

HISTORY OF THE COOPERATIVE EDUCATION ASSOCIATION, INC. 1963-1988

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The history of the Cooperative Education Association dates back twenty-five exciting, if somewhat tumultuous years, to 1963. The few people active in cooperative education today who were also in the field in the early sixties have confirmed that the idea for an umbrella organization for cooperative education had been discussed several years prior to that time. Needed was the impetus necessary to spark the creation of a new organization that could serve all people in cooperative education.

Until this time, the Cooperative Education Division of the American Society for Engineering Education was the only organization for those interested and involved in cooperative education. This organization was formed in 1927, and later became the “home” of cooperative education. Few women had entered the field, and conferences, namely the mid-winter conference of the Cooperative Education Division, were attended almost solely by men. By the early 1960’s, at least one woman, Mary Hunt of Antioch College, had become a regular attendee of the winter gathering. Sometimes, one or two other women would attend as well.

The first issue of the *Journal of Cooperative Education*, produced by the newly-founded Cooperative Education Association and dated November, 1964, discusses the reasons why the organization, CEA, was formed. The excerpt below describes how the ideas behind the Cooperative Education Association gained momentum.

An energetic coordinator from Dallas, arranging a program for Tampa while attending a conference at the Southern Methodist University, approached Frank Jakes of the Ford Motor Company and Don Hunt of the University of Detroit, to give some thought and consideration to the needs for the future of cooperative education, and to present these thoughts

as a "kick off" for the Mid-Winter Meeting of the Cooperative Education Division of the American Society of Engineering Education hosted by the University of South Florida in Tampa in January, 1963.

The January, 1963 meeting was held at the Causeway Inn, now called The Inn on the Point, near Tampa. The opening general session was held in the Caribbean Room of the Inn, a location which, over the years, has housed cooperative education workshops, seminars and conferences.

Frank Jakes and Don Hunt could not have anticipated the effects of the spark they threw at the crowd that day in Tampa. They suggested a much broader base, or umbrella, that would welcome and encompass all who were interested in cooperative education—business and industry, technical and non-technical, educators, and government representatives.

Of the approximately 100 attending the Mid-Winter gathering of the Cooperative Education Division, ASSEE, many endorsed the idea of a new association. Jakes and Hunt received numerous letters from many parts of the employment community indicating the need for an independent association. Some of those present reflected back to the remarks of Russ Bintzer who, in Ames, Iowa, 1956, foresaw a growth for cooperative training in almost every academic discipline and predicted the ultimate need for a strong independent association. As a result of the large number of requests for action, the Board of the Cooperative Education Division held a special meeting in Detroit in April, 1963, and unanimously endorsed the establishment of a Cooperative Education Association.

An unexpectedly large number of representatives from education, business, government and industry responded to an invitation to meet in Philadelphia in June, 1963, to discuss the new Association and to prepare its organizational structure. Donald C. Hunt and Frank H. Jakes were elected co-chairmen of the Steering Committee, and several functioning committees were formed to handle the details of organization. The endorsement of the National Commission for Cooperative Education was received, as was the support of the Cooperative Education Division, which was holding its annual meeting in Philadelphia at the same time.

September 18, 1963, became Founders' Day for the Cooperative Education Association. On that Wednesday in September, at the Fort Shelby Hotel in Detroit, the Steering Committee was called to order for its first formal meeting and the Association came into being. The Founders were Stewart B. Collins, Drexel Institute of Technology; Nancy Cocannon, John Hancock Life Insurance Company; J. Dudley Dawson, Antioch College; Donald C. Hunt, University of Detroit; George H. Miller, University of South Florida; Michael Vaccaro, National Aeronautics and Space Administration; Lewis Knickerbocker, Detroit Edison Company; and Roy L. Wooldridge, Northeastern University. Before

the Detroit meeting was adjourned, the framework of the Association's constitution was completed, a financial structure was developed, a publication pattern was programmed, and the first annual meeting was set for April, 1964. The Steering Committee held a second meeting in New Orleans, in January, 1964 and its third and last meeting on the morning of April 10, 1964. The idea of Bintzer, the inspiration of Harkey, the enthusiasm of a Philadelphia meeting, and the determination of a group of founders would bring together, for the first time, all of the parties in education, business, government and industry, who believed in the philosophy of cooperative education.

The first meeting of the new Association, the Charter Meeting, which gathered at the Ford Rotunda Building in Dearborn, Michigan, was actually held April 21-22, 1964 with 114 registered. Six months after the founding meeting, the membership of the Cooperative Education Association reached four hundred.

