

FILE 311

CURRICULUM:

GENERAL

DOCKET STARTS:

STEPHEN, J. P.

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Curriculum

Telephone:- Uptown 181.

538 Dorchester Street, West,
Montreal,
June 8th, 1921.

Sir Arthur Currie, G.C.M.G.,
Principal,
McGill University.

Sir,

With reference to the Curriculum
for next year, may I ask if any provision has been
made for the training of young men in Public Speaking?

If not--or indeed in any case--I shall
esteem it a favour if you will grant me a brief inter-
view at your convenience within the next few days.

This work, so prominent in other
leading Universities, appeals to me very strongly,
both professionally and on broad educational grounds.

Yours respectfully,

J. P. Stephens.

SKETCH OF CAREER

(AN APPRECIATION by S.P. Robins, LL.D., D.C.L.,
Ex-Principal of McGill Normal School and Member
of the Council of Public Instruction for the
Province of Quebec.)

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.

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 study and travel 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 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.

-Continued on other page-

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 had taught, even after they have entered upon the public functions for which their academic work was preparatory.

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 of the chain being the celebrated Dr. James Rush; Dr. Jonathan Barber; John Andrew and John P. Stephen.

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538 Dorchester St West.,

Montreal, Nov. 21, 1921.

Sir Arthur W. Currie, G.C.M.G., LL.D.,
Principal, McGill University,

Dear Sir Arthur Currie,

I was naturally gratified to learn through the Press that you have announced negotiations now under way for a Chair of Public Speaking.

To furnish strengthening evidence of the utility of such a course, I have taken the liberty of asking two or three leading men in the Profession to write you briefly on the matter.

Trusting that an early arrangement may be effected,

Yours respectfully,

A. S. Stephens.

Copy

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324 Sherbrooke St. West,
Montreal, June 16th, 1921

TO WHOM IT MAY CONCERN:

I have much pleasure in writing a few lines of appreciation of Professor John P. Stephen as a teacher of Elocution because I have known him for many years, and have heard him spoken of in terms of high regard not only by his teacher, John Andrew, and by Dr. Robins, whose opinion should carry much weight, but also-- and this is an essential point--by those whom he has taught.... He does not aim at stagey and stilted effects. He treats his subject in a large and natural manner and avoids the artificial and pestiferous thing known as declamation.

The only way to produce good speaking and good reading--above all, good reading--is to awaken genuine feeling in a student and to encourage the faculty of thoughtful personal interpretation and not the ability to express formal and sham emotion. That is what Professor Stephen honestly and earnestly sets himself to do. And I may add that I speak on this subject of Elocution from much practice and experience.

Let me add, further, that if the English spoken in Canada is to be saved from utter vulgarity and debasement, in public and equally in private utterance (and it is, in fact, deteriorating rapidly) some definite and decided steps will have to be taken by those in a position to counteract the evil. What Henry James said in a scathing address on English speech delivered to the women of a leading American college--Vassar or Bryn Mawr, I forget at the moment which--should be taken to heart by every one who thinks his own personal quality and his noble linguistic heritage matters of importance.

(Signed) Chas. E. Moyse,
Vice Principal Emeritus of McGill University
and Molson Professor Emeritus of the
English Language and Literature.

AMERICAN ACADEMY OF DRAMATIC ARTS
CARNEGIE HALL, NEW YORK

OFFICE OF THE PRESIDENT

November 21, 1921

Sir Arthur Currie, G.C.M.G., LL.D.,
Principal, McGill University,
Montreal, P.Q., Canada.

My dear Sir:

I am greatly interested to learn that you have under consideration an endowed Chair of Public Speaking for your University.

I am interested because of two reasons. First, because of the great and developing importance of training in public speaking, not only for oratorical purposes but as an educational factor in the personal expressive powers of students and of use vocationally in many directions other than public speaking itself. The training of the voice, the manner, the action, the relation to and influence upon audiences and in many other ways the regular courses of training in such subjects I sincerely believe can be of great value in the curriculum.

My second cause of interest lies in the fact that Professor J. P. Stephens, I understand, has some chance of being engaged for the proposed professorship in your University. I have known Professor Stephens for many years, he is one of our leading authorities in the Speech Arts and I know of no one who would fill the position with better success than he.

Very truly yours,

Franklin D. Layton

President.

