

EAST CAROLINA TEACHERS COLLEGE
BULLETIN

A Handbook for Student Teachers

PREPARED BY

THE COMMITTEE ON STUDENT-TEACHER RELATIONSHIPS

OF THE

GREENVILLE, N. C. HIGH SCHOOL

GREENVILLE, NORTH CAROLINA

Published four times a year—March, May, August, and December.
Entered as second-class matter March 16, 1936 at the Post Office
at Greenville, N. C., under Act of Congress August 24, 1912.

CONTENTS

Introduction -----	3
Personality -----	5
Language Habits -----	6
Scholarship -----	7
Teaching Techniques -----	8
Work Habits -----	11
Observations -----	13
Conferences -----	15
Professional Attitude -----	17
Our High School -----	20
Grading System -----	21
Routine -----	23
Code of Ethics for Teachers -----	25

INTRODUCTION

Since Greenville High School offers its facilities as a laboratory school in teaching to senior students of East Carolina Teachers College, this handbook on student teaching is the cooperative product of students and instructors in both the high school and the college.

Student-teaching may be compared to the period of internship served in the medical profession. During this time the neophyte is guided, directed, and supervised in applying with efficiency the stored-up knowledge acquired during his years of study. Always he is encouraged to keep a questioning, tolerant mind—"to weigh and consider." Likewise, he encounters for the first time the innumerable problems which he is to face in actual situations. Through the criticism and suggestion of the supervisor he gradually gains sufficient confidence and skill to enable him to embark upon his professional career.

The purpose of this handbook is to guide the student teacher in his first step of orientation into the teaching profession. The Committee on Student-Teacher Relationships is cognizant of the fact that these few pages are weak and inadequate sign posts. For this we make no apologies but invite you to accept with us the challenge to better our first efforts. Suffice it to say that your criticism and suggestions are indispensable.



Digitized by the Internet Archive
in 2010 with funding from
Joyner Library, East Carolina University

PERSONALITY

No matter how elusive the term *personality* may be, there is no question as to its importance in successful living. Each of us wishes to be pleasing to others. Fortunately a number of those traits which go to make up personality may be cultivated even after one is mature. The beginning of your teaching career is a good time to take stock and see just how you stand on this all-important question. Some practical suggestions which might help are as follows:

1. List those traits which you have found most attractive in teachers whom you have had.
2. Check very carefully and honestly to see which of those traits you possess and which you need to develop.
3. Make a plan for personality improvement, and follow it very carefully every day.

Among the traits which students find attractive in teachers are friendliness, a sense of humor, a wide range of interests, patience, a sense of fairness, a pleasant voice, correct English, general neatness, enthusiasm, poise, and the habit of wearing attractive and becoming clothes. Do you feel that you measure up in these characteristics to the expectation of your most critical student? If not, go to work, and good luck to you!

LANGUAGE HABITS

*“Mend your speech a little,
Lest it may mar your fortunes.”*

It is well for the young teacher to give thought to his tongue and to his pen.

Such attention does not mean that he must use, when he speaks and when he writes, what has been called “school-marm” English. It does mean that his enunciation and pronunciation are distinct and accurate; that his conversation is not made frothy by the excessive use of slang, superlatives, and hackneyed expressions; that his statements have vigor and directness because he lets the active voice and concrete words prevail; and that his voice is pleasant, expressive, vibrant. By making what he writes as accurate and as effective as possible, he shows respect for the language. Because he has some understanding of capitalization, punctuation, and sentence structure as aids to clear communication of thought, he uses them efficaciously. It is essential that he be able to write quickly and accurately those bits of composition necessary in his everyday work.

He is not expected to be an orator or an author; he is expected to be a good citizen who shows respect for his native language as well as for his native land.

SCHOLARSHIP

"Who dares to teach must never cease to learn."

There is no substitute for knowledge. A carpenter without a hammer is lost. A student teacher who has not acquired the fundamentals of his chosen field, in both their factual and professional aspects, is even more seriously handicapped. Superior grades are not likely to stand him in much stead, if when he enters his period of apprenticeship he is without that understanding and grasp of his subject which is essential to success or happiness in the teaching world.

