PRACTICALLY PRACTICAL

Continued from page 181.

ciding what life work appears most attractive. Or, if the choice of a particular calling seems impossible, then have your child attempt to select the general field of work that appears most desirable. For both boys and girls, the choice may lie in salesmanship, secretarial, library or social work, civil service, the learned professions and allied vocations, etc.; or for boys alone, in agriculture, the building or machine trades, railroading, the engineering professions, etc.; or for girls alone, in nursing, dressmaking, millinery, etc. We might suggest here another important fact, namely, that young people, as a rule, when unassisted and unadvised, are liable to aim lower, to select an inferior calling, and to plan a shorter period of education and training than they would do if parents and teachers encourage them to have more confidence in their native ability and spur them on to try for the higher stakes in life.

It is well to take children where they can see in operation several callings for which they have some liking, and where they can ask questions of a number of successful persons engaged in these vocations. The public librarian and their teachers can also help them to find interesting articles, magazines and books which deal with their favorite life-careers. In every way that offers, our young people should become as well acquainted as possible with the vocations they especially like. We would suggest that they investigate these occupations in at least the following particulars: The national qualifications, the general education and the special training demanded for success in these, the healthfulness, the prospects of steady employment, advancement and remuneration, the sort of people that are found in these callings, etc. While pupils who choose their vocation early in life may later on change their minds and make another selection, still their first choosing does good rather than harm if it keeps them in school and gives them a zest for studies preparatory to their supposed life work. Besides, the second choice is more likely to be a wise one because of the considerable investigation of vocations involved in the first choosing.

As we are able, we shall give our pupils in the three upper grades what vocational enlightenment we can. In the first two years of the high school we offer a well defined course for the boys and one for the girls treating some seventy or more life callings. On your part, will you kindly co-operate with us in interesting your child in some one of our high school courses and in considering seriously what life work he or she would prefer to follow? Also, we wish you would feel perfectly free to come at any time to consult your child's teacher, principal, or superintendent upon any matter relating to your child's welfare at school, or his preparation for successful living afterwards.

CODE OF ETHICS FOR TEACHERS

[Following is the report of a committee appointed by the New Jersey State Teachers' Association to prepare a code of ethics for teachers, which was presented and adopted at the annual meeting of the Association in 1914. The committee was composed of Albert B. Meredith, chairman, Dr. Henry M. Maxson and Miss Ella J. Richardson.]

The purpose is to promote professional ideals, i.e., standards of professional conduct among teachers and others engaged in the work of public education; to increase the zeal, pride and loyalty of every teacher for the profession, and to associate teachers and others with whom they may be professionally associated, in voluntarily adjusting difficult questions of professional conduct and procedure.

The work of the teacher involves a seven-fold ethical relationship.

To the profession at large:

The attitude of a teacher toward his work should be professional, never solely commercial. He should maintain an open-mindedness toward current educational theories and practices, and should strive at all times to make effective such plans as sound judgment and high ideals seem to warrant.

A teacher should refrain at all times and in all relations of life from availing himself of any prejudice against another teacher in order that he may obtain official preferment or advancement.

A teacher should aid in every honorable way in establishing and in maintaining the dignity, good name and usefulness of Boards of Education, principals, superintendents and others charged with larger responsibilities. An adverse personal opinion of individuals who are members of Boards of Education, of a principal or superintendent, or other school official, no matter what the cause for such an opinion, can never justify a teacher or other school official in publicly expressing such opinion as long as such official relationship exists.

Teachers should fearlessly expose corrupt or dishonorable conduct within the profession, and there should be no hesitancy on the part of teachers in exercising the utmost diligence in eliminating by all lawful means a person or teacher whose conduct at any time becomes a reproach to the profession.

To one's immediate professional associates:

Whatever ideas, methods, plans or devices may have been successfully worked out by an individual teacher, by groups of teachers, or by teachers and supervisors jointly, within any one system of schools, should always be regarded as
open to the profession and should be freely available to all who may desire to secure them.

In all business relations teachers owe each other the courtesy of perfectly frank, open dealing.

