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EXECUTIVE OFFICER
DIRECTEUR ADMINISTRATIF
C. R. MYERS, Ph.D.
TEL: (416) 925-0101

HEAD OFFICE
SIÈGE SOCIAL
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF TORONTO
TORONTO, ONTARIO, M5S 1A1

CANADIAN PSYCHOLOGICAL ASSOCIATION

ARCHIVES

Authorization from Mrs. J.H. Bredin

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Date... June... 9th... 1977.

Signed... Grace L. Bredin.

M: This is part of the Oral History of Psychology in Canada. I am talking with Mrs. Grace Bredin at the Child's Study Centre at the University of British Columbia on May 2, 1970. Mrs. Bredin, let's start at the beginning. Where were you born?

B: I was born in Souris, Manitoba.

M: That's where in relation with Winnipeg?

B: Southern Manitoba, South-West. Close to Brandon.

M: Small Place?

B: Yes, a small town.

M: And into what kind of a family, what did your father do?

B: My father was the first postmaster and merchant in the town of Souris and my mother was the first school teacher and I am the eighth of the family.

M: You are the youngest then?

B: Yes.

M: Boys and girls - how is the family?

B: Four boys, four girls.

M: Four boys, four girls and mixed up - that your brothers are older?

B: No. There were two brothers, then one sister, then another brother, then two sisters, a brother and myself.

M: As far as you can remember, back when you were very young, and you are going to grade school - in that kind of age -

what kind of a home was it from the point of view of, first, economic. Was it a well-to-do home in terms of that small town?

B: Yes. By the time I was born, we were living in a large home, it was out on the edge, and on the edge of a river. Souris River, and at a very early age, I learned all the skills of swimming, canoeing, skating, skiing, tobogganning and so forth.

M: Would you say it was a very well-to-do, you father was postmaster and was it a general store he had and certainly for the town, this would be one of the better-off families?

B: Yes, but also at the time, I came along - my father died when I was fairly young - and the family fortunes were not as opulent from then on, although I enjoyed -

M: Were your brothers old enough to take over or not?

B: My whole family are professional. One of them wished to go into business. And my father took out an homestead land for the brothers in Saskatchewan and said: "Now if it's university training you want, here is your way of getting through". So they used it for that purpose.

M: What do that mean taking out homestead property?

B: In Saskatchewan, at that time, he took an option on a section of land divided in four. And they then broke it and turned it into farmland.

M: And operated it as a farm itself or rented it out to farmers or what?

B: Both. And -

M: And this provided the needs for them to go to University if they wanted to?

B: If they wanted to, yes. Now, my oldest brother went into a law firm and articulated in Brandon. That was part of the First World War. He then joined that and was one of the first members of the Royal Canadian Air Force. He came back and instead of completing his studies in law, in Canada, he settled in United States and then qualified for -

M: What was the family name?

B: Dolmage. My second brother is living in Vancouver now and is well-known and is one of the outstanding geological mining engineers. He has his own firm. He is fairly old. He is remarkably young for his years and a very energetic professional person.

M: I was wondering about the age spread of this family of eight children.

B: I was the eighth and I was six years younger than my next brother. So it would go from - let me see - I guess my oldest brother would be 18 when I was born. That's ready to leave home. In fact I often referred to this brother I don't know to much about. He has since died.

M: He would have been old enough then to take over when your father died.

B: Oh yes. But had preferred to go into law. I would say that my home was - the cultural aspects of it were emphasized more than economic by far - and there was a great deal of prestige put on our education and I think that this is maybe the influence -

M: Was it a home that you recall in which there was always a great deal to read?

B: Oh yes! Books, magazines, we had a large library and you would call most of the family prejudice readers. They all read so I just followed.

M: of your father wanted to?

B: Certainly of my mother. My mom was quite academically oriented -

M: How far had she gone into her Normal School, I suppose?

B: She qualified for her Manitoba Certificate and the first school she taught in was Burnside, just outside of Portage-la-Prairie. And then another sister had moved to this little town of Souris - it was called Plumcreek then, it wasn't even a town, it was just a community - and her mother wished to go out and see this other sister. So my mother accompanied her and that was the time she met my father. And the minute they knew that she was a qualified teacher, they were very anxious to get her and I guess this was the motivation. It was a religious family too.

M: What denomination?

B: Methodist.

M: And very devoted?

B: Yes, very devoted and very supportive of any religious activities in the town or any religious movements, let's say.

M: Very active in Church...

B: Oh yes. We were all brought up in -

M: Sunday was the regular parade to church and then to Sunday School.

B: My mother and father talked at classes.

M: Were family prayers on the institution you were members? This was regular daily?

B: Yes, this was regular daily. Following the evening meal and sometimes in the morning. Now I must say that when I came along, things were just beginning to change a bit and with mother alone, they didn't always - they were beginning to change pattern.

M: Was your father really the more religiously inclined than your mother?

B: No, it would be my mother.

M: Was there, as there was in some methodist homes, a fairly restrictive attitude with the things that you couldn't do, play cards, dance, were these things -

B: Very -

M: And Sunday was the day on which you didn't play games and you didn't do work any more than you had to and so on?

B: That's right. I can remember, the last person that helped mother in the home used to be pretty concerned that she couldn't wash the dishes Sunday night, she washed on Monday morning before she did the washing.

M: What about other cultural aspects of the home, about music?

B: One of my sisters was a professional musician. She got her degree from Toronto Conservatory and this was also emphasized. All my brothers played musical instruments, were in the town band and that kind of thing. Not so much my other two sisters, but the boys were all very musical.

M: How many of the 3 children finally went to University?

B: Only 2 sisters that haven't their degrees.

M: All the others have University degrees?

B: They had - I have lost 2 brothers and one was in Education and the other one had started into Medicine before the First World War, but he was a casualty of the First World War, and came back with a bad hearing loss. I think today they could have done a great deal more about it than they did then. So he went into Accountance and Commercial. Eventually he came around into the Commercial field as a professional accountant.

M: Now let's return to you, and your recollection of your Elementary school. There was a high valuable place on education, but at that stage, you just take it for granted. But what about your successes and failures. What was the attitude of your parents toward when you did well and when you did poorly in school. Do you recall anything?

B: Well ...

M: First of all, how did you do? Were you a good student in Elementary school?

B: In Elementary school and up to high school, second year of high school, I became quite concerned and a little bit mixed up I guess in my last 2 years of high school. That would be the period of having just lost my father, the re-organization of the family. My older sister went to China as a Missionary. The others in the family had left and I was alone with my mother in the small town and you see the teaching staff had been very badly depleted and I remember our whole grade 11 class flunked out.

M: But up to that time?

B: Up till that time, it has just been taken for granted and it seems that I did very well. I skipped the grade 8.

M: You stood on the top?

B: I would think so.

M: Do you recall liking some subjects more than others in Elementary school?

B: Yes. I can remember the stimulation from some teachers, quite strongly. I liked reading very much and read quite a bit. I was quite interested in Sciences, although I don't think I had a real good foundation in them. I think this was...

M: Function the school.

B: Yes, in High school and I often thought of this, in relation to some of the things we are doing now. I know now that my understanding of maths was pretty well what I memorized not what I understood. So that nobody noticed that I didn't know it.

M: It was sort of a magical thing. It was a ritual more than you understood.

