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### **An Analysis of the Teacher Education Scholarship Students of the Classes of 1959 and 1961 at Eastern Illinois University**

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AN ANALYSIS OF THE TEACHER EDUCATION  
SCHOLARSHIP STUDENTS OF THE CLASSES OF 1959 AND  
1961 AT EASTERN ILLINOIS UNIVERSITY

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Submitted to the Faculty of  
the Graduate School of Eastern  
Illinois University in partial fulfillment  
of the requirements for the  
Degree, Master of Science in Education

by

Dareld S. Swisher

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Committee

AN ANALYSIS OF THE TEACHER  
EDUCATION SCHOLARSHIP STUDENTS AT  
EASTERN ILLINOIS UNIVERSITY

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	ii
LIST OF TABLES . . . . .	iii
Chapter	
I. INTRODUCTION . . . . .	1
Methods in the study	
Purposes of the study	
II. DEFINITIONS . . . . .	2
III. RELATED RESEARCH. . . . .	4
Performance of Scholarship Students	
Academic quality of Scholarship Students	
IV. OBJECTIVES AND PROCEDURES . . . . .	8
General Objectives	
Specific Objectives	
Procedure of Study	
V. THE LEGISLATIVE QUALIFICATIONS, AND INTERPRE- TATION OF THE AWARDING OF TEACHER EDUCATION SCHOLARSHIPS . . . . .	9
Scholarship Laws	
Original Scholarships	
State Pool Scholarships	
Responsibilities	
VI. RESULTS AND CONCLUSIONS . . . . .	12
Categories of Results	
General Conclusions	
Specific Conclusions	

SUMMARY

BIBLIOGRAPHY

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LIST OF TABLES

	Page
1. High School Background of Students Holding Scholarships of a Military Nature, At the University of Arkansas.....	5
2. An Analysis of Teacher Education Scholarship Students Graduated as to Those Entered in 1955 and 1957 and Graduated in 1959 and 1961.....	13
3. <b>An Analysis</b> by Departments of Grade Average and Rank of Scholarship Students Compared to Non-Scholarship Students of the 1959 and 1961 Graduating Classes.....	15
4. An Analysis of the 1959 and 1961 Graduating Classes Concerning Honor Students on Teacher Education Scholarships, Compared to Non-Scholarship Students Attaining Honors.....	19
5. An Analysis of the Total Number Of Scholarship Holders by Sex and Average Age of the Classes of 1959 and 1961.....	21
6. An Analysis of Scholarship Students of the Classes of 1959 and 1961, Showing the Original vs. State Pool Breakdown.....	23
7. An Analysis of Positions Accepted by 1959 and 1961 Scholarship Graduates Immediately Upon Graduation From Eastern Illinois University.....	25

## CHAPTER I

### AN INTRODUCTION TO THE STUDY

The study is specifically concerned with the academic performance of Teacher Education Scholarship students attending Eastern Illinois University. Information on each student involved in the study was secured from the records office, the admissions office, and the placement office of Eastern Illinois University.

Specific areas were chosen for study in hope that the study would show any significant differences or relationships between scholarship students and non-scholarship students. The classes of 1959 and 1961 were chosen for study in order to establish two different groups that would not be involved in the study more than one time. The non-scholarship group was included in order to show a comparison between the performance of the two different groups.

The purposes of this study are described in two different areas. The first is in the area of yielding to the university a more valid and complete idea as to how the scholarship students perform in comparison to non-scholarship students, and the second is to explain the legal procedure involved in awarding the scholarships.

The next section of the paper, that of definition of terms, seeks to clarify the terms used in the study.

## CHAPTER II

## DEFINITION OF TERMS USED IN THE STUDY

The following listing defines the more important terms used in the study.

1. Teacher Education Scholarship Law:

The law passed by the Illinois General Assembly, which provides for the Teacher Education Scholarship as it exists in its present form.

2. Teacher Education Scholarship:

The type of scholarship developed by the Illinois Legislature and controlled by the State Superintendent of Public Instruction, for the financial benefit of certain college or university students who declare their intention to teach in the public schools of Illinois.

