

THE ACADEMY
FOR LIFELONG LEARNING
AT VICTORIA UNIVERSITY

**A HISTORY:
THE FIRST TEN YEARS
1991 - 2001**

Toronto, April 2001

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INTRODUCTION

The Academy for Lifelong Learning at Victoria University in the University of Toronto is an autonomous non-profit volunteer organization committed to the concept of self-directed peer learning. A program of daytime workshops in fall and winter semesters is complemented by a spring lecture series, special events and activities throughout the year. The quarterly newsletter provides timely information about plans and activities.

Workshops consist of small groups offering members an opportunity to study an exciting range of topics in the company of others and under the guidance of a volunteer facilitator. Members prepare for the sessions, participate in discussions and make presentations to their respective group. In the academic year 2000-01, forty-two workshops were on offer to a membership of just over 300.

The Academy is managed by a working Board of Directors elected from and by the membership and volunteers do all administrative and programming work. This is the story of the Academy's first ten years.

IN THE BEGINNING

The Academy for Lifelong Learning was the offspring of two separate initiatives, one by four women (the founding mothers) and the other by two men (the founding fathers). These were brought together under the aegis of the School of Continuing Studies (SCS) at the University of Toronto (U of T).

The Founding Mothers Eleanor Burke, Ruth Ellenzweig, Cynthia O'Beirne and Eileen Ward met during 1989 and 1990 to pursue the feasibility of creating a permanent centre for people interested in study and dialogue beyond the lecture format. Gathering in Eileen's apartment over coffeecake, they worked out the basic objective of what was to become the Academy: collegiality and enlightenment through the exchange of ideas and stimulating discussion in a readily accessible location.

The four women came from a variety of backgrounds; among them they had experience in community development, social work, nursing, business (in both public and private sectors), and radio

In the early 1960s UNESCO formally adopted the idea of LIFELONG LEARNING as the master concept in planning its educational efforts, thus spreading the idea worldwide.

The first INSTITUTE OF LEARNING IN RETIREMENT (ILR) was established in the US in 1962 at the New School for Social Research in New York City. In Europe, ILRs were called UNIVERSITIES OF THE THIRD AGE. They were either founded (1973) on a formal French model of university-based courses, or (1981) on a less formal British model which involved autonomous, moderated self-help groups.

(writing and production of the CBC's International Radio broadcasts). They envisaged the new body as a non-profit, entirely volunteer organization, with operating costs defrayed by a range of options including membership fees, special events and sponsors. As Eileen remembers: "There was much frowning of brows and scratching of heads. Casting our net far and wide, we even met with the Housing Authority of Toronto to investigate property management of one of their developments in exchange for the use of appropriate space such as meeting rooms, office, library and kitchen facilities for our purposes".

Through Eleanor, the group learned that a proposal was submitted to the U of T in 1987 based on an institute of learning in retirement (ILR) model at Harvard University. The concept was that mature adults would engage in an ongoing educational program based on the principle of self-directed peer learning. Widely implemented at many American universities, this model had been accepted by only two Canadian universities by 1990: Montreal's McGill University and the University of British Columbia. Ruth volunteered to obtain information on McGill's ILR of which her sister was a member. In Eileen's words: "The more we learned of this participatory educational program, the more appealing it became. We realized its potential and the need in our community for just such an institute".

Eleanor contacted an executive at the SCS, Audrey Herrema, advising her of the group's enthusiasm and desire to take the project forward. Audrey informed her that another interested individual, Colin Woolf, had raised a similar proposal with her.

The Founding Fathers Colin Woolf was a retired Associate Dean of Medicine at the U of T, lecturer at SCS and an executive on the SCS Council. He had been approached by Leslie Spence, Professor and Chairman of Microbiology at the U of T who had visited an ILR in Florida and been very impressed. Recently retired, Leslie was seeking some form of continuing intellectual stimulation and considered that Colin, as a member of the SCS Council, could possibly move forward the idea of a similar institution. Colin had a great respect for small group learning and, through personal

experience, he had come to believe it was the avenue by which meaningful adult learning could be achieved. And so he contacted Audrey.

