

copy
General Accountants - Ass:
Montreal

Li Arthur Currie
Apr 18 / 1932

A truly liberal education must respect all the essential elements in human life. Religion, morals, art, science, industry and trade are all essential ingredients in the composition of human society. No human community is possible where any of these essentials are forgotten. The aim of a university is the aim of life itself, and the aim of life, according to the greatest of all thinkers, Aristotle, is the exercise and development of all our powers of feeling, thought and action, in accordance with reason. Contemplation of the aim or ideal of life is not enough. Action is also needed. Enterprise is an essential element in human existence. Indeed, it is only by enterprise, properly understood, that ideals can be made real at all. Even Plato founded his ideal republic upon the division of labour, the training of men to do their work well, and the exchange of goods for purposes of mutual helpfulness. It is astonishing how often we degrade words by using them slightly. For example, the words "goods", "interest", "industry", "business", are really the most human words in the dictionary. Why, then, should we not give them their full meaning, both in education and in practice?

Even the elementary reader of human history recognizes that whenever any one of these essentials in human life is overemphasized civilized human society is put in danger. Religion and morality have often in the past proved the most cruel despots. Perhaps the greatest age of art and manners in modern history was the period of the Louis' in French history, - and all the while the people of France were perishing in destitution and ignorance. There followed the French Revolution and the horrors of the Commune, and a movement in history which has not yet by any means wholly spent its forces.

The aim of a liberal education, therefore, is to see that all these elements in the composition of human life are respected at their proper value, or, as Aristotle says, "in accordance with reason".

The aim, therefore, of a university, as I see it, is nothing more or less than this critical, rational, evaluation of all human activities.

It is useless to return to one hundred, or even fifty years ago in human history to find the solution for these threatening problems of our present day civilization. Fifty years ago almost every community in the world was self-contained.

The science of communication was in its infancy. The relation of science to industry and life was scarcely recognized. International trading on a large scale was almost unknown, or at any rate played only a small part in human existence. Each community had its own school and college or university, and the influence of its educational institutions seldom travelled very far beyond its own frontiers. The college was for the most part content to train a sufficient number of school teachers, clergymen, physicians and lawyers to meet the demands of its own community. Today the whole scene is changed. Our problems today are not community problems, but world problems - principally world economic problems - and I may also add, problems of the most perplexing and dangerous kind.

How, then, can the universities of the world possibly hold aloof and refuse to play their part in the solution of these problems? This challenge to the universities at the present time is, it seems to me, so obvious and so clear that we cannot afford for a single moment to ignore it.

This shows the breadth of vision which Sir Arthur Currie had with regard to the duties of a university; and also how he was keeping pace with the times, & thought that universities should do the same.

Alexander Mackay '15

Some Reflections on the Place of Commercial Studies in the University.

1. A truly liberal education must respect all the essential elements in human life. Religion, morals, art, science, industry and trade are all essential ingredients in the composition of human society. No human community is possible where any of these essentials are forgotten. The aim of a university is the aim of life itself, and the aim of life according to the greatest of all thinkers, Aristotle, is the exercise and development of all our powers of feeling, thought and action in accordance with reason. Contemplation of the aim or ideal of life is not enough. Action is also needed. Enterprise is an essential element in human existence. Indeed, it is only by enterprise, properly understood, that ideals can be made real at all. Even Plato founded his ideal republic upon the division of labour, the training of men to do their work well and the exchange of goods for purposes of mutual helpfulness. It is astonishing how often we degrade words by using them slightly. For example, the words "goods", "interest", "industry", "business" are really the most human words in the dictionary. Why then should we not give them their full human meaning both in education and in practice?

2. Even the elementary reader of human history recognises that whenever any one of these essentials in human life is overemphasized civilized human society is put in danger. Religion and morality have often in the past proved the most cruel despots. Perhaps the greatest age of art and manners in modern history was the period of the Louis' in French history, and all the while the people of France were perishing in destitution and ignorance. Followed the French Revolution and the horrors of the Commune and a movement in history which has not yet by any means wholly spent its forces. More recently, too, we hear it said insistingly that the present period in human history has vastly overemphasized the ~~claims~~ claims of science and invention. We are living, they say, in a machine age. Powerful machines and powerful organisations of a mechanical kind are crushing

all life out of the community. There can be no doubt, too, that commerce as we usually call it, or at any rate competitive commercial selling, has been very much overemphasized during the last hundred years and the results we all feel and know too well at the present time. The aim of a liberal education, therefore, is to see that all these elements in the composition of human life are respected at their proper value, or as Aristotle says, "in accordance with reason". The aim, therefore, of a university, as I see it, is nothing more or less than this critical, rational evaluation of all human activities.

3. It is useless to return to one hundred or even fifty years ago in human history to find the solution for these threatening problems of our present day civilization. Fifty years ago almost every community in the world was self-contained. The science of communication was in its infancy. The relation of science to industry and life was scarcely recognized. International trading on a large scale was almost unknown, or at any rate played only a small part in human existence. Each community had its own school and college or university, and the influence of its educational institutions seldom travelled very far beyond its own frontiers. The college was for the most part content to train a sufficient number of school teachers, clergymen, physicians and lawyers to meet the demands of its own community. Today the whole scene is changed. Our problems to-day are not community problems but world problems and I may also add world problems of the most perplexing and dangerous kind. How then can the universities of the world possibly hold aloof and refuse to play their part in the solution of these problems. This challenge to the universities at the present time is, it seems to me, so obvious and so clear that we cannot afford for a single moment to ignore it.

4. The mistake is often made of supposing that university schools of commerce are trade schools. They are not that; they are not even vocational schools; they are university schools. We do not attempt for a moment to teach the devices and tricks of industry and trade, whether they be good or bad. The aim of university teaching in its studies in commerce is not commercial profit but to arouse a critical human interest in the way men live together in a business way in the community. We do not attempt to teach the devices of competitive advertising or competitive selling and much less the tricks of credit dealing or stock speculation. The course in Commerce at McGill, for example, covers in a general way the following studies:- 1) English, 2) a foreign language, perhaps preferably the French language, 3) Accountancy, 4) Mathematics, 5) Economics, 6) the elements of Commercial Law, and all these subjects are regularly recognised subjects of university study. The only exception, perhaps, is Accountancy, and that is not really an exception. Accountancy and auditing is not a trade; accountants and auditors are not engaged in business. They are professional students and advisers on sound, true, honest business methods. What valid human distinction, may I ask, can be drawn between the study of law and engineering on the one hand and the study of banking, ~~and~~ merchant shipping and industry on the other? Clearly, therefore, if you insist upon calling the School of Commerce a vocational school it is not the only vocational school recognised by the universities in this or any other country.

5. What is the issue? Let us see! It is, I think, something like this. The traditional humanities, Greek, Latin, formal Mathematics, Logic and Rhetoric, are being neglected in the schools. Students enter the university without the necessary training and discipline in English Composition, Latin, Greek, Mathematics and possibly one or two other subjects, and after entering the university they do not seem to take the interest which they should take in these fundamental studies.

~~fundamental studies.~~ All this, I may say, is admitted without question. The universities must, therefore, strive by all legitimate means at their command to improve the quality of the work done in these subjects both in the schools and in the universities. On the other hand, however, it is obviously altogether impossible to dismantle our universities as they exist at present, built as I believe them to be on a larger and more tolerant humanism, and to rebuilt them again after the exact model of a high grade public school as it existed in your youth and mine. ~~The rule in this case, as in all others, is~~ [neither the rule of radical conservatism or radical liberalism, but the rule of steady progress, - perfecting our work where can and repairing our failures where we have failed. The spirit of conservatism may often be just as revolutionary as the spirit of liberalism.] ~~Let us get on with our work.~~

Finally I see nothing ~~new~~
 in our curricula in our School of Commerce
 or in its teaching or teachers that is
 inconsistent with university ideals or
 standards. Neither the curricula, the teaching
 nor the teachers is perfect. Change may
 be desirable, certainly the necessity for survey
 and improvement exists. The rule to be
 followed is

February 6, 1932.



1155 - 6th Ave.W.,
Vancouver, B.C.,
24th November 1927.

PRIVATE

Sir Arthur Currie,
Principal,
McGill University,
MONTREAL P.Q.

Dear Sir Arthur:

An agitation has been started in British Columbia, and particularly in Vancouver, to add a Department of Commerce and Administration to the curriculum in the University of British Columbia.

I have always thought that the teaching of these subjects was not part of the functions of a University, and I believe, although I am not quite sure, that one time in private conversation with you you expressed the opinion that you did not think the one at McGill justified its existence. Are you prepared to make a statement or tell me what your opinion is now - because I think it is quite a couple of years ago since I spoke to you.

I propose to oppose the introduction of a course of this kind, unless there are very good reasons advanced why the course should be established, and I would like to get your opinion. If you wish to give me your opinion privately, ~~very~~ of course I would make no use of it. I would, however, rather quote you as an authority if I could do so without embarrassing you in any way.

With kind regards.

Yours very truly,

GAW/L.

Geo. A. Walker

November 30th, 1927.

Private and Confidential.

George A. Walkem, Esq., M.P.P.,
1155 Sixth Avenue W.,
Vancouver, B. C.

My dear Mr. Walkem:-

Let me acknowledge receipt of your letter of November 24th with reference to the establishment of a Department of Commerce and Administration in connection with the University of British Columbia.

I am afraid that I contrived to leave a somewhat wrong impression in your mind as a result of our conversation a few years ago. I did not intend to have you think that the Department of Commerce at McGill did not "justify its existence". Such departments as adjuncts to universities are becoming quite common. I believe they can be made very useful, but a good deal of money is necessary to make them perfect. Ours is by no means what it should be, but it is the best we can do with the funds at our disposal. It is little more than a camouflaged Arts course. Practically the only subject which one would not usually provide in Arts is the course in Accountancy - a valuable course in itself from the point of view of mental training and discipline, and also valuable to the business man, and, of course, absolutely essential to him who wishes to qualify as a Chartered Accountant.

In this connection I may say that the three Chartered Accountants' Associations in Quebec have together come to the University and asked

certain lectures for their students in subjects which the regulations of these Societies now make obligatory. In other days it was thought sufficient by these associations if their members served five years apprenticeship in a firm of chartered accountants and passed certain tests. The associations ask for more than this now, and as I say, have asked us to provide lectures, which we have done. The examinations are practically conducted by us and our course in Accountancy is recognized at its full value.

The other courses such as Mathematics, Political Economy, Literature, Languages and Psychology could, of course, all be taken in the Arts Faculty. Economic Geography might also be given in the Department of Political Science. In the School of Commerce we have lectures on Law, principally Commercial Law, and these, I think, are essential.

If you were to ask me if I thought a course in a School of Commerce essential to the success of a business man, I would, of course, answer "no". I think what the business man needs on entering business is a trained mind, one able to think logically, to come to conclusions quickly, to appreciate proper standards, and to express himself in understandable fashion. In business, as in anything else, character counts for a great deal and there is nothing peculiar in a Commerce course in character building. I have talked to business men who have told me that they would just as soon take on a young man who had graduated in Arts or Science as they would a graduate in Commerce. I think our Commerce course could be greatly developed, but in the departments I would like to see added it is difficult at the present time to get satisfactory Professors.

My advice to you would be not to oppose the introduction of such a course, but I would go slowly and not be satisfied to add it to the other

George A. Walkem, Esq., - 3 -

university activities simply because some universities have such a course. I do not think many students in British Columbia are suffering because such a course is not available. Be satisfied with nothing but the best, but that will call for a considerable outlay.

With all good wishes, I am,

Yours faithfully,

Principal.

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF ECONOMICS AND
POLITICAL SCIENCE

February 11th, 1925

Sir Arthur Currie,
McGill University,
Montreal, Que.

Dear Mr. Principal,

I hope that you can find time to read over this memorandum which I wish, with your approval, to submit to the Commerce Committee and to the Faculty of Arts. I did not think it necessary to include the financial aspect. As I see it we could be content with a sessional lecturer at say \$2,000 a year, appointed for two years. I should like it immensely if I could have a couple of tutorships as described and offer them this spring to the young men of the Western Universities.

Very sincerely,

Stephen Leacock

February 11th, 1925

MEMORANDUM ON THE REVISION AND EXTENSION OF THE ECONOMIC COURSES IN THE
SCHOOL OF COMMERCE

I wish to propose for the curriculum of next year certain very important alterations and extensions in the economic courses in the school of commerce.

The general aims which I have in mind are as follows:-

- (a) To amalgamate as far as maybe the classes in arts and commerce, so that, wherever it is possible the students in arts and commerce will be taking the same work under the same professors.
- (b) To increase to ^a very considerable extent the work that deals with the economics of Canada.
- (c) To arrange the programme in commerce in such a way that students who graduate after taking all the economic work in the school of commerce will be able to enter the graduate school and after one year of further study obtain the degree of M. A.
in ~~with~~ arts.

① Under the first of these heads I would like to join together the class which is now called Economics number ~~one~~ ^I in arts and which deals with the elements of Political Economy, and the course which is called Economics number ~~one~~ ^I in the school of commerce and which deals with the same subject. Both of these are large classes, the class in arts numbers about 115 and the class in commerce about 75. The combined class would therefore next year have a membership of ^{at least} about 175 students.

9 I propose to take out of this group all of the students who belong to the Social Service division of the arts class. ^{no T}

For them I would make a new class in the Elements of Political Economy dealing with the subject from the point of view of people whose main interest is ⁱⁿ Social Betterment rather than in the study of money, trade and purely commercial economics. This new course would be labeled Elements of Political Economy (Social Economics) [ⓐ]
I propose after to throw this class open to all the students in the Theological College; who would be interested in the work.

I have made some preliminary inquiries and the response is most encouraging. Arrangements have been ^{made} for me to give an address in two weeks time at the Presbyterian college on the subject Political Economy and Social Betterment and I feel no doubt that I shall find a large number of young men anxious to join the course, which will of course represent for them a unit towards their degree in arts.

It is probable also that a number of theological students who are ^{not} ~~now~~ taking the arts degree would take this work as Partial Students.

It is clear that the class thus formed would be very large and it would hardly do to let the work take the form of lectures alone and I should hope therefore to arrange a certain amount of tutorial work among these students. The only limit to the extent of this would be the limitations imposed by the University Budget.

I should like to make a similar union of the course which is called Economics number II in arts and the course which is called Economics number IV in commerce, both of which deal with the Elements of Political Science and Comparative National Government. The union of these classes, as there would be no theological counterpart, would set free one of our professors for three hours a week and I would propose to utilize this time on tutorial work.

② Under the second of these heads, the institution of new courses dealing with Canada, I may say that experience has shown me that work in regard to the Economics of Canada is the most useful thing that we can give to our students and that it can be greatly extended with advantage all round. I should like to put into the calendar for the senior students in commerce the new Canada course, dealing with manufacturing, labor and tariffs and the other dealing with transportation, immigration and land settlement. These courses would be open also to arts students but I think it would be best in the case of arts students to recommend them as graduate ^{studies} students so that these two courses appear on the schedule enclosed as open to the Senior

In Arts

commerce students and graduate students, Dr. Hemmeon and I would both like to take a hand in this work. We have no time to do it all but we should each like to do some of it.

3

Under the third head I should like to discuss the extension of our graduate school work by the admission to it those who have taken a degree in commerce with a high standing and with the necessary prerequisites such as Latin. Under the programme I have proposed, these men would have taken as much economics as the honour graduates in arts and would therefore be entitled under the present rule to enter our graduate school. During their year of graduate study their work would deal wholly with the Economics of Canada and the theses which they would prepare would be on Canadian subjects. I think they would find this year of graduate study of very great practical use to them when they go out into the business world. They would also lend an added strength to our graduate school. I am most anxious to build up here at McGill an advanced school of Canadian Economics which will draw to it students from all over the Dominion who have had a preliminary training in other colleges. In view of the fact that Montreal is the commercial centre of Canada and offers exceptional facilities for ^{studying} manufacturing, banking and trade, I think that it ought to be possible to attract students here from various parts of Canada where the facilities for Economic study are limited by the restricted environment. For such a graduate school, especially in its initial stages, we need all the help we can find in the way of graduate scholarships, or, what is the same thing, tutorial work (for graduate students) with the elementary classes so arranged that the graduate student can pay a part at least of his own expenses while he is studying with us. ⁹ The extension of work which I have outlined would necessitate a certain addition to the staff. But I think that we could manage very well for a year or two with only the help of an additional sessional lecturer. If it were possible to give us in addition a couple of tutorial fellows, themselves in the graduate school and receiving in return for their work a remission of fees and, perhaps \$250.00 a year each, this would be of very great help in the general plan

described above.

I may say in conclusion that this memorandum has been submitted to the other members of the Department and has their entire approval. Indeed it is only fair to state that a great part of the suggestions above have originated out of discussions with my colleagues and Professor Sugary and that in particular Dr. Hemmeon has had a great deal to do with the working out of this programme of study.

Stephen Leaver



MONTREAL
TORONTO
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A. McKim Limited
Merchandising and Research Division

VANCOUVER
HALIFAX
LONDON, ENG.

Confederation Bldg.,
MONTREAL
September twenty-fifth,
1931

Sir Arthur Currie, Principal,
McGill University,
MONTREAL.

Sir:-

The enclosed article, taken from a recent issue of an American business periodical, is forwarded to you in the trust that it will be of some interest.

As a former undergraduate in the "School of Commerce" at McGill it has occurred to me since, that one particular aspect in this course might be brought under consideration. I am taking the liberty of asking whether the question had ever been considered of encouraging, if not making it compulsory, for undergraduates in the "School of Commerce" to apprentice themselves to some form of business during the time that they are attending college. This might be commenced in their sophomore year and continued through until graduation. I do not think that there is much question about the value that this would have in overcoming the present and immediate difficulty found by graduates in obtaining positions after graduating. At the same time it would greatly enhance their educational qualifications in respect to the practical side of business.

This is, probably, not a new suggestion to you, but my own experience in the value of a policy such as this has prompted this writing. The faculty of Law recognizes the advantages which it offers in that profession, and it is more than probable that these could be profitably extended to the increasingly important field of business training.

I remain, Sir, your most obedient servant,

E. A. Goodeve
DIRECTOR OF RESEARCH

E.A. Goodeve/SF
ENCLO.

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VANCOUVER
HALIFAX
LONDON, ENG.

September 12, 1931

COLLEGES GIVE SCANT NOTICE TO MARKETING

New York, Sept. 10—Less than 1 per cent of all instruction given by American colleges and universities is devoted to subjects designed to prepare the future business executive to deal with problems of marketing and advertising, according to a survey by the Bureau of Research and Education of the Advertising Federation of America of which Alfred T. Falk is director.

On the whole, the student's alma mater does a good job in general business training but falls far short of giving sufficient instruction in the fundamental subjects in modern commodity distribution and sales. Only 37 institutions in the United States adequately cover these subjects, the Bureau said.

The fundamental subjects, according to the report, are advertising, marketing, salesmanship, retailing and wholesaling, foreign trade and transportation. These are cited as being necessary in the training of the business leader of today, because of the swing of executive problems away from production to marketing.

Big Ten Delinquent

Even the "Big Ten" of American colleges—those with the greatest student registration—fail to give commodity distribution the curriculum attention it deserves. Of 25,460,000 student-semester-hours of instruction given in 633 institutions of higher learning covered in the survey, less than 1 per cent of the time is given to commodity distribution study. Less than 5 per cent of total curriculum time is given to business training generally.

In all, 343 of the 633 colleges and universities give instruction in one or more of the fundamental marketing subjects. Schools with registration under 500 and more than 5,000 devote the largest relative share of their total instruction time to distribution.

Of the 633 colleges studied, advertising courses are taught in 197, marketing in 253, salesmanship in 149, retailing and wholesaling in 87, foreign trade in 118, transportation in 180. Thirty-seven colleges give courses in all six of these fundamental commodity subjects, while 307 give no instruction in any.

