

DR. MARY NORTHWAY

This is part of the oral history of psychology in Canada.

I am talking to Dr. Mary Northway in her home in Toronto, on April 9, 1973.

Q. Okay Mary, let's start at the beginning, where were you born?

A. Toronto, 1909, May 28.

Q. Into what kind of a family?

A. Well, I thought you'd ask that Roger, so I brought this book which Alan Wilson did on my grandfather, who was the main figure in the family and probably the main figure in my life. He as you know was an Englishman. He came out to start a little business which expanded.

Q. He started the business, when?

A. He came out 1868 to America, but the Americans on his ship swiped his money, so he had no use for Americans so he came across to Hamilton. Which is interesting because that's where Bill Blocks father and grandfather were, in the tailoring business. Then he moved to a little town called Ambro, where he met my grandmother who was an --, this was an --, and next Tilsonberg. Now his first advertisement is 1872, you can take that book if you like.

Q. He was in a clothing business?

A. Tailoring first. A master tailor.

Q. He had been a master tailor in England, before he came out?

A. Yes - apprentice. Well, he settled in Tilsonberg and that's where the business - ready to wear ladies garments began.

So from that time until 1910ish he worked hard. Then he wasn't so well and he became very interested in reading and education and that's the time I appeared on the scene. A few months after my birth, my mother died and so I was sent to be brought up with the grandparents. So it was grandpa Northway that read to me and said that the ideal of the universe -- person, the educated person -- success, you see, this was the --.

Q. You were sent to live with your grandparents in Tilsonberg?

A. No, they were in Toronto at this time.

Q. When did they move to Toronto?

A. In the early 1890's and they lived on St. George Street just above the old psychology building, I think it was 200.

Q. He must have done very well in Tilsonberg, he moved his business to Toronto to a larger population.

A. He moved to Orillia first and developed stores in St. Thomas. Then in the 1890's he came to Toronto. Now the story, the folklore was this - that his two sons were going to highschool in Toronto, his daughter had got a scholarship to the University in mathematics, that was Mary Northway and it was cheaper to bring up the family if he moved to Toronto than commuting or sending them to board in Toronto. That's the tale anyway.

Q. Why didn't his sons go to school in Tilsonberg?

A. They went to school in Tilsonberg when they were little boys. Let's get it straight, they went to school when he was in Orillia, but I guess there wasn't many highschools -- and they

only went up to what was then called second form highschool because they had to go to work, but the girl was the one that was allowed to go on to University because she won all these scholarships.

Q. One of the sons was your father?

A. Yes.

Q. Mary Northway was your aunt after whom you were named?

A. That's right.

Q. Was she in your grandparent's home when you were growing up?

A. No.

Q. Where was the store -- on Yonge Street built - that would be later?

A. The one you'd know was built in the 20's.

Q. By your father?

A. No, my grandfather was still alive. I think it was opened in 1928 just after his death. They had a previous store there, small store from about 1890/95.

Q. Did you have any brothers or sisters?

A. No.

Q. Your grandmother McKie, what was her background in terms of education? Had she been a schoolteacher or anything like that?

A. No, they were Scots who were evicted from a little place called Braura in the North of Scotland in the 18 --.

Q. I was going to ask you later where was Braura -- -- --

A. She was born in Canada, her parents came out on a sailing ship

and settled up, out of Woodstock, Embroe.

Q. When you say evicted, was this part of the clans -

A. This was the clearances, the great sudden little clearances when they were taken off their crofts because he wanted to raise sheep.

Q. Oh yes, okay, now your grandparents home, you were how old when you went there?

A. A few months.

Q. As far as you can yourself remember back, what kind of a home was it? First of all economically, did it appear to be a well to do?

A. We never thought so. They were still frugal, very frugal. You get a lot of that in that book. It was very comfortable - very comfortable, in Rosedale on Crescent Road and Clooney. Now let's see, who was living there. The grandparents who were in their 60's. A poor creature who was sort of a second cousin, Pat Stover from England to look after the baby - Nan. My father and his younger brother and a lot of comers and goers, managers at the store, Baptist missionaries - you know --

Q. Your closest foster mother would be this Nan - Nanny?

A. Yes.

Q. Was this a home in which there was a lot of reading material. You say your grandfather got very interested in education, did he do this by reading and such?

A. Yes.

Q. So there was lots to read, both books and -

A. Well, there were books yes, and I read when I was very younger than the kids at school because there wasn't a great deal, there wasn't television. What else does the little one do? You read.

Q. You were already reading before you went to school?

A. Oh, yes.

Q. In terms of, -- hard to ask, in terms of the value set by your grandfather -- education that was tops?

A. Yes and he was always apologising that he hadn't been educated and he couldn't understand all the books he was reading.

Q. He wanted his children and his grandchildren -

A. Not his children, they were all grown up and in the business.

Q. He wanted his granddaughter to have -

A. He put it up as a wonderful thing, not pressure, not hurry up and read.

Q. Politically, what was the atmosphere of the family?

A. None, we heard politics talked about very little as I can remember, except as it effected business. I should say grandfather most awfully voted liberal.

Q. Your father and his younger brother were both in the business with your grandfather?

A. That's right, there were three boys, three boys and they were all in business.

Q. What are your earliest recollections of going to school?

A. Oh, being taken over to Brampton Hall Kindergarten, which was pretty advanced for those days at the age of five and having to

learn to read which I could already do. So the only great pleasure was that they taught French and we sang French songs - that was good fun.

Q. So you continued through your schooling at Brampton?

A. Until I was about 10 or 11 and then we moved up to Warren Road, right opposite the SS. Well meanwhile father when I was six, had remarried and my stepmother became a very good friend and she had gone to the SS. Obviously living across the corner and having -- I transferred from Brampton to the SS.

Q. You'd be about grade 4 or 5 or 6?

A. Yes.

Q. My stepmother did a very clever thing looking back. When we made this transfer, she made me go one grade back in school so I could learn to make friends and get to know this new set. I also learned to be lazy --

Q. Not quite what was intended?

A. No well -

Q. They didn't care, there was no pressure ever from the parents to do well.

Q. Now at Brampton in your first few grades, do you remember any particular teachers?

A. Yes, I remember a Miss Raymer in, now what would it be called - junior third, arithmetic and she said that I was very good at arithmetic, very good - had a head on my shoulders. They said my aunt had done so well. So my first career was to be in mathematics.

Q. Anything you recall that you intensely disliked in the way of subjects?

A. No (?)

Q. Now at Brampton, were you always at the top of the class, do you recall?

A. Towards the top, rarely at the top ever.

Q. -- in the top four or five?

A. Yes.

Q. Already, you had an image of yourself being bright and being good at school work?

A. Yes.

Q. What about games?

A. Oh, in those days, it was learning to ride a bicycle, there wasn't much in organised games, these Brampton days.

Q. No gym?

A. I expect there was, I don't --

Q. -- one way or the other?

A. No.

Q. What about cooking and domestic science, that sort of thing? Did you have it?

A. I don't think so.

Q. You don't recall. Apart from this fact, when you shifted to the SS you were, repeated a grade which you say made it possible for you to learn to be lazy because you didn't need to work. What else do you think was the consequence of this shift - do you recall?

A. Oh tremendous, first my first sense of guilt because our examiners had moved up to the hill from Rosedale, but their daughters continued to stick by the old school and this was real conflict you see. The second thing was, being right across the road, our backyard became the playground for a whole group. That's where I learned to make friends really. With the girls and with their brothers that were on the street and it was a real street gang, not in present day standards for breaking windows. -- great play place. The play varied between games like soccer - womens lib. is long behind us - we played soccer with the boys and drama, we put on plays - Midsummer Nights Dream and that sort of thing.

Q. This was in your backyard?

A. In our backyard so we became the hub you see - this put me into a great position and an English cook that always had cakes and cookies - this is how my sociometric index got anywhere - women. I mean having the house and the kids collected the yard, the cookies and so on.- From being an only child.

