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# A study of the state teachers' scholarship program in Virginia

Nora Jones Culpeper

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A STUDY OF THE STATE TEACHERS' SCHOLARSHIP PROGRAM  
IN VIRGINIA

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A Thesis  
Presented to  
the Graduate faculty of the  
University of Richmond

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

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by  
Nora Jones Culpeper  
August 1958

## APPROVAL SHEET

The undersigned, appointed by the Chairman of the Department of Education of the University of Richmond, have examined this thesis by

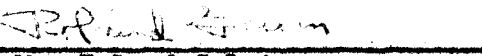
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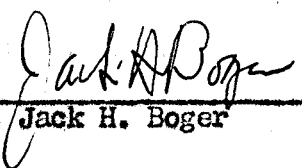
candidate for the degree Master of Science in Education, and hereby certify their approval of its acceptance.

  
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Date: July 29, 1958

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## CHAPTER I

### INTRODUCTION TO THE STUDY

A State Teachers' Scholarship Program was inaugurated in Virginia in 1947. The program, based on appropriations made by the General Assembly of Virginia for each biennium, has been in continuous operation for eleven years. It provides financial assistance in the form of scholarship grants for in-service teachers and for individuals who are preparing to enter the teaching profession.

#### A. NEED FOR THE STUDY

The State Teachers' Scholarship Program, designed to foster the cause of education in Virginia, should be appraised in terms of its effectiveness. It is a recognized fact that any service which has been in operation for a period of time should be evaluated or checked in some way. It is also true that continuous records should be kept on all programs which evolve from need and develop through use.

At the time of this study, no record had been compiled of the complete development of the history of the State Teachers' Scholarship Program, and no systematic study or evaluation had been made of its over-all contribution to education. The study was undertaken to remedy this situation.

## B. PURPOSE OF THE STUDY

The study was undertaken with two definite objectives:

1. To trace the history and development of the State Teachers' Scholarship Program.
2. To determine the relationship of the program to the supply of qualified teachers in the public schools of Virginia.

## C. SCOPE OF THE STUDY

The research covered the eleven-year period of operation of the State Teachers' Scholarship Program, beginning with the summer school scholarships of 1947 and continuing through the 1957-58 regular term scholarships whenever information was available. In every instance, this included ten years of operation for both the regular term and the summer school programs; however, in a few cases the totals of the eleventh or current year were not available and could not be shown. The study also included the events of the year 1946, which led to the beginning of the scholarship plan.

## D. PROCEDURES USED IN THE STUDY

Since no previous studies on the Virginia scholarship program were available, the investigation was based entirely on facts gathered from State records and from the individuals involved in the inception and administration of the program.

The records at the State Department of Education were brought together and analyzed. The minutes of the meetings of the State Board of Education were reviewed and the records of the General Assembly were examined. Personal interviews were obtained with the State leaders who were responsible for the program.

Chapters I, II, and III deal with the introduction and history of the program and the development of the policies and regulations for the program. Chapter IV shows the operation of the program and Chapter V contains the thinking of the author and reflects in no way any conclusions or suggestions on the part of the State Superintendent of Public Instruction or of any individual as a member of his professional staff.

#### E. DEFINITION OF TERMS

The State Teachers' Scholarship Program is the scholarship aid plan for in-service teachers and for prospective teachers, which is based on State appropriations and administered by the State Department of Education under regulations adopted by the State Board of Education and approved by the Governor. The program does not include any individual scholarships which may be available for teachers at public or private institutions of higher learning in the State.

The regular term scholarships are available for students who are enrolled in the teacher training programs at approved

State institutions. The scholarships are approved only for the students who plan to stay in college until the baccalaureate degree is earned.

The summer school scholarships are designed for in-service teachers. They may not be used by anyone who has not contracted for a teaching position for the school session following the summer study.

The prorated summer quarter scholarships are a part of the regular term scholarship plan. They are provided for the students who wish to speed up their college training by attending college for three regular terms and three summer sessions. The recipients must qualify under the regular term regulations.

The Office of Teacher Education is the section of the State Department of Education which operates under a Teacher Education Director and which is directly responsible to the State Superintendent of Public Instruction. This office has four major functions:

1. The certification of all teachers within the State.
2. The accreditation of the teacher training programs at the institutions of higher learning in the State.
3. The coordination of the State's efforts in teacher recruitment.
4. The administration of the State Teachers' Scholarship Program.

## F. SCHOLARSHIP PROGRAMS IN OTHER STATES

For comparative purposes, materials were requested from the other forty-seven states. Every state responded and the materials collected have been placed in the files in the Office of Teacher Education at the State Department of Education. The District of Columbia and the territories of the United States were not included because their organizations are necessarily somewhat different from those of the forty-eight states.

Twenty of the forty-seven states reported some type of state-supported teacher aid program. Wide variations exist in the kinds of programs offered. The following listing shows briefly the type of program in each of the twenty states:

Alabama offers 250 scholarships each year to be divided equally among the five state institutions. The scholarships amount to \$25 per quarter, and they are awarded by the presidents of the state colleges.

California has a comprehensive scholarship program which is based on a competitive scholastic examination. It may be used by college students at any accredited California institution and may apply to any college program. California reports that for the period from 1956 to 1958 more than 20 per cent of the scholarships have been used by prospective teachers.

Connecticut has scholarships in the maximum amount of \$300 per year for prospective teachers at the state teachers colleges.

Delaware has a program for teacher aid which is operated through the University of Delaware and not by the State Department of Education.

Florida offers 1,050 teacher scholarships in the amount of \$400 each year. The scholarships are allocated to the counties and are awarded by the county superintendents on the basis of competitive examinations. The scholarships may be used in any state institution which has an approved teacher training program. They carry the obligation of teaching one year for each scholarship or repayment of the obligation as a loan. Florida has no scholarship program for in-service teachers.

Illinois provides scholarships for prospective teachers at the state colleges. The scholarships are allocated to the division superintendents of schools who award them to the individuals certified by the high school principals. The scholarships cover tuition, matriculation, and activity fees at the institutions.

Louisiana has scholarships in the amount of \$300 per year at state-supported institutions of higher learning. Scholarship holders must be appointed by members of the State Legislature, the Lieutenant Governor, or the Governor of the State.

Maine appropriates funds for state teachers colleges to use for scholarship aid. The scholarships for prospective teachers may not exceed \$200 per year.

Maryland has tuition grants for prospective teachers at its five state teachers colleges. It also has 608 four-year scholarships in the amount of \$500 each for prospective public school teachers attending the thirteen other state institutions which have teacher training programs approved by the state.

Michigan grants two years of tuition-free work to prospective teachers attending one of the four state colleges of education. The program is administered by the colleges.

New Hampshire has financial aid awards for prospective teachers attending the state teachers colleges. The institutions administer the program and the scholarship holder must teach a year for each scholarship or repay the amount of the aid.

New Jersey's state teachers colleges may grant scholarship aid to not more than 10 per cent of their beginning students. The scholarships exempt the students from payment of the tuition and laboratory fees. Scholarships are awarded on the basis of financial need and competitive examinations.

New York has a comprehensive scholarship program for high school graduates which may be used for prospective teachers as well as those students in other programs offered in the state colleges.

North Carolina has a Prospective Teachers' Scholarship Loan Program which grants scholarship loans in the amount of \$350 for students in the approved teacher training programs in public and

private institutions in the state. It also provides scholarship loans of not more than \$75 for summer school work for teachers. The recipient of the loan must teach one year for each scholarship held. North Carolina's program went into operation in 1957.

North Dakota has scholarship aid for prospective teachers who will promise to teach in the one-room rural schools of the state. The scholarship is in the amount of \$300 per year. Six scholarships are granted in every county each year and they must be used in one of the state teachers colleges in North Dakota.

Rhode Island offers tuition-free training to prospective teachers at the state teachers colleges. A summer school program is also offered to in-service teachers.

Utah has 100 scholarships in the amount of \$100 per year for prospective teachers at the state normal schools.

Vermont allows its three state teachers colleges to accept tuition-free students who sign a "Declaration of Intention to Teach."

West Virginia grants to each teacher training institution in the state five scholarships remitting all tuition and fees for prospective elementary teachers.

Wyoming provides scholarships in the amount of \$250 to students in teacher training who promise to teach an equal number of years in the state.



Of the twenty-seven remaining states, twenty-five reported no state-supported scholarship program for teachers. Of the other two, Georgia is in the process of establishing a program which may go into effect in 1959, and Ohio reported that it had a program which was dropped in 1957 because no state appropriations were made for it. Since these two states have no active programs at this time, the final statistics for the forty-eight states must show twenty-one, including Virginia, with state-supported scholarship aid for teachers and twenty-seven with no aid.

## CHAPTER II

### HISTORY OF THE PROGRAM

In 1946 great concern was caused by the increasing shortage of well qualified teachers as shown by the figures in Table I, page 11. With his Annual Report showing approximately 50 per cent of the teachers in Virginia holding certificates based on a baccalaureate degree; with approximately 34 per cent holding certificates which required only two years of college training; with approximately 3 per cent holding certificates and licenses which required either one-half or one year of college work; and with approximately 13 per cent holding permits which could be issued to individuals with only a high school diploma,<sup>1</sup> Dr. G. Tyler Miller, State Superintendent of Public Instruction, started action which was designed to relieve this situation.

#### A. INCEPTION OF THE PROGRAM

The events which lead to the calling of the Special Session of the General Assembly in 1947 reflect the far-sighted leadership of Superintendent Miller and the cooperation and interest which

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<sup>1</sup>Virginia: State Board of Education, Annual Report of the Superintendent of Public Instruction for the School Year 1945-46, (Virginia: Division of Purchase and Printing, 1946), p. 147.

TABLE I  
 CERTIFICATES HELD BY THE VIRGINIA PUBLIC SCHOOL TEACHERS  
 IN 1945-46\*

Type of Certificate	Number	Per Cent of Total
Collegiate Professional	8,893	46.52
Collegiate	680	3.56
Normal Professional	5,487	28.71
Special	472	2.47
Elementary	473	2.47
Provisional Elementary	99	.52
Vocational	100	.52
Emergency License	602	3.15
Local Permit	<u>2,313</u>	<u>12.08</u>
Total	19,119	100.00

\*Source: Virginia: State Board of Education, Annual Report of the Superintendent of Public Instruction for the School Year 1945-46, (Virginia: Division of Purchase and Printing, 1946), p. 147.

