

Oral History Interview with Kevin J. Cleary
Conducted by Angela Baker, June 10, 1993
Transcription by Fiona Marshall, June 10, 1998

KC: My messy desk, my messy office.

AB: Not at all. Okay, let's first - could you state your full name?

KC: Yeah, it's Kevin J - Kevin John Cleary [inaudible]. It's Kevin Cleary now.

AB: And your date and place of birth?

KC: Bishop's Falls, Newfoundland, 28th of August 1933.

AB: Okay. So let's first talk about your role as an alumni of the university, talk about your experiences when you were here as a student. Why did you attend – decide to attend university and Saint Mary's in particular?

KC: Well, I had won - in Bishop's Falls I had won a very lucrative scholarship that was available to students, to some students in Newfoundland at the time, from a paper company, which enabled me to go to university anywhere in the world really if I wanted to. And I was heading for McGill. I had been accepted at McGill and was going to university at McGill. And then an old friend of - a son of a friend of the family, who had graduated with Saint Mary's in 1941, a Mr. Fitzpatrick, who is now a judge in Ontario, he had graduated with Saint Mary's in 1941 and he stopped in at the house.

You have to understand I grew up in a railway town, and the only way you get back and forth across Newfoundland at that time was by railway, and my father was in charge of the railway from Bishop's Falls to Port aux-Basques. And Bishop's Falls was a divisional station, so everybody - the train stopped there for half an hour, an hour, so everybody, most, not everybody but quite frequently people dropped in the house to have a cup of tea. So he came in. And he heard I was going to university at McGill and he had suggested that maybe I should want to think about going to Saint Mary's and I had never heard of it. So, it sounded interesting, so I wrote to Saint Mary's and typical of universities I got no answer. I don't know if this intrigued me and made me more determined to go or what! So then I had - some friend of the family was up here taking nursing at the Halifax Infirmary so one of my sisters wrote to her and she got an application sent in and I was duly accepted. And I came here.

And to give you some indication as to how much the university's changed since then, I was staying at the Nova Scotian hotel, which was - I don't know what's it's called now, but it's the one down there, and my father had come up with me. He was on his way to Montreal from some CNR business, and we had breakfast and were going to mass up at

the Basilica so - well, we didn't have breakfast in those days before we went to church we didn't, so I had spoken to the desk clerk on the way out and said, 'Could you tell me where Saint Mary's University is,' and he said he had never heard of it. So that was rather interesting. So we went off to mass at the Basilica, and on the way down we stopped somebody and asked them and they told us vaguely it was in this direction, so we went back and had breakfast and then started - and decided to walk 'cause it was Sunday and the train and cars - there was - we didn't realize where we were going, so we walked up Barrington Street to the corner of Inglis Street and we walked up. I came from a pretty small town and this was - this seemed like an awful long walk! So we get up here, and there was this construction going on this building, which looked like a factory to me, all kinds of old equipment around [inaudible]. And we wandered up a little further and there was a sign there saying 'Saint Mary's University.' So we came in Robie Street and you couldn't get in to the building at that time. They were still doing construction, there was boardwalks in, so we came in through the lobby and the lobby was set up as a church 'cause this used to serve as a parish Church, the lobby was - they used to set the lobby up Sunday mornings for mass and then take all the chairs down, and I remember my father saying, 'You sure you wanna go to that place?' I said, 'Well, I'm here, I might as well give it a try and see what it's like,' 'cause it was altogether different than McGill, let me tell you! And so that's how I end up coming here.

AB: I see. What were the dates that you attended Saint Mary's?

KC: That was - I was here from September 1952 and I graduated in 1957.

AB: What was your program of study?

KC: Well I had changed faculties. In those days, you - I had done first year Engineering and then decided to change to Arts, and those years you didn't - you couldn't move credits back and forth, but - my Engineering credits wouldn't count towards my Arts degree, so it took me an extra year. So then I did Engineering from '52 to '53, then '53 I changed to Arts. I graduated in '57 with a Bachelor of Arts. And then, they had opened up a Bachelor of Education program and I graduated in 1958 with a Bachelor of Education and we were the first Education class. There were four of us: Edgar Malay, myself, Joe MacDonald and Rich - he was an old - he was already a teacher, he had taken the year off teaching. That was in '58. Then I went back to Newfoundland, taught school for three years, and then came back and did a Masters degree, and that was in - I graduated in - Masters degree in May of '61 and I came on staff in June of '61 as Assistant to Father Stewart, who was the Dean of Studies. So I came on as Assistant to him with prime responsibility for what we used to call Evening Division, which is now Continuing Education. And freshmen Arts and Science students - 'cause as Dean of Studies he was also Dean of Arts and Science, there was no Dean of Arts and no Dean of Science, the Deans -. So I did that for I guess two years and took over as Registrar in '63 I think. And I remained as

