19 and these account for 51% of the entire school-age population (the school population in these regions consequently is relatively small), out of

four regions of Japan with below-average enrolment rates (the total being eight), three account for over 60% of the school-age population (hence the school-age population in these regions is large). It will therefore be apparent that the weighted values when squared carry far greater influence in the second case than in the first.

Allowing for the difference noted above, both the weighted and unweighted standard deviations show an identical trend, namely a substantial increase in enrolment disparities for 1965.

If weighted and unweighted coefficients of variation are now used, these yield the same conclusion as the standard deviation formula.

Disparities are thus shown to increase by 124% (6.5/2.9) when the weighted coefficient is used, and by 76% (6.5/3.7) when the coefficient is unweighted: the effect of weighting here amounts to some 63 %.

Although the use of standard deviation and coefficients of variation here both yield a similar conclusion, disparities as measured by the coefficients are far smaller than those obtained by standard deviation. While, unlike France, Japan fails to show any decrease in disparities when coefficients of variation are used, this is because, despite a sharply increased mean (of some 20% for the average of rates and 18% for the mean rate), the increase is not large enough to compensate for the increase in disparities as measured by standard deviation. Yet although disparities for secondary education as a whole appear to have greatly increased, this no longer holds true at upper secondary level alone.

Disparities at the latter level are thus but 1.21 times greater in 1965 than in 1955 on the basis of the weighted standard deviation, and 1.24 times greater when the standard deviation is unweighted. It will be appreciated that in upper secondary education weighting has had the effect of reducing disparity growth by some 3%, whereas in secondary education as a whole the effect has been to increase it. It will also be noted that the trends indicated by the coefficients of variation far more sharply diverge.

Thus, whereas throughout secondary education disparities became greater, in upper secondary education they decreased by 46% (11.1/7.6) for the weighted coefficient and by 44% (13.7/9.5) for the unweighted coefficient. As in the French case, the decrease must here be attributed to the sharply increased mean (78% for the average of rates and 76% for the mean rate).

Depending on whether overall secondary education or upper secondary education alone is considered, two contradictory conclusions emerge:

a) For secondary education as a whole, greater regional disparities occur when either standard deviations or coefficients of variation are used.

b) For upper secondary education, standard deviation measurements yield an increase and coefficients of variation a decrease in the disparities.

However, the weighted and unweighted standard deviation measurements result in no divergent trend, whether in overall secondary or upper secondary education.

Case III: Italy (boys and girls)

The following values are obtained:

Lower secondary education:

Weighted standard deviation

$\sigma 54^* = 9.81$

$\sigma 64^* = 11.06$

Unweighted standard deviation

$\sigma 54 = 10.9$

$\sigma 64 = 11.0$

Weighted coefficient of variation (%)

$V^*54 = 26.2$

$V^*64 = 15.8$

Unweighted coefficient of variation (%)

$V_{54} = 29.0$

$V_{64} = 15.2$

Upper secondary education:

Weighted standard deviation

$\sigma 54^* = 3.10$

$\sigma 64^* = 4.45$

Unweighted standard deviation

$\sigma 54 = 3.8$

$\sigma 64 = 5.0$

Weighted coefficient of variation (%)

$V^*54 = 30.7$

$V^*64 = 21.0$

Unweighted coefficient of variation (%)

$V_{54} = 39.2$

$V_{64} = 23.6$

Generally speaking, whether weighted or unweighted standard deviations are considered, disparities have increased in both lower and upper secondary education, although the tendency is more marked in the latter.

Disparities thus are shown to be 1.44 times greater in 1964-65 than in 1954-55 for upper secondary education and 1.43 times greater in lower secondary education. These results again indicate the effects of rates far removed from the mean, as in France and Japan.

If coefficients of variation are instead taken as a basis for measurement, disparities are marked by a sharp drop in both lower and upper secondary education. The decrease is however more substantial at lower level: 66% (26.2/15.8) for the weighted coefficient and 91% (29.0/15.2) for the unweighted coefficient, whereas at upper level the respective figures are 46% (30.7/21.0) and 66% (39.2/23.6). As in France and Japan, the trend differences shown by the standard deviations and coefficients of variation are due to the sharply increased mean for both education levels.

Although indices of the same type (weighted or unweighted standard deviations on the one hand and weighted or unweighted coefficients of variation on the other) point to a similar trend in disparities, the values obtained however differ, depending on whether lower or upper secondary education is considered. By breaking down the upper level into types of courses, a clearer picture of the disparity trend seems to appear. Since indices of a similar nature denote like tendencies, only the unweighted indices will here be used.

Vocational course

Unweighted standard deviation

$\sigma 54 = 0.9$

$\sigma 64 = 0.9$

Unweighted coefficient of variation (%)

$V_{54} = 64.2$

$V_{64} = 22.0$

Technical course:

Unweighted standard deviation

σ 54 = 1.8

σ 64 = 2.9

Unweighted coefficient of variation (%)

V_{54} = 40.9

V_{64} = 25.4

Classical and scientific courses:

Unweighted standard deviation

σ 54 = 1.7

σ 64 = 1.9

Unweighted coefficient of variation (%)

V_{54} = 43.6

V_{64} = 33.3

If weighted standard deviation is used as the basis for measurement, it will be seen that the disparities for vocational education remain in 1964 at the same low 1954 level, while they appreciably increase (1.61 times) for technical education and less sharply (1.12 times) for classical and scientific education.

Using unweighted coefficients of variation, disparities are seen to decrease by some 192% (64.2/22.0) for vocational education, 61% (40.9/25.4) for technical education and 31% (43.6/33.3) for classical and scientific courses. The average enrolment rates for each respective type of education increases by 193, 159 and 46% and, as earlier mentioned, hence account for the trend in disparities as indicated by coefficients of variation.

On the basis of the Italian case, it seems that the divergent trends obtained when the various types and levels of education are aggregated can much more clearly be explained. General conclusions as to increasing or decreasing regional disparities can thus be qualified a posteriori, at any rate when a mixed school population attending several kinds of establishment is considered.

The fact that the analysis in Chapter IV should have been based (for the reasons stated at the end of Chapter II) on standard deviation, however, in no way prejudges the soundness of other indices. Hence, whenever possible, the tables in Annex D show findings obtained by means of the several indices in order that changes in regional disparities can be more correctly assessed.

C. The use of smaller aggregates

In the above analysis the main purpose has been to show the trend in regional disparities as correlated with the considerable growth of enrolments in secondary education during the past decade. As noted at the beginning of Chapter II, the unit used for analysing regional variations of school enrolment not only differs from country to country but also is marked by varying degrees of aggregation serving as the frame of study where such inequalities are concerned. Enrolments as actually taking place in towns and villages may be subject to varying patterns of behaviour, resulting in a degree of scatter which aggregation fails to show. So that the bias due to aggregation can be estimated, it is proposed to show below how some of the indices can vary in terms of each of the following three regional aggregation levels applying in France:

- the 19 academic districts;
- the 21 programme regions; or,
- the 90 départements.

LEVEL OF REGIONAL AGGREGATION	AVERAGE = $\overline{W}$		STANDARD DEVIATION = σ		COEFFICIENT OF VARIATION = V (%)	
	1954-55	1962-63	1954-55	1962-63	1954-55	1962-63
19 academic districts	33.7	48.6	6.9	8.2	20.6	17.0
21 programme regions	32.7	47.5	7.6	8.6	23.2	18.1
90 départements	32.2	48.3	8.5	10.4	26.4	21.3

The first observation is that, regardless of the index used for 1954-55 or 1962-63, the disparities seem smaller under "academic districts" than under "programme regions" or "départements". This initial impression is borne out when the figures for 1962-63 are used as a basis, for example. During this year the value for the average of enrolment rates in secondary education closely approximates $\overline{W} = 48$, whatever the level of aggregation adopted. It is around this value that the scatter in enrolment rates occurs under the heading of "academic districts" (standard deviation: $\sigma = 8.2$), "programme regions" ($\sigma = 8.6$) and "départements" ($\sigma = 10.4$). And it is in relation to this same average that values for the coefficient of variation are obtained.

Hence the conclusion from a geographical standpoint is that, whether standard deviation or coefficients of variation are used, smaller aggregates yield greater regional disparities.

If the analysis is carried further and the trend of disparities over time is studied, the findings however are different. Thus whereas standard deviation points to a slight increase in disparities, more marked under the heading of "départements" (1.22 times greater in 1962-63 than in 1954-55) than under "academic districts" (1.19 times) and "programme regions" (1.13 times), use of the coefficient of variation results in substantially reduced disparities. It will however be realized that with the coefficient of variation the decrease is sharper for "programme regions" (28%) than for "départements" (23%) or "academic districts" (21%).

To sum up the situation concerning the disparity trend, while aggregation thus appears to have no effect on the general pattern shown by the indices used, it seem to alter to varying degrees the amplitude of the trend.

Annex D

STATISTICAL TABLES

Table 1a. RATIO OF SECONDARY SCHOOL ENROLMENT TO POPULATION 10-17 YEARS OLD, BY SEX AND BY REGIONS: AUSTRIA, 1954-55 AND 1964-65

REGION	MALE		FEMALE	
	1954-55	1964-65	1954-55	1964-65
Burgenland	5.1	7.6	1.6	4.0
Kärnten	7.6	10.1	4.0	7.1
Niederösterreich	7.6	9.9	4.1	6.1
Oberösterreich	7.3	10.4	4.5	7.0
Salzburg	10.5	14.7	4 9	8.1
Steiermark	9.0	10.8	5.4	7.7
Tirol	8.9	12.1	3.8	5.5
Vorarlberg	11.0	14.4	2.6	4.9
Wien (Vienna)	22.1	27.9	16.7	23.2

NOTE: Secondary school includes: allgemeinbildende höhere Schule, Gymnasium, Realgymnasium, Realschule, Frauenoberschule, Aufbaugymnasium and Aufbaurealgymnasium, musischpädagogisches Realgymnasium.
SOURCE: Osterreichisches Statistisches Zentralamt Wien, 26th September 1968.

Table 1b. INDEXES OF REGIONAL DISPARITY IN SECONDARY SCHOOL PARTICIPATION RATES. BY SEX: AUSTRIA, 1954-55 AND 1964-65

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1954-55	1964-65	1954-5.	1964-65	1954-55	1964-65
Males	9.9	13.1	6.2	5.6	62.6	42.7
Female	5.3	8.2	4.2	5.5	79.2	67.1

SOURCE: Derived from Table 1a.

Table 2a. PER CENT OF POPULATION ENROLLED IN SCHOOL, BY AGE, SEX, AND REGION: BELGIUM, 1961

REGION	15-19		20-24	
	MALE	FEMALE	MALE	FEMALE
Antwerp	47.4	41.8	9.4	2.8
Brabant	54.3	49.8	15.6	5.6
West Flanders	44.7	33.1	10.6	2.5
East Flanders	41.3	34.3	8.7	2.5
Hainaut	45.4	49.2	8.8	3.5
Liege	50.3	47.2	12.4	4.0
Limbourg	49.8	40.1	8.8	2.4
Luxembourg	66.1	45.8	13.1	3.7
Namur	50.7	47.6	11.4	4.0

SOURCE: Belgium, Recensement de la population, 1961, Vol. 5, I, pp. 66 et seq.

Table 2b. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY AGE AND SEX: BELGIUM, 1961

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	15-19	20-24	15-19	20-24	15-19	20-24
Male	50.0	11.0	6.8	2.2	13.6	20.0
Female	43.2	3.4	5.9	1.0	13.7	29.4

SOURCE: Derived from Table 2a.

Table 2c. RATIO OF UPPER SECONDARY SCHOOL ENROLMENT TO POPULATION 16-17 YEARS OLD, BY SEX AND REGION: BELGIUM, 1961-62 AND 1965-66

(Enrolment in upper secondary and teacher training schools is 23.2% of total secondary enrolment in 1961-62 and 28.0% in 1965-66)

REGION	MALE		FEMALE	
	1961-62	1965-66	1961-62	1965-66
Antwerp	29.6	35.4	24.6	35.3
Brabant	39.3	44.2	31.0	38.6
West Flanders	30.2	38.0	19.6	31.9
East Flanders	32.6	39.5	22.8	34.7
Hainaut	27.0	32.5	21.1	28.9
Liege	32.3	37.2	22.0	33.7
Limbourg	28.2	34.6	14.3	25.2
Luxembourg	31.8	39.5	12.9	23.3
Namur	31.6	35.0	21.8	29.9

SOURCE: Belgium, Annuaire statistique de l'enseignement, 1961-62; Etudes et documents du Ministère de l'Education nationale, 1967; and population estimates.

Table 2d. INDEXES OF REGIONAL DISPARITY IN UPPER SECONDARY SCHOOL PARTICIPATION RATES, BY SEX: BELGIUM, 1961-62 AND 1965-66

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1961-62	1965-66	1961-62	1965-66	1961-62	1965-66
Male	31.4	37.3	3.3	3.3	10.5	8.8
Female	21.1	31.3	5.1	4.7	24.1	15.0

SOURCE: Derived from Table 2c.

	1961		1965	
	M	F	M	F
Mean participation rate	32.0	23.1	37.7	33.0
Weighted standard deviation	4.01	4.83	3.83	4.22
Weighted coefficient of variation (%)	12.50	20.9	10.2	12.8

Table 3a. PER CENT OF MALE POPULATION ATTENDING SCHOOL, BY AGE AND REGION: CANADA, 1951 AND 1961

REGION	10-14		15-19		20-24	
	1951	1961	1951	1961	1951	1961
Newfoundland	94.9	96.3	38.2	54.3	2.6	5.3
Prince Edward Island	95.9	96.8	35.7	50.8	4.9	8.4
Nova Scotia	94.9	97.1	43.4	57.4	4.8	7.6
New Brunswick	93.7	97.0	40.0	56.5	5.1	9.0
Quebec	90.1	96.5	32.7	54.1	6.6	10.9
Ontario	94.0	97.4	43.6	65.8	7.1	12.6
Manitoba	94.8	97.5	42.9	64.5	6.3	11.7
Saskatchewan	96.0	96.8	46.6	65.4	5.0	11.6
Alberta	95.7	97.9	47.9	67.8	5.7	11.0
British Columbia	94.7	97.6	51.7	70.3	7.8	13.3
Yukon	82.3	96.2	29.1	54.5	5.0	5.8
Northwest Territories	30.3	73.2	6.3	38.5	2.3	4.7

SOURCE: Dominion Bureau of Statistics, 1961 Census of Canada, Schooling by Age Groups, Bulletin 1.3-6, Table 99.

Table 3b. PER CENT OF FEMALE POPULATION ATTENDING SCHOOL, BY AGE AND REGION: CANADA, 1951 AND 1961

REGION	10-14		15-19		20-24	
	1951	1961	1951	1961	1951	1961
Newfoundland	94.4	96.5	38.6	49.1	1.8	2.4
Prince Edward Island	96.4	97.6	44.3	60.6	3.1	4.5
Nova Scotia	95.0	97.1	47.1	57.1	2.9	4.2
New Brunswick	94.2	97.0	41.0	57.0	2.6	4.3
Quebec	88.9	96.2	27.1	46.0	2.6	4.0
Ontario	94.0	97.6	43.8	59.9	3.8	5.1
Manitoba	95.1	97.7	45.0	59.5	4.0	4.3
Saskatchewan	96.4	96.9	53.1	65.7	4.2	5.9
Alberta	95.8	98.0	52.8	63.7	3.5	4.8
British Columbia	95.0	97.6	52.4	65.6	3.7	5.7
Yukon	84.6	97.8	40.9	58.2	0.6	3.2
Northwest Territories	30.6	77.9	7.3	32.1	0.5	1.5

SOURCE: Same as Table 3a.

Table 3c. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY AGE AND SEX: CANADA, 1951 AND 1961

AGE GROUP	AVERAGE OF REGIONAL PARTICIPATION RATES				STANDARD DEVIATION OF RATES				COEFFICIENT OF VARIATION (%)			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	1951	1961	1951	1961	1951	1961	1951	1961	1951	1961	1951	1961
10–14	94.5	97.1	94.5	97.2	1.6	0.5	2.0	0.5	1.7	0.5	2.1	0.5
15–19	42.3	60.7	44.5	58.4	5.5	6.5	7.5	6.2	13.0	10.7	16.9	10.6
20–24	5.6	10.1	3.2	4.5	1.4	1.7	0.7	0.9	25.0	16.8	21.9	20.0

SOURCE: Derived from Tables 3a and 3b.

AGE GROUP 15-19	1951		1961	
	M	F	M	F
Mean participation rate	40.8	40.1	61.3	55.7
Weighted standard deviation	6.15	9.73	6.12	7.48
Weighted coefficient of variation (%)	15.1	24.3	10.0	13.4

Table 4a. PRIMARY SCHOOL ENROLMENT AS A PERCENTAGE OF 6-13[1] AGE GROUP, BY PROVINCE: CANADA, 1951-52 TO 1965-66

PROVINCE	1951-52	1955-56	1960-61	1965-66
Newfoundland	97.1	97.2	100.4	105.3
Prince Edward Island	95.8	95.9	94.7	98.1
Nova Scotia	107.2	105.1	105.9	107.0
New Brunswick	93.4	95.3	96.7	96.1
Quebec	95.0	98.8	97.6	100.9
Ontario	99.3	99.7	100.3	104.6
Manitoba	98.8	99.6	96.4	98.3
Saskatchewan	101.7	95.2	95.1	95.0
Alberta	96.8	95.1	93.2	92.2
British Columbia	88.9	89.4	89.7	97.3

1. 5-12 for British Columbia.
NOTE: Population as of 1st June preceding the academic year.
SOURCE: Wolfgang M. Illing and Zoltan E. Zsigmond, Enrolment in Schools and Universities, 1951-52 to 1975-76, Staff Study No. 20, Economic Council of Canada, October 1967, Table 4-2.

Table 4b. SECONDARY SCHOOL ENROLMENT AS A PERCENTAGE OF 14-17[1] AGE GROUP, BY PROVINCE: CANADA, 1951-52 TO 1965-66

PROVINCE	1951-52	1955-56	1960-61	1965-66
Newfoundland	51.6	53.8	66.7	68.1
Prince Edward Island	44.2	51.1	59.2	70.5
Nova Scotia	44.6	52.3	57.2	67.6
New Brunswick	43.4	46.9	59.7	65.1
Quebec	38.3	46.4	66.4	88.3
Ontario	49.6	57.6	68.2	78.3
Manitoba	50.3	56.9	70.1	81.9
Saskatchewan	55.4	65.4	76.8	84.6
Alberta	61.1	69.2	84.9	89.5
British Columbia	59.9	66.8	73.0	74.9

1. 14-16 for Newfoundland, 14-18 for Ontario, 16-18 for British Columbia.
NOTE: Population as of 1st June preceding the academic year.
SOURCE: Illing and Zsigmond, op. cit., Appendix, Table A.

Table 4c. FULL-TIME POST-SECONDARY ENROLMENT AS A PERCENTAGE OF 18-24 AGE GROUP, BY PROVINCE: CANADA, 1951-52 TO 1965-66

PROVINCE	1951-52	1955-56	1960-61	1965-66
Newfoundland	1.0	1.4	2.7	5.9
Prince Edward Island	3.3	3.4	6.7	7.8
Nova Scotia	5.8	6.9	8.8	11.9
New Brunswick	4.0	5.4	8.3	10.9
Quebec	5.8	6.7	10.3	14.0
Ontario	4.7	5.5	7.7	11.3
Manitoba	5.4	6.1	8.1	12.2
Saskatchewan	3.4	4.5	8.1	11.8
Alberta	2.9	3.9	6.6	12.4
British Columbia	6.0	6.8	9.8	14.5

NOTE: Population as of 1st June preceding the academic year.
SOURCE: Illing and Zsigmond, op. cit., Appendix, Table A.

Table 4d. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY TYPE OF SCHOOL: CANADA, 1951-52 TO 1965-66

TYPE OF SCHOOL	AVERAGE OF REGIONAL PARTICIPATION RATES				STANDARD DEVIATION OF RATES				COEFFICIENT OF VARIATION (%)			
	1951-52	1955-56	1960-61	1965-66	1951-52	1955-56	1960-61	1965-66	1951-52	1955-56	1960-61	1965-66
Primary	97.4	97.1	97.0	99.4	4.7	3.9	4.2	4.6	4.8	4.0	4.3	4.6
Secondary	49.8	56.6	68.1	76.9	7.0	7.7	8.1	8.5	14.1	13.6	11.9	11.0
Post-secondary	4.2	5.1	7.7	11.3	1.5	1.7	2.0	2.5	35.7	33.3	26.0	22.1

SOURCE: Derived from Tables 4a, 4b, and 4c.

Table 5a. SOME INDICATORS OF REGIONAL INEQUALITIES IN EDUCATION: FRANCE, 1954-55 TO 1962-63

REGIONS	RATE OF ADMISSION TO SECONDARY EDUCATION (a)	ENROLMENT RATE FOR FIRST YEAR OF SECONDARY EDUCATION (b)		ENROLMENT RATE FOR SECONDARY EDUCATION (c)		ENROLMENT RATE FOR UNIVERSITY HIGHER EDUCATION (d)	
	1959 %	1954-55 %	1962-63 %	1954-55 %	1962-63 %	1954-55 %	1962-63 %
Paris area	62.2	56.0	66.1	52.7	60.3	7.6	7.9
Champagne	34.1	30.6	45.9	29.5	41.2	3.1	4.9
Picardy	25.8	26.1	44.3	23.0	38.0	2.6	4.9
Upper Normandy	29.6	25.7	41.7	24.2	37.6	2.4	5.1
Centre	31.4	28.5	48.6	25.8	38.7	3.3	5.4
North	39.1	34.2	53.4	30.1	43.5	2.6	5.1
Lorraine	36.2	31.9	48.1	31.2	41.3	3.4	6.0
Alsace	30.2	27.0	47.3	27.4	40.1	4.3	7.1
Franche-Comté	39.8	38.2	60.1	35.8	52.3	[illegible].3	7.0
Lower Normandy	30.1	26.5	47.4	21.8	38.8	2.9	5.9
Loire county	29.1	25.8	45.1	25.3	37.3	2.4	4.4
Brittany	46.2	44.9	65.4	34.8	49.9	3.2	7.1
Limousin	47.2	40.4	58.8	36.8	53.5	4.1	9.7
Auvergne	45.6	41.5	60.2	36.9	53.7	3.9	8.5
Poitou-Charentes	31.5	28.8	48.2	26.6	40.1	3.7	6.3
Aquitaine	37.4	34.5	51.6	34.1	50.3	4.6	8.3
Midi-Pyrénées	44.1	37.7	62.7	36.9	61.3	4.9	10.8
Burgundy	33.7	31.4	52.8	29.3	42.4	3.2	6.5
Rhône-Alpes	44.8	39.8	61.3	37.7	54.5	3.8	7.8
Languedoc	52.2	45.2	65.4	41.9	61.1	6.2	13.3
Provence-Côte d'Azur-Corsica	53.7	47.4	67.7	45.4	61.2	5.0	10.1

SOURCE: Pierre Laderrière "Regional Inequalities of Opportunity in French Education and the Measures Designed to Reduce Them", in Social Objectives in Educational Planning, OECD, Paris, 1967, p. 276.

Table 5b. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY TYPE OF SCHOOL AND PROGRAMME AREAS: FRANCE, 1954-55 AND 1962-63[1]

TYPE OF EDUCATION	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1954-55	1962-63	1954-55	1962-63	1954-55	1962-63
First year of secondary education	35.3	54.4	8.2	8.2	23.2	15.1
Total secondary education	32.7	47.5	7.6	8.6	23.2	18.1
University higher education	3.8	7.2	1.3	2.2	34.2	30.6

1. 1961-62 for university higher education.
SOURCE: Derived from Table 5a.

Table 6a. RATIO OF THOSE OBTAINING AN INTERMEDIATE LEAVING CERTIFICATE TO THE RELEVANT AGE GROUP, BY REGION AND BY SEX: GERMANY, 1957 AND 1964

REGION	MALE		FEMALE	
	1957	1964	1957	1964
Schleswig-Holstein	15.4	17.4	18.9	21.2
Lower Saxony	9.2	11.4	10.2	12.3
North Rhine-Westphalia	5.3	7.7	5.6	7.7
Hesse	8.4	12.1	8.7	11.5
Rhine-Palatinate	1.2	2.7	2.4	3.9
Baden-Württemberg	1.4	5.1	2.3	6.4
Bavaria	3.1	7.0	9.6	11.7
Saarland	1.4	5.2	1.9	4.9
Hamburg	13.2	13.2	14.6	15.4
Bremen	13.3	18.4	14.9	20.2
West Berlin	15.7	15.3	19.0	20.5

SOURCE: Dietrich Goldschmidt and Ingrid N. Sommerkorn, An Outline of Educational Disadvantage and Deprivation in the Federal Republic of Germany, (unpublished manuscript), Berlin, 1968, p. 80.

Table 6b. RATIO OF THOSE OBTAINING THE GYMNASIUM SCHOOL-LEAVING CERTIFICATE TO THE RELEVANT AGE GROUP, BY REGION AND BY SEX: GERMANY, 1957 AND 1964

REGION	MALE		FEMALE	
	1957	1964	1957	1964
Schleswig-Holstein	7.4	8.1	4.2	6.0
Lower Saxony	6.3	9.2	3.3	6.9
North Rhine-Westphalia	5.5	8.0	3.2	5.8
Hesse	8.0	12.6	4.1	7.2
Rhine-Palatinate	4.8	8.6	2.6	5.8
Baden-Württemberg	6.5	9.0	2.8	4.8
Bavaria	5.9	9.5	2.4	4.5
Saarland	4.3	8.5	1.8	5.4
Hamburg	6.2	8.5	3.5	5.1
Bremen	9.7	12.2	6.6	7.3
West Berlin	11.5	9.3	7.4	6.5

SOURCE: Dietrich Goldschmidt and Ingrid N. Sommerkorn op. cit.

Table 6c. INDEXES OF REGIONAL DISPARITY IN SCHOOL GRADUATION RATES, BY SCHOOL LEVEL AND SEX: GERMANY, 1957 AND 1964

SCHOOL LEVEL AND SEX	AVERAGE OF REGIONAL GRADUATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1957	1964	1957	1964	1957	1964
MALE						
Intermediate Leaving Certificate ...	8.0	10.5	5.5	5.1	68.8	48.6
Gymnasium Leaving Certificate	6.9	9.4	2.0	1.5	29.0	16.0
FEMALE						
Intermediate Leaving Certificate ...	9.8	12.3	6.1	6.0	62.2	48.8
Gymnasium Leaving Certificate	3.8	5.9	1.7	0.9	44.7	15.3

SOURCE: Derived from Tables 6a and 6b.

Table 7. PER CENT OF POPULATION ENROLLED IN SECONDARY SCHOOL, BY AGE, SEX AND REGION: GREECE, 1961

REGION	MALE		FEMALE	
	15-19	20-24	15-19	20-24
Greater Athens	10.1	9.6	34.1	29.7
Greater Salonica	8.3	14.2	31.0	33.7
Greater Patras	5.6	2.6	17.1	17.1
Other urban areas	3.7	6.8	14.6	19.0
Semi-urban areas	3.6	3.4	10.0	7.3
Rural areas	1.7	0.7	6.3	3.3

SOURCE: Derived from Greek statistics in Population and Housing Census of 19th March 1961, Volume III.

Table 8. SELECTED MEASURES OF EDUCATIONAL PARTICIPATION, BY REGION: GREECE, 1961

REGION	PERCENTAGE OF PERSONS RECEIVING THE PRIMARY-SCHOOL DIPLOMA WHO ENTERED THE GYMNASIUM	NUMBER OF STUDENTS IN HIGHER EDUCATION PER 1,000 INHABITANTS
Athens	80.7	4.6
Remainder of Central Greece and Euboea	39.6	2.5
Peloponese	47.9	3.7
Ionian Isles	37.4	2.3
Thessaly	32.5	2.7
Macedonia	39.4	2.7
Epirus	31.8	3.1
Crete	45.3	2.1
Aegean Sea Islands	37.3	3.4
Thrace	26.8	1.4

SOURCE: Statistical Yearbook of Greece, 1962; Educational Statistics, Higher Education, 1962, Greek Statistical Service; and Demographic Development in Greece, 1960-1980, Ministry of Co-ordination, Athens, 1961 (as reported in OECD, The Mediterranean Regional Project, Greece, Paris, 1965, pp. 64-65).

Table 9. RATIO OF SECONDARY AND VOCATIONAL SCHOOL ENROLMENTS IN 1962-63 TO POPULATION 13-17 YEARS OLD IN 1961, BY COUNTY OF RESIDENCE: IRELAND

COUNTY	SECONDARY AS % OF POPULATION	VOCATIONAL AS % OF POPULATION	TOTAL AS % OF POPULATION
Carlow	29.5	15.1	44.6
Cavan	25.0	9.9	34.9
Clare	36.8	12.7	49.5
Cork	39.6	9.8	49.4
Donegal	18.4	11.8	30.2
Dublin	35.9	7.5	43.3
Galway	33.5	9.3	42.8
Kerry	35.9	10.6	46.4
Kildare	26.1	13.1	39.2
Kilkenny	33.5	11.6	45.1
Leitrim	28.9	21.2	50.1
Laois	24.8	9.1	33.9
Limerick	38.3	10.9	49.2
Longford	28.6	20.7	49.3
Louth	30.8	12.0	42.7
Mayo	31.9	7.8	39.7
Meath	25.7	12.9	38.5
Monaghan	21.4	13.5	34.9
Offaly	27.1	14.3	41.4
Roscommon	38.4	9.8	48.2
Sligo	35.7	17.2	52.9
Tipperary	39.5	12.2	51.8
Waterford	37.7	7.0	44.7
Westmeath	32.0	13.1	45.1
Wexford	29.7	9.7	39.3
Wicklow	26.9	13.6	40.4

SOURCE: Investment in Education, Ireland, OECD, Paris, 1966, Table 6.32.

Table 10a. LOWER AND UPPER SECONDARY SCHOOL PARTICIPATION RATES[1] BY TYPE OF SCHOOL AND REGION: ITALY, 1954-55 AND 1964-65

(Enrolment in lower and upper secondary schools was 91.3% of total secondary enrolment in 1954-55 and 92.7% in 1964-65)

REGION	LOWER SECONDARY		UPPER SECONDARY							
			TOTAL		VOCATIONAL		TECHNICAL AND WOMEN'S		SCIENTIFIC AND CLASSIC	
	1954-55	1964-65	1954-55	1964-65	1954-55	1964-65	1954-55	1964-65	1954-55	1964-65
Piemonte	46.5	78.6	12.6	23.3	1.9	4.2	6.7	13.5	4.0	5.6
Valle d'Aosta	35.4	70.5	4.3	14.4	-	5.5	2.7	5.7	1.6	3.2
Liguria	67.2	93.4	20.2	31.6	3.3	5.0	9.7	16.6	7.3	10.0
Lombardia	42.4	74.2	10.2	19.4	1.5	3.8	5.6	11.0	3.1	4.6
Trentino-Alto-Adige	35.1	73.1	7.5	14.3	1.4	2.6	3.3	7.9	2.8	3.9
Veneto	37.8	71.1	6.8	16.9	1.4	3.8	3.2	9.4	2.2	3.7
Friuli-Venezia-Giulia	46.9	85.4	11.6	24.1	2.7	5.4	5.2	13.3	3.7	5.5
Emilia Romana	42.0	84.1	11.4	25.6	2.3	6.0	5.3	13.9	3.8	5.7
Marche	35.7	73.9	9.8	24.1	1.2	4.2	5.4	14.7	3.2	5.2
Toscana	43.4	83.6	11.7	24.7	2.3	5.0	4.9	13.3	4.4	6.4
Umbria	36.5	82.2	9.9	27.7	1.2	6.4	4.9	14.8	3.9	6.5
Lazio	55.3	82.6	16.6	29.4	2.1	4.4	6.1	14.6	8.4	10.4
Campania	36.2	60.3	10.1	19.4	1.5	3.5	3.4	9.9	5.2	6.0
Abruzzi Molise	29.9	69.4	7.5	20.9	0.6	3.1	3.7	12.8	3.3	5.0
Puglia	29.6	56.5	8.5	18.3	0.9	3.3	3.5	9.7	4.2	5.3
Basilicata	22.9	58.3	3.8	13.4	0.3	4.2	2.0	16.7	1.5	2.5
Calabria	22.1	54.7	6.5	18.6	0.5	3.5	2.7	10.0	3.3	5.1
Sicilia	30.7	56.1	8.8	18.8	0.6	2.5	3.2	9.4	5.0	6.9
Sardegna	28.4	70.5	7.1	18.2	0.6	1.9	2.8	10.1	3.7	6.2

1. Based on population ages 11-13 for lower secondary and ages 14-18 for upper secondary.

SOURCES: Annuario Statistico Italiano, 1966; Annuario Statistico dell'Istruzione Italiana, Vol. 18, 1966; and population estimates provided by Centro Studi Investimenti Sociali, Roma.

Table 10b. INDEXES OF REGIONAL DISPARITY IN LOWER AND UPPER SECONDARY SCHOOL PARTICIPATION RATES, BY TYPE OF SCHOOL: ITALY, 1954-55 AND 1964-65

TYPE OF SECONDARY SCHOOL	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1954-55	1964-65	1954-55	1964-65	1954-55	1964-65
Lower secondary	37.6	72.6	10.9	11.0	29.0	15.2
Upper secondary	9.7	21.2	3.8	5.0	39.2	23.6
Vocational	1.4	4.1	0.9	0.9	64.2	22.0
Technical and women's	4.4	11.4	1.8	2.9	40.9	25.4
Scientific and classic	3.9	5.7	1.7	1.9	43.6	33.3

SOURCE: Derived from Table 10a.

Table 11a. RATIO OF LOWER AND UPPER SECONDARY SCHOOL ENROLMENT TO POPULATION 12-17 YEARS OLD, BY SEX AND REGION: JAPAN, 1955 AND 1965

(Enrolment in lower and upper secondary schools was 99.7% of total secondary enrolment in 1955-56 and 99.5% in 1965-66)

REGION	MALE		FEMALE	
	1955	1965	1955	1965
Hokkaido	84.7	92.0	72.5	89.8
Tohuku	82.2	102.0	73.9	98.6
Kanto	78.5	84.8	74.4	84.9
Chubu	83.7	92.1	72.7	83.9
Kinki	82.4	86.5	73.8	82.9
Chugoku	86.4	99.0	79.8	96.6
Shikoku	84.6	99.1	80.0	96.7
Kyushu	82.4	97.1	75.8	93.1

SOURCE: Japan Statistical Yearbook, 1955, 1965; and population estimates.

Table 11b. INDEXES OF REGIONAL DISPARITY IN LOWER AND UPPER SECONDARY SCHOOL PARTICIPATION RATES, BY SEX: JAPAN, 1955 AND 1965

SEX	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1955	1965	1955	1965	1955	1965
Male	83.1	94.1	2.2	5.8	2.6	6.2
Female	75.4	90.8	2.8	5.9	3.7	6.5

SOURCE: Derived from Table 11a.

Table 12a. RATIO OF UPPER SECONDARY SCHOOL ENROLMENT TO POPULATION 15-17 YEARS OLD, BY SEX AND REGION: JAPAN, 1955 AND 1965

REGION	MALE		FEMALE	
	1955	1965	1955	1965
Hokkaido	61.5	78.0	36.0	69.4
Tohuku	55.0	84.0	39.5	74.0
Kanto	54.7	73.7	44.5	73.2
Chubu	57.6	82.6	38.5	70.0
Kinki	58.0	76.0	42.0	70.8
Chugoku	63.2	93.3	55.3	89.8
Shikoku	58.0	89.6	48.6	86.5
Kyushu	54.2	85.9	39.8	78.4

SOURCE: Same as Table 11a.

Table 12b. INDEXES OF REGIONAL DISPARITY IN UPPER SECONDARY SCHOOL PARTICIPATION RATES, BY SEX: JAPAN, 1955 AND 1965

SEX	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1955	1965	1955	1965	1955	1965
Male	57.8	82.9	3.0	6.3	5.2	7.6
Female	43.0	76.5	5.9	7.3	13.7	9.5

SOURCE: Derived from Table 12a.

Table 13a. RATIO OF THE JUNIOR SECONDARY SCHOOL ENROLMENT TO THE POPULATION 12-16 YEARS OLD, BY SEX AND REGION: NETHERLANDS, 1952-53 AND 1962-63

(Enrolment in junior secondary school was 23.3% of total secondary enrolment in 1952-53 and 26.3% in 1962-63)

REGION	MALE		FEMALE	
	1952-53	1962-63	1952-53	1962-63
Groningen	21.3	25.3	21.4	29.1
Friesland	19.8	25.9	19.5	30.1
Drenthe	15.5	23.2	15.0	23.3
Overijssel	16.6	21.2	16.0	21.9
Gelderland	15.6	21.5	14.9	22.8
Utrecht	18.9	23.9	18.9	26.6
Noordholland	19.5	24.4	21.1	26.6
Zuidholland	18.1	24.8	19.4	26.5
Zeeland	14.2	21.9	14.6	23.4
Noordbrabant	12.1	19.3	12.5	19.9
Limburg	13.2	20.9	11.6	20.3

SOURCE: Het Voortgezet Onderwijs Regionaal Bezien, 1953 and 1962-63; and population estimates.

Table 13b. INDEXES OF REGIONAL DISPARITY IN JUNIOR SECONDARY SCHOOL PARTICIPATION RATES, BY SEX: NETHERLANDS, 1952-53 AND 1962-63

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1952-53	1962-63	1952-53	1962-63	1952-53	1962-63
Male	16.8	22.9	2.8	2.0	16.7	8.7
Female	16.8	24.6	3.2	3.2	19.0	13.0

SOURCE: Derived from Table 13a.

	1952-53		1962-63	
	M	F	M	F
Mean participation rate	16.8	17.1	22.9	24.4
Weighted standard deviation	2.80	3.41	2.13	3.10
Weighted coefficient of variation (%)	16.7	19.9	9.3	12.7

Table 14a. RATIO OF ENROLMENT IN SELECTED TYPES OF SECONDARY SCHOOLS[1] TO POPULATION 12-18 YEARS OLD, FOR MALES: NETHERLANDS, 1952-53 AND 1962-63

(Enrolment in types of schools included was 25.7% of total secondary enrolment in 1952-53 and 30.4% in 1962-63)

REGION	1952-53	1962-63
Groningen	17.4	28.1
Friesland	17.9	30.6
Drenthe	15.6	29.9
Overijssel	20.4	30.0
Gelderland	19.6	28.6
Utrecht	22.3	30.9
Noordholland	24.4	30.9
Zuidholland	22.4	30.0
Zeeland	24.6	33.9
Noordbrabant	19.9	30.1
Limburg	16.0	28.2

1. Includes gymnasium, modern grammar school, lower general and technical school, and secondary technical school.

SOURCE: Same as Table 13a.

Table 14b. INDEXES OF REGIONAL DISPARITY IN SECONDARY SCHOOL PARTICIPATION RATES: NETHERLANDS, 1952-53 AND 1962-63

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1952-53	1962-63	1952-53	1962-63	1952-53	1962-63
Total	20.0	30.1	3.0	1.5	15.0	5.0

SOURCE: Derived from Table 14a.

Table 15a. GRAMMAR SCHOOL ENR[illegible]MENT AS A PERCENTAGE OF 12-17 AGE GROUP BY SEX AND REGION: NETHERLANDS, 1930 AND 1959

REGION	MALE		FEMALE	
	1930	1959	1930	1959
Groningen	6.3	14.0	3.2	8.9
Friesland	4.2	11.4	1.9	5.9
Drenthe	3.0	9.4	1.3	5.8
Overijssel	4.6	13.5	1.9	8.2
Gelderland	6.2	12.5	3.1	8.5
Utrecht	10.2	18.2	4.8	12.6
Noordholland	9.8	17.8	6.0	13.7
Zuidholland	7.7	15.5	3.6	11.1
Zeeland	5.5	15.3	2.0	9.3
Noordbrabant	3.9	12.8	1.4	9.0
Limburg	5.7	16.1	1.8	8.1

SOURCE: R. Ruiter, "The Past and Future Inflow of Students into the Upper Levels of Education in the Netherlands" in Social Objectives in Educational Planning, OECD, Paris, 1967, p. 89.

Table 15b. INDEXES OF REGIONAL DISPARITY IN GRAMMAR SCHOOL PARTICIPATION RATES, BY SEX: NETHERLANDS, 1930 AND 1959

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1930	1959	1930	1959	1930	1959
Male	6.1	14.2	2.2	2.5	36.1	17.6
Female	2.8	9.2	1.4	2.3	50.0	25.0

SOURCE: Derived from Table 15a.

Table 16a. RATIO OF REALSKOLEN AND GYMNASET ENROLMENT TO POPULATION 14-18 YEARS OLD, BY SEX AND REGION: NORWAY, 1951-52 AND 1964-65

(Enrolment in types of schools included was 39.1% of total secondary enrolment in 1951-52 and 45.2% in 1964-65)

REGION	MALE		FEMALE	
	1951-52	1964-65	1951-52	1964-65
Østfold	19.1	37.2	19.1	35.9
Akershus	20.7	35.0	20.8	33.7
Oslo	45.8	59.6	39.5	51.8
Hedmark	13.7	34.6	12.5	35.8
Oppland	12.9	32.9	13.8	37.2
Buskerud	22.9	34.6	21.0	36.8
Vestfold	19.9	33.2	21.0	34.9
Telemark	19.3	34.8	19.7	32.7
Aust-Agder	21.4	41.2	20.4	40.4
Vest-Agder	24.0	34.3	20.2	33.3
Rogaland	17.4	32.5	15.6	31.5
Hordaland	12.4	26.7	10.7	26.5
Bergen	37.9	33.1	28.9	22.6
Sogn og Fjordane	16.9	23.9	13.5	24.3
Møre og Romsdal	14.5	29.6	10.0	27.6
Sør Trøndelag	20.3	29.0	16.3	26.3
Nord Trøndelag	12.5	29.4	9.8	31.0
Nordland	12.7	30.0	10.9	30.4
Troms	8.8	20.6	7.8	18.8
Finnmark	12.1	20.1	13.9	21.9

SOURCE: Undervisningsstatistikk, 1951-52, 1964-65; and population estimates.

Table 16b. INDEXES OF REGIONAL DISPARITY IN REALSKOLEN AND GYMNASET PARTICIPATION RATES, BY SEX: NORWAY, 1951-52 AND 1964-65

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1951-52	1964-65	1951-52	1964-65	1951-52	1964-65
Male	19.3	32.6	8.6	8.0	44.6	24.5
Female	17.3	31.7	7.2	7.3	41.6	23.0

SOURCE: Derived from Table 16a.

Table 17a. PER CENT OF POPULATION ENROLLED IN SCHOOL, BY AGE, SEX AND REGION: PORTUGAL, 1950

REGION	10-14		15-19		20-24	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Aveiro	39.4	25.8	5.8	2.9	1.8	0.7
Beja	28.0	22.6	2.9	2.4	0.8	0.4
Braga	40.3	26.6	6.3	3.4	2.6	0.9
Bragança	39.5	31.9	5.2	5.3	2.0	1.6
Castelo Branco	39.4	25.5	7.1	3.2	1.9	1.0
Coimbra	42.1	28.0	12.0	6.7	8.1	3.6
Évora	34.2	25.7	8.0	4.8	4.1	1.3
Faro	35.0	29.2	6.7	5.4	3.5	1.2
Guarda	40.4	29.8	5.9	4.3	2.3	1.1
Leiria	34.0	22.9	4.4	2.4	1.6	0.5
Lisboa	57.8	47.5	22.5	13.6	10.9	4.0
Portalegre	33.9	23.6	5.3	2.7	1.8	0.5
Porto	45.0	32.7	10.5	6.4	4.9	2.2
Santarem	36.2	24.3	6.4	2.9	1.8	0.6
Setúbal	39.2	32.2	8.6	4.9	2.6	1.0
Viana do Castelo	43.8	27.4	3.4	2.0	1.5	0.4
Vila Real	38.9	30.6	5.9	4.5	1.7	1.0
Viseu	37.9	25.9	5.2	3.6	1.8	1.1
Angra do Heroismo ...	36.1	31.5	5.9	3.3	2.7	0.7
Horta	52.0	48.2	5.7	6.4	1.8	2.2
Ponta Delgada	41.3	38.5	4.6	3.9	1.2	1.0
Funchal	41.8	33.3	7.5	4.0	2.2	1.3

SOURCE: Derived from: Portugal, Recenseamento general da população, 1950. Vol. II, pp. 14-33.

