

eral or provincial action. This close collaboration by governments is being buttressed by the support accorded the program by the several professional health groups.

As in other Canadian grant-in-aid programs the success of the health grants rests largely with the provinces. The enterprise and initiative that are being shown by the provincial govern-

ments speak well for the future of the grants. The program has now been in operation for several months and projects for more than \$13 million have been approved. While the expenditures for the first fiscal year will probably be somewhat lower than this figure, they will represent a significant advance for the initial months of such a comprehensive health grant program.

Research in Social Sciences in Canadian Universities

B. S. KEIRSTEAD

IT is frequently said that the function of the university is threefold: to conserve and pass on to new generations the accumulated experience and wisdom of the past, to extend knowledge by research and discovery, and to make this new knowledge available in a useful way for the solution of the problems of society. The first of these functions is discharged ordinarily in undergraduate teaching. The second and third functions are fulfilled by the research of teachers and graduate students. It is perfectly possible for teachers wholly occupied with undergraduate teaching to engage in valuable research, but it is difficult for them to do so. Usually contributions to knowledge emerge more readily when a scholar's time is not fully occupied with undergraduate teaching, and when he has to face the challenge of graduate students engaged in investigations similar to his own. Indeed good research is the product of a teacher whose own thinking has revealed the nature of the new problems to be studied, and of students mature enough to investigate these problems and to stimulate the teacher to attempt new syntheses and to raise new difficulties.

The undergraduate teaching in Canadian universities in the social sciences is generally believed by Canadians to be good. I doubt if it is as good as we think it is, but in this paper I am not concerned

with that problem. I propose, instead to discuss what we are doing in the way of research and graduate study. For the most part Canadian social scientists have been dominated by the idea that they must make useful knowledge available to the community for the solution of "practical" problems. There are several reasons for this. In a young country, with all the problems of growth and development, there has been terrific pressure from government and business for this type of research. That has been one reason, and a strong one. Another reason has been that most of our universities are small, staff is limited, and it is very much more possible to do *ad hoc* jobs of research into immediate problems which require only the application of existing knowledge than to embark on projects of basic research to expand knowledge, projects which sometimes require staff and library facilities not available in small universities. A third reason is, of course, that Canadian university professors are not well paid. Scientific research in Canada is not rewarded. The scholar finds that research costs him money, because usually he has to pay out of his own pocket for books, for travel, for secretarial assistance, and even, before the days of the Canadian Social Science Research Council, for publication. A job for industry,

or an appointment to a Royal Commission, on the other hand, usually brings fees which to the poor scholar are wealth undreamt of.

Now it is a mistake to suppose that all this applied research is useless, or that there is some lack of integrity on the part of scholars who engage in it.

Moreover, scholarship is international. If most of the progress in the social sciences has come from England, or Scandinavia, or the United States, and very very little, indeed, from Canada, that is no reason why Canadians should not have the benefit of this new knowledge applied to the solution of our problems. I should place a very high value on the work that has been done in this way in Canada. Further, I think that this kind of work is among the most valuable that our smaller universities can engage in.¹ So much of our applied research in Canada is inspired from Ottawa and is concerned with purely national problems, in which, of course, the problems of the central provinces loom large, so that local problems tend to be neglected. Business and government at the provincial level, and labour too, are perfectly justified in expecting the universities to contribute to the solution of their immediate problems, and one of the most useful roles which the smaller universities can play will be in carrying on that work.

The "Practical" Viewpoint

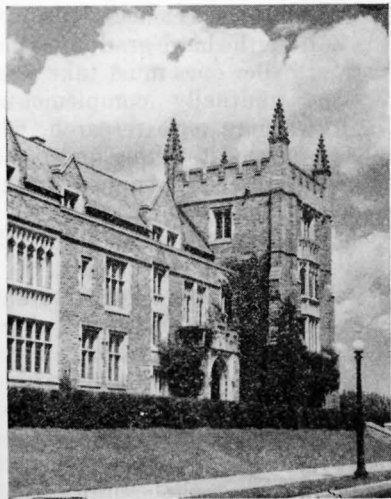
But should this mark the limit of Canadian efforts in social science research? It is true, as I have said, that scholarship is international, and that as long as British and American scholars continue to press back the frontiers of knowledge we shall have the benefits of their work, enter into the fruits of their labours. To be content with this posi-

tion of intellectual colonialism is not however, a healthy cultural state. It is not only humiliating, and it is that; it is also unworthy and dangerous to our society. It is questionable how long Canadian scholars can continue to apply helpfully the findings of other scholars, if they are not actively participating in the effort of scholarship. It is also doubtful if even undergraduate teaching can be successfully conducted by men who have resigned from the struggle to advance knowledge. At the very best, bad attitudes will be encouraged among students who see their instructors pay but lip service to the ideals of scholarship and who engage solely in highly remunerative but otherwise unproductive hack research. At the worst, teachers busy with the problems of the reorganization of the light metals industry or the formulation of a provincial tax schedule will cease to be effective and stimulating and will be seducing their own best students into the same kind of easy mediocrity.

