

LEOLA NEAL

1A MYERS: This is part of the Oral History of Psychology in Canada. I am talking to Leola Neal who is Dean of Women and Professor of Psychology at the University of Western Ontario. We are both attending the Annual Meeting of the Canadian Psychological Association at York University in Toronto, on June 3rd, 1969.

Now, shall we start at the beginning? Where were you born?

N: I was born in Merlin, Ontario, which is about 18 miles from Chatham, in Kent County, on Highway 98.

M: Isn't that odd--there is somebody else I interviewed who was born in Merlin. Who would that be? A psychologist. Isn't that odd. There is somebody else, and I have only interviewed about a dozen.

N: It's not somebody born in Berlin?

M: No, I thought it was Berlin at first, but it is Merlin. All right--into what kind of a family? What did your father do?

N: My father was a merchant. He did a number of things but he owned a general store. He was interested in selling bonds on the side, and he was a J.P. He was a frustrated lawyer, I guess. He had intended to study law but because of health problems he didn't go to university. He died when I was eight. My mother was what I guess you would call a "lady". She had lived at home until she was married. She had never worked. After school she had learned to paint and took music, and things of that sort. Her family were very musical and I think she was frankly disappointed that neither my sister Connie nor I had musical abilities, such as her family had.

M: She didn't grow up in Merlin?

N: In that area. She lived in Chatham part time.

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M: Did you have any other brothers and sisters?

N: Just my sister Connie.

M: Before your father died you would be too little to work in the store. Was it a sort of country general store?

N: It was a large store with groceries and dry goods, and boots and shoes, and men's clothing.

M: Do you have any recollections of that?

N: Oh yes. I always went to come home with my father and learned to operate the big cash register and to run the elevator in the store--the freight elevator--and to learn the controls on the vault. I don't know why he let me do that, but he did anyway.

M: And the smell of the coffee--

N: And the cracker barrel and the big pot-bellied stove. It was a very large brick building which is no longer in existence. It was a wonderful place to go, really, because there were so many things.

M: It would be almost a club, for some people, I suppose.

N: Although I don't remember people sitting out in front on a Saturday night or on a warm summer night.

M: Or around the stove?

N: Of course they came to the store in droves. When my father died it was one of the largest funerals in that area because my father was a very personable, attractive man and had a lot of friends. Of course, I suppose everybody felt it was a tragedy too, because he was 40, and this was pretty young. When Mother was left with two small children people were more than sympathetic about the whole situation.

M: What happened then? What did your mother do then? Were you well enough to do that this didn't matter economically?

N: That's right. We were fortunate. Mother settled up the family affairs. We had property. We lived in a home on six acres of land right in the village and Father owned some other property. Mother's family had left her some money too, so she never had to go out to work except to tidy up her own affairs.

M: And did you stay there during the rest of your growing up?

N: Yes, until I wanted to go to university. There was a continuation school there.

M: You went through elementary school in Merlin and there was a continuation (secondary) school up to what grade?

N: Grade 12.

M: That was university entrance in those days, wasn't it?

N: Yes, there was no Grade 13. I took a couple of courses after school in the continuation school, during my fourth year in high, and I suppose I could have gone to university, but I didn't think of that, really. I wanted to do Grade 13, so we went to London.

M: I don't think I understand that, now. There is a difference between the secondary school and the continuation school?

N: It was called a continuation school.

M: What did that mean?

N: I suppose it depended on the qualifications of the staff members.

M: Was this something that came after secondary school?

N: No, no, it was called a continuation school.

M: This was the secondary school?

N: There was a public school and the continuation school.

M: But you say you took a couple of courses at the continuation school while you were going to secondary school?

N: No, no, after hours--after 4 o'clock.

M: Courses in what, for instance?

N: I took two maths. The Principal taught them after hours.

M: These were extra for students who might go to university, was that it?

N: Yes. I was the only one at the time who was talking about going to university but there were about five of us who were happy to take some extra courses.

M: Do you have any recollection at all about when you first heard the word "psychology" that it had any meaning? It wouldn't be back in your high school days.

N: No, it certainly wasn't.

M: Back in those days what were you thinking you were going to do?

N: I can't remember not wanting to go to university, which is a very strange sort of thing with my family background. Although my family were very much interested in education. My grandfather--my mother's father, for example--had been instrumental in getting the school started there and he gave the property for the church, and things of that sort. He owned about a quarter of the village at one time.

M: What did he do?

N: He was just a very progressive Scot. A businessman who had, for example, at one time, 40 acres of timber and property. He had farm land but didn't live on the farm, although at one time they lived outside of Chatham on the River Road and had a 100-acre fruit farm. They didn't stay there too long. They moved to Chatham when the children wanted to go to school.

M: He didn't own a store--it was just sort of general business?

N: Yes.

M: He must have been well-to-do in order to start the school.

N: I suppose by the standards of the day. He was certainly not poor by any manner of means.

M: Had he had any university education?

N: No. Nor did my mother or father.

M: Yet they had, as you recall it, some kind of high regard for education. What extraction were your mother and father? Were they Scottish?

N: No. Mother's father was Scottish but her mother was English. They were both born in Canada. My father's mother was Irish--born on the ocean coming over from Ireland. My father's father was English.

M: So it was a thorough Anglo-Saxon origin. The reason I mentioned the Scottish is that they notoriously have such a high regard for education, but they are not the only ones.

N: My grandfather's family--the Marshalls, in Hamilton, for example--one of them was a lawyer, and so on. They had, as you say, an interest in education. I can't remember not wanting to go to university. I assume, in part, that my family had talked about education and valued it too.

M: They had this aspiration for their children.

N: Yes. In my father's will we were to be educated to take our place in any society. There was never any doubt that we would go to university. My father used to go on buying trips and I remember him coming home from London, on one occasion, and he was very excited about the fact that they had bought a new location for the university in London. Dad died in 1921, so this would be just a little before that. I can recall the discussion about buying some property in that area, but he became ill and didn't follow it through. He talked about this and talked about even moving to London. I can remember this.

M: And you would be just in the first grades of school.

N: I went to school when I was six. The other thing that is interesting, I suppose, is that no one else in my class--I can't remember who the other students were at this particular juncture, although one of them was a cousin of mine--a cousin of mine and I were the only two who went on to university, out of that class. My cousin was my mother's niece who had lived with us part of the time. Her mother died when she was five months old and I was a year and five months. When her brother was left with these four small children my mother took the baby. She was with us for a year or so until Connie was born and then she went with an older sister to my grandparents. She subsequently went on to university although she didn't finish university. She got married.

M: But she followed you very closely in school because she was only a little bit younger. Now, how did you manage to get to university with your family living in Merlin?

N: We moved to London. We sold our property and left Merlin. There was no reason why Mother should stay in Merlin and she thought that Connie probably would want to go to university too. In fact, she hoped she would because she didn't think it was wise to have one person go and the other one not go. So we just moved to London. I went to London South for Grade 13.

M: There was no Grade 13 in Merlin so you had to go to London to get university entrance.

N: I suppose one could have gone with Grade 12 in those days, but I really hadn't discussed it with anyone. I just assumed that Grade 13 was the better thing to do.

M: Did you enter first year or second year of university?

N: First year.

M: At an earlier period the first year of university was the equivalent of Grade 13, but that had passed by the time you were ready.

N: Yes.

M: Do you recall anything from the period when you were in London South about your ideas about what you were likely to be, or become, or do-- apart from going to university, which you assumed? What are your earliest recollections of a vocational kind of aspiration? Were you going to be a teacher, or nurse?

N: I don't think that I had any fixed idea, although, certainly, each and every one of us, at some time or other, I suppose, thought of teaching. My family--and Mother in particular--never forced us into molds.

M: Never forced you even into commitment?

N: No, so really what I was doing was living year to year. I think that is how I became interested in psychology.

M: We want to hear about how you became interested in psychology, but was that later?

N: Yes, after my first year.

M: What was Western like in your first year?

N: Western was small. There were only 207 women students. It was a very pleasant, friendly place. It was out where University College is and there were only two buildings and the Stadium and perhaps the Boiler House. Dr. Fox was President.

M: He was a very warm, approachable kind of person, wasn't he?

N: Yes, he was. He knew most of the students. Dr. Neville probably knew them better than Dr. Fox because he was Registrar and Dean. You saw him a little more frequently than you did Dr. Fox.

M: What do you remember about your first-year courses? Do you remember what you took?

