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## **A study of scholarships offered to secondary school graduates by colleges and universities**

William F. Summerville  
*Indiana State University*

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A STUDY OF SCHOLARSHIPS OFFERED TO SECONDARY  
SCHOOL GRADUATES BY COLLEGES  
AND UNIVERSITIES

by

William F. Summerville

Contributions of the Graduate School  
Indiana State Teachers College  
Number 247

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of the Requirements for the  
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in Education

1936

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W. F. S.

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## I. INTRODUCTION

### A. Background

The scholarship system is a direct descendant of the early practice known as exhibitions, which is one of the ancient methods of promoting education. The term exhibition is derived from the Roman law, and may be defined as an endowment for the maintenance of poor scholars, either at a school or university. The movement received its first great advancement during the fifteenth century when the wills of prominent individuals were full of exhibitions. Perhaps the earliest use of the term, in precisely the modern sense, is to be found about 1585 when those desirous of becoming pious began the practice of giving exhibitions. The British Schools Inquiry Commission of 1867 warmly praised exhibitions as the means of bringing the lower-class boy from the country grammar schools to the universities. An enormous further impetus was given the scholarship movement in the latter part of the nineteenth century when large educational funds were put by the state in the hands of local authorities to be used for granting scholarships at colleges and universities.

In many European countries, secondary schools and universities are intended primarily to meet the needs of the various social groups above the skilled labor class,

and they, therefore, normally charge fees which vary according to the average income of the group with which the school or university is especially connected. Such a system tends to prevent able children of limited means from obtaining an education superior to that of the normal members of their social group. Thus secondary and university education is made possible only for a select few. Such a set-up is calamitous from two points of view. In the first place, it precludes many children from being trained for positions suited to their abilities, and in the second place, it prevents the skilled callings and higher social groups generally from obtaining an adequate number of well qualified recruits. To obviate this difficulty, an extended system of scholarships is maintained by which children are enabled to pass from the elementary to the secondary school and in some cases to the university and technical institutions of various types.

Only a few of the older colleges in the east record scholarships a century or two old, and only Harvard University can boast of one as hoary as 300 years (a scholarship given by Lady Ann Mowlson, of London, England, in 1643, when Harvard was but 7 years old ).

A system of scholarships differs from a system of free secondary and higher education in that it gives assistance only to select individuals. The scholarship

may or may not be more adequate than free education, as it may consist of free, or partially free, tuition in a school where fees are normally charged; or it may take the form of a money grant sufficient to pay part or all of the fees, and in some instances, after paying the school fees, will leave a margin for the holder's maintenance expenses.

#### B. Justification of Scholarships

In an effort to justify the practice of awarding scholarships, let us investigate what two prominent Indiana educators have to say about the Edward Rector Scholarship Foundation, which is said to be the outstanding example in this country of a large and successful scholarship plan.

Dr. Henry B. Longdon, formerly Vice-President of DePauw University, and director of the Edward Rector Scholarship Foundation, says, "After an experience of twelve years, there is very clear evidence that the foundation has not only fulfilled all legitimate hopes and expectations as to encouragement of scholarship in the high schools, but it has exerted a most salutary influence on the scholarship of the campus, since it is unthinkable that five or six hundred earnest, hard-working students, more than one-third of all in the college, could be on a small campus and not exert a profound influence."<sup>1</sup>

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<sup>1</sup>G. Herbert Smith, Secretarial Notes of the

C. E. Edmondson, Dean of Men, Indiana University, says, "The Rector scholarships of DePauw are a matter of great interest to the high school students of Indiana and other parts of the country. They are also a matter of great interest and some concern to other institutions in Indiana. DePauw University, with its Rector Scholarships, is getting the best of the high school students of the state of Indiana. It is a fact now that DePauw University has a very distinct advantage over most of the institutions in the state of Indiana, so far as competition for first rate high school students is concerned."<sup>2</sup>

Bildersee gives the following summary of his study of State Scholarship Students at Hunter College of the City of New York: "In academic achievement, state scholars at Hunter College are markedly superior to non-scholarship students. This superiority is proved by significant differences in, (1) persistence in college, and in, (2) scholastic success as measured by, (a) college marks, (b) membership in honor courses, and (c) academic honors and awards, including election to Phi Beta Kappa and other honorary societies.

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Fifteenth Annual Conference of the National Association of Deans and Advisors of Men. 1933 pp. 50-51.

<sup>2</sup>G. Herbert Smith, op. cit., pp. 51-52.

"State scholars at Hunter College excel non-scholarship students in participation in and in leadership of extra-curricular activities."<sup>3</sup>

Longdon, in a report of the Rector Scholarship Foundation, says, "The results of the psychological examinations show clearly that the general average for the freshmen Rector scholars is higher than the average of the entire class. . . . While the scholarship is given solely for excellence of work and character, it so happens that the majority of those who take the honors in the high schools are boys of no means or comparatively small means. . . . It (the Rector Scholarship Foundation) has markedly raised scholarship. In 1917-18 before the establishment of the Foundation, the average credit points per student on the entire campus for the year was 20.5. In the college year 1928-29, it was 45.67."<sup>4</sup>

In an article in the School Review for June, 1930, G. R. Moon makes the following statements concerning the scholarship students at Chicago University: "Scholarship students are, in general, superior in academic undertakings.

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<sup>3</sup>Adele Bildersee, State Scholarship Students at Hunter College of the City of New York, (New York: Bureau of Publications, Teachers College, Columbia University, 1932), p. 119.

<sup>4</sup>Henry B. Longdon, Edward Rector Scholarship Foundation Report for the Year 1931-1932 pp. 9-10.

They win in large numbers the scholastic honors offered by the university. Many of them are able to assume places of leadership among the other students on the campus. A large majority continue through the university and earn the baccalaureate degree.

"From the point of view of the university, the study shows that the scholarships attract a group of freshmen who are superior students when judged by several criteria."<sup>5</sup>

"A college education is made possible to many thousands of students through the medium of scholarships. The donations of funds for scholarship purposes, indeed, is a form of philanthropy which has been gaining favor ever since the impetus to the desire for higher education was created by the World War. . . . A tabulation of every scholarship and fellowship available at the institutions of higher learning in the United States for a single year would total more than 50,000 and represent a money value of more than \$10,000,000."<sup>6</sup>

To the poor student who wishes to proceed to a college or university, the value of his scholarship is of importance. Courses in medicine, science, and engineering are sometimes surrendered for teaching and short-term

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<sup>5</sup>G. R. Moon, "Records of Students who entered University with Freshmen Scholarships," The School Review, XXXVIII (1930), pp. 448-449.

<sup>6</sup>Ella B. Ratcliffe, Scholarships and Fellowships United States Department of the Interior Bulletin 1931, No. 15, p. 1.

practical arts courses, because the latter may be less expensive.

"There is, at the present time, a division of opinion among those who are interested in helping students as to the best form for this help. Both groups believe alike that education is of value both to the individual and to society, and that all who are mentally able to profit by an education should have a chance whether rich or poor. The difference arises in the way to accomplish this end. The first school believes that the student himself benefits most by his education, and that accordingly he himself should pay for the value which he receives. If he is not able to do so at the time, he should be enabled to borrow for the purpose and repay this loan. The other school follows the more socially-minded lines of the present day. Education is the right of everyone and is for the common good, and when it is not provided by the state and is beyond the reach of the individual, philanthropy should step in and make the opportunity possible. The methods of this school are through the establishment of such student aids as scholarships."<sup>7</sup>

To burden young people with college debts and financial obligations places them under a tremendous handicap, and since it is only in rare instances that loan

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<sup>7</sup>G. Herbert Smith, Secretarial Notes of the Fifteenth Annual Conference of the National Association of Deans and Advisors of Men. 1933 pp. 45-46.



funds are available to freshmen, the writer considers the granting of scholarships to college freshmen far superior to other forms of aid.

Our present civilization, with its high standards of knowledge and technical skill demanded in professional and industrial callings, renders it imperative that intending members of these callings improve their educational equipment. The granting of student aid in the form of scholarships will make it possible for these callings to be recruited from a wider social area, thus insuring a more adequate supply of able recruits. Even when college and university costs have been cut to the minimum, there is still need for a system of scholarships ample in both number and amount to prevent both the loss of exceptional talent to the services of society and injustice to the highly competent poor. Society needs the services of talented young people far more than the students themselves need the college training and the professional career that would follow.

Scholarships open to secondary school graduates are in general of two types. For instance, a grant may be made to a deserving student who is in actual need of help in order to go to college at all; or the award may be made on the basis of merit, ability, or achievement with no regard for the financial need of the student. The usual

scholarship of either sort will do no more than pay the amount which the student is required to pay the college in tuition or fees.

C. Summary of Introduction

Section I of this study has shown that the idea of scholarships originated in early European Law and the custom known as exhibitions, and that there is a distinction between free education and scholarships. The few studies that have been made to determine the results of student aid in the form of scholarships, show a decided trend toward an improvement in scholastic standing. These results and the opinion of prominent educators furnish ample justification for the awarding of scholarships.

## II. PROBLEM AND METHOD OF INVESTIGATION

### A. Scope of Thesis

Since the interest of the writer is mainly in scholarships open to high school graduates, the scope of this study is restricted to such scholarships. Of the various kinds of grants to college students including loans, outright gifts, etc., none except outright gifts are included in this investigation.

