New College Staff, Faculty and Student Leaders (Left to right)
It was just over 50 years ago that a proposal for a system of new residential colleges at the University of Toronto was put forward and accepted. A strategy was formulated, plans were established, and the foundations were laid, both literally and metaphorically.

What has emerged since then is something more than a college – in the heart of Canada’s largest city we have built a neighbourhood where students, faculty, staff and alumni can find friends and feel welcome.

Guided by the vision of an inclusive and socially-engaged community, New College works to support students through one of the most important times in their lives, as they prepare to become the leaders of tomorrow.

Looking forward to the next 50 years and beyond, the possibilities are boundless – we hope you’ll join us on this journey.
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With an introduction from Andrew Baines
As Principal, many of my thoughts are re: New. But however many times the words may appear in the subject line of my emails, I have few opportunities to reflect upon the bigger picture that emerges from all the connections made in and around our community every day. Our 50th anniversary in 2012, however, has changed that.

Over the last year we have been able to reflect upon who we are and how we got here; to ask what we represent and why our contribution to society is meaningful. We were able, in other words, to think about ourselves more than we usually would – at least for a little while.

Accordingly, our thoughts re: New have taken on another level of meaning that we invite you to discover in the pages of this publication. In language, meaning results from the combination and structuring of smaller units into larger ones. Similarly, the New College meaning has developed over time from daily interactions between students, faculty, friends and members of staff.

There are, of course, deeply defining events and landmarks that set the College on the trajectory it follows to this day. The formal recognition in 1974 of the academic nature of Colleges, for instance, counts as one such landmark. This led to the formation of our own constitution and governing council, which in turn opened the way to greater autonomy in decisions directly affecting our community. And it is through the decisions we have made as a community that our true character has emerged.

Having reached the summit of a half-century, we realize that our ‘history’ has no single starting point: ours is not the story of a single institution, but of people who have worked together towards a shared vision. It would be impossible to tell all the stories that have emerged from these boundless connections, and so this publication follows a few specific threads to illustrate how closely each is entwined with the others.

New College has come a long way over the last five decades – and we’re only just getting started. Our hope is that this publication will help you discover or rediscover your own connections re: New.

Professor Yves Roberge
Principal, New College
We have celebrated our anniversary as a time of renewal and revitalization: honouring those who came before us while setting the stage for those who will follow. And in this our 50th year, we are gaining momentum like never before…

In This Section:
Old Friends, New College
Jacob Bronowski Memorial Lectures
The Celebration of a Half-Century Reflections On Our 50th Year
Did you know?

That Astrophysicist and popular TV personality Carl Sagan used the content he delivered at the first Jacob Bronowski Memorial Lecture to write his 5th book *The Dragons of Eden* – his first for a broad non-expert readership.
Old Friends, New College: 50 Years in the Making

What happens when you give 9 New College Principals a microphone and an attentive audience?

The memories of a lifetime.

Raising his eyes from the microphone to a crowd of over 200 alumni, staff, faculty and friends of New College, former principal Donald Glenn Ivey speaks of a time when library closures were mandated across the Colleges. He worked tirelessly to ensure the one at New College would be preserved, “and for that they named me after the library” he quipped.

Sitting beside him, 9 of the 11* people to hold the title of Principal of New College tried to imagine the place he described, contrasting it against what they had known in their own time. The conversation that followed, moderated by Assistant Principal and Registrar Sally Walker, was a highlight of the official launch on October 27, 2011 of New College’s 50th anniversary celebrations, which took place throughout 2012. As the night drew on, and the dialogue became increasingly candid, it became increasingly clear that this was a close-knit group who know each other well and love their College deeply.

If there was any consensus reached from the principals’ discussion it was that a lot has changed in the last 50 years, and that the momentum would continue throughout the next 50 years as well. “Anniversaries tend to suggest a celebration of what has come before,” said New College’s current principal Yves Roberge, “but we wanted something that would show that we are looking forward, even as we reflect upon our past. We wanted to honour our history in a way that speaks to our future.”

The evening was capped off by a lively reception in which alumni from all five decades mixed and mingled with friends, family and current students of the College, as a succession of generations came together to celebrate their common achievement.*

*Absent were Frederick Case and Frank Wetmore, whose memories were invoked and contributions noted throughout the evening.

For photos from this event, click here.
How Space and Time Converged at the Corner of Huron and Willcocks

I can remember at age three wanting to be an astrophysicist. I wanted to be who and what I am today before I even understood what it meant to be who and what I am today. By the time I left high school, my course for university had been long charted. U of T was a natural choice for a Canadian astronomy enthusiast like me in the 1970s.

But why New College?

Was it because the residence ‘quadrangle’ seemed suited to the topology of curved space-time? Was it because my bed in Wetmore Hall would be less than a block from my classrooms in the McLennan Physics Building? I don’t remember all the reasons I chose New College, but it turned out to be the best choice for a young man from Chatham, Ontario wanting to expand his horizons. And for an aspiring astrophysicist wanting to expand everyone’s horizons.

New College had the vision to launch a new course, Life On Other Worlds (co-taught by an astronomer and a life scientist), at a time when exobiology was considered more pulp fiction than ET, and I enrolled in the first class. Even before that, in my first year, only 17 years old, I found myself in the audience for New College’s first Jacob Bronowski Memorial Lecture. The inaugural lecturer: Carl Sagan, renowned planetary scientist and astronomy communicator. I was there – front row, centre – to hear Sagan’s speculations about the nature of human
intelligence (and non-human intelligence) shared in public for the first time.

Fast forward almost 40 years. I’m in my office at the University of British Columbia, opening a letter from the Principal of New College, Professor Yves Roberge. It’s an invitation to be the ‘inaugural’ speaker in the re-launch of the Bronowski Lecture Series, in honour of their 50th Anniversary. The last time I felt so honoured – and surprised – was when I read the letter from the Governor General appointing me as an Officer of the Order of Canada.

In the first Bronowski Lecture, Carl Sagan opened my mind to new connections between science and society. I wanted to do the same for another generation of New Collegians in my lecture on The Rocket Science of Sustainability. I’m not sure I succeeded in doing it for others, but I know I did it for myself, on the day of my lecture.

I was walking across King’s College Circle, reviewing my talk in my mind, when I mentally stopped at a point in the lecture when I would discuss how life might be possible on a large moon of a gas giant planet like Jupiter in another solar system. If that planet and its moon were in the ‘Goldilocks Zone’ around their parent star – not too hot, not too cold, just right for life – then liquid oceans might spawn an ecosystem. My mind leapt 32 years into the past, when Carl Sagan’s TV series Cosmos first aired. I remembered that he had speculated on life – not on a moon of Jupiter – but in the atmosphere. This triggered another association: more recently in history, I helped actress Isabella Rossellini launch a season of her Sundance TV series Green Porno on the red carpet at the Toronto International Film Festival by inventing a species named “Interstella Rossellini” that could float in the clouds of an alien gas giant exoplanet. But it was only at that moment while walking across King’s College Circle that I realized the alien DNA had really originated with Carl Sagan.

I furiously added the story of these connections to my notes. I was actually so caught up in it that I was almost late for my own lecture! This was the kind of exhilaration I’d felt during ‘all-nighters’ as a New College student, cramming for a test, but excited by the connections I was making under pressure. This is also the kind of exhilaration I now feel as a scientist (and as a human being) seeing something new that was really something old staring me in the face all the time.

For four formative years of my life, I lived at the corner of Huron and Willcocks. That time and place was a vital intersection in the road to my future and the role that space would play in my life. In the cosmology of Jaymie Matthews – scientist, educator and perpetual student – much of my universe began with a bang... a big one... at New College. By returning there, decades later, I could see clearly how much my universe had expanded, thanks to that early impetus. The concept of travelling through time has never seemed more real to me than when standing at the corner of Huron and Willcocks, with one foot planted in 1975, and the other in 2012.

Dorion Sagan, son of Dr. Lynn Margulis and Carl Sagan, the renowned scientist and TV personality who gave the first Bronowski lecture back in 1975, very generously offered to help re-launch the Bronowski lectures earlier this year. Dorion is a science writer, essayist and theorist who has authored and co-authored some 24 books on topics ranging from culture and evolution to the history and philosophy of science.

In the introduction to his most recent collection of essays, Cosmic Apprentice: Dispatches from the Edges of Science (University of Minnesota Press, forthcoming 2013), he describes Dr. Matthews as “an expert on extra-solar planets who eccentrically appeared in a kilt with white tuxedo shoes replete with black bowties.... His appearance relieved any fears I might have had about sounding outré, especially since his PowerPoint screensaver cycled through a picture of him scantily clad with two women, entitled ‘Dr. Libido.’

23 years after graduating, Jaymie Matthews (pictured above) - now an Officer of the Order of Canada and a Mission Scientist for the Canadian Space Agency - returned to his alma mater to re-launch the Jacob Bronowski Memorial Lectures with a talk on The Rocket Science of Sustainability.
The Celebration of a Half-Century

So much has happened within the span of 50 years that we would be hard-pressed to capture it all within a single year of celebrations - but that didn't stop us from trying.

Mentorship Recognition Event
November 21, 2011
Since its creation in the early 90s, the success of the mentorship program at New College has been measured by the opportunities it has created for mentors and mentees alike. In November 2011 our mentors came together for the first time (pictured above) to swap stories and strategies for helping students, creating even stronger connections between successive generations of New College students and alumni. Recognized as one of the longest running programs of its kind at U of T, the spirit of mentorship at New is stronger than ever.

