

**Ontario Co-operative Education Association
May 9, 1986**

TO: O.C.E.A. Executive

RE: Founding Meeting

There are two possible dates that could be considered the founding date of O.C.E.A.:

February 21, 1976 1st meeting of Co-op educators
April 29, 1977 1st meeting of which our name, "O.C.E.A." is used.

A chronology of dates and an article for the O.C.E.A. newsletter are attached for reference. The article names the educators who were active in the 1st year of activity, February '75 to April '77.

Would the executive please make an official decision on who the "founding fathers" are:

1. 16 people at the February 21, 1976 meeting
- Or
2. 11 people present at April 29, 1977 meeting
- Or
3. 18 people present and active in the first year

Thanks,

Ted Knott

O.C.E.A Founding Chronology

- August 27, 1974 North York refers Ted Knott to Jack Ulan
- April 29, 1975 Ted Knott meets with Jack Ulan
- January 26, 1976 Ted Knott sends Jack Ulan a list of work education contacts
- * February 21, 1976 1st meeting (6 people present)
Steering committee formed to establish guidelines for the formation of an association. "Co-operative Education Association" used in subsequent literature.
- March 9, 1976 Steering Committee met (meets two more times in '76)
- April 27, 1976 2nd full meeting (attendance not known) discussion of affiliation with:
a) C.A.F.C.E
b) O.A.E
c) Constitution draft
- June 18, 1976 Jack Ulan meets with C.A.F.C.E. executive
- * April 29, 1977 3rd full meeting (911 present)
a) O.C.E.A. name selected
b) Steering Committee elected as 1st officers
c) Constitutions drafted
- October 17, 1977 4th meeting in Hamilton (33 present) O.C.E.A. agrees to organize conference

How Did O.C.E.A. Get Started?

June 23, 1982

By: E. J. "Ted" Knott

The first visible evidence to most school systems that an association of Co-operative Educators existed was the Association's first annual conference held at Inn-On-The-Park, Toronto, in February of 1976. This first conference was heavily oriented towards getting started in Co-operative Education and was sponsored through joint provincial and federal funding. The intent was that any Board could send a delegate at no cost. The timing was such that an agenda to *H.S. 1* permitting Co-operative Education was released two months prior to the Conference. Not surprisingly then, the Conference was well attended. As this is written, the Association has wrapped up its Fifth Annual Conference in Hamilton, our membership numbers nearly 300 educators, and Co-operative Education has been established as an important element of many school programs. The activities of the last four years are relatively well known; however, a few members have asked "How did O.C.E.A. get started?"

Co-operative Education in Ontario has its roots in Work Experience and similar community-based "experience" programs. Locally (Hamilton) we have records, indicating that work experience for Business Education students was supported and organized in co-operation with the Administrative Management Society as early as 1938. It is likely that most Ontario cities having technical or commerce schools would find similar early programs being offered. A basic tenet of Vocational education is "Learning by Doing" and we would be naive to assume that earlier educators did not take advantage of what the community had to offer. The Ontario Co-operative Education Association derives its beginnings from the people involved in administering these various, well-established Work Experience Programs.

In the fall of 1974, Ted Knott, Hamilton, was conducting a survey of Ontario Work Experience Programs. In a follow-up of selected, outstanding programs, he met with Jack Ulan, North York. An item coming out of that first meeting was a need for work experience and Co-op educators to meet and share common goals and concerns. A little over one year later, the first meeting of this kind was organized.

The first meeting was publicized as a Co-operative Education Seminar and was organized by Jack Ulan under the aegis of the "Bridging-the-Gap Committee" in Toronto. Thirteen of sixteen Work Experience and co-operative Education coordinators attended that first meeting. The agenda of that first meeting consisted of presentations by the participating coordinators regarding their own local programs followed by discussion about the practicality of regular meetings and possible affiliation with another organization such as the Ontario Education Association or the Canadian Association for Co-operative Education (C.A.F.C.E.). A steering committee consisting of Jack Ulan, Ted Knott and Ernie Nielsen was appointed to explore these ideas. The steering committee and the participating coordinators were eventually to become the nucleus of the Ontario Co-operative Education Association.

