

10-1-1932

Bulletin 118 - Changes in the Student Body 1925-1930

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Eastern Illinois University, "Bulletin 118 - Changes in the Student Body 1925-1930" (1932). *Eastern Illinois University Bulletin*. 209.
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The Teachers College Bulletin

Number 118

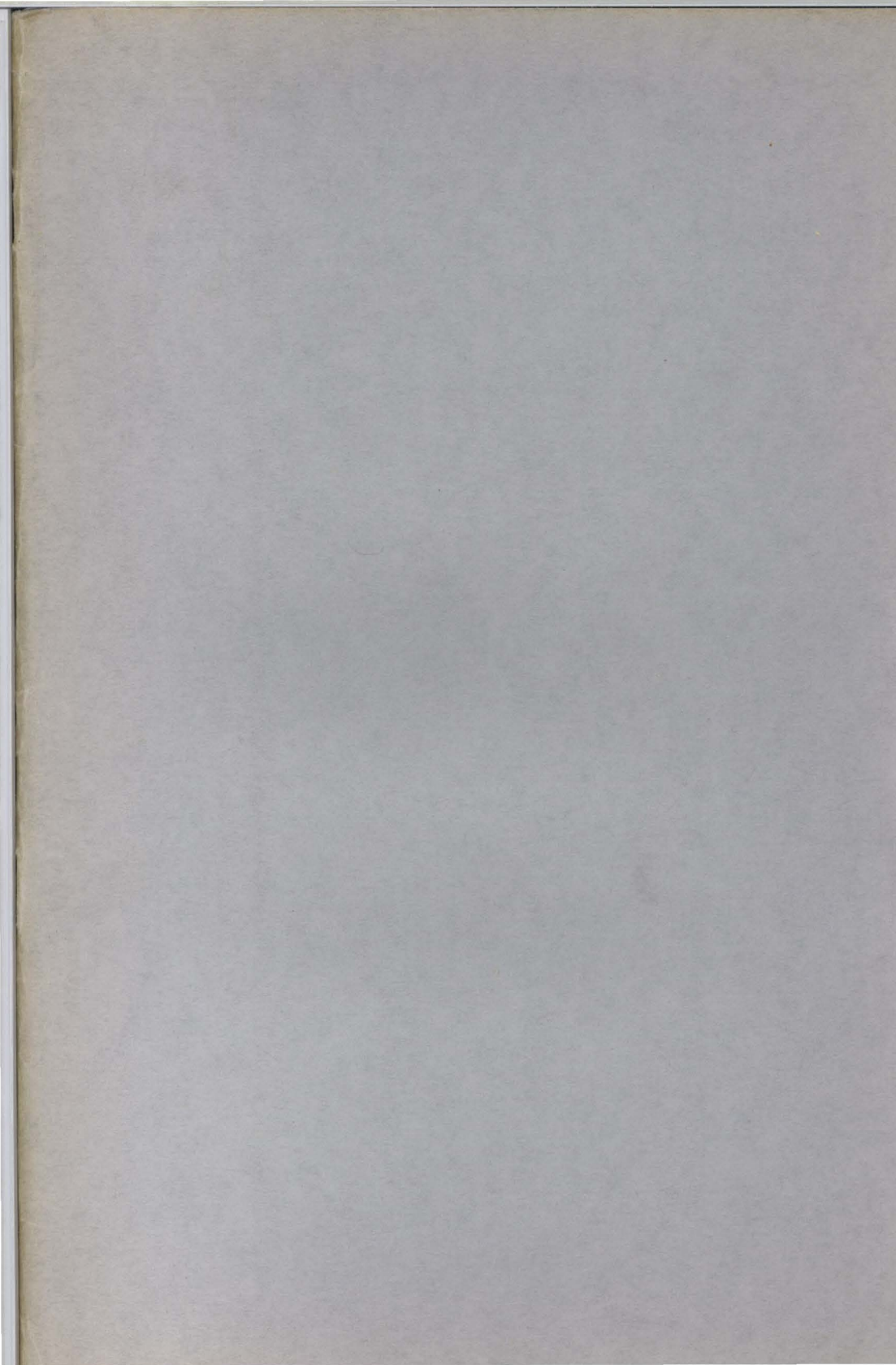
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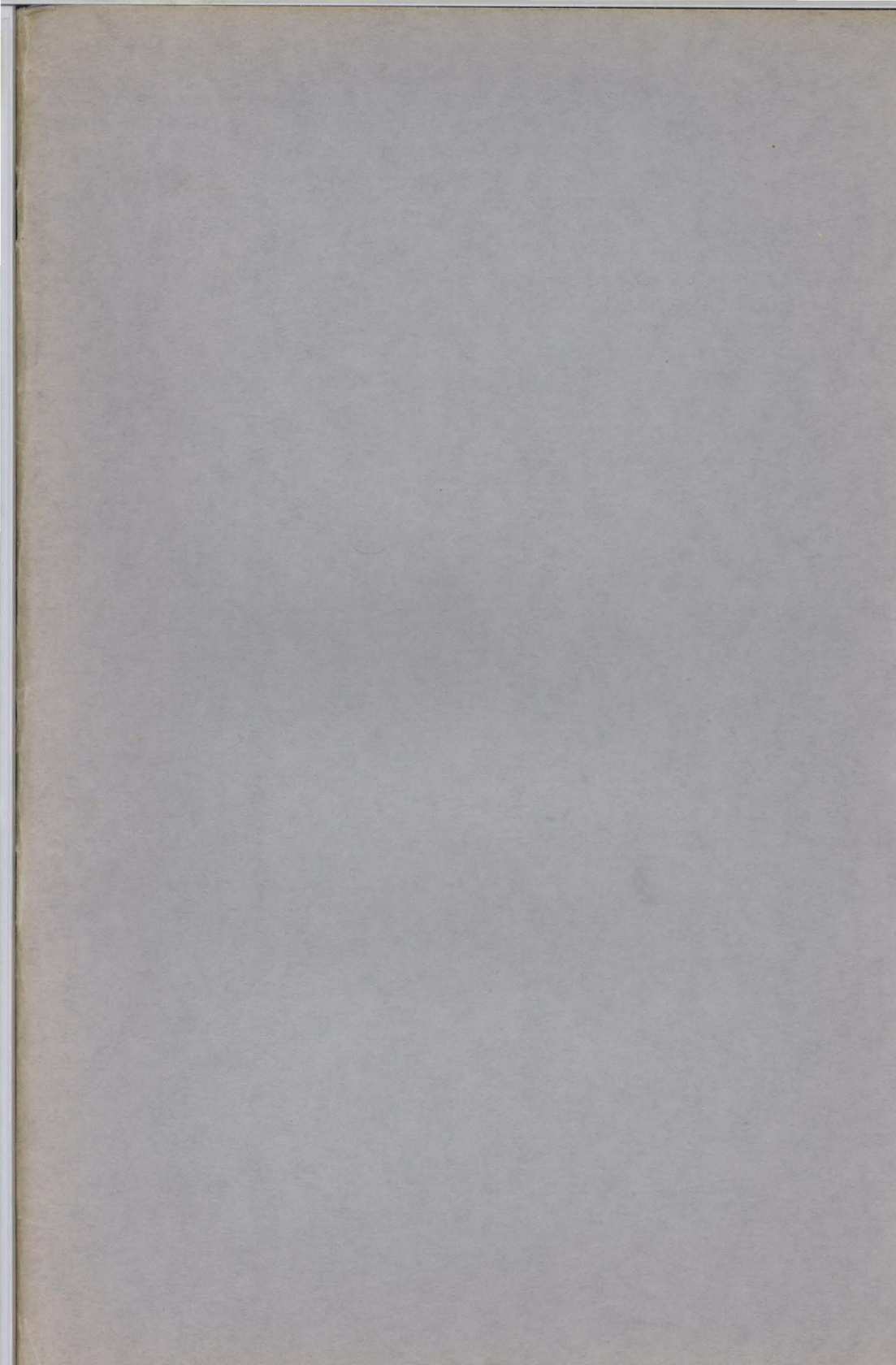
Eastern Illinois State Teachers College

at

CHARLESTON

CHANGES IN THE STUDENT BODY
DURING A FIVE-YEAR PERIOD,
1925-1930





AGE OF ENTERING HIGH SCHOOL

Nature of the data. Each student in the two groups was asked the age at which he entered high school. The answers to this question are presented in Table XIII. The table shows that of the 1925-26 group one student or .2 per cent entered high school at the age of 11 years, that of the 1930-31 group one student or .1 per cent of that group entered high school at the age of 11, and that the difference between the percentages was a minus .1.

