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THE GERMAN WORK-STUDENT

In Association with German Work-Students and Professors and with the "Wirtschaftshilfe der Deutschen Studentenschaft" at Dresden described

by

Dr. Paul Rohrbach

1924

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A GERMAN WORK-STUDENT

SAVE THE SEED!
In a lecture which I held in Cincinnati on the 28th of April of this year I gave an account of the need of German students and of their endeavours to help themselves. At the same time I briefly developed the plan for the publication of a book which was to acquaint the American reader with the position of Germany's student body. The idea found great approval and one of my hearers, M. Charles Lange, handed me the rather considerable sum needed for publishing the following work. May it serve to awaken sympathy for the Work-Student across the sea as well, and may this sympathy be expressed in material aid.

But allow me do dedicate this book, in the name of the German student body, to that man who so generously laid the foundation stone for such help by granting the necessary funds for this publication.


Paul Rohrbach.
How it is done at Tübingen.

By an American Visitor.

I come from the south and leave Switzerland behind me. The fast train approaches the station where, I have been told, I shall have to change into that which is to bring me to the little university town of Tübingen in Württemberg. I have a window seat; the train dawdles along to its destination. On my right, jagged and often strangely-shaped mountains and valleys; on my left, a lofty range like a crescendo. On a steep hill stands a chapel finely and clearly outlined in the light. The train steams slowly into the station. A group of fresh-looking faces receives me, and explanations are made in the usual way. The dialect is beyond my knowledge of the German language, and I pretend to listen while I look about me. From the bridge stretches up along the river-side a wonderful avenue of plane trees; to the right a sea of Gothic gables rises steep up to the squat, quite original-looking and appropriate Gothic church-tower overlooking everything. In the distance behind rises a solid-looking castle, defiant, vaulted over by the blue sky. Little winding streets lead upwards, and everywhere are people, some gaily capped, some bare-headed. One thing strikes me. Everywhere there is something that I miss, cheerfulness, freedom from restraint, the sense of youth. Often it is only an expression of the mouth, but there it is, something serious. Many are pale, excited by something. “Here we
are!“ says someone near me. A large three-storeyed house stands before me, with the word Studentenheir painted upon it in big letters. There are flowers along the window-rows. Friendly, bright, inviting, conscious.

Immediately to the right of the entrance is the way into the large dining-hall. Everybody presses in behind and before me, all going to the sideboard where they pay a check and then sit down at the green flower-decked tables and the food is served in aluminium dishes. I taste it myself. Appetising, very, very simple, but wholesome and plentiful. Can the saying “What a man eats, he is“ be valid here? Then it might not be satisfying. I imagine myself eating this fare for months, then something more solid, but for years the same food! I doubt it. I ask my neighbours. It is interesting; at first they wish to convince me, this is quite clear, that they cannot admit that their work is unsatisfactory. But on the stairs, after leaving the hall, one says to me, “You know after a while it means under-feeding, but if we gave them nothing at all because it is not absolutely sufficient, then half of us would not be able to study in this little place any longer.“ Oh, I did not know this. Would those intelligent clever-looking young men that I had seen down below have to break off their studies? That would be dreadful for them, and not wise of those who are able to help them.

A pride of cleanliness everywhere. A students’ hall adorned with pictures by Dürrer, a reading-room plentifully supplied with newspapers and periodicals, including English and American journals. Everywhere there is order and discipline. Even the youngest of the students are full of zeal and one feels that they are well about their business. In the kitchen are two enormous boilers, such as soldiers have. The students pealing potatoes and discussing Spinoza are not too busy for a polite greeting. A staircase higher are offices. On one door are the words Landwirtschaftliche Werbung. “Agricultural Contribution“? What does it mean? Then it is all explained to me. The peasants of the interior furnish food, voluntarily and without payment. Once a term almost every student goes out collecting. A large quantity of provisions is gathered together, for the peasants’ self-sacrifice is great. It is only by this means that it is possible to provide a meal for the hundredth part of a dollar¹. It is indeed wonderful, beyond everything surprising. This mutual help, this strong will and this understanding: it depends on ourselves alone, if we do not form one front together, shoulder to shoulder, we shall find ourselves under the wheels! That the young fellows accomplish so much in the agricultural sphere, one that is for almost all of them so far removed from their own pursuits, and accomplish all they wish so quickly, so determinedly, so practically and so cleverly is indeed fine. To us Americans it is a genuine pleasure! All kinds of crafts are learnt: shoemaking, in which one learns in six weeks how to make a pair of boots; bookbinding, in which also six weeks are enough to make one proficient; gardening, printing.

¹) Unfortunately prices today (December 1923) are much higher!
As I go through the workshops, expressing my astonishment and pleasure, one young student remarks, "Yes, it is like a rocket going up in the air." As I sit with the professors at their table and hear them discussing the financial basis, what sources of income there were for carrying on the work and as I hear the students maintain that though they are receivers of charity yet they are no beggars for they take help only from such as understand their need, then I think of the rocket. It lights and blazes strongest when it is high up in the air, but its heat and speed are then exhausted, and a few seconds later by the law of the parabola the fiery shower is plunged into darkness. No, this is not like a rocket, but like a root, conscious, and grown up in a community of worth and necessity. I hear facts. Almost two-thirds of the number of Tübingen students take their meals in the dining-hall. For those that are badly nourished there is an invalids' table with meat and stronger fare. Money advances are made, free convalescence granted, and information exchanged for those requiring employment. I have read much of this, but I think to myself: First do what you can, but do not throw up the game! No, what the young men have been able to do they have done thoroughly and well. To the very limit of their ability. This I have seen with my own eyes, which are well-used to seeing brilliant work achieved, and it would be inhuman, unjust and—as unwise as possible not to help, not to do anything that is at all possible to be done.
Student Printers in the Compositors Room, Tübingen.
LEIPZIG, Old University Church.
LEIPZIG, Side Entrance of the University, Augustusplatz.
The Troubles of Intellectual Life in Germany.

By Professor RUDOLF EUCKEN, Jena.

In consequence of the World War, Germany has suffered heavy losses in her provinces, in her political and economic power, and in her wealth: but of much greater importance than all this is the paralysis which threatens her mental life. By nature not too well provided with riches, Germany needs hard and continual work to maintain herself, and to fulfill her tasks. Only if diligence and intelligence work together, will she be able to stand her ground, and the success of this endeavor depends on her intellectual capacity. What will become of the German people if the source of their mental life dries up?

By the unhappy course of destiny an especially hard blow has been struck against science in Germany. Scientific research was previously the best way in which an individual could make a social ascent in Germany; this best linked together the different social classes. The perseverance, sagacity, and reliability of German scientific work has never been doubted. There was nothing too hard for German scholars to dare; nothing too remote for their interest; nothing too small for their attention. Even the nations who had little love for Germany acknowledged this. Lessing's dictum: "Everybody may boast of his diligence" is true for the whole of the German people. By being founded in so high a degree on science, German achievements received their particular stamp; theory and practice were joined together; life was immediately influenced by science. This fact was illustrated by the close junction of German science and industry, and, for example, by the establishment of German education on scientific pedagogical theories.
The individual scholar often lived in humble circumstances, but he was sustained by the consciousness of work worth doing; and public opinion accorded him an extraordinary respect.

This life culminated in the universities. To them especially the German people is highly indebted. From the time of Luther to that of Kant and Hegel, and down to the present day, the universities were the leaders in nearly all intellectual movements in Germany. In the quiet work-shops of the German scholars more than once movements which were to shake the whole world found their origin. At home and abroad, the German universities were highly esteemed. State and society did everything for their improvement, and the fact that many students came to Germany from all countries is sufficient proof of their high position in the civilization of the world.

The transition from school to university was an especially important part of the life in Germany. The young men of university age had spent a long time at school, where they were forced to endure many restrictions. All the greater was their joy when given full freedom of life, when the unlimited realm of knowledge was offered to them to choose of it what they wished. Often the parents for years had saved what money they could, in order to relieve their student-son of all material cares. Now life lay before him, full of hope; now his studies began; now he was allowed to enter into the free, merry atmosphere of university life, trusting in his own powers which he could now measure in free competition with the things themselves. The years spent at the university remained a life-long "highest point" to which old man never ceased to look back with delight. This love of the well-educated man for his university has always remained an important factor in the intellectual life of Germany: here one felt young again; from here a festival splendor was brought into the German's otherwise earnest and industrious life.

Slowly and by degrees, after the ill-fated peace was made, economic cares closed in upon the student youth. At first, it was not too difficult to give up some pleasures and enjoyments; but, then, privations began to penetrate more and more to the very heart of the intellectual life. To-day these privations have become a terrible restraint. The physical maintenance of life, hitherto always regarded as a matter of course, has become the chief question and the chief care, and overwhels all other cares. As to food, most German students, at the present day, live at a far lower level than does the unlettered labourer, and must add the anxiety concerning clothing to that for food. The steadily increasing cost of all necessities grips individuals like an enormous billow which threatens to engulf everything.

And added to this, is the lack of scientific resources, books and apparatus. Modern science has reached a high degree of technical cultivation; without ample resources, scientific life and the students' work can not thrive. A small reference library and the possession of some books for circulation were formerly thought indispensable, and were really necessary for the study of sources, which formed a chief part of the rightly praised German thoroughness. What will become of this indispensable study, the prices of books having reached such a dizzy height? How shall the German student help himself in this need? The study of natural science and medicine has to struggle against the same obstacles. Perhaps means are still more needed here, to make subjects entirely clear and intelligible. All scientific work suffers for the lack of foreign scientific papers, the purchase of which is now impossible for the young German scholars. Though part of these
difficulties have been fortunately obviated, gaps and uncertainties remain. By all these difficulties, our youth are prevented from devoting their lives in a sufficiently great number to intellectual pursuits. These difficulties practically do away with the important work of the private teacher. What obstacles are in the way of the young scholar who wishes one of his books printed! He will hardly find a publisher. Over and over again we realize that the intellectual movement is in danger of stagnation; the magnificent building of academic life threatens to fall to ruins.

Can the science of the world allow this? Can the friends of German science and German intellect quietly allow this to happen? Otherwise, what is to be done, what especially for the German students who are obliged to endure such great distress, not only physically, but also spiritually. We are aware that many sincere friends, within and without the German borders, are advising and assisting the students; and for this support, the students cannot but continue to ask. But the student body does not look to others for its chief support. On the contrary, they find their chief support in the increase of their own work and their organization for self-help, ever hoping that by the exercise of all their powers, they will be able to weather this terrible crisis. The university of Tübingen has given a praiseworthy example, and what is attainable in this respect is shown also by the reports of other colleges. Goethe’s words apply to this problem: “The best adviser is necessity“. There is no other possibility of saving the German student body, the hope of German life, as a whole from the ruin which threatens them, than in their “Self-Help“organization — created with the help of all friends of German intellectual life — and, in connection therewith, the “Work-student“.

Above all things, we must realize that we live in most critical times, in an acute crisis, which will be overcome sooner or later. Such a critical condition demands the energetic increasing of all one’s efforts, a summoning of one’s entire being; and even such exertions can succeed only when supported by a strong faith and a confident hope: faith in the freeing power of the intellectual life, faith in the German nature and its indispensable importance to mankind. The German students have lived through a change-
ful time. They have fought during the great war; now they must fight another battle, a battle against need and want. We may confidently hope that they will prove their valor, independence, individualism, in this struggle, as well. But all to whom German learning is of value, should unitedly do their utmost to put an end to these struggles.
Old WÜRZBURG University, the Inner Court with the Tower of the University Church.
MARBURG on-the-Lahn, Church and Main Hall of the University.
The New Student in Germany.

By Professor v. BLUME, Tübingen.

A small university-town in the south of Germany. Narrow, crooked streets between old gabled houses up and down hill. It is lunch-time. The students come pouring out of the old university building beside the towering Gothic church. They hasten to the centre of the town. It is nearly impossible to keep individuals in sight as they pass by. You will, however, easily perceive that they differ greatly in aspect, bearing and clothing from one another. Beside brawny, muscular figures who have certainly gone through hard times in the trenches, young, childish faces over bodies grown too fast. Beside well-dressed youngsters with coloured caps others again, more advanced in years, in worn-out clothes which show that they have served their time as soldier's garments. It is summer, therefore they need no top coat. If it were winter, you would discover, to your surprise, that very many of them do not possess either coat or hat. All of them are lean figures. The swelled-up bear-student of old has vanished. Many of them look healthy, it is true. But others, and they are the majority, look pale and ill, and merry laughter is unknown to them.

Where are they hurrying to now? If you will follow them you will come to the students' home, in front of which long rows of students are standing, for they wish to share in the midday meal, and can only be admitted on giving of their cards. As soon as they have finished a hasty lunch, they will rise at once in order to make place for another student. A cheerful company that must be!

In the evenings to be sure you may still hear the old students' songs resound, and when a group of students come singing down the streets at night, you might believe that all is yet as of old. But that would be a delusion. An insignificant number of students only can nowadays indulge in the old romantic traditions, and even the academic student corporations which take great pains to keep up the old splendour suffer...
from the general need more than would seem from appearance. The great majority of German students are suffering need, bitter need. Badly dressed, worse fed, they live in constant uneasiness as to how they will finish their studies. Books and instruments have become unprocurable to them. How shall they manage to get the necessary training? And, worse than all that, their health is increasingly in danger. The medical examination of students which has been carried through in several universities has given terrifying results. And the need continues to grow!

I. The new paupers and the new rich.

How did this come about? In all the countries which have been affected by the war—and also neutral states have been influenced—a re-leveling of the people has taken place. The middle classes have become paupers, and others who well understood how to make best of the war for their personal profits have risen in the world. This process has not yet come to an end in Germany. Germany is practically still living in wartsimes. Continually, even yet, numbers of the middle-classes are sinking down into the proletariat. — Continually, more "new rich" appear.

This affects the universities severely. The succeeding generation of all the academic professions should come from those classes which now have lost all their fortune, or at least get less salary than before. The average merchantman and the artisan can no longer afford to give their children a sound education and spiritual training. The income of officials is but a fragment of what it was in prewar-times. Especially the workmen's wages are not even up to the minimum of existence.

And yet young people, from these classes, especially, will attend courses at the Universities, even to-day, in spite of the tragic circumstances, and under severe privations in order to get their training for some academic profession. For tradition is one of the most significant factors in choosing a profession — fortunately so. The eager desire for the indestructible treasures of knowledge which can be obtained at
universities only, is still alive within the German people. Thus the middle-classes are still sending their sons to universities. What will become of these destitute students? — Let us see!

II. First attempts to help them.

They had been obliged to interrupt their studies for four long years, and for four long years they all had fought bravely and — hungered. Now they poured back to the universities in order to finish their studies and find some responsible place in the struggle of life. Their means, however, were but modest, and when the process of the depreciation of the mark began, and life became more and more expensive, these means were soon exhausted. Now they had to look for help, and they were helped in the same way as those were in war times who could not get enough food to eat. — The "mensa academica" was established, where the students could get a cheap, though not very substantial meal. The cost of supporting these institutions was sometimes borne by the government which generally has to look after the universities; sometimes by a group of interested people, "The Students' Relief", or by a group of students themselves. Up to that time special students' homes had been absolutely unknown to the German student. Only the students' corporations had their own clubhouses; the idea of establishing a home for all the students had never taken root. But now the general need of the times brought this idea forward, the beginning of a new aera of student life in Germany had been made.

But help was necessary in another respect. The students had been kept from their studies for four years. Many of them came to the conclusion that is was impossible for them to continue studying. Many of them were wounded and therefore forced to change their course. He who had lost an arm could no longer attend the medical course, another without a leg was forced to give up his theological study, and the blind could no more go on with chemistry. So the question of choosing a profession became a very burning one in German universities. Even here the students tried the
system of self-help; they established so-called “Berufsberatungsstellen” where people of the various professions told those students who came there for the purpose of instruction what the conditions were in the respective occupations. But now another question arose, where to find the means which would enable them to continue studying?

The organizations which established themselves at the various universities in order to lead the way to “student’s relief”, tried to find out ways also for this. The students found very soon that mere relief work could not do it all. Moreover they had no intention whatever of becoming beggars, but wanted to help themselves. The idea of self-help got the upper hand and became the basis for the whole work of all the students’ relief organizations.

III. How the Students help themselves.

There was only one possible way for many of them to get the necessary money for their studies: work in factories, banks, mines etc. That brought about quite a new situation for the German student. It is true, even in pre-war times poorer students had tried to earn some money by giving lessons or working in offices. But that a student — “commilitones” as they call one another — should work in a factory side by side with the man of the working classes, would have seemed an impossibility to the average German student before the war. Nowadays, however, it is not only possible but even a matter of course! Thus students put on miners’ dress and went down to the mines, or worked in factories at the machines. Others again worked in forests and cleared woods, or they went to the peasants and helped them as labourers in harvest-times. Not all of these who did this were really forced by harshest need to do so. Surely many a one might have lived without earning money, but a new conception of social life led them to practise it and work with the labourers. Thus many students used their vacations for manual work and came back with money and experiences; their number was steadily increasing. And the “Work-student” became a typical figure in German universities. To-day, the majority of all German students belong to this type.

Most work-students are labourers in their vacations — two months in spring, three months in autumn. Many of them find a chance to work through their acquaintance with manufacturers or land-owners. But most of them use the correspondence-offices of the “Students’ Relief” which have been established by the so-called Wirtschaftskörper, or “economic bodies” of the universities. The whole relief work for students which had first been taken up by many and varied organizations has been gradually handed over to these “economic bodies”. This organization not only finds out the desired opportunity to work, but also provides students with the necessary dress and helps them in case some unexpected difficulty is met with during the work-time. It also gives the students good information and advice — all the more valuable as they go out to a life utterly unknown to them. When the students come back, they have to report their experiences especially with respect to the success of their work; and also the employers are asked to send a report as to how they were satisfied with the work of the students. Further assistance is refused to students who did not do their duty or were not an honour to their university; and employers who made two much profit on their student workers put on the black list — but up to now everything has worked out fairly well. In fact, the employers generally have expressed satisfaction,
and many have given great praise to the work of the students, and many students have thankfully acknowledged the special care which has been given to them.

But for many students this work during the vacations was not sufficient to secure their support. They were forced to earn money even during the term, working one part of the day and attending their classes the other half. The economic bodies of the universities have made some slight provision for this also. Potatoes had to be peeled in the kitchen of the students’ homes, coals had to be shovelled, wood had to be chopped — such things were done of course by students who wanted to earn a little money. There was a shoemaker’s shop where students could repair their own shoes, — why should they not repair them for others, as well? There was a bookbinder’s shop where students could bind their own books — why not do the same in leisure-time for others for payment? In this way all the work-shops which had primarily been established in order to instruct students how to mend their own things were transformed into real small industries. It was a matter of course that these industries first formed a connection with the educational work of the universities, which is still and will ever be the foremost occupation of the German student.