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SCHOOL OF SPEECH
OF
NORTHWESTERN UNIVERSITY

ROBERT L. CUMNOCK,
DIRECTOR EMERITUS

EVANSTON, ILLINOIS

RALPH DENNIS,
DIRECTOR

Nov. 21, 1921

Sir Arthur Currie,-

Dear Sir:- I received a telegram this morning from J. P. Stephen saying you were negotiating for the endowment of a Chair of Public Speaking in McGill Univ. I wish you all success in fostering the useful work of Public Speaking in University training. I recall Mr. Stephen as a young man of sterling character, with more than ordinary aptitude in the work of Public Speaking and Debate.

Yours sincerely
Robert L. Cumnock

DOCKET ENDS:

STEPHEN, J. P.

Curriculum

September
Fourteenth
1921.

Hon. Mr. Justice E.F. Surveyer,
The Judges' Chambers,
Montreal.

Dear Mr. Justice Surveyer:-

Let me acknowledge receipt of your letter of September 13th, having reference to Professor John P. Stephen, and to say that if it is decided to establish a Chair of Education at McGill Professor Stephen's application will receive every consideration.

I am glad to hear you speak so well of him.

Yours faithfully,

Principal.



The Judges' Chambers

Montreal, Sept., 13th 1921.

General Sir Arthur Currie, G.C.M.G.,
Principal McGill University,
Montreal.

Dear Sir Arthur:-

I am informed that Professor John P. Stephen has been mentioned as professor of elocution of McGill.

I am myself an old pupil of professor Stephen, having taken a course under him in 1892 or thereabouts, and I may say I have kept the pleasantest recollection of his teaching methods and of his personality. Not only do I consider him able to teach elocution properly but I also consider that he is fit to train instructors in that art. As to the length of his experience, others may perhaps inform you better than I can, but as an old pupil of Professor Stephen I am in a position to testify as to the quality of his work.

Believe me dear Sir Arthur,

Yours respectfully,

A handwritten signature in cursive script, appearing to read 'B. Paterson'.

Curriculum

January
Fourteenth
1922.

Alfred Gordon Esq.,
68 Hillcrest Avenue,
Montreal West.

Dear Mr. Gordon:-

I thank you very much for your letter of January 9th, and for the volume "The Acquisitive Society". I have not yet had time to read it, but if I enjoy it as much as I did the "Case for Capitalization" I shall find it very good reading indeed.

I shall be glad to see you any time that it is convenient for you to call.

The comments you have made on the way in which things are some times taught are interesting and no doubt perfectly true. Certainly, it is not resented because I know it is your desire to help rather than to hinder.

With all good wishes, and hoping that I may see you soon, I am,

Ever yours faithfully,

68 Hillcrest Avenue,

Montreal West,

Jan. 9th. 22.

Dear Sir Arthur,

Accompanying this note is a very belated Christmas present!

I bought it at least a month before Christmas, and set it carefully aside so as to be sure not to forget it, and then forgot it.

Then I said, Well, I'll send it for the New Year! But I did not know of any address except the University, and I concluded you would not be there on New Year's Day, though I dare say I was wrong.

Anyway, here it is at last, and it carries with it vivid remembrances of your kindness to me in the summer, and the very warmest wishes for the greatest enhancement of your prestige (ever-increasing) at McGill.

I do not know that you will agree with Mr. Tawney to any great extent, but I found you so exceedingly fair in listening to a heretic, and a much younger man, that I think you will readily admit that he gives powerful expression to the opposite side of the case supported by Hartley Withers.

I had hoped, when I got the book, to write good news of myself; but I am once more "in the soup". What I should have done (what we-mother and I should have done)-without that lift from you, I don't know. It added so materially to the scraps I secured during the summer, until I went back to steel-work on the Mount Royal Hotel, to be "out" again on the 14th. of this month.

I am sure that though this is not a begging letter, you will bear me in mind; but I should like very much to see you some time about

something else altogether, something near to you - McGill.

The boy I coached for the June matriculation is now at the University, and through him I am finding confirmed all that I have often felt about the curriculum, at least in respect to first year science, the part with which I have come in contact.

As far as I can make out, the students are "examined" every week, with the result that they are doing a sort of perpetual "cram". I may be wrong - and that's why I am speaking directly to you, instead of writing a "crank" 's letter to the press. But I think there's some truth in the charge.

I asked this boy how he was taught the subject of Light, and it seems that the curriculum follows the text-books slavishly. Most of the text-books teach first of all what is known as "geometrical optics", after which they take up the "wave theory of light", which they consider as "too advanced" for "elementary" students. I'm quite sure that that is all nonsense. I learned Light under Sylvanus Thompson, who threw text-books to the winds. We were given the "wave theory" right away, and so learned to ~~reason~~ reason the whole subject out, not learn a lot of "geometrical" formulae parrot-wise. I can't imagine anything worse than perpetual examinations on text-books, And the text-books themselves! I looked at the physics, and found that the discussion of the kinetic theory of gases had no worked examples as a guide to the student in answering the questions at the end of the chapter.

