

for the change of name from Bureau of Tests and Measurements to Bureau of Research was parallel with the adoption of a broadened educational philosophy. The superintendent of Fort Wayne Schools has suggested that fact in his lists of reasons for the change of name:

1. to test pupils and not teachers, but to aid both
2. to include special education in a correlated program
3. to give breadth to services -- original term too restrictive.*

Three major phases characterize the policy transition. First is the use which is made of tests and test results.

- (a) Test results are not considered as end results but are balanced with a study of the whole child.
- (b) Test results are not used as a check for the purpose of teacher rating.
- (c) Test results are not used to compare school with school competitively but are compiled into city summaries for the study of pupil growth.

The second phase of policy transition is in the field of supervision of the special education classes where supervision

- (a) is now cooperative and informal rather than arbitrary;
- (b) follows the staff plan with the bureau director, the supervisor of elementary instruction, and the building principal working with the teacher of the class in an advisory capacity;
- (c) encourages integration of special class children with those of regular classes in every possible way rather than complete segregation.
- (d) adopts a program chiefly remedial instruction in primary classes rather than a program largely given to handicraft.

The third point in policy change is the broadening of the service program of the bureau by:

- (a) extending psychological service to the parochial schools of the city when requested;
- (b) cooperating with social agencies of the community such as the Family Service Bureau, the Pixley Child Welfare and the Wheatley Center (social service center for the negro population) in projects in the interest of the welfare of all children
- (c) Interpreting school policies to the home through work with parent-teacher and mother's study groups;
- (d) issuing in-service training bulletins to all city teachers from time to time for the purpose of interpreting various educational policies adopted by the administration and keeping teachers abreast of the thinking leaders in modern educational philosophy. A sample bulletin entitled "Status of Intelligence"

*Interview with Mr. Merle J. Abbott, Superintendent of Schools, Fort Wayne, Indiana, June 22, 1946