Table 2.—Institutions and proportionate enrollments, by size of student body

Size of student body 1	Number of institutions			Percent of all institu-	
	Public	Private	Total	tions	all enroll- ments
Less than 200	55 122 129 156	287 318 347 271	342 440 476 427	16. 5 21. 2 22. 9 20. 5	:
2,500 to 4,999 5,000 to 9,999 10,000 to 19,999 20,000 or more	137 79 44 22	44 45 17 4	181 124 61 26	8.7 6.0 2.9 1.3	,
Total.	744	1,333	2,077	100.0	_

¹ Based on resident degree-credit enrollment.

Source: Resident and Extension Enrollment in Institutions of Higher Education, Fall 1963 (

Tables 1 and 2 present summary information, including endata, by type and size of institution. As table 2 shows, inswith enrollments of under 1,000 constitute about 60 percent of institutions but account for less than 15 percent of the students. contrast, those colleges and universities with enrollments of 5,000 more comprise less than 10 percent of the institutions but accalmost 60 percent of the students.

(b) Enrollment Growth in Higher Education

The recent rapid growth in higher education enrollment is s table 3, which summarizes data from 1946 to the present. In years immediately following World War II, public and private tions represented approximately equal segments of the total population. During the postwar period returning veterans, su by the GI bill, caused an enrollment surge in both types of tions which was followed by a brief decline in the early fifties. sequently, enrollments recovered rapidly from the low point during the Korean conflict; and in recent years there has been tinuous and accelerating growth, with the increase being largest in public sector. As a result, degree-credit enrollment in 1965 re a 168-percent increase over 1946 and is more than double the ment in 1955. Of more than 5½ million students now enrolle 65 percent are now in publicly controlled institutions, compared 50 percent in 1947. Junior college enrollments, especially in institutions, have increased even more rapidly than those in colleges and universities. In total, these have more than que since 1946; and although the pattern of development in highe tion varies considerably from State to State and cannot be p with full confidence, there is good reason to anticipate a col trend toward increased emphasis on 2-year institutions.