

REVA POTASHIN

M: This is part of the Oral History of Psychology in Canada, I am talking to Reva Potashin, in her office, in the Department of Psychology at U.B.C., on May 1, 1970. Reva, let's start at the beginning, where were you born?

P: Toronto.

M: Into what kind of a family? What did your father do?

P: My father, at that time, was involved in business with another man, where they had 2 or 3 stores: ladies clothing and, I think, gentlemen clothing. And at one time, they had house furnishing as well. They later dropped that and developed a chain of automobile accessory store. But that was later.

M: Where did you live? Where was your home when you were born?

P: I was born on what is now Adelaide street - Adelaide near the corner of Niagara, 675, I think. When I was 3½, we moved to Crawford street, about half way between Dundas and College. And I lived there until I left Toronto 19 years ago.

M: Brothers and sisters?

P: I am the last of five. I had three sisters and one brother. My second sister died when I was 12 or 13.

M: What kind of a home was it when you started school, from the point of view of economics? Where would you now place this? Upper middle?

P: We lived in what was and still is a reasonably comfortable group. Nobody was really hard up at the time. Keep in mind that I go into the Depression as a child and things changed a lot. It was the type of neighborhood in which you would have - mainly I suppose, skilled laboring people and

factory people and small business people, that kind of thing. I would doubt that there was anything in the way of professional people. There was also the old group of original Ontario Anglo-Saxon, originally British people -

M: Did you have a telephone in the home when you were little?

P: Yes. We had a telephone, even in the old house. We always had all of what was needed despite the fact that my sister was ill for a long time and this was a very expensive kind of thing. She had T.B. and went to the sanatorium, when she was 14 which was just after we moved into that house. The sanatorium was in London. My parents used to go every other week. Despite that, we always had everything that we needed. I can remember my mother saying that (I can't tell you when it was exactly) but my father took in his weekly salary: \$50 a week - and this was consider to be a comfortable kind of thing for a family with five kids. I remember during the Depression, at school - we were significantly better off than a large proportion of the people. I went to Given Street School, and there were children who had nothing and we would be asked to bring clothes and things like that for the kids; and there was never any problem of this kind for us. We were aware of that, but nothing like that.

M: In terms of Religion, what kind of a home was it?

P: Orthodox Jewish - not to the extreme. We attended services on high holidays and things like that. My mother celebrated the usual traditional holiday. She maintained to do her household and there were certain things that she didn't want us to do, and some things that she would not do herself. But there were many of the extreme orthodox things that she would do herself, like buying things on Saturday and lighting the stove - she did these things.

But I would say a moderately Ortodox Jewish home.

M: Could you classify it, in terms of each parent, on an active/passive continuing -

P: It would be hard to... In some respects, they were both similar and yet different from each other, as I think is often the case in these sorts of families. The mother is the one who maintains it, the father would have let down a little bit more. As far as the Synagogues were concerned, neither was more involved than the other, neither attended more than the other. My father I think, was probably a little more intellectual and emotional as compare with my mother. My father as a child, has been in Russia. His family had had ambition for him to become a rabbi and in his first thirteen years, he had been attending school in this kind of training. At thirteen, to get him away from the Tsar's army, he was sent by himself, away from the country. At thirteen, he immigrated across Europe into England and then from then on, of course, this whole thing was lost. He had I think, this kind of basic training, and always on an intellectual level, he knew a great deal about the history of the religion, and when he had time or when he was in the right mood, he would explain things to us. For example, on the pass over services, these are the ceremonials dinners at the first night and the second night of the pass over and in this, the basic ceremony is one in which you recite the story of the exodus and the various people who participated in it, members of the family who were there. Of course, this would be done entirely in Hebrew - and none of us would understand very much of it - but my father was able to and would, if he had time, translate and explain. He had this kind of knowledge. But I don't think he was emotionally as much involved as my mother. But in

the practice itself within the home, they were reasonably consistent with each other.

M: Did all of the children go to Hebrew school?

P: I think the three eldest ones, my two oldest sisters and my brother, went to Hebrew school after school hours. And for my sister and I, the two younger ones, we had a tutor who used to come home two evenings a week and Sunday morning for half an hour. We had our lessons that way. And for a few months after my sister thought she'd had enough, my mother still thought I should continue, I went to a little school the man ran, but only for a few months. I used to get lost on the way...

M: Does this mean that, as the family grew up, there was a loosening of insistence on Hebrew and on...Where the parents less concerned with the two younger ones?

P: I wouldn't say so really. The reason for us having a tutor rather than going to school, it was partly a matter of practical things. We were little and it was a little far for us to go to one of these schools. There was a school not too far from where we lived but it was affiliated with some movement that my parents didn't approve of, they didn't want us to attend this. It was a fairly common practice to have a tutor who would come and teach individual children, private lessons. My mother was a rather remarkable woman in many ways and unlike a lot of people brought up as she was, was able to be very broad and her attitude was 'I have given you what I think is appropriate, you have to decide for yourself'. This came out in a lot of ways so that while you felt that you wanted to conform for her sake, you didn't feel bound by this in any rigid kind of fashion.

M: What was her background in terms of education?

P: My mother had absolutely no formal education. My mother was peasant and illiterate. This is true. I get mixed up with my two parents because one of them was born in Latvia and the family moved to Russia very soon and the other one was the other way around. Which is which I don't know. My mother grew up in a very small town or vi-lage, either in Russia or Latvia, her father was a tailor. When she was 4 years old, she had typhoid fever and was very ill, and because of this she was considered to be delicate and wasn't sent to school. So she stayed at home, and her mother apparently was not a very strong person, so because she was too delicate to go to school, my mother ran the house from the time she was very young and also helped in her father's shop. When she was nineteen, she left Europe with her sister I think, and went to Montreal where she lived with her brother and his family who immigrated a few years before. My father's father was a tailor too. At thirteen my father left the old country. By means he never informed us without money and made his way to London, England. The first thing that took his eyes was seeing men wearing spats and carrying canes and top hats. And this was his ambition. He got a job within the first week that he was there (I don't know doing what) and stats were the first things he bought. He stayed in London for about 8 years and was involved in amateur theatrical. He was involved in a group, that apparently included Paul at one time, and then he and his boyfriend, Joe, decided that they were gonna come to America. So they got on a boat. They had enough money apparently to pay for their passage, but not for their meals. So apparently he used to get out on one of the decks and put on skits and facked boxing matches. And the first class passengers would toss coins at them and according to my dad and Joe, they made enough money to eat and to pay their first week's board money when they got to Montreal. Keep in mind that at that time, it was a long trip. So he can

collect a lot of pennies. They got a room in a house which happened to be next door to the house where my mother was living. How accurate it is, I don't know, but it was consistent. Apparently my mother's bedroom was upstairs on the second floor at the back of the house. She would wash her hair (she always had long hair) - she was brushing her hair in the window and my father and his friend were out in the backyard sunning themselves and they saw her and in whatever charm they used in those days, they went to the landlady and said "Who's that doll?" She said it's the man's sister and they were somehow introduced. And that's how it all started. My mother used to describe the wonderful dates they had - My father is a kind of man of whom our friends used to say: "You're lucky to have a father like this; he is marvelous. He is so full of fun". But with the family, you could sit there for days and get nothing out of him. Mom said that he'd come along and say "Let's go for a walk". So they go for a walk and she tried to make conversation with him and get nowhere and he'd stop and buy a bag of popcorn for 5¢, and they'd go for their walk and then he'd come back and say "I'll see you again another day". But he decided for various reasons that he didn't want to stay in Montreal, so he went on a trip to Boston, New York, and Toronto and finally decided that Toronto was where he wanted to be. So he went to Toronto, started working there, in a factory originally, a tailoring factory and then sent for my mother and they were married in Toronto. They lived on Gerrard Street and then moved to the house where I was born. Actually three of us were born in that house.