The meeting was a working meeting. Donald Hunt, co-chairman of the Steering Committee, called the Charter Session to order in the Management Conference Room of the Central Office Building of the Ford Motor Company, Dearborn, Michigan. Within a short period of time, those present had accepted a proposed constitution, approved the appointments of committee chairmen, and accepted the challenge of having the first year's program directed toward "Greater Public Understanding of Cooperative Education." In addition, those present heard such leaders in the field of cooperative education as D.J. Bracken, Vice President, Ford Motor Company; George E. Probst, Executive Director, The National Commission for Cooperative Education; and Dr. Allen T. Bonnell, Vice President and Provost, Drexel Institute of Technology, express their views. The second day additional speakers including C.J. Freund, Dean of Engineering, University of Detroit, and James M. Osborne, Manager of Placement and College Recruiting, Ford Motor Co., continued to challenge those present to broaden the base of cooperative education.

At the business meeting, officers elected to lead the organization for the coming months were: Roy Wooldridge, Northeastern University, Boston, MA, President; Frank Jakes, Ford Motor Co., Dearborn, MI, Vice President; George H. Miller, University of South Florida, Tampa, Florida, Secretary; and Robert Huddleston, Goddard Space Center, Greenbelt, MD, Treasurer. Donald Hunt, University of Detroit, was named to the post that in the future would be held by the Past President. Committee chairmen and co-chairmen, named the day before, reported to the membership, many having spent long night hours planning the direction and missions of the new organization.

Formation of Committees

Publications Committee (Co-chairmen: John Bryant, General Motors Corp.,

and George H. Miller, University of South Florida) Mr. Bryant reported that the committee recommended the Association start a scholarly journal to serve the field of cooperative education, and further recommended that the first issue set a publication date for the fall of 1964, with one or more additional issues scheduled before the end of the Association's fiscal year, June 30, 1965. The co-chairmen further suggested that the journal move to quarterly publication at the earliest date possible. Later Roy Wooldridge, President, named Donald C. Hunt, University of Detroit, as Editor, and encouraged all members to give support to the journal.

Information Center Committee (Co-chairmen: Robert J. Austin, University of Detroit, and Walter A. Good, Ford Motor Co.) Mr. Austin reported that the committee would prepare a bibliography of information available on cooperative education, including: 1.) college cooperative handbooks; 2.) employer cooperative handbooks; 3.) a comprehensive list of cooperative institutions listing their aims, objectives, and methods of operation; 4.) cooperative information available to high schools; 5.) functions of college cooperative coordinators; 6.) functions of employer cooperative coordinators; and 7.) all published information on cooperative education. Other members named to the committee were: Hugh Allen, Beloit College; Donald Liebers, Michigan Bell Telephone Co.; William Smith, Illinois Institute of Technology; and Bruce C. Stoughton, University of Houston.

Development of Regional Activities Committee (Co-chairmen: Mary Hunt, Antioch College, and John Greenlee, Collins Radio Co.) Miss Hunt reported that the committee hoped to hold a series of meetings during 1964-65 to stimulate membership in the Association, and to bring into focus the benefits and implications of the operation of cooperative education programs. The first meetings were expected to be held in the east and midwest, with meetings in the south and west in 1965. Early additions to committee membership included: Alvah Borman, Northeastern University; Albert S. Barber, University of Waterloo; Robert A. Large, Indiana Institute of Technology; and Jack W. Harkey, Southern Methodist University.

Committee on Institutional Advertising (Co-chairmen: James P. Seaboch, E.I. du Pont de Nemours and Co., and F.F. Stoddard, A.T.&T.) Mr. Seaboch reported that this committee's goal was to get the message of cooperative education to the general public, through institutional advertising. Students, educators, and employers would receive special attention. Media possibilities to reach employers would include: recruiting literature, college advertising in national magazines and newspapers, professional journals, and placement journals, as well as public relations contacts and speaking assignments at educational institutions. Media possibilities aimed toward the educator would include: professional journals,

CEA journal, PTA magazines, college literature aimed at high schools, and regional placement associations.

Committee on CEA Speakers Bureau (Co-chairmen: H. Stuart Smith, Virginia Polytechnic Institute, and George E. Probst, National Commission for Cooperative Education) Mr. Smith said the committee would be concerned with speakers lists by areas, and would get under way with the following committee members representing areas: Alvah K. Borman, Northeastern University, Northeast; J. Dudley Dawson, Antioch College, Midwest and West; James C. Reese, Goddard Space Flight Center, South; and Arden L. Travis, Rochester Institute of Technology, who would work with George Probst, of the National Commission, in the New York area.