B: That's right. Except I had to write a sup in geometry and it was while I was doing that supplemental exam, that the whole thing opened up and I had a great time...

M: That's a very interesting thing.

B: I often look back at it and think how very interesting it was that the whole relationship, concept of lightnesses and differences and so on, just in the place, and I thought: "Well this is what it's all about".

M: I had a class of research sometime ago now, by a educational psychologist who had become convinced that this peculiarity, if it is a peculiarity, girls as compare to boys, is that girls in particular get taught long before they go to school, at their mothers' knee, numbers, and that history was that

the mother is apt to retain this magical attitude toward numbers. That's a ritual, it is not something understandable, it's something you learn as it is, and you just got to remember, that's what it is, without any logical significance and meaning.

B: Of course, as I claimed I was brought up by nine parents really and then I had the honours of living up to a loud reputation.

M: Because most of them have been very good in school?

B: They had been excellent in school.

M: Everytime you met a new teacher, she would say: "Oh! you're a Dolmage". They were expecting great things of you.

B: Yes and I thought very often that it was taken for granted that I knew things that I really didn't. I think all the way through this was the case. I found it exceedingly easy to make friends, to enter in Athletics and sports. Usually

myself a good time. I resented very much the restrictions of dancing. And skiing Saturday night was out. Because we got ready for Sunday on Saturday night. And I was more or less alone you see. The spotlight got on me rather - the others were going through - several of them - and no one got singled out as I did.

M: What about the ledge of cateracteristic of the youngest child in a large family as being - tending to be usually more secure, more free-wheeling, more , less anxious, less guilty, because of the family constellation. Is that true of you, were you free-wheeling girl?

B: No, I wasn't. And I wasn't till I got into studies and really got working in the field of psychology. I began to realize what had happened to me. My older brothers and sisters would say I can remember, my oldest brother, I was more or less excused on many instances. I took chances on doing things that some of the others didn't do and I remember him saying to me: "If I had done that when I was a kid, you know Dad would really have walloped me but he pets you". A bit of jealousy. But being an unexpected, postscript child, and my mother's religious attitude, I was sent to look after her, and that was always a burden.

M: Sent to look after your mother...

B: This was the reason for my birth. I think you see, as I understand now, the children who are born at menopause are rejected because they interfere with the mother's moving out into the world to pick up other work. And my mother was. She was a leader, she was a leader in the church, she was recognized across Canada really in the Missionary Society and my birth interfered with this. Now you find an answer for it and I think the answer was certainly not "I have somebody to look after me in my old age". I would not have been conscious of that at all, and wasn't conscious until I was quite old and gone to my own studies. It began to don on me what the tie was, that I felt and resented.

M: Why you felt this way - it's very interesting. Now specially that you have more direct study of children, that you're engaged in, you possibly get inside what you are observing from this kind of recollection of your own experience.

B: And my older sister, who is now living with me, had a great deal to do with my bringing up as well as this person who came out from England and was a trained nursery maid in some of the wealthy homes and this came to mother at the time I was 3 months old. Now, I feel she had more influence on me and really took me over and my older sister which freed mother. And yet, there was this...

M: When you speak you were sent to look after your mother, I am not quite sure, was she elderly?

B: No, at the time of my father's death, this came out very clearly. And I can remember her repeating this to a friend who had come in. At the time my father was mayor of the town, at the time he died, he did several sessions of being mayor. I can remember this other gentleman coming in to speak to mother and saying how badly he felt and so on and mother said: "But of course I have Grace". And even at eleven years, it hit me quite...it must have hit me or it would not have stayed with me.

M: The others, by the time your father died, were pretty well grown up and established and other obligations and so on...

B: Into their own profession.

M: And so you were in this sense, your mother's main stick, because you were still at home and they weren't.

B: And my oldest sister was exceedingly attached to my mother. In fact, after my father's death, instead of one of the boys taking the position of supporting, was she, in order - if you want to be fairly analytic here - think her going to China was merely to fulfill some of mother's aspirations. Then that left a real - and I wasn't about to accept that way by any means. I remember quite a serious rebellion and I am pretty sure that's the thing that...

M: Why should you get stuck with all those obligations?

B: Yes! And anyway I wanted to have a good time. I wanted to go on and do things and so on. And I felt as I have had to accept standards of other people, if I didn't want, I have had to live up to standards of achievement that went with him - and yet it was the warmest and most closeness family, and from that sense I am sure I had the capacity of accepting and

is just a natural part of my being and I am very grateful for it. We had a very very warm relationship.

M: You spoke of the influence that certain teachers had, what did you have in mind then?

B: Well, I was fortunate enough in my final year of high school, after floundering along to have a teacher, a woman highly skilled in Sciences, a real scientist and she was the person who lit the fire for me and at the same time interpreted

to me some of the things that had happened, saying: "You are blaming yourself for things that you really should blame other teachers for". And this was quite an interesting remark for a teacher to make to a student, I thought. Then because I came along at this time and because university was in the context and the next thing was getting moved into Winnipeg. That meant mother had to sell the business and sacrifice the house.

M: Have you kept the store?

B: No, just partially. It was interesting in those years because it was just the time that cars became common, mail orders became common and the small stores began to suffer and haven't found the way to adjust the change so the sale of the store and business really was a real failure and from then on, earning a living became the most important thing.

M: Now, there is one more thing. I want to hear about school. What sort of a school was it? Did you do both your Elementary school and your High school in Souris?

B: In Souris, and there was a good Elementary school and a good Secondary school.

M: Now, I have lost something there. What kind of a school was it?

B: It was both an Elementary and Secondary where you could qualified from
Science,
Language and

M: Was it a big school?

B: Yes, it was a good size school.

M: Were there ungraded classes in the Elementary school?

B: No, it was all graded throughout.

M: So, you didn't have any experience of the kind of class where you are left on your own all the time?

B: No, not till we ran into the problem of an incompetent staff. And certainly the High school at that time was because it was difficult to get good teachers. My brother who is in Vancouver, now, remembers that High school in Souris as actually the place where he learnt more science, more maths, and better preparation than he ever got even comparing it with M.I.T. Now he was fortunate enough to have a tremendously fine teacher, just one of the digest everytimes he talks about Mr. Gordon because he was a family friend as well as being this unusually outstanding teacher who could explain maths and sciences to anybody. And my brother just apparently ated it lived it and he said there was very little that he had to learn beyond the foundation he had received.

M: Isn't that a to a High school teacher?

B: It certainly is and today with his own little grandson, he will teach him the things that he was taught.

M: Mr. Gordon was not there when you got to High school?

B: No, he was too good. So he became an inspector. He did come in the family again because he became a principal of a Normal School. A small Normal School in Manitou in Southern Manitoba. And one of my sisters went there to do her teacher training just because he was the principal. And of course she was a craker-jack teacher.

M: What year was it when you moved, sold the business your mother sold the business, and you moved to Winnipeg?

B: We moved in 1922.

M: And this was in order to enable you to go to University? Had you, through that mixed up stage of High school, and you began to get straightened out, did you have about that time any notion of what you might do. For instance, with your older sister now Missionary in China. She has already gone. Did you think you might become a Missionary too?

B: Oh no! My interest was nursing and medicine really.

M: Do you remember the origin of this when it began?