Registrar till '73, and after three bouts of ulcers and what-have-you I decided I had enough of that foolishness. I took over as Registrar in '63 and we had 500 students, and I left in '73 and we had 2500. So it expanded. And when I came here, this building wasn't completed. The theatre auditorium was there became a chapel before it was completed, there was no gymnasium, there was just a hole in the ground.

There was a scaffolding all around the building. We lived in what - the north wing, the resident students, and we had - the first floor were high school students because we had a private high school here at that time. And the second two floors were - I guess the second two, two and three were students, university students, and the third, the fourth and maybe the second, maybe it was only the second floor, I forget, and anyway, the next floor up the Jesuit priests were living because their wing wasn't finished itself, it wasn't finished. Eventually that wing got finished and the Jesuits moved over and we slowly filled up and then eventually finished the fifth floor after that. And so eventually some time or other - then I - when I was Assistant to Father Stewart the first two years, or the first year I guess, maybe two years, I forget now, I lived in the residence and was in charge of the residence. I swept up and along these floors so I [inaudible] ran the residence, but of course it was an all-male school at that time.

AB: What type of activities went on when you were a student at the university?

KC: Well the first year we didn't do a great deal of things because we didn't have any facilities the first year; the gym wasn't finished or the - we used to play our basketball over at Saint Francis School, used to have basketball and used to play there and - I dunno where basketball team played, they must've played somewhere but I dunno what gym we played in. We used to swim up at Stadacona and of course we had - where the football field is, and the fields and the field house, that was all woods or two beautiful fields who ran in different directions than when they ran now, they ran east and west rather than north and south. And then you had the variety of things. We used to - if you're into more, I guess, intellectual things, 'cause that's all there was, you had debating societies and things like that, did a lot of that stuff. Then when we opened the - the gym opened the next year, I guess, in '53, because then we rejuvenated our Drama Society. It was called the Play Shop and we began to put played and we had a gym of course. And we used to play hockey, we played our hockey at the Forum because that was the major rink at that time, and we used to practice at the Forum 'cause there was never a rink.

AB: Did you take part in that, in any of the sports teams?

KC: I played hockey for a little while, not much, not very long, played several games. Then we had an active intramural sports, so that we played a lot of hockey and a lot of football and we had - every faculty had a hockey team and a football team. The Arts faculty, the Science faculty, we didn't have - well the Engineers - didn't have a Science faculty then

because the Arts, the Engineers, the Commerce – and no Education, so we had three - everybody had an intramural hockey team, intramural football team. Didn't play much baseball if I remember, or softball, played some but not - there wasn't an organized league. And the football was good, it was a good good intramural football league because there was only the senior football and high school football and the senior football was the Army, the Navy, and Dalhousie, and that was it. Then slowly other teams came in and then we got outta that and we got into junior football, and then I used to manage the A junior football [games or teams], and I was that three or four years. And we won a couple of... - we never, in my tenure, won a national championship although we went to the national championships in '57-'58, I guess it was. We played in Montreal. And then next year, I guess, I forget when they went into intercollegiate football. We became part of the intercollegiate league at that time. We had played what they called junior football and we played teams from the Navy - the Navy had two teams and there was a football team in Dartmouth, so there was a four or five team junior league, and I managed these, played intramural. but managed these football teams.

AB: When you were a student in the '50s, what were the academic programs like?