The first annual meeting of the Ontario Co-operative Education Association was held in Toronto, April 20, 1977. There were eleven coordinators present. It was at this meeting that the name we currently use, Ontario Co-operative Education Association, was selected. An interim constitution had been prepared by the steering committee and was also approved at this meeting. It is interesting to note that the bank balance at that first meeting consisted of approximately \$70.00. The first executive was Jack Ulan, Chairman, Ted Knott, Secretary, and Ernie Nielsen, Treasurer. Prior to the April 29, 1977 meeting the steering committee had met three times to explore the goals of the Association in a working constitution. In addition, Jack Ulan had met with C.A.F.C.E. regarding the possibility of establishing a secondary school division within their association. However, each group felt after the meeting that the time was not right for such a move.

The next meeting of the Ontario Co-operative Education Association was held in Hamilton on October 17, 1977. It was at this meeting that the 33 coordinators who were present received advanced information on the agenda which would be issued to H.S.1 which would take Co-operative Education courses out of the experimental realm thus legitimizing Co-op as a part of an acceptable school program. It was also at this meeting that the Association voted to organize the first conference held at Inn-On-The-Park. Through Jack Ulan's efforts, the North York Board was approached and agreed to host and be the sponsoring body for the contractual obligations associated with organizing that first conference. A little over four months was to transpire between the first decision to conduct the conference and its presentation in Toronto. The conference in Toronto gave considerable impetus to the membership and operation of O.C.E.A. Since that time, we have built our membership to approximately 300 educators and concurrently seen widespread growth of Co-operative Education throughout the province.

In a sense the Association has been fortunate to be in the right place at the right time and able to capitalize upon the interest that was growing for experience-based programs. This rapid growth which was concurrent with the general decline in school enrolments and the accompanying problems which the decline has caused have been challenges which have kept the Association alert and progressive. In the seven short years since that first "Bridging the Gap Seminar", the Association has come to be the spokesbody for Co-operative Education in Ontario and has established its role throughout the province.

OCEA's Historical Roots, 1986
By: Ted Knott, Co-operative Education Coordinator,
Hamilton Board of Education, Past President, OCEA

Ten years ago, sixteen people met to share ideas about Co-operative Education. The minutes of that meeting show several objectives:

- Should an association be formed?
- How could we lobby government for recognition?
- What could we do to generate more employer participation?
- What educational goals would guide the association, if it was formed?

The First Executive

One year later, on April 29, 1977, after several general meetings and numerous steering committee meetings, the beginnings of our present association were formally set out and an executive elected. The first officers were: Jack Ulan, President; Ted Knott, Executive Secretary and Ernie Nielsen, Treasurer. The membership by then was about 30 teachers.

The First Conference

In the fall of 1977, OCEA with only 40 members took on the organization of its first conference. Four months later, at the Inn-On-The-Park Hotel in Toronto, over 250 delegates experienced their first province-wide educational forum about Co-operative Education. The Association, in turn, increased its membership six-fold, and achieved a bank balance of \$8,000.00. Two months prior to the Conference an addenda to H.S.1 permitting co-operative education was released. Not surprisingly then, the Conference was well attended.

Much of the credit for the Association's success with the first conference must go to the North York Board of Education for its role as sponsoring host; George Isford, for challenging the Association to run the conference; and to Gwen Bedville of Employment and Immigration for her intermediary role between the funding source and the conference planning team. Gwen's advice and contacts within government circles had considerable effect on the Association's subsequent lobbying activities and early efforts to form a national network.

Historical Roots

However, let's back up a bit. Co-operative Education in Ontario has its roots in various work experience and similar community-based experiential programs. In Hamilton we have records that show programs of this type were offered as early as 1938. When I was attending a Technical school in the late 40's, the automotive senior class was required to spend one afternoon a week working in a local garage or dealer shop. I suspect most cities with vocational school programs did similar things. A basic tenet of vocational education is "learning by doing" and we would be naive to assume early educators did not take advantage of what the community had to offer.

