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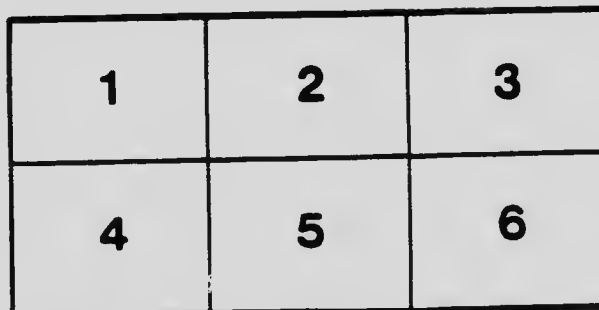
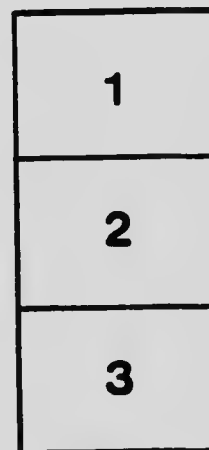
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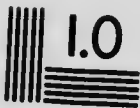
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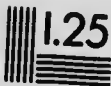
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The
COLUMBIAN
SCHOOL
of
ELOCUTION





The
Columbian
School of Elocution

IN SUCCESSION TO
THE MONTREAL SCHOOL OF ELOCUTION



PROF. J. P. STEPHEN

22ND YEAR WITH MONTREAL'S LEADING
EDUCATIONAL INSTITUTIONS

PRINCIPAL



270 SHERBROOKE STREET WEST
MONTREAL, CANADA

1912



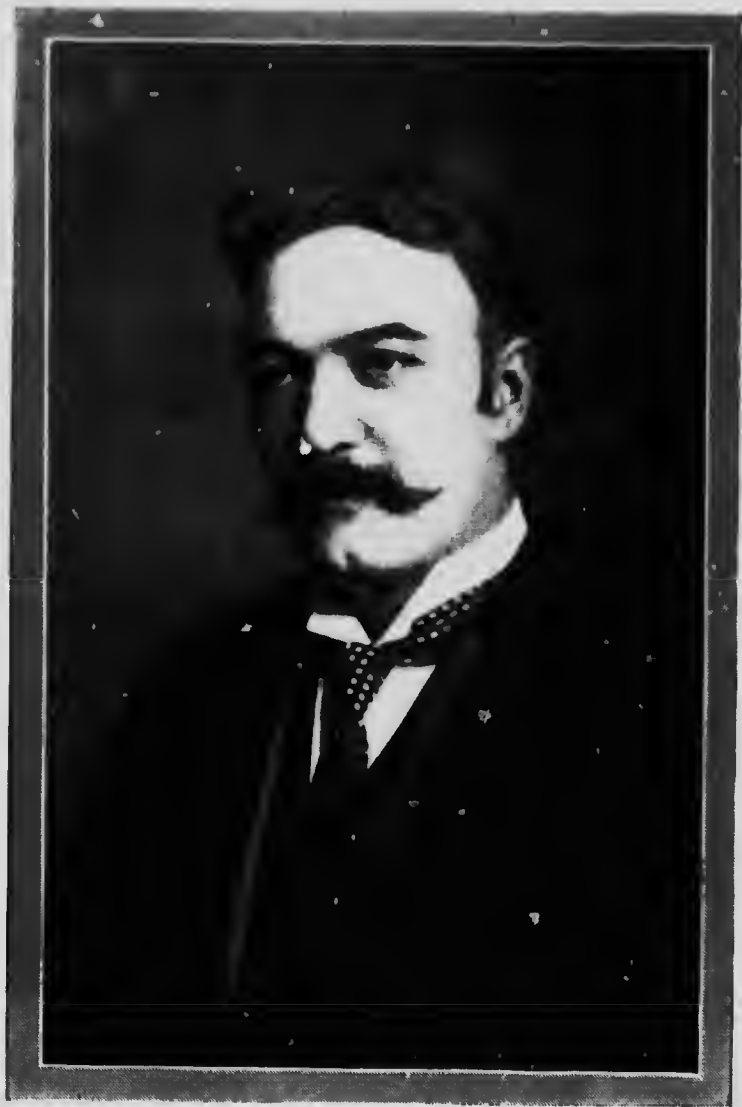


THE MANAGEMENT has pleasure in announcing the Columbian School of Elocution under the direction and principalship of Prof. J. P. Stephen.

This School will carry on, in a larger way and along broader lines, the work of the Montreal School of Elocution, long recognized for its high ideals, inspiring methods, thorough training, the "naturalness" of its students and the "successes" of its graduates.

The wide experience and professional reputation of the Principal, a large staff of highly qualified teachers, and ample facilities for carrying on its operations, make it safe to predict that the Columbian School of Elocution will become headquarters for all that is best in every department of elocution and the centre of a strong and worthy educational movement.

