

**WHAT IS THE RELATION OF ACADEMIC  
PREPARATION, EXPERIENCE,  
INTELLIGENCE, ACHIEVEMENT, AND  
SEX OF RURAL TEACHERS IN  
MISSISSIPPI TO THEIR PAY?**

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What is the relation of academic preparation, experience, intelligence, achievement, and sex of rural teachers in Mississippi to their pay? by H. M. Ivy

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**H. M. IVY**

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**BY  
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## CHAPTER I

### THE PURPOSE AND SCOPE OF THE STUDY

The inequality of educational opportunity in the United States is nowhere more in evidence than in the contrast between that afforded the urban child and that afforded the rural child. The concentration of wealth in corporate bodies makes the taxes levied in cities for the support of education in large part indirect. In the rural community the school tax is direct. The farmer is not willing to pay high costs for schools unless he can see a direct value being returned. The teacher stands to him as a representative of what education can do for his boys and girls. Hence, the quality of rural education depends far more upon the quality of the teacher than does urban education. In general, the quality of any product is in proportion to the amount paid for it. This may be said to be true in regard to the rural teacher. If his salary is low, is his quality also low? In fixing his salary, what traits is society consciously and unconsciously seeking? We know and can measure some of these traits; others are known, but as yet unmeasured; still others are both unknown and unmeasured.

When the traits that affect the pay of the rural teacher have been ascertained, it will be possible to find the effect of each. With the effect known, the proper treatment may be applied that will result in a general improvement of rural salaries. It is in the hope of making a beginning along this line that this study was undertaken.

Coffman<sup>1</sup> made an exhaustive study of the social composition of the teaching population, in which he gathered data in regard to the training, experience, age, pay, et cetera, of rural, town, and city teachers in twenty-two states. Foght<sup>2</sup> collected data from most of the states in regard to sex, experience, salary, and preparation of rural teachers. Various state surveys which included the rural schools have been made, notably Washington,<sup>3</sup> Wyoming,<sup>4</sup> Arizona,<sup>5</sup> South Dakota,<sup>6</sup> and Nebraska.<sup>7</sup> Each of these studies is of great value and has done much to point the way to the solution of the rural school problem. In each, however, the data

<sup>1</sup>Social Composition of the Teaching Population, Teachers' College Contribution, No. 41.

<sup>2</sup>Efficiency and Preparation of Rural School Teachers, U. S. Bureau of Education, Bulletin 1914, No. 49.

<sup>3</sup>U. S. Bureau of Education, Bulletin 1916, No. 26.

<sup>4</sup>U. S. Bureau of Education, Bulletin 1916, No. 28.

<sup>5</sup>U. S. Bureau of Education, Bulletin 1917, No. 44.

<sup>6</sup>U. S. Bureau of Education, Bulletin 1918, No. 31.

<sup>7</sup>U. S. Bureau of Education, Bulletin 1919, No. 20.

were more objective than subjective, the individual equation of the teacher being scarcely touched.

The caption of this study, "What is the Relation of the Academic Preparation, Experience, Intelligence, Achievement, and Sex of Rural Teachers in Mississippi to Their Pay?" is intended to suggest its content. No claim is made that all of the factors entering into pay are considered, though it will be shown in Chapter IV that those included make up a significant number of them. What the others may be and the respective influence of each must be left for subsequent studies.

Intelligence tests are in wide use in dealing with children. They seem to have won their place as diagnostic and prognostic instruments in the hands of the trained school administrator. Their use in connection with the selection of teachers has been practically neglected, though experience with them in the army should indicate their applicability. One investigator states that "given enough intelligence to get through high school and two years of normal school, more does not function in a practical situation."<sup>1</sup> There is a possibility that he is right, but 66 per cent of the teachers<sup>2</sup> of the United States do not meet the requirement specified. Many normal schools are establishing their own norms<sup>3</sup> for future application to entrants, but it is still possible to become a teacher in thirty-five states without attending a normal.<sup>4</sup> Hence, an intelligence norm is needed below which no one should be permitted to attempt teaching.

Achievement tests are also in wide use with school children, and have proven their value to such an extent that the methods involved in their construction are beginning to be applied to remodel the time-worn examination questions. Teachers, however, still take the examinations made up from the questions given years ago and by industrious cramming secure a certificate. How do such teachers score when given the same tests that they are urged to give their pupils? The results are interesting and suggest some new problems for solution.

This investigation has undertaken to determine (1) whether practice takes into consideration in fixing the salary paid the rural teacher his academic preparation, experience, intelligence, achievement, and sex; (2) to arrive at a tentative minimum intelligence norm for rural teachers; (3) to determine the relative intelligence of those teachers

<sup>1</sup>Knight, in *Journal of Educational Research*, Vol. 5, p. 213.

<sup>2</sup>Table showing report of data gathered by Carnegie Foundation, *School and Society*, Vol. 15, p. 304.

<sup>3</sup>*Twenty-First Yearbook*, Society for Study of Advancement of Education, Chapter 8.

<sup>4</sup>U. S. Bureau of Education, *Bulletin* 1921, No. 22.

who persist in the rural schools; (4) to ascertain whether the quality of the rural teacher as shown by intelligence and achievement is improving; and (5) to make a comparison of the male and female rural teacher.

The nature of the data requires that their treatment be statistical. The raw data will be first considered, after which the relationships of the various items will be ascertained. As practically all of the traits dealt with in education are complex and have interdependence—such as training, intelligence, and achievement—partial correlations will be used to hold some factors constant while the relationship of the others are found. In order to be certain that the items included in this study were not negligible factors in the pay of a teacher, multiple correlation was resorted to.

The conclusions arrived at in this study are limited to the "universe" from which the sampling was taken, and the figures and rates given, based on regression coefficients, apply only within the limits of this study.