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A Survey of 119 Scholarship Students at Eastern Illinois State College

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A Survey of 119 Scholarship Students at
Eastern Illinois State College

A Substantial Paper
Presented to
Dr. R. D. Anfinson
Dean of Men
Eastern Illinois State College

In Partial Fulfillment of the
Requirements for the Degree
Master of Science in Education

By

Carl Wayne Williams

August, 1954

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INTRODUCTION

Since Normal School Scholarships were initiated in 1935, several revisions in the law have been made. The following are excerpts from the 1949 revision of the School Code of Illinois governing the policies under which scholarship students were admitted the fall quarter of 1949. These are found under Article 30, sections 1, 2, 3 and 4.

1. Scholarships awarded. There shall be awarded annually to each each recognized four year public and parochial high school with an enrollment of fewer than 500 students, two scholarships; to each such school with an enrollment of 500 to 1,000 students, inclusive, three scholarships; and to each such school with an enrollment of more than 1,000 students, four scholarships. Each scholarship shall entitle its holder to gratuitous instruction in any state Normal University, Teachers College, state college or Southern Illinois University for a period of four years.

2. Certification by Principal - Scholastic rank. On or before July 1 in each year, the principal of each recognized four year public and parochial high school shall certify to the county superintendent of schools of the county in which such high school is located the names and addresses of all students who ranked scholastically in the upper third of their graduating class and who graduated from such school during the last preceding calendar year in order of their scholastic rank in the four-year high school course of study at the time of graduation. The name of no student shall be so certified unless he signifies his intention to prepare to teach in the public schools of Illinois.

3. Certification to Superintendent of Public Instruction - Issuance of Scholarship. The county superintendent of schools shall certify the names and addresses of students certified to him under Section 30-2 to the Superintendent of Public Instruction, who shall issue to each student whose rank, as shown on the list of names and addresses submitted, entitled him thereto a certificate of scholarship which shall be accepted by the authorities of any state normal university or teachers college in lieu of any entrance examination. No holder of any such scholarship, however, shall be entitled to be admitted as a student to any such university or college unless he applies for admittance thereto, in the manner prescribed by the university or college, on or before August 15 of the year in which he was granted the scholarship. Any holder of a scholarship who fails to register at the university or college within ten (10) days after the commencement of the term, quarter or semester immediately following the receipt of the scholarship or who, having registered, with-

draws from the university or college, shall thereupon forfeit the right to use it and it may be granted to the person having the next highest scholastic rank, within ten (10) days after notification thereof by the Superintendent of Public Instruction, fails to register at any such university or college, or who, having registered, withdraws from the university or college, the scholarship may then be granted to the person shown on the list as having the scholastic rank next below such person.

If the principal of any recognized four year public or parochial high school fails to certify to the county superintendent of schools on or before July 1 of any year in accordance with Section 30-2 the names of sufficient number of students to fill the scholarship or scholarships provided for in Section 30-1, the scholarship or scholarships for which no names are certified shall become available to any eligible student from any other recognized four year public or parochial high school in the county. In order to fill any such scholarships, the county superintendent of schools shall certify the name and address of any student certified to him by the principal of any other school in the county under Section 30-2 to the superintendent of public instruction, who shall issue to such student a certificate of scholarship as provided in this section.

4. Certification of Names to State Treasurer - Reimbursement for expenditures for matriculation fee, etc. The holder of a scholarship, who has been admitted as a student to the Illinois State Normal University, the Northern Illinois State Teachers College, the Eastern Illinois State College, the Western Illinois State College, or the Southern Illinois University under provisions of Sections 30-1, 30-2 and 30-3, shall not be required to pay any matriculation fee, tuition, activities fees or other fees, except laboratory fees and similar fees for supplies and materials. At the end of each term or semester the teachers college board shall certify to the Auditor of Public Accounts the name and address of each student who has been admitted on a scholarship to the Illinois State Normal University, the Northern Illinois State the Eastern Illinois State College or the Western Illinois State College under the provisions of said Sections and shall further certify to the Auditor of Public Accounts the amount of the matriculation fee, the tuition, activities fees or other fees of the Illinois State Normal University, the Northern Illinois State Teachers College, the Eastern Illinois State College or the Western Illinois State College at the current rates and charges for the same, so furnished gratis to each said student; at the end of each term or semester the Board of Trustees of the Southern Illinois University shall certify