M: That sounds as though your father's early direction toward rabbi left him into, I suppose, for that time, in Russia, especially for Jewish people, this was the highest valued career -

P: That or doctor.

M: What do you recollect about the home from the point of view of Education. I gather your father would have placed a high value on Education, your mother too -

P: Both of them had yet a high value but not a stressfully high value on Education. I think, in this respect, we were more influenced by my mother probably than by my dad. Because my dad was involved in business and wasn't home too much during the day time. My mother's attitude was education is important, learning is important, it is important to do as well as you are able to do, but it is no special glory just to be educated if you are not a good person too. And there is no reason to feel that because you do well at school, that you are any better than somebody else, because you have the capacity perhaps and we are giving you the opportunity. I don't know whether this represents the attitude. High value and yet in prospective, not something that would be valued against reality. To my mother the signs, the symbols, like the telephone on desk kind of notion, were not very important. What it means in terms of a person, what are you, that's the important thing. The ceremonials well, fine, but if it is taking away, that's unimportant, the important is what is to you.

M: I think I see what you mean. Was there much to read in the home?

P: My mother always wished that she could read, so from the time we were little, she would ask us to teach her to read. She always valued reading and actually did learn a bit for herself poking through. My father always had been a reader. We had for example, books of knowledge. We had an encyclopedia, and this was during the days when people didn't have these things too much.

There were always children's books, at various times. The favourite gift for us was a book. My mother would always add to whatever she had bought for our birthday present, a dollar or so to buy a book. She didn't think she was able to pick a book for us. A tremendous amount of encouragement also to go to the library.

M: And there was one near?

P: Actually, it was far. I remember going. The closest one was at Queen and Lisgar. It's around Queen and Dufferin. The school was about half way between and I would go to the library after school and then come home afterwards. But there was always newspapers, magazines, -

M: What was the language of the home between your father and mother?

P: It just depended what they were trying to communicate. If they were trying to communicate to each other but something they didn't want us to know about, they spoke Russian. Between each other, I guess they spoke a little more Yiddish than English, but it was a mixture - and we learnt Yiddish.

M: At home?

P: At home. From the time I started to talk, I spoke both languages. The two languages were there, and you used them both.

M: This may have changed, because you were the youngest and your older brother and sisters would have brought in in the home -

P: Apparently not too much change and this according to my oldest sister, because we talked about this at the time. And she said she can always remember that my parents tried to speak English as much as possible, plus Yiddish, they spoke both. When the children were little, before the last two were born, they had lived in a house with another family and they had then

settled for it a number of years and through them they got English. Of course, my father spoke English. His English was something to be hold, but his accent was fantastic. Actually my mother spoke much better English than he did. She had more of a act for languages somehow.

M: When you say accent, you mean an English accent or a Russian accent?

P: A little bit of everything. It was a queer combination of some of the Russian tone, Yiddish and Cockney mixture, and believe me! What was really fun was to get a letter from him, because his spelling was entirely fanatic, and fanatic according to the way he pronounced the words. That was the way you understood what he was saying. His vocabulary was quite extensive in time, but his accent was something quite peculiar. My mother learnt English quite well; actually she spoke English much better than she thought she did and she was speaking to us or with people whom she knew well, the English flowed easily - certainly some accent - but not heavy one and she had a relatively broad, extensive vocabulary. But if you had come in, her English would deteriorate. She'd be unsure that she was speaking well enough for you and so this would affect her English. But she spoke quite well. As I said, we got a mixture of both languages, plus the Russian thrown in on the side, when we weren't suppose to understand. We never learnt Russian and I wish I had.

M: Was language a problem to you when you went to school?

P: No, never and never with any of us apparently.

M: You weren't aware of any handicap?

P: No, no problem. The only thing that one could say perhaps, in kindergarten, they almost failed me because I wouldn't talk to the teachers. But I didn't like them. I was scared of them. I talked to everybody else. They thought I was mentally defected. Two old ladies still in mid-victorian dress and very very controlling. I didn't like them so I didn't talk to them. None of us had any experience of language problem, no problem at all with learning to read.

M: Were you already able to read at all before you went to school?

P: I don't remember. I don't think so.

M: Now, let's take your elementary school, and in retrospect, were there things that you took to, that you liked, and enjoyed in those early grades, and things you didn't like or was it all... What kind of a student were you, good?

P: All the time. Except in kindergarten. My pasting was messy, my coloring wasn't in the lines and I wouldn't talk to the teacher. They wanted to hold me back apparently, but one of the first grade class was across the hall and that teacher, I had talked to lots of times. She apparently stood up for me and said that she was prepare to take me into her classroom. She did. I was doing very well. I remember she had me stay after school one day - I had my coat and hat on - she got out one of the readers which we hadn't come to yet and she asked me if I would read the story for her which I did. It was the story of Henny Penny. I hadn't seen this before and I read the whole thing all the way through. She put two jelly beans in my hand and I ran all the way home crunching these jelly beans and they were melted. I can't tell, but perhaps she had been asked to access whether I was

coping or not and of course I was coping better than the others were. From then on in Elementary school, nothing about school that I didn't really like. The only areas of school work that remained a problem for me all the way through, was art, - I still couldn't paint in the lines, and the other thing which I didn't like because something happened in it, was part of our domestic science programme. Having come from a long line of tailors, I had an inborn talent for sewing, and it's probably junior third or senior third that the teacher discovered that I could sew and so she insisted that I make something for the exhibition. And while the class moved down to cooking which seems much more exciting than sewing, I had to sit there and sew this line by hand, with french seams, so I became very unfond of sewing for a long time. But I have recovered from that eventually. Apart from those sorts of things, I can't remember, certainly in Elementary school, any subject that I had difficulty with particularly. There wasn't hardly a thing that I wasn't interested in or didn't enjoy. Well, I got bored at times, but not really seriously, as far as school was concerned.

M: Were you good both ways, academically and in terms of behaviour?

P: Yes.

M: As the youngest of five children you should, according to textbooks, have been rather freewheeling, secure, explore, ready to take swing at things. Were you that kind of a child?

P: No, not really. Somewhat introspective I would say more than that and in some respects a bit timid. There is another factor in here which I referred to indirectly, but did have a real bearing on my whole way of life as well as : that was my sister's illness. She was the second eldest.

I was almost 4 when she was ill. She was 14. Went away to the San for about 5 years and then was home again for about 4½ years when she died. While she was away at the San, my mother at times was very severely preoccupied about her and these frequent visits back and forth. Certainly we were not neglected, but there was a certain kind of restraint that came into it on that basis. Although along with that, I was susceptible of brochitis from the time I was 3 until I was 9, I guess. Twice a year, usually, one time in the Spring, one in the Fall, so there were certain kinds of restraints and controls and tears in the sense that came in the situation -

M: Did you develop tuberculosis?

P: No.

M: Were you under pretty continual medical check-ups?

