"Teaching is the noblest of professions and the sorriest of trades."
"Example and practice are more efficient than precept and theory."

To assist teachers in settling difficult questions of professional conduct, to quicken their sympathies for each other, to exalt their professional ideals, to increase their love of the profession, and to create deeper respect in the minds of others for all engaged in the work of teaching, this code is devised.

RULES AND PRINCIPLES.

1. In public and private life the teacher's conduct should be governed only by the highest principles of courage, justice and truth.

2. Those who assume to teach should cultivate the cardinal virtues of discretion, economy, honesty, temperance, refraining from all avocations or pursuits whereby the profession of teaching may be brought into disrepute.

3. The duty of refraining from undue political ambitions and activities is especially enjoined upon all teachers. This item, however, shall never be construed as discouraging the exercise of the franchise; and the eminent propriety of teachers' holding public office of an educational character is hereby recognized.

4. The true teacher will not, for personal considerations, impair or endanger the dignity and usefulness of the teaching office.

5. Bad opinion of the members of a board of education, of a superintendent or other superior school official, no matter what the cause for such opinion, can never justify a teacher or other inferior school official in publicly expressing such opinion so long as such official relationship exists. Those in authority are, in turn, in duty bound to withhold from the public information and opinions as to the personal qualities or the professional attainments of teachers so long as said teachers are under contract.

6. It is the duty of teachers to aid in every honorable way in establishing and in maintaining the dignity, good name and usefulness of boards of education, superintendents and others in authority. Boards of education, superintendents and others in authority are, in turn, in duty bound to recognize and maintain all the rights, privileges and amenities justly accruing to teachers.

7. Teachers owe it to their employers and supervisors to attend punctually, regularly and faithfully to all duties assigned them, and at all times to show good cause for failure so to do.

8. Self-respecting teachers will, in their several relations, endeavor to exemplify the "Golden Rule."

9. Obtaining and securing position by fawning upon members of boards of education or others in authority, by courting their personal favor, or by doubtful relations with them, will be regarded as undignified and unprofessional by respectable and self-respecting teachers.

The appointment of teachers to office should be based solely upon merit. No others should be so quick or so zealous to insist upon appointments under such a system as teachers themselves.

10. The practice of violating contracts with boards of education, at unsuitable times, is hereby deprecated.

*So far as the Journal of Education can hear, this was the first elaborate "Code of Ethics" adopted by any State Educational Association.*

11. In communicating with parents or guardians, teachers should exercise the utmost candor. They should hold inviolable all information as to the financial limitations of children or wards; their physical or mental defects, their genealogies, and any other information the public discussion or mention of which would tend to prove humiliating, discouraging, or displeasing to said parents, guardians, children or wards.

12. Teachers should strive at all times to honor, dignify and professionalize the occupation of teaching, with the assurance that the elevation of teaching to the plane of a profession renders instruction more efficient and education a greater benefit to the state.

13. A teacher should not speak slightly or disparagingly of his profession or pander in any way to unjust popular prejudices against it. He should scrupulously refrain at all times and in all relations of life from availing himself of any prejudice against or popular misconception of teachers in order that he may obtain official preferment or advancement.

14. Teachers should fearlessly expose corrupt or dishonest conduct in the profession and there should be no hesitancy on the part of teachers in exercising the utmost diligence to disqualify and disbar the criminal teacher or the teacher whose conduct at any time becomes a reproach to the profession.

15. The discriminating giving and receiving of recommendations is hereby condemned. Teachers having the best interests of their profession at heart will exercise care to request recommendations only of those persons who can give intelligent information as to their qualifications. Professional teachers, bearing in mind the embarrassment consequent to the denying of recommendations by those in authority, will endeavor always to obtain letters only from such persons as they believe can conscientiously and willingly testify to their qualification and attainments. In order that teachers may observe easily and fully the provisions of this rule it is the duty of the superintendents, principals and others in authority, at all times, to encourage the promotion of deserving teachers. Teachers in authority will dignify the profession and render a well-deserved service to efficient teachers by writing personal letters in lieu of formal recommendations.

16. A letter from one teacher to another enclosing return postage should always receive a reply. If the information cannot be given or the desire granted, professional courtesy requires that the author of the original communication be so informed.

17. It is perfectly proper at all times for teachers to seek preferment and promotion by legitimate means; but any sort of endeavor to establish reputation or to obtain position by innuendo, exploiting confidential press notices, or advertisements is undignified and unprofessional.

18. Confidential correspondence, communications or conversations between teachers cannot be violated during the official relationship of said teachers or at any time thereafter. The many confidences incident to the difficult and delicate work of the school will be held in-
violate by self-respecting and professional teachers.