to the Auditor of Public Accounts the name and address of each student who has been admitted on a scholarship to the Southern Illinois University under the provisions of said Sections, and shall further certify to the Auditor of Public Accounts the amount of the matriculation fee, tuition, activities fees or other fees of the Southern Illinois University at the current rates and charges for the same, so furnished gratis to each said student; whereupon the Auditor of Public Accounts shall warrant on the State Treasurer in favor of the Illinois State Normal University, the Northern Illinois State Teachers College, the Eastern Illinois State College, the Western Illinois State College, or the Southern Illinois University for the amount of such fees and tuition so certified, but in no case shall the sum of the amount of warrants so issued for said scholarship privileges furnished to each student exceed the sum of eighty dollars.

An article published in School and Society, May 27, 1950, observed that as a result of the revisions in the scholarship law passed during the 1949 session of the Illinois Legislative, there was a 44% increase in the number of scholarships held by freshmen in the five state-supported colleges and universities. This increase was figured on the basis of the 1948 scholarship holders. One of the changes provided that pupils in the upper one-third (instead of the upper quartile) of the high school graduating classes could apply for scholarship. The other major change was the increase in the number of scholarships available: two for each school of fewer than 500 pupils, three for those with enrollments of 500-1000, and four for those with more than 1000 enrolled each year.

The Freshman Scholarship Holder, 1949

In the fall of 1949 one hundred nineteen students entered Eastern Illinois State College as freshmen under the scholarship provisions set forth by the State of Illinois. The group was composed of 47 men and 72 women.

A total of 29 counties were represented. They were: Champaign, Christian, Clark, Clay, Clinton, Coles, Crawford, Cumberland, Douglas, Edgar, Edwards, Effingham, Fayette, Ford, Iroquois, Kankakee, Lawrence, Macon, Madison, Montgomery, Moultrie, Piatt, Putman, Richmond, Sangamon, Shelby, Vermillion, Wabash and Woodford. The area designated by these counties comprise what is normally thought of as an outline map setting these counties apart from the rest, and, also, giving the distribution of the scholarship students throughout these counties.