KC: There was still the Arts, Science, Commerce. You could get a Bachelor of Science degree, but you were the Engineering. The Dean of Engineering was in fact the Dean of Arts, was the Dean of Science, was the Dean of Studies, but it was extra strain. So you did - everybody did basically the same degree. You had to do six courses a year, so you did twenty - you did twenty-four courses in – for example, you had to do four years. For an Arts degree, you had to do four courses in English and four courses in Religious Studies, and four or five courses in Philosophy, you do a Science course, Math course, and then you did - to make up your twenty-four, then you did a couple courses in other fields, like you did two in Political Science, two in Economics, two in History or you could do four in these. So you did what's equivalent now to a Major in one particular subject, but you did Majors in English and History or English and Philosophy and Religious Studies. And then you did another four in some other subject, another area, plus all these other things, and the courses ran from September till May [inaudible]. You started the first week of September and you went to - I get a kick outta students now finishing classes in December. We never - we didn't finish exams till the 22nd or 23rd of December, so you went to class until I guess about the 15th, and then you wrote exams all in one week, and you wrote two a day because you wrote two exams and we were - you had to do classes in Latin and French of course, so you did two courses, two exams in English, two in French, two in Latin, 'cause you did one in literature and one in grammar in each of these things. So they'd be three-hour exams. Start - you'd write two exams a day for five days. It was interesting, but it was a difference way of life, of course.

AB: So was it completely Jesuit instruction?

KC: I had mostly Jesuits in the Arts. The Arts Faculty mostly Jesuits there would be. In Science we had one or two Jesuits, the rest were laymen. In Commerce, Accounting and Math - the things like that were taught by laymen, but the Jesuits taught the Philosophy, the History, the Religious Studies and the English for the most part.

AB: About how many students were here when you were here?

KC: Gee I don't know. There weren't that many. As I say, I took over as Registrar in '63 and there were 500. We would've had two or three hundred maybe. I remember our freshman class, I think there were sixty of us, I think, and we were - 'cause the two largest rooms were, what are now split up of course, there was 203 which is right above here, which now is split up, and I think that handles sixty students or seventy students, and that's - then where the Psychology labs are now [inaudible. Tape recorder stops here so Mr. Cleary can answer a phone call.] Okay, what were we talking about? I've forgotten now.

AB: Talking about the numbers.

KC: Oh, numbers, yeah. Gee I dunno, I suppose there were two hundred, maybe three hundred, but you knew everybody. And there's - we had - I dunno what time we had some women students here, but they were all teachers who were taking courses in the evening. And at that time, evening courses began at 4:30, class at 4:30, and we couldn't take them. We could take the 4:30 class because there were certain traditional courses, but we had to get permission to take courses. If you wanted to take a course that was taught in the evening, you had to get permission to do it, and they weren't permitted to take courses. It was all part of the politics at the time. When we first started the Evening Division, students were expected to do a year in residence, which meant they were expected to do a full year of study to get a degree. That isn't the case anymore, they can do any which way they want. So that meant theoretically that there would've been students here that, that's later in the '50s, who were female students, who were full-time, completing that, but there weren't many of them.

AB: What were the size of your classes?

KC: Well I guess freshman English and freshman Math would be the largest on and they would've been fifty or sixty if I remember correctly. Apart from that, they would be ten, twelve, twenty, something like that.

AB: I see. So did you find your professors accessible?

KC: Well it was a much different - yeah.

AB: What was the nature of that relationship?

KC: You became very very much more closer and friends - because you were dealing with smaller numbers and the Jesuit fathers were exceptional people. They really were exceptional people, and where you were close to them, you developed a close relationship. Personally, Father Stewart and I, not just he and I, we've been friends - most of the people who here come back, alumni, they come back to see these people. You learn so much more from them rather than just in class. That wasn't just true of the Jesuit fathers, the laymen were the same too, the few that were here.

AB: What research facilities were available to you as a student when you were here?

KC: There wasn't an awful lot of research done at that time. We had a small library which was good. Father Stewart was the librarian. That's up where the Engineering department is now, that was our library, and the labs were good. They were small but they were fairly well-equipped if I remember correctly. And the only research that was going on of any significance was Father Jim Murphy, whom I think you should interview sometime. He's still alive. He taught Chemistry. He did a lot of research in [fog?], believe it or not. He was getting money from the Na - whatever it was called which is now the National Engineering Research Council of Canada, the equivalent. He was getting money back in the fifties, if I remember correctly, so there was always that. It was much more a teaching operation than a research operation at that time.

AB: I see. What was the nature of student government at that time?