3. Original Scholarship:

A type of Teacher Education Scholarship given to the person originally qualified to receive the scholarship. The original scholarship is the first scholarship award to a student who is academically qualified in his high school graduating class.

4. State Pool:

The control area in the Office of the State Superintendent of Public Instruction concerned with the re-alloting of scholarships to qualified students once they have been returned to the state office, from the different county superintendents.



5. State Pool Scholarship:

The scholarship awarded to any Illinois high school graduating student who is deemed qualified by the local county superintendent of schools, but only after the scholarship has been awarded and then returned to the State Pool. The State Pool Scholarship carries the same benefits as the original scholarship but usually for a lesser number of terms.

6. Inter-Departmental Relationship:

The relationship, by departments, of student grade point averages as compared between the scholarship students and the non-scholarship students.

7. Graduating Classes:

The classes of Eastern Illinois University students that graduated in either 1959 or 1961. Also included are any students who may have graduated at the end of any quarter during each of the mentioned years.

## CHAPTER III

## RELATED RESEARCH

A study completed at the University of Arkansas in 1956, on the high school background of Military Scholarship students based the results of the research on the different high school courses the students completed in high school.<sup>1</sup>

The University of Arkansas study describes the nature of a sampling of different high school curriculums and relates the performance of the student in the university with the background the student had while in high school.

The study indicated 68% of all Military Scholarship students at the university were in the upper one-half of their high school graduating class, while 30% of the awardees were in the lower one-half of their high school graduating class; and at the same time described 2% as having not graduated from high school. The study was done over a period of two years and shows a relationship between the different years as nearly the same. The results of the study are summarized in Table I on the following page.

This pilot study describes a pattern of relationship similar to the present study in that it suggests a general

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1. W. A. Hortley, "Military Scholarships," A Study of Their Success at the University of Arkansas, Journal of Educational Research, Vol. LII, No. II (1957), pp. 191-194.

TABLE I

HIGH SCHOOL BACKGROUND OF STUDENTS HOLDING MILITARY SCHOLARSHIPS  
AT THE UNIVERSITY OF ARKANSAS FROM THE HIGH SCHOOL CLASSES OF  
1954-55 AND 1955-56

	Categories	Number	Percent
1A.	Graduating from high school in 1954-55.....	130	97
2A.	Not graduating from high school in 1954-55..	4	3
3A.	Totals of the group.....	134	100
1B.	Graduating from high school in 1955-56.....	142	98
2B.	Not graduating from high school in 1955-56..	3	2
3B.	Totals of the group.....	145	100
1C.	Graduated in upper half of H.S. class 55-56.	101	69
2C.	Graduated in lower half of H.S. class 55-56.	33	31
3C.	Totals of the group.....	134	100
1D.	Graduated in upper half of H.S. class 55-56.	104	68.5
2D.	Graduated in lower half of H.S. class 55-56.	41	31.5
3D.	Totals of the group.....	145	100

hypothesis that the upper half performers in high school are the same students who receive the larger percentage of the scholarship awards.

Another study similar to the present study was done at the University of Virginia. This study was completed in 1957 by the Academic Admissions Council of the University. It involved students admitted in 1951 and graduating in 1955 who were on various academic scholarships, and students entering in 1953 who were on the same types of scholarships. These students were on scholarships awarded by different industrial and manufacturing companies plus students on merit and high school achievement scholarships. These students came from many different states.

Each graduating class, (1955 and 1956), was described in chronological pattern. The objective of the study was to determine if students of one graduating class or entering class performed as well, academically speaking, as another entering or graduating class of the same category.

Each entering group had a similar drop-out pattern after eight semesters. Twenty-seven percent dropped from the 1951 entering group while 31% dropped from the 1953 entering group. At the same time, each group had a similar ratio of students in the sciences and laboratory curriculum.