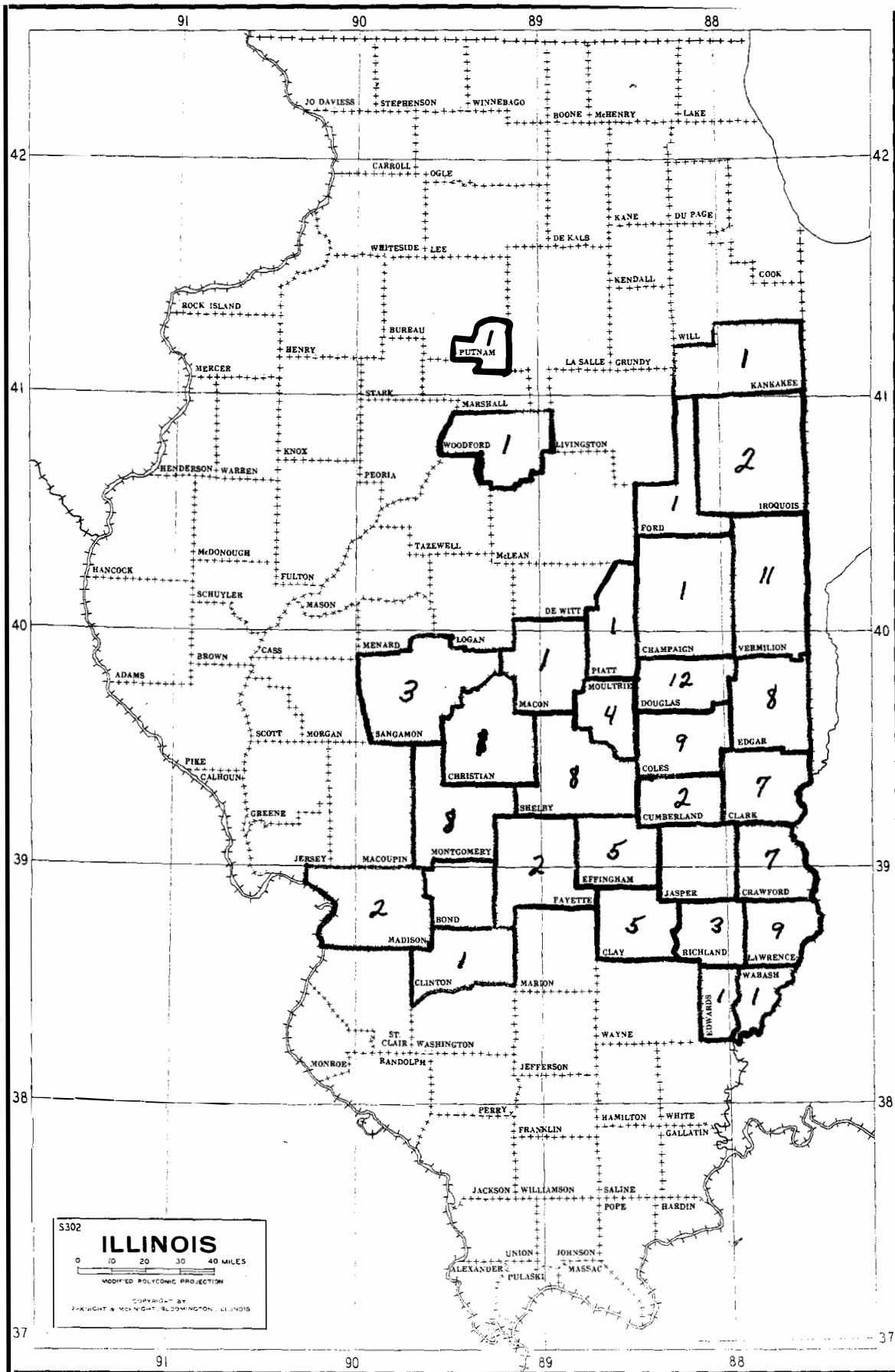
Enrollments of the home high schools naturally varied greatly. The range of these enrollments was from 31 to 1,455.

Table I

Enrollment of High Schools and Number and Percentage of Scholarships Students Entering Eastern as Freshmen in 1949.

High School Enrollment	Number	Percentage of total (119)
0 - 74	18	15.1
75 - 149	40	33.6
150 - 224	19	16.0
225 - 299	13	10.9
Over 300	29	24.4
	119	100

In Table I the enrollment is divided into units of 75. The table shows the number of students from each unit as well as the percent of the total



number of scholarship students. It is interesting to note that the majority of students came from schools with enrollments between 75 and 149.

Occupations of Parents

For a simplified classification of parental occupations the classification used by the United States Census Report is shown; the occupations are defined in Table II.

Table II

Occupational Classification used by the United States
Census Bureau

Occupation	Divisions
Proprietors	Bankers, Service Station Operators, Private Business, Newspapers
Professional Service	Dentist, Doctors, Ministers, Nurse Lawyers, Teachers, Optometrists, Morticians, Engineers, School Super- intendents
Managerial Service	Contractors, Executives
Commercial Service	Clerks, Real Estate, Salesmen, Secre- taries, Bookkeepers, Office Workers, Accountants, C.I.P.S., Detectives, Auditors, Business Men, Telephone Co.
Agriculture	Farmers
Artisan	Pottery Caster, Landscaper, Tree Surgeon Cheese blender
Building & Related Trades	Carpenters, Decorators, Plumbers, Elec- tricians, Brick Masons, Construction Workers
Machine & Related Trades	Mechanics, Machinists, Factory Workers, Tool Designers
Printing Trades	Printers
Transportation Service	Railroads, Truckers, Mail Carriers

Personal Service	Housewives, Beauticians, Barbers, Seamstresses, Tailors, Cooks, Waitresses
Mineral & Lumber Work	Miners, Oil Workers, Lumbermen
Public Service	State Employees, Deputy Sheriffs, Librarians, Firemen, Police, County Employees, Janitors, Military Service
Miscellaneous Trades	Auctioneers, Dog Trainers, Laborers
Unknown	Retired

A breakdown of the number of students whose parents' occupations are so classified is tabulated in Table III.

