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Characteristics of Students Entering Eastern Illinois University Fall, 1965

Leo William Fever

Eastern Illinois University

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CHARACTERISTICS OF STUDENTS ENTERING

EASTERN ILLINOIS UNIVERSITY FALL, 1965

(TITLE)

BY

Leo William Fever

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

26 July 67

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July 26, 1967

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DEPARTMENT HEAD

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CHAPTER I

INTRODUCTION

Purpose of the Study

The primary purpose of this study was to investigate whether relationships could be found between certain characteristics of those persons entering Eastern Illinois University fall quarter, 1965, and the norm group which make up the College Bound Norms for the American College Testing Program (ACT) prior to September 1, 1965. This paper is a report of that study.

Method of Study

Data contained in this study were gathered by examination of the Prospective Student Profile Report (see Appendix), and a student information sheet that was used by the academic advisers. An information sheet (see Appendix) was used to record the data. The writer then compiled the data from the information sheet to individual characteristic sheets (see Appendix) for statistical manipulation.

A total of 931 persons were used in the study. These 931 persons were selected from a listing sent to all department chairmen, fall quarter, 1965, by the Director of Testing Services at Eastern Illinois University.

In addition to the person's name, the areas of investigation included the following: sex, age, entrance test scores, major area of

concentration, housing expectations, marital and dating status, and geographical origin.

The sex factor was included to see if there were any noticeable characteristics among the students with relation to their test scores. The ages of the new students were investigated in order to discover any significant characteristics about them. Their entrance test scores from the ACT program were included on the listing acquired through the Director of Testing Services at Eastern. These scores were for each of the four ACT subtests, English, mathematics, social studies, natural science, and a composite, or average, score on these tests. The scores were converted to percentiles (Eastern Norms and National Norms) in anticipation of discovering any characteristics between the Eastern freshmen and the ACT Norms. The major area of concentration was secured from the Registrar's Office and was used to determine what the percentage breakdown was by major or department. The housing expectations indicated where the student expected to live while attending Eastern. The types of housing were as follows: (1) college dormitory, (2) fraternity or sorority house, (3) college apartment, (4) off-campus apartment, (5) off-campus room, (6) at home or with relatives. Marital and dating status were included in order to see what characteristics could be noted about these freshmen. Marital status and dating information was classified as follows: (1) married (children or expecting), (2) married (no children), (3) engaged, (4) pinned or going steady, (5) usually date same person, (6) usually date different persons, (7) do not date at all, (8) divorced or widowed, and, (9) the student considers this privileged information. The geographic origin of each student was examined and tabulated into groups according to their

home town address. This investigation was done by using Charleston, Illinois as the center of a circle having a radius of 25 miles. Consecutive circles were also drawn around the Charleston center, each circle having a radius 25 miles greater than the preceding circle. A percentage of students attending Eastern from each encircled section was then calculated. Anyone from outside the state was also noted.

Foreign students were not included in this study because they are admitted by committee action and are not required to take any entrance examination.

Limitations

Several limitations should be taken into consideration when one analyses the results of this study. The listing which this writer used to acquire his sample was the same one each department chairman received from the Director of Testing Services fall quarter, 1965. This was a listing of the fall freshman enrollment and was assumed to be complete. In using the "Prospective Student Profile Report" as a formal questionnaire, it must be assumed that the information is correct. It would be impossible to determine whether or not the person completing the questionnaire was giving false information, consciously or unconsciously. Some students failed to answer all of the questions asked on the student profile part of the ACT. It was interpreted that these people considered this privileged information. The information studied was selected with the forethought that these specific areas, which are listed in the "Methods of Study," would be the least likely to be falsified.

CHAPTER II

RELATED RESEARCH

History

Eastern Illinois University came into being when:

The General Assembly of Illinois, by an act approved May 22, 1895, established the Eastern Illinois State Normal School.

In response to changing demands, Eastern Illinois Normal School became, successively, Eastern Illinois State Teachers College (1921), Eastern Illinois State College (1947), and Eastern Illinois University (1957).

In 1907 the power of conferring degrees was granted to the institution by the General Assembly. Courses leading to the degree of Bachelor of Education (B.Ed.) were announced in 1920. In 1944 the degree was changed to Bachelor of Science in Education (B.S. in Ed.).

Courses leading to the degree of Master of Science in Education were announced in 1951; the first Master's degrees were conferred July 31, 1952. The Master's degree was recognized by the North Central Association of Colleges and Secondary Schools in March, 1953.

In 1954 the Teachers College Board authorized curricula leading to the degrees B.A. and B.S. without preparation for teaching. The first such degree under this authorization was conferred in June, 1955.

In 1961 the Teachers College Board approved the establishment of curricula leading to the degrees of Master of Arts and Master of Science.

FUNCTION

All programs of instruction at Eastern Illinois University are designed to help young people become educated persons. Curricula leading to the B.S. in Education

degree and the M.S. in Education degree are provided for the preparation of teachers. Curricula leading to the B.S., B.A., and M.A. degrees provide a liberal arts education suitable for persons preparing for a variety of professions and occupations. Several pre-professional programs of varying length are offered for students who wish to attend Eastern before entering a professional or technical program elsewhere.

RATING

Eastern Illinois University is a member of the American Association of Colleges for Teacher Education and is accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary teachers, secondary teachers, and school service personnel. It has been an accredited college in the North Central Association of Colleges and Secondary Schools since 1915. It is an institutional member of the American Council of Education.

LOCATION

Charleston, county seat of Coles County, is located in east central Illinois on highways 130 and 16. Highway 16 (four lanes) connects Charleston with Mattoon. Ozark Airlines furnish flights daily to and from Chicago and St. Louis from Coles County airport. The city has a population of 10,500.¹

LIVING ACCOMMODATIONS

Single students under the age of 21 are required to live in university-registered housing except when living at home or with relatives, or when special written permission has been secured from the Dean of Women or Dean of Men. It is understood that when a student contracts for accommodations in a residence hall, university apartment, or registered housing, he agrees to comply with the rules and regulations governing those living units as well as the rules and regulations for all university students.