Teaching staffs in the courses covered by the survey show a tendency toward the increased use of part-time instructors, the survey revealed.

Included in the survey report is a complete directory of all colleges and universities in the United States, with an outline of the marketing and advertising instruction offered by each.

September 26, 1931.

E. A. Goodeve, Esq.,
A. McKim Limited,
Confederation Building,
Montreal. P. Q.

Dear Mr. Goodeve,

Let me thank you for your letter of yesterday containing what I have always thought to be a useful suggestion. I have mentioned it to some business men who approve of the idea and others who offer objections, saying they suppose these young students, if they do anything really worth while in an office, would want to be paid for it, that is, that unless they did anything they would be a nuisance around the office. It was also felt that some business men might use the students to replace a clerk or other employee, and if that were the case the student would feel that he should be paid. If he did the work of paid officials and therefore had some responsibility, it was felt that he could not be a student at the same time, that is, that he could not serve two masters.

The analogy of law apprenticeships does not quite hold. Many lawyers regard these students as a perfect nuisance, thinking they do little else than flirt with the stenographers. But they have an opportunity of reading in the law library of the firm, going to courts, and listening to pleas, and seeing something of court procedure. At our Law School, we prefer to have the student's time for the full three years and we advocate that he should have a year's practice in a law office following his graduation before he is admitted to the Bar.

However, I am getting off the track. Let me thank you for your suggestion, and assure you that it will be given careful consideration.

Ever yours faithfully,

Principal.

In our present curriculum, although at first sight students appear to enjoy great freedom in choice of subjects, actual experience shows that 90% of them take the following 16 subjects, thus making these practically obligatory:-

1 in English	1 in Economics
3 in a modern language	4 in Accountancy
3 in Mathematics	1 in Bus. Organization
1 in Physics	2 in Commercial Law.

The other 5 subjects, that complete a curriculum, are selected in languages or in economics, or in a combination of these.

It is, of course, fortunate that the students' choice is thus curtailed. I quote the fact only because we have here something solid to guide us in mapping out a new curriculum of 26 subjects extending over five years.

I shall now set forth such a new curriculum in the form of a general obligatory course supplemented by an optional honour course:-

Obligatory programme. (19 courses)

1 course in Latin	2 courses in Economics
1 " " English	3 " " Accountancy
3 courses in a modern language	1 " " Bus. Organization
3 " " Mathematics	2 " " Commercial Law.
2 " " History and Geography	1 course from the 4 - Physics, Biology, Chemistry, Philosophy.

Honour Programme

7 subjects from the following.

2 in modern languages

1 in Transportation

3 in Economics

1 in Accountancy

2 in History & Geography

2 in Psychology.

1 in English

*2 or more courses in
Classics*

3 in Mathematics

the

1 or 2 from /four - Physics,
Chemistry, Philosophy, Biology.

A student under such a scheme would get a good general education and be further able to specialize in Economics, or History, or modern languages, or mathematics.

Any student who obtained a B.Com. degree would here be qualified to proceed to the diploma of C.A. (This is not the case at present)

In the graduate school Commercegraduates could proceed to a degree (M.Com. or M.A.) in Economics and Political Science as at present, or in History and Modern languages, or in Business Administration, if it is ever intended to imitate Harvard in this respect.

If Spanish were placed on the curriculum of the Faculty of Arts our first two years could be made one of the options on the revised Arts curriculum.

This degree is open to Commerce graduates who have during their undergraduate courses taken all the courses offered in Economics and Political Science in the School of Commerce (Calendar, pages..... courses no.....)

Application for admission must be approved by the Head of the School of Commerce of McGill University, and the Head of the Department of Economics, whose final sanction is requisite for what concerns that Department.

Graduates from other Universities must accompany the application with a full statement of qualifications, which must, among other things, afford proof of standing, equivalent to McGill standing, in Economics and Political Science.

One full session's residence at the McGill post-graduate School is required for all students.

From the Dept of Commerce

Department of Business Administration

Requirements for Admission: First year of the General Arts Course, or complete Pass Junior Matriculation and Honour Matriculation in English, Mathematics (Algebra and Geometry), Latin and one modern foreign language.

FIRST YEAR

	<u>Hrs per week.</u>	<u>Credits</u>
English 20, 11, 22	4	4
Economic and Political Science, 102b (Econ.Hist.of N.A.)	2	1
Economic and Political Science 200 (Introd. Course)	3	3
Business Administration 107 (Introd. to Bus. Org.)	2	2
Library Science 10a	1	$\frac{1}{2}$
One of:		
French 20	3	3
German 20	3	3
Spanish 200, 201	3	3
One of:		
Botany 10	6	4
Chemistry 11	6	4
Geology 20	4	3
Physics 10	5	3
Zoology 10	6	4
Physical Training 11	2	1

SECOND YEAR

English 21, 32	2	2
Physical Training 21	2	1
Economic and Political Science (Fin. Organ.) 300	2	2
Economic and Political Science (Econs. of Transport.) 301a	2	1
Economic and Political Science (Bus. Finance) 303b	2	1
Business Administration 200 (Acct. principles)	3	3
Business Administration 201 (Marketing problems)	3	3
Business Administration 205 (Business statistics)	3	3
One of:		
English 30 or 35	3	3
French 30	3	3
German 30	3	3
Mathematics 20a, 24b, 27b	3	3
Philosophy 30, 31	3	3
Spanish 300, 301	3	3

THIRD YEAR

	<u>Hrs per week</u>	<u>Credits</u>
History 31 or 44	2	2
Business Administration 300 (Industrial Accounting)	3	3
Business Administration 302 (Finance Problems)	2	2
Business Administration 305 (Industrial Management)	3	3
Business Administration 309b (Commercial Law)	3	1½
Economic and Political Science 400 (Labour, Theory & Problems)	2	2
Any three credit options from General Course in Arts for which candidate has prerequisites	3	3

FOURTH YEAR

Business Administration 400 (Advanced Accounting & Auditing)	3	3
Business Administration 401 (Sales Management)	3	3
Business Administration 402 (Advertising)	2	2
Business Administration 403 (Insurance problems)	2	2
Business Administration 409 (Executive Problems)	3	3
Business Administration 491 (Research)	3	3

by
Total no. of hours each week

1st year 20 + 2 of physical training

2nd year 22

3rd year 18

4th year 16

2 years.
102b = Economic History of North America: a course comprising the study of the geographical and historical conditions which have given rise to the current economic problems of the United States and Canada. Special attention will be given to Canadian problems in the way of assigned readings and reports.

2 hours per week, second term: 1 credit.

2 years.
200. Introduction to Economics: the purpose is to acquaint the student with the elementary economic concepts: production, exchange, consumption and distribution of wealth; money and banking; business cycle; international trade; labor problems; public finance; government regulation. Some attention will be given to the evolution of our economic system and to its legal setting at the present time.

3 hours per week: 3 credits.

107. Introduction to Business Organization: an introductory course designed to acquaint the student with the basic general principles underlying business administration. A study will be made of cases involving typical business operations classified under the following topics; general business organization, promotion of business enterprises, business finance, industrial management, marketing. The point of view is that of the business administrator and the student will be acquainted with the nature of ordinary business activities and introduced to some of the elementary principles of business administration.

2 hours per week: 2 credits.

Text-book: Gilbert and Gragg, Introduction to Business.

2 years.
300. Financial Organization: a general survey of the modern financial system. Money and credit, investment banks, savings banks and trust companies, stock exchanges and other institutions will be studied from the standpoint of functions performed. Emphasis will be placed upon the study of commercial

300. Financial Organization (contd)

banking especially with respect to Canada, the United States and Great Britain.

2 hrs per week: 2 credits.

2 years.
301a. Economics of Transportation: railways, their historical developments, characteristics, construction, organization, operation, rates, services, finances, ownership and control; inland waterways; ocean transportation; commercial aviation; urban and rural transportation as affected by highways, motor vehicles and street railways.

2 hrs per week, first term: 1 credit.

2 years.
303b. Business Finance: an analysis of the problems of the financial management of corporations; raising working capital by trade credit and bank loans; comparison of various types of stock, bond and note issues as methods of securing capital; a study of budget making and balance sheet ~~analysis~~ analysis. By way of illustration certain financial problems will be studied in some detail.

2 hrs per week, second term: 1 credit.

200. Accounting Principles: principles underlying modern bookkeeping and accounting, the use of fundamental books, preparation and analysis of financial statements, application of principles to problems of capital, revenue, maintenance, cost accounting, etc.

3 hours per week: 3 credits.

Text-books: Cole, Fundamentals of Accounting.
Walker, Problems in Accounting.

201. Marketing: the object of this course is to introduce the student to the principles and methods of marketing merchandise, and to afford training in the analysis of typical selling problems. The first half of the course deals with the methods of marketing consumer goods; consumer buying habits

201. Marketing. cont'd

and motives; and wholesale distribution. The work of the second half-year involves methods of marketing industrial goods; analysis of typical problems on selling policy which involve sales management, trade mark, brand, price, advertising and sales correspondence policies. The problem method will be used as the basis of study, supplemented by collateral readings on the principles of marketing. Written reports on assigned problems will be required at frequent intervals.

3 hours per week: 3 credits.

Text-book: M.T.Copeland, Problems in Marketing.

205. Business Statistics: Statistical method; up-to-date statistical studies of outstanding industries in Canada and the United States, as well as the various indexes of general business conditions; the value of statistical study. Laboratory work is planned for developing the students' ability in presenting statistical data graphically.

3 hours per week: 3 credits.

Text-books: Snider, Business Statistics.
Current Statistical Publications.

300. Industrial Accounting : This course examines the common methods of ascertaining prime costs and burden costs, and of distributing the latter over various products. The choice of methods and their application to particular types of industrial enterprises are considered, together with the relations of the cost records to the production planning. Attention is given to the content and form of operating reports for the guidance of various responsible officials. Each student is required to do practical field work in devising accounting systems, and opportunities are given to gain personal experience through constructive work in industry.

3 hours per week: 3 credits.

Text-book: Sanders, Problems in Industrial Accounting.
N.A.C.A. Bulletins.
A.H.Church, Cost Accounting.

302. Finance Problems: this course is based on a study of financial problems involving phases of finance administration such as the broad principles underlying the determination of an individual investment policy, administration of investment houses, commercial banks and finance companies, and problems in promotion, organization, etc. The greater part of the course deals in general with the financial problems of a business and its relations with financial institutions.

3 hours per week: 3 credits.

Text-book: C.E.Fraser, Problems in Finance.

305. Industrial Management: this course will comprise a broad survey of the field of management, particularly the management of manufacturing concerns. It is the aim of this course to train students in effective methods of approach to administrative and executive problems related to production. Necessary descriptive background is drawn largely from the manufacturing industries. Excursions to view methods at first hand form part of the course. Problems arising in the location of an enterprise, the design and construction of buildings, the selection and arrangement of equipment, the procuring of the material, and labour requirements, are considered during the first half-year. In the second half-year the course deals primarily with the conduct and control of production. Executive organization, the services of functional specialists, labour relations, production control methods, and the uses of cost accounting are among the topics considered.

3 hours per week: 3 credits.

Text-book: Schell and Thurlby, Problems in Industrial Management.

References: Lansburgh, Industrial Management

Taylor Society Bulletins.

3rd year

3rd year

309b. Commercial Law: this course embraces a general and particular outline of the principles of contract law from the elements to the remedies for breach, and includes special lectures on such phases of Commercial Law as agency, banking and bills of exchange, partnership, corporations and foreign judgments.

3rd year

3 hours per week: $1\frac{1}{2}$ credits.

Text-books: Anson, Contracts
Falconbridge, Banking and Bills of Exchange.

References: Falconbridge, Sale of Goods
Russell, Bills
Pollock, Partnership
Willis, Contracts
Dominion and Provincial Statutes.

Econs. 400. Labour, Theory and Problems: during the first term an inquiry will be made into the causes of industrial unrest and the remedies advocated. Such topics as unemployment, inadequate wages and industrial accidents, trade unionism, labour legislation and employers' remedies will be considered. The second term will include a study of various theories of social reform and suggested types of social organization: utopias, socialism, syndicalism, the indictment of capitalism and the latter's defence.

3rd year

2 hours per week: 2 credits.

400. Advanced Accounting and Auditing: analytical power, breadth of view, initiative and resourcefulness, with regard to accounting, are cultivated in this course. The work undertaken covers dissolutions of partnerships, combination and consolidation of corporations, bankruptcy, settling of estates, conducting business in two currencies simultaneously, purchase and sale of special types of securities, etc. The course also deals with auditing from the standpoint of the treasurer, controller or auditor in charge of the accounts of a commercial or industrial concern.

4th year

3 hours per week: 3 credits.

400. Advanced Accounting and Auditing: cont'd

Text-books: Case Material, compiled by the Department.
Hanson, Problems in Auditing.
References: Montgomery, Auditing, Theory and Practice.
Bell and Powelson, Auditing.
Jackson, Audit Working Papers
Journal of Accountancy.

4 1/2 year

401. Sales Management: a survey of the problems of the sales manager, such as those involving the sales organization, sales research, policies relating to the product, distribution policies, prices and terms of sale, methods of selling, management of the sales force, delivery policies, credits, collections and control of sales operations.

3 hours per week: 3 credits.

Text-book: Tosdal, Problems in Sales Management.

402. Advertising: this course will be a study of the place and function of advertising in business through a series of business cases; the uses of advertising by various types of retail business, by manufacturers of consumers' goods, by manufacturers of industrial goods, by wholesalers, and by various types of financial institutions. The course touches only incidentally upon the technique of advertising. Its purpose is not to give a training for men who desire to become advertising technicians, but rather for those who, as executives, have to consider the use and application of advertising to accomplish results in business. Accordingly, the relation of advertising to the other functions in business management, especially to sales management, and the place of advertising in merchandising strategy are given consideration.

2 hours per week: 2 credits. Text-book: Borden, Problems in Advertising.

403. Insurance Problems: this course is for actuarial students and covers the organization, financial and sale phases of Life Insurance Companies. The course will be handled entirely by Insurance Company executives.

2 hours per week: 2 credits.

409. Executive Problems: the aim of this course is to correlate the work given in the specialized courses of the previous years, and to show the interdependence among different functional departments of business, and to suggest the solution of problems affecting the broad general policy of an operating company. The approach of the course is that of a general executive who gives his attention to broad policy problems that touch all the departments of the business. Throughout the year business executives will be brought into the classroom to discuss with the students problems involved in the business represented by the speaker. There will be study and discussion of available case material dealing with production, accounting, marketing, financial and statistical aspects of businesses. Comprehensive written reports on current business problems are to be submitted by the students throughout the year.

3 hours per week: 3 credits.

Text-book: Current Case Materials.

491. Research: before graduation the student must submit a report covering the constructive and finished investigation of a major problem, chosen in consultation with the Head of the Department and the manager under whose guidance the investigation will be made. Class hours are arranged so as to give the student as much uninterrupted time as possible for this work.

3 credits.

20 hours = 1st year.
22 hours = 2nd year.
18 hours = 3rd year.
16 hours = 4th year.

4th year

11

11

813a Duplex Ave.
Toronto

August 17, 1931

Sir Arthur W. Currie G.C.M.G.; K.C.B.

McGill University

Montreal

Dear Sir Arthur

In your letter of August 10th you certainly throw a challenge to commercial education in Canadian Universities. Having graduated from the Harvard School I am naturally inclined to feel that the Harvard Business Course is the best as yet devised. But I am sure of only one fundamental principle, which is that successful business education must be as closely as possible associated with the actualities of business practice. To my knowledge

the post graduate course at Harvard is built
on this principle and the 5 year course at
Western is the only course in Canada which
is patterned after it. The Western course,
originally 4 years, is diving towards the
six year ideal and is developing the case system
intensively.

at Cincinnati and Antioch in the U.S.
experiments are being made in an extreme dual
type of education which I believe to ~~be~~ be
destructive of a general education. But I have
lost touch with what is happening in these
institutions.

The usual type of undergraduate course is
one in which subjects with business nomenclature
are taught theoretically on a text book basis.
This type of course I consider ineffective because
it merely substitutes a so called business
subject for an arts subject, without affording the
mind development features which alone justify
such a change. In the early years of development
this may be excusable, provided a policy of

developing the case system is adopted and pushed with all the vigour possible.

McGill or Toronto are the logical points to be developing what is best - the full post graduate course which leaves scope for prerequisite arts, Science and Engineering courses. Unfortunately practically every Canadian University is committed by its circumstances to the undergraduate course. The tie up of some institutions with accounting associations further complicates the situation. In the case of the University of British Columbia a four year course was a necessary condition of the report I am sending under separate cover.

So far Western, with small classes, has been successful, on the whole, in satisfying employers and businessmen familiar with the work being accomplished there. The fundamental idea of following out as far as possible the Harvard program has worked well. Information regarding the matter might be obtained from Mrs Paul Macfarlane of the Bell Telephone Company who has had much experience in employing commercial graduates.

Were I to rewrite the report to President
Klinck my inclination would be to cut down
on the maximum requirements and depend more
on ~~the~~ a few courses better handled. Fundamentals
of Accounting, Business Finance and Marketing are
what I consider the three basic subjects. Marketing
I stress particularly perhaps, because it is the
field in which I am most expert. One fact we
cannot get away from is that the successful
graduate is largely the product of Providence.

I trust that the accompanying report
in its general features will prove helpful.
The appendices I am sending because they
belong to the report - but they have a
local color purely applicable to what
I learned from President Klinck.

Yours Very Truly
E. H. Morrow

August 10th, 1931.

E. H. Morrow, Esq.,
813a Duplex Avenue,
T o r o n t o.

My dear Mr. Morrow:-

Thank you for your letter of
August 7th.

I should very much appreciate
reading a report on Commerce as prepared
for the University of British Columbia
and can give you the assurance that the
document will be regarded by me as confidential.

I am very much interested in this matter
of Commerce in universities. I am not satisfied
with the course in any Canadian university and
believe that something very much better is possible.

Thank you for giving my message to
Mr. Freeman and looking forward to having a
further chat with you sometime in Montreal.

I am,

Ever yours faithfully,

Principal.

813a Duplex Ave.
Toronto

August 7, 1931

Sir Arthur William Currie G.C.M.G., K.C.B.

Principal, McGill University

Montreal

Dear Sir Arthur

Your interest in the question of Commercial Education prompts me to send you in confidence, should you wish it, a comprehensive report of the subject prepared last year for the University of British Columbia. It is a confidential document for President Kluck - who I am sure will not object to your seeing it if you wish. I believe it will clarify many of the issues we discussed recently.

Unfortunately I was desperately tired from heat and many days of unusually hard work and I feel that there are many things I did not make clear. The report in question will serve to rectify this.

While the document is general in scope it was written to meet as closely as possible the peculiar needs of the University of British Columbia. With modification it would apply to any institution - at least in so far as principles are concerned. My further business experience of the past year might induce me to change the report by emphasizing the desirability of reducing the commercial course requirements in favor of better work in fewer subjects.

If you think the report will be useful to you I shall send it along for your confidential information.

Thank you for your kindness in foregoing your meeting to accord me the interview on the day I left Montreal. I have

seen Freeman and delivered your message.
He expects to be in Montreal early in September
and has promised to communicate with you.

Sincerely Yours.

E. A. Morrow

c/o Mr. D.A. Rose,
Apart. 107, 400 Avenue Rd.,
Toronto, August 23, 1931.

President Sir Arthur Currie,
McGill University,
Montreal.

Dear Sir Arthur:

A few days ago I had lunch with Mr E. H. Morrow, of the McLean Publishing Co., who told me of a conversation he had recently with you in Montreal. He told me that you had expressed a desire to see me. Since I expect to be in Montreal on the 8th of September, I wondered if I might give myself the pleasure of calling upon you. I shall be en route to Boston with my wife, and if the 7th is not convenient for you, perhaps you could give me an appointment on the 8th.

Yours sincerely

Ralph E. Freeman

August 25th, 1931.

