Abstract: The prevalence of Attention Deficit Hyperactivity Disorder (ADHD) doubled during the second half of the twentieth century. Factors previously implicated in the increase in prevalence include greater access to (and advertising of) pharmaceuticals, loosening of diagnostic criteria, and national legislation that provides benefits to children diagnosed with ADHD. We hypothesized that increased educational demands on young children may also account for the increase in diagnosis. We used existing longitudinal population studies to document changes since 1970 in the amount of time children spent on studying, reading, and doing homework. Time diaries from 1971 through 1997 showed that the time 3- to 5-year-old children spent on studying increased 44%. 6- to 8-year-old children’s studying time increased 146%, and 9- to 11-year-old children’s studying time increased 9%. Time spent on reading for 3- to 5-year-olds increased from 29 to 84 minutes a week, a 190% increase. From the 1970s to the 1990s, the only age group with a notable and sustained increase in time spent on homework was the 6- to 8-year-olds. The increased educational demands on young children correlate with the increased prevalence of ADHD in the US in the second half of the twentieth century. This research suggests that increased demands on young children may account for some of the rise in ADHD prevalence.