Changes in age of high school entrance. The median ages of high school entrance for the 1925-26 and the 1930-31 students are given at the bottom of Table XIII. It will be seen that the 1930-31 group was somewhat younger at that time. The details of the table indicate the source of this difference. A total of 9.3 per cent more of the 1930-31 group entered high school at the ages of 12 and 13, and a total of 6.2 per cent fewer entered at the ages of 14, 15, and 16. The earlier completion of the elementary school by the 1930-31 group as compared with the 1925-26 group is reflected in their earlier high school entrance.

YEARS SPENT IN HIGH SCHOOL

Nature of the data. Each student was asked to state the number of years which he spent in completing the high school course. The data on this point are presented in Table XIV. The table shows that of the 1925-26 group .2 per cent spent only one year in high school, that of the 1930-31 group none spent only one year in high school. It will be noted that students who spent an unusually short period in high school were mature students who were able to complete their work in less than the normal time.

TABLE XIV.
PERCENTAGE OF 1925-26 AND 1930-31 GROUPS WHO SPENT VARIOUS NUMBER OF YEARS IN HIGH SCHOOL.

Number of years.	Percentage.		
	1925-26.	1930-31.	Difference.
1.....	.2a	.0	— .2
1½.....	.0	.1	+ .1
2.....	.6a	.3	— .3
3.....	2.9	2.3	— .6
3½.....	3.5	3.4	— .1
4.....	86.8	90.3	+3.5
4½.....	2.1	1.9	— .2
5.....	2.7	1.7	—1.0
6.....	.0	.0	—
7.....	.2	.0	— .2
Not given.....	1.0b	.0	—1.0

a. Mature students who entered high school late.

b. Mature students who took high school and college course together.

Changes in years spent in high school. In general there were small declines in the percentages of students of the 1930-31 group who completed the high school in fewer than four years as com-

pared with the corresponding percentages for the 1925-26 group. At the same time the percentage of students who consumed more than the four years in finishing the high school course declined during the five-year interval. The net result was an increase of 3.5 in the percentage of the 1930-31 group which completed the high school in four years as compared with the 1925-26 group. Apparently the tendency for the 1930-31 group to progress more rapidly in the elementary school was not reflected completely in the high school. The two groups seem to have moved through the secondary school at a more equal rate than they did through the elementary school.

SUMMARY OF THE CHAPTER

1. During the five-year interval there was a tendency for students to enter the elementary school at a somewhat earlier age.
2. Earlier entrance was followed by earlier completion of the elementary school grades.
3. In terms of the number of elementary schools attended there was a tendency toward a more stable, continuous, type of training during the five-year period.
4. During the five-year period there was a tendency for students to enter high school somewhat earlier, but to make no more than normal progress.

CHAPTER VI

TRANSITION FROM HIGH SCHOOL TO COLLEGE OF 1925-26
AND 1930-31 STUDENTS

The preceding chapter indicated some of the main characteristics of the progress of the two groups of students through the elementary and the high school. In the case of many students, however, there is often a period of delay preceding actual college entrance. It is the purpose of the present chapter to present data relative to this period for the 1925-26 and the 1930-31 groups of students.

IMMEDIACY OF COLLEGE ENTRANCE

Nature of the evidence. Each student was asked to state whether he came to college directly on completion of his high school course. By "directly" was meant that he entered college at the regular fall term following his graduation from high school. Summer school attendance alone was not interpreted as direct entrance. The data on the number of students who entered directly are presented in Table XV. The table shows that of the 1925-26 group of students 67.7 per cent of the first year class entered college directly, that of the 1930-31 group 80.8 per cent of the first year class entered directly, and that the difference between the percentages was plus 13.1.

TABLE XV.

PERCENTAGES OF STUDENTS WHO CAME TO COLLEGE DIRECTLY IN 1925-26
AND 1930-31 GROUPS.

Class.	Percentage.		
	1925-26.	1930-31.	Difference.
First year.....	67.7	80.8	+13.1
Second year.....	60.4	67.4	+ 7.0
Third year.....	66.7	72.1	+ 5.4
Fourth year.....	47.0	56.9	+ 9.9
Total student body.....	64.2	74.3	+10.1

Changes in immediacy of college entrance. The total percentages for the two groups of students who came to college directly are given at the bottom of Table XV. It will be seen that 10.1 per cent more of the 1930-31 students than of the 1925-26 group came to college at once. Of the four classes, the first year class

showed the greatest gain in immediacy of college entrance, the increase being 13.1 per cent. The smallest gain was in the third year class which increased 5.4 per cent. It will be noticed that none of the classes of the 1930-31 students showed as low a percentage of direct entrance as did the corresponding classes of the 1925-26 group.

LENGTH OF PERIOD OF DELAY

Nature of the data. Each student who did not enter college directly was asked the further question as to the number of years which intervened between high school graduation and college entrance. The answers to this question are summarized in Table XVI. The table indicates that of the 1925-26 group 41.9 per cent of the students who did not enter college directly were delayed one year, that of the 1930-31 group 50.6 per cent were delayed one year, and that the difference between the percentages was plus 8.7.

TABLE XVI.
PERCENTAGE OF 1925-26 AND 1930-31 GROUPS WHO WERE DELAYED IN ENTERING COLLEGE.

Years of delay.	Percentage.		
	1925-26.	1930-31.	Difference.
1.....	41.9	50.6	+ 8.7
2.....	16.7	30.2	+13.5
3.....	13.8	7.2	- 6.6
4.....	8.4	3.6	- 4.8
5.....	4.2	2.4	- 1.8
6.....	4.2	1.8	- 2.4
7.....	1.8	.6	- 1.2
8.....	1.8	.0	- 1.8
9.....	1.2	.6	- .6
10.....	.6	.0	- .6
11.....	.6	.6	-----
12.....	1.2	.0	- 1.2
13.....	2.4	.0	- 2.4
14.....	.0	.0	-----
15.....	.0	.0	-----
16.....	.0	.6	+ .6
17.....	.6	.0	- .6
18.....	.6	.6	-----
19.....	.0	.6	+ .6
20.....	.0	.0	-----
21.....	.0	.6	+ .6
Total.....	100.0	100.0	

Changes in period of delay. Table XVI shows that of the various numbers of years of delay only the first two—one and two years—increased appreciably in percentage of students during the five-year interval. For three other years of delay—sixteen, nineteen, and twenty-one—there were very small increases. For all of the other years of delay the percentages for the 1930-31 group either equaled or were less than those for the 1925-26 group. There is a strong tendency for students to come to college after a shorter period of delay than was the case at the beginning of the five-year period under consideration.

SUMMARY OF THE CHAPTER

1. Of the students in college in 1930-31, 10 per cent fewer entered late than was the case in 1925-26.
2. During the five-year period the percentage of students who entered college directly increased for each of the four classes.
3. During the five-year period the length of the period of delay in entering college declined considerably.

CHAPTER VII

CHOICE OF A COLLEGE BY 1925-26 AND 1930-31 STUDENTS

The preceding chapter was concerned with the group of students who for various reasons were forced to delay college entrance for some period of time following high school graduation. A closely related problem concerns the reasons why students finally elected to attend a particular college. The present chapter will analyze the influences which brought the students to the college under discussion, their attitude toward the course which they are pursuing, and the use which they later expect to make of the training which they are receiving.

INFLUENCES WHICH BROUGHT STUDENTS TO COLLEGE

Nature of the data. Each student was supplied with a long check list of possible influences which might have tended to bring him to this college. He was to indicate those which had played a part in his choice and to add any others not given on the list. Table XVII summarizes the information on this point. The table shows that of the 1925-26 students 62 or 5.1 per cent of the group thought

TABLE XVII.

INFLUENCES WHICH BROUGHT 1925-26 AND 1930-31 GROUPS TO COLLEGE.

