

This Central Committee has held office during a year when students in Canada continued and intensified their efforts against financial barriers to post-secondary education. National Student Day enabled most students to learn about the concerns which are common to all, and in most provinces N.S.D. was followed by campus and province-wide action on the most pressing issues.

The National Student Day campaign and follow-up activities met success, but they also had limitations. They have provided a wealth of experience in grass-roots work and in organizing large-scale campaigns. Student leaders in Canada urgently need to learn the lessons of the past year.

Cutbacks have not stopped, tuition fees are not being lowered, student aid has not been significantly improved, jobs are not increasing. We do not foresee a quick end to the crisis in post-secondary education.

Students are making it clear that their representative organizations must deal effectively with student concerns or be threatened with a severe loss of student support. The need for action is urgent, but NUS must be sure that its effort in 1977-78 does not drain resources to such an extent that chances of increased student pressure in future years are compromised. The focus of the organization will be to advance student interests on the basic issues, but NUS needs to further consolidate its operation and strength and there is a great deal that can be done to assist student associations in their own development of resources and effectiveness.

NUS has been in a period of transformation during our term of office. New staff positions have been developed, new areas of ongoing activity planned and started. An organic link with the provincial organizations was formed and it has begun to evolve. It was necessary to reassess many principles of operation which had served the organization well during its first four years. There have been the expected number of growing pains as NUS learns from experience how best to work with increased resources and visibility.

These are considerations that guided our preparation of recommendations for NUS's priorities in 1977-78. A review of the past year, and recommendations arising from it, are to be found later in this report. First, we look ahead.

A NUS program of action

Students are faced with a crisis in post-secondary education, and Canada continues to struggle with an economic crisis. Within the education system, as in the country, we have seen that the burden of the crisis is usually placed on those who can least afford it. This runs counter to students' long-held commitment to universal accessibility. Tuition fee increases create an additional deterrent for the many potential students who turn away because they lack the funds for further education. The student aid system uses loans to require greater financial sacrifice and much higher motivation of the poor. Cutbacks lower the quality of education while increasing the speed with which the doors to education are closed. Students who rely on summer savings to pay for their schooling run an ever-larger risk of failing to get that job, and graduates see many fields of employment closed by government cutbacks and indifference.

Attitudes toward post-secondary education have also become an area of conflict. Government statements imply that "over-education" is a cause of unemployment. The concept of accessibility is coming under attack, with ministers opposing the open door approach while magazine features call for a return to elitism in universities and colleges. There is every indication of an attempt to persuade the public to accept a new view of post-secondary education, one which defines it as a preserve for the well-to-do rather than as a public service for the benefit of all.

The deterioration of students' financial conditions; an attack on post-secondary education's popularly accepted role — these are not circumstances in which students make headway with a quiet and accommodating approach. Rather, it is time for students' organizations to take a firm stand and to advance that stand through capable and effective actions. The alternatives are to hesitate and be lost, or to sell out student interests.

We recommend that NUS resources continue to be concentrated on the financing issues. On those issues, NUS should co-ordinate a program of action to provide a basis for provincial and local work protesting cutbacks and inadequate financing of post-secondary education. An essential part of this program is Central Committee work to compile an accurate and detailed analysis that includes specific demands meeting the need of post-secondary education. This will act as terms of reference for campuses to mobilize around local issues that are directly related to cutbacks and unemployment.

This program has several goals, first of which is to further educate students about the attack on post-secondary education. A second goal is to contribute to creation of a basic level of public awareness of the current attack and to seek ways for the public to be involved in discussions on the future of post-secondary education. A third goal is development of co-operation on the employment problem with community and labour groups. The articulation of a clear statement of students' Canada-wide demands concerning resolution of specific inadequacies in financing is a fourth goal. The program's final goal is to better prepare students and students' organizations to mobilize in support of their position, including the Canada-wide demands. We believe that achievement of these goals will be

significant progress in students' effort to gain an open and equitable system of post-secondary education.

It should be noted from the beginning that this does not imply NUS dictation of timing, issues, etc. to the provincial organizations or to the local student associations. It is a direction for NUS's work, for its unique contribution to the common activity of students in 1977-78.

The program of action is based partly on our assessment of strong and weak points in the National Student Day campaign. The widely-acknowledged universal strength of National Student Day was its educational work. More than 300,000 students were able to learn more about the national theme issues and about the way those issues were developing in the province and on the campus. The experience that NUS has gained in co-ordinating a large-scale educational campaign, and the research/analysis begun with N.S.D., provide a foundation for the program of action.

Implementation of the program should begin in the summer, with research into financing issues to provide a basis for information and analysis which can be used by students and the organizations during 1977-78 as a reference point for work in local and provincial manifestations of the cutback in education. We recommend that the first priority for NUS research in the coming year be the financing questions, and that much of this research be done over the summer.