Table 17b. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY AGE AND SEX: PORTUGAL, 1950

AGE	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
10-14	39.8	30.2	6.1	6.8	15.3	22.5
15-19	7.1	4.5	3.9	2.4	54.9	53.3
20-24	2.9	1.3	2.3	0.9	79.3	69.2

SOURCE: Derived from Table 17a.

Table 18a. RATIO OF SECONDARY SCHOOL ENROLMENT TO THE POPULATION 11-21 YEARS OLD, AND OF LICEAL ENROLMENT TO THE POPULATION 11-18 YEARS OLD, BY REGION: PORTUGAL, 1954-55 AND 1964-65

REGION	TOTAL SECONDARY		LICEAL	
	1954-55	1964-65	1954-55	1964-65
Aveiro	2.8	9.9	2.0	3.5
Beja	3.0	8.8	3.0	6.7
Braga	4.2	12.3	4.0	8.1
Bragança	3.0	10.5	3.7	9.3
Castelo Branco	3.6	13.1	3.6	10.7
Coimbra	8.5	19.7	7.9	17.7
Évora	6.2	16.8	5.5	10.6
Faro	7.1	19.2	5.1	10.5
Guarda	2.9	9.5	3.7	9.6
Leiria	3.2	11.8	1.5	5.7
Lisboa	16.4	37.5	11.7	25.3
Portalegre	4.1	13.2	3.4	10.2
Porto	7.9	19.9	5.6	12.4
Santarem	4.9	16.3	4.7	11.7
Setúbal	4.1	21.7	1.6	7.4
Viana do Castelo	2.6	7.2	1.8	5.5
Vila Real	3.8	10.1	3.6	7.4
Viseu	3.3	8.2	3.2	8.2
Angra do Heroismo	4.0	10.7	4.5	8.7
Horta	5.1	14.8	6.9	19.3
Ponta Delgada	5.1	12.0	4.6	7.9
Funchal	3.9	9.8	3.4	7.2

SOURCE: Estatística da Educação, 1954-55 and 1964-65; and population estimates provided by the Instituto Nacional de Estatistica.

Table 18b. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY TYPE OF SCHOOL: PORTUGAL, 1954-55 AND 1964-65

TYPE OF SCHOOL	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1954-55	1964-65	1954-55	1964-65	1954-55	1964-65
Total secondary school	5.0	14.2	3.1	6.6	62.0	46.5
Liceal	4.3	10.2	2.3	4.8	53.4	47.1

SOURCE: Table 18a.

	LICEAL		TOTAL SECONDARY SCHOOL	
	1954-55	1964-65	1954-55	1964-65
	MF	MF	MF	MF
Mean participation rate	4.9	11.3	6.3	17.1
Weighted standard deviation	2.96	6.21	4.33	9.13
Weighted coefficient of variation (%)	60.4	55.0	68.7	53.4

Table 19a. RATIO OF ENROLMENT IN "BACHILLERATO GENERAL" TO POPULATION 10-17 YEARS OLD BY REGION: SPAIN, 1950-51 AND 1960-61

(Enrolment in "Bachillerato General" was 61.4% of total secondary enrolment in 1950-51 and 71.4% in 1960-61)

REGION	1950-51	1960-61
Andalucía	3.3	7.5
Aragón	5.9	13.5
Asturias	6.4	13.2
Castilla la Nueva	9.5	14.0
Castilla la Vieja	5.9	12.7
Cataluña	7.4	12.1
Extremadura	2.7	6.6
Galicia	4.3	9.4
León	6.1	12.0
Murcia	4.2	10.1
Valencia	5.8	12.6
Vascongadas y Nav.	7.3	17.6
Baleares	7.7	17.6
Canarias	5.5	10.7

SOURCE: Annario estadístico, 1952 and 1962; and population estimates.

Table 19b. RATIO OF ENROLMENT IN ESCUELAS DE COMMERCIO TO POPULATION 14-20 YEARS OLD BY REGION: SPAIN, 1950-51 AND 1960-61

(Enrolment in escuelas de commercio was 14.2% of total secondary enrolment in 1950-51 and 3.3% in 1960-61)

REGION	1950-51	1960-61
Andalucía	1.0	0.4
Aragón	1.0	0.7
Asturias	2.7	0.6
Castilla la Nueva	0.9	0.5
Castilla la Vieja	1.3	0.4
Cataluña	2.4	1.1
Extremadura	0.2	0.1
Galicia	1.5	0.6
León	1.5	0.6
Murcia	0.8	0.4
Valencia	1.4	0.8
Vascongadas y Nav.	2.7	1.0
Baleares	1.5	1.5
Canarias	1.0	1.2

SOURCE: Same as Table 19a.

Table 19c. RATIO OF ENROLMENT IN ESCUELAS NORMALES TO POPULATION 14-17 YEARS OLD BY REGION: SPAIN, 1950-51 AND 1960-61

(Enrolment in escuelas normales was 5.8% of total secondary enrolment in 1950-51 and 6.5% in 1960-61)

REGION	1950-51	1960-61
Andalucía	0.7	1.4
Aragón	1.2	3.3
Asturias	1.1	1.0
Castilla la Nueva	1.3	2.4
Castilla la Vieja	1.4	3.3
Cataluña	1.1	1.7
Extremadura	0.6	2.0
Galicia	0.8	2.2
León	1.5	3.2
Murcia	0.8	2.5
Valencia	0.9	2.4
Vascongadas y Nav.	1.1	2.1
Baleares	1.4	1.9
Canarias	0.8	1.9

SOURCE: Same as Table 19a.

Table 19d. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY TYPE OF SCHOOL: SPAIN, 1950-51 AND 1960-61

TYPE OF SCHOOL	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1950-51	1960-61	1950-51	1960-61	1950-51	1960-61
Bachillerato General ..	5.9	12.1	1.7	3.1	28.8	25.6
Escuelas de commercio	1.4	0.7	0.7	0.4	50.0	57.1
Escuelas normales ...	1.1	2.2	0.3	0.7	27.3	31.8

SOURCE: Tables 19a, 19b, and 19c.

BACHILLERATO GENERAL	1950	1960
	MF	MF
Mean participation rate	5.7	11.3
Weighted standard deviation	2.09	2.97
Weighted coefficient of variation (%)	36.7	26.3

Table 20a. RATIO OF ENROLMENT IN UPPER SECONDARY SCHOOL TO POPULATION 16-18 YEARS OLD, BY REGION: SWEDEN, 1961-62 AND 1965-66

(Enrolment in upper secondary school was 32.8% of total secondary enrolment in 1961-62 and 45.8% in 1965-66)

REGION		TOTAL		COMMERCIAL UPPER SECONDARY SCHOOL		TECHNICAL UPPER SECONDARY SCHOOL		GENERAL UPPER SECONDARY SCHOOL		VOCATIONAL SCHOOL FOR APPRENTICES	
		1961-62	1965-66	1961-62	1965-66	1961-62	1965-66	1961-62	1965-66	1961-62	1965-66
Stockholms	(stad)	65.1	78.0	2.1	4.5	2.8	5.0	35.9	39.9	24.3	28.7
Stockholms	(län)	35.0	40.0	0.4	1.5	0.3	1.3	19.6	21.9	14.7	15.3
Uppsala	"	43 0	57.5	1.4	5.9	3.5	6.3	20.7	19.6	17.5	25.7
Södermanlands	"	38.3	44.0	0.8	2.4	3.3	4.5	15.0	15.3	19.2	21.8
Östergötlands	"	36.8	47.3	1.7	4.7	4.6	6.2	15.1	15.6	15.4	20.8
Jönköpings	"	30.1	42.1	0.5	2.9	1.7	2.9	14.6	17.8	13.2	18.4
Kronobergs	"	27.5	48.3	1.1	4.5	0.8	5.3	12.(	17.5	13.1	21.9
Kalmar	"	28.2	43.0	0.7	3.9	0.8	3.4	15.0	17.3	11.7	18.5
Gotlands	"	23.9	31.7	-	-	-	-	12.0	13.2	11.9	18.5
Blekinge	"	28.2	40.1	-	2.8	4.7	5.2	13.7	14.5	9.9	17.6
Kristianstads	"	25.1	39.2	0.7	2.6	-	4.3	11.3	14.4	13.1	18.0
Malmöhus	"	42.5	51.4	2.1	4.7	3.9	5.9	20.8	21.0	15.7	19.9
Hallands	"	24.0	36.3	1.2	3.9	1.4	3.5	12.1	13.1	9.3	15.8
Göteborgs	"	40.1	59.1	1.9	3.6	2.2	5.0	18.2	20.3	17.8	21.3
Alvsborgs	"	29.5	37.2	1.1	3.6	3.5	4.5	12.8	12.7	12.0	16.3
Skaraborgs	"	26.0	35.7	0.7	3.0	1.3	3.0	14.0	16.9	10.0	12.9
Värmlands	"	35.9	36.2	1.3	3.3	1.6	3.1	14.0	17.6	19.1	12.2
Örebro	"	38.6	53.6	1.6	4.6	4.9	8.5	14.0	14.4	18.2	26.0
Västmanlands	"	37.0	18.6	1.3	3.8	3.3	5.3	14.9	19.6	17.5	19.9
Kopparbergs	"	37.4	48.7	0.7	4.0	2.2	4.1	12.6	15.2	21.9	25.4
Gävleborgs	"	30.0	41.4	1.1	4.3	2.3	3.4	13.1	14.6	13.5	19.9
Västernorrlands	"	34.9	50.5	1.0	4.0	3.3	5.9	14.4	19.6	16.2	21.0
Jämtlands	"	25.4	44.0	0.9	3.5	2.6	4.8	11.7	18.3	10.3	17.4
Västerbottens	"	32.2	56.8	1.0	4.7	1.9	4.9	12.0	20.0	17.3	27.2
Norrbottens	"	38.8	58.8	0.7	3.9	3.6	6.2	12.6	17.3	21.8	31.4

SOURCE: Enrolment data from Statistical Yearbook for Sweden, 1962 and 1966;
Population data from Bulletin B, 1963:24 of the Swedish Central Bureau of Statistics, and unpublished estimates.

Table 20b. INDEXES OF REGIONAL DISPARITY IN UPPER SECONDARY SCHOOL PARTICIPATION, BY TYPE OF SCHOOL: SWEDEN, 1961-62 AND 1965-66

TYPE OF SCHOOL	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1961-62	1965-66	1961-62	1965-66	1961-62	1965-66
Total upper secondary	34.1	46.4	8.6	9.6	25.2	26.8
Commercial upper secondary	1.0	3.6	0.6	1.2	60.0	33.3
Technical upper secondary	2.4	4.5	1.4	1.7	58.3	37.8
General upper secondary	15.3	17.9	5.0	5.2	32.7	29.1
Vocational school for apprentices	15.4	20.4	4.0	4.7	26.0	23.0

SOURCE: Table 20a.

Table 21a. FRESHMEN AT UNIVERSITIES AND EQUIVALENT INSTITUTIONS 1960-61, DISTRIBUTED ACCORDING TO REGION AS A PERCENTAGE OF ONE-FIFTH OF THE AGE GROUP 20-24 YEARS ON 1st NOVEMBER, 1960, AND FRESHMEN AT AUTUMN TERM 1947 AS A PERCENTAGE OF ONE-FIFTH OF AGE GROUP 20-24 YEARS ON 31st DECEMBER, 1945: SWEDEN

REGION	1947	1960-61
Stockholm	7.8	17.5
Stockholm, Uppsala, Malmöhus, and Göteborg and Bohus counties	3.5	11.8
Svealand excluding Stockholm, and Stockholm and Uppsala counties	2.0	7.4
Götaland, excluding Malmöhus and Göteborg and Bohus counties	1.8	8.0
Norrland	1.4	7.2

SOURCE: Olof Ruin, "The Selection Process in the Swedish Educational System: Its Geographical and Socio-Economic Aspects and its Implications for Policy on Student Aid Programmes", in Study Group in the Economics of Education, Social Objectives in Educational Planning, OECD, Paris, 1967, p. 236.

Table 21b. INDEXES OF REGIONAL DISPARITY IN FRESHMEN UNIVERSITY ATTENDANCE: SWEDEN, BY REGION, 1947 AND 1960-61

	AVERAGE OF REGIONAL ATTENDANCE RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1947	1960-61	1947	1960-61	1947	1960-61
Sweden	3.3	10.4	2.4	3.9	72.7	37.5

SOURCE: Table 21a.

Table 22a. LOWER SECONDARY SCHOOL PARTICIPATION RATES[1], BY REGION: TURKEY, 1960-61 AND 1965-66

(Enrolment in lower secondary school was 61.3% of total secondary enrolment in 1960-61 and 55.3% in 1965-66)

REGION	1960-61	1965-66
Black Sea Coasts	13.3	15.8
Marmara and Aegean Sea Coasts	20.1	21.1
Mediterranean Sea Coasts	20.1	18.9
Turkey in Europe	39.0	36.3
Western Anatolia	17.2	21.3
Central Anatolia	18.4	22.6
South East Anatolia	10.7	11.5
Eastern Anatolia	10.0	13.8

1. Based on population 11-13 years old.
SOURCE: Social Planning Department, State Planning Organisation, Turkey.

Table 22b. UPPER SECONDARY SCHOOL PARTICIPATION RATES[1], BY REGION: TURKEY, 1960-61 AND 1965-66

(Enrolment in upper secondary school was 15.9% of total secondary enrolment in 1960-61 and 13.6% in 1965-66)

REGION	1960-61	1965-66
Black Sea Coasts	2.8	3.2
Marmara and Aegean Sea Coasts	5.7	6.0
Mediterranean Sea Coasts	4.9	5.9
Turkey in Europe	15.4	11.1
Western Anatolia	3.8	5.3
Central Anatolia	4.9	5.8
South East Anatolia	2.8	2.7
Eastern Anatolia	2.2	3.0

1. Based on population 14-16 years old.
SOURCE: Social Planning Department, State Planning Organisation, Turkey.

Table 22c. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY TYPE OF SCHOOL: TURKEY, 1960-61 AND 1965-66

TYPE OF SCHOOL	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1960-61	1965-66	1960-61	1965-66	1960-61	1965-66
Lower secondary school	18.6	20.2	8.6	7.1	46.2	35.1
Upper secondary school	5.3	5.4	4.0	2.5	75.5	46.3

SOURCE: Tables 22a and 22b.

Table 23a. PER CENT REMAINING IN SCHOOL[1] FROM AGE 13 TO AGE 16, BY SEX AND REGION: ENGLAND AND WALES, FOR COHORTS AGE 13 IN 1953, 1957, AND 1961

REGION	BOYS			GIRLS		
	13 IN 1953 16 IN 1956	13 IN 1957 16 IN 1960	13 IN 1961 16 IN 1964	13 IN 1953 16 IN 1956	13 IN 1957 16 IN 1960	13 IN 1961 16 IN 1964
Northern	9.5	12.9	16.0	10.0	12.4	14.3
Yorkshire, East and West Ridings	12.3	15.8	20.0	12.0	13.9	16.6
North Western	11.2	14.7	19.3	10.3	14.0	17.0
North Midland	12.2	15.5	19.1	10.4	13.2	16.5
Midland	10.8	14.5	19.3	10.3	13.3	17.0
Eastern	12.6	17.2	21.6	12.9	16.4	18.7
Metropolitan	17.2	24.1	29.9	16.4	21.5	26.3
South Eastern	16.5	21.8	30.0	18.0	22.6	27.1
Southern	15.1	20.7	24.9	13.8	18.1	21.7
South Western	14.8	18.1	22.3	13.6	16.8	19.6
Wales	19.8	24.4	26.0	19.6	23.2	26.3

1. In maintained schools (excluding special) only.

SOURCE: Department of Education and Science, Great Britain, Statistics of Education, Part 1: 1964, (London, Her Majesty's Stationery Office, 1965), Table 3.

Table 23b. INDEXES OF REGIONAL DISPARITY IN SCHOOL RETENTION RATES, BY SEX AND AGE COHORT: ENGLAND AND WALES

AGE	AVERAGE OF REGIONAL TRANSITION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
13 in 1953, 16 in 1956	13.8	13.4	3.0	3.2	21.7	23.9
13 in 1957, 16 in 1960	18.2	16.9	3.7	3.8	20.3	22.5
13 in 1961, 16 in 1964	22.6	20.1	4.4	4.4	19.5	21.9

SOURCE: Table 23a.

Table 24a ENROLMENT RATES FOR FULL-TIME STUDY, BY AGE, SEX AND REGION: ENGLAND AND WALES, 1951 AND 1961

REGION	MALE				FEMALE			
	15-19		20-24		15-19		20-24	
	1951	1961	1951	1961	1951	1961	1951	1961
Northern	9.9	19.7	1.8	4.5	12.5	20.1	1.7	2.1
East and West Ridings	15.2	20.7	2.9	5.3	12.9	19.9	1.4	2.0
North Western	13.7	22.1	3.6	5.0	12.3	21.0	1.3	2.3
North Midland	10.8	20.5	2.9	3.6	12.4	19.0	1.5	1.8
Midland	11.7	20.2	1.7	3.7	10.1	18.4	1.0	1.8
Eastern	12.8	25.0	3.2	4.7	15.9	24.0	1.6	2.0
London and South Eastern	18.5	28.1	5.0	6.9	18.5	26.2	2.5	3.3
Southern	15.6	25.1	3.1	5.8	17.5	25.5	1.4	2.7
South Western	15.0	25.2	4.1	5.2	17.7	26.0	1.9	2.7
Wales	20.3	25.5	4.2	7.3	16.7	27.9	2.0	4.0

NOTE: Data for 1951 are based on a 1% sample of census returns; data for 1961 are based on a 10% sample of census returns.

SOURCE: General Register Office, Census 1951, Great Britain, 1% Sample Tables, Part II, Table VIII.1 (London. Her Majesty's Stationery Office, 1952); and ibid., Census 1961, England and Wales, Education Tables, Table 2 (London, Her Majesty's Stationery Office, 1966).

Table 24b. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY AGE AND SEX: ENGLAND AND WALES, 1951 AND 1961

AGE	AVERAGE OF REGIONAL PARTICIPATION RATES				STANDARD DEVIATION OF RATES				COEFFICIENT OF VARIATION (%)			
	MALES		FEMALES		MALES		FEMALES		MALES		FEMALES	
	1951	1961	1951	1961	1951	1961	1951	1961	1951	1961	1951	1961
15-19	14.[illegible]	23.2	14.7	22.8	3.3	2.8	2.8	3.3	22.8	12.1	19.0	14.5
20-24	3.3	5.2	1.6	2.5	1.0	1.2	0.4	0.7	30.3	23.1	25.0	28.0

SOURCE: Table 24a.

Table 25a. PER CENT ENROLLED IN SCHOOL, BY AGE AND REGION: UNITED STATES, 1950 AND 1960

REGION	7-13		14-15		16-17	
	1950	1960	1950	1960	1950	1960
New England	95.8	97.7	94.9	94.9	76.9	80.8
Middle Atlantic	95.5	97.6	94.9	94.7	79.4	82.0
East North Central	96.6	98.0	95.7	95.3	80.1	83.4
West North Central	96.1	98.1	92.1	95.4	76.9	85.0
South Atlantic	95.4	96.9	90.5	91.6	64.1	74.8
East South Central	93.7	96.5	87.5	91.0	63.5	75.5
West South Central	95.0	97.1	90.0	92.7	68.7	78.5
Mountain	95.4	97.6	93.1	95.0	77.1	84.5
Pacific	97.2	98.3	96.6	96.4	84.1	84.9

SOURCE: United States Bureau of the Census, 1950 Census of Population, Vol. II, Part 1, Table 66; and ibid., 1960 Census of Population, Vol. I, Part 1, Table 114.

Table 25b. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY AGE: UNITED STATES, 1950 AND 1960

AGE	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1950	1960	1950	1960	1950	1960
7-13	95.6	97.5	0.9	0.6	0.9	0.6
14-15	92.8	94.1	2.9	1.8	3.1	1.9
16-17	74.5	81.0	6.9	3.7	9.3	4.6

SOURCE: Table 25a.

Table 26a. HIGHER EDUCATION ENROLMENT RATIO[1], BY SEX AND REGION: UNITED STATES, 1950, 1960, AND 1965

	MALES			FEMALES		
	1950	1960	1965	1950	1960	1965
New England	22.7	36.3	42.0	9.8	18.7	24.7
Middle Atlantic	21.5	32.2	34.4	9.2	15.2	19.7
East North Central	19.2	29.8	38.5	9.1	17.8	22.1
West North Central	17.2	32.0	41.4	9.1	18.8	25.1
South Atlantic	12.9	19.9	23.0	7.0	12.9	16.5
East South Central	10.2	14.7	25.0	6.3	13.4	16.7
West South Central	16.4	27.0	30.7	8.3	14.6	19.2
Mountain	20.3	34.3	42.9	10.8	18.6	26.5
Pacific	20.5	36.4	42.4	12.0	23.5	28.7

1. Degree-credit students in institutions of higher education in ratio to the population 18-24 years old.
SOURCE: Department of Health, Education, and Welfare, Opening (Fall) Enrolment in Higher Education, 1960, 1965; Federal Security Agency, Fall Enrolment in Higher Educational Institutions, 1951.

Table 26b. INDEXES OF REGIONAL DISPARITY IN HIGHER EDUCATION PARTICIPATION RATES, BY SEX: UNITED STATES, 1950, 1960, AND 1965

SEX	AVERAGE OF REGIONAL PARTICIPATION RATES			STANDARD DEVIATION OF RATES			COEFFICIENT OF VARIATION (%)		
	1950	1960	1965	1950	1960	1965	1950	1960	1965
Male	17.9	29.2	35.6	3.9	7.0	7.3	21.8	24.0	20.5
Female	9.1	17.1	22.1	1.7	3.2	4.1	18.7	18.7	18.5

SOURCE: Derived from Table 26a.

Table 27a. PER CENT ENROLLED IN SCHOOL, BY AGE, LEVEL AND BY REGION: YUGOSLAVIA, 1953 AND 1960

In Percentage

REGION	8 - 11 AT LOWER PRIMARY LEVEL[1]		12 - 15 AT UPPER PRIMARY LEVEL[1]		16 - 19 AT SECONDARY LEVEL[1]		20 - 24 AT HIGHER LEVEL[1]	
	1953	1960	1953	1960	1953	1960	1953	1960
Serbia proper	90.0	97.5	38.0	73.5	16.6	25.9	3.1	7.3
A.P. Vojvodina	92.3	96.0	60.2	91.8	18.9	28.8	0.3	1.2
A.R. Kosovo-Metohija	64.8	90.2	29.5	40.8	4.7	7.0	-	0.1
Croatia	97.6	94.8	41.5	90.4	18.1	34.4	1.9	4.8
Slovenia	93.4	99.6	60.8	88.8	20.2	38.9	2.0	3.9
Bosnia-Herzegovina	84.5	86.0	17.4	41.9	6.7	15.0	0.4	0.4
Macedonia	81.1	96.7	30.2	59.4	9.3	18.6	0.8	0.8
Montenegro	61.6	92.0	44.2	68.9	12.1	20.0	0.2	0.4

1. Small numbers of persons were enrolled at these levels not within these age groups.

SOURCE: Federal Economic Planning Bureau of Yugoslavia, as reported in OECD, The Mediterranean Regional Project, Yugoslavia, Paris, 1965, p. 51.

Table 27b. INDEXES OF REGIONAL DISPARITY IN SCHOOL PARTICIPATION RATES, BY TYPE OF SCHOOL: YUGOSLAVIA, 1953 AND 1960

TYPE OF SCHOOL	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1953	1960	1953	1960	1953	1960
Lower primary	83.2	94.1	12.5	4.2	15.0	4.5
Upper primary	40.2	69.4	14.1	19.4	35.1	28.0
Secondary	13.3	23.6	5.6	9.8	42.1	41.5
Higher	1.1	2.4	1.0	2.5	90.9	104.2

SOURCE: Table 27a.

Table 28a. RATIO OF SECONDARY SCHOOL ENROLMENT, TO POPULATION 15-19 YEARS OLD, BY SEX AND REGION: YUGOSLAVIA, 1953-54 AND 1964-65

REGION	MALE		FEMALE	
	1953-54	1964-65	1953-54	1964-65
Serbia proper	19.3	43.6	12.3	35.4
A. P. Vojvodina	22.5	49.0	11.9	39.0
A. R. Kosova-Metohija	9.9	30.7	6.0	14.5
Croatia	20.7	44.4	11.2	37.4
Slovenia	27.5	47.3	15.6	37.7
Bosnia-Herzegovina	10.0	30.7	3.7	18.7
Macedonia	13.6	41.0	6.9	29.2
Montenegro	21.6	44.3	7.7	26.4

SOURCE: Students 1953-54: Osnovne I Srednje Skole, No. 49, pp. 11, 14, 18, 19, 53;
Students 1964-65: Skole I i II Stepena pocetak, No. 443, pp. 12, 16, 21, 22;
Population 1953: Popis Stanovnistvo, Kuj I, Table 1;
Estimation for 1964: Stanovnistvo sa Sredujim, Statisticki bilten, No. 320, pp. 24-28.

Table 28b. INDEXES OF REGIONAL DISPARITY IN SECONDARY SCHOOL PARTICIPATION RATES, BY SEX: YUGOSLAVIA, 1953-54 AND 1964-65

	AVERAGE OF REGIONAL PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1953-54	1964-65	1953-54	1964-65	1953-54	1964-65
Male	18.1	41.4	5.9	6.6	32.6	15.9
Female	9.4	29.8	3.7	8.7	39.4	29.2

SOURCE: Derived from Table 28a.

Table 29a. RATIO OF ENROLMENT IN GYMNASIEKLASSER, REALKLASSER, AND MELLEMKLASSER TO POPULATION 11-18 YEARS OLD, BY SEX AND URBAN-RURAL RESIDENCE: DENMARK, 1951-52 AND 1958-59

(Enrolment in types of schools included was 18.3% of total secondary enrolment in 1951-52 and 24.0% in 1958-59)

REGION	MALE		FEMALE	
	1951-52	1958-59	1951-52	1958-59
Capital	30.6	34.5	30.9	35.7
Province Towns	34.8	40.6	33.5	41.3
Rural Districts	8.3	12.4	8.8	13.9

SOURCES: Børneskolen, 1947-51; Statistik Arbog, 1952, 1959, 1960; and population estimates.

Table 29b. INDEXES OF URBAN-RURAL DISPARITY IN SECONDARY SCHOOL PARTICIPATION RATES, BY SEX: DENMARK, 1951-52 AND 1958-59

	AVERAGE OF AREA PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1951-52	1958-59	1951-52	1958-59	1951-52	1958-59
Male	24.6	29.2	11.6	12.1	47.2	41.4
Female	24.4	30.3	11.1	11.8	45.5	38.9

SOURCE: Derived from Table 29a.

	1951-52		1958-59	
	MALE	FEMALE	MALE	FEMALE
Mean participation rate	18.5	19.5	23.6	25.5
Weighted standard deviation	12.27	11.80	12.91	12.68
Weighted coefficient of variation (%) .	66.3	60.5	54.7	49.7

Table 30. RATIO OF ENROLMENT TO POPULATION 11-16 YEARS OLD, BY AGE, SEX, TYPE OF SCHOOL, AND URBAN-RURAL RESIDENCE: SELECTED FRENCH DEPARTMENTS, 1962

	DEPARTMENT AND AREA								
	SOMME			TARN			VENDEE		
	URBAN	RURAL NON-FARM	RURAL FARM	URBAN	RURAL NON-FARM	RURAL FARM	URBAN	RURAL NON-FARM	RURAL FARM
BOYS 11-14									
General secondary-short ..	10.0	7.9	6.8	14.9	10.3	7.4	14.4	7.4	3.3
General secondary-long ...	13.2	6.5	8.0	15 3	11.4	6.5	18.2	13.2	5.9
Vocational-short	-	-	-	-	-	-	-	-	
GIRLS 11-14									
General secondary-short ..	12.1	9.6	11.1	14.1	11.3	9.6	16.8	10.4	4.9
General secondary-long ...	11.6	6.3	7.7	19.9	15.9	11.4	15.9	10.6	4.8
Vocational-short	-	-	-	-	-	-	-	-	-
BOYS 15-16									
General secondary-short ..	11.2	9.1	8.1	18.3	18.4	11.0	13.3	9.5	3.0
General secondary-long ...	18.2	8.8	10.6	21.7	17.3	8.5	25.0	18.7	10.1
Vocational-short	9.7	9.8	4.0	10.6	9.1	4.3	8.1	9.2	2.3
GIRLS 15-16									
General secondary-short ..	13.7	14.1	13.8	21.6	20.2	16.8	16.3	12.5	5.4
General secondary-long ...	19.9	11.3	10.5	32.2	22.9	18.1	22.8	17.7	8.6
Vocational-short	11.5	8.1	5.0	18.7	21.0	15.1	15.1	10.5	4.0

SOURCE: France, Census of Population of 1962, Volume VI, Table D.17.

Table 31. RATIO OF FULL-TIME POST-PRIMARY SECOND-LEVEL ENROLMENT TO POPULATION 15-19 YEARS OLD, BY SEX AND TOWN-RURAL RESIDENCE: IRELAND, 1961

AREA	TOTAL	MALE	FEMALE
Total	26.0	23.6	28.5
Town	24.7	27.3	22.3
Rural	27.2	20.6	35.3

SOURCE: OECD, Investment in Education: Ireland, Paris, 1966.

Table 32a. RATIO OF FIRST ADMISSIONS TO FIRST YEAR OF GRAMMAR SCHOOL TO POPULATION 12 YEARS OLD, BY SEX AND URBAN-RURAL RESIDENCE: NETHERLANDS, 1952 AND 1957

AREA	MALES		FEMALES	
	1952	1957	1952	1957
Residential regions	25.0	25.5	17.4	20.6
Large towns	19.0	23.3	14.0	17.7
Small towns	14.7	19.1	10.9	15.4
Urbanized rural	8.1	12.0	3.9	6.8
Non-urbanized rural	5.7	9.3	3.5	5.4

SOURCE: OECD, Social Objectives in Educational Planning, Paris, 1967, p. 93.

Table 32b. INDEXES OF URBAN-RURAL DISPARITY IN FIRST ADMISSIONS TO FIRST YEAR OF GRAMMAR SCHOOL, BY SEX: NETHERLANDS, 1952 AND 1957

SEX	AVERAGE OF AREA PARTICIPATION RATES		STANDARD DEVIATION OF RATES		COEFFICIENT OF VARIATION (%)	
	1952	1957	1952	1957	1952	1957
Male	14.5	17.8	7.1	6.1	49.0	34.3
Female	9.9	13.2	5.5	6.0	55.6	45.5

SOURCE: Derived from Table 32a.

Table 33. PER CENT OF THE POPULATION ENROLLED IN SCHOOL, BY AGE AND URBAN-RURAL RESIDENCE: UNITED STATES, 1960

AREA	AGES		
	10-13	14-15	16-17
Urbanized areas:			
Central cities	97.2	93.8	79.6
Urban fringe	98.3	96.3	85.6
Other urban:			
Places of 10,000 or more	97.8	94.6	81.9
Places of 2,500 to 10,000	97.9	94.6	83.1
Rural:			
Places of 1,000 to 2,500	97.7	94.3	83.2
Other non-farm	96.9	92.3	76.7
Farm	97.2	93.0	82.2

SOURCE: United States Bureau of the Census, 1960 Census of Population, Report on School enrolment, Series PC(2) - 5A. Table 1.

Table 34. DISTRIBUTION OF PUPILS BY TYPE OF SCHOOLS AND FATHER'S OCCUPATION: DENMARK, 1964-1965

GRADE / FATHER'S OCCUPATION	8TH GRADE PRIMARY SCHOOL (8TH YEAR OF STUDIES)			1ST GRADE LOWER SECONDARY SCHOOL (9TH YEAR OF STUDIES)			1ST GRADE GYMNASIUM (10TH YEAR OF STUDIES)		
	M	F	T	M	F	T	M	F	T
1. Farmers	18.9	19.4	19.1	15.5	20.9	18.4	10.6	12.9	11.7
2. Self-employed in industry	7.7	7.4	7.5	8.8	8.7	8.7	8.6	8.6	8.6
3. Self-employed in transport and commerce	6.6	5.9	6.2	8.2	8.0	8.1	8.6	9.7	9.1
4. Professions	0.9	0.7	0.8	3.9	3.3	3.6	6.8	6.4	6.6
5. Clerical and sales workers	7.9	7.1	7.5	16.9	14.6	15.6	22.9	22.9	22.9
6. Civil servants and employees	11.9	10.6	11.3	21.0	19.0	19.9	27.0	26.7	26.9
7. Skilled workers	14.5	14.5	14.5	9.8	9.4	9.6	5.7	5.1	5.4
8. Unskilled workers	26.0	28.0	27.0	11.7	12.3	12.0	5.7	4.7	5.2
9. Others	5.8	6.5	6.1	4.1	3.9	4.0	4.1	3.2	3.7
TOTAL	100.2	100.1	100.0	99.9	100.1	99.9	100.0	100.2	100.1
Total enrolments (absolute nos.)	16,259	15,723	31,982	13,672	15,803	29,475	4,959	4,329	9,288

SOURCE: Statistik 1965-1966 for folke og gymnasieskolen 3.5. p. 70.

N.B. The pupils in the 8th grade of primary education have no chance to go to gymnasium.
The pupils in the 1st grade of lower secondary school can, after the 2nd year, enter the gymnasium.

Table 35a. TRANSITION RATE BETWEEN PRIMARY AND SECONDARY EDUCATION BY SOCIO-ECONOMIC CATEGORIES: FRANCE, 1953 AND 1963

Percentages

	1953	1963		
		CEG	LYCEES	TOTAL
1. Workers in agriculture	13	21	11	32
2. Proprietors in agriculture ...	16	24	16	40
3. Workers	21	29	16	45
4. Artisans and small shop-keepers	39	34	32	66
5. Clerical workers	45	34	33	67
6. Middle-level employees	81	29	55	84
7. Industrialists, tradesmen ...	68	28	57	85
8. Professions	87	18	75	93
9. Higher-level employees	86	19	75	94
TOTAL	30	28	27	55

SOURCE: Alain Girard, Henri Bastide, Guy Pourcher, "Enquête nationale sur l'entrée en 6ème et la démocratisation de l'enseignement", Population N° 1, janvier-mars 1963.

Table 35b. SOCIAL ORIGIN OF PUPILS IN DIFFERENT GRADES OF PUBLIC SECONDARY SCHOOLS: FRANCE, 1963-64

TYPE OF SCHOOL AND GRADE / FATHER'S OCCUPATION	LYCEES				CEG		CET	
	GENERAL AND TECHNICAL SECONDARY EDUCATION (LONG TYPE)				GENERAL SECONDARY EDUCATION (SHORT TYPE)		TECHNICAL EDUCATION (SHORT TYPE)	
	6e	2e CLASSICAL	2e MODERN	LAST YEAR	6e	3e	1st YEAR	3rd YEAR
1. Farmers self-employed	5.9	5.0	8.4	6.5	9.7	10.9	6.6	6.8
2. Workers in agriculture	1.3	0.6	1.5	0.9	2.9	2.6	3.6	3.9
3. Industrialists	1.5	2.6	1.6	2.7	0.7	0.8	0.4	0.5
4. Tradesmen	7.2	8.5	8.9	9.4	6.0	7.4	3.7	3.7
5. Artisans	5.1	4.1	5.7	5.0	5.7	6.3	4.1	4.5
6. Professions and higher-level employees ..	14.3	28.3	10.9	21.6	2.2	3.1	1.3	1.3
7. Middle-level employees	14.5	18.6	14.7	16.9	8.4	11.1	5.9	6.2
8. Other employees	17.1	14.0	17.8	14.6	14.9	17.5	12.7	12.8
9. Workers	23.5	9.0	19.5	11.8	41.9	31.9	50.2	48.3
10. Service Personnel ...	1.4	0.7	1.3	0.9	1.9	1.6	2.7	2.8
11. Not employed	2.1	2.6	3.5	4.1	1.4	2.0	3.7	4.0
12. Others	6.1	6.0	6.2	5.6	4.3	4.8	5.1	5.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total enrolments (absolute nos.)	164,747	43,568	94,538	95,046	262,964	114,540	116,758	71,387

SOURCE: Informations statistiques du ministère de l'Education nationale, N°. 77.

N.B. The 6th grade of lycée and CEG corresponds to the first year of the first cycle of secondary education.
The 2nd grade of lycée corresponds to the first year of the second cycle of secondary education.
The 3rd grade of CEG is the last one. The best pupils can go to the 2nd grade of lycée (modern or technical types). The CET provides 3 years of technical education. A very small number of pupils go to the 2nd grade of lycée (technical type).

Table 36. SOCIAL ORIGIN OF PUPILS IN DIFFERENT GRADES OF GYMNASIUM OF A MIDDLE-SIZE TOWN OF THE RUHR: GERMANY, 1963-1964

GRADE AND AVERAGE AGE / FATHER'S OCCUPATION	5TH GR. 11 YRS.	6TH GR. 12 YRS.	7TH GR. 13 YRS.	8TH GR. 14 YRS.	9TH GR. 15 YRS.	10TH GR. 16 YRS.	11TH GR. 17 YRS.	12TH GR. 18 YRS.	13TH GR. 18 YRS.	GRADTD. IN 1963
1. Professions requiring university training	9	2	5	11	13	22	10	17	22	35
2. Higher-level empl. not university graduates	21	19	24	29	27	34	29	40	39	22
3. Clerical workers	32	40	35	31	36	19	36	17	24	22
4. Foremen and qualified workers	7	10	13	7	6	0	10	3	2	2
5. Other workers	31	25	19	16	18	16	5	7	4	2
6. Others	0	4	4	6	0	10	8	16	9	17
TOTAL	100	100	100	100	100	100	100	100	100	100

SOURCE : OECD document DAS/EEP/63.29. Information on pupils in Gymnasium come from "Die Hohere Schule".

Table 37. FIRST-YEAR ADMISSIONS TO GRAMMAR SCHOOLS AS A PERCENTAGE OF THE 12TH YEAR-OLD POPULATION, BY SOCIO-ECONOMIC BACKGROUND: NETHERLANDS. 1942, 1949, 1960

SOCIO-ECONOMIC BACKGROUND	BOYS			GIRLS		
	1942	1949	1960	1942	1949	1960
Upper Stratum	45	50	67	36	45	63
Middle Stratum	14	15	25	7	9	19
Lower Stratum	4	4	7	2	2	4
TOTAL	10	11	17	6	7	13

SOURCE : R. Ruiter, "The Past and Future Inflow of Students into the Upper Levels of Education in the Netherlands", in Social objectives in Educational Planning, OECD, Paris, 1967, p. 101.

Table 38. RATIO OF SECONDARY SCHOOL DIPLOMAS TO POPULATION 19 YEARS OLD, BY FATHER'S OCCUPATION: NORWAY, 1951, 1958 AND 1963

FATHER'S OCCUPATION	1951	1958	1963
Agriculture	4.9	6.1	8.1
Independent workers	18.2	29.0	37.5
Workers	1.6	2.3	3.0
Artisans	6.1	12.8	21.7
Professional and higher-level employees	47.9	49.8	60.0
Other employees	25.0	21.1	24.9
Others	3.5	4.3	7.6
TOTAL	8.8	11.3	15.3

SOURCE: "Utredninger om Forskning og høyere utdanning: Rekrutteringen av artianere og karakterer til examen artium en undersøkelse av fire artiumskull". tall. 8 I, 8 II.

Table 39. PROPORTIONS IN GRAMMAR SCHOOLS AND IN UNIVERSITIES, AMONG CHILDREN OF DIFFERENT CLASSES BORN IN THE LATE 1930's: ENGLAND AND WALES

SEX AND FATHER'S OCCUPATION	PER CENT IN GRAMMAR SCHOOLS AND EQUIVALENT AT AGES 11-13			PER CENT STILL IN GRAMMAR SCHOOLS AND EQUIVALENT AT AGE 17			PERCENTAGE ENTERING UNIVERSITIES
	IN MAINTAINED AND DIRECT GRANT SCHOOLS	IN INDEPENDENT EFFICIENT SCHOOLS	TOTAL BOTH TYPES	IN MAINTAINED AND DIRECT GRANT SCHOOLS	IN INDEPENDENT EFFICIENT SCHOOLS	TOTAL BOTH TYPES	
BOYS	20	3.5	23.5	8	3	11	5.5
Professional and managerial	40	22	62	24	19	43	16.5
Other non-manual	30	4	34	13	2	16	
Skilled manual	17	-	17	5	-	5	2.5
Semi-skilled	12	-	12	3	-	3	1.5
Unskilled	7	-	7	1.5	-	1.5	0.5
GIRLS	20	3	23	8	2	10	2.5
Professional and managerial	42	20	62	25	14	39	8
Other non-manual	31	3	34	14	1.5	15	
Skilled manual	17	-	17	5	-	5	1
Semi-skilled	12	-	12	3	-	3	0.5
Unskilled	7	-	7	1	-	1	-

NOTE: Percentages have been rounded to the nearest half digit.
- = less than 0.3%.

SOURCE: John Westergaard and Alan Little, "Educational Opportunity and Social Selection in England and Wales: Trends and Policy Implications", in Study Group in the Economics of Education, Social Objectives in Educational Planning, Paris, OECD, 1967, p. 218.

Table 40. PROPORTIONS IN DIFFERENT CLASSES OBTAINING EDUCATION OF A GRAMMAR SCHOOL TYPE: ENGLAND AND WALES, CIRCA 1920, 1930, 1940, 1950

SOCIO-ECONOMIC BACKGROUND	BORN PRE-1910	BORN 1910-1919	BORN 1920-1929	BORN LATE 1930's
Professional, managerial	37	47	52	62
Other non-manual and skilled manual	7	13	16	20
Semi- and unskilled	1	4	7	10
TOTAL	12	16	18	23

SOURCE: See Table 39. Westergaard and Little, op. cit., p. 223.

Table 41. PER CENT OF SCHOOL-AGE BOYS ENROLLED IN SCHOOL BY FATHER'S OCCUPATION: UNITED STATES, 1960

FATHER'S OCCUPATION	AGES 10-13	AGES 14-15	AGES 16-17
Professional, technical	98.7	98.0	95.4
Farmers	97.6	94.0	83.7
Senior Executives, proprietors	98.7	97.5	92.9
Clerical workers	98.1	96.4	90.2
Sales workers	98.4	97.0	92.0
Craftsmen, foremen	98.1	96.1	86.4
Operatives	97.6	94.6	81.7
Service workers	97.7	95.2	84.8
Farm labourers	95.6	86.1	64.3
Other labourers	96.7	91.7	76.7
TOTAL	97.9	95.4	86.0

SOURCE: United States, 1960 Census of Population, Subject Reports, "School Enrolment", Series PC (2)-5A, Table 14.

Table 42. SOCIO-ECONOMIC BACKGROUND OF STUDENTS IN THE LAST YEAR OF SECONDARY SCHOOL IN 1955 AND MALE WORKERS IN 1955: UNITED STATES

SOCIO-ECONOMIC BACKGROUND	(1) % STUDENTS IN 1955	(2) % MALE WORKERS IN 1955	(3) RATIO (1)/(2)	(4) DIFFERENCE (1) AND (2)
Upper stratum	28.1	17.7	1.6	10.4
Middle stratum	9.3	9.8	1.0	0.5
Agriculture	13.0	14.9	0.9	1.9
Lower stratum	46.0	51.4	0.9	5.4
Others	3.6	6.2	0.6	2.6
TOTAL	100.0	100.0	-	..
Index of dissimilarity	-	-	-	10.4

SOURCE: Natalie Rogoff Ramsøy, "The clientele of Comprehensive Secondary Schools in the United States", in Social Objectives in Educational Planning OECD, Paris, 1967, pp. 67-83.

Table 43. DISTRIBUTION OF FULL-TIME STUDENTS AND OF MALE LABOUR FORCE BY SOCIO-ECONOMIC CATEGORIES: AUSTRIA, 1965-66

SOCIO-ECONOMIC CATEGORIES	STUDENTS 1965-66 (1)		MALE LABOUR FORCE 1961 (2)	(1)/(2)	
		WITHOUT "OTHERS"			WITHOUT "OTHERS"
I. Self-employed	28.9	33.2	19.0	1.52	1.75
of which:					
- professional	11.6	13.3	2.5	4.64	5.32
- agriculture	2.4	2.8	9.8	0.24	0.29
- others	14.9	17.1	6.7	2.22	2.55
II. Employees	52.6	60.4	16.7	3.15	3.62
of which:					
- higher	20.8	23.9	4.9	4.24	4.88
- others	31.8	36.5	11.8	2.69	3.09
III. Workers	5.5	6.3	63.7	0.086	0.099
IV. Others	13.0	-	0.6	-	-
TOTAL	100.0	99.9	100.0		

SOURCE: Students : Educational Policy and Planning - Austria, OECD, Paris, 1968, Table 36 of the Annex to Chapter II.
Labour force: Demographic Yearbook U.N. 1964. The data have been reclassified as follows:

I. All self-employed workers of which :
- professional : professional and technical workers, self-employed managers, executive and administrative workers self-employed.
- agriculture : farmers, etc., self-employed.
- others : other self-employed.