The typing-office, where scientific essays or dissertations were typed, the printing-office, the book-binding shop, they were all closely connected with the work of the universities. Then there were different laboratories of the various institutes. Zoological and botanical specimens, pictures, maps, models had been made for the use of students only; why should they not be prepared and for a good price sold to secondary or even board schools, especially in foreign countries? Such was, for instance, the origin of the “Lehrmittel”-industry at the university of Leipzig. If the economic bodies of the universities thus gave birth to many various students’ industries, and many other possibilities were found which combined study and industry. The university of Tübingen is about to establish a special business house. Agricultural work is done by students mostly of smaller Universities. The kitchen of the students’ home is supplied with products which the students have produced themselves. There is a real farm with pigs,
cows and chickens; land is taken on lease in order to plant vegetables for men or fodder for cattle. The labourers in these farms are students. Thus intellectual work and business form a close connection which can only be compared to that of the cloisters in the middle-ages.

IV. What is the meaning of the word "Work-student"?

Utmost need has created the German "Work-student". What kind of person is this? A student who has to earn the means for his studies through physical or mental labor. It is essential and new in Germany that the "Work-student" not only works to be able to learn, but also to live. Only one part of his life and soul belongs to his college, the rest of his personality is filled up with practical life, business work his soulless profession which want has forced upon him. Truly, he stands in two entirely different spheres of life: the "vita scientifica" in his university and the "vita activa" in the economic struggle of life. It is no wonder that this double life is not so difficult for the technical high-school student as for the university student. Consequently 42% of university students were "Work-students" during the summer of 1922, whereas the technical high-schools had 62.5% and the mining academies even 89% "Work-students". It is not to be forgotten that the distress among Germany's students has only lately increased to its present extent. Another fact to be remembered: it is impossible for a student who is preparing for his examinations to work in other direction or set his mind on anything else but his intellectual task. These facts will give you a better appreciation of the numbers above. They indicate that nowadays it has become the rule that students must have means of earning their livelihood assured to them before they can begin their studies.

This is a new stage in the social life of the German people, and the consequences can not yet be foretold. The careless way of enjoying life which you formerly could observe at all universities has disappeared. A new generation with early experiences of a hard life's struggle has come forward. Surely many a one loses his eye for life's loveliness and beauty. And not only has much of the old romantic German college-life been done away with; also the type of the recluse, young scientist who devoted all his time at college to quietly building up his learning, is becoming a rarity. The prominence of the type of student who works entirely for money is surely a danger.

The superiority of the new type is undoubted. The universities had too long been cultivating the intellect only and neglecting the character. For the sake of brainwork handwork was neglected; life for the sake of theory. Neither Goethe's nor Fichte's pedagogical ideas were considered. We have now the new man who combines in one person the mental and manual worker and whose coming was prophesied by Rathenau.

The combination of mental and manual work brings forth a connection between mental and manual workers. For many years students and laborers had been enemies. Now they are beginning to know and esteem each other better. Great progress has been made towards social reconciliation.

But much more must be done to make the work-student's life what it can and should be. Education will be of the greatest help. Already "Working-pupils" are in our higher
schools. More and more in schools the teachers are promoting manual training instruction. Perhaps the time is not far off when every pupil who leaves school before going to the university will serve as a "one year's volunteer" in order to earn the means for his first studies. But the most important factor is that the right spirit toward the "Work-student" is being cultivated in schools and universities. On the other hand, the student who undertakes manual work ought never to set his whole mind on money-making; the idea of a great task and good service should be the first and foremost inducement.

The great idea in self-administration is above all to create and cultivate the right spirit in the student life.

V. Student's self-administration.

Welfare-institutions in universities to relieve the distress among the students have partly been created without assistance of teachers or benefactors. Everywhere the students have tried to support themselves through self-administration. Their business is developing more and more, and students take part in the management of these Wirtschaftskörper, with the advice and assistance of teachers and economic experts. A "working-community" has been formed between students and teachers, between youth and old age which is a great benefit and credit to both.

Most of the work in the management of these business organisations is in the hands of the students. Reliable men among the students have charge of the various departments, students execute orders which are given by the various heads of department students have charge of the conduct of the various dining rooms, students give information respecting the labour market, students investigate the applications for relief and negotiate with applicants.
This self-administration is of pedagogical importance. By bringing students of different origin in touch with one another, harmony is kept up between the fellow-students; obligations to their comrades strengthen the feeling of responsibility. And by giving every student the right of speaking and judging concerning all matters, it is shown to him that he is not only receiving but also giving. So the idea of “self-administration” becomes equivalent to the idea of “self-help”.

VI. Can they, alone, help themselves?

The work-student desires only to rely upon himself, to continue his studies only by way of self-help. It is to be hoped that the time will come when the German domestic economy will be able to give the German student more and better chances than to-day for more profitable work, so far as is necessary for rescuing German spiritual life. By then also the organization of student-work will be sufficiently extended fully to use all working possibilities. But for the present this time has not yet come.

The work a student can undertake in his vacation is not well enough paid to cover the entire expense of his studies and, moreover, it is almost impossible at present to earn a little money during the term without taking too much necessary study-time. Moreover as long as German money-values are not constant, all the savings of a student may be absorbed by the mere process of depreciation of the mark. When the sudden plunge of the mark began, in the winter of 1922-23, many students saw their money, earned by hard toil, melt away like snow in the sun. Meanwhile, many different attempts have been made to secure the savings of the work-students against depreciation, and especially the European-Relief of the “World’s Student Christian Federation” has kindly put means at their disposal for that purpose. But a real security will not be attained except by a thorough restoration of German finance.

This above all: the student cannot be the work-student during the whole time of his university-life. During two terms, at least before he plans to undergo his examinations, he has to devote himself exclusively to his studies. And in the present economic situation it is impossible for him to save money enough to pay for his living even during the time of examination.

Where does he get help from? From the mutual loan-society of the German students. By a loan, which is only granted to a former work-student, he is enabled to finish his studies. As soon as he is in the position to do so, he must pay back that loan, thus he receives not a present, but a sort of cash advance. The German student always wants to get along by self-support. This loan-society has been founded by funds which have been raised by the German Republic and the various German countries, partly also by the German industrialists and land-owners. But the absolutely catastrophic downfall of the German currency has severely affected this institution also. If it were not for the help of foreign friends, it could not fulfill its important task. And the German students simply cannot dispense with it lest all their endeavours towards self-support should be in vain.

But not only this loan-society, but also the economic bodies of the universities suffer from shortage of money, and really do need support from abroad. They must necessarily have large funds, but the depreciation of German money has fully absorbed their reserves. How to get victuals for the students’-homes? The German land-owners
have given a good deal, it is true; but rice and fat must be bought from abroad. The workshops have no machines, no material. Where to find the necessary working-capital? The economic bodies would never continue, if the central organization of the whole economic relief of students, the so-called *Wirtschaftshilfe der deutschen Studentenschaft* (Economic Relief of German students) were not enabled by the help of foreign friends to distribute the necessary means to the special sub-organizations. This *Wirtschaftshilfe*, moreover, originates various institutions for the benefit of all Universities. It takes special care of sick students. How would it ever be possible to send the many students who suffer from tuberculosis to special hospitals if this body did not in every possible way find the necessary means? How would it ever be possible to give the work-students who have often overworked themselves the necessary rest, if not by a fund raised especially by foreign friends?

VII. Why must they study?

Is there a need for so many young men to study? Are not the universities overcrowded? Why is the number of students that turn to practical work not greater? Is it wise to promote overpopulation in universities by giving means to the loan office and to the economic corporations of the students?

Indeed, this is a serious question. But here are the facts: If those students that belong to the impoverished middle classes are not assisted the students who are most important for the coming academical generation will be excluded from the universities. Moreover, only the sons of men who have gained a fortune through the war, or after the war, at the cost of others, would be able to study. Who could wish this?

But nobody who wants to help need fear that he is doing anything unprofitable. The Students’ Self-help Organisation takes care that bad effects are avoided. It makes its selections according to ability.
The student who has to earn his bread and who, in spite of this, finishes his examinations with a good standing, must be a most capable fellow! He who is not talented, or has no moral strength, must soon give up the race. And only those who are recommended by their teachers are able to get a loan for their support. If a student gets no recommendation he must find another profession.

And the work-student’s life also facilitates the transition to practical work. Many a student who has been doing manual or mental work in active life feels more satisfaction here than in his studies. Thus he learns that other professions, beside the academic ones, can give satisfaction, and if he finds that studying will not bring success to him, he will then more easily come to the right decision.

He who promotes the work-student’s life works against and not for the overcrowding of universities and academic professions.

VIII. He who helps the German students helps to rebuild the world.

Self-help and self-administration, working communities and official service — these are the leading ideas of the new generation of Germany’s students. Cannot also thoughts be a factor that helps to reconstruct the ruined world? Is it not the good thought that takes root everywhere and helps to connect men and nations? Is it right to let these thoughts anywhere die away before they have borne fruit? — Help them to victory! Then you will have helped not alone the German students!
MUNICH, The Botanical Department of the University.
MUNICH University, Promenade Hall.
My Course as Work-Student
— from Cowherd to a Consumptive

by FRITZ SCHIELE, Student of Theology.

I began my studies in Berlin at Easter 1920. The economical position of Germany was even then a pretty bad one and made itself severely felt in our home. My father had died early. My mother was entirely dependent upon her little pension as a minister’s widow. In spite of this three of us four brothers decided to take up the academical career, well knowing that it will mean a hard economical struggle for each one of us, besides our studies. In 1919 my brother began studying medicine, I took up theology and in 1922 the third of us chose philosophy. Only the fourth of us chose a practical career; he is at the present moment in an office as merchant-apprentice. My means for studying consisted of a small sum from home, holiday earnings and fees for coaching lessons and some small scholarship.

During my first holidays I worked on an estate in Pomerania. I had worked here during the war, doing agricultural assistance service and the owners were always glad to receive me again. This made me very happy and I knew the people and the work well. When I stepped into the farmyard one morning at the commencement of my holidays, wearing the labourer’s smock and wooden shoes, the labourers greeted me as an old comrade. Everything moved along the old familiar lines. I gradually got to know most of the agricultural work, such as ploughing, hay-making, threshing, manuring; I learnt how to manage horses and oxen, how to dig potatoes and hoe beet and so on. Those were happy times, free from care and sorrow: in spring, passing along the soft acres with the drill harrow — up and down; the sheaves flying through the air at harvest time; piled up heap upon heap on the earth; or in autumn walking behind the plough, smoking my pipe between many an “aye and whoa“ to the three oxen! Up in the morning at the earliest, eleven hours, hard physical work, at night enjoying a Beethoven or Brahms and a chat in the family circle of the country squire, — thus did our days pass on regularly and full of harmony. I love thinking of those days. When the holidays were over, I was always looking forward to my intellectual work, being fresh, strong and healthy and having earned a nice little sum, so that I had no fear for the coming term. Thus three half years passed by.

Then my mother became seriously ill and I had to remain at home during the next vacations. I sought and found another source of income, beside giving private lessons. An Egyptian film city had been conjured up out of an extensive sandfield at the outskirts of my native city: pyramids and sphinxes, temples and streets, fortified towers and walls. Lubitsch’s “Wife of Pharaoh“ was filmed there. Real crowds of men were called in for the films. Students formed a complete group by itself, being about two hundred men. In the morning, divided into columns, we congregated before the barbed wire fence, thence we marched past the officials in long files, receiving our number
and barrack sign. Then we went to the costume distribution, were mustered and received a costume in return for a receipt. We changed our clothes in the barracks, leaving the latter either as Nubians or Egyptians, priests, lightly-armed soldiers, palace guards, club swingers or archers. Outside we fell into the hands of powderer and whig maker until—passing under the strict eyes of the costume controller, we walked on to the "battlefield". Here we loafed about, played or got up a murder film scene for our private pleasure, till a sudden hooting signal called the crowd together. The programme for the day was shouted to us through a speaking tube from a high platform. Under-stage-managers and professional film mutes arranged the crowds, and if the sun did not strike things could take their course. Battles were fought, the victorious Pharaoh was received with enthusiasm, his wife was stoned to death, the city was conquered by the Nubians and set on fire and while still in flames it was recaptured by us. This last scene was a great affair and had to be rehearsed several times before the town was really set on fire and the wild fight within the burning streets was "taken". It was a "hot" day. I also experienced many humorous scenes there. Thus one battle picture turned out a complete failure, as the fighting soldiers had kicked up such clouds of dust that literally nothing could be seen of them. The fire brigade was ordered for the next day and we looked on laughingly as they first "watered" the battlefield thoroughly. Then only did the murderous but "dust free" battle proceed. The pay was good. It was a most welcome additional income, but very dependent on the weather, as the pictures could only be taken in sunshine.

After my first two terms I went to Tübingen, studying there for three terms. I joined the student corporation of which my father had been a member. The "colour" student has often been ridiculed abroad as being a mediaeval antiquity of German student life. But we should consider and remember what corporation students have achieved in the way of economical assistance and in social student organisations. I have stuck to my colours with great enthusiasm and I trust I have not committed a social wrong in doing so, blamed from another side as we have been. Anyway, no labourers ever regarded it in such a light during all the time I served as work-student. At the close of the fifth term, late in the summer of 1922, a cousin of mine, who was studying theology at Tübingen likewise put the idea in my head to seek work along with him. This was to be done in a country abroad where value was stable, as the continually increasing want of means threatened us in the approaching winter term. Our scholarships, being in the depreciated paper mark, they amounted to next to nothing. We thought of Italy, procured passports and a recommendation to Milan, exchanged the remainder of our money and got 60 lire in exchange. It took us twelve days to reach Como on foot. We cooked our meals in the open, purchasing nothing but bread. At night we slept at the peasants' in a barn or out in the open. On the thirteenth day at Como, my cousin broke down with a high fever. Pitying porters in a magnificent castle at the lake took us in and kept us a day and a night. Then we took the train to Milan. We met with a great disappointment there — our recommendation failed us. We found neither shelter nor work, landing at night at the asylum for destitutes, near the Porta Romana, my cousin again in high fever. The next day we reported ourselves at the German Consulate. My cousin was taken to the hospital. Luckily for me I found work. I had to clean, arrange and rebuild the rather comprehensive library of the German Language Club at Milan. The books had been hastily stowed
away in boxes at the outbreak of the war. In this way I earned 160 lire. My cousin was dismissed after a fortnight and as we could not find work anywhere — we heard, that Upper Italy had more than 400000 unemployed — we took the train and returned to Germany with a sum of 100 lire in cash. This was our somewhat unlucky Italian intermezzo: six weeks rich in deprivation and need, but still richer in numerous beautiful experiences and never-to-be-forgotten impressions.

I returned to Berlin once more. Conditions were growing harder and harder and I saw that I should have to turn to a fixed additional profession, even during the term — if I wished to live at all. I thought of the book-sellng trade and applied for several posts. But as this threatened to take some time before being decided I quickly grasped another chance. I became telephonist in the newspaper report service. For three weeks I sat at the telephone, dictating newspaper and exchange reports to all corners and nooks of Germany. There I met quite a number of university fellow-students, some of them having been there for more than a year. The work was extremely interesting, as the latest of all late news passed through our hands or rather through our lips. But it meant a great strain on nerves and voice. When one had passed the exchange list on to Königsberg or Stuttgart on a windy day, one’s voice was like a grater. The pay was not sufficient at that time, as wages was very slow in reaching a comparative height corresponding to the depreciation of our money. Meanwhile, I had found a position in the book-selling trade. I had been engaged as academical assistant in the Hirschwald's bookstore “Unter den Linden”. I was very glad of this, as I thought it meant a firm basis at last. They generously paid me as a professional employee. Work began at eight in the morning, During the first months I worked right on till 4.30 p.m., having half an hour’s interval for dinner at noon. Later on I worked from 8 to 12 and from 2 to 6. On Thursdays I had two hours at a seminary and to make up for this time I worked one hour more on Tuesdays and Wednesdays. As nature has presented me with a good capacity for adapting myself, I soon found my way in this institution.
Meanwhile the winter term had begun. I was inscribed for two seminars and two courses of lectures which I could attend without inconveniently disturbing my working hours. But attending a seminar means a good deal of written work as well. This was my misfortune. When I returned from work about 7 or 8 at night, I fought against weariness by taking strong tea and usually sat working till 12—sometimes till 2 o’clock in the morning and worked or rather tried to work; because what I produced was valueless in spite of all exertions. I suffered intensely on account of this. That which had been meant as a means toward the end, the work in the business, robbed me of my strength for my studies. I had to beg for a postponement of the date fixed for delivering my work,—but this did not help me. At the end of February I broke down—I had come to the end of my strength. I had not attended to an attack of influenza, contracted at the beginning of February, had gone to business in spite of the fever, careless and dead to the consequences. Finally, I collapsed with weakness while in a tram. When I returned home I was found to be in a high fever. Soon after this I lay in hospital with tuberculosis. For four long months I was tied to my bed, for two months I have been on a couch. I have not recovered my normal state of health and shall not be able to take up my studies before Easter. My younger brother, alas!—has followed me here—likewise a victim of tuberculosis—in consequence of the desperate conditions for us German students.

The work-student is a type that does not owe its existence solely to student’s material distress. He is supposed to counterbalance the over emphasised theoretical studies by practical work. Life itself with its manifold forms and puzzles is to take the young student into its school, teaching him much by its rhythm of laborious active work.

We are fighting against the narrowing bar of that education which confounds character with knowledge, stamping physical (menial) work as something degrading. And in such a spirit the “Work-student” takes up work on the land and in a mine, in the factory and office—seizing work of all description.

But at this present time economical misery has forced the German student under such a yoke that he is in danger of being suffocated. The work for his daily bread takes all his strength. He cannot devote himself to his scientific studies. Also the work-student must remain student in the first place. No man can serve two masters. He must be enabled to fulfil his tasks as student. Much misery has been lightened by gifts from friends of German student life in countries where the rate of exchange is stable and they are ever offering a helping hand. But we shall not see better times and the work-student will not be able to solve his social problem until our native country wakes from the feverish attacks of its economical collapse. We are bound to it in life and death—our country’s fate our own.
Students Gathering in the Potato Crop.
The Physical Condition of the German Students.

By PHILAETHES KUHN, M.D., and RAINER FETSCHER, M.D.,
Professor of Hygiene, Dresden. Private Teacher of Hygiene, Dresden.