Ralph E. Freeman, Esq.,
c/o Mr. D. A. Rose,
Apartment 107, 400 Avenue Road,
T o r o n t o.

Dear Mr. Freeman:-

Thank you for your note of August 23rd. I shall be very glad indeed to see you when you pass through Montreal, but I am afraid I shall not be here on the 24th. I am planning to take a ten days vacation - going first to the Canadian Legion Convention at Niagara Falls and then to spend a few days with my sisters at Strathroy. It was not my intention to return before September 8th.

Please ring up my secretary on the morning of the 8th - Marquette 9181 - and she will let you know where I can be found. Frankly, I wish to discuss with you schools of commerce.

Yours faithfully,

Principal.

Notes on School of Commerce of
the University of Western Ontario.

1. The following courses, all obligatory and figuring in the curriculum of the University of Western Ontario, find no place in our curriculum.

Marketing
Sales Management
Advertising
Executive Problems
Research (a kind of thesis at end of 4th year)
The History of Canada and the United States.

2. The Economics courses are five in number, and after the usual introduction pursue a distinctly practical aim. For example: Origin of Banks and Investment Houses, Business Finance, Transportation, Labour, Theory and Problems.

3. In Accountancy, and in such aspects of Organization as are not included in the courses mentioned in the first paragraph, the work covered is practically the same as with us, and occupies the same number of hours. We, however, have no introductory course in Business Organization. We let the students form his first notions from practice and experience in Accountancy work. Moreover, our accounting includes some of what is here grouped under Business Organization.

4. Commercial Law - of similar scope to our own course is here condensed into one year.

5. All business courses (Accountancy, Organization, Economics, Commercial Law, and the courses mentioned as having no place in our curriculum) are obligatory in Western Ontario. One advantage of this is that it makes for a real coordination of courses and for their gradual improvement and adaptation to the end in view. Another advantage is that doubt and discussion

regarding the work that a student should take up in the successive years is avoided and all clerical and registration work simplified.

6. Other compulsory subjects in Western Ontario are Public Speaking and Canadian Literature.

7. With regard to languages, these are obligatory during two years, but may be pursued all through the course.

8. Mathematics: this subject is obligatory to the same extent as with us.

In the Second year (corresponding to our present Third year), there is a course similar to our Mathematics 42. In addition there is an elementary course on Analytical Geometry and another on the Calculus.. Courses such as these once formed a part of our curriculum and I think are to be highly recommended

An Estimate of the
possibilities of and
Requirements for
A Department of Commerce
At The University of British Columbia
Confidential to President L.S. Klinck

General Report

E. H. Morrow, B.A., M.B.A.
813a Duplex Avenue
Toronto, Ontario

AN ESTIMATE
of the
POSSIBILITIES AND REQUIREMENTS
for

A DEPARTMENT OF COMMERCE

At The UNIVERSITY OF BRITISH COLUMBIA

Confidential to President L. S. KLINCK

GENERAL REPORT

E. H. Morrow, B.A., M.B.A.
613a Duplex Avenue,
Toronto, Ontario.

GENERAL REPORT

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GENERAL REPORT

PREFACE

Section 1.

Only familiarity with local conditions and experience, ripened from meeting those conditions, will permit one to work out a commercial course suitable to the peculiar needs of any particular university. These suggestions, therefore, are indicatory in scope only and are based on principles that have been proved at the Harvard Graduate School of Business Administration and by several years of experience in building an undergraduate course at the University of Western Ontario.

Frequent reference to the latter University is due to two factors:

1. The unquestioned success which has attended the principles and policies followed by the University of Western Ontario since they were first planned out in 1922.
2. The familiarity of the writer with the problems of that institution.

THE PLACE OF COMMERCE IN THE UNIVERSITY.

Section 2.
Educational
Development
of Business

Written records of business transactions have reached a point where they can be scientifically studied and classified for the accumulated experience they represent and for the broad principles of action they contain. Hence business has developed to a point where it can be made a matter of education. It has followed the same path as has previously been followed by all other branches of education--the Arts, which in their early stage grew out of the activities of the Church; Medicine, which grew out of the practice of medicine; Law; Pedagogy; Engineering; Agriculture etc. In other words, business has progressed to a point where it has become a proper subject for advanced educational application--it shows the first germ of professionalization.

Section 3.
Laboratory
Require-
ments

All true advanced education has its laboratory, either modelled on the actual practising field of an occupation or consisting of the actual field itself. Literature has the works of poets and authors. The Sciences have their laboratories miniaturized after the scientific equipment everywhere in use. Law has its courts, medicine has its hospitals. Agriculture has its husbandry. So Business finds its laboratory readily available in the actual world of commerce. Hence the close contact which the Department of Commerce needs to maintain with the world of business in the utilization of its equipment and of its experienced experts involves nothing new to an academic concept. The proper utilization of the world

of business and of its available personnel conforms to the best traditions of University education.

Section 4.
Professional
Aspects.

Strictly speaking, all University education is professional. It trains for the Church, for the School, for the University itself, for Law, for Medicine, etc. Business training is no exception--its requirements are strictly professional. But owing to the immensity and varied scope of the field its requirements are less noticeably professional than a training for the narrower fields such as Medicine, Law, Dentistry, Engineering etc. Probably the professional aspects of business training are parallel to those found in agriculture, another occupational field of varied scope.

Like agricultural training, business training can be adjusted to varied degrees of advancement, any of which can be made a standard of attainment by an educational institution but none of which have been approved of as a minimum standard required by an organized occupational group, as is found in law and many other professions.

As in the field of agriculture, therefore, University training in business can in practice be divided into two divisions:

1. The training of the chief body of students to a point where they can reasonably be considered to have a sufficiently developed education to make them useful and acceptable in their field of occupation. This standard of attainment depends upon a variety of factors in which the concepts of the individual institution play a major part.
2. Advanced education of ^{certain} graduate scope for the training of experts in special fields of work, either for practical occupation or for advanced teaching ranks.

c. s. Accounting
statistics
etc.

Section 5.
Relation of
Commerce to
the General
Arts

Because commercial and business life forms so great a part of the world's organized activities, it offers correspondingly large opportunities for occupation. Hence the growth of the commercial department will be correspondingly great. This accounts for the rapid appearance of the Department in Universities and for the growth in its enrollment. It is educational adjustment to the needs and opportunities of modern life.

The institution which ignores this fact runs counter to a fundamental of educational service and is out of step with developments everywhere--notably in Great Britain and in the United States.

A serious danger is involved because commercial education is gradually assuming the proportions of a general education. As larger numbers of students gravitate towards business education with its occupational opportunities there will be a tendency for the humanities to become restricted to a few occupational groups. If the advantages of the humanities are to be preserved to the people as a whole, business education must be grafted on to the arts course, so that it effects its purpose without too great a loss of traditional standards.

Here lies the most difficult problem to be solved. Balancing of extreme delicacy is required to make a commercial education available to the average student without losing the humanities or without stepping exclusively into the realm of post-graduate studies.

The problem can only be worked out in the individual institution according to its requirements. Patience, tact, and the personalities of those responsible are paramount to the solution. With the task properly done, however, the growth of the commercial department, with a proper dependence on the Arts department, can be made to strengthen the latter--especially in so far as the early years of the course are concerned.

Temporarily, at least, the tendency might be checked by restrictions such as stiff entrance requirements and long courses sufficient to discourage an average student. But I feel, despite such precautions, the basic tendency would prevail and in the meanwhile the institution that adopts this plan will appear to be out of step and will not give a community service that is demanded.

Better, I believe, will it be to meet the situation frankly, to give a full meed of community service and to try to give a satisfactory course that preserves at least some part of a sound arts education.

Section 6.

Service

Features

Lead to

Graduate work

Primarily, the Department is designed to train students so that they are better fitted to enter business life. Out of this service grows a wide field of community service, because proper instructional material necessary for use in the classrooms can only come from actual contact with the field of business.

Constant research of different types is necessary on the part of instructor and student. Inevitably this leads to an ever-increasing usefulness of the department to business. How far this community development will go cannot be foretold. All we know is that already such institutions as Harvard are rendering great service to business and as a result are being heavily endowed by business--on an individual philanthropic basis and on a business basis by large firms and associations.

In Canada the first development of a similar trend is seen from the fact that the Western instructors and final year students are constantly employed in assisting individual concerns in London, Ontario. The service grows from year to year. It throws great responsibility on the instructors, but it keeps them alive and abreast of developments. It supplies the finest of teaching material.

Alone, instructors cannot go far with this service, but when assisted by advanced students the scope appears unlimited. Advanced students capable of good work entail the development of a research organization and of post-graduate studies. This is a development to be envisaged for the future and to be planned for. The business needs of the country call for graduate commercial development in all major Universities. Each should follow the paths that its location makes most profitable, thus avoiding needless duplication and eventually contributing to a rounded-out national and educational service of vast importance and influence.

Section 7.
Service to
the
University.

Because the Department contacts so closely with the world of business it performs for the University the unique service of interpreting it to a great source of potential endowment. The Department speaks the language of business, adopts its point of view and contributes directly to its welfare. Depending upon the manner in which this contact is capitalized and used by the Department Heads and University authorities, the Department of Commerce can be made to tap the wealth of the community for the benefit of the University. The vast sums recently contributed by wealthy men to United States institutions have not been the result of coincidence. They are the reward of sound service backed by intelligent cultivation.

While the Department of Commerce is the natural spearpoint of such development, the outcome will be generally beneficial to the institution provided that the key department assumes its proper place in the general scope of the Arts Department. It is another argument for care in laying down the first policies and in building a department whose eventual success means a strengthening of the entire structure.

Section 8.

OBJECTIVES OF COMMERCIAL DEPARTMENT

The objectives of the Commercial Department are more or less in order of importance as follows:-

1. To develop graduates who on the average will be:-
 - (a) Acceptable to business
 - (b) Successful in business
 - (c) Able to fit smoothly into business life at graduation and will not be handicapped by the early disabilities which traditionally have attached to the University man. This phase of the work is very important and can only be appreciated by those who realize how badly the average graduate does fit into business when he leaves college. The tradition is well founded.

2. To develop post-graduate specialists to a point where they will:-
 - (a) Enter business with special adaptability for definite fields of work *such as Accounting & Statistics.*
 - (b) Be useful for special services such as government service.
 - (c) Serve as teachers and research experts.

H.B. The field of commercial specialist, qualified under the regulations of the various Departments of Education, also should be catered to as facilities permit. Confidentially, it can be told that whereas the educational authorities of Ontario were once extremely sceptical of the University graduate of the Business Department at Western, they have now consented to accept Western standards and courses for every commercial specialist requirement. It is a valued recognition granted only to Western.

3. To gain distinction for the University in the fields of business wherein the Department is peculiarly fitted to give leadership and to develop the members of the staff so that they become recognized as dependable counsellors.

4. To do its share towards the development of a literature of Canadian business. This is a crying need in a field as yet completely untouched.

Section 9.

What is
Involved in
the Chief
Objective

The chief objective is to train a competent body of young men for business life. In this connection it is important to realize that it is entirely a work of training of the mind and of developing a point of view. Business cannot be taught in any institution. The actual teaching of business comes only

in business practice. This is true because the possible fields of activity which students will eventually follow are too varied to be covered and especially because business action is governed by circumstance and only experience will teach how to recognize and how to deal with a situation. The advantage of the college graduate is that he starts with a background into which to fit his experience as it accumulates. He, therefore, learns faster and advanced more quickly. He is essentially more promising executive material and begins to reap reward for his educational investment from five to ten years after graduation.

Section 10.

The
Objective is
Attained by:

1. Inculcating the necessary point of view in the student.
2. By habituating the student to hard work requiring long hours and high standards of performance.
3. By teaching him to measure his work by results rather than by academic grades—a requirement calling for special treatment that only a business-trained instructor can properly give.
4. By training the student to analyze business problems and to reach reasoned decisions on the basis of his analysis; it is a process which develops the important quality of judgment.
5. By developing in the student a quality of "Business sense".
6. By bringing him into contact with business and business men. The more the instructor can do this the more successful he will be.

NEEDS OF THE DEPARTMENT

Section 11.

Relation to
Other Arts
Departments

Foremost, the Commercial Department needs the sympathetic co-operation of the other Arts Departments whose personnel should realize that they have definite responsibilities towards the common attainment of an educated commerce student. Commercial subjects when properly taught on the inductive system are extremely developmental of the mind and this is a truth which all will learn to concede. Once the Arts personnel realizes that the new education is firmly founded in traditional education, the give and take concessions necessary to the establishment of the new courses are easy to obtain. It takes time to bring about, but it can be done and has been done successfully.

On the other hand, there are definite responsibilities on the commercial personnel to concede to the established departments. The danger of the commercial department adopting a selfish attitude is real and the danger increases as the department grows in strength and influence. This tendency must be guarded against, and everything depends upon the personal attributes of the department head.

Section 12.

Relation to
Department of
Economics

Business science is founded on the science of Economics. The two Departments, therefore, should be made corollary to one another. It is largely a matter of personal sympathy and tact. Success, however, means solidity in the Department of Commerce, and an enlarged scope for the Department of Economics. It is not necessary to enlarge on this point as it has been covered in previous correspondence.

Section 13.
Relation to
Business
Community

The Department of Commerce must eventually become a recognized unit of the business community, commanding the respect of business men and drawing freely upon their resources.

Here again the solution depends almost entirely upon the personality and skill of those whose duty it is to make the contacts. A knowledge of business, of its language and of its psychology is a sine qua non of the solution. Time is a factor.

Section 14.
Bureau and
Graduate
Students

The full flower of development will come only as the Department is able to establish a Bureau of Research with graduate students to assist in securing teaching material and in directing the activities of undergraduate students. The speed with which this phase of the work is established will depend upon the resources available and the aggressiveness with which they are handled.

TYPE OF TEACHING REQUIRED

Section 15.

Broadly speaking, the best business instruction is inductive and develops from the use of problems secured from business practice. Text books in the usual sense do not belong except as reference material for the handling of the problems. The case system is difficult to handle because it requires:-

1. An intimate knowledge of what it means
2. The experience required to carry it into practice.

The case system takes time to introduce and must be developed step by step. Its general development amongst the universities of the continent, in fact, is still strictly limited. It is a system of education scarcely begun--though it is loosely talked about. But it is efficient in attaining the objectives previously outlined.

Section 16.
The
Instructor

This is a broad subject which can only be touched upon.

Ideally, instructors should be specialists in somewhat restricted fields with broad background in the entire field. The condition of having specialists for every phase, however, is a matter of slow development and growth. All that can be done in the early stages is to approximate as nearly as possible to the ideal.

But in the teaching of business subjects--especially where the case system is used--business training coupled with a business point of view is essential in the instructor. If he has not got it the student cannot be expected to attain the objective laid down for him.

Competent instructors in the field of business are difficult to obtain. The sources of supply are as follows:-

1. Young graduates of schools of business of recognized merit.
For these the lure of business is great and of necessity the turnover in the teaching ranks is high. This, especially in the junior ranks, is not altogether an unmixed evil. There are features of advantage in a changing staff--provided that there is continuity in the senior ranks and provided that the proper traditions are well established in the early years.
2. Economists who turn to Commercial Courses.
First rank instructors come from the pure economic group, provided that in the first instance they receive the proper guidance and assistance in developing the commercial point of view. Even here, the problem of turnover will prove bothersome, because the pure economist who turns to business subjects is apt to develop business ambitions at the same time. Where older men are concerned more stability can be looked for, though the problem of directing them will be more difficult.
3. Graduates.
The development of a Bureau of Research will help in the problem of securing instructors because it helps to develop the academic flair in the department's own graduates. In this group two dangers must be guarded against:
 - (a) Inbreeding with its tendency towards internal dry rot
 - (b) For their own sakes, the members of a bureau's staff should not be permitted to get into a rut that deprives them of business experience, and denies them the opportunities of commercial life. I make this point because I have seen what I believe to be harmful effects created by an overdevelopment of a bureau staff.
4. Business Executives.
From the standpoint of regular instruction the practising business man is of limited success. His regular occupation interferes too greatly, and his teaching is not of the best. As a temporary means of overcoming instructional difficulties, however, he is invaluable.

But the practising executive as an occasional lecturer in the classroom and as an instructor in his own business is a prime necessity of the commercial department. He must be used and used frequently because his is the task of inculcating in the student the all-important element of "Business Sense."

The task of regulating this phase of the instruction so that men competent in the classroom are used and so that their lectures fit into the general scheme of a course is the task of the instructor. The requirements are so very

varied and change so rapidly with each succeeding step of advancement that it is impossible to detail them.

The ideal instructor would be the man who combines academic qualifications with teaching aptitude and business experience. Very occasionally this type of instructor might be available, but he cannot be counted upon as forming a source from which instructors can be drawn.

BASIC REQUIREMENTS OF THE COURSE

Section 17. Standards

The first requisite is a good selection of those who enter the course. Personality and native ability are the chief factors in a satisfactory graduate, and they should be sought for in the commercial freshman. Hence, satisfactory entry requirements form the first step. Dependent on conditions, the entry requirements will be based upon a standard attained in, say, the second year of the general arts course. The continuity of standards through succeeding years will be based on both arts and commercial courses.

Section 18. Fundamental Courses

On the whole, the chief requirement of training the business mind can be attained with few courses properly handled. For the general commercial student on a four year course, therefore, the following approximate maximum schedule should suffice:

1. Introductory Course to acquaint him in broad outline with the scope and inter-relationship of the specialized courses to follow.
2. One course in Fundamentals of Accounting.
3. One course in Marketing
4. One course in Industrial Management.
5. One course in Foreign Trade (For U.B.C.) - *possibly economics*
6. One course in Statistics - *Economics*
7. One course in Business Finance
8. One course in Contract Law and Documentation. - *To warn of part falls the need for other legal advice.*
9. One course to correlate the specialized subjects in a related whole.
10. A major report before graduation involving individual work in the solution of an actual business problem.

Backing these fundamental courses, however, are selected courses in Economics.

Allowing for two complete years of general arts subjects, the program outlined involves heavy work for the student, but that is a necessary part of his training.

Granted a schedule approximately as outlined, it means that the student gets an all around course covering the major phases of business activity. It also provides ample scope for individual effort and initiative.

Any business trained instructor should be competent to conduct most of these fundamental courses.

A tentative outline based on the 1930-31 calendar is shown in Appendix A accompanying this report.

Section 19.
An Important
Change

While the Introductory Course in Business Organization could be dispensed with it has great value in acquainting the student with the field of work to follow and makes him realize that specialized subjects to come are integral parts of one whole. This is most advantageous where undergraduates are concerned.

Applying
Specifically
to the
case of
U.B.C.

But this course should be set in the second year and therefore makes it necessary for students to be sure at that stage that they are headed for commerce. It destroys the complete arts aspect of the second year. The situation would be simplified if equivalent standing to a pass course in Arts were conceded to this course. Then, students who fail to pass into the third year commerce would receive credit on a pass course, provided their standing met with the requirements.

Section 20.
Advanced
Work

Beyond the scope of the all around course covered by the fundamental subjects above listed lies an unlimited field of advance specialization to be taken advantage of by the student who extends his studies beyond the four years.

Advanced studies in the form of a series of specialized courses can be carried on in each of the fields of Statistics, Sales, Finance, Production and Accounting. It is impossible to say what should or should not be done in this regard because it all depends on local facilities and conditions. All the subjects are important but can all be developed only in a graduate school of large proportions.

When the course at Western was first laid down it was decided that specialization could only be undertaken in one field for several years. The field of sales was chosen because it was felt that the future scientific emphasis of business would be cast in this field. The wisdom of that decision is now borne out by the actual developments and Western appears to be on the right track in slowly developing specialized advanced studies in marketing and its allied subjects.

That situation still holds and, I believe, should govern the growth of the development of the department at the U. of B.C. This is a question of principle. The details of the development of course will vary with the peculiar opportunities of your own situation.

