

the whole investigation, it would be necessary to concentrate on a few of the problems which are of special importance to Canadians.

Mr. Fife did much to disperse the prevailing gloom by explaining the views of the American Committee on the whole situation. The aims of that committee were to prepare, in the limited time available, three statements: 1. A statement as exhaustive as possible of the statistical facts, and of the achievement tests necessary to obtain these facts; 2. A statement as to the objectives of modern language teaching in different institutions and classes; 3. A statement based on the whole study, as to the most desirable methods and subjects. These statements would have to be based chiefly on information gathered by the official investigators. It was not expected that all the problems proposed in the submitted lists would be solved during the present investigation. The problems were being presented in order to stir the imagination of teachers and scholars, and to show them how vast and how important is the field of enquiry that is being opened up. The results were already highly satisfactory: a large number of the problems were already being studied by individuals who had undertaken them with enthusiasm: Mr. Fife read a list of such studies. At the close of his remarks the Canadian Committee breathed more freely.

Mr. Fife reported that three kinds of tests had been prepared for French by Mr. Coleman and Mr. Henmon: a silent reading test, a vocabulary test, and a grammar test. Three others had been prepared for German, and five for Spanish. He explained the advantage of achievement tests, showing that they give results of fact instead of opinions.

Mr. Henmon described the different kinds of tests, following the