Table III

Occupational Classification of Parents of the Scholarship Students entering Eastern, 1949

OCCUPATION	NUMBER
1. Proprietors	10
2. Professional Service	17
3. Managerial Service	5
4. Commercial Service	6
5. Agriculture	37
6. Artisan	1
7. Building & Related Trades	5
8. Machine & Related Trades	5
9. Printing Trades	0
10. Transportation Service	6
11. Personal Service	5
12. Mineral & Lumber Work	8
13. Public Service	5
14. Miscellaneous Trades	7
15. Unknown or Retired	2
TOTAL	119

The foregoing data has been designed to indicate the home community structures of the students who are the subject of the paper.

A comparison of the parents' occupations with the parents of the 1951 student body revealed the most significant difference was that the scholarship students had a larger percentage of parents in the agricultural group. While 20% of the parents of the 1951 college enrollees had parents in agriculture, 31.1% of the parents of the scholarship students engaged in this occupation. (See Table IV).

Table IV

Comparison of Parental Occupations of Scholarship Students with Occupations given by 1951 Student Body

Occupation	1949 Percentages	1951 Percentages	Differences
Proprietors	8.4	8.9	.5
Professional Services	14.3	7.8	6.5
Managerial Services	4.2	4.9	.7
Commercial Services	5.0	10.4	5.4
Agriculture	31.1	20.9	10.2
Artisan	.8	.4	.4
Building & Related Trades	4.2	4.7	.5
Machine & Related Trades	4.2	8.3	4.1
Printing Trades		.9	.9
Transportation Service	5.0	6.7	1.7
Personal Service	4.2	10.5	6.3
Mineral & Lumber Work	6.8	4.0	1.8
Public Service	4.2	6.5	2.3
Miscellaneous Trades	5.8	1.1	4.8
Unknown or Retired	1.7	3.1	1.4
TOTAL	100%	100%	

Performance on ACE Examinations

Upon entering Eastern, all freshman are administered the American Council on Education Psychological Examination for College Freshman. Herein-after, these examinations are referred to by the abbreviation, ACE. The resulting ACE scores do not yield intelligence quotients but are used to compute norms which have significance when compared with others of the same general group.

The highest ACE score among the 119 scholarship students was 159, the lowest 56, with the average being 108.50. Compared with the 1949 figures reported from 22 teachers colleges throughout the United States, Eastern's scores for both men and women are above the national norm.

Table V

	Eastern's Scores		Scores of National Norms	
	Men	Women	Men	Women
High Scores	153	159	151	148
Low Score	60	56	46	46
Mean Score	105.81	111.29	99.22	99.30
Total Mean	108.50		99.26	

*These norms were established on the basis of 22 teachers colleges reporting on 5,662 students.

By using the ACE criterion for judging intelligence, this would indicate that the scholarship students at Eastern had somewhat higher standings on the ACE scale.

Table VI is a chart showing the quartile placement of the ACE scores of scholarship holders.

Table VI

Showing the Distribution of gross ACE Scores of Scholarship Men and Women at Eastern

Quartile and Range of Score	Number of Men	Number of Women	Total Number	Per Cent of Men	Per Cent of Women	Per Cent of Total
I 56 - 89	5	12	17	10.6	16.7	14.3
II 90 - 99	4	7	21	29.8	9.7	16.6
III 100-117	20	25	45	42.5	34.7	37.8
IV 117-159	8	28	36	17.1	38.9	30.3
Total	47	72	119	100.0	100.0	100.0

The table also shows the numerical and percentage breakdown within these quartiles. It can be noted that 59.6% of the men and 73.6% of the women made scores of one hundred or more. These figures also hold true when compared with the national mean of 99.26.

