

ACCUTE Newsletter

March 1995

Dept. of English ♦ University of Western Ontario ♦ London, ON N6A 3K7 ♦ (519) 679-2111, x5777 ♦ Fax: (519) 661-3776
President: Frank Davey ♦ Secretary/Treasurer: Peter Auksi ♦ Exec Assis: D. Hadfield, M. Holmgren

Published by the Association of Canadian College and University Teachers of English
Publication of this Newsletter is supported by funds from the Social Sciences and Humanities Research Council of Canada

ISSN 1187-8282

URGENT NOTICE: MEMBERSHIP RENEWALS

If the address label on this Newsletter has "(94)" printed after your name, **your membership has expired**. You will find a renewal form for your 1995 membership on the last two pages of the Newsletter. Please take a few moments to fill it out and send it back. Should you or your colleagues require additional copies of the form, feel free to photocopy as many as you need. All membership fees will be acknowledged by a receipt.

Inside this issue:

President's Column	2
Thinking About the Profession	5
Research-Teaching: the Fundamental Business of Canadian Universities <i>by D.M.R. Bentley, University of Western Ontario</i>	
Much Response and Some Action at B.C.'s University Colleges	11
ACCUTE Annual General Meeting Agenda	21
1995 ACCUTE Conference Program	22
Conferences/Calls for Papers	29
News of Members	29
1995 Membership Renewal Form	31

**SSHRC Phases Out Funding to ACCUTE
and other Scholarly Associations. See
President's Column, page 2.**

**Sheila Delany, Katherine Hayles and
Homi Bhabha to present plenaries at the
Learneds. For the full ACCUTE program,
see pages 22-28.**

President's Column

A Devastating Cutback for Scholarly Associations

Over the next three years ACCUTE and the other scholarly associations, together with the Canadian Federation for the Humanities and the Social Science Federation of Canada, will lose *all* of their SSHRC funding. This startling announcement was made by SSHRC the day after a federal budget that reduced the Council's own funding by 14% over these three years. For ACCUTE, this cutback will amount to the loss of a subsidy of approximately \$11 per member. One of the ironies of this announcement is that ACCUTE and other scholarly associations in the CFH mounted a determined lobbying effort this past fall to protect SSHRC funding. But while this effort seems to have been of no direct benefit to our association, I suppose we can comfort ourselves with the probability that it helped prevent an even deeper cut to SSHRC and cutbacks to other SSHRC programs from which ACCUTE's members benefit.

There is no doubt, however, that this announcement constitutes a crisis for most if not all of the scholarly associations. Some may not survive, and many will have their ability to serve their members and organize an annual conference curtailed. The cost of ACCUTE's membership in CFH may increase as that organization struggles itself to survive without SSHRC funding. Moreover, the 14% cutback to SSHRC and its immediate consequences to scholarly associations could be only the first of a series of even more severe cuts. Multi-year projections and assurances are always subject to next year's federal budget, as the CBC found to its dismay in this year's budget. And as individuals, ACCUTE members stand to lose employment and salary

opportunities through the 1996 budget's pass-down to the provinces of cuts in federal postsecondary education funding.

The SSHRC announcement did also contain some less devastating news. Direct research grants to individuals or groups, grants under the Doctoral and Post-Doctoral Fellowships programs, and funding for the Strategic Grants and Major Collaborative Research Initiatives programs will be maintained at or close to current levels. The Aid to Learned Journals Program will be continued, although cut by 14% over three years, as will be the Aid to Scholarly Publications Program (provided, I suppose, that the CFH and SSFC exist to administer it), the Aid to Conferences, and the funding for travel to the Learned Societies meetings (ACCUTE presently receives approximately \$11,000 under this program).

Our association will have to begin immediate discussions of how it will attempt to deal with this blow to its financial capabilities. To this end the executive will have more financial information available than usual at our Annual General Meeting at the Learned's.

An added and unnecessary complication this past month has been a proposal by the Social Sciences Federation of Canada to withdraw from the annual Learned Societies Meetings after 1998 and hold its own 8-day conference. With the SSFC consisting of only 18 of the approximately 100 associations that meet at the Learned's, but making up 60% of Learned's registrants, this proposal could make it financially impossible for humanities associations to meet together annually. In fact in its supporting arguments the SSFC appears happy to see the proposal mark the end of the Learned's, arguing narcissistically that an 8-day conference of social scientists would be cheaper to hold than an 18-day Learned's, and be cheaper for book publishers to attend. Not profound mathematics, even for social scientists, but conveying indisputably

negative assumptions about our future meetings. Whether the new post-budget realities will hinder or help the SSFC proposal is at the moment unclear, although, considering that it is bottom-line considerations that seem to have motivated its drafters, I suspect the latter. In either case, ACCUTE will have to follow the proposal's progress carefully, and at least consider some contingency plans.

Meanwhile, the other financial and pedagogical challenges facing us as teaching scholars in these debt-and-deficit-dominated times have continued to evolve. The situation in the university colleges in British Columbia is only slightly changed. As is detailed in an article in this issue, the legislation enabling the colleges to grant degrees has been proclaimed, but as yet without unambiguous long-term measures that would enable faculty at the colleges to ensure that these degrees are of university standard. ACCUTE's actions, however, have resulted in unprecedented endorsements of research by the minister responsible for the university colleges and by some university college presidents—endorsements which could lead, we hope, to structural changes and assurances. Such endorsements are extremely important, for the B.C. situation appears to us to be at bottom financially and ideologically driven. As one university college English department chair writes to us, "higher education is not flourishing in this province, at least not by the standards of our hopes and expectations. Our Ministry conceives of higher education only in terms of skills attainment. They admire the applied only. Needless to say, we are very disappointed." From another university college an ACCUTE member writes, "Your analysis of the UC movement in the ACCUTE newsletter is right: the UC initiative was taken to offer a cheap education." Yet another comments that the university colleges are at risk of becoming "a network of Mcuniversities."

In Ontario, the OCUA report for "rationalizing" that province's universities, a report, which last fall appeared to be about to be railroaded through public hearings over the objections of every Ontario university, has now been shelved, at least temporarily. Although ACCUTE and other intervenors who worked to expose the hollowness and deceptiveness of the report can perhaps take some credit for this shelving, the main cause appears to have been the imminence of federal government changes to support of postsecondary education. These changes, announced in last month's federal budget, have turned out to be much different from those once anticipated. The 1996 reduction and lumping together into a "Canada Social Transfer" of funds previously transferred to the provinces for health, welfare, and postsecondary education ensures that, whether or not the notorious OCUA report makes a return, a similar project to alter and "rationalize" Ontario postsecondary education is likely inevitable. The federal changes may mean that recent reports in other provinces — Nova Scotia's Green Paper, and Manitoba's "Doing Things Differently" — will suffer the fate of the OCUA report, or else be interpreted much differently, and meanly, than they have been to date.

At the federal level, the sustained attempts of academic lobbyists — including Connie Rooke of ACCUTE — to protect the funding of the granting councils seem to have been partly successful (the roughly 5% annual reduction SSHRC faces over the next three years is distressing, but it compares most favourably with the 40% reduction that had been sought last fall by some Ottawa bureaucrats). But their work to preserve as much as possible of the annual federal postsecondary transfer payment to the provinces from conversion into the one-time-only capitalization of a national student load program was rendered mostly irrelevant by rapidly changing federal budget objectives.

While the federal-level struggle for the funding of granting councils will likely continue, the one over postsecondary funding now looks as if it may become almost entirely provincial. With massive changes to federal-provincial transfer funding, universities and their students in all provinces are going to face requests from governments to "do more with less." In many cases this utopian goal will not be possible, and the struggle will be to avoid being suborned by those who are content to pretend belief in the illusion that larger classes, lower entrance standards, longer teaching hours, and less research time result necessarily in "quality" education.

Although in some parts of the country, Alberta in particular, it seems as if there is very little that academics can do to influence or deflect the changes that are engulfing them (or at least so some of our dispirited Alberta colleagues tell me), recent events elsewhere do suggest that lobbying can be effective, if not in changing the effects of reduced funding, at least in avoiding Pollyanna convictions about its consequences. Some opportunities for international quality postsecondary education must be retained in Canada, it seems to me, even at the expense of permitting increased hierarchical differentials between our postsecondary institutions. We owe this both to our best students, and to our nation, which otherwise risks becoming once again a colonial consumer of knowledge produced elsewhere. I find this, however, a disturbing thing to be saying. I have always believed that one of the strengths of Canada's universities has been the absence of large hierarchical gaps between them — has been the possibility our universities offered that a student could get a high quality undergraduate degree at virtually any university in his or her province, be taught there by scholars who were contributors to their fields, and qualify through that degree for graduate school anywhere in Canada or

abroad. I suspect that we may face increasing pressures on universities to amalgamate (as in the Nova Scotia Green Paper) or specialize — to reduce the number of graduate schools, perhaps even to reduce the number of degree-program English departments within a province. We need to be discussing much more than we are our profession's role in the changes that are happening around us and to us.

ACCUTE at Learned's 95

I had thought initially that this column would lead off with news of our executive's more-than-usual anticipation of our conference at this year's Learned's. It promises to be one of the largest conferences we have mounted, with over a hundred papers in more than forty sessions addressing nearly every period, genre, and issue of interest to our profession. Our three outstanding plenary speakers, medievalist Sheila Delany, chaos theorist Katherine Hayles, and postcolonial theorist Homi Bhabha, will be speaking on topics of some urgency to most of us. Nearly a hundred of our colleagues have worked to make this the best conference possible, vetting papers, organizing special sessions, arranging facilities in Montreal, and helping in the day-to-day operations of our office here at Western.

Although most housing for the conference will be at some distance from the host Université du Québec à Montréal, for most locations the subway system will reduce that distance to a few minutes. And the conference site is where most of us will want to be, if not attending sessions then very likely strolling Rue St. Denis immediately beside the university — one of the most culturally lively streets in North America, with fascinating bars, shops, and open air cafes. To make sure all of us can have the best possible time, ACCUTE has arranged to hold its banquet/buffet aboard a riverboat, with dancing to a live band and sightseeing

of the St. Lawrence. I hope that our members will attend in large numbers, to participate in a fine conference, visit a vibrant and politically charged city, to help make extremely important financial decisions at our AGM, and to begin or continue friendships with ACCUTE colleagues from across the country. We promise you in more ways than we had expected a remarkable and significant 1995 Learned.

