

### Code of Professional Ethics.

At a recent meeting of the Michigan State Teachers' Association, Supt. C. O. Hoyt, of Lansing, said that it had become desirable to have the association adopt certain articles constituting an ethical code, and he submitted the following, which was adopted:

No superintendent or teacher should become a candidate for a position until it has been definitely decided that the present incumbent shall not remain longer than the present term of contract. When a board of education has taken such action as precludes the present incumbent from being an applicant, or when he has announced that he is not a candidate for reelection, it is proper for another to enter the field as an applicant.

No teacher while under contract should make application for another position without first securing permission from the board of education for a release in case of an election.

A superintendent should never make a proposition to a teacher, under contract with another board of education, to leave his position during the term for which he has contracted without first securing the consent of the superintendent and the board of education to give the teacher release from his contract.

Each member of the teaching profession should exercise a spirit of loyalty, by giving to other teachers the benefit of his influence, by being careful not to criticise either his predecessor or associates harshly, and by speaking a good word for them whenever possible. He should avoid doing whatever might tend to weaken the influence of his fellows with school officers, fellow teachers, parents and pupils, and most emphatically he should never underbid another.

In a contest for a position, none but strictly honorable means should be employed by the contestants and their friends. After a board of education has made a choice of teacher it should be considered unprofessional for the defeated candidate to criticise the successful one or to charge him with incompetency or of having resorted to unfair means in securing the position.

### Common Blunders.

A county superintendent, in speaking of his institution, told the writer recently that he always planned for a short recess "between every exercise." He doubtless meant between every two exercises, as "between" does not go well with single things. The mistake is not an uncommon one.

A teacher recently said, when speaking of the government of his school, "I treat every pupil alike." Alike what? You cannot treat one pupil "alike," and "every" indicates that they are taken separately. He meant to say that he treated "all" pupils alike.

A teacher recently said that he believed that "every pupil should have the same chance." This is a blunder of the same kind as the above. He meant that all

pupils should have the same chance. "Every" is a distributive adjective, and indicates that the objects to which it refers are to be taken separately.

"Now." Many teachers use this little word "now" many more times than they need to. They are in the habit of unconsciously beginning every explanation and many of their sentences with it. The writer recently heard an institute worker use it forty-seven times in a single talk. "Now," this detracted much from the value of the exercise. *Indiana School Journal.*

Would that the following "ever true" words of the late Henry Ward Beecher could be blazoned where they would constantly meet the eyes of every member of every school board in the Dominion, says the *Toronto Educational Journal*.

There is no economy so penurious, and no parsimony so mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest must be had, and their wages must be reduced whenever a reduction of expenses is necessary. If there is one place where we ought to induce people to make their profession a life business, it is the teaching of schools. Oh, those to be taught are nothing but children! Your children, my children, God's children, the sweetest, and dearest, and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated to be teachers, and who are continuously bribed, as it were, by the miserable wages that are given to them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American Christianity.

Without enthusiasm the teacher's work is dull, and being in a large measure unprofitable to the pupil, defeats the very end of instruction. No matter what the subject, it can and should be made interesting; and a teacher cannot arouse the interest of his class unless he is interested himself. When I witness a lifeless recitation, my first impulse is to give the teacher a violent shaking, for he is wasting public money, cheating his students, and is himself well on in the ways of professional decline. Various excuses are wont to be offered; but in ninety-nine cases out of a hundred a teacher's work is lifeless simply because he does not know his subject. *T. W. Kelsey.*

"Mind is spiritual and does not grow mechanically, like an inorganic body, by adding independent ingredients to it; nor does it grow organically by the assimilation to it of its environments through the process of taking food and digesting it. Mind grows creatively by shaping within itself and for itself the essential forms of objects in space and time as well as objects of the pure intellectual world." *Dr. Wm. T. Harris.*