J. F. H. WALLACE,
Managing Director.



THE PRINCIPAL

The Faculty

John F. Stephen, Principal

(Sketch of career on page 20)

Walter V. Holt

recently Principal of the New York School of Expression and Professor at Drew Seminary. Formerly Director of the Department of Oratory at the Adelphi, Brooklyn, and Master of Operatic and Ballad Diction at the National Conservatory. A charter member of the N.Y. Teachers of Oratory and was on its examining board. A widely-known Public Reader with an exceptional reputation for the rendering of lyric poetry. Special studies in England, France, Germany, Italy and Spain.

Miss Idola Saint Jean

recently engaged in private teaching and connected with important Educational Institutions and social activities in Montreal. Was awarded a bronze medal by France and a silver medal by the Alliance Française of Montreal for services rendered to the French language through her Art. A Dramatic Reader, endorsed by audiences in France and Canada. Studied in Paris under Madame Rémée Duménil at the Comédie Française and with the celebrated Coquelin.

Miss Mabel A. Brittain

recently Instructor of Boston Dramatic Clubs. Has specialized in Drawing-room Lecture Talks to ladies on the Modern Drama, in Dramatic Recitals, and in the preparation of Dramatic Representations. A member of the Drama League. Certified pupil of Prof. Winter, Harvard University.

Miss Katherine Greany

recently Instructor at the Toronto Conservatory and formerly at "Netherwood," Rothesay, N.B. Has made a specialty of "Repertoire" studies. Has gained an enviable reputation, as a Reader, through her presentation of personally adapted and arranged selections from modern literature and from Dickens. A graduate of the Boston School of Expression.

Mrs. W. J. Kerr

formerly Special Teacher at the High School for Girls, the Senior School (now the Technical High School), the late Miss Lawder's Private School and the Montreal School of Elocution (now the "Columbian"). Has had recognized standing as a Platform and Drawing-room Reader. Studied under Prof. Stephen.

Miss Hazel Bond

recently Special Teacher at the superseded Montreal School of Elocution, of which she is a graduate. Has had numerous private pupils whose success in entertaining is locally well-known. Has made a specialty of the training of children. Is regarded as a versatile Reader, excelling, perhaps, in Monologues.

Miss Ruby Carter

recently Special Teacher at the superseded Montreal School of Elocution, of which she is a graduate. Has taught a limited number of private pupils each year. Has confined her teaching chiefly to the Vocal Interpretation of standard literature and the cultivation of refined speech. As a Reader, is highly appreciated by cultured audiences.

LECTURERS, SPECIAL TUTORS AND OTHERS

WILL ASSIST IN THE CARRYING ON OF THE WORK OF THE SCHOOL

The Study of Elocution

ELOCUTION has been called "the Art of all Arts". One writer says: "It would be difficult to name a subject taught in college or school that affords a culture so broad, so thorough, so practical, as the study of elocution."

Rightly pursued, the study of elocution is a serious study for serious men and women—young and old—for it is the study of life itself, and of every means of communicating thought and feeling to others.

Our success in life, and much of our happiness, depend upon our ability to express ourselves well to others, and this can be cultivated to the highest degree.

No education can be considered complete without right elocutionary training. It imparts mental and moral strength as well as personal power and social influence. It exercises, in a salutary manner, the most important functions of mind and body. It stimulates thought through the reflex action which well-spoken words have on the mind of the speaker. Through a proper direction of its breathing and vocal exercises, it is an important factor in the preservation and restoration of health. It helps to attain a higher appreciation of the beautiful and grand in literature, arouses one's own spiritual nature, and is the means to greater intelligence and artistic culture. It improves the conversational powers, adds grace and refinement, and enhances the enjoyment of society.

Elocutionary training is not only for the clergyman, lawyer, lecturer, teacher, reader, actor and others in public life. Its uses in private life are many. For instance, the European custom of having recitations with music at all receptions, parties and similar functions is rapidly coming into vogue here, and there is an increasing demand for well trained entertainers. Indeed, what is more delightful than a really good recitation well rendered? A standard author on social etiquette writes: "Every lady and gentleman who wishes to appear well in society should study elocution, not only for the charm it gives to all that is said and done, but also for the purpose of affording entertainment to friends." Again, how frequent and varied are the occasions for an appropriate address, for a good story well told, for a clever after-dinner speech. One who can acquit himself creditably is appreciated and sought for, and this power becomes a valuable stepping stone to him.

The proper study of elocution will make the family circle more agreeable, the social circle more desirable, the business man more successful, the teacher more instructive, the professional man more impressive. Pleasant tones of voice and agreeable manners gain friends, win confidence, secure customers, inspire pupils, delight audiences, and are desirable upon every occasion, and valuable in every walk of life.

Our Purpose and Aims

THE Columbian School of Elocution is a development, the outcome of experience. With greater opportunity and advantages, it is bound to accomplish infinitely more than was possible to the long-established Montreal School of Elocution which it supersedes.

This is a school for ladies and gentlemen, and for all—young and old—who desire to learn their possibilities and their limitations—to “know themselves”—to “be and do”, and to devote some attention to profitable and delightful study as a means to personal culture, a livelihood or improved position.

