



OCRA is an organization that advocates for its members on issues of concern to community college retirees

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FROM THE PRESIDENT

Linda Choptiany

president@ocraretirees.ca

OCRA directors have been busy the past few months with several activities:

- Planning is underway for the **OCRA General Meeting to be held October 25, 2017** at Humber College, Lakeshore Campus. More details to follow later this summer.
- The **2017 Benefits Comparison Chart** is now available to current OCRA members. Please contact Yvonne Glenville, Communications Officer at communications@ocraretirees.ca to receive a copy.
- Director Ron Conlon attended the CURAC (College and University Retirees Association) Conference in Ottawa in May and will have a report in our next newsletter.

- Director Derrick May, Past OCRA President, attended the FSCO (Financial Services Commission of Ontario) Stakeholders Meeting in March. Each year OCRA responds to FSCO's request to comment on their Statement of Priorities for the upcoming year. More details in our next newsletter.
- As you may know, the CAAT Pension Plan is a multi-employer pension plan. There are 14 non-college groups that have become members of the Plan. The latest is the ROM (Royal Ontario Museum). Director Fred Deys has been reaching out to each of the groups to invite their retirees to join OCRA.
- **OCRA recognizes the 50th anniversary of the Ontario Community Colleges** with this special issue of the newsletter. Yvonne Glenville has compiled some interesting articles about the past history of retirees who built the college system. For more details, check out what colleges and their local retiree associations are doing to celebrate by visiting their websites.
- If you have any questions about OCRA membership, please contact Janice Coughlin at membership@ocraretirees.ca
- Don't forget to visit the OCRA website (www.ocraretirees.ca) for updates of particular interest to retirees. There are links to the College Employer Council, the CAAT Plan, Colleges Ontario and other organizations you may find helpful. OCRA can provide you with contact information if you need assistance.
- Interested in becoming an OCRA director? We have one vacancy. Please email me (president@ocraretirees.ca) if you would like to volunteer. ❖

Linda Choptiany



Please advise **Janice Coughlin** (membership@ocraretirees.ca) and **Yvonne Glenville** (communication@ocraretirees.ca) of any changes to your email and/or postal address.

SAVE the DATE
OCRA GENERAL MEETING 2017
WEDNESDAY, OCTOBER 25, 2017

Registration Starts: 9:30 am
Meeting: 10:00 am – 3:00 pm

hosted by

HUMBER COLLEGE and
HUMBER COLLEGE RETIREES' ASSOCIATION

Please note: Meeting will be held at the
Humber College
Lakeshore Campus

Situated in the west end of Toronto, on the shores of Lake Ontario.
2 Colonel Samuel Smith Park Drive,
Toronto, Ontario, Canada M8V 4B6

(More details to follow later this summer) ❖

EARLY YEARS at ST. CLAIR COLLEGE

By Bill Totten – St. Clair College & OCRA founding member

Oh, how things have changed!! Those of us who were around in the very earliest days of the Ontario college system consider ourselves very fortunate to have been here in ‘the best of times!’

I had been teaching math in the Windsor Secondary School and can still remember the difficulty I had in making the decision to leave the comfort and security of the secondary school system to accept the position of Associate Registrar at St. Clair College, in this the new, unknown system of Colleges of Applied Arts and Technology. When I entered our High School Staff Room and announced that I had just resigned to move to the new St. Clair College my colleagues were aghast – ‘moving to the cat house’? Why would I go to an institution that was currently housed in a scattered bunch of decrepit buildings, run by a largely unknown group of managers? The college system came out of nowhere, and was largely unknown in the community at large. On 21 May 1965 the Hon. William G. Davis, Minister of Education, announced to the Ontario Legislature the formation of 19 Colleges of Applied Arts and Technology, stating “... *we must create a new kind of institution that will provide, in the interests of students for whom a university course is unsuitable, a type of training which universities are not designed to offer*”. With one stroke of the pen a system of 19 colleges was born and to the credit of everyone involved, the doors opened for students 16 months later, in September, 1967.

Windsor, as was the case in London, Hamilton, Toronto, Ottawa, Sault Ste. Marie and Haileybury, had a big start-up advantage by virtue of their absorption of local ‘Institutes’ as a base. Even with this advantage, it was not without some unique situations. At St. Clair, students who started at the Western Ontario Institute of Technology found that W.O.I.T. didn’t exist by the time they were ready to graduate. Some of the graduating students wanted a W.O.I.T. diploma only, wanting nothing to do with St. Clair, which was forced upon them. Some wanted a St. Clair diploma, and others wanted BOTH. Another issue surrounded the strict dress code at W.O.I.T. where they proudly wore their red blazers and grey flannels. However, St. Clair was having none of that in these days of student rebellion in the 60’s and early 70’s. The W.O.I.T. was predominantly male. The new St. Clair College had introduced a Secretarial Science program attracting young ladies, demanding adjustments on the part of both staff and students.

