



EDMONTON '84

ANNOTATED AGENDA

84-C-002.01

**Third annual general meeting
May 13-19, 1984**

**Troisième réunion générale annuelle
le 13 au 19 mai, 1984**

ANNOTATED ANNUAL GENERAL MEETING AGENDA

MAY 13 TO 19, 1984

Introduction to the General Meeting

This session is geared mainly towards first-time delegates although items will be discussed which may be of interest to all. The flow of the general meeting will be explained and members of the executives will be there to answer any questions you may have. We hope that this will ease first-time delegates into the general meeting in as organized a fashion as possible. The only preparation you need for this is a look at the agenda and a list of any questions you have on logistics, the running of the meeting and any other general areas.

Women's Caucus

This session is for women only. It offers an opportunity for women to discuss issues which primarily concern women. The format is an informal discussion group which allows for interaction and new ideas to arise. Solutions to problems which have been encountered or are expected are discussed. If you have ideas for the Women's Caucus, please contact either Gaylene Van Dusen, CC rep, Manitoba at the U of W or Janet Maher, Alberta Fieldworker at the U of A.

Regional Caucus Meetings

PURPOSE: to allow discussion of issues as they arise at a regional level. These are generally closed to delegates and staff from the region.

WHAT HAPPENS: Initially, the regions explain the committees and put one representative on each committee. Direction and input as well as reporting from each of the committees is important as the week goes on. Remember, you are responsible for, on an ongoing basis, reporting the work of the committees to your region. Caucuses may also develop specific plenary directives if they wish.

LOGISTICS: There are five regions - Pacific, Manitoba/Saskatchewan, Alberta, Ontario and Atlantic. You will need your committee notes for each meeting.

Opening Plenary

PURPOSE: transaction of business with all members present.

WHAT HAPPENS: The opening of the general meeting, adoption of the Agenda, opening of nominations (CFS-Treasurer and link representative), a report from both chairpersons, treasurers, and executives and a number of other items.

LOGISTICS: Each member (institution) should have a voting card. Look for the agenda at the door of the plenary. The executive reports will be available the evening before the Plenary. It will help in your understanding of the organization and work of the executives if you read these reports ahead of time. You will also be able to question the executives on decisions that have been made over the past 6 months.

Your institution will be well served if you have a copy of the November minutes, CC minutes, board minutes and policy package, all of which have been sent out ahead of time.

Constituency Group Meetings

PURPOSE: to encourage discussion of issues that are specific to a particular group of people. Currently, the constituency groups are Colleges, Grads and Gays and Lesbians.

WHAT HAPPENS: Similar to regional caucuses, each of grads and colleges are asked to put a member of the constituency group on every committee.

* Issues Workshops

PURPOSE: familiarization with and discussion of the issues which we hope will eventually lead to development of policy.

WHAT HAPPENS: Generally, there is a short presentation of the issue and the effects of some of the problems of students. Questions of clarification are encouraged. At this point, the workshop is broken up into smaller groups to discuss solutions and policy development. (This is the general format, some may vary depending on the issue and the facilitator.)

LOGISTICS: You will need the paper from your general meeting kit that relates to the question at hand. (We will be assuming that most people have read the paper.) You may also want to think about both short-term directives and policy motions that your institution would like to see come out of the workshop. There is always an opportunity to bring motions up, (the facilitator will indicate this during the workshop). These motions then go to the plenary for a final vote. All participants can vote in a workshop session. The workings are clarified under the standing resolutions in the constitution.

Skills Development Workshops

PURPOSE: to develop your personal skills which will in turn enable you to be more effective at home.

WHAT HAPPENS: Some are participatory, some are lecture/discussion oriented. Look for the content of each of the sessions at the general meeting coordinating center.

LOGISTICS: These are run back-to-back because they should have a different enough focus that you will be able to choose one. Papers will be available for most of these at the door of the workshop.

Organizing School

PURPOSE: to teach you (or give you new helpful tips) to organize around issues on your campuses.

WHAT HAPPENS: Come ready to do because there will be a minimum of lecture and a maximum of participation.

LOGISTICS: You, a pen and some paper is pretty well all you need to participate in this session.

Services Workshop

PURPOSE: to explain the services, their latest developments, how you can implement and use them and to allow you the opportunity to give input into new possibilities.

WHAT HAPPENS: Each workshop is prefaced with a presentation of the latest information and developments. A question and answer session and discussion follows the presentation.

LOGISTICS: There is a background paper available for each services workshop. Motions may arise as previously indicated in the issues workshops.

Roundtables - Services and Campaign

PURPOSE: to critique and suggest areas of potential growth and development.

WHAT HAPPENS: The delegates are divided into small roundtable groups, each with a notetaker. Problems with the services or campaign are isolated and discussed. This is followed up with suggestions for solution which are passed on to the Resources, Programs, Planning and Priorities and Campaign Committee respectively.

LOGISTICS: Bring your beefs and bouquets. We need this sort of input in order to magnify successes and minimize mistakes.

Issues and Closing Plenary

PURPOSE: transaction of business - all members (institutions) have one vote.

WHAT HAPPENS: The issues plenary is designed to handle resolutions that have arisen from the workshops previous to it. The closing plenary transacts all the remaining business of the meeting such as the budget, organization development, caucus and constituency group motions and the elections.

LOGISTICS: Resolutions packages will be available at the beginning of both plenaries. If you want to submit motions but don't see an avenue open to you, contact your local CC or board representative.

Organizational Development Plenary

PURPOSE: to focus and facilitate discussion on the growth and development of the structures of the organization.

WHAT HAPPENS: This will be chaired by someone external to the organization (as are all plenaries) and will be prefaced with a presentation of the Amalgamation report.

LOGISTICS: The amalgamation report will have been sent to your local student association. There are also two previous reports that you should bring with you (at least). There are many reports on this subject. If you need or want more information, look back in your own CFS files under topics including "amalgamation", "restructuring", and "organizational development". Your CC representative and the national office can also find more information for you.

Women's Issues

PURPOSE: discussion of issues facing women in post-secondary education.

WHAT HAPPENS: A group discussion, everyone welcome, that will be prefaced with a film or other presentation.

LOGISTICS: This is open to both men and women and is bound to be interesting and informative for all delegates.

Finances Workshops

PURPOSE: to familiarize delegates with the financial picture and budget of CFS and CFS-Services.

WHAT HAPPENS: CFS-Services will be presenting a 6 month statement and any budget adjustments as this is technically their semi-annual general meeting. CFS will be presenting year-end statements and a new budget.

LOGISTICS: You will need the financial statements, the CFS bridging budget and the proposed budget for CFS finances. For Services finances you will need the 6 month statements. Look for this documentation in the general meeting kit and as the meeting progresses as both budgets are worked on during the meeting.

Committees

Everyone should participate in a committee. They are inevitably interesting and they facilitate much of the transaction of the business of the general meeting. The committees are struck at the opening plenary and are filled in the caucuses by region and constituency groups. It is likely that you will only have enough time to sit on one committee. All standing committees are listed in the constitution. A few other committees are struck on a per general meeting basis.

Edmonton '84 Committees

Finances--CFS
Finances--CFS-S
Campaign
Organizational Development
Resolutions
Long-term Planning
Rights
General Meeting Development
Referenda
Constitution and Policy
International Affairs
Resources, Programs, Planning, and Priorities (RPPP)
Student Aid
National Education Plan

SUNDAY May 13		MONDAY May 14		TUESDAY May 15		WEDNESDAY May 16		THURSDAY May 17		FRIDAY May 18		SATURDAY	
9 am	Women's Caucus Meeting	Student Aid Issues Workshop		Services Workshop		<div>S kills Devel opment Workshops</div> <div>Services Workshop</div>		Organizational Development Plenary		How to Use Your Federation Resources Workshop		Closing Plenary	
10				Campaign Roundtable									
11		<div>S kills Devel opment Workshops</div>				Services Finances Workshop							
12 pm	LUNCH	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
1	Women's Caucus	Services Workshop Funding Issues Workshop Women's Caucus Meeting		Committee Meetings Services Roundtable		Constituency Group Meetings		Campaign Committee of the Whole		Committee Meetings		Closing Plenary	
2	Introduction to the General Meeting Regional Caucus Meetings					Regional Caucus Meetings							
3								Committee Meetings					
4										Political Debate			
5	SUPPER	SUPPER		SUPPER		SUPPER		SUPPER		SUPPER		SUPPER	
6													
7	Opening Plenary	Organizing School		Jobs Issues Workshop		*Issues Plenary		Women's Issues		Finances		Closing Plenary	
8				Role of International Relations						Committee Reports			
9						Committee Meetings		Committee Meetings					
10				Constituency Group Meetings	Social		Regional Caucus Meetings						

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A Short Explanation of How the General Meeting Papers Numbering System Works

To make it easier to find, order and file general meeting papers , we have number - and -letter coded conference papers.

*The first two numbers of the code indicate the year the paper was written.

*A letter code indicates the specific organization the paper is about or affiliated with:

C denotes CFS (Canadian Federation of Students)
S denotes CFS-Services

*The next three-digit number indicates a specific section the paper deals with, for example: finances, issues, organizational structure, general meeting, logistics etc.

*The last two digits indicate the specific topic heading the paper falls under.