P: Constantly, practically. Before she came home, I guess it happened to the others in the family too, I don't know about them, but Dorothy and I, went through 4 day examination with a specialist and believe me, I can still remember this, and we were checked very frequently during the time she was home. By the time she came home, the infection was arrested, but her lungs had been so badly damaged. The first little while she was home, she was up part of the time, but then she had to relax because her lungs collapsed and so on and she was in bed for the rest of the time. We had a nurse and we had a maid. And we had a routine laid down that was unlike most people have - she had a long rest every afternoon, so there had to be total silence, you couldn't have other children in. We took piano lessons when you had to practice during certain periods. Her bedtime was at a certain time, from then

on, total silence. I still find it difficult to use a telephone after 8½ p.m. because Molly's bedtime was 8½ p.m. It wasn't that we couldn't use the phone but most of our friends knew not to telephone after 8½ p.m. and they are still suffering about this. If somebody phones later, I wonder what's happening. This I think, had some effect and would conterbalance the effect of being the youngest in the family.

M: I wastelling to Earl McPhy, earlier this week, and he was one of a family of six children in the Maritimes, that developes tuberculosis and he lost four of the six of them dying before age 20. It was a real tragedy in those days.

P: And even at time that Molly was ill - I remember vaguely this sort of horror thing at the time. It was real tragedy, there was no hope -

M: Now High school, you shifted schools?

P: I went to Harbord Collegiate.

M: I lived right on the corner... Now High school, what do you remember particularly about high school?

P: This is gonna sound perhaps a little bit unusual, but I exper-
ienced something of cultural schock, when I changed to the High school.
Because quite frankly, while we had always associated with Jewish people,
Given Street school, while it had Jewish children in it, was not predominantly
Jewish and it was a highly mixed school in all respects: economically, ethnic
group, religious group, and then I was a in this solid Jewish culture.
It was a little strange for me. I found this aspect of it a little odd and
a little interesting. Now I have been prepared for it to some extent because
my two sisters and my brother have been there ahead of me, but certainly there

was a little bit of this kind of thing that was different about it. Most of the children I went to school with in Elementary school did not go on to the academic high. They went to the technical schools or commercial schools. This is apart from the Jewish thing, unlike most of the kids who were at Harbord, I was there pretty much alone, I think about 2 or 3 other people from Given that I knew. This was a little bit of a shock kind of situation. The other thing too about Harbord Collegiate which I found - I don't think I ever got quite over it - was the tremendous pressure on achievement. The school itself had this reputation for scholarship and again at Given School, partly because of the circumstances for the children, the principal we had - most of the time I was there - valued academic achievement, and also emphasized other things that would be available to all of the children. Things were more in prospective. And I found this a little bit rugged at High school. I did well but it was this constant feeling that it was a rule of life, that you always had to do exceptionally well - I think I kind of resented that to some extent. Interestingly enough, I think when I was in third form, Helen Belyea's father became principal of the school. The previous principal retired and Mr. Carlisle came in as principal. I didn't know that he was Helen's father until few years after I have been there.

M: Which Carlisle was it?

P: J.A. Carlisle I think. He had been at Bloor Collegiate.

M: I want to be sure I understand what you are saying. You didn't much like this, is that what you mean?

P: You mean this pressure on achievement? No, it was foreign to the attitude I told you my mother had. For example, I remember in my last

year in High school, in fifth form, at that time you could be recommended in your subjects, not have to write, but if you wanted to try for scholarships, you had to write. At that time, my father was comfortable, was quite prepared to send me to university, there was no reason for me to need help, and with the agreement of my parents, I didn't need to write for the scholarships. Well, I started to have pressure put on me by the teachers and by the principal. I was called down about 5 different times - they must do this for the honor of the school - this they found difficult to deal with the counter very argument of - if I take, I deprive somebody else who may need it more than I do. So I didn't write for a scholarship, but it was this kind of pressure that you felt all the time around you. I have been preceded also by 2 sisters and a brother. The sister just ahead of me hadn't done as well as the others, but the other two had done very well in the school. The very first day I am in the school, 12½ year old kid in knee socks, all excited about having a locker, and the Head of the English Department came along and taped me on the shoulder and she said "You're a Potashin, aren't you?" I said Yes. "Oh, we're expecting great things of you". You would get this thrown at you. And it wasn't just because of my family - they used it as a kind of lever - to put the pressure on - and this I never liked about the school.

M: Did you respond to it by doing very well?

P: Let me put it a little differently. I did very well. I don't know, I think of anything it was in spite of the pressure rather than because of it. I did very well. In first form, I came first in my class, and in second form, I don't know. But I ended up with first class average, all through. And very few subject which I didn't have first class.

M: What about the athletic or social side of Arbord?

P: Athletic, I was a little bit involved, all the way through, but in a very mild form, in basketball, and then I did fencing for a while, believe it or not, but I was never very much of an athletic type. Socially, it was not very good. I had few friends. As a matter of fact one of the friends I made there was a girl who was my classmate in psychology at Toronto in the honours programme. But if you mean by social life, the dating, the parties, that one has, no, not very much of this. I would have liked to, I was interested, but I just didn't make it on that kind of score. But again, there was something in the atmosphere of the school of competition between people as your friends, and more of my friends were kids that I met at summer camp, from other schools. I guess for a long time, my best friend was Mory who lived near me, but he was a year behind me at school. While we were at the same school, it was friendship that was more kind up with things apart from the high school.

M: What summer camp?

P: I went to Manor camp, I don't know if they are still operating or not.

M: Where about?

P: The first year that I was there, it was at Rochest Point and then it was up in Muskoka, where I can't remember now.

M: How many summers did you do this?

P: It was either two or three.

M: Was it a good camp?

P: Yes, it was one of these private camps. I enjoyed it. I went later than many kids start to go. I think I was 13 or 14 the first year I went.

Lots of kids have been going for years. I think it did a lot to help me feel more at ease with people, with my agemates. And I made good friends at the camps, and they were mixed camps, boys and girls, pretty good programmes. Another source of contact

This got tied in with camp during the Summer. The orthodontist patients were all at camps in that same regional region. So he's sick a day a week and go and visit the camps, twist all the wires; they were two brothers Sal and Mory so, you're Mory's, you're Sal's...

The camp was very good. I got more sort of involvement with some athletic types of things than I would have had otherwise. Swimming, canoeing, overnight trips, horsebackriding -

M: How long did you have this tooth straightening apparatus?

P: Seven years. No, I am exaggerating a bit. I had the whole machine on for about five years, and then I had an extra bit on one tooth, for about two years. I still had that thing on when I was in my first year at University.

M: Do you think that this affected you from the point of view of social dating, going steady, that kind of thing.

P: No, you mean as far as my own feelings were concerned? No. The business of having one's teeth straightened in the family was part of the routine. Three of us in a row. My oldest sister didn't. When she was young, it was still too odd a thing, and the other one was ill. But my brother was first, then Dorothy, then me. My teeth were so bad, and there were enough of the kids that I knew who wore them -

M: It was the style -

P: That's right. Most of the eligible dates were wearing them too. I never felt that this was any source of problem. I was grateful for it rather than anything else.

M: It's a very expensive thing for your father.

P: We got a cut rate I guess for the family deal. It's different now you get a flat rate no matter how long it takes. It was probably very expensive for my father.

M: When you were going through high school, was there any time at which you even puzzled about what you were going to do next? Did your brother and oldest sister go to university.

P: The only one who had was my brother. My oldest sister had thought of going, but she became ill just before she would have started university, and was sustained staying out for a year. Don't ask me what the illness was, I don't know. Whether it was a nervous breakdown or not, I don't know. But the idea was that she would stay out from school for a while, and she started working with my dad, and just didn't go back to school again.

M: What did your brother go into?

P: Dentistry. Dorothy, the one next to me, didn't want to go to university. She finished and took that fifth year course or whatever they call it, at the commercial school, and did office work and then she married. Her problem I think at school, was because she had skipped grades at public school, and started in at high school when she was not quite eleven and just never caught up, I think socially or emotionally too. The attitude in the family was - if you want to go, if there is something you want to do, we'll see to it that you can.