Spring Reunion with ‘Dean Ann’ Yeoman
May 31, 2012
A key figure in our history, Ann Yeoman joined New in 1987 as Dean of Women for Wilson Hall, then served as Dean of Students from 1998 to 2008, and acted as the Director of the Paradigms & Archetypes program, for which she also taught the Jungian suite of courses. Now based in her hometown of Devon (England), Ann returned to kick-off Spring Reunion with a special guest lecture titled Story: An Activity of Soul Making and (Re)Enchantment in which she spoke of the various ways we use stories to connect with others – and ourselves.

Convocation with Ted Chamberlin
June 12, 2012
To quote Professor Emeritus and former principal Ted Chamberlin in his convocation address: "Each of you, in your different programs, will have received credit for your courses and now, in a few moments, will receive the credential—the degree—that confirms your achievement. The word ‘credit,’ like the word ‘credential,’ comes from the Latin word ‘credo,’ which means ‘I believe.’ And this convocation represents our belief in you. New College and the University of Toronto believe in you. A half million of your fellow U of T graduates around the world believe in you. But we want something in return. We want you to believe in yourself..."

Photography
01. Jackie Vanterpool
02. Jackie Vanterpool
03. Jeffrey Newman
04. Karyn Gorra
05. Nadia Molinari
06. Philip Cox

For photos from this event, click here
Student Leaders Reunion
October 4, 2012
An extraordinary convergence of talent as New College student leaders past and present mingled, exchanged ideas and networked in a special 50th Anniversary Student Leaders Reunion. From New Faces to New Dragons, stories were shared and discussions about the benefits of getting involved ensued. The event was hailed by a number of participants as one of the best opportunities they have had to meet and connect with the generations that came before and after their own. With every decade represented, many left this event with a renewed sense of what New College means to them.

Stephen Lewis –
The Power of Community
October 24, 2012
Renowned politician, broadcaster, diplomat and humanitarian Stephen Lewis spoke with characteristic passion about *The Power of Community* to cap-off a year of celebrations. The issues he touched upon struck to the core of the crowd as he spoke of the causes he has spent his life serving, sometimes coming close to tears as he recalled the travesties he has witnessed. He was chosen for this auspicious occasion because, as Principal Yves Roberge said that evening, “we needed someone whose experience had proven their commitment to our guiding values, so that their example if not their words would speak to the work that has been done at New College for 50 years and counting.”

Convocation with Vandana Shiva
November 12, 2012
“You’re entering a new world, and all I can do today is share with you my journey and how in that journey, nothing was irrelevant,” said Vandana Shiva to a Convocation Hall filled with our most recent graduates, after receiving her honorary Doctor of Laws from Chancellor Michael Wilson. New College took great care to nominate an individual whose own success was founded upon the health and happiness they create for others, and whose work clearly exemplifies the values and vision that have guided us since our founding year.
Reflections On Our 50th Year

“We don’t just cultivate plants, we cultivate community. And in cultivating any initiative that nurtures and protects others, we cultivate the future” —Vandana Shiva

When New College was built in the 1960s, it was on the fringes of the St. George Campus, one of the few University buildings on the west side of Huron Street. Rising up amid the remaining original neighbourhood houses and an array of above-ground parking lots, its striking architectural design seemed to push the geographical boundaries of the surrounding streetscape.

The name ‘New College’ was an adaptation from then-President Claude Bissell’s suggestion of ‘New King’s College,’ and also a nod to New College, Oxford; but rather than just replicating established institutions, the fledgling community set out to be something wholly New. As one of the recently established colleges on the St. George campus, we wanted to forge our own identity, and this was expressed in significant ways. We wished to provide students with the opportunity to have meaningful interactions with others from different disciplines, so our residences house students from the Faculty of Arts and Science as well as the professional faculties such as Applied Science & Engineering, Pharmacy and Physical Education & Health. We wanted members of our community to interact on all levels, so our buildings are multi-purpose - comprising residences, recreational spaces, classrooms and offices, all under the same roof. Our interdisciplinary academic programs have earned recognition over the years for challenging traditional disciplinary boundaries, focusing on issues of equity, race and gender, developing innovative pedagogy and providing students with the valuable tools of critical thinking and intellectual resiliency.

50 years on, New College is no longer on the fringes. The University and Toronto itself have grown up around us: the Robarts Library, Grad House, the Athletic Centre and the Earth Sciences Building are our current neighbours, and we have our own third building on the south side of Willcocks Street. Spadina Avenue is not an expressway for automobiles as the City had intended when our first two buildings were designed, but is instead a busy corridor for the 510 ‘Red Rocket’ streetcar riders. Willcocks Street has become a main east/west pedestrian thoroughfare, and we are at the heart of one of North America’s most dynamic and diverse cities.

Reflecting on our own development over the last five decades, our enrollment numbers reflect the wider trends around us - from 257 students in 1962 to almost 5,000 students in 2012 – but our growth has not been haphazard. Our founding members set out to foster an inclusive and student-centered community with boundary-challenging academic programs, and the seeds they sowed in our early days have thrived. As you can see from the summaries on pages 12 and 13, our celebrations over the past year have all highlighted different aspects of New’s journey and fueled our excitement for what’s to come. We have marked our first half-century and set the stage for the next!
Over the Years

Over the years, successive generations have come and left their mark on our community. Spanning five decades and over 21,000 alumni, New College has grown from an idea into an institution through their work. Now with a bit of distance, it’s incredible to stand back and see how far we’ve come.

In This Section:
First Graduating Class: Where Are They Now?
Don Ivey: 90 In A 50 Zone
Four Decades of Feminist Scholarship at U of T
Did you know?

That there are 22 active student groups at New College, 19 of which are housed in the Wilson Hall Student Centre?
First Graduating Class: Where Are They Now?

John Miller
After graduation, John went on to complete a Masters in Bio-Physics at U of T. He fell in love with teaching - first at a secondary school in St. Catherines and then in Quebec City, where he taught math, chemistry and physics. Now retired, Mr. Miller teaches Greek and Hebrew and travels widely with his wife.

Roger Hansell
Professor Hansell completed his Ph.D. in California and then returned to New College as faculty just in time to help with the academic evaluation of the new Women's Studies program. Officially retired in 2006, Dr. Hansell is a Professor Emeritus of Ecology and Evolutionary Biology at U of T. His accomplishments are many: from a position as Director of International Innovation Projects, to acting as co-editor of the scholarly Journal of Environmental Peace, to founding the Nobel Institution for Environmental Peace in Calcutta, India. Still living in Toronto, Roger is an avid Morris folk dancer and musician. He also sketches and writes Haiku.

Garrett Lambert
Having served as the first President of the New College Student Council, Mr. Lambert found himself in Ottawa soon after graduation, working as Special Assistant to the Minister of National Defense. His roles evolved quickly: Director General of the International Development Agency, Assistant Deputy Minister for Corporate Management and Chief Financial Officer of the Department of Foreign Affairs and International Trade. As Director General for Trade and Investment With the USA, he wrote the Cabinet paper for the Canada-USA Free Trade Agreement. From 1968 to 1997, Mr. Lambert was one of Canada’s highest ranking diplomats, serving in Iran, West Germany, Poland and East Germany, Nigeria, Sierra Leone, Malaysia, and Hong Kong. From there he became a Professor in the M.B.A. program of Victoria University and served as a member of the Prime Minister’s expert panel on Canada’s role in International Science and Technology. Garrett is currently President of GLI Associates Inc., Executive Director of Global Energy Horizons, and Associate of Global Bridge Consulting Corporation in Beijing.

Bonnie Bryans
Described as “a truly memorable person,” Bonnie found many lasting friendships in her lifetime. After New, she taught high school in Montreal before beginning her M.Sc. and then Ph.D. in the newly formed School of Human Communication Disorders at McGill, where she would eventually become the first full-time female faculty member. The next years are vague but outline a clear career trajectory: an expert in acquired neurogenic communication disorders, Bonnie worked with Aphasics in Marseilles, France, and then briefly in Algeria before becoming a member of faculty for the Speech/Language Pathology and Audiology program at Dalhousie University. Bonnie died of leukemia in the early 80s, but is remembered as a good friend, a talented editor, and a remarkably bright woman.

Margaret Mollison (Hansell)
Margaret Mollison left Toronto to pursue her Ph.D. in California and returned as Margaret Hansell, although this union would not last. Margaret taught in the Anatomy department at Dalhousie University for 35 years, serving as acting head of the Department of Anatomy and Neurobiology, Acting Associate Dean of Undergraduate Medical Education and a member of the Board of Governors. Known to friends as Peggy, Margaret passed away on May 2, 2007.
Don Ivey: 90 In A Zone

WRITER
Philip Cox

PHOTOGRAPHER
Nadia Molinari
Almost sounds like a problem in physics: What does it take to stop a Canadian national over-75 and over-80 tennis champion from playing his weekly game? In this case “it might have something to do with being 90,” Don Ivey says with a laugh. “But I hope to get back to playing full-time soon.”

The nonagenarian has held many other titles in his time as well: Professor of Physics from 1949 to 1992, original host of the CBC’s The Nature of Things, and second Principal of New College, after the first (Frank Wetmore) passed away just four months after the College was created.

Asked how he came to the helm of the fledgling College, which was then located in a temporary residence at 65 St. George Street, Ivey recalls a conversation with then-president of the University, Claude Bissell. “He asked me, ‘how would you like to be Principal of New College?’ And I said, ‘sure.’”