Residence Halls. Applications for accommodations in the university residence halls may be made to the Dean of Women or Dean of Men prior to being accepted for admission to the University. Students are encouraged to apply for housing at an early date. Eastern residence halls and the number accommodated are as follows:

¹"General Information," Eastern Illinois University Bulletin, No. 256, July, 1965, pp. 60-61.

WOMEN

Andrews Hall	480
Ford Hall	152
McKinney Hall	150
Pemberton Hall	201
Weller Hall	152

MEN

Douglas Hall	161
Thomas Hall	438

Registered Housing. A registered house is a home in the community which has been approved as meeting the standards set by the University. A list of vacancies in registered housing is maintained in the Offices of the Dean of Women and Dean of Men. The student is responsible for making arrangements with the householder for a room in the community; however, a signed agreement between the householder and student is required by the University.

Married Student Housing. Housing for married students consists of 60 units, located on Terrace Lane at the south end of the campus. The 24 two-room apartments and 36 one and one-half-room apartments are each provided with sofa bed, chair, dinette set, corner tables and other items of efficiency equipment. Electricity, heat, hot water, T.V. antenna outlets, washers, etc. are furnished by the University. To occupy an apartment, a person must be married, living with his family, and enrolled at Eastern.

A housing security deposit of \$25 is required of all tenants housed in university-owned apartments. When occupancy ceases and all property and damages, if any, are satisfactorily accounted for, the deposit is refunded in whole or in part.¹

ADMISSIONS

Testing Requirements. Each freshman student applying for admission to Eastern Illinois University will be required to furnish scores from the test battery administered by the American College Testing Program (ACT).²

Very few studies were available concerning the characteristics of students entering Eastern Illinois University. This lack of information about Eastern students was the reason for this study. In contrast, many

¹Ibid., pp. 64-65.

²Ibid., p. 90.

other institutions within this state and country have published pamphlets of their freshman class profile.

Western Illinois University

Western Illinois University, located at Macomb, enrolled 2,274 new freshmen for fall quarter, 1965. The mean standard score for the class from their ACT composite was 22 or a percentile rank of 61 on National Norms. This Freshman Class consisted of 1,234 men and 1,040 women, for a total enrollment of 2,274 students. The main area of concentration for these students, 39 percent, seemed to be in elementary education, business, and social studies.¹

Illinois State University

Illinois State University noted in a Test Service Bulletin that their 1965-66 freshmen were above the average when compared with the norms for the fifty states. The data from this bulletin also pointed out that the rank of freshman women was well above average when compared with the National Norm in English. The rank of freshman men was well above average in mathematics and science when compared with National Norms.²

Central Illinois College Students

The June 4, 1967 edition of the Decatur Sunday Herald and Review carried an article entitled "Central Illinois College Students."

This article noted that about 7,000 students from central Illinois were attending or had attended the four major schools in the area. These

¹Freshman Profile - Western Illinois University, 1965-66, pp. 1-8.

²"Freshman Test Score Distributions," Test Service Bulletin (Number 18, October 21, 1965), p. 1.

schools were the University of Illinois, Southern Illinois University, Eastern Illinois University, and Millikin University.

There were 2,832 students attending Eastern Illinois University, which means that this was the largest enrollment of students at any one of the four institutions from the Decatur Herald and Review circulation area (see Appendix). There were 1,766 students at Southern Illinois University at Carbondale and Edwardsville, and 1,765 students at the University of Illinois in Champaign and Urbana. Millikin University at Decatur did not have an enrollment breakdown.

The following institutions listed the 1966-67 total enrollment as 29,120 at the University of Illinois, 25,751 at Southern Illinois University, 5,877 at Eastern Illinois University, and approximately 1,200 at Millikin.

Macon County provided the schools with the largest enrollment, 1,030 students to all universities. Coles County provided 935 students to the afore-mentioned institutions, this being the second largest number. The article mentioned that this fact was due largely to the location of Eastern Illinois University in Coles County.

Eastern Illinois University is the only school in which the largest enrollment did not come from Cook County. There were 734 students at Eastern from Coles County compared with the 629 students from Cook County. Marion County provided the third largest enrollment, which was 443 students, from any one county.¹

¹"7,000 Attend Area Colleges," Decatur Sunday Herald and Review, June 4, 1967, p. 14.

Eastern Illinois University

Director of Admissions at Eastern Illinois University

Murray R. Choate, made a statistical survey on the "Comparison of High School Percentile Rank Distribution for Fall Quarters of 1965 and 1966." His findings were that the median composite standard scores for the ACT program were 21.36 for 1965 and 26.60 for 1966 fall quarter freshmen.¹

Summary

Every profile sent out by colleges and universities are for counseling purposes and cover approximately the same material; that is, the class rank in high school of the students who are attending the college or university. This distribution was usually in decile or quartile and denoted what percent of the enrollment was in each of the distribution areas. The test scores were usually mentioned, either ACT and/or The Scholastic Aptitude Test from the College Entrance Examination Board with the mean, median, and size of the student enrollment. Last, but far from least, is the breakdown of students by departmental majors and by geographical origins.

¹Murray R. Choate, "Comparison of High School Percentile Rank Distributions for Fall Quarters of 1965 and 1966," Personal investigation for the Office of Admissions at Eastern Illinois University, Charleston, Illinois, 1966.

CHAPTER III

THE RESULTS

Male and female students were investigated separately and then together to formulate a study of mean and median scores. A comparison was then made in relation to two norm groups: Eastern Illinois University Norms and American College Testing College Bound National Norms. Also, each sex was compared in relation to age, test results, major, housing, marital and dating status, and geographic origin. All areas of investigation were divided into three columns: male, female, and total (combination of male and female).

