

Now, Lord,
O, for my garden in the May-month!
For the Island
Ere the first of June!
For the Island,
And my people,
And the new, moist earth!

Others may be dreaming of their far-lands,
And I doubt not the virtue
Of their faith;
But my blood
Is all one fever
For the red soil:—
For the blood-red,
Folk-rich
Home-soil
Salted by the sea;
For the sun-warm,
Wind-cool Island
Where God has placed my hoping
In the spring:
Loved friends,
Family
And garden
In the spring!
My garden
And the promise of the lilac,
And the red-peeping,
Pioneering
Rhubarb
In the spring.

—A. P. C.

SUMMER SEMINAR III.

Living and studying with students from many different countries gives one an experience which is difficult to capture in words. This is especially true of the week that I spent throughout the Western Zone of Germany, after our seminar had concluded. In some cases I travelled with, and stayed at the homes of the

German participants in the seminar. This gave me an opportunity to see much of the country—from Holland across the German border to Dusseldorf, up the Rhine to Cologne and Bonn, across to Frankfurt and Nurnberg, and on into Czechoslovakia, the land where East meets West. The terrible extent of the war damage, especially in the cities, the number and magnitude of the problems to be solved, the despair and complacency of the people, are to be seen on all sides. But the Germans were very friendly and helpful; and it is part of their warped genius that they can endure severe trials for their country. A week is not enough time to give one the knowledge and facts necessary to make sound judgements on the problems with which we are faced in dealing with Germany. But I should like to discuss German student life in general and point out some interesting differences between Canadians and Germans.

Their educational system as a whole is much different from that with which we are familiar in Canada. They do not live in residence as do the majority of our students. With the exception of enrolling and writing a final exam there may be little contact with the university throughout one's whole course. The student is to a large extent on his own. In many cases he writes only one comprehensive examination at the end of four years. It cannot be denied that this method produces more conscientious, more mature students. On the other hand there is no opportunity to take part in the many student activities that characterize the life of most Canadian students—and in our setup these activities do much to develop and train the individual; but we ourselves often overemphasize them to the neglect of our proper duty, study. The display of books in the average German student's room would put us to shame—they came first in his budget. There is also much difference in the attitude of professors to students and vice versa. The easy familiarity of Canadian professors and students was for a time a matter of peculiar interest to most Europeans. In their universities there is a much more aloof attitude—they do not like this but again they think we go to the opposite extreme.

The European student takes his years of study more seriously—he is much more in earnest than we are. Perhaps it is because of the fact that the easier it is to get an education the less do we appreciate it. In proportion to population there are about three times as many Canadians as Germans at university; and even during their summer holidays, when I visited them, many students had retained their rooms and continued to study, read, and prepare theses.

I lived for three days with German students at Bonn, the birthplace of Beethoven, a famous university town and now home of the West German government. A large part of the university was destroyed during the war, but it is rapidly being rebuilt, because last year one of the conditions of entry was that the student must work at rebuilding for a period of six months. Most of the students have single rooms in the city where they eat, study and sleep. Few of them are able to buy enough food; potatoes and bread form the main part of their diet. At noon they have the only "hot" meal of the day—potatoes, one vegetable and dessert, provided for a nominal price by the Catholic organization "Caritas". In addition, of course, these people are in the Rhineland and that means wine, which at least gives them the appearance of health.

There are other interesting differences in Canadian and German students, and this is true of our peoples generally. The European mind is inclined to be more critical and more analytical, whereas we accept more without question. They look at things in a cold scientific way and are sticklers for principles. This is evidenced by the numerous political parties that are common to European countries. Again they are much more theoretical, while we, on the other hand, in common with the English-speaking world, are more practical, even pragmatic. Someone has said that continental Europeans develop the theories while the English put them to work. This was apparent even in some of our student discussions. We in Canada have had a shorter history and are still more united on essentials, while in Germany the twin evils of Nationalism and Militarism have put that great country on the road she has trodden in recent centuries. There is no doubt that the German has a war-like and nationalistic spirit; we must look to the modifying influences of Christianity to hold this spirit in check. It is impossible for us, and naturally so, to discount the influence Hitler had on the people. Many people of student age were brought up on his philosophy and it is bound to influence their actions even though they generally recognize that he was a wicked man. We must recognize that problem, and by practising what we preach we must guide Germany to more friendly relations with other countries. In this respect our seminars can contribute lasting and permanent assistance in the effort to achieve peace and harmony among men.

—W. J. D. '50