B: It was quite early in my career that I became acquainted with the professional nursing and then of course I immediately switched that to medicine. But because of those 2 mixed up years in High school, I thought I was sure I just didn't have intelligence enough. My grades were bad and I was floundering - but I was bound that I was gonna go into nursing and I was accepted. It would have been General Hospital. Oh! I forgot to tell you this: there is another reflexion. I was

accepted by the General Hospital and before I got to Winnipeg to go into the Hospital, my brother who was already established out here wired my piece to University and said: "She is not going to go into nursing, she is going to go to University. She may want to go into nursing later on, but first she is going to have a chance to go to University as the rest of us did".

M: So this is how. So the sense for you and your mother you were moving to Winnipeg really was to go into nursing, you thought, then your brother...

B: I was going to come in two or three weeks before my mother and then she was coming in later. I need to go back a little bit more in my history. Because of my mother's interest in Education, and Orientation, she carried that over into her own family, which was a large family and she and my father who - to it the very youngest brother went to University now his name was Dr. Hedrington. He went in Theology and became famous well-known on the Coast here, went back to Manitoba and just before he died he was Head of Theological Department and had almost completed a DD from Harvard. Now, he was at the time, I was ready for University, he was lecturing in Wellesley College at that time in Winnipeg and of course this was the family institution. So, I was to go to Wellesley College and I stayed with my uncle who was established in Winnipeg at that time, for the first three weeks. And my first course in Psychology was taught by him. And I remember sitting in the class and being so fascinated by the similarity between him and my mother that I

could hardly listen to what he was saying. His every movement, the way he spoke and so on, just was so much like her; there were so many physical reactions. But intellectually, I knew that the two of them had many a tussle, because my uncle was a much more liberal kind of theologian than my mother was in practicing.

M: His name was Hedrington and he taught you your first course in psychology, this was your first encounter with psychology. This was at Wellesley College?

B: Wellesley College and then became United College in Winnipeg and now is Winnipeg University.

M: Do you recall, apart from this striking resemblance that you saw in him to your mother, do you recall what he used in the way of textbook?

B: I got my first introduction into Central Nervous system and the whole business, I just ated that. And I thought if I got to go to University, this will be the line I would follow.

M: That first course settled it. Do you recall any books. Did he use a textbook?

B: Yes, he used a textbook. That was one that he used in Chicago. He had started his post-graduate work in Chicago, Chicago University and it was by one of the early men, could it have been Watson?

M: So of behaviour

B: Yes - He wasn't a Theologian all the time, in fact...

M: How come he taught psychology?

B: He was the only man in Wellesley College that have had the sense in to take any courses. He was qualified. And he had taken a post graduate level.

M: Was he already the theological cause?

B: Yes. By the time I got there. He was Principal of the Columbia College out here. His life was a very interesting one and one that hasn't intertwined and then twine in mind from then on. Because his daughter is likely my best friend - as a first cousin - and we find so much in common and so much to do but her life, she was a brilliant student and she went into the same work as my sister who did this early work connected with the United Church you remember, the organization they had CGIT for girls, well my sister organized that programme and became the secretary for Manitoba. Then Ruth who finished her degree at Wellesley College was a teacher, was influenced by this and she became the first Secretary of Alberta and was married from there. This has been this funny inter-relationship.

M: They both must have one time or another known my father who was Secretary of Education in United Church.

B: Absolutely. Uncle was more in the area of religious education actually than he was in Theology.

M: Now, do you recall whether his treatment of the subject of psychology was liberal and very open-minded to this new Committee, theologians especially, had viewed with alarm this behaviour. Do you recall if he was very critical of it?

B: Not a bit. Because he was a born teacher and he had this oldest daughter to his first wife. He went to Yukon as a Missionary for United Church and that's where he met his wife who was an American and she was a graduate of Boston Conservatory of Music. Her mother had gone up to the Yukon on a gold rush. And one morning when he got up to hold the service in this little church, there was an organ there and he wanted to know if there was anyone in the Congregation who could play Man to Alberta, and she thought she could, so that's how they met and they got married. She died when Ruth, the oldest daughter that I talked about was just about 2 years old. So my uncle brought her back with the intention that she would become part of our family. But what happened was that my aunt, next door, said, referring to my mother as Annie: "Annie has enough children, I'll take her". But she was at our place all the time anyway. The second marriage that my uncle had, he has in

six strapping boys who are now also successful men, they are scattered about here and there and so on, and I remember my uncle using them as his illustration for us, all the time, so I learnt my psychology right about children, he didn't-well it was an abstract. He didn't well on Adult behaviour. It was rather children and you see these little toe headed kids just became and I was completely fascinated.

M: Just a minute now. This was then or later that he was principal of the United College. I thought it was later.

B: Oh yes, but he was in Regina. He wasn't in Manitoba. Elsie is one of my old friends.

M: I am confused then, because I thought it was in Winnipeg that he just...

B: No, the big names there were _____ was one of the last ones but this tremendously impressive man, in the United Church, at least in the old Methodist Church, i'll remember the name, just a minute - there was quite a series of very outstanding principals at Wellesley College. Winnipeg became the important distributing centre, the big centre, Wellesley College was the College. It was larger, more important at least a larger college and a more, a bigger institution let's say than University of Manitoba.

M: Yes and it was directly downtown.

B: And it preceded really University of Manitoba. The University got started in some old buildings left over by the Army in First World War, and so on, but United College was really the one that offered the broadest in Arts, and Science rather than the - and it had a large preparatory department as well. But out here was Columbia College. There were these colleges here and there, across Canada, and uncle was principal out here and then went back into the Church and then back into University again. And he died while he was in Wellesley College.

M: What follows, as far as psychology is concerned? You said this really is for you. You were fascinated, you decided right then that this was something to pursue?

B: That's right. But I knew I had to get my Arts degree first. Then , of course, after my second year,...

M: Did you do pretty well academically?

B: I didn't do well academically, till after I got my Normal School training.

M: This was a struggle....

B: Yes, and I was interested but it was just a immobility and I have seen^{it} in students over and over again. Just barely really getting there... But again the impression that there was something
My professors would say: "Did you only get that grade". All the time, I got this in Language, in everything. But I had a marvelous man instructor at Wellesley College by the name of Anderson; one of the Icelantic. There were two fellows: Johnson and Anderson. They were just tops and so on and they gave me a little bit of extra help and try to get along, just along. That's all. But at the end of my second year, got through...

M: Did you fail a year?

B: No, no.

M: You were interested but you didn't work. Was this it? You didn't work at the stuff or you didn't know to work at the stuff?

B: I was teaching everybody else, what they were supposed to know and yet when it came to putting this on paper in an exam, I just froze. To this day, a pen in my hand is something that I resist a great deal.

M: Was this an examination phobia you think? Where you really selfconscious over exams that you couldn't express yourself effectively or what you knew you couldn't do because it was an examination?

B: That's right. A real good case of it. And it went back to those early years because for me to fall flat on my face, this way, was something that I was no more prepared for it in any area. I had always been on the top of the let's say. As I look back now, what I didn't do academically, I did athletically and this kind of thing. And then socially I was, always the first person invited to the first party and it was quite a shock.

M: You speak now back in grade eleven or someplace?

B: Or even earlier than that.

M; Where your grades began to fall off - And do you think your anxiety stands from that, surprising your behaviour?

