

helping here a little and there a little, have no difficulty in commanding the esteem of the community. The trouble with many is that they never do more than teach school. Under such circumstances they do not have good social status, and do not deserve it. There are, of course, some in every community who judge people by their ability to spend and waste, but these are not real people at all. Their opinion may be ignored. It is only savages and uncultured people who delight in "conspicuous waste and conspicuous leisure." Among good-thinking men and women a teacher who has charm and personality is always well received. This is no argument at all for paying deserving teachers less than people in other callings, but it is said here to emphasize the fact that there are many clamoring for social recognition whose culture and personality proclaim their mediocrity. The surest way to get so-

cial recognition is to deserve it.

In the development of moral purpose there are auxiliary agencies to the school. Two of these were represented. It is clear that such organizations as the Boy Scouts and the Cadet Corps, if properly conducted, are of the highest value. A young man can do no better service to his country and can promote his own development in no better way than by taking charge of a troop of boys. The charting of the attainments of young people either according to the standard efficiency outline or the outline prepared by the National Institution for Moral Instruction of the United States is often productive of good. It saves young people from becoming one-sided. May it not be that it sometimes develops self-consciousness a little too much? A plant would not make good progress if one were always pulling it up by the roots to see how it was growing.

### CODE OF PROFESSIONAL ETHICS

This will be a year of great difficulty in supplying schools with teachers. The withdrawals from the profession have been heavy for several years. The number of new teachers trained for the service, especially during the last twelve months, has been deplorably small. The competition for teachers will be so strong that the question is sure to be raised again and again of transfers and new contracts. Under circumstances of this kind it is doubly important that teachers be reminded that there is a professional code which binds them to their contracts in no less degree than the civil code binds boards of education. The Michigan State Teachers' Association received from its committee on professional code so clear a statement of the principles of action which should guide teachers that the following selected sections may be quoted:

2. A clear understanding of the law of contracts is incumbent upon a teacher. Since a teacher should scrupulously keep whatever agreement is made, he should refuse to sign a contract unjust and humiliating in form.

3. It is unprofessional for a teacher to sign a yearly contract to teach for a wage that is not sufficient to cover living expenses for twelve months.

4. It is unprofessional for a teacher to resign during the period for which engaged. He may rightly ask to be released, by giving notice of not less than two weeks, but must in case of refusal abide by his contract.

5. It is unprofessional for a teacher to underbid a rival in order to secure a position.

9. It is unprofessional for a superintendent or other school officer to offer a position to a teacher without first determining the willingness of the teacher's employer to grant a release.

10. It is highly unprofessional for a superintendent or other school officer to visit, with a view to employment, a candidate at work, without the permission of his or her superintendent.

11. It is unprofessional for a superintendent to refuse to aid a successful teacher in securing worthy promotion within his own or another school system.

N. E. A. Report.