ALMA MATER SOCIETY

INTERDEPARTMENTAL MEMO

FROM: F.D.H. DATE: OCTOBER 29, 1969

TO: ALL COUNCILLORS

RE: C.U.S.

Enclosed are the resolutions adopted by the 33rd Congress for your perusal. For your information, C.U.S. dissolved yesterday, October 28, 1969.

F.D.H.

POLICY PROPOSALS
CANADIAN UNION OF STUDENTS
1969 CONGRESS

Standing Resolution adopted at the 33rd Congress, Port Arthur, Ontario, 1969

01 THE DECLARATION OF THE CANADIAN STUDENT

The Declaration of the Canadian Student — Regina/St. Thomas — Vote: 10/0/4

Education is a contributive social process, the essence of which is an expanding awareness of man's social and natural environment through dialogue and cooperative intellectual effort. The principal goal of education is to serve society by developing the full potential of all citizens as free, creative, thinking and acting human beings and therefore to serve society by helping to achieve equality of the essential conditions of human living. The student must discover, examine and assimilate the knowledge of himself and his environment and must develop the ability to cope with and transorm it.

The Canadian Student has the right and duty to improve himself as a social being and to contribute to the development of society by:

a) expanding knowledge through research and the objective analysis of existing hypotheses and ideas and the formulation of others;

b) learning by sharing his perceptions and thoughts with his fellow citizens and constructively criticizing theirs;

c) engaging in fundamental action, as an individual or in a group, to confront society with discoveries and to promote consequent action to bring reforms into practice;

d) playing a full part in the life of the community as a citizen.

The Canadian student has the right to establish democratic, representative student associations. Realizing that educational reform will not come in a vacuum or without a continuous examination and possible transformation of societal values and institutional arrangements, the associations must be free to ally themselves with other groups in society which have similar aims.

The Canadian student is a member of a global society, with the right and duty to be concerned about his fellow citizens, and with the responsibiliby to promote human rights and mutual understanding.

The Canadian student, as a full member of the academic community and society, has the right and duty to participate in shaping an environment conducive to the accomplishment of these aims and to make basic decisions about the conditions and nature of his intellectual activity and the goals served by educational institutions. The student has the duty to assure that the educational system is accessible and democratic so that it will serve the interests of the whole society. The Canadian student has the right to be free to continue his education without any material, economic, social or psychological barriers, created by the absence of real equality of essential conditions.

02 EDUCATION

This discussion, while theoretical, stems from our concrete experience of Canadian Universities and other educational institutions. It is not meant to offer an 'ideal' position, but rather a real understanding that can be expressed in practical activities, on and off campus. The discussion will take this form:

1) an outline of the basic functions of the university and the demands these functions make on form and content of education;
2) a brief discussion of an alternative form for education;
3) specific areas demanding action;

I. The Social Functions of the University — Manitoba/King's — Vote 21/3/6

An educational system is an integral aspect of any social and economic system. It derives its functions from the felt needs of the society. We believe that these will always fall into the following two categories. However, the emphasis on the different functions, and on different aspects within the functions will vary with the values of the society. Within this framework, the educational system can serve either humanistic or anti-humanistic ends depending on the goals of the society itself. Which ends do Canadian Universities serve? Read on.

Function 1: Ensuring the Economic and Cultural Continuance of the Society

This is an 'initiatory' function, passing on to the young the wisdom, culture, myths, values and the technical skills of the parent society. Thus it is 'conservative' or 'supportive' of the status quo, regardless of the society's ideology.

However, it is our view that the present social system in Canada is economically and socially irrational and inhuman. We can see these contradictions in many ways. For example, we have a high poverty rate in a wealthy country; luxury apartments stand vacant while there is a drastic shortage of public housing; medical services are unequally distributed both in geography and class terms; wheat lies unsold in Western granaries, while Indians starve 200 miles North of Winnipeg; consumers accept planned obsolescence; a multiplicity of competing models of private goods such as different model cars co-exist with the shortage of social goods such as public transport and parks in big cities. If a recession is declared, government spending is slowed down, thus the production of hospitals and schools are cut back, not luxury commodities or competing varieties of soap.

This is the result of an economic system based on private profit and competition rather than on public needs and utilization of resources through the cooperative control of the community. Thus the public need for pollution control is balanced against private company's added cost of production if control mechanisms are implemented. In order to remain competitive, the company no matter how humanistic, has no choice.

As well, our cultural norms, myths and values reflect the demands of our economic organizations, e.g. the rugged individual hero in Western literature.

Therefore, the university becomes in its first function supportive of an irrational and inhuman status quo.

The Demands of Function 1.

1. The university must turn out people to continue the operation of the society technically. There must be technicians of production such as architects, chemists, and commerce graduates to operate as 'mechanics' within the economy. A necessary complement to this group can be called the technicians of consumption a new work force of market researchers, media planners, advertising writers--those who shape the consumer's needs. A third category is the technicians of consent---sociologists, journalists, editors, personnel managers, etc. These people create the cultural and political rationalizations for our society's inequalities to mystify the real economic and power relations within our society.

   The educational system -- its content and structure -- is a primary influence in providing these "technicians" with the specialized skills and values that are necessary to feed such a sophisticated economic, social and political system.

2. The university provides a number of courses that are directly apologist: history courses that only deal with "history on horseback" -- not social history; ecology courses that don't deal with pollution, art and literature courses that never discuss the nature and function of art itself, political science courses that only deal with politics as what happens in parliament, and economics courses that teach Samuelson.

3. The Socialization Function: In order to maintain the present economic system, some of the social values necessary are consumerism, acceptance of authority and passivity, fragmentation and competitiveness.

   Fragmentation: The technicians must be discouraged from too often questioning the total process he is involved in, or the ends his work serves. Such total perspectives would disorganize the smooth, fast profit-oriented economic organizations. Acceptance of this fragmentation is encouraged in universities by splitting reality into unconnected disciplines, by rote learning, etc. (This further makes it difficult to organize against present norms as people are taught to see separate problems rather than different symptoms of the same malaise.)

   Consumerism: People must also become 'consumers', to be a market for a consumer economy. Therefore we must learn to place high value on individually purchaseable goods, hence the corruption of Christmas.

   In the university, we are "consumers" of knowledge (e.g. in lectures) rather than active questioners and thinkers. The supermarket of "ideas" in the university is similar to the supermarket of commodities in the economy or the supermarket of candidates in elections. This also encourages social passivity; after classes, the lecturer's mantle merely passes to the employer or the charismatic politicians.

4. Rugged individualism and Competition: One of the dominant myths of our society is that individuals act freely by competing with each other for a bigger piece of the pie. Education is essential in propagating that myth through exams and competitive situations in the classrooms where a student's prime motive is to beat out the guy sitting next to him; the alienating, atomizing effects of this are obvious. The individualist values in education -- "if you fail, it's your fault" -- further provide a basis for wider ideological positions, such as

contempt for the working class, through analysing their social powerlessness as the result of individual inadequacies. This is not to deny the importance of actions of individuals; however, true individualism should be based on the community and cooperation of men. The form and content of Canadian education does not recognize this base, and therefore the individualism we are socialized for is based on a false understanding of objective reality.

The 'initiatory' function is thus woven through many different aspects of education; its workings are sophisticated and thorough. It is all too successful.

Function II: Critical Education

In addition to the passing down of accepted community wisdom, the university -- again in all social systems -- must prepare people to advance beyond the limitations of accepted knowledge. This is in many ways the antithesis of Function 1. The creative technician needs an open, broadly questioning mind; the corporate technocrat must learn to follow. This second function can also be seen as a humanistic one -- an attempt to improve present conditions.