Make-shift facilities were the norm for most of these new colleges. At St. Clair some of the students were housed in an elementary school which had been condemned in the 1930’s. Others were in an old factory, while still others had the ‘luxury’ of taking classes in what was intended to be a temporary building on a 60 acre site on the outskirts of Windsor (known then as “Green Acres”). These buildings were to remain temporary for many years. The administrative offices were on the second floor of a restaurant in downtown Windsor, nine kilometres from ‘Green Acres’.

In 1966-67 the student body at St. Clair consisted of slightly more than 400 students in 3 technology programs and one business program. With such a small intimate complement, instructors, staff and students were all well-known to each other and the comradery was something that is inconceivable in today’s setting.

If the students were subjected to less-than-elegant conditions, the office staff was no better off. Computers didn’t exist, save for a few used as teaching tools, and all administrative processes were done by hand. Individual student schedules were unknown at the time, which facilitated a common report card format for all members of the same class. The blank reports were run off on Gestetner machines and grades were then hand typed on these ‘pro-forma’ reports for each individual student. As systems

advanced the college acquired a computer which was small in capacity but large in size. It filled a room which required a dedicated air conditioner. The Registrar's Office had to input data via Hollerith punch cards. This required dedicated clerks to do nothing but operate punch card machines. In its earliest stages this computer was only capable of producing report cards. All record keeping was still on hard copy in multitudes of file folders.

Policies and procedures were non-existent at the time. The priority was to get the college up and running and to get the job done, and the procedures would evolve on their own. For example, we had no concern about purchasing. On my first day at the college we went to a local office supply store where we walked through the displays pointing out what we wanted and a salesman followed, dutifully writing down our order. Lo and behold, it all showed up the next day – no paper work required – and somehow everything got paid for. So much for a purchasing procedure! Similarly, there were no restrictions for hiring. If we saw a promising employee we told the 'bursar' who put that person on the list of permanent employees. Oh, how fun to operate with no restrictions, setting our own traditions as we went along. Many of the processes that evolved in this way were eventually put in writing and became the policies.

At St. Clair we had a big advantage, being in such close proximity to Michigan where 'Community Colleges were long established and very willing to share information, ideas and materials. We travelled to these colleges frequently, returning home with bundles of sample forms, flyers, bulletins, calendars, admissions brochures, etc.

As the Associate Registrar, I was a part of the Student Affairs Department, along with three other managers and a complement of very capable support staff. Amongst the four managers, we were expected to implement programs in admissions, records, financial aid, publications, counselling, student activities, Alumni and high school liaison. The result was that we were all involved in everything. And we had fun doing it. As mentioned earlier there were no restrictive policies or established procedures to limit our creativity. To top it off, we were very fortunate to have senior administration, in the person of the President, Dr. R. C. Quittenton, who fostered, rather

than limited, the creativity and freedom to innovate that made coming to work every day, fun!

Dr. Q was a story in himself. These new colleges were so new that they were an unknown quantity in the community, and 'Q' made every effort to make the name "St. Clair" familiar in the Windsor/Essex/Kent community. His apparent 'eccentric' actions were carefully planned to call attention to St. Clair. He drove an ancient Hillman automobile that was painted St. Clair green with St. Clair yellow racing stripes across the hood. He dressed in a Hudson's Bay coat with a red felt fedora. His plaid vests made him stand out wherever he went. His letters to the editor of the Windsor Star were legend, often calling attention to the distinctiveness of the college in comparison with the local university. He addressed every freshman class with his 'big beans' speech, using a large glass jug of various sized beans which he would shake up and then point out that college graduates, like the 'big beans' in the jar, always rose to the top.