Audrey responded to the interest being expressed on several fronts by calling an initial meeting of a number of protagonists, advisors and staff in the late spring of 1990. Invited to this gathering by the SCS was yet another founding father, Morton Rashkis, a retired Chartered Accountant and a SCS lead instructor in accounting and financial management, who had been recruited to assist the fledgling initiative, should it become a reality.

All Founders Meet Support for an ILR was strong enough that a second meeting quickly followed on June 26 involving over 25 participants. At this assembly the founding mothers and fathers finally joined forces. Together they formed an Organizing Committee to determine how best to establish the viability of their project and bring the yet unnamed organization to life.

The Founding Conditions That there was a need for self-directed peer learning stemmed largely from the fact that the second half of the 20th Century had been a time of dramatic demographic change. In the 1960s and 1970s an increasing number of retirees were living longer. Healthy and educated, they already enjoyed intellectual challenges and welcomed a new format in which they could become more actively involved. The founding mothers and fathers were undoubtedly correct in believing there were many people in Toronto who, like themselves, were interested in self-directed peer learning. The fact that the discussion groups would be under the umbrella of the U of T could make it particularly appealing to potential members. And so the strategic work began.

ORGANIZING THE ACADEMY

On August 2, 1990, the freshly formed Organizing Committee held its first meeting in the SCS boardroom. There were many questions to explore. Whom to recruit and how? How were workshop topics and facilitators to be selected? What facilities

were available? How best could publicity be handled? What should the minimum workshop enrolment be?

Initially the SCS provided secretarial assistance, photocopying access and some file storage but later word-processing was contracted out since the group only had "one tired typewriter".

Reaching Out The Committee's discussions were lively and optimistic. It was decided that a core of sixty people and six workshops were essential for a good start. How to find these people? Fortunately, the Committee was successful in obtaining key assistance from University College at the U of T. A mailing was distributed in February 1991 to the 4000 University College alumni living in the Toronto area. This mailing consisted of a letter outlining the Committee's goals and extending an invitation to attend an Organizational Meeting at the Earth Sciences Building on May 11, 1991 (see Appendix). A questionnaire asking respondents about their personal interests and skills, topics of potential interest and willingness to participate was also included. The hundred or so responses to the mailing were extremely positive and many wrote endorsements of the format: "Just what I've been looking for!" "Don't want to sit in on lectures anymore!" "This idea of participation is great!" "Sounds interesting - look forward to it." "Bingo!" said Eileen, "We knew we were on the right track. We were seeking explorers and we had found them!"

Planning and Preparation Then the detailed work began. Between regular Committee meetings, the four women compiled the results of the questionnaire, listed the topics most requested, and identified potential facilitators and committee personnel. The findings were reported to the full Committee for discussion and approval. At this point the name *The Academy for Lifelong Learning* was adopted.

No one person was named Chairman. Instead, Eleanor, Eileen, Colin and Morton acted in this capacity on a rotating basis. In addition, everyone was assigned specific responsibilities for membership and registration, programming, finding facilitators, budget and finance, and recording of meetings. Eleanor was given

the job of selecting facilitators for the eight workshops from the questionnaire returns. She remembers, "This seemed to be a tall order; however, the spirit of the group was such that it turned out to be quite easy". Ross Linton was the first to accept readily. He and two other charter members, Lois De Groot and Leslie Spence, are still facilitating in 2000-2001. At the end of its first decade, the Academy has retained many of its original members (see Appendix). Much had to be done in preparation for the Organizational Meeting in May 1991 and for the commencement of operations that fall. An entire organization had to be created and put in place. Forms, charts, schedules and program outlines, position descriptions for facilitators, committees, publicity arrangements, fees and budget - all had to be devised, designed, proposed and approved. "We were breaking new ground and it was intoxicating!" said Eileen.

Financial Arrangements and Fees The U of T had emphasized from the beginning that this new venture must be self-sustaining. The SCS collected Academy membership fees and paid all bills, charging the Academy for administration. In the first year, Academy members paid \$100, which covered the academic year and any number of workshops. (At a later date, membership fees were made optional for anyone volunteering to facilitate a workshop.)

Registration In her role as Co-ordinator, Eleanor visited the McGill Institute for Learning in Retirement (MILR). She observed, first hand, the running of their one-year-old organization and, in particular, the registration process. On her recommendation, the McGill practice of holding a single registration day for each semester was implemented.