The code ends up looking like this:

83-C-001.01/1-page number

83 - year
C - organization
C denotes CFS
001 - section
01 - sub-section
1 - page number

Section Codes:

Sub-section Codes:

001 Organization

- 01 Constitution
 - includes: Constitution
 - Committee Report
- 02 Policy Manual includes:
 - Policy Review Committee
 - Report
 - Resolutions Committee Report
 - Notice of Motion Package
 - Final Plenary Resolutions
 - Package
- 03 List of Members
- 04 Central Committee Report
 - includes: Chairperson's
 - Portfolio Reports
- 05 CFS Orientation / contact list
- 06 CFS Development
- 07 includes - CFS Development
 - Committee Report
 - Referenda Committee
 - Report

002 General Meeting

- 01 Agenda
- 02 Plenary Rules
- 03 Survival Guide, Acronyms
- 05 General Meeting

003 Finances

- 01 Treasurer's Report
- 02 Budget Committee Report
- 03 Audit

004 Constituency Groups

- 01 Colleges and Institutes
- 02 National Graduate Council
- 03 Part-time Students
- 04 Undergraduate Students
- 05 Professional Students

Numbering System for CFS Conference Papers

Section Codes:

Sub-section Codes

005 Caucus Reports

- 01 Atlantic
- 02 Ontario
- 03 Saskatchewan/Manitoba
- 04 British Columbia
- 05 Alberta
- * Women's Caucus Report; see
Women's Issues (006.07)
- * Gay/Lesbian Caucus Report:
see Gay/Lesbian Issues
(006.16)

006 Issues

- 01 Campaign Committee Report
- 02 Student Aid
- 03 EPF Established Programs Financial
Act - Funding
- 04 Accessibility , Enrolment
- 05 Employment
- 06 Vocational Training
- 07 Women's Issues includes:
Sexual Harassment
Grievance Committee
Report, Women's Caucus
Report
- 08 Tuition
- 09 Student Rights and
Responsibilities
- 10 Labour Issues
- 11 Coalitions
- 12 Economic Policy
- 13 International Students
- 14 International Affairs
- 15 Disarmament
- 16 Gay/Lesbian Issues
includes: Gay/Lesbian
Caucus Report
- 17 Course Unions/Academic Societies
- 18 Housing
- 19 Research and Development
- 20 Francophone Issues
- 21 Faculty and Tenure
- 22 Course Evaluations
- 23 Student Media
- 24 Part-time Issues
- 25 Education and Planning
National Education Plan Comm-
ittee Report



EDMONTON '84

CANADIAN FEDERATION OF STUDENTS ORGANIZING SCHOOL: MINUTES
84-C-007.02

January, 1984

Third annual general meeting
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Troisième réunion générale annuelle
le 13 au 19 mai, 1984

CFS Organizing School

Monday, January 2, 1984

Janet introduced the organizing school. She said that there were three goals to be achieved during the session:

- . to increase the ranks of skilled organizers
- . to develop a continuing and on-going self-evaluation of our work
- . to develop instructional techniques for organizers

In a round table discussion, the participants outlined the following goals and reasons for attendance: personal interest; professional interest; orientation for new staff; to learn transferable skills; to share organizing experiences; integration of theories of organizing; develop working relations; share ideas; to integrate theory and practice.

Mike then outlined the agenda, and mentioned that organizing schools often benefit those with some organizing experience the most. He then introduced the direct action principles of organizing:

- . to win concrete improvements
- . to give people a sense of power
- . to alter the relationships of power.

Building organizations and understanding power relationships

Mike asked the participants what they were trying to do through their involvement in CFS? He noted that they were there to gain power for the 'less powerful' and to build organizations. People who get involved are generally action oriented, and noted that the federation is our vehicle of power.

In a round table discussion the participants attempted to answer the question what is power? Dave noted that it was important to look at power in terms of how power is perceived - both by ourselves and others. Our perception has to be legitimate. Others have to perceive us as having more power than we do.

Round table: What is power? Political and economic power; numbers; analytic skills; the ability to use knowledge; the freedom to be and to share; the ability to affect change; the ability to influence decisions; resources; the ability to realize goals; something that is perceived; something that must be exercised in order to exist.

Mike then posed the question: What is our power base? He noted that within our definition of the federation, democracy breaks down at the local student association. CFS should be an abstraction, but it has become the reality.

Round table: Who/What is our power base? The local level (ideally); odd local level or general meetings; specific individuals; the "front" in Ottawa; student members; presently - student councils; communication; the capacity to mobilize.

Round table: How can the federation's power be enhanced? Focus on the weak points of our opponents; research is critical collect our history and analysis; start using the power pockets on campus; emphasize the focus on developing skills for

organizing; do support work; make links between issues and organizing; research; connect theories and organizing; increase services to the members; utilize resources; develop the grass roots.

The meeting adjourned for lunch.

What's an issue?

Mike presented the participants with a brief introduction. He noted that it is important to distinguish between an issue and a problem. He said that often student movement campaigns have not been successful in the past, because we have not done that. He said that the issues used for the NUS campaign in 1974 were exactly the same as those used in the 1983 campaign. Problems are generally defined as general things that are wrong. Outsiders can usually pick out problems. Issues, on the other hand affect people personally. People generally care about issues and can be motivated to act around them.

Round table: What's an issue? There is a clear demand possible; people care about it; it has attainable and winnable goals; it affects people in a real sense; interesting; simple to deal with - not too controversial or divisive; unifying; develops an automatic constituency; has a clear and personalized target; has the potential for wide public support; contemporary, hot; it is within the resources and experiences of the group; small and easy to explain; help build the organization; involves a lot of people; builds a sense of power within individuals; utilizes skills at different levels; opens people up - broadens their horizons about other issues; matches the time frame and resources of the organization; leads to something.

The participants then broke into two smaller discussion groups. Each group was given a prepared scenario (see appendices) and was asked to report back to the larger group on the issue they had defined for that scenario. The groups met and then reported back to the larger group. During this session, the group discussed the relative merits of campaigns based on a number of issues, as opposed to campaigns based on single issues. It was noted that organizers do not always have to focus on single issues. It was suggested that we should be trying to figure out what the winnable goals are on a campus in order to build an organization. This is a process that can lead to work on 'major issues'. An organization can and must be multi-issued. However, this depends on the circumstances and the level of development of the organization. The group agreed that that it is possible to take more than one approach to organizing - there is no clear answer.

The organizing school adjourned for supper.

Strategy Session

Mike introduced this session. He noted that in developing a strategy, the following questions have to be addressed;

- . Where do you want to go
- . What is the vehicle
- . How fast do you want to get to your goal
- . Research: Where are you coming from
- . What are your alternatives
- . What is the cost
- . Who do you take with you.

Mike noted that planning a strategy is similar to planning a family vacation. He noted that direct action organizing comes down to a question of power. Strategy is used as a lens to focus on the power we want and the power that others have.

Mike said that in order to reach our defined goals we have to look at the following:

- . Organizational considerations:
 - . What is our organization
 - . What do we want our organization to be
 - . What are the problems within our organization
- . Constituents, members and allies:
 - . Who is affected
 - . Who will work on this issue
 - . Are there others that can assist us
- . Targets
 - . Who has the power to grant our demands
 - . Secondary targets (people who have influence over the powerful)

Mike suggested that it was necessary for organizers to know both their own power, and the power of others. He noted that it is important to research the existing power relationships.

The participants then broke into smaller discussion groups to prepare a strategy for a prepared scenario, using the strategy chart in the kit. After reporting back, the school adjourned for the evening.

Wednesday, January 3, 1984

Research: Tactical Investigations

Eileen and Jean introduced this session.

Round table: What is research? : Finding things out; clarifying issues; creating a foundation for action; pulling out the different ways of looking at an issue or action; documenting information that will support the position you want to take; finding information to develop a position; providing guidance filling information requests; systematically accumulating useful information; a method and a tool to be used by organizers.

Round table: Why is research necessary, and what is its use?
To find the chinks in the enemy; transfer strategic weaknesses into strengths; provides necessary evidence; provides a foundation for action; lends legitimacy to our demands; provides arguments for a particular program; we need knowledge for power; prevents the re-invention of the wheel; tool of communication; allows

for the circulation of knowledge; used to challenge commonly held perceptions, myths and stereotypes.

The meeting broke into two smaller sessions to deal with two prepared scenarios (see appendices).

Jean then discussed the need to make the links between local and national research.

Bruce then began discussing the perceived hierarchy of research that presently exists within CFS. He suggested that people now see national research providing background on issues - theorizing and dealing with the concepts. On the local level, people often take the theoretical parameters, apply local data to make the theory more organic. It was generally agreed that this is not the role of research within the national student organization. Fieldworkers should be the conduit of information, and national research should be a function of the local issues. Question: How can national researchers take more of the direction from the local level?

Discussion: Does anyone use the research at home?; Do we know how to use research?; Perhaps a 'how to' session at the general meeting should be planned on that question; the 'average' student does not want to read a paper on epf - just really involved individuals will read it; perhaps we should ask questions at the local level, and have students answer them; research papers should focus on issues as opposed to problems; we do not address things students see and feel - should be more specific; it should set out the links; all research seems to be geared to the general meetings - it should lead to the campaign and to action; workshops at the general meeting were redundant - just introductions to the issues; it should make more people ponder the issues.

Discussion: What is the role of research? : To provide support for local issues; give delegates information to form federation policy; document our positions when we meet with governments; there is a need for different kinds of research; it has to focus on a more specific approach to organizing and actions; to assist the campaign committee at general meetings; needs to be based on local experiences - needs more input before it is written.

It was noted in the discussion that most delegates do not have an understanding of how research is done, and that the role of researchers is perhaps one of the least defined within the federation.

The meeting adjourned for lunch.

After lunch, the school broke into three small groups to prepare a strategy for referenda on different campuses (using the prepared scenarios). The groups were asked to identify the areas of greatest strength and weakness and to design a campaign focussing on the optimum time lines, materials and resources.

When the groups reported back, it was noted that it would be interesting to develop a 'no' campaign in future sessions.

Materials

Yvette Diepenbrock brought a number of materials to the attention of the group and asked for a critique and input on materials presently distributed by the federation.

Yvette noted that when designing materials a number of important considerations should be kept in mind, including the resources of the organization, the money available for materials, the expertise of the people involved and the production facilities available.