The period from the Fall of 1966 to the early 70's was a time of rapid growth in students numbers, staff, programs offerings and facilities and those of us who were privileged enough to be there during this period always look back fondly on our experiences. ❖

N.B. Extended health benefits comparison chart

– Document updated by Joan Cunnington, April 2017 is available to members only by contacting Yvonne Glenville, OCRA Communications Officer, at: communications@ocraretirees.ca

PERSONAL EXPERIENCE at SENECA COLLEGE – Early Days

By Peter Bartram (Seneca, also worked at Centennial – registrar)

After working at York University I joined Seneca in 1969 as associate Registrar Manpower Retraining at the Sheppard campus. Shortly after joining, this was renamed Business and Industrial Training headed up by Bob Cameron. The most popular course offered was keypunch card operator where demand exceeded the ability to supply and conventional wisdom at the time claiming that a keypunch operator would then have a job for life. It was not long before technological advances meant that the only place a keypunch could be found was in a museum. Working in an old factory building with a new concept in

education and responding to technological changes made everyday a challenge. Staff and faculty were a collegial group of people with a wide variety of experience and backgrounds. With their support it meant that, In spite of setbacks, we were able to function as a rapidly growing department within the College largely separate from the newly opened Finch campus where most of the post-secondary programs had been moved. I remember that we were expecting a large intake of new manpower students and I was responsible for the registration of the incoming students. With the help of Bill McCracken we carefully planned how to handle this and set up tables in the cafeteria. Each table had a sheet identifying the program attached to the front of it and students had to register at the table set up for their particular program. We made a dry run and were confident that we were prepared to handle the intake. Once we opened the doors and the students poured in we quickly saw that no-one could see the program names which, we realized, should have been set up above the tables. The result - chaos - which, fortunately, we were able to overcome.

The Sheppard campus has long gone. After being used as a site headquarters during the Sheppard Avenue subway construction the building was demolished and there is now a high rise condominium on the site. Unfortunately many of my colleagues from Sheppard are also gone but the memories remain. ❖

CAAT PENSION PLAN is CELEBRATING its 50th ANNIVERSARY

Printed with permission of the CAAT Pension Plan

CAAT Pension Plan is celebrating its 50th anniversary with the Ontario College system. Many of you may have been seeing and reading about the 50th anniversary articles in the "Retired Member Newsletter" and the "50 facts for 50 years" series in My Pension NewsLink (<https://www.caatpension.on.ca/en/about-us/news/my-pension-newslink>) articles that follow the Plan's ongoing advancements through interesting tidbits from 1967 to today. We thought we would publish parts of their articles for those that have not seen or taken the time to read the articles from the CAAT Pension Plan just to reiterate what CAAT Pension Plan has been doing so you may enjoy your retirement.

Article from Posted Information for Retired Members by CAAT Pension Plan

We've come a long way since ... 1967 when the Plan had 2,703 active members, made up of only full-time employees of Ontario's 24 new colleges. In 50 years, Plan membership has grown to over 43,000 members (both active and retired), with 38 participating employers (including colleges, employers that are related to the college system, and the Royal Ontario Museum). Today, membership is not just for full-time employees: part-time or contract employees of any participating employer can now join the Plan, and now make up almost 30% of the active membership total. The average age of active members has increased as well, from 37 years old in 1967 to 48 years old today.

We've come a long way since ... the 1970s, when members had to retire at age 65, and those who retired before 65 could only receive a reduced pension. In 1974, the first early unreduced retirement options were introduced, and by the 1990s both the "85 Factor" and "60/20 Rule" were made permanent features of the Plan. Early retirement options were further expanded by allowing members to retire as early as age 50 if they had 20 years of service. Only two members had retired by the end of the CAAT Pension Plan's first year, and both retired at the age of 65. In 2016, 767 members started their pensions with an average retirement age of 62, and about 65% were able to use the Plan's early retirement provisions.

We've come a long way since ... the 1960s when survivor benefits were known as "widow's pensions," were only 50% of the member's pension at the time of death, and ended if the surviving spouse remarried. In 1974 common-law spouses were recognized as eligible spouses, and in 1988 the Plan moved from the 50% widow's pension to a 60% spousal pension. In 1998 same-sex spouses were recognized as eligible spouses, and the Plan gave members the option of selecting a 75% spousal pension at retirement in exchange for a lower pension themselves. Back in 1967, the average active member had an annual salary of \$8,036; in 2016, the average was \$74,099. In 1967, two thirds of active members were male, but today women make up 60% of active Plan membership. In 1967, the average age for men was 39 and 34 for women.

Today, the average ages are 49 and 47, respectively. We've come a long way since ... 1995, when the CAAT Plan became a jointly sponsored pension plan. This governance model means that members and employers equally share the risks and the costs of the Plan. This modern governance structure provides stability, fosters cooperation, and creates a common focus to deliver benefit security by ensuring reliable retirement income is provided to members at appropriate contribution rates.