Q. Did you then have any stepbrothers or sisters?

A. No.

Q. So you remained an only child when you shifted homes?

A. That's right and the only close relations whom you'd know, were the Wilsons, Jack Wilson. They were down in Kingston by this time, so Jack and his sister were frequent visitors. The other consequence of the SS which gradually accumulated and had an impact, was that the family were starched Baptist, boring -- Jarvis Street

Baptist Church - the long sermons - hymns Sunday night then going to the SS Church of England and I was just old enough to begin to think religion - you see the Baptist baptising you when you're old enough to know what it's about - Anglicants infant baptism and all these questions fermented quite early I'd say.

Q. Who was the paster at Jarvis Street Baptist Church?

A. At Jarvis Street - T.T. Shields.

Q. Shields.

A. Who was a -- and caused a great split later on.

Q. Yes, he was very promenant in the newspapers later on.

A. Yes, yes.

Q. So it was a devout religious home, both your grandparents and your own home?

A. It was a church attending home - it was hymns and good songs Sunday night. You could read books you couldn't ride your tricycles Sunday. It wasn't strict, strict.

Q. No cards anytime?

A. Not for stakes, they played Uka, patience.

Q. You said earlier that your grandfather was a very important figure in your life. Did he continue to be after you moved into your father's home?

A. Yes, he did. He was having more time from his business and I was his one granddaughter that had any closeness and he would take me walking and we'd sometimes go to the theatre together and so on. As he grew older he couldn't read very well and I was in my teens and

I'd come in and read the newspapers - allowed to. If you remember at that time the home bank was collapsing and grandfather was on the Imperial Bank Directors and I had to read all these columns which were very boring, but I was very very fond of grandpa.

Q. Was your grandmother still alive?

A. Oh yes, and she outlived grandfather by 15 years.

Q. What age were you when you finished the SS?

A. 17.

Q. Despite your loss --?

A. Yes, and my second career was to go in chemistry. We had a Mr. Ganning from Gerrard Street Collegiate who taught chemistry and he took me down to their nightschool to do -- chemistry to write an Edward Blake scholarship. I was supposed to go back to the SS and become a chemist but all my friends were going down to the University and the pull was pretty strong. I was getting fed-up with being a schoolgirl and so I just left - with some disgrace I may say because they were going to get me to be prize pupil you see in chemistry, instead of pulling out and going into -- arts.

Q. -- school --?

A. Yes.

Q. Did you win an Edward Blake?

A. No because it was stopped after I was to go back and spend a final year in grade 13 it would be.

Q. You said that this chemistry teacher was from Jarvis Street?

A. Yes, but he taught at the SS.

Q. At the same time?

A. Yes, but just chemistry. He took me down to do grade 13 chemistry at nightclasses at Jarvis. The following year, I was to repeat the exam plus the other sciences and come out you see.

Q. Instead of which you pulled out now was this against a good deal of parental opposition?

A. Not in the least. They didn't care, my parents - especially my mother, she thought that it would be great for me to get out of the girls seminary by this time and get out to the parties and so on. Father couldn't have cared less, as long as I was healthy. Now there was a great stress put on health because of my mothers death from TB. The little darling, is she alright, you know and the least little cold or attack of pleurisy - a lot - so, we had to have a lot of fresh and lots of garden to play in and maybe this chemistry business would be too heavy. So I landed up in past arts.

Q. Okay, you entered - that man giving out mathematics as a career and chemistry as a career -

A. Oh, and another career in -- was English because we had an excellent teacher at SS, who took an interest in me and I'd always played around with writing, I guess from the reading with grandfather and she did an obsurb thing, she gave me 100% for an essay. I still have it, which made me think that I was really

a writer, yet I was a chemist and yet there was an awful lot of fun to be had and this was aided and abetted by having gone to camp all those adolescent years.

Q. What camp?

A. Camp Bernard.

Q. On Sun Ridge?

A. Yes.

Q. Well now, we shouldn't skip that because that may have been quite an important experience?

A. It was because it was the first time away from the parental care and from the wider family - what shall I say - interest in the -- level thing you know. Getting in with a group of my own age, living day in day out with them and with a camp director who understood me - Mary --, like my imagination, liked the odd things that I did that many camp directors would have whipped me for. So the camp girls were going to University, the school was going, my cousin and his boyfriends were -- two or three years older - everything pulled - lets get there no matter what.

Q. Sure, this camp experience gave you a chance to stand on your own feet, to be independant --

A. Very much.

Q. To find yourself as having an imagination to be able to do things.

A. That's right.

Q. About now or shortly after, do you have any notion to when you first encountered the word psychology to have any real meaning to you?

A. Oh yes. That I should think was before going to the University to Taylor Stanton. You see, his daughter Adele, Mrs. Anderson, was in the same class at the SS and they lived just up the street. Well, he was doing these facinating things and he gave us both intelligence tests - Adele and me - and it was a group intelligence test. Now Adele said she always did better than me - we both came out about 128/129, but the test didn't go any further. I learned that later.

Q. It was the highest you could go.

A. Almost. So I'd heard from him about this - and about this, oh this whole lyouth movement you know, the predecessor of vocational guidance counts.

Q. Did you ever -- through Taylor?

A. Yes, but not quite a lot later on.

Q. That was later?

A. Yes.

Q. So, you're 17 years of age and you arrive as a freshman -- at Victoria?

A. No, U.C.

Q. Well now, why that? Why not Victoria? Your friends were there, your cousins were there.

A. I guess my school friends were all going to U.C.. You see we were Baptists - why not McMaster which grandfather had endowed?

Q. Yes, or -- BSS, why not Trinity?

A. That's right, so we just went to U.C. - everybody else was

going to U.C..

Q. Okay, and what did you take in your first year?

A. Morris Hutton - lab. (?) - English ofcourse.

Q. Who?

A. Wookey - a woman. Who also gave me a very high mark for a very stupid essay, which I quoted later - it was on my first impressions of the University and instead of doing about what everybody else had done, I wrote about my childhood, when we used to sleighride - you know by the library?

Q. Oh yes.

A. This was our great -- --. So anyhow, this encouraged the english -- and everything. Now, I don't know if religious knowledge came into the first year - Taylor.

Q. W.R. Taylor - yes.

A. This was pretty shakey, although there had been a conflict between the baptists and the anglicans, there was still God up there and alls right with the world and we worshipped in different ways and we'd despute these things. Getting into religious history with Taylor - it really gave me a shock.

Q. History of the -- and young people.

A. Yes, and maybe neither the baptists, nor the methodists nor the anglicans were right - maybe there wasn't any religion or maybe it was something that was quite, quite different, I'm -- not a lot about that, I don't talk much about it.

Q. I think Taylor shuck up a lot of freshmen in so far as religious knowledge courses. Now, what else?

A. Well, it began with science. Do you remember the old general science - a smattering of everything.

Q. Yes, -- -- would take it for a month or so?

A. That's right. Then there we came into a new thing, like genetics and astronomy and I guess the other subject was French.

Q. When I took it, they had the top people - the chairman I think of each department did this. Do you remember C.L. Burton -- and his brother. Burton did physics and Kendrick did chemistry and Coleman was it, did geology and they were really very good people. The physics theatre, was that where you took it?

A. Yes.

Q. Okay, what else? What sort of teacher was Morris Hutton like, I never had him?

A. Oh, 9 o'clock on Saturday mornings, I remember and you still wore gowns to your lectures or a hat. Very vague, except -- -- person, during the presence of the great.