M: When you were in school, did you assume you would want to?

P: I think I did. I always enjoyed books and learning and I think I did just assume that I would go and when the time came - just as I assumed

that I had bands on my teeth - I have to go to university too.

M: Have you any recollections of when you first encounter the word 'psychology'. Did it have a real meaning to you?

P: Where, I don't know and when, I don't know. The closest I can recall to be talked around home, about social service. This is what my sister had intended to do, if she had gone to university. And that's the closest that I recall going back over any length of time. I was trying to for myself at one time, not too long ago. I was making a with my nephew who from very early age, has shown a sign of what type of things he wants to do. I just can't identify a point in time. Actually, in my last year, at high school, I was still not sure of what I was going to take to the point where - there was a vague sort of notion in the back of my mind although I don't think I really took it seriously. The general area, it wasn't specified of psychology or sociology, one of those fields, or a field involving that kind of thing. In order to cover both possibilities, I took a tenth subject in fifth form, I took both History and Algebra. I didn't have to take one or the other. So this means that I really, even at that point, wasn't that sure.

M: In high school, did you take both physics and chemistry?

P: We had physiography at one point which was an introduction. We had to take Physics and Chemistry in the junior years. So I took both of them.

M: Do you recall any preference?

P: I think it would have been chemistry, but this may have been something to do with the teacher.

M: I am asking you because I have been so impressed with the number of our people who took great delight in chemistry, but not physics at all.

P: Physics was a sort of vague and foggy thing. But the teacher was a vague and foggy- He was the one Ph.D. school - old Doc Fraser - he had the same standard jokes - This may have had something to do with it. I can still remember him rubbing a piece of metal on a cat tail, or something rather, to illustrate electro-magnetics - I still don't understand that whole field. Chemistry is a little more meaningful to me and there was more fun playing around with test tubes - you never knew what was gonna blow up -

M: Let's try to recall your first day as a freshman at the University of Toronto.

P: Actually attending classes or?

M: Who did you talk to?

P: For advice?

M: Yes.

P: Nobody. When I started, the Social Studies program- me was on. The commitment didn't have to be made until the second year. There were of course a lot of options, but I knew that I was gonna make my choice between probably psychology and sociology. And then I became aware of the strange thing called anthropology. So I took all three of those as I recall.

M: You didn't take any of these before?

P: Never before.

M: Was there any element that these would lead you into some kind of helping work?

P: I think this was an aspect of it.

M: Possible background of social work?

P: Possibly. That kind of thing was involved in it.

M: But you assumed that the study of psychology ought to make you able to help people.

P: Yes, it would have some bearing on it. I hesitated because it was sort of a general kind of things, same sort of things, sociology, psychology - and the one that I really became fascinated by, in the sense initially was anthropology. There were other things that we had to take - philosophy, for example - which I remember thinking "I don't know whether I want to take that kind of stuff", but was very glad I did take it. I am not sure whether it was the last class of Professor Brett gave or not, or whether he had another year.

M: What year is this?

P: 1939-40. Anyway I was one of the last classes he taught.

M: How was he like at teaching?

P: Marvelous. It was an interesting course: we had a combination of a couple of classes a week from Brett on the History of Philosophy, and then another period a week with Tomy Gauge on Logic, and that I loved. I laugh because now I am know around here as: if you want to know about statistics or mathematics, don't go to her, because she doesn't know any. But the real thing that I had real flair for that kind of thinking but I decided that it was better not to get too involved after a certain point in it.

M: But this fascinated you -

P: There was something about that that I found very very fascinating.

M: He is a very smouth..

P: He was excellent - That was one of the best courses I think I can remember ever taking - the combination of them - in the whole of my university career. Brett was a marvebus teacher too. He knew that he was dealing with freshmen. He was the only one that I can recall who gave us any kind of guidance

on how to listen and how to take notes. I don't remember him telling us this, but his way of doing it was such taht you quickly learnt. He would change his tone of voice for you and that he was trying to teach you. "NOW, just sit back and listen, I am just sort of miandering around here". "Now, I am trying to make a point". "Now I am going to repeat that so that you can get it down". And this was excellent.

M: Did he use the blackboard much?

P: A fair amount, but I am not particularly sure...

M: Some people use the blackboard for this purpose. They put the note down on the Board, as a guideline. I don't remember him using the blackboard.

P: You had him too, did you?

M: He was a very dry kind of humour, not funny, not an entertainer, but a dry way -

P: A kind that would sort of sneak up on you - Actually, in my first year, I had, I think, an excellent line up of both courses and instructors. I had Phil Nash in Anthropology and he was marvelous. He was another person who made a tremendous effort to have you learn how to learn. He kind of reinforced in a way the kind of interest I had in this whole field. I had in second year, which was fine. But then in Psychology, I had David Ketchum, in first year.

M: Talk about Dave.

P: I can't talk about Dave.

M: First impression.

P: First impression, (I don't remember the first class) but I remember the overall kind of impression of liveness, of depth of feeling that he sometimes had the words to express, but he was never confident that the words could express; but you felt it coming out and he used his hands, and of course his mimicry was just fantastic. We had that dreadful book by Cats and Chant, but he made it mean - It was a funny sort of combination of a kind of shyness. I don't know whether this was particularly the case with girls moreso than with men, but shynest combined with this liveliness, this quickness. On one hand, the feeling that he was very demanding of the best you had to give and yet at the same time, extremely sympathetic. The feeling I can remember - that he would be a person who would be extremely difficult to get close to. You could be friendly with him and he could be friendly, but he was cautious about letting anybody too close. I had him again in third year. But as a first year student, I remember the group of kids we were in, that lecture room downstairs in 104 and it was full.

M: But that wasn't a big room!

P: But you have to remember though when I went to university, there were not many students at the university, I was there during the war years.

M: Yes, I know. But I am surprised that as late as '39, they could get the fill into that room. I don't think it's more than 45...

P: No, no, that held more. I think they must have been close to 80 at least in it, but you see there were very few students. The War started September 3rd and I went to register a week later, and there were very few all the way through, and classes got smaller too. I can remember that there was hardly a day which there would be an empty seat in his classes and it was

always interesting whatever he had to say, he was always great.

M: That's a pretty good line up so far. Who else did you have?

P: I had economics and for that I had Bladon.

M: Old Vincent Bladon?

P: Yes. And that was in a huge room in the Economics Building - it was a good course.

M: Harry Smith?

P: I can't remember now. I remember Malthos. I think this was the course in which he worked out or was trying out a book - I can remember that I took it with a little bit of diffidence, because I wasn't that sure that this was the kind of thing that I would care for or be able to cope with. And I'd never been exposed to that kind of thing before but I found it very interesting and I did, as far as I can recall, as well in that as I did in anything else. But that was the only economics I took.

M: It's the teachers you had as an undergraduate, specially in psychology, but others, now in retrospect seem to you, have been important in any kind of way?

P: Norma Ford. I suppose if I ever consciously planned to become a university teacher myself, I might have been influenced by her. There was something about her that had an appeal. I can see her standing in the lecture room there, writing with both hands - and drawing with one hand, writing with the other - and having this enthusiasm, this involvement with her subject. And the feeling you have with her, in the lab for example, she knew that you were having a tough time getting that little off the and she knew that you this sort of human feeling that went along with - this sort of fine grasp of knowledge and understanding. Incidentally in high school,

biology was another subject that I was very fond of. We had a good teacher in that and actually the course I took from her was very close to the one we had in senior metric in high school with more lab work, of course, and that course had a lot of impression on me and she left an impression on me.