The 1951 entering group had a larger percentage of students on additional college achievement scholarships after entering

than did the 1953 entering group. Two point one percent of the 1951 entering group received additional grants, while the 1953 entering group had 1.1% receiving additional grants or awards.

There was little difference in the academic performance of the 48 such students in the 1951 entering group and the 51 such students in the 1953 entering group. Those entering in 1951 attained a grade point average of 3.33 while the group entering in 1953 attained a grade point average of 3.29. A 3.0 at the University of Virginia is a "B". The greatest significance in difference was attained inter-departmentally, by describing the difference in grade point average between groups in the Language Department, in which over 90% of each group participated. The 1951 entering group attained a group average of 2.5 while the 1953 group attained a 2.9 average.<sup>2</sup>

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2. Council on Admissions, University of Virginia, "A Study of Superior High School Achievers entering the University of Virginia," University Record, Vol. LII, (1958), pp. 221-227.

## CHAPTER IV

### OBJECTIVES AND PROCEDURES

The objectives of this study are divided into two separate areas, the general and the specific.

The primary objective of the study was to provide Eastern Illinois University with information about Teacher Education Scholarship students, as to their performance and position with regard to the remaining students at the University.

To define the general objective to a further degree, the following specific objectives were established.

1. To establish the relationship of performances of Teacher Education Scholarship students with the non-scholarship students of Eastern Illinois University.
2. To describe the pattern of performance of two graduating classes, specifically the classes of 1959 and 1961.
3. To describe an up-to-date definition of the legislative acts and laws concerning the qualifications of the scholarship students.
4. To describe the performance of scholarship students in the inter-departmental areas.

In stating the problem of performance of the scholarship students, a consideration of the qualifications of the students that were the recipients of this type of award seemed to be desirable. The related studies of chapter three have described this relationship.

## CHAPTER V

THE LEGISLATIVE QUALIFICATIONS, AND INTERPRETATION  
OF THE AWARDING OF TEACHER EDUCATION SCHOLARSHIPS

Several different articles are available which pertain to the awarding of teacher education scholarships in Illinois. A discussion of these articles allows for an explanation of the awards.

"At the end of each school year, there shall be awarded to each recognized four year public, private, or parochial school with an enrollment of fewer than 500 students, 4 scholarships; to each such school with an enrollment of 500 to 1,000 students, inclusive, 5 scholarships; and to each such school with an enrollment of more than 1,000 students, 6 scholarships."<sup>3</sup>

Section 30-1 of said article also states that all original and returned scholarships shall be available only to upper one-half graduating high school students, at the state universities in Illinois. The same article states that there shall be no fees paid by the scholarships except those required as registration fees by any of the state universities. These fees may include matriculation fees, tuition and activity fees, and any other fees not in connection with support of building bond or construction events and procedures.<sup>4</sup>

Section 30-2 of the Illinois Scholarship Law describes the methods by which the scholarships are awarded, both as

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3. Illinois Revised Statutes, "The Ammended Teacher Education Scholarship Law," Vol. II, (1961), pp. 1718-1721.

4. Ibid., pp. 1719-1720.

original scholarships and as returned or state pool scholarships. This section clarifies the area of who shall be responsible for the awarding in local situations and what the responsibilities of each person involved are.

This section states that the high school principal must submit to the county superintendent, a list of names involving all students graduating in the upper one-half of their high school graduating class. This list must pertain only to those that graduated in the last year and must be in order of rank as to their position in graduating from high school. The list submitted by the principal shall show indications as to who intends to train or prepare for instruction in the public schools of Illinois.

The county superintendent must then submit to the State Superintendent of Public Instruction, the names and addresses of all students certified in the upper one-half of their high school graduating classes. The superintendent then awards the scholarship to those students qualified by rank first in each different size high school, and then if there is a remaining scholarship in each or any school, it is so awarded to the next highest qualified student in the upper one-half of his class. The State Superintendent then presents the scholarships to the local or county superintendents who make the awards directly to the student.