II. Employees of which:
- higher : managers, administrative and executive workers not self-employed and a proportion of professional and technical workers not self-employed corresponding to the proportion of managers, among the total number of employees.
- others : clerical, and sales workers not self-employed and the rest of the professional and technical workers.

III. Workers :
- farmers, workers and service personnel not self-employed.

Table 44. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES IN THE SAME SOCIO-ECONOMIC CATEGORIES: AUSTRIA, 1965-66

SOCIO-ECONOMIC CATEGORIES	STUDENTS 1965-66 (1)	MALE LABOUR FORCE 1965 (THOUSANDS) (2)	(1)/(2)
I. Self employed	11,400	382.4	29.8
of which:			
- professional	4,568	49.7	91.9
- agriculture	948	198.1	4.8
- others	5,884	134.6	43.7
II. Employees	20,737	334.6	62.0
of which:			
- higher	8,204	98.9	83.0
- others	12,533	235.7	53.2
III. Workers	2,186	1,280.1	1.7
IV. Others	5,134	12.8	-
TOTAL	39,457	2,009.9	19.6

SOURCE. Students: Educational Policy and Planning - Austria, OECD, Paris, 1968, Table 36 of the Annex to Chapter II.
Labour force: Demographic Yearbook U.N., data extrapolated for 1965.

Table 45a. DISTRIBUTION OF FULL-TIME STUDENTS BY SOCIO-ECONOMIC CATEGORY ACCORDING TO THE MAIN FIELDS OF STUDY: AUSTRIA 1965-66

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY	LAW AND POLITICAL SCIENCE	MEDICINE	HUMANITIES AND SCIENCES	TECHNOLOGY	MINING	AGRICULTURE	VETERINARY MEDICINE	BUSINESS AND COMMERCE	FINE ARTS	TOTAL
I. Self-employed	39.1	28.9	45.8	24.0	24.5	17.4	30.5	52.9	32.9	28.6	28.9
of which:											
- Industry	0.4	1.4	0.7	0.7	0.9	0.3	0.3	1.1	1.9	0.4	0.9
- Commerce	2.0	3.9	3.2	2.9	2.9	3.1	2.9	16.2	7.9	4.1	3.7
- Agriculture	22.1	2.1	1.6	1.8	1.2	0.8	10.8	-	2.1	3.0	2.4
- Artisans	5.6	3.8	2.3	3.8	4.6	1.9	2.8	3.2	6.9	3.9	4.1
- Professional	3.6	10.3	30.7	10.2	8.7	5.5	5.8	32.4	5.6	13.4	11.6
- Other	5.5	7.4	7.3	4.6	6.2	5.8	7.9	-	8.5	3.8	6.2
II. Employees	30.5	52.6	43.2	56.8	55.7	57.4	52.9	34.6	48.3	49.1	52.6
of which:											
- Higher-level	11.7	23.1	23.8	24.3	18.9	18.5	19.3	22.7	10.0	18.2	20.8
- Lower-level	9.1	11.7	7.3	14.6	16.8	12.3	13.4	8.1	20.8	12.5	14.1
- Other	9.7	17.8	12.1	17.9	20.0	26.6	20.2	3.8	17.5	18.4	17.7
III. Workers	13.0	4.7	2.7	5.5	6.1	10.7	4.0	4.3	7.3	6.2	5.5
IV. Retired	16.7	12.5	7.2	12.5	11.5	12.9	10.1	7.1	9.8	13.7	11.4
V. Unknown	0.7	1.3	1.1	1.2	2.2	1.6	2.5	1.1	1.7	2.4	1.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Students	694	6,996	4,258	11,772	8,443	620	1,278	186	3,810	1,400	39,457

SOURCE: Educational Policy and Planning - Austria, OECD, Paris, 1968, Table 36 of the Annex to Chapter II.

Table 45b. ACADEMIC DISCIPLINE OF FULL-TIME STUDENTS BY CATEGORY OF FATHER'S OCCUPATION: AUSTRIA 1965-66

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY	LAW AND POLITICAL SCIENCE	MEDICINE	HUMANITIES AND SCIENCES	TECHNOLOGY	MINING	AGRICULTURE	VETERINARY MEDICINE	BUSINESS AND COMMERCE	FINE ARTS	TOTAL	ABSOLUTE NUMBER
I. Self-employed	2.4	17.8	17.1	24.8	18.2	0.9	3.4	0.9	11.0	3.5	100.0	11,400
of which												
- Industry	0.8	26.2	7.6	20.8	20.8	0.6	1.1	0.6	19.9	1.6	100.0	366
- Commerce	1.0	18.8	9.4	23.4	16.9	1.3	2.5	2.1	20.6	4.0	100.0	1,458
- Agriculture	16.1	15.9	7.2	22.4	10.6	0.5	14.6	-	8.3	4.4	100.0	948
- Artisans	2.4	16.4	6.0	28.0	24.1	0.7	2.2	0.4	16.4	3.4	100.0	1,613
- Professional	0.5	15.8	28.7	26.4	16.2	0.7	1.6	1.3	4.7	4.1	100.0	4,568
- Other	1.6	21.2	12.6	22.1	21.4	1.5	4.1	-	13.3	2.2	100.0	2,447
II. Employees	1.0	17.7	8.9	32.2	22.7	1.7	3.3	0.3	8.9	3.3	100.0	20,737
of which												
- Higher-level	1.0	19.7	12.3	34.9	19.5	1.4	3.0	0.5	4.6	3.1	100.0	8,204
- Lower-level	1.1	14.7	5.6	30.9	25.5	1.4	3.1	0.3	14.3	3.1	100.0	5,553
- Other	1.0	17.8	7.4	30.2	24.2	2.4	3.7	0.1	9.5	3.7	100.0	6,980
III. Workers	4.1	15.0	5.2	29.7	23.6	3.0	2.3	0.4	12.7	4.0	100.0	2,186
IV. Retired	2.6	19.4	6.8	32.5	21.2	1.8	2.9	0.3	8.3	4.2	100.0	4,520
V. Unknown	0.8	14.5	7.7	22.6	31.0	1.6	5.2	0.3	10.8	5.5	100.0	614
TOTAL	1.8	17.7	10.8	29.8	21.4	1.6	3.2	0.5	9.7	3.5	100.0	39,457

SOURCE: See Table 45a.

Table 46. DISTRIBUTION OF STUDENTS ENROLLED FOR FIRST TIME IN A UNIVERSITY AND OF MALE LABOUR FORCE BY SOCIO-ECONOMIC CATEGORY: BELGIUM, 1962-63 AND 1966-67

SOCIO-ECONOMIC CATEGORY	NEW STUDENTS (1)		NEW STUDENTS (2)		MALE LABOUR FORCE 1961 (3)	(1)/(3)		(2)/(3)	
		1962-63 WITHOUT "OTHERS"		1966-67 WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Professions	8.5	9.3	8.4	8.9	2.9	2.93	3.20	2.89	3.07
2. Higher-level employees and industrialists	15.6	17.1	17.4	18.4	5.2	3.00	3.29	3.35	3.53
3. Teaching staff	5.9	6.5	6.5	6.9	1.9	3.10	3.42	3.42	3.63
4. Other employees	15.0	16.5	18.3	19.4	10.6	1.42	1.56	1.73	1.83
5. Traders and artisans	17.7	19.5	15.7	16.6	13.8	1.28	1.41	1.14	1.20
6. Farmers	5.5	6.0	5.3	5.6	7.9	0.70	0.76	0.67	0.71
7. Workers and service personnel	22.8	25.0	22.8	24.2	55.1	0.41	0.45	0.41	0.44
8. Others	9.0	-	5.6	-	2.6	-	-	-	-
TOTAL	100.0	99.9	100.0	100.0	100.0				

SOURCE: Students: Conseil national de la Politique scientifique CS/34 f, 18 janvier 1968, reclassified.
Labour Force: Reclassified census, 1961.

Table 47. NUMBER OF STUDENTS ENROLLED FOR FIRST TIME PER 1,000 ACTIVE MALES IN THE SAME SOCIO-ECONOMIC CATEGORY: BELGIUM, 1962-63

SOCIO-ECONOMIC CATEGORY	FIRST-TIME STUDENTS 1962-63 (1)	MALE LABOUR FORCE 1961 (THOUSANDS) (2)	(1)/(2)
1. Professions	794	70.3	11.3
2. Higher-level employees and industrialists	1,407	129.3	10.9
3. Teaching staff	496	47.9	10.4
4. Other employees	1,209	262.2	4.6
5. Traders and artisans	1,382	340.9	4.1
6. Farmers self-employed	383	193.8	2.0
7. Workers and service personnel	1,598	1,357.3	1.2
8. Others	709	64.5	-
TOTAL	7,979	2,465.7	3.2

SOURCE: See Table 46.
Labour Force: Reclassified census.

Table 48a. DISTRIBUTION OF STUDENTS ENROLLED FOR THE FIRST TIME IN UNIVERSITIES BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY: BELGIUM, 1962-1963

	MALE	PHILOSOPHY AND ARTS	PEDAGOGY AND PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL
A.	1. Professor, magistrate	1.2	0.9	–	0.6	1.4	1.1	1.1	–	1.1	–	5.1	1.3
	2. Professions	2.8	1.4	–	3.3	17.9	4.6	5.0	3.4	3.1	2.7	22.1	7.2
B.	3. Other self-employed	1.9	2.2	–	2.3	3.5	1.1	3.3	3.4	4.1	6.1	5.1	3.3
	4. Higher-level employees	6.1	8.5	4.0	6.2	12.1	3.4	16.6	8.5	8.1	8.1	15.2	10.0
	5. Industrialists, traders (employing 50 persons or more)	0.4	0.9	–	0.7	1.8	1.1	2.5	1.7	4.4	1.9	6.3	2.3
C.	6. Teacher in upper secondary education	1.5	1.8	–	1.2	2.0	1.1	1.8	1.7	0.2	–	1.8	1.3
	7. Teacher in lower secondary education and in primary education	7.9	9.0	8.0	5.3	4.2	6.8	5.2	2.5	2.1	4.6	2.5	4.6
	8. Industrialists, traders (employing 5 to 49 persons)	2.8	4.9	4.0	3.5	5.6	3.4	5.6	5.1	9.1	8.5	3.8	5.6
D.	9. Qualified clerical workers	15.8	15.3	4.0	17.8	15.3	18.2	15.0	13.5	13.6	12.7	12.4	15.0
	10. Traders, artisans (employing less than 5 persons)	11.9	13.0	12.0	14.0	11.1	22.7	11.6	10.2	13.3	11.2	6.6	12.1
E.	11. Non-qualified clerical workers	14.1	11.7	16.0	11.1	7.8	15.9	9.5	10.2	7.7	11.5	5.1	9.7
	12. Skilled workers, foreman	6.6	4.9	4.0	8.4	3.3	8.0	5.4	6.8	7.3	5.8	1.3	5.8
	13. Semi-skilled and unskilled workers	11.4	10.8	20.0	10.6	2.5	4.6	6.6	6.8	8.3	7.7	1.5	7.3
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	3.5	1.8	16.0	2.2	2.9	4.6	1.7	9.3	2.0	1.5	1.8	2.5
	15. Farmers-proprietors (less than 12.5 ha.)	3.8	4.0	4.0	3.1	1.8	2.3	2.7	10.2	2.8	5.0	1.3	3.6
G.	Non-active	0.7	0.9	–	0.4	0.3	–	0.4	–	1.4	0.8	0.5	0.7
P.	Undetermined	2.6	4.0	8.0	3.7	2.6	1.1	2.8	1.7	4.1	6.1	2.5	3.3
Q.	Dead or absent	5.0	4.0	–	5.6	3.9	–	3.2	5.1	7.3	5.8	5.1	5.0
TOTAL		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.0
Absolute numbers		738	223	25	907	1,081	88	928	118	1,233	260	394	5,995

SOURCE: See Table 46.

Table 48a. (Cont'd)
BELGIUM, 1962-1963

	FEMALE	PHILOSOPHY AND ARTS	PEDAGOGY AND PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECO-NOMICS	LAW	TOTAL
A.	1. Professor, magistrate	2.0	1.6	-	1.2	3.3	-	14.3	-	-	6.1	7.8	2.3
	2. Professions	10.9	8.4	16.7	7.6	20.7	-	14.3	-	5.3	13.9	28.2	12.0
B.	3. Other self-employed	3.1	3.1	-	4.9	3.8	9.4	-	-	9.7	1.7	7.8	5.2
	4. Higher-level employees	16.9	16.8	16.7	15.6	14.5	6.2	42.8	-	11.8	20.9	20.4	15.9
	5. Industrialists, traders (employing 50 persons or more)	2.8	2.6	-	2.1	1.8	-	14.3	50.0	1.6	3.5	2.9	2.4
C	6. Teacher in upper secondary education	2.6	1.6	-	3.1	4.1	-	-	-	0.8	0.9	4.8	2.6
	7. Teacher in lower secondary education and in primary education	4.1	6.3	-	7.3	4.1	6.2	-	-	3.2	1.7	1.7	4.5
	8. Industrialists, traders (employing 5 to 49 persons)	4.7	4.7	16.7	7.3	6.8	9.4	-	-	8.5	8.7	4.8	6.3
D.	9. Qualified clerical workers	19.2	18.3	-	15.9	12.7	25.1	14.3	50.0	12.6	10.4	7.8	15.6
	10. Traders, artisans (employing less than 5 persons)	7.2	9.4	-	10.1	11.2	12.5	-	-	16.6	7.8	7.8	9.8
E.	11. Non-qualified clerical workers	6.5	7.8	33.3	7.6	2.7	3.1	-	-	8.5	6.1	-	6.1
	12. Skilled workers, foremen	2.9	3.7	16.7	4.0	3.0	6.2	-	-	6.5	2.6	-	3.5
	13. Semi-skilled and unskilled workers	2.8	2.6	-	2.7	0.9	-	-	-	2.4	3.5	1.9	2.3
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	1.1	1.6	-	2.1	3.0	-	-	-	0.4	2.6	-	1.6
	15. Farmers-proprietors (less than 12.5 ha.)	1.1	1.6	-	1.5	0.6	-	-	-	1.6	0.9	-	1.1
G.	Non-active	0.7	-	-	0.3	0.3	-	-	-	0.8	-	1.9	0.5
P.	Undetermined	4.7	1.0	-	2.7	2.4	9.4	-	-	3.2	3.5	1.9	3.3
Q.	Dead or absent	4.7	8.9	-	4.0	4.1	9.4	-	-	6.5	5.2	1.9	3.0
TOTAL		100.0	100.0	100.1	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0
Absolute numbers		614	191	6	328	338	32	7	2	247	115	103	1,984

SOURCE: See Table 46.

Table 48a. (Cont'd)
BELGIUM, 1962-1963

		TOTAL	PHILOSOPHY AND ARTS	PEDAGOGY AND PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE AND VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECO-NOMICS	LAW	TOTAL
A.	1.	Professor, magistrate	1.5	1.2	-	0.7	1.8	0.7	1.2	-	0.9	1.9	5.6	1.5
	2.	Professions	6.5	4.6	3.2	4.5	18.6	3.3	5.0	3.3	3.4	6.1	23.4	8.4
B.	3.	Other self-employed	3.3	2.7	-	3.0	3.6	3.3	3.3	3.3	5.0	4.8	5.6	3.8
	4.	Higher-level employees	11.0	12.3	6.5	8.7	12.7	4.2	16.8	8.3	8.7	12.9	16.3	11.5
	5.	Industrialists, traders (employing 50 persons or more)	1.5	1.7	-	1.0	1.8	0.7	2.6	2.5	3.9	2.4	5.6	2.4
C.	6.	Teachers in upper secondary education	2.0	1.7	-	1.7	2.5	0.7	1.8	1.7	0.3	0.3	2.4	1.6
	7.	Teachers in lower secondary education and in primary education	6.1	7.7	6.5	5.8	4.2	6.7	5.1	2.5	2.3	3.7	2.4	4.6
	8.	Industrialists, traders (employing 5 to 49 persons)	3.7	4.8	6.5	4.5	5.9	5.0	5.8	5.0	9.0	8.5	4.0	5.8
D.	9.	Qualified clerical workers	17.4	16.7	3.2	17.2	14.7	20.8	15.0	14.2	13.5	12.0	11.5	15.2
	10.	Traders, artisans (employing less than 5 persons)	9.8	11.3	9.7	13.0	11.1	20.0	11.6	10.0	13.9	10.1	6.9	11.5
E.	11.	Non-qualified clerical workers	10.6	9.9	19.3	10.2	6.6	12.5	9.4	10.0	7.8	9.9	4.0	8.8
	12.	Skilled workers, foremen	5.0	4.3	6.5	7.2	3.2	7.5	5.3	6.7	7.2	4.8	1.0	5.2
	13.	Semi-skilled and unskilled workers	7.5	7.0	16.1	8.5	2.1	3.3	6.5	6.7	7.3	6.4	1.4	6.0
F.	14.	Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	2.4	1.7	12.9	2.2	2.9	3.3	1.7	9.1	1.8	1.9	1.4	2.3
	15.	Farmers-proprietors (less than 12.5 ha.)	2.6	2.9	3.2	2.7	1.5	1.7	2.7	10.0	2.6	3.7	1.0	2.5
G.		Non-active	0.7	0.5	-	0.4	0.3	-	0.4	-	1.3	0.5	0.6	0.6
P.		Undetermined	3.5	2.7	6.5	3.5	2.5	3.3	2.8	1.7	3.9	5.3	2.4	3.3
Q.		Dead or absent	4.9	6.3	-	5.2	3.9	2.5	3.2	5.0	7.2	5.6	4.4	5.0
TOTAL			100.0	100.0	100.1	100.0	99.9	100.1	100.0	100.0	100.0	99.9	99.9	100.0
Absolute numbers			1,352	414	31	1,235	1,419	120	935	120	1,480	325	437	7,979

SOURCE: See Table 46.

Table 48a. (Cont'd)
BELGIUM, 1966-1967

	MALE	PHILOSOPHY AND ARTS	PEDAGOGY AND PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE AND VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECO-NOMICS	LAW	TOTAL
A.	1. Professor, magistrate	0.5	0.5	-	0.9	1.4	-	1.1	0.8	0.5	0.9	3.1	1.1
	2. Professions	3.7	2.2	7.5	2.8	16.6	3.4	5.8	4.0	1.8	4.6	16.1	7.3
B.	3. Other self-employed	2.8	2.2	3.8	2.2	4.0	0.9	2.2	1.2	4.5	4.5	5.4	3.5
	4. Higher-level employees	8.5	5.3	-	9.0	13.7	4.3	14.8	11.1	12.3	13.2	15.7	11.9
	5. Industrialists, traders (employing 50 persons or more)	0.7	0.2	-	1.0	0.9	-	2.1	0.4	4.4	2.3	4.2	2.0
C.	6. Teacher in upper secondary education	2.0	1.3	-	1.3	2.1	2.6	1.9	0.4	0.8	0.6	2.8	1.6
	7. Teacher in lower secondary education and in primary education	7.5	8.6	1.9	5.5	5.1	9.5	5.4	4.4	2.5	4.0	3.8	4.9
	8. Industrialists, traders (employing 5 to 49 persons)	1.2	4.6	1.9	3.1	4.7	2.6	4.5	2.8	8.6	3.4	8.0	5.0
D.	9. Qualified clerical workers	20.9	19.4	13.2	20.0	17.2	25.0	22.0	12.3	16.5	19.6	14.8	18.3
	10. Traders, artisans (employing less than 5 persons)	10.6	15.2	11.3	9.8	10.4	14.6	10.5	7.5	12.6	10.6	6.8	10.7
E.	11. Non-qualified clerical workers	9.8	11.9	26.4	9.6	6.2	17.2	7.7	7.9	6.9	9.0	5.0	8.0
	12. Skilled workers, foremen	8.9	9.9	7.5	11.4	4.1	6.9	6.2	6.7	8.3	6.7	2.5	7.0
	13. Semi-skilled and unskilled workers	12.7	7.9	17.0	13.5	3.5	9.5	5.7	5.6	9.7	9.4	2.3	7.8
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	2.8	2.6	5.7	2.0	4.0	1.7	5.6	22.2	1.8	2.0	2.8	3.4
	15. Farmers-proprietors (less than 12.5 ha.)	2.0	2.4	1.9	1.8	2.0	-	2.1	6.7	1.4	2.3	0.7	1.9
G.	Non-active	1.3	1.1	1.9	1.4	0.7	0.9	1.4	1.2	1.8	1.7	0.6	1.3
P.	Undetermined	0.4	0.5	-	0.5	0.6	-	0.4	-	0.5	0.3	1.3	0.5
Q.	Dead or absent	3.8	4.2	-	4.2	2.8	0.9	2.5	4.8	5.1	4.9	4.1	3.8
TOTAL		100.0	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0

SOURCE: See Table 46.

Table 48a. (Cont'd)
BELGIUM, 1966-1967

	FEMALE	PHILOSOPHY AND ARTS	PEDAGOGY AND PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE AND VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL
A.	1. Professor, magistrate	1.7	1.0	-	1.3	3.6	-	-	-	0.9	1.8	9.3	2.3
	2. Professions	9.3	7.1	9.4	5.3	19.8	4.7	7.7	-	5.2	10.5	21.4	10.4
B.	3. Other self-employed	4.0	3.3	-	3.4	3.8	7.0	-	-	5.0	5.4	5.8	4.1
	4. Higher-level employees	16.4	12.2	3.8	11.9	16.4	13.9	34.7	36.4	15.9	17.7	17.1	15.3
	5. Industrialists, traders (employing 50 persons or more)	1.5	1.5	1.9	1.4	2.2	2.3	3.8	-	3.9	2.9	4.3	2.3
C.	6. Teacher in upper secondary education	2.9	1.5	-	1.4	2.5	4.7	3.8	-	0.9	1.8	1.9	2.0
	7. Teacher in lower secondary education and in primary education	6.9	7.7	1.9	5.7	5.1	11.6	3.8	-	3.5	1.1	1.9	5.2
	8. Industrialists, traders (employing 5 to 49 persons)	4.5	5.6	3.8	4.6	7.8	7.0	-	9.1	10.0	9.7	9.7	6.7
D.	9. Qualified clerical workers	20.3	20.7	17.0	20.8	15.4	16.3	19.3	36.4	17.0	19.1	15.2	18.6
	10. Traders, artisans (employing less than 5 persons)	8.8	13.3	26.4	9.8	8.3	7.0	3.8	-	9.1	10.5	5.6	9.5
E.	11. Non-qualified clerical workers	7.7	7.9	15.1	9.8	4.3	11.6	7.7	-	7.0	4.7	1.9	6.9
	12. Skilled workers, foremen	5.0	5.6	-	7.7	3.0	2.3	7.7	-	5.2	3.3	0.4	4.6
	13. Semi-skilled and unskilled workers	3.4	3.8	11.3	6.2	2.2	4.7	3.8	-	5.9	3.6	0.8	4.0
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	1.6	2.8	5.7	3.6	2.7	-	-	18.2	2.2	2.5	0.8	2.4
	15. Farmers-proprietors (less than 12.5 ha.)	0.9	1.3	3.8	3.4	0.5	-	-	-	1.5	1.1	-	1.3
G.	Non-active	1.0	1.3	-	0.5	0.5	-	3.8	-	1.7	-	0.8	0.9
P.	Undetermined	0.5	0.3	-	0.2	0.2	4.7	-	-	1.1	0.7	-	0.5
Q.	Dead or absent	3.6	3.1	-	3.0	1.7	2.3	-	-	3.9	3.6	3.1	3.0
TOTAL		100.0	100.0	100.1	100.0	100.0	100.1	99.9	100.1	99.9	100.0	99.9	100.0

SOURCE: See Table 46.

Table 48a. (End)
BELGIUM, 1966-1967

	TOTAL	PHILOSOPHY AND ARTS	PEDAGOGY AND PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE AND VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECO-NOMICS	LAW	TOTAL
A.	1. Professor, magistrate	1.1	0.7	-	1.0	2.0	-	1.1	0.8	0.6	1.2	4.6	1.4
	2. Professions	6.6	4.5	8.5	3.7	17.4	3.8	5.8	3.8	2.7	6.4	17.4	8.3
B.	3. Other self-employed	3.4	2.7	1.9	2.6	3.9	2.5	2.1	1.1	4.6	4.7	5.5	3.7
	4. Higher-level employees	12.7	8.5	1.9	10.0	14.4	6.9	15.3	12.2	13.2	14.5	16.0	12.9
	5. Industrialists, traders (employing 50 persons or more)	1.1	0.8	0.9	1.1	1.3	0.6	2.1	0.4	4.2	2.5	4.2	2.1
C.	6. Teacher in upper secondary education	2.5	1.4	-	1.4	2.2	3.1	2.0	0.4	0.8	1.0	2.6	1.7
	7. Teacher in lower secondary education and in primary education	7.2	8.2	1.9	5.6	5.1	10.1	5.4	4.2	2.8	3.1	3.4	5.0
	8. Industrialists, traders (employing 5 to 49 persons)	3.0	5.1	2.8	3.6	5.5	3.8	4.4	3.0	8.9	5.3	8.4	5 5
D.	9. Qualified clerical workers	20.6	20.0	15.1	20.3	16.7	22.6	21.9	13.3	16.7	19.5	14.9	18.4
	10. Traders, artisans (employing less than 5 persons)	9.7	14.3	18.9	9.8	9.9	12.6	10.4	7.2	11.7	10.5	6.5	10.3
E.	11. Non-qualified clerical workers	8.6	10.1	20.3	9.7	5.7	15.7	7.7	7.6	7.0	7.8	4.3	7.7
	12. Skilled workers, foremen	6.8	7.9	3.8	10.1	3.8	5.7	6.2	6.5	7.5	5.7	2.0	6.3
	13. Semi-skilled and unskilled workers	7.8	6.0	14.1	11.0	3.2	8.2	5.7	5.3	8.7	7.6	1.9	6.7
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	2.2	2.7	5.7	2.5	3.7	1.2	3.5	22.0	1.9	2.2	2.3	3.1
	15. Farmers-proprietors (less than 12.5 ha.)	1.4	1.9	2.8	2.3	1.6	-	2.1	6.5	1.4	1.9	0.6	1.7
G.	Non-active	1.1	1.2	0.9	1.1	0.6	0.6	1.5	1 1	1.8	1.2	0.6	1.1
P.	Undetermined	0.5	0.3	-	0.4	0.5	1.3	0.4	-	0.7	0.4	1.0	0.5
Q.	Dead or absent	3.7	3.7	-	3.8	2.5	1.3	2.4	4.6	4.8	4.5	3.8	3.6
TOTAL		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

SOURCE: See Table 46.

Table 48b. ACADEMIC DISCIPLINE OF STUDENTS ENROLLED FOR THE FIRST TIME IN UNIVERSITIES BY CATEGORY OF FATHER'S OCCUPATION: BELGIUM, 1962-1963

	MALE	PHILOSOPHY AND ARTS	PEDAGOGY PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRICULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL	ABSOLUTE NUMBERS
A.	1. Professor, magistrate	11.8	2.6	-	6.6	19.7	1.3	13.2	-	18.4	-	26.3	99.9	76
	2. Professions	4.8	0.7	-	6.9	44.7	0.9	10.6	0.9	8.8	1.6	20.1	100.0	434
B.	3. Other self-employed	7.0	2.5	-	10.5	19.0	0.5	25.7	2.0	25.0	8.6	10.0	100.0	200
	4. Higher-level employees	7.5	3.2	0.2	9.3	21.8	0.5	15.7	1.7	16.7	3.5	10.0	100.1	600
	5. Industrialists, traders (employing 50 persons or more)	2.1	1.4	-	4.3	13.6	0.7	16.4	1.4	38.6	3.6	17.9	100.0	140
C.	6. Teachers in upper secondary education	14.1	5.1	-	14.1	28.2	1.3	21.8	2.6	3.8	-	9.0	100.0	78
	7. Teachers in lower secondary education and in primary education	20.9	7.2	0.7	17.3	16.2	2.1	17.3	1.1	9.3	4.3	3.6	100.0	278
	8. Industrialists, traders (employing 5 to 49 persons)	6.2	3.3	0.3	9.5	18.2	0.9	15.5	1.8	33.3	6.5	4.5	100.0	336
D.	9. Qualified clerical workers	13.0	3.8	0.1	17.9	18.3	1.8	15.5	1.8	18.7	3.7	5.4	100.0	899
	10. Traders, artisans (employing less than 5 persons)	12.1	4.0	0.4	17.5	16.5	2.8	14.9	1.6	22.6	4.0	3.6	100.0	726
E.	11. Non-qualified clerical workers	18.0	4.5	0.7	17.5	14.5	2.4	15.2	2.1	16.4	5.2	3.5	100.0	578
	12. Skilled workers, foremen	14.1	3.2	0.3	21.8	10.3	2.0	14.4	2.3	25.9	4.3	1.4	100.0	348
	13. Semi-skilled and unskilled workers	19.2	5.5	1.1	22.0	6.2	0.9	14.0	1.8	23.3	4.6	1.4	100.0	437
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	17.1	2.6	2.6	13.2	20.4	2.6	10.5	7.2	16.5	2.6	4.6	99.9	152
	15. Farmers-proprietors (less than 12.5 ha.)	15.7	5.1	0.6	15.7	11.2	1.1	14.1	6.7	19.7	7.3	2.8	100.0	178
G.	Non-active	12.8	5.1	-	10.3	7.7	-	10.3	-	43.6	5.1	5.1	100.0	39
P.	Undetermined	9.6	4.6	1.0	17.3	14.2	0.5	13.2	1.0	25.4	8.1	5.1	100.0	197
Q.	Dead or absent	12.3	3.0	-	17.0	14.0	-	10.0	2.0	30.0	5.9	6.7	100.0	299
	TOTAL	12.3	3.7	0.4	15.1	18.0	1.5	15.5	2.0	20.6	4.3	6.6	100.0	5,995

SOURCE: See Table 46.

Table 48b. (Cont'd)
BELGIUM, 1962-1963

	FEMALE	PHILO-SOPHY AND ARTS	PEDAGOGY PSYCHO-LOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETE-RINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL	ABSOLUTE NUMBERS
A.	1. Professor, magistrate	26.1	6.5	-	8.7	23.9	-	2.2	-	-	15.2	17.4	100.0	46
	2. Professions	28.2	6.7	0.4	10.5	29.4	-	0.4	-	5.5	6.7	12.2	100.0	238
B.	3. Other self-employed	30.1	5.8	-	15.5	12.6	2.9	-	-	23.3	2.0	7.8	100.0	103
	4. Higher-level employees	32.9	10.1	0.3	16.1	15.5	0.6	0.9	-	9.2	7.6	6.7	99.9	316
	5. Industrialists, traders (employing 50 persons or more)	35.4	10.4	-	14.6	12.5	-	2.1	2.1	8.3	8.3	6.3	100.0	48
C.	6. Teachers in upper secondary education	31.4	5.9	-	19.6	27.4	-	-	-	3.9	2.0	9.8	100.0	51
	7. Teachers in lower secondary education and in primary education	28.1	13.5	-	27.0	15.7	2.2	-	-	9.0	2.2	2.2	99.9	89
	8. Industrialists, traders (employing 5 to 49 persons)	23.2	7.2	0.8	19.2	18.4	2.4	-	-	16.8	8.0	4.0	100.0	125
D.	9. Qualified clerical workers	38.1	11.3	-	16.8	13.9	2.9	0.3	0.3	10.0	3.9	2.6	100.1	310
	10. Traders, artisans (employing less than 5 persons)	22.6	9.2	-	16.9	19.5	2.1	-	-	21.0	4.6	4.1	100.0	195
E.	11. Non-qualified clerical workers	33.3	12.5	1.7	20.8	7.5	0.8	-	-	17.5	5.8	-	99.9	120
	12. Skilled workers, foremen	25.7	10.0	1.4	18.6	14.3	2.9	-	-	22.9	4.3	-	100.1	70
	13. Semi-skilled and unskilled workers	37.8	11.1	-	20.0	6.7	-	-	-	13.3	8.9	2.2	100.0	45
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	22.6	9.7	-	22.6	32.2	-	-	-	3.2	9.7	-	100.0	31
	15. Farmers-proprietors (less than 12.5 ha.)	31.8	13.6	-	22.7	9.1	-	-	-	18.2	4.6	-	100.0	22
G.	Non-active	44.5	-	-	11.1	11.1	-	-	-	22.2	-	11.1	100.0	9
P.	Undetermined	44.6	3.1	-	13.8	12.3	4.6	-	-	12.3	6.2	3.1	100.0	65
Q.	Dead or absent	29.0	17.0	-	13.0	14.0	3.0	-	-	16.0	6.0	2.0	100.0	100
	TOTAL	30.9	9.6	0.3	16.5	17.0	1.7	0.4	0.1	12.5	5.8	5.2	100.0	1,984

SOURCE: See Table 46.

Table 48b. (Cont'd)
BELGIUM, 1962-1963

		TOTAL	PHYLO-SOPHY AND ARTS	PEDAGOGY PSYCHO-LOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETE-RINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL	ABSOLUTE NUMBERS
A.	1. Professor, magistrate	17.2	4.1	-	7.4	21.3	0.8	9.0	-	11.5	5.7	23.0	100.0	122
	2. Professione	13.1	2.8	0.1	8.2	39.3	0.6	7.0	0.6	7.6	3.4	17.3	100.0	672
B.	3. Other self-employed	14.9	3.6	-	12.2	16.8	1.3	10.2	1.3	24.4	6.0	9.3	100.0	303
	4. Higher-level employees	16.3	5.6	0.2	11.7	19.7	0.5	17.1	1.1	14.1	4.9	8.8	100.0	916
	5. Industrialists, traders (employing 50 persons or more)	10.6	3.7	-	6.9	13.3	0.5	12.8	1.6	30.9	4.8	14.9	100.0	188
C.	6. Teachers in upper secondary education	20.9	5.4	-	16.3	27.9	0.8	13.2	1.5	3.9	0.8	9.3	100.0	129
	7. Teachers in lower secondary education and in primary education	22.6	8.7	0.5	19.6	16.1	2.2	13.1	0.8	9.3	3.8	3.3	100.0	367
	8. Industrialists, traders (employing 5 to 49 persons)	10.9	4.3	0.4	12.2	18.2	1.3	11.3	1.3	28.9	6.9	4.3	100.0	461
D.	9. Qualified clerical workers	19.4	5.7	0.1	17.6	17.2	2.1	11.6	1.4	16.5	3.7	4.7	100.0	1,209
	10. Traders, artisans (employing less than 5 persons)	14.3	5.1	0.3	17.4	11.2	2.6	11.7	1.3	22.3	4.1	3.7	100.0	921
E.	11. Non-qualified clerical workers	20.6	5.9	0.9	18.1	13.3	2.1	12.6	1.7	16.6	5.3	2.9	100.0	698
	12. Skilled workers, foremen	16.0	4.3	0.5	21.3	11.0	2.2	12.0	1.9	25.3	4.3	1.2	100.0	418
	13. Semi-skilled and unskilled workers	21.0	6.0	1.0	21.8	6.2	0.8	12.7	1.7	22.4	5.0	1.4	100.0	482
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	18.0	3.8	2.2	14.8	22.4	2.2	8.8	6.0	14.2	3.8	3.8	100.0	183
	15. Farmers-proprietors (less than 12.5 ha.)	17.5	6.0	0.5	16.5	11.0	1.0	12.5	6.0	19.5	7.0	2.5	100.0	200
G.	Non-active	18.7	4.2	-	10.4	8.3	-	8.3	-	39.6	4.2	6.3	100.0	48
P.	Undetermined	18.3	4.2	0.8	16.4	13.8	1.5	9.9	0.8	22.1	7.6	4.6	100.0	262
Q.	Dead or absent	16.5	6.5	-	16.0	14.0	0.7	7.5	1.5	26.6	5.3	5.5	100.0	399
TOTAL		16.9	5.2	0.4	15.5	17.8	1.5	11.7	1.5	18.6	4.7	6.2	100.1	7,979

SOURCE: See Table 46.

Table 48b. (Cont'd)
BELGIUM, 1966-1967

	MALE	PHILOSOPHY AND ARTS	PEDAGOGY PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRICULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL	ABSOLUTE NUMBERS
A.	1. Professor, magistrate	4.3	2.2	-	9.8	26.1	-	11.9	2.2	8.7	6.5	28.3	100.0	92
	2. Professions	4.8	1.6	0.6	4.8	45.8	0.6	9.3	1.6	4.6	4.8	21.5	100.0	627
B.	3. Other self-employed	7.7	3.4	0.7	7.7	23.2	0.3	7.4	1.0	23.8	9.7	15.1	100.0	298
	4. Higher-level employees	6.9	2.4	-	9.3	23.4	0.5	14.5	2.7	19.0	8.4	12.9	100.0	1,019
	5. Industrialists, traders (employing 50 persons or more)	3.4	0.6	-	5.7	9.2	-	12.1	0.6	39.7	8.6	20.1	100.0	174
C.	6. Teachers in upper secondary education	11.9	4.5	-	10.4	26.9	2.2	14.2	0.7	9.0	3.0	17.2	100.0	134
	7. Teachers in lower secondary education and in primary education	14.5	9.2	0.2	13.7	21.1	2.6	12.8	2.6	9.5	6.2	7.6	100.0	422
	8. Industrialists, traders (employing 5 to 49 persons)	2.3	4.9	0.2	7.7	19.2	0.7	10.5	1.6	31.9	5.2	15.7	99.9	467
D.	9. Qualified clerical workers	10.9	5.6	0.4	13.5	19.0	1.8	14.0	2.0	16.7	8.2	7.9	100.0	1,569
	10. Traders, artisans (employing less than 5 persons)	9.5	7.6	0.6	11.4	19.7	1.9	11.5	2.1	21.9	7.6	6.2	100.0	913
E.	11. Non-qualified clerical workers	11.7	7.9	2.1	14.9	15.6	2.9	11.2	2.9	16.1	8.6	6.1	100.0	685
	12. Skilled workers, foremen	12.1	7.5	0.7	20.3	11.9	1.3	10.4	2.8	22.1	7.4	3.5	100.0	597
	13. Semi-skilled and unskilled workers	15.6	5.4	1.4	21.4	9.1	1.7	8.5	2.1	22.9	9.1	2.8	100.0	568
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	8.0	4.2	1.1	7.3	24.9	0.7	12.6	19.5	10.1	4.5	8.0	100.0	287
	15. Farmers-proprietors (less than 12.5 ha.)	9.8	6.7	0.6	11.7	21.5	-	12.9	10.4	13.5	9.2	3.7	100.0	163
G.	Non-active	10.3	4.7	0.9	14.0	11.2	0.9	13.1	2.8	27.1	19.3	4.7	100.0	107
P.	Undetermined	6.7	4.4	-	11.1	22.2	-	8.9	-	17.8	4.4	24.5	100.0	45
Q.	Dead or absent	9.5	5.8	-	13.4	15.0	0.3	7.6	3.7	24.5	9.8	10.4	100.0	327
	TOTAL	9.6	5.3	0.6	12.4	20.3	1.3	11.7	2.9	18.5	7.6	9.8	100.0	8,554

SOURCE: See Table 46.

Table 48b. (Cont'd)
BELGIUM, 1966-1967

FEMALE	PHILO-SOPHY AND ARTS	PEDAGOGY PSYCHO-LOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETE-RINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRI-CULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL	ABSOLUTE NUMBERS
A. 1. Professor, magistrate	19.3	4.8	-	8.4	26.5	-	-	-	6.0	6.0	28.9	99.9	83
A. 2. Professions	22.4	7.3	1.3	7.8	31.0	0.5	0.5	-	7.3	7.6	14.3	100.0	384
B. 3. Other self-employed	24.3	8.5	-	12.5	15.1	2.0	-	-	17.8	9.9	9.9	100.0	152
B. 4. Higher-level employees	26.8	8.5	0.3	11.8	17.5	1.1	1.6	0.7	15.2	8.7	7.8	100.0	566
B. 5. Industrialists, traders (employing 50 persons or more)	16.7	7.1	1.2	9.5	15.5	1.2	1.2	-	25.0	9.5	13.1	100.0	84
C. 6. Teachers in upper secondary education	36.5	8.1	-	10.8	20.3	2.7	1.3	-	6.8	6.8	6.8	100.1	74
C. 7. Teachers in lower secondary education and in primary education	33.5	15.7	0.5	16.8	16.2	2.6	0.5	-	10.0	1.6	2.6	100.0	191
C. 8. Industrialists, traders (employing 5 to 49 persons)	16.9	8.8	0.8	10.4	18.9	1.2	-	0.4	21.7	10.9	10.0	100.0	249
D. 9. Qualified clerical workers	27.3	11.8	1.3	17.0	13.5	1.0	0.7	0.3	13.4	7.7	5.7	100.0	688
D. 10. Traders, artisans (employing less than 5 persons)	23.5	14.3	4.0	15.8	14.3	0.9	0.3	-	14.9	8.3	4.0	100.0	349
E. 11. Non-qualified clerical workers	27.9	12.2	3.1	21.7	10.2	2.0	0.8	-	15.0	5.1	2.0	100.0	254
E. 12. Skilled workers, foremen	27.0	12.9	-	25.3	10.6	0.6	1.2	-	15.5	5.3	0.6	100.0	170
E. 13. Semi-skilled and unskilled workers	21.6	10.1	4.0	23.6	8.8	1.4	0.7	-	21.6	6.8	1.4	100.0	148
F. 14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	17.0	12.5	3.4	22.7	18.2	-	-	2.3	13.6	8.0	2.3	100.0	88
F. 15. Farmers-proprietors (less than 12.5 ha.)	16.7	10.4	4.2	39.6	6.2	-	-	-	16.7	6.2	-	100.0	48
G. Non-active	28.1	15.6	-	9.4	9.4	-	3.1	-	28.1	-	6.3	100.0	32
P. Undetermined	27.8	5.6	-	5.6	5.6	11.1	-	-	33.3	11.1	-	100.0	18
Q. Dead or absent	29.5	10.7	-	15.2	8.9	0.9	-	-	18.8	8.9	7.1	100.0	112
TOTAL	25.1	10.6	1.4	15.2	16.3	1.2	0.7	0.3	14.6	7.5	7.0	99.9	3,690

SOURCE: See Table 46.

Table 48b. (End)
BELGIUM, 1966-1967

	TOTAL	PHILOSOPHY AND ARTS	PEDAGOGY PSYCHOLOGY	THEOLOGY	PURE SCIENCES	MEDICINE VETERINARY	PHYSICAL EDUCATION	APPLIED SCIENCES	AGRICULTURE	APPLIED ECONOMICS COMMERCE	POLITICAL SOCIAL SCIENCES AND ECONOMICS	LAW	TOTAL	ABSOLUTE NUMBERS
A.	1. Professor, magistrate	11.4	3.4	-	9.1	26.3	-	6.3	1.2	7.4	6.3	28.6	100.0	175
	2. Professions	11.5	3.8	0.9	5.9	40.2	0.6	5.9	1.0	5.6	5.8	18.8	100.0	1,011
B.	3. Other self-employed	13.3	5.1	0.4	9.3	20.5	0.9	4.9	0.7	21.8	9.8	13.3	100.0	450
	4. Higher-level employees	14.0	4.6	0.1	10.2	21.3	0.7	9.9	2.0	17.7	8.5	11.0	100.0	1,585
	5. Industrialists, traders (employing 50 persons or more)	7.8	2.7	0.4	7.0	11.2	0.4	8.5	0.4	34.9	8.9	17.8	100.0	258
C.	6. Teachers in upper secondary education	20.7	5.8	-	10.6	24.5	2.4	9.6	0.5	8.2	4.3	13.5	100.1	208
	7. Teachers in lower secondary education and in primary education	20.4	11.3	0.3	14.7	19.6	2.6	9.0	1.8	9.6	4.7	6.0	100.0	613
	8. Industrialists, traders (employing 5 to 49 persons)	7.7	6.4	0.4	8.7	19.1	0.9	6.7	1.2	28.1	7.2	13.6	100.0	676
D.	9. Qualified clerical workers	15.9	7.5	0.7	14.6	17.3	1.6	9.9	1.6	15.7	8.0	7.2	100.0	2,257
	10. Traders, artisans (employing less than 5 persons)	13.4	9.6	1.6	12.6	18.2	1.6	8.4	1.5	19.7	7.8	5.6	100.0	1,262
E.	11. Non-qualified clerical workers	16.1	9.0	2.3	16.7	14.2	2.7	8.4	2.1	15.8	7.7	5.0	100.0	939
	12. Skilled and unskilled workers	15.4	8.7	0.5	21.4	11.6	1.2	8.3	2.2	20.9	6.9	2.9	100.0	767
	13. Semi-skilled and unskilled workers	16.7	6.2	1.8	21.8	9.1	1.6	7.1	1.7	22.7	8.7	2.6	100.0	816
F.	14. Farmers-proprietors (more than 12.5 ha. about 1/5 sq. mil.)	10.1	6.1	1.6	10.9	22.7	0.5	9.6	15.5	10.9	5.3	6.7	99.9	375
	15. Farmers-proprietors (less than 12.5 ha.)	11.4	7.6	1.4	18.0	18.0	-	9.9	8.0	14.2	8.5	2.9	99.9	211
G.	Non-active	14.4	7.2	0.7	13.0	10.8	0.7	10.8	2.2	27.3	7.9	5.0	100.0	139
P.	Undetermined	12.7	4.8	-	9.5	17.5	3.2	6.3	-	22.2	6.3	17.5	100.0	63
Q.	Dead or absent	14.6	7.1	-	13.9	13.4	0.4	5.7	2.7	25.0	9.6	9.6	100.0	439
TOTAL		14.3	6.9	0.9	13.2	19.1	1.3	8.4	2.1	17.3	7.6	8.9	100.0	12,244

SOURCE: See Table 46.

