

Camps for Studen.

The sources from which you help for farmers at harvest time is coming appear to be even wider was suggested in the "Manchester Guardian" London Correspondent Thursday

For example the National Un students in co-operation with Ministry of Agriculture

Arts, Science and Commerce - which cover three whole academic

be done, without altering content of the courses, by increasing the length of the three terms and by freeing for teaching certain periods generally devoted to examinations Thus, for the nine terms which normally comprise the degree course will be substituted seven terms of longer duration

It is understood that some Universities propose to secure the same by introducing a few

Tuition and hostel fees will have to be modified Details are being worked out and will be available shortly. Meanwhile it may be said that the aggregate of the tuition fees for the full degree course will remain the same, but the incidence of the payments will be changed a larger proportion of the total being payable in the first two years. The student will as a rule actually save money on his hostel although the

GLASGOW UNIVERSITY

Students' Gallant Work

PRINCIPAL'S TRIBUTE

Gallant work under fire by student Glasgow University was mentioned by Principal Sir Hector Hetherington, when he addressed the students at a graduation ceremony. He said that the Government do not intend to continue their studies in the student body civil

MANY R.A.F. RECRUITS FROM UNIVERSITY COLLEGE

To visit the University College of Swansea in these days of war is to become conscious of the contribution made by students to the war effort. The Home Guard is very capable of the staff and members of the staff and industrial student S.C.O.s and on the taken occasion of the present schools. The Archbishop

THE STUDENT'S CONTRIBUTION TO VICTORY

TODAY from the S in London. Once more they reveal their plea Today they will remember the tims of Fascism - Jan Opletal and more.

Three years ago this month, Jan Opletal, 24, student of Prague University, was a small Moravian village. A German hit him when S.S. Guards shot with a crowd of Czech patriots, demer streets of Prague.

A sad story - a perfect Jan Opletal has become a loving youth all over the 20,000 of his fellow stu his funeral. S.S. motor cyc into the mourning process. The students replied by sing the Czech national anth There were new shots, u wounded, new dead.

But it was not enough satisfy the Nazi fury. Two days later, S.S. and German troops surrounded all the students' hostels in Czechoslovakia. Czech students were killed in their beds, others thro windows. Thousands were driven away to concentration camps.

STUDENTS FOR YOUTH WORK

The National Union of Students held the first training school for students interested in youth work at the Y.W.C.A. headquarters in London this week.

On Monday, after Miss Dinah Fine, organizer of the school, had briefly explained why students should aid youth work, Mr. H. C. Dent gave a general survey of the living conditions of young people to-day, outlined the work of youth On Tuesday Miss Watson Anglia, told in detail how visits were paid to clubs Wednesday Mr. J. Education

INTERNATIONAL STUDENT ASSEMBLY

The United States Committee of the International Student Service has called an International Student Assembly, which opened in Washington on Wednesday and closed to-day. The purpose of the Assembly is to bring together students of all nations in order that they may "achieve a better understanding of the common purposes that bind all peoples, and thus bring about a more free and just world in which we are fighting a common cause."

Women Undergraduates' National Service

THE J.C.R.'s of women undergraduates resolved that each member should, for a normal period of 6 hours per week, do work of national service, such as fire-watching, digging, camouflage nets, helping in hospitals, or practical work in first aid, home

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THE NATIONAL UNION OF STUDENTS

Annual Congress, London, 15th-18th April, 1943

'The Student's Contribution to Victory'

WHO CAME TO CONGRESS?

The following information is based on replies to a questionnaire issued to Congress members, to which 948 replies were received.

Sex: 371 men; 577 women. Average Age: 20 years

Faculties :
195 from Arts
180 from Science
142 from Education
94 from Social Science
75 from Medicine
75 from Engineering
47 from Architecture
38 from Pharmacy
38 from Geography
64 from other departments

Year of Study : 243 1st year students
367 2nd year students
176 3rd year students
89 4th year students
42 others

Schools : 124 came from Public Schools
664 came from Secondary Schools

Grants : 55% received grants for their education
45% received no grants

Societies : 614 members of faculty societies
470 members of political societies
258 members of religious societies

Nationality : 1 student in 10 was of non-British Nationality

711 had not attended an N.U.S. Congress before

WHAT IS THE N.U.S. CONGRESS?

The N.U.S. Congress is a student forum which is held every year. Students attend from all parts of the Country. They are not delegates from their universities or colleges but attend in an individual capacity. The views expressed at Congress do not commit the N.U.S. in any way, and represent the opinions of the students present only.

The Background

In this pamphlet you will not find long minutes of speeches by famous men, nor impressive lists of the students who attended the important N.U.S. Congress of 1943. It would be possible to set forth a platform array of big names with academic, technical or military distinctions, and in this way seek to prove that the Student's Contribution to Victory is not something to be ignored.

We prefer to record the 1943 Congress in terms of actual work achieved by students in the struggle for freedom which they wage in common with all honest men; of actual tasks facing them in the present and the immediate future which must be tackled resolutely if victory in that struggle is to be grasped soon and used to build a world of educational and economic freedom.

Yet a brief photographic impression is not inappropriate—the thousand students who thronged into King's College on registration day, setting down rucksacks and suitcases thankfully in the front hall—the queues for meals and lectures—the earnest discussions in and out of Congress sessions—the frenzied note-taking for the benefit of fellow-students who weren't lucky enough to get a place.

And perhaps the most vivid and lasting snapshot impression—the dead silence of undivided attention in which the students heard Jack Allanson, President of N.U.S., sum up the Congress at the final plenary session.

"What has brought us to Congress?" he asked. "The fact that we are a highly privileged people. Compare ourselves with the people of Europe. In Europe starvation is rife. There is plenty of food in Britain. In Europe there is the mounting toll of disease—tuberculosis, syphilis, skin disease. There is no soap in Europe, no medicine, no bread. In Britain health standards have improved during the war; we have soap, medicine, hospitals. In Europe there are the Gestapo, the concentration camp and the gallows. In Britain we are free. In Europe people die. Here we live."

These were the differences which brought the students to Congress. Running like a persistent chorus throughout the four days' sessions was the cry from Occupied Europe, answered by the repeated self-admonition of the Congress members. **"It's no use just talking. We must act."**

Every part of student work is of value in hastening victory—study (often the hardest because least spectacular kind of war work, but of fundamental importance), war-service in evenings and vacations, military training. All these were reviewed together with the work of students in every faculty, so that through the pooling of experiences they can be made more effective.

So the report is not just a record of proceedings at a Congress, to be skipped through and put on the shelf. It is a programme of action for students wherever they may be training to go—to the class-room, the laboratory, the hospital or the front line.

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A Lead is Given

By Sir Walter Moberly

Chairman of the University Grants Committee.

I am allowed this privilege on behalf of the older members of universities, teaching and administrative staffs, to welcome you at this Congress and to congratulate the National Union on its coming of age. The record of the Union in travel, student health and other fields—is a fine one for the University though they have been very chequered ones for the world as a whole.

In carrying through the work of this Congress, there are three things which I think you should consider. The first is the responsibility of students to consider social problems. I believe that to-day a far larger proportion of students have this sense of responsibility than was the case forty years ago. But the students are part of a wider community and their claim to be heard rests upon the part they are going to play in the solution of social problems, both nationally and internationally. The second consideration is that there is a specific contribution which the universities have to make. This is exemplified by the saying of Socrates, "The unexamined life is no life for man." The universities' approach to public affairs should be a critical approach. It is that of the philosopher in the sense in which philosophy has been defined as "an unusually obstinate attempt to think clearly." Lastly, the besetting sin of the academic mind is to be doctrinaire and unrealistic. Against this I am glad to see you are fully on your guard, and I most sincerely wish you well.

By Sir Archibald Sinclair

Secretary of State for Air.

The Universities of Great Britain have indeed played a memorable part in this war. There was a time in history when scholars and men of learning were regarded as outside the struggle and clash of war, when they retired to colleges and universities to escape from the smoke and turmoil of the battlefield. How different is the scene in the twentieth century. To-day the robust and disciplined vigour of student youth and the genius of their professors flow out through the open gates of the University and fertilise every field of war activity. Total war demands effort and sacrifice from every section of the community and the universities have nobly answered that call. It has been the policy of the Government to use to the greatest advantage the brilliant gifts and unrivalled talents stored in our universities.

... Consider the value, not only to yourselves but to the nation, of the free development of thought in our universities. Remember the fate of your fellow students in Germany under the heel of Nazi tyranny, and of the teaching staff, 45 per cent. of whom between the years of 1933 and 1939 were driven out of the universities for the offence of non-conformity with the vile Nazi doctrine. Since 1933 no women teachers have been admitted to German universities. ... All Jews, in excess of a very small quota, have been removed. All students tainted with Marxism have been purged. Even academic theses have to be submitted to the Nazi party censorship. What a travesty of university life!