Influence.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
High school principal.....	62	130	5.1	3.7	- 1.4
High school teacher.....	52	161	4.3	4.6	+ .3
Elementary teacher.....	39	148	3.2	4.3	+ 1.1
County superintendent.....	9	74	.7	2.1	+ 1.4
School board member.....	8	26	.7	.8	+ .1
Mother.....	281	328	23.1	9.4	-13.7
Father.....	235	299	19.3	8.6	-10.7
Friend.....	148	471	12.2	13.5	+ 1.3
Sister.....	86	157	7.1	4.5	- 2.6
Brother.....	47	105	3.9	3.0	- .9
Other relatives.....	41	109	3.4	3.1	- .3
College catalogue.....	85	118	7.0	3.4	- 3.6
Own desire.....	61	0	5.0	.0	- 5.0
School's name.....	15	242	1.2	7.0	+ 5.8
Convenience.....	26	408	2.1	11.7	+ 9.6
Finances.....	15	388	1.2	11.2	+10.0
Teachers here.....	2	29	.2	.8	+ .6
Recognition.....	1	0	.1	.0	- .1
Advancement.....	1	0	.1	.0	- .1
Few negroes here.....	1	0	.1	.0	- .1
Miscellaneous.....	0	290	.0	8.3	+ 8.3
Total.....	1,215	3,483	100.0	100.0	

they were influenced by a high school principal, that 130 of the 1930-31 group or 3.7 per cent thought they were influenced by a high school principal, and that the difference between the two percentages was minus 1.4.

Changes in influences. Two groups of changes stand out conspicuously in the difference column of Table XVII. The first was the large decline in mother and father as influences in determining the choice of a college. Mothers declined 13.7 per cent and fathers 10.7 per cent in their effect on choice of a college. The next change was the large increase in the influence of the school's name, convenience, and finances. The second two of these three influences are closely related to each other and probably to the general economic status of the student and his family. Many of these students chose this college because it was close to home and because they could attend at relatively less expense than at a larger or more distant institution. The increase or decrease in importance of the other influences has been small during the five-year period.

BASIC REASONS FOR COLLEGE ATTENDANCE

Nature of the data. In order to determine the primary motive for a student's entering this particular college, a short check-list of general reasons for coming was given, and the student was asked to indicate the ones which applied in his case and to add others if necessary. The data obtained in this way are presented in Table XVIII. The table shows that of the 1925-26 group of students 80.3 per cent came to this college to prepare to teach, that of the 1930-31 group 72.2 per cent came to prepare to teach, and that the difference between these two percentages was minus 8.1.

TABLE XVIII.
PERCENTAGE OF 1925-26 AND 1930-31 GROUPS WHO HAD VARIOUS REASONS FOR COMING TO COLLEGE.

Reason.	Percentage.		
	1925-26.	1930-31.	Difference.
Prepare to teach.....	80.3	72.2	- 8.1
Get general education.....	6.0	23.4	+17.4
Prepare to enter other school.....	7.3	3.8	- 3.5
Other reasons.....	6.4	.6	- 5.8
Total.....	100.0	100.0	

Changes in reasons for coming to college. The striking fact in Table XVIII is the large increase in percentage of students who were enrolled in this college in 1930-31 for the purpose of getting a general education as compared with the percentage of the 1925-26 group. During the five-year period 17.4 per cent more of students entered this institution for the same reason that they would enter any liberal arts college. The second significant fact in the table was the decline of 8.1 per cent in students who enter the

college for the purpose of preparing to teach. This trend in the student body toward the teachers college for a general education is doubtless one of very great significance, both for the teacher training institutions and for the smaller liberal arts college.

ATTITUDE OF STUDENTS TOWARD THIS COLLEGE

Nature of the data. In order to determine from another standpoint the student's attitude toward this college, he was asked to indicate whether, if he had his own entire choice, he would attend this college or go elsewhere. The information gained on this point is summarized in Table XIX. The table shows that of the 1925-26 students 52.6 per cent would attend this college, that of the 1930-31 group 52.2 would attend this college, and that the difference between these two percentages was minus .4.

TABLE XIX.
PERCENTAGE OF 1925-26 AND 1930-31 GROUPS WITH VARIOUS ATTITUDES
TOWARD ENTERING THIS COLLEGE.

Attitude.	Percentage.		
	1925-26.	1930-31.	Difference.
Would come here.....	52.6	52.2	— .4
Would go elsewhere.....	44.5	47.2	+2.7
Uncertain.....	2.9	.2	—2.7
No answer.....	.0	.4	+ .4
Total.....	100.0	100.0	

Changes in attitude. The percentage of students in the 1925-26 and the 1930-31 groups who would attend this college, even if they had their entire choice, was the same. In other words more than half of the students of both groups attended this college because in their judgment it met their needs as well as any other they might select. A somewhat larger percentage of the 1930-31 group than of the 1925-26 group would go elsewhere, and a somewhat smaller percentage of the 1930-31 group than of the 1925-26 group was uncertain as to attitude.

REASONS FOR DESIRING TO ATTEND OTHER COLLEGES

Nature of the Data. We have seen in Table XIX that a considerable number of students in both the 1925-26 and the 1930-31 groups would prefer to go elsewhere. These students were asked to state their reasons for desiring to attend another institution. These reasons were grouped under five headings and are given in Table XX. The table shows that of the 1925-26 group 55.6 per cent would go elsewhere in order to get courses desired, that of the 1930-31 group 21.7 would go elsewhere for this reason, and that the difference between these two percentages was a minus 33.9.

TABLE XX.

PERCENTAGE OF 1925-26 AND 1930-31 GROUPS WHO GAVE REASONS FOR DESIRING TO ATTEND OTHER SCHOOLS.

Reason.	Percentage.		
	1925-26.	1930-31.	Difference.
Get courses wanted.....	55.6	21.7	-33.9
Characteristics of other schools.....	23.0	56.7	+33.7
Wider experience.....	3.7	15.3	+11.6
Miscellaneous.....	8.2	6.3	-1.9
No reason.....	9.5	.0	-9.5
Total.....	100.0	100.0	

Changes in reasons for wishing to go elsewhere. Table XX shows that 33.9 per cent fewer of the 1930-31 group than of the 1925-26 group would go elsewhere mainly because of the courses offered. At the same time 33.7 per cent more of the 1930-31 group than of the 1925-26 group wished to attend some other college because of special characteristics of the institution such as its social activities, or its athletics. During the five-year period there was an increase of 11.6 per cent in the number of students who desired to attend a different institution because they wished wider experiences. This probably meant that they had grown up in close proximity to this college, may have attended its elementary and high school, and now preferred to attend college at a new institution.

ATTITUDE TOWARD TEACHING

Nature of the data. In order to obtain evidence as to the use the college students expected to make of the training being received, they were asked to indicate whether they intended to teach following graduation. Table XXI summarizes their responses to this question. The table shows that of the 1925-26 group 91.3 per cent expected to teach, that of the 1930-31 group 75.4 per cent had that intention, and that the difference between these two percentages was a minus 15.9.

TABLE XXI.

PERCENTAGE OF 1925-26 AND 1930-31 GROUPS HOLDING VARIOUS ATTITUDES TOWARD TEACHING.

Attitude.	Percentage.		
	1925-26.	1930-31.	Difference.
Expect to teach.....	91.3	75.4	-15.9
Do not expect to teach.....	8.5	23.1	+14.6
Uncertain.....	.2	1.5	+ 1.3
Total.....	100.0	100.0	

Changes in attitude. The striking fact shown by Table XXI is that during the five-year period a decline of 15.9 per cent took place in the number of students who expected to teach. According to their own statements only 75.4 per cent of the 1930-31 students expected to engage in teaching after receiving a two or four-year period of training for that vocation. This tendency is consistent with the increase in number of students who are coming to this institution for a general training. We have already called attention to this trend earlier in the chapter.

SUMMARY OF THE CHAPTER

1. During the five-year period convenience and financial considerations gained in importance as influences toward attendance at this particular college.

2. During the five-year period there was a sharp increase in the number of students coming to this college to obtain a general education.

3. During the five-year period there was little change in desire of students to attend other colleges than this one if they had unlimited choice.

4. The percentage of students who did not expect to teach after graduation from this institution increased significantly during the five-year period.

CHAPTER VIII

THE MENTAL ABILITY AND THE COLLEGE ACHIEVEMENT OF
1925-26 AND 1930-31 STUDENTS

The preceding chapters have dealt with two main types of characteristics of the two groups of college students. In the first place, there have been presented a number of facts concerning the home background and the school history of the students. In the second place, the influences and attitudes which have determined the student's choice of a college and which will determine his use of college training have been discussed. It remains for us to describe the intellectual traits of the two groups of students and the level of scholarship which they have achieved in this college. The present chapter will perform this task.

MENTAL ABILITY OF 1925-26 AND 1930-31 GROUPS
OF STUDENTS

Nature of the data. Each student in the two groups was given the Otis Self-Administering Tests of Mental Ability. The scores were tabulated in two ways. In the first place, medians and ranges for each class of the two college bodies and for each college body as a whole were computed. These are presented in Table XXII. In the second place, percentile scores based on the test data were computed for each of the two college bodies. These are presented in Table XXIII.