Table 49. DISTRIBUTION OF STUDENTS IN HIGHER EDUCATION (ALL TYPES) BY FATHER'S OCCUPATION: DENMARK, 1959 AND 1964

OCCUPATION OF FATHER	1959	1964
1. Higher education graduates	31	29
2. Primary school teachers	7	6
3. Civil servants and employees	25	27
4. Self-employed other than farmers	19	18
5. Self-employed farmers	9	10
6. Workers	9	10
TOTAL	100	100
Absolute numbers	3,740	2,244
No answer	94	35
Total of the sample	3,834	2,279
Total number of students	10,700	24,800

SOURCE: De studerendes geografiske og sociale oprindelse - Leif Christensen og Aage Bøttger Sørensen, Table C 7.

Table 50. DISTRIBUTION OF STUDENTS IN UNIVERSITY OF COPENHAGEN BY FATHER'S OCCUPATION: DENMARK, 1934 TO 1964

FATHER'S OCCUPATION	1934	1947	1959	1964
1. Higher education graduates	28	30	34	31
2. Primary school teachers	8	8	6	6
3. Civil servants and employees	18	27	27	29
4. Self-employed other than farmers	34	20	17	17
5. Self-employed farmers	10	7	6	6
6. Workers	2	8	10	11
TOTAL	100	100	100	100
Absolute numbers	2,980	3,717	1,546	1,164
No answer	898	547	53	15
Total of the sample	3,878	4,264	1,599	1,179
Total number of students	4,580	4,160	6,180	12,800

SOURCE: Same as Table 40, Table C 8.

Table 51. DISTRIBUTION OF STUDENTS BY TYPE OF HIGHER EDUCATION AND FATHER'S OCCUPATION: DENMARK, 1964

OCCUPATION OF FATHER	UNIVERSITIES AND EQUIVALENT			TECHNICAL SCHOOLS	TEACHER TRAINING			OTHER TYPES			TOTAL			LABOUR FORCE AGE 40-59 1960
	M	F	T	M	M	F	T	M	F	T	M	F	T	
1. Higher education graduates	26	30	27.2	11	5	11	8.3	14	14	13.5	18.7	19.2	18.9	9
2. Primary school teachers	6	5	5.7	2	9	8	8.4	4	2	2.9	5.6	5.1	5.4	
3. Civil servants and employees	27	27	27.0	26	24	22	23.0	24	21	21.7	25.8	23.5	24.9	16
4. Self-employed other than farmers	17	21	18.2	26	17	20	18.5	22	25	23.0	18.8	21.7	19.9	17
5. Self-employed farmers	12	9	11.1	11	19	21	20.0	16	22	18.8	13.6	16.5	14.7	15
6. Workers	11	8	10.1	23	25	18	21.3	23	17	19.2	16.6	13.7	15.5	43
7. Others	1	0	0.7	1	1	0	0.5	1	1	0.9	0.9	0.3	0.7	-
TOTAL	100	100	100.0	100	100	100	100.0	100	100	100.0	100.0	100.0	100.0	100
Absolute numbers	1,717	733	2,450	400	515	587	1,102	472	576	1,048	3,104	1,896	5,000	

SOURCE: See Table 49.

Table 52. DISTRIBUTION OF STUDENTS AND OF LABOUR FORCE AGED 40-59 BY SOCIO-ECONOMIC STATUS: DENMARK, 1964-65

SOCIO-ECONOMIC CATEGORY	STUDENTS IN UNIVERSITIES AND EQUIVALENT (1)	STUDENTS IN ALL TYPES OF HIGHER EDUCATION (2)	LABOUR FORCE AGED 40-59 (3)	(1)/(3)	(2)/(3)
1. Higher education graduates	32.9	24.3	9	3.65	2.70
2. Primary school teachers					
3. Civil servants and employees	27.0	24.9	16	1.69	1.56
4. Self-employed other than farmers	18.2	19.9	17	1.07	1.17
5. Self-employed farmers	11.1	14.7	15	0.74	0.98
6. Workers	10.1	15.5	43	0.23	0.36
7. Others	0.7	0.7	-	-	
TOTAL	100	100	100		

SOURCE: See Table 51.

Table 53a. SOCIAL ORIGIN OF UNIVERSITY STUDENTS: FRANCE, 1939 TO 1959

FATHER'S OCCUPATION	1939	1949	1953	1956	1959
1. Professions	18.8	16.6	14.6	11.8	12.8
2. Industrialists, tradesmen	16.0	16.8	9.6	7.5	6.3
3. Civil servants (incl. armed forces)	25.7	28.1	27.6	28.6	28.3
4. Employees in industry and trade	12.6	11.6	14.6	15.0	17.4
5. Artisans, small shopkeepers	3.8	4.6	12.0	12.5	12.5
6. Proprietors in agriculture	4.0	4.4	4.9	5.2	4.9
7. Workers in industry	1.6	1.7	2.5	3.4	3.0
8. Workers in agriculture	0.9	0.8	0.4	0.8	0.8
9. Others	9.8	6.6	6.0	3.9	4.5
10. Undetermined	6.8	8.8	7.8	11.3	9.5
TOTAL	100.0	00.0	100.0	100.0	100.0
Absolute numbers	52,014	127,503	127,246	135,197	169,588

SOURCE: Informations statistiques of the Ministry of Education, N°. 22.

Table 53b. DISTRIBUTION OF STUDENTS AND OF THE MALE ACTIVE POPULATION BY SOCIO-ECONOMIC CATEGORY: FRANCE, 1953, 1956 AND 1959

FATHER'S OCCUPATION	STUDENTS 1953-54 (1)		MALE LABOUR-FORCE 1954 (2)	(1)/(2)		STUDENTS 1956-57 (1)		MALE LABOUR-FORCE 1956 (2)	(1)/(2)		STUDENTS 1958-60 (1)		MALE LABOUR-FORCE 1959 (2)	(1)/(2)	
		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"
1. Professions	14.6	16.9	0.8	18.3	21.1	11.8	13.9	0.8	14.8	17.4	12.6	14.9	0.8	16.0	18.6
2. Industrialists, tradesmen	9.6	11.2	1.6	6.0	7.0	7.5	8.8	1.6	4.7	5.5	6.3	7.3	1.5	4.2	4.9
3. Civil servants (incl. armed forces)	27.6	32.0	7.4	3.7	4.3	28.6	33.8	7.7	3.7	4.4	28.3	32.9	8.1	3.5	4.1
4. Employees in industry and trade	14.6	16.9	10.9	1.3	1.6	15.0	17.7	11.3	1.3	1.6	17.4	20.2	12.0	1.5	1.7
5. Artisans, small shopkeepers	12.0	13.9	9.9	1.2	1.4	12.5	14.7	9.6	1.3	1.5	12.5	14.5	9.1	1.4	1.6
6. Proprietors in agriculture	4.9	5.7	18.7	0.26	0.3	5.2	6.1	17.7	0.29	0.34	4.9	5.7	16.2	0.30	0.35
7. Workers in industry	2.5	2.9	39.9	0.06	0.07	3.4	4.0	40.9	0.08	0.10	3.0	3.5	42.4	0.07	0.08
8. Workers in agriculture	0.4	0.5	7.8	0.05	0.06	0.8	0.9	7.3	0.11	0.12	0.8	0.9	6.6	0.12	0.14
9. and 10. Others - Undetermined	13.8	-	3.0	-	-	15.2	-	3.1	-	-	14.0	-	3.3	-	-
TOTAL	100.0	100.0	100.0			100.0	99.9	100.0			100.0	99.9	100.0		

SOURCE: Students: same as Table 53a. Labour force: Census - the active population has been reclassified for the census years and interpolated for the other years.

Table 54a. DISTRIBUTION OF STUDENTS AND OF MALE ACTIVE POPULATION (TOTAL AND AGED 45-54) BY SOCIO-ECONOMIC CATEGORY: FRANCE, 1959 AND 1964

SOCIO-ECONOMIC CATEGORY	STUDENTS 1959-60 (1)		MALE ACTIVE POPULATION		(1)/(2)		(1)/(3)	
		WITHOUT "OTHERS"	TOTAL 1959 (2)	AGED 45-54 1962 (3)		WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Proprietors in agriculture	5.0	5.8	16.2	14.6	0.31	0.36	0.34	0.40
2. Industrialists, tradesmen and artisans	18.1	20.9	10.7	13.2	1.69	1.95	1.37	1.58
3. Professions (including secondary and university teachers)	17.1	19.7	2.2	1.6	7.77	8.95	10.69	12.31
4. Higher-level employees	12.7	14.6	2.3	4.9	5.52	6.35	2.59	2.98
5. Middle-level employees (including primary school teachers)	18.4	21.2	6.8	7.0	2.71	3.12	2.63	3.03
6. Other employees (including service personnel)	11.5	13.2	9.6	10.2	1.20	1.38	1.13	1.29
7. Workers in agriculture	0.6	0.7	6.6	5.5	0.09	0.11	0.11	0.13
8. Workers	3.4	3.9	42.3	39.4	0.08	0.09	0.08	0.10
9. Others	13.2	-	3.3	3.6	-	-		
TOTAL	100.0	100.0	100.0	100.0				

SOCIO-ECONOMIC CATEGORY	STUDENTS 1964-65 (1)		MALE ACTIVE POPULATION		(1)/(2)		(1)/(3)	
		WITHOUT "OTHERS"	TOTAL 1964 (2)	AGED 45-54 1962 (3)		WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Proprietors in agriculture	5.5	6.3	13.7	14.6	0.40	0.46	0.38	0.43
2. Industrialists, tradesmen and artisans	15.2	17.5	9.8	13.2	1.55	1.79	1.15	1.32
3. Professions (including secondary and university teachers)	14.3	16.4	2.6	1.6	5.50	6.31	8.94	10.25
4. Higher-level employees	15.9	18.3	2.8	4.9	5.68	6.54	3.24	3.73
5. Middle-level employees (including primary school teachers)	17.7	20.3	7.5	7.0	2.36	2.71	2.53	2.90
6. Other employees (including service personnel)	9.4	10.8	9.8	10.2	0.96	1.10	0.92	1.06
7. Workers in agriculture	0.7	0.8	5.3	5.5	0.13	0.15	0.13	0.15
8. Workers	8.3	9.5	44.8	39.4	0.19	0.21	0.21	0.24
9. Others	13.0	-	3.7	3.6				
TOTAL	100.0	100.0	100.0	100.0				

SOURCE: Students: Informations statistiques of the Ministry of Education, No. 32-33 and 86.
Population: Census of population 1954 and 1962; interpolations for the other years.

Table 54b. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES (TOTAL AND AGED 45-54) OF THE SAME SOCIO-ECONOMIC CATEGORY: FRANCE, 1959-60 AND 1964-65

SOCIO-ECONOMIC CATEGORY	STUDENTS 1959-60 (1) (ABSOLUTE NUMBERS)	MALE LABOUR FORCE 1962 (IN THOUSANDS) (2) (ABSOLUTE NUMBERS)	MALE LABOUR FORCE AGED 45-54 1962 (3) (ABSOLUTE NUMBERS)	(1)/(2)	(1)/(3)
1. Proprietors in agriculture	8,784	1,844.7	346.0	4.8	25.4
2. Industrialists, traders, artisans	31,434	1,272.8	313.6	24.7	100.2
3. Professions	29,777	174.6	37.9	170.5	785.6
4. Higher-level employees	22,095	460.0	115.6	48.0	191.1
5. Middle-level employees	32,082	905.5	165.7	35.4	193.7
6. Other employees	20,051	1,221.2	288.1	16.4	69.6
7. Workers in agriculture	1,124	732.3	129.3	1.5	8.7
8. Workers	5,878	5,504.5	933.0	1.1	6.3
9. Others	22,919	463.6	85.9	-	-
TOTAL	174,150	12,579.2	2,370.1	13.8	73.5

SOCIO-ECONOMIC CATEGORY	STUDENTS 1964-65 (1) (ABSOLUTE NUMBERS)	MALE LABOUR FORCE 1962 (IN THOUSANDS) (2) (ABSOLUTE NUMBERS)	MALE LABOUR FORCE AGED 45-54 1962 (3) (ABSOLUTE NUMBERS)	(1)/(2)	(1)/(3)
1. Proprieters in agriculture	17,531	1,844.7	346.0	9.5	50.7
2. Industrialists, traders, artisans	48,625	1,272.8	313.6	38.2	155.0
3. Professions	45,779	174.6	37.9	262.2	1,207.9
4. Higher-level employees	50,839	460.0	115.6	110.5	439.8
5. Middle-level employees	56,599	905.5	165.7	62.5	341.6
6. Other employees	30,156	1,221.2	288.1	24.7	104.6
7. Workers in agriculture	2,210	732.3	129.3	3.0	17.1
8. Workers	26,595	5,504.5	933.0	4.8	28.5
9. Others	41,287	463.6	85.9	-	-
TOTAL	319,621	12,579.2	2,370.1	25.4	134.8

SOURCE: Students: Informations statistiques of the Ministry of Education Nos. 32-33 and 86.
Labour Force: 1962 census.

Table 66a. DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATIO

FATHER'S OCCUPATION \ FIELD OF STUDY	1959-1960											
	LAW		PURE SCIENCE		ARTS HUMANITIES		MEDICINE		PHARMACY		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
1. Self-employed farmers	3.6	3.8	4.7	4.2	5.4	4.7	2.9	2.7	4.3	4.8	4.3	4.2
2. Other, farmers	0.6	0.6	0.9	0.9	1.1	0.8	0.6	0.3	0.5	0.5	0.8	0.7
3. Salaried farmers	0.7	0.4	0.7	0.6	1.0	0.6	0.3	0.4	0.3	0.4	0.7	0.6
4. Industrialists	6.0	6.3	3.8	4.1	6.3	6.5	6.5	7.7	11.0	11.9	5.4	6.3
5. Tradesmen												
6. Artisans[1]	12.8	13.1	13.9	12.9	10.6	10.8	11.5	10.5	14.4	13.5	12.6	11.8
7. Professions	11.4	11.9	7.2	7.8	6.5	8.0	30.3	31.9	27.6	24.9	12.8	12.1
8. Higher-level employees (public)	7.2	7.4	4.9	5.7	5.2	6.4	7.8	8.3	6.0	7.3	6.0	6.6
9. Higher-level employees (private)	6.1	6.1	7.9	9.8	2.9	5.2	5.9	8.4	5.5	6.1	6.1	7.0
10. Secondary and university teachers	2.0	2.2	3.0	4.1	8.9	8.0	3.4	3.1	2.8	2.5	4.1	5.3
11. Middle-level employees (public)	7.9	8.2	6.4	7.1	7.1	6.4	5.6	5.2	6.4	6.8	6.6	6.7
12. Middle-level employees (private)	7.6	8.3	7.7	7.1	3.9	4.9	5.3	4.1	5.5	5.6	6.4	5.9
13. Primary school teachers	2.2	2.1	5.6	6.5	8.8	8.3	3.9	2.7	2.9	2.8	5.2	6.1
14. Other employees	9.0	9.1	16.1	13.1	13.2	12.6	7.5	5.0	4.8	5.2	11.9	11.0
15. Foremen	2.3	2.4	4.8	3.7	4.0	3.6	1.8	1.8	1.3	1.6	3.5	3.1
16. Workers: skilled and semi-skilled												
17. Unskilled workers												
18. Service workers	-	-	-	-	-	-	-	-	-	-	-	-
19. Not employed	5.5	5.3	3.9	2.7	6.8	5.6	3.1	2.9	3.8	3 3	4.6	4.3
20. Others	15.0	12.8	9.5	9.7	8.3	7.6	3.5	5.0	3.0	2.8	9.0	8.3
21. Undetermined												
Total	99.9	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.1	100.0	100.0	100.0
Absolute numbers	19,168	8,245	41,582	19,719	20,718	29,772	20,117	7,484	2,892	4,463	104,477	69,673

1. Includes small shopkeepers.
SOURCE: See Table 54.

CCORDING TO THE FIELD OF STUDY: FRANCE 1959-1960 AND 1964-1965

1964-1965

LAW		PURE SCIENCE		ARTS HUMANITIES		MEDICINE		PHARMACY		TOTAL	
M	F	M	F	M	F	M	F	M	F	M	F
3.7	3.6	4.7	5.4	4.0	4.0	2.6	2.6	4.3	4.2	4.1	4.2
0.8	0.7	1.5	1.0	2.0	1.5	0.9	0.8	0.6	0.3	1.4	1.3
0.5	0.4	0.8	0.7	1.1	0.9	0.2	0.1	0.1	0.1	0.7	0.7
3.9	4.4	2.3	2.7	1.7	2.5	3.5	4.3	4.4	5.2	2.8	3.0
8.8	9.5	7.8	7.8	7.7	9.1	9.6	8.0	12.1	10.2	8.4	8.8
2.5	2.5	4.0	4.2	4.2	4.3	3.9	3.3	2.8	3.0	3.6	4.0
11.4	12.4	7.6	7.3	5.8	7.5	20.2	19.8	27.5	25.3	10.4	9.9
8.2	8.0	7.9	8.2	7.5	9.1	7.2	8.4	6.4	7.7	7.7	8.6
9.6	10.3	6.7	7.8	5.2	7.8	8.1	11.1	6.5	8.6	7.3	8.4
2.7	2.9	3.9	4.1	5.0	5.0	3.9	4.8	3.7	3.4	3.9	4.4
6.4	5.4	8.3	8.3	6.8	7.2	6.3	4.1	5.7	6.5	7.2	7.2
6.0	5.7	6.1	5.7	6.4	5.8	5.9	6.4	5.0	6.0	5.9	5.7
2.5	2.6	4.9	5.5	6.4	5.9	3.9	5.5	2.8	3.2	4.5	5.1
8.0	7.6	8.5	8.4	9.4	8.4	7.8	6.9	5.1	4.4	8.4	8.0
1.1	1.4	2.2	1.9	2.0	1.9	1.0	0.7	0.9	0.8	1.7	1.7
3.9	3.9	8.3	7.5	8.7	6.3	2.4	1.6	1.4	1.3	6.3	5.7
0.4	0.3	0.9	0.6	0.9	0.6	0.2	0.1	0.0	0.1	0.6	0.5
1.6	2.2	1.2	1.0	1.5	1.3	0.6	0.5	0.4	0.3	1.2	1.2
9.7	8.8	4.8	3.7	5.9	4.9	6.6	5.7	7.2	6.4	6.5	5.3
8.1	7.3	7.0	7.0	7.5	5.3	5.2	5.2	3.3	3.0	7.0	5.8
0.2	0.2	0.5	0.6	0.7	0.7	-	-	-	-	0.4	0.5
100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0
41,601	18,201	69,489	53,382	37,206	71,595	26,160	10,531	4,409	7,047	178,865	140,756

Table 55b. ACADEMIC DISCIPLINE OF UNIVERSITY STUDENTS BY CATEGORY OF FATHER'S OCCUPATION: FRANCE 1959-196. AND 1964-1965

FIELD OF STUDY / FATHER'S OCCUPATION	MALE						FEMALE						TOTAL						
	LAW	PURE SCIENCES	ARTS HUMAN.	MEDICINE	PHAR-MAC.	TOTAL	LAW	PURE SCIENCES	ARTS HUMAN.	MEDICINE	PHAR-MACY	TOTAL	LAW	PURE SCIENCES	ARTS HUMAN.	MEDICINE	PHAR-MACY	TOTAL	NUMBER
									1959-1960										
1. Self-employed farmers	15.3	43.7	25.1	13.2	2.7	100.0	10.7	28.3	47.0	6.8	7.2	100.0	13.5	34.6	33.8	10.6	4.5	100.0	7,432
2. Other farmers	13.7	45.0	25.5	14.1	1.7	100.0	10.4	34.1	46.3	4.7	4.5	100.0	12.5	41.1	33.1	10.7	2.6	100.0	1,352
3. Salaried farmers	19.6	42.6	28.4	8.2	1.2	100.0	8.6	31.9	46.6	8.1	4.8	100.0	15.7	38.8	34.8	8.2	2.5	100.0	1,124
4. Industrialists	20.4	28.0	22.9	23.1	5.6	100.0	11.8	18.6	44.2	13.2	12.2	100.0	16.6	23.9	32.2	18.8	8.5	100.0	10,054
5. Tradesmen																			
6. Artisans[1]	18.6	43.8	16.7	17.6	3.2	99.9	13.1	30.9	39.2	9.5	7.3	100.0	16.5	38.8	25.4	14.5	4.8	100.0	23,380
7. Professions	16.3	22.2	10.0	45.5	6.0	100.0	11.7	18.2	28.5	28.4	13.2	100.0	14.5	20.7	17.2	38.9	8.7	100.0	23,801
8. Higher-level employees (public)	22.2	32.8	17.1	25.1	2.8	100.0	13.2	24.3	41.8	13.6	7.1	100.0	18.4	29.2	27.6	20.2	4.6	100.0	10,824
9. Higher-level employees (private)	18.3	51.1	9.5	18.6	2.5	100.0	10.3	39.7	31.6	12.9	5.5	100.0	14.8	46.2	19.0	16.2	3.8	100.0	11,271
10. Secondary and University teachers	9.2	29.5	43.4	16.0	1.9	100.0	4.8	21.9	64.0	6.3	3.0	100.0	7.1	26.0	53.0	11.5	2.4	100.0	7,976
11. Middle-level employees (public)	21.7	38.5	21.1	16.1	2.6	100.0	14.4	30.0	40.8	8.3	6.5	100.0	18.8	35.0	29.0	13.0	4.2	100.0	11,538
12. Middle-level employees (private)	21.8	47.7	12.1	16.0	2.4	100.0	16.6	34.1	35.7	7.5	6.1	100.0	19.8	42.5	21.1	12.8	3.8	100.0	10,772
13. Primary school teachers	7.9	42.6	33.7	14.3	1.5	100.0	4.1	30.2	58.0	4.7	3.0	100.0	6.2	37.2	44.3	10.1	2.2	100.0	9,678
14. Other employees	14.0	50.6	22.1	12.2	1.1	100.0	9.8	33.6	48.7	4.8	3.0	99.9	12.4	44.1	32.3	9.4	1.8	100.0	20,051
15. Foremen																			
16. Workers: skilled and semi-skilled	12.1	54.4	22.7	9.8	1.0	100.0	9.2	32.9	48.5	6.2	3.2	100.0	11.0	46.4	32.3	8.5	1.8	100.0	5,878
17. Unskilled workers																			
18. Service workers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19. No profession																			
20. Others	27.7	39.3	22.2	9.4	1.4	100.0	17.1	28.0	45.0	6.8	3.1	100.0	23.7	35.0	30.9	8.4	2.0	100.0	22,919
21. Undetermined																			
TOTAL	18.3	39.8	19.8	19.3	2.8	100.0	11.8	28.3	42.7	10.8	6.4	100.0	15.8	35.2	29.0	15.8	4.2	100.0	174,150

FIELD OF STUDY / FATHER'S OCCUPATION	MALE						FEMALE						TOTAL						
	LAW	PURE SCIENCES	ARTS HUMAN.	MEDICINE	PHAR-MACY	TOTAL	LAW	PURE SCIENCES	ARTS HUMAN.	MEDICINE	PHAR-MACY	TOTAL	LAW	PURE SCIENCES	ARTS HUMAN.	MEDICINE	PHAR-MACY	TOTAL	NUMBER
									1964-1965										
1. Self-employed farmers	20.8	44.3	23.1	9.3	2.5	100.0	11.2	30.5	48.6	4.7	5.1	100.1	16.5	38.2	34.3	7.3	3.7	100.0	13,272
2. Other farmers	13.8	44.2	30.9	10.1	0.9	99.9	6.6	29.9	57.5	4.8	1.2	100.0	10.7	38.1	42.4	7.8	1.0	100.0	4,259
3. Salaried farmers	18.2	43.7	32.8	5.0	0.2	99.9	7.1	25.2	64.9	2.2	0.6	100.0	13.2	35.3	47.3	3.8	0.4	100.0	2,239
4. Industrialists	32.6	32.3	12.8	18.4	3.9	100.0	19.0	19.4	42.3	10.8	8.6	100.1	26.4	26.4	26.3	14.9	6.0	100.0	9,226
5. Tradesmen	24.4	36.2	19.1	16.7	3.6	100.0	14.0	21.0	52.4	6.8	5.8	100.0	19.7	29.3	34.2	12.2	4.6	100.0	27,351
6. Artisans[1]	15.8	42.6	24.0	15.7	1.9	100.0	8.0	25.0	57.0	6.2	3.8	100.0	12.2	34.4	35.3	11.3	2.8	100.0	12,048
7. Professions	25.5	28.2	11.5	28.3	6.5	100.0	16.1	17.5	38.6	14.9	12.8	99.9	21.5	23.6	23.1	22.6	9.2	100.0	32,628
8. Higher-level employees (public)	24.5	39.8	20.2	13.5	2.0	100.0	12.0	22.6	53.6	7.3	4.5	100.0	18.7	31.8	35.8	10.6	3.2	100.1	25 980
9. Higher-level employees (private)	30.7	35.9	14.9	16.2	2.2	99.9	15.8	22.0	47.2	9.9	5.1	100.0	23.6	29.3	30.3	13.2	3.6	100.0	24,859
10. Secondary and University teachers	16.1	39.6	27.0	14.9	2.4	100.0	8.5	22.2	57.2	8.1	3.9	99.9	12.5	31.4	41.3	11.7	3.1	100.0	13,151
11. Middle-level employees (public)	20.7	44.7	19.8	12.8	2.0	100.0	9.7	27.6	51.4	6.7	4.5	99.9	15.9	37.2	33.7	10.1	3.1	100.0	22,893
12. Middle-level employees (private)	23.7	40.3	19.2	14.7	2.1	100.0	13.0	23.5	51.2	7.2	5.2	100.1	19.0	33.0	33.1	11.4	3.4	99.9	18,580
13. Primary school teachers	13.1	42.8	29.7	12.8	1.6	100.0	6.4	25.7	58.8	6.0	3.1	100.0	9.9	34.7	43.5	9.6	2.3	100.0	15,126
14. Other employees	22.2	39.4	23.3	13.6	1.5	100.0	12.4	25.1	53.3	6.4	2.8	100.0	18.0	33.3	36.1	10.5	2.1	100.0	26,254
15. Foremen	15.7	50.0	24.7	8.2	1.3	99.9	10.6	26.9	56.9	3.3	2.3	100.0	13.5	39.9	38.8	6.0	1.8	100.0	5,377
16. Workers: skilled and semi-skilled	14.3	51.0	28.5	5.6	0.5	99.9	8.9	31.4	56.5	2.1	1.2	100.1	12.1	42.9	40.1	4.1	0.8	100.0	19,341
17. Unskilled workers	13.3	51.8	29.4	5.4	0.1	100.0	7.0	28.1	62.1	2.0	0.8	100.0	10.8	42.6	42.1	4.1	0.4	100.0	1,877
18. Service workers	30.0	36.7	25.5	7.0	0.8	100.0	23.1	13.8	53.7	3.0	1.4	100.0	27.0	28.8	37.9	5.3	1.0	100.0	3,902
19. No profession	34.8	28.9	18.8	14.5	2.7	100.0	21.8	16.7	47.3	8.1	6.1	100.0	29.7	24.2	29.9	12.2	4.0	100.0	19,038
20. Others	26.7	38.9	22.4	10.9	1.1	100.0	16.3	28.5	46.0	6.6	2.6	100.0	22.6	34.8	31.7	9.2	1.7	100.0	20,789
21. Undetermined	12.0	51.7	36.3	-	-	100.0	5.1	27.1	67.8	-	-	100.0	8.5	39.3	52.2	-	-	100.0	1,480
TOTAL	23.3	38.8	20.8	14.6	2.5	100.0	12.9	23.7	50.9	7.5	5.0	100.0	18.6	32.2	34.0	11.5	3.6	99.9	319,621

1. Includes small shopkeepers.
SOURCE: See Table 54.

Table 56. DISTRIBUTION OF STUDENTS AND THE MALE ACTIVE POPULATION BY SOCIO-ECONOMIC CATEGORY : GERMANY 1952-53, 1958-59, 1961-62 AND 1964-65

SOCIO-ECONOMIC CATEGORY	STUDENTS 1952-53 (1)	LABOUR FORCE (MALE) 1952 (2)	(1)/(2)	STUDENTS 1958-59 (1)	LABOUR FORCE (MALE) 1958 (2)	(1)/(2)
1. Civil servants	38.3	6.1	6.3	45.1	7.7	4.6
2. Employees	22.9	14.9	1.5	27.0	17.1	1.6
3. Independent workers	34.1	18.1	1.9	31.0	16.2	1.9
4. Workers	4.4	56.6	0.078	5.2	55.5	0.094
5. Others	0.3	4.2	-	1.7	3.4	-
TOTAL	100.0	99.9	-	100.0	99.9	-

	STUDENTS 1961-62 (1)	LABOUR FORCE (MALE) 1961 (2)	(1)/(2)	STUDENTS 1964-65 (1)	LABOUR FORCE (MALE) 1964 (2)	(1)/(2)
1. Civil servants	34.2	8.5	4.0	32.8	9.2	3.6
2. Employees	29.0	17.8	1.6	30.3	18.5	1.6
3. Independent workers	30.5	15.5	2.0	30.2	14.8	2.0
4. Workers	5.4	55.1	0.098	5.3	54.7	0.097
5. Others	0.9	3.0	-	1.4	2.8	-
TOTAL	100.0	100.0		100.0	100.0	

SOURCE: Students: Information given in Tables 58a reclassified as follows:
Category 1 = 1
2 = 2
3 = 3, 4, 5
4 = 6
5 = 7, 8

Labour Force: Statistiches Jahrbuch für die Bundesrepublik Deutschland for the years of the censuses 1952 and 1961 and interpolated for the other years.

Table 57. NUMBER OF STUDENTS FOR 1000 ACTIVE MALES OF THE SAME SOCIO-ECONOMIC CATEGORY : GERMANY, 1961-62

SOCIO-ECONOMIC CATEGORY	STUDENTS 1961-62 (1)	LABOUR FORCE (MALE) 1961 (in thousands) (2)	(1)/(2)
1. Civil servants	46,748	1,400.0	33.4
2. Employees	41,722	2,928.0	14.2
3. Self-employed workers	41,869	2,542.0	16.5
4. Workers	8,635	9,034.0	0.95
5. Others	1,115	499.0	-
TOTAL	140,089	16,401.0	8.5

SOURCE: See Table 56.

Table 58a. DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY

FATHER'S OCCUPATION \ FIELD OF STUDY		PURE SCIENCES			TECHNOLOGY			AGRICULTURE			MEDICINE			HUMANITIES		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
													1952-1953			
1. Civil servants	D. U.	52,0	50,4	51,7	45,6	42,5	45,5	52,0	43,2	51,2	26,4	34,4	28,9	69,2	61,6	66,4
	N. D. U.	37,2	39,4	37,5	33,2	20,2	33,1	32,6	31,2	32,6	35,7	35,7	35,7	36,0	38,7	36,6
		41,0	43,8	41,5	36,1	31,0	36,0	38,7	37,5	38,7	31,1	35,0	32,4	43,3	47,2	44,4
2. Employees	D. U.	24,0	22,5	23,7	26,1	18,9	25,9	9,9	16,1	10,5	9,6	11,5	10,2	11,7	14,8	12,8
	N. D. U.	28,0	25,1	27,6	29,6	27,6	29,6	16,0	20,2	16,2	24,0	22,3	23,5	22,9	25,9	23,6
		26,9	24,0	26,5	28,8	23,4	28,7	14,0	18,1	14,2	17,0	17,0	17,0	20,4	21,8	20,7
3. Professions	D. U.	18,9	21,8	19,5	22,1	33,1	22,4	30,7	34,8	31,1	61,9	50,8	58,4	15,8	26,3	17,5
	N. D. U.	2,4	2,3	2,4	3,6	13,4	3,7	1,5	3,7	1,6	7,8	5,7	7,2	1,9	3,3	2,2
		6,8	10,2	7,3	7,9	23,0	8,1	10,9	19,9	11,4	34,2	27,6	32,2	5,0	9,6	6,2
4. Independent agriculturists ..	D. U.	0,8	1,3	0,9	0,8	-	0,8	4,5	1,7	4,2	0,4	0,8	0,5	1,3	0,7	1,1
	N. D. U.	4,8	6,3	5,0	4,5	2,2	4,5	20,9	21,1	29,5	4,3	4,6	4,4	10,1	4,5	8,9
		3,7	4,3	3,8	3,7	1,1	3,7	21,7	11,0	21,0	2,4	2,8	2,5	8,2	3,1	6,9
5. Independent workers in industry, trade and artisans	D. U.	4,2	3,7	4,1	5,3	5,5	5,3	2,7	4,2	2,9	1,7	2,4	1,9	1,9	2,6	2,2
	N. D. U.	20,2	23,0	20,6	22,6	35,8	22,7	17,1	22,9	17,4	24,6	29,4	26,1	17,8	23,4	18,9
		16,0	15,2	15,9	18,6	21,1	18,6	12,5	13,2	12,5	13,5	16,3	14,3	14,2	15,6	14,6
6. Workers		7,0	2,9	6,5	6,3	0,7	6,3	2,7	0,9	2,6	3,0	1,5	2,5	11,0	3,6	9,4
		5,1	1,7	4,6	4,8	0,4	4,8	1,8	0,4	1,7	1,5	0,8	1,3	8,5	2,3	6,9
7. Others	D. U.	0,1	0,2	0,1	-	-	-	0,2	-	0,1	-	0,2	0,1	0,1	-	-
	N. D. U.	0,3	1,0	0,4	0,1	-	0,1	0,2	-	0,1	0,5	0,8	0,6	0,3	0,6	0,4
		0,3	0,7	0,3	0,1	-	0,1	0,1	-	0,2	0,3	0,5	0,3	0,2	0,4	0,3
8. No profession or unknown ..		0,1	0,1	0,1	0,0	-	0,0	0,3	-	0,3	0,0	0,0	0,0	0,1	0,0	0,1
		0,3	0,7	0,3	0,1	-	0,1	0,1	-	0,2	0,3	0,5	0,3	0,2	0,4	0,3
Total	D. U.	100,0	99,9	100,0	99,9	100,0	99,9	100,0	100,0	100,0	100,0	100,1	100,0	100,0	100,0	100,0
Absolute number	D. U.	3,321	865	4,186	4,614	127	4,741	1,199	118	1,317	4,842	2,179	7,021	3,111	1,780	4,891
Total	N. D. U.	99,9	100,0	100,0	99,9	99,9	100,0	100,0	100,0	100,0	99,9	100,0	100,0	100,0	100,0	100,0
Absolute number	N. D. U.	9,237	1,276	10,513	15,305	134	15,439	2,512	109	2,621	5,064	2,303	7,367	10,815	2,954	13,769
		99,9	100,0	100,0	100,0	100,0	100,0	100,0	100,1	100,0	100,0	100,0	100,0	99,9	100,0	100,1
Absolute number		12,565	2,143	14,708	19,930	261	20,191	3,722	227	3,949	9,913	4,483	14,396	13,942	4,735	18,677

1. Excluding West Berlin.

SOURCE: 1952-1953: Hochschulen und Lehrerbildende Anstalten Heft 1 - Die Hochschulen im Wintersemester 1953-1954, tab. 14, p. 60.

IERMANY 1952-1953, 1961-1962[1]

D. U.: University Graduates
N. D. U.: Not University Graduates

LAW			SOCIAL SCIENCES			OTHERS			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T
51,8	49,2	51,5	44,2	42,1	43,6	58,8	49,4	55,1	46,8	46,5	46,7
40,0	31,1	39,4	29,9	30,6	30,0	38,0	29,3	35,4	34,0	35,4	34,7
43,6	39,5	43,3	32,6	34,5	33,9	44,7	37,6	42,3	37,9	39,9	38,3
13,2	12,6	13,1	20,0	21,7	20,5	18,3	16,0	17,4	17,0	15,8	16,8
23,6	26,8	23,8	25,9	21,9	25,3	23,5	24,0	23,7	25,8	24,0	25,5
20,3	20,2	20,3	24,8	21,7	24,2	21,7	20,4	18,3	23,4	20,6	22,9
29,7	31,5	29,9	24,9	26,2	25,3	17,5	26,9	21,2	30,9	32,7	31,3
2,3	2,8	2,3	2,9	3,7	3,0	5,9	9,1	6,9	3,1	4,1	3,3
10,8	16,1	11,3	7,1	11,4	7,8	9,7	16,6	12,0	10,7	15,9	11,5
1,6	0,9	1,5	1,0	1,7	1,2	0,8	1,3	1,0	1,1	1,0	1,1
5,5	3,7	5,4	3,2	4,0	4,2	3,7	1,4	3,0	6,6	4,7	6,3
4,3	2,4	4,1	3,6	3,2	3,5	2,8	1,3	2,3	5,1	3,2	4,8
3,6	5,6	3,9	9,6	8,1	9,2	4,2	5,8	4,8	4,1	3,9	4,1
22,1	32,2	22,8	30,4	37,9	31,5	23,7	34,6	27,0	22,8	28,8	23,6
16,3	19,9	16,7	26,4	27,7	26,7	17,2	22,1	18,8	17,7	18,4	17,8
6,1	2,6	5,8	6,3	1,4	5,6	4,7	1,0	3,6	6,8	2,4	6,2
4,2	1,4	3,9	5,1	0,9	4,4	3,1	0,5	2,3	4,9	1,4	4,4
0,1	0,2	0,1	0,2	0,2	0,2	0,4	0,6	0,5	0,1	0,1	0,1
0,4	0,7	0,5	0,4	0,4	0,4	0,4	0,5	0,4	0,3	0,6	0,4
0,3	0,5	0,3	0,3	0,4	0,4	0,4	0,6	0,5	0,2	0,5	0,2
0,1	0,0	0,1	0,1	0,2	0,1	0,4	0,8	0,5	0,1	0,1	0,1
100,0	99,9	100,0	99,9	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,1
3,156	463	3,619	2,806	1,060	3,866	240	156	396	23,289	6,748	30 037
100,0	99,9	100,0	100,0	99,9	100,0	99,9	99,9	100,0	100,0	100,0	100,0
6,983	537	7,520	12,004	2,030	14,034	489	208	697	62,409	9,651	71,960
99,9	100,0	100,0	100,0	100,0	100,0	100,0	99,9	100,0	100,0	100,0	100,0
10,144	1,001	11,145	14,826	3,096	17,922	732	367	1,099	85,774	16,313	102,087

Table 58a (Cont'd). DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO FIELD

FATHER'S OCCUPATION \ FIELD OF STUDY		PURE SCIENCES			TECHNOLOGY			AGRICULTURE			MEDICINE			HUMANITIES		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
										1961-1962						
1. Civil servants	D. U.	51.7	51.2	51.6	42.4	40.0	42.4	46.9	39.0	45.9	31.6	37.1	33.7	63.6	53.8	58.4
	N. D. U.	30.4	30.7	30.4	25.0	16.1	24.9	23.9	14.7	23.1	29.9	28.4	29.4	30.6	31.2	30.8
		36.6	39.4	37.0	30.1	27.3	30.1	32.6	26.6	32.0	30.8	33.4	31.8	38.8	40.4	39.2
2. Employees	D. U.	27.9	26.9	27.7	31.3	31.6	31.3	16.2	22.6	17.0	13.1	16.6	14.4	17.3	20.0	18.7
	N. D. U.	35.5	34.2	35.4	37.3	28.6	37.2	22.0	30.6	22.8	32.0	31.1	31.7	30.5	33.2	31.4
		33.2	31.0	32.9	35.5	29.9	35.4	19.7	26.5	20.4	21.2	22.5	21.7	27.1	27.7	27.4
3. Professions	D. U.	16.6	18.3	16.9	20.9	25.6	21.1	28.1	32.9	28.8	53.2	43.7	49.5	16.5	22.3	19.6
	N. D. U.	2.3	3.6	2.5	4.5	16.1	4.7	2.1	8.8	2.7	5.9	5.3	5.7	1.9	3.7	2.5
		6.5	9.9	7.0	9.4	20.5	9.6	12.1	20.6	12.9	32.6	27.8	30.7	5.4	11.3	7.8
4. Independent agriculturists	D. U.	0.8	0.9	0.9	0.8	1.1	0.8	5.4	2.4	5.0	0.5	0.5	0.5	0.8	0.9	0.9
	N. D. U.	4.2	5.3	4.4	3.9	4.8	4.0	29.3	18.8	28.3	3.9	5.3	4.4	7.0	5.1	6.3
		3.2	3.4	3.2	3.0	3.0	3.0	20.0	10.8	19.1	2.0	2.5	2.2	5.4	3.3	4.6
5. Independent workers in industry, trade and artisans	D. U.	2.9	2.4	2.8	4.4	1.4	4.3	3.3	3.0	3.3	1.5	1.8	1.6	1.6	2.8	2.2
	N. D. U.	17.3	19.7	17.6	20.6	29.9	20.7	18.0	22.9	18.5	21.5	25.4	22.9	16.3	20.5	17.7
		13.1	12.2	13.0	15.8	16.2	15.8	12.3	13.1	12.4	10.1	11.4	10.6	12.7	13.2	12.9
6. Workers	D. U.	9.8	5.8	9.3	8.1	4.2	8.0	4.5	3.5	4.4	6.0	3.9	5.2	13.1	5.7	10.6
	N. D. U.	6.9	3.3	6.4	5.7	2.2	5.6	2.8	1.8	2.7	2.6	1.6	2.2	9.9	3.3	7.3
7. Others	D. U.	0.1	0.3	0.2	0.2	0.3	0.2	0.1	-	0.1	0.1	0.3	0.2	0.2	0.2	0.2
	N. D. U.	0.4	0.7	0.4	0.5	0.3	0.5	0.2	0.6	0.2	0.7	0.6	0.7	0.6	0.6	0.6
		0.3	0.5	0.3	0.3	0.4	0.3	0.1	0.3	0.3	0.4	0.4	0.4	0.5	0.5	0.5
8. No profession or unknown		0.2	0.3	0.2	0.2	0.5	0.2	0.4	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Total	D. U.	100.0	100.0	100.0	100.0	100.0	100.1	100.0	99.9	100.1	100.0	100.0	99.9	100.0	100.0	99.9
Absolute number	D. U.	7,036	1,490	8,526	8,697	285	8,982	1,063	164	1,227	9,682	6,152	15,854	7,746	8,669	16,415
Total	N. D. U.	99.9	100.0	100.0	99.9	100.0	100.0	100.0	99.9	100.0	99.9	100.0	100.0	100.0	100.0	99.9
Absolute number	N. D. U.	16,839	1,983	18,802	20,849	311	21,160	1,704	170	1,874	7,453	4,324	11,777	23,851	12,389	36,240
Grand Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0	99.9	100.1	100.1
Absolute number		23,907	3,464	27,391	29,593	599	30,192	2,779	336	3,114	17,209	10,521	27,730	31,732	21,139	52,871

1. Excluding West Berlin.
SOURCE: 1961-1962: Bevölkerung und Kultur Reihe 10 V, Hochschulen 1962-1963.

OF STUDY: GERMANY 1962-1963, 1961-1962 [1]

