

Exhibit P-81



McGill-Queen's University Press

Chapter Title: DEVELOPMENTS BETWEEN THE WARS

Book Title: McGill University

Book Subtitle: For the Advancement of Learning, Volume II, 1895-1971

Book Author(s): STANLEY BRICE FROST

Published by: McGill-Queen's University Press

Stable URL: <https://www.jstor.org/stable/j.ctt7zs5q.12>

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.

Your use of the JSTOR archive indicates your acceptance of the Terms & Conditions of Use, available at <https://about.jstor.org/terms>



JSTOR

McGill-Queen's University Press is collaborating with JSTOR to digitize, preserve and extend access to *McGill University*

CHAPTER
VI

DEVELOPMENTS BETWEEN THE WARS



There were considerable developments in the Currie period which were not part of the 1920 planning, but which were of great importance for the future growth of the university. In their variety they illustrated the complexity of the university; in their potential they anticipated the immense developments of the period which would follow a second world conflict.

THE PULP AND PAPER RESEARCH INSTITUTE

The Forest Products Laboratories, made up of departments for research into timber testing, wood preservation and distillation, and into the pulp processes used in paper-making, were located on the McGill campus but were operated by the federal government. By 1925, however, having become dissatisfied with the interest taken by the government in its area of concern, the Pulp and Paper Association offered to take over the direction of the work, and support it financially for five years, on condition that the government maintain its current level of subsidy. About the same time the university received a bequest of \$200,000 from Mrs. E.B. Eddy, which was used to establish the Department of Industrial and Cellulose Chemistry. Professor Harold Hibbert, then at Yale, was appointed to direct the new venture; the university and the Pulp and Paper Association undertook to be jointly responsible for his salary.



The Pulp and Paper Research Institute, 1927

The next step was to propose the erection of a building to house in one location the university's Cellulose Chemistry Department, the Pulp and Paper Association's research activities, and the government's Pulp and Paper Division of its Forest Products Laboratories.¹ The university would supply the site, the industry would erect and equip the building, the government would share equally with the other two participants in the operating costs. When this proposal was accepted, the Pulp and Paper Research Institute effectively came into being, though formal incorporation was not to follow until 1950. The building was erected in 1927 on a University Street site, the architect being Percy Nobbs.

From the outset, the new venture proved highly productive. Hibbert served from 1926 to 1943, and his department quickly gained a reputation for its outstanding contribution to wood chemistry. We cite one example out of many: 'The idea of an essentially specific aromatic structure of the bulk of the lignin led to Hibbert's belief that not merely trace quantities of vanillin could be made by alkaline oxidation of lignin (for which there are literature references dating back to 1904), but that it should be possible to make substantial quantities of vanillin, and that, as a result, vanillin could become a chemical of commerce and not just a flavouring agent, in limited supply, from the vanilla bean. . . . Here is the rare but specific example of basic postgraduate work at the Institute and a dream of one professor maturing eventually to a significant new Canadian industry and, indeed, an international industry.'² It was this liaison of basic research with practical application which made the institute effective, so that over the years, despite economic depression and war, industry support grew steadily.³

Nor did the university have cause to regret its own involvement in the venture. Care was taken to ensure that the Department of Chemistry and the Faculty of Graduate Studies and Research should not lose control of the students working in the institute programs. 'McGill University has, over the intervening years, always jealously guarded the facts that the graduate student program is a university program; that degrees have the full *imprimatur* of McGill standards and that these standards have always been high.'⁴ Over the next fifty years the institute was to nurture some 330 Ph.D. graduates, and the succession of outstanding scientists brought to the campus by the institute, including men like Hibbert himself, Clifford Purves, and Stanley Mason, strongly enhanced the research reputation of McGill.

