

The great shortcoming of these data is that they are not subjected to a multiple correlation and regression analysis. Much more work remains to be done on this score before Margolis' thesis can be accepted or rejected.

6. *Variety, scope, and quality of education services*

(a) *Addition or deletion of services.*—There are a number of different ways in which an attempt can be made to measure the scope and quality of public education. But before they are explored, it appears desirable to distinguish between two types of services offered by schools, i.e., services directly designed to improve education versus those that do not directly affect educational quality. Among the latter are the transportation of children in schoolbuses, the feeding of children in school cafeterias, health services, etc. No one will claim that these services are not important. However, it is helpful to recognize that they do not directly contribute to the quality of education. From now on, they will be called auxiliary school services. At the turn of the century they were hardly known. Today they amount to almost \$1.5 billion, the most rapid advance having taken place during the postwar period. Expenditures for auxiliary school services are given in table 12.

In many respects it is desirable to deduct expenditures for auxiliary school services from total current expenditures (plus debt services). If this is done, current expenditures (plus debt service) data are reduced to a more common denominator.

TABLE 12.—*Auxiliary school service expenditures, selected years, 1900–1958*

[In thousands]

Year:	Auxiliary school service expenditures	Year—Con.	Auxiliary school service expenditures	Year—Con.	Auxiliary school service expenditures
1900----	¹ 0	1930----	\$152, 263	1950----	\$713, 132
1902----	¹ 0	1932----	144, 273	1952----	917, 440
1910----	¹ \$5, 000	1940----	179, 257	1954----	1, 020, 037
1913----	¹ 10, 000	1942----	219, 670	1956----	1, 304, 244
1920----	45, 673	1946----	349, 097	1958----	¹ 1, 490, 000
1922----	69, 266	1948----	526, 999		

¹ Estimate.

Source: U.S. Department of Health, Education, and Welfare, "Biennial Survey of Education in the U.S.—1954–56," chapter 2, pp. 19–21, 80–82, and worksheets made available by the U.S. Department of Health, Education, and Welfare.

TABLE 13.—*Length of school term, selected years, 1900–1958*

Year	Average length of school term (days)	Average number of days attended by pupils enrolled	Year	Average length of school term (days)	Average number of days attended by pupils enrolled
1900-----	144.3	99.0	1942-----	174.7	149.6
1902-----	144.7	100.6	1946-----	176.8	150.6
1910-----	157.5	113.0	1948-----	177.6	155.1
1913-----	158.1	115.6	1950-----	177.9	157.9
1920-----	161.9	121.2	1952-----	178.2	156.0
1922-----	164.0	130.6	1954-----	178.6	158.9
1930-----	172.7	143.0	1956-----	178.0	158.5
1932-----	171.2	144.9	1958-----	178.7	-----
1940-----	175.0	151.7			

Source: U.S. Department of Health, Education, and Welfare, "Biennial Survey of Education in the United States, 1954–56," ch. 2, table 1; for select prior years; these data were taken from earlier biennial survey reports.