B: Well, I was an honor student in grade 10 and then I flopped from eleven on. So that's the story and it just happened. Now that I myself.

M: Did you take psychology in your second year?

B: Yes.

M: From your uncle again?

B: No. From a student of his. And it wasn't, I didn't find it as exciting. Not nearly, but they had my interest in it. Now, I had my interest in medical matters. I must go back and tell you why I got interested in Medical.

When I was in grade 10, the flu hit the Prairies and certainly it hit our town very badly and the high school was turned right into an hospital, emergency hospital. And I can remember meeting the matron who was going to be in charge and I knew I was out of school for a while. So I said to her: "Do you think I could help anyway". And she said: "Well, no. We are trying to get as many people with some training as we can". But in 2 days time, she phoned for me and wanted to know if I would come in and help with the sterilization of the patients dishes. I said "sure". I found all the white dresses I had and that's the way I went. I finally ended up with responsibility for night work and patients who would ^{be} delirious and out of their minds, and and came out with

M: This is very exciting for that age...

B: That was the end of my grade 10 let's say. Then they hit eleven and the other thing happened was just - at the same time - I was struggling against my mother's control because she began to exercise control then. I had gone out into the community. I had done a job. I had made other friends and I found lots ^{of} fun here and there and wanted to pursue it. But there would be the barriers either on the religious faces or a preconceded idea and yet I guess my mother was one of the finest people that you would ever meet anywhere. She had a tremendous sense of humour. We all knew if father put us down and we could get a glance at mother, and show her a little bit of humour, and break her down, my third brother was the worse clown in the world. He could make mother laugh at anytime at

anything. I guess I used that too quite a little bit as I came along, anyway. My first two years at University weren't too successful. Then it was necessary for me to go to Normal School.

M:

B: Yes, because then the sister that has been in girls work, the boy that she was engaged to, had been overseas and very badly wounded and went through a series of hospitalizations and came back and completed his medical degree. But got cut up in the Christian Student Movement and he was all set for a Medical Missionary's life, which of course fitted in with all the patterns and my sister then was ready to go where he would be sent and it was time, they were married anyway as he finished his medical degree, but by this time China had expelled all the

. My sister came home and this other sister then married but her husband instead of being sent overseas as a Medical Missionary was sent to Northern Manitoba and had a very career both medically and in the area of the missionary context and the church context and they had just moved out to Victoria. So I am glad to have them. However, when she was financially carrying a bit of the load and when she was getting married I should go into teaching. I hated Normal School - every bit of it - it seemed to me that it was a of - academically it didn't satisfy me. The whole thing was so far from what I wanted.

M: up paper and doing childish things...

B: Childish things and the lectures were lessons, busy work and so on. However, I had a good start and experience.

M: Did anybody teach psychology at Normal School?

B: I think somebody tried to give me a few ideas but I just rejected them. I already had much more than they were giving me and I didn't even try to get the grade.

M: Why was Normal School so bad?

B: I don't know.

M: Across this country from Coast to Coast, a lot of our people went to Normal School into teaching, at some point. And there are just one or two exceptions to the condemnation of a Normal School experience they had. Nearly everybody says it was awful.

B: It was. It was terrible. First of all we were created as children, the age that we were to teach. And we would have people that were...

M: How bad the Normal School was? You didn't even try to get a decent grade?

B: No, not until I got into a class that was supposed to be on speech. And the first thing, in the first class, I remember and I know that the lady is still living, who said: "You know I need to hear you speak. So each person in this class would have to be prepared to speak or make a contribution to the rest of the group. And you can do anything you like". I had just found a book on the "Early Results of Mental Measurements" that designated youngsters that would be above and youngsters that would be below. That was my first introduction to

mental retardation and unexceptionally bright children. I was tickled to death with it. I was able to get into an area that I was interested in and I think my preparation for that really got me through the year as well as completely committing me into psychology.

M: You remember what it was?

B: No, because it was one that...

M: Was it by Amus, Department of Education Publications?

B: No, it was one that my sister who is girls worker had picked up in her work and...I think I can remember that if I work hard enough - I was able to do something that I wanted to. Well if there were many doubts about my getting through normal school grades, that finished it because the thing that I wanted and could do then the way I want. From then on, really academically, everything was easy, I walked right through. I then picked up my...

M: So this happened at Normal School?

B: At Normal School, yes. Now my first teaching experience was, this was 1925. And my first teaching experience was up North where my sister and brother-in-law were, on an unorganized territory. Now the superintendant when Harold hadn't been given a post overseas, but rather Dr. Doyle said "Well here is a home missions place for you".

M: H. Doyle?

B: No, this was - yes - Doyle - sure.

M: my father's

B: Sure, in Religious Education. A tremendous John, the father of Dorothe and Alice, but he was in Religious Education and missions, tremendously fine home missions. I must have my provinces mixed up here because I know Ontario pretty well, you see our home just was the Hotel let's say.

M: Religious Education?

B: Yes, for a long time. My friends that I met in Winnipeg thought I have been brought up in a Minister's home because I knew them all but they all stayed. I always found place for social life. The superintendant of Education that was in charge of the unorganized territory. There were a number of Central European immigrants, a number of return men on land and so on. it was just pathetic

. Anyway, the school board in Winnipeg said: "Look, we want you on staff but our first requirement is that you have at least a year out of the city, in a rural setting". They had enough teachers at that time, they were able to do this. My sister taught the school for my brother-in-law was a medical man. Now a school a little way is over from there. They needed a teacher very badly and so he said: "Do you think you could get along"? So another member of the family came in to be with mother and I went off. And that's where I started to win my again. I handled that school exceedingly well and my sister became pregnant for the first baby. So I came back and stayed with them and handled that school which was a

school with 52 youngsters in it, ungraded, children 16, 15 years old having their first opportunity to qualify for grade 8 exams and the entrance into High School and I put through 8 of those kids, with all the rest doing a job in Physical Education, competition and all this sort of thing and then got a reputation and went to Oak Lake, taught a year there.

M: I want to hear more about this ungraded school. In what respect what do you think about the ungraded school?

B: I like it.

M:

B: Yes. We were experimenting that on multi age groups. And my husband was brought up in Saskatchewan in an ungraded school. Now, we didn't, we were in town. He was out North of Regina and they went to an ungraded school. They have more fun in their family getting together and remembering the old Ontario Readers and one of the sons of my sister-in-law is searching the bookstores in Toronto constantly trying to get at least a copy of everyone of those Ontario readers. Because that's what they were brought up of. They get together and they know practically every story and every poem.

M: By heart?

B: By heart, yes. And the funniest to see how much they can remember. And it's just amazing what they do and the fun that they have with it. But he is learning with no pressures. It's ungraded definitely. There are no hurdles but if there were a hurdle, you are so well prepared for it, not by a teacher, but

by all the other children. They teach you, so you practice the thing, you listen on the next one, and you teach that so that you are - talk about reinforcement - I can't imagine anything that has come out on me I am sure has not compare with

M: One of the features that many people have talked about is the fact that in an ungraded class, you get the direct attention of the teacher only a small proportion of the time. And when you do have the teacher's attention, you have it with a very small group all those who are at the same stage. The rest of the time, you are on your own in a sense, but in another sense, as you pointed out, you are being taught by older people and they are learning by teaching you.