Sex

Table 1 shows by number that there were 931 students included in this study. Further investigation of Table 1 denotes that there were 387 (41.6%) males and 544 (58.4%) females in this investigation. In order to get a more comprehensive picture of the enrollment as a whole, some of their characteristics will be reviewed.

Age

Table 1 also shows the students' age. The age group from which the majority was represented was the 18-year olds. Within this age limit, there were 266 (68.7%) males, 367 (67.5%) females, and a total of 633 (68.0%) students.

TABLE 1
STUDENTS' AGES^a

AGE	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
15 or younger	0	0.0	0	0.0	0	0.0
16	1	0.3	2	0.4	3	0.3
17	92	23.8	159	29.2	251	27.0
18	266	68.7	367	67.5	633	68.0
19	14	3.6	5	1.0	19	2.0
20	2	0.5	0	0.0	2	0.2
21 or older	1	0.3	1	0.2	2	0.2
No Comment	11	3.0	10	1.8	21	2.3
Total	387	100.0	544	100.0	931	100.0
NUMBER OF STUDENTS	387	41.6	544	58.4	931	100.0

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

The next largest age group was that of 17-year olds. This group consisted of 92 (23.8%) males, 159 (29.2%) females, and a total of 251 (27.0%).

The remainder of the students was distributed in this manner: 14 (3.6%) males, 5 (1.0%) females, or a total of 19 (2.0%) were 19-year olds. In the 20-year old age bracket, there were 2 (0.5%) males and no females for a total of 2 (0.2%). For 21-year olds and older, there were 1 (0.3%) male, and 1 (0.2%) female, or a total of 2 (0.2%).

There were a certain percentage who did not respond to the age question. This distribution was 11 (3.0%) of the males, 10 (1.8%) of the females, or a total of 21 (2.3%) of the students.

An interesting point to note is that there were 1 (0.3%) male, 2 (0.4%) female, or a total of 3 (0.3%) of the students who were 16 years old.

English Usage Test

Entrance test scores were the next aspect to be investigated. The first of these tests was the English Usage Test (Table 2), which was one of the four subtests in the American College Testing Program. A comparison of the test scores from Table 2 was made in relation to the Eastern Norms and the National Norms. The mean score for the male students on this test was 19.78. By plotting the score on the standard score column the percentile rank was derived through the process of interpolation. An Eastern percentile rank of 51.28 and a National percentile rank of 48.98 were obtained.

Using the same procedure as above with the female data, the percentile rank for these students was obtained. The mean score for the females was 22.30. By interpolating this score into the standard

TABLE 2
ENGLISH USAGE^a

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
36	99	99	0	0.0	0	0.0	0	0.0
29	99	99	1	0.3	13	2.4	14	1.5
28	99	98	2	0.5	6	1.1	8	0.9
27	97	96	2	0.5	19	3.5	21	2.3
26	94	92	12	3.1	28	5.2	40	4.3
25	90	88	22	5.7	39	7.2	61	6.6
24	82	81	21	5.4	57	10.5	78	8.4
23	74	74	30	7.8	48	8.8	78	8.4
22	67	67	39	10.1	80	14.7	119	12.8
21	56	59	42	10.9	46	8.5	88	9.5
20	56	51	41	10.6	54	10.0	95	10.2
19	35	42	44	11.4	48	8.8	92	9.9
18	26	34	36	9.3	36	6.8	72	7.7

TABLE 2--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALES		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
17	19	27	37	9.6	25	4.6	62	6.7
16	13	21	12	3.1	15	2.8	27	2.9
15	10	16	7	1.8	8	1.5	15	1.6
14	7	13	20	5.2	8	1.5	28	3.0
13	5	10	3	0.8	3	0.6	6	0.6
12	4	7	4	1.0	4	0.9	8	0.9
11	3	5	3	0.8	1	0.2	4	0.4
10	2	4	7	1.9	1	0.2	8	0.9
9	1	3	2	0.5	0	0.0	2	0.2
8	1	2	0	0.0	3	0.6	3	0.3
1	1	1	0	0.0	0	0.0	0	0.0
MEAN			19.78		22.30		21.04	
MEDIAN			18.95		20.99		20.99	
NUMBER OF STUDENTS			387		544		931	

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

score column, the Eastern percentile rank and the National percentile rank was computed to be 69.07 for both norm groups.

The total column was scrutinized as was the male and female columns. The mean score for this column was 21.04. Processing this score in the same manner, the Eastern percentile rank of 56.39, and the National percentile rank of 59.28 were obtained for this column.

Table 2 also has the median scores for the males, the females, and the total. The males had a median score of 18.95, the females had a median score of 20.99, and the total median score was 20.99.

Mathematics Usage

Mathematics Usage, Table 3, was the second test of the ACT battery. With these test scores, as with the English scores, a comparison of the male, female, and total group was made. The mean score of the male students on this test was 23.59. An Eastern percentile rank of 71.93 and a National percentile rank of 69.52 were thus derived.

The mean score for the females was 19.90. Following the same process an Eastern percentile rank of 51.34 and a National percentile rank of 50.45 were computed.

The total column was examined as were the male and female columns. A mean score for this column was 21.74. An Eastern percentile rank of 62.43 and the National percentile rank of 59.70 for this column were obtained.

Table 3 also has the median score for the males, the females, and the total group. The male students had a median score of 23.23, the female students had a median score of 18.22, and the total median score was 20.71.