The evidences of greatly impaired health among the German students after the war must force themselves upon the attention of even the most careless observer. How many pale, tired faces and undernourished figures fill the auditoriums to-day! The gaiety of youth, which in peace-times, often found its expression in boyish tricks, has vanished. The bitter seriousness of life, harsh troubles, and, only too often, hunger make young hearts grow old before their time. The "Work-student" is the type of present. During the holidays, regardless of his health, he attempts to earn and save the money he needs for the coming term, by means of hard work. But what he thus earns is rarely enough for the whole semester, on account of the continual depreciation of the mark. Therefore, he is obliged to make money during the semester, also, thus requiring still greater efforts of the exhausted body. Too often, therefore, one may see presented a picture of the complete break-down of all powers. Tuberculosis establishes itself in the unhealthy bodies, and, with swift advance, destroys them. Heart-rending scenes are of frequent occurrence during the consultation hour in our office for giving students medical advice.

A student of twenty-four years, who has no support except what he himself can earn, complains of increasing weariness, emaciation, night-sweat. An examination shows a tubercular condition of the right lung which requires that the young man interrupt his studies and be sent to a sanatorium for cure. We are willing to do what is necessary for him, but he refuses, declaring that he has no time to be ill. He is determined to sacrifice what is left of his health to his studies. Only with difficulty do
we succeed in preventing the realization of his plans; with tears in his eyes he submits to his fate.

Another one lost his right arm during the war. His cheeks are transparently pale, and he is horribly emaciated. He is six feet tall, and twenty-four years old, but his weight is only 102 pounds, — about thirty-five pounds too little. He suffers from phthisis of both lungs, and his recovery is impossible. He was taken to a hospital, where he will spend the last weeks of his life. It is most affecting to see him still confidently hope that he will be able to complete his work, after all.

Tuberculosis of both lungs was found to be the disease of a third, but it seemed that he could be cured, if he could be sent to a sanatorium at once. Not until half a year later, however, did we succeed in getting the required money. After three months he was discharged from the sanatorium, his state of health having become much worse; and now, in his parents' home, he is waiting for death.

A fourth works hard, in spite of continual indigestion, his poverty forbidding him proper food. Finally he falls down in a fainting fit, brought on by the vomiting of blood from the stomach. We succeeded in saving him, and a few weeks ago he finished his studies.

At the beginning of the summer-term of 1921, we began to examine the state of health of the students at the Polytechnic Institute of Dresden. Difficulties of every kind did not permit the undertaking to become more than a humble attempt. Not until the summer-term of 1922 did we succeed in examining a greater number of students. It is the business of such an academic Board of Health to examine all students, to watch over those whose health is in danger, and to do what is necessary to cure the patients. By the end of the winter semester of 1922–23, the number of those whose health had been examined had mounted to 1528, or 80 per cent of the students attending the institution; while by the end of the summer term 1923, it was 1874, — that is to say, 95 per cent.

Therefore, our report as to the state of health of the student body is to be relied on. In order to make a more accurate survey, we graded the various states of health, with the numbers I to V, number I meaning, excellent state of health and nourishment; II, good state of health, with poorer muscular and fatty development; III, poor bodily development, and slight undernourishment somewhat impaired health; IV, undernourishment to a greater degree, suspicion of tuberculosis, and constitutional danger of tuberculosis; V, tuberculosis, and other conditions of badly impaired health. The students belonging to Groups IV and V are continually watched by physicians. As far as possible, they are provided with money, and, if it is necessary, we attempt to cure them by medical treatment.

It should be said, moreover, that, properly speaking, the state of health of those belonging to Group III needs to be improved. Additional food, and the strengthening of the body, by means of gymnastics is much needed in these cases. But help for these cases to such an extent is forbidden by the high prices. We can not even do what is necessary for Groups IV and V.

Two tables of our findings are given at the end of this article. They show that the foreign students, who are better provided with food and clothing, are in a much better state of health than the German students. As to these, we learn of Group II, which includes the young people whose physical condition is comparatively good, that
their weight, on the average, is three pounds less than it was before the war. In Group III, the underweight is about 11 pounds, and in Group IV more than 14 pounds, while in Group V it is more than 20 pounds. It is to be seen that the latter three groups suffer really from under-nourishment. They include about 40 per cent of all the students whose health was examined in Dresden. This bodily weakness, which finds its expression in under-weight, means — without mentioning any other evils — that the student’s power of resistance to disease, especially against consumption, is much diminished.

At the university of Tübingen, Professor Weitz began similar examinations during the winter-term of 1922—23. Living conditions, so far as food is concerned, are better in Tübingen (Württemberg) than in Dresden. However, it became apparent that the weight of the students examined in Tübingen, on the average, was eight to twelve pounds less than it ought to be.

The results which we obtained at a Middle-German, and Weitz at a South-German university, Professor Friedberger confirms in quite another way, for the North-German university of Greifswald. He examined the food of the students there, with reference to the calories it contained, comparing it with what a full-grown young man really needs. He undertook this work in the summer of 1920, and in the winter of 1920—21. Greifswald is a small university town, in an agricultural neighborhood, in consequence of which the food conditions are better than in a big town, and the prices also, probably, a little lower. Moreover, when Friedberger made his investigations, the common troubles of Germany, especially those of the students, were not yet as bad as to-day. In spite of this, Friedberger found that more than 45 per cent of the students of Greifswald, even two years ago, consumed less food than met the standard numbers given by Professor Rubens, in accordance with which a brain-worker, the weight of whose body is 132 pounds, needs 2500 calories daily: 100 grams of albumin (410 calories); 50 grams of fat (465 calories); 400 grams of carbohydrates (1640 calories). When we examined the students in Dresden, we found 42.5 per cent suffering from under-feeding, and we learned in our consulting-hours, that it is chiefly fats and albuminous foods which are lacking. Therefore, we especially tried to bring about a distribution of fat to the students, thus improving their food. We are sorry to say that this was possible only to a small extent. Similarly, fats and albumen were distributed in Tübingen also.

The most important form of health-service in the colleges is a careful selection of, and regular granting of food to all needy students. This sort of care is especially to be aimed at. If money enough is at hand, it is possible to struggle against tuberculosis with success, and to save many young people who are in danger of falling ill. Weitz found among 1776 young men whom he examined, 36 suffering from consumption. We found, among 1874 students, 17 cases of advancing tuberculosis, and 12 in whom the disease had been halted, but was not yet cured. On account of grave malnutrition, and low bodily condition, 124 were suspected of having tuberculosis, or to be threatened with the disease. The statistical number of those who are already invalids is probably below the true number, because many students who are absent are kept from their work by illness, and thus escape the examination.

We believe that these remarks about tuberculosis and the danger of tuberculosis may be regarded as of general application. The great majority of students at all
German universities come from the middle-class, the troubles of which are well-known. You may, therefore, suppose that the same lack of proper food, and as a consequence, an increasing danger of consumption, is to be found in the whole middle-class. Health boards have been established now at a greater number of universities, all working along very nearly the same lines. Thus, institutions have been established which are able to struggle against tuberculosis with success, if money enough is at hand. It is especially desirable that the necessary funds be granted without taking the long way round with formal petitions and visiting of offices. It would be most helpful if every Health Board had a fixed sum at its disposal, varying according to the number of students in the university. For this immediate help against the danger of tuberculosis, and other pressing dangers to health, we should be especially glad to receive endowments from foreign friends.

When we look at the danger of tuberculosis, other diseases shrink into the background. And besides, our strength is not to be frittered away. The money that can be secured must serve for the present, at least, for this matter alone. We are already mainly indebted to the generous gifts of foreigners for whatever support is already available for this health-giving work among German students. The Pope gave about 200,000 Lire for this purpose during the last two years; and from America, besides a great number of small gifts, $25,000 were given in January 1923, to the Student Health Work. The worse the social conditions of Germany become, the less we may hope that we shall soon be able, by our own unaided powers, to cope with the situation.

The occupation of the Ruhr Valley by the French has just now made the conditions decidedly so much worse that more is at stake than merely the standard of living of
the students. But to help them remains a special service to the intellectual future of Germany.

* * *

Table I. Of 1528 Students examined in Dresden.

<table>
<thead>
<tr>
<th></th>
<th>With Foreigners</th>
<th>%</th>
<th>Without Foreigners</th>
<th>%</th>
<th>Foreigners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>233</td>
<td>15.1</td>
<td>202</td>
<td>13.6</td>
<td>33</td>
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<tr>
<td>Group II</td>
<td>692</td>
<td>45.1</td>
<td>675</td>
<td>44.9</td>
<td>17</td>
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<tr>
<td>Group III</td>
<td>458</td>
<td>30.1</td>
<td>444</td>
<td>32.5</td>
<td>14</td>
</tr>
<tr>
<td>Group IV</td>
<td>125</td>
<td>8.2</td>
<td>124</td>
<td>8.5</td>
<td>1</td>
</tr>
<tr>
<td>Group V</td>
<td>20</td>
<td>1.5</td>
<td>20</td>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1528</td>
<td>100</td>
<td>1465</td>
<td>100</td>
<td>65</td>
</tr>
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</table>

Table II. The average measurements in the various groups were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Group IV</th>
<th>Group V</th>
<th>Average in Peace Times *)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>233</td>
<td>692</td>
<td>458</td>
<td>125</td>
<td>20</td>
<td>15.942</td>
</tr>
<tr>
<td>Height</td>
<td>171.0</td>
<td>179.9</td>
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<td>168.2</td>
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<tr>
<td>Weight</td>
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<td>56.9</td>
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<td>51.3</td>
<td>48.5</td>
<td>58.4</td>
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<td>88.2</td>
<td>79.2</td>
<td>74.8</td>
<td>74.5</td>
<td>73.2</td>
<td>88.1</td>
</tr>
<tr>
<td>Chest Measurement</td>
<td>79.4</td>
<td>71.0</td>
<td>68.4</td>
<td>67.8</td>
<td>68.4</td>
<td>80.9</td>
</tr>
</tbody>
</table>

*) The height-measurements are given in centimeters; the weight in kilograms.
DARMSTADT, Part of the Technische Hochschule.
DRESDEN, Part of the Technische Hochschule.
Helping the Sick.

By * * *

The morning peered dismally into the window. Braun tossed recklessly in his bed, shuddering from time to time. He was murmuring to himself — “if — — — I could only go to the seminary — — , but if I miss giving my two coaching lessons from 6—8 tonight, then I shall be still shorter of money“. Muttered words followed — a strange whistling within his lungs rendered them incoherent — then he jumped up sitting upright.

His eyes glanced through the poor room, passing on from the window to his self-made patchy wardrobe, constructed out of old boxes — of course he did not need much room; a pair of winter trousers, a Sunday suit and linen partly in tatters — from this on to the narrow wash basin — to the table where his treasure, were lovingly ranged, his boots! Only the large comprehensive editions were missing — how was he to procure them? — The dirty suit of the vigilant society lay before him — how long had his night-watch lasted last night? Thinking pained him, as it was; for about a fortnight now he had been suffering from headache and strange pains in his waist — ah yes, he remembered now — just after one o’clock that morning, after completing his first round through those vast factory grounds, which seemed to him so cold and austere with their large dark windows, he had not been able to reach his bench any more — the pains had increased to such an extent that he had dropped down on the ground near the tiny crippled fir tree at the entrance, and he had lain there — oh! — how long. — He had felt the cold bitterly and was awakened by the hooting signal of a passing motor car. And now?

He tried to get out of bed — again those terrible pains in all his joints. He fell back. For a long time he was lost in thought — childhood, the garden, happy games with friends — at night, his mother’s kiss — later on, school — prizes. Then came the war; things became worse, very often food was insufficiently provided, — his father fell in France — bread-cards — leaving certificate examination — Versailles — he began to study — for the banking business — in order to get on quickly so as to be able to help his mother. But during that time she had to support him. However much she wished it — she was not able to let him have much, so he had to help himself during the first terms. At first all went well. Then the depreciation of money set in, he was to help with the support of his younger brothers and sisters. He tried all sorts of things; he could no longer make ends meet.

For four weeks he attended the university from 8 to 11 in the morning, then he ate a small roll and drank water with it in order to still his hunger, thus saving a dinner. From 12 to 3 he worked in the office of a telephone Company; from 4 to 6 he helped carrying fire-wood at a wealthy man’s house outside the city, after which he had to
coach a lazy title boy at the same house. The time from 8 to 10 at night he had reserved for his own studies. But these last weeks he had been dead tired at night, sleeping these two hours as a result of the utmost exhaustion.

From 10 at night till 3 in the morning he had undertaken to do night duty as watchman in factory grounds against burgling and fire — "No — it was not be wondered at" — he said to himself — "no human being can stand this sort of life". Again this dull burning in his head and the wandering pains in his joints. He tried his best to get up but sank back with a suppressed groan. "Oh — but I will"! — He waited for five minutes — "I must be off to the university — I may not miss that which is most necessary to me". It was impossible, he lay there with closed eyes — his breath came heavily and hoarsely with the attempted exertion — all that morning. Only gentle rays of sunshine glided over his restless feverish hands. Afternoon came and with it a rough knock. An unshaven man tore at the door. "Where on earth have you been just to-day when all the officials of the office are on strike; one can't even depend upon you!" Braun was unable to make a reply; his breath whistled — "Well — what is the matter?" The man came close up to the bed — "oh — he is ill — really seriously ill! Now I understand and believe that he could not come — he is an industrious fellow otherwise! What shall I do now? On my way back I'll pass the university and shall report it there." Then he left the room carefully.

Half an hour later a young student stepped into the room. He was followed by the trusted physician of the student corporation. After receiving an injection Braun woke up and was able to remember things again.

The young student upbraided him: "Why have you not been to report yourself to us? In the first place, as you have not enough to eat and secondly, because you cannot do all you have undertaken to do — that is superhuman, and thirdly, when you felt the first pains why did you not come to us — what on earth is our sick welfare institution for?" Large placards are pasted up at the university telling all that the underfed will receive better and "more plentiful supply of food, that patients will be treated gratis at the university clinic, that convalescents and those unfit for work will receive victuals and monetary support?" Braun was silent, how could he tell them that his pride had kept him from doing so — that he had intended to do all by himself — whithout any one's assistance, but that he should have been more reasonable as there are things which are even stronger than human will power . . . A carriage took him to the hospital. Diagnosis: completely underfed, rheumatism of the joints with a light attack of pleurisy and, in addition to all this, incipient tuberculosis. — The doctors marvelled: How was it possible for such a delicate body to have done such hard work? Weeks went by. Braun recovered slowly under careful treatment. When he was allowed to leave his bed he had to relearn walking. The sisters led him into the garden in front of the hospital. Lounges stood in long rows — all occupied. Wherever he turned he saw students' faces, tired, care-worn. With most of them it was easy to tell what they had gone through. Beside him lay a young boy. Braun did not think him more than nineteen. He addressed him and now his neighbour poured out all his heart to him, all that stored-up gratitude for his gloriously completed cure burst out from within. Braun listened to him in silence. — He was thinking of his own recovery — how he meant to get out again and begin his work again and how something had grown up between him and his wish — what the sisters had been
telling him: that conditions had grown desperate, a terrible money depreciation had set in, making the purchase of food impossible almost. But now his neighbour consoled him: “For the present you are still a convalescent; do you know nothing about sick welfare”? As soon as you are well enough to be dismissed you will be sent to a convalescent home — gratis of course. Every university has its own free places which are provided by good men in our own country and abroad. Even Switzerland took in fifty students last autumn, at some of their finest health resorts. Health Offices are indefatigably at work to found new gratis places for our universities.”

Braun was silent, unable to utter a word. The young physician in charge of the students’ department came up to the two: “Well, how are you? — You look fine compared with your condition of eight days ago!” Yes, physically things are rapidly improving, if only one knew what is to become of one later on!” “Only rest.” He took a chair and sat down beside him. “Just see here — to day we have received 100,000 lire from the Pope. 40,000 of these we shall apply to the fund for sick and destitute students. “Do you know Elman, that beautifully situated castle to the south of Munich in the Bavarian Alps? This autumn we can provide for 150 students there. Is that not grand? You are among those to be sent there. It will be managed, you shall see”! Have courage! We’ll help ourselves as far as possible and work for one another.” Ut omnes unum sint — saying these encouraging words, he left them.
What We Think.

By SIEGFRIED SCHARFE, Theological Candidate.

Every nation has its own type of student. Its national individuality gives also to the student a definite stamp. This is a fact worth recognising. A German student will always be something different from his American or English fellow-student. They will have different ideals partly arising from social differences, and certain differences will show themselves in the shaping of their student life. It is necessary to remember this because it does not do to measure the student of another country with the ideal formed of the student of one’s own country. He can only be rightly understood by taking pains to see him on the background of his nationality, in connection with his national history, and in the frame of the sociological structure of his people.

Let us have a clear idea of what the German student was before the war and of how he was regarded by his own fellow-countrymen and by people abroad. German students belonged almost entirely to the middle classes. Clergymen, officials, physicians, teachers, often also farmers, made their sons attend the gymnasium and then sent them at the age of eighteen or twenty to the universities, while it was only rarely that students came from the working-classes. The reason for this was, in the first place, because those of the first classes mentioned possessed the means to pay for their sons’ expensive student-years. They also felt a very strong responsibility for letting
their children have their share in their own intellectual education. It was mostly no opulence in which the German student lived. But he had, as a rule, a sufficient allowance of money to provide tolerably well for himself, and for those not so well-off there were scholarships and exhibitions enough.

What sort of life did the student lead at the university? Very various, if taken separately. Large towns like Berlin and Hamburg offered possibilities different from those of Tübingen and Heidelberg. Student life in South Germany looked different from that in North Germany. But common to all the German universities was this: something was really produced in the domain of science. In every single subject steady work was done and progress attained. For this reason therefore the German academician has always been proud of his universitas litterarum.

He has always felt convinced that the chief thing was not to finish his studies as soon as possible in order to obtain an assured situation for life, but rather that, in addition to his own special subject, he should have a general, sound, intellectual education. Therefore, he never aimed at standing for his examination as soon as possible but remained at the university a term or two longer, if he thought his second aim could thereby be better accomplished.

For the sake of this second aim he preferred to associate himself with students of minds and ambitions similar to his own. This accounts for the various societies and corporations that existed among German students, which always struck the foreigner as peculiarly characteristic. The large number of various groups had each a definite note proper to itself. It may be that therein may be found the inherited failing of the German, his fondness for dissension. But the varying clubs of German students should not be looked at from this side alone. In a small circle of men of like mind a much more real sense of companionship is found than in large organisations of many thousands.