I should be glad if you would give this some thought, for I do not think I am wholly wrong. Teaching is not as forward as it should be. I taught this boy his trigonometry up to matriculation standard in a few days, but how? By throwing the text-books away, and commencing where most of them leave off (in elementary work), with the graph of

the functions of an angle, so that he was taught as a reasonable human being, not a parrot.

Examinations are an unavoidable evil, but, I think an evil that might be more mitigated than it has been for the past few years at McGill.

I know you are entering in slowly but surely upon every detail of the University life, and will realise that this very tentative criticism is designed in a constructive, and a not a destructive, spirit,

Yours very sincerely

Alfred Gordon

DEPARTMENT OF



TRADE AND COMMERCE
CANADA

Currie

COMMERCIAL INTELLIGENCE SERVICE
OFFICE OF THE
CANADIAN TRADE COMMISSIONER

44 WHITEHALL STREET

PERSONAL

NEW YORK October 16th, 1922.

IN REPLY PLEASE QUOTE FILE NO.....

Dear Sir Arthur Currie:-

In some educational circles in the United States it is felt that the time is opportune when the Universities of both countries might undertake to deepen the mutual understanding between the citizenry of the two nations. To this end the Department of History of Yale University has recently inaugurated a course under the general subject of "The Evolution of North American Society", and for your information I enclose an outline of this course. You will observe that it deals with North America as a whole, the lectures for the first four weeks dealing exclusively with the Dominion of Canada.

Yours very faithfully,

A handwritten signature in dark ink, appearing to read "Frederic Hudd".

(FREDERIC HUDD)
Canadian Government Trade Commissioner.

General Sir Arthur Currie, G.C.M.G., K.C.B.,
McGill University,
Montreal,
CANADA.

FH.R.
encl.

THE EVOLUTION OF NORTH AMERICAN SOCIETY
HISTORY B-27-A

1st week.

Canada.

1. History
2. "
3. "

Skelton, The Canadian Dominion, Chapters II, III, IV.

2nd week.

Canada.

1. Forest and forest products.
2. Fisheries.
3. Agriculture.

Skelton, chapter V (to 258); Colby, Source Book for the Economic Geography of North America; ch. I Sec. 1, 2, 3, 4, 6; II, Sec. 1, 6, 10; III Sec. 2, 3, 5, 7, 8, IV, Sec. 2, 3; V, Sec. 1; VI, Sec. 1, 3, 5; VII, Sec. 1, 3.

3rd week.

Canada.

1. Transportation.
2. Industry
3. Commerce and Finance.

Colby, Ch. 1, Sec. 5. II, Sec. 7, 8, 9, 11, 12; III, Sec. 4, 9, 10, 11; IV, Sec. 4, 5, 6; VI, Sec. 6; VII, Sec. 2, 4. Coolidge, The United States as a World Power, Ch. IV.

4th week.

Canada.

1. Canadian nationality.
2. Canada in the British Empire.
3. Canada and the United States.

Wrong, The United States and Canada, entire, Skelton, pp 258-277.

5th week.

Mexico.

1. Physical features and natural resources.
2. The Mexican People.
3. Transportation.

Colby, Ch. XIII; XIV Sec. 1, 2, 15, 16. Blakeslee, Mexico and the Caribbean, Ch. 1, 11, 111, IV, VI.

6th week.

Mexico.

1. Agriculture and the land system.
2. Industrialism and commerce.
3. The Problem of Oil.

Colby Ch. XIV, Sec. 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17. Blakeslee Ch. V, VII, VIII.

7th week.

Mexico.

1. The Mexican nation.
2. The Mexican nation and the United States
3. The " " " " " " " "

Shepherd, The Hispanic Nations of the New World, Ch. X.
Blakeslee, IX, X, XI, XII, XIII, XIV, XV.

8th week.

United States.

Economic Basis for America's Position in the World

1. Power Reservoirs.
2. Minerals, forests and the policy of conservation.
3. Transportation.

Coolidge, Intro. Ch. 1, 11, Colby, Ch. VIII, Sec. 3, 4, 5, IX, Sec. 9, XI, Sec. 5. XII, Sec. 1, 4, 5, 7.

9th week.

United States.

Economic Basis for America's Position in the World.

1. Industrialism.
2. Commerce and Finance.
3. Agriculture.

Colby, VIII, Sec. 1, 2, 8; IX, Sec. 2, 3, 4, 5, 6, 7, 8; X, Sec. 5, 6, XI, Sec. 1, 3, 9; Demangeon, America and the Race for World Dominion, Ch. 1, 11 (to 38). IV (to 87)

10th week.

