

Report

ISS SUMMER SEMINAR

The International Summer Seminar held in Germany this summer was the first concerted attempt made by Canadian Universities in the intellectual rehabilitation of Germany. It was conceived of by members of the ISS Canadian committee as a step in re-establishing contact between students of Germany and the western world through which ideas might flow freely. In the second place it would be experiment in international living, aiming not at overcoming national differences, but at a union based on a common curiosity which transcends national frontiers. Grants of money from UNESCO and provincial governments made it possible for the project to be carried out, and on July first the Seminar opened in Schloss Ploen in the British zone of Germany. The Student Body

The significance of the seminar can only be appreciated if the psychological pattern of the student body is understood. The Canadians perhaps arrived with fewest prejudices and preconceptions. Although many of the students had been with the forces, the war had few links with normal living. Moreover, we enjoyed the advantage of being an almost unknown nation. Except in Holland, where everybody I met had known or heard of a Canadian soldier, and an incredible number of girls were waiting for letters two years overdue, nobody knew anything about Canada except that McKenzie King lived there. For the British, Dutch, Norwegians and French it was more difficult.

A Dutch student expressed the feelings of those who had lived in Coventry, London, and Liverpool, and those who had endured German occupation when she spoke of occupation conditions in Holland during an evening discussion. She had not forgotten those days when they ate their tulip bulbs, and studied by the light of a bicycle lamp which had to be generated by being pedaled in the living room, but she had come to realize that peace could not be founded on personal fears and hatreds.

During the first days, the German students were quite bewildered by Canadian energy, enthusiasm, curiosity, rations and cigarettes, and I believe they suspected us of being missionaries of some peculiar Canadian faith. This feeling of reserve and suspicion soon passed when it became clear that any and all philosophies and opinions were open to criticism. Before six weeks were over genuine friendships had developed among students of all nationalities, and at no time did national cliques develop.

To define the state of mind of these students would be to generalize on insufficient evidence. However, attitudes conditioned by economic and political conditions were present in some degree in many of them. Most conspicuous of all perhaps, was their lack of accurate information and their consequent suspiciousness. Some of these students had been educated according to the National Socialist ideology. They had been with the Hitler youth, and had few doubts about the validity of a German policy until the last years of the war when the government could no longer be discreet about concentration camps and defeats and was forced by expediency to apply their inhuman policy indiscriminately.

Thus they discovered that the central core, almost the purpose of their education was wrong, and they now have

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the university and the onion

by Shirley

It was really a very nasty thing for him to do. Nobody has ever talked to me like that before. He had the nerve to try to tell me off, and then to use his race to get my emotions all worked up. And all over a perfectly reasonable thing I said up at our class meeting. It must have been reasonable because most of the members agreed with me. Anyway, they voted on my side, which is what counts.

All I said was that I didn't think we college students should mess around with all this tripe about politics and charity projects and things like that. Were here to study. Good Lord, I'm even being paid to study by DVA. I would not want to use that money dishonestly. Our student fees, now. They should just go for college activities—sports, and dances and yearbooks. When people start talking about using money to bring some European over here, that just doesn't seem right to me. I don't think DVA would like it.

Yeah, we're here to study. That's our job now. Don't

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the river . . .



Photo by Ed Bastedo

Wildlife Management:

A New Profession

Something new has been added to the forestry curriculum at the University of New Brunswick, and that something is a course which, in addition to forestry, also stresses biology. It is designed for students who wish to continue on to graduate studies in wildlife management, with a view of making their life's work in the fields.

The minimum professional standing recognized is a Master's degree. The graduate studies may be taken at one or two Canadian universities, or a much larger number of American universities.

Here it must be said that this course does not present the only approach to wildlife. At our university, for example, there are students majoring in biology who will go on from here to a wildlife graduate school. However, it is the opinion of many that sound undergraduate training is best received through a combination of basic forestry and biology studies. This opinion is generally on the fact that since most animals and game birds live in a forest environment, so it is essential for wildlife managers to have a thorough understanding of this environment, and of the uses to which the land on which the animals are produced can be put.

Of course, it works or should work, both ways. At the recent C. S. F. E. conference in Fredericton it was resolved by a sub-committee on wildlife, (headed by Mr. Bruce S. Wright, Director of the Northeastern Wildlife Station), that courses in basic biology should become part of all forestry courses at all Canadian universities, as has been the case of a number of years in the United States.

Wildlife management Defined

Wildlife management has been defined by Aldo Leopold as the art of making land produce sustained annual crops of wild game for recreational use. The attainment of this art comes mainly by control through wise management, of the factors of environment such as food, water, cover, disease, parasites, and still others.

In a later article Leopold stated that wildlife education has two functions:

- (1) To teach a few men to manage wildlife as a life work.
(2) To teach the whole body of citizens to appreciate and understand wildlife.

The second function becomes, or should become, second nature to anyone interested in wildlife, whether as a professional or as an amateur.

A Brief History

The first suggestion of a game law is found in the book of Deuteronomy (22:6) where Moses plainly stated that if one of the Children of Israel chanced upon a bird with young or eggs he should take the young but not the dam. Somehow Moses neglected to speak again of the eggs, whether intentionally or not we can but conjecture.

The first game management ideas appear to have arisen with Kublai, the great Khan. Marco Polo wrote of an order which prohibited the killing of many species of animals and large birds between the months of March and October. Speaking further of the Khan's preserves he tells of reserve food patches, and of a complete system of winter feeding and cover control.

During the middle ages England was probably the country giving most attention to the preservation of its wildlife. The motivation in many instances may have been selfishness and class distinction, nevertheless these customs and laws were probably beneficial to the birds and animals which they forested.

Until the twentieth century wildlife management in North America

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