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THE ORGANIZATIONAL GROWTH AND DEVELOPMENT OF THE
ONTARIO STUDENT LEADERSHIP CENTRE
1948 - 1988

by

J. David McMurray, B.H.K.

A Thesis
submitted to the Faculty of Graduate Studies
and Research through the Faculty of Human Kinetics
in partial fulfillment of the requirements
for the degree of Master of Human Kinetics
at the University of Windsor

Windsor, Ontario, Canada
1989
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ABSTRACT

The Organizational Growth and Development of the
Ontario Student Leadership Centre
1948 - 1988

The study investigates the organizational growth and
development of the Ontario Student Leadership Centre (OSLC)
from 1948 to 1988. The OSLC is rich in Canadian heritage and
is nationally and internationally respected. The intent of the
study is to provide a greater understanding of the OSLC growth,
development, conflict, change, and to recommend a future
direction for the program.

Related literature is presented in terms of leadership and
athletic programs as well as theoretical observations of
growth and development with particular reference to Daniel Katz
and Robert Kahn’s stages of development for organizations.

The OSLC Molar Research Model used in the research design
and methodological procedures is a modification of the Sports
Institute for Research Molar Research Model conceived by
Moriarty (1971). The three-dimensional model is composed of
the nomothetic which encompasses the situational sources; the
idiographic identifying personal sources; and the trends,
conflict and change dimensions. The model accommodates itself
to a two axis analysis and presentation concentrating
vertically on the interaction between situations and
individuals that cause conflict, change and trends. Horizontally, concentration is focused on the identification of eras or stages of growth and development. Quantitative data was acquired through content analysis of OSIC literature, policies, memoranda, descriptions, minutes, press coverage and planning sessions. Qualitative data was secured through numerous Semi Directed Focused Interviews with administrators, counsellors and students.

Five stages of growth and development were revealed by the analysis. The Primitive Stage, 1948-1953 was characterized by common people with an identifiable purpose working together for the same cause. A structure was established; a curriculum designed; tasks were confirmed; and funding was identified.

The Primitive-Stable Stage, 1954-1960 brought about efforts to solve the confusion which had arisen regarding the development of athletic versus leadership skills. The name of the original program, the Ontario Athletic Training Camp (OATC) was changed to the Ontario Athletic Leadership Camp (OALC). A substantial effort was made in developing a maintenance structure for the organization.

Considerable growth took place in the Stable Stage, 1961-1971 which required significant coordination and sharing of values; performance of task; and the need to rely on the maintenance system of routine and rule enforcement.

The Stable-Elaborate Stage, 1972-1982 continued to reflect
the stable practices of the previous stage, however signs of elaboration were evident. A new structure was designed to centralize control and several new leadership programs through other mediums were initiated. The OALC did not progress to an elaborate stage of development because of its failure to establish consistent boundary systems of procurement, disposal and institutional relations.

In the Decline Stage, 1983-1988, serious funding difficulties and conflict between the Ministry of Education and the local school boards emerged. Significant changes in structure and reductions in the program resulted in a great deal of turmoil. These problems together with an absence of effective communications, a disposal, marketing and institutional relations function created a serious stage of decline.

Future directions for the OSLC are provided by eleven recommendations. These recommendations address specific areas of concern including structure, funding and curriculum. A unique and cooperative longitudinal development plan is provided for the OSLC to continue as a centre of excellence.

Finally, an Epilogue is presented which provides the actual response of the Ministry of Education to the continued future of the OSLC.
ACKNOWLEDGEMENTS

It is with a great deal of pride that after thirteen years of contemplating the completion of this thesis, it is now become a reality. Hard work and a determined attitude were of course a requirement; however, the supportive contributions of others influenced me to a tremendous degree in completing this thesis, and in providing me with an unforgettable educational experience.

I would initially like to acknowledge my staff within the department of student services at the University of Windsor. During the course of this thesis, I did not always have the time I would have liked to work with them through challenging periods. I thank them for their support and understanding.

To all of the interviewees who gave their time and input I thank sincerely. In particular I would like to acknowledge Gord Wright for his openness, strong will and candid input; Helen Gurney for her tremendous fortitude and commitment; Eric Runacres for his honesty and foresight; Hyalie Bryant and Paul DeSadeleer for providing access to OSLC records and for arranging a personal on-site inspection of the OSLC program, an experience I will always recall fondly.

To the members of thesis committee, first I would like to thank Dr. Jay Powell. Dr. Powell was instumental in providing me with an understanding of the political realities of the
educational system in the Province of Ontario.

Dr. Pat Galasso whose natural enthusiasm for this project and extensive contacts in the profession kept me eager and focused. Most importantly, Dr. Galasso taught me the true meaning of one's purpose, of one's goals and how they relate to each other.

It is difficult to describe the extraordinary contributions to this thesis extended by Dr. Dick Moriarty. His insight, industriousness, and truly gifted ability to motivate led me to my ultimate purpose of completing this thesis. I cannot thank him enough.

Finally, and to who I dedicate this thesis, I would like to acknowledge the love, support and energy offered by my wonderful wife Mary Anne. Her patience and encouragement gave me the internal drive to finish. From her I have not only learned about others, but have learned a great deal about myself.
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CHAPTER I

INTRODUCTION, NEED AND STATEMENT OF THE PROBLEM

INTRODUCTION

Why should we be concerned with having a greater understanding of our Canadian national heritage and historical development? On June 28, 1972, the Commission on Canadian Studies was selected by the Association of Universities and Colleges of Canada to analyze the state of teaching and research in a number of academic disciplines relating specifically to Canadian studies. Although our national identity was found to be an important reason for Canadian studies, the Commission’s dominant point of view was quite specific.

The most valid and compelling argument for Canadian studies is the importance of self knowledge, the need to know and to understand ourselves. (Symons, 1975:12)

Developing this point of view, the Commission’s study also stated, that in order to understand ourselves, we need a more thorough understanding of the development of our community and the contemporary circumstances in which we live.

The Commission’s investigation of Canadian universities and associated fields of study led to the realization that there is a need to understand the environment in which we live.
It is essential from the standpoint both of sound, balanced scholarship and of practicality that studies of the Canadian situation occupy an appropriate place in the curriculum and research interests of every university in Canada. (Symons, 1975:13)

It is particularly significant and relevant to this study to note that the Commission’s view on athletics and sports was one which identified the field as an integral and important part of Canadian culture and education.

Analysis of sporting events, organizations and personalities will often provide useful insights into the nature of this society. (Symons, 1975:217)

This study investigates the organizational growth and development of the Ontario Student Leadership Centre (OSLC) from 1948 to 1988. The intent of the study is to provide a greater understanding of the OSLC growth and development and to identify a future direction for the program.

It is worthwhile for reasons of orientation to review the early developments which led to the founding of the OSLC. Based primarily on information gathered by several interviews (Wright, 1988; Gurney, 1988; Bryant, 1988; Metcalfe, 1980) the following scenario may be constructed.

The development began in the early 1920’s when the Ontario Athletic Commission, a provincial body responsible for professional sport, purchased the original seventeen acre site on Lake Couchiching at Longford Mills, Ontario. This site is approximately 160 kilometers north of Toronto, Ontario. The purchase was made possible by the use of part of the funds
accumulated from the tax which the Ontario Athletic Commission collected on all professional sports gate receipts. Until 1939, the Ontario Athletic Commission used the site during the months of July and August to provide additional training for young track and field athletes who were winners of district high school meets in Ontario. The purpose of the training site at that time was "...to develop athletic skills of top athletes." (Bryant, 1988) and further "...to seek out and develop Olympic material." (Wright, 1988). The program goal, established to address the purpose, was to provide subsequent athletic skills training in track and field to that experienced in the high schools.

During the Second World War, from 1939 to 1944, the site was used simply for teacher refresher courses.

From 1945 through 1947, an experiment in camp counsellor training conducted by the Physical and Health Education Branch of the Department of Education occurred.

In 1947, according to Wright (1988) the Minister of Education, the Honourable G. A. Drew, publically announced that every student in the province should have an opportunity for camping. Wright indicated that in 1947 G. A. Drew visited the site at Lake Couchiching. He apparently did not agree with the concept of the Ontario Athletic Commission using funds from professional sporting events to finance a youth camp program. The Ontario government at that time wished to divorce professional sport from student sport and athletics. As a
result, the Ontario Athletic Commission was dissolved under the 
repeal of The Athletic Commission Act of 1939, and by order of 
The Athletics Control Act of 1947, the operation of Lake 
Couchiching site was transferred to the Ontario Department of 
Education.

The Department of Education was directed to provide a 
worthwhile student program at the 17-acre Lake Couchiching camp 
site otherwise, the government would sell the property. 
Subsequently, in the fall of 1947, the Minister of Education, 
Mr. G. A. Drew, convened a meeting with Dr. J. Rutherford, 
Deputy Minister of Education; Dr. J. G. Althouse, Director of 
Education; and Mr. G. A. Wright, Director, Physical and Health 
Education Branch. The Physical and Health Education Branch was 
asked to present a plan for the use of the camp site. G. A. 
Wright (1988) who had just become the Director of Physical and 
Health Education Branch indicated in his 1988 interview that 
Dr. J. G. Althouse gave him a free hand to come up with some 
suggestions for the use of the site. Dr. Althouse told Gord 
Wright "...you’ve got the ideas, let me worry about funding and 
the government." (Wright, 1988).

G. A. Wright subsequently called upon several individuals he 
respected including Don Graham, Director of Education for 
Forest Hill Collegiate in Toronto; J. E. McCutcheon, Director 
of Intramural Programs and Assistant Professor of Physical and 
Health Education at the University of Toronto; C. R. Blackstock 
of Pickering College in Guelph; and Butch Morgan, the
Superintendent of Secondary Schools in Toronto, to expose them to his intentions for the site. G. A. Wright was not interested in the Department of Education setting up an Olympic program for just the top athletes. "I felt we should broaden the base at the bottom level, just like good milk, the cream will come to the top." (Wright, 1988).

Wright was interested in developing a program that would make a more positive contribution to leadership development through physical education. He expressed the opinion to his colleagues that if they could get one good student from each of the approximately 400 secondary schools in Ontario, establish the proper program with accompanying objectives, then, these students could be used to provide some leadership within their own particular school program.

At that point I was very dissatisfied with Physical Education in the schools. Things were happening in the field that didn't really impress me. I could see this as a medium to sort of sneak in the back door to improve the students, and the teachers would have to get off their butts and catch up with it. (Wright, 1988)

After discussion with his colleagues G. A. Wright submitted a proposal to Dr. J. G. Althouse entitled, "Organizational Policy of Summer Programme at the Ontario Athletic Training Camp" (Wright, 1988: Appendix A). Dr. J. G. Althouse questioned G. A. Wright at some length about his proposal and decided that if the right students could be selected and a good program could be provided, the concept would "...contribute to the field of education and would provide the community with
leaders." (Wright, 1988). G. A. Wright’s submission for usage of the site was approved by Dr. J. G. Althouse on February 24, 1948. The Secondary School Principals in Ontario were notified by memorandum from the Department of Education (Brown, 1948) on March 22, 1948, that the Ontario Athletic Training Camp (OATC) would be commencing operations beginning July 3, 1948 and that they were to select one boy from their school to participate.

Contained in G. A. Wright’s approved submission (Appendix A) was a recommendation for the appointment of an advisory board to make recommendations to carry out the organizational policy for the OATC. This board was established for one year to assist in formulating the initial program. The advisory board met on April 6, 1948 (Steel, 1948) and beginning with the arrival of staff at the site on June 28, 1948 the first course at the OATC began.

NEED FOR THE STUDY

The OSLC which has a forty-year history of growth and development is, according to Bryant (1988) rich in Canadian heritage and is nationally and internationally respected. While an evaluation of the OSLC’s impact on students and schools was completed by Stanley (1984), the growth and development of the OSLC has not been evaluated. It is, therefore, timely to review the records of correspondence, minutes, policies, publications and to record by way of personal Semi-Directed Focused Interviews (SDFI) the evolution
of the OSLC.

The organizational study of the OSLC will provide valuable information to the Ministry of Education and particularly to those individuals currently responsible for the OSLC program and its future. According to Metcalfe (1980) and DeSadeleer (1988) as a result of declines in funding, program changes, variance in local school board support for the OSLC, and other developmental difficulties, priorities must be identified and recommendations must be made to perpetuate the rich contributions of the OSLC.

Analysis of the growth and development of the OSLC will identify sources of conflict leading to the subsequent attainment or the failure to attain the stated OSLC purpose. The OSLC goals avowed to accomplish the stated purpose will also be reviewed as will the OSLC organizational design. As a result, solutions to conflict situations will be suggested and recommendations for the future of the OSLC will be proposed.

A longitudinal study of the OSLC will provide insights into the understanding of leadership styles and behaviours among an elite sample of Ontario administrators, instructors and students. The study, when completed, will provide a model for analysis of similar programs within local, regional, provincial and federal jurisdictions. International applications will also be possible when researching elite teacher and student leaders.

Future studies in leadership training may be developed.
Such studies might include how leadership goals relate to the realistic short, intermediate and long term outcomes of the participants. Another area might be a longitudinal effect of the way leadership behaviour in instructors and students changes over time.

**STATEMENT OF THE PROBLEM**

The purpose of the study is to investigate and to analyze the organizational growth and development of the OSLC from 1948 to 1988. Through investigation and analysis it will be determined what growth, development, conflict and change has taken place, why these conflicts and changes occurred and how they were managed. Finally, future challenges and projected directions will be identified and recommended.

**RELATED QUESTIONS**

**Purpose**

1. Define the purpose of the OSLC.
2. Did the purpose of the OSLC change from 1948 to 1988?

**Goals**

1. What were the original goals of the OSLC? Did these goals address the original purpose of the OSLC?
2. Did the goals of the OSLC change from 1948 to 1988? Did the goals address any changes in the purpose of the OSLC?
Situation: Structure, Task, Control

1. What was the original organizational structure of the OSLC?
2. Did the organizational structure change from 1948 to 1988?
3. (a) How were the instructors selected?
   (b) How were the students selected?
4. What was the original OSLC curriculum and was it altered between 1948 and 1988?
5. How was the OSLC funded? Was funding ever a concern?
6. Who or what had the greatest influence of control of the OSLC?

Individuals and Groups: Roles, Responsibility, Behaviour

1. Who were the most influential people responsible for the birth of the OSLC and its continued existence? Who are they now?
2. What were the roles, responsibilities, and behaviours of the individuals involved?

External Stress

What external means of stress on the OSLC were evident from 1948 to 1988?

Internal Stress

What internal means of stress on the OSLC were evident from 1948 to 1988?
Conflict
What conflict has been encountered between 1948 and 1988?

Change: Restructure, Realignment
What changes were contemplated and what changes took place in the OSLC from 1948 to 1988?

Trends
1. What trends developed between 1948 and 1988?
2. Have the administrators, instructors, student leaders and the Ministry of Education perceived the OSLC to have been successful since 1948? What is the perception now?

Related Literature
Has the growth and development of the OSLC been representative or characteristic of styles noted by Katz and Kahn, and Stogdill?

Research Design and Methodological Procedures
Was the research model, method and procedure utilized effective in analyzing the growth and development of the OSLC?

Delimitations of the Study
While various aspects of the girls’ program will be included, the study is primarily focused on the OSLC athletic leadership course for boys. The OSLC music, student council, vocational, bilingual and multicultural-multiracial leadership
courses will be included only as they relate to the athletic leadership program.

Extra-organizational, political, economic, social, religious and cultural variables will be included only insofar as they influence the structure of the organization.

**LIMITATIONS OF THE STUDY**

Quantitative and qualitative analysis will be acquired through content analysis of related OSLC documentation and from numerous Semi Directed Focused Interviews (SDFI). Content analysis will be limited to all documentation available including memoranda, minutes of meetings, press coverage, films, etc. The SDFI sample will gather qualitative material from knowledgeable individuals. This sample will provide competent data for analysis. The sample will include administrators, instructors, and students from different provincial regions and time periods.

**DEFINITIONS**

**Purpose:** Commonly referred to as a mission statement, the purpose of an organization represents the ultimate ideal resolution as an end result of all efforts and actions.

**Goals:** Something toward which effort or movement is directed, the goals of an organization are formulated to provide a focused direction of achievement towards the organizational purpose.

**ORGANIZATION OF THE THESIS**

This thesis is composed of ten chapters. Chapter I
introduces the study and includes the statement of the problem and the related questions investigated in the research.

Chapter II reviews the related literature in terms of leadership and athletic programs, as well as, theoretical observations of growth and development.

In Chapter III, the research design and methodological procedures are examined. The research model utilized in the study, research method and procedure and sources of data are explained. The Semi Directed Focused Interview (SDFI) employed to gather qualitative data is also reviewed.

Chapters IV through VIII reveal the actual growth and development stages of the OSLC. The analysis includes purpose, goals, organizational structure, conflict, change and trends as identified by the research model. Chapter IV is identified as the Primitive Stage, 1948 to 1953; Chapter V, the Primitive-Stable Stage, 1954-1960; Chapter VI, the Stable Stage, 1961 to 1971; Chapter VII, the Stable-Elaborate Stage, 1972 to 1982; and Chapter VIII, the Decline Stage, 1983 to 1988.

Chapter IX presents discussion, conclusions and recommendations based on the results of the analysis of the five stages of growth and development. Recommendations are presented for the OSLC as well as for future research.

Chapter X, the Epilogue, provides an actual account of the Ministry of Education response to the continued longitudinal operation of the OSLC.
CHAPTER II
RELATED LITERATURE

Leadership is a subject of considerable interest to psychologists and sociologists. There have been numerous studies conducted in an attempt to define leadership and to establish relationships to personalities and abilities (Bass, 1981). Considerable research can be found on management and supervisory leadership behaviour in the workplace (Crocker, 1986). In addition, many theorists have developed their own particular hypothesis in terms of organizational growth and development.

This chapter reviews the literature dealing more specifically with leadership and athletics as it relates to a program such as the OSLC. Also, while the theoretical observations of key authors are utilized, a theoretical focus is directed towards the writings of Daniel Katz and Robert L. Kahn, and R. M. Stogdill.

Leadership and Athletic Programs

In terms of leadership and athletic programs which relate to a program such as the OSLC, Partridge (1933) studied leadership among 143 adolescent boys in age from twelve to seventeen in a summer camp for periods varying from two to five weeks. An attempt was made to answer two basic questions. On what basis do adolescent boys choose their friends? On what
basis do they select leaders when given the opportunity do so? The instrument utilized was a series of simple ballots in which each boy was asked to rate other members of his group in terms of leadership from first choice to third choice. The most outstanding characteristic discovered in terms of the selection of leadership was age. The ten most popular leaders averaged more than 20 months older than the mean age for the entire population in the camp.

Stogdill's (1948) summary of leadership research found height, weight, energy, health and especially athletic prowess all associated with leadership. Stogdill stated that athletic ability and physical prowess are associated with leadership status in boys' gangs and groups. In research associated with athletic ability and leadership in similar groups, several authors including Fleming (1935), and Partridge (1934) found these two characteristics to be positively correlated. Also, Carter and Shannon (1940) discovered that high school athletes were superior in leadership skills and in social skills compared to high school non-athletes they tested. Jones (1965) found that males from 6 to 20 years of age, by participating in athletics, tended to enhance their leadership potential to a degree related to their athletic competency.

Cowell (1960) summarized the findings of Ragsdale (1932) who compared 45 female physical education majors with 45 non-majors in scores tabulated by the women's principals. The results showed higher scores in leadership ability and in the
initiation of projects in the schools for those women who were physical education majors.

Heisler and Park (1971) conducted a successful leadership training physical education pilot project where students from elementary, secondary, university and community programs were utilized to train tenth graders recreational leadership so that they could work in elementary school physical education and recreation programs.

Triano (1971) completed an evaluation of the Ontario Athletic Leadership Camp (OALC) to determine whether the OALC had fulfilled its goals. Two hypotheses were proposed:

H1: There will be a significant increase in the development of leadership skills, athletic skills, organizing ability, self confidence, cooperation and responsible attitudes in each student who attends the OALC.

H2: There will be positive contributions made by each boy who attends the OALC to his school and community. (Triano, 1971: 13)

In a "...one-shot case study" (Isaac and Michael, 1977: 36) design involving no pre-test and no control group, Triano (1971) concluded that the OALC was meeting its program goals and accepted his proposed hypotheses. However, the results of Triano's 1971 study are highly questionable because his research design carried a complete absence of control and internal validity. Isaac and Michael (1977) suggest that the results obtained from such a design may be imprecise and merely impressionistic.
Wakely and Shearan (1972) investigated the relationship between leadership and athletic ability by testing sixteen-year-old girls at the OALC as well as girls of the same age from three Ontario high schools. After discovering that the mean leadership scores and the mean athletic ability scores of the OALC participants were significantly higher than the mean scores recorded for the sample from the three high schools, Oakley and Shearan (1972) concluded:

1. There exists a slightly positive correlation between leadership and athletic ability in sixteen-year-old girls.
2. An athletic situation may be a medium for developing leadership skills.
3. Environmental factors influence the development of athletic ability and leadership. (Oakley & Shearan, 1972:16)

O’Hanlon (1978) in his research on leadership and teacher effectiveness indicated that the physical education teacher of the future will be the one who stimulates and directs action and who teaches and leads by providing experiences that enable students to develop additional competence.

Rivas and Toseland (1981) in their study of group leadership skills noted that students interested in practicing group work encounter few field instructional settings that are appropriate for group work practice. To overcome this problem, 38 senior college students who had completed a course in group work were assigned to lead small groups in conjunction with a junior year group work course. Evaluation of the experience revealed that the group leaders increased their skills by
leading the experimental groups and that group members were able to share issues and concerns that they had about social workers. Both the group leaders and the group members enjoyed their participation and found it to be a valuable learning experience.

In 1982, researchers from the Applied Research Consulting House Limited conducted an evaluation report of the Ontario Camp Leadership Centre at Bark Lake, Ontario. A nineteen-question telephone survey of 202 program participants and a thirty-two question survey of 40 sponsors was utilized to determine the impact and value of the three-week summer sessions in leadership training for young men and women aged 16 to 18. Both participants and their sponsoring organizations agreed on the benefits of the leadership development experience and enthusiastically endorsed the program. Sponsors thought the intensive program helped participants develop a variety of interpersonal and leadership skills. They felt the program benefited their organizations, the youth themselves and the community at large. Participants enjoyed the program's challenges, felt they gained significant and enduring leadership skills and thought the Bark Lake program was outstanding among leadership programs. Important elements of the program were the emphasis on personal orientation, the focus on leadership, the exposure to new people and ideas, and the facilities.

Schuch and Laverty (1983) studied the perceived long-term
influence of holding a significant student leadership position on 76 former student leaders from three institutions. The subjects completed a questionnaire assessing the effect of their student leadership experiences on selected major activities of their lives such as career plans and marriage. Perceptions of the influence of their student leadership experiences on selected skills such as organizing, planning and budgeting were also questioned. It was concluded that holding a student leadership position helped students sharpen selected skills but that later life activities are influenced only to a limited degree by student leadership experiences. It was also suggested that the long term effect of holding a student leadership position would not influence the occupation the student pursues after graduation.

In 1984, the Ministry of Education contracted the ARA Consultants Limited to evaluate the OSLC. Stanley (1984) completed the evaluation and while all programs at the OSLC were included (e.g., Music, Student Council, Multicultural and Athletics) this review will concentrate only on the athletic program. A sample size of the 120 experimental students (attendees at OSLC in 1984) matched with the same number of control students (non-attendees at OSLC in 1984) were randomly selected for this study. Matching was completed by high school principals on the basis of personal characteristics and leadership potential.

Seven questionnaires were administered to the students
before and after the OSLC summer program. Teachers completed a pre- and posttest leadership rating for both experimental and control subjects enrolled in their school. Principals completed a questionnaire designed to determine the impact on the schools resulting from students who had attended the OSLC. Finally, case studies based on interviews were completed with former OSLC students and of current OSLC students before and after attending the 1984 summer OSLC program. Stanley (1984) reported a number of findings.

First, after attending the OSLC, all experimental students displayed a higher level of participation in organizations and assumed more leadership roles.

Second, the experimental students displayed a significantly greater increase in confidence from pre- to posttest than did the control students. Reports of increased confidence by the experimental students following attendance at the OSLC were corroborated by the teachers and the principals.

Third, the experimental students indicated positive effects on leadership skills and knowledge. Attitudinal leadership attributes were not significantly increased. Stanley (1984) assumed that selected experimental students probably had high attitudinal levels prior to their attendance at OSLC.

Fourth, behavioural leadership benefits stemming from improved confidence, enthusiasm and organizational abilities were realized by the experimental students. Principals thought
that the experimental students had the most impact on special events in their schools and the least impact on curriculum design and teaching.

Fifth, case studies revealed very positive impressions of the OSLC experience but few perceived it as affecting radical changes in their lives.

Based on the findings, Stanley (1984) concluded that participation by students in the OSLC athletic program resulted in a substantial improvement in leadership behaviours and knowledge. Special events within the schools were also enhanced upon the return of the OSLC students to their respective schools.

Theoretical Observations of Growth and Development

From a theoretical perspective of organizational growth and development, Shartle (1956) discovered that organizations displayed active cycles or phases in development. He suggested that organizations were never static and that various cyclical patterns were the outcomes of continued development by environmental factors. He also believed that the continued development of organizations through cycles provided continued strength to the organization.

After twenty years of intense empirical research on a wide range of organizations and leaders, Stogdill (1959) came to the conclusion that organizations and the people involved in them are quite similar in time and over time. Stogdill and his
associates supported the theory that

Organizations, if they survive for any length of time, exhibit cyclical periods of growth and decline. They often experience difficulties and hardship in early stages of development, then exhibit a period of revitalization, reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle. (Stogdill, 1959:263)

Albanese (1975) speaks of the systems idea which he states has become the dominant approach to thinking about organizations. He suggests that in contemporary terms "...the idea of an organization as an open system evolved out of what is called General System Theory (GST)." (Albanese, 1975:271). He credits Ludwig von Bertalanffy with first using the term GST in 1920. "General Systems Theory is a logico-mathematical field whose task is the formulation and derivation of those general principles that are applicable to systems in general." (von Bertalanffy, 1972).

Albanese (1975) states,

From GST evolved the open-system view of organizations which is most frequently associated with modern organizations... The open-system model that has had the most impact on thinking about social organizations is provided by Daniel Katz and Robert Kahn (Albanese, 1975:272)

Katz and Kahn (1978) indicate that open system theory furnishes a useful framework for examining human organizations. The emphasis on open system theory is on the relationship of the organizational structure with its supporting environment.
The input and output transactions of the open system in commerce with its environment are supplemented by interactions within boundaries of the system between role incumbents and between sub-organizations. The patterns of these events constitute the functioning of the organization, take place in specific environmental settings, and involve specific people. These settings and the events going on within them are the determinants of subsequent events and organizational structure. (Katz & Kahn, 1978:70)

Katz and Kahn (1978) recognize three phylogentic stages of growth and development in organizations. These stages are not meant to represent an exact historical account of existing organizations but rather the course of the development of the organization based on natural evolutionary relationships. These stages of growth and development are displayed in Figure 1. "Stages in Development of Organizational Structures." (Katz & Kahn, 1978:71).

Stage 1, Primitive System, is characterized by common people with an identifiable purpose working together for the same cause.

The two major sets of determinants in the initial stages of an organization are the environmental pressures, or the common environmental problem, and the needs and abilities of the population... A primitive system emerges in which the basis for the productive activities is the cooperative response of people based on their common needs and expectations. (Katz & Kahn, 1978:71)

Production and service emerging from the task requirements is the essence of the initial stage of growth. However, a social organization is not necessarily the result of cooperative production and service oriented task requirements.
Figure 1. Stages in development of organizational structure. (Katz & Kahn, 1978:71)
It depends on the fit between the needs of people, their school values, and their immediate cooperative effort in solving a common problem; as a result, it lacks consistent role performance and effective coordination of roles. (Katz & Kahn, 1976:71)

In Stage 2, Stable Organization, the pattern of growth becomes more developed as the need for coordination and performance becomes evident. People within the organization possess their own individual needs and these needs are not always consistent with the task demands and role requirements. Because of this inconsistency, an authority structure for formulating and enforcing rules is developed.

As the source of binding pronouncements and the laws of decision making process, the authority structure is the basis of the managerial system. People no longer merely do what the task demands of them; they follow the rules that are seen as binding on members of the system. (Katz & Kahn, 1978:72)

As a result of the authority structure on the managerial system, a maintenance subsystem soon develops which "...involves keeping track of the rules, socializing new members into the system and its regulations, and administering rewards and sanctions." (Katz & Kahn, 1978:72).

Because of the introduction of rules and rule enforcement the former primitive system becomes more stable.

The maintenance structure relies heavily on rule enforcement. Thus to the original shared values and task requirements is added the third and essential component for stable social organizations. (Katz & Kahn, 1978:73)

Katz and Kahn (1978) indicate that while the maintenance
structure of authority does reduce individual variations in performance, it does not always effectively deal with the individual personalities of the people involved. This results in informal structure among the people in the system.

Maintenance mechanisms generally do not seek to cope fully with the personal needs of people but only to effect some workable compromise between the task requirements and the psychological wants and gratifications of those on the job. (Katz & Kahn, 1978:73)

Katz and Kahn (1978) claim that the two most common compromises brought about as a result of conflict between the authority structure maintenance system and the individuals are external rewards and some reform in the tasks associated with the work itself. The writer suggests that an external reward could come in the form of increased salary, task reform in the work itself, or could be more time away from the job.

Stage 3, Elaboration of Structure, is characterized by more sophisticated systems of service, planning and control as a result of the environment.

The fact that the organization is an open system means that it is constantly interacting with its environment to dispose of its products, to obtain materials, to recruit personnel, and to obtain the general support of outside structures to facilitate these functions (Katz & Kahn, 1978:74)

Katz and Kahn (1978) stress that an elaborate structure must acquire support from its environment on a continual and constant basis. Because of this need, three boundary subsystems are most often created. These boundary subsystems are composed of first, procurement, to secure "...the input of
materials to be converted and the impact of personnel to get the job done." (Katz & Kahn, 1978:74). Second, is the disposal function which essentially is the marketing of the product. Of particular importance to this study of the OSLC, Katz and Kahn state that many non-profit organizations ignore this very important disposal function because

They are not in the position of having their source of input support tied directly to the disposal of their product. For example, educational institutions have as their product the importing of knowledge and the increase of knowledge, and they do little to market their graduates. (Katz & Kahn, 1978:74)

Third, the institutional relations function which acts with the larger community or society in general.

The operation of any organization depends not only on the specific reception of its product but on the support and legitimization of its activities by the larger social structure. (Katz & Kahn, 1978:75)

Katz and Kahn site the government, private enterprise, corporate officers and board members as examples of the general public.

Three other studies are worthy of mention not only in terms of related literature but in terms of methodology which is presented in Chapter III.

Moriarty (1971) investigated the organizational history of the Canadian Intercollegiate Athletic Union Central (CAUC) utilizing the molar research approach of Stogdill, the molecular time series analysis of Halpin, and the organizational growth and development theory of Katz and Kahn.
The results of the research supported the theories of Katz and Kahn, Shartle and Stogdill which suggest that organizations pass through identifiable stages of growth and development.

With the aid of Moriarty's molar research model adaptation and Merton's Focused Interview technique to identify conflict and change within the Ontario-Quebec Athletic Association (OQAA), Innes (1973) indicated that conflict and change were the result of four factors.

The organizational conditions, the individuals and groups within the organization, the extra-organizational influences of other athletic associations, and the effects of the institutional situation of the various member institutions. (Innes, 1973:iii)

Finally, a study by Webb (1976) of the Ontario Federation of School Athletic Associations (OFSAA) incorporated the molar research model conceptualization by Moriarty (1971), Semi Directed Focused Interviews (SDFI) in conjunction with Katz and Kahn's (1978) model of stages in development of organizational structures to suggest that the methodology associated with the molar research model and the SDFI were viable instruments in the study of athletic organizations. Webb (1978) concluded that the organizational history of OFSAA appeared to follow the stages of development proposed by Katz and Kahn (1978).
CHAPTER III

RESEARCH DESIGN AND METHODOLOGICAL PROCEDURES

In terms of investigation and analysis, Katz and Kahn (1978) speak of a common problem between the macro approach versus the micro method of scientific levels of observation. They state that in order to address the problem one must distinguish between theoretical concepts and data. According to Katz and Kahn the macro level is one of theory and the micro level is one of data, most frequently taking the form of the measurement of human behaviour.

Concepts from the macro level tell the social psychological observers where to look and how to utilize and combine their observations. But the observations themselves are usually at the micro level, the basic data of social psychology are the acts of human beings. (Katz and Kahn, 1978:16)

As a result, a design and methodology utilized in previous studies by Moriarty (1971), Webb (1978) and Moriarty and Holman-Prpich (1987) can be utilized in association with the approach consistent with the observations of Katz and Kahn.

Our thesis, then, is that the study of organizations should take the social system level as its conceptual starting point, but that many of the actual measures will be constructed from observations and reports of individual behaviours and attitude. (Katz & Kahn, 1978:13)

RESEARCH MODEL

The research model utilized for the organizational analysis of the growth and development of the Ontario Student
Leadership Centre (OSLC) is a modification of the Sports Institute for Research Molar Research Model (Figure 2) conceived by Moriarty (1971) in his investigation of the CTAUC. The model has been used most recently by Moriarty and Holman-Prpich (1987) who studied Canadian Interuniversity Athletics. Specific adaptation of the model to the OSLC (Figure 3) was developed as a result of numerous conversations with OSLC administrators, counsellors and participants. A preliminary review of OSLC documentation within the archives of the Ministry of Education in Ontario was also conducted.

The molar research model (Figure 3) consists of three dimensions. The Nomothetic, which encompasses the situational sources, structural dimension. The Idiographic, including individuals, groups, personal and positional dimension. The third dimension is portrayed by the Trends, Conflict Identification and Management, and Change dimension. (Getzel & Guba, 1957)

The terms nomothetic and idiographic were utilized by Getzel and Guba in 1957 to differentiate between an institution's roles and expections (nomothetic) and the individual's personality and needs (idiographic). Within the OSLC Molar Research Model (Figure 3), nomothetic is employed in its more basic etymological meaning referring to organizational structure, task and control. Idiographic refers to roles, responsibility and behaviour of significant individuals and groups. External and Internal Stress variables are considered
Figure 2. Molar Research Design for Organizational History (McIntyre, 1971)
NOMOTHETIC

<table>
<thead>
<tr>
<th>Situational</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Institutional-Ministry &amp; Legislative Reports</td>
</tr>
<tr>
<td>Task</td>
<td>-Records of OSLC</td>
</tr>
<tr>
<td>Control</td>
<td>-Executive,</td>
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<td>Demography</td>
<td>Secreataries &amp; Dirnc.</td>
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<tr>
<td>Environment</td>
<td>Audiovisual-slides</td>
</tr>
<tr>
<td>Formal &amp; Informal Org.</td>
<td>Intraorganizational - OSLC Assoc</td>
</tr>
<tr>
<td>Policies &amp; Procedures</td>
<td>records, minutes</td>
</tr>
<tr>
<td></td>
<td>Extraorganizational - Public, press</td>
</tr>
<tr>
<td></td>
<td>films, radio, TV</td>
</tr>
<tr>
<td></td>
<td>Semi Directed Focused Interview</td>
</tr>
</tbody>
</table>

Determinants of Concomitants of Effects of


9. Restructure -> 10. Realignment

B. Change -> 11. Trends

12. Feedback

5. Individuals & Groups <-> Roles Responsibility Behaviour

IDIOPHISTIC

<table>
<thead>
<tr>
<th>Personal Factors</th>
<th>Sources</th>
</tr>
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<tbody>
<tr>
<td>Conflict Identification</td>
<td>Semi Directed Focused Interview</td>
</tr>
<tr>
<td>Management</td>
<td>Content Analysis</td>
</tr>
<tr>
<td>Observed/Felt</td>
<td></td>
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<tr>
<td>Sport/Athletic Career</td>
<td></td>
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<tr>
<td>Professional &amp; Educational Career</td>
<td></td>
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<tr>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Camp Director/Program Dir.</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Director of Education</td>
</tr>
<tr>
<td>Assistant Program Coordinators</td>
<td>High Schools (Principals &amp; Selection Committees)</td>
</tr>
<tr>
<td>Secretary</td>
<td>Amateur Sport</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>Press, Radio, T.V.</td>
</tr>
<tr>
<td>Maintenance Personnel</td>
<td></td>
</tr>
<tr>
<td>Catering Staff</td>
<td></td>
</tr>
<tr>
<td>Student Leaders</td>
<td></td>
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<tr>
<td>Instructors-Counsellors-Teacher/Facilitators</td>
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</table>

Figure 3. Ontario Student Leadership Centre (OSLC) Molar Research Model
only insofar as they affect the organizational purpose, goals, and conflict leading to change and ultimately to future trends.

**RESEARCH METHOD AND PROCEDURE**

The OSLC model specifically accommodates itself to a two-axis analysis and presentation. The verticle variable axis concentrates on the interaction between situations and individuals that cause conflict, change and trends. This axis provides for analysis within the three dimensions previously stated: the sequence of events or situations within the nomothetic organizational category; the analysis of individuals within the idiographic dimension; and, the implications of future trends through experienced conflict and change.

The emphasis on the verticle axis is on the interaction of situational organizational events and individuals to produce conflict which may result in, or determine, change and future trends.

The horizontal time sequence axis concentrates on the identification of eras or stages of organizational growth and development. The identification of an era is primarily based on empirical observation of the organizational structure, movement of individuals or growth, and of conflict stages. More specifically, eras may be categorized by:

1. basic organizational change as reflected in the constitution and by-laws, minutes and statement observations on task, structure and control;
2. the presence and dominance of specific individuals and/or groups or institutions;

3. the presence and emphasis on specific problem areas, and;

4. quantifiable data analysis of maps, charts, and graphs dealing with membership, budget, geography, executive and representation control. (Moriarty, 1971:317-318)

Secondly, the eras may be identified through selected theoretical positions which suggest cycles of conflict and patterns of growth and development established by Katz and Kahn (1978).

The heart of the model, which will identify clusters of data, provides direction to the analysis and reveals answers to the fundamental questions, is portrayed in a series of twelve categories which include: (1). Purpose, (2). Goals, (3). Conflict, (4). Situation - Structure, Task, Control, (5). Individuals and Groups - Roles, Responsibility, Behaviour, (6). External Stress (pressure from outside the organization), (7). Internal Stress (pressure from inside the organization), (8). Change, (9). Restructure, (10). Realignment, (11). Trends (future directions), and (12). Feedback (the relationship with the organizational purpose).

The analysis will be heuristic in nature with specific reference to the Molar Research Method. This method is three-dimensional.

First, Essentialistic Organizational Analysis which involves "...methodology traditionally associated with the
discipline, the techniques of locating and verifying data, and to a lesser extent, drawing conclusions from these data."
(Cremin, 1969:561) will be accomplished by the quantitative content analysis of OSLC files, records and minutes.

Secondly, Instrumental Organizational Analysis relates specifically to audio-visual communication, "...oral history, the making and use of tape recordings or interviews with important primary source figures..." (Cremin, 1969:571-2) and will be addressed qualitatively by gathering audio information from the S.D.F.I.

Thirdly, Applied Empirical Organizational and Management Science, the task of combining the quantitative material with the qualitative audio interviews, will aid in the establishment of eras of growth and development.

According to Moriarty and Holman-Prpich (1987), utilization of the Molar Research Model permits adaptation of organizations and leaders to a model and method which is based on research and has been tested by application.

**SOURCES OF DATA**

Quantitative data was obtained through a review of available OSLC literature including institutional, intra-organizational and extra-organizational records. These records included Ministry of Education policies, letters, minutes of meetings of OSLC staff, memoranda, planning sessions, job descriptions, responsibilities, selection criteria, program
design, and numerous published articles of the press regarding the operation of the OSLC. These records were made available by the supportive contributions of Bryant (1988), Gurney (1988), and Wright (1988).