### B. Importance

During the past few years, because of the effect of economic conditions upon employment and incomes, a great need for financial assistance has developed among students in colleges and universities. Many capable young people are finding it difficult, or even impossible, to continue their education beyond the high school, thereby being unable to properly fit themselves for useful service which will make them self-supporting happy citizens. The question naturally arises, to what extent are we as a people meeting this need.

Smith<sup>8</sup>, in his address before the conference of the National Association of Deans and Advisors of Men held at Ohio State University, said, "Colleges and schools benefited

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<sup>8</sup>G. Herbert Smith, Secretarial Notes of the Fifteenth Annual Conference of the National Association of Deans and Advisors of Men. 1933 p. 45.

in the two years 1912 to 1914 to the extent of \$30,000,000; ten years later 1920 to 1922, \$78,000,000. This figure has further increased during the last ten years. Part of the money thus turned over to education has gone into physical plants and endowments, but approximately \$20,000,000 or 25.6 per cent of the total amount given to education during a particular decade has gone more directly to the aid of individual students in the form of scholarships, fellowships, and loans."

#### C. Literature

A study of the literature in this field of investigation reveals that no identical study has been attempted. The most closely related investigations are; "Scholarships and Fellowships," a United States Department of the Interior Bulletin 1931, No.15, by Ratcliffe; and "Survey of Land-Grant Colleges and Universities," a United States Department of the Interior Bulletin 1930, No. 9, by Klein. Lists of other publications pertaining to the subject will be found in the bibliography.

#### D. Methods Used

In attacking the problem of investigating the scholarships offered by colleges and universities to high school graduates, the first questions to be solved were the problems of how large a territory should the investigation

cover, and should the study include every college in the territory selected or only a fair sampling.

It was necessary to limit in some way the number of schools studied; therefore, after the different possibilities were considered, it was decided to use Indiana and the neighboring states of Illinois, Kentucky, Michigan, Missouri, Ohio, and Wisconsin as a group to receive an intensive study, and to select only representative schools from the remaining states. These representative schools were to include one state school and one other college or university of high standing. The complete list of colleges and universities included in the investigation will be found in the appendix. The sixty-six preceded by astericks are the ones from which usable replies were received. The thirty-seven preceded by two astericks definitely stated that scholarships were not available to high school graduates. This list was compiled from "Colleges and Universities", a United States Department of the Interior Bulletin 1934, No. 1.

The sixty-six usable replies were from twenty-seven different states. Fifteen were from Indiana, nine from Ohio, eight from Michigan, five from Illinois, and the remaining twenty-nine were from twenty-three other states.

The next question to present itself was that of securing information pertaining to scholarships from the selected schools. After an investigation of the literature in the field and an attempt to collect specific data

pertaining to scholarships from a few colleges in the state of Indiana by personal visits to the respective schools and letters addressed to the deans; it became apparent that the questionnaire method would be the most satisfactory. Therefore, a questionnaire was prepared and sent to 202 colleges and universities.

#### E. Questionnaire Responses

##### 1. Replies used in the tabulations of this study.

Questionnaires filled out	47
Letters received in lieu of questionnaire	7
Literature received in lieu of questionnaire	5
Information from other sources	7
Total	66

##### 2. Replies not usable in this study.

No scholarships given to freshmen	33
Freshmen scholarships discontinued	4
Unable to give the desired information	5
Insufficient information given	11
Promised to reply later	4
Information not given out	1
Refused (questionnaire too long)	2
Total	60

One hundred twenty-six returns were received from the 202 questionnaires sent out. Sixty-six responses

stated that scholarships were given to secondary school graduates, and thirty-three replied that no scholarships were granted to incoming freshmen. Two schools refused to answer, stating that the questionnaire was too detailed and complicated and would require more time filling out the replies than they could devote to matters outside their regular duties. The granting of scholarships to freshmen had been discontinued in four colleges, and five schools stated that they were unable to answer. Eleven replies stated that scholarships were given but the information was not sufficient to warrant including them in the study. In four instances, replies were promised at a later date but these answers were never received, and in one case the statement was made that it was against the policy of the college administrators to broadcast such information, but that they were always glad to supply full information to anyone who was interested in building up their endowment funds.

The information from sixty-six schools granting 7,603 scholarships to high school graduates was arranged in tabular and graphical forms. From these tables, graphs, and the writings of other authors upon the subject, the summary and conclusions were formulated.

#### F. Summary of Section II

The foundation for the granting of scholarships by colleges and universities is the need for financial assistance of many worthy students. In this study the

questionnaire method was employed to obtain information pertaining to the scholarships now available to high school graduates.



### III. ANALYSIS OF DATA

#### A. Data From All States Studied

##### 1. Classification of Scholarships According to Donor.

The 7,603 scholarships reported by 66 educational institutions were almost all awarded from funds supplied by four major sources - the state, the college or university, outside organizations including alumni, clubs, religious denominations, industrial companies, and private individuals. The few whose donors did not readily fall into one of the above classifications were grouped under the heading, other sources. This classification of scholarships upon the basis of their donors is shown in Tables I, III, IV, and VII.

The college or university was the donor of 45 per cent of all scholarships while the state gave 34.9 per cent.

##### 2. Sex Distribution of Scholarships. A tabulation was made indicating the number of scholarship grants according to sex and type of donor. The results are presented in Table I.

According to Table I, more scholarships are restricted to men than to women, and 5,991 or approximately 79 per cent are awarded to either men or women.

##### 3. Distribution According to Special Subjects.

Table II shows the number and value of all scholarships given for study in special subjects. The ministerial field, in which 33.5 per cent of all special-subject scholarships are given, claims the largest number of awards.

TABLE I  
SCHOLARSHIPS CLASSIFIED ACCORDING TO  
DONOR AND DIVISION OF AWARDS  
AMONG MEN AND WOMEN

Donor	Men	Women	Either	Total
State	133		2518	2651
College or University	634	285	2501	3420
Outside Organizations	90	44	738	872
Individuals	283	136	234	653
Other sources	6	1		7
Total	1146	466	5991	7603

TABLE II

SCHOLARSHIPS GIVEN FOR STUDY IN SPECIAL  
SUBJECTS CLASSIFIED ACCORDING TO  
FIELD OF STUDY AND VALUE

Name of subject	Annual value										Total
	Less than \$50	\$50 to \$74	\$75 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$249	\$250 to \$299	\$300 to \$399	\$400 to \$499	\$500 or above	
Ministry				3	130						133
Agriculture		26		31	2	12	2	5			78
Teaching	37				18						55
Medicine				50		1					51
Physical Education						20		22			42
Music			4	5		4					13
Home Economics		8		1						2	11
Biology								1	2		3
English						1	1				2
Classics					1				1		2
Swedish Language								1			1

TABLE II (continued)

Journalism					1						1
Mathematics										1	1
Missionary work									1		1
Paint, oil, and varnish chemistry								3			3
Total	37	34	4	90	152	38	3	31	3	5	397

4. Classification According to Value. The scholarships were divided into eleven value ranges. In Table III are shown the numbers within the various value ranges granted by each of the donors. There were more scholarships given at values ranging from \$50 to \$74 than in any other range.

The total number of scholarships given in each annual value range is also shown in graphic form in Figure 1.

5. Years Tenable. A tenure of one year was given for 5,566 of the 7,603 scholarships awarded at the 66 colleges and universities; the tenure for 1,793 was given as four years. Comparatively few were tenable one semester, two years, or three years. Of the 7,603 scholarships, 2,806, or 37 per cent, were renewable. The complete tabulation is shown in Figure 2.

While a scholarship may be available for the same student for more than one semester or one year, its continuance for the period of time specified is contingent upon the ability of the student to do the required work. Many institutions set a definite grade average or number of credit points which the holder must maintain in his studies in order to retain the scholarship.

6. Manner of Payment. A tabulation was made according to type of donor, indicating the procedure used

TABLE III  
 SCHOLARSHIPS CLASSIFIED  
 ACCORDING TO VALUE  
 AND DONOR

Annual value	Donor					Total
	State	Institution	Organizations	Individuals	Other sources	
Less than \$50	181	279	72	62		594
\$50 - \$74	779	1567	25	84		2455
\$75 - \$99	2	320	31	18		371
\$100-\$149	893	754	51	92	1	1791
\$150-\$199	5	164	31	48		248
\$200-\$249	490	151	295	52	6	994
\$250-\$299		56	14	139		209
\$300-\$399	1	112	15	36		164
\$400-\$499	300	9	230	80		619
\$500 or above		8	108	20		136
No definite value				22		22
Total	2651	3420	872	653	7	7603