M: I would like to ask you a thing, an important thing before you go on with your other teachers. That is the great decision at the end of what to do?

P: Partly it was Dave Ketchum. Psychology is what I am going to do. I don't remember what happened in sociology that year, whether I had sociology or not - I think I did but I just don't remember about it.

M: Maybe Bill Clarke because he was about the only sociologist there.

P: It wasn't Clark it was Hart. I also had a woman. I had Hart in first year and then again in third. Part of the decision was that some of the girls I've come to know who were going into sociology, just weren't my kind of gals. I think it has an influence when you're just 20. Along with that in a way I don't think I can verbalize or define, there was something about psychology that had a little more appeal to me. I felt it was perhaps in a way a little more challenging, a little more demanding of organization of my thinking and I have always tended to be organized. Sociology while I liked that, was just a little too loose somehow, and I began to question the notion of social work as an outlook for myself. And also even if that weren't to be the case, I couldn't see as clearly that sociology would have any more sort of relation to it than psych would have had. To a large extent too, it was the way Dave had aroused the interest in psychology, confirmed the interest in that field.

M: Were there any of your students in Suttonville who also decided to honour the honours course in psychology?

P: There must have been, there were 8 of us that ended up in second year.

M: had an influence on you?

P: No, as a matter of fact, the only one that I had known, before, whom I got to know in second year, was Estor Frankel and the two girls, one of them may have come in from the general course, and the other one came from Quebec, and they were 4 boys that I didn't know. So there wasn't any influence of that kind. Nestor and I had no- been that close friends that first year.

M: O.K., now go on about teachers through your honour course, especially the psychologists you encountered.

P: You have to remember that most of my career in undergraduate psychology took place during the war and when we were aware of their names, then were leaving. We would be told that we were going to have a course from so and so, and then we'd come and say he's left. For example, I didn't know you at all. I knew your name. I didn't know Bill Lyon until he came back. I certainly knew his name. Professor Bott - the only contact I had with professor Bott as an undergraduate was somewhere along line in my second year. He arrived in our classroom one day to have a little talk with us, with the girls, because some of the boys were complaining that the girls weren't very friendly with them. So imagine old Bott. They were the creepiest group of boys. One of them passed the year, the other three failed.- That's the only contact I had with Bott as an undergraduate. Blots, yes. Mind you he was there and not there. Chant, we had him in second year, we would have a course

with him. And he came in the first day as if he would start the course, and then the next day he was gone - I don't remember what happened to that course.

M: Was that course you speak of that you took in your second year a laboratory?

P: No, we had that one with Mary Salter. She gave the instructions in it, and Edro Signori was one of the lab assistants and Ken Marshman and I can't remember the third as well.

M: What kind of teacher was Mary Salter?

P: A good teacher. Not an inspiring teacher - it depends on her mood of the day, I think. Certainly a very clear in her presentation of any kind of material. I remember that she seemed to vacillate between being in a hurry and being very patient. She could be very helpful, and she was extremely helpful. She certainly was always well prepared. She was one of the first people who was so friendly to me on an ordinary kind of basis, outside the class situation. I remember meeting her when I was walking up from streetcar, and I was a little shy, but she walked with me and chatted as if I was her contemporary and so on. She left I think at the end of my second year, to go into the Army. But she was a good teacher, a good solid - not an exciting teacher - very competent, very able, very thorough in everything that she did.

M: Demanding?

P: Not utheryly. There were certain expectations -

M: Did she become, in any sense, like Norm Ford, a model to you?

P: No.

M: Why not?

P: Mary is too different from me, too aggressive. Mary would scare me a little bit. Some of overpowering in a way, a little masculine and I don't think of myself as being masculine, and I don't think people think of me as being masculine. She would be a little bit overpowering for me, so I didn't see her particularly as a model. One of the most interesting experiences I had in my whole career as a student, was my oral comprehensive examination with Mary. When I did them, we did a written one, first, and then we had a certain number of orals assigned to one person and one of the people I was assigned to was Mary. And we were to make appointment, and for various reasons - we'd make an appointment and she'd have to break it. I finally said that I have got to do this - so she said 'Can you stay and have dinner tonight' I said yes. So we went up to Chez Paree as I recall on Bloor Street. So I sat and talked with her while she was finishing some stuff up in the office and we walked up there, and we went to the Chez Paree; we had one drink; we had dinner; we walked back again. And it was during the course of dinner that I had the most thorough, most searching, most interesting examination that I have ever had. Mary could be very adapt in conversation and this has always stood out in my mind - there was no anxiety in this situation.

M: She wasn't anxious -

P: No, neither of us was anxious. The whole situation was such that - she was treating me as somebody with whom she was having a discussion. We had our discussion but in this discussion, the difference from an ordinary discussion, would be I would not push her, but she would push me, you see: 'Make yourself clear and let's get that point straight' 'Do you think that had anything to do with such and such'. While we were eating, and it was I think one of the most interesting kind of experiences I had. I don't know

whether she would remember it but I do, certainly. Anyway, back to the undergraduate. In some ways, I suppose one of the major influences as an undergraduate among teachers was Mary Northway. Again, if you asked whether she was my model to become a teacher, probably not. Her background was too different from mine. If I had really become interested in research, whatever of that I have would have been through her, but the sort of broader, more general kind of rôle in university, not especially.

M: Again was it that she wasn't too feminine enough to -

P: in that kind of fashion...

M: She dressed?

P: Yes. I think she came from an entirely different kind of social background than mine and it took years until I got to feel with her, to be able to cope with it; she was an influence. I got more sort of direct teaching and training and discussion with her, than from anybody else. I had more contact with her I think than anybody else. Later as an graduate student, I was her assistant, and she was excellent at gradually giving you a chance to take over class or do things with the class. Often I wondered if she would fake not feeling well some day, so that she could call on me and say go on, and give that lecture that you gave last year. So she was a definite kind of force - she got me interested in the sociomental studies and it was through that that I got tied up with Mental Health Association and that group and all of that of course had quite an influence on me. The other person, of course, that I had a lot of contacts with, as an undergraduate, was Karl Bernhart. He was I suppose the only one who was there, solidly, consistently. I don't remember whether I ever had any courses from him. I must have.

M: I was just about to remind you about the invisible teacher that you hadn't mentioned, that is so characteristic -

P: Who?

M: As people recollect the department...

P: You mean Karl? No, I haven't had him. We started on women. I had left one out that lot of people I think would point earlier.

M: Who?

P: Bill Blots!

M: You mentioned him.

P: Not as a teacher. Karl was always the rock of Gibraltar. He was there solidely behind you. I don't remember having any classes from him and I may not have -

M: everything.

P: Yes, but you see when I was an undergraduate, he was running the department and he was - I assisted him at one time in marking for the med's students. I remember being at classes that he gave, but I don't remember ever taking a course from him. I may have, but I don't know. I guess I'd have to think of him as a sort of father figure in the situation during the whole time I was there. The only thing I can say about Blots, really, of course more of my associations to him come actually since I was here, because he was here a few times. The very first time he came was before I was here and of course he went away without marking exams, so when he came the second time, he wanted to make sure, and asked me if I would be willing to assist him, at half the rate for a Summer session. Somebody running Summer sessions, said 'of course he will expect you to attend all his lectures!' 'Oh no! He won't!' Having assisted graduate student before. And also he w-s leaving early, so I did the last three lectures or something like that. It was a fascinating experience. I would go

sometimes with excuse of having to give some information to the class and sitting and doing part of his lectures, the whole thing coming back again. Actually, as an undergraduate, I didn't have a great deal of him because again he was there and back, there and back. One course that I took from him, I got mostly from Dorry M... and I can assure you that wasn't Bill Blots. Dorry is dull, dry, routine, but I got to know a lot more of Black's style because later on I was his assistant as a graduate student, and I used to sit on in his class, occasionally - then again for the same kind of purpose, but certainly indirectly, through other people, as well as directly, he would have had a good deal of influence.