Q. Yes and by that time he had a very impressive manner.

A. That's right.

Q. Very --. History?

A. No.

Q. What else --? Mathematics?

A. --

Q. Well, it doesn't matter now. When did you first take psychology? In your second year?

A. No, no, well the first year as for many students, a conflict

between these fascinating new subjects from -- private school, plus all the goings on. -

Q. The social activities.

A. The social activities and ours had been pretty simple house dances, house er --

Q. House parties.

A. Yes, Sunday afternoon teas where you finished tea and all went to church - that kind of thing. So that going down to Childs after a party, this was wild. Now we were not a wild crew at all, we were anything but - we certainly didn't drink, we didn't smoke except the occasional ciggarettes --, but there was enoughtgoing on at this social that it was pretty striking too. So, after this first year, I went into philosophy, I thought I'd better get all these things straightened out.

Q. You hadn't aaken philosopy in your first year?

A. No, I don't know if it was given then.

Q. You got interested through this religious knowledge thing?

A. Yes, and reading I suppose.

Q. Tell me, how did you do in your first year?

A. I got a B.

Q. You didn't come near failing as many freshman would?

A.q Oh no, but remember, I'd gone back a year at the SS anyhow.

Q. You must have skipped -- of that to er, oh no, you didn't finish grade 13?

A. No.

Q. Oh, I see through grade 12 --?

A. So that is the first year by choice - - - - -

(First part of the second side very faint and impossible to make out)

SIDE 2

A. - - - - either from the stress of the first year or something by Christmas time I was ill -- -- and the family did what you can imagine, they rushed me up to get chest xrays from Sam. It was said I had a small spot on my left lung. Nobody -- --. I think I was going through what we now call a psychological disturbance with loss of weight intensely. So there's where I lost another year because to correct this, we didn't have to go to Sam at all but it would be good if we took the winter up north.

Q. Winter?

A. A whole year, you see that was Christmas. So we went up to Muskoka Beach in a cabin, I could have my friends up, parents came up at weekends, we did a little skiing and I did a tremendous amount of reading. Wil Gerrant. -- -- of philosophy. So this gave time for very many things to consolidate and then I remember talking to amongst other people, Taylor Statton again and Joan Culley went up to Pickering to see what I could do next. Well, Taylor Statton said philosophy, that's alright for pleasure but there's nothing in it - get into something that's cunning, now, psychology, and he showed me all the things -- --. So, this intrigued me and so I registered in 2nd year of psychology and that's how I got into it.

Q. Now, this break in your health happened toward the end of the

first term?

A. At the second year.

Q. At your second year. You only mention philosophy, you must have taken some other things.

A. Yes, I don't remember.

Q. Not psychology?

A. Well, I wonder.

Q. What year would that be? What year was it when you started at University?

A. 1927 wasn't it? I could check this out. I may have taken some psychology.

Q. You said 1909 - 17 is 26, yes - about then. I wondered who you took it from but if you aren't sure you took it then - you went into honour psychology - second year honours psychology?

A. Yes.

Q. You couldn't enter your first year anyway.

A. No, I had my first year and I had half a year in philosophy then I went into psychology.

Q. Did you start that fall, that next fall?

A. No, I stopped you see at Christmas and had that year off and the next year off, so that was a year and a half. Now the next year I was perfectly well but I was --.

Q. Did you stay up at Muskoka Beach Inn by yourself?

A. No, my father had this cabin, but you had your meals at the hotel and there was always, either the parents and their friends, or

my friends, there was always somebody else and it was near to Sams so I could go over every month and get checked.

Q. Okay, so now you're back you're well.

A. Yes, but I'm two years behind this group of friends who were in the same fraternity and the same crowd, so I had much more time to be a scholar and not run around to Childs at midnight.

Q. By this time, you must have been aware that you were, compared to everybody else, pretty well off - your family was.

A. I don't think so, because we'd all grown up in the same neighbourhood and in those days, none of us had lavish allowances.

Q. Well, I was wondering - did you -

A. No.

Q. -- going to College were you -----

A. Well, these were paid for, sure.

Q. Your personal allowance, wouldn't it be substantial compared to your friends?

A. No, I don't think so, but my stepmother always knew when I was running short. That is, there wasn't much money in the hand, but Jack Wilson said they always knew there was a lot behind me. I certainly wasn't --.

Q. Now, he says that he was always aware or that you were?

A. That I was.

Q. You don't think you were?

A. Not conscious, no.

Q. Okay, now lets start in the fall, this would be the fall of ----

A. Well, wouldn't it be 30? Because they graduated you see in 33 about that date.

Q. It would be the fall of 30?

A. Yes.

Q. You entered psychology and who in psychology did you encounter first?

A. The students? --

Q. No, I mean, alright, who were they?

A. Vago Valensky, Mary Rady, two others that dropped out, I don't remember who they were and one poor little man, I don't remember his name.

Q. Sammy Freedman, a Jewish boy?

A.q Yes, I think he dropped out. I should think Bartlett was a figure I encountered first.

Q. What in lab. course?

A.q Oh it does get muddled doesn't it looking back, the thing ofcourse I remember about Bob, is the split field.

Q. Oh sure yes, but that would have come much later.

A. That would have come in fourth year, wouldn't it. I think that we all had to go and see Bob didn't we - to arrange our programme -

Q. Probably.

A. As I recall, we didn't get much psychology in that second year. You'd know this more accurately, I can only reminisce. We were farmed out to other departments because the staff was pretty small there and we took extraordinary things, like courses with the

people that -- -- and the medical students in physiology and the -- -- comparative neurology - philosophy with McCallum - now I'm not getting these in the years - which impressed me a great deal - aesthetics, er philosophy with Anderson - Plato which I hated, just hated -- --. In psychology what did we do?

Q. Did you have --?

A. Yes.

Q. Later or -

A. I can't place when he would have come in but we had long outlines.

Q. That would be -- -- course?

A. Yes.

Q. Chant, did you have Chant as an undergraduate?

A. When we got into statistics and -- -- in St. George Street Was a kind of a -

Q. --

A. Yet Chant must have taken some. -- in history of psychology which I liked very much.

Q. That would be in third year?

A. I should think so. I liked the history, I liked philosophy, I liked Bartletts field. You know that kind of thing. Didn't like the lab and I think I did a psychological turnabout on mathematics, probably as I'd been talked out of it too much because I did very badly in statistics. Paid no attention to it - didn't like it. Maybe it was Mrs. Heddon.

Q. Maybe by this time it was the other aspects of psychology -

A. -- the philosophical side.

Q. Could you begin to pinpoint the stage at which you began to consider becoming a psychologist yourself?

A. I don't think I did. I certainly began to consider going on to an MA and somebody that influenced me a lot was Ketchum and his social, now that wouldn't have come in until the second year. Now, when he got talking about those boys clubs you know, and sent us around to see different kinds of meetings in the city, different churches, that struck me as sensible, but the experimental -- I could see no sense in at all.

Q. Did you encounter blocks at this stage?

A. Not until fourth year and then I had very little use for him, he was too smart and too -- the students. I thought of him as a smart Alec.

Q. Did you like this wisecracking -

A. Well, I always hoped he wouldn't ask me a question, you know.

Q. You'd seen a lot of people getting their heads cut off?

A. That's right, some of the bright boys got their heads cut off. Now Bill Lion came in, fourth year I should think but we wouldn't him until about our fourth year.

Q. No I don't think so.

A. I thought he was pretty good, I couldn't follow what he was talking about - who could, but I knew he was talking about something and it was something that was dynamic and having to do with these -- graph instruments. -- somewhere near my philosophical

that side.

Q. When you first came he was full to the neck with --

A. Yes, yes --

Q. G and S's and so on which had a kind of a statistical origin

-

A. Yes, and I got back into my statistics with that I was very interested in that - factor - Spero's factor.

Q. That's interesting, yet you say, you feel from the way Bill talked that he was talking about something really important and that you could only grasp part of what it was.