All of these changes highlight the CAAT Plan's commitment to the pension promise for our members. But we're not done yet. The CAAT Pension Plan's first 50 years are just the beginning. With a healthy funding position, strong governance, capable experts, and members and employers who value the pension plan, the future looks bright. Stability, benefit security, and intergenerational equity will remain our focus for many more years to come. ❖

BACKGROUND WHICH LED TO THE FORMATION OF OCRA

By Derrick May – Mohawk College & OCRA founding member
Editor's Comment: With the Ontario College system celebrating its 50th anniversary and being new to the OCRA Board, I thought it would be interesting to find out what led to the formation of OCRA. I was able to attain Derrick May, one of the founding members who graciously provided some background history. Thank you, Derrick.

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More than sixteen years have now passed since the Ontario Colleges Retirees' Association (OCRA) came into being. Early in 2001, CAAT retirees were attempting to communicate individually with the CAAT Pension Plan and what was then The Council of Regents (now the College Employer Council). A group of college retirees recognized that there was a need for the establishment of an association of retirees. The goal was to improve communication and cooperation between retirees and any relevant parties regarding matters of interest to the retirees.

At that time, Alan Gregson, who was chair of the Retirees Association of Mohawk College, invited any interested CAAT retirees to attend a planning meeting.

Accordingly, OCRA was established on April 19th, 2001 when a group of 13 retirees representing 8 colleges met and adopted OCRA's constitution, and elected a 10 member Executive. The founding members of

OCRA who attended the meeting and contributed to the establishment of OCRA and to the adoption of the Constitution are as follows:

Linda Choptiany, Centennial College
Don Forrest, Fanshawe College
Dave Grimes, Fanshawe College
Peter Pass, Georgian College
Derrick May, Mohawk College
Bob Pando, Mohawk College
Jennie Balasak, Niagara College
Gary LaRose, Niagara College
Bill Totten, St. Clair College
Geza Alexin, Seneca College
Joan Cunningham, Seneca College
Sheila Hirsch, Seneca College
Peter Mazeikis, Sir Sandford Fleming College

OCRA's mission includes the following:

- To pursue and foster the interests of CAAT Plan retirees and retirees of associated employers who are members of the CAAT Plan.
- To develop and present a common position on issues of interest to retirees, including pension, health benefits, government policies, etc. and to lobby for those positions.
- To develop and maintain effective channels of communication with OCRA members and local college retiree associations.

OCRA is the only association dedicated entirely to CAAT and associated retirees, and includes retirees from all CAAT colleges. OCRA has received wide support from a number of the colleges, especially with regard to OCRA's General Meetings, which so far have been hosted by twelve colleges – some more than once. ❖

Editor's Note: *Special thank you to Bill Totten (St. Clair College); Peter Bartram (Seneca/Centennial Colleges); George Jamison (Seneca College) for providing articles that appear in this newsletter.*

The newsletter is for you and your fellow retirees. For future newsletters, your help is needed. If you have any topics of interest, ideas for articles, please provide us with suggestions and/or input. Contact: Yvonne Glenville (communication@ocraretirees.ca) or write me via regular mail at Unit 104, 20 Dean Park Road, Scarborough, ON M1B 3G9

Little is known about an organization that was created at the same time as the colleges began. All the colleges would have a library and each library would need books. When the community colleges were first established, Professor William Ready, Chief Librarian, McMaster University in Hamilton agreed to organize a basic collection of books which would be catalogued and shelf-ready for the libraries when the colleges opened in September 1967. (This was called the McMaster Project.) Some colleges jumped the gun and opened before the shelf-ready collection could be established. In the interim, the colleges received a loan of collections and borrowed books from other libraries (universities or local libraries).

Initial work of the project began at McMaster University with the finalization and completion of the work done at Ryerson Polytechnical Institute. (Although Ryerson Polytechnical was not one of the project's original institutions, they assisted by providing space and staffing.) 70,000 volumes were shipped to 23 locations by October 31, 1967. The project was so successful that while the final stages were being completed, the Committee of Presidents agreed to establish a central cataloguing facility which would continue to acquire, catalogue and process materials for the Colleges. On April 1st, 1968, the Colleges of Applied Arts Bibliographical Centre (or College Bibliocentre) was established under its own charter. Funding was initially from services based charges and later changed to a grant from the Ministry. A Management Committee was responsible for the entity. The administration of the College Bibliocentre would shift every two years to a different college (Seneca, Centennial) as well as Ryerson Polytechnical in the early years.

