

COMMITTEE on HUMAN RELATIONS

September 30th, 1930.

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A meeting of the above Committee was held in the Arts Faculty Room at 2.30 p.m. to-day.

There were present:

Dr. C. F. Martin (Chairman)  
Dean Corbett  
Professors Hemmeon  
E. Clark  
Bridges  
Day  
Dawson  
Beatty  
Hughes  
Mr. Marsh.

The Chairman explained that, at the request of the Principal, the group was called together primarily to meet Mr. Marsh and discuss in a general way the various ideas that might arise from an interview with Mr. Marsh on the subject of Human Relations in general and the problem of unemployment in particular.

He further explained that the Committee was, up to the present, not obligated to investigate any specific problem pending the return of the Principal, who would, no doubt, at an early date discuss with the Committee the possibilities of sociology research.

The hope was further expressed that, as a result of the Principal's interview with certain friends of the University, some fund might be available to carry out research along the lines of the Social Sciences.

Mr. Marsh was asked to address the meeting with respect to/

to his special interest, namely, unemployment, as well as to outline any views concerning the technique of carrying out some of these problems. He further presented a syllabus for a survey of unemployment dealing with all its phases in the widest sense of sociologic study. He considered that three methods might be available:

- (1) By the use of members of the staffs of Departments and graduate students, as well as even undergraduate students.
- (2) The employment of help outside of the University.
- (3) By the method of questionnaires.

A free discussion took place on all these matters.

The use of any possible grants was also discussed, and it was the opinion of the Committee that any eventual funds should be made available, first of all, for graduate students, if such were available and were satisfactory to the Committee, and, second, that only after this supply had failed that outside help should be sought. In other words, the Committee expressed the hope that this would be primarily a McGill undertaking, recognising, of course, the need of the greatest possible efficiency in the solution of any problem, irrespective of the source of such help.

With respect to the unemployment question, it was felt that, while the beginning would be made in Montreal, it was still more desirable that the matter should be dealt with from a national standpoint as much as possible.

MCGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
OFFICE OF THE DEAN

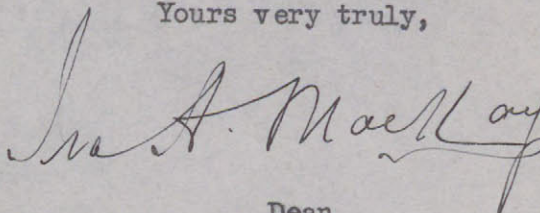
March 10, 1930.

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

My dear Principal,

I am enclosing a few notes on the subject  
of social studies at McGill for your information.

Yours very truly,

A handwritten signature in cursive script, reading "L. A. MacKay". The signature is written in dark ink and is positioned above the printed name "Dean".

Dean

Encl.

Some Notes on a Proposed Course of Social Studies at McGill.

There is no place in Canada where social and economic conditions are so various and unique as in Montreal and in this Province. The juxtaposition of the English and French communities and the sprinkling of other races along the borderline between them offers a pattern in social studies which is peculiar to this country. Why has it succeeded? Is it of any mutual advantage to the two communities? <sup>ich</sup> Who will win out in the end, industrial progress or fecundity? No really critical, significant study has ever been made of this problem.

There are also a number of town and suburban communities in this Province which are quite unique in their way. In some of them the social and economic history of the last three centuries may be read as clearly today as when it was written. Small holdings and primitive domestic economies on the one hand and large industrial institutions on the other may be found side by side in the same community. The study of a few typical examples of these communities ought to be of some value and of great interest to students in social and economic science.

I have read over the Yale plan in outline and, with deference, I think the plan both too vast and too vague. It seems to me to aim at setting up a new objective, a new idea, the social idea in University policy, and therefore to establish a sort of counter University within the University. I do not believe that this plan is valid. It is impossible to educate the social mind because the social mind does not exist, except through the co-operative study and enterprise of individuals. The aim of a University is not to educate society but to educate individuals who may assist worthily in the study of social and economic problems. I do not think, therefore, that the Universities at present need a new objective so much as a new leaven. All studies are studies of human relations. Language, for example, the instrument by which men communicate

ideas, is the most important of all social agencies in human civilisation. All human communications involve the use of language. Mathematics and the sciences, too, are also highly social studies. Economics seems to lag far behind. All vital practical problems in economics at the present time turn upon the application of science to industry. History and political science are obviously closely related to all social and human studies. I suggest, therefore, that we should be well advised at McGill to undertake these problems in a less extensive and more intensive way than they have done at Yale. Much better, I think, that we should attempt the study of a few carefully selected unique problems affecting social and economic conditions in this community, and for that purpose that we should form a small group of professors and well-trained students to undertake the study of these problems. It would not be difficult, I think, to offer a plan of organisation for a school of this kind. Each student would have a committee of three or four professors chosen from contributing departments, and in this way we should have a small group of professors and a number of small groups of students working upon a group of closely related original studies.

We can already undertake to lay the undergraduate foundations for a school of this kind at McGill in social science, economics, political science, psychology and ethics. If the venture prospers we should soon need new appointments in social and industrial psychology and in social ethics. A Chair of International Relations is long overdue in this University, and a department in this subject would have much to contribute to the plan we have in mind.

Just what part the study of law should play in a school designed in this way is more problematical. The law is in theory nothing more than a system of social relations enforced by the sovereign authority in the state, but it is also a highly technical and professional study. Only well-trained students in the law are really qualified to contribute much to a plan such as the one we have in mind. The philosophy of law, too, is a vast subject and far, I think, beyond

the reach of the ordinary undergraduate except in very elementary form. Philosophy and law are very vast fields of human study and there are few men capable of undertaking a critical study of both fields. The science of legislation, sometimes associated with the philosophy of law, is really perhaps the most fundamental part of what we usually call political science, the science of government or politics. There are some branches of the law, however, which turn more upon facts than upon rules of law which would undoubtedly be very pertinent to these inquiries. Criminal law, for example, is of this kind, and the same may be said to some extent of the law of negligence, nuisance, and marriage status.

I am particularly interested in this plan because it is so closely related to our other proposed plan to make a careful study or survey of educational conditions in this Province. I am convinced that these educational problems will be found in the end to be really social and economic in type. Possibly, therefore, the two plans might be combined or the educational inquiry made one of the subjects of study in the whole plan.

I suggest the following subjects at random, merely for the purpose of illustrating the type of problem which I think ~~is~~ a school of this kind might profitably undertake:-

1. The border line between French and English speaking communities in Canada.
2. A comparative study of public service institutions in these two communities, especially institutions interested in the care and treatment of dependents, delinquents, defectives.
3. A comparative study of educational institutions in these two communities, ways and means, social influences and results.
4. A comparative study of economic conditions in the two communities, industries, income, wage levels.
5. Race mingling in the City of Montreal, including geographical distribution, racial occupations, wage levels, and family units.
6. The classification, punishment and treatment of criminals, including police services, police courts, and juvenile courts.
7. Home crafts in the Province of Quebec. Are any of these ripe for industrialisation? Does industry at the present time tend to sterilize the

possibilities of novel economic developments in the future?

8. The prevention of communicable diseases.
9. The cost of nursing, hospital and medical service to persons of moderate honest means in the community.
10. Opportunities for the employment of University graduates in occupations other than educational and professional occupations.

I also made a few very general observations on this interesting proposal in my annual report of the College for last year, and I hope that all these suggestions may be helpful, and I am also intensely hopeful that the venture may succeed. I believe that it would result in a new leavening of our work in education in this Institution.

*Geo A. MacLary*  
*Dean*

March 10, 1930.

**MCGILL UNIVERSITY  
MONTREAL**

FACULTY OF ARTS  
DEPARTMENT OF PSYCHOLOGY

Comments on the Prospectus for Social Sciences Research.

1. In the preliminary discussion, psychologists, educators, psychiatrists, and perhaps some others, would naturally be included among the professions interested.
2. In the planning of the survey, these professions should likewise be included if the survey is to be of real practical value. If only the topics mentioned are to be investigated, the results will have no more significance than Leonard Ayres study of school laggards, or other similar studies, which have done no good. Suggest inclusion of intelligence, educational status, trade skill, race, religious and nationality affiliation, and, as far as possible, personality type and psychiatric status among topics for investigation.
3. At an earlier meeting, it was said that it is unnecessary to seek the causes of unemployment, as these are well known. Granting this, and that our problem is the more specific one of discovering the relative importance of the familiar causes in the local situation, and the seeking of better adjustments, it may be remarked that the proportions of various groups among the unemployed can have significance only in comparison with the corresponding groups among the employed. So the survey of the unemployed should be paralleled by at least a sampling survey of individuals employed and a more general statistical study of employment. Would recommend that the parallel study be provided for from the start, since if this phase of the problem is deferred, the seasonal shifts in employment conditions will probably vitiate the entire program.
4. The result to be hoped for from the survey is insight into the relative importance of various causes of unemployment in this region, indicating the



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DEPARTMENT OF PSYCHOLOGY

most urgent lines for study of the causes and measures for prevention. But some of the known causes are so obviously important that it is hardly worth while to wait for the results of the survey to justify studying them at once. A single well-planned investigation carried out under cooperative supervision and followed up by study of part problems is an attractive scheme, but in this case involves needless delay. Would suggest that it would be both more fruitful and more in line with the basic idea of cooperative research for the various departments to strike in as soon as may be upon problems in their respective fields which converge upon the social problem in hand, the results to be evaluated and coordinated when available., along with those of the survey.