My own involvement with experiential education began in 1969 with a summer work program for construction students. This program had been started by Alan Van Fleet (now a vocational school principal) in 1967. At its peak it involved 60 students. This program had most of the features of present Co-op programs with the exception of credits. My experience with the program led to exploring what other Boards were doing and I was surprised to find out the number of other experiential programs that were being tried. Most of my own inquiries were focused around incidental contacts and readings in various literatures.

Early Pioneers

In 1974, as part of an M. Ed program, I did a survey of Ontario Boards to find out who was experimenting with credit programs in work experience. I was surprised to find quite a few pioneers! Space doesn't permit mentioning all of these, but among the Boards responding to my survey, I found such programs as:

- Fort Francis pioneering, a. Business Co-op
- A vocational school and a Business head in Burlington operating credit work experience program
- A technical and a business Co-op in Waterloo County by W. Teichroeb and T. Douglas
- Peterborough and OISE experimenting with a community involvement program
- A school in Guelph experimenting with a few students
- A Cornwall area school conducting a trial credit program
- A small Separate Board School operating Co-op for basic level students
- A program run by Tom Matsushita in St. Catharines
- and many more.

The survey also led to my first contact with Jack Ulan, North York. One of the items from that meeting was agreement that a forum for discussion and sharing of ideas was needed. The names garnered from the survey were used to form an invitation list for the first meeting on February 21, 1976. Sixteen people attended and the rest is history.

In writing this brief history of Co-op, I'm sensitive to leaving out or not fully describing some of the innovative programs and the people involved with them. Rather than apologize, I would prefer to point out that what has happened since 1976 had more to do with an "idea whose time was ready: than with individuals. At the same time, all of us should acknowledge a debt to the individuals who recognized that the time was right and who devoted so much energy and leadership to carry the concept forward.

In Which We Go In Search Of Our Past

The OCEA Newsletter submits the following as a 'first draft' of a history of Co-op in Ontario secondary school education. Isn't it nice finally to be old enough to have a history? Wouldn't it be even nicer to have a clearer sense of what that history includes?

Look over the following 'draft'. Are there events and dates that you know need to be added? (Don't be bashful -- name your own school or board or community!). Or events and dates that are listed here incorrectly? Or events and dates that can be pinpointed more clearly? What were some of the other important background events and dates, BC? ('Before Co-op').

Send any new or revises information to the Newsletter and we will publish updated 'histories' from time to time.

The History of Co-op in Ontario Secondary Schools

- 1906: First Co-op in North America – University of Cincinnati, Ohio, Faculty of Engineering (university level)
- 1909: Work experience established in Fitchburg, Mass (high school level)
- 1910: Co-op established, in Cincinnati high schools

- 1910-1920: Co-op established high schools in York, Pa., Boston, Mass., Dayton, Ohio, and New York City; Antioch College (Ohio); U.S. federal funding for high school Co-op through Smith-Hughes Act
- 1936: General Motors began their program at Flint Michigan to train automotive engineers
- 1938: Publication of John Dewey's book, Experience & Education (U.S.)
- 1957: Co-op established at Waterloo University (Faculty of Engineering)
- 1960's: Work-experience programs established in Ontario secondary schools (Business and Technical Departments); RNA and Hairdressing programs established in a few Ontario secondary schools using substantial community-based work/study components
- 1968: Vocational Education Amendments of 1968 provided suitable legislation and monies for Co-op expansion in colleges and universities
- Early -- mid 1970's Community Involvement Program (CIP) developed at OISE, established in Peterborough, Etobicoke, Guelph, Belleville, Barrie, etc.; courses/programs using Co-op format established in North York, Thunder Bay, Kitchener-Waterloo, Hamilton, etc., -- Business, Tech. (based on 'experimental course' Min. approval); start of Co-op in community colleges in Ontario
- 1970: Fort Francis high school offers a Business Co-op option (Claude DeGagne)
- 1971: Biggar, Saskatchewan - a small alternative ed. program which resulted in student receiving a Work Training Certificate
- 1972: Lambton County's "Out -of -School Office Program" initiated a one-credit summer school program successfully of fared for 11 years
- 1973: Canadian association for Co-operative Education (CAFCE) founded college and university levels; currently (1988) 400 members and 25, 000 students
- Mid -- late 1970's: Origins of OCEA (consolidating and planning, conferences, Coordinators' Workshops, Newsletter, focused contact with Ministry, professional development, etc.); first World of Work courses (North York, Kingston, Gananoque, etc., -- based on 'experimental course' Ministry approval); spread of Co-op courses throughout province; first availability of Federal funding for Co-op in secondary schools; establishment of Cornwall Alternative School (blending Co-op and Ministry correspondence courses)
- 1977: Supplement to H-S 1 establishing official Ministry guidelines for Co-op as a legitimate method of teaching any secondary school course (no longer requiring "experimental approval")
- 1978: First Federal funding for Co-op; First provincial conference on Co-op (250 delegates ~ Inn-On-The-Park); Co-op begins in Simcoe County (Karl Cadera and Peter Phelan?)
- 1979: New edition of H-S 1 is issued, including section specifically about policies and procedures for Co-op
- 1980: First Co-op Coordinators' Course, Erindale College, chaired by Jack Ulan & John Sim

