

sively, for example in Alberta, British Columbia, Nova Scotia and New Brunswick. Propaganda was needed chiefly in Ontario, Quebec and Manitoba. Mr. Ferguson remarked that they are used at Toronto in the Ontario College of Education.

Mr. Mann after complimenting the committee on the progress made during its life of a year and a half, said the committee had before it three main enterprises:- 1, the gathering of informative data as to the modern language situation; 2, the making of tests to find out what treatment the situation required, and the perfecting of those tests; 3, the reforms that were to be based on the results given by the tests. The task was to establish for each school the norm or standard of efficiency, and then see what is to be done to improve those which have a low standard.

Mr. Osborne favoured the questionnaire as a means for obtaining the needed information, and enquired what was being done in that regard.

Mr. Ford provided the committee with copies of the questionnaire which is to be addressed to the schools. It was taken up by the committee section by section, and criticisms and discussion followed.

It was then moved by Mr. Kerr and seconded by Mr. Osborne that the questionnaire be approved and referred back to the Investigating Committee for such revision as might seem necessary: carried.

Mr. Heinzelmann enquired what means would be adopted for insuring sufficient and adequate replies. He recommended that the questionnaire be sent out, if possible, through the Departments of Education. After discussion this matter also was left in the