A CODE OF PROFESSIONAL ETHICS FOR TEACHERS

I believe that service to humanity is the highest expression of the professional ideal. This ideal, applied in terms of character, cooperation, and loyalty, to the practical affairs of teaching, constitutes a complete code of teaching ethics.

I believe that service to the child is the supreme obligation of the teacher. The measure of the teacher's service is his success in helping the child of today to become the patriotic useful, upright citizen of tomorrow.

Child culture is a task whose far-reaching importance requires not only sincere devotion, but specialized knowledge and technical skill of a high order. Scientifically organized preparatory training devoted to the specialized ends involved, is essential to a high type of teaching service.

Efficiency cannot remain static. Conscious, persistent, well-directed effort to enlarge professional outlook and to increase teaching skill through the various educational agencies at his command, is vital to the teacher's worth. Growth in service is his paramount duty to the State.

I believe that service to the community is an integral factor in service to the child.

Educational progress is in direct ratio to the teacher's response to community life. The highest form of professional service requires the teacher to promote public respect for and confidence in the purposes and ideals of public education through active participation and leadership in social and civic activities.

In individual relations with school patrons, service to the child requires the teacher to welcome better understanding and closer contact between school and home; to promote it by maintaining a spirit of confidence, interest, and sympathy in the discussion of difficult problems; by open-mindness and courtesy toward criticism; by cooperation and loyalty in Parent-Teacher Association activities.

I believe that cooperation and loyalty are the essence of that service which the teaching profession rightfully expects from its members.

Cooperation between teachers and fellow workers finds its highest level in good—will friendliness, and mutual faith in personal and professional relations; in constructive interchange of helpful ideas and experiences; in careful avoidance of that destructive criticism which can do no possible good and may do untold harm; in scrupulous consideration for the rights and feelings of others; in scorn of personalities and petty jealousies; in the spirit of unity in school procedures.

I believe that cooperation between classroom teacher and superior officer means a relation of mutual helpfulness in the discharge of separate responsibilities.

The cooperative teacher recognizes the responsibility of the supervisory office in raising standards of efficiency to higher levels and maintains a cheerfully constructive attitude toward this responsibility in its relation to his own work.

The cooperative supervisor recognizes the supervisory office as purely one of helpfulness, and measures its success largely in terms of ability to inspire wholehearted response in the classroom teacher.

True cooperation between classroom teacher and administrator is founded upon respect and sympathy for each other's viewpoint. Teacher cooperation recognizes administrative right to leadership in and final determination of school policies; administrative cooperation recognizes the teacher's right to self-expression and to democracy in school procedures.

I believe that mutual loyalty is an ethical obligation of cooperative endeavor; it is the outcome of mutual striving for efficiency; mutual confidence and good will, mutual endeavor to maintain harmony.

I believe that criticism is unprofessional, except as a constructive agent and under constructive conditions.

Constructive conditions do not include: Criticism of teachers to each other by other teachers; criticism of teachers to patrons by the principal or administrative officers; criticism of teachers to other teachers by the principal or administrative officers; criticism of the principal or administrative officers by teachers to each other; criticism of the principal or administrative officers by teachers to patrons; criticism of teachers by the principal or administrative officers to other principals.

I believe that constructive criticism to delegated authority of incompetence and unprofessionalism is an ethical obligation demanded alike by professional loyality and by child welfare.

I believe that loyalty to the teaching profession demands faithful allegiance to its ideals and its aims in both public and private behavior. An attitude of honor and respect for the vocation of teaching and a high sense of personal responsibility in maintaining appropriate standards of social behavior are evidences of professional loyalty. The highest form of professional loyalty requires that we inform ourselves fully on the great problems of public education so that we may be able to "talk shop" both wisely and well when the cause of childhood needs an advocate.

I believe that loyal membership and cooperation in the activities of local, State and National organizations are ethical obligations of the first magnitude.

