



December 2005  
Newsletter

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#### ACCUTE'S MANDATE

To promote the interests of those teaching and studying English language and literatures in Canadian colleges and universities by facilitating the dissemination and exchange of research and the exploration of professional issues, by organizing scholarly and professional meetings, by seeking to improve work conditions, by representing the interests of members before provincial and federal decision-making bodies, and by supporting the interests and aspirations of members entering the profession.

## President's Column

### Keith Wilson

As always around this time of year, the ACCUTE office is moving into overdrive with the organization and vetting of submissions for next year's conference, scheduled for 27th-30th May at York University in Toronto. Many thanks to all of you who contributed to a bumper crop of proposals and papers, and to those who give so generously of your time at a busy season of the year to help with the vetting process. All the early signs are that the next Congress will be a particularly lively one and that York, fired by Western's stellar performance this year, is rising handsomely to the occasion.

The other ongoing task has been the preparation of the new ACCUTE Directory, on which our graduate student assistant, Denise Fidia, has been doing sterling work. We are most grateful to her, and to the University of Ottawa for making her assistance with this project possible. As you will recall, the Directory is revised and distributed to all members every second year. Our co-ordinator, Tobi Kozakewich, has streamlined membership-tracking procedures, so we know more precisely these days whether memberships are current. This should mean, along with the rationalization of the "area of interest" categories in the Directory itself, that you will find the new Directory both accurate in whom



Arts Hall, University of Ottawa

it lists and easier to use when trying to track down specialists in given areas. Should you be aware of any errors in your own listing in the previous Directory, there is still time to send us a fast e-mail to get them corrected. The new list should be ready for distribution in electronic form by the latter part of January.

Our late-fall membership drive has been undertaken (and in some instances is still in progress) with the help of the ACCUTE campus representatives. Thank you to the reps, and to all of you who encourage colleagues to join our association. Do keep up the recruiting efforts. We all – I hope! – know the reasons for belonging, and how important it is that ACCUTE remain one of the largest of the associations affiliated with the Canadian Federation for the Humanities and Social Sciences.

November was a particularly busy month at the Federation, with the Board of

## President's Column Continued...

Directors and General Assembly meetings (my report on which appears elsewhere in this Newsletter) held here in Ottawa, closely followed by the CFHSS sponsored "National Dialogue on Higher Education." Despite its pricey registration fee, this conference attracted more than 400 delegates. Its messages, both explicit and implicit, on current policy and future priorities – a reflection of the preponderance of policy analysts, senior bureaucrats, and higher-level university administrators rather than practising humanities scholars on the panels – made somewhat bleak listening, with much batting around of such familiar mantric phrases as "knowledge-based economy," "human capital," and our tired old friend "stakeholders." In fact, for much of the time the burden of this "dialogue" sounded both predictable and disconcertingly monologic. Since the conference opened on the day the federal government fell, it unfortunately received less media attention than might otherwise have been the case. A final keynote address by Belinda Stronach, Minister of Human Resources and Skills Development, had to be cancelled, since by that point she was no longer a minister and was already back in her riding readying herself for the election campaign. But it was a worthy attempt to get a debate

about higher education priorities going, and one can only hope that some of the administrators and bureaucrats present heard Jim Turk, Executive Director of the Canadian Association of University Teachers, when he announced in his opening night presentation "I am not a service provider, and my students are not customers. My goal is not to make my students want to buy a product I am selling, but to engage with my students in critical examination." Now there's a novel thought, but unfortunately one that, despite Jim's gratifying call to arms, was left largely unexamined for the next two days. For a fuller account of this conference, see Robert O'Kell's report elsewhere in this Newsletter.

I'm delighted to report that ACCUTE's good friend, and former President, Noreen Golfman, has been voted by acclamation into the position of President-Elect of CFHSS. Many congratulations to Noreen. And all good wishes to Jacqueline Wright, who at the end of this month is retiring from her position as Manager of Membership Communications at CFHSS.

My thanks to Jennifer Panek, Tobi Kozakewich, and Denise Fidia for the wisdom, efficiency and good humour they bring to all their work for ACCUTE. From all of us, the very best of the season to you, and warmest good wishes for 2006.

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*The new, electronic Directory will be available before the end of January*

### **Call for Contributions in MLA's Approaches Series**

For the series Approaches to Teaching World Literature, the Publications Committee of the MLA has approved development of *Approaches to Teaching the Works of Ngugi wa Thiong'o*, to be edited by Oliver Lovesey.