Section 21.
The Matter
of Degrees

The question of advanced studies brings up the matter of degrees. I feel that Western showed peculiar foresight in maintaining the B.A. for all undergraduates and in refusing to follow the popular trend of establishing a special Bachelor Degree in Commerce. It has meant certain important advantages, viz.,

1. The Western commercial graduate is stamped as an Arts graduate.
2. Western students will be exempt from the danger of being identified with a degree which may in a few years become unpopular amongst executives. Every institution in America almost is grinding out B.Coms. etc., and enough of them do not know what they are doing to constitute a real danger of bringing commercial degrees into disrepute.
3. Western is now free to establish a distinctive Master's Degree which will identify and reward her advanced students on the merits of her own work.

This feature means carrying into the university an important though simple principle of business, viz. "When you produce a product of distinctive quality, good business demands that it should carry a distinctive identifying mark."

In the case of the U. of B.C., I am convinced that a similar policy would be best. But the degree of B.Com. has been established and it may be inadvisable to discontinue it. It remains to make the best of the situation--with one great consolation. It is that by situation the U. of B.C. is herself a distinctive institution. She has the opportunity to make the B.Com highly reputable in B.C., whatever it may be elsewhere. This is a problem which can only be dealt with on the ground and in consultation with others.

Section 22.
Recommendations for
Graduates

In any event, dependence on a degree alone as a means of promoting the reputation of the Department would be unwise. A system of personal recommendations can be worked out so that the University can safely guarantee them within reasonable limits.

A sample of the recommendations used by Western is attached. The truth is always told and after an experience of eight years nothing better has been discovered. These recommendations generate confidence in business circles. At Western the system has been expanded to other departments.

Section 23.
Keeping in
Touch with
Graduates

The Department of Commerce has an important administrative function in keeping touch with its graduates and in replacing them when necessary. As these men are the business leaders of the future, the importance of cultivating them after graduation is obvious.

OPPORTUNITIES FOR SPECIALIZATION AND LEADERSHIP
FACING U. OF B.C.

This topic can only be dealt with in general terms more or less obvious at this distance. This in some respects is advantageous, because the distant point of view must necessarily be founded on basic fundamental considerations.

Section 24.
Laboratory
Facilities

The Commercial Department at the U. of B.C. will have the advantage of what will prove to be one of the three best laboratories in the Dominion--Vancouver, Montreal and Toronto. Hence from the standpoint of laboratory resources B.C. needs to take second place to none. The leadership of the Department amongst the universities of Canada will be limited only by:

- (a) Lack of aggressiveness exploiting the resources available
- (b) The aggressiveness of two other institutions in exploiting their resources.

From this standpoint the U. of B.C. at this moment has a unique opportunity to grasp leadership and to establish a Dominion wide reputation because her possible rivals have failed as yet to show a realization of what business education involves.

Section 25.
Community
Influences

Inevitably the major industries of a community afford the best laboratory facilities. Hence I judge that when local teaching material has been collected it will colour the instruction with an emphasis on the problems of the following industries:-

Fishing
Lumbering and Wood working
Mining
Canning
Vegetables and Fruit
(In Marketing)

In so far as the fields of wholesale and retail distribution are concerned the influences will not be distinctive and will follow along the usual lines.

Section 26.
Outstanding
Opportunities
for U. of B.C.

For advanced work and for the development of the staff the wise course will be to drive directly along those lines mentioned above. Especially will this hold in the case of agricultural phases where exceptional advantages will be enjoyed because:-

- (a) Agricultural marketing is already scientifically advanced in B.C.
- (b) The possible cooperation of a School of Agriculture, ~~is~~
~~being~~.

Section 27.

Foreign
Trade

Above all, however, development must be pushed into the field of Foreign Trade, with particular stress on Oriental Trade. Suffice to say that, in my opinion, the key to Canada's economic problem lies in the development of Oriental trade. Transportation problems, fuel problems and Imperial trade problems center around the one phase and the U.B.C. is at the heart of it all with everything at her door.

Foreign Trade subjects, carefully planned and aggressively pushed will, I believe, eventually win for the staff and students of the Departments of Commerce and of Economics a most commanding position in the business, economic and governmental life of Canada. It will furthermore gain for the University the active and, probably, the pecuniary support of great business organizations in several industries.

Why say more? It is a vision--one I have held for several years and which I now hope is in process of consummation.

Section 28.

Advisory
Board.

An advisory board of leading business men should be established to guide the department in its activities and policies. Apart from its usefulness in this regard, a well-constituted board will prove a source of strength and assistance in many directions.

Section 29.

DETAILS OF A COURSE FOR U. OF B.C.

In the attached appendix A are suggestions for a course which will embody the principles laid down. The outline, of course, is born of complete ignorance of your conditions. It is based on the calendar of 1930-31 and is intended to be illustrative only.

Moreover, no successful business course can be static in its early years--a period largely of experimentation. Changes of some kind occur almost from year to year.

Your existing course, fortunately, already contains the germ of what is a sound course in business. Basic change, therefore, is uncalled for.

*N.B. Changes
I believe were made
in the course since
this was written.
What they were I do
not know. S.H.M.*

Section 30.

WOMEN STUDENTS IN COMMERCE.

Women in commerce form a difficult problem because they are unsuited to field and laboratory work. Experience is that executives do not take kindly to them in their plants and offices.

At the ^{undergraduate} same time, they should be provided for in any proper scheme of commercial education. Space forbids dealing with this problem beyond saying that their peculiar needs can be met in time.

Section 31.

COMBINED COURSES

The Commercial Department reaches its fullest usefulness when it combines with other departments to provide for technically trained students the elements of a business training. In this way students who are highly efficient in scientific branches of industry acquire a knowledge of business organization and a point of view which increases their usefulness to their employers and which lifts them out of the ordinary run.

Such students have the benefit of definite technical acquirements fitting them for specific duties of a practical nature. Add to this a business training and frequently one has the best equipped of all students.

Combinations of use are as follows:-

Commerce-Mathematics	--For Actuarial and Insurance Field
" -Chemistry	--For Industrial Chemists
" -Physics	--For Industrial Physicists
" -Engineering	--For Engineers of various types
" -Mining	--For Mine Engineering Executives
" -Agriculture	--For Business-trained Agriculturists

(See Appendix A for details)

Section 32.

THE FORMATIVE YEARS AND THE HEADSHIP

Traditions of work and of policy are vastly important in later years when they provide the momentum which carries a course along its way. Hence of vast importance it is that right traditions should be established during the early formative years.

Establishing tradition is the task of the head of the department. Experience, sound judgment, a knowledge of human nature and a personality acceptable to academic and to business circles are the qualifications needed by the first head of the commercial department.

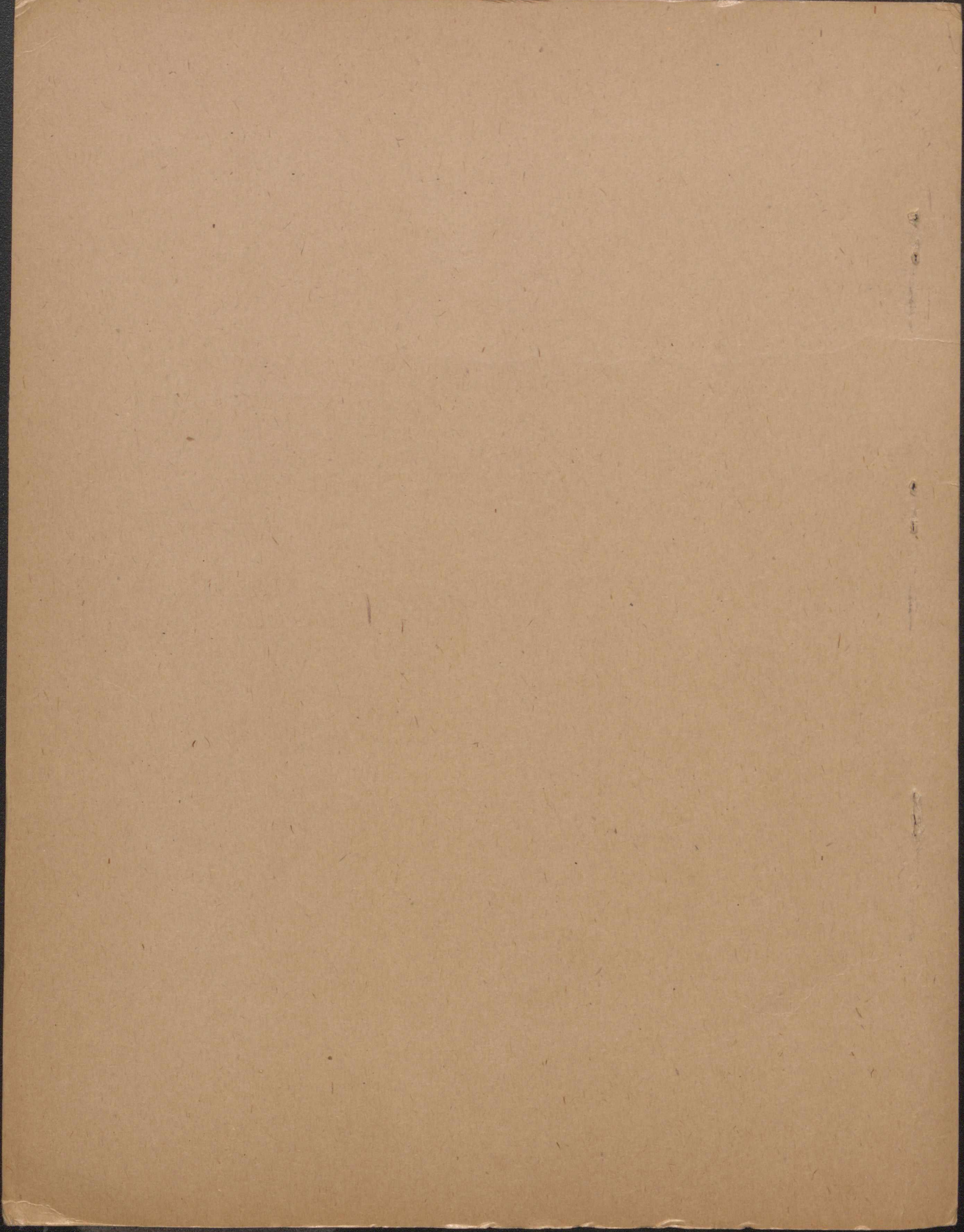
An ability to speak easily, briefly and pointedly is another most desirable qualification. In short, the commercial course and its requirements must be sold to the colleagues of the commercial personnel and to the business community.

In the early stages this selling function is of primary importance and for eventual success it must be well performed. Consolidation within the department will then follow as a natural sequence because the support for it will be forthcoming.

Finally, the matter of continuity in the headship is of serious consideration. Policies and traditions can only be well established under several years of single purposed administration.

Above all, as in business, success depends upon action. The finest of plans and policies on paper will avail nothing unless they are intelligently and consistently carried out.

E. H. Morrow, B.A., M.B.A.
813a Duplex Avenue,
Toronto, Ontario.



Appendix A

A N E S T I M A T E
of the
POSSIBILITIES AND REQUIREMENTS
for
A DEPARTMENT OF COMMERCE

At The UNIVERSITY of BRITISH COLUMBIA.

Confidential to President L. S. KLINCK

APPENDIX A

Section I \ Page i - - - - A Tentative Outline of a Four Year
Honour Course Leading to Degree of
B. Com.

Section II Page iii Fifth Year Course Leading to Master's
degree

Section III Page v Combination Courses.

APPENDIX A

A Tentative Outline of a
Four Year Honour Course Leading to Degree of B. Com.

Section I

Refer to Section 18 of General Report.

First Year

To remain unaltered.

Alternative I

On assumption that commercial students shall be expected to carry more than 15 units of work in the later years: Assuming also that certain courses now listed as full 3 units can be arranged on a two term basis to provide special emphasis for commerce students in one term on a $1\frac{1}{2}$ unit basis.

Alternative II

On assumption that the 3 unit rule per course and 15 units per year proves unalterable.

Second Year

English 2 - - - - - - - - -3 units

Mathematics 3 - - - - - - - - $1\frac{1}{2}$ units
Concentrated term course to serve as a tool for future courses

Economics 2 - - - - - - - - $1\frac{1}{2}$ units
One term section dealing intensively with economic history of North America

Economics 4 - - - - - - - -3 units

Choice of:- - - - - - - -3 units

- Language
- Mathematics 2
- Geography 5
- History 2
- Philosophy 1

Introductory Course in
Business Organization - - - -3 units

Leave the second year as it stands with the possible substitution of the Introductory Course in Business for Geography 5.

The subject matter of this course will be covered in later courses particularly those dealing with foreign trade.

If desirable an economic geography problem can be used for the individual report to be required in the Introductory Business Course.

Otherwise I recommend dropping the Introductory Course from the schedule.

Third Year

I	II
English - - - - - 3 units	English or Language - - - - - 3 units
Arts Option - - - - - 3 units	Economics 4 - - - - - 3 units
Economics 7 - - - - - 3 units With emphasis in 2nd term on financing phases	Fundamentals of Accounting- - - - 3 units
Fundamentals of Accounting- 3 units	Statistics 1 - - - - - 3 units
Statistics 1 - - - - - 3 units	Marketing Problems- - - - - 3 units
Marketing Problems- - - - - 3 units	

Fourth Year

Arts Option - - - - - 3 units Preferably Economics 3	Economics 6 - - - - - 3 units
Economics 6 - - - - - 3 units	Economics 7 - - - - - 3 units
Commercial Law 1- - - - - 3 units	Commercial Law 1 - - - - - 3 units
Business Finance Problems - 3 units	Choice of: - - - - - 3 units Industrial Management Business Finance Problems Sales Management Problems Industrial Accounting Problems
Choice of: - - - - - 3 units Industrial Management Sales Management Problems Industrial Accounting Problems	Business Policy - - - - - 3 units
Business Policy - - - - - 3 units	

A major report in one of the commerce fields will be required for graduation. A major report in one of the commerce fields will be required for graduation.

N.B.

The weakness of the arrangement here set out lies in offering the advanced courses in Sales Management Problems and Industrial Accounting Problems without making Industrial Management and Business Finance Problems pre-requisites. This cannot be helped. Some students with definite bents for the fields of accounting and sales will desire more advanced work than is contained in the immediate pre-requisites, Marketing Problems and Fundamentals of Accounting given in the 3rd year. The introduction of a wide range of Arts Options provides variety of student background and helps to break up the tendency towards a single mould.

Fifth Year Course Leading to a Master's Degree

Section II

Refer to Sections 6: 8: 14: of General Report.

N.B. The scope in this field is large and will grow with time. All that can be done is to indicate two or three inter-related groups of specialized study which will eventually come into being. For the fairly immediate future, the recommendation is that the Foreign Trade group be prosecuted, leaving other groups to develop as circumstances make advisable, possibly opening up the sales group first.

I. For all Groups

Industrial Management)
 or) or both if not previously taken
 Business Finance Problems)

N.B. This provision will round out the fundamental background provided for in Section 18 of the general report.

II. Foreign Trade and Sales Groups.

Sales Management Problems (if not previously taken)
 Advertising Problems - - - - - 3 unit course

III. Foreign Trade Group.

Canada's Economic Problems and their solution (no credit)
 (A seminar discussion at stated intervals handled by the
 Departments of Economics and Commerce jointly)
 Economics 11 - - - - - 3 units
 Foreign Trade Problems - - - - - 3 unit course
 Import and Export Mechanics- - - - - 1½ units
 Economic Studies of specified areas- - - - - 1½ units
 (Under direction of Department of Economics)

IV. Sales Group.

Retail Store Management - - - - - 3 units
 Economics 11 - - - - - 1½ units
 Industrial Accounting Problems - - - - - 3 units
 Options from Economics or Commerce to complete 18 units

V. Accounting Group

Industrial Accounting Problems (if not previously taken)

Advanced Accounting Practice - - - - - 3 units

Auditing- - - - - 3 units

Options to make - - - - - 18 units

VI. Report Thesis in all Groups

N.B. If Oriental Languages are added to the Arts Curriculum--
as they should be--steps will have to be taken to incor-
porate them into the Foreign Trade Course.

A six year course would not be out of the way to develop
students of this intensified training and preparation.

Combination Courses

Section III

Refer to Section 31 of the General Report.

Students in the combined courses are essentially graduates of their own departments and the Commerce Department will be responsible for giving service in selected courses to those departments.

One additional year must be taken during which the combination students will be given the fundamental group courses best fitted to orient them in their respective professions. Normally a 15 unit year with a thesis supervised by both departments concerned would comprise the additional requirements.

If a combination student were to graduate from his own department first and then take his commerce work all in one year, he would not properly associate his business training with his technical preparation. Moreover, he would be entitled only to a B. Com., which would mean nothing in comparison to his chief degree.

In the case of combination courses I would recommend that as far as possible an alternative Master's degree be worked out with the student electing before the senior year. Then during his last two years he would take commerce courses in conjunction with the work of the senior and M.A. year in his own department--with a final thesis which must satisfy the M.A. standards of his own department and with an added section dealing with the commercial significance and applications of his technical work.

The feature of such a thesis would be that it would not be in the field of pure science. It would have to deal with a practical problem actually faced by some individual business concern.

There are advantages to this plan. It creates a new type of M.A. work for the department concerned and brings that department closer to the actual problems of individual concerns than is commonly the case. It creates a new cooperation between the commerce department and its sister departments. Above all--from a practical standpoint--it develops a strong type of graduate. Were the commerce department to devote itself entirely to this work it would be rendering a service valuable enough to justify its existence.

It must be understood, of course, that the combined course is only for the mathematician, chemist, engineer etc., who is headed for business and who otherwise would automatically leave the University with his Bachelor Degree.

Details of such courses can only be worked out in consultation with other departments. In some cases, such as agriculture, special commerce courses would probably have to be prepared. As an illustration, however, I would say that an engineering graduate would need commerce work as follows:

Fundamentals of Accounting, Industrial Management, Business Finance Problems, Marketing, Combined Report on an Industrial Problem, Option.

Appendix B

A N E S T I M A T E
of the
POSSIBILITIES AND REQUIREMENTS
for
A DEPARTMENT OF COMMERCE

At The UNIVERSITY of BRITISH COLUMBIA.
Confidential to President L. S. KLINCK.

APPENDIX B.

Brief Description of Content of Some of the Commerce Courses.

APPENDIX B

Brief Description of Content of some of the Commerce Courses.

Introductory Course in Business Organization

This course covers in an elementary manner the various activities of a business from the management point of view. The intention is to make the student realize that finance, sales, production and other phases are closely correlated in the operation of a single business.

This course also is useful as a means of introducing the student to habits of research and self work. A report is assigned to him which he compiles largely on his own initiative.

Cases supplemented with "Introduction to Business" by Gilbert & Gragg constitute the material used.

Fundamentals of Accounting

Covers the fundamentals of the accounting field, basic books, preparation and analysis of financial statements, application of principles to problems of capital, revenue, maintenance, cost etc. - *Actual bookkeeping is kept to the minimum.*

Text Book: Fundamentals of Accounting--Cole.
Supplemented with Problems.

Marketing Problems

A case approach to the principles and methods of distributing merchandise in the industrial and consumer fields. Channels of distribution, consumer buying habits, advertising and sales management problems are all covered in this course. Frequent reports on assigned problems are required.

Text Books: Copeland--Problems in Marketing. - *Full Canadian cases are available*

Business Finance Problems

Case study of the day to day financing problems of the individual business as regards investment, promotion, budget, credit etc. This course applies in concrete form the theory of finance as studied in the Department of Economics. Written reports on assigned problems are required.

Text Book: C. E. Fraser--Problems in Finance. - *Full Canadian cases are available*

Industrial Management

A case approach to the problems of business as they apply to production phases of manufacturing industries. Problems of location, construction, equipment, supplies and internal control, etc. are dealt with.

Text Book: Schell & Thurlby--Problems in Industrial Management.

Sales Management Problems

- *Advanced Course*

An advanced case study of the problems of the sales management in controlling the distribution of the product. in surveying markets, in handling the sales personnel, etc.