Various members of the group gave input on the materials Yve had brought to the school. They noted the need for : larger logos; space for localization on materials; prominent name; should be unifying; should be bright.

The school adjourned for supper.

Actions

Mike started the session by pointing out that we are very weak in terms of our actions. Actions should theoretically focus power on individuals, and it seems that we have not been as creative as we could have been in the past with our actions.

Round table: What is an action? : Fun; something that moves you closer to your winnable goal; unifying (especially in an organizational sense); it should paint the entire picture; feasible; fits the resources of the organization; raises the organizational profile; helps people learn about the organization; gets more people involved.

Mike pointed out that actions should:

- . never go outside the experience of the group
- . go outside the experience of your enemies
- . have a clear target
- . develop the skills of your people
- . affect a large number of people
- . be good for the media
- . embarrass or ridicule your enemy
- . have constructive alternatives
- . keep the pressure on
- . be short
- . remember the power of perception
- . remember that the action is the enemy's reaction
- . 'pick a target, personalize it, freeze it and polarize it'

It was noted that tactics should be based on each campaign. What works on one campus may not necessarily be appropriate on another campus.

Members of the group then discussed successful tactics on their respective campuses.

Wednesday, January 4, 1983

Pressure Guidelines

Diane and Eileen introduced the session with a definition of lobbying : the technique we use to explain and persuade the legislators that our cause is a worthy one; it is an exchange of demands; it is effective in a context of power; it is a tool of politicization.

The group discussed the difference between negotiating and lobbying. It was suggested that the difference between the two was a matter of power. Lobbying is a process whereby the powerless try to convince the powerful to facilitate change. Negotiating is a process where both parties involved have a relatively equal amount of power. When engaging in pressure practices, you must know your power so you can tell whether you are lobbying or negotiating. An organization that has been set up for lobbying that can be in a position to negotiate is a success.

Tips for lobbying

- . Never lobby alone
- . Be polite
- . Admit lack of knowledge, don't bluff
- . Never make empty promises
- . Be prepared - research, plan the agenda, distribute the labour
- . Keep to the time allotted
- . Know when to leave
- . Ensure members of your group are briefed
- . Have a member of your group take minutes (and distribute it between men and women) and send them to the person you are meeting with
- . Be relaxed - project confidence and use humour
- . Be yourself - ask for coffee, smoke if you like
- . Look respectable, dress for the occasion
- . Be on time
- . Take a camera and preserve history
- . Split the ministers up - plan your seating arrangements
- . Always introduce everyone (including the powerful)
- . Distribute written materials in the meeting
- . Don't be afraid to interrupt politely
- . Stand up for your rights
- . Recognize your victories and defeats
- . Send an agenda in advance
- . Ensure everyone in your group participates

The group then participated in a mock meeting with Lloyd Axworthy. After the meeting, the members of the organizing school critiqued their performance. They noted: better goals must be set; they got some good quotes from the minister; more preparatory time was needed; the elected representatives did not speak enough; the wrong spokespeople were picked; they should have come up with a game plan; people should have been appointed to play appropriate roles (i.e. the mediator, soft touch etc); didn't set a realistic agenda; didn't leave the 'minister' with a pressing point; they managed to set up another meeting with the minister.

It was noted that the dynamics of the meeting had not been as

good as they could have been; many members interrupted each other; there was no obvious line in the meeting; people were whispering in the back - causing a distraction.

It was suggested that the next organizing school role^{play} three scenarios concerning a meeting with a minister, and that more time be set aside to prepare for the role play.

Survival Skills

The individuals attending the school talked about their experiences with burnout, and how they had worked to overcome the problem. Suggestions included: know when to say no; let some things go if you can't accomplish them; take a day off to do 'nothing' occasionally; make a schedule, and stick to your plans; develop and use a personal support system; reorganize your life and priorities; find help for big projects; do small concrete things; do exercise every day; pamper yourself and take time off.

Janet went over the principles of time management:

- . Plan everything - write a general plan of the goals, then weekly plans, then daily plans. Every night plan your activities for the next day.
- . Set priorities - you can gauge the effectiveness by reviewing afterwards
- . Make systems for routine functions
- . Simplify more complex tasks
- . Make yourself a priority - put yourself in the plans

Notes: This needs practice and needs to be developed; annotate agendas and prepare "to do" lists; have a "do nothing" time.

Evaluation Session

Janet started the discussion with a review of the goals set at the beginning of the school. The goals were to: Increase the ranks of organizers; to provide a forum for critical self-evaluation; to develop instructional capacities.

In a round table discussion the following points were made:

- . all three had been achieved in part
- . the potential for an increase in skilled organizers had been developed
- . there was an improvement in instructional capacity
- . to fully assess the way in which the goals have been met will only happen when actions have occurred on the local level
- . an evaluations should occur at the next CC meeting
- . the scenarios used in the sessions were quite good
- . the timing of the school was not very good
- . we may have tried to take on too much in the session
- . teaching aids should have been used
- . it was helpful to deal with real situations in the role playing
- . set scenarios should be used in each school
- . should have had written materials in advance
- . needed better planning (of the school and sessions)
- . one person should be delegated to organize in the future

- . some standard or guideline should be developed with regard for staff participation
- . some responsibilities for organizing the school should have been assigned to other fieldstaff and office staff
- . we should try to start on time
- . movies and visitors would be welcome additions
- . no flourescent lights, please
- . we should try not to schedule evening sessions, and the morning off was a good idea
- . taking minutes should be more equally distributed
- . more written information should have been distributed
- . logistical problems with the per diems and hotels were disruptive
- . should have been more external staff participation
- . the participation of the staff that did attend was good
- . school was interesting, and well done
- . Janet, Mike and Dave did an excellant job of organizing the school over their holidays
- . We should use inclusion exercises at the beginning of sessions
- . always appoint a facilitator
- . charge a nominal fee
- . set out a structure for self-evaluation
- . all participants should teach in the school
- . criticism should be positive
- . feedback should be requested on presentations
- . this was an interesting way to share knowledge and learn skills
- . random selection was not appropriate - the group was too small
- . all members of the group should be encouraged to participate
- . fieldstaff found this session particularly helpful
- . Materials used in the school were good
- . not enough variety in exercises
- . strategy chart was well used
- . at future schools we should buy slide film or video tapes so that history can be recorded and we can learn from our mistakes

It was agreed that the participants in the organizing school would do an in depth evaluation by March 1st, 1984. These evaluations will be added to the file to be used in the preparation of the next organizing school.

The school adjourned.

/epd

Canadian Federation of Students Organizing School

January 2 - 4, 1984, Ottawa and District Labour Council Office

AGENDA

Monday January 2, 1984

9:30 Introduction to the Organizing School
10:00 Building Organizations and understanding power relationships
12:00 Lunch
1:00 What's an Issue
3:00 Coalitions
5:00 Supper
6:30 Strategy: Guidelines and Exercise

Tuesday, January 3, 1984

9:00 Research: Tactical Investigations
10:30 Referenda
12:30 Lunch
1:30 Actions
3:30 Materials design and preparation
5:00 Supper
7:00 Context of Organizing (with film)

Wednesday, January 4, 1984

1:00 Pressure Guidelines
3:00 Executive Development (role of organizer)
4:00 Survival skills
5:00 Supper
6:30 Evaluation
8:00 Party

List of those attending

From the Central Committee:

Leanne MacMillan, Ontario representative
Tony Marx, Newfoundland Representative
Beth Olley, Saskatchewan representative
Tami Roberts, British Columbia representative
Gaylene Van Dusen, Manitoba representative

From the Staff:

Eileen Dooley, Accessibility Researcher
Diane Flaherty, Executive Officer
Mark Lenihan, Atlantic Fieldworker
Mike MacNeil, Pacific Region fieldworker
Janet Maher, Alberta Fieldworker
Dave Plummer, Prairie Fieldworker
Bruce Tate, Economic Policy Researcher
Jean Wright, Economic Policy Researcher



EDMONTON '84

MINUTES

MEETING BETWEEN THE MINISTER OF STATE FOR YOUTH, CELINE HERVIEUX-PAYETTE, AND REPRESENTATIVES OF THE CANADIAN FEDERATION OF STUDENTS

March, 1984

84-C-006.26

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MINUTES

MEETING BETWEEN THE MINISTER OF STATE FOR YOUTH, CELINE HERVIEUX-PAYETTE, AND REPRESENTATIVES OF THE CANADIAN FEDERATION OF STUDENTS

Thursday, March 22, 1984 6:30 p.m. Confederation Building

From the Ministry of Youth: Celine Hervieux-Payette, David Graham
From the Canadian Federation of Students: Graham Dowdell, Chairperson;
Diane Flaherty, Executive Officer; Jean Wright, Economic Policy
Researcher; Eileen Dooley, Accessibility Researcher
Observer: Peter Kuttanbrouer, Canadian University Press

Dowdell - introduced the Canadian Federation of Students. Outlined the structure, background and work of the Federation. He then asked the Minister what the precise mandate of the new Ministry of State for Youth.

Hervieux-Payette - She said the Ministry has not yet received its order in council, and she is presently in the process of evaluating exactly what she can do for youth. She has under her portfolio three main areas, including: administering International Year of the Youth administering the summer Canada programs, and the International Student Exchange Program. She is working under two ministers, with two different teams of civil servants. Her former ministry deals with youth, so she has contact with that and other departments that deal with youth as well. The Minister said her main function is to evaluate existing measures, and see if the money spent is fulfilling its purpose. She also thinks her ministry can have a major role in policy direction, and she is responsible for reporting back to Cabinet on every youth measure - and even non-youth measures. The Minister noted that, for example, \$150 million of the Youth Opportunity Fund announced in the Throne speech has not yet been allocated - she has the discretion to bring in new programs or use under already existing programs. She noted that the YOF had been allocated in the following manner: \$500 million to training, \$439 million to job creation programs, \$150 million to the work and experience programs, and \$150 million that has not yet been allocated.

