

50

YEARS



**The story to  
be told...**

The Story concerns an international organization, World University Service, and those who, since 1920, have worked for that organization. It attempts to trace the major events of those 50 years as seen by writers in 1970 and as seen by those who worked in and for the organization during this period.

The International Secretariat was assisted in the preparation of this Report by Dr. Shantilal Sarupria who undertook special research and writing.

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**...and where it took  
place**

**13, rue Calvin, Geneva**



Dr. I. H. Qureshi  
International WUS, Chairman.

Over 50 years WUS has striven to build true fellowship, solidarity, and co-operation between and among university men and women the world over. By this means WUS has endeavoured to provide social justice and peace. The task is by no means finished; it is becoming increasingly complex and will continue to tax man's ingenuity and his willpower.

The very special situations which we face in 1970, notably the growing responsibility of the university community to the society it serves, offer us an opportune moment in time for reflection on our own past in WUS and for consideration of our future role at this unique moment.

Unique because it is a moment of overwhelming change in which WUS will play a major part. The principles for which WUS stands and the programmes which it undertakes have always shone as examples of lessening the gaps between the university and society and between university and university.

We must and we shall be in the vanguard of that movement which will change the concepts and attitudes of men and women to ensure those very aims which our predecessors and we so value; for co-operation and understanding between nations and races, for justice and for peace.

I. H. Qureshi



S. Chidambaranathan,  
International WUS, General Secretary.

Fifty years of WUS history may well reflect fifty years of the history of the University. One is tempted to say: "As with the University, so with WUS." Though oversimplified, this is still largely true.

The University is by origin and nature a universal institution—and so has WUS strived to be. WUS was born during a crisis in human history, in 1920, when the call of the hour was for justice and peace. 50 years have rolled by and we are still far away from our cherished goal.

But the intervening years have not been without hope. There has been a greater comprehension of the problems that we face and a growing will to solve them. And the University has played a key role in this change of attitudes. For ultimately it is in the minds of men that the seeds of survival or destruction, the achievements or the failures of the human race, are born.

Today the University itself is going through a crisis. A crisis from which it will no doubt emerge with a clearer focus of its own role and function in a changing world.

And thus it is with WUS. Its goals have always been clear. University solidarity and international co-operation in achieving justice, and peace. But the focus of its "action" has changed to mirror the evolving situation. If the 1920s and 30s were noted for relief, the 40s and 50s were noted for service. The 60s may well have paved the way for WUS involvement in the wider issues of Development. The University is viewing its role in terms of the wider society and so in WUS we seek a similar role.

We reflect on WUS' history to derive strength for the tasks that are ahead. They are complex and vast, but given the will to forge ahead, we may yet achieve, jointly, the elusive goal we set ourselves when we were born.

S. Chidambaranathan

Every crisis in the history of mankind has given rise to a new process of questioning—a desperate desire to seek permanent solutions that “this would not happen again... The efforts might appear delusive in the sense that mankind continues to live in an unending state of crises. Yet we have lived through the crisis. And that gives hope, and that has essentially been the basis of all humanitarian endeavour. A defying spirit that challenge must be met. We grow wiser with every crisis... and that perhaps provides the only hope for the survival of mankind.

WUS, today, marks its 50th Anniversary. We recount the fifty years of dedicated service to the university world—50 years of a corporate enterprise of students, teachers and administrators, of “help to help themselves”. To an observer, over the 50 year period, WUS may appear to be primarily concerned with strengthening the material base of the University, in the form of student relief and rehabilitation in earlier years and student welfare projects in the latter years. There is a certain amount of truth in this statement. But this was so basically because the occasion demanded it.

We are proud of our achievements, and rightfully so. We leave this side of the story to narrate itself at a later stage when we talk of our projects, the living examples of our achievements spread all over the world. What has been in all our hearts is something much more fundamental and goes much deeper — the process of creating an international university, willing and equipped to play its true social role of building up “a partnership in justice, peace and understanding”, a term used by the late President of the Indian Republic and former International Chairman of WUS, Dr. Zakir Husain. And it has involved a constant researching, questioning and reseeking of new values, new ideas and new dimensions for the university in a changing world. We certainly do not claim that WUS has always been able to lead, or even to instigate change in the university milieu. Nor is it true to say that WUS always found solutions when none existed.

However, our efforts in the process of researching, questioning and reformulation have always been directed towards that end. And this explains why WUS, which originated as an ad-hoc agency for the limited purpose of meeting the requirements of university relief and rehabilitation in the wake of the horrors of the First World War, became a permanent movement encompassing the whole democratic world today.

The essential link between the immediate and long-term answers was clearly seen in the very early years. We can try to go on providing for relief and rehabilitation whenever there is a war or a similar human tragedy. But it will be a futile exercise if we close our eyes to the causes that gave birth to man-made suffering and the inhumanity of man to man.

We are not at the end of our journey, and perhaps we shall never be. This is precisely because we continue to operate in a changing world. It indicates why WUS is relevant today, in the 1970's, and beyond.

It is with this spirit that we mark the 50th Anniversary of WUS. We recount history not so much to enumerate WUS' achievements, important as they are, but to derive strength for the tasks ahead; at the moment focussing ourselves on the 1970s. We are angry at the world, as it is today. Our ideal is the true integration of the university into society which surrounds it. Our effort is towards making the university a vital international force for world development. On the eve of our 50th Anniversary, we are striving again to evolve a proper strategy for action to these ends.

This is how our story begins...

## European student relief

Years later recalling the birth of ESR at a meeting of the World Student Christian Federation (WSCF) in St. Beatenberg, Switzerland. Dr. Tissington Tatlow (Chairman, 1923-1936) thus recalled the day, 7th August, 1920:

“I remember so well that funny little schoolroom at St. Beatenberg.

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The following abbreviations are used for different names, by which WUS was known, during the different periods:

- i) ESR = European Student Relief (1920-1926).
- ii) ISS = International Student Service (1926-1939).
- iii) ESRF/WSR = European Student Relief Fund/World Student Relief (1939-1950); ISS continued to function but as its co-ordinating body.
- iv) WUS = World University Service 1950.

Ruth Rouse, Conrad Hoffmann and Mikec Odön at the 1923 Parád Conference. Ruth Rouse, the travelling secretary of the WSCF, in 1920 was instrumental in establishing ESR. Conrad Hoffmann was then General Secretary of the WSCF and became, in effect, the first Chairman of ESR.



"At Parád of a sudden, there was crystallization in the form of world-wide student fellowship—We are one..."



"... the greatest student self-help enterprise in Europe. A student township of 10 hostels, accommodations for 750 students, and all built by the students themselves." The Letna Colony.



We ... were crowded into it discussing the Federation (WSCF), when some people got up and reminded us that we were dealing with questions which would seem highly theoretical, while ignoring the fact that famine, disease and death were stalking abroad in Central and Eastern Europe. Now these words we could all understand—Famine, Disease and Death—and it was not long before a small committee was appointed which was the forerunner of International Student Service."

It was thus the call for action in the face of the destruction wrought by the First World War that gave birth to ESR.

The initiative to organise ESR had come from Ruth Rouse a travelling secretary of the WSCF, and her secretary, Eleanora Iredale. While travelling across Austria to assess the extent of war damage to the universities there, they were appalled by what they called "the nearest thing to hell". Ruth Rouse, writing in 1925, was still haunted by what she saw in February 1920:

"Despair, suicide, one meal a day or less, no underclothing, broken shoes in the winter slush, sleeping in restaurants or lavatories, all these things the commonplace of life among 15,000 men and women in the universities and colleges of Vienna, 1,400 of whom were women; and over it all, hanging like a pall, the feeling that nobody cares."

Ruth Rouse narrates the story of ESR in her two books, "Rebuilding Europe", 1925; and, "The World's Student Christian Federation", 1948. She remained an active ESR/ISS worker until 1940.

The ESR programme was initially worked out for 19 European countries. Very soon field staff were appointed in all these countries, and a co-ordinating secretariat established in Geneva, with Conrad Hoffmann as the General Secretary. Hoffmann remained a moving force behind the five-year work of ESR, and he led the transformation of ESR into a permanent and autonomous body, ISS, in 1926 before retiring in 1927. And

as the needs of relief and rehabilitation emerged elsewhere, the ESR operations were extended to other areas, particularly to the Far East.

The August 1920 resolution, defining the scope of ESR operations, specified the following types of relief:

- i) Objects such as food, clothing, fuel, books and other necessary student supplies;
- ii) Provision for housing of students including not only lodgings, but also properly heated and lighted rooms for study;
- iii) Medical aid;
- iv) Necessary training, equipment and facilities for promoting self-help; and
- v) Help in repatriating students."

The most significant aspect of ESR operations, however, was their emphasis on the concept of "help to self-help", which to this day remains the keynote of WUS' programme. The ground rules laid down for the conduct of ESR work provided that:

- "a) Every relief scheme will be, as far as possible, on sound economic lines, no student being helped without most careful examination of his financial and other needs; self-help will in every possible way be encouraged;
- b) Co-operation with existing agencies:
  - i) without endangering the principle of self-help, and
  - ii) without losing sight of the importance of developing human personal contacts.
- c) Relief will be administered impartially, without regard to race, nationality, creed or any other criterion than proven need."

The Parád Conference of ESR workers (1923) attempted a detailed analysis of the concept of self-help and evolved various techniques, grouped under:

- i) individual self-help, involving material self-help and job opportunity; and

## The Parád Conference

An extract from "Vox Studentium" 1923 written by one of the participants.

"Thirty-two nations: one hundred and thirty two different opinions.

Interpretation into three languages: "Beg pardon, but was I speaking German or English?"

Beautiful international friendship. China walks with Portugal, Chile with Germany. Still more wonderful, here are Jews with Hungarians, or Russians conversing with Ukrainians.

A Turkish girl without her veil.

A beautiful unanimity toward the last, spite of all the wordy wrestlings in six different commissions, where all the unsolved problems of the world came up for settlement:

The Jews; the minorities; the occupied areas; what is a refugee?

Volley ball with all the world participating.

A concert: each delegation sings its national hymn.

What the Japanese delegate sang was mournful enough, not to mention the sour note "corn" in that old classic "song of the cities" sung by the American delegation.

And then that last evening: The proper number of speeches of thanks, addressed to the Federation, to the Hungarians, to Mr. Legate and Mr. Hoffmann, and some business in the adoption of the report of the Findings Committee.

Then one of the Hungarians made a beautiful speech, with an equally beautiful interpretation by Donald Grant. One line stands out in memory "It is still dark in Europe; we must light many fires like Parád, enclose them in our hearts, and wait for the morning."

Surely that fine word should be the last! No, ... a little conference in the German delegation, and their leader, a fine, dark-haired chap, rose to speak: "There is only one word left to say. I want to thank M. Moersch for all that he has been to this conference", and he stepped up and shook hands with the French delegate.

Never a moment just like this: for two minutes, silence, yes, and tears: Then Con Hoffmann summed it all up. I don't know what he said ... but it was just right, for it held the brimming cup without overflow."

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Dr. Robert Mackie was a student member of ESR at its birth.

He became a member of the ISS International Committee through his work with the WSCF. At the end of the war he became Chairman of WSR/ISS.

## The growth of WUS

### a personal impression by Robert Mackie

My first contact with ESR was in the autumn of 1920, when its claims were put before Glasgow University students by Eleanora Iredale, who had accompanied Ruth Rouse on the visit to Vienna which began it all. The main issue for us was whether men who had come home from the war should help students in ex-enemy countries. It was a tough argument, and ESR won a victory, not only in financial response, but in moving men's minds. In the summer of 1923, I went to Germany with a British student party at the time of the catastrophic collapse of the currency. I then got my first impression of the suffering of fellow students. For me, as for hundreds of others in Britain, ESR was the beginning of international consciousness.

In the nineteen-thirties came the flow of university refugees from Germany into Britain. Their presence was stimulating and disturbing. The interpretation of the problems of Europe by men like Walter Kotschnig, Gustav Kullmann and James Parkes began to shake us out of our complacency. It was through ISS that many of us became aware for the first time of the fundamental question: what is the meaning of a university?

When the Second World War broke out I was General Secretary of WSCF and so was drawn at once into discussions on the service which ISS would be called upon to give to students in prisoners of war and internment camps. I remember vividly Abbé Gremaud of Pax Romana saying at my first meeting with him, "This is not a time when men with a spiritual view of the world can possibly keep apart". That, for me, was the beginning of ecumenical action on the widest basis.

For most of the war I had my base in Toronto and travelled in the North American universities. I had visited China early in 1940 and so became involved in the great work of North American students for Chinese students, who had been driven back with incredible hardships to continue their studies in the far interior. It was then that I began to see that ISS must shake itself out of its European centredness and become a movement concerned with the whole university world.

Back in Geneva after the war I served on the ISS Committee and, for a time, was its Chairman. ISS then became one of the few forums where the ideologies of East and West actually encountered one another. It was not a case of capitulation by either side but of genuine and often costly wrestling to bring opposing positions into some sort of rapport. What often looked like a waste of time was in reality essential bridgebuilding.

My experience, briefly outlined, convinces me that WUS has a distinctive place today in the university world. In its fifty years of history, it has held practical service and the exploration of ideas firmly together, because they belong together. A common concern to help one another provides the most hopeful basis for tackling the traditional problems of the university, as well as the new and formidable tensions of race and economic development.



- ii) co-operative self-help, that is student enterprises.

It is surprising to discover how this basic classification of ESR operations and the underlying principles have, by and large, continued to mould the programming of WUS welfare projects over the 50 years. This is so, not because there is something sacrosanct about them, but because they withstood the test of time and varied situations. And we underline them, even today, because they are our vital link.

Thus conceived ESR was not a charity organisation. It was essentially an effort, a challenge, to bring the university communities of different countries together—in itself no mean job in the world of 1920s torn between national enmities, mutual suspicion and deep rooted prejudices—for a common endeavour, to help solve the problems of university reconstruction. Since then WUS has not diverged from this basic path, though its activities found new dimensions as time went on...

Of the material achievements of ESR during five years of its operations, it is difficult to evaluate the true significance and impact of ESR's contribution in reconstructing the European university after all these years. Yet the broad figures of ESR operations speak of the scale on which the mammoth relief and rehabilitation work was carried out.

— Over the period, 1921-1925, about SF 12 million (\$2 million; £474,000\*) were raised from no less than 42 countries, covering all the continents. This amount was spent on relief and rehabilitation projects in 21 countries. During the first two years alone, 75,000 students in 120 universities of 15 countries were helped.

— The largest relief operations, because of the intensity of need, were planned for the Soviet Union (SF 4.27 million), Germany (SF 4.27 million), Austria (SF 0.72 million) and Poland (SF 0.56 million). In the Soviet Union, at the height of feeding operations, a meal was served daily to 31,000 students (that is, one out of every five students), while in all,

over 10 million meals were served in 17 centres.

— All over Europe, hundreds of tons of clothing, thousands of pairs of shoes, countless tons of paper and other stationery material and books were distributed. Dispensaries were maintained for students and professors; free prescriptions and medicaments were given.

— On an average, a field staff of 115 foreign workers was maintained by ESR from 1921 - 1925, in 17 countries.

No financial or other figures, however, could tell what ESR meant to the countless thousands in the European universities who had otherwise no one to turn to in a war-devastated continent. What the President of the Lwow Student Society, Poland, said when bidding farewell to ESR in 1924 was a typical expression of student sentiments towards ESR:

"You came to us just when the Polish student returned from the war ... not knowing where he should lay his head nor how he should live ... ESR began her work in this town ... so straightforwardly and heartily, so simply and modestly, so that we felt that it was the help of our own comrades. She (ESR) did not underestimate that great thing—the value of co-operating with people rather than dispensing things over their heads."

To the university communities, ESR brought to reality the concepts of international understanding and student self-help. The ESR Annual Conferences (Turnov, Czechoslovakia, 1922; Parád, Hungary, 1923; and Eimau, Germany, 1924) brought together students and teachers from 30 different countries for a mutual and unending dialogue, which to this day remains the basic phenomenon of WUS' functioning. In the universities of today, where students and teachers are separated by artificially constructed walls, WUS provides a unique platform for all sections of the university community to come together for a free and equal dialogue on grounds of universal interest. The annual conferences of the early 1920s were primarily concerned with evol-

ving techniques of student self-help and creating a sense of comradeship. And what were the results? We quote from the *Triennial Report* (1920 - 1923) of ESR:

"Whereas before the war few if any European students earned their way through the university, today it is exceptional to find a student who is not doing so, either in part or entirety. The employment of student help, which we urged ... marked the beginnings of what is now an established and recognized principle in European student life—that students should, themselves, administer and work in student service enterprises. From the first few students employed in the kitchens, and from the wood-cutting camp experiment in Austria in 1920, where an attempt was made to employ a few students to saw and cut wood for Vienna's hospitals, to the student built Letna Colony in Prague, or the 60,000 German students who worked in mines, factories and in agricultural pursuits last summer, is evidence of the true revolutionary progress which the self-help and work student principles have made in the brief space of three years".