KC: Again, it was pretty structured. You had students' council, which basically did the same thing it does now. It was made up of a person who was elected directly by the students [inaudible] and then the, I guess there would've been the President, Vice President and Treasurer would've been elected, I suspect. I know the President was. And the council then was made up of representatives of the various faculties. You had an Arts faculty council and their president was on the student representative council, And Science, Engineering faculty, Commerce, and then you would've - if I remember correctly we elected a president and then the president of the [Elitic] Association, that's what it was called, he or she was elected directly and who else? I forget who else was on that. And then as we evolved we had the difference societies. We had the Play Shop which was possibly the most popular society on campus in the '50s, and everybody was involved in that, all but whatever sat on the students' council, I think, then we had the student newspaper, which was called the Journal, and we had - of course, each of these organizations had a faculty moderator who made sure things didn't get too much outta hand. And I remember the editor of the student paper at that time. They were pretty strict in the sense of journalistic quality and everything you did. your papers were read much more closely' cause the school was much smaller and it was very unusual for a paper to go in not to come back to be severely edited.

I remember the - we may have been juniors or seniors, I forget now, but I remember that then Father O'Donnell, who was moderator of the Journal was also Dean of Men at one time, or Dean of what is now called Dean of Students, and it was called Men, reprimanded the editor of the Journal because an article - it's funny how these things stick in your mind - his article - we had just lost to St. FX. I guess in basketball or something and lost the championship and he had said 'By the time this paper comes out, our athletes will have hung up their jockstraps for the year,' and I remember that - him being torn apart in class by the English professor for using that phrase and, so it was a pretty - I guess we were a pretty innocent group of people actually when you come to think of it.

But the society in general was pretty structured at that time, how things were structured. We went to class, every class met three times a week, and you were allowed - and I'd keep it in my own private archives because when I took over as Registrar, it's the first thing I did, got rid of, we had a cut system. You were allowed to miss twice, in a term, you were allowed to miss twice the classes equivalent to twice the number the class met. So that you were allowed to miss six classes in a subject and after that you were out of the course. So that and the Registrar used to send out notices when you had four cuts or one less the number of cuts saying, you have now missed one fewer than the maximum classes you're allowed to miss. After this you will be required to drop the course, not to write the exam.

I remember a chap, Murray Napier, who was - I had changed faculties, I was a kind of split personality, so I was a senior and not a senior. And Murray was the Valedictorian which would've been my graduating year if I had stayed in, I graduated the next year. He was editor of the newspaper and Dan MacDonald, who was quite locally famous as an actor. Matter of fact he just played a part in that Canadian movie, "The Young Kidnappers?" [inaudible] and he played the Justice of the Peace in that. Anyway, he was on the Journal and there were a couple more of us and we had a chap, I won't tell you his name, but he was a football player, and very nice, and his son has played football here since then, he's graduated. He got over cut in Latin, he had missed too many classes in Latin, so you had to write an appeal. You could possibly get back in, we sat down to write an appeal in the Journal office one night and we decided the way to do this was to impress the Dean, was to write it in Latin. So we sat down, four of us and wrote this letter in Latin to the Dean. We weren't very bright, we should've known the Dean wouldn't know, couldn't write this, he wasn't any Latin scholar. But in the process of doing this I remember Murray got over cut in English and missed his last English class, so we had to turn around and write a letter for him then, which he didn't need any help in to get, so we got them both reinstated. I was late coming back from Christmas - train had blown off the track in Newfoundland, which wasn't unusual in a storm, and I was on the wrong side - the express train was on the wrong side of the track, and the train blew off We were delayed twenty-four hours before - I remember going back and I got fined \$15 for late

coming back, and I guess I was a bit of a [sea] lawyer, so I went in to see the then Dean of Studies, who was Father Malone, to discuss this with him. We discussed it but it didn't change anything. And then I said, 'Well according to the calendar I can appeal to the Board of Studies;' which is now the Academic Appeals Committee, and his response was 'Yup, you can do that. Pay your \$15 and appeal till you're blue in the face because I am the Board of Studies.' I even brought back pictures - eventually sent home and got pictures and things and copies from the newspaper, and his response was 'Well you should've anticipated that and left a day early to come back.' We didn't have any civil rights in those days! However, it was par for the course.

AB: About your fellow students, what were they like in terms of age and ethnic origin?