Although such beginnings may not be so romantic as a biographer might hope, Ivey did not take the position as lightly as his comments suggest. From 1963 to 1974 he held the reigns while the first permanent buildings were constructed, enrollment rose from 257 to 2270, and New College grew into a viable academic unit with a vibrant and engaged community. His legacy exists in ways big and small around the College, though of course he is known mostly, as he might put it, as ‘the man named after the D.G. Ivey Library’ (see page 9).

There was a time though when Ivey’s future was uncertain. Planning to go to teacher’s college after finishing high school, one of his teachers convinced him to attend university instead. Tuition at that time cost $100, which was about $98 more than he could afford, so he earned the money himself by working as a night dispatcher at his father’s taxi office. After graduating from the University of British Columbia in 1944 Ivey, like most of his peers, tried to enlist in the army. The influx of young men coming back from the war however had caused enrollment at UBC to leap from 5,000 to 15,000 in a single year. More professors were needed, so he was asked to stay and teach.

“I always started my courses with a story about a professor who prided himself on remembering his students’ names,” Ivey tells me. “He’s at a social event and he sees one of his former students. So he rushes up to him and says: ‘You’re John Broaden – in 1st year physics you always sat in the front row.’ And the student looks at him and says, ‘Yeah, that’s right. Who are you?’”

The joke gets to the heart of Ivey’s success as a teacher: though he may stand at the front of the lecture hall, it was his lessons that he wanted students to remember. Of course, that was beyond his control; Ivey’s name surfaces frequently among those who met him during his forty year tenure at the U of T. When Mel Cappe (New ’71) was asked if there was anyone in particular at New who had left a lasting impression on him, he recalled that there were a number of people, but named only one: “Dr. Ivey, who was Principal then. But I knew him from the Grade 13 high school film he did of challenging perspectives by smoking his pipe upside down. Brilliant.”

Despite a long stretch as a well-known TV personality, Ivey describes his foray into the world of film and television just as casually as his other feats. “The University had a Television Committee, and one of my colleagues in the Physics Department served on this committee. He stuck his head in my office one day and said ‘How’d you like to be on television?’ and I said ‘sure.’” Thus began a 13 week series titled Focus on Physics, followed by the prime-time Two For Physics, and ultimately the more popular general-science show The Nature of Things, which is now hosted by David Suzuki.

When asked which of his accomplishments he is most proud of, Donald Ivey does not hesitate: “primarily, I’m a teacher. I have never stopped teaching. I believe that teaching is the most important job there is. I’m happy about the fact that I was a teacher all my life.”

And in this our 50th year, New College is proud to have benefited from his guidance the whole way through.
When Women & Gender Studies started at the U of T in 1971, there was no way to predict how it would be received: Women’s Studies was not yet considered to be an actual field of study, and the ‘great ferment’ of the 60s had created a new playing field where the rules had yet to be written.

Even the first two courses offered were noticeably distinct in their approach. Whereas historians Jill Ker Conway and Natalie Zemon Davis created *The History of Women* on the foundations of a traditional course structure, it was a teaching collective composed mainly of students that emerged from the Interdisciplinary Studies Program at the Faculty of Arts and Science that created *Women in the 20th Century*. Importantly though, their aims were quite similar.

From these beginnings it would still be another 12 years before the first full-time faculty appointment was made in 1983, and so the program sustained itself by borrowing Faculty from around the University. The home and structure of Women’s Studies had to change over the years as well. Having started in Interdisciplinary Studies, the program then moved to Innis College before finding a permanent home at New College.

Once Women’s Studies became institutionally formalized, it began to grow at a faster pace to keep up with interest and demand. From an undergraduate program to a graduate-collaborative program and then to a Masters program, a large number of determined women and men transformed a small cluster of courses into the *Women & Gender Studies Institute* we know today. In 2013, the Institute will welcome its first doctoral candidates.

Now that the program is celebrating its 40th anniversary and the University of Toronto holds the distinction of hosting one of the oldest Women & Gender programs in Canada, it is possible to look back and trace its evolution over the years....
Kay Armatage
"As a graduate student, I had specialized in women writers to the degree possible in the English Department of the period. Out of the blue, I was invited to join the interdisciplinary Women’s Studies teaching collective - an incredible stroke of luck for me. Teaching in Women’s Studies required an expansion of my scholarly horizons to include women writers, artists and filmmakers from many periods and cultures. The urgency of this new knowledge, buttressed by feminist politics, became the shaping force of all my research and teaching. I am proud to have contributed to the growth of WGSI since its beginnings."

Kay Armatage was a member of the first Women’s Studies teaching collective. She was Director, Women’s Studies 1987-1992; Director of the Graduate Collaborative Program in Women’s Studies 1994-1999; Graduate Coordinator, Institute of Women and Gender Studies, 1999-2000.

Ceta Ramkhalawansingh
“When our Women’s Studies interdisciplinary ‘experiment’ began in 1970, our dream was to see women included in the curriculum, more women among the faculty, and the development of a feminist pedagogy. It was our passion and commitment that helped us - the teaching collective - to teach each other and to face obstacles as we planned for the first course in 1971. I could not have imagined, but did dream, that our project would grow into an amazing institute, with great scholars and inquiring students."

Ceta Ramkhalawansingh was a member of the first Women’s Studies teaching collective, who began their work in 1970. She later worked to establish the City of Toronto’s undergraduate and graduate scholarships in Women’s Studies.

Marian Reed
"In the decade that I have worked at the Women and Gender Studies Institute, I have seen a tremendous amount of growth and change, particularly with regard to our academic programs. We have expanded and re-visioned both the undergraduate and collaborative programs in Women and Gender Studies, created a Masters program, and now are poised to welcome the first cohort of Ph.D. students in 2013-2014. What a great testament to the vision and service of WGSI faculty and staff, both past and present!"

Marian Reed has served as the Graduate and Undergraduate Administrator of the WGSI since 2002.

The Women and Gender Studies Student Union
“In the future we aspire to enrich and refine our critical intersectional point of view. We want to keep evolving and re-evaluating our positions. We want to deepen and continue the conjunction between activism and research. We want intersectional gender analysis to be a part of departments across campus.”

The Women’s Studies course union was founded in 1980. Now known as the Women and Gender Studies Student Union (WGSSU), the group represents and supports students in the program. WGSSU sponsors academic and social events for students and community and engages with local and transnational social and political issues and activism.
Margrit Eichler

“Becoming the first director of a new Institute has its joys and challenges. It was the only time in my academic career that I could actually buy the office furniture. We hired staff, among them Marian Reed, who is still a mainstay of the Institute. Most of the faculty were already there, but we were able to hire some other wonderful faculty. These positions had to be negotiated with other units – not an easy task. It was a struggle to try to move the Institute towards departmental status. It is a joy that it has now achieved this status.”

Mary Nyquist was the first full-time appointment to the Women’s Studies Program; she held a variety of administrative positions and introduced several new courses. She currently teaches in the Department of English and the Centre for Comparative Literature.

Mary Nyquist

“Having initiated the Women’s Studies Program at the University of Rochester, where I had my first academic appointment, I was thrilled to be offered the first full-time position in what was then a New College program, which had an amazingly diverse and lively undergraduate population. Developing the program’s infrastructure and curriculum was for me an awe-inspiring responsibility since at the time challenges to white, heterosexual, and middle-class privileges were at their most intense, while the desire to integrate academic, experiential, and activist modes of education in a transnational context often outstripped our abilities, given the size and composition of our faculty. Our students have often instructed us, and I am proud to be associated with the many changes to our curriculum which they have inspired.”

June Larkin

“As undergraduate coordinator for many years, I experienced the growth of Women’s Studies from a small college program to its current status as an internationally renowned Women and Gender Studies Institute. The WGSI at the U of T has been at the forefront of innovative feminist and gender studies, responding to the social challenges presented by a rapidly globalizing world. Students thrive in an academic environment that brings together scholarship, community work and activism in an education that values experiential learning; graduates of the WGSI understand the transformative power of knowledge and make their way in the world as engaged citizens committed to social change.”

June Larkin was the Undergraduate Coordinator from 1999-2003.

Margrit Eichler was the first director of the Institute on Women and Gender Studies and held that post from 1999-2003.

1971 First Women’s Studies courses are offered in History and Interdisciplinary Studies.

1974 A formal undergraduate program is established. Women’s Studies is transferred to New College. Kathryn Morgan and Sylvia Van Kirk begin to teach in the program with Van Kirk as the first director. Subsequent directors included Chaviva Hosek, Mary Nyquist, Ronnie de Sousa, Kay Armatage, Peter Fitting and Peter Dyson.

1980 A Women’s Studies course union is founded.

1981 Specialist degrees in Women’s Studies are offered.

1983 Mary Nyquist is appointed as the first full-time faculty member.

1986 Proposals for a graduate program are submitted to the School of Graduate Studies.

1983 Heather Murray is appointed Undergraduate Director and serves until 1995.

1984 A graduate collaborative program (GCPWS) is launched. The first Director is Kay Armatage.

1993 Mary Nyquist is appointed as the first full-time faculty member.

1993 June Larkin is appointed Undergraduate Coordinator and fills this role until 2008.

1999 The Institute of Women and Gender Studies (IWGS) is established, formally recognizing the interdisciplinary program and allowing for cross-appointed faculty. The first director is Margrit Eichler.

2003 Shahrzad Mojab is the second director of the Institute from 2003 to 2008. In 2010, she is appointed Acting Principal, New College, the only woman who has held that role at New College.