N: I entered an Honours Math course. I was good in math and my teachers in London South thought this would be a good idea. One of my friends from Tilbury, which was 11 miles from Merlin, was going to take math. I was in the usual dilemma, with no guidance, of course, and it really didn't matter very much to me what I took, so I decided to take math too. My second year I was ill, and now I look upon it as an act of God! I should have left the University and stayed home that second year because I was ill for about seven weeks. I had a rough time. I could have either gone back and repeated some courses to stay in the Honours Programme or just finished my degree by taking a General Programme.

I decided to do the latter, on the advice of my doctor. It was at that particular juncture that I had to take philosophy, which was one of the prescribed courses then, and I took it from Dr. Liddy. I went up to see him in the Fall to see a little bit about courses, and enjoyed the philosophy so much that I thought, "Oh goodness, what am I doing wasting my time thinking about math? These are questions that have been in my mind for years." I had been concerned about religion ever since my father died. I would have been an atheist then if I hadn't been so terrified. Unbelievers were really in serious trouble among church goers. I didn't know about the word "agnosticism." If I had I might have been all right! I wondered a great deal about immortality and all sorts of things.

M: What religious background did you have in your home?

N: My family were Protestant and United Church--early Methodists. My father was one of the men who were very interested in Church Union.

M: It hadn't happened yet.

N: It happened in 1925. My mother and father were both very interested in Church Union. My family were never really bigoted, in any sense of the term. They would go to the Anglican Church if there were no services in the United Church. My mother's people were nearly all Church of England. So Mother, in some respects, was flexible, and perhaps that has been a part of my background.

M: But it was really basically Methodist in Merlin?

N: Originally. There was a Methodist Church and an Anglican Church but we went to the Methodist Church mostly. My father was the Secretary-

Treasurer of the Church, and this sort of thing. There was a Catholic Church outside of Merlin and a Presbyterian Church up the road a few miles.

M: But there was something about Liddy's approach to philosophy that made you feel that he was coming to grips with things that you had been puzzled about and worried about and been concerned about.

N: Yes, the nature of reality, and more particularly, initially, these problems of life-after-death and conflicts.

M: How would he get into life-after-death in a course in philosophy? Would he get into that question?

N: Yes, he did. It was some of the books that I read too, in connection with the course.

M: How would he deal with these things? You weren't alone among the students who were puzzled about this and concerned with it?

N: Some of the other people weren't concerned about it. I don't know whether they had ever seriously thought about it, but I did when my father died, because all these things became, suddenly, very important. What was going to happen? Would Mother ever see Dad again? Would any of us ever see my father again?

M: Would Roy deal with a question like this?

N: Oh yes, he didn't hesitate to do so. He was a realist and he was very modern in his point of view about religion. His definition of God was not the traditional one.

M: The white beard, and all.

N: The fact that somebody else questioned the traditional views made me feel a little more comfortable.

M: Somebody as important as he.

N: Somebody who knew as much as he did.

M: So you felt freer to think about it.

N: I didn't feel guilty about thinking about it. When I was very young I hesitated to discuss this at any length with Mother because she was feeling very unhappy at what had happened. She wasn't seriously depressed but it was just a general reactive depression to the whole situation. So I thought, "Why bother her by making her think that she has got a daughter who is puzzled and perplexed about these things." One of the curious things is that I remember being so worried about what was going to happen after one died that I thought for some time--listening to the sermons and so on--that God was everywhere and He knew what was going on--

M: Even what you were thinking.

N: And I had visions of this and I thought, "Isn't this horrid?" I thought I would be very unhappy in this kind of situation if I were separated from my family and knew what was going on. So I wondered whether this was true of Dad. So until I sorted this all out by just going so soundly asleep and having no dreams that I thought, "Probably when you die it is just like going to sleep." I never thought of the nightmares that one might have!

M: Just completely blacking out.

N: Oblivion, and I was happy and relieved. One of my friends, later on, told me that he had struggled with somewhat similar problems, although he thought it would be fun floating around on Cloud 9 watching everybody else! He is the only other person that I have^{ever} talked to who has had this same conflict.

It was a major one for me when I was 9 or 10. I am not quite sure how long it lasted, but it was troublesome at times. I would have stayed away from church--I would never have gone near the place. I thought God was a rotter if he was a personal human being and did this to people just to create unhappiness.

M: You were very resentful about what had happened to you.

N: And I was terrified to be resentful because I thought I was going to die in hell as sure as God made little apples!

M: So you thought this philosophy thing that you had been forced into by a curriculum that required that you take philosophy--whatever the hell that was, because you didn't know--suddenly you decided this was closer to where you were at at that time. It mattered more to you.

N: Yes, I felt suddenly relieved that I had discovered it. I thought how tragic it would have been if I hadn't discovered philosophy. If I had gone plugging on in manipulating figures.

M: Then you would have discovered it digitally.

N: I might have but certainly not the way I was going in the first and second years.

M: So, am I right, in your second year when you were ill, you shifted from Honour Math to a General course?

N: I failed a couple of courses at the end which I shouldn't have written at all, this was the point.

M: So it was at the end of your second year, when you had failed, because of illness, that you shifted.

N: Yes. I could have repeated my year--there was no problem about that.

M: But you were allowed to go on if you shifted to General Arts?
Was that a three-year course?

N: When you are in those rigid courses--then I had two years to make up. The General Arts program included subjects that I hadn't taken at all. I was taking maths and physics and chemistry and a thousand and one other things.

M: So you could either repeat second-year Honour Math or you could repeat second year in the General Arts program.

N: Or take the second year.

M: What else did you take besides philosophy?

N: I have forgotten. I had to pick up Latin and things of that sort. I couldn't take any French because I had been away from French for a period of time. I had taken scientific French. I took Latin and things that I really quite enjoyed and did very well. It was at the end of that year when I had found this philosophy so fascinating, that I went up to see Dr. Liddy. I found him an extremely able teacher. I had had some teachers who terrified you. All they did was say, "There are 35 students in this room. There will only be 10 next year."

M: This was not his style.

N: No, and he presented things that were difficult and tricky to me, in a clear and interesting way. He sounded prepared and I did some work as a consequence, to find out about things too. So, at the end of the year when I had done very well in this, I went up to see what he was going to be teaching the next year. At that point, with my timetable, some of the psychologies would fit in and he wondered why I shouldn't take some of those, or if I would like to. This is what happened. I took two courses and one

of them was with the notorious Doug Wilson.

M: Is this, as far as you can recall, your first real encounter with psychology--when you went to see Roy?

N: Yes. I knew there was a psychology course but I had never read anything. I don't remember the magazines and things of that sort carrying the articles that one finds to-day.

M: I doubt if they did.

N: Child training wasn't a serious problem!

M: Everybody knew how to do it, in those days. So, on his suggestion-- was this in order to take another course from him, really?

N: Yes, this was really it, and I didn't much care, at that point, what it was. I thought he was the best teacher I had at the University.

M: And partly this was his preparation, his clarity, the fact that he was interesting?

N: Yes, the illustrations that he used were always interesting. And he looked as if he was enjoying it too. This is one of the things that I think is a problem to-day--so many of the teachers look bored. They look as if "This is an ordeal." I am beginning to think "If I had to teach some of that stuff it would be an ordeal too!" But he seemed to enjoy it and I responded, I guess.

M: Now, we are starting in your final year, and you took two courses in psych.

N: Yes, Psychology 36 from Doug Wilson, which was a child psychology.

M: Doug taught child psychology?

N: Right. It was during that period that his first son was born, so it was really very interesting.

M: Tell us about that.

N: He also was a very interesting lecturer. He had a raft of stories and he was very glib, as you know, with some manic-like tendencies which made it easy for him to keep the class amused. I don't think I ever missed a class. It was a fairly large group for that particular period--40 perhaps. It so happened that I wound up with the highest marks in both that course and the other one. So it was at the end of that time that Dr Wilson wondered what I was doing, and why I was getting good grades-- you can just hear him--"Why are you getting these good grades?" I said, "This may be flattering to you, but I find this interesting, and I have really enjoyed it. For the first time I have really have to very good years." So he wondered why I didn't do some graduate work. He sent me to see Dr. Liddy and he talked to me about it too. Of course, Mother was quite prepared to have me go on to another university if I wanted to do so. It is about as simple as that.

M: But I get the impression that everything else has pretty well dimmed and disappeared. You must have taken other subjects during your last two years as an undergraduate?