Thinking About the Profession

Research-Teaching: the Fundamental Business of Canadian Universities

by D.M.R. Bentley,
University of Western Ontario

This paper was prepared for presentation at the Council of Ontario Universities Colloquium on Research and Teaching at the University of Western Ontario in May 1994 and subsequently delivered to a delegation from the Ontario Council of University Affairs. It has been augmented with materials very kindly supplied by Susan Mann and David F. Strong. My thanks also to Susan Bentley, T.J. Collins, Paul Davenport, William C. Leggett, Kenneth L. Ozmon, Pierre Reid, R.J. Shroyer, A.M. Young, J.M. Zezulka, the 1994 3M Fellows, and the numerous others who have given me the benefit of their ideas and support.

D.M.R.B.

If not before, then certainly since the publication in 1992 of Jaroslav Pelikan's *The Idea of the University: a Reexamination*, most people with a strong interest in the current condition and future prospects of the university will have encountered John Henry Newman's famous, false, and almost fatuous distinction between teachers and researchers. "To discover and to teach are distinct functions" and "distinct gifts" asserts Newman in the Preface to the original *Idea of a University*;

He...who spends his day in dispensing his existing knowledge to all comers is unlikely to have either leisure or energy to acquire new. The common sense of mankind has associated the search after truth with seclusion and quiet. The greatest thinkers have been too intent on their subject to admit interruption; they have been men of absent minds and idiosyncratic habits, and have, more or less, shunned the lecture room and the public school. (8; and qtd. in Pelikan 80-81)

Informing the perceptions and judgements of this passage are two caricatures that contain just enough truth or "common sense" to keep them alive and influential in the popular and even the academic imagination. The first is the figure of the indefatigable and under-appreciated teacher who spends all his days instructing vast numbers of voraciously demanding students, usually at the undergraduate level. The second is the figure of the eccentric and distracted researcher who has an abundance of "leisure" to pursue disinterested scholarship in the company of an élite cabal of colleagues and students, usually at the graduate level. Since he envisages them as such radically different types, it is scarcely surprising that Newman relegates teachers and researchers to separate institutions in his *Idea of the University*, the former to "Universities" and the latter to "Academies" (8).

The fact that Newman's caricatures do, occasionally, hold true in reality as well as in movies, "television [and] popular literature" (Giamatti 198),¹ must not be allowed to blind us to their gross inaccuracy as representations of the vast majority of faculty members in late-twentieth-century Canadian universities. It is a moot and debatable point whether any of this country's institutions of higher learning have ever successfully emulated Newman's Oxford, let alone the Socratic schools upon which he based his pedagogical ideals (and, of course,

another vexed issue is whether they should have attempted to do so in the first place). Less open to debate because obvious to anyone with eyes to see is that Canadian universities today are for a variety of historical and sociological reasons both "Universities" and "Academies" — institutions in which faculty members are motivated "[t]o discover" as well as "to teach" by the disciplinary and professional ideals that they themselves have established in their university's Appointments, Promotion, and Tenure documents. No less in Canada than in Britain, the United States, and elsewhere have university faculty members accepted the responsibility and challenge of "combining the advancement of knowledge through research with the extension of knowledge through teaching" (Pelikan 80).² That a small and often vocal minority of faculty resents the system of rewards and punishments, the proverbial sticks and carrots, that accompanies this quest for balance is a natural, inevitable, and sometimes justified consequence of the incompatibility between high ideals and human nature which should no more be allowed to compromise the ideal than to breed indifference to excellence in one or other of the areas that it seeks to bring into creative conjunction.

Despite the fantasies of many of their founders and architects, the roots of Canada's universities lie less in Britain or France than in the United States and Germany — in the American idea of a liberal or humanistic education and, more to the present point, in the German understanding of the interdependence of teaching and research (see Giametti 41, 129-37). It is because the roots of the Canadian university system lie deep in nineteenth-century German soil that Adolf Von Harnack's famous "statement of faith" at Münster in 1929 can so easily be expanded to include Canada:

Never must our German [and Canadian] universities and institutions of higher

learning change their character of being devoted both to instruction and to research. It is in the combination of research and instruction that the[ir] distinctiveness ...is expressed; [and] this distinctiveness, in which research and instruction mutually fructify each other, would be completely destroyed if this combination were dissolved.... [In some countries] the chief emphasis lies on introducing students to the results of scholarship. But at our universities we want to introduce them to scholarship itself, and to teach them how one arrives at the reality and truth of things and how one can advance the progress of scholarship. (qtd. in Pelikan 84-85)³

So how does one "introduce [students] to scholarship itself"? How does one involve them in the process through which new knowledge and fresh perspectives are developed? How does a faculty member combine "the advancement of knowledge through research with the extension of knowledge through teaching"? No doubt, there are as many answers to these questions as there are students and faculty members. What follows, then, can only be a personal view based on my own limited but, I hope, not entirely idiosyncratic experience as an instructor and researcher in English at Western, a university which for many years has conceived of itself as an institution "*devoted both to instruction and research.*" To quote the relevant section of *The University of Western Ontario: Conditions of Appointment*: "[t]he criteria for evaluating the candidate's record shall be: (a) Performance in teaching and associated activities.... (b) Performance in research, performance in scholarly activity, and..., where appropriate, performance in the fine and performing arts...[and] (c) Performance in general contributions to the University, the academic profession, and the community... Each candidate for promotion and/or tenure is expected to establish a record of performance in (a), and (b) and in

(c). Normally, the significance accorded to (a) and (b) relative to each other should be approximately equal and individually greater than that for (c) (6).⁴

When I came to Western in 1975, it was made abundantly clear to me that research and scholarship should occupy large quantities of what Newman calls my "leisure" time. But it was also made very clear that the English Department viewed itself as a place in which teaching and learning were to be vigorously fostered among both students and faculty. During my early years as an Assistant Professor, I was assigned an honours course in one of my areas of specialization (Canadian literature) but I was also apprenticed, as it were, to some of the Department's finest teacher-scholars in a variety of general and first-year courses. This was as pedagogically inspiring as it was bracingly intimidating, and I have no doubt whatsoever that the few skills that I now have in communicating ideas to students and colleagues in oral and written form were shaped in the crucible of my early and continued exposure to undergraduate teaching in teams composed of experienced instructors and, later, enthusiastic graduate students. I am sure that I am not alone in noticing how frequently new perspectives and fresh ideas take shape under the pressure of preparing lectures, tutorials, and assignments for honours, general, and first-year courses. There is nothing better than the puzzled look of a first-year student to tell you that an idea is unconvincing or poorly stated. By the same token, there is nothing more exciting than seeing the light go on in an undergraduate's eyes as the result of what you know to be a new idea or a fresh perspective. "The scholar can have no better practice for...writing...books than a continued exposure to undergraduate teaching," observes Pelikan with only a modicum of hyperbole, for the task of "organizing the material of an undergraduate course into discrete units, like the task of

dividing the results of an investigation into an outline and individual chapters," requires a great deal of "critical reflection about...hypotheses and generalizations" (94-95). As a Japanese proverb has it: "[t]o teach is to learn."

Of course it would be disingenuous to suggest that undergraduate teaching is the only, or even the richest, source of the sorts of new ideas and fresh perspectives that characterize the most engaging and enduring scholarship in the humanities. In my experience, the most reliable sources of these insights are colleagues, the library, and those chance discoveries that theologians and psychologists attribute to the workings of Providence and synchronicity. "I am a great believer in luck," Stephen Leacock is supposed to have said, "and I find the harder I work the more I have of it." While my own sense of the origin of good fortune is both providential and Leacockian, it also involves a recognition that, thanks to the support of the SSHRCC and Western's Academic Development Fund, I have been able to work intensively and extensively in an area of research — early Canadian writing — that has proved to be fabulously rich in the raw material from which new ideas and fresh perspectives can be minted. To date, the research project with which I am involved — a series of scholarly editions and studies of early Canadian long poems — has produced fifteen monographs and numerous related articles and projects, including several by scholars at other Canadian universities. A critical history of early Canadian long poems entitled *Mimic Fires* has recently been published by McGill-Queen's University Press, and a seven-hundred page classroom anthology of the same materials — *Early Long Poems on Canada* — has recently appeared through the Canadian Poetry Press.

In many ways, *Early Long Poems on Canada* illustrates the interaction between teaching and research that the Canadian university system mandates and encourages.

A trial version of the anthology was assembled for a graduate course in Canadian literature in 1989-90; a selection of the poems contained in it was gradually added to the anthology of *Early Writing in Canada* that has been used in our honours Canadian literature course since the early eighties; and the introductions and annotations to these and other poems in the Canadian Poetry Press Series were developed in response to the views and needs of undergraduate students — that is, the undergraduate students working as research and computing assistants on the Canadian Poetry Project were asked to go carefully through the poems, marking words and phrases whose meaning they found opaque or obscure. As a result of this exercise, the level of annotation in the Canadian Poetry Press Series has seemed too high for some traditional scholars (see Bentley viii), but it nevertheless reflects the established needs of contemporary students for whom classical and Christian materials are much less familiar than they were to previous generations. Without the clarifying interaction between students and faculty that is created by an emphasis on “both... instruction...and...research” the products of the Canadian Poetry Project would unquestionably have been other and lesser than they are.

It scarcely needs to be said that projects such as the one I have been describing have also been productive at the level of graduate research and community service. Since 1987, five M.A. theses at Western have taken the form of scholarly editions of early Canadian long poems, thus providing their authors with an opportunity to place on permanent record their mastery of all the skills traditionally associated with English literary studies, from critical analysis to descriptive bibliography. During approximately the same period, knowledge and experience gained from the project has directly and indirectly enriched the work of several scholars who now occupy tenured or

tenurable positions at Alberta, Ottawa, Queen's, McGill, Memorial, and other universities. And for its principal investigator and principal student, the Canadian Poetry Project has provided a seemingly endless series of puzzles and opportunities, one of the most productive of which was a reference to Native land claims in an early Canadian long poem — *The Rising Village* — that led to the proceedings of the Supreme Court of Canada, to the decisions of the Marshall court in the nineteenth-century U.S., and, thence, to any group or any journal that would entertain the results of these researches — a motley company that included Western's Senior Alumni Association, the Learning Unlimited group at Woodstock, the Department of English at Dalhousie, and the journals *Canadian Literature*, and *Recherches sémiotiques/Semiotic Inquiry*. Of course, one incentive for these research and teaching activities is provided by the University's endorsement of scholarly communication in the local, regional, national, and international forums. More gratifying and motivating, however, is the interest of colleagues and students at all levels — graduate, honours, general, first-year, and continuing — in the perception that early Canadian poetry and today's Native land claims are both deeply informed by ideas about property and social development whose origins lie in the theories of John Locke, Adam Smith, and other seventeenth- and eighteenth-century thinkers. This year I have added *The Rising Village* to the list of texts to be studied by the three hundred and fifty or so students in my section of first-year English. With any luck, it will increase their awareness and understanding, not only of Canadian literature, but also of the cultural continuity of which it is a part and a reflection.