Qualitative data was secured by using the Semi Directed Focused Interview (SDFI) with a considerable number of individuals from the Ministry of Education, OSLC administrators, counsellors and students.

The availability of quantitative and qualitative data provided generous sources of data for analysis utilizing the OSLC Molar Research Model.

**SEMI-DIRECTED FOCUSED INTERVIEW (SDFI)**

The SDFI technique has been developed from the focused interview by Merton and Kendall (1946). As Innes (1972) states, after years of investigation on individual and group interviews, Merton and Kendall (1946) developed a research interview which was characteristic enough to be called the Focused Interview. The value of the Focused Interview is that the qualitative data recorded may be integrated with acquired quantitative data to provide a means for comparison, interpretation or explanation.

According to Innes (1972), the SDFI has many of the basic characteristics of the Focused Interview, however, the SDFI interviewing techniques are more structured and the interviewer does not have to have the depth of background as
one must possess in the focused interview.  

Utilized by Webb (1978), the characteristics of the SDFI are:

1. The interviewees are known to have been involved in a particular situation, e.g., have been a member of an organization and/or have written minutes or accounts.

2. The investigator has provisionally analyzed the situation (content analysis) and developed an awareness of events of the situation. Here content analysis involves use of written documents (constitutions, minutes and records) and/or audio-visual sources (pictures, slides, movies, television, etc.) to secure data.

3. The content analysis leads to the formation of a partially structured interview guide or research model which contains the major areas of inquiry and which also determines the criteria for the collection of relevant information.

4. The interview focuses on the subjective experiences of the interviewee in order to ascertain his personal definition of the situation.

The SDFI technique was used extensively in the University of Windsor's SIR/CAR investigation of the "Role of Interschool Sports in the Secondary Schools of Ontario" (1976). Within the report it was suggested that

The Semi-Directed Focused Interview schedule guides the interviewer's direction in inter-
vention to a list of significant variables within the organization and maximizes the interviewer's opportunity to express attitudes and beliefs in a valid, reliable and objective manner. (University of Windsor, 1976:128-9)

The SDFI format is contained in Appendix B. The maximum opportunity for the interviewee to express is facilitated by the SDFI because the interviewer does not have to have completed an analysis of written documents prior to initiating interviews. Therefore, the interviewer can collect interviews concomitant to content analysis of organizational documents and records. The time of the interview, the transcription, and the cost of the interviewing is significantly reduced.

Although a constant format is utilized in the interview process, the interviewer is free to probe deeper if covert feelings on the part of the interviewee to express oneself more deeply is detected.

A sample of administrators, counsellors and students were interviewed covering the forty-year history of the OSLC. Interviewees were chosen on the basis of contribution and involvement with the OSLC, on availability, and willingness to be interviewed. The list of interviewees, documented according to status and time, is located in Appendix C.

Finally, the utilization of the SDFI format was devised and administered in such a way that comparative responses relating to the organizational history of the OSLC of all interviewees could be elicited, interpreted and analyzed according to the OSLC Molar Research Model (Figure 3).
CHAPTER IV

PRIMITIVE STAGE: 1948 - 1953

As outlined in the Introduction, G. A. Wright's 1948 memorandum to the Director of Education Dr. J. G. Althouse "Organization Policy of Summer Programme at the Ontario Athletic Training Camp" (Wright, 1948: Appendix A) became the benchmark for the original development of the Ontario Athletic Training Camp (OATC). Assisted by the Advisory Board (Steel, 1948), the program began in 1948.

Purpose

The original purpose in 1948 was defined as follows:

To develop qualities of leadership in selected secondary school pupils by means of athletic leadership training courses. (Wright, 1948: Appendix A).

Goals

The goals which were formulated to address the stated purpose in 1948 were threefold:

1. To give leadership training with a practical application to school activities, with particular emphasis on the athletic program.

2. To train leaders to discharge the responsibility of officiating, coaching and training intramural groups.

3. To give leaders a sense of responsibility to their school and to their community. (Wright, 1948: Appendix A)
Wright (1988) stated that in 1948 he was generally dissatisfied with physical education in the high schools of Ontario and felt that the goals of the OATC, if accomplished, could remedy his concern. "I wanted to improve the physical education programming in the schools." (Wright, 1988).

Organizational Design

Situation: Structure, Task, Control

Based on G. A. Wright's policy document (Appendix A) it was stated that the Director of the Physical and Health Education Branch of the Department of Education, who in 1948 was G. A. Wright, was "...responsible for the general policy and all financial matters relating to the Athletic Leadership Training programme." (Wright, 1948: Appendix A).

Further, as outlined in the Introduction, to aid the original formulation of the OATC, an advisory board was formed to guide the OATC Camp Director. This board made recommendations on policy which were subject to the approval of the Director of Education, Dr. J. G. Althouse and ultimately the Minister of Education, the Honourable G. A. Drew. The membership of the advisory board (Wright, 1948: Appendix A) was composed of twelve representatives from the Ministry of Education, the Athletic Commission, Community Recreation, and from the university and secondary school teaching profession. According to Wright (1988) the advisory board was helpful in the beginning to get the program started but once that had
been accomplished, the advisory board ceased to function.
Quantitative content analysis of records uncovered the minutes
of the initial advisory board meeting (Steel, 1948) however, no
further documentation was discovered regarding this board.

Once approval was granted, it became the responsibility of
the director of physical and health education to implement
policy and to administer the program.

A Camp Director who was responsible to G. A. Wright was
appointed to administer the actual program and the duties
accompanying the operation of the site. For the initial
program in 1948, J. E. McCutcheon, who was the Director of
Intramural Programs and Assistant Professor of Physical and
Health Education at the University of Toronto, was appointed
as the OATC Camp Director and was assigned the following
responsibilities:

(a) recommendation of staff for appointment
(b) the supervision of staff
(c) programme planning
(d) the operation of the camp and the
discipline of the trainees
(e) the operation of a petty cash account
(f) care and inventory of equipment
(Wright, 1948: Appendix A)

J. E. McCutcheon was also assisted by a Supervisor of
Camping (Wright, 1948: Appendix A) who was responsible for
equipment on the site and for inspecting the camp facilities.
The position of Supervisor of Camping was eliminated in 1949
according to Wright (1988) to improve efficiency and to save
money.

In 1951 a Business Manager, J. Kennedy, was appointed to
assist the Camp Director with financial matters (Wright, 1951). This position was eliminated after one year and in 1952 the Camp Director assumed all duties formerly assigned to the Business Manager (Wright, 1952:A).

A complete organizational hierarchy was charted by J. E. McCutcheon in 1949 and is displayed in Appendix D.

A nurse was also appointed in 1948 who provided necessary first aid and health services during the camp program.

On April 6, 1948, the advisory board (Steel, 1948) appointed eight staff members known then as instructors from a recommended list of thirteen individuals. The instructors were charged with teaching responsibilities.

Participants for the program were originally to be known as "trainees" (Steel, 1948), however, after considerable discussion at the April 6, 1948 advisory board meeting the term "leaders" (Steel, 1948) was considered to be more appropriate.

In 1948 when four, two-week programs were offered for boys in July and August, 327 leaders took part in the program. As displayed in Figure 4, the total number of student leaders increased to 430 in 1953. By 1953, however, two, two-week sessions for boys and two, two-week sessions for girls were taking place. The introduction of a program for girls will be detailed more thoroughly in the latter sections of this chapter. Leaders represented schools boards from across the province of Ontario.
<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>327</td>
<td></td>
<td>327</td>
</tr>
<tr>
<td>1949</td>
<td>430</td>
<td>218</td>
<td>440</td>
</tr>
<tr>
<td>1950</td>
<td>222</td>
<td>233</td>
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<td>1951</td>
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</tr>
<tr>
<td>1952</td>
<td>196</td>
<td>220</td>
<td>430</td>
</tr>
<tr>
<td>1953</td>
<td>210</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4. Ontario Athletic Training Camp Student Leaders, 1948 - 1953 (Devenney, 1961)
The selection of leaders was initiated by a memorandum (Brown, 1948) from the Deputy Minister of Education to all secondary school principals in the province of Ontario. Each secondary school was provided the opportunity to select one male representative who was to be selected by a committee composed of the school principal and the boy's physical education staff. As outlined further in the memorandum (Brown, 1948) the committee was asked to consider several variables in determining the most appropriate representative of their school. These variables included the following:

(a) academic standing; no candidate shall be considered eligible who secures an average less than 55% on the year's work.
(b) age; the candidate must have reached the age of fifteen years before July 1, 1948.
(c) seniority; the candidate must be a member of grade XI or XII in regular attendance during the school year 1947-1948.
(d) leadership; the candidate must have exhibited leadership qualities for various school activities particularly in regard to the intramural athletic programme.
(e) athletic ability; the candidate must have been a member of one representative school team during the school year, 1947-48.
(f) usefulness to his school; the candidate must sign a statement that he intends to return to school and be prepared to assist in a school program during the school year 1948-49. (Brown, 1948).

The selection committee, after finalizing their representatives were given until April 15, 1948 (Brown, 1948) to submit their application to the Physical and Health Education Branch of the Department of Education. Medical certificates and parental consent submission were required for
each pupil.

According to the February 21, 1949 edition of the Ontario Government Services Bulletin "Department of Education Develops Youth Leaders in Athletics and Officiating at O.A.T.C.'s Lake Couchiching Camp," the manner in which the principals and teachers cooperated in selecting their representative was most encouraging. Each school representative was required (Wright, 1948: Appendix A) to purchase a standard uniform at a cost of $4.00. The uniform issued at the camp site became the property of the student.

The uniform consisted of a white T-shirt and shorts. Instructors, while not originally issued a uniform, were according to the minutes of the April 6, 1948 advisory board meeting expected to be similarly attired (Steel, 1948).

With regard to transportation to the site, Wright (1948: Appendix A) indicated that the individual school boards were responsible for railway transportation up to $10.00 per student. They would, however, be reimbursed from the Athletics and Physical Education Fund upon application to the Physical and Health Education Branch. In the announcement of the OATC program to principals (Brown, 1948) the Deputy Minister suggested that school boards and local service clubs sponsor expenditures so that no student be denied the opportunity to attend for financial reasons. This suggestion was made in view of "...a reserve of leadership in the community..." (Brown, 1948: 2) that the program would provide. There was no
registration fee for the program (Brown, 1948).

According to Wright (1988) financing became a big issue because he wanted student representation from across the province. "I wasn’t interested unless the lad from the far north could have the same opportunity as the lad from Orillia itself." (Wright, 1988). Wright’s theory was accepted by order of the Department of Education Act (Drew, 1948) in which the Athletics and Physical Education Fund established under the Athletics Control Act 1947 (Government of Ontario, 1947) and revised April 1948, was to pay the cost of administering the Provincial Athletic Training Camp.

In 1952 and in 1953 the criteria for the selection of student participants contained the original six categories as stated in 1948 (Brown, 1948), however, one additional category was added:

(g) An aptitude and interest on the part of the candidate for elementary or secondary school teaching as a career. (Cannon, 1952:3)

This additional criterion was directed at the need to recruit physical and health education teachers and will be dealt with further in the Change section of the Primitive Stage, 1948–1953 of growth and development.

With regard to the task at hand, the program site in 1948 described in the Introduction was a seventeen-acre plot of property on Lake Couchiching at Longford Mills. It is approximately 160 km. north of Toronto and 32 km. north of Orillia. Described by Morriss (1950), the site was made up of
sturdy attractive frame buildings fit snugly into the planned evergreen landscaping. Training facilities included a full scale football sports field, surrounded by a cinder track, clay tennis courts, a fully equipped waterfront area, ten sleeping cabins, a dining hall, and wash houses complete with running water and electric power. In 1952, a field house which was converted from a former air hanger was erected. Also in 1952 the tennis courts were resurfaced in asphalt.

The original program curriculum content highlighted by Morris (1950) included training in basic athletic skills in rugby, basketball, track and field, tennis, archery, swimming and water safety, soccer, softball and volleyball. Instruction in the rules and in officiating the various skills activities was also provided. Training in methods of conducting an evening program of recreation were also part of the curriculum. Topics within this area included debating, quizzes and skits. Wright (1988) indicated that while an attempt was made to give instruction in all sports during the camp period, emphasis was placed on rugby, basketball, swimming and track and field primarily because of the excellent facilities associated with these sports. Wright also indicated that as a function of the curriculum, he was intent on promoting improved use of equipment.

There used to be one football, or one soccer ball to teach with, I said that you don’t teach reading with one book or writing with one pencil so you don’t teach skills with one piece of equipment. (Wright, 1988)
Mass participation and repetition of skills training in the schools was an objective of Wright who felt that success in this method of instruction at OATC, would filter back to the schools. Wright confirmed that his theory was indeed practiced at OATC because the necessary supply of skills equipment was provided. As an inspector in the schools throughout the province Wright saw to it that individual schools financed a sufficient supply of equipment to implement his theory of teaching athletic skills.

F. G. "Eric" Runacres (1989) an instructor at the OATC from 1951 to 1954 noted in his SDFI that the curriculum and the entire administration of the camp program schedule from the first thing in the morning to the final call for lights out at night was very controlled. "In 1951 through 1953 the camp was very authoritarian. Teaching was telling and you showed students how to be a leader." (Runacres, 1989).

In terms of control according to Wright (1988) ultimate control in 1948 of the OATC rested with the Honourable G. A. Drew, the Minister of Education. Control from the Minister’s vantage point was simply one of acceptance and approval of the purpose of OATC for funding of the facility and of the related program. Wright felt that Dr. J. G. Althouse, then Director of Education in 1948 should receive credit for the original OATC program since "Althouse wanted me to create, and he would approve." (Wright, 1988).

Operationally in 1948, the control of the actual OATC
rested with G. A. Wright who was the Director of the Physical and Health Education Branch of the Ministry of Education. J. E. McCutcheon, Camp Director, was responsible for the day-to-day on-site administration of the camp.

**Individuals and Groups: Roles, Responsibilities, Behaviour**

It was clear, based on the approved financing of the OATC that representatives from the Ministry of Education supported the program. "The Ministry of Education strongly supported what we were doing." (Wright, 1988). The initial issue, once the OATC concept was approved by the Ministry of Education was to acquire competent staff.

I hadn’t been there that long, but long enough that I saw people I knew who could make a contribution. I had to recruit the best enthusiastic teachers in the province who would generate their enthusiasm via the program. (Wright, 1988)

Wright had been an inspector for the department of education prior to becoming the Director of the Physical Education Branch which gave him the opportunity to view teachers on site in their respective schools across the province of Ontario.

Because of the inspector system, I could see them in action which was invaluable. I depended upon my own ability to judge whether they could handle it. (Wright, 1988)

Wright established his own criteria for the selection of instructors. He indicated that he wanted to expose students to the right kind of people whom they could look up to.
Instructors were sought who possessed strong personable human relations skills.

The atmosphere lent itself to the students seeing in those teachers an image that was personal. At the time students viewed teachers as set aside from them. There wasn’t that personal relationship. (Wright, 1988)

Wright felt that the instructors who were selected were not only outstanding skills people, but also possessed tremendous human relations characteristics. They were well liked, respected, good listeners, good thinkers, confident, were good communicators and overall were a fun group who could humanize things. Wright knew that once the program got going people would ask to get involved. Once the instructors were selected, a pre-camp meeting was held to clarify the goals which they were trying to achieve.

Wright was also concerned about educating other inspectors, local school board officials and high school principals about the value of the OATC program. Visitations to familiarize various officials to the virtues of the OATC were augmented by attending provincial area group principal’s meetings. A strong marketing program was essential.

In those days they didn’t believe that students had leadership ability. I wanted to educate various officials so I brought them in on-site to see what was happening to the kids. (Wright, 1988)

Wright acknowledged in his 1988 interview that "...for the most part, the high schools supported the program." (Wright, 1988). Wright was interested in how OATC instructors followed up upon
returning to their schools. An assessment form was circulated to each principal. The principal would complete the form about their teachers who had been instructors at the OATC. Principals were also asked to evaluate their student who had returned from OATC with particular regard to their contribution in their schools. This process not only provided subjective input but also provided direct involvement by the principals.

The selection of the leaders was the responsibility of the individual schools given the specified selection criteria (Brown, 1948, and Cannon, 1952). These leaders were according to the February 21, 1949 edition of the Ontario Government Services Bulletin, an enthusiastic group.

If the enthusiasm and ability displayed by the selected pupils who completed the course may be taken as a criterion, the new deal in physical education in its broadest sense, is earmarked for continued success. (Ont. Gov. Services, 1949:2)

Morriss (1950) wrote that the boys seemed to develop a true respect for the program and a conscious sense of active responsible citizenship.

External Stress

Wright (1988) stated that there were two areas which caused external stress in the early years of the OATC. The first came from academic inspectors in the department of education who thought that physical and health education was getting too much attention. Wright addressed this concern by inviting the critical individuals to the OATC to witness the
program in progress. Apparently, when they saw the program and the resulting leadership in the schools, they became supportive.

The second source of external stress came from various sports related groups which according to Wright (1988), wanted to move in and make use of the site. While Wright opposed these initiatives on a regular basis he did agree to allow the University of Toronto football team to conduct their training camp on the OATC from September 2 through September 15, 1951. This concession was made because the University of Toronto Athletic Association had made equipment available to the OATC at no cost and had also at no cost, offered the use of Hart House on the University of Toronto campus for various meetings and demonstrations conducted by the Physical and Health Education branch of the Department of Education.

The media, according to Wright (1988) was very supportive of the OATC program. The February 21, 1940 edition of the Ontario Government Services Bulletin confirmed the support of the Department of Education with regard to the OATC. In the words of Dr. J. B. Nash, an internationally respected Director of Physical Education from New York University, who attended the closing banquet at the end of August, 1948

This experiment, to my knowledge, is the first of its kind in America and you all must profit from the experiment in this type of work. (Ont. Gov. Services, 1940:2)

John Morriss (1950) in his article "Leaders are Made Here" published in the Ontario Secondary Schools Teachers’
Federation Bulletin, stated

Though only two years old, this provincial project in youth development has already earned the commendation of principals, teachers, educational officials and community leaders... Your school should take advantage of any opportunity to send a representative to Lake Couchiching. Leaders are made here. (Morriss, 1950:51)

Internal Stress

Within the camp itself, in the early years Wright (1988) stated that there was very little internal stress. Those responsible for administering the program and the instructors themselves, were cooperative and caused very few problems.

The only major incident as recalled by Wright took place in 1952 and involved three student leaders who came down with polio which was a much feared disease at that time. Wright contacted the medical officer of health and arranged to transport the three leaders to Toronto for medical attention. Wright recalled that contact was also made with the Minister of Health who arranged for vaccinations for all students on the site.

Conflict

There was considerable concern, not so much with the purpose of the OATC, but with the OATC associated goals and curriculum method. While Wright (1988) hesitated to classify the format as militaristic, he did admit that the program was suppressed from the top of the organization hierarchy and that
little input from the instructors and certainly none from the
leaders was considered. "Here's the program and this is what
you did." (Wright, 1988). According to Wright, the camp's
first director, J. E. McCutcheon, was a great organizer but
was very rigid. Internally the camp may have been over-
organized and did not promote the concept of student leadership
development. Rather, emphasis on skill development was
accentuated.

Physical Education was the medium to identify
develop and improve for the development of
leadership. In the beginning the students
concentrated on skill development but they
did not learn a continuing sense of
responsibility. (Wright, 1988)

Wright added that for the most part, the students did not
apply aspects of the program which were supposed to be of
benefit to the actual school program. These included
organizing skills, officiating and the administration of
intramural programs.

The root of the above-mentioned conflict may be attributed
to the selection process of the participants. A common mistake
in the first few years was that the wrong student was selected
by the schools. In many cases, the best athlete in the school
attended the program and expected simply to learn and to
develop athletic skills.

At first we made the mistake of asking for
athletic skills only. This was a very narrow
focus. The students had poor communication
skills. They didn't have the ability to go
back to their school and speak, interpret
and conduct. (Wright, 1988)
According to Wright, the OATC was not meeting its purpose of developing qualities of leadership in the students because of feedback he received from the schools.

We sent a memorandum to the principals to see how well the kids were doing. We found that all that was being done was improving the athletic skill of the individuals. (Wright, 1988)

A continuing source of further conflict within this era involved a need for increased funding. Funding for the camp was an annual problem. "One of my most nervous moments every year was to present my budget to Dr. Althouse." (Wright, 1988). Wright stated that at that time education wasn’t a top priority and teacher salaries were very low. The compensation to the instructors was very low for the time and effort they were required to commit to the program. Wright himself became very astute with regard to purchasing.

I set up a system so I had complete control of what was purchased and learned pretty damned fast to work closely with the Treasury Department. (Wright, 1988)

**Change**

The most significant change which occurred within the OATC program during this stage of development was the addition of a girls program in 1950. In a memorandum to Dr. J. G. Althouse (Wright, 1950) on February 21, 1950, Gord Wright indicated that for a period of two years the boys who had attended the OATC in most instances, had made a worthwhile contribution to their schools. Based on this outcome, he suggested that it was
important that girls also have the opportunity to participate in a similar program at the OATC. Two reasons supported this proposal:

1. To encourage more secondary school girls to enter the field of Physical Education where there is a considerable shortage at the present time.

2. To give teachers of small schools or unqualified teachers a key pupil who could give a great deal of assistance and leadership to the intramural program. (Wright, 1950)

Accompanying his recommendation, Gord Wright suggested that the girls' program would operate under the same policies and guidelines as the boys' programs with two notable exceptions. First, the girls' program would take place on the site during two two-week sessions in July. Representatives would be chosen by their school principals and women teachers of physical education. Secondly, selection priority would be given to small schools and to schools where teachers had been conducting physical education classes on a permit basis. Dr. J. G. Althouse approved Gord Wright's recommendation and in July of 1950 two, two-week sessions took place.

The preliminary application for attendance, the official acceptance form, and memorandum of general information (Wright, 1952:B) which was distributed for both boy and girl leaders is located for reference purposes in the University of Windsor, Sport Archives.

To accommodate the new OATC program the staff structure was expanded as displayed in Figure 5, OATC Staff (Wright,
1952-A). J. E. McCutcheon continued as Camp Director with overall responsibilities for the camp, however, he was assisted beginning in 1950 by two Assistant Directors. Ross Cruickshank was appointed Assistant Director for the two, two-week sessions in August for boys and Gladys Heintz was appointed Assistant Director for the two, two-week sessions in July for girls. Each Course Director maintained eight Instructors, however a Senior Instructor was appointed within the girls' program in 1951. To assist J. E. McCutcheon, a secretary was appointed for the full two-month July and August period to assist with administrative details. The camp nurse took residence in July for the girls and a second nurse took residence in August for the boys. One Maintenance Assistant was also appointed in 1951. In 1952, two additional Maintenance Assistants were hired.

As a direct result of the addition of a girls program in 1950, a further goal of the OATC was formulated. This goal which was not unique to girls, but became functional to the boys' program as well, was to recruit potential candidates for teachers in the physical and health education profession. The dominant emphasis on the goal of teacher recruitment was relayed to all secondary school principals by the Deputy Minister of Education in the form of a memorandum announcing the OATC program (Cannon, 1952). Contained in that memorandum were two values which candidates were to be considered for admission to OATC.
Figure 5. Ontario Athletic Training Camp (OALT) Staff Structure 1950. (Wright, 1952:A)
1. That such a course may be an excellent training for students who have proven aptitude for an an interest in teaching as a profession.

2. That such a course may be a means of attracting the right boy or girl to teaching elementary or secondary school. (Cannon, 1952)

According to Marilyn Parkinson (1988) who is currently head of the girls' physical education program at Kennedy Collegiate in Windsor, Ontario, and who was a student leader in the initial girls' program in 1950, the emphasis in the OATC curriculum was on the improvement of athletic skills.

The leadership angle was not there, it was more training and athletics. As I recall, an equal amount of time was given to skills and to leadership but the concentration was on skills training. (Parkinson, 1988)

A typical day for the girls' program is contained in Wright's 1952 memorandum of general information for student leaders. (Wright, 1952:B)

There was little evidence of stress, particularly with regard to the girls' program. The media in fact, as discovered with the boys' program, was quite complimentary of the OATC effort to accommodate women participants. Walsh (1951) stated

Not only had the girls been trained to assist in school or community recreation programs, but they were receiving a valuable character training which would help them to be better citizens. The joy that comes from service in teaching others; confidence in the ability to lead; working harmoniously, these were major benefits resulting from the course. (Walsh, 1951:2)

Further,
On departure day, every girl went forth with the firm resolve to use this knowledge and training to assist in the physical education program of her school and community and thus would be worthy of the high honour accorded her in being chosen as leader for the OATC of 1950. (Walsh, 1951:28)

In an article by Brown (1952) featured in Weekend Picture Magazine, August 30, 1952 titled "Leaders of the Future" the girls were described as having "...health, vitality and special qualities of leadership." (Brown, 1952:3-4).

Elaine McMahon (1989) a student leader at the OATC in 1951, recalled

The purpose of the OATC was to develop leadership through athletics. We spent time improving our athletic skills technique but a good deal of time was spent on leadership skills. (McMahon, 1989)

McMahon did not recall any pressure as a student leader of the OATC in 1951. She recalled her most vivid memory as the tremendous quality of the student leaders in terms of their athletic ability and leaderships skills. "There was such an elite group of girls that you were really able to estimate how inclined you really were." (McMahon, 1989).

McMahon stated that her experience at the OATC was very beneficial in terms of her personal development. "I benefited tremendously in terms of the incentive for leadership and enthusiasm." (McMahon, 1989).

The year 1953 brought about a number of concerns which led to a number of recommendations. As indicated earlier within the section regarding Conflict, concerns regarding the strict
militaristic style of the camp, the emphasis on skills rather than leadership, the student selection process and funding difficulties became apparent. Contingent upon these concerns, of course, was the relationship they had upon the stated purpose and accompanying goals of OATC. According to Wright (1988), 1953 was a year of confusion. "We knew what we had started was a good thing, but clearly, we had problems." (Wright, 1988).

In order to address the existing concerns and to consider changes, a staff planning conference for the boys' program was held August 27 and 28, 1953 following the conclusion of the boys' program for that year. While persons attending that conference were not identified in the records, according to Wright (1988) attendees were, in addition to himself: J. E. McCutcheon, the Camp Director who chaired the meeting; the Assistant Director, Ross Cruickshank; and numerous instructors. There were eight problem areas discussed and summarized by the recording secretary of the staff planning conference, J. E. McCutcheon (1953).

**Problem 1 - Selection of Student Leaders**

Apparently, there were schools which were not sending representatives and others who were sending individuals who were younger and less skilled than those attending in the first two to three years. The planning group was concerned as to why the student may have been selected, what brought about a change in the student selected and particularly, what kind of
student was most desirable. As noted in the minutes (McCutcheon, 1953) of the planning conference, the implication of the improper student attending the OATC as they may have influenced the program was not discussed. It was felt that specific regard to the publicized selection techniques and methods should be proposed. Seven recommendations were proposed which included: 1. greater publicity and competition within the schools for the selection of candidates; 2. familiarization of the OATC to students attending the College of Education in Toronto; 3. development of a promotional film of OATC; 4. distribution of information and application for OATC in January as opposed to March; 5. a quota of 100 participants in each camp be the maximum; 6. permission for larger schools to send two representatives to each camp as opposed to one; 7. distribution of more complete documentation of the OATC programme be sent to the schools in order that the student and teacher could select activities according to the need at the school.

**Problem 2 - Purpose and Goals**

Problem two expressed concern and confusion with regard to the OATC purpose and accompanying goals in light of Problem One. It was suggested that this confusion of mind detracted from the ability of the staff to make as significant a contribution as possible to the OATC and to the leaders. It was recommended therefore, that a winter meeting be held with members of the Department of Education Branch and the camp
staff to establish goals which would be in harmony with the desires of the Ministry and with those responsible for the actual operation of the program. While answers to Problem Two were deferred to a subsequent meeting, members at the planning conference felt that the success of the OATC program was contingent upon the amount of self discipline which could be achieved by individuals and groups. They felt that too much guidance in the form of rules and regulations may have contributed to a sense of dependence as opposed to self-discipline. The regimentation of the camp was also suggested as a possible deterrent to the desired purpose. Regimented practices including confinement to camp, meal line-ups, pre-arranged programming and the restricted use of equipment were several that were raised. It was agreed that a balance of rule enforcement and self government was most desirable. The initial question was, should the student leaders be directed or should they be allowed to express their own ideas, suggestions and contributions to the OATC. The minutes (McCUTCHEON, 1953) of the planning conference clearly indicated that an affirmative response to this question was needed desperately.

**Problem 3 - Nomenclature**

Problem three which arose from the discussion of the OATC purpose and of the OATC goals was with regard to the name of the camp. The name, "Ontario Athletic Leadership Training Camp" was suggested as a revised name of the camp, however, it
was felt that this name was too long. The majority of the group felt that the word athletic should be retained, however no change was recommended. It was also suggested that the student participants be known as "camper" rather than the term "leader."

Problem 4 - Staff Meetings

Problem four was with regard to the improvement of input from the staff to the program at meetings throughout the year as opposed to the practice of meeting prior to and after the actual July and August programs. The winter meeting suggested in Problem Two was seen as an answer to this concern.

Problem 5 - Program

Problem five involved the actual OATC program and asked to what extent can the leaders contribute to the program. While significant discussion took place regarding the personal relationship between instructors and leaders, the most relevant recommendation involved the establishment of a leaders' council which would be made up of one cabin leader and one observer for each cabin who would be elected by their peers. This recommendation was justified by the fact that through the promotion of the group process, leadership responsibility would be highlighted to each leader in the camp. Improved student-staff relationships were also suggested as a key outcome of this recommendation.

Problem 6 - Financial

Problem six concerned financial matters internal to the
operation of the OATC with particular regard to the cost of the program to the individual participant. Several recommendations were suggested which included: 1. the addition of a second T-shirt to the boy included in the uniform cost; 2. the cost of transportation be paid directly to the person or organization responsible for sponsoring the cost; a clearer idea of the on-site costs to the boy be included in the pre-camp informational material.

Problem 7 – Equipment and Facilities

Problem seven regarding camping equipment and facilities resulted in recommendations to: inventory existing equipment; to establish needs; and to re-evaluate the use of existing buildings to consider a more improved usage of space.

Problem 8 – Staff/Student Relationships

Problem eight asked what staff could do to develop a closer, more friendly relationship with the students. This item was interspersed throughout all other problems voiced and could therefore be addressed within those specific areas.

Additional suggestions which were voiced at the planning conference included: 1. improved public relations and promotion of the camp; 2. follow-up within the schools and communities; 3. physical education workshops for teachers at the camp; 4. a film of the camp.

While the planning conference referred to above dealt only with matters relating to the boys' program, the program for girls was evaluated with proposed recommendations by the
Assistant Director, Gladys Heintz in a November 10, 1952 report to G. A. Wright (Heintz, 1952). Six recommendations were proposed.

1. Ms. Heintz felt that a more detailed, clearer explanation of the purpose of OATC should be distributed to the schools. She stated that many schools were sending representatives with a complete lack of understanding of the type of program OATC was offering. Many were of the opinion that it was a recreational camp. She also emphasized that only students who were physically fit should be selected to participate. Apparently several participants were unable to participate in all activities for reasons relating to a physical shortcoming known to the school’s teacher and the student herself prior to being selected to attend.

2. Heintz (1952) felt that changes in the program content should be made. She recommended the elimination of square dancing because of well organized square dancing programs in the schools and local communities which existed at that time.

3. Awards for team events in the form of jacket or sweater tabs were suggested.

4. Heintz (1952) recommended the addition of a power generator because of frequent electrical power shut downs and various forms of equipment such as additional racquets for tennis and badminton, a record player, and several pieces of gymnastics equipment.

5. The fifth recommendation involved the improvement of
buildings. A larger separate administration building; a new and larger infirmary building; an athletic equipment storage building; and a new staff residence.

6. The final, sixth recommendation Heintz (1952) proposed was to increase both men’s and women’s instructor’s salaries to compare favourably with other summer school salaries and their existing school teaching wages. She suggested that with a twenty-four hour per day responsibility over a thirty-day period and with no weekend or holiday breaks that the demands placed on the instructors were significant and worthy of salary re-evaluation.

    The day may be approaching when it will not be financially worthwhile for these people to work at OATC when other summer positions will pay more, or when they could be enjoying an extra month’s holidays. (Heintz, 1952)

One final change that was considered during the initial stage of growth and development occurred in 1951 and dealt with an opportunity to expand the OATC site. According to Wright (1988) 55 acres south of the OATC site was offered to the Department of Education by the owner at a cost of $40,000. Because of limited funds, 5 acres which formed an approximate 100-foot wide strip was purchased. This strip was subsequently planted with a row of trees to provide a natural border to the camp site.

**Trends**

Within this first stage of development it was evident that in the beginning, a very positive effort of the individuals
involved was made through cooperative and supportive means to address a common need. Clearly, however, as the program proceeded, several areas of conflict arose and a number of changes were proposed in order to correct existing problems and to address future trends.

Most notably and in summary form, there were five trends which, because of the growth and development which had taken place, became the cause for future progress.

First, it was recognized that the OATC was contributing almost exclusively to the advancement of athletic skills in the participants. The purpose and accompanying goals were not being met by the students and this was evident when they returned to their respective schools. Further, it was discovered that the staff instructors were confused about the OATC's purpose as to whether they were to emphasize skills in athletics or in leadership. The recognition of this shortfall by Gord Wright and members of his staff provided the direction to review, evaluate and perhaps, revise the stated purpose and accompanying goals. Efforts had to be made to re-emphasize the development of leadership skills which in turn would enhance the school program upon the return of the OATC participants. Perhaps the name of the program also had to be re-examined.

Secondly, the operational trend of the OATC tended to be autocratic, regimented and perhaps militaristic in style. This may have been the result of the effect World War II had had on the organizers of the program according to Wright (1988). This
trend, however, did not produce the desired product and it was realized that a more democratic approach with contributions from both instructors and leaders needed to be examined.

Thirdly, the schools were not sending what the organizers and instructors of the OATC felt were the appropriate students to participate in the program. It was recognized that perhaps the selection process and associated criteria should be re-examined. The trend had been to receive the top athlete at the camp who did not necessarily have any leadership skills or for that matter, any potential to lead. The future trend which would assist in the attainment of the desired outcome of the OATC was to ensure that the selection process produced a student candidate that was athletically inclined, academically competent and possessed strong leadership potential.

The fourth trend involved the need to increase funding efforts towards the facility itself and to the participating sponsors of the participants.

Finally, it was recognized that there was a significant need to promote the OATC program publicly. This, it was thought, would create an improved awareness and value of the program in local schools and communities as well as in government.
CHAPTER V
PRIMITIVE-STABLE STAGE: 1954 - 1960

Resulting from the recommendations which arose from the August 27, 28, 1953 boys' program staff planning conference (McCutcheon, 1953) and the November 10, 1952 memorandum to G. A. Wright from Gladys Heintz (1952) regarding the girls' program, G. A. Wright was determined to address the concerns and resulting trends which had developed in the initial period of growth and development.

We met on numerous occasions that year to try and correct the situation. There was a core group of us. People like "Mac" McCutcheon, Ross Cruickshank, Dalt White and Gladys Heintz. (Wright, 1988).

Discovered in the content analysis was a February 3, 1954 memorandum (Wright, 1954:A) from G. A. Wright to J. E. McCutcheon and Gladys Heintz and several others calling a meeting on February 27, 1954 to discuss plans for the program at the "Ontario Athletic Leadership Training Camp." It is interesting to note the name of the camp which Gord Wright used in this February 3rd memorandum. The addition of the word "leadership" was discussed under Problem Three at the August 27 and 28, 1953 staff planning conference (McCutcheon, 1953) however, according to the minutes of that exchange, it was felt that the name of the camp would be too long. However, no specific recommendation was made.

On February 19, 1954 an agenda for the February 27th
planning session (Wright, 1954:B) was distributed to the invited members. On this piece of correspondence the camp name was changed again to "Ontario Athletic Leadership Camp (OALC)" (Wright, 1954:B). According to Gord Wright (1988), following the August 27 and 28, 1953 staff planning conference (McCutcheon, 1953) he had had several conversations with J. E. McCutcheon and Gladys Heintz regarding the use of the word "Leadership" in the camp name. These three individuals were aware that the emphasis on the program had been an athletic skills rather than on leadership skills. A consensus was reached that in order to satisfy the stated purpose and accompanying goals of the camp program, the name of the camp itself should be focused on leadership.

Physical Education was the medium to identify, develop and improve for the development of leadership. In the beginning the students concentrated on skill development but they did not learn a continuing sense of responsibility. (Wright, 1988)

While documentation announcing the official change in the name of the camp from Ontario Athletic Training Camp (OATC) to Ontario Athletic Leadership Camp (OALC) was not uncovered in the content analysis, Gord Wright (1988) recalled the issue very clearly.

It was obvious to us all what had to be done and I felt OALC was a better representation of what we were trying to do. I recommended the change to Dr. Althouse who approved it. (Wright, 1988)

After February 19, 1954, all documentation which was discovered in the content analysis referred to the camp as the

**Purpose**

According to Wright (1988) while the name of the camp was changed to OALC, there was no need to change the purpose. "Our purpose was fine, we just had to look at how we were going about it." (Wright, 1988). F. G. "Eric" Runacres (1989) who had been an instructor at the OATC from 1951 to 1954 and who was to become Camp Director in 1955 until 1958 recalled

> It became obvious that we were not only training people, we were actually developing people so we changed the name of the camp from OATC to OALC. When the name changed, the purpose stayed the same but how we went about it changed. (Runacres, 1989)

For reasons of documentation within this stage of development, the original purpose remained as follows:

> To develop qualities of leadership in selected secondary school pupils by means of athletic leadership training courses. (Wright, 1948: Appendix A)

**Goals**

According to the minutes of the February 27, 1954 planning session (Wright, 1954:C) referred to earlier, virtually complete agreement was reached on the revised goals for OALC. Referred to as aims in the memorandum to the principals on March 22, 1954 (Cannon, 1954) announcing the 1954 OALC program, these goals were as follows:
1. Through the medium of athletics and camp activities to develop and improve:
   (a) the student’s organizing ability
   (b) the student’s leadership skills
   (c) the student’s athletic and camping skills

2. Through the medium of camp life to develop a continuing sense of responsibility, cooperation, confidence and personal integrity. (Cannon, 1954)

Accompanying the stated aims of the OALC was a note which made reference to a change in focus from skills development to leadership development.

This year, more emphasis will be placed on developing the student’s organizing ability and leadership skills. It is assumed that the school programme will have developed the fundamental athletic skills which are necessary for satisfactory participation in the programme. (Cannon, 1954)

In 1957, an additional goal "teacher potential" (Rivers, 1957) was added. Because of the shortage of qualified physical education teachers at the time (Wright, 1988; Runacres, 1989; Gurney, 1988) the OALC was seen as an ideal opportunity to develop and improve student leaders who were interested in physical education teaching as a profession.

Organizational Design

Situation: Structure, Task, Control

In terms of structure, Gord Wright, who continued as Director of the Physical and Health Education Branch of the Department of Education until 1962, ultimately remained responsible for the OALC until that time.
According to Wright (1988) in 1954, J. E. McCutcheon served his last year as Camp Director. He was replaced by F. G. "Eric" Runacres in 1955 who continued in this capacity each year through 1958. Gord Wright assumed a dual function in 1959 and in 1960 as Director of Physical and Health Education Branch of the Department of Education and as the Camp Director at the OALC.

In 1955 the title of Assistant Director was changed to Course Director. Ross Cruickshank the boys' Assistant Director in 1954, was replaced by Russ Jerome who was now called Course Director in 1955. Ross Cruickshank continued as Course Director until 1960.

Gladys Heintz the Assistant Director for the girls' program in 1954, became the Course Director in 1955 and remained in this capacity until she was succeeded by Helen Gurney in 1960. Figure 6 displays the OALC staff structure in 1960.