United States.

Military Basis for America's Position in the World.

1. Strategic Position.
 2. Military and naval power.
 3. The Monroe Doctrine and the policy of isolation.
- Demangeon, Ch. 111, Coolidge, Ch. V. To be arranged.

11th week.

United States.

The Direction of American Policy.

1. Political institutions.
2. American points of view.
3. Controlling factors in America.

Coolidge, Ch. II, IV, Demangeon Ch. VI, VII, VIII, Conclusion

12th. week.

United States.

America's Use of her Position in the World.

1. Imperialism and South America.
2. Cuba and the United States.
3. Porto Rico and the United States.

Coolidge, Ch. VII, XVI, Shepherd, CH. XII, Blakeslee, Ch. XVI, XXIII.

13th week.

United States.

America's Use of her Position in the World.

1. Santo Domingo and the United States.
2. Hayti and the United States.
3. The remaining West Indies.

Blakeslee, Ch. XVII, XVIII, XIX, Fish, the Path of Empire, Ch. XVI.

14th. week.

United States.

America's Use of her Position in the World.

1. Central America and the United States.
2. Central America and the United States.
3. Comparison between the British Empire and the American Empire.

Blakeslee, Ch. XX, XXI, XXII, Coolidge XV, Shepherd CH. XI.

15th. week.

United States.

America's Use of her Position in the World,

1. European policy.
2. Asiatic policy.
3. American policy.

Demangeon, Ch. V. Coolidge, Ch. X, XIII, XVII, XVIII, XIX, Fish XVII.

DEPARTMENT OF



TRADE AND COMMERCE
CANADA

COMMERCIAL INTELLIGENCE SERVICE
OFFICE OF THE
CANADIAN TRADE COMMISSIONER
44 WHITEHALL STREET

IN REPLY PLEASE QUOTE FILE NO. PERSONAL

NEW YORK

October 13, 1922.

THE HONOURABLE SIR SIVASWAMY AIYER, K.C.S.I.

Dear Sir Arthur Currie:-

The Honourable Sir Sivaswamy Aiyer, K.C.S.I. Indian Delegate to the recent Assembly of the League of Nations at Geneva, is on a tour of Canada and the United States. Our Government will show some attention to him when he is in Canada and I am writing to advise you that Sir Sivaswamy has expressed a desire to see McGill University as he is active in educational circles in India and is a Fellow and past Vice-Chancellor of the University of Madras.

Unfortunately an appointment with the British Ambassador at Washington has made it necessary for Sir Sivaswamy to limit the length of his stay in Montreal and he will be there for one day only. He arrives at Montreal by the 8:40, from Albany on Sunday October 15th, remaining until 4 P.M. the following day Monday October 16th when he will leave for Ottawa. He will be at the Windsor Hotel.

Yours very faithfully,

(FREDERIC HUDD)
Canadian Government Trade Commissioner.

General Sir Arthur Currie, G.C.M.G., K.C.B.,
McGill University,
Montreal,
CANADA.

FH:MS

Dr Adams will attend to this matter

Curriculum

March 24th, 1924.

H. S. Van Scoyoc, Esq.,
Montreal Publicity Association,
248 St. James Street,
Montreal.

Dear Mr. Van Scoyoc:-

We have given some further consideration to the provision of a course which would be suitable for advertising men and have had one or two meetings on the subject. It is for this reason that your letter of February 22nd has not been replied to at an earlier date.

Of course, it need hardly be said that the University is anxious to render any possible service to the business community and in special to provide instruction which may help to raise the general standards of a calling. There are two aspects from which we must look at the provision and arrangement of such courses,- (first, what may be called the cultural point of view, and second, the purely technical one. In all university education the former is, of course, the principal one. Even, for example, in the Faculty of Applied Science our primary endeavour is to turn out graduates with a sound general knowledge of engineering, much purely technical detail he must learn later.

The same considerations apply to extension courses. The principal aim of the university in supplying any extension course is to improve the general background of the student, not to give him detailed technical instruction. Furthermore, although the point is a less important one, it would be quite impossible to aim at providing a special training for a very large number of

H.S. Van Scoyoc, Esq. - 2 -

businesses. You can easily see that the calls on both staff and space would be excessive.

In view of these considerations it does not seem that it would be possible for the University to offer a technical course along the lines which you suggest. The staff is not equipped for it and it is not, as you will see, entirely in line with our aims.