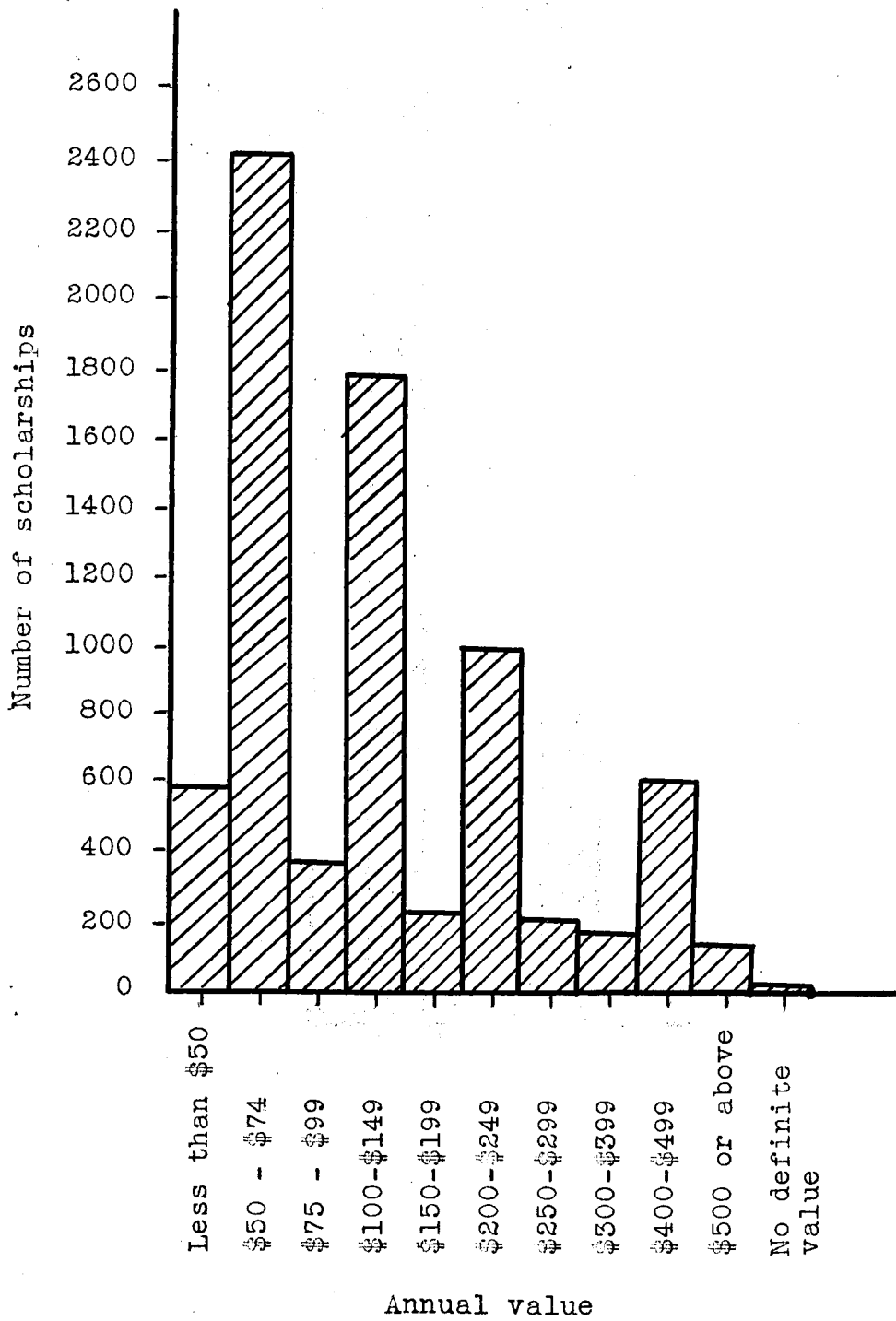
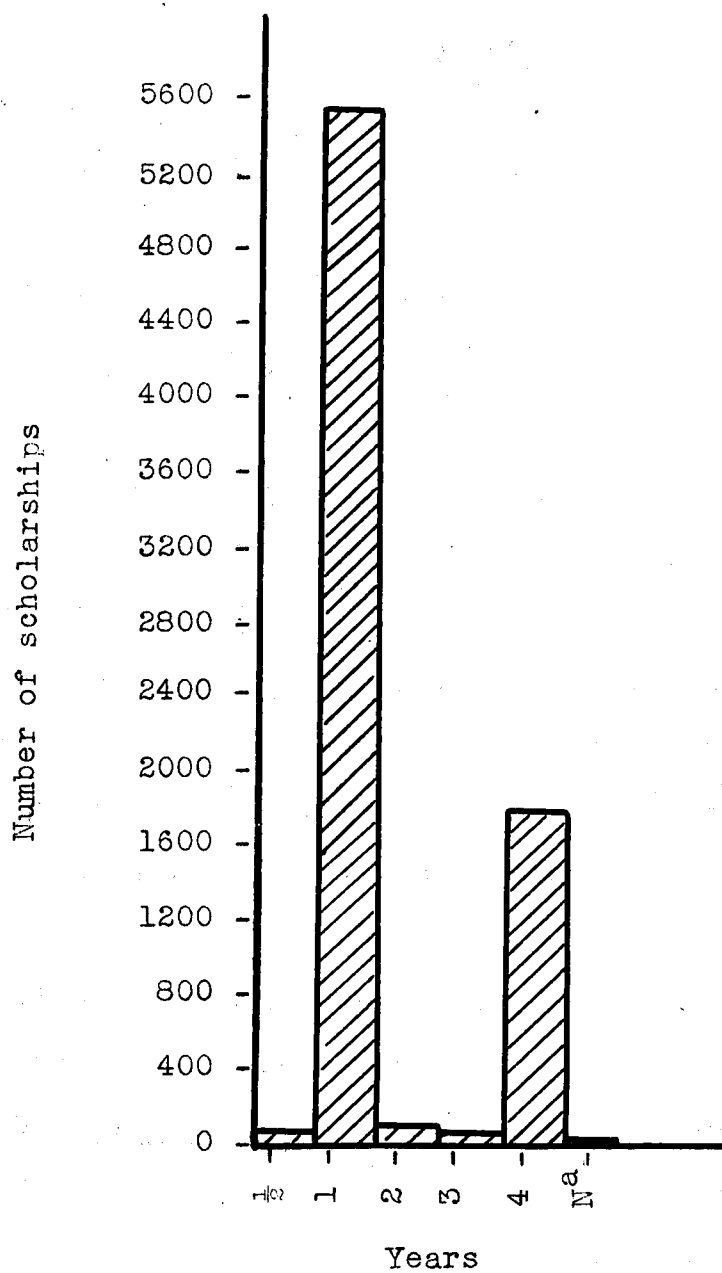


Figure 1. Annual value of 7603 scholarships.



<sup>a</sup>Not given for any definite period of time.

Figure 2. Scholarships classified according to years tenable.



in making the payment to the scholarship holder. The results are presented in Table IV. Of the 7,603 scholarships, 5,864, or 77 per cent, were paid by giving the holder credit on his tuition or fees.

7. Free and Service Scholarships. A tabulation was made indicating the number of free and service scholarships according to the annual value and kind of service required. The results are presented in Table V. Of the 7,603 scholarships studied, only 196, or 2.6 per cent, involved the rendering of service. All of these were less than \$100 in value.

8. Requirements. Fifty-two colleges and universities specified a number of requirements for the scholarships offered by their institutions. These requirements, together with the number of schools that require each, are shown in Figure 3.

It will be noted that almost all of the requirements listed are based on scholarship.

9. Restrictions. Due to the many sources from which funds for scholarships are derived, various restrictions are placed on them. Figure 4 shows a tabulation of these restrictions together with the number of schools reporting each.

Scholarships established by state laws are designed for citizens of the state. The prescription as to locality -