2005 The institute is renamed as Women and Gender Studies Institute (WGSI) and granted the authority to make full tenure-track academic appointments.

2007 A free-standing M.A. program is launched with a focus on transnational feminist studies.

2012 Under the leadership of Bonnie McElhinny (Director) and Michelle Murphy (Acting Director) a doctoral program is approved.

2013 The first doctoral students will be admitted.
The undergraduate years mark a particularly challenging and rewarding period in the lives of our students, and so we measure our own success by the opportunities we create for them to grow through this transition. With a mandate to support equity, diversity and social justice, our academic programs focus on what matters most: community.
Did you know?

That there were 3 anniversaries celebrated at New College in 2012 – our own (50 years), the Women and Gender Studies Institute (40 years) and the Writing Centre (40 years).
have to admit, I was initially hesitant about *Learning Without Borders* when it was proposed as the sub-title of New College’s first-year foundation program, *New One*, launched in September 2012. Was this theme not rather overexposed, a bit too idealistic and globalist in its claims? I worried that it glossed over the way in which borders are often barriers, and underplayed the challenges of crossing or bridging them. Titles, however, are not about descriptive clarity, but rather about recognition and rhetorical appeal, vision and aspiration. *Without Borders* evokes a proudly Canadian tradition of transnational social justice, of support for the disenfranchised and underprivileged. When the phrase is attached to *Learning*, it suggests, too, unfettered opportunity and imagination.

Since becoming centrally involved in elaborating (and now coordinating) this program, I see ‘*Learning Without Borders*’ as not merely catchy and apt, but also generative in thinking through the program’s various aspects – the emphasis on students’ learning, the melding of disciplines in the way it is taught, the exploring of different sites of education and new forms of pedagogy. Significantly, it also captures the wide, instructive collaboration involved in getting this nascent program off the ground, with invaluable input from all segments of the college. Let me explain by going back a bit.

Collective consideration of the prospect of a first year foundation program started two years ago, at a college retreat. What would make for a distinctively New College foundation program? How could we inject a recognizable New College sensibility into the general ‘college One’ formula - of small classroom experience, enriched co-curricular activities, and a focus on core learning competencies? A committee of students, staff and faculty pondered these questions over a period of months and then circulated a set of orienting principles for college-wide engagement.

The shape of New One emerged from these conversations. The program should be inclusive and non-elitist, open to all intellectually curious students and those drawn to community engagement. It should address the specific needs of our students, many of them multilingual and newcomers to Canada, through activities that helped them adjust to a North American academic context. New One courses would be a gateway to the academic programs based at New College, introducing students to their central themes, such as equity and global interconnectedness. Like our other programs, they would be thoroughly interdisciplinary. The program should incorporate different kinds of pedagogy—arts-based, place-based, and other innovative forms. A spirit and practice of social and ethical responsibility should inform the framing of New One and its co-curricular activities. We would find ways of integrating senior students and community partners into the design and delivery of the program. Finally, as proposed, ‘Learning Without Borders’ would be the overarching theme. New College’s identity was clearly shining through.

It was at this point that I came on board, working over the following year with my colleague, Deborah Knott, Director of the New College Writing Centre, to transform these prescriptions into a viable academic program. In doing so, we drew on the ideas and expertise of many college members. One committee undertook the task of translating abstract curricular desires into concrete course descriptions. The student reps, particularly, were keen on courses that would address current, relatable ‘hot’ topics that spoke to their everyday lives. That is how we came to distill, from a broad wish list, our four New One courses: food, digital technology, language diversity, and arts and culture in displaced communities. In focus groups, we asked students about the forms of academic support they would most have valued in their first years at university. We relied on
the deep institutional knowledge of the registrarial staff to help us navigate our way through intricate application procedures, and we wrote up descriptions of the program for publicity in university media and gave presentations to prospective candidates. With each iteration, the conceptualization of New One became clearer and stronger.

The notion of learning without borders draws attention to the emphasis we place on pedagogy in this program, a move that reflects the broad shift within post-secondary education at this time to focus on developing students’ learning competencies – on ‘learning to learn.’ In elaborating the pedagogical approach of New One, we have been able to draw on the College’s particularly rich in-house resources. The highly successful International Foundation Program and English Language Learning program, initiated and nurtured at New College, have accumulated a wealth of experience in supporting students from various linguistic and learning backgrounds as they make the transition to a new learning culture. Tutors at the Writing Centre are deeply skilled in fostering student’s critical thinking and writing skills. The New Media Project has gathered resources on emerging technologies that we can experiment with in the first-year classroom. There is a cache of examples of engaging methodology and effective teaching tools to be found, particularly in Equity Studies and Women and Gender Studies, fields that promote creative and self-reflective learning. When the instructors of the New One courses were hired over the summer, they too contributed their ideas for creative learning activities, and brought in their own particular teaching skills and experience to this collaborative mix.

Learning without borders not only acknowledges the variety of ways in which students learn and the program’s commitment to encouraging such differential capacities, but also the different contexts and spaces in which academically-relevant learning takes place. The college, with its Service Learning Program, its scholarship and practice of community-based learning, has long been promoting collaboration with community partners and learning experiences beyond the borders of our classrooms. In this first term of New One, we have already had a rewarding campus-community collaboration. With the input of course instructors, I worked with a long-term resident of Kensington Market to create a curriculum for a visit to this bristling, dynamic Toronto landmark and Canadian heritage site. As students followed the clues and annotations of a custom-made itinerary, stopping off to take photos or to chat with some market folk who had made themselves available for the occasion, they were prompted to address questions arising from their specific courses. At the same time, they gained a deeper understanding of the history of the market, its peoples and purposes, and its integral place in the history of this city—a valuable lesson in global citizenship!

As we work to forge exciting and innovative educational partnerships such as these to expand our students’ understanding of the fundamental forces that drive society, the alumni community has been quick to offer support. A generous $1M gift from alumnus Richard Rooney (New ’77), current Chair of New College’s Boundless campaign cabinet, has ensured the program’s ability to respond to the evolving needs of our students well into the future. What began as a community endeavour will continue as such, creating new opportunities for students to think critically, creatively and flexibly across traditional boundaries of knowledge, collaborating without borders.
"Why Disability Studies?" This is a question that I like to pose to students on the first day of a Disability Studies course. "What brings you here to this class today?" I ask. Such questions inevitably elicit a wide and rich variety of responses. While some students share stories that come from their own experiences and deep personal ties to disability, others suggest a lack of knowledge as their motivation for taking the course. "I have no experience with disability" students often say. "I don’t know a thing about it."

This type of response is not surprising given that, in the contemporary West, disability is so often treated as something that we intuitively know very little about. Disability often appears to us as something that is shrouded in mystery, a strange and unfamiliar condition of the body requiring extensive study if we are to understand it. Indeed, a great many fields are dedicated to searching for and researching disability: what causes it, where it comes from, how it manifests, how it can be treated, and so on. Other fields of study dedicate themselves to the training of disability ‘experts’ – individuals whose knowledge is founded upon identifying, measuring and monitoring disabled bodies.

Sometimes simple questions can lead to unexpected answers. As an Assistant Professor in the Disability Studies stream of the Equity Studies program, Anne McGuire finds this to be the perfect starting point of an important conversation.
Academic Focus

(Left) Titled The Spectrum of Ideologies, 3rd year Equity Studies and Women & Gender Studies student Alexandra Ntoukas painted this piece “to make people more aware of how one’s values, beliefs and laws are not static but fluid. It is through the interweaving of these systems that disability is produced.”

However, as I do with my students on that first day of class, I want to suggest that the notion that we intuitively know nothing about disability is a common fallacy. Indeed, ‘not knowing a thing’ about disability is almost impossible. To the contrary, we (all of us) already have an extensive knowledge-base when it comes to disability. We have been educated about disability from a very young age, and this informal curriculum runs deep through our culture. The lessons learned, however, are not very diverse.

In grade school, when we watched as others were segregated in ‘special education’ classrooms or when we ourselves were segregated, disability was defined for us as something decidedly not ‘special’ – it was an individual deficit, a personal pathology, a lack.

When the only disabled characters that are portrayed on television, in film or in books are villainous (e.g., Captain Hook) or woeful (e.g., Tiny Tim) or both (e.g., Quasimodo), we learn of disability as something to fear or pity. Disability metaphors (e.g., “the economy is crippled”, “the words fell on deaf ears”, “the party was lame”) teach us that disability is synonymous with dysfunction, inability, and negativity. Newspaper and magazine articles routinely narrate disability as a costly social and individual burden. They teach us that disability is nothing other than an obstacle to be overcome and that ‘normalcy’ is the natural ideal against which every body must be measured.

While these examples reflect the diverse ways we encounter disability in everyday life, they simultaneously demonstrate the very limited set of cultural scripts that we have at our disposal when it comes to thinking about disability. As we have seen, disability is almost universally understood as lack, dysfunction, pathology, inability, danger; it is something that must be stopped, cured, overcome, eliminated. This singular story of disability fails to account for the dynamic and complex ways people identify with and experience disability, and in so doing works against the advancement of a society that respects and values disabled people.