Student self-help enterprises and organizations existed in almost all the countries where ESR operations were; shoe and tailor repair shops, co-operative stores, vegetable gardens, stenographic bureaux, multigraph and print shops, laundries, employment bureaux, kitchens, etc.—Self-help had become a watchword. ●

\* At the exchange rates of the day.



Participants in the 1935 Woudschöten ISS Assembly and Conference. Of special note the four gentlemen on the front row, from left to right :  
 A Dutch Guest speaker :  
 Professor Arnold Wolfers ;  
 Dr. Tissington Tatlow (then Chairman of ISS) ;

Mr. Ed. Murrow (later to become a famous NBC radio and TV reporter). Next to Ed. Murrow is Mrs. Datta, then secretary of the Indian ISS branch. Further right on the front row next to the end is Dr. Max Schneebeili, then General Secretary.

## Chairmen and General Secretaries of WUS (ESR, ISS, WSR)

### Chairmen of WUS (ESR, ISS, WSR)

- 1920 - 1923 ESR was a special committee of the WSCF of which John R. Mott was at that time Chairman and Conrad Hoffmann General Secretary. At the meetings of the special Committee, Conrad Hoffmann usually was in the chair.
- 1923 - 1936 Dr. Tissington Tatlow (UK).
- 1936 - 1939 Professor Jean Thomas (France) nominal Chairman of ISS until 1949
- 1939 - 1947 Dr. Hans Bosshardt (Switzerland), Chairman ESRF/WSR.
- 1947 - 1949 Dr. Robert Mackie (UK), Chairman WSR.
- 1949 - 1950 Dr. Gerhart Riegner.
- 1950 Dean Everett Moore Baker (USA).\*
- 1950 - 1955 Dr. Gerhart Riegner.
- 1955 - 1957 Dr. Zakir Husain (India).
- 1957 - 1960 Sir Keith Murray (UK).
- 1960 - 1966 Dr. Buell Gallagher (USA).
- 1966 Dr. I. H. Qureshi (Pakistan).

### General Secretaries of WUS (ESR, ISS, WSR)

- 1920 - 1926 Dr. Conrad Hoffmann, of WSCF.
- 1926 - 1934 Dr. Walter Kotschnig.
- 1934 - 1937 Dr. Max H. Schneebeili.
- 1937 - 1939 Mr. Edward Bradby.
- 1939 - 1946 Mr. André de Blonay.
- 1946 - 1947 Mr. Yngve Frykholm.
- 1947 - 1948 Mr. Jack F. Peter.
- 1948 - 1951 Dr. Sigvard Wolontis.
- 1951 - 1952 Miss Muriel W. Jacobson | Co-General  
Mr. Pierre Trouvat | Secretaries.
- 1952 - 1956 Mr. Douglas J. Aitken.
- 1957 - 1961 Mr. Bernard Ducret.
- 1961 - 1968 Mr. Hans Dall.
- 1969 Mr. S. Chidambaranathan.

\* Dean Baker, elected Chairman at the Bombay Assembly was tragically killed in an air crash on his way home after the Assembly.

# Building up a peace strategy — a challenge for the university

1926 \* 1939

## Birth of ISS 1926 - 1939

The work of ESR was not to be over once the major targets of European relief were achieved. There remained a much heavier and long-term task of achieving permanent peace, to ensure that the universities would not be destroyed again, ever. All those who shared and participated in the corporate endeavour of ESR immediately realized that the tremendous cooperative spirit generated should be channelled towards this goal.

It was tragic that the question of the Parád Conference of ESR was to come true. The Conference had asked :

"What use is it for European Student Relief to save 10,000 to 20,000 students if in twenty years' time we go to war again, and kill those we have saved?"

The Conference went on to pass a resolution :

"As it feels the importance of a universal student relief, it urges that ESR should look forward to take up the task of world student relief and that it should submit to the entire student world the challenge and claim of international responsibility."

The subsequent ESR conferences endorsed this resolution. The Elmau Conference (1925) clearly saw the task ahead. It called for "internationalization of education" from the school upwards, as a pre-requisite for every culture and civilization. The real question, as it emerged, concerned changing the Nature of Man. And the revolution must start in the school and the university. . .

Given the aspirations and hopes, the Geneva Conference in August 1925 saw the emergence of International Student Service. Recalling those moments of historical decision, Gordon S. Troup, a student participant from New Zealand wrote in *Vox Studentium* (November 1925) :

"When from the Geneva street one saw Mont-Blanc peering round the shoulder of an intervening knoll, one felt it very near, very accessible, not too high, and very beautiful. When

from the Conference site, Gex, half way up the Juras, one looked across the lake at the same mountain standing guard at the head of a valley, it seemed to have become three times as high, the intervening ranges looked formidable, but the beauty was infinitely enhanced. In that experience is epitomized the chapter headed "Gex" in the history of European Student Relief, risen with enlarged horizon to become "International Student Service".

The very next year, in August 1926, an agreement was reached with the WSCF, the parent body of ESR/ISS, at its meeting in Nyborg, Denmark, to accord autonomous organizational status to the new ISS. After that ISS began to elect its own office bearers, decide its own policy and programmes. The new body was to seek greater student participation, promote strong national ISS groups. In its activities it was to emphasize what was called "international Cultural Cooperation."

However, not until another four years had passed did ISS see its way clearly ahead, and find what it was seeking. The 1930 Oxford Assembly of ISS saw the breakthrough. It defined the role of the University towards which ISS efforts were to be directed.

In its search for one integrated and articulated objective of ISS, the Oxford Assembly declared :

*"We are out for nothing less than the New University. . . We shall not create that "New University". We shall only give new hope, a new impulse to all those who are today stifled by the atmosphere of our Universities, who are disappointed because they find only dust and convention where they looked for life and creative power. We shall bring them together, be they professors or students or others vitally interested in higher education as a formative element in the building of civilization, that they and we may come to a clearer idea of the way we have to go. This will mean opposition in many quarters, but we are prepared to fight, for we know that the younger generation and those who feel*

with it are getting thoroughly tired of educational methods which are at the least very inadequate. They refuse to be spoon-fed with slogans and outworn theories which are largely responsible for the impasse in which the less imaginative "leaders" in all walks of life find themselves. In striving to bring together all those who are working for that New University, ISS will continue and considerably extend its various activities. . . We shall continue to help economically weak student communities, because we know that to overcome poverty means to free the spirit. We shall carry on our work for the promotion of self-help enterprises, of student co-operatives, because they enable the gifted poor man to get his share of higher education and thus help to break the social isolation of the Universities, and we shall intensify the working classes, because the gulf which exists between them now must be bridged. We shall deepen and extend our work of cultural co-operation in its various branches, to help enrich national cultures, and yet preserve or rather re-establish the true "Universitas" of mind. And we shall consider all these activities as integral elements in university education, for they are essential to the development of personality and community spirit in institutions which today stand only too often for a disproportionate specialization and professionalisation, by which abstract terms we mean that the University is being turned into a pure training-school, to prepare for certain professions as a means of livelihood."

The Oxford Assembly calling its report "A New Decade" hopefully predicted : "What used to be a student organization with more or less scattered activities has now become a university movement, with a vision and a will which we are sure will prove stronger than the fetters in which our intellectual and spiritual life now lie bound."

The philosophy of "A New Decade" found its practical expression in ISS activities. Defining these activities, the ISS magazine *More Facts* wrote in November 1932 :

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**List of ISS meetings,  
Assemblies and Conferences  
1932-1939**

- 1932 — **Brno** (Czechoslovakia) — 11th Annual Conference "Students in the Social Order".
- 1933 — **Leiden** (Netherlands) — Franco-German Conference  
a) "The State and the Nation"  
b) "The European Order".
- 1933 — **Leysin** (Switzerland) — Conference of University Doctors.
- 1933 — **Oxford** (UK) — Sino-European Conference.
- 1933 — **Geneva** (Switzerland) — "University overcrowding and graduate unemployment".
- 1933 — **Kloster Ettal** (Germany), **Luziensteig** (Switzerland) — 12th Annual Conference.
- 1933 — **Geneva** (Switzerland) — "Moral Rearmament".
- 1934 — **Madrid** (Spain) — Franco-Spanish Conference  
"Students in face of social, political and international problems".
- 1934 — **Rendsburg** (Germany) — International Conference of Work Camps.
- 1934 — **Cambridge** (UK) — Conference on "Planned Trade".
- 1934 — **Bouffémont** (France) — 13th Annual Conference "Brain Worker and Manual Worker".
- 1934 — **Raleigh** (USA) — "Relations between black and white races in the USA".
- 1935 — **Cardiff** (UK) — "Economic crisis and unemployment in Wales".
- 1935 — **Woudschöten** (Netherlands) — 14th Annual Conference "The Function of the University".
- 1935 — **Geneva** (Switzerland) — First Course for Young Journalists and Students of Journalism.
- 1935 — **Belgrade** (Yugoslavia) — Second Balkan Conference.  
"Overcrowding and graduate unemployment".
- 1935 — **Bouffémont** (France) — Franco-British Conference  
"Collective security in the light of the Italo-Abyssinian dispute".
- 1936 — **Woudschöten** (Netherlands) — University overcrowding and the unemployment of graduates in Holland.
- 1936 — **Brussels** (Belgium) — Second Sino-European Conference.
- 1936 — **Oxford** (UK) — Conference on "State control in Education".
- 1936 — **Geneva** (Switzerland) — Second course for student journalists.
- 1936 — **Sigtuna** (Sweden) — 15th Annual Conference  
"The students responsibility in face of the problems of the modern world".
- 1936 — **Woudschöten** (Netherlands) — Journalists Course.  
Series of Conferences on "The breakdown of the 1919 peace settlement and the rebuilding of peace in Europe".  
a) 1936 — **Fontainebleau** (France) — Anglo-French Conference.  
b) 1937 — **Cambridge** (UK) — Multilateral Conference.  
c) 1937 — **Oxford** (UK) — Anglo-German Conference.
- 1937 — **Geneva** (Switzerland) Third Journalists Course.
- 1937 — **Nice** (France) — 16th Annual Conference "Education as a force for social change".  
Series of conferences on "Peaceful change".  
a) 1937 — **Bouffémont** (France) — Anglo-French Conference.  
b) 1938 — **Southampton** (UK) — Multilateral Conference.
- 1938 — **Leiden** (Netherlands) — Education in India and the Dutch East Indies.
- 1938 — **Dresden** (Germany) — The economic structure and commercial development of Germany and Great Britain.
- 1938 — **Geneva** (Switzerland) — Fourth Journalists Course.
- 1938 — **Les Avants** (Switzerland) — 17th Annual Conference  
"The Student and Society".  
Series of conferences on "State, Community and Individual in contemporary political and social life".  
a) 1938 — **Fontainebleau** (France) — Anglo-French Conference.  
b) 1939 — **Arffina-sur-Jenaz** (Switzerland) Belgian, Dutch, Swiss Conference.  
c) 1939 — **Uppsala** (Sweden) — Scandinavian Conference.  
d) 1939 — **Poitiers** (France) — Multilateral Conference.
- 1939 — **Zurich** (Switzerland) — Student health services and physical training in the universities.
- 1939 — **Hindsgavl** (Switzerland) — Selection and Furthering of Gifted Students.
- 1939 — **Roehampton** (UK) — 18th Annual Conference on "The University as a Community".

"ISS as an organization is not interested in politics. It is interested in people. It rejects absolutely the cosmopolitan ideal which wishes to eliminate national distinctions and varieties. It believes the basis of a world rich in life and interest can only be the co-operation of the deeply rooted distinct traditions of life in the different peoples of the world. It has no desire to reduce these distinctions.

On the other hand it rejects equally unequivocally the present philosophy of the sovereign state and the idea of the inevitability of perpetual hostility between the different peoples of the world. It believes the present chaos and tension to be due to the abuse, and not the fact, of nationality. In the policy of the cultural co-operation department, it has always tried to do several things:

- a) Not to shirk the conflicts of the the present situation or to attempt by a hush-hush policy to cry peace where there is no peace.
- b) Not to confine its contacts to those groups already disposed to co-operate, and thereby to create an illusion of an understanding which does not in fact exist.
- c) Positively always to combine present day realities with the explanation of their deep-rooted causes, so that change for the better may grow organically out of the realities of the different national traditions.
- d) To bring together the different sections of opinion among the student and younger generations, so that their understanding of each other may assist real international co-operation.

Above all it does not seek easy solutions, or try to quiet its conscience with pious resolutions. A real understanding is slower to achieve, but when achieved it is durable.

What followed was a concerted, clearly focussed programme of activities—conferences, study tours and research for the most part—centred around these concepts. The conferences (a full list is given on

page 11) considered the many sides of the issues of peace, the role of the university, the widespread economic depression, the manifest unemployment. Yards, miles of reports, pages of resolutions, resulted in often the same questions, raised multilaterally, bi-laterally between friendly, closely linked nations or between opposing factions. Several far-reaching and influential studies emerged also concerned with the problems mentioned above, many of them written by members of the ISS Secretariat (a list appears on this page).

But as the passionate earnestness of the ISS Committees and of those present at the meetings poured out:

"The mission of the intellectual elite is to be true to the spirit, to affirm in the midst of social difficulties the 'primauté du spirituel', another devil entered the arena.

The question of Nazi Germany and especially of relations with the German ISS Committee preoccupied ISS from 1933 on.

The first crisis in the relationship came in June 1934, when a long-time member of the ISS Assembly was murdered by the Nazis: Fritz Beck had come into contact with ESR in 1923, and attended the third, Elmau Conference.

He was a member of the ISS Assembly from its formation in 1925 until his death. In the words of the then-Chairman of ISS, Tissington Tatlow: "Fritz Beck stood aloof from politics watching with anxiety the progress of events in Germany. When I questioned him about the Nazi revolution in the Summer of 1933 he said little beyond that within the revolution there was a tremendous struggle between good and evil—it is a struggle between devils and angels" he said, and added with sadness in his tone, 'I hope'. He spoke evil of no man. Students and professors all over the world mourn in him a man who loved the cause of justice and peace and understanding as few men do, and who knew how to serve the cause he loved."

Years before, Beck had befriended Rochm when the latter was in diffi-

## Important ISS Studies

### University Research

Walter W. Kotschnig & Elined Prys (eds.), *The University in a Changing World*, Oxford University Press, London, 1932, p. 224.

Ernest Barker, *Universities in Great Britain, their Position and their Problems*.

Edward Bradby (ed.), *The University Outside Europe, Essays on the Development of University Institutions in 14 countries*, Oxford University Press, London, 1939, p. 332.

Walter W. Kotschnig, *Unemployment in the Learned Professions*, an International study of Occupational and Educational Planning, Oxford University Press, London, 1937, p. 347.