... A country, such as ours, which encourages and uses its universities, stands at an enormous advantage, even in wartime, over a nation of robots. ... Now that most universities have added a fourth term, now that many of you are doing some kind of military training, some kind of Home Guard duties and find

time in addition to go harvesting in the summer, you must be living strenuous lives with little time for either pleasure or leisure. Yet something of the old traditions of university life still remain. For example, something of the old international traditions of British university life exists even to-day. Although we are virtually cut off from the continent, our universities derive from the refugees in our midst the stimulus of foreign minds.

You have, therefore, most valuable opportunities for meeting people with ideas far-apbringing different from your own, and for getting to know their progress. That is the first essential for a proper international understanding—1943. Friendship between nations which we must seek to capture from the ghastly throes of the twentieth century.

But keep a firm grasp of reality. Remember we are still in the thick of war. It has by no means been won. We must win it completely—and we must not let it drag on year after year, involving a terrible waste of life and resources. Therefore we must concentrate all our thought and energies on winning it as quickly as possible.

Anything less than the unconditional surrender of the evil forces against which we are ranged is unthinkable; without victory, all our dreams of post-war reconstruction are empty visions and rosy dreams incapable of fulfilment. Not less when you do look into the future, to reflect on the shape of things to come, to build in imagination the world we should like to see, keep that sense of reality. This much we may know for certain; it will not be a world for idlers and drones. It will rather be a world which will demand from all of us who believe in progress and freedom, the same steady purpose, the same unflagging zeal and the same high courage which are carrying us to victory over the evil forces of the Axis.

On Education—by Mr. Ernest Green

Equality of educational opportunity is a matter of supreme importance both to the individual and the State. Indeed, without it there can be no real democracy. In Great Britain our educational system unfortunately emphasises existing class distinctions. The kind of educational opportunities provided determine in advance, with few exceptions, the economic and social status of the individual. **It is incompatible with the democratic way of life that exceptional educational opportunity, which should be determined on grounds of educational ability alone, is all too often determined by the capacity of the parent to pay for it.** The men and women who have sacrificed comfort and prospects in life to fight for democracy are not fighting for a return to the democracy of 1939. Whatever the views of those who claim that we must win the war and plan after the war, the inspiration of those who are fighting comes from the will to build a new world while the old one is being destroyed. We must therefore insist on planning our New Charter. It is one which is accepted by an overwhelming mass of educational bodies, and its broad basis is:—

1. The Common School. Abolition of differences within the State system.
2. Equality of standards of equipment and amenities.
3. School age raised to 15 now and 16 within 3 years after end of the war.
4. Day continuation schools from 16 to 18.
5. Abolition of all fees.
6. A unified system of administration. Abolition of dual control.
7. Maintenance allowances for post-primary education.
8. Extension of free school meals.
9. Minimum standards of medical services.
10. Nursery education compulsory provision.
11. Abolition of employment of children of school age.

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12. Flexibility in examination tests. Transfers between 11 and 13.
 13. Adequate training of teachers.
 14. Universities' opportunities freed from class control.
 15. Wide extension of adult education opportunities.

But is reform sufficient? We may raise the school-leaving age, reduce the size of the thousands of over-crowded classes, blow up the thousands of antiquated school buildings, set up nursery schools for the "two-year-olds" and continue with the educational process up to eighteen years of age in day continuation schools, and what harvest shall we reap? If we base our administrative reforms on the most enlightened and progressive of the many new plans for post-war education will there be anything in our new system which might not be accepted by the totalitarian state itself?

The challenge of Nazism is to the **character** of our education, to its content and purpose. Are we prepared to recognise that the main stress in the content of education must be on its social values? That means facing controversial issues and even political subjects, and the number of people who disclaim any contact with politics has placed it in the category of an infectious disease.

All our plans for reconstruction depend upon education. It is by education that we create the public demand for reform and, what is more important, create the standard of moral and spiritual values upon which a new society depends.

On International Relations—by Senator Henri Rolin

The risk of war and what it means for youth, now you know it. Many of you have been or will be in it. Many of you have suffered already what it means, and you all now know what it means for the people of Europe. And yet I must ask you to remember these things in later years, when the war will have been won, because some memories are rather short, and people are too ready to relax and to get back to wishful thinking, and not to think of any possible bigger dangers or new dangers of war.

You very often criticise the former generation for its failure. You are right. But I must say that at least some of us did everything we could from the very first day of the Armistice to try to build up the peace. And if we failed, it is certainly not because we lacked courage or work. But there were difficulties, and I call your attention to the fact that you will meet with the same difficulties and even with greater ones.

And yet I think that you will have greater chances than we to succeed, because you will have learned a lot from our failure. First of all you will know that it is unwise to rely on public opinion to prevent governments from committing aggression if you don't take care that democracy in the different countries is respected, because there is no possibility of information nor of expression of public opinion in totalitarian regimes. The second fact is that we know now that if we have to meet with a government quite decided to go to war, help to the victim of aggression must be immediate and total, and that this necessitates a lot of preliminary measures.

The third thing we have learned is that there is no collective security without collective prosperity; and that it is impossible for us to hope for a lasting peace if we allow some countries to face tragic economic difficulties and misery for some of their people. The fourth thing which we learned is that if a new plan is conceived again, there is no possibility for it to succeed unless we preserve the will to carry out to the full the terms of any agreements made. If we don't keep a deep understanding of the necessity for solidarity and the bad effects of national egoism and prejudice we shall achieve nothing. This is everyday work. **Don't think that**

peace will be decided the day we sign a treaty. It will want the active support of the youth in order to prevent the degeneration of the new international organisation we are again on the verge of building.

On Social Security—by Mr. Maurice Dobb

A qualification and a warning seem to me appropriate at the present moment in a discussion on social security. I feel that it is vitally important that we should get this whole question into correct perspective. Unless we succeed in wiping Fascism from the continent of Europe there will not be much social security for anyone unless it be that of slavery or of the grave. There is a certain danger of our forgetting the order of priority of needs in the present situation, and the relative importance of long-term and short-term considerations, with a consequent danger of diverting energies and allowing differences on these longer-term questions to weaken that national unity which is so essential if we are to bring Fascism to the dust.

Having got this whole question into its right perspective, we can see that this question of social security has some importance for the immediate situation as well. For large masses of people in the Forces and in industry, this question of concrete measures of social security after the war is an acid test. They look for an assurance that this time it will not just be the story of 1920 over again. I believe it is true to say that until we have some such assurance we shall not succeed in fully getting the feeling of a peoples' war into our war effort here and now. That is why this question has considerable importance and should have a place in our discussions; and it is for this reason that one regrets the failure of the Government to adopt the essential principles of the Beveridge Report.

I want to refer to two other considerations. The first of these is that I believe we should regard an attack on mass unemployment as an essential part of social security. This attack must be a matter which should have A.1 priority in the post-war world, and any vested interests which stand in the way of removing this great disease of our society must be ruthlessly jettisoned. This is clearly connected with the chief objection that has been advanced against the Beveridge scheme; that we cannot afford this "luxury." Those who use this argument are apparently referring to the post-war condition of our foreign trade. In what sense our foreign trade can be adversely affected in a post-war Europe hungrier for the kind of goods we produce is, I think, rather hard to see. But what these people seem to have specially in mind is that our so-called "invisible exports"—the tribute we exact from interest on foreign investments, shipping revenue, etc.—will be smaller after the war. What this argument misses is the very simple and obvious consideration that if we can successfully prevent mass unemployment after the war we shall thereby have a million or two million people at work instead of in idleness; at work, creating values which would more than compensate for any possible loss of invisible exports (products to be exported instead or to replace imports we no longer buy). These two questions therefore are yoked together. By abolishing mass unemployment we shall be reducing the numbers of those in need, thereby reducing the cost of a scheme of social security, and by having men working instead of out of work we shall be producing more and thereby giving an answer to those who ask "Can we afford it?"

Let us get this extra cost of the Beveridge proposals into proper perspective. The extra burden on the Budget would be about 2 per cent. of our national income, and the total additional cost some 3 per cent. or 4 per cent. of it. Compared with many of the countries of Europe we are a prosperous nation. Can anyone dare to say seriously that we cannot afford it?

In the Faculties

ARTS

Covering the wide range of subjects in the humanities, the Arts Faculty Commissions at N.U.S. Congresses are faced every year with the grave problem of selection and focus. In previous years detailed discussion on curriculum reform has been achieved by dividing the Commission into small departmental groups. This year the Commission decided to consider a somewhat particular aspect of the work of Arts students—the growth of and interest in drama—and from this to show the function of the humanities in society to-day. Two expert speakers, Mr. Herbert Marshall and Miss Esmé Church, provided the necessary factual background for general discussion.

