

1. The attitude of the general public in Canada toward modern language instruction:

This consideration implies the gathering of specific criticisms of present results, including opinion as to the comparative practical value of the different languages, a subject frequently in the public eye but regarding which little that is definite has been formulated. The number of persons from whom the information is to be sought should include those whose duty it is to make and measure public opinion, as well as those who from official position or individual experience are expected to have enlightening views regarding the matter, for example:

- (a) Law-making bodies, provincial and municipal.  
(Statutes and ordinances relating directly to the teaching of modern languages would call for attention)
- (b) Administrative experts.
- (c) Representatives of the press.
- (d) Men in public office.
- (e) Business men, especially those interested in foreign trade.
- (f) Professional men.
- (g) Men of science.
- (h) Social workers.
- (i) Students and graduates of colleges and schools.

2. The attitude of the modern language teacher toward the subject:

Here should be sought from within the guild of modern language teachers specific criticism of present results and a statement as definite as possible of the proper objectives of instruction. There should also be compiled a systematic bibliography of publications bearing on the subject from the pens of those active in the field.

3. Theory and practice of modern language teaching in foreign countries:

Here would be gathered from printed material, as well as by discussion and observation, foreign opinion on the aims and purposes of foreign instruction wherever it can throw light on problems in Canada.

V

Values of the Study of the Modern Languages.

In the light of the material gathered along the preceding lines of investigation it may be possible to explore, with the hope of definite results, the values to be derived from modern language study. It must be assumed that here, as in every other subject of systematic study, no definite formula can be attained; for instance, as regards the mooted point of disciplinary value, it is quite conceivable that the verdict of the psychologist will differ from that of the linguist or mathematician. But the complex nature of the problem should not deter us from an attempt at its solution as far as national and other needs are concerned. That the question