TABLE XXII.
MEDIAN AND RANGES ON INTELLIGENCE TEST OF 1925-26 AND 1930-31 GROUPS.

Class.	Median.			Net range.		
	1925-26.	1930-31.	Difference.	1925-26.	1930-31.	Difference.
First year.....	51	50	-1	48	58	+10
Second year.....	55	50	-5	53	48	-5
Third year.....	61	55	-6	23	46	+23
Fourth year.....	59	51	-8	31	47	+16
Median for all..	53	50	-3			

Changes in median scores. The first main column in Table XXII presents the median scores for each class of the two student bodies. The median for all classes of each group is presented at the bottom of the table. It will be seen that the 1930-31 group

as a whole scored 3 points lower on the Otis test than did the 1925-26 group as a whole. It will also be noticed that each of the four classes of the 1930-31 group scored lower than the corresponding class of the 1925-26 group. The differences range in size from one in the first year to eight in the fourth year. Remembering the rather rough nature of a score on a single general intelligence, one can only say that while the differences between the scores for the two groups all tend in the same direction, they are not large enough to indicate any very significant variation between the two student bodies.

Changes in range of scores. The second main column of Table XXII shows the range in the intelligence test scores for the two groups of students. Except for the second year class, the 1930-31 group showed wider ranges than did the 1925-26 classes. This is doubtless mainly accounted for by the fact that the classes of the 1930-31 student body were all larger than those of the 1925-26 group and would normally contain a wider variety of abilities.

Changes in percentile scores. The purpose of a table of percentile scores is to indicate the size of the score at certain cross-section points. If the scores are arranged in order of magnitude beginning with the smallest, the 3-percentile score would be the score found at the point in the distribution 3 per cent above the bottom. The percentile scores for the intelligence test are shown in Table XXIII. These scores reflect, of course, the differences

TABLE XXIII.
PERCENTILE SCORES ON MENTAL TEST OF 1925-26 AND 1930-31 GROUPS.

Percentile points.	Scores.		
	1925-26.	1930-31.	Difference.
0	20	17	-3
3	26	31	-5
10	42	38	-4
25	47	43	-4
50	53	50	-3
75	60	57	-3
90	66	64	-2
97	68	71	+3
100	73	75	+2
Median	53	50	-3

in the medians which we saw in Table XXII. For example, at the zero percentile, or at the lowest score, the 1925-26 group has a record of 20 while the 1930-31 group has a record of 17. All the percentile scores of the 1930-31 group were lower than those of the 1925-26 group from zero to 90. The differences ranged from two to five. Both the 97 and the 100 percentile score points were higher for the 1930-31 group than for the 1925-26 group. Apparently there were a few especially able students at the top of the 1930-31 group since a score of 75, that of the 100 percentile, is the highest score possible on the Otis test. The percentile scores

of the 1930-31 group indicate also the reason for the wider range of that group than of the 1925-26 group. This difference in range was shown in Table XXII.

COLLEGE SCHOLARSHIP

Nature of the data. For each student in the two groups an average scholarship score covering all of his courses in the college was computed. From these individual records medians and net ranges were found for the two student groups and for the four classes in each of the two groups. The data on scholarship are presented in Table XXIV.

TABLE XXIV.
MEDIAN AND RANGE IN TOTAL SCHOLARSHIP OF 1925-26 AND 1930-31 GROUPS.

Class.	Median.			Net range.		
	1925-26.	1930-31.	Difference.	1925-26.	1930-31.	Difference.
First year.....	2.3	2.2	-.1	3.9	4.4	+.5
Second year.....	2.6	2.3	+.3	3.1	2.8	-.3
Third year.....	2.8	2.5	-.3	1.8	2.4	+.6
Fourth year.....	3.0	2.6	-.4	1.6	2.3	+.7
Median for all..	2.4	2.4	-----			

Changes in median scholarship. The medians for each of the entire student bodies are shown at the bottom of the table. It will be seen that for both the 1925-26 and 1930-31 student bodies the median scholarship score was exactly the same, 2.4. In the case of the individual classes there were slight variations between the groups but none of significant size. So far as these data were an indication of scholarship levels, there was no difference between the two student bodies.

Changes in scholarship ranges. The second main column in Table XXIV presents the net ranges in scholarship for the two student bodies. Three of the classes showed wider ranges for the 1930-31 group than for the 1925-26 group, although all of the differences are small.

SUMMARY OF THE CHAPTER

1. Although the differences were small, the 1930-31 student body scored consistently lower on an intelligence test than did the 1925-26 student body.

2. The 1930-31 student body showed a somewhat wider range in scores on the intelligence test than did the 1925-26 group.

3. At all percentile points below 90 the 1930-31 student body scored lower on the intelligence test than did the 1925-26 group.

4. The two student bodies showed no difference in their scholarship levels.

5. The 1930-31 student body showed somewhat wider range in scholarship averages than did the 1925-26 group.

CHAPTER IX

SUMMARY

The data which have been analyzed in the preceding chapters with reference to the student bodies which attended the Eastern Illinois State Teachers College in 1925-26 and 1930-31 may now be summed up in a series of short paragraphs.

1. *Increase in total attendance.* During the five-year period from 1925 to 1930 the total attendance at this teacher training institution increased more than one-third. Colleges for the preparation of teachers, like those for the training of physicians, dentists, or lawyers, should probably control their enrollments with two basic factors in view: namely, the number of practitioners needed to meet the needs of society, and the progressive improvement in the quality of students selected and the training provided for them. A rising enrollment in a teachers college should be closely scrutinized and explained in terms of one or both of these important factors.

2. *Increase in senior college attendance.* During the five-year period from 1925 to 1930 the percentage of increase in enrollment in the two upper years of the college was very much greater than that in the two first years. The "college" character of the institution with its courses for high school specialists, and school administrators, together with its degree-granting power, has tended to appeal to a greatly increased number of students.

3. *Increase in enrollment of men.* During the five-year period from 1925 to 1930 the number of men entering this college increased more than 60 per cent. This very great acceleration in the process of increasing the proportion of men to women in the college can probably be explained on the basis of two causes. The first of these is the large increase which has been made in recent years in the facilities for the training of industrial arts teachers. The second cause is doubtless the increased attractiveness of the senior college, with its courses and extra-activities more or less equivalent to those of a liberal arts institution.

4. *Wider geographical distribution of students.* Most colleges are, to a greater or less extent, local institutions, in that a considerable percentage of their students come from the immediately surrounding territory. During the five-year interval from 1925 to 1930 the Eastern Illinois State Teachers College widened its contributing area somewhat and to that extent has become less local in character.

5. *Increased urban character of students.* During the five-year period there was a moderate increase in the percentage of stu-

dents from urban as opposed to country homes. The increased emphasis which the institution has given in recent years to the courses in the senior college has probably tended to attract city students who wished to obtain a bachelor's degree.

6. *Increase in educational achievements of students' families.* The 1930-31 student body had some advantage in educational traditions which the 1925-26 group did not enjoy to the same degree. A considerably larger percentage of the brothers and sisters of the 1930-31 college students had completed at least the elementary school and high school than was the case in 1925-26. In addition, at least as large a number of the brothers and sisters of the 1930-31 group of students were attending higher institutions of learning as was the case of the 1925-26 group.

7. *Stability of students' occupational background.* During the five-year interval no marked change occurred in the occupational background of the students. The living of about half the families from which students came in 1930-31 was earned through some type of agricultural service. The occupations of the other half of the families were distributed over a wide variety of services, mainly those needed in cities.

8. *Change in progress through the public schools.* In comparison with the school progress of the 1925-26 students, those of 1930-31 attended to be somewhat accelerated in that they entered the elementary school younger, completed the elementary school younger, and entered high school younger. Furthermore, the 1930-31 students had attended fewer elementary schools.

9. *Decrease in late college entrance.* During the five-year period there was a noticeable tendency for students to enter college directly rather than to engage in some occupation for a period of years. In addition, if a student could not go to college immediately following high school graduation, he delayed fewer years in 1930-31 than was the case in 1925-26.

10. *Increased interest in general education.* During the five-year interval the Eastern Illinois State Teachers College tended to be considered a liberal arts institution by a larger number of students. An increasing number of students entered the college to obtain a general education rather than the specialized vocational training which is the institution's primary offering.