In this cultural context, where representations of disability are both ubiquitous and uniform, we need Disability Studies. An interdisciplinary field that brings together critical scholarship, artistic expression and activism, Disability Studies provides the opportunity to think critically about the commonsense ways we have been taught to understand disability. To this end, Disability Studies is not engaged in the study of disabled people or their bodies. Rather, the field provides an intellectual space to analyze disability as a political, historical and economic construct; a social identity category to be considered alongside and in tandem with categories of race, class, gender and sexuality. As a classic example puts it, a Disability Studies approach does not locate disability in an individual using a wheelchair, but finds it instead in the flight of stairs without an accompanying ramp or elevator.

By understanding disability as a social category rather than an individual problem, the field challenges the commonly held (and marginalizing) belief that disability is nothing more than bad biology or nature’s misfortune, instead demonstrating how social, attitudinal and environmental barriers function to disable people with various physical, sensory and intellectual impairments. The value of this shift in thinking is clear; when disability is seen as a personal problem, it is up to the individual (and/or individual families) to secure access, accommodations, rights and respect. However, as disability is transformed into a socially meaningful category, it importantly becomes a social justice issue of concern to us all.

And so I return to the question: why Disability Studies? Because, in some fundamental way, disability connects us: regardless of whether you currently identify as disabled, we will all experience disability at times throughout our life. The field provides a rare and timely opportunity to critically examine our inherited assumptions about disability and recognize that together we make its meaning, and together we share the consequences of that meaning. Starting from that assumption, Disability Studies opens up a space to produce new meanings of disability, form vibrant and diverse disability communities, and further social justice for all people who experience disability in their lifetime.
Community engagement is one of the cardinal features of New College, but few people realize how many of our professors are involved in different causes at the local, national, and global levels. We invited Professor Thomas Tieku of African Studies to reflect on the work he does outside of the classroom.

Like most of my colleagues, I wear many hats outside of the classroom, but the two projects that take a considerable amount of my time when I am not teaching or doing research are anti-poverty initiatives and conflict mediation work.

I am a member of a group of academics led by Yale University Philosopher Thomas Pogge who have come together under the auspices of the Academics Stand Against Poverty (ASAP) to build consensus on effective anti-poverty objectives that will replace the expiring United Nations Millennium Development Goals (MDG) in 2015. In collaboration with a coalition of over 380 civil society organizations, ASAP is providing academic input to the United Nations’ post-MDG High Level Panel, led by the British Prime Minister David Cameron. This is very timely and important work, and ASAP has already introduced a number of items to UN’s official agenda, including a requirement that participation of those living in poverty be made a prerequisite for post-MDG success.

I have also had the privilege to provide expertise in the mediation of several civil wars. Since the mediation work is done on a strictly confidential basis, I unfortunately cannot speak specifically of this work here. I can however speak of the annual African Union High Level Retreat for Mediators and Special Envoy which I attend. The main goal of the annual retreat is to provide opportunities for AU mediators to review successes and failures, and to draw

(Above) Fifteen U of T students stand with Professor Tieku (also pictured on the right) in the African Union, based in Addis Ababa, Ethiopia. The trip was part of an International Course Module, which incorporates international experiences into the framework of existing international courses.

Click here for the full article
lessons from the organization’s mediation in conflicts over the past 12 months. This year’s retreat was held in Cairo, Egypt from November 3-4, 2012, and brought together selected former African presidents, retired African UN diplomats, senior AU management, the leadership of the UN system, Western Ambassadors accredited to the AU, and conflict management experts from Canada, France, United Kingdom, and the United States of America. This year I had the honour of addressing delegates on the topic of peace education in a plenary session, and was more than thrilled when the outcome document for this year’s retreat, titled The Cairo Declaration, included a suggestion for the AU to work towards the integration of peace education in African school curricula.

In ways that are not immediately obvious, these projects enhance my teaching and the overall experiences of our students back at the U of T. Through the mediation work, I have also been able to lay the groundwork for initiatives such as the International Course Module (ICM), which provides opportunities for students to enhance and develop their analytical and research skills through international field trips that take place during reading week. In February 2012, I led a group of fifteen students from New College’s African Studies program to Addis Ababa, Ethiopia where they met with officials from the African Union, the United Nations’ Economic Commission for Africa, the European Union delegation to the AU, and the Canadian and American Embassies in Ethiopia. My work outside the classroom allowed me to create a bridge for our students to experience first-hand the organizations they had been reading about.

I am able to participate in these global initiatives mainly because I luckily found myself in New College where community engagement is celebrated. It is indeed gratifying to be part of a College which creates the necessary space for its faculty members to step outside of their comfort zones in the Ivory Tower to contribute to the greater good of their communities.

International Experiences:
Lili Nkunzimana (4th year, African Studies specialist)

“In Ethiopia with Professor Tieku we visited the European Union, Oxfam, the UN Economic Commission for Africa, the American Embassy, and the Canadian Embassy, to name a few... It was the first field study I had ever done and it allowed me to write a paper that went beyond the synthesis of other people’s research. I was able to draw on my own experiences.”

See the full interview online
www.newcollege.utoronto.ca/student-spotlight/
In 2011 we created the Senior Doctoral Fellowship program to build a bridge between undergraduate students and graduate students whose research is relevant to our academic programs, while supporting the Ph.D. candidates as they work through the writing phase of their dissertation. Each Fellow receives a stipend, dedicated space at New College, time to focus on their thesis and the opportunity to build their network with faculty members. In return they contribute to the intellectual life of the College by mentoring undergraduate students, giving a seminar and participating in New College’s academic and community events.

When this year’s Fellows were selected we knew they would connect well with the New College community – little did we know how well they would connect with one another...

Six Degrees of the Senior Doctoral Fellows

Soma Chatterjee
Affiliation:
Equity Studies
Ph.D. Department/Faculty:
Ontario Institute of Studies in Education
Dissertation Title:
“Borders Are No Longer at the Borders: Discourses on Immigrant Skills and Practices of Racialized Nationalism in Canada”

Soma
Affiliation:
Equity Studies
Ph.D. Department/Faculty:
Ontario Institute of Studies in Education
Dissertation Title:
“Sometimes Children Can Be Smarter Than Grown-Ups: Re/Constructing Literate Identities With Multilingual Children”

Saskia Stille
Affiliation:
International Foundation Program
Ph.D. Department/Faculty:
Ontario Institute of Studies in Education
Dissertation Title:
“Integrating Yoga into Counseling and Psychotherapy: A Holistic Mental Health Approach”

Rameet Singh
Affiliation:
BPMH
Ph.D. Department/Faculty:
Ontario Institute of Studies in Education
Dissertation Title:
“Sometimes Children Can Be Smarter Than Grown-Ups: Re/Constructing Literate Identities With Multilingual Children”

Stefanie Kennedy
Affiliation:
Caribbean Studies
Ph.D. Department/Faculty:
Department of History
Dissertation Title:
“To bear the Marks of Servitude: Deformity, Disability and the Politics of Freedom in the World of Atlantic Slavery”

Timothy Makori
Affiliation:
African Studies
Ph.D. Department/Faculty:
Anthropology
Dissertation Title:
“The Domestic Life of Copper: An Ethnography of Change and Social Reproduction in Katanga Province, Democratic Republic of Congo”

Soma
Affiliation:
Equity Studies
Ph.D. Department/Faculty:
Ontario Institute of Studies in Education
Dissertation Title:
“‘Borders Are No Longer at the Borders: Discourses on Immigrant Skills and Practices of Racialized Nationalism in Canada”

Soma received a B.A. in English Literature, History & Political Science from the University of Burdwan, West Bengal, India (1996)

Saskia received a B.A. in History & Political Science from the University of Western Ontario (1995)

Tomoko
Affiliation:
Caribbean Studies
Ph.D. Department/Faculty:
Department of History
Dissertation Title:
“Seven Degrees of the Senior Doctoral Fellows”

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Stefanie Kennedy
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Caribbean Studies
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Stefanie
Affiliation:
Caribbean Studies
Ph.D. Department/Faculty:
Department of History
Dissertation Title:
“Seven Degrees of the Senior Doctoral Fellows”

Stefanie received a B.A. in English Literature and History from Trent University (2008)

Soma received an M.A. in English Literature from the University of Burdwan, West Bengal, India (1999)

Soma received a B.A. in English Literature, History & Political Science from the University of Burdwan, West Bengal, India (1996)

Saskia received a B.A. in History & Political Science from the University of Western Ontario (1995)

Soma received a B.A. in English Literature, History & Political Science from the University of Burdwan, West Bengal, India (1996)

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With so much happening around New, it’s easy to lose sight of the finer strokes that give colour to our canvas. Though we constantly strive to make new connections, it is always worth looking inward to see where the lines have been drawn - to think about the interests and experiences that come together to paint the bigger picture, creating something New.

In This Section:

International Experiences: Yuechuan Chi

A Search For Structure: The Woodland Art Collection at New College

Approaching New College’s Architecture
Did you know?

That New College’s dragon boat racing team, the New Dragons, are two-time Under-23 Club Crew World Champions (2010, 2012) and two-time Under-23 Canadian National Champions (2009, 2011), as well as the winners of the University Cup at Toronto International Dragon Boat Race Festival for the last 7 consecutive years.
Yuechan is a third year chemistry major and developmental biology specialist. He was one of the first students of the International Foundation Program, which offers admission to academically qualified international students whose English fluency scores fall below the University’s direct entry requirements. We met with Yuechan in the fall of 2012 to see what he’s been up to since completing the program three years ago.

Please tell me a little about yourself – where you grew up, what you do for fun, or anything else you’d like to highlight.

I grew up in a small city called Hohhot, Inner Mongolia, China. In my free time, I enjoy playing tennis, swimming and reading. I actually try to read a little bit every day.