Governor William M. Tuck evidenced toward education through his term of office.

After consultation with individual members of the State Board of Education; with Assistant Superintendents Dowell J. Howard and Richard C. Haydon; with Dr. J. L. Blair Buck, Coordinator of Teacher Education; and with other members of the Professional Staff of the State Department of Education, Superintendent Miller proposed to Governor Tuck a definite plan of action which called for appropriations not only for increased teachers' salaries but also for funds for a teachers' scholarship program. Governor Tuck, Attorney General J. Lindsay Almond, Jr., Budget Director J. H. Bradford, Executive Secretary Carter O. Lowance and many other supporters of public education agreed with Superintendent Miller's request.<sup>2</sup>

#### B. LEGISLATIVE ACTION AND APPROPRIATIONS

A Special Session of the General Assembly was called and an Appropriations Bill which included a section on the proposed scholarship program was drafted.

In his address to the General Assembly at the opening of the Special Session on Monday, January 6, 1947, Governor William M. Tuck stated:

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<sup>2</sup>Conference with Dr. G. Tyler Miller, President of Madison College, May 14, 1958.

The teacher is the most vital force in any educational program. Without an adequate supply of competent teachers, unharrassed by dire financial insecurity, there is no hope for the improvement and advancement of our public schools.

In my opinion, the crisis which confronts us must be met effectively and at once. If it is not, there is little likelihood that we will be able to hold the many splendid teachers now employed, or of bringing outstanding young people into the profession.

Therefore, I have called the members of the General Assembly into extra session to consider the educational problem. I am recommending supplemental appropriations aggregating \$6,500,000 for use in the remainder of the present biennium to alleviate the emergency, this sum to be distributed as follows:

.....

In addition, for the second year of the biennium, I am recommending a conditional appropriation of \$330,000 to be used for scholarships to induce desirable persons to enter the teaching profession.

Of this amount, \$300,000 could be used, within the discretion of the Governor and upon the recommendation of the State Board of Education, to provide scholarships for selected junior and senior students training to be elementary teachers and for teachers holding emergency licenses who desire to become fully qualified. An additional \$30,000, to be administered under the same conditions, is recommended for summer school scholarships to be granted college graduates for additional training for the teaching profession and for teachers possessing emergency licenses who may be qualified fully by additional training.<sup>3</sup>

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<sup>3</sup>Virginia: Bulletin of the General Assembly, Address to the General Assembly and People of Virginia by Governor William M. Tuck, (Virginia: Division of Purchase and Printing, 1947), pp. 4, 5.

Solid support was given by the House Appropriations Committee and the Senate Finance Committee. The bill was passed on January 18, 1947.<sup>4</sup>

The Appropriations Act described in detail the type of program which was to be established. A copy of item 7 of Chapter I of the Appropriations Act is included in the Appendix.

At the Regular Session of the General Assembly in 1948, the Appropriations Act again contained a section on the scholarship program which gave the directives for the administration of the program from 1948 to 1950.<sup>5</sup>

In 1950, however, the Appropriations Act of the General Assembly contained only an item with the instructions that the program should be administered under regulations drawn up by the State Board of Education and approved by the Governor.<sup>6</sup> This policy has been followed to date. Table II page 15 shows the appropriations for each of the eleven years of operation and the amount of the two supplemental appropriations which were granted.

It should be noted that the original appropriation was for \$330,000 for 1947-48. This was the figure set by the planning

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<sup>4</sup>Acts and Joint Resolutions of the General Assembly of the Commonwealth of Virginia, Extra Session 1947, (Commonwealth of Virginia: Division of Purchase and Printing, 1947), p. 3.

<sup>5</sup>Acts and Joint Resolutions of the General Assembly of the Commonwealth of Virginia, Session 1948, (Richmond: Division of Purchase and Printing, 1948), pp. 1176-1179.

<sup>6</sup>Acts and Joint Resolutions of the General Assembly of the Commonwealth of Virginia, Session 1950, (Richmond: Division of Purchase and Printing, 1950), p. 1380.

TABLE II  
STATE APPROPRIATIONS FOR THE STATE TEACHERS'  
SCHOLARSHIP PROGRAM\*

Fiscal Year	Regular Appropriations	Additional Appropriations	Totals
1947-48	\$330,000		\$330,000
1948-49	210,000		210,000
1949-50	255,000		255,000
1950-51	275,000		275,000
1951-52	305,000		305,000
1952-53	300,000		300,000
1953-54	300,000	\$70,000	370,000
1954-55	400,000		400,000
1955-56	400,000	90,000	490,000
1956-57	575,000		575,000
1957-58	658,000		658,000

\*Source: Records at State Department of Education.

group as the desirable amount to be used during the first year. Since the use of the scholarships did not even approach the anticipated number, as shown in Chapter IV,<sup>7</sup> the appropriations for 1948-49 were not as large. In fact, the total was \$210,000 or \$120,000 less than the original figure. After the first year the requests for scholarship funds were estimated on the basis of use for the preceeding year or years. It was not until 1954-55 or seven years later that the request was as large as the original one in 1947-48.

There was a gradual increase in the amount of the scholarship appropriations from 1948-49 until 1951-52. After a slight reduction in the appropriations for 1952-53 and 1953-54, it was necessary to request additional appropriations during the second year of that biennium because of increased demand for scholarship aid. The 1954-55 fund was \$100,000 larger than the preceeding year, and it was adequate. In 1955-56, however, it was again necessary to request supplemental appropriations.

The \$658,000 grant for 1957-58 is an excellent example of the growth of the scholarship program because the amount of the State appropriation has almost doubled in the eleven years of operation.

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<sup>7</sup>Infra, p. 37.



## C. STATE BOARD ACTION

At its meeting on February 27, 1947, the State Board of Education authorized the State Superintendent to prepare and present to the Board tentative regulations for the scholarship program.<sup>8</sup> Superintendent Miller and his staff immediately began drawing up the regulations and policies which would govern the program. On May 29, 1947, the State Board of Education approved the regulations for the 1947 summer school scholarships.<sup>9</sup> On July 27, 1947, the regulations for the 1947-48 regular term scholarships were approved.<sup>10</sup> The details of the regulations will be discussed in Chapter III.

After the Governor's approval of the regulations was secured, information was sent to the Virginia colleges and universities to determine whether they wished to participate in the program. No restrictions were placed on the colleges except that they must have an approved program for teacher training. The following colleges were approved by the State Board of Education and participated in the program during the first year of operation:

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<sup>8</sup>Minutes of the Virginia State Board of Education, Volume XVIII, pp. 24-25.

<sup>9</sup>Ibid., pp. 56-58.

<sup>10</sup>Ibid., pp. 64-66.

Bridgewater College  
 College of William and Mary  
 Eastern Mennonite College  
 Emory and Henry College  
 Farmville State Teachers College (later Longwood  
 College)  
 Hampton Institute  
 Lynchburg College  
 Madison College  
 Mary Baldwin College  
 Mary Washington College  
 Radford College  
 Randolph-Macon Woman's College  
 Richmond Professional Institute of the College of  
 William and Mary  
 Roanoke College  
 Saint Paul's Polytechnic Institute (later Saint  
 Paul's College)  
 University of Richmond  
 University of Virginia  
 Virginia Polytechnic Institute  
 Virginia State College  
 Virginia Union University

Subsequent years brought the approval of the following  
 additional institutions:

College of William and Mary in Norfolk  
 Clinch Valley College of the University of Virginia  
 Hollins College  
 Randolph-Macon College  
 Shenandoah Conservatory of Music  
 Sweet Briar College in Norfolk  
 Virginia State College in Norfolk

In 1956 a group of these institutions was removed from the  
 approved list. This action will be explained in Chapter III.<sup>11</sup>

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<sup>11</sup>Infra, p. 34.

Each year the State Board of Education approves the regulations and policies governing the administration of the State Teachers' Scholarship Program. After the Governor's approval is secured, the regulations become law and are the basis for the administration of the program by the Office of Teacher Education.

## CHAPTER III

### DEVELOPMENT OF THE POLICIES AND REGULATIONS GOVERNING THE PROGRAM

The scholarship program as it was introduced had two main functions:

1. To draw more young people into the teacher training programs of the Virginia colleges and thereby into the public schools of the State.
2. To upgrade the professional training of the in-service teachers within the State.

Since the regular term scholarships were designed primarily to meet the first and the summer school scholarships the second, the two must necessarily be treated separately in certain specific areas of this Chapter. Many of the regulations, however, apply to both programs.

#### A. GENERAL PROCEDURES

The actual administration of the program under the regulations adopted by the State Board of Education and approved by the Governor has been and continues in the Office of Teacher Education at the State Department of Education. All correspondence concerning the

scholarship program, the distribution of forms and materials, the processing of the applications, the request for and distribution of checks, and the collection of information concerning cancellation are handled by this office.

Except for the year 1947, which was a trial or learning situation for the administrators of the program, the general procedure in the Office of Teacher Education has followed a rather definite pattern. In January of each year, work is begun on the preparation of the regulations for the administration of the regular term and summer school scholarships. In the early spring the proposed regulations are presented to the State Board of Education by the State Superintendent of Public Instruction. Upon the adoption by the Board and approval by the Governor, the regulations and all forms necessary for the administration of the program are prepared and distributed through the proper channels.<sup>1</sup>

Deadlines are set for the return of the applications to the Office of Teacher Education. Generally this has been May 1 for the summer school applications and June 1 for the regular term applications. The applications are processed and recommended approval lists are prepared and presented to the State Board of Education or to the State Superintendent of Public Instruction as the authorized representative of the State Board.

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<sup>1</sup>Infra, p. 23.

Upon receipt of the official approval of the lists, the applicants are notified of their approval, and they receive the promissory notes which must be properly executed and returned to the Office of Teacher Education. When they are received and the office is officially notified by the college that the recipients are enrolled in the proper courses, the checks are requested from the State Comptroller's Office. The checks are made payable to the individuals but they are mailed to the colleges for distribution to the recipients.

While the process of approval of scholarships is being carried on, the Office of Teacher Education must also secure the information for the cancellation of the scholarship obligations, since each recipient must teach for a prescribed period for every scholarship held or it becomes a loan which is due and payable. At the time of the awarding of the scholarships, the cancellation dates are set.