Location One of the major stumbling blocks was finding the Academy a home - not an easy task. The Organizing Committee members canvassed campus colleges for suitable accommodation. Little was available but finally the Committee managed to rent space in the University Women's Club on St. George Street. The one workshop that could not be accommodated there met in the Jewish Community Centre at Spadina Avenue and Bloor Street.

THE FIRST YEAR OF THE ACADEMY 1991-1992

From Organizing Committee to Board of Directors

In Fall 1991 the Academy began its first semester as a program of the SCS. Cynthia O'Beirne withdrew from the Organizing Committee because of illness and was replaced in November by Donald Hillhouse, who pitched in with much enthusiasm.

Don and Eileen drafted *The Academy for Lifelong Learning By-Laws and Operating Rules*, using those of MILR as a model. The final document was approved by the Organizing Committee and then ratified by the membership at the first Annual General Meeting (AGM) in May 1992. At this meeting an election was held and the Organizing Committee was augmented by newcomers from the membership to form the inaugural Board of Directors (see Appendix). The new people brought their own particular strengths, fresh ideas and vitality.

Committees During the first year, committees with specific responsibilities were established, actively involving even more people in the new organization's operations. In Eileen's words, "It came through loud and clear what a wealth of talent and diversity of interests were embodied in our membership".

In the beginning there were four committees: Registration, Finance, Program and Communications. All were essential, but the Program Committee was pivotal since it represented the bedrock of the Academy - its workshops. Originally chaired by Colin, it was taken over in January 1992 by Nancy O'Connor and renamed the Curriculum Committee. Under her guidance it expanded to include recruiting facilitators and developing new workshops.

In the first semester, 84 members participated in eight workshops meeting on Tuesdays and Thursdays (see Appendix). The workshops convened weekly or biweekly and by the second semester the number of participants had grown to 108.

Financial Affairs Morton streamlined the Academy's financial arrangements to ensure its self-sufficiency and in Spring 1992, as Chairman of Budget and Finance, he opened a bank account at Canada Trust. There were four signing officers, any two of whom

were co-signers.

The Academy's finances were further enhanced when Morton and Ruth obtained a grant from the Federal Government's New Horizons Program. This Program provided start-up funds for seniors' organizations and made it possible for the Academy to advertise, hire temporary secretarial assistance and cover other first-year costs.

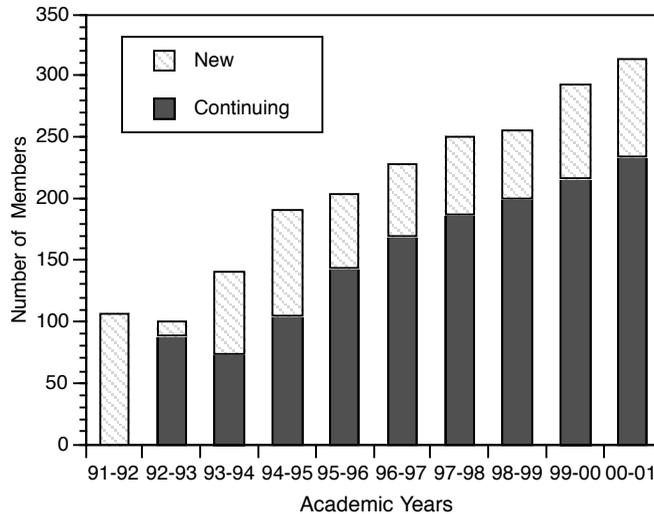
Changing Locations The Board soon realized that the premises at the University Women's Club and the Jewish Community Centre were inadequate and a search was initiated for new, permanent quarters. Thanks to Ruth's initiative in tracking down space at Victoria University, the Academy relocated in Fall 1992 to the Copper Room at Wymilwood (the Students' Union at Victoria). A convenient subway connection was retained and members benefited from improved facilities not least of which was the opportunity to meet informally in Ned's Café Terrace at Wymilwood.