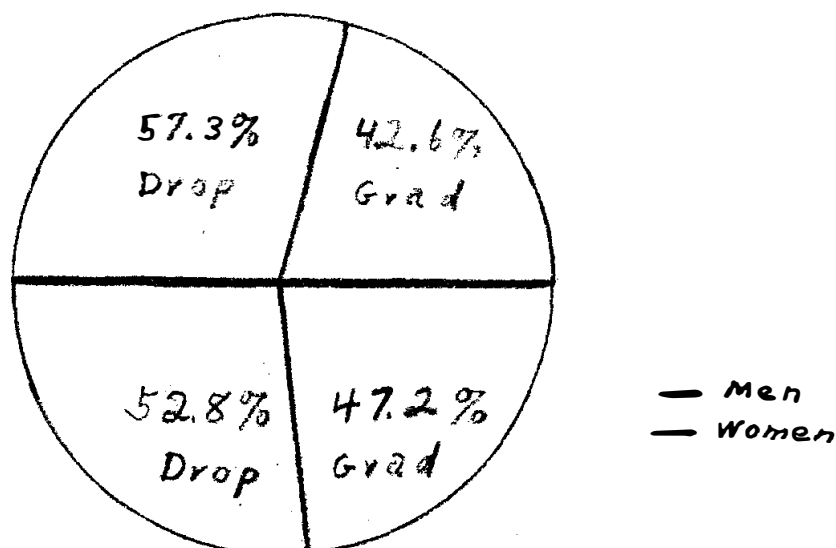
Holding Power

Of the 119 scholarship students entering in 1949, 54 or 45.4% completed the requirements for graduation while 65 or 54.6% did not complete their course of study.

The mortality rate was higher in the first two years for both men and women. For a comparison of these two groups see Table III.

GRAPH I

Percentage of Scholarship Men and Women Who Were Graduated or Withdrew from Eastern



This figure of 54.6% is 4.6% higher than the national drop-out rate of 50%. Due to the fact that complete records are not available, it was not possible to tabulate the reasons for the withdrawals.

Table VII

Number of Scholarship Men and Women Who Withdrew or Graduated

	Number Graduated	Number Withdrew	Percent Graduated	Percent Withdrew
Men 47	20	27	42.6	57.4
Women 72	34	38	47.2	52.8
Total 119	54	65	45.4	54.6

Table VII shows that 4.6% more women than men completed graduation requirements.

The mortality rate was higher in the first two years for both men and women. For a comparison of these two groups see Table VIII.

Table VIII

Number and Percentage of Scholarship Men and Women Who Dropped out at Eastern

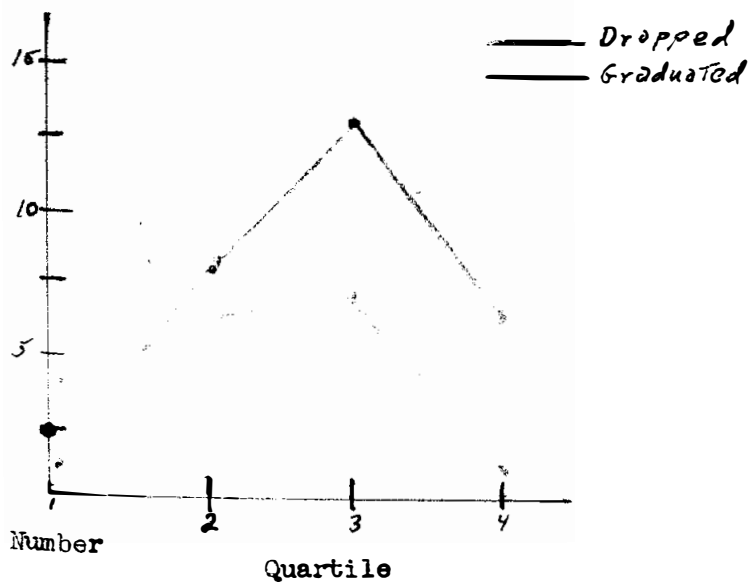
Year of Dropout	Men		Women	
	Number	Percent	Number	Percent
First Year	12	42.8	18	47.4
Second Year	11	39.3	12	31.6
Third Year	3	10.7	7	18.4
Fourth Year	2	7.2	1	2.6
TOTAL	28	100%	38	100%

Statistics on the men show a higher mortality rate within the second and third quartiles on the ACE test; for the women the rate was the highest within the third and fourth quartiles.