A. That's right, that's right.

Q. I think Jeff Burnhart must have -

A. Yes, we did. -- with a few smelly rats running around and an interesting part was the Lashly -- localization.

Q. Oh yes, extra-- of --.

A. Yes, I thought -- was very dull, very dull, but I thought it was worthwhile following up his brain localization.

Q. Okay, by the time you were approaching graduation, you had already decided that you'd like to go on and get an MA?

A. Yes.

Q. In what, I mean psychology but I mean what, by this time, what did you want to do?

A. Well, my first thought was that should think that I began talking about this, oh at least in my third year. So many things we don't know about and I want to go out and find it. Things like advertising - billboards -- effective - don't know, I used to

talk a lot about things that --, not this kind you see.

Q. Did you have Gerry Cosgrave and industrials -?

A. No, skipped that, never had him, I don't know why. All kinds of ideas, well then Bob was either his fourth year, I guess it was his fourth year, had a small seminar - Louis McQuitty, Elner Long and myself, now there may have been others.

Q. Donald -?

A. He wasn't in that --. We had to read an assigned book and report on it. Yes the seminar must have been larger but Louis McQuitty, Elner and I were to read this brand new book - Bartlett's 'Remembering' and we read it and we met over at Elner Longs and we discussed it and we discussed it and we discussed it and it fascinated me. So, out of that I began to propose an MA, not about advertising - that sort of thing and I remember taking it into Bob, maybe the end of the year and saying that this is what I wanted to study in my MA. He read it and he said, Miss Northway, do you intend spending the rest of your life on this because I had -- -- --.

Q. -- all the unnoBLE questions that you are aware about -- remember?

A. That right. Well, then this tied up with Bill Lion who was interested in learning and so the MA turned out to be whether children remembered better if they went through the whole of the -- or if they -- two years at a time. Now, you will not remember, but in those days, there was an oral and this is where I was taken down a much deserved fall because I presented my MA and

Chant wouldn't pass - do you remember that?

Q. No.

A. No ofcourse you wouldn't, but I do because this was traumatic having skipped easily through everything you see and this was my life work with MA. I kicked up a row about it, I went to see Bob and told him that in affect, this was a very good MA and that Mr. Chant was deluded not to realise - not that roughly because I couldn't have spoken to --.

Oh, I went home and cried and my stepmother said I think you'd better go down and see them and my father said don't you go near them. Well it turned out that a bit of it had to be revised --, but that was a very good experience.

Q. Even though it was painful at the time.

A. Painful at the time. That's where we picked up Bartlett.

Q. Okay, what happened next?

A. Well, if you've done an MA, then you get the treat to go on with this remembering thing. The best way to go on is to meet the man. So Bill Lion was in Cambridge and spoke to Bartlett about his student and we tried for a few scholarships to go to Cambridge which I didn't get, but father put up the money and I'll tell you how much it was - \$1,200 for the year living there, tuition everything else and I had to keep within that budget so you ask if we thought we were a wealthy family, well I was in that it enabled me to go -- scholarship but you can't ----, although, ofcourse that was back in 35 wasn't it? I didn't feel strapped and again I'm quite sure that my grandmother sent extras, but we were not a

family that was allowed to think of itself as that you know. Any money had to be plowed back into the business, so then I went over and spent --.

Q. -- try and conjure up your first impressions of -- in Cambridge.

A. I went over on the ship with a friend that was going to the Art Institution and we got into bad storm, our rudder broke and we were five days delayed, it was like travelling in wartime, this was a tremendous experience, you see we might have sunk. Therefore, we arrived in Cambridge, late, I arrived in Cambridge late, it was raining - went to my landlady's house and had a living room and a bedroom above and the landlady had a kitchen and their family room was above, her husband was a policeman, two littel boys, 11 and 13. Very kindly people, they still keep in touch with me, every Christmas, every birthday. They liked the Canadians and they liked the fact that Canadian stamps came in as the boys were collectors and father was a collector and he sent over stamps and we got on beautifully.

Q. What part of Cambridge was this boarding house?

A. It was on a road called Selburn Road -- side, bicycles -- Matt Bartlett and he had seminars every week, we sat around in a little group.

Q. -- his office?

A. There was a little fireplace, a little wee fireplace, you know them, that warmed his seat, yes. I don't know what I - I could talk a long time about Cambridge. I think the thing that

hit me, was the fact that my colleagues had read a great deal more than me. Not only psychology in the original as we'd read textbooks - had read English literature, novelists, knew about Van Gough, you know, all this kind of thing.

Q. Now you were with a group of, you say your colleagues. Didn't you encounter different colleagues -

A. Oh yes, these were different. These were other ones that were doing graduate -

Q. -- wherever you encountered them you got this impression they seemed to be awfully knowledgeable?

A. The English?

Q. Yes.

A. Yes, and unimpressed. This has happened years ago. We were being carried away over here by Thursden Multiple Factor Analysis and I was talking about her, and their reaction would be, oh well Americans off -- -- in years -. The group of people that I became friendly with were other colonials, South African, New Zealand, Americans. The English were very courteous and invited you to tea, but I don't feel I made any real English friends except my landlady. You know, that is if you judge it with whom you correspond with these days.

Q. Who that went on in psychology were you at Cambridge with?

A. Maggie Vernon. She was a junior assistant then and Philip Vernon he wasn't at Cambridge but we -- -- . Sanguill of course was a bright young boy - Travers -

Q. -- what kind of a fellow was he?

A. He was pretty far above me.

Q. Advanced you mean?

A. Yes, I don't know in terms of -

Q. Was he Bartlett's white haired boy?

A. Yes, very much, very much. I don't think he was highhat at all, but one didn't talk to him much. Now one great thing about that lab. at the time was that it was tied up with physiology and we had a lot of lectures from Adrienne, you could go to Adrienne and then he'd sit down at tea where we all sat. Bartlett of course wasn't impressed with him.

Q. -- talk about him.

A. If you met him, those deep eyes - a real English Professor and I felt when we first met -- we were wasting a lot of time - no lectures as we have here, you go read, come to these seminars --lectures if you wanted to and he spent oh, two months discussing a book which -- called the Nature of Birds World. I thought, well I'm not here to do camp nature study, you know couldn't get the point and after many weeks of this it suddenly dawned on me what he was talking about, was what his book on remembering was about that perception is limited by the nature of the construction and function of the organism that's preceding and so he had all these pictures of the way the birds eye, what it could see and what it's world would be like. That was quite a startling experience. Then they had the Cambridge Psychology Society that Matthew did for peoples rooms and we did papers.

Q. -- was prominent in that?

A. Yes, -- this group of graduate students -- now not while I was there, a year before he had -- -- and he had Pierrejai, I heard about that, I don't remember what -- --. I remember presenting a long and learned paper, the topic of which I'd forgotten, must have been along the lines of remembering and one of these -- English students coming up afterwards and saying, 'I was so glad to hear you speak and I hope you give a paper at our -- group' I said oh thank you very much and what did you like about it and she said 'your funny Canadian accent.'

Now another thing of Cambridge was the fact that there were all kinds of lectures going on, there was I.R.A. Richards lecturing himself, I went to those and then the clubs put on people like Dorothy Seyers and Gertrude Stein so you got a tremendous expansion from, well I supposed you call it the rather provincial atmosphere of Toronto of those days.

Q. Was Bertrum Russell there?

A. I didn't run into him.

Q. No, he probably wasn't there, he was probably in the States by then. I'm just wondering who else was the -- was Ryle -- I wonder if any of the big Cambridge linguists types -- just Russell and Ryle were at Oxford.