Professional unity is the keynote of education progress. Its purpose is fivefold: To protect the rights and define the obligations of its membership; to stimulate professional and social consciousness, to command public respect and confidence; to maintain and advance professional educational welfare; and to uphold the dignity, honor, and efficiency of the teaching profession. Its duties are: To promote democracy in professional relations; to defend its membership from injustice; to prevent political manipulation of the schools; to promote just methods of employment, promotion, tenure and compensation; to advance by every means in its power the ideals of professional standards of preparation and service and of compensation edequate to professional standards of living.

I believe that high ideals of world citizenship can be successfully inculcated only by those who have themselves a high sense of honor and honesty in business relations.

Personal integrity is the cornerstone of social well-being. Violation of verbal or written contract without consent of the employing body, or on the part of either teacher or administrator, is a violation of personal integrity, sufficient to merit loss of standing as a member of the teaching profession.

Ethical procedure in securing positions requires that application be confined to those positions known to be vacant; that applicants scrupulously avoid tactical rivalries with other candidates; that upon accepting a position, applicants notify other districts to which application has been made; that upon resignation immediate notice be given employing bodies; that upon decision not to reemploy a teacher immediate notice be given.

Superintendents are under solemn obligation to the public and to the teaching profession to make qualification, subject to compensation, the sole determining factor in matters of appointment and promotion.

Ethical attitude requires that due notice be given other employers before offering positions to teachers under contract, and that successful teachers be assisted in securing better positions regardless of personal incovenience to administrators.

I believe that idealism and altruism are essential attributes of professional character.

To idealism belong those qualities stressed in every professional code—honesty, constancy, justice, tolerance, equality, democracy. To altruism belongs that first great requisite of the teacher, sympathy, mass consciousness, not class consciousness; humanitarianism; generosity.

Character expressed through personality, gives instead of takes; looks up, not down; is warm, not cold; is interested, not indifferent; is optimistic, not pessimistic; in the spirit of brotherhood to all men, loves not hates.

I believe the principles of professionalism are as binding on the teacher of a day as on the teacher of a life-time. I accept them as fundamental to my own professional worth, and undertake to be guided by them so far as in me lies.

Teacher's Meeting

The March meeting of The Teachers' Association of Kent County, Md., was held on Friday afternoon of last week. With the exception of three teachers who were sick, there was a perfect attendance.

A demonstration lesson in the teaching of algebra was given before the high school group by Miss Mary G. Simpers of the Rock Hall High School faculty.

After the lesson, Mr. E. Clarke Fontaine, District High School Supervisor for the counties on the Eastern Shore. Harford and Anne Arundel, conducted a critique and lead the high school teachers in a discussion of the principles underlying the teaching of mathematics.

Children in the second grade of the Chestertown school, directed by their teacher, Mrs. Ida S. Parks, sang a number of songs before the group of elementary school teachers. Their singing was an excellent demonstration of what can be done in the development of fine tone quality, clear enunciation and a real appreciation of good music through the teaching of vocal music in the public schools.

The principal subject discussed by the teachers of this section was the retardation of school children in their progress through the grades. The causes of many children needing more than seven years to complete successfully the work of the seven grades of the elementary school were enumerated and ways by which the teacher can better aid the child to make normal progress were discussed.

The last twenty minutes were given over to Mr. Owen C. Blades, President of the Association for a joint meeting of the high school and elementary school groups.

The following officers were elected for the ensuing year: President, Own C. Blades; Vice Pres., Harry R. Rasin; Secretary, W. A. P. Strang; Treasurer, Florence M. Jewell.

After the election of officers, the president distributed among the teachers copies of the "Code of Professional Ethics for Teachers," quoted below, which, on his recommendation, was unanimously adopted by the association. It is a transcript of the code of ethics for teachers adopted by the National Education Association of the United States at their meeting in Washington, D. C., in July, 1924. An association with such aims as those embodied in the following code can not do otherwise than produce the highest type of teachers and always work consistently for the best educational opportunities for all of the boys and girls regardless of the difficulties to be overcome.