If you wish to contribute to the volume, please send your name and mailing address to Jeremy George at the MLA office by 15 January 2006 (fax: 646-458-0030); [jgeorge@mla.org](mailto:jgeorge@mla.org)



## The National Dialogue on Higher Education

**Robert O’Kell**  
**University of Manitoba**

The “National Dialogue” on higher education, organized by the Canadian Federation for the Humanities and Social Sciences and held at the Congress Centre in Ottawa on November 27<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup>, got off to a very promising start. Jim Turk (C.A.U. T.), the first of the keynote speakers at Sunday evening’s reception, defined the moment eloquently as one of significant opportunity to use the country’s current economic prosperity to strengthen post-secondary education in ways that serve both broadly cultural and specifically utilitarian goals. Turk pointed to the destructive consequences of the consolidated Canada Health and Social Transfer, the dangerous embrace of industrial management models in university government, and the consumer relations model of faculty-student relationships, which undermines the goal of critical thinking. And citing John Polanyi’s trenchant critiques of current trends, he also pointed to the weakening of disinterested, primary research as a result of the increasing emphasis on development and commercialization. Still, the most important challenge of the moment, Turk said, was to see the urgent necessity of putting more resources into the basic operating costs of our institutions of higher learning.

But the breadth and complexity of Turk’s vision proved difficult to sustain in the speeches and panels of the next two days and most of the conference’s registrants not on the program left with a sense of disappointment, that

the event as a whole had not lived up to its promise or their expectations. One of the problems was that the format of plenary sessions in a cavernous room was ill-conceived and did not much encourage, or even make possible, significant dialogue. Concurrent smaller sessions focussed on responses to papers distributed in advance would have helped. As it was, the rhetoric employed in the presentations was often tired and cliché-ridden and the presenters’ thinking, for the most part, followed well-worn paths. Restive listeners did on occasion try to raise alternative points of view, but the time restrictions of the question and answer period at the end of each session left most of them frustrated.

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*The format of plenary sessions ... was ill-conceived and did not much encourage, or even make possible, significant dialogue*

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The choices that shaped the program were even more problematic. The Federation’s laudable intention was to bring together people with different perspectives on higher education – academics, politicians and government bureaucrats, businessmen and students – with a view to stimulating some much needed change in public policy and public support. But far too many of the speakers failed to engage their audience and simply reported on the views, policies and actions of their own constituency, material that could have easily been distributed in advance. Genuine debate about the nature of the current problems in higher education and their solutions was almost non-existent, and it was noticeable that many members of the audience found distractions from their boredom in their “Blackberrys.”

All of that said, there were some genuinely stimulating presentations. Among the most lively of the sessions were the one on “Citizenship and Social Capital,” in which Jeffrey Simpson spoke well about the need for education with a wider, international focus, and the one on “The Federal Role in Post Secondary Education,” in which Paul Davenport countered the emphasis on utilitarian definitions of higher education. Much to the annoyance of the students from the CFS, he also articulated the destructive effects of tuition freezes on the universities’ core operating budgets. Also of note, for its analysis of what he called the “Academic Arms Race” amongst prestigious institutions in the United States and the decline there of both academic standards and equity of access, was David Dill’s paper in the session devoted to International Perspectives on Higher Education.

It is clear that in planning this “Dialogue” the Federation wanted to be as inclusive as possible and bring together persons whose paths might not often cross. To that degree the event was a considerable success, even if the impending election prevented major politicians from attending. It was a laudable achievement to have corporate leaders, deputy ministers, administrators from community colleges and university students and faculty present in such numbers. What was not clear from the perspective of members of the Federation and its scholarly associations was why the program lacked any sustained focus on the value and central role in higher education of the humanities and social sciences.

## From the Editor of *English Studies in Canada*

Jo-Ann Wallace

What wretched lop-sided creatures we are being made by the excess of the division of labour in the occupations of life! What on earth are we going to do with our time when we have brought the art of vicarious life to perfection?... I shudder to think how we shall bore each other when we have reached that perfection.

--William Morris,  
"The Revival of Handicraft" (1888)

I begin this month's column with a quote from William Morris as a way of explaining and apologizing for our long delay in bringing out the thirtieth anniversary issue of *ESC*. Largely for financial reasons, our approach to producing *ESC* has been (as Mike O'Driscoll once described it) "artisanal." That is, with the exception of the actual printing, all the production has been in-house. Working with In-Design, Harvey Quamen designed the *ESC* template, a template that allowed for pull quotes, footnotes (instead of endnotes), and so on. We all participated in workshops on typesetting, as have most of our graduate student assistants, and we learned our way around such arcana as "pulling up the pants" of a page to accommodate footnotes, "tracking" to rescue orphan citations from wintery isolation on an otherwise blank page, and eliminating excess to bring each issue in at a page count as close as possible to a multiple of 16 (the size of a "signature," as we also learned). We hummed and hawed about

whether to overturn the convention of beginning all articles on a recto and decided, again for financial reasons, that articles could happily begin on a verso if it meant saving 1/16 of a signature.

