

statement made in the bulletin of the American committee, already in the hands of the members. Of the nine achievement tests mentioned in that statement, he considered the vocabulary, silent reading, written composition, grammar, and aural comprehension tests to be the most useful. He held out but little hope for successful oral test.

Mr. Ford reported that he had already prepared vocabulary and comprehension tests in English for students in Quebec. A grammar test was in preparation.

Mr. Coleman described the difficulties to be met in framing a test, and pointed out certain present imperfections in these instruments. Mr. Henmon emphasised the importance of accompanying all achievement tests with an intelligence test.

The chairman read a letter in which Professor Sandiford of the Ontario College of Education reported that he had made intelligence tests for use in Canadian elementary schools, and other tests on special subjects, the results of which he was willing to place at the service of the committee. The offer was gratefully accepted.

Mr. Coleman placed in circulation certain examples of achievement tests, and they at once became the subject of discussion. Mr. du Roure remarked on the importance of an oral test in modern language work, and elicited the explanation that no satisfactory oral test had as yet been developed. Experiments in this direction were described by Mr. Coleman, who explained Professor Russell's attempt to overcome the difficulties.

Mr. Osborne criticised the elementary character of the questions asked. The tests were defended by Messrs. Fife, Henmon, Coleman, Ford and Keniston. Mr. Mann bore witness to the excellent practical results of analogous tests in other fields.

The meeting adjourned at six o'clock.