A. That other place they were.

Q. Yes, that other place. Did you tell me the story or did I read the story about Kew, was Kew there?

A. Not that I know of.

Q. Crackowitz?

A. Oh yes, he wasn't there, I mean I didn't encounter him, but he was part of the --.

Q. You told me, I think you told me the story about the time on this Oxford/Cambridge boat race or something and all the men were off at this -- and the girls - a girl or two -- and there were a few girls there and he looked around and said 'well, since nobody is here, we'll cancel the --'

A. That's right, that's right.

Q. Well now, is there much of this feeling that you as a girl were treading in a mans world kind of?

A. I had the best of two worlds because I got in at the graduate level and was living in digs you see. It's very easy to get to Cambridge with a degree - it was then, if you had a decent degree from a recognised University. There was a great deal of talk amongst the girls that were living in College, about the fact that Cambridge women were not granted degrees, only titles and there was a good deal of protest how this was going to be put right. Now I couldn't get involved in this because it didn't matter to me and the girls were now under the same regulations as the men and that the mens regulations had come down from a Victorian age, the man had to be back in College at 11, or the -- would catch them. The girls -- -- regulations, well it wasn't much fun for the girls was it? You know, I was sitting on the sideline watching, but it was a mans world very much and these girls unlike the women students I knew here, a great many of them

had this, I was going to say, chip on their shoulder, but it was a very real want to get the quality.

Q. At your level as a graduate student, from people like Bartlett, did you get the feeling that you were any less important because you were a girl?

A. No, not at all, not at all. Infact, I never did all through and certainly not over there.

Q. One thing that I'm very curious about Bartlett, it has to do with the way in which Bob and I got called over to serve the Royal Air Force. Was your general impression of Bartlett, you've already said that he was the typical English Professor. Would you also say that he fitted the stereo type of an English country gentleman?

A. Yes, and they had a lovely home, were you at it?

Q. No.

A. Well, he entertained his students.

Q. Was this a country estate?

A. No it was on the fringe of Cambridge but it looked out over lawns --

TAPE #2

A.-- you're quite right, he was the English country gentleman and the professor.

Q. Yes, and very concious of both of these --

A. I think part of my reflections was how could Canadians -- psychology was.

Q. Oh?

A. Now mind you, Cambridge as I say had this wider interest meaning Dorothy Seyers, Margaret Mead, Philip Vernon, oh the pair Mary and somebody at Edinburgh.

Q. Collins?

A. Collins.

Q. Mary Collins and er -

A. Greaver.

Q. Greaver yes.

A. Meeting these people and they were real and not textbooks. Meeting the Sperman and his wife, Able, you know, you saw them in the flesh they were people.

Q. That would be terrifically exciting. Many of them you knew from the reading you had done?

A. Yes, yes.

Q. You were there just the one -

A. I was there the one year.

Q. So you weren't a degree candidate you were just a graduate student?

A. There was a thought of staying over there and doing the Cambridge degree. Er, title of degree excuse me and getting a Phd -- but I think really, I was fedup with it afterwards. That was enough, it was like being on a - well if you're on a holiday after two weeks of it, you're glad to get back home and I don't think I could get down - it was all so vague, I couldn't get down to doing a thesis, you know? Anyhow, I had part of my courses at Toronto already stocked out.

Q. So you came back?

A. So I came back that was 30 - no I came back in 36, 36 yes. I'm just trying to get the date. My grandmother died that year, that was the end of that part of the family. There was a big business mess, Hepburn was in it, do you remember that? The whole company nearly went under re-taxation - there was a lot of that going on. I suppose I should say something about the depression. I wasn't aware of it in Cambridge and such because all students usually -- about the same level, but you certainly were aware of it in the cities, in London the red lines and all that kind of thing. In Toronto again, the early days of the depression, we always had plenty to eat, we economized on some things and with the student group, you never felt anybody was starving to death, we were all at the same level, we were all poor together as it were. Now, coming back to finish a Phd and Lion had taken an interest in this while I was over there. Then it was a matter of finishing up a course or two that was all that was left and getting a thesis written.

Q. You did the thesis with Bill Lion?

A. Yes, but didn't they have committees which -- mostly and I don't remember who else was on the committee except Dave Ketchum and where he came in was to read over the final draft and make comments, 'you must have been translating from the Germans or ' your senseskare cumbersum. I don't remember -

Q. Dave was a meticulous corrector.

A. Wasn't he.

Q. Oh, he went to enormous labour. Did he have allocated marks on this --?

A. I expect so, I don't really know.

Q. -- conscientiously.

A. Now, the graduate group on return became a very real group. A group of graduate students, Reece, Snake, I don't know if McQuitty had disappeared, Karl Williams, Mary Salter, Laura Lope, God Bless our Happy home down the basement of 98 I guess or 100 and that graduate group was steady. We learnt far more than any other -- higher up and I think we used to invite, you and Ketchum or somebody, occasionally to come and speak and we paid 5 cents for tea and that was great. Elenor Long -

Q. McDonald?

A. McDonald yes, she was in. It was quite a group. A lot of good discussions I must admit, I listened to it more than participated because, well I wasn't on level of it, Reece and Snake were way - they were finishing up their Phd and knew a lot more and Mary Salter wasn't afraid to express here opinions and in those days I told her I considered her obnoxious, absolutely because she was pretty -- and there used to be tremendous competition for the few jobs that were available like speaking to home and school clubs and she always got them, you know?

Q. Yes.

A. We were on some kind of -- about \$300 a year.

Q. Who did you assist?

A. Bob and I assisted you and Partle, Partle -- and I assisted you but I think that was before the Phd level, and I think I was Bob's

yes I was Bob's assistant with those medical students because they -- a whole bunch of them and he said they want their papers re-read and you'll have to meet them. So I learned to be more -- with my marking.

Q. I think one of the things you did for me -- whoever else -- assistant -- put on a skit -- class for casual observation.

A. That's right, when does the gun go off.

Q. Yes, that kind of thing.

A. We carried that on, I carried that on with teaching --.

Jobs were hard to get, any kind, paid or unpaid really, I guess for everybody.

Q. Well now -

A. Mind you, in the summers I was still going to camp except when I was going to Cambridge and by this time I had risen from the little tiny girl that went up - a twelve year old - to being head of the programme you see. So this was a great big job, summer job, and I think I got paid about \$300 for that too.

Q. How long did it take you, with Bill to work out a thesis?

A. Well, we finished it in 38, I came home in 36, so we must have spent 2 years and with that thesis, the part I enjoyed most was the background of where Bartlett derived his idea of the -- and the activity of the mind. I went back to read Camp, not in the original and -- and Head on his atheasia, all that, the actual study of seeing the changes that were made over time with people wasn't much - you know, but I guess after I made such a row on the MA, that it just slipped through.

Q. You don't remember your oral?

A. On the Phd? I think that was a period that went - oh yes, over at the senate with Bret sharing it. I liked it.

Q. There was a departmental oral before that that either with you or Mary Salter or somebody was a shambles. It must have been Mary Salter.

A. It must have been because I had fun.

Q. -- or -- Arnold.

A. I had fun and Bill Blots pulled me out of a jam, the rest of them tightened me in a corner and he made some facetious remark. Somebody was trying to get the derivation and the definition of schemer and they played at this and Bill turned it by saying something like 'well if Bartlett didn't make it up, who the hell did' you know, it was very easy, in fact, no trouble. We got a little party after it and I was complaining amongst intimate friends that you had pay \$50 which you did then to get your actual degree, you know, go out and get it.

Q. Oh, oh I thought that was to pay for the reprint or something.

A. No, you had to pay \$50 to be admitted to the degree and I was crabbing and one of my friends said, 'well I suppose they have to charge something, or else everybody would have one.' I don't think I ever thought of a Phd as a great contribution, but I had a lot of interest out of it and ofcourse I taught Bartlett in all the years I was teaching, you know.

Q. Oh, yes, yes.

A. -- --

Q. Had you by the time you got your degree, had you by this time got involved with Bill Blots in the institute at all?

A. Yes. As I say, jobs were hard to get and Bob had made some kind of commitment that he'd -- a degree but I got a good salary. I got \$600 -- or \$800 something like that and I think at the same time and I'm not too sure about this, maybe a little later - he and -- father, now that I had done so extraordinary well with Bob -- the family you know, -- Phd, that -- should give a scholarship - do you remember this?