Wright - Would the Minister be willing to give the Federation information on all Federal Expenditures on youth over the last five years?

Hervieux-Payette - Agreed.

At that point, the CUP representative entered the meeting. The Minister and her assistant stressed the need for confidentiality concerning any items discussed in the meeting.

Flaherty - Asked if any of the \$150 million will be put into the Summer Canada Program.

Hervieux-Payette - Yes. She will be announcing it next week. The increment on summer Canada will come out of the \$150 million, and 10,000 more summer jobs will be created in addition to the present 72,000. The minister noted that she would be adding \$30 million to the \$170 million already spent on Summer Canada programs. She also noted that 330,000 jobs were created in the private sector, and could provide us with information on provincial job creation programs.

Wright - Are evaluations planned on the summer Canada programs?

Hervieux-Payette - Yes, although they are not really in-depth evaluations. They will focus on the formula and structure of the programs. The Minister said that she likes the work experience approach to job creation. She would prefer to get 150% productivity levels in the job creation programs as opposed to 75%.

Flaherty - What are the Minister's plans for allocating the funds set aside for the International Year of the Youth?

Hervieux-Payette - IYY will be run by youth. She has a limited budget for the year. She will be asking Air Canada and Via Rail to help with mobility for youth (through youth discounts). She said that she has to share her responsibility for planning and funding with the provincial governments and the private sector. She will however, help a national organization work on the themes of IYY - through providing funds for the infrastructure - not for salaries (although salaries may be funded through Canada Work programs). She noted that national organizations will receive a special part of the budget, and the remainder will be distributed on the local level. The Minister said that there is less than \$20 million set aside for IYY. It is greater than the money spent in IYW or IYC, but it is in a similar range, allowing for inflation. She will announce the exact amount when the package is ready. She noted that these funds however, were not to be used for job creation. The Minister then noted that she wants to extend the student exchange program in 1985. She noted that this should be a serious long-term objective to develop new programs, and create new links. She would provide money, embassy exchanges, and recruiting and would allow organizations that presently provide these services to continue administering the programs. Her target is 5,000 on a bi-lateral basis. These plans would focus on international trade markets, and would encompass nine months of employment and two months of travelling.

Dowdell - Has the minister considered a host committee or organization for IYY?

Hervieux-Payette - She would prefer to see a host committee encompassing representatives of the labour force, unemployed and students. Would it help to integrate all three?

Flaherty - The Federation has not discussed in any detail. Britain has a host committee comprised of ten organizations.

Hervieux-Payette - Anne Dadson will be making a decision on this matter in the near future.

Flaherty - We have heard that the Minister is setting up an advisory committee for her department. Is this true?

Hervieux-Payette - yes

Flaherty - The federation does not support the idea of an advisory committee.

Hervieux-Payette - The committee will not be consulted on everything.

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She needs a first step to depend on. She does not have a lot of time, and therefore does not want to make a lot of mistakes in her ministry.

The minister sees the advisory body being composed of a group of 25, chosen on the basis of provincial representation.

The minister pointed out that the existence of the advisory council would not stop other groups from giving input and advice to her ministry. She wants only individual youth on the committee - i.e. no representatives of national bodies, as they would only lobby for their own desires. She believes that the committee would give her valuable advice, and would provide a way for her to interact with youth. The minister also mentioned that there would be a few adults as well on the committee to act as a catalyst. She is developing a list of potential individuals to sit on her committee, and that list will be compiled by March 30. The final selection will be made in mid-April. The minister noted that this body was not a job creation scheme, although per diems would be paid to those individuals participating in the committee.

Dooley - outlined the Federation's concerns about accessibility to post-secondary education. What does the minister see as the role of post-secondary education in society? Is it accessible?

Hervieux-Payette - She believes people should have the ability to choose their own type of education. University should be attended for a purpose- the development of the individual.

Wright - Should pse be seen as enhancing the individual only, or society as well?

Hervieux-Payette - She does not want university to be a place where people go when there is no place in the labour force for them. She likes the co-operative education programs currently in place at several Canadian universities. She noted that the pse system is aging. There has been an increase in the number of students, and an increase in the quality of teachers, but there has been little to stimulate the system. There is nothing to allow new teachers to enter the system. She noted that the pse system in the United States is more dynamic than ours.

Dowdell - There has been no long term planning for the funding of pse. Access is not possible unless we have a well funded, well planned quality system of pse.

Hervieux-Payette - Universal access is fine, as long as there is some definition of universality. She would support our call for more dollars for pse, but she cannot ensure that it would actually increase the number of spaces available in pse institutions. If you raise the potential of youth, then you raise the resources of the country. 6 & 5 is a guideline, it is designed to maintain a commitment to pse, or to increase the number of spaces in the system through adequate funding. If the money is going elsewhere, then she doesn't support the increase.

Dowdell - CFS has called for the funds under EPF to be earmarked for pse.

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Hervieux-Payette - She would support that.

Flaherty - The federation is currently calling for an amendment to Bill C-12, asking that the funds be earmarked.

Hervieux-Payette - She would still support 6 & 5 limits on spending. She does not want to see an increase for salaries at pse institutions - only increases in the number of spaces. If the money is not being spent the way it should, what is the purpose? The amendment should specifically be earmarked for materials, equipment and new teachers - but not for increases in faculty salaries. We have scarce resources. The quality of the pse system has not matched the funding it has received in the last ten years.

Flaherty - The federation will not accept any trade-off between quality and accessibility.

Wright - Might the federal government want to target quality and access as the target for funding next year?

Hervieux-Payette - Pse is a national effort. She will be voicing her views in cabinet. She noted that money does not mean quality.

Dooley - What role does the minister see for consultation between her ministry and the federation?

Hervieux-Payette - When we have a special need, she is accessible. If she needs advice she will call the federation. IYY is open to input from the federation. She is also willing to talk about national consultation with CFS.

The meeting adjourned at 8:30 p.m.

/epd
CUPE 1281



Saskatchewan
SASKATCHEWAN PROVINCIAL CC REPORT

MAY, 1984 GENERAL MEETING

84-C-001.04

Beth Olley
April 18, 1984

Issues

The executives of each institution met, over the past four months to discuss the student aid program, funding and capital projects, among other things. The budget came down on March 22 and CFS-SK did a series of press releases and news conferences. Thanks should go especially to the fieldworker, Dave Plummer, and the Chair, Al Shpyth for some good media work. The government gave a 5 percent increase to the Universities and between 18 and 42 percent increases to the technical institutes. The interpretation of the latter figures depends on which institute and what programs are being referred to.

The student aid budget was increased by 25 percent but we have not been informed of any changes in criteria at the date of writing. The government is also supplying money for employment programs for youth over the summer - Opportunities '84. The money will supply 3,500 jobs, about 1,500 less than last year. This is a result of the fact that not all of the money was distributed last year.

The tuition fee increase was 8 percent at the University of Saskatchewan and 9.8 percent at the University of Regina this year. There are still no differential fees in Saskatchewan and there will be no official policy on incidental fees (ie: there aren't suppose to be any) although for example the Computer Science Department at the University of Saskatchewan is looking at requiring first year students to own a computer.

Organizational Update

University of Regina has reaffirmed their membership in CFS. We will be having a General Meeting on April 27 to 29 with 25 people attending (much better than last year). A new Central Committee member will be attending the General Meeting in Edmonton. As well, a new executive will be elected as per the constitution.

At the institutions, all of the new executive have been elected and we are ready for a more productive year.



EDMONTON '84

RESEARCH PROPOSAL FOR
THE NATIONAL EDUCATION PLAN

84-C-006.25

Jean Wright

Researcher

April, 1984

**Third annual general meeting
May 13~19, 1984**

**Troisième réunion générale annuelle
le 13 au 19 mai, 1984**

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A. National Education Plan

The Canadian Federation of Students has always been concerned about the issue of a national education plan. In fact the CFS/FCE Constitution states that the ultimate goal of the Federation is "a system of post-secondary education which is accessible to all, which is of high quality and which is nationally planned"(my italics).

Recently the Federal Government has shown increasing concern over the lack of visibility of its educational funding (see "Not Another EPF Paper"). As well, the Macdonald Commission received more briefs on education than on any other topic. Among the concerns raised in the interim report Challenge and Choices was the following:

Choice 24:

A national perspective on education

Canadians told us that they are generally concerned with the quality of educational services available to them and to their fellow citizens. They want institutions to meet existing and anticipated needs, mechanisms to determine anticipated changes, and a system flexible enough to meet the challenges of adjustment.

Many Canadians spoke to us of the need for a national perspective on our education system and goals. IS SUCH A NATIONAL PERSPECTIVE DESIRABLE OR NECESSARY? How is it to be developed in the context of existing provincial responsibility for education?

Discussions of the costs of education focused not only on the amount of public money devoted to education, but also on the way in which the funds are channeled through the system. Both federal and provincial governments contribute to the financing of education.

SHOULD GOVERNMENTS GRANT MORE MONEY TO THE STUDENTS THEMSELVES, RATHER THAN TO THEIR EDUCATIONAL INSTITUTIONS? Is the present level of contribution by the students themselves still appropriate?

The new Canada Health Act became law on April 16, 1984. This law enables the Federal government to withhold funds from provinces which allow hospital user fees and/or double-billing. It is very important to monitor the provincial response to this Act to determine how the provinces might react to proposals of more federal planning in the post-secondary field.

