

met. It fills a long-felt want in the handling of children who tend to be abnormal but not necessarily subnormal. The problems of these children are largely emotional, rather than intellectual.

Owing to the grading experiment, the ungraded work in the school has tripled in size, as the children are now taken from every grade, including the lowest, as they are discovered, instead of from the 5th and 6th grades, as heretofore, after they have become discouraged and unnecessarily retarded.

The Department of Physical Education has also co-operated on special problems. Dr. Harry I. Goldberger of this Department, has given his expert services as a pediatricist in the individual examination of special groups of children and in examining the second term group of the nutrition experiment. The regular work of the Board of Health has unfortunately not been of a character to be of much practical assistance in really studying the health of children.

The Bureau of Reference and Research is now making an extensive study of mental and pedagogical tests in this school, in order to obtain adequate data for recommending certain tests throughout the system for similar experiments. These constitute group tests intended for the study and classification of children roughly in large numbers. P.S. 64 was chosen by the Bureau for this purpose because of the intensive work with individual tests and grading which had already been inaugurated there. It is hoped that this survey will eventually result in a comparison of the value of the several group tests based on their correlation with each other and with the individual tests. It is of interest to note that P.S. 64 is the first school in the city to be allowed to use the tests of the National Research Committee.

THE VISITING TEACHER

In closing it seems pertinent to speak of the work of the visiting teacher in connection with the grading experiment. Miss Emily Leonard of the Visiting Teacher Staff of the Public Education Association was placed in P.S. 64 to co-operate in the plan. In looking over the list of school activities it is quite evident how large and important a part she has played in the work with individuals and how impossible it would have been to conduct such an experiment without a visiting teacher. Attention should be called, however, to the fact that by means of the grading method, the visiting teacher receives the cases that are really visiting teacher problems more promptly than in the traditional school and indeed, almost automatically, for the children who are in need of special attention but whose difficulties have not yet become manifest in the classroom come to the notice of the psychologist and the teacher