Summer is also the time when non-student organizations in the country can be contacted so that they are aware of students' concern over financing of education. These contacts provide information about public sentiment toward student goals, help to influence other groups to more fully support students' positions, and can be a source of knowledge about possible developments affecting students. Work on the employment issue benefits particularly from co-operation with the many non-student groups that see it as a major concern.

The results of the research will be background information, reference materials and educational materials ready for use on campuses at the time of fall registration. Distribution of educational materials; research into local aspects of the financing crisis and initial efforts to deal with those aspects; workshops; seminars; committees - this is the kind of on-campus work which would be most suitable to a fall semester that helped students learn about the problems they face and started plans for action to deal with those problems. It is also in the fall that student organizations should make use of community contacts to take their case to the public via talk shows, radio phone-ins, publicity of damaging cutbacks and the effects of summer unemployment, etc.

The on-campus work needs a concrete focus, a focus on concerns and demands rising from the daily life of students. Such a focus is also necessary to ensure that NUS's work on specific issues is not spread thin. Accordingly, we recommend that aspects of the inadequate financing be divided, from the start of the program, into two groups. One group is those issues on which NUS can provide (through this conference and subsequent work) information a unifying sense of where students across the country stand,/4

analysis to help local work and co-ordination of provincial efforts. The other group is those issues about which there will be specific country-wide demands that are pressed by students' awareness and action. In assessing those national issues which most need a concentrated effort from students in 1977-78, we took into consideration the ability of the student movement to put forward a clear and constructive position which has a reasonable chance of success. Student aid and employment appear to be the issues around which there should be a specific NUS campaign.

The content of the educational work before the October NUS conference will be determined to some extent by this division. The general financing crisis has many implications in student aid and unemployment. Materials and co-ordination on the other aspects of the financing cutbacks will be applicable both to the development of the NUS campaign and to work in a province or on a campus. Discussion and educational work on student aid and unemployment before the October conference should include development of campuses' and provinces' ideas about the content of the specific demands, which would be finalized in October, and preparation of ways to move strongly in support of the demands.

The period immediately following the October conference would see presentation of student demands, as established by the conference, to government, and activity by students to support and increase awareness of the demands. Provincial work on budgetary cutbacks, tuition fee hikes, etc. is likely to increase in the late fall and after Christmas. The reference points from NUS's educational effort and the governments' response to the student aid and unemployment demands will be factors that, in turn, contribute to students reasons for mobilizing behind provincial demands when necessary.

A message of this program of action will be that students can have an impact on their future, and on the education system, and that on various campuses they are approaching the task with confidence. A focus of the NUS program should be co-ordination. Co-ordination in the sense of fostering and maintaining a constant exchange of information between provinces and campuses about students' activity to protest inadequate financing. Students are encouraged by the knowledge that elsewhere others are participating in the same sort of process. There is always a lot to learn from particularly successful events and campaigns: how did tech. institute A get the library workers to co-operate with students' push for longer hours, how did college B encourage clubs to take up the cutbacks research, how has one province been able to generate so much favourable publicity about students' demands for emergency funding and a national inquiry?

This program of action, an outline of NUS efforts to encourage, inform and support students on the crisis of inadequate financing and unemployment, is our major recommendation for 1977-78. We believe that it will be both a vital and active framework for the many events and programs protesting cutbacks that students are certain to undertake, and an effective use of NUS's resources to advance the country-wide interests of students. This conference is the forum for you, as students' representatives, to look at the issues and ways of working on them. We trust that out of the next four days will come clear direction for the implementation of this program.

National Co-ordination

Inherent in our recommendations on the national program of action, and in some following sections of this report, is our belief that national co-ordination of provincial work must be developed by NUS in a more structured and solid fashion. This should be done in the way that permits NUS to help the provincial organizations jointly press the Council of Ministers of Education and other country-wide forums to advance the interests of all students.

It will not be sufficient, in 1977-78 and afterwards, to rely upon the exchange of ideas through the Central Committee for this co-ordination. Central Committee members are already overworked, we meet only every six to ten weeks and we do not carry out NUS's daily work. The necessity of this co-ordination has become overwhelming due to the CME's self-transformation into a more open and influential factor in the development of educational policy and the federal governments' new status as an equal partner with the CME in discussion of post-secondary policies and programs in which both levels of government are interested. Bilingualism in education and student aid have already received federal-provincial attention through the CME, it will deal this fall with inter-provincial mobility of students, it is following up the OECD report, it has dealt in the past with priorities for cutbacks in post-secondary financing.