C E Kellogg

### Research Topics

1. Relation of Educational Curriculum to Academic and Industrial Requirements.
2. Transfer of Training in School Subjects.
3. <sup>the</sup> Weaker Conditions and Human Efficiency.
4. Racial Differences (Mental) and Immigration.
5. The Gifted Child.
6. Accidents. (Mental Causes).
7. Emotional Aspects of Human Behaviour.  
Bearings on Racial and Religious Questions.
8. Modern Supernaturalism.
9. Vocational Guidance in School System.
10. Study of Mentality, Laws, Customs, Anatomy, Music, Folk-lore, etc. of Primitive Peoples in Canada.
11. Criminal Responsibility.
12. Psychological Effects of Hours of Labor per day and week.
13. Emotional Factors in Crime.
14. Mental attitude of Jurymen.
15. A new Maze Test for measuring Intelligence.
16. Investigation of Types of Physiognomy.
17. Mental attitudes in Cooperation.
18. Classification and measurement of Emotions.

The above are just sample problems  
Many more could be formulated. The one  
on unemployment has been worked out  
in some detail by Dr. Kellogg.

Tentative Suggestions for Investigations re Unemployment -

to be Undertaken by an Institute of Human Relations.

Unemployment due to lack of adjustment of individuals to jobs in accordance with mental level, temperament, etc.; to lack of vocational education; to child labor; to fluctuations in economic conditions; to difficulties in adjustment of immigrants; to overproduction, in some cases seasonal, but a new factor is present world overproduction.

Believe that tolerance of such a situation is a senseless attitude. In general, if there is need of goods, everybody should be busy producing them; if there is a surplus of goods, nobody should be allowed to suffer from lack of them. Any system which treats the surplus as the property of employers, gives employees only sufficient wages to cover subsistence while they are at work, and does not provide steady employment, is headed for trouble. Can we find a sane way out, or shall we wait for an insane solution by the communists?

A solution can be found only by cooperative investigation, since the problems open to study by the various departments are so closely interrelated. The relative incidence of the causes of unemployment can be studied by the social service workers and economists. Methods of removing the causes concern several departments.

Biology and Medicine.

Eugenics, public hygiene, epidemiology, immunity - racial and individual, school hygiene, industrial hygiene, etc.

Psychology.

Individual, sex, and race differences in intelligence, temperament, etc.; special aptitudes and defects, with a view to educational and vocational guidance; efficient methods of learning in both education and industry; scientific management; industrial relations - employment, wage scales, relation between age and efficiency, etc.; advertising and salesmanship.

Education.

Reform of teaching methods so as no longer to drive children out of school into employment, adjustment of education to allow for individual differences in ability and interests, education for harmless enjoyment of leisure on the part of persons of average ability and less - instead of merely the superior, practical development of vocational guidance and less expensive methods of vocational education; extension of education for all through adolescence - putting a stop to child labor both for the sake of the children and to lessen adult unemployment.

Sociology.

Studies in educational sociology, adult education, social service, etc.; problems of recreation, preservation of rural community life, treatment of immigrants, influence of employment of women on family life, social factors in industrial relations, etc.

Economics.

Industrial reorganization to take advantage of scientific methods, the low-wage low-production vs. the high-wage high production system, question of further reduction of hours of employment, craftsmanship in modern life, unemployment insurance schemes that will not penalize the industrious in favor of loafers, cooperative ownership, etc.,

Law and Politics.

Simplification of legal terminology and procedure to inculcate respect for law on part of shifting population with more time for leisure,

the question of residence requirements for voting, poor relief, etc., as related to seasonal labor, public works to take up the slack in employment, tariffs, immigration, etc.

CEK

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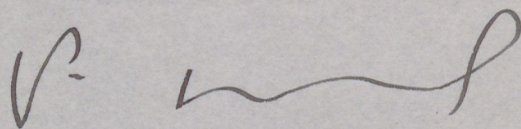
MONTREAL

FACULTY OF ARTS  
DEPARTMENT OF ECONOMICS AND  
POLITICAL SCIENCE

March 15

Dear Mr Principal

I enclose correspondence  
with Arthur Mathewson on the  
Rochefeller Foundation work,  
which you might care to  
file.



Stephen Leacock

Sir Arthur Currie  
McGill University

*Mathewson, Wilson & Smith*

*Barristers & Solicitors*

J. ARTHUR MATHEWSON, K.C.  
KENNETH A. WILSON  
ARTHUR I. SMITH

*Canada Life Building*  
*275 St. James St. W.*

*Montreal*

March 7th 1930.

*For the Principal*

Dr. Stephen Leacock,  
Faculty of Arts,  
Department of Economics & Political Science,  
McGill University,  
Montreal.

Dear Dr. Leacock,

In reply to your request for my views in regard to possible lines of work that could be undertaken here if the Rockefeller Foundation vote money to be expended through McGill for the "Investigation of Human Relations", I should like to suggest that the effect on human relations of seasonal migration of workmen might be very usefully investigated.

I have had under my notice some of these effects in connection with shipping and ship building. For obvious reasons, the longshoremen in the Port of Montreal cannot be employed in their ordinary work during the winter months: some of them go to Portland, Me., some to Saint John, N.B., and others merely hibernate here and eke out an existence on what small accumulation of money they have been able to make during the season.

From an employer's point of view, the longshoremen are about as difficult a class of men to handle as can be found and too often any attempt on the part of the employer to act towards them in a generous way does not produce the expected results. Whether it is the rough, hard nature of their task that makes these men unruly or whether, as I suspect, it is the disruption of their home life that is really to blame is a matter which I think it would be useful to ascertain.

Another class of workmen whose human relations must be greatly affected by the spasmodic nature of their work is shipbuilders and repairers. We have here in Montreal and at Sorel workmen who are capable of producing as good work on ships' hulls as can be produced anywhere, but the amount of work available fluctuates very greatly.

It seems very difficult to build up a really efficient organization of men. (I am referring particularly to the men who work with their hands and not to the technical staff.) There seems to be a notable exception to this rule at Ogdensburg, opposite Prescott. There a Company, of which I am a Director, does everything in its power to provide work when none is normally available and on occasions we have spent substantial sums to keep the men together, although there was nothing for them to do. At Ogdensburg there is no rival plant within reasonable distance to which the men can go, whereas in Montreal there are three or four different shipyards and the fact that the men, perhaps of necessity, roam from one to the other seems to affect their interest in their work and in a measure to deprive them of a spirit of loyalty to the Company for which they work. This must affect their home life.

Are there other causes than shifting about from place to place at the root of this matter? Is it a fact that City life, where workmen must feel that they are not very different from ants, deprives them of that much-to-be-desired pride of Company and consequent loyalty?

Would it not be worth while to direct the mind of a methodical, inquisitive, diligent student to the investigation of these causes? The best way to get at the root of the matter, I should think, would be for the student to accept minor employment of some kind and associate as intimately as possible with the workmen and get their point of view.

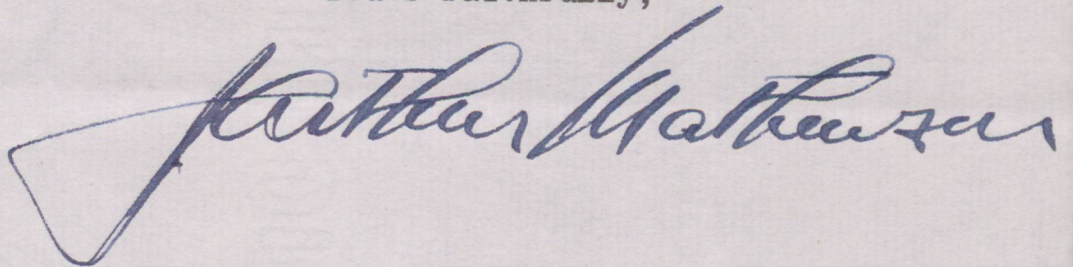
I shall be glad to discuss this matter more fully with you at your convenience.

Dr. Stephen Leacock,

-3-

As requested, I return herewith your letter. Please accept my thanks for submitting the question to me.

Yours faithfully,

A handwritten signature in blue ink, reading "Arthur Mathews". The signature is written in a cursive style with a large, sweeping initial "A" that loops back under the first few letters of the name.

JAM/EP.