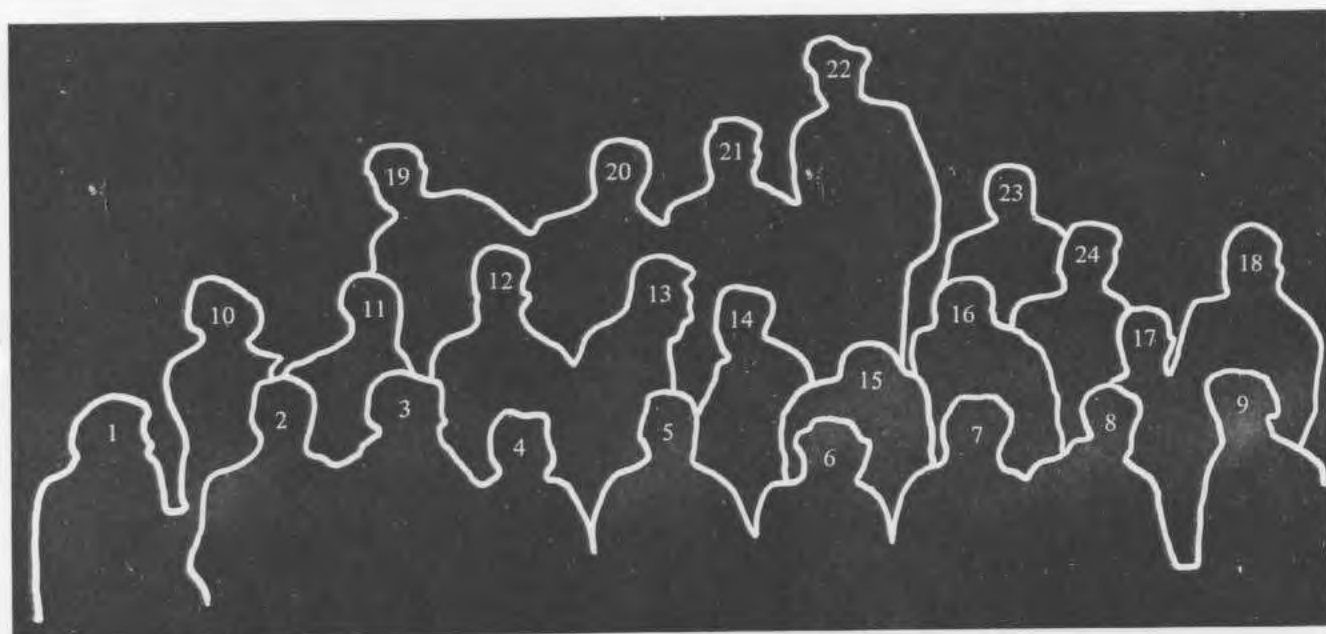
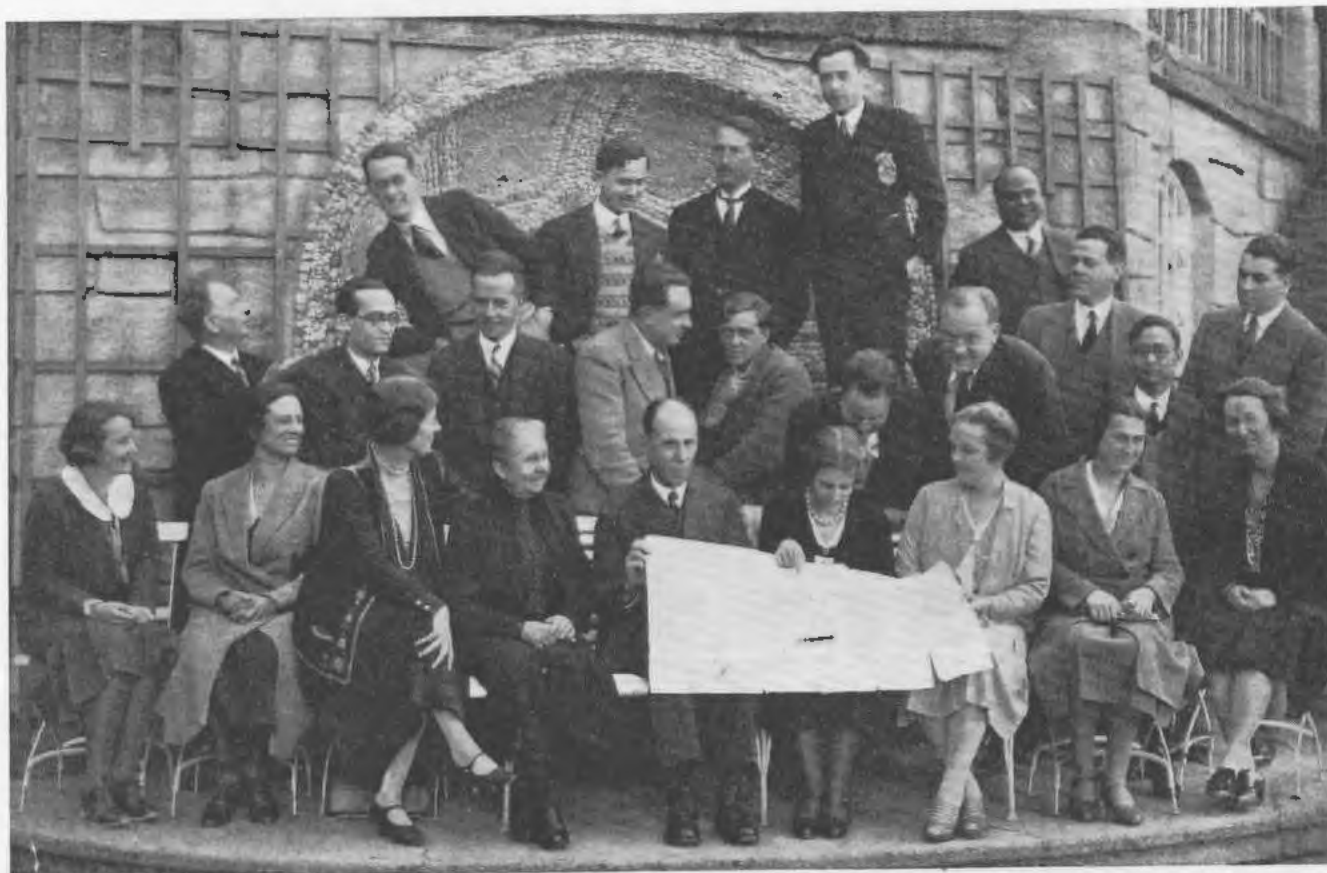
### Cultural Cooperation

James W. Parkes, *The Jew and His Neighbour*, London, 1930.

*International Conferences*, a Handbook, Geneva, 1933.

P. D. Runganadhan, *Handbook of Study and Travel for Indian Student Going Abroad*.

Continued on page 14



The 10th ISS Assembly (1931) held in Feldaving, Bavaria (Germany). Among the participants are many of those who were responsible for the birth of ESR and for the successes of ISS. Those whom we have recognized are (from left to right) :

Front row :

1. ? ? ?
2. Mrs. Rena Datta
3. Miss Zoë Fairfield
4. ? ? ?
5. Dr. Tissington Tatlow (Chairman)
6. Miss Eleanora Iredale
7. ? ? ?
8. Miss Doris Webster
9. Miss A. D. Recque

Second row :

10. Dr. Alexander Teich
11. Mr. Michel Poberezska
12. Mr. H-L. Henriod
13. Dr. Walter Kotschnig  
(General Secretary)
14. Reverend James Parkes
15. Mr. Fritz Beck
16. Dr. Reinhold Schlierer
17. Professor Hsu
18. Professor Jean Thomas

Back row :

19. Mr. Robert Mackie
20. Mr. G. Moy
21. Professor I. Glaja
22. Mr. J. Wroczyński
23. Mr. P. D. Runganadhan
24. Dr. G. G. Kullmann

culties. When Hitler came to power Beck would not subscribe to all the Nazi programme and for this reason it was decided to remove him from his post as Director of the Bavarian Student Co-operative Association, but Roehm intervened and ordered his continuance. When Roehm was shot, Beck was officially arrested and some hours later was found shot outside Munich.

The events of the subsequent years were to cause great anguish to ISS. In 1934 relations with Germany were suspended while the "sincere desire of the organization to maintain effective co-operation" with German students and professors was stressed.

In 1936 relations were re-established and the "Deutscher Kreis für internationale studentische Zusammenarbeit" was recognized as the ISS branch in Germany, allowing it to collaborate in those parts of ISS work in which it was interested. Nor did ISS have to consult the "Deutscher Kreis" on policy. Neutrality, some would say "honour", was preserved.

The agreement lasted until 1939 when the Deutscher Kreis severed relations with ISS which it accused of having anti-German policies.

The agonized questioning, the basis of so many conferences, over the agreement from 1936 - 1939 was finally answered in the pages of the ISS Bulletin.

"What have been the fruits of this agreement?" it asked.

"Firstly, it has enabled us to have German speakers and delegates at a series of ISS conferences, including the Courses for Students of Journalism in 1937 and 1938, the Annual Conference of 1937, the Anglo-German conferences at Oxford and Dresden, the Work-Camp Conference at Seelisberg and the Multi-Lateral Study Conference at Southampton. Anyone who was at one of these conferences will bear witness to the interest and vitality which the presence of Germans gave to the discussions. Secondly, it has brought us articles and news about student life in Germany, and useful opportunities, through visits of secretaries, to keep abreast of the latest developments in the German universities. Thirdly, it

has brought us a contribution to the budget of ISS for the year 1937/38. On the other hand, it cannot be pretended that the balance has been altogether on the positive side. In the first place, there is no denying that the maintenance of the German connection has lost ISS the support, both moral and financial, of many of its former friends, to whom it seemed that to have any link with official National-Socialist Germany was to condone a system against which their consciences felt bound to protest. That would have been a heavy price to pay even for a wholly satisfactory working arrangement. But, in addition, a tendency has been increasingly visible on the part of the 'Deutscher Kreis' in the last year or so to proceed by a series of ultimata and 'incidents' bound to be fatal to the delicate equilibrium of confidence which is so necessary to international work. For instance, towards the end of March 1938 an attempt was made by the 'Deutscher Kreis' to prevent ISS from extending its relief action to cover student refugees from Austria after the 'Anschluss', under threat of non-participation in the Annual Conference and a reconsideration of the whole working agreement. . ."

Structural relations and technicalities apart, the situation in Germany from 1933 - 1939 gave ISS much cause for extra work in the relief field. From 1933 - 1936, some 7,000 students were expelled from the universities of Nazi Germany. Of these, roughly 2,500 or 90% of those who emigrated, applied to ISS for assistance. Some were still in possession of sufficient means to continue their studies; these students therefore wanted information about conditions of living and study in the various countries, about the recognition of studies already completed, on possibilities of residence and naturalisation, and professional openings in these countries. Increasingly, however, these students needed financial help, as the monetary restrictions in Germany tightened.

By 1939, the number of students calling on ISS for help had increased greatly, due to the annexation of Austria, the Munich settlement, and the German occupation of Bohemia and

Moravia. During the academic year 1938/39 ISS raised SF 218,033 in cash, and the equivalent of another SF 630,000 in scholarships, hospitality etc., and assisted a total of 2,957 students. In France too, a major ISS relief programme for Jewish students was established with the help of the French National Union of Students (UNEF) and the "Foyer international des étudiants".

For all the effort and enterprise, indeed the success of these programmes, it is doubtful that ISS had much heart in them. ISS longed for peace not discord. The outbreak of war in 1939 was the bitterest of all blows. But for the courage and enthusiasm of some of its members, notably Hans Bosshardt, André de Blonay and Robert Mackie, the declarations of war might well have wrecked the organization for ever.

Hindsight offers us a more critical eye of the body which, having broken off with the Nazi dictatorship, could re-establish links, on a very free and easy basis, a couple of years later. But that criticism is anachronistic—ISS was born in a world that saw 1914 - 1918 as the greatest and last of all "great wars". It was born on the spirit of the Parád ESR resolution—what use to save 20,000 students if we go to war again in 20 years and kill those we saved, echoing the poet Wilfred Owen, himself a victim of the 1914 - 18 conflict:

"Now men will go content with what we spoiled, or discontent, boil bloody, and be spilled."

One might almost say that the desire for peace was so strong, it permeated ISS so thoroughly, that it lived through the second world war to become the basis for the conceptual revitalisation of the organization in 1946.

For the second war was for ISS as earth shattering and ambivalently as illustrious, as it was for so many individuals involved in it. On the one hand it meant the complete and utter rejection of all that ISS stood for, war instead of peace; on the other it meant a difficult, exacting task, to ensure that students would live, whatever. And this task ISS resolutely and effectively fulfilled. ●

## A View From "Within"

Charlotte Löhrig replies to a series of questions from WUS IN ACTION :

### 1. What was the office like on your arrival in 1929 ?

It was on one of those incredibly beautiful pre-autumn days, which Geneva so often gets in early September, that I crossed the large entrance door leading from rue Calvin into the lovely court-yard of the beautiful 17th-18th Century house in which the secretariat of ISS was lodged and where I was to take up a temporary job, estimated to last 3 months and which, in fact, has gone on for 40 years.

This happy impression of my arrival in a sunny, harmonious surrounding proved to be a symbol of the atmosphere in which I was to live, of the people I was to meet, of the aims and the spirit of the work in which I was to take part.

### 2. What were the convictions, basic beliefs, that the ISS people shared and which motivated them to do all they did ?

In 1929 and the years following, people had not forgotten the horrors of the First World War, but they had begun to look forward and believed that everything must be done, not only to try and heal the wounds of the past, but to ensure that "it could not happen again", in other words: to avoid a repetition of the disaster. It was felt that the best way of achieving this aim was to gain a better knowledge of the countries of the world and a deeper understanding of their problems.

ISS' task was to provide the platform for meetings of individuals from various countries belonging to the university milieu in the conviction that "the students of today would be the leaders of tomorrow". There was great enthusiasm and a real belief in this mission among the staff of ISS, as well as a conviction of its success, an attitude which found much encouragement in the fact that it was in those years that great personalities like Fridtjof Nansen, Aristide Briand, Albert Schweitzer, Jan Masaryk, Rabindranath Tagore and others agreed to become "Patrons" of ISS.

### 3. How did it strike you when ISS received the blow of the Second World War in 1939 ?

The blow, of course, was not all that unexpected. From 1933 to 1939, with the increasing power of national-socialist and fascist influence in Europe, the belief in the possibility of avoiding another world-war had been gradually shaken. But, as always, the actual happening which one has feared for some time, still comes as a blow.

The immediate reaction on ISS was that its General Secretary, André de Blonay, an officer of high rank in the Swiss army, was immediately mobilized and stationed away from Geneva. Some staff members of other nationalities left Switzerland to return home. However, the General Secretary found it possible to direct the secretariat by telephone and during frequent visits to Geneva.

The most vivid and profound impression which I have of those first war days was the unchanged friendships of staff members who, by their origin, belonged to countries who were now enemies. They were immediately ready to join forces in the realization of the new tasks facing ISS through the war.

My other deep impression of those days is of the decisive effect on ISS of the positive attitude of a few individuals at a moment of deep crisis. It was only natural that in the minds of some people there was doubt as to the role which a small body like ISS could possibly play in a terrifying war. Conversely, there were those who held with great determination that, as soon as the actual fighting started, there would be tremendous tasks to be fulfilled which would require the co-operation of organizations such as ISS which had experience in the field of student relief as well as the necessary contacts and staff to do the job. There would be prisoners of war, internees and refugees who would need assistance in various forms. Future developments confirmed this opinion. It is thanks to the firm belief on the part of such individuals in the mission of ISS that, unlike so many others, the organization did not close down at that moment of crisis, but that it set out to undertake what finally proved to be a tremendously important contribution in the field of university relief.

### 4. Given the changes of personnel and techniques—is there any theme and continuing link in the thinking which you can recognize as having been present throughout the last 40 years of the organization ?

a) Alertness to changing situations in the world in general and their implications in the university world in particular.

b) The fascination of the aims of ISS/WUS allowing it to attract throughout the years, people of outstanding personality, qualification and ability, willing to dedicate a few years' service to it—a period of service which in turn is considered by most former staff members as a valuable experience in international and human relations.

c) The admirable feeling of deep and true friendship which binds together most of those who, at one time or another, have joined their forces in the service of the organization and who, in many cases, now hold important positions in various walks of life, in an international or their own national milieu.

### 5. How do you feel about your 40 years with WUS ?

If I look back over the years I have spent in ISS/WUS, I do not find one single instance in my personal relationship with the organization where I think now that I would act differently if the same situation presented itself again. There were, of course, periods of worry, moments of doubt and hesitation as to what decision to take at certain turning points, but I can say that work in ISS/WUS has always been interesting and stimulating, that it has filled me with happiness and satisfaction in my professional life, and that I am grateful to the organization for having given me this chance.



Miss Charlotte Löhrig who joined the staff of the International Secretariat in 1929, as secretary to Dr. Walter Kotschnig. Miss Löhrig, known universally as "Lo" was to become Administrative Secretary in 1931, a post which she still holds in Geneva.



# “Students must live” ISS, ESRF and WSR through the Second War

At the end of the Second War, André de Blonay, the General Secretary of ISS, in a moment of great personal excitement, reported:

“September 1939 - May 1946. ISS has survived. But, more than that, it has given, through these years, renewed evidence of its ability to mould itself under the pressure of circumstances, and to render, in time of war as in time of peace, a valuable service to the university and student world.”

Why, and how did it happen? What was the basis of ISS viability? André de Blonay continues:

“... because there were things to do, there were students to be helped, and because, enjoying the confidence of university people in a great many countries, it rapidly became the rallying point of all the forces which wanted to affirm, by sharing in a concrete work, their solidarity with students in need.”