Early 1980's: Ministry review of Co-op courses/programs in Ontario (precise date?)

1981: National Co-op Association founded (Winnipeg - Jack Ulan, President) and named: The Canadian Association for Career and Experiential Learning, later renamed The Canadian Council for Career and Exploratory Learning, and finally in 1983: The Co-operative Career Work Education Association of Canada; Ministry issuance of SERP Report (recommending increased use of co-op in secondary school education)

1982: Ministry issuance of official 'Response' to SERP Report (pledging increased support of Co-op's growth and development)

1982: First Co-op A-Q course (Part 1, Summer time, Queen's University); publication of Hughes & King study of Co-op in Ontario secondary schools (OSSTF); beginnings of a national secondary school Co-op professional organization

1983: Memo #75 'relating' World of Work courses to Senior Guidance Guideline; Memo #76A establishing Worker's Compensation Coverage for students in work education programs

1984: OS-IS issued, partially expanding official Ministry guidelines for Co-op courses; publication of OSSTF manual on Co-op (precise date?)

1985: Memo #11 establishing separate credit-entries for workplace and in-school components of Co-op courses; availability of Federal and Provincial funding for secondary school Co-op courses/programs

1986: Provincial funds for Co-op (3 years): resource persons and transportation costs accepted by 103 school boards to begin/add to Co-op programs

1987: OSSTF approval of Co-op Specialist as a 'first specialist' certification

1988: Draft of new Ministry Policy Document for Co-op; Draft of new Ministry Resource Document for Co-op; new OFL position statement on Co-op; 11th annual OCEA Conference (Kitchener-Waterloo); National Co-op Office established in Hamilton (Jim O'Connor, Director)

1989: World Co-op Conference held; in. Hamilton, Ontario (August); New MOE Policies and Procedures Document issued (September)

1990's: Last Provincial funding incentive distributed to school boards: Quality, Partnerships and New Directions; 13th Annual Conference held in Windsor, Ontario

History of Experiential Learning

Co-operative education has roots that extend back many centuries in time. In fact, most learning took place, at one time, in a co-operative fashion. Fathers taught their sons by incorporating them into their working day in the fields or at a craft. Many were apprenticed to someone with a special skill. And some even went to live, for a period of time, with a person who had a special skill.

In 1825, an orphanage at Potsdam was encouraging boys to learn trades in the community. In England it was quite common for 19th century children to work in factories part of the day while attending school. And early in this century college students were supervised by school personnel while they worked on their jobs in the community.

Modern Co-operative Education has its roots in a lot of histories and as such does not have a single meaning. One might look at the history of vocationalism, i.e. the movement to tie the educational system to the occupational structure; or the history of government subsidy for job entry; or, naively perhaps, the history of grass roots education being successful, i.e. educators not only doing what is good for the students but being supported in that venture by the bureaucrats who control the purse strings.