The necessary tools for a beginning practice teacher are the actual subject matter to be handled and the related skills which will be used in the classroom. For instance, a shorthand teacher must know shorthand, must be able to write and spell correctly and must have a wide, active vocabulary. It is of capital importance that the science teacher find in our everyday life practical applications of the principles studied. If French is the chosen subject, the student teacher will need to read, speak, and write the language with a reasonable degree of speed and accuracy, will need to have such a thorough knowledge of grammatical forms that he will be able to explain the constructions his class encounters. Moreover he will need to have a wide and ever-growing knowledge of France, her people, her history and her contributions to the arts.

A good start is, however, only half the story. In no other profession is there a stronger necessity for continual growth. Not only must the teacher keep his actual teaching material strictly up-to-date in our ever-changing world, but each year he should make his own background richer and his own horizon broader by delving into some phase of his subject.

TEACHING TECHNIQUES

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Any teaching technique or device should, it seems, be the direct result of a definite philosophy of education. Moreover any technique employed should contribute specifically toward predetermined and well-defined objectives. To be effective these objectives should, to the extent possible, be arrived at through the combined planning of students, student teachers and critic teachers. If this procedure is followed in determining aims, techniques of effecting these aims become the business of students as well as teachers. Under this set-up the teacher no longer has to strain for variety or for a best method of working. Students and teachers seem equally interested in arriving at satisfactory conclusions.

Though there is no copyrighted best method which will work day in and day out for every teacher alike there are best methods for individual teachers working in special areas with particular groups. For example, one teacher and his group of students attempting to satisfy needs in oral composition might find one method of approach effective; whereas another teacher and his group in the same building might face the same problem from an entirely different point of view. Let us suppose that in both cases they are studying nomination speeches for an imminent election of school officers. The first group might be asked to read and discuss certain chapters in handbooks or textbooks before making their nomination speeches. The second might be asked to make a collection of available nomination speeches, and a careful study of their issues. The first group might, as a final preparation, be asked to listen to nomination speeches over the radio or in out-of-school meetings.

The second might, as a final step be led in a common sense discussion of the purpose of nomination speeches, their possible content and manner of delivery. Though any one of the suggested approaches could be effectively

used by itself, it is possible that a combination of approaches would result in more functional knowledge of nomination speeches and in better talks.

Today the oral or written report may be most effective; tomorrow lantern slides may be the only approach. Today drill work may suggest itself as a superior technique; tomorrow the lecture method may be not only advisable but indispensable. With one group individual conferences may work well; with another committee work or group conferences may be in order. With one group informality may dominate the classroom; with another a formal question-and-answer recitation may work capitally. Functional or laboratory methods in the daily routine or in the program of examinations may seem desirable on some occasions; on others textbook mastery from day to day, or as evidenced in formal or standardized tests, may be the required technique. A field trip into town or country may be the best technique of approaching a situation on some occasions; on others it may seem advisable to invite the expert, the hobbyist, or the artist to the classroom. When students and teachers concentrate their efforts on student interests and needs—as all alert students and teachers do—they inevitably discover that no single technique is best if adopted as the be-all and end-all of teaching.

Unless a student teacher is cautious, he is likely to become ensnared by the attractiveness of some pet device. Something novel and untried, though often appealing, may be far less effective than common-sense planning of the problem at hand.

Techniques recommended by texts, professional magazines, critic teachers, and college advisers should be carefully evaluated in view of their appropriateness in relation to the local situation.

Good teachers are skillful in using the equipment at hand, even though it be limited. They know the secret ambitions of students, their present living conditions, their vocational problems and even the community circumstances that may determine the techniques employed.

The student teacher who possesses an earnestness for

his work, who is unafraid to become a partner in solving student problems, and who feels free to call upon his critic or principal when he needs help, will find a minimum of difficulty in choosing effective techniques. His training, his enthusiasm, his observations, and his common sense constitute a rich storehouse from which to draw desirable techniques. Such a teacher often finds his students a primary source for determining techniques to be employed.

WORK HABITS

“Work, or lose the power to will.”