Research Proposal:

During the next few months there will be a Liberal leadership convention, possibly EPF renegotiations, and, quite probably, a Federal election. Thus, it is essential that we prepare an in-depth research document on the issue of a national education plan. The research should be strategically planned so that the information likely to be of most use to us is compiled first. In other words, while research on the goals of the Afghani educational system would no doubt be fascinating, this might be postponed until after we compile a summary of what various Canadian groups are saying in 1984 and what the Macdonald Commission is proposing.

I feel it would be advantageous to work on a research document which would be as comprehensive as possible but also possible to complete. While I suggest the whole project is a long-term effort, I think Phase I could include the following:

1. History of the idea of a national education plan in the Canadian student movement.
2. Present views of various Canadian educational organizations on the national education plan (e.g. AUCC, CAUT, COPUS, etc.).
3. Present views of various Canadian non-educational organizations on the national education plan (e.g. NAC, CLC, etc.).
4. The political climate - Federal/Provincial relations regarding education including monitoring the Provincial response to the Canada Health Act.
5. International comparisons
 - Commonwealth and U.S.
 - OECD countries
 - other
6. A list of specific demands for the CFS/FCE plenary to discuss and vote on: to include funding, federal/provincial control, importance of training vs liberal arts education, student aid, economic and social accessibility, political strategy for CFS to adopt.

If we do the research in this order (doing as much as possible on #5 but not attempting a world-wide survey) then we should be able to use the research strategically while we are assembling the resource materials.

To date I have written to the organizations listed below requesting information and research documents on a national education plan. We also received a listing of submissions on education to the Macdonald Commission: it will cost 20 cents per page to obtain copies of these submissions. I also compiled a preliminary bibliography.

The materials which I assembled for the May General Meeting include some OECD reprints, responses to the letters sent out, a report from AUCC, the proceedings of the Standing Committee on Finance, Trade, and Economic Affairs, re Bill C-12, and Challenges and Choices, the interim report of the Macdonald Commission.

List of organizations which were contacted in March:

<u>Organization</u>	<u>Response Received</u>
AUCC	
ANEQ	
ACCC	
Australian Union of Students	
Association for Co-op Education	
CAUT	x
COPUS	x
CCLOW	x
CBIE	
Canadian Centre for Policy Alternatives	
Canadian Council on Social Development	
Canadian Education Association	
Canadian Labour Congress	
Canadian Student Pugwash	
NDP	
Liberal Party	
Progressive Conservative Party	
Maritime Provinces Higher Education Commission	
Native Council of Canada	
RAEU	
United States Students Association	
OECD	
Canadian Advisory Council Status of Women	x
NAC	
CUPE	
Conference Board of Canada	
Council of Ministers of Education of Canada	
International Union of Students	
Union nationale des étudiants de France	
National Union of Students (UK)	
New Zealand University Student Association	
Canadian Association for Adult Education	
Ontario Public Interest Research Group	

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Submissions on Education to the Macdonald Commission

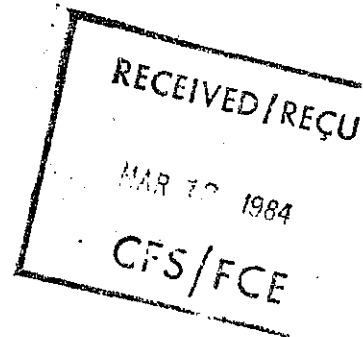
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Date: 02-20-1984

8300 Education

Brief Author

0062 Federated Co-operatives Limited
0937 Gulf Canada Limited
0464 Celanese Canada Inc. - Ernest Drew
0489 Bell Canada
0360 Mardon, Dr. J., G.N. Ionides
0570 Dixon, Gordon F.
0012 Retail Council of Canada
0305 N.W.T. Chamber of Mines
0585 Calgary Council for Advanced Technology
0492 Ordre des Ingénieurs du Québec
0744 Ontario Secondary School Teachers' Federation
0984 Ontario Confederation of University Faculty Assoc.
0998 Society of AECL Professional Employees Executive
1045 University of Regina Faculty Association
0165 Atlantic Provinces Chamber of Commerce
0746 Board of Trade of Metropolitan Toronto
0921 Manitoba Advisory Council on the Status of Women
0167 N. B. Advisory Council on the Status of Women
0149 Government of the Northwest Territories
0867 Saskatchewan Teachers' Federation
0256 Women Unlimited
0378 Family Service Association of Metropolitan Toronto
0767 Social Planning Council of Winnipeg
0828 Soc. Planning & Res. Council of Hamilton & Distr.
0658 Cdn. Baha'i Community
0883 Federation of Sikh Societies of Canada
0212 B.C. Law Union
0170 Federation of N.B. Faculty Associations
0405 Cdn. School Trustees Association
0603 Laubach Literacy of Canada
0685 Cdn. Foundation for Economic Education
0716 Cdn. Association for Adult Education
0951 Rural Learning Association
0972 Atlantic Conference On Learning Disabilities
1055 Cdn. Society for the Study of Higher Education
0432 Sudbury 2001
0692 Planetary Initiative for the World We Choose
0349 Cdn. Pensioners Concerned Inc.
0296 Immigrant and Multicultural Services Society
0635 Adair, Professor John E.
0748 Mensah, Dr. Spero
0954 Matejko, Alexander J.
0215 B.C. Institute of Technology
0372 Mount Saint Vincent University
0763 University of Waterloo - Dean Lennox
0029 Ray, Dr. A.K.
0081 Oberti, Oberto
0098 Engineer, Hosi M.



Date: 02-20-1984

8300 Education

Brief Author

0317 Richard, J.E.
0320 Jorgenson, Diane
0451 Mathes, A.F.
0525 Kavana, James
0531 Creelsan Hill, Cynthia
0541 Dyer, John
0550 Scott, James A.
0611 Hitchins, D.H.
0753 Lowry, Peter J.
0814 Wallace, James
0837 Jean, Michèle
0947 Adams, William G.
0974 Moinkes, Robert H.
1112 Vosper, Vela
1144 Rumball, Donald A.

Date: 02-20-1984

8310 Formal Education - Schools, Colleges, Universities

Brief Author

0062 Federated Co-operatives Limited
0703 Cdn. Institute of Forestry
0736 Bell Canada Enterprises Inc.
0324 Perconsult Ltd., Charles Perrault
0750 SNC Group
1117 MacMillan, Bruce
0147 Software Industry Development Association
0766 Cdn. Machine Builders' Association
0890 Cdn. Federation of Independent Business
0997 Agricultural Institute of Canada
1023 Cdn. Institute of Mining and Metallurgy
0492 Ordre des Ingénieurs du Québec
0575 Alberta Teachers' Association
0578 University of Calgary Faculty Association
0631 Confed. of Alberta Faculty Association
0639 Cdn. Association of School Administrators
0710 Cdn. Council of Professional Engineers
0745 Cdn. Teachers' Federation
0825 Cdn. Medical & Biological Engineering Society
0912 Society of Management Accountants of Canada
0939 Cdn. Association of University Teachers
0984 Ontario Confederation of University Faculty Assoc.
1001 Cdn. Federation of Deans of Management Studies
1045 University of Regina Faculty Association
1085 Ontario Teachers' Federation
0391 Cdn. Chamber of Commerce (Ottawa)
1103 Cdn. Chamber of Commerce (Montreal)
0706 Nat. Sciences and Eng. Research Council of Canada
1007 Cdn. Advisory Council, Status of Women, Ottawa
1136 Oberle, Frank, M.P.
1019 Government of Saskatchewan
1015 Government of Ontario
0167 N. B. Advisory Council on the Status of Women
0246 Nfld. and Labrador Youth Advisory Council
0338 Prov. Adv. Council on Status of Women (Nfld & Lab)
0252 City of Moncton
0586 SUMA
0399 Thompson Industrial Commission
0956 Eco. Dev. Adv. Comm., County of Strathcona No. 20
0456 Thunder Bay and District Labour Council
0280 Assoc. of University of New Brunswick Teachers
0137 Vancouver Island Bldg. & Constn. Trades Council
0150 Vancouver Women in Trades Association
0156 Young Women's Christian Association of Calgary
0157 Women's Involvement Committee of Upper Trinity S.
0678 National Council of Women of Canada
0634 Cdn. Crafts Council
0844 Catholic Women's League of Canada (Manitoba)

Date: 02-20-1984

8310 Formal Education - Schools, Colleges, Universities

Brief Author

0285 Nuu-Chah-Nulth Tribal Council
0364 Thunder Bay Indian Youth Friendship Society
0353 Nfld. and Labrador Human Rights Association
0170 Federation of N.B. Faculty Associations
0716 Cdn. Association for Adult Education
0742 Assoc. of Universities & Colleges of Canada
0885 Assoc. of Canadian Community Colleges
0970 Toronto Board of Education
1005 Cdn. Federation of Students
0203 New Brunswick Liberal Association
0225 Activités - Jeunesse
0508 Société Québécois de la Jeunesse
0124 Fédération des franco-colombiens
0253 Société St. Thomas d'Aquin
0794 Assoc. Canadienne-Française de l'Alberta
0196 Cape Breton Co-operative Council
0939 Manitoba Anti-Poverty Organization Inc.
0151 Bruton, Dean L.T., U. of Victoria, Faculty of Eng.
0229 Didier, René - Faculty of Admin., Univ. of Moncton
0805 Paul, Ross
0130 College of New Caledonia - Charles McCaffray
0879 South Grenville District High School (Gr.13 Seog.)
0097 Centre for Continuing Education, Univ. of B.C.
0192 Coalition of Social Organizations in Cape Breton
0195 Memorial University of Newfoundland
0199 Faculty Association of St. Thomas University
0206 University College of Cape Breton
0465 University of Windsor
0562 St. Francis Xavier University
0583 McGill University
0627 University of Lethbridge, John H. Woods (PRES)
0926 Diplômes de l'Université de Montréal
0932 University of Regina
1099 McMaster University
0057 Darcel, Colin
0104 Stewart, Ross & Jaeger, Evaleen
0131 Rupert, Gary B.
0189 Whitney, Joanne
0221 Weaver, Bill W.
0235 Batenby, Mrs. R.
0283 Cowie, Wilbur Elliott
0371 Ubriaco, Rita
0377 Curtis, B.E.
0422 Dunningham, Ruth
0517 Abbott, Mark
0563 Murray, R.V., P. Eng.
0566 Sheps, Lillian
0626 Langelier, Denis