In spite of our best artisanal efforts, however, we found that we hit the same roadblock with each issue. After all the articles are typeset, proofed, and proofed again by authors, the really picky work of building the issue begins. This involves assembling the table of contents, building the cover (which itself involves technicalities like "crop marks" and "bleeding" – ouch!), chasing down the footnotes which inevitably migrate from their proper pages, and so on. This work fell to Harvey, our Electronics and Design Editor, and almost inevitably at the busiest times of the year. For this reason, we have altered our production process to bring a professional typesetter in for the final stage of production.

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*Look to receive issue 30.4  
by the end of January*

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This has delayed things somewhat as she learns our specific styles and quirks – and we gave her our most complicated issue to begin with – but we expect to have issue 30.4 at the printer before Christmas. This means that you can expect to have it in your mailboxes by the end of January. It's a fabulous issue: fat, full of good stuff (like Heather Murray's review article, written completely in heroic coup-

lets, on Terry Eagleton's *After Theory*). And following closely on its heels will be Peter Schwenger's also fabulous guest-edited issue on "Interiors." Other upcoming issues will include Readers' Forums on "Feminism...what are we supposed to do now?" and "RateMyProf.com."

I am also delighted to report that Robert Merrett, who many of you know already from his work for the CFHSS and as a former Associate Editor of *ESC*, is taking over as Business Manager. In addition to the normal duties of a Business Manager, Rob will be piloting us to not-for-profit status (which will have the immediate advantage of savings on the GST we currently pay to the printer) and seeking new sources of revenue, like advertising.

Early in the new year, *ESC* will also be moving from its current office in the Department of English at the University of Alberta to new digs in the University's Hub Mall. The new space – which we will share with the nascent Canadian Literature Centre/Centre de littérature canadienne and the Writer-in-Residence Program – is large, bright, open and literally in the hub of things. It will bring a much higher profile to the journal on the U of A campus and, who knows?, may in the long run help us in the fundraising efforts that are part of Rob Merrett's long-term goals.

Finally, on behalf of the editorial team, I would like to wish you all a happy and restful holiday season.

## News from the Graduate Student Caucus

**Richard Cassidy**

Greetings! Since my last report in September, I have relished the ongoing pleasure of corresponding with graduate student representatives from English departments across the country. I would like to thank you all for being there. It is very nice to know you. Although I am now in touch with most of the graduate English departments in Canada, I have still not yet heard from Wilfred Laurier, Dalhousie, Guelph, Northern BC, Brock, Windsor, or Acadia. I would like to invite anyone from there to be in touch with me about student representation by writing to:

richard[dot]cassidy[at]umontreal.ca

The responsibilities of a department rep are not many, but they are nonetheless important. On the one hand, campus reps represent ACCUTE within their department in the hopes of increasing student membership in the association and student participation at the Congress in May. On the other hand, reps represent their department at the Graduate Student Caucus by engaging in occasional flurries of email and by

attending if possible the Congress, being held this year at York in Toronto.

Perhaps the single most involved task of the departmental rep is the administration of the GSC's annual survey of graduate student life in Canada. This survey is designed to provide students with a more detailed picture of graduate English programs in Canada than is perhaps available elsewhere. The final report of last year's survey was published by Gregory Betts in the June issue of this newsletter, and can be found (in PDF format) at: <http://www.accute.ca/Members.htm>

As these annual reports accumulate, students will not only be able to compare different programs, we will also be able to compare how they have been evolving over time.

This year's list of survey questions has been re-edited by Kaley Joyes (McMaster), our VP information, and is printed below. Graduate student reps are being invited to fill in the survey (or parts of it) with the help of their graduate studies director, or department chair. That is, student reps

are not expected to know all the answers to these questions already. This is not a test. Rather, we hope that the administration of this survey serves as an opportunity to foster better communication between students and faculty. It is also hoped that department reps will share the survey questions and answers with their own student body, and will generate thereby an ongoing conversation about departmental structures and procedures.

Kaley is asking that the surveys be returned to her, complete, by the 15<sup>th</sup> of January 2006, so that she and Rilla Yaschuk (Saskatchewan), chair of the committee on departmental hiring practices, have time to process the data and produce their reports in time for our meetings at York in May.

Comments and questions about this (or any) part of the GSC mandate are always welcome and are warmly invited. Please address them to me and/or to Kaley and Rilla, or to the listserv.