One final aspect of the Canadian Poetry Project and similar research endeavours needs to be mentioned in the present context, and that is the opportunity they provide for graduate and undergraduate research

assistants to acquire usable computing and publishing skills while they are helping to "advance the progress of scholarship." During the academic year and the summer term, the Canadian Poetry Project employs several such research assistants, who learn to perform all the tasks necessary to transform raw documents into publishable books. All the Canadian Poetry Press editions have been produced in this manner, as for the last three years has the journal *Canadian Poetry: Studies, Documents, Reviews*. As evidence that it is possible, at least on a small scale, to combine the scholarly aims of conserving and advancing knowledge with the utilitarian goal of providing students with usable — indeed, marketable — skills, I can do no better than quote two letters from graduates of the Canadian Poetry Project. The first is from Thérèse Clohosey, who went on to do "freelance work in writing, editing, and designing" after her stint as a research assistant on the Canadian Poetry Project in 1988-90 and now works in the Community Services department at Georgian College in Barrie. "Due to my experience with desktop publishing" [on the Canadian Poetry Project], she writes, "I was responsible for the design and layout of a Resource Kit" for "businesses and industries that are downsizing.... I greatly enjoyed my time with the Canadian Poetry Press and the experience I gained has been invaluable to me. Thank you for providing me with the opportunity to learn more about not only the publishing process but also the rich legacy of Canadian poetry." The second letter is from Donna Fitzpatrick, who worked briefly on "computer software development at Bell Canada" after leaving the Project in 1987 and now runs the office of a Senator in Ottawa. Ms. Fitzpatrick writes that "[w]orking for [the Canadian Poetry Project] was [her] introduction to computers, and "taught [her] the skills [she] needed to compete in the job market":

The time I spent on the Project...was a distinct advantage when I applied for

employment. University students in the arts do not have the same opportunities to gain experience in the workplace that science students often do; this was, in effect, a co-op programme...which enhanced the credibility of my time at the university.... I strongly encourage ...continued support of projects such as this which allow English students the opportunity to identify particular skills on a résumé, when too often employers cannot recognize the intangible skills an English degree represents.

Ms. Fitzpatrick also states her belief "that working in the academic world helped distinguish [her] from applicants who had only worked in the public sector, or had spent their time at university entirely on their studies." Taken together, the letters and experiences of Thérèse Clohosey, Donna Fitzpatrick, and others like them suggest that so long as Canadian universities continue to foster both teaching and research they will be able to accommodate the diverse and changing needs of their students, their faculty, and the society at large.

Grounded in history, tested by time, and perennially capable of producing new branches, new leaves, and new fruit, the Canadian university is a fertile hybrid of teaching and research that must not be allowed to wither away in the drought caused, in part, by anti-intellectuals of the political left and right who either fail to see its unique traditions and strengths or wish to bend its structure and constituents to their own purposes. Already the narrow and manipulative agendas of certain provincial governments, educational theorists, and faculty associations (or unions) have put enormous strain on the universities' ability to fulfil their research-and-teaching functions. Already these interdependent functions have been split apart by those who equate research with release time and attendance at smorgasbord conferences or

teaching with hand gestures and references to Star Trek. Already the intellectual and social lives of present and future generations of students and faculty have been distorted and impoverished. But perhaps it is not too late to repair existing and prevent future damage by affirming once again with Von Harnack that the distinctiveness and fertility of our universities resides in their simultaneous devotion "both to instruction and to research."

Notes

1. "At best," continues A. Bartlett Giamatti, "the popular image of the college teacher ... is that of a ruffled child, fit to tend his grazing herd of adolescents across academic groves but totally lost before machines, money, and worldly temptation.... At bottom these images and their variants show us figures who ... go to class but not to office. They meet neither trains, payrolls, nor the public; what they sell cannot be seen and probably, therefore, does not exist. If it does, it is suspect" (198).

2. In "Myopia and Mythology: Some Personal Observations on Canadian Approaches to Science and Technology," an address to the British Columbia Science and Technology Fund Annual Reviews on January 16, 1992, David F. Strong treats the separation of teaching and research as one of the pernicious myths embedded in recent thinking about Canadian universities: "What can one say about the idea, most recently perpetuated in Dr. Stuart Smith's Report, that there is a dichotomy between research and teaching which leads to the latter being undervalued...[or the statement in a] recent federal document that *'the erroneous emphasis that exists today on professors to do research and publish material could also be diminished so that this valuable energy can be redirected to educating the students'*? Such ideas ignore two basic truths. Firstly, especially given the rate with which knowledge is expanding today, a

professor who is not active and creative in research and other scholarly activity will very quickly become out-dated, 'teaching' yesterday's knowledge. If all professors stopped doing research, the university would very quickly be out-dated and out of touch. If all our universities are out of touch, then the whole country is, and we are *de facto* what we have been described as: 'a third-world country living beyond our means.' Secondly, graduate student education cannot come from just 'teaching'....It must be done in the best apprenticeship traditions where the student learns by doing, at the side of a top-notch scholar. Otherwise, students will have to learn second- or third-hand from books, which are often out of date when they are published" (8-9).

3. The York University *Brief to the Ontario Council on University Affairs in Response to the Council's Discussion Paper Sustaining Quality in Changing Times: Funding Ontario Universities* contains strong arguments for the inseparability of "teaching and research" and urges "Council to reflect seriously that a University without a strong research profile is unworthy of the name" (2). "Even if there were no empirical confirmation of the positive link between research and teaching," continues the *Brief*, "there are purely philosophical reasons why there should be such a link....Universities exist to train the habits of creative intellectual work, and creative intellectual work requires exposure to the process of research: the asking and testing of original and probing questions relevant to some significant argument, the acquisition of evidence, and the application of judgement appropriate to the evidence and argument. It is these skills, rooted in exposure to the conduct of research programmes, that underly the universities' contribution to economic and social development through the training of creative scientists, professionals and intellectuals. Take away the linkage between research and

teaching and you diminish the quality of learning that is central to a university education as compared to other types of secondary and post-secondary learning. ...Nothing would be more calculated to ensure the universities are unable to deliver graduates with the appropriate research skills than a funding formula that treats teaching and research as two solitudes" (4).

4. "However, the relative significance of (a) and (b) may be determined by the Faculty Committee on Promotion and Tenure as long as neither (a) nor (b) is excluded. An outstanding individual record in either (a) or (b) may be sufficient reason for promotion and/or the conferring of tenure" (*University of Western Ontario* 6).

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Much Response and Some Action at B.C.'s University Colleges

History

At its November 1994 meeting, the ACCUTE executive voted unanimously to advise Canadian English department chairs to exercise caution in accepting for transfer credit upper-level courses begun at British Columbia's four university colleges after January 1995. We were doing this, as we stated explicitly in our letter to Dan Miller, the B.C. Minister of Skills, Training and Labour, "not because [ACCUTE] has any misgivings about the faculty currently teaching these courses."

Our concern arose from the fact that the original legislation establishing the university colleges, drawn up by the Social Credit government of Bill Vander Zalm, made no provision for external academic review of the university college programs,

gave faculty a minimal role in academic governance, and offered faculty no assurances about research opportunities or teaching loads. As long as the university colleges remained affiliated with the three B.C. universities, however, and unable to offer their own degrees, this defect in the founding legislation had been relatively harmless. The supervising universities insisted that teaching loads, research opportunities, and qualifications of those university college faculty who taught upper-level courses approach those offered by Canadian degree-granting institutions. But last year the present B.C. government of Mike Harcourt moved to sever this relationship and give the university colleges independent degree-granting status, while making no move to amend appropriately the

College and Institute Act which governed them. By late November it was apparent to the ACCUTE executive that unless the government were to take further action, the university colleges would be effectively autonomous—i.e. without funded liaison with their affiliated universities—after April 1995, and operating without effective means of protecting the standards of the courses they were offering to students or of protecting the efforts of faculty to keep their curricula in touch with the academy at large.

Accordingly, ACCUTE wrote to the Honourable Minister responsible for the university colleges, advising him that it had "become unclear to what extent the staffing and teaching of these courses will be monitored and mentored by the British Columbia universities presently affiliated with the colleges once provincial liaison funding ceases." Among the "new unknowns" will be "the workloads of the faculty members teaching upper-level courses, their opportunities for research, the adequacy of the library resources supporting the courses, and the qualifications of faculty newly assigned to teach the courses." We urged him in the short term to "restore liaison funding so that the affiliated universities could perform their mentoring and monitoring roles," and in the longer term to "establish a requirement for independent academic program review for each of the university college's degree programs."

The Minister's Response

Bill 22, the College and Institute Amendment Act enabling the university colleges to offer their own degrees, was proclaimed quietly earlier this year, although without any announcements about when the first degrees would be offered or about the continuation of liaison funding. When asked publicly about ACCUTE's concerns, Dan Miller is reported to have pretended ignorance of ACCUTE's existence, and to have dismissed questions

about the colleges' preparedness to assume their new roles.

Just as the present newsletter was going to press, however, ACCUTE received from the Minister a polite three-page letter thanking us for our interest in the university colleges and suggesting that his ministry had been working on some of the issues we had raised. But the reassurances he offers here are for the most part ambiguous. "Considerable work has been done during the last five years," he writes, "to develop permanent arrangements which ensure that credible degree completion opportunities are in place at the university colleges." Will these "permanent arrangements" involve independent external review or even apply to existing program?—possibly not:

My Ministry has recently finalized a new degree program approval process which will be implemented in the near future. All new degree programs will be subject to this process, and will receive careful examination prior to their establishment. Institutions will be required to submit a formal proposal to the Ministry for review to ensure that the proposal is consistent with the needs of the post-secondary education system, that there is a labour market demand for the new degree program, and that system resources will be used efficiently. This will ensure that degrees from university colleges and institutes are as credible as those granted by the universities, whether for the purposes of employment or post-graduate training.