MC GILL UNIVERSITY

MONTREAL

FACULTY OF ARTS  
DEPARTMENT OF ECONOMICS AND  
POLITICAL SCIENCE

Feb 4 1960

Arthur Mathewson Gyre

275 St James St

Dear Arthur

With further reference to our  
conversation of last night I should  
be greatly obliged if you would  
write me a letter, to be shown to  
the University authorities concerned  
in regard to possible lines of work  
that could be undertaken here if  
the Rockefeller Foundation vote money  
for the "investigation of human relations".  
I understand that the scope of work  
is still vague & undefined; the  
whole design still in the making.

But obviously it could include research  
of trained students in the human, not  
the commercial, side of many of

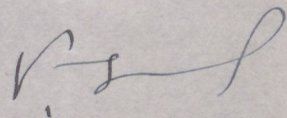
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DEPARTMENT OF ECONOMICS AND  
POLITICAL SCIENCE

our city problems. Things occur to  
me such as housing, unemployment,  
Shop closure holidays etc. . . .  
Also perhaps studies in connection  
with immigrant families, their absorption  
into the community, their language their  
intermarriage, segregation in the com-  
munity.

Can you write me & tell me what  
you think of it all in the light  
of your training as an economist &  
your experience as an alderman



Stephen Leacock

P.S. as I have no copy please send back this  
letter so that I can submit it with our answer to  
show how your answer arose.

MEMORANDUM - AUGUST 27th and 28th.

I visited Hanover on these dates to consult with Dr. Day and Dr. Ruml of the Rockefeller Foundation. In the course of my conversation with them I set forth in detail the reasons why the Committee set up in the University prefers to do research work in connection with unemployment in Greater Montreal. I stated that it seemed to me that it was preferable to select one particular problem and investigate it extensively and profoundly in all its ramifications rather than to expend our energies on a number of unrelated problems. The problem of unemployment is universal and, as far as I know, has been only loosely and unscientifically studied and certainly never intensively studied in our country. It is a local, a national and also an international problem and, therefore, has a very wide range of interest. It touches life and living most intimately. It has its political, economic, legal, health, sociological, psychological, educational and anthropological problems and as much as any other subject which I can think of should lend itself to co-operative study.

I said I wanted to take it up because,-

- a. The value of the study of the problem itself, a problem which has its theoretical as well as its practical side;
- b. To train men to do this work; teaching them the technique of investigation, also the technique of co-operative investigation or research. The trouble with us in Canada is when undertaking these research problems that we have no one who has ever been trained to do research work - witness the necessity of our engaging the services of Marsh;

- c. For the sake of the University and its influence in the community. The University must be intellectually alive, or it stagnates, and I cannot imagine anything that will give inspiration to intellectual activity so much as to have a number of Professors engaged in positive research work on a very live problem;
- d. Because of the value of such a piece of work as a creator of and guide of public opinion.

In the course of several conversations with Dr. Day and Dr. Ruml, I was assured that they had complete sympathy with the advisability of our undertaking research on unemployment, that is, they approved of the subject but it was their advice that the Rockefeller Foundation did not provide funds so much for the investigation of a particular problem as for the encouragement of scientific research. They advised me to make an application for an annual grant to be applied for the promotion of scientific research in the social sciences, and they suggested that I might ask for \$15,000. for the first year, \$20,000. for the second year and \$25,000. for the next five years. This would be seven years and would certainly be ample time in which to demonstrate whether we were capable of doing any really worth while work or not.

When this matter was first discussed with them I was under the impression that as a result we might be able to add considerably to our staff and to strengthen its weak parts, but on this visit learned that that was not so much the policy of the Rockefeller Foundation. They leave the strengthening of the staff to the University and they do not wish their research funds to be applied for that purpose. Their idea is to help the staff to do research work by giving scholarships to post graduate students who would do the spade work

under the guidance of the Professors, by paying the cost of printing of findings, by paying travelling expenses, or by paying any other expenses incidental to the intelligent prosecution of the problem - for instance, if this Committee in coming to its final conclusions should wish to get the opinion of a great authority in that particular field the Foundation would provide the funds to pay that man to come to Montreal and remain as long as necessary. They want to make it almost obligatory for a Professor to do some research work, or to get out. That is, they want to make it impossible for him to say that he cannot do research work because he cannot get the facilities.

YALE UNIVERSITY  
NEW HAVEN CONNECTICUT

OFFICE OF THE PRESIDENT

January 3, 1930.

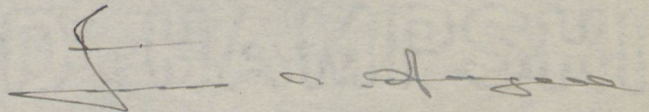
Sir Arthur W. Currie,  
Principal and Vice Chancellor  
McGill University,  
Montreal, Canada.

Dear Sir Arthur:

In reply to your inquiry about our Institute of Human Relations, I write to say that I shall be very glad to send, under another cover, such materials as are now available and shall be equally happy to see that you are sent from time to time further reports and publications. I only hope you will not feel that you are being swamped with the amount of this material which may reach you.

With kind regards and best wishes for the New Year, believe me,

Yours very truly,



30th December, 1929.

Dr. James A. Angell,  
President, Yale University,  
New Haven, Connecticut.

Dear President Angell,

While replying to your letter of December 26th, it occurred to me that you would not mind if I asked a favour in return.

We are very deeply interested in your Department of Human Relations, and it is possible that we may consider the establishment of some such branch ourselves. I should be very glad to have any announcements, reports, or similar literature concerning it, and still more pleased if you could let me have copies of any memoranda or addresses which you may yourself have made.

I quite realize that I am asking a considerable favour, but I hope that you will be kind enough to give us your invaluable assistance.

Ever yours faithfully,

Principal.

7th March, 1929.

President J. R. Angell,  
Yale University,  
NEW HAVEN, Connecticut.

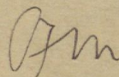
Dear President Angell,

In the absence of Sir Arthur Currie, I am in receipt of your interesting booklet describing the Human Welfare Group at New Haven.

I was delighted to receive this, and to note with very great interest the expansive programme which you are undertaking at Yale. We have been trying in a small way to promote similar efforts, and are delighted to have this example before us.

With kind regards, believe me

Very cordially yours,



Acting Principal.



# THE HUMAN WELFARE GROUP

GENERAL HOSPITAL SOCIETY OF CONNECTICUT AND YALE UNIVERSITY  
310 CEDAR STREET · NEW HAVEN · CONNECTICUT

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Mr. Arthur W. Currie,  
522 Fifth Ave.,  
New York City.

February 23, 1929.

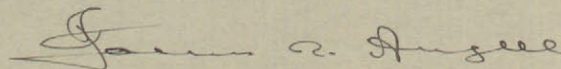
Dear Mr. Currie:

The President and Fellows of Yale University and the Board of Directors of the General Hospital Society of Connecticut take pleasure in presenting you with a booklet, which is being sent under separate cover, describing The Human Welfare Group at New Haven.

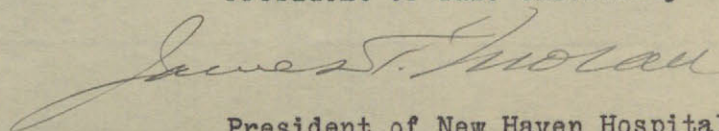
In this brochure, the progress of the medical group at New Haven is outlined and the plans for a striking development in the study of human ills and in the promotion of mental and physical health are indicated.

It is gratifying to be able to report that the projected program has proved so interesting to a number of individuals and educational bodies that more than one-half of the means required for carrying it forward has been made available in recent months.

Very sincerely yours,



President of Yale University



President of New Haven Hospital

MEMORANDUM ON PROPOSED SCHOOL OF SOCIAL STUDIES

We should not aim at any elaborate programme on paper. These programmes are usually deceptive, sometimes fraudulent. At the outset we should aim, I should say, not so much at results as at practice and training. The university does not rival the church and state in the community. The aim of the school and university is to train men to work worthily and effectively in church and state. <sup>and society</sup> These mixed social and economic questions cannot, however, be left any longer to haphazard. They are becoming every where tasks for the trained expert student and worker and it is the duty of the university to provide these trained workers. Each man must find the work he can do best, enjoy most, and receive an education which will permit him to carry on his work under the best possible conditions. This seems to me to be the aim which should be kept in view.

We should, therefore, I suggest, start with a small number of pertinent practical problems of enquiry in the community. Possibly old problems which have been at least partially carried on elsewhere might be better than wholly new problems. We shall need some study and experience if this work is to be done in a really thorough scientific way. The following problems will perhaps illustrate the type of problems we have in ~~mind~~: - *mind*

Unemployment in Greater Montreal

(1) This problem seems to me to be very pertinent and easily lends itself to thorough co-operative study of the type which we have in mind. The problem has many phases; immigrant unemployment; seasonal unemployment; children and women employed in industries who ought to be in the school or in the home; unemployment due to illness and bad home conditions: the classification of unemployment; dependents or the real unemployed; <sup>; delinquents;</sup> defectives and their care; treatment of vagrants; This subject should employ the departments of Economics, Sociology, Psychology

Education, Public Health and possibly Law.