KC: Well Saint Mary's was always a very cosmopolitan institution and my best friend going through here, my two best friends, one was an American and the other was a Kurd from Iraq. And it's interesting; his family came from the village where Saddam Hussein used poison gas on about three or four years ago, Zabho, Iraq. That was where his family came from. He went back and has since emigrated to Canada, now I've lost - I haven't seen him for years, but he's in Ottawa area somewhere. But he was one of a large family of twelve or something. He was Qidar Sherndirr, he had a brother Didar and they had one sister and she was – they were a very intelligent group, family. His sister was an archaeologist, an architect, got a degree of architecture of archaeology, was, for a Muslim woman, and this would be in the '50s, so we had people - we had students here from Italy, Greece - in that small student body it was a very cosmopolitan - but the vast majority were Haligonians or Dartmouthians.

We had a very small residence, there would've been sixty of us in residence or something like that, maybe a hundred, I forget now. I could tell you if I count up the rooms in the residence and tell ya, but they - it was that small. We had a number of Americans and that was a traditional thing. We had people here whose parents had gone to school here in the '30s, Americans, and that connection was always there, see I guess I mentioned I came because of an alumnus talking to me, and I try to do that, doing that ever since. I go back to Newfoundland, I've been every year to visit schools and I think that connection, that familial connection is always here. My late wife's six brothers or seven brothers are all graduates of here. They were either ahead of me, with me or behind me in class. Two of them graduated with me, one graduated – two graduated ahead of me. So there was that kind of - there was a bond between the students that I don't think you find. I think you find it between small groups now but most - school was so small then, everybody knew everybody else. And you keep up that connection. My other best friend was a chap from P.E.I. [Sarc], and he's chief of - his father was chief of a Mi'kmaq on Lennox Island, and he's the chief now, and we still see each other occasionally. But we were all from all over the Maritimes, mainly the Maritimes, but from Montreal and as I say the States, and Montreal, Toronto, and overseas. So in that small group they were pretty cosmopolitan.

AB: Okay, well let's move on to the time when you were Registrar and you had other administrative positions. What changes did you note that the growing size of the university had?

KC: Well I think in the great expanse, in expansion, in the number and types of courses [inaudible] We've come from a basic liberal, a basically liberal Arts college to a full-fledged multi university. And when you think -as I say, I took over as Registrar in '63 and there were 500 students and now, what we're '93? What's that, thirty years later, we have 8000 or something. And the biggest thing I found as Registrar was that we expanded and we didn't - we couldn't - the system's never kept up. We were always - we had - we tried to computerize early on but we didn't have the funds to do it so we were half-computerized. And it was - the personal nature of the place took an awful load, took an awful toll on me as Registrar because you dealt with things personally and we - the - we don't have that anymore in administration. However, fathers and mothers would come in with sons who had failed or something and of course everything ended up on the Registrar's desk because there was no Admissions Officers, I was Registrar, Admissions Officer, disciplinarian, whatever, so you dealt with these things continually, and again because the Maritime nature, things indeed still goes on.

I was sitting watching the hockey game last night and I had a call from an alumnus whose son is trying to get in here and - but that time it went on continually. They would come to your house and - you were certainly local [parents] type of thing. It was a pretty important thing, and I guess it was true of most universities, but it was certainly true of Saint Mary's. And it still goes on, you still have that family connection, that thing's around, but that time the school - it all centred around me as Registrar, or most of it and when you're dealing with cases, there was no anonymity. Everybody knew you were dealing with an appeal, you knew intimately the student, you possibly knew his brothers and sisters or father, and you knew the professors very intimately. Now - the place has grown so much that I'm not sure it's such a good thing; it's been lost all completely, but it pretty well is.

That's - but again, I think that - and the expansion of the research facilities, because we've become a full-fledged university. We had the growing pains of growing so quickly - again we grew so quickly that we didn't have any real core of older professors who would - you had a whole bunch of, I shouldn't say bunch, but a whole group of new young professors who were young themselves and somewhat immature and yet an expanding student body so that lent itself to all kinds of difficulties, revolutionary type, and the '60s were - we had student sit-ins, and food riots and be out on the road and you'd dread recruiting. 'Cause I used to do a lot of the recruiting them too as Registrar, and you'd be out on the road and you'd pick up the morning paper and in Nova Scotia, when you're out in rural Nova Scotia that didn't go over very well. You're in a school and you came to a school and the first thing the principal was asking more and more, 'What's going on back

at that place? You expect me to recommend students to go there when you've got - ' that's the type of thing you dealt with.

AB: You were ...