To this end we provide a great variety of subjects from which selection can be made to suit requirements, and—more important still—a staff of well-trained and experienced teachers, helpful and friendly mentors inspiring the pupil to self-effort rather than forcing upon him unappreciated tasks.

Untrammelled by traditional law and out-of-date requirements, we employ truly educational methods and processes for the discovery and development of latent natural powers, often unknown and unsuspected. Aiming at the best results and most rapid progress, we train the pupil to think, to act for himself, and to work “for the joy of the working.”

As will be seen under the heading “Subjects” we offer training in Public Speaking, Entertaining and in all other practical forms of elocutionary expression. We trust, however, that no one will ever be able rightly to lay upon us responsibility for meaningless displays of voice, gesture and words, so often called by the time-honored name of Elocution and regarded by some as the necessary products of elocutionary instruction. Rather, we hope that the results of our work will convince the most sceptical that true elocutionary training is a necessary and valuable factor in a liberal education.

Personal Culture First, foremost and always, this School will stand for personal culture. It is the fundamental idea of our training. Our aim will ever be to develop the natural powers of the pupil, to cultivate his individuality, to teach him to “exalt the rank of his personality,” and to express himself truthfully and attractively by means of the natural languages of voice and body and the conventional language of words. Intending pupils are advised to govern themselves accordingly in their selection of subjects and to be guided by their teachers in their study and practice after they have entered upon a course.

Regular Classes

**Practical, Thorough and Inspiring Instruction with
Practice and Criticisms**

FOR LADIES AND GENTLEMEN

FORENOON..... 10.30 to 11.30	} MONDAYS AND THURSDAYS
AFTERNOON..... 4.30 to 5.30	
EVENING..... 8.00 to 9.00	TUESDAYS AND FRIDAYS

These classes will follow courses of general training prescribed by the Principal. They will be conducted by different teachers, each taking the subject in which he or she excels and specializes.

Pupils will thus have all the advantages of expert teaching, acquaintance with various members of the Staff and training under several co-operating teachers, with its broadening effects.

Each day will have its own course, i.e., Monday's course will be continued on the following Monday, Tuesday's on Tuesday, and so on, thereby enabling pupils to elect certain days and hours for uninterrupted courses.

Regularity of attendance is necessary to the securing of the full benefit and the enjoyment of a course. Pupils working for the Certificate or a Diploma are reminded that absences lower their "general standing" and may necessitate later private lessons at extra expense.

FOR GIRLS AND BOYS

See description on page 12.

SATURDAY MORNINGS

Older Girls and Boys.....	9.30 to 10.30
Young Children.....	10.30 to 11.30

FOR TEACHERS AND PARENTS

See description on page 12.

Saturday Mornings..... 10.30 to 11.30

The Children's Class being at the same hour, a parent or guardian may conveniently attend this class and accompany the child.

Occasionally a class lesson will be cancelled in the interests of an important Lecture, Recital or other event. Due notice of every such change will be given and the lesson will be "made good" to the pupil.

Subjects

Private pupils may select one subject for exclusive study, or several subjects, approved by the teacher, for associated study. Class pupils will pursue a prescribed course.

VOICE CULTURE (for speakers and singers).	PUBLIC READING.
PRONUNCIATION.	ORATORICAL COMPOSITION.
PHYSICAL EXPRESSION.	CORRECTION OF DEFECTIVE SPEECH.
RECTING.	METHODS OF TEACHING.
PUBLIC SPEAKING.	ART OF CONVERSATION.
SILENT READING.	DIALECTS.
DRAMATIC ART.	FUNDAMENTAL PRINCIPLES.
LITERARY INTERPRETATION.	DEBATING.
RHETORICAL STUDIES.	BREATHING AND BREATH CONTROL.
PARLIAMENTARY PROCEDURE.	REPertoire STUDIES.
DICTION FOR SINGERS.	ESSAY-WRITING.
LITERATURE.	LANGUAGE-CULTURE.
PRINCIPLES AND METHODS OF CRITICISM.	IMPERSONATION, ETC., ETC.
FRENCH FOR FOREIGNERS.	PROFESSIONAL PROCEDURE AND BIBLIOGRAPHY (Post Graduate).
ENGLISH FOR FOREIGNERS.	
ART OF STORY-TELLING.	
MEMORIZING.	

Non-Professional: — General Education Ordinary Branches, Languages and Current Events) conducted by expert Special Tutors on our Staff.

The Subjects enumerated above, regardless of any particular order, will give a fair idea of the scope of our work, and the suggestiveness of the names will convey some idea of its nature. But to describe or even outline the nature of the work in each subject would require a very large book indeed. As, however, the subject of Literary Interpretation is involved in and inseparably connected with much of our training, and because of the supreme importance, in our judgment, of the subject itself we have given, on another page, an indication of our aims and procedure in connection with it, under the title "The Vocal Interpretation of Literature."

