

Mr. Fuller offered to communicate with the teachers of Alberta in the same way.

Miss Ketcheson suggested the Federations of Teachers as the means for arranging for the study of special problems by individuals. The teachers undertaking these studies would need clear instructions.

The chairman said that if selected lists of teachers were furnished by the regional chairmen, interviews could easily be arranged with volunteers.

Mr. Fuller suggested that Problem 17 on Mr. Ford's list, regarding the effect of examinations on methods of teaching, might be solved by studying the examinations in different provinces and comparing them with the results obtained in those provinces. Mr. Coleman proposed that, as part of that problem, there should be studied the comparative success of teachers who had been prepared in an unusual way, and of students taught in places where unconventional methods were used.

Mr. Levan suggested the problem: Can examinations be framed so as to improve the teaching? Mr. Parmelee said that in Quebec, until an oral examination was introduced, instructions to use an oral method of teaching had been useless.

Mr. Ferguson said that the kind of examination was determined by the difficulty of finding the best kind of teacher: hence the companion problem to no. 17:- What is the effect of teaching on the examinations?

Mr. Levan suggested the advantage of introducing an oral examination in Ontario. Mr. Kerr said the oral examination had been given up in Alberta because teachers could not prepare students