The activities of the several student-associations were various. Some put the stress on physical fitness through gymnastics, fencing and games. Others employed their minds with political questions, others again devoted themselves to the cultivation of music. Some found jolly companions at the beer house, others in walking-tours. Many German students are proud of their gay cap and ribbon, others have broken away from old student customs such as these. Certainly there were also abuses. German students too have wasted their time, have been too fond of beer, have come forward too self-consciously and have had too little regard for the feelings of other classes of the people. But would it be possible to do them justice if only the abuses and the failings were looked at, as is done in the comic papers of the world? Of their quiet, plodding, thorough scientific work nothing is said in the comic papers, because nothing has been seen of it in public. If a nation of poets and thinkers is spoken of, a large share of fame must be awarded to the German students.

What has been changed in the German student by the great war of 1814—1818? Nothing more than that he has been deprived of the economic basis of his existence. This is the fact from which the resulting changes are to be understood. Under the influence of the revolution of 1918, besides the injury done to the middle classes, a less value was put upon intellectual work than on manual labour, and, as there was no help forthcoming from the state, university students saw themselves placed before a question of their existence. Either they must break off their studies and enter some
practical occupation that would give them bread, or ways and means must be found to provide money for their studies.

The solution was the working student, who now came to represent the German type, with an entirely new face. From this time onward German students were first of all wage-earning workmen and then students. The students’ romance of “Old Heidelberg” had all at once come to nothing. But this would not have been altogether so harmful. For it has been shown that even a working student may have his romance. Or is there nothing romantic in German students working their way to America as potato-pealers, or earning their bread as waiters?

There was far greater danger that the scientific education of the German student would be made a doubtful product by the system of working students. Study demands the whole man. One cannot study with success after leaving off work in the evening, if one has already been working hard during the day: only a few strong natures can keep up a combination of such twofold activities. It is true that one can prepare for an examination after doing one’s daily work. But real study, that is, the assimilation of thorough scientific education, is not possible to a working student. Therefore it must be very emphatically stated that the post-war development of the system of working students will soon arrive at a dead point. It will then be seen that academical education becomes, year by year, more and more superficial. The German university student cannot be allowed to remain fixed as a working student, even though the latter shows himself capable of great results. The time must come for every student when he can devote himself to the study that belongs to his own particular profession, independent of outward cares. If the working student’s wages for one year retained their original monetary value so that the expenses of a few years of study could thereby be covered, the present problem would be solved. The German student, it must be clearly understood, does not wish to carry through his studies at foreign expense, but the experience of the first five years of the system of working students has made the fact evident to all that, so long as Germany’s economic situation remains so desperate as it is, he will not be able to maintain himself for three or more years at his own expense, without seriously neglecting his studies.

* * *

The student songs, sung by our fathers and grandfathers, displayed a poetic, free and joyous university life. To them belong those figures that present themselves to the eyes of our fancy, those fellow-students of former times who held their own at the festive board or in the fencing-school, but who knew no care for their daily bread. And today? Before the young freshman of today enters the university, with rare exceptions he must become a workman. The real life of a student for him still lies ahead. He dreams of how fine it will be when the required millions have been earned. Meanwhile, what sort of life have they, these students that have to be workmen? Let us take a group of some twenty students working as harvesters on an estate in East- or North-Germany. They are lodged in a cattle shed on extemporized beds of straw, where it is highly improbable that there are no vermin. Any sort of bed-covering would be an unheard-of luxury. But as soon as they have got through their day’s work, without a word they will all lie down and sleep all through the night the sleep
of the just. In the morning the overseer leads them to their work. At ten minutes to five they are all at the place of command, where the inspector directs each one to his post.

Hitherto, the students have been in their own company. But now the difficulties begin. They come into contact with the professional agricultural labourers. Between the two groups there is almost always great tension, declaring itself in party-political differences. Quarrels arise. The workman sees in the working student a possible strike-breaker. Often enough it has happened that the workmen go on strike for the sole reason that they are not willing to work with students. That this tension, in the times of political agitation that Germany has frequently gone through since the war, is still more increased can easily be understood.

But there has often been ground of complaint on account of the defective understanding on the part of the employer. It took a long time before the students were paid according to the scale, like other workmen. And often how bad was the stipulated “free board”! Fortunately, from the first there have been other employers who received us into their families and treated us as belonging to themselves.

And then it meant work. From ten to twelve hours is even today the usual working-day, for agriculture knows no eight-hours day. It is certainly something fine to bind sheaves in the open air, to load up the tall harvest cart with the fruit of the field and to lead it home, or to walk in the track of the plough and turn the black sods. How many of Germany’s intellectual workers over their books have never again known nature and her vivifying forces! But it should not be forgotten that there are many students that are not in a fit condition to perform work requiring so much bodily exertion, because they are suited only to intellectual labour. These are the really tragic figures among the German students of today. Most of the students do indeed
perform the physical labour and do it well, although they are not accustomed to work early and late, as the professional agricultural labourer is, till at last, tired and worked-out, they lie down on their beds of straw to wait for another day.

The student must work all through the holidays, otherwise the economical foundation for the next term is too weak. In addition to his board and lodging, a working student earns a hundredweight of rye in a month. If he saves three hundredweight of rye in three months of holidays nobody will believe that one hundredweight is too generous a measure for one month's provision, and certainly not the industrial wages either, which indeed seem higher, but which continually depreciate in value.

When the holidays are over the student goes back to the university. Now at last he comes to his proper tasks. In regard to his studies, the holiday time was but time wasted, and the leap out of the occupation of a land labourer into that of a student over his books is also too great that it can be made without trouble. But at last he is able to settle down to regular study. He is able to follow the lectures, to work through his notes in the afternoon, and to make gradual progress. But now the depreciation in the value of the currency eats up the money that he has earned, and he is obliged to beg for free board, to limit his meals and to become even more saving than before. At last, nothing remains for him but to look out for more work. So he goes by train in the morning to a factory and comes back to town late in the evening, or he sits in an office during the forenoon and studies in the afternoon. Thus many students are able to attend lectures only in the evening. They sit over their books late into the night. Is it a wonder, therefore, that they become less and less capable of doing good work? And yet thousands of students have successfully carried
through their work even when they have had only the evenings at their disposal. Is this also still possible when the money is earned at night that is required for food the next day? Shall I bring a light into the darkness of the night and call up all the porters, newspaper-sellers and waiters who are students during the day and who are driven by necessity to earn their bread at night?

Thus term-time and holiday-time follow each other. Over both stands the apparition of hunger driving the students to work and to a hunt for money. But how long will such temporary work be obtainable in Germany? How far distant is the time when, on account of the increasing number of unemployed, the industrial works will no longer be open to working students? Then the German students' struggle for existence will really begin. It will come upon us even more pitilessly and cruelly.

However, it is not the way of the German student to give in. Whe shall even then hold up our heads, even if the storms of our present need rage still more furiously, for we know that it must be. Our people needs us. It needs spiritual leaders, if it is to maintain its place inwardly and outwardly. Therefore, we will hold out. In the service of our people we shall overcome this time of need!

* * *

Ever since Germany became a manufacturing country, that is, during the last two generations, a deep gulf has been formed between academicians, or men of university training, and workmen. The machine has thrust itself in between them. On the one side are the engineers of the intellect that erects the machine and sets it in motion,
on the other the rude force of the million workmen that serves this same machine, itself becoming a part of the machine. Academicians and workmen are no longer on friendly terms with each other. A deep mistrust of each other exists on both sides. The presumptuous pride of the academician toward the proletarian is on a level with the envy of the workman, who sees in the academician only an idler.

During the war of 1914—1918 this opposition did not make itself felt. The common need wedded all parts of the German people together. The Revolution of 1918 brought the old dissension again to the surface. The antipathies took on a stronger tension than ever before. It was under such conditions that the students of Germany entered the workshops and factories to earn their livelihood in common with the German manual labourers.

The German student has placed himself in the social cleavage that yawned in the German nation. Will he be able to close it up? That is one of the chief of the deciding questions on whose answers the future of our fatherland depends.

It is certainly not easy to build a bridge from the university man to the manual labourer. The two are too different for the dividing line between them to be overcome at one stroke. The good will on one side is not nearly enough so long as the same good will on the other side is not manifest. Without such good will matters will continue to proceed as they did during the first years after the war. The workmen will simply go on strike and make their resumption of work depend on the working students being dismissed. Why? Because they see in these their enemies, men of a different speech, with a different conception of life, men of a different political party, of a different social standing and allied with capitalist employers.

How is the student to comport himself toward his colleague in labour? Is he to attempt to bring him to his own point of view? Or is he to do the reverse and become like the workman and in this manner strive to set aside the social gulf between them? Are the German students not only outwardly but also inwardly, with their outlook on life and their ideals, to become like workmen at their work?

There is no need to consider either of these two questions. We may set down this experience as one of the most important of the last years of working students' work. The opposition between workman and student cannot be patched up. Young students are simply not capable for this. He that has tried to be converted to the point of view of his workman neighbour knows that his object is not gained and never can be. But can it be otherwise if the student forgets that he has eventually other tasks than the workman's to accomplish?

Therefore let us courageously pass over what divides us students from the workmen and recognise it as a necessary difference. We have, both of us, our special tasks, we have different duties to fulfil, if only we do not forget this one thing, that we both have to serve one common whole, our people. Thought and deed should be mutually conditioned and supplemented. This will be the right relationship between the German student and the German workman.

With this aim in view, that of mutual respect and recognition, even the working student and the workman will soonest come closer together. We German students wish to do our duty in the mines and workshops quietly and unostentatiously. We have nothing to conceal from our workmen-comrades. We wish to be just as we are, without making fine speeches, without preaching many theories. Thus the threads from
above and below will soonest be spun and the workmen will see that we are not lazy idlers but that we also understand how to set about our work with them. The workmen will acquire understanding for mental work. The mistrust on the part of the working student will disappear. He will recognise that eight hours' monotonous work in a factory represents the highest measure of working time. He will pledge himself in every possible way to bring the workman that has been displaced by the machine into connection with the graces of culture. This cannot be settled by the stroke of a pen at a green table, nor by organisations and decrees. Much personal insight, love and sympathy are necessary in order to make any progress, however slow, in this matter. The goal is not to be reached in a day.

But it must be reached if our nation is to live. Therefore, in spite of everything, let us go into the mines and factories, and set all our forces to work so that our disordered national community may be restored. We believe in our national community!
Boring for Petroleum at Ilsede in the Province of Hanover.
BERLIN University, Central Part.
Main Hall of the BERLIN University, formerly Royal State Library of Russia.
Sketches
from the Berlin Student Life of Today.

By Dr. HELENE WEGENER, Berlin.

Much is said of the distress of German students. Student-years and years of distress are becoming more and more the same thing. The worst-off, however, is the student in a large town and, among the large towns of Germany, in Berlin. How many of those from other countries have known the Berlin University in its most brilliant time! Now the prevailing distress has seized upon two thirds of the normal number of its students, professors and lecturers and on almost all its institutions, which are short of teaching material, apparatus, instruments, books and journals, as their academic frequenters are of food, lodging, clothes, light and fuel. I have made a personal study of the distress of Berlin students and have been an eye-witness of many cases, besides going through the records of the university authorities and hearing their trustworthy reports. I will endeavour to cast a few chance rays of light on some of these cases, created as they are out of cruel reality.

I.

I go from Berlin to Charlottenburg and there in a very small attic flat in a house at the back of the street five persons are lodging with a good-natured woman who is both old and deaf. Four of them are unemployed workmen and one is a student. They all crouch together in the semi-darkness over a bare deal table. They do this peacefully every day between four and five o'clock for their afternoon coffee, as well as twice daily besides. In the morning there is hot "coffee" so-called, but it is really made from some powdery substitute. At noon and in the afternoon the same brew is warmed up again for them. Should there be money enough, for the evening meal there will be some delicacy, such as dried cod or the like. There
is no fuel for heating. The student's father, whom I intend to visit, is a native of one of the German territories that have had to be given up to Poland and is there the principal of a school in a small town. He is able to send his son but a minimum allowance. At first the young man gave private lessons, but now that his clothes and linen have deteriorated so much he is no longer acceptable as a teacher. A kind of board serves him as a bed. His table and chair are both broken. He sits, with his torn overcoat on, writing in a cold room. The lectures and the tram-fares are now beyond his means. He goes to the university on foot, an hour-and-a-half's walk, and squeezes himself into the lecture-room among the others, hoping to gain the indulgence of the professors. As he can buy no books, he copies summaries of them by the page and chapter. At last he dares no longer appear in the street, because his clothes are so shabby. As he can only seldom procure a sufficient meal, once a week at the most, he has become reduced to a skeleton. He sits in his hole and copies out entire books. This tremendous expenditure of energy is for the sake of his examination. He has been living like this for a year, and there remains another quarter-of-a-year before he has finished his studies. He is without a decent suit-of-clothes, without linen, quite dirty, and unsociable. My first sight of him gave me the impression of a street-robber. He constantly gesticulates, speaking to himself, as persons that live alone frequently do. He gives hasty, uncertain replies. He often seems as though he were not a quite normal person. Nevertheless he sticks closely to his work for the medical examination so that he may return home as a qualified physician. To help such heroes would be a deed worth while.

II.

Midday in a Berlin street. A young man, with a strikingly intelligent face and fine bearing, is dragging sacks from a cart to a cellar. There is an expression of bitterness and contempt in his face. This is not the first time for me to see this thin, nervous figure; a few days ago I saw him in a shop in Unter den Linden carrying messages. My attempt to get into conversation with him remained a long time fruitless. At last I learnt that he is a law-student from Königsberg and has nearly completed all his examinations. His mother, a widow, recently lost her life in a factory explosion. He himself was several times buried in the trenches and as a result suffers from attacks of brain trouble, as many other ex-soldiers do. He is entirely without means living on two plates of soup a day. He is a victim of fainting-fits and of mental and bodily atrophy. As a consequence of under-feeding his nerves frequently fail him and this has caused him twice to fail in his examination. After the second time he was taken home unconscious and the authorities would not allow him to enter for examination again. Nevertheless, he is endeavouring to continue his studies and hopes to be admitted eventually. He will probably perish in the treadmill of manual labour through insufficient nourishment.

III.

There are many Berlin students who can no longer afford to hire a room in a private flat, but are obliged to live in so-called student homes, consisting of wooden sheds formerly standing in the courtyards of the soldiers' barracks, or in large
Students' Emergency Quarters.

general rooms divided by thin low partitions into a number of small ones, in each of which there is just enough room for bed, table, chair and bookshelf. Such general lodgings were for a long time to be had in the north of Berlin on the uppermost storey of a home for old men and were called by the students the "Olympus of Berlin". A student that cannot pay for a proper room and cannot find accommodation in general lodgings must content himself with a sleeping-place, it may be, in the topmost attic, in the cellar, in the yard, in a shed, or in a motor-garage. Many a student that sleeps in a garage undertakes to guard the motor-cars that are put up there and in return he is allowed to sleep in one of the cars. A sympathetic driver will even sometimes put up a small bookshelf in the garage. Many a poor student is satisfied with a sleeping-place in the waiting-room of a railway-station, in a shunted railway-carriage, in a porter's room and in summer on a bench in the Tiergarten. During the day he lodges in a lecture-hall of the university or in the reading-room of one of the libraries.

I once visited a garret in the north of Berlin where five students slept together. Covered with rugs and straw they had to sleep in their clothes. The hot-air pipes reached only as far as the storey below, and draughts of cold air came in from holes in the roof above. Next to it was another icily cold attic room. The window in the roof was broken and one half of the hole nailed over with a wooden board, the other half being open to let in the light, with which there came also snow and rain into the room. Of course, the room was not heated, and, in any case, the occupants could not have paid for heating. There were three of them: a German fugitive from Petrograd, who was a medical assistant in a clinic, with his wife and the baby. This lodging in the roof, as he proudly called his pitiful hole, was let to him cheap by some sympathetic person, and at least he required to take with him no paving-stone for a pillow. In the evening and at night he is a porter, so that he can buy food for his sick wife and the baby; in the morning he attends lectures and works in the clinic; in the afternoon he can rest for an hour or two in his lofty home.
IV.

In Alexanderplatz, a square in the middle of Berlin, a place has been fixed up for street labourers engaged in repairing the asphalt. Torches are burning in front of the tents above the torn-up pavement. Some of the workmen go down into the underground passage below, others throw down sacks of straw, pillows and rugs, and then disappear into the depths underneath the lighted tents. I addressed one of them to inquire what was the meaning of this nightly bolstering up of the town’s sewerage system and was laughed at for my question. Gradually I learnt that students who are without a roof over their heads pass the night inside the earth and sympathetic labourers prepare a warm sleeping-place for their nightly guests.

V.

At the Oranienburger Tor in the north of Berlin is the Café zum Goldenen Stern, a third-rate night coffee-house. Out of this poor place of entertainment issue sounds of music perfectly played. I enter, order a cup of coffee and sit down to enjoy the playing of the gifted cellist, who soon turns out to be a pianist as well. He is generously applauded. Kindhearted fellows urge him to drink a glass of cognac with them, but he declines. His well-wishers show that they feel offended. “But, Mr. Conductor,” says one, “do drink a glass with me! I must really have the pleasure of showing my appreciation of how wonderfully you have played.” With a resigned air the student takes up the glass of liquor poured out for him, drinks it off, and then goes on playing. I go and sit down beside him and ask him why he tortures himself with the stuff instead of refusing it. “I dare not for the sake of my livelihood. It is the same every evening. I play every night from ten to two, then I write critical articles for a musical journal and prepare for my doctor’s degree.” Soon afterwards I learned that he had passed his examination with distinction. On the very night before, he had to play till two o’clock and drain off a number of glasses of liquor, lest his charmed audience should fall out with him and become his future enemies.

VI.

The same distress that exists among the men-students is met with also among the women-students. I know such a girl, in whose family, living in the west of Berlin, all the members have had their bodily health and partly their mental condition ruined by years of hunger. The father, formerly an engineer, has become weak-minded through under-feeding and is now obsessed by a fixed idea that he is continually obliged to be making valuable inventions for the progress of mankind. He threatens to shoot anyone in his family who does anything against his will. The tender mother, a lady of gentle nature, also weakened by undernourishment, is constantly ill and without any influence over her husband. At last, in her despair, the daughter, a student, applied to the Student Relief Society, asking them if anything could be done so as to have her father removed from the family. Of course, this was not possible. The case is typical of the misery prevailing even far beyond the general body of students in Germany.