The war has increased the public demand for cultural facilities—for good music, good literature, better information on history and travel. It was emphasised by one student that this increased interest, although occasioned by the war, would itself have a bearing on the conduct of the war. The country which knows its tradition, whose people are conscious and proud of that tradition, able moreover themselves to enrich it and to understand the dynamics of the war itself—will be finally victorious.

In this spirit the commission attacked the problem of the University Arts Faculties. They felt that a great opportunity was being missed to develop the "inspirational" side of the war. Arts students could do something along this line, especially if they fully grasped the subjects they were studying so that they could translate them to meet the needs of a society fighting for freedom.

A particularly interesting discussion took place on the study of modern languages, and a strong desire was voiced for the "replacement of compulsory philology by historical studies more relevant to the present."

The point of view of the Commission as a whole is summed up in the following resolution which was adopted by a large majority: "We believe that the Arts Faculties of our universities have an important part to play in our war effort against Fascism. The Arts can contribute trained men and women to the Forces, propaganda and teaching staffs, which are so essential in wartime.

"To this contribution the Government can add by allowing a nucleus of men students to take Arts courses by the provision of State Bursaries. We emphasise, however, that the real onus of the efficient and maximum contribution of the Arts Faculties rests with the students themselves. We call upon all students to work to the utmost, utilising suggestions such as Fourth Term, extended terms, Arts Faculty Committees, staff-student committees and discussions on curricular reform."

GEOGRAPHY

The subject of the first meeting of the Geography Faculty Commission was "How can geographers make use of their special qualifications in war work?" Isabel Kuhlicke, Secretary of the N.U.S. Geography Committee, guided a discussion on the war work being done by geographers, and its importance. The importance of geographers in contributing to victory was shown by the fact that many professors were fully occupied on war work during the university vacations.

Students then told of the war work which they, as geographers, were doing. This included the following:—

1. Instruction in map-reading to the Girls Training Corps, the Army, Navy and Air Force cadets, and for A.R.P. purposes.

2. Demonstration of instruments such as those used for surveying to R.A.F. cadets.
3. The opening of Geographical Society meetings to members of the Forces.
4. Discussion on world affairs was led by students in the Girls Training Corps and similar associations, and it was suggested that this form of service might be extended.
5. Some students had contributed a very vital part in the war effort by completing the survey of the Land Utilisation Commission in Northumberland.
6. In one university models of the locality had been made for the Home Guard.

Suggestions were then put forward as to the war work that geography students might do:—

1. In the vacations geography students could relieve teachers in their work at Youth Clubs.
2. Inter-Faculty discussions should take place on countries at present in the news; talks on the history, customs, psychology, health and culture in addition to one on the geography of the area, being given.
3. This combination of faculties might constitute a Brains Trust which should entertain and instruct the Forces.
4. Popular "lecturettes" should be given by students in the vacations, in their own home villages, to church or chapel groups, etc.

"The saying 'War teaches geography' is a very true one," said Mr. J. L. Horrabin at the second session, "and the reason is that a geographical background is necessary, or at any rate helpful, to an understanding of events which are of vital importance." Generalising from this, Mr. Horrabin went on to say that geography should always be linked with the affairs and events in which people are already interested, and the keynote of the teaching of geography should be the present. Geography should be the study of the world as the home of men, and geographers should break down the parochial and national outlook of individuals and so make them into world citizens. They should be made to realise the futility of frontiers as barriers which should only be considered as a demarcation of administrative areas. Mr. Horrabin thought that the visual and semi-diagrammatic way was the only way of getting geography across to the people.

The third session was devoted to changes desirable in curricula. It was agreed that an extension of general courses and a corresponding postponement of specialisation is most essential.

SCIENCE

At the Science Commission there was expressed a very real understanding of the place of science and scientists in society, that science is the servant of mankind and that we must see that it is used for man's benefit and not his destruction.

At the first session the contribution of science to the winning of the war was discussed. The speaker, Miss Diana Koop, of the Association of Scientific Workers, gave a survey of the ways in which science was assisting the war, and the development of the organisation of science, through the Central Register and the scientific advisers of the ministries. The A.Sc.W. scheme for a central scientific and technical Planning Board was gaining wide support.

At the final session Arthur Simpson surveyed the work of the Science Committee of N.U.S. during the year, and the problems with which it had been concerned. A resolution was passed as follows:—"In order to improve our training and education, we science students resolve to work for the following measures:

1. The institution of a fourth term where it does not already exist. Where a 3-year course existed formerly the fourth term should be used to accelerate courses into the 2 years and 3 months now demanded. For 2-year courses it should be used to supplement and amplify them. It should be adapted to individual circumstances of study, including, where courses demand it, properly organised and integrated practical training.
2. Extension of tutorials and seminars where staff conditions allow. Junior research staff and demonstrators to be encouraged to participate.
3. Extended use of printed synopses, lecture notes and other aids to study.
4. Planned production of text-books according to demand, with reduction in cost. Methods for the reproduction of American text-books in this country to be considered.
5. Frequent revision of curricula to ensure the inclusion of recent developments, integration with practical work and industrial application and co-ordination with other faculties. The historical and philosophical aspects of science to have a place in the curricula.
6. More account to be taken of original work and other practical work in all practical examinations, and particularly in awarding degrees.
7. Participation in lectures, brains trusts, etc., in local youth organisations and schools to develop the science education of the community as a whole.
8. Co-ordination of military training with science training so that mutual interference is avoided.
9. To effect these developments we ask in particular that science faculty committees be formed and that the greatest degree of collaboration with the staff and the formation of staff-student committees be encouraged."

ENGINEERING

The Engineers heard lectures from members of the Ministry of Labour and the Army, who told of the part engineers are playing during their study period and will play after graduation. Engineering students as a whole realise that they are the most fortunate of all students in that they are reserved from military service for a period sufficient to complete their course, they are awarded state bursaries and next year will comprise the greatest proportion of students to receive bursaries, and on entry to I.M. Forces they will be posted to jobs for which they have been trained at the University. They realise, however, that it is fatal to become apathetic and have issued the following programme:—

FOR STUDENTS IN THE ENGINEERING COLLEGES.

1. To work hard at the studies required of them by the Government even though in some cases, e.g., the Civil Engineers, these subjects are not part of their normal courses, but are included for war purposes.
2. In order to assist the N.U.S. Engineering Committee to function more efficiently, each college will send in a report of activities at least at the end of each term.
3. After graduation in war or peace, to work unselfishly either for the total defeat of Fascism or the reconstruction of the world.

FOR THE COMMITTEE.

1. To assist all colleges in the formation and/or maintenance of staff-student committees along already published lines.
2. To press for a more definite statement from the Board of Education and the Ministry of Labour as to the continuation and extension of the State Bursary system after the war.
3. To encourage all unions to co-operate with the Association of Scientific Workers on the lines of the declarations issued by N.U.S. and A.Sc.W.
4. To correlate information sent in by various colleges and distribute it from time to time in circular form.
5. To bear in mind that after the cessation of hostilities cultural subjects including economics should be included in engineering courses.
6. To publish a bulletin for sale to students in the engineering colleges in order to spread the work of the Committee more efficiently throughout the colleges.
7. To hold joint meetings with the Science Committee in order to discuss problems directly affecting both engineers and scientists.

Two resolutions were also adopted by the Commission:—

1. That this Commission regards with great concern the failure of the Ministry of Supply to make adequate arrangements for the supply of engineering drawing instruments and good quality slide rules to students, and urges the Ministry to take immediate steps to prevent a serious shortage at the commencement of the new session in September.
2. That in order to render the work of the Engineering Committee more effective and to ensure that the actions of the student body shall be collective and urgent, each Engineering Faculty Society shall appoint a member to write a report of student activities and difficulties to the Committee once a term.

THE FUTURE OF SCIENCE

Engineers and Scientists, who together comprised over one quarter of Congress, joined forces for a session on "The Future of Science," led by Dr. Martin Ruhemann. The speaker stressed that the future of science was bound up with the future of the world, and would be decided by the energies put into the winning of the war. Science itself, whatever the views of individual scientists, was bound up with the cause of progress, and the first job of science after the war would be to hold up the march of death in the desert which is Europe. The greatest weapon of the scientist was organisation.

A resolution was adopted by the Commission as follows:—

"We, Science and Engineering students at the 1943 N.U.S. Congress, realising the importance of our subjects in the present battles and the great offensives to come, pledge ourselves to prepare, with all speed and to the best of our ability, to take our place in the fight. We realise that we have now as students and will have as scientists, a responsibility to society both in developing science and in seeing that science is used for the benefit of mankind, and consequently we must take an active part as citizens and not isolate ourselves from the society in which we live. Towards this end we believe that co-ordination and organisation are necessary and therefore we urge all science and engineering students to join the Association of Scientific Workers. Further we strongly support all measures, such as the proposed Central Scientific and Technical

Planning Board, that aim at planning science and engineering for the winning of the war, and in the interests of international restoration and progress after the war. We recognise the importance of the co-ordination of the supply of students and available scientific personnel with the demand for research and its application and therefore recommend that the functions of the Central Register be maintained and extended in order to carry this out."