Provincial organizations have found it difficult and sometimes impossible to reach the Council through their particular minister(s). NUS has found equal difficulty in dealing with the Council without the active partnership of provincial organizations. In the long run the federal-provincial structures that affect our institutions must be opened up to the public, but until that happens it is NUS's obligation to foster and structure co-ordinated efforts by students in all provinces to lobby the federal-provincial levels as capably as it can be done. There has been progress towards this goal in 1976-77, but we are not satisfied with its slightly haphazard advance.

The program of action will be one opportunity to make national co-ordination of provincial work a higher priority for NUS. The areas of access to long-term planning of post-secondary education and student aid (planning and administration) are concrete elements of that program which are also subject to frequent federal-provincial and inter-provincial discussion. We recommend that NUS realign its monitoring and lobbying of inter-provincial and federal-provincial forums. It is our expectation that self-interest and proven commitment to such co-ordination will ensure the necessary co-operation from provincial organizations.

Support for student associations

An area of NUS activity which has been developing slowly is support of student associations in their ongoing activities. Informal and formal exchange of information at NUS conferences enables many associations to improve the effectiveness of various activities. Fieldworkers are able to help associations during the course of the year, with ideas for resolving a particular problem and suggested contacts on other campuses who are knowledgeable on the subject.

One of the customary services of a national student organization is a research service/information bank on the activities of student associations. This makes it possible for associations to quickly collect comparative material about a program they are reviewing. The national organization

can provide manuals which analyze an area of association activity and provide both information and advice about ways to better carry out that activity; how to write or revise a constitution; how to set up and operate a course evaluation; how residence students can be organized to their best advantage; how to influence the institution's hiring and firing policies, with the aim of full participation.

The list of subjects that such a support service can deal with seems endless, but NUS has not had the resources to set up and operate this kind of service. A start towards regular operation was the information kit on course evaluation, and materials for a course evaluation manual are being gathered. We are not convinced that this is enough. We recommend that a second priority for research be the role and structure of student associations.

The pressure of issues and events makes it difficult to start implementing such a recommendation during the fall and winter. Therefore, as well as the financing research outlined above, there should be concentration on role and structure of student associations during the summer. It is a period when less time is spent on mailings to campuses, when little or no fieldwork needs to be done. All reasonable efforts should be made to produce, in the form of information kits and manuals, practical tools for activities and interests of student associations. This will provide a base for more complete build-up of an information bank and the production of additional materials. Where it is possible, work already done by a local association will be used, eg. if a campus has outlined on paper how its housing registry was set up. We have not made a list of priorities for the production of materials to support and assist student association's ongoing work. Delegates may wish to try, but practical considerations probably dictate that the first set of materials will reflect the degree to which information has already been collected and the background of the people who can work on this.

This second research priority does not compete with the programs of action. The two are complementary, for only strong and capable student associations can be relied upon to make a full contribution to any provincial and national effort. Canada's student associations are not a bunch of weaklings, but neither are they perfect. NUS's resources will be stretched to their limit in 1977-78, but this field of activity for NUS needs to be upgraded. The results will be felt in years to come in the shape of more knowledgeable and effective student associations.

Role of research, and research priorities

We have already recommended the top two priorities for NUS research in 1977-78, a reflection of the fact that much of the organization's research is carried out to support and explain students' work in one field or another. The goals we recommend for NUS dictate certain priorities for research.

It is not enough, though, to let research play that supportive role. The result is research which merely reflects what NUS is doing. The resources allotted to research can be used more effectively, giving it a special role within the organization. We recommend that the other priorities for research be established on the basis of forecasts about probable new fields for NUS's focus of activity. It is still the case that NUS (and other student organizations) take a stand on a question, and then start to

intensively research it. An effort must be made to break that pattern, to move into an area of importance by, first, researching it and then adopting a stand and beginning to act on that stand.

Therefore, in preparing recommendations on other research priorities we have chosen future rather than current centers of NUS effort. The recommended priorities are likely to take up a year's ability to do forward-looking research, since it is inevitable that (over and above priority areas) on-going support of other work will consume a substantial amount of the research resources.

The third priority that we recommend, and the first of the future-oriented ones, is financial barriers to women in post-secondary education. This matter, and women's issues generally, has received high priority in principle but little effort in the day-to-day work of NUS. The need for a strong NUS presence is acknowledged, there is a large element of the post-secondary population to be served by work on this priority, and we would hope that implementation of this recommendation will contribute momentum toward more activity on women's issues by student organizations in coming year.

The next recommendation priority for research is academic barriers to education. There is evidence all around to show that this will be a major question (if indeed it is not one already) in the development of Canada's education system. Among the tasks that NUS should assume are a review of current events on the question, a compilation of analyses of such barriers and their use, the matter of transferability within the post-secondary system.