11. *Stability in mental capacity of students.* The evidence which is available indicates that the 1930-31 students were of about as high native ability as the student body of 1925-26. The range of ability of the 1930-31 group was apparently slightly wider than that of the 1925-26 group.

12. *Level of college scholarship.* So far as scholarship is measured by grades assigned to students by teachers, the 1930-31 group of students equaled the achievement of the 1925-26 group. As was the case in respect to native ability, the 1930-31 students exhibited a somewhat wider range in scholarship than did the 1925-26 group.

The Teachers College Bulletin

PUBLISHED QUARTERLY BY THE EASTERN ILLINOIS
STATE TEACHERS COLLEGE

Entered March 5, 1902, as second class matter, at the postoffice at
Charleston, Ill. Act of Congress, July 16, 1894.

NO. 118

CHARLESTON, ILLINOIS

October 1, 1932

CHANGES IN THE STUDENT BODY DURING A FIVE-YEAR PERIOD, 1925-1930

by

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Eastern Illinois State Teachers College at Charleston
(Printed by authority of the State of Illinois)

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CHAPTER I

PURPOSE AND PLAN OF THE STUDY

PURPOSE

The purpose of this study was to analyze the changes which have taken place in the character of the student body of a state teachers college during a five-year interval. More specifically, comparisons have been drawn between the student groups attending the Eastern Illinois State Teachers College during the year 1925-26 and during the year 1930-31. These two student bodies have been contrasted in three major respects: (1) their size and social background, (2) their intellectual ability, (3) their college scholarship.

COLLECTION OF THE DATA

In an earlier report¹ one of the writers presented an analysis of the 1925-26 student body of the Eastern Illinois State Teachers College. The methods used in that study were applied to the 1930-31 student body. In this way comparable data were obtained relative to the characteristics of the two student groups. The methods used for collecting the data will next be briefly described.

Pre-college history. Each student in the 1925-26 and 1930-31 groups filled out a comprehensive blank calling for facts concerning his career prior to entering college. The information obtained in this way fell under five main classes:

1. Routine personal data, such as name, sex, marital status, age, place of birth.
2. Public school history, such as age on entering the elementary school, age on graduating from high school, number of years spent in high school.
3. Home background, such as residence in town or country, size of family, occupation of father.
4. Experience between high school graduation and college entrance, such as length of time which elapsed, occupation during that period.
5. Attitude toward college attendance, such as influences which determined college entrance, use to be made of college training.

The blank provided for these data was filled out under the direct supervision of the writers. Interpretations for the questions were given when needed, and an effort was made to keep them uniform. The students cooperated in the work of filling the blank

¹Haefner, Ralph, *An Analysis of the Student Body of the Eastern Illinois State Teachers College for the Year 1925-26*, Bulletin 93, Eastern Illinois State Teachers College, 1926.

in a businesslike way, and, apparently, made an effort to answer the questions as accurately as possible.

Intelligence test record. Each student was given the Otis Self-Administering Tests of Mental Ability. This examination was taken by the students in groups under the supervision of the writers.

College scholarship record. The final main type of information obtained for each student was his complete college scholarship record. For this purpose all courses which he had completed up to date at this institution or at one of corresponding rank were included. The grades for each student as recorded in the files of the registrar of the college were combined into a total scholarship average. For the 1930-31 group of students part of the grades were recorded in letters, which were given a numerical value for purposes of simplifying computations.

ORGANIZATION OF THE DATA

Emphasis on comparisons. In the following chapters of the study we shall be concerned mainly with comparisons between the characteristics of the 1925-26 and 1930-31 groups of students. Tables have accordingly been arranged with the aim of facilitating contrasts. In most of the tables emphasis has been placed on differences between corresponding data for the two groups of students. Large use of percentage comparisons has been made because of considerable difference in the total size of the two groups.

General organization of the data. The results of the study have been organized into nine chapters. Chapters II and III deal with a number of general characteristics of the two student groups: size, age of members, and geographical distribution.

Chapters IV and V present data relative to the family and community background of the student's early life: town or country residence, size of family, economic status of the family, elementary and high school career of the student.

Chapters VI and VII span the gap between the student's completion of his high school course and his college entrance: lapse of time between high school and college, and reasons for attending college.

Chapter VIII discusses the intellectual ability and the college scholarship record of the two groups of students.

Chapter IX presents a summary and general interpretation of the findings of the study.

CHAPTER II

NUMBER AND AGE OF 1925-26 AND 1930-31 STUDENTS

NUMBER

Determination of number. It was indicated in the preceding chapter that each student in the two groups had been asked to fill out a question blank. The dates on which this was done for the two groups were used as points of reference in determining total enrollment. Each student who completed the blank on or near the date set for the group was included in the study, even though he subsequently withdrew from the college. On the other hand, students who entered the college after these dates were excluded from consideration.

Change in total number of students during the five-year interval. Table I presents data concerning the classification, sex, and number of students in the two groups. The table shows, for example, that the first year men totaled 77 students in 1925-26, 120 in 1930-31, that the difference was an increase of 43, and the percentage of change was an increase of 55.8.

TABLE I.

CLASSIFICATION, SEX, AND NUMBER OF COLLEGE STUDENTS FILLING OUT INFORMATION BLANK IN 1925-26 AND IN 1930-31.

Classification and sex.	Number.			
	1925-26.	1930-31.	Difference.	Per cent of change.*
First year men.....	77	120	+ 43	+ 55.8
First year women.....	180	239	+ 59	+ 32.8
First year total.....	257	359	+102	+ 39.6
Second year men.....	59	60	+ 1	+ 1.6
Second year women.....	123	112	- 11	- 8.9
Second year total.....	182	172	- 10	- 5.4
Third year men.....	9	33	+ 24	+266.7
Third year women.....	18	28	+ 10	+ 55.5
Third year total.....	27	61	+ 34	+125.9
Fourth year men.....	8	32	+ 24	+300.0
Fourth year women.....	9	26	+ 17	+188.9
Fourth year total.....	17	58	+ 41	+241.2
Total men.....	153	245	+ 92	+ 60.1
Total women.....	330	405	+ 75	+ 22.7
Total students.....	483	650	+167	+ 34.9

* Increase designated as +, decrease as —.

The figures in the three last rows at the bottom of the table show the change in total numbers during the five-year interval. It will be seen that during that period the enrollment increased 34.9 per cent. The enrollment of men increased 60.1 per cent and the enrollment of women 22.7 per cent. In other words the total enrollment had increased a third and the men had made a considerably larger percentage of gain than had the women.

Change in first year class. In order to study the contribution of each class to the total change in numbers, we must return to Table I. It will be noted that the total increase in the first year class, 39.6 per cent, exceeds somewhat the total increase for the four classes. It will also be seen that the absolute increase of the first year class, 102 students, accounts for more than half of the total increase for the four classes, 167 students. In other words, more students are entering the institution, in addition to, as we shall see later, more students remaining for the four years. As was the case in the total for the four classes, the first year men showed a larger increase than the first year women.

Change in the second year class. Passing to the second year class we notice in Table I that during the five-year period there was a decline of 5.4 per cent in total enrollment. The men of this class increased 1.6 per cent in number while the women declined 8.9 per cent. Data were not at hand to determine whether this loss in the second year had been taking place gradually or whether it was a result of the economic conditions of recent years. At any rate, it appears that large number of additional students in the first year class are not all remaining for the second year's work.

Change in third year class. As compared with the 1925-26 group the enrollment in the third year class for 1930-31 represents an increase of more than 125 per cent. The men of this class have added 266.7 per cent to their numbers during the five-year period and the women 55.5. Apparently an increasingly large number of students are remaining for work toward the B.Ed. degree.

Change in the fourth year class. Of the four classes, the fourth year group experienced the greatest change in the period under consideration—an increase of 241.2 per cent in total enrollment. The fourth year men added to their numbers to the extent of 300.0 per cent while the women increased 188.9 per cent. As suggested in the case of the third year class, the large increase in fourth year students is merely a statistical statement that more and more students are completing the work of both the Junior and the Senior College of this institution.

AGE OF STUDENTS

Distribution by age groups. Table II indicates the percentage of students found in each age group in 1925-26 and 1930-31. The table shows that in 1925-26 49.9 per cent of the students were under 20 years of age, in 1930-31 45.4 per cent were under 20,

and that the difference was a decline of 4.5 per cent. The column of differences indicates that fewer students were under 20 years of age in 1930-31 and more in the age group from 20 years to 24 years and 11 months. The variations in the other age groups are all small. Table II indicates that the 1930-31 students were a slightly older group than were the 1925-26 students.