ARCHITECTURE

"Our Commission," said F. S. Bolland, reporting to the final session of Congress, "has discussed our part in the war effort—a part that is now altering from one of service in our technical capacities on the wartime building programme to one of service in the Armed Forces. There is an understanding, greater than ever before, of what are the possibilities of a rich and full life. We are now concerned with how we can make these possibilities reality. We realise that our first task is to win the war, yet we are convinced of the necessity for **planning now**—by those of us who are able—for the peace.

"To this end we have at this Congress set up an International Committee of our Architectural Students Association, of such students of all nationalities now in Great Britain. We have the assistance of Poles, Czechs, Chinese, and architects from the Argentine and Uruguay, as well as correspondence with our friends the Russians and Americans. We propose to call an International Congress immediately after the war to pool our knowledge and to decide upon steps necessary to create buildings and towns worthy of that knowledge.

"We can have these healthy and beautiful towns, and we are ready to fight for them, just as strongly as we are ready to fight and are fighting now for a world when such will be possible."

The Commission passed the following resolution:—

"We, the Architectural Commission of this N.U.S. Congress, believe that the immediate task facing us is to play our part in bringing about the successful and speedy conclusion of the war. Since the practical part we have been playing in our technical capacity in architects' offices, etc., is drawing to a close due to the completion of the national wartime building programme—we believe that at the present moment those of us who are so directed can best contribute by service in the Armed Forces. In the meantime, however, we feel that so long as we are able to continue our studies we have an added responsibility to the community. The best way in which we can fulfil these obligations is by making the most use of our opportunities for study and at the same time, by taking an intelligent interest in the welfare of the community we have to stimulate, by every means possible, the realisation of the responsibility of students of other faculties and of the general public on reconstruction issues. **To this end, the students that remain in architectural schools must in addition to carrying on the fight against Fascism in any way they are able, devote themselves wholeheartedly to the problems of bringing about the conditions that will provide a physical environment worthy of the efforts of free mankind in this struggle.** This physical environment to life can only be fully achieved by the co-ordination of all aspects of informed opinion. In this we ask for the full co-operation of the other faculties. In this co-operative spirit we look forward to the spread of internationalism which is vital if we are to succeed in establishing the universal conditions compatible with the ideals of the Atlantic Charter. Finally we emphasise that though we are conscious of the needs of the future and the role we as architects and town planners will have to fill, we nevertheless believe that the destruction of the Fascist powers is the paramount task we have to face."

SOCIAL SCIENCE

The first topic discussed by the social scientists was the use of survey work in wartime. The session was opened by Miss Isabel Leslic, who outlined the method of interviewing used by the Government, and pointed out that academic training was valuable in enabling the interviewer to take an objective attitude, although preliminary experience of case work was also desirable. Mr. Derick Behrens described the work of Mass Observation and claimed that its method of recording actual conversations produced a more subtle estimate of public opinion.

The other main topic of the Commission was the work of social science students, and this was led by students. The following resolution indicates the unanimous opinion of the Commission:—

"This Congress Commission of Social Scientists has discussed the significance of their studies in a society at war, and how we students can contribute to victory. We have seen the growing importance of the social sciences at the present time when particular problems arise out of war conditions and when post-war reconstruction is being considered. **The purpose of the social sciences is the study and improvement of social well-being. This has a direct application to the war effort in such fields as industrial welfare and organisation, social survey and research and youth work.** We feel that an academic training is valuable preparation for this work. However, our present courses do not adequately fulfil the function of preparation. This is because they are not designed to meet social needs; they are not regarded as training for specific work. We believe that practical work and training should form an integral part of all University Social Science courses. Two remedies in particular can be adopted to bring about improvement in this respect:—

1. Local faculty committees should be set up to maintain contact with graduates and, more especially, to make closer relations with the staff; to such committees recommendations for desirable changes in the curriculum could be submitted and machinery to realise them could emerge. The committees should seek recognition by the department.
2. Information should be obtained from government departments, industrial concerns, educational authorities, and other bodies utilising social science, to ascertain what work is required to be done.

"These two remedies will ensure an efficient system of training social scientists in our universities and colleges.

"On the grounds that social science has a value for the war effort we feel that the call-up policy as it affects arts students (among whom we are included) is a short-sighted one, and support the N.U.S. resolution to this effect.

"We suggest that the Social Science Committee of N.U.S. should arrange for social scientists in every college and university to get under way a comprehensive survey of the social background and conditions of all students in their college or university.

"We feel bound (our first duty being study) to pursue our own work in the most vigorous possible way with a view to qualifying fully in the shortest possible time and that therefore a fourth term should be introduced during the summer vacation, with the qualifications mentioned in the N.U.S. pamphlet on that subject.

"Secondly, we must employ our leisure to the full in work of public service, particularly in those directions such as youth activities which offer useful experience relevant to our studies. All the time we must remember why we are at universities and colleges, make use of the facilities at our disposal and equip ourselves to do our full and appropriate share in the work of the community."

MEDICINE

The Medical Commission was organised by the British Medical Students Association, and at its first session Lt.-Gen. Hood of the R.A.M.C. gave a concise account of the work of the Corps. The main topic in the session on student problems was that of student health. "As medical students," reported Ivan Clout, Chairman of the B.M.S.A., "we are fairly well protected from the health point of view, but we feel that students of every faculty deserve equal consideration." A report was drawn up by students at the Welsh National College of Medicine, and the Commission in adopting this report felt that it should be studied by all students. The problem of student health was one which had long awaited practical attention, especially since students at present do not fall under any N.H.I. scheme, although they are in a low income group as a rule.

In the national scheme which the Commission wants to see, the following are the main characteristics:—

1. There should be a general improvement in such matters as diet, lodgings, etc. More hostels are needed, and provision for sports should be greater.
2. There should be a compulsory medical examination on entry into college, including X-ray examination of the chest. The results of this examination should not determine whether or not the students embark on their courses.
3. There should be a scheme for providing medical and dental treatment for all students, financed ideally by the university authorities but possibly in the first stages by contributions from students. It should of course be recognised that treatment is secondary in importance to the preventive measures indicated earlier.

"Some people think," went on Ivan Clout, "that if the Beveridge Report is implemented there will be no need for any scheme of student health provisions such as the Commission adopted. This is not the case. The Beveridge proposals do not cover preventive treatment or routine examination."

In a resolution approving the scheme, the Commission declared that it was "agreed that the University authorities themselves are primarily responsible for the maintenance and improvement of health amongst university students, and urged these authorities to consider the method of the application of a student health scheme at the earliest possible moment." An immediate campaign was proposed for all student organisations concerned, such as N.U.S., S.N.U.S., B.M.S.A. and British Dental Students Association.

THE SOCIAL ASPECT OF MEDICINE

Medicals and Social Scientists held a joint commission to discuss the social function of the doctor and the part which health services should play in the community. Two speakers, Dr. Russell Fraser and Dr. E. A. Gregg, approached the problems from different points of view, one stressing the need for a national health service, the other uttering doubt as to the dangers of control of the medical profession. After a full discussion the following resolution was passed:—

"In view of the fact that the fundamental task of both social and medical science is the betterment of the conditions of the community, this joint Commission feels that there is a great and urgent need for mutual co-operation between the members of these two faculties. In order to ensure that this co-operation shall be effective and profitable we feel that in future the training courses of the two faculties should be correlated and interrelated. We think that the two sciences can usefully co-operate at the present time to solve the

problems of wartime health, particularly those relating to tuberculosis and venereal disease, and also to show the social evils which have given rise to the war.

"We believe that the medical profession will be most useful if it is organised on a comprehensive basis in the absence of fee-paying. The principles of a free comprehensive medical service and a unified insurance scheme are embodied in the Beveridge Report. We urge the acceptance of that report and the setting up of a Ministry of Social Security to put it into effect."

PHARMACY

The Pharmacy Commission took its place at Congress for the first time this year, and, in the words of its Chairman, "has come to stay." At its first session Mr. W. G. Howells, President of the Pharmaceutical Society, spoke. After mentioning the fact that Britain was perhaps the only country in which pharmacists did not get commissions in their own profession in the Services, Mr. Howells went on to deal in some detail with pharmaceutical education. In discussion it was unanimously agreed that an apprenticeship in pharmacy is necessary and that the Pharmaceutical Society has failed in its duty in not enforcing the appendix to the articles of pupillage. A division of apprenticeship over the various branches of pharmacy was held to be desirable, and it was agreed that there should be compulsory refresher courses for apprentice masters. It was further agreed by a majority that apprenticeship should extend over a maximum period of two years, the most suitable time being between the intermediate and final examinations. The Commission in fact favoured the abolition of the Pharmaceutical Society's intermediate examination, and the substitution of the intermediate examination of a university qualified to give degrees in pharmacy.