In the spring of the cancellation year of the promissory notes, the scholarship holders are contacted for information concerning their teaching. Affidavits are then sent to the division superintendents under whom the individuals are teaching. When the affidavits are returned showing regular teaching service in the public schools of Virginia, the promissory notes are cancelled and returned to the makers of the notes. If the individuals are not teaching, the cases are immediately considered collection situations.

A discussion of the special features in the regulations, approvals, and cancellations follows.

#### B. APPLICATION PROCEDURES

The methods of applying for the regular term and summer school scholarships, which were adopted in 1947, have remained in force for the eleven years of operation. No applications may be distributed to individuals from the Office of Teacher Education.

The regular term applications are sent to the presidents of the approved colleges and universities or to their appointed scholarship officers, who in turn distribute the applications to the individual students.<sup>2</sup>

The college presidents or their representatives must sign the applications signifying that they have approved the applicants for scholarship aid. For students in college this means that the personal and scholastic records of the individuals have been checked and that they are average or above in these qualities.

For incoming freshmen it indicates that their high school records have been examined and that the students have been accepted without reservation for entrance to the college. Additional information will be given later in this Chapter concerning regulations for the eligibility of freshmen.<sup>3</sup>

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<sup>2</sup>Supra, p. 21.

<sup>3</sup>Infra, p. 25.

The summer school scholarship applications are sent to the division superintendents who distribute them to the eligible teachers. The superintendents must check and approve the teachers' purposes in applying for the scholarships, and they must sign the applications stating that they intend to employ the individuals for the school session following the summer work.

### C. ELIGIBILITY REGULATIONS

The eligibility regulations for every year have contained the requirements that the applicant must:

1. Be a resident of Virginia.
2. Possess the scholastic abilities and personal characteristics desirable for effective teaching.
3. Be accepted for regular term entrance or for summer school work at an approved college or university within the State.
4. Agree to sign a note or notes promising to repay the loan with 3 per cent interest if it is not cancelled by teaching immediately following graduation.

In 1947-48 the regular term \$300 scholarship was available only to juniors and seniors who were preparing for teaching in the elementary grades. In-service teachers with emergency licenses,



based on two or more years of college training, were also eligible if they were approved by the division superintendent to return to college with the intention of remaining in college until degree requirements were completed.

In 1948-49 the \$300 scholarship grant was offered to sophomores, juniors, and seniors and to a limited number of carefully selected freshmen. The freshmen were to be chosen on the basis of their personal qualities and superior scholastic ability as indicated by above average rank in their graduation classes and by the achievement of an outstanding score\* on the ACE or some other standard test of a similar nature.<sup>4</sup> In 1948-49 the scholarships could be granted to individuals training to teach in the elementary grades or in the high school areas in which there was a shortage of teachers. These areas, as designated by the State Department of Education, were: natural sciences, physical and health education, mathematics, foreign languages, industrial arts, music, art, commercial education, agriculture, home economics, trade and industrial education, library science, and distributive education.

In 1949-50 the regular term requirements contained the same eligibility regulations except that a qualifying statement was added

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<sup>4</sup>Supra, p. 23.

\*No definition was ever given to the term "outstanding score." See page 26 for information concerning later regulations on test scores.

to the requirements for freshmen applicants. Because of concern over the requirement for an outstanding score on the standard test, the regulation was changed to require a satisfactory score on the standard test and the freshmen applicant, who was rejected because of a failure to make a satisfactory test score, could apply for a scholarship at the end of the first semester. If a satisfactory academic record had been made, the individual could be approved for scholarship aid and the scholarship would be retroactive to the beginning of the school year. The satisfactory score on the standard test was designated as 100 on the 1947 College Edition of the American Council on Education Psychological Examination. This score was agreed upon by the Director of the Office of Teacher Education after consultation with members of the Statistical Division of the State Department of Education.

The 1950-51 regular term regulations were in force for the two years of the biennium. An attempt was again made in these years to channel more students into elementary education by providing that juniors and seniors could prepare for elementary teaching or for the scarcity areas in high school, but sophomores were limited only to elementary education unless they had held a scholarship during their freshmen year. All freshmen applicants were eligible only in elementary education. For these two years the shortage areas were designated as a result of a questionnaire which was distributed to the division superintendents in February, 1950.

The areas were: art, business education, distributive education, foreign language, home economics, library science, mathematics, music, natural sciences, physical and health education, and speech education.

For the years 1952-53 and 1953-54, the eligibility regulations were changed slightly so that freshmen and sophomores could be approved only in elementary education, while juniors and seniors could be approved in both elementary and high school in the shortage areas as indicated in 1950. In this year there seemed to be a lessening of the concern about eligibility for freshmen depending on a standard test score, and the provision for approving freshmen for a retroactive scholarship after the first semester was dropped from the regulations.

The regulations for 1954-55 and 1955-56 remained the same except that agriculture, English, industrial arts, and social studies including history were added to the approval fields for juniors and seniors because of requests from the division superintendents.

In 1956-57 and 1957-58 the scholarship program was offered to freshmen, sophomores, juniors, and seniors in State-supported or private, non-sectarian, degree-granting colleges in Virginia which were approved under the scholarship plan.<sup>5</sup> The scholarship

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<sup>5</sup>Infra, p. 34.

holders had to be enrolled in a curriculum including student teaching and qualifying them for a Collegiate Professional Certificate. This represented only a rewording of previous regulations since all subject areas had been included in the preceding biennium.

The special eligibility requirements for the summer school scholarships have changed very little during the years of operation. The summer school scholarship has been designed every year for the teachers who are taking courses to raise a Collegiate teaching certificate to the Collegiate Professional or a substandard certificate to the Collegiate Professional. No holder of a substandard certificate based on less than two years of college training or sixty semester hours could be approved. During the summer of 1947 the Normal Professional Certificate holders were not eligible, but they have been included every year since.

In 1948 the special eligibility area of preparing for additional endorsements on the Collegiate Professional Certificate was added. The areas of approval for added endorsements followed the shortage areas as indicated in the regular term programs each year.

In 1954-55 two additional eligibility areas were added for the summer school scholarship program. The former teacher, returning to the profession, could be approved for courses requested by the division superintendent who employed her, and teachers could

be approved for special courses in preparation for responsibilities in guidance, speech training, or education of the handicapped.

D. AMOUNT OF SCHOLARSHIP AID AND THE LENGTH OF THE SCHOLARSHIP OBLIGATION

The 1947-48 regular term scholarship appropriation provided for not more than 1,000 scholarships in the amount of \$300 each for which two years of teaching would be required for cancellation. The scholarships were paid in two \$150 checks and two promissory notes were required from the applicant. In 1949-50 the procedure was changed to the writing of just one check for the \$300 scholarship, but scholarship holders still had to teach for two years to cancel each scholarship.

In 1952-53 the plan was changed to allow a \$400 scholarship for freshmen and sophomores and a \$300 scholarship for juniors and seniors. This was the year in which freshmen and sophomores were again restricted to the elementary education field. The teaching obligation was reduced to one year for each scholarship held.<sup>6</sup> This plan was followed until 1956-57 when a \$350 grant was adopted for all scholarship holders with one year of teaching required in cancellation of the scholarship obligation.

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<sup>6</sup>Infra, p. 31.

In 1947 all summer school scholarships were in the amount of \$100, and they could be cancelled by one full year of teaching. The amounts of the scholarships have changed in the succeeding years, but the one year of teaching for cancellation has remained. In 1948 the amounts of the scholarships were changed to \$100 for seven or more weeks; \$90 for six weeks; \$75 for five weeks; and \$60 for four weeks.

In 1952-53 the minimum amount of the summer school scholarship was set at \$75 for five weeks and increased at the rate of \$15 per week to a maximum of \$150 for ten weeks. This policy remained in force until 1956-57 when the basis was changed from weeks to the semester hour plan allowing \$15 per semester hour with a minimum of \$45 for three semester hours and a maximum of \$150 per ten semester hours. The changes in the methods for determining the amount of the summer school scholarship from a set sum to weeks and then to semester hours represented attempts to put the summer grants on a fair basis. This was necessary because of the variations in the summer sessions at the different institutions of higher learning in the State.

#### E. PROMISSORY NOTES AND CANCELLATION OF SCHOLARSHIP OBLIGATION

For each scholarship held the individual must sign a promissory note which contains the provisions for teaching to cancel

the scholarship obligation or for repayment of the scholarship loan with interest. In the first five years of the program, a total of two years of teaching was required to cancel each scholarship loan; however, as stated previously, in 1952-53 the teaching obligation was reduced to one year for each scholarship held.<sup>7</sup> This reduction was not made because of a lessening need for teachers, but because it was felt that the Virginia program for teachers should be brought in line with similar programs in other areas. With the reduction in the repayment obligation, it was also anticipated that more young people might be influenced to enter the teaching profession.<sup>8</sup>

All cancellations of promissory notes and all collection cases were handled in the Office of Teacher Education until 1954. At that time, the actual cancellation of the note and the collection of the due and payable cases were transferred to the Finance Office of the State Department of Education. Since all promissory notes had to be kept in the vaults in the Finance Office and all computations of interest due, all repayments, and all cancellations were made there, it was logical that the Finance Office should handle collections. The change was an appropriate one and this procedure has been followed to date.

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<sup>7</sup>Supra, p. 29.

<sup>8</sup>Conference with Finance Director, J. G. Blount, Jr.

#### F. VERIFICATION BY AUDITORS

Permanent records are kept of all scholarship transactions and each year all scholarship records are verified by the State auditors.

#### G. OTHER POLICIES

Each year brought some additional problems and suggestions for changes in the policies governing the scholarship program. Each of the changes adopted continued in the regulations from the year of its beginning to date. As a result of a problem which presented itself in the first year of operation, the 1948-49 regulations contained an item giving the State Board of Education authority to grant a time extension on the repayment obligation if extenuating circumstances existed.

In 1949-50 failures and drop-outs among the scholarship holders caused the addition of the regulation which stated that failure to complete the study for which scholarship aid was granted caused the promissory note to become due and payable.