THE UNIVERSITY'S LIBRARIES

Unplanned developments also took place in the libraries, some greatly to McGill's advantage, and one which can only be reckoned an unfortunate

loss. Casey Albert Wood was a graduate of McGill by adoption. He graduated M.D. from Bishop's University in 1877, and when its Medical Faculty amalgamated with McGill in 1905, he, like the other male medical graduates of Bishop's, received the McGill degree *ad eundem*. Few graduates have so richly contributed to the well-being of their alma mater. Wood pursued a distinguished career in ophthalmology, editing the *American Journal of Ophthalmology*, 1908–14, and also the immense eighteen-volume work *The American Encyclopedia and Dictionary of Ophthalmology*, 1913–21. He wrote a number of scientific articles of considerable merit himself and collected a large number of rare editions of works on diseases of the eye. In 1886 he left Montreal and from 1898 to 1913 he held the chair of clinical ophthalmology in the University of Illinois. After serving with the U.S. Medical Corps during World War I, he constituted his legal residence in California.⁵ Although he never returned to Montreal, except on infrequent visits, he retained a strong interest in McGill. His first benefaction to McGill was made in 1911 when he presented a valuable ophthalmologic collection to the Medical Library, and in 1917 he gave the remainder of his specialized library on the eye and its diseases, thus greatly enriching the McGill holdings in the specialty, and in the history of medical science generally. Wood then gave full rein to a long-time interest, the scientific study of birds, and in 1920 he founded at McGill in his wife's name the Emma Shearer Wood Library of Ornithology. Until his death in 1942 he continued to contribute to the Wood Library (at his wife's request, the name was shortened), and because he was an indefatigable traveller, the collection quickly became enriched with rare and exotic items, as well as those of more strictly scientific interest. He also persuaded a business friend in California, who had had no previous connection with McGill, to establish and endow the complementary Blacker Library of Zoology. Robert Roe Blacker continued his support very generously until his death in 1931.⁶ The two collections have been administered together in the Blacker-Wood Library of Zoology and Ornithology and have constituted one of the great strengths of the McGill library system.⁷

In 1877 Wood had served as clinical clerk to William Osler, and from that time the two men remained friends, sharing their bibliophilic interests, particularly those relating to the history of medicine. Osler was a book collector all his life and, at the time of his death in 1919, his library contained many treasures. He left the major part of the collection to McGill, and the university commissioned Percy Nobbs to design an elegant room in the Strathcona Medical Building which would do justice both to the richness of the benefaction and to the reputation of the donor. Since the library had to be catalogued before it left Oxford, where Sir William had continued as Regius Professor until his death, it was not until 1929 that the

catalogue-volume *Bibliotheca Osleriana* could be published and the library opened in Montreal. The collection was not left only as a memorial to a richly cultured mind, but was actively maintained as the university's library of the history of medicine, and has continued to grow in value and usefulness.⁸

Another special collection acquired in this general period was the Gordon Home Blackader Library of Art and Architecture. Alexander D. Blackader was professor of pediatrics in the Faculty of Medicine and his son Gordon had graduated B.Arch. in 1906. Gordon volunteered for overseas service in World War I and died of wounds in August 1916. The family established in his memory a fund for (as the deed of gift specified) the purchase of architectural books 'for the use of architects, advanced students, and other suitable persons', but one-tenth of the annual income was to be 'employed in the purchase of practical books (working manuals), for the use of students'. The initial bequest of \$5,000 was increased to \$13,650, and this library provided the nucleus for a major resource, accessible not only to McGill students and professors, but also to the architectural profession in Montreal.

The story which had the less happy ending is that of the Gest Library of Chinese Studies. Guion Gest, a businessman, had gathered a large and immensely valuable library of Chinese manuscripts, books, and illustrated materials. In 1925 he proposed to sell this library to McGill for the modest sum of \$15,000, but added a proviso that allowed him until 1 May 1934 to repay the purchase price and repossess the library. The university agreed, and housed some 8,000 items in three rooms in the Redpath Library. But Gest was still collecting and within a very short time the number of volumes had risen to 130,000. A curator, Dr. Nancy Swann, was engaged and she soon required and was provided with an assistant. At the same time, McGill established a Department of Chinese Studies and Dr. Kiang Kang-Lu was appointed professor in that discipline. But the world-wide economic depression materially altered the state of Mr. Gest's personal finances. It also depressed very seriously the university's endowment income. In 1934 Dr. Kiang's appointment had to be discontinued and the Department of Chinese Studies closed. Nor could Dr. Swann and her assistant be continued on the university's payroll. Gest then invoked the clause in the initial agreement which allowed him to buy back the collection for the original price. His intention was to find a purchaser who would pay him a sum nearer to the library's true worth. The Carnegie Corporation in New York and the Universities' China Committee in London were both approached in an attempt to raise sufficient funds to permit the collection to stay at McGill, but neither institution was able to respond. Since Gest in those difficult times could not find any purchaser, he asked that the option