Vocational Education

(2) Are the schools offering the kind of education which is most needed in community? Are the schools and universities lagging behind the times always so rapidly changing at present in social and economic ways? How far can the schools and universities go in the direction of training students for special types of industrial employment? Why do men really choose a special vocation? Is it real inclination, imitation of others, the desire for wealth or sheer social and economic necessity which is the real motive? A questionnaire on this subject might produce some very startling and very interesting information.

Vocational and Intelligence Tests in the Schools

How should practical vocational guidance be taught in the schools? Should all teachers when attending the normal school, for example, be given some teaching and training in this work?

(3) A Study of Race Composition in Greater Montreal

The change in racial colour mixture in the city during say the last thirty years. What race tends towards urban settlements. Racial occupations. Race crime records. The effect of racial mixture especially in the schools, etc.

(4) The cost of medical and nursing service in the community; This subject is of very practical interest to people of moderate means and touches each subject on problems effecting public health in the community greatly in need of careful study and attention.

(5) Comparative and International Law

Why not feature this subject? Why should we not have a small school of graduate students in these studies? We have three great systems of law, Roman law, French law, and the English Common law at our doors and the interest of Canadians in the study of international law and relations in the future is obvious. Why should this ~~seed~~<sup>field</sup> lie fallow? This University might easily become the headquarters for this type of study on this continent if it only had the vision to

undertake the work. Studies of this kind would always be exceedingly pertinent and fundamental to any real studies in social, economic and political questions.

#### Organization

We shall, I think, need three things at least to organize this plan.

- (1) A director who has had experience in social research of this kind. Possibly we might only need a director for one year but I do not think that we should start successfully without a directing head. Groups cannot work alone. It is the individuals who work alone. They may always work together.
- (2) Groups of departments working together on each problem. These groups would offer the knowledge and guidance necessary to undertake work of this kind in a thorough systematic co-operative way.
- (3) Graduate students working in each of the departments: These students should have fellowships or scholarships commensurate with the importance of their work and the real research and field work would be done by them. Their degrees would be granted, I presume, not on individual theses but upon their contribution to the group studies of the kind we have in mind.

#### Headquarters

We shall clearly need headquarters at the University to undertake this work in any effective way. The department of Social Studies, The Department of Sociology and the Department of Education would, therefore, have to have satisfactory quarters of their own. Why not ask for enough money to build the extension to the East Block for these departments and for the Law School? I do not think that any venture can succeed in the University unless it has some visible headquarters.

May 8/30

The Principal

For further additions and comments:  
J. A. M. K.

J. A. M. K.

MC GILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
DEPARTMENT OF PSYCHOLOGY

Oct 13, 1930

Dear Sir Arthur,

Dr. Kellogg has reported to me the proceedings of the Home Relations meeting on Friday. I was anxious that he attend because he was the one who first outlined for us the problem of unemployment, a copy of which I handed to you last spring.

For this reason I am a little bit suspicious that he is not on any of the committees dealing with

McGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
DEPARTMENT OF PSYCHOLOGY

the matter. A committee on  
"Human Relations" without a  
psychologist seems to be  
guaranteeing of a misnomer.

I am sure he would add  
to the spirit of cooperation  
if his name were added.

Believe me

Very respectfully yours

William D. Pait

Sir Arthur Currie

Principal, McGill University

## INSTITUTE OF HUMAN RELATIONS

### I. Some Contributions of an Institute of Human Relations

1. It will result in the lowering of interdepartmental barriers, since it will foster coöperation among departments both in teaching and in research. Departments as far apart as those of biology and of languages will find they have some interests in common.

2. It will encourage greater scholarship in all subjects pertaining to mankind and to human affairs; for scholarship is the necessary prerequisite to research in any science.

3. It will no doubt result in a distinct contribution to knowledge in a very interesting and important field, neglected during the development of the physical sciences in the nineteenth century.

4. It will assist in the coördination of knowledge that already exists in the various sciences pertaining to human relations.

5. It will promote the application of scientific knowledge to problems of human welfare.

6. It will thus strengthen weak departments, give greater scope for development to strong departments, and raise the standing of the whole University.

Grant made

D  
COPY

THE ROCKEFELLER FOUNDATION

61 Broadway, New York.

Office of the Secretary.

December 10, 1930

My dear Sir:

I have the honor to inform you that at the meeting of the Board of the Rockefeller Foundation held December 10, 1930, the following action was taken:

RESOLVED that the sum of One hundred ten thousand dollars (\$110,000), or so much thereof as may be necessary, be, and it is hereby, appropriated to MCGILL UNIVERSITY for development of research in the SOCIAL SCIENCES over a period of five years, beginning June 1, 1931, and ending May 31, 1936, in accordance with the following schedule:

June 1, 1931 - May 31, 1932.....	\$15,000.
June 1, 1932 - May 31, 1933.....	20,000.
June 1, 1933 - May 31, 1934.....	25,000.
June 1, 1934, - May 31, 1935.....	25,000.
June 1, 1935 - May 31, 1936.....	25,000.

it being understood that any unexpended balance of an instalment at the close of any year shall revert to the Foundation.

Yours very truly,

(Sgd) Norma S. Thompson

Secretary.

Sir Arthur W. Currie,  
Office of the Principal and  
Vice-Chancellor,  
McGill University,  
Montreal, Canada.

NST:BB

Original filed in vault with Deeds of Donations.



December  
Fifteenth  
1930

Miss Norma S. Thompson,  
Secretary,  
The Rockefeller Foundation,  
61 Broadway,  
New York. N.Y.

Dear Miss Thompson,

In the absence of the Principal,  
I beg to acknowledge receipt of your letter addressed  
to him and dated the tenth instant.

I am instructed by the Governors  
of the University to express to the Board of the Rocke-  
feller Foundation the sincere gratitude of McGill for  
the munificent grant of \$110,000, for the purpose of  
developing Research in the Social Sciences.

It is very gratifying to us to  
feel that the Foundation has selected this University  
as the institution to develop this particular line of  
research.

Yours faithfully,

Secretary.

December 11th, 1930.

Dr. Edmund S. Day,  
The Rockefeller Foundation,  
61 Broadway,  
New York City.

Dear Sir,

On behalf of the Principal may  
I acknowledge with thanks your telegram of yesterday  
reading as follows:-

"Foundation has appropriated to McGill  
one hundred and ten thousand for Social  
Science Research for five years beginning  
next June stop fifteen thousand first year  
twenty thousand second year and twenty  
five thousand each of remaining three  
years."

I am sending Sir Arthur Currie a copy of this  
telegram to reach him at London, and I am handing  
the original to the Secretary of the Board of  
Governors for a formal acknowledgment.

Yours faithfully,

Secretary to the Principal.

CLASS OF SERVICE	SYMBOL
Day Message	
Day Letter	DL
Night Message	NM
Night Letter	NL

If none of these three symbols appears after the check (number of words) this is a day message. Otherwise its character is indicated by the symbol appearing after the check.

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SIR ARTHUR CURRIE

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FOUNDATION HAS APPRECIATE TO MCGILL ONE HUNDRED AND TEN THOUSAND  
FOR SOCIAL SCIENCE RESEARCH FOR FIVE YEARS BEGINNING NEXT JUNE  
STOP FIFTEEN THOUSAND FIRST YEAR TWENTY THOUSAND SECOND YEAR AND  
TWENTY FIVE THOUSAND EACH OF REMAINING THREE YEARS

EDMUND E DAY

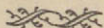
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YALE'S INSTITUTE OF  
HUMAN RELATIONS