In 1949-50 another situation had presented a problem. With two years of teaching required for each regular term scholarship, a few teachers had taught for one year and then failed to continue in the profession; therefore, in the 1950-51 regulations a provision was added which allowed the acceptance of partial cancellation by



teaching and repayment of the remainder with interest if the State Board in its discretion accepted illness or other "unavoidable reasons."\*

The 1954-55 regulations provided for another emergency in the event of the death of the recipient of scholarship aid prior to cancellation of the scholarship obligation, the State Board was given the authority to cancel the scholarship obligation.

In the 1956-57 regulations, provisions were made for an extension of time for required military service. If the individual did not return to teaching after completing the military duty, the promissory notes were to become due and payable.

Another item, which was written into the regulations in 1956-57, provided for the Prorated Summer Quarter Scholarships. Actually, this plan had been effective from the beginning of the program in 1947 and it provided for scholarship aid for summer quarter work for students who wished to speed up their academic training by attending three regular terms and three summer sessions.

Another big change in the policies governing the administration of the scholarship program occurred in 1956-57. As a result of a ruling handed down by Justice John W. Eggleston in the Virginia

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\*No definition was given for "unavoidable reasons."

Supreme Court case, Almond versus Day,<sup>9</sup> all sectarian colleges and universities were dropped from the approved list. The Almond versus Day case involved a petition for a writ of mandamus which was entered by Attorney General J. Lindsay Almond, Jr., to determine the validity of item 210 (Education of War Orphans) of the Appropriations Act of 1954.<sup>10</sup>

Part of the ruling handed down by Justice Eggleston prohibited the payment of tuition, institutional fees, and other designated expenses of eligible children who attended sectarian schools.<sup>11</sup> This ruling was applied to the scholarship program<sup>12</sup> and the following institutions were dropped from the approved list:

Bridgewater College  
 Eastern Memmonite College  
 Emory and Henry College  
 Lynchburg College  
 Mary Baldwin College  
 Randolph-Macon College  
 Randolph-Macon Woman's College  
 Roanoke College  
 Saint Paul's College  
 Shenandoah Conservatory of Music  
 Sweet Briar College  
 University of Richmond  
 Virginia Union University

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<sup>9</sup>Almond v. Day, 197 Virginia 419.

<sup>10</sup>Acts and Joint Resolutions of the General Assembly of the Commonwealth of Virginia Session 1954, (Commonwealth of Virginia: Division of Purchase and Printing, 1954), pp. 970-971.

<sup>11</sup>Almond v. Day, 197 Virginia 419.

<sup>12</sup>Supra, pp. 18, 27.

The effects of this ruling on the scholarship program will be discussed in Chapter IV.<sup>13</sup>

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<sup>13</sup>Infra, p. 38, 40

## CHAPTER IV

### THE PROGRAM IN OPERATION

For an evaluation of the effectiveness of the State Teachers' Scholarship Program, it was necessary to collect statistics showing the operation of the program. These included facts dealing with the number of scholarships which had been granted, the purpose for which the grants were made, the methods of cancellation of the scholarship obligations and other information pertinent to these areas.

#### A. SCHOLARSHIPS GRANTED

The data given in this section were compiled from the approval lists and the other records in the scholarship files in the Office of Teacher Education. It covers the eleven years of operation in every case except Table VII<sup>1</sup> which contains the financial statement for each year except 1957-58. The final audits have not been made on the books for the 1957-58 session.

The figures shown in Table III, page 39, give the number of regular term and summer school scholarships and the total number of scholarships which have been granted each year. During the fiscal year of 1947-48, very few scholarships were awarded.

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<sup>1</sup>Infra, p. 46.

There were only 111 summer school and 209 regular term grants. It must be remembered, however, that the regulations for administering the first summer school scholarships were not approved until May of 1947, and the regular term regulations were not approved until June of that year. This gave very little time for publicizing the program.<sup>2</sup>

The number of summer school scholarships increased steadily from 111 in 1947 to 1,219 in 1951. The rapid increase in the first five years of operation illustrates the growth of the program and its use by in-service teachers. These years include the period in which there were only two areas of eligibility for the teachers' scholarships. The in-service teachers could qualify if they were working to raise a Collegiate or a substandard certificate to the Collegiate Professional or to add an additional endorsement in a shortage area.

After 1951 there was a very slow decline in the number of summer school scholarships approved each year. From 1951 to 1958 the decrease has been from 1,219 to 888. The records show no reason for the decrease; however, since no eligible applicants were rejected during these years, it seems reasonable to assume that the need for summer work is decreasing. This might possibly

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<sup>2</sup>Supra, p. 16.

be due to the gradual decline in the percentage of substandard certificate holders in the State.<sup>3</sup>

The regular term scholarships have shown a steady increase from 209 in 1947 to 1,581 in 1958. The only exception was in 1951-52 when there was a slight regression in the constant rise in the number of regular term scholarships approved.

Attention should also be called to the year 1956-57 which was the first year that the regular term scholarship program was opened to all eligible students in teacher training programs with no restrictions as to subject areas or grade levels. In this year, however, there was only the normal increase of regular term scholarships rather than a big jump. This was due to the fact that in 1956-57 all sectarian colleges were removed from the approved list of institutions for recipients of State teachers' scholarship aid.<sup>4</sup>

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<sup>3</sup>Infra, p. 53

<sup>4</sup>Supra, p. 35

TABLE III  
SUMMER SCHOOL AND REGULAR TERM  
SCHOLARSHIPS GRANTED\*

Fiscal Year	Summer School	Regular Term**	Totals
1947-48	111	209	320
1948-49	600	584	1,184
1949-50	601	592	1,193
1950-51	1,049	621	1,670
1951-52	1,219	532	1,751
1952-53	1,123	557	1,680
1953-54	1,007	780	1,787
1954-55	1,015	900	1,915
1955-56	980	1,130	2,110
1956-57	809	1,253	2,062
1957-58	<u>888</u>	<u>1,581</u>	<u>2,469</u>
Totals	9,402	8,739	18,141

\*Source: Records at State Department of Education.

\*\*Includes Prorated Summer Quarter Scholarships.

Table IV, page 41, and Table V, page 42, show the number of regular term and summer school scholarships which have been held each year at the approved institutions of higher learning in Virginia. The colleges which have been designated primarily as teacher training institutions lead the number of students holding scholarships. They are Radford College, Madison College, Longwood College, and Virginia State College.

Table IV shows 194 regular term scholarships held at sectarian colleges in 1955-56. From 1947-48 to 1955-56, 1,230 of the 5,905 regular term scholarships were granted to individuals at sectarian schools. This is approximately 21 per cent of the scholarships granted.

The 1956-57 records show a drop in the number of summer school scholarships even though the summer school regulations were also broadened. This was in a large measure also due to the removal of sectarian institutions from the approved list. Table V shows that 172 summer school scholarships were held in 1955 at the sectarian institutions which were removed from the approved list in 1956. This represented approximately 18 per cent of the 980 summer school scholarships for 1955. From 1947 through 1955, 1,166 of the 7,705 summer school scholarships were held by individuals at sectarian schools. This is approximately 15 per cent of the scholarships granted.<sup>5</sup>

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<sup>5</sup>Supra, p. 35



TABLE IV

## REGULAR TERM SCHOLARSHIPS\* HELD AT APPROVED STATE INSTITUTIONS\*\*

Institution	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	1954 -55	1955 -56	1956 -57	1957 -58	Totals
Bridgewater College	8	14	8	11	7	12	21	19	23	0	0	123
Clinch Valley College	0	0	0	0	0	0	0	0	8	6	8	22
College of William and Mary	0	6	17	19	12	10	30	32	34	49	63	272
College of William and Mary in Norfolk	0	1	1	0	0	0	0	2	5	26	57	92
Eastern Mennonite College	0	0	1	0	0	0	0	2	0	0	0	3
Emory and Henry College	10	30	16	37	19	30	35	29	17	0	0	223
Hampton Institute	12	31	30	14	12	14	13	21	22	16	20	205
Hollins College	0	0	0	0	0	0	1	0	0	1	1	3
Longwood College	26	101	85	127	96	79	126	139	180	246	295	1500
Lynchburg College	8	50	22	58	36	34	49	44	55	0	0	356
Madison College	25	104	80	94	81	106	154	169	217	291	376	1697
Mary Baldwin College	4	2	3	4	1	5	2	4	7	0	0	32
Mary Washington College	9	0	6	9	14	13	29	46	70	82	119	397
Radford College	37	95	121	79	83	104	129	181	231	369	437	1866
Randolph-Macon College	0	2	0	0	1	0	1	0	0	0	0	4
Randolph-Macon Woman's College	4	3	1	3	1	2	5	1	1	0	0	21
Richmond Professional Institute	7	7	7	15	12	13	27	22	40	40	49	239
Roanoke College	4	5	5	3	8	4	6	11	24	0	0	70
Saint Paul's College	14	19	14	10	5	10	16	18	16	0	0	122
Shenandoah Conservatory of Music	0	1	3	5	5	3	4	8	7	0	0	36
Sweet Briar College	0	0	0	0	0	0	0	0	1	0	0	1
University of Richmond	0	11	5	3	3	6	10	16	28	0	0	82
University of Virginia	2	3	17	6	5	11	13	11	15	23	25	131
Virginia Polytechnic Institute	0	6	11	22	6	13	11	17	24	30	31	171
Virginia State College	32	83	121	85	91	66	79	85	90	67	72	871
Virginia State College in Norfolk	0	4	0	2	2	0	0	0	0	7	28	43
Virginia Union University	7	6	18	15	32	22	19	23	15	0	0	157
Totals	209	584	592	621	532	557	780	900	1130	1253	1581	8739

\*Includes Prorated Summer Quarter Scholarships.

\*\*Source: Records at State Department of Education.

