

very little information. There is much room for attempts to measure, so far as they are measurable, comparative literacy, aptitudes, mental defects, etc.; to compare the more permanently unemployed with other unemployed groups, and with employed; and to relate these to other factors such as age, race, period unemployed and mobility history, age of leaving school, etc.

V. Mental Hygiene (See special note).

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3. In the case of the projects in Education and Psychology, integration should be possible at a relatively early stage, and could be provided for by setting up a joint Research Committee, comprising a representative of each of the two Departments, the Director, and the investigators concerned.

(4. I would also suggest that during term time a seminar might be held, say, once every two or three weeks, in which I could meet all the students or assistants engaged on these pieces of research, to discuss the problem of unemployment in its wider aspects, and research methods in general).

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If you consider this general scheme workable and desirable, the main problem is to decide on the first subject to be attacked by each department. My own suggestion is as follows:

- Economics. The unemployment problems of particular Montreal industries.
- Sociology. The social and occupational adjustment of immigrant groups in Montreal.
- Education. The permanence of school teaching and its relevance to employability.
- Psychology. The qualitative character and industrial aptitudes of unemployed as compared with employed groups.

If this is accepted, the above would constitute the succinct statement of departmental projects which are to be promoted next (academic) year.

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