### ACCUTE Graduate Student Caucus Survey of Canadian English Departments, 2005-2006

#### General Information

Number of MA students: \_\_\_\_\_

Number of PhD students: \_\_\_\_\_

Name of Graduate Caucus or Association? \_\_\_\_\_

Number of faculty associated with graduate programs: \_\_\_\_\_

Number of courses offered per year: \_\_\_\_\_

Breakdown of this year's courses by area (e.g. 4 Can, 2 Vict, 2 Am, 1 Theory, etc.): \_\_\_\_\_

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**ACCUTE Graduate Student Caucus Survey of Canadian English Departments, 2005-2006  
(Cont'd)**

**Funding**

Current tuition cost (per semester): \_\_\_\_\_

Is funding guaranteed to all students for the duration of their program? \_\_\_\_\_

If not, is funding available to some, for how long, and how? \_\_\_\_\_

**Working**

Available number of Teaching Assistantships (TAs)? \_\_\_\_\_

Available number of Research Assistantships (RAs)? \_\_\_\_\_

Available number of teaching positions available to graduate students? \_\_\_\_\_

What is the rate of pay for each (per hour)?: \_\_\_\_\_

What number of hours per week are available?: \_\_\_\_\_

Are these positions unionized? \_\_\_\_\_

**Social Life**

Do all students have office space? If not, who does?

Number of students per office: \_\_\_\_\_

Number of times per year faculty and students socialize (please provide some detail regarding locations): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Supports**

Is Conference Funding available? \_\_\_\_\_

Specify amount of conference funding (per annum or total over program): \_\_\_\_\_

Does the Department prepare students for the job market through professionalization (specify: mock interviews, teaching opportunities, seminars, advice for articles / grants, etc.)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does the Department prepare students for TAs or for teaching duties (specify: workshops, resources, etc.)? \_\_\_\_\_

**ACCUTE Graduate Student Caucus Survey of Canadian English Departments, 2005-2006  
(Cont'd)**

Which of the following are available to graduate students?

- C = computers     P = printing     Ph = photocopying     C = coffee  
 L = lounge     Lt = letterhead     BC = business cards)

Given the desire in the GSC to maintain continuous and self-renewing representation from all our member departments, we would like to know if your department refunds the fees for the student rep to ACCUTE-GSC?     Yes     No

**MA Program Requirements**

Coursework Option – Number of courses (specify half or full): \_\_\_\_\_

Thesis Option – Number of courses (specify half or full): \_\_\_\_\_

Language requirements (number and, if applicable, specific type): \_\_\_\_\_

Research Methods requirements: \_\_\_\_\_

Other requirements (thesis workshop, oral defense): \_\_\_\_\_

Ideal number of years to completion: \_\_\_\_\_

Actual average number of years to completion: \_\_\_\_\_

**PhD Program Requirements**

Number of Courses (specify half or full): \_\_\_\_\_

Number of Comprehensive Exams: \_\_\_\_\_

Briefly describe exam process: \_\_\_\_\_

Language requirements: \_\_\_\_\_

Research Methods requirements: \_\_\_\_\_

Other requirements: \_\_\_\_\_

Ideal number of years to completion: \_\_\_\_\_

Actual average number of years to completion: \_\_\_\_\_

Is funding available beyond ideal number of years to completion? \_\_\_\_\_

**ACCUTE Graduate Student Caucus Survey of Canadian English Departments, 2005-2006  
(Cont'd)**

The following portion of the survey is intended to gather information specifically on hiring practices in your department. Many of us who are working towards a graduate degree, are doing so with the hopes of becoming faculty at a University. These questions are designed in the hopes of finding out how departments are preparing graduate students for the academic workforce, and also to obtain some specifics for hiring practices within your department. Because these questions ask for such specific information, your Graduate Chair may not have the answers on-hand. I encourage you to make an appointment with your Department Head to fill in whatever blanks may be left unfilled.

Please answer "yes" or "no" to the following questions.