In keeping with the advancing technological world, the College Bibliocentre began the development of an electronic cataloguing database on the University of Toronto Library Automated System (UTLAS). Changing administration every two years was not practical and the economic state of the College Bibliocentre was in need of a radical change. The Management Committee decided to stabilize the College Bibliocentre by asking for one college to take over the full responsibility of the organization. On April 1st,

1975 Centennial College made the College Bibliocentre (changing the name to "The Bibliocentre") an operating division of its college. Objectives were re-evaluated and some services cancelled. To continue with the financial stabilization the Bibliocentre moved off the UTLAS system and onto its own mainframe system (DOBIS) in 1978. They catalogued items for the college libraries and developed a circulation system for the students. A new acquisitions process minimized the manual effort of tracking orders. The Colleges had a central database that allowed them to see their collection as well as those of the other CAAT locations throughout the province. This facilitated inter-library loans. With the development of the DOBIS system, the Bibliocentre was able to sell the software to establishments such as Boeing and Transport Canada. Technological changes made it no longer financially feasible to remain on a mainframe system so in 1995 the Bibliocentre moved from the DOBIS system to a turn-key system provided by Data Research Associates (DRA) in St. Louis, MO. In 2001 DRA was purchased by SIRSI Corporation (a world leader in library services and products). The Bibliocentre moved to the SIRSI Unicorn Library Management System platform to benefit from its emerging technological advances.

Funding for the Bibliocentre had been frozen for over a decade, and more funds were needed to continue providing all the various services and products needed. Not all colleges were willing to go through the Bibliocentre and were going out on their own. For the Bibliocentre to obtain more funding, all colleges would have to buy the Bibliocentre services. In January 2009, the decision was made by the college presidents to close the Bibliocentre and establish a new independent entity—the Ontario Colleges Library Service (OCLS)—to take its place. OCLS continued providing some services of the Bibliocentre, but not all; notably, the centralized acquisition and processing of paper materials ceased.

The Bibliocentre officially closed its doors January 2010. Although it was not around for the 50 years of the College system existence, the Bibliocentre played a unique role in its 43 years of linking all of the college libraries as one unit. ❖

- References:
1. Paper by William Ready - Bibliocentre: An Essay in Central Processing at College Level. —College and Research Libraries- Vol 31, No 1 (1970)
 2. Centennial College – The Early Years by the College Archivist, G.W.B. Wheeler, 1977.

PERSONAL REFLECTIONS on YEAR ONE at SENECA COLLEGE

By George Jamieson, Seneca College

I first heard of the development of the new community college system in 1966 just prior to deciding to take a one year MBA program commencing in Sept. 1966. When I was about to graduate in April 1967, I made the decision to experiment with the academic world. My intention was to try it out for a short period. That decision turned out to be 30 years.

I applied to Seneca and was hired in April and instructed to start Aug. 1st, 1967. Since many of the new people had never taught, Seneca had a 3 week orientation program. It was like a mini teachers college. This was an exciting time of meeting new people and new ideas. I became lifelong friends with many people in that group. In this orientation amongst other things I learned a new term – ‘teaching master’. Someone had decided that we would not be called professors (a university term) or teacher (high school term) so they came up with ‘teaching master’. I never embraced this name and still don’t know what it means. We managed to survive the orientation and prepared to welcome students in September.

I would like to share my views on 3 areas; the first semester, the faculty and students. Prior to accepting students, there were many activities required. Foremost was the fact that the first campus at Sheppard and Yonge was an old industrial building. It was still being renovated prior to the students arriving. I don’t remember seeing the inside of the building until shortly before the students arrived. Equipment was still being moved in as the students were registering.

In contrast to today’s perspective, there were no computers. As such, all registration, timetables etc. were written by hand. Since there was no book store, there was a dilemma as to how the students would get their books. Since most students were taking the same subjects, someone came up with the idea to buy shopping bags and put the books into them. On registration, they were handed their shopping bags full of books. As you can guess, the faculty was required to assemble the books and put them in the bags. This work along with writing out time tables and helping with registration, consumed a lot of time. Time I felt that would have been better spent in

preparing classes instead of performing these tasks. The amazing thing is how smoothly everything worked out. I do not recall any serious problems that ensued.

One of the main problems with the limited physical facilities was that there was limited office space for the 40-50 faculty. This issue was solved by using a few old portables and renting additional space on Yonge St. above the Woolworth store. Some faculty (the lucky ones) was assigned portables and our total work space was a carrel similar to the ones used in libraries. The others were assigned to the Woolworth store offices. It was interesting to see a faculty member trudging up to Yonge St. when they forgot something.