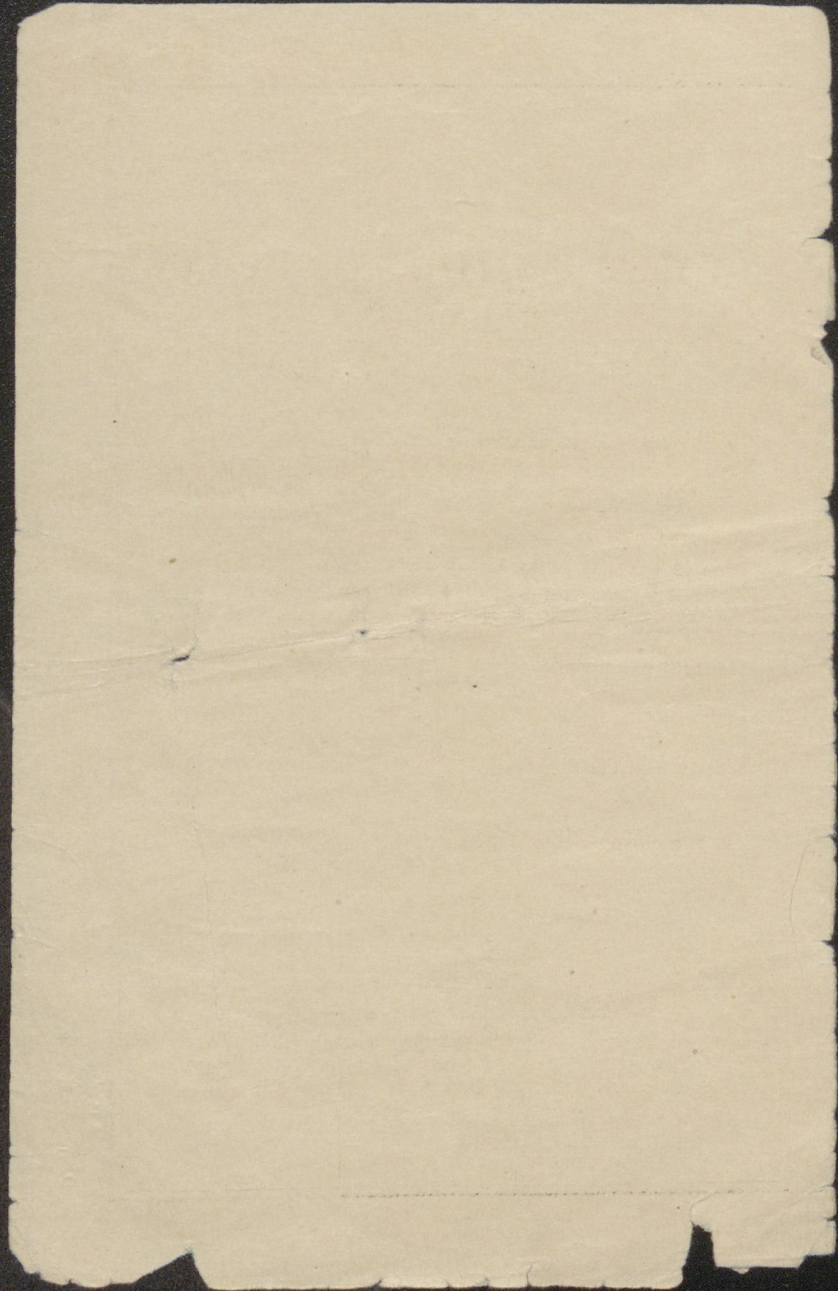
BY

JAMES ROWLAND ANGELL

President of Yale University



Reprinted from  
THE YALE ALUMNI WEEKLY  
of April 19, 1929



# YALE'S INSTITUTE OF HUMAN RELATIONS

By PRESIDENT JAMES R. ANGELL

REQUESTS for fuller information about Yale's plans for the Institute of Human Relations are so frequent and so urgent that, at the risk of needless repetition, I am asking the Editor of the ALUMNI WEEKLY to publish the following statement.

In its present form, the program represents a slow development covering a number of years, during which it has continually been broadened in its scope and strengthened in its underlying conceptions. I make no effort to rehearse the details of its development, but reasonably to understand the essence of the matter requires, I believe, some appreciation of the salient features of its growth. It is in no sense merely the sudden inspiration of two or three individuals. It derives ultimately from influences which have a long history and affect a wide area of human interests.

At the close of the war, thoughtful persons who had had contact with the great problems of organization and administration which were involved in the prosecution of that titanic struggle, were naturally deeply impressed with the extraordinary resources of a physical and mechanical character which had been disclosed as being at the disposal of mankind. But still more impressive to them was the obvious lack of any corresponding knowledge and command of the purely human resources. Despite the very best efforts of thousands of intelligent and devoted persons, the number of round pegs turning up in

square holes was little short of appalling, and the blunders and confusion in consequence ensuing cost many millions of dollars and many months of needless delay.

The same wasteful difficulty had already, for a long time, been recognized in industry, and after the restoration of peace there was a fresh and aggressive effort to deal more intelligently with these problems in the light of the experience gained in the war—and this both for the sake of the workers and for that of the industries themselves. Every department of life exhibited similar maladjustments and called for similar thoughtful study and search for remedies. Indeed for fifty years and more the progressive industrialization of our people, the prodigious increase of our urban populations, and the growing subserviency of man to the machine in every walk of life had created a group of poignant problems for which earnest and humane souls had vainly sought a solution—generally working with little or no scientific technique and with no fundamental apprehension of the many-sided character of the issues. The courts, the social agencies, schools, hospitals—all had the same story to tell of failure to recognize and deal effectively with existing human traits in their relation to the social order. The great war itself sprang from the breakdown of the political and social agencies designed for the controlling of international relations. In other words, the time had obviously come for some form of human engineering such as had not previously existed. How can society deal with the problem of its own organization, so that the proportion of human happiness and satisfying accomplishment may be higher, the proportion of human suffering and failure be lowered? In one form or another this question has been put insistently and with increasing frequency to our generation. That any single sufficing answer will be found is, of course, unthinkable. That no answer to any part of the question will be found is equally unthinkable, if the

forces of modern science are consciously marshalled to deal with the problem at whatever points it can be attacked. Nor should it be forgotten that human engineering, like all other sound engineering, must rest upon a solid basis of pure science.

Obviously one of the primary considerations affecting the whole situation is the need for a more penetrating and usable knowledge of human nature, that is to say, a more thoroughgoing scientific psychology, a psychology which shall seek to understand the organization and the springs of human conduct, the incidence and character of psychic disease and neuro-physiological disorder, as well as the conditions of normal health; for the most superficial contacts with the social and personal maladjustments of our time reveal many of them as dependent directly, or indirectly, upon abnormal conditions of mind and body. Even the extreme proponents of an economic diagnosis and therapy for human ills are obliged to reckon with these factors. Needless to say, difficulties of this type, as well as certain possible ameliorations of them, run out at once into education, religion, business, government—to every corner of the corporate body of human society. Obviously therefore a concurrent and equally fundamental analysis of society itself is a *sine qua non* of any sound and inclusive treatment of the problems under consideration.

At Yale in the early '20's, we began to seek means to improve our facilities and equipment, both of men and materials, to begin an attack on certain psycho-biological problems. Our first aggressive effort was directed to securing the resources for launching work in the field of psychiatry. Despite generous preliminary support for this work coming from the General Education Board, we were obliged to postpone a serious clinical beginning for reasons which I will not pause to relate. Presently, however, the Commonwealth Fund made it possible for us to undertake an extremely interesting and fruitful attack



on the general problems of mental hygiene, in which we have been able to render invaluable service, not only to our immediate academic group, but also to the general New Haven community and to several nearby cities. In 1924 the Laura Spelman Rockefeller Memorial furnished us the means to establish for a five-year experimental period a research Institute of Psychology, to which we were fortunate enough to attract several scholars of outstanding distinction. This was followed two years later by a similar generous underwriting for the promotion on a much improved scale of the clinical work carried on for many years by Dr. Gesell in the study of infantile mental and nervous development. Needless to say, there had all through this period been excellent work, both of research and teaching, going forward in many University departments whose subject matter is closely germane to the interests just named. As notable instances may be mentioned the general work in the New Haven Dispensary, in the Department of Public Health, in the Department of Pediatrics, in the School of Nursing, in the Departments of Education and Psychology, Economics, Sociology and Government, in the Divinity School, particularly in the field of Practical Philanthropy and Education, in the Department of Industrial Engineering, etc. Many other examples could readily be mentioned.

At about this time there began in the School of Law a very significant movement to bring much more definitely into the focus of legal studies certain problems of psychology as these affect the law, problems of economics as these are related to the whole field of trade regulation, taxation, finance, etc., and problems of government as these relate themselves to legislation, administration and the interpretations of constitutional law. This development has been accompanied by a very striking program of research into the practical procedure of the courts and into the causes and effects of business failures. In addi-

tion, researches into Connecticut problems are being carried on by the Faculty of the School of Law at the request of the judicial authorities of the State. The success already achieved by this effort to put the resources of the School at the disposal of the State, to meet its immediate and pressing requirements, has attracted wide and highly favorable attention.

It is thus easy to see that the stage was all set for undertaking a synthesis of as many as practicable of these convergent interests in a loose general organization which should render easy a fruitful contact among the men working in these neighboring fields, thus furnishing a simple and plastic mechanism whereby coöperative scientific attack could be turned on the more accessible of the urgent problems of personal and social adjustment.

Certain of the scientific forces we wished thus to employ did not exist in our Yale organization, and others that did exist were in need of a more satisfactory local habitat. Accordingly our first anxiety was to secure the resources to command these re-enforcements of personnel and to find an appropriate home in which they, together with the men already working on our grounds in related fields, might most effectively work. It was at this point that the Rockefeller Foundation, together with the Laura Spelman Rockefeller Memorial (since fused with the Rockefeller Foundation), supported by other related gifts from the General Education Board, made the very generous appropriations which have permitted us to begin at once the execution of our general plans. And let me make it quite clear that it is only a beginning, whose final outcome we do not pretend to foresee. This may well be very different from our present anticipations. But we are confident that we are on the right track, and that if we make mistakes, as doubtless we shall, we can turn them to good account not less for others than for ourselves. Instant and striking achievements must not be anticipated,

for it will require at least a year to gather and organize the staff and to erect the new structures required to house the work, after which there must inevitably be a lapse of time before tangible results begin to accrue.