TABLE V

## SUMMER SCHOOL SCHOLARSHIPS HELD AT APPROVED STATE INSTITUTIONS\*

Institution	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	Totals
Bridgewater College	1	2	0	1	2	3	1	2	2	0	0	14
Glinch Valley College	0	0	0	0	0	0	0	0	15	17	25	57
College of William and Mary	11	42	21	31	45	41	43	43	47	31	60	415
College of William and Mary in Norfolk	0	2	1	3	1	1	1	3	17	52	60	141
Eastern Mennonite College	1	1	1	1	0	0	1	1	1	0	0	7
Emory and Henry College	3	3	4	16	26	22	23	34	25	0	0	156
Hampton Institute	7	35	47	81	88	63	34	21	15	12	18	421
Hollins College	0	0	0	0	0	0	0	0	0	0	0	0
Longwood College	10	85	74	106	89	101	99	102	102	80	87	935
Lynchburg College	3	7	8	17	28	20	21	27	44	0	0	175
Madison College	12	68	84	156	151	179	136	140	127	124	118	1295
Mary Baldwin College	0	0	0	0	0	2	0	3	5	0	0	10
Mary Washington College	1	7	3	15	14	11	12	9	14	15	18	119
Radford College	24	139	143	264	302	254	243	265	249	261	234	2378
Randolph-Macon College	0	0	1	0	0	0	0	0	0	0	0	1
Randolph-Macon Woman's College	0	0	0	0	0	0	0	0	0	0	0	0
Richmond Professional Institute	2	10	9	26	29	31	21	19	27	36	61	271
Roanoke College	1	8	6	18	21	25	26	22	18	0	0	145
Saint Paul's College	0	18	21	40	66	61	41	32	30	0	0	309
Shenandoah Conservatory of Music	0	0	0	0	0	0	0	1	1	0	0	2
Sweet Briar College	0	0	0	0	0	0	0	0	0	0	0	0
University of Richmond	1	6	5	9	16	14	15	17	16	0	0	99
University of Virginia	11	22	22	54	109	98	75	76	73	71	78	689
Virginia Polytechnic Institute	2	4	3	8	12	12	17	19	18	14	39	148
Virginia State College	15	118	123	173	179	143	166	153	102	94	80	1346
Virginia State College in Norfolk	0	0	0	1	0	2	3	1	2	2	10	21
Virginia Union University	6	23	25	29	41	40	29	25	30	0	0	248
Totals	111	600	601	1049	1219	1123	1007	1015	980	809	888	9402

\*Source: Records at State Department of Education.

Table VI, page 44, shows the number of men and women holding summer school and regular term scholarships each year. These are approximate figures and cannot be taken as absolutes because they depend upon the author's interpretation of the individual names of the scholarship holders. The separate cards in the scholarship files do not indicate the sex of the scholarship holder. The figures are interesting because they indicate that the trend in scholarship holders has followed the pattern displayed in the public schools. A large majority of the teachers in Virginia are women and Table VI shows that 1,163 men and 8,239 women have held summer school scholarships. There have been 997 men and 7,742 women regular term scholarship holders.

TABLE VI

## MEN AND WOMEN HOLDING SCHOLARSHIPS\*

Fiscal Year	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	1954 -55	1955 -56	1956 -57	1957 -58	Totals
Summer School Men	20	42	50	93	134	156	136	130	162	102	138	1163
Summer School Women	<u>91</u>	<u>558</u>	<u>551</u>	<u>956</u>	<u>1085</u>	<u>967</u>	<u>871</u>	<u>885</u>	<u>818</u>	<u>707</u>	<u>750</u>	<u>8239</u>
Summer School Totals	111	600	601	1049	1219	1123	1007	1015	980	809	888	9402
Regular Term Men	8	93	105	115	72	61	91	93	131	111	117	997
Regular Term Women	<u>201</u>	<u>491</u>	<u>487</u>	<u>506</u>	<u>460</u>	<u>496</u>	<u>689</u>	<u>807</u>	<u>999</u>	<u>1112</u>	<u>1164</u>	<u>7742</u>
Regular Term Totals	209	584	592	621	532	557	780	900	1130	1253	1581	8739

\*Source: Records at State Department of Education.

The actual scholarship expenditures for each year are shown in Table VII, page 46. A comparison of the amounts of the appropriations for each year as shown in Table II, page 15, with the funds available as indicated in Table VII reveals a difference in a number of the years. This is due to the inclusion of deficit authorizations, balances from previous years, repayments, and special appropriations in Table VII.

TABLE VII  
SCHOLARSHIP FUNDS AVAILABLE  
AND EXPENDITURES\*

Fiscal Year	Funds Available**	Funds Expended
1947-48	\$330,000	\$ 63,320.00
1948-49	232,500	218,680.00
1949-50	246,320	225,555.00
1950-51	275,000	273,745.00
1951-52	306,255	255,272.35
1952-53	300,000	298,704.00
1953-54	371,296	362,740.50
1954-55	400,000	396,826.00
1955-56	495,000	462,565.50
1956-57	575,000	489,821.00

\*Source: Records at State Department of Education.

\*\*Funds available differ from State Appropriations shown in Table II because these totals include appropriations, deficit authorizations, and balance from previous year.

## B. USE OF THE SCHOLARSHIPS

Table III, page 39, showed that 9,402 summer school and 8,739 regular term scholarships have been granted in the eleven years of operation. Before approval of each of these scholarships, the Office of Teacher Education had checked the eligibility of the applicant, the areas of training for the regular term holders, and the purposes for which the summer school scholarships were granted. At the end of the regular terms and the summer sessions, transcripts for the scholarship holders were sent to the Office of Teacher Education and were examined. The State knew thereby that the scholarships were used for the purposes for which they were granted. Because of the time element, it was impossible to check the use of 18,141 scholarships; therefore Table VIII, page 49, and Table IX, page 51, are based on groups rather than the entire totals.

In 1957-58 there were 1,581 regular term scholarships. Table VIII shows the areas in which the scholarships were used. Because of variations in the areas of study, the table gives the number of scholarship holders with single majors and also the areas of the double major students. The double majors are shown in both subjects; therefore, totals have been shown for the number of students preparing in each field, but no grand totals were given because they would have been misleading.

It must be noted that diversified occupations, Latin, and speech show no single majors, but they appear in the column which gives the number of students with double majors.



TABLE VIII

AREAS OF TEACHER TRAINING FOR THE 1957-58  
REGULAR TERM SCHOLARSHIP HOLDERS\*

Subjects	Number in Single Major Area	Number Combining Another Area With Major	Totals
Agriculture	19	0	19
Art	24	8	32
Biology	16	38	54
Business Education	128	6	134
Chemistry	5	16	21
Distributive Education	7	3	10
Diversified Occupations	0	3	3
Dramatics	0	3	3
Elementary Education	614	61	705
English	71	128	199
French	3	24	27
Government	1	0	1
History	28	105	133
Home Economics	111	4	115
Latin	0	1	1
Library Science	3	9	12
Mathematics	32	50	82
Music	57	5	62
Physical Education	84	21	105
Physics	1	3	4
Science	7	32	39
Social Science	19	56	75
Spanish	3	20	23
Speech	0	1	1
Speech Therapy	2	0	2
Trade and Industrial Education	6	0	6

\*Source: Records at State Department of Education.

Table IX, page 51, shows the reasons for which the 1957 summer school scholarships were held. A large majority of the scholarship holders, 748 teachers, were working toward a standard Collegiate Professional Certificate. Of this group, 128 were taking professional education courses to raise the Collegiate Certificate to the Collegiate Professional and 620 were taking courses leading to a baccalaureate degree. The 620 were teachers who had a minimum of 60 semester hours of college work but not enough for a standard certificate.

Another important fact shown is that 34 were working toward proficiency in handling the guidance services and the special education areas. For the group of 103 who were working for added endorsements, attention should be called to the fact that these teachers already hold Collegiate Professional Certificates. They were studying for another area of teaching at the request of their principals or division superintendents.

TABLE IX  
 PURPOSES FOR USE OF 1957 SUMMER  
 SCHOOL SCHOLARSHIPS\*

Purpose	Number
Raise Collegiate Certificate to Collegiate Professional	128
Work toward baccalaureate degree and Collegiate Professional Certificate	620
Credits for added endorsements	103
Preparation for resumption of teaching	3
Training in guidance or special education	<u>34</u>
Total	888

\*Source: Records at State Department of Education.

Table X, page 53, shows the types of certificates which have been issued in Virginia from 1946-47 through 1956-57. The number of each type of certificate holder is also given for each year. It is significant to note that the Postgraduate Professional, Collegiate Professional, and Collegiate Certificates have increased in number as the total of teachers has risen. These are the certificates which are based on at least a baccalaureate degree from an accredited college or university.

The Normal Professional, Special and Emergency License or the types of certification based on a minimum of 2 years of college work have decreased. The remainder of the sub-standard licenses and permits have also grown noticeably smaller.

TABLE X

CERTIFICATES HELD BY VIRGINIA PUBLIC SCHOOL TEACHERS  
FROM 1946-47 TO 1956-57\*

Certificates	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57
Postgraduate Professional**					100	717	1,187	1,807	2,199	2,443	2,655
Collegiate Professional	9,278	9,963	10,724	11,728	13,066	13,600	14,328	14,899	15,734	16,881	17,809
Collegiate	789	929	1,137	1,431	1,675	1,486	1,390	1,392	1,444	1,594	1,675
Normal Professional	5,072	4,867	4,613	4,478	4,434	4,270	4,128	4,060	4,201	4,252	4,244
Special	428	400	402	387	373	255	219	212	215	222	206
Emergency License	885	1,115	1,153	1,182	984	1,045	1,103	1,212	1,124	1,149	1,257
Elementary and Provisional											
Elementary	571	483	471	435	410	364	326	317	547	637	656
Vocational***	165	105	109	110							
Local Permit	2,383	2,105	1,952	1,730	1,436	1,506	1,442	1,471	1,276	1,322	1,348
Special Purpose License**					171	223	206	196	193	210	212
Totals	19,571	19,967	20,561	21,481	22,741	23,466	24,329	25,566	26,933	28,710	30,062

\*Source: Records at State Department of Education.

\*\*Postgraduate Professional Certificates and Special Purpose Licenses issued in 1950-51 for first time in Virginia.

\*\*\*Vocational Certificates discontinued after 1949-50.

### C. CANCELLATION OF THE SCHOLARSHIPS

The primary purpose for the inauguration of the State Teachers' Scholarship Program was to put qualified teachers in the classrooms of the public schools of Virginia. To determine the degree to which this goal had been accomplished, it was necessary to learn how the obligations of teaching to cancel payment of the promissory notes were met.

The 12,766 scholarships, shown in Table XI, page 56, as cancelled to date, did not include the notes which will be cancelled as a result of teaching in the 1957-58 school session. Figures for this year were not available. The 12,766 cannot be compared to any totals of certain years as shown in previous tables because extensions of time have been granted in special cases by the State Board of Education, and there are variations in the numbers of the scholarships held by individuals. For example, cancellation of a scholarship held by a freshman in 1956-57 would not be required until the school year of 1960-61 unless the student withdraws from college. Cancellation of a scholarship held by a senior in 1956-57 would be required in the school session of 1957-58.