Documentation and SDFI data did not reveal any changes in the number of maintenance, health or clerical staff positions during this period of growth and development so it is assumed that these positions remained the same as in the Primitive Stage, 1948-1953.

In 1954 and in 1955 there remained eight instructors each for the girls and for the boys program. Two positions were added to both the boys' and girls' programs in 1956 through 1960 bringing the total number of instructors to ten for each
program. These additions were appointed according to Wright (1988), because of the significant increase in student numbers (Fig. 7. Ontario Athletic Leadership Camp Student Leaders, 1954-1960).

The instructors continued to be selected by the inspection system. Runacres (1989) joined the Physical and Health Education Branch in 1954.

As an inspector, I chose the instructors after seeing them in their schools. This was invaluable because I got to know them personally as well as professionally. I chose people who had philosophies of education that was not just education of the physical, but education through the physical. Because of this, I could bring the theories of the camp and the practice of our purpose together. (Runacres, 1989)

The February 27, 1954 planning session (Wright, 1954:C) dealt with the issue of student selection criteria at some length. For review, the previous criteria established in 1952 and carried forward in 1953 were as follows:

(a) Academic Standard: The school principal must certify that the candidate has achieved a level of academic progress in keeping with accepted leadership standards.

(b) Age: The candidate should have reached the age of sixteen years before July 1, 1952.

(c) Grade: The candidate must be a member of Grade XI or XII in regular attendance during the school year 1951-52.

(d) Leadership: The candidate must have demonstrated leadership qualities in various school organizations, clubs and activities such as public speaking, drama and music.

(e) Athletic Ability: The candidate must, in the opinion of the school physical education staff, have demonstrated
satisfactory ability in athletics.

(f) Usefulness to the School: The candidate must intend returning to the same school and must be prepared to make a contribution to the school programme during the school year 1952-53.

(g) An aptitude and interest on the part of the candidate for elementary or secondary school teaching as a career. (Cannon, 1952)

Several changes discussed at the February 27 and 28, 1954 planning (Wright, 1954:C) were implemented for the 1954 program year. The new student leader selection criteria were as follows:

(1) Athletic Ability - must have demonstrated above average ability in intra-mural or inter-scholastic athletics

(2) Grade - at the present time, the candidate must be a regular member of Grade 11 or be an exceptionally mature student in Grade 10

(3) Academic Ability - the candidate must have ranked in the upper 2/3 of their class at the Christmas examinations

(4) Age - the candidate must have reached the age of 16 before July 1, 1954

(5) Any experience in school organizations, clubs, public speaking, drama or music will be an asset to anyone who is selected. (Cannon, 1954)

It was decided for 1954 to retain within the criteria, the category associated with athletics, however, instead of being listed as the fifth criteria it would be moved to the first criteria.

Grade was placed as the second criteria rather than the third and was now restricted to Grade XI students or exceptionally mature Grade X students.

A most significant category change made to the selection
Figure 6. Ontario Athletic Leadership Camp (OALC) Staff Structure, 1980 (Wright, 1988)
<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>222</td>
<td>239</td>
<td>461</td>
</tr>
<tr>
<td>1955</td>
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</tr>
<tr>
<td>1960</td>
<td>256</td>
<td>259</td>
<td>515</td>
</tr>
</tbody>
</table>

**Figure 7.** Ontario Athletic Leadership Camp (OALC) Student Leaders, 1954 - 1960 (Devenney, 1961)
criteria for 1954 was with regard to academic ability. "The candidate must have ranked in the upper 2/3 of his class at the Christmas examinations." (Cannon, 1954) This change set specific objective standards with regard to academic ability. The previous category on academic standard which allowed a subjective response by the principal and accompanying selection committee.

Another significant criteria category change was made in 1954 with regard to the term leadership. It was decided to include the leadership category as in previous years, but it would be pointed out more forcibly that leadership was an asset, not a necessity.

Another change in 1954 was the elimination of the former category "(f) Usefulness to the School." (Cannon, 1952) It is interesting to note here that the elimination of this criteria will lead to conflict in subsequent stages of growth and development contained in the thesis.

The age of sixteen years before the calendar date of July 1st continued as a criteria category in 1954.

Several other recommendations suggested at the February 27, 1954 planning session (Wright, 1954:C) are worthy of mentioning to determine whether in subsequent years, these recommendations were applied. Based on the results of the planning session the recommendations in Wright (1954:C) include:

(1) Earlier mailing (January as opposed to March) of
information to Principals and male and female Physical Education teachers.

(2) Notification to the Principals and Physical Education teachers that they will also be asked to complete an evaluation form regarding their student selection which would be mailed to them in September. Included in this September notice to Principals and Physical Education teachers would be a summary of what took place at the camp and also suggestions on how the schools could make use of their selected student upon his or her return.

(3) Schools with a student enrollment of up to 900 could select one boy and one girl. Schools with an enrollment over 900 could select two boys and two girls.

Content analysis revealed that with the exception of an earlier January mailing date, as opposed to March, the recommendations regarding student selection criteria and follow-up evaluation were acted upon.

In 1955, the OALC announcement memorandum to Principals from the Deputy Minister of Education (Cannon, 1955) was in a revised format. This announcement also indicated that Principals and Physical Education staff within the schools would be asked to make suggestions which would help the OALC staff plan a program which would meet the needs of the selected students and their schools. This announcement format continued throughout this stage of growth and development as evidenced by the March 14th announcement (Rivers, 1957) and the
March 9th announcement (Rivers, 1959).

On March 24, 1955 Gord Wright notified the school Physical Education teachers with specific application information regarding the OALC and asked them to select an appropriate student candidate according to the selection criteria indicated (Wright, 1955:A). After the application had been forwarded by the schools by April 25, 1955, Gord Wright confirmed each application with an acceptance letter (Wright, 1955:B). Enclosed with this acceptance was a Pre-Camp Report which asked for constructive program suggestions in order that the student participant could develop organizational and leadership skills most effectively and could, in turn, make the maximum contribution to school life upon his or her return.

On September 21, 1955, Gord Wright wrote to the Principals (Wright, 1955:C) and returned the pre-camp report along with a summary of activities in which the student had participated while attending the OALC. He also indicated in this memorandum that members of the secondary school inspectoral staff or members of the Physical and Health Education Branch would be inquiring about the progress of the OALC students when they visited the schools. While this was a worthy attempt to evaluate, it wasn’t until the following year on October 30, 1956 by a letter from the Department of Education (Rendall, 1956) that suggestions were made to the schools on how they could best make use of their OALC student upon his or her return to their respective schools. Suggestions were
classified as "...curricular, intra-mural, and extra-curricular." (Rendall, 1956).

In the following year on September 17, 1957, Gord Wright also suggested by letter to the schools that the OALC student be encouraged to speak at school assemblies and to write an article for their school paper or yearbook (Wright, 1957:A).

An interesting development occurred in 1959 in the girls' application program. In addition to the memorandum of application distributed on March 9, 1959 enclosed with the application was a detailed background of the OALC which was said would aid in selecting the student candidate. The focus of this enclosure (Wright, 1959), however, was on the recruitment of women to physical and health education teaching careers.

Based on inflationary rates over the period, costs for bus or rail transportation in excess of $15.00 per student was reimbursed by the Ministry of Education as opposed to the former level of $10.00. The uniform cost to the student had risen as well to $6.50 from $6.00 (Rivers, 1959).

In terms of task and with particular regard for the OALC site, there is no evidence to indicate that other than standard maintenance and upkeep, the site remained virtually the same from 1953 to 1958. In 1959 however, according to Wright (1988) an additional 100 acres adjacent to the original site was acquired.

Based on the conflict experienced, changes implemented and
the trends which had developed, a great deal of time was spent in 1954 in preparing and developing the OALC curriculum which would address the above-mentioned areas. Runacres (1989) stated that the programme task was centered on a live-in "immersion" learning situation.

We wanted leadership development to become a complete experience of all of the opportunities that existed within the camp, not just the athletic part of it. (Runacres, 1989)

A pre-camp questionnaire was sent to all staff in order to prepare for a scheduled program planning session which took place on the Victoria Day holiday weekend May 24, 1954. The summary of responses to the questionnaire (McCutcheon, 1954) clearly indicated that the staff wished to be oriented more specifically on the purpose and accompanying goals of the OALC. An explanation on the proposed emphasis on leadership versus athletic skills was also requested. Staff felt that the curriculum content should include material on developing organizational abilities, leadership skills, athletic skills and skills associated with camp and community living.

As a result of the pre-camp planning session information received from the staff, the May 21, 1954 planning session was organized to address the concerns noted and to finalize the 1954 program curriculum. The report of this planning session (McCutcheon, 1954) detailed the issues raised and finalized. Considerable effort was made by Gord Wright and J. E. McCutcheon to outline the history and stages of growth and
development which had occurred at the OATC and the OALC. Particular emphasis was provided in the area of knowing and understanding the purpose and the goals of the OALC. Based on this exchange, the following statement was established in order that the operating curriculum would satisfy the intentions of the purpose and accompanying goals of the OALC:

Through the Physical Education activities at the OALC, to assist students to make a greater contribution to the total Physical Education programme in the school by having them take leadership responsibility in some aspects of the following areas:

(a) Activity - curricular, extra-curricular
(b) Administrative - general organization, scheduling, officiating
(c) Executive - societies, clubs and committees. (McCutcheon, 1954)

According to McCutcheon the type of curriculum which would address the above-mentioned statement, would include such matters as: 1. improving athletic skills some schools may not be capable of doing such as swimming skills; 2. teaching methods for the students to practice; 3. time during the program day for student planning, implementation; 4. evaluation.

Particular additions to the curriculum which can be found in J. E. McCutcheon’s May 24, 1954 summary of the planning session included the establishment of a Leader’s Council which would be composed of an elected representative of each cabin. The council would be assigned various responsibilities associated with the program site and the curriculum. These responsibilities included: 1. patroling the cabins; 2. more
responsibility for camp routine; 3. chapel service responsibilities; 4. schedule making; 5. the planning of tournaments; 6. responsibility for equipment; 7. proactive in operating intramurals and leagues.

Also emphasized within the curriculum was the desire to establish closer personal relationships between staff and students. After considerable discussion at the May 24, 1954 program planning session (McCutcheon, 1954) the final 1954 boys' and girls' OALC program curriculum was finalized and is contained in Appendix E.

With regard to a definition of leadership which could be provided to the teaching staff and subsequently to the student leaders, Gord Wright indicated in his 1988 SDFI that a scientific definition per se was never provided.

> After looking at dictionaries, I gave up. Words are words and actions are actions, but if you can get the actions arriving at something that is the key. (Wright, 1988)

In the Primary Stage of growth and development from 1948-1953, Gord Wright (1988) indicated that funding was a concern because he wanted student representatives at OATC from all schools in Ontario. Funding improved during the Primitive-Stable Stage 1954-1960.

> The importance of the camp improved on the priority list in government after we changed the name and we got more money. (Wright, 1988)

Gord Wright continued his astuteness in dealing with financial matters at the Ministry level as well
I learned the game to get other departments (government services) to pay for things that wouldn’t affect my situation. (Wright, 1988)

Control of the OALC continued to rest with Gord Wright who remained Director of the Physical and Health Education Branch of the Ministry of Education throughout this stage of growth and development.

Direct responsibility and control continued with the camp Director, J. E. McCutcheon in 1954. From 1955 through 1958, F. G. "Eric" Runacres became Camp Director. Gord Wright assumed both positions in 1959 and in 1960.

**Individuals and Groups: Role, Responsibility, Behaviours**

According to Wright (1988) the Ministry of Education continued to support the OALC. In particular, Gord Wright made every effort to keep his superiors informed of the progress which was being made

I used to invite people like Dan Graham who was Director of Education for Forest Hills and key inspectors to the site to sit in on student/staff meetings because they would get enthused about it. (Wright, 1988)

Visitations by key inspectors were particularly valuable at that time because they were asked to contact the student leaders when they returned to their respective schools.

We did this so these inspectors would sit down with the kids the following year and would find out what the kid was doing... This wasn’t a survey on paper, it was personal which to me was much more effective in providing good feedback for us. We should have recorded this, however, because some kids would have been very successful and others would not have. (Wright, 1988)
With regard to the program administrative staff and teaching instructors a greater emphasis was placed on securing their input as outlined earlier in this section on program curriculum. There had existed some confusion amongst the staff with regard to the purpose of the camp as far as the emphasis on athletic skills versus leadership skills. These concerns were dealt with specifically as evidenced by the material contained within the section on curriculum. Also, as mentioned earlier it was seen as desirable to establish a closer personal relationship between the staff and the student leaders. This objective was for the most part achieved despite some resistance.

We had the odd person on staff who would not relate. By and large they accepted it and saw the value of what we were trying to do. (Wright, 1988)

Wright (1988) and Runacres (1989) also indicated that because of the inspector system in the high schools, potential instructors could be witnessed with regard to personal style. Existing staff instructors would also recommend staff who they thought would be appropriate and again, according to Wright requests were often viewed from teachers who wanted to become a part of OLSC.

It is also interesting to note a student leader's perspective of the staff instructors. Bob Issell (1988) currently the physical and health education department head at W. D. Lowe Secondary School in Windsor, Ontario was a student
leader at the OALC in 1957. When questioned about his recollection of the instructors he referred to them as "...tough military athletic guys." (Issell, 1988).

As mentioned earlier in the Situation-Structure Section, the number of student leaders attending the OALC grew somewhat during this period of growth and development. It has also been explained the changes to the selection criteria for student leaders which were implemented. The effects of these changes will be discussed in the Changes section for this period, however, it is worthy to note that according to Wright (1988) and to Runacres (1988), there were very few student leaders who did not fit it. In fact, because of the increased emphasis that was placed on student input, they became much more involved "...in the planning and assisting of just what was going on." (Wright, 1988)

An article by Coyne (1957) in the October-November issue of School Progress Magazine, addresses the student leader experience at the OALC during this stage of growth and development.

...each student is very much aware of the honour and importance of representing his school at the camp - there is the need to satisfy the overwhelming enthusiasm for self-improvement... (Coyne, 1957:2)

**External Stress**

There was no evidence of external stress that seems worthy of mention during this period. Wright (1988) indicated that in particular, the press was very supportive of the OALC. His
His reflection is clear in the mind of Coyne (1957) who wrote:

Each year since then (1948) the Leadership course has grown more definitive and more effective... The camp may be excellent; the methods used may be sound - but always they are creating something better - something which is evolving year by year as it is shaped and re-shaped by experience and evaluation. (Coyne, 1957:1)

Also, in the mind of Gorwill (1957) who stated:

This year at least two Toronto high schools are not sending anyone to the camp. The school officials felt that there were no teenagers attending the schools who would benefit from the course at Couchiching. Perhaps the option clause should be removed so every year a student from each school would definitely have the chance to go. (Gorwill, 1957:5)

**Internal Stress**

Much of what can be discussed relating to inside pressures or internal stress will be detailed in the next section on Conflict. However, there are three unique areas which deserve mention at this time.

The first is with regard to religious services. As part of the camp program, a non-denominational service was held for all leaders each Sunday. According to Wright (1988) some parents of leaders did not want their children attending these services, preferring that their sons or daughters attend the service of their choice which could be found in locations outside of the OALC site area. Transportation to these locations resulted in additional costs and also posed the threat of associated liability in the event of an accident. To correct this situation, Gord Wright drafted a camp policy and
distributed a letter on June 23, 1955 (Wright, 1955:D) to all leaders prior to their arrival at OALC. Parents would bear the cost of having additional services conducted in the camp or leaders would be expected to pay for transportation costs off site.

The second situation which resulted in some internal stress was that schools would at times recommend that a candidate attend OALC who was not sixteen years of age, which of course was a specified criteria for selection and acceptance. While it was recognized that individual differences of maturity could occur, Gord Wright wrote to the secondary school principals on May 3, 1957 requiring the school to provide written assurance that although their student was under the stipulated age limit, their maturity level and associated characteristics were exemplary. (Wright, 1957:B)

The third matter of stress which seemed to be internally constant according to Wright (1988) was general maintenance and repair of the site facilities. Although funding for the operation of the program was available, capital expense projects were limited. Areas requiring constant attention were the septic tank bed, painting, road repairs, track resurfacing, the swimming docks and grounds control.
Conflict

As evidenced in the first stage of development, the program was suppressed from the top of the organizational hierarchy and that little input was requested from the instructors or from the leaders. Wright (1988) suggested that this practice which led to staff and student conflict and ultimately to an emphasis on athletic skills rather than leadership skills was because of the militaristic management style stereotypical of the times. The first Camp Director, J. E. McCutcheon was extremely well organized in detail but often rigid. J. E. McCutcheon continued as Camp Director in 1954, the first year of this stage of growth and development. As a result, the authoritarian style of administration continued to be a source of conflict in 1954.

As indicated earlier, the name of the camp was changed from OATC to OALC in 1954. This resulted because the emphasis and resulting outcome of the camp experience was on athletic skill development as opposed to leadership skill development. There is no evidence that this change caused any conflict; so much so that, the actual overall purpose of OALC remained the same. The sources of conflict were with regard to how the program was actually addressing the OALC purpose. Also, as noted in the minutes of the February 27, 1954 planning session (Wright, 1954:C) virtually complete agreement was reached on the revised goals for the OALC.

Eric Runacres (1989) stated that as Camp Director in 1955
his mandate was to create a program which would focus more on developing leadership skills as opposed to the training of athletic skills.

There was a gradual evolution in the mid to late fifties from the authoritarian outer directed mode of learning to a more inner directed self awareness program where the staff had to operate on the basis of not telling or necessarily showing how to be a good leader; but developing the leaders, letting them explore the opportunities over a 24-hour period in an experimental way. (Runacres, 1989)

Runacres stated that he wanted to provide a conceptual experience for the student leaders within the program. "You have a purpose, you set some objectives, you plan it, then you evaluate it." (Runacres, 1989). Also,

The leaders had to know what they were about to do, to set the objectives, to plan the program, to implement the program and then to evaluate the program. The leaders came away with this conceptual framework in mind. (Runacres, 1989)

A significant source of conflict was the selection criteria for student leaders. A great deal of effort was taken to address these concerns and significant changes in the selection criteria which will be summarized in the next section, Change.

Also resulting from the concerns on how the student leaders were selected, were concerns dealing with the curriculum. Instructors wanted to be educated more clearly on the OÀLC purpose and accompanying goals. According to Runacres (1989) there was "...a very healthy kind of conflict
between instructors when brainstorming about how to do things better which to me was good." (Runacres, 1989). They also wanted more curriculum emphasis on leadership skills. These concerns were addressed, and again like the matter of selection criteria, will be summarized in the next section of this period of growth and development on Change.

While funding was a source of conflict in the initial stage of growth and development it was discovered in this period that government support of the program increased. Gord Wright found other departmental sources of income and as a result, funding was not viewed as a major problem. Of course, money could always be used to expand, repair or improve the physical facility, but the site in general, was very well maintained.

Runacres (1989) the Camp Director from 1955 to 1958 recalled "...on-going minor capital funding difficulties..." as a source of conflict.

Gord Wright spent a lot of time making sure those responsible at the Ministry level were well informed of what the camp was all about. Inviting the Deputy Minister to the site to talk about the program, the site and what we were doing was vital. By doing this, they became aware of our needs and supported us. (Runacres, 1989)

**Change**

Since a rather extensive review of changes which took place during this period of growth and development have been mentioned in earlier sections of this period, it will only be necessary in this section to summarize.
Because of the athletic skill enhancement outcome of the student leaders found in the OATC program, the name of the camp was changed to the OALC to reflect more adequately the stated purpose. This purpose remained unaltered but the methods of achieving it were changed considerably.

The goals, while somewhat generic in nature in this period compared to the more specific goals stated in the first period of growth and development, expressed the expectation of developing and improving leadership and the characteristics associated with it. Athletic skill development while de-emphasized, did remain a desirable goal. Teacher potential became a goal of the OALC in 1957.

A critical change in the incumbent Camp Director was made in 1955. Eric Runacres succeeded J. E. McCutchoen in this capacity from 1955 through 1958. Wright (1988) indicated that Eric Runacres' style of administration was more democratically oriented than the autocratic style employed by J. E. McCutcheon.

Eric Runacres was very personable and went to a school in Boston where they practiced the case study method of approaching and dealing with problems. This format helped us work on common problems to come up with solutions. Leaders just don't happen, they develop. (Wright, 1988)

Runacres (1989) expanded further in his SDFI when asked about his style of leadership as compared to J. E. McCutcheon

I have tremendous respect for J. E. McCutcheon. He was a marvelous administrator. I believe my leadership style was more appealing to the motivational needs of the
people though. I tried to meet the staff and students' need for respect, involvement and growth. I operated on an open style that required involving people, taking risks, and creating a climate of trust where people were involved in the process of learning. The learning outcomes that are going to take place would then be enhanced throughout the program experience. (Runacres, 1989)

An important function of the Camp Director was also stressed emphatically by Runacres

I was there 100% of the time. I was an integral part of it. You needed to be active, involved, to participate, to help, to evaluate and to work with the staff. (Runacres, 1989)

The number of instructors in both the boys' and girls' program increased from eight to ten in 1956 through 1960 because of the rise in student participants.

Significant changes were made in the student selection criteria during this stage of growth and development. The criteria associated with athletic skills and age remained. A very significant change in selection criteria was made regarding academic ability. The selected student must have ranked in the upper 2/3 of their class at the Christmas examinations.

We found that when we added the academic variable to the criteria that the students picked up everything much more quickly and were able to put things into practice. (Wright, 1988)

Two student selection criteria changes which were made during this stage are somewhat disturbing. The changes did not seem to be consistent with the efforts made to first
improve leadership rather than athletic skills, and second, to teach the student to apply what they had experienced in the OALC upon their return to their school.

First with regard to leadership, in 1953 the student must have demonstrated leadership qualities. In 1954, however, any experience was said to be an asset. The information provided by Wright (1988) indicated that it was the intent of OALC to teach leadership skills and provide leadership opportunities, however, in 1954 the leadership criteria seemed to be de-emphasized. This change may have resulted in confusion from the perspective of the selection committees composed of principals and physical education teachers.

Second, the student selection criteria used in 1953 regarding usefulness to the school, was eliminated in 1954. It is suggested that this change was inconsistent with a necessary expectation of the students who attended the OALC. This may prove to be a problem in future stages of growth and development.

While an earlier mailing (January as opposed to March) was suggested in announcing the OALC to school principals, this recommended change did not take place.

Evaluation of the student leaders upon their return to school by the principal and physical education teaching staff did begin in 1955. This was done through the administration of a pre-camp report which served as a pretest and posttest instrument. The next year, in 1956, suggestions were also
distributed to the schools on how they could best make use of their OALC student upon their return to school. In 1959 a
detailed description of the OALC background was distributed as
an addition to the selection material for the girls' program.
This enclosure was to aid in the selection process. It
emphasized however, the recruitment of women to the physical
and health education teaching profession.

Schools with an enrollment of over 900 students were
allowed to send two candidates to each of the boys' and girls'
programs.

Transportation costs over $15.00 were reimbursed by the
Ministry of Education and the uniform cost to the student rose
to $6.50 but, an extra T-shirt was included.

The actual site grounds at the OALC were expanded by 100
acres in 1959. This expansion of land would accommodate
additional facilities it will be discovered in later years.

Significant changes were made in the program curriculum
during this period. Input from instructors was introduced in
the form of pre-camp planning sessions which took place on
site prior to the actual opening of the OALC. Particular
emphasis at these sessions was given to orienting instructors
on the purpose and goals of the OALC. Changes in the actual
curriculum included more emphasis on student involvement and
practice of teaching methods and leadership skills such as
organizing, planning, implementing, and evaluating.

The establishment of the Leader's Council and associated
responsibilities was a very positive change.

We got the students involved in the planning and assessing of just what was going on. Each cabin was given the criteria of a good student leader and the ten kids had to go over this in the first two or three days they were there. They then had to pick their cabin leaders who then met with the staff. This was a very important change in the program. They made some terrific decisions. (Wright, 1988)

Instructors were also encouraged to establish closer and more personal relationships with the student leaders. The changes noted, created an awareness outside of the actual OALC program within the educational community.

...the emphasis is away from skill development to more worthy aims as the development of leadership, organizing ability, a sense of responsibility, cooperation, confidence and personal integrity and teaching potential. Skills are the means and not the end. (Howell, 1958:26)

Trends

Howell (1958) wrote in the Journal of the Canadian Association for Health, Physical Education and Recreation of a very significant trend which in his mind was evident as a result of the growth and development of the OALC.

This camp should serve as a model for other provinces and educators should be encouraged to visit this project to view the work in progress. (Howell, 1958:25)

Gord Wright (1957:C) was also insightful into the trends in education which were pertinent to the operation of the program at the OALC. In his May 1, 1957 memorandum to staff members, Wright stated
OALC is unique in Canada and the United States, and since the funds come from Education, we must continually review our objectives and evaluate what we are doing in terms of those objectives. At the same time, we must be sensitive to the trends and changes in Education. (Wright, 1957:C)

Three trends were sighted by Wright as pertinent to the OALC. The first trend was de-centralization. Wright felt that efforts to involve school principals and physical education teachers in the OALC curriculum planning should be further developed. This direction was opposed to the earlier dependancy on the Ministry of Education departmental officials to plan the OALC curriculum.

The second trend noted by Wright was with regard to the change from inspection to supervision in the schools. Inspectors were now sharing the evaluation of the teaching/learning experience in an effort to collectively improve the learning situation with principals, department heads and teachers.

The third trend noted the rapid increase in secondary school enrollment and the shortage of teachers which resulted. Efforts had to be made to uncover teacher potential and to improve the physical education program in the schools.

The OALC programme is not designed to duplicate the school programme... camp objectives were designed to help improve the entire Physical Education programme - lesson, intramurals, interschool athletic organizations, etc. (Wright, 1957:C)

Finally, it was recognized that there was a need for leadership in the community which could be addressed by OALC.
The target for the camp programme to aim at is now enlarged to encompass the school program and the community. (Wright, 1957:C)
CHAPTER VI

STABLE STAGE: 1961 - 1971

G. A. Wright (1988) left his position as Director of the Physical and Health Education Branch in 1961 to become the first Director, Fitness and Amateur Sport for the federal government of Canada. Wright recognized that the Ontario Athletic Leadership Camp (OALC) could serve as a model program for other provinces in the country.

At the federal level which was Conservative at the time, I proposed to the Minister of Health that we implement these leadership programmes across Canada. He was very supportive and we were about to follow through when an election was held and the Liberal government took over. They were totally non-supportive of my federal proposal. (Wright, 1988)

The stance taken by the Liberals was devastating to Gord Wright who had devoted his life essentially to student athletic leadership development. Wright indicated that after struggling with the Federal government and suffering mentally and physically from their lack of support, he left his position to become a Vice-Principal and later the Principal of Banting Secondary School in Alliston, Ontario. Subsequently, he retired in that community and resides there to this day.

It is appropriate at this juncture in the thesis to recognize the significant contributions to the OALC by G. A. Wright. Eric Runacres (1989) perhaps, summarized G. A. Wright best when he stated

Gord Wright had the vision. He played an
amazing role. He did not necessarily have the
total ability to put the program in place, but
he had the genius to put the team together and
gave the team the freedom, the flexibility and
the drive to go. He always jumped from peak
to peak. The rest of us had toslug down the
mountain and up the other side and by the time
we struggled to the top battered and
bewildered, Gord had another peak there waiting
for us. (Runacres, 1989)

Before leaving his responsibilities associated with the
OALC, Gord Wright was very concerned that the efforts he had
made at the camp would be continued and that the trends which
had developed would be addressed.

Before I left I was very concerned about OALC
and that’s when I went after Helen Gurney.
Helen picked up where I left and bravely
followed through on the objectives we’d
supported. (Wright, 1988)

Helen Gurney who was interviewed in 1988, commented on
the transition which took place.

In the ‘50’s Gord Wright was way ahead of
anybody in education in terms of ideas and
improvement in the physical education
curriculum. ...the camp was still very
regimented so when I became Director in 1961,
Gord said to me ‘keep the focus but loosen it
up.’ (Gurney, 1988)

This period of growth and development will reveal the
degree to which Helen Gurney and others responded to the
challenge.

It should be noted that limited material (records,
memoranda, minutes, etc.) was available for content analysis
for this period of growth and development. Much of these
records were lost or destroyed in 1971 when the responsibility
for the OALC at the governmental level changed dramatically.
More detail regarding this change will be documented later in this chapter.

Information during this period of growth and development was obtained primarily through the interview process.

**Purpose**

There is no evidence to suggest that the ultimate purpose of the OALC was altered during this period of growth and development. For reasons of documentation, the original purpose remained as follows:

To develop qualities of leadership in selected secondary school pupils by means of athletic leadership training courses. (Wright, 1948: Appendix A)

Helen Gurney (1988) indicated "...I held to the original purpose all of the time, but we made changes in how to do it." (Gurney, 1988) Essentially, Gurney stated that the purpose of OALC provided the direction to "...incorporate good leadership training modes to put into practice our stated goals." (Gurney, 1988).

**Goals**

The 1961 memorandum for boys' physical education teachers (Wright, 1961) revealed that the stated goals of the OALC were identical to those published in 1959 (Rivers, 1959). By way of review using the medium of athletics and camp activities, these goals were to develop and to improve:

(a) the student's organizing ability
(b) the student’s leadership skills
(c) the student’s athletic and camping skills
(d) a continuing sense of responsibility, cooperation, confidence and personal integrity; and
(e) teacher potential

Gurney (1988) expanded on the published goals.

Less than 50% of the women teaching in the high schools were qualified. They had physical education backgrounds but were not specialized. We wanted to sell people (students) on becoming physical education teachers. (Gurney, 1988)

Gurney stated further that by experiencing the OALC program, the goal was "to provide students with the skills to assist their school teachers with the physical education program. The teachers were desperately in need of help." (Gurney, 1988).

Marilyn Parkinson (1988) who was a 1951 student leader at the Ontario Athletic Training Camp (OATC) indicated previously in the thesis that in the early years, the emphasis of OATC was on skill development. As an instructor at OALC from 1962 to 1964 and as the girls’ program director in 1965, she confirmed the comments made by Gurney (1988) with respect to the goals of the OALC.

The afternoon and evening leadership sessions were a very significant part of our goals which were really twofold. First, to get students back in the school to help with intramurals and the athletic program in a leadership capacity. Secondly, there were so few specialists in the physical education teaching field. Helen’s aim was to provide the unqualified physical education teachers back in the schools with programming information through the OALC student leaders. (Parkinson, 1988)
Bob Issell (1988) an instructor at the OALC from 1968 to 1970 recalled a very clear personal interpretation of the goals of the OALC.

To provide leadership skills to an elite group of students who were athletic, scholastic, and had leadership potential so they would go back to their schools and benefit the school program. (Issell, 1988)

Gurney (1988) also stated that through the OALC experience a goal was to instill in the students "...the desire to serve in the community." (Gurney, 1988)

Jack Long (1988) who was the Camp Director for the boys' program from 1963 to 1973 after being an instructor from 1958 to 1962, commented on the goals of the OALC.

The goals changed with the times. The first years were dedicated to working with people who were pretty good athletes and attempting to make them better athletes... Around 1960 this changed as we became more concerned with an emphasis on leadership and not so much on skills. (Long, 1988)

Follow-up in the schools which was noted by Gurney (1988) and Parkinson (1988) was also seen as critical by Long.

In the boom of the schools in 1962-70, we had a lot of inexperienced physical education teachers who were not really qualified. They were simply not able to offer the types of programs in their schools they should have been offering because they didn't have the qualifications to do so. What we did was offer training, references and notes to the students at OALC to take back to their schools and make sure the material got back to the physical education teacher and to the students. Leaders were to go back to their schools and help where they could. (Long, 1988)

Teacher recruitment was also vital as far as Long was
concerned.

Usually about ninety percent of the counsellors at OALC had been former students there. They went into physical education and became outstanding teachers. (Long, 1988)

Community involvement was also high on Jack Long's list when he spoke of the goals of OALC. "We wanted to help the student recognize and develop himself athletically and as a citizen so as to be a model back at his school and in his community." (Long, 1988).

Organizational Design

Situation: Structure, Task, Control

Within this period of growth and development a number of very significant developments with regard to the administrative and operational structure of the OALC occurred.

Following Gord Wright's departure in 1962, Jack Ross who had been an inspector for the Ministry of Education according to Long (1988) became Director of the Physical and Health Education Branch of the Department of Education. He assumed responsibility for the OALC although according to Gurney (1988), he had never been involved in the program. (Figure 8, Figure 9).

In 1965, the Physical and Health Education Branch was dissolved and the associated directorship was eliminated. When the Physical and Health Education Branch was dissolved in 1965, responsibility for the OALC changed (Figure 10).
According to Stewart (1965), and to Gurney (1988), the financial and maintenance responsibilities for the OALC were separated from the OALC programming responsibilities. Under the Community Programs Division, there were two branches. The Special Schools and Services Branch under the direction of H. R. Beattie, acquired the OALC programming responsibilities. The Youth and Recreation Branch under the direction of Bob Secord, acquired financial and maintenance responsibilities for the OALC.

Helen Gurney (1988) as one of two OALC Camp Directors in 1965, had to report to the Special Schools and Services Branch for programming matters and was instructed to liaise with Bob Secord of the Youth and Recreation Branch to secure appropriate financing and maintenance of the camp. (Figure 10)
Figure 8: Ontario Athletic Leadership Camp (OALC) Staff Structure, 1961-62 (Gurney, 1988)
Figure 9. Ontario Athletic Leadership Camp (OALC) Staff Structure, 1963-64 (Gurney, 1988)
Figure 10. Ontario Athletic Leadership Camp (OALC) Staff Structure, 1965–70 (Gurney, 1988)
Gurney indicated that not having direct responsibility for financial, maintenance and programming matters was very inefficient.

This was a crazy arrangement to have to liaise with another branch to get the money we needed and to make sure the site was maintained. (Gurney, 1988)

Gurney further stated

I was working under Archie Carnahan a regional director within the Special Schools and Services Branch of the Community Programs Division. Archie really didn’t have anything to do with the camp so I really didn’t report to anybody but I made a report to the Assistant Deputy all of the time. They didn’t ask for it, but I wanted to keep them informed. (Gurney, 1988)

As mentioned above, Helen Gurney was one of two Camp Directors. The appointment of two Camp Directors as opposed to one Camp Director began in 1963. Helen Gurney and Jack Long were assigned to these posts in 1963 and remained in these positions through this stage of growth and development.

I looked after the running of all administrative duties, maintenance and supervision for the entire year because I was located in Toronto and Jack was in London. This arrangement worked well because I was closer to the Ministry offices. (Gurney, 1988)

To assist the Course Directors, a new position of Assistant Course Director was created in 1963 for both the boys’ and girls’ programs. (Figure 9, Figure 10)

In 1971, the title Course Director was changed to Program Coordinator and the Assistant Course Director title was changed to Assistant Coordinator (Figure 11). These title
changes took place "...because the title names were more suitable and descriptive of the actual position duties." (Gurney, 1988)

The number of instructors increased significantly during this period of growth and development. An increase of two for each of the boys' and girls' program occurred in 1961 bringing the total for each program to twelve (Figure 8). In 1962, fourteen instructors were selected for each program (Figure 8) and in 1963 (Figure 9) sixteen instructors were assigned in each of the girls' and boys' programs. In 1971 (Figure 11), eighteen instructors for each of the boys' and girls' programs were appointed.

The selection process for instructors continued as in the previous period of growth and development through the inspector system. According to Gurney (1988) and Long (1988) they were both secondary school inspectors for the Ministry of Education traveling throughout the province. A third inspector, John Metcalfe, who later became involved with the OALC, also travelled with Gurney and Long.

The mobility of the inspectors let us see people in the field and that was great. They were usually department heads and came from all regions of the province. (Gurney, 1988)
Figure 11. Ontario Athletic Leadership Camp (OALC) Staff Structure, 1971 (Gurney, 1988)
The value of the inspectors' mobility was also confirmed by Long (1988).

As an inspector I was in contact with a lot of good teachers. Witnessing the teacher in action was an ideal way to hire instructors. (Long, 1988)

While the inspector system seemed to work well it was not possible on some occasions to see all physical education teachers in the field on an annual basis.

We did ask staff to recommend other staff who we didn't inspect because they knew representatives from all geographic regions. I always checked with a principal or former teacher-counsellor though first. My biggest concern was whether they could live in the camp environment. I knew they could teach. (Gurney, 1988)

Gurney (1988) and Long (1988) recognized a major problem with staff tenure in 1963. Gurney revealed that staff had been at the OALC for eight or nine years and that they had become somewhat unmotivated. According to Long

You almost had to die to get off the staff in the fifties and early sixties. No matter how good you are, you begin to get stale when things become routine. (Long, 1988)

According to Gurney (1988) and Long (1988), two outcomes resulted from the above-mentioned observations. First a policy that no instructor could continue past three years at the OALC was instituted. An exception was made for instructors who progressed to an administrative position (Assistant Course Director, Course Director, Camp Director). Secondly, in 1963, almost an entirely new staff was hired. "The old timers told me it would never work, but we ended up
having one of the best camps we had ever had." (Long, 1988).

Marilyn Parkinson (1988) who was selected as an instructor from 1962 through 1964, confirmed the belief that the inspector system of selection was ideal because good physical education teachers were hard to find.

There were not many physical education specialists in 1962. Schools were being built as the baby boomers came in and there was a shortage of good teachers. (Parkinson, 1988)

The number of student participants who took part in the OALC program increased dramatically during this period. This paralleled concurrently with the expansion in the number of schools and students in the province (Figure 12).

During this period, the selection process and associated criteria for student leaders remained relatively unchanged according to Gurney (1988), Long (1988) and Parkinson (1988).

The criteria involved in selecting students included academic, leadership skills, athletic ability and age. (Parkinson, 1988)

According to Gurney (1988) the demand by the schools to have a representative at the OALC became increasingly intense.

Because of the expansion in the number of schools in the system to handle the baby boomers, the policy was to admit the students on a first come, first served basis. To be fair we sent letters to the schools in northwestern Ontario two days early and to the Toronto schools one day late so they would get to the schools about the same time. (Gurney, 1988)
<table>
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<th>Girls</th>
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<tr>
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Figure 12. Ontario Athletic Leadership Camp (OALC) Student Leaders, 1961-71 (Gurney, 1988)
The response by the schools was in most instances favourable, however, this process wasn’t without its problems.

Most of the time, the selection of students was carefully done by the schools. Some schools, though, just put it up for grabs. (Long, 1988)

Parkinson observed problems at times with the selection process.

Invariably you would get kids who didn’t really know why they were there. We often got the super athletes...the kids were just sometimes improperly advised by the schools. (Parkinson, 1988)

Parkinson stated that some teachers back in the schools did not talk about the program to the student they were sending and would only say something like "How would you like a vacation on the government?" (Parkinson, 1988) The student would subsequently arrive at OALC with the wrong attitude. "In that instance, however, it would soon be established quickly to the student what the purpose and the function was." (Parkinson, 1988)

This wasn’t always the case.

A number of teachers would do an excellent job in preparing their student prior to going to the camp for what they were about to experience. (Parkinson, 1988)

According to Long (1988) during this period of growth and development there were two phases that could describe the students who were selected.

In the early to mid-sixties I suppose we got the better athletes in the schools. Then there was a negative [period in the latter sixties when there was a do your own thing attitude in the schools. The schools responded by
sending not someone who was necessarily a good athlete but perhaps a problem student with potential... these students rejected the format of the camp (rules, regulations) and were sometimes disruptive. (Long, 1988)

According to Gurney (1988) in 1963 an additional maintenance position was added. Also in 1963, a second secretarial position was created to aid with administrative and clerical detail.

In terms of task, with the considerable increase in numbers attending the OALC, changes were made to the program site.

With each increase in the number of students, their housing, staff housing, dining room accommodation, student wash houses and buildings for wet weather programs became an increasing problem for the Camp Director. (Gurney, 1988)

Appendix F outlines the sequence of building and major maintenance which occurred during this stage of growth and development.