1. 'Critical Education' operates in Canadian Universities in several ways: in the ivory tower concept of education as "the free play of the mind over intellectual questions". This is neither 'initiatory' (or apologist), nor does it necessarily mean dealing with present societal problems -- hence removed academic freedom (freedom to say things that are academic). This has been aptly referred to as the "pursuit of excellence and the pursuit of irrelevance".

2. In the critical actions of individual professors, e.g. the humanist technician trying to teach in a broad perspective, or the radical professor in a conservative department. These individuals can encourage critical analysis in their students.

3. In the liberal reform movement: The movement for liberal reform is attempting to alleviate some (or even almost all) of the factors in the classroom blocking creativity (although obviously, many factors enter the classroom from outside this reformable parameter).

   Liberal reform can occur in several ways: 'semblance democracy', i.e. democratic control of non-central aspects of education, e.g. democratic control of residence life, but not of housing policy, or control of exams and papers, but not grading or hiring; or there can be deeper reform of educational method, leaving the nature of content unaffected; or reform that brings about formal democracy in the school, but which is still completely removed from the society outside.

It is a distortion to deny the existence of this second function; most university presidents see themselves, not as corporate representatives, but as academics.

However the limitations on critical education in our universities are extensive:

1. Academic criticism is often criticism that is merely academic. The ivory tower ethic also encourages a purely idealistic and abstract approach, removed from real material problems. This also explicitly separates criticism from action: e.g. Stan Gray, the academic receives grants; Stan Gray, the activist is fired.

2. Because of fragmentation by discipline, criticism itself is often fragmented as it deals with one aspect as the whole problem. Thus questionning often cannot get down to basics, which are multi-disciplinary: the nature of patterns of thinking, the nature of work, private property, human relations.

3. Much critical thinking is itself made impossible because students are socialized for passivity by the public school system the media, and informal hierarchical relations in the 'liberal' university.

4. Even if they question selectively, creative individuals can still serve the values of corporate society, e.g. the researcher freely working in a think tank to develop better luxury apartments. This can also serve to mask the real repressive nature of the society, a function which is clear in the use of the arts: television programs like Julia, Quentin Durgens at once give a semblance of criticism, while they actually reinforce the values the good work itself criticizes. Also note the way rock music has become a multi-million dollar commodity, while serving as an escape value for youth's frustration (eg 'Revolution', by the Beatles).

Thus we feel that, in Canadian universities, the critical function is largely failing outright, or is serving to mystify the general nature of our education. This outweighs the minority of people 'turned on'.

(However it should be noted that semi-democratic reform and liberal education also make obvious the contradictions they contain and increase the frustration as problems become manifest, but real political solutions are prevented from emerging).

II. Educational Alternative — Manitoba/King's — Vote 21/3/6

With the increasing inroads of the student power movement and the development of course unions, some change in the university is becoming possible. This is also being advanced by the unstable state of liberal education (see last paragraph above).

Therefore we must be careful that in presenting alternatives they are not elitist; that they are not easily co-optable (e.g. an increase in student parking--which at the same time serves to mask the hierarchical nature of the university); that they will provide optimal conditions for learning.

Education for a democratic society must help students to become individuals 1) who are aware of their social responsibilities and are able to cooperate effectively with others. 2) who are critical learners able to evaluate their lives and society, not only through an individually disciplined process but especially in relation with others, and then carry out action on these perceptions. 3) who have acquired knowledge relevant to the solution of personal and social problems and can use that knowledge creatively.

Thus we must demand a truly democratic learning situation, in which there is real communal control--of grading, content and form, hiring, promotion and tenure; where knowledge is relevant to the immediate needs of students and society at large; i.e. knowledge is re-socialized; where cooperative, collective work is encouraged, not made impossible by demands of individual competition; where students confront daily reality and educational reality in combination; where the student is considered a whole human being, not low man in some academic hierarchy.

This change must occur concurrently with the removal of the financial and social barriers which presently keep many working class people and minority group members out of university. Part of the smoothness of university life comes from the fact that almost all its members are from the same social class. We must be prepared for the introduction of non-middle class values with the entrance of non-middle-class people.

Further the university must be opened up to non-students, sharing its intellectual and physical resources with the community for the alleviation of social problems.

However, we must not lose sight of the fact that in an unfree society a free education is neither possible nor desirable. However, by developing the business governmental and social leaders of the future the university can both indicate and receive benefit from a non-authoritarian and non-oppresive society. Our strategy and thinking must always reflect this.

01 Course Content and Ideology — Carleton/St. Thomas — Vote 23/2/2

Ideas do not fall from the sky. That is, the basis for an ideology rests in the real world for which that ideology provides a rationale. That rationale interacts with and reinforces the material conditions of that society. An ideology, then, is the system of ideas whose function is an attempt to explain and justify the workings of society. Any knowledge that has attached to it a value position which reinforces the essential relationships of the status quo has ideological content.

This ideology occurs at varying levels of sophistication and the two major aspects of our ideology are competitiveness and stability. The competitiveness which is instilled in educational institutions is needless and usually antagonistic (e.g. exam system). It reinforces the myth that rugged individualism is the major component of mobility and there are leaders. The exam system has further effects on the ideology transmitted. The exam, as it deals with limited areas, reflects the limits of the course content. The student is taught to relate to and criticize his society in terms of an analysis presented to him, rather than an analysis worked out on his own. This analysis cannot be valid to the recipient. Rather it can only be a mechanism of perpetuating present societal and institutional values claiming that these are objective. Their objectivity is negated because they have not been challenged in a critical context. Furthermore, this set of assumptions does not cope with reality. Rather it tends to justify the status quo.

Canadian educational institutions have a theory of knowledge which attempts to separate face from value. In the technical and professional fields, this means that knowledge and skills are removed from this social function. Expertise is taught as a commodity to be exchanged on the market. The technician is not equipped with the understanding necessary to evaluate the priorities in the use of this technical skill. In the less technical fields, an attempt is made to extract value judgments from the facts. Because someone must decide what will be studied and how it will be used the assumptions underlying the course content itself are ideological. Educational methods attempt to construct our knowledge of reality by adding together small pieces of actual information, and the resulting heap of information serves as an explanation. This method divides knowledge into false categories (e.g. Sociology, Economies), and a sense of the whole process becomes increasingly difficult to grasp. This method also reinforces the myth that knowledge is neutral, and that inactivity is natural and expected from a person of knowledge.

Our concept of education cannot be so passive. Education is a contributive social process through which the world becomes explicable through study and experience.

BE IT RESOLVED THAT:

1) The concept of academic freedom, that is the right to pursue critical, creative unoppressed learning, must be given to both students, and faculty.

2) Control of the curriculum must rest exclusively with the students and faculty concerned.

3) As a direct logical extension of student participation in curriculum decision-making, students must have at least parity in matters of hiring, promotion and tenure.

4) A program aimed at the reform of the classroom situation must be undertaken (see Classroom Organizing).

02 Americanization of Education — Toronto/Guelph — Vote 23/1/2

Our Canadian economy is largely owned and controlled by the United States. As pointed out earlier, education is a function of an economic system, and, consequently, the Canadian educational system services and rationalizes Canada's colonial status within the international capitalist system.

Recently much public criticism has been directed against the number of American professors in Canadian universities, and some people have suggested a quota system to restrict their numbers. We feel that this is not a good solution for three reasons:

a) A professor's ability to deal with Canadian reality is not always based on his nationality. Some American professors have the concepts and experience to understand that reality, and, conversely, some Canadian professors -- often trained in U.S. graduate schools -- present an American discipline that has no relation to our Canadian reality.
b) The implementation of a quota system would obfuscate the real social, cultural, and economic roots of Americanization.
c) The Americanization of our universities involves more than just the personnel doing the teaching.