It may be said that Canadian social scientists have very little choice in the matter. Their attitudes reflect, it is said, the attitudes of the community in which they live. While it is true that in the Maritimes, which have the advantage of an aristocratic tradition, scholarship as such is respected, in the rest of the English-speaking Canadian community the social values and standards are set by the self-made man of wealth. He has no respect for scholarship, and does not find it possible to believe that scholars have any real abilities. If they had, he reasons, they would be making money, instead of starving on teachers' salaries. It is characteristic of this attitude that the political cartoonist of the *Montreal Gazette* should always represent the political party he most despises personified as a long-haired, silly-looking, "impractical" college professor. This figure of fun incorporates the Canadian attitude towards the scholar and towards pure

1. It would be appropriate here to mention the applied social research conducted under the direction and stimulus of Dr. L. Richter at Dalhousie University. Dr. Richter conceived his duty in relation to the Maritime community, and the kind of work he was doing is necessary work which must be continued.
—B.S.K.

scholarship. Scholarship is silly, and the man who pursues it is an impractical fool, whose views on the real problems of society are certain to be absurd. With-in this cultural environment, it is said, the Canadian scholar cannot engage in pure scholarship. He cannot move too far ahead of his community, he must be a part of it. He must conform, at



What is the function of Canada's smaller universities in social science research? Should they be concerned only with the application of available knowledge to immediate and local problems?

least in part, if he is to retain contact with the community life and exercise in any way his function of leadership. Thus both the profit motive, and the motive of social acceptability combine to impel the Canadian economist to shun scholarship, and try to be the sort of good fellow that business wants him to be. He is supposed to model himself as far as possible on the business man, get himself called "Doc" in the luncheon clubs, and advise on the probable movements of the stock market. In the university he is under pressure to clutter up the curriculum with courses in Marketing, Advertising, Human Relations in Industry, and to favour the estab-

lishment of "graduate" (*sic*) schools of business administration. True scholarship must be shunned, or the poor fellow will have admitted himself to be the figure of fun pictured in the cartoons.

Well, that is not too exaggerated a picture of the kind of pressure to which Canadian social scientists are exposed. Some have responded by saying that the only "practicable" thing to do is to give way to this pressure, and to try "to educate" government and business to a higher conception of the scholar's function. Such surrender, I suspect, is both unnecessary and doomed to failure. The scholar, the economist, for example, cannot teach business men how to run their businesses or how to make more money, nor can he tell responsible public servants how to administer their Departments. If he tries to do this, he admits that he has no function proper to his position of scholar at all, and, far from leading the practical man of affairs to a higher conception of scholarship, simply confirms him in his skepticism as to its value. Moreover, the economist who attempts this is likely to make himself ridiculous in the bargain, because he can tell the business man or government official little that the latter does not already know. Schools of business administration are not only a travesty of scholarship: they are a kind of conspicuous spending, as Veblen would say, that only a wealthy business community can afford.

Pure Research Is Essential

Thus I believe that the proper way to "lead" the Canadian community to a proper realization of the worth of scholarship is to practise scholarship. At the moment, probably only two universities in Canada are in a position to engage in pure research over a wide range of the social sciences. Toronto has already made serious contributions to historical scholarship in all the social sciences. McGill is beginning to supplement this

by some work of a more theoretic nature. These beginnings are promising, but it would be false to assume that they were more than mere beginnings, or that research in the social sciences was firmly established at either of these institutions or that the quality of graduate instruction and guidance had achieved the standards we should like, if we are to rank with the great schools of England or the United States and make the contribution we ought to be making to Canadian national life. That pure research should be further developed at these two larger institutions is a matter of concern to all Canadian universities and to all Canadian social scientists. Moreover, we should recognize that, within the foreseeable future, neither McGill nor Toronto will be able to afford the kind of specialization which will yield high scholarship in all branches and special fields of the social sciences. Nor is it desirable that they should. Here the smaller universities have, too, an important part. Outstanding men with different special interests are happily numerous in our universities, and fortunately, in Canada, the metropolitan universities have never been able to draw these people into a concentrated core in the central provinces. It is desirable that graduate students from the Maritime and western universities should be drawn

to Toronto and McGill. It is also desirable that some of the Maritime and western universities should have departments which, if small, are nevertheless strong in special fields, to which students from the metropolitan centres can be guided when their interests march with those of the men to whom they are sent.

Canadian universities have all some part to play in the development of research in the social sciences. Canadian scholars both in the large graduate schools and in the smaller ones must take a more active, and mutually complementary, part in forwarding pure research, which is the basis of good teaching and of helpful applied research. Applied research will continue, and, as long as it does not stand in the way of good scholarship, should be accepted as a part of the scholar's duty towards the community, and in this research the work of each university, whatever its size, can be of value to the local community in which the university exists. But for applied research to be useful, for the problems to be wisely selected and well-formulated, the work of pure scholarship must be pressed on, and Canadian scholars and those in the population who value scholarship must be adamant in resisting the pressures which would damn all scholarship and all research to perpetual frustration.

What Should Be Taught in Our Schools

ALEX. S. MOWAT

IN 1935 there was undertaken a revision of the curriculum for the elementary grades in Nova Scotian schools. As a result of that revision, a newly authorized course of study was published in 1939 in the form of the Handbook which is to be found on every teacher's desk in the Province. It has remained without substantial alteration for ten years, and the time has therefore come for a

new revision. Indeed, initial steps have already been taken and the next few years will see, without doubt, important and perhaps far-reaching changes in the curricula of our schools. The present paper is offered as an aid to clear thinking in the matter, on the part of the administrators of our schools, the teachers, and the private citizens of the Province.