1) How involved are grad students in hiring practices in your department? Grad students are:

made aware that the department is hiring someone: \_\_\_\_\_

encouraged to be involved in the hiring practice? \_\_\_\_\_

encouraged to be involved in the hiring decisions? \_\_\_\_\_

2) How much does your department assist you in the process of professionalization, so that grad students from your University are more prepared for the academic workforce? Grad students are offered:

assistance in preparing their Teaching Dossier/Portfolio: \_\_\_\_\_

courses on the profession: \_\_\_\_\_

assistance in SSHRC Applications: \_\_\_\_\_

teaching opportunities within their departments: \_\_\_\_\_

seminars for rehearsing conference presentations: \_\_\_\_\_

advice for article writing: \_\_\_\_\_

Is there something that your department offers that is not in the above list that is helpful in preparation for a job in the academic community, and if so what is it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) What qualities does your department value when hiring sessional or limited term appointment lecturers? A sessional or limited term appointment lecturer must have which of the following in order to be hired by your department:

an M.A. in an appropriate field: \_\_\_\_\_

a PhD in an appropriate field: \_\_\_\_\_

strong letters of recommendation: \_\_\_\_\_

public service: \_\_\_\_\_

**ACCUTE Graduate Student Caucus Survey of Canadian English Departments, 2005-2006  
(Cont'd)**

- service to the profession: \_\_\_\_\_
- publications in the form of
  - authored books: \_\_\_\_\_
  - scholarly articles: \_\_\_\_\_
  - scholarly monographs: \_\_\_\_\_
  - contributions to edited collections: \_\_\_\_\_

Is there something that is not in the above list that is an important factor when hiring sessional or limited term appointment lecturers and if so what is it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) When hiring for a tenure track position, an applicant must have which of the following qualifications in order to be hired by your department:

- an M.A. in an appropriate field: \_\_\_\_\_
- a PhD in an appropriate field: \_\_\_\_\_
- strong letters of recommendation: \_\_\_\_\_
- public service: \_\_\_\_\_
- service to the profession: \_\_\_\_\_
- publications in the form of
  - authored books: \_\_\_\_\_
  - scholarly articles: \_\_\_\_\_
  - scholarly monographs: \_\_\_\_\_
  - contributions to edited collections: \_\_\_\_\_

Is there something that is not in the above list that is an important factor when hiring for tenure track positions and if so what is it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Professional Concerns: Political English

Mervyn Nicholson

Yes, English is political. Political in a lot of different ways. That's what I learned as chair of a large, incredibly complicated department at what is now Canada's newest university, Thompson Rivers University.

Thompson Rivers, in its origin a community college, is located in dry, hot southwestern British Columbia. When I first came here, it looked to me like Arizona, like Flagstaff or the Painted Desert. The evolution of this school as an institution makes an interesting story, but what I want to speak about is the lessons it holds for the profession more generally. In that commonplace of post-colonial theory, the margin knows things that the centre does not.

The first lesson is sort of obvious, but like many obvious things, a lot of people seem unable even to notice it. That is that the social institutions of the profession determine what is done inside those institutions, and institutions are political in nature. When institutions change, what is done inside them changes. In other words, the structure we take for granted is what decides what we do and what we think. Not completely, but extensively. A community college, with its union-management culture, its hostility to scholarship for the sake of scholarship (learning for learning's sake, as it were), is very different from a university, where the theory is self-government (not union vs. management), where the culture of "invidious distinction," as Thorstein Veblen puts it, is pervasive, and prestige is worshipped to an extent unimaginable to most working people. We know almost nothing about how the sociology of the

academy affects what is done, what is thought, there. But in many ways the academy is more like a caste than a meritocracy: there is no lack of dollars at prestige schools just as there are plenty of great scholars and teachers at humble schools.

If what is done in an institution is determined by the institution, then we need to consider the context of the profession of English studies in Canada, and that is, inescapably, the profession of English studies in the U.S. (aka "America"). Canadian schools closely conform to the methods and thinking of schools in the U.S., and, with a lag in time, are ultrasensitive to the vibrations emanating from the centres of prestige in the Ivy League and in schools like UC Davis or Berkeley. What we do here is determined by what they do there. Yes, there are differences (hardly any Canadian content in U.S. schools, for instance): differences that are significant without being decisive.

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*The profession of  
English studies in Canada  
is and must be rooted in  
social democratic values*

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Given the U.S. influence, given the "deep integration" now in process, hadn't we better look carefully at what is happening south of the border? especially if we want to understand what lies ahead for us?