Text Book: Tosdal--Problems in Sales Management.

Industrial Accounting Problems

Advanced Course

Covers the ground of accounting in the factory for ascertaining costs of production, methods of assigning overhead costs, executive cost reports etc.

Text Book: Sanders' Problems in Industrial Accounting.

Business Policy

A case course in which is correlated the specialized work of the other courses. Written reports at frequent intervals form a major requirement of this course.

all cases submitted by our practicing executives
Text Book: *Harvard Business Reports*.

Advertising Problems

- *Advanced Course* Only

A study of advertising in its relation to sales policies, methods and requirements. The functions of advertising, various methods and media etc. are examined and principles evolved by case study.

Text Book: Borden--Problems in Advertising.

Foreign Trade Problems

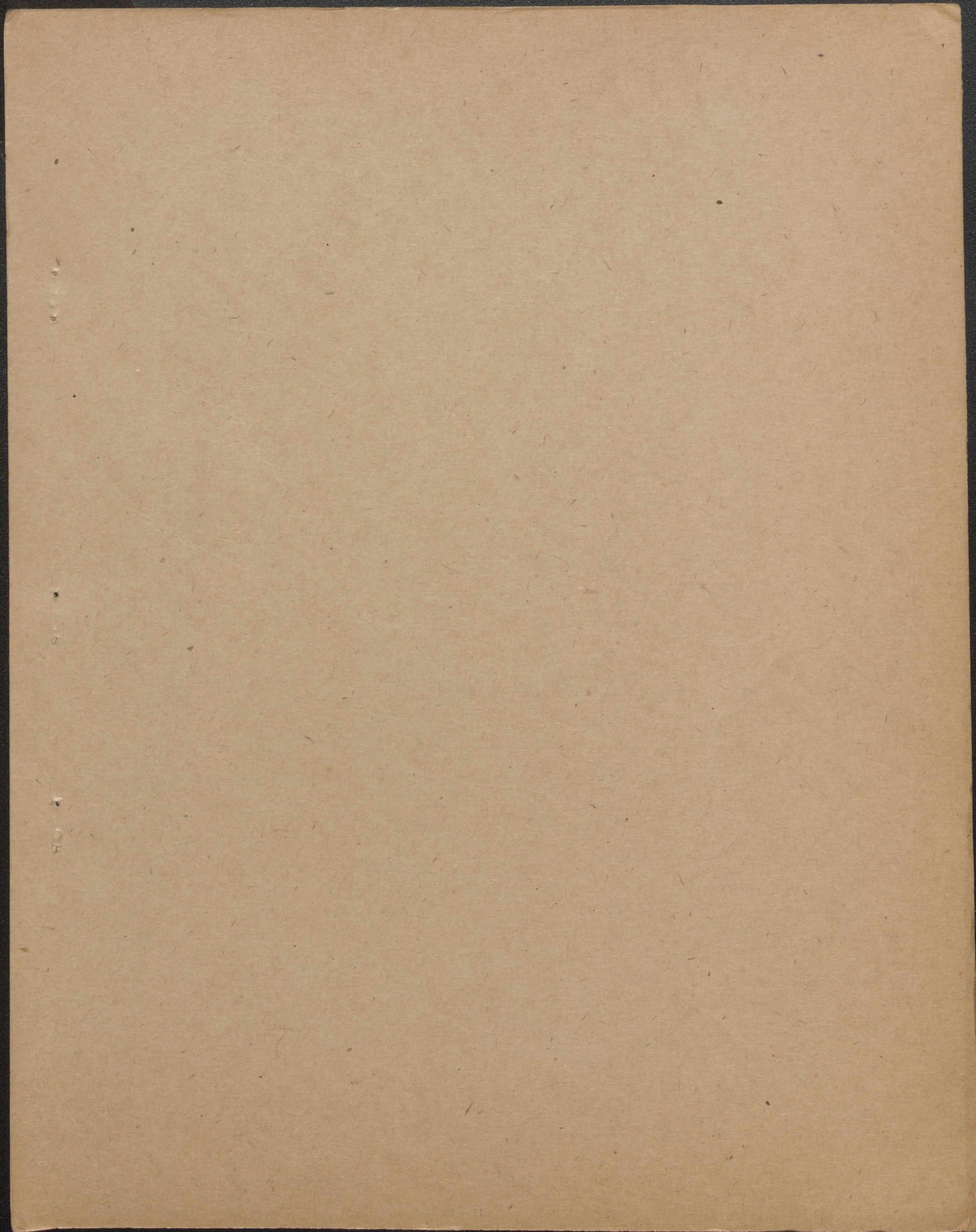
A case study of the principles, methods, and requirements of export and import trade. Selling, advertising, packing, invoicing etc. are all touched upon in this course.

Text Book: ? (Roorback--Problems in Foreign Trade)

Import and Export Mechanics

A study of the documentation of foreign trade, insurance, financing, credits etc.

Advanced Courses



University Education for Commerce

The University's Debt to Commerce

P.P. Thompson
Advertising Club of Montreal
Luncheon Meeting
Wed. Feb 1/33

Universities, as we understand them today, may be regarded as a direct production of our Christian civilization. As institutions, they grew naturally out of the needs of society, and, so long as they have responded to the needs and aspirations of the society around them, ~~so long as they have advanced with the times~~, they have grown in culture and learning and in usefulness and strength.

When a university has ceased to advance with the times, either because it ignored changing conditions ~~around it~~, or ignored a broadening of knowledge, or because the people around it fell into a period of inanition, so soon did that university cease to develop, and cease to justify its existence. A university must identify itself with the people out of which it has grown, and take full advantage of the ever-growing light of knowledge, or it will drift back into comparative darkness and wither away. This has happened in the case of a few universities, but as a rule universities have advanced with the times, although some have been ahead and some behind, for various reasons.

In every period of their existence Universities have fulfilled a double function in the social order. They have been the great training-schools for the different learned professions, and they have been the custodians and exponents of all that is best in human wisdom and knowledge, and of the ideal elements on which society ultimately rests. The objects of a university are to train men for life and for study, to teach them how to think and study for themselves, to develop their characters, to develop their knowledge of their fellow-men and of the great universe around us, to stimulate a desire for knowledge, to carry on the search for knowledge, to study the problems of men and the world around us. Its duty is to do all of this, not merely for the sake of piling up useless or unused knowledge, but, as a living institution, composed of men, its duty is to identify itself with the world and its problems, and, directly or indirectly, ^{do its best to} raise the mental and moral status of everyone possible, and to make life better and happier. Learning for learning's sake alone is all very well, but if it be done without desire and intention that eventually it will benefit one's fellow-men - then such learning is only a selfish amusement.

The training of men for all professions and occupations should have its foundations in a broad culture; but, in addition to that, the medical doctor needs a special training in medicine and surgery, the lawyer in the law, the

engineer in engineering and so on; and, correspondingly, the men who are expecting to wrestle with the highly complicated problems of commerce, should be given a special training in Finance and Accounting, Political Economy, Commercial Law, and so on.

One only has to consider the plight of the world today to realise the importance of Commerce in our social structure. Because it has stopped flowing freely and the exchange of goods throughout the world has become so small, we are threatened with a very dark future, unless we improve matters. Does it not astonish us to think of this, and to realise that only within a generation have some of our great universities had a section called a Faculty or a School specially set apart for the study of Commerce, and with a curriculum planned specially to prepare men for dealing with the problems of Commerce.

Probably 80% of us are dependent for our means of living either directly or indirectly on the exchange of goods. The percentage might be almost 100% today, because the farmer producing his own food must exchange some of ^{it} ~~the food~~ ~~he produces~~, for the means to cook it, and for clothing. The savage in Central Africa buys his cooking pots from the man specially skilled in making them. Without the exchange of goods and all that it entails, our civilization could not exist. And unless our present Commercial problems are studied and dealt with by some of the best and most highly-trained minds that we have got, there is danger of our civilization going down in ruins.

May we turn to history for a few moments. When the Arabian Moslems occupied Egypt, that country stood at the cross-ways of two of the greatest commercial highways of the World - that between Central Asia and Northern Africa, ^{and that between India and the Orient up the Red Sea to southern Europe.} ~~and that between India and the Orient up the Red Sea to southern Europe.~~ As a result, Egypt had a great commerce and was very wealthy. These Moslems brought with them their own rules about decoration and design, and they were Arabs, men of great imagination and culture, and so there commenced that wonderful development of Saracenic Art and Culture in Egypt which attained its full glory in the fourteenth and fifteenth centuries. It would have gone further, but in the years 1517-18 two events happened. Vasco de Gama discovered the sea-route to India, and so diverted much of Egyptian commerce. The Moslem Turks seized the power, ^{in Egypt} put their petrifying hands on development, and killed most of the remainder. Commerce almost ceased, Egypt became poor, and as a direct result the development of Egyptian culture practically ceased for 380 years. As we all know, in the latter part of the nineteenth century the British re-organized the country, and brought back its prosperity, and

with it has come a revival of Egyptian culture.

Again, in the eleventh century men realized that Venice was a most convenient port for trading between Central Europe and the Orient, and so commerce brought prosperity and wealth to Venice, and through that city to northern Italy. It is significant that in Bologna, not 90 miles from Venice, there was founded, a few years afterwards, the earliest university in Europe. As time went on other cities became prosperous and great; Genoa, Florence, and so on. Travel and the exchange of goods brought with them the exchange of ideas and the broadening of minds, until, with Dante as its herald, ^{in the 13th Century,} there developed in northern Italy in the fourteenth century that great intellectual movement, the Renaissance, which marks the transition from the middle ages to the modern world. That movement brought a new attitude of mind, and commenced and quickened new developments in philosophy, literature and every branch of Art, ~~which~~ spread through Europe and are continuing today. It is significant to note that the two cities, which took the greatest parts in the commencement of the ~~Italian~~ Renaissance, were Venice, the great trading port, and Florence, which, in its day, was the principal manufacturing city of Europe, for woolen and silk goods. The fact is that it was the commercial wealth of northern Italy which ~~was~~ made possible the splendour of the Renaissance, and the founding of such schools of learning as those of Bologna, Salerno, Naples, Padua, Rome and so on.

As the commerce of the eastern Mediterranean waned, so did the commercial wealth of Italy, and with them the force of the ~~Italian~~ Renaissance ^{in Italy} faded away. As commercial and industrial prosperity came to the cities of northern Europe, so did the northern people develop their own renaissance of learning and the fine arts. It is amusing to remember how the prudent Holbein concluded that monarchs were not patrons of the greatest security of tenure in office, and deliberately painted a show portrait in order to obtain the patronage of a steadier stratum of society, the wealthy merchants of London.

Gentlemen, Commerce has been a steady patron of learning and the arts, and has been the consistent fore-runner of culture and civilization. It is Commerce that provides ^{the} extra wealth, which allows of ^{extra} ~~extra~~ leisure from productive toil. It is that leisure which makes possible the development of the higher arts and learning. The development of painting, literature, sculpture, design and so on; the advancement of science and the pursuit of knowledge; ~~in fact~~ such important institutions as universities, schools of art and learning, hospitals, and so on, are, ^{all,} in the last analysis, dependent for their very existence on the exchange of goods. ~~In short, but for the~~

~~exchange of goods we should be living in a state of barbarism.~~

That indicates the debt which Culture and Cultural Institutions owe to Commerce, ~~They owe most of their very existence to Commerce,~~ and therefore it behooves cultural institutions to study the life and activities of Commerce.

It is interesting to note that the study of Commercial transactions is not new to universities; ~~It is also interesting to note how slow has been~~ ^{has been slow} ~~but~~ the development of this study until recent years.

The university as we understand it today, is largely the product of mediaeval Europe. The first university to have a definite existence was that of Bologna in Italy, which was founded in A.D. 1088, and obtained its greatest privileges and definite existence in A.D. 1158. Its first and greatest faculty was that of law. To that faculty came men who wanted to study the religious and the civil law; most of them with a view to practising in one or other of the city states of Italy, those great cities which depended for their existence very largely on their commerce. In their study of the civil law those students had to study Commercial transactions and their effects on the relations of men and states. The University of Palencia and Salamanca in Spain was founded in 1208 (~~724 years ago~~) and was famous for the study of the canon and the civil law. The University of Paris was founded in 1213 and had faculties of Theology, Law, Medicine and Philosophy. Many other universities were founded later and had faculties of law. In all of these the legal aspect of commercial transactions was studied. And it must be remembered that these societies of scholars had existed many years before they formally took shape as universities.

Following on that, it is interesting to note that in 1494 (439 years ago) the Franciscan monk, Pacciolo, an important mathematician teaching at the University of Perugia, published a work, his "Summa", which dealt with algebra and accountancy. The accounting section was entitled "De Computis et Scripturis". His services were highly valued, because we learn that in less than a year he asked for an increase in his salary and it was granted - the official records giving as the reason, "because he has already taught two months and has shown himself to be a man of highest learning, and because it appears that he manifestly can not live on such a meagre stipend". In less than 6 months he was promoted and got another increase of salary. He was promoted to other universities, Naples, Pisa, Florence, Milan and Bologna. At Milan he was a great friend of Leonardo de Vinci, who hastened to buy a copy of his "Summa" as soon as it came off the press. Finally, he ended his career with very

great honor, Pope Leo X appointing him in 1514 as professor of Mathematics in the Sapienza at Rome, a high position in the "University of the highest standing in all Christendom".

So far as we know, he was the first person to reason out and set forth the Double-Entry system for the Accounting of commercial transactions. And so well did he do his work, that his "De Computis et Scripturis" has dominated the literature of Accounting, and been its chief guide in fundamental principles ever since; but not until 1902 do we find the University of Birmingham in England appointing a Professor of Accounting, ^{the first in the British Isles,} to be followed by the Universities of London, ~~and~~ Edinburgh and Glasgow.

~~When we consider our almost complete dependence on Commerce and Industry and how one of the chief functions of universities is to study the needs and aspirations of the peoples around them, is it not remarkable to think that not until the last generation did we have any great development in the study of Commerce at Universities. In this connection it is interesting to remember that natural science as we understand it today was not taken up by the universities until many years after it had been studied outside.~~

In Britain, the first university to grant a degree in Commerce, B.Com. or M.Com., was that of Birmingham in 1902. Following it came the universities of London, Edinburgh, Dublin, Belfast, Liverpool and Manchester. In the United States a large number of Universities now have faculties or schools of commerce. (Of course I am not referring to the technical business college).

In Canada, the way was led by Sir Lomer Gouin, by whose efforts, when he was Premier of the Province of Quebec, the School of Higher Commercial Studies was created in Montreal in 1907. It is that school, which, under the auspices of the University of Montreal, is so efficiently presided over by Dean Laureys.

The School of Commerce of McGill University was inaugurated in 1911. It granted its first diploma in 1912, and its first degree in 1921. At McGill we have ^{had} as Director of the School since 1916, Professor R.M. Sugars, himself an actuary, an accountant, a classical scholar, and an authority on the Spanish language and literature.

It may be interesting to you to know how we, at McGill University, try to give students a special preparation for Commerce. We bear in mind that

a university is not a place where men are simply given appropriate doses of knowledge; but is a place where men are taught to study, to search out, and to think, and to have confidence in their own judgment, so that they can act for themselves, or in harmony with others, - always having that respect for the thoughts of others which comes to the true student. Accordingly, we aim that students may obtain knowledge of basic value in commerce, and, at the same time, we aim to train them to think broadly, deeply and justly, and also to be men of culture. In our courses in Mathematics, Accounting and Law we endeavour not only to increase the students' knowledge, but ~~also~~ ^{also} to develop them as ~~clear and exact thinkers, and~~ men who can reason carefully and logically, men who, with well-balanced minds, can weigh issues against each other, and men who are just in their decisions. In our courses in Economics they study the broad foundations of Commerce and of our social structure, and especially the problems of these subjects which belong specially to Canada, the British Commonwealth and North America. In our English courses we endeavour that they shall become men who can express themselves in good clear English; and who will love our splendid English literature for its own sake. The man, who loves books and is well read, will always be broad and cultured and have a means of enjoyment in life not possessed by others. Languages also, French and Spanish, especially French, are of great advantage to the man in commerce; but, also, their cultural advantages are great, because each language opens up the avenues of another literature and the way to understand the minds and customs of another group of peoples. We also make it possible for students to obtain a working knowledge of such important branches of science as chemistry, physics, and biology, so that they may be able to discuss them intelligently.

These are the main studies for the Commerce degree at present. We have other optional subjects such as marine insurance, psychology, history and Latin, but these are in a subsidiary capacity.

Please do not think that we consider the above the ideal or perfect course. All that we claim for it is that it is the best course which we can plan with the means at our disposal. I gave you the main details of it, so that you can have some idea as to what is covered in a University Commerce course, *and* as to what it stand for. The School of Higher Commercial Studies at our great French speaking University of Montreal has an equally fine course.

I am sure that I can speak for our co-workers at the University of Montreal, and for my colleagues of the McGill School of Commerce, when I say

that we are doing our best to prepare men for the problems of Commerce. We do not say that we can turn out successful business-men, but we do say that we do our utmost to turn out men who come ready prepared to understand the problems of commerce, and who will deal with them from a broad standpoint and with a far-seeing eye. We try to turn out men who will "play the game" in Commerce, as they would "play the game" in their college sports.

May I conclude gentlemen, by quoting from a speech made by our Principal, General Sir Arthur Currie, last April. When speaking about the condition of affairs two or three generations ago, he said, "The science of communication was in its infancy. The relation of science to industry and life was almost unknown, or at any rate played only a small part in human existence. Each community had its own school and college or university, and the influence of its educational institutions seldom travelled very far beyond its own frontiers. The college was for the most part content to train a sufficient number of school teachers, clergymen, physicians and lawyers to meet the demands of its own community. Today the whole scene is changed. Our problems today are not community problems, but world problems - principally world economic problems - and I may also add, problems of the most perplexing and dangerous kind.

How, then, can the universities of the world possibly hold aloof and refuse to play their part in the solution of these problems? This challenge to the universities at the present time is, it seems to me, so obvious and so clear that we cannot afford for a single moment to ignore it."

COMMERCE SCHOOL HAS PLACE WITHIN UNIVERSITY'S FOLD

Dr. Sherwood Fox Shows
Business Has Now Reached
High Plane

REPLIES TO CRITICISMS

Law and Medicine Patently
Vocational Departments,
Says President of Univer-
sity of Western Ontario

Should a school of commerce be included within the precincts and faculties of an university?

This question has been the subject of no little controversy in educational circles of the continent. An important contribution to the problem was advanced by Dr. W. Sherwood Fox, president of the University of Western Ontario, last night when he addressed a dinner of the School of Commerce of McGill University, which was held in the Queen's Hotel.

Dr. Fox's answer was an emphatic affirmative. The president of the University of Western Ontario believed law and medicine quite as vocational as commerce and showed how commerce, with the expansion of industry, had been raised to an international status; required great intellectual qualifications and elevated the business administrator to a position of high social importance.

"Business" he quoted, "fails little short of being as broad, as inclusive as life itself, in its motives, aspirations and social obligations."

Dr. Fox, who is president of the Canadian Universities Conference, quoted many educational authorities. He outlined the changing trend of the world since mediaeval times when many universities were constituted; stressed the value of university influence upon a school of commerce, but warned commercial graduates that they must start, like all others in business, at the bottom with humility and the will to work.

He said in part: "Of all the departments of education none has been more vigorously criticized than the department often designated by the name of Commerce and Finance. To such a degree has it become a football kicked back and forth between opposing sides that one begins to wonder whether those who kick it are more interested in the game of kicking than they are in the thing they kick.

"The most severe censure of schools of commerce are that they are trade schools and that, as such, they do not belong properly within a university. For trade say 'vocational' or 'occupational' and you do not change the meaning a whit. In the light of this meaning I wish to ask two questions: Upon what authority would occupational schools be excluded from universities? Since when have universities ceased to be occupational?"