TABLE 3
MATHEMATICS USAGE^a

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
36	99	99	1	0.3	0	0.0	1	0.1
35	99	99	1	0.3	0	0.0	1	0.1
34	99	99	3	0.8	0	0.0	3	0.3
33	99	99	7	1.8	2	0.4	9	1.0
32	98	97	9	2.3	8	1.5	17	1.8
31	97	95	10	2.6	6	1.1	16	1.7
30	94	93	22	5.7	10	1.8	32	3.4
29	91	91	14	3.6	7	1.3	23	2.3
28	88	88	30	7.8	17	2.6	44	4.7
27	86	85	39	10.0	36	6.8	75	8.0
26	83	81	12	3.1	17	3.1	29	3.1
25	78	77	39	10.0	30	5.5	69	7.4
24	74	72	24	6.2	15	2.8	39	4.2

TABLE 3--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
23	69	66	24	6.2	23	4.2	47	5.0
22	64	61	27	7.0	46	8.5	73	7.8
21	58	56	20	5.2	28	5.1	48	5.2
20	52	51	16	4.1	21	3.9	37	4.0
19	46	46	10	2.6	32	5.9	42	4.5
18	40	40	19	5.0	60	11.0	79	8.5
17	34	34	14	3.6	34	6.3	44	4.7
16	27	28	12	3.1	39	7.2	51	5.5
15	21	22	13	3.4	27	5.0	40	4.3
14	16	18	9	2.3	24	4.4	32	4.3
13	11	14	4	1.0	12	2.2	16	1.7
12	8	10	2	0.5	16	2.9	18	1.9
11	6	8	1	0.3	11	2.0	12	1.3

TABLE 3--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
10	5	6	3	0.8	14	2.6	17	1.8
9	4	4	2	0.5	3	0.6	5	0.5
8	4	3	0	0.0	5	0.9	5	0.5
7	3	2	0	0.0	1	0.2	1	0.1
6	2	2	0	0.0	0	0.0	0	0.0
5	1	1	0	0.0	2	0.4	2	0.2
4	1	1	0	0.0	1	0.2	1	0.1
1	1	1	0	0.0	0	0.0	0	0.0
MEAN			23.59		19.80		21.74	
MEDIAN			23.23		18.22		20.71	
NUMBER OF STUDENTS			387		544		931	

The percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

Social Studies Reading

The third test of the ACT battery was the Social Studies Reading Test, Table 4. The mean score for the male students on this test was 22.85. An Eastern percentile rank of 68.10 and a National percentile rank of 62.10 were obtained.

The mean score for the females was 22.11. Repeating the same process, an Eastern percentile rank of 63.66 and a National percentile rank of 57.66 were computed.

The total column was examined as were the male and female columns. A mean score for this column was 22.48. An Eastern percentile rank of 65.88 and a National percentile rank of 59.88 were obtained.

Table 4 also has the median score for the males, the females, and the total. The male students had a median score of 22.41, the female students had a median score of 21.33, and the total median score was 21.60.

Natural Science Reading

The fourth test of the ACT battery was the Natural Science Reading Test, Table 5. The mean score for the male students on this test was 22.93. An Eastern percentile rank of 62.58 and a National percentile rank of 59.65 were obtained.

The mean scores for the females was 21.26. Following the same procedure an Eastern percentile rank of 51.82 and a National percentile rank of 50.56 were computed.

The total column was scrutinized as were the male and female columns. A mean score for this column was 22.09. An Eastern percentile rank of 57.54 and a National percentile rank of 55.45 were obtained.

TABLE 4
SOCIAL STUDIES READING^a

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
36	99	99	0	0.0	0	0.0	0	0.0
32	99	99	2	0.5	5	0.9	7	0.8
31	98	98	10	2.6	10	1.8	20	2.1
30	97	96	6	1.6	6	1.1	12	1.3
29	94	93	24	6.2	21	3.9	45	4.8
28	92	89	20	5.2	35	6.4	55	10.0
27	88	85	29	7.5	34	6.3	63	11.6
26	82	80	20	5.2	20	3.7	40	4.3
25	78	74	44	11.4	56	10.3	100	10.7
24	74	69	37	9.6	44	8.1	81	8.7
23	69	63	17	4.4	30	5.5	47	5.0
22	63	57	35	9.0	61	11.2	96	10.3
21	57	51	42	10.9	58	10.7	100	10.7

TABLE 4--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
20	51	45	11	2.8	15	2.8	26	2.8
19	44	38	20	5.2	37	6.8	57	6.1
18	37	33	16	4.1	20	3.7	36	3.9
17	29	28	24	6.2	25	4.6	49	5.3
16	21	22	5	1.3	11	2.0	16	1.7
15	15	17	6	1.6	12	2.2	18	1.9
14	9	13	3	0.8	13	2.4	16	1.7
13	5	10	7	1.8	8	1.5	15	1.6
12	4	8	5	1.3	6	1.1	11	1.2
11	2	6	2	0.5	5	0.9	7	0.8
10	1	4	1	0.3	4	0.9	5	0.5
9	1	3	0	0.0	0	0.0	0	0.0
8	1	2	0	0.0	3	0.6	3	0.3

TABLE 4--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
7	1	2	1	0.3	2	0.4	3	0.3
6	1	1	0	0.0	2	0.4	2	0.2
5	1	1	0	0.0	1	0.2	1	0.1
1	1	1	0	0.0	0	0.0	0	0.0
MEAN			22.85		22.11		22.48	
MEDIAN			22.41		21.33		21.60	
NUMBER OF STUDENTS			387		544		931	

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

TABLE 5
NATURAL SCIENCES READING^a

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
36	99	99	0	0.0	0	0.0	0	0.0
33	99	99	2	0.5	2	0.4	4	0.4
32	99	99	0	0.0	1	0.2	1	0.1
31	98	98	11	2.8	3	0.6	14	1.5
30	97	96	13	3.4	6	1.1	19	2.0
29	95	93	15	3.9	10	1.8	25	2.7
28	93	89	28	7.2	30	5.5	58	6.2
27	90	84	36	9.3	28	5.1	64	6.9
26	86	79	19	4.9	19	3.5	38	4.1
25	80	73	44	11.4	48	8.8	92	9.9
24	71	67	30	7.7	44	8.1	74	7.9
23	63	60	26	6.7	34	6.3	60	6.4
22	57	55	20	5.2	39	7.2	59	6.3