The figures in Table XI cover the cancelled promissory notes for which information had been collected by the Office of Teacher Education, cancellation had been recorded in the files, and accounts had been verified by the State auditors.

The revealing figure in Table XI is the 2,999 regular term scholarships which have been cancelled by teaching. This represents 71.83 per cent of the regular term scholarships which have been cancelled. The 983 regular term scholarships which have been cancelled by payment rather than teaching represent approximately 24 per cent of the cancelled regular term scholarships and is undoubtedly due to the fact that many young women drop out of school and marry. These drop-outs in many cases have held one or two scholarships.

The fact that there have been eleven scholarships cancelled because of death and six cancelled because of disability shows that the State Board of Education has exercised its authority to cancel scholarships. The combination of teaching and payment to cancel the scholarship obligation which includes 96 summer school scholarship holders and 183 regular term scholarship holders is also to be expected. Extenuating circumstances cause a limited number of teachers to withdraw from the profession each year, and it must be remembered that the statistics shown in Table XI include the years for which two years of teaching were required to cancel each scholarship.

TABLE XI

METHODS OF CANCELLING 12,766 SCHOLARSHIPS TO BEGINNING  
TO 1957-58 SCHOOL SESSION\*

Type	Number by Teaching	Per Cent by Teaching	Number by Teaching and Payment	Per Cent by Teaching and Payment	Number by Payment	Per Cent by Payment	Number by Death	Per Cent by Death	Number by Disability	Per Cent by Disability	Totals
Summer School	8,298	96.59	96	1.12	189	2.2	8	.09	0	0	8,591
Regular Term	<u>2,999</u>	<u>71.83</u>	<u>183</u>	<u>4.38</u>	<u>983</u>	<u>21.15</u>	<u>3</u>	<u>.07</u>	<u>7</u>	<u>.17</u>	<u>4,175</u>
Totals	11,297	88.49	279	2.18	1,172	9.18	11	.09	7	0.06	12,766

\*Source: Records at State Department of Education.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The leadership of State Superintendent G. Tyler Miller and the strength of action by Governor William M. Tuck in 1946-47 stand out as important milestones in the development of Virginia's educational system. As leaders who envisioned the vital needs and changes which would confront public education in the decade ahead, they laid the groundwork for a program which has placed many certified teachers in the public schools of Virginia and has given aid in the up-grading of the professional training of in-service teachers.

#### A. SUMMARY OF FINDINGS

From its inception in 1946-47, the State Teachers' Scholarship Program has expanded and developed under the capable administration of State Superintendents G. Tyler Miller (1946-1949), Dowell J. Howard (1949-1957\*), and Davis Y. Paschall (1957-\_\_\_\_) until Virginia has the broadest program of State-supported scholarship aid for teachers which may be found in the forty-eight states. With twenty-one states having programs which range from the North Dakota plan of aid for the

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\*Deceased, February 23, 1957

individuals who promise to teach in the one-room, rural schools of the state; to the Louisiana program where the teachers' scholarships could be tools in the hands of the politicians; or to the thirteen states which offer aid only at the state-supported teacher-training colleges and universities, the Virginia plan stands out for its comprehensiveness.

From the scholarship materials received from the forty-seven states, it appears that only two states have programs which might be compared favorably with the Virginia plan. One would be Florida which has a regular term program that is wider in coverage than Virginia's plan since it encompasses all Florida colleges and universities which have accredited teacher-training programs. In Virginia all sectarian colleges and universities have been excluded from participation in the program since 1956. The Florida plan, however, contains no provision for summer aid for in-service teachers and this is a vital part of the Virginia program.

The other state which in time may surpass the present Virginia plan is North Carolina. Its program, started in 1957, is still in its infancy and must withstand the tests of time and operation. In its provisions, however, it follows very closely the pattern set by Virginia's scholarship plan, except that it has not been limited, by legal interpretation,

to non-sectarian institutions of higher learning.

As the policies and regulations governing the State Teachers' Scholarship Program developed in the eleven years of operation, the program has broadened and improved. When problems such as extensions of cancellation time arose, solutions were found which strengthened the program at the same time as they helped the teachers and prospective teachers in the State.

The Virginia State Teachers' Scholarship Program has made 8,739 regular term and 9,402 summer school grants in its eleven years of operation. Of the 8,739 regular term scholarships only 4,175 had reached their cancellation period at the beginning of the 1957-58 school session, and of this group 2,999 or 71.83 per cent had been cancelled by teaching and 183 or 4.38 per cent had been cancelled by combined teaching and payment. This means that Virginia's public schools have had the services of 2,999 fully-trained graduates of the teacher-training departments of Virginia's accredited colleges and universities.

It cannot be assumed that the 2,999 individuals became teachers only because scholarship aid was provided; however, it is true that the State received the services of 2,999 teachers who chose to cancel their regular term scholarship obligation in this way.

With approximately 72 per cent of the regular term scholarship holders cancelling their scholarship obligation by teaching, the same percentage applied to the remainder of the regular term scholarships which have been granted to date indicates that Virginia can expect 3,286 teaching positions to be filled by Collegiate Professional Certificate holders from past scholarships. An even larger number can be expected in the coming years since the trend show a steady increase in the regular scholarship holders for the past eleven years.

The State has no assurance that all of these teachers will remain as permanent, active members of the teaching profession. It is undoubtedly true, with the large majority of the scholarship holders being women, that many will drop out of the profession for marriage and the rearing of a family. However, these women form a potential for future teachers in the State and they are valuable members of society because they have trained for the profession of teaching.

Of the 8,591 summer school scholarships which had become due for cancellation before the 1957-58 school session, 8,298 or 96.59 per cent had been cancelled by teaching and 96 or 1.12 per cent had been cancelled by combined teaching and payment. This means that Virginia received the full time teaching services of at least 8,298 teachers who were better

prepared for teaching because of more study and training.

The number of sub-standard certificate holders in Virginia is decreasing in proportion to the total number of certificates held. Not all of the credit for the decrease can be given to the scholarship program, but with approximately 70 per cent of the 1957 summer school scholarship group working toward a baccalaureate degree, the scholarship program must have made a big contribution to this development.

#### B. RECOMMENDATIONS

Members of the teaching profession in Virginia are fortunate in having political and educational leaders who are willing to provide the funds for and the administration of an excellent scholarship program. The following recommendations are made for future development of the program:

1. The scholarship program should be continued and increased in scope.
2. Further efforts should be made to reinstate on the approved list all institutions of higher learning which have accredited teacher training programs.
3. A study should be made at the State Department of Education to simplify the administration of the State Teachers' Scholarship Program.
4. Special areas related to the scholarship program should be considered by individuals seeking topics for graduate study.

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## BIBLIOGRAPHY

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APPENDIX



EXCERPT FROM THE ACTS AND JOINT RESOLUTIONS OF THE  
GENERAL ASSEMBLY OF THE COMMONWEALTH OF VIRGINIA

(Extra Session 1947) pp. 9-11

Chap.1- An ACT to appropriate out of the general fund of the State treasury, for school purposes and for schools in certain institutions certain sums in addition to and supplemental to the moneys appropriated by Chapter 388 of the Acts of 1946, (General Appropriation Act), and to prescribe certain terms, conditions and provisions with respect to the expenditures of same. (H B 1)

Approved January 18, 1947

Be it enacted by the General Assembly of Virginia:

1. That there is thereby appropriated to the State Board of Education, out of the general fund of the State treasury, for the purposes of improving the operation of the public schools of the State, and there is hereby further appropriated out of the general fund of the State treasury to the institutions hereinafter named to improve the operation of schools therein the following items or sums, for the specific objects indicated:

.....

Item 7

For scholarships for teachers for the public schools of Virginia for the second year of the biennium, an amount not to exceed . . . . . \$330,000

To be apportioned as set out in Paragraphs 1 and 2, following:

- (1) Scholarships for senior and junior college students and emergency teachers who obligate themselves to prepare for elementary teaching and to teach in the public schools of Virginia for four years, a sum not to exceed \$300,000 for the second year of the biennium.

This appropriation shall be conditional and shall be administered by the Governor in accordance with the following provisions: Upon recommendation of the State Board of Education, the Governor is authorized in his discretion to approve scholarships of not more than \$300 each year for senior and junior students attending Virginia colleges, provided they are

residents of Virginia, and agree to prepare for teaching in the elementary grades and to teach in the schools of Virginia upon graduation from college; provided further that each such student to be recommended for an elementary teacher's scholarship by the State Board of Education shall be selected on the certification of the head of the institution the student is attending that such student in the opinion of the faculty and college officials has given evidence of being qualified by personality, character and demonstrated scholastic ability for teaching in the elementary grades; and provided further, however, that each student receiving such scholarship aid shall sign and execute notes to the Commonwealth of Virginia endorsed by responsible adults for the amount of financial aid thus received, which obligations shall bear interest from date at the rate of three per centum per year and shall be cancelled at the rate of \$150 including interest on the cancelled portion of the obligation for each year that the recipient teaches in the public schools after graduation from college, and any amount uncanceled by such service shall be repaid in full to the State within a period of four years with interest from date at the rate of three per centum per year.

The same provisions as set forth above shall apply to the awarding of scholarships to persons who have taught in the public schools of Virginia on emergency licenses for at least one year in which case each such person may be eligible to receive scholarship aid at \$300 per year for a period not to exceed two years, upon recommendation of the State Board of Education, based upon certification by the Superintendent of Schools under whom the said person has taught that he or she has given satisfactory service and in his opinion is qualified by personality, character and demonstrated fitness for teaching in the elementary grades. The obligation to the State of the recipient of such scholarship aid will be at the rate of \$300 with interest from date at the rate of three per centum per year, for each year such aid is received, and shall be cancelled at the rate of \$150 per year including accumulated interest on the cancelled portion of the obligation by further teaching service or shall be repaid as provided for junior and senior college students who receive such scholarship aid.

It is provided also that the number of such scholarships outstanding shall not be in excess of 1,000 during any one school session and such scholarships shall be given to students enrolled at either State supported or private educational institutions in Virginia which provide appropriate courses in the preparation of elementary teachers, approved by the State Board of Education.