D. U. : University Graduates
N. D. U. : Not University Graduates

LAW			SOCIAL SCIENCES			OTHERS			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T
49.0	49.0	48.8	38.4	38.1	38.3	61.1	72.7	67.5	46.8	46.5	46.0
32.1	31.3	32.0	21.2	21.1	21.2	32.6	42.3	36.1	27.7	29.2	28.0
39.2	40.6	39.4	24.9	27.1	25.2	35.6	50.9	42.0	33.3	37.1	34.2
19.0	17.4	18.8	26.9	24.3	26.3	16.7	-	7.5	21.9	19.8	21.3
33.2	34.2	33.3	33.7	26.4	32.8	30.4	30.8	30.5	33.6	32.1	33.4
27.0	24.4	26.7	32.0	25.5	31.0	23.3	15.1	19.9	29.8	26.3	29.0
27.6	30.6	28.0	23.3	27.0	24.2	22.2	23.7	22.5	27.6	29.8	28.4
3.4	3.7	3.4	3.2	5.4	3.5	-	7.7	2.8	3.2	4.4	3.4
13.7	16.9	14.3	7.6	13.2	8.4	5.5	13.2	8.7	11.1	16.1	12.2
1.0	0.8	1.0	1.5	1.5	1.5	-	-	-	0.9	0.8	0.9
4.3	2.7	4.2	3.6	3.6	3.6	4.3	-	2.8	5.2	5.0	5.1
2.8	1.7	2.7	3.1	2.8	3.1	2.7	-	1.6	3.8	3.1	3.6
3.1	2.8	3.1	9.6	9.0	9.5	-	-	-	3.4	2.9	3.2
20.5	24.6	20.9	30.1	38.9	31.2	15.2	7.7	12.5	20.6	23.5	21.2
13.0	12.1	12.9	25.5	27.9	25.8	9.6	3.8	7.1	15.0	13.9	14.7
5.9	3.0	5.7	7.3	3.5	6.9	17.4	7.7	13.9	9.1	5.0	8.3
3.4	1.3	3.1	5.6	2.2	5.1	11.0	3.8	7.9	6.2	2.7	5.4
0.3	0.4	0.3	0.3	0.2	0.3	-	4.5	2.5	0.2	0.2	0.2
0.6	0.4	0.6	0.8	1.0	0.9	-	3.8	1.4	0.6	0.7	0.6
0.4	0.3	0.4	0.8	0.7	0.8	-	3.8	1.6	0.5	0.4	0.5
0.4	0.7	0.5	0.5	0.6	0.5	12.3	9.4	11.1	0.3	0.4	0.4
100.0	100.0	100.0	100.0	100.1	100.1	100.0	99.9	100.0	100.0	100.0	100.0
5,945	972	6,917	4,693	1,306	5,999	18	29	40	44,780	19,060	63,840
100.0	99.9	100.1	99.9	99.9	100.0	99.9	100.0	100.0	100.0	99.9	100.0
7,874	731	8,605	16,217	2,269	18,486	46	23	72	94,813	22,303	117,016
99.9	100.0	100.0	100.0	100.0	99.9	100.0	100.0	99.9	100.0	100.0	100.0
13,878	1,715	15,593	20,918	3,595	24,513	73	53	126	140,089	41,441	181,530

Table 58b. ACADEMIC DISCIPLINE OF UNIVERSITY STUDENTS BY CATEGORY OF FATHER'S OCCUPATION: GERMANY 1952-1953, 1961-1962[1]

D. U.: University Graduates
N. D. U.: Not University Graduates

FIELD OF STUDY / FATHER'S OCCUPATION		MALE										FEMALE									
		PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	OTHERS	TOTAL	ABSOLUTE NUMBER	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	OTHERS	TOTAL	ABSOLUTE NUMBER
1952-1953																					
1. Civil servants	D. U.	15.8	19.3	5.7	11.7	19.8	15.0	11.4	1.3	100.0	10,902	13.9	1.7	1.6	23.9	34.9	7.3	14.2	2.5	100.0	3,138
	N. D. U.	15.9	23.5	3.3	8.4	18.0	12.9	16.6	0.9	100.0	21,597	14.9	0.8	1.0	24.3	33.8	4.9	18.4	1.8	99.9	3,379
		15.9	22.1	4.4	9.5	18.5	13.6	14.9	1.0	100.0	32,499	14.4	1.2	1.3	24.1	34.4	6.1	16.4	2.1	100.0	6,517
2. Employees	D. U.	20.0	30.4	3.0	11.7	9.2	10.4	14.2	1.1	100.0	3,970	18.3	2.3	1.8	23.5	24.7	5.5	21.6	2.3	100.0	1,064
	N. D. U.	16.1	26.1	2.5	7.6	15.4	10.2	19.4	0.7	100.0	16,085	13.9	1.6	1.0	22.3	33.3	6.3	19.3	2.2	99.9	2,295
		16.9	28.6	2.6	8.4	14.2	10.3	18.3	0.8	100.1	20,055	15.3	1.8	1.2	22.7	30.6	6.0	20.1	2.2	99.9	3,359
3. Professions	D. U.	8.8	14.2	5.1	41.7	6.8	13.0	9.7	0.6	99.9	7,282	8.6	1.9	1.9	50.1	16.4	6.6	12.6	1.9	100.0	2,206
	N. D. U.	11.5	28.4	1.9	20.2	10.3	8.3	17.9	1.5	100.0	1,961	7.5	4.6	1.0	33.7	25.2	3.8	19.3	4.9	100.0	389
		9.3	17.2	4.4	37.1	7.6	12.0	11.5	0.8	99.9	9,149	8.4	2.3	1.7	47.7	17.7	6.2	13.6	2.4	100.0	2,595
4. Independent agriculturists	D. U.	10.0	14.3	21.5	7.2	15.9	19.5	10.8	0.8	100.0	251	16.4	–	3.0	25.4	19.4	6.0	26.8	3.0	100.0	67
	N. D. U.	10.7	16.9	18.3	5.3	26.7	9.4	12.3	0.4	100.0	4,108	17.9	0.7	5.1	23.6	29.6	4.4	18.1	0.7	100.1	453
		10.7	16.7	18.5	5.4	26.1	10.0	12.2	0.4	100.0	4,359	17.7	0.6	4.8	23.8	28.3	4.6	19.2	1.0	100.0	520
5. Independent workers in industry, trade and artisans	D. U.	14.7	25.6	3.4	8.9	6.3	11.9	28.2	1.0	100.0	958	12.2	2.7	1.9	19.8	17.5	9.9	32.7	3.4	100.1	263
	N. D. U.	13.1	24.3	3.0	8.8	13.5	10.8	25.6	0.8	99.9	14,237	10.7	1.7	0.9	24.6	25.1	6.3	28.0	2.6	99.9	2,748
		13.2	24.4	3.0	8.8	13.0	10.9	25.8	0.8	99.9	15,195	10.8	1.8	1.0	24.2	24.4	6.6	28.4	2.7	99.9	3,011
6. Workers		15.3	22.8	1.6	3.6	28.2	10.1	17.9	0.5	100.0	4,224	16.4	0.4	0.4	25.5	47.3	6.2	12.8	0.9	99.9	226
7. Others	D. U.	15.0	–	10.0	5.0	10.0	20.0	25.0	5.0	100.0	20	20.0	–	–	40.0	–	10.0	20.0	10.0	100.0	10
	N. D. U.	16.2	10.7	2.0	13.7	17.3	15.7	23.4	1.0	100.0	197	21.3	–	–	29.5	27.9	6.6	13.1	1.6	100.0	61
		16.1	9.7	2.8	12.9	16.6	16.1	24.4	1.4	100.0	217	21.1	–	–	31.0	23.9	7.0	14.0	2.8	99.8	71
8. No profession or unknown		9.2	14.5	14.5	9.2	21.0	6.6	21.1	3.9	100.0	76	14.3	–	–	7.1	7.1	7.1	42.9	21.4	99.9	14
TOTAL	D. U.	14.3	19.8	5.1	20.8	13.4	13.6	12.0	1.0	100.0	23,289	12.8	1.9	1.7	32.3	26.4	6.7	15.7	2.3	100.0	6,748
	N. D. U.	14.8	24.5	4.0	8.1	17.3	11.2	19.2	0.8	99.9	62,409	13.4	1.4	1.1	24.1	30.9	5.6	21.3	2.2	100.0	9,551
		14.6	23.2	4.3	11.6	16.3	11.8	17.3	0.9	100.0	85,774	13.1	1.6	1.4	27.5	29.0	6.1	19.0	2.2	99.9	16,313
1961-1962																					
1. Civil servants	D. U.	17.7	18.0	2.4	14.9	24.0	14.2	8.6	0.1	99.9	29,500	8.6	1.3	0.7	25.8	52.6	5.3	5.6	0.2	100.1	969
	N. D. U.	19.5	19.9	1.6	8.5	27.8	9.6	13.1	0.1	100.1	26,248	9.4	0.8	0.4	18.9	59.5	3.5	7.4	0.2	100.1	6,493
		18.7	19.1	1.9	11.3	26.1	11.6	11.1	0.1	99.9	46,748	8.9	1.1	0.6	22.9	55.5	4.5	6.4	0.2	100.1	15,362
2. Employees	D. U.	20.0	27.7	1.7	12.9	13.6	11.5	12.6	0.0	100.0	9,823	10.6	2.4	1.0	27.1	46.0	4.5	8.4	–	100.0	3,772
	N. D. U.	18.8	24.4	1.2	7.5	22.8	8.2	17.1	0.0	100.0	31,899	9.5	1.2	0.7	18.3	57.7	3.5	8.4	0.1	99.9	7,334
		19.0	25.2	1.3	8.7	20.7	9.0	16.1	0.0	100.0	41,722	9.9	1.6	0.8	21.7	53.7	3.8	8.4	0.1	100.0	10,906
3. Professions	D. U.	9.4	14.6	2.4	41.4	10.3	12.2	8.6	0.0	99.9	12,444	4.8	1.3	1.0	47.4	34.1	5.2	6.2	0.1	100.1	5,678
	N. D. U.	12.9	30.7	1.2	14.5	14.9	8.8	17.0	–	100.0	3,857	7.4	5.1	1.5	23.4	47.1	2.8	12.6	0.2	100.1	929
		10.1	17.8	2.2	36.1	11.2	12.3	10.3	0.0	100.0	15,501	5.2	1.8	1.0	43.8	36.0	4.9	7.2	0.1	100.0	6,657
4. Independent agriculturists	D. U.	13.1	16.2	13.8	11.4	14.8	14.5	16.2	–	100.0	433	9.3	2.0	2.6	19.2	49.0	5.3	12.6	–	100.0	152
	N. D. U.	14.5	16.7	10.2	5.0	33.8	6.9	11.9	0.0	100.0	4,915	9.5	1.4	2.9	20.6	56.5	1.8	7.4	–	100.1	1,106
		14.4	16.7	10.4	6.4	32.4	7.5	12.2	0.0	100.0	5,328	9.5	1.4	2.9	20.4	55.6	2.2	8.0		100.0	1,259
5. Independent workers in industry, trade and artisans	D. U.	13.5	25.1	2.3	9.6	8.2	12.2	29.1	–	100.0	1,515	6.6	0.7	0.9	20.5	44.8	5.0	21.5	–	100.0	545
	N. D. U.	14.9	22.0	1.6	8.2	19.9	8.3	25.0	0.0	99.9	19,525	7.5	1.8	0.7	21.0	48.6	3.4	16.9	0.0	99.9	5,228
		14.8	22.2	1.6	8.3	19.1	8.6	25.3	0.0	99.9	21,040	7.4	1.7	0.8	21.0	48.2	3.6	17.3	0.0	100.0	5,773
6. Workers		19.0	19.5	0.9	5.2	36.3	5.4	13.6	0.1	100.0	8,635	10.3	1.2	0.5	15.3	63.3	2.0	7.2	0.2	100.0	1,113
7. Others	D. U.	11.8	18.8	1.2	15.3	17.6	18.8	16.5	–	100.0	85	8.9	2.2	–	35.6	35.6	8.9	6.7	2.2	100.1	45
	N. D. U.	11.4	19.5	0.6	9.5	24.7	8.8	25.5	–	100.0	534	8.8	0.7	0.7	17.6	54.0	2.6	15.5	0.7	100.0	148
		11.5	19.4	0.6	10.3	23.7	10.2	24.2	–	99.9	619	8.8	1.0	0.5	21.8	49.7	3.6	14.5	1.0	99.9	193
8. No profession or unknown		10.5	9.5	2.4	14.9	27.2	11.9	21.8	1.8	100.0	496	6.2	1.7	0.6	25.3	45.5	6.7	11.2	2.8	100.0	178
TOTAL	D. U.	15.7	19.4	2.4	21.6	17.3	13.3	10.3	0.0	100.0	44,780	7.8	1.5	0.9	32.3	45.5	5.1	6.9	0.1	100.1	19,060
	N. D. U.	17.7	22.0	1.8	7.9	25.1	8.3	17.1	0.0	99.9	96,813	8.9	1.4	0.8	19.5	55.8	3.3	10.2	0.1	100.0	22,263
		17.1	21.1	2.0	12.3	22.7	9.9	14.9	0.1	100.1	140,089	8.4	1.4	0.8	25.4	51.0	4.1	8.7	0.1	99.9	41,441

TOTAL											
	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	OTHERS	TOTAL	ABSOLUTE NUMBER
1952-1953										
1. Civil servants	15.4	15.4	4.8	14.4	23.1	13.3	12.0	1.6	100.0	14,040
	15.8	20.4	3.4	10.5	20.2	11.9	16.8	1.0	100.0	24,976
	15.6	18.6	3.9	11.9	21.2	12.4	15.1	1.2	99.9	39,016
2. Employees	19.7	24.4	2.7	14.2	12.5	9.4	15.7	1.4	100.0	5,034
	15.8	24.8	2.3	9.4	17.6	9.7	19.4	0.9	99.9	18,380
	16.6	24.8	2.4	10.4	16.5	9.7	18.6	1.0	100.0	23,414
3. Professions	8.7	11.3	4.4	43.7	9.1	11.5	10.4	0.9	100.0	9,394
	10.9	24.4	1.7	22.5	12.8	7.5	18.1	2.1	100.0	2,350
	9.1	13.9	3.8	39.5	9.8	10.7	12.0	1.1	99.9	11,744
4. Independent agriculturists	11.3	11.3	17.6	11.0	16.7	16.7	14.1	1.3	100.0	318
	11.5	15.3	17.0	7.1	27.9	8.9	12.8	0.5	100.1	4,561
	11.5	15.0	17.0	7.4	26.3	9.4	12.9	0.5	100.0	4,879
5. Independent workers in industry, trade and artisans	14.2	20.6	3.1	11.2	8.7	11.5	29.2	1.5	100.0	1,221
	12.7	21.7	2.7	11.3	15.4	10.1	26.0	1.1	100.0	16,985
	12.8	20.7	2.7	11.3	14.9	10.2	26.2	1.1	99.9	18,206
6. Workers	15.3	21.7	1.6	4.2	29.1	9.9	17.6	0.6	100.0	4,450
7. Others	16.7	–	6.7	16.7	6.7	16.7	30.0	6.7	100.2	30
	17.4	8.1	1.6	17.4	19.8	13.6	20.9	1.2	100.0	258
	17.4	7.3	2.1	17.4	18.4	13.9	21.9	1.7	100.1	288
8. No profession or unknown	10.0	12.2	12.2	8.9	18.9	6.7	24.4	6.7	100.1	90
TOTAL	13.9	15.8	4.4	23.4	16.3	12.0	12.9	1.3	100.0	30,437
	14.6	21.5	3.6	10.2	19.1	10.5	19.5	1.0	100.0	71,960
	14.4	19.8	3.9	14.1	18.3	10.9	17.6	1.0	100.0	102,887
1961-1962										
1. Civil servants	15.0	13.0	1.9	18.2	32.6	11.5	7.7	0.1	100.0	29,369
	17.5	16.1	1.3	10.6	34.1	8.4	12.0	0.1	100.1	32,741
	16.3	14.6	1.6	14.2	32.1	9.9	10.0	0.1	100.1	62,110
2. Employees	17.4	20.7	1.5	16.8	22.6	9.5	11.4	0.0	99.9	13,595
	12.1	20.2	1.1	9.6	29.2	7.3	15.5	0.1	100.1	39,633
	17.1	20.3	1.2	11.4	27.5	7.9	14.5	0.0	99.9	51,628
3. Professions	8.0	10.5	1.9	43.3	17.7	10.7	7.9	0.0	100.0	18,122
	11.5	24.5	1.3	16.7	22.7	7.3	16.0	0.0	100.0	4,036
	8.6	13.0	1.8	38.4	18.5	10.1	9.3	0.1	99.9	22,158
4. Independent agriculturists	12.1	12.4	10.8	13.5	23.9	12.1	15.2	–	100.0	564
	13.6	13.9	8.8	8.7	38.0	5.9	11.1	0.0	100.0	5,023
	13.4	13.8	9.0	9.1	36.6	6.5	11.4	0.0	100.0	6,387
5. Independent workers in industry, trade and artisans	11.7	18.6	1.9	12.5	27.9	10.3	22.1	–	100.0	2,060
	13.4	17.7	1.4	10.9	26.0	7.3	23.3	0.0	100.0	24,753
	13.2	17.8	1.4	11.0	25.4	7.5	23.6	0.0	99.9	26,813
6. Workers	18.0	17.4	0.9	6.3	39.4	5.0	12.9	0.1	100.0	9,748
7. Others	10.8	13.1	0.8	22.3	23.8	15.4	13.1	0.8	100.1	130
	10.8	15.4	0.6	11.3	33.1	7.3	23.3	0.1	99.9	682
	10.8	15.0	0.6	13.1	29.9	8.6	21.7	0.2	99.9	812
8. No profession or unknown	9.3	7.4	1.9	17.7	32.0	10.5	19.0	2.1	99.9	674
TOTAL	13.4	14.1	1.9	24.6	25.7	10.8	9.2	0.1	100.0	63,840
	16.1	18.1	1.6	10.1	31.0	7.3	15.8	0.2	100.1	117,036
	15.1	16.6	1.7	15.3	29.1	8.6	13.5	0.1	100.0	188,530

1. Excluding West Berlin.
SOURCE: See Table 58a.

Table 59. DISTRIBUTION OF STUDENTS AND OF MALE LABOUR FORCE BY SOCIO-ECONOMIC CATEGORY: GREECE, 1959-60 AND 1963-64

SOCIO-ECONOMIC CATEGORY	STUDENTS IN 1959-60 (1)		STUDENTS IN 1963-64 (2)		MALE LABOUR FORCE 1961 (3)	(1)/(3)		(2)/(3)	
		WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Professions	13.9	18.3	12.8	16.7	3.4	4.09	5.4	3.76	4.91
2. Higher-level employees .	2.5	3.3	2.4	3.2	1.0	2.50	3.30	2.40	3.20
3. Middle-level employees .	9.3	12.3	10.2	13.3	4.2	2.21	2.9	2.43	3.2
4. Traders	10.0	13.2	10.8	14.1	8.0	1.25	1.6	1.35	1.8
5. Farmers	24.5	32.3	25.1	32.8	48.0	0.51	0.67	0.52	0.68
6. Workers	12.3	16.2	12.2	15.9	26.5	0.46	0.61	0.46	0.60
7. Service Personnel and armed forces	3.3	4.4	3.0	3.9	6.5	0.51	0.68	0.46	0.60
8. Others	24.2	-	23.5	-	2.4	-	-	-	-
TOTAL	100.0	100.0	100.0	99.9	100.0				

SOCIO-ECONOMIC CATEGORY	STUDENTS (EXCLUDING TEACHER TRAINING AND PHYSICAL EDUCATION) 1959-60 (1)		1963-64 (2)		MALE LABOUR FORCE 1961 (3)	(1)/(3)		(2)/(3)	
		WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS
1. Professions	14.4	19.1	13.3	17.5	3.4	4.23	5.62	3.91	5.15
2. Higher-level employees .	2.6	3.4	2.5	3.3	1.0	2.60	3.40	2.50	3.30
3. Middle-level employees .	9.9	13.1	10.7	14.1	4.2	2.36	3.12	2.55	3.36
4. Traders	10.6	14.0	11.2	14.7	8.0	1.33	1.75	1.40	1.84
5. Farmers	22.6	29.9	23.3	30.7	48.0	0.47	0.62	0.49	0.64
6. Workers	12.1	16.0	12.0	15.8	26.5	0.46	0.60	0.45	0.60
7. Service Personnel and armed forces	3.3	4.4	3.0	3.9	6.5	0.51	0.68	0.46	0.60
8. Others	24.4	-	24.0	-	2.4				
TOTAL	99.9	99.9	100.0	100.0					

SOURCE: Students: Higher Education 1959-60 and 1963-64, Educational Statistics.
Labour force: 1961 Census. We assume that "Middle Level Employees" correspond to "Clerical Workers", and "Traders" to "Sales workers".

Table 60. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES (TOTAL AND AGED 45-54) OF THE SAME SOCIO-ECONOMIC CATEGORY: Greece, 1963-64

SOCIO-ECONOMIC CATEGORY	STUDENTS IN UNIVERSITIES 1963-64 (1)	STUDENTS IN TOTAL HIGHER EDUCATION 1963-64 (2)	MALE LABOUR FORCE		(1)/(3)	(1)/(4)	(2)/(3)	(2)/(4)
			TOTAL 1961 (IN THOUSANDS) (3)	AGED 45-54 - 1961 (IN THOUSANDS) (4)				
1. Professional and technical ...	5,282	5,553	82.9	20.9	65.0	252.7	67.0	265.7
2. Administrative, executive and managerial	1,006	1,052	24.7	9.0	40.7	111.8	42.6	116.9
3. Clerical workers	4,253	4,421	102.0	22.0	41.7	193.3	43.3	201.0
4. Sales workers	4,460	4,668	194.7	41.3	22.9	108.0	24.0	113.0
5. Farmers and related	9,276	10,888	1,173.9	209.9	7.9	44.2	9.3	51.9
6. Miners	19	24	17.2	2.8	1.1	6.8	1.4	8.6
7. Transport and communications	917	1,002	106.3	17.5	8.6	52.4	9.4	57.3
8. Other industrial workers	3,880	4,287	525.4	87.5	7.4	44.3	8.2	49.0
9. Service personnel and Armed Forces	1,206	1,325	158.2	27.8	7.6	43.4	8.4	47.7
10. Others	9,525	10,191	59.5	2.7	-	-	-	-
TOTAL	39,824	43,411	2,444.8	441.6	16.3	90.2	17.8	98.3

SOURCE: Students: Same as Table 59.
Labour force: Demographic Yearbook U.N., 1964.

Table 61a. DISTRIBUTION OF STUDENTS (UNIVERSITIES AND SPECIALIZED SCHOOLS) BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY: GREECE, 1956-1957, 1959-1960 AND 1963-1964

FATHER'S OCCUPATION \ FIELD OF STUDY	THEOLOGY	LAW	MEDICINE	HUMANITIES	PURE SCIENCES	VETERINARY MEDICINE	AGRICULTURE	APPLIED SCIENCES	SOCIAL SCIENCES	FINE ARTS	TEACHER TRAINING	PHYSICAL TRAINING	TOTAL	TOTAL WITHOUT TEACHER TRAINING AND PHYSICAL TRAINING
						1956-1957								
1. Professional, technical and related workers ..	11.6	18.5	21.5	14.8	16.3	5.6	8.0	20.1	7.7	11.5	9.2	9.3	13.9	14.6
2. Higher-level employees	0.4	1.9	1.9	1.6	1.8	-	0.7	1.4	1.2	2.7	0.6	2.5	1.4	1.5
3. Middle-level employees	5.2	11.2	11.5	13.3	11.8	11.1	6.4	14.4	10.4	8.9	4.4	8.5	10.2	11.0
4. Traders	7.3	11.5	13.7	11.5	13.4	10.5	8.0	13.9	11.2	11.5	6.9	7.6	11.1	11.8
5. Farmers and related workers	34.7	20.1	16.9	16.9	19.7	27.8	39.4	7.6	27.3	9.7	38.8	24.6	23.8	21.7
6. Miners	0.1	-	-	-	-	-	0.2	-	0.0	-	-	-	0.0	0.0
7. Transport and related workers	3.5	3.0	3.6	4.7	3.8	4.9	2.4	3.2	3.9	5.3	2.8	5.1	3.6	3.7
8. Industrial workers	9.6	5.8	7.6	9.2	10.2	7.4	8.3	7.2	8.2	15.9	10.3	17.0	8.4	8.1
9. Service workers	1.6	1.4	1.4	2.4	1.9	1.9	1.0	1.1	1.4	3.5	1.6	1.7	1.[illegible]	1.5
10. Workers n.e.c.	4.0	1.9	1.3	2.7	3.0	4.3	1.9	1.2	2.3	2.7	2.7	1.7	2.3	2.2
11. Armed forces	0.2	1.3	1.9	1.3	1.6	0.6	0.7	1.1	0.6	2.7	0.2	-	1.0	1.1
12. Non-active	4.4	9.2	7.5	9.1	5.8	8.6	8.0	14.9	9.6	9.7	3.8	7.6	8.1	8.8
13. Father dead	15.8	12.1	9.5	9.1	9.4	11.7	12.6	13.2	11.2	12.4	17.3	13.6	12.0	11.2
14. Non-specified	1.6	2.1	1.7	3.5	1.3	5.6	2.4	0.8	5.0	3.5	1.0	0.8	2.6	2.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	1,099	3,252	2,427	1,944	2,844	162	578	1,450	4,714	113	2,507	138	20,408	17,783

FATHER'S OCCUPATION \ FIELD OF STUDY	THEOLOGY	LAW	MEDICINE	HUMANITIES	PURE SCIENCES	VETERINARY MEDICINE	AGRICULTURE	APPLIED SCIENCES	SOCIAL SCIENCES	FINE ARTS	TEACHER TRAINING	PHYSICAL TRAINING	TOTAL	TOTAL WITHOUT TEACHER TRAINING AND PHYSICAL TRAINING
						1959-1960								
1. Professional, technical and related workers ..	11.6	18.2	21.4	15.5	14.8	0.6	7.5	19.8	7.8	17.9	10.1	5.4	13.9	14.4
2. Higher-level employees	0.9	2.5	2.7	2.8	3.6	3.7	1.6	3.9	2.3	2.8	1.2	2.0	2.5	2.6
3. Middle-level employees	4.4	9.6	10.1	10.7	10.4	8.1	8.1	14.2	9.5	10.4	3.8	8.2	9.3	9.9
4. Traders	6.0	10.0	12.2	9.8	10.4	8.1	7.4	12.9	10.9	6.6	5.0	9.2	10.0	10.6
5. Farmers and related workers	35.5	21.8	17.7	20.5	20.3	34.8	40.7	6.7	27.5	8.5	41.5	32.0	24.5	22.6
6. Miners	0.2	-	0.0	-	0.0	-	0.1	0.1	0.0	-	0.0	-	0.0	0.0
7. Transport and related workers	1.8	1.5	1.6	2.1	2.3	3.7	2.5	2.2	2.6	7.5	2.3	2.7	2.1	2.1
8. Industrial workers	10.2	5.9	7.0	9.6	9.8	9.9	7.6	7.6	8.8	13.2	9.5	11.6	8.3	8.1
9. Service workers	1.6	2.2	2.6	3.0	2.7	3.1	1.6	2.1	2.7	1.9	2.2	6.8	2.5	2.5
10. Workers n.e.c.	2.9	1.3	0.9	2.1	2.2	1.9	1.8	1.1	2.6	1.9	2.5	4.8	1.9	1.9
11. Armed forces	0.2	0.7	1.0	0.8	0.5	1.2	0.7	1.4	0.8	0.9	0.2	0.7	0.8	0.8
12. Non-active	6.7	11.0	11.2	10.4	10.1	11.8	7.3	15.5	10.4	14.2	4.7	6.8	10.2	10.8
13. Father dead	15.7	14.8	11.2	12.4	12.3	13.1	12.9	12.1	13.6	14.2	17.0	10.9	13.5	13.1
14. Non-specified	2.3	0.5	0.4	0.3	0.6	-	0.1	0.2	0.5	-	0.3	-	0.5	0.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.0	99.9	100.1	100.0	99.9
Absolute number	1,091	4,381	3,612	2,365	2,009	161	852	2,142	7,234	106	2,603	147	26,703	23,953

SOURCE: See Table 58.

Table 61a (Cont'd). DISTRIBUTION OF STUDENTS (UNIVERSITIES AND SPECIALIZED SCHOOLS) BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY: GREECE 1956-1957, 1959-1960 AND 1963-1964

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY	LAW	MEDICINE	HUMANITIES	PURE SCIENCES	VETERINARY MEDICINE	AGRICULTURE	APPLIED SCIENCES	SOCIAL SCIENCES	FINE ARTS	TEACHER TRAINING	PHYSICAL TRAINING	TOTAL	TOTAL WITHOUT TEACHER TRAINING AND PHYSICAL TRAINING
1963-1964														
1. Professional, technical and related workers ..	12.0	15.4	18.6	13.2	13.6	8.4	8.6	20.3	6.8	17.1	7.6	7.0	12.8	13.3
2. Higher-level employees	1.1	2.5	3.6	2.5	2.4	1.2	2.0	2.8	2.0	2.9	1.2	2.7	2.4	2.5
3. Middle-level employees	3.3	10.4	10.2	11.3	10.6	8.4	7.7	14.5	10.5	12.1	4.7	3.7	10.2	10.7
4. Traders	7.5	9.8	12.4	11.1	10.7	10.8	8.9	13.1	11.8	10.0	5.6	9.1	10.8	11.2
5. Farmers and related workers	38.5	24.1	18.6	21.9	23.4	37.2	40.2	7.2	28.1	10.4	45.6	33.2	25.1	23.3
6. Miners	-	0.0	0.1	0.0	0.1	-	0.1	0.1	0.0	-	0.2	-	0.0	0.0
7. Transport and related workers	1.4	1.7	2.1	3.1	2.6	2.4	1.8	2.4	2.5	2.5	2.2	5.3	2.3	2.3
8. Industrial workers ...	8.5	6.9	9.3	10.6	11.5	10.4	9.2	9.2	10.9	14.6	11.1	13.4	9.9	9.7
9. Service workers	2.4	2.5	1.6	2.5	2.3	3.6	1.9	1.2	2.3	2.5	3.0	3.7	2.2	2.1
10. Workers n.e.c.	-	-	-	-	0.0	-	-	-	-	-	0.1	1.1	0.0	0.0
11. Armed forces	0.2	0.9	1.1	1.0	0.9	0.8	0.6	1.5	0.6	0.8	0.2	0.5	0.8	0.9
12. Non-active	5.3	11.8	11.1	10.5	10.5	7.6	8.6	16.4	10.7	12.1	5.1	7.5	10.8	11.3
13. Father dead	18.4	11.8	10.0	10.7	9.6	9.2	9.3	10.6	12.2	12.5	12.7	12.8	11.2	11.1
14. Non-specified	1.4	2.2	1.3	1.6	1.8	-	1.1	0.7	1.6	2.5	0.7	-	1.5	1.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	550	7,420	6,181	3,693	5,925	250	1,600	3,636	10,329	240	3,400	187	43,411	39,824
SOURCE: See Table 59.														

Table 61b. ACADEMIC DISCIPLINE OF STUDENTS (IN UNIVERSITIES AND SPECIALIZED SCHOOLS) BY CATEGORY OF FATHER'S OCCUPATION GREECE 1956-1957, 1959-1960 AND 1963-1964

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY	LAW	MEDICINE	HUMANITIES	PURE SCIENCES[1]	VETERINARY MEDICINE	AGRICULTURE	APPLIED SCIENCES	SOCIAL SCIENCES	FINE ARTS	TEACHER TRAINING	PHYSICAL TRAINING	TOTAL	ABSOLUTE NUMBER
1956-1957														
1. Professional, technical and related workers ..	4.5	23.1	18.3	10.1	11.7	0.3	1.6	10.2	12.8	0.5	8.5	0.4	100.0	2,845
2. Higher-level employees	1.7	21.7	16.5	10.9	12.6	-	1.4	7.4	20.3	1.1	5.3	1.1	100.0	285
3. Middle-level employees	2.7	17.5	13.4	12.4	11.6	0.9	1.8	10.0	23.5	0.5	5.3	0.5	100.1	2,696
4. Traders	3.5	16.4	14.7	9.9	12.0	0.7	2.0	8.8	23.3	0.6	7.7	0.4	100.0	2,273
5. Farmers and related workers	7.8	13.5	8.4	6.8	8.3	0.9	4.7	2.3	26.5	0.2	20.0	0.6	100.0	4,861
6. Miners	33.3	-	-	-	-	-	33.3	-	33.3	-	-	-	99.9	3
7. Transport and related workers	5.3	13.5	12.1	12.7	10.6	1.1	1.9	6.4	25.3	0.8	9.5	0.8	100.0	725
8. Industrial workers ...	6.2	11.1	10.8	10.4	12.2	0.7	2.8	6.1	22.5	1.0	15.1	1.2	100.1	1,735
9. Service workers	5.7	14.2	10.4	14.6	12.3	0.9	1.9	5.1	20.6	1.3	12.3	0.6	99.9	316
10. Workers n.e.c.	9.4	13.5	6.9	11.1	13.3	1.5	2.4	3.6	22.7	0.6	14.6	0.4	100.0	467
11. Armed forces	1.0	20.3	22.7	12.1	15.9	0.5	1.9	7.7	13.5	1.4	2.9	-	99.9	207
12. Non-active	2.9	17.9	10.9	10.6	7.1	0.8	2.8	13.0	27.1	0.7	5.7	0.5	100.0	1,652
13. Father dead	7.1	16.1	9.4	7.2	7.9	0.8	3.0	7.8	21.6	0.6	17.8	0.7	100.0	2,439
14. Non-specified	3.4	13.0	8.0	13.0	5.2	1.7	2.7	2.3	44.9	0.8	4.8	0.2	100.0	523
TOTAL	5.4	15.9	11.9	9.5	10.0	0.8	2.8	7.1	23.1	0.6	12.3	0.6	100.0	20,406

1. Includes Pharmacy.
SOURCE: See Table 59.

Table 62b (Cont'd). ACADEMIC DISCIPLINE OF STUDENTS (IN UNIVERSITIES AND SPECIALIZED SCHOOLS) BY CATEGORY OF FATHER'S OCCUPATION
GREECE 1956-1957, 1959-1960 AND 1963-1964

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY	LAW	MEDICINE	HUMANITIES	PURE SCIENCES[1]	VETERINARY MEDICINE	AGRICULTURE	APPLIED SCIENCES	SOCIAL SCIENCES	FINE ARTS	TEACHER TRAINING	PHYSICAL TRAINING	TOTAL	ABSOLUTE NUMBER
1959-1960														
1. Professional, technical and related workers ..	3.4	21.6	20.9	9.9	8.0	0.0	1.7	11.4	15.2	0.5	7.1	0.2	99.9	3,705
2. Higher-level employees	1.5	16.7	14.7	9.8	10.8	0.9	2.1	12.5	25.4	0.4	4.8	0.4	100.0	566
3. Middle-level employees	1.9	17.0	14.6	10.2	8.4	0.5	2.8	12.3	27.5	0.4	3.9	0.5	100.0	2,486
4. Traders	2.5	16.3	16.5	8.7	7.8	0.5	2.4	10.3	29.4	0.3	4.9	0.4	100.0	2,668
5. Farmers and related workers	5.9	14.6	9.8	7.4	6.2	0.9	5.3	2.2	30.5	0.1	16.4	0.7	100.0	6,540
6. Miners	22.2	-	11.1	-	11.1	-	11.1	11.1	22.2	-	11.1	-	99.9	9
7. Transport and related workers	3.5	11.4	9.8	8.8	8.1	1.0	3.7	8.2	33.1	1.4	10.3	0.7	100.0	571
8. Industrial workers ...	5.0	11.7	11.4	10.3	8.9	0.7	2.9	7.6	28.8	0.6	11.2	0.8	99.9	2,210
9. Service workers	2.5	14.7	14.1	10.8	8.1	0.7	2.1	6.7	29.7	0.3	8.7	1.5	99.9	667
10. Workers n.e.c.	6.2	11.0	6.0	9.6	8.7	0.6	2.9	4.6	36.0	0.4	12.7	1.3	100.0	519
11. Armed forces	1.0	15.6	18.0	9.8	4.9	1.0	2.9	14.6	28.3	0.5	2.9	0.5	100.0	205
12. Non-active	2.7	17.6	14.9	9.0	7.4	0.7	2.3	12.2	27.7	0.6	4.5	0.4	100.0	2,720
13. Father dead	4.7	17.9	11.2	8.1	6.9	0.6	3.0	7.2	27.2	0.4	12.3	0.4	99.9	3,607
14. Non-specified	19.2	16.2	11.5	6.2	10.0	-	0.8	3.1	27.7	-	5.4	-	100.1	130
TOTAL	4.1	16.4	13.5	8.9	7.5	0.6	3.2	8.0	27.1	0.4	9.7	0.6	100.0	26,703

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY	LAW	MEDICINE	HUMANITIES	PURE SCIENCES[1]	VETERINARY MEDICINE	AGRICULTURE	APPLIED SCIENCES	SOCIAL SCIENCES	FINE ARTS	TEACHER TRAINING	PHYSICAL TRAINING	TOTAL	ABSOLUTE NUMBER
1963-1964														
1. Professional, technical and related workers ..	1.2	20.5	20.7	8.8	14.5	0.4	2.5	13.3	12.6	0.7	4.6	0.2	100.0	5,553
2. Higher-level employees	0.6	17.6	21.3	8.7	13.6	0.3	3.0	9.8	20.1	0.7	3.9	0.5	100.1	1,052
3. Middle-level employees	0.4	17.5	14.2	9.4	14.2	0.5	2.8	12.0	24.6	0.6	3.6	0.2	100.0	4,421
4. Traders	0.9	15.6	16.4	8.8	13.6	0.6	3.1	10.2	26.0	0.5	4.1	0.4	100.2	4,668
5. Farmers and related workers	1.9	16.4	10.6	7.4	12.7	0.9	5.9	2.4	26.7	0.2	14.2	0.6	99.9	10,888
6. Miners	-	12.5	12.5	4.2	25.0	-	4.2	8.3	12.5	-	20.8	-	100.0	24
7. Transport and related workers	0.8	12.9	12.9	11.6	15.1	0.6	2.9	8.8	25.4	0.6	7.5	1.0	100.1	1,002
8. Industrial workers ...	1.1	11.9	13.5	9.1	15.9	0.6	3.4	7.8	26.4	0.8	8.8	0.6	99.9	4,280
9. Service workers	1.4	19.4	10.3	9.5	14.3	0.9	3.2	4.5	24.5	0.6	10.7	0.7	100.0	960
10. Workers n.e.c.	-	-	-	-	14.3	-	-	-	-	-	57.1	28.6	100.0	7
11. Armed forces	0.3	18.4	19.4	9.9	14.8	0.5	2.5	14.8	16.4	0.5	2.2	0.3	100.0	365
12. Non-active	0.6	18.7	14.7	8.3	13.3	0.4	3.0	12.8	23.6	0.6	3.7	0.3	100.0	4,670
13. Father dead	2.1	18.0	12.7	8.1	11.7	0.5	3.1	7.9	25.9	0.6	8.9	0.5	100.0	4,857
14. Non-specified	1.2	24.7	12.5	9.2	16.3	-	2.7	3.8	25.1	0.9	3.6	-	100.0	664
TOTAL	1.3	17.1	14.2	8.5	13.6	0.6	3.7	8.4	23.8	0.6	7.8	0.4	100.0	43,411

1. Includes Pharmacy.
SOURCE: See Table 59.

Table 62. DISTRIBUTION OF STUDENTS AND OF POPULATION OF THE

FATHER'S OCCUPATION	POPULATION AGED 14	PERSONS AGED 14 IN FULL-TIME EDUCATION			(2)/(1)	(3)/(1)	(4)/(1)	POPULATION AGED 15-19	PERSONS AGED 15-19 IN FULL-TIME EDUCATION				
		TOTAL	PRIMARY	POST-PRIMARY					TOTAL	PRIMARY	POST-PRIMARY	3rd LEVEL (EXCLUD. THEOLOGY)	THEOLOGY
	(1)	(2)	(3)	(4)				(1)	(2)	(3)	(4)	(5)	(6)
1. Farmers	25.3	29.2	37.3	27.0	1.15	1.47	1.07	25.4	28.3	30.0	30.1	13.9	2.6
2. Professional, employers, senior employees	9.9	12.2	2.5	14.9	1.23	0.25	1.51	9.9	18.6	4.3	18.1	38.6	4.2
3. Intermediate non-manual	9.6	11.9	5.5	13.6	1.24	0.57	1.42	9.7	15.9	5.6	16.0	16.9	2.6
4. Other non-manual	9.6	8.4	7.9	8.6	0.88	0.82	0.90	9.6	6.4	6.9	6.8	2.9	1.6
5. Skilled manual	15.2	13.5	10.8	14.0	0.88	0.71	0.92	15.4	10.7	11.2	11.4	5.8	-
6. Semi-skilled and unskilled (including agric.)	25.0	18.0	27.6	15.4	0.72	1.10	0.62	25.3	10.0	24.9	10.3	1.6	-
7. Unknown	5.4	7.0	8.3	6.6	1.30	1.54	1.22	4.7	10.7	17.2	7.2	20.2	89.0
TOTAL	100.0	100.0	99.9	100.1				100.0	100.0	100.0	99.9	99.9	100.0
Absolute number	57,600	36,910	7,940	28,870				233,800	69,490	2,330	60,800	4,450	1,910

SOURCE: Derived from Investment in Education, Ireland - OECD, Paris, 1966, Tables 6.27, 6.28 and 6.29.