19. The helpless, the indigent and the ignorant should receive the especial care and attention of teachers. The true teacher will strive to place whatever educational facilities the State can afford within reach of the humblest of her citizens.

20. It is undignified and unprofessional for teachers to bid for position. A teacher should know the salary attached to a given position before applying for the same or insist that the salary be fixed by the duly constituted authorities. All other things being equal, it is undignified for a teacher to seek a position at a lower salary than that paid the preceding teacher. Teachers should constantly strive to create a public opinion favorable to remuneration commensurate with their work.

21. It is unprofessional, undignified and dishonorable for a teacher to apply for a position not avowedly vacant. This item, however, shall never be construed as precluding the right of teachers to direct letters of inquiry to educational authorities as to probable vacancies in schools or school systems. Also there can be no impropriety in a teacher’s applying for a position if said teacher has official and unimpeachable information that the incumbent cannot be re-elected.

22. It is undignified, unprofessional and dishonorable for any teacher desiring to succeed to a given position to use any influence whatever whereby the incumbent may be handicapped or a vacancy created. Social, political, religious or denominational prejudices should never be aroused against an incumbent by a prospective applicant.

23. Families of deceased teachers are commended to the especial care and favor of surviving teachers, particularly to those in authority. All the courtesies common among members of the older professions, and more, should be observed by members of the teaching profession. Surviving teachers are especially enjoined to attend carefully to the education and employment of the children of deceased teachers.

24. The practice of using the teaching profession as a stepping-stone to other more profitable and so-called higher professions is hereby deprecated and condemned. Persons engaged in teaching avowedly under such conditions are unprofessional and not entitled to the rights, privileges and amenities justly accruing to professional teachers.

25. A superintendent or other official to whom is entrusted the power to employ teachers should not knowingly employ a teacher already under contract without the knowledge and consent of the employers of said teacher.

26. Adverse criticism of a predecessor or of a teacher employed in the same system, particularly a teacher of a lower grade, is unethical and should not be indulged in by those who are mindful and regardful of the dignity of teaching. Such criticism, if made, should be made only with the intent of serving some good end.

27. Members of this Association should be careful not to disparage educational institutions unless those institutions are known to be guilty of gross improprieties either in their methods of teaching or in what they teach.

28. In a contest for position none but strictly fair and honorable means should be used; professional courtesy requires that defeated candidates do nothing by way of interference with the administration of the successful candidate.

29. It is the duty of the teacher, as far as lies in his power, to improve himself constantly by study of professional and general literature, and by attendance upon educational associations, institutes and summer schools.

30. No teacher should lightly encourage an aspirant for the profession unless he be known to be especially fitted for the arduous duties and responsibilities thereof.

31. Teachers should discourage the indiscriminate applying for different positions at the same time. Upon accepting a position a teacher should withdraw all applications for other positions.

32. A retiring teacher should leave full reports for the guidance of his successor.

33. Teachers should hold it a duty to be interested in the broader educational work of the State. As members of this association they should use every means to further its usefulness and extend its membership. They should inform themselves as to the standing and curricula of the higher institutions of learning and use their influence to promote in students a desire for higher work.

AID FOR THE PUBLIC SCHOOLS OF THE SOUTH

BY WILLIAM D. PARKINSON

Waltham, Mass.

November 23, 1916

The communication of James G. Rice on "Public School Troubles in the South," in the Journal of Education of October 19, brings to attention a situation for which the whole country should be concerned. There is no greater menace to a democracy than a wide inequality of educational opportunity between its sections. Our Southern states are tremendously handicapped through no fault of the present generation, and in some measure because of conditions the responsibility for which our progenitors share with theirs.

The difference in per capita expenditure for popular education between the South and other sections of the country, startling as it is, does not tell the whole story of the disparity either in educational advantages or in educational burdens. Distance from the great endowed universities, libraries and museums, which serve as fountains of inspiration and treasure houses of resource for the school systems of the North; a scattered population forbidding the economies possible in a denser community; the double system of schools made necessary by the very fact of previous inequality of opportunity between two races; all these factors go to reduce the returns from the small expenditure, and to increase still further the inequality of opportunity as shown in the ratio of per capita cost, which itself is in some instances as low as one to ten.

On the other hand, the comparative burden is greatly magnified by the impoverishment of a war in which the present generation had no share, on the one hand, and on the other, by the accumulated endowment of more than a century in the Eastern states, and in the Western states by the vast grants of school lands made by the nation, as well as by the unearned increment upon all their lands. These two sources of revenue have united to place the educational systems of those newer states upon an even easier basis of support than those of the older Eastern states. Can any good citizen view such a contrast without alarm for the safety of the nation?

Why should not the nation do for these burdened states just what it did for the Western states, namely, set apart for the support of their schools

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