If any high school fails to use the total number of allotted scholarships, the high school principal must certify this to the



county superintendent, who in turn informs the State Superintendent. This scholarship then goes to the state pool. Any scholarship in the state pool can be awarded to any graduate of the public, private, or parochial schools in Illinois if they are in the upper one-half of their high school graduating class and have not been out of high school more than one year.<sup>5</sup>

Section 30-14 of the Illinois Scholarship Law describes the methods by which the law is financed. The law itself has never received a specified proportion of the state monies, in order to maintain an exact budget. The financial support of the scholarship is granted through the budget of the General Education Fund. The major expense is the handling of the scholarships and the personnel involved in awarding them. The scholarship itself is simply a device of money in accordance with the amount of the fees the scholarship covers at the different state universities.<sup>6</sup>

The intention of the law and the State of Illinois is to lessen the burden of fees and billing for those who certify their intention to teach in the public school of Illinois.

Over sixteen-hundred recipients of the scholarship are now attending the five different state universities. Many of these students are full time, while others attend on a part time basis. The state feels it wise to keep the controls of the scholarship law intact, to provide for future teachers in the state.

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5. Illinois Revised Statutes, "The Ammended Illinois Scholarship Law," Vol. II, (1961), pp. 1719.

6. Ibid., pp. 1718-1719.

## CHAPTER VI

## RESULTS AND CONCLUSIONS

In tabulating the results of the study, the author has first described the different areas in total combinations, and then considered the individual years totaled separately.

Table II describes an analysis of completion of curriculums of scholarship students entering in 1955 and 1957, compared to the same group graduating in 1959 and 1961, respectively. The table further indicates the areas concerning the overall group of the same graduating and entering years.

Categories one and two indicate that 150 and 162 students received awards in 1955 and 1957 respectively. The percentage of entering students receiving scholarships each year remained practically constant in relationship to the enrollment increase from 1955 to 1957.

Categories six and seven in the table indicate that 16.66 and 28.43 percent, respectively, of the 1959-61 classes dropped out before their class was scheduled for graduation. This group represents all students who had failed to graduate through February, 1962. It is interesting to note the significant difference in drop outs from the 1959 class to the 1961 class. There was not a large enough difference in number of recipients from one year to another to allow for this great a margin.

Categories eight and nine indicate the percentage of graduates of 1959 and 1961 as to the original group entered.

TABLE II

AN ANALYSIS OF TEACHER EDUCATION SCHOLARSHIP STUDENTS GRADUATED AS TO THOSE ENTERED IN 1955 AND 1957 AND GRADUATED IN 1959 AND 1961, RESPECTIVELY

Categories	Number	Percent
1. Students receiving awards in 1955.....	150	*21
2. Students receiving awards in 1957.....	162	*24
3. Total number receiving awards 1955-57.....	312	
4. Scholarship students graduated in 1959 who entered in 1955.....	125	83.33
5. Scholarship students graduated in 1961 who entered in 1957.....	116	71.60
6. Scholarship students dropping out of 1957 entering class.....	48	28.43
7. Scholarship students dropping out of 1955 entering class.....	25	16.66
8. Totals of scholarship students graduating in 1959-61 who entered in 1955-57.....	241 of 312	77.24
9. *Overall students graduating in 1959-61 who entered in 1955 and 1957.....	616 of 1377	44.73
10. Non-scholarship students graduating who entered in 1955 and 1957.....	302 of 1065	28.35

\*1-2 Indicates the percentage of total entering group of 1955 and 1957 who were recipients of Teacher Education Scholarships.

\*3 Indicates the significant marginal difference from the group of statement eight.

To relate the two groups further, a tabulation of dropouts in the 1957 entering class indicated 59.4% of upper one-half high school graduates completing college programs, who entered Eastern Illinois University. This is in line with the qualifications of being an upper one-half high school graduate in order to receive a scholarship.

It may be concluded that more students received scholarships in 1957 than in 1955, but the 1955 entering group had 85.33% graduating in 1959 compared to 71.60% graduating in 1961. This shows a difference of slightly more than 11% of the students of the 1955 entering group graduating than of the 1957 entering group.