TABLE 5--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
21	50	49	19	4.9	40	7.4	59	6.3
20	45	44	39	10.1	61	11.2	100	10.7
19	39	39	17	4.4	31	5.7	48	5.2
18	33	33	11	2.8	31	5.7	42	4.5
17	27	27	18	4.7	28	5.1	46	4.9
16	19	22	9	2.3	23	4.2	32	3.4
15	14	18	11	2.8	24	4.4	35	3.8
14	12	15	6	1.6	8	1.5	14	1.5
13	9	11	2	0.5	13	2.4	15	1.6
12	6	9	4	1.0	8	1.5	12	1.3
11	5	7	1	0.3	4	0.9	5	0.5
10	3	5	2	0.5	6	1.1	8	0.9
9	2	3	0	0.0	3	0.6	3	0.3

TABLE 5--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
8	1	2	1	0.3	0	0.0	1	0.1
7	1	2	3	0.8	0	0.0	3	0.3
6	1	1	0	0.0	0	0.0	0	0.0
5	1	1	0	0.0	0	0.0	0	0.0
4	1	1	0	0.0	2	0.4	2	0.2
1	1	1	0	0.0	0	0.0	0	0.0
MEAN			22.93		21.26		22.09	
MEDIAN			22.65		20.45		21.19	
NUMBER OF STUDENTS			387		544		931	

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

Table 5 also has the median scores for the males, the females, and the total. The male students had a median score of 22.65, the female students had a median score of 20.45, and the total median score was 21.19.

Composite

Table 6 was the final table of scores. The Composite was an average of the four previous test scores of the student; therefore, this table was a composite or average of the test scores of all the students in this study.

The mean score for the male students on this table was 22.20. An Eastern percentile rank of 65.80 and a National percentile rank of 62.40 were obtained for this mean score.

The mean score for the female students was 21.29. An Eastern percentile rank of 54.77 and a National percentile rank of 55.32 were computed.

The total column was examined as were the male and female columns. A mean score for this column was 21.74. The Eastern percentile rank of 60.62 and a National percentile rank of 58.92 were obtained.

Table 6 also has the median scores for the males, the females, and the total. The male students had a median score of 21.65, the female students had a median score of 20.36, and the total median score was 19.93.

Major Area of Concentration

Table 7 is a listing of forty-nine major areas of concentration. This table was divided into three columns as were the previous tables. First, the male data were examined and the results were noted. The area which had the largest enrollment was business with 83 (21.4%) students. Next in order was the two year general curriculum having 42 (10.9%) students. All other areas of endeavor had less than 10% of the male enrollment.

TABLE 6
COMPOSITE^a

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
36	99	99	0	0.0	0	0.0	0	0.0
31	99	99	1	0.3	0	0.0	1	0.1
30	99	99	2	0.5	2	0.4	4	0.4
29	98	97	8	2.1	12	2.2	20	2.1
28	96	95	15	3.9	7	1.3	22	2.4
27	95	91	20	5.2	20	3.7	40	4.3
26	90	87	35	9.0	36	6.8	71	7.6
25	85	82	36	9.3	37	6.8	73	7.8
24	80	75	39	10.0	47	8.6	86	9.2
23	73	68	44	11.4	51	9.4	95	10.2
22	64	61	42	10.9	53	9.7	95	10.2
21	51	53	32	8.3	48	8.8	80	8.6
20	47	46	37	9.6	58	10.7	96	10.7

TABLE 6--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
19	36	38	21	5.4	48	8.8	69	7.4
18	29	31	21	5.4	36	6.8	57	6.1
17	21	25	7	1.8	39	7.2	46	4.9
16	14	19	7	1.8	16	2.9	23	2.5
15	10	15	10	2.6	17	3.1	27	2.9
14	7	11	4	1.0	11	2.0	15	1.6
13	4	8	0	0.0	3	0.6	3	0.3
12	3	5	3	0.8	0	0.0	3	0.3
11	2	4	3	0.8	2	0.4	5	0.5

TABLE 6--Continued

STANDARD SCORES	EASTERN	NATIONAL	MALE		FEMALE		TOTAL	
	Percentile	Percentile	Number	Percent	Number	Percent	Number	Percent
10	1	2	0	0.0	0	0.0	0	0.0
9	1	1	0	0.0	1	0.2	1	0.1
1	1	1	0	0.0	0	0.0	0	0.0
MEAN			22.20		21.29		21.74	
MEDIAN			21.65		20.36		19.93	
NUMBER OF STUDENTS			387		544		931	

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

TABLE 7
MAJOR AREA OF CONCENTRATION^a

MAJOR	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Anthropology	0	0.0	0	0.0	0	0.0
Art	6	1.6	13	2.4	19	2.0
Biology	1	0.3	0	0.0	1	0.1
Botany	2	0.5	1	0.2	3	0.3
Business	83	21.4	70	12.9	153	16.4
Chemistry	8	2.1	11	2.0	19	2.0
Economics	0	0.0	0	0.0	0	0.0
Elementary Education	17	4.4	172	31.6	189	20.3
English	10	2.6	37	6.8	47	5.0
French	1	0.3	15	2.8	16	1.7
German	1	0.3	1	0.2	2	0.2
Latin	0	0.0	3	0.6	3	0.3
Russian	0	0.0	0	0.0	0	0.0

TABLE 7--Continued

MAJOR	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Spanish	1	0.3	10	1.8	11	1.2
Geography	1	0.3	1	0.2	2	0.2
Health Education	0	0.0	0	0.0	0	0.0
History	24	6.2	15	2.8	39	4.2
Ross Economics	0	0.0	28	5.2	28	3.0
Industrial Arts	9	2.3	0	0.0	9	1.0
Library Science	0	0.0	0	0.0	0	0.0
Mathematics	35	9.0	15	2.8	50	5.4
Medical Technology	4	1.0	11	2.0	15	1.6
Music	7	1.8	12	2.2	19	2.0
Philosophy	0	0.0	0	0.0	0	0.0
Physical Education (Men)	20	5.2	0	0.0	20	2.2
Physical Education (Women)	0	0.0	31	5.7	31	3.3
Physical Science	0	0.0	0	0.0	0	0.0