TABLE IV  
 SCHOLARSHIPS CLASSIFIED AS TO  
 MANNER OF PAYMENT  
 AND DONOR

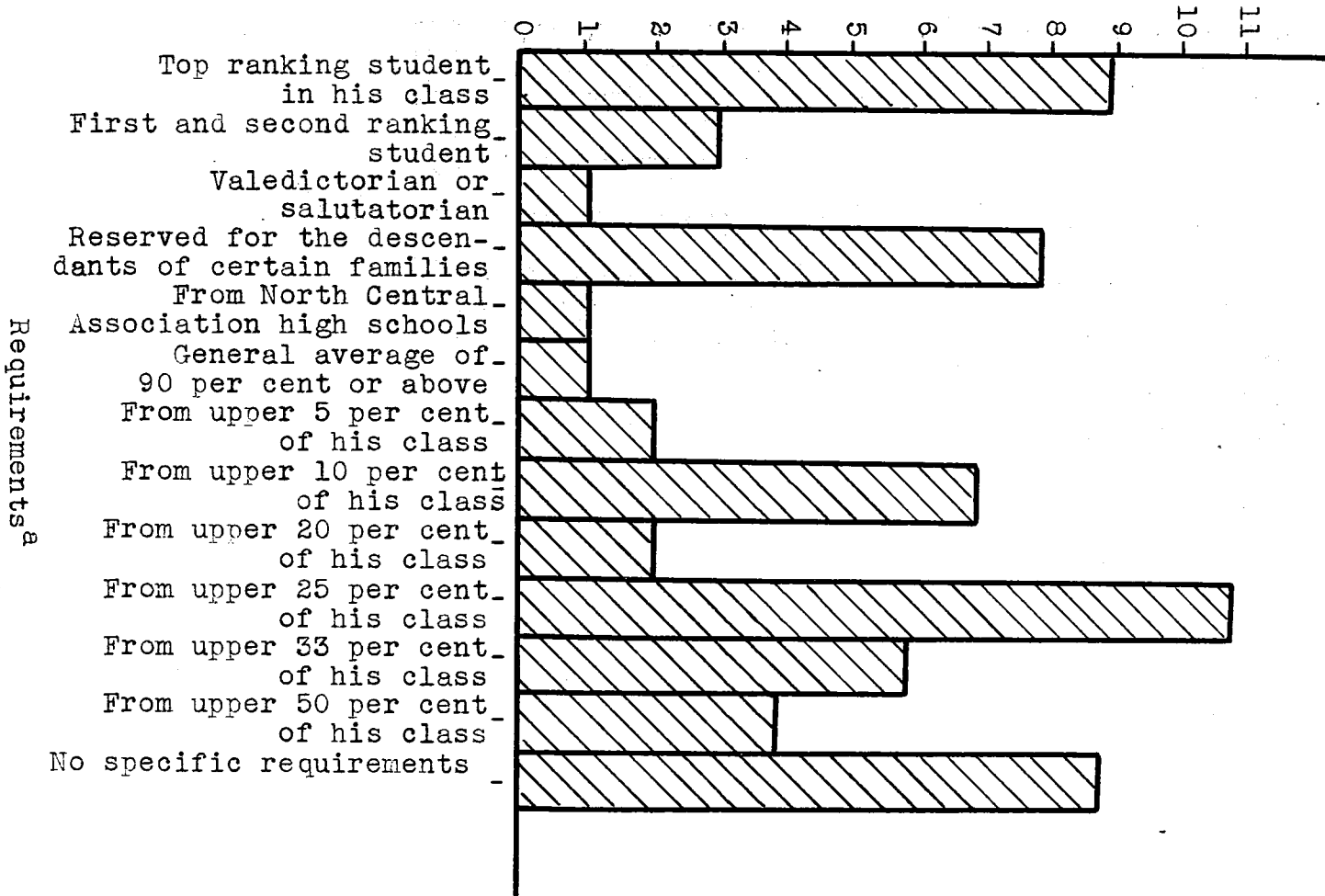
Paid by	Donor					Total
	State	Institution	Organizations	Individuals	Other sources	
Fees	1899	2853	677	428	7	5864
Money	750	361	126	152		1389
Fees and money	2	188	69	73		332
Fees or money		18				18
Total	2651	3420	872	653	7	7603

TABLE V

ANNUAL VALUE OF SCHOLARSHIPS FOR WHICH  
SERVICE WAS REQUIRED, AND THOSE  
FOR WHICH NO SERVICE  
WAS REQUIRED

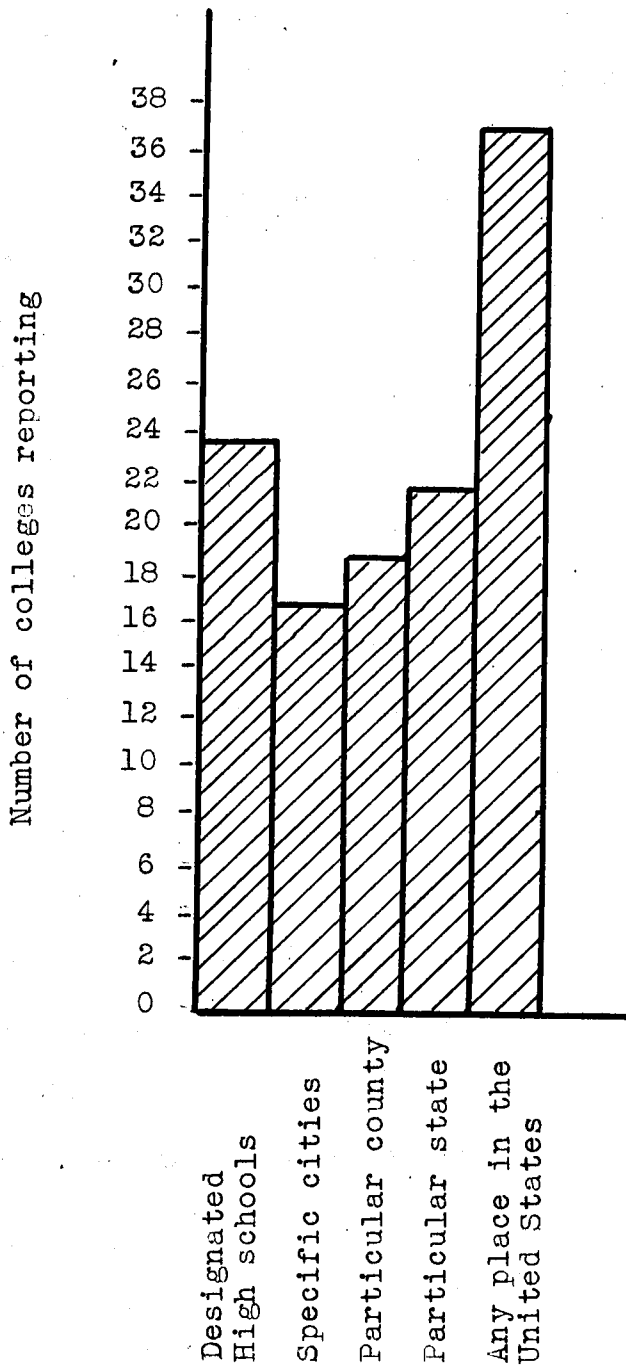
Annual value	Service required				No service required
	Church work	Work on campus	Not specified	Total	
Less than \$50	13			13	581
\$50 - \$74		56	50	106	2349
\$75 - \$99		24	53	77	294
\$100 - \$149					1791
\$150 - \$199					248
\$200 - \$249					994
\$250 - \$299					209
\$300 - \$399					164
\$400 - \$499					619
\$500 or above					136
No definite value					22
Total	13	80	103	196	7407

Number of colleges reporting



<sup>a</sup>A number of schools specified more than one requirement.

Figure 3. Requirements that must be met before a student may secure a scholarship in fifty-two colleges.



Restricted to<sup>a</sup>

<sup>a</sup>Many schools offer scholarships from different sources, therefore some specify more than one restriction.

Figure 4. Restrictions placed on scholarships by fifty-three colleges.

state, county, or city, - or the secondary school from which students will be admitted to certain scholarships, is made frequently by organizations and individual donors.

10. Items Considered in Awarding Scholarships.

Twenty-five different items were listed by the various schools as being considered in making scholarship awards. Some schools listed all items considered in awarding scholarships, while others numbered them in their order of importance. These items were tabulated and the results are shown in Table VI.

High scholastic standing in the secondary school was considered by more schools than any other item.

The 25 items were checked, as being considered by the different schools, a total of 315 times. Three items, high scholastic standing, financial need of student, and character, received 49 per cent of the 315 checks; and 6 items, high scholastic standing, financial need of student, character, evidence of leadership, promise of future usefulness, and personality, 77 per cent of the total number of items considered.

11. Recommenders of Candidates for Scholarships.

A tabulation was made indicating by whom applicants for scholarships in the various colleges and universities were required to be recommended. The results are shown in Figure 5.

TABLE VI  
ITEMS CONSIDERED IN AWARDING  
SCHOLARSHIPS

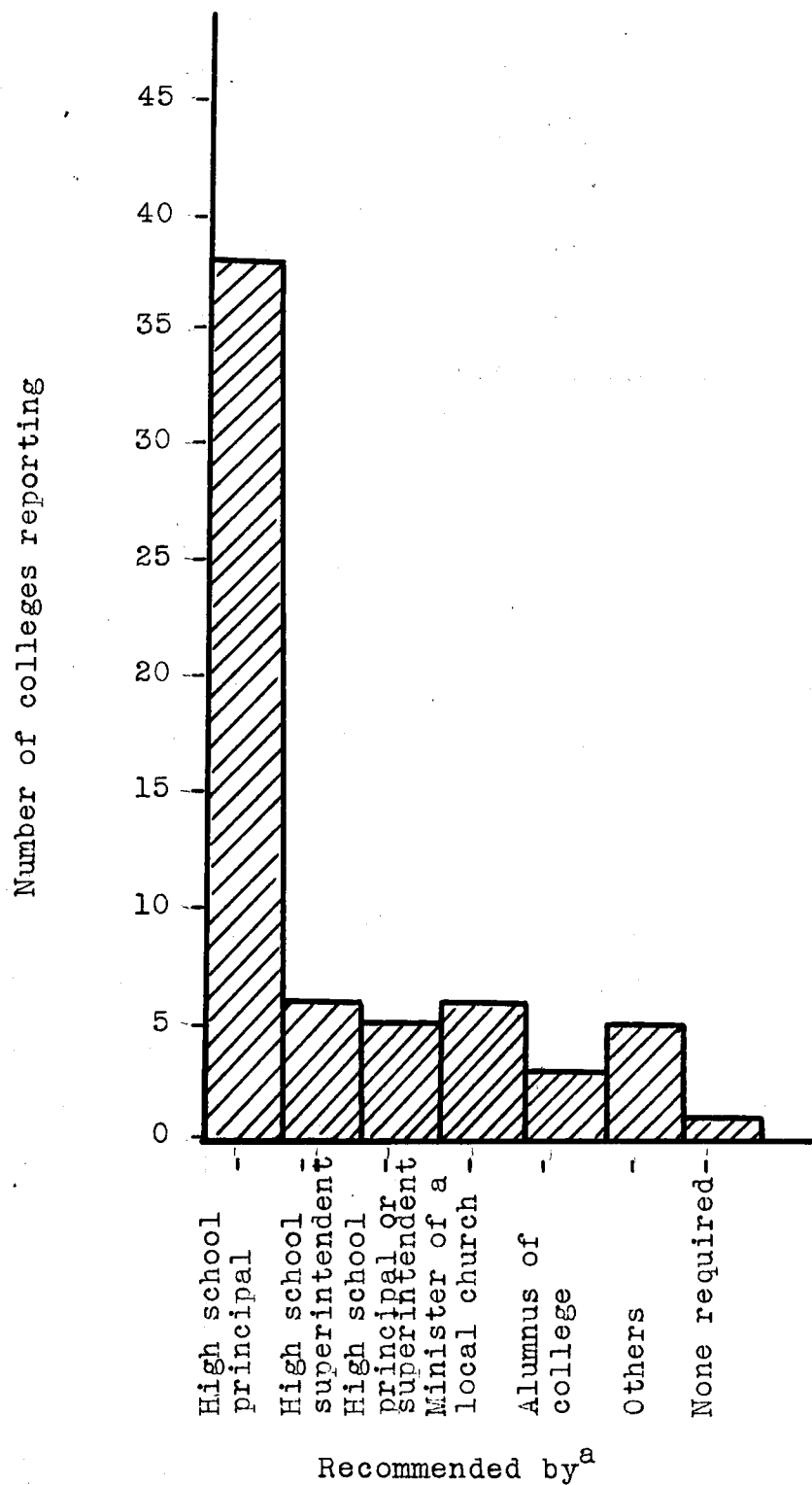
Items	x <sup>a</sup>	Numbered in order of importance														Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
High scholastic standing	37	14	5	2		2											60
Financial need of student	29	5	4	6	4	1											49
Character	26	3	9	5	3												46
Evidence of leadership	19		2	3	5	5		1									35
Promise future usefulness	14		2	4	4	2	1		1								28
Personality	15					3	4	2	1								25
Civic worth	6				1	1		2		2							12
Health	5				1		2				1		1	1			11
Religious attitude	6					1		2	1			1					11
I. Q.	2		1				1		2	1				1			8
Business ability	1								1	1			1				4
Objective tests	4																4
Autobiography	4																4