How did you hear about New College’s International Foundation Program?

My aunt told me about the program. My family thinks that language skills are fundamental for learning. In addition, learning from one of the best institutes in North America was attractive for me. I think I made a good choice.

What is your strongest memory from your time with the IFP?

I would say the discussions I had with my instructors and peers. I was always amazed by the international experience I had in the IFP. We always generated some stunning ideas together, since everyone had a different background that often gave many different perspectives for the same topic.

What was your first impression of Toronto? Has that impression changed at all since you arrived?

Toronto is a very international city. I never had trouble finding my favourite food. The city has such a warm culture that is really reflected in people’s behaviour. People are genial and polite. This impression hasn’t changed since I arrived, but I think the culture has changed me quite a bit.

Please tell me about your research. What kind of projects are you most interested in and why?

I started my first research project in high school, which was on developing a new device for sleep apnea. I then worked on molecular recognition, molecular biology and cell biology. My recent project is trying to understand the relationship between angiogenesis (blood vessel development) and breast cancer. It has been a fabulous learning experience for me.

I understand you’ve recently published an article. Can you tell me about it?

I’m part of a team that identified a new class of organic molecules that have the potential to recognize different sugar molecules. It has very broad applications. For example, cell surfaces are decorated with many sugar polymers that have important roles in development. Cancer cells have a very distinct identity of sugar polymers on their surfaces. Others can use our data to produce powerful markers that identify cancer cells at a very early stage.

I published the article in my first year and it has been cited a couple times already. It’s not bad for first year, right?

Why did you choose to pursue cell & system biology?

I am very impressed by the cell biology research in Toronto. If you go to the discovery district, there are many world-class researchers in this field. As an undergraduate student, there is nothing better than learning and working with your favourite scientists. It’s like living in the dream.

What’s your favourite part of campus?

Research labs, where the interesting things happen.
Visitors to New College often notice the artwork that peppers the walls – the bright colours and suggestive forms command the eye's attention and evoke strong, if unfamiliar, emotions. From small concentrations in staff and faculty offices, to a larger series strewn across the main level overhang of the Donald G. Ivey Library, art is an essential aspect of the College's built environment.

Throughout my tenure as Principal I worked with the New College Council to establish the Woodland art collection at New, but I would be remiss if credit were not given where it is due. The presence of Woodland art at the University owes its origins to Professor Hardy Cinader, one of the founders of immunology in Canada, long-time champion of aboriginal art, and friend of the College in the mid 1970s. At that time, Woodland art was not deemed ‘worthy’ of inclusion in the Art Gallery of Ontario – the prevailing opinion at the time being that these unique, dynamic works properly belonged in the Royal Ontario Museum’s anthropological collection; they were not “art.”

This attitude has long since passed thanks largely to Professor Cinader’s efforts. He was a personal friend of many artists from Manitoulin Island, often inviting them to bring their work to the Medical Sciences building for the U of T community to purchase. New College, with bare walls to spare, welcomed the opportunity to feature some of the Anishinaabe artists’ new ways of seeing the world.

Some forty years later, the AGO now has a permanent display of Woodland artwork, but many people remain uninformed about the significance of the work for local indigenous cultures. With that in mind we have invited Ms. Hupfield to guide us through the collection we are privileged to house.

Professor Andrew Baines
Principal of New College from 1974 – 1979
In an increasingly global world, cultural transition is inevitable. Works such as Going Back to Manitoulin (1979) by Leland Bell, an artist from the Wikwemikong Unceded First Nation Manitoulin Island, explore the transition between life on and off the reserve experienced by the Anishinaabe. In this painting, two figures standing facing one another overlooking a vista of trees, earth and water from Manitoulin Island, which is home to six Anishinaabe reserves. The figures match their surroundings in corresponding hues, and yet they lack the characteristic interconnecting black outline that signifies a shared bond between all things, suggesting their detachment from the environment. Additional black power rays dangle from their lips like cat whiskers and yet such lines remain absent from the landscape, which emphasizes a broken link between their speech and the land. In this painting, black lines are used to signal the disconnection that exists between the subjects and their surroundings as they attempt to reconnect with home.

Confronted with new social and environmental dynamics that deeply affected their relationship to the natural world, many Anishinaabe felt a longing to reconnect with their traditional environment both individually and as part of a larger society. Daphne Odjig, a Potawatomi artist from Wikwemikong Unceded Indian Reserve on Manitoulin Island, touches upon this sentiment in the painting John Paul (1978). In the piece, a person dressed in prominent colours and hair accessories with eyes open is in care of three smaller and more simply clothed people whose eyes are closed, reminding the viewer of the responsibility of individuals towards one-another at different stages of life and knowledge.

Woodlands-style painting is directly connected with the oral traditions of the Anishinaabe, and is also referred to as Legend Painting or Medicine Painting. The works function as visual aids for cultural teachings and knowledge to claim a space in the present for Anishinaabe people and their history. The Anishinaabe used two-dimensional representations to record teachings and rituals that would ensure their culture’s survival since time immemorial: ancient sacred birch bark scrolls passed down from generation to generation were drawn from the perspective of the spiritual world looking down at the world below, showing the overall layout and position of all participants in a ceremony. The North Caribou Lake artist Saul Williams continues this tradition in his Mythical Creatures (Surrounding Man) (1978), on display in the D.G. Ivey Library, which shows a man encircled by a powerful supernatural serpent, thunderbird and bear as a reminder of ancient beliefs of kinship and the need to maintain balance with all of creation. Many contemporary Woodland paintings use codified symbols such as these to connect the viewer to various ways of being, often locating figures in nature alongside other beings from the natural and spirit world.

For the Anishinaabe, cultural survival was embedded in the land - so long as the land didn’t change. With the ongoing depletion of resources and changing climates around the world, today’s modern society is facing the same questions the Anishinaabe have faced for centuries: how do we ensure cultural survival without a connection to our land? Although they are dangerously close to depicting a bygone era, the Woodlands paintings radiate like a beacon from a not so distant past, signaling a path forward.
ew College is best approached from the centre of the U of T campus. I recently did so by starting at Massey College, wandering through University College and Knox College, and ending up at New College - still fresh, and singularly not-Gothic. Its buildings are nonetheless college buildings, and they share many common characteristics with other college buildings. Descended from the medieval cloister, this building type has two faces: an inward and an outward - one relating to the buildings’ setting, the other creating a privileged world. It is this dual nature of the college building, simultaneously public and private, that New College expresses so well.

College courtyards form a sense of community and identity. They are reflective and contemplative spaces which always contain natural elements; when I think of the individual colleges, when I try to capture their identity, inevitably I picture their courtyards. I think of the picturesque, finely scaled Massey Courtyard; the aggregated enclosure and medievally-inclined University College; or the austere and deeply-held courtyards of Knox. The same is true here, but with the striking difference that New College has the only courtyard that contains not a garden, but a rolling landscape. In fact the landscape is not separated from the outside world; it flows openly through the courtyard and into the city. When I think of New College I think of something open and approachable.

A quiet revolutionary, New College was built at a time of rapid university expansion and when a six-lane sunken expressway was slated to replace Spadina Avenue. It was a time when cities and society were being taken apart and imagined anew. It was also a time when architects were beginning to recognize their obligation to history as much as their responsibility to the future. It is
interesting that many of the buildings constructed at this time have not adapted well to the city changing around them, and appear out of time as well as out of place. Belying this fact, New College’s Wilson Hall and Wetmore Hall are landmark buildings that embraced the city by reinforcing the pattern of the street. At the same time, the buildings are dramatically modern and non-hierarchical. Their multiple paths of entry, horizontal layout and integrated living, working and studying spaces are conscious choices about the future made by the architect and members of the College. The architecture is not that of a monolithic structure, but rather that of an open organization that grows with its community.

In his work for New College, Macy DuBois, the original architect, tempered the concrete brutalism so popular during the 1960s with a Scandinavian humanism and a sense of scale. The design is deeply informed by the history of the college building type, but is in no way historicist. He built thoughtfully on the past by reinterpreting the historical typology of the college building. He created a northern building and a fine example of modern architecture’s adaptability to climate and context. The buildings are sinuous, flexible and disciplined. They contain delightful spaces with sunlight reaching deep into the lower levels. The interior public spaces are disposed in the plan like the historic loggia, which connects the courtyard to the buildings’ interiors. New College is not as exquisitely or finely wrought as other university colleges, but it is still fresh. It has a beauty not just as a collection of objects, but as an environment - it is not just something you see, but something you see with.

Tasked by Principal Yves Roberge to design a gate to New College in honour of its 50th Anniversary, I asked myself how one can put an entrance to a building that strives to eliminate hierarchies and to be open from all directions, and how one can add an overtly historicist element to such a forward-looking building.

The obvious placement is along Willcocks Street. This is a busy yet underserved face of the college. An entrance here creates an excellent opportunity to relate the emerging Willcocks Common with the flowing courtyard of New College. It is also an opportunity to create functional student spaces such as outdoor seating and bicycle parking. Studying the facade of Wilson Hall, I realized that, at street level, it already forms a colonnade or portico. The portico is a classic architectural device used to relate exteriors with interiors; it is the complement of the loggia. Our proposal then would extend this composition outside the building along Willcocks. It will form a pedestrian-oriented plaza on which sits an open and free standing portico. The portico will use the rhythm, material and language of New College and, like the College itself, will gather and relate but not enclose or contain. Like the foundation that has served New College for five decades now, when fundraising is complete, the plaza will bring people together as a community that flows openly through the College and into the city.
Alumni hold a particularly special place at New College for the character they bring to our community and the example they set of what’s possible after graduation. There are few better learning opportunities than the chance to follow a person who is a few steps ahead of you, and there are few actions more commendable than reaching out to help the people who are a few steps behind.