B: Yes, and there are none of the pressures. And you are not helping to create a teacher's reputation - you are

B: Into Oak Lake.

M: Where is Oak Lake?

B: It's a small town, West of Winnipeg. I was ready to go back to Winnipeg and wait for an appointment there, they were trying to get me on the staff as fast as it could be, and I had to wait a bit, so I was enjoying - this was my first time actually away from home - so I was enjoying this. So I had a successful year there and then into Winnipeg. Now, you see, I had gone to summer school after Normal School, before I went out to teach for my first year, and if I had taken the suggestion from one of the boys that went from Wellesley College with me into Normal School at the end of second year, and had attended lectures, I could have done my third year Normal School at the one time. That is if you didn't tell anybody. He did. But that other academic failure really bugged me and I thought I wouldn't do that well and I was afraid of getting into more trouble - and yet maybe I would have found the satisfaction of carrying them both with the stimulation and so on. Anyway I went on then, and really completed my university work while teaching. I was well into my third year when I had the opportunity then to go to North Western. Before that, excuse me - I have to go back - When I came on the City schools, my sister and I went on a school staff together, after her return from China. We were both placed in public Schools and I taught in a very nice school and I enjoyed it and immediately I found in fact, some of the ways of children I found in the Oak Lake situation. And in that first grade 4 class, in a

Winnipeg school, the difficult youngsters of course were the challenge and I immediately found a of working with them and was successful. With parents telling: "Nobody has even taken ". But I was beginning to practice what I knew and refusing to accept these youngsters as somebody incompetent. But while I was in that school, a person - one of the earliest psychologists in Canada I guess - was May Bere who had her Ph.D. and was hired by the medical officer - the school medical officer, in Winnipeg, Dr. May Crawford hired May Bere as a psychologist.

M: She had her Ph.D. in Psychology?

B: Yes, from and she started in to select children in Winnipeg schools, opened some of the earliest special classes that have been opened way back - would be around 1922 - when I was in Normal School and if I have only known that, I would have been around somewhere. But Dr. Crawford, the medical inspector, felt that even the uneducable mentally defected children would be better off if they had some kind of a programme and you know that - I guess it would be in 22 - she opened 2 occupational classes - and made an arrangement with the Department of Health, that the Winnipeg schools would give the room and pay the teacher, and then they recruited children and put them in there. Now, they were absolutely impossible, how the teacher ever lived with them, I don't know. But we got them transported in each of these classes. Dr. Crawford could see the need for special classes and so Dr. Bere was hired in one

or two special classes in other schools for the educable mentally retarded were organized - only one or two of them - and one were looking principal went to the school board and said "I know this area needs a class like that and I need a teacher" and they turned to my sister who was a mature person and they said: "I bet you this is the person that will be able to handle it". My sister was scared to death because she didn't know anything whatever - she hadn't the background in psychology I had even. She didn't know anything but I said "Take it, take it". Little that I know was ahead of me. So she did and with all the common sense and so on that she had, she was quite successful so that when another -

M: She was quite surprised to be successful?

B: She didn't know that she was successful. And as far as the principal was concerned, the only way she could say she was successful was that she kept them in the room. That was about the only measure. These were the educable mentally retarded. Then another principal, a friend in another really deprived area, wanted to open a class and she went to the schoolboard and said: "I want a teacher". And the superintendant said: "Well, I know that Miss Dolmage who was successful in one has a sister". And before I knew it, I was into a special class and again my future was pretty well reinforced. And I became absolutely facinated but Dr. Myers, I can tell you that what I learnt from those little kids in terms of learning, a reinfor-

cement, personality and I knew in my own mind that they weren't really mentally defected. So, I decided I wanted to know more about them but then because I had 2 years at university, they wanted me to go up into Junior High. So the superintendant came along and said "I think it's about time that you got to the Junior High". And I said: "Oh No!" By this time my sister who is a musician had married a Dr. Bredin. He was not a doctor then; he was doing his Ph.D. and they were at North Western University and I -

M: In what, in Education?

B: His Ph.D. is in Economics and statistics. And so she said: "If you can get the money together and come down, you can stay with us for the summer". So I said to the superintendant in a saucy way: "You put me into that without my knowing a thing about it, I become in gross now, I want to know more about it and I am making plans to go off this summer". So I went off...

M: Sorry, but I do want to hear more about Mary Bere. Did you know her?

B: No, I got to know her, yes. I got to know her slightly. But the year that I met her, the first year I was on the school - the Winnipeg schools - she came to the school that I was teaching in to do some testing of children there for selection. And I asked the principal if I could talk to her. And she was so delighted to find that I was interested, that I even knew some of the terms that we had a good chat and we talked quite a bit and she says: "Now, I'll see you again Miss

Dolmage, and I'm pretty sure I can talk more about this". I never had any aspiration for that office was so far, so far beyond the place where I was.

M: What kind of person was she?

B: Very fine. Dynamic, enthusiastic, and she left the Winnipeg schools to go to Jerusalem University. And she has been Head of the Psychology Department and belongs now to this Association that I am an active member of in the organization of early childhood called OMEC. She attended a conference in Washington last year and asked for me and I just was so disappointed - she came back to Winnipeg once while I was building up the whole programme there and I did get to see her and we enjoyed reminiscing and I told her how much she had inspired me.

M: That's very interesting. There is a Columbia teachers College Ph.D. that I haven't heard of before.

B: Is that so? Dr. May Bere should be known. She is a Canadian that should be known.

M: She was a Canadian?

B: She was born - no! her parents moved to Winnipeg - she is Jewish and she would be part of the Central European influx after the First World War.

M: Now you are off to North Western?

B: I am off to North Western for my first summer school. I had 2 years of teaching this special class under my belt.

M: And don't you have your B.A. yet?

B: No, that's my third year. Because I have been working summers - of winters and so off I went. This is what I wanted. Well Summer sessions start earlier there than it does here so that by the time I got down on the first of July, classes had started. But my sister took me over to the College of Education - they knew the dean very well - Dean Melvin - I don't know whether Melvin is a name that you would know or not - he was pretty well known then - and he says "Certainly, we would like to have you, what would you like to do?" And I had seen a course in Mental Measurement. And I said "I would like to do that but it's a graduate course and I am not a graduate". He said: "What psychology have you"? So I told him what my experience was. He says "What class of retarded children? I said "Yes". So he said "Lets go up and see Dr. Taylor". Dr. Taylor was from Oregon but was a guest lecturer in North Western Summer School and he took me right in.

M: Which Taylor is this?

B: I had lost complete track of him because he was elderly then and I think, he likely has passed out. He moved from Oregon, from Eugene down to San Jose but to meet him again. But he took me in - it was a tremendous experience and I qualified and came back with my qualifications to do psychometrics.

M: You got in the practice?

B: Yes, 20 kids under his supervision - I don't have them, I am sorry I destroyed them.

M: You were absurd and...

B: I was absurd and evaluated and with then my brother-in-law's help, I got through the statistics. This was another thing.

M: Part of the same course?

B: You can't do mental measurement if you don't know some statistics.

M: You haven't have any?

B: No, I had Maths by this time, I was way off, getting as far as here. I had to face it...

M: So you were qualified, did you do any other testing besides...

B: Well, we were introduced to all the - I can remember the Army Health. We had to take the Army Health ourselves and I was General for that commitment. I thought that was good enough, so-

M: The test just didn't bother you in that case.