The last General Assembly of ISS before the war, meeting in August 1939 at Roehampton (UK) could see the road ahead, the challenge that had to be met. The task of creating a new international university had to be postponed in favour of saving the university from the immediate destruction of war. Hence the cry: “Students must live”. The Assembly laid out the strategy to be followed in case war did break out. The manner in which the Roehampton Assembly set out the future course of action still remains one of the leading examples of perspective planning in ISS/WUS work. An Emergency War Executive composed of Assembly members residing in Switzerland and chaired by a person from a neutral country was appointed. The Assembly also approved a draft letter which was to be sent to all ISS national committees, in the event of war, explaining ISS policy and calling for their continued co-operation during the critical period. The members of the War Executive maintained day-to-day contact with each other, apart from holding periodic meetings, 17 of them from September 1939 to December 1945.

The burden of relief operations, however, was so great that no single

organization could have carried them out effectively. There was the need to enlist wider organisational support. Hence ISS, Pax Romana and WSCF joined together to form the European Student Relief Fund (ESRF); later on in 1943 it was renamed World Student Relief (WSR) so as to cover student relief and rehabilitation outside Europe as well. The newly formed International Union of Students (IUS) joined WSR in 1947, followed by the World Union of Jewish Students (WUJS) in 1949. Under the agreement, ISS undertook all the administrative responsibilities of ESRF/WSR.

The following extract from the 10-year report of WSR gives the overall nature of operations during the war and the post-war period.

“War brought with it a train of misery and destruction unequalled in the history of mankind. Among those who suffered greatest hardships and losses were members of the university community—students and professors—who, in the midst of their studies, saw universities closed or destroyed, and comrades condemned to concentration camps or slave labour.

While many students carried on active resistance in underground movements, others had to flee their countries to escape persecution. To aid all student victims of the war, members of the free university community joined forces and pooled strength in a unified non-discriminatory effort to give relief according to the sole criterion of need.

During the early years of the war, attention was directed almost entirely to the needs of student refugees and escapees and to the provision of study material and other assistance to student prisoners and internees (both Allied and Axis). Gradually relief activities were widened to include the sending of food supplies to starving students in occupied countries, first in Europe and later also in the Far East.

Even before fighting drew to a close, field staff moved into newly liberated areas, to assess relief needs

*Continued on page 18*

1939 \* 1946



The ESRF/WSR office in Prague unpacking some of the thousands of books despatched from the Geneva headquarters.

A sketch by one prisoner-of-war of another prisoner who has just received books and papers sent through WSR.



Dr. Hans Bosshardt, Chairman of ESRF/WSR throughout the war period. ▶



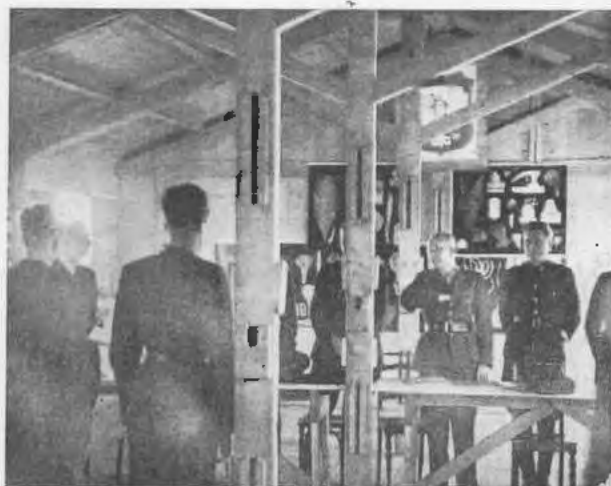
Senior staff members of ISS/WSR during the war, from left to right :  
 Hans Gnehm, Associate Secretary ;  
 Yngve Frykholm, Associate General Secretary ;  
 Edmund Ferenczi, Publications Secretary ;  
 Tracy Strong, Jr., Associate Secretary, (Suzanne de Dietrich, WSCF Acting General Secretary) ;  
 André de Blonay, General Secretary ;  
 Max Hornbacher, Associate Secretary. ▼

**Educational Work of WSR :  
 1943-1945**

- \* 16,500 books sent to British POW's in Germany on 5,000 individual requests.
  - \*\* 5,000 books sent to Dutch university camps.
  - \*\*\* 11,500 book-parcels sent to Polish officers.
  - \*\*\*\* 3,300 books, in addition to tons of stationery, supplied to Yugoslavia.
  - \*\*\*\*\* 6,000 books for German POW's for correspondence courses in Canadian camps.
  - \*\*\*\*\* 25,139 books and pamphlets in German, Italian and Japanese sent to Axis POW's.
  - \*\*\*\*\* Educational kits, containing reference libraries, sent to every US camp.
  - \*\*\*\*\* Text-books and medical equipment sent to the Russian University Centres in Leningrad, Kiev and Minsk.
- 
- \* Over 6,000 British, French, Germans, Italians, and Poles took examinations arranged in war camps.
  - \*\* In Switzerland and other "safe" countries special camp-universities were established.
  - \*\*\* Special teaching and examination arrangements with Swiss Universities for French, Italian and Polish students (internees and refugees).
  - \*\*\*\* Grants and loans were given to students in several countries.



Two Polish baccalaureat candidates appear before the Examination Committee in the Camp-Lycée at Wetzikon Switzerland (Spring, 1943).



and provide emergency aid and moral encouragement to war-weary students. In Europe, the field of operations spread eastward to span the continent from France to Rumania; contacts were established in South East Asia where, for the first time, a student relief programme was initiated."

The task which confronted World Student Relief was enormous. Everywhere universities lay in ruins and students suffered from years of hardship and oppression. Realising that it could do little to replace hundreds of demolished universities and laboratories, WSR adopted a policy of meeting the most urgent, basic needs and of giving "help to self help". By giving essential initial help and encouraging students to help themselves, a real contribution was made towards the re-establishment of higher education.

The most significant aspect of the total relief programme (on which more than SF 24 million was spent by September 1950) was its emphasis on student enterprise. In both devastated and undevastated countries, funds given in support of relief were raised almost entirely by student initiative. The concern of student for student across barriers of nationality, race and creed was an all-important basis of the student relief programme—a basis for which thousands of students throughout the world willingly made personal sacrifices.

The story of WSR has been told stage by stage in annual reports whose titles themselves illustrate the sequences of tasks and events. (Students in Europe Must Live, 1940-41; Helping Students in Need, 1941-42; Fighting Against Hunger and Despair, 1942-43; From War to Peace, 1943-45; Out of the Ruins, 1945-46; On the Road to Recovery, 1946-47; Give them the Tools, 1947-48; The Work Goes On, 1948-49.)

The goal was that if "the students cannot go to the universities, we will bring the universities to them". With this orientation, camp university centres for internee and refugee students were organized, university examinations arranged for POW's, resources mobilized to supply books and sta-

tionery to prisoner camps. As a first step, work was started among the 40,000, mostly French and Polish, internees in Switzerland. The Swiss Universities and the military author-

ities were approached and five university centres for the internee students were set up. Initially, 700 Poles and 290 French were selected for the following centres:

#### I. For French Students

Place	Subjects	Affiliated to
a) Burgdorf	Law, arts, economics, natural and technical sciences	University of Lausanne
b) Couvent d'Hauterive	Theology	University of Fribourg

#### II. For Polish Students

Place	Subjects	Affiliated to
a) Grangeneuve	Law	University of Fribourg
b) Sirnach	Economics and commerce	Commercial College of St. Gall
c) Winterthur	Technical sciences, architecture and medicine	Federal Institute of Technology and the University of Zurich

#### In addition:

d) Obergeurgen	High School	
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These programmes brought strength to thousands of students and even more were helped through the distribution of study materials and books. From 1939 to 1943, over 12,000 students in 214 camps received assistance in this way as table (a) on page 19 indicates.

The listing of these successes detracts, however, from the enormous difficulties under which ESRF and WSR existed. The General Secretary during the war period, André de Blonay, an officer in the Swiss army, was absent from the office almost throughout and directed the organization by telephone, and through the fortnightly Sunday Executive and Staff meetings.

Robert Mackie, then WSR Vice Chairman, paid this tribute to the work of the office in 1943:

"Writing this Preface gives me an opportunity of expressing my admiration for the way in which André de Blonay and his colleagues are carrying on this enterprise of student

relief. On slender, and intermittently received financial resources they have built up an organization of detailed and personal service to thousands of students of a score of nationalities, whose lives have been sharply, often cruelly, affected by war. For this they deserve the gratitude, not only of those whom they have helped directly and who are consistently grateful, but of those who have been given the privilege of sharing financially and indeed of the whole university world."

And he goes on:

"Our highest admiration, however, must be for the students of misfortune themselves, who have shown such a determination to continue as students. An organization can supply a student with his book, but no one can do his work for him. In prisoner of war and internment camps, or narrowly escaping deportation to forced labour, or struggling with starvation, the students of Europe have clung to the

one thing left to them—the use of their minds. They have thrown up their own leaders, and planned their own courses. This report is principally an evidence of the grit and inventiveness of our fellow students in adverse circumstances, and a challenge to those in the free universities to redouble their efforts in support.”

And what followed proved that those efforts were indeed redoubled. Table (b) on this page shows just how impressive was the educational programme from 1941 to 1945. Those activities contained an important new concern, planning for post-war reconstruction and rehabilitation. But that is the next link in the story ...



The photo above shows members of the "then" 1945 and "now" 1970 WUS staff, Georgette Robert and Charlotte Löhrig (left and right), in the WUS office.

### a) Prisoners of war in Germany and Italy

Books and Material sent from 1939 to 1943

Nationality	Number of students helped	Camps	Books sent		Copy-books	Pencils
			Study	Recreational		
Belgian . . . . .	1,587	12	4,407	608	7,482	1,959
Great Britain and the British Empire	2,212	36	4,608	1,978	18,530	1,577
Dutch . . . . .	45	9	253	164	13	7
French . . . . .	6,050	84	23,502	19,671	43,173	11,856
Polish . . . . .	2,239	35	4,440	897	6,695	155
Serbian . . . . .	368	38	1,306	885	135	110
Total . . . . .	12,501	214	38,516	24,203	76,028	15,664

These statistics do not include miscellaneous study materials sent from Geneva to the camps nor important supplies of paper distributed from the Stockholm Office.

The number of students benefitting from the ESRF services greatly exceeds the figure quoted above, as, in many cases, one educational leader or camp spokesman corresponded with Geneva on behalf of hundreds of his fellow prisoners.

The WUS office during the War, filled with documents and books for shipment to prisoners and internees.

### b) WSR Programme Outlays

During the War-Years : 1941 - 1945

(in Swiss Francs)

Year Ending March 31	Refugees	POWs	Other * European Projects	TOTAL
1941	SF 36,678	SF 12,111	SF 23,909	SF 72,698
1942	141,143	66,138	500	207,781
1943	129,526	101,272	44,851	275,649
1944	246,050	153,485	75,809	475,344
1945	544,613	206,902	286,591	1,038,106
Total amount	1,098,010	539,908	431,660	† 2,069,578

\* Mainly Student health, medical and food aid, and books

† Excludes expenditure on administration.



## The aftermath of war... ISS and WSR 1946-50

1946 \* 1950

Then the war was over; a disaster on such an enormous scale could but leave hardship, sickness, hatred and discord which challenged WSR and ISS each in their own way to continue or re-establish action.

For WSR, the enormous efforts of the war period were swiftly transferred to rebuilding the university in Europe and in Asia, to the care of students in these continents, to the establishment of rest centres and TB sanatoria.

Indeed plans for many of these programmes were in embryo at the time of the Allied landings in Normandy in 1944.

There is a note of adventure in some of this planning as when French student resistance members hiding in the Jura mountains were invited to Geneva to discuss ways and means of reconstructing the shattered and dispersed French university community.

Extra thrust, if any was needed, to the postwar relief programme was given in the message from the reconstituted ISS Geneva meeting in 1946 in which ISS pledged its full support to those exhausted, uprooted and impoverished by the hostilities in Asia and Europe. Thus began the massive reconstruction programmes. The enormous tasks were to help rebuild the shattered university buildings throughout the European continental land mass, and even more urgently to rehabilitate the students, themselves. As the French resistance students had stressed: "the greatest need is for rehabilitation, (rest) centres where weary students could regain their strength and readjust their thinking after physically exhausting and nerve wracking experiences in the resistance movements and in prison or concentration camps."

Thus it was that rest centres were established in Combloux (France), Leysin (Switzerland), Ashton Hayes, near Chester (UK), Muggenbrunn, near Freiburg (Germany), Mount Pendeli (Greece), Rocca di Papa (Italy), Zell am See, Leopoldskron and Tregelwang (Austria). With the exception of the international centres at Leysin and Ashton Hayes, the

others catered mainly for nationals of the respective countries. The Leysin centre was also concerned with the treatment of tubercular students, which WSR undertook in other countries as well through supplies of medical equipment and X-ray films to existing sanatoria.

The other rest centres provided full medical facilities, but what is more they offered an end to the isolationism which had kept student away from student and university cut off from university.

Combloux ingeniously developed a full scale cultural programme including the establishment of "Radio Combloux" which made recordings of concerts, plays and discussions for re-broadcast over regional French and Swiss networks. Each rest centre held its own special attraction for its students. As 'Sylvie', a French student at Combloux wrote to the Geneva WSR office in 1949:

"You have probably heard a great deal already about the Chalet; however, I should like to try to describe the daily life here. A Rest Centre like others? Certainly not, because there are many students who consider the Chalet as a second "home" always ready to welcome them, and they come back to Combloux, married or with studies completed, to renew the contact with the house where they passed some weeks or months of rest—rest in every sense of the word, because it is not only a question of twelve hours of sleep and two hours of siesta which the regulations impose upon us, but of the atmosphere of youth, of gaiety, of frank comradeship which does not delay in drawing in the most "crabby" ones. How many students, working at their studies and the job which assures them of their daily bread, keep in their heart, in the grey winter of Paris, a homesickness, for the Chalet where life is made up of sun-baths in view of Mont-Blanc, walks and for the sporty ones, volley-ball or swimming, discussion groups, lectures or concerts.

The members of the Chalet are organized into groups—literary, scientific, philosophical, artistic, etc. who meet regularly to organize an infor-

*Continued on page 22*

Warsaw 1946.



Combloux, in the French Alps, the "first" rest and rehabilitation centre for war torn and tired students.



Leopoldskron. Sunshine, a book, and peace at last for a girl in this Austrian rest centre.



mal conference, or simply to clear a point of controversy arising from a lecture; the Chalet library, which is growing steadily, provides them with necessary material. One of the most active groups is the Radio Group, and their research has resulted in a certain number of their productions being transmitted daily on the national network; daily, at 11 in the morning and 6 in the evening, they are able to give us a concert, thanks to the well-stocked disc library which they have been able to obtain, or alternatively, a poetic or dramatic programme. The evening is usually devoted to a lecture given by a qualified student or a recognized lecturer, such as the one on Rouault which M. Dorival (Professor at the Ecole du Louvre) came to give us recently, or otherwise a concert performed by members of the Chalet or musicians passing through the district; thus the Vegh Quartet consented to give us a section of the programme it was going to perform at Venice. Finally, from time to time we have a cinema show or a soirée in which all the foreigners join enthusiastically with songs, dances or mimes from their own country."

Such sentiments are repeated times over in the fortnightly *WSR News Release* which also contains staggering examples of the operations, major and minor, mounted by WSR in Europe and Asia—books to Charles University in Prague reported as "worth their weight in gold"; food stuffs worth SF 30,000 made available through WSR to students in Vienna; a set of research material despatched to an ex-French officer in a Davos TB Sanatorium to enable him to continue his own research in sociology and economics. He, like so many others, replies:

"I am most grateful for the long desired material. I was so excited at receiving it that in spite of being in rather bad shape I have immediately set to work again. I hope that I have not unduly taken advantage of your kindness. Believe me that your help has not been in vain."

It is difficult to resist quoting more extracts from the thousands of letters which WSR received over this period

which reveal more than simply the gratitude of those who benefitted from WSR's programmes. On the one hand they reflect the enthusiasm and eagerness with which the WSR staff worked, and on the other the desire of the post-war student generation to solder the links which had been so brutally severed by the war.

One of these links which greatly concerned WSR and ISS was the re-establishment of relations with Germany and the difficult and controversial question of aid to German students. At almost every WSR meeting after the war prolonged discussions were held on this subject.

Some felt immediate and unconditional aid was the best method of saving German students from despair and chaos, while others, with memories of the war and occupation, feared that such aid might encourage the resurgence of Nazism. A start toward solving the problem was made in the summer of 1946 when the Cambridge Conference of ISS voted to send a commission of four members, representing both former occupied and unoccupied countries, to visit German universities. In its report, the Commission emphasized that above all German students were anxious for contact with the outside world, to break their years of mental isolation. It recommended that WSR provide contact with students of other countries, and make available especially books and periodicals published outside Germany since 1933. Because of the danger of increase in tuberculosis as a result of food shortages, the Commission felt that some funds should also be used to purchase fats and vitamins for university canteens. The opening of the Muggenbrunn Rest Centre was just one of the subsequent WSR relief activities in the country.