We are particularly thankful to those who have donated their time and energy through initiatives such as the Mentorship program, and those who have generously contributed towards establishing scholarships and bursaries, refreshing our facilities, and enhancing our academic programs. It’s this spirit of giving that will continue to define New College for the next 50 years and beyond.
Yes, I will join the Campaign and support New College

Ways to give:

Complete the form below and send your donation to:
Office of Advancement, 300 Huron Street, Toronto, Ontario, M5S 3J6

Contact Celeste Richards by phone 416.978.0310 or email: celeste.richards@utoronto.ca

Donate online at donate.utoronto.ca/new

The Presidents’ Circle: Individuals giving annual combined donations totalling $1,827 or more become members of this U of T recognition program with many exciting benefits.

Here is my donation of □ $250  □ $500  □ $1,000  □ Other: $____________________

☐ Visa  ☐ Mastercard  ☐ Amex

Card Number: ____________________________ Exp: _____/_______
Name on card: ___________________________________________ Signature: ______________

☐ Cheque, which is enclosed (payable to the University of Toronto)

Name: ___________________________________________________________________________
Address: __________________________________________________________________________
City: ____________________________ Province: ____________________________
Postal Code: ____________________________ Tel: ____________________________ E-mail: __________
☐ Are you a grad? If so, what year: ____________________________
☐ I would prefer that my name not be included in listings of donors.

BOUNDLESS

Thank you for your generous support!

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** A receipt for income tax purposes will be issued for all donations.

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Giving Back

On behalf of the students, staff, faculty and friends of New College, we thank our donors for their generosity and support. All donations make real, lasting differences in our community by supporting students through scholarships and bursaries, building new facilities and refurbishing existing spaces, and enhancing our academic programs and outreach initiatives. Because of you, New College can continue to offer an unparalleled educational experience for generations to come.

It is with deep appreciation that New College recognizes the following individuals and organizations:

$1,000,000+
Richard E. Rooney

$25,000 - 100,000
Chung Hwa Institute of Buddhist Studies of New Taipei City
V. Lobodowsky
Kerrie MacPherson
Toronto MELAB
Luc and Pamela Vanneste
Frank E. Walwyn
Christopher Robert Woodford

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Northwater Foundation
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The Funding Network

$5,000 - 9,999
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Carol E. Percy
Celestia Richards
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Margaret Streadwick
Anonymous (3)

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Dilip and Manjusha Bhattacharyya
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Jaime Crossan-DeBres
Isabella Czuba
Sherry L. Daniel
Valerie F. Darling
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Giving Back

This list reflects pledges made to New College from October 2011 to December 2012.

Every effort has been made to ensure that all donor names are listed correctly. Please contact us at 416 978 0310 if there are any errors or omissions so that we can update our records accordingly.

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Yvonne M. MacMillan
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Andy Mark
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Humfrey Melling
Barbara I. Merriam
Bradley Neil Milburn
Colin Morningstar
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Anonymous (10)

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Gifts of $25,000+ made after May 1, 2005
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Chung-Hwa Institute of Buddhist Studies of New Taipei City
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Steelworkers Toronto Area
Tamil Studies
Coordinating Committee
Toronto MELAB Language Centre
Luc and Pamela Vanneste
Frank Walwyn
Christopher Woodford

King’s College Circle Heritage Society
Recognizing and honouring alumni and friends who have thoughtfully made a provision for New College through a future bequest, life insurance or trust.

Patricia A. Coleman
Dulcie V. Dixon
Thomas R. Jack
Daniel Kwan
Chastity Cheryl Pangilinan Nazareth
Paul C. Nazareth
Elaine Nielsen
Norm Paterson
Lesley Riedstra and
Rian Mitra
Margaret Streadwick
Colin J. Swift
Scott Brynn Vloet
Gary and Shirley West
Dr. Marion and
Dr. Ross Woodman
Anonymous (1)
“Not everyone can pursue their passions but this scholarship lets me do just that. Nothing can stop me now from becoming a doctor.”

STACEY KONIDIS
BSc 2013 New College

LEAVE A GIFT IN YOUR WILL AND HELP CHANGE A STUDENT’S LIFE.

Join our unprecedented campaign for the University of Toronto by including a gift in your will. It’s one way to help us nurture the boundless potential of determined students like Stacey. Canada will be a healthier place when you support future doctors like her.

To find out more, contact michelle.osborne@utoronto.ca, 416-978-3846 or give.utoronto.ca
The Frank Walwyn Award in Caribbean Studies

Writer
Celeste Richards

From his early years in St. Kitts and Nevis, to post-secondary education at University of Toronto, to becoming a partner at the Bay Street law firm WeirFoulds LLP, one of the oldest firms in Canada, Frank Walwyn has never forgotten his roots. Also a firm believer in giving back, Mr. Walwyn has established the Frank Walwyn Award in Caribbean Studies through a $25,000 endowed gift, which will support students in the Caribbean Studies program at New College.

The Caribbean Studies program started after Mr. Walwyn had graduated from the University of Toronto. But when he later found out about it, the idea of supporting the program was attractive to him. “The goals of the program and its successes thus far are in line with the highest ideals of post-secondary education,” he says, “particularly in a diverse and multicultural society.”

Mr. Walwyn maintains an awareness of the happenings in the Caribbean and has carved a niche for himself with a reputation for providing resourceful approaches to litigating some of the most challenging business cases in Canada and the Caribbean. He recently met with a group of students at New College to share the knowledge he has gained from his professional experiences, noting that a diverse cultural background such as his can be an advantage to be appreciated and leveraged. He also added that interdisciplinary degrees like Caribbean Studies can help one to carve a niche of one’s own after graduation.

The Frank Walwyn Award in Caribbean Studies will support students in the Caribbean Studies program with financial need in the program in perpetuity. The award will be matched by the University of Toronto’s Boundless Promise Program which matches the payout of the endowment, doubling the impact for students.

Professor Melanie Newton, Director of the Caribbean Studies program, expressed her appreciation for the creation of the award, noting that “Frank Walwyn’s generosity means that students who might otherwise have to sacri-

fice high academic achievement by working long hours in order to pay tuition will get a chance to spend more time focusing on their studies. His gift also sends a message of affirmation to students, reminding them that the community values what they are learning.”

Established in 1995, Caribbean Studies at New College is the only program in Canada exclusively dedicated to the study of the Caribbean. Students have the opportunity to take courses in Caribbean history, literature and thought, which deal with a wide range of issues including gender, religion, politics, culture, ethnicity, race, development, language, colonialism and regional common markets.
Bonnie Stern (New ’69)
One of Canada’s most popular food personalities, Bonnie has studied and taught cooking around the world, authored 12 bestselling cookbooks, hosted three national cooking shows and received numerous awards, including the 2007 Premier’s Award and the coveted International Association of Culinary Professionals’ award.

“My U of T story is really a tale of two realities. My early experiences were marked by uncertainty and academic disappointment. When I returned to U of T as a research student though, I was able to find my place, my voice and a plan that led to the development of ReSolve Research Solutions. I returned to the University again – first on the Health Services Research Ethics Board and now on the Governing Council.”

Celina Rayonne Chavannes (New ’98)
Founder and President of ReSolve Research Solutions, a site management organization and research consulting firm that recently received the 2012 Business Entrepreneur of the Year Award from the Toronto Board of Trade.

“My U of T story is really a tale of two realities. My early experiences were marked by uncertainty and academic disappointment. When I returned to U of T as a research student though, I was able to find my place, my voice and a plan that led to the development of ReSolve Research Solutions. I returned to the University again – first on the Health Services Research Ethics Board and now on the Governing Council.”

Marvin Bernstein (New ’69)
Chief Advisor, Advocacy at UNICEF and former Children’s Advocate for the province of Saskatchewan, Mr. Bernstein is also a co-author of Child Protection: Practice and Procedure and Child Protection Law in Canada.

“I have a strong sense of social justice and believe that we can all be agents of positive social change if we are optimistic, principled and prepared to speak out where we see unfairness or discrimination in any manifestation, particularly where it affects our most vulnerable and marginalized citizens.”

Colin Russell (New ’10)
A two-time Olympic athlete who has competed in the Commonwealth Games, Pan-American Games and Pan-Pacific Games, Colin holds one World record and two Canadian records in freestyle relay swimming.

“I find it rewarding when I do something that I may consider as a small gesture but later hear that it made a lasting impact. So I will close with this: making a difference even in a small way is worthwhile if you want to be a positive influence in the world.”
Going Places

Have you moved lately? Changed phone numbers? Gotten married or received a promotion and want to share the good news?

We love hearing great news and hope you’ll tell us all about it!

Please email us at alumni.newcollege@utoronto.ca to keep us in the loop.