With regard to the OALC curriculum during this period of growth and development, Gurney (1988) was counselled by G. A. Wright to "loosen things up." (Gurney, 1988) Efforts were made in this direction, nonetheless, there were rules that continued which were essential for the effectiveness of the camp.

We sent a letter to the principals about rules which were absolute. There was no smoking or drinking on site and the students were restricted from going on the dock unless they had a scheduled swimming period. Also, there was no going out of your cabins after lights out. If the students disobeyed, they
were sent home ... some were. (Gurney, 1988)

Parkinson (1988), an instructor during this period, noted the difference from her days as an OATC student in 1950.

In the 1960's the camp was very strict but with the emphasis on leadership there was a shift. The militaristic style wasn't that continual all day. We still had the opening bell ringing, line-ups and uniforms but the camp became more casual with free time, even though it was timed, for the students. Because you were kept so busy, it probably appeared more militaristic than it really was. (Parkinson, 1988)

Jack Long (1988) stated that the rules of the camp were all explained to the students at the first meeting so that it was understood what was and was not acceptable behaviour. He reaffirmed the absolute rules Gurney (1988) had stated and added that regardless of the student or the situation, all students were treated equally. "The first two days we really worked them hard and it didn't take long for the word to get out that we meant business." (Long, 1988)

According to Long, in the 1950's when the program curriculum was inflexible, "...students took what was assigned, they had no choice." (Long, 1988) In the 1960's, with the exception of officiating and swimming which were compulsory, "...the students were allowed to choose their own program and this was a big success." (Long, 1988) Gurney (1988) indicated that the schools often aided in the students' program selection. "Some schools made their students take a particular skill because the school didn't have it." (Gurney, 1988)
Gurney spoke of the curriculum in terms of the program objective.

The program was structured to force our objectives. There were compulsory (officiating, swimming) major skills and optional skills. The goals were achieved through a program structure, not a lot of philosophical talk. A lot of the time the kids didn't know what was happening to them until it was over. (Gurney, 1988)

Gurney stated further that the curriculum structure was focused on pre-program input, participation, and then, evaluation. On the first day students were asked to write down and submit their expectations of the program which often included such things as running a meeting, heading a student organization, intramurals and officiating. Following a presentation by a student whether it involved an athletic skill or a leadership development session, that student would be evaluated on their presentation by the other students. The instructor would then summarize the discussion and also provide comments. "This structure led to the coming forward of the goals of the program." (Gurney, 1988)

Jack Long (1988) also indicated that the entire camp curriculum evaluation process was changed.

In the '50's the original questionnaire was negative because it asked what you didn't like about the camp. My approach was to turn that around and ask the students and the instructors what they thought was good about the camp and how we could make it better. (Long, 1988)

Long also indicated that he instituted an open evaluation meeting with the cabin leaders at the end of the program. He
also emphasized the programming curriculum opportunities that the OALC provided.

   We had an outstanding facility, kids and program. With that environment, this was the
place to try new approaches and to introduce innovations. If you couldn’t work it here,
forget it. (Long, 1988)

Examples in new approaches which Long gave included ability grouping in the skills sessions and specialization in such activities as swimming. "We had the top rescue program for swimming in the province." (Long, 1988)

Gurney (1988) indicated that there were some observable differences between the mens’ and the womens’ program curriculum.

   The women’s program was far more leadership oriented and teacher career directed because of the necessity. The men had a harder time getting away from skills orientation than the women. The boys, however, had more tournament organizing time. (Gurney, 1988)

Gord Wright (1988), although not directly involved with the OALC at this time, was aware of the focus on the girls’ program and in Helen Gurney’s associated efforts.

   It was more difficult to get the girls to adjust to the competitive skills. They wanted dance and other female related things. Helen wanted that but also wanted to promote the competitive skills aspect. (Wright, 1988)

With regard to a definition of leadership, Gurney (1988) stated that the OALC did not have an actual operative definition of leadership.

   I didn’t think you could come up with one overall definition that would include all things or would be adaptable or specific to
every student. (Gurney, 1988)

Still, there was a curriculum emphasis on leadership.

We always talked in the first student session about what the student’s perceptions of the qualities of a good leader were. The staff would put these points up and the group then prioritized these leadership qualities. (Gurney, 1988)

Jack Long (1988) also stated that an actual definition of leadership was never specifically used.

We knew what we were trying to do and how we were going to go about it, but I don’t think anybody said here it is in black and white. (Long, 1988)

Long emphasized the fact that from the standpoint of leadership in the curriculum the instructors played a critical role. "The staff were all leaders in their fields and in their communities." (Long, 1988)

From Marilyn Parkinson’s (1988) viewpoint as an instructor during this period, she stated the following:

We would plan our own program from the standpoint of what we wanted to cover but the goal was leadership, leadership, leadership skills. (Parkinson, 1988)

She stated further that the leadership sessions dealt with planning and organizing to guide the students in what might be helpful for them once they were back in their schools.

The first few days the instructors taught, then the students would be responsible for all phases of the class from warm-up, the activity, and ending the class. Everything then, was evaluated by the other students and the instructors. (Parkinson, 1988)

Parkinson added that while a definition of leadership was
not given in so many words

We spent a lot of time talking about what we were supposed to do. When you were selected as an instructor it was done on the basis of leadership in your field. Somebody must have perceived these qualities in us. (Parkinson, 1988)

In terms of funding for the program, Jack Long (1988) stated that "...we could always have used more but the equipment was good and we generally got what we asked for." (Long, 1988) In reality, though it was Helen Gurney who was really responsible for securing the appropriate finances. She indicated that prior to 1965 when the OALC was budgeted from within the physical and health education branch of the Ministry of Education, funding was quite appropriate. However, when this Branch was dissolved in 1965, Gurney had to secure funding through Bob Secord who was then Director of the Youth and Recreation Branch in the Community Programs Division within the Ministry of Education.

I had to get program budget approval from Bob Secord. If he thought there was financial abuse then he would report it to his Deputy Minister. The way it was laid down though he had to provide me with what I requested. I never had any difficulty from Bob because I think what I requested would have been less than what he would have requested. (Gurney, 1988)

While both Long (1988) and Gurney (1988) maintained ultimate control for the OALC program, Gurney who had been assigned to liaise with the Youth and Recreation Branch to secure funding and to provide maintenance, had ultimate control. "I didn't like administrative detail and was happy
to give that entirely to Helen." (Long, 1988)

Marilyn Parkinson (1988) confirmed who had control.

No doubt, Helen Gurney. She was very autocratic. We felt like she was our mother looking after us and keeping us in line. We all had tremendous respect for Helen, she was very protective of the camp and its purpose. (Parkinson, 1988)

As an instructor from 1968 through 1970, Bob Issell (1988) stated from his experience that Helen Gurney had a very strong influence at OALC. "She ruled the whole thing." (Issell, 1988)

**Individuals and Groups – Role, Responsibility, Behaviours**

With regard to Ministry officials, as far as Gurney (1988) was concerned, their support for the OALC was apparent. Jack Ross, the Director of the Physical and Health Education Branch from 1962 to 1965 was very helpful according to Gurney with the maintenance issues which needed to be addressed at the camp. After 1965, when the Physical and Health Education Branch dissolved, Gurney stated that

The senior brass had very little to do with the camp but they knew all about it. I made sure of that. Archie Carnahan, my regional director, was extremely supportive. He visited the site often, even in the winter to check up on the maintenance of the site. (Gurney, 1988)

As mentioned earlier by Marilyn Parkinson, there was tremendous respect for Helen Gurney. She was extremely devoted to the OALC.

As boys’ camp director, according to Gord Wright (1988),
Jack Long was militaristically oriented in the beginning and then changed. Long (1988) confirmed this characterization of himself.

We went from a kind of discipline which was very military like... physical punishment like running laps for ignoring lights out for example. We did away with this style of discipline as in my mind it became ridiculous. (Long, 1988)

As the Camp Director, Jack Long managed the instructors in such a way that they were given the opportunity use their skills and to learn from their experiences.

I got out of the way when the programs were set. I felt they were entitled to operate and to supervise their own programs. Only in the event that I could see something was going to be a catastrophe would I intervene. I would, however, always give reasons why I felt a change should be made. (Long, 1988)

As Camp Director for the boys, Jack Long was not exempt from making mistakes in his selection of instructors.

Sometimes we would inspect a teacher at his school in a gymnasium and he would be great but when he was put in the camp environment, he was a wash out. We didn’t have to let people go, with the odd exception, we just pulled them aside and talked about it. This was helpful for them when they went back into their own school. (Long, 1988)

According to Helen Gurney (1988) her primary focus during this period became more increasingly involved with the growth of the facility. She was, however, involved in the program development and was very concerned about the style of the instructors.

I wanted the instructors to be role models. They were not told how to conduct
seminars other than the two-day pre-camp workshop we did with them. They had a framework but there was nothing to restrict their own personality and how they handled the situation. (Gurney, 1988)

With specific regard for the instructors at OALC, during this period Parkinson (1988) stated that they were fully aware of the purpose and accompanying goals of OALC.

It was the best professional development program as a young teacher that I ever had...watching and learning from other teachers and working with elite kids. There isn’t an opportunity in today’s system to observe other teachers. That experience at OALC was extremely beneficial for us all. (Parkinson, 1988)

According to Long (1988) the instructors possessed a sincere desire to teach, to develop skills in the students and to enhance their relationships with the kids. He confirmed Parkinson’s (1988) comment that most instructors saw their selection and tenure at OALC as a professional development experience.

The technician teacher might do everything perfect but they had to have the personal skills to motivate the kids to be great teachers. (Long, 1988)

Long indicated that the instructors all developed their own style and personalities. No one was alike because the desired results could be obtained a number of different ways.

Gurney (1988) referred to the instructors as "...enthusiastic, hard working and strong specialists in their fields from across Ontario." (Gurney, 1988) Long (1988) also saw the instructors as very knowledgeable. "They were all
very, very confident in the knowledge of their skill. You had to be with such elite kids." (Long, 1988). Bob Issell (1988) agreed with Long’s perception. "It was a privilege to be there very definitely. When I went it was quite an honour to be asked by an inspector." (Issell, 1988)

Helen Gurney (1988) was very concerned about the personal side of the instructors. She wanted to be sure the staff could get along together in confined quarters for an extended period of time.

I’d contact past instructors who were principals or vice-principals and get their advice on who was not only a good physical education teacher but who possessed good social, life skills. A real ‘good Joe’ so to say. (Gurney, 1988)

As far as the students attending OALC, according to Bob Issell (1988), "The kids that came there were super. One or two perhaps didn’t fit in but for the most part they were all leaders when they got there." (Issell, 1988) Jack Long (1988) indicated that both the girls and the boys who had formed friendships that often carried over for years were very emotional when they came came to the end. "They just didn’t want to leave." (Long, 1988)

Doug Queen (1989) who attended the OALC as a student leader in 1966 vividly recalled his experience.

We spent a great deal of time in both leadership and in athletic skills. I didn’t really appreciate what was taking place until a year or two later when I applied the things I had learned. Then I realized what they were talking about. The skills were of tremendous benefit to me then and continue to be so now.
(Queen, 1989)

Queen stated further that for the first few days of the camp program, he was quite homesick. "...but when I became adjusted to the camp I never enjoyed anything so much in my life. I just loved it." (Queen, 1989)

While for the most part Long (1988), Gurney (1988), Parkinson (1988), and Issell (1988) all agreed that the high schools were very supportive of the OALC, there seemed to be one re-occurring issue in the early to mid sixties.

Although it was more of a problem with the boys, and not so much with the girls, we had to remind the schools from time to time not to just send their best athlete. (Gurney, 1988)

Long (1988) felt the fact that the camp was always full with a waiting list of applicants showed that the schools were supportive of the OALC. He was aware, as an inspector, that the schools would often follow up with the students. "The schools often had their OALC participant make a public report at an assembly and a written report for their yearbook." (Long, 1988)

External Stress

The most significant external stress which occurred during this period of growth and development according to Gurney (1988) was the threat of losing complete control of the site to the Youth and Recreation Branch. As mentioned earlier, the Physical and Health Education Branch was dissolved in 1965 and while Helen Gurney was relatively free
and independent to administer the OALC program she lost control of the physical maintenance of the facility.

The big push was coming from Sport Ontario to have a site for a provincial training centre to fit in with a national training centre under the control of Sport Canada. The OALC looked to be an ideal site to them. (Gurney, 1988)

Bob Secord as Director of the Youth and Recreation Branch, according to Gurney (1988) got a great deal of pressure from Sport Ontario to turn the OALC into an athletic training site.

He'd always been against competitive sport and then all of a sudden in 1966 he reversed his position...he believed that the site would have more value as a training site for Sport Ontario. (Gurney, 1988)

Gurney recalled that the most significant tensions which lasted from 1966 through 1971 were from continual lobbying so that she didn't lose total control of the site and that the OALC program didn't disappear. She indicated that while the OALC would not have been as visible as an olympic training athletic camp she had to convince her opponents that the values and outcomes of the OALC were much more important.

I did a study of all students who had attended the camp from 1948 to 1965 to see what they had become. Almost 60% of them became teachers which was extremely important to the province at that time. (Gurney, 1988)

Finally, according to Gurney after a five year-struggle of proving the value of OALC to various levels of government the issue was resolved.

Wells, who was the Minister in 1971, visited the camp thinking it was very militaristic.
When he saw it, he indicated that it was a very democratic process and from that time on, I never had any more trouble. (Gurney, 1988)

Another form of external stress which Gurney experienced was created from the restriction on the number of students who could be accepted to OALC.

Once or twice a year I would get a call or a letter from a member of parliament to complain that someone didn’t get in ... we stuck to our system though and continued to accept first come, first served. (Gurney, 1988)

Jack Long (1988) stated that because Helen Gurney was in Toronto she dealt with the brunt of the stress in the control of the OALC.

There were two instances which took place at the OALC recalled by Long that can be categorized as external stress. The first was from an individual who was in charge of the provincial soccer league.

One of our students was a member of a team in this professional soccer league and I wouldn’t let him out of camp to play in a game. The guy who was in charge called me and complained but that was the end of it. (Long, 1988)

The second instance resulted from a call from the Ontario Provincial Police who notified Long that a bike gang was in the area and they were going to raid the camp. Long recalled that he informed the staff of this and while they prepared themselves for the invasion, it never actually occurred.

Long (1988) indicated that he was always cognizant of the problems which could be created from bad press on the OALC. In order that the press was always informed about the quality of
the OALC, Long promoted a number of open houses during which the press was invited to tour the site. Following these tours, several excellent articles were written about the OALC including Hutton (1962); Sorokolit (1964); Beckett (1964); Gorsman (1969); Scott (1969); Oreskovich (1970); and Robertson (1970). Further, local newspapers often carried stories about their representative who had attended the OALC including Robertson (1963) and Miles (1963).

Parkinson (1988) did not recall any forms of external stress. She felt the schools were always supportive because there was a waiting list of students to get in. Parkinson echoed Jack Long’s comment that the press had written several very good articles about the camp. A comical anecdotal recollection by Parkinson, however, was that "...when people from the Ministry came, Helen was a little uptight, but that was it." (Parkinson, 1988)

Gord Wright (1988) recalled two instances of external stress which occurred in the early part of the sixties. The first was from mother nature which destroyed the dock through ice damage. The second resulted from environmental groups who complained about raw sewage which was being expelled directly into Lake Couchiching. This difficulty continued until new sewage treatment equipment was installed in 1962.

**Internal Stress**

From the Camp Director’s point of view and particularly
concerning Helen Gurney, the responsibilities associated with the OALC were very demanding. There was very little opportunity for time off.

I never got enough free time. I couldn’t take holidays from September through June and I was always at the camp for the entire summer. (Gurney, 1988)

A summary of Helen Gurney’s duties from September to June can be found in Appendix G.

Apparently, according to Gurney (1988) when she retired in 1977 she had more accumulated vacation time than anyone else in the government. A new ruling was subsequently made that maximized accumulated holiday time was not to exceed two years entitlement.

Gurney was obsessed with the OALC. "If I hadn’t been involved so long in the camp and believed in it so much, I would have said the hell with it." (Gurney, 1988)

There was some internal stress within the ranks of the instructors. They too felt pressure from the schedule that required them to be on site on a continual basis. Instructors felt that they should be entitled to some time off during the program. In 1966 according to Gurney (1988) and Long (1988), the staff were given every other night off from 9:30 p.m. on until breakfast the next day. "The staff needed time off so a lot rented cottages in the area and got time off every other night beginning in 1966." (Gurney, 1988) According to Parkinson (1988) prior to 1966 the instructors had two half days off during the two week program. "We had a normal day from
6:30 a.m. to 11:00 p.m. and had two half days off during the two-week program, but, you really couldn’t go anywhere." (Parkinson, 1988)

We didn’t really allow women off the site at night. The men would go off site at night though. The women never objected and indeed they may have gone out but as long as they were back for breakfast, I didn’t care. (Gurney, 1988)

Long (1988) and Gurney (1988) also recalled grumblings from the staff that they were not getting paid enough. "In 1966-67 salaries in the schools got better and instructors wanted the same pay that was given to summer school staff." (Gurney, 1988). Jack Long (1988) recalled situations where the commitment required from instructors was simply too much for them to handle. "We had a few instructors leave camp who just couldn’t hack it." (Long, 1988). Long also mentioned that instructors encountered family pressures because their families simply couldn’t cope with being alone.

Issell (1988) felt that there was internal pressure amongst instructors.

It was a privilege to be there and you had better do your job well because people were looking at you. There was peer pressure to get the job done because there were fourteen others doing theirs’ and doing it well. (Issell, 1988)

Parkinson (1988) however, didn’t feel the pressure amongst instructors. "I often thought there would be but because we got to talk with each other a lot, there really wasn’t." (Parkinson, 1988). Rather, Parkinson felt there was
more pressure from the students.

They were elite kids and there was a push to get the kids going. You made sure you were the best possible teacher and didn’t do anything wrong. If you did they would let you know. (Parkinson, 1988)

There were also a few students according to Long (1988) who were homesick and had to be sent home because they couldn’t adjust to the camp environment.

Long (1988) also indicated that in the late sixties the student attitude was more radical and less enthusiastic and subsequently disciplinary situations arose. Keeping the students motivated was a constant challenge.

Issell (1988) stated two concerns that were at times difficult to accept.

The camp wasn’t done up as a showcase. The equipment was becoming well used and worn and we were short on some equipment. (Issell, 1988)

Gurney (1988), Long (1988) and Issell (1988) also made mention of food services. Some years the food was very good and other years it was not. Apparently it was difficult to be satisfied on a constant basis with regard to food services. Gurney (1988) and Long (1988) had nothing to do with the catering contract. It was administered through the Youth and Recreation Branch.

Conflict

There were several major issues of conflict during this era which have been eluded to in previous sections of this
period.

The first issue involved Gord Wright’s departure to the federal government and his attempt to expand the OALC concept to other provinces in Canada. While the Conservative government was apparently ready to support this initiative, an election took place and the Liberal government under the direction of Judy LaMarsh, was opposed to Gord Wright’s proposal. Subsequently, Gord Wright resigned as Director of Fitness and Amateur Sport. Wright then assumed the duties of Vice-Principal and later Principal at Banting Secondary School in Alliston, Ontario.

While there was no evident conflict with the purpose of the OALC, Gord Wright wanted his successors, and particularly Helen Gurney, to get away from the strict military style of administration to a more democratic style of leadership.

The most significant conflict encountered in this era was created as a result of the discontinuation of the Physical and Health Education Branch. While Helen Gurney continued to independently administer the OALC, the Youth and Recreation Branch assumed control of the maintenance and responsibilities of the site. This was extremely inefficient from Gurney’s point of view as the lines of communication were ineffective. There was continual pressure from the Youth and Recreation Branch and from Sport Ontario to return the OALC site to an olympic training ground as it was prior to 1948.

Gurney (1988) and Long (1988) recognized when they became
Camp Directors that the instructors had been at the OALC for some time and they were no longer motivated. Although opposed by senior instructors a policy was instituted allowing a maximum three-year tenure for all instructors.

Other conflicting issues concerning staff were a lack of time off or away from the site and complaints regarding the salary paid to the instructors.

While the number of student participants grew significantly during this era, problems which were created seemed to have been dealt with quite adequately. The major problem with the growth in numbers was the facilities' physical capacity to handle the numbers. The dining hall operated on a shift system according to Gurney (1988) which created problems for the caterers. The buildings themselves were aging, had become somewhat worn, and according to Long (1988), needed to be repaired or replaced. Appendix F displays the maintenance and the repair to existing facilities as well as new structures built during this period.

There was some evidence that a few schools did not take the time to select the most appropriate student to represent their school at the OALC. It was discovered that in the early to mid sixties although the program curriculum increased its emphasis on leadership skills, the students who attended were often simply the schools' best athletes. As the decade continued, students attending in the latter sixties did not always possess the athletic competency required. They were
sometimes opposed to the operating policies of the OALC and were somewhat difficult to handle during the early stages of the two-week program.

**Change**

The most important change in this stage of growth and development took place in 1971. According to Gurney (1988) it resulted from continual lobbying with the Assistant Deputy Minister, the Deputy Minister and the Minister of Education.

> I made sure that they were all informed and saw to it that the Minister, Wells, visited the site." (Gurney, 1988)

The visitation by the Minister took place in the summer of 1971. In the fall of that year, the Youth and Recreation Branch was transferred from the Ministry of Education to the new Ministry of Community and Social Services which later was renamed the Ministry of Culture and Recreation (Gurney, 1988). The responsibility for the OALC however, remained within the Ministry of Education. It was realigned under the new Educational Exchange and Special Projects Branch directed by Archie Cornahan. Within this Branch a new unit called Student Leadership Programs was created. Helen Gurney, appointed the Chief Education Officer, was assigned total responsibility for the OALC. Gurney (1988) outlined the new hierarchy which is displayed in Figure 13.
Figure 13. Ontario Athletic Leadership Camp (OALC) Staff Structure, 1972 (Gurney, 1988)
Within the growth and development period of 1961 to 1971 from the data, there was no apparent change in the original purpose of OALC. The publicized goals remained the same as well although as evidenced by the interviews there was a very clear change in emphasis. Gord Wright, who had been so influential in the creation and development of the OALC, departed in 1962 and was replaced by Jack Ross. Gurney (1988) indicated that it was Gord Wright (1988) who directed her and Jack Long (1988) to continue to enforce the purpose and the goals of the OALC but to "loosen it up." (Gurney, 1988) The response by Gurney and Long has been documented in earlier pages of this stage of growth and development. Increased emphasis was placed on leadership skills potential and training. The militaristic style of discipline was changed to a more caring and consulting approach. The program was geared to develop the student as a leader in teaching skills, who could subsequently return to school and enhance the physical education program. Service in the community was also promoted. The schools needed qualified physical education teachers and the program focused on this need.

Pre-program input from teachers and from students was encouraged. The students were directed to teach athletic skills sessions, lead leadership development sessions, organize events, and assume duties required to operate the camp on a day-to-day basis. Following these duties they were evaluated by their peers and constructively criticized by
their instructors.

Following the two-week program, students and staff were given the opportunity to evaluate the entire camp experience. The Cabin Leaders' meeting was highly beneficial in this process.

Within the program itself, while two courses, swimming and officiating, were compulsory, the students were given the opportunity to select all other athletic skills courses. The courses were often specialized such as the swimming rescue program.

The instructors grew significantly in numbers during this era from ten in 1961 to eighteen in 1971.

Because Long (1988) and Gurney (1988) recognized that the staff lost motivation after continued years of OALC service, they authored a three-year maximim tenure policy for all instructors. If the individual wished to remain involved, they had to undertake responsibilities in the program administrative areas.

Because of the gruelling schedule, instructors were allowed additional free time every other night. While salaries for instructors were not increased, another approach was taken.

We addressed the staff salary concern by giving them more uniforms which cost us an additional $150.00 per person. (Gurney, 1988)

To more appropriately describe the role, the title of Course Director was changed to Program Coordinator.
The new position of Senior Counsellor was created by Gurney because "I wanted someone to be directly responsible for the living quarters." (Gurney, 1988)

A dramatic increase in the number of students attending the OALC took place during this stage of growth and development. In 1961, a total of five hundred and seventy-six (576) boys and girls attended which by 1971 had increased to a total of eight hundred and six-four (864). This increase in numbers put significant strain on the physical facilities. Additions and improvements to the site and its buildings are recorded in Appendix F.

The type of student attending the OALC changed during this era. In the early to mid sixties the students were more athletically inclined. In the latter part of the decade, athletic ability of the students declined.

We realized in 1971 that we had to get ourselves back into the athletic groove because we had an outstanding facility and teachers so we started demanding more from the students in terms of physical ability and training programs. This was what we were all about, an athletic camp. (Long, 1988)

Long added that they went back to reminding the schools in 1971 that OALC was an athletic camp. "We didn't necessarily want the star athletes, but we wanted athletic ability." (Long, 1988)

Within the program, Long stated that an attempt was made to encourage the students to take one new sport which they had never attempted before so that they might introduce the
activity within their own school programs. "We were helping them help others by giving them the materials and the training experience." (Long, 1988)

Trends

Two important trends which became apparent during this stage of growth and development were the number of OALC graduates who entered the teaching profession and the national and international recognition which the OALC received.

According to a progress report of the OALC from 1948 to 1968 (Gurney, 1968) and supported by a summary of research into the post OALC directions of the students (Gurney, 1963), a significant number of OALC graduates entered the teaching profession. Approximately forty-eight percent (48%) of the girls entered the teaching profession as did approximately eleven percent (11%) of the boys. Gurney (1988) felt that this result was supportive of the OALC goal to develop teacher potential so much so that "...from 1965 to the early seventies we downplayed the recruitment of teachers as a goal." (Gurney, 1988)

Bob Issell (1988) one of those OALC graduates who went into teaching was aware of this trend. "A large number of participants at OALC went into education and became physical and health education teachers." (Issell, 1988). He added that after this period there wasn’t a need for teachers so he understood teacher recruitment was no longer a goal of the
program.

Contained within the progress report from 1948-1968 by Gurney (1968), the OALC began to receive national recognition from every Canadian province and international acclaim and inquiry from many countries including the United States and Great Britain. A multitude of conference presentations regarding the OALC were given to associations throughout Canada and the United States and numerous site inspections were carried out by visiting dignitaries.

Because of the recognition which had developed, Helen Gurney felt justified in making the following statement to conclude her August 14, 1968 progress report:

The Ontario Department of Education is recognized by leading United States Physical Educators as a pioneer in student leadership development using Physical Education and Athletics. (Gurney, 1968)
CHAPTER VII
STABLE-ELABORATE STAGE: 1972 - 1982

This stage of growth and development is characterized by the new structure and associated role of the Ontario Athletic Leadership Camp (OALC) within the Ministry of Education. Considerable conflict over control of the OALC characterized the previous stage. During this stage, the new Educational Exchange and Special Projects Branch was in a position not only to continue to address the purpose and the supportive goals of the OALC, but to develop, to expand and to improve the OALC.

This stage of growth and development revealed the actual outcomes which resulted from the support of the Ministry of Education of the new Educational Exchange and Special Projects Branch.

Purpose

Following the reorganization and the reallocation of responsibility for the OALC, which has been described in the previous section, the ultimate purpose of the OALC was addressed. Contained in the Directors Report of the OALC program of 1972 the purpose was defined as "...the development of student leadership potential as well as the student’s intense desire for involvement and skill development." (Gurney & Long, 1972). The original purpose which had been adhered to
prior to 1972 was "To develop qualities of leadership in selected secondary school pupils by means of athletic leadership training courses." (Wright, 1948: Appendix A). The new wording in 1972 addressed leadership potential as opposed to leadership qualities. It also noted a desire for activity and involvement in athletically related skills. It was discovered in the previous stage that the athletic ability of the students had become somewhat inferior. The new purpose addressed this outcome as well as the continuing need to develop leadership. Gurney (1988) indicated that while the wording of the purpose of the OALC was altered, she did not really feel that the meaning of the definition was changed. The new wording "...represented an update of the language to suit the times which required that we address leadership and athletic skills." (Gurney, 1988) Further,

The program had been developed and improved through the years, but the basic concept of developing leadership through the medium of physical education and athletics remained constant. We just wanted to make sure, however, that the students could partake. (Gurney, 1988)

Bob Fox (1988) who is currently the principal of Blenheim District Secondary School in Blenheim, Ontario was a counsellor at the OALC in 1973 through 1975. He stated that the purpose of the OALC was "...to help specially eligible students improve their leadership capacity through athletics." (Fox, 1988).

In 1975, the name of the OALC was changed to the Ontario
Student Leadership Camp (OSLC). The replacement of the word "Athletic" by the term "Student" according to Gurney (1988) reflected the introduction of other programs. In 1973 a June program for occupational vocational students began. In 1974 a fall student council coeducational program was initiated. In 1975 a ten-day music leadership program in June was introduced. In 1979 two new programs, the multicultural and the student council seminar for French language students began.

While the overall OALC name changed in 1975 to OSLC to include the other programs, the individual name of each camp were retained at the request of the students. "In my day there was a feeling that the kids wanted an identity with the reason they were there at the camp." (Gurney, 1988) A new sign was constructed at the main gate replacing the former OALC sign showing the new OSLC name. The new sign had hooks on the bottom so that the name of the program in session could be identified with an individual program sign. In this case, the in-session sign read "Athletics."

The change in the overall program name will be highlighted to a greater degree in subsequent sections of this chapter. It is worthy to note within this section on Purpose, however, that even though the name of the overall program was changed in 1975 as a result of the introduction of other programs, the 1972 statement on purpose for the OSLC Athletics program remained in effect throughout the Stable-Elaborate

Goals

The goals of the OALC were indicated in the announcement of the 1972 program sent to regional directors of education, directors of education and principals by the Assistant Deputy Minister of Education (Kinlin, 1972). The goals indicated were "...to develop leadership skills, athletic skills, organizing ability, self-confidence and cooperative, responsible attitudes in the students who attend." (Kinlin, 1972) The format of the announcement which had appeared throughout the previous era (Wright, 1961) had changed considerably. In 1972 the goals were subjectively stated in the first paragraph of the announcement as opposed to the objective five-point list of goals which had been used in previous years. Most noteworthy in 1972 was the elimination of the goal "to develop and improve camping skills and teacher potential." Gurney (1988) recalled that camping skills were developed at the government’s Bark Lake program and that the need for teachers qualified in physical and health education had been reduced by 1972.

Much of the information regarding the OALC goals during this era was gleaned from interviews conducted with individuals involved during this period. John Metcalfe (1980) emphasized the goal of leadership skills. "An important goal was to provide leadership experiences for students and to send
them back to their schools more able to effectively discharge leadership roles."
(Metcalfe, 1980) Metcalfe also stated that while it was not a written goal, the professional development of staff through the OALC experience was very critical. Metcalfe indicated that within this era there was an effort to ..."focus more on leadership per se." (Metcalfe, 1980). Particularly, in the latter seventies after the program name change from OALC to OSLC occurred, while the medium of Athletics was still utilized, Metcalfe felt that the personal development of the student became more central. "Personal growth is a conscious objective at the Camp through participant self-initiative programs. Skill improvement is in communication, problem solving and decision making." (Metcalfe, 1980)

Essentially, Metcalfe defined the goal of the OSLC in 1980 as

A balance between focusing on athletic skills on one side and leadership development on the other side and combine the two to help improve the participant's ability to lead. (Metcalfe, 1980)

On the other hand, three counsellors interviewed stated the medium of discipline was employed as a means of attaining the desired goals (Fox, 1988; Turner, 1988; Blackshaw, 1988). They all felt that discipline was indeed a primary goal of the program.

Discipline had a permeating influence on the entire camp. I would say that there was an indirect development of leadership through a very disciplined program. (Fox, 1988)

Bob Turner (1988) who was involved in all staff
capacities from 1974 to 1981 felt that leadership was developed through the disciplinary style of the camp. "If you responded properly to demands, rules and regulations you were a leader. Being a leader was being the most disciplined." (Turner, 1988)

Sandy Blackshaw (1988) who was also involved in all staff positions and continues his involvement today, recalled that in the early seventies the goals of the OALC were "...geared at turning out disciplined athletes." (Blackshaw, 1988)

Organizational Design

Situation: Structure, Task, Control

The organizational staff structure of the OALC in 1972 was displayed in Figure 13. The Director of the Educational Exchange and Special Projects Branch in 1972 was Archie Carnahan. Helen Gurney appointed Chief Education Officer in 1971, continued in this capacity until she retired in 1977. John Metcalfe replaced Gurney until he left in 1982. Metcalfe had replaced Jack Long as Program Coordinator for the August boys' program in 1973. The names of the incumbents occupying the remaining positions varied throughout this stage.

According to Turner (1988), Blackshaw (1988) and Metcalfe (1980) the staff hierarchy remained the same throughout this stage.

It is important to note that five Program Consultants shared the responsibilities of providing guidance to the
Program Coordinator. The Program Consultants were drawn from throughout the province and were employed full time by the Ministry of Education. The Program Consultants included Jack Long, Ted Murphy, John Metcalfe, Ruth Gorwell and Audrey Bayles.

The selection process for counsellors continued under the inspector system until the Ministry of Education discontinued the inspector positions in 1972. After that date counsellors were selected primarily through the recommendations of staff.

Accordingly to Gurney (1988) the number of student participants reached the maximum level of 432 in both the girls’ July program and the August boys’ program in 1971. These numbers remained the same during this era. (Figure 14)

The selection process for the students and the associated criteria did change, however, in 1972. As compared to the five-point selection criteria utilized from 1954 to 1971, a new eight-point "OALC Guidelines for Selection" (Gurney & Long, 1972:A) was established. The new guidelines were proceeded by a memorandum to the principals and referred directly to the concerns regarding the selection process. The memorandum pointed out that students selected during the previous two years had not met the age restriction and were not physically able to participate in the program. Clearly, as noted earlier by Long (1988), the athletic ability of the students had declined and efforts were being made to acquire students who were more athletically and physically able to take part in the
<table>
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</tr>
<tr>
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</tr>
</tbody>
</table>

Figure 14. Ontario Athletic Leadership Camp (OALC) Student Leaders, 1973-1974; 1974-1982 (Gurney, 1988)
program.

The new 1972 guidelines specified that the student should be in Grade 11 and at least 15 years of age but not more than 17 years of age by August 1, 1972. The student was no longer required to be academically in the upper two-thirds of their class. The selected student must have demonstrated satisfactory academic progress.

Experience in school organizations, clubs, public speaking, etc. which had been noted previously as considerations of leadership qualities, were no longer stipulated. Now, it was simply stated that the candidate should have demonstrated leadership potential.

While the former criterion stressing above average ability in physical education and athletics was continued, this criterion was expanded to note that they need not be a star athlete but should be reminded that athletics was the means utilized for leadership development. An additional criterion pointed out to the selection committee stressed that the selected student must have been physically able to participate in the full program upon arrival at the camp.

To avoid conflicts involving previous difficulties with students, parents and coaches regarding the students' ability to leave the site during the program, a separate criteria stated that the student must have arrived at the designated time and was required to stay for the duration of the camp.

Candidates would not be accepted if they had attended
other provincial training camps devoted to the training of student camp counsellors. Long (1988) indicated that this restriction was applied because they felt the wrong type of student would be selected who may have possessed strong camping skills but lacked leadership potential.

The schools were advised that if they did not have a suitable candidate who met the stated guidelines, that they should refrain from recommending a candidate. This consideration was offered because of the approximate 550 schools in the province and a maximum student occupancy of 432 at the OSLC.

Finally, a film, "More Than Playing Games," was produced in 1972 to provide an orientation of the program to the schools and to serve as a public relations vehicle.

Once the students were selected, an acceptance package was returned to the schools containing an official acceptance form outlining details regarding transportation and general information. A health report form was also enclosed (Gurney & Long, 1972:B)

On-site maintenance was enhanced during this stage according to Gurney (1988) because the control and authority for the actual site was given to the new Educational Exchange and Special Projects Branch. The December 13, 1973 memorandum of agreement (Martyn & Carnahan, 1973) between the Ministry of Education and the Ministry of Community and Social Services reveals that two full-time maintenance men were transferred
from Community and Social Services to Education and assigned to the OALC site. Complimenting these two positions were eight student maintenance positions (Gurney, 1973). Gurney also indicated that as in previous years, two secretaries and one nurse for each of the boys' and the girls' camps continued to service clerical and health needs, respectively.

The size of the OALC site remained the same during this period, however, as the camp aged it required regular maintenance and repair. Appendix F revealed the sequence of building and maintenance which took place until 1977. While it is assumed that further attention was paid to the site from 1978 to 1982, there was no documentation of the specific work uncovered in the analysis. Helen Gurney (1988) did note, however, that in 1977 approval was received to replace all of the original lakeside cabins. This was a considerable expense to the Ministry. John Metcalfe (1980) also received approval for a large new meeting hall in 1978 which would be built on the upper hillside location.

The program curriculum in 1972 for girls contained in Appendix E indicated that it was divided into three areas. First, the core program which was required of all girls included aquatics, officiating and one of gymnastics, folk dance or tennis. The second area was the options program which offered two selections of athletic skills including archery, badminton, field hockey, folk dance, golf, gymnastics judging, orienteering, tennis, track and field and volleyball.
The third area which was scheduled two or three times daily was referred to as leadership development and program planning. These sessions dealt with leadership skills training with practical experiences in communication, organization, planning and evaluation. Various special projects and tournaments were utilized as practical examples.

The curriculum for boys in 1972 (also contained in Appendix E) showed an enhancement of the options program as offered in the previous stage. Unlike the girls' core program, the boys could select all five athletic skills courses to complete their athletic skills program. Skills included badminton, basketball, field events, gymnastics, football, lacrosse, rugger, soccer, tennis, track, wrestling, weight training, volleyball, swimming and orienteering. The boys were also involved in three leadership development sessions which were scheduled in the evening. These sessions included organizing tournaments, evaluating tournaments and special topics which dealt with such things as officiating and judging. According to Gurney (1988) and to Metcalfe (1980) the curriculum programs for girls and for boys did not change from 1972 to 1982. Bob Fox (1988) a counsellor from 1973 to 1975 perceived the program curriculum in this way.

Most of the time was spent on teaching sports skills. There were activities designed to develop communication skills such as running a meeting, stimulating enthusiasm and participation, but the emphasis for counsellors was on teaching sports skills. (Fox, 1988)
There continued to be several policies in effect with regard to rules and regulations. These policies are summarized in Appendix H.

Several individuals who were involved during this era were asked if there was a definition of leadership at the camp which was used to guide the program. Turner (1988) stated that "...there was no outward definition of leadership or what a good leader is or has to be." (Turner, 1988) There was, however, time spent reviewing the qualities of leadership.

We all realized that there are 100 different styles of leadership and we discussed the qualities of a good leader. (Turner, 1988)

The rigorous daily schedule required standards of leadership amongst the students and from the counsellors.

Leadership required involvement. You couldn’t sit back. You had to be in the centre of the things, be high spirited and lead by example. (Turner, 1988)

John Metcalfe also indicated that there was "...no official quote on leadership and what it should be from the Ministry level." (Metcalf, 1988). Metcalfe did point out however that "...participants were given experiences to act out, then witness leadership styles." (Metcalf, 1980)

Sandy Blackshaw stated "...I didn’t remember any definition of leadership that was given to us." (Blackshaw, 1988). There were means other than through the curriculum that Blackshaw felt leadership qualities were learned.

The students were responsible for serving, clearing, etc. in the dining hall, working
tuck, getting the mail, presenting skits and putting on camp fires. (Blackshaw, 1988)

In terms of funding, the budget for the complete OALC operation (Appendix I) in 1972 was a total of $126,626.44. It is evident (Appendix F) that a considerable amount of money was spent on the site and on the repair and/or replacement of buildings. Particularly, the expense associated with the replacement of all lakeside cabins and the construction of the hillside meeting room building must have been considerable. Until 1978 it would appear that appropriate funding was available. After this time, however, as will become evident, funding became a serious concern.

As far as cost to the students, within this stage, the Ministry assumed transportation costs exceeding $25.00 (Gurney & Long, 1972:B). The uniform cost to the students reached $10.00 in 1972.

