

TABLE 15.—*Total current expenditures plus debt service for public, primary, and secondary education, selected years, 1900-1958*

[In thousands of dollars]

Year	Unadjusted	Adjusted for pupils in ADA (1954=100)	Adjusted for salary level (1954=100)	Year	Unadjusted	Adjusted for pupils in ADA (1954=100)	Adjusted for salary level (1954=100)
	(1)	(2)	(3)		(1)	(2)	(3)
1900.....	193.9	467.2	2,281.2	1942.....	2,378.6	2,900.7	6,037.1
1902.....	214.2	497.0	2,353.8	1945.....	2,995.1	3,869.6	5,737.7
1910.....	384.8	769.6	3,029.9	1948.....	4,032.4	5,021.3	5,931.0
1913.....	473.0	890.8	3,529.9	1950.....	5,090.7	5,858.1	6,468.5
1920.....	938.5	1,489.7	4,116.2	1952.....	6,219.8	6,857.6	6,895.6
1922.....	1,332.0	1,852.6	4,367.2	1954.....	7,458.3	7,458.3	7,458.3
1930.....	2,095.0	2,527.1	5,646.9	1956.....	9,054.6	8,368.4	8,368.4
1932.....	2,147.9	2,477.4	5,805.1	1958.....	¹ 11,020.0	¹ 9,467.4	¹ 8,973.9
1940.....	2,192.0	2,548.8	5,814.3				

¹ Estimate.

Sources: Worksheets made available by the U.S. Department of Health, Education, and Welfare, and tables 7 and 10.

Such a deflated series is presented in column 3 of table 15 and can be compared with the actual expenditure series in column 1. While between 1900 and 1958 actual expenditures had increased 56-fold, the increase of the salary adjusted series extends merely from about \$2.3 billion to \$9 billion—less than threefold—and only 5 percent of that actually incurred.

The U.S. Department of Commerce's constant dollar series of State and local government purchases extends back to 1929. During 1930-57 it advanced by 88 percent, while during the same period the education cost series in constant dollars advanced distinctly less, i.e., 56 percent.

By the way, in the same manner adjustments have been made for the number of pupils in average daily attendance. (See col. 2 of table 15.) In terms of 1954 average daily attendance, expenditure increases from 1900 to 1958 would have been twentyfold, i.e., slightly more than one-third of the actual increase.

What can be said about expenditures for public, primary, and secondary education in constant terms? To answer this question an attempt will be made to measure the cost of an education unit, so standardized that its variety and scope are held reasonably constant, and expressed in per pupil in average daily attendance terms.

At an earlier stage it was pointed out that since the turn of the century an increasingly large number of auxiliary services—schoolbus transportation, cafeteria, health services, etc.—have been introduced. Their cost has progressed from near zero in 1900 to almost \$1.5 billion in 1958 (see table 12). But these auxiliary services have not necessarily improved the quality of education itself.