Q. Oh yes.

A. They called it the John Northway scholarship and I think the way Bob made up this money, was to say I was to be the first scholar, so that was - you know - even then I thought it was a little strange, but after all, this didn't get up to the sum he had said, so he said you go over and see Bill Blots. So I went over to see Bill Blots and he said to me, ' Bob said we've to take you on here, what you're to do is to give any lectures to social workers on occupational therapy, when I'm not here', that sounded easy didn't it? - 'And you have to work in the nursery school every Monday because I won't have anybody teaching who hasn't worked with the kids.' So that is where I encountered him. He also said ' you have to come to all the lectures I give so that you will know what I have said.' So I used to ride over and back with him. Another connection with Bill was his windyridge, because the people who ran windyridge were great friends in the group that my parents - the hill group, so

I heard a lot of -

Q. Then you began to discover how many lectures he didn't show up at --?

A. I was giving them all, and I also discovered after a very short time, I don't have to give BilllBlots lectures I had been saying what I want, so this was really -- experience of lectures. So, there we are passed the Phd.

Q. Yes, so now we're coming up to 38/39. Were you involved at all in the formation of the committee in psychological association, do you remember anything about that?

A. Well, not the actual formation, the meeting, I think it was the second meeting in Kingston.

Q. No the first meeting was in Toronto and second one was in Montreal.

A. No, I think the first one I turned up at was Kingston - Humphrey and -- -- move coming up - remember?

Q. I don't remember that.

A. You weren't at the one where they had the rats that the attendant saying -- both of them they went into a seizure - you weren't at that one?

A. No.

Q. That was a riot -- and this rat he was using for demonstration is escaping and him trying to recapture the rat while going on with his lecture.

A. No, I wasn't at that. I think the bridge here is that in the summers, I was very busy running this camp. In the winters, I was

very busy running the camping association which had just been founded and -- hard, you know, he thought of things for people, he had me give a set of extension lectures on camping - that would be before 1940, so I was very very busy with this. Going to the camping meetings on setting up constitutions and all that kind of thing, much more than the psychology. I must say, it was a schizophrenic sort of life - I felt camping was here, very valuable very real, psychology, all the people were just a little cleverer, just a little more verbal, not -- basically cleverer if you know what I mean. I didn't fit into that group as well, I was sitting on the sideline. Well, then the thing that happened, was Mrs Bott came to one of these camping courses that a group of us had put on at the Y and she met me walking -- and she said have you read this new book by Moraino, she said 'you know I think it would be useful in your camp.' That got me off remembering for the rest of my career and then a lot of fluke things happened, she having suggested it, I thought this would be great to introduce at the beginning of camp and at the end of camp, so that got -- --. Mr. Bott arranged for it to be published by the University Press, which was the first major publication.

Q. --?

A. No, no this was appraisal of -- and Social Development of a Summer Camp. That got me in touch with people of the press too whom I found interesting. I got into correspondence with Helen Jennings - sent her down a few preliminary findings, they

published them immediately -- and that gave us an outlet, whereas remembering was blocked, you had to get into the -- journals. The remembering study was published in a British journal. This -- a coming thing, it was a little offbeat too and you could see people saying - which I rather enjoyed. So that's how I got into the - so - where do we go from there?

Q. Well, at some point here, shortly everybody goes off to war and you find yourself teaching psychology don't you?

A. That is right and this is through 38/39 when job activity was hard to find within psychology, lots in camping. You all go off to the war which leaves a very small crew of us at home with a great feeling of responsibility, you know the saving of psychology and doing everybody's job without a qualm. So even I taught clinical and experimental psychology. Well, looking back the people who came out of that area, we were the only people teaching, they must have been awfully strong stuff or we must have been awfully good teachers. -- Bruce Quarington, Mary Quarington, Ron, Elizabeth Ball, you know -- --. So you see you've got nasty Mary Salter off to war so that the field was wide open, the opportunities were great and they were all justified by the war effort.

Q. You were, I guess -- Bernhart I guess was the only person left - the only man left.

A. That's right and Cosberg.

Q. Oh yes, that's right.

A. -- in and out.

Q. You and -- Arnold -

A. --

Q. Were virtually the work horses for that whole --

A. Then we used the younger people -- Gertstein was around then, er ---- was in Toronto so there was a very small crew.

Q. That would be sort of exciting, as you say justified as your part of the war effort.

A. Very much, and also because we imagined you people overseas who were getting all the glory and the medals, that we were grudges on the home front, you know. Now this is where the nursery, child study really gets linked up, because, with such a small group and the girls going overseas, Mary Fletcher, Dori, Mary Wright and all the rest of them, it was a substitute staff there too, so the only way of working it out was that Carol and I particularly just duplicated or combined our efforts in the school. Running it with ----, and therefore teaching child development in our courses - a great deal of it and there was a very, very close well, it's almost --. Now from the first day of working in the nursery school, which Bill had made me do to give his lectures, I couldn't abide working with young children. Day in and day out and playing -- and all this, this seemed too tedious, I liked observing them, I liked talking to them, but sitting at a table, giving them three lumps of -- a day was enough, enough. The other side opened up all kinds of interesting things, fascinating, because we got into the legislation that became a day nursery act. We were giving courses, morning, noon and night

to volunteers and alot of my friends from other occupations, camping and so on, got into this. I found that very very interesting.

Q. Was Elsie Stapleford in this phase?

A. No. She was down in Ottawa. I hardly knew her. No, when Dori came back, she was put into the provincial office. So she was away a long time you see. She opened that provincial office when we got back from -- . So, we were substituting for her work for quite a long time. We were using the students on research we were interested in to give them their course in research methods. And of course, mental health was very closely tied up with Clare Hincks and you see when Bill and Jack went away they dumped their study of autistic children into my hands to finish in the Forest Hill school. Well obviously the thing to bring it along was to introduce sociology. And that is where we found that the kids with the very low scores, the kids that were diagnosed as autistic had very low scores, but all kids with low scores were by no means autistic. And then I got linked up to the Women's Health Service. They decided they needed a psychologist which was very advanced for them. Gwen Muclock, whom I knew very well asked will I come over and work with these students. Well some were fine because they were very simple problems and at least I had the sense to refer others to the available psychiatrist. So it was a very very busy year. But a productive one and an exciting one. And then Bill would come back from these wanderings you see and I was next to Carl pretty well running the place, keeping away from the kids but working out curricula and all that kind of thing. So I began to see quite alot

of -- and got to know him. And you know how he delegated. He would get the idea and somebody else had to do it. So those were the war years. By this time I was getting very very tired and in the post war year you all came back, which we rather resented in a way - you know, our nice little group and these men who had been on the big important thing. Well, I was doing second year -- psychology and Carl Bernhardt told me there would be about 400 - 500 in the course and you have to let your -- know. And this just hit me. I went out and I felt sick to my stomach. I said I've found something I can't do, really can't do. But I tried it and as you know at the end of that year I really collapsed, which was another good thing that happened, like being turned down on the -- . I hadn't had enough adversities. So then I was out for two years and of course I knew I was going off and the person I naturally went to to ask who to go to was Bill Blots. He said, "I'll handle it". Well he didn't know how sick I was physically, and put me through a very superficial psychoanalysis sort of thing which wasn't psychoanalysis anyway. That was the final straw and then I just broke physically and got excellent medical attention as you know. And the thing I appreciate most about Bill and the rest is the rehabilitation of all of you. That was marvellous because I thought I would never come back. It wasn't hard at all. Now I don't think anybody can say of themselves what a long term effect that had but it took away this - you have to succeed, you have to be the best, you have to outdo -- to get the job. It certainly took that away. And one great thing that

that Bill cleared up was one you have touched on - look we have some money in the family, why are you letting your daughter go out and talk to parents for five dollars because one of my great ambitions was to make enough money to live on independently. And I know that Bill had alot of talk^s with father about arranging financial things about life. We had a company - I was then put on the Board of Directors whereas before anything --- . We also moved to Richmond Hill which got me out of the family's home, still the only child -- and again that was on the basis, fresh air is good for you, you know the old T.B. thing. So life began really on my own then, except for the Cambridge interlude. Well I don't know how much more of this you want. It was a new life. It was a home of one's own with Dodi James, the doctor in Florida who still lives with me - Dodi died in 1958. Running it the way you want without the formality of set meals and set times, having your visitors, and putting time into it so you weren't at your books or your university things nearly as much. Bill's therapy and rehabilitation was to decrease time but not at a lower level.