For example, American influence permeates our educational system in other ways --through channels that would not be affected by implementing a quota system.

1) Course Content

Institutional curricula reveal a drastic lack of Canadian content. Literature courses place Canadian literature in an inferior position. For example, a student at the University of Toronto often may not write a PhD thesis because Canadian literature is not considered significant enough that only one author would merit major study. The undergraduate English program at the U. of T. offers only one course in Canadian literature. The social sciences are heavily dominated by the American tradition of behaviouralism. Economics courses do not examine the question of the U.S. imperialism in relation to Canada. Canadian sociology has not been developed; it is a discipline that is largely American content taught by American faculty.

2) Research

Many of the corporations funding research in Canadian universities are American or American-controlled. Some professors do research for the American government and the American military.

3) Texts

American texts are used in courses that should deal specifically with Canadian problems. Perhaps the best example is "Samuelson" used for introductory economics.

4) Intellectual Imperialism

Canadian universities suffer from "intellectual imperialism" in that American graduate schools (e.g. Harvard in Economics, Chicago in Sociology) have the top prestige positions in their disciplines and dominate their Canadian branch-plant disciplines.

These are issues around which students can organize, but we must realize that the critical status of Canada's educational system will not be basically changed until Canada is itself economically independent from the U.S.A.

BE IT THEREFORE RESOLVED THAT:

- The Canadian Union of Students demands an open compulsory advertising system for all academic positions throughout Canada.

- More Canadian graduate schools emphasizing the Canadian perspective be established in local areas. This will generate faculty oriented to Canadian problems to correct the imbalance in disciplines dominated by American faculty.

- The Canadian Union of Student reiterates the importance of the participation of students in hiring, promotion, and tenure committees, and in curriculum committees. Professors must be judged on their concern with the needs of the Canadian people, rather than strictly on their nationality.

03 Authoritarian Structure in the Classroom — St. Thomas/Brock — Vote 18/6/0

Authoritarian structures in the classroom reflect the structure of capitalist society in that the classroom is naturally adapted to provide personnel for corporate needs.

Faculty members dominate the classroom and maintain students in an inferior and insecure position. This insecurity manifests itself by: 1) verbatim note taking in anticipation of test questions 2) reluctance to challenge the instructor's ideas. 3) struggle against other students for grades that are alotted on the basis of a predetermined Bell curve.

Both faculty and students are encouraged to uncritically accept the fact that the quantity of material which a student produces reflects the ability to produce valuable ideas and that productivity is measurable through testing. Because of long reading lists and rote memorization for exams there is little time left for critical thinking.

The university is a continuation of the socialization process begun in the primary education system. Teacher shall dominate, students shall passively accept.

Students are encouraged to "learn the language of the discipline" before asking questions. This prevents them from questionning the discipline itself. The writing of useless reports with non-threatening language prepares the student to fit in uncritically into the corporate capitalist structure. That is, in accepting a post-university job, the student accepts a slot in a corporate machine, without questionning the effects, both social and moral, of that machine. Those unable or unwilling to compete in the university are held responsible for their own failure and like the poor are made scapegoats for the economic system's inadequacies.

If this system is to be changed the power relationships between the instructor and students must be reversed.

BE IT RESOLVED THAT:

CUS should urge member unions to press for student control over classroom decision-making (i.e form and content of courses and the methods of instruction and evaluation.)

04 Classroom Organizing — Toronto/Saskatoon — Vote 18/0/1

Organizing for change in education should focus around the classroom where students experience directly authoritarian structures and are taught to accept the dominant ideology of society. In the past, attempts to organize at the departmental or faculty level have centered on course unions but these organizations have suffered many of the weaknesses of majoritarian student governing structures. In many instances they have:

1) Been imposed on the student body by student councils or a minority of students in the department and not in response to any concrete, clearly articulated issues of the student body;

2) attracted students with career ambitions in the discipline as well as the usual student bureaucrats;

3) Concentrated on participation in administrative decision-making, thereby legitimizing faculty decisions and cutting the union leadership off from its student base.

4) limited their programme to "democratization" of the administrative structures without attacking the manifestations of that structure in the classroom;

5) in general, suffered from the problems of consensus politics in a majoritarian structure.

6) failed to challenge the basic power relationship in the classroom, e.g. marks and grades.

To avoid many of the initial difficulties of course unions, work at first should be done by small groups which develop critiques of courses and which challenge content and structure in the classroom situation. These groups could be inter-

disciplinary (e.g. the social sciences, or para-medical faculties, etc.) or focused on one discipline. When students are conscious of the nature of their education and have formulated coherent demands, course unions at the department or faculty level could be attempted. Course unions growing out of the need to unite around shared demands would no longer be the imposed, undemocratic structures manned by student elites that too many course unions have been.

BE IT RESOLVED THAT:

1) In order to raise students' consciousnesses of their situation in the education process, union members should encourage the formation of small flexible groups in individual disciplines to develop critiques of content and structures at the classroom level.

2) Union members should actively encourage the formation of course unions only where the mass of students within the discipline have articulated some concrete demands.

3) Union members should encourage both the informal groups and the course unions to:

   a) Write critiques of disciplines, as well as of courses, basic texts and reading lists.
   b) Compile alternate bibliographies.
   c) Organize counter-courses.
   d) Openly confront the professor in the classroom, with appropriate tactics.

4) CUS, through its fieldworkers and through the student councils on each campus, should assist both the initial groups and the course unions by coordinating, gathering, and distributing material produced by these groups.

5) CUS should undertake to sponsor regional seminars to facilitate the exchange of ideas, research, and experience.

05 Authoritarianism Outside The Classroom — Toronto/Calgary

The present university system posits the implicit inferiority of the student, and as such he is responsible to authoritarian structures imposed by faculty, administration and student organizations.

The student seems to be constantly placed at the bottom of the priorities in many important aspects of his life. Exceptions to this cannot objectively be viewed as real participation. A food services committee means students help make a decision about an inefficient profit-oriented operation rather than the orientation of how that service relates to the needs of its users.

Libraries and bookstores relate to the university hierarchical structure by dealing with faculty before graduate students, and graduates before undergraduate students in terms of decisions about selections available and privileges concerning fines and prices paid.

While living on campus the student is subjected to arbitrary regulations concerning his social behaviour and the concept of "loco parentis" (i.e. administration in the position of parents), thereby placing the administration in an authoritarian position based on the supposed irresponsibility of students.

The existence of these authoritarian systems at the university effectively continue the socialization begun in the public school system. This causes the student to lose his ability to deal with society, rather he must fit automatically into our corporate hierarchical structure.

THREFORE THE CANADIAN UNION OF STUDENTS ENDORSES:

1) co-operative bookstores

2) equalization of library services for all members of the university

3) provision of access to university library services by the community at large

4) food services being removed from the hands of commercial profit-making firms and operated on a non-profit basis.

5) residences being run by those who live in them and that no outside power be allowed to supercede the decisions of the members.

6) member unions eliminating symbols which differentiate students from other members of the university (i.e. separate faculty lounges, washrooms, parking facilities, etc.

06 High Schools Guelph/Lakehead Vote 16/0/4

WHEREAS: the educational system is a function of society.

AND WHEREAS: there is a need for University students to become more aware of the present repressive secondary and post-secondary education system and the inter-relationship of the associated problems.

AND WHEREAS: there is a need to contact all high school students (not only selective students on Student Councils) to enter into dialogue to promote an awareness of our present situation.