These activities were just highlights of the European relief programme which was conducted by WSR in France, Belgium, the Netherlands, Scandinavia, Germany, Italy, Austria, Yugoslavia, Czechoslovakia, Bulgaria, Hungary, Rumania and Poland.

And not only in those countries either, Europe was not the only war

*Continued on page 24*

Jamia Millia Islamia, Delhi: Library which ISS/WSR helped to set up.



## WSR Programme Outlays

On Post-War Reconstruction 1946 - 1950

(In Swiss Francs)

Year Ending Sept 30	Refugees	POWs	Other * European Projects	China	Asia (excluding China)	Total
	SF	SF	SF	SF	SF	SF
1946	637,727	79,943	2,399,717	1,432,081	44,410	4,593,878
1947	446,591	60,160	1,404,758	1,316,448	117,102	3,345,059
1948	415,499	41,910	873,968	897,124	279,704	2,508,205
1949	294,979	3,771	505,381	403,632	458,414	1,666,177
1950	187,019	306	214,094	187,028	201,914	790,361
<b>Total</b>	<b>1,981,815</b>	<b>186,090</b>	<b>5,397,918</b>	<b>4,236,313</b>	<b>1,101,544</b>	<b>12,903,680</b>

\* Mainly student health, medical and food aid, and books.

Winburn Thomas was nominated as the WSCF representative to the Executive Committee of World Student Relief in 1946 and he represented WSR in Asia during the immediate post-war years. He was also present at the 1946 ISS Cambridge Assembly at which he was elected as a member of the fact-finding commission established to look into the question of the re-establishment of relations with Germany.

## A Page of WSR History

by Winburn T. Thomas

Shortly after I agreed to become General Secretary of the US Student Volunteer Movement (SVM) in 1943, Miss Wilmina Rowland of the World Student Service Fund (WSSF) reminded me of my responsibilities in student relief. I soon was involved both on the Executive Committee of WSSF and also on campus and at national conferences speaking on behalf of the Fund. This involvement in relief through the WSSF (later WUS-USA) gave me a direction which has continued to this day.

The WSSF relationship brought me inevitably into contact with International Student Service and World Student Relief.

I remember well the ISS Conference at Cambridge in 1946, before which the major issue was whether or not to extend the student aid programme to students in German universities, to which proposal many students from countries formerly occupied by the Nazi armies were opposed. Since the Conference was unable to agree, it was proposed that a fact-finding commission should visit the German universities to explore the mood and needs of the faculties and students. I was named Chairman of the Commission, which also included a representative of Great Britain, France and Czechoslovakia. Prior to beginning our two months study, I spent four weeks touring the universities of Poland, seeking to understand the attitudes of Polish students towards Germany, as well as to evaluate the WSR programme in Poland.

Cambridge had agreed that if the Commission could reach agreement, WSR would abide by its decision. We were able to recommend that the WSR programme be extended to Germany, which was confirmed by a meeting of the Executive Committee in Geneva immediately the survey was completed. I regret that our detailed report submitted to WSR was never printed. In its fifty pages we had recorded and interpreted the attitudes and mood of the universities towards Nazism, as well as specific needs of these institutions as they were seeking to get into operation after the war.

Following the 1946 Cambridge meeting of ISS, many of the same delegates journeyed to Prague, where we participated in the organization of the International Union of Students (IUS). While still in Prague, Dr. Malcolm Adiseshiah and I agreed that IUS should be brought into WSR, in order that students in the communist-bloc and certain unaligned countries be represented in WSR councils. There was sufficient support for our position that the invitation was extended, and I made a return trip to Prague to consult with the Secretary of the IUS concerning participation. It was this decision which enabled us to include a Czech member on the Commission to Germany.

During my years of student work in Asia, I was privileged to work for ISS and to attend a number of ISS events; and at the ISS Conference at Wells College (Aurora, New York) in 1949, I was able to report first-hand upon needs and possibilities in every country in Asia. In 1950, I attended a similar conference at Bombay (India).

Characteristically today has seen the change of student enthusiasms from concern for men's material needs to the political front, WUS cannot but reflect this change.



ravaged continent in the late 40's. In Burma, China, the Philippines, Vietnam, Malaya and Japan, there existed much the same situation as in Europe. Relief for Asia, excluding the massive China contingencies, gradually increased from 1946 - 1950 as the projects were extended to more countries in the region, notably India and Pakistan, where rioting following partition left thousands of students homeless, Thailand and Indonesia where help was extended to the underground university during the hostilities prior to independence, and Korea where WSR began supplying foods, medicines, books, etc., shortly before yet another tragic war broke out in 1950. Douglas Aitken, a UK ISS member during this period has subsequently remarked:

"The true importance of this dynamic development must surely be seen in the fact that even before most of the countries had achieved national independence ISS/WSR was providing an unprecedented opportunity for scholars and students of the universities of re-emergent Asia to become full and equal partners in an unusually broad-based international venture."

The WSR operations in China deserve a special word.

When European Student Relief Fund expanded its programme in 1945 to include relief work among uprooted students in China, World Student Relief was born. The new title clearly indicated the more comprehensive international character of the organization and opened the way to recognition and alleviation of the needs of students everywhere, whenever they might exist. A student relief programme supported by students in Europe, America, and the British Dominions as well as in China itself, had existed since the Sino-Japanese War. As a result, WSR had no difficulty in finding a well-established and energetic committee—the Chinese National Student Relief Committee (NSRC), through which it could carry out its relief activities.

As the Japanese invasion and bombings threatened and destroyed west coast universities, Chinese students and professors began one of

the greatest cultural migrations in history. With only what could be carried by hand or strapped to their backs, they began their long trek on foot into the interior where, in the southwest and northwest of China, the colleges got slowly under way again. Some occupied old temples or halls while other students improvised structures of thatch and mud, or hollowed class rooms and dormitories out of the hillsides, establishing themselves in caves. Those who had not moved far enough inland continued to be victims of air attack and some colleges moved on four or more times.

The situation became extremely serious in the summer and autumn of 1944 as fresh Japanese advances dislocated new millions of China's population and forced thousands of college students to flee still further west. Through the NSRC, WSR was able to help considerably towards lessening the plight of these students. Implementing the policy of help to self help, the NSRC encouraged "work relief projects" which enabled students to render practical community service in return for food and small financial grants. The 3,000 year tradition that Chinese scholars should not engage in manual labour was broken as students undertook such jobs as gardening and goat raising, or set up and ran free schools for children and adults. Apart from initiating work projects, the NSRC provided material aid to help meet a wide variety of students needs. Soya bean milk was made available to tubercular students and an ingenious plan was adopted to lend winter clothing, bedding and mosquito nets to those in greatest need. This plan, of course, increased the number of students who could be helped over a period of years. Travel aid was also given to students on their way inland and emergency relief was provided to student victims of air raids, fires and accidents. International scholarships helped to meet the problem of exceptionally able and promising students who had no chance to do first class academic work because of time devoted to outside labour.

*Continued on page 26*

## WSR in China

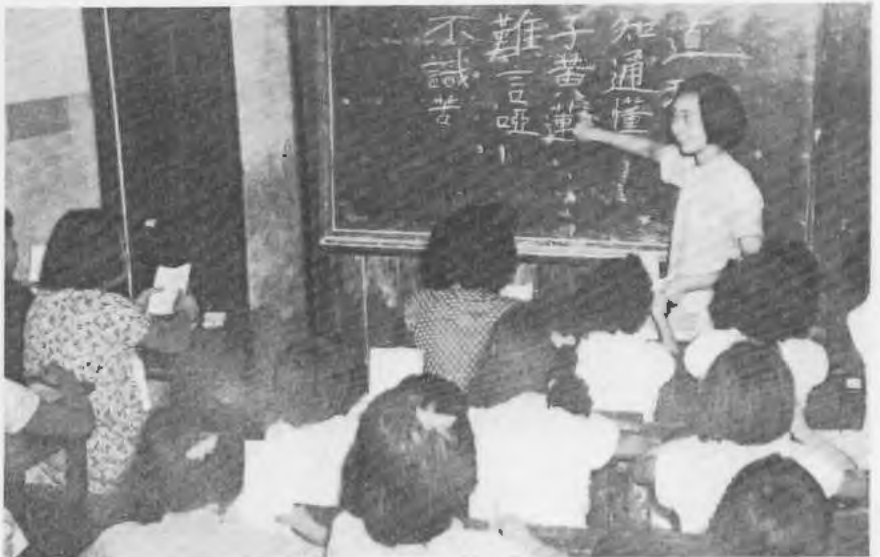
A crowded physics laboratory at Nanjing University made over as temporary student accommodation until the WSR hostel was completed.



Shanghai college students in a WSR subsidised reading room.



A student turned teacher for an evening class for factory workers in Shanghai. WSR subsidised students who gave up their evenings and vacations to these ends.



Much more difficult to establish than the continuing relief activities of WSR from 1945 on was the parallel role of ISS, itself crippled by the outbreak of war.

Gone were the national contacts, the pre-war Assembly members, technically no one knew even where these old friends lived.

For all that, ISS, through WSR had survived, and to a very great extent the principles which guided ISS before the war had emerged un tarnished. Solidarity with those in need had marked those dark years, and on this at least ISS could be rebuilt as the universities were being rebuilt with WSR initiative and help.

But what of those visions of peace, what about the threat of worsening relations between new factions, west and east.

Meeting in 1946 in Geneva, ISS examined the situation and faced its responsibilities. In a final message, the meeting paid tribute to those who had fought for their ideals and in the face of persecution had preserved academic freedom. It remembered those who had died in battle or behind barbed wire in concentration camps. The message continued:

"Since 1939 ISS has concentrated its main efforts and resources on the initiation and expansion of a broader relief programme to university victims of the war who were internees, refugees, prisoners, and to those who were in occupied countries. These victims have been helped by ISS within the framework of European and World Student Relief.

Thus the spirit of student unity and academic fellowship has been maintained alive throughout the darkest years, and has emerged stronger from the trial. It remains today as a basis for reconstruction.

A year after the end of hostilities the University community, both in Asia and in Europe, still stands in the greatest need. Exhausted, uprooted, and impoverished, its members are unable to solve by themselves the manifold problems which they have to face for resuming academic life.

To these people ISS pledges full support.

But the need of the younger academic generation is not only a material one. Clothes, food, and medical relief do not suffice. The need of the student generation emerging from the war is to a large extent a cultural, a moral, a spiritual one.

For years the students of the world have been isolated, deprived of contacts with abroad and intellectual exchange. They are separated by mutual ignorance which brings prejudice and hate.

The Assembly has been fully conscious of the deep ideological and national differences which split today the universities of the world. No longer do a common standard and values seem to unite representatives of the different cultural levels and ideological groups.

It will be the purpose of ISS to face this situation, with all its implications, and to attempt to bridge by a common effort the cleavage which threatens to divide the world into isolated units.

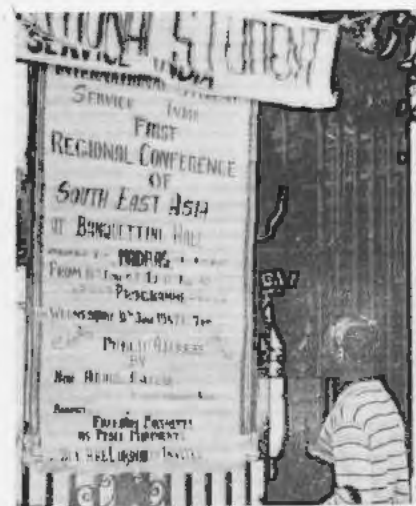
ISS considers it an immediate responsibility, not only to renew past friendships and relationships interrupted by the war but to establish new contacts and to provide an opportunity for constructive co-operation with representatives of the main ideological trends which are taking shape in the University.

Everywhere, under the effect of the war—which precipitates social and economic evolution—the University is undergoing far-reaching changes. ISS will strive to support the creative forces which, in spite of all difficulties, work for the revival of a more significant and creative University life."

Thus the call went out, an appeal to all those formerly involved in the work of ISS, and to those students and professors of 1946—the new generation—to rejoin ISS in its bid to rebuild true international university contacts. The response came later in Cambridge at the 20th Annual ISS Conference when about 200 delegates from 27 countries met together. All 5 continents were represented, and particularly significant and representative student participation is notable.

*Continued on page 28*

A poster advertising the 1947 Asian Regional Conference on "Freedom Movements as Peace Movements".



## Douglas Aitken Remembers

Douglas Aitken, a former General Secretary of UK ISS, became International General Secretary in 1952.  
(His photograph appears on page 31.)

My association with ISS/WSR, the predecessors of WUS began in 1942 in a prison camp in war-time Germany and continued until the end of 1956. During these eventful years the organization redoubled its efforts to play a useful role in the headlong rush of world history. First came the emergency programmes which were to give material and moral support to senior and student members of university communities ravaged by the terrors of global warfare. Then ISS/WSR became the channel for help to self-help, as university reconstruction began to the accompaniment of the confident pledges of nations and peoples to unite in building for peace and as the international scene was transformed by the re-emergence of the nations and ancient civilizations of South and South-East Asia and by the birth of new nation states in Africa. But they were the years too during which the chill and paralysis of the "cold war" became a threat to the very bases of international co-operation, and fear and mistrust bred new hostilities. For those of us who were involved, so many of the events and developments appeared to be of critical importance at the time and it is both tempting and perplexing to be invited to write about them. Some may indeed prove to have been important in the longer perspective of history, but today, in the middle distance, many have been overshadowed by the rapid progress of world events and already seem quite commonplace and insignificant.

Possibly the most important achievements of WUS and its predecessors in those critical years were: first, quite simply, that they succeeded year after year in mobilizing the support of students and university teachers who were personally prepared to reach across the barriers of nationality, race, religion and political conviction and work in practical ways for greater social justice in the university community at large; and second that they succeeded in responding to the challenge of a changing world with a spirit of adventure, ready to take new initiatives as opportunities occurred. The enthusiasm and vision which fired university men and women in the immediate post-war years were a powerful driving force and though too much energy was sapped away by organizational wrangles and political tensions—inevitable as they were regrettable—the achievements were considerable.

It would be difficult to over-estimate the significance of the assistance given through ISS/WSR to students in prison camps and on a far greater scale to student refugees. This was not simply a matter of material aid. For thousands of young men and women ISS/WSR represented a life-line when all seemed to be irretrievably lost. A place at a university, an opportunity to take up studies again, was for many literally the start of a new life. The hallmark was that of impartiality—the readiness not just to help particular groups of refugees and former war prisoners but to seek to help all in need, regardless of nationality, race, religion or political conviction. But need for such assistance did not cease with the end of World War II and it is a sad reflection on twentieth century civilization that an organization such as WUS must year in year out still devote a substantial part of its energy and resources to the assistance of student refugees.

The magnitude of the refugee problem and the claims of post-war university reconstruction in Europe were so vast that the organization might have been forgiven if it had devoted its resources entirely to them. But ISS/WSR, alert to the changing world situation, took its place in the vanguard of the movement to transform the very context of international action by opening up to the world at large what until 1939 had been predominantly a European and North American preserve. By 1946 ISS/WSR had embarked on a new and vigorous existence in the countries of South and South-East Asia—not as a foreign agency but as an indigenous growth. Large scale material assistance programmes were established in the face of famine and undernourishment; new student health services were created and T.B. sanatoria built; aid was given to student co-operatives and housing projects. But the true importance of this dynamic development must surely be seen in the fact that even before most of the countries had achieved national independence ISS/WSR was providing an unprecedented opportunity for scholars and students of the universities of re-emergent Asia to become full and equal partners in an unusually broad-based international venture. This was subsequently to be characterized in 1955 by the election of Dr. Zakir Husain, later to become President of India, as International Chairman. The establishment of WUS in the countries of the Middle East was soon to follow but it was not until 1954 that the organization felt able to take the next major step forward and embark on the systematic expansion of activities in Africa. Even so, it was again in the vanguard and following visits to universities in North, East, Central and West Africa, which I had the good fortune to make in 1954, the WUS Conference held in Accra in 1955 was the first of its kind in Africa to bring together Arabic, English and French-speaking university teachers and students from across the continent.

It was a privilege to play some part in these developments for they demonstrated time and again that the university community can rise above the differences which separate nations and peoples and that the notion of university solidarity need not be an empty shell. WUS can indeed be proud of the contribution it has made to post-war university expansion and development in many parts of the world.