Described in the broadest terms, the object of the Institute is to provide a research and teaching center for those University divisions directly concerned with the problems of man's individual and group conduct. The purpose is to correlate knowledge and coördinate technique in related fields that greater progress may be made in the understanding of human life from the biological, psychological and sociological viewpoints.

Of equal importance perhaps with the immediate results which may be hoped for from research, is the effect that the Institute may be expected to have upon educational methods. It is confidently anticipated that it will tend to eradicate the arbitrary distinctions now made among various branches of science and among the several professional fields which deal with problems of human life. Specialization has in our generation often been carried to a ridiculous extreme, in no small degree justifying the jesting definition of a specialist as a man who devotes himself to learning more and more about less and less. The time has certainly come once again to attempt a fruitful synthesis of knowledge, and especially in those fields which directly affect human welfare, and so in reality are closely connected with one another.

Obviously this program involves a number of university departments, many of which have their primary connection with the Graduate School, others with Medicine, Law, Divinity, and Engineering. To illustrate some of these relations, it may be helpful (even at the risk of repeating the substance of an earlier paragraph) to cite certain of these departments and the subjects with which they deal pertinent to the general objectives of the Institute.

Anatomy and comparative anatomy are thus concerned

with organic *structure* and not least with the structure of the nervous system. Physiology, including bio-chemistry, deals with certain of the *functions* of this system, and psychology too may be so regarded, although, despite the claims of an extreme behaviorism, it is also, and primarily, concerned with the psychic sides of organic life. Pathology dealing with the facts of diseased structure and function, not less than clinical medicine in all its phases, is obviously involved, the latter more particularly in the field of diagnosis, treatment and prevention of psychic disease and in the understanding of the genetics of the pre-natal and other life periods. Neurology, neuro-anatomy, neuro-physiology, and neuro-pathology, specialized sub-divisions of the preceding departments, will require to be developed much more fully than at present. Economics, sociology and government deal with various of the aspects of social life and organization (e.g. the family, industry, agriculture, political procedure, etc.), as do education, law and divinity, the latter more particularly on the side of religious education and practical philanthropy. Personnel problems are being attacked in the Department of Industrial Engineering and in the Department of Personnel Study.

All of these Departments and Schools now in existence, operating effectively according to customary standards, are in accord in their desire to coöperate in the fundamental tasks to which the Institute is to be dedicated.

Among the essentials for which funds have been provided are the following:

A building to house:

- (a) Psychology in all its branches and anthropology, including the present Institute of Psychology;
- (b) Research in Child Development;
- (c) Mental Hygiene and Psychiatry;

- (d) Research in Social Science;
- (e) A library and other facilities essential for the coöperation of the staff of the Institute with groups in other portions of the Campus devoted to study and education in allied fields.

The resources have also been supplied to make a satisfactory beginning in the creation of a staff to carry forward the various research undertakings indicated in the preceding paragraphs. The University already has the nucleus of a strong staff in several of these fields, but in some of them, for example psychiatry, it will be necessary to start almost from the bottom, and in all of them there is need of supplementary appointments.

For the present the Institute will be set up with a very informal overhead organization designed to guide its general policies, control its financial arrangements and transmit to the Corporation recommendations for appointments to its staff. This organization will be composed of a committee, consisting at the outset of the Dean of the Graduate School, the Dean of the School of Medicine, the Dean of the School of Law, the Chairman of the Department of Psychology, and the Chairman of the Department of Economics, Sociology and Government, under the general chairmanship of the President of the University. The Institute staff will comprise such members of the regular University Departments and Schools as are carrying on all, or an appreciable part, of their research in the Institute. Major appointments to the Institute will follow the present procedure, to wit, approval by a Department prior to recommendation to the Corporation. It is anticipated that the members of the staff will hold group conferences, perhaps once a week, at which time current and future research problems will be discussed. Obviously the research program of the Institute cannot be confidently set forth in advance, for many circumstances which cannot be pre-

dicted will, from time to time, affect this. Indeed, the formulation of such a program will be no small part of the initial task of the Institute.

In the first place, there will doubtless be always more or less of the individualistic research which now is carried on by the members of existing Departments. A scholar in psychology, or sociology, for example, would not be expected to interrupt, or abandon, any piece of research upon which he might have embarked, simply because he became a member of the Institute. Nor would he be coercively compelled to inaugurate research which did not appeal to him, simply because it was of interest to the staff of the Institute; although, in the nature of the case, the members of the Institute will always be working in fields which are closely related to one another. But, on the other hand, it is distinctly intended to foster from the outset coöperative research in fundamental fields affecting the fuller understanding of human behavior and social organization. Such basic research may be carried on by scholars only temporarily attached to the staff for the purpose of carrying out some specific part of such a program, or it may, and generally will, be prosecuted entirely by permanent members of the Faculty and their assistants. An illustration may be drawn from one of the first fields which it is now planned to study—the family.

Here we have one of the oldest of human institutions which, under the conditions of contemporary life, is being subjected to great strain and from which, when badly conditioned, there seem to flow many unhappy consequences affecting the life of the members as well as the society which supports them. The juvenile courts, for example, are crowded with cases of which no adequate understanding is possible without a study of the family to which the victims belong. It is already clear that many circumstances combine to create juvenile delinquency, but among them the family ranks high. A more thorough study of

this matter and a more successful technique for ascertaining the causative factors, as well as an evaluation of the remedies now prescribed by the law, is indispensable, if we are to make any social progress at this point.

Again, the most superficial study of the juvenile delinquent discloses medical, psychological and psychiatric problems which can only be dealt with by a fundamental scientific study from these sides. Here at once then we have the lawyer, the sociologist, the physician and the psychologist all involved in an issue for which the family may well be taken as the center, in that the problems concerned arise within its circle, often probably because of its inner character, and to which return the disastrous consequences of a failure to solve them in advance by appropriate preventive measures.

To this example might be added many others and the limits of this particular study on the anthropological, the economic, and the governmental side might be extended indefinitely. We shall expect to carry them as far as is scientifically practicable. For instance, we should like to study the manner in which the dominant social agencies of our time impinge on the family, influence its operation, and are in turn influenced by it. What, for example, is the consequence for family life of the organization and operation of the great basic industries? Are there factors here which are incompatible with the development of the family? Are there rational adjustments within the family itself which can be made to meet this situation? How does the educational system fit into and affect the family? Are its effects all positive and constructive, or are there some of them negative or disintegrating? How do the compulsory education laws of the various states affect families of varying economic and social status, the rural family as well as the metropolitan family? How do the hospitalization facilities of various communities, and especially of the country-side, touch the family life of the

group? Are they serving their nominal function effectively, and, if not, where and how does the system break down? This list might be extended indefinitely, but these instances may serve as illustrations of the literally unlimited range of related problems demanding solution. What remedies society chooses to attempt is for its authorized representatives to decide, although the Institute will be ready and eager to be of assistance as far as possible to reputable agencies operating in the field of practical endeavor. The great and primary need of our time, which the Institute as such is set to serve, as far as it may, is a fuller and more exact knowledge of the actual facts. This is said with full knowledge and recognition of the many admirable beginnings which have been elsewhere made in attacking these problems. But there has never, to our knowledge, been any such coöperative study, as is now proposed, carried on by all the important groups of sciences and technologies which are capable of contributing to a complete understanding of the situation.

Needless to say, one of the most important consequences which we hope to achieve through the operation of the Institute is the training of men in the various specialities related to human conduct and social organization. We desire to supply them with a wider and more detailed range of understanding of the complex factors which enter into their problems than has hitherto been practicable. We would thus, for example, give to our law teachers, as well as to their students, opportunity to face and study directly the more important influences which create crime, lead to disorganized social conditions and precipitate premature or ill-advised legislation. We would similarly give our medical teachers a more vivid sense of the part played by psychological and social factors in promoting and complicating disease. In the same way, too, we would attempt a broadening of the horizon of all our specialists in the fields of study related to the understanding of human



nature and social welfare—physicians, lawyers, preachers, teachers, economists, psychologists, biologists, sociologists—whichever can profit by such training. Teaching will thus be no small part of the work of the Institute, but it will be teaching keyed to the ideals and processes of organized research.

We believe that in all this we are launching a great movement which is destined not only to achieve distinguished success within the walls of Yale, but also one which is reasonably certain to exercise an enduring influence upon the procedure of all institutions of higher learning and upon the thinking of men the world around who are concerned with the knowledge and control of human nature.



2)

Just Council  
Meeting

SOCIAL SCIENCE RESEARCH.

October 10th.