The "Ontario Co-Operative Education Association"

To: The Secondary Education Review Project Committee
From: The "Ontario Co-operative Education Association"
Date: May 1980

A Brief on Co-operative Education

Introduction

Current social, economic and political conditions indicate the need for public education systems to provide students with an experiential component that will enhance, complement or enrich the educational experiences as well as help prepare them for employment, or the challenges of the working world.

Experiential education in the form of Co-operative Education programs by using community resources, can keep courses, relevant and up-to-date as well as provide vocational direction and insight into career choices. These added dimensions help make the students more employable as well as develop social competencies needed for survival in a rapidly changing society.

The "Ontario Co-operative Education Association" was founded in order to deal with this change in educational implementation not only in terms of learning how to implement such changes, but also to add a voice to those asking for more relevant curriculum for today's secondary schools.

Philosophy

We advocate the Co-operative Education concept as a way to ensure the relevancy and realities needed in growing up within the secondary school system and would therefore like to see Co-operative Education credit courses instituted as a part of the secondary school curriculum.

The "Ontario Co-operative Education Association" supports the general concept outlined in H.S.I, 1979-80 that states in part, *"Co-operative Education courses may be offered, where appropriate, to enable some students to obtain credits through courses that combine in-school and out-of-school components, provided that the school maintains control of the design, implementation, monitoring and evaluation of such courses."*

We further suggest that the number of credit courses allowed in the pursuit of a Secondary School Graduation Diploma be limited to a maximum of twenty-five percent of the total hours of secondary school instruction. This would ensure adequate time for the required academic core.

Example: 1 year = 200 teaching days x 6 hours = 1200 hours
 4 years = 800 teaching days x 6 hours = 4800 hours

Therefore: 1200 hours @ 120 hours per credit = 10 credits

The association supports the philosophy laid out by H.S. 1, 1979-81 in regards to the in-school and the out-of-school component as stated in part: *"A Co-operative Education course or set of courses offered for credit must be designed so that the in-school component forms at least one-third of the course or set of courses, that is, approximately forty hours of each credit assigned in the program. Credit must be granted on the basis of the total learning achieved through the combination of the in-school and the out-of-school components."*

We also agree with H.S.I, 1979-81, *"that a teacher on the school staff, knowledgeable in the area under study, must be involved in the out-of-school portion."*

Organization

As an association, we support the Co-operative Education concept which utilizes, the resources of the community, to strengthen the secondary school program. We wish to stress that Co-operative Educations can be delivered as either a credit or non-credit program and that both require financial support to implement.

The credit programs are presently covered: under the H.S.1, 1979-81 document Co-operative Education. On the other hand, the non-credit programs such as work study, work experience, career orientation etc., not covered in H.S. I, 1979-81, should be encouraged as career development programs and should be promoted by guidance and student services personnel. As an association, we do not see any administrative difficulties between the two main types of programs, credit and non-credit. We believe that co-operative education will help build the much needed cohesiveness within the disciplines.

Implementation

The association suggests that prior to the establishment of any Co-operative Education program in a school system, a policy paper be developed and approved by the board involved. The school board must also decide on the basis of its geographic structure, whether or not it should develop as a board centralized program or a school centered program.

Concerns

The association recommends:

- That each board should establish a broadly based Co-operative Education Committee,
- That boards refrain from embarking in large school Co-op credit programs without prior experience in pilot experiential projects,
- That staffing be reallocated in proportion to the Co-operative credit hours created by the programs,
- That interim funding for staffing be provided during the initial implementation period.

The association would like to stress that there is a need for linkage between Co-operative Education and other sectors of the educational systems such as the community colleges apprenticeship programs and other on-the-job training programs is important. There is also a need to involve the elementary schools in preparation for the Co-operative credit concept through structured career education programs.

This brief is respectfully submitted for the committee's consideration. We trust that the Committee will see the relevance of Co-operative Education courses in meeting the unmet needs of many of the students in the secondary school system. We would be very pleased to appear before the Committee to clarify any of the points made.

Respectfully submitted,

S. J. (Jack) Ulan
Ontario Co-operative Education Association
9 May 1980