However, since our receipt of the Minister's letter we have obtained, from one of the university college English departments, a more detailed and sanguine understanding of the new review process. According to this person, the new process

will ensure that new programs will be vetted on a province-wide basis by a

committee made up of significant university representation. The committee will have the mandate to examine existing programs as well. If they do not pass muster, presumably they will be warned, or possibly done away with completely. I understand that the committee will examine such matters as whether faculty have the qualifications to teach a program, whether the institution has sufficient library and other support, and, by extension, whether the institution is allocating its resources to serve the needs of the program. These ought to satisfy many of your concerns.

As indeed they might, particularly if sent to us over the Minister's signature. Which of the above descriptions most closely matches the official Ministry policy? At this point, it seems wiser to hope than guess.

The Minister's attempts to reassure us about liaison funding in this letter are similarly unsatisfactory. "Liaison funding will continue to be provided for the universities to enhance degree completion opportunities at university colleges until permanent arrangements are fully in place." There is no indication here about whether the liaison funding will be at the same level as in the past, and a strong hint that, much like the new "permanent arrangements," it will not apply to existing degree programs. The phrase "to enhance degree completion opportunities" sounds suspiciously like a liaison program to support only new courses and degree programs.

It is obscure to us how such limited liaison funding would satisfy the three B.C. universities or encourage them to continue granting degrees to university college graduates during the transition period. In this regard, in the last few days we have obtained a document issued by the University of British Columbia in which it offers to continue liaison in whatever form its two affiliated university colleges wish,

and to play "a post-independence role if desired." But the document concludes with a nervous statement about funding, noting that collaboration to date "has not come at the expense of its own operation," and offering to support "the notion that Government fund" any university-university college linkage. The clear implication is that a lack of government funding could reduce or otherwise jeopardize collaboration and that funding is not presently assured. Yet at a third university college, not affiliated with UBC, the Minister's liaison funding announcement to ACCUTE is interpreted as an unambiguous commitment to fund the original level of liaison. Again, it is difficult for us to know what the actual situation may be. We will obviously have to seek clarification from the Ministry on both liaison and program review.

On the positive side, Dan Miller's new letter offers some unprecedented comments about the role of research in the university colleges. But it undercuts these comments by in the very next sentence absolving the Ministry of all responsibility for this vital aspect of the academic environment.

While research has not been mandated as a requirement of these institutions, my Ministry recognizes that both the development of knowledge and teaching are enhanced when faculty are given the opportunity to engage in scholarly research. The responsibility for providing opportunities for scholarship, research, and professional development, as well as the determination of faculty workloads, will continue to rest with the institutions under their collective agreements.

Quite simply, in the absence of external academic program reviews which could evaluate the suitability of faculty workloads and opportunities for research, such a Ministry policy would not suffice. As one university college ACCUTE member commented about this part of the Minister's

letter, "It seems peculiar that we should ever be in the position of bargaining our right to do research, as though that were a benefit like eye-care or vacation time. ... I don't bargain my right to teach classes, why would I bargain my right to do research?"

Elsewhere Much Rage, Some Reflection

While the Honourable Dan Miller's measured reply took more than two months to reach us, the responses of college administrators were prompt and perhaps predictably shrill... "Misuse of Your Position; Indiscriminate Condemnation of All of Us; Inability to see the Nature of the College Mandate." These were also disappointing, for ultimately, it seems to us, sound answers to the questions ACCUTE has raised would strengthen the position of university college presidents vis-à-vis the provincial Ministry, and enhance their credibility among academic administrators.

"You have gone far beyond the bounds of responsible cautioning which you seem to believe the privilege of academic freedom grants you," wrote one irate B.C. university college president. "You have chosen to discredit everyone involved in the university-college movement in B.C., and without cause you have damaged the reputation of our faculty, students, and graduates." Probing analysis and external review were, of course, warmly welcomed: "All of us...welcome scrutiny and evaluation." But ACCUTE was not welcome here, in form or substance: "you owe all of us an apology and a retraction as soon as possible."

"I was appalled by the Press Release," wrote a college department head. It was "a serious breach of etiquette," and revealed "a grossly indifferent attitude towards those colleagues whom you have publicly embarrassed." Our critic then added a comment which would prove to be a fascinating sub-theme in many of the editorials written to us: "the university colleges are perceived as a threat because

they may bring about an apparently unwanted change in how undergraduate education would normally be delivered to the Canadian public." At a fraction of the full university price, colleges were closely, intimately, actually *teaching* students, as opposed to the large, research-oriented multiversity banking on "a system that relies heavily on graduate students to meet its undergraduate teaching needs." Such cavalier negligence clearly was "the price undergraduates pay when educational institutions emphasize research over teaching." This was not a theme or issue which ACCUTE had anticipated would arise in the expected exchange.

Another university college president wrote warmly: "I welcome your [ACCUTE's] examination of the concept [of university colleges]," but then quickly accused us of "despicable behaviour which one would not expect a learned society to engage in." Ignoring ACCUTE's statement that it had no misgivings about the faculty currently teaching at the university colleges, he added "You are not justified in casting aspersions on these people nor on the quality of their intellectual development."

One angry vice-president ("I found your actions reprehensible") was at pains to point out that colleges do encourage faculty to undertake independent research, and have a number of financial initiatives which enable teachers to be scholar/researchers as well. Our college, he noted, "has implemented sabbatical leaves, has established a scholarly activity fund to which faculty can apply and receive funds to undertake research projects, and has a fund which supports faculty to attend conferences, professional meetings, and extended leaves." A college planning office administrator wrote that "library resources are admittedly a problem," but thought that such weaknesses were being addressed vigorously by the college system generally, which had in the name of commitment to degree-level research

"specified[d] a maximum 12 hour contact week for those with scholarly workload obligations." He added: "Nor do I think that any university-college would be stupid enough to discourage research and scholarly activity, the activities by which all faculty stay current and enhance their pedagogy. That would only lead to institutional devitalization and entropy, and aggregations of third and fourth rate sloths." It was, of course, not up to organizations like ACCUTE, located in the self-serving halls of a large research university, to point out alleged shortcomings in smaller institutions: "I hardly think that the arbiters of quality should be institutions that consign substantial portions of their undergraduate instruction to untrained teaching assistants and untenured sessionals."

None of these criticisms came from ACCUTE members at the university colleges. Two college English instructors at a two-year college near Vancouver, however, did write to us of their dissatisfaction with us ("some of us are re-examining our membership in ACCUTE"), suggesting that the executive had revealed an implicitly dismissive attitude towards college instructors: "This patronizing attitude smacks of 'cultural imperialism' since college faculty are graduates of traditional universities." Like several other of our critics, they went on to point out the manifest and deliberate differences between colleges and universities. "It is true," they remarked, "that working conditions at university colleges are different from those at universities. However, the mandates of the two kinds of institutions are different." In ACCUTE's position there was "little mention of students' need but much emphasis on faculty's needs to research and publish." There clearly was at work an agenda for, and privileging of, "traditional research and education," and at the same time an ignoring of "the endeavour of students and faculty whose focus is more immediately practical." That ACCUTE's

focus had been on courses and degrees that could be transferred for credit at so-called "traditional research and education" institutions these critics did not address.

The perception that the ACCUTE position was something which smacked of large research multiversity arrogance was also the theme of one editorial in a west coast local newspaper, which accused us of taking "a needless swipe at the smaller institutions." Public opinion was heavily against the special prerogatives which universities, the editorial implied, had been all too eager to claim for themselves in the past, and "such comments [as ACCUTE's] only add to the concept of elitism that has gone hand in hand with university education for too long now, and undoubtedly something universities would like to protect." (Several B.C. newspapers that had covered ACCUTE's intervention, including this one, had unfortunately helped create this perception by running their stories under sensational headlines that implied falsely that the ACCUTE executive disapproved of *current* university college faculty and their courses — "Universities warned: college English courses inferior," "UCC English may not be up to snuff.")

There were, however, several notes of thanks, praise, and endorsement sent to us from the instructor level at ground zero. One college teacher, an ACCUTE member, wrote "to thank you on behalf of everybody here," adding, "ACCUTE's intervention has had a remarkable impact." He reported that "colleagues in other departments ... are all pleased and excited that someone has finally done something," and that administrators seemed particularly upset: "There will be some backdating going on — damage control." To give us some idea of what he suggested was "the hysteria level" at work, he cited "the comment of one of [his college's] Public Relations officers: 'This is a public relations disaster.'"

A president of a university-college faculty association offered a curious

combination of endorsement and the now standard rhetoric of administration officials, declaring first that ACCUTE's caution was "an ill-considered, reprehensible challenge to the credibility of some U.C.C. Arts degrees based only on something which might happen in the future," but then admitting that there was a great need for "timely internal discussion of these issues" (as opposed to the meddling of ill-advised "outside commentary"). Most in need of discussion was the anxiety of "many faculty," who were "very uncomfortable with the prospect of losing our ties to the universities." To be resolved, above all, were the "fears in the minds of many faculty that there is indeed an ulterior motive, namely that of removing the requirement for scholarly activity at some point after the granting of autonomy."

An ACCUTE member who teaches in the university college system saw our action "as of great benefit, since it's flushing a lot of birds out of the bush. If we get solid contract gains out of this, we'll all be helped, universities across the country and university colleges in B.C." In his conversations with an English chair at another college he also learned that there "the [ACCUTE] news release and letter to the president had wrung out a strong statement that 'scholarly activity' is not in doubt."

One university college English chair wrote: "I am told that the Board last night accepted the importance of gaining the approval of learned groups such as ACCUTE (although disapproving of ACCUTE's tactics)," and added: "I would very much like to see the caution lifted, but not until the concerns that led to the caution have been dealt with in a straightforward manner."

An ACCUTE member from an Alberta college commended our caution "about the potential for inadequate instruction of senior-level English courses when taught by college and university-college instructors who bear an excessively high workload." From personal experience, he knew how difficult

it was to maintain research and publication "when workloads exceed 12 hours per week, and I am certain that even the achievements you cite by the faculty at the University College of the Cariboo necessarily will taper off as the rigors of coping with 16-hour workloads take their toll." His letter urged us to involve our counterparts in other learned societies and to alert them to the problem of transfer credit for inadequately taught courses, as well as the need, nationwide, "to adhere to an appropriate workload cap." If the universities grant transfer credit for senior courses "taught by non-researching instructors with 16-hour, 200-student workloads, then the next logical step is to 'rightsize' the university workloads as well."