period be extended for two further years, and the university, now under no legal obligation, generously consented. On the last day of his extended option, 30 April 1936, Gest informed McGill that he would be able to produce the original purchase price and repossess the library. Abraham Flexner on behalf of the Princeton Institute for Advanced Studies had agreed to a purchase price of \$130,000, and so McGill's valiant attempt to establish a centre for Chinese studies came to an untimely end. Had the library stayed, it is extremely likely that the university's return to the field of Chinese studies would have come much earlier than it did. It was not until 1968 that sufficient funding became available to permit, with the establishment of the Department of East Asian Languages and Literature and the Centre for East Asian Studies, the renewal of the program which had first been started over forty years before.⁹

EVOLVING FACULTIES

Currie's principalship saw the emergence of two new faculties, and the recognition of developments in two others, which called for changes of nomenclature and structure. The new faculties were dentistry, about which more will be said later, and music. The Department of Music had granted from the beginning its own degree, the B.Mus., yet anomalously it belonged to no faculty, but reported through its chairman directly to Corporation. There was considerable reluctance to accept it as a department of the Faculty of Arts, since it was felt not to be academically respectable, and the problem was only solved when in 1920 the department was elevated to an independent faculty, despite the small number of students registered. This did not overcome all academic suspicions; in 1922, when it was further proposed to make music an optional subject in the B.A. curriculum, the motion was adopted despite the opposition of Professor, later Dean, Cyrus Macmillan, who, so the legend runs, blandly asked, 'Since when has music been among the arts?'

The Faculty of Arts has always been considered the basic faculty of the university. The Faculty of Medicine was indeed older, but that was due simply to the circumstances of history in the first half of the nineteenth century. No one had ever suggested that a university could function without a Faculty of Arts, and the University of McGill College had been a fiction until an Arts Faculty was established in 1843. In that faculty, all primary education at the university level had its beginnings, and as new developments took shape they were first located in the Arts Faculty even if, like law and applied science and commerce, they later diverged and became independent. One of the strongest growths at McGill had been in the area of the sciences, originally mathematics, natural philosophy (which

grew into physics, geology, botany, zoology), and chemistry. Chemistry, it will be recalled, had been a series of programs in the Faculties of Medicine, Arts, and Applied Science, until under R.F. Ruttan they became one department in the Arts Faculty in 1912.

By 1931 these science departments in the Faculty of Arts had become a very substantial part of the faculty, and it was felt to be anomalous that they should continue to be regarded as arts. The science departments had needs peculiar to themselves; they were conscious of forming a community of interest. Yet because the old memory of McGill College and the unity of its intellectual interests were strong, the science departments did not wish to break away altogether. It was decided therefore to rename the faculty the Faculty of Arts and Science and to appoint two deans, one of arts and the other of science, either of whom could be the faculty dean as occasion might require. Both deans would consult with their departmental chairmen, and represent their interests in Senate and to the principal. This arrangement gave evidence of the growing strength of the science departments in those years, but it did not give much promise of proving a very workable one. However, the faculty continued to operate in this fashion until 1939, when further changes were introduced.

The other faculty to change its name in 1931 was that of applied science. The courses offered had been rearranged in 1921 into divisions of architecture (which ranked as a separate school), chemical engineering, civil engineering and surveying, electrical, mechanical, metallurgical, and mining engineering.¹⁰ This arrangement was evidently rational and practical, for it was to persist more or less unchanged through to the 1970s. But in 1931 it was felt that the designation B.Sc. Applied Science was no longer appropriate. The close association with the engineering profession, and the need to make it evident that the degree given was in fact a professional qualification, brought about a change of nomenclature: the B.Sc. in Applied Science became the B.Eng., and the master's degree, the M.Eng., and the faculty became the Faculty of Engineering. In preparation for the change, the faculty began in 1927 to require either senior matriculation or the first year in science courses in the Faculty of Arts as the entering qualification. Since engineering was a four-year course, this program now required five years from junior matriculation, a provision which meant that the McGill degree in this professional area came to be highly regarded in Canada and the United States.¹¹

THE EMERGENCE OF THE SOCIAL SCIENCES

The years between the two world wars are extremely significant in the history of McGill if for no other reason than that they saw the completion

of the academic quadrangle—the humanities, the physical sciences, the biological sciences, and, from that time forward, the social sciences. But first there was, as it were, some disentangling to be done.