TABLE 7--Continued

MAJOR	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Physics	6	1.6	0	0.0	6	0.6
Physiology	0	0.0	0	0.0	0	0.0
Political Science	0	0.0	0	0.0	0	0.0
Pre-Agriculture	4	1.0	0	0.0	4	0.4
Pre-Dentistry	3	0.8	1	0.2	4	0.4
Pre-Engineering	14	3.6	1	0.2	15	1.6
Pre-Geology	1	0.3	0	0.0	1	0.1
Pre-Journalism	1	0.3	1	0.2	2	0.2
Pre-Law	1	0.3	0	0.0	1	0.1
Pre-Medical	2	0.5	4	0.9	6	0.6
Pre-Nursing	0	0.0	1	0.2	1	0.1
Pre-Optometry	1	0.3	0	0.0	1	0.1
Pre-Pharmacy	3	0.8	0	0.0	3	0.3
Pre-Veterinary	5	1.3	0	0.0	5	0.5

TABLE 7--Continued

MAJOR	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Psychology	1	0.3	0	0.0	1	0.1
Social Science	24	6.2	6	1.1	30	3.2
Sociology	0	0.0	0	0.0	0	0.0
Speech	2	0.5	7	1.3	9	1.0
Speech Correction	1	0.3	5	0.9	6	0.6
Theatre Arts	0	0.0	0	0.0	0	0.0
Two Year General	42	10.9	50	9.1	92	9.9
Zoology	12	4.7	7	1.3	25	2.7
No Information	28	7.2	15	2.8	43	4.6
NUMBER OF STUDENTS	387		544		931	

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

Investigated next was the female data on this table. The largest area of concentration for the women was elementary education, 172 (31.6%). Next largest area was business with 76 (12.9%) of the female enrollment. Forty-seven of the remaining majors each had an enrollment of approximately 7% or less.

Elementary education secured the largest enrollment of the students in this study. The total column of Table 7 shows that 189 (20.3%) of the students majored in elementary education. Business was next with 153 (16.4%) of the students majoring in that area of concentration. The Two Year General Curriculum had the third largest enrollment which was 92 (9.9%) of the students.

Housing Expectations

Housing Expectations, Table 8, was divided into seven areas: six types of housing and "no comment". The college dormitory was first on the list of expectations. This type of housing was chosen or preferred by 251 (64.9%) of the male population. Their succeeding choices were: at home, 42 (10.9%), fraternity, 22 (5.7%), and off-campus room, 33 (8.5%).

College dormitories were also chosen or preferred over the other living accommodations by the female students (see Chapter II, Living Accommodations, page 5). Four hundred and twenty-eight girls (78.7%) of the 544 indicated their preference for dormitories. The next three choices were: off-campus room, 37 (6.8%), at home, 31 (5.7%), and sorority, 23 (4.2%).

Total preference for housing was dormitories, 679 (72.9%) of the study. The next two areas were very close in preference: at home, 73

TABLE 8
HOUSING EXPECTATIONS^a

	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
College Dormitory	251	64.9	428	78.7	679	73.0
Fraternity or Sorority	22	5.7	23	4.2	45	4.6
College Apartment	10	2.6	7	1.3	17	1.8
Off-Campus Apartment	16	4.1	7	1.3	23	2.5
Off-Campus Room	33	8.5	37	6.8	70	7.5
At Home (or with relatives)	42	10.9	31	5.7	73	7.6
No Comment	19	3.3	11	2.0	24	2.5
NUMBER OF STUDENTS	387	100.0	546	100.0	933	100.0

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

(7.8%) and off-campus room, 70 (7.5%). There was a total of 24 (2.5%) who made no comment or preference as to their choice of housing.

Marital and Dating Status

Table 9, Marital and Dating Status, indicated the following information: 148 (38.2%) of the males, 263 (48.4%) of the females, or 411 (44.1%) of the total group usually dated more than one person. Eighty-seven (22.5%) of the males, 118 (21.7%) of the females, or 205 (22.0%) of the total enrollment indicated that they usually dated the same person. Fifty-nine (15.3%) of the males, 77 (14.2%) of the females, and 136 (14.6%) of the total study represent the figures of those students either pinned or going steady. Under the classification of "no comment", 56 (6.1%) indicated that they considered this information to be confidential.

Geographical Origin

Table 10, Geographical Origin, is a distribution of students from Eastern Illinois University by the use of consecutive circles, drawn around the University, each having a radius of 25 miles greater than the preceding circle. The first circle contained 55 (14.2%) of the male students, 81 (14.9%) of the female students, or 126 (14.7%) of all the students. Students within the next 25-mile radius were 95 (24.6%) of the males, 140 (25.7%) of the females, or 235 (25.2%) of the total study. This was the area that contained the largest number of students for any one 25-mile radius. The student population for the next 25-mile interval, or a radius of 75 miles, was 63 (16.3%) of the males, 70 (12.9%) of the females, or 133 (14.3%) of the total.