Its influence on Canada is increasing, as the erosion of medicare and the integration of Canadian energy with U.S. consumption arrangements make very plain, but the U.S. seems to be in the early stage of a period of social

breakdown. Poverty is increasing. U.S. finances rest on Chinese purchases of U.S. debt; government debt has exploded; personal indebtedness is approaching an unsustainable limit. Health care is less available and more expensive for more and more people. Incomes have stagnated at the level, in equivalent real dollars, of about 1973. Job security is rare. Ecological degradation has been tolerably inconspicuous until recently, when the damage to the environment is evident and harmful, especially if we take climate change into account. Meanwhile, U.S. power in the world is in decline, while an unimaginably destructive military technology can not give the U.S. what it wants in the places that most concern it, the Middle East and Latin America, at a time when energy supplies are unstable and increasingly expensive. Racism is worse than 10 years ago, as is shown by the fact that African-American and Latino incomes are declining as a proportion of total U.S. wealth, even as these groups constitute an increasing proportion of the population. And oh yes, the gap between rich and poor is vastly greater. When 1% of the population own 40% of the nation's wealth and are increasing that share rapidly, problems look likely: "stuff happens," as Donald Rumsfeld poetically put it referring to the looting of the irreplaceable treasures of the Iraqi national museum. This is the context in which American universities derive barely 10% of their income from the state. All universities are thus becoming, in effect, "private" schools, meaning that their entire structures are increasingly organized around fundraising in the private sector. Does any of this make sense?

## Professional Concerns Continued...

What makes Canada different is social democracy. With few exceptions, universities in Canada are public institutions, deriving, like the medical system, most of their revenue from general taxation. That means that undergraduate education is equal in quality, within a small spectrum of differences and variation, wherever you take it, even at a new school like Thompson Rivers; it is as good at Kwantlen University College as it is at the University of British Columbia, at Algoma University College as it is at my alma mater, Trinity College in the University of Toronto.

In one of my books, *Male Envy*, I explore the prestige psychosis which has so pervasive an effect on the academy. Very little is known about the way that this psychosis shapes the production of knowledge. I was fascinated as I worked on this topic by the applicability of something I had learned in my re-

search on classical economics. In Adam Smith, Ricardo, and other economists of that period (including, a bit later, Marx), there is a crucial distinction between “exchange value” and “use value.” “Use value” is the benefit gained by using/consuming a commodity. Exchange value is the number of dollars the commodity fetches when sold in the market. Use value is qualitative, exchange value quantitative. The use value of a course in English is the knowledge/skills a student learns. Exchange value is the mark obtained. Exchange value increasingly eclipses use value. For a professor, an article published in a prestige journal has exchange value; an article published in some other journal does not (its use value, the knowledge it contains, is, in terms of political realities, unimportant). Because the academy, like the corporation, seeks exchange value and derogates use value, the *name* of the publisher, the name of the university, matters more

than content or work done.

The intensity of these anxieties amounts to a kind of mental illness; that is why I refer to it as “prestige psychosis.” Again, the academy is better understood as a caste than as a meritocratic democracy, even though the latter is what we desire, not the former. As “deep integration” proceeds, the prestige psychosis will intensify, and with it the already extraordinarily strong pressure to conform. Caste culture requires conformity. With the decline of social democracy, some schools will benefit (notably Toronto, with its large endowments), but the majority will lose.

The profession of English studies in Canada is and must be rooted in social democratic values, of which the most important is use value, not exchange value: production for use, not for profit. Yes, it is political.

## Report of the Representative to CFHSS

### Keith Wilson

The meetings of the CFHSS Board of Directors and General Assembly took place in Ottawa on November 25th-27th. As usual, discussions were wide-ranging: the following may be of particular interest to AC-CUTE members.

The Federation President, Donald Fisher, reported on his appearance on October 27<sup>th</sup> before the Standing Committee

on Finance in Ottawa to present the CFHSS brief. Its main recommendations relate to the importance of granting to SSHRC an asymmetrical funding increase and of adopting funding formulae for the three funding councils that do not disadvantage research in the humanities and social sciences; of increasing funding to the Canada Graduate Scholarships programme; and of increasing federal transfers to the provinces and creating a se-

parate post-secondary education transfer.

Don also reported on the activities of the working group on the humanities and large-scale research projects. Formed in the wake of the SSHRC transformation process, the group was created to advise on the question of the distinctiveness of research in the humanities, on how the humanities might develop large-scale

## Report of the Representative to CFHSS Continued...

research projects, and on how SSHRC support for such projects might be administered. The group met in Ottawa on 20 June, and with the help of a research consultant prepared a draft report which has been presented to SSHRC's Committee on Research Support. This draft report is now undergoing revision in the light of these discussions, and a final report will be brought to the CFHSS Board for approval next March and then submitted to SSHRC.

CFHSS has adopted "The Next Generation" as the overarching theme for its current work. This will place a particular focus on the faculty renewal that will be taking place over the next decade as unprecedented numbers of faculty members retire. One of the particular areas to which the Federation will be paying attention is the need to increase graduate student membership in scholarly associations, an area in which ACCUTE has long been a leader.