ORRESPONDING AGE GROUP BY FATHER'S OCCUPATION: IRELAND 1961

(2)/(1)	(3)/(1)	(4)/(1)	(5)/(1)	(6)/(1)	POPULATION AGED 20-24 (1)	PERSONS AGED 20-24 IN FULL-TIME EDUCATION				(2)/(1)	(3)/(1)	(4)/(1)	(5)/(1)
						TOTAL (2)	POST-PRIMAIRE (3)	3rd LEVEL (EXCLUD. THEOLOGY) (4)	THEOLOGY (5)				
1.11	1.18	1.19	0.55	0.10	25.4	11.0	21.3	10.3	9.7	0.43	0.84	0.41	0.38
1.88	0.43	1.83	3.90	0.42	10.0	26.0	26.2	33.9	6.3	2.60	2.62	3.39	0.63
1.58	0.58	1.65	1.74	0.27	9.7	13.1	16.4	16.5	3.9	1.35	1.69	1.70	0.40
0.67	0.72	0.71	0.30	0.17	9.6	2.2	4.1	2.4	1.0	0.23	0.43	0.25	0.10
0.69	0.73	0.74	0.38	-	15.4	4.1	6.6	4.6	1.9	0.27	0.43	0.30	0.12
0.40	0.98	0 41	0.063	-	25.3	1.7	10.7	1.3	-	0.067	0.42	0.051	-
2.28	3.66	1.63	4.30	18.94	4.6	41.9	14.7	31.0	77.2	9.10	3.19	6.74	16.80
					100.0	100.0	100.0	100.0	100.0				
					158,000	7,840	610	5,160	2,070				

Table 63. DISTRIBUTION OF SECONDARY SCHOOL GRADUATES, OF FIRST YEAR UNIVERSITY STUDENTS, OF UNIVERSITY GRADUATES AND OF MALE ACTIVE POPULATION BY SOCIO-ECONOMIC CATEGORY: ITALY 1952-1953 TO 1964-1965

SOCIO-ECONOMIC CATEGORY	SECONDARY SCHOOL GRADUATES 1952-1953 (1)		UNIVERSITY GRADUATES 1952-1953 (2)		MALE LABOUR FORCE 1952 (3)	(1)/(3)		(2)/(3)		FIRST YEAR STUDENTS 1953-1954 (1)		MALE LABOUR FORCE 1953 (2)	(1)/(2)	
		WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"
1. Industrialists, traders, professions	16.1	16.4	20.3	20.9	2.5	6.4	6.5	8.1	8.3	19.0	19.3	2.4	7.9	8.0
2. Managers, senior executives and employees	38.9	39.6	43.4	44.7	9.1	4.3	4.4	4.8	4.9	44.3	44.9	9.3	4.8	4.8
3. Self-employed workers	27.3	27.8	25.3	26.1	24.6	1.10	1.1	1.0	1.1	23.9	24.2	24.4	0.98	0.99
4. Workers	15.6	15.8	7.7	7.9	50.1	0.31	0.32	0.15	0.16	11.0	11.2	50.9	0.22	0.22
5. Family workers	0.4	0.4	0.4	0.4	13.7	0.03	0.03	0.03	0.03	0.4	0.4	13.0	0.03	0.03
6. Others	1.8	-	2.9	-	-					1.4	-	-		
TOTAL	100.0	100.0	100.0	100.0	100.0					100.0	100.0	100.0		

SOCIO-ECONOMIC CATEGORY	SECONDARY SCHOOL GRADUATES 1957-1958 (1)		FIRST YEAR STUDENTS 1957-1958 (2)		UNIVERSITY GRADUATES 1957-1958 (3)		MALE LABOUR FORCE 1957 (4)	(1)/(4)		(2)/(4)		(3)/(4)		FIRST YEAR STUDENTS 1960-1961 (1)		UNIVERSITY GRADUATES 1960-1961 (2)		MALE LABOUR FORCE 1961 (3)	(1)/(3)		(2)/(3)	
		WITHOUT "OTHERS"		WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"		WITHOUT "OTHERS"		WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Industrialists, traders, professions	10.4	10.7	12.9	13.6	16.5	17.5	2.1	5.0	5.2	6.3	6.6	8.0	8.5	12.3	12.9	16.3	17.3	1.7	7.2	7.6	9.6	10.2
2. Managers, senior executives and employees	39.6	40.7	44.6	47.1	44.4	47.0	10.3	3.8	3.9	4.3	4.6	4.3	4.6	44.3	46.5	45.1	47.8	11.2	4.0	4.1	4.0	4.3
3. Self-employed workers	28.6	29.3	25.3	26.7	25.9	27.4	23.3	1.2	1.3	1.1	1.2	1.1	1.2	25.3	26.7	24.9	26.4	22.2	1.2	1.2	1.1	1.2
4. Workers	18.6	19.1	11.7	12.4	7.4	7.8	53.8	0.35	0.35	0.22	0.23	0.14	0.14	13.0	13.6	7.9	8.4	56.8	0.23	0.24	0.14	0.15
5. Family workers	0.2	0.2	0.2	0.2	0.2	0.2	10.5	0.02	0.02	0.02	0.02	0.02	0.02	0.3	0.3	0.1	0.1	8.1	0.04	0.04	0.01	0.01
6. Others	2.5	-	5.3	-	5.6	-	-							4.6	-	5.7	-	-				
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0							100.0	100.0	100.0	100.0	100.0				

SOCIO-ECONOMIC CATEGORY	SECONDARY SCHOOL GRADUATES 1962 (1)		MALE LABOUR FORCE 1962 (2)	(1)/(2)		FIRST YEAR STUDENTS 1964-1965 - (1)		MALE LABOUR FORCE 1964 (2)	(1)/(2)	
		WITHOUT "OTHERS"			WITHOUT "OTHERS"		WITHOUT "OTHERS"			WITHOUT "OTHERS"
1. Industrialists, traders, professions	10.5	11.0	1.6	6.5	6.8	11.6	12.6	1.7	6.9	7.5
2. Managers, senior executives and employees	36.4	38.4	11.5	3.2	3.4	39.9	43.5	13.0	3.1	3.4
3. Self-employed workers	27.7	29.2	21.9	1.3	1.3	24.9	27.1	25.7	0.97	1.1
4. Workers	20.0	21.1	57.5	0.35	0.37	15.2	16.6	53.4	0.28	0.31
5. Family workers	0.3	0.3	7.5	0.04	0.04	0.2	0.2	6.2	0.03	0.03
6. Others	5.1	-	-			8.2	-	-		
TOTAL	100.0	100.0	100.0			100.0	100.0	100.0		

SOURCES: Secondary school graduates: Annuario statistico italiano, 1956, Tavola 102 (for 1952-1953); 1961, Tavola 105 (for 1957-1958) and 1965, Tavola 103 (for 1962).
First year students: Annuario statistico italiano, 1956, Tav. 112B (for 1953-1954); 1961, Tav. 112 (for 1957-1958); and Annuario statistico dell'istruzione italiana 1963 e 1964, Tav. 350 (for 1960-1961); and 1966, Tav. 212 (for 1964-1965).
University graduates: Annuario statistico italiano, 1956, Tav. 111B (for 1952-1953); 1961, Tav. 113 (for 1957-1958) and Annuario statistico dell'istruzione italiana 1963 e 1964, Tav. 326 (for 1960-1961).
Labour Force: Census of population 1951 and 1961; interpolations for the other years.

Table 64. DISTRIBUTION OF GRADUATES OF SECONDARY EDUCATION, OF FIRST YEAR STUDENTS, OF UNIVERSITY GRADUATES AND OF MALE LABOUR FORCE AGED 45-54 BY SOCIO-ECONOMIC CATEGORY: ITALY, 1951 AND 1961

SOCIO-ECONOMIC CATEGORY	SECONDARY SCHOOL GRADUATES 1952-1953 (1)	FIRST YEAR STUDENTS 1953-1954 (2)	UNIVERSITY GRADUATES 1952-1953 (3)	MALE LABOUR FORCE AGED 45-54 1951 (4)	(1)/(4)	(2)/(4)	(3)/(4)
1. Industrialists, traders and professions	16.1	19.0	20.3	3.8	4.2	5.0	5.3
2. Managers, senior executives and employees	38.9	44.3	43.4	10.5	3.7	4.2	4.1
3. Self-employed workers	27.3	23.9	25.3	36.1	0.76	0.66	0.70
4. Workers	15.6	11.0	7.7	46.2	0.34	0.24	0.17
5. Family workers	0.4	0.4	0.4	3.4	0.12	0.12	0.12
6. Others	1.8	1.4	2.9	-	-	-	-

SOCIO-ECONOMIC CATEGORY	SECONDARY SCHOOL GRADUATES 1962 (1)	FIRST YEAR STUDENTS 1960-1961 (2)	UNIVERSITY GRADUATES 1960-1961 (3)	MALE LABOUR FORCE AGED 45-54 1961 (4)	(1)/(4)	(2)/(4)	(3)/(4)
1. Industrialists, traders and professions	10.5	12.3	16.3	1.9	5.5	6.5	8.6
2. Managers, senior executives and employees	36.4	44.3	45.1	12.3	3.0	3.6	3.7
3. Self-employed workers	27.7	25.5	24.9	31.2	0.89	0.82	0.80
4. Workers	20.0	13.0	7.9	52.1	0.38	0.25	0.15
5. Family workers	0.3	0.3	0.1	2.5	0.12	0.12	0.04
6. Others	5.1	4.6	5.7	-	-	-	-

SOURCE: Students and Graduates: See Table 63.
Labour Force: Census of population 1951 and 1961.

Table 65. NUMBER OF FIRST YEAR STUDENTS PER 1,000 ACTIVE MALES (TOTAL AND AGED 45-54) OF THE SAME SOCIO-ECONOMIC CATEGORY : ITALY, 1953-54, 1960-61 AND 1964-65

SOCIO-ECONOMIC CATEGORY	FIRST YEAR STUDENTS 1953-54 (1)	MALE LABOUR FORCE 1951		(1)/(2)	(1)/(3)
		TOTAL (IN THOUSANDS) (2)	AGED 45-54 (IN THOUSANDS) (3)		
1. Industrialists, traders and professions	6,221	380.0	94.2	16.4	66.0
2. Managers, senior executives and employees	14,535	1,270.5	258.5	11.4	56.2
3. Self-employed workers	7,828	3,644.9	889.2	2.1	8.8
4. Workers	3,624	7,238.0	1,138.8	0.50	3.2
5. Family workers	131	2,130.1	83.4	0.06	1.6
6. Others	456	-	-	-	-
TOTAL	32,795	14,663.4	2,464.2	2.2	13.3

SOCIO-ECONOMIC CATEGORY	FIRST YEAR STUDENTS 1960-61 (1)	MALE LABOUR FORCE 1961		(1)/(2)	(1)/(3)
		TOTAL (IN THOUSANDS) (2)	AGED 45-54 (IN THOUSANDS) (3)		
1. Industrialists, traders and professions	5,712	247.5	55.1	23.1	103.7
2. Managers, senior executives and employees	20,507	1,655.9	357.7	12.4	57.3
3. Self-employed workers	11,797	3,276.5	909.4	3.6	13.0
4. Workers	6,019	8,366.3	1,518.7	0.72	4.0
5. Family workers	148	1,181.7	73.8	0.12	2.0
6. Others	2,134	-	-	-	-
TOTAL	46,317	14,727.9	2,914.7	3.1	15.9

SOCIO-ECONOMIC CATEGORY	FIRST YEAR STUDENTS 1964-65 (1)	TOTAL MALE LABOUR FORCE 1964 (IN THOUSANDS) (2)	(1)/(2)
1. Industrialists, traders and professions	7,832	239.0	32.8
2. Managers, senior executives and employees	27,016	1,831.0	14.8
3. Self-employed workers	16,823	3,628.0	4.6
4. Workers	10,318	7,534.0	1.4
5. Family workers	134	881.0	0.15
6. Others	5,504	-	-
TOTAL	67,627	14,113.0	4.8

SOURCE : See Table 63.

Table 66a. DISTRIBUTION OF FIRST YEAR UNIVERSITY STUDENTS BY FATHER'S OCCUPATION AND FIELD OF STUDY: ITALY, 1957-58, 1960-61 AND 1964-65

	PURE SCIENCES	PHARMACY	MEDICINE	TECHNOLOGY	AGRICULTURE	SOCIAL SCIENCES	LAW	HUMANITIES	TOTAL	DIPLOMAS[1]
					1957-58					
1. Professions	14.6	37.4	23.2	12.4	9.2	7.4	19.1	14.6	14.3	8.2
2. Technicians	7.6	6.8	5.2	12.5	7.8	4.8	4.3	6.0	6.4	4.2
3. Managers and Senior executives	10.0	11.5	7.6	13.4	10.2	9.6	10.5	9.2	10.1	4.7
4. Sales workers, tradesmen	13.2	14.2	13.5	12.1	10.6	15.6	10.5	12.0	12.3	11.4
5. Clerical workers	20.2	9.1	18.0	20.8	12.1	22.3	22.1	18.5	20.4	21.6
6. Workers	11.6	4.2	10.6	11.5	8.3	17.0	7.7	13.8	12.4	18.1
7. Farmers	8.5	9.0	8.9	5.9	28.8	6.5	8.5	8.9	8.1	12.1
8. Service workers	2.6	0.9	1.9	2.3	1.5	4.6	2.0	3.1	2.9	4.2
9. Armed forces	8.2	3.0	6.2	6.1	7.6	7.0	7.5	7.5	7.1	8.0
10. Unknown or others	2.8	2.6	4.2	2.5	1.1	4.7	7.2	5.5	4.7	6.4
11. Non-active	0.7	1.3	0.7	0.5	2.8	0.5	0.6	0.9	0.7	1.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	4,749	824	3,251	5,345	726	10,794	7,691	8,676	42,056	1,084
					1960-61					
1. Professions	16.8	33.4	27.4	14.6	11.7	19.2	20.9	17.2	16.2	12.9
2. Technicians	6.9	6.8	4.8	11.3	6.9	4.8	3.9	5.1	5.8	3.0
3. Managers and Senior executives	9.7	7.8	8.1	13.8	7.6	8.8	8.1	7.9	9.1	4.4
4. Sales workers, tradesmen	12.7	14.5	11.3	10.6	10.4	14.4	10.8	11.8	12.4	14.7
5. Clerical workers	21.2	13.9	18.6	21.8	15.0	23.2	26.9	20.6	22.1	16.4
6. Workers	13.6	7.3	9.8	11.8	10.8	17.7	8.4	14.1	13.6	18.0
7. Farmers	8.4	8.8	8.9	5.6	29.3	8.0	7.5	9.9	8.5	12.5
8. Service workers	2.3	1.5	1.4	2.3	1.8	3.8	1.9	2.7	2.7	4.9
9. Armed forces	5.7	2.3	4.5	4.3	2.8	4.7	6.4	4.9	5.0	4.7
10. Unknown or others	2.0	2.5	4.4	3.0	2.9	3.7	4.3	5.0	3.8	7.0
11. Non-active	0.7	1.2	0.8	0.9	0.8	0.7	0.9	0.8	0.8	1.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	5,152	876	2,822	5,526	608	13,731	6,938	10,714	46,317	1,485
					1964-65					
1. Professions	12.6	39.7	23.1	11.9	10.1	6.3	20.1	10.0	11.6	6.9
2. Technicians	5.7	5.0	4.9	8.8	6.3	3.4	3.8	3.2	4.4	2.9
3. Managers and Senior executives	9.6	11.3	11.6	14.5	9.4	9.5	13.8	8.4	10.2	6.6
4. Sales workers, tradesmen	10.5	7.6	9.3	10.9	7.7	12.6	10.8	11.3	11.2	12.6
5. Clerical workers	20.0	11.8	19.1	20.8	15.4	21.1	21.7	19.5	20.1	19.6
6. Workers	17.0	7.0	10.1	13.6	12.1	20.8	7.3	17.3	16.3	18.1
7. Farmers	9.2	6.8	7.8	5.9	27.0	7.7	6.1	12.5	9.4	12.2
8. Service workers	2.2	0.8	1.4	1.6	1.3	2.2	1.5	1.9	1.9	1.4
9. Armed forces	7.2	4.7	5.6	6.0	5.2	7.3	7.1	6.6	6.7	7.5
10. Unknown or others	5.7	5.0	6.7	5.8	5.0	8.9	7.4	8.7	7.8	12.0
11. Non-active	0.3	0.3	0.3	0.2	0.5	0.2	0.4	0.5	0.4	0.2
TOTAL	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	7,312	602	4,720	7,767	793	17,822	5,781	22,849	67,625	2,367

1. Type of university education below first degree level.

SOURCE: 1957-58: Annuario statistico dell' istruzione italiana 1960 Tav. 371, p. 396.
1960-61: Annuario statistico dell' istruzione italiana 1963 and 1964 Tav. 356, p. 573.
1964-65: Annuario statistico dell' istruzione italiana 1966, Tav. 217, p. 337.

Table 66b. ACADEMIC DISCIPLINE OF FIRST YEAR UNIVERSITY STUDENTS BY FATHER'S OCCUPATION : ITALY, 1957-58, 1960-61 AND 1964-65

	PURE SCIENCES	PHARMACY	MEDICINE	TECHNOLOGY	AGRICULTURE	SOCIAL SCIENCES	LAW	HUMANITIES	DIPLOMAS	TOTAL	ABSOLUTE NUMBER
						1957-58					
1. Professions	11.3	5.0	12.3	10.8	1.1	13.1	24.2	20.7	1.5	100.0	6,118
2. Technicians	13.3	2.1	6.2	24.5	2.1	19.0	12.0	19.2	1.6	100.0	2,720
3. Managers and senior executives	11.1	2.2	5.7	16.7	1.7	24.2	18.7	18.5	1.2	100.0	4,394
4. Sales workers, tradesmen	11.3	2.1	7.9	11.6	1.4	30.2	14.5	18.8	2.2	100.0	5,563
5. Clerical workers	10.9	0.9	6.7	12.7	1.0	27.4	19.4	18.3	2.7	100.0	8,764
6. Workers	10.2	0.6	6.4	11.3	1.1	33.8	10.9	22.1	3.6	100.0	5,430
7. Farmers	11.3	2.1	8.1	8.9	5.9	19.9	18.3	21.8	3.7	100.0	3,558
8. Service workers	9.8	0.5	4.9	9.4	0.9	38.5	11.7	20.8	3.5	100.0	1,282
9. Armed forces	12.6	0.8	6.6	10.6	1.8	24.6	18.9	21.3	2.8	100.0	3,064
10. Unknown or others	6.6	1.0	6.6	6.5	0.4	25.0	27.3	23.2	3.4	100.0	2,035
11. Non-active	10.6	3.6	7.3	9.6	6.6	17.2	16.5	24.7	3.9	100.0	303
TOTAL	11.0	1.9	7.5	12.4	1.7	25.1	17.8	20.1	2.5	100.0	43,140
						1960-61					
1. Professions	11.3	3.6	10.1	10.5	0.9	18.2	18.9	24.0	2.5	100.0	7,674
2. Technicians	13.0	2.1	5.0	23.0	1.5	23 9	9.9	20.1	1.6	100.1	2,727
3. Managers and senior executives	11.7	1.5	5.4	17.8	1.1	28.2	13.1	19.8	1.5	100.1	4,282
4. Sales workers, tradesmen	11.0	2.0	5.4	9.8	1.0	33.3	12.6	21.3	3.7	100.1	5,950
5. Clerical workers	10.4	1.1	5.0	11.4	0.9	30.3	17.7	20.9	2.3	100.9	10,528
6. Workers	10.7	0.9	4.2	10.0	1.0	37.2	8.9	23.1	4.1	100.1	6,558
7. Farmers	10.5	1.8	6.1	7.5	4.3	26.9	12.6	25.8	4.5	100.0	4,110
8. Service workers	9.2	0.9	3.0	9.6	0.8	39.6	9.8	21.6	5.5	100.0	1.322
9. Armed forces	12.3	0.8	5.3	10.0	0.7	26.9	18.8	22.2	3.0	100.0	2,374
10. Unknown or others	5.6	1.1	6.6	8.9	1.0	26.8	16.0	28.6	5.5	100.1	1,684
11. Non-active	9.7	2.5	5.9	12.7	1.3	23.9	15.5	22.9	5.6	100.0	393
TOTAL	10.8	1.7	5.9	11.6	1.3	28.7	14.5	22.4	3.1	100.0	47,802
						1964-65					
1. Professions	11.5	3.0	13.7	11.6	1.0	14.0	14.5	28.6	2.1	100.0	7,980
2. Technicians	13.7	1.0	7.5	22.5	1.6	19.7	7.3	24.4	2.3	100.0	3,047
3. Managers and senior executives	9.9	1.0	7.8	15.9	1.1	23.8	11.3	27.0	2.2	100.0	7,069
4. Sales workers, tradesmen	9.7	0.6	5.5	10.7	0.8	28.4	7.9	32.6	3.8	100.0	7,906
5. Clerical workers	10.4	0.5	6.4	11.4	0.9	26.6	8.9	31.6	3.3	100.0	14,096
6. Workers	10.9	0.4	4.2	9.2	0.8	32.4	3.7	34.7	3.7	100.0	11,426
7. Farmers	10.2	0.6	5.6	6.9	3.2	20.6	5.3	43.2	4.4	100.0	6,627
8. Service workers	12.0	0.4	5.0	9.1	0.8	30.4	6.4	33.3	2.6	100.0	1,318
9. Armed forces	11.1	0.6	5.6	10.0	0.9	27.5	8.7	31.9	3.7	100.0	4,725
10. Unknown or others	7.6	0.5	5.7	8.1	0.7	28.7	7.8	35.8	5.1	100.0	5,555
11. Non-active	8.6	0.8	6.6	5.8	1.6	18.1	9.1	47.3	2.1	100.0	243
TOTAL	10.4	0.9	6.7	11.2	1.1	25.4	8.3	32.6	3.4	100 0	69,992

SOURCE: See Table 66a.

Table 67. DISTRIBUTION OF UNIVERSITY STUDENTS AND OF MALE ACTIVE POPULATION (TOTAL AND AGED 45-54) BY SOCIO-ECONOMIC CATEGORY: JAPAN, 1962 AND 1961

SOCIO-ECONOMIC CATEGORY	UNIVERSITY STUDENTS 1962 (1)		MALE LABOUR FORCE 1955		(1)/(2)		(1)/(3)	
		WITHOUT "OTHERS"	TOTAL (2)	AGED 45-54 (3)		WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Professional and technical workers.	21.2	22.8	5.5	6.0	3.85	4.15	3.53	3.80
2. Managers and senior executives....	22.5	24.3	3.4	7.3	6.62	7.15	3.08	3.33
3. Clerical workers	16.6	17.9	8.6	6.7	1.93	2.08	2.48	2.67
4. Sales workers.....	9.7	10.4	10.6	11.7	0.91	0.98	0.83	0.89
5. Farmers and related	14.1	15.2	33.1	34.8	0.43	0.46	0.41	0.44
6. Workers and service workers	8.7	9.4	38.2	33.5	0.23	0.25	0.26	0.28
7. Others	7.2	-	0.6	-				
TOTAL	100.0	100.0	100.0	100.0				

SOCIO-ECONOMIC CATEGORY	UNIVERSITY STUDENTS 1961 (1)		MALE LABOUR FORCE 1960		(1)/(2)		(1)/(3)	
		WITHOUT "OTHERS"	TOTAL (2)	AGED 45-54 (3)		WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Professional and technical workers.	26.8	27.7	5.2	5.6	5.15	5.33	4.79	4.95
2. Managers and senior executives....	26.0	26.8	3.5	7.5	7.43	7.66	3.47	3.57
3. Clerical workers	19.3	19.9	10.4	9.2	1.86	1.91	2.10	2.16
4. Sales workers	5.2	5.4	10.2	10.9	0.51	0.53	0.48	0.50
5. Farmers and related	10.9	11.2	25.6	28.1	0.43	0.44	0.39	0.40
6. Workers and service workers.....	8.7	9.0	44.2	38.2	0.20	0.20	0.23	0.24
7. Others	3.1		0.9	0.5	-	-	-	-
TOTAL	100.0	100.0	100.0	100.0				

SOURCE: Students: Data provided by the Research Section, Minister's Secretariat, Ministry of Education, Japan.
Labour Force: Demographic Yearbook, U.N., 1964.

Table 68. DISTRIBUTION OF UNIVERSITY STUDENTS BY FATHER'S OCCUPATION : JAPAN, 1962 AND 1961

OCCUPATION OF PARENTS	1962	1961
1. Technicians and engineers	5.8	7.7
2. Professors and teachers	9.2	14.7
3. Medical and public health technicians	6.2	4.4
4. Managers and senior executives	22.5	26.0
5. Clerical workers	16.6	19.3
6. Sales workers	9.7	5.2
7. Farmers, lumbermen and fishermen	14.1	10.9
8. Special skilled workers	2.9	3.6
9. Other workers	5.8	5.1
10. Non-active	7.2	3.1
TOTAL	100.0	100.0
Absolute number	-	583,237

Table 68bis. DISTRIBUTION OF NEW ENTRANTS IN HIGHER EDUCATION BY FATHER'S OCCUPATION : JAPAN 1962

OCCUPATION OF PARENTS	UNIVERSITIES			"JUNIOR COLLEGES"		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
1. Technicians and engineers	9.6	9.8	8.2	9.3	8.4	9.5
2. Professors and teachers	9.0	8.2	13.2	8.5	4.8	10.1
3. Medical and public health technicians	4.1	3.4	7.2	3.4	1.2	4.3
4. Other professional workers	5.0	5.1	5.0	5.4	6.2	5.1
5. Managers and senior executives	18.1	17.2	22.8	18.1	9.2	21.7
6. Clerical workers	12.5	12.9	10.3	10.6	10.9	10.5
7. Sales workers	14.0	14.2	13.0	14.7	12.8	15.5
8. Farmers and related workers	10.1	10.7	7.2	13.1	22.2	9.4
9. Other workers	12.6	13.3	9.2	11.9	16.0	10.2
10. Non-active	5.0	5.2	3.9	5.0	8.2	3.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	201,125	168,616	32,509	55,613	15,870	39,743

SOURCE: See Table 67.

Table 69. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES (TOTAL AND AGED 45-54) IN THE SAME SOCIO-ECONOMIC CATEGORY: JAPAN, 1961 AND 1962

Absolute numbers

SOCIO-ECONOMIC CATEGORY	UNIVERSITY STUDENTS 1961 (1)	NEW ENTRANTS IN 1962		MALE LABOUR FORCE 1960 (THOUSANDS) (4)	MALE LABOUR FORCE AGED (THOUSANDS) (5)
		UNIVERSITIES ONLY (2)	TOTAL HIGHER EDUCATION (3)		
1. Professional and technical . which:	156,300	55,700	70,500	1,401.1	234.3
- Engineers and technicians		19,300	24,500		
- Professors and teachers		18,100	22,800		
- Medical and related		8,250	10,150		
- Other		10,050	13,050		
2. Managers and senior executives	151,600	36,400	46,500	927.9	310.9
3. Clerical workers	112,600	25,100	31,000	2,800.3	381.3
4. Sales workers	30,300	28,200	36,400	2,742.8	452.4
5. Farmers and related	63,600	20,300	27,600	6,853.3	1,164.4
6. Special skilled and other workers	50,700	25,300	31,900	11,865.9	1,584.4
7. Non-active and undetermined	18,100	10,100	12,800	230.9	22.5
TOTAL	583,200	201,100	256,700	26,822.1	4,150.2

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	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{2}{4}$	$\frac{2}{5}$	$\frac{3}{4}$	$\frac{3}{5}$
1. Professional and technical	111.6	667.1	39.8	237.7	50.3	300.9
2. Managers and senior executives	163.4	487.6	39.2	117.1	50.1	149.6
3. Clerical workers	40.2	295.3	9.0	65.8	11.1	81.3
4. Sales workers	11.0	67.0	10.3	62.3	13.3	80.5
5. Farmers and related	9.3	54.6	3.0	17.4	4.0	23.7
6. Special skilled and other workers	4.3	32.0	2.1	17.0	2.7	20.1
7. Non-active and undertermined	-	-	-	-	-	-
TOTAL	21.7	140.6	7.5	48.5	9.6	61.9

SOURCE: See Table 67.

Table 70. DISTRIBUTION OF FIRST YEAR STUDENTS AND OF MALE LABOUR FORCE (TOTAL AND AGED 45-54) BY SOCIO-ECONOMIC CATEGORIES: LUXEMBOURG 1964-65

SOCIO-ECONOMIC CATEGORY	FIRST YEAR STUDENTS 1964-65		MALE LABOUR FORCE 1960		(2)/(3)	(2)/(4)
	ABSOLUTE NUMBER (1)	% (2)	TOTAL (3)	AGED 45-54 (4)		
1. Higher-level employees	29	9.3	2.1	3.0	4.4	3.1
2. Other employees	118	38.0	11.6	12.2	3.3	3.1
3. Teaching staff [a]	25	8.0	-	-	-	-
4. Workers	10	3.2	59.5	59.0	0.05	0.05
5. Farmers	16	5.1	13.8	12.9	0.37	0.40
6. Artisans and traders	58	18.7	6.3	7.2	2.9	2.5
7. Professions	31	10.0	5.5	5.6	3.5	3.2
8. Non-actives	15	4.8	1.2	0.1		
9. Others	9	2.9				
TOTAL	311	100.0	100.0	100.0		

a) Columns (3) and (4) of "Teaching staff" are incorporated in "Professions".
SOURCE: Students: Courrier de l'Education nationale.
Labour force: 1960 Census of population.

Table 71. NUMBER OF FIRST YEAR STUDENTS PER 1,000 ACTIVE MALES IN THE SAME SOCIO-ECONOMIC CATEGORY: LUXEMBOURG, 1964-65

SOCIO-ECONOMIC CATEGORY	FIRST YEAR STUDENTS 1964-65 (1)	MALE LABOUR FORCE 1960		(1)/(2)	(1)/(3)
		TOTAL (2)	AGED 45-54 (3)		
1. Higher level employees	29	1,950	625	14.9	46.4
2. Other employees	118	10,966	2,578	10.8	45.8
3. Teaching staff	25	5,252	1,186	10.7	47.2
4. Professions	31				
5. Workers	10	56,341	12,492	0.18	0.8
6. Farmers	16	13,083	2,733	1.2	5.9
7. Artisans and traders	58	6,966	1,523	9.7	38.1
8. Others	24	1,149	22	-	-
TOTAL	311	94,691	21,159	3.3	14.7

SOURCE: See Table 70.

Table 72. DISTRIBUTION OF STUDENTS AND OF MALE LABOUR FORCE (TOTAL AND AGED 45 TO 54) BY SOCIO-ECONOMIC CATEGORY: NETHERLANDS 1954-55, 1958-59 AND 1964-65

SOCIO-ECONOMIC CATEGORY	STUDENTS IN 1954-55			MALE LABOUR FORCE IN 1954		(1)/(2)	(1)/(3)	STUDENTS IN 1958-59	MALE LABOUR FORCE IN 1958		(1)/(2)	(1)/(3)	STUDENTS IN 1964-65	MALE LABOUR FORCE IN 1964		(1)/(2)	(1)/(3)
	MEN	WOMEN	TOTAL (1)	TOTAL (2)	AGED 45-54 (3)			(1)	TOTAL (2)	AGED 45-54 (3)			(1)	TOTAL (2)	AGED 45-54 (3)		
I. Professions	14.0	22.0	15.0	1.88	2.38	7.98	6.30	15.0	1.7	2.3	8.82	6.52	14.0	1.5	2.1	9.33	6.67
2. Teachers (university, secondary)	6.0	10.0	7.0	0.34	0.47	20.59	14.89	6.7	0.4	0.5	16.75	13.40	6.2	0.5	0.6	12.40	10.33
3. Higher-level employees	23.0	32.0	25.0	3.30	4.39	7.57	5.69	26.4	3.9	5.3	6.77	4.98	22.2	4.7	6.6	4.72	3.36
I. Total higher group	43.0	64.0	47.0	5.52	7.24	8.51	6.49	48.1	6.0	8.1	8.02	5.94	42.4	6.7	9.3	6.33	4.56
4. Middle-level employees	18.0	12.0	16.0	10.16	11.88	1.57	1.35	16.9	10.6	12.5	1.60	1.35	21.8	11.3	13.5	1.93	1.61
5. Primary school teachers	7.0	6.0	7.0	0.93	1.09	7.53	6.42	6.1	1.1	1.3	5.55	4.69	4.7	1.4	1.7	3.36	2.76
II. Total middle group	25.0	18.0	23.0	11.09	12.97	2.07	1.77	23.0	11.7	13.8	1.97	1.67	26.5	12.7	15.2	2.09	1.74
6. Self-employed farmers	6.0	2.0	5.0	7.63	10.14	0.65	0.49	5.0	7.0	9.6	0.72	0.52	5.6	6.1	8.9	0.92	0.63
7. Other self-employed	18.0	12.0	18.0	10.84	15.64	1.66	1.15	14.6	9.7	14.8	1.51	0.99	14.4	8.0	13.5	1.80	1.07
III. Total "self-employed"	24.0	14.0	23.0	18.47	25.78	1.24	0.89	19.6	16.7	24.4	1.17	0.80	20.0	14.1	22.4	1.42	0.89
8. Low-level employees	3.0	2.0	3.0	7.51	4.37	0.40	0.69	2.3	7.9	4.6	0.29	0.50	2.0	8.5	5.0	0.24	0.40
9. Manual workers	5.0	1.0	4.0	57.20	49.62	0.07	0.08	5.2	57.4	49.1	0.09	0.11	7.4	57.7	48.1	0.13	0.15
IV. Total lower group	8.0	3.0	7.0	64.71	53.99	0.11	0.13	7.5	65.3	53.7	0.11	0.14	9.4	66.2	53.1	0.14	0.18
10. Unspecified	-	-	-	0.21	-			1.8	0.3	-			1.7	0 3			
TOTAL	100	100	100	100.0	99.98			100:0	100.0	100.0			100.0	100.0	100.0		

SOURCE: Students: 1954-55: Economic factors affecting access to University, World University Service, Geneva 1961, Netherlands, Table III, p. 59.
1958-59: De sociale en regionale herkomst der studenten bij het hoger onderwijs 1958-59, Table 2, p. 26.
1964-65: Statistiek van het wetenschappelijk onderwijs 1965-66.
Labour Force: Census data, reclassified for 1947 and 1960 and interpolations for the intermediate years.

Table 73. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES (TOTAL, AGED 45-54, HEADS OF FAMILY AGED 45-54) IN THE SAME SOCIO-ECONOMIC CATEGORY: NETHERLANDS, 1961-1962

SOCIO-ECONOMIC CATEGORY	STUDENTS 1961-1962 TOTAL (1)	MALE LABOUR FORCE 1960		ACTIVE HEADS OF FAMILY AGED 45-54 (4)	(1)/(2) ‰	(1)/(3) ‰	(1)/(4) ‰
		TOTAL (2)	AGED 45-54 (3)				
1. Professions	6,034	52,992	13,300	12,082	113.8	453.7	498.7
2. Teachers, university, secondary	2,631	13,505	3,444	3,147	194.9	773.8	848.7
3. Higher level employees	9,653	134,443	34,283	31,325	71.8	281.4	308.4
4. Middle level employees	7,551	352,709	77,949	74,774	21.4	96.9	100.9
5. Primary school teachers	2,093	40,000	8,840	8,480	52.3	237.8	246.2
6. Self-employed farmers	2,245	217,409	56,743	52,178	10.3	39.6	43.0
7. Other self-employed	5,903	296,656	86,920	82,174	19.9	67.9	71.8
8. Low level employees	910	201,998	28,558	26,986	3.5	31.8	33.7
9. Manual workers	2,503	1,862,320	294,247	266,312	1.3	8.5	9.4
10. Others	695	8,479	3,326	3,017	-	-	-
TOTAL	40,218	3,240,511	607,610	560,475	12.4	66.2	71.8

SOURCE: See Table 72.

Table 74a. DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY

FATHER'S OCCUPATION \ FIELD OF STUDY	PURE SCIENCES			TECHNOLOGY			AGRICULTURE			MEDICINE			HUMANITIES		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
															1958-6
1. Professions	10.3	18.9	11.5	8.4	10.8	8.5	11.3	18.3	12.3	26.0	23.2	25.5	12.3	21.4	15.7
2. Teachers: universities, secondary schools	8.9	10.8	9.2	5.4	16.2	5.5	5.4	7.8	5.7	5.7	7.2	6.0	6.5	11.3	8.3
3. Higher-level employees, directors	20.8	34.3	22.8	27.3	35.1	27.4	19.5	35.0	21.6	23.4	20.6	24.6	16.4	32.0	22.5
I. Total upper class	40.0	64.0	43.5	41.1	62.1	41.4	36.2	61.1	30.6	55.1	60.0	56.1	35.2	65.6	46.5
4. Middle-level employees	20.4	13.8	19.4	21.9	16.2	21.8	11.2	8.3	10.8	14.4	12.5	14.0	18.4	12.3	16.1
5. Primary school teachers	9.6	5.4	8.4	5.1	4.1	5.1	0.3	0.1	0.2	4.8	5.2	4.9	9.7	5.5	8.1
II. Total middle class	30.4	19.2	27.8	27.0	20.3	26.9	17.5	14.4	17.0	19.2	17.7	18.9	28.1	17.8	24.2
6. Self-employed farmers	4.1	2.1	3.8	4.5	-	4.5	32.7	12.2	29.9	3.5	3.0	3.4	6.3	1.2	4.4
7. Other self-employed	13.5	10.0	13.1	15.4	12.2	15.3	0.4	7.2	0.1	15.6	13.6	15.2	17.2	16.8	14.8
III. Total "self-employed"	17.6	12.1	16.9	19.9	12.2	19.8	42.1	19.4	30.0	19.1	16.6	18.6	23.5	12.0	19.2
8. Low-level employees	3.8	1.3	3.5	2.5	2.7	2.5	1.4	0.6	1.3	1.6	1.8	1.6	2.8	1.9	2.5
9. Manual workers	7.8	1.9	7.0	7.4	1.3	7.3	1.1	1.7	1.2	3.2	2.2	3.0	8.3	1.2	5.7
IV. Total lower class	11.6	3.2	10.5	9.9	4.0	9.8	2.5	2.3	2.5	4.8	4.0	4.6	11.1	3.1	8.2
10. Undetermined	1.3	1.5	1.3	2.1	1.4	2.1	1.7	2.8	1.0	1.8	1.7	1.8	2.1	1.5	1.0
TOTAL	99.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute numbers	4,246	747	4,993	6,084	74	6,158	1,150	180	1,330	4,423	1,055	5,478	3,000	2,171	5,771

FATHER'S OCCUPATION \ FIELD OF STUDY	PURE SCIENCES			TECHNOLOGY			AGRICULTURE			MEDICINE			HUMANITIES		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
															1961-6
1. Professions	10.5	19.5	11.7	9.4	10.5	9.4	12.1	15.9	12.6	27.5	23.4	26.7	11.5	21.7	15.4
2. Teachers: universities, secondary schools	8.1	10.8	8.5	5.0	0.3	5.0	5.0	8.4	5.5	5.9	7.8	6.3	7.3	11.0	8.7
3. Higher level employees, directors	18.5	32.4	20.5	23.5	38.4	23.7	15.4	33.5	17.8	22.3	27.7	23.3	14.8	30.5	20.8
I. Total upper class	37.1	62.7	40.7	37.9	58.2	38.1	32.5	67.8	35.9	55.7	58.0	56.3	33.6	63.2	44.0
4. Middle-level employees	23.0	10.3	22.0	22.4	5.8	22.2	12.4	8.8	11.0	15.7	14.2	15.4	21.4	15.3	19.1
5. Primary school teachers	7.3	4.0	6.8	4.3	7.0	4.3	4.2	3.6	4.1	4.2	3.9	4.1	9.3	5.4	7.8
II. Total middle class	30.3	20.3	28.8	26.7	12.8	26.5	16.6	12.3	16.0	19.9	18.1	19.5	30.7	20.7	26.9
6. Self-employed farmers	5.1	2.9	4.8	5.3	1.2	5.3	35.2	16.2	32.7	3.6	3.5	3.6	6.4	1.1	4.4
7. Other self-employed	13.6	10.2	13.2	15.9	11.6	15.0	0.3	10.6	9.4	14.2	13.3	14.0	16.1	10.0	14.1
III. Total "self-employed"	18.7	13.1	18.0	21.2	12.8	21.2	44.5	26.8	42.1	17.8	16.8	17.6	22.5	12.0	18.5
8. Low-level employees	3.3	0.8	2.9	2.9	3.3	2.9	0.9	-	0.8	1.6	1.6	1.6	2.0	1.2	2.3
9. Manual workers	9.2	2.0	8.2	9.3	8.1	9.3	3.5	1.8	3.3	3.5	3.3	3.5	8.5	1.7	5.0
IV. Total lower class	12.5	2.8	11.1	12.2	10.4	12.2	4.4	1.8	4.1	5.1	4.9	5.1	11.4	2.9	8.2
10. Undetermined	1.4	1.1	1.4	2.0	6.8	2.0	2.0	1.3	1.0	1.5	1.3	1.5	1.8	1.2	1.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute numbers	6,060	928	6,988	8,013	86	8,999	1,467	227	1,694	4,883	1,163	6,041	4,625	2,821	7,346

SOURCE: See Table 72.

NETHERLANDS, 1958-59, 1961-62 AND 1964-65

LAW			SOCIAL SCIENCES			PEDAGOGY			OTHERS			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
23.0	28.9	24.6	0.4	18.0	10.6	0.3	20.0	17.6	-	-	-	13.6	21.6	15.0
5.4	7.6	6.0	4.6	8.8	5.1	1.6	15.4	9.2	-	-	-	6.0	9.7	6.7
30.7	40.8	30.7	28.6	36.4	29.7	21.9	33.3	28.2	-	-	-	24.7	33.9	26.4
67.7	77.3	70.3	42.6	63.2	46.4	29.8	75.6	55.0	-	-	-	44.2	65.2	48.1
10.4	8.3	9.8	18.8	10.7	17.7	31.2	5.1	16.9	-	-	-	18.1	11.7	16.9
2.7	2.9	2.8	5.5	4.6	5.4	9.4	2.6	5.6	-	-	-	6.3	5.0	6.1
13.1	11.2	12.6	14.3	15.2	23.1	40.6	7.7	22.6	-	-	-	24.4	16.7	23.0
1.0	1.1	1.7	4.4	4.0	4.3	7.8	-	3.5	-	-	-	5.6	2.3	5.0
12.1	8.0	11.1	18.1	12.7	17.4	12.5	11.5	12.0	-	-	-	15.4	11.1	14.6
14.0	9.1	12.8	22.5	10.7	21.7	20.3	11.5	15.5	-	-	-	21.0	13.4	19.0
1.2	0.7	1.0	2.5	1.4	2.3	3.1	3.0	3.5	-	-	-	2.5	1.6	2.3
1.6	0.9	1.4	6.2	2.3	5.7	3.1	-	1.4	-	-	-	6.0	1.6	5.2
2.8	1.6	2.4	8.7	3.7	8.0	6.2	3.9	4.9	-	-	-	8.5	3.2	7.5
2.4	0.8	1.9	1.9	1.2	1.8	3.1	1.3	2.1	-	-	-	1.9	1.5	1.8
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	-	-	100.0	100.0	100.0
1,728	661	2,389	4,831	774	5,605	64	78	142	-	-	-	26,126	5,740	31,866

LAW			SOCIAL SCIENCES			PEDAGOGY			OTHERS			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
24.3	28.1	25.3	9.2	18.1	10.3	5.4	15.4	10.7	14.8	33.3	15.4	13.6	21.5	15.0
0.7	7.3	0.8	3.8	9.6	4.5	6.0	8.3	7.2	8.0	-	7.7	5.9	9.7	6.5
35.5	40.2	36.7	20.4	33.9	27.4	11.4	36.1	24.5	32.9	33.3	32.9	22.3	32.2	24.0
60.5	75.6	68.8	39.4	61.0	42.2	22.8	59.8	42.4	55.7	66.6	66.0	41.8	63.4	45.5
11.1	10.1	10.8	20.3	13.3	19.4	26.2	14.2	19.8	15.9	-	15.4	19.8	14.1	18.8
2.7	1.5	2.4	4.4	4.1	4.4	8.7	3.6	6.0	4.5	-	4.4	5.4	4.3	5.2
13.8	11.6	13.2	24.7	17.4	23.8	34.0	17.8	25.8	20.4	-	19.9	25.2	18.4	24.0
2.8	1.5	2.5	4.8	3.7	4.6	6.0	2.4	4.1	-	-	-	6.2	2.6	5.6
12.6	8.3	11.5	19.4	12.7	18.6	15.4	14.1	14.8	17.1	33.3	17.6	15.4	11.2	14.7
15.4	9.8	14.0	24.2	16.4	23.2	21.4	10.5	18.9	17.1	-	17.6	21.6	13.8	20.3
1.2	0.8	1.1	2.5	1.5	2.4	6.0	1.8	3.8	2.3	-	2.2	2.5	1.2	2.3
1.7	0.9	1.5	6.9	1.9	6.2	12.8	3.9	7.5	1.1	-	1.1	7.1	2.0	6.2
2.0	1.7	2.6	9.4	3.4	8.6	18.8	6.7	11.3	3.4	-	3.3	9.6	3.2	8.5
1.4	1.3	1.4	2.3	1.2	2.2	2.0	1.2	1.6	3.4	-	3.3	1.8	1.2	1.7
100.0	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.0	99.9	100.0	100.0	100.0	100.0
2,230	783	3,022	6,147	882	7,029	140	169	318	88	3	91	33,161	7,067	40,218

Table 74a (Cont'd). DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO FIELD O

FATHER'S OCCUPATION / FIELD OF STUDY	PURE SCIENCES			TECHNOLOGY			AGRICULTURE			MEDICINE			HUMANITIES		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
															1964-6
1. Professions	19.7	18.1	10.8	8.0	12.9	8.1	11.3	20.3	12.6	26.9	22.3	25.3	11.0	20.5	15.3
2. Teachers: universities, secondary schools	7.5	9.2	7.7	4.4	9.7	4.4	4.0	7.7	5.0	5.9	7.2	6.1	7.5	10.4	8.0
3. Higher-level employees	17.1	28.4	18.6	22.3	25.8	22.3	14.8	28.9	16.7	20.4	26.5	21.3	14.9	28.6	20.3
I. Total upper class	34.3	55.7	37.1	34.7	48.4	34.8	30.7	56.9	34.3	52.2	55.0	50.7	34.3	59.5	44.2
4. Middle-level employees	24.6	20.8	24.1	26.6	29.8	26.7	14.9	14.2	14.8	18.0	19.6	18.3	23.3	18.7	2.5
5. Primary school teachers	6.6	3.3	6.1	4.2	5.7	4.2	4.2	3.8	4.1	4.1	3.6	4.0	7.7	4.7	0.5
II. Total middle class	31.2	24.1	30.2	30.8	35.5	30.9	19.1	18.0	18.9	23.1	23.2	22.3	31.0	23.4	28.0
6. Self-employed farmers	5.3	4.0	5.1	5.1	1.6	5.0	33.6	14.4	31.0	3.4	3.7	3.4	6.1	1.5	4.3
7. Other "self-employed"	13.7	10.2	13.3	15.2	8.9	15.1	9.7	7.4	9.4	14.4	11.5	13.9	14.2	10.9	12.9
III. Total "self-employed"	19.0	14.2	18.4	20.3	10.5	20.1	43.3	21.8	40.4	17.8	15.2	17.3	20.3	12.4	17.2
8. Low-level employees	2.8	1.5	2.6	2.5	0.8	2.5	0.7	0.0	0.7	1.4	1.2	1.3	2.6	0.8	1.9
9. Manual workers	11.5	3.8	10.5	9.5	4.0	9.5	3.8	1.5	3.5	5.0	4.3	4.9	10.0	2.7	7.1
IV. Total lower class	14.3	5.3	13.1	12.0	4.8	12.0	4.5	2.1	4.2	6.4	5.5	6.2	12.6	3.5	9.0
10. Undetermined	1.2	0.7	1.2	2.2	0.8	2.2	2.4	1.2	2.2	1.5	1.1	1.5	1.8	1.2	1.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute numbers	7,362	1,102	8,464	10,125	124	10,249	2,131	339	2,470	6,528	1,499	8,027	5,582	3,700	9,282

SOURCE: See Table 72.