- (2) Summer school scholarships to provide preparation for teaching for college graduates and emergency teachers who obligate themselves to take work in summer school in education courses in State supported and private educational institutions in Virginia and to teach in the public schools of Virginia, a sum not to exceed \$30,000 for the second year of the biennium.

This appropriation shall be conditional and shall be administered by the Governor in accordance with the following provisions: upon recommendation of the State Board of Education, the Governor is authorized in his discretion to approve not in excess of 300 scholarships not to exceed \$100 each for college graduates and teachers with emergency licenses based on two or more years of college training who shall be residents of Virginia and who will attend summer school in State supported and private educational institutions in Virginia to take prescribed teacher education courses and agree to teach in the public schools of Virginia for the school session immediately following summer school attendance on such scholarship; provided further, however, that each such student to be recommended for a summer school scholarship by the State Board of Education shall be selected upon the certification by the head of the institution from which he or she graduated, or in the case of teachers with emergency licenses by the Division Superintendent of Schools under whom the said teacher has taught that he or she has given evidence of being qualified for the teaching profession by personality, character and demonstrated scholastic ability; and provided further, however, that each recipient of such summer school scholarship aid shall sign and execute a note to the Commonwealth of Virginia, endorsed by a responsible adult, for the amount of financial aid thus received with interest from date at the rate of three per centum per year which obligation including interest shall be cancelled at the rate of not more than \$100 for each year that the recipient teaches in the public school of Virginia after summer school attendance on such scholarship and any amount uncanceled by such teaching service shall be repaid in full to the State with interest from date at the rate of three per centum per year.

It is provided also that the number of such scholarships awarded shall not be in excess of \$300 each summer, and that such scholarships may be given to college graduates or teachers with emergency licenses based on two or more years of college training who attend summer school at either State supported or private educational institutions in Virginia which offer courses in teacher preparation, approved by the State Board of Education.

REGULATIONS FOR ADMINISTERING REGULAR TERM STATE TEACHERS' SCHOLARSHIPS

I. ELIGIBILITY

A. The candidate must:

1. Be a resident of Virginia who is preparing to teach in the Virginia Public Schools in the elementary grades or in subjects generally offered in Virginia high schools.
2. Possess scholastic ability and personal characteristics desirable for effective teaching.
3. Be a student classified as a freshman, sophomore, junior, or senior in a state-supported or private, non-sectarian, degree-granting college in Virginia approved under the scholarship plan.
4. Applicant must be enrolled in a curriculum including Student Teaching and qualifying him for a Collegiate Professional Certificate.
5. Summer Quarter Study - A student who continues study in a summer quarter in order to secure a degree in less than four calendar years may be considered eligible for a Prorated Summer Quarter Regular Term Scholarship Loan. This study should consist of approximately ten semester hours of credit toward the baccalaureate degree, and scholarship aid for this purpose will be available at the rate of \$117.00 per summer quarter.

B. Only a limited number of carefully selected freshmen will be eligible. Such freshmen candidates must:

1. Possess good scholastic ability as indicated by above average rank in his or her high school class and by above average score or rank on a standardized scholastic aptitude or achievement test.
2. Have an established record of good citizenship and possess personal characteristics regarded as desirable for effective teaching. This should be confirmed by interview with college officers and by recommendations of former teachers.
3. Possess such other qualifications as the college authorities may prescribe in picking out highly selected candidates.

II. PROMISSORY NOTES AND CANCELLATION

Each candidate must agree to sign and execute a promissory note to the Commonwealth of Virginia for the amount of scholarship aid received, which obligation shall bear interest at the rate of 3% per year. This note must be endorsed by a responsible, adult, resident of Virginia. The obligation including interest can be cancelled by teaching one full school year, for each scholarship received, in the public schools of Virginia immediately following graduation from college, and any amount uncanceled by such service shall be repaid at termination of teaching service, with interest from date of note at 3% per year; provided, however, that for extenuating circumstances the State Board of Education may, in its discretion, extend the time for teaching to cancel the loan or for repayment. If it becomes necessary for this note to be collected by an attorney, the maker and endorser hereby agree to pay fifteen per centum collection charges as an attorney's fee in addition to the amount due on same at the time of collection.

Each candidate must also agree that in case he or she fails to complete at the expected time the study, as shown on the application, for which the scholarship aid is given, leaves college before graduation, or leaves Virginia to complete graduation requirements, the note will become due and payable; provided, however,

that for extenuating circumstances the State Board of Education may, in its discretion, extend the time for completion of study or the time for repayment.

The recipient of a scholarship is authorized to cancel the obligation including interest by teaching under contract one full year, for each year of scholarship aid received, in the public schools of Virginia after graduation from college.

If graduation program is shortened by including Pro-rated Summer Quarter Scholarships with Regular Term Scholarships, the period of teaching to cancel the four or more loans will not extend over more than four school years.

Partial cancellation of the obligation, by teaching less than one school year, will be allowed only in the discretion of the State Board of Education when satisfactory evidence is furnished that the recipient of the scholarship aid has been prevented from completing a full year of teaching service because of circumstances beyond his or her control, such as illness or for other unavoidable reasons.

Not more than one year will be allowed for graduate study as a basis for postponing the cancellation of this obligation immediately following graduation; provided, however, that for extenuating circumstances the State Board of Education may, in its discretion, allow not more than two years.

When and if the candidate performs required military service, the time for teaching to cancel the promissory note will be postponed for the period of such required service. If the note is not cancelled by teaching, there will be no suspension of interest because of the military service. If the maker voluntarily re-enlists, the note becomes due and payable, both principal and interest.

In the event of the death, or illness of prolonged and serious nature, of the recipient of scholarship aid prior to cancellation by teaching service, the State Board of Education may, in its discretion, cancel both principal and interest, in whole or in part.

### III. APPLICATION PROCEDURE

- A. The president of the college or his authorized representative will recommend candidates, who are preparing for teaching in accordance with the regulations mentioned above. Freshmen candidates will be recommended in accordance with the special regulations prescribed by the State Board of Education, as explained in the eligibility provisions above. No application forms will be issued to applicants from the State Board of Education.
- B. The prescribed and current application form must be used and submitted to the State Board of Education. If the application is approved by the Board, the applicant will be notified through the college. In considering applications for scholarships, preference may be given to applicants preparing to serve in the areas of greatest need.
- C. Applications must be submitted to the State Department of Education by June first of each year except applications for study in the summer quarter which must be submitted by May first of each year.

### IV. PAYMENT TO STUDENT

When the State Board of Education has approved a scholarship grant, the applicant must sign a promissory note in the proper amount bearing interest from date of note at 3% per year, which must be endorsed by a responsible, adult citizen of Virginia. When this note is accepted and the candidate is reported by the college as enrolled with a full program of work, a check WILL BE SENT TO THE RECIPIENT THROUGH THE COLLEGE.

Scholarship aid as defined in these regulations will be available in the maximum amount of three hundred fifty dollars (\$350.00) per school year. If the application for scholarship aid is approved for less than a full school session of nine months, the amount of the loan cannot exceed \$117.00 per quarter or \$175.00 per semester.

- V. EFFECTIVE DATE - These regulations are effective July 1, 1957.

This form is to be properly executed and returned to  
Teacher Education Director, Virginia State Department of Education.

NOTE: The maximum amount of a scholarship loan for any eligible student is \$350.00.

SECTION I (To be completed by applicant)

1. Name in full \_\_\_\_\_  
Complete
2. Home Address \_\_\_\_\_  
(Street and Number, City, State)
3. College \_\_\_\_\_ Date \_\_\_\_\_
4. During the 1957-58 session I will be enrolled as a full-time student (carrying at least fifteen semester hours for each semester) in a curriculum qualifying me for a Collegiate Professional Certificate (including Student Teaching). I will be classified as a \_\_\_\_\_  
(Freshman - Sophomore - Junior - Senior)
5. I will prepare for teaching in the Elementary School \_\_\_\_\_
6. I will prepare for teaching in high school: Name subject on line below:  
\_\_\_\_\_

(Show only those subjects which you are preparing to teach.)

7. I agree to teach immediately following graduation from college in the Virginia Public Schools in order to cancel the financial obligations to the State of Virginia incurred through this scholarship loan. (The promissory note will indicate when teaching must be done.)
8. I agree to sign a note covering the amount of the scholarship which carries interest at the rate of 3% per annum and will secure a responsible adult citizen of Virginia to endorse it.

It is understood that the principal and interest can be cancelled by teaching one full school year of nine months in the public schools of Virginia following graduation from college. If unforeseen circumstances prevent me from finishing, at the expected time, my course for a degree and qualifying me for a Collegiate Professional Certificate or from cancelling the obligation, at the expected time, by teaching, I understand that the note becomes payable irrespective of due date shown on the note and according to whatever regulations are prescribed by the Virginia State Board of Education. I agree to attend college in Virginia continuously and that if I leave the State to complete study for degree requirements, the promissory note will become payable unless specific approval is granted by the State Board of Education. In the event of withdrawal or separation from college, I also agree that any unused balance of this loan remaining to my credit shall be paid by the college to the State Board of Education and credited to the promissory note executed by me. I will keep the State informed of changes in name and address.

9. Previous State Teachers' Scholarships (Show here): \_\_\_\_\_

Signature \_\_\_\_\_

SECTION II (To be completed by the president of the college or his authorized representative)

I herewith certify that \_\_\_\_\_ is a resident of Virginia and is regarded by me, and by the college faculty, to be well qualified for the teaching profession by personality, character, and demonstrated scholastic ability. To the best of my knowledge, the statements made above by the applicant are correct.