Seventy-seven point twenty-four percent of the scholarship students graduated compared to the 44.73 percent who graduated from the overall group. This represents a difference of slightly more than 30% between the two groups of the 1959 and 1961 graduating classes.

In general, the scholarship students finished with a higher grade point average than did the non-scholarship group, and Table III allows for the conclusion that they actually perform better on an individual basis. This does not hold true for all departments as can be seen by Table III.

Table III indicated the performance scale in grade point averages of the classes graduating in 1959 and 1961 as compared to the non-scholarship group of the same classes graduating.

TABLE III

AN ANALYSIS BY DEPARTMENTS OF GRADE AVERAGE AND RANK OF SCHOLARSHIP  
STUDENTS COMPARED TO NON-SCHOLARSHIP STUDENTS OF THE 1959 AND 1961  
GRADUATING CLASSES

SCHOLARSHIP GROUP					NON-SCHOLARSHIP GROUP					
Department	Number		Grades of scholarship students		Average Grade	Number		Grades of Non-scholarship students		Average Grade
	59	61	1959	1961		59	61	1959	1961	
Speech	5	4	3.26	3.01	3.149	9	9	2.86	2.75	2.79
Art	2	3	2.89	3.19	3.065	5	6	2.70	2.55	2.62
Mathematics	4	4	3.23	2.77	3.006	6	9	2.85	2.46	2.615
English	5	6	2.95	3.015	2.98	6	6	2.90	2.52	2.69
Physics	1	0	2.86	----	2.86	1	4	2.40	2.67	2.61
Zoology	4	5	2.63	3.005	2.83	5	5	2.36	2.65	2.47
Social Science	4	7	2.66	2.81	2.76	9	12	2.46	2.55	2.53
Music	10	11	2.79	2.82	2.80	11	12	2.62	2.45	2.56
Botany	3	2	2.83	2.68	2.77	4	4	2.60	2.40	2.50
Elementary										
Education	20	22	2.72	2.75	2.73	22	24	2.58	2.45	2.51
Home Economics	7	7	2.635	2.73	2.68	10	13	2.73	2.50	2.60
Chemistry	1	1	2.32	3.00	2.66	3	6	2.64	2.48	2.53
Business										
Education	20	30	2.73	2.54	2.59	22	32	2.44	2.48	2.455
Physical										
Education	15	16	2.47	2.43	2.45	14	14	2.34	2.40	2.37
Industrial										
Arts	4	6	2.55	2.30	2.40	6	9	2.43	2.39	2.40
Geography	0	1	----	2.34	2.34	1	2	2.80	2.50	2.60
Totaled Areas	241		2.64	2.868	2.71	302		2.60	2.51	2.55

The performances are broken down into columns by department and year, with the average grade and number of students being shown.

The conclusions drawn from this table are included on the following page, but observation of the totals column indicates the scholarship students performed better than did the non-scholarship students. The grade point average for 241 Teacher Education Scholarship students was 2.71 for all departments while the grade point average was 2.55 for non-scholarship students.

In conclusion, it may be said that Speech, Art, and Mathematics, are the most consistent in high performance for the scholarship group. Industrial Arts and Physical Education are the most consistent in being at the lower end of the ranking.

Business Education and Elementary Education are consistent in drawing the largest portion of the scholarship holders, but the situation shows at the same time, Business Education scholarship holders have the highest percentage of students accepting positions away from teaching. This is shown by the fact that the Federal Internal Revenue, Block & Kuhl, Montgomery Ward, State Farm Insurance and the Ohio Oil Company hired over 90% of the Business scholarship students who graduated in 1959 and 1961 who did not go into teaching immediately upon graduation.

Table IV gives an analysis of the 1959 and 1961 graduating classes concerning honor students on Teacher Education Scholarships as compared to non-scholarship students similar in the honors group.