Manpower training is another field which deserves research priority. It has been neglected by students in Canada, yet has many implications for the governmental view of education vis-à-vis training. Action on this question will have to begin in 1977-78, but in terms of research we see trainees' conditions of study, the level of income support, the content of training courses, and the purpose of the program within manpower and education strategy as areas deserving investigation.

The sixth and final recommended priority for research is guaranteed annual income schemes. This may be the most forward-looking area, but NUS should research the kinds of schemes that have been proposed and the ways they could operate, the operation of current pilot programs in Canada, and the implications of a universal guaranteed annual income for student aid plans.

Standing committees

We recommend that standing committees' importance within NUS's sphere of activity be increased during 1977-78. It was not possible to sustain standing committees when NUS was going through early formation, but the experience during our term in office indicates that NUS is now in a position when more can be expected of the standing committee structure. Central Committee and staff are relied upon for a core of ongoing work and for internal continuity, but contributions from various campuses are the major element of NUS's presence and work. The ad hoc women's committee has shown that when a group of individuals based in student associations are particularly committed to a common issue they can do a great deal to advance the state of country-wide awareness and effort on that issue.

Regarding the standing committees, experience shows that there must be at least one person who has the time and dedication necessary to keep the committee's work moving. The principle of geographic proximity that is established by standing resolution No. 2 is key. Lack of resources is one reason for having such committees. A standing committee whose membership is spread throughout the country is not likely to get the resources it needs to operate or to meet.

Some resources are needed, however. Central Committee and staff should better regulate NUS's nurturing of standing committees. The liaison people should be chosen carefully, with an eye to proximity where possible. The committee should be tied in to the national office so that they have access to the information network and research ability. The reports to Central Committee should be encouraged. We recommend more effort be spent animating these committees, with the caution that animation of a standing committee should not become babysitting.

Our recommendation that NUS resources be concentrated to a large extent on the program of action means that these committees' work will be an especially important aspect of country-wide activity in 1977-78. Delegates and student associations are urged to be aware of the potential for creating a standing committee to carry out plans in a field of secondary priority.

There is a vacuum in one particular area of common concern which is best filled by work like that of a standing committee. It is liaison and co-ordination among the various student aid advisory and decision-making committees at the provincial level. Committees with student representation have always been an important source of information in NUS's monitoring of developments in student aid. Co-ordination and liaison between the student representatives has been increasing, but in an ad hoc and awkward way, through the Central Committee. We recommend that liaison and co-ordination among the student representatives on student aid committees be placed on a regular basis by assignment of responsibility for this task to one representative from each province with such a committee.

Campuses with a particular interest in student aid administration could contribute to the joint efforts through the responsible rep from their province. The Central Committee members would be asked to keep in touch with the rep. This degree of liaison is certain to permit more informed student contributions to the work of each committee, plus vastly improved lobbying of the Canada Student Loans Plenary Group and the Council of Ministers of Education. The body of knowledge within student organizations about appeal procedures, detail of administration, etc. could be built more efficiently. There will be difficulty introducing a new pattern of work in this field, but the results make it quite desirable.

NUS structure and operations

The organization's development over 1976-77 has given us reason to think that aspects of its structure and principles of its operation are becoming a constraint on the organization, rather than facilitating the achievement of its objectives.

One question which has been discussed at every one of our meetings is respective roles of Central Committee and staff, with implications for relations between the two. We and staff members felt that it was an area which required investigation. NUS's founders modelled several aspects

of operation on national voluntary organizations. This included a volunteer executive, and the use of full-time employees to carry on regular activities.

They also wished to avoid the CUS principle of a powerful president, so rather than have a chief executive officer they gave executive powers to a collective leadership: the Central Committee. Executive powers were limited to activity within policy set by the members which does not contravene the members' directions.

The growth of staff and evolution toward greater commitment on the part of Central Committee members has meant that the tight-knit relations among Central Committee and staff that existed before 1976 are no longer. The size and scope of NUS's work means that Central Committee meetings usually deal with such a variety of topics that no one person can keep up on everything. Much administrative decision-making must be done by Central Committee members, who are not involved in day-to-day NUS work. The organizations' higher level of visibility and support on campuses calls for more intensive and on-going leadership, which volunteers must struggle to provide. Integration of the Central Committee and provincial executives places enormous demands upon provincial representatives, who must follow the work of two organizations and help link that work while maintaining student status and extra-curricular activity on campus. The degree of passivity implied by the principle of a volunteer collective leadership cannot be maintained. NUS needs, and we want to be, Central Committee members who are active in its work week-to-week. There has always been a high turnover in Central Committee membership, but this year's was the worst ever and that alone was a source of worries.