With regard to control, Blackshaw (1988), Fox (1988), and Turner (1988) all agreed that Helen Gurney had complete and ultimate control for the camp until she retired in 1977. After that time, until 1982, there was again no argument that John Metcalfe assumed the control of all duties and responsibilities. Gurney (1988) and Metcalfe (1980) did not disagree when questioned on control in their interviews.

**Individuals and Groups: Role, Responsibility, Behaviour**

Helen Gurney (1988) mentioned previously that she made a practice of informing her superiors of the matters involving
the operation of the OSLC and often invited Ministry of Education officials to the site. This liaison did not really impact those involved on site as evidenced by Bob Turner (1988) who stated that "...counsellors weren’t aware of the Ministry. Helen Gurney and then John Metcalfe who we put our faith in, were the Ministry to us." (Turner, 1988) Blackshaw (1988), who like Turner was involved in the camp throughout this stage indicated that the staff was "...not aware that the Ministry was very concerned about the camp... Helen and John took care of everything." (Blackshaw, 1988)

Helen Gurney, as Chief Education Officer, with primary responsibility for the OALC to 1975 and the OSLC to 1977, was highly respected as a very strong individual from the counsellors’ perspective.

Helen Gurney was the prime mover. She was one of the ultimate disciplinarians I have ever met and as a result, the camp initially took on that tone. This theme didn’t slip away until she left. (Turner, 1988)

Turner stated further, however, that Gurney was not always open to new ideas. Blackshaw (1988) felt Helen Gurney was particularly dedicated with an emphasis and support of the concept of skill development.

John Metcalfe, who replaced Gurney in 1978, was regarded quite differently by the counsellors. Fox (1988) recalled that Metcalfe had very strong beliefs in the camp but seemed more in tune with "...the human relations issues in the camp...a little softer." (Fox, 1988)
Blackshaw (1988) recalled that like Gurney, Metcalfe was always on site during the operation of the camp. He viewed Metcalfe as somewhat distant with very high expectations but felt he was very fair. Blackshaw stated that Metcalfe did not introduce any major changes to the program but that he emphasized better communication.

Turner (1988) supported Blackshaw’s impression of John Metcalfe. "John maintained a very strict set of rules, but did it in a more relaxed manner. He was willing to look at new ideas." (Turner, 1988) Turner further noticed that Metcalfe was very open to ideas from the staff and "...allowed input from everyone." (Turner, 1988)

An observation of John Metcalfe by Turner was that

John visualized that if the OSLC was only an athletic leadership camp then it was going to slip away from us. He initiated the Music and the Multicultural program. (Turner, 1988)

One change that Metcalfe did administer according to Turner and Blackshaw (1988) was that he scheduled more preparation time and more time off for the counsellors. "A major morale builder for us was a full day off for the counsellors during the program which John Metcalfe introduced in 1978." (Turner, 1988)

Two of the Ministry’s Program Consultants, Jack Long and Ted Murphy, were mentioned frequently in several interviews. Bob Fox (1988) referred to Jack Long as "...dyed in the wool, an extremely strong supporter of the camp with direct concern for the selection of top candidates." (Fox, 1988) Because of
Long's loyalty to the OSLC, Fox stated further that "...Jack would have felt very disappointed in any of the loosening of the tradition of the camp which took place after he left." (Fox, 1988) Sandy Blackshaw noted that "...the counsellors from Windsor thought Jack Long was too strict and wouldn't go back." (Blackshaw, 1988)

Ted Murphy, a Program Consultant to the Ministry was, according to Turner (1988), Fox (1988) and Blackshaw (1988), not quite so dominant, more relaxed and congenial with the counsellors. "Ted Murphy was very easy to talk to, athletic, family like, enthusiastic and brought a strong personal influence to the camp." (Blackshaw, 1988)

A significant observation of the Program Coordinators and the Assistant Program Coordinators noted by Turner (1988) was that in the late seventies they relocated from the regular Hillside cabins to the Coordinator's cabin next to the administration building. Their quarters were no longer off limits to the Counsellors and they became closer to the staff.

It was no longer the ivory tower approach. There was a sense of close togetherness when I left in 1981 compared to when I started in 1974. (Turner, 1988)

With respect to the counsellors, Bob Fox (1988) recalled that it was a high honour to be asked to be an OALC staff member. Turner (1988) reflected that "...you were the pick of the province, it was always a real honour to go as a counsellor." (Turner, 1988) Turner regarded his experience as one of tremendous professional benefit.
It's the best experience as far as professional development and appreciation of fellow teachers and students that I've every had in twenty-two years of teaching. I couldn't wait to get back to school and to implement what I had learned. I became a much better teacher because of the OSLC experience. (Turner, 1988)

Turner also indicated that counsellors had to bring expertise to the program. The selection procedure, which Turner, Fox (1988) and Blackshaw (1988) supported consisted of a procedure whereby current counsellors recommended teachers in the field as prospective counsellors. These staff recommendations were made to Helen Gurney until 1977 and to Metcalfe until 1982 who made the actual contact with the individuals in the fall.

Bob Turner recalled the staff progression which took place.

The procedure for moving from one level to another was self perpetuating. If you didn't make senior counsellor within two years then the writing was on the wall that maybe you weren't up to snuff. Then if you didn't move on to assistant or to program coordinator... nobody was told not come back but it was obvious other people were under consideration rather than you. (Turner, 1988)

After proceeding through the various staff ranks, Turner noted that it was "...time to turn it over to the new guard...this was accepted by all and by that time you were ready to leave." (Turner, 1988)

Turner also commented about the disciplinary style of the OALC in the mid-seventies.

The rationale behind all of the rules and
discipline was a sales job for the Counsellors. All of the counsellors, whether you agreed with it or not, abided by the disciplined camp philosophy. (Turner, 1988)

While Turner stated that he didn’t appreciate the role of disciplinarian very much, he indicated that other teachers who were more traditional in their methods functioned quite effectively.

The students who attended the program in this stage were, according to Turner (1988), Blackshaw (1988) and Fox (1988) generally well selected. "I think the information which was sent out was good. There will always be the odd kid who was poorly selected. Sometimes you get the all-star who didn’t have any character." (Turner, 1988) Blackshaw stated that the students knew why they were at the camp and obeyed the rules.

There were grumblings from kids who felt they were at a military camp for the first few days, but once they caught on to the rationale behind all of the rules, then they fell right into line. (Blackshaw, 1988)

Turner (1988) also felt that the students accepted the discipline style of the camp.

Students responded to the discipline and always have. They are the kinds of kids who are looking to be pushed through discipline and rules and will accept it. (Turner, 1988)

Turner emphasized the athletic nature of the students who attended the program.

From beginning to end, athletics was a means to culling out a real leader. Being an exemplary athlete was almost universally accepted by all the kids who walked onto the grounds. (Turner, 1988)
Turner related the nature of the program to the effect it had upon the participating students.

The kids spent the entire day in athletic skills. The leadership sessions did not begin on a very overt level until after dinner. The kids didn’t perceive the athletic skills experience as part of their leadership development. It was all part of the fun. (Turner, 1988)

Bob Fox (1988) noted that the student experience was very valuable in terms of personal skills development. "Without exception, the kids made good relationships and developed good personal skills." (Fox, 1988)

With regard to the schools who sent representatives to the program there was a recurring impression which at times led to misinterpretation and concern.

The schools often expected that their kids would come back as better athletes and bring back knowledge to make other kids better athletes, not necessarily better leaders. (Blackshaw, 1988)

Turner (1988) observed that those in the high schools, Principals and physical education teachers, may not have read the selection criteria information.

We felt sometimes that the schools didn’t really understand the role of the camp. They sometimes just grabbed the best athlete or the kid who had disciplinary problems. (Turner, 1988)

In spite of the above, Turner added that while the above-mentioned problem did occur, for the most part there were only a few schools who didn’t understand who they should have been sending.
Fox (1988) observed that the schools were not always supportive of their student representative upon their return to school.

While the kids generally returned enthusiastically, implementing their ideas in the schools was sometimes tough because the schools gave more attention to intra varsity sports than to intra-murals. (Fox, 1988)

Fox felt that more results could have been achieved in the schools.

The effect of the program on the students as leaders was probably a lot greater than the effect on their leadership within the schools. (Fox, 1988)

While, according to Turner (1988), it was not expected that every student was going to have a significant impact on their school upon their return "...there were lots of kids who did." (Turner, 1988)

**External Stress**

It was discovered through the interviews that the counsellors were really not aware of any factors of external stress which affected the program. Clearly, however, John Metcalfe (1980) who may have shielded his staff was very aware of outside pressures.

In 1980, Metcalfe indicated that financial restraints were being considered by the Ministry of Education. All programs including the OSLC, were reviewed at that time with respect to financial need and perceived benefit. This was accompanied by periodic pressures according to Metcalfe to
change the OSLC program to focus more on athletic skill development and the elite athlete. He cited olympic development as the example. This particular pressure surfaced in previous periods of growth and development which have been presented in the analysis.

Metcalfe (1980) also referred to the pressure to acquire staff for the OSLC, not particularly for the counsellors themselves, but with local provincial school boards.

Some local Board of Education people feel negative about supplying their teachers to a provincial program. They want remuneration for these people as supply teachers. The OSLC budget could not handle this. (Metcalfe, 1980)

Local school board pressure will become an even more significant source of external pressure in the final stage of analysis.

**Internal Stress**

The most significant internal pressure which took place during this stage involved the counsellors. John Metcalfe (1980) recalled that occasionally a counsellor was just not right for the Camp or the Camp was just not right for them. Some apparently did not respond well to the length of commitment and the high density living environment.

There is a lot of kidding in high density living which most of the time is a morale booster. Sometimes though, an individual cannot adapt to this which causes tension and results in personality conflicts. (Metcalfe, 1980)
Blackshaw (1988) felt that in the early seventies the program administrators and the counsellors were very class conscious. "The first time I talked to an administrator was when I gave him a report on my kids." (Blackshaw, 1988) Blackshaw also recalled a great deal of internal pressure amongst counsellors.

It was survival for us. Peer pressure was intense. Everything was so impressive. You didn’t dare make a mistake or they would cut your head off. (Blackshaw, 1988)

Bob Turner (1988) also experienced the pressure as a counsellor and as a program administrator.

There was a fair amount of pressure at the point that you became Program Coordinator. Many in this position were completely out of character. (Turner, 1988)

Turner explained that the pressure was often self induced because of the tradition of the camp which was intimidating. Staff were often nervous and afraid that something was going to go wrong. "You are dealing with the best kids and hand picked teachers ...you just couldn’t foul up in that situation." (Turner, 1988) He recalled that competition between Counsellors wasn’t really in evidence, it was competition with yourself.

You were so ready and hyped to do a good job. It wasn’t a competition to outdo anybody else, you just had to outdo yourself. You had to do your best every day. (Turner, 1988)

When I first started it was really tough. By the time the month was over, you were totally exhausted. It was a labour of love. People were ready to get home. (Turner, 1988)

Turner stated that during his seven-year tenure at the camp, he did not take one summer off. "By the time my OSLC experience ended, I looked forward to getting on to something different, a new format, a different set of rules." (Turner, 1988)

Metcalfe (1980) and Blackshaw (1988) remembered that counsellors were also concerned about the salary they were being provided. This was a problem Helen Gurney had faced in the previous stage of growth and development.

Staff salaries were a problem in terms of the commitment of time. Teachers could make better money teaching summer school or at sport camps. (Blackshaw, 1988)

It has been mentioned previously that there were cases where the right student was not selected to attend and this resulted in internal pressure. Bob Fox (1988) was aware that there were schools who sent a top athlete with disciplinary problems. "The schools would think the camp would be good for him, to acquire discipline, but when the student got there, he just wouldn’t fit in." (Fox, 1988)

Turner (1988) indicated that there was intense competition athletically amongst the students which at times resulted in pressures on the students to perform. For the most part, however, he felt that the competitive aspect was beneficial as the students usually responded by participating
to the best of their abilities in both athletic skills and in organizing events and tournaments.

**Conflict**

Conflict resulted in 1975 with the changing of the name of the Ontario Athletic Leadership Camp (OALC) to the Ontario Student Leadership Camp (OSLC). In 1972, Helen Gurney (1988) indicated that the Minister of Education, Tom Wells, supported the investment in the growth of the OALC facility. He hypothesized, however, that the benefit of the program through athletics as a medium could be expanded to include other mediums and other programs. "Wells said, why aren’t we trying something in the arts." (Gurney, 1988) As a result of this foresight, several other programs were initiated. The use of the site was extended to include leadership programs through the mediums of music, students’ council, French language, occupational, vocational and multiculturalism. Because of this growth in the number of programs, according to Gurney (1988) and Metcalfe (1980), the name OALC was not viewed as one which was reflective of the overall use of the site. The word "Athletic" was replaced by "Student" to address the variety of student leadership programs which were incorporated during this era.

Predictably the removal of the word "Athletic" caused some concern within the ranks of those who had been involved with the OALC prior to 1975. Jack Long, who left the program
in 1972 but who remained in contact with those involved after
the 1975 name change, indicated that "...the OALC program
directors and counsellors didn't like the change in name
because of the other programs... they were appalled, it was
not accepted." (Long, 1988) Long also noted, however, that
"...it had to happen sooner or later... times change and we
had our time." (Long, 1988)

Bob Issell who was an instructor at the OALC from 1968 to
1970 didn't like the idea of other individuals using the camp
for purposes other than those which were athletically related.
"I didn't like it when it changed from OALC to OSLC. The
athletic leadership emphasis was important to me." (Issell,
1988) Sandy Blackshaw (1988) felt that "...the conflict which
resulted from the name change was really a simple resistance
from the old guard to maintain tradition." (Blackshaw, 1988)

Marilyn Parkinson (1988), an instructor from 1962 through
1965, noted that the introduction of other programs provided
more opportunities of teaching leadership. "The athletic
program was still leadership, but I think it was recognized
that it was a tremendous opportunity to provide leadership for
kids in other areas." (Parkinson, 1988)

Helen Gurney (1988) and John Metcalfe (1980) agreed with
Parkinson's observation. They recalled that justifying the
investment in the development of leadership for students was
a constant challenge. Expanding the number of programs
created benefits to those experiencing the program through
means other than through athletics.

Metcalf (1980) articulated that funding for the OSLC became a recurring challenge in the late seventies and early eighties. The diversification of the OSLC increased his bargaining power when justifying his requests for funds. In spite of the situation, however, funding in the latter stages of this period of growth and development became a considerable source for concern.

I was very much aware that funds were slipping away from the camp. I couldn't create funds like Helen (Gurney) did so I used the money I had very stringently.
(Metcalf, 1980)

Turner (1988) remembered that there was always the feeling that there was going to be a reduction of funds from year to year. "Funds became very tight in the early eighties ... one example being that there was not always enough food for everyone because everyone was reduced to one serving."
(Turner, 1988)

As evidenced in earlier stages of growth and development, the high schools were not always familiar with the purpose and accompanying goals of the camp. As a result, some schools selected the best athlete or a student who they felt required discipline. Some schools apparently did not provide a supportive environment for the student upon their return.

The counsellors raised several issues of conflict during this period. The one-month commitment was difficult to endure for many. Time off during their commitment was also an issue.
of concern. The remuneration was viewed as minimal and there was constant stress placed upon the counsellors, in many cases by themselves, to perform to the best of their ability.

Finally, a very serious source of conflict came from some of the local school boards throughout the province. Local board of education personnel were no longer supportive of providing their teachers to a provincial program.

**Change**

In 1975, the OALC was changed in name to the OSLC. While camping skills were eliminated from the prescribed goals, the name change did not involve, at this time, a change in the word Camp. Traditionalists of the OALC were for the most part unsupportive of the name change but most generally regarded the name change as an enhancement of the site usage and as a progressive movement.

In the early stages of this period, efforts to attract more athletically inclined students to the program were introduced. Students were no longer required to be in the upper academic two-thirds of their class. These efforts were discontinued in the latter years. "Now the kinds of participants OSLC gets are the kinds that should be there." (Metcalfe, 1980)

To keep up with the physical site, two full-time maintenance men were assigned to the site. These incumbents were assisted by eight summer student workers.

In the boys' program, an enhancement of the athletic
skills option program took place. Boys could select all five athletic skills activities.

John Metcalfe (1980) allowed more input from the counsellors into the operation of the program and according to the counsellors, improved the overall communication lines within the administration of all operations. He also introduced more preparation time and time off for the counsellors to reduce tension, strain and fatigue.

Trends

As mentioned in the External Stress section of this period of growth and development, John Metcalfe (1980) became aware that financial restraints within the operating programs of the Ministry of Education were being considered. "Cutbacks in financing would be disastrous." (Metcalfe, 1980) The OSLC fell under review with respect to financial need and perceived benefit to the educational mission of the Ministry. Metcalfe was cognizant of the fact that funds were becoming scarce and that the future of the OSLC may be in some jeopardy.

The financing of the OSLC and the accompanying negativism of some of the local board of education authorities combined to form the most alarming trend in the latter stages of this period. This trend would form the basis for continuation and justification of the OSLC for the future.
CHAPTER VIII
DECLINE STAGE: 1983 - 1988

This final stage of growth and development is perhaps the most controversial. It will be discovered that a significant change in administrative structure at the Ministry of Education level occurred. Within this restructuring, the name of the Ontario Student Leadership Camp (OSLC) was changed again and the purpose and accompanying goals of the program were re-evaluated. The emphasis on the program as a centre for the development of leadership skills became increasingly apparent as did the continuing pressure on the Ministry of Education to justify the OSLC program.

Considerable conflict occurred during this era. Many changes were considered. It will be discovered that the very future of the OSLC was challenged and the program itself became quite controversial. Could the program continue in its efforts to provide an exceptional opportunity for young students? Should it be totally revamped or would approximately forty years of growth and development be halted?

This final stage will detail the efforts to enhance the program, the resultant controversy and will lead us to the point where recommendations for the future will be of utmost importance.

Purpose

The purpose of the OSLC in this stage of growth and
development continued to be focused on the development of leadership skills through athletics. According to Bryant (1988), however, "...the philosophy and thrust of the program has been to get away from the term camp." (Bryant, 1988) So much so that for the second session in August for boys in 1983, the name of the program, the Ontario Student Leadership Camp (OSLC) was changed to the Ontario Student Leadership Centre (OSLC). Bryant emphasized that the OSLC is "...simply an extension of the school as a learning situation where one is learning to develop one's leadership." (Bryant, 1988)

Paul DeSadeleer, (1988) Ministry of Education Officer-Student Services qualified the purpose of OSLC in this way:

To teach secondary school students, student leadership skills. We emphasize the teaching of leadership skills and all that it entails so that the students go back to their schools and put into practice what they have learned. (DeSadeleer, 1988)

DeSadeleer added that the major emphasis in this stage of growth and development "...has been to get away from athletic skill development to the more generic teaching of leadership skills such as chairing meetings, listening and communication skills." (DeSadeleer, 1988)

As a student participant in 1986, Steve Diakowski (1988) stated that the purpose of OSLC was "...to develop leadership skills through the medium of athletics." (Diakowski, 1988) He felt that organizational and motivational leadership skills were the areas accentuated most thoroughly.

Mike Galasso, a student leader in 1983 summarized what he
felt the central purpose of the OSLC to be

From a leadership perspective it educated us in the area of physical education and the development of leadership skills which we could bring back to our schools to implement. (Galasso, 1989)

While the medium of athletics continued to be used as the instrument for the development of leadership skills, according to Bryant (1988) the actual athletic skills program became less accentuated. Rather, the emphasis on personal leadership skills was viewed by Bryant as most important.

Goals

In 1984, the goals of the OSLC were circulated in a policy memorandum from the Deputy Minister of Education to Directors of Education as follows:

The programs develop student leadership potential by emphasizing positive interpersonal relationships, problem-solving, decision-making and effective communication skills. These skills will be developed through involvement in programs related to musical, athletics, student government, multiculturalism and other authorized subject areas. Students will be encouraged to apply their improved organizational, administrative and serving skills in their local schools. (Fisher, 1984)

Hyalie Bryant succeeded John Metcalfe with responsibility for the OSLC in 1983. When asked to identify the goals of OSLC, Bryant (1988) stated that there were five major goals of the OSLC.

1. To provide a facility which can be used in very diverse ways to develop leadership. In this case through athletics.
2. To facilitate the growth and development of leadership abilities among individual participants to include: oral and written communication; problem solving; decision-making; organizing; responsibility; interpersonal relations; cooperation; self-confidence; officiating; and intramurals.

3. To provide an opportunity for the professional development of staff.

4. To concentrate on the individual student leader towards the development of better citizens in the community.

5. To provide the schools and local school boards a direct service by producing leaders from students chosen by the schools to return to their schools and assist and improve the schools program. (Bryant, 1988)

Blackshaw (1988), a counsellor, noticed the emphasis on leadership which occurred during this era. "Competition is fierce and the pride in winning hasn’t changed but the focus now is on leadership, decision making and public speaking." (Blackshaw, 1988)

Diakowski (1988) recalled as a student leader that specific goals of the OSLC were not directly outlined to the participants.

The goals became obvious. We realized that we were supposed to do things independently. This helped us gain confidence and we learned how to work with other people. (Diakowski, 1988).

Diakowski (1988) also noticed that because of the strict rules regarding dining room procedures, lights out, boundaries, etc. the students learned to develop self-discipline. "I’m sure this was one of their goals, and although we didn’t always realize what was happening, the process worked." (Diakowski, 1988).
Galasso (1989) remembered his OSLC experience as physically challenging. "The goal of the program was to show to us as people that we could do a lot more than we thought we were capable of doing." (Galasso, 1989) He felt that there was a definite emphasis on athletics and particularly on competition. "You need a competitive environment to really have a true to life leadership situation." (Galasso, 1989)

**Organizational Design**

**Situation: Structure, Task, Control**

In 1983 the organizational structure of the OSLC changed significantly. The former Educational Exchange and Special Projects Branch was re-named the Education Liaison and Exchange Branch. The revised organizational structure is displayed in Figure 15.

John Metcalfe (1980) who had been the Chief Education Officer with associated responsibility for the OSLC, was replaced by Hyalie Bryant in 1983. Bryant (1988), however, the Education Officer-Student Leadership, did not report to the Director of the Branch. He reported to Paul DeSadeleer (1988) Education Officer-Student Services.

Two additional positions were appointed for the actual on-site operation of the OSLC, primarily because the Program Consultants from the regional Ministry offices were no longer involved after 1982. The first addition was a Program Director position which was created with overall management
Figure 15. Ontario Student Leadership Centre (OSLC) Staff Structure, 1983-1986 (Bryant, 1988)

*MGS - Ministry of Government Services responsible for the OSLC site maintenance, repair, capital funding and food services.
responsibilities for the site. The Program Coordinator position continued but rather than have management and responsibilities for the site, the incumbent was assigned general administrative duties. Three Assistant Program Coordinators continued, however, one was assigned to the Hillside site and one to the Lakeside site. The third remained responsible for aquatics.

The second additional position appointed was another Senior Counsellor. One Senior Counsellor was responsible to Hillside and one to Lakeside.

According to Bryant (1988), the organizational structure described above and displayed in Figure 14, remained in effect until the completion of the 1986 OSLC program. When the new structure began in 1983, Bryant (1988) justified the expanded on-site personnel in terms of the twenty-four hour commitment of staff and in terms of professional development.

One must remember that the students at OSLC are residential (24 hours per day) during the course and that their health and welfare is the responsibility of the staff. The staff, most of whom are accustomed to working the regular school day, find the responsibility stressful. (Bryant, 1988)

The administrative levels within the OSLC organizational structure provided various opportunities for the incumbents to experience the duties and responsibilities of administration, which Bryant viewed as highly developmental. "The learning process was a positive experience and added greatly to the continuity of each course." (Bryant, 1988)
In 1986, the structure of the OSLC was reorganized for implementation in the 1987 program year. While the former structure attended to the twenty-four hour stressful commitment of staff and provided professional development opportunities, there were still several problems. According to Bryant, the duties and responsibilities of each incumbent tended to be overlapping from position to position to ensure teaching of the incumbent rather than ensuring that responsibilities were carried out. Bryant observed this process as highly inefficient. He also observed that the ladder effect from counsellor to director through each position provided continuity but "...due to the structure, individual incumbents were required to follow the book and little initiative was realized in program change." (Bryant, 1988) Also, Bryant recalled that the ladder effect, where the incumbent assumed they would automatically move up the next year, was a concern when several such automatic promotions were not realized.

Most important, the structure was revised because of economic difficulties. The Ministry of Education according to Bryant (1988) had been in the process of assessing the operation of OSLC. He stated that the Ministry’s objective was to provide leadership courses to the maximum number of students at the most reasonable cost. Bryant revealed that from 1983 to 1986 the OSLC budget had been frozen and that for the 1987 program year no additional funding was anticipated. Subsequently, DeSadeleer (1988) and Bryant (1988) under
considerable financial pressure, concluded that economics and the continued concern for budget expenditures had to take precedence over the professional development of individual staff members in the various administrative functions. Figure 16 displays the revised organizational structure of the OSLC which was implemented in 1987 and remains in effect today. Essentially, the former program coordinator position was combined with the program director position and both of the senior counsellor positions were eliminated. The three assistant program coordinators were assigned as program coordinators; one with administrative responsibilities; one with land programming duties; and one for all aquatics activities. These three positions assumed the duties of the former senior counsellors. Job descriptions for the program director and coordinators are included in Appendix J.

The appointment of counsellors became the responsibility of the program director in 1983. This system was significantly different from former years when counsellors were appointed by Helen Gurney, then John Metcalfe, the Chief Education Officer. The program director relied on the OSLC staff recommendations when appointing new counsellors. As evidenced in Figure 14, the number of counsellors was reduced to sixteen for each two-week course in 1983. Eighteen counsellors had been appointed prior to this date. In 1987, the term counsellor was placed by Teacher/Facilitator. In 1987, the number of teacher/facilitators was reduced to fourteen and in 1988, as
Figure 16. Ontario Student Leadership Centre (OALC) Staff Structure, 1987-1988 (Bryant, 1988)

*MSG - Ministry of Government Services responsible for the OSLC site maintenance, repair, capital funding and food services
Figure 16 indicates, the number of teacher/facilitators was reduced to 12.

Concurrent with the reduction in the number of instructional staff members, the number of student leaders was also reduced during this period. Prior to 1983, 216 students were admitted to both boys' programs in August and to both girls' programs in July. In 1983, student numbers were reduced to 192; in 1987 to 168; and in 1988 to 144 (Figure 17). The reduction of staff and students during this era occurred primarily because of restricted funds. Funding will be reviewed in latter sections of this chapter.

The selection process for students during the years 1983 to 1988 remained very similar to the process employed in the previous period of growth and development. Bryant (1988) indicated that criteria associated with student selection continued to include athletic ability, age, satisfactory academic progress and demonstrated leadership potential.

According to Bryant (1988) on-site maintenance, repairs and renovations were transferred to the Ministry of Government Services in 1983. The Ministry of Education continued with the responsibility for the actual program but lost control of the OSLC site maintenance. This structure was similar to that experienced between 1965 and 1971 and resulted in the same inefficiency which took place during that particular time. Again, funding was the reason for the division of authority for site maintenance.
<table>
<thead>
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<th>Girls</th>
<th>Total</th>
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</thead>
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<td>192</td>
<td>384</td>
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<td>168</td>
<td>336</td>
</tr>
<tr>
<td>1988</td>
<td>144</td>
<td>144</td>
<td>288</td>
</tr>
</tbody>
</table>

Figure 17. Ontario Student Leadership Centre (OALC) Student Leaders, 1983-1988 (Bryant, 1988)
Bryant (1988) confirmed that one nurse continued to provide health services and two secretaries assisted with clerical duties during this period.

In terms of task, the size of the OSLC site remained at 175 acres, and now through the Ministry of Government Services, continued to require continual maintenance and repair. The food services catering agreement was also tendered annually by the Ministry of Government Services.

The program curriculum was altered considerably during this stage. From 1983 to 1986 the length of each program continued at fourteen days. As in previous years, swimming and one officiating course were mandatory. Three athletic skills courses were chosen by the participants. In 1987 and in 1988 the program was reduced to twelve days. According to Bryant (1988) and to Blackshaw (1988) the program content was relatively unchanged after the two-day reduction with the major exception being one athletic skills course was dropped and replaced by a morning leadership development activity (LDA).

The twelve-day program was composed of the arrival day, eight regular days, two special days and the departure day as outlined in Appendix K. The arrival day was devoted primarily to the registration of the student leaders and to orientating the participants to the rules and regulations of the centre. Mike Galasso (1989) stated that "...there was a real emphasis on rules and regulations in the beginning. It was very clear what you could and couldn’t do." (Galasso, 1989) A regular program
day included four athletic skills periods, three leadership development activities (LDA) or special topic programs, one tournament and three free time periods one of which was a recreational swim. The changes implemented increased the LDA focus significantly as well as the amount of free time as compared to the curriculum of the previous stage. The two special days were directed primarily at leadership development activities. This was a direct approach at reducing athletic skills time and enhancing leadership skills such as communication, organizing and the promotion of intramurals.

The final day program included four athletic skills periods, a tournament between student leaders and teacher/facilitators and climaxed with the traditional Couchiching Breakdown where all student leaders were led by a program coordinator in a series of calisthenics and loud chants.

It is worthy to mention that several activities of significance which occurred over the twelve-day period included circuit and relay games, several staff-student campfires, a student skit night, visitor’s day, a chapel service, a Terry Fox run and a staff-student lobball and football game.

A very important meeting between cabin leaders and the program staff took place on the eleventh day. At this meeting, students were provided the opportunity to voice positive aspects of the centre as well as constructive criticisms.

The program banquet scheduled on the last evening was an emotional event where cabin leaders gave a short address,
student leaders were presented with an OSLC badge and certificate and Hyalie Bryant, Education Officer-Student Leadership, addressed the group.

As witnessed during the August 16 and 17, 1988 site inspection, the writer observed that the daily schedule of programs was similar to a secondary school, however, evening sessions were also an integral part of the twelve-day course. In assigning students to cabins every effort was made to house students from different schools with students from different parts of the province. Each cabin had its own teacher/facilitator with whom students were encouraged to communicate and to develop a rapport.

Teacher/facilitator instructional methods and lesson content within the framework established for assigned programs were a matter of personal preference, organization and teaching styles. However, a focus on leadership was introduced and maintained. Carryover to leadership situations for the leaders to return to their schools were regularly identified and highlighted.

In most athletic skill classes, students were expected to take their turn at presenting a skill and at leading an activity. The objective of the classes was not to acquire better athletic skills but to acquire expertise in organizing, directing and teaching others. After the class, the Leader’s efforts were evaluated by their fellow student-leaders.

A Leadership Development Activity (LDA) was scheduled for all Leaders three times each regular day and for two full special
days. In LDA sessions, practical experiences involving unique and creative ideas which could be introduced in the school program were implemented and evaluated. Various types of tournaments, club activities, school spirit, communication and duties of various student organizations were some of the topics discussed.

The theme of the classes and activities according to Bryant is "...providing the challenge of a new experience in situations where success and failure are judged only in terms of what is learned from the experience." (Bryant, 1988)

Towards the end of the course students met individually with their teacher/facilitator for a personal evaluation of their activities. An activity report on each student was completed for the student’s home school.

When asked about the program curriculum, Steve Diakowski, a student leader in 1986, recalled the emphasis placed on the development of one’s leadership potential.

We were told as soon as we got there that we were there because of our leadership potential. The program staff said that they would develop our potential so we could return to our schools and organize events, coach and officiate. (Diakowski, 1988)

Diakowski (1988) used the example of the LDA sessions as a sign that student leaders were encouraged to develop their leadership skills.

In organizing tournaments our cabin counsellor had very little do with the actual plan. He did, however, observe and listen, then we would be evaluated by all in a constructive way. (Diakowski, 1988)
Galasso agreed with Diakowski.

The leadership situations (LDS) were left up to us. The classes accentuated learning how to organize an event and how to implement it back in the schools. (Galasso, 1989)

Diakowski also stated that while there were several athletic skills periods each day, students were not graded on their athletic ability. "More emphasis was placed on teaching us how to do certain drills, warm-ups, officiating, etc. so we could help others in our school." (Diakowski, 1988)

Diakowski felt the program was very rigid and highly organized.

We had heard it was tightly run but we were surprised when we got there just how tight it was. For the most part, once we got used to the rules and the ways of the centre, we accepted it. (Diakowski, 1988)

Galasso (1989) felt the curriculum was very regimented. The rules were laid out and you didn’t question it. Two guys did and were sent home. The whole day was booked solidly. When that bell rang, you moved. (Galasso, 1989) Galasso agreed with the highly organized schedule and the rules and regulations.

There were a few who found the program emotionally and physically exhausting, but for the majority, it really taught us to be highly disciplined. (Galasso, 1989)

Blackshaw (1988) stated that compared to the 1970’s "...the centre is much more humane now with mixing of students and staff, more free time and greater student input." (Blackshaw, 1988)
Both Blackshaw and Diakowski (1988) confirmed that student leaders were given a great deal of opportunity to provide input particularly in the LDA and frequently during athletic skills sessions. Blackshaw confirmed the development of the leadership theme within the program.

The leadership theme has been enhanced as the medium for the program as opposed to athletics skills since 1983. The student may become a better athlete but one is supposed to become a better leader so one can go back to their school and organize events and activities. (Blackshaw, 1988)

During this era there was no specific definition of leadership stated according to Bryant (1988). Bryant indicated that rather than attempt to define leadership, the program provided continued practice at what leadership was. As an outcome of the program, "...we expect one to take a lead hand and to return to the schools and implement what one has learned." (Bryant, 1988)

Galasso (1989) referred to leadership at the OSLC as a continuum.

Leadership at the OSLC was dependent on the flexibility allowed in the situation based on people and task. From an autocratic to a democratic style, the leader was one who provided guidance. (Galasso, 1989)

In addition to the program described above, a new initiative was introduced in 1988. According to Bryant (1988) and Blackshaw (1988) a pilot program designed to involve selected grade seven students in an integrated/concurrent course took place in 1988 during the second course of each of the OSLC
girls' and boys' programs. Twenty grade seven girls and twenty grade seven boys participated. Under the direction of Sandy Blackshaw, two teacher/facilitators from the elementary school system were appointed to staff this program.

Funding continued to be a source of concern during this era. In 1983 the Ministry of Education, according to DeSadeleer (1988) "...flat lined the budget so that from 1983 to 1986 there were no increases in funding. In 1987 the budget was cut back by twenty percent so that the program was reduced from fourteen to twelve days." (DeSadeleer, 1988) In addition to the reduction in the length of the program, DeSadeleer also noted that two cabins were closed in 1986 reducing the number of student leaders by twenty four. He estimated the 1988 OSLC cost of operations at approximately $200,000 and the cost to each student leader at $85.00.

The entire issue of funding will be dealt with more thoroughly in the Conflict section of this chapter.

Control of the OSLC remained with the Ministry of Education for programming and with the Ministry of Government Services for the physical facility during this period according to Bryant (1988). From an individual standpoint, Bryant (1988) and Blackshaw (1988) felt that the greatest influence of control rested with the Program Director. While Bryant as Education Officer - Student Leadership, was responsible to the Ministry of Education for the OSLC he did not take part to a great extent with the actual program. He was actually only on-site for the
final afternoon and evening of the programs.

The program director is the key person. I expect that they are going to produce, find staff and support the objectives asset down by the Ministry of Education. (Bryant, 1988)

Individuals and Groups: Role, Responsibility, Behaviour

Under the direction of the Ministry of Education according to DeSadeleer (1988), Hyalie Bryant was advised not to spend as much time on the OSLC site as John Metcalfe had done prior to 1983. This decison resulted in some concern as will be evidenced in the Conflict section of this chapter, but even though Bryant (1988) spent little time on the site, according to Blackshaw (1988) he was responsible for a number of improvements and changes.

Hyalie Bryant had to work with the Ministry of Government Services to improve the appearance and upkeep of the facility. He wanted it spruced up and seemed to find money that John Metcalfe never could. (Blackshaw, 1988)

Blackshaw stated that Bryant brought a greater influence on student leaders to the centre.

Hyalie Bryant had never been at the OSLC and had never worked as a counsellor. He saw an altogether new potential for student leadership. He developed a new structure, brought in new uniforms for the staff, increased staff remuneration and changed the name of the place from camp to centre. (Blackshaw, 1988)

Ted Murphy who had been a Program Consultant to the Ministry of Education and who was mentioned in the previous chapter, was assigned to teach Blackshaw to assume responsibility for the directorship of the OSLC.
Ted Murphy trained me in 1983 and in 1984 to become the director and that's when we stopped calling the site a camp. A lot of counsellors, including Ted, did not like the change from camp to centre. (Blackshaw, 1988)

According to DeSouza (1988), the 1988 Program Director, and to McIntyre (1988) the 1988 Program Coordinator, it became increasingly difficult to attract counsellors from 1983 to 1986 and teacher/facilitators from 1986 to 1988. They indicated that this was due to a number of reasons including length of commitment, the remuneration, family commitments and opportunities for professional development at other programs such as athletic sport camps. The program director relied on their current staff to recommend new staff to the program.

Bob Fox (1988) was aware that it had become more difficult to recruit staff for the OSLC.

The Ministry of Education no longer have the consultants working in the field. There is a much less structured approach to the selection of staff. Staff apply sometimes because they have heard of the OSLC from someone. (Fox, 1988)

Bob Issell (1988) also stated that "...it has become harder to get teachers. Some only come for the first or the second camp because they have other priorities or want their own free time." (Issell, 1988)

Still, according to Galasso (1989) the counsellors were "...very highly qualified in their fields. They were incredible!" (Galasso, 1989)

The counsellors were excellent without a doubt. They were not generalists like many physical education teachers. They were highly specialized in their fields. They were also good people who handled the cabins really well. (Diakowski, 1988)

It was very evident during the August 16 and 17, 1988 site inspection that the teacher/facilitators were very confident and competent individuals. The writer found them to be very professional, enthusiastic and very caring of the student leaders.

According to Galasso (1989) most of the student leaders who participated in the program were exceptional athletes and possessed leadership potential. "My cabin had twelve incredible athletes, as did the other cabins. They were the cream of the crop from everywhere." (Galasso, 1989). Galasso also indicated that his high school physical education teacher informed him thoroughly about the OSLC prior to his attendance so that he was well prepared. This was not the case for all student leaders.

About five percent of the guys shouldn't have been there. They had poor attitudes, were lazy and didn't care. The schools didn't select them very well. There should be better communication in the selection process to eliminate that five percent. (Galasso, 1989)

Diakowski (1988) felt the regimented daily routine and the rules and regulations were appropriate.

Not many complained because let's face it, it's a real honour to go to OSLC. It's prestigious to go there. The uniform is a real treasure. It was a very valuable experience for me and two of the best weeks of my life. (Diakowski, 1988)
Diakowski stated further that "...for the most part there were no personality conflicts and everyone got along well together. There was competition between the cabins and that brought us closer together." (Diakowski, 1988)

Like Galasso, Diakowski stated that several student leaders were poorly selected. "Two guys got kicked out for shooting arrows at gophers. We talked about it and wondered how they got there in the first place." (Diakowski, 1988)

Diakowski, who was shown the student leader selection criteria by his high school physical education teacher, thought the criteria was appropriate but felt the high schools should have paid more attention to it.

The high schools have to really know the kid they are sending. They shouldn’t take the selection process lightly and make a spur of the moment decision because they may not be sending the best possible person. (Diakowski, 1988)

Diakowski indicated further that if the high schools didn’t take the time to select the best possible person "...then they should not complain when that kid comes back and doesn’t do anything for the school." (Diakowski, 1988)

I think if the school is going to put their trust in you by sending you to OSLC then you should come back and do something for the school. Only the people who have an interest in the school should be selected to go. They should come back and have some responsibility. (Diakowski, 1988)

Blackshaw (1988) stated that while most schools expect that their student representative will return with improved athletic and leadership skills
...some kids sometimes don’t have a clue why they are at the OSLC because the schools that send them don’t know. It’s a secret as to how it operates so perhaps it is not promoted enough by the Ministry of Education. (Blackshaw, 1988)

In spite of the re-occurring difficulty in selecting the most appropriate student, it became apparent during all interviews that the overwhelming majority of student leaders were exceptional individuals who benefited from the OSLC experience and who contributed to their school programs. Diakowski (1988) stated that he acquired improved communication and organizational skills. These skills aided him in his position as president of the school’s athletic association to which he was appointed upon his return to his high school in grade twelve and thirteen.