Troubling Messages

One of the more surprising and troubling notes in the responses to ACCUTE's outspokenness were recurrent indications that many in the B.C. college system perceive or desire conflict between teaching and research at the post-secondary level. At issue was the delivery itself of undergraduate education. One administration-level respondent from B.C. argued "a thread of self-interest and turf-protection" in the ACCUTE pronouncement. "There may be an ulterior motive," observed our critic, "a not-so-subtle subtext to your press release." What ACCUTE had not appreciated, or had not wished to see or acknowledge, was "B.C.'s remarkably effective way of increasing undergraduate education by up to 40% without increased cost." The college program and methods were only a natural outcome of "the public's growing concern that university professors, particularly in the Arts faculties, should return to the task of educating undergraduates."

Several college instructors, although none from English departments, were adamant and passionate about the opportunities afforded simply to teach by the college system. One defended his "faculty

colleagues" loudly and warmly. "Many of [them]," he remarked, "have chosen the College model over the university model" and have self-consciously chosen teaching lives as a first priority. He went on in a second letter to argue that the ACCUTE position "that teaching quality and research opportunity are directly related" was a dubious "presumption" which indirectly denigrates "instructors who have opted for careers as professional teachers (over research)." Having taught for twenty-five years, our respondent had come to believe that this position was merely an orthodoxy to which ACCUTE and large research universities subscribed, that is, the "overvaluing [of] research and post-graduate experience over undergraduate learning. It is an attitude and it is subtle." He concluded that "the ACCUTE position seems to devalue pedagogies and professionals who choose not to play the publish or perish game."

A similar point of view brought into the debate one voice far removed from the heat and dust of the west-coast outcry. A Maritime university colleague wrote: "I find myself wondering if I really want to keep on paying ACCUTE dues myself when the association seems less and less to represent anything I can identify with." He went on to note that "the 'caution' about college courses, however explained, seems from my point of view primarily an attack on a different type of institution, based on the unexamined premise that something called 'research' is an obvious good." It was obvious to him that "there is a bias in the organization towards large institutions with graduate programmes," adding, "people at large universities often forget that there are many people teaching at undergraduate universities and colleges and that the perceptions of these people may be very different." One could begin, for example, by examining unquestioned first principles: "it might be a good idea to consider what 'research' is." As things stand now, "most

humanists...write interpretive essays and books." Is this "research"? And does research activity impede other facets of the academic life? "Surely for many teachers the freedom from the 'publish or perish' imperative might be liberating. Such teachers would be free to read widely, to think about what they read, and to incorporate that thought in their courses, without having to try to find some way of grinding out essays that would satisfy peer reviewers who, behind the shelter of anonymity, are all too often happy to take out their professional frustrations on their equally anonymous victims."

Even more disturbing than this evidence of perceived polarization between research and teaching and between large and small institutions, have been small indications that for many ACCUTE members at B.C.'s university colleges academic freedom—at least in terms of the freedom to speak openly about the governance and academic review issues we had raised—may not exist. Several members who endorse ACCUTE's actions asked us to keep their names secret, saying that they felt uneasy about their futures, or like "double agents." Another instructor reported that anger toward ACCUTE seemed to have become an issue of loyalty at his institution. Another, at a different institution, reported that he fears that a colleague who has spoken out publically may eventually be "screwed" because of his candour. Yet another, whom ACCUTE had praised in one of its letters for his scholarly activities, is reported to have responded to collective pressure by hanging a sign on his office door, "Don't worry, I'm also a mediocrity." An atmosphere in which administratively unpopular views cannot be spoken or owned is not one in which sound curricular or personnel decisions are likely to be made. Such an atmosphere seems to us very likely part and parcel of the university colleges' lack of academic senates and effective faculty input to institutional policies.

Out of this atmosphere of reluctance and nervousness, however, there were a number of dissenting voices on the 'teaching' role to which colleges have been relegated or elevated. Wrote one English faculty member, "I wish ACCUTE (as it was then called) had been more active in supporting us in 1989, when we first had to confront the monstrous notion that teaching can or should exist entirely independent of study and research for their own sake." In those days, he added, "some faculty adhered religiously to the myth that colleges do better teaching than universities, and this bravado, frankly, was what kept them going in the face of appalling workloads of five sections per term." He concluded with a charitable afterthought: "Perhaps, as a gesture, I should rejoin ACCUTE after all these years...perhaps I should put my professional needs in a broader (even more political) framework. I'll think about it." And there was also the university college instructor who went to the heart of the issue when he/she asked quite simply that people teaching "courses for which the universities grant degree credit" should "have workloads which allow research." The ending of university affiliation "has the potential to alter workload and the status of research."

Looking Ahead

ACCUTE has replied directly only to a few of the many responses it has received. Most of the responses of the university college administrations have seemed to us designed more to inflame and polarize their faculty against ACCUTE than to address the major issues we had raised. Claims that we "have chosen to discredit everyone involved in the university college movement in B.C.," that our action "slanders" university college "students and educators without just cause," that it is "damaging ... to all of British Columbia's university colleges and their faculty" (all sent to us by university college presidents) have so blatantly misrepresented

ACCUTE's declared confidence in the quality of university college instruction attained under the mentoring of B.C.'s three universities that it is difficult to believe that the writers have wished dialogue with us. Descriptions they have sent us of current workloads, research funding, and sabbatical opportunities do not address the fact that such policies, established during the period of university liaison, have no structural protections once that liaison ceases. When we have replied, we have repeated that ACCUTE has "full confidence in the high quality" of the university college English departments and instructors. We have acted not only out of responsibility to our members at the university colleges and their students, but also out of our national responsibility: "the issues of research, workload, governance, and external review which we raise are not merely local university college issues but national ones." "Working conditions and teaching opportunities" should not be fundamentally alterable "at the whim of administrators, government finance ministers, faculty association negotiators, and other departments." As we pointed out in one reply to a disgruntled college administrator, "the favourable workloads and research funding that one presently enjoys [at one B.C. university college] may last only as long as the current contract."

In the last few days, with the arrival of Dan Miller's new letter, we have attempted to increase our communications with university college English departments and will shortly be using the occasion of the letter to renew our correspondence with the Minister and the college presidents. Our view at the moment is that the Minister's letter gives ACCUTE no reason to alter its advice to Canada's English department chairs that they should be cautious about granting transfer credit to university college courses offered after the 1994-95 academic year. The situation is highly changeable,

however, and differs among university colleges. We will be seeking clarification in particular about the Minister's declaration that liaison funding will be continued. If, as we fear will *not* be the case, this funding enables liaison much as before, and allows the affiliated universities effective input into the staffing and design of existing courses and programs, the executive will temporarily lift its caution for the duration of this liaison.

For the longer term, the executive has grave concerns about the effectiveness of possible academic quality procedures at the university colleges. It is extremely troubled by the absence of effective academic governance provisions at the institutions, and by the hints it has received that the consequent limitations on academic freedom may make it difficult for faculty members and departments to argue for the high quality programs and credibility assurances their students deserve. The absence of academic governance provisions makes even more urgent the establishment of periodic independent external review of university college degree programs. (The new UBC document we cited above also urges "regular, external program reviews.") We believe that without such review, some caution in granting transfer credit will continue to be necessary. (The ACCUTE executive's caution, of course, does not mean that an institution's courses or degrees will be necessarily deficient. It means simply that their quality may soon be unproven, and that a department chair may wish to establish this quality by making further inquiries.)

The best thing that can be said about the current university college situation is, that despite the Minister's disappointing letter, and a general lack of quick and reassuring change, there is now, in the wake of ACCUTE's intervention, some fluidity. The lack of dialogue between ACCUTE and university colleges presidents does not mean that our actions are unlikely to bring some benefits to our members and their students.

The intense weeks following our caution saw at least three of the university college administrations issue motherhood declarations of their support for research at their institutions—declarations which our members there could not remember being made before. At the moment, these declarations remain simply that. As far as we know, no "conditions of employment" statements enshrining research opportunities and responsibilities have been adopted by college boards, and no public movement toward external reviews which would evaluate the research opportunities and accomplishments of university college faculty has been made. Yet the possibility for faculty, and for associations like ACCUTE, to attempt to hold the administrations to their words has been established.

Perhaps most important, ACCUTE is now not alone in drawing attention to problems at the university colleges. In late December the Canadian Sociology and Anthropology Association wrote to the Honourable Dan Miller expressing its own misgivings about the ending of liaison between the colleges and B.C.'s universities. Here is the central passage of CSAA president Janice Newson's letter:

We are deeply concerned about the potential effects on the scholarly activities of our members who carry out teaching and research at the university colleges, of the premature disaffiliation of these institutions from the province's universities. We are particularly concerned about its effects on the quality of academic training that will be available at these institutions, in light of the fact that the earlier-than-planned disaffiliation does not provide sufficient time for developing and strengthening internal mechanisms for controlling the academic quality of the degrees that they will be granting. For example, it is our understanding that the university colleges do not currently

have academic senates to oversee the academic development of their programmes and that the provisions for involving the faculty in decision-making in such areas as curricular development and the hiring of academic staff are not formally developed and ensured. In light of this, until such time as internal academic monitoring structures have been put into place, retaining an external academic review function through the affiliated universities appears to us as a minimal necessity.

As well, the new UBC document about its university colleges raises specific curriculum misgivings:

For all their quality and vigour, however, arts offerings in the university colleges are fragile. Most majors and thematic options are predicated on a demanding rotation of teaching responsibilities among faculty approved to teach at the 300 and 400 level. Growing numbers of students place considerable demand on library resources. Library holdings in each institution should be expanded to allow more challenging assignments and projects for the students and to provide faculty with resources they need to maintain scholarly currency. As a general observation, the Okanagan and Cariboo libraries are particularly weak in those areas with majors that depend on books (e.g. History and English and to a less extent, Geography and Sociology). For some areas, acquisitions should include out-of-print and dated items. More hiring, and leadership that is both shrewd and visionary are going to be necessary if the potential inherent in the achievements of the last five years is to be realized, and if new thematic majors such as Latin-American studies are to be added.