The second session, under the leadership of Mr. H. N. Linstead, M.P., dealt with the post-war reconstruction of pharmacy. The speaker explained that the machine had largely replaced individual skill, and the old craft of pharmacy was disappearing. Commercialisation, placing dividends before the public service, was also a great threat, and he held that something should be done, possibly through the control of standards, about the position of proprietary medicine. In the future it was likely that voluntary hospitals would be absorbed by public institutions and in twenty years private medical practice would probably die out. The Ministry of Health might amalgamate many of the local health services, although the development of health centres and clinics would be very slow and there would be a tendency to use existing facilities. It was questionable however whether existing facilities could deal with the expanded services contemplated. Mr. Linstead suggested the setting up of a Pharmacy Commission to control the opening of new pharmacies.

In the third session Mr. H. S. Bean dealt at length with the path traversed by students, depending on which qualification was their aim, and stressed the value of proceeding to the higher qualifications and degrees in pharmacy. Over and over again they had proved themselves excellent jumping off grounds for occupations other than pure pharmacy. Mr. Bean then outlined the events leading up to the holding of the Pharmacy Commission at Congress.

It was unanimously resolved that a permanent Pharmacy Faculty Committee was wanted, within the N.U.S. The final resolution of the Commission was in the following terms:—

"We, delegates of the first Pharmacy Commission, wish to thank Congress and the N.U.S. for the help they have accorded us and to state briefly our policy. (1) To foster the furtherance of pharmacy as a scientific subject and to secure adequate recognition. (2) To co-ordinate the

services of pharmacy with medicine and the social sciences in securing an adequate health service as envisaged by the Beveridge Report. (3) To co-ordinate the various branches of pharmacy and pharmaceutical study."

EDUCATION

The Education Commission discussed the part of teachers in wartime, under the leadership of Mr. D. Johnston, Borough Road College, and the future of education, under the leadership of Mrs. E. V. Parker, National Union of Teachers. John Davey summed up the results of the Commission in the following words:—

"The Education students have heard how the men and women of education are playing their part in the world wide anti-Fascist struggle, and we have decided how we can best contribute to that final and complete victory which we recognise to be the first necessity to-day. **There are over 2000 teachers serving in the Forces and thousands more in every form of national service. We believe that alongside that fighting struggle, our contribution is also to be made in continuing the best possible education of the nation's children while victory is being won, and we pledge ourselves to that duty.**

"We believe that the democracy for which we fight begins in the schools. A part of the universal attack on the Fascist tyranny of mind and body is therefore the democratisation of our school system. To this end we make one primary demand—we are resolved that the injustices and inequalities of the present English educational systems, founded on class privileges, must go.

"We demand that the school-leaving age be raised to 15 immediately and that the new Education Bill guarantees us a school-leaving age of 16 within three years of our victory, bearing in mind the fact that the aim of democratic education is training for life, not the production of half-trained workers for employment. The Local Education Authorities must provide adequate nursery facilities for children under five. All children should attend a common primary school and later receive a secondary education in a multilateral school, where opportunities are adequate for transfer from one type of education to another. Recognising the place of religious instruction in the schools, and bearing in mind the well-being of the child, and the administrative difficulties of the system of dual control, we demand that the administration of education should be brought under the unified control of the Board of Education and Local Education Authorities only.

"To put into practice such a policy more and better-trained teachers will be required, and we urge that after victory enough teachers will be recruited from various walks of life, and given a longer and more democratic training. We recognise that it is our main immediate duty to make ourselves as fully-qualified as possible, and for this purpose we must improve and systematise our training colleges and departments, and bring them into close co-operation with the universities and other sections of the youth of the community.

"We know in education our answer to Fascism. Our contribution to the victory that has still to be won will be to put our knowledge and conviction into action."

Messages to Congress were received from Mr. R. A. Butler, President of the Board of Education; Viscount Cecil, Hon. President of the N.U.S.; Dr. E. Benes, President of the Czechoslovak Republic; Mr. Mikolajczyk, Polish Deputy Prime Minister; Mr. J. Hoste, Belgian Under-Secretary of State for Education; Dr. J. Slavik, Czechoslovak Minister of the Interior; Mr. K. Varvaressos, Greek Minister of Finance; Mr. G. Holkenstein, Netherlands Minister for Education; Mr. Trifunovitch, Yugoslav Minister of Education, and from the International Student Assembly, the United States Student Assembly, the National Student Federation of America, the students of Sweden, the Polish Students Association, the President of the Luxembourg Students Union, the Danish Council, the Free German League of Culture and the Free German Youth, the Federation of Indian Student Societies, and the Scottish National Union of Students.

Work Commissions

In the Work Commissions Congress got down to brass tacks, and discussed their own work in the most practical manner. Six special topics were chosen:—

1. **STUDY**, because this is the priority job of every student.
2. **SPARE TIME WAR WORK**, because most students have more spare time than many other people, which can be used for some constructive purpose.
3. **MILITARY TRAINING**, recognised as a responsibility of all men students for the duration of the war at least.
4. **SUMMER VACATION WORK**, because the need for extra hands on the land is at its greatest height just when many students are free to help.
5. **YOUTH WORK**, because students have very much in common with others of their own age, and can both help and learn from them.
6. **INTERNATIONALISM**, because our own experience has shown the importance of knowledge and understanding of students of other nations both now and in the future.

The actual work of these Commissions really began in the third Plenary Session when six students opened up before the Congress the main points for discussion under these separate headings. The reports that follow are taken from these opening addresses and from the final reports drawn up after the Commissions themselves had met.

STUDY.

Joyce Smith, in opening the Study Commission, first posed a question: "What do we mean by study, and what do we hope to achieve by it?" Most people, she thought, would agree that "the greatest value and perhaps the main function of study is the training of the critical faculties of the mind and the acquisition of techniques which are essential to research work, but which are also of immense value in the everyday activities of life. The urgency of the war situation, which has shown the obvious falsity of the argument that every man should do his own job and no other, has also produced a social consciousness in students which can only have enhanced the social value of the work that they are doing in the Universities.

"There is, however, still far too much stress upon the individual nature of study. Largely as a result of our competitive examination system, too, many students are concerned with acquiring a mass of facts which will push them ahead of their colleagues and give them an advantage when it comes to securing a good job. The real duty of the student is to ensure that not only shall he do well but that, by the pooling of ideas and knowledge, the whole of his class should be as well trained as possible through co-operative work and assistance.

"How can this communal effort be achieved? The speeding up of courses to meet wartime needs has necessitated a reorganisation of work and an excellent opportunity has been provided to introduce new methods. In some schools, the fourth term has been used almost exclusively for tutorial classes with members of the staff and in this way has done something to remedy the lack of contact between staff and students which exists, at least in some of the provincial Universities.

"Staff-student committees can be of great help in securing change in the methods of work in a faculty and they provide very useful machinery for

conveying student opinion to the staff. I would point out here that their success depends to a large extent upon the attitude of the students.

"Discussions led by the older and more experienced students can be of value in supplementing the work done on the official curriculum. The meetings of departmental societies invariably used to be the occasion for the reading of papers of purely academic interest. Recently there has been a tendency to use them also for discussing the wider aspects of the subject. We must encourage this tendency wherever possible.

"There is a two-fold problem before us. First it requires an attitude of the student to his own work and his function in society radically different from that he has held in the past. Secondly, it requires that wherever possible machinery should be set up to ensure that the problems and defects of the existing system should be speedily and effectively remedied."

Discussion on the points raised in this address was carried on in the Commission itself, which adopted the following resolution:

"We, the members of this Commission on Study, clearly recognising the overriding importance of the speedy and total military defeat of the Axis Powers, are determined to play our fullest part in achieving this end. As students, however, we believe that in carrying out efficiently and determinedly our prime duty of study, we are fitting ourselves to play an immediate and essential part in the war effort. In particular, whilst fully realising the problems of the man-power situation and our responsibilities in their solution, we are convinced that it would be for the benefit of the war effort and the winning of the peace that a small nucleus of the best students should be permitted to complete full courses in non-technical subjects.

"Recognising that students are privileged in having access to the means of fitting themselves to be of service to the community, we pledge ourselves to employ those means for that purpose and not for selfish self-advancement. We will use every endeavour to spread a general appreciation of the responsibility of students to the community in war and in peace.