Here Dr. Fox proceeded to deal with a book written by Dr. Simon Flexner, of the Rockefeller Institute, which insisted upon a certain university ideal and called for the closest scrutiny of the claims of a department or school to admission within the gates of an university.

RELIC OF MEDIAEVALISM.

"Dr. Flexner takes it for granted," went on Dr. Fox, "that law and medicine, for instance—patently vocational departments—are natural parts of the university. But upon what grounds would he lower the bars for these departments and raise them against others. Surely dignity is not an argument in the case. And as for the length of time they have been associated with universities this has little force for it is only the old appeal to numbers and bigness in another form.

"Why cannot other professional schools, if worthy, derive a similar inspiration from an association with the liberal arts and thereby experience a like development? Even since the beginning of formal education its materials and methods have been drawn from, and modified by, the conditions of contemporary society. The relatively simple phase of university studies that we call 'liberal' got its traditional form from a relatively simple and primitive society. It is a relic of an era when manufacturing and trade were almost wholly domestic and local and, ordinarily, called for no outstanding qualities of mind and training."

The bread and butter phase, said Dr. Fox, was a difficult problem in commercial courses. Many students expected too much from a commercial course; regarded it as a royal speedway into business and had sad heartbreaks when crisp diplomas did not automatically gain them executive positions. Educators also claimed too much for the commerce course and business men sometimes insisted that business couldn't be taught in schools but, though practical experience was undoubtedly needed, why should not business, as well as medicine and law, be taught?

FORMS HAPPY MINGLING.

A school of commerce must prepare not only for business, but also for the broader life and give a diet of balanced variety of activities outside one's vocation.

Dr. Fox concluded his address with the sentence: "I believe that, if business and the universities of Canada can continue to develop the type of co-operation that they have enjoyed for the last decade, business courses will be steadily improved and the university will be able to send out graduates possessing in even greater degree a happy mingling of genuine culture and a practical training for business."

J. G. Fulcher, student of the School of Commerce, presided in the absence through illness of Lee Hollingsworth, president of the students' society. The speaker of the evening was introduced by Lieut.-Col. Wilfrid Bovey, of McGill, and thanked by Prof. R. M. Sugars, head of the McGill School of Commerce, who allied himself with Dr. Fox in his opinion of the role and status of a school of commerce. Toasts to the University of McGill and to the School of Commerce were proposed by Gibson Craig and Stuart Ebbitt.

At the head table, in addition to those already named, were Prof. Ira Mackay, dean of the faculty of arts; Lieut.-Col. R. R. Thompson, Dr. J.

P. Day, Dr. Villard, Prof. H. Tate, D. R. Patton, lecturer of the School of Commerce, McGill.

*Attitude of University
Towards Business*

Ever since I came to McGill University I have had to listen to assertions to the effect that there is really no place in the University for a School of Commerce, and while convinced of the falsity of these assertions I always found it very hard to answer them in any convincing way. It was impossible to reach a common basis of discussion, or to approach the subject adequately in the course of any ordinary conversation. The only arguments that I volunteered were that business subjects of various kinds could be treated in a way that was worthy of the University and that in any case the principle of business instruction in the university was already admitted, when Economics was placed as a subject on the curriculum of the Faculty of Arts.

The assertions alluded to took more or less the following form:-

"All business activity springs from the desire for gain. Your economists teach this. There is therefore no science of business. All your work could be best carried out in a technical school,

which would prepare men to be more active and more efficient in competition". As it seemed to me inadvisable to let these assertions go on indefinitely without a reply, I seized the opportunity some five years ago when I was asked to write an article for the McGill Annual to show on philosophical and rational grounds how commerce and industry as the greatest of our modern institutions, had necessarily to be represented in the University.

I was able to point out, and I think satisfactorily, that the modern University was the representative of the whole of society from the point of view of reason or understanding, and that it has evolved naturally, signifying the necessity and even the mysterious secret determination of modern society to live and be ruled by the intellect, thus marking off our civilization from all previous civilizations.

Reason, I argued, does not view society as split up into a number of parts, or as a mechanical conglomeration of individuals. It looks upon society as one and indivisible, the whole being represented

in each one of its parts and individuals, and each part being inseparable from the whole.

Religious, scientific, artistic, or commercial institutions are not, therefore, to be considered as separate parts or fractions of society, but as indispensable components in a perfect organism, so that each institution is society itself viewed in regard to that institution, and each institution has a vital connection with, and interest in every other institution.

In practice our institutions are at strife with one another and within themselves, because, owing to the imperfections of man's nature and to his lack of discernment, each institution strays away from its proper functions and encroaching upon those of other institutions tends to be a law unto itself. Reason is required to assign to each its proper limits and to guide each along an ideal path, so that each may be thus a light and help to every other, and that all together may beget in society that peace and harmony which is a necessary condition of all progress. Only the

University, which represents all institutions from the side of reason, can perform this task aright. It is in the University, therefore, that Commerce and the minor institutions that go to make up commerce seek for guidance in those social and economic conflicts that threaten to rend society asunder.

To have established in this way the philosophical right of Commerce to adequate representation in the University really wins the whole of the battle for us. Afterwards one is in a position to deal confidently with such assertions as those I have quoted. I have elsewhere answered them after the following fashion:-

I have pointed out that the profit-making motive is no more essential to business than to the practice of medicine and law, and that the University does not sponsor it further than to the extent latent in the expression, "the labourer is worthy of his hire". I have further pointed out that the modern business man must develop powers of initiative and adaptability to enable him to deal

with the difficult problems that modern business presents, and that these qualities can only be fostered by the broad cultural training given at the University; that in a technical institution the approach to each problem is narrow and specific, dictated by some immediate practical end and demanding read-made methods and solutions; that the student loses himself in these methods, so that in time a truly scientific and detached mode of approach becomes for him an impossibility; that only in the University is such an approach attainable.

But there are other opponents of our Schools who have been voicing their opinions through the medium of journals and reviews and at luncheons and banquets ~~given~~ where business men assemble. These opponents are very dangerous because they are supposed to speak with authority on account of the positions they occupy. One and all of them follow the lead given by Flexner in his fierce attack on the Harvard School of Business Administration and brand all courses that have any relation to business as "ad hoc" courses, i.e., as courses that have in

view some unworthy immediate object, Yet while voicing their opinions authoritatively they confess that they have not really studied the conditions and facts which they criticize. These conditions and facts do not happen to conform with their conception of "idea" of a University, and that is enough for them. Starting thus with preconceived notions which they are not prepared to change, imagining that the modern University could possibly become an academy or Lyceum, it is not to be expected that they should grasp the meaning of the university as a great social institution or take account of the profound evolution through which it has passed. This is borne out by the definition of the University expressed by one of their number, and conforming, no doubt, to the conception entertained by all, as "a place in which choice spirits may house together and commune together". This definition is interesting. It is modern in this respect that it indicates what might be called "a closed corporation in learning". It is the direct antithesis of our conception of the University. It would let institutions take care of themselves.

It cherishes the impossible aim of establishing a real centre of learning and culture in the midst of an ignorant and barbarous proletariat, forgetful that such a proletariat must inevitably arise and destroy all institutions because of the abuses that their abandonment should have fostered. On the other hand, by a wide system of education spreading to all classes of society, and completed by such Schools as ours we could prevent such abuses, which, in truth, can spring up only where profound ignorance concerning our institutions, particularly our business institutions prevails.

critics

But these ~~persons~~ make a much more dangerous attack on our Schools by their insidious use of expressions such as "The University is a place where one should learn how to live, not how to earn a livelihood", or, "In the University one should learn how to make a proper use of leisure". And while using these expressions in connection with Schools of Commerce they purposely try to evoke in the minds of the ill-informed a painful sensation of a noble institution overrun by a tribe of young barbarians

given over entirely to the pursuit of Mammon, and on the other hand, of scholars, authors and budding poets whose musings are disturbed and outraged by the presence of sleek well-groomed worldlings ("Young Babbits" they call them) on the track of \$20,000 jobs.

We would recall here what we have said at the beginning that the University trains her graduates in Commerce, just as she does those in the other professional schools, not to earn money but to carry out in the worthiest way possible the function of the great institutions which she represents, to perform, in other words, great public services that involve the welfare, the happiness, and the very existence of society.

And if she permits them to earn money and even desires them to earn money, it is because she knows, to use another phrase as old as Quintilian, that man must have the wherewithal to satisfy his hunger, before he begins to philosophize, and because she would not stultify her teaching by starving the professions. She knows that all knowledge has some kind of action as its goal, that

science and art, theory and practice, are inseparable.

And, further, we would remind these gentlemen that it is through the professions that the training, culture and ideals represented by the University, and which it is the principal function of the University to propagate, are extended in the best of ways into all classes of society. Hence it is that I have called our graduates not "young Babbitts", - a term whose significance upon closer examination seems to dwindle into nothing, - but the ambassadors of the University in the world of affairs. Hence it is also that I have drawn attention to the importance of our relations with your Society of Chartered Accountants. Alluding to these relations I have said elsewhere "We have acquired a means of educating according to the needs of the time the very men who by the importance of the functions which they discharge are able to exercise a deciding influence in the business community."

But talking about money and about salaries there is one precedent that our critics have forgotten, which is the more strange since it comes from Plato and would apply directly to those professors among us who think that the mantle of Plato or Aristotle has fallen descended upon them. This precedent consists in the regulation laid down for the philosophers by Plato in his ideal Republic - that they should not accept gold or payment of any kind, because as he said, ~~the~~ the world would recognize the gold in their characters and would bring them all that they needed.

To conclude this part of my argument I should say that the two things "learning to live" and "earning a livelihood" must be brought in practice more closely together. We must learn to live while earning a livelihood; and we can do so by humanizing all our institutions and making the daily task of everyone connected with them a source of inspiration and happiness.

With regard to the quotation about the "use of leisure", what our critics would imply is that we and we alone are so absorbed in worldly affairs, that we abandon entirely the things of the spirit. This implication is, of course, utterly unjustifiable. In our schools of Commerce we emphasize the study of languages and literature and science for all students. We don't go through the farce of pretending to make poets and philosophers or scientific specialists out of a vast number of average students, whose destiny it is to find their way ultimately into the great institution that absorbs 90% of the energy of the race - into

commerce. We prepare them for what every part of their training should prepare them - to enter the world and face the experience which is to make or mar them. All education is a preparation for this. The phrase, however, applied generally, has some meaning which we shall now examine. Philosophers have been giving it to the world, since the beginning of things. Juvenal puts it in the celebrated words, "Propter vitam perdere causas vivendi". "For the sake of life to sacrifice all that makes life worth living". Horace likewise in two or three of his odes and in some of his epistles urges it against some of his ambitious friends and fellow-authors, and Wordsworth refines and alembicates it in that beautiful sonnet of his, beginning,

"The world is too much with us; late and soon
getting and spending we lay waste our powers..?"

These writers all refer to the fatal effect of allowing ourselves to be subdued and dominated by the world, of allowing the world to benumb our faculties. They don't mean that we should separate ourselves from the only element in which we can grow and develop, the element created by ourselves and forming a part

of us, - ^{ourselves} the world of experience.

There is, however, one aspect of leisure, which is of supreme importance, and of which we must take cognizance in order that its presence may not obscure the whole matter under discussion. This is the need that each man feels of time that he can call absolutely his own. I do not refer to time in which he may play golf, or bridge, or devote himself to any of the forms of amusement or dissipation that have been invented to kill time. I mean true leisure, or opportunity to get alone with himself, and allow the inner meaning of all the experience through which he is passing and through which he has passed to impress itself gradually on his spirit, leisure that will help him to master his experiences and to win at last that serene outlook on life which we express when we say of anyone, that "he has entered into possession of his own soul". This is the leisure that Horace commends so beautifully, and many poets and writers after him. This leisure we also commend and desire as ardently as our would-be critics.

But there is another critic of our schools that comes occasionally to ruffle our equanimity. This is the self-made man who expresses extreme ~~contempt~~ contempt for University training and generally for culture of any kind. His desire for wealth and advancement, his tenacity of purpose, his combativeness have developed in him an individualistic attitude which is instructive here because it accentuates by contrast the attitude of the University towards business. This man is only concerned with the immediate aspects of business, aspects that he can make subservient to his individualistic aims, whereas the University is primarily concerned with business in its universal aspects, looks upon the whole of society as her sphere of operations, and scorning the selfish ambitions of the individual desires to bring about an ideal evolution of business in the manner that we have been intimating.

To alleviate the distress that is pressing so hardly on the world to-day we hear it maintained in the pulpit and elsewhere that what the world needs is a moral revolution. If this means the change that

will come over the hearts of men, when by an adequate system of education and by the effect of mutual good example they are brought to take an unselfish outlook on life and its problems, we would readily agree. But there can be nothing in the nature of a millenium. Man requires an environment, an experience, in which by struggling and putting forth the best that is in him he may develop his personality in the truest sense possible. If, however, the conditions of the struggle are impossible, - which would be the case if the environment should become unnatural and inhuman, - this environment must be changed. And here it is that the University can exercise her supreme function as the guide and harmonizer of human institutions, giving to ~~man~~ men such a fresh and inspiring outlook upon the world and upon affairs that any desired change will come naturally and our civilization be prevented from going the way of so many great civilizations of the past that perished one and all through sheer inability to make just such a change.

I should like to end up with some words of a Spanish journalist and University professor, who is much talked about on both sides of the Atlantic to-day. I refer to Ortega y Cassett, who, contrasting the spiritual influence of the University and the Press, urges the former to seize her true position as the spiritual guide of modern society.

He has just been saying that first the Church and then the University have abandoned this position as spiritual guides of society, and that it has been usurped by the Press. He goes on to say: "It is then a matter of life and death for Europe to rectify this ridiculous situation. For that purpose the University must intervene in current events as a University, dealing with the most important questions of the day, from her proper point of view - cultural, professional and scientific. In this way she will become not a mere institution where students are treated on the sheltered system, but one that immersed in the midst of life with its

conflicts and passions will assert itself as a superior power of the spirit in opposition to the press, representing serene wisdom as opposed to wild frenzy, serious humour as opposed to frivolity and frank stupidity. Then at last the University will again become what it was in its noblest days, a principle of progress in the history of Europe.

Dear Mr. Principal,

I enclose a copy
of a short address I gave
to the Chartered Accountants
Gentlemen at one of their monthly
Conferences.

Yours very truly

Robert T. Sayer

COST *and* MANAGEMENT

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University Education for Commerce

By PROF. R. R. THOMPSON, M.C., V.D., A.C.A. (Eng.),
C.A. (Canada),*

*Professor of Accountancy, School of Commerce, McGill
University; President, The Canadian Society of
Cost Accountants.*

(Before Winnipeg Chapter August 9, 1929.)

THIS is the first time that a president of the Canadian Society of Cost Accountants has had the pleasure of meeting the Winnipeg Chapter and I believe the first time that any member of another chapter has spoken to that of Winnipeg. On behalf of the remainder of the society, may I congratulate you on the formation of this chapter, which will be a forum in Winnipeg where cost accountants, factory managers, general accountants, and others can discuss the costing and other problems of Canadian industry. Your programmes show what excellent work you are doing.

Your secretary asked me to speak about "University Education for Commerce." As a preliminary may I suggest that you follow a certain line of thought, which I shall present to you in the form of a couple of problems.

Problem No. 1

Canada's great need is population to produce wealth, to provide a home-market, and to pay taxes.

To solve this we must provide employment which will keep at home native-born Canadians and which will be of such a nature that the British stock we wish to draw in will come ready-trained for it.

May I emphasize here that there is no steadier or better citizen than the British working man—none more loyal, nor more conservative in the best sense of the term.

How is this employment to be provided?

Only a fraction of the children of the farms want to stay on them; only a fraction of the people of the British Isles and of Europe are suited for a farming life.

The Provision of This Employment is Problem No. 2

The solution lies in the development of the manufacturing industries and of the overseas commerce of Canada, so that Canada may keep and absorb people suited for all walks of life. We must work for this by every means in our power. We must have the greatest efficiency possible in all branches of Canadian industry, and we must search out fresh foreign markets for the export of Canadian manufactured goods.

There is great specialization in modern commerce. We must train men for commerce so that they enter it with the necessary basic knowledge and sound methods of thought—particularly with

*Owing to Professor Thompson not being able to move from his car because of an accident, this address was read by Dean Sinclair Laird of the School for Teachers, Macdonald College, Quebec.

UNIVERSITY EDUCATION FOR COMMERCE

regard to finance. The old slipshod methods will no longer do. Young men must go into commerce ready-prepared, and not have to learn by their own losses and the losses they bring on others. Experience is a good teacher—but it is often a very costly one—unless we can learn from the past experience of others. And that is what is gathered in a university for the benefit of the student—the fruit of the past experiences of others.

This country, with its raw materials, its water-power and its ports on two oceans, is destined to become one of the great manufacturing countries of the world. Its two great areas will be the basin of the St. Lawrence and the Great Lakes and Southern British Columbia. How can we help forward our destiny?

I suggest to you that one way is by training our young men so that not only are they men of broad vision and culture but that they enter Canadian commerce with the necessary fundamental knowledge for its best development and with sound methods of thought—particularly with regard to finance, that most difficult but most vital of all subjects. We must train them up as clear, exact thinkers—men who can recognize facts and reason clearly from them; men who can discover the solutions of Canadian industrial and commercial problems, and men who can put those solutions into effect.

Universities are not places where men are simply given appropriate doses of knowledge; they are places where men are taught to study, to search out, and to think, and to have confidence in their own judgment, so that they can act for themselves—always having that respect for the thoughts of others which comes to the true student.

May I suggest to you subjects which would give a student knowledge of basic value in commerce and, at the same time, train him to think broadly, deeply and justly? I base this largely on the curriculum of the School of Commerce of McGill University.

English.—Not what some call "Business English" but English literature. If a man can write good, clear English he will be clear and concise in any written statements he may make. Some of our finest literature is written in the simplest and most direct language. The man who loves books and is well read will always be broad and cultured and have a means of enjoyment in life not possessed by others.

Mathematics.—Not only is a good knowledge of mathematics essential for commerce but it trains men to be clear and exact thinkers, particularly in terms of calculation.

Accounting.—I believe that every business man should know his way about his own books; that he should know the why and the wherefore of the principles of sound finance; and that he should be able to understand the meanings of financial statements, and how the forces in a concern, measured by the one common measure, act and react on each other and on the concern as a whole. In the School of Commerce of McGill University we think that a student must know thoroughly the machinery of double-entry bookkeeping before he can be taught accounting and the reason for and application of legal principles in terms of finance. We must be sure that he has the foundations before we build the superstructure. We also think that a man should understand the principles of cost accounting, and we have a special course on business organization and factory manage-

* \$1.00

COST AND MANAGEMENT

ment. A proper study of accounting teaches men to reason and to apply their reasoning and knowledge. No one can become an efficient accountant without having good powers of reasoning and a well-balanced mind. A retentive memory is also necessary, but it is only a fraction of what is required. Like every other form of study, accounting gives its own rewards; it teaches its students to think carefully and logically, to weigh issues against each other, and to be just. Incidentally, it also teaches that a great deal of genius lies in an infinite capacity to take pains.

Economics.—Men should have a good grounding in economics, and the following are some of the branches of that wide subject dealt with in different courses at McGill:

Economic Theory of Exchange: Money, banking and so on.

Canada—Progress and Present Position of Economic Development.

International Trade and Trade Policy.

Economic Geography of the Pacific.

I would like to see other courses put on dealing with the economic geography of the whole world, so that some of our young men may be given a mental attitude which will cause them to study foreign markets with a view to our selling our industrial and farming products in every market of note in the world. We need to study the terrain, climate, conditions, products, needs, trade-routes, financial systems, and so on, of every country with which Canada can do business. Canada has an excellent good-will wherever the British flag flies. Let us take advantage of it; it is our own peculiar property. But she also has the good-will of most of the countries of Europe, besides those of other parts of the world; let us take advantage of that also. We have this good-will because we were loyal to the traditions of freedom of the British Commonwealth during the Great War. It is ours; let us make full use of it.