THE EVOLUTION OF THE ACADEMY 1992-2001

Once established, the Academy conducted a survey to ascertain the profile of the membership, to determine which aspects appealed and to poll for suggested improvements. This first in-house survey in 1993 showed two-thirds of members were female and mostly between 50 and 70 years of age. (Some members were even approaching their nineties!) The same gender ratio would continue to the end of the decade. Members came from a broad range of professional, business and other occupations. A majority had above-average education, with 70% retired and the balance working part or full time. Again, a 1994-1995 survey found participants rated the Academy experience very highly. Respondents enjoyed the intellectual stimulation and challenge, the exchange of ideas, the diversity of opinion and the general eagerness to engage in discussions. They valued the informed views of other members, which broadened their own personal horizons. Most applauded the friendly relaxed setting and the variety of the programs being offered.

The Academy was a success and growing.

MEMBERSHIP GROWTH 1991-2001



Changing Course and Affiliating with Victoria When the Academy began, it did so as a program of the SCS at the U of T and by 1996 it had established a solid foundation, completing several years of successful operation. In time, SCS policy changes had the potential to limit the autonomy of the Academy. The Board deliberated and made the decision to withdraw as a program of the SCS and to incorporate as an autonomous, non-profit organization. However, it acknowledged the importance of retaining a university affiliation. Academy workshops had been meeting at Victoria University since 1992 and the relationship worked well. Consequently, it was logical to approach the University and a proposal was submitted to its President, Roseann Runte. In January 1997 a mutually beneficial agreement was reached. The Academy was formally incorporated under the laws of the Province of Ontario and was officially renamed *Academy for Lifelong Learning at*

Victoria University.

The New Status With its newly found independence, the Academy obtained complete control of its finances as well as taking on additional responsibilities. As a registered corporation, it complied with Government regulations for an external auditor, an annual list of the Board of Directors and renaming the position of Co-ordinator/Secretary to Secretary.

The Board secured liability insurance to cover all Academy activities and, in later years, initiated and contributed to renovations of the two rooms it rented at Wymilwood.

Becoming independent had other ramifications as well. With the SCS administration charge eliminated, the annual fee became \$130, which also included membership in the E.J. Pratt and Emmanuel College libraries.

The Bursary Through careful management and the efforts of the volunteers over the years, the Academy accumulated a modest reserve fund. At the suggestion of former Board member, Laura Baldwin, it was decided to use part of this fund to benefit Victoria University students by establishing a Bursary Fund. In 1997, after setting aside a reasonable amount to provide for its own future financial security, the Academy contributed \$10,000 for a bursary in its name. Both the University of Toronto and the Government of the Province of Ontario matched the Academy's contribution and this combined effort brought the total Bursary Fund to \$30,000. Annual donations continue to be made and the interest earned on the investment provides grants to needy mature students at Victoria.

The Academy's Structure The Academy was well positioned to assume its new responsibilities. It had a strong foundation with a working Board, which included a permanent Secretary and representatives of all committees responsible for conducting the various activities available to its membership.

The Board of Directors The original Board consisted of 12 members – four Officers, four Committee Chairs and four Members-at-Large. By 2000, the number of members had increased to 14 and

there were five committees (Registration, Communications, Curriculum, Special Events, Spring Talks). Members were elected for two-year terms, serving the first year as assistants and the second year in the primary positions. With this structure the Academy benefited by having experienced people in key positions, continuity in every category and new blood every year.

Secretary In April 1992, Jean Iverson joined the Organizing Committee as Secretary and has continued in this position with the Board. Although the importance of this decision was not fully recognized at the time, Jean went on to make this responsibility the mainstay of administrative continuity and stability at the Academy. Under her guidance a series of handbooks was developed. The original guidelines for members grew from a single sheet outlining their benefits and responsibilities into a comprehensive Handbook for Members incorporating workshop descriptions and schedules. As membership grew and new workshops were added, a separate Handbook for Facilitators was also developed. The latter eventually merged with Guidelines for Board and Committee Members resulting in a Handbook for Board Members, Committee Members and Facilitators.

*Since 1999 the Academy has been included within the U of T alumni web page at:
www.alumni.utoronto.ca/education/edulife.htm*

Registration The need for a more sophisticated system of registration came early. The Registration Committee was established and advance booking by mail was adopted. A comprehensive, computerized database was developed which consolidated all records to produce membership and class lists, attendance sheets, mailing labels, and relevant reports.