"We urge the fullest co-operation between staff and students through staff-student committees to secure the best possible use of our time as students in the light of our responsibilities. We desire to see in particular the greatest use made, wherever practicable, of printed lecture notes, tutorials, seminars and tutorial methods in lecturing. We recognise that study calls for individual effort and initiative and that we ourselves can do much to overcome the wartime problems of staff shortage and the like. Co-operation between students of different years and of different courses in the pursuit of the common end is to be actively encouraged and every means used to break down the snobbishness and aloofness which hitherto have all too often prevailed.

"Finally, in order that we may achieve our purpose in the shortest possible time, we urge the immediate adoption of the Fourth Term to accelerate without shortening the contents of courses considered in the circumstances of each case wherever it is not already in operation, as one of the most important aspects of the student's contribution to victory. The greatest flexibility of organisation of curricula should be introduced to make the Fourth Term possible in individual circumstances."

SPARE TIME WAR WORK.

Kari Polanyi, at the plenary session on the student's work, first of all considered whether spare time war work was justified: "We often ask a student to do a job which does not require any special knowledge, a job which will not help

him to pass his exam., a job which is right off his normal time table and curriculum. Are we right in doing such work? Are we justified in asking other students to do such work?"

The speaker did not think that the question could be answered without "a brief attempt to place the position of the student in perspective." "We want," she said, "to live in a world where the road to life lies open to youth, where the possibility of war no longer clouds the future, where evils like Fascism, and the things which gave rise to it are no more. Yet we are all agreed that our hopes for the future cannot be realised until final victory is achieved. The criterion for us is therefore the need of the present situation. Are we being used so as to be of the maximum use to the country? Because the country needs trained doctors, scientists, engineers, teachers, etc., we remain at University—because we realise the seriousness of the manpower situation, we support a wise call-up policy in the universities—for the same reason we are ready to do war work in our spare time.

"The work we must consider falls into three main categories:—

- (1) Civil Defence Training which includes such things as wardening, first aid, fire fighting, ambulance driving, etc.
- (2) Work for which our training particularly fits us such as youth work, education and entertainment of troops, etc.
- (3) Unskilled work in factories, canteens, hospitals and on the land.

This last category is the largest and the most difficult, and work of this kind is unlimited and most valuable. I can see what my own college has contributed to the war effort in Cambridge, by keeping two machines continually running by working them during the night shift. We can provide one of the few mobile labour forces in the country."

Finally, Kari Polanyi asked: "What about the argument that there isn't time? Students don't work more than 8-9 hours per day. There must be some relaxation from brainwork. The relaxation is your war work. It takes the place not of study, but of the pictures, coffee, long evening walks. Of course, turning a handle in a factory or washing dishes in a British Restaurant is not complete relaxation . . . not my idea of relaxation, anyway. But we don't want to relax. I don't think that this is the time to relax."

In the Commission itself a great deal of information was given on the varied types of war work at present being undertaken by students. The Commission drew these together and also discussed some of the problems met with in organising Union schemes. Its first conclusion was that spare time war work should be compulsory where a voluntary system cannot share out the work reasonably equally. For most universities the compulsory minimum amount lies between 2 and 4 hours per week and this was considered reasonable. The Committee then considered the three main types of war work.

1. Civil Defence.

Every student should attend some first aid, home nursing and anti-gas course and should gain the certificate qualification. Students should serve in one of the emergency squads such as for ambulance work, telephone duty, etc. Fire watching should be counted as war work only where it prevents the student from doing any other work, and here piece work can often be done.

2. War work using the special qualifications of students.

Technical students have on the whole a heavier time table than non-technical students and also find it difficult to find suitable work. Pharmacists in Nottingham have worked night shifts in chemist laboratories. Medical students have assisted

in hospitals, and might give lectures on hygiene and first aid. Geographers have helped in the teaching of map-reading to Home Guard and Girls Training Corps. Agricultural students have been used for crop disease testing and for work other than unskilled labouring.

For non-technical students there is greater scope. Many universities have invited members of the forces to dances, socials, and rhythm clubs as well as to debates, meetings, and discussion groups. Others have sent out lecturers, brains trusts and entertainment shows. Language faculties and societies have invited soldiers of the appropriate nationality to their meetings. Such contact with the forces should be encouraged and arrangements should be made through the education officer. In youth clubs students should make available to the youth of our towns any special knowledge, whether of music, handicraft, physical training or general knowledge of problems affecting us all. It was stressed that such work must only be done by students who understand that they go to work together with the youth in the clubs in tackling common problems.

3. Unskilled work.

Such work is done not to save the conscience of the student but because it contributes directly to the war effort. Students form a mobile labour squad which is free to do jobs which no other category of worker has time to do. Work is done regularly by students in factories, canteens, hospitals, British Restaurants and on allotments. Blood donations should be encouraged.

Certain difficulties have arisen and the Commission suggested:—

Apathy in colleges should be met by constant explanation of the necessity and results of spare time war work, coupled with personal examples of hard work and efficient organisation.

Lack of co-operation by local authorities and factories is often due to the behaviour of students, and can and has been broken down by students proving that they are responsible people.

Where some workers are paid and others not, wages should be pooled and shared equally.

Where college authorities refuse permission to their students to do spare time war work the N.U.S. should be asked to approach these authorities.

MILITARY TRAINING.

The Chairman of the Commission on military training, Leonard Minkes, outlined its main problems in the following terms:—

“There are, I think, two things for which military training in the universities must fit students. The first is to fit them to be capable soldiers, capable officers, when finally they do go into the army. The second is that they may be of some use in defending this country when the regular armies of the United Nations go into Europe for a Second Front.

“There is no need for me to say very much about the need to take this military training seriously, or to talk very much about the disastrous effects of Fascism on the peoples of Europe. Those here who have come to this country from Europe and those who, like myself, have members of their family in Poland, don't need to be told about the horrors of Fascism.

“It is true that we must get on with our military training as quickly and efficiently as possible. But it is equally true that we must be very seriously concerned about the degree of efficiency on the staff side of the university as well as

among the students. I think it is true to say that students have reacted very well to military training, and that most of the improvement now must come from the staff. Since we are mainly going to produce officers, we must produce the intelligent type of soldier who will be capable not only of drilling a squad, or of watching them drill, but also of leading such groups as A.B.C.A. in the regiments, and to that end we might begin while still in our university training groups some form of preliminary education designed to enable us to lead these groups when we do go into the Army, Air Force or Navy.

"A great many of these improvements can't be brought about yet because the necessary machinery for putting them into operation does not exist, but the existence of a Staff-Student S.T.C. Committee in Manchester has succeeded in so arranging the training that the necessary amount of work can be done, and students can also have some free time just before their examinations for their academic work.

"While I make as my main point the need for doing this training and doing it well, there is another point in the relation of our work as students to our military training. I think the main thing to do is to set up these staff-student committees to contact various universities in order to standardise both the type of training and the time devoted to it in the various universities throughout the country."

In the Commission itself there was a fine appreciation of the urgency of the situation. This Commission wanted an intelligent attitude and wished to make quite clear the value of staff-student S.T.C. Committees. It stressed the need to establish unity of training in universities. The Commission urged that the N.U.S. should investigate the content of military training with a view to obtaining a uniformity in all units particularly with regard to hours of training. Bearing in mind the valuable part played by Chinese and Russian women, it felt that some organisation along the lines of the G.T.C. should be introduced into the universities, in order to fit women for technical duties. It recommended A.B.C.A. groups to be introduced in most places, these to take the place of a parade and not form an extra duty. There should be uniformity of training for science students; where they are going into industry they should have Home Guard training, but others should have S.T.C. training. There should be closer co-operation between the Home Guard in the town and the University S.T.C. so that these military units can be used for defending the country. With regard to medical and dental students it was felt that clinical students will be of greater value to the war effort in their own field, and should therefore be exempt from military training provided that as pre-clinical students they have had some training which would help them if they are going into the R.A.M.C.

SUMMER VACATION.

Freda Leben, who opened the discussion on summer vacation work, drew a contrast between peace and war. "The summer vacation," she said, "in peace time was considered the student's privilege—a time which he could devote to free thought and travel. In wartime the student summer vacation, which varies from 9 weeks to 3 months in length, cannot be looked upon as a leisure period in our education.

"Indeed it is up to us as students to show that voluntarily we are willing to give up our summer vacation, to do our utmost to further the war effort. The first and main scheme of summer vacation work is in agriculture. The increasing shortage of labour for work on the land, which reaches a climax during the harvest months, has lately been stressed to the general public by Mr. Hudson, Minister of Agriculture, and recently at a meeting held in London at the People's Palace

it was agreed that all workers should devote at least part of their summer holiday, often only 7 days, to working on the land and helping to get in the harvest.

"In this sphere of agriculture students can indeed play a practical and objective part in a contribution to victory. It is hoped that students will realise their importance in this work and that each student will endeavour to devote at least one month of his three months' vacation to agriculture.