A graphic representation of the dropouts indicate that in only the first ACE quartile of the men and the third ACE quartile of the women did the number of graduates exceed the number of withdrawals. Graphs II and III illustrate this fact.

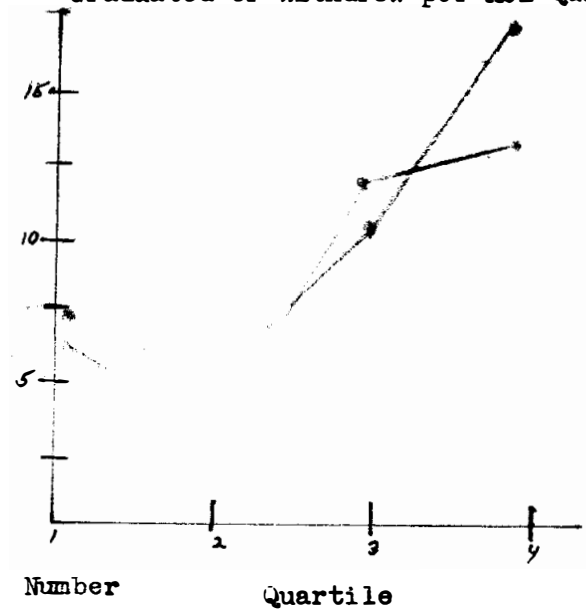
Graph II

Number of Scholarship Men Who Graduated or Withdrew per ACE Quartile



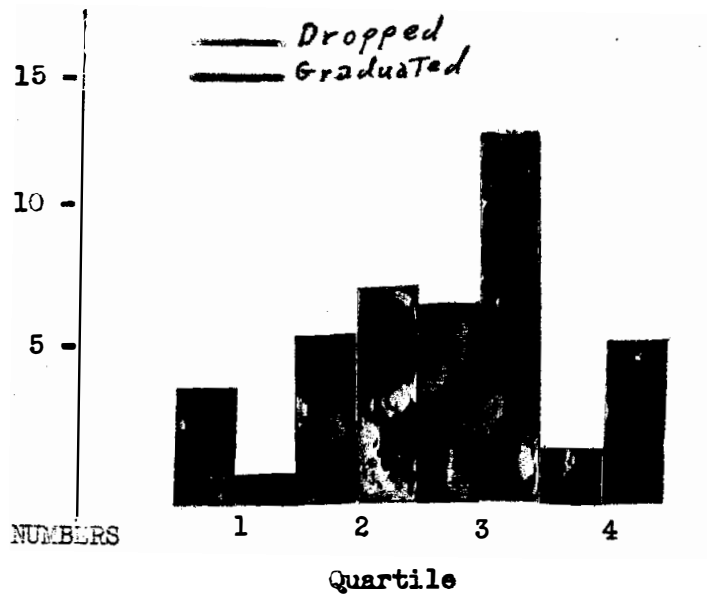
Graph III

Number of Scholarship Women Who Graduated or Withdrew per ACE Quart

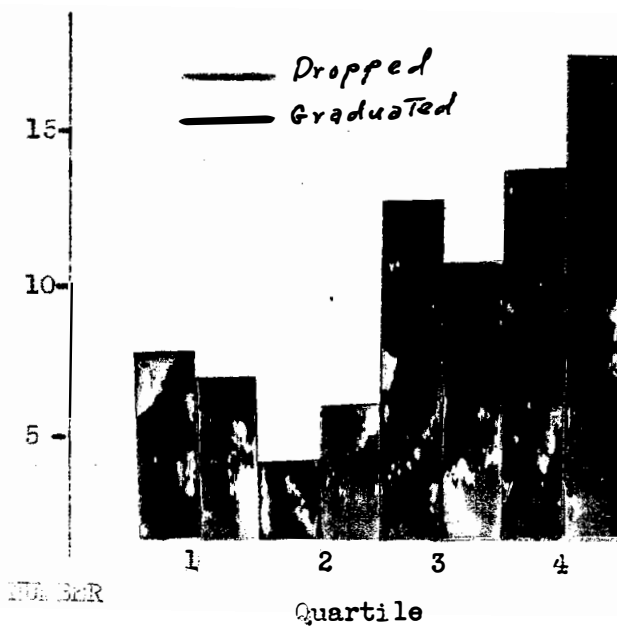


Graphs IV and V are bar graphs which give a comparison of the two sexes.