By way, however, of making a constructive proposal I should like to suggest that the most valuable contribution we could offer would be some general instruction in Business Psychology and Business English. We can provide courses of about thirty lectures in each of these subjects at which we would welcome members of your association. You might think it wise to combine this with a course given under your own arrangements on the subjects outlined in your letter of February 22nd.

I shall be very glad to discuss the matter with you at any time.

Yours faithfully,

Principal.

MONTREAL PUBLICITY ASSOCIATION



February 22nd. 1924.

Mr. J. A. Nicholson,
Registrar,
McGill University,
Montreal.

Dear Sir:-

With further reference to the Advertising course in McGill. We have discussed this matter somewhat in detail with Mr. D. L. Weston who is Chairman of our Educational Committee and we have been very much gratified at your prompt and sympathetic letter. It is indeed a hopeful and happy augury to find McGill ready and willing to institute business endeavour. It gives me, therefore, great pleasure to reply to your letter.

Montreal's rapid business growth has, inter alia, been the cause of many advertising agencies starting in business in this City. But whilst some of these agencies are manned by real advertising men, others are not so well officered; and many of them would gladly avail themselves of an Advertising course under your auspices. Further, many firms who have not, in the past, given advertising much thought, are today appointing men whose sole duty it is to conceive and carry out advertising campaigns. Also; the press of this City employ many men in their advertising departments who, possessing some technical information by reason of their environment, still lack great essentials of advertising education. It can be surmised also that the general public will also avail themselves of such a class. As a case in point last year the Y.M.C.A. had 12 students in their advertising course: this year they have 19.

As to the lecturers. The rank of the Montreal Publicity Association contain not a few men who are recognised leaders in their particular field

Mr. J. A. Nicholson.

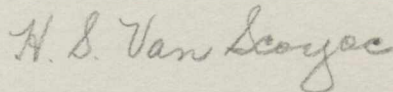
of advertising, and I do not think there is ground for any anxiety on the point of securing competent lecturers. Further, our business connection bring us into touch with other experienced advertising men not in the Association, who could easily be prevailed upon to help make the course a success.

The question of the number of lectures in a course, and their subjects, is one that would require some very earnest consideration; but I attach a rough draft of what might be considered the essentials of such a course. If the University authorities were to seriously contemplate instituting an advertising course I would be pleased to appoint a special Committee of experts to draw up a complete program.

Yours very truly,



President.



HSVS/MC.

- 1 - Address on Advertising by a well known advertising man. ✓
- 2 - Analysis
 - (a) Analysis of the Market ✓
 - (b) Analysis of the Selling Plan.
 - (c) Analysis of the Selling Theme.
- 3 - Advertising Copy
 - (a) How copy may be classified
 - (b) The Elements of advertising copy
 - (c) Styles
- 4 - Advertising Layouts
 - (a) What the layout is Used for
 - (b) Elements of the Layout
 - (c) How copy should be prepared to go with the layout
 - (d) How layout can be used to accent copy atmosphere
 - (e) Essentials of a good layout
- 5 - Typography
 - (a) Explanation of the Point System
 - (b) Sizes of Type
 - (c) Measuring Advertising space and figuring the number of words required for different sizes of type.
 - (d) Borders and Rules
 - (e) Different Type Faces
 - (f) The effective use of type
 - (g) Getting the benefit of your printer's knowledge about good typography
- 6 - Advertising Illustration ✓
 - (a) Purposes of Illustrations
 - (b) Methods of Attracting Attention
 - (c) Illustrations of the Article itself
 - (e) Illustrations of Features
 - (f) Preserving proper balance between the illustrations and text matter.
 - (g) Harmony between the illustration and the subject
 - (h) Over-illustration - Under-illustration
- 7 - Engravings
 - (a) What is an Engraving?
 - (b) Kinds of Engravings
 - (c) How to figure engraving dimensions
 - (d) How to order
 - (e) How copy should be sent to the engraver
 - (f) Color plates
 - (g) Lithography and offset processes
 - (h) Reproductions of original engravings.

8 - Printing and Printing Methods

- (a) How copy should go to the printer
- (b) Composition
- (c) Galley proofs
- (e) Proof reading
- (f) The make-up (show a made-up form)
- (g) The make-ready
- (h) The process of printing
- (i) Paper
- (j) How to co-operate with your printer

9 - Direct Advertising

- (a) Purpose
- (b) Distribution - the Mailing List ✓
- (c) Material for direct mailings
- (d) The follow-up system
- (e) How to plan an effective direct mail campaign
- (f) Examples of effective direct mail advertising

10 - Retail Advertising

- (a) Outlining a Policy ✓
- (b) Planning the year's work
- (c) Determining advertising style
- (d) The advertisement
- (e) Sales
- (f) Suburban advertising
- (g) Direct advertising
- (h) Posting, street car cards, signs
- (i) Record keeping es
- (j) Examples of retail advertising for different businesses
- (k) Institutional advertising.