Categories one, two, and three, indicate the number of students on Teacher Education Scholarships who graduated with (1) high honors, (2) honors, and (3) totals of the group. It is interesting to note that very few students actually graduated with honors, although they represent examples of holders of an award defined legally as a scholarship. This also suggests that students performing at a high scholastic level in high school do not necessarily perform at as high a level in college. Category four, indicates the much larger percentage of scholarship students attaining no honors as compared to the group with honors.

Categories five, six, seven, and eight, indicate the same information for the non-scholarship group as that shown in categories one, two, three, and four for the scholarship group. It can be seen that the percentages of the non-scholarship group remain fairly consistent with the percentages of the scholarship group stated in categories one, two, and three.

From Table IV it may be concluded that there is a nearly equal percentage (9.958 vs 9.602) of students receiving honors from the Teacher Education Scholarship group as from the Non-Scholarship Group. This infers that scholarship students do not perform any better, academically speaking, on the honors level, than do the non-scholarship students. In academic areas, other than the honors level, they do perform better as indicated by Table III.

Categories nine and ten indicate the number of scholarship students by sex. The relationship of males to females, indicates specifically, that females with scholarships do not perform any better than male scholarship holders at the honors level.

Categories eleven and twelve indicate the same general pattern for non-scholarship females and males. There appears to be only a slight difference in performance between the sexes.

Table V indicates the number of scholarship students by sex and age of each class.

Categories one and two indicate that the average age of scholarship students graduated in 1959 and 1961, respectively, were twenty-two years and eight months and twenty-two years and ten months, with the total number of each indicated, and the average age for each total group for the separate years.

Category three of the table indicates the average age of the total scholarship group involved in the 1959 and 1961 graduating class. The 241 scholarship students of the two years had an average age of twenty-two years and nine months, with the males having an average age of twenty-three years and one-half month and the females having an average age of twenty-two years and one-half month. It may be concluded from this category that the male scholarship students had an average age of one year older than the females of the group.

Category four of the table indicates the average age of non-scholarship students graduating in 1959 and 1961. The average



TABLE IV

AN ANALYSIS OF THE 1959 AND 1961 GRADUATING CLASSES CONCERNING  
HONOR STUDENTS ON TEACHER EDUCATION SCHOLARSHIPS COMPARED TO  
NON-SCHOLARSHIP STUDENTS ATTAINING HONORS

Categories	Number	Percent
1. 1959-61 Teacher Education Scholarship students graduating with high honors.....	5 of 241	2.074
2. 1959-61 Teacher Education Scholarship students graduating with honors.....	19 of 241	7.883
3. Teacher Education Scholarship students graduating with any honors.....	24 of 241	9.958
4. Scholarship students with no honors.....	217 of 241	90.041
5. 1959-61 non-scholarship group with high honors.....	6 of 302	1.986
6. 1959-61 non-scholarship group with honors.....	23 of 302	7.615
7. 1959-61 non-scholarship group with any honors.....	29 of 302	9.602
8. Non-scholarship students with no honors.....	270 of 302	89.403
9. Teacher Education Scholarship females with honors.....	14 of 138	10.144
10. Teacher Education males with honors.....	10 of 103	9.708
11. Non-scholarship females with honors.....	19 of 134	14.179
12. Non-scholarship males with honors.....	10 of 168	5.952

age for the group was twenty-two years and ten months, or one month older on the average than the scholarship group, as indicated in category three. The females of the non-scholarship group had an average age of twenty-two years and nine months, while the males of the non-scholarship group had an average age of twenty-two years and eleven months. This indicates the males having been two months older than the females of this group.

Another conclusion is that scholarship students were one month younger than the non-scholarship students of the 1959 and 1961 graduating classes. It can be further concluded that the males of the scholarship group were approximately a year older than the females of the group. The table also shows that males of the scholarship group were a month and a half older than males of the non-scholarship group. The females of the scholarship group were nearly eight and a half months younger than the females of the non-scholarship group. The articles of this discussion are tabled in Table V on the following page.