A second case. A young teacher from East-Germany, an orphan and poor, studies in Berlin. She gives lessons in return for board and lodging, and after much trouble
gets a situation in a school. Then as a consequence of under-feeding and over-strain her larynx becomes affected and her voice gives out. After a lengthened stay in a public hospital and medical treatment her voice becomes normal again — but the situation in the school is lost! Nothing remains but to get a little hard-earned money by private lessons so as to continue her studies. But again she is ill — tuberculosis. The information that I get from the office of the Society is: "She is industrious as no other, but has neither time nor means for going through a cure, and the little that we have cannot be applied to such comparatively light cases."

VII.

In a Berlin boarding-house near the Steinplatz I made one evening a remarkable acquaintance. A fair-complexioned girl was begging the boarding-house keeper, with whom she had already previously stayed, for accommodation and food. She was originally a student, but being without means she had become so reduced that she was now without a fixed lodging. A sympathetic friend would meet her of a dark evening and supply her with some food, linen and bread-tickets, and with the books for which she would eagerly ask. The same friend would also take her occasionally as a guest to the Quakers' eating-house. One day the poor girl begged her for any simple sort of pillow, so that she might sleep a little more comfortably — in the waiting-rooms of the railway-stations, now her only place of shelter. Out of fear of the officials she described herself as a through passenger. She was now without a hat or coat, unwashed and uncombed. Highly educated she was full of despair that study was becoming more and more impossible to her. At last she was obliged to give it up. Later I learnt that she had been arrested, wandering about homeless and half-insane, sentenced for vagrancy and had then disappeared.

Wherein lies the tragedy here? It lies in the fact that it was not possible for the young girl even in her utterly desperate circumstances to relinquish her hunger for study and that she must still cling on even while there was no hope at all of her ever again going on with it. In normal times, with her eagerness for knowledge and education, even without means, she might have been helped through by means of scholarships and lessons. But in these times these paths are as good as closed. The funds formerly furnished to the universities by endowments would now, even if they were put together by the thousands, not be sufficient to pay a tram-fare. The poor thing might have indeed become a factory-girl and have forgotten her longing for books over the clatter of the spinning machines or might have buried it in the paste-pot of the cardboard-box worker.
Students Breaking up the Ore in a Mine near Clausthal, Hartz Mountains.
As Handy-man.

By Student ERICH BRAUTLACHT, Rheinsberg.

I had in previous holidays swallowed dirty air in a mine long enough and accustomed my eyes to the darkness in which they saw nothing but the little circle of the mining-lamp, so now I went to people that in rain and sunshine are well-off for daylight, to those that are engaged in building houses or factories, as the case may be — to the masons.

"Get your shovel, Old chap", said the foreman, "and go to the others!" I sought out a shovel that seemed light and firm, put it across my shoulder and sauntered comfortably along to the others. I had offered myself to a contractor as a handy-man. He had looked down at my stalwart figure and laughingly taken me on. He rightly thought that he was not getting the worst handy-man in me. My old working-suit was quickly fetched from the store. As I looked at myself I was glad to see the many holes in my trousers. How fine and clean my shirt looked through! We stepped in a long single-file across the factory yard. The steadily falling rain did not in the least disturb my observations. Here on an open space limestone was being hewn in pieces. Near by stood a large round tower. A white layer of lime lay over the ground and on the machines and stuck to the walls. The rain mixing with it turned it into sloppy mud. Some of the workmen, who, dripping wet, were bending down with heavy hammers breaking up the limestone, raised their heads as we went by without a word. One of them said, "Look, the student!" All the workmen looked at me, some with hate, others with envy, others again with sympathy. I gave them a greeting and passed
on at the rear of our line. The overseer of the limekiln even called out my name as he returned my greeting. He had a white cloth wound completely round his head. His face was free. His whole body, head, arms, hands, legs and shoes were covered with a thick layer of lime. His eyes were framed in a thick crust. The expression of his face was one of content, he envied no man. The workmen told me that he had been, as they said, "covered with mud" for twenty years.

"Now you have to start shovelling", said a man of my gang to me. We were standing in front of a limekiln that was being built. It was about eighteen feet high with a diameter of, perhaps, forty-five feet. It had to be filled up entirely with concrete. At distances of about six feet apart there were placed boards to stand on, and the workmen arranged themselves one on each standing-board. The lowest began to shovel, "pump", as he called it. The man on the first board passed the concrete shovelled on his on to the man on the second board. It was everybody's task to keep his board clean. I was on the third board, emptying my shovel into the tower. I felt strong. My bones cracked as I slowly set my shovel in motion. But I felt cold, for I was wet through from the rain, and therefore I had need of exercise and work. My board remained the cleanest of all.

The workmen saw that I was not a slacker. They began to work faster. I kept it up. My lungs stretched fit to burst. But this feeling was a pleasure:

The nerves in my body quiver'd,
They cried out for power,
The will that lay in the glow of them
Struggled for strength.
My will was as though it would drown
Itself in my pulses,
But it held my arms up-lifted,
Supported my flesh,
It swell'd in my muscles,
Tore through my sinews.

As upward it stream'd,
And grew rose like a giant in space,
So dwarfing myself
That I bent to the spirit
That quaff'd up my soul,
And then:

Exhausted and thirsty I sank
Only to rise up again,
Meek in my power,
Trembling once more to the strain
And crying for work!

My body settled down to its work like a machine. Down went the shovel to fill, up it went full to empty, then down again to fill. I grew so warm that the perspiration flowed through every pore and mingled with the rain. I began to count
the shovelfuls as I emptied them into the tower. The workmen saw that I was getting tired. They laughed and went on working twice as hard as before. I clenched my teeth: "Keep it up! Is it sympathy you want? Are you not glad for once to get out of breath?"

The man that stood at the bottom had a red pock-marked face and red hair. He was the strongest of the workmen. His shovelful was a double load. After filling up the board of the man in front of him, he would sit down on the wooden beam beside him and grin at me from ear to ear. I hated the man from the moment that I first saw him. It was an inborn hate, blood against blood. When I looked at him I redoubled my strength. My board remained clean.

The red man grinned and worked till the sweat ran down his body. I felt myself getting tired. The last shovelful, I thought; we can't go on. Well, there was another last one and still another.

At last, nine o'clock, the first interval. We made our way back across the factory-yard to our huts, which served us as dressing and luncheon rooms. The few hundred yards were a severe strain for me. I felt as though I could no longer bear the weight of my own back. My lungs were clammy with dust and mud. In the hut forty of us sat down on four benches. Some looked tired, but most of them closed up together to play cards and make rough jokes. My senses were quite numb, and yet I felt moved. I tried to light my pipe, but my coughing obliged me to let it go out.

The workmen took no notice of me. Only the handy-men were in this hut, the unskilled labourers, of whom I was one. The masons were in a separate hut.

After the half-hour's interval we went back to the limekiln. The work began again, the same work; I had become a machine and therefore I could still go on. But my board remained no longer clean. I became more and more surrounded by concrete. I redoubled my exertions in vain. The workmen worked on three times as hard when they saw that I was tired. From the very beginning I had been working almost at the
top of my strength. To increase this was out of the question and it seemed impossible to carry on. The foreman came to ask how much we had filled. "You have hardly ever done so much," said he. The red man grinned and looked at me. And now the foreman, who had never given me a thought, looked at me again. I must have presented a strange picture as, leaning on my shovel, my mind was gazing longingly on the church-tower at home. The foreman guessed the connection between the work that had been accomplished and my presence there. An intentional slight had been put upon me: he knew his men. He called me away from my high standing-board and set me to clean the rails. "You might have left me there," I said to him; "I feel ashamed to be called away." "You have still plenty of time," said he, "to show that you belong to that sort of work."

My work till the end of the shift was not laborious but it was dirty and wearisome. When I got home I had myself massaged by my brother. My arms and legs and my chest all ached. Then I lay in bed till the next morning. The next shift came and went. After a few days I considered myself as strong as the strongest workman. I reported again for the same work as at first. "As you wish," said the foreman.

From that day on my work gave me pleasure, as all work does that arouses exertion, if you feel that you have mastered it. My board remained clean!
Work and Despair Not.

Work instills pride. Is there anything so exalting as the consciousness that you have mastered matter? I shall never forget the time I first managed a drill. Three of us pressed against the machine working on in its persistent jerky way; the worn out drills were changed, once, twice, thrice, then we had attained our end.

The fuse begins to glow and a minute later a terrific crash reverberates thunderingly into the most distant parts of the mountains. Man digs within the very bowels of the earth, tearing from her by dint of hard struggles the precious coal. How hard life is in the darkness of the mines! I am thinking of the moments when we had to drag up the heavy props which were to support excavated places. How hot these places were! It often meant climbing up a steep incline. The passages are low — frequently so low that the crossbeams, being bent and broken in the middle like little matches, owing to the heavy weight of the stone masses, rip open ones back if one does not crawl along like a snake. And one did crawl . . . with the lamp between one’s teeth . . . merely clad in a pair of trousers, the strap which was slung around the heavy prop strapped round one’s waist. One crept along on all fours dragging the heavy wood behind one, with careful open eyes to see if perhaps a coal or stone lorry came to meet one, the ears ever on the alert for the softest sound within the low passage. This work demands the most fit. It is a touch stone for every thing, activity, energy, circumspection, resolution. It renders us proud and self-contained, makes us able to judge better and justifies us in esteeming physical labour. The electric coal train dashes thunderingly through the dark side passages. At the switches the coal lorries skip, letting the black diamonds glitter in the blaze of the electric lamps. Iron clanks in iron. On rushes the long train coal, tears along
to the pit, is twisted up to the light in the elevated basket. All this strengthens and cheers. We are in the belly of the earth, we produce the coal.

The basket is still swaying to and fro — the railings rattle upward, the lorries are drawn out — turned over. The coal rolls onward to the coke oven. Heavy machines thrust out the red glowing coke. Water-spouts pour down on it. The water hisses and foams like snow. A marvellous sight! ... The glow is dampened, put out. Thick white clouds of steam rise up from the coke heap; only deep down the fire continues to gleam on, a red glow underneath the black heap. In front of the gradient the boxes already sway to and fro, waiting to carry off the coke to the smelting furnace. Above all this there is a rattling, clanking and roaring — iron in iron. Fitfully lit up by high flickering flames, young sinewy shapes fill the coke into the boxes. The coke still smoulders, while it flies into the lorries ... they drift onward ... some heavy pieces glow red in the night ... onward to the furnace! Again and again empty ones come ... full ones go ... always, a continual circulation. Day and night. In the furnaces masses crash together ore and coke. They leave the oven milky white and thin and run into pans. Again a grand picture. The red glow flames across every time as if it were fairy land — iron and pillars, foundry and smelting oven. The hot flood squeezes through the canal, running into pans.

A sudden whistle! Off again to the „mixer“. Into the Thomas pears first, then as a heavy red block under the roller. We see it grow thinner and thinner. At last the shiny rails lie before us in their completed state.

It is the iron which men have hauled up from the mountains, handled and stretched by men. A light tinkling sound is heard coming from the anvil within the workshops. Lit up by the ruddy glow of the fire of the smithy, the smiths are hard at work with heavy sledges upon a piece of iron. Their hammers cut through the air.

Giants! Every blow finds its aim. The ore expands, stretches — gives way. These are pictures which no artist is able to reproduce. Let us turn to a new picture, a little fairy tale. Five rivets are lying peacefully together in the white peat of the smithy fire — like five peaceful brothers. The fine coal which is heaped up round about them has the appearance of fairy-like mountains. Like a vulcano, a white glow within, black-edged without. The rivets gradually begin to blush, they grow a cherry red, bright red — white-red ... they resemble five merry little toadstools, even the white spots are to be seen on them. Now they are just ready for rivetting — a pair of black tongs seize them and drags them ruthlessly out of their little vulcano. The first flies through the air like a comet, striking heavy iron which the locksmiths are rivetting together into beams. Which are we to admire here? The poetry of work or the dexterity of the locksmith? Both!

These workmen are as strong and heavy as the material which they bend. I always enjoyed hearing their platt, their language being as hardy as they themselves. I then believed no other form of speech could go with this kind of work. It is wiry and deep-rooted. Being born of the people, it is bound to reflect the people's character. And such is the case here more than anywhere else. It is lumpy, weighty, like blows and grips of hard iron.
No Requisites for Study.

By Dr. PAUL ROHRBACH.

Every student who is to accomplish something requires books and other aids for his study. If his studies are to have scientific value they cannot be simply founded on the notes that he makes of the lectures on which he will be examined. A student is not a machine for memorising; his object is to learn how to think and compare independently. The public libraries are an aid when a special work has to be consulted, but when there are thousands of medical students studying at a university and every one of them requires a textbook of physiology, of what help are the few copies that are in the library? How is a student of botany, or of biology, to get on without a microscope? What is a student of chemistry to do without apparatus and chemicals? How is science to be pursued when a dozen foreign technical periodicals necessary to a university library have cost so much that it is impossible to procure any other books? In the physics classes only experiments with the very cheapest materials can be shown to the students. Platinum, for instance, has, even for those German universities that rank first in scientific education, for years become a myth, and in the orthopaedic schools the apparatus by means of which patients are to be helped are drawn because actual models are not available for use. I shall not, however, speak of the needs of the universities, but of those of the students.

If a German student of 1913 whose monthly allowance averaged from 80 to 100 marks wished to spend as much as 20 to 25 dollars in books he would have been able to buy a whole number of fine volumes. In July 1923 a student’s average monthly allowance amounted, reckoned in American money, to 1 dollar 70 cents — as much as
two little volumes cost. Of course his allowance was so small that the student could not think of buying books at all, for out of his 1 dollar 70 cents he had to meet the expenses not only of his board, but also of his lodgings and his fees, etc. Today, as I write, in November 1923 only a small number of students can count at all on a regular average monthly allowance. Many students would be helped half-way if, in the hope for better times, they could take home with them and keep for a while some books and other requisites for study and, in addition to other work, study by themselves. But whether they are in a position to do this depends on the money available and at present this is mostly nil.

I know, for example, of a scientific students’ union in Berlin in which the students have themselves taken in hand, by purchasing co-operatively with the help of the publishers, to provide all its members with books. They received a certain assistance because the mark was quoted lower when the accounts had to be paid than on the day when the order was sent in. But this advantage has disappeared now that booksellers’ prices are in gold marks. In the case of foreign works the students have for years helped to overcome their difficulty by borrowing one copy of such a work and transcribing it by hand. As in the Middle Ages, when the monks illuminated their manuscripts, many volumes have been copied in this way and incorporated in the library of the union. At the beginning of this year I myself showed to the audiences at my lectures in America such a handwritten mathematical book of one of my young friends. Many a dollar for books for the students has thereupon been pressed into my hand, and many a letter of thanks for a young man made happy has wandered over the ocean to every part of the United States from Philadelphia to Los Angeles. Single students can be helped in this way, but if the help is to be perceptible among the thousands who in Germany today are at times more hungry for books than even for bread it must be comprehensive and it must be organised. And this book also is meant to arouse interest for this purpose.
The Story of my Studies.

Tucheband, near Küstrin. October 11th, 1923.

Dear Dr. Rohrbach!

When I was at your home in the summer and you gave me the first dollars from the friendly donors in America you expressed a wish that I, a student struggling with the distress of the present unhappy times, should send you some account of my life. You said that you were working on a book about the German students of today and that the book was to go to America. I would gladly have written to you sooner, but you well know the conditions in which I am situated. After the corn harvest I required all my time for the gleaning, then the potato harvest claimed my attention, and now we have just escaped having a misfortune with our only pig. He has been ill and for two days and nights I have had to doctor him with mud poultices. Sleep at night was for me out of the question, and in addition it has cost me my thermometer. Since yesterday evening, however, our pig has begun to take his food again. It would have been a terrible blow for us if we had lost him.

Let me begin at the beginning. I was born in 1894 at Charlottenburg, near Berlin, where my father was a shoemaker. Free schooling and my own earnings gained by giving private lessons enabled me to attend a higher school. When I was only a boy of ten I was fond of natural science above everything. In 1913 I went to the University of Berlin and chose Zoology for my chief subject of study. Then came the war. While I was at the front I lost the younger of my two sisters, who died of consumption at the age of twenty-one, and my parents came to live here near Küstrin, where a little cottage, with two acres of land attached, was the home of my mother. When the war was over I was able to earn some money as a working-student, and when the mark
began to depreciate I was helped by my other sister, ten years older, who as a milliner had some customers in the neighbourhood around our home. Then suddenly she too fell ill, the only one of many brothers and sisters that was left to me. Overwork, anxieties and insufficient nourishment brought out the consumptive tendencies that lay also in her constitution.

In these sad circumstances I was for giving up my studies, but my parents and even my sister, for whom above all I wanted to earn some money, would not hear of it. It was a long struggle for me. At times it seemed to me that I was a callous egoist for not doing everything to earn money quickly so as to ease the family situation and help to lighten the cruel distress of others. I was spending money on books while thousands all about me had not enough to eat. Then, however, the voice within me said: But you are depriving yourself too almost as much as is possible. Science must have its course. Our people would sink to the lowest scale amongst the nations of the world if care for daily bread to still our hunger held us back from studying at all! Every branch of knowledge is of service to mankind, and though many today might doubt that there are still ideal aims for mankind, yet they are there! Is it not moral, is it not necessary, to cooperate in the investigation of nature? So we Germans say, but what does the world know of the danger that a great nation is now in of being banished from all share in scientific activities!

In the time of severest need I received temporary assistance from the committee of English and American Quakers and from a well-to-do German gentleman who had learnt of my hopeless situation. He provided me with means wherewith to purchase a microscope and to enable me for a time to get better nourishment. My patron, however, suffered great losses through the depreciation of the mark and so was no longer able to help me. And now I was obliged to give up studying in Berlin. I could also no longer seek to earn something as a working-student, for my father and mother are now old and feeble, and my sister is, as I have already said, a consumptive. I am obliged to do all the heavy land work in field and garden for them, and our little holding cannot afford the cost of a paid labourer to help. On such a small piece of land as we have we cannot keep a cow. We have a pig, a goat and a number of hens. But fodder for the pig is too scarce to make him big and fat. We have to kill him before he is fully grown. In a few months the meat is consumed and for the rest of the year till the next killing-time we are almost without any meat at all. The eggs we do not eat ourselves but sell in order to buy margarine. This is the way people live on a small holding like ours. Field and garden would yield more if it were possible for us to buy artificial manure, but this cannot be done because of the cost. We cannot even repair our damaged roof and the mud walls of our cottage that are full of cracks. But there is one way in which I can manage to do something to provide us with part of what we require, and this I will now relate. It is a matter made familiar to us by the Bible.