One of the outstanding duties of a high school teacher is to help his pupils acquire good work habits. Therefore it is necessary that the student teacher become exemplary in the following minimum requirements:

1. He should be prompt in the discharge of his daily duties. Dilatory tactics and postponement are inexcusable. Careful budgeting of time is advisable, almost necessary, if he is to be thorough, methodical, and accurate in such responsibilities as caring for school property and keeping records.
2. He should assume an aggressive attitude toward his work—and, if possible, continue steadily at a task until he finishes it. Unfinished work is a sign of immaturity.
3. He should have the “dictionary habit.” He should consult the dictionary frequently both for pronunciation of new words and for exact and concise miscellaneous information.
4. He should have the habit of using quickly and skillfully the index of a book, the card catalog, the general reference work, and all other available printed information and sources of out-of-way information.
5. He should always be on the alert for supplementary materials to be used in the classroom and be able to organize these materials so as to get the best results from their use.
6. The student teacher should read rapidly. Most slow reading is caused by either a lack of energy or a lack of persistent practice.
7. He should be so interested in the subject he is teaching that he will continually study to broaden his knowledge. He will not be satisfied with a superficial knowledge of his subject.

8. He should read extensively in the general field of human endeavor. He must have a fair knowledge of the progress of human society and of what people are doing everywhere today.
9. Out of a rich background of vicarious and direct experience, he should be able, when he is confronted with ordinary teaching problems, to formulate judgments that are quick and accurate.
10. Finally, the teacher's work habits should include the careful planning of his duties in the light of a definite philosophy and in harmony with the highest aims of education. As his work progresses, he should be able to analyze the teaching situation from day to day and to adjust his plans accordingly.

OBSERVATIONS

Observations are of vital importance in a teacher-training course, not only because they fulfill the immediate need of acquainting the prospective teacher with the students in his particular class, but also because they offer him the opportunity of informing himself as to various methods of instruction.

In order that he may derive the maximum value from these observations, it is essential that he have a definite purpose for making them. The following suggestions may serve as a basis. The time spent on each topic will, of course, vary with the type of class he is observing.

The first three or four periods might well be given over to studying the students—individually and collectively. A list of their names with notes on each one as to his part in the class as a whole, and, as soon as possible, some comments on his individual work, will prove helpful. This report should be supplemented from time to time as he becomes more familiar with the group.

The next group of observations should be devoted to an analysis of teaching. It is essential here that the observations be consecutive, that the young teacher familiarize himself with the subject matter under discussion, that he understand the purpose of the work, and that he find out what the students have had as a background for it.

He might concentrate first on the general plan of the class—the order of things, so to speak. He might spend several periods on classroom discussions. He will want to observe how they are related, how much interest is created, what the teacher did to arouse this interest, and what proportion of the pupils joined in the discussions. Another two or three observations should be given over to the assignments. It is well for the observer to note how these assignments grow out of the lesson, how they are made interesting, how much time the average student is expected to spend on them, what part of the class attempts them, and how subsequent lessons are related to them.

It will also be worth while for the student teacher to observe his prospective students in two or three other classes, to compare their enthusiasm and efforts in their various classes, and to seek reasons for any differences.

In all observations he should be alert to discover any effective devices for arousing the hard-to-reach student and to note carefully all disciplinary measures—not that he may imitate them, but that he may get help in formulating his own “plan of action.” His attitude at all times should be indicative of an interested, alert, and careful observer.

As a result of these observations, the student teacher should now be aware of the interdependence of students, teacher and advisers in conducting a class; of the important role of emotions, mind-sets, attitudes, and ideals, and of the fact, as has been said, that there is no one best method of instruction. He is now prepared to analyze his own purpose in teaching, to examine it critically in view of what he has learned from watching high school students, to test it from every angle in order to guarantee that his is a worthy purpose demanding the best from him and from his future students.

CONFERENCE

*"Minds that have nothing to confer
Find little to perceive."*

To confer is "to bring together,"—people, ideas, thought processes, and ideals.

To confer implies thinking together—as individuals expressing independent views and as a social group expressing an integrated and dynamic point of view.

Most basic of all factors making for a rich conference is an understanding and a give-and-take attitude.

*It is no true conference when one mind dominates, dictates, or sulks. Nor is it a true conference when one fails to take part. Participation may be of many forms. Learn to be active in all.

Each person must be ready. Readiness implies maturity. You must have thought through the matter of the conference ahead of time as far as you were able to push your own thinking.