KC: I'm sorry ...

AB: You were also Register during the time where women were officially admitted.

KC: That's right, yeah. And that was an interesting thing. The - we had - there was a committee that was negotiating with the Mount and everybody else. It went ongoing for about a whole year and they didn't let us - they didn't officially let us go co-educational, they being the archdiocese, because it was an archdiocese university. The Jesuits just ran it. They didn't let us go co-educational till after registration was finished at Saint Mary's and the Mount, and I ran a special registration. I think it was twenty-six female students. I ran a special registration after registration was all over and registered them all individually. I still see some of them around. Matter of fact I was talking to one the other day saying we - her husband is a graduate of here and her daughter is here and we - I met somewhere and she said she was organize a reunion of that group of, I think it was twenty-six or sixteen, I forget now, I had it written down somewhere but - of students who I registered them all up room 215 or something like that.

That was a kind of coup on our part, especially those of us who'd been trying to get it through, but it was - the politics of the situation was such that they were worried about what would happen to Mount Saint Vincent if we went co-educational and we tried [might and I main] as a university to work out a deal so that the Mount and ourselves would be together, but the Mount didn't want that. They kept - I get a kick outta when I see Bob Rae now trying to negotiate with his union and I think of the negotiations that went on in that operation and everybody knew it was fruitless but you go on back night after night, week after week, these committees, and trying to work out some kind of a compromise at least. I think we were [inaudible]. They wanted to maintain themselves as a separate university. That was in interesting time that, when you turn to - but see we, as I say, we had always had some part-time students within our - it's interesting to notice how the nature of the place has changed. Not the nature, the nature of the student body. We must be 50% male female now. And how quickly the females generally do much better in the university and then on a proportional basis - I dunno if anybody ever does that, but they - I notice that just going through, just of interest, the number of medals and cum laude, and I - in my family, my eldest daughters graduated from here and my next eldest is a graduate, and my son is in and outta here and my next eldest daughter is, I think finished up this year, and my youngest son is here, so of the five of the - two who have graduated so far are daughters. They've done both very, both done very well and both have Science degrees, so ...

AB: You find the nature of the school changed with the introduction of women?

KC: Yeah, a change - I think that may have been the thing - the catalyst that changed us most in such a short period of time - how we became from an all men's place to a bonafide coeducational- as I say, we had women around before but they weren't part of the fabric in a sense, and I think that's when we really began to come of age, and - which was too late, not too late, but delayed too long for most of us 'cause most of us would've preferred - we tried [might and main] to get that through the Mount, it was just the political sys - the old Halifax system, you just couldn't [inaudible]. I found it peculiar because - it's funny, I came from Newfoundland where they have parochial school system, I dunno if you know that, all the churches have their own school, although they're government supported. But we were a co-ed school because we were too small [inaudible]. They come here to an all-male - but the students from, the Catholic students from Halifax were of course part - were - St. Pat's was a kind of segregated, separated. They were co-education. And then when I went back to teach, I taught as a layman with the Irish Catholic Brothers in a school in Grand Falls for two years and that was a separate school. The nuns taught the girls and we taught the boys. Easier to teach, mind you, as a high school teacher' cause you could be - as a male you could - there's male bonding but you could be a little - but you didn't have to worry too much about sensitivities in a sense, right, you could line a male student up pretty quickly and you didn't have all that business of, that you run into where you had to save face in front of your girlfriend or - it's a much different operation. That's - I dunno if it's any healthier but it's certainly a lot easier.

AB: Yup. So you were also a Registrar when the Jesuits ...

KC: Yeah, when we be ...

AB: became secular?

KC: Yeah. When we went from - it wasn't the Jesuits. When we gave up being a diocese university - see, what is was, the university was owned by the archdiocese of Halifax and the Jesuits administered on a contract, so we went from that to a public institution. So that's how I was Registrar [inaudible] when we went through that change. That was an interesting time too. Someone you should talk to about that is Arthur Monahan. Have you got him on your list?

AB: No I don't.

KC: I mentioned your name to him. Arthur is just retired, as a retiree, retired this year as a full philosopher, professor in philosophy. And he would have some real insights into that because he was on the negotiating, the team that negotiated this whole change-over and the new act and all that stuff He and Father Stewart were on that team. So I think you should. He was one of - he's been here I guess - he came after me, maybe the year after

me or something like that, but he was a very active - and is one of our better researchers and philosophers. He has several books out. You should really put him on your list to talk to him because he can give you a different - I could give you the nuts and bolts and some of that colloquial type thing, but he was at that level of organization.