Committee on Conferences for Employer Institutional Coordinators (Co-chairmen: Monte Jacoby, Olin Mathieson, and Richard McKenzie, Drexel Institute) Mr. McKenzie reported that the committee would operate as a clearinghouse, as well as serve as a missionary group in suggesting and supporting regional or area conferences. Among committee members named were: Ray Lindenmeyer, Northwestern University; Everett Strong, Cornell University; R.M. Coyner, Burroughs Corporation; and Robert Wollam, Kalamazoo College.

Committee on Establishment of a Professional Student Cooperative Society (Co-chairmen: Charles Seaverns, Northeastern University, and Robert M. Coyner, Burroughs Corporation) Mr. Seaverns reported that there was a definite need for recognition of cooperative students. The committee planned a survey of schools to promote their ideas for such a society.

Committee on Recognition of Distinguished Service (Co-chairmen: Eugene Kuthy, University of Michigan Dearborn Center, and Robert Huddleston, Goddard Space Center) Mr. Kuthy reported that he planned to discuss this type of recognition with leaders in the cooperative education field and have a more detailed report later in the year.

Summary of Early Meetings

Enthusiasm ran high as members of the Association adjourned, most of them pledging their attendance at the next annual meeting, scheduled for February 1-3, 1965, in Pittsburgh, PA.

While all sessions were well attended and business sessions were filled with business, there were also the standard convention discussions held between official sessions, where those attending the Charter meeting talked co-op education. Many felt the birth of this new association was a breakthrough for cooperative education. Its efforts aligned with those of the National Commission for Cooperative Education, the Association would reach far into the corners of the educational world, promoting the values of cooperative education.

Heard more than once was the question, "Why have we in cooperative education waited so long to start this Association?" It was recognized that cooperative education had at last found the strength to stand alone and no longer needed to lean on the supporting divisional arm of another organization.

The fact that there were representatives in the charter membership from nearly every major cooperative education program in the country ensured that the new Association got the right people on its roster. Not only were most of the old line cooperative education programs represented, but also schools with new programs, and some in which the cooperative education program was only in the planning state, were represented. This was true of employers as well.

As one member said, "We have in our veins the blood of the old and established and the blood of the new and growing. With this mixture and the sharing of ideas and experiences, we will have a healthy organization that, in the years to come, can serve not only those in cooperative education, but the entire field of education. Cooperative education will now be assured of its rightful place in the circles of higher education."

The Cooperative Education Association was not without its rough spots and dissent. There were some members who believed that cooperative education should be limited to engineering, and some who resented the formation and forward movement of this new upstart association. At the June meeting of the planning body, held in Philadelphia, PA, the discussion was lively.

The National Commission for Cooperative Education pressed for the diffusion of greater amounts of information regarding cooperative education and encouraged many to join the new association. Several meetings were held throughout the U.S., and at one particularly memorable meeting in Raleigh, North Carolina, representatives from several black universities and colleges were welcomed into the Association. At the Rochester meeting in 1971, a question arose as to whether community and junior colleges should be admitted; they were.

Congressional Involvement in Funding

In 1969, things began to jell as cooperative education became better understood by many on Capitol Hill. To paraphrase one congressman, "Cooperative education should be supported because it represents "the American Way" to educate men and women. Through work, students learn useful things and they pay for their education rather than looking to the government for grants."

The National Commission for Cooperative Education Involvement

The National Commission, under the leadership of the late George E. Probst, at the request of Congress, provided expert testimony which led to support for the expansion of the cooperative education movement. Many leaders in

cooperative education testified before congressional committees. These efforts got legislation and funding through the CWSP (College Work Study Program). While the CWSP funds had been used by many programs to develop excellent work experiences for students in the social sciences, humanities, and education, there was no direct support for cooperative education. As a result of the testimony by the Commission and others in CEA, institutions were allowed to use one percent of the work-study appropriation to develop co-op programs. Even this small amount of money created a significantly increased interest in cooperative education. By 1970, CEA membership had topped 1,100.

The National Commission for Cooperative Education and officers of the Cooperative Education Association later, at the request of Congress, mounted another effort and again testified before congressional committees on the benefits of cooperative education to students and the economy, and on the need for Federal funds to expand the cooperative education movement. This resulted in one of the 1972 amendments to the Higher Education Act, giving cooperative education its own line authority, Title VIII. This legislation provided administrative funds for program development and money for training and research. With the Title VIII authority and appropriations came a significant increase in requests for program development funds as well as for training workshops for those in the field of cooperative education.