When the farmers and the larger peasantry have finished gathering their crops there always remain single stalks and bits of ears lying in the stubble: and as soon as the last harvest-waggon has left the field everybody is allowed to go in and gather of the aftermath. This is an ancient custom and right and never has so much use been made of it as this year when the price of bread has become so exorbitant. Even from the towns hours away by the railway the gleaners come, and if the field is not yet free they sit patiently on the roadside till the last waggon has left. They remain on the
field till it is quite dark and at four o’clock in the morning before the sun has risen they are there again. Not one ear of corn is lost on German fields today. I have even picked up stalks of corn fallen on the roads and field-paths, and at first secured a particularly good load till I found myself imitated by other gleaners and was no longer alone.

It is strenuous work to go about all day in the heat of the summer sun, often without an interval at noon, bending down to pick up every single ear of corn that is lying on the ground but though one returns home in the evening tired and hungry the day’s trouble has not been in vain if a piece of bread has been earned. During the harvest of July and August I gathered up a hundredweight of rye, more than three hundred-weight of wheat and over half-a-hundredweight of oats. This is not sufficient to produce bread for us four for the whole year, but it helps considerably, and after the corn-gleaning comes the search for potatoes. For this one goes over the fields that have been already reaped searching the ground with a hoe for any potato that has been left lying there.

It is true that I am not without hours of depression, in which the longing arises once more to have all the fine summer free to devote to my scientific work. I have attended all the necessary lectures at the university and now I have still the examination work to do for my doctor’s degree. Sometimes there are rainy days, and then I can sit at my beloved microscope, but as soon as the sun shines the ears of corn or the potatoes left lying in the field call me out again; microscope and drawing-pen must be put aside, and if the post brings a parcel with new material for examination or a special print of some zoological work from somewhere in the world I have time for only one hurried anxious glance at them. You may imagine how painful it is for me to have to leave letters, inquiries and parcels lying untouched for months together. But I am comforted by the thought that all this work on the land will at least leave me some free time in winter. Sometimes, before going out to the fields, I write something down on a piece of paper for committing to memory. Then my mind has some occupation, even though only a mechanical one, and there is no time for being sad at my work. But when I come home again and think what a long time it is that I have toiled between hard manual work, insufficient nourishment and my hard-wrung scientific studies, I feel somewhat discouraged at heart. And it depresses me this summer that it has not been possible for me to continue my scientific correspondence at all. Please do not consider it an expression of vanity when I tell you the names of some of the learned men who correspond with me and from whom I have been favoured by their acknowledgements. I will mention Dr. Chappuis of Cluj, Roumania; Prof. V. Brehm of Eger, Tschechoslovakia; Prof. G. Pesta of the State Natural History Museum, Vienna; Prof. O. Hamann, Berlin; Prof. A. Thieneumann, Plön; Dr. K. Bornhauer, Rieden near Basle, Switzerland; Prof. P. Schulze, Rostock; Dr. Sven Ekman, Uppsala, Sweden; Dr. E. Behringer, Graz, Austria; Dr. C. R. Schoemaker of the United States National Museum, Washington; Prof. Annandale of the Indian Museum, Calcutta, and others. The gentlemen abroad, who received my last answers in July, will have had no idea that my last money, which was really intended for other purposes, was spent in paying for the postage which happened then to have been enormously increased.

This was my situation when I received from you the first grant of money from America. With the five dollars that you handed to me I was able to buy firewood, coal and petroleum, not enough for the whole winter, but still enough for two cold, dark months. The thought of winter had often oppressed me much. Last winter we
had so little fuel that our room was really never warm, and because we could not afford to pay for petroleum we used to go to bed on dark days as early as five o'clock in the afternoon. Of what use was it to sit up in the dark? The harassing thought of how much scientific work I could have done with a lamp to study by in a warm room troubled me as I lay in bed.

Then I received again the joyful tidings that you were able to place another five dollars of American notes at my disposal. I journeyed to Berlin to receive this welcome sum of money at your hands and I was able to increase our winter store of coal, petroleum and food, and to buy maps for my zoological excursions and a much-desired book, *The Fauna of Germany.* Do you know of the remarkable way in which my purchase of coal was brought about? I had already ordered the coal months before, but the dealer was not able to deliver it. The price of coal rose, and the two dollars that I had intended for coal became of less value, for the prices advanced more rapidly than the money depreciated. On the 30th of August, as I was returning home from gleaning, I saw my father coming to meet me. He brought me the news that the coal-dealer now had coal, but that a hundredweight cost nearly three million marks, the rate of exchange for a dollar being seven millions. So I should have received only five hundredweight for my dollars. But as I had waited so long for the coal the dealer allowed me, as an exception, ten days' grace for payment. I saw from the newspapers that the mark was falling rapidly and with some beating of heart I ventured to order twenty hundredweight, the greater part of the necessary winter's store. I continued to go gleaning daily, following the course of the dollar which rose in value from day to day. On the 6th of September I heard that the rate was 25, on the 7th that it was 30 millions. In order to make full use of my days of grace I ventured to wait still one day more, then I took the train to Berlin and there exchanged my two dollars for 110 million marks. Hastening back home again I was able to pay the whole amount of the coal bill and the railway fare and still had something left over, so that we were all so glad that you cannot imagine. And the coal-dealer too lost nothing by his conditions of payment.

My account is now drawing to a close. We have fuel and light for most of the winter and the thought that I shall be able to study this winter already makes me very happy. I shall remain at home through the winter and by the spring I hope to have finished my thesis for my doctor's degree. This letter shall not close without my again thanking the philanthropists over in America for opening their hands so generously, and also yourself. I feel depressed only when I think that in the coming winter there will certainly be still fewer people who have a light, warm room than there were last winter. If the winter is cold and wet there will be many deaths in Germany.

May you succeed in bringing help from America to many more of my comrades who are studying! When, during this winter, a bright fire is burning in my stove and my friendly lamp casts its shine on my flasks and instruments I shall often look at my beloved microscope and gratefully remember whence all these things have come to me. The debt of gratitude that I shall always feel to the unknown donors over there I can repay only by pledging all my powers for the progress of my scientific studies.

Yours very sincerely,

Erich Rose.
[Note. From the funds entrusted to me for our students by American friends of German origin I was able to place a further sum of twenty dollars at the disposal of the writer of this letter to enable him to add to his scientific equipment and to make a short expedition in East Germany to collect scientific materials for his doctor's thesis. Today it is no longer possible in Germany with sums of five dollars to procure requisites of any considerable value or to make long journeys. German prices have reached the standard of the world's market and have even in many cases surpassed it. A student like our friend Rose with his final examination close at hand and hoping to have a quiet winter of work for his last preparations and gifted with so much energy and ambition for scientific knowledge may reckon that he will reach his goal. For many of his comrades, however, it will be put off to a far and perhaps unattainable distance if no help comes to them.

Berlin, November 1923. 

Paul Rohrbach.]
Students' Meals.

By R. GROSSMANN, Student of Philosophy, Prague.

Why was every German student before the war able to do so much, each in his own province of learning? Because his studies were as a rule free from material cares. Most of the students belonged to the educated middle classes. There is no class of the German population out of which proportionately so many have sacrificed their lives in the war as that of the students. They number many thousands of the best among them. When those of them that survived and returned from the war wished to resume and continue their studies, it was their fathers who were most severely affected by the economic confusion into which Germany was thrown after the war. Prices rose, the depreciation of the currency advanced rapidly, and incomes followed only slowly, always remaining far behind. Where was the student’s ready money to come from? One cannot study without food, and it is very hard to be without books. And one must be clothed and shod.

The first thing was the care for food, for this is a question that demands an answer every day. How was help to come? Who was to help? Many young men in their distress had nothing at all before them. Hitherto most of them had been accustomed to take their meals in restaurants. Only those studying in the towns of their own homes could take their meals at home. But how few were these, and as for the strangers, meals for them in a restaurant separately were altogether too expensive.

It was then that some of the former student-soldiers took up the idea of war-kitchens. These were not camp, but household contrivances. During the war the Red Cross, and after the war the American Quakers, had instituted people’s kitchens in which the poor had been provided with cheap food from funds raised at home and abroad. At first the students’ kitchens instituted after this model were but very poorly equipped; there were scarcely sufficient means to buy a stove. But as more students saw themselves obliged
to join together for their meals, the intelligent ones among them saw that here was a way that would help. Large gifts of money began to flow in from those who were still well-to-do and still had some feeling left for the poor academicians. The German industrialists especially have with practical sympathy helped the students out of their need. Cooking utensils, crockery, table-ware, complete outfits were generously contributed. A number of students put themselves into harness for this service and in a short time there were students’ dining-rooms at all the universities and other high-schools of Germany.

From to-day *Mensa Academica* is the name for the German students’ general dining-hall. It is largely attended and provides meals, though sometimes poor and insufficient, for a tenth of the usual cost. How has this been possible? Partly because they have been managed by a cooperative system, dispensing with the middleman, partly because all the necessary implements have been donated and the service given free, and partly because the stores of provision have also come as gifts from generous donors.

Above all agriculturists gave their help. The farmers saw that their sons too would be cut off from their studies should starvation cause the universities to be broken up and the mass of students scattered abroad. Wherever the students went among the farmers in the country the farmers and peasants gave them generous gifts of provisions, and especially in South Germany the students’ dining-halls are largely supported by the gifts of the German peasantry. As many a peasant, struck with the amount of food that a young student consumed at his farm, openly said: „We scarcely get as much in a fortnight as you have eaten of bacon, meat and butter at one meal!“ But one good deed deserves another, and the students went on Sundays in groups through the country delivering lectures, holding concerts, showing kinematograph pictures and playing with the village children.

Statistics show that at the end of 1922 more than two-thirds of all the German students take their dinners and suppers in students’ dining-rooms. If they are asked how they like it they generally answer that they are very well pleased. The entire staff, excluding the women-cooks, consists of those who are studying. The men-students peel the potatoes, carry the crockery, draw the water, chop the wood and fetch in the coal. The girl-students lay the tables, adorn the rooms with flowers and pictures and wait at table. Among all the various young people there is the strong feeling that they must form a ring and be a wall of defence against the breakers of bitter distress and danger from without.
A Testimony
from the
Right Hon. Lord Robert Cecil.
P. C., K. C., M. P.

Of all the human activities learning perhaps is most clearly international. The sterilisation of scholarship and science by famine and suffering in Central Europe is a direct injury to the intellectual life of the world. This, apart from common humanity, constitutes an urgent call to our support for the Universities Relief Fund.

Robert Cecil.
The Manchester Guardian Relief Fund.
A letter appealing for help for the impoverished university students of Central Europe:—

To the Editor of the Manchester Guardian.

Sir,—All who have read Dr. Deissmann’s recent appeal on behalf of German students in the „Manchester Guardian“ must realise how serious is their present plight. The loss of many students compelled to abandon their studies for occupations more immediately remunerative, and the weakening of many others by insufficient food and clothing, have inflicted a grave injury on the universities of the country. But it is not a matter which concerns Germany alone. However grievous have been their faults in the immediate past, the German universities have been for at least two centuries great, some of them illustrious, centres of scholarship and science; and in addition to their claim for help on our common humanity they have also a claim on all who are unwilling that learning and research with their innumerable benefits, both material and ideal, should be thrown back. The ruin of German science would inflict grave damage upon science throughout the world, so closely interdependent are the nations in these beneficial activities.

A small fund for the universities of Central Europe was recently raised, principally in Manchester University; but a wider appeal is needed, both to the widely scattered members of the University and to the general public, and we venture, sir, to suggest that no more appropriate place could be found for it than in the columns of the „Manchester Guardian“.—Yours, &c.,

The Victoria University of Manchester,
April 30, 1923.

W. Manchester.
Henry A. Miers.
Arthur A. Haworth.
C. H. Herford.
A. S. Peake.

Note: W. Manchester is the Bishop of Manchester. — Dr. Henry A. Miers is Vice-Chancellor of the University. — Mr. Arthur A. Haworth is a leading Businessman. — Mr. C. H. Herford and M. A. S. Peake are Professors of the University.
A Letter from the Archbishop of Canterbury.

Lambeth Palace, S.E. May 15th, 1923.

I need hardly assure you that I have already been giving sympathetic attention to the action which is being taken under admirable auspices to raise money for helping in their dire distress the University students of Austria and Germany.

I am painfully conscious of the prejudice which exists in some quarters respecting this particular effort, and it surprises me to hear what is sometimes said on the subject by those whom I should regard ordinarily as wise and large-minded people. To my own mind it is nearly intolerable to think or say that, because of the events and concomitants of the War, aid which might otherwise be forthcoming should now, in 1923, be deliberately withheld from students, whether teachers or learners, in the universities of Austria and Germany. I would fain hope that such reluctance to respond to a very real call is being counteracted or overcome. Whatever opinion may be entertained about things said and done during the war (and strong opinions on the subject are surely legitimate), we are so far as I can see, bound now to try to sustain and resuscitate the intellectual life of Europe, and it would be disastrous were the contribution made to that intellectual life by the German-speaking universities to be thwarted or crippled. About the reality of the need there is, as I understand, no question whatever, and to me it is literally shocking to learn of students and teachers of the highest attainments being unable, for sheer lack of food and clothing, to carry on intellectual work, the outcome of which would be of service to the generation which is now growing up, and, indeed, to their elders also. Moral and religious questions are essentially involved in what is now happening, and we can perhaps primarily appeal to those who, like myself, would put these in the forefront. But there are many also who care for the matter chiefly in its intellectual aspect, or who are moved by elementary feeling of humanity when they contemplate what is now occurring in the midst of European civilization.

Whith all my heart do I wish God-speed to the endeavour, and I am ready that what I have said upon the subject should be made known to any who are likely to care.

Yours, etc.,

(Signed) RANDALL CANTUAR.
MUNICH, Part of the University Buildings, Ludwigstrasse.
A Way of Helping.

The case of the students in Austria and Germany makes a special appeal to our sympathy and imagination. For we are offered an opportunity not merely of relieving distress but of helping to create the Europe of to-morrow... With books costing two thousand times what they cost before the war, with crippling distress falling upon the men and women who by tradition or taste care about learning and science, with whole peoples flung back to that anxious margin where the needs of bare life seems to exhaust men's energies and to engross their minds, this fear is no mere fantasy... Every kind of device is employed to enable students to maintain themselves while continuing their university education. Education is conducted in these circumstances under difficulties, but still it goes on...

There can be no better way of helping Austrian and German universities in the future to serve their proper purpose than the way offered to us by our fund... Thousands of students in Germany and Austria will remember that when they were threatened with a terrible loss English people came to their rescue...

To help these students is not to throw money into some desperate cause; it is to reinforce the courage, energy, and resourcefulness with which men and women are struggling to keep their universities alive. And their success in that struggle is of vital concern to all Europe and to the whole world. (Extract from a Leader in the Manchester Guardian May 1, 1923.)
Student Relief.

The work done and the present needs.

By Miss Eleanora Iredale.

The headquarters of the European Student Relief movement were established in 1920 at Geneva, and the universities of the world were invited to pool and coordinate their efforts through a sub-committee of the World Student Christian Federation, known as the European Student Relief Committee. The personnel utilised for the administration of the relief funds included representatives from twenty nationalities. This effort effected no less than an all-inclusive League of the universities of the world, whose aim has been to relieve the physical sufferings of their less fortunate fellow-students, and to give to them a message of fresh courage and hope in the task of equipping themselves for their share of the necessary reconstruction of the world.

The work has been carried on for close on three years, and with the ever-increasing support of the contributing countries. I wish I could give here a detailed statement of the returns received from the universities of every country, but I can only pick out some of those which seem most interesting. During the year 1920—1921 the students of Holland raised one of the most generous contributions. There are only 9,000 university students in Holland, but their gifts in cash and in kind for this fund amounted to over £11,000. South Africa, with only 3,000 students, contributed £3,400. The universities of U.S.A. contributed over £80,000. The students of Finland raised £381, of Italy £50, of India and Ceylon £297, of Jamaica £42, of Norway £852, of Sweden £490.

Similar amounts were contributed by these and many other countries during the year 1921—1922, and among them the following: — Chili £92, Esthonia £61, China £79, France £585; and during the first six months of the session 1922—1923 the universities of Australia sent £608, Canada £564, Japan £1,171, New Zealand £1,795, &c. I have given some of the more interesting figures. The total sums raised by the universities of the world for the help of their sister universities amounts to over £250,000, and in this effort the students of 41 countries have played their part.

The British Effort.

The appeal to the universities of Great Britain met with a magnificent response. The Bishop of Manchester, who was the first chairman of the Committee, helped to secure the necessary support and help for the launching of the appeal. Sir Maurice de Bunsen, as chairman of the Committee for two years, gave unstintingly of his time and services, and many other distinguished scholars also lent their support to the work. The effort was, however, largely a university enterprise, and the students of Oxford and Cambridge vied with each other in the effort to raise the largest possible fund. Each of these two universities had played an important part in the work of the Committee.
during the last three years. During the year 1920–1921 Cambridge raised £2,567, Oxford £2,552, London £1,741, Liverpool £475, Leeds £449, Manchester £337, Durham £246, etc.

Every university played a part in this effort and is continuing to do so.

During the present academic year the university contributions received from the 1st September, 1922, to the 30th April, 1923, amount to £5,022. To this amount should be added gifts in kind received from merchants, large supplies of books and clothing contributed by many interested friends, apart from considerable sums which have been given by private individuals in appreciation of the work which the Committee is doing.

The Present.

Conditions of academic life in nearly all the countries of Europe have considerably improved. Thanks to the help given by the university students of the world and to the careful way in which these gifts have been administered, the students of Hungary, Poland, Czecho-Slovakia have been able to organise themselves into self-help and cooperative organisations, so that with very little further assistance these countries will once more be able to play their part in the reconstruction of Europe.

The universities of Germany are, however, in considerably worse economic circumstances than they have ever experienced before, and though we shall have to consider the importance of giving some further help to both Austria and the 12,000 refugee students scattered throughout Europe, whose plight is especially pitiable, yet without any doubt the students of Germany are now in the worst plight of all. The universities of Great Britain can no longer shoulder unaided the burden of raising the required British sum of £12,500 for European student relief during the academic year 1923–1924. It is only thanks to the effort which is being made in the "Manchester Guardian" that the British share in support of this vitally important work can possibly be made an adequate contribution.

(The Manchester Guardian, June 12, 1923.)
A Letter
from the
Archbishop of York.

Bishopthorpe, York,
Oct. 16th, 1923.

I cordially approve of the cause for which Mr. Galsworthy pleads in his letter. I earnestly hope that it will appeal to the generosity of all the members of our British Universities and Colleges, and that they will quickly and readily come to the aid of their suffering fellow students in Europe.

(Signed) Cosmo Ebor.
A Letter from Mr. Galsworthy

London, October 6th, 1923.