Communications The strong positive response at the outset and through the years has allowed the Academy to keep its external advertising to a minimum. Internally, there was a commitment to communicate with members and this was accomplished in a variety of ways implemented by the Communications Committee. A bulletin board and suggestion box were maintained and publicity flyers and notices were included in mailings. However, the main communicating tool was the Academy Newsletter distributed four

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FOUNDING MEMBERS

1. Eileen Ward
2. Ruth Ellenzeig
3. Morton Rashkis
4. Eleanor Burke
5. Colin Woolf



A pause to admire the view: members enjoy a fall day walking in the Kortright Centre.



Helen Phelan's spring brunch was a highlight to the social program.



The Academy's "Raging Grannies" entertain at the Pub Night, Winter 2000. From Left: Lyla Barclay, Kay Laidlaw, Joyce Bedford and Grace Scheel.



At the Potluck Picnic, Rennie Fisher presents host Nancy O'Connor with a souvenir cookie.

Hosts of the Summer Social, Jean and Ken Iverson, take a moment to relax at their farm at Flamborough.



From Left: the Wife of Bath (Viki Colledge), a serving wench (Ruth Matisko) and Chaucer's Sister-in-law (Valerie Rigby) enjoy the festivities at the Medieval Fair, Winter 1998.



times a year. The first edition was produced by Ruth and subsequently by Jean. In 1994, Viki Colledge took over the publication for the next six years and the Newsletter, the pipeline to members of Academy activities, evolved. It was computerized, redesigned, enhanced with photos and eventually printed in two colours.

Curriculum – Workshops One of the Academy’s strengths has been in offering workshops with significant academic content on topics that would stimulate discussion. “How to” courses, readily available elsewhere, were excluded.

Over the years, the Curriculum Committee has reviewed workshop proposals, assisted in identifying future facilitators and surveyed the membership for new topics. It has also produced and analyzed questionnaires to evaluate the effectiveness of workshops and facilitators.

The original workshops were offered in eight-week semesters. These covered a wide subject range under general headings – art, philosophy, economics, politics, history, literature and social sciences. Semester length quickly increased to 12 weeks and by the mid-1990s topics such as film and science became favourites. By 2000, there was a five-fold increase to 42 workshops (see Appendix). Original subjects were divided and explored in greater detail and new topics, such as jazz and mathematics, added to the diversity of the workshop offerings.

Early on, the Academy’s success brought with it pressure for larger class sizes as popular workshops were quickly overbooked. In response, in 1992-1993, the Board limited workshops to 20 participants, assigned on a first-come, first-served basis with current members given priority to register. However, favourite workshops continued to fill up quickly and so in 1998, to mitigate the problem, three places in each workshop were reserved for newcomers to the Academy. In the following year, additional members could be added at the discretion of the facilitator.

Facilitators From the beginning, the facilitators have been the backbone of the Academy. The first academic year started with a

commitment of 12 facilitators and expanded to 39 by Fall 2000 (see Appendix). Facilitators acted as workshop organizers and moderators, arranging for presentations by members, balancing dynamic discussion, and often providing participants with reference sources. An informal get-together in 1994 developed into a Facilitators' Workshop, henceforth an annual affair, in which new and experienced facilitators had the opportunity to learn from one another. Four years later, a joint Board/Facilitator Lunch was first held. In Spring 2000, committee members were also included in this event, renamed the Volunteers' Luncheon.

Special Events These are an important and enjoyable part of Academy life. Starting in 1993, members were invited for several years to a wonderful Spring Brunch at the home of Helen Phelan. Other events on the Academy's social calendar have been the Potluck Picnic held in September at Nancy O'Connor's farm, the Fall Colour Walk organized by Amelia and Jim Torrie, the Holiday Luncheon in December and the Summer Social at the country home of Jean and Ken Iverson. Since 1995, following the academic year, members and their friends have been able to enjoy weekly walks exploring Toronto.