AND WHEREAS: Government bodies are restructuring the education system to cope with the increasing awareness of high school students and are thereby retrenching the repressive nature of education;

BE IT RESOLVED THAT: member campuses work in their communities towards the organization of high school students by discussion and involvement in cultural and academic activities both on the campus and in the community.

BE IT FURTHER RESOLVED THAT: member campuses provide opportunity and encouragement for their students to enter into the local high school classrooms in order that they be confronted with the present system as it is.

AND BE IT FURTHER RESOLVED THAT: the high school students be stimulated and encouraged to form their own Union of Students, created and directed by the high school students.

AND BE IT FURTHER RESOLVED THAT: those member campuses help the formation of such Unions by providing facilities, material assistance and resources to the secondary school students so that they may increase their own membership and understanding of the problems in education and other social institutions,

AND BE IT FURTHER RESOLVED THAT: member campuses encourage their provincial Unions to establish means whereby materials and resources may be made available to both the HSU's and the member campuses for organizing purposes, research, and resources,

AND BE IT FURTHER RESOLVED THAT: CUS pressure teachers' associations, principals' associations, and school boards to recognize and accept the right of high school students to unionize and be self-determined.

High Schools - 2

WHEREAS: a condition of democracy is a free, creative, thinking and acting citizen.

AND WHEREAS: the conditions to a free creative thinking and acting citizenry are dependent upon exposure to and participation in complete dialogue with all citizens.

BE IT RESOLVED THAT: member campuses create the facilities and develop the furthering of social dialogue through seminars, discussions, films and community projects.

AND BE IT FURTHER RESOLVED THAT: member campuses expose high school students to the present and alternative educational and societal structures and break down the false high school university division by integrating high school students in the planning and execution of all anti-courses, free university courses, discussions, seminars, orientation programs, high school visitations etc.

07 Research

In considering the research function of the university--the actual production-theory question is who is served by that research. In the physical and social sciences, the faculty member is increasingly an enterpreneur contracting with government and corporations for research grants. Such research aids the powerful interest groups that can pay for it, rather than the community that needs it. It also enhances the professor's prestige within his academic guild which motivates him to accept certain academic assumptions about what kind of research he should be doing and whom it should be serving. In the physical and social sciences, research is becoming a major part of the supportive function of the university -- e.g. behavioral research in political science maintains political equilibrium; "labour relations" institutes manipulate labour management tensions (much of the Rand Report was a product of the U. of T. labour relations institute) Canadian universities are directly involved in military research, as was documented in last year's CUS policy statement. Scientific research in the university cannot criticize the basis of our corporate and political system, since it is often financed by the interest groups of that system.

On the other hand, research in the humanities does not plug into the economy. The academic guild in the humanities is based on self-perpetuation of the "discipline". An artificial "industry" is set up where the motto of existence is "publish or perish".

Just as scientific research does not deal scientifically with human needs, research in the arts does not really deal with art, but with the independent paper-flow of criticism about criticism. Arts students are often forced to extract material from secondary sources rather than primary sources -- production for its own sake without relation to primary human purposes. As they are taught that academic research is valid because it's academic, they move upwards in the hierarchy of the academic guild.

Although research in the sciences and in the humanities serve different ends, their effects on education and on society are similar. Many professors who are being paid to teach spend too much of their time doing entrepreneurial research. Community needs become subservient to corporate needs. Students' own educational needs become subservient to professors' needs for empirical research relating to their own projects.

Generally, research in the university is a closed system of production that does not respond to the real need of the students or of the community.

THEREFORE THE CANADIAN UNION OF STUDENTS URGES THAT:

1) Students' unions engage students and faculty in discussions regarding the failure of university research to respond to the needs of the people.

2) All contracts for research and consultation should be channelled through a research review committee for discussions of its nature, funding and purpose. Furthermore, the nature of all research and consultation within the university must be accessible to the university community.

3) Students' unions be urged to collect material on the nature, extent and sources of funds for military research, chemical and biological warfare, and counter insurgency studies in the university, and the CUS secretariat be mandated to collect extra-university materials on defense research.

07(a) Glendon/York Vote 24/1/1

WHEREAS: the Canadian Union of Students recognizes the severe limitation of our present universities in the promotion of critical writing and research, in relation to the major problems of American ownership and control of the economy, in relation to the specific oppression of woman and students, and in relation to the general exploitation and powerlessness of the mass of working people in this country;

AND WHEREAS: C.U.S. specifically recognizes the need for much further critical research into the social functions of the Canadian university and the social and economic problems of the Canadian student;

BE IT RESOLVED THAT: C.U.S. make a priority to support and widely disseminate critical research into these areas, and particularly that CUS make a priority of financial support to the Toronto research project into these areas. Specifically, CUS should grant the Toronto Research project the maximum possible financial aid, depending on referendum successes, up to the limit of $4,000. Further, this priority shoud not be in competition to the financial needs of women's liberation, but rather is complementary to the women's needs, particularly as the Toronto Research project is making a priority of investigation into the specific problems of women in the university and in society at large.

SUPPLEMENTARY DETAILS: The Toronto Research project consists at present of five persons: Dennis Corcorin (B.C. Sherry Campbell (Saskatchewan) and Ted Richmond, Peggy Morton, and Andy Wernick (Ontario). They will be centred in Toronto, and concentrating on research, national co-ordination, and dissemination of literature in their general fields:

1) the effect of American ownership and control on the Canadian economy, and particularly on the areas of Ontario and the nation of Quebec;

2) the historical development problems, and organization of the working people of Canada, particularly women;

3) the structure and function of the university, and the economic and social problems of students.

In relation to the function of the university and the problems of students, the groups' working committments to do immediate work are:

a) the class and sex basis of the channelling process in education, through high schools, junior and technical colleges, and universities, in relation to financial and admissions demands for universal accessibility.

b) the job prospects and future work roles of university students, particularly in relation to the growing problem of graduate unemployment and under employment

c) a series of departmental and course critiques, particularly related to specific Canadian problems ignored or obscured by American text books

d) the research functions of the university -- what research is done? who does it serve?

FINANCES: The Research group, for salaries, office, and printing costs, needs approximately $15,000. total. Committments at present, other than C.U.S., are tentatively $6,000. Financial support from C.U.S. and from some student councils will be necessary for this project to survive, and to devote full time to relevant critical work.

07(b) Students In Society-War Research Alberta/Brock Vote 17/2/1

Since 1945, the facilities and the personnel of Canadian Universities have become increasingly used to conduct projects and studies related to military research. These projects have been supported financially by governments, both foreign and domestic and many private business firms. Such has been the extent of these projects, that some university departments have become totally or partially dependent upon the funds given for carrying out military research.

The Canadian Union of Students recognizes that almost any scientific research can be manipulated in order that it will serve military as well as peaceful civilian uses. However it views with alarm the direct subsidies given by the above elements for conducting research related to military projects. For instance, in 1967 the Defence Research Bureau (DRB) gave over $3,000,000. in grants to academics for research, with 48% of these monies going to students. Last year a program was announced that would establish professorships in military and strategic studies at five universities. This program would be financed by the Department of National Defense and administered by the DRB.

We also recognize that many minor research projects are carried out on Canadian Universities which are relatively harmless until incorporated into a far more complex program.

At the same time the federal and university governments have failed to articulate a clear policy on the conduct of this research. They have failed to reveal the extent and nature of these projects for fear that such knowledge, if made public, might result in the loss of an economic or military advantage.

The university is not meant to be an instrument for the destruction of life and property but rather an agent of peaceful change to bring ultimate benefit, prosperity, and well-being to mankind.