I am asked to say shortly why I support the Universities Relief Fund, and why I believe that it needs the help of all British scholars and students.

I think there is fellowship of learning, a bond between all of us who try to furnish the house of the mind, and add a little stature to the spirit. I think that Learning is so far beyond barrier of race or country that on its coherent march Western civilization depends; that if learning rots and withers from sheer lack of food and money in great regions of Europe such as Germany, our own learning must suffer, our trade must suffer, our very civilization be imperilled by that neighbouring decline and the chaos to which it leads.

When we see a great multitude of our fellow scholars and students struggling, as all evidence shows, against every kind of miserable insufficiency, without food enough, or adequate heat and shelter, without money to buy books and the means of knowledge or research, with health undermined by want, and strength spent, and often in the grip of disease—when we see them struggling heroically to keep foothold against a tide rolling inexorably out, then I feel that to stand aside and not put out a helping hand is like letting men drown before one’s eyes.

Last: though perhaps no writer, of English blood at least, has had more digs at the British than myself, I think there is great meaning in the expression “to be British“, and I feel that here is a chance for the real humanity, the generosity to a foe, the rising above pettiness—in a word, for that magnanimity with which I, at least, identify the phrase, and which makes the British, with all their faults and failings, the trustees of hope in a world where hope lies stricken.

The evidence of suffering and need among scholars and students in Germany and other parts of Central and Eastern Europe (but especially now in Germany) overwhelsm all disbelief; the peril to learning is extreme. The chance shines out for a display of the British spirit, and for a gesture which may mean much to the future.

For these reasons I support the Universities Relief Fund, and trust that it will have the help of all British scholars and students.

John Galsworthy.
The Quakers among the Students of Berlin.

In the city of Berlin, even under the conditions which have so greatly cut down the university and technical school attendance, there are to-day thousands of students, nearly all of whom are dependent upon their own exertions for their daily bread, shelter and clothing, as well as the necessary books and materials. All of them have been living for nine years in a country cut off from the rest of the world — books, travel, commerce — all cut out entirely, or reduced to a minimum. Germany has been turned inward upon itself, until it has become morbidly self-conscious. These students who are at an age to be most deeply affected by this national attitude, are in addition, to a great extent isolated from all social intercourse by their intensely busy and poverty-stricken lives, which gives them little time and no money for pleasure. “We feed upon our minds,” as one student expressed it.

On their own initiative the students of Germany have organized themselves into a self-help organization. The Friends have made some grants of money to this student body and in addition have made it possible, in Berlin, for a thousand of the neediest students to receive a hot meal once a day and only a fraction of its cost, or free. The neediest students are carefully selected, with the help of a small committee of students themselves; and this group of about a thousand pays ten, twenty or thirty per cent, of the expense of the meals, as they can — or if they can. This meal, especially in the best place where soup, meat, and a good vegetable are served, makes a difference between health and under-nourishment for a thousand of the young men and women upon whom Germany’s future will primarily depend.

But it means more than mere physical building up, it means a mental uplift and spiritual exhilaration. It means, Hope. The outside world is again reaching towards them, first with the tangible friendship of the Quakers whom they meet, and next with the unseen, but realised friendship of the supporting group in England and America. The Quakers have established in Berlin a small Student Club — steadily growing — where three evenings a week these young people can come to spend a few hours together. For some Students these are absolutely their only opportunities of social intercourse. And here they meet, not only each other and two or three Friends of the Berlin group but, again and again, visitors from other countries. Yet it is only four years since the Armistice. If only the nations might meet on the same basis of fellowship!

Again, by way of this mental and spiritual fellowship, the Friends are often able to relieve temporary distress of great severity. These proud young people will confide to a Friend and accept from him what they would not from a stranger. A small package of clothing is a true blessing to the neat, tidily-looking student who is wearing, nevertheless, his last shirt; or to the other who dare not take off his overcoat because of the condition of his trousers. The student who is threatened with consumption may be helped with the money necessary to buy milk for a time. A gift of five shillings will enable a student to give all his time for a period to his work — especially at examinations.
BRESLAU, Main Building of the University, formerly Jesuite College.
The Work-Student System, a Way to Social Labour.
The Experiences and Observations of a Work-Student.

By HANS MAIER, Student at Tübingen.

It was in April 1920, in the days following Kapp’s unfortunate enterprise. A wild riot had broken out in the Ruhr district. The wheels stood still in the factories, the hammers were at rest, the mining shafts lay dark and abandoned. A general strike, street fights, plundering, a soviet republic! Hundreds of thousands of armed workmen were standing at the Ruhr as a red army. The dread of a new revolution, more bloody than the first, threatened completely to destroy Germany, already hard hit by the war, and now torn asunder within. The Government, with its 100,000 men of the Defence Force, had not sufficient forces to cope with the revolutionaries. So the German students voluntarily placed themselves at the disposal of the authorities. They came together called by their old army leaders, formed companies and battalions, and fought shoulder to shoulder with the Defence Force of the State, till order was again restored. Then they quietly returned to the lecture-rooms and took up their studies again.

I was at that time with the Tübingen students’ company at the occupation of Dortmund. Immediately after the entry of the troops work was everywhere resumed. I, with another, went on patrol duty in a factory, where shooting and streetfighting were still going on. There we two in field-grey uniforms stood with steel helmets and hand-grenades in the throbbing machine-rooms and the dusky foundry, surrounded by hundreds of workmen, against many a one of whom we had stood in open fight for life and death the day before, whose threatening looks met us with hostility. The few moments became a riddle to me, the secret of which was “class-war”!

Eleven months later I was again inside the walls of the same factory-yard at Dortmund. But this time I had not come armed and in a steel helmet but in a blue linen
smock to work by the side of the men that a year before had regarded me as an enemy. I wished to earn my bread in the factory during the vacation, to save money for my studies, and at the same time to investigate that riddle that had then so powerfully urged itself on me in this place.

The working-student was at that time a new and, in Germany, little known appearance. So it was evident that I drew attention and was again recognised. But nothing that I had expected occurred. There was no threat, no hostile word from the workmen, only a shy reserve towards the intruder, and stolen glances at him. Was it that they were taken aback and thrown up against the old riddle again?

I did my work as well as I could. It was quite strange and new to me and I had much to learn. The simplest handgrips, the swinging of the hammer, the holding of the chisel, all had to be shown to me. Then I was set to work with a gang of men who were putting together the different parts of railway carriages and cranes and finishing them off. My hammer struck in time with the others, and my hand lay on the lever of the engine next to the rough hands of my fellow-workmen. Men belonging to different worlds and separated by an endless gulf toiled together at the same work. And out of the common rhythm of the dull work there arose a common pulsation of souls, and a comradeship grew up. Before long I was able to feel that my fellow-workers were overcoming the mistrust cherished against me at first. In the intervals of work leisure was found to speak about this and that and to gain some interest in one another, and soon I was occasionally invited by workmen and foremen to the midday meal with their families. Thus I had the opportunity of becoming acquainted with workmen in their homes, and was frequently surprised by the cleanliness and cosiness of their simple dwellings and by the beautiful and often truly Christian family life of many a workman. The wide difference in the working-classes themselves between those that are efficient, orderly and contented and those that are unfit, untidy and unamiable became very clear to me.

When, after a few weeks, the doors of the Dortmund works had closed behind me, I was in many respects a different person. I had learnt to judge manual labour itself otherwise than I had previously done; the outward situation of the lower classes appeared to me in a different light; I understood that the material interests of the workmen were conditioned by their wages and manner of living, and found myself obliged to change my former superficial opinion about them. A closer acquaintance with various workmen caused me to see many things that remain hidden from most of those that belong to the "better" classes. The grave disadvantages of a material kind that are bound up with the life of the working classes were a revelation to me; the over-crowded, barrack-like dwellings — those horrible breeding-places of disease, the unhealthy work, the child mortality, the strike and lock-out misery. For the students who by their higher education and training are called upon to take an active and leading part in the great tasks of the time it is of immense worth to become, through his own experience as a working-student, acquainted with the deep material needs of men.

But besides observing the outward circumstances of the working-classes I obtained a deep insight into the inner conditions of their existence. For the social question has two sides and touches not only the material economical needs. And especially in Germany, more so perhaps than in other countries, is it on the spiritual side a burning question. The spiritual needs of the working-classes do not make themselves
so conspicuous because their spiritual longing is often so covered by a material way of thinking, by earthly cares and low desires, that a great many of them are unaware that deep within them a sacred and divine possession lies buried, a wonder in our time that is no longer accustomed to wonders — an eternal, immortal soul. But when we see what a stir and a fire and a ferment there is working in this restless mass of the people, we can recognise that this struggle and fight is a rearing up against a fate, a defence against a force, that would rob the masses of their humanity and degrade them to human beings of a lower class. This is the intellectual and spiritual distress of these people: they see their humanity threatened by the lordship of the machine. They see themselves only as machines, as means employed to an end, and feel that their work and their object in life are thereby degraded. That which we see in the working-classes side by side with the efforts made to improve the outward conditions of their life, indeed even in the efforts themselves, alive as a driving motive, is the desire for a juster moral estimate of their labour and a demand for the general recognition by society of the manual labourer’s occupations.

It may be justly said that the thought of German working-students from the time when the system first emerged has always been associated with such tasks and aims. The academian had lost touch with the life of the people. The present task of the students’ is to recover this. The war, which has violently changed all values, and has, through the general distress, brought into being a comradeship of like fate created by experience at the front, brought to German students this new ideal of the working-student and has equipped it from the beginning with strong social-ethical features. The German war-student, when, in spite of bitter experiences he yet returned from the field with a burning desire for a social settlement among all ranks of his fellow-countrymen, had the will to employ himself socially, to learn to under-
stand the workman and to be understood by him, and for this reason he became a working-student. The sociological dislocation of the leading intellectual occupations and the economical distress of the middle classes may have been the cause of the growth and spread of the working-student movement, but it had a more profound reason in the social will. And thus only is it to be understood that at a time when the financial stress of students was not nearly so pressing as it is today — in the years 1919, 1920, or even 1921 — the movement was at its purest and most idealistic, while it has since then spread enormously but at the same time threatens to become inwardly flat. Today the working-student movement is in danger of sinking from its ideal heights and of assuming the character of a purely economic measure. The social will has become weakened. The spirit of its first originators has evaporated too quickly. The question today is: “How shall I best get on, where shall I earn the most, what can I most usefully do to turn my studies and my professional training to good account?“ This is the spirit that animates most of the working-students of today, the spirit that lowers the meaning and value of the working-student system and threatens to bring its earlier achievements to nought.

In discussing the problem of working-students the example of American students has frequently been pointed to and a great difference is said to have been discovered between the German and the American working-student. It is true that in America long before the war a large number of students employed themselves as working-students during the vacations. The system was largely bound up with the national characteristics of the American. It springs from his strong impulse for liberty, the young man’s wish to be seen independent of his parents as soon as possible. The aspiration toward independence, the proud and elevating consciousness of building up his own existence himself, is not seldom the leading motive.

And yet, are not the two varieties of working-student fundamentally related? Do they not spring from the same root? There were in America, as in Germany, not only material interests that showed the way to this system. Here, as there, we observe a growing feeling of responsibility, a larger conscientiousness in regard to the principle of not simply taking and enjoying what is offered but of achieving a thing by service and devotion. The working-student’s labour is not a descent to the life and mode of work of a lower class of humanity, but a fellowship with brothers who, at a greater risk to their humanity, are similarly situated. So long as such expressions as “He is only a workman” are possible the working-student has not yet fulfilled his social mission. Many American students may be a pattern to us here. They see in their fellow-workingman, not a person of lower standing, but a citizen equally free and independent, with whom he knows himself to be at one in love of freedom and in pride of national consciousness. To have our social mind filled with such a thought could only be salutary for us Germans.

We have seen that the system of working students is a great means for developing a strong social life if it returns to its old ideals. But this is possible only if the student, in his choice of activities as a working-student, is put in such a situation as to be as free as possible from material considerations, economically and financially. When the economical operations at present existing at all the German universities and high schools are still further extended and equipped, not only by the setting up of boarding-houses, relief stations and labour agencies to provide for the physical wants of
the students, but also by exerting a stimulus to social-ethical work that shall serve to deepen and enrich academical life, then only will they be able to fulfil their purpose. The working student whose work as such is chiefly a willing service to social work must of course be provided with a foundation for his studies that is secure in material respects. This can be done by assisting the students' self-help by means of all the various provisions that have been set up for their relief. That which is being done in this direction by friends and well-wishers abroad through their contributions to the German Students' Relief Fund serves the whole body of German students as a weapon in the defensive fight against the materialising of their high schools and the levelling down of academical education.
Students Lumbering in the Black Forest at Sulzburg.
FREIBURG Breisgau, Part of the new University Buildings.
Oldest Buildings of the former University, Freiburg Breisgau.
German Students and German Civilisation.

(Taken from the Daily Paper “Hämeen Sanomat“, Tavastehus, Finland.)

The German university system has a many-sidedness and a mobility of forces found in few other countries. But all these forces, which at first in youth are often wild and ill-regulated enough, find their way finally into the general stream of German national life. They take upon them manifold forms, but are not limited to any given pattern, and are throughout constructed intentionally and earnestly for national ends. The importance of the general academical body in Germany has always been extraordinarily great. The German people, which likes to be led, has always had really useful leaders among academicians of all professions. And it is just in their student-years, with all their gaiety and life, that such leaders have been trained for their work.

This task of training by study can no longer be carried out in its present form. In order to produce that atmosphere of neutral economy, in which the student should learn to breathe freely and without restraint, a certain minimum of economical hypotheses must exist. When this minimum has been completely destroyed it is no longer possible to speak of any academical freedom. The student of today is in no sense free. He has to purchase the advantage of a thorough scientific education by sacrifice, which necessarily robs him of the joy and of the inner liberty of intellectual work.
The uncertainty of economical existence during his study and in the profession for which the student has qualified himself makes of his studies a desperate experiment for prevailingly economical ends. In the present conditions he must think of being quickly able to earn a sufficient livelihood. For this purpose a certain special expert knowledge and certain examinations are necessary. Unfortunately, the gaining of this knowledge lasts some years. And, meanwhile, so as not to fall through from under-feeding, the student must seize every opportunity, regardless of choice, to provide himself with money. So he goes to a mine, or he works eight hours a day in an office, so that he may attend two lectures in the evening. Of course, this sad double existence is curtailed as much as possible. No sort of luxury can be permitted, no looking around in other branches of knowledge, no interesting oneself in the many difficult problems of public life. This would be specially desirable today when a thousand political, economical, social, and cultural problems obtrude themselves; but there is no time to give to them. More important is it to earn a few hundred-thousands of paper money and put them where they will keep their value than to delve into the treasures of culture. How is one to have the energy for attending private lectures when one comes back deadly tired from one's wage-work? It is necessary to work through a number of text-books in order to stand for examination. But when one has a free hour a newspaper or some light novel is more to one's mood. But the chief thing is to obtain a permanent situation as quickly as possible and so be protected from abject poverty. Is it to be wondered at that in these conditions the student's mind is directed so fataly to the material side of life? Is he in any different position from the labourer with whom, during the three months' vacation, he has been shovelling coal, and with whom he has lived and suffered?

* * *

The former academician had a free and independent position among the large commercial groups of interests. He occupied a middle station between the rich landlords and industrials on the one hand and the small tradesmen and the workers on the other land. Being himself not bound to any of these interested groups, and promotion from below being easily possible to him, he fulfilled an equalising social function. Such a function was all the more necessary as the social contrasts become more and more deepened by the ever-increasing growth of the industrial elements. By reason of his special position the academician was called to be the bearer and preserver of truly national culture. He constituted the strongest counterpoise to the complete technification of Germany.

Today his independence is disappearing more and more. Even academical circles are being forced by necessity to form organisations of a commercial character and thereby run no small risk of becoming one with the commercially interested groups. On the one hand the socialists are angling for their support; on the other the large industrials and agriculturists, with the help of political parties, which today are becoming more and more parties with commercial interests, are doing all they can to win them over. The most serious fact of all, however, is the increasingly rapid absorption of young academicians by the large industries. They gain thereby a tolerably secure material existence, but they sacrifice their cultural and social independence. They are — it can scarcely be expressed otherwise — gradually being "bought up" by the large industrials. And it is mostly just the best forces that are thus lost to the acade-
mical world — young men of great intelligence and strong capacity for work, who, however, in the conditions of today, have no other way open to them.

* * *

The student has found no new form and no inner adaptability to the present conditions. On the one hand, he is outwardly conservative; on the other hand, he has to adopt almost the same habits of life as the worker, and is thereby influenced inwardly. This situation demands in his circles a certain radicalism of opinion, which asserts itself in the political sphere. The majority of students cherish especially a very strongly marked anti-semitism. They hold the Jews chiefly to blame for the German collapse of 1918 and for the development of the reparations problem. In many respects the views of anti-semitists, who are widely spread outside the student-class, are similar to those of the Italian Fascists.

* * *

The political effects of the present situation need not be described in detail. But in contemplating it, it should not be forgotten that nations and classes that suffer hunger have always been especially susceptible to radical ideas. By the dreadful pressure from without an over-heated atmosphere has been created, which has produced an uncommonly high tension. One thing amid all this certainly remains gratifying: the national feeling of the German student, even while he is compulsorily set in a material existence, has not suffered; on the contrary, it has been strengthened. It is true that this national feeling bears at present only little positive result; it is expressed mostly in opposition, which deprives the present German State of valuable forces. And yet the determined national will, clearly recognisable behind all radicalism, is a faint shimmer of hope for the future.
A Mathematical Physical Christmas Party.

by LOUIS SILVERMAN,
Assistant Professor of Mathematics in Dartmouth College, Hanover, N.H.

What have Mathematics and Physics to do with Christmas? This interesting question has been asked and answered by the Mapha, an organisation of the students of Mathematics and Physics at the University of Berlin. The spirit of Christmas is the spirit of altruism and of service, and it is this ideal which dominates the spirit of Mapha. In fact, it may be said that it is the object of Mapha to make the spirit of Christmas last the year round.

It was with very great pleasure that I accepted the invitation of Mapha to their Christmas party, and it was with the keenest interest that I looked forward to the event. I was curious to see how three to four hundred earnest, serious German students, both men and women, would conduct a party. I pictured to myself a kind of semi-scientific meeting, where the youth would get together and discuss Einstein and Spengler.

Finally the day arrived. I was waiting in the room with the mathematics professors, talking about something or other, when suddenly I heard music; the students had gathered in the adjoining room, joined together in a student song, marched in a body through the Professors' room, all the while singing, pulling the professors along with them, and entered a big class room which was turned into a banquet hall and was simply and beautifully decorated for the occasion. There was of course a Christmas tree, and the only other light came from candles placed in the front of each plate.