The study of history at McGill began, as we have seen, as an aspect of the study of literature, and after World War I few people at McGill would have regarded the subject as anything other than one of the humanities. But changes were beginning to take place in the discipline's view of itself, which were to make its exponents more comfortable with the designation social scientists. At McGill many of those changes were attributable to the influence of the second occupant of the Kingsford chair, who was appointed in 1921. The first occupant, Charles W. Colby, remained as Kingsford professor and chairman of the department until 1919, and during his frequent and long absences the work of the department had been maintained by Charles E. Fryer. From 1916 Fryer had the assistance of Vera Brown, one of his former students, who served first as a resident tutor in history in the Royal Victoria College and then as a lecturer in the department. She departed for Bryn Mawr in 1920.¹² When Colby at last resigned, Currie recognized that the time had come for an infusion of strength into the department, and while promoting Fryer to a full professorship, he looked outside the university for a new chairman and occupant of the Kingsford chair. Although he wanted to appoint a Canadian, there was none of sufficient calibre available at the salary he could offer, and guided by advisers in Britain he recommended for the appointment Basil Williams, an Englishman who had gained a reputation as an historian of the eighteenth century. Currie still hoped that the department would add a chair in Canadian history and would develop closer links with the Department of Economics and Political Science.

But Williams had his own ideas. Within three months of arriving on campus, he wrote a memorandum which amounted to a denunciation of the years of neglect and a call to make good the evident gaps in the current program. Medieval and Renaissance history, constitutional, 'pre-English Canadian', and American history were, he said, all noticeable by their absence. He visited Ottawa, Toronto, and Kingston (and, we hope, considered Quebec) and decided that the primary and secondary sources for the study of Canadian history were insufficient to justify a chair.¹³ Instead, he recommended the appointment of a medievalist from Manchester, William Templeton Waugh. 'The subject progression he proposed [for the department] was general ancient and medieval history in the first year, medieval and modern history to 1815 plus economics in the second year, 1815 to the present plus a special subject in the third year and in the fourth, European expansion and colonization, the history of Canada, political thought and a special subject for concentrated work.'¹⁴ After four years

only, Williams departed for Edinburgh, but he had left his mark, and the serious study of history at McGill may be said to have begun with his appointment in 1921. Waugh continued in the direction Williams had indicated. He had written substantial works on Henry V of England and on German history, and in his teaching he maintained a high level of scholarship until his untimely death in 1932.¹⁵

As a parting legacy, Williams brought into the department a Tudor historian, Edward Robert Adair. An outstanding lecturer and a competent scholar, Adair was from the United States, but had studied in Cambridge and taught in London before coming to McGill. Like Fryer he developed in Canada a secondary interest in French-Canadian studies, and he took a lively and very independent view of contemporary international affairs, being particularly critical of Britain's foreign policy. On campus he was a difficult and abrasive colleague, and when Waugh died, it was Fryer, not Adair, who succeeded to the headship of the department. In 1941 Adair became chairman, more or less by default, but such was his unpopularity that he was not promoted full professor until 1945.

Williams, Waugh, and Adair were well read and serious historians, and Fryer made up in solidity what he may have lacked in flair. Together they laid the foundations for the major developments which were to take place in the discipline in the next generation. There was less emphasis on artistic insight and more stress upon a rigorous attention to the nature and the quality of the sources employed.

While one discipline was thus moving steadily into the social sciences orbit, another was just as steadily moving out. Psychology had begun as an aspect of philosophy, at first mental philosophy and then social philosophy. But with the appointment in 1910 of William Dunlop Tait the discipline took on a new direction. Tait's psychological laboratory was only the second such facility in Canada (the first had been established twenty years earlier in Toronto), and it offered opportunities for research in experimental, physiological, and applied psychology. His practical approach to the discipline was very different from the introspective interpretation of psychology which had hitherto prevailed in the Philosophy Department, and the two styles of thought lived in a strained relationship until 1924 when Tait was given his liberty to form a separate department. 'Tait did not lack vision about a future promise for psychology. His vision was that of the applied scientist. He saw flourishing applications for psychology in education, medicine, businesses, social work, physical education, and human relations. He showed little concern for psychology as a scientific discipline.'¹⁶ When he was joined in the new department by Chester Kellogg, the same practical emphasis continued; in 1925 the department established the School Service Bureau, to give 'aid and advice with regard to intelligence

tests, classification of pupils, remedial treatment, standardized tests and measurements, and other psychological aspects of education'.¹⁷ One of Kellogg's students was Nelson Whitmore Morton, McGill's first Ph.D. graduate in psychology; the two men revised the U.S. Army 'Beta' examination, and after publication by the American Psychological Corporation it was widely used, both in the army and in civilian life.¹⁸