A meeting was held at the Principal's residence, at which the following were present:-

- The Principal
- Dean Ira MacKay
- Dean Corbett
- Dr. Fleming
- Prof. Beatty.
- Prof. Hemmeon.
- Mr. L.R. Marsh
- Dr. Dawson
- Dr. Hendel
- Prof. F. Clarke
- Prof. Stanley

Sir Arthur outlined events since the last meeting. L. R. Marsh engaged in the Economics Department and Director of Unemployment Investigation. Dr. Day had been seen again. Rockefeller Foundation willing to grant money for research in Social Studies, but not to pay salaries. An opportunity for co-operative effort among various Departments, and an incentive to research.

Proposed: A general council, with a few prominent business men sitting in. This discussed. A general feeling expressed that the assistance of a few such men would be very valuable; aid in several ways. Query raised whether if many such men were added and if careful selection were not made, there might be difficulty in frankly stating findings of investigations. It emerged in the discussion that findings of a scientific kind would be welcome to such men, as it was proposed to invite. Chancellor Beatty and Julian Smith were mentioned. Principal engaged to interview these. Proposed that in view of a meeting of Foundation end of October a committee be formed to draw up a brief stating aims of McGill, co-operation of different departments, immediate subject under discussion (unemployment), and how it was proposed to tackle that. Corbett, Marsh, Stanley, Hemmeon, Beattie, Agreed.

Discussion of Executive Committee. Finally agreed: Sir Arthur, Corbett, Clarke, Beatty, Hemmeon, Dawson, Stanley, Marsh.

Marsh on invitation stated his plan of campaign. Much discussion, and finally general agreement on the plan.

Brief committee meeting 9 p.m. October 11.

C.S.

# *The Human Welfare Group at New Haven*

A SERIES OF INFORMAL DISCUSSIONS OF A  
NEW EDUCATIONAL PROJECT

## V.

### PSYCHOLOGY AND THE HUMAN WELFARE GROUP

BY RAYMOND DODGE

PROFESSOR OF PSYCHOLOGY, YALE UNIVERSITY

**T**HE Human Welfare Group materializes in unique fashion a vision that came to some of us after the War, of coördinating the available fragments of science relevant to pressing social problems, of enlisting the active coöperation of all scientists who could contribute significant data, and of utilizing the latent, wide spread enthusiasm for social service that the War disclosed. We then hoped that such an institution might become a center for a new humanitarianism, serving to counterbalance the agencies tending towards social disintegration and extreme individualism.

Possibly this was going too far, but the dream and hope reinforce our loyalty to the Institute of Human Relations and the Human Welfare Group. More and better agencies than we dreamed of have come into being. Great coördinating organizations of national and international scope exist for the promotion of science; but we have scarcely begun to learn the principles or to realize the possibilities of coöperative research in response to social needs, and we have no means of estimating the limits of its achievements.

All this not only strengthens our enthusiasm, but also commands our energies. Psychology has an obvious duty both in conforming itself to cooperative enterprises and in the collection of data concerning some of the practical questions at issue. The lawyer and the judge, the physician and the politician, the social welfare worker and the pastor all deal with human reactions and reaction patterns. In so far as this is true, problems of human welfare involve psychological factors. This does not mean that Psychology has the answers to all their several problems—not even that it has available techniques to find all the answers. It does mean that Psychology has serious interests and a definite responsibility in the present plans.

There is one outstanding consideration which I cannot omit even from a brief presentation like this, and that is the protracted human happiness of the greatest possible number of persons. Whether we are conscious of it or not, that seems to be the real goal of conscious social adjustment.

Now, protracted human happiness is no simple thing, nor are its conditions obvious. We know many disturbers of happiness, and the arts included in the Human Welfare Group make it their business to ameliorate some of them; but it is a wise man who knows how to achieve happiness in himself, and a still wiser one who knows how to help others achieve it. Moreover, great spirits have achieved notable degrees of blessedness in spite of many handicaps. The laws of this kind of victory over circumstances are worth finding out. We do not yet know all the elementary conditions of human variability by which things that once seemed delightful become indifferent or abhorrent, while things that were originally painful and disagreeable become bearable or even delightful. I believe that such problems lie within the possibilities of methodical investigation and that scientific ingenuity can devise experimental conditions for their solution.

Not only should sound Psychology prove to be of value in the coördinated study of the conditions of human welfare, but the wealth of normal and abnormal material that the Human Welfare Group will have available for study and the coöperation of experts engaged in related investigations should afford unique opportunity for, and prove a powerful incentive to, the development of Psychology as science. Experimental psychological investigations have made substantial advances in the last generation to our understanding of human and infrahuman behavior and the mental processes that condition its higher forms. The measurement of intelligence and mechanical abilities, of individual differences and aptitudes, studies of endowment and child development, of variability, adaptation, of suggestion, learning, conditioning and association, of dreams and reveries, of normal and abnormal behavior, personality and the motives of conduct, have had more or less far-reaching consequences in practical life. Notwithstanding much popular exaggeration and misinterpretation, Psychology has been of notable value in the solution of many practical problems in education and advertising, in industrial placement and personnel, the detection and amelioration of fatigue and maladjustment, in the effects of drugs, lighting, and heating, in the correction of abnormal and antisocial behavior, and the care of the feeble minded, in the development of wholesome recreation and some that is not so wholesome, in national defense and the war against war, and in others too numerous to mention.

This has had a retroactive effect on the science of Psychology, increasing its resources in method and technique, and broadening its horizon, as well as changing its popular status from that of a merely academic discipline to that of a science with many practical bearings on human engineering. Unfortunately this last change has not been entirely beneficent. Popularization

has probably proceeded too fast and has included the wide spread acceptance as scientific facts of a mass of pseudo-scientific assumptions and hypotheses. Sometimes these have been exploited at the peril of sound practice as well as of sound science. It is consequently no small part of the responsibility of Psychology in its new affiliations to emphasize the importance of scientific procedure and to insist on a just distinction between established facts and more or less probable guesses about human nature.

It would be gratuitous to emphasize here the fundamental importance of pure science and scientific research. It would be unfortunate, however, to leave the impression that they had been overlooked in the plans of the Institute of Human Relations and the Human Welfare Group, or that the interests of the Group were exclusively technological. The importance of fundamental experimental research in Psychology and Psychobiology was in fact fully recognized, and more or less adequate provision was made for investigations that have no immediate or obvious connection with any practical need. The great bulk of scientific research is necessarily of this kind. Such research furnishes the scientific background for a sound psychotechnology and the base line from which abnormal deviations of psychophysiological processes may be estimated and understood. It is also the condition for such reliable insight into normal human nature as we have or hope to obtain.

Raymond Dodge



# *The Human Welfare Group at New Haven*

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## VI.

### INDUSTRY AND THE INSTITUTE OF HUMAN RELATIONS

BY ELLIOTT DUNLAP SMITH, PROFESSOR OF INDUSTRIAL  
ENGINEERING, YALE UNIVERSITY

**T**HE human problems of industry have been brought into a position of critical importance, as well as rendered more intricate and difficult, by the unprecedented technical and economic developments of recent years. Because of this, it is widely recognized as vital that the same scientific attitude and method which underlie the progress made by the engineer, be applied to the solution of human relations problems. Already the engineering departments at Yale are attempting to give to their students as wide an understanding as at present exists of the human problems of industry.

The human problems of industrial management have also acquired a new social significance due to the change in attitude toward social problems from one of relief to one of cure and prevention. For the internal conduct of industry is the origin, and therefore the point of attack for cure and prevention, of a wide range of social problems. If, for example, unemployment or middle age obsolescence can be dealt with at the source by better organi-

zation and management, enduring social gains not otherwise possible, may be achieved. The science of managing human nature in industry has thus acquired an important place among the social sciences.

The social sciences however have continued to look on industrial problems from without, and to study the consequences of industrial management without studying the managerial problems from which these consequences flow. Sociologists, for example, have studied the problems caused by the employment of women on night shifts, but have rarely studied the economic and manufacturing conditions of which the night work of women is a consequence. Moreover, although practitioners of psychology, psychiatry, and especially medicine, have done work of great value in industry, rarely have any of these sciences been applied to the fundamental problems of management of men or of industrial relations. Thus, such special problems as determination of physical and mental attributes have been studied with valuable results; but few scientific studies, if any, have been made of the wider problems involved in the interrelation of men, materials, machines, process and product. Most of the major problems of industry are too broadly human to permit of an effective specialized approach. Indeed, except for the isolated work of rare individuals who combine in themselves a well-rounded knowledge of these sciences and of management, an effective scientific attack upon the major human problems of industry is all but impossible until some means is established for coördinating the sciences of human nature in an integrated study of industrial problems.

It is because the Institute of Human Relations provides the possibility of such coördinated effort that it contains such great potentialities for contributing to industry, and through industry to society. If it will address itself to the problems of management—and already a committee has been

appointed to consider the possibilities of coördinated study of management problems—it can bring to bear upon them seasoned methods and a well-rounded background for the scientific study of industry.