TABLE 9
MARITAL AND DATING STATUS^a

	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Married (children or expecting)	2	0.5	2	0.4	4	0.4
Married (no children)	0	0.0	0	0.0	0	0.0
Engaged	0	0.0	2	0.4	2	0.2
Pinned or Going Steady	59	15.3	77	14.2	136	14.6
Usually date same person	87	22.5	118	21.7	205	22.0
Usually date more than one person	148	38.2	263	48.4	411	44.1
Do not date at all	53	13.7	63	11.6	116	12.5
Divorced or widowed	0	0.0	1	0.2	1	0.1
Consider this confidential	16	4.1	13	2.4	29	3.1
No Comment	22	5.7	5	1.0	27	3.0
NUMBER OF STUDENTS	387	100.0	544	100.0	931	100.0

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

TABLE 10
GEOGRAPHICAL ORIGIN^a

DISTANCE FROM EASTERN	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
25 Mile Radius	55	14.2	81	14.9	136	14.7
50 Mile Radius	95	24.6	140	25.7	235	25.2
75 Mile Radius	63	16.3	70	12.9	133	14.3
100 Mile Radius	43	11.1	71	13.1	114	12.2
125 Mile Radius	54	14.0	67	12.3	121	13.0
150 Mile Radius	24	6.2	39	7.2	63	6.8
175 Mile Radius	28	7.2	53	9.7	81	8.7
200 Mile Radius	11	2.8	10	1.8	21	2.3
225 Mile Radius	0	0.0	0	0.0	0	0.0
Out of State	2	0.5	4	0.7	6	0.6
No Information	12	3.1	9	1.7	21	2.3
NUMBER OF STUDENTS	387	100.0	544	100.0	931	100.0

^aThe percent columns will not add up to a total of 100% since the writer rounded off to the nearest tenth of a percent.

It was interesting to note that the number and percent of students from each consecutive area was about the same until a radius of 150 miles was reached. At this point the number of students from each area dropped by 50%. From this area there were 24 (6.2%) of the males, 39 (7.2%) of the females, or 63 (6.8%) of the total. There were 2 (0.5%) of the men, 4 (0.7%) of the women, for a total of 6 (0.6%) students who were from out of state.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

This study was an examination of some of the characteristics of the 931 students who entered Eastern Illinois University in the fall, 1965. From this study the following conclusions were drawn:

1. There were 387 (41.6%) males and 544 (58.4%) females, for a total of 931 students; thus, there were 17 percent more women than men entering Eastern Illinois University that fall quarter.
2. Of this group, 633 (68.0%) were 18 years old, and the remaining students were either 17 years old or between 19 and 21 years of age. Three students (0.3%) were 16 years old. Thus it was concluded that the average age for students entering fall quarter was 18 years of age for both male and female.
3. The data from the ACT English Usage Test noted that the males' mean score placed them slightly above the National Norm. The females' mean score was found to be the same for both the Eastern Norm group and the National Norm group. This in no way means that they

did not score as well as the males. Looking back to Table 2, one notes that the female students' mean score was higher than the male students' mean score. When one locates the females' mean score on the percentile columns, he will note that this percentile rank is greater than the male percentile rank. The students' test scores, when compiled together and compared with the National Norm group, were found to be slightly below the National Norm group.

When looking over the data from the ACT Mathematics Usage Test, one noted that when the student test scores were compared both separately and together, the Eastern students scored higher in comparison to the National Norm group.

Comparing the data from the Social Studies Reading and the Natural Science Reading, similar results were noted as in the mathematics test. When the students were compared by male or female with the National Norm and when they were compared together with the National Norm, they scored slightly higher than the National Norm group on a percentile rank basis.

Scrutinizing the composite test scores, the same results as above were noted, that is, the Eastern students were slightly above the National Norm as indicated by percentile rank.

Examining the mean scores on the four subtests and the composite, one noted that the male students' scores were slightly higher than the female students' on all but the English Usage Test.

When looking over the median scores for the students on the subtests and composite, the investigator noted the male students' median scores were slightly higher than the female students' median scores on all the tests except the English Usage Test.

On every test but one, the English Usage Test, the students entering Eastern fall quarter had scores higher than the National Norm on a percentile rank basis.

4. Of the forty-nine majors listed by the Registration and Records Office, this writer noted that the majority of the students were interested in majoring in elementary education, business, Two Year General Curriculum, and English. One interesting point to note was those areas that had no students majoring in them. These were anthropology, economics, Russian, health education, library science, philosophy, physical science, physiology, political science, social science, and theatre arts.
5. When interpreting the results of the housing expectations, the following conclusions were drawn. The majority of the students indicated their preference for living accommodations in a college dormitory. This choice may have been

influenced by Eastern Illinois University housing regulations. The next largest census of students indicated a desire to live at home or with a relative.

6. A very large percentage of the enrollment was not married. The majority of this enrollment noted that they dated more than one person. Therefore, it may be assumed that these students might have planned on having some social life while attending Eastern.
7. According to the information from the Geographical Origin Table, 78.5% of the student enrollment originated from within a 125-mile radius of the University. The radius denoting the largest census for any 25-mile interval was that of 25 miles to 50 miles from Charleston. This radius has 235 (25.3%) students from within its area. There were 21 (2.3%) students for whom information was incomplete.

RECOMMENDATIONS

The following recommendations are stated as guides for further study relative to the characteristics of students entering Eastern Illinois University:

1. It is recommended that the Office of Admissions re-evaluate their requirements for admission to Eastern Illinois University. With the female students outnumbering the male students and the ever-increasing requirements for admission, this institution may feasibly become an all-girl school.

2. It is recommended that a follow-up study in a few years be conducted to investigate and note if the average student entering Eastern is still above the national average.
3. It is recommended that since most state institutions mail out a Student Profile Report to the secondary schools, so should Eastern Illinois University publish a Student Profile Report.
4. It is recommended that a survey of the students enrolling at Eastern be taken to discover what influenced the choice of this particular institution.
5. It is recommended that a study be undertaken to investigate the entering student's high school grades as compared to his entrance test score.
6. It is recommended that survey be conducted of the entering students to note what influenced their choice of a major area of concentration.

APPENDIX



COLLEGE CODE	CH.	NAME OF STUDENT	STREET ADDRESS	CITY	STATE
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TEST DATE	SOCIAL SECURITY NUMBER	HIGH SCHOOL	HIGH SCHOOL GRADES	ACT STANDARD SCORES	PERCENTILE COLLEGE BOUND NORMS
MO. YR.		STATE CODE	ENG. MATH. SOC. S. N. SCI.	ENG. MATH. SOC. S. N. SCI. COMP.	ENG. MATH. SOC. S. N. SCI. COMP.