French and English

PROFESSIONAL training is given in each of the two prevailing languages of this Province, in French by French-speaking specialists and in English by English-speaking specialists.

This, we believe, is the only school of its kind in the world carrying on its work in the two great languages of the world. A unique distinction, truly! and the opportunity for good, thus afforded, is as large as the distinction is unique. Not only may we do something, through mere professional association, towards strengthening the links of friendship that bind together the citizens of Canada's Metropolis, but we may do it directly through our Common Art.

This something, that is almost everything, is to learn to know each other better, and this can best be done by each acquiring a perfect command of the other's language.

As a means to this end we have arranged

Special Courses in English for French-speaking Persons

AND

Special Courses in French for English-speaking Persons

Most faithful efforts have been made and are being made in the teaching of these languages, and with excellent results in many instances. We would, however, draw attention to the fact that rarely do we find one who has studied either language by any of the ordinary methods whose speech and oral expression do not betray his nationality.

No, the indescribable subtleties peculiar to a particular language can be mastered, the highly suggestive lifts and inflexions, tones and cadences, accents and emphases can be acquired by one of another tongue, only by the same means whereby one attains to the highest expressive excellence in his own language:— by elocutionary training.

We offer, then, an ideal method and excellent professional teaching to French-speaking persons who desire to acquire the highest proficiency in English, and to English-speaking persons who desire to acquire the highest proficiency in French.

Persons of any Nationality other than French or English

who desire to acquire greater proficiency in the use of either or both of these languages may avail themselves of the methods and the teaching referred to above.

The Vocal Interpretation of Literature

AN advanced thinker, speaking of Literature, says: "It has a message of beauty and grace for the soul, which is partly in the thought itself and partly in the expression of the thought. It has a grand teaching function, expanding men's minds, filling them with high ideals and in all ways refining their character and ennobling their life." Agreeing with the writer and remembering that

"A perfect judge will read each work of wit,
With the same spirit that the author writ.
Survey the whole, nor seek slight faults to find,
Where Nature moves and rapture fills the mind."

we avoid all grammatical dissection, historical treatment and other joy-killing plans, useful chiefly to the mechanical examiner who finds it difficult to believe that any valuable educational work is being done unless it can be measured out in examination papers. We seek the soul-side of the literary production, the spiritual message, as the source of all that is valuable and educating in its effects, employing methods that not only reveal the hidden meanings, profound philosophy and great lessons to be found in all good literature, but also arouse and awaken the inner life of the pupil. Responsive to the author's thought, this inner life, the pupil's true self, must fully and unmistakably manifest itself, the deep impression craving adequate expression, and voice and body, Nature's languages, effectively communicate the message of the soul to the hearer.

"For when the mind is quickened, out of doubt
The organs, though defunct and dead before,
Break up their drowsy grave, and quickly move
With eisted slough and fresh legerity."

Moreover, so much of the charm of good literature lies in the setting and expression of the ideas in words, those "caskets of jewelled thoughts," the necessary contemplation and voicing of the thought called for by our methods serve to impress the words upon the memory as no formal "learning by heart" can do. The words so associated and dwelt upon also enter into and become a part of a vocabulary, thereby ever increasing in extent and richness, while at the same time, the pupil's speech and language improve as, unconsciously, he gives intensive study to good style which always goes with good subject-matter.

Thus does vocal interpretation, apart from its value as an accomplishment, strengthen the powers of apprehension, imagination, emotion, memory and speech in the pupil, develop in him finer qualities of voice, more appropriate gesture and choicer language, enviable possessions and indisputable hall-marks of high personal culture.

Children's Classes

"Just as the twig is bent, the tree's inclined."

THE animated faces, eager tones, impulsive gestures, and the general delight of the children, observed in the past, together with their rapid progress in expressive voice and action warrant us in believing that our methods are natural and the training conducive to right development and true culture.

Bright and attractive Recitations, Dialogues, Vocal Exercises and Physical Drills will be supplemented by direct training to secure good reading and speaking, proper deportment, refined speech and a love for good literature.

Employing soundly educational processes adapted to the age and capacity of the child, it will be our endeavour to correct faults, secure self-effort and foster good habits at a time of life when it is comparatively easy to do these things and when habits are formed that affect the whole future life of the individual.

Parents and Guardians

are urged to consider the importance and value of the special training of children and growing youth, in deportment, speech and expression, if only to counteract the unfortunate influences, habits and tendencies of the times. Our young people are too often unmannerly, careless if not vulgar in conversation, and lacking in desire for really good literature. Many such grow into young manhood or young womanhood unchanged, frequently with serious consequences that might have been prevented had definite corrective and preventive measures been taken in early life when deep and lasting impressions are made.

The special training we give, both privately and in classes, will be found to be an interesting means to this desirable end and, at the same time, an opportunity for the discovery and cultivation of any talent in the pupil which time may develop into an attractive accomplishment or a power for practical use in public and private life.

Teachers' and Parents' Class

THIS class is intended primarily for pupils working for our Teacher's Diploma, but is open to all teachers actively engaged, to teachers-in-training and to parents.