As of this writing, the extent and effectiveness of liaison funding remains in doubt, and thus the effectiveness of the university affiliations. The proclamation of Bill 22 left unspecified the date on which the first university college degrees might be granted. If affiliations continue, the best guess is that the colleges will begin admitting third-year students to their own degree programs in September 1996, and produce their first graduates in 1998. Unless liaison funding is continued, university-college graduates in 1996 and 1997 could receive University of British Columbia, University of Victoria, or Simon Fraser University degrees that are 'irregular' in being based on courses staffed and taught without ongoing input from those universities. (This irregularity is unlikely to be more than a technical one for English students, however; the university college English departments we are most familiar with appear committed to honouring during such a period--to the extent that the general situation in their institutions permits--the conditions previously agreed to by their university colleagues.) As noted above, there appear to have been no measures yet taken to give the university colleges and their faculty the self-governance instruments, assurances of academic freedom, and external review guarantees necessary for their development and staffing of credible degree programs and courses of their own. Overall, this is a situation which could, by happenstance, result in the continuance of excellent teaching, but which could equally in the long run result in the betrayal of student trust and the abuse of conscientious faculty.

Nothing in this recent debate has changed our perspective on the issues we have raised and on the responsibilities of professional associations like our own. Our general hope is that the hyperbole and furore we have occasioned will go away, but without the issues raised falling from public and Ministry attention. We will continue working to that end.

ACCUTE Annual General Meeting Agenda

30 May 1995 at 3:30 p.m.
Université du Québec à Montréal

1. Approval of the agenda.
2. Approval of the minutes of the 1994 AGM.
3. President's Report.
4. Secretary-Treasurer's Report.
5. Report of the ACCUTE representative to the CFH.
6. Report of the Editor of *English Studies in Canada*.
7. Announcement of the F.E.L. Priestley Award.
8. Election of new members of the Executive.
 - a) Vice-President and President-Elect:
The Executive nominates Marjorie Stone (Dalhousie)
 - b) Two Members-at-Large:
The Executive nominates Heather Murray (Toronto) and Ken Hoepfner (Mount Royal College) for these positions.
- c) Graduate Student Member:
The Executive invites the Graduate Students Meeting (May 29 at 12:00 noon, Université du Québec à Montréal) to nominate a candidate for this position.
9. Motion by the Executive to increase ACCUTE membership dues by \$10 per member.
10. Report of the Professional Concerns Committee.
11. Other business.
12. Adjournment.

Executive Motion to Increase Membership Dues by \$10 per Member

At the May 30th AGM the Executive will be asking the membership to approve an increase in ACCUTE's membership dues of a flat \$10. This request, alas, has no connection to the news announced elsewhere in this newsletter that SSHRC funding for ACUTE and other scholarly associations will be phased out over the next three years.

Special Event for ACCUTE Members at this year's Learned's -

CRUISE, BUFFET, AND DANCING

on Wednesday eve, 6-11 p.m., 31 May

You can register for this event at the same time as you register for the 1995 Conference. On your conference registration form, indicate under the section called "Society Special Events" that you wish to register for event code **019-A, ACCUTE Cruise & Buffet**, and **include the additional \$40 fee with your conference payment.**

If you have already sent in your conference registration, clip this form, complete the information and send it **with a cheque for \$40 to:**

Congrès des Sociétés savantes 1995
Université du Québec à Montréal
CP 8888, Succ. Centre-ville
Montréal, Québec H3C 3P5

ACCUTE membership dues have not been increased for more than five years. For the past three years ACCUTE has consequently been operating at an annual deficit of approximately \$9,000, a situation in which every membership has been, in effect, subsidized by the Association, and in which every new member has become also a new expense. ACCUTE gives a large range of services to its members, lobbying for them with federal and provincial governments for better research funding, publication support, research time, workloads, and protections of academic freedom, publishing for them a newsletter and *English Studies in Canada*, representing them at the Canadian Federation for the Humanities, facilitating inquiry into pedagogy and theory, and organizing the annual conference. While the Association receives in most years generous support from its host institution, and large amounts of volunteer time from its executive, the minimal costs of operating a successful association have continued slowly to rise. The Executive urges the membership to support putting our Association on sounder financial footing as it enters the crucial phase-out period of SSHRC support.

1995 ACCUTE CONFERENCE PROGRAM

29 May to 1 June,
Université du Québec à Montréal

MAY 29, 1995

10:45 - 12:00

Plenary Session

Chair: Peter Auksi (Western Ontario)

Sheila Delany (Simon Fraser)

"Hagio, Porn, and Femcrit"

12:00 - 2:00

- (1) ESC Board Meeting
- (2) College Instructors' Meeting
- (3) Graduate Students' Meeting
- (4) Meeting for Graduate Chairs of English

Please register me for the following **Society Special Event**:

Code

019-A ACCUTE Cruise and Buffet \$40

I enclose a cheque or money order for \$40 to cover the event fee.

Name: _____

Address: _____

2:00 - 3:15

(1) Member-organized Session -- **Secrecy, Confession, and Gender Roles in Nineteenth-Century British Literature**

Chair: Dennis Denisoff (McGill)

Randa Helfield (Montreal)

"Confession and Cover Up in Bronte's *Villette*"

Julia Wright (Concordia)

"Domesticating Punishment: Confession in the Sherlock Holmes Narratives"

(2) **Manuscripts, Readers, and Editors** (Joint Session with Canadian Society of Medievalists)

Jane Toswell (Western Ontario)

"How Pedantry Meets Intertextuality: Editing the Old English Metrical Psalter"

James Weldon (Wilfrid Laurier)

"Manuscript Traces and Dream Vision in *Piers Plowman*"

Eric Reiter

"Personal Production of Manuscript and the History of Late Medieval Reading"

(3) **Renaissance Theatre and Play-Text**

Barbara Freedman (St John's, Maine)

"Protest, Plague, and Plays: Repoliticizing Elizabethan Theatre Closings"

Katherine Acheson (Toronto)

"From the Desirable Text to the Wilful Author: Reading the Erotics of the Renaissance Play-Text"

Anthony Dawson (British Columbia)

"Personal Affects: Seeing and Believing in the Elizabethan Playhouse"

(4) **Discourse and the Anxieties of Place**

Tim Heath, Herbert Wylie (Alberta)

"Replacing Canadian Writing: Revitalizing Approaches to Canadian Literature through the Discourse of Place"

Bonnie Hall (Queen's)

"'Lucid abnormalities': Anxieties of Place in the Writing of Elizabeth Bowen"

3:30 - 4:45

(1) Room RS 7639: Member-organized Session -- **The Spectres of Narrative: The End of the World and the Haunting of History**

Chairs: Teresa Heffernan, Marlene Goldman (Toronto)

Malcolm Woodland (Toronto)

"Wallace Stevens and the Ghosts of Apocalypse"

Norman Ravvin (Toronto)

"Putting and End to Endings: 'Spectral Narratives' in Fiction, Theory, and Philosophy"

Brian Wall (Saskatchewan)

"Tales from the Crypt: The Haunting of Beckett's TV"

(2) Member-organized Session -- **Domestic Violence in Victorian Literature**

Chairs: Maggie Berg (Queen's), Lisa Surridge (Victoria)

Kate Lawson (Northern British Columbia)

"Violated and Defiled: Signora Neroni's Body in *Barchester Towers*"

Peter Sinnema (York)

"George Cruikshank's *The Bottle* and the Exposure of Domestic Violence"

(3) Member-organized Session -- **Christianity and Critical Theory**

Chairs: Deborah Bowen (Ottawa), Irwin Streight (Queen's)

Patricia Sunderland (Western Ontario)

"Father, Son, and Robertson's Ghost: Christian Approaches to Chaucer in an Anti-Patriarchal Age"

Terrence Craig (Mt Allison)

"Invisible Texts: Critical Avoidance of Missionary Lives"

James Horton (Western Ontario)

"The Spiritual Problem of the Collective Subject in Dos Passos' *U.S.A.*"

(4) Early American**Anna Louise Atkinson** (Queen's)

"Marrying America: Husbands, Husbandry, and the Rhetoric of (Re)Production"

Bryce Traister (Berkeley)

"Writing the Maternal Text: William Wells and the Construction of the Feminine"

Robert Martin (Montreal)

"Fourier in America"

(5) Contemporary Drama**Karen Grandy** (Mt Saint Vincent)

"Playing with Time: Reaney's Donnelly Trilogy"

Virginia Cooke (Fraser Valley)"Island of the Mind: Mystery in Brian Friel's *Wonderful Tennessee*"**Ann Wilson** (Guelph)"Issues of Nation and Theatre: Timberlake Wertenbaker's *Our Country's Good*"

5:00 - 7:00 pm

President's Reception: Sanguinet Park, under the marquee

May 30, 1995

9:15 - 10:30

(1) Dramatic Cross-Dressings**Christine Luckyj** (Dalhousie)"Crossdressing as Parody in *The White Devil*"**Marie Loughlin** (Okanagan)"Cross-dressing and the Erotics of Dismemberment in Beaumont and Fletcher's *Philaster*"**(2) Modern American Fiction****Janice Stewart** (McGill)

"Tainted Love: Gothic Romance in Faulkner, Gaines, and McCullers"

Jill Matus (Scarborough, Toronto)"Toni Morrison's *Jazz*: History and Creative Improvisation"**(3) Literature and the Marketplace****Elizabeth Jones** (Ottawa)

"Writing for the Market: Keat's Odes as Commodities"

Edward Bishop (Alberta)

"Marketing Modernism: Joyce, Woolf, and the Field of Cultural Production"

(4) Modern Literature**Jane Haig** (Victoria)"'But how describe a world seen without a self?' Woolf's (Re)Visionary Mirror in *Between the Acts*"**Elizabeth Podnieks** (Toronto)"'... waiting for revelation: key to unlock': The *Diaries* of Antonia White: A Literary Case Study"**Brian Patton** (King's, Western Ontario)"Vexing Nature/*Sexing the Cherry*"

10:45 - 12:00

Plenary Session

Chair: Frank Davey (Western Ontario)

Katherine Hayles (UCLA)

"Literature in Transition: The Impact of Information Technologies"

12:30 - 2:00

(1) ACCUTE Committee for Professional Concerns Meeting**(2) ACCUTE Executive Meeting**

2:00 - 3:15

(1) Member-organized Session -- The Electronic Word

Chair: Christopher Keep (Queen's)

Jeff Miller (British Columbia)

"Out of Our Senses: The Disembodied Consciousness of Virtuality"