Mike Galasso (1989) felt that he benefited from the OSLC experience in a number of ways. First, "...I came back in superior physical shape. I was mentally tougher which helped me in a number of competitions where the old Mike Galasso would have quit." (Galasso, 1989)

Second,

I benefited in leadership skills, people skills, communication and listening skills. Particularly in a group session I learned when to take the initiative and to get things organized and moving in a productive direction. (Galasso, 1989)

Thirdly, Galasso stated that following his OSLC experience, he became heavily involved in his high school athletic association and organized a number of group activities which were warmly received by the students.
External Stress

The most significant sign of external stress which took place during this period of growth and development came from the local school boards throughout the province. Bryant (1988) indicated that the local school boards would at times not be supportive of supplying their teachers for the OSLC without compensation from the Ministry of Education.

The school boards were concerned about continuing to pay teacher salaries while their teachers were at the OSLC receiving an honourarium. The school boards felt that the Ministry of Education was operating the OSLC under their own objectives so the Ministry should compensate the boards for teacher salaries. (Bryant, 1988)

Bryant also stated that the local school boards refused to allow teachers to partake in the OSLC program for professional development purposes.

There is pressure from the school boards to allow staff to take part. Two teachers in the last five years were denied by their boards because they had been at the centre for several years and their boards felt further professional development was not needed or would in fact occur. (Bryant, 1988)

Bryant added also that local school boards want to be a part of the selection process for teachers/facilitators.

The boards want to be given the selection criteria from the Ministry and select their own designate to teach at the OSLC. (Bryant, 1988)

While Bryant stated that more involvement from the local school boards would be appreciated, he did not feel the selection of staff by the boards would be appropriate.
It would be very difficult to administer and be consistent because the board may send a skills person who doesn't necessarily meet the leadership qualities the Ministry is looking for. The Ministry must also have the authority to ask a teacher to return or not. (Bryant, 1988)

Bryant also indicated that external pressure is sometimes created by high school physical education teachers.

They phone me and say they should be given preference in the number of participants because of the previous athletic tradition and I have to remind them that the other leadership programs in music, students' council, etc. are just as important. (Bryant, 1988)

Bryant admitted that the high schools do not always understand what the purpose of the OSLC is all about. In the past few years he has had teachers phone after their representative student was denied admittance to the OSLC and indicate that they really wanted their student to attend because they were a superior athlete and wanted them to improve athletic performance.

Bob Fox (1988) was aware that it has become increasingly more difficult to attract teachers to the program.

It continues to be an honour to attend but it is difficult to get staff. There has been a development of more selfishness in the profession where teachers want more money, summers off and more family time. This may be due to a little less altruistic society or because of an aging large cohort of physical education teachers. (Fox, 1988)

Blackshaw (1988) stated that it is difficult to get a maximum number of student leaders particularly in the boys' course because of summer employment and because of other
athletic skills opportunities to compete.

From a high school that has found it difficult to select an appropriate student to attend the OSLC, Issell (1988) stated that

The kids are different now. There aren’t many intramurals in our school and there doesn’t seem to be as many leaders. The elite athletes get more chances to travel so the OSLC is not the only opportunity any more. (Issell, 1988)

Diakowski (1988) noted a sign of external stress prevalent in his high school.

Last year we had a total of six people who went to the OSLC and only one of us did something for our school. It’s partially because of student apathy and partially because the opportunities to program are not encouraged by our school. (Diakowski, 1988)

According to Bryant (1988) the high schools or the local boards of education assume the costs for their student representative to attend the OSLC. In Diakowski’s case he paid the $90.00 fee himself.

I think all the schools should pay but when I look back on it, the uniform was worth it and the experience was the best of my life. Maybe I appreciated it more. (Diakowski, 1988)

**Internal Stress**

Bryant (1988) felt that the central source of continued internal stress within the OSLC was the struggle to develop the leadership philosophy as opposed to the athletic skills experience.

It has been a very slow process to develop the aspect of the facility, the group dynamics and the group experiences away from the camping fun times and the athletic skills towards building a
true leadership thrust to the program. (Bryant, 1988)

Bryant felt that because of the athletic tradition of the OSLC many staff members and high school physical education teachers have objected to the change in emphasis to leadership skills.

Now, there is no status between courses. Athletics used to be most important and the other programs just followed. Now, I coordinate and organize the entire program and all courses - music, student council, multicultural, etc. are equal. (Bryant, 1988)

Because of restricted funding from 1983 to 1986 and reduced funding in 1987 and in 1988, Bryant indicated that reductions in the number of staff, the number of student leaders and the length of the program caused significant stress within the operation of the OSLC. Blackshaw (1988) emphasized that the reduction in the length of the course in 1986 from fourteen to twelve days resulted in stress for the teacher/facilitators because there was less time for teaching.

Bryant and Blackshaw noted the pressures from teacher/facilitators for salary increases, more time off and for a decreased emphasis on the regimentation of the program.

It is difficult sometimes to get teachers for the whole month to take part in both programs. This staff turnover means retraining from the program staff is required. (Blackshaw, 1988)

Bryant also noted that internal pressure resulted from the Liberal government's recognition of Ontario as a bilingual society.
While bilingualism at the OSLC is more recognized now, it was not readily accepted in the beginning when we added French names to all the buildings and to our crest. (Bryant, 1988)

Galasso (1989) recalled that there was "...a tremendous amount of peer pressure to do your very best, however, I believe it was healthy." (Galasso, 1989) He also noted that when two student leaders were sent home for not remaining in their cabin after lights out there was some stress amongst the other student leaders.

The next morning they were gone so we realized the program director was pretty serious about the rules. (Galasso, 1989)

Diakowski (1988) also witnessed two student leaders who were sent home for not obeying the rules of the centre. "The guys who got kicked out for shooting arrows at gophers were rambunctious in the LDA sessions but after they left everything was great." (Diakowski, 1988)

Galasso (1989) also observed some stress amongst counsellors.

There was some behind the scenes conflict between the counsellors who went off site during their time off versus those did not. (Galasso, 1989)

Conflict

The major source of conflict with regard to the operation of the OSLC and its continued existence has risen from the Ministry of Education itself and from the local school boards of Ontario.

Paul DeSadeleer (1988) the Education Officer - Student Services for the Ministry of Education provided a very clear
scenario of the background which has resulted in an on-going conflict. Apparently, in terms of the importance and priority of the OSLC, the Ministry of Education has had no argument about the quality of the OSLC program and indeed, was convinced of the positive effect on the students, staff and schools. However, the Ministry also is convinced that other programs within its control such as those for the blind, deaf and physically disabled are of equal importance. From the Ministry of Education's standpoint according to DeDadeleer (1988) "...the problem is whether the OSLC program should remain institutionalized or whether the students should be able to get the same services within their own school boards." (DeSadeleer, 1988). The question of who should deliver education in the Province of Ontario must be addressed.

More and more since 1969 when the school boards were established, the answer to who should deliver education is that the delivery of services no matter what the services, including leadership, is the responsibility of the local board. (DeSadeleer, 1988)

While local school boards had raised several concerns about providing teachers to the OSLC, the conflict as to who should be providing services was created primarily by the Ministry of Education itself.

It is a Ministry of Education political reality that in 1969 a decision was made to amalgamate into large boards to improve the quality of education and that meant that the delivery of services in Ontario is a local responsibility. Trustees are elected and paid at the local level and the government has a provincial responsibility to provide funding. But, the delivery of services in elementary and secondary
school is primarily the responsibility of the local board regardless of what that service is. (DeSadaleer, 1988)

As a result, DeSadaleer confirmed that the Ministry of Education’s role was to encourage and to finance the local boards so that they could deliver services. Because of this theory, DeSadaleer indicated that when he became ultimately responsible for the OSLC in 1983, the Ministry of Education was unsupportive of any initiative to expand the OSLC program and to increase funding. In 1983, the OSLC budget was "flat-lined" (DeSadaleer, 1988) and in 1986 the OSLC budget was reduced. This reduction resulted in a shorter curriculum and fewer student leaders admitted to the program. While the role of the Ministry of Education as a provincial body and the role of the school boards as the local body became more and more defined for programs such as leadership, the question was not the quality of the program, but was who was going to deliver the program. DeSadaleer (1988) indicated that this question has yet to be answered. He stated that while the political theory of who should be delivering services was stated, no one wanted to cut the OSLC program because of its tradition of excellence. No one wanted to go against the political theory of providing local services either.

So there really wasn’t any change made and the OSLC program continued as a Ministry responsibility but the budget was flat lined and then cut back. I suppose everyone thought the situation would solve itself. Now it is coming to a head because under reduced funding it is becoming more and more difficult to provide the OSLC program as it should be provided.
The situation is particularly critical at this point in time because of a change in the government of Ontario. According to Desadeleer (1988) the new Liberal government has a number of new, costly educational initiatives and existing programs are being questioned quite thoroughly as to the benefits they provide in terms of the entire provincial investment in education.

The budget pressure is there. Taxes have already been increased and the Liberal government is looking for sources of funding to finance their new initiatives. The question of delivery then, has resurfaced. (Desadeleer, 1988)

Desadeleer suggested that the solution to the conflict of who should provide the service of leadership and the required funding has not yet been determined.

Maybe there is some optional mode of delivery. If it isn't the provincial body nor the local body, then perhaps there is an option somewhere in between. If someone could come up with that magical solution then the budget wouldn't be such a big item and more kids could be served. (Desadeleer, 1988)

Desadeleer was asked in his interview whether commercialization, corporate investment or fundraising efforts had been considered as an alternative to aid in the funding of the OSIC. He responded by saying that number of alternatives are being investigated but to date no alternatives have been confirmed.

In the meantime we're struggling along trying to maintain the quality with reduced funding and certainly that is causing conflict.
(DeSadeleer, 1988)

DeSadeleer concluded by stating that rather than expanding the program, or serving more students, all efforts were focused on justifying and rationalizing the OSLC in order to maintain the reduced funding which is currently being provided.

Bryant (1988) noted several other issues of conflict with regard to the purpose of the OSLC. He indicated that the high schools argue that their students are not all enrolled in physical education courses and are therefore not able to utilize athletic leadership skills.

My answer to that is athletics is one of the easiest ways to develop leadership. If we are accomplishing our goals then the students should be able to go back to science, art, music or student council and use the skills developed through athletics to help out in these other subject areas. (Bryant, 1988)

Bryant also stated that the high schools are not always familiar with the leadership objectives of the OSLC and select the wrong students or do not support the student when they return to the school.

The problem is that I think there is a lot of misconception at the school level across the province as to the change in our objectives from athletic skills to leadership skills and the expectations that we expect of the student when they go back to their schools. (Bryant, 1988)

Bryant noted that student leaders have indicated to him that the schools are at times unsupportive of their efforts or do not request the assistance of the student leader who has experienced the OSLC program. He felt that not only were some schools unsupportive, but the student leader should be taking more
initiative upon their return.

Bryant also stated that while teacher/facilitators generally expect the student to apply leadership skills when they return to their schools, others feel that "...the students are only going through a module." (Bryant, 1988) and that hopefully the student will follow up in their schools and the schools will ask them. Bryant summarized,

...so I don’t think we’re meeting our objective as well as I’d like to see in this area. Students must follow up and schools must encourage the opportunity. (Bryant, 1988)

Blackshaw (1988) was indirectly aware of the conflict between the Ministry of Education and the local school boards. Blackshaw focused however, on the actual OSLC site. He stated that the counsellors are not supportive of the change in the name of the program from Camp to Centre.

We explained that the OSLC was not a camp but a leadership centre. The counsellors, particularly the traditionalists, had a very hard time accepting the name change. (Blackshaw, 1988)

Blackshaw also noted that because of limited funds, providing the proper equipment and replacing aging, worn equipment was not always possible.

**Change**

The emphasis on leadership skills in a number of course programs in addition to the athletic program resulted in the change in the name of the site in 1983 from the Ontario Student Leadership Camp to the Ontario Student Leadership
Centre. Accordingly, while the medium of athletics continued to be used for the development of leadership skills, the actual athletic skills program became less accentuated (Bryant, 1988). The emphasis on personal leadership skills was viewed as most important.

Structurally, a number of significant changes took place during this period of growth and development. The former Educational Exchange and Special Projects Branch was changed to the Education Liaison and Exchange Branch. Under the responsibility of the Education Officer-Student Leadership, the on-site OSLC administrative structure was re-vamped to include a program director, a program coordinator and three assistant program coordinators. An additional senior counsellor was also appointed. This structure was streamlined in 1987 when three positions were eliminated, the program coordinator and the senior counsellors. The assistant program coordinators were appointed program coordinators. (Figure 14 and 15) Counsellors were also renamed teacher/facilitators in 1986.

Teacher/facilitators were selected by the program director as opposed to the former method which saw the appointment of these incumbents by the chief education officer. The number of teacher/facilitators dropped from eighteen to twelve during this period primarily because of a reduced number of student leaders which was introduced because of restricted funds. Student leader numbers fell from 216 to 144 per two-week session during this time.
The Ministry of Government Services became responsible for the physical facility in 1983. This division of maintenance versus program authority resulted in a great deal of inefficiency similar to that experienced in 1965 through 1971.

As far as the curriculum was concerned the fourteen-day program from 1983 to 1986 was reduced to twelve days in 1987. One athletic skill course was replaced with a morning LDA period also in 1987. Swimming and officiating continued to be mandatory while all other athletic skills courses were elective. The curriculum was heavily geared to enhancing leadership potential in such areas as organizing, communication skills, and meetings skills. An increased emphasis on staff-student interaction also took place during this period. Students were also given a much greater opportunity for input into the program. As opposed to John Metcalfe who was on-site throughout the curriculum duration, Myalie Bryant rarely visited the site.

Counsellors and teacher/facilitators became increasingly more difficult to attract to the program during this period because of the length of the commitment, the remuneration, family commitments and because of other summer professional development opportunities.

There continued to be a small percentage of student leaders who were not selected with care by the high schools. This ongoing problem seemed to be the result of a lack of interest by a few of the province’s high schools.
The most significant change which occurred in 1983 and resulted in the most conflict was the restriction of funds. From 1983 to 1986 funds were frozen and in 1987 and 1988 funds were reduced. Funding became a major concern because of the debate between the Ministry of Education and the local school boards as to which party should be providing services including leadership skills.

Trends

Based on the recommendations of the senior staff for the OSLC, several trends developed as a result of this final stage of growth and development. These trends will lead us to the final chapter in the thesis discussion, conclusions and recommendations.

Bryant (1988) felt that in general the high schools really did not understand the purpose and the accompanying goals of the OSLC. While the application material clearly stated the purpose, goals and selection criteria for the OSLC, the schools may not have read the material and subsequently misunderstanding occurred. Bryant suggested that the OSLC must be promoted more vigorously and that a more complete follow-up in the high schools to determine the actual student outcomes must be administered. He suggested that a follow-up be done by members of the OSLC staff because the Ministry of Education is not capable of follow-up from a human resources standpoint. He also suggested that surveys to school principals and OSLC student
graduates should be completed on an annual basis to analyze results of the OSLC experience.

Blackshaw (1988) agreed that "...follow-up studies must be done to determine what the students actually do and in fact to check if they do become better leaders." (Blackshaw, 1988)

Blackshaw echoed Bryant’s feelings about the promotion of the OSLC.

There should be more promotion of the OSLC throughout the province. Perhaps through the media. Also, better instruction to the schools as to what the program is and what kind of student the OSLC wants must be done. (Blackshaw, 1988)

Bryant (1988) admitted that funding concerns for the OSLC must be addressed. Further, it must be decided who is going to provide the service. He also speculated on several future trends which could be addressed.

First, he suggested that the OSLC operate as an educational leadership centre for students from elementary school through university levels. He felt that leadership skills should be taught earlier than grade eleven and enhanced throughout one’s post secondary education.

Second, Bryant suggested that the OSLC should provide leadership course training for high school teachers who could in turn, be more effective teachers of leadership to their students in their own skills.

Third, a course should be introduced to provide a model school situation "...for students who are having difficulty realizing that learning can be fun." (Bryant, 1988)
Fourth, regular OSLC courses should include national and international students.

Fifth, coordinate workshops, conferences, seminars and immersion programs for members of the entire educational and business community.

Sixth, Bryant feels the site could be operated throughout the year for not only educational purposes but for commercial purposes such as recreational activities which would create new sources of revenue.

The enthusiasm, positive nature and foresight of Bryant and the developmental trends for the future which he suggests are commendable. Realistically, though, the most critical issue is to address the current conflict of funding and the associated responsibility for providing the service whether it be the Ministry of Education, the local school boards or another party. There is significant pressure to come up with an acceptable solution and to date, one has not yet been found.

DeSadeleer (1988) perhaps, pointed out the most identifiable trend for the continued operation of the OSLC.

We have been guaranteed for one more year, but unless we come up with an acceptable solution, OSLC will have come and gone and had a forty-year history and then that will be the end of it. (DeSadeleer, 1988)
CHAPTER IX
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter addresses the statement of the problem and the related questions posed in Chapter I. Recommendations for the future of the OSLC are proposed as well as recommendations for future research.

Discussion and Conclusions
Statement of the Problem

The purpose of the study was to investigate and to analyze the organizational growth and development of the Ontario Student Leadership Centre (OSLC) from 1948 to 1988. Through investigation and analysis it was determined what growth, development, conflict and change took place, why these conflicts and changes occurred and how they were managed.

Related Questions
Related Literature

Has the growth and development of the OSLC been representative or characteristic of styles noted by Katz and Kahn and Stogdill?

It is quite evident that the growth and development of the OSLC from 1948 to 1988 was representative of an open system (the relationship of the organizational structure with its supporting environment) characterized by several stages of growth noted by Katz and Kahn (1978).

The Primitive Stage, 1948-1953, was so named because it
characterized common people with an identifiable purpose working together for the same cause. Environmental pressures addressing the needs and abilities of the population occurred when the Ontario government wished to divorce professional sport from student sport and athletics. There also existed dissatisfaction with physical education in the schools. The department of education was therefore directed to provide a worthwhile student program at the Lake Couchiching site. Subsequently, the "Organization Policy of Summer Programme at the Ontario Athletic Training Camp" (Wright, 1948: Appendix A) became the benchmark for the original development of the Ontario Athletic Training Camp (OATC). The purpose, "...to develop qualities of leadership in selected secondary school pupils by means of athletic training courses" (Wright, 1948: Appendix A) was supported by goals which were formulated to meet the desired purpose. Shared values therefore were very evident.

An organizational structure was established which focused primarily on providing a curriculum which would produce the desired results. Production was in the form of trained leaders and service was to the high schools and local communities. Task requirements therefore, were established.

Funding was initiated through the Ministry of Education for the first time in the Primitive Stage, 1948-1953.

Towards the end of the Primitive Stage, it was realized that the focus of the OATC was on athletic skills as opposed to
leadership skills. The program methods were autocratic and there was a lack of consistent and effective coordination of roles because of the confusion in the minds of the instructors as to the purpose of the OATC.

The staff planning conference (McCutcheon, 1953) proposed changes in the task requirements including the goals of the OATC; the name of the camp; the selection process for students; the program curriculum; financial matters; equipment and facilities. The demands of the people were addressed by suggesting more input from staff through additional meetings and an effort to improve staff and student relationships.

The Primitive - Stable Stage, 1954 to 1960 brought about efforts to solve the confusion which existed as to the purpose of the OATC. The OATC remained in a primitive mode because the purpose of the camp was not being met. Also, the stated goals which accentuated athletic skill development were not supportive of the purpose to develop leadership.

Although the development of the OATC remained in a rather primitive stage, efforts to stabilize the organization took place. The name of the program, OATC was changed to the Ontario Athletic Leadership Centre (OALC) to better represent the purpose of the program. The goals of the OALC were revised to emphasize the development of leadership.

A new Camp Director assumed control of the OALC who possessed excellent human relations skills. The authoritarian routine, the decision making process and the established rules
and regulations were in question. As a result during this stage, considerable energy was expended to define tasks and to develop a maintenance structure. The intent of a sound maintenance structure according to Katz and Kahn (1978) is to keep track of rules, familiarize new members into the system, to administer rewards and to impose sanctions. The maintenance structure mediates between the demands of the people and the requirements imposed by the job or task at hand. Individuals and tasks are therefore addressed.

The number of instructors and students rose in this period. An academic criterion was added to the student selection process. Evaluation of the student leader by their principals was instituted. The curriculum was more thoroughly developed with an increased emphasis on student involvement and practice in teaching method and leadership skills. Instructors were encouraged to establish closer relationships with their students.

Finally, in 1959 the OALC site was expanded by 100 acres to accommodate additional facilities.

Because of the efforts to establish a maintenance structure in the latter years of the Primitive-Stable Stage, 1954 to 1960, and particularly with the arrival of Helen Gurney, the Stable Stage, 1961-1971 developed.

There was considerable growth in the OALC during the Stable Stage, 1961-1971, which required significant coordination and sharing of values; performance of task; and the need to rely on
the maintenance system of routine and rule enforcement. The OALC had expanded to two Camp Directors, Long (1988) and Gurney (1988) which enhanced the OALC as a stable organization. Even with the elimination of the Physical and Health Education Branch in 1965 and the threat of losing the OALC to the Youth and Recreation Branch, the OALC had established itself as a stable organization and managed to survive. The survival of the OALC can be credited almost entirely to Helen Gurney.

Accompanying the Stable Stage, 1961-1971, was conflict which occurred when the task demands did not necessarily address the needs of the individuals. This conflict resulted in informal systems made up of people who became frustrated with the uniform routine of the task at hand. Simply because the maintenance structure of authority provided stability, it did not always effectively deal with the individual personalities of the people involved. Katz and Kahn (1978) claim that the two most common compromises brought about as a result of conflict between the authority structure maintenance system and the individuals are external rewards and some reform in the tasks associated with the work itself. In the Stable Stage, 1961-1971, instructors were given more time off, more uniforms and increased remuneration.

The Stable-Elaborate Stage, 1972-1982, continued to reflect the stable practices of the previous stage under the leadership of Helen Gurney until 1977 and from 1978 to 1982 under the authority of John Metcalfe.
Signs of elaboration of structure did however, begin to appear. In 1971 the new Educational Exchange and Special Projects Branch was created and assigned complete financial, maintenance and program responsibilities. Reporting to the director of the new Branch was Helen Gurney who was appointed the Chief Education Officer. Gurney was also assisted by five program consultants who were full-time employees of the Ministry of Education. A program coordinator for each of the boys’ and girls’ programs was established and complimented by supportive administrative and instructional personnel. (Figure 13) This organizational hierarchy was the most developed and complete the OALC had seen to date.

The new Educational Exchange and Special Projects Branch and accompanying organizational hierarchy was created as a result of the decision of the Minister of Education who often visited the site and was convinced that the OALC was satisfying a very important societal need. As Katz and Kahn (1978) point out, elaboration of structure is characterized by more sophisticated systems of service, planning and control as a result of the environment. Katz and Kahn (1978) stress that an elaborate structure must acquire constant and continual support from its environment. Because of this need, three boundary subsystems are most often created. These boundary subsystems are composed of first, procurement, to secure "...the input of materials to be converted and the impact of personnel to get the job done." (Katz & Kahn, 1978:4). The OALC did have a subsystem for the
selection and recruitment of student leaders and counsellors. The analysis has shown that while there were a few exceptions, the majority of students and counsellors were outstanding. The elimination of the inspector system in the schools, however, is seen as a downfall in this subsystem.

Second, is the disposal function which essentially is the marketing of the product. The OALC did contact the media in an attempt to promote the program, however, a thorough disposal subsystem of marketing OALC graduates was never developed. Katz and Kahn (1978) note that many non-profit organizations ignore this very important disposal subsystem such as "...educational institutions have as their product the impacting of knowledge and the increase of knowledge, and they do little to market their graduates." (Katz & Kahn, 1978:74)

Third, the institutional relations function which acts with the larger community or society in general. This subsystem is developed to acquire the support and to garner legitimization of the organization's activities from the environment or society in general. While Gurney (1988) made sure that Ministry of Education officials were well informed, an effective institutional relations subsystem was never developed with society in general. The high schools were generally supportive of the OALC, but follow-up activity in the local communities was never accomplished.

Because the OALC did not meet the criteria of the second disposal subsystem and the third institutional relations
subsystem which are conditional for an elaborate organization, the OALC did not develop into a full elaborate stage of growth and development.

The final characteristic of an elaborate organization is the development of adaptive subsystems which according to Katz and Kahn (1978) gather advance information about trends in the environment and research and developmental planning for the future. The OALC which became the Ontario Student Leadership Camp in the Stable-Elaborate Stage, 1972-1982, did respond to trends in the environment by expanding to several other programs. Because of the perceived environmental need, a music, student council, French language, occupational vocational and multicultural programs were developed in the Stable-Elaborate Stage, 1971-1982. Research and development in these areas to aid in the planning process for the future may have been addressed, but there was no indication in the analysis of records or in the SDPI that this was actually instituted.

Katz and Kahn (1988) speak of organizational decline when the organizational structure becomes unstable and the organization is inflexible to changing environmental conditions. In the Decline Stage, 1983-1988, serious funding difficulties and conflict between the Ministry of Education and the local schools boards resulted in significant changes in the OSLC organizational structure. These changes have resulted in a great deal of unstableness. The OSLC has attempted to be flexible with the changing environment but has not responded in
a proactive manner. The response has been reactive in an attempt to survive. The OSLC curriculum during the Decline Stage, 1983-1988 has been developed more significantly towards the development of applied leadership skills than perhaps any other stage of growth and development. The structural problems, lack of funding, absence of communication, disposal, marketing and institutional relations however have created a serious stage of decline.

Stogdill’s (1959) conclusion about organizations and their people over time applies directly to the OSLC.

Organizations, if they survive for any length of time, exhibit cyclical periods of growth and decline. They often experience difficulties and hardship in early stages of development, then exhibit a period of revitalization, reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle. (Stogdill, 1959:263)

The question is will the OSLC dissolve, become absorbed or will it be rejuvenated? Recommendations are presented in the next section of this chapter in an attempt to rescue the OSLC for the future.

Research Design and Methodological Procedures

Was the research model, method and procedure utilized effective in analyzing the growth and development of the OSLC?

According to Moriarty and Holman-Prpich (1987), utilization of the Molar Research Model permits adaptation of organizations
and leaders to a model and method which is based on research and has been tested by application. The utilization of the OSLC Molar Research Model and the accompanying methodological procedures were extremely effective in analyzing the growth and development of the OSLC.

The model guided the researcher in organizing and analyzing the considerable data discovered in the available OSLC records and from the statements acquired in the SDPI. The three-dimensional model which accommodated itself to a two-axis analysis and presentation was very effective in the analysis and guided the researcher in identifying eras or stages of organizational growth and development.

The SDPI was very applicable. The interviewees were provided the opportunity to focus on the events and situations most relevant to them. The information obtained in the interviews followed the pattern of the model which demonstrated an association between the theoretical design of a model and the practical reality of life.

**Purpose**

1. Define the purpose of the OSLC.

G. A. Wright’s memorandum to Dr. J. G. Althouse "Organization of Policy of Summer Programme at the Ontario Athletic Training Camp" (Wright, 1948: Appendix A) served as the initial policy document and defined the original purpose in the Primitive Stage, 1948-1953.
To develop qualities of leadership in selected secondary school pupils by means of athletic leadership training courses. (Wright, 1948: Appendix A)

2. Did the purpose of the OSLC change from 1948 to 1988?

There was evidence presented in the stages of growth which indicated that the original wording of the purpose was changed. These changes occurred as a result of revised goals and program curriculum changes. The name of the program changed four times between 1948 and 1988. On two of these occasions the wording of the original purpose was changed.

In 1954, the beginning of the Primitive-Stable Stage, 1954-1960, the Ontario Athletic Training Camp (OATC) changed its name to the Ontario Athletic Leadership Camp (OALC). This change was a result of the realization that the curriculum focused on the development of athletic skills as opposed to leadership skills. According to Wright (1988) while the name of the camp was changed to the OALC, there was no need to change the purpose. "Our purpose was fine, we just had to look at how we were going about it." (Wright, 1988) Eric Runacres (1989) stated that it was realized that "...we were not only training people we were actually developing people ... when the name changed, the purpose stayed the same, but how we went about it changed." (Runacres, 1989)

Within the Stable Stage, 1961-1971, there was no evidence to suggest that the purpose of the OALC was altered. "...I held to the original purpose all of the time." (Gurney, 1988) Gurney
suggested that the OALC purpose provided the direction to "...incorporate good leadership training modes to put into practice our stated goals." (Gurney, 1988)

In 1972 which marked the beginning of the Stable-Elaborate Stage, 1972-1982, the purpose of the OALC did change. It was discovered in the latter part of the Stable Stage that the level of athletic ability of the students had decreased. To achieve the development of leadership qualities through athletic training courses, it was necessary that the students be reasonably well skilled athletes. Therefore, the purpose of the OALC was re-written to address the development of leadership skills through activity. The purpose read, "...the development of student leadership potential as well as the student's intense desire for involvement and athletic skill development." (Gurney & Long, 1972)

In 1975 the OALC changed its name to the Ontario Student Leadership Camp (OSLC) because of the addition of a number of other programs. The OSLC - Athletic program however, continued to function under the revised purpose of 1972.

In the beginning of the Decline Stage, 1983-1988, the Ontario Student Leadership Camp (OSLC) changed its name to the Ontario Student Leadership Centre (OSLC) and the purpose of the athletic program was re-evaluated. Bryant (1988) indicated that an effort to get away from the association with a camping environment was instituted. The desired focus was "...an extension of the school as a learning situation where one is
learning to develop one's leadership." (Bryant, 1988) These efforts corresponded with a purpose which was intended to develop leadership skills in an applied situation. DeSadeleer (1988) stated that the emphasis was "...to get away from athletic skill development to the more generic teaching of leadership skills such as chairing meetings, listening and communication skills." (DeSadeleer, 1988) The following purpose of the OSLC was stated:

To teach secondary school students, student leadership skills. We emphasize the teaching of leadership skills and all that it entails so that the students go back to their schools and put into practice what they have learned. (DeSadeleer, 1988)

Bryant (1988) concurred with DeSadeleer stating that the actual athletic skills program became less accentuated with more of an emphasis on personal leadership skills. Galasso (1989) and Diakowski (1988) as student leaders however, referred to the purpose as the development of leadership skills through athletics and education in the field of physical education.

There was some difference between the administrators and the student leaders in their perception of the purpose of the OSLC. The student leaders acknowledged the applied nature of the purpose, to implement acquired skills, but they also stressed the athletic competitive nature of the program. "You need a competitive environment to really have a true to life leadership situation." (Galasso, 1989)

The August 26th and 27th on-site observation enabled the
writer to confirm the OSLC purpose of focusing on applied leadership skills; however, there was no question that a great deal of the program was very physical in nature, requiring a considerable level of athletic skill and conditioning.

Goals

1. What were the goals of the OSLC? Did these goals address the original purpose of the OSLC?

The stated goals in the Primitive Stage, 1948-1953 were as follows:

1. To give leadership training with a practical application to school activities, with particular emphasis on the athletic program.

2. To train leaders to discharge the responsibility of officiating, coaching and training intramural groups.

3. To give leaders a sense of responsibility to their school and to their community. (Wright, 1988: Appendix A)

Wright's intent was to establish goals for the OATC, which if accomplished, would in turn improve the physical education programming in the high schools of Ontario. The goals did address the original purpose of the OSLC however, they were oriented towards the development of athletic skills as opposed to leadership skills.

2. Did the goals of the OSLC change from 1948 to 1988? Did the goals address any changes in the purpose of the OSLC?

In 1954, the beginning of the Primitive-Stable Stage, 1954-1960 the goals of the OALC were revised to read as follows:
(1) Through the medium of athletics and camp activities to develop and improve:

(a) the student's organizing ability
(b) the student's leadership skills
(c) the student's athletic and camping skills

(2) Through the medium of camp life to develop a continuing sense of responsibility, cooperation, confidence and personal integrity. (Cannon, 1954)

Cannon stated that more emphasis would be placed on developing organizing and leadership skills. It was assumed that the student leader had acquired fundamental athletic skills.

In 1957, the goals of the OSIC were revised in format and expanded to develop and improve:

(a) the student's organizing ability
(b) the student's leadership skills
(c) the student's athletic and camping skills
(d) a continuing sense of responsibility, cooperation, confidence and personal integrity
(e) teacher potential

- using the medium of athletics and camp activities. (Rivers, 1957)

The purpose of the OALC had not changed in the Primitive-Stable Stage, 1954-1960 but a change in "...how to go about it." (Wright, 1988) was required. The revised goals of the Primitive-Stable Stage were an expressed improvement of the purpose of developing leadership skills. Athletic skills did remain a goal but the greater emphasis within the goals was on
the development of leadership associated skills. Camping skills also remained a part of the stated goals.

Due to a need for qualified physical education teachers in the schools, the OALC program was viewed as an ideal experience for students interested in a career in teaching. Therefore, teacher potential was added in 1957 as a goal of the OALC.


In the beginning of the Stable-Elaborate Stage, 1972-1982, the published goals of the OALC were revised. As compared to a five-point form format used in the previous stage, a subjective statement was utilized.

...to develop leadership skills, athletic skills, organizing ability, self-confidence and cooperative, responsible attitudes in the students who attend. (Kinlin, 1971)

Most noteworthy in 1972 was the elimination of the goal to develop and improve camping skills and teacher potential. Gurney (1988) stated that camping skills were being developed at the government’s Ontario Camp Leadership Centre (OCLC) Bark Lake program and that the need for teachers qualified in physical education had diminished by 1972.

In addressing the revised purpose of this era, a continued emphasis on leadership skills was considered desirable; however athletic ability was also stressed as a requirement so that the student leaders could actively take part in all facets of the
program. In terms of addressing the stated purpose, Metcalfe (1980) categorized the goals of the OALC which later became the OSLC in 1975.

A balance between focusing on athletic skills on one side and leadership development on the other side and combine the two to help improve the participant's ability to lead. (Metcalfe, 1980)

From the brief, subjective statement on goals in the Stable-Elaborate State, 1972-1982, in the Decline Stage, 1983-1988 the goals statement was broadened considerably. In 1984, the goals were circulated in a policy memorandum as follows:

The programs develop student's leadership potential by emphasizing positive interpersonal relationships, problem solving, decision making and effective communications skills. These skills will be developed through involvement in programs related to music, athletics, student government, multiculturalism and other authorized subject areas. Students will be encouraged to apply their improved organizational, administrative and service skills in their local schools. (Leadership Programs, 1984)

Bryant (1988) expanded further on the above statement in his interview response which has been documented in the goals section of Chapter VIII. When the name "Camp" was changed to "Centre" at the OSLC, the purpose was re-evaluated and restated with an emphasis on the teaching of leadership skills in an applied situation in the schools. The revised statement on goals clearly was an improved attempt at describing the overall purpose of the OSLC. A greater emphasis was placed on applied leadership skills as confirmed by DeSadeleer (1988) and Bryant (1988). But, athletic skills remain an obvious part of the OSLC
and it is difficult to understand why Desadeleer and Bryant avoid any reference to this unless they may not be aware. Blackshaw (1988) involved from 1970 to the present day stated "...competition is fierce and the pride in winning hasn't changed but the focus now is on leadership, decision making and public speaking." Blackshaw (1988) and Galasso (1989) stated that the OSIC was extremely competitive and physically challenging. It was concluded that the stated goals did address the stated purpose. But, there appeared to be no viable reason why athletic skills enhancement did not receive attention when it was so much a part of the program. After all, the program consisting of two twelve-day sessions for both males and females was called OSIC-Athletics.

**Situation: Structure, Task, Control**

1. What was the original organizational structure of the OSIC?

The original organizational structure is displayed in Appendix D (McCutcheon, 1949). Reporting to the Deputy Ministry of Education was the Director of Physical and Health Education, G. A. Wright. An Advisory Board (Steel, 1948) made up of representatives from the Ministry of Education, the Athletic Commission, Community Recreation, university and secondary school teachers assisted in the original organizational development.

The first Camp Director, J. E. McCutcheon, was responsible for the staff, the program, site maintenance, health, food
services, equipment, and financial matters associated with the OATC.

During this stage, eight instructors were appointed who were charged with teaching responsibilities. In 1948, 327 students participated in the program. In 1950, a girls' program was initiated which accommodated 218 girls. By the end of this stage, a total of 430 girls and boys (Figure 14) took part in the OATC.

2. Did the organizational structure change from 1948 to 1988?

Many changes in organizational structure took place from 1948 to 1988. In 1954, an Assistant Director for each of the boys' and girls' programs was instituted to assist the Camp Director. The title Assistant Director was changed to Course Director in 1955.

In 1956 through 1960 two additional instructors were added to bring those responsible for teaching to a total of ten for each of the boys' and the girls' programs. A senior instructor was also appointed for the girls' program to supervise the cabins. The increase in the number of instructors was necessary to serve the increasing number of student leaders in attendance. In 1954 the total number of student leaders reached 461. By 1960 the total number rose to 515. (Figure 7).

In the Stable Stage, 1961 to 1971, a number of significant organizational structure changes occurred. In 1963, two Camp Directors as opposed to one were appointed - one for the boys' and one for the girls' programs. Also in 1963, two Assistant
Course Directors were appointed to assist the Camp Directors.

In 1965, the Physical and Health Education Branch of the Ministry was dissolved. Under the new Community Programs Division, the Special Schools and Services Branch acquired programming responsibilities for the OALC and the Youth and Recreation Branch was responsible for the OALC financial and maintenance matters. (Figure 10) The division of OALC responsibilities was a fundamentally ineffective and inefficient organizational error which led to considerable conflict.

In 1971, the title Course Director was changed to Program Coordinator and the title Assistant Course Director was changed to Assistant Coordinator. (Figure 11) The number of instructors increased rapidly during this stage. In 1961 an increase of two instructors resulted in a total of 12 instructors for each of the boys’ and girls’ programs. (Figure 8) In 1962, there were 14 (Figure 8); in 1963, 16 (Figure 9); and in 1971, 18 (Figure 11)

The number of student leaders increased dramatically during the Stable Stage, 1961 to 1971 from a total of 576 in 1961 to 864 in 1971. Also, in 1971, a total reorganization of the OALC was planned for the operating year 1972. The Youth and Recreation Branch was transferred from the Ministry of Education to the new Ministry of Community and Social Services which later was re-named the Ministry of Culture and Recreation. The responsibility of the OALC remained within the Ministry of
Education under the new Educational Exchange and Special Projects Branch. Within this Branch, a new unit called Student Leadership Programs was created. Gurney (1988) appointed the Chief Education Officer in 1971, was assigned total responsibility for the OALC including programming, financial matters and on-site maintenance (Figure 13). This reorganization solved the former ineffective and inefficient shared authority for the OALC which was evident between 1965 and 1971.

Five program consultants who were full-time employees of the Ministry of Education assisted the Program Coordinators. All of them were actively involved with the OALC prior to 1971.

Three Assistant Program Coordinators were added for the boys' and girls' programs in 1972. A senior counsellor was appointed to the boys' program to assist with cabin duties and to act as a liaison between the administrative staff and the counsellors. The counsellors had formerly been known as instructors and their numbers remained at 18 for each of the boys' and the girls' programs until 1982. The maximum number of 864 student leaders was reached in 1971. The ceiling in the number of accepted student leaders remained in effect until 1982 (Figure 16).

In the Decline Stage, 1983 to 1988, the organizational structure of the OSLC changed again (Figure 14). The former Educational Exchange and Special Projects Branch was re-named the Education Liaison and Exchange Branch. The Chief Education
Officer position was disbanded. Responsibility for the OSLC was assigned to the newly-created post of Education Officer-Student Leadership which reported to another Education Officer-Student Services. All five Program Consultant positions were eliminated in 1983.