The new Department of Psychology kept to a busy schedule. At one point Tait wrote: 'At present I am teaching nineteen hours per week. This includes lectures in the Faculty of Arts, laboratory periods in the same Faculty, lectures in the Faculty of Medicine, Department of Social Service, and the School of Physical Education. I also conduct a clinic in mental deficiency at the Royal Victoria Hospital, two hours per week. At this clinic medical students, nurses, social workers, and even physicians attend for instruction.'¹⁹ The department offered nine undergraduate courses and three, later five, graduate seminars. The early emphasis on graduate work resulted, in the years 1924–40, in the award of thirty-one master's degrees and four Ph.D. degrees. Despite their conceptual limitations and this heavy schedule of teaching, Tait and his colleagues had mounted a serious and commendable operation, and they were steadily overcoming the prejudices and suspicion which lingered around the discipline up to the beginning of World War II. However, because of the direction in which their interests had taken them, it was becoming doubtful whether psychology as practised at McGill was a social or a biological science. The years following the war were to settle that issue decisively.

Certainly, the major developments in the social sciences were to take place in other disciplines. At the close of World War I, a new concern for the population as a whole, and a recognition of the need for more adequate social structures, began to make itself felt throughout European and North American society. There had, of course, been antecedents but it was in the postwar years that the ideas of Auguste Comte, Emile Durkheim, Max Weber, Herbert Spencer, together with the input from Charles Darwin, Karl Marx, and Sigmund Freud, began to give form and content to the new discipline of sociology. Canadian universities were relatively slow to follow this lead, but at McGill small but significant developments were beginning to take place. As we have seen, in 1918 McGill established the Department of Social Service. That the emphasis was to be placed on training social workers rather than social scientists was suggested by the name chosen for the program, an inference supported by the fact that the courses were to be taken by theological students as part of their professional training. The Joint Board of the Theological Colleges had in fact agreed to meet half the cost of the appointment which would be required. The man appointed was John Howard Toynbee Falk, who was described as what his

given names would suggest: 'our link with the nineteenth-century development of social awareness in Great Britain'.²⁰ Falk was responsible not only for the beginnings of social work education in Montreal, but also for bringing the various social agencies in the city into a cooperative council. The Department of Social Service was authorized by Corporation to offer a certificate of 'proficiency as a social worker' upon completion of a one-year course. In 1920 Helen Reid, one of the original Donaldas, who had interested herself in the development of welfare services since graduation and particularly during the war, was invited to join the department to give a course entitled 'Public Health and Housing', while Professor Caldwell of the Department of Philosophy lectured on principles of sociology. The prospectus indicated that students would receive practical training in conjunction with the various welfare agencies. The new department was trying to combine social work and social science in one endeavour.

After two years of this experiment, Falk reported that the theological colleges were asking that the courses might have greater theoretical content, but that he could not agree to the appointment of a theoretical sociologist. Not only the theologians but also others in the university wanted to explore the new social sciences in a more rigorous fashion, and Falk found himself being urged in directions he did not wish to go. As a result he resigned and Carl Dawson was appointed both assistant professor of sociology and director of social science. Significantly, he was also named chairman of a new Department of Social Science. Thus the two aspects of the subject were still closely conjoined, but the emphasis shifted to the theoretical considerations. The following year, 1923, saw the founding of the School of Social Work, with Warner Gettys named as assistant professor in that area. Dawson, however, was appointed director of the school, and there is no suggestion that during his nine years in that office he in any way neglected its interests; but in his department he embarked upon the exploration of the theoretical dimensions of his discipline. Inevitably the Department of Social Science (or Sociology, as it was named in 1925) and the School of Social Work moved steadily apart. Even so, when Everett Hughes joined Dawson in the department in 1927, students in the school were still encouraged to combine work for a master's degree in the Sociology Department with their training for the professional social worker's qualification.