A lot of reasons for concluding that a new Central Committee/staff role and relations are needed...Unfortunately, as this report is prepared we have no recommendation to offer on the subject. Various ideas have been brought forward, including evolution towards a position like chief executive officer; creating an executive sub-committee of the Central Committee which would be more actively involved in the organization; employing all or some Central Committee members full-time in the summer and part-time during their term of office. We have been cautious about recommending a change in this fundamental aspect of NUS operation. A recommendation may yet come from us, but if not, we urge that next year's Central Committee continue debate of this matter and bring forth suggestions to alter the structure into something better reflecting the current needs and place of NUS.

The other aspect of structure and operation which has concerned us is a forum or channel for students' participation in NUS. Student associations provide an indirect channel of participation and representation, and we believe that one conclusion which can be drawn from the trend to frequent referenda re-evaluating a campus's membership is that NUS needs a direct forum/channel for individual student members. This is an important matter, and one with considerable on-campus impact. We started a wide-spread debate of this aspect by circulation of a discussion paper which looked at the question through the concept of direct election of delegates. It was not the best way to start such debate, but we are pleased with the degree to which student associations and provincial organizations have taken up debate of this question, producing different proposals for direct election and alternative forums to direct election. Through the draft agenda for this conference we recommend that discussion of the problem of frequent referenda be continued by you, and that there

Through the draft agenda for this conference we recommend that the problem of frequent referenda be fully examined by you and that only then there be further discussions of concrete solutions for the problem. The scope and complexity of the subject are such that we foresee this conference moving things to an approval in principle of some solution at the very most.

Review of NUS's structure and operations is certainly a secondary item by comparison to the pressing issues before students in the coming year. Still, as the organization continues to develop towards its full potential questions of structure and operation should be kept open so that NUS does not eventually strangle itself.

Relations with provincial organizations

Relations with provincial organizations have developed increasingly within the context of the principled agreement that, eventually, all organizations should be restructured into one integrated organization with two levels of decision-making. A first stage to that restructuring was integration of executives, and we find that on the whole it has been a success. Early in our term provincial representatives had some difficulty in achieving a "NUS orientation" but over the year this link has developed so that provincial executives were able to benefit from the experience, analysis and consensus that students across the country shared. Similarly, NUS was able to base its decisions upon a good idea of the priorities and activity underway at the provincial level. This enabled NUS to complement and support that provincial work, just as provincial organizations made an irreplaceable contribution to the National Student Day campaign.

We had agreed by August that student associations' rejection of the recommendation for implementation of dual membership was to be taken as a decision that until NUS and a provincial organization had identical membership there could be no merger of memberships. Insufficient explanation of the original restructuring proposals, distrust of the unknown and student associations' reluctance to collectively enforce a decision on individual associations were reasons for the extreme reluctance about dual membership.

The customs of simultaneous but separate membership referendum campaigns has come to an end. On every campus that voted on membership in both NUS and the provincial organization at the same time, the campaign in favour of membership was joint.

The independence of the two levels of common student organization is something of a hindrance to most efficient use of shared resources for student efforts. NUS members expect preference in the use of the resources they provide, and associations who just belong to the provincial organization have expressed hesitation about "outside" influence on their work. Suspicion and isolationism are in the minority though. Most associations welcome the rationalization of the respective organizations' work, and we see a desire for further exchange of ideas and more regular integration of ongoing work across Canada. The development of relations is proceeding at a different pace in each province, but all are moving toward fuller integration. We expect that in 1977-78 different degrees of formal integration will develop in the various provinces. Establishment of policy may be formally integrated in one region, while it is research in another and distribution

of information in a third. The movement from ad hoc to formal co-operation and integration is welcome. It can only add strength and internal cohesiveness to the efforts of all students. The fact that post-secondary students in Canada share common interests and face a largely common set of circumstances is the real guarantee that relations with provincial organizations will hold the present pattern of development.

Development of provincial organizations

NUS's program to encourage and support the creation of strong provincial organizations is coming to a successful conclusion. Provincial organizations exist or are approved in principle throughout the country. Support for provincial work will, of course, continue to be a feature of all NUS operations but it will not be necessary to put many NUS's resources into campaigns to start these organizations.

Relations with 1'ANEQ

The fourth annual meeting directed an intense effort on our part to arrange a meeting with the ANEQ leadership to discuss National Student Day and other areas of common interest. The turmoil within that organization made it impossible for the NUS request to be dealt with until late October. The newly elected ANEQ executive declined to join the N.S.D. effort at that late date, feeling it might conflict with the national day held in March to mark the founding of 1'ANEQ and that the difference in student work between Québec and the rest of the country made such close co-operation impossible.