N: I took sociology and some more philosophy from Dr. Liddy. I took English from Dr. Tamblyn, which was a delight too. He was a remarkable man and a real character. He was the prototype of the absent-minded professor. I think every story about absent-minded professors was told about Dr. Tamblyn! He was a little bit like Ned Pratt.

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M: Did you know Ned Pratt? Where?

N: I met him when I was a Don at Victoria College.

M: So Doug thought that if you were going to be so good and get such high grades you ought to consider going on to graduate work, and Roy did too.

N: Yes, and it appealed to me. Mother said it was quite all right. She would support me while I went to university to do some graduate work. That Fall Mary Wright--not the Mary Wright that you and I both know--had been an assistant in the Department and she was going to function in that role, but she decided at the last minute to go to Guelph to take a home economics course for one year. So Dr. Liddy telephoned and asked me if I would like to be the assistant in the Department. I was momentarily filled with terror because I felt inadequate as far as my psychological training was concerned, but he felt that, with a little bit of help, I might be able to do the job. So I agreed to do so. They paid me \$180 for the year. This was the Fall of 1933. I had to take quite a few psychology courses in order to cover the undergraduate program. Then I spent the second year doing my thesis.

M: You mean that in that first year you had to take the courses you hadn't had as an undergraduate, from Roy and Doug and anybody else? Was there anybody else?

N: I took a course in logic from Dr. Sage. He used to scribble on the board and ignore the class. I recall one occasion when Dr. Liddy was quizzing me about logic and discovered to his horror that I didn't know much about it. Then he proceeded to give me a short course in logic.

M: Did you do any instructing in this first year when you were taking all these courses?

N: Not the first year. I was too busy doing errands in the Department. I was there from 9:00 until 5:00. I used to have to help in the lab. I fortunately could type, so I could type requisitions and things of that sort. Mind you, I taught myself to type that summer, not realizing that I would have a job which would demand it. I was using my father's old typewriter. When I went back in the fall I had to get one of the girls in the secretarial service to tell me how to even make carbon copies and change ribbons and so on. It was a wonderful year, really. Dr. Wilson was full of fun, as you know.

M: Tell us about the lab now. What sort of a lab did you find there?

N: The equipment in the labs was, to say the least, home made. It often consisted of a board and a battery and a piece of wire. I often think of the material that Dr. Wilson says he stole from the lab at the University of Toronto--the colour parameters, and so on. God forbid, nobody would even mention them in the lab to-day. I had to keep this equipment in order and put it out for the lab sessions.

M: What about kymographs--did you have kymographs?

N: Yes, we surely did, and the paper would always break or slip down.

M: They were either too tight or too loose, always!

N: I had forgotten about those words. The stylus was always a home made affair and it would break at a strategic moment. Oh, I can see those rolls of paper falling down yet! I think we blackened them, too, as a matter of fact.

M: Smoked them.

N: Yes, that's the word. We had a cabinet in the lab and in the course of it I was smoked too!

M: What else did you have--dynamometers?

N: We had a hand dynamometer.

M: Aesthesiometers?

N: Yes, and we had something that was identified as a reaction-time board which would enable you to study reaction times. It was a hank of wire and a piece of board and a few batteries.

M: Unreliable in the extreme!

N: I was thinking to-day when I was over in the lab, they wouldn't be caught dead in the kind of lab I was in years ago. They wouldn't call it a lab at all. But I wonder whether their research is any more sophisticated or any more accurate. I am sure ours was not sophisticated and it was woefully inadequate, I would think. But I was glad, really, because it meant that we didn't rely on these bits of apparatus for research. You took that for granted, so you worked with people and something else that was a little bit more reliable.

M: That was your first year. In your second year you did a thesis. What on?

N: I did more of the same. You mean you have forgotten what my thesis was on? Well then I have a little story for you. It was on "Cultural isolation as a possible cause of schizophrenia." In the summer of 1934 I interned at Brockville and I was busy, during that period, trying to collect a little data and learn a little bit about schizophrenics. I had become very much interested in them because so many of them were young people.

M: Before you went to Brockville?

N: No, it was during my stay at Brockville.

M: Tell me about your arrival at Brockville, then. Who was Superintendent?

N: I'll tell you about my arrival. I recall this was the only time that Mother really wondered a little bit about my plans for the future. I had been assigned to Brockville Mental Hospital.

M: How?

N: Through you. I applied. Have you forgotten all this?

M: Sure.

N: You came down to Western and I suppose you were Consultant for the Ontario Hospital system at that time. The Liddys entertained Marj Rehan and me at dinner and you and Helen were there, to talk about internships. Marj went to Cobourg and I went to Brockville. I guess I was a little apprehensive too. I had been in the Mental Hospital when Dr. Liddy had scheduled a class out there and we had had a tour.

M: Did Roy teach abnormal?

N: Yes.

M: You didn't have any work with George by this time?

N: No. So I had been out to a mental hospital, let's put it this way. Mother wondered whether I would be depressed by the situation, and I think it was a good question. I tried to reassure her that I wouldn't let it affect me this way, but I wasn't quite convinced myself. However, I went down there and Dr. Fletcher was the Superintendent. Dr. and Mrs. Fletcher were simply marvelous to me. There were five medical interns, all from Queen's, and we had a marvelous summer. Charlie Cleland was the Clinic Director. I liked him very much. He was very bright, I think. I was attached to the Mental Health Clinic, so we were in Ottawa two days of every week, roughly, and

out through the eastern end of the Province, testing and setting up shop.

M: Had you ever given a test before you went down there?

N: No! When I arrived Marsh Davidson was the psychologist. I don't know whether I really realized this when I went, or not, but the reason I was down there was because she was going off to Toronto for the summer to complete her thesis--to complete her research and write her thesis for her M.A. She had her course work finished, apparently. I discovered what I should have known--that many of the people who came to the Clinic were French speaking. So I worked like an eager beaver learning the Binet Test. I had a week and a half with Marsh before she was to depart. I wondered how long I would survive when I was completely on my own. But I suppose when you are really interested in something and you feel that this is an opportunity to learn--and I talked myself into this that I shouldn't be expected to make an enormous contribution--and perhaps you had helped me somewhere along the line to believe that it would be a learning experience. So I regarded it as such. I even learned to give the Binet in French!--in a fumbling way. I observed Marsh--I hardly let her out of my sight, asking questions, reading reports, and studying furiously. It turned out to be an exciting summer and I learned a tremendous amount. The only thing was that at the end of the summer I had more questions to ask than I had answers. But then, it made it possible for me, the second year, to get myself organized and, I think, make some kind of a contribution. I think that first year on every test I wrote, "This is probably not reliable."

M: Tell me about Marsh. Was she there long enough for you to witness any of these monthly lineups of creditors in front of her apartment? She left a couple of weeks after you got there, did she?

N: Yes, maybe ten days.

M: It may have been later, but she became notorious down there for her creditors lining up on pay day outside her room, trying to reclaim all the things she had bought.

N: I arrived on the first of the month so probably the creditors had been there on the 30th or the 29th of the month.

M: She was a very bright gal and very erratic, wasn't she?

N: Oh, very. There were some interesting observations about Marsh! Perhaps we had better skip them.

M: Go on.

N: I recall being in the Chateau, on one occasion--Charlie Cleland, of course, stayed at the Chateau--we were farmed out at the Bytown Inn.

M: Were you really? I didn't know that.

N: I don't know whether you recall this, or not, but if you spent more than \$1.00 on meals you had to have a voucher. So to avoid this we would shop around to see if we could get something for 95¢. It was a pretty limited budget, mind you. I haven't had the nerve to go back to the Bytown Inn to find out whether it has improved or not, but it was a pretty dingy old place. One day when we were over at the Chateau Marsh thought she saw one of "amours" and she had him paged. Of course I stood in terror waiting to find out what was going to happen because she got more and more emotional all the time because I think then she was terrified that it might be he! There were a series of little things like that.

M: Either before or after that she was listening to her radio in her room one night and she heard one of her, as she called them, "amours", broadcasting and she listened to him give a speech. She said to herself,

"I would like to talk to him." So she went over to the Superintendent's office, which for some unknown reason had been left open, and she went in and on the Superintendent's telephone she phoned this radio station in California and managed to run up a bill for \$68.00 on one telephone call! I can still recall that there was just hell to pay for that! She didn't tell anybody and it was a long while before they discovered that that was Marsh's little trick of calling a boyfriend she had heard over the radio. Oh, gee, she was the wild one!

N: She kept daily emotional schedules. "To-day I am happy." A little chart.