Graph IV
Male Scholarship Students Who Graduated or Dropped from College



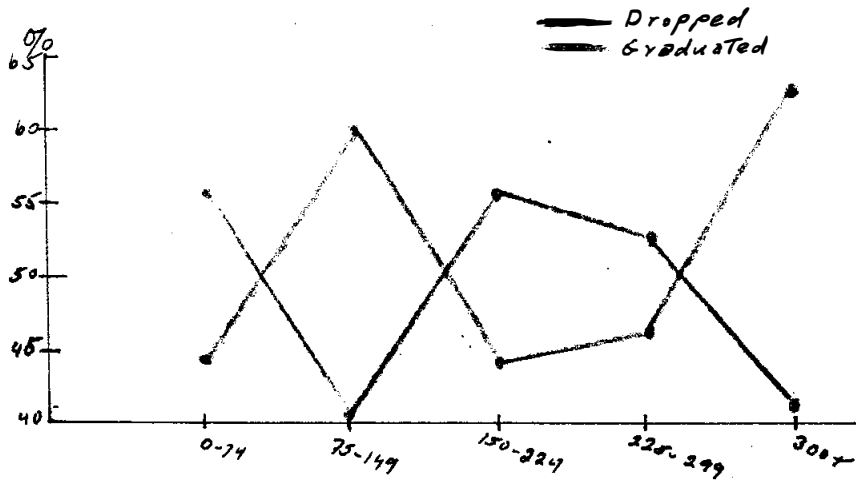
Graph V
Female Scholarship Students Who Graduated or Dropped from College



Research concerning the number of dropouts compared with the enrollments of the home high schools resulted in data which was used to produce Graphs VI and VII.

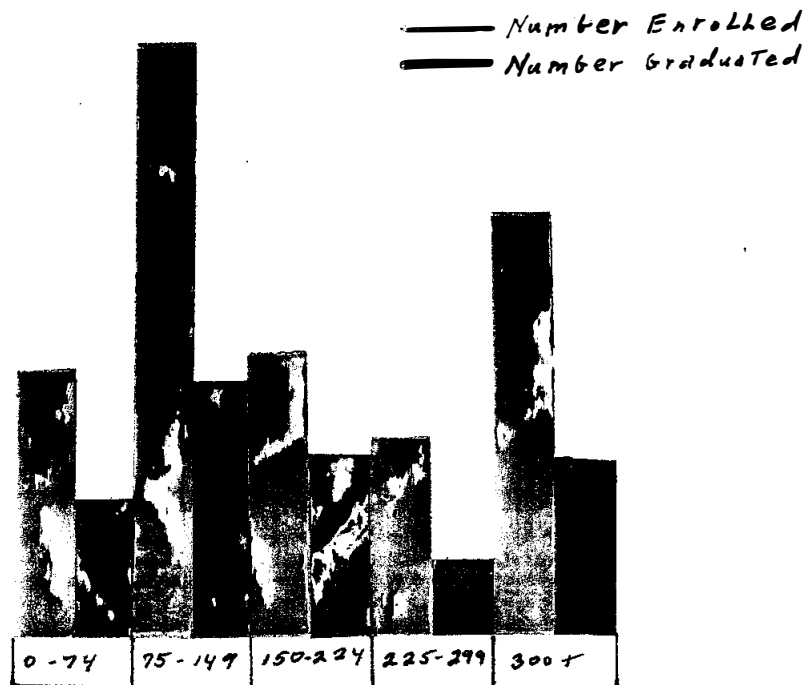
Graph VI

Percent of Scholarship Students from Various Size Schools Who Dropped Out or Graduated



Graph VII

Comparison of the Number of Scholarship Students Who Graduated to the Number Enrolling from the Various Size Schools



As in Table I the same increments that of 75, were used as units of enrollment. The percentages of the scholarship students who graduated or withdrew are plotted in Graph VI according to the enrollment of the home high schools. Graph VII designates the number of students graduating or withdrawing. The significant facts derived from these graphs are that the majority of students who failed to graduate came from high schools whose enrollments were either between 75 and 150, or over 300.