THREE PRISONERS SAWED WAY OUT OF DOVER JAIL

When Sheriff Howard Wix went into the jail to furnish breakfast to the prisoners he made the discovery that three of his wards were missing, Charlie Mitchell and Al Pierce, both white, and "Chinc" Holiday, colored. The latter is the Negro with whom Chief of Police Lane had a tussle on Monday, when he arrested him on suspicion of bootlegging.

So quietly was the work done that neither the sheriff nor any of his family heard anything unusual going on inside the jail, though the buildings are under the same roof.

The remaining prisoners disclaim any knowledge of how the escape was made, and the sawing of two bars in a downstairs back window, which had been tampered with time and again, is the only evidence as to how the escape was made.

Sheriff Wix is convinced that the men had outside help, as it would have been impossible for the escape to have been made without some one holding the heavy iron screen on the outside of the window, which was propped back this morning when the sheriff discovered that the men had gone.

The tools with which the work was done evidently were of the best, as the severance of the bars shows as clean cut sawing as an expert machinist could have done.

Mitchell was awaiting trial on the charge of larceny, while Pierce was awaiting trial, charged with selling liquor.

That the rest of the prisoners did not escape, all having the same chance, is the wonder of the sheriff and his deputy.

Mitchell admitted to one of the prisoners some days ago, that he had broken jail elsewhere and he has been looked upon as somewhat of a "mystery man," since his arrest here three weeks ago.

Poultry Notes

Whenever 150 or more chicks are to be hatched at one time a brooder stove and colony brooder house can be used economically. A brood of this size or larger can be brooded under a brooder stove at no greater cost than brooding under hens. If the hens are not used to brood the chicks they will lay enough eggs to equal in value the fuel needed to operate a brooder. The labor involved in operating one brooder stove is no more than that necessary for the proper care of three or four hens with chicks. It is seldom possible to secure enough broody hens during February and March to hatch the desired number of chicks. Hence, to get a large brood of early-hatched chicks, the incubator and brooder are essential. Another advantage of the brooder is that a large number of chicks of the same age may be brooded together. This eliminates the danger of running chicks of different sizes together, which usually results in the larger chicks getting more than their share and retarding the growth and development of the smaller ones.

In these days when chicken thieves use automobiles and trucks for their night prowling and robbing of hen roosts, there is grave danger of losing several hundred dollars' worth of valuable fowls and chickens in a single night. The thieves cut wires and fencing and loaded coops and all on a truck and get away. In such a case the loss is great and difficult to estimate; it represents the loss of a whole season. Police and courts treat chicken thieves lightly. If they are caught and found guilty they usually get off with a small fine. A thief, who gets away with several hundred dollars' worth of poultry in one night, is not likely to let a $25 or $50 fine worry him much. The most dependable way to get protection from poultry thieves is to keep a good dog or dogs. For an all-around, good, useful, dependable dog on the poultry plant I do not know of any better than a well-bred-bred, well-trained Airedale. The Airedale is a "one-man dog." He takes his instructions from the "boss" and he seldom, if ever, falls down on his job. Properly brot up they are safe dogs for women and children. They prove wonderful ratters. They do not worry the poultry. Strangers cannot take liberties with the fowls or anything else on the farm.

Line breeding means, simply, sticking closely to one line or family of birds. It is the quickest method of building up the flock and is the only way to intensify and fix desirable characteristics. It is really in-breeding, but may be followed without much danger, if done with intelligence. Perhaps it will be safer to introduce new blood from another good flock every two or three years. This should be done by providing good male birds to head pens.

During recent years there has been a notable increase in the production of individual hens and of individual flocks, and naturally the general average of production has increased to some extent; nevertheless it is a fact that the average of farm flocks is still lamentably low. The same thing is true in the case of back-lotters, and, to some extent, in the flocks of fanciers. While we hear a lot about the 300 egg hen and of the flock that gives an average of 250 per bird, yet the average for the country is still not much above 50 eggs per hen per year. Hens that do not produce more than that number of eggs are a source of loss. Records indicate that a bird must lay 85 eggs before she can return any profit to her owner. Records carried out in some states indicate a higher figure as the line where profits begin. Certainly it is that the average flock is not a source of profit. Our poultry industry has made great strides, but there is still a lot that ought to be done in the way of increasing the productivity of commercial flocks.