By 1930, however, it was clear that the existing arrangements could not continue; the school needed its own qualified staff and a reorganization of its program. Dawson asked two alumnae for recommendations and they urged the establishment of a graduate school, offering the M.S.W. degree, following upon an appropriate B.A. or B.Sc. at the undergraduate level. The board of governors, being at that time hard hit by the depression, and

not having any funds to expand the social work program, decided that it would be wiser to concentrate upon the social sciences and to withdraw from the field of social work. The decision was taken to close the McGill School of Social Work. Dawson was promoted to full professor of sociology, and he and the department were left free to devote all their attention to their fast-developing discipline.

Carl Dawson was important for the development of sociology in Canada as well as at McGill. Born in Prince Edward Island, he was a candidate for the ministry and entered the Divinity School at Chicago. But there he encountered the new studies of society which were such a marked feature of university life in Chicago and he took his Ph.D. in that area. When he came to McGill, it was to be head of the first department of sociology in Canada, and to promote a discipline which hitherto had acquired little Canadian content. He had to face a good deal of suspicion from conservative colleagues in older and more established disciplines. However, he encouraged the study of sociological phenomena in Canada, and set the example himself by concentrating on two major themes, the settlement of the open areas in the West, and the drift to the cities, with the consequent urbanization of the population.²¹ One of his achievements was to recognize the importance of French-English relations in Canada, particularly in the Province of Quebec. He encouraged his young colleagues Everett and Helen Hughes to undertake their study *French Canada in Transition*, and Forrest Laviolette, who before coming to McGill had been working on the American-born Japanese, to continue his studies on the Canadian-born Japanese.²² It was said of Dawson that he 'belonged authentically to the founders of sociology. . . . He managed to create *de novo* a department of sociology. . . . He imparted to Canadian sociology the flavour of empirical research. Almost single-handed he secured funds for research, persuaded colleagues in other disciplines that research was an essential part of university life, and launched his students on research projects.'²³

Before we go on to consider the remarkable developments in the social sciences proper, we must complete the story, in its own way equally remarkable, of the School of Social Work. Faced with the edict of the board of governors that the school must close at the end of the 1931-32 session, members of its Alumnae Society decided to make every effort to continue its work on their own resources. McGill, they learned, was prepared to give them rent-free premises and access to the University Library; individual members of the academic staff of the university offered teaching assistance; and the Montreal Council of Social Agencies helped with the raising of funds. But the main burden fell upon the alumnae. The Montreal School of Social Work came into existence in the fall of 1933. On an investment of 'faith and forty cents'—the cost of the taxi transporting her and her books

to the house on University Street McGill had made available—Dorothy King, an experienced social worker trained both in England and in the United States, assumed the directorship. A board of trustees was appointed, one of them being Carl Dawson, who continued his personal interest in the venture. For the next seventeen years the school continued, living on the modest fees of its students, donations from professional and business interests in the city, and contributions from alumnae and alumni across Canada. They were hard years of constant struggle. Only the determination of former students, new members of their profession, and the warm, undaunted personality of King kept the venture alive through the years of depression and war. With the coming of peace, the future began to brighten. In 1945 the university permitted the school to present its students for Bachelor and Master of Social Work degrees, a solid testimony to the high academic standards which had been maintained. In 1950 the board of governors resumed responsibility for its operation, and, with a staff of twelve teachers and an enrolment of 150 students, the McGill School of Social Work was once again an integral part of the university. It was a fitting accolade to the career of Dorothy King, who well past the age of normal retirement could now relinquish her responsibilities with pride for the past and confidence for the future.²⁴

THE SOCIAL SCIENCE RESEARCH PROJECT

Interest in research into the character and structure of society was by no means confined to the new disciplines, such as sociology, or to the new professions, such as that of 'social practitioner'. It was a medical man who took the first step towards the McGill Social Science Research Project. Upon the suggestion of Dr. C.M. Hincks, a director of the Canadian National Committee for Mental Hygiene, to Medical Dean Charles F. Martin, McGill applied to the Rockefeller Foundation for a long-term grant for a study of the problems of 'social science and human welfare'. Principal Currie knew that at Yale the Department of Human Relations was funded by the kind of Rockefeller grant that McGill was seeking, but upon examination the Yale approach was thought to be too unstructured: a more definite objective should be chosen, towards which social science research could be oriented. The Rockefeller administration let it be known, however, that it wanted to encourage social science research in general rather than the investigation of a particular problem. The university therefore couched its application in broad terms, and when the Rockefeller award was made in the amount of \$100,000 to be spent over five years, the McGill Social Science Research Council was set up to direct the development of the project.