B: Not a bit. I just went quite right to town on it and for the first time then got my confidence back again. I came home then and, believe it or not, I came home with the qualifications. I reported this to my supervisor who was furious with me. I without knowing it. I had taken a course and I said "What do you think I should have taken a course in?" So she says: "I had some credits" Oh! it was so typical, Dr. Myers, Now I met that and I met with the superintendant of Elementary schools, she says: "Oh! surely you could have taken something

more practical, because nobody would think you would be competent". I didn't say anything more about it. But I still kept working with this little group and began to separate more often. I learnt so much. They were a for two years there, just gave me the basis and I think now I can understand emotionally disturbed, I can understand your culturally deprived. I learnt what a severe home situation met, I allowed the last child in my whole career to be strapped once and went to his home and cried all the way back to the school. I must tell you another real influence here. It was the principal of this school. One of the most outstanding women. She never was recognized and she should be. She really taught me an awful lot. I think, even though I went into the special class, I still think she thought I was a social snob of some kind. And anyway, anything that seemed to come my way, I handled so well for her and so on. I had a small class. The supervisors weren't bothering me, nobody would say a word. This other supervisor just left me alone after I got into that course, she wouldn't talk to me. I was free then, sort of a free land and one day, that principal came in to me, in the debts of the depression and she said: "Here is a bag of groceries. I want you to take this over to Mrs. There is some bread here, and some, one or two cans of things; but at the bottom, there is a beef bone for soup. I want you to tell her how to use it. The children by Wednesday or Thursday, of the week, are beginning to faint because they haven't enough.

to eat. She apparently can't handle the supplies and this is just a supplement but show her how she can use the soup bone". I said "I don't know to use a soup bone". "Just the thing that I figure you need to learn". So I went freeming like a fool, wondering how I would ever meet this poor soul and I went into her house, and she talked to me, very grateful to see me and receiveless, and when I explained about soup bones and so on, she says: "I understand it, but what you do, I have one pan to boil water for tea, to boil potatoes, how can I use for soup bone, one pan?" So I thought that stops me all right. And I said: "I'll see what I can do about that". But I saw the house, and I saw how she was trying to cope with it, it was just impossible for her to cope. So I really learnt very fast and I thought "Why, how can those children do anything in the class"? There was not a thing in the house for them to read, there wasn't a in anything and this poor soul that struggle through. She has this much English. She was trying her best and so on. So I went back and I said to the principal, I said "I have learnt plenty, a whole lot more than you thought I had learnt". "Oh no!" she says "I knew you needed this". So I said "Well, I will certainly see that she gets a pan". So I went around the staff and I said "You get here with all your old pots and pans and dishes and a few things". So we got the house a little bit more equipped. But that principal of the day, the school to the home for me.

M:

B: Very, very, and it was earlier than my experience in North Western.

M: She has done this before -

B: Oh yes! I was only there a little while. As I said I think she decided I needed it. And I did too. I certainly did. I was suffering from depression, sure, because of any standards, but this was what I needed. But the whole impact, Dr. Myers, now there isn't anything that can tell me, that Skinner can tell me, that can tell me that I haven't learnt. White in 3 or 4 of those experiences, I had a little emotionally disturbed in that class, nobody could handle. And the father came over to me. He was small, immature and this is just sheer common sense in using the little bit, certainly the behaviour in psychology didn't tell me anything about this. Anyway, I can remember this youngster, I was warned that nobody could keep him in school. And he would be just impossible and the parents were very obset. They were British parents, and the father seemed to be pretty discouraged but they they lived not far from the school. They had this little child. As I realize now he had been overseas from the child was born and come back and they haven't been able to adjust at all and this little fellow was completely disturbed. It may have been some brain damage. But anyway he was one of my first real challenges. So the father came over to me, he says: "Now, I want you to whip him". So I said "But I am not supposed to have a strap in my

room, I can't do that! He says "I'll give you mine". And I said "No, thank you". I would loose my job if they caught me with one". And he said: "Well, he's got to go to school and he's got to learn". I said "Would you co-operate with me"? And he said "Yes". So I said "You know I think he gets tired, I think he can just stand other children so long and then he gets tired. If I send him home in the middle of the morning" - the mother was there at the same time - "with a note, would you give him something hot to drink and something to play with, and rest for a while, and then send him back, and we'll see how long he can stay for the afternoon?" Now, I got to know this was the answer. And so he would go home in the morning and I would write a little note saying "He must not, under any circumstances, be punished, or , just let him rest". So he got to know this and he would say "Can I have my note now?" I would say "Yes". Then He would say "I stayed longer this morning" "Yes". So I would write that on the little note. "It's fine, now just stay a little longer". Finally he got the whole morning, where he would rest with other children and ease and so on. So I started to struggle with him and teaching him reading. And this is where I swore of

I was doing a good job

I have been taught in Normal School to do. Finally this little kid looked at me, sort of if you put a J in front of that he would say Jug. He read, he did numbers, he was a full-time person. But there would be times that he would work himself out, and I never left the room with him in it, but he was just a little child. I had to say "Hang on to my smock, we

are going somewhere". I would send him all over the school with messages too. But this might be a story that should go into the annals. The teacher in the staff teaching the class made it very well known to the other pupils of the school that nobody was to tease, or taunt these children in anyway, what she wasn't gonna do to them, wasn't worth doing even if they did. And so my years were always taught a bit and particularly in connection with this little fellow, because he was a subjective he had been at the bottom of order for quite a while and everybody took a at him. But I heard one day at recess time, I heard his voice rising quite high "I am not". And I heard another child's voice. So I thought I better go to the window, but this tells you that you shouldn't always listen sometimes. So I went to the window and this little fellow was saying "I am not". And this other youngster says "You are so, you are in the dumb room". He says : "I am not". The other kid says: "You are so"and "Miss Dolmage is your teacher". Finally, the youngsters, I had them long enough that the principal began to think this is ridiculous. They should be moving into the school, into more - they were straightening out and they were learning and certainly the ones that were culturally deprived and again the 2 language problem. And the amount of time it took me to work that out, so I said: "I think they should go on into another room anyway". But the teachers didn't know how to integrate children like this and that and get me, them but I knew it was time. So the principal talked it out with me and another

teacher and said "If I can get enough to form 2 classes of boys and girls, could one of you take the class of girls and one the class of boys"? And we said yes. This was another bright, bright girl that had come on staff. She could handle anything. I have never seen a teacher, I have never seen a person like her in all kind of skills of handling children, so they - There wasn't a kid that she couldn't handle that they had failed with. So she got this reputation and I stepped in to protect her. We became very very close friends and began to do our university class work together because she had stopped before she had certainly intended to and so we became very close friends; still are very close friends. She is quite an interesting person, then intertwined and what happened from then on - but she and I said yes, we take on these older classes. So the principal went down to the schoolboard office to talk it over with the superintendant and this time she went to the senior superintendant and she said to him: "This is what she would like to do". So he said: "Well the only person that can do a is Dr. Mary Crawford and she is now - has 2 big and I couldn't ask her to do anything more". So the principal spoke up and she says "Likely because of this so and so supervisor, and Elementary school superintending, you haven't heard that I have got a person on my staff who is very qualified". He said "I know, it's Grace". She says "Yes". And within another week, I was out of the school testing. I went back and did more testing in that same school and got a class of girls and then released me for a little while. I wanted to

work in conjunction with this other teacher. I wanted to see what we could do with kids and we got our 2 classes through enough work, they weren't really a grade 6 level but I said now - by this time I had lots of confidence - we are going to get through grade 6 so that you kids can get into grade 7. This is where you should be. And they looked so happy. They have been so beaten down and so on, and so we got them through. And once they got into Junior High, and refined but then I went back and I became the school psychologist by this time. And then I went back to North Western for my Master's.