BE IT RESOLVED THAT: the Canadian Union of Students declare that it is categorically opposed to the use of the personnel or the facilities of Canadian Universities for any war research or study, and in particular, research for chemical or biological warfare, and;

Each member union demand that the government of its respective university, and that the federal government define policy in this field, and;

Each member union seek and obtain information on the extent and nature of such research at its university, and;

Each member union seek public support to end its university's involvement in military research, and;

The criterion for determining what constitutes "military research" be the project's source of funds (e.g. NATO, DBR, Canadian Armed Forces, etc.), and;

The CUS Secretariat be mandated to prepare a comprehensive report on the nature, extent and source of funds of military projects at Canadian Universities.

08 PSA Department, Simon Fraser University Brandon/Glendon Vote 20/0/0

WHEREAS the administration of Simon Fraser University has placed in trusteeship the Department of Political Science, Sociology and Anthropology,

WHEREAS that department was the first in Canada to institute parity for students at all levels of decision-making.

WHEREAS that department has attempted to demonstrate in practice the concepts of democratization and a critical university,

WHEREAS that department has shown both in its undergraduate enrollment and in the level of demand for graduate places - 40 applicants per vacancy -- and in the content of its courses that it has provided a stimulating and relevant education,

WHEREAS the university administration has set up a departmental tenure committee without any representation from the Department and which explicitly excluded students, and has used that committee and where necessary the university tenure committee to carry out a witch hunt against the department and to purge that department of its faculty.

BE IT RESOLVED THAT: this Congress again censure the administration of Simon Fraser University and further censure those faculty members who were willing and active accomplices in the witch hunt; and,

This Congress demand the removal from the university of those faculty who have shown by their intolerance their total lack of respect for academic freedom, and their actions that they are unsuited to teach in a democratic university. That, in particular, this means G.M. Newman, T. Bell, D. Cole, E. Harden, J. Herzog, N. Lincoln, A. Somjee, who served on the rump tenure committee which was established to override departmental rights and student parity; and,

This Congress mandates the Secretariat to give all necessary assistance to the students in the PSA Department at Simon Fraser University; and,

This Congress mandates the Secretariat, if so requested by the SFU PSA Department, to establish in conjunction with CAUT an investigating committee to report and make recommendations on the SFU PSA Department, other departments, and the administration of that university. The student members of this committee shall be equal in number to the faculty members and shall be appointed by the CUS National Council; and,

CUS be mandated to organize students of the university concerned, particularly those in the PSA Department.

03 THE STUDENT IN SOCIETY

Student experience in attempting to reform our undemocratic educational institutions has shown us that education is integrally linked to society. We see that self-determination in education will be possible only in a society which is self-determined.

Canadian society is not self-determined; our cultural, political and economic lives are dominated by giant international corporations. In key fields of industry, manufacturing, and natural resources, American subsidiaries dominate the Canadian scene. The political results have included the application of American laws on Canadian territory, the failure to remove economic disparities, American control of Canadian unions, and the heavy support of our political parties by American corporations. And economic exploitation inevitably brings in its wake cultural penetration, as American business practices, values, and goals enter Canada. This situation of economic exploitation and political and social domination is by definition imperialism.

This affects us directly as students because our universities have become increasingly absorbed into the corporate system. The needs of this system both for trained personnel and for economically useful knowledge take precedence over the educational aspirations of the student. Students' needs are subordinated to the needs of an economy which the Canadian people do not control. We realize that American imperialism is not the sole obstacle to Canadian self-determination. Self-determination is obstructed by the authoritarianism and repression inherent in the corporate organization of our society. It follows that the substitution of Canadian corporations for American is not the answer. Therefore, a change in our society must consider not only imperialism, but also the structure of capitalism itself.

But we also realize that repression and authoritarianism are not limited to capitalism, but are also features of other economic systems and other imperialisms. Therefore, students must also commit themselves to struggle against all forms of authoritarianism and repression in any system. No system which does not include democracy and self-determination is acceptable. Inevitably we must commit ourselves to a democratic non-exploitative alternative.

01 Universal Accessibility — Toronto/Alberta — Vote 11/1/3

We live in a society with a class structure that constantly regenerates itself. The basis of this structure is economic, but cultural and social processes reinforce it. Examination of the educational system makes this apparent. Streaming at the high school level results in a situation where working class children are directed into vocational streams and children of the middle class are directed into the academic stream. Thus, the existing class structure is reaffirmed by the structure of our educational system. By demanding universal accessibility to the universities we are demanding an end to the streaming system and to the affirmation of middle class values through education. This is the first step towards universal accessibility in the society.

Removal of economic barriers to universal accessibility does not appear feasible in the immediate future but there are a variety of stop-gap mesures that can be undertaken by students in the economic and cultural areas.

There are individuals lacking formal academic requirements who have the intellectual ability and motivation to attend universities. It is extremely important that

arbitrary admissions criteria be modified by student representation on admissions boards and the preferential admission be given to economically and racially oppressed people.

All portions of society criticize students for their apparent unproductiveness and the students themselves resent the "ivory tower" atmosphere the university community has created. At the same time the financial burden of education for the lower class is overwhelming and students costs are rising.

A number of measures can be undertaken:

a) Students on admission boards. Preferential admissions for economically and racially oppressed.

b) University community provide tutoring in background studies and study habits for these students.

c) Course content be changed, giving credit for practical work and courses relevant to people of non-middle class background.

d) A guaranteed annual wage be implemented in Canada. We recognize that raising the necessary money for this program under the present taxation system would be totally inequitable. Therefore, implementation of the Carter Report is a necessary first step.

02 Students and the Community — Laurentian/Carleton — Vote 13/0/4

As Canadian students work to change their educational environment, it is becoming obvious the meaningful change within the university is not possible without major changes within the society in which the universities exist. It is also clear that the nature of the university is not going to be significantly changed unless its presently elitist nature is changed -- i.e. unless universal accessibility is achieved. In order then, that the two goals of a critical university and universal accessibility be realized, it will be necessary for the student movement to build viable links with other groups in society who have similar goals.

Those groups (such as workers, women, the poor, the native people, and farmers, tenants) are obviously those with the most to gain from a change in the nature of the university and whom it serves. It is also obvious that many of these groups have a deep suspicion of the student movement, partly as a result of the work of the mass media, but partly because of the accurate perception that students are, by and large, an elite who are preparing for positions in society which are not (to put it mildly) at their socio-economic level. Therefore, it is going to be necessary that students be prepared to do two things; one is to take the initiative in approaching these groups, the second is to actively support those groups in their struggles against the same system which oppresses students.

It must be kept in mind that no political alliance is a one-way street. We must not allow ourselves to be manipulated. This situation is largely the result of the suspicion of students which exists, and the belief that their presence should be taken advantage of, since it is unlikely to last long. We must make clear that students have a long-term commitment to social change. Our support must be given in expectation of support from other oppressed groups when the crunch comes at the university.

NATIONAL: The secretariat should make contact with union papers and the ethnic press with a view to persuading them to run articles on the aims and objectives of the student movements. Contacts should be initiated with such organizations as the National Farmers Union, national organizations of native peoples, ethnic groups, and large tenants organizations (such as the O.A.T.U.).

LOCAL: In order that links with other oppressed groups be more than merely formal, some kind of personal interaction must take place between students and these groups. This must take place at the local level. What follows is a list of some ways of building effective links, but members should be aware that links are built in practice and that opportunities not listed here may arise.