M: Brockville, as a place to be in the summer, was a pretty attractive place, wasn't it?

N: It was perfect. You asked me how I got down there I think. I mentioned that you made these appointments and then I stopped off in Toronto, on my way down, to see you for some last-minute instructions about the staff down there and so on. Then I went on to Brockville. The Fletchers were like foster parents to me. They took me on trips and we played tennis practically every night when we were at the Hospital. As I say, the interns were congenial.

M: Where did you live? In Elmgrove?

N: No, I lived in the main building with all the other medical interns. Then I had friends in Rochester, which was very convenient on long holidays. I would take the boat over from Brockville through the Islands to Rochester, and then I would come back sleeping on board ship. I can't remember, now, the name of the ships that plied the St. Lawrence there.

M: I remember, at night, those ships going up and down the river, right in front of the Hospital.

N: Many of them. We got so we could identify them. I really worked hard but enjoyed it. It didn't seem like work and I was learning a tremendous amount.

M: I feel impelled to tell you about my arrival in Brockville, because I had forgotten that you were in Brockville. You know, I served an internship in every one of these hospitals before I sent anybody there. My arrival in Brockville was my experience at a mental hospital other than Orillia, which is a very different kind of place. So I arrived with much the same kind of trepidation, five years before you did. I didn't know what I was heading into. The Superintendent then was Dr. Horace English. Did you ever hear of him? A tall man with a long black beard. Very pompous. Always wore a Prince Albert coat. Had royal rounds with the entire medical and nursing staff in attendance every morning--a regular parade. A very impressive guy. I really arrived with an *éclat* and an impact I hadn't intended. I was turned over by this princely looking gentleman with the long black beard to the matron and she took me up those front stairs. Do you remember, I think probably in your day they still leaned somewhat? They these oilcloth step pads on them and the whole staircase leaned--I always used to feel that I had made it lean--because she took me up those front stairs in the front hall to the room I was assigned to and then showed me how, if I went across the hall and across the head of the stairs I would find the bathroom, where the facilities were. Then she left me. So I proceeded to get unpacked and went in and used the facilities and flushed the toilet and stood there, and it wouldn't stop. It just flowed and flowed. It overflowed. It just went right on flooding the upstairs. I came down those front stairs with the water flooding after

me and Dr. English in his Prince Albert was blasting up there as mad as blazes--and here I was coming down with a Niagara cascade! I flooded the place--the ceiling fell in the staff dining room which was right underneath! Oh God, what an impression I made when I arrived there! I found out afterwards, of course, that this happened regularly--it wasn't unusual at all, but it just had never been fixed! That impelled me to tell you about my arrival.

N: I didn't realize that. To go back to my interest in schizophrenics, I recall you paying us a visit at the end of the year, to see how your protogés were getting along. When I told you what I would like to do I think you, very quietly, said, "Don't you think you had better take some part..." (I had told you I was interested in the causes of schizophrenia), and you said, "Don't you think you had better take some little part of this whole problem?"

M: That I remember.

N: I had been so blinded by my interest and zeal for this project that I hadn't realized that it was a monumental one. So naturally, I did ultimately tone it down a bit, and wondered whether cultural was a possible cause of schizophrenia.

M: Did you collect your data here in London?

N: Yes, after I got home, and that was how I first met Dr. Stevenson. Dr. V had died in the summer, while I was at Brockville. He was Superintendent at the Ontario Hospital.

M: That was when George came from Whitby?

N: Yes, he went from Whitby to London. Dr. Fletcher went from Brockville to Whitby. I have forgotten, now, who went to Brockville. This

was a shift all round the mental hospital circuit, really. So he came and became, automatically, professor of psychiatry at the University. So I had to get permission from him to use the facilities at the Hospital and he was most agreeable and co-operative. I found him very pleasant to work with, too.

M: How did he welcome you when you first arrived at the Hospital? Do you recall your opening gambit with him? Do you remember that office he had behind the front door, around the corner.

N: Yes, I do. He was a young man in those days. He was about 40 and very gracious. He always made you feel comfortable--at least, as far as I am concerned, he was always ready to do anything. I don't recall anything special about it, except that I liked him immediately and felt that I would be happy working there.

Then the next summer I went to intern there and the following summer, and in subsequent years for part of the time.

M: When I first encountered George Stevenson/^{I was}at Whitby in 1930 to do my second internship, after I had done Brockville. He welcomed me in a fashion that was breath-taking. His enthusiasm for what psychology was going to do in mental hospitals--and mind you, in each of these hospitals, I was the first professional psychologist that had ever approached the place--but George's welcome was just effusive and very warming and a little frightening because his expectations of what psychologists were going to do in the area were very impressive. The thing that staggered me was that he told me, in that first interview, exactly what he wanted me to do. He was quite explicit and quite detailed. I worked for six weeks hard at this

problem he set me. The thing I was to do was to prove--he knew it was true, so I didn't need to worry about that--but I had to prove that electrical hallucinations, which were very prevalent in those days--people who were paranoid and schizophrenics, were getting messages from the wall plugs--this was very prevalent in the symptom structure--he wanted me to prove that beyond a question of a doubt these had a sexual origin. I have always remembered this combination of enthusiasm but at the same time telling me, in advance, what it was I was to do! He was very insistent about that.

N: Perhaps I have repressed, a little bit, this enthusiasm of his for psychology, and I am glad you mentioned it. I think it was there and I think it was terrifying, as you say, because I wasn't sure I could do what he hoped I could do. He would keep referring people to me. I recall, on one occasion, we had a man at Woodstock who was charged with assault. He was a church janitor, if I recall correctly. He had been sent to court and they had sent him out to the Hospital for 60 days observation. He wondered about his intellectual ability. I think I had foolishly only given him one test and he had an I.Q. of 75. So he asked about it. The complicating factor was that his own medical doctor had supposedly given him the Binet Test while he was in jail and had classified him as a mental defective. The I.Q. of 75 shed some doubt on the original diagnosis. So I then gave him two other series of tests and, of course, his I.Q. was higher even, as you might expect, on those tests. I recall him wondering whether I had made a mistake, but I tried to assure him that if I had made a mistake I hadn't given him too high an I.Q.

M: You wouldn't make it in that direction.

N: No, I might have given him an I.Q. of 50 to be in line with the earlier recommendation.

M: I am curious to have you recall what you did in this cultural isolation as a possible correlate of schizophrenia. How did you go at that? What did you do?

N: What I did was study a primitive group to find out whether there was any incidence of mental illness in the primitive group. I used North American Indians on an Indian Reserve at Muncey. I compared them with a group of patients on incidence of mental illness and on personality tests and things of that sort. And to find out whether they had been isolated in any particular way.

M: And found that they had been?

N: Yes. I haven't read my thesis for ages and I have forgotten some of the details, but I know that I did use tests to try to find out whether or not they were introverted.

M: O.K. This is your second graduate year. You are doing your M.A. thesis. Were there any additions to the staff of the Department?

N: I don't recall that there were. Dr. Johnson came in about 1937.

M: Were you still an instructor, or something of the sort?

N: Yes, I was a demonstrator, first of all, then a teaching fellow. I taught Mary a fourth-year course. I taught statistics and a whole series of things. Statistics, in those days, was just a half-time course--half year.

M: What was your first experience in real teaching? Responsibility for a course, is what I mean.

N: Goodness, I can't even remember, and I had about four years of teaching. As I say, I taught some statistics, I taught some experimental.

M: Did you go on teaching, after that year? At Western?

N: Yes, until 1939.

M: Well then, this is why you can't remember.

N: I can't even remember what courses I taught.

M: Well, naturally, because you taught various courses in different years, no doubt.

N: This is the problem. I recall we didn't teach the same course twice. Not always--it depended on the staff.

M: How many years after your M.A. year did you continue teaching at Western?

N: I took my M.A. in 1935 and there were only three of us, that year, getting M.As. I don't remember who the other two were. They certainly weren't in psychology. I mean there were only three in the whole University. The only reason I know that is that they had a little item in "25 years later" and somebody cut it out and sent it to me.

M: Now, is there anything memorable that happened in psychology during those years 1935-39, either in terms of change in the Department of new faces that appeared. Johnson, you say, arrived in 1937.

N: Yes, and he was interested in philosophy and taught some psychology as well. I was teaching introductory psychology, I recall now. Of course, I was one of a team.

M: Does this mean you were teaching one section or you taught a portion of the course?

N: I taught, maybe, two sections. I taught each section right through.

M: What did you use for a text?