TABLE VI. (continued)

Good citizenship		3								3
Accomplishment in special field	1	1							1	3
Vocational intention						1	1			2
Acceleration in school						2				2
Industry	1									1
Physical ability	1									1
Family history	1									1
Aptitude	1									1
Conduct	1									1
Initiative	1									1
Participation in school and other activities	1									1
Participation in activities especially athletics	1									1

<sup>a</sup>Did not give a definite rank.





<sup>a</sup>Some schools require recommendations from more than one source.

Figure 5. Recommenders of candidates for scholarships as reported by fifty-one colleges.

It will be noted that requests for a recommendation from the high school principal exceed those from all other sources combined.

12. Selectors of Scholarship Students. The selectors of the recipients of the 7,603 scholarships awarded by the 66 colleges and universities studied are given in Table VII.

The responsibility of selecting 5,098, or 67 per cent of all scholarship students, is vested in a scholarship committee, 12 per cent in the president of the college, and 11.7 per cent in the state commissioner of education.

The recipients of 232 scholarships, or 3 per cent of the entire number, are selected by the high schools to which the scholarships are restricted, and state senators have the privilege of selecting 90, or 1.2 per cent. The responsibility of selecting the remaining 348 scholarship holders is vested in 13 different selectors.

13. Prominence in Extra-curricular Activities. Replies were received from thirty-three colleges relative to the comparative prominence of scholarship students and non-scholarship students in extra-curricular activities. These replies are shown in tabular form in Figure 6.

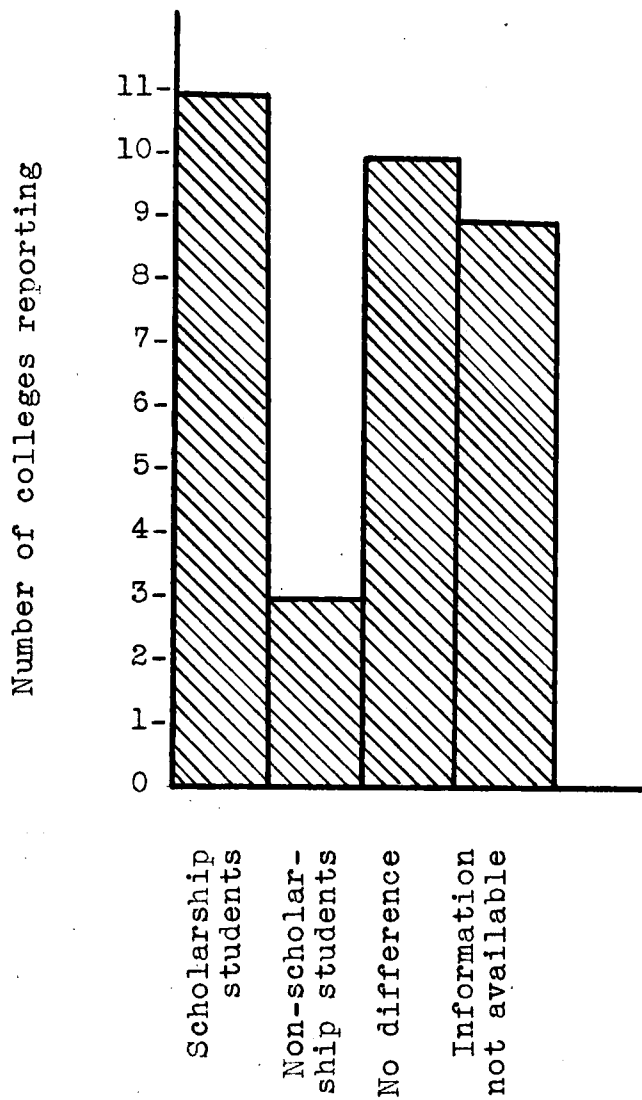
Because of the small number of schools responding, and the fact that 27 per cent of these replied that they did not know, no definite conclusion can be drawn.

TABLE VII  
 SCHOLARSHIPS CLASSIFIED AS TO  
 SELECTOR AND DONOR

Selected by	Donor					Total
	State	Institution	Organizations	Individuals	Other sources	
Scholarship committee	1502	2246	833	510	7	5098
President of college	18	903	2	12		935
State Commissioner of education	900					900
High school	75	149	4	4		232
Donor				79		79
State senator	90					90
Vice-president of college		50				50
County Supt. with approval of State senator	29	21				50
Dean of university		34		4		38
Finance committee		12	2	6		20
Church			17			17
Church organization			8	10		18
College faculty		1	4	13		18
County commissioners				10		10

TABLE VII (continued)

State Board of agriculture			2			2
Music committee		4				4
High School superintendent				5		5
State superintendent	37					37
Total	2651	3420	872	653	7	7603



The more prominent in  
extra-curricular activities

Figure 6. Classification of students according to their prominence in extra-curricular activities as reported by thirty-three colleges.

14. Per Cent Losing Scholarships Each Year. An inquiry was made as to the per cent of scholarship students who fail to retain their scholarships each year. Thirty-three schools responded and the results are presented in Figure 7. This figure shows an exceptionally wide range in the per cent of scholarship students who lose their scholarships each year. It also shows that nine schools, or 27 per cent of the total number, reported no loss; but 12 schools, or 36 per cent, reported losses ranging from 10 to 40 per cent of scholarships.

#### B. Data From Indiana Colleges and Universities

To make the study more applicable to Indiana, the home of the writer, certain portions of the data collected from the colleges and universities of Indiana were classified and tabulated as a unit.

##### 1. Classification of Scholarships According to Donor.

In the study of the data from the Indiana colleges and universities, 1,806 scholarships were listed by the 15 schools reporting. These were tabulated, by schools, according to type of donor. The results are presented in Table VIII. In an attempt to determine a student's chance of securing a scholarship at a particular college, such factors as requirements, total enrollment, and territory from which the school draws its students must be considered along with the number