That refusal now seems to have been the low point in relations between 1'ANEQ and other student organizations in Canada. They have become more open to co-operation with NUS, have put the exchange of information on a regular basis, and are concluding the process of internal re-organization that began in early October. We feel there is reason to hope for progress in 1977-78 toward finding concrete fields for common work between 1'ANEQ and other student organizations.

In the meantime, we are apprehensive that the question of NUS membership/recruitment in Quebec could hurt the potential for relations between the two organizations. This has been a difficult and emotional question since Quebec student associations collectively split from CUS in 1964. It had been enough in previous years for the Central Committee to declare that it would not welcome a membership application from any Quebec campus which did not support the concept of a provincial organization. Ironically, our advocacy of support for 1'ANEQ and its own resurgence, have created the possibility of a member association of 1'ANEQ expressing its desire to join NUS also.

The long-term interests of students in Canada demand that NUS do nothing which would unnecessarily harm relations with 1'ANEQ. Québec students' collective decision that, due to political differences, they must work alone has created a different relationship with 1'ANEQ than

NUS has with other provincial organizations. Accordingly, we recommend that the Central Committee approach l'ANEQ for its position on Québec associations (members and non-members of l'ANEQ) joining NUS, and we further recommend that until such time as l'ANEQ responds and takes a position, NUS not accept members from Québec.

Please be assured that we do not intend this recommendation to state anything about students' position on the national question, or anything about the relationship which may develop between NUS and l'ANEQ. It is clearly an interim measure, subject to review by future NUS conferences in the light of developments.

Bilingualism in NUS

NUS began operation on a regular basis in French during 1976-77. Approximately 60% of the documents produced by NUS have been in both languages, two of the four office staff are fluent in French and with the help of a grant from the Secretary of State this conference's documents and proceedings are in both languages.

While these are considerable accomplishments for an organization whose commitment to French-language operation had been "inprinciple" for several years, we are not satisfied that the process is complete. The pressure of time, and the limitations of NUS resources, meant that we could not meet the members' direction that one of the fieldworkers be fluent in French. There were some 40% English-only documents, and both francophones on the Central Committee had resigned (for unconnected reasons) by the end of October. NUS has a bilingual member campus and a francophone member campus. There are campuses in both categories among the potential non-Québec membership. NUS will not be able to fully service its many francophone constituents and friends until it operates in French to the same extent it operates in English.

The steps already taken in the area of French operation have produced greater interest and participation from the francophone and bilingual campuses. These steps represent a significant portion of the NUS budget, and we cannot find a way to commit more of the organization's current resources to this area. The lack of resources does not reflect NUS's commitment, and we recommend that, subject to review and amendment by the francophone caucus, NUS apply immediately for a sustaining grant from the Official Languages Program of the Department of the Secretary of State to permit complete documentation in both languages and, if possible, language training for the anglophone office staff. We have also established fluency in both languages as a job requirement for NUS fieldwork in the Atlantic provinces and Ontario, and as an asset for fieldwork in the West. We urge the next Central Committee to make every reasonable effort to see that those requirements are enforced. We have taken steps to see that the current notice of job openings is presented so as to facilitate fulfillment of the requirements.

International affairs

The rebuilding of student organization in Canada has been recognized by national unions elsewhere, and this year saw a series of overtures from student organizations outside Canada. We felt that lack of information about the international student movement, and lack of policy in NUS, dictated that NUS not attend international conferences and not take international initiatives during our term.

Many aspects of student life and student interest are common around the world, not just within Canada. Canada was a prominent element in the international student movement until 1968, and we are convinced that this will be the case again one day.

NUS and the other student organizations in Canada are still in the formative process, and this means that international matters must take second place to organizational concerns. There was neither the time nor the money to start a regular exchange of information with student organizations outside Canada. In August this conference looked like the opportunity to start debate of NUS's international role but by late November a majority of us were convinced that it would not be practical.

We remain committed to the principle that as part of the world-wide education system, students in Canada should discuss and define their participation in the international student movement. The reluctance to deal with international affairs seems to decrease as students' confidence in their ability to work provincially and nationally increases. The growth and evolution of NUS will be the factor which brings about worthwhile international participation. We recommend that the exchange of information with other student organizations be accelerated, recognizing the current resource limitations of the organization, and that the workshop on the international role of students be held at the October NUS conference. Material gathered through information-exchange will be the foundation for that workshop's deliberations.

Membership growth

NUS's membership grew slightly this year, but at year end one can say that 50% of the potential membership has been a plateau in organizational growth. Eight student associations voted to join NUS, including the only francophone member, the first vocational institute and a second graduate students' association. Six members reaffirmed that membership with a referendum. University of British Columbia students voted in favour of NUS membership, but (as in March 1976) a majority did not satisfy their constitutional requirements and UBC's membership ended. Undergraduates at the University of Calgary, in their third annual NUS vote decided to leave. They were the first group to vote to leave NUS since 1974.