N: Woodworth.

2A

M: You were just starting to tell about Boston.

N: As I mentioned earlier, after the summer internships--

M: The two. Did you have any more after that?

N: I had them in 1934, 1935 and 1936.

M: 1936 was London?

N: 1935 and 1936. I realized how little I knew and I wanted desperately to talk to somebody who had worked in the clinical field for a period of time. I thought I was ready, really, to profit from their experience. I knew enough to ask questions about testing and things of that sort. So I managed, with Dr. Stevenson's help, to get entree to the Boston Psychopathic and the Judge Baker Guidance Center. Also, through some of his psychiatric friends, to visit other hospitals in the area--the Walter E. Fernald State School, and so on.

M: Was F. L. Wells at the Boston Psychopathic?

N: Yes he was, and Atwell too, who was helping with the Wexler.

M: Who was at Fernald--I have forgotten.

N: A man by the name of Green. He was the Superintendent. And Healey and Bronner were at the Judge Baker Guidance Center. This was a very thrilling thing for me--to be able to go down and literally sit at the feet of these people, because C. MacPhee Campbell was the Medical Director of the Boston Psychopathic. A man by the name of Harry Solomon also was very good to me, so that I went to medical conferences there and had access to the psychological departments. I went around just gobbling up all the knowledge I could. I was there about eight weeks--at my own expense. This was when I was earning very little at the University, but I was able to do that. Probably Mother helped me. It was tremendously

valuable. I came back enthused about teaching testing courses and helping to supervise other people who wanted to learn how to test. I observed other people testing when I was away. This was a tremendous experience. I just enjoyed every moment of it. Of course, I loved Boston and all the side attractions. I lived in the house that the sororities owned jointly. The Gamma Phis had one room in it and they were happy to rent it in the off season. They were very gracious to me and I spent weekends down on Cape with the Gamma Phis. It was pleasant and delightful.

When I came back I taught summer school that year--1937. It was probably Psych 20. Then the following year I went to the University of California at Berkeley to study with Jean Walker McFarland and Harold E. Jones and Mary Cover Jones. They would only let me take three courses and I could only write two examinations. I had simply to audit one. The course in clinical psychology was one, with Jean Walker McFarland. She also taught a whole course on mental deficiency. She was, from my point of view, a superb teacher. They were just in the process of analyzing the data in connection with their long-term study--the developmental study--of normal children. That was helpful too. I really found that an interesting experience.

M: You were there for how long?

N: One term. It was what they called an "inter-session." I went down in May and was there until July. I lived at International House and made some good friends. I saw a good deal of the country too. I managed to get two As which surprised myself.

M: It would be Harold Jones that was doing the longitudinal study?

N: Jean Walker McFarland was in charge of it. She was Director of it. It was a Laura Speller Rockefeller grant. Harold E. Jones was involved in it too but Jean Walker McFarland was the supervisor.

M: What/^{was}your impression of psychology there, in those days? You must have met other people as well.

N: Not many. These were daily lectures during this intensive period, so I had three hours a day of classes, and they were the kind of people who had tests practically every other week. They were covering a tremendous amount of ground. Jean Walker McFarland illustrated her points and had lots of material to make it interesting. Harold E. Jones was the kind of person who spouted research studies from the beginning of the hour until the end of the hour. I found those less interesting, as far as I was concerned, but still they concerned children so it was palatable.

M: She was a lively person!

N: Then I thought, "This is for me. I'll go back down to California or apply to do a Ph.D. down there." But the War intervened. In 1939 we were at war and, I don't have to tell you, that if you could get a comparable program in Canada you couldn't get funds to go to an American university. So I applied to the U. of T. the following year--1940. I went down to Toronto in the fall of 1940.

M: What had you known about Toronto before you went? What had you heard about it.

N: The usual things, I think. Dr. Blatz had received a tremendous amount of publicity and he was liked in certain quarters and damned in others. Bill Line I had met too. I think that those of us at Western probably felt that Toronto was the centre of the universe. I know that some of my cousins

who went to the University of Toronto couldn't understand why I would ever have gone to a "little white school house on a hill"--the University of Western Ontario. We feuded over football games for years. I think each and every one of us had a tremendous amount of respect for the Toronto group.

M: Roy and Doug Wilson, who were graduates, would convey something about Toronto.

N: I think Doug used to talk about Bott and the kind of things he did.

M: Did he ever tell you about his own piano? Twenty years later we found it in the basement at University College--the piano Doug modified so as to record reaction times on the piano for learners on the piano.

N: I think we were favourably disposed toward the University of Toronto.

M: Now, tell about your arrival at Toronto, what you found, and what it felt like.

N: I was a little apprehensive, as you might expect, about starting out on a Ph.D. program. I had to do French and I had to do German and I knew that I would have to take a number of courses in order to fill in my blind spots. Actually I suppose I was worried a bit about it. However, I had been working with Dr. Penrose. He was here at that particular time. So I had some pretty definite ideas about a problem and what might be done about it.

I went to see Mr. Bott on arrival. I had met him before. I had been down to see him in the spring about coming to the University of Toronto. He had managed to get me a Reuben Wells Leonard Scholarship the first year and then I had Northway Fellowship the following year. So he had been helpful and was anxious to help me do my graduate work. But he was absorbed

with total war. He and I played tag for days and weeks because he was never in his office when I was trying to see him. So finally, on my own, I went over to the Toronto Psychiatric because I had this genuine interest in psychiatry and ⁱⁿ mental patients in particular. So I spent some time happily over there.

I had no program worked out, at first, at all. I didn't know what I was going to be doing.

M: Who were you with at the Psychiatric? Jean Brown? Percy Lewis?

N: No. I went to all the conferences that Dr. Farro had.

M: Jimmy Farro. You would have an introduction to Farro from Stevenson.

N: Yes, I had met him years before. Mr. Bott, one day, telephoned the residence and asked for me to come to his office as soon as possible. I was over practically before he could turn around! Then I had some regret because he said he had been looking over my program and decided I had had enough experience in psychiatry and he wanted me to go down and take a course with Bob Jackson in statistics. He wanted me to find out about analysis of variance and a few other things, as well as take a couple of other courses. One of these was with Line and one was with Bltaz. And I was to do a reading course in comparative psychology with Karl Bernhardt. So I just settled down and did what I had to do. On top of this I had decided, myself, that I should try to tidy up these language requirements and not leave them until the last minute. So I spent four weeks reading French. I hadn't had any French from high school days except a couple of courses--one in scientific French. Fortunately I knew enough about grammar to recall some of the important points. I can read a language book--a Latin

book or a French grammar without any difficulty at all. So it was a matter of acquiring a vocabulary, pretty much. I worked, as I say, for four weeks. Some days I read, I suppose, for six hours. Then I would, every once in a while, have Dr. L , she didn't have her Ph.D. then but she was a graduate student and a member of the staff at Victoria College,--I would have her check my translation. She made the arrangements for me to go to one of the professors at Vic and have my examination. I passed, much to my surprise.

M: What did he do--take a book down from the shelf and say, "Read that?"

N: No, he had planned what he wanted me to do so he didn't take it off the shelf. I was encouraged by this fact, and then I decided I would tackle the German. I had had a couple of years of German at university and I had a background in it which made it possible for me to read some scientific literature. This was a matter, also, of review and polishing up on the suffixes and the prefixes, and things of that sort. After a period of six weeks I grew bolder and took that exam. That was a situation in which Barker Fairley, Head of the Department--

M: Don't tell me you had him!

N: Yes I did. He took a book off his shelf and looked around. I practically expired on the spot because I thought, "What are the chances that I will be able to read what he is going to produce?" Anyway, I was lucky. He said, "You know your grammar. You don't know all the words--your vocabulary is perhaps inadequate." Then he gave me some scientific German to translate and sent me off into a room. Fortunately I could do that and passed my German exam.

M: Beautiful. You must have been good because he failed an awful lot of people.

N: I understood he did. The only thing was that I was gone so long that one of my friends who was waiting for me thought I had failed--because I hadn't come home. She was finally out looking for me with visions of me being depressed and standing on a street corner or wandering out in front of a car when I shouldn't have done so.

The horror of that year was that Oral that I had. I had never had a big Departmental Oral. Do you remember there were 12 of you who grilled me?

M: Now, wait a minute. Not so fast. Before you go on to that-- that first year you had a course from Bill Line. What was your impression of Bill Line? You had known him before, but what was your impression of him as a teacher?

N: This was a private course that he and I had.