The availability of program development funds created an increased interest in cooperative education from junior and community colleges. While these institutions had demonstrated some curiosity and activity in the late 1960's, Title VIII and its larger function motivated the junior and community colleges to become actively involved in cooperative education. Initially, there were difficulties for them, in that the legislation implied they should operate alternating calendars. Many tried to build alternating schedules into their existing calendars while others tried to make parallel appear to be the traditional alternating approach. In time, the U.S. Office of Education specified parallel as an acceptable co-op strategy.

Emergence of Training Programs

While there were a few early leaders in conducting training workshops, seminars, and conferences, others started to offer training programs after the U.S. Office of Education encouraged proposals for training in the cooperative education community, in 1972. This immediately brought in large numbers of proposals from several institutions.

At the training programs of the 15 or more institutions conducting training in the late 1970's, it was noticed that more than 50 percent of those attending were women and minorities. Nearly all were members of CEA or the CED/

ASEE. Today, (1987), at least two-thirds of the training program participants are female.

In addition to the efforts of the National Commission and other leaders in cooperative education, four significant reports, all encouraging institutions to build “work learning” into their curricula were published in the early seventies. These were the Department of Education’s *Report On Higher Education*, The Carnegie Commission reports, *Less Time, More Options* and *Towards a Learning Society*, and the American Academy of Arts and Science’s *The Assembly on University Goals and Governance*.

With some success, the National Commission for Cooperative Education and The Center for Cooperative Education at Northeastern University, worked hard to sell cooperative education at the trustee, presidential and administrative levels in colleges and universities, in the rapid growth period of the seventies and eighties. This effort is still needed today, for commitment and support of top level administrators is essential to successful cooperative education growth on every campus.

Early Conflict Between CEA and CED

From the inception of CEA in 1964, the annual conferences were joint meetings of CEA and the Cooperative Education Division of the American Society of Engineering Education, (CED of ASEE). While the membership of CEA consisted of both separate and joint members, the governance of CEA was often a board consisting of members of both CEA and CED members.

In the years that followed the enthusiastic birth of CEA, some of the earlier dissent by CED members over the formation of CEA intensified. CEA’s wider acceptance of what constituted cooperative education did not fit the CED definition. The cooperative education model for many people in CED was a concept that included employer-paid, study-related employment fitted into an alternating schedule. Some even felt that only engineering co-op was true cooperative education.

As cooperative education was adapted to other curricula, such as liberal arts, many in CED believed too many concessions were made to the purist model to permit these new programs to call themselves cooperative education. With the difficulty of finding study-related jobs in the social sciences and the humanities, the concept of career related jobs became more acceptable. While this approach was educationally sound, some of the career related employment was considered too far fetched for many CED members. Sometimes, the jobs were not even paid. Also, the parallel schedule used in the high school distributive education programs was adopted by the community colleges and even started to make its way into some senior institutions.

At the last CEA-CED joint board meeting, held in St. Petersburg, Florida, the tension was felt by all and CED took the steps to separate itself from CEA. It was interesting that CED took this step, because in fact, CEA was planning a separation also, but CED moved faster.

The years that followed were difficult ones. CED developed a definition of cooperative education, organized an evaluation process and screened a group of people acceptable as evaluators of cooperative education programs. Only CED members could serve as evaluators. While hardly a problem for the non-engineering colleges in CEA, this move further emphasized the separation.

The split created another difficulty: cooperative education no longer spoke with one voice. The National Commission, in its efforts with the Congress, had to be more cautious in its presentations. And occasionally, CED wished to make its own statements, separate from the Commission. The split also hurt the Commission financially. The financial contributions from the joint meeting of CEA and CED to the Commission were greater than those received subsequent to the split.

Passing years, however, softened the differences. Perhaps it was the departure of some of the old hardliners. More than anything, each group saw the disadvantages of the separation. Gradually, approaches and efforts to get together were made and a spirit of unity again evolved. Today, members of each group sit in on meetings of the other.

Changes in the Cooperative Education Association

In the By-Law revisions of 1978, regional and employer representatives were added to the organization's structure to more effectively reach out to the membership. The regional representatives were to provide the grass roots contacts CEA believed it needed to maintain cohesive membership. As the cost of attending conferences grew, and the emerging state and regional organizations became the focus of many members, allegiances to the regional organizations became important. It was feared that these regional organizations might lead to a dissipation of CEA as the central professional organization for cooperative educators. As it turned out, the regional representatives helped to maintain the ties to the central organization.

In 1983, CEA submitted a Title VIII training proposal to the Department of Education. While the training successfully completed one year, it was decided that this effort might come into conflict with those of the training and resource centers and the endeavor was not continued.