Law.—Ignorance of the law excuses no one. A business man should understand the main principles of the law which is going to rule his life. There can be no pretence in a commercial course such as I outline of making a man into a lawyer, but he should know enough of the law to realize when he is on dangerous ground and ought to take legal advice. A study of the law has great possibilities in mental development. To understand something of the law a man must be able to reason logically and he must be just.

May I add that a study of the law invariably increases a man's respect for it; he realizes how through it all runs a great striving to be just and equitable to all.

Languages.—Particularly French and Spanish. It is often an immense advantage to a man in commerce to understand one or more languages besides his own. Besides this, the cultural values are great, because each language opens up the avenues of another literature and the way into the minds of another group of peoples.

In addition, as the students and their advisers see it desirable, it should be possible for them to obtain a working knowledge of scientific subjects, such as chemistry, physics and biology, so that they may be able to discuss them intelligently.

Subjects such as marine insurance, psychology, history and Latin, which are also included in the McGill curriculum, could be taken as the student thinks fit, but in a subsidiary capacity.

UNIVERSITY EDUCATION FOR COMMERCE

I suggest to you, gentlemen, that such a course would have not only a great cultural value but would equip a man with fundamental knowledge and sound methods of thought for a commercial career.

May I point out that last year, for the first time, the dollar value of the manufacturing production of Manitoba exceeded that of the farming? This year the same result is expected but with a greater difference. In other words, Manitoba is becoming industrialized. The provincial government expends a large sum annually on an agricultural college; surely, with the manufacturing production exceeding that of agriculture, commercial men are entitled to ask that the government should spend an equal sum on a school or faculty of commerce for its university.

We know that there is a great future for Canada. We have only to hold what we have and in two generations, by weight of population and wealth, Canada will be the dominant partner of the British Commonwealth. A hard climate means a strong national character, with good foresight, and it is character that counts. Canada looks out over two oceans—the Atlantic and the Pacific. Because of her layout she is forced to look east and west and north, and is prevented from being self-contained and selfish. We cannot have a narrow outlook; we must be broad. All of this is preparing Canada for her great future.

We should do all in our power to fit our young men so that they can build up the commerce and industry of Canada on a sound basis. The day of the specialist is here, and men nowadays need a special course of training for commerce just as they do for law or medicine. We must make it possible for young men to work in every direction to make Canada prosperous, so that she may live and grow and be strong and be capable of her great destiny, which is to lead the British Commonwealth, and that means leading the world.

MONTREAL COURSE ATTRACTS LARGE NUMBERS

THE number of enrolments in the course arranged in Montreal through the co-operation of the Canadian Society of Cost Accountants, Chartered Institute of Secretaries, McGill University and the Montreal Board of Trade, has exceeded expectations, according to J. Stanley Cook, secretary of the Board of Trade. Originally, he explained, they only arranged to take 100 students for the first season but the number has swelled to nearly 200 while the admission of 35 has had to be regretfully declined on the score that the lectures having begun they would be unable to keep pace with the classes. Those who have enrolled are making 100 per cent. attendances and a feature of the courses which are conducted entirely in English, is that some 40 French Canadians have joined.

Already, Mr. Cook said, so successful have been the classes, that the committee is considering the addition of several courses next season. At the present time, cost accounting and factory organization, and commercial law and commercial arithmetic, is taught in the Mechanics Institute and commercial correspondence will be introduced in January. Bookkeeping and partnership and manufacturing accounting, are the titles of the lectures in the Arts Building of McGill.

Industrial Accounting from a Practical Standpoint

By S. E. LE BROCCQ,
Vice-President of The Canadian Society of Cost Accountants; Comptroller, The Steel Company of Canada, Limited, Hamilton.

(Before Central Ontario Chapter, Kitchener, October 10, 1929.)

FIRST of all I wish to congratulate you on the inauguration of the Central Ontario Chapter of the Canadian Society of Cost Accountants. It is another evidence of the trend of modern thought arising from the realization that to be successful we have to consult with one another.

By this time no doubt you have made yourselves fully conversant with the aims and objects of our society. The practical function of the organization is that it provides an open forum for the exchange of ideas and the solution of one another's problems. The time has long gone by when any one business of any size can be run on the basis of one man's brains. True, there must be a leader, and he must be a man of high caliber, capable of good, sound leadership; but the conclusions arrived at by that leader, to be of real value, must be based on the findings of his technical men whose business it is to specialize in the various branches of the industry. It is only by the co-ordination of brain power that best results can be obtained.

When Mr. McKague asked me to prepare an address for this meeting my principal problem was to find a suitable subject in order to make our discussion of practical value, without rehashing theoretical viewpoints over and over again. I am going to take it for granted, therefore, that our respective accounting systems are based on sound fundamental principles and relate a few of my personal observations in the interpretation of accounting as generally applied.

Theory Versus Practice

Sir Robert Falconer, President of Toronto University, at one of our C. S. C. A. conventions in Toronto, emphasized the importance of university training. He pointed out the truth that the untrained man is liable to jump at conclusions—the result of certain conditions to him seems obvious. The university man will not take things for granted—he will do some research work in connection with the problem at issue, record his facts and marshal them in such form that they will show what practical results will be obtained. On another occasion the president of a large corporation impressed upon me the importance of theoretical knowledge in order to apply fundamental principles, but at the same time emphasized the necessity of being practical in the application of my theories.

PRESIDENT'S OFFICE



CABLE ADDRESS: "VERA"
CODE A.B.C. (5TH ED.)

EDMONTON, June 15th, 1932.
ALBERTA, CANADA

Sir Arthur Currie,
McGill University,
Montreal, Que.

Dear Sir Arthur:

I wish to thank you for your kind wishes in connection with the presidency of the Conference of Canadian Universities. I have felt that the Conference is performing and can in the future perform very great service for university education. I agree that the subject of Schools of Commerce is thrashed bare. I am quite satisfied that they have an important function to perform which some of our friends in the purely liberal arts do not seem fully to appreciate. I feel that we can well maintain the middle position between the British viewpoint and the American in this matter and that the position fits soundly into the tradition and into the present day demands of Canada. I think we may well let the matter rest as far as the Canadian Universities Conference is concerned.

With kind regards,

Very truly yours,

A handwritten signature in cursive script that reads "R.C. Wallace".

Robt.C. Wallace,

President.

C.W.S.

March 27, 1931.

Honourable Smeaton White,
3460 Stanley Street,
Montreal, P. Q.

Dear Senator,

I have not forgotten my promise to send you verbatim copies of Professor Adams' lectures. They are being sent today.

I was much struck the other evening by your clear statement of the thought that many seem to have nowadays that the universities are attempting something futile in giving Commerce courses. This seems to be very generally recognised in the business world, and yet public expression of it is rare. It is very devastatingly ^{at} stated, so far as American Universities are concerned, in a recent book by A. Flexner, "Universities, American, English and German", but so far as I know no Canadian newspaper has mentioned this book at all. It was very refreshing, if I may say so, to hear you put the matter so clearly.

Yours very truly,

SUMMARY OF MY VIEWS WITH REGARD TO THE DEVELOPMENT
OF THE SCHOOL OF COMMERCE

The future development of the School of Commerce is evidently to be in the direction of graduate studies. Bearing this in mind we have already established the M.Com. degree, which, however, in our present state of organization can only be given in Economics and Political Science. We have been considering what other graduate studies might be added with advantage, either as complete studies, or to be combined with some other studies, such as Economics. Dr. Leacock some time ago suggested Economics and French. I would add Economics and Spanish, and under exceptional circumstances (in the case of a brilliant student) a combination of Economics and two or more languages.

Business Administration, including certain aspects of accountancy, is one of the first subjects that calls for consideration. Our lectures in Accounting and Auditing for the "Final" examination leading to the diploma of Licentiate in Accountancy in McGill University is a graduate course, but a somewhat different treatment of Accountancy would be called for if this subject were to enter into a general course on Business Administration, as indeed it must enter. We have been pondering how this might be made possible with the means at our disposal - without prejudice to the advisability of increasing such means for all studies when our finances so permit.

A little digression, to explain the policy which had to guide us at the outset in order to make our School of Commerce a success, is here necessary.

At the beginning, Accountancy had necessarily to be given great prominence in our curriculum. Our instruction had to be practical; it had to be such as would be immediately useful to a student issuing from the School,

and had to help him if he should ever aspire to the diploma of C.A. This necessity was emphasized when our three year course was formed, and when the Quebec Legislature empowered the Universities to grant a diploma which was the equivalent of the C.A. The necessity continued when our four year course was formed, and it is only now when we have drawn closer our connections with the Society of Chartered Accountants that we find ourselves in a position to relieve the School of Commerce of a certain portion of its burden in this respect. In short, we now duplicate a considerable part of our Accountancy work in the lectures delivered in the evening to members of the three Accountancy Associations of the Province, and it is this development that would now make it possible for us to relieve our Commerce curriculum of some of its Accountancy courses in order to put others in their place, both in Accountancy and other subjects.

To put the matter in concrete fashion, we might now, with advantage, move our Accountancy work forward two years, beginning in the Third Year with a course that would cover all the programme laid down for the "Intermediate" examination of the Society of Chartered Accountants, and following in the Fourth Year with a full course in Business Organization and a full course in Accountancy, both treated, not from the point of view of the professional accountant and auditor, but from the point of view of the general business administrator and the economist. Further extension of this new phase in accountancy would enter into a graduate course on Business Administration and Finance.

The accountancy courses mentioned so far would be obligatory. A second, optional course, might be added for students proceeding to the diploma of C.A.

An alternative to this change in the Accountancy work would be to begin it in the Second year, thus reverting to the plan followed under our

three year curriculum. We should bear in mind that the student will always elect to take up the courses in Accountancy, not merely because he considers Accountancy as a practical subject, leading to some definite goal, but also because we have made the full complement of Accountancy courses the pre-requisite for the C.A. diploma. Options, therefore, in Accountancy would be ineffective.

The relief thus given to the curriculum of the School of Commerce would be felt in a variety of ways. We should no longer have to educate in Accountancy the considerable body of students that disappear from the University in the earlier years. (If such students afterwards desire to study Accountancy, they have our evening classes open to them). We should give Professor Thompson time to develop the other important phases of Accountancy mentioned, and we should have space in which to improve our other courses, and to expand them.

This suggested change has other bearings. It would strengthen our connection with the Faculty of Arts, and thereby strengthen both the School of Commerce and the Faculty of Arts. This connection would be rendered closer still if Spanish were placed on the curriculum of the Faculty of Arts, and if all our Mathematical courses were open to students of the Faculty of Arts. Among the Mathematical courses, I have in view a complete course in Statistics, which might, in consequence of the proposed changes, take the place of our present half-course.

The change would further be in accord with the principle laid down when the School was founded, that the latter was to be considered as an integral part of the Faculty of Arts, a principle which was emphasized in a special way about the time that the degree of Bachelor of Commerce was first instituted, when Principal Peterson brought down to Faculty a recommendation from Corporation and from the Govenors that the School of Commerce was henceforth definitely to be considered as a branch of the Faculty of Arts. The

question whether it should be called the Department of Commerce or the Faculty of Commerce does not affect this principle, which is upheld by maintaining intercourse between the students of both Commerce and Arts, and by laying down courses which both should take in common.

I am of opinion that it ought to be made easy for students in Commerce to proceed to a degree in Arts, particularly when so many of our students afterwards become interested in Law, and the Quebec Bar refuses to recognize for their purposes our Commerce degree. It may be interesting to note that Dean Lee, when he was at the head of the Faculty of Law, was very desirous of establishing reciprocal studies between that Faculty and our School. I have no doubt that if Dean Lee had remained with us, this measure would have been carried into effect to the great benefit of our students as far as Law studies were concerned.

Another development of our post-graduate work might be in the direction of Technology. Two or three years ago Dr. Eve and other members of the Science Faculties criticised our School because it had made no advance in this direction. I was in a position to point out that the responsibility did not lie with the School of Commerce. It may now again be thought that Technology should figure among our graduate studies, and bearing this in mind, I suggested Dr. Johnson as one of the members of the committee you suggest.

In conclusion, I would recall that the McGill School of Commerce has met with great success, that it has been imitated in other Universities in Canada, and for the simple reason that it is nearly always inadvisable and dangerous to meddle with something that has achieved success, we should proceed with the utmost caution in adopting any changes that may be proposed.

I do not think it would be wise to speculate now as to what still further changes time might call for in the development of the School.

If I were asked why I considered Accountancy a fitting subject to appear on the curriculum of a University School, I should answer: "for all the reasons that justify us in placing Economics on such curriculum, and for the further reason that the study of Accountancy leads to an important Profession, whose members exercise an enormous influence in the community of business men, and it is one of our chief concerns to extend the influence of the University into all ranks and classes of Society.

We must be careful not to confound what we call Accountancy with the mechanical art of Book-keeping, or routine method of recording business transactions according to either of the well-known systems of keeping accounts (Single Entry and Double Entry), although, indeed, it is becoming rare these days to find a book-keeper who does not strive to so improve his knowledge that he may become worthy of the title of accountant.

Perhaps it would be better to call our subject the Theory and Practice of Accounts, and define it in the following terms, "a study of scientific methods of organizing business concerns so that (a) in each case a business may be conducted in the most efficient way possible, and, (b) so that complete information on each and every aspect of it may be recorded in a system of accounts which may at any moment be condensed into useful and intelligent statements both financial and statistical."

And let not anyone object to the use of the word "practice" in our title. It is a fundamental error committed by many would-be educationalists to assume that any study can be divorced from practice.

Our studies in medicine and in law are linked up, respectively, with the practice of medicine and the practice of law, and our studies of philosophy, history and literature have also their counterpart in practice, the practice of living aright, proving that, in strict truth, Science is inconceivable apart from Art.

To justify the statements just made it is only necessary, first, to enumerate some of the subjects that the study of Accountancy directly involves, and next to indicate contacts that Accountancy makes with other branches of knowledge, or studies, now occupying a place in our Universities. In this enumeration it will be seen that the study of Accountancy makes use of the very same experience that economists have used in order to arrive at their generalisations, or so-called economic laws.

The system of accounts pertaining to any enterprise must represent all the activities of this enterprise, however it may be organised.

A study, therefore, of the various forms of organisation must enter into our subject. The commonest forms are Single Proprietorships, Partnerships, Joint Stock Companies, Limited Companies, Holding Companies and Combines, as well as the special forms of organisation required for railroads, banks, trust companies, insurance companies, executorships, municipalities, etc. These various forms present social, economic and legal aspects of great importance, which bring the student into immediate contact with the related sciences, i.e., sociology, economics, law. One form of organisation may be perfectly legal, and may lend to the production of great wealth; yet its operation may entail social injustices of

so distressing a kind that it should be either restrained or abolished entirely. Another form may be safe only if a harmonious state of equilibrium can be established between its legal, social and economic manifestations or bearings and a clearly-defined channel of operation marked out for it. The professional accountant as an adviser in business must know all these things, which clearly involve ancillary studies of wide scope.

Then to take the most ordinary business activities of buying and selling. Both involve the study of markets, home and foreign, with all that this connotes (customs and tastes, transportation facilities, presentation of goods, tariffs, currency, foreign exchanges, credit, foreign languages).

Manufacturing usually includes buying and selling as well as the production of goods. But the actual manufacturing is of especial importance because it brings the accountant right up against the grave question of labour and its retribution, a question that at this moment is causing such grievous concern to every country in the world.

It is precisely from an analysis of this experience, particularly manufacturing experience, that economists arrived at those various generalisations, known as "division of labour", "law of diminishing returns", "law of supply and demand", etc. etc., so that no argument can be brought against the study of accountancy in the University that cannot with equal force be brought against the study of economic science.

In this enumeration I have not expressly mentioned one very important branch of Economic Science, the Study of Finance. Yet there is one special branch of this study which is the peculiar domain of the expert accountant. I refer to the financial organization of business. It will suffice to recapitulate the most interesting elements of this study:

Share Capital,
 Preferred Shares,
 Common Shares,
 Founders Shares,
 Shares of no-par-value,
 Forfeited Shares.

Stock: Treasury Stock,

Bonds: Debentures,

Mining Stock,

Bonus Stock.

Liquidation of Companies; Reorganizations; Amalgamations;

 Holding Companies; special forms of Balance Sheet
 required.

Shareholders' Liability.

Directors' Liability.

Control of Company; abuses connected therewith.

School of Commerce,
McGill University.

May 7th, 1926.

The Principal,
McGill University.

Dear Sir,

Annual Convention of the American Association
of Collegiate Schools of Business: Dartmouth,
N.H., U.S.A., April 29th, 30th & May 1st, 1926.

As instructed on March 11th, I attended
the above Convention, programme of which I attach. I
beg to report as follows regarding the various meetings:

April, 29th. 8 P.M. : Subject for discussion

"Personnel work in the college."

Some of the American colleges have special
departments whose work is to study the intellectual and
physical progress of each student, and to get to know
each student personally. From remarks made during the
discussion I gather that these departments fall very far
short of the original expectations. It seems of value,
however, to have academic and health records of students
kept by an office whose duty it is to compare them
constantly. Boston University has a doctor of mental
hygiene as a permanent official, and it was stated that he
had frequently been able to trace academic failures to
poor health resulting from wrong feeding, wrong physical
exercise, and so on. The same University has a board of
300 business men, who ^{each} engage to interview one or two
commerce students each year, and to advise them as to
their future careers. Each commerce student chooses one
as his adviser, and interviews him by arrangement.

Some universities have advisory systems
similar to that at this University.

The general feeling was that the problem
of having intimate knowledge of the case of each
individual student remained a problem, which it would be

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.

- (f) In Sales Agencies,
- (g) In Statistical and Efficiency Departments.

I judge from the discussion, and from private discussions which I had afterwards that many of the Business Schools are not entirely free in the choice of subjects for their curriculum, but are under the orders of state authorities and local business men, who sometimes want men to come to them trained in a special way. Many of the Schools, I gathered, would prefer to give a general course similar to that of the McGill School of Commerce. Professor Feisch of Dartmouth College told me that he had been asked to recommend a curriculum for a School of Commerce for the University of New Hampshire, and that he had based his recommendation on that of McGill University.

April 30th. Subject:
2.30 P.M. "What constitutes Graduate Work in Business Administration."

of opinion

There was the widest divergence [^] as to the scope for useful research in commercial subjects. The principal fields suggested were:-

General Economics;
Business Economics, Accountancy,
and Finance;
Marketing Problems.

There was general emphasis that they must endeavour to train investigators, who can come to ~~#~~ definite conclusions as to the meanings of sets of facts, and that there was necessity for them to guard against the training of men who were only collectors of all the data available.

April 30th. Complimentary Dinner to the Association by Dartmouth College.
7.30 P.M.

President E.M.Hopkins of Dartmouth College spoke emphasizing the benefit of all men having periods, lasting several days perhaps, for meditation, quite clear of their usual influences and distractions.

Subject for Adresses by Guests: "University Training
for Business in Other Countries."

Professor Slevner pointed out, amongst other things, that at the University of Prague the training is general, and not special. Utility of the subject is not always the first consideration. He instanced how they trained their students, not only in double-entry book-keeping, but in Russian and other methods which are out-of-date and almost unused because of their cumbrousness. He, personally, regretted that time is spent on the out-of-date systems.

He stressed Foreign Languages, pointing out that their graduates are expected to know three besides their own Czech. Many of their lectures are given in German, Russian, English, and other languages.

Economic Geography and Technology, they regard as important subjects.

The examinations are conducted by boards, chosen by the Government, from the teaching ^{staff} and others. He informed his audience that the teaching staff or the university are not penalized in any way, if a large number of failures took place.

Generally, he thought that the Schools of Commerce on the Continent of Europe tended to be too conservative, as compared with the American tendency to be very experimental.

He informed me afterwards that he has seen no British Schools of Commerce, as yet.