11- National Advertising

- (a) Calculating and distributing the appropriation ✓
- (b) Selection of magazines, class papers and newspapers media.
- (c) How to buy space judiciously
- (d) Magazines
- (e) Class papers
- (f) Newspaper advertising
- (g) Getting the most out of advertising

12 - Outdoor advertising

- (a) How outdoor advertising can be advantageously employed
- (b) Different uses of outdoor advertising ✓
- (c) Different kinds of outdoor advertising
- (d) Advantage and disadvantage of outdoor advertising of various kinds.
- (e) Examples of unwise outdoor advertising
- (f) Examples of effective outdoor advertising

13 - Advertising Display,

- (a) Purposes of display
- (b) Merchandise display
- (c) Window display
- (d) Supplemental display
- (e) Developing sales through special display
- (f) Examples of successful display ideas.

Curriculum

December 2, 1926.

Mr. L.R. Howard,
The Nugget Polish Company, Limited,
1000 Amherst Street, Montreal.

Dear Sir:-

I have received your letter of November 25th and now wish to reply as follows. No course of study for the practical training of journalists is offered at present at McGill University. The foundation of a Department of Chair in Journalism has, however, been discussed recently by some interested parties, both within and without the University, and a Department may possibly be set up in the future, if sufficient funds can be found.

There are many people interested, however, who think that the best course for an intending journalist is a scholarly course of study in such subjects as English Composition, English Literature, History, Politics and Economics, and that the technique and practice of newspaper reporting and editing can best be learned by actual experience. After all, a University cannot equip any student fully for the practice of any profession. The best that it can do is to carefully prepare the student to begin his practice, with the hope of a larger future success. I, myself, should welcome the foundation of a Chair at McGill College devoted to a special study of methods of Journalism, and I am also inclined to think that most of my colleagues are of that mind.

Yours faithfully,

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

OFFICE OF THE DEAN

December 1st, 1926.

Sir Arthur Currie,
Principal,
McGill University.

My dear Principal:-

I am re-enclosing Mr. Howard's
letter to you, and a suggested reply.

Yours very truly,

Dr. A. MacKay

Dean.

Encl.

COLMAN-KEEN
(CANADA) LIMITED.

RECKITTS
(OVER SEA) LIMITED.

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1000 ~~102~~ AMHERST ST., MONTREAL

IN YOUR REPLY PLEASE REFER TO

N^o _____

November 25th, 1926.

The Principal,
McGill University,
Montreal, P.Q.

Dear Sir,

Will you please advise me if you offer any course in Journalism. The University of Toronto have such a course, and they also have a special short course which is given under the auspices of the Sigma Delta Chi fraternity, and I was wondering whether you have anything of this nature to offer.

Thanking you in advance for any information which you can give me,

I remain,
Yours faithfully,

L. P. Howard.

*Dear Mr. Mackay
Please prepare answer
A. L. Wood*

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

OFFICE OF THE DEAN

December 1st, 1926.

Mr. L. R. Howard,
The Nugget Polish Co., Ltd.,
1000 Amherst St.,
Montreal.

Dear Sir:-

I have received your letter of November 25th, and now wish to reply as follows. No course of study for the practical training of journalists is offered at present at McGill University. The foundation of a Department or Chair in Journalism has, however, been discussed recently by some interested parties, both within and without the University, and a Department may possibly be set up in the future, if sufficient funds can be found.

There are many people interested, however, who think that the best course for an intending journalist is a scholarly course of study in such subjects as English Composition, English Literature, History, Politics and Economics, and that the technique and practice of newspaper reporting and editing can be best learned by actual experience. After all, a University cannot equip any student fully for the practice of any profession. The best that it can do is to carefully prepare the student to begin his practice, with the hope of a larger future success. I, myself, should welcome the foundation of a Chair in McGill College devoted to a special study of methods of Journalism, and I am also inclined to think that most of my colleagues are

of that mind.