- working with non-academic staff at the university to establish their right to take time off work and take courses.
- working with native peoples, poor, and labour on a programme for a preferential admissions policy.
- uniting with tenants associations at the local level in assering their right to control their environment.
- involving ourselves in the struggles of the local and provincial farmers' unions.
- working with organizations of racial and ethnic groups on the campus.
- involving ourselves in the formation of education groups amongst the poor at the local school level.
- support of unions in preventing student scabbing.
- supporting the efforts of mothers employed at the university and student mothers to create day-care centres.

02 (a) Farmers — Carleton/Prince of Wales — Vote 19/0/2

The CUS supports the present struggle of Canadian farmers against their economic exploitation as producers in the food industry and against their cultural oppression as a rural community. The farmer is a captive to monopoly organizations in the food industry who (1) compete with him in production (2) provide him with his imputs, at a profit, and (3) purchase his produce at prices which they control and which also mean a profit. The resulting "cost-price" squeeze threatens the economic base of the farming industry while food profits soar.

At the same time, because of economic changes brought on by the formation of monopoly capital the structure of the rural community has broken down. Twelve thousand farmers annually migrate from farm to cities to attempt to find employment in an already glutted urban labour market. The twin options of rural poverty or urban unemployment are not satisfactory to productive people whose resources built the economy in which they are now being exploited. When men and women are denied a return for their productive effort they must unite and struggle against the forces which exploit them. Canadian farmers are engaged in that struggle through their newly formed National Farmers Union. CUS encourages and supports the farm union movement.

The CUS (1) questions the role of universities in agriculture in terms of content in agriculture courses and the history of the farm movement, (2) encourages member institutions to examine the research function of universities vis-a-vis agriculture, (3) should bring the debate concerning national policy in agriculture onto the campus. We refuse to accept the present trend towards elimination of the farming community on the basis of an "efficiency" definition which is

designed to maximize profits, and does not consider the social and economic effects on the people of Canada.

This congress proposes that the national executive begin discussions with the leadership of the National Farmers Union on joint political and educational programs; and that individual unions in regions where the farming community is dominant take initiative in approaching farmers union members or spokesman to exchange speakers for educational programs in the other's constituency. While a student farmer alliance is not realistic at this point it is possible to begin to understand each other's struggles.

03 Unemployment — Carleton/Brock — Vote 21/0/1

Canada has a critical unemployment problem. This year Canada saw more persons unemployed or employed unproductively than in the past ten years. Among the hardest hit this year were great numbers of persons between the ages of 16 and 24.

Obvious indications of the problem are:

1) Graduates not getting jobs commensurate with their education.
2) Students not finding summer employment.
3) Students getting summer employment at expense of seasonal and full-time workers, that is shifting the unemployment burden on to others.
4) As students will frequently work for less, their employment tends to drive down rates of pay for other workers in the same occupation.
5) Regional disparity leads to differing unemployment rates and wage levels.
6) In terms of salary levels and job responsibility women are systematically discriminated against.

We see the following reasons for these problems.

1) Rather than serving human needs the Canadian economy is most often directed by profit-maximization. Jobs are created on the basis of their profitability, not on their basis of their human value.

2) With an economy subordinate to American interests, the decision on the creation of jobs is frequently out of the hands of the Canadian people.

3) In the current inflationary situation, also influenced by American domination of the Canadian economy, decreasing expenditures cause increase in unemployment and often at the expense of socially beneficial programmes.

4) Given the integration of the Canadian economy with the American economy it is extremely difficult for the Canadian government to take action to alleviate the unemployment problem.

5) With extensive research and development facilities for multi-national corporations, a significant demand for employment is produced in the United States, resulting in a brain drain of Canadian graduates who cannot find as suitable or as meaningful jobs in Canada.

BE IT RESOLVED THAT: The CUS strongly endorses the use of the Carleton Student Means Survey on all campuses* and emphasized that the members should attempt to have a 100% sample. In order to facilitate this level of response the survey should be distributed as a part of the registration procedure.

The responses should be analysed as fully as possible through the use of local computer facilities in order to make results immediately available to local campuses. Furthermore, the analysis should include both a local and a national perspective. Therefore, each campus is mandated to undertake the local analysis and Carleton University is mandated to collate the results from the local level into a national report.

AND FURTHER BE IT RESOLVED THAT: Secretariat attempt to get research done on the quality of graduate employment.

AND FURTHER BE IT RESOLVED THAT: the Government be asked to provide funds to CUS to do research on the problem of unemployment in general, and specifically student unemployment.

AND FURTHER BE IT RESOLVED THAT: the Canadian Union of Students express its solidarity with the working class by thoroughly condemning the practice of students scabbing against striking workers.

* As opposed to the survey put out by the Canada Manpower Department.

04 Housing — Carleton/Toronto — Vote 19/0/2

Students are members of the community, which is currently facing a serious housing crisis. This crisis has its roots in an economic system which puts profit before people. The situation has been exacerbated by the federal governments' refusal to become directly involved with solving the problems of housing, particularly for low-income groups. The critis in housing must be attacked from an overview and result in a nationally co-ordinated program. Piecemeal solutions without an effective national policy for housing are simply stopgap measures which do not alleviate the problem. Whereas the land is one of the natural resources of the nation, and thus belongs to the people, we condemn land speculation, and suggest that:

1) A progressive capital gains tax be instituted on land transactions to discourage land speculation. That price control boards be created at the municipal level.

2) That the government create a crown corporation to construct housing, thus eliminating the shortage and high profiteering created by the private sector.

3) Also, that there shall be no expropriation of property for private development. That the principle of provision of good and equal housing for each home expropriated be followed when necessary public projects require it.

4) Furthermore, that municipal zoning regulations should allow for the maximum use of the existing adequate accommodations.

5) That national standards for the prevention of discrimination against any identifiable group, including students be established.

The university community, as part of society should take steps to alleviate the housing crisis:

1) Support and encourage the development of tenants associations, and support the establishment of rent control boards.

2) Buy or build accommodations to be rented at cost to any member of the community.

3) Undertake research into the development of more economical, functional, and habitable accommodations.

As a general principle, none of these resolutions shall be carried out to the detriment of those affected in the community.

1) That residences be run by those living in them and that no outside power be allowed to supersede the lawful decisions of the members.

2) That member unions aim to eliminate symbols and privileges which differentiate students from other members of the university. (washrooms, parking, faculty clubs, lounges, etc.)

3) That as with academic facilities students share in all phases of new residence planning and have final approval on construction and related facilities.

4) a) Any university expansion into the community must have approval of the members of the community.

   b) On campus, expansion must be approved by all members of the university community.

5) That the university ensure that there be an increase in housing both on and off campus proportionate to any projected increase in enrollment.

Action Through CUS Secretariat

1) That the secretariat collect and correlate information concerning student housing.

2) That a handbook be produced, including:
   a) A bibliography of the information as detailed in No. 1.
   b) A section on bureaucracy -- The governmental provisions and regulations regarding housing.
   c) A who's who of resource people in housing on each Canadian campus and government departments. This 'handbook' will be kept up to date with current information.

3) That a 'housing bulletin' could contain such material as information on money markets, new government policies and priorities, housing developments, experiments, etc., new books available, changes in handbook, symposiums and congresses in housing, both national and international, local experiences, day care centres, etc., to be sent out whenever warranted, to those source people in the handbook, and to all universities. Further, it is suggested that the CUS national publication produce a special issue on housing. All three regulations aim at promoting useful communication in the student housing field among Canadian universities.

05 Canada and Quebec — Toronto/Laurentian — Vote 15/3/4

The Canadian Union of Students recognizes the historical fact of two national communities within Canada. There are two dominant, distinct, and persistent life styles in this country. Canada is bi-national. We further recognize that the English national community has continually exploited the French national community. The home of the French national community is Quebec; that of the English speaking, the rest of Canada. Even the colonial British North America Act reflected the fact that Quebec is not a province just like the others.