TABLE II.
PERCENTAGE OF COLLEGE STUDENTS OF VARIOUS AGES IN 1925-26 AND 1930-31 GROUPS.

Age.	Percentage.		
	1925-26.	1930-31.	Difference.
Under 20.....	49.9	45.4	-4.5
20 to 24-11.....	41.0	46.0	+5.0
25 to 29-11.....	5.8	6.3	+ .5
30 to 34-11.....	2.5	.9	-1.6
35 and above.....	.8	.9	+ .1
Not answered.....	.0	.5	+ .5
Total.....	100.0	100.0	

Median age and age range. The difference in age between the 1925-26 and the 1930-31 students can be studied in greater detail from Table III. The median and the age range for each of the four classes are presented in the table. It will be seen that the median age of each of the first three classes of the 1930-31 student body exceeds that of the corresponding class of the 1925-26 students. The first year class is one month older; the second year class five months older; and the third year class eight months older. The fourth year class of 1930-31 is one year and 10 months younger than the corresponding class of 1925-26. Since the fourth year class of the 1930-31 group is small numerically, it will be seen that in general the entire student body is somewhat older than was the 1925-26 group.

TABLE III.
MEDIAN AGE AND AGE RANGE OF COLLEGE STUDENTS IN 1925-26 AND 1930-31 GROUPS.

Group.	Median age.			Age range.	
	1925-26.	1930-31.	Difference.	1925-26.	1930-31.
First Year.....	19-5	19-6	+1 mo.	16-37	16-33
Second Year.....	20-5	20-10	+5 mo.	17-36	17-43
Third Year.....	21-9	22-5	+8 mo.	19-37	19-36
Fourth Year.....	25-6	23-8	-1 yr., 10 mo.	21-32	20-43

Table III also presents the age ranges for the four classes of the two student bodies. The first and third year classes of 1930-31 have somewhat narrower ranges than do the corresponding

classes of 1925-26. The second and fourth year classes of 1930-31 have considerably wider ranges than do the same classes for the 1925-26 group.

SUMMARY OF THE CHAPTER

1. During the five-year interval the total student body increased more than one-third.
2. During the five-year interval the increase of the men was nearly three times that of the women.
3. During the five-year interval the third and fourth year classes made especially large increases—doubling and trebling respectively.
4. During the five-year interval the average age of the students increased slightly.

CHAPTER III

GEOGRAPHICAL DISTRIBUTION OF STUDENTS IN
1925-26 AND 1930-31

GENERAL CHANGES

Method of determining distribution. As a basis for determining the geographical distribution of the two groups, each student was asked to indicate on the information blank the county in which his permanent home was located. From these data Table IV was prepared. The table shows that Coles County contributed 176 students or 36.4 per cent of the total in 1925-26, 201 students or 30.9 per cent of the total in 1930-31, and that the difference between these two percentages was a minus 5.5.

TABLE IV.

DISTRIBUTION OF COLLEGE STUDENTS BY COUNTIES IN 1925-26 AND 1930-31.

County.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
Coles.....	176	201	36.4	30.9	-5.5
Shelby.....	36	35	7.5	5.4	-2.1
Edgar.....	32	27	6.6	4.2	-2.4
Jasper.....	25	20	5.2	3.1	-2.1
Clark.....	24	29	5.0	4.5	-.5
Crawford.....	23	23	4.8	3.5	-1.3
Douglas.....	23	27	4.8	4.2	-.6
Montgomery.....	17	11	3.5	1.7	-1.8
Cumberland.....	15	33	3.1	5.1	+2.0
Moultrie.....	12	12	2.5	1.9	-.6
Madison.....	8	10	1.7	1.5	-.2
Lawrence.....	8	21	1.7	3.2	+1.5
Edwards.....	7	6	1.5	.9	-.6
Champaign.....	6	3	1.3	.5	-.8
Effingham.....	6	26	1.3	4.0	+2.7
Vermilion.....	6	40	1.3	6.2	+4.9
Richland.....	5	15	1.0	2.3	+1.3
Wabash.....	5	3	1.0	.5	-.5
Fayette.....	5	22	1.0	3.4	+2.4
Marion.....	4	6	.8	.9	+.1
Sangamon.....	4	10	.8	1.5	+.7
Wayne.....	4	2	.8	.3	-.5
Clay.....	3	10	.6	1.5	+.9
Bond.....	3	1	.6	.2	-.4
Macon.....	3	7	.6	1.1	+.5
Fulton.....	2	0	.4	.0	-.4
Pike.....	2	0	.4	.0	-.4
St. Clair.....	2	2	.4	.3	-.1
Christian.....	1	12	.2	1.9	+1.7
Franklin.....	1	4	.2	.6	+.4
Jefferson.....	1	1	.2	.1	-.1
Knox.....	1	0	.2	.0	-.2
Lake.....	1	0	.2	.0	-.2
Macoupin.....	1	0	.2	.0	-.2

TABLE IV—Concluded.

County.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
Piatt.....	1	1	.2	.1	— .1
Washington.....	1	0	.2	.0	— .2
White.....	1	1	.2	.1	— .1
Iroquois.....	1	9	.2	1.4	+1.2
Other States.....	3	4	.6	.6	—
Unknown.....	4	0	.8	.0	— .8
Grundy.....	0	4	.0	.6	+ .6
Kankakee.....	0	2	.0	.3	+ .3
Will.....	0	1	.0	.2	+ .2
Jersey.....	0	2	.0	.3	+ .3
Henry.....	0	1	.0	.2	+ .2
Cook.....	0	2	.0	.3	+ .3
Hamilton.....	0	1	.0	.1	+ .1
Warren.....	0	1	.0	.1	+ .1
Richmond.....	0	1	.0	.1	+ .1
McHenry.....	0	1	.0	.2	+ .2

Change in number of counties contributing students. It will be seen from Table IV that 38 counties of the state sent students to the Eastern Illinois State Teachers College in 1925-26. In 1930-31 a total of 42 counties were represented in the student body. In other words, during the five-year period, there was a slight increase in the number of counties from which students come. At the same time six counties which sent students in 1925-26 contributed none in 1930-31.

DETAILED CHANGES IN DISTRIBUTION

The above section has indicated that the area from which the college drew students in 1930-31 was somewhat larger than it was in 1925-26. We shall next examine in detail the nature of the distribution changes which have taken place in groups of counties. It will be noticed that the counties which sent students to the college in 1925-26 are arranged in Table IV in the order of size of contribution.

Changes in the first nine counties. Reference to the column of percentages for 1925-26 in Table IV shows that the first nine counties—from Coles through Cumberland each contributed more than 3 per cent to the total student body. In all, these nine counties sent 76.9 per cent of the students in 1925-26, while in 1930-31 they sent 62.6 per cent, or 14.6 per cent fewer. In general, these nine counties constitute a group which is nearest geographically to the college. They declined in rank during the five-year interval, in so far as number of students contributed is a criterion of rank.

Changes in the next ten counties. Returning to the 1925-26 column of percentages, it will be seen that the next ten counties—from Moultrie through Fayette—each sent 1 per cent or more of the students. The contribution of these ten counties composed

TABLE IV—Concluded.

County.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
Piatt.....	1	1	.2	.1	— .1
Washington.....	1	0	.2	.0	— .2
White.....	1	1	.2	.1	— .1
Iroquois.....	1	9	.2	1.4	+1.2
Other States.....	3	4	.6	.6	—
Unknown.....	4	0	.8	.0	— .8
Grundy.....	0	4	.0	.6	+ .6
Kankakee.....	0	2	.0	.3	+ .3
Will.....	0	1	.0	.2	+ .2
Jersey.....	0	2	.0	.3	+ .3
Henry.....	0	1	.0	.2	+ .2
Cook.....	0	2	.0	.3	+ .3
Hamilton.....	0	1	.0	.1	+ .1
Warren.....	0	1	.0	.1	+ .1
Richmond.....	0	1	.0	.1	+ .1
McHenry.....	0	1	.0	.2	+ .2

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Changes in the next ten counties. Returning to the 1925-26 column of percentages, it will be seen that the next ten counties—from Moultrie through Fayette—each sent 1 per cent or more of the students. The contribution of these ten counties composed

14.3 per cent of the student body in 1925-26 and 24.4 per cent in 1930-31—an increase of 10.1 per cent during the five-year period. This group of counties is considerably more distant from the college than the group of nine discussed in the preceding paragraph.