In September 1996 a reception was held to welcome new members and give them a head start on the academic year by providing an opportunity to meet the Board and discuss upcoming workshop sessions with facilitators. In 1998, the Academy sponsored a different type of social occasion: a Medieval Fair. This was a joint effort of the Medieval History workshop and the Special Events Committee. Many people attended dressed in period costumes, special foods were offered, there were craft exhibits, singing, and the Play Reading workshop produced a 15th Century "Mystery" play. In the following two years, members were entertained by their peers at a "Pub Night" in the Cat's Eye Pub at Wymilwood.

Spring Talks This Speaker Series, launched in Spring 1994 and open to the public, became highly popular and was welcomed as an addition to the usual discussion group format. It assisted in

promoting the Academy to potential members and those who had been away in the winter could have the opportunity to reconnect to the Academy. The first series of six weekly lectures, called *Window on Fall 1994*, was designed by Laura Baldwin as Chair of Special Events and produced by a sub-committee chaired by Ruth Ellenzweig. Over the years, more than 40 distinguished speakers have addressed Academy members and their guests. Spring Talks remained a Special Events sub-committee until 2000 when it was made a separate committee of the Board.

A Sample of Past Speakers

Richard Bradshaw – General Director, Canadian Opera Company

Jack Diamond – architect

David Foot – professor and author of *Boom, Bust and Echo*

Mark Kingwell – professor and author of *In Pursuit of Happiness: From Plato to Prozac*

Bruce Meyers – professor of literature and author of *The Golden Thread*

Dr. Fraser Mustard – distinguished leader in science, medicine and education

Bob Rae – former Premier of Ontario

LOOKING TO THE FUTURE

At the end of its first decade the Academy can look back with considerable gratification at an annual nine percent growth rate. Today's Academy offers a rich and varied curriculum and an enticing selection of non-academic activities. There are three special characteristics which add to its attractiveness. First, the Academy is entirely administered by volunteers, thus keeping involvement high and fees modest. Second, its growth has been steady enough to enable the administrators to adapt programs and policies gradually, incorporating feedback from members. Third, the

Academy has been very fortunate to find a comfortable home at Victoria University. Wymilwood is well situated: close to public transportation and on the doorstep of many Toronto institutions. However, nothing remains the same forever. As the Academy looks to the future, it must continue to adapt to changes in its physical and social environment and turn them to its advantage. The expected growth in Toronto's population, the aging of the "baby boomers" and the trend toward earlier retirement mean there will be no shortage of potential candidates for membership in the coming years. This raises important questions for the Academy's future. How many members can be accommodated in its present volunteer-administered structure? How can the quality of small group discussions be enhanced?

The Academy's star shines brightly. The quality and value of membership are evident. The goal is to pursue improved standards of excellence, enrich further the curriculum and continue to attract "explorers". Current members should foster the sense of fellowship and the proprietary pride that Academy membership brings. People have always felt the need for a forum to satisfy their thirst for knowledge and to explore ideas with others.

The vision that inspired the founders, "collegiality and enlightenment through the exchange of ideas and stimulating discussion in a readily accessible location", remains valid and can serve as the Academy's *quo animo* in the years to come.

Toronto, April 2001

APPENDIX

THE INVITATION TO THE ORGANIZATIONAL MEETING



UNIVERSITY OF TORONTO

School of Continuing Studies, 158 St. George Street, Toronto, Ontario, Canada M5S 2V6
Fax: (416) 978-8888

February 1991

THE ACADEMY FOR LIFELONG LEARNING UNIVERSITY OF TORONTO

An Organizing Committee, in collaboration with the School of Continuing Studies at the University of Toronto, is exploring the feasibility of a "new" type of learning centre. Although new to the University of Toronto, similar groups already exist at approximately 100 universities, colleges and community centres throughout the USA and in Canada at McGill University and the University of British Columbia.

This proposed academy is intended to attract adults who are seeking knowledge and who are prepared to share actively in our program. Courses offered will not be for university credit. While a formal academic background is not a requisite, an ability to participate at an appropriate level of discussion is expected. The common denominator will be an eagerness to learn in small study groups of 8-15 individuals. These groups will meet usually during the day to explore topics of interest, guided by moderators chosen for their special skills. The type of learning situation we have described is ideal for those challenged by an informal, workshop-type atmosphere. These academic sessions will be held at sites on the University of Toronto campus.