Q. You mean to decrease the time you were working?

A. Yes. "I don't mind how hard you work but you can only work half time . But you are going to work on these top things, not go down there and do simple things because you have been ill." So then my life obviously swung into the child study with Bill much as a father figure. Now he never again referred to that illness unless I did and the only time I can remember was when both my

parents were very ill and I was getting pretty darn edgy and said, "Look here Bill, what do I do to get through this situation?" And he gave some good advice. Don't go in too often and this sort of thing. And he said he would phone the doctor and find out what the situation was. But we went on as if this had never happened really. And one thing I can't get from people I am interviewing is what Bill did clinically. Everybody can say he was a help but to say what he did, I don't think he could have gotten it from me. So oife from then went on linked up with the Institute with a few contacts on psychology but pretty well out of that.

Q. I think the very thing that was wrong ... (inaudible) were in some circumstances defeated and in other circumstances ... (inaudible)

A. It depends alot on personality too. Because I know in some of the talks I had with Bill when I was really sick, I gave him hell. He gave me hell. He really did. "You have lived a selfish spoiled life. You've used people all your life." Things like this and I am sure a great many more and of course there is a wonderful amnesia of these things. But we could fight it out you see.

Q. And some people couldn't.

A. Some people couldn't take it at all.

Q. When I took ill with mononucleosis, I had a girl in treatment who was a frightened, timid little girl, very dependent on her family and very mixed up about her sex relationship - who she was going to marry and that kind of thing - and I felt as a

therapist that this was a very critical stage she was just working through and was very anxious about the fact. I was ill in bed and I couldn't see her any more and Bill said "Don't give it a thought, I'll take it over." And he was generous about that kind of thing - he would just do anything. So he saw her once and then came in and said there was no problem - he had got it all fixed up and all settled. About six months later, I didn't believe him at the time, and six months later she was back in about the same stage she had been in when I left. So his directiveness and his dominating, his sharp wit and clarity and his confidence, he always knew what you should do when you were a patient, I think sometimes worked and worked almost miracles, and then other times didn't work at all.

A. And mind you I came to know him pretty well because of working during those war years and respect him very much. As he said no psychiatrist knows how many cases they have helped and how many they have failed in.

Q. Because they have no effective way of follow up.

Let's switch now. Because the closer you come to the present time I think the more difficult it is to be, to tell a chronological story. Let's switch and do a few things in the time that is left of this kind. Looking at the Institute, particularly at the Institute and of course that means Bill Blots, what in your recollection was the heyday of the Institute. When were things at their peak? When were things going best?

A. Well, this is hard because I have been going over so much of it. And I would say, from what I have been going over, the first ten years, the very early years ...

Q. 1925 - 35?

A. Yes, when they were a small enthusiastic group, when they had tremendous confidence that they were doing something of world value. But I wasn't in it then. The war years were the war years rather than the Institute. I wasn't in on those security sessions right after the war. Bill had that group. I was just back at work and wasn't going to those so I don't know. I don't know alot. If you say the influence on the whole child field, I would say the war years and immediate postwar years - the setting up of the Association, the spreading of child care, nursery and all that.

Q. It got a big boost during the war.

A. It got a tremendous boost. During the war and up to the 50's, up to the early 50's.

Q. When did the Institute move from St. George Street to Warren Road?

A. 1953.

Q. Did that have anything to do with the effectiveness of the Institute?

A. Yes. I don't think it ever got going again because as you will remember we moved up in 53 and it was chaotic. Combining Windy Ridge, setting up and remodelling the house, having all those Thailand students that mental health had sent, combining .

two staffs with Bill's laissez-faire play at that time not his -- two principals, all the Windy Ridge ... and then Bill getting sick in 1955. Now one can say if Bill had been younger, if he had been well, that would have brought the new life he had anticipated and we had anticipated. But he really dropped out in 1955 as the effective ...

Q. I didn't know it was that early.

A. It was New Year's 55 - 56 that he was so very ill with pneumonia. Then he went to England and practically -- there and he never got back. That doesn't answer your question - was it effective except to say the first ten years and the war and postwar years in the practical.

Q. Give something of your undoubtedly distorted views about the role of the Chairman of the Department of Psychology in the late 1960's in reference to the Institute. I am naturally curious.

A. This is what I was going to ask you. This is really what happened. Having said that reaching fulfillment in a new school a new building, new staff and grants from the federal government in the five years to carry on the research, Bill getting sick, then obstacle after obstacle seemed to happen. So that by 1960 we had had five years without a leader and I think we went to the Chairman of the Psychology Department at that time and said this can't go on, there has to be something done - you know the right people, speak to them. And that's when Carl Bernhardt ... That would have been a good work out if Carl had remained.

Because he said to me, I have seven years and what I am going to do is look around for a young Canadian who will take over. But he was sick really after he got there. Well, as well as having no leader there was the extraordinary pity that Carl's condition evoked. Carl carried on until 64 I think.

Q. He carried on alot longer than he should have been allowed to.

A. Well, we tried our best.

Q. We all like him so much but it did the Institute no good.

A. But we had anticipated, this was January wasn't it, that there would be a working committee for the rest of the term of Miss Fletcher, Miss and myself, the obvious people to carry through til June. The startling announcement was made that Mike Grafco whom we all thought of as a silly little boy, though rather pleasant, was put in for the term. So we immediately jumped and said all right I can go back into this but God help us if he ever becomes director. Is this being taped? Edited. Mike in my opinion had no experience in sharing or being a leader within an insecure role and was very -- about it. And one thing I didn't expect was that he riled me no end. He just made me mad. Well, then of course the Chairman of the State Department plus a number of other people were looking for a new director and a great mystery to me still is that those people who wanted to come the group didn't want and those who didn't, the group wanted. And of course you know looking back from now I can see perhaps what happened. The university was expanding with all these buildings that Robarts built, a library, a small -- place that wasn't being particularly

effective at the time. Did we expect Claude Bissel to be devoting his whole time to sitting down and dissolving this. Well the thing became so uncomfortable at several levels. First our staff was cut off so this "silly little Mike" was taking many away from research to other appointments so there was no research staff. The grants were coming through from NHF. On the other hand Mike was making me and I shouldn't speak for Dori but she felt the same way, more and more angry personally. And yet it was a bit ambivalent because ---- of course he is a poor boy without any experience, perhaps we should be kind to him. So this was really getting us down and the only thing to do was to jump the gun. Why stay in a place where obviously you aren't being effective. So we jumped out. But we couldn't stop - we had to do something. So after a good many discussions with Jack Wilson and Harry Ebson and some of the business people, we decided well let's open a little office and set up a Board around us so we can carry on what we wanted to do. This was just as well because Dori wasn't well either you see. She had had this, the opposite of diabetes since the early 60's. That's my rationalization, my interpretation that the university was big. It didn't see how terribly important we were sitting up there. Our work was becoming less and less effective and more and more defensive. So that was a third new life starting all over again.

Q. The puzzling thing to me is that the way I review it in my thinking is that for some reason or other Bill Blots never recruited young men that really were promising, that really had it

on the ball.

A. Bill always said he never could bring along someone to take over from him because the university wouldn't allow him to. They had to have their outside committee. But I know what you're talking about, that of the young men who turned up there, they did PhD's and went elsewhere. Now whether Bill liked the company of admiring women or whether he couldn't afford to pay the young men, I think both are true. And a man can argue equally with him in a different way from a woman. --- He was in there for two or three years.