8310 Formal Education - Schools, Colleges, Universities

• Brief Author

0774 Clements, Bryan
0801 Murray, Betty
0824 Carlson, Gary
0902 Osborne, John E.
0958 Simmons, Helen
1030 Rowan, William D.
1064 Chartrand, Harry (Canada Council)

Date: 02-20-1984

9320 Technological Innovation in Education

Brief Author

0575 Alberta Teachers' Association
0639 Cdn. Association of School Administrators
0230 Cape Breton Development Corporation
0891 TV Ontario
0246 Nfld. and Labrador Youth Advisory Council
0399 Thompson Industrial Commission
0488 Thunder Bay and District Labour Council
0290 Assoc. of University of New Brunswick Teachers
0087 Kekuli Audio Visual Society
0896 Mobilisation Contre la Misère
1055 Cdn. Society for the Study of Higher Education
0805 Paul, Ross
0414 St. Clair College
0195 Memorial University of Newfoundland
0199 Faculty Association of St. Thomas University
0206 University College of Cape Breton
0042 Halina, J.W.
0235 Gatenby, Mrs. R.
0958 Simmons, Helen
1047 Syed, Javed

8330 Jurisdiction and Funding

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0890 Cdn. Federation of Independent Business
0997 Agricultural Institute of Canada
0575 Alberta Teachers' Association
0578 University of Calgary Faculty Association
0639 Cdn. Association of School Administrators
0745 Cdn. Teachers' Federation
0912 Society of Management Accountants of Canada
0939 Cdn. Association of University Teachers
0984 Ontario Confederation of University Faculty Assoc.
1001 Cdn. Federation of Deans of Management Studies
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0577 Winnipeg Chamber of Commerce
0706 Nat. Sciences and Eng. Research Council of Canada
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0087 Kekuli Audio Visual Society
1010 Dakota Ojibway Tribal Council
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0868 Ontario Federation of Students
0885 Assoc. of Canadian Community Colleges
1005 Cdn. Federation of Students
0203 New Brunswick Liberal Association
0151 Bruton, Dean L.T., U. of Victoria, Faculty of Eng.
0130 College of New Caledonia - Charles McCaffray
0414 St. Clair College
0097 Centre for Continuing Education, Univ. of B.C.
0195 Memorial University of Newfoundland
0206 University College of Cape Breton
0562 St. Francis Xavier University
0583 McGill University
0532 University of Regina
1099 McMaster University
0104 Stewart, Ross & Jaeger, Evaleen
0221 Weaver, Bill W.
0272 Sayth, Stephen
0837 Jean, Michèle

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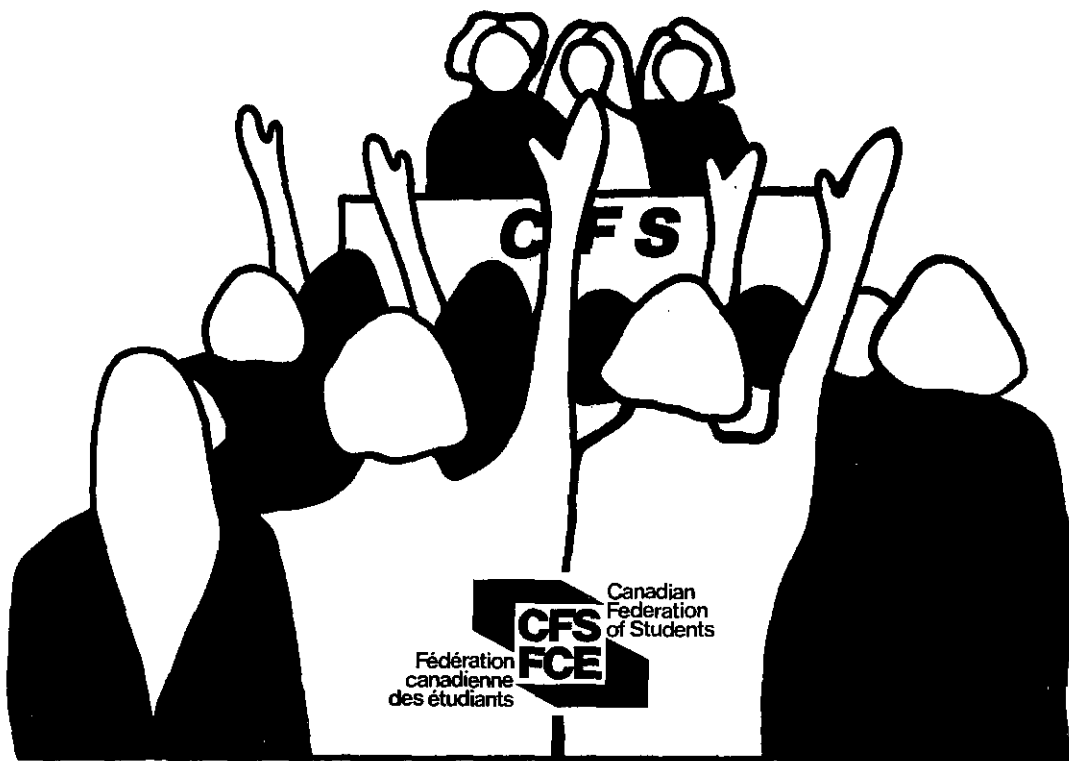
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EDMONTON '84

Canadian Federation of Students

Canadian Federation of Students-Services

CONTACT LIST
84-C-001.05

April, 1984

**Third annual general meeting
May 13~19, 1984**

**Troisième réunion générale annuelle
le 13 au 19 mai, 1984**

STRUCTURE

CFS-SERVICES MEMBERSHIP

CFS-SERVICES BOARD OF DIRECTORS

(13 voting Representatives)

- Composition:
- 10 Reps elected by CFS-Services members in each province
 - 1 Chairperson and 1 Treasurer elected annually by the General Meeting of members
 - 1 Representative acting as link rep between CFS and CFS-Services
 - 1 Representative from Quebec schools (non-voting)
 - Executive Director (ex-officio/non-voting)

CUTS BOARD OF DIRECTORS

(5 voting Representatives appointed by the AOSC/CFS-Services Board of Directors)

- Composition:
- 3 Members of the CFS-Services Board of Directors. One must be the Chairperson, another the Treasurer.
 - 3 Representatives elected by the CUTS staff. Two voting, one ex-officio/non-voting.
 - The President of CUTS (ex-officio/non-voting)
 - The Executive Director of CFS-Services (ex-officio/non-voting)

CFS-SERVICES EXECUTIVE DIRECTOR

CUTS PRESIDENT

CFS-SERVICES/CUTS OFFICES

Halifax	Montreal	Ottawa	Carleton	Toronto	Ryerson
Winnipeg	Saskatoon	Edmonton	Vancouver	Victoria	

WHO WE ARE

CFS-SERVICES BOARD OF DIRECTORS

Chairperson	Brian Chadwick	Queen's Grads
Treasurer	Myles MacDougall	U of Calgary
BC Rep	Tami Roberts	Kwantlen College
Alberta Rep	Jim Hawkey	U of Calgary
Saskatchewan Rep	Bart Jaques	U of Regina
Manitoba Rep	Shelley Munro	U of Winnipeg
Ontario Rep	Rod Kelly	Fanshawe College
Nova Scotia Rep	Mike MacLean	Mt. St. Vincent University
Nfld Rep	Simon Lono	Memorial University
Link Rep	Deb Theil	Memorial University
UPEI Rep	Howard Beattie	UPEI
Executive Director	David Jones (ex-officio)	

CUTS BOARD OF DIRECTORS - ELECT

<u>Student Reps</u>	Howard Beattie	UPEI
	Deb Thiel	Memorial University of Nfld
	Myles MacDougall	University of Calgary
<u>Staff Reps</u>	To be announced (elections are in progress at time of writing)	
President	J. Rod Hurd (ex officio)	
Executive Director CFS-Services	David Jones (ex officio)	

CFS-SERVICES BOARD CONTACT LIST

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<u>Deb Theil</u> CFS-CFS-S Link Rep	Memorial University of Nfld Council of the Students' Union, Thompson Student Center St. John's, NF A1C 5S7	(709) 753-9703
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<u>Jim Hawkey</u> Alberta Rep	Students Union Rm. 209 MacEwan Hall University of Calgary Calgary, AB T2N 1N4	(403) 284-6551
<u>Bart Jaques</u> Saskatchewan Rep	Student Union University of Regina Students' Union Bldg. Regina, SA S4S 0A2	(306) 244-3720
<u>Shelly Munro</u> Manitoba Rep	Students' Association The University of Winnipeg 230 Lockhart Hall, 515 Portage Ave. Winnipeg, MA R3B 2E9	(204) 786-7811
<u>Rod Kelly</u> Ontario Rep	Fanshawe College Student Union 1460 Oxford St. E. London, ON N5W 5H1	(519) 453-3720
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<u>David Jones</u> Executive Director	44 St. George Street Toronto, ON M5S 2E4	(416) 927-7531

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(TRAVEL CUTS)
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CFS-SERVICES/TRAVEL CUTS STAFF 1984

HEAD OFFICE (Toronto)

Executive Director, CFS-Services
President, TRAVEL CUTS
Accounts Manager
Marketing Director
Information Co-ordinator