The council appointed an executive committee which was composed partly of industrial and commercial representatives and partly by the heads of interested departments. The departments represented were sociology, economics, law, public health and preventive medicine, philosophy, and psychology. The committee met for the first time early in 1930, with Currie in the chair, and agreed to appoint a director of the project to act as liaison with the departments and as co-director of graduates in their research assignments.

Because of the prevailing depression and the urgent social needs resulting from it, it was quickly agreed that the common topic of this research should be unemployment, and particularly that of the Montreal area. Carl Dawson was the one dissentient; he thought it a mistake to force students in any department on to a particular line of inquiry, since he strongly believed that research should be unfettered. The majority opinion was, however, that the grant income should be used to establish assistantships in participating departments; the graduate students accepting them would work for two years on an approved subject, related to the general topic, and their research would be directed jointly by the professors of their department and the Social Science Research Council director. The man chosen for that position was Leonard Marsh, a brilliant young economist from the London School of Economics, a protégé of William Beveridge, with whom he had already collaborated in a study of unemployment in London, and by whom he had been strongly recommended for the McGill appointment.

The program as it took shape under Marsh's direction was of truly major proportions. It was based on an initial demographic survey of employment in the Montreal area. Included were such things as the industrial and occupational character of the city, the identification of industries together with the size of their work force, the types of labour employed, and also the scale of their operations. A statistical analysis of unemployment in the Montreal area was prepared and also an economic map of the city. In the first year four departments were directly involved, those of economics, sociology, psychology, and education, while the Faculties of Medicine and Law took part in the second year. Each participating department chose one topic or more on the general theme of unemployment. The study of immigrants of various nationalities on the rolls of Montreal social agencies, the occupational adjustment of British immigrants, and the location areas of British immigrants in relation to employment problems were subjects chosen by the Sociology Department; the Economics Department chose unemployment relief in western Canada and unemployment problems in railway transport; the Psychology Department chose juvenile placement and the industrial and qualitative character of the unemployed; and

the Education Department decided upon the results of school-teaching in relation to employability. In the second year the medical Department of Public Health, the Faculty of Law, and the Department of Mechanical Engineering joined the project and some twenty-two studies were under way. The report to the Rockefeller Foundation for 1932 noted that 'graduate assistants have been enabled to acquire a special and superior research training. . . . The number of graduate students acting as research assistants for this programme will comprise twenty in all as from next session, half of them being graduates of other universities than McGill.'²⁵

In 1934 the first volume of published materials appeared: *Employment Research: An Introduction to the McGill Programme of Social Science Research* by Leonard Marsh; this was followed by *Industrial Diagnosis: A Manual for the Employment Exchange*, by N.W. Morton, 1935; *The Railway Workers*, by G.M. Rountree, J.C. Hemmeon, and Leonard Marsh, 1936; and *The British Immigrant*, by L.G. Reynolds and C.A. Dawson, 1936. In addition some twenty to thirty graduate theses were in varying stages of completion. There can be little doubt that together the Rockefeller grant and the McGill Social Science Research Project gave strong momentum to graduate studies and research in the social sciences, and secured for them an enhanced academic status.

In 1936 the Rockefeller grant was renewed in the amount of \$50,000, and the program continued until 1940. Several further important studies were published, including *Health and Unemployment*, by A.G. Fleming, C.F. Blackler, L. Marsh; *Guidance for the High School Pupil*, by E.G. Webster; and *A Graphical Survey of the Canadian Textile Industry*, by J.A. Coate. But enthusiasm for research organized along the lines of a single pattern was beginning to wane, and the coming of war a second time discouraged any proposals to seek further funding either inside the university or out. Moreover, the project had aroused some strong reactions which were to prove of immense importance for the subsequent history of McGill, and that part of the story must be told in another connection. The appointment of Marsh as director of the project and as sessional lecturer in the Department of Economics was terminated in 1940, but the influence of his commitment to rigorous research in the new field of the social sciences remained long after he had departed.

THE FACULTY OF LAW

In the last decade of the nineteenth century William Macdonald had been the benefactor of the Law Faculty, as he had been of so much else. As we have seen, the major endowment with which in 1890 he undergirded its operations gave the faculty its first real opportunity to develop beyond the