

(6) "Do you prefer (1471) very brief announcements, or (2405) longer descriptive announcements? These following are examples:

(a) 'The Edison Ensemble will next play the first movement from the Fifth Symphony of Ludwig van Beethoven.'

(b) 'The Edison Ensemble will now play the first movement from Beethoven's Fifth Symphony—a work which is conceded to be one of the master's greatest. Concerning the principal theme of this movement—a series of four notes rapidly repeated—Beethoven himself said that it is 'Fate knocking at the door of human existence,' a fate which is insistent and ominous in the music. The theme recurs again and again throughout the movement. When he wrote this symphony Beethoven's deafness was fast developing, and he was oppressed by many other misfortunes. It may be considered the expression of his own feelings while 'Fate was knocking at his door.'

RESOLUTIONS ADOPTED BY N. E. A. AT SEATTLE, JULY 7, 1927

American Program of Education

WE PROPOSE as an American Program of Education the provision of opportunities through education which will enable each individual to achieve his highest development in order that he may most completely fill his place in the society of which he is a member.

The achievement of this ideal requires that the following provisions for education be made:

1. *The status of teachers*—That teachers, who are prepared for their work by a generous liberal education, and by sound professional training, shall be provided for all schools. We believe that the minimum of training for teaching should be not less than four years beyond high school graduation.

That salaries be paid to teachers com-

mensurate with the investment which must be made in preparing for teaching and with the importance of the service rendered.

That after a probationary period during which they demonstrate their acceptability for the service, teachers should enjoy tenure during continued efficiency, and that provision for retirement allowances based upon sound actuarial evidence, and involving contributions by teachers as well as by the public, be established on a state wide basis.

2. *Curricula adapted to individual needs*—That curricula and courses of study be made available which are adapted to individual needs. That the reestablishment of individual pupil-teacher relationships be considered an essential of education.

3. *Wise grouping and guidance for all children*—That in their work in our schools all who attend them whether in nursery school, kindergarten, elementary school, junior high school, senior high school, vocational school, continuation school, night school, opportunity school, college, university or professional school, shall be placed in groups of such size and flexibility, as to provide for their regular and continuous progress. That failure and repetition be considered abnormal. That educational and vocational guidance be considered a primary obligation of organized education. That special classes and special opportunities be provided for the subnormal, the physically handicapped and delinquent and that provision be made for meeting the constantly changing interests of all children. That opportunities for general culture, for vocational training, for the cultivation of special talents, or for the removal of deficiencies be provided for those young people who are engaged in productive activities and for adults.

4. *Larger units of administration*—That the administrative and supervisory local unit of control be made large enough to justify the employment of men and women with special training in educational leadership, administration, and supervision of instruc-

tion. It is understood that outside of the urban areas it generally will be necessary to make such unit larger than the district or township.

5. *Professional administrative officers*—That all administrative officers, state, county, and city, be selected for their positions on the basis of their professional qualifications and attainment by lay boards of education.

6. *Nonpartisan elected boards*—That state, county, city, and other boards of education be elected on nonpartisan ballots, chosen at large from the area which the board is to serve, for relatively long terms, and that the terms of office of members be so arranged as to make it impossible to select a majority of the members of the board at any one election.

7. *Distinction between lay control and professional administration*—That the distinction between the lay control of public education and the professional administration of schools be acknowledged in the law and in the rules of boards of education. That appointment of teachers and of all other employees be only upon nomination of the superintendent of schools. That courses of study and curricula, the adoption of text books and the provision for educational supplies be proposed by the superintendent of schools in co-operation with the members of the supervisory teaching staff for the consideration of the board of education. That the annual budget showing unit costs for each item of the educational program be prepared by the superintendent and his staff and submitted to the board of education for consideration. That the recommendations for buildings and equipment based upon an evaluation of the present plant and a forecast of future needs be presented to the board of education by the superintendent of schools. That a report of the achievement of the schools based upon scientific inquiry be required of the superintendent of schools and that he ask for

further support only upon the basis of such proved efficiency.

8. *Statewide financial responsibility*—That our schools be financed upon a statewide basis. That it be recognized that it is the prime duty of each state to guarantee to each individual a satisfactory minimum program of education in each of the several areas for taxation and for the administration of schools throughout the state.

9. *Adequate state departments of education*—That it be recognized as an obligation of each state, to provide a department of education equipped to certify as to the adequacy of all local programs of education in meeting state standards. That this state department of education through research, through experimentation and through personal leadership stimulate local communities to provide more adequate programs of education than the state can require, to the end that the state's minimum acceptable program may from time to time be advanced.

10. *A Department of Education with a Secretary in the President's Cabinet*—That the federal government which has long accepted responsibility for conducting inquiries and disseminating information concerning the public schools of the nation enlarge the scope of its scientific inquiry with respect to education and increase its support of this undertaking. That this most important function of the national government can be best carried out by the establishment of a department of education with a secretary in the President's cabinet. We pledge our aggressive support to the Curtis-Reed Bill which provides for the establishment of a department of education and for the more adequate support of scientific research in education under the direction of a secretary of education.

In a campaign against diphtheria in Georgia about 125,000 children were immunized through cooperation of the school authorities, the State board of health, and parent-teacher associations.