221. WOOLWICH STREET.
GUELPH.

Nov 25/31

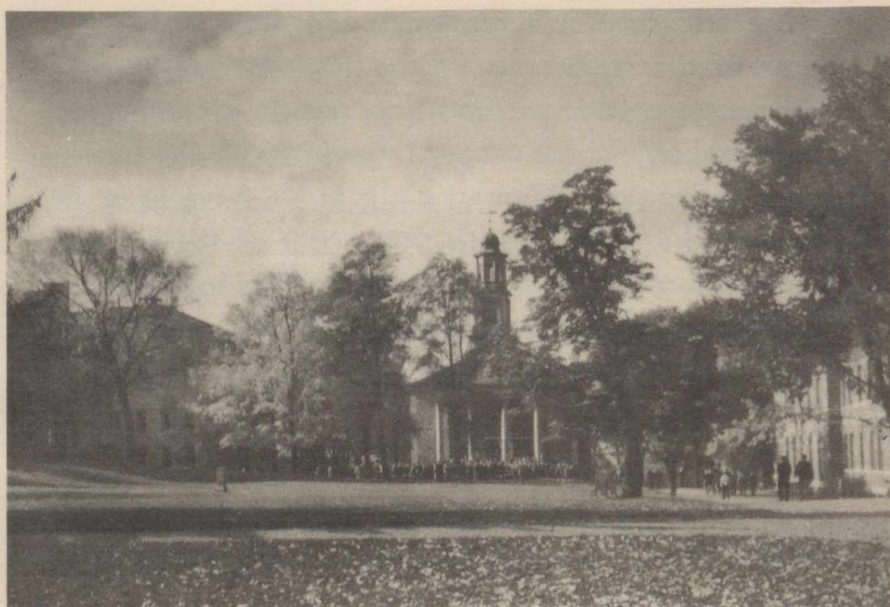
Dear General Celine

I am sending you
Colgate Paper No 1 - which
was given to me in
Chicago yesterday - It
impressed me - as being
quite sensible - and I
am sending it on to you

Perhaps you have already
had it drawn to your
attention

With best regards
I am -

~~How~~ How



The Freshman Enters The Field of Knowledge

GEORGE B. CUTTEN

President of Colgate University

WHAT should a college freshman study? It is not an idle question. What the man studies in his first year will influence the work of all his college course. He must begin right or he is likely to end wrong. "Well begun is half done" is a good motto both for college curriculum makers and for college students.

Faculties have in recent years become acutely conscious of the importance of the first year of the college course, even if students have not. In consequence, there has been a great deal of tinkering with the freshman curriculum. Here at Colgate we have been as dissatisfied as anyone with this aspect of the college situation—so much so that we finally decided to grasp “this sorry scheme of things entire,” and remould it. How have we done this?

WE have created five survey courses, which every freshman is required to take. These five courses occupy two-thirds of his class-room time; the other third is used as seems best in his individual case.

The student in his first year is given airplane views of (1) the field of the physical sciences, (2) the field of the biological sciences, (3) the field of the social sciences, (4) the field of philosophy and religion, and (5) the field of the fine arts. The analogy of the airplane is exact. The view of each field is rapid; it reaches to wide horizons; it ignores details in favor of the general lay of the land.

WHEN the freshman has completed his survey course in the physical sciences, he knows what physics and chemistry, geology and astronomy are, and how each of them concerns itself with the problem of

the material make-up of the world—and the universe—in which we live.

The survey course in the biological sciences gives him an airplane view of living matter, beginning with the protoplasm of the smallest living organism and ending with the mind of man. He gains a conception of unity and orderly development in the processes of life. He comes to have a realization of the different aspects which life assumes upon the earth.

IN the social science survey course the freshman moves rapidly over the regions occupied by government, economics, sociology, education, and history—the sciences that deal with man's adjustment to the conditions of life in civilized society.

The philosophy and religion survey course gives the freshman a picture, in broad sweeping outlines, of what the world's philosophers and religious teachers have thought about the universe and man's relation to it. It attempts to make clear to him that both religion and philosophy have had tremendous influences on the life of mankind, that scientific explanations are not ultimate explanations, that the great personalities in thought and teaching have sought for reality in terms of the immaterial, the timeless, and the spiritual.

The purpose of the survey course in fine arts is to introduce the student to the appreciation of those forms of expression which have beauty as their dis-

tinguishing characteristic. The course deals with painting, sculpture, architecture, music, and literature.

THE survey courses show the freshman what there is to know. Through them he discovers that knowledge is not made up of a multitude of unrelated subjects — history, chemistry, economics, religion, psychology, literature, and so on through the pages of the college catalogue—but is composed of a few broad fields, each with a unity of its own. When he looks over all of these fields, side by side, two things happen to him. In the first place, he comes to realize what the domain of human knowledge, as represented in the college curriculum, has to offer him. In the second, it begins to dawn upon him where his own principal interest lies—what he wants chiefly to study in college, and at what he would like to use his knowledge when he gets out into the world. This last is the really important happening, for college is either a preparation for life, or it is nothing. But it cannot be brought about without the first. Unless a student is shown in his first year what there is to know, how can he decide what he wants to learn during his later college years and to use thereafter?