M: How would you describe the style? For a person who never knew him, how would you set about trying to describe him as a teacher?

P: Challenging. I think this is what he was trying to be. Irreverent. While in a way he never let you do this, really, he was trying to make you feel as though you were thinking your way through every problem. He never really let you do it. For these days, particularly, now there is a lot more of this sort of class participation, but at his time, when I had him, anyway, this wasn't something everybody did and he was a new experience, a different kind of experience. The other thing too which made him from me, while I would rate him as a particularly interesting and special sort of teacher, I started being scared silly of him and then found that I didn't have to be afraid of him and this had some kind of effect on me.

M: What was it that scared you initially?

P: The bluster. I don't know whether it's the right word for it or not - the rough, you know. And Miss you've got to go through the barrier to get to him, but it was the roughness and the sharpness. Not being sure, not being at all confident - I have never been that confident - but I would be

able to respond to his questions. I remember the time when I was able to jumping ahead again, at my Ph.D. oral in the department. He went after me - but this time I knew him and I knew what I was doing with him and he was delighted because I didn't buckle, I stuck to my guns- I said I didn't know and I could not be expected to know. Earlier on, as an undergraduate, if I say this, he is gonna twist it to make it mean something else, so you were a little timid.

M: You watched him make other people -

P: And they were more brazen type people than I am. So this was part of it and also the reputation of that in itself would make the thing well - I can't challenge him.

There was another one, when you said the - what did you call Bernhardt - the silent man or the secret man?

M: The invisible man.

P: I thought you were referring to Jerry Cosgrave. We had him for a couple of courses, one in industrial and there was another one but I don't remember what it was called - he was a nice guy, certainly not inspiring at all or exciting, shy, pedestrian. The one thing I always remember him is when you would ask him for a book or when he gave you a reference to a book. He was never quite sure of the title and generally he would have the author's name, but he would be able to describe for you its exact color and its exact position on the shelf. And he'd tell you to go and see Daisy Hern and tell her where it was. But then the other interesting character in my career there as a member of the faculty, was Tommy Cook. He came there when I was in my third year.

M: Tommy replaced me.

P: Yes. Did we have one class with you and then he came in?

M: Not in your third year. He came to take over from me the big pass first year -

P: Oh yes. If I'd ever been able to take advantage of or use what I think was some potential to use mathematics or stat, he lost me. While we didn't have stat from him - it was hard to know what we were getting from Tommy Cook. Part was suppose to be learning, and part was tests, construction or - I don't know exactly. We got into the business of factor analysis (that's when I decided it was not for me, from now on I am not gonna know any mathematic) because from the way Tommy was describing this, I remember protesting to him, 'but all you're doing is cooking the data.' He didn't like that very much, but he was a sweet man. We had a seminar on learning with him, as I recall, and that went around and around in circles and we didn't know where we were -

M: He was poorly organized, some terrible lectures, but an awfully nice guy.

P: No, your heart would break. We were trying to look as if we understood, but you couldn't. Helen, one of the girls in the class, started bringing her knitting because she says "If I knit, everytime that I look up like this ". And of course, during the War, knitting was permitted because it was always bundles for Britain in or for the boys.

M: Who is she, Helen Gage?

P: No, this was Helen Bigman. She left at the end of third year and went to California to get married and finished her degree there. He was

a sweet guy. But if you want to know who in my opinion was the dryest of all the lecturers I ever had, was Chanty.

M: Was it the same when you had him as it was when I had him? In a class any larger than 20: He would stare at the upper left corner of the room all the time and never looked at you.

P: I was never in a class of over 20 with him. As a matter of fact, the class I was in had 8 of us and it was in the lecture room 69, and as I recall there were 2 doors in it. He'd come in from the front one, but we'd come in the back one, which was sort of half way along the room and we'd sit in the back part of the room and he would stand there and he'd look out the window. He didn't know whether there was anybody there or not. We never got around to try it but we were debating among ourselves with the possibility of, some day, sneaking out one after the other - we would have to leave somebody behind to see what would happen! It seems to me that class was in something called applied psychology and he gave part of it and Dr. Anderson gave the rest of it. This is what I remember of Chant - he'd just groan on and not aware of us. We swore that he'd come in and not look to see if we were there even.

M: Very strange and yet did you have him as a graduate student?

P: No, he had gone.

M: He changed at graduate work...

Outside psychology, which other teachers did you have during your undergraduate days?

P: I mentionned the ones in first year.

M: But I mean very important ones? What was Tommy like?

P: I always feel like paid him back. I had his daughter in my class.

M: Was Elizabeth with you?

P: She was a couple of years behind me. Tommy was O.K. He was always very precise and exact. He started every lecture the same way. It was: "Ladies and HhhGentlemen, in my llaaast lecture (sorry, but I can't make it sound the same).

M: Did he play games?

P: Yes. A couple of times. This is one of the things with him. On one hand, most of the time, he was very pedantic, very precise, almost like a clergyman or an undertaker and then he'd let us hear . You get him playing thing or games and doing all sorts of odds and ends of other things. He also tried to play this sort of stern father role on some occasions and there was one time - therewas a small group of us and he called in about an essay or something that we had written - and for some reason he started to go after me. These essays had been circulated. He had been thinking it was very good, fine - and a couple of the people went after him - they had read the essay and they challenged him on the points he was making about it and he changed after then. Was Macdonald there during my undergraduate or not? She was Blots' assistant when I took some courses from him. She was here five or six years ago. Anyway, he was not an exciting teacher but a good, solid, bound to worse teacher. Another one that I had, who was entirely different, was in first year, in French, Genais. Did he died?

M: Yes.

P: I saw him out here about 7 years ago. Some friends of our family were on their way around the world, and they stopped here and the woman in the

family had some involvement with the groups or what in Toronto and she knew he was here. He was on his way back from the Orient or something and he had an heart attack, and he was in the hospital. So we went up very quickly to see him and I don't know whether he remembered me or not, but he looked exactly alike in bed but he was a fascinating man.

M: Was it all in French?

P: No, it was first year, one hour a week type of thing. They were very interesting courses and I enjoyed it tremendously.

M: Those were interesting courses because they were in a kind of competition that the rest of us weren't in. One hour a week, so who cares - so they had to be good or they'd lost all their students. So they were good.

P: They were very interesting and I enjoyed taking them. We had a lot of courses too of the ...

M: The History of the Hebrew people, I still got W.R. Taylor. And it would fascinate me in much the same way as the oriental religion which fascinated you. It would be old stuff to you and not very interesting. To me it was strange and it was kind of history I never had.

P: We had a number of biological and medical courses. I just vaguely remember the instructors, partly because of the circumstances under which we took them - we had a good course of physiology in second year but I don't remember who gave it and we had a course in genetics in third year with McArthur. I had a philosophy course with McCallum and it was - hoooo - But the genetics course was alright. I wasn't that keen on it. Then we had neuroanatomy and this was at the time we took it with the med students - and the med students were being speeded up because of the war and we came into the

course about six weeks after - The people who gave them just don't stand out in my memory at all.