M: This was what he used to call a "reading course."

N: I had forgotten that he dignified it in that way, because I was doing most of the reading.

M: Yes, that was what he meant.

N: And we would have odd sessions--and I mean by that odd, not "occasional" sessions. I would read and then go in and talk to him. Of course, he talked as much as I did and I became a bit more familiar with his own approach to problems, and his philosophy of life. I found that rewarding.

In the case of Dr. Blatz it was a formal course. There were a number of us in that course.

M: What was Blatz like?

N: I found him a stimulating lecturer. He was his usual bombastic self.

I use that word because I think he liked to shock people.

M: Yes, there is no doubt about that.

N: I didn't find that disturbing. I suppose that was because I knew him, or knew of his reputation.

M: You found it more amusing and entertaining than shocking.

You ran over rather rapidly that in these conversations you had with Bill Line you got an idea of his philosophy of life and so on, but you didn't say what your impression of that was.

N: No I didn't and I don't know whether I could reproduce it now and be fair to him. I felt that he was an extremely good human being and an excellent model and that was why he was admired by so many people. He was considerate and kind and concerned about how he could be helpful, in contrast to Dr. Blatz. I felt he wasn't. Just seeing him in the classroom I wouldn't be prepared to say that he would go out of his way to help people. On the other hand, you had a feeling that if there was anything that Bill Line could do to help you in any possible way he was willing to do it. He would sacrifice himself. I don't want to be unfair to Dr. Blatz because I am sure that he was considerate of individuals, too, but he gave the impression of being indifferent to them and concerned about his own--

M: More egocentric. Bill never gave you the impression that he was primarily concerned about himself or about the show that he was putting on-- Bill Line. But Bill Blatz was.

N: To Bill Line you were the most important person or human being in the situation.

M: What about his psychology? What do you recall about him as a psychologist? We have talked about him as a person. Was he a good psychologist in your view or was this very secondary?

N: The thing I recall most about him was as a human being, I am afraid, but of course I had read his book. He was curious about recessive kids or shy kids and he was interested in some of the same problems as I was and so we talked about those, I suppose. I didn't feel that there were any major differences.

M: Oh I see. You encountered him in his mental hygiene phase, didn't you?

N: Yes.

M: You say "his book" but that must be the Griffin-Line book.

N: Yes. Did he write more than one?

M: No, that's how I know that must have been the book because, as far as I know, that was the only one he ever wrote. Before that, you see, when he first came out, he was a psychologist à la Spearman, and full of Spearmanistic concepts and very much preoccupied with that. By the time you met him psychology, as such, had disappeared and was replaced by this passionate interest in helping people who were retarded or in poor mental health.

M: What about Karl Bernhardt?

N: I had a reading course in comparative psychology with him. As a person I liked him very much. I felt that Karl wasn't quite in the same league as Line and Blatz and yourself, but he was a good administrator during the War years when he was left to be the overseer.

M: You were there in what period?

N: From 1940 to 1942.

M: It was in 1941 that a lot of us left.

N: His interests were practical and not theoretical, either. I think he did--did he not?--a tremendous job with the children who were brought out from England during the War? So he made a unique contribution in a different setting.

M: Yes. You were telling me previously that you used to enjoy Ketchum's lectures, although you never took a course with him.

N: No. He was popular among the undergraduates and he spoke to "standing room only" as you know. So I was interested in hearing him. I happened to be in the same building in which he had an office and so I had occasion to chat with him on the way in or the way out, frequently.

M: Who else was on the staff during the latter part when the rest of us left? Do you remember anybody else? Did you get to know Tom Cook, for instance, who came to replace me?

N: I had known Tom Cook through the CPA, I think, before. How could that be though, since the CPA just began in 1939, really. But that is probably where I met him.

M: Did he arrive at Toronto while you were still there?

N: He may have. I didn't have anything, really, to do with him.

M: What about the girls that filled in the gap on staff during that period? Or was that later?

N: Of course Mary Northway was there, but she was spending a good deal of time over at the Institute. Mary Salter left for the Army. Chant was Head of the Department the first year I was there.

M: Was he? The first year? Chant? No.

N: Well, when I say Chant--Bott went off--

M: That was the fall of '41. I know because I went with him.

N: Well, he was spending a great deal of time at Manning Depot and perhaps I had the impression that Chant was Acting-Head of the Department. He was the one, I know, who really didn't do any administrative work at all. I recall not getting any results and was quite alarmed because I thought they might not be recorded anywhere. After having sloughed off French and German I wanted to make reasonably sure that they were.

M: But with Sperrin you never could be sure.

N: I think this is the case. So somehow or other I had a feeling that he was in command for a portion of that time. Then he went off with the Airforce and so Karl Bernhardt was the Head of the Department or I have forgotten what title he had.

M: Acting-Chairman but almost alone.

N: That year.

M: No, for several years.

N: Well, the year that concerned me particularly. He was a good administrator. I meant to say this before.

M: Yes, very systematic and very dependable and conscientious.

N: Extremely conscientious. Not very much interested in animal experiments, really, I suppose, but we used to have a very pleasant time chatting about them. I read a good deal at that particular time because I was required to, and I can see how one would become interested in it, but somehow or other I felt that time and effort could be spent to better advantage with people.

M: What about your thesis now? Who did you do that under?

N: When I first presented my problem, of course, Dr. Bott was there and I presume you were too, and even Blatz, I think, and Line certainly. I think Karl Bernhardt really was the mentor in the end because he was left to tidy up the whole situation.

M: You said something about an Oral that was an ordeal. When did this happen?

N: The first year I was at the University of Toronto. Magda Arnold and I, as you know, were the two Ph.D. candidates. She was highly regarded in the Department and much more aggressive, in many respects, than I had ever been. She used to delight, I felt, in reminding me that she had passed her German.

M: Had Fairley certified her in German?

N: I don't know who did, but this was the kind of situation, and I felt as if I was always at the bottom end of that totem pole. Then ^{they} decided that they would give an Oral to me and to Magda. Blatz was the chairman. It was in one of the large conference rooms in one of the buildings on St. George.

M: 71 St. George, that downstairs room.

N: This one happened in the upstairs, as I recall it, but I don't know.

M: A seminar room then, with a round table. How many were there?

N: Twelve. I was petrified and didn't do myself justice, I know. I was depressed for days after the ordeal and I think the only thing that saved me was that Magda did more poorly than I did! And she was their star pupil. To pull a stunt like this they couldn't fail me! But I

remember Bill Line feeling humane, and identifying perhaps with me too, knowing that I was apprehensive, got in touch with me and wanted to talk it all over. Magda felt even worse than I did and she tried for two days before her Oral to get in touch with me. I was out walking around some fabulous estate with one of my friends trying to forget--

M: Trying to recoup your morale.

N: So she couldn't find me.

M: Do you remember any of the kinds of questions you were subjected to?

N: I remember one of the first ones was to define "attention", or something of this sort, and to tell Dr. Blatz how I would conduct a lecture on this subject. Why that one sticks in my mind I will never know.

M: He nearly always opened them with some question pretty typically out of introductory psychology. I remember one that he was very fond of was to open the examination by asking the candidate to distinguish between an hallucination and a delusion. In a sense it was a very simple question but the kind of question for which they weren't set at all. They were set for something very much more sophisticated, something very much more advanced, and this used to throw them right, left and centre. Some would stall. Emotional blocking was very common, in those exams.

N: I think this is what happened to me. I wasn't prepared for a fixed type of question in which you would give a ready definition. I think I stumbled through one, perhaps, and then gave a brief outline of what I might try to do. Then two minutes later you thought of all the things that you really would do and you couldn't go back. I recall you raised this problem I think, of hallucinations and delusions. Bill Line, I think, had a question on free associations, which involved names.

M: Who in the world could the others have been? There weren't nine people on the staff then.

N: Chant, Ketchum--

M: Maybe you were seeing double. Maybe we seemed twice as fearsome as we were.

N: I recall it was a tremendous number of individuals.

M: That kind of ordeal continued for some while after the War until we had a girl candidate faint right there in the room.

N: I wish I had thought of that!

M: That put an end to that.

N: I wouldn't have got my Ph.D., though, if I had fainted.

M: After that we did it by committees with a little less storm and stress.

N: Yes, Mary had one in which she was one of four people. There were three present when the exam was held.

M: What was the thesis about?

N: I think it had an innocuous title like "Study with a verbal classification test."