David A. Jones
J. Rodney Hurd
Simon Simangan
Bruce Homer/Lynda Harvey
Brad James

CANADIAN PROGRAMMING SERVICE (Ottawa Office)

Robin Benitz, Director

STUDENT WORK ABROAD PROGRAM (Toronto--London, England offices)

David Smith, Director
Margot Haldenby, SWAP Coordinator

CANADIAN WILDERNESS TRIPS (Toronto office)

Carl Arnold, Director
Louise Jex
Liz Van Ryn

Doug Campbell
Peter Van Ryn

VANCOUVER

Trenor Tilley, Manager
Julie Campbell
Gloria Antolin
Nancy Keen
Tanis Keserich

Christine Carre
Lisa Kolsrud
Ruth Wiedmayer
C. Dawson (Part-time)
Eloisa Malapitan

VICTORIA

Linda Dziadyk, Manager
Peter Hawkins
Michelle Merry
Kim Grant

EDMONTON

Cindy Fowler, Manager
Terry Nelson
Mary Anne Hart
Karin Evans

Katherine Hedinger
Ronald Mill
Colleen Maine (part-time)
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SASKATOON

Beverlie Yeoman, Manager

Linda Petrow
Karin Waldal

TORONTO

Deanna Hurd, Manager
Vilma Scaricamazza, Supervisor
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Karin Pinnell
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Karen MacLean
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Anna Visconti
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Kelly Sexsmith
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Joanne Hall

RYERSON

Tammy Agueci
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OTTAWA

Peter Gruer, Manager
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Toni Urbani, Manager

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Roger Lavoie, Manager
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Wayne Kratch (part-time)
Anne Louise Howson
Carole Larame

HALIFAX

Heather Crosbie, Manager
Iris Adams
Joanne Gillam
Neve Alexander

Sherry Legere
Monica Miller
Susan Cooper

STRUCTURE

CANADIAN FEDERATION OF STUDENTS CENTRAL COMMITTEE

(12 voting Representatives)

- Composition:
- 10 Provincial Reps elected by CFS members in each province
 - 1 Chairperson: a full-time paid position elected by voting members of CFS at a Semi-Annual General Meeting to take office at the next Annual General Meeting.
 - 1 Treasurer: elected by the voting members of CFS at a General Meeting
 - 1 Member at Large: elected by voting members of CFS at a General Meeting; acts as a link between the Central Committee and the CFS-Services Board of Directors.
 - 1 observer from the province of Quebec chosen by organized post-secondary students in Quebec; non-voting
 - Executive Officer (ex officio non-voting)
-

In addition there are four (4) Commissioners representing specific constituency groups or caucusses. These individuals regularly report to and meet with the Central Committee. They are:

Women's Commissioner: elected by the Women's Caucus at a General Meeting and ratified by the voting members of CFS.

International Commissioner: elected by the voting members of CFS at a General Meeting.

Graduate Students Representative: elected by the National Graduate Caucus (NGC) at a General Meeting and ratified by voting members of CFS; holds presidency of NGC also.

Colleges & Technical Institute Representative: elected at a General Meeting by the colleges & technical institutes constituency group and ratified by the voting members of CFS.

CFS CENTRAL COMMITTEE

WHO WE ARE

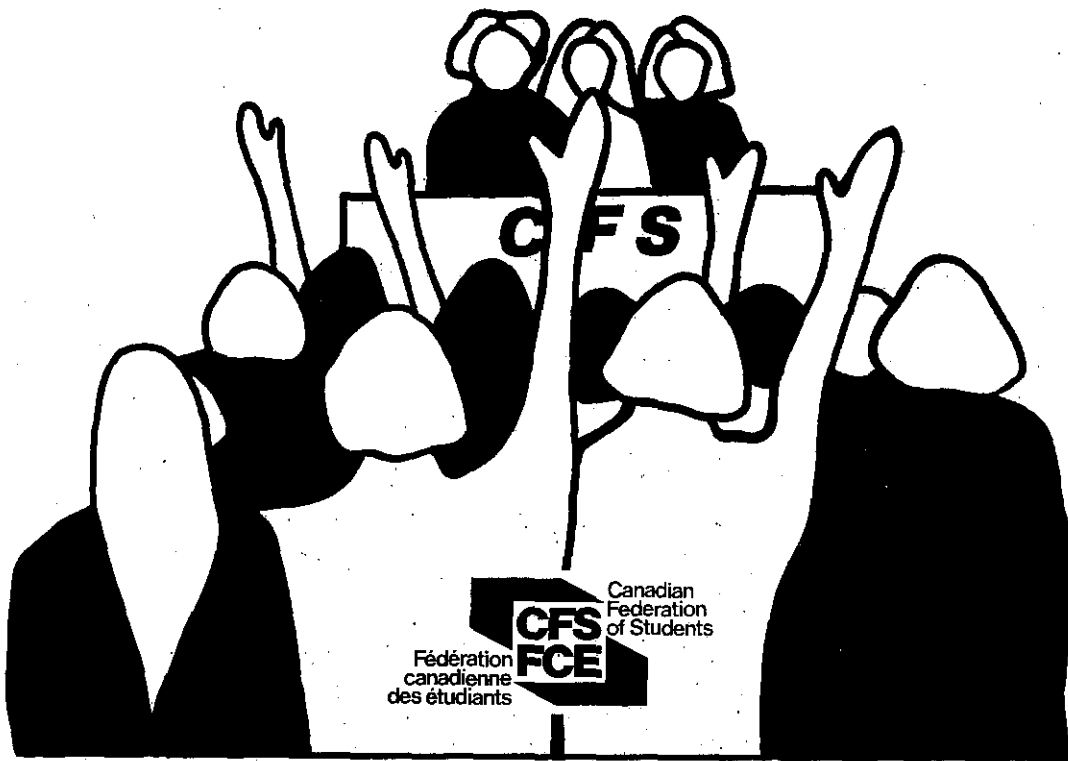
Chairperson	Beth Olley	University of Saskatchewan
Treasurer	Linda Gagne	Simon Fraser University
BC Rep	Matt Stables	Cariboo College
Alberta Rep	- to be elected -	
Saskatchewan Rep	- to be elected -	
Manitoba Rep	Loris Dumanian	University of Winnipeg
Ontario Rep	Leanne MacMillan	Queen's University
New Brunswick Rep	- to be elected -	
Nova Scotia Rep	Caroline Zayid	Dalhousie University
Newfoundland Rep	- to be elected -	
PEI Rep	Michelle Dorsey	UPEI

CFS Central Committee Contact List

<u>Beth Olley</u> Chairperson	CFS, 319-126 York St. Ottawa, ON K1N 5T5	(613) 232-7394
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<u>Matt Stables</u> BC Rep	Student Society Cariboo College P.O. Box 3010 Kamloops, BC V2C 5N3	(604) 372-5882
Alberta Rep	- to be elected -	
Saskatchewan Rep	- to be elected -	
<u>Loris Dumanian</u> Manitoba Rep	Students' Association University of Winnipeg 230 Lockhart Hall, 515 Portage Ave. Winnipeg, MA R3B 2E9	(204) 786-7537
<u>Leanne MacMillan</u> Ontario Rep	Alma Mater Society Queen's University John Deutsch University Centre Kingston, ON K7L 3N6	(613) 547-6165
New Brunswick Rep	- to be elected -	
<u>Caroline Zayid</u> Nova Scotia Rep	Student Union Dalhousie University 6136 University Ave. Student Union Bldg. Halifax, NS B3H 4J2	(902) 424-2146
Newfoundland Rep	- to be elected -	
<u>Michelle Dorsey</u> PEI Rep	Students' Union University of PEI 550 University Ave. Charlottetown, PEI C1A 4P3	(902) 892-4121, ext 395

Canadian Federation of Students - Staff

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<u>Researcher (Economic Policy):</u>	Jean Wright
<u>Researcher (Accessibility):</u>	Eileen Dooley
<u>Information Officer:</u>	Yvette Diepenbrock
<u>Financial Coordinator:</u>	Paul Post
<u>Fieldworker (Atlantic):</u>	Mark Lenihan
<u>Fieldworker (Man/Sask):</u>	David Plummer
<u>Fieldworker (BC):</u>	Mike McNeil
<u>Ontario Fieldworkers:</u> (employed by CFS-Ontario)	Tim Feher, Mary Ann Straw, Matt Shaunessey



EDMONTON '84

MINUTES FROM THE MEETING BETWEEN THE CANADIAN FEDERATION
OF STUDENTS AND MARC LALONDE, MINISTER OF FINANCE
84-C-006.03

November, 1983

**Third annual general meeting
May 13~19, 1984**

**Troisième réunion générale annuelle
le 13 au 19 mai, 1984**

Representing CFS: Diane Flaherty, Executive Officer
Graham Dowdell, Chairperson
Bruce Tate, Economic Policy Researcher
Eileen Dooley, Accessibility Researcher
Representing the Department of Finance: Marc Lalonde, Minister
Bob Young
A. Treusch

Lalonde: Thanked CFS for making the presentation. Explained that the Ministry was soliciting input from thirty different national organizations to prepare a budget no sooner than February and no later than June. They are looking at questions such as what program can be implemented following the six and five wage restraint program, and what they can do with regard to totally free collective bargaining.

Flaherty- Thanked the Minister for his invitation to the meeting. Outlined the areas CFS was prepared to discuss: established programs financing, employment, research and development, and student aid.

Employment

Dowdell - Introduced the topic of employment. He called for the termination of six and five and stated that it was the cause of unemployment. He said in an economic crisis there was a need for increased funding for social services, instead of cutbacks which would have the effect of decreased spending and limited employment opportunities. Graham then called for greater federal responsibility in the area of youth unemployment.

Flaherty - Noted that Jacques Hebert was calling for the implementation of a Ministry of Youth that would cover up the lack of the federal government's ability to work on the youth unemployment program.