The course will include lectures and discussions on such topics as Educational Systems and Methods, past and present; the qualifications for teaching; Elocution as a factor in education; the organization of classes; how to teach literature and its vocal interpretation; where and how to begin with the child; the place and function of the teacher of Elocution; how to teach Reading, Public Speaking, etc.; how to arouse enthusiasm and self-effort.

In this class the pupils will have the benefit of the knowledge and experience not only of their teachers, but also of prominent educationists not connected with the school.

Practical demonstrations will be given and questions asked by the pupils will be answered.

Public Speaking Department

Definite instruction (with practice and criticisms) in Thought-Gathering, Debating and the preparation and delivery of Lectures, After-Dinner Speeches, and Addresses of all kinds and for all occasions.

Entertainment Department

Thorough training in all kinds of high-class entertaining, including Shakespearean and other Plays, Monologues, Interpretative Readings and Recitations, Impersonations, Pantomimes and Aesthetic Physical Drills.

A special feature of this department will be "Cutting," by which we mean the selecting, adapting and arranging, for presentation to Audiences, of the most suitable parts from the best books by standard and modern authors and from dramatic literature, thus meeting the demand for UNSHACKNEYED Readings, Recitations, Dialogues and Short Plays.

Recitals by teachers and pupils will be given, from time to time, in the hall of the School, and more public entertainments in larger halls outside.

Advantages of our Training

BROADLY classified and indicated categorically, these are: 1st, Personal culture, discussed elsewhere in this prospectus; 2nd, Thorough preparation for a most desirable and not overcrowded profession, one in which there is an ever-increasing demand for well-trained teachers and artists; 3rd, Valuable help for the advancement of the interests of ladies and gentlemen in their ordinary spheres of life; 4th, A means to improve social conditions generally through the cultivation of higher ideals in life and a refining education.

Some of the more specific advantages will be found elsewhere under the title "The Study of Elocution."

These might be multiplied indefinitely for, apart from its certain and desirable outcome in what is variously known as "delivery," "expression," etc., our training will tend to develop all the powers of mind, body and voice most needed in a successful life.

Positions for Graduates

Although we will not guarantee to secure positions for graduates, we can say that no good teacher of elocution or platform artist need be long out of a position. In the United States the demand for such is certainly much greater than the supply, and in Canada there is a fair demand which certain measures that we will employ are bound to increase. Moreover, we are now in communication with certain professional bureaus and will make far-reaching arrangements for the representation of our graduates, who may rely upon it that we will study their best interests in every way.

College Graduates and Students

having a taste and some qualification for this work are particularly asked to consider the great opportunities for educated men and women in this special field, as teachers, public lecturers or entertainers.

Certificate and Diplomas

Five in all, these are designated as follows:—

The General Culture Certificate (Non-Professional).

The Public Reader's Diploma

The Public Speaker's Diploma **Professional.**

The Dramatic Diploma

The Teacher's Diploma

THE names suggest the purpose of and the required preparation for each. We do not promise the Certificate or a Diploma to anyone, although we will be only too glad to see our graduates in the field, representing us and our work. We will not grind out a batch of graduates at the expiration of a certain time and the payment of a certain amount of money, irrespective of natural endowment, education, culture, progress and achievements. Our Certificate or Diploma will mean something. Its holder will have something worth having when he receives it, whether this be in three months or in three years after his entrance, he will know that no unworthy person holds a similar one, and he will find that those who have the engaging of teachers and artists will give it consideration.

The great function of this School is to train its pupils rather than to decorate them. The Certificate or a Diploma will be granted just as soon as the pupil shows, by his work and ability, that he is entitled to it. Records of attendance, progress and accomplishment will be kept and these with examinations and other means at our disposal will enable the Principal, Staff and associated examiners to determine the pupil's standing from time to time. If a school cannot be trusted to do right in this matter it is not qualified to do its professed work. Not once in the history of the superseded Montreal School of Elocution was a charge of unjust treatment made.

Pupils desirous of securing the Certificate or a Diploma are advised to consult with the Principal at the earliest opportunity.

General Information

Pupils from a Distance

not intending to live with friends in the city should consult us before making arrangements for accommodations with strangers. We will advise them and help them to make a wise choice. We have a list of recommended persons offering rooms and board.

Such pupils should, upon arrival in the city, come directly to the School, where they will receive every attention. If necessary, they will be met at the train by a lady or gentleman connected with the School.

The Location

of the School, on Sherbrooke Street, just opposite Durocher Street, is a desirable one, being close to the heart of the city and yet free from its stir and bustle, while its nearness to the Park Avenue electric car line makes it accessible from every point.

The building is large and attractive, the hall and classrooms being particularly well adapted to the work of the School and the associated Columbian Conservatory of Music.

Timid or Backward Pupils

need not hesitate to join a class through fear that their weaknesses will be exposed or because they think other pupils are more advanced. Each has his or her own individuality which it will be the endeavour of the teachers to develop without exposing weakness, seeking rather to have the pupil feel at ease and appear to the best advantage.