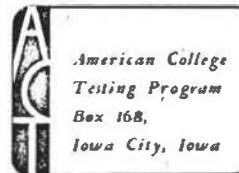


GENERAL INFORMATION	EDUCATIONAL - VOCATIONAL PLANS	EXTRA-CURRICULAR PLANS - SKILLS	FINANCIAL	HIGH SCHOOL ACHIEVEMENTS
AGE SEX EDUC. LEV. MAR. STATUS HOUSING CAR	MAJOR L.O.A. CHIEF GOALS VOC. CH. VOC. ROLE	12 13 14 15 16 17 18 19 20	NEED WORK PLANS	SCI. ART LIT. LON. BUS. D.A.
	1 2		TYPE 1 TYPE 2	



PERCENTILE RANK INFORMATION										PROBABILITY OF ATTAINING "C" OR HIGHER														
LOCAL NORMS					PREDICTED GPA - OVERALL					PREDICTED COURSE GRADES					OVERALL GPA					SPECIFIC COURSE GRADES				
ENG.	MATH.	SOC. S.	N. SCI.	COMP.	GRP. 1	GRP. 2	GRP. 3	GRP. 4	GRP. 5	01	02	03	04	05	GRP. 1	GRP. 2	GRP. 3	GRP. 4	GRP. 5	01	02	03	04	05

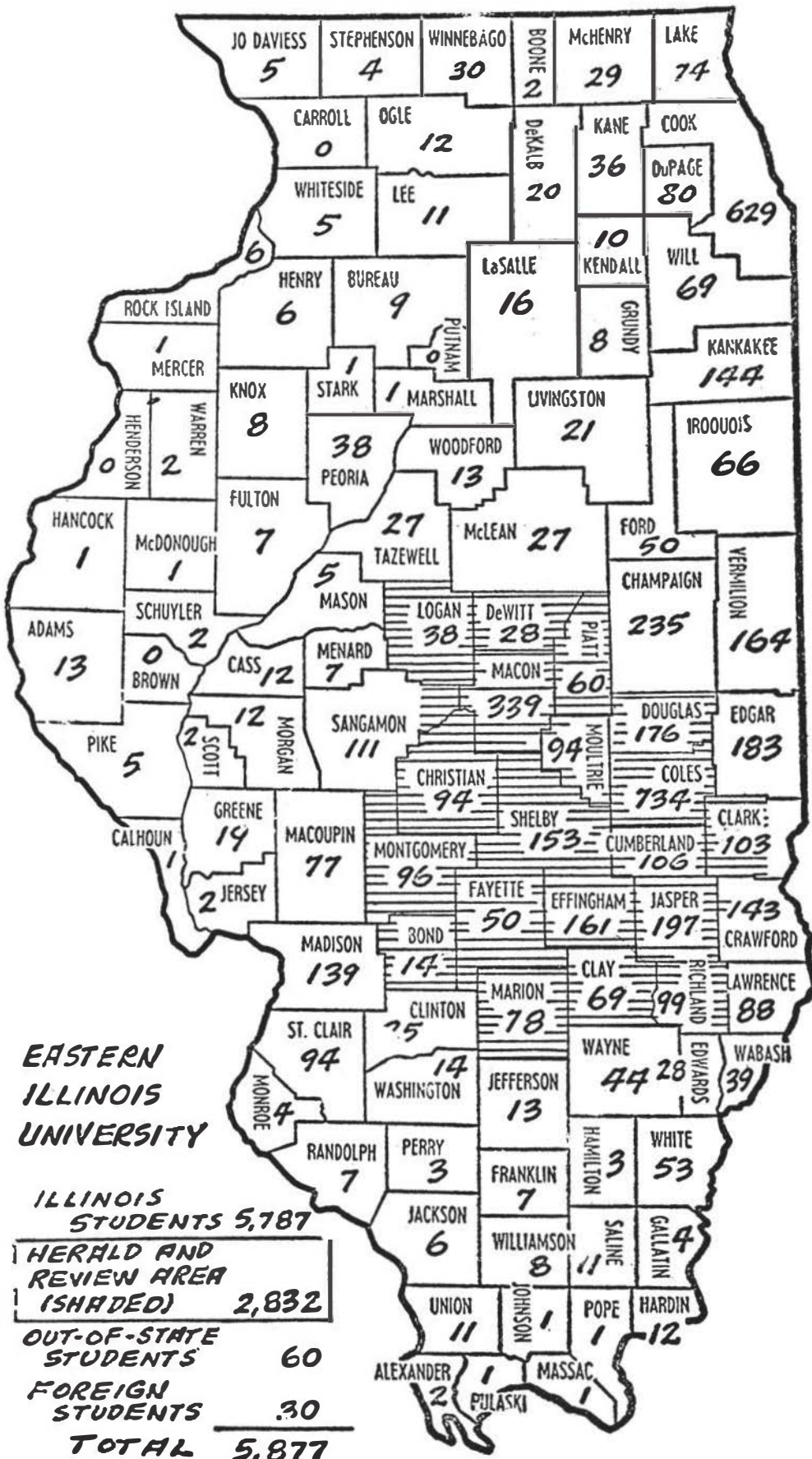
DR DONALD ROTHSCHILD DIR OF TEST
EASTERN ILLINOIS UNIVERSITY
CHARLESTON ILLINOIS 61920



CODE 1016 WITH CARDS
prospective student
profile report

COURSE

S.S.	EIU file	NATIONAL file	Male	Female	Total
36					
35					
34					
33					
32					
31					
30					
29					
28					
27					
26					
25					
24					
23					
22					
21					
20					
19					
18					
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13					
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9					
8					
7					
6					
5					
4					
3					
2					
1					
0					



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