Signed \_\_\_\_\_

President or Representative

Date \_\_\_\_\_

College \_\_\_\_\_

FORM S.S.R.  
3/5/57

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
RICHMOND 16

REGULATIONS FOR ADMINISTERING THE SUMMER SCHOOL SCHOLARSHIPS

I. ELIGIBILITY

A. The candidate must:

1. Be a resident of Virginia enrolled in a four-year accredited state-supported or private, non-sectarian, Virginia college in a regular summer session for not less than 3 semester hours.
  2. Have the scholastic ability and personal characteristics expected in an effective teacher.
  3. Be a teacher to whom the Superintendent has offered re-employment or employment, and who thus has reasonable assurance of a teaching position following the summer study.
  4. Be in one of the following categories:
    - a. A college graduate who is taking courses leading to the Collegiate Professional Certificate.
    - b. Have two or more years of college work (at least 60 semester hours) and be enrolled in courses leading to a degree. This includes holders of the Normal Professional Certificate and of the Emergency Teachers License.
    - c. Be a holder of a Collegiate Professional Certificate who is taking courses leading to an acceptable endorsement not now on this certificate in order to prepare for a teaching assignment to become effective in the fall of the current year.
    - d. A former teacher who is taking, at the request of the division superintendent who is employing her, specific summer school courses to prepare for the resumption of teaching. This does not include study solely for renewing or reviving a certificate.
    - e. Who is taking courses in Guidance or Speech Training or Education of the Handicapped at the request of principal or superintendent in order to participate in a school program. A letter from the superintendent will be needed in support of study of such courses.
- B. A recent college graduate who is being employed as a teacher and who, at the request of the employing superintendent, is taking courses to qualify for a Collegiate Professional Certificate.

II. PROMISSORY NOTES AND CANCELLATION

The candidate must agree to sign and execute a note to the Commonwealth of Virginia for the amount of scholarship aid received, which obligation shall bear interest at the rate of 3% per year. This note must be endorsed by a responsible adult, who is a resident of Virginia. The obligation including

OVER

interest can be cancelled by teaching the following year in the public schools of Virginia. The State Board of Education may, in its discretion, postpone the period of teaching to cancel the scholarship.

The candidate must agree that in case he or she fails to complete at the expected time the study for which aid is given, or fails to complete at the expected time the year of teaching necessary to cancel the obligation, the loan, together with accrued interest, will become due and payable; provided, however, that for extenuating circumstances the State Board of Education may, in its discretion, extend the time for teaching to cancel the loan or for repayment. If it becomes necessary for this note to be collected by an attorney, the maker and endorser hereby agree to pay fifteen per centum collection charges as an attorney's fee in addition to the amount due on same at the time of collection.

When and if the candidate performs required military service, the time for teaching to cancel the promissory note will be postponed for the period of required service. If the note is not cancelled by teaching, there will be no suspension of interest because of the military service. If the maker voluntarily re-enlists, the note will become due and payable, both principal and interest.

In the event of the death, or illness of prolonged and serious nature, of the recipient of scholarship aid prior to cancellation by teaching service, the State Board of Education may, in its discretion, cancel both principal and interest, in whole or in part.

### III. APPLICATION PROCEDURE

- A. The Division Superintendent of Schools under whom the applicant has taught or will teach must recommend the candidate on the official application form and must indicate intention of re-employing the candidate as a teacher.
- B. In establishing quotas for the various school divisions, the total number of teachers in each division will be the primary factor. Any unused part of the quotas authorized for divisions will be reallocated from time to time to divisions where they can be advantageously used. In considering applications for scholarships, preference may be given to applicants preparing to serve in the areas of greatest need.
- C. Applications must be submitted to the State Department of Education by May first of each year.

### IV. PAYMENT TO TEACHERS

When the State Board has approved a candidate and the candidate has submitted a properly completed promissory note and has been reported by the college as enrolled in suitable courses in the summer session of a Virginia accredited college, a check will be sent to the candidate in care of the college. The scholarship allowance varies with the semester hours taken. Fifteen dollars per semester will be allowed as follows: Minimum - 3 sem. hrs., \$45.00; 4 sem. hrs., \$60.00; 5 sem. hrs., \$75.00; 6 sem. hrs., \$90.00; 7 sem. hrs., \$105.00; 8 sem. hrs., \$120.00; 9 sem. hrs., \$135.00; 10 sem. hrs., \$150.00 - maximum.

### V. EFFECTIVE DATE

These regulations are effective July 1, 1957.



FORM S.S.AP.  
3/5/57

APPLICATION FOR 1957 SUMMER SCHOOL SCHOLARSHIP

This form is to be properly executed and returned to the  
Teacher Education Director, Virginia State Department of Education

SECTION I (To be completed by applicant)

1. Name in full (as shown on teaching certificate) \_\_\_\_\_
2. Complete home address \_\_\_\_\_ Date \_\_\_\_\_
3. I will attend \_\_\_\_\_ College in 1957 for completion of exactly \_\_\_\_\_ semester hours (Minimum, 3 - Maximum, 10). Please be correct in the number of hours indicated.
4. I will take the following courses: \_\_\_\_\_
5. These courses will lead toward the objective checked below:
  - A. Requirements for Collegiate Professional Certificate. Only those who have completed a minimum of 60 semester hours of college work are eligible.
  - B. For those who already hold a Collegiate Professional Certificate, toward requirements for an added endorsement (not already on the certificate). This endorsement is needed for a teaching assignment which begins in the fall of the current year. Name Endorsement Sought: \_\_\_\_\_
  - C. Courses in Guidance, Speech Training, or in Education of the Handicapped may be taken if superintendent certifies applicant as key person in a corresponding school program which will be effective in September 1957.
6. What teaching certificate or license do you hold? \_\_\_\_\_ Expiration Date \_\_\_\_\_
7. Show number of years of college education, and degrees \_\_\_\_\_
8. I have previously held State Teachers' Scholarships (Years) \_\_\_\_\_
9. I agree to sign a note covering the amount of the scholarship and will secure a responsible adult citizen of Virginia as endorser. If I do not finish this proposed study at the expected time or do not cancel the obligation by teaching for a full year at the expected time, I understand that the note with interest at three per cent becomes payable, irrespective of due date.
10. On completion of this study, I will have a transcript submitted marked "FOR SCHOLARSHIP PURPOSES," and indicating that I have completed the number of semesters indicated above.
11. I agree to teach in the Virginia Public Schools for a full school year to cancel this obligation, and I am assured of a teaching position for the year 1957-58.

Signature \_\_\_\_\_

SECTION II (To be completed by Superintendent of Schools)

I hereby certify that \_\_\_\_\_ is a resident of Virginia, has taught \_\_\_\_\_ years in my division, and is qualified for the teaching profession by personality, character, and demonstrated scholastic ability; that I have selected (him) (her) from my staff for recommendation as a scholarship candidate, and that I expect to employ or continue to employ him or her. To the best of my knowledge, the statements made above by the applicant are correct.

Applicant will teach in - Elementary School \_\_\_\_\_  
High School \_\_\_\_\_ Subject \_\_\_\_\_

Signed \_\_\_\_\_  
Division Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Division

FORM R.T.A.N.  
5/15/57

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
RICHMOND 16

10/1/56

\_\_\_\_\_  
NAME OF CANDIDATE

\$ \_\_\_\_\_

\_\_\_\_\_  
COLLEGE

I take pleasure in informing you that you have been approved for a Regular Term Scholarship in the amount, and for the college, shown above.

Promissory Note: In connection with this scholarship, it will be necessary for you to complete the enclosed promissory note for this amount by signing it yourself in the space provided with your legal signature, and by securing an endorsement on the back by a citizen of Virginia over twenty-one years of age who is willing to be responsible for the payment of the note, and who is financially able to pay.

After securing the signature of your endorser, the note should be sent to the Superintendent of Schools in the division where the endorser lives or works. The Superintendent should be requested to forward the properly executed and endorsed note to this office.

When this note has been received and when you have been reported by the college as enrolled in classes according to your application, a check for this amount payable to you will be requested. This will be sent in care of the official of the college in charge of scholarships.

Disposal of Check: If you use dormitory and dining hall, we suggest that you ask the College Treasurer to deposit the check and credit your account with one half of the first term and one half for the second term. In the event of withdrawal or separation from college, you agree that any unused balance of this loan remaining to your credit shall be paid by the college to the State Board of Education and credited to the promissory note executed by you.

Cancellation: As you doubtless know, this obligation, together with interest, can be completely cancelled by teaching in the public schools of Virginia for one full school year immediately after you graduate.

Payment: The promissory note with accrued interest will become payable (1) if you leave college before graduation, (2) if you leave the State to finish your study for a degree, and (3) if you do not teach for the required time in a Virginia public school beginning the year following your graduation.

We are glad that you are planning to teach. Please send the properly executed and endorsed promissory note to the Superintendent in the division where the endorser lives as soon as possible.

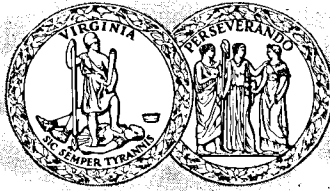
If for any reason you cannot accept this scholarship, please let us know immediately. If there is any change in name or address, please notify this office immediately.

Very truly yours,

Nannie Mae M. Williams  
Supervisor of Teacher Education

/rs

# COMMONWEALTH OF VIRGINIA



## STATE BOARD OF EDUCATION RICHMOND, 16

March 12, 1958

Dear

For the past ten years we have had in operation in Virginia a State-supported teachers' scholarship program, which is designed to give financial aid to eligible students who plan to enter the teaching profession in Virginia and to teachers who wish to upgrade their certificates or to secure added endorsements. At the present time we are engaged in making a study of this program.

As a part of the study we would like to obtain information regarding similar programs which are provided by other states. If you have a state-supported teachers' scholarship program, we would appreciate very much your sending us a copy of the regulations, application forms, and any other pertinent information.

If you do not have a state-supported teachers' scholarship program, please sign and mail the enclosed postal card at your earliest convenience.

Your cooperation in this matter will be appreciated.

Sincerely yours,

Woodrow W. Wilkerson  
Teacher Education Director

WWW:bb  
Enclosure

## VITA

## VITA

Nora Jones Culpeper was born in Brunswick County on October 1, 1917 of Andrew M. and Annie Harrison Jones. She was graduated from Alberta High School in 1934 and then attended the State Teachers College (now Longwood College) at Farmville, Virginia.

After receiving a B. S. in Education degree in 1938 with majors in English and history, she taught these two subjects in Charlotte county for two years. After her marriage to Hamilton B. Culpeper in 1940, she did not teach again until 1946 when she joined the faculty at Glen Allen High School in Henrico County.

When Glen Allen High School moved to Hermitage High School, she became the Director of Guidance at the new school and continued in this position until July 1, 1956.

On September 1, 1956, she joined the professional staff at the State Department of Education as the Assistant Supervisor of Teacher Education, and she has remained in this position to date.

Mrs. Culpeper is currently engaged in graduate study at the University of Richmond in anticipation of receiving a M. S. in Education degree in August 1958.