Glenn Carter (New ’65) received the Queen Elizabeth II 60th Diamond Jubilee Medal (May 2012)

Celina Rayonne Chavannes (New ’98) accepted the 2012 Business Entrepreneur of the Year Award from the Toronto Board of Trade, on behalf of her company ReSolve Research Solutions, Inc. (November 2012)

Aaron Grinhaus (New ’03) was appointed CEO and General Counsel of Organic Coaching and Consulting, a financial services company based in Burlington, Ontario, with partners across Canada (September 2012)

Robert Herjavec (New ’84) received the 2012 Ernst and Young Entrepreneur of the Year Award (July 2012)

Glenn Kondo (New ’88) was named Chief Financial Officer of Fortress Minerals Corp (March 2012)

Scott Marentay (New ’92), Director of Client Services at HyperActive Technologies Inc., was appointed to the Board of Trustees of the Early Learning Institute (July 2012)

Andy Nasr (New ’99) was named Director, Portfolio Manager at Middlefield Group (November 2011)

Anhian Nguyen (New ’89), an IT Portfolio Manager at University of Texas M.D. Anderson Cancer Centre, was appointed to the Board of Directors of the Vietnam Education Foundation (May 2012)

Gary Pieters (New ’93) was named President of the Urban Alliance on Race Relations (May 2012)

Ceta Ramkhalawansingh (New ’74) received the City of Toronto’s Persons’ award, which is named after the first woman member of City Council, Constance E. Hamilton (November 2012)

Colin Russell (New ’10), a Canadian freestyle swimmer, participated in the London Olympics in 2012

Ronald Sapsford (New ’71) was named Chief Executive Officer of the Ontario Medical Association (October 2011)

Charles Shin (New ’99) was appointed Managing Director at Gulfstream Capital Corp (May 2012)

Scott Steele (New ’89) was named Executive Vice President, New York City Office, PIMCO (February 2012)

Carol Stephenson (New ’73), Dean of the Richard Ivey School of Business at the University of Western Ontario was named to the Top 25 Women of Influence and 2011 Top 100 Most Powerful Women by the Women’s Executive Network (December 2011)

Playwright Diana Tso (New ’90) brought her play Red Snow to ACT Shanghai International Contemporary Theatre Festival – the only Canadian play selected for the festival (November 2012)

Luc Vanneste (New ’75) was appointed Executive Vice President, Enterprise Effectiveness with Scotiabank (January 2012)

Fred Waks (New ’80) was named President and Chief Operation Officer of RioCan (January 2012)

Peter Wallace (New ’80) was named Secretary of the Cabinet and Head of the Ontario Public Service (December 2011)

Beth Wilson (New ’91), a Managing Partner, Toronto and Canadian Managing Partner, Community Leadership at KPMG, was named as one of the Women’s Executive Network’s 2011 Top 100 Most Powerful Women (December 2011)
50 Years at New

Fifty years is a long time for any institution, and here ours is thriving. We hope this timeline will give you a sense not just of where we’ve been, but also where we’re going...

1960
Approval is given to U of T President Claude Bissell’s proposal for a new system of residential colleges at the University.

1962
Frank Wetmore takes the helm as first Principal of New College, with Stewart Wilson as the first Registrar. Our first students are welcomed into temporary accommodation in the handsome old house at 65 St. George Street – now known as the School of Graduate Studies.

1963
Following Frank Wetmore’s untimely death just 4 months after the College’s opening, Donald Ivey is appointed as Principal of New College (see page 18).

1964
The first permanent building of New College is completed (see page 36), offering 285 bed residences for males. It was named Wetmore Hall in honour of our first Principal.

1965
New College’s library opens its doors.

1995
The Caribbean Studies program is launched as a 3-course minor.

1998
The Equity Studies program is launched – making it the first of its kind in Canada.

1999
The New College Residence Office, which would later be renamed the Office of Residence and Student Life, opens its doors.

2000
New College’s dragon boat team, The New Dragons, is created. Just 6 years later they placed 1st in the University Division at the Toronto International Dragon Boat Race Festival – a title they will hold for the next seven years, which is the longest streak of University Champions in the history of the regatta.

2003
New College opens the doors to its 3rd building: a 280-bed residence with office spaces and the William Doo Auditorium located at 45 Wilcocks St.

Enrolment Trends

<table>
<thead>
<tr>
<th>Total Registration Over the Last 50 Years</th>
<th>2012</th>
<th>4887</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>257</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>2692</td>
<td></td>
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<tr>
<td>2012</td>
<td>4887</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>Total Registration Over the Last 10 Years</th>
<th>2012</th>
<th>4887</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>4358</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>3523</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>4887</td>
<td></td>
</tr>
</tbody>
</table>
### 1969
New College’s second building, replete with a residence for 398 women, is completed and named Wilson Hall, after our first Registrar, Stewart Wilson.

### 1972
The New College Writing Facility, later renamed The Writing Centre, opens its doors.

### 1973
New Faces, New College’s infamous drama group, is created.

### 1974
A Memorandum of Understanding is signed that makes fundamental changes in the role of the Colleges at the University, giving more autonomy in academic and organizational affairs.

The Women’s Studies program is launched, eventually growing into the Women & Gender Studies Institute (see page 20).

### 1975
The inaugural Jacob Bronowski Memorial Lecture is delivered by Carl Sagan. 37 years later his son, Dorion Sagan, would welcome keynote speaker Jaymie Matthews to the stage at the re-launch of the lecture series (see page 10).

### 2005
The Disability Studies stream is added to the Equity Studies program (see page 28).

### 2008
The “Equity and Global Food Systems” initiative was launched through the Equity Studies Program, in partnership with Hart House and the Toronto Public Health.

The English Language Learning (ELL) program is initiated at New College as a pilot project to support students for whom English is not a first language.

### 2009
The International Foundation Program is launched.

### 2010
The new Student Centre opens in the renovated basement of Wilson Hall, adding a commuter lounge and student group office spaces.

### 2011
Generously funded by the students of New College, renovations are completed on the Student Centre in Wilson, the Student Council offices, Wilson lounge, Wetmore lounge, the computer lab and study rooms in the D.G. Ivey Library, and the atrium in the New College III building.

---

### By Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>2007</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2012</td>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

---

### Enrollment Overview

| Year | Total Registration | Total Student Enrolment
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>4887</td>
<td>60%</td>
</tr>
<tr>
<td>2007</td>
<td>2692</td>
<td>54%</td>
</tr>
<tr>
<td>2012</td>
<td>1987</td>
<td>50%</td>
</tr>
</tbody>
</table>

- **English as the Students’ 1st language**:  
  - 2002: 40%  
  - 2007: 46%  
  - 2012: 23%

- **Other languages as the Students’ 1st language**:  
  - 2002: 50%  
  - 2007: 54%  
  - 2012: 77%

- **Canadian Citizen**:  
  - 2002: 81%  
  - 2007: 71%  
  - 2012: 62%

- **Permanent Resident**:  
  - 2002: 13%  
  - 2007: 16%  
  - 2012: 15%

- **Student Visa**:  
  - 2002: 6%  
  - 2007: 13%  
  - 2012: 23%
1978
The African Studies Program is established.

1983
Biomedical Science Program is launched, soon to be renamed ‘Human Biology’ in 1985.

1987
The office of Alumni and Community Development opens its doors.

1991
The Mentorship Program at New College is created.

1992
The process to make the residence buildings co-ed begins. Wetmore and Wilson Hall Residence Councils are amalgamated into one New College Residence Council.

2011
Wetmore Hall Residence becomes 100% co-ed, as demand for the last all-male floors plummets.

2012
50th Anniversary celebrations transform the College. With special banners lining Huron St., Willcocks St. and Spadina Ave. and a half-decade’s worth of celebrations packed into a single year (see inside), our community rallied together to honour New College’s past, present and future.

In a period of 12 months, more than 200 friends, alumni, faculty and staff donated to the 50th Anniversary Alumni & Friends Scholarship fund, which will allow future generations of students to focus on what matters most: their education.

The year’s end leaves a lingering note of excitement among the New College community. In the words of Registrar and Assistant Principal Sally Walker (see page 14): “We have marked our first half-century and set the stage for the next!”

English as the Students’ 1st language

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>60%</td>
</tr>
<tr>
<td>2007</td>
<td>54%</td>
</tr>
<tr>
<td>2012</td>
<td>50%</td>
</tr>
</tbody>
</table>
A small blast from the past – though the fashions have changed, many of these smiling faces can still be seen roaming through our halls from time to time.

Note the gentleman in the uniform standing in the back row? Throughout the 60s and into the 70s our Porter’s Office was staffed by Commissionaires – veterans of the Canadian Armed Forces who provide security services to major companies and organizations.

Photo taken 1973 - 74

Back (left to right)
1. Prof. John Gilbert (French)
2. Prof. Peter Dyson (English)
3. Prof. Martin Mueller (English)
4. John Pepperell (Associate Registrar)
5. Prof. Eric Dornville (English)
6. Sally Hill (Associate Registrar to be)
7. Prof. Guy Hamel (English)
8. Eunice Mills-Hicks (Registrar’s Office staff)
9. Charlie Foster (Commissionaire)
10. Audrey Hines, formerly Taylor (Dean of Women)
11. Prof. Rick Asals (English)
12. Name unknown
13. Name unknown
14. May Zadkin (Registrar’s Office staff)
15. Prof. Barbara Kwant (French)
16. Ruth Reiffenstein
17. Prof. Wayne Kime (English)
18. Prof. Patricia Howard née Russell (English)
19. Prof. Barrie Hayne (English)
20. Prof. Michael Dixon (English)

Front (left to right)
1. Larry Kurtz, Dean of Men
2. Prof. Edward A. Heinemann (French)
3. David Clandfield
4. Prof. Barry Cameron (English)
5. Donald Ivey
6. Prof. Paul Mathews (French and College Registrar)