From my personal viewpoint the most interesting perspective was the mix of faculty. When Seneca was set up, it was decided that all students regardless of their professional program were required to take an English subject and a Liberal Studies one. In addition, the management decided that all faculty should be totally integrated. As such, most meetings were attended by faculty from every discipline. The faculty offices were also allocated to ensure a mix of different disciplines. Although I felt it would have been better to segregate everyone according to their professional designation, it was extremely rewarding to interact with this eclectic group of people. For example, to share ideas with an English teacher, a philosopher, law enforcement, fashion design, early childhood education, etc. exposed me to many different views of the world. Prior to joining Seneca, most of my interaction was with a relatively homogenous group of business people. One other interesting aspect of the first year was the easy access to our President. I remember on many occasions, when I had some free time, just dropping into his office and chatting. When I retired, I probably would not even see the President more than once or twice in a whole year.

A mix of students in year one was probably different than any other year. My recollection was that many of the students were older and out of school for a while. In retrospect, I was not much older than them. These students tended to view Seneca as a great opportunity and the last resort to get more education. They were highly motivated. A second group was directly from high school and not sure what to expect. Some survived but the attrition rate was rather high. Of course, being the late sixties, there were a few hippies that dropped in for a while and tended to leave. There was one other aspect of semester one that impacted

the students. Since almost all faculty were new, they were to some extent going through a learning experience. This was compounded by the fact that many were not teaching in their area of expertise since only a few subjects were offered. I clearly remember seeing my first timetable and was ready to quit on the spot since I was scheduled to teach Math and Accounting which I was not remotely qualified to teach. I was hired to teach Marketing and Management, but neither was offered. I managed to switch my Math with another instructor. This meant that I was teaching 4 sections of Accounting which I found to be difficult. This was a common experience for most faculty since with limited students, some subjects were not taught until Semesters 2, 3 or 4. It was surprising that with our lack of teaching experience and lack of knowledge of our assigned subjects that the students were able to succeed.

Overall, the first semester at Seneca was the most interesting and exciting in my tenure there. Not many people have the opportunity to work in a completely new type of institution and create something that turned out to be more successful than even the most optimistic advocates could have imagined. ❖

OCRA EXECUTIVE 2017

Linda Choptiany	(Centennial, OCRA President)
Patti Stoll	(Seneca, Vice President)
Derrick May	(Mohawk, OCRA Past President)
Stella Pulkinghorn	(Fleming, Secretary)
Janice Coughlin	(Fleming, Membership)
Lorna Plunkett	(Fleming, Treasurer)
Yvonne Glenville	(Centennial, Communications)
Jim Martin	(St. Clair, Director)
Fred Deys	(Mohawk, Director)
Ron Conlon	(Loyalist, Director)
TBA	(Vacancy, Director)

HAPPY, CONTENT,
RELAXED, RESTED,
SMILING, CAREFREE,
RETIRED

MEMBERSHIP MATTERS

By Janice Coughlin (Fleming)

Membership Co-ordinator

We are pleased to announce the addition of Interac e-Transfer as a fee payment option for OCRA Members, effective with the 2018 Membership Renewal. Many members are interested in an electronic option to pay their dues, while many will be happy to continue sending cheques. As time goes on, we expect more demand for Interac e-Transfer. Fees may apply, but that will be dependent on the current type of account with your bank. Often these transactions are part of your total transactions allowed for your usual monthly rate. We are happy to accept any payment of your choice: cheque, money order, Interac e-Transfer!

Always include your OCRA membership number when you remit fees. As of the 2018 Membership Renewal, this number will be shown on your annual invoice for your easy reference.

For the five retiree associations – Centennial, Lambton, Mohawk, St. Clair and St. Lawrence – there will be no change to your collection of OCRA membership fees.

As always, we appreciate you keeping your membership up-to-date so that you will have uninterrupted communications, including the newsletters, voting privileges and invitations to our general meeting.

Some of you are generously responding to our request for donations. Any additional help we receive allows us to continue offering our \$10.00 annual fee. Thank you on behalf of OCRA! ❖

Janice Coughlin

OCRA Membership Co-ordinator
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membership@ocraretirees.ca

Nota bene: For more OCRA news, visit the website (<http://www.ocraretirees.ca>) for minutes of Board meetings, contact information for organizations, newsletters, bulletins and feature articles. ❖
