

THE BRUNSWICKAN

News From Beyond The Campus

Another View:

N.U.S. Delegates Recommend Withdrawal From International Students Union

An issue of interest to the thinking student has been publicized to a small degree in the Brunswickan during the past few weeks. That is the matter of the largest international student organization in existence, the International Union of Students.

In the first mention made of it, unedited excerpts from the weekly news bulletins from Prague, which aim solely at promoting the interest of Communism in the west, were reprinted. A sequel was an editorial comment on the treatment of their Second World Congress, held in Prague in August. Finally, this excerpt from the report of the British National Union of Students delegates to the Congress, in which they put forth their recommendations, is presented.

It was (and is) exceedingly difficult to discover the exact purpose of the attitude of the I.U.S. leadership at Congress. Was the policy of the I.U.S. leadership to provoke the British N.U.S. to disaffiliate? This seems almost certainly to have been the case. The I.U.S. Executive Report was a document which could not fail to lead to very strong criticism from the British N.U.S. It was, to put it in a nutshell, a version of the usual Communist interpretation of the World situation. The expulsion of the Yugoslavs was a clear example of this. Those who did not support this point of view were denounced as disrupters of student unity and enemies of the students' real interests. It was provocative and partisan. The British statement, if more strongly worded than previous statements was hardly a justification for the bitter personal attacks on British N.U.S. leaders which followed. Never before

have statements been made at I.U.S. meetings so violent as that of Mr. Sheljevin. The personal integrity of Mr. Jenkins and Mr. Rust was questioned. Probably, the I.U.S. leadership hoped that the British N.U.S. delegation would walk out. This they did not do. During some of the very heated moments in the first five days of Congress, they were, however, expecting to be thrown out at any minute. There is not time here to quote the statements of the various speakers, but several have been quoted in the report above, which clearly show the bitterness of the attacks.

To eject the British N.U.S. leaders would, however, obviously give them a very strong case against the I.U.S. In any case, it was, by the fifth day, a reasonable assumption that the British N.U.S. leaders who determination to support the I.U.S. had in the past been one of the main reasons why successive N.U.S. Councils had voted to remain in I.U.S. — had decided to recommend the British N.U.S. to leave I.U.S. Having provoked the British N.U.S. delegation, it was necessary to provide proof that the I.U.S. was really considerate in its attitude at Congress. A change could, therefore, be noted on the fifth day with the statement of Mr. Tom Madden, General Secretary of the I.U.S. This change could also be seen in the final resolution. The final Resolution, it may be noted does not show any real change of attitude. It merely provides by careful wording, an opportunity to interpret everything in two different ways. It condemns, for instance, aggression, armed intervention and interference in the internal affairs of

other peoples and demands the cessation of all such interventions where they exist. To the I.U.S. leadership this is condemning American aggression in Korea. Consequently, however, laudible these resolutions may appear to us in the West, they have in the East interpretations which make agreement on the basis of such documents, quite unreal. Both sides say they desire peace. It does not automatically (as the World situation proves) that agreement has been reached. The object of passing such resolutions is:—1) To prove to the students of Eastern Europe that the students of the West are against the policies of their own Government.

2) To prove to students in the West the reasonableness of the I.U.S. case.

The thirteen points put forward by Mr. Henderson of the S.U.S. do not really help solve the problem. As we see in point 4, agreement is very unreal. Point 4 says "Wherever the I.U.S. Council or its Executive Committee, establish to its satisfaction that conditions prevailing in any country limits the social, academic, cultural or material freedom of students, it shall consider itself obliged, as an international union, to act against such conditions". This effectively leaves interpretation in the hands of the I.U.S. leadership. Who, for instance, believe that the American aggression in Korea "limits the social, academic, cultural and material freedom of Korean students". It is impossible to support such ambiguous statements. Many of the I.U.S. leaders doubted the sincerity of those who criticised these ambiguous statements. It must become increasingly obvious to members of this Union that it is quite impossible for the N.U.S. to remain in I.U.S.