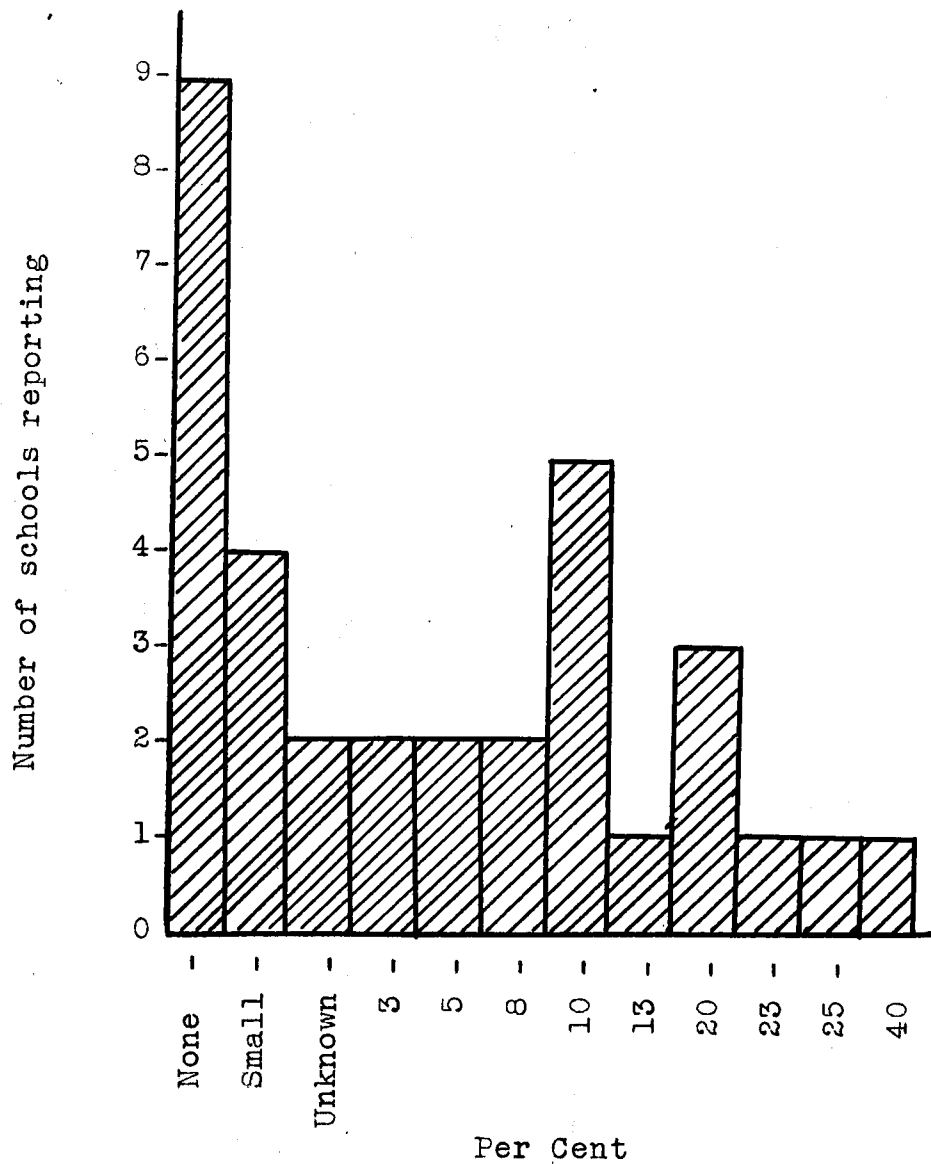


Figure 7. The per cent of scholarship students who lose their scholarships each year in thirty-three colleges.

TABLE VIII  
 SCHOLARSHIPS FROM INDIANA SCHOOLS  
 CLASSIFIED ACCORDING TO DONOR

Indiana Institutions	State	Institution	Organizations	Individuals	Total
Ball State Teachers College	184		5		189
Butler University		30			30
Central Normal College		644			644
DePauw University				114	114
Earlham College		14	1	8	23
Goshen College		40			40
Indiana State Teachers College	184		1	23	208
Indiana University	184	4	13	1	202
Normal College A. G. U.		20	22		42
Oakland City College		12	2	6	20
Purdue University	184	33	7	15	239
Rose Polytechnic Institute			5	9	14



TABLE VIII (continued)

University of Notre Dame			8	12	20
Valparáiso University			7	10	17
Wabash College				4	4
Total	736	797	71	202	1806

of scholarships given.

2. Classification According to Value. The 1,806 scholarships offered by Indiana colleges and universities were divided into eleven value ranges. Table IX shows the number within the various value ranges by schools. Seventy-six per cent of all scholarships given carry annual values ranging from \$50.00 to \$74.00.

A comparison of Tables III and IX shows that only 9 per cent of Indiana scholarships are above \$150.00 as compared with 31 per cent for the entire group of colleges.

Table IX also shows that 1,732, or 96 per cent of the 1,806 scholarships awarded at Indiana colleges and universities, are paid by allowing credit on tuition or fees. Since the tuition and fees charged by all schools are not the same, and some are state supported and therefore charge no tuition, the true measure of student aid must include such factors as tuition, fees, and value of scholarships as well as the total number given by the college or university.

3. Years Tenable. No definite period of tenure was given for 22 of the 1,806 scholarships awarded at the 15 Indiana institutions; the tenure for 1,598 of them was given as one year, and that for 144 was given as four years. Forty-two were tenable three years and none for two years.

Of the total number of scholarships, only forty-six were renewable. A complete tabulation of these data will be

TABLE IX

ANNUAL VALUE OF SCHOLARSHIPS AWARDED  
AT INDIANA COLLEGES AND  
UNIVERSITIES

Indiana Institutions	Number paid in money	Credit on tuition or fees	Number valued at											Total	
			Less than \$50	\$50 to \$74	\$75 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$249	\$250 to \$299	\$300 to \$399	\$400 to \$500	Above \$500	No definite value		
Ball State Teachers College		189	1	188											189
Butler University		30				30									30
Central Normal College		644		552		92									644
DePauw University	14	100						14	100						114
Earlham College		23			2		1	14				4	2		23
Goshen College		40		25	2	10	3								40
Indiana State Teachers College	24	184		207	1										208

TABLE IX (continued)

Indiana University		202	13	185	4									202
Normal College A. G. U.		42			22	20								42
Oakland City College		20				20								20
Purdue University	5	234	12	223		3	1							239
Rose Polytechnic Institute	14						9			5				14
University of Notre Dame		20								2	1	7	10	20
Valparaiso University	17					5	1	1					10	17
Wabash College		4					4							4
Total	74	1732	26	1380	31	180	19	29	100	7	1	11	22	1806

found in Table X.

4. Sex Distribution. A tabulation was made indicating the number of scholarship grants by sex and by schools. The results are presented in Table X.

Table X shows many more scholarships awarded to men than to women, while 1,633, or 90 per cent of all scholarships, were awarded to either men or women.

5. Restrictions. A tabulation was made, by schools, indicating the restrictions placed on the granting of scholarships at the fifteen Indiana colleges and universities. The results are presented in Table XI.

Table XI shows that almost one-half of the 1,806 scholarships were restricted; and, of these, 787, or 88 per cent, were restricted to counties.

6. Distribution According to Special Subjects. The highest ranking subject fields were physical education, with forty-two awards, and agriculture, with twenty-eight awards.

A list of all scholarships given for study in special subjects at Indiana colleges and universities is given in Table XII.

7. Method of Selection. According to Table XIII, forty-one scholarships are awarded on the basis of special accomplishments, and thirty-six on the results of competitive examinations. In the remaining 1,052 cases, the high school records of the students are considered. Table XIII also

TABLE X

SCHOLARSHIPS CLASSIFIED ACCORDING TO NUMBER,  
TENURE, AND DIVISION AMONG MEN AND  
WOMEN AT INDIANA SCHOOLS

Indiana Institutions	Num- ber	Number renew- able	Years tenable					Number awarded to			
			One	Two	Three	Four	Not desig- nated	Men	Women	Either	Total
Ball State Teachers College	189 <sup>b</sup>		188			1			2	187	189
Butler University	30		30							30	30
Central Nor- mal College	644		644							644	644
DePauw University	114		14			100		105	5	4	114
Earlham College	23 <sup>a</sup>	16	17				6			23	23
Goshen College	40		40							40	40
Indiana State Teachers College	208		208							208	208

TABLE X (continued)

Indiana University	202 <sup>b</sup>		202					2	200	202
Normal College A. G. U.	42			42					42	42
Oakland City College	20	20	20						20	20
Purdue University	239 <sup>d</sup>	10	204		35		32	9	198	239
Rose Polytechnic Institute	14		14				14			14
University of Notre Dame	20				4	16			20	20
Valparaiso University	17 <sup>c</sup>		17		4		4		17	17
Wabash College	4									4
Total	1806	46	1598	42	144	22	155	18	1633	1806

<sup>a</sup>Additional scholarships depending on the income from existing funds and individual donations.

<sup>b</sup>Other scholarships are available to World War veterans, or their direct descendants.

<sup>c</sup>Additional scholarships in varying amounts authorized annually by board of directors of the college.

<sup>d</sup>In addition a number of "special merit" scholarships are given each year.

TABLE XI

RESTRICTIONS ON SCHOLARSHIPS AWARDED  
AT FIFTEEN INDIANA COLLEGES  
AND UNIVERSITIES

Institutions	Re- strict- ed	Unre- strict- ed	Restricted to					Total	
			Certain high schools	Cities	Town- ships	Coun- ties	States		Others
Ball State Teachers College	189		4			185			189
Butler University		30							
Central Nor- mal College		644							
Depauw University		114							
Earlham College	20	3	15		1	2	1	1	20
Goshen College		40							
Indiana State Teachers College	208			1		207			208



TABLE XI (continued)

Indiana University	202					185	17		202
Normal College A. G. U.		42							
Oakland City College		20							
Purdue University	239					196	43		239
Rose Polytechnic Institute	14		4	3		5	2		14
University of Notre Dame	15	5	4	5			6		15
Valparaiso University	7	10				7			7
Wabash College		4							
Total	894	912	27	9	1	787	69	1	894

TABLE XII

SCHOLARSHIPS CLASSIFIED ACCORDING TO  
NUMBER GIVEN FOR STUDY IN SPECIAL  
SUBJECTS AT INDIANA SCHOOLS

Indiana Institutions	Number available	Value of each	Name of subject
Central Normal College	5	\$100.00	Music
DePauw University	4	\$200.00	Music
Indiana University	4	\$90.00	Music
Normal College	22	\$240.00	Physical Ed.
A. G. U.	20	\$300.00	Physical Ed.
	1	\$50.00	Home Ec.
	7	\$60.00	Home Ec.
Purdue University	1	\$100.00	Home Ec.
	26	\$60.00	Agriculture
	1	\$110.00	Agriculture
	1	\$160.00	Agriculture
Total	92	\$1470.00	