Don's final comments related to the ongoing search for a new President of SSHRC. The initial attempt to find a successor to Marc Renaud has been unsuccessful and it now seems likely, especially given the present uncertain political situation, that it will be several more months before a final decision is reached. In the meantime, Stan Shapson (VP, Research and Innovation at York) is Acting President and Janet Halliwell has been appointed as Chief Operating Officer. Janet herself later elaborated on the situation at SSHRC as part of her presentation to the Board.

Don's report was followed by those of Paul Ledwell, CFHSS Executive Director, and Donna Palmateer Pennee, Vice-President for Women's and Equity Issues. As usual, the Federation's three Standing Committees (Finance and Development, Research Dissemination, and Research Policy) met during the day and made subsequent reports to the Board. An addition this year was a report from the Chair of the Sub-Committee on Research Ethics and Scholarly Integrity, Deborah Poff. This Committee will be looking further into the question of CFHSS developing an ethics policy for its member associations.

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*The CFHSS will focus on the faculty renewal that will be taking place over the next decade as unprecedented numbers of faculty members retire*

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The schedule of the General Assembly meetings was comparably packed. It included an address on the work of the Canada Foundation for Innovation by its President and CEO, Eliot A. Philipson; a panel on Open Access (which evolved into a lively discussion of the arguments in favour of web-based self-archiving and of the dangers of "paper fetishism," which judging from the responses of some of the audience is not yet an endangered taste); and two workshops, one on renewing scholarly associations, the other on the Federation's "Next Generation" theme and the role of mentoring. For ACCUTE the high point of the closing business meeting was the announcement of former ACCUTE President Noreen Golfman's election (in fact acclamation) as President-

Elect of CFHSS, a fitting tribute to Noreen's many years of work and advocacy on behalf of the humanities in Canada. We wish her the very best in this demanding role.

I am sure that ACCUTE members will also want to add their voices to those of the delegates at these meetings in thanking Jackie Wright, the CFHSS Manager for Membership Communications, for her generous-spirited work on all our behalfs for longer than most of us can remember. Jackie, whose name is synonymous with the Federation for so many of us, is retiring this month. She has been an inexhaustible fount of wisdom, kindness, and unstinting good humour to countless ACCUTE members. She will be much missed and we all wish her a well-deserved, long, and healthy retirement.

### *Call for Papers: Christianity and Literature Study Group*

*The Christianity and Literature Study Group (one of the Allied Associations) invites proposals or papers on any aspect of religion and literature (including pedagogy and critical theory) for its annual Conference at the 2006 Congress at York University, Saturday 27 May to Tuesday 30 May 2006.*

*We welcome submissions from doctoral students and suggestions for member-organised sessions. Please send submissions with a brief abstract and bibliographical note (electronic submissions preferred) by **15 January 2006** to:*

*Dr. Barbara Pell,  
Department of English  
Trinity Western University  
Langley, B.C. V2Y 1Y1  
Tel. 604-513-25121 x3331  
Fax. 604-513-2010  
Email: [pell@twu.ca](mailto:pell@twu.ca)*

## Call for Papers

### Not Drowning But Waving: A Conference on Women, Feminism, and the Liberal Arts

University of Alberta, October 12-14, 2006

Feminist history has typically represented itself as a series of three “waves” running from the later nineteenth century to the present day. Each wave has been compelled by profound criticism of the prevailing society and of women’s place in education in particular. Women continue to examine their educational institutions, bringing questions of history, culture, art, learning, and activism to the table. Feminist work in these areas has changed the liberal arts, but how much? What remains to be done, intellectually, pedagogically, institutionally?

The “Not Drowning But Waving” Conference – which celebrates the career and achievements of Dr. Patricia Clements, the first female Dean of Arts at the University of Alberta, Canada – invites papers that address the history, the present, and the future of women in the liberal arts. Possible topics include, but are not limited to: feminism in/and the liberal arts disciplines; the

relationship of the liberal arts to the larger university; Women’s Studies programs and the “new” interdisciplinarity; the challenges, costs, and rewards for women in administration; the corporatization of university campuses; inter-generational tensions within feminist communities; the state and stakes of feminist pedagogy; the relationship of feminism to cultural studies; women, social justice and the liberal arts. We welcome a wide variety of topics and approaches.

Inquiries and proposals of no more than 400 words should be sent by email to

[jo-ann.wallace@ualberta.ca](mailto:jo-ann.wallace@ualberta.ca)

no later than **February 1, 2006**.

The conference website will be available at [www.crcstudio.arts.ualberta.ca/waving](http://www.crcstudio.arts.ualberta.ca/waving).