Certain arguments have been advanced in the past to prove that the N.U.S. should remain in I.U.S. It has been suggested that if the British N.U.S. left the I.U.S. it would increase the onesidedness of the I.U.S. N.U.S. should remain in I.U.S. and put its point of view, and to endeavour to unite all students of the world in one organization.

The British N.U.S. has found this increasingly difficult. It may be said that the N.U.S. has not been able and will not be able (because its point of view is held by a very small minority — which is likely to decrease — of those present at I.U.S. meetings) to greatly influence I.U.S. policy. The presence of the British N.U.S. is only used to help to prove that British students are sufficiently strong in their determination to fight for peace to persuade their reactionary leaders to attend. The ordinary student in Eastern Europe never has an opportunity to read an unedited copy of a British speech. They can have no real idea of the British case from I.U.S. publica-

tions which they receive. The attitude of the leaders of the I.U.S. is conditioned by their Governments, and is unlikely to change unless the policy of their Governments change. Remaining in the I. U. S. is unlikely, therefore, to have any effect on I.U.S. policy, and the British N.U.S. is unlikely to get its point of view over to the students of Eastern Europe. I.U.S. policy is likely to remain the same if the British N.U.S. left, for instance, ambiguous statements like the final Resolution of Congress, would continue to be issued to try to persuade the more unwary members of Western Student Unions to support the I.U.S.

It has further been suggested that if the British N.U.S. disaffiliated, they would not be able to take part in the many useful activities of the International Student Movement. Certainly, no other organization could provide such facilities on the scale or of the same quality as provided by the I.U.S. However, there is no reason why disaffiliation should lead to the end of contacts with the I.U.S. The French N.U.S., although it disaffiliated has been able to continue to take part in all such activities. Unless the I.U.S. leadership takes up an awkward attitude, it is the opinion of your delegates that the N.U.S. should continue to co-operate with the I.U.S.

No responsible person in the N. U. S. has suggested that we should set up a Western bloc Student Union, and it is the opinion of your delegates that such an organization would serve no useful purpose.

It is felt that members of the N. U. S. should realize that they are not being honest by remaining in the I.U.S. and not carrying out the will of the majority. It is, indeed, unconstitutional to remain in the organization and not to accept the will of the majority. Disaffiliation, coupled with co-operation where the N.U.S. feels the I.U.S. is following its Constitution, would be the most effective policy. The British N.U.S. should continue to strive for an understanding on the basis of which British N.U.S. could rejoin the I.U.S.

Death of . . .

(continued from page two)

bet, and was undoubtedly efficient, but upon proposal to the British Parliament, was rejected by a small majority. It is possible that his system will gain some acceptance in the future, for as he pointed out: "my suggestions usually take thirty years to attract attention."

Another well-known eccentricity was his vegetarianism. At rehearsals of his plays he often carried a basket of fruit, dipping into it at intervals, as he harangued the actors.

To his friends he was known as a moderate, considerate, and charming person. One is led to wonder if his paradoxical and egotistical behaviour was simply intended to focus the eyes of the public upon him, for he realized the tremendous value of publicity — even if adverse — and thrived upon it.

Evaluation

It is perhaps too early to attempt an evaluation of his influence on modern life and thought. One would have to wait for some time before a valid estimate could be made. As he wrote about himself in "Who's Who in Literature", he was a "journalist, critic, novelist, playwright, agitator. Subjects: philosophy, theology, politics, economics, fine arts (including music). Agent: none. Transacts his own business." But it would be foolish to restrict his influence to the sphere of letters. It is possible that, like Johnson, he will be remembered, not so much for his writings as for his personality.

LAW BALL IS BIG SUCCESS

The traditional annual Law School Ball was held on Friday, November 10th in the Admiral Beatty. Over 300 people attended the large social festivity planned by the Social Committee chaired by Tom Bell. Characterized by the Probate Dance, The Chancery Chase, the Judge's Jig, and Caveat Emptor, the ball was under the direction of the Social Committee.

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The first stop was . . . of the new bridge b . . . the mouth of the Nort . . . michi branch. Here t . . . were taken out by bo . . . the piers. In constru . . . piers, the "Intrusio . . . method of pouring c . . . being used. At the . . . visit steel H beams w . . . driven down into the . . . river to act as piles in . . .

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