As with any national community, the people of Quebec must have the right to self-determination. The French speaking citizens of Quebec, so long subjected to second class status in Canada, must have the right to decide whether they want to remain a part of the country in which they have felt and been treated as foreign. CUS believes that policies of bilingualism and biculturalism in themselves will provide no solutions to the cultural aspirations of a people who have been subject to extreme cultural oppression, nor to the social needs of a nation plagued by structural and economic underdevelopment and gross inequalities of wealth and power. Should Quebec, as a sovereign nation, wish to establish a bi-national government with English Canada, negotiations must be conducted on the basis of equality.

06 Mid-Canada Corridor — Lakehead/Laurentian — Vote 20/0/0

WHEREAS any nation which values its independence and sovereignty must have control of the development and dispensation of its natural resources, and

WHEREAS the proposed plan known as the Mid-Canada Corridor involves the legitimized theft and rape of Canada's natural resources, and

WHEREAS the Mid-Canada Corridor plan is structurally committed to exploiting Canadian land, people and resources for corporate profit, and

WHEREAS this concept implies a total disregard for ecological parameters, and

WHEREAS the corporations backing the corridor scheme plan a mass propaganda campaign aimed at elementary and secondary school students across the country ("We will enter every high school in Canada"), and

WHEREAS the present Free North Movement in Northwestern Ontario is willing to conduct the necessary research and planning towards the conduct of a nation-wide anti-Corridor movement, then

BE IT RESOLVED:

THAT CUS personnel educate themselves about the concept, and;

THAT CUS commit itself to a massive effort to inform and counter on every campus and in every school in Canada, the concept, and;

THAT CUS devote at least one issue of its national publication to the presentation of criticisms of the concept as prepared by the editorial board of the national supplement in co-operation with the Free North Movement, and;

THAT CUS purchase and distribute prints to the value of not more than one hundred dollars ($100.00) of an anti-Corridor film which has already been produced by the Free North Movement, and;

THAT CUS act as a clearinghouse and distribution centre for related research and information.

07 Marijuana — Brandon/Lakehead — Vote 16/1/4

WHEREAS the use of marijuana has been proven to be neither deleterious to health nor addictive.

AND WHEREAS the present laws and attitudes of our society towards the question of marijuana are at best hypocritical, particularly when viewed in relation to the existing laws and attitudes pertaining to alcohol and other dangerous drugs, and at worst means of repressing large numbers of young people treating them as criminals when in fact they are not criminals.

THEREFORE BE IT RESOLVED:

1) The Canadian Union of Students demand legalization of the use and sale of marijuana,

2) Further that on passage of such law that all persons presently imprisoned for possession and/or sale of marijuana be pardoned and released and that all pending cases relating to the possession and/or sale of marijuana be dropped,

3) Further, that all criminal records relating to charges and/or convictions for possession and/or sale of marijuana be destroyed.

4) Further, that the Secretariat be mandated to prepare a brief based on the foregoing principles to be presented to the recently established Federal Minister of Health and Welfare's special committee on the non-medical use of drugs.

08 Community Control Boards — Saskatoon/Lakehead — Vote 16/1/3

THAT WHEREAS the educational system has failed to meet the needs of many of Canadian people.

THAT WHEREAS the economic system has failed to provide useful employment to many of Canada's youth,

THAT WHEREAS this has produced a large increase in the number of unemployed and transient youth,

THAT WHEREAS the government has not acted to solve this problem but has, in fact, reacted by increasing the use of police against these groups. Police brutality has become a common phenomenon in many so-called 'hippy' communities,

THAT WHEREAS the police have shown a remarkable and disturbing reluctance to attack organized crime's involvement in pushing drugs but have shown no reluctance to actively seek out and arrest for peddling any 16 year old who sells one joint.

THEREFORE BE IT RESOLVED:

That the Congress urge member councils to work toward the establishment of community control boards for police, the electorate to include all residents in an area over the age 13 at the time of voting, that member councils work with other groups in the area to establish an independent review board designed to focus attention on police malpractices and assist the victims of these malpractices.

BE IT ALSO RESOLVED THAT:

Member councils be urged to work with groups such as 'Cool-Aid' in Vancouver which attempt to assist young transients and unemployed.

THAT: Community Control Boards be set up in such a way that all constituencies be represented, particularly to have representation from those groups most exposed to police harassment (i.e. natives, blacks, the poor, and 'transient' youth).

04 WOMEN IN SOCIETY

(Not passed in plenary session
Referred to National Council)

The collusion between economics and culture indoctrinates women into believing that the narrow range of educational and occupational opportunities possible and socially acceptable for them arises from the limitations of a woman's nature.

This socialization is necessitated to compensate for the powerlessness of most men in the society and to disguise the existence of a large pool of unemployable, and at times, reserve, labour.

The maintenance of these, and other beliefs that the system propagates about the inferiority of women, is largely carried out through the educational system.

From her entry into primary school until her graduation from high school or university a woman is instructed that the only reality for her, and the fulfillment of that reality, is as a wife and mother. This intellectual oppression is carried out by:

1) the role women play in the book that teaches her to read,
2) the subtle/blatant streaming in high school into subjects that she is told complement her womanly nature,
3) the quotas that are placed in the professional faculties within universities on the number of women who can be enrolled in those faculties,
4) the discouragement, on the undergraduate and, especially, graduate levels, of any interest she holds in an area that is considered contrary to her aptitude.

Therefore the quotas must be removed, the discrimination by sex and age destroyed and, involvement in disciplines that are male dominated encouraged. If these, changes, were to occur in isolation from the entire educational system they would be meaningless. Unless drastic changes are implemented, unless the educational system is revolutionized so that this false indoctrination is ended, the society will continue to lose the benefit of those women whose way of life is made not by choice but by coercion. The demand for universal accessibility is inherently a demand for the liberation of women.

The situation of women in North American society today is objectively one of oppression.

Although we recognize that men too are oppressed by this society, we feel that there is a qualitative difference due to the structural relationships between men and women.

We feel that this warrants specific concern and organization of women in order to develop their consciousness of the historical, economic, and social roots of their oppression so that they may develop policy and program to bring about change in that objective situation.

In order that those structural relationships do not inhibit the development of consciousness of their problem (as they do limit them within general organizational form), we would suggest that this process of development must take place within the autonomous organizations.

In light of the above, we feel that CUS should make the organization of women's groups a priority. Programmatically, we make three proposals:

1) Hire a woman field-worker on a part-time basis, this being a stipend and travelling expenses, to do specific organizing of women in the Prairie provinces.

The National Council is further instructed to hire this woman on a full-time basis should a number of referendums be won, and the financial situation warrant.

In addition, provision be made in the budget for a woman from the National Office to travel to the Atlantic provinces to assist women organizing in the area, and to help initiate new programmes.

2) Sponsor research on the women question in general and particularly women in the working class and women in the university.

3) Relate the question of universal accessibility to the question of women's status in society.

05 STUDENT UNIONISM POLICY STATEMENT

(Not passed in plenary session,
referred to National Council)

The concept of student unionism is based on the fact that students share common problems by virtue of their common social role and life situation. Students are faced by the same material conditions -- unemployment, inadequate housing, insufficient student aid, etc. More basically, they share the same social role. Students not only share, with the rest of society, the problem of powerlessness vis-a-vis their own lives and environment but they are also involved in producing themselves to function as agents in continuing that societal structure. Students lack control over the content and direction of the educational process of which they themselves are to be products. The basis for student unionism must be these common problems; the fundamental demand of student unions must be for control over the learning process and the decision-making process at all levels. The basis for this control is not a belief that students constitute an elite but the principle that control over one's material and social environment is a fundamental democratic right.