The theme of the meeting was "The university community in a changing society", but much of the discussion ranged around the reorganization of ISS and its relationships. Emphasis on the establishment of national groups was evident. A year later in Aarhus, 30 countries were represented at the 21st Assembly and Malcolm Adiseshiah could remark:

"ISS has come to stay in Asia because it represents a real response to Asian needs."

But Asia was not the only Continent well represented in Aarhus; Poland, Hungary, Czechoslovakia, Bulgaria, Rumania and Yugoslavia added delegations to those from so-called western Europe. A delegation from New Zealand was present, as were representatives from Nigeria and South Africa. As one delegate remarked:

"Aarhus faced ISS with the fact that it had become a world agency." Much of what followed involved ISS in strengthening these national groupings and developing Committees in other Asian and African countries and although the explicit desire to see the Latin American Universities more involved in ISS work was not fulfilled for another decade or so, the basis of Assembly discussions on a regional basis—similar to WUS in the 60's—soon occurred. As before the war, conferences, and study tours played a large role.

Activities were diverse. To say that these activities to a certain extent lacked direction reflects the quandary in which ISS found itself at the end of the war. This analysis must neither ignore the side by side post-war university reconstruction projects of WSR mentioned elsewhere in this history. The dissolution of WSR and the absorption of its programmes into those of ISS in the new WUS in 1950, is indicative of the artificial division of WSR and ISS programmes in this post-war period.

ISS from 1946 - 1950 was for itself concerned with the university and society, the role and structure of the university, the functioning of the university, peace and national freedom (especially Freedom movements in Asia about which a conference was

held in 1947), the university and social development, and international understanding. These subjects were to be the basis for much future reference by WUS after its birth in 1950.

Amid these discussions of everything that affected the university, ISS found again those simple but outstanding qualities which had always marked it from others—that it was truly a university organization where different convictions could be reconciled, where an unprejudiced platform eased the destruction of traditional barriers and enabled new understandings to be born. ●

### WUS IN ACTION

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In 1950 the organization changed its name from ISS to WUS. Yet this was not just another name-change. There was in this change a conscious attempt to match up the aspirations of the organization to its name, to extend the field of operations, and to make the organization truly university in context. There was also an unconscious acknowledgement that a new name would consolidate the role of ISS/WUS in the minds of those who were already associated with it. It was similarly dichotomous that the change meant on the one hand, widening the horizons, yet on the other, was intended to stabilize the existing constituency. That the outbreak of war had shaken ISS to its roots was bound to make some mark on the organization and this it did as the war relief programmes and the immediate post-war programmes, vast in their scope and impact, ceased.

Behind were the troublesome years since the end of the Second World War, years when ISS sought its future, its role... when Dr. Malcolm Adiseshiah could say:

"the new lease of life which ISS was seeking might well be found in new areas such as Eastern Europe, and South East Asia where new developments of great importance were taking place."

when an Assembly resolution (1947) could be prefaced with:

"recognizing the importance of establishing ISS committees in all parts of the world."

The 1947 Annual Conference (Aarhus, Denmark) itself marked a breakthrough in this direction. In terms of participation it had a significant and broad representation. For the first time, the Conference was attended by representatives from Burma, China, India and Indonesia. Participation from the Middle East included Egypt, Lebanon and Palestine while East Europe was represented by Hungary, Poland, Czechoslovakia, Bulgaria, Rumania and Yugoslavia. In all, there were 120 participants from 30 different countries. The area expansion of the organization was, and has been, based on WUS's effort to create

a "neutral platform". As Jack Peter, the General Secretary, pointed out in 1948:

"There is an easy temptation for ISS to align itself with one of the dominant ideologies." There was too, a hankering after the old glories of the pre-war period, and a desire to have all the members of the university party to the development of the organization. Jack Peter again:

"There is a traditional role, that of research and publications on which ISS's solid intellectual reputation has been built up... The survival of ISS does not depend alone on its good work. It must regain the confidence of senior members of the University, but it must also obtain the support of the students..."

But, for those who reshaped the role and functions of the organization at this time, the impressive successes of the war years, the relief programmes, found high priority.

Relief was again defined:

"The development of student self-help and creation of student cooperative enterprises, material help and moral aid."

The scene was set, the analyses finished, the considerations of programme and structure completed. Now to consolidate, to "put flesh on the skeleton", to give birth to a new vision...

Most remarkable in the story of the birth of WUS is that it took place successfully whilst all around was discord, the question of Germany, of relations with the Socialist countries, with the recently formed IUS, itself deeply ideologically split, and more immediately the winding up of WSR and the WSR relief programmes, and the poor financial situation.

But WUS was entering a world in which the tensions were increasing and new challenges emerging. The relevance of a truly university organization in this situation was clearly defined at the 1952 Assembly by the then Chairman, Dr. Gerhart Riegner:

"Great empires have fallen, new powers have risen to strength, some

countries are struggling for their independence. Against this background, a small group of intellectuals and students is trying to fight its way through to establish some common ground for co-operation.

Though WUS claims independence and neutrality toward political problems, those who work within it are bound by a common belief in certain fundamental approaches and in certain common values.

The most important is a belief in the world, a belief that the world could not be separated but that all were linked together in a common fate.

Secondly, there is the credo of the dignity of man and confidence in his creative and constructive capacities. A belief that we have constructive contributions to make to the shaping of the world and that the destiny we face is partly in our own hands.

Thirdly, the belief in the equality of races and nations. The equality, the diversity and the richness of different cultures, peoples, races and nations makes the richness of civilisation. In this is the belief in the equality of the claim of everyone to share in intellectual and economic resources.

Fourthly, the belief in the independence of academic research and the principle of academic freedom, freedom of study and independent scientific research.

Finally, the belief in the existence of a world community between members of the university. That members of this community have common responsibilities towards people and the world at large, facing at the same time common problems of the university and the position of university professors and students in mutual service to the community as a whole.

It is in this spirit of mutual respect, assistance and service, that WUS should work, whether in the deliberations of its Assembly or in the conduct of its activities."

The redefined ideals of WUS would have remained dead letters unless fol-

*Continued on page 32*



The 1952, Grenoble, WUS Assembly at which the first WUS Programme of Action was proposed.

Above, Dr. Zakir Husain, fifth from the right then Chairman of Indian WUS and 3 years later to become International WUS Chairman.



Right, from left to right : Douglas Aitken, incoming General Secretary ; Muriel Jacobsen, co-General Secretary ; Dr. Gerhart Riegner, Chairman.



lowed by a proper strategy for action. Hence, the efforts towards the "practical interpretation of WUS Statutes". Explaining the evolution of this approach which resulted in the formulation of global Programme of Action since 1953, a working paper presented at the Grenoble WUS Assembly in July 1952 said:

"The logic of this proposal is demonstrated by the sequence of events during recent years. In the late 1940's, when the university situation was changing from that of the immediate post-war years, a growing concern for a redefinition, and if necessary a modification, of aims and objects led to a serious study. This culminated in the adoption of new Statutes in 1950. Then, in 1951, the General Assembly made considerable progress in interpreting overall policy in the light of the new Statutes. There remains a third step and that is "to consider how the aims and objects and overall policy should be interpreted in the organization's programme and procedures. There are many projects and activities which could be undertaken and it is necessary for the General Assembly to decide on a clear pattern of priorities."

The same document also underlined the basic principles, subsequently endorsed by the WUS Assembly, to be followed. These principles have been the key to WUS operations all these years, and therefore, are quoted in detail:

"The keynote of the WUS concept has been struck in the expression: *international university solidarity* through mutual service. The mutual relationship in common service replaces the relationship of donor and recipient and has already given a new vitality to the work of WUS, for all have something to give, all have something to receive. WUS is not only concerned with its particular projects as ends in themselves but also sees in them a means to promote the growth of understanding based on knowledge in order to break through the barriers of misconceptions and prejudices which abound in the contemporary world.

The vast economic and material problems which today confront many university communities are a challenge to WUS to galvanize the latent conscience of students and professors into a common effort to meet urgent needs and give moral and material support to those who are courageously striving to overcome almost insuperable physical difficulties. This is a field in which the concept of mutual service can find a most concrete expression. The need is for projects around which international and indigenous efforts may become welded in a common expression of solidarity and service.

Projects, whether of material assistance or not, must be appropriate to actual situations and should be based firmly on joint international and indigenous co-operation. To attempt merely to direct them from outside a country is to introduce an element of patronage and feed the growth of the prejudices and misunderstandings that WUS seeks to overcome.

It is equally essential, internationally and nationally, to stimulate the sense of responsibility of students and professors. Around its projects WUS must develop the mutual sharing of knowledge, by making known the real nature of needs and problems, and through sharing experience gained in the solution of similar problems.

In two ways WUS can offer a dynamic response to the contemporary university community. It provides a channel for the sense of mutual responsibility which motivates a desire to support material assistance projects and can lead, through the sharing of knowledge, to the growth of understanding which is the basis of mutual service. Equally it responds to the desire for knowledge and understanding which can lead to mutual service and assistance."

Following these are the criteria that have been evolved for deciding the projects. They are as follows:

- a) Magnitude of the needs involved.
- b) Degree to which these or similar needs are being met from other sources.

- c) Seriousness and thoroughness with which plans have been formulated.
- d) Pioneering character of the project and its relevance as an example to others.
- e) Likelihood that the project, once initiated, could be maintained wholly or largely on local funds.
- f) Potential for promoting student/staff co-operation and understanding.
- g) Potential for promoting international co-operation and understanding.

It can be seen that in developing the WUS programme, we have not followed any "world pattern". From the fact that the national representative university groups are primarily responsible for the programme, an effective and realistic regional approach has been well established. As someone put it:

"In analysing the effectiveness of WUS, we are never speaking about one overall situation, but perhaps 50 different national situations. Thus, refugee assistance and emergency aid may be necessary in one country, material aid in another, and co-operatives in another." Such a range of different programmes places an incredible task upon WUS, especially when this process is seen against the backdrop of a continually changing university world.

Referring ourselves to the major regions of WUS activities, we can identify what has now happened in practice. In Asia and Africa, WUS has striven to identify itself with post-colonial development through investment in human potential and solving material needs. The basic problem on the Asian university scene is one of the overcrowding of the institutions of higher learning, which has led to a deplorable neglect of student facilities affecting the quality of university education. On the other hand, the universities in Africa, new to their task, commonly suffer from the isolation from the community/society. Further, in Africa there exist the serious problems for the university community arising from political discrimination and victimization and

apartheid. The Latin American universities have continued to remain "ivory towers" cut off from the main stream of society. WUS has recognized these facts. Consequently, the primary emphasis of the WUS Asian programme has been on health and co-operatives, while for Africa it has been on assistance to apartheid victims and student refugees. Similarly, in developing the Latin American programme (WUS effectively entered the Latin American scene only in 1960), community development projects have been underlined.

For the university community in Europe and North America which, together with Australia and New Zealand, share the major responsibility for fund raising WUS' programme is a great "human encounter". Fund raising for its own sake has never been WUS' passion. Fund raising unquestionably helps those who benefit but the basic aim of WUS fund raising has been to create an awareness, to effectively raise the issue of an international university and its role in world society. We recently asked a long-time student member of WUS, Miss Robin Burns, of Australian WUS what she thought of the role of WUS' programme... She underlined a three-fold function it promotes:

- a) cross-cultural friendship, where you come to realize an atmosphere of concern and understanding for all.
- b) it challenges the university to think about the implications of higher education for fundamental world problems of peace and nation building,
- c) it confronts us with the real problems of world development.

What has been the effectiveness of WUS' global programme? No statistics, financial or otherwise, can tell the true story. There is, in fact, no way to measure the impact of the programme in terms of its true relevance to WUS objectives. We can but attempt to give a brief view of what WUS' mutual assistance projects have visibly achieved. WUS projects have been ordinarily classified into the following categories:

1. Lodging and Living.
2. Student Health.
3. Educational Activities and Facilities.
4. Individual and Emergency Aid.

However, these categories form one compact whole. Any concern about improvements in one field without caring for other fields is a fruitless exercise. Therefore, while developing thinking and ideas about programme building in one area of activity, WUS has always supported a comprehensive view. This remark cautions against any view of the effectiveness of one single WUS activity without understanding the compactness of the programme as a whole.

Tables summarizing WUS major programmes in Asia, Africa and Latin America are given on pages 36-37.

The expansion of WUS in Asia, Africa and Latin America since 1950 was clouded to some extent, for reasons beyond the control of WUS, by the lack of national WUS committees in countries of Eastern Europe including USSR and China—areas in which WUS had carried out major programmes during the ESR, WSR and ISS periods. The "open-door" policy continued, however, and both at the international and bilateral levels, contacts were established or maintained with these countries. There were particularly successful specific projects such as organizing seminars or exchanges of students and professors. These contacts, including those with student unions and the IUS in particular were gathering momentum in the last few years, when the 1968 Czechoslovakian crisis brought a set-back, at least temporarily. At the 1968 General Assembly assistance to the university community in the Democratic Republic of Vietnam was included as part of the 1969-70 International Programme of Action. Although a WUS committee does not exist in the DRVN, it nevertheless underlines the attempt of WUS to be truly world-wide in character.

WUS contacts have also been relatively weak in the Middle East; the expansion or strengthening of WUS

in French speaking countries mainly in Africa was marked since the 60's.

Until five years ago WUS' geographical expansion was matched by a corresponding expansion in the number of projects initiated and supported by WUS. The budget of the International Programme of Action doubled between 1953 and 1963. Programme fulfilment as compared to budget fulfilment although never perfect was on the whole satisfactory but this trend declined in the latter part of the 1960's. In 1968, the situation was so bad that global programme fulfilment was only one-third the target set for the year. At the same time, the world over and especially in Europe and North America, the university was facing a crisis ranging in severity from country to country. Equally it is true that WUS had firmly established itself in Asia—in several countries WUS was playing a national role in shaping at least aspects of higher education, the African programme in the field of discrimination and apartheid was growing regrettably bigger and the Latin America programme was gradually beginning to take definite shape. In other words WUS' help to self-help was paying dividends in the Third World. For lesser financial investment WUS was able to achieve much more.

During the above period WUS supported a few selected major projects and many small welfare projects. Most of the projects were concerned directly with benefitting the university and particularly the student community. This seemed satisfactory, both in terms of project needs and for fund raising purposes. Funds were mainly raised in university and college campuses or by student efforts in the community. The situation gradually changed. Firstly, it was becoming increasingly difficult to raise funds for the International Programme of Action, which led to the problem of earmarking, leaving an imbalance in programme fulfilment. More recently campus fund raising has dwindled in many countries.

At the same time as the above changes were taking place there was also a move towards implementing

major national impact projects. These projects called for substantial funds which were increasingly obtained from governmental sources, or through major national fund raising. Examples of such projects include: The Seoul (Korea) Student Centre, the Madras (India) Student Centre, the Ayacacho (Peru) Student Centre, the UBLS (Lesotho) Library, the Lusaka (Zambia) Hostel, and a substantial increase in the WUS Refugee programme mainly in southern Africa.

These gradual but definite changes were brought to a head at the 1968 General Assembly. The Assembly defined its concept of the new role and function of the university and particularly the social obligations of the university. It instituted a study on the future programme and structure of WUS. The study now under way should lead to major decisions at the 1970 General Assembly.

Structurally, the Organization had moved from an Assembly consisting essentially of individuals meeting once a year, to an Assembly still composed of individuals but guaranteeing a seat for every fully recognized national committee and meeting once every two years (1960). The trend is now towards a greater direct representation of national committees.

Following decisions of the 1964 and 1966 General Assembly the category of sponsoring organizations was dropped in 1967 to enable wider and more effective co-operation with the ex-sponsors and other international university and student organizations.

The 50s and 60s show no diminishing of the educational role of WUS. It became more diversified at the national, regional and international levels.

In co-operation with UNESCO, WUS published in 1961 the book on "The university today—its role and place in society". In 1961, WUS published a report on economic factors affecting access to the university.

During the General Assemblies, time was devoted to a symposium whose topic was closely related to the university. (1964, Staff-Student Relations; 1966, The Role of the University in the Development of the Third World; 1968, The International

Role of the University), Reports of the Symposia were published as separate documents.

In Africa, WUS started workshops on community development (1959 Sierra Leone) and work camps (1959 Ghana, 1965 Sudan, 1966 Burundi). In Asia WUS organized Health Conferences (1951 Singapore, 1962 Ceylon, 1966 Thailand) and promoted the application of co-operative techniques to the solution of university problems through organizing a Workshop Conference in 1959 and a training workshop in 1964, both in India.

Student Mental Health Conferences for Europe were held in 1961 (Switzerland) and 1970 (Netherlands).

In the field of refugee education, WUS signed a contract with the office of the UNHCR in 1968, to administer a scholarship programme for Rwandese refugees in Burundi, a project which was renewed in 1969.