A Group of Friends

may arrange for instruction and training together in any subject, thus enjoying exclusive associations with those whom they know intimately.

Reference Library and Manuscripts

The School has an exceptionally complete library of books on Elocution, Literature and kindred subjects for the free use of pupils in actual attendance, under certain conditions; also hundreds of Manuscripts of Recitations, Dialogues, Addresses and Speeches, Working Plans, etc., which are likewise available to pupils.

Pupils may begin at any time, their course beginning with their entrance, but are strongly advised not to procrastinate when the idea presents itself.

The School will be open throughout the entire year. While the regular class work will be suspended during certain periods, there will always be teachers available for private lessons or special classes.

Tuition Fees

For a Term of Ten Weeks beginning at any time.

Mr. Stephen

One half-hour lesson each week, <i>Private</i>	\$25.00
One full hour lesson each week, <i>Group</i> (shared)	60.00

Mr. Holt

One half-hour lesson each week, <i>Private</i>	20.00
One full hour lesson each week, <i>Group</i> (shared)	48.00

Miss Brittain

One half hour lesson each week, <i>Private</i>	15.00
One full hour lesson each week, <i>Group</i> (shared)	36.00

Miss Saint Jean

One half hour lesson each week, <i>Private</i>	10.00
One full hour lesson each week, <i>Group</i> (shared)	24.00

Miss Greany

One half hour lesson each week, <i>Private</i>	10.00
One full hour lesson each week, <i>Group</i> (shared)	24.00

Mrs. Kerr

One half-hour lesson each week, <i>Private</i>	10.00
One full hour lesson each week, <i>Group</i> (shared)	24.00

Miss Bond

One half-hour lesson each week, <i>Private</i>	10.00
One full hour lesson each week, <i>Group</i> (shared)	24.00

Miss Carter

One half-hour lesson each week, <i>Private</i>	10.00
One full hour lesson each week, <i>Group</i> (shared)	24.00

SPECIAL TUTORS

One half hour lesson each week, <i>Private</i>	5.00
One full hour lesson each week, <i>Group</i> (shared)	12.00

An interested pupil may join a *School Group* or may organize a *Private Group* of personal friends, the fee mentioned being shared by the members.

Class Lessons

(SEE PAGE EIGHT)

One hour lesson each week \$5.00

Special Course, \$50.00

Specifically prescribed and arranged for the pupil's particular needs.

A DISCOUNT of ten per cent. will be allowed to

- (a) Two or more pupils of the same family.
- (b) Clergymen, Teachers and Students.

(A pupil will be entitled to one discount only).

Rules and Regulations

PUPILS are received upon the distinct understanding that they will observe all reasonable requirements of the School, including those mentioned elsewhere in this Prospectus and the following:—

- 1st. Tuition fees are payable in advance.
- 2nd. All matters of business must be arranged at the office only.
- 3rd. No pupil may change from one teacher or class to another without the knowledge and concurrence of the Principal or his representative.
- 4th. Absence from a class in session will not be made good.
- 5th. Failure to keep an appointment for a private lesson will entail the loss of the lesson, unless notice be given not later than the preceding day.
- 6th. Lessons missed through protracted illness will be made good only from the date when proper notice is received at the office.
- 7th. Pupils intending to withdraw from the School at the end of a term arranged for will give at least one week's notice.
- 8th. The character and reputation of every pupil must be above reproach and must be certified to, upon request, by some person satisfactory to us.

Pupils dissatisfied with any arrangement made or treatment received will confer a favour upon us, serve their own interests and act justly and courteously by communicating the grievance to the Principal or to the Managing Director before discussing it with others.

Advice to Applicants

WE take the liberty of making the following personal and pertinent suggestions to those persons who have at all seriously considered the advisability of studying elocution in any of its departments, believing that the importance of the suggestions justifies the more forcible than conventional form of their presentation:

ENTER NOW. If you have any doubt of the advantage to you of our training, take a short course only and learn for yourself just what we do, and how. No amount of conjecture or explanation can give any idea of the true nature and spirit of our work and associated activities. "If I had known what it was like, I would not have delayed" is a familiar expression to us.

TELL US EVERYTHING. Just what your ambitions are. Just what your fears are. Just why you hesitate. "He can best post who knows the most."

CONSULT THE PRINCIPAL. His 25 years' experience with others will enable him to help you. To pupils he will give time and great consideration. Interviews with others must be brief.

ASK OUR PUPILS. Past and present. They are to be found everywhere and they best know the value of our training.

TRUST US to study your best interests in every possible way.

HELP US to make this School a great centre of true educational culture and power, and this you *can* do by acting upon the advice we have given, and *will* do after you have been with us awhile.

The remarkable success of the Montreal School of Elocution during its long career, the programme mapped out for the new institution and the influential support accorded for the carrying out of this programme and all plans, warrant the belief that later it will be considered an honour to have been a pupil of the Columbian School of Elocution in its first year.