A Program Director for the girls' and boys' course with overall program management responsibility was appointed in 1983. The former Program Coordinators, who previously had total responsibility for the site, continued but rather than total responsibility, the incumbents were assigned general administrative duties.

Three Assistant Program Coordinators continued, however, they were each assigned specific duties one for the Hillside cabin site; one for the Lakeside cabin area; and one for the aquatics program. An additional Senior Counsellor was hired for each course in 1983, however, both of these positions for each course were eliminated in 1987 to save funds.

The number of Counsellors was reduced by two to 16 for each of the boys' and girls' courses in 1983. In 1987 the name of the counsellors was changed to teacher/facilitators and their numbers were reduced again to 12 for each course. These reductions were again due to reduced financial support from the Ministry of Education.

The total number of student leaders also decreased in the Decline Stage, 1983 to 1988. Only 384 student leaders participated in 1983. This total fell to 288 by 1988.
3 (a) How were the instructors selected?

The instructors who began the initial OATC program in 1948 were appointed by the Advisory Board (Steel, 1948). Throughout this initial stage Wright (1988) indicated that as an Inspector for the Ministry of Education in the secondary schools of Ontario he was able to witness potential instructors on the job and become acquainted with them as well as on a personal basis. Along with other Inspectors in the system such as Runacres (1988), Gurney (1988), Long (1988) and Metcalfe (1980), this system was ideal when selecting the right instructors for the camp program. This system continued until 1972.

Initiated in 1963 to ensure fresh ideas and to enable the OALC to acquire highly motivated instructors, the instructors' tenure was limited to three years. After 1972, the procurement of instructors was administered primarily through the recommendations of existing staff members.

3 (b) How were the students selected?

Secondary schools in Ontario were allowed to select one boy and one girl for the program. Because there were more high schools than the maximum number of student leaders each course was able to accommodate, admission was on a first come, first served basis. The Ministry of Education recommended to the schools that a selection committee be appointed to choose the most appropriate candidate. The committee was to be composed of the school principal and the physical and health education staff.
A great deal of effort by the Ministry of Education was expended to provide the right criteria which the selection committee was to use when selecting their candidates. These criteria were altered and expanded throughout the forty-year period of the OSLC in relation to the OSLC purpose and stated goals. Due to the extensive coverage of the selection criteria in previous chapters, it is only necessary at this juncture to summarize. The selection criteria included athletic ability, academic standing, age, leadership qualities, usefulness to the school, and teacher potential.

4. What was the original OSLC curriculum and was it altered between 1948 and 1988?

The original fourteen-day curriculum in the Primitive Stage, 1948 to 1953, included training in basic athletic skills, officiating and a limited emphasis on group activities such as debates, quizzes and skits in the evenings. The emphasis at the time was on mass participation, repetition of skills and multi-use of equipment. Also, instructional methods during the Primitive Stage, 1948 to 1953 were very authoritarian.

The Primitive-Stable Stage, 1954 to 1960, brought about a number of curriculum adjustments. Greater emphasis was made on securing input from the staff and students and on redefining the goals of the program to ensure the curriculum focus would be on development leadership skills such as planning, implementing, evaluating, organizing ability, athletic skills and on increased knowledge of desirable qualities for community living.
It was also recognized that closer relationships should be established between staff and students; however, it was evident from the analysis that while the authoritarian style of the camp became less militartistic, the entire program was extremely disciplined.

In the Stable Stage, 1961 to 1971, there was an effort in the curriculum to maintain the emphasis on leadership skills but to relax the disciplined atmosphere. Nonetheless, there were a number of rules that were continued which were essential for the effectiveness of the camp. While swimming and officiating remained compulsory subjects, student leaders were given the opportunity to select their athletic skills courses. According to Gurney (1988) the curriculum structure in the Stable Stage, 1961-1971, focused on pre-program input, participation and finally, evaluation.

In the Stable-Elaborate Stage, 1972 to 1982, the curriculum remained much the same, however, the boys' options program was enhanced providing a greater selection of athletic skills activities. Three leadership development sessions were scheduled each evening. These sessions included organizing tournaments, evaluating tournaments and special topics which included officiating methods and judging of performance.

The curriculum was altered significantly in the Decline Stage 1983 to 1988. In 1987, the curriculum was reduced to twelve days because of a shortage of funding. The curriculum itself, however, was enhanced during this stage (Appendix K).
Included in a regular day program were four athletic skills periods, three leadership development activities (LDA), a tournament and three free time periods. There was an increased emphasis on leadership skills development in the LDA sessions with an emphasis on the application of skills in a school setting. While there continued to be numerous rules and regulations, the addition of free time created a more collegial atmosphere.

Two curriculum days were devoted entirely to LDA and the final day of activities featured staff and student tournaments. A very thorough inspection of the Decline Stage 1983-1988, curriculum was contained in Chapter VIII.

5. How was the OSLC funded? Was funding ever a concern?

In the Primitive Stage, 1948 to 1953 funding for the OATC was provided by the Ministry of Education. The analysis indicated that while increased funding for equipment and facilities could always have been used, funding was never really a concern. Local school boards were responsible for a minor transportation fee and students paid a nominal amount for their uniform. There was no registration fee.

Funding improved during the Primitive-Stable Stage, 1954 to 1960 to provide an opportunity for an increased number of student leaders from all regions of the province to attend.

In the Stable Stage, 1961 to 1971, funding was quite appropriate until the Physical and Health Education Branch was dissolved in 1965. Between 1965 and 1971, funding was provided
by the Youth and Recreation Branch and while requests for funds were continually questioned, the distribution of funding for the OALC was quite acceptable.

In the Stable-Elaborate Stage, 1972 to 1982, the OALC was under the complete control of the Educational Exchange and Special Projects Branch. Program funding was ample and a considerable amount of capital was expended in the expansion, repair, and maintenance of camp facilities.

In the Decline Stage, 1983 to 1988 funding became the most critical area of concern. In 1983, the OSLC budget was "flat lined" (DeSadeleer, 1988) and in 1987, the budget was reduced by 20%.

6. Who or what had the greatest influence of control of the OSLC?

According to Wright (1988) ultimate control in the Primitive Stage, 1948 to 1953 rested with the Honourable G. A. Drew the Minister of Education. Wright (1988), Runacres (1989), Gurney (1988), Long (1988), Metcalfe (1980) and Bryant (1988) were all agreed in their interviews that ultimately the Minister of Education was responsible for the OSLC regardless of the period of growth and development.

Operationally, however, control of the site and its related programs was the responsibility of the Branch Director and Camp Director from 1948 to 1971; Chief Education Officer and Program Coordinator from 1972 to 1982; and, Education Officer and Program Director from 1983 to 1988.
Individuals and Groups: Roles, Responsibility, Behaviour

1. Who were the most influential people responsible for the birth of the OSLC and its continued existence? Who are they now?

There is no doubt that Gordon A. Wright was the most influential person who had the vision for the OSLC, originally known as the OATC. Wright (1988) gave credit to the Honourable G. A. Drew, the Minister of Education in 1948 and to Dr. J. G. Althouse, Director of Education in 1948 for supporting him throughout the initial two stages of growth.

As far as the continued existence of the OSLC, there were many extremely valuable contributions made by a number of individuals. Several who deserve special mention would include: (1) the first Camp Director, J. E. "Mac" McCutcheon for having the drive and possessing the energy to implement the initial program; (2) F. G. "Eric" Runacres, a subsequent Camp Director who is credited with the introduction of the major emphasis on leadership skill development in the program; (3) Jack Long for his many years of consistent service as Camp Director; (4) John Metcalfe for his stability as Camp Director and Chief Education Officer; and particularly to (5) Helen Gurney for her unquestionable loyalty, energy, strength and devotion to the program for many years as an instructor, Camp Director and Chief Education Officer. Under considerable strain and fear of the decline of the OSLC, Paul DeSadeleer and Hyalie Bryant should also be credited for their attempts to keep the program alive.
2. What were the roles, responsibilities, and behaviours of individuals involved?

An extensive account of the individuals and group roles, responsibilities and behaviours has been provided in the text of Chapters IV through Chapter VIII. In particular the quality of those who have been involved was recounted. It is most appropriate at this juncture, however, to identify the significant personal characteristics and, in particular, the behaviours which led to conflict and stress.

The incumbents occupying positions in the Ministry of Education were generally very supportive of the program. This support was nurtured through constant informational input and on-site visitations conducted by Wright (1988), Gurney (1988) and Metcalfe (1980) until 1982. Since that time, Ministry officials have been unaware of the OSLC basically because they have not been informed.

Contrary to all previous stages, when those responsible for the program held a high profile in the Ministry of Education, in the Decline Stage, 1983 to 1988, the level of authority of the Education Officer-Student Leadership is considerably less powerful and influential than was the Chief Education Officer. The Chief Education Officer was also always on site during the entire program. Also, the Program Director is now simply another full-time teacher compared to previous Camp Directors who were full-time Ministry officials.

Several of the OSLC Camp Directors, Runacres (1988), Gurney (1988), Long (1988) and Metcalfe (1980) were Inspectors for the
Ministry of Education as was Wright (1988). The role of the Inspector enabled the individuals to select the best possible instructors and counsellors based on on-site observation in the schools. After the elimination of the Inspector position in 1972, staff was acquired through the recommendation of others. This system of recruitment was clearly inferior because the abilities of the instructor could not be determined until they were actually on site.

For the most part, the high schools have been very supportive of the program. The majority of student leaders were carefully selected by the high schools. In some cases, however, student leaders did not meet the qualifications outlined in the selection criteria. In these cases the high schools may not have understood what the OSLC was; may simply have ignored the criteria; or really did not care. Another advantage of the Inspector system was that when visiting the schools, the Inspector could liaise with the principals and physical education staff about the OSLC. The Inspector would also follow up with the students who had been leaders at the previous summer's program. The analysis revealed that the instructors and counsellors were highly qualified, very good teachers and were caring, personable individuals. Instructors regarded their selection as an honour and as a professional development experience.

From the late seventies to the present it has been more
difficult to attract teaching staff. This has been due to several factors including a lack of direct contact with teachers in the schools; teacher requests for increased salary; sport camps offering a more relaxed routine and a desire of teachers for their time off in the summer months.

A final comment should be made about the student leaders themselves. There were a few exceptions, but the overwhelming majority of student leaders who have experienced the program have been very good athletes; have possessed strong leadership qualities; and, have ultimately agreed that their experience at the OSLC was the very best two weeks of their lives.

External Stress

What external means of stress on the OSLC were evident from 1948 to 1988?

An extensive review of external stress factors has been provided in the text. These factors included: (1) criticism from academic inspectors; (2) threat of losing complete control of the OALC to the Youth and Recreation Branch; (3) financial restraints; (4) pressure to change the OSLC program to focus on elite athletic training; (5) a lack of support from local schools; (6) difficulty in acquiring teaching staff; (7) opportunities for students in other athletic camps.

Internal Stress

What internal means of stress on the OSLC were evident from 1948 to 1988?
As evidenced in the text, the most critical sources of internal stress included: (1) student leaders who may not have possessed desirable characteristics of leadership; (2) maintenance and repair; (3) instructor unrest because of the demanding schedule and minimal compensation; (4) student discipline; (5) equipment wear; (6) the challenge to develop leadership as opposed to athletics; and (7) restrained and subsequently reduced funding.

The examples of external and internal stress clearly indicate that a concentrated effort to market the virtues and benefits of the OSLC must be made with government as well as with the local school boards and the high schools.

Conflict

What conflict has been encountered between 1948 and 1988?

Chronologically, the sources of conflict encountered between 1948 and 1988 were: (1) the realization that the OATC goals and associated curriculum were emphasizing athletic skills as opposed to the stated purpose of developing leadership skills; (2) student selection criteria associated with athletics; (3) continued funding; (4) the authoritarian style of operations which allowed little input from staff and students; (4) the elimination of the Physical and Health Education Branch; (5) a division of financial and program authority; (6) recurring instructor unrest as a result of the demands of the program; (7) the change in name from the OALC to the OSLC; (8) funding; (9)
inappropriate response from the high schools regarding the selection process; (10) a lack of opportunity in some high schools for OSLC graduates; (11) opposition to a centralized program from the high schools; (12) the Ministry of Education’s view that the provision of services be provided at the local level; (12) continued conflict over reduced funding and the corresponding deterioration of the OSLC site facilities and equipment.

**Change**

What changes were contemplated and what changes took place in the OSLC from 1948 to 1988?

A major change at the OATC took place when a program for girls was instituted in 1950. The introduction of a girls’ program was administered in order to provide girls with the same opportunity for leadership development that had been implemented for boys; to encourage more women to enter the physical education teaching profession; and, to provide students to the schools who could assist with the improvement of the physical education program.

The OATC purpose was supported at the end of the Primary Stage, 1948 to 1953 but, it was discovered in 1953 that athletic skills were being accentuated as opposed to leadership skills. To address this concern, and several others noted in the text, a staff planning conference (McCutcheon, 1953) was held to discuss ways and means of altering the OATC program in order that its purpose and goals could be achieved. Several
recommended changes were proposed at the planning conference which included: (1) developing a greater awareness of the OATC program in the high schools with particular emphasis on the selection of the most desirable student candidate; (2) to develop an improved balance of rule enforcement and self-governance; (3) improved orientation of the staff to the desired purpose, goals and resultant outcomes of the OATC; (4) consideration of a better name for the OATC which would more appropriately address its purpose; (5) greater input from the staff and the students to the curriculum; (6) increased funding, improved facilities and equipment, improved staff-student relationships; (7) improved public relations and promotion of the camp; (8) improvements in staff compensation and benefits; and (9) follow-up in the schools and local communities to ensure graduates of the camp were applying their skills.

In 1954, the goals and associated program curriculum were changed in an attempt to alter the focus of the camp to accentuate more on leadership skills. Accompanying the change in camp focus was the appointment of the camp's second Camp Director, Eric Runacres. Runacres' style of direction was less autocratic, emphasizing staff input and student development.

The number of instructors and student leaders increased in the Primary-Stable Stage, 1954-1960.

An academic requirement was added to the student selection criteria in the Primary-Stable Stage, 1954 to 1960 to help promote the development of potential leadership skills as
opposed to athletic skills only. However, the selection criteria de-emphasized demonstrated leadership qualities. Confusion by the high school selection committees may have resulted; particularly when the criterion associated with the students return benefit to the school was also eliminated in 1954.

In the Primary-Stable Stage an improved awareness of the OALC program was addressed through an expanded written format which was distributed to all high schools. Pre-Camp reports and follow-up surveys were also administered.

Also, in this stage, significant changes were made in the OALC curriculum focusing primarily on increased input from the staff and student leaders.

In the Stable Stage, 1961 to 1971, there was an increased emphasis on the development of leadership skills. The militaristic style of management was changed to a more caring and humanistic approach. Teaching skills and service in the community were promoted. Students were assigned to teach athletic skills sessions, lead leadership development sessions, organize events and assume duties required to operate the camp on a daily basis. Peer evaluation was also emphasized during this stage. In addition, the elective course program was introduced in this stage to address areas where the individual schools may have been lacking.

The number of instructors and student leaders grew significantly in the Stable Stage, 1961-1971. A three-year
maximum tenure was instituted for instructors. They were also given more time off and were issued additional uniforms.

The type of student attending the OALC went from ones more athletically inclined in the early 1960's to ones less athletically inclined in the latter part of the decade.

The most significant change in the Stable Stage was the division of authority between the Youth and Recreation Branch and the Special Schools and Services Branch. The division proved ineffective and efficient. In 1971, to streamline operations, total authority for the OALC was re-aligned under the newly-created Educational Exchange and Special Projects Branch.

The change attracting the most attention in the Stable-Elaborate Stage, 1972 to 1982, occurred in 1975 when the OALC changed its name to the Ontario Student Leadership Camp (OSLC). The name change was in response to the introduction of several new leadership programs which were not athletically oriented. It was felt that the new name provided an improved description of the service programs provided.

Also during the Stable-Elaborate Stage, 1971-1981, efforts were made to ensure students were athletically capable of participating in the program; two full-time maintenance staff were assigned to the site assisted by eight summer student workers; more input from the counsellors was encouraged and additional preparation time and free time for the counsellors was introduced to reduce tension, strain and fatigue.
In 1983, the beginning of the Decline Stage, 1983 to 1988, the name of the camp, Ontario Student Leadership Camp (OSLC) was changed to the Ontario Student Leadership Centre (OSLC). This change occurred to de-emphasize the perception that the program was a camping experience and to increase the theory of developing leadership skills in a program designed more similarly to the classroom experience.

The former Educational Exchange and Special Projects Branch was changed to the Educational Liaison and Exchange Branch. Because the Ministry of Education had become more specialized in other service oriented programs, particularly for the disabled, the former Chief Education Officer was replaced by an Education Officer-Student Leadership who was instructed to spend less time with the OSLC. Responsibilities were delegated more freely to the Program Director, Program Coordinator and three Assistant Program Coordinators in 1983. The OSLC staff structure was reduced in 1987 because of reduced funding by eliminating the Program Coordinator and Senior Counsellors. Counsellors were also renamed Teacher/Facilitators in 1987.

The counsellors and later the teacher/facilitators were selected by the program director. The selection process was based primarily on the recommendation of existing staff. Staff appointments were reduced as were the number of student leaders admitted to the OSLC because of funding restraints.

In 1983, site maintenance was again withdrawn to another department, the Ministry of Government Services.
Ineffectiveness and inefficiency resulted similar to that encountered between 1965 and 1971. Reduced funding by the Ministry of Education for the OSLC was the reason why the expense for the physical site was transferred to another Ministry.

While the curriculum of the fourteen days was reduced to twelve days in 1987, again due to decreased funding, the curriculum in the Decline Stage, 1983 - 1988 increased its emphasis on leadership development sessions enhancing leadership potential to applied situations. More emphasis on developing staff-student relations occurred and students were given a greater opportunity for input. Cabin leader meetings with the centre staff provided a generous opportunity for constructive input from the students.

The most critical change occurring in the Decline Stage which has been eluded to on many occasions in the text was the 1983 restriction and later the 1987 reduction of funding for the OSLC. Other provincial programs and priorities competed for funding, and, the conflict of who should be delivering the OSLC program, the Ministry of Education versus the local school boards, has resulted in a financial crisis for the OSLC.

**Trends**

1. What trends developed between 1948 and 1988?

The Primitive Stage, 1948 to 1953 was characterized by cooperative and supportive efforts to address a common need.
As the OATC program evolved however, conflict arose and changes were made to address both the existing conflict and future trends.

Most notably, it was recognized that the OATC was contributing almost entirely to the enhancement of athletic skills as opposed to leadership skills. The students were not implementing the desired leadership characteristics in the schools. The instructors were confused about the real purpose of the OATC, thinking that it was an athletic skills camp. A great deal of time was subsequently spent to review and evaluate the purpose, goals and program curriculum. Efforts were made to re-emphasize leadership skills. The name of the camp was re-examined. The autocratic style of operation was addressed. The selection procedure and associated criteria were changed to aid the schools when determining the most desirable student applicant. Not only did the student have to possess strong athletic ability, the student had to be academically competent and had to have demonstrated sound leadership potential.

While funding was not particularly critical in the beginning, continual efforts to ensure adequate upkeep and repair of the site had to be made.

It was also recognized that in order to maintain support for the program, improved promotional efforts had to be developed. The Ministry of Education officials would have to be continually informed of the benefits of the program and in particular, what the actual purpose of the program was. An improved effort also
had to be made to create an improved awareness and value of the program in the high schools and the local communities.

In the Primitive-Stable Stage, 1954 to 1960, it was recognized that the OALC could serve as a model for other leadership programs nationally and internationally. Efforts to develop this concept however, were unsuccessful and it is unknown whether similar programs in other geographical regions were conceived as a result of the OALC.

Other trends in the Primitive-Stable Stage, 1954 to 1960 were first, the recognition by Wright (1988) that the high schools should be more involved in the curriculum planning process. At that time the OALC program was dependent on the Ministry of Education to administer the program. This foresight by Wright (1988) was rather remarkable considering the conflict between the Ministry of Education and the local school boards which peaked in the Decline Stage, 1983 to 1988. It is indeed unfortunate that a more decentralized ownership of the program was not developed and nurtured when the need was initially recognized.

Secondly, as opposed to the autocratic inspection process of teachers in the schools, Ministry of Education inspectors began to supervise, share and evaluate teacher performance with the teachers in the schools. This trend was paralleled with the shared process at the OALC of involving instructors in the OALC planning process. Instructor and student leader input was first developed in the Primitive-Stable Stage, 1954 to 1960.
Thirdly, because of the rapid increase in the number of students in the late 1950's a shortage of teachers occurred. This development led to the creation of the recruitment of teacher potential at the OALC.

Fourth, the OALC program was developed to improve the secondary school physical education program rather than duplicate it. This trend was designed at a time when high school intramurals, interschool competitions and athletic organizations in the schools were not available or needed improvement.

In addition to enhancing the high school program it was seen as desirable to direct more attention at the OALC in the development of leaders in the community. A return for private citizen tax dollars could be instituted if indeed, the student leader would return home and introduce new programs and enhance existing projects in the community.

In the Stable Stage, 1961 to 1971 the trend to enhance teacher potential was met as many OALC graduates entered the teaching profession.

The OALC also gained national and international attention, particularly in the United States and Britain as a premier example of a program directing and developing leadership potential through the medium of athletics.

In the latter period of the Stable-Elaborate Stage, 1972 to 1982, the trend towards financial restraint became apparent. The OSCLC fell under review with respect to financial need and
the corresponding benefit to the educational mission of the Ministry of Education. Funds were becoming scarce and the continued future of the OSLC was in doubt.

The Decline Stage, 1983 to 1988 began with a freeze on financial support from the Ministry of Education. Funding became critical in 1987 when the budget for the OSLC was reduced. The funding issue reached a climax in 1988 when it was suggested that the OSLC program could be disbanded entirely.

2. Have the administrators, instructors, student leaders and the Ministry of Education perceived the OSLC to have been successful since 1948? What is the perception now?

In terms of scientific research, with the exception of the 1984 study by Stanley, or perhaps the investigation in 1971 by Triano, there has been relatively little qualifiable research completed to date which thoroughly establishes the success or the failure of the OSLC. In terms of satisfying its stated purpose and achieving the desirable goals, however, those involved with the OSLC over the forty-year period had a great deal of input.

Wright (1988) admitted that statistically he could not determine the success of the OSLC, however,

There isn’t a month that goes by in some place I’ve been that someone comes up to me and tells me how much they enjoyed it and how positively the program has affected them. (Wright, 1988)

Wright also had some knowledge of the future directions of many OSLC graduates.
It had a very definite effect on the recruitment of teachers. I continue to meet former student participants who are now very successful in physical education, medicine, law and other chosen fields and I am just amazed at what they have done. (Wright, 1988)

As a student leader in 1951, McMahon (1989) stated that her experience at the OATC was very beneficial in terms of her personal development. "I benefitted tremendously in terms of the incentive for leadership and enthusiasm." (McMahon, 1989)

Runacres (1989) felt acutely aware of the success of the program, its purpose, and its goals.

The proof is in the pudding. I had instructors and students who I saw later in the schools who told me there was a direct correlation between the experience of the camp and the concept of leadership and what they did in the schools. There was a direct feedback to me that showed me that they conceptualized and understood what we were trying to do. Many of them became teachers, principals and superintendents. (Runacres, 1989)

There was no question from Gurney (1988) about the success of the camp.

In my era, I would have to think it was very successful. For the most part I received tremendous support. I often heard from people what a fabulous experience it was. (Gurney, 1988)

Long (1988) stated that it was a shame that a longitudinal study of the OSIC to determine its success has never been done. He confirmed the remarks of others that many of the student leaders returned to the program as instructors, administrators, and also many who became principals, superintendents and directors of education.

Considering the fact that we really didn’t have
a complete follow-up on it, I would say we were very successful in achieving what we thought we were trying to do. The schools continued to send students and were upset when they couldn’t get their student into the camp because it was full. If they thought the camp was of no value to the student or the student was not contributing back at the school they wouldn’t want to send them anymore. If they are knocking the gates down to get in the product you are selling must be pretty good. (Long, 1988)

Long was also cognizant of the fact that the student leaders were very proud of the camp and their experience. "The fact is how proud the kids felt. They were proud of the OALC and continued to wear their uniforms for many years." (Long, 1988)

Doug Queen, a student leader in 1966 confirmed Long’s comments. "There’s always been and always will be a common bond of pride in being a leader at the OALC." (Queen, 1989)

Issell (1988) maintained that the success of the OALC was displayed in the students who attended.

I assume the kids were successful because I compare them to my standard physical education class where you may have one or two outstanding students. At the OALC, they were all outstanding. (Issell, 1988)

Issell also stated that after his experience as a student leader in 1957, he was influenced to enter the teaching profession, which subsequently, he did.

Fox (1988) felt that because the OSLC continued to exist for forty years, it must have been perceived as successful. He felt the success was dependent upon the high school’s approach to selecting their student candidate.
If the school considers it an honour to attend, follows the selection criteria effectively, encourages the student, follows up with the student and asks the student to do certain things when they return, I’d say it has been highly successful. Lately, however, I don’t think this happens and I don’t think the OSLC has been as effective. (Fox, 1988)

Turner (1988) recalled many student leaders who referred to the OSLC as "...the best experience of their lives." (Turner, 1988) He also felt that the high schools played an important role.

There was good intramural and student association development if the student was given the opportunity back in the schools. In these cases, I believe most of the kids would go on to reach their own potential and help the schools in the process. (Turner, 1988)

Parkinson (1988) commented on the importance of the selection process in determining the success of the program.

If the selection of the right student is done well, the student returns and is so enthusiastic to put on new programs. You see the difference in their confidence levels when they return... In all the kids I’ve sent only one or two have been wipe outs. All of the others have made contributions to the school. I’ve got one right now who’s just fantastic. (Parkinson, 1988)

The Decline Stage, 1983 to 1989 has produced a number of problems and has brought about serious concern for the continuation of the program. There are many problems, however, and recommendations are stated in this chapter in an attempt to solve those problems.

While it is unfortunate that a continual follow-up of the success of the OSLC has not been completed to date, there is no
doubt of the value of the program. As DeSadeleer (1988) states

All indicators have been that the program has been quite positive for the great majority of students and has been a very influential part of their development in the leadership area. (DeSadeleer, 1988)

One needs only to review the perceptions of the students involved during the Decline Stage, 1983 to 1988 to confirm the value of the OSLC.

For someone who is athletically oriented, wants to learn more about teaching, coaching, leadership, working with people along with developing themselves as individuals and seeing what their limits and capabilities are, the program is an A+. (Galasso, 1989)

Galasso who attended the OSLC as a student in 1983, stated further that the OSLC experience enabled him to learn a great deal about himself as an individual.

It showed me that I can push myself through things I don't think I was capable of. That is something you can carry into the work force and to anything that you do in life... For me it was such a positive experience. When I look back at it, it was two of the best weeks of my life. (Galasso, 1989)

In terms of working with others Galasso also learned a great deal from the OSLC.

It helped me develop people skills. It taught me to see things from other people's perceptions. I learned to be more supportive, positive and cooperative. (Galasso, 1989)

Diakowski (1988), a 1986 OSLC graduate found that his interest in doing things for his school increased.

If you go there wanting to develop yourself as a person then I think there is nothing better. There were so many opportunities to learn new things to implement back at school. It was a
great opportunity, a great experience and the two best weeks of my life. (Diakowski, 1988)

As mentioned earlier in the thesis, the writer had an opportunity to visit the OSLC on August 16 and 17, 1988 to observe the program in process. A number of conversations with staff and students revealed several concerns which will be dealt with in Recommendations; but, at this juncture, the recorded minutes of the cabin leader meeting revealed a tremendous indication of support for, and value of, the OSLC program. These are some of the comments from the cabin leaders:

This camp has increased our confidence level, particularly in public speaking...the well chosen special topics sessions were highly appropriate and appreciated...the teacher/facilitators were very skilled and easy to get to know...the courses motivated the leaders to go back to their schools and run intramurals...we learned very clearly how to organize, implement and evaluate...the organization of the Centre was incredible...organizing tournaments gave our guys a great sense of accomplishment in dealing with a large group of people...we have all made lasting friendships that will make it very hard to leave here...everyone got along because of our mutual interest in athletics...you knew right away that you were going to learn about leadership through sport. (Cabin Leader Meeting, 1988)

RECOMMENDATIONS

Recommendations will be presented in two forms. First, directed primarily for the OSLC and secondly, for future research.

The OSLC

The analysis of the growth and development of the OSLC has
revealed a number of problems occurring during the forty-year history. There is no question, however, about the subjective impression that this is a valuable program. The question is, how the program is operated.

The key is to develop an organizational plan which will not only solve the immediate problem but will provide a long range plan for the future. The end result will be to create an elaborate stage of development for the OSLC and to ensure that the program remains in the elaborate mode.

**Purpose**

The writer has no quarrel with the existing purpose of the OSLC. While reworded several times over the years the essence of the OSLC is based on the development of leadership skills through athletics and programmed leadership development activities. The purpose instills the value of the OSLC and there does not appear to be any conflict with the worth of the program. The value of the program however, has to be marketed.

**Goals**

The goals of the OSLC are supportive to the OSLC purpose and need not be changed. If accomplished, the goals provide a vehicle for implementing the values of the program. It is worthwhile to review the existing OSLC stated goals:

1. To provide a facility which can be used in very diverse ways to develop leadership. In this case through athletics.
2. To facilitate the growth and development of leadership abilities among individual participants to include: oral and written
communication, problem solving; decision making; organizing; responsibility; interpersonal relations; cooperation; self-confidence; officiating; and intramurals.

(3) To provide an opportunity for the professional development of staff.
(4) To concentrate on the individual student leader towards the development of better citizens in the community.
(5) To provide the schools and local school boards a direct service by producing leaders from students chosen by the schools to return to their schools and assist and improve the school program. (Bryant, 1988)

The question is not with the goals, but with how they can be achieved. Under the current OSLC structure, the goals cannot be effectively achieved and this is where recommendations are required.

Structure

Under the existing structure, the bureaucracy of the Ministry of Education is highly developed. It was discovered in several interviews with individuals who had been in contact with Ministry officials that the high ranking officials (Minister, Deputy Minister, Assistant Deputy Minister) were quite unaware of the OSLC. DeSadeleer (1988) indicated that after seeing the tremendous benefits of the OSLC for the relatively small investment, he found it difficult to comprehend why the continuance of the program had become a major concern. The reason is specifically related to the fact that the Ministry of Education decision makers are uninformed about the value and benefits of the OSLC program.
The division of responsibility between the Ministry of Government Services for the site and the Ministry of Education for the program is highly ineffective and inefficient. This structure proved unsuccessful between 1965 and 1971.

The Ministry of Education feels that the provision of services is a local school board responsibility and the local boards desire increased involvement in the delivery of leadership programs. Many local school board teachers are OSLC graduates who have witnessed the demise of the program and wish to become involved in solving the current dilemma.

In response to the above, the following recommendations are presented:

Recommendation 1.

The decentralized Ministry of Government Services site responsibility and the Ministry of Education program responsibility should be centralized. For maximum effectiveness and efficiency, the Ministry of Education who should be more aware of the needs of the site as it relates to the program, should be assigned complete responsibility for the OSLC.

Recommendation 2.

An OSLC Board of Directors should be formed with an assigned mandate to develop policy; program parameters and guidelines; evaluate operations; develop a marketing strategy; provide contact public relations with the mass media. Membership on the Board of Directors would include high ranking Ministry of Education officials; local school board representation such as Directors of Education; corporate sponsors; OSLC administrative staff; OSLC alumni.

The Board of Directors would be accountable to the Minister of Education to ensure direct communication, awareness,
orientation to purpose, goals, program, needs, implementation in the province, evaluation results and outcomes feedback.

Members of the Board of Directors should meet regularly and be provided the opportunity for an OSLC site inspection at least once per year during a student leadership program.

The implementation of a Board of Directors would provide a collaborative effort to increase the sense of ownership of the OSLC by local school boards and corporate professionals. It would also represent some flexibility by responding to the environmental needs in order to avoid total decline.

Finally, the development of a Board of Directors would satisfy the elaborate stage boundary system of institutional relations.

Recommendation 3.

A full-time high ranking Ministry of Education official should be appointed with a small supportive staff. Responsibilities would include all OSLC operations financial and programming; staff recruitment and selection; orientation and awareness of local school boards, trustees, principals and teachers.

This full-time official would be at the OSLC on-site during the entire May through August period to ensure program goals were being addressed; advise; evaluate; and provide support to the staff and students. From September through December the incumbent would travel throughout the province to local high schools to follow-up with OSLC graduates; orient the schools; market the program; provide an opportunity for the local schools for program and selection input; engage in OSLC staff
recruitment. From January through April this official would be centralized at the Ministry of Education offices to circulate admissions, finalize acceptances and confirm the program. The incumbent official would be accountable to the Board of Directors.

Research and development, or adaptive system of an elaborate organization, provided by support staff, would be an additional responsibility of the incumbent.

**Recommendation 4.**

OSLC instructional staff will be drawn from high schools in the province of Ontario and from consultants operating professionally in leadership development from corporate or private sectors.

A maximum tenure for instructional staff should be implemented to avoid complacency and ensure continued motivation of staff. Acceptable remuneration and benefits should be instituted. A minimum four-week commitment should be secured to avoid the retraining of staff and to ensure consistency in the program.

Because of the increased awareness and support of the OSLC by the Ministry of Education, as a result of the implementation of a Board of Directors, it is suggested that appointment to the instructional staff will be viewed as prestigious.

The appointment to the OSLC teaching staff should be recognized as a professional development opportunity for teachers in the field who have displayed superior instructional methods. This recommendation is made in recognition of the
recent turnover in a significant number of teaching positions in Ontario.

The elaborate stage subsystem of procurement would be satisfied with the above-stated recommendation.

Recommendation 5.

OSLC student participants should be selected on the basis of athletic competency, academic acceptability, age, demonstrated leadership potential and a commitment to follow-up programming in the schools.

The above-mentioned criteria are consistent with the existing selection criteria and are recommended to complete the representative structure necessary to address and to achieve the OSLC purpose and stated goals.

Recommendation 6.

Under the authority of the OSLC Research and Development adaptive system provided by Ministry of Education support staff:

(a) An appropriate research design, instrument and evaluation policy should be completed with OSLC student leaders upon their return to their representative high schools.

(b) A longitudinal study of the OSLC graduates must be completed. The benefit of the OSLC experience over time, chosen careers and contributions to the community should be measured.

The above-mentioned recommendations will address the required disposal subsystem of the elaborate organization provided the findings are circulated publically. Circulation should include the government, corporations, private business, education and the public sector. The mass media should be provided with the findings associated with the research. A
complete marketing strategy and public relations function should be designed to create the most effective means of promoting the results of the student leader OSLC experience.

**Funding**

To varying degrees during the history of the OSLC, funding has been a concern. In the Stable Stage, 1961 to 1971, the solution was to divide the responsibilities of the site and the program between two Ministries. In the Decline Stage, 1983 to 1988, this division was established again. On both occasions, the management of the OSLC became ineffective and inefficient.

A more creative approach to funding is required at this time because the most significant threat to the future of the OSLC is the procurement and maintenance of financial resources. This being the major problem, a solution must be devised which is consistent with the structural recommendations mentioned above and the curriculum recommendations to follow.

The value of the OSLC is not questioned. The market is readily available with considerable demand. There are many potential students who want the program, need leadership development and who could benefit tremendously province-wide. A business analogy may therefore be applied. The market is there and, relatively speaking, the investment is low. An appropriate solution then, would be to assign financial responsibility to the governing bodies and to the user groups.

**Recommendation 7.**

*Under the authority of the Board of Directors, funding for the OSLC shall be established from*
the following sources:

(A) The Ministry of Education shall contribute to required capital improvement needs of the site and its facilities.

(B) The local Boards of Education in the province shall contribute to required operational needs of the program such as staff salaries, food services, supplies, equipment and student transportation.

(C) Corporate sponsorship from the private sector shall be sought to develop the site as a year-round conference centre. The improvement of existing facilities and the expansion of new ones will benefit the potential development of student leaders in the business world and will accommodate the professional development needs of current citizens in the communities.

(D) The OSIC alumni including staff and students, should be contacted by means of an annual campaign drive for the procurement of funds. These funds shall be directed towards special projects, new programs, or facilities as designated in each annual campaign.

(E) User fees in the form of course registrations should be assigned to all user groups including students and professionals. Registration fees should be assigned appropriately to students and to professional delegates.

(F) Consideration shall be given to the severance of a portion of the OSIC site for private sale. In the event this option is operationally acceptable, acquired funds shall be invested astutely and kept aside for on-going capital and operational expenditures.

Curriculum

The present OSIC curriculum is designed to meet the avowed goals which ultimately are in place to address the stated purpose. Judging from the responses given in the numerous SDFI
and from the August 16 and 17 on-site inspection, the current program is commendable.

There exists, however, a critical debate between the Ministry of Education and the local school boards as to which entity should provide services—in this case leadership development. The current summer programs should continue. Additional program opportunities and follow-up sessions, however, should be instituted.

The rationale for the following curriculum recommendations is based not only on the need to continue and to expand programming, but is in direct correlation with previous recommendations regarding structure and funding:

Recommendation 8.

The Ministry of Education shall continue to provide a centralized program for student leadership development. Expanded programming opportunities should be created in response to the needs of the environment. These could include programming for the physically disabled; Native Canadians; health and wellness.

Recommendation 9.

The local Boards of Education shall provide decentralized programming perhaps on a rotating basis which shall accentuate on-going leadership development; follow-up implementation; evaluation; school impact; and programs for the development of leadership potential in younger students not yet ready to be removed from their supportive environments.

Recommendation 10.

The Ministry of Education and the local Boards of Education shall provide in harmony, centralized and/or decentralized programming for the professional development of the new cohort of teaching staff entering the profession.
Recommendation 11.

During the fall and winter periods on an annual basis, the OSLC site shall be scheduled for workshops, seminars and conferences involving delegates from the corporate, private business and other contingencies. These programs shall be designed and administered by the sponsoring agency.

**Recommendations for Future Research**

1. Although mentioned as a research and development function of the Ministry of Education, a follow-up study on the directions of the OSLC student graduates could be completed at the university post graduate level. Findings could prove extremely beneficial for the successful continuance of the OSLC.

2. A more specific comparison between the OSLC boys' program and the OSLC girls' program could be completed to determine the differences in program, response and action of the individuals.

3. Similar studies could be completed in the other OSLC programs such as student council and the resulting effects in the high schools, post secondary institutions and in the community at large.

4. Further research of a similar nature could be conducted with other government sponsored programs such as the Ontario Camp Leadership Centre (OCLC) at Bark Lake. Comparison of the OCLC and the OSLC could prove most interesting.
Resolution

The OSLC is an important entity. In our society we often run the risk of withdrawing into ourselves and are less inclined to step forward when there may be some risk involved. The result is a leadership vacuum. We’ve got to do what we can to stimulate good people, to develop their skills, their awareness and their enthusiasm for taking positions of leadership in our society.

The OSLC is a centre of excellence with a proven record. We should take advantage of it to help develop leaders of the future. For a minimal investment the OSLC is indeed, a golden opportunity to have a profound effect upon the future of Ontario.
CHAPTER X

EPILOGUE

In February of 1989, the Deputy Minister of Education, Mark Laratt-Smith called upon Eric Runacres to form and to chair an advisory group to suggest alternatives for the future of the OSLC. This initiative by Mark Laratt-Smith, was a result of unsolved conflict and public pressure to retain the rich heritage of the OSLC. It would be naive to suggest that this thesis was responsible for soliciting a public reaction to possible closure of the OSLC, but there is little doubt that it played a significant role.

The "Advisory Committee on Alternative Futures for OSLC", chaired by Eric Runacres was composed of fifteen members. Included were OSLC staff and student alumni; parents of OSLC student leaders; corporate representatives who had previously attended the centre; and, Ministry of Education representatives.