Q. One bright young man that he did keep was Nick Laidlaw. But Nick whatever he had got hadn't got any administrative skill or potential. What about Dick Walters? Do you remember him? He recruited Dick Walters.

A. Yes, he was up with us for the year. Now that was after Bill wasn't too well.

Q. He was a difficult person but at the same time he did have some drive, some -- .

A. Yes and he went far in his short life.

Q. Yes, he sure did but not insofar as the Institute.

A. No. Or he was up there on some very small . . .

Q. Yes but he had been brought to be liaison and did well there. He did give added strength to the research side of the Institute and . . . Anyway, since ---- has it been comfortable, has it been happy? Have you enjoyed it?

A. Oh, very much. Yes, very much.

Q. What does -- do?

A. Well, what does -- do? -- consists really for part time people plus a very intrested and interesting Board. And what Dori does is two things. She plugs away at her research which some day will come out. She does quite alot of clinical work. She works part time which is about the level of her physical capacity. What do I do? I at present am working on this collection of the Blots thing and putting together a few papers. But -- does things such as last Monday night we had a meeting here of 40 people where Alan Wilson from Trent came down, a little soiree, to talk about why^aCanadian studies. It has nothing to do with psychology really but there were a number of psychologists here who raised psychological questions about this. Now this is a kind of interdisciplinary activity I have always enjoyed because my life has really not been interdisciplinary, its been a bit of a hodge podge business camping. So instead of talking about how can you get an interdiscipline thing in the university here was an interdisciplinary group of people none of whom knew everybody, everybody knew somebody, made up from merchants to historians. And then in May we are having an all day meeting on "What is the role of Foundations", where they fit in to the socialized world and I suppose there will^{be} about 50 people at that. I like getting different people together you see.

Q. This is capitalizing on your own life history.

A. That's right. Its not definitely psychology but psychology has a voice in it.

Q. Of all the books in psychology that you have read, and you must of hread a large number, what after remembering has at the time turned you on most. Which ones really stirred you up?

A. If I can go away back and speak right off the cuff, I would say one of them was William James "Variety of Religious Experience".

Q. And when did you read that?

A. It must have been undergraduate days, wouldn't it?

Q. Perhaps in your first philosophy, would it have been W. R. Taylor's ... Yes. O.K.

A. I think that is one that comes to mind. Of the recent ones. I really don't know. Skinner turns me off! Therefore if you want to talk about influential books.

Q. What about Rola May, that kind of humanistic thing.

A. I was trying to think of the ones Carl Williams and a few of us went into on phenomenology. We got awfully intrigued with those, and the social psychology that was coming out -- Ash, and those people. And then in the textbook, those two from Harvard on Social Psychology.

Q. The Alport ones?

A. No. Not Alport. Alport I thought very highly of too.

Q. You would have to mention Moreno at one stage - it must have got you very excited. Not the book.

A. No, I think it was what you could do from it. Now re-reading Moreno recently, he had the germs of many many things which we later put down in some kind of research but as a book he always

annoyed me as egotistical.

Q. Very much so, yes.

A. Yet as a person when I have met him, he has been most gracious.

Q. He writes in a very eccentric way, very concerned about his priority about everything and so on. Of all the teachers of psychology you have ever taken work formally or informally from, which has had, say the most to do with moulding the kind of psychologist you are?

A. Gosh I think Blake. I think looking back the wonderful thing about the Department at the time I went through was the variety of people, some of whom you argued with or took the opposite view as I did with Bill Blots. Others you went off on a tangent like Bill Lyon. -- was always there, a stable person. But we got such a divergence. Chant was pretty well a non descript figure in my life. Those were the senior ones. Ketchum, I like his teaching. I like him but I felt very remote from him.

Q. Not many people felt close to David Ketchum.

Would Bartlett rank as an important teacher?

A. Well only -- the whole experience around him.

Q. But not particularly as an individual teacher.

Of your colleagues, say the people with whom you have rubbed brains, like that group you talked about, which of them do you think had the greatest influence on you, in retrospect.

A. Well, Magda Arnold, for one. Now she had a great chip on her shoulder as you know. She was in my opinion brilliant and

convinced that what she was doing, and she talked about strange things like hypnotism, and she told me once that I had a very simple mind which I probably had. But I talked a lot to her and tried to keep up with what was a different level of thought. She had read all Freud and gave me what I should read of Freud. Hal Williams was influential because we talked about this -- in time. He was very interested in time and I was very interested in time. Mary Amesworth at first and then as the years went on of course I developed greater and greater admiration for her and still follow her work very carefully. Mary Wright was younger and as far as I knew didn't then have a thought in her head. Dori and Margie and that crowd, they were primarily nursery school and did interesting things like seeing the Dionnes and going to -- . But intellectually, except in later years as Dori and I have had much more chance to talk, she didn't make any impression. Good old Ed Belyea, now he used to get going but that was more on -- . Snake and Weese were ahead. I don't know if anyone else has mentioned Magda but when she wasn't being bitter about the university and perhaps she had every right to be with the trouble she got into , she was pretty stimulating.

Q. She was first rate.

A. Yes. Or. -- Long, but again that was Marg's friend and Riva Gertstein again is a friend whom I lost track of through the years.

Q. Alright, where is psychology going?

A. Where is it going?

Q. I mean in the sense of what is going to happen next? What do you

think are going to be the hot points, the boiling points and where is psychology going to get excited next.

A. Well, I think that postwar period where all of you concentrated on method research, ivory tower I call it, has had a marvellous effect in the long run. I wouldn't have said this ten years ago. I would hvve said to hell with -- . And I think having caught up with that, its in a position now as it wasn't in Bill Lyons' day to tackle much more adequately, what do they call this, relevance. Real problems of people. I think some psychologists will speak up with an effective voice along the lines Skinner tried to which to me was distorted, along the psychological basis underneath the social political thing and the effect of that on the individual so that perhaps we learn how to deal with union disputes, without everybody just taking steps and having to say things that would get into that kind of problem of communication. But the psychologists now more sophisticated will be able to bring up something research wise that is more sound than the kind of thing Bill Lyon and his group were trying to do. Now I never went around you see because I went off on the other side into business and camping and anyhow I didn't like statistics.

Q. There is a view now being expressed particularly at the University of Illinois that within the last decade psychology has developed a technology for the first time making a professional practitioner training make sense. That now for the first time we have got something to use on what you are describing as practical relevant problems that we haven't been able in the past

to do any more than Bill was doing. But what they are talking about is behaviour modification. What is your view of the notion perhaps already expressed, that psychology through its esoteric ivory tower of research has achieved a strength now that will enable it in the next decade or two to really make a contribution to society.

A. Through behaviour modification.

Q. Well they think its through behaviour modification but more broadly.

A. I think it is broader than that. I think it is understanding the whole motivation and aims and so on of the individual. And also understanding the social psychology of your groups and how they work. I still believe in sociology as a study. Alright here is labour management dispute. Let's look at it socio-metrically. If there is a split, where are the places that you can use this. And I'm not taking a psychology practitioner as a person who sits down and gives Binet tests but somebody who goes in as a consultant and speaks with a voice of authority because he knows the way to set up a research that will give things at the 05 level instead of just conviction.

Q. More dependable answers than we seem to have. That is a puzzling thing to me that most of us that got involved in the war were thrown willy nilly into situations about which we knew nothing. And most of us were astounded how well we did, how we could get more dependable answers through our methodology than people who were experienced in the area. What puzzled me about that is that I don't see the same kind of power since the war.

Maybe its that the problems don't seem to be so urgent to solve. Sometimes in war time you could get people to undertake an experiment that they would never dream of doing in peace time. Perhaps it was that we had access to the opportunities to apply our methods that we didnt have in peace time. But it dosn't seem to me that we have been anything like as successful or found our methodology as powerful in peacetime problems as we did in war time problems which is puzzling. Why not?

END OF TAPE 2 Side B.

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