This prospectus is necessarily incomplete, as some of the most important features of our work cannot be put into black and white. Such as it is, we submit it to the careful consideration of ladies and gentlemen who may desire, for themselves or others, such training as we offer.

For further particulars or additional information, kindly call at the office, telephone, or address

J. F. H. WALLACE,
Managing-Director.

Columbian School of Elocution,
270 Sherbrooke St. West,
Montreal, Canada.

Telephone: Up 3542

The Principal

AN APPRECIATION by S. P. ROBINS, LL.D., D.C.L.,
Member of The Council of Public Instruction for the
Province of Quebec, and ex-Principal of the late McGill
Normal School.

PROFESSOR JOHN P. STEPHEN has been intimately and most favorably known to me during his whole professional career. This began with a course of training in the McGill Normal School which he pursued with conspicuous success in all the subjects of a wide curriculum, especially in elocution. He was a favorite private and class pupil of the late John Andrew, long and widely known as a most successful teacher of elocution. At the close of each year of his course, in addition to his diplomas as a trained teacher, Mr. Stephen was awarded the highest honours in Elocution. In his course of pedagogical training, Mr. Stephen had the inestimable advantage of association with classmates of marked ability. I will mention the names of a few:—Carrie Derrick, M.A., Professor of Botany in McGill University; Eleanor Ruiter (Mrs. McGregor) who fills an important educational position in the Government of Japan; George W. Parmelee, LL.D., D.C.L., English Secretary of the Department of Public Instruction for the Province of Quebec; Margaret Ross, Lady Principal of the Ladies' College of Vancouver, B.C., who, with Professor Stephen, form a quintette of classmates not easily out-ranked in the annals of any similar institution.

Having at once taken up the duties for which he had diligently prepared himself, within a year or two we find Mr. Stephen appointed Head Master of the McGill Model School, where he acquitted himself well. But he had decided to devote his talent and energy to the teaching of elocution, and, greatly to the regret of all concerned, insisted upon the acceptance of his resignation.

After two years spent in travel and study abroad, establishing his reputation, he was appointed Professor of Oratory in the Western University of Pennsylvania, being at the same time Instructor in Elocution in the Park Institute, in three theological seminaries and periodically in the Pratt Institute, Brooklyn, and in the New York Conservatory of Music.

These positions he resigned in 1891, at the united request of the several authorities of the McGill University, the McGill Normal School and the High School of Montreal, largely on the initiative of the late Vice Chancellor and Principal of McGill University, Sir William Dawson, and Professor Stephen entered upon that course of elocutionary instruction to which

the institutions just named and others of no minor importance have been for many years indebted.

In 1896 he was elected to the Directorate of the National Association of Elocutionists, an honour conferred for the first time in the history of the organization upon a Canadian.

The discipline and instruction of Professor Stephen have been of very great advantage to his pupils, not only in their acquisition of the expected gifts of elocutionary training, but, more remarkable, in the development of that intellectual perspicacity and of that moral poise which underlie the finished art.

Perhaps the most original and effective feature of Professor Stephen's instruction has been his criticism of the efforts of his pupils. Utterly frank and unsparing, but as kindly, as encouraging and as stimulative as they were keenly discriminative, his criticisms have been eagerly sought by those whom he has taught, even after they have entered upon the public functions for which their academic life was preparatory.

From the time of his appointment in 1894 till the date of the supersession of the Provincial Protestant Normal School by the School for Teachers of Macdonald College, Professor Stephen continued to be the highly-valued instructor in elocution of an average of more than 100 teachers in annual training. The final report of this institution referred in terms of well-deserved commendation to "his devotion to his beloved and thoroughly studied art."

I well know that did occasion offer, a chorus of appreciation would rise from men of every profession—Members of Parliament, College Professors, Preachers, Teachers, Lawyers, Public Readers and others, who during the past twenty years have enjoyed the privilege of his teaching, whether privately or in some of the more important educational institutions of Montreal:—in McGill University; in the Diocesan, Presbyterian, Congregational or Wesleyan College; in the College of the Immaculate Conception; in Loyola College; in the High School of Montreal; in the Girls' High School or in the Montreal School of Elocution.

Professor Stephen is in the line of direct and legitimate descent, in both time and work, from what may be called the origin of scientific elocution, the successive links being the celebrated Dr. James Rush; Dr. Jonathan Barber; John Andrew and John P. Stephen.

ADDRESS (greatly abridged) by MRS. JENNIE MULDREW,
Principal of the Alberta College for Ladies, and formerly
connected with Macdonald College, at the Montreal School
of Elocution, May 30th, 1912.

I FEEL that it would be too bad, if I let this opportunity pass without giving expression to my appreciation of the valuable work of our good Guide, Philosopher and Friend, Prof. Stephen, who by his work has reached our minds, giving us the wider outlook and the fairer hope. Browning says: "God uses us to help each other so, lending our minds out."

Now a glance at our ordinary school programme shows the utter futility of the present plan to meet the needs of life, and surely education if it gives anything should give some preparation for life.