"From the mistakes of last year we can learn how to improve the running of the farm camps. I would like to stress especially the importance of students arriving at the right camp allotted to them at the right time. There is an urgent need for cooks and camp organisers. The first of these it is hoped will be provided from domestic science college students, who, as well as providing scientific knowledge and method to the catering problem, will gain considerable practical experience. Camp organisers and camp committees will be set up to organise the social activities of the camps, and act in an official advisory capacity for any problems arising. Students will be paid at the unskilled agricultural rates on either a weekly or piece rate basis. Finally, it must be realised that although the enjoyment of the social side of the camps is great, the harvesting scheme is not intended to be a summer holiday with pay, but a voluntary realisation by students of the great contribution that their hard work on the land will give to their country.

"There are other schemes too. Last summer nearly 2000 students were placed in industry through the Ministry of Labour. Students mostly did unskilled work and were paid the unskilled labour rates. Jobs utilising specialised training, such as engineering and science, were more difficult to obtain for a short period and were mostly obtained through college lecturers. Students requiring industrial work in the vacation must be prepared therefore to do an unskilled but essential job, rather than hope to use their specialised knowledge for such a short period as three months.

"The position of aliens who wish to be employed in industry is more complicated. The Ministry of Labour have stated that aliens may not be employed in munitions factories without a permit. This takes time to obtain and is not worth obtaining for a short period. Aliens can work in other factories if the employer is willing to employ them. It is therefore suggested that alien students shall give their co-operation to the agricultural scheme.

"In addition, during the summer vacation of 1942, a number of education students did voluntary work in nursery schools, day nurseries and play centres in order to relieve teachers in the holiday period. This year the N.U.S. is hoping to extend their scheme of organising students to work in schools in the summer vacation.

"Entertainment of war workers and members of the Forces is also a possibility. Last summer a small but enthusiastic group of students toured units of the forces around Manchester with a popular variety show. The work is voluntary and is to be encouraged where the talent is available! These are best arranged regionally with the aid of War Emergency Entertainment Committees and Army Entertainment Officers."

In the Commission discussion, most attention was given to farm work and its problems. "We are anxious," said its members, "to make a practical contribution to the speedy and victorious conclusion of the war by a full and conscientious utilisation of our vacation. In this connection we recognise agriculture as being of primary importance. We consider that every student in Britain will this year be able to carry out vacation war work. In colleges or faculties where no fourth term is organised the students will have even greater responsibility than in past years and where there is a fourth term there will still be opportunities for three or four weeks' work on the land or in industry.

"We realise the particular suitability of some students for work in industry and education, but we urge that in order to obtain the maximum amount of labour on the land, the utmost publicity should be given for this kind of work amongst students in their college unions.

"We are fully aware of the need for efficiency in the work that we are to be prepared to do on the land, and in order to make the life in the camps as useful and pleasant as possible, all practical steps should be taken for this end. In order to cope with these difficulties we suggest:

- (1) That as far as possible a standardisation of wages and conditions is decided upon.
- (2) That a draft statement should be drawn up in which the principles and policy in the organisation of the camp should be outlined.
- (3) That the position of students in relation to any insurance scheme shall be clearly stated.
- (4) That close co-operation with the various W.A.E.C.'s is necessary to ensure adequate distribution of labour, and to settle wage and accommodation disputes.
- (5) That a list should be drawn up of camps in prohibited areas for the convenience of alien students wishing to work on the land.
- (6) That as far as possible the catering and organising problems of the camps shall be allotted to specific students."

YOUTH—Conditions and Problems.

The Youth Commission had two tasks. First it had to learn facts, then decide what work should be done. Some of the facts were given by Margaret Petrie in her speech at the Plenary Session.

"As a nation," she said, "Great Britain has not got a good record where work for youth is concerned. I wonder if you realise that 70 per cent. of those entering employment in any one year have left school at the age of 14; that more than 90 per cent. have left school by 16. Consider for a moment the human meaning of leaving school at 14. Remember yourselves at 14. We were just starting our serious education; we were just beginning to wake up to the life around us. Seventy per cent. of our children are thrown out on to the employment market and into industry at that age, and their lot is not made any easier by the competitive nature of the system. In an attempt to meet the needs of these young people the national youth movement has been encouraged through Local Education Committees; and youth clubs, pre-service units, etc., are being provided. This work is much needed, and is still in its preliminary stages."

The work of students in youth organisations was described by Margaret Petrie from the results of an experiment carried out by students of the London School of Economics. "We got into touch with the local Education Committee. The clubs we worked in, therefore, were in general initiated under the State scheme. We have now, however, spread out among other clubs, religious and co-operative, etc. The subjects we talk on are mostly relating to our own sphere. My own subjects, for instance, are post-war planning and the position of women in public life. So I have spoken at discussions on such subjects as 'Shall I get my Job back after the War' and 'The Status of Women.'

"It came to us as rather a shock to discover that quite apart from the level of intelligence and interest, in the main youth has not been taught to think for itself at all, let alone to criticise. There is not any idea of the meaning of democracy in practice. In cases where they have begun to think they feel useless and frustrated. It shows up our democratic educational system very badly. Youth wants

to feel that there is something for it to do. Out on the streets there is nothing, but in the youth clubs everybody is somebody, and you do begin to feel that you have got a place, and that a real democracy can be built up.

"Where do we as students come in? First of all, I think students come in because we are young and are part of the youth. Secondly, we must realise the great privileges we have as students, and that these privileges carry with them responsibilities. Thirdly, we should support any movement which is endeavouring to be of some service to youth, to start more youth clubs, and to find something for children to do when the schools are shut. Fourthly, the most important thing is for us to act right now. Where and how are we going to start?"

"One thing, I would stress, however, is the importance of the attitude in which we join the youth movement of the country. We must go into the youth movement just because we are part of youth to share what we have with youth. We must never think that we have to 'go down' to the level of the Club. We may be different in outlook and interest it is true, but we can learn as much from the Clubs as we are able to teach them; probably more.

"There are in my opinion three things which can happen to the youth movement in this country in the next few years, it can fizzle out, though that would be absolutely disastrous because it is a really valuable thing. It might get into the hands of an unscrupulous government which could easily turn the whole thing Fascist; or it can become one of the most positive contributions of the twentieth century to real democracy. I do think it is up to us as students to see that this last alternative does really happen."

The Youth Commission began with a discussion on the youth movement as it exists now, the function of the youth clubs, pre-service units, voluntary organisations and youth councils. There was a general feeling that here was a beginning on which to base a real youth movement in this country, and from which to build up a democratic organisation to which youth feels it has a responsibility. This movement should include political, social and religious youth organisations who would each have their own part to play in it.

The Commission also felt that there were certain immediate demands of youth:

- (1) Hours of work should not be more than the optimum for efficient production. These are now often exceeded.
- (2) Wages should be adequate to cover the cost of living. Lower wages should not be the result of shorter hours.
- (3) Conditions of work should include adequate ventilation and sanitation.
- (4) Medical treatment should be provided—including a thorough examination before entry and a yearly one subsequently. First aid facilities should be improved.
- (5) Facilities for meals should be adequate, and there should be more welfare officers and factory inspectors.
- (6) New entrants should be properly trained in the use of machinery and tools, and the importance of their job in the war effort should be explained and stressed. Adequate and proper apprenticeship schemes should be evolved.
- (7) Educational facilities should be provided, and Trade Unions encouraged to set up youth groups in the factories.

Underlying the whole discussion on the students' part in the youth movement was the conviction that there should be no feeling of superiority, and that the

students should join in the youth movement on a basis of real equality. In discussing how to help to build a democratic and live youth movement in this country, the first problem that arose was ignorance about the conditions and problems of youth. Here the Commission emphasised the necessity of finding out what these conditions are, and made two practical suggestions:

- (1) That Youth Schools should be organised.
- (2) That the N.U.S. should circulate the report of the L.S.E. experiment when it is published.

The Commission felt that students through their Unions should first of all enter into relations with other local youth organisations, and secure recognition from the local youth council. They should join or take the initiative in forming local organisations into a general Youth Committee. They should take the initiative in tackling local youth problems in the field of recreation and education. They should point out the needs—mental and physical—of youth, and take steps to fulfil these needs and promote national and international co-operation among youth.

INTERNATIONALISM.

John Hawkings, who introduced the Commission on internationalism, showed first of all its growth during the war.

"In the middle of war," he said, "and on the threshold of major and decisive battles, the spirit of internationalism is at last becoming in reality a mighty weapon and guarantor for the future. This is no accident. Forced by the immediate threat of Fascist occupation and oppression, faced by the would-be purveyors of the New Order of slavery to the Herrenvolk, nations are realising in practice what they so often eclipsed and denied in earlier years.