M: You have finished your Bachelor's at the United College?

B: Not quite. I was still a few units short of it. J.J. Morgan was Head of the Psychology Department at North Western at that time and he was teaching one of the courses I took in Guidance and I took 2 or 3 others. I did take one in Measurement with who was a former Stanford who was a summer professor. I am always grateful for that course. Anyway, one of the guidance courses I took with Helen , she said "You know I have talked to Dr. Morgan about you and I think you should come in psychology, instead of education". And I said "I am not free to - I would like to finish my degree in Manitoba - and I am not free to go on to graduate work". She says "Why don't you take the rest of your units in under-graduate psychology here and go - transfer - and we'll see that you get a whole

work and teaching and so on, and see your way through for at least a Master's." And I thought that was tremendous. Anyway, Education got into the act, and they said no. We think you should stay in Education". And they said "What we'll do, we'll offer you a degree in Master Science of Education and you could take all psychology you want and this will give you your background for working as a psychologist in the school system. So I thought that was fine. I came back, talked it over with the superintendent. By this time, I was quite well established on my way to Psychological work and then I was never back in the classroom. And Dr. Mary Crawford then resigned in the schools changed over from having medical services under the schoolboard, into the community concept of Medical Services and so on and at the time Dr. Crawford retired, a young fellow, a young medical man who was doing a specialization in psychiatry the Brandon Mental Hospital and had planned to accept a scholarship and go down to John Hopkin's and do a specialization in Child's Psychiatry. His name was Gordon Stevens. And so he came in to Winnipeg and I can remember talking over the possibility of a position with the Winnipeg schools after he had finished his work in John Hopkin's and of course we talked together and I could just see how tremendously it would be for him to come in Dr. Crawford's place as a psychiatrist medical and psychological, because I have been receiving direction from both departments by this time and I could see the tremendously interesting work we could do. So he went off in 1939 to John Hopkin's. I

went off to North Western to do my semester of residence to get my Master's. I had completed my degree of course, with all the psychology - in fact I repeated psychology twice - one course. I did it in United College and I also did it with Dr. Wright over in the Department of Psychology.

M: Henry Wright. What was your impression of him?

B: I liked him of course because he liked me. I was an interesting student to come in. And I wished I had known more about him because he was a real scollar. I enjoyed my lectures with him. It was, there was no doubt about it, a different emphasis but it was a pre-academic emphasis and if I remember correctly he would ask for me to supply the illustrations the way he wanted. That was quite an interesting summer. But we became very good friends and he wanted very much to be involved in what I was doing in the schools.

M: He was really a converted philosopher, wasn't he?

B: Yes, I guess that's what you would say.

M: Then you say a scollar, and therefore it would be pretty academic and yet he had this interest in the applications or the possible applications. He didn't have the experience that you did.

B: That's right. And I found him a very fine gentleman and so on. Now, by this time I was doing some advanced work, as far as North Western is concerned because they put my summer credits on ice till I finished my

Bachelor's in Manitoba. And I was piling up all the psychology I could, experimental and normal and so on. In Winnipeg I did a good deal of these with a student of my uncle's by the name of Russell Craig who later became -

M: Professor of psychology -

B: And found him very interesting -

M: A little excentric...

B: He later became - he was very odd in fact, I think he really had a break and was hospitalized or institutionalized.

M: In the later stages, when he was presumably getting ill and he taught psychology, I was told it was a mixture of baseball, humorology, the wierdest mixture, was he odd when you knew him?

B: He was odd but by this time I had enough applied psychology that I realized what he was doing. He was almost on the bottom of his illustrations but then he was off. And that's where I taught his course because the students - I got the experience of teaching - his students. It was because I had taken one of the fourth year courses with him that Manitoba wanted me to repeat it with Dr. Wright. And that's what happened. He was terribly odd. And yet at times, brilliant. Some of the illustrations he would used were very good but they weren't experimentally thought out or anything. Some people that never heard of it before and knowing him, so I finished up then my Master's Science in Education in North Western then came back to Winnipeg.

M: What instructors did you have in Psychology? Did you have J.J. Morgan? Did you take a course with him?

M: No, I didn't take a course with him. I worked with Dr. Shackter. And then I had courses in Educational Psychology. My Advisor was one of the - he was involved in the analysis of the Committee of Eight that did this research on Progressive Education and so on. And I got completely involved in the results of the students who had that progressive experimental experience before they came into University. And this is the kind of thing I got interested in - Guidance, Counseling and of course at North Western. So this was a wonderful year.

M: Were you there for a full year?

B: No, just the one semester.

M: Summer or Fall?

B: Fall.

M: Fall Semester. You were released from your Winnipeg -

B: And I guess I am mixed up here I should have looked at this. Just before I went to North Western, Dean Woods established the Faculty of Education in the University of Manitoba and one of the things he wanted more than anything was a good educational psychology course. He was influenced by a boy of Scotland who came out and discussed the role and the place of Educational Psychology and then sent out a young student of his to head up. That young student found me in the public schools and decided that

on saturday mornings we would have a clinic, a demonstration clinic for the students. So I had a year or two of working with him at the University, in Educational Psychology. He later went down to Ottawa and became interested in Northern Affairs. I can't remember his name, it's funny because we worked very closely together but anyway I used our cases that we were able to work with. We got the Provincial Psychiatrists to loan us somebody, Dr. Stevens wasn't on the scene by then. And they loaned us Dr. Moscovice from the Provincial Department of Psychiatry. We got a social worker that volunteered her time and we started clinical study. I did the Educational Measurement all the measurement and IQs . We got good family histories, we got nursing help, medical examinations and so on, and set up quite a nice little clinical team. Then soon - at least just preceding my time at North Western, I took those first cases down and analysed them for my thesis down there. That's the body of my thesis. Those first cases - and I still have them - and then I came back to the Winnipeg schools - the biggest mistake in my life was that I didn't remain for my Ph.D. They wanted me very badly. I could have had help. My sister wanted me to stay with her and so on but I guess I thought that Winnipeg was gonna fall to pieces and I didn't want to leave the burden of mother again on this other sister. So I came back and Dr. Stevens and I worked together and built up the Child Guidance Clinic in the Winnipeg schools which are really contribution, but all this came in as preparation. I think if somebody had been organizing or

ordering it maybe they could have a better job. It seemed that the opportunities for the right kind of experiences came at the right time that kept urging me and opening doors and opening doors and this was the story.

M: That's a fascinating story. I am a little confused though about the fact that your sister married a Dr. Bredin and your name is now Mrs. Bredin.