2B

In the standardization, as you know, or development of a test it was necessary to have a look at various methods of doing it. So I used a combinatorial analysis because we found that there were ten items out of the thirty that yielded better results than the others. I really was trying to find out the best way to maximize differences between groups. As you might expect, Dr. Penrose and I were hoping we might find, some day,

a test which would help us differentiate between the people who were "normal" and those who were "abnormal." We didn't want to say that it would screen out the people who were mentally ill but who just differed from the norm. This is one of the problems, isn't it, with a personality test? There are no right or wrong answers, so when you are working with groups you assume that there are normal or usual responses, and there are others who have abnormal responses.

M: But you always get an overlap whether it is Rorschach or whatever you use.

N: Then I applied it, hoping to validate it.

M: Wasn't there a sex difference involved in that test, somehow?

N: Yes.

M: I thought I remembered a male-female kind of

N: Yes, and we found, if I remember correctly, that ^{male}schizophrenics tended to be like females--

M: And vice versa. Yes, I think I remember that. Mostly, then, this was worked out with Penrose, was it?

N: I had begun to use the test in the summer before I came to Toronto, so I was in a position to present, in a fairly clear-cut fashion, what I would like to do.

M: Were you at the O. H., London, in the summer?

N: Yes.

M: So you must have had how many summers in O.H.?

N: I mentioned 1937 and 1938 when I was away, but I was regarded, in some respects, as a consultant. So that I was there until probably the end of 1942 as an intern, when they practically passed an Act of Parliament to pay

me \$50 a month, I had never been paid before for interning. Then, subsequent to that, I functioned in the role of consultant and was helping with the intern training program at both London and St. Thomas.

M: Now, you said the Oral was in your first year.

N: Yes, that was really a Departmental Oral. A comprehensive examination.

M: To decide whether you would be permitted to be a candidate, really, in a sense. After you had passed that all you had to do was your thesis, I think, although you could take courses if you wanted to. You got your thesis completed and it was submitted and you got it in 1944?

N: 1942.

M: Yes, of course. Then you went on the staff at Western?

N: I was offered a position at the University of Toronto as well. I recall walking back from my Oral with Dr. Bernhardt and he told me that he had permission from Dr. Cody to invite me to join the University staff. I already had been offered a position at the University of Western Ontario and I decided that I preferred to go back to the University of Western Ontario. I thought that it was smaller and that I would get a little more help, which I thought I needed, as I began to teach in earnest--and particularly if I were going to make a career out of it. I felt London was a little more pleasant place to live in the long term.

M: Your mother and Connie were still there?

N: Yes. Connie was married after that. But that wasn't the real reason because Mother could have moved to Toronto with me if I felt that was the wise thing to do.

M: So you went back to Western. What did you find when you got back to Western, in terms of staff? Roy, of course, was very busy as Secretary-Treasurer of the CPA.

N: That's right. And McAlpine was there.

M: Was he? Doug hadn't left when you got back?

N: No, I think he left shortly after, however, which necessitated a juggling and shuffling of courses.

M: Who else was teaching?

N: Allison Johnson and Brother Philip came on later.

M: Tell me about Brother Philip. What was your impression of him?

N: You will think my world is populated with good human beings! I think it was. I think I was fortunate. He was a very pleasant person to work with too. He was agreeable and he was extremely conscientious and he was student-oriented too. When I suggested that Karl wasn't in quite the same league intellectually or scholarly, as some of the others, I don't know whether Dr. Philip was, but he was certainly interested in people and he was accessible and available. We had a tremendous number of graduate students at that particular time, for our size, and he did a very effective job with them. It was during the period that we had our first two Ph.D. candidates--North and Breen.

M: Weren't they in the army?

N: No. North may have been but I have forgotten.

M: You never took any work from Brother Philip, at this stage, but you would be in discussions with him.

N: I served on committees with him. He was a good mathematician. He was a graduate in math and physics from the University of Toronto before

he studied psychology, so his role was that of a statistician and counsellor.

M: How did he and Roy get along?

N: Very well.

M: Indeed, I guess Brother Philip got along well with anybody, anywhere, at any time, didn't he?

N: I have never heard anyone say an unkind word about Dr. Philip.

M: So what comes next, now, in your career as a psychologist?

N: You mentioned the fact that some of us were left behind--we didn't join the Army or Navy and see the world. I gave it some consideration, as a matter of fact, but Dr. Neville, the Registrar, and Dean, convinced me that there was a need for women to stay behind and help in this crisis. And we were in a crisis in those days. It was a period of intensive work. I taught twenty hours a week and did extension on the weekends outside London. I was hard pressed to keep one jump ahead of the classes. I would be so tired when I got home on Saturday night from Wingham or Sarnia or someplace else that I slept in most of the Sunday mornings and then worked all afternoon so that I might have Sunday evening free. It was a question of working extremely hard.

I had become interested, with Penrose, in General Examination M. That was just a little bit more of the same sort of thing. Perhaps I should back track. In the Fall of 1941 I went home from the University of Toronto, on leave, as it were, to help Dr. Penrose prepare the Manual for General Examination M. We prepared drafts.

M: He was living with his very interesting family in London, at that time. Was he not teaching at the University?

N: He gave the odd lecture at the University. Incidentally Dr. Stevenson was lecturing, I guess, in abnormal psychology, at that time, on a part-time basis. To have someone giving one course was a help.

M: We should get your impressions of Lionel Penrose.

N: I think he was an intellectual giant. He knew more mathematics and genetics and psychology than any other person I have known. He was an unusually humble person. He often looked disreputable. He didn't care about his appearance. He didn't bother to pick up his pay checks. They had to chase him to get him to do that.

M: Remember the frayed sweatercoats he used to wear?

N: He used a tie for a belt! He could concentrate better than anybody I ever knew. He would lose himself completely in projects. He forgot about time. Time meant nothing to him. When I referred to his disreputable appearance or unusual mode of dress, I think of the time he took some patients down to the Medical School. He went quietly to the receptionist to ask her where Dr. Penrose was to conduct this lecture. The receptionist never dreamed she was talking to Dr. Penrose--she thought he was one of the patients! So he had to tell her that he was Dr. Penrose.

He used to come down to Toronto to the Department of Health. Often I used to go over to the Department of Health after four o'clock to meet him. I soon learned that when I wanted to see Dr. Penrose I waited until 4:15 because I was nearly killed in the crush of people leaving the Parliament Buildings at four o'clock. I hid once behind a door. Of course you could never get an elevator going up. They were all coming down. I used to go over to talk to him about any problems that I had. So when you inquired about my supervisor I suppose there was a bit of a stunned silence, because Penrose was a confidante. Very much so. This had the blessing of the Department.

M: Oh yes, sure. And despite Penrose's immense intellectual fund of knowledge and his power, he never used this in any ostentatious way at all, did he? He never made you feel ignorant just because he knew so much.

N: No.

M: That's an extraordinary skill because he did know so very much about so many things that were quite out of my ken.

N: Oh Norma Ford, for example, used to send all her articles on genetics to him to have his formal O.K.

M: You were there at London after the War when he got offered the Galton Chair in Eugenics--or Genetics-- at the University of London. Here with all the rest of us hooting off to the War, he had left the scene of the War to come over here and spend all these years in the comparative safety of Canada--

N: He was a pacifist.

M: How did you feel about the fact that right away, in 1945, as soon as the War was over, they offered him the most senior Chair in the British Empire?

N: I thought he had earned it.

M: I thought he had not only earned it but I thought that it was very greatly to the credit of the people in London who chose him, under those circumstances.

N: You mean the people in London, England?

M: Yes. I would have thought that there was grounds for resentment of anybody who had left the country at such a time, in its direst need, but there was none of this at all. I thought it was greatly to the credit of the intellectual élite of the U.K. that they could, quite properly I thought,

ignore such an irrelevant thing as that and select a man who was obviously so outstandingly well suited for the Chair. But I wondered whether people in London, Ontario felt the same way.

N: I don't remember any criticism of him. I know that he also had a physical condition. I am not sure whether he had had tuberculosis. It seems to me, now, that there may have been these two factors.

M: He never used them. He was very frank right from the start. He had always been a pacifist and he had said quite openly and publicly all through the preamble to the War--the takeover of Czechoslovakia, the Sudetan and the Chamberlain trip, and long before that even--he had said that quite clearly Europe was heading for another war and if so, he would get out. He didn't propose to have anything to do with it, directly, at all. He never defended himself. He just stated that as a fact. So when the time came and war broke out he just picked up his family and left. Just what he had said he would do.