AB: What effects do you think that you had changing over?

KC: Again it was a necessary thing. You couldn't maintain this small - and I think we were pretty select. People used to criticize, for not having entrance requirements [inaudible]. I look back at the people we graduated. We graduated some pretty high power people and - but in the present day, with money, you couldn't maintain that unless you were filthy rich and we weren't rich. But my classmates have all done very very well, much better than me actually [inaudible]. They were in - my brothers-in-law are, a couple of them are lawyers and one of them, his daughter's a lawyer, but my - Qidar is from Iraq. he's just - they're entrepreneurs there, and my other roommate is head of a very large law firm down in Boston, New York, Boston, and they're in all walks of life and have done very well. [The tape speeds up dramatically here] Very few of them, a very few of them who, it sounds terrible, who did not amount to something. They're all vice-presidents or presidents of corporations or organizations and [inaudible]. Because I think basically it was the type of education we got. It was a very broad education in the Humanities and you were - it was pretty tough. We didn't have the research professionals but you had to produce and you had to produce, and people in universities at that time were there to be educated, they weren't there to be educated for a particular job. They came. Education was - that was before it became a mass type of thing where people would come here looking for a job and people are coming to university trying to get a job.

I mean, I was talking to my daughter and the other day, we were driving, she was - we were going to her summer job and I said 'It's crazy. I graduated [inaudible], and while I was here I and I - you picked - you had your pick of jobs.' And I decided to go into teaching. It really was a pretty cavalier attitude, the whole nature of the country was different then, but I mean you were a university student, graduate, you could pick any job you liked and you weren't equipped with - well commerce students - the ones in accounting went into accounting firms, but the rest of them went into business of some form or another. There are classmates of mine who end up in Hospital Management and that kind of stuff. Lots of them gone to do graduate work at Harvard, which was another stepping stone. That was the general population. It was a pretty small - we were a pretty select group actually. And I was down to a school reunion, the old school I went to, I was guest speaker back in Newfoundland - they closed out, '63 I guess [inaudible], closed out in '62 because last summer we had a thirty year reunion and I remember saying in my speech that if! had had the medical facility that my classmates who didn't go on to university had, I would've gone into Engineering or something, but - so that - not many people went to university. We were a pretty select group.

AB: Okay, so over the whole time you've been associated with Saint Mary's to the present, what changes have you noticed in the student population in terms of age and ethnic [inaudible] and so on changes since you're coming?

KC: I think we reflect very much the ethnicity of Canada. I was talking to somebody - I'm not a great fan of professionalism in sports that goes on - I think we do a great job around here. I think you - for the sake of playing sports, not professionally, but I - when I was remarking to somebody - it was Queen's we lost to, I think, and I said - I looked at the Queen's team, I looked at our team and I said, 'Queen's certainly does not reflect the Canadian mosaic.' They're all white, upper middle class, as far as I can see, at Queen's. I think we're carrying on the tradition that was here when I was here. We were a very cosmopolitan institution and I don't see any change in that and I - that it's prominent. The business of dealing with physically challenged or physically [inaudible] students - the thing that amazed me when I came here is I sat next to a chap in the geology lab that was blind, he was a blind student. He took notes in Braille. I'll never forget that, it drove me crazy... I'd never seen anyone take notes in Braille [inaudible] and he punched the holes and he'd be in class taking notes like this and I couldn't understand what was going on and that outgoing - outreach - was always here.

And that came again from the Jesuits, probably not just from the religious background, it's just that they were [inaudible]. So that hasn't changed [inaudible] much more professional. The broad cosmopolitan mosaic hasn't changed. We had Chinese students here who were friends of mine and Sikhs, Kurds. It's amazing when you think of this small of an institution. And the reason that Qidar Shedding came here, he was my friend from Iraq, we he had gone - the Jesuits had a high school in Baghdad and he went to the Jesuit high school in Baghdad. That's how he ended up coming down here. He had a brother down in Harvard and another brother who was down in [inaudible] and he chose to come here. So that connection has always s been here. And I think that, that's not always taken into account by the administration and our recruiting. They don't realize a lot of people who aren't from the Maritimes - don't realize that familial connection that goes back and forth. Chung, who we gave an honorary degree to in May,3 his daughter's here and he was [inaudible] over here - we had a group of students, as [Combo Plan] students [inaudible] scholarship covered it, and then - they were superb students, they were all from Malaysia [inaudible]. The reason they came here was that one of my classmates was in Ottawa in the civil service, was in charge of that desk as they call it in Ottawa; and he made sure that we at Saint Mary's got its share of these bright students. And Chung came, not as a [Combo Plan] student, but because of that connection, and now his son and his daughter is here.