The above can only be samples of the many activities carried out by international WUS. At the national level several successful programmes were carried out.

The care of foreign students constitutes an important part of the activities of many national committees UK, USA, Germany and France, to mention only a few.

Canadian WUS offered until recently post-graduate scholarships for students from developing countries; they also carried out a successful bilateral seminar programme with a different country each year.

Provision of teachers in Lesotho, Botswana and Peru was also a limited but important task of WUS. During the last few years WUS has carried out an expanding gifts-in-kind programme. In co-operation with IFMSA and IPSF, WUS has launched drug appeals. Medicaments obtained through such and other means have been provided in substantial quantities to university or student health services in Asia, Africa and Latin America. WUS has also been involved in a gifts-in-kind programme involving medical and educational equipment and text-books and journals.

The 1960's also saw the systematic and effective growth of the WUS

publications programme. The chief magazine of the Organization, "WUS in Action", is produced regularly in English, French and Spanish. A monthly newsletter, "WUS News", was established in 1968.

The WUS programme in the future will lay greater emphasis on educational and/or welfare projects relevant to the developed and developing countries. Issues relating to world development and the role of the university in the community would receive increasing emphasis. ●

## THE NANSEN MEDAL

The Committee charged with the award of the Nansen Medal instituted by the United Nations High Commissioner for Refugees for outstanding services given to refugees,

Expressing its deep appreciation for the unswerving efforts of the Voluntary Agencies and dedicated individual voluntary workers in bringing succour to refugees,

Recognizing the devotion and humanitarian spirit displayed by the Agencies and their staff in the accomplishment of this task,

Desiring to pay a tribute to their major contribution to the solution of refugee problems throughout the world and to their indispensable role in fostering international solidarity towards this end,

Hereby awards the Nansen Medal for 1963 to the

### INTERNATIONAL COUNCIL OF VOLUNTARY AGENCIES

with a view to honouring all the agencies and their constituencies as well as individual voluntary workers who have shared in the common effort of assistance to refugees.

Geneva  
10 October 1963

*F. Ulfving* President  
*P. D. Quigley* Secretary  
*H. J. ...* Secretary

As a token of appreciation for services rendered to the cause of refugees this certificate is presented

to the World University Service.

Three occasions of honour for WUS :  
Top : WUS through the International Council of Voluntary Agencies (ICVA) receives the Nansen Medal in 1963.

Centre : A first day issue of Lesotho postage stamps marking the first conferment of degrees at the newly named University of Botswana, Lesotho and Swaziland where WUS had been responsible for the construction of the university library, clearly visible on each stamp, and continues to award a number of scholarships to refugees studying at the University.

Lower : Mr. Hans Dall, then General Secretary of WUS (right) signing the first agreement between WUS and the United Nations High Commissioner for Refugees Office (UNHCR) with Mr. Thomas Jamieson (left) Director of Operations of UNHCR (1968).

The agreement was the first of its kind to be signed by UNHCR with a voluntary agency for a systematic educational programme in Africa. Under it WUS administered some SF 43,000 on behalf of UNHCR for the promotion of post-primary education in Burundi and some 420 students benefitted in the first year. The agreement was reaccommodated in 1969.



## WUS in Asia

International Programme 1955 - 1968  
(expenditure in Swiss Francs)

	SF
<b>* Student Health</b>	
a) Establishment of TB sanatoria and rest centre in India, Indonesia and Japan	79,550
b) Establishment of and assistance to University Health Services in eleven Asian countries	548,220
c) Purchase of X-Ray equipment and Odelca cameras for universities in India, Indonesia, Pakistan and Vietnam	166,800
d) Establishment of a Guidance and Counselling Centre at Philippines	10,000
e) Supply of diagnostic medical equipment to India, Ceylon, Indonesia, Korea, Vietnam, Pakistan, Hong Kong	80,000
f) Supply of medicaments to 13 countries.	849,350
<b>* Student Centres and Co-operatives</b>	
a) Korean WUS Student Centre (opened 1969) — the centre provides lodging facilities, a student restaurant, health service auditorium and other welfare facilities for all Seoul students	316,120
b) Karachi International Hostel (opened 1959-1960)	92,765
c) Student Centre Kathmandu, Nepal (1961)	22,500
d) Centre in Dacca, Pakistan (1963)	78,200
e) Madras WUS Student Centre (to be opened in 1970)	1,000,000
<b>* Hostels / Canteens / Stores</b>	
a) Interest free long term loans to establish 4 Hostels and 3 Co-op Stores and Canteens in India	215,000
b) Cafeterias and Stores in Ceylon, Indonesia, India, Korea, Pakistan and Vietnam	332,550
<b>* Educational Facilities</b>	
Establishment of Book Banks, Lending Libraries and provision of text books, educational and scientific journals and educational and scientific equipment	773,660
<b>Grants and Service Scholarships</b>	
India, Korea, Japan, Pakistan, Hong Kong, Vietnam.	429,200

The 1964 International WUS workcamp, Khartoum, Sudan.



## WUS in-roads in Africa

International Programme 1952 - 1968  
(expenditure in Swiss Francs)

<b>* Refugee Student Assistance</b> (see page 42)		SF
In Algeria, Rhodesia, South Africa, Burundi, Lesotho, Uganda, etc.	3,403,130	
<b>* Libraries and Educational Material</b>		
a) Reconstruction of Algiers University Library	69,200	
b) Establishment of the University Library at the University of Botswana, Lesotho and Swaziland	332,420	
c) Re-establishment of the Rwanda University Library	23,370	
d) Books and scientific equipment to Ethiopia, Ghana, Lesotho, Kenya, Nigeria, Malawi, Rwanda, Rhodesia, Sierra Leone, Tanzania, Uganda	125,000	
<b>* Hostels and Co-operatives</b>		
In Burundi, Lesotho, Sudan and Zambia	219,500	
<b>* Health Programmes/Medical Supplies</b>		
a) Establishment of Health Clinics in Lesotho and Sudan	98,100	
b) Ambulance for Dar es Salaam University College	14,000	
c) Supply of medicaments	180,000	

## Work Camps, Regional Events, etc.

### ★ International Work Camps

- a) In the Republic of Korea (1965) to assist in the preparation of the site for the Korean WUS Centre
- b) In the Sudan (1965) to construct a student hostel. This followed earlier basically national work camps which helped establish the student health centre
- c) In Burundi (1966) to prepare playing fields at the National University

### ★ Regional Conferences

- a) University Conference at University College of Gold Coast (1955) on "The role and Responsibility of the University in Africa"
- b) Seminar at University College, Salisbury (1961) on "The University's Role in Community Development"
- c) Training Workshop on Co-operative Management, Bombay (1964)
- d) Asian Student Health Conference, Peradeniya, Ceylon (1962)
- e) Asian Student Health Conference, Chiangmai, Thailand (1966)

### ★ Other

- a) University teacher at University of Botswana, Lesotho and Swaziland

## International Programme 1961 - 1969

(expenditure in Swiss France)

The tragic earthquakes in Chile in 1960 advanced the plans already made for establishing WUS in that continent. Requests for assistance to rebuild the Universities of Concepcion and Valdivia in Chile were immediately met and some SF 60,000 transferred for student hostels and university equipment.

Other major projects are :

	SF
<b>★ Student Centres, Hostels</b>	
a) Student Centre at University of San Cristobal de Huamanga (provides accommodation, student restaurant)	451,700
b) Student Hostels in Guatemala, Nicaragua, Paraguay	45,020
c) Student Restaurants in Chile and Honduras	29,500
<b>★ Health Centres and Clinics</b>	
a) Preventive Medical Centre and Clinical Laboratory, Nicaragua	48,900
b) Dental Units for Guatemala and Paraguay	11,200
c) Chile Health Centre	57,400
d) Medicaments to Peru, Nicaragua, Honduras	26,000
<b>★ Educational Facilities and Equipment</b>	
a) Lecture Hall, University of Nicaragua	30,000
b) Scientific equipment to Chile, Guatemala, Nicaragua, Paraguay, Peru	170,775
c) Books to Chile, Honduras, Nicaragua	12,000
<b>★ Scholarship and Grants</b>	
Revolving Loan Fund in Peru	5,500
<b>★ Other</b>	
a) Community Development and Anti-Illiteracy programme in Chile	13,500
b) Lecturer at University of San Cristobal de Huamanga, Peru	—

Nicaragua WUS hostel.



**A WUS project**  
**— planning — construction — inauguration**

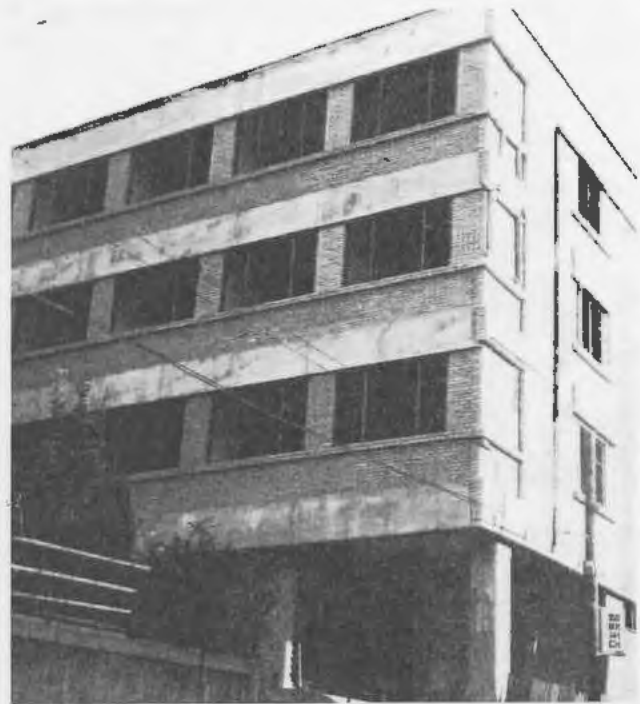
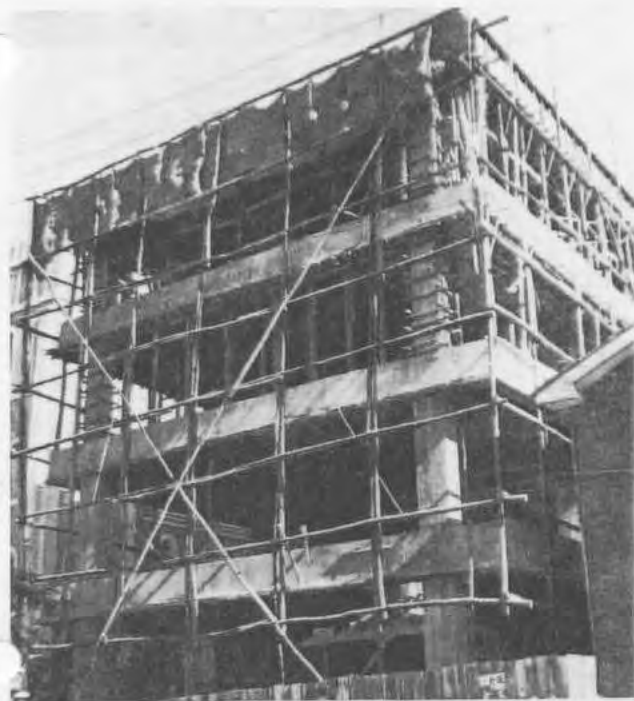


### The Korean WUS Student Centre

The birth of a WUS project and its construction is pictured on these pages as an example of the method by which WUS projects are implemented.

Above left, the architects drawing of the Centre presented to the international Assembly in 1964 and accepted for inclusion in the International Programme of Action. Inset the completed WUS Centre 1966.

Below left : demolition work on the site of the centre which was greatly advanced by the international WUS workcamp in Seoul in 1965 (photo right).



On this page, centre left : progress 1966; centre right : nearing completion 1967.

Right : the inauguration ceremony—cutting the tape, 26th June, 1969 in the photograph are, from left to right : a representative of the students association ; the Chairman of Korean WUS ; the Minister of Education, Republic of Korea ; the Prime Minister, Republic of Korea, the International WUS General Secretary, Mr. S. Chidambaranathan ; the Chairman of the Centre Building Committee, a representative of the students association.





## WUS fights on fundamental issues

WUS believes that no true international University can be conceived which shirks from the fundamental issues of mankind. The University has an international obligation. The 1968 Leysin General Assembly resolution on the University in part, said :

"Without impairing its national character the university has definite international obligations, which are based on the universality of the methods of scientific enquiry and of the knowledge derived from it. There is therefore, a particular obligation incumbent on the university communities of all countries to strive at becoming equal partners, and to concern themselves with the solution of common problems."

It is not only that the university should await to adopt itself to the emerging social situation and aspiration, but also the vital question of the university taking lead in shaping the pattern of social dynamics, to ride over changes, according to, as the resolution lays down, the criteria of scientific enquiry.

In its efforts of creating a new international university of this design, WUS has moved towards evolving a two-fold positive approach: (a) to create an awareness among the university communities everywhere about the real issues of mankind, through programmes and projects as well as through educational activities; and (b) to assist solutions to these problems by implementing various programmes.

It is within this strategy that WUS looks at issues such as Apartheid, Health, Hunger and World Development.

### A world-wide student health programme

WUS has always stressed the importance of the provision of adequate health facilities in universities and colleges and has always believed that an investment in health contributes to the academic achievement of a student besides preventing drop outs and wastage. WUS was involved in preventive as well as curative health, and took the lead in promoting the importance of health in Asia. Opening the First Asian Health Conference 1951

in Singapore, Dr. Sigvard Wolontis, then General Secretary, said :

"The calling of this Conference might be regarded as a daring and bold undertaking. It is, however, also a binding necessity, or compelling challenge that had to be met if we were to be true to the pioneering spirit of the Organization."

"Pioneering" indeed were the developments of the WUS health programme from 1950. True, earlier health projects are noteworthy—dispensaries in Russia in the 1920s, rest centres such as Combloux established in the Second War and post-war years to treat shocked and fatigued students. There were initiatives in the field of health conferences in 1933 and 1939, though this latter was totally submerged with the outbreak of war.

But these were part of an earlier plan, a direct relief programme. WUS in 1950 was part of another world, now the question was investigation, prevention and cure.

Crucial to the change of direction of WUS' involvement was the growing positive concept that health relates to all aspects—"physical, psychological and social wellbeing".

This was the kernel from which sprang not only the WUS health programmes, but so many parallel activities.

The 1951 Singapore Conference expressed it in this way :

"A comprehensive programme of both research and material assistance emerged having bearing also on associated activities involving the provision of food and housing. It is expected that the long-range effect of this Conference will be the gradual establishment of a network of student health centres throughout the area."

The hopes raised by this Conference have not been belied—WUS and the Universities in Asia are well on the way to developing a comprehensive student health network.

Two more regional Conferences followed in 1962 in Ceylon and in 1966 in Thailand. Additionally, a number of WUS Committees in India, Indonesia, Japan and Korea organized follow up national conferences.

In 1966 the Regional Conference commented :

"The 1951 and the 1962 WUS Conferences on Student Health have provided great encouragement to the development of student health facilities in Asia. Asian students and student health doctors are particularly grateful to International WUS for focussing attention on the subject and thereby getting governments and university administrators to recognize the health needs of University students."

What exactly did this "encouragement" mean? Partly a number of "firsts", and largely a consistent health programme aimed at assuring minimum health facilities for students.

- The first student TB sanatoria in Japan (Inada Noborito, 1954) and India (Madras, 1951).
- The first University Health Centre in India (Delhi, 1956) followed by others in Patna, Bombay, Madras, etc.
- The first concerted "preventive" attack on TB in Thailand through mass X-ray of freshmen.
- In Hong Kong, a WUS campaign mounted under the slogan "a clinic on every campus and a unified health scheme for all", which involved WUS directly in the establishment and expansion of at least three College clinics.
- The opening of special wards for student patients in General Hospitals in Madras, Hyderabad and Banaras.
- In Pakistan the consolidated fight against TB in all universities through the purchase of X-ray equipment for each university health clinic which did not possess one.
- In Indonesia the establishment of polyclinics to provide preventive and curative facilities to students of state and private universities in Jogjakarta, Bandung, Surabaya, Semarang, Makassar...
- To Ceylon, Hong Kong, India, Indonesia, Korea, Nepal, the Republic of Vietnam have gone tons of medicines and crates of diagnostic equipment.

*Continued on page 42*

## Aspects of WUS' health programme



Above, the WUS supported health centre at the University of Karachi, Pakistan ; below, a WUS X-ray machine at the Aligarh Muslim University, India.