N: I admired him because of this.

M: Oh so did I.

N: He may have had some enemies, as far as that was concerned, or people who were critical of him--perhaps that is a better way of expressing it--but, as you say, it didn't seem to bother him. He stated the facts.

M: He was busy at his own affairs always. Very pre-occupied, as you say, and with tremendous powers of concentration. Did you ever have a meal in his home?

N: Yes.

M: And was it the most disorganized thing you ever were at?

N: Yes, and unusual.

M: Oh yes, everybody coming and going, and dogs and cats and oh my!

N: And then we had a little concert afterward because he played the violin.

M: Did you ever play chess with his eldest son?

N: No, I didn't, because I am not in that league. He has been a world--

M: Lionel wasn't in that league. His son could beat him.

N: He was the World Champion, was he not?

M: I don't think he was World Champion but he was well up in the Master's Tournament. Now, that's Lionel, and he certainly figures importantly in the history of Canadian psychology because of his influence on a great many people while he was here.

N: I would like to say that I was fortunate to be able to work with him, and I learned, I am sure, a great deal from him.

M: Now, the War was over, and what happened next?

N: As I suggested, I went back in 1942 and after the War was over in 1946 Gordon Turner joined the staff. Things were mushrooming and exploding. The veterans were coming back in droves. They were a wonderful group. I think those years were among the happiest of my teaching years, although in certain programs like Introductory Psychology where Mary and I, on one occasion, each had 125 Meds who were hoping that somehow or other they would get into the 60 slots. They fought for every mark. I would have to stop every once in a while and just let them talk about things. I used to regard them as my psychotherapeutic sessions with the medical group. Finally Dr. Hall did talk to them and made them realize that their position at Western was at least not any worse than it was any place else. I felt sorry for some of them because they were very able individuals. They were

prepared and eager to work. I could see them successful in one of many roles. But to not get into medicine made them feel that they had failed. So those were unusual years. We didn't worry about the lack of facilities to any great extent. These were people who wanted a chance and they didn't care as much about having everything tickety moo.

M: And the staff was so busy teaching they didn't have any time to do any research anyway.

N: No, nobody expected you to do any.

M: Just keep up with your classes.

N: It was at this time that I was interested in some summer courses with the Department of Education. I was coming down to OCE to give a series of lectures during the winter term. Every new person who joined the University staff at that particular time was called upon to speak at every club and every surrounding town and every annual meeting. So that was quite an ordeal because it would be in the evening very frequently. I recall going down to speak to the Federation of Home and School Clubs in the Royal York to 700 people. I had to go down on the train and have lunch and speak and then go back. You met many interesting people but it was certainly physically exhausting at times.

When I returned to the University I had spent two years in residence at Victoria as a Don--at Victoria College. I had become very much interested in working with students because of that. So when I went back, the Dean of Women, ^{Dr.} Dorothy T finding that she didn't mind discussing academic problems, but she didn't want under any circumstances, to get involved in emotional or personal problems, wanted to go back to teach in the French Department. She recommended to the Board of

Governors that she retire and that I be her successor. So the position was offered to me. Dr. Liddy and I had some fairly lengthy discussions about it because I think he thought, and probably rightly so, that I was committing psychological suicide. I felt that it was an opportunity to use some of the knowledge that I had and try out some of the techniques that we talk about in psychology. It appealed to me. But I still taught eight hours a week and supervised some graduate students. I was straddling two departments, really.

M: When did you start as Dean?

N: I was appointed in 1946. That was when Mary returned to the campus, too. Mary Wright.

M: And you have been Dean of Women ever since. That is a long term. That's 23 years.

N: That's right. I think it is a record. I don't know whether I should be proud of it, or not, but it is.

M: To have survived in that location for that long is, I should think, grounds for pride.

N: I still feel that most of the students are also good human beings. That doesn't mean they don't have any problems, but at least they are eager to work at them and try to resolve them.

M: Are there any episodes in your role as Dean that ought to be recorded, that are either comical or ridiculous?

N: One that is interesting, historically, is that Dr. Hall came to the University in 1946. In 1947 he became President, but during that one year when he was Dean of Medicine he wanted to see all the people who were being appointed. So one of the most scary interviews I ever had in my

life was with Dr. Hall.

M: This was when you were recommended for appointment as Dean of Women. And you and he both knew he was going to be President.

N: Yes, and this was just routine for him. Of course I knew or at least understood, that he had asked for the resignations of all the heads of the departments in the Medical School. This had created quite a furor as you might expect. He then felt that he was at liberty to reappoint the ones whom he thought were suitable and to bring in new appointees. I must add that he did a superb job but he made a lot of enemies. So you can just imagine going down for an interview when it was possible that you wouldn't get the position. However he did O.K. it. But since that time, he told me on one occasion, late in the evening and under pleasant circumstances, that he thought that I was a cold person, and I said, "Sir, it was mutual!" I was paralyzed! I have mentioned some of these other people like Dr. Stevenson^{and Dr. Liddy} who either unwittingly, or deliberately, put people at ease and made you feel comfortable. It was always pleasant to go into Dr. Stevenson's office, and I think Dr. Liddy, on most occasions, was "you" oriented in terms of being gracious as well.

M: Of course you probably saw a side of Roy that those of us who didn't know him so well didn't see. What you say about George Stevenson I would entirely agree with in my experience, but Roy always held me off a bit, I felt. He seemed to me to be not cold but prim and proper.

N: He was prim and proper. There was no doubt about that. In the classroom he was more relaxed than anywhere else.

M: Is that so? I got that impression from your first class with him. That he was more relaxed.

N: He was enjoying himself. He was doing the thing that he felt comfortable doing. I think that happens to some of us probably. But in this tiny little room with Dr. Hall--we'll have to scratch this, but he didn't get up when I came in. He was hemmed in by an enormous desk. He asked me immediately what I hoped to do about this position. I am afraid I told him that I would like a little time to find out what the Dean of Women really might be able to do, and that I hadn't any fixed plans at this point. I came away feeling that I hadn't passed the test. I thought that he would probably have like me to say that I planned to do No. 1, 2, 3, 4 and 5.

M: Because he was that kind of guy. He knew what he was going to do, always. I gather, as far as the interview was concerned, there were no pleasantries, no get-acquainted kind of thing. It was just right to the nub of the issue--what are you going to do?

N: That's right, and it didn't last very long. It was the most formal interview I have ever had in my life. Now we can talk about this and we are good friends.

M: How is he, by the way?

N: He's on the razor's edge. He looks better than he did a couple of months ago. He is quite active. He is still going to corporation meetings and he was at two convocation ceremonies. I am happy because it was his week. I don't know how Carl would react to it but he received accolade after accolade, from honorary degree candidates and so on. He sat right in front of me one day when I sat down, not with the faculty, but with the guests. I thought there were tears in his eyes. He mellowed too. He was very young when he became President, as you know. He made

a great many demands of the Board and they acceded to his wishes. The 40s to the 60s are Hall years. We couldn't have accomplished what we did without somebody who was a dynamic leader. He is brilliant too. There is no doubt about it. I have never known anyone who could go from one meeting to the next one and keep things in order.

M: There is no doubt about his ability. It is very high.

Leola, before we run out of tape, of all the teachers of psychology that you had, which of them were, in your opinion, most influential in your stance in psychology. Not as persons but as psychologists. Which of them had most to do with molding the kind of psychologist you are or were?

N: I don't think there is any doubt about it. I would have to give the credit to Dr. Liddy. I think Doug Wilson would be a second one. I had more courses from them and their philosophies affected and influenced me. I don't know whether the students get the same sort of thing from their lecturers. Dr. Liddy was fearless about saying that he had studied ten positions or philosophies and he had come to this decision. Allison would just, for example, say, "Here are ten definitions," or "Here are ten theories about the nature of reality, and you sort it out." Mind you, some people might profit more from the latter approach, but I found when I was wanting to learn quickly--I was a young woman in a rush because I was trying to learn as much as I could in a few years in those graduate years--and I felt that to have him consider them in great detail over a period of years and then tell me what he thought (it was wrong but the other) made it easier for me to form my own opinion.

M: You didn't have to agree with him.

Neal

N: Then I wasn't blind to the defects in a particular position.

M: In the 30s--you went to Western in what year?

N: I went to Western in 1929.

M: In the early 30s was the fuss about the schools of psychology and radical behaviourism and so on still very prominent, in your recollections of psychology of those days?

N: I recall, only vaguely at the moment,

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