This result is not from bad teaching or unfaithful teachers, for anyone who is familiar with public school teachers can testify to their earnest work.

What a valuable thing it would be if all our young girls and boys to-day could have the benefit of such training as this presented by Prof. Stephen! You know when a boy goes into an office to apply for a position he is not engaged on the amount of Latin or Algebra he knows, but the thing that commends itself to an employer is a good bearing, a fine voice, well modulated, distinct enunciation, and the power to say intelligently and intelligibly what he wishes to say. In that rather interesting book "The Letters of a Self-made Merchant to his Son" there are a few clever things. I remember one of them. The father was advising his son in regard to his personal appearance at work and he said something like this, "People may say to you 'clothes do not make the man,' no, but still they make all you see of him during office hours except his hands and face."

If dress is important, still more so is address, which includes a great variety of things summed up generally in what we mean by voice and manner, two things that grow under training in Elocution.

The time now spent on teaching children things of almost no value, if used in this one direction would give invaluable training along these lines. I would have every child taught to read and read well. Place great emphasis on this one branch of a child's education and then *direct* his reading. Teach him not only to read but to *love* it, for this is more than the mere teaching of a branch of learning, and then turn him loose into all kinds of educational reading. In a remarkably short time he would have more knowledge of History, Geography, and many other branches taught to-day as separate subjects than he could acquire in any other manner.

In conclusion, I would like to say I really consider that this one branch in its value **as a creator of mental power**, if taught as it has been taught in these classes, has in itself much of the potential requirements of a liberal education.

ADDRESS (greatly abridged) by WALTER P. BOOTH, B.A.,
at the Montreal School of Elocution, May 30th, 1912.

I desire to add my testimony to what has been said already to-night in appreciation of the excellent series of lectures given by our esteemed Principal, in the Montreal School of Elocution during this past year. Not only the lectures, but the class criticisms, favorable and adverse, have stimulated our individual efforts beyond the measure of expectation.

Speaking personally I can assure you that it means much to devote four hours per week in class and several others hours out of class to the exclusive study of elocution. To speak in common language "that is a big hole eaten out of a man's time." It is a bigger hole in the time of a university man, who at the same time is under the pressure, and in the midst of the rush of the final year, when "every minute is a jewel."

Even so, to-night I look back over it all and am satisfied. It has been worth the price in time and money. These hours have been spent to the greatest advantage, and our reward is an increased power of personality, greater self-control, true culture.

There has been no greater inspiration in my life during the past seven years than the personality and life of John P. Stephen. I say this respectfully and in the contemplation of the many and gifted professors whose lives have touched mine in McGill.

I regard also, his method of teaching as second to none, and superior to many of the methods adopted by our McGill professors. Particularly I pay tribute to his happy and divine faculty of criticism. By means of it he cuts our faults to the very core, and yet somehow we rejoice in the operation, knowing that the knife is in the hands of a master. Twisting the words of the poet I think we all can say, "John P. Stephen, with all *our* faults we love thee still."

To what shall we compare Prof. Stephen, seeing that he has lifted us up, and has given us a fresh start, has made buoyant our emotions, and has quickened our thinking many times when we were depressed in spirit and wearied in body from much study. I have it. He is the mighty Niagara in our midst. It is his tremendous power of personality that has quickened all the faculties of our being and has passed like subtle lightning from him to us. We are the turbines, the dynamos, and the motors. We are the transmission wires, the arc circuits and the platinum conductors carrying the current along, from him, our Niagara, to the world. He is a mighty dynamic in the world of spiritual forces and genuine educational processes; and his department rightly understood, from the palmy days of Greece down to our day, and on to the end of time is and shall be second to none, of all those departments which, taken together, constitute a great university.

(These Addresses have particular interest from having been given in the last hour of the existence of The Montreal School of Elocution, a fact unknown to the speakers or other pupils until later in the evening.)

Supplementary Services

Outside Classes.

Educational Institutions, Literary and other Organizations, in or near Montreal, can arrange for a course of instruction by one of our teachers.

Talent for Entertainments.

Committees responsible for the success of Church or Society Entertainments, Receptions, etc., are invited to communicate with us regarding their programmes or numbers for them—eloquentary or musical.

Drawing-Room Lecture Talks.

Delightful and profitable private lectures for ladies, on Literary, Dramatic and other subjects, so much in vogue in other large cities, are now offered to the ladies of Montreal.

Rehearsing of Plays.

Amateur Dramatic Clubs, Institutions, and groups of friends can secure the services of a professional Instructor for "coaching" and the complete preparation and production of plays.

Special Criticisms.

To meet the demand of public men and women for a disinterested appraisalment of their general style and delivery, and of many in private life who are called upon to "give an Address," "read an Essay," "take part in a Debate," etc., we give a professional Opinion, with Criticisms, Suggestions and Advice pertaining to both matter and manner.

A Staff of experienced and successful Specialists, other highly-qualified persons associated with us but not named, and the best outside connections, enable us to offer practically any service directly or indirectly connected with our profession.