And around each of these projects was built up an acknowledgement of WUS almost as an "agent-provoca-teur". WUS could tread where others feared. Governments and universities appreciated not only what was done in an immediate sense for their students, but also that they must continue the work, they must ensure the health of the university community.

The results are sometimes over-whelming. Thailand: the anti-TB Cam-paigns started in 1959, 50,372 students have been X-rayed, 756 found to have tubercular symptoms, and treated by Thai WUS, almost all on an ambula-tory basis. And furthermore, the incid-ence of the disease among the students has dropped from 4% to 1% and the spread of the disease within the universities has been checked. What is more most of the funds required for the project are raised in Thailand it-self.

In India it led to the decision by the University Grants Commission to pro-vide a grant of Rs. 100,000 (SF 60,000) to universities to establish Health Ser-vices.

But away from Asia, similar pro-jects were supported in Africa and Latin America. A WUS ambulance in Tanzania, a dental clinic, fully equip-ped in Guatemala, health centres in Nicaragua, Chile, Paraguay, and plans now for a complete Student Hospital at the University of Chile.

Two programmes have not failed to highlight mental health in univer-sities. 1970 itself began with a Confer-ence of Experts from the "developed" countries on this particular subject placing the student in his age group and considering the growing burden of the decade of stress, of changing sexual mores, of drug taking, etc. This allusion to the present testifies to the presence of WUS, relevance even in and to the university and the society which surrounds it.

Not that this is a new field, refer-ence to mental health has been made at every regional event concerned with student health service in general, and one other European regional confer-ence took place in Switzerland in 1961, devoted entirely to this subject.

National mental health conference initiatives have also been evidenced in Canada, and the UK, and student counselling services established, in the Philippines and Japan.

In planning and operating its health programmes WUS has always enjoyed the collaboration of other international agencies including the World Health Organization, the International Federa-tion of Medical Students Associations and the World Federation for Mental Health.

More than in an other field, student health stands out as a shining example of WUS pioneering work resulting in far reaching developments at the na-tional and regional levels.

#### WUS and Refugee Students

WUS has had the experience of dealing with student refugee problems, for 50 years. We have seen how during the two wars and the post-war periods, WUS' special concern to this problem resulted in a world wide programme. The problems of refugee students have continued to be pressing. Today's re-fugee students are, largely, the result of political victimization and apart-heid policies—political and racial discrimination. Non-discrimination—political, racial and ideological—has been the watchword of WUS policies and programmes. Therefore,

it is natural that when we speak of helping refugee students, it is not the limited question of relief and rehabili-tation only, in itself important as it may be, but it involves a more funda-mental question, one of effective in-ternational action against these poli-cies resulting in persecution of people anywhere, because they always in-volve an infringement of fundamental human rights of free speech and free thinking. WUS has come to develop a twofold approach to this problem: (a) to create an effective voice in the world university community on the question of apartheid and political vic-timization, and (b) to implement spe-cial material assistance programme for the refugee students.

When speaking of student refugees, the continent of Africa comes to mind—a continent which is suffering from the worst form of man's humanity to man. Since the days when the WUS programme was extended to Africa, in the early 1950's, the problem of Afri-can student refugees has played a very important part in WUS' global pro-gramme of action. WUS assistance to African refugee students has, gene-rally, been in the form of scholarships and grants and books.

The following table gives the broad figures of WUS' African Refugee stu-dent programme for the years 1952-1967: *Continued on page 44*

WUS Assistance to African Refugee Students 1952 - 1967

Country of Origin	No. of Students Assisted	Cost of the Programme (in SF)
Algeria	322	963,472.70
Angola and Mozambique	185	580,100.70
Nigeria	3	3,361.69
Rhodesia	65	191,370.25
Rwanda	8	36,808.75
South Africa	601	877,365.63
Sudan	59	35,579.50
Tanzania	1	1,203.—
	1244	2,679,262.22

## Reflections by Hans Dall



Hans Dall (left) General Secretary 1961-1968 receiving the title of Honorary Professor from the then Rector of the University of San Cristobal de Huamanga, Ayacucho, Peru.

I believe that one of the most significant characteristics of WUS is that it has always been able to adapt itself to changing situations in the university and in the world at large. I also believe that no particular span of years during the last 50 has been without changes regarding higher education as well as in the political, economical and social fields. It would, therefore, be wrong to imply that the period during which I have been associated with WUS (1953 till now) has seen changes in the organization of greater importance than those which took place before or which will come about in the future. But changes there have been, some planned and initiated from inside, some forced upon WUS by changing world conditions often of a dramatic character.

One new trend within WUS has been the increasingly active role played by students who came from the local student unions and the national unions of students. (I myself may be an example of this in as far as most of my predecessors came either from organizations with a religious or a national WUS Committee background, whilst before I joined the WUS staff I was deeply involved in the work of National Unions of Students.) I believe this has been a result of greater maturity of local and national student unions which in the 1950s, long before most governments, became aware of their international responsibilities. It has been most healthy for WUS to have had a number of impatient but also widely experienced and constructive leaders from NUSs involved in its work and I hope that at a time when the National Unions of Students do not have many other opportunities for international co-operation, WUS will continue to provide a channel for their international interests.

In this connection I cannot but mention the tremendous university revolution which has shaken universities in North America and Europe since the middle of the 1960s and which is still going on. It would not be true to say that international WUS has played any role in this upheaval but, on the other hand, it has and will continue to influence WUS, initiating changes in the organization's structure, programme and even aims, which to many will look like a radical break with tradition. Personally I have always welcomed what is going on in the universities today which I am sure will bring about change for the better. It is too early to comment on the repercussions as far as WUS is concerned but I hope that whatever is decided will be for the benefit of universities in all parts of the world and not only one or two regions.

The 1960s were designated as the First Development Decade and although it is now generally agreed that the Decade was not a success, there is no doubt that during the period governments became much more interested in international development programmes. A result of this was that several governments, which did not themselves have the machinery for international technical assistance projects, used organizations such as WUS as their channel. Funds especially from the Scandinavian countries have helped WUS to undertake projects on a much larger scale than before. I could mention the student centre in Madras and the African scholarship projects. I am convinced, however, that these funds would not have been given to WUS if the governments concerned were not satisfied that the organization itself through national fund-raising campaigns among university people had made an effort to achieve the WUS principle of help to self-help.

A development which I recall with special pleasure, although the background is a tragic one, is the expansion of the WUS programme in Africa, especially in South Africa and Rhodesia and for refugees from these countries as well as from Angola, Mozambique and others. When I joined the staff of WUS we were just completing the major programme of help to the Algerian students. The successful implementation of this project did not allow WUS to rest on its laurels and quickly it became deeply involved in the deteriorating situation facing African students in South Africa. Although the conditions which students have to face in South Africa today are worse than ever and although similar problems now exist also in Rhodesia there is no doubt that WUS has played an important role in helping many students, potential or actual leaders of their peoples, who otherwise would not have been able to complete their studies, to do so inside or outside their own country.

Finally, I believe that one of the most significant new aspects of the work of WUS during the 1960s was the participation, for the first time, of universities in Latin America in the life of the organization. I had the privilege personally to be involved in this expansion and will always look back with pride not only on the projects which we were able to assist in Latin America, but also to the opportunity which was established for Latin American university people to play a leading role in the thinking of WUS.

In congratulating WUS on its 50th anniversary, on its proud achievements in building contacts and understanding among university people I wish that in the future it will continue to find new ways through its unique staff-student structure to provide meaningful service to universities everywhere.

The South African Committee for Higher Education (SACHED) is worthy of special mention. SACHED is involved with educational programmes for non-white students, who on account of the racialist policies of the South African government, otherwise have no opportunity to pursue their studies. The committee runs correspondence courses and private tutorials for students to study for General Certificate of Education qualifications and for University of London degrees.

The SACHED programme has been included in the WUS programme of Action for many years. The academic costs of SACHED are paid for almost entirely through WUS, helping meet a challenge of one of the greatest present day scourges of the world, apartheid!

But the period since WUS was born has also been marked with refugee programmes outside Africa. Some of these were occasioned by grave emergencies such as that in Hungary in 1956, in Algeria in 1958 and in Czechoslovakia in 1968.

Following the uprising in Hungary in October 1956, more than 7,000 Hungarian university students and teachers fled to Austria and Yugoslavia. The response from all branches of WUS to the needs of this group was overwhelming. Many National Committees and National Unions of Students reacted immediately to the appeals from the International Secretariat with gifts-in-kind and transfers of money. At a meeting in Vienna in November 1956, a Co-ordinating Committee was set up to deal with the over-all relief problem. The Committee consisted of one representative each of the Austrian National Union of Students, of the Co-ordinating Secretariat of National Unions of Students (COSEC), and of World University Service. At the time of the dissolution of the co-ordinating committee in February 1957, more than 4,000 Hungarian students had left Austria to continue their studies in other countries, and the majority had done so directly through the Committee or through co-operation established between the Committee and other voluntary or-

ganizations. The Committee directly solicited scholarship opportunities from governments and private organizations in some 15 countries, and matched scholarship opportunities with the qualifications of the students registered. The counselling and other services of the Committee staff, which cannot be valued in time or money, were used by almost all the students whatever their ultimate means of departure.

The substantial work of the Co-ordinating Committee was carried on by WUS through the establishment of its own Field Office.

The full scope of the work for Hungarian students and teachers cannot be conveyed in financial terms. It may safely be estimated that the value of food supplies and meal tickets, of the clothing and other goods, hostel operations and equipment, information and counselling services, library facilities, language classes, film shows, and sports training—all provided and administered by WUS amounted to SF 900,000 in 1957 alone. In addition to this, account must be taken of the principal work, namely the provision and administration of scholarships and transportation to enable Hungarian students to continue their studies in their chosen countries of resettlement. The value of this alone came to SF 30,000,000; most of this money was administered by WUS national branches.

One of the most lamentable consequences of the Algerian war of the late 50's was the presence of some 200,000 Algerian refugees in Tunisia and Morocco. Among these were nearly 1,000 students in severe material need. From 1958 WUS worked in collaboration with the National Union of Algerian Students (UGEMA) and COSEC to alleviate these problems. This help included scholarship assistance to some 322 students as well as blankets, medicaments, food and funds for student hostels and restaurants in Tunisia and Morocco.

A great number of students who found themselves outside Czechoslovakia at the time of the crisis in August 1968 decided to continue their studies in the countries they were

visiting. WUS was immediately called upon in many countries to assist in the placement and maintenance of these students. The UK WUS Committee with three other organizations established a Czechoslovakian Student Scholarship Fund and raised over SF 1 million by the end of 1968 to support over 200 students in the UK.

Before these crises, WUS was naturally involved in the on-going, though steadily diminishing WSR post war refugee programmes. WUS has also undertaken refugee programmes in the Asian region, in the early 50's in India and Pakistan and more recently in Hong Kong and the Republic of Korea.

Sadly, although WUS would wish otherwise, projects meeting the problems of refugees are likely to go on figuring in WUS' global programme. As Hans Dall, former General Secretary, wrote in 1968:

"The problem of refugees is as old as history itself. As long as man has existed, smaller or larger groups have lived in fear of persecution and have, as individuals or together, sought freedom in other countries, either permanently, or, as most hoped, temporarily until conditions improved in their home country. In spite of social and political changes in the world—often because of them—millions are still refugees today and there is little reason to believe that the conditions which create these tragedies will not continue to exist in the future."

#### **Hunger and malnutrition**

On October 16th 1965, at the formal opening of the Young World Assembly to launch the Young World Appeal of FAO, Hans Dall, asked if the world was ready to do what was necessary to solve the problems of hunger and malnutrition. If not, he said, "thousands, millions of people will die a premature death, because we failed to face the challenge".

"I suggest," he went on, "that every governmental and non-governmental organization, every individual, you and I, if we do not increase our efforts

*Continued on page 46*

## Aspects of WUS refugee programmes



◀ An Algerian refugee student at a canteen supported by WUS. The programme continued from 1958 until 1966 during which period almost SF 1 million were spent on improving the study conditions and offering scholarships to Algerian refugees.

"SACHED" students ▶  
(see page 44)

Hungarian refugee students awaiting resettlement: 7,000 students fled and a fund totalling over SF 30 million was established for their further education. International WUS and WUS National Committees co-operated in ensuring that all students were able to continue their studies. International WUS administered programmes totalling over SF 1 million in assistance. ▼



a hundredfold and again to meet this danger will be accomplices before the fact of murder!"

WUS had already been concerned deeply with the increasing problem of hunger and malnutrition. In 1964 a series of Freedom from Hunger/WUS scholarships enabled 9 agriculturalists/scientists from Africa and Asia to undertake specialized post-graduate studies in the UK and New Zealand.

Subsequently projects were included in the WUS global programme designed specifically to improve agricultural teaching in Ceylon, and to ensure the modernization of farming and marketing methods through a new educational policy in Indonesia involving university students in community action for agriculture, education and health. The International Programme of Action lists several other projects to assist agricultural colleges and universities. Nutrition education has been stressed in Regional Health Conferences and the establishment of cafeterias and restaurants, offering cheap but balanced meals, has been a regular part of the WUS programme.

With the greater extension of WUS programmes into community development these initiatives will continue.

We prefaced the "unfolding of WUS' fifty year history" by a statement saying: "We are angry at this world as it is today. Our efforts are towards making the university a vital international force for world development." The Twentieth Century, with its economic and social divisions of the world into the "haves" and the "have-nots", its affluent society and the Third World, has now posed a direct threat to better understanding among the races and consequently to world peace. In much of the developing world, food production lags behind spiralling population growth, while the gap between the two worlds increases. Because of this, the poor world is becoming, understandably, more and more impatient in its demands, both economic and political; as a reaction, most of the rich world is becoming more and more obstinate and introverted. A crisis point is rapidly being approached.

The world university community cannot simply be onlookers to this situation. Action for development, especially by students, is vital. WUS has already initiated effective action. During the last two years, two special projects aimed at working out a proper strategy for student action for development have been completed.

In July 1968, WUS in collaboration with ISMUN and IFMSA brought together 45 student representatives from 24 nations and all continents for a one-week seminar on the "Role of Students in Development" at Juelsminde, Denmark. The seminarists considered the areas of student action for development and, finally, issued a statement which is reprinted in full on page 47.

WUS has made yet another move. In February 1968, again joined by ISMUN, and sponsored by FFHC/FAO, WUS appointed a study-group of 8 students, representing different regions of the world, to prepare a Guide to Student Action for Development. It lays down the techniques of student action for raising the real development issues in the so called developed countries.

Many other actions have been undertaken at the national and regional levels.

In September 1969, the meeting of WUS secretaries from Europe and North America considered the question of "Development Aid" at a two-day seminar. Earlier in the same year, in July, the Australian WUS Committee in co-operation with the National Union of Australian University Students organized a World Development Week to mobilize university and public support for development.

Other national initiatives centred on this question have taken place and are planned for 1970 when International WUS proposes to focus worldwide university attention and action on development as outlined in the Guide to Student Action for Development mentioned above. WUS looks ahead in the knowledge that here, as before, the university must answer the challenge of the day... ●

Dr. Julius Nyerere at the 1966 International WUS Assembly and Symposium in Dar es Salaam. Dr. Nyerere addressed the Symposium on the subject: "The Role of the University in the Development of the Third World."



The declaration of the participants at the meeting on the role of students in development in Juelsminde, Denmark in 1968.

1. We, a group of individual students associated with IFMSA, WUS and ISMUN, coming from all continents and meeting in Juelsminde, Denmark in July 1968, believe that the world is hurtling towards a major catastrophe resulting from the injustice, prejudice and ignorance fatally dividing the world into hostile camps of rich and poor nations.
2. We project that within our lifetime this catastrophe will befall the vast majority of the world's peoples unless drastic action is taken to eradicate the inhuman conditions under which most of these peoples now exist.
3. We believe this action to effect change must be undertaken by peoples and governments together on a massive scale in an effort far greater than we now see.
4. We must instil in all people, but particularly young people—our generation—a greater knowledge and fuller understanding of the economic and social problems of this world and their inevitable consequences. Young people must be trained in coming years as citizens of the world.
5. We recognize that attitudes must be radically changed in order to motivate a more positive and revolutionary approach to these problems and to their solution.  
Students must be in the vanguard of the struggle for the complete elimination of poverty, hunger, disease, illiteracy and ignorance. In this struggle, public opinion must be mobilized through political action.
6. We call for the reform of educational systems to promote a social consciousness among students which will produce such awareness of national and international responsibilities as to lead to a true social, political and economic revolution.
7. We pledge ourselves to work for the implementation of the recommendations elaborated by the Juelsminde Seminar. We ask all students to join us in urging governments, universities and international organizations to implement the conclusions and recommendations of this seminar.