"On all sides we can see signs of growing international unity. From the government viewpoint it is reflected in the alliance of 30 nations committed to the unconditional surrender of the greatest enemy of progress. Among the population generally there is an awakening interest. Knowledge and understanding of other countries, which in some cases was hidden or distorted before the war, is becoming widespread. Films, exhibitions, the B.B.C., are all contributing to this requirement, and since knowledge breeds understanding and understanding breeds co-operation, this is a fact which bodes well for the future.

"The student movement has always had, and will I hope continue to have, very fine traditions of internationalism. By the very nature of their work, by the international values of knowledge and culture, by their greater contact with students of other countries, students have come to realise at an early stage that international co-operation can be not only a desirable dream but a feasible reality. The student movement thus has these traditions because there is a very real community of interest between students of all countries all over the world. There is, in fact, a basis for this internationalism in reality.

"Similarly the recent growth of internationalism among the people as a whole, and especially among youth, is precisely because the basis for it has now become the central issue of the day clear for all to see. That basis is the crushing of Fascism, the hated enemy of all peoples everywhere.

"But does this mean that when Fascism is destroyed the basis for agreement will disappear? On the contrary, the lesson to be learnt is that internationalism must have as its basis the essentially common interests of all ordinary people of whatever country they may be."

After its discussions, the Commission reported as follows:—

“This Commission believes that the closest ties and co-operation between nations are essential for progress and can be achieved in practice because the interests of the overwhelming masses of people in all countries coincide. We hate and loathe Fascism and to-day internationalism must be expressed in unity against its threat. The alliance of the United Nations is an expression of this unity and must be strengthened to the utmost, giving full unity in strategy for the defeat and unconditional surrender of Fascist Germany. This alliance must be continued into the peace; and through the Atlantic Charter and the 20 years Treaty with Soviet Russia will form the basis of internationalism in the future.

“The fundamental principle must be the right of all nations to determine their own form of government allowing the fullest development of their own national life. It is essential that this principle be applied to India both in the interests of mobilisation for war and in the interests of co-operation in the future.

“Similarly, if internationalism in the future is to succeed, close economic collaboration to ensure improvement and equalisation of labour and living standards in all countries is essential.

“Knowledge and understanding of the peoples and ways of life of other countries and appreciation of their contribution to the common cause must be more widespread, and vile and pernicious views such as anti-Semitism, and to a slightly lesser degree colour discrimination and Vansittartism, which aid the Fascist and destroy internationalism, must be exposed and attacked.

“To bring relief to those Jews and others who are threatened with mass extermination by the Nazis we urge that the Government grant refugees admission to the territories under the United Nations. We also demand that those anti-Fascists still confined in the prison camps of North Africa, now under Allied control, for their part in the war in Spain be immediately released.

“Finally, so that we may best contribute to and aid the tremendous struggle being carried on by our Allies in occupied countries we are convinced that offensive action in Western Europe is immediately necessary.

“In order to achieve these aims and to spread internationalism in the Universities we propose the following steps be taken:

- (1) All international work in the universities must be of an anti-Fascist character and without such a character will be of no value.
- (2) That regular meetings be held both on problems of international co-operation and on the way of life and characteristics of other countries.
- (3) That more contact between students of all countries is necessary and can be achieved both by correspondence and by exchange of delegations.
- (4) That the student movement nationally, through the N.U.S. and the I.C.S. must co-operate with youth and play a full part in the work of the World Youth Council; and that Universities in the localities together with local youth fully take up the activities of the World Youth Council.
- (5) That in order to put this into practice the work be organised by a committee set up by the University Unions and S.R.C.s, having Union status and being affiliated to the International Council of Students.”

RESOLUTION ADOPTED AT THE FINAL SESSION

We, 1000 students at the 1943 Congress of N.U.S., have come together to review and develop the work of students for hastening victory. We are vividly aware of the sufferings of the peoples of Europe under Axis occupation, and we know how the unlimited bestiality of Nazi terror has degraded intellectual life. We therefore resolve to spare no effort in bringing about the complete destruction of our common enemy. In our own interests also we cannot allow the war to drag on year after year. We are eager to join with the youth of Europe who even now are opening the final offensive. We declare ourselves ready to play our part in an immediate invasion of Western Europe which will completely crush the German armies.

Fascism is not the attribute of one nation alone, and it is our duty to be vigilant against any appearance of it in our own country. We are utterly opposed to the pernicious and unscientific race theory of anti-Semitism. We know it to be a Fascist weapon for deliberately strengthening latent prejudice to deceive the people into support of the full Fascist ideology. Student organisations must therefore combat anti-Semitism actively, both by providing facts about the Jewish people and the menace of false race propaganda, and by taking direct action against those individuals guilty of repeated anti-Semitic activities. The Government also should actively work to eliminate racial prejudice and undertake a campaign of public education on this matter. Jewish refugees from Nazi persecution should be readily allowed into British territory.

The defeat of Hitlerite Germany is the first essential step towards our new society, but confidence in our future greatly increases our strength in the struggle to-day. That society must be able to use and develop all resources for the people as a whole, and no sectional interest must be allowed to stand in the way. We must not return to the conditions of pre-war years of hopeless unemployment but must plan to use all our man-power in peace as well as in war. We stand by the principles of the Beveridge Report. We urge the Government immediately to guarantee that it will be fully implemented and thus equip the whole of Britain with confidence to fight more strongly. In the field of education we stand for equality of opportunity, free access to education for all, a spirit of social responsibility and full international co-operation.

We welcome the Atlantic Charter and the Anglo-Soviet Treaty as a basis for the continued and extended co-operation of the United Nations at the end of the war. The practical application of the Atlantic Charter, and especially of the clauses on economic and social security, is the only sure foundation of real peace. In the light of this, and believing that the great strength of India and the Indian people should be fully mobilised against aggression we urge the Government to re-open negotiations with the leaders of Indian opinion. The representatives of the National Congress should be allowed to discuss with other political leaders so that they can put forward an agreed policy on India's contribution to victory and her future political organisation.

The essential prerequisite for the re-establishment of the German people as a civilised nation is the destruction of the Nazi armies and political system. Those responsible for the atrocities committed on the people of Europe must be brought to judgment. This condition being satisfied, we believe that there should be no antagonism against the Germans as a people, but that every help should be extended to them so that they themselves may build a society in which Fascism cannot arise.

What letters I love, Kai.

Our own share in the great struggle for victory consists in hard and consistent work to qualify for full service in the forces, science, medicine, education and other spheres. In our most important field of work we must achieve the greatest possible efficiency. We believe that the close co-operation of staff and students is essential to bring this about, both in study and in military training. Methods of teaching must also be drastically improved, and the organisation of military training placed on a common basis. For the speedier production of qualified graduates we urge the establishment of a fourth term in the summer vacation. We believe that the non-technical faculties if re-organised for the purpose have a contribution to make to the immediate war effort. For this, as well as for the needs of the post-war situation, we hold that a small number of male students should be specially selected on the basis of their abilities to train in these faculties. We recognise, however, the immense gravity of the man-power situation and we will redouble our efforts to ensure the most useful employment of our leisure time. Where there is a great shortage of part-time workers we believe that compulsory systems of war service organised by the unions are justified. In view of the country's need for an abundant harvest we especially emphasise the duty of students to work on the land this summer.

In all our work we desire to maintain the closest contact with other organisations of youth. As students we have the especial responsibility of helping to improve the industrial conditions and leisure facilities of others of our generation. We believe that through a united and democratic youth movement our contribution to the victory and the peace will be most effective.

Our international ideals must be translated into everyday practical action, and the opportunities presented to us by the presence in this country of representatives from so many others must be fully grasped.

On the foundation of this programme of work we call on all students to prove themselves worthy fighters for their inheritance of freedom.

(Adopted by 775 to 1 with 29 abstentions.)

MESSAGE TO THE YOUTH AND STUDENTS OF THE WORLD

"This Annual Congress of the National Union of Students, met to strengthen the contribution of students in the struggle for complete victory, sends its greetings to youth and students throughout the world.

"We greet all youth fighting and working against the Axis Powers. Young people of America, we welcome the fighting call of the International Student Assembly. Youth of the Soviet Union, we are inspired to further effort by your glorious example. Students of China, you have shown us how to work and fight against tremendous odds.

"To the youth and students of occupied Europe, we send a message from our hearts. You strike courageously at the invader day by day despite the terror and starvation forced on you by the Nazis. Our help to you is increasing, but we shall not rest until we fight side by side, to drive the Fascist armies from the soil of Europe.

"To the students of the British Dominions we send a call for still closer co-operation, in war and in peace. Indian students, with you, we eagerly desire full association on an equal and free basis.

"We say to the youth of Germany, Italy and their satellites: We are determined to crush Fascism completely. Those who stand in our way must be destroyed. We call on you to join with us in this task. Rise and fight Fascist oppression!

"Youth and Students of the World! With you we have common ideals and a common duty. With you we will exert all efforts to speed victory."