Table 74b. ACADEMIC DISCIPLINE OF UNIVERSITY STUDENTS BY CATEGORY OF FATHER'S

FATHER'S OCCUPATION / FIELD OF STUDY	MALE											FEMALE						
	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES
																		1958-6
1. Professions	12.3	14.6	3.7	32.6	12.5	11.3	12.9	0.1	-	100.0	3,626	11.4	0.6	2.7	19.7	37.4	15.4	11.2
2. Teachers: universities, secondary schools	24.2	20.8	3.9	16.2	14.0	5.9	14.0	0.1	-	100.0	1,669	14.5	2.2	2.5	13.6	44.0	8.9	12.2
3. Higher-level employees	13.7	25.7	3.5	16.0	9.1	10.5	21.3	0.2	-	100.0	6,467	13.1	1.3	3.2	16.0	36.6	13.9	14.5
I. Total upper class	14.7	21.6	3.6	21.1	10.9	10.1	17.8	0.2	-	100.0	11,662	12.8	1.2	2.9	16.9	38.0	13.6	13.0
4. Middle-level employees	18.4	28.1	2.7	13.4	14.0	3.8	19.2	0.4	-	100.0	4,730	16.4	1.8	2.2	19.7	39.7	8.2	12.4
5. Primary school teachers	23.0	19.0	4.4	13.0	21.1	2.9	16.2	0.4	-	100.0	1,650	14.0	1.1	3.9	19.4	41.9	6.7	12.3
II. Total middle class	19.6	26.8	3.2	13.3	15.8	3.6	18.4	0.4	-	99.9	6,380	15.0	1.6	2.7	19.6	40.3	7.8	12.4
6. Self-employed farmers	12.0	18.8	26.8	10.5	15.7	2.3	14.6	0.3	-	100.0	1,455	11.9	-	16.4	23.9	19.4	5.2	23.2
7. Other "self-employed"	14.3	23.2	2.7	17.2	15.4	5.2	21.6	0.2	-	100.0	4,024	11.8	1.4	2.1	22.6	37.0	8.4	15.4
III. Total "self-employed"	13.7	22.1	8.8	15.4	15.5	4.5	19.8	0.2	-	100.0	5,479	11.8	1.2	4.6	22.8	33.9	7.8	16.8
8. Low-level employees	25.2	23.7	2.5	10.8	15.8	3.1	18.6	0.3	-	100.0	646	10.8	2.1	1.1	20.4	45.2	5.4	11.8
9. Manual workers	21.2	28.7	0.8	8.9	19.2	1.8	19.2	0.1	-	99.9	1,567	15.2	1.1	3.3	26.0	29.3	6.5	10.6
IV. Total lower class	22.4	27.2	1.3	9.5	18.2	2.2	19.0	0.2	-	100.0	2,213	13.0	1.6	2.2	22.7	37.3	5.9	15.7
10. Undetermined	11.4	25.8	4.1	16.1	15.0	8.3	18.9	0.4	-	100.0	492	13.3	1.9	6.0	21.7	39.7	6.0	10.8
TOTAL	16.2	23.3	4.4	16.9	13.8	6.6	18.5	0.3	-	100.0	26,126	13.0	1.3	3.1	18.4	37.8	11.5	13.5

SOURCE: See Table 72.

STUDY: NETHERLANDS, 1958-59, 1961-62 AND 1964-65

LAW			SOCIAL SCIENCES			PEDAGOGY			OTHERS			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
20.8	23.5	21.5	8.3	16.6	6.4	3.6	17.0	11.6	13.1	29.4	15.5	12.7	20.2	14.0
0.2	7.0	0.4	4.2	7.6	4.7	5.3	5.2	5.2	7.1	11.8	7.8	5.0	8.7	6.2
30.8	36.1	32.1	23.5	20.4	24.3	7.8	31.6	21.2	17.7	29.4	19.4	20.7	29.2	22.2
57.8	66.6	60.0	30.0	53.9	38.4	16.6	54.7	38.0	37.9	70.6	42.7	39.0	58.1	42..
15.7	16.1	15.5	22.8	17.9	22.2	29.7	17.9	23.0	24.7	8.8	22.4	22.4	18.5	21.8
3.0	2.6	2.9	3.9	4.3	3.9	9.5	4.9	7.0	6.6	-	5.0	4.9	4.0	4.7
18.7	17.7	18.4	26.7	22.2	26.1	30.2	22.8	30.0	31.3	8.8	28.0	27.3	22.5	26.5
3.6	1.8	3.2	4.8	4.7	4.8	5.7	2.2	3.7	5.6	-	4.7	6.2	3.1	5.6
12.9	10.0	12.3	19.4	12.9	18.6	17.3	14.8	15.9	12.1	17.7	12.9	15.1	11.2	14.4
16.5	12.4	15.5	24.2	17.6	23.4	23.0	17.0	19.6	17.7	17.7	17.6	21.3	14.3	20.0
1.6	0.8	1.4	2.3	1.8	2.2	4.2	1.1	2.5	3.0	2.9	3.0	2.2	1.1	2.0
3.8	0.9	3.1	8.6	3.2	7.9	16.3	2.7	8.7	7.6	-	6.5	8.4	2.9	7.4
5.4	1.7	4.5	10.9	5.0	10.1	20.5	3.8	11.2	10.6	2.9	9.5	10.6	4.0	9.4
1.6	1.6	1.6	2.2	1.3	2.0	0.7	1.7	1.2	2.5	-	2.2	1.8	1.1	1.7
100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3,651	1,109	4,820	8,725	1,284	10,009	283	364	647	198	34	232	44,575	9,615	54,190

OCCUPATION: NETHERLANDS, 1958-59, 1961-62 AND 1964-65

				TOTAL									
PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER
1.6	-	100.0	1,242	12.1	10.9	3.4	29.3	19.0	12.3	12.5	0.5	-	100.0	4,768
2.1	-	100.0	559	21.6	15.9	3.6	15.5	22.6	6.7	13.5	0.6	-	100.0	2,128
1.3	-	99.9	1,948	13.5	20.1	3.4	10.0	15.5	11.3	19.7	0.5	-	100.0	8,415
1.6	-	100.0	3,749	14.2	16.6	3.4	20.1	17.6	11.0	16.0	0.5	-	100.0	15,311
0.6	-	100.0	670	18.0	24.8	2.7	14.2	17.2	4.3	18.3	0.6	-	100.0	5,400
0.7	-	100.0	284	21.7	16.3	4.3	14.0	24.2	3.4	15.7	0.4	-	100.0	1,934
0.6	-	100.0	954	18.9	22.0	3.1	14.2	19.0	4.1	17.0	0.4	-	99.9	7,334
-	-	100.0	134	12.0	17.2	25.1	11.6	16.0	2.6	15.3	0.3	-	100.0	1,589
1.4	-	100.0	635	13.9	20.2	2.6	17.9	18.4	5.7	20.9	0.4	-	100.0	4,669
1.2	-	100.1	769	12.4	19.5	8.3	16.3	17.8	4.9	19.4	0.3	-	100.0	6,248
3.2	-	100.0	93	23.4	21.0	2.3	12.0	19.5	3.4	17.7	0.7	-	100.0	739
-	-	100.0	92	20.9	27.2	1.0	9.8	19.7	2.1	19.2	0.1	-	100.0	1,659
1.6	-	100.0	186	21.7	26.3	1.4	10.6	19.6	2.5	18.7	0.3	-	100.0	2,398
1.2	-	99.9	83	11.7	22.3	4.3	16.9	18.6	8.0	17.7	0.5	-	100.0	676
1.4	-	100.0	5,740	15.7	19.3	4.2	17.2	18.1	7.5	17.9	0.4	-	100.0	31,866

Table 74b (Cont'd). ACADEMIC DISCIPLINE OF UNIVERSITY STUDENTS BY CATEGORY OF

FIELD OF STUDY / FATHER'S OCCUPATION	MALE											FEMALE						
	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES
																		1961-63
1. Professions	13.1	16.7	3.9	29.8	11.6	12.0	12.5	0.2	0.3	100.1	4,810	11.9	0.6	3.4	17.9	40.3	14.5	10.6
2. Teachers: universities, secondary schools	23.7	20.4	3.7	14.8	16.9	7.7	11.0	0.5	0.4	100.0	1,947	14.6	1.2	2.8	13.2	46.5	8.3	12.4
3. Higher-level employees	14.2	25.6	3.0	14.7	0.1	10.8	22.0	0.2	0.4	100.0	7,384	13.3	1.5	3.3	14.1	38.0	13.9	13.2
I. Total upper class	15.2	22.0	3.4	19.0	11.0	10.7	17.5	0.2	0.4	100.0	13,860	13.0	1.1	2.9	15.3	39.0	13.2	12.2
4. Middle-level employees	10.8	27.3	2.7	11.7	14.8	3.8	19.0	0.6	0.2	99.9	6,568	15.2	0.5	2.0	10.6	49.5	8.0	11.8
5. Primary school teachers	23.1	19.1	3.4	11.3	23.5	3.4	15.3	0.7	0.2	100.0	1,702	13.3	2.0	2.6	14.9	50.2	4.0	12.0
II. Total middle class	20.5	25.6	2.9	11.6	16.6	3.7	18.2	0.6	0.2	99.9	8,360	14.5	0.9	2.2	16.2	46.1	7.0	11.8
6. Self-employed farmers	14.0	20.7	15.0	8.0	14.0	3.0	14.2	0.4	-	99.9	2,058	14.4	0.5	19.8	21.9	17.1	0.4	17.7
7. Other "self-employed"	15.0	25.0	2.0	13.5	14.2	5.5	23.4	0.5	0.3	100.0	5,111	12.0	1.3	5.0	19.4	38.8	8.2	14.1
III. Total "self-employed"	14.7	23.7	9.1	12.1	14.2	4.8	20.7	0.4	0.2	99.9	7,169	12.5	1.1	6.2	19.9	34.6	7.9	14.8
8. Low-level employees	22.4	28.0	1.6	9.2	16.0	3.1	18.4	1.1	0.2	100.0	820	8.3	2.4	-	21.4	41.7	7.1	19.5
9. Manual workers	22.1	31.6	2.2	7.3	10.4	1.7	17.9	0.8	-	100.0	2,360	13.2	4.9	2.8	20.4	32.6	4.9	11.8
IV. Total lower class	22.2	30.7	2.0	7.8	16.9	2.0	18.0	0.9	0.1	100.0	3,180	11.4	3.9	1.8	24.6	36.9	6.7	13.2
10. Undetermined	13.3	26.0	4.9	12.4	13.3	5.4	23.6	0.5	0.5	99.9	607	11.4	5.7	3.4	17.0	37.5	11.4	11.4
TOTAL	17.1	24.2	4.4	14.7	13.6	6.8	18.5	0.4	0.3	100.0	33,161	13.2	1.2	3.2	16.4	40.0	11.1	12.5

FIELD OF STUDY / FATHER'S OCCUPATION	MALE											FEMALE						
	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES
																		1964-66
1. Professions	12.6	14.3	4.3	30.0	11.8	13.5	12.9	0.2	0.5	100.1	5,048	10.2	0.8	3.6	17.2	39.0	14.2	11.2
2. Teachers: universities, secondary schools	21.9	17.5	3.9	15.2	10.6	9.0	14.6	0.6	0.6	99.9	2,514	12.1	1.4	3.1	13.0	40.0	9.8	11.8
3. Higher-level employees	13.6	24.5	3.4	14.4	0.0	12.2	22.2	0.3	0.4	100.0	9,219	11.1	1.1	3.5	13.6	37.7	16.0	13.5
I. Total upper class	14.5	20.2	3.8	10.6	11.0	12.2	18.0	0.3	0.4	100.0	17,381	11.0	1.0	3.5	14.8	39.4	13.9	12.4
4. Middle-level employees	18.1	27.0	3.2	11.7	13.0	5.7	20.0	0.8	0.5	100.0	9,996	12.9	2.1	2.7	10.6	39.1	9.9	12.9
5. Primary school teachers	22.1	19.5	4.1	12.2	19.8	5.0	16.5	1.2	0.6	100.0	2,178	9.3	1.8	3.4	13.9	44.9	7.8	14.2
II. Total middle class	18.8	26.0	3.3	11.8	14.2	5.6	19.2	0.9	0.5	99.9	13,174	12.3	2.0	2.8	10.1	40.1	9.5	13.2
6. Self-employed farmers	14.1	18.7	26.6	8.0	12.3	4.8	15.1	0.6	0.4	100.0	2,758	14.8	0.7	16.6	18.8	19.2	7.1	20.2
7. Other "self-employed"	15.1	22.8	3.1	14.0	11.8	7.0	26.2	0.7	0.3	100.0	6,732	10.5	1.0	2.3	16.0	37.6	11.5	16.5
III. Total "self-employed"	14.8	21.0	9.8	12.2	11.9	6.3	22.2	0.7	0.4	99.9	9,490	11.4	1.0	5.4	16.6	33.6	10.6	16.5
8. Low-level employees	20.7	25.7	1.5	9.2	14.9	5.8	20.4	1.2	0.0	100.0	980	15.4	1.0	1.9	17.7	28.8	8.7	22.1
9. Manual workers	22.6	26.9	2.2	8.8	15.0	3.7	20.2	1.2	0.4	100.0	3,726	15.4	1.8	1.8	23.3	35.5	5.9	17.7
IV. Total lower class	22.2	25.9	2.1	8.9	15.0	4.1	20.2	1.2	0.5	100.0	4,706	15.4	1.8	1.8	21.7	33.7	6.2	19.7
10. Undetermined	11.0	27.5	6.1	12.4	12.1	7.2	22.8	0.3	0.0	100.0	824	7.1	0.9	3.6	13.4	36.4	17.0	14.3
TOTAL	16.5	22.7	4.8	14.7	12.6	8.2	19.6	0.6	0.4	100.0	44,676	11.6	1.3	3.5	16.6	38.4	12.2	13.4

SOURCE: See Table 72.

FATHER'S OCCUPATION: NETHERLANDS, 1958-59, 1961-62 AND 1964-65

				TOTAL										
PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER
1.7	0.1	100.0	1,515	12.8	12.7	3.5	20.8	18.8	12.7	12.0	0.6	0.2	100.1	9,034
2.0	-	100.0	684	21.3	15.4	3.5	14.4	24.3	7.9	12.0	0.9	0.3	100.0	2,031
2.7	-	100.0	2,209	14.0	19.9	3.1	14.0	15.9	11.5	20.0	0.8	0.3	100.1	9,063
2.3	-	99.9	4,408	14.7	16.9	3.3	18.6	13.0	11.4	16.2	0.7	0.3	100.1	18,318
2.4	-	100.0	993	19.2	23.8	2.6	12.3	18.6	4.5	18.1	0.8	0.2	99.9	7,551
2.0	-	100.0	301	21.5	16.7	3.3	11.8	27.3	3.4	14.8	0.9	0.2	99.9	2,099
2.3	-	100.0	1,294	19.7	22.3	2.8	12.2	20.5	4.1	17.3	0.8	0.2	100.0	9,044
2.1	-	99.9	187	14.1	19.0	24.5	9.8	14 3	3.3	14.5	0.6	-	100.1	2,245
3.0	0.1	99.9	792	14.0	21.8	2.7	14.3	17.5	5.9	22.1	0.8	0.3	100.0	5,903
2.9	0.1	100.0	970	14.5	21.0	8.7	13.1	16.6	6.2	20.0	0.7	0.2	100.0	8,148
3.6	-	100.0	84	21.1	25.6	1.4	10.3	18.4	3.5	18.1	1.3	0.2	99.9	910
3.5	-	100.1	144	21.6	30.1	2.2	8.4	17.8	1.5	17.5	1.0	-	99.9	3,503
3.5	-	100.1	228	21.4	28.9	2.0	8.9	17.6	2.3	17.7	1.1	0.1	100.0	3,413
2.3	-	100.1	95	13.1	23.5	4.7	12.9	16.4	6.2	22.0	0.7	0.4	99.9	695
2.4	-	100.0	7,057	16.4	20.1	4.2	15 0	18.3	7.5	17.5	0.8	0.2	100.0	10,218

				TOTAL										
PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER	PURE SCIENCES	TECHNOLOGY	AGRICULTURE	MEDICINE	HUMANITIES	LAW	SOCIAL SCIENCES	PEDAGOGY	OTHER	TOTAL	ABSOLUTE NUMBER
3.3	0.5	100.0	1,044	12.0	10.9	4.1	20.7	18.7	13.7	12.4	1.0	0.5	100.0	7,692
2.3	0.5	100.0	834	19.5	13.5	3.7	14.6	24.0	9.2	13.9	1.0	0.5	99.9	3,348
4.1	0.4	100.0	2,807	13.1	19.0	3.4	14.3	15.7	12.9	20.1	1.1	0.4	100.0	12,026
3.0	0.4	100.0	5,585	13.6	15.5	3.7	18.4	17.9	12.6	16.7	1.1	0.4	99.9	
3.7	0.1	100.0	1,770	17.3	23.2	3.1	12.5	16.9	6.4	16.9	1.3	0.4	100.6	11,772
4.7	-	100.0	387	20.2	16.8	4.0	12.5	23.6	5.4	15.3	1.7	0.5	100.0	2,505
3.8	0.1	99 9	2,163	17.8	22.1	3.3	12.5	18.1	6.3	18.1	1.4	0.5	100.0	
2.7		100.0	297	14.2	17.0	26.1	9.0	13.0	5.0	15.0	0.8	0.4	100.0	3,055
5.0	0.0	100.0	1,075	14.4	19.8	3.0	14.3	15.3	7.0	23.8	1.3	0.4	99.9	7,807
4.5	0.4	100.0	1,372	14.4	19.0	9.2	12.8	14.7	0.9	21.5	1.2	0.4	100.1	
3.8	1.0	100.0	104	20.2	23.3	1.5	10.0	16.2	0.1	20.5	1.5	0.5	100.0	1,084
3.6	-	100.0	279	22.1	24.2	2.2	9.8	16.4	3.7	19.8	1.4	0.4	100.0	4,005
3.7	0.2	100.0	383	21.7	24.0	2.1	9.8	16.4	4.2	20.0	1.1	0.4	100.0	
5.3	-	100.0	112	10.5	24.3	5.8	12.5	15.3	8.3	21.8	0.9	0.5	100 0	930
3.8	0.3	100.0	9,016	16.5	18.9	4.0	14.8	17.1	8.9	18.5	1.2	0.4	100.0	64,190

Table 76. DISTRIBUTION OF NEW ENTRANTS IN UNIVERSITY AND OF MALE LABOUR FORCE (TOTAL, AND AGED 45-54) BY SOCIO-ECONOMIC CATEGORY: NORWAY, 1964-65

SOCIO-ECONOMIC CATEGORY	NEW ENTRANTS 1964-65 (1)		MALE LABOUR FORCE 1960	
			TOTAL (2)	AGED 45-54 (3)
		WITHOUT "OTHERS"		
1. Professional and technical workers	20.6	25.4	6.6	6.3
2. Administrative, executive and managerial workers	13.0	16.0	3.8	5.0
3. Clerical workers	4.4	5.4	3.7	3.1
4. Sales workers	6.7	8.2	5.4	5.7
5. Farmers and related workers	12.0	14.7	24.0	24.9
6. Miners	0.4	0.5	0.6	0.7
7. Transport and communications workers	6.6	8.1	12.6	10.3
8. Craftsmen, production-process workers and labourers	14.3	17.6	38.8	40.0
9. Service workers	2.6	3.1	3.4	3.5
10. Armed Forces	0.7	0.9	1.1	0.6
11. Others	18.7	-	0.0	0.0
	$\frac{(1)}{(2)}$		$\frac{(1)}{(3)}$	
		WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Professional and technical workers	3.1	3.8	3.3	4.0
2. Administrative, executive and managerial workers	3.4	4.2	2.6	3.2
3. Clerical workers	1.2	1.5	1.4	1.7
4. Sales workers	1.2	1.5	1.2	1.4
5. Farmers and related workers	0.50	0.61	0.48	0.59
6. Miners	0.67	0.83	0.57	0.71
7. Transport and communications workers	0.52	0.64	0.64	0.79
8. Craftsmen, production-process workers and labourers	0.37	0.45	0.36	0.44
9. Service workers	0.76	0.91	0.72	0.89
10. Armed Forces	0.64	0.83	1.40	1.80
11. Others				

SOURCE: Studenter Undervisningstatistikk 1964-65 Hefte V, Table XXVIII, p. 54.
Labour force: Demographic Yearbook U.N., 1964.

Table 76. NUMBER OF NEW STUDENTS PER 1,000 ACTIVE MALES (TOTAL AND AGED 45-54) IN THE SAME SOCIO-ECONOMIC CATEGORY: NORWAY, 1964-65

SOCIO-ECONOMIC CATEGORY	NEW ENTRANTS 1964-65 (1)	MALE LABOUR FORCE 1960		(1)/(2) (‰)	(1)/(3) (‰)
		TOTAL (IN THOUSANDS) (2)	AGED 45-54 (3)		
1. Professional and technical	989	71.2	14.08	13.9	70.2
2. Administrative, executive and managerial	623	41.3	11.14	15.0	55.9
3. Clerical workers	210	40.2	6.88	5.2	30.5
4. Sales workers	321	58.9	12.67	5.4	25.3
5. Farmers and related	573	260.0	55.61	2.2	10.3
6. Miners	18	6.4	1.61	2.8	11.2
7. Transport and communications	317	136.6	23.07	2.3	13.7
8. Craftsmen, production-process workers	687	421.2	89.33	1.6	7.7
9. Service workers	123	36.5	7.74	3.4	15.9
10. Armed forces	33	12.0	1.24	2.7	26.6
11. Others	897	0.4	0.11	-	-
TOTAL	4,791	1,084.9	223.48	4.4	21.4

SOURCE: See Table 75.

Table 77. DISTRIBUTION OF STUDENTS AND OF MALE LABOUR FORCE (TOTAL AND AGED 45-54) BY SOCIO-ECONOMIC CATEGORY: PORTUGAL, 1963-64

SOCIO-ECONOMIC CATEGORY	STUDENTS 1963-64 (1)		MALE LABOUR FORCE 1960		(1)/(2)		(1)/(3)	
		WITHOUT "OTHERS"	TOTAL (2)	AGED 45-54 (3)		WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Professional, technical and related	16.5	17.7	1.7	2.1	10.0	10.7	7.9	8.4
2. Administrative, executive, managerial	19.6	21.0	1.4	2.5	13.7	14.7	7.8	8.4
3. Clerical workers	14.3	15.3	4.3	4.5	3.3	3.5	3.2	3.4
4. Sales workers	20.8	22.2	6.5	7.2	3.2	3.4	2.9	3.1
5. Farmers-proprietors	8.9	9.5	2.6	4.2	3.4	3.6	2.1	2.3
6. Workers	7.4	7.9	79.6	78.3	0.09	0.10	0.09	0.10
7. Armed Forces	5.9	6.3	1.5	0.8	3.8	4.1	7.4	7.9
8. Others	6.6	-	2.8	0.4				
TOTAL	100.0	100.0	100.0	100.0				

SOURCE: Students: Data of Table 79 reclassified as follows: 1 = 1, 4, 5; 2 = 2, 3; 3 = 8, 9, 10; 4 = 6, 7; 5 = 12; 6 = 11, 13; 7 = 14; 8 = 15, 16.
Labour Force: Yearbook of Labour Statistics, ILO, 1960, but counting under 5 only farmers-proprietors and under 6 the other farmers.

Table 78. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES (TOTAL AND AGED 45-54) OF THE SAME SOCIO-ECONOMIC CATEGORY: PORTUGAL, 1963-64

SOCIO-ECONOMIC CATEGORY	TOTAL STUDENTS 1963-64 (1)	MALE LABOUR FORCE 1960 (IN THOUSANDS)		(1)/(2) (‰)	(1)/(3) (‰)
		TOTAL (2)	AGED 45-54 (3)		
1. Professional, technical and related	4,085	46.5	9.1	87.8	448.9
2. Administrative, executive and managerial	4,853	40.3	11.2	120.4	433.3
3. Clerical workers	3,540	122.1	19.7	29.0	179.7
4. Sales workers	5,150	182.3	31.9	28.2	161.4
5. Farmers proprietors	2,203	73.9	18.5	29.8	119.1
6. Workers	1,832	2,231.0	344.1	0.82	5.3
7. Armed forces	1,461	43.4	3.5	33.7	417.4
8. Others	1,634	22.7	1.9	-	-
TOTAL	24,758	2,762.2	439.9	8.96	56.4

SOURCE: See Table 77.

SOCIO-ECONOMIC CATEGORY	TOTAL STUDENTS 1963-64 (1)	MALE LABOUR FORCE 1960 (IN THOUSANDS) (2)	(1)/(2) (‰)
1. Workers	1,040	2,030.2	0.51
2. Employers in industry, trade and agriculture	5,150	301.1	17.1
3. Employers middle- and low-level	891	146.4	6.1
4. Proprietors rural and urban	2,996	71.8	41.7
5. Civil servants	3,986	60.1	67.7
6. Low-level armed forces	594	41.4	14.3
7. Liberal professions	2,996	41.4	72.4
8. Directors, higher-level employees	3,516	16.6	211.8
9. Primary school teachers	371	5.5	67.4
10. Officers	867	5.5	157.6
11. Secondary school teachers	718	2.8	256.4
12. Non-specified	1,633	30.4	
TOTAL	24,758	2,762.2	8.96

SOURCE: Students and labour force: "A origem social dos estudantes portugueses" Rui Machete, Lisbon, 1963, Table IV, p. 228.

Table 79. DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY: PORTUGAL, 1963-64

FATHER'S OCCUPATION \ FIELD OF STUDY	1963-64											1952-53
	SCIENCES	TECHNOLOGY	MEDICINE	AGRICULTURE	HUMANITIES	FINE ARTS	LAW	SOCIAL SCIENCES	TOTAL			TOTAL
									TOTAL	M	F	
1. Professions	7.3	12.1	22.3	17.5	12.4	9.0	14.6	5.6	12.1	12.5	11.5	16.1[1]
2. Directors, high-level employees, private sector	5.9	9.1	3.8	5.0	5.1	5.1	5.5	7.2	5.8	5.1	6.8	[1]
3. High-level public employees	13.2	10.4	12.0	17.5	14.2	15.8	16.4	11.2	13.8	12.4	15.9	13.4
4. Secondary school teachers	2.7	2.6	3.7	2.5	4.0	7.2	2.1	0.4	2.9	2.5	3.6	[1]
5. Primary school teachers	2.3	0.8	1.6	2.5	2.1	-	0.6	0.8	1.5	1.3	1.9	[1]
6. Manufacturers, wholesale trade	6.2	5.9	10.3	7.5	7.8	7.2	4.3	8.9	7.4	6.7	8.4	9.0
7. Small manufacturers, retail trade	14.9	14.4	12.9	-	13.3	11.6	10.0	17.4	13.4	13.9	12.6	12.1
8. Middle-level employees private	10.0	7.9	7.5	2.5	8.4	9.9	6.0	10.1	8.4	8.9	7.5	9.7
9. Public employees	1.5	1.8	1.4	-	3.5	5.3	1.9	4.8	2.3	2.4	2.3	5.8
10. Low-level employees	3.7	2.5	3.0	-	3.4	4.0	3.6	6.7	3.6	4.3	2.6	3.1
11. Urban proprietors	3.2	5.8	2.2	12.5	2.1	-	2.4	4.2	3.2	3.1	3.2	4.1
12. Rural proprietors	10.8	4.2	9.1	20.0	8.1	8.1	12.2	4.8	8.9	9.6	7.8	12.3
13. Workers	3.1	7.0	2.3	2.5	3.9	2.7	5.4	7.0	4.2	5.0	3.0	3.0
14. Armed forces	7.4	8.5	2.6	7.5	5.5	9.2	5.6	3.8	5.9	6.1	5.4	11.5
15. Others	5.0	7.1	4.6	-	5.6	9.2	9.2	3.8	5.9	5.6	6.5	-
16. No answer	0.7	-	0.7	2.5	0.8	-	-	0.7	0.7	0.6	0.9	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	24.758											

1. Including primary and secoedary school teachers and higher-level employees in private sector (2, 4 and 5).

SOURCE: 1963-1964 Simação e opinião des universitários. Lisbon, 1967.
1952-1953 "A origem social dos estudantes Portugueses" by Rui Machete, p. 229. Table IV.

Table 80. DISTRIBUTION OF STUDENTS AND OF MALE LABOUR FORCE BY SOCIO-ECONOMIC CATEGORY: SPAIN, 1956-57 AND 1962-63

SOCIO-ECONOMIC CATEGORY	STUDENTS 1956-57		MALE LABOUR FORCE 1956 (2)	(1)/(2)		STUDENTS 1958-59		MALE LABOUR FORCE 1958 (2)	(1)/(2)	
	(1)	Without "others"			Without "others"	(1)	Without "others"			Without "others"
1. Professional and technical workers	35.8	39.7	3.1	11.5	12.8	35.9	39.8	3.2	11.2	12.4
2. Executive, clerical and sales workers	39.0	43.2	12.1	3.2	3.6	38.0	42.2	12.6	3.0	3.3
3. Farmers self-employed	6.9	7.7	14.7	0.47	0.52	4.6	5.1	14.1	0.33	0.36
4. Farmers salaried	0.4	0.4	32.9	0.012	0.012	2.2	2.4	31.6	0.069	0.075
5. Artisans, workers n.e.c.	1.6	1.8	27.4	0.058	0.065	2.5	2.8	27.9	0.088	0.10
6. Transport workers	0.5	0.6	3.8	0.13	0.16	0.7	0.8	4.4	0.16	0.18
7. Service workers	1.0	1.1	3.1	0.32	0.35	1.2	1.3	3.2	0.37	0.41
8. Armed forces	5.0	5.5	1.6	3.1	3.4	5.0	5.6	1.6	0.31	3.5
9. Others (excluding the "non-specified")	9.8	-	1.3	-	-	9.9	-	1.4	-	-
TOTAL	100.0	100.0	100.0			100.0	100.0	100.0		

SOCIO-ECONOMIC CATEGORY	STUDENTS 1962-63		MALE LABOUR FORCE 1960		(1)/(2)		(1)/(3)	
	(1)	WITHOUT "OTHERS"	TOTAL (2)	AGED 45-54 (3)		WITHOUT "OTHERS"		WITHOUT "OTHERS"
1. Professions	27.7	29.0	3.4	3.8	8.1	8.5	7.3	7.6
2. Employers in industry, commerce, etc.	22.0	23.2	4.1	6.3	5.4	5.6	3.5	3.7
3. Higher-level employees and directors	5.1	5.4	1.1	1.9	4.6	4.9	2.7	2.8
4. Middle-level employees	28.5	29.9	9.5	8.7	3.0	3.1	3.3	3.4
5. Farmers self-employed	4.4	4.6	13.5	13.2	0.33	0.34	0.33	0.35
6. Farmers salaried	2.0	2.1	30.3	29.6	0.066	0.069	0.062	0.065
7. Workers skilled or unskilled	5.0	5.3	33.3	32.2	0.15	0.16	0.16	0.16
8. Service workers	0.5	0.5	3.2	3.1	0.16	0.16	0.16	0.16
9. Others (excluding the "non-specified")	4.8	-	1.6	1.2	-	-	-	-
TOTAL	100.0	100.0	100.0	100.0				

SOURCE: STUDENTS: Table 82a.
Labour force: recalculated from data presented in the Demographic Yearbook U.N., 1958 and 1964 according to the following assumptions: the breakdown by sex and occupation is given for 1950; for 1960 only the total number of active women is provided. So we assume that between 1950 and 1960 the number of active women in each professional group has increased in the same proportion. For 1960, the occupations have been reclassified to take into account not only the occupation itself but also the professional status.

N.B. The classification of students by social origin for the year 1962-63 is different from the one used in previous years. This is due to a revision of the classification under consideration by the Spanish authorities.

Table 81. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES (TOTAL AND AGED 45-54) IN THE SAME SOCIO-ECONOMIC CATEGORY: SPAIN, 1962-63

SOCIO-ECONOMIC CATEGORY	TOTAL STUDENTS 1962-63 (1)	MALE LABOUR FORCE 1960 (IN THOUSANDS)		(1)/(2) (‰)	(1)/(3) (‰)
		TOTAL (2)	AGED 45-54 (3)		
1. Professions	14,257	323.5	58.9	44.1	242.0
2. Employers in industry, commerce, etc.	11,312	390.1	97.7	29.0	115.8
3. Higher-level employees and directors	2,620	104.7	29.5	25.0	88.8
4. Middle-level employees	14,649	903.9	134.9	16.2	108.6
5. Farmers self-employed	2,286	1,284.4	204.7	1.8	11.2
6. Farmers salaried	1,044	2,882.8	459.0	0.36	2.3
7. Workers	2,590	3,168.3	499.3	0.82	5.2
8. Service Personnel	255	394.5	48.1	0.84	5.3
9. Others	2,441	152.1	18.6	-	-
10. Non-specified	11,206				
TOTAL	62,660	9,514.3	1,550.7	6.6	40.4

SOURCE : See Table 80.

Table 82a. DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY: SPAIN 1956-57, 1958-59 AND 1962-63

FATHER'S OCCUPATION \ FIELD OF STUDY	PURE SCIENCES	ECONOMICS AND POLITICAL SCIENCES	LAW	PHARMACY	MEDICINE	VETERINARY MEDICINE	APPLIED SCIENCES	HUMANITIES PHILOSOPHY	TOTAL
1956-57									
1. Professional and technical workers	34.7	25.7	32.1	42.6	40.3	21.8	35.8	42.5	35.8
2. Executive, clerical and sales workers	39.8	47.0	44.0	35.4	34.5	29.6	41.5	31.0	39.0
3. Farmers self-employed	4.6	9.1	6.3	5.4	7.6	26.1	4.9	6.2	6.9
4. Farmers salaried	0.4	0.2	0.1	1.6	0.5	0.1	0.1	0.3	0.4
5. Artisans and workers n.e.c.	2.3	2.5	1.5	0.6	2.0	1.5	1.0	2.0	1.6
6. Transport workers	0.9	1.0	0.4	0.3	0.5	0.7	0.4	0.8	0.5
7. Service workers	1.3	0.4	0.8	0.4	1.2	0.8	0.7	1.7	1.0
8. Armed Forces	5.7	5.0	5.4	3.2	4.6	4.5	5.5	5.4	5.0
9. Non-active	3.0	2.5	3.2	2.7	2.8	5.5	2.1	3.4	2.9
10. Dead	7.3	6.6	6.3	7.8	6.0	9.3	8.0	6.7	6.9
TOTAL	100.0	100.0	100.1	100.0	100.0	99.9	100.0	100.0	100.0
Absolute numbers	6,002	2,704	15,630	5,339	11,063	1,859	8,573	4,886	56,056
1958-59									
1. Professional and technical workers	25.9	20.1	27.4	35.9	34.2	18.5	31.2	38.0	30.3
2. Executive, clerical and sales workers	33.9	38.4	35.5	31.3	27.8	26.3	40.4	22.8	32.0
3. Farmers self-employed	2.1	2.6	3.3	3.7	4.7	22.0	3.5	4.0	3.8
4. Farmers salaried	2.2	1.0	1.7	2.7	2.8	2.0	0.1	0.7	1.9
5. Artisans and workers n.e.c.	3.2	2.4	1.6	1.0	2.6	2.5	1.5	1.9	2.1
6. Transport workers	0.6	1.3	0.4	0.4	0.6	-	0.5	0.4	0.6
7. Service workers	1.1	0.8	1.1	0.5	1.1	0.2	0.9	1.5	1.0
8. Armed workers	5.1	3.3	4.3	3.4	4.7	3.5	3.6	4.1	4.2
9. Non-active	0.7	1.2	2.0	1.6	0.9	2.2	1.3	1.4	1.3
10. Dead	4.3	6.2	6.1	5.4	6.0	8.4	7.7	4.9	5.7
11. Others	1.5	0.8	1.0	0.8	1.7	1.1	-	2.4	1.3
12. Non-specified	19.4	21.9	15.6	13.3	12.9	13.3	9.3	17.9	15.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.9
Absolute numbers	8,774	4,485	14,681	6,495	12,367	1,012	3,171	6,482	57,467

Table 82a (Cont'd). DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY: SPAIN 1956-57, 1958-59 AND 1962-63

FIELD OF STUDY / FATHER'S OCCUPATION	PURE SCIENCES	ECONOMICS AND POLITICAL SCIENCES	LAW	PHARMACY	MEDICINE	VETERINARY MEDICINE	APPLIED SCIENCES	HUMANITIES PHILOSOPHY	TOTAL
				1962-63					
1. Professions	21.4	17.6	23.2	31.2	28.9	20.5	25.5	15.3	22.7
2. Employers in industry	15.0	15.5	9.8	14.5	9.4	7.9	16.5	8.5	11.8
3. Employers in commerce	6.6	7.9	5.7	6.5	5.8	5.6	7.4	5.2	6.2
4. Higher-level employees	3.6	3.2	6.4	2.5	2.2	1.0	3.3	3.4	3.6
5. Directors of enterprises and societies	0.7	0.6	0.7	0.3	0.5	-	0.7	0.4	0.6
6. Middle-level employees	27.7	23.9	22.6	15.8	21.3	13.8	25.7	24.5	23.5
7. Farmers self-employed	3.9	2.9	3.2	5.1	3.8	6.9	3.2	3.3	3.6
8. Farmers salaried	2.2	0.9	1.2	2.2	1.5	8.7	1.0	1.8	1.7
9. Skilled and semi-skilled workers	5.2	3.8	1.8	1.9	3.7	3.6	4.9	4.5	3.7
10. Unskilled workers	0.6	0.3	0.4	0.1	0.5	-	0.2	0.6	0.4
11. Service workers	0.5	0.3	0.2	0.1	0.5	1.0	0.4	0.5	0.4
12. Others	0.2	-	0.1	-	0.1		0.1	0.1	0.1
13. Non-active	1.4	1.6	1.2	0.9	1.2	0.5	1.2	2.0	1.3
14. Dead	2.9	2.9	2.9	1.6	1.7	2.3	2.0	2.2	2.4
15. Non-specified	8.1	18.6	20.6	17.3	18.9	28.2	8.0	27.7	17.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number									62,660

SOURCE: Estadistica de la Enseñanza superior en España, curso 1956-57, 1958-59 and 1962-63.

Table 82b. ACADEMIC DISCIPLINE OF STUDENTS BY CATEGORY OF FATHER'S OCCUPATION: SPAIN, 1956-57, 1958-59

FIELD OF STUDY / FATHER'S OCCUPATION	PURE SCIENCES	ECONOMICS AND POLITICAL SCIENCES	LAW	PHARMACY	MEDICINE	VETERINARY MEDICINE	APPLIED SCIENCES	HUMANITIES PHILOSOPHY	TOTAL	ABSOLUTE NUMBER
1956-57										
1. Professional and technical workers	10.4	3.5	25.0	11.3	22.2	2.0	15.3	10.3	100.0	20,076
2. Executive, clerical and sales workers	10.9	5.8	31.4	8.6	17.5	2.5	16.3	6.9	99.9	21,853
3. Farmers self-employed	7.2	6.4	25.5	7.5	21.9	12.6	11.0	7.9	100.0	3,845
4. Farmers salaried	10.5	1.9	8.6	40.2	28.7	1.0	2.4	6.7	100.0	209
5. Artisans and workers n.e.c.	15.4	7.5	25.6	3.7	24.6	3.1	9.2	10.9	100,0	898
6. Transport workers	17.4	9.2	20.3	5.3	20.0	3.9	10.5	13.1	100.0	305
7. Service workers	15.0	2.3	23.3	3.9	25.3	3.0	11.4	15.8	100.0	533
8. Armed Forces	12.2	4.7	30.2	6.0	18.0	3.0	16.6	9.3	100.0	2,828
9. Non-active	11.1	4.1	30.1	8.9	18.5	6.2	11.1	10.0	100.0	1,647
10. Dead	11.3	4.6	25.5	10.8	17.1	4.5	17.7	8.5	100.0	3,862
Total replies	10.7	4.8	27.9	9.5	19.7	3.3	15.3	8.7	99.9	56,056
Total students	11.1	4.5	26.4	10.3	21.2	3.0	15.5	8.0	100.0	73,642
1958-59										
1. Professional and technical workers	13.1	5.2	23.1	13.4	24.3	1.1	5.7	14.1	100.0	17,402
2. Executive, clerical and sales workers	16.2	9.4	28.3	11.1	18.7	1.4	6.9	8.0	100.0	18,395
3. Farmers self-employed	8.4	5.2	22.0	10.8	26.6	10.1	5.1	11.8	100.0	2,208
4. Farmers salaried	17.9	4.2	23.8	16.2	31.7	1.8	0.2	4.2	100.0	1,077
5. Artisans and workers n.e.c.	23.0	9.0	20.0	5.4	26.5	2.1	3.9	10.1	100.0	1,206
6. Transport workers	17.5	18.1	19.7	8.4	22.8	-	4.7	8.8	100.0	320
7. Service workers	16.0	5.8	27.2	6.0	23.3	0.3	5.1	16.3	100.0	588
8. Armed forces	18.3	6.2	25.7	9.0	23.9	1.5	4.7	10.8	100.1	2,431
9. Non-active	7.9	7.2	38.0	13.1	13.9	2.9	5.2	11.8	100.0	770
10. Dead	11.4	8.5	27.1	10.6	22.5	2.6	7.5	9.7	99.9	3,281
11. Others	18.0	4.5	19.3	7.2	28.2	1.5	-	21.3	100.0	748
12. Non-specified	18.8	10.8	25.4	9.6	17.7	1.5	3.3	12.9	100.0	9,041
Total replies	15.3	7.8	24.8	12.1	21.5	1.8	5.5	11.3	100.1	57,467
Total students	14.9	7.2	22.0	10.2	22.5	1.7	11.9	9.6	100.0	71,478

SOURCE: Estadistica de la Enseñanza superior en España, curso 1958-59 y curso 1956-57.

Table 83. DISTRIBUTION OF PUPILS AT DIFFERENT STAGES OF THE EDUCATIONAL SYSTEM AND OF MALE ELECTORS BY SOCIO-ECONOMIC CATEGORY: SWEDEN, 1960

SOCIO-ECONOMIC CATEGORY	PUPILS IN 1960								MALE ELECTORS IN 1960[a] (5)	(1)/(5)		(2)/(5)		(3)/(5)		(4)/(5)	
	IN GYMNASIUM																
	IN FIRST YEAR OF GYMNASIUM (1)		GENERAL EDUCATION (2)		TECHNICAL EDUCATION (3)		NEW ENTRANTS AT UNIVERSITY (4)										
		Without "others"		Without "others"		Without "others"		Without "others"			Without "others"		Without "others"		Without "others"		Without "others"
1. Independent farmers	7.9	8.3	7.2	7.5	10.6	11.5	9.2	9.6	15.1	0.52	0.55	0.48	0.50	0.70	0.76	0.61	0.64
2. Primary school teachers ..	3.1	3.3	3.5	3.7	1.7	1.8	4.1	4.3	0.9	3.44	3.66	3.89	4.11	1.89	2.00	4.56	4.78
3. University graduates, officers	15.5	16.3	17.9	18.7	4.9	5.3	24.0	25.0	3.1	5.00	5.26	5.77	6.03	1.58	1.71	7.74	8.07
4. Directors, wholesalers	5.6	5.9	5.8	6.1	4.9	5.3	7.1	7.4	1.4	4.00	4.21	4.14	4.36	3.50	3.79	5.07	5.29
5. Tradesmen, merchants, artisans	11.0	11.6	9.9	10.4	16.3	17.7	11.9	12.4	7.4	1.49	1.57	1.34	1.41	2.20	2.39	1.61	1.68
6. High-level employees (without university degree)	18.2	19.2	19.8	20.7	11.1	12.1	15.6	16.3	19.1	1.50	1.58	1.56	1.63	1.22	1.33	1.33	1.39
7. Other employees	10.4	11.0	10.0	10.5	12.2	13.3	9.8	10.2									
8. Workers	23.2	24.4	21.5	22.5	30.4	33.0	14.3	14.9	53.0	0.44	0.46	0.41	0.42	0.57	0.62	0.27	0.28
9. Others	5.1	-	4.4	-	8.1	-	4.0	-	-								
TOTAL	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.1	100.0								

a) Male electors for whom information was given in the same source have been chosen instead of male manpower which was impossible to reclassify in the same way as the students.