Under the plan which we are carrying out at Colgate, it is essential that the student should make up his mind before the end of his first year what he wants to focus his efforts on during the rest of his course. Be-

fore he enters his sophomore year, we ask him to select, as his field of concentration for the rest of his course, one of the Schools into which the College is divided. We do not let him, as the years go by, wander footloose as the fancy strikes him. He must commit himself to a single field, so far as his main efforts go, becoming a student of the physical sciences, of the biological sciences, of the social sciences, of the fine arts, of philosophy and religion, or of language, as his interest and his ability may indicate.

This aspect of our procedure at Colgate will be set forth fully in another paper. It is referred to here only because it constitutes a great part of the reason for being of the survey courses.

THIS is the third year for two of our survey courses, the second for one of them, and the first year for the remaining two. In developing them, we have found out the importance of having them carried on in small groups, where intimate, informal discussion is possible, rather than in large lecture sections or recitation divisions. College students should be encouraged—not to say taught—to think. Making them talk is a surer way to make them think than making them listen—or making them “recite.” Hence our insistence upon the small discussion groups in the survey courses.

We find ourselves justified by experience. The stu-

dents like the group method better than the old way. Members of one class which had been taking a survey course—103 in number—were asked whether they preferred the lecture or the group discussion method. Ninety-five of them voted for the group method, only eight for the lecture way. This preference is strong evidence of the interest aroused by the courses. Young men would not choose to sit in small groups and discuss something which bored them. They would rather be bored at long range without effort on their part.

WE found out other interesting things by questioning the students. We asked them if the survey course was "a good idea." Five out of six said it was. We asked if the course—it was in the social sciences—had stimulated their interest in any aspect of social phenomena. Three out of four said that it had. We asked if the course had aided them in selecting courses in the various social science departments. Seven out of ten said that they had been aided by it. In putting these questions we convinced the students that perfect anonymity would be preserved and that there would be no possibility of connecting any set of answers with the author of them. It is fair to presume, therefore, that they answered frankly and fearlessly.

The testimony of the faculty members who give the survey courses is to the same effect. They find the freshmen in the discussion groups interested and alive,

entering actively into discussion, questioning, and debate.

THE interest which the freshmen show in the survey courses—in fact I think we might truthfully say their enthusiasm for them—is no more than we expected. A student enters college with eager anticipations of the new studies, the new environment, and the new methods which he believes are before him. If, as so generally happened in the past, he finds when he enters the freshman year little less than a continuation of his high school work—a little more French, a little more English, a little more mathematics and history and science—his expectations are dashed and his enthusiasm rapidly wanes. But when, under the new plan, we introduce the student to a broader field of knowledge, to a new way of looking at studies, not as single subjects but as parts of a general whole, and to a more intimate and personal method of approaching those studies, he finds that his hopes are being realized. College becomes no mere continuation of preparatory school, but a new experience justifying his anticipation and his interest.

WE did not invent the survey course idea at Colgate. A score or more of other colleges have experimented with it. But Colgate is the first to carry the idea to its logical conclusion. Our five courses,

spreading over the whole domain of human knowledge, and required of all freshmen, constitute a new departure in college education.

Others have undertaken to survey a single field, or at most two. Some have made the courses elective or have made them available for selected groups. But we at Colgate have two very definite convictions about the survey courses. In the first place, if the newcomer to college is to explore the domain of knowledge, in order to plan his journey through it, he must explore every section of it. And in the second, if it is good for one freshman to be given the chance to find his bearings in the field of knowledge it is good for all.

SURVEY courses are not old-established institutions in America. The oldest of them began hardly more than ten years ago. Most of them are much younger. Colgate, after studying closely and critically the experience of other institutions, has adopted the program which it believes most likely to solve successfully at least one aspect of the vexing problem of the freshman year.

November 28th,
1931.

H. O. Howitt, Esq.,
221 Woolwich Street,
Guelph, Ontario.

Dear Mr. Howitt,

I thank you for your kindness in sending me Colgate Paper No. 1. I was not acquainted with this plan of Colgate's, and until I know something more about it than what is disclosed in the leaflet, I am not prepared to make observations. I shall try to find out more about it and learn just what these survey courses are. I am curious, but not impressed. I think such a survey compressed into the first year of a student's course, would be a most cursory affair, - I quote from the leaflet "the newcomer to college is to explore....every section of the whole domain of human knowledge."

With all good wishes,

I am,

Ever yours faithfully,

Principal.