The history of agricultural cooperation in the United States runs back to the Civil War. Records of the United States Department of Agriculture show that the first cooperative cheese factory was established in 1863, and the first arganization of fruit and vegetable growers in 1878. Two organizations of grain growers were formed in 1887, followed in 1890 by an organization of livestock raisers. The cooperative movement has developed slowly while these and other pioneers were putting their theories into practice.

With the season advanced towards the turkey raising season, let us think seriously about our breeding stock. In the first place we should be rid of all our birds not needed for breeders. Let us use only unrelated toms, preferably young toms and old hens, or old toms and young hens.

Turkeys do much better on free range, yet large flocks lay in their buildings surrounded by their large yards. About four o'clock they are let out on free range and they waste no time getting grass and insects until dark. Then they always return to roost. The Bourbon Reds ars not wanderers and can be raised in the back yards of the town as easily as Rhode Island chickens. Many people bought baby turkeys last year to raise their holiday birds and they peport very good success. The season is advanced and the weather warm so that the babies can get the insects from the lawn and garden with no injury to the vegetables.

Proclaiming the Modes for Easter

B. L. Bonnet's
Advance Showing Of EASTER Apparel For Women Misses and Men



At Prices That Are Low!

We have made very special effort to secure the kind of merchandise that you like, and we hope that you will be pleased with our Easter display. The dresses, coats and ensemble suits we are offering represent the greatest values we have ever had. We know that you will be pleased with the prices, you couldn't help being—they are obviously so fair.

Come In And See Our Initial Display!





Suits, Coats And Dresses
That Reflect The Spring Mode--

ENSEMBLE SUITS $10.75 to 24.50

Beautiful suits in every wanted material, and tailored on the prevailing slender lines. The colors are varied, so we know there is one that you'll want.

BEAUTIFUL COATS $14.95 to 27.50

The new spring coats we are offering are usually pretty. As in the suits, you can get every wanted material and the colors are varied. Come in and see them.

FINEST DRESSES $9.95 to 19.95

There are a large number of dresses from which you may select and they all are splendid values at the prices quoted. There has been quite a lot of comment on the fine dresses we are showing.

Fine Easter Shoes
For Men, Women & Children

Womens' Shoes $2.95 to 5.50

At these prices we are offering some very fine oxfords in tan, black and patent. The designs are varied. There is a pair for dress, for the street and for sport wear. We have made the prices unusually low. You'll save by getting your Easter Shoes here.

Mens' Shoes 5.00 & 6.00

Men here they are, those famous brouges that you have been waiting for. Splendid dress oxfords made by W. L. Douglas. And they come in both black and tan. You'll like them. Of course there are more conservative lasts for those who desire them.

BIG LOT OF CHILDRENS' SHOES $1.25 to $3.50

Dainty Creations —IN— Fine Millinery

$2.95 to $5.50

We waited for a long while this Spring before we purchase our Millinery. We did so because we were searching for values that would surpass the usual run. The Hats we are offering are chic, the last word in smartness. You'll like them. Please note the surprising prices.

B. L. BONNET'S
Prices Are Always Right!
We Are Making New Friends Every Day!



Style-Plus Suits for Men

At Easter You'll Want The Kind Of Clothes That Look Just Right

NOTE THE VALUES

Finest Quality Garments

$19.50 to 29.50

Men, we have something fine to offer you in Suits. All the new shades are here and the famous Style Plus makers have turned out models that are of rare design. There is an English model, with wide shoulders, narrow hips and larger trousers. The young fellow will like this number. And too, we have the conservative cuts. The kind that the elderly man likes so well. Special values can be had in blue serge. Come in and we will fit you up for the Easter season.

Come In Men! See This Wonderful Stock!

B. L. BONNET CO.

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