Table VI indicates an analysis of the number of scholarship students graduated compared to the original group entered of the graduating classes of 1959 and 1961. The table also indicates the number and percentages of the scholarship students who were original recipients and state pool recipients. The third area of the table indicates the number and percentage of scholarship students who were originally qualified and of those who received scholarships, but were not qualified.

TABLE V

AN ANALYSIS OF THE TOTAL NUMBER OF SCHOLARSHIP HOLDERS  
BY SEX AND AVERAGE AGE OF THE CLASSES OF 1959 AND 1961

Categories	Number	Average Age-Year Months	Female Average Age	Male Average Age	Average Age Difference in Months
1. Scholarship students graduated in 1959. . . . .	125	22-8	22-3	23-1	10 Months
2. Scholarship students graduated in 1961. . . . .	116	22-10	23-2	23-2	7 Months
3. Average age of scholarship students graduated in 1959 and 1961 as a total group . . . . .	241	22-9	22-5	23-5	12 Months
4. Average age of non-scholarship students graduated in 1959 and 1961 as a total group . . . . .	312	22-10	22-9	22-11	2 Months

Categories one and two show the percentage of scholarship students graduated compared to those who entered in 1955 and 1957, respectively. It may be said that a larger percentage of scholarship students graduated from the 1955 entering group than from the 1957 entering group, (83.33% graduated in 1959 compared to 71.60% graduating in 1961).

Category three shows a total number of 241 graduating from the original 312 entered of the two years. This is equal to a percentage of 77.24% graduating, compared to the 44% graduating from the overall group entering and graduating the same years.

In concluding it may be said that there were nearly 33% more of the scholarship students graduating than there were of the overall entering groups the same years.

Category four shows the percentage of students who were original scholarship recipients, while category five shows the percentage of scholarship students who were state pool recipients; 210 were original recipients, while 31 were state pool recipients. Eighty-two point ninety-two percent of the scholarship students received original scholarships, while 17.08% received scholarships from the state pool.

It may be further concluded that 97.92% of the students were qualified in accordance with Section 30 of the Illinois Statute Laws. Two point zero eight percent of the students were not qualified according to the same section.

TABLE VI

AN ANALYSIS OF SCHOLARSHIP STUDENTS OF THE CLASSES OF 1959  
AND 1961, SHOWING THE ORIGINAL VS. STATE POOL BREAKDOWN

Category	Number	Percent
1. Teacher Education Scholarship students graduated in 1959 compared to the group originally entered in 1955 . . . . .	125 of 150	83.33
2. Teacher Education Scholarship students graduated in 1961 compared to the group originally entered in 1957 . . . . .	116 of 162	71.60
3. Total of 1959-1961 groups . . . . .	241 of 312	77.24
4. Original scholarship recipients of the 1955-1957 entering groups. . .	210 of 241	87.136
5. State Pool scholarship recipients of the 1955-1957 entering groups. . .	31 of 241	12.863

Table VII indicates the kind of employment Teacher Education Scholarship students took immediately upon graduation from Eastern Illinois University. The most significant finding seems to be that 11.20% took employment not in teaching.

Another area indicated is the high percentage of those taking teaching positions in Illinois. Very few signed to teaching positions out of Illinois. The 78.40% of the 1959 graduating class and the 75.00% of the 1961 graduating class accepting teaching positions in Illinois indicates a substantial reimbursement in the form of new teachers from the money sponsoring the scholarships of those two years.

Seven point twenty percent of the 1959 graduates and 9.48% of the 1961 graduates continued in a school of higher learning of one type or another.

Another finding of the study revealed that a number of students of the 241 who were not in Teacher Education curriculums while in college. Nine of 241 were in Teacher Education when they originally registered, but later during their undergraduate years they changed to the Bachelor of Science or Bachelor of Arts degrees. Seven of the nine changed from the Bachelor of Science in Education degree to a Bachelor of Science degree. Four of these seven were in the Business curriculum, two were in English, and one was in Physics. There were two of the nine who changed to the Bachelor of Arts curriculum. One of the two was in Social Science, and one was in Art.