Each person's thinking must be organized. Moreover the conference must be so participated in and so conducted that it moves in orderly progress. Train your mind not to flit illogically from point to point. Introduce your points when they are relevant and give them only their proportionate amount of time. On the other hand, do not be too afraid that your contribution is irrelevant. If it comes from inner conviction it will be relevant to others besides yourself. Don't be afraid to ask reconsideration of a point if it has not had sufficient emphasis or if it needs development.

To the conference each must bring high standards and the ability to evaluate. Know which are the valuable things to be actively supported. Know what your own set of values is. Know why you give emphasis where you do.

*Every good teacher must see more than one point, one thing, one person, at a time. Conference is one of the most highly skilled teaching acts. Learn to recognize

unity and the relation of parts. This applies to people as well as to ideas.

To the conference each must bring an analytical mind to inquire into, to study bit by bit, to consider every significance. Yet each must be able to generalize, though he withholds generalization until every aspect has been considered.

True conference presupposes open-mindedness. "Come to conference with your mind open to new points of view. Think about them. Don't let them just slide off." Recognize the value of others' contributions. Beware of fallacies!

Conference does not progress "on little cat feet." Be specific. Give examples and cite instances to illustrate your idea.

Good conference results in further action. Plan to do something about the things discussed in conference, and then do it.

Most conferences should be recorded, accurately and fully.

The most vital function of your conference is to help you to understand your pupils, their wholesome growth and their welfare. Your most important conferences will deal with the study of persons, as individuals and as groups. Remember that each person with whom you deal is a *person*, entitled to respect, consideration, and courtesy as a human being, whether he be your contemporary, your teacher, or, most important of all, your pupil.

Whether you are participating in a conference as a teacher guiding a group of pupils or as a student joining your thinking with that of critic teacher, supervisor, and other students, or as teacher with parents, these principles all apply.

N. B.—Points starred are ones which other student teachers have particularly wished passed on to you.

PROFESSIONAL ATTITUDE

"It is well for a man to respect his own vocation, whatever it is, and to think himself bound to uphold it, and to claim for it the respect it deserves."

If a teacher and his teaching are to be worthy of the word *profession* or to aspire to such worthiness, it is essential that the obligations and the responsibilities which merit such a rank be kept clearly in mind and be evident in the attitude of every person choosing teaching as a life work.

A desire to serve and a joy in serving humanity are the recognized impelling purpose and reward for those who choose to give their lives to a profession. It is inevitable that those dedicated to a noble cause should respect certain standards of ethics or duty. The observance of these, whether tacitly accepted or openly pledged in an oath, holds the group together and elevates both effort and achievement.

The obligations of a teacher who covets for himself and his associates the distinction of the term *profession* divide themselves into two classifications. First, there are those responsibilities which he owes as a member of a professional group—those which each member must share with every other if the group is to serve well and deserve prestige; and secondly, there are those which are individual and must be upheld by personal initiative.

In the first category belong loyalty, interest, and cooperation. A teacher who will serve best must be loyal both to his students and to his fellow teachers. He must respect the confidences which he possesses by reason of his relationship with both groups. He must stand firmly in his support of his school and of his superiors when his help is needed, regardless of the fact that desertion might mean personal popularity or advancement. He will abstain from adverse criticism of his superiors. He will feel free to call upon his superiors if he needs support in unusual cases of discipline. The faithful allegiance of all

teachers is basic to a professional recognition of their vocation. Interest, unselfishly bestowed, has, like loyalty, been conspicuously a part of all great professions. A teacher's interest in his special work in his students, in his school, in teaching should reflect a dedication to a great object, large in concept and constant in process of attainment. Enthusiastic interest is contagious and is an infallible aspect of good teaching and of sound professional development. If one is interested and genuinely loyal, cooperation with others like-minded is inevitable. Pettiness, over-specialization, selfishness, and personal animosities have no place among those striving to help mankind. It takes any man's full strength to do even a small bit of the great task of teaching, and any diverting influence but denies or postpones the goal.