B: Well, this is another interesting thing in my life. I lived with them in North Western the 2 summers and the semester I was down, they became very very important to me. This sister I identified with exceedingly. She had the idea she broke loose from the - she was a musician and she broke loose from the family tradition and did the kind of things I had wanted to do. So I came very closely identified with her. And when my decision to come out here came up, they had just made their decision of retiring from North Western and this is where they wanted to live and my mother, in the meantime, had died, but I had the responsibility of my older sister - and this other sister said "You know you have just had that - you have carried that responsibility now far too long and I have never taken any - and I insist now that this is my opportunity to take on and let you go ahead for another career". And my brother joined in - the one that got me out of hospital, he insisted on this too. When it came to knowing where we would live, they had settled in British property - this was her dream and they settled there.

M: When was it?

B: In 1956.

M: This is when you moved from Winnipeg to out West?

B: Yes. She insisted that we try the 4 of us to live together, see how we got along. I knew this would be no trouble for me. But I had to make the decision of the distance from British property to the Campus out here. But coming in '56, I knew I only had so many years. And I thought this is where I want to retire. This is the sister that I want to be with and her husband was closer to me than really my brothers actually. And so we added to her house. We just added - it's a big house now - that was the Fall of '56, the addition was on in the Fall of '57 - the Fall of '59, she died of a brain tumor - just like this - it was so sudden, so unexpected, it was -

M: Just when you got everything established -

B: So I married my brother-in-law.

M; That's very nice...

B: It is -

M: I couldn't believe ...

B: Well, I couldn't be happier. I am going to face with him his years of aging, he is a few years older than I am, but I think I have got some professional know-how as well as understanding and respect and so on.

M: Taking the period when would you say that team began to form?

B: In Winnipeg? '40 and '41.

M: From there to '56, that's 15 years about, you regard that as having done a major achievement in your career?

B: Really 10 years, because they joined the university staff in '52.

M: Oh! Did you? Which University?

B: Manitoba.

M: I didn't know they
it's
now the University of Winnipeg -

B: No, it was Manitoba University.

M: Did you teach Educational Psychology?

B: Yes.

M: And who else was there in Educational Psychology,
When you joined?

B: Harry Stein.

M: This was before the - oh! now - something clics.
Wasn't at about 1956 that the whole group moved out here?

B: We all moved out with Dean
We may
claim to have background in Educational Psychology but in terms
of practicing, Administrative psychology and all the rest of it,
none of us could touch Dean
This man is one of the
top people in terms of administration and human understanding
and it was he that pushed me into this pre-school field. You see
I came from a Clinical field into a pre-school field and I think
it's logical. Let's go back till I describe a bit. You can turn

it on and on...Dr. Stevens and I started in to built a clinic within the school system. Now we had problems to meet. The schools had supported Medical Services. I found myself in Dr. Crawford's Office and in the set up, had more or less taken over the medical gap there when moved into the larger cities, metropolitan center. Then when Dr. Stevens was considered, he was to have been a joined appointment and was a joined appointment of the City Help Department and the Winnipeg School Board. But because I had been a psychologist within the schools and Dr. Stevens - here is another top level - what a top level man this is - he said "Any services for schools, pre-school children, must be within the school system". Now he said "My appointment is all right, joined appointment, but you are the one that is going to hold the important appointment, because you are in the schools, you have established yourself now within the schools, you know your way around and this is where we'll built the Clinic". So we did. And I think from a point of imagination I haven't come across any other organization for getting services to the people who need them in a better way. As I look back on it, I am perfectly satisfied with the foundation of that clinic. Policies evolved but as they evolved it was always school centered. We didn't have offices but then we used what we could. We didn't have all kinds of things, but we just - But it forced us to keep the whole programme school centered. Because it was better to go out to a school and hold a clinic conference and it was to get

people to come in but there wasn't any room. It forced us into making policies that very strong policies and they still exist. So he and I started in then to form a clinic. He was a psychiatrist but I was a social worker, I used the nurses and the medical team. What I did all the educational measurement all psychological measurement, all the school history and so on and we started in this way to see children help him help parents. He forced me at times into situations that I needed experience in, that he knew I needed and he felt my background in infant work was lacking and he thought I needed to know about infant deprivation. So I was given the job of going out to the old orphanages still in existence, or neglected and abandoned children. There I had to test the youngest to the oldest and began to see what horror what deprivation meant. I saw the autistic kids that everything below the age of three.

M: This happened about the time that so much was caused by European bits...

B: This was prior to it. I was ready for both. He got me ready for both. It was his... Then we got a tremendous support from the Canadian Mental Health Association; old Dr.

arrives on the scene. Now if I lack reputation or prestige, I sure didn't have to

M: Wasn't he terrific, inspiring...

B: He could inspire anybody. And he made what we were doing sound so terribly important.

M: Even to you.

B: Even to me. He was tremendous. We were fortunate in this. I don't think an ordinary school superintendant would have all this nonsense, but it happened that the school superintendant was Dr. J.C. Pincock. And his brother was the Provincial psychiatrist. This then as was coming to town and talked to Dr. Pincock, he would come over then I talked to Dr. J.C. and there was a great team. Then it was easy. And poor Dr. J.C. Pincock would go to the schoolboard with a bunch who was getting larger and larger that he wouldn't dare go to anything else but was Dr. Alec Pincock's provincial status behind him and so on was accepted. So that led us then to start into build our staff. Here again is something that I look back on with a great deal of satisfaction at the number of people that I have been instrumented and pushing along. I started into select people who I thought would make good psychologists - people that were graduating from the College of Education and we get in the school system and the first thing I knew I would be hearing other's part of devined this contempt. I would say O.K. look them over pretty carefully and say "Why don't you go down to Chicago or some place and take a course in Mental Measurement, see how you get along. And I began to built up a group of people in, got their master's in Educational Psychology or in Psychology to work. So I built the Psychologist first, then people in the

reading field began to hear of Clinical work turning up in investigation, particularly the reading analysis and so on, training up, problems in reading could be dealt with and they would come and say "If I got some more work, could I come on staff?" So then I was able to build a reading division and that developed into a real remedial center for all the public school problems. Then the old school attendance officers began to retire and I jumped in there and said "they can be replaced by people with Social work training. We need this". And so by juggling my budget I got people who were formerly teachers. All of them have formerly been teachers, recognized his teachers in the school system, accepted by the school system and I got them to do social work degrees. So we got a good, what we call visiting teachers and no other schoolboard or school organization picked this up. And this amazes me. Since that time, professions have become, in the discipline maybe, have become more - there isn't this willingness to integrate and more over and so somehow rather this was one area that first began to show signs of saying "Why do we need to be a teacher before we are a school social worker. We have got the skills". This was a very satisfying programme. Then I had a speech and hearing. There was a person in speech and hearing that started in even before I did, had taken work at Minnesota with one of the outstanding speech man, he is still in existence - and he was at Minnesota and she went down there and then she inspired another young person to work with her but would

Bredin

56.

never - she had her bachelor's degree - the person in charge would never let this person go off the study. So finally it got through to me that she wanted to work in the team and this thing happened. The person was jealously staying aside, became ill and it was necessary then to do something about it. So I took the person and two or three years ago, she organized the Canadian Speech and Hearing Association. Now there is a large section of Speech and Hearing. Then we started again to train and inspire and nudge and get people interested in psychiatry and we would take them into the clinic and a psychiatrist would supervise them and let them deal with some of the cases that we had worked with and have got into the place where they needed to have attention and they became trained and it's one of them now - one of the fellows we trained - is now the director....

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