**The Centre for Reformation and Renaissance Studies, The Department of English &  
The Canada Research Chair Programme are pleased to present**

### The Canada Milton Seminar II

Annabel Patterson (Yale) “Milton’s Radical Printer(s)”

Balachandra Rajan (Western) “Whatever Happened to Christian Humanism?”

Nicholas von Maltzahn (Ottawa) “Liberty of Conscience and Multiculturalism: Milton in Canada”

Andrew Hadfield (Sussex) “Milton and the Struggle for the Representation of the Nation”

Saturday 22 April 2006

Alumni Hall, Old Victoria College, 93 Charles Street West

\*Registration: Faculty \$25 CAD / \$20 US Students \$10 CAD / \$8 US \*(lunch included)

Registration Form is available online at <http://www.crrs.ca/events/conferences/miltonseminar.pdf>

For more information about the seminar: Professor Paul Stevens (English) [Paul.Stevens@utoronto.ca](mailto:Paul.Stevens@utoronto.ca)

For registration and directions: Dr. Kim Yates (Assistant to the Director, CRRS) [crrs.vic@utoronto.ca](mailto:crrs.vic@utoronto.ca)

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# ACCUTE 2006 Membership Form

Renewing Member    New Member

**Please print clearly**

**Member's Name:** \_\_\_\_\_

**Institution:** \_\_\_\_\_

**Delivery Address (including department and campus, if applicable):**

\_\_\_\_\_  
\_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone (work): \_\_\_\_\_ (home): \_\_\_\_\_

Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Professional Designation:**

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Professor       | <input type="checkbox"/> Associate Professor           | <input type="checkbox"/> Assistant Professor  | <input type="checkbox"/> College Professor |
| <input type="checkbox"/> Sessional       | <input type="checkbox"/> Graduate Student              | <input type="checkbox"/> Post-doctoral Fellow | <input type="checkbox"/> Instructor        |
| <input type="checkbox"/> Retired Faculty | <input type="checkbox"/> Other (Please specify): _____ |   |  |

**Languages:** \_\_\_\_\_

**Main Area of Specialization:** \_\_\_\_\_

**Additional Areas:** \_\_\_\_\_

**Authors:** \_\_\_\_\_

**Do you want to join any of ACCUTE's discussion groups?**

- YES, I want to become a member of the ACCUTE discussion group!
- YES, I want to become a member of the ACCUTE sessionals' discussion group!
- YES, I want to become a member of the ACCUTE graduate students' discussion group!

**I enclose:**

- The regular membership fee of \$80
- The reduced membership fee of \$40 (sessionals, part-time faculty, graduate students, retired faculty, underwaged)
- The household membership fee of \$130 for regular members (two memberships, one subscription to *ESC*). **Please also complete the form on the reverse.**
- The household membership fee of \$65 for reduced-fee members (two reduced-fee memberships, one subscription to *ESC*). **Please also complete the form on the reverse.**
- A three-year membership fee (2005-2008) of \$205
- A three-year household membership fee (2005-2008) of \$335
- A \$5 donation to be directed to the Canadian Federation for the Humanities and Social Sciences (CFHSS)**

Return to: Jennifer Panek, ACCUTE Secretary-Treasurer, Department of English, University of Ottawa,  
70 Laurier Ave E., Ottawa, ON K1N 6N5

**Additional Information**  
**To Be Completed by Those Applying for Household Memberships**

Renewing Member    New Member

**Please print clearly**

**Second Member's Name:** \_\_\_\_\_

**Institution:** \_\_\_\_\_

**Delivery Address (including department and campus, if applicable):**

\_\_\_\_\_  
\_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone (work): \_\_\_\_\_ (home): \_\_\_\_\_

Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Professional Designation:**

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Professor       | <input type="checkbox"/> Associate Professor           | <input type="checkbox"/> Assistant Professor  | <input type="checkbox"/> College Professor |
| <input type="checkbox"/> Sessional       | <input type="checkbox"/> Graduate Student              | <input type="checkbox"/> Post-doctoral Fellow | <input type="checkbox"/> Instructor        |
| <input type="checkbox"/> Retired Faculty | <input type="checkbox"/> Other (Please specify): _____ |   |  |

**Languages:** \_\_\_\_\_

**Main Area of Specialization:** \_\_\_\_\_

**Additional Areas:** \_\_\_\_\_

**Authors:** \_\_\_\_\_

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- YES, I want to become a member of the ACCUTE sessionals' discussion group!
- YES, I want to become a member of the ACCUTE graduate students' discussion group!

Complete reverse and return to:

Jennifer Panek, ACCUTE Secretary-Treasurer, Department of English, University of Ottawa,  
70 Laurier Ave E., Ottawa, ON K1N 6N5