

## Introduction

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CATALOGUE is written because there is competition. If the Central Business College were the only school in Canada there would be little use for such a book as this. People who wanted a business education would have no choice in the matter of a school.

But there are other schools, and there is need of making a choice. We believe that the man who is about to spend the money necessary to put a boy or girl in a business school for a year is anxious for reliable information. So is the young man or woman who is about to personally make a choice. That is the reason for this catalogue.

Not that we have any quarrel with any other school, large or small. In fact it is one of the pleasant features of business college work that, largely speaking, the different schools are to-day on the most friendly footing. We believe that a good man starting a school will do the whole profession good because he will do honor to the cause of business education. A poor man, while he hurts the cause, is not worth bothering about, as he soon runs his course.

But here is the reader with several catalogues in front of him. How is he to make a choice as to a school? It is his position that we have constantly kept before us. That is why we have gone most explicitly into what the Central Business College is to-day doing and has in the past done. For it is on our record that we must be judged. A tree is known by its fruits—always.

All that we ask in return is to be placed on a fair footing in comparison. Experience has taught us the points upon which prospective students are prone to make inquiries. We have simply tried to anticipate their questions. In giving answers we have made it a point to give facts and eschew generalities. If we are judged on a comparison of facts we will be satisfied.

We believe, for instance, that our detailed statements as to the number of teachers employed and their records, accompanied by their photographs, and this followed by a statement from our register as to the number of students enrolled and the proportion of students to each teacher, should carry more weight than a mere broad unsupported statement that we give plenty of help to our students. On the other hand, we feel that the only fair way to compare this school with any other school, on the matter of teaching strength, is on a production of the facts. This gives both the small school and the large school a fair chance. A school with 40 students and 2 teachers is giving just the same attention to its students as the one with 400 students and 20 teachers—provided the teachers are equally competent, the equipment as good, and the courses as well planned.

This is argument based on a reasonable basis. On the other hand the mere statement that a small school must give better attention to its students because it is small is not argument but simply talk founded on nothing. You doubtless catch our meaning. Get the facts, the records—always.