Mark Cochrane (British Columbia)"Derrida's Hypertext: *Glas* and the Virtual Economy of Visual Media"**Raymond Siemens** (British Columbia)

"Theory and Practice, Perception and Validation: A Rationale for Literary Journals in the New Medium"

(2) Member-organized Session -- War and Gender, I

Chair: Janet MacArthur (Okanagan UC),
Donna Coates (Calgary)

Jude Seaboyer (Toronto)

"A Reading of Jeannette Winterson's *The Passion as Symptom*"

Sylvia Vance (Oxford)

"Where Women Also Lived: English Women Writers of the 1930s and the Articulation of the Relationship Between Gender and War"

Harry Vandervlist (Calgary)

"Mortified Masculinities: The Masculine Subject Traumatized and Re-Made in Frederic Manning, David Jones, and Wyndham Lewis"

(3) Narrative Voices

George Piggford (Montreal)

"E.M. Forster's *The Longest Journey* and 'The Spirit of Anti-Literature'"

Dennis Denisoff (McGill)

"'We Both Invented You': The Mutual Seduction of Wilde and Du Maurier"

Richard Nemesvari (St Francis Xavier)

"Robert Audley's Secret: Male Homosocial Desire in *Lady Audley's Secret*"

(4) Re-Reading Spenser

Shannon Chace-Hall (Queen's)

"Suture(d) Subjectivities and Leaky Vessels: Psychoanalysis, Colonial Discourse and Gender in Spenser's *A View of the Present State of Ireland*"

David Galbraith (Toronto)

"'All in amaze': Allegory and Imitation in Book I of *The Faerie Queene*"

(5) The Female Body

Lynn Shakinovsky (Wilfrid Laurier)

"The Return of the Repressed: Illiteracy and the Death of the Narrative in Hawthorne's 'The Birthmark'"

Jena Gerstel (Toronto)

"Imaging the Female Body: Lacan and 'Book 1' of *The Faerie Queene*"

(6) Rich and Levertov

Dorothy Nielsen (Western Ontario)

"Intertextuality and the New Lyric Subject in the Poetry of Denise Levertov"

Susan Holbrook (Calgary)

"The Fact of a Photograph: The Politics of Image-Making in Poetry of Adrienne Rich"

Brenda Carr (Carleton)

"Feminism, Accountable Citizenship, and a Poetics of Witness: Adrienne Rich's *Your Native Land, Your Life*"

3:30 - 4:45

ANNUAL GENERAL MEETING

5:00 - 6:00

ACCUTE Committee for Professional Concerns Meeting

5:30 - 7:00

Elysian Fields, Wine and Cheese Reception for ACCUTE Members

7:30

CFH Round Table: "PICO v.2 - a humanist in the year 2010"

Participants: Toni Carbo Bearman (School of Library and Information Science, Pittsburgh), Ronald Bond (Calgary), Jean-Claude Guedon (Montreal), Sandra Woolfrey (Wilfrid Laurier University Press)

MAY 31, 1995

9:15 - 10:30

(1) Eighteenth-Century Sexuality

Alison Conway (Western Ontario)

"Pornography and the Early Modern Novel"

Katherine Binhammer (York)

"Female Sexuality on Trial: Criminal Conversation Literature of the 1790's"

Jane Magrath (Alberta)

"Whores 'R' Us: The Production and Dissemination of the Prostitute in Eighteenth-Century Libellous Literature"

(2) Literature and Culture

Heather Murray (Trinity, Toronto)

"Reading Groups in Nineteenth-Century Ontario: The 'Other' English Studies"

Peter Clandfield (Queen's)

"Between Canada Customs and *American Psycho*: Censureship and the Printed Word"

(3) The Female Subject

Jackie Heslop (Victoria)

"The Postmodern Subject of Feminism and the Female Bildungsroman"

Linda Burnett (St Mary's)

"Ann-Marie MacDonald's *Goodnight Desdemona (Good Morning Juliet)* and Margaret Clarke's *Gertrude and Ophelia*: Revision as Feminist Meta-Dramatic Criticism"

(4) Romantic Fiction

Mary Wood (York)

"Conservatism and the Problem of Domestic Freedom in the Novels of Jane West"

Maureen Mann (Humber)

"Violence and Autobiography in *Jane Eyre*"

(5) Modern American

Peter Buitenhuis (Simon Fraser)

"Prelude to War: The Interventionist Propaganda of Archibald MacLeish, Robert Sherwood, and John Steinbeck"

Gordon Slethaug (Waterloo)

"The Buried Stream: Stochastic Narration in *A River Runs Through It*"

(6) Race and Identity

Christopher Douglas (Toronto)

"Half Ghost, Half Invisible: The American Narratives of Racial and Cultural Identity in Maxine Hong Kingston's *The Woman Warrior* and Ralph Ellison's *Invisible Man*"

Guy Beauregard (British Columbia)

"Selling Elisions: Neil Bissoondath and Locations of 'Race'"

10:45 - 12:00

Plenary Session

Chair: Michael Keefer (Guelph)

Homi Bhabha (Chicago)

12:15 - 1:00

Meeting for ACCUTE Campus Reps (Coffee & Donuts)

1:15 - 2:45

Executive-organized Session -- **New Technologies and Narrative Form: A Seminar**

Chair: Peter Schwenger (Mt St Vincent)

Derrick de Kerckhove (Toronto), on the advent of the printing press

Paul Delany (Simon Fraser), on hypertext

Veronica Hollinger (Trent), on the narrative potential of virtual reality

3:00 - 4:15

(1) Member-organized Session -- **War and Gender, II**

Chair: Janet MacArthur (Okanagan UC), Donna Coates (Calgary)

Karen Macfarlane (McGill)

"'Pure and Entertaining Reading': *The Boy's Own Paper*, Patriotism, and The Great War"

Wendy Eberle (Toronto)

"Women and the War with Words"

Tara Tovell (Queen's)

"'Living in the Fourth Dimension': Sexual Politics in Post-War Feminist Supernatural Fiction"

(2) Eighteenth-Century Studies

Susan Lamb (Toronto)

"Eighteenth-Century Popular Theatre and British National Identity: The Case of Samuel Foote's *Tourists and Imperialists*"

Andrew O'Malley (Alberta)

"Reconsidering *Taxation no Tyranny: Johnson's Refutation of Rationalist Philosophy*"

Tim Prior (Toronto)

"Confining Ourselves to Nature: The Function of the Grotesque in the Eighteenth-Century Comic Novel"

(3) Criticism and Theory

Peter Dickinson (British Columbia)

"Angels of History: Walter Benjamin, Laurie Anderson, Tony Kushner"

Roger Seamon (British Columbia)

"Before Deep Interpretation: The Neoclassical Model of Early Academic Literary Criticism"

John Walker (Toronto)

"What is Destructuralism?"

(4) Constructions of Women

Reina Green (Dalhousie)

"Women's Writing and the Significance of Space"

Nicola Nixon (Toronto)

"Essaying Womanhood in the 'Fin de Siecle'"

(5) Christina Rossetti

Margaret Linley (Vancouver)

"Keeping Up Appearances: Christina Rossetti Frames the Grotesque Poetess"

Mary Wilson Carpenter (Queen's)

"Victorian Feminine Sensations: Christina Rossetti and the Representation of the Male Body"

(6) Nineteenth-Century Prose

Christopher Keep (Queen's)

"A Monstrous Excrescence of Nature: Writing and the Possession of the Dead in *Mary Shelley's Last Man*"

Valdine Clemens (Manitoba)

"The Strange Case of Dr Jekyll and Mr Hyde: The Descent of Man and the Anxiety of Upward Mobility"

6:00 - 11:00

CRUISE, BUFFET, AND DANCING

The boat will leave at 6:00 pm (sharp); full details will be available at the ACCUTE registration desk.

JUNE 1, 1995

9:15 - 10:30

(1) Member-organized Session - **Lee Maracle** Chair: Winifred Mellor (Memorial)

Jennifer Kelly (Calgary)

"Lee Maracle's *Sundogs*: Theorizing First Nations' Female Subjectivities through Story"

Helen Hoy (Minnesota)

"The Politics of Location in Lee Maracle"

Winifred Mellor (Memorial)

"(Post)Colonialism and the Persephone Myth in Lee Maracle's *Ravensong*"

(2) Modern Canadian Poetry

Kevin McNeilly (British Columbia)

"All Poets Are Not Jews: Transgression and Satire in A.M. Klein"

Peter Jaeger (Western Ontario)

"Reading Translating bp Nichol"

(3) Victorian Fiction and Science

Shawn Malley (British Columbia)

"Rider Haggard's *She* and Victorian Archaeology"

Kristen Leaver, Elizabeth Dana Rescher (Toronto)

"The Case of the Divided Detective: Scientific Text and Hysterical Counter-Text in the Sherlock Holmes Stories"

(4) Nineteenth-Century American

Sandra Tomc (British Columbia)

"The Sweet Smell of Failure: Nathaniel Willis and the 'Genteel Tradition'"

Joel Faflak (Western Ontario)

"Whitman's 'Sea-Drift' and the Dissemination of Self"

(5) Canadian Women's Life-Writing**Janet MacArthur** (Okanagan)

"The 'Wild, Free Life': Contact Perspective in Susan Allison's Pioneer Recollections"

Rosalind Kerr (Trent)

"Salvaging Early Twentieth-Century Canadian Women's Writing: Turning Life-Writing into Literature in My/Our Grandmother's Work"

10:45 - 12:00**(1) Member-organized Session -- New Perspectives on East Coast Writing/ Perspectives on New East Coast Writing**

Chair: Herb Wyle (Alberta)

Glenn Willmott (Dalhousie)"East of Everything: Raddall's *The Nymph and the Lamp* and the Canadian Maritime 'Western'"**Christopher Armstrong** (Montreal)"'An Art That Conceals Itself': Writing, Community, and Myth in Alistair MacLeod's *The Lost Salt Gift of Blood*"**Danielle Fuller** (Leeds)

"Out on the Edge? Towards a Theory of Contemporary Atlantic Canadian Women's Literary Production"

(2) The Aesthetics of Literary Form (Joint Session with the Canadian Society for Aesthetics)

Chair: Adam Muller (McGill)

Leon Surette (Western Ontario)

"The Contingency of Literary Genres"

David Davies (McGill)

"Reading, Writing, and Responsibility"

Torsten Kehler (McGill)