Student unions must induce students to examine and act on features of their educational and social environment which, without conscious reflection, they have come to accept as "natural" and therefore inevitable. The aim of such a program should be to stimulate discussion of educational and social issues among the greatest possible number of students and to encourage students to come to grips, on an individual and collective basis, with the problems they share by virtue of a common role and life situation. Student unions should create awareness amongst students of their social responsibility to act collectively to solve their problems.

The necessary power basis for students to solve these problems comes from their ability to act collectively and consciously as a union. Bargaining strength derives from the indispensibility of students to the educational process and their consequent ability to act collectively on the process. The need for a union as a vehicle for this action, as a means, becomes more obvious when one considers the present distribution of power to unified faculty groups and administrations within the university and more fundamentally, to a unified ruling elite in society.

Such a union can only have power if all students are members. A voluntary union necessarily weakens the bargaining position of any union, both in demanding solutions and diverting their energies away from these solutions to recruiting members. In addition, non-members of a voluntary union necessarily become parasites on the activities and work of the union. To advocate a voluntary student union is to deny the social responsibility of all students to act collectively to solve their common problems.

In such a compulsory union it must be the union members who have democratic power. Student councils are merely selected as organizing agents for the union and as such, their methods must become political, rather than bureaucratic, democratic rather than elitist. Councils must carry issues and devolve power to the members of the union -- the students, through the mechanisms of mass meetings, course unions, newsletters, pamphlets, seminars, teach-ins, the campus newspapers, etc.

Therefore, student unions need to organize at the national level to discuss these problems, to develop direction for union activity in Canada and to establish supportive

agents to aid them in this work. This national union must be closely related to the provincial and regional unions that have developed to deal with the specific geographical or jurisdictional aspects of the national problems. Necessarily, provincial, regional and national unions must work together to avoid duplication and useless territorial battles. The focus of student union activity is on campus, and national, regional, and provincial unions exist to support that activity.

The arguments that have been presented against voluntary unions at the local level apply equally to the national level. The strength of CUS particularly in dealing with the organized powers at the national level is necessarily proportionate to the commitment and the number of members. National, provincial and local unions must continually strive to arrive at decisions and to collectively work out solutions to their problems.

01 Fieldwork (Not passed in plenary, referred to National Council)

WHEREAS the purpose of a fieldworker is to provide an interchange of ideas from other areas, serve as a contact between the national union and the regional and local unions, act as a conscious critic of the policies and actions of the local councils, and co-ordinate the priorities of the national union at a local level.

AND WHEREAS the necessity for a national co-ordination of political programs and a national perspective in dealing with problems has become evident,

AND WHEREAS it is necessary that the National Council members become more effective through close co-operation with the fieldworker in the region and thereby realize their responsibilities to become more involved in the union activity.

BE IT RESOLVED THAT:

1) The members of the National Council be elected by regional caucuses and ratified by the Congress as a whole.

2) The National Councillors be responsible to the respective student councils of the region, and be expected to do required field work within the region.

3) National Council members make a conscious effort to be involved in the fieldwork of the region.

4) The National Council elect the Fieldworkers, as has been done in the past, with the Councillors from a specific region having the power to reject a fieldworker proposed for their region.

5) Definite priorities for specified periods of work shall be set down by the National Council to guide the fieldworkers in their work on the local campuses.

6) The regions in which the fieldworkers are required to work should be carefully examined, and if necessary, cut down in order to ensure maximum output and optimal benefit from the fieldwork program.

7) The fieldworkers should have their primary contact with local councils, but should in no way be restricted to dealing solely with councils on the various campuses.

8) The fieldworkers put a similar amount of effort into working on each campus in the region, and not concentrate at one particular university.

9) Either a fieldworker or a national Councillor may be recalled by a vote of 2/3 of the member institutions in the region.

02 Orientation (Not passed in plenary, referred to National Council)

The roots of the present orientation programmes are clear. Existing orientation programmes generally are a specific though sometimes discrete example of a socialization process by which students' individual creativity at large capacity are unnecessarily restricted.

WHEREAS orientation programs in the past have not served to introduce the students to the process of critically analyzing the university and the society of which it is an integral part.

AND WHEREAS orientation should serve to emphasize the high school and university situations, and lead the students towards a critical analysis of the university and society.

THEREFORE BE IT RESOLVED THAT:

1) CUS encourage all universities in Canada to establish orientation programs which encourage students to think about their position in society, rather than urging upon them a spirit of competitiveness and a desire to "succeed" in society as it now exists.

2) Orientation programs be a dis-orientation from the ideas and myths acquired in the secondary school system, and be an introduction to a continuing program geared to structures, education, the political realities of university life, and the relationship of the university to society.

3) Orientation programs should in no way attempt to be a crash course in student government and university life.

4) Orientation programs cease in any way to suggest that freshmen are inferior individuals, and eliminate activities based on hazing and other personally degrading activities including those which perpetuate oppression and social relationships -- between men and women currently prevalent in our society (e.g. auctions of Freshettes, Queen Contests, Kangaroo Courts)

5) CUS encourage all universities to extend to all members of the university community, (student, faculty, non-academic staff) full participation in all aspects of university orientation.

6) The member unions be mandated to prepare comprehensive criticisms of their orientation programs this fall, and that the secretariat prepare a synopsis

of these for distribution, and that the secretariat be mandated to conduct a training seminar for orientation program organizers for next fall.

WHEREAS the orientation programs in general have ignored the relationship of the individual to the learning process,

AND WHEREAS students just out of high school have a hierarchical conception of education and, this conception fosters teacher-pupil relationship as opposed to a learning relationship of consultation between student and teaching staff as resource people,

THEREFORE BE IT RESOLVED THAT CUS urge the member institutions to emphasize, in their orientation programs, learning and struggle outside of set course structures while using the resources of the institution, such as staff, other students and libraries to this end. The concept of intellectual struggle as a method of analysis should be emphasized as well.

03 Compulsory Unionism (Not passed in plenary, referred to National Council)

WHEREAS it is recognized that students share common problems by virtue of their common social role and life situation;

AND WHEREAS it is necessary in order for all students to work out a solution to these problems that they participate collectively in a democratic, local, provincial and national union;

AND WHEREAS the collective nature of a compulsory, but internally democratic union makes it an effective vehicle for action in dealing with the unified power elites of the university and society;

THEREFORE BE IT RESOLVED THAT:

1) The Canadian Union of Students endorse the concept of compulsory student unionism not only at the local but also at the provincial and national level.

2) Member institutions be encouraged to prepare and develop a history of their local union showing the experiential basis of the CUS policy on student unionism for use by the local union, other members, and the Secretariat.

3) Member institutions be encouraged to assist with grants and/or loans upon request, other member institutions in the process of reinstating the CUS policy of compulsory membership.

4) The Setretariat continue its examination of the legal aspects of voluntary student unionism and take all necessary steps to seek specific legislation under the Corporations Act, national and provincial, thus providing for compulsory membership and removing other incongruities in the Corporations Act as applied to student unions.

06 RATIFICATION

Resolved that the Congress ratify the proceedings and resolutions herein before adopted.

Regina/St. Thomas 10/0/1

Voting:	Favour	Opposed	Abstention
	Regina		Glendon
	King's		
	Ryerson		
	Manitoba		
	Brock		
	Brandon		
	Lakehead		
	Laurentian		
	St. Thomas		
	Mt. St. Vincent		

This motion was passed immediately after the resolutions in sections 01, 02, and 03 were adopted. Only committed members were permitted to vote.