

create the openmindedness towards social phenomena that has been created towards toward physical and biological phenomena by the science in those fields. The particular range of Sociology in this regard is determined by the point of view from which it regards social phenomena, namely that of relationships of human beings to each other and their influence on each other's behaviour. Since these relationships are so largely conditioned by culture, in the scientific sense, and social institutions, these become the foci of sociological study; hence the general division of the field into (a) study of the individual as a product of the social milieu in which he lives (b) the study of social groups and institutions, as forms of collective behaviour (c) the study of communities, as the framework in which individuals and social institutions live and compete (d) the study of preliterate culture, commonly known as ethnology or cultural anthropology, as a background for the understanding of contemporary civilization.

The majority of students who study sociology as undergraduates do not follow any profession for which it is a technical training. Indeed, it is not in the nature of technical training except for those who continue in the subject as students, teachers and research specialists. In this, it resembles the entire range of subjects in the Arts curriculum. This does not mean that Sociology cannot or does not issue in any sort of social action. As a part of the equipment of the intelligent citizen, it should so issue. More directly, it is a background subject for certain occupations, of which the one most frequently thought of is "social work" of various sorts.

Meaning  
? this?

There is a peculiar reason for developing work in Sociology at McGill University. Within the last few years a number of colleges in Canada have introduced Sociology into their curricula and others will undoubtedly do so. Practically without exception the teachers of this subject have been American trained. That is, of course, true in some other subjects. In Sociology it means that the interests of these teachers has frequently been in problems of the United States rather than those of Canada. Even if their interests are in Canadian problems, so few sociological studies worthy of the name have been made in Canada that the teacher is driven to the use of material from the United States, or from England. Sociology becomes of greater significance when its content is that of the student's own world.

It is useless to hope that in the near future McGill or any other Canadian university will be able to train all of the teachers and students of Sociology for the Dominion. We can, however, stimulate interest in Canadian research by carrying the student through his first year of graduate work, and then passing him along to those institutions which can give him a training which we cannot give. The supply of students with an interest in Canadian problems can be increased, and Canadian colleges will be able to find teachers of Sociology who are interested in Canada's peculiar problems. All of this rests upon the building up of a strong department of Sociology in the Faculty of Arts at McGill University. No other Canadian

Very misleading.  
nowhere else in  
Canada, save in  
McGill, is there  
a separate dept.  
of sociology.  
It amounts  
where there is  
a school of  
sociology  
the studies are  
not admitted as  
part of the Arts curriculum.

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