Lalonde - There cannot be an immediate solution. Hebert was calling for a stronger focus in his paper.

Dowdell- There has not been an adequate response to date in unemployment levels from federal initiatives in job creation.

Flaherty - The Minister must have seen a different paper from Hebert. She will forward a copy of the pertinent document to him.

Tate - Federal government has to consider the psychic problems of youth faced with chronic unemployment in society - the feeling that there is little chance of employment, the despair and the trauma. Perhaps these problems could be alleviated if the federal government took a different type of focus than has been previously seen, and built on the recommendations from the Work for Tomorrow task force report - and move to an acceptable level of youth unemployment. If some overall strategy were developed, rather than piecemeal programs, youth could feel some hope.

Lalonde - Good point. No unemployment level is acceptable to me. But we will not reach that point. The solution is to create as many jobs as quickly as possible. This will be a long term problem. When we ask about 1979 funding levels for employment programs are we only referring to student employment expenditures? Of the general programs 40% of the recipients are youth.

Tate - We were addressing the programs specifically for students. Many have concerns regarding the accessibility of the programs. What role do these jobs have for students with regard to access?

Lalonde - Have to put in the context of all programs. 40% of recipients are youth. We cannot limit our comments to youth programs alone.

Dowdell - Have to look at categories the federal government is focussing on. If there are new initiatives, we suggest that they are not of a military nature. Many of the skills passed on are not applicable to civilian life.

Lalonde - Would like to know if we get any response from youth involved in the military programs. Every year they get more applications than can be processed. Why do they take the jobs? He understands that the programs are not very strong in military drills and no one is forcing students to go in.

Tate - As a whole, CFS is dismayed at the cutbacks in pse, and the increase the defence department has received. He speculated on where it led the country economically and socially. He noted that funds given to social services created twice as many jobs as those sent to defence. He also said that the economy was being damaged by the whittling away of pse. He suggested that military job creation not be used as a short term measure of escape.

Lalonde - Does not have first hand information.

Dowdell - People need jobs. Do not see effect of increased expenditures in the military.

Flaherty - The theme for International Year of the Youth is peace. It is contradictory for the federal government to put more money into the military.

Dowdell - outlined the fact that CFS wants greater accountability for money transferred to the private sector for indirect job creation.

Lalonde - Appreciates that point. But cannot create a police force for each job created. Does not want the program to be too burdensome for small business.

FUNDING

Flaherty - Introduced this topic. She noted that the pse system is declining in terms of quality and access and mentioned specific examples. This has been the case since 1977. The six and five

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controls have further added to the problem. The federal government has not followed the recommendations outlined in the Breau task force report. She recommended that the controls on epf be terminated.

Lalonde - They have not yet been implemented. If he knew that all the money going to the provinces was used in pse it would be one story. The federal share has increased since the last negotiation to 56%. It is important that the provinces assume their responsibility in this area. They have taken money and diverted it.

Dowdell - Have you got figures to show that?

Tate - federal transfers should be made conditional as was recommended in the Breau task force report.

Lalonde - The worst thing the federal government is doing is limiting its growth in this spending area. Previously it had been 11 and 12% while the provinces have increased only 7-8%. His office will provide us with all the details.

Dowdell -Wants to know where the money goes provincially.

Lalonde- Doesn't have information on what the provinces do with it, but knows that they do divert the funds. He listed some of the increases federally and provincially to show that the federal government was increasing it's share in pse spending. The provinces can use all the federal money, but will reduce their own share. Once we get to the provincial money, who knows where it goes. Someone is making money somewhere, out of the deal but not me. Getting more from us than they are willing to spend on pse.

Flaherty - Have to examine the root of the problem. In 1977 Trudeau said that epf was a program designed to allow the provincial governments to restrain their spending in pse.

Lalonde - "My dear, I was there!" The provinces wanted flexibility in health and education. The Federal government was told that it had not business interfering with this area and recieved no support from the university mileux. Our expenditures hvae increased since then, but not now. It is not realistic to go back to a 50/50 formula - the provinces will not buy it.

Tate - Federal government has its budget and the negotiation of the act to use as a lever.

Lalonde - not for a few years.

Tate - During 1960's massive injections into pse. In 1970's massive cutbacks. Now seeing closures, faculty layoffs, enrolment limits. The problem is that pse is treated as the proverbial fed/prov football. The federal government says that the provinces are diverting funds. The provinces say the federal government is cutting revenue guarantees. Six and five controls will mean \$102 million less in one year alone.

Lalonde - But \$93 million of that is going to youth programs.

Tate - Point is we have levels of government pointing to each other.

Lalonde - Who has constitutional jurisdiction for pse?

Tate - There is joint responsibility.

Lalonde - "I am not quarrelling with the provinces." The figures speak for themselves. The problems are real, but fight with the provincial governments. It is up to them to decide to buy more books - and not a federal responsibility to tell them to do so. He is not indifferent, but at best can use moral persuasion. Provinces absolutely right to say none of our business. The federal govt provides more funds year after year than they provide. We are reaching a 31 billion deficit, and the provinces have more room than we do. They are not spending as much as they could. Should at least provide fifty cents on the dollar, but they do not - they spend federal money.

Flaherty - the situation was created through the system established in 1977. Best addressed through negotiations.

Lalonde - abandoning six and five will not ensure more money to pse. He is damn fed up with the provinces using the federal money to look good.

Flaherty - But pse will suffer as a result.

Lalonde - There is no assurance that the money would go to pse

Flaherty - Would the federal government consider establishing an emergency fund for pse with the money saved through six and five controls.

Lalonde - No. Using that for direct federal programs for youth. Either through student aid or training programs. We'll spend our own money thank you very much.

Flaherty - With regard to the role of funding in the future - will it be more direct?

Lalonde - Over the next 20 years, it will go directly to the citizens rather than through provinces and it would ensure that governments would be more accountable for their dollars. Future funding for all programs could be conditional.

Tate - The Breau report recommended that the health and education components of pse be split, and earmarked specifically for those programs. Is that feasible.

Lalonde - Already doing some of that under the Canadian Health Act. Even earmarking won't help - there is no guarantee that the provinces will match it.

Tate - The first ministers conference could set a precedent. When McEachen made his budget in 1981 he threatened to freeze the pse expenditures.

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Lalonde- When Alan made that treat, there were more screams from the academic community that were directed to the federal government - they were not directed to the provinces. The federal government can try to earmark, but cannot make conditions or guarantee the money is put into pse.

Treusch- A committee of fed and prov ministers is in place - but there is little co-operation on expenditures. The federal government had to sit down with provincial budgets and figure out the expenditures themselves.

Tate - Can we have access to those figures?

Lalonde - Sure. If the figures are wrong it is because we cannot get them from the provinces.

Flaherty - Mentioned that there was no proper forum for the discussion of fiscal arrangements. Called for a national dialogue to begin, consisting of representatives from the fed govt, the provinces, students, faculty, support staff, and all those with an interest in pse. The dialogue should begin immediately, and in the interim, epf should be maintained.

Lalonde - Has no objection to this forum. Cabinet would want to examine this and work it out with Serge Joyal. But there would probably be no objection. Epf will exist until 1985/6, and will proceed with the 6 & 5 arrangement.

Flaherty - It is dangerous for the federal government to look at funding pse in only fiscal terms.

Dowdell- Have to look at costs and benefits of service.

Flaherty - It makes little sense not to examine the system in context.

Research and Development

Tate- Introduced this topic. Mentioned the work the grad council of CFS was doing in this area. Talked about grants to Canadian Research councils, and the fact that it is below the rate of inflation.

Lalonde- MRC uses its own sector inflation rate.

Tate - If there is to be a serious effort to redress the present research and development situation then we need real growth in R & D. The CFS Grad council fears that research and development is a tool that can help us get out of the economic crisis, this is being done at the expense of social services. They are concerned about the trade off between natural and other sciences.

Lalonde - This is a very tough judgement call. How much money can you spend on medical research - it is a bottomless pit. A problem is the rate of increase of cost in own sectors. There is not enough supply for the demand that exists. The relative cost inflation is worrisome. A way of dealing with this issue is to stimulate the private sector - integrate the

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into broader cost areas and get more immediate response. Canada has the most generous grants for research in the private sector in the industrialized world. Ministers are quite conscious of this fact and the debate is still going on.

Tate - We do not see any trade offs between councils as necessary.

Lalonde - Happy to see us expending energy on this topic. Wants to stress the importance of the fact that the federal government has only finite resources.

Talked about the US experience with R and D money.

Tate - mentioned institutional cutbacks in R& D.

Student Aid

Dooley - Introduced this topic. CFS is very concerned about the growing inaccessibility of pse in Canada. The CSLP is not effectively redressing this problem because loans are not an effective incentive for people from lower income backgrounds to attend pse. The new federal budget should include money for a national bursary plan.

Lalonde - How about freezing epf transfers and creating a national bursary plan?

Dooley - Greater chaos would result from playing off quality and access. Cannot have one level responsible for quality and one level of government responsible for access.

Flaherty - Such a move should only come from consultation and dialogue with all concerned.

Lalonde - Bursary program would have been nice. But there is only so much money and priorities must be set. Are we better than European countries with regard to access? There are more than financial barriers you know.

Dowdell - But we should address the financial barriers first.

Lalonde - We are focussing federal funds on training.

Dooley - CFS is concerned that the provinces are cutting back their aid programs after receiving increased funds under the CSLP changes this year.

Lalonde - But what can I do?

Dooley - Called for at least a partial national bursary plan to be included in the next budget. Noted that a spirit of co-ordination had to be re-established between all levels of pse.

Flaherty - Where would funds for a Ministry of Youth come from?

Lalonde - Would be paid out of general expenditures. Full minister would need parliamentary passage

Meeting adjourned at 5:45 p.m.