

the advisability of tracing the history of individual pupils both in private and public schools, and Mr. Ferguson offered to provide such histories from the University of Toronto schools.

Mr. Ford then reviewed the list of Modern Language Problems of Special Interest to Canada prepared by him and already known to the committee. He explained the nature and importance of each, and the seventeen problems were discussed in turn, all being favourably received by the Committee. The solution of some of them has already been undertaken by some of the members of the committee.

There were placed in circulation copies of the list of 123 Suggested Problems for Modern Language Study prepared by Professor Henmon, as well as copies of the bulletin of the American Committee containing a statement on the Measurement of Ability in the Modern Foreign Languages and a Preliminary Bibliography of Modern Foreign Language Tests, Prognosis Tests, and Vocabulary Studies.

The chairman raised the question: what could be done with these problems, which were being surveyed with some trepidation by the committee. Mr. Husband suggested that the regional committees might be looked to for help. Mr. Ferguson said that students in the Ontario College of Education might undertake some of them as subjects for doctor's dissertations. Mr. Coleman proposed that individual teachers be selected and persuaded to undertake certain of these problems, and that they should be advised as to the proper method to pursue by members who were well versed in these matters. Mr. Osborne expressed the opinion that, in view of the overwhelming number and difficulty of the problems submitted, and the limited time at the disposal of the committee for