Changes in the remainder of the counties. The remainder of the counties, together with the "unknown" group and the group from other states, each contributed fewer than 1 per cent of the students in 1925-26. The total students from this entire group of counties composed 8.8 per cent of the entire group in 1925-26 and 13.0 per cent in 1930-31, or an increase of 4.2 per cent during the five-year interval. In general this group is the most distant from the college geographically, but increased its contribution of students from 1925 to 1930.

SUMMARY OF THE CHAPTER

1. During the five-year period there was an increase in the number of counties of the state which sent students to the college.
2. During the five-year period the nine counties nearest the college showed a sharp decline in the percentage of the total student body which they contributed.
3. During the five-year period the counties which are more distant from the college showed a substantial increase in the percentage of students which they contributed to the total group.

CHAPTER IV

HOME BACKGROUND OF 1925-26 AND 1930-31 STUDENTS

The preceding chapter discussed the homes of the two groups of students from the general viewpoint of geographical distribution. The present chapter is concerned with a number of more specific characteristics of the environment in which the students passed their pre-college life.

RURAL OR URBAN RESIDENCE

Nature of data. Each student was asked to state whether his home was in the country or in a town community. A town was defined as an incorporated place containing 2,500 or more people. The data concerning residence are presented in Table V. The table shows that 57.2 per cent of the first year students of the 1925-26 group lived in a town, that 65.3 per cent of the 1930-31 students lived in town, and that the difference was plus 7.1 per cent. The data for country residence are to be similarly interpreted.

TABLE V.
PERCENTAGE OF COLLEGE STUDENTS RESIDING IN TOWN OR COUNTRY IN
1925-26 AND 1930-31 GROUPS.

Group.	Percentage.					
	Town.			Country.		
	1925-26.	1930-31.	Difference.	1925-26.	1930-31.	Difference.
First Year.....	57.2	64.3	+ 7.1	42.8	35.7	- 7.1
Second Year.....	60.0	61.6	+ 1.6	40.0	38.4	- 1.6
Third Year.....	62.9	60.7	- 2.2	37.1	39.3	+ 2.2
Fourth Year.....	82.3	63.8	-18.5	17.7	36.2	+18.5
Total.....	59.6	63.2	+ 3.6	40.4	36.8	- 3.6

Changes in residence. The two main columns of Table V—town and country—are of course dependent on each other. When one increases, the other declines. The total row at the bottom of the table indicates that town residence increased 3.6 per cent during the five-year interval and that country residence decreased 3.6 per cent. Among the four classes the number of first year students with town residences increased 7.1 per cent. The second year class showed an increase in town residence of 1.6 per cent. The fourth year class declined 18.5 per cent in town residence. Apparently the

students who are remaining to complete the last two years of the four-year course are tending to come in increasing numbers from country homes.

SIZE OF FAMILY

Nature of data. Each student was asked to state the number of his living brothers and sisters. The data which resulted from this question are shown in Table VI. The table indicates that in the 1925-26 group of students 44 or 9.1 per cent were from families of one, or were "only" children; that in the 1930-31 group 76 or 11.7 per cent were from families of one; and that the difference between the percentages was 2.6.

TABLE VI.
NUMBER AND PERCENTAGE OF COLLEGE STUDENTS FROM FAMILIES OF
VARIOUS SIZES IN 1925-26 AND 1930-31.

Number of children in family.	Students.				
	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
1.....	44	76	9.1	11.7	+2.6
2.....	89	123	18.4	18.9	+ .5
3.....	86	117	17.8	18.0	+ .2
4.....	88	106	18.2	16.3	-1.9
5.....	60	66	12.4	10.6	-1.8
6.....	45	53	9.3	8.1	-1.2
7.....	31	36	6.4	5.5	-.9
8.....	21	30	4.4	4.6	+ .2
9.....	8	27	1.7	4.1	+2.4
10.....	5	5	1.1	.8	-.3
11.....	4	3	.8	.5	-.3
12.....	0	1	.0	.2	+ .2
13.....	2	3	.4	.5	+ .1
14.....	0	1	.0	.2	+ .2
Median size of family.....	4	4			

Changes in size of family. The median size of family for the two groups of students as indicated at the bottom of the table is four children. The percentage of children from the three smallest sizes of families—one to three children—increased slightly during the five-year interval. At the same time the percentage from the three largest sizes of families—twelve to fourteen children—increased slightly. The percentage of students from families of four to seven children declined slightly. The percentage from families of eight and nine children increased and that from families of ten and eleven children declined slightly. In general it may be said that the size of families from which students come has not changed notably during the five-year period.

EDUCATIONAL ACHIEVEMENTS OF BROTHERS AND SISTERS

Nature of data. Each college student was asked to indicate the educational level reached by each of his brothers and sisters. The resulting information is presented in Table VII. The table

shows that 20.6 per cent of the brothers and sisters of the 1925-26 group of college students were in the elementary school; that 26.4 per cent of the brothers and sisters of the 1930-31 group were in the elementary school; that the difference between the percentages was plus 5.8.

TABLE VII.
EDUCATIONAL ACHIEVEMENTS OF BROTHERS AND SISTERS OF COLLEGE STUDENTS IN 1925-26 AND 1930-31.

Educational level.	Percentage.		
	1925-26.	1930-31.	Difference.
In elementary school.....	20.6	26.4	+5.8
Graduate of elementary school.....	38.9	30.5	-8.4
Graduate of high school.....	16.5	20.3	+3.8
1 year in college.....	8.1	8.1	.0
2 years in college.....	9.0	5.9	-3.1
3 years in college.....	2.4	2.8	+.4
4 years in college.....	3.2	3.7	+.5
Graduate work in college.....	1.3	2.3	+1.0

Changes in educational achievement. It will be seen that 5.8 per cent more of the brothers and sisters of students were in the elementary school in 1930-31 than was the case in 1925-26. This, of course, may merely mean that the 1930-31 college students came from younger families, on which point we have no data. A total of 8.4 per cent fewer of the brothers and sisters had finished only the elementary school in 1930-31 than in 1925-26. At the same time 3.8 per cent more had finished high school. The same percentage of the brothers and sisters of the two groups of students had spent one year in college, 3.1 per cent fewer of the brothers and sisters of 1930-31 students had spent two years in college, and a slightly larger per cent had spent more than two years in college. In general the brothers and sisters of the 1930-31 students had received more public school training than those of the 1925-26 students and about the same amount of college training.

OCCUPATIONAL BACKGROUND

Nature of the data. Each student was asked to state the occupation of his father, whether living or dead. The specific occupations were then grouped into sixteen major classes. The result of this process is shown in Table VIII. The table indicates that of the 1925-26 group of students 49.7 per cent of their fathers were in agricultural service, that of the 1930-31 students 49.2 per cent of their fathers were in agricultural service, and that the difference between the percentages was minus .5.

Changes in occupations. Of the five occupational groups which included 5 per cent or more of the fathers of the 1925-26 group none has changed more than 2.5 per cent during the five-year period. Agricultural service has declined only .5 per cent in spite of the fact that 3.6 per cent fewer of the students of 1930-31

claimed country residence. Only one major class of occupations—transportation service—has changed more than 5 per cent. The others show only minor variations. The occupational background for the 1930-31 student body was very similar to that of the 1925-26 group.

TABLE VIII.
OCCUPATIONAL DISTRIBUTION OF FATHERS OF COLLEGE STUDENTS IN 1925-26
AND 1930-31.

Occupation.	Percentage.		
	1925-26.	1930-31.	Difference.
Agricultural service.....	49.7	49.2	— .5
Proprietors.....	11.0	11.1	+ .1
Professional service.....	6.4	4.9	—1.5
Commercial service.....	5.2	3.5	—1.7
Managerial service.....	5.0	2.8	—2.2
Common labor.....	4.4	1.9	—2.5
Transportation service.....	4.1	9.2	+5.1
Building and related trades.....	4.1	2.6	—1.5
Machine and related trades.....	2.7	3.1	+ .4
Mineral and lumber work.....	2.3	3.2	+ .9
Artisan service.....	2.1	0.6	—1.5
Clerical service.....	1.2	1.1	— .1
Public service.....	.4	0.6	+ .2
Personal service.....	.2	1.5	+1.3
Not given.....	1.2	2.0	+ .8
Printing trades.....	.0	0.2	+ .2
Miscellaneous trades in manufacturing and mechanical industries.....	.0	2.5	+2.5
Total.....	100.0	100.0	

ECONOMIC STATUS OF FAMILY

Nature of the data. The extent to which students are dependent upon their own earnings to defray college expenses may be considered a rough index of the economic status of the family. Each student was asked to state whether or not he was earning any part of his expenses while in college. The answers to this question are summarized in Table IX. The table shows that 112 of the 1925-26 first year students or 44.0 per cent of that class earned part of their expenses; that 68 of the 1930-31 first year students or 19.0 per cent of that class earned part of their expenses; that the difference between these two percentages was a minus 25.0 per cent.