The mandate of the advisory committee was two-fold:

1. Leadership development through all existing mediums to involve all provincial private schools and public secondary schools at the OSLC central location.

2. Continued leadership programming at local levels conducted by regional boards of education on university or college campuses.

Six recommendations were proposed by the advisory committee suggesting a range of governing and financing alternatives.

First, the Ministry of Education would close the centre
permanently and sell the property.

Secondly, responsibility for the camp would be transferred to another Ministry such as the Ministry of Tourism and Recreation, who according to Runacres (1989) are supportive of providing direct services.

Third, the centre would be leased at less than market value to the private sector during the period September through May. Conference facilities could be erected to service the private sector needs during this period. The May through August period would be retained for the continuance of existing student leadership programs.

Fourth, the centre would be jointly operated by the Ministry of Education for central control; the local boards of education throughout the province for summer period operational funding; and the private sector for fall and winter usage with their fusion of capital funding.

Fifth, a shared responsibility between the Ministry of Education and the local board of education. Controlled by a Board of Management comprised of ministry, board and private sector representatives, the centre would be funded on a separate grant basis. (At the present time the OSLC is funded through the parliamentary general ledger grants.) The Ministry of Education would be responsible for capital funding and the local boards of education for operational costs such as staff salaries, supplies, equipment and food services. The Board of Management would select and train the staff, establish the
program and operate the site. Reporting to the board would be a full-time OSLC staff member who would travel the province recruiting staff, would follow-up with student leaders in the schools, and would liaise with principals and teachers.

The sixth, and final recommendation was to continue operating the OSLC as it was in 1988.

The advisory committee advocated the fifth recommendation. According to Runacres (1989) the division of funding in the fifth recommendation would provide the most attractive partnership.

On March 16, 1989 Mark Lavatt-Smith, Deputy Minister of Education, and the Honourable Chris Ward, Minister of Education, accepted the advisory committee’s report and authorized the OSLC to continue under the fifth recommendation stated above. Under no circumstances would the OSLC be closed. An immediate $100,000. grant was made available for cosmetic facility improvements. With a view to establishing the OSLC as a centre for excellence, the six regional Boards of Education in Ontario will be asked by the Minister and the Deputy Minister of Education to select a representative to an OSLC Board of Trustees. Ministry representatives, OSLC student leader alumni, parents and staff will also be appointed as trustees.

Finally, the OSLC will be funded as an independent Board of Education on a separate basis and will be removed from the provincial general ledger grants.

It would appear that the future of the OSLC is in very good hands.
Organization Policy of Summer Programmes at the Ontario Athletic Training Camp

General Policy

To develop qualities of leadership in selected secondary school pupils by means of athletic leadership training courses.

Objectives

1. To give leadership training with a practical application to school activities, and with particular emphasis on the athletic programme.

2. To train leaders to discharge the responsibility of officiating, coaching and training intramural groups.

3. To give leaders a sense of responsibility to their school and to their community.

Recommendation

1. That an advisory board be appointed to make recommendations to carry out this policy.

2. That this board consist of:
   a) the Director of Physical and Health Education - G.A. Wright
   b) the Athletic Commissioner - Syl Apps
   c) the Director of the Athletic Training Camp - J.K. McCutcheon
   d) the President of the Men's Physical and Health Education Section of the O.E.A. - A.D. White
   e) one representative of the university staffs teaching Physical and Health Education
   f) a representative of the High School inspection staff - J. Morgan
   g) a representative of the teaching profession - E.C. McTavish
   h) a representative of a teacher training institution - J. Passmore
   i) a representative of Community Recreation - J.K. Tett
   j) three representatives appointed by Mr. Apps

3. That the work of this board would be voluntary.

4. That the travelling expenses to two meetings each year at the camp site be approved.

Organization

The Director of Physical and Health Education Branch shall be responsible for the general policy and all financial matters relating to the Athletic Leadership Training programme. In making this policy he would be guided by the recommendations of the advisory board subject to the approval of the Minister.

It shall be the responsibility of the director of the training camp to implement the policy approved by the Minister and to administer the programme. Subject to the approval of the director of the branch, the camp director would be responsible for the following:
a) recommendations of staff for appointment.

b) the supervision of staff.

c) programme planning

d) the operation of the camp and the discipline of the trainees.

e) the operation of a petty cash account.

f) care and inventory of equipment.

**Supervisor of Camping**

The Supervisor of Camping would be responsible for -

a) the authorization for transfer of equipment between the athletic training centre and camp counsellor training centres.

b) inspecting facilities of the camp and preparing a brief report for the Physical and Health Education Branch.

**Staff**

It is recommended that the following staff be considered for this training:

**Camp Courses**

1. That four courses be operated commencing July 3rd.

2. That a minimum of 100 and a maximum of 120 trainees be admitted to each course.

3. That the courses be arranged so that students representing schools of similar size would be attending at the same time.

**Registration Fee**

That there be no registration fee.

**Uniform**

That each student be requested to purchase a standard $4.00 gymnasium uniform at camp which would become his property.

**Transportation**

1. That the school boards be responsible for railway transportation up to $1.00 per student.
2. That boards be reimbursed for any expenditure towards transportation (summer school rates) paid in excess of $10 per student.

Selection of Secondary School Students

Each secondary school in the province will have the opportunity of selecting one representative. The representative student is to be selected by a committee consisting of the principal and the boys' Physical Education staff. In making this selection the committee will consider the following points:

a) academic standing; no candidate shall be considered eligible who secures an average of less than 55% on the year's work.

b) age; the candidate must have reached the age of fifteen years before July 1st, 1948.

c) seniority; the candidate must be a member of grade XI or XII in regular attendance during the school year 1947-48.

d) leadership; the candidate must have exhibited leadership qualities for various school activities particularly in regard to the intramural athletic programme.

e) athletic ability; the candidate must have been a member of one representative school team during the school year 1947-48.

f) usefulness to his school; the candidate must sign a statement that he intends to return to school and be prepared to assist in a school programme during the school year 1948-49.

Date of Application

Principals are asked to make their selection and have their application filed with the Physical and Health Education Branch of the Department of Education not later than April 15th.

Medical Certificate

Principals should forward a statement from a medical doctor to the effect that the pupil selected is physically fit for such a course.

Parents' Permission

Principals should forward a statement from the parent giving the pupil permission to attend such a course.

Detailed information will be forwarded to the principals not later than May 28th.

(sgd.) G.A. Wright
Director, Physical and Health Education Branch.

February 24th, 1948.

Approved by Dr. Allhouse.
APPENDIX B

SEMI-DIRECTED FOCUSED INTERVIEW

(A) Originally
(B) Now
(C) In-Between

(1) Reinforcing Statement: Relate to interviewee's Expertise.

(2) How long have you been associated with OSLC?

(3) How did the Centre program initiate?
   What were the problems and obstacles involved?

(4) When you were first involved with the Centre:
   
   (a) What was the purpose of the Centre?
       What were the goals of the Centre? How did the instructors and participants relate to these goals?

   (b) How did these goals relate to those of the Ministry of Education and the goals apparent in the high schools?
       Were the purpose and the goals effectively communicated to the: Instructors; Participants; High Schools?

   (c) What definitions of leadership did you use and how did they relate to the OSLC?

   (d) How did that definition relate to the status of sport at the Ministry level and at the high school level?
       What is the purpose of the Centre now?

   (e) What are the goals of the Centre and leadership definitions used now?

   (f) Do they relate to the Ministry and the high schools the same way now?
       Why was the name changed four times? Were the purpose and the goals changed? How did everyone involved react to these changes?

(5) If you could now divide the growth and development of the Centre into eras of your own, what would they be?

   (a) Who were the significant people, and what were the significant events in these eras?

   (b) Originally, how was the organization of the Centre structured?
(c) In your experiences, what kinds of organizational restructuring and people realignments were contemplated and why?

How were the restructuring and realignments accomplished and who was responsible?

(d) Who were the significant individuals you dealt with?

What were their: roles
responsibilities
behaviours

Who are they now?

(e) From your viewpoint, who or what had the greatest influence or control? What about now?

6. What were the pressures from outside the Centre? Who or what was responsible?

What were the pressures from inside the Centre? Who or what was responsible?

What about now?

7. How is (was) the Centre funded?

Has the OSLC experienced funding difficulties? From what sources? Have there been funding concerns from the Ministry, the high schools, the participants?

8. Are the selection criteria for participants appropriate? What about the selection criteria for instructors? Is salary a concern?

9. How successful has the OSLC been in the development of student leaders? How would you qualify your response?

10. What further changes in the Centre system (Ministry, high schools, Centre) would you recommend?

11. What recommendations would you suggest to ensure the successful continuance of the OSLC?
1. **FIRST TWO TECHNICAL DAYS**

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<th>1st DAY</th>
<th>2nd DAY</th>
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<tbody>
<tr>
<td>- Criterion of a leader</td>
<td>- Volleyball</td>
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<tr>
<td>- Water Safety Regulations &amp; Swim Testing</td>
<td>- Water Safety &amp; Swim Testing</td>
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<td>- Tennis</td>
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<td>- Badminton</td>
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<td>- Recreational Games - e.g. Horse Shoes, Ping Pong, Crocinole, Darts, Jink the Navy, Lummy Sticks, etc.</td>
<td>- General Officiating</td>
</tr>
</tbody>
</table>

2. **REGULAR TEACHING DAY**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:10 - 10:00</td>
<td>Electives</td>
</tr>
<tr>
<td>2</td>
<td>10:10 - 11:00</td>
<td>Major Subject</td>
</tr>
<tr>
<td>3</td>
<td>11:10 - 12:00</td>
<td>Major Subject</td>
</tr>
<tr>
<td>4</td>
<td>12:00 - 12:30</td>
<td>Rest, Shower or Wash-up</td>
</tr>
<tr>
<td>4</td>
<td>12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>5</td>
<td>2:20 - 3:10</td>
<td>Rest, Practice or Recreational Games.</td>
</tr>
<tr>
<td>5</td>
<td>3:20 - 4:10</td>
<td>Major Subject</td>
</tr>
<tr>
<td>6</td>
<td>4:20 - 5:30</td>
<td>Recreational Swim</td>
</tr>
<tr>
<td>6</td>
<td>5:30</td>
<td>Free Time</td>
</tr>
<tr>
<td>7</td>
<td>Evening</td>
<td>Dinner</td>
</tr>
<tr>
<td>7</td>
<td>Evening</td>
<td>Group or Camp Options</td>
</tr>
</tbody>
</table>

3. **PROGRAMME DETAILS**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Subject</th>
<th>Grouping</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I - Electives</td>
<td>- artificial groupings according to their interests &amp; school needs</td>
<td>- Rugby football, Soccer, Officiating Tumbling, Badminton &amp; Tennis</td>
<td></td>
</tr>
<tr>
<td>Phase II - Core Programmes</td>
<td>- 3 artificial groupings according to swimming ability</td>
<td>- Basketball, Track &amp; Field, Swimming &amp; Water Safety</td>
<td></td>
</tr>
<tr>
<td>Phase III - Group Options</td>
<td>- natural cabin groups with 2 staff counsellors assigned to each</td>
<td>- 2 Types of Activity a) affecting group only; b) affecting whole camp</td>
<td></td>
</tr>
</tbody>
</table>
These activities could be divided into two types: i.e.

1) Daylight - activity type sessions involving planning, implementation and evaluation.
2) Darkness - other types of activities and actual planning sessions.

This is not a rigid separation and at suitable occasions, either one or the other type could take up the whole or any part of the evening.

PHASE III ACTIVITIES

Light Include:

- League operations (Volleyball, Softball, Touch Football, etc.)
- Meet operations (Tablet, Track & Field, Swimming, etc.)
- Tournament operations (Tennis, Badminton, Ping Pong, etc.)
- Organization sessions for any activity programme
- Organization sessions for any type of evening programme
- Discussion groups on such topics as:
  School Student Council
  Voting and its responsibilities
  School Athletic Association
  The athletic budget
  School awards and letter systems
  Evening programmes
  Cook outs and Camp fires: Sing songs, Chapel and Vesper Services
  Athletic Banquet planning
  Teaching as a profession
  Others to be suggested by students

The role of the Leaders' Council was further clarified when it was decided that they would be responsible for establishing certain phases of the programme. These might be:

- 4 Evening type variety programmes
- 1 Group Discussion session where each group would consider a topical question - e.g. athletic budgeting
- 1 Evening cook-out, camp fire type session
  - Swim meet
  - Track & Field meet for whole camp to plan, implement and evaluate
  - Others to be suggested.

It was agreed that the Leaders' Council should not be burdened with all the cabin duties. Therefore, it was suggested that the cabin leader be other than the Leaders' Council representative. In other words, one cabin member with certain suitable qualities might be elected to the Council whereas another cabin member might be elected for other cabin duties.
4. STAFF ASSIGNMENTS

CORE PROGRAMME

Basketball
Track & Field
Swimming & Water
Safety

D. Neuer, J. Faulkner
D. Koople, G. Arnott, J. Jerome
H. West, J. Laxton, J. Foote

ELECTIVES

Rugby Football
Soccer
Basketball
Badminton & Tennis
Tumbling

G. Arnott, J. Foote
D. Koople
D. Neuer, J. Faulkner
R. Jerome
J. Laxton

STAFF

Camp Director
Programme Director
Secretary
Business Manager
Instructors:

John E. McCutcheon
Ross Cruickshank
Dorothy Walter
Ralph Heard

George Arnott
John Faulkner
Jack Foote
Don Neuer
Dunc Koople
Russ Jerome
John Laxton
Norm West

Track & Field
Basketball
Swimming & Water
Safety
Basketball
Track & Field
Swimming & Water
Safety

Elective

Rugby, officiating
Basketball
Rugby
Basketball, officiating
Joccer
Badminton & Tennis
Tumbling
Recreational Swim
GIRLS' PROGRAM

The women's staff reviewed last year's programme and the results of Saturday's meetings. With these in mind, they felt that the day's programme would be as follows:

1. **CORE PROGRAMME**
   - Basketball
   - Track & Field
   - Swimming & Water Safety

2. **ELECTIVES** - (Individual Options) These subjects would be taught for 5 periods and each student could choose 2.
   - Square and Folk Dances
   - Volleyball
   - Officiating
   - Badminton

3. **GROUP OPTIONS** - (Evening Programme) In previous years there had been a definite programme outline for the evening. This year, the evening programme would be left for the staff and students to suggest, plan, implement and evaluate certain suitable activities.

4. **STAFF ASSIGNMENTS**

   - **Swimming & Water Safety**
     - P. Purvis, M. Rowntree, S. Norris
   - **Track & Field**
     - S. Norris, H. Hoore, B. Winchester
   - **Basketball**
     - G. Rubel, S. Doyle
   - **Volleyball**
     - B. Winchester
   - **Square Dancing**
     - H. Hoore
   - **Badminton**
     - S. Doyle
   - **Officiating**
     - to be decided

The students will be divided into 4 groups on a cabin basis and 2 instructors will be assigned to each group.

- **Group I**
  - B. Winchester, S. Doyle
- **Group II**
  - H. Hoore, P. Purvis
- **Group III**
  - S. Norris, G. Rubel
- **Group IV**
  - M. Rowntree, to be decided.
Sequence of Building and Major Maintenance Program since 1950

between 1949 & 1953
- moved Maple and Old Cedar Halls from Bellwoods to OALC.
- built Field House (converted from an Air Hangar)
- Asphalt surface on Lower Tennis Courts

1959 - 60
- acquired approximately 100 - acres
  (original site ended at row of large fir trees south of Main Lodge)

1960-61
- began building Sewage Treatment Plant,
  Upper Washhouse and all buildings on the upper level
- first addition to Dining Hall

1962-64
- completed buildings - Administration,
  Directors, Oak and 10 sleeping cabins

1962
- new section on North Dock
- leveled lower Soccer field

1964
- Built South Dock (MGS)
- built upper Tennis courts, basketball courts and completed upper Track (MGS)
- leveled land on lakeside of Director's and Oak (Branch)
- converted a sleeping Cabin to Acorn and added plumbing (Branch)
- converted upper cabin to upper Rec. Hut (Branch)
- converted two lower cabins to Library and Lower Rec. Hut (Branch)
- built Secretary/Nurses living quarters and upper storage garage (Branch)

1965-1966
- second addition to Dining Hall (Branch)

1966
- addition to workshop (Branch)

1968-69
- refurnished Main Lodge living room (Branch)
- new Catering staff quarters built (Branch)
  moved two smaller buildings to south side of Spruce
- converted Spruce into Maintenance staff quarters
- Artificial turf for High Jump and Runways on lower track

1970-71
- moved Infirmary to present site (MGS)
- moved two staff cottages from far north end of property to present site (North of upper Tennis courts) and converted to student
1970
- added Maintenance/Catering Staff Dining Room (Branch)
- installed gate posts

1972 - June
- built addition to Oak (Branch)

- July
- re-painted Upper Cabin line (Branch)
- sanded and re-finished Dining Hall floor (MGS)
- installed plumbing in Infirmary (MGS)

1972-73
- repaired drainage around Field House (MGS)

1973 - June
- Repaired Field House floor and roof totally repainted (inside and outside) (MGS)
- re-covered Kitchen floor (MGS)

- July
- addition to Spruce installed sewer connection and plumbing (MGS)
- re-painted lower Cabin line (Branch)

July 1973 to June 1974
- New Lower Washhouse built (MGS) including sewers to Treatment Plant

October & November 1974
- sanded all floors in Upper Cabins
- resurfaced floors (Branch)

October 1974 to June 1975
- New Marine Hall and Cedar Hall (MGS)

Feb. to Aug. 1975
- Major addition to Sewage Treatment Plant including Lifting Station (MGS)

October, 1975
- new sewer connection from Kitchen and Main Lodge to Lifting Station (MGS)
- rebuilt and re-surfaced lower Dance Circle and lower Volleyball Courts (excavated to depth of four feet and filled with gravel - 2 layers of asphalt)
- resurfaced lower Tennis Courts (MGS)

July, 1975
- re-painted exteriors of upper cabins (Branch)

November 1975 to June 1976
- completely re-built lower Track and converted to Metric scale (removed to depth of 4 ft. and repaired drainage) (MGS)

August, 1976
- 2 new floating sections for North Dock (each approx. 16' x 32') (MGS)
ONTARIO STUDENT LEADERSHIP CENTRE

June, 1976
- installed 2 new propane heaters in Dining Hall (MGS)

July & August, 1976
- painted exterior of Lower Wash-house
- re-painted exterior of all wooden buildings on lower Cabin line
- painted link-chain fence on Lower Tennis courts
- levelled earth near Parking Lot for future playing field (Branch)

October, 1976
- re-surfaced upper Basketball and Tennis Courts (MGS)

October - November, 1976
- link-chain fence installed on Rama Road frontage (MGS)

September, 1976
- began re-finishing Red Maple bedroom furniture in Main Lodge (Branch)

October, 1976 to 1977
- Completely new kitchen and enlarged Teaching-Staff Dining area (MGS)

Jan. 1977, M.of E.
APPENDIX G

Summary of September to June Preparation Duties

- Mailing Student Evaluations to schools

- Preparation of Inventory, Requisitions for the following year
  -- supplies, maintenance, etc.

- Preparation of Annual Report

- Approximately 6 - 8 meetings with R. E. Secord and other Youth
  and Recreation Branch Staff to discuss budget, requisitions,
  mailings, etc. -- constant liaison.

- Communications with parents and Insurance Company re: student
  accident claims from the previous summer.

- Revision and preparation of forms (Application and Selection,
  Acceptance, Health Information, Options, Travel and General
  Information) with Gary Morton, Systems and Forms Officer.

- Preparation of Draft of proposed Numbered Memorandum.

- Correspondence related to requests for information about
  the Camp Program, staff appointment letters, etc.

- Purchase of student Camp uniform for non-profit re-sale
  through Camp Tuck Shop -- this requires careful ordering.

- Miscellaneous requests such as the recent one from Mr. O.
  Honsa, Administration Division, for historical information
  re: original authorization of payment of student transportation
  costs.

- Supervision of 2 Student Camp secretaries during May and June
  in Toronto.

Brief Summary of Workload Since 1970

September and October  Average time spent: 10 to 20 hours per
week.

- Preparation of Inventory and winter repair requests, etc.
- Processing staff travel claims
- Preparation and processing of student travel claims for
  payment to school boards
- Answering considerable correspondence, telephone calls and
  questions re: travel claims, accident insurance claims,
  student medicines left at the camp; etc.
- Preparation of Camp Report

**September and October (cont'd)**

- Meetings with Systems and Forms Control Officer re: revision of Camp Forms.
- Preparation of Tuck Shop Books for Auditors
- Preparation of Petty Cash claims, etc.

**November to March** Average time spent: 6 to 10 hours per week.

- Contact potential teaching staff (prepare initial letters)
- Interview student secretaries
- Search for potential Camp Nurse (spent 4 months last year)
- Second letter to professional staff requesting information such as Social Insurance Number, TD1 forms, etc.
- Meetings with Program Coordinators to plan Pre-Camp Staff Orientation Weekend in May
- Requisitions for summer program supplies - these include office supplies, teaching supplies, infirmary supplies, etc.
- Various meetings re: building and maintenance plans
- Prepare all Application Forms - arrange for printing and mailing from Breadalbane (this involves checking envelopes because private schools are not included)

**April and May** Average time spent: 10 to 20 hours per week

- Preparation of materials for Pre-Camp Staff Meeting
- Arrange for dating and filing of over 1,000 Application Forms returned by schools
- Prepare "Letters of Appointment" for professional staff for Assistant Deputy Minister’s signature
- Two student secretaries begin work on May 1 at Region 8 Office - prepare job-analysis for secretaries
- Prepare PB1000’s for 45 professional staff
- Prepare special payroll cheques prepared for final teaching day
- Pre-Camp Staff Organization Weekend
- Review and approve all notes prepared by staff for student distribution
- Assist Program Coordinators with student Master Timetable (2 weekends)

**June** Average time spent: at least 20 hours per week

**June and July** 32 Days at Camp - on call 24 hours per day

**August** Average time spent: 20 + hours per week

- Returning supplies to Toronto suppliers
- Returning and storing (audio visual) and films to Toronto
(Mowat Block, Region 8 Office, H. Curney's basement)
- Assisting with boys' problems
- Beginning preparation of student travel claims, etc.
- Inventory
STUDENT POLICIES AND REGULATIONS

In order to insure uniform treatment regulations for staff and students attending all programs, the Administration must require that the following be applied by all Camp Directors and Program Co-ordinators.

These Regulations have been refined over the years and are necessary for reasons of maximum efficiency, safety, health and consideration for all staff and students.

A. i) SMOKING - prohibited in all programmes with the exception of OSCLS

**NOTE:** OSCLS students are frequently 18 years of age and some concessions are made. Smoking permitted in specific outdoor areas.

ii) REMAINING ON SITE - this is essential since the Camp Director is legally responsible for students welfare as well as for efficient operation of program

iii) PERMISSION TO LEAVE AND RETURN (for play-offs, weddings, music exams etc.)
- No permission except for funeral in family
- It is impossible to handle requests or to decide legitimacy otherwise

iv) DRESS: OALC - always Camp uniform
GMLC - no halters, swim suits
- try to make T-Shirts required dress

**Note:** uniform removes all competition re: dress and is an equalizing factor

v) DINING ROOM PROCEDURES: - similar in all programs - for efficiency and to assist Catering St
- should teach respect for food and members at the table

vi) VISITORS - not encouraged - Camp Director and Program Co-ordinator must use common sense judgements

vii) WATERFRONT CONTROLS - essential

viii) "LIGHTS OUT" - essential for health of students and staff

ix) ALCOHOL - student sent home immediately

B. LEADER'S COUNCIL - representative from each Cabin
- liaison with Camp Director and Program Co-ordinator
<table>
<thead>
<tr>
<th>Item</th>
<th>Budget 1971-72</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teacher Salaries</strong></td>
<td>$42,872.00</td>
</tr>
<tr>
<td><strong>2. Travel:</strong></td>
<td></td>
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<tr>
<td>Pre-Camp Staff Meeting</td>
<td>885.94</td>
</tr>
<tr>
<td>July &amp; August Staff - Camp</td>
<td>1,549.00</td>
</tr>
<tr>
<td>Directors</td>
<td></td>
</tr>
<tr>
<td>Student Travel</td>
<td>2,001.00</td>
</tr>
<tr>
<td>Taxi (Station to Camp)</td>
<td>342.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,777.94</td>
</tr>
<tr>
<td><strong>3. Catering</strong></td>
<td>38,338.50</td>
</tr>
<tr>
<td><strong>4. Program (equipment, printing, office supplies)</strong></td>
<td>3,717.85</td>
</tr>
<tr>
<td><strong>5. Awards (student crests)</strong></td>
<td>622.08</td>
</tr>
<tr>
<td><strong>6. Infirmary</strong></td>
<td>428.57</td>
</tr>
<tr>
<td><strong>7. Maintenance Salaries (year-round)</strong></td>
<td></td>
</tr>
<tr>
<td>Lorne Madill</td>
<td>8,257.60</td>
</tr>
<tr>
<td>Norm Skilling</td>
<td>6,884.80</td>
</tr>
<tr>
<td>Vacant</td>
<td>6,884.80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22,027.20</td>
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<tr>
<td><strong>8. Supplies</strong></td>
<td></td>
</tr>
<tr>
<td>Lumber</td>
<td>1,847.52</td>
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<tr>
<td>Gasoline</td>
<td>728.15</td>
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<tr>
<td>Household goods</td>
<td>2,704.22</td>
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<tr>
<td>Machine repair</td>
<td>1,470.54</td>
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<tr>
<td>Janitor supplies</td>
<td>495.18</td>
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<tr>
<td>Propane and Hydro</td>
<td>2,943.78</td>
</tr>
<tr>
<td>Consumable</td>
<td>590.00</td>
</tr>
<tr>
<td>Telephone</td>
<td>597.00</td>
</tr>
<tr>
<td>*Laundry</td>
<td>528.00</td>
</tr>
<tr>
<td>Machinery and Equipment</td>
<td>1,937.91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13,842.30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>126,626.44</td>
</tr>
</tbody>
</table>
PROGRAM DIRECTOR

JOB DESCRIPTION:

Plans, implements a comprehensive student leadership course consistent with Ministry of Education philosophies and objectives by

1. recommending administration staff
2. recommending teacher/facilitator staff
3. recommending returning staff
4. setting December and Pre-course meeting agenda
5. setting morale/tone
6. requisitioning supplies and equipment
7. providing inventory control of course supplies and equipment
8. liaising between centre staff, site manager, administrative assistant Mowat Block, administrative assistant at the Centre
9. requesting authorization of guest speakers and special groups
10. preparing reports that leaders send to schools and makes a progress report to the Ministry of Education
11. liaising with program directors from other courses
12. updating handbooks and literature pertaining to the course
13. providing "PR" for OSLC
14. recommending staff/student uniforms
15. initialising travel forms - staff claims - student subsidies
16. arranging staff transportation - encourage travelling in groups to save costs
17. supervising the nurse
18. counselling leaders and staff when necessary
19. receiving visitors
20. arranging professional staff accommodation
21. ensuring satisfactory condition of centre upon course closing
22/ ensuring the health and safety of leaders/staff by:
   - holding fire drills once per 1 week session minimum
   - holding water search drills once per 2 week session minimum
   - regularly inspecting equipment and facilities.

CO-ORDINATORS ACTIVITIES

JOB DESCRIPTION

Helps design, implement, supervise and assess a comprehensive student leadership development course consistent with Ministry of Education and Program Director philosophy and objectives by

1. designing course, co-operatively with Program Director and co-co-ordinators.
2. acting as a staff resource person
3. organizing the student course selections and student timetables, making changes at the beginning of and during the course as deemed appropriate
4. instructing if required
5. organizing the staff course assignments and staff timetables
6. reporting to the program director re - students
   - facilities
   - supplies
7. being responsible for the welfare and condition of the students and staff and the condition of their living accommodations
8. counselling leaders or staff when necessary
9. supervising and observing activity classes and LD sessions
10. ensuring the course objectives are being met
11. organizing fire drill - 1 per 1 week session minimum

Specific to OSLC - Athletics (girls)
1. organizing leaders council - organize banquet
2. organizing special activities days -Terry Fox presentation
   -Panel discussion
   -guests
   -OIRA presentation
3. organizing tabloid (staff LD #5)
4. liaising with housemothers of Bass and Oak
5. liaising with student maintenance help re - LD board
   - Equipment board

CO-ORDINATOR - AQUATICS

JOB DESCRIPTION

Provides a comprehensive aquatics program which develops leadership skills consistent with Ministry of Education and Program Director, philosophies, objectives and procedures by

1. liaising with co-co-ordinator
2. working with co-ordinator-activities in timetabling aquatic staff in appropriate areas
3. designing aquatics program
4. assigning leaders appropriately based on information forms and institute changes where necessary at the beginning and during the course
5. instituting testing procedures to be followed
6. arranging people to come in and test where necessary
7. providing lifesaving and CPR instruction where necessary
8. recommending and ordering aquatic supplies and awards - cost involved must be approved
9. instructing if required
10. counselling staff/leaders where necessary
11. organizing aquatics drills minimum 1 per 1 week session
Specific to OSLC - Athletics (girls)

1. arranging staff and student photos and money collection
   (through leaders council)
2. organizing centre cleanup
ARRIVAL DAY SCHEDULE

SCHEDULE

1. Officers-of-the-Day:
   Hillside: ___________________________ Lakeside:

2. Rising Bell ________________________ 7:45 a.m. (Lakeside Officer-of-the-Day)

3. Breakfast __________________________ 8:15 a.m. (Lakeside Officer-of-the-Day)

4. 9:00 a.m. to 12:30 p.m.
   i) Cabin Preparation and Teaching Area Preparation - all staff
   ii) Overload Tournament Preparation

   Lakeside: ___________________________ and ___________________________
   Hillside: ___________________________ and ___________________________

5. Leader Arrivals: 9:00 a.m. to 12:30 p.m.
   i) Welcome - Check off names on arrival list
   ii) Give number, cabin and location
   iii) Explain regulations: e.g. no smoking, waterfront and
       gymnastics equipment are out-of-bounds etc.
   iv) Special buses - Make explanations on bus. Leaders not
       allowed off until names checked on arrival list.
   v) On Duty Schedule:

   9:00 a.m. __________________________________________
   10:00 a.m. __________________________________________
   11:00 a.m. __________________________________________
   12:00 noon __________________________________________

   During lunch ________________________________________

6. Balance of Arrival Day Schedule:
   12:30 p.m. Lunch (after last bus arrives) Admin. Hillside O.D.
   2:00 p.m. Teacher/Facilitator/Leaders cabin meetings
   2:10 p.m. Registration and Orientation Pg. 29
   4:15 p.m. Search, and Waterfront Procedures
   5:00 p.m. Supper, Admin. Lakeside O.D.
   6:30 p.m. Overload Tournaments
   8:00 p.m. First Leadership Development (L.D.) session Pg. 45
   9:40 p.m. Compulsory Snack
   10:10 p.m. Teacher/Facilitator/Leaders cabin meetings Pg. 47
   10:30 p.m. Lights Out
   10:40 p.m. Silence
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15</td>
<td>Rising</td>
</tr>
<tr>
<td>7:30</td>
<td>Waiters</td>
</tr>
<tr>
<td>7:45</td>
<td>BREAKFAST</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Clean up cabin and area of responsibility</td>
</tr>
<tr>
<td>9:00 - 9:50</td>
<td>Leadership Development Activity</td>
</tr>
<tr>
<td>10:00 - 10:50</td>
<td>First Period</td>
</tr>
<tr>
<td>11:00 - 11:50</td>
<td>Second Period</td>
</tr>
<tr>
<td>12:00</td>
<td>Waiters</td>
</tr>
<tr>
<td>12:15</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:45 - 1:20</td>
<td>Free Time</td>
</tr>
<tr>
<td>1:30 - 2:20</td>
<td>Third Period</td>
</tr>
<tr>
<td>2:30 - 3:20</td>
<td>Fourth Period</td>
</tr>
<tr>
<td>4:15 - 4:45</td>
<td>RECREATIONAL SWIM</td>
</tr>
<tr>
<td>3:30 - 4:30</td>
<td>Safekeep and Tuck</td>
</tr>
<tr>
<td>4:45</td>
<td>Waiters</td>
</tr>
<tr>
<td>5:00</td>
<td>SUPPER</td>
</tr>
<tr>
<td>5:30 - 6:30</td>
<td>Free Time</td>
</tr>
<tr>
<td>6:30 - 7:30</td>
<td>Tournament</td>
</tr>
<tr>
<td>8:00 - 8:45</td>
<td>Special Topic</td>
</tr>
<tr>
<td>9:00 - 9:30</td>
<td>Leadership Development Session</td>
</tr>
<tr>
<td>9:40</td>
<td>SNACK - VOLUNTARY</td>
</tr>
<tr>
<td>10:30</td>
<td>Lights out - in cabin from here on</td>
</tr>
<tr>
<td></td>
<td>(Cabin Leader-of-the-Day responsible)</td>
</tr>
<tr>
<td>10:40</td>
<td>Silence</td>
</tr>
<tr>
<td></td>
<td>(Cabin Leader-of-the-Day responsible)</td>
</tr>
</tbody>
</table>
ONTARIO STUDENT LEADERSHIP COURSE - Athletics - Boys

SPECIAL DAY 1

7:30 a.m. Wakeup
8:00 a.m. Breakfast

<table>
<thead>
<tr>
<th>Time</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:50 a.m.</td>
<td>Effective Leadership cedar</td>
<td>Communication Skills pike</td>
<td>Promotion of Intramurals pine</td>
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<tr>
<td>10:00 - 10:50 a.m.</td>
<td>Communication Skills pike</td>
<td>Promotion of Intramurals pine</td>
<td>Effective Leadership cedar</td>
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<td>11:00 - 11:50 a.m.</td>
<td>Promotion of Intramurals pine</td>
<td>Effective Leadership cedar</td>
<td>Communication Skills pike</td>
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12:15 p.m. LUNCH

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<th>Time</th>
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<td>1:30 to 1:55</td>
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<td>7</td>
<td>L.D. Session</td>
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<td>2:00 to 2:25</td>
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<td>L.D. Session</td>
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<td>2:30 to 2:55</td>
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<td>7</td>
<td>L.D. Session</td>
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<td>3:00 to 3:25</td>
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<td>6</td>
<td>7</td>
<td>L.D. Session</td>
</tr>
</tbody>
</table>

Activity
1. Aquatic Relays
2. Activity Exercises
3. Circuit Training
4. Pyramids
5. Team Handball
6. Games of Low Organization
7. 12 Man Football
8. Leadership Development

Place (Indoor)
South Dock
Below pine
Lower Tennis Courts - Pike
Outside gull
Lower Field
muskelunge
Upper Field
Cabin

Pine
Birch
Cedar
Pike
Lower muskelunge
muskelunge
Gull
ONTARIO STUDENT LEADERSHIP COURSE – Athletics – Boys

SPECIAL DAY 2

7:45 Wakeup
8:15 Breakfast

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<td>9:30 to 10:00</td>
<td>L.D. Session 1</td>
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<td>10:05 to 10:35</td>
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<td>L.D. Session 1</td>
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<td>L.D. Session 1</td>
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<td>L.D. Session 1</td>
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<tr>
<th>Time</th>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
</tr>
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<tbody>
<tr>
<td>1:15 - 1:55 p.m.</td>
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<td>Communication Skills pike</td>
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<td>Promotion of Intramurals pine</td>
<td>Effective Leadership cedar</td>
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<td>2:45 - 3:25 p.m.</td>
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Activity
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8. Leadership Development

Place
South Dock
Below pine
Lower Tennis Courts
Outside gull
Lower Field
muskelunge
Field
Cabin

Pine
Birch
Cedar
Pike
Muskelunge
Muskelunge
Gull
ONTARIO STUDENT LEADERSHIP COURSE - ATHLETICS - Boys

FINAL DAY SCHEDULE

7:15 a.m.             Rising Bell
7:45 a.m.             Breakfast
9:00 a.m. - 9:40     Period 4
9:45 a.m. - 10:25    Period 1
10:30 a.m. - 11:10   Period 2
11:15 a.m. - 11:55   Period 3
12:15                 Lunch
1:30 p.m. - 2:30 p.m. Co-op Games Tournament
2:30 p.m. - 3:30 p.m. Centre clean-up second course
3:30 p.m. - 4:30 p.m. Final Safekeeping and Recreational Swim - First Course only
3:30 p.m.             Basketball game between Staff and Leaders (Section Tournament Champions)
4:45 p.m.             Couchiching Breakdown (jog to lower field)
5:45 p.m.             Banquet
Following Banquet (approx. 8:00 p.m.) Slides in cedar
10:00 p.m.             Final cabin meeting (safekeep bags cleaned out)
10:30 p.m.             Lights out
10:40 p.m.             Silence
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


C. MINUTES, MEMORANDA, REPORTS


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_________ (1973). Maintenance Staff, OALC. Memorandum to the Director, Educational Exchange and Special Projects, 8/28. (U. of W., S.A.)

Heintz, G. (1952). Recommendations for the OATC girls program from the Assistant Director to G. A. Wright, Director, Physical and Health Education Branch of the Ministry of Education, 11/10. (U. of W., S.A.)

Innes, C. (1972). "The Focused Interview as a Tool of Historical Research." Subject of presentation made to the Second Canadian Symposium on History of Sport and Physical Education at the University of Windsor.


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_________ (1952:A). OATC Staff. (U. of W., S.A.)

_________ (1952:B). Preliminary Application for Attendance, Official Acceptance Form, and memorandum of general information for student leaders. (U. of W., S.A.)

_________ (1954:A). Memorandum to OALC administrative staff announcing a pre-camp 2/27, meeting to establish new policy, 2/3. (U. of W., S.A.)

_________ (1954:B). Memorandum to OALC administrative staff providing an agenda for the pre-camp, 2/27 meeting to establish new policy, 2/19. (U. of W., S.A.)


(1955:D). Memorandum to F. G. Runacres, OALC Camp Director re: Campers attending Sunday service outside the camp property, 6/23. (U. of W., S.A.)

Wright, G. A. (1957:A). Memorandum to secondary schools regarding OALC students' contributions to their schools, 9/17. (U. of W., S.A.)


(1957:C). Memorandum to OALC staff members re: Trends in Education in Ontario, 5/1. (U. of W., S.A.)


(1961). Memorandum to Boys' Physical Education Teachers re: OALC. (U. of W., S.A.)
D. DISSERTATIONS


E. INTERVIEWS


INTERVIEWS (CONT'D)


Name: John David McMurray
Date of Birth: November 8, 1952
Birthplace: Windsor, Ontario
Education: 1975 Honours Bachelor of Human Kinetics
Kinesiology, University of Windsor
1989 Master of Human Kinetics
Sports Administration, University of Windsor
Professional Experience:
1985-Present Director of Student Services,
University of Windsor
1980-1985 Director of Residence and Food Services
University of Windsor
1976-1980 Director of Residence
University of Windsor
1975-1976 Acting Director of Residence
University of Windsor
Presentations and Publications:
Past, Present Analysis and Future Directions. (1989). Canadian
College and University Food Services Association, University of
Toronto.
Residence Budgets: The Politics of Preparing a Residence Budget.
(1984). Presentation at the CACUSS National Convention,
University of Windsor.
at the CACUSS National Convention, University of Windsor.
Building the Supportive Team - University of Windsor. (1983;
1982). Presentation at the Second and Third Annual Residence
Life Conference, University of Guelph.
Establishing, Developing and Servicing University Conference
Operations. (1982). Presentation at the OACUHO Annual
Conference, University of Windsor.
Presentations and Publications (cont'd)


Student Support Systems for Recruitment and Retention. (1980). Presentation at the CACUSS National Convention, University of Victoria, Victoria, B.C.


Professional Appointments

President, Ontario Committee on Student Affairs, 1989 - 1991.

President, Canadian Association of College and University Student Services - Student Affairs Division, 1989 - 1990.

President, Canadian College and University Food Service Association, 1985 - 1986.