Professor Collings pointed out the great difference in the manner in which time is regarded by Latin-Americans, as compared with Anglo-Saxon-Americans. The former cannot understand why the latter want to cram so many events and so much development into such short spaces of time. This affects the whole of their university training.

Professor Mackintosh spoke about the course at Queen's University.

I emphasized that our course is cultural and generally useful, and that we stress the importance of: English, Accountancy, Languages, Economics. I attach a copy of my address. ^{On re-consideration,} I think that I should have added, ~~non-consideration,~~ Mathematics to my list.

May 1st.
8.30 A.M.

Subject: "The Adjustment of College Graduates to Business."

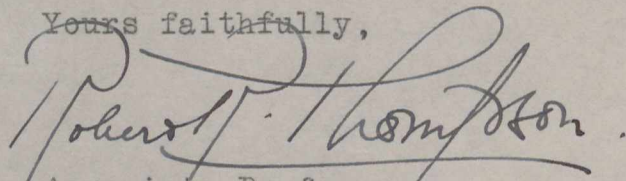
The principal speaker gave statistics from his own company's experience, showing how rapidly the average University graduate caught up to and passed the average untrained man. He instanced how his company classified the salaries as to size, and found the average age of the University graduate and of the untrained man receiving the various sizes of salary. They found that, despite the average age of the University graduate on entering the business, being two years older than that of the untrained man, as a rule in each salary class the age of the University graduate was from three to four years younger.

He emphasized the necessity of keeping a broad back-ground for the studies.

President Hopkins of Dartmouth College requested me to convey to you his best respects and good wishes.

I have the honour to remain,

Yours faithfully,


Associate Professor,
Accountancy.

PROGRAM
OF THE
EIGHTH ANNUAL MEETING

OF THE
*American Association of
Collegiate Schools
of Business*

APRIL 29, 30, MAY 1, 1926

HANOVER, NEW HAMPSHIRE

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W. R. Gray

N. G. Burleigh

G. H. Tapley

PROGRAM

THURSDAY, APRIL 29, AT 3:00 P. M.

The Executive Committee. Room 101, Tuck Hall.

The Committee on Business Research. Room 102, Tuck Hall.

THURSDAY, APRIL 29, AT 8:00 P.M.

The Lounge, Hanover Inn

Chairman, The President of the Association

Preliminary Report of the Executive Committee

Report of the Committee on Research

Report of the Committee on the Correlation of Secondary and Collegiate Education

Report of the Secretary-Treasurer

New Business

Appointment of Committees

Conference of Deans on Administrative Problems.

1. Personnel work in the college. Discussion opened by Professor H. R. Wellman, Dartmouth College.
2. Relation of the College of Business to the Arts College.
3. How to train and find teachers.
4. Business Ethics.

FRIDAY, APRIL 30, AT 9:30 A.M.

Little Theater, Robinson Hall

Chairman, Dean Everett W. Lord, Boston University

Paper: The essentials of a collegiate course in business. By Professor L. C. Marshall, University of Chicago.

Discussion opened by Professor W. A. Scott, University of Wisconsin; Dean R. E. Heilman, Northwestern University; Dean C. A. Phillips, University of Iowa; Dean E. E. Day, University of Michigan; Dean Isidor Loeb, Washington University.

FRIDAY, APRIL 30, AT 2:30 P.M.

Little Theater, Robinson Hall

Chairman, Dean Emory R. Johnson, University of Pennsylvania

Paper: What constitutes graduate work in business administration. By Dean A. Wellington Taylor, New York University.

Discussion opened by Dean W. R. Gray, Dartmouth College; Dean J. E. Haggerty, Ohio State University; Professor E. L. Bogart, University of Illinois; Assistant Dean C. P. Biddle, Harvard University; Dean W. E. Hotchkiss, Stanford University.

FRIDAY, APRIL 30, AT 7:00 P.M.

Hanover Inn

Complimentary dinner to the Association by Dartmouth College.

Address by President E. M. Hopkins, Dartmouth College.

University training for business in other countries:

Canada: Lt. Col. R. R. Thompson, McGill University; ~~Director Henry Laureys, Ecole des Hautes Etudes Commerciales~~; Professor W. A. Mackintosh, Queen's University.

Latin-America: Professor H. T. Collings, University of Pennsylvania.

Czechoslovakia: Professor Jaroslav Slemr, University of Prague.

PROGRAM

SATURDAY, MAY 1, AT 9:30 A.M.

Little Theater, Robinson Hall

Business Meeting. Reports of Committees. Election of Officers.

~~Paper: The placement of college graduates in business. By Professor Paul F. Brissenden, Columbia University.~~

Address: The adjustment of college graduates to business. By Mr. E. E. Lincoln, Chief Statistician, Western Electric Company.

Discussion opened by Dr. H. S. Person, Director, Taylor Society; Dean Louis K. Manley, University of Pittsburgh; Dean C. L. Raper Syracuse University.

HEADQUARTERS: Hanover Inn (American Plan)

Single room with bath	\$ 7.00
Double room with bath	12.00
Single room without bath	6.00
Double room without bath	10.00

The Hanover Inn will reserve rooms until April 26th. Reservations may be made with the Inn or through the Local Committee before that date.

RAILWAY SERVICE

Leave Boston				Arrive White River Junction
*9:00 A.M.....				1:55 P.M.
4:00 P.M.....				9:05 P.M.
8:00 P.M.....				1:00 P.M.
Leave New York (Grand Central)	Leave Springfield	Leave Greenfield	Arrive White River Junction	
*11:45 P.M.	6:50 A.M.	8:03 A.M.	11:22 A.M.	
*8:00 A.M.	*9:30 A.M.	10:45 A.M.	2:15 P.M.	
12:00 Noon	12:10 P.M.	1:30 P.M.	4:10 P.M.	
4:00 P.M.	3:45 P.M.	4:58 P.M.	8:25 P.M.	
	8:15 P.M.	9:35 P.M.	1:01 A.M.	
Through train from Washington (The Montrealer)				
*Leave Washington, D. C.....				2:30 P.M.
Leave West Philadelphia.....				5:36 P.M.
Leave New York (Penn. R.R. Station).....				8:00 P.M.
Arrive White River Junction.....				2:55 A.M.
Train from Montreal (The Washingtonian)				
Leave Montreal				Arrive White River Junction
8:15 P.M.....				1:24 A.M.
8:35 A.M.....				2:22 P.M.

*Preferred trains.

Notes 1. If daylight saving time goes into effect in Massachusetts and New York on April 24th, all the above trains (except the Montrealer) will leave one hour earlier, standard time.

2. White River Junction is only five miles from Hanover and bus service is likely to be better than train connections.

ADDRESS GIVEN BY ASSOCIATE PROFESSOR R.R. THOMPSON,
MCGILL UNIVERSITY, on APRIL 30th, 1926, AT THE ANNUAL
CONVENTION OF THE AMERICAN ASSOCIATION OF COLLEGIATE
SCHOOLS OF BUSINESS, HELD AT DARTMOUTH COLLEGE,
HANOVER, N.H., U.S.A.

President Hopkins, President LeRossignol, Gentlemen:

Before I speak about my subject, may I tell President Hopkins how much the hospitality of Dartmouth College is appreciated. We, at McGill University, are, I might almost say - accustomed to it - we know from past experience how hospitable you are, and what to expect. I, in particular, have had previous experience; and I can assure you, sir, that your hospitality is much appreciated. Further, may I say how much McGill appreciates the thoughtfulness of this Association in inviting her to send a representative to this Convention, and how much I appreciate this chance of hearing these discussions of the problems of Schools of Commerce.

Now, to my subject. I understand that you wish me to tell you about the training given in the School of Commerce of McGill University -- about what we regard as the essentials for a collegiate course in business. Our ideas are probably just the same as your own in many cases -- however, here they are.

Our object is to turn out graduates, who have a mental equipment especially fitted for Commerce, and, also, who are men of culture. We wish our Commerce graduates, in their thinking, to be methodical, painstaking, logical and accurate. We believe that we can give them mental discipline, which will help them to achieve this, whilst at the same time helping them to acquire knowledge which will be especially useful to them in commercial life. ---- But, we also wish them to be men of culture --- men who can take an intelligent interest in and enjoy the fine arts, and the literature of their own and of other languages and countries. --- Incidentally, may I remark that Latin and Greek are optional subjects in our first year. --- We want our graduates to be broad-minded, and to be men who can understand and appreciate great traditions and great ideals.

How do we attempt to do this ?

Firstly, regarding the method of entrance to the University and to this course. This is by Matriculation examination. McGill University is quite independent, so that she can admit or reject according to the rules which she lays down for herself.

The Commerce course lasts four years, and we make it as elastic as possible. In the first year four subjects are obligatory, and two, chosen out of nine, are optional. In the second year two are obligatory and three, chosen out of nine, are optional. In the third year only one is obligatory, and in the fourth year none are obligatory. In the fourth year all five subjects are optional, and are chosen out of eleven. Most of these subjects have prerequisites -- that is to say they are further studies in a subject which must have been taken in the previous years, sometimes in all of them. Consequently, it is usually necessary for a student to know at the start of his University career what his plans are, otherwise, if he wishes to change them later on, he may have to take special studies and examinations and possibly have to repeat a year. To help students over possible difficulties we have a system of Advisers and Advisees.

Each student, when he arrives at the University for registration, is allotted to a chosen member of the teaching staff, who is known as his adviser, because he gives him advice as to the group of subjects that it would be best for him to take in his first year, and in other matters. During the student's first session his adviser keeps a friendly eye on him, and the student will often return to his adviser for counsel in his later years. As a rule, no adviser has more than ten advisees, and usually has less.

Our sessions last from October to April inclusive, because of economic conditions in Canada. It is to leave the students free in the summer-time to undertake farming and other work. As a consequence of this, we ask a good deal of work from the students during the Session. Each subject usually carries three periods of one hour each per week for instructional work; and for every hour in the class-room the student is expected to put in two of private study.

Now, as to the subjects: there are certain ones, which we regard of chief importance. They are:

English,
Accountancy,
A Language,
(Every student must take three
years in at least one language)
Economics.

We think it of primary importance that they should know how to express themselves properly in their own language, whether they are writing or speaking. We wish them to be able to make clear, concise statements; to use language that will convey quickly to the recipient the messages they wish; to use correct words, and to preserve the value of words, and so on; and always to remember that their first consideration must be for their readers or listeners.

We think it wise to teach them what we may call standard English. From a commercial standpoint it is a very useful language, and is particularly useful in Oriental Trade, quite apart from its general use elsewhere throughout the World. To effect this we prescribe readings of the great writers in English from Chaucer to Kipling and others of the present day. We think that a man, who has studied the style of the Bible, and who has absorbed something of the styles of writers such as John Bunyan, Addison, and Stevenson, will naturally write a good, clear business letter, that will be understood, wherever English is understood. Our students write literary compositions, and they also write reports on economic subjects. We think that this course will make them not only more efficient in Commerce, but also will open for them the vast domains of that magnificent English literature which is our common heritage.

Accountancy, we regard as a very important subject. We think that every business-man should have a working knowledge of book-keeping, so that he may not be entirely in the hands of his book-keepers, and so that he may see what lies behind his periodical financial statements. He should know and understand the main principles of Accountancy, so that he may be able to understand and criticize financial statements, and balance sheets, and reports; and so that he may know to avoid unsound finance. The Canadian Bankruptcy Act specially penalizes the bankrupt who has failed in any way in his Accountancy. Most bankruptcies could have been

avoided with good Accountancy.

We also believe that most business-men should understand the principles and some of the difficulties of costing, so that they can understand and discuss costing problems.

Coupled with Accountancy is a course on Commercial Organizations, including Partnerships, Limited Liability Corporations, Holding Companies and so on, also on Factory Organization.

This training in Accountancy develops methodical, painstaking, and logical thinking, and accurate habits in making records. We believe that it gives good mental discipline, quite apart from its own intrinsic value.

We encourage the study of languages, and one language at least is obligatory in the first three years. The Dominion of Canada, like that of Sout Africa, is bilingual, and will always be so. French and English are our two languages, and accordingly we regard French as very important. It is essential for the carrying on of business in the Province of Quebec, where McGill University stands, and it is desirable generally. The courses cover not only work on commercial documents, but a regular study of the splendid literature of France.

Spanish we also regard as of great importance. I think that a knowledge of English, French, and Spanish will carry a man through most of the great commercial areas of the World. In Spanish also, we have them study Spanish Commercial documents and the great literature of Spain.

German also can be studied.

Another important subject is that wide one known as Economics. I humbly venture to express the opinion that every individual who exercises the franchise should have a knowledge of the elements of Political Economy. Our Commerce courses cover such subdivisions as wages, population, theory of exchange, tariffs, industrial legislation and so on; but also the principles of government and taxation in Canada, Great Britain, and the United States. We want our graduates to be men who can, in some small measure, understand the complex organization of our modern civilization, with its various actions and re-actions. We want them to take wide views, and, in considering situations, to have in view as many factors as possible.

Growing out of this subject is the consideration of transportation and markets, and that great subject which is sometimes called either Commercial or Economic Geography. We commence a *study of* this next session, and I hope that it will be developed into one of our principal *subjects*. I hope that it will cover a knowledge of the main configuration, river-systems, ports, climatic conditions, products, railway and canal systems, and transportation routes for as much of the World as possible. I believe that all Commercial men would be helped if they had a general knowledge of the commercial geography of the World, and the more detailed the knowledge the better. From a cultural standpoint, also, this subject has its value, broadening men's minds, and helping them to understand the problems of other countries whose commerce and affairs are linked with their own.

We have Mathematical Courses, which are excellent ~~for~~ from the standpoint of mental discipline, and which are valuable to the Commercial man. These courses can, if the student so plans, lead up to Actuarial Science.

Another subject is Commercial Law -- we do not try to make our students lawyers in any respect, but to make them understand and respect the law, and realize when they are in such danger that it will be well for them to take legal advice.

Other subjects are Physics, Biology, and Chemistry; our object being to make it possible for them to discuss intelligently some of the problems of Science which affect Commercial and other pursuits. Other subjects, not already mentioned, are : General History, Psychology, and Marine Insurance.

Now as to our process of elimination ---

The Students commence their first session at the beginning of October. About the middle of November they are examined in all of their subjects. The principal advantage of this examination is that it gives a jolt to any, who have not come to the University to work. Those who are delinquent are reported to their advisers, who give them a little fatherly advice, and warn them of what is coming. Before the Christmas vacation, the first year students are examined again in all of their subjects. This time, those, who are delinquent in more than one-third of their subjects, are not only reported to their advisers, but are put on probation. Those, who are below the standard in one-half, are requested to leave the University: they are what we know as "Christmas Graduates". At the end of their first Session, students are again examined, and those who have failed in any subjects must pass them at special examinations in September. If they are still down in more than one subject, they must repeat their year, or leave the University. During succeeding years they have just one examination in each subject, but the process of elimination is similar.

My time is limited. However, it will be interesting to you as University professors to know the following. McGill Commerce Graduates, who wish to become Chartered Accountants, are exempted from three years of the required service and also from the intermediate examination. The final examination is held by a joint board appointed by the University and the Chartered Accountants of the Province. All candidates, whether McGill graduates or registered clerks, take the same papers at the same time and they are checked by the joint board. Now, Auditing is a subject, which, in the main, can only be learnt by experience. Yet, when we compared the average marks of the McGill graduates with the average of the other candidates, despite the latter having had several years -- probably four at least --- of extra experience, the averages were practically equal. I think that this indicates how rapidly ~~the~~ University graduates catch ~~up~~ up to other men in practical business knowledge. In Accountancy the McGill graduates were on the average over 24% better than the other candidates.

There are other features which I have not time to tell you about now. McGill Commerce graduates by staying a fifth year in college may enter the Graduate School and obtain the degree of M.A. There are other matters, but I think that I have told you sufficient to give you a general idea of what we strive to achieve in our School of Commerce.

In conclusion, gentlemen, may I repeat that we endeavour to train our students to use and to develop their minds, whilst at the same time helping them to acquire knowledge which is both cultural and useful. Above all, we try to keep in sight the fact, that, after all, the most

important training that a student gets at a University is that of his character. If that fails -- all else fails. And yet, we professors can do very little-- That training is given principally by the students themselves. However, we endeavour to do something by helping the students to train and discipline their minds and habits, and by treating them as men of responsibility.

RALPH H. HESS
455 WEST THIRTY-FOURTH STREET
NEW YORK, NEW YORK

April 19, 1932.

Sir Arthur W. Currie, Principal,
McGill University,
Montreal, Canada.

Dear General Currie:-

Replying to your letter of April 12 in
which you mention possible developments in your
School of Commerce:

I would be interested, indeed, to dis-
cuss the project with you and should be pleased to
arrange an interview at your convenience in the
near future. Mrs. Hess and I are contemplating a
weekend trip to Montreal and I can meet you there
almost any Saturday morning.

I thank you for your gratifying response
to my inquiry and anticipate the pleasure of an early
visit to McGill.

The copy of the curriculum of the School
of Commerce which you spoke of sending has not reached
me.

Very truly yours,

R. H. Hess

*Sent by
Mrs. Hodge.
R.H.*

Commerce

July 3rd, 1923.

A. A. Bowman, Esq.,
27 Wellington Street East,
Toronto, Ont.

My dear Mr. Bowman:-

Thank you very much for your letter of June 16th. Since seeing you I have been away from the University a great deal and found such an accumulation of correspondence on my return that I am only now getting to your letter.

I am very glad to learn that you are coming to Montreal to live, feeling sure that your presence here will stimulate us at McGill. In the meantime I am sending you a copy of our course in Commerce for the next year. I am sure you will find it interesting and I shall be very glad to receive any comments you care to make. I may say that we at the University look forward to this Department being one of the most effective in the University, and we shall not cease our efforts until the course is satisfactory in every particular.

With all good wishes, I am,

Yours faithfully,

Canadian Ingersoll-Rand Company

LIMITED

27 WELLINGTON ST. EAST

TORONTO, ONT.

June 16th, 1923.

Principal Sir Arthur Currie,
McGill University,
MONTREAL, QUE.

Dear Sir Arthur,

Referring to our chat on the train going out to Sherbrooke last week, about your Department of Business Administration, and the different courses in American Universities. While in Sherbrooke I had a talk with my friend Mr. E.L. Stewart Patterson, District Superintendent of Quebec Branches, for the Canadian Bank of Commerce. Mr. Patterson is perhaps the ablest economist and scientific Banker in his great Institution, and keeps in touch with University business education, especially in the science of banking and exchange. He is an intimate friend of Professor Skelton, in Queens, who has done so much for his Institution, and I think it was largely through Mr. Patterson that the Canadian Bank Association course in Queens was started.

Someday I may have the opportunity of bringing Mr. Patterson up to meet you in Montreal. Meanwhile, he tells me that his friend Mr. Fred Curtiss, Chairman of the Federal Reserve Bank of Boston, a Harvard man, who is intimately associated with the Department of Business Administration and the members of the Harvard staff. He is quite sure that Mr. Curtiss would be delighted to give you any information pertaining to Harvard anytime that you are in Boston. ^{travelling out} Mr. Patterson confirms my own opinion to you, when ~~coming out~~ ^{travelling out}, that Harvard has the best course of Administration in the United States.

While on the subject, I recall the name of the Graduate who received his Honorary Degree at our Centenary Convocation, and who was in charge of the Business Administration course, I think, at Wisconsin. At all events, his name, as I recall it, is Dr. Rossignol. I remember having a chat with him about the work he was

Principal Sir Arthur Currie,

doing in his own University.

The probable move to Montreal, which I suggested might come before long, has come, since I saw you. I have been asked to assume the Management of the Montreal Sales Branch, and consequently am now in the throes of trying to sell my house preparatory to moving to Montreal. While it is a fearful wrench to leave all our friends here, not the least of our consolation is in the hope that I will see more of McGill than I have been able to do in the past few years.

With kind regards,

Yours very truly,

A. A. Bowman