A referendum defeat always provokes some questioning of NUS by staff and Central Committee. The 1976-77 "record" of 17 referenda, 14 favourable, is not a cause for gloom but the losses were cause for disappointment and some bewilderment. The fact that six of the votes were held voluntarily

by member campuses was worrisome. We have reported elsewhere on our response to the trend of "reaffirmation" membership votes.

The holding of a NUS referendum is determined largely by local factors, but it is possible to make a fairly accurate prediction of next year's referendum pattern. We feel that, without a fast increase in the number of reaffirmation votes, NUS can expect that slightly more than 20 campuses will vote on the question of membership in this organization. Referenda take resources away from other work, especially from fieldwork, but a prerequisite for NUS's achievement of its full operating potential is more growth in membership. We recommend that NUS continue to recruit campuses to join the organization.

Serving the NUS members

It remains an important principle of operation that NUS work with and for all post-secondary students, since it is their only country-wide forum and representative organization. That principle has been recognized by non-members through their participation in NUS activities, occasional financial support for NUS and in formal recognition of NUS as their national voice.

Over the course of the year we came to agree that in the distribution of information and fieldwork NUS should concentrate on the member and potential member campuses. There are as many members as non-members, and those members have by referendum committed resources to the work of this organization. NUS has sufficiently acquired the ability to serve diverse elements within the student population that no campus can legitimately argue they are waiting to see if NUS will survive, or if it will be able to serve them. The referendum record shows that NUS supporters are not always able to argue its cause effectively enough, but it also provides good reason to doubt assertions that one campus or another is "not ready" to participate as a member.

It is a situation which calls for fieldwork to make contact with non-members, but to give clear preference to the students' council, leading clubs and societies at member/potential member campuses. In distribution of information, the time is ripe for the planned shift to minimal free mailings for non-members. That shift, approved by the members one year ago but not yet implemented due to the over-riding priority given National Student Day, also includes publication of the newsletter in a revamped format and on a regular basis, with free distribution to council members, society and club presidents, etc. of members/potential members, one copy to non-member campuses. We intend the first issue of the new-format newsletter to come out in July, and for the previously approved publishing schedule to be used.

These shifts are already underway, and it is not likely that there will be a night-and-day difference in the coming year. Too much energy will be going into referenda for a sudden change, but we remain sure that success in those referenda will guarantee that service to the members of NUS continue to improve over the next few years.

The bulk of this report deals with our recommendations for NUS's priorities next year, and for the changes which are needed to continue

its development. It is also our obligation to report on aspects of NUS's operation which do not lead to recommendations for future priorities or changes. Important elements of the 1976-77 operation are outlined here.

National Student Day

It had only been four years since students in Canada had no common organizations, when the fourth annual meeting put together the call for a 1976 national student day. The enthusiasm with which student representatives met the idea of N.S.D., at that conference and subsequent provincial conferences, was startling and encouraging. The program of co-ordination and events which was assembled by student leaders was ambitious and overwhelming. Some campuses ignored N.S.D., less than a handful rejected it, and the vast majority agreed to organize for November 9th.

NUS and other organizations have circulated much evaluation and commentary on the 1976 National Student Day. Some of our assessment is reflected in the recommended program of action. This conference is an additional opportunity for you to review that campaign and the day itself, so that its lessons can be discovered and put to use.

We have three comments on National Student Day that should be made in this report. One is that initial evaluation and assessment of N.S.D. over-focused on the degree of participation by students in events on November 9. Reports from a majority of provinces and campuses have convinced us that the educational campaign of N.S.D. met its objectives. NUS was not able to produce as much material as hoped, but the content and volume of national material (100,000 introductory leaflets, 15,000 posters, 1,000 organizing manuals, 115,000 statements of concern, 20,000 tuition papers, etc.), capably supplemented by provincial and local material, contributed to a high degree of awareness and willingness to act on the parts of students which was tapped in the spring campaigns. In the spring months we have heard, and have said, that the campaigns undertaken would not have met such ready acceptance and relatively quick mobilization if there had not been an N.S.D. educational campaign.

The second comment is that it was an unforeseen and near-disastrous over-extension of NUS's resources. The new staff positions were filled at the start of August, and it was only three weeks later that the immense pressure of N.S.D. deadlines and obligations created a "sink or swim" atmosphere for staff members and for us. NUS was put under severe and relentless strain for three months at a time when growth was itself a source of strain. The conference preparation for October '76 sufficed, regular bookkeeping and billings could not be done, mail could not be properly dealt with. There was a strong sentiment at the end of November that post-N.S.D. exhaustion and uncompleted orientation to the growth in resources, plus the impending provincial fights against tuition fee increases, meant that for the rest of 1976-77 NUS's priority would be internal consolidation. There could be no country-wide mass campaign after Christmas, and efforts such as lobbying and co-ordination of provincial work would be the most that could be expected.