Major Fields

The 119 scholarship students included in this study took work in 14 different subject matter fields. The most popular were Elementary Education and Business Education. These two fields attracted 58 students or 48.8% of the total group. For the women, the fields of Elementary Education and Home Economics enrolled 16 and 11 respectively. Of those who enrolled in these two fields, 62.5% and 81.8% completed degree requirements. While the largest number of men preferred Elementary Education and Industrial Arts, enrolling 9 and 6 respectively, the greatest percentage of graduates from a particular field came from Physical Education. In this field 75% of the original enrollees were graduated. For a detailed distribution of the men and women in the various major fields see Table IX.

TABLE IX

Distribution of 119 Scholarship Men and Women in
Major Fields of Study

Major Field	Total No.	Number	Men Grad.	Drop	Number	Women Grad.	Drop
Art	2				2	0	2
Business Education	23	4	2	2	19	5	14
English	5	1	1	0	4	0	4
Foreign Language	1				1	1	0
Home Economics	11				11	9	2
Industrial Arts	6	6	2	4			
Mathematics	7	4	2	2	3	2	1
Music	8	4	2	2	4	3	1
Physical Education	8	4	3	1	4	2	2
Science	6	5	3	3	1	0	1
Social Science	6	3	0	3	3	1	2
Elementary Education	25	9	3	6	16	10	6
Speech	5	2	2	0	3	1	2
2 year	5	4	1	3	1	0	1
Unknown	1	1	0	1			
TOTAL	119	47	20	27	72	34	38

Table X gives a comparison of the ACE scores to the major fields.

TABLE X

Comparison of ACE Ranges and Averages to Major Fields of Study

Major Fields	Men		Women		Total	
	Range of ACE	Average ACE	Range of ACE	Average ACE	Range of ACE	Average ACE
Art			84-125	105	84-125	105
Business Education	72-118	102	80-140	107	72-140	105
English	123	123	99-159	118	99-159	111
Foreign Language			107	107	107	107
Home Economics			56-149	111	56-149	111
Industrial Arts	93-116	106			93-116	106
Mathematics	90-110	102	133-151	141	90-151	122
Music	91-116	104	62-137	98	91-137	101
Physical Education	85-103	95	81-112	91	81-112	93
Science	85-125	93	118	118	85-125	106
Social Science	94-116	107	116-122	119	94-122	113
Elementary Education	95-153	111	95-144	116	95-153	114
Speech	93-116	105	99-138	117	93-138	111
2 year	60-146	121	111	111	60-146	116
Unknown	147	147			147	147

By observing the average of the total ACE scores of the students in the various fields the writer found that: (1) the four students who selected Mathematics had the highest average ACE score (122) and (2) the students with the lowest average (93) were Physical Education majors. These facts give rise to Table XI which compares the quartile rank of the graduates from the various academic field.

Table XI

Quartile Rank of Scholarship Students Who Graduated in 1953

Major Fields	Men				Women			
	1	2	3	4	1	2	3	4
Art								
Business Education	1		1		1	1	3	
English				1				
Foreign Language							1	
Home Economics					3	1	5	
Industrial Arts			1	1				
Mathematics		1	1					2
Music		1	1		1	1	1	
Physical Education	1	2			1	1		
Science		2						
Social Science								1
Elementary Education			2	1	2	4	4	
Speech		1	1				1	
2 year		1						
TOTAL	4	6	7	3	6	3	12	13

The number of men who graduated who ranked in the first two quartiles was exactly the same as the number who graduated from the upper two quartiles.

Of the women who were graduated, 73.5% came from the third and fourth quartiles.

Conclusion

This survey has been conducted and presented with the intention of organizing and revealing facts relative to a group of Teachers College Scholarship Students at Eastern (1949-1953). Many of the popular conceptions concerning scholarship students, the values of ACE scores, or the possibilities of success in a particular major field may or may not have been supported by this study.

The writer appreciates the assistance and cooperation of the Office of the Registrar, the Dean of Men, and Dean of Women. Many hours were spent in combing the records for the facts presented in this paper.