"Writing as a Kind of Philosophy"

12:00 - 1:00

ACCUTE Executive Meeting

1:15 - 2:30**(1) Producing Quebec in English Canada** (Joint Session with the Assoc. for Canadian

and Quebec Literatures)

Chair: Susan Rudy Dorscht (Calgary)

Barbara Godard (York)

"Strategies of the 'Real'"

Frank Davey (Western Ontario)

"The History of the Coach House Press Translations"

(2) Canadian Women Writers**Nathalie Cooke** (McGill)

"Big Women and Tall Tales: Rhetorical Politics in Novels by Atwood, Swan, and Shields"

Donna Pennee (Guelph)"Femicide in Adele Wiseman's *The Sacrifice*"**Julie Beddoes** (Saskatchewan)"Speaking English: Postcolonial, Neo-colonial, and Maternal Language in Daphne Marlatt's *How Hug a Stone*"**2:45 - 4:00****(1) Producing English in Quebec** (Joint Session with ACQL)

Chair: Susan Rudy Dorscht (Calgary)

Winfried Siemerling (Sherbrooke)

"Other Canadian Canons: The Reception of English-Canadian Literature in Francophone Quebec"

Jennifer Henderson (York)

"Gail Scott: The 'Response-Ability' of an Anglo-Quebecoise Writer"

David Leahy (Concordia)"Learning to Speak Visayan and Other Necessities of Being Quebecois in Robert Majzel's *Hellman's Scrapbook*"**(2) The Writer's Craft: Ray Smith, Alice Munro****Elizabeth Reimer** (Cariboo)

"May We Surmise?: The Role of the Biographer in Alice Munro's 'Meneseteung'"

Paul Milton (Queen's)

"Ray's Place"

Conferences/Calls for Papers

The ~~South~~ **International** Willa Cather Seminar will be held June 24-July 1, 1995 at the **Université Laval** in Quebec City. Its theme is "Cather's Canadian and Old World Connections." Featured will be plenary presentations by such Cather scholars as **John J. Murphy** (Brigham Young), **Susan J. Rosowski** (University of Nebraska--Lincoln), and **David Stouck** (Simon Fraser) as well as by others, such as **Helen M. Buss** (Calgary), who have come to Cather from scholarship in other areas. These will be complemented by a range of concurrent sessions as well as activities in Quebec and its environs. An optional "pre-trip" to Grand Manan Island, New Brunswick--where Cather had a cottage--is being planned for June 20-23. The Seminar is being sponsored by the Willa Cather Pioneer Memorial, the University of Nebraska--Lincoln, St. Lawrence University, and Trent University.

Papers and proposals, as well as requests for further information, should be sent by March 15, 1995 to:

Professor Michael A. Peterman
Department of English
Trent University
Peterborough, Ontario K9J 7B8
phone: 705-748-1491
fax: 705-748-1630
email: mpeterman@trentu.ca

OR

Professor Robert Thacker
Canadian Studies Program
St. Lawrence University
Canton, New York 13617
phone: 315-378-5970
fax: 315-379-5802
email: rtha@music.stlawu.edu

At the 31st International Conference on Medieval Studies (Western Michigan U., Kalamazoo, May 1996), the Society for

Reformation Research will be sponsoring two sessions on literature: 1) Reformation Drama; 2) Strategies of Persuasion. Abstracts by July 15th 1995 to:

Professor Peter Auksi,
Department of English,
University of Western Ontario,
London, Ontario, Canada N6A 3K7.

The Christianity and Literature Study Group (which will meet concurrently with the ACCUTE meetings at the Learned in Montreal) invites papers of any length and on any period under the general rubric of "literature and religion." We particularly welcome submissions from doctoral students and contributions to a session on pedagogy and political correctness. Contact

Barbara Pell,
Department of English,
Trinity Western University,
Langley, B.C. V3A 6H4.

News of Members

Peter AUKSI (Western) has published *Christian Plain Style: The Evolution of a Spiritual Ideal* (McGill-Queen's University Press, 1995).

Pamela BANTING (Alberta) has resigned from the University of Western Ontario and has been appointed Adjunct Professor in the English Department, University of Alberta. She has published *Bareback*, a chapbook of poems and poetic prose, in the Pomflit series edited by Roy Miki and Irene Niechoda. She has also published the following: "Robert Kroetsch's Translation Poetics: Questions of Composition in the (Rosetta) 'Stone Hammer Poem' and *Seed Catalogue*," *West Coast Line* 10 (1993): 92-107; "The Phantom Limb Syndrome: Writing the Postcolonial Body in

Daphne Marlatt's *Touch to My Tongue*," *Ariel* 24.3 (1993): 7-30; "Body Inc.: Daphne Marlatt's Translation Poetics," in *Women's Writing and the Literary Institution*, ed. Claudine Potvin and Janice Williamson, in collaboration with S. Totosy de Zepetnek (Edmonton: Research Institute for Comparative Literature, University of Alberta, 1992): 1-19; "The Reorganization of the Body: Daphne Marlatt's 'musing with mothertongue'" in *ReImagining Women: Representations of Women in Culture*, ed. Shirley Neuman and Glennis Stephenson (Toronto: U of Toronto Press, 1993): 217-232.

Barbara GODARD (York) has recently edited *Collaboration in the Feminine: Writings on Women and Culture from Tessera* (Toronto: Second Story Press) for which she wrote and afterword and translated ten texts by Quebec writers. She also translated Nicole Brossard's "The Textured Angle of Desire" for *Yale French Studies* (1994) and published "Marlene Nourbese Philip's Hyphenated Tongue" in *Major Minorities: English Literatures in Transit*, ed. Lori Saint-Martin (Montreal: XYZ), and "From Visions of the Other to Theories of Difference—Canadian Literatures" in *RFR/DRF*, Spring 1994 (also forthcoming in *Visions of the Other* ICLA XIII Conference Proceedings, vol. 6, Margaret Higonnet, ed., Tokyo).

George M. JOHNSON (Cariboo) recently won the Andrew J. Kappel Prize for the best submission to *Twentieth Century Literature* in 1994, judged by John Fowles. The essay is entitled "'The Spirit of the Age': Virginia Woolf's Response to Second Wave Psychology." His essay "'The Caged Skylark': A Psychobiographical Portrait of G.M. Hopkins," will appear in the Spring 1995 issue of *Biography* (18:2), and the first of two volumes that he has edited of the *Dictionary of Literary Biography*, "British Novelists 1890-1918," will be published in July by Gale Research.

Norman RAVVIN (Toronto) has forthcoming in *Canadian Jewish Studies*, "Eli Mandel's Family Architecture: Building a House of Words on the Prairies." His article, "The Ghosts of Hirsch," which is nominated for a National Magazine Award, recently appeared in *Western Living*.

Margo SWISS (York) and **David A. KENT** (Centennial College) have co-edited *Heirs of Fame: Milton and Writers of the English Renaissance* (Bucknell UP), a collection of a dozen essays. In addition to Swiss's essay on Milton and Donne, the collection contains an essay on Milton by P.G. Stanwood (British Columbia).

Winfried SIEMERLING (Sherbrooke) has published *Discoveries of the Other: Alterity in the Work of Leonard Cohen, Hubert Aquin, Michael Ondaatje, and Nicole Brossard* (University of Toronto Press, 1994). His "Fascination and Liminality in Michael Ondaatje's *Coming THough Slaughter*" appeared in *Over Here* (England) 13.2 (1993); an interview with Leonard Cohen and a transcription of an unpublished Cohen manuscript are included in *Take This Waltz: A Celebration of Leonard Cohen* (eds. Ken Norris and Michael Fournier). His article "Historical Alterity and the Revenge of Names in Leonard Cohen's *Beautiful Losers*" is published in *Historiographic Metafiction in Modern American and Canadian Literature* (eds. Bernd Engler and Kurt Müller; (Paderborn: Ferdinand Schöningh, 1994). "Democratic Blues: Houston Baker and the Representation of Culture" appeared in *Problems of Democracy in the United States* (Berlin: John F. Kennedy Institute, 1993).

Eleanor TY (Wilfrid Laurier) has published a scholarly edition of *The Victim of Prejudice* by Mary Hays (Broadview 1994). Her article, "'Welcome to Dreamland': Power, Gender and Post-Colonial Politics in *Miss Saigon*," appeared in *Essays in Theatre* 13.1 (November 1994): 15-27.

1995 Membership Form

- New Member
 Renewal

Member's Name: _____

Academic Affiliation Information

Professional Designation: _____ Address (use home address *only* if you are without academic affiliation): _____

- Professor _____
 Assoc. Professor _____
 Asst. Professor _____
 Sessional Lecturer _____
 Instructor _____
 Retired Faculty _____
 Grad. Student / TA _____
 _____ Postal Code _____

Phone (wk): _____

Phone (hm): _____ Fax: _____

E-Mail: _____

Languages spoken (besides English): _____

I enclose (Please make cheque payable to ACCUTE - UWO and mail to Peter Auksi, Secretary-Treasurer, ACCUTE, Department of English, University of Western Ontario, London, ON N6A 3K7):

- The regular membership fee of \$65
 The reduced fee of \$30 (student / unemployed / underemployed / retired)
 The household membership fee of \$115 (2 memberships, one subscription to *ESC*)

Second householder's name: _____

Second householder's professional designation: _____

- The three-year membership fee (1995-97) of \$175

ACCUTE Membership Directory Information

Please complete the information on research interests found overleaf, for use in the 1995 ACCUTE *Directory*. The *Directory* is used mainly by colleagues seeking scholars to review books, prepare scholarly papers on special topics, and to evaluate manuscripts, grant applications, conference papers, and graduate student theses. In order to help colleagues locate specialists more easily, the 1995 *Directory* will list scholars categorically by *primary area of research interest* first. In addition, members may specify other categories in which they would feel comfortable performing professional tasks; these will be included in a secondary listing format.

Primary Listing (List only 1 area of specialization)

List specialization by Period / Nationality / Genre first; include other areas (Theoretical Methodology, Culture / Gender Studies; Authors / Works, etc.) if necessary.

Example: Modern British Drama; Feminist Theory, G.B. Shaw

If you are applying for a household membership, please differentiate clearly between research interests for each member.

Additional areas

Periods / Nationalities / Genres _____

Culture / Gender Studies _____

Criticism / Theory / Methodology _____

Language / Linguistics _____

Pedagogy _____

Authors / Works _____

Other _____