The final comment is that N.S.D. organization failed on most campuses to offer students a solid reason for participating in the day's events. The lack of concrete demands, the lack of plans for students to act efficiently in their own interests, and the lack of a clear focus for the day contributed to disappointing turn-outs.

Representing and lobbying for student interests

This was the year in which NUS proved its ability to represent students at the Canada-wide level and to lobby effectively for students. The first success came early, when our research, co-ordination of campus and provincial research, liaison with government officials and opposition parties contributed to a series of embarrassments for the government on the issue of summer unemployment and compensatory student aid. Ministers were pressed in the House, the Department of Manpower and Immigration felt obliged to start a counter-barrage of press releases, and by the fall cabinet had decided that when some of the cutbacks in job creation ended, student summer employment would be among the programs to regain funds. It was not a "total victory", but the results of lobbying are in the nature of small reforms and gains. Twenty thousand additional jobs were created for students through Young Canada Works, and another six thousand were recently added through new departmental summer hirings.

The call for a national student day gave NUS its first extensive mass media exposure, the summer job issue maintained a degree of media profile and National Student Day produced so many column inches and broadcast time of news coverage (a great deal of it favourable) that when resources permit preparation and distribution of a press release it is certain to appear in a minimum of three or four major daily newspapers.

National Student Day broke another lobbying barrier. Federal ministers had used the tactic of refusing to meet students as one of the government's attempts to discourage NUS. Two ministers met with representatives on N.S.D., and others responded to the declaration of concerns.

Further lobbying gains came with the report on some characteristics of post-secondary students. A press release which précised key criticisms of the report was used prominently on one of the Canadian Press wires, and this sufficiently alarmed officials in the Education Support Branch and authors of the report that NUS was promised every possible assistance in using data from the post-secondary survey, and pledges were made to avoid exclusion of students from student aid planning. Students gained a prominence in the minds of those officials which will pay off when the time comes to lobby on the content of a new aid plan.

The last lobbying effort during our term was also a success. Manpower minister Cullen was pressed on the deadline for Young Canada Works and administrative criteria for the program through a meeting and in the press. The deadline was extended, although still not for enough time, doubts were created with the minister about some aspects of the programs and NUS has been involved already in the process of evaluating Young Canada Works and changing it before the second summer of operation.

As this conference opens, the groundwork done last summer on the jobs issue is bringing new benefits via opposition renewal of the matter and in media attention.

NUS does a lot more than lobbying and "speaking out", but the record established in 1976-77 gives good reason for confidence about this organization's ability to lobby and speak for students when it is warranted.

Relations with Canadian University Press

Co-operation in the sharing of office resources has continued on the principles that each organization can economize in its operation and the independence of CUP reporting is not undermined. A result of this co-operation was the joint purchase of a printing press and hiring of a full-time printer.

Relations with CUP have developed along new lines. The past year was the first one in which NUS was looked to for guidance, fieldwork and Central Committee decisions on the issue of student press freedom/independence. Involvement in the chevron affair was one element of this involvement, another was NUS participation on a CUP commission of investigation at the University of Saskatchewan. Our assessment is that student press freedom/independence is becoming a NUS policy which will receive ongoing attention from the organization, in contrast to its previous role as a simple statement of principle.

Student Advocate

This was the first year for publication of a NUS newspaper, and it has been an excellent beginning. Student associations and individual readers have praised the newspaper's quality, it is achieving recognition in academic and governmental circles, many articles and features have been reprinted by campus newspapers. The Advocate provides tens of thousands of students with detailed information and analysis about the issues in post-secondary education and about the work of their provincial-national organizations.

Evaluation of the newspaper's first year leads to suggestions for improvement. "Readability" is the aspect which seems most lacking, and we recommend that the format be changed from that of a campus paper to one more suitable to the paper's content and to the inevitable lack of immediacy in a monthly publication. The feasibility of a more magazine-style format is to be investigated. Use of colour and more photographs are other possible improvements, but in revamping the Advocate care must be taken to keep the direct costs low enough for the majority of associations. Distribution methods also are aspects which need work.

Hiring

There has been something of an unwritten rule that the composition of the NUS staff should include people from all regions, and this has been the case so far. The same attention has not been given to male:female ratios on staff. NUS has let its own hiring practices reflect bias and discrimination which are found in society. A degree of affirmative action within the organization is necessary, and we have adopted the rule that NUS have a preferential hiring policy towards women, meaning that given two candidates of equal qualifications, one being a woman, that the woman be hired until NUS achieves and then maintains an equal balance of men and women on staff.