TABLE XIII

SCHOLARSHIPS AT INDIANA SCHOOLS CLASSIFIED  
ACCORDING TO METHODS OF SELECTION  
AND RECOMMENDORS

Indiana Institutions	Compar- ison of high school records	Compet- itive exam- ination	Special Accom- plish- ment	Recommended by			Others
				High school princi- pal	Physical education depart- ment	Min- ister	
Ball State Teachers College	189			189			
Butler University	30						30
Central Nor- mal College				644		644	
DePauw University	114	14		114			
Earlham College	23						23
Goshen College	40			40			40
Indiana State Teachers College	208			208			

TABLE XIII(continued)

Indiana University	201	1		201			
Normal College A. G. U.				42	42		
Oakland City College	20						
Purdue University	196		41	184			14
Rose Polytechnic Institute	14			14			
University of Notre Dame							20
Valparaiso University	17	17					
Wabash College		4		4			4
<b>Total</b>	<b>1052</b>	<b>36</b>	<b>41</b>	<b>1640</b>	<b>42</b>	<b><u>644</u></b>	<b>131</b>

The trustees have authorized the award each year of an indefinite number of special merit scholarships.

shows that applicants for 1,640 of the 1,806 scholarships must be recommended by their high school principal.

A tabulation of recommendors, by schools, is shown in Table XIII.

#### IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this investigation, questionnaires were sent to 202 colleges and universities and 126 replies were received, 66 of which were used in the tabulations of the study. Of the sixty replies not usable, thirty-seven stated that scholarships were not given to freshmen\* and the remaining twenty-three either failed to cooperate by forwarding the desired information or did not give sufficient data to be usable.

An analysis of data concerning 7,603 scholarships awarded by 66 higher educational institutions revealed the following outstanding facts:

1. Colleges and universities are donors of 45 per cent of scholarships, and states are donors of 34.9 per cent.
2. Approximately 79 per cent are awarded to either men or women.
3. The per cent of the scholarships having a value under \$75.00 is 40.1, that for scholarships from \$75.00 to \$149.00 is 28.4, and for those from \$150.00 up is 31.5.
4. Seventy-three per cent of scholarships are tenable for one year, and 37 per cent are renewable.
5. Seventy-seven per cent were paid by credit on tuition or fees, and 2.6 per cent required rendering service.
6. On the basis of frequency of mention of various

\*For list of schools see Appendix A.

items considered in awarding scholarships, high scholastic standing, financial need, character, leadership, personality, and promise of future usefulness comprise 77 per cent of the items considered. High scholarship was considered more frequently than any other item.

7. Recommendations from high school principals exceed those of all other individuals combined.

8. Selections are made by a committee in case of 67 per cent of scholarships, by the college president in 12 per cent, and the state commissioner of education in 11.7 per cent.

9. Twelve of thirty-three schools report that scholarships are lost by ten to forty per cent of holders.

An analysis of data concerning 1,806 scholarships awarded by 15 colleges in Indiana revealed the following facts:

1. Seventy-six per cent of all scholarships range in value from \$50.00 to \$74.00. Only nine per cent are above \$150.00 in value as compared with 31 per cent of those of the entire group of colleges.

2. Ninety-six per cent are paid by credit on fees or tuition.

3. Eighty-eight per cent are tenable for one year, and only 2.5 per cent are renewable.

4. Eighty-eight per cent are restricted to counties:

After considering the information gained during this study, the writer wishes to suggest that colleges and universities seriously consider ways of increasing the number of scholarships available to secondary school graduates. He further suggests that such scholarships be awarded only to students of outstanding ability and character by a competent scholarship committee, whose actions are regulated by various restrictions, requirements, and recommendations.

The study reveals that the per cent of Indiana scholarships in the low value range, tenable only one year, and paid by allowing credit on tuition or fees, exceeds the per cent for these items in the total number of scholarships studied from the various states. Therefore, the writer wishes to recommend that Indiana colleges and universities endeavor to establish ways to lengthen the tenure, to increase the value of existing scholarships, and to arrange for payments other than allowing credit on tuition or fees.



V. APPENDIX

A. List of Schools to Which Questionnaire Was Sent

Alabama	
Athens College University of Alabama	Athens University
Arizona	
University of Arizona	Tucson
Arkansas	
College of the Ozarks University of Arkansas	Clarksville Fayetteville
California	
*Leland Stanford University	Stanford University
*University of California	Berkeley
*University of Southern California	Los Angeles
Colorado	
University of Colorado University of Denver	Boulder Denver
Connecticut	
Wesleyan University *Yale University	Middletown New Haven
Delaware	
University of Delaware	Newark
District of Columbia	
American University	Washington
Florida	
Florida State College for Women University of Florida	Tallahassee Gainesville

## Georgia

Brenau College  
University of Georgia

Gainesville  
Athens

## Hawaii

\*\*University of Hawaii

Honolulu

## Idaho

\*\*University of Idaho

Moscow

## Illinois

Bradley Polytechnic Institute  
\*Carthage College  
DePaul University  
Elmhurst College  
\*Eureka College  
Greenville College  
Illinois College  
\*Illinois Wesleyan College  
James Millikan University  
Knox College  
Lake Forest College  
\*Lincoln College  
Loyola College  
North Central College  
Northwestern University  
Rockford College  
\*University of Chicago  
University of Illinois  
\*\*Wheaton College

Peoria  
Carthage  
Chicago  
Elmhurst  
Eureka  
Greenville  
Jacksonville  
Bloomington  
Decatur  
Galesburg  
Lake Forest  
Lincoln  
Chicago  
Naperville  
Evanston  
Rockford  
Chicago  
Urbana  
Wheaton

## Indiana

\*Central Normal College  
\*DePauw University  
\*Earlham College  
\*\*Evansville College  
\*Goshen College  
Hanover College  
Indiana Central College  
Indiana University  
\*\*Manchester College  
\*Normal College of the American  
Gymnastic Union  
\*Oakland City College  
Purdue University  
Rose Polytechnic Institute  
\*University of Notre Dame  
Wabash College

Danville  
Greencastle  
Earlham  
Evansville  
Goshen  
Hanover  
Indianapolis  
Bloomington  
North Manchester  
  
Indianapolis  
Oakland City  
LaFayette  
Terre Haute  
Notre Dame  
Crawfordsville

## Iowa

**Iowa State College	Ames
State University of Iowa	Iowa City

## Kansas

**Kansas State Agricultural College	Manhattan
**University of Kansas	Lawrence

## Kentucky

**Asbury College	Wilmore
**Berea College	Berea
Bowling Green College of Commerce	Bowling Green
Centre College	Danville
Eastern Kentucky State Teachers College	Richmond
Georgetown College	Georgetown
Kentucky Wesleyan College	Winchester
Morehead State Teachers College	Morehead
Murray State Teachers College	Murray
Transylvania College	Lexington
**University of Kentucky	Lexington
*University of Louisville	Louisville
**Western Kentucky State Teachers College	Bowling Green

## Louisiana

*New Orleans University	New Orleans
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## Maine

Bowdoin College	Brunswick
*University of Maine	Orono

## Maryland

*Blue Ridge College	New Windsor
University of Maryland	College Park

## Massachusetts

**Boston University	Boston
Harvard University	Cambridge

## Michigan

*Adrian College	Adrian
*Albion College	Albion
**Alma College	Alma
Battle Creek College	Battle Creek
*Calvin College	Grand Rapids
*Hillsdale College	Hillsdale
*Hope College	Holland
*Kalamazoo College	Kalamazoo
Marygrove College	Detroit
Michigan State College	Lansing
**Michigan State Normal College	Ypsilanti
**Michigan State Teachers College	Marquette
Olivet College	Olivet
University of Detroit	Detroit
*University of Michigan	Ann Arbor
*Wayne University	Detroit
Western State Teachers College	Kalamazoo

## Minnesota

*Carlton College	Northfield
University of Minnesota	Minneapolis

## Mississippi

*Millsaps College	Jackson
University of Mississippi	University

## Missouri

Central College	Fayette
Central Missouri State Teachers College	Warrensburg
*Drury College	Springfield
**Harris Teachers College	St. Louis
Lincoln University	Jefferson City
Lindenwood College	St. Charles
Missouri Valley College	Marshall
**Northwestern Missouri State Teachers College	Maryville
*Park College	Parkville
**School of Mines	Rolla
*Southwestern Missouri State Teachers College	Springfield
St. Louis University	St. Louis
**Teachers College	Kansas City
University of Missouri	Columbia

## Missouri (continued)

Washington University	St. Louis
Westminster College	Fulton
William Jewell College	Liberty

## Montana

**State University of Montana	Missoula
Montana State College of Agriculture and Mechanic Arts	Bozeman

## Nebraska

*Doane College	Crete
University of Nebraska	Lincoln

## Nevada

**University of Nevada	Reno
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## New Hampshire

*University of New Hampshire	Durham
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## New Jersey