M: What year did you graduate?

P: '43.

M: And you went straight on.

P: Yes.

M: What was the decision to go on?

P: That was as much as anything, something that just happened. At that time, there weren't jobs to have. I was not interested in joining the services and what happened - I can't remember when I started through Bill Blase to work part-time at the Juvenile Court. I never worked at the Institute.

M: Why didn't you?

P: At the Juvenile Court - I don't know whether that was in my fourth year or my first year as graduate student (I think that was when it was) he and Mary Northway sort of worked things together and Bernhardt had assistanship in the department and the Juvenile Court, and I was getting involved with the Canadian Mental Health Association. These things provided I knew I could have these as financial support, and at the same time, doing my Master's. And I got started on some of this type of research with Mary and I was interested in it, so it seemed like a good thing to do at the time, so that's the way it began. If you ever ask if I ever made a conscious decision to do a Ph.D., no I never did. I got in a stream in a way, it was^a funny kind of stream, keep in mind the War going on, and nobody there and I don't remember really taking much in the way of formal courses. There were all sorts of bits and pieces.

M: I don't think there were.

P: No, there were bits and pieces, the things that we did. I took a course in psychiatry. Now that I think of it, I took two courses: one from Ferrer -

M: I don't think Stokes came before '45.

P: He came - somewhere during the course of the graduate's work that I was doing, and there were three people in the class. He arrived and started our class about the next day, I think. The three in the class were Marg King, Nora and myself. The three of us took -

M: Compare Ferrer and Stokes.

P: I liked Ferrer better in my own way, at the time, that's unfair for me to judge Stokes, because the only contact I had was that year, and he had just arrived from England. As I said, one day he came, and the next day he found he had to cope with us. I always thought of Ferrer as Uncle Wigeley somehow with that vest that he used to wear and I was fascinated by the lady doctor he used to work with, Dr. Jackson. I guess he fit my stereotype of psychiatrist at that time, pretty well and he was interesting mostly in both of these things that were case studies that we were doing. Stokes was adjusting to Canada, while at the same time, trying to provide something for us.

M: What was your Master's thesis on? And with whom? With Mary?

P: Yes, with Mary on sociometry concentrating on pairs of children who were close friends. Sociometry studies. I went to schools and on the base of sociometric information, picked up pairs of friends, pairs of non-friends, did a number of things with them, making comparisons between them and did - David Ketchum once told me "You were one of the pioneers in the group dynamics" - but I didn't know it. Did some para-interviews with the ^{two} kids and

recording who said what to whom, and all of this kind of thing, to get some idea what the difference is in the interaction between a pair of kids who are great chums and a pair of kids who couldn't care less for each other. What was interesting was not so much that difference but the difference that did show up and numbers of between two different types of pairs of friends. You get pairs of friends among kids who did everything together and they had all the same friends or virtually all the same friends, and on the other type, pairs of kids who had some common interests, some common activities, some common friends, but beyond that went outside each other. And these were the much livelier type of in much more positive ones too. I got the impression that with the other ones, it was like an old married couple, and this I found kind of interesting, the difference between these types of friends among children.

M: Who was there that you met, because they were returning from the War?

P: You mean who I hadn't known at all before? You would be one.

M: You never took any graduate course with me, did you?

P: I don't know, Roger, because I didn't really take graduate courses, there were a couple of things I took, but I was sort of except from them. But I did a lot of things in association with you. I taught a course with you if you remember.

M: What course?

P: That was my last year at Toronto and it was real interesting. It was for second year honours students, it was history and applied and you did the history and I did the applied. And that was real fun. I enjoyed that one. And there were several other things that I was involved with. Anyway, you were one, Carl Williams, I don't think I ever had known him before -

M: He came back as a graduate student. No, he went out to Manitoba.

P: But then he came back after.

M: Not until '48. You were one of the stretched out cases, because you were working and so on; when did you get your Ph.D.?

P: '51. Incidentally one of the people I did meet and kept coming back and who of course had a big influence, was Bill Lyon.

M: Now talk about Bill, because he was important.

P: I guess I have the very similar kind of experience with Bill that most people did, tremendous sort of admiration, and inspiration, and what have you, and also the tremendous let down, I think almost of us at one time.

M: What was the let down?

P: I can't remember specifically.

M: How can you come for it?

P: I can remember, and this is not only in my case, but a number of people can recall this sort of thing happening too. Bill would get so carried along by something and then he'd get involved in another project and involvement in the other one, anything he did he was always so involved. He was so involved in the other one that not only he would neglect the one that he got you tied into but also sometimes what would happen is that in getting involved with the new one, it sometimes overlapped with the one that you were involved in and he would do something for the sake of the new one. That interfered with your own. The other thing too, I think, Bill was losing some of his powers, some of his influence on the people in position, and he wasn't realizing it, he was promising and not able to live up to it. Now I never had that kind of problem with him, because I was a little more aware I think of where his limits were, because I had so many contacts with the CMHA and then

through that I was getting more awareness. But I always think of him as one of the most tragic figures that I have ever known.

M: Me too. Because I had to hang on to the _____ of the ends - very difficult. Did you ever know anybody who could give a more inspiring lecture from a cigarette pot?

P: No. The only one I met coming back to - really was the professor Bott - I did take a graduate course from him or two, I can't remember.

M: Systematic?

P: Yes.

M: Tell us about that.

P: "Where is the sea of consciousness"? The field still split. But I can't remember any contempt of that course. I can remember the feeling states, and there is something that came out of that experience that's part of me, part of the way I think most of us think, the way we approach problems. The experience of writing a paper for him and getting it back with a mark on it like "6 out of 10" and it just meant nothing whatever, and just covered with comments that were data stating and then a note to come in and see him. So you go in and see him and he talks it over to you and he says to you "Your paper really was worthed, I could have given you (He has 8 marks) but I felt you needed to be _____. This is what's he's done. One of the most charming, in a way, was in his class. I was the only girl. Before going to the class, I have been in Macdonald's with some of the other people and stealing _____ for the two hours ahead. We had three or four cups of coffee and sitting in the room, I had to go to the bathroom, and sat there, and sat there, finally I couldn't take it anymore, so I got up very quietly, and went upstairs and when I came back, (this was in room 71) all those great big

windows were opened from the floor and up - and the boy sitting there, blaring at me with his coat collar turned up thought I'd fainted so he had all the windows opened. I think that his experience is impossible to put into words. Few of us, every now and then, if we ever have any nostalgic session, you'd sit around and you'd remember things about him.

M: Were you in the apple area or the plasticin area or both?

P: Both. The apple, yes. When does it become a view. Plasticin, I don't remember as well, but I remember being there.

M: This was the unbreakable

P: That's right.

M: How did you describe your feelings, for one thing, did you have difficulty in staying awake through the groan, the mumble?

P: Yes, at times. I finally sort of kind of pull my eyes opened a bit. I'd drift and yet there'd be something that would hold you.

M: But he'd go on. To him a seminar could be 2½ to 3 hours without stopping.

P: Right through supper with your little old lunch.

M: In retrospect, was there for you, especially in the secretic dialogue where he'd ask some simple minded questions and you give a simple minded answer and then he began to tear into pieces until you were all over the floor. Was your feeling one of frustration, of anger, of irritation, that no matter what you said, he could always somehow manage to pull it to pieces?