SOURCE: Studentrekrytering och studentekonomi - Studiesociala utredningen II SOU 1963-53, Tables II:4, II:5, II:10.

Table 84a. DISTRIBUTION OF STUDENTS BY FATHER'S OCCUPATION ACCORDING TO THE FIELD OF STUDY: SWEDEN, 1963-64

FIELD OF STUDY / FATHER'S OCCUPATION	PURE SCIENCES			TECHNOLOGY			MEDICINE			PHARMACY			AGRICULTURE			HUMANITIES			LAW			SOCIAL SCIENCES			OTHER			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1. Independent farmers	10.9	12.5	11.0	7.9	6.6	7.8	5.0	5.9	5.2	6.2	5.8	6.0	34.6	16.5	32.3	8.2	7.4	7.6	3.0	3.7	3.2	9.1	12.4	10.0	6.5	6.9	6.7	9.4	8.0	8.3
2. Primary school teachers	6.6	5.5	6.3	3.5	3.2	3.5	4.9	5.4	5.0	4.0	4.6	4.3	3.9	4.9	4.1	4.4	4.4	4.4	2.9	2.5	2.8	2.1	2.0	2.1	4.3	3.5	4.5	4.3	4.4	4.4
3. University graduates	18.2	21.2	19.0	20.4	36.1	23.3	35.3	38.6	36.1	25.3	26.5	25.8	15.4	29.1	17.1	16.6	22.0	20.3	32.8	35.3	34.0	13.8	15.6	14.3	21.5	25.5	21.2	21.5	23.9	22.5
4. Officers	1.2	1.6	1.3	1.5	4.0	1.7	2.1	1.7	2.0	0.4	1.7	0.9	0.8	2.9	1.1	1.5	1.8	1.7	2.9	2.0	2.7	2.2	2.0	2.2	1.7	2.1	1.7	1.7	1.8	1.7
5. Directors, wholesalers	3.0	4.7	3.4	6.7	6.3	6.8	7.2	5.5	7.1	3.7	4.0	3.8	2.9	1.9	2.8	5.7	6.8	6.3	13.3	11.0	12.6	10.6	7.9	9.6	6.6	9.3	7.4	8.5	6.6	6.6
6. Tradesmen, merchants, artisans	11.1	9.5	10.8	10.5	8.3	10.1	10.0	7.9	9.4	3.9	13.9	13.9	7.5	9.7	7.5	12.1	12.1	12.1	9.3	8.0	9.0	14.6	13.3	14.3	11.2	9.6	11.4	11.3	11.3	11.3
7. High-level employees (without university degree)	12.9	16.6	14.0	19.2	16.3	19.0	14.5	15.9	14.8	15.0	13.9	14.6	11.0	18.5	11.9	15.6	16.9	16.3	16.3	14.5	15.9	13.9	14.7	14.1	15.5	17.0	16.3	15.6	16.4	15.9
8. Other employees	11.3	10.3	11.0	10.6	8.6	10.5	7.5	6.6	7.3	11.3	12.7	11.9	6.4	6.8	6.4	10.9	10.3	10.6	8.1	6.3	7.8	9.9	10.2	10.0	10.1	10.0	10.5	10.1	9.6	10.0
9. Workers	19.2	15.1	18.0	15.9	6.9	15.4	9.4	8.0	9.1	15.5	14.5	15.7	10.3	2.9	9.4	16.2	13.4	14.7	7.3	6.8	7.2	19.3	18.8	19.0	15.3	12.1	15.1	15.3	13.0	14.5
10. Undetermined	0.6	0.3	0.6	0.6	0.3	0.4	0.2	0.2	0.2	1.5	0.6	1.1	0.9	-	0.8	0.6	0.4	0.5	0.5	0.6	0.6	1.1	0.6	1.0	0.6	0.1	0.4	0.6	0.4	0.5
11. Unknown	5.0	3.3	4.5	3.1	1.4	2.5	3.9	3.3	3.8	2.2	1.7	2.1	6.3	6.8	6.3	6.1	4.5	5.3	2.6	5.3	3.9	3.4	2.7	3.2	4.7	2.0	2.6	4.7	4.0	4.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute number	4,907	1,874	6,781	6,351	325	6,706	4,146	1,358	5,497	273	173	446	735	103	838	19,256	10,771	21,023	2,010	489	2,499	2,801	1,078	3,879	290	763	1,043	33,259	15,953	49,730

SOURCE: Preliminary data provided by the national authorities.

Table 84b. ACADEMIC DISCIPLINE OF STUDENTS BY CATEGORY OF FATHER'S OCCUPATIONS: SWEDEN 1963-64

FIELD OF STUDY / FATHER'S OCCUPATION	PURE SCIENCES			TECHNOLOGY			MEDICINE			PHARMACY			AGRICULTURE			HUMANITIES			LAW			SOCIAL SCIENCES			OTHER			TOTAL			ABSOLUTE NUMBERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1. Independent farmers	19.7	15.8	18.4	18.6	1.7	13.0	7.7	5.9	7.1	0.6	0.7	0.7	9.5	1.3	6.7	31.2	58.5	40.3	2.3	1.5	1.9	9.5	9.7	9.6	0.9	4.9	2.3	100.0	100.0	100.0	2,685	1,358	4,043
2. Primary school teachers	23.5	13.8	20.1	16.1	1.5	11.0	14.9	9.8	13.1	0.3	1.1	0.9	2.1	0.7	1.6	32.5	67.1	46.5	4.2	1.6	3.3	4.3	4.3	4.3	1.5	3.6	2.2	100.0	100.0	100.0	4,323	796	5,119
3. University graduates	13.1	9.8	11.5	19.1	3.1	13.1	21.4	12.9	18.3	1.0	1.1	1.1	1.6	0.8	1.3	26.0	58.5	39.4	9.7	4.8	7.8	5.7	4.[illegible]	5.2	0.4	4.8	2.8	100.0	100.0	100.0	6,880	4,036	10,856
4. Officers	11.1	9.7	10.6	18.0	4.5	13.0	16.0	7.4	12.8	0.2	1.0	0.5	1.1	1.0	1.1	30.5	61.0	41.7	10.9	3.2	8.1	11.5	7.1	10.1	0.4	5.2	2.1	100.0	100.0	100.0	532	330	862
5. Directors, wholesalers	7.3	7.7	7.4	20.5	2.5	16.1	14.5	7.7	12.1	0.5	0.6	0.5	1.6	0.2	0.7	28.4	64.3	41.2	17.9	4.7	10.0	14.6	6.1	11.6	0.3	6.2	2.4	100.0	100.0	100.0	2,625	1,345	3,225
6. Tradesmen, merchants, artisans	15.2	9.7	13.3	18.2	1.5	12.4	11.5	5.6	9.4	1.1	1.3	1.1	1.5	0.5	1.2	34.6	73.1	46.2	5.2	2.0	4.1	11.4	7.5	10.1	1.3	3.8	2.2	100.0	100.0	100.0	3,564	1,900	5,453
7. High-level employees (without university degree)	12.9	11.1	12.2	24.7	2.0	16.5	12.2	7.6	10.6	0.8	0.9	0.8	1.7	0.7	1.3	32.4	64.9	44.2	6.6	2.5	5.1	7.9	5.7	7.1	0.8	4.6	2.2	100.0	100.0	100.0	4,929	2,830	7,739
8. Other employees	17.2	11.5	15.3	22.0	1.8	14.4	9.7	5.3	8.2	1.9	1.7	1.1	1.5	0.4	1.1	34.9	66.6	45.7	5.1	1.9	4.0	5.6	6.6	7.5	1.1	4.6	2.3	100.1	100.0	100.0	2[illegible]	[illegible],670	4,862
9. Workers	15.3	12.9	17.3	20.8	1.1	14.6	8.0	4.9	7.1	0.9	1.1	1.0	1.6	0.1	1.1	34.1	65.1	43.7	3.0	1.5	2.6	11.0	9.2	10.4	1.2	4.2	2.2	100.0	100.0	100.0	4,869	2,230	7,079
10. Undetermined	17.2	7.5	14.7	24.6	1.5	11.2	4.7	3.0	4.3	2.1	1.5	1.9	3.6	-	2.7	34.4	71.6	44.0	5.7	4.5	5.4	16.1	5.9	14.3	1.6	1.5	1.5	100.0	100.0	100.0	192	67	259
11. Unknown	16.3	9.3	14.1	15.3	0.7	10.7	10.9	6.6	9.6	3.1	0.5	0.4	3.1	1.0	2.4	41.9	71.6	51.2	4.8	3.8	4.5	6.5	4.3	5.8	0.9	2.2	1.3	100.0	100.0	100.0	1,580	688	2,268
TOTAL	15.4	11.8	13.9	20.0	2.1	13.8	13.1	8.0	11.3	0.9	1.0	0.9	2.3	0.6	1.7	32.3	63.5	43.2	6.3	2.9	5.2	8.8	6.4	8.0	0.9	4.5	2.1	100.0	100.0	100.0	32,259	16,552	48,730

SOURCE: See Table 84a.

Table 85. DISTRIBUTION OF STUDENTS (IN UNIVERSITIES AND TECHNICAL SCHOOLS) AND OF MALE LABOUR FORCE BY SOCIO-ECONOMIC CATEGORY: SWITZERLAND, 1959-60

SOCIO-ECONOMIC CATEGORY	STUDENTS 1959-60				TOTAL (3)		MALE LABOUR FORCE 1960 (4)	(1)/(4)		(2)/(4)		(3)/(4)	
	UNIVERSITIES (1)		TECHNICAL SCHOOLS (2)										
		Without "others"		Without "others"		Without "others"			Without "others"		Without "others"		Without "others"
0. Professional, technical, etc. ...	26.6	27.9	19.1	20.1	24.3	25.5	8.8	3.02	3.17	2.17	2.28	2.76	2.90
								} 5.4	} 5.7			} 5.3	} 5.5
1. Administrative, executive, etc. ..	25.9	27.1	29.6	31.1	26.8	28.1	0.9	28.8	30.1	32.9	34.6	29.8	31.2
2. Clerical workers ..	16.9	17.7	16.8	17.7	16.9	17.7	11.6	1.46	1.53	1.45	1.53	1.46	1.53
3. Sales workers	7.4	7.8	6.2	6.5	7.2	7.5	4.5	1.64	1.73	1.38	1.44	1.60	1.67
4. Farmers, etc. ...	4.8	5.0	5.4	5.7	5.0	5.2	15.0	0.32	0.33	0.36	0.38	0.33	0.35
5. Transport and communications ..	0.5	0.5	0.4	0.4	0.5	0.5	5.0	0.10	0.10	0.08	0.08	0.10	0.10
6. Other workers	12.1	12.7	16.7	17.6	13.5	14.1	50.3	0.24	0.25	0.33	0.35	0.27	0.28
7. Service workers ...	1.2	1.3	0.9	0.9	1.2	1.3	3.8	0.32	0.34	0.24	0.24	0.32	0.34
8. Others	4.6	-	4.9	-	4.6	-	0.1	-	-	-	-	-	-
TOTAL	100.0	100.0	100.0	100.1	100.0	99.9	100.0						

SOURCE: Students: based on the table "Schweizer Studierende nach soziober Stellung des Vaters, Studienfach und Geschlecht" pro ided by the national authorities which gives a much more detailed distribution (Excluding foreign students).
Labour force: Census.

N.B. Information on students whose fathers belong to group 6 takes into accoun only the professions stricto sensu. Their number is certainly underestimated, so it seemed preferable to re-group categories 0 and 1.

Table 86. NUMBER OF STUDENTS PER 1,000 ACTIVE MALES OF THE SAME SOCIO-ECONOMIC CATEGORY: SWITZERLAND, 1959-60

SOCIO-ECONOMIC CATEGORY	1959-60 STUDENTS IN UNIVERSITIES ONLY (1)	1959-60 UNIVERSITIES AND TECHNICAL SCHOOLS (2)	MALE LABOUR FORCE 1960 (IN THOUSANDS) (3)	(1)/(3) (‰)	(2)/(3) (‰)	
0. Professional and technical	2,061	2,578	154.3	13.4[a]	16.7[a]	23.9-31.8
1. Administrative, executive and managerial	2,010	2,842	16.2	124.1	175.4	
2. Clerical workers	1,310	1,791	204.0	6.4	8.8	
3. Sales workers	570	765	79.1	7.2	9.7	
4. Farmers and related	371	525	263.1	1.4	2.0	
5. Transport and communications	35	49	88.0	0.40	0.56	
6. Other industrial workers	944	1,427	883.1	1.1	1.6	
7. Service personnel	95	128	66.0	1.4	1.9	
8. Others	359	498	2.2	-	-	
9. TOTAL	7,755	10,604	1,756.0	4.4	6.0	

a) Information on students whose fathers belong to group 0 takes into account only the professions stricto sensu. Their number is certainly underestimated, so it seemed preferable to re-group categories 0 and 1.

SOURCE: See Table 85.

Table 87a. DISTRIBUTION OF STUDENTS (IN UNIVERSITIES AND TECHNICAL SCHOOLS) BY FATHER'S OCCUPATION ACCORDING TO FIELD OF STUDY: SWITZERLAND, 1959-1960

UNIVERSITIES

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY			LAW			SOCIAL SCIENCES			MEDICINE			HUMANITIES I			HUMANITIES II			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
0. Professional, technical and related workers ..	21.1	36.4	22.1	27.4	37.1	28.3	12.5	25.0	13.2	35.0	36.9	35.3	24.3	29.9	26.1	22.6	33.2	24.0	25.4	32.3	26.6
1. Administrative, executive and managerial workers	19.5	22.7	19.4	32.4	33.0	32.4	28.4	33.3	28.7	25.6	29.4	26.2	19.0	29.4	22.4	25.1	27.1	25.4	25.3	29.3	25.9
2. Clerical workers	19.8	18.2	19.7	13.1	6.2	12.5	21.1	12.5	20.6	12.7	9.8	12.3	21.0	13.6	18.6	21.6	14.4	20.6	17.8	12.4	16.9
3. Sales workers	3.5	-	3.6	8.6	4.1	8.2	12.4	14.6	12.5	6.4	7.5	6.5	6.3	9.1	7.3	6.9	6.1	6.9	7.2	7.9	7.4
4. Farmers and related	11.0	-	10.3	2.2	2.1	2.1	6.1	2.1	5.8	4.4	2.7	4.1	7.4	3.2	6.0	4.7	2.2	4.3	5.2	2.7	4.8
5. Transport and communication workers	0.3	4.5	0.6	0.2	-	0.2	0.9	-	0.8	0.4	0.4	0.4	0.6	0.3	0.5	0.4	0.4	0.4	0.5	0.4	0.5
6. Other workers	19.8	13.6	19.4	10.1	11.3	10.2	12.4	8.3	12.1	9.9	8.6	9.7	15.6	8.9	13.4	14.1	9.2	13.5	12.8	9.1	12.1
7. Service workers	0.7	-	0.6	2.1	1.0	2.0	1.5	-	1.5	1.3	1.2	1.3	1.1	1.8	1.3	0.5	1.3	0.6	1.2	1.4	1.2
8. Others	4.2	4.5	4.2	4.0	5.1	4.1	4.8	4.2	4.7	4.3	3.5	4.2	4.7	3.8	4.4	5.0	6.3	5.2	4.6	4.5	4.6
TOTAL	99.9	99.9	99.9	100.1	99.9	100.0	100.1	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute numbers	308	22	330	1,025	97	1,122	776	48	824	1,581	255	1,836	1,292	626	1,918	1,480	229	1,709	6,474	1,281	7,755

TECHNICAL SCHOOLS

FIELD OF STUDY / FATHER'S OCCUPATION	ARCHITECTURE CONSTRUCTION TOTAL	OTHER ENGINEERING SCHOOLS TOTAL	CHEMISTRY PHARMACY TOTAL	AGRICULTURE TOTAL	MATHEMATICS NATURAL SCIENCES TOTAL	TOTAL			COMMERCE			TOTAL		
						M	F	T	M	F	T	M	F	T
0. Professional, technical and related workers ...	23.5	16.1	17.9	17.6	17.1	18.9	25.3	19.1	11.9	-	11.7	23.2	31.6	24.3
1. Administrative, executive and managerial workers	27.1	33.6	37.2	13.5	27.3	29.3	37.9	29.6	25.9	42.9	26.2	26.3	29.9	26.8
2. Clerical workers	15.9	18.7	13.6	13.0	19.3	17.1	10.5	16.8	17.4	14.3	17.4	17.3	12.3	16.9
3. Sales workers	5.1	6.8	7.7	4.1	6.3	6.1	7.4	6.2	11.6	14.3	11.7	7.1	7.9	7.2
4. Farmers and related	1.9	2.9	2.8	35.2	4.7	5.6	1.1	5.4	5.5	-	5.4	5.3	2.6	5.0
5. Transport and communication workers	0.6	0.5	0.3	-	0.5	0.5	-	0.4	0.9	-	0.9	0.5	0.4	0.5
6. Other workers	20.4	15.9	13.4	9.8	17.9	16.9	11.6	16.7	18.9	14.3	18.8	14.1	9.3	13.5
7. Service workers	0.8	0.6	1.7	1.6	0.7	1.0	-	0.9	2.6	14.3	2.8	1.2	1.4	1.2
8. Others	4.6	4.9	5.4	5.2	4.2	4.8	6.3	4.8	5.2	-	5.1	4.7	4.6	4.7
TOTAL	99.9	100.0	100.0	100.0	100.1	100.2	100.1	99.9	99.9	100.1	100.0	100.0	100.0	100.1
Absolute numbers	722	803	352	193	425	2,403	95	2,498	344	7	351	9,221	1,383	10,604

SOURCES: See Table 85.

N.B. The columns and sub-totals do not correspond exactly, due to the inclusion in the sub-totals of students for whom the breakdown by faculty was not known.

Table 87b. ACADEMIC DISCIPLINE OF STUDENTS (IN UNIVERSITIES AND TECHNICAL SCHOOLS) BY CATEGORY OF FATHER'S OCCUPATION

SWITZERLAND, 1959-60

UNIVERSITIES

FIELD OF STUDY / FATHER'S OCCUPATION	THEOLOGY	LAW	SOCIAL SC.	MEDICINE	HUMANITIES I	HUMANITIES II	TOTAL	ABSOLUTE NUMBER	THEOLOGY	LAW	SOCIAL SC.	MEDICINE	HUMANITIES I	HUMANITIES II	TOTAL	ABSOLUTE NUMBER	THEOLOGY	LAW	SOCIAL SC.	MEDICINE	HUMANITIES I	HUMANITIES II	TOTAL	ABSOLUTE NUMBER
	M	M	M	M	M	M	M	M	F	F	F	F	F	F	F	F	T	T	T	T	T	T	T	T
0. Professional, technical and related workers	3.9	17.1	5.9	33.6	19.1	20.3	99.9	1,647	1.9	8.7	2.9	22.7	45.2	18.4	99.8	414	3.5	15.4	5.3	31.4	24.3	19.9	99.8	2,061
1. Administrative, executive and managerial workers	3.6	20.3	13.5	21.8	15.0	22.8	100.0	1,635	1.3	8.6	4.3	20.0	49.2	16.6	100.0	375	3.2	18.1	11.7	23.9	21.4	21.6	99.9	2,010
2. Clerical workers	5.3	11.6	14.2	17.5	23.5	27.7	99.8	1,151	2.5	3.8	3.8	15.7	53.5	20.8	100.1	159	5.0	10.7	13.0	17.3	27.2	26.9	100.1	1,310
3. Sales workers	2.6	18.3	20.5	21.5	17.5	19.0	99.9	469	-	4.0	6.9	18.8	56.4	13.9	100.0	101	2.1	16.1	18.1	21.1	24.4	18.1	99.9	570
4. Farmers and related	10.1	6.5	14.0	20.5	28.3	20.6	99.9	336	-	5.7	2.9	20.0	57.1	14.3	100.0	35	9.2	6.5	12.9	20.5	31.0	19.9	100.0	371
6. Transport and communication workers	3.3	6.7	23.3	20.0	26.7	20.0	100.0	30	20.0	-	-	20.0	40.0	20.0	100.0	5	5.7	5.7	20.0	20.0	28.6	20.0	100.0	35
5 and 7/8. Other workers	7.4	12.6	11.6	18.9	24.3	25.3	100.1	827	2.6	9.4	3.4	11.8	47.9	17.9	100.0	117	6.8	12.2	10.6	18.9	27.2	24.4	100.1	944
9. Service workers	1.6	27.3	15.6	26.0	18.2	10.4	100.1	77	-	5.6	-	16.7	61.1	16.7	100.1	18	2.1	23.2	12.6	24.2	26.3	11.6	100.0	95
10. Others	4.4	13.9	12.6	23.1	20.7	25.2	99.9	294	1.8	9.1	3.6	16.4	43.6	25.5	100.0	55	4.0	13.2	11.2	22.1	24.4	25.2	100.1	349
TOTAL	4.8	15.9	12.0	24.5	20.0	22.9	100.1	6,462	1.7	7.8	3.8	20.0	49.0	17.9	100.0	1,277	4.3	14.5	10.6	23.7	24.8	22.1	100.0	7,739

FIELD OF STUDY / FATHER'S OCCUPATION	MALE: UNIVERSITIES	MALE: TECHNICAL SCHOOLS	MALE: COMMERCE	MALE: TOTAL	MALE: ABSOLUTE NUMBERS	FEMALE: UNIVERSITIES	FEMALE: TECHNICAL SCHOOLS	FEMALE: COMMERCE	FEMALE: TOTAL	FEMALE: ABSOLUTE NUMBERS	TOTAL: UNIVERSITIES	TOTAL: TECHNICAL SCHOOLS	TOTAL: COMMERCE	TOTAL: TOTAL	TOTAL: ABSOLUTE NUMBERS
0. Professional, technical and related workers	76.9	21.2	1.9	100.0	2,141	94.7	5.5	-	100.2	437	79.9	18.5	1.6	100.0	2,578
1. Administrative, executive and managerial workers	67.3	29.0	3.7	100.0	2,428	90.6	8.7	0.7	100.0	414	70.7	26.0	3.2	99.9	2,842
2. Clerical workers	71.0	25.3	3.7	100.0	1,621	93.5	5.9	0.6	100.0	170	73.1	23.5	3.4	100.0	1,791
3. Sales workers	71.5	22.4	6.1	100.0	656	92.7	6.4	0.9	100.0	109	74.5	20.1	5.4	100.0	765
4. Farmers and related	68.7	27.4	3.9	100.0	489	97.2	2.8	-	100.0	36	70.7	25.7	3.6	100.0	525
6. Transport and communication workers	68.2	25.0	6.8	100.0	44	100.0	-	-	100.0	5	71.4	22.4	6.1	99.9	49
5 and 7/8. Other workers	63.7	31.3	5.0	100.0	1,298	90.7	8.5	0.8	100.0	129	66.2	29.2	4.6	100.0	1,427
9. Service workers	70.6	21.1	8.3	100.0	109	94.7	-	5.3	100.0	19	74.2	18.0	7.8	100.0	128
10. Others	69.4	26.4	4.1	99.9	435	90.5	9.5	-	100.0	63	72.1	24.3	3.6	100.0	498
TOTAL	70.2	26.1	3.7	100.0	9,221	92.6	6.9	0.5	100.0	1,383	73.1	23.6	3.3	100.0	10,604

SOURCES: Based on the table "Schweizer Studie...ade nach Sozialer Stellung des Vaters, Studienfach und Geschlecht" provided by the national authorities which give a more detailed distribution.

Table 88. DISTRIBUTION OF STUDENTS AND OF MALE LABOUR FORCE BY SOCIO-ECONOMIC CATEGORY: ENGLAND AND WALES, 1940-41 BIRTH COHORT OF STUDENTS

SOCIO-ECONOMIC CATEGORY	CHILDREN BORN IN 1940-41				MALE LABOUR FORCE 1961 (5)	(1)/(5)	(2)/(5)	(3)/(5)	(4)/(5)
	IN FULL-TIME EDUCATION			NOT IN FULL-TIME EDUCATION (4)					
	DEGREE LEVEL (1)	OTHERS (2)	TOTAL (3)						
1. Higher professional ...	21.5	10.9	17.1	1.7	3.5	6.14	3.11	4.89	0.49
2. Managerial and other professional	41.4	42.0	41.7	14.5	18.0	2.30	2.33	2.32	0.81
3. Clerical	9.9	9.2	9.6	7.0	7.0	1.41	1.31	1.37	1.00
4. Skilled workers	21.3	29.7	24.8	49.0	34.4	0.62	0.86	0.72	1.42
5. Semi- and unskilled workers	5.9	8.2	6.9	27.7	37.1	0.16	0.22	0.19	0.75
TOTAL	100.0	100.0	100.1	99.9	100.0				

SOURCES : Students: Robbins Report, Appendix I; Labour force: Table 22, p. 193 of "Trends in University Entry on Inter-country Comparison" by Rose Knight in Social Objectives in Educational Planning, OECD, Paris, 1967.

Table 89. SOCIO-ECONOMIC DISTRIBUTION OF UNIVERSITY STUDENTS AND MALE WORKERS: UNITED STATES, 1958

SOCIO-ECONOMIC CATEGORY	STUDENTS (1)	MALE WORKERS (2)	(1)/(2)
Upper stratum	52.4	22.9	2.3
Middle stratum	9.6	12.8	0.8
Agriculture	10.6	6.9	1.5
Lower stratum	26.6	57.4	0.5
Others	0.8	-	-
TOTAL	100.0	100.0	-

SOURCE : Derived from National Science Foundation, Two Years after the College Degree, 1963, Table 7.

Table 90. PARITY RATIOS OF COLLEGE STUDENTS TO PERSONS 16-24 YEARS OLD[1] BY FATHER'S EDUCATIONAL LEVEL AND FAMILY INCOME: UNITED STATES, 1960

FATHER'S EDUCATIONAL LEVEL	TOTAL	UNDER $5,000	$5,000-$7,499	$7,500-$9,999	$10,000 OR MORE
Total	100	51	102	142	165
Not a high school graduate	59	40	76	80	93
High school graduate, no college	125	107	120	169	126
Some college	226	123	214	253	246

1. Ratio of the percentage of college students in each cell to the corresponding percentage for persons 16 to 24 years old.
SOURCE: Unpublished data from the United States Bureau of the Census, Current Population Survey, October, 1960.

Table 91. DISTRIBUTION OF REGULAR STUDENTS AND OR LABOUR FORCE BY SOCIO-ECONOMIC CATEGORY: YUGOSLAVIA, 1960-61 AND 1965-66

SOCIO-ECONOMIC CATEGORY /	STUDENTS IN 1960-61				MALE LABOUR FORCE 1961 (3)	(1)/(3)		(2)/(3)	
	FACULTIES (1)		TOTAL HIGHER EDUCATION (2)						
		Without "others"		Without "others"			Without "others"		Without "others"
1. Professions	14.3	18.6	13.9	18.0	5.0	2.88	3.75	2.80	3.65
2. Higher-level employees	22.6	29.4	22.1	28.7	4.4	5.16	6.71	5.04	6.55
3. Other employees									
4. Sales workers	2.3	3.0	2.3	3.0	3.2	0.73	0.95	0.73	0.95
5. Miners	0.2	0.3	0.2	0.3	1.9	0.10	0.16	0.10	0.16
6. Transport workers	2.4	3.1	2.5	3.3	3.7	0.65	0.84	0.68	0.89
7. Personal service workers	2.3	3.0	2.3	3.0	5.7	0.40	0.53	0.40	0.53
8. Protective service workers									
9. Farmers	20.0	26.0	20.4	26.5	50.4	0.40	0.51	0.40	0.52
10. Industrial workers	12.8	16.6	13.2	17.2	24.7	0.52	0.67	0.53	0.70
11. Others (non-active with income and undetermined)	23.1	-	23.1	-	1.0				
TOTAL	100.0	100.0	100.0	100.0	100.0				

SOCIO-ECONOMIC CATEGORY	STUDENTS IN 1965-66				TOTAL LABOUR FORCE 1967 (3)	(1)/(3)		(2)/(3)	
	FACULTIES (1)		TOTAL HIGHER EDUCATION (2)						
		Without "others"		Without "others"			Without "others"		Without "others"
1. Professions	17.2	23.0	14.1	19.1	7.4	2.32	3.11	1.90	2.58
2. Higher-level employees	4.8	6.4	3.8	5.1	1.4	3.43	4.57	2.71	3.64
3. Other employees	14.8	19.8	13.4	18.1	3.7	4.00	5.35	3.62	4.89
4. Sales workers	3.1	4.1	3.1	4.2	3.4	0.91	1.21	0.91	1.24
5. Miners	0.2	0.3	0.3	0.4	1.0	0.20	0.30	0.30	0.40
6. Transport workers ...	2.9	3.9	3.1	4.2	3.2	0.91	1.22	0.97	1.31
7. Personal service workers	1.3	1.7	1.5	2.0	4.7	0.28	0.36	0.32	0.43
8. Protective service workers	2.6	3.5	2.2	3.0	1.1	2.36	3.18	2.00	2.73
9. Farmers	14.6	19.5	18.3	24.8	54.9	0.27	0.36	0.33	0.45
10. Industrial workers ...	13.4	17.8	14.1	19.1	19.2	0.70	0.94	0.74	1.00
11. Others (non-active with income and undetermined)	26.1	-	26.1	-	-	-	-	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0				

SOURCE: Students: Visoke skole 1959-60 and 1960-61, No. 255, Table 2.8 and 1965-66, No. 439, Table 2.7.
Labour Force 1961: Yearbook of Labour Statistics, ILO, 1966.
Labour Force 1967: Statistical Yearbook of Yugoslavia, 1968. Only data on socialized sector are given. Only 100,000 persons work in the private sector (excluding agriculture); as the breakdown by occupations is not provided, they have been neglected. On the contrary, it has been estimated from other tables on the total labour force that about 60% of the male active population work in agriculture (private and socialized sectors).

Table 92. NUMBER OF REGULAR STUDENTS PER 1,000 ACTIVE MALES OF THE SAME SOCIO-ECONOMIC CATEGORY: YUGOSLAVIA, 1960-61

SOCIO-ECONOMIC CATEGORY	REGULAR STUDENTS 1960-61		MALE LABOUR FORCE 1961		(1)/(3)	(1)/(4)	(2)/(3)	(2)/(4)
	FACULTIES (1)	TOTAL HIGHER EDUCATION (2)	TOTAL 1961 (3)	AGED 45-54 (4)	(‰)	(‰)	(‰)	(‰)
1. Professions	10,682	12,057	267.1	30.2	40.0	353.7	45.1	399.2
2. Higher level employees	16,879	19,220	82.8	37.1	71.6	455.0	81.5	518.1
3. Other employees			153.0					
4. Sales workers	1,733	1,970	170.3	29.8	10.2	58.2	11.6	66.1
5. Miners	139	167	104.1	16.5	1.3	8.4	1.6	10.1
6. Transport workers	1,755	2,217	198.9	27.7	8.8	63.4	11.1	80.0
7. [illegible]ice workers	1,694	1,957	305.6	52.3	5.5	32.4	6.4	37.4
8. Protective service workers								
9. Farmers	14,946	17,730	2,723.5	499.6	5.5	29.9	6.5	35.5
10. Industrial workers	10,681	12,799	1,329.8	162.3	8.0	65.8	9.6	78.9
11. Others	16,136	18,749	52.0	5.5	-	-	-	-
12. Total	74,645	86,866	5,387.2	861.0	13.9	86.7	16.1	100.9

SOURCE: See Table 91.

N.B. : The male labour force aged 45-54 has been estimated.

Table 93a. DISTRIBUTION OF STUDENTS, REGULAR OR NOT, BY FATHER'S OCCUPATION ACCORDING TO THE TYPE OF INSTITUTION AND FIELD OF STUDY: YUGOSLAVIA 1955-56

FIELD OF STUDY / FATHER'S OCCUPATION	FACULTIES									FINE ARTS	HIGH LEVEL SCHOOLS PHYSICAL EDUCATION	HIGHER SCHOOLS (VISE SKOLE)						GRAND TOTAL
	PURE SCIENCES	TECHNOLOGY	ARCHITECTURE	AGRICULTURE	MEDICINE	PHILOSOPHY[1]	SOCIAL SCIENCES	LAW	TOTAL			MEDICAL PARA-MEDICAL	TEACHER TRAINING	SOCIAL[2] SCIENCES	PHYSICAL EDUCATION	NAUTICAL	TOTAL	
1. Private farmers ..	22.0	19.7	9.7	37.9	21.6	18.2	26.7	26.1	22.3	6.5	-	17.0	33.6	25.4	8.0	8.5	32.2	23.0
2. Farmers working in co-operatives.	0.5	0.7	0.3	1.8	0.6	0.7	1.4	0.9	0.8	0.4	1.3	0.4	1.4	-	-	-	1.3	0.9
3. Workers, active ..	7.6	10.2	7.3	7.4	6.8	6.7	10.0	7.2	7.9	6.9	12.9	9.6	9.0	13.6	12.0	8.5	9.1	8.1
4. Workers, pensioned	1.4	2.6	1.9	2.0	1.6	1.9	3.1	2.2	2.1	1.9	1.3	4.3	2.3	11.0	1.3	3.8	2.6	2.1
5. Civil servants and active employees	29.7	37.1	47.9	26.8	40.7	40.6	30.2	33.4	37.1	44.3	33.9	31.1	23.4	13.6	44.0	29.2	23.8	35.8
6. Civil servants and pensioned employees	13.0	11.7	14.0	10.3	11.3	14.6	10.3	13.1	12.5	20.3	15.0	18.1	11.1	16.9	20.0	21.7	11.7	12.5
7. Private artisans ..	6.3	6.5	8.0	5.2	6.7	5.9	7.1	5.5	6.3	5.7	6.9	6.0	6.7	5.1	2.7	4.7	6.6	6.3
8. Private artisans working in co-operatives ..	0.6	0.8	0.8	0.7	0.7	0.6	0.6	0.4	0.6	0.6	2.1	-	0.7	-	1.3	-	0.6	0.6
9. Professions.....	2.2	1.9	2.1	1.4	2.8	3.5	1.8	3.5	2.6	5.0	2.1	1.4	1.9	0.8	-	-	1.8	2.6
10. Others	5.8	7.3	7.2	5.9	6.5	5.8	7.1	6.7	6.5	7.4	9.4	11.7	7.9	11.0	10.7	16.1	8.3	6.7
11. Unknown	1.9	1.5	0.8	0.6	0.7	1.5	1.7	1.0	1.3	1.0	15.1	0.4	2.0	2.6	-	7.5	2.0	1.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Absolute numbers	5,375	11,251	2,477	4,345	9,401	13,975	6,716	7,008	60,559	1,253	233	282	7,024	118	75	106	7,605	69,650

1. Humanities and science.
2. Domestic science and social workers.

SOURCE: Visoke skole 1955-56. Statisticki bilten 94, Table 2.8.

DISTRIBUTION OF REGULAR STUDENTS BY FATHER'S OCCUPATION ACCORDING TO THE TYPE OF INSTITUTION: YUGOSLAVIA 1960-61

INSTITUTION / FATHER'S OCCUPATION	FACULTIES	FINE ARTS	HIGH LEVEL SCHOOLS	HIGHER SCHOOLS	TOTAL
1. Farmers	20.0	5.5	7.7	25.9	20.4
2. Miners	0.2	-	0.6	0.2	0.2
3. Industrial workers and artisans	12.8	14.2	27.9	15.1	13.2
4. Transport workers	2.4	1.4	2.9	4.1	2.5
5. Sales workers	2.3	1.4	2.6	2.0	2.3
6. Service workers	2.3	4.3	1.4	2.0	2.3
7. Higher-level employees and administrative personnel	22.6	28.0	16.7	18.3	22.1
8. Professions	14.3	18.5	16.2	10.1	13.9
9. Labourers	1.6	0.9	2.3	1.5	1.6
10. Non-active with some income	17.7	20.8	15.4	15.4	17.5
11. Undetermined	3.8	5.0	6.3	5.4	4.0
TOTAL	100.0	100.0	100.0	100.0	100.0
Absolute numbers	74,645	1,206	725	10,290	86,866

SOURCE: Visoke skole 1959-60 i 1960-61, No. 255, Table 2.8.

DISTRIBUTION OF REGULAR STUDENTS ADMITTED IN THE FIRST YEAR BY FATHER'S OCCUPATION ACCORDING TO THE TYPE OF INSTITUTION: YUGOSLAVIA 1965-66

INSTITUTION / FATHER'S OCCUPATION	FACULTIES	FINE ARTS	HIGH LEVEL SCHOOLS	HIGHER SCHOOLS	TOTAL
1. Farmers	14.6	5.5	16.2	25.4	18.3
2. Miners	0.2	0.4	0.2	0.5	0.3
3. Industrial workers and artisans	13.4	11.2	17.9	15.1	14.1
4. Transport workers	2.9	1.4	3.0	3.6	3.1
5. Sales workers	3.1	2.6	3.2	3.0	3.1
6. Personal service workers ...	1.3	0.8	1.3	1.9	1.5
7. Protective service workers ..	2.6	1.4	0.8	1.6	2.2
8. Clerical workers	14.7	9.4	12.9	11.0	13.4
9. Directors and higher level employees	4.8	2.2	3.9	2.1	3.8
10. Liberal professions	17.2	28.3	9.9	8.6	14.1
11. Non-active with some income	21.3	21.0	22.3	19.5	20.1
12. Undetermined	4.9	15.8	9.3	7.7	6.0
TOTAL	100.0	100.0	100.0	100.0	100.0
Absolute numbers	37,840	491	1,455	20,842	60,628

SOURCE: Visoke skole 1965-66, No. 439, Table 2.7.

Table 93b. DISTRIBUTION OF STUDENTS, REGULAR OR NOT, BY TYPE OF INSTITUTION, AND FIELD OF STUDY ACCORDING TO THEIR FATHER'S OCCUPATION: YUGOSLAVIA, 1955-56

FIELD OF STUDY / FATHER'S OCCUPATION	FACULTIES									FINE ARTS	HIGH LEVEL SCHOOLS PHYSICAL EDUCATION	HIGHER SCHOOLS (VISE SKOLE)						GRAND TOTAL	ABSOLUTE NUMBERS
	Pure Sciences	Technology	Architecture	Agriculture	Medicine	Philosophy[1]	Social Sciences	Law	Total			Medical para-medical	Teacher training	Social Sciences[2]	Physical education	Nautical	Total		
1. Private farmers ..	7.4	13.9	1.5	10.3	12.7	15.8	11.2	11.4	34.2	0.5	-	0.3	14.7	0.2	-	0.1	15.3	100.0	16,008
2. Farmers working in co-operatives ..	4.3	12.7	1.2	12.9	9.2	15.9	16.2	10.2	82.6	0.8	0.5	0.2	15.9	-	-	-	16.1	100.0	598
3. Workers, active ..	7.3	20.5	3.2	5.7	11.3	16.7	20.0	9.0	85.6	1.5	0.5	0.5	11.3	0.3	0.1	0.1	12.3	99.9	5,626
4. Workers, pensioned	5.1	19.3	3.2	5.8	10.3	17.4	13.7	10.4	85.2	1.6	0.2	0.8	11.0	0.9	0.0	0.3	13.0	100.0	1,498
5. Civil servants and active employees .	8.4	16.7	4.7	4.7	15.3	22.8	8.2	9.4	90.2	2.2	0.3	0.4	6.6	0.1	0.1	0.1	7.3	100.0	24,934
6. Civil servants and pensioned employees	8.0	15.2	4.0	5.2	12.2	23.5	7.9	10.5	86.5	2.9	0.4	0.6	8.9	0.2	0.2	0.3	10.2	100.0	8,719
7. Private artisans ..	7.7	16.7	4.5	5.1	14.3	18.7	10.8	8.7	86.5	1.6	0.4	0.4	10.8	0.1	0.1	0.1	11.5	100.0	4,392
8. Private artisans working in co-operatives	7.0	20.0	4.5	6.5	14.8	18.7	9.4	5.8	86.7	1.6	1.1	-	10.4	-	0.2	-	10.6	100.0	445
9. Professions	6.6	12.2	3.0	3.4	15.0	27.6	6.9	13.9	88.6	3.5	0.3	0.2	7.3	0.1	-	-	7.6	100.0	1,781
10. Others	6.7	17.5	3.8	5.5	13.1	17.3	10.2	10.0	84.1	2.0	0.5	0.7	11.9	0.3	0.2	0.3	13.4	100.0	4,677
11. Unknown	10.7	17.4	2.2	2.8	6.4	21.3	11.5	7.5	79.8	1.2	3.6	0.1	14.2	0.3	-	0.8	15.4	100.0	972
TOTAL	7.7	16.2	3.6	6.2	13.5	20.1	9.6	10.1	87.0	1.8	0.3	0.4	10.1	0.2	0.1	0.1	10.9	100.0	69,650

1. Humanities and science.
2. Domestic science and social workers.

SOURCE: See Table 93a.

Table 93b. (Cont'd). DISTRIBUTION OF REGULAR STUDENTS BY TYPE OF INSTITUTION ACCORDING TO THEIR FATHER'S OCCUPATION: YUGOSLAVIA 1960-61

FATHER'S OCCUPATION \ INSTITUTION	FACULTIES	FINE ARTS	HIGH LEVEL SCHOOLS	HIGHER SCHOOLS	TOTAL	ABSOLUTE NUMBERS
1. Farmers	84.3	0.4	0.3	15.0	100.0	17,730
2. Miners	83.2	-	2.4	14.4	100.0	167
3. Industrial workers and artisans ...	83.1	1.5	1.8	13.6	100.0	11,451
4. Workers in transportation	79.2	0.8	0.9	19.1	100.0	2,217
5. Sales workers	88.0	0.9	1.0	10.2	100.1	1,970
6. Service workers	86.6	2.7	0.5	10.3	100.1	1,957
7. Higher-level employees and administrative personnel	87.8	1.8	0.6	9.8	100.0	19,220
8. Professions	86.6	1.8	1.0	8.6	100.0	12,057
9. Labourers	86.2	0.8	1.3	11.7	100.0	1,348
10. Non-active with some income	87.2	1.6	0.7	10.4	99.9	15,230
11. Undetermined	81.2	1.7	1.3	15.8	100.0	3,519
TOTAL	85.9	1.4	0.8	11.8	99.9	86,866

SOURCE: See Table 93a. Visoke skole 1965-66. Statisticki bilten 94. Table 2.8.

DISTRIBUTION OF REGULAR STUDENTS ADMITTED IN THE FIRST YEAR BY TYPE OF INSTITUTION ACCORDING TO THEIR FATHER'S OCCUPATION: YUGOSLAVIA, 1965-66

FATHER'S OCCUPATION \ INSTITUTION	FACULTIES	FINE ARTS	HIGH LEVEL SCHOOLS	HIGHER SCHOOLS	TOTAL	ABSOLUTE NUMBERS
1. Farmers	50.0	0.2	2.1	47.8	100.1	11,065
2. Miners	45.0	1.1	1.7	52.2	100.0	180
3. Industrial workers and artisans ...	59.5	0.6	2.9	37.0	100.0	8,522
4. Workers in transportation	57.9	0.4	2.3	39.5	100.1	1,889
5. Sales workers	63.2	0.7	2.5	33.6	100.0	1,854
6. Personal service workers	54.8	0.4	2.1	42.7	100.0	911
7. Protective service workers	74.1	0.5	0.9	24.5	100.0	1,349
8. Clerical workers	68.7	0.6	2.3	28.5	100.1	8,145
9. Directors and higher-level employees	78.3	0.5	2.5	18.7	100.0	2,313
10. Professions	75.7	1.6	1.7	21.0	100.0	8,573
11. Non-active with some income	63.1	0.8	2.7	33.4	100.0	12,160
12. Undetermined	50.3	2.1	3.7	44.0	100.1	3,667
TOTAL	62.4	0.8	2.4	34.4	100.0	60,628

SOURCE: See Table 93a.