

very difficult for them to solve.

April 30th. Subject:
9 A.M.

"The Essentials of a Collegiate Course in Business."

The principal speaker and most of the others had in view the training of executive heads. This was pointed out by another and smaller group of speakers, who had in view the student's position immediately after his leaving college. The principal speaker and his group advocated a course which stressed Accountancy and Business Finance, Marketing, and Economics, and which provided for special work in some industry. The smaller group asked for more special work in some industry, or for some subject which would give their graduates a special value immediately on leaving school. This discussion became a little indefinite, although most of the smaller group seemed to wish to train their students for secretarial work. Two speakers with this in view advocated the granting of academic credit to "Stenography" and "Typewriting": their suggestion met with no support.

No one stressed the importance of Foreign Languages, and I was privately informed by several that they regarded these as adequately dealt with in the High School period; but one informed me that he very much doubted this. Mathematics, Physics, Biology, Chemistry, English, History, and so on seemed to be in the same category. At Wisconsin, however, one-quarter of the subjects in their Commerce course are purely cultural.

I was asked through what avenues McGill Commerce Graduates usually entered commercial life. I stated that our course was entirely a general course. I then gave the following as my opinion, not having any records available:-

- (a) As Accountants,
- (b) As Audit Clerks,
- (c) In Investment Departments of Insurance
and Trust Companies.
- (d) As Cost Accountants,
- (e) In Credit Departments & Credit Agencies.