The course of study arranged by the proposed Academy for Lifelong Learning will be based on a broad range of topics and programs will eventually be in operation throughout the year. The annual fee will entitle participants to register in any of the study groups of their choice.

We are approaching you as a member of a special group because we feel you can make a positive contribution to this program which is designed to attract the "explorers" amongst us. We would hope, too, that the student body would reflect the cultural diversity of our city.

To determine the extent of interest and to assist us in setting up the inaugural program for Fall 1991, we are planning an Organizational Meeting on May 11, 1991. A fee of \$10.00 will be charged to cover administrative costs required to organize this meeting. If you are interested, please return the enclosed questionnaire, as soon as possible together with your cheque or money order, payable to the University of Toronto, to cover registration at the May 11th Organizational Meeting. We welcome your input.

ORGANIZING COMMITTEE

Eleanor Burke
Ruth Ellenzeig, B.A.
Audrey Herrema, B.A., M.Ed.
Cynthia O'Beirne, B.A., M.N., R.N.
Morton W. Rashkis, MBA, FBA, CA
Colin R. Woolf, MD, FRCPC
Eileen R. Ward

CHARTER MEMBERS 1991-1992*

Ross Allen, Reina Armstrong, Alan Baker, **Laura Baldwin**,
Lawrence Baldwin, Rosina Balsdon, Daphne Bell,
Abraham Berlin, Thelma Rosen Berris, Marie Bolger,
Douglas Booz, Myer Brody, **David Buck**, Kay Cardarelli,
Jack Cherniak, **Lois De Groot**, **Juliette del Junco**,
Ruth Ellenzweig, **Loraine Emanuel**, **Marjorie Ewing**,
Zoe Fleming, Henry Fliess, Laurette Francoeur, Don Freeman,
Harry Gefen, **Wolf Gluck**, **Ernest Goldsmith**,
Shelagh Greenwood, **Bayla Gross**, P. Haug, Elizabeth Hawkins,
Vera Hayos, Ruth Hayward, Donald Hillhouse, Israel Horowitz,
Gloria Houser, **Jean Iverson**, Ann Jaspersen, Else Johanson,
Louis Kaufman, Sheila Kaye, David Kearney, Isabel Kelly,
Joan Kelso, Noreen Kinsella, Estelle Klein, **Marvin Klotz**,
Henry Koretsky, Florence Kurtz, Michael Landauer,
Bonnie Lawrence, Margaret Lawrence, **John Leppik**,
Edward Levine, Sybil Levine, **Ross Linton**, Cynthia Luks,
Beatrice Magder, Michael Maister, **Fraser Manders**,
Andrew Mathews, John McClelland, **Ellen McCormick**,
Anne Moranis, Ross Morrow, **Jean Newman**, **Dorothy
Nicholson**, Cynthia O'Beirne, **Nancy O'Connor**, Stan Panaioti,
Eleanor Pattenick, Edward Pearl, Gloria Pearl, Helen Phelan,
Morton Rashkis, Eleanor Reesor, James Reid,
Bernice Rosenberg, Margot Rosenberg, Carol Rosenthal,
Peggy Sampson, Rivanne Sandler, Barney Sandwell,
Miriam Sapiro, R.J. Sky Sigal, Norma Sinclair, Ross Skinner,
Iola Smith, **James Spence**, **Leslie Spence**, Henry Stubbins,
Merle Taube, Pat Tomey, **Jim Torrie**, Jacqueline Underhill,
Jayne Vaughan, Estelle Viner, **Eileen Ward**, **Wendy Warrillow**,
Peter Weale, Murray Whale, Eleanor Wisenberg, Colin Woolf,
Olga Worrell, Lillian Zack, Manuel Zack

**Boldface indicates active membership in 2000*

INAUGURAL BOARD OF DIRECTORS 1992- 1993

*Continuing
from the
Organizing
Committee*

Morton Rashkis - President
Eileen Ward - Vice-President
Eleanor Burke - Co-ordinator
Ruth Ellenzweig
Donald Hillhouse

Elected

Jean Iverson - Secretary/ Registration
Florence Kurtz - Treasurer
Stan Panaioti - Finance
Nancy O'Connor - Curriculum
Wendy Warrillow - Communications
Lawrence Baldwin
Ross Morrow