Princeton University	Princeton
*Rutgers University	New Brunswick

## New Mexico

**New Mexico College of Agriculture and Mechanic Arts	State College
**University of New Mexico	Albuquerque

## New York

Columbia University	New York
*Cornell University	Ithaca

## North Carolina

**North Carolina College of Agriculture and Engineering	Raleigh
*University of North Carolina	Chapel Hill

## North Dakota

**University of North Dakota	University
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## Ohio

*Ashland College	Ashland
Bluffton College	Bluffton
**Bowling Green State College	Bowling Green
*Capitol University	Columbus
*Cedarville College	Cedarville
Defiance College	Defiance
*Denison University	Granville
Findlay College	Findlay
Heidelberg College	Tiffin
*Hiram College	Hiram
John Carroll University	Cleveland
*Kent State College	Kent
Lake Erie College	Painesville
Marietta College	Marietta
Miami University	Oxford
*Muskingum College	New Concord
Oberlin College	Oberlin
*Ohio Northern University	Ada
*Ohio State University	Columbus
Ohio University	Athens
*Ohio Wesleyan University	Delaware
Otterbein College	Westerville
University of Cincinnati	Cincinnati
University of Toledo	Toledo
Ursuline College	Cleveland
Western Reserve University	Cleveland
Wilberforce University	Wilberforce
Wilmington College	Wilmington
Wittenberg College	Springfield
Wooster College	Wooster
Youngstown College	Youngstown

## Oklahoma

Oklahoma City University	Oklahoma City
**University of Oklahoma	Norman

## Oregon

*Reed College	Portland
University of Oregon	Eugene

## Pennsylvania

*University of Pennsylvania	Philadelphia
University of Pittsburgh	Pittsburg

## Rhode Island

*Brown University	Providence
**Rhode Island State College	Kingston

## South Carolina

*The Citadel, Military School of South Carolina	Charleston
*University of South Carolina	Columbia

## South Dakota

**South Dakota State College	Brookings
**University of South Dakota	Vermillion

## Tennessee

University of the South	Sewanee
University of Tennessee	Knoxville

## Texas

Southern Methodist University	Dallas
*University of Texas	Austin

## Utah

*University of Utah	Salt Lake City
*Utah State Agricultural College	Logan

## Vermont

*University of Vermont	Burlington
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## Virginia

*Sweet Briar College	Sweet Briar
University of Virginia	Charlottesville

## Washington

*State College of Washington	Pullman
**University of Washington	Seattle

## West Virginia

University of West Virginia	Morgantown
West Virginia Wesleyan College	Buckhannon

## Wisconsin

Beloit College	Beloit
**Carroll College	Waukesha
Lawrence College	Appleton
Marquette University	Milwaukee
Milton College	Milton
Milwaukee-Downer College	Milwaukee
**Mission Home College	Plymouth
Northland College	Ashland
Northwestern College	Watertown
Ripon College	Ripon
State Teachers College	Eau Claire
**State Teachers College	Oshkosh
State Teachers College	Superior
**Stout Institute	Menomonie

## Wyoming

University of Wyoming	Laramie
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Information was available from letters, pamphlets,  
and catalogs from the following Indiana schools.

*Ball State Teachers College	Muncie
*Butler University	Indianapolis
*Indiana State Teachers College	Terre Haute
*Indiana University	Bloomington
*Rose Polytechnic Institute	Terre Haute
*Wabash College	Crawfordsville
*Valparaiso University	Valparaiso

\*Scholarships available to high school graduates.

\*\*No scholarships given to high school graduates.



## B. Letters

Roachdale, Indiana  
July 6, 1934

My dear Mr. Registrar:

A questionnaire on scholarships for high school graduates is enclosed. I shall appreciate your cooperation in securing the desired information from the official or officials in your college who have such matters in charge.

I should like very much to have your reply not later than July 25. I shall be glad to send a summary of my completed study to you if you so request.

For your convenience a stamped self-addressed envelope is enclosed.

Very truly yours,

W. F. Summerville

# Indiana State Teachers College


Terre Haute, Indiana

July 6, 1934

My dear Mr. Registrar:

Mr. William F. Summerville is conducting a study of the status of scholarships available in the colleges of Indiana and the surrounding states. This study is being made under the guidance of a committee of our faculty. I should like to recommend your serious consideration of the questionnaire which Mr. Summerville has inclosed herewith and to assure you of our appreciation of your cooperation in this study.

Very truly yours,

  
J. W. Jones  
Dean

J-B

QUESTIONNAIRE

I. Do you award scholarships to high school graduates? \_\_\_\_\_

	Donor				
	State	Your Institution	Organi- zations (1)	Individ- uals	Other Sources
No. available to: men only,					
women only,					
both. (1933-34)					
No. awarded to: men only,					
women only,					
both. (1933-34)					
Period covered by each. (2)					
Are scholarships renewable?					
Are scholarships paid in money, or otherwise? (3)					
Who makes final selection of the ones to receive each scholarship?					
Total number of scholarship stu- dents on campus. (1933-34)					
Number valued at:					
Less than \$49					
\$50 - \$74					
\$75 - \$99					
\$100-\$149					
\$150-\$199					
\$200-\$249					
\$250-\$299					
\$300-\$399					
\$400-\$499					
Above \$500					

(1) Include: alumni, clubs, patriotic societies, industrial concerns, etc.

(2) Answer: one semester, 1 yr., 2 yrs., 3 yrs., 4 yrs., not designated.

(3) Answer: cash, fees, or whatever term covers the procedure.

II.

A. List below the scholarship grants that carry no obligation of service.

Number	Value of Each	Donor

B. List below the scholarship grants that carry obligations of service.

Kind of Service	Number Awarded	Value of Each	Donor

C. Are scholarships given for study in certain special subjects? \_\_\_\_\_ If so, list them.

Name of Subject	Number Awarded	Value of Each	Donor

III.

A. Scholarship students are selected by:

1. Subjecting all applicants to a competitive examination.  
\_\_\_\_\_
2. Comparison of their high school records. \_\_\_\_\_

B. List other methods employed:

IV. Check the following requirements that must be met before a student can secure one of your scholarships:

- A. Must be the top ranking student in his class.
- B. Must come from the upper \_\_\_\_\_ of his class. (4)
- C. Must be recommended by:
  - 1. High school principal
  - 2. High school superintendent
  - 3. Minister of a local church
  - 4. Alumnus of your school
- D. Must come from certain designated high schools.  
Name the high schools.
- E. Must come from certain specific cities.  
Name the cities.
- F. Must come from a particular county.  
Name the county.
- G. Must come from a particular state.  
Name the state.
- H. May come from any place in the United States.
- I. Reserved for the descendents of certain families.

V. May non-scholarship students receive a scholarship after completing their freshmen year? \_\_\_\_\_ If so, upon what basis?

VI.

- A. One year scholarship may be renewed by:
  - 1. Making an average grade of \_\_\_\_\_.
  - 2. Making no grade below \_\_\_\_\_.
  - 3. Making \_\_\_\_\_ credit points. (State the number.)
  - 4. Making \_\_\_\_\_ grade points. (State the number.)
- B. Give the basis for granting credit or grade points:
- C. List other requirements:

(4) Answer:  $\frac{1}{4}$ , 10%, 5%, or whatever term covers the procedure.

VII. What grading system is used by your college?

VIII. Check each of the following items that you consider in awarding scholarships. Number them in order of importance.

High scholastic standing  
 Evidence of leadership  
 Character  
 Financial need of student  
 Accomplishment in some special field. (Name the field.)  
 Health  
 Religious attitude  
 Civic worth  
 Business ability  
 Promise of future usefulness  
 I.Q.  
 Acceleration in school  
 Vocational intention of the student  
 Personality

IX. In general, are scholarship students or non-scholarship students the more prominent in extra-curricular activities in proportion to their number? \_\_\_\_\_

X. What per cent of your scholarship students lose their scholarships each year? \_\_\_\_\_

XI. What was the total undergraduate enrollment for the year 1933-34 (not counting extension and evening classes)? \_\_\_\_\_

XII. Are you contemplating any revision or extension of your scholarship system? \_\_\_\_\_ If so, please explain as definitely as possible.

Name of school \_\_\_\_\_

Location \_\_\_\_\_

Your name \_\_\_\_\_ Position \_\_\_\_\_

Note: If you have any printed material pertaining to your scholarships I would appreciate your sending it.

## D. Questionnaire Responses

Questionnaires sent out		202
Questionnaires answered	119	
Information from other sources	7	
Total replies considered	<hr/>	126

## Replies received that give scholarships

## Questionnaires filled out

Indiana colleges	3	
Outside of Indiana	44	
Total	<hr/>	47

## Letters received in lieu of questionnaire

Outside of Indiana	7	
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## Literature received in lieu of questionnaire

Indiana colleges	5	
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## Information from other sources

Indiana colleges	7	
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Total	<hr/>	66
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## Replies received that give no scholarships

## Questionnaires filled out

Indiana colleges	2
Outside of Indiana	31

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Total	33
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## Promised reply later but did not

Outside of Indiana	4
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## Information not given out

Outside of Indiana	1
--------------------	---

## Information insufficient

Indiana colleges	5
Outside of Indiana	6

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Total	11
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## Refused (questionnaire too long)

Outside of Indiana	2
--------------------	---

## Freshmen scholarships discontinued

Outside of Indiana	4
--------------------	---

## Unable to answer

Outside of Indiana	5
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Total	60
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