[Side A ends here. Tape returns to normal speed at the beginning of Side B]

- AB: We didn't really talk about the changes that you've seen in the academic programs over the years.
- KC: Well I guess trying to categorize, as we've changed, we've moved 'from a purely teaching institution to a research-cum-teaching - 'cum' in the Latin phrase, cum, cu- m -teaching, and I think that - and I said this to my daughter again last night. She's taking a summer course here from Burpee Hallett in Modern Literature," and she was home working on it last night and I said to her this morning, 'You poor dear.' Now that sounds patronizing and she's twenty, what is she, twenty-one, twenty? Well I've got three degrees and I didn't do that much work. So I think that the students who are getting good degrees here are getting better degrees. The students who are getting - I can say this to you as a fellow alumnus, the students who are getting just ordinary degrees aren't getting as good an education, I don't think. Now that sounds terrible. I'm not indicting professors that - but it's possible to go through here with, I think, a minimum of effort and get a degree. In my day it wasn't possible to do that but we didn't have the research-oriented or the facilities or anything else, so I think that's the biggest change. When I look at what she's doing in this literature course, she did much more work than I did, not because there wasn't that kind of work required, but because we didn't have the facilities. We didn't have the people because everybody - all the teachers were teaching three and four courses, different, not just sections but different courses. We were - but again, it was a different type of education too. I'm sure we were getting the same that everybody else for, but that's the biggest change. I think academically we were a better institution. I think expansion -wise, we've lost something in that 'cause I think there's an awful lot of universities, students in universities, who shouldn't be there; not academically, but psychologically, essentially they're there for the wrong reasons, I think. So that might be the biggest change I see.
- AB: How 'bout faculty? What have you noticed in that respect?
- KC: Oh well, in here I'm gonna say something that we were - he was President and I was Registrar. We didn't see eye to eye all the time, Dr. Carrigan, I think he and Bill Bridgeo in Chemistry, Dean of Science and Father Fisher, who was then Dean, who was then President, were the three who set the tone of - Fisher was President, Labelle was President, Carrigan was President - but Bill Bridgeo before that - no Bill Bridgeo, I dunno if you know him, he's retired now, Bill is one of the real leading lights as far as I'm concerned, and the Jesuits in general, but insisting on Ph.D. qualifications, and that was tough. It was tough for Bridgeo particularly in the Sciences because he was the first Dean of Science and he built up a science school. I think that we've got the best qualified faculty I'd say almost in Canada. Now that sounds terrible coming from me who's pretty parochial who hasn't been outside other than Registrar and visiting other universities, but I think that we've got a dynamic young faculty who are very very well qualified. And I think that we don't have to take second place to anybody, and I just wish that we had

more resources to give them, that's the only difficulty I see, because they're dedicated and they're good and that's not just self-serving in a sense, I just think that, I really believe that, in a one-to-one we've got the best faculty in the Maritimes.

AB: Are there any areas at Saint Mary's where you feel improvements still need to be made or changes that are taking place now?

KC: I think the biggest improvement we need to make is we need to give more resources to the faculty. I think they're terribly overworked. I know people outside the university aren't gonna say that because they don't understand the nature of the university, but I think their class loads are too big, I think there are not enough support facilities for the research and I don't know that it's different in any other university, but I think that, when I look at what these people are doing in the sense of on paid overloads and extra work and things like that, they're tremendously overworked. So I think if we had the money to hire, and I don't know what the number would be, x-number more faculty, that we could do that much better. That's my own - that's the only - and space, we need some more physical space, but I think we could make so with what we have if we had more faculty.

AB: Well that's about all the areas I wanted to cover, unless you can think of anything?

KC: No, no, I think just afterwards some suggestions where you might want to, that you may already be aware of There's a... [end recording]

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