The second group of obligations inherent to the profession are personal and must be observed independently. A teacher deserving of membership in any profession must be sincere and energetic and possess a character in all respects worthy of imitation. Sincerity in his relationships with his individual students, first of all, and then with his fellow workers and with the public generally is one mark of a respected teacher. To be trusted is a prerequisite if teachers are to be given the opportunity and freedom to carry on the work of building tomorrow's citizens. A good teacher has energy and exerts it forcefully. The lack of this quality, which results in smugness, routine living, minimum effort, and little learning, is fatal to the teacher's power and reputation. Healthy energy sincerely directed compensates for many inadequacies. For time out of mind imitation has been recognized as a most powerful teaching device. In face of that realization it is imperative that a teacher appreciate the importance of his being worthy of imitation before he sets himself up in a position where he will inevitably be a pattern for those whom he will teach. If he is unwilling to assume the responsibility of so living daily as to be a safe vanguard for those who are shaping their lives under his tutelage, then he is unworthy of his place as a teacher.

A professional attitude which grows out of being ever mindful of one's duty to be loyal, interested, cooperative, sincere, energetic, and fine in character will safeguard the teacher against many pitfalls along the pedagogical trail and will do a great deal to unite and advance all teachers and the teaching profession.

OUR HIGH SCHOOL

"I am not a teacher: only a fellow-traveller of whom you asked the way. I pointed ahead— ahead of myself as well as of you."

Greenville High School hopes through its direct training and through its indirect influences to satisfy the needs of its students. To this end considerable flexibility is practiced in dealing with individual students; yet standards of excellence are encouraged in scholarship, in leadership, and in personality development.

Cognizant of the value of the well-rounded growth in each student, the school emphasizes friendliness along with scholarship and the ability to think critically and fairly. Classroom activities, assembly programs, extra-curricular endeavors—all these are planned with the idea of student participation and growth along well-conceived and well-directed lines.

In such a program the student is an all-important factor. His ideas and suggestions are respected and welcomed. The teacher attempts to guide wisely through classroom teaching, through private conferences and through friendly associations. In such a program each individual is an important entity and is continually encouraged to do and to be his best.

Students are judged not by means of formal grades, but in terms of ability and accomplishment, scholarship, effort, adaptability, cooperation, promptness, and dependability.

The administration and teaching staff are determined that Greenville High School shall exist for the students, that their welfare shall ever be our objective. We believe that in such a setup intellectually tough jobs can be accomplished by students who are emotionally happy.

GRADING SYSTEM

The grading system now employed in Greenville High School assumes, first of all, that things other than subject matter are significant. Factual knowledge, as valuable as that is, is in itself almost worthless unless the possessor has achieved the ability to interpret and use it. Adaptability is a fine thing to talk about, but to talk adaptability and practice it not is futile.

Grades no longer represent how many facts have been temporarily mastered or crammed, but how efficiently a student works on any problem at hand in relationship to his ability. The symbols 1, 2, 3, 4, 5, have been abandoned for an evaluation which is more informative to both student and parent.

The school assumes that it is important to know how much effort a student expends, how well he adjusts himself to the group, how prompt, thorough and accurate he is, how well he thinks, how much he depends on others, and how courteous he is. All these phases of a student's personality are in the process of growth or retardation while he is in school. Capable advisers should, therefore, comment wisely on these aspects of a student's growth as well as on his improvement in mastery of facts.

The report of progress now in use is evidence of this new attitude toward grades. Page one is divided into two sections: "Course Content and Objectives" and "Pupil Development and Achievement." Under the first section is given a description of what is being done in the course and reasons for doing it. The teacher's evaluation is given under the second heading. This evaluation is no longer in terms of mere numerals but is an inclusive judgment which considers all phases of the student's development.

Page two of the progress report likewise has two sections, "Opportunity for Parent Comment" and "Opportunity for Student Comment." Under the former is printed, "Please give any information concerning pupil's progress, lack of progress, personality, study habits, phy-

sical condition, attitude, or any other factor which may be helpful to the teacher." Under the second is printed, "Please give any information about your own progress, difficulties, need for help, or suggestions for improving the course which may be helpful to the teacher."

Students and teachers frequently determine "Course Content and Objectives" together; often student evaluation is requested before teacher comments are made.

The progress report, given three times a year, harmonizes with the college quarters. The flexibility of the card opens many opportunities for more satisfactory student and teacher work and student and teacher evaluation. At the middle of the twelve-week quarters, or at any other time they are needed, notes are sent to the parents of those students whose work is unsatisfactory.