Origin of the logo

Early in its development, CEA recognized the need for an identity. The

development of a logo was one of its efforts to achieve this visibility. Fred Hausman, a free lance artist, George Probst and Roy Wooldridge, were examining, with some reservation, Hausman's design which consisted of a person on a teeterboard, inside a circle. With a quick motion, Wooldridge wiped out the right side of the circle, producing a "C" and an "E" for cooperative education. The logo has survived to this day.

While the organization was designed to serve residents of the United States, it also has become a North American Organization, including many members from Canada. The 1982 annual conference was held in Toronto, Canada.

Cooperative Education Association Mission and Goals

Many have asked about the contributions and accomplishments of CEA. Primarily, CEA serves as the major professional society for the cooperative education community. The organization provides a forum for the exchange of ideas and for the advancement of the discipline. It oversees the administration of a scholarly journal, *The Journal of Cooperative Education*. While individuals have difficulty getting the attention of decision makers and mobilizing groups, CEA can effectively speak for all of those who make up the cooperative education community. This kind of influence is essential to all organizations who recognize the need to effect change and stimulate action.

Minorities and Cooperative Education

In many respects those who gain the most from cooperative education are the students who normally face the greatest obstacles to sharing in the social and economic benefits of mainstream America. For the most part these people have been women, ethnic minorities and the handicapped. Recognizing that the cooperative plan can give many people an added boost in developing their careers, a number of efforts have been initiated by institutions and professional societies to encourage and make possible minority student participation.

In the late sixties and early seventies a number of traditionally black colleges recognized the advantages of cooperative education for their students and sought Title III and Title IV-D funds to develop cooperative plans on their campuses. Burley Webb of North Carolina A&T, for one, brought seventeen traditionally black institutions together to pool their resources and those received from the Federal Government to develop a self-help network and a shared job bank. Another minority effort initiated by Barbara Walkingstick and the American Indian Consortium based in Denver, Colorado, provided training and technical assistance to help schools and colleges with significant Indian populations to organize cooperative education programs.

These early efforts received substantial support from administrative grants under the federal government through Title III, Title IV-D and later Title VIII of the Higher Education Act. As with so many other higher education endeavors, the institutions have experienced varying degrees of success, but many have flourishing co-op programs today.

CEA as an organization has two on-going committees to further the progress of minority groups. The Special Affairs Committee, formed at the 1970 Annual Conference in Rochester, New York has monitored the needs of ethnic minorities and at times organized technical assistance for colleges and universities in need of help. The Handicapped Affairs Committee was formed to encourage the participation of handicapped students by providing assistance to program staffs in preparing these students for work assignments and encouraging employer participation in the hiring of the handicapped co-ops.

Prior to the organization of the Handicapped Affairs Committee, Northeastern University's Center for Cooperative Education and Gallaudet College conducted programs for cooperative educators planning to extend cooperative education to their handicapped students.

While progress has been made in encouraging minority groups to seek their share of the benefits of participating in cooperative education, these activities have also emphasized the need to maintain a greater effort to make the cooperative plan available to all students.

Editorial Note

Much of the following material is derived from two articles printed in the *Journal of Cooperative Education*, November 1964, Volume 1-1: "And It Happened This Way", by Donald C. Hunt and "Charter Meeting - Detroit" by George H. Miller. George Miller organized much of the material in the first half of this chapter. Many others contributed to this history of CEA. These people include: Donald Hunt, Dean Emeritus, University of Detroit; Glenda Lentz, University of South Florida; Paul Pratt, Donna Reinhart Smith and Roy Wooldridge, all of Northeastern University.

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References

- Collins, Stewart B. "Special Issue On Constitution Revision" *Cooperative Education Newsletter* Volume 10 Number 5 February (1978);
- Hunt, Donald C. "Cooperative Education Was Formed And It Happened This Way" *Journal of Cooperative Education* Volume 1 Number 1 November (1964) 2-4;
- Miller, George H. "Charter Meeting - Detroit" *Journal of Cooperative Education* Volume 1 Number 1 November (1964) 5-9.

ARTICLE CORRECTION

To the Editor:

There is some difference of opinion over one event described in the chapter, History of the Cooperative Education Association Inc., 1963-1987 that appeared in the CEA Journal Silver Anniversary issue.

The article stated that at the last joint CED-CEA board meeting, CED took the first step to separate itself from CEA. And while the article was reviewed by at least one person present at that meeting, there are a number of people in CED who are convinced it was CEA that initiated the split.

There are no known files of CEA's development and growth prior to 1981. If someone has this information they could become an instant CEA historian.

Perhaps you might use this letter in your next publication to indicate that despite our best efforts an error may have occurred as a result of using hearsay sources.

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