Appointed

Audrey Herrema - SCS representative

WORKSHOPS AND THEIR FACILITATORS THE FIRST ACADEMIC YEAR 1991- 1992

ART (Contemporary Arts) – Ross Morrow
ASIAN STUDIES** – Nancy O'Connor
ECONOMICS (Twelve Articles of Public Policy) – Myer Brody
HISTORY (Middle East: Ancient to Modern) – Leslie Spence*,
John McClelland**
LITERATURE (Immigrant Literature in Canada) – Rivanne Sandler
PHILOSOPHY (Why Study Philosophy?) – Ross Linton
POLITICS I* (The Future of Canada) – Henry Koretsky
POLITICS II*** – Lois De Groot
SOCIAL SCIENCE (Social Ethics and Policy) – Colin Woolf *,
Michael Maister and Eleanor Reesor **

* *Fall semester only*

** *Winter semester only*

*** *Merged with POLITICS I to form POLITICS in winter semester*

WORKSHOPS AND FACILITATORS 2000-2001

ARCHITECTURE OF FRANK LLOYD WRIGHT - Laura Baldwin
BATTLES AND GREAT COMMANDERS - Joseph Kessel, Barney Matisko
BLOOMSBURY GROUP - Amelia Torrie
CHANGING LEFT AND CHANGING RIGHT * - Hermann Janzen
CITIES OF THE WORLD - Glenys Babcock
CONTEMPORARY LITERATURE - Elsie Sparks, Donna Percy
ECONOMICS DOT COM - Murray Boyne
THE ECONOMIST - Mark Abbott
ENGLISH HISTORY: VICTORIAN ENGLAND - Jim Torrie
ESPIONAGE IN WORLD WAR II - Lois De Groot
EVENTS OF THE WEEK - Leslie Spence
EXPLORERS AND DISCOVERERS - Joseph Kessel
EXPLORING MATH - Ken Iverson
EXPLORING THE 20TH CENTURY - Josie Szczasiuk
FAMOUS TRIALS IN HISTORY - Lou Cole
FILM A - Fran Wong
FILM B - Val Khaner
GENETICS - Linda Tu
HISTORY AND HISTORIANS - Renee Edwards
HISTORY OF RELIGION - Joan Campbell
IRISH NOVELS, PLAYS AND POETRY - Irene Fink
JAZZ - Eileen Ward
LITERATURE INTO FILM - Arne Bowers
THE 'LOST GENERATION' AND THEIR FRIENDS - Madeline Grant
MEDIEVAL HISTORY - Murray Boyne
MODERN PHILOSOPHY - Bill Wingfield

/continued...

MOVERS AND SHAKERS OF THE
TWENTIETH CENTURY - Claudette Foisy-Moon
MUSIC APPRECIATION:
NATIONALISM IN MUSIC - Aaron Hermant
OPERA - Mark Abbott
PHILOSOPHY: SOCIAL AND LEGAL - Ross Linton, Doug Booz
PLAY READING - Lyla Barclay
POETRY - Nancy Hall
PRIZE-WINNING LITERATURE - Judy Tinning
QUEBEC SINCE THE QUIET REVOLUTION* - Percy Rowe
SHAKESPEARE - Tony Barclay
SPOTLIGHT ON SCIENCE - Linda Tu
TURNING POINTS IN HISTORY - Joanne d'Esterre
20TH CENTURY NOVELS
FROM AROUND THE WORLD - Garth Wilby
21st CENTURY - Bill Wingfield
VIRUSES, PLAGUES AND HISTORY - Leslie Spence
THE WEALTH AND POVERTY OF NATIONS - Dugal Campbell
WEIMAR REPUBLIC - Christie Bentham

** Fall semester only*

PRESIDENTS OF THE ACADEMY

1992-1993	Morton Rashkis
1993-1994	Wendy Warrillow
1994-1995	Aaron Hermant
1995-1996	James Torrie
1996-1997	Linda Tu
1997-1998	Joseph Casse
1998-1999	Margaret Robertson
1999-2000	Keith Hendrick
2000-2001	Josie Szczasiuk