Continual efforts toward vitalizing each phase of the progress report should make it a helpful medium for increasing student participation in planning and in evaluation of school work, for bringing the community and school together and for aiding students in the area of guidance.

ROUTINE

It is very important for the student teacher to be thoroughly familiar with the routine of Greenville High School, and to take part in as many school activities as possible. This will not only make him feel more at home while he is doing his practice teaching, but it will also be helpful to him when he begins teaching.

Perhaps of first importance is the routine pertaining to attendance. Following is a list of details which the teacher needs to know:

1. Each teacher is asked to report to the office all absences from the first-period class. A special absentee form is provided teachers. On this should be given the name of the student, student's homeroom, date, and teacher's signature.

2. Absentee lists are collected each morning about five minutes after the first period begins. They are placed in the clip outside each classroom door.

3. When a student returns to school after being absent he should obtain from the office an admission slip to class. This slip will be marked "excused" or "unexcused."

4. Admission slips should be asked for by the teacher and initialed in the proper place.

5. Make-up work is permitted for those whose absences are excused. Teachers are encouraged to aid students in whatever way seems best in make-up work. It may be done in homeroom period, provided other activities are not disturbed. Arrangements for make-up work should be made as early as possible after a student returns to school.

6. Students who are tardy at any class should get an admission slip from the office or from the teacher with whom they were working, permitting them to enter class. The class teacher, not the homeroom teacher, is responsible for looking after the tardies.

7. Students who have to leave school during the day for illness or for any other reason should receive a permit from the office.

8. Students may, however, be permitted to leave the building for a few minutes for legitimate reasons without permission from the office, provided such absences do not interfere with another class or activity.

9. Students are required to have permits to move about the building from one classroom to another throughout the school day. This system aids the teachers and the office in knowing at all times the whereabouts of each student.

Announcements for the day are taken to each room by a student during the second period. These should be read carefully at some time during the period.

Because the halls are narrow and many pass through them, the students and teachers are requested to use the east stairs for reaching the upper floors and the west stairs for reaching the lower levels of the building. Signs placed above the doors are helpful.

The student teacher should spend as much time as possible observing other activities besides class work. He should attend chapel, which is held for the junior high school on Thursdays and for the senior high school on Fridays. He should observe in homerooms and take part in the proceedings. On Monday, Tuesday, and Wednesday, various activities may be followed by the students. On Thursday, the senior high school homerooms hold a discussion led by a council representative. On Friday, the junior high school homerooms hold their discussions. The student teacher should observe and perhaps help with at least one extra curricular activity, as the probability is that he will have to sponsor one activity or more in his own school.

A CODE OF ETHICS FOR THE TEACHING PROFESSION

In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics.

RELATIONS WITH PUPILS AND TO THE COMMUNITY

THE SCHOOLROOM is not the proper theatre for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

THE TEACHER should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

IN INSTRUCTIONAL, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

THE PROFESSIONAL RELATIONS of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

THE TEACHER should seek to establish friendly and intelligent cooperation between the home and the school.

THE TEACHER should not tutor pupils of his classes for pay.

MEMBERS of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping-stone to some other vocation.

THE TEACHER should maintain his efficiency and teaching skill by study and by contact with local, state, and national educational organizations.

A TEACHER'S own life should show that education does ennoble.

WHILE NOT LIMITING his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

THE TEACHER should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

THE TEACHER should not apply for another position for the sole purpose of forcing an increase in salary in his present position.

SCHOOL OFFICIALS should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

THE TEACHER should not act as an agent, or accept a commission, royalty, or other reward for books or supplies in the selection or purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

A TEACHER should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

A TEACHER should not interfere between another teacher and a pupil in such matters as discipline or marking.

THERE SHOULD BE co-operation between administrators and classroom teachers, founded upon sympathy for each's point of view and recognition of the adminis-

trator's right to leadership and the teacher's right to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

THE TEACHER should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

QUALIFICATION should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

TESTIMONIALS regarding a teacher should be frank, candid, and confidential.

A CONTRACT, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given both parties to the contract.

DUE NOTIFICATION should be given by school officials and teachers in case a change in position is to be made.