In the introduction of labor-saving machinery, for example, there arise questions relating to various sciences; such physiological problems as fatigue, such psychological problems as capacity to learn, such psychiatric problems as the emotional effects of fear of loss of job, such social problems as the absorption by the community of workers thrown out of employment, and such economic problems as the absorption of increased output. These are but a few of the angles from which the sciences of human nature can contribute to the solution of the managerial problem of how labor-saving machinery can best be introduced. But it is only as there is provision for organized coöperation of these several sciences that partial angles of approach can be blended into a well balanced study of the whole.

Such a study will not bring many managerial formulae or precise solutions. Human problems, even in industry, share the ineradicable individuality of human personalities. But such coördinated study will gradually develop an orderly and penetrating understanding and a scientific method of approach. This will assist engineering and management students at Yale and elsewhere to become adequately prepared for the human as well as the material aspects of their work. This will also give to the management of human nature a scientific foundation and technique, which will provide a firm basis for progress.

*Elliott Dunlap Smith*

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## VII.

### PUBLIC HEALTH & THE HUMAN WELFARE GROUP

BY C. E. A. WINSLOW

ANNA M. R. LAUDER PROFESSOR OF PUBLIC HEALTH  
YALE SCHOOL OF MEDICINE



As a public health worker I can only hail with enthusiasm the establishment of The Human Welfare Group. There is no department of knowledge in which the effect of such an enterprise should be more fruitful than in the field of public health. This is particularly true at Yale, where our concept of public health is somewhat wider than that entertained in many universities. From the first, we have conceived public health as something much more than the application of bacteriology to sanitation. Public health is not merely bacteriology or medicine or sanitation or statistics; it is the application of all these sciences as parts of a definite program of social service. In the training of the physician, we have conceived public health as a fundamental preventive viewpoint which should permeate the daily activities of the individual practitioner and make him an active factor in the community health program. In the training of the health officer we have aimed at producing not a technician

but a community leader. The Human Welfare Group from such a standpoint seems almost a logical necessity.

First of all, The Human Welfare Group brings to us an integral contact with psychiatry and mental hygiene. Mental health is one of the major public health problems of the future. The number of beds occupied by patients suffering from mental disease and defect in the average state is about equal to the number needed for all other physical diseases and defects taken together. The burden of incapacity due to doubts, fears, jealousies, suspicions, and prejudices, in the average family is probably more than equal to that of all other physical illnesses and defects put together. Such problems are soluble only by the closest correlation between mental hygiene and personal hygiene in general. Experience has taught us how essential it is that applied psychology and psychiatry should be developed with adequate reference to their base line of general medicine and it is almost equally important that the community mental hygiene program should be evolved in harmony with the public health program as a whole.

Again, The Human Welfare Group brings us essential contacts with the field of economics. The modern public health movement was initiated in England by Edwin Chadwick, in America by Lemuel Shattuck—both statisticians and social workers who realized that sickness was a primary cause of poverty. They were right; and we are doing our best to restrict that cause. We can, however, confidently turn to Chadwick's successors and say, "Yes, sickness is a cause of poverty, but poverty is also often a cause of sickness." We cannot go far in our study of such problems as tuberculosis or infant mortality without being brought face to face with economic factors. Gorgas fought yellow fever on the Isthmus by mosquito control and pneumonia by raising wages. The economist and the sociolo-

gist need the hygienist and the hygienist needs the economist and sociologist. They will meet and coöperate in The Human Welfare Group.

In one adjacent field this coöperation has already begun to bear fruit. An outstanding problem of public health today is the development of sound preventive medical service for all the people, of all classes, and in all areas; and the provision of such service on terms which will facilitate its use. The realization of this problem has led to the creation of a national Committee on the Costs of Medical Care, of which Secretary Ray Lyman Wilbur is chairman. The object of this committee is to discover by a coöperative study, in which physicians, hygienists, and economists take part, how the problem of medical care is being solved, what it costs, and what if anything should be done to improve the situation. This is precisely the sort of problem with which The Human Welfare Group is equipped to deal. It is not mere chance that both the medical school and the law school sections of our group are represented on the small executive committee of the Committee on the Costs of Medical Care or that some of the most important projects of the Committee are being worked out in our laboratories.

Finally, The Human Welfare Group is vital to the department of public health because it enables us to get our subject into proper perspective as a part of the wider problem of government. In the United States, ancient Revolutionary tradition has tended to stereotype the concept of the state as an organ of irreducible police power, a sort of necessary evil, to be minimized as far as possible. I am all in favor of reduction rather than increase in the activity of the state as so conceived; but modern science and modern social developments have opened up untold possibilities of state service as distinct from state control. Aristotle says, "If all communities aim at some good, the state or political community, which is the highest of all, and which em-

braces all the rest, aims, and in a greater degree than any other, at the highest good." Politics then is not a low form of personal aggrandizement. It is the highest type of coöperative effort for the common good. Only on such a concept as this shall we perhaps gain that type of leadership which can save democracy. Certainly, only on such a concept as this shall we enlist the leaders we need in public health and marshal the support they require to do their work. Perhaps The Human Welfare Group can help us toward the attainment of such an end.

Above all, perhaps, it is the essential spirit of The Human Welfare Group which makes it precious to us, as to all its other members. To "see life steadily and see it whole" is no easy task. It was inevitable, with the rapid growth of the sciences during the past half century, that wholeness should be sacrificed to steadiness. The Human Welfare Group signifies that we, at Yale, feel the time has come for a new synthesis inspired by a new humanism. Such a synthesis and such a humanism are nowhere more needed and can be nowhere more welcome than in the field of public health.

C-E. A. Winslow

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## VIII.

### NURSING AND THE HUMAN WELFARE GROUP

BY ANNIE W. GOODRICH  
DEAN OF THE YALE SCHOOL OF NURSING



WITH the development of new attitudes in medicine, there have arisen new conceptions of the functions of nursing. As long as the interest of medicine was centered in the more or less well-developed manifestations of disease, in the attempt to alleviate suffering and patch up the injured physical organism, nursing could be looked upon as little more than a technical procedure requiring a minimum of intellectual and cultural attainment.

Medicine, and with it nursing, has gradually enlarged its viewpoint, however, and today looks at disease from the preventive aspect. The effort is made to discover the underlying causes of illness, and to change them in so far as possible in order that disease may not occur. Such an approach means increasing attention to the mind of man both because of its significance in relation to physical health and because of the importance of mental health in itself. Interest in physical and mental stability has in turn necessitated consideration of the economic and social conditions under which human beings live. Mind, body, and environment are related factors none of which can be understood apart from the others.



In order to fit into this modern program the nurse should be a mature, intelligent woman, capable of dealing with the individual in the light of his mental and social, as well as his physical history. Where the physician spends minutes in contact with the patient, the nurse spends hours, and if she is simply an unthinking technician she will have little positive value and may even completely undo the work of the doctor.

Furthermore, the nurse must be looked upon as an important means of disseminating scientific information to the general public. The knowledge that is being gained regarding human health and well-being can have value only as it is put into practice. The nurse should serve as an intermediary between the scientist and the public, putting into the language of the people the wisdom of the specialist. Unless, for instance, the nurse can leave with the sick mother some added understanding of how to protect and promote the health of her children, she is not performing her full duty. The modern nurse, whatever her special field, must be able to see the patient in his larger setting and to deal with him from the viewpoint not only of his present comfort but also of his future welfare and the best interests of the community as well.

The Yale School of Nursing was established in 1923 for the purpose of contributing to the progress of nursing education along lines consistent with the newer conceptions of the functions of nursing. Requirements for admission are similar to those of medical, law, and engineering schools. The courses are selected with a view to giving the nurse a broad understanding of individual and group behavior. The laboratory work consists of experience in all of the services of the hospital, under close supervision. Bedside technique is taught not as an end in itself, but as a means to the larger service of the nurse. Courses in both practice and theory are cut to

the minimum length of time required for mastery of the subject matter.

Such a scheme of nursing education could be carried out only with associations such as the Yale School of Nursing has in the Human Welfare Group, of which it is a member. Here the students will constantly have before them the example of biologists and sociologists, lawyers, physicians, engineers, economists and psychologists coöperating to solve specific problems of life. All members of the Group will have the same goal, the promotion of human well-being; each profession and branch of knowledge will be considered as incomplete in itself and of use only as it contributes to the common objective. Both in the theoretical and laboratory courses of instruction the student nurse will always be confronted by this attitude, and inevitably influenced by it.

Highly important among the activities of the School of Nursing are the objective studies of nursing to determine exactly what the content of courses for nursing in general and for various specialties within the profession ought to be. There is a great need for the establishment of such educational standards, both in order to make the nurse more proficient, and to save the time wasted in the pursuit of detailed factual knowledge not pertinent to nursing. Such research in the field of nursing education will be facilitated by the coöperation of other members of the Human Welfare Group, already engaged in joint investigations centering in the family.

With the advantages offered by the educational resources and the attitude of the Human Welfare Group, the Yale School of Nursing possesses a unique opportunity to share in the development of nursing as a means toward greater human happiness.

*Annis W. Goodrich*