

The attached are some random notes dictated by Dr. Cameron prior to his leaving the Directorship of the Allan Memorial Institute on September 1, 1964. They are only in draft form and have not, of course, been published, but they are worthy of preservation because in these he discusses his philosophy as the Director through 23 years.

[NOTE by Mrs.
Tremor
A.S.R.]

GENERAL THOUGHTS ABOUT MY YEARS AS DIRECTOR OF THE INSTITUTE

It is an unusual honour, an honour and an opportunity, that comes to few men to have played ~~XXXXXXXX~~ for many years an active part in the life of a great university and at the same time to have been on the staff of one of the foremost teaching hospitals of the day; and, above all, to have worked in a field which encompasses the whole of man -- his ideals and his longings, his failures, his successes, his life in work, his life with his fellows; and beyond that to have been challenged to seek out those changes in his brain, in his chemistry, and in his very structure which might disturb him in his littlest and in his greatest dealings with himself and his world.

The university opens windows on ideas -- ideas of ~~XXXXXXXXXX~~ today and ideas of all times. As one sits and thinks and weighs and considers, we are one with men who back through the long history of the universities, and indeed far beyond that, who have similarly struggled to encompass within their thoughts the innumerable happenings which the universe presses upon them through their every sense -- inexhaustable, eternally enticing. And even back beyond the dawn of the first university, the long, long thread of thinking men goes back into time. For the universities, when they came, served to embody something far older than themselves -- ^{man's} the unceasing urge through thought to explore and understand, to control and to master his universe.

To us who have worked here, this urge was both magnified and given its supreme direction by the pressure and unrelenting demand of clamant human need, And above all, need in that greatest of all arenas into which we enter to contend with the unknown and the unexplored with

the most powerful of the mysterious things which confront us --
the understanding of the nature of man himself.

June 25, 1964.

GENERAL ADMINISTRATIVE POLICIES - D. Ewen Cameron, M.D.

It is very difficult to distinguish between policies and attitudes and aptitudes. For instance, a man may have an excellent policy but he may have very little aptitude for putting it into operation, so that I rather doubt whether a statement of a man's basic policies would allow one to understand how he had brought things about.

Let me say at once what I have said many times and to which not a great deal of attention seems to have been paid, namely, that although when I came here in 1943 McGill was universally regarded as a very difficult place for a psychiatrist because of strong organic biases represented by Pathology, by the Neurological Institute and indeed by the whole curriculum, yet, in actuality, things-were there were powerful forces in favour of a strong psychiatric development. These were 1) the general forward movement of psychiatry everywhere. Indeed if you will look rather skeptically across the face of Canada, you will see local "fathers of psychiatry in their time" appearing in many different places. I have no doubt that, for instance, Bob Jones will be revered by subsequent generations as the man who really established psychiatry in the Maritimes and Newfoundland, with a sub-father in the form of Pottle. Aldwyn Stokes will be similarly regarded in his area and Grif MacKerracher. I used to hear the latter described as having not so much developed a mental health service when he was commissioner, as having started "a mental health movement" in Saskatchewan. And even now, as you know, a book is being written about Clare Hincks as the mover and shaker

of things in the mental health field in Canada. 2) This does not mean that these men have not made a contribution. They have indeed and if you look at certain other parts of Canada, you will see that where the right kind of man has not appeared, things have gone pretty badly, as for instance in French Canada.

3) Therefore one comes to the question of what does the right kind of man do and here is a list of what seems to me to be important:

a) He keeps himself as keenly aware as possible of the trends of the times and shapes his plans accordingly. When I came here in 1943, psychiatry was very weak but the psychiatric tide was running strongly and hence the obvious thing to do was to attempt to establish psychiatry everywhere that it could take hold and flourish ~~XXXXXXXXXX~~ and the wrong thing to do would have been to centralize it as neuro-psychiatry was centralized in the MNI.

b) Another right thing to do has seemed to me to find the best possible people, give them maximum freedom of action and expect the maximum from them. Do not breathe down their necks, but if they fail, throw them out or otherwise shortcircuit them and find a better one.

c) He must strike a very difficult balance and must keep on weighing the balance continually between leadership and initiative. Leadership he must give, but if he gives too much, he will cramp the initiative of other men and other men are his chief assets. On the other hand, if a group of able men are to raise an organization to its greatest capacity, there must be coordination and hence there must be final

c) Continued.

authority. It is usually sufficient to my mind that that authority should be seen to be present. The less often it can be exercised, the better.

d) If he keeps his eyes fixed on the running tide of events, he will see that the public demands advance and hence he will not let himself fall into a trap of seeking only the immediate gains of clinical work

and by gains, I do not mean only financial, but the approbation, the praise and gratitude of no doubt properly admiring patients. If he does so, he may become a good doctor but he will not be a leader in his field. He must attempt to go further and hence as I see it, he will ~~XXXXXXXX~~ set about creating a synthesis of clinical work, of research and of training. He should never forget it seems to me, however, that unless one is constantly immersed in clinical work, one soon loses a sense of the relevance of things. In other words, unless one is constantly confronted by the clinical problem, you would have difficulty in knowing for what you are training your students or for what you are researching.

e) Again keeping his ear to the ground, he must be aware that the future is going to demand even wider services than in the past and to staff this and to staff his research divisions, there must be a constant stream of young men coming in, the best of whom will stay happily and enthusiastically if the opportunities are first rate. This can only be assured if there is an integrated training program and particularly if the training program brings university recognition. First class universities are known throughout the world, but first class hospitals

are rarely known outside the borders of the country in which they are located.