P: Not as strong as any of those words. Never anger. I was fascinated sometimes. Now I don't remember him doing it to me in that class. He

did it to me at other times, other context, but it was fascinating to watch him work at this, the parallel to it that I can remember that would be both frustrating, and after, whatever, would be when you'd write something, he'd tear it apart, and so you rewrite it, and he'd tear it apart again, that kind of thing. But it was a fascinating kind of experience to watch him go about this and to see him do it in a way which might make you angry, and yet it was never personal it was never hostile, never directed against you.

M: It wasn't to put you down - just to make you aware of how difficult these things really were that sounded simple -

P: That's right, and you came to the conclusion after a little while, that he was saying to you 'I am in the same dilemma that you are'.

M: And this was a discovery.

P: All of a sudden, it would come to you.

M: You implied an interesting thing. You think that whatever the experience at the time, something happened to you there that everybody else and this is true. People went through that, hated it, some of them loved it - they all feel 'I am a different person, I am a different psychologist because I had that experience, I don't have ^{to go} through that again'.

P: But I find myself - I can't tell you why - why as I am doing something, I say "this is partly in effect of that year with Bott". I can't tell you exactly what tells me this, but I know.

M: You think differently -

P: Yes, it's a whole sort of approach to thinking even and you could say part of it as a element of a sceptical attitude, but it's not simple scepticism, it's a way of thinking -

M: It's kind of ultimate scepticism. Scepticism about the limitations there are in doing any kind of thingking.

P: But then recognition that because there are limitations, just doesn't mean that you It's there. Now what you must do is learn how to deal with this within its limitations.

The routine that you'd go through as a graduate student class assistant. Every year he would call you in for discussion about next year. And I'll never forget this time that he called me. The analogies he used to use - we had to consider this as like a drain You waited at one end and you gradually worked your way along and eventually would come to the other end and you eventually had to pass out of this drain pipe. So, I came waiting saying 'Well, I guess I am not gonna get an assistanship next year'. So what happened is that he changed my position of class assistant into instructor, at about three times the you carry on from there. And I think one of the things with him too is this really very basic kindness, very basic sensitivity to people, underneath this sort of exterior, that suggest he doesn't know that anything lays around you. But a number of times, a couple of incidents I can recall with him, the last year I was there, the last couple of years, I was doing something with the testing courses, the students would rent the boxes, and then at the end of the year, they'd get their money back. Well, I was to get my money back on a particular day, and I came to get the money from Gwen and she said "Can you wait for a little while?" I found out later he had got the money out himself, he happened to be passing, so he'd got the money out and had not put it away, had not locked it and somebody had taken this money. And it was about \$80. So he very quietly just took it out of his personal funds, supplied this \$80. No blame, no fuss, no anything. I am sure

other people might have been blamed for whatever was involved in this, but he just quietly accepted his responsibility. Then as far as my own personal situation was concerned, when I left Toronto, I was not sure about going to Saskatoon or not, that was a disaster. And they were playing it funny about whether to commit themselves or not. He very kindly - But he had not need to do this - told me he would hold money for me and a position for me until the day lecture started. They were going to take that long to make up their minds. So this is what he did. These are kinds of things most people don't think of in relation to the professor and his basic kindness and concern about other people. You want me to talk about Saskatoon?

M: Yes.

P: Well, it was interesting in a way. I think part of the problem I had was that I had grown up in a big city, and Saskatoon was just a little too much of a small town for me. Contrary to the kind of notion that people in the Prairies, and out here, like to imply, I didn't find it a particularly friendly place. I got a little bit of impression of town and gown, kind of attitude, and gown was very conscious of the strata within itself. Another thing that made it unpleasant for me too, is that the housing was dreadful. The job itself - I worked with Gordon McMurray who is a very fine person, but very shy and very quiet, and in some ways a very demanding kind of teaching programme, not in terms of the amount of time, but on one hand, I was told 'go ahead and teach this anyway you like'. And then with the uniformed: 'you've ^{only} done 2 lectures on vision? I usually give 12". So I had to get into all that kind of stuff. I was really going. There was just something about the whole university atmosphere itself which I didn't enjoy, and the town itself which I didn't really enjoy. I was glad to have the opportunity really to get out of there -

M: Were you just there a year?

P: Just there a year. I had intended to go back. I was gonna try to stick there for 2 years, but then I came out here. I'd gone home first and then I'd gone to Banff to CPA convention and then I came out here just to spend a week or so, to see people that I knew. At that time, an opening had come about sort of here - and they asked if I was interested and of course Vancouver had much more appeal than Saskatoon. So that's how the change came.

M: As you can see, I am particularly interested in the background, and I think it's more fun to talk about it than more contemporary things because here it's gonna be opened, frank possibilities, saying things about people who are still around. So I intend to keep back far enough so it works in a comfortable area. We got just few minutes; you've been here for a long while?

P: Eighteen years.

M: Collect it all into a lump and make some sort of overall - for example, what it has been like for you ---

P: At this point, it is extremely difficult. I mean this really, Roger. You are aware of our present situation. You would have done better with me last year because I maintained good strength until the last few months when it has finally got to me. And it's hard to look at the whole situation here, apart from that. To stay with the most objective, parts of it I enjoyed tremendously. I like teaching. I suffered for that perhaps because I haven't done research, so I don't get promoted, which is fine as long as they don't expect me to do other things. As far as teaching is concerned here, there are problems with it. The luxury of having a class of 75 is something one

doesn't have, if you're in my kind of position particularly. So I have classes from 125 to 225. Interestingly enough, while I would much prefer them smaller than that, I get feeling for students I get to know, not as well this year because I am not in a as good condition - but contrary to what lot of people suggest, it is not impossible to have some personal communication or to have some feeling of personality going across in some large groups.

M: You mean two-way communication?

P: To some extent, yes. And I don't even mean just in discussion or that kind of thing going back, but those kids (I point there because the lecture room is in the building over there) and in that class of 220, a good proportion of them have a feel of me as a person, and I have a feel of them as a group. Also there are some that you watch their faces and I always look for a head-nodder and they seem to listen very intently and when they agree with something (action) something comes across from this. Don't get me wrong, I am not advocating large classes, but within limit you can get some satisfaction out of this, and you can feel that you are doing something for them and they're getting a feeling of you too. But this is a kind of a rough part of the teaching situation here. But I enjoy the kids. The other thing that I have done a lot up here, not in the last 2 years, because we're shifted some of these things around, doing a lot of these sort of courses advising for our majors and our honours, and while it's time consuming at times and tiring too, this is one way that you really do to get to know kids and they get to know you. Of course, I still can't get over this sort of reaction. I'm still not entirely in the mold of being professor. Every now and then, things will happen and you realize that these kids sort of think of you as something bred a little bit different and they look at you when you say certain things and then

when they meet me in the liquor store - there is a liquor store up here where it's self-service, and I remembered being there once Saturday morning. I was swinging along and I was carrying $\frac{1}{2}$ dozen ale, as well and I stopped to look at something. This tall fellow looked up and it was a student who was in my class the year before and he said "Oh, Hhhellllloo". Other aspects of the UBC situation in the time I have been here, is just the matter of sheer growth alone in our own faculty, apart from the students' growth. When I came here there were 6 of us on full time. There are now 32, 33, something like that.

M: Rapid turnover every year.

P: No, we didn't have that much turnover. We're having a little bit of it now, but it's mostly been new people coming in, growth rather than turnover. Now this we didn't have during all of Chanty's ten years for example. I wasn't really an addition to the faculty. I came in to take a job which was a combination of two part-time jobs. I guess the next one in after me was Don and he too, he replaced himself in a part-time job and Bill Black. And then gradually, since the last 4 or 5 years, we've had the real increase and this in itself - I found it interesting - and of course it's seem particularly interesting to me as they come along each year, ---

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