TABLE VII

AN ANALYSIS OF POSITIONS ACCEPTED BY 1959 and 1961 SCHOLARSHIP  
GRADUATES IMMEDIATELY UPON GRADUATION FROM  
EASTERN ILLINOIS UNIVERSITY

Category	No. of 1959 Scholarship Graduates	Per Cent 1959	no. of 1961 Scholarship Graduates	Per Cent 1961	<u>No. and Percent Both Years</u>	
					No.	Percent
1. Accepting teaching positions in Illinois . . . . .	98	78.40	87	75.00	185	76.80
2. Accepting teaching positions out of Illinois . . . . .	2	1.60	5	4.32	7	3.54
3. Took positions other than teaching . . . . .	16	12.80	13	11.20	29	13.08
4. Continued further study . . . . .	9	7.20	11	9.48	20	6.20
Totals of Groups	125	100.00	116	100.00	241	100.00

## SUMMARY

The objectives of the study were to determine the performance, ages, sex, and dropout rate of Teacher Education Scholarship students at Eastern Illinois University. A further objective was to determine what the legal qualifications were for being a recipient of the scholarship and to see who was responsible for the allotting of the scholarship.

The related studies contained in the study described a pattern concerning academic success of scholarship students at other universities, that was similar in nature with the purposes of this study. This was especially true in the area of dropouts and number of students and size of each university academic department.

The results of the study indicated many factors that may be of help in evaluating future Teacher Education Scholarship students.

Students on these scholarships earned grades nearly two-tenths of a grade point better than the students graduated in 1959-1961 of the non-scholarship group.

The fields or departments containing the largest number of students were Business Education and Elementary Education with Physical Education coming next.

There were nearly forty-five percent more females in the scholarship group than there were males. More females received original scholarships than did the males, but the males received more state pool scholarships than did the females.



Slightly more than eleven per cent of the scholarship group took jobs other than teaching immediately following graduation. Over seventy-five per cent, however, actually signed to teaching positions in Illinois.

There were nine students with Teacher Education Scholarships that were not eligible for the scholarship benefits. These students may have originally been in the education curriculum, but at the time of completion, they were not seeking an education degree.

Scholarship students of the 1959 and 1961 class were younger than non-scholarship students of the same years, but the male scholarship students were nearly a year older than the females of the group. The females of the non-scholarship group of 1959 and 1961 also were younger than the males of the non-scholarship group, but not half as much as the difference between the sexes of the scholarship group.

The rate or percentage of dropouts in the scholarship student category was much lower than for the overall student body of the 1959 and 1961 graduates. Forty-two per cent of the overall students graduated who started, while slightly more than seventy-five per cent of the beginning scholarship students graduated. Significant within this area is the fact that nearly eleven per cent more dropped from the 1961 group than from the 1959 group.

It is interesting to note that the fields of mathematics and Speech were consistent in having the highest academic average of all the departments, while Physical Education and Industrial Arts were nearly as consistent in being in the lowest areas of the departmental academic rankings.

There were a number of students (5) who were not legally qualified to receive the scholarships. These five students who graduated in 1959 and 1961 did, however, perform nearly as well as the qualified students. One student of the non-qualified group graduated with honors and in the upper ten per cent of the 1959 graduating class.

With over seventy-five per cent of the scholarship students taking teaching positions in Illinois, it may be said that the scholarship law is effective enough to draw a substantial number of students to the teaching profession. This degree of effectiveness is, however, hindered by over eleven per cent of the 1959 and 1961 scholarship graduates taking positions other than teaching. Considering that more than fourteen-hundred students presently hold a Teacher Education Scholarship, it seems possible that approximately nine-hundred will graduate and accept positions as teachers in Illinois if the pattern indicated by this study is continued.

A follow-up of the classes used in this study might indicate some possible difference in types of jobs held compared to the

original positions of 1959 and 1961. The materials and data of the present study are filed in the office of the Testing Services of Eastern Illinois University.

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