It is recognized as being eminently 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 a position by innuendo, exploitation, personally inspired complimentary press notices or advertisements is undignified and unprofessional.

It is undignified and unprofessional for any teacher to apply for a position not known to be vacant. This statement, however, shall never be construed as questioning the right or the propriety of a teacher to direct a letter of inquiry to educational authorities concerning probable vacancies in schools or school systems. A teacher should not discredit himself or the profession by resorting to any form of bidding or undercutting or to any unfair dealing regarding any position for which he may be a candidate.

Should a condition so unethical ever exist in a community, or within a Board of Education, that the teacher is forced out of his position, and such a situation created that no self-respecting person can subscribe to the conditions maintained, such a position should be left absolutely open by all truly professional men, and any candidacy for the position on the part of those thoroughly advised of the conditions should be regarded as unprofessional.

Open criticism of a predecessor or of a teacher employed in the same system is unethical, i. e., unprofessional, and is hereby deprecated and condemned, and should not be indulged in by those who are regardful of the dignity of teaching and of the necessities of co-operative effort. Such criticism, if made, should be made only with the intent of serving some good end, and made only to those who are capable of accomplishing that end.

To the Board of Education:—
A teacher should always fulfill his obligation to the Board and the community whom the Board represents, and should regard his contract as a sacred obligation never to be broken or regarded lightly. In general, teachers who are moved by the highest considerations for the profession will seek to terminate contracts before their expiration only for the gravest and most important causes, and then only after a reasonable notice. There is probably no one action which brings the profession into greater disrepute with men of business, or with the public generally, than that of a teacher "jumping his contract." The practice cannot be too severely condemned by the profession itself.

To the superintendent, or highest supervising officer:—
Between a teacher and the superintendent or principal there should always be found the confidence which arises out of a complete understanding and the mutual attitude of being co-workers in a great cause.

A teacher who fails to meet the needs of the school or of the community is entitled to a frank statement by the superintendent or other authorized representative of the Board of Education, of the cause, and should never be subjected to the humiliation of a non-election without due warning. This warning should also come in time so that he may seek a position elsewhere.

To parents and pupils:—
The attitude of a teacher and the general attitude of the schools of any community should be that of an open, constructive, co-operative work. Criticism from parents and the public generally should be met with courtesy and patience and with an evident and honest purpose of mutual understanding and helpfulness.

Teachers should make every possible effort to keep parents fully informed of the progress and standing of their children. In such communications teachers should exercise the utmost candor and courtesy.

To the community:—
As a member of the municipality it becomes a teacher’s first duty to identify himself as a citizen with the life and interests of the community in which he lives. As a representative of culture he should live a positive, clean and broadly religious life, and be known as a factor whose influence may be counted in every movement for moral, educational or civic betterment.

When the rights of the children are being denied, and when the schools are being subordinated to personal and partisan politics, and whenever it is known that the schools are being exploited for personal gain, it becomes the duty of the teacher, principal or superintendent, jointly or individually, to apprise the public of the facts, and through legitimate channels seek to remedy the evils.

WONDERFUL INDIANA STATE-WIDE PAGEANTRY BY SCHOOLS AND UNIVERSITIES
BY JANE A. STEWART
Wonderfully suggestive and inspiring have been the application and development of the pageant in connection with the extensive and enthusiastic local and county observances of Indiana’s Centennial.

Universities, colleges, public schools, professors and school people have led in this notable pageant movement, William Chauncey Langdon of New York serving as state pageant master. College campuses, schoolyards, parks and public thoroughfares have been the setting for colorful and instructive spectacles appealing alike to the eye and mind.

A remarkable pageant was that at the Indiana State University presented in a beautiful setting on the picturesque campus at Bloomington. This historical spectacle fitly featured the opening of the seminary: the founding in 1824 of the University (which now enrolls 2,500 students under the efficient presidency of William Lowe Bryan); and the story of the struggle in Indiana for education. Professor C. D. Campbell, head of the University’s music department, composed the pageant music.