TABLE IX.
NUMBER AND PERCENTAGE OF COLLEGE STUDENTS EARNING PART OF
EXPENSES IN 1925-26 AND 1930-31.

Class.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
First year.....	112	68	44.0	19.0	—25.0
Second year.....	83	32	46.0	19.0	—27.0
Third year.....	12	24	44.0	39.0	— 5.0
Fourth year.....	9	25	53.0	43.0	—10.0
Total student body.....	216	149	45.0	23.0	—22.0

Changes in economic status. In interpreting Table IX it must be remembered that each of the columns of percentages is based on a different number. The 44.0 per cent of first year 1925-26 students, for example, is based on 257 students, while the 19.0 per cent of 1930-31 first year students is based on 359 students. It will be seen from the total row at the bottom of the table that the percentage of students meeting part of their expenses declined 22.0 per cent during the five-year period. For the individual classes the declines ranged from 5.0 to 27.0 per cent. It will be noticed, however, that while the third and fourth year students in 1930-31 earned expenses in 5.0 and 10.0 per cent fewer cases respectively, the actual number is greater in 1930-31 for each of these two classes. For the third year class the number is 12 in 1925-26 and 24 in 1930-31; for the fourth year class the number is 9 in 1925-26 and 25 in 1930-31. The rather large decline, both in number and percentage, of first and second year classes in 1930-31 as compared with 1925-26, is rather difficult to explain completely. It might easily be expected that the differences in the percentages would be both large and positive. Opportunities for employment while attending college may have been fewer in 1930-31. In spite of this, a larger number of students may have felt the need for training because of the general employment situation.

SUMMARY OF THE CHAPTER

1. The number of students with town as opposed to country residences increased moderately during the five-year period.
2. The size of families from which students come did not change appreciably during the five-year period.
3. The brothers and sisters of college students tended to obtain a somewhat higher level of public school education during the five-year period.
4. The occupational background of the students did not change substantially during the five-year period.
5. A considerably smaller number of students earned part of their college expenses in 1930-31 than was the case in 1925-26.

CHAPTER V

PUBLIC SCHOOL CAREER OF 1925-26 AND 1930-31 STUDENTS

The present chapter presents a brief sketch of the school careers of the students before they entered college. Certain data bearing on their elementary school record will first be presented, followed by similar facts concerning their secondary school experience.

AGE OF ENTERING ELEMENTARY SCHOOL

Nature of the data. Each student in the 1925-26 and 1930-31 groups was asked to state the age at which he entered the elementary school. The answers to this question are summarized in Table X. The table shows that of the 1925-26 group 3 students or .6 per cent of the group entered school at the age of 4 years, that of the 1930-31 group 4 students or .6 per cent of that group entered school at the age of 4, and that there was no difference in the percentages for the two groups.

TABLE X.
NUMBER AND PERCENTAGE OF 1925-26 AND 1930-31 GROUPS ENTERING ELEMENTARY SCHOOL AT VARIOUS AGES.

Age.	Students.				
	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
4.....	3	4	.6	.6	.0
5.....	77	137	15.9	21.0	+5.1
6.....	329	417	68.1	64.2	-3.9
7.....	65	85	13.5	13.1	-.4
8.....	8	7	1.7	1.1	-.6
Not given.....	1	0	.2	.0	-.2
Median age.....	6.49 yrs.	6.44 yrs.			

Changes in age of entrance. It will be seen from Table X that 5.1 per cent more of the 1930-31 students entered school at the age of 5 years than was the case of the 1925-26 group. At the same time smaller percentages of the 1930-31 group entered at the three next ages—6, 7, and 8—than was the case of the 1925-26 group. In general more of the 1930-31 group than of the 1925-26 group began their school career earlier than the normal age.

AGE OF COMPLETING ELEMENTARY SCHOOL

Nature of the data. Each student in the 1925-26 and 1930-31 groups was asked to state the age at which he completed the eighth grade. The data which resulted from this question are presented in Table XI. The table shows that of the 1925-26 group 2 students or .4 per cent of the group completed the eighth grade at the age of 11 years, that of the 1930-31 group 4 students or .6 per cent of the group completed the eighth grade at the age of 11, that there was a difference of plus .2 between the two percentages.

TABLE XI.

NUMBER AND PERCENTAGE OF 1925-26 AND 1930-31 GROUPS COMPLETING EIGHTH GRADE AT VARIOUS AGES.

Age.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
11.....	2	4	.4	.6	+ .2
12.....	40	72	8.3	11.1	+ 2.8
13.....	124	260	25.7	41.4	+15.7
14.....	198	212	41.0	32.6	- 8.4
15.....	91	73	18.8	11.2	- 7.6
16.....	27	19	5.6	3.0	- 2.6
17.....	1	1	.1	.1	.0
Median age.....	14.38 yrs.	13.93 yrs.			

Changes in age of completing the elementary school. It would be expected that the younger age for school entrance which was noticed in the preceding section in the case of the 1930-31 students would be reflected in earlier completion of the eighth grade. This in fact is what Table XI indicates. The percentage of the 1930-31 group which completed the elementary school at the ages of 11, 12, and 13, was a total of 18.7 per cent greater than for the corresponding ages of the 1925-26 group. At the same time the percentage of the 1930-31 group which completed the eighth grade at the ages of 14, 15, and 16, was a total of 18.6 per cent less than for the corresponding ages of the 1925-26 group. The difference in age of completion of the elementary school for the two groups of students can be seen in the median ages at the bottom of the table. The 1930-31 group was .45 of a year or nearly five months younger than the 1925-26 group at that point in their educational history.

NUMBER OF ELEMENTARY SCHOOLS ATTENDED

Nature of the data. Each student in the two groups was asked to state the number of different elementary schools which he had attended. These data are summarized in Table XII. The table shows that of the 1925-26 group 232 or 48.0 per cent attended only one elementary school, that of the 1930-31 group 367 or 56.5 per cent attended only one elementary school, and that the difference between the percentages was a plus 8.5.

TABLE XII.

NUMBER AND PERCENTAGE OF 1925-26 AND 1930-31 GROUPS WHO ATTENDED VARIOUS NUMBER OF ELEMENTARY SCHOOLS.

Number of schools.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference
1	232	367	48.0	56.5	+8.5
2	147	164	30.4	25.2	-5.2
3	57	70	11.8	10.8	-1.0
4	28	26	5.8	4.0	-1.8
5	9	10	1.9	1.5	-.4
6	6	7	1.3	1.1	-.2
7	0	5	.0	.8	+.8
8	3	0	.6	.0	-.6
9	0	0	.0	.0	-----
10	1	1	.2	.1	-.1
Median number of schools	2.06	1.88			

Changes in number of schools attended. The total difference in number of schools attended by the two groups of students can be seen from the medians at the bottom of the table. It will be noted that the 1930-31 students attended 1.88 schools while the 1925-26 students attended 2.06 schools. The reasons for this difference can be found in the details of the table. It will be observed, for example, that 8.5 per cent more of the 1930-31 group than of the 1925-26 group attended only one elementary school. In the case of each of the remaining numbers of schools attended, with the exception of one, the 1930-31 group attended a smaller per cent than did the 1925-26 group. The evidence from this table seems to warrant the conclusion that the 1930-31 group of students had a somewhat more uninterrupted elementary school career than was the case of the 1925-26 group.

TABLE XIII.

NUMBER AND PERCENTAGE OF 1925-26 AND 1930-31 GROUPS WHO ENTERED HIGH SCHOOL AT VARIOUS AGES.

Age.	Number.		Percentage.		
	1925-26.	1930-31.	1925-26.	1930-31.	Difference.
11	1	1	.2	.1	-.1
12	26	43	5.4	6.6	+1.2
13	125	221	25.9	34.0	+8.1
14	189	240	39.1	37.0	-2.1
15	91	100	18.9	15.4	-3.5
16	31	38	6.4	5.8	-.6
17	11	5	2.3	.8	-1.5
18	1	0	.2	.0	-.2
19	1	2	.2	.3	+.1
20	2	0	.4	.0	-.4
Not given	5	0	1.0	.0	-1.0
Median age	14.47 yrs.	14.25 yrs.			