And no sooner had the eating begun that a student stood up, rapped for attention and began reading a little poem, describing how one of the professors cooks coffee with one solitary coffee bean. Then came another poem and another, poking good natured fun at the professors; and the professors took it all good-naturedly. It is an unwritten law that at such affairs the professor shows his wisdom by keeping silent; so there are no speeches by professors. Then there was a funny play of marionettes giving the most ludicrous situations between professors and students. After supper there was music and dancing. In short the whole affair was not far different from what you might expect to see in an American university. After all, young men and women are pretty much the same all the world over; and the students of Harvard or Wisconsin or California are not much different from those of Mapha.

But what is Mapha? The name signifies Mathematical and Physical Association; that is, a corporative union of students of mathematics and physics in Berlin University, organised in 1919, for the purpose of promoting the scientific, economic, and social interests of all the students of these departements. Similar organisations exist for other departments, but Mapha is the most active, due undoubtedly, to the able and intelligent leadership of its officers. Much has been heard of what outside indi-
Individuals and organisations have done to assist the German student, but nothing has been heard of what the German student is doing to help himself.

In the first place, Mapha helps the students scientifically; not only do the older students, at the beginning of the semester, help the younger ones to select courses of study; but during the semester they help them over their mathematical difficulties. In each course there is a working circle headed by an older student or by an assistant, which meets weekly to discuss the lectures of the past week or to prepare for those to follow.

Secondly, Mapha helps worthy and needy students materially. When it is remembered that according to the latest statistics ninety percent of the students at the university are obliged to earn or to receive material support, the great work of this organisation will be appreciated. It secures suitable positions for some students, positions that will not interfere too much with their scientific work; for other students it secures money support, clothing, food or lodging, chiefly procured by its members themselves. In short, Mapha is a big student family, each individual member of which makes big sacrifices for the welfare of the whole family. For example, it has been impossible for the students to buy the expensive foreign books; so they loaned a copy from the library, and copied the entire volumes, page by page, each student writing so many pages a day (Haag, Géométrie; Lebesgue, Cours d’Intégration; Lebesgue, Séries Trigonométriques; Mordell, Fermat’s last theorem; de la Vallée-Poussin, Intégrals de Lebesgue etc; Zoretti, Prolonguement Analytique). These books are now to be seen in the Seminary library, where they remain for the benefit of all the students. This is certainly a worthy example of the devotion of youth to scientific ideals.

Thirdly, the students do not neglect the social side of life. They have Sunday excursions to the woods, frequent musical evenings, and visits to the theatre or opera, when that is possible.

So, when we remember that the students of to-day will be the important German citizens of to-morrow, we have every reason to hope for the German future.
A Big Thing Happening To-day in Europe.

One minor result of the Ruhr occupation has been to increase enormously the economic difficulties of German student-life. But the new forms which the struggle for survival develops are decidedly interesting. Perhaps they give us a glimpse of what the society of the future is going to be like, when the plutocratic dressing of culture is forced to disappear. About half the students of Germany now adopt the methods of the Wirtschaftshilfe organisation. This means that they earn enough for the period of study by working for a portion of each year as laboring men on the fields, in the mines, or in the factories. During his weeks as a working man, a student can, by very plain living, save half his wages. When he returns to his university he can be fed, chiefly on vegetables, through the co-operative kitchens of the same Wirtschaftshilfe organisation, for the equivalent of about 2s. a week. It needs a little enthusiasm for study to live this life. The result is that a generation of students is growing up who have worked side by side with Labor, whose standard of life is lower than that of Labor, but who devote themselves, nevertheless, to the things of the mind. This may be one of the biggest things happening to-day in Europe; the most far-reaching social revolution of many generations. In some ways it reminds one of student-life in Scotland a generation ago. But there it was rather peasants rising in status than the sons of the professional classes joining the fellowship of Labor. It remains to be seen whether the brain can flourish as bravely on potatoes as it used to do on porridge. The Wirtschaftshilfe movement may be regarded as a practical phase of the Jugend movement generally, which now permeates German student-life. It takes many and sometimes bizarre forms, but it is the new and original thing in post-war Germany, out of which the Germany of the future will be born. The ideas of M. Poincaré seem wonderfully remote from, and irrelevant to, all this the daily life and aspirations of German youth. Defeat and even oppression may bring forth fruits.

John Maynard Keynes
in the London "Nation", May 1923.
New University of JENA, Part of the Lecture Halls.
The Historic Foundations of the German Universities.

By Professor HERMANN ONCKEN, Munich.

Opinions may differ about the share that German science and the German spirit have had in the general intellectual development of the world. One fact, however, appears incontestable. It is that the share contributed by the Germans as a nation is, in a specially high degree and more closely than in other countries, connected with the work accomplished by their universities.

The German universities have, indeed, many features in common with the other western universities, with which they share the common root of their origin. But they present a special type, distinguished by the impress of their manifold individual characteristics and of the circumstances of their history. They illustrate the ever-changing current of German national life.

The history of the growth of the German universities since their first foundation in the fourteenth century covers a long period of time. Most of those dating from the Middle Ages are the creations of the various reigning princes. Thus the German Emperor Charles IV. led the way as King of Bohemia, with the university of Prague in 1347, the Hapsburg princes in Austria followed with that of Vienna in 1356, the Electors of the Palatinate with that of Heidelberg in 1386. In the fifteenth century universities were founded at Leipzig by the Electors of Saxony in 1409, Rostock
by the Dukes of Mecklenburg in 1419, Freiburg by the Dukes of Austria in 1455, Greifswald by the Dukes of Pomerania in 1452, Ingolstadt by the Dukes of Bavaria in 1473, and Tübingen by the Counts of Württemberg in 1477, while the university of Frankfurt on-the-Oder was founded by the Electors of Brandenburg in 1506.

As early as the Middle Ages, therefore, it was already decided that the Germans were not to produce one or more great national universities, such as the French have in Paris and the English at Oxford and Cambridge, but that the political differentiation of the various German provinces was to enroach even upon the organisation of learning.

During the period of the Reformation a German university, that of Wittenberg, founded in 1502 as the second foundation by the Electors of Saxony, was intended to be the centre of that great movement, and not only for the Protestant part of Germany but also for a number of neighbouring provinces that had attached themselves to the new creed, an intellectual centre that was to be the "Rome of the North". The new foundations that followed bore unmistakably the character of the religious revival, namely, Marburg, dating from 1527; Jena, 1558; Königsberg, 1544; Giessen, 1607; and Kiel, 1665.

The Catholics, who at first remained in this respect far behind, came only slowly forward again with the foundations of Würzburg in 1582, Münster in 1631, and Breslau in 1702.

It was not till toward the close of the seventeenth century that religious motives for the grounding of universities ceased to prevail. The characteristic foundations of the next generation were Halle, 1694, at first intended to be a central university for the provinces of the Prussian state, and Göttingen, 1737, for which the Electorate of Hanover acquired the high school that had been originally specially intended for political and economical studies. This latter was the university that was, above all others, to attract Englishmen and, later, Americans to its lecture halls. The latest great foundations were also most closely bound up with the great epochs of the political life of the nation. Amongst these the most notable is the university of Berlin, 1810, with which the name of Wilhelm von Humboldt is inseparably linked. This university was founded in a time of deep humiliation for Germany and was to lay upon the Prussian state the charge of winning again in intellectual force that which it had lost in physical strength. Then came the following foundations: in the south, Munich, 1826, in the west, Bonn, 1879; and, lastly, Strassburg, in the recovered province of Elsass, 1873.

Alongside the German type of a state or provincial university there has sprung up during the last decade the type familiar to Americans, the privately-endowed universities of Frankfurt, Hamburg and Köln, which owe their foundation to the self-conscious and devoted spirit of the German middle classes.

While the universities have retained almost entire their old organisation of faculties, in course of time there have been formed on their pattern a number of technical high-schools, of which that of Charlottenburg soon won for itself world-wide importance, and special academic institutions for agriculture, mining and other pursuits, and recently, too, commercial high schools.

Thus the different universities vary among each other both in their origin and in their historical physiognomy. It cannot be said that there is any definite intellectual order of rank among them, even though some have a more provincial and others a more national
character, and though some are in large modern towns and others in places whose names have become known only by their universities. Is it not through Kant that the name of Königsberg has been carried to all parts of the world? Even the smallest universities have names and periods in their history to point to by which they have been raised to high importance in some or other branch of knowledge.

Financially the German universities are maintained by the various states to which they belong, and the finances of these again depend upon the financial condition of the whole German state. If this is overtaken by some financial catastrophe its result upon the existence of the universities and upon all German intellectual enterprise will be fatal and inevitable.

So far the German universities have been entirely independent of the support of industrial magnates as well as of political parties, and it is just this fact that is at the present time of so great importance. Today, when the state can with difficulty bear only the most necessary current expenses, it is impossible for the universities to maintain such a relationship any longer. The large manufacturing industries have been obliged to step in to provide aid for their maintenance, and through a society formed to help necessitous German science they attend to the utmost of their power to general requirements, as they do to special requirements through similar societies formed in the various universities.

However great the part of the state may be in the outer conditions of the life of the universities, it by no means follows that it regulates their inner and intellectual life. On the contrary, the determining features of their inner life, as, for example, the courses of study, the appointment of professors and lecturers, the conferring of degrees, and, in short, everything that pertains to the proper intellectual physiognomy of a university, are not matters of government regulation but of academic administration. This is best explained by describing the difference between a German university and the constitution and administration of an American university. In America the President of a university bound to the state universities by the state authorities and to the foundation universities by the trustees is accustomed to concentrate in himself a number of functions and rights which in Germany lie in separate hands. A number of functions that in America belong to the trustees and in part also to the university presidents are in Germany performed chiefly by the various state ministries of public instructions.

A German university knows nothing of that which might correspond to an American university president. The annually-elected Rector of a German university is more of a representative, though in certain things also business-manager, of the university, only for a limited time. He is, therefore, neither in respect of the duration of his office nor of the range of his powers to be compared with an American university president. The Rector carries out his duties in conjunction with the university senate, which consists of a small committee of the faculties and whose members are generally subject to annual election. But neither the Rector nor the senate has the right to any determining interference in the decisions of the various faculties. It is the faculties, chiefly composed of the professors of the different subjects — in America called heads of departments, that autonomously ordain the conferring of degrees and the admission of new lecturers or readers, and make nominations to new appointments, which are almost without exception confirmed by the government. While in America, notwithstanding the formal and comprehensive democratic equality of all citizens, the faculty may be subject to
a kind of monarchical government by the president, in Germany the self-determination of the faculty, that is, of the professors, is secured in a quite different measure, and the unmistakable sense of individuality preserved by the German professor has taken care that no such thing as a machine is constructed out of the sphere to which he belongs.

In its ideals and in its historical development the German university is thought of as an institution for research as well as for teaching, and the professors are and are intended to be both scholars and teachers.

Every addition to the university staff is made by unrestricted appointment on the ground of some definite contribution to scientific knowledge. In several universities it is the rule, when a vacancy occurs, instead of simply promoting a younger colleague in the same university, to appoint a professor or a lecturer from another university. Admission to the staff or to the rank of a private university-lecturer confers no claim for further promotion or for salary, but merely grants entrance into that army-reserve of scientific knowledge out of which the professors are drawn.

Within the universities the students have their share in the same spirit of freedom and self-determination that permeates the whole. That same principle of freedom already remarked upon in the choice of professors and lecturers regulates also the student's choice of a university. The German student changes his universities much more than the English or the American student does, and does not just regard himself as having become once for all a member of a corporation out of which only in exceptional cases he releases himself. As a rule he makes a difference between the university in which he spends his first term and that in which he passes his examination and gains his degree.

During their earlier terms many of the students join the student societies of the university. The appearance of these various clubs and societies is generally the first to strike the eye of the foreigner. But it should not be forgotten that these corporations do not embrace the whole body of students, as the fraternities do in an American university. Even in America there are young men upon whom the atmosphere of academic life has more attraction than has the intellectual work done within this atmosphere. It is true that the gay picture of vari-coloured caps is now as conspicuous as ever and the traditional formalities belonging to the various student corporations are maintained, in spite of the great difficulties of the times, with as much fidelity as is possible. But much more characteristic than ever before, in the troubled times of depression and anxiety through which Germany is now passing, is the labour-student, he who during the vacations and also during a part of the university term is obliged to earn his own livelihood.

A great difference between German universities and those of America consists in the fact that several years of general education, which in America belong to the early terms of university training, are in Germany still included in the regular school course, which relieves the university of work which it is not considered as properly belonging to it.

With the exception of such subjects as medicine, chemistry and jurisprudence, the students are left much more to their own individual freedom in their choice of lectures attended and of combinations of subjects studied than is usual in America. The advantage of this system has, of course, its reverse side. But the academical liberty exercised by the young students themselves in their own self-determination is an
essential and characteristic constituent of German university life resting upon the idealistc belief that every intellectual accomplishment of worth requires free inner impulse for its most nourishing and fertile soil.

During recent generations the study of professional and of special subjects has bulked more largely than the idealistic conception of the German classical period considered desirable. For some years, however, and more intensely so since the war, the general course of studies has been again laid upon the more comprehensive ground of the synthetical nature and relation of all branches of knowledge. This intellectual situation, which in happier circumstances might perhaps have been widely extended, cannot be brought to its full development because of the real poverty even of those students that wish to deepen and enlarge their culture but whose pressing need obliges them to reckon with as speedy a termination of their studies as possible and to limit these against their will to such subjects as will enable them to earn their daily bread.

By far the greatest number of students belong to the middle classes, but those of the lower middle classes are as numerous as those of the upper. For those capable of so using it the university in Germany is an instrument for social advancement, as it was even under the old regime. On the other hand, the problem of the social composition of the body of students lies today in the question whether just those grades in the middle classes that have inherited the most intellectually valuable and productive talents will in the future be in a position to provide academical education for their sons, whether it is not just these, who as bearers of the tradition and ideals of intellectual work have been indispensable in Germany, that will be reluctantly driven to purely material occupations.

The German universities, professors as well as students, have now the reputation of taking up a political attitude that is reactionary and chauvinistic and of bearing in their banners only the colours of the past. It must be admitted that most of the students, not being able to find their way in the difficult political needs of the present, are looking to the past for their ideals of state and government. But those who in other countries are inclined to denounce the academic youth of Germany for its chauvinism should ask themselves what attitude the students of Oxford or of Harvard would take up if they had to look on and see large home territories torn away from their beloved native country and other parts occupied and their population ill-treated by hostile neighbours. Would they in such circumstances find for their youthful ideals of loyalty and honour some expression more gentle and resigned? Those that can realise this will after some consideration feel how hard are the outer and inner conditions of life in which the German students of today are growing up and how deep are the shadows darkening the future that lies before them.

The future of the German universities depends much on whether the structural foundations upon which they have achieved and accomplished so much in the past can be held firm. It is not only material things that are here in danger, but intellectual treasures, which belong not to the German nation alone but to mankind at large. So much of the intellectual progress of humanity has for hundreds for years been bound up with the German universities that their decay and downfall would be a loss for the whole world such as could not easily be made good again.
The “Wirtschaftshilfe der Deutschen Studentenschaft” at Dresden.

It will have become clear to those who have read the various chapters of this book contributed by German students and German professors, that the transformation of the German student of pre-war days, with his care-free nature and the almost exuberant manifestation of his joy of living — into the work-student of today, garbed in working clothes and partaking of a frugal meal in one of the student canteens, has by no means been brought about merely by the economic pressure of external conditions, but is quite as much due to the conscious will of the students themselves. The war had no sooner ended than the academic youth recognized the fact that it would be impossible to pursue their studies along the same lines as heretofore. The first efforts made to relieve the situation, however, were poorly organized. It was not until July 1921 at a meeting of the national organization called the “Deutschen Studententag”, — the Parliament, as it were, of the entire student body of Germany, to which every university sends its representatives — that precise resolutions were adopted as to what was expected of the students in view of the present and anticipated exigencies of the situation. This Parliament met in the Bavarian university city of Erlangen, and these so-called “Erlanger Resolutions” are still in active force today. Self-aid is the outlying principle embodied in these resolutions: every student, unless, as is rarely the case, he belongs to a well-to-do family, is expected to earn the money for his university studies by the work of his hands. In other words, the salvation of the German student body is to be achieved not by charity, but by the conscious will-power and systematic organization of the students themselves.
It was from this germ that the idea of the work-student was gradually evolved. In foreign countries, especially in the United States, the student working his way through college is a familiar type, but until now the working student in Germany has been the exception, rather than the rule. During the summer of 1921 about 20,000 students were employed in factories, mines, in the construction of canals and on the large country estates; the following year this number had increased to about 60,000, and by the year 1923 to 70,000, that is to say, more than two-thirds of the whole student body, and this percentage would be still higher if one takes into account those taking their examinations, or were ill at home—unfortunately a large number!

The second outlying principle of the organization was the establishment of so-called "Economic Units" in every university center. Here again it was the students themselves who took the initiative, even though the movement was supported by friends of the students in academic and industrial circles, whereby an adequate business guarantee was provided for the undertaking. At present there are forty-two of these "Economic Units" operating in connection with universities or kindred institutions. The take charge of the student's canteens; of the sale of the most necessary commodities in student's life; of the establishment of workshops and nursery gardens; they serve as employment bureaus, and look after the welfare of sick students on the principles of self-aid provided for in the Erlanger Resolutions.

Charity in the narrow sense of receiving aid without performing reciprocal labor of some sort, is reduced absolutely to the sick and incapacitated, especially to the war veterans as long as any such are to be found in the universities, as it is regarded one of the most solemn duties devolving upon every able-bodied student to participate in the welfare work being done for his sick comrades.

This general plan has been in operation for several years and is proving itself more and more successful. In addition to the efforts put forth by the students themselves, they have received the close cooperation of German industrial and banking circles. More than twenty of the best known and important industrial enterprises of Germany are represented on the executive council of the "Wirtschaftshilfe der Deutschen Studentenschaft", the big central organization with headquarters in Dresden. Among these are: the two chief directors of the Deutsche and Dresdener Banks, von Stauss and Frisch; the most widely known banker of the Rhineland, Louis Hagen; the General Directors of the big Chemical and Dye Works in Leverkusen near Cologne, and the "Badische Anilin and Soda Fabrik" in Ludwigshafen, Duisberg and Bosch; the General Director of the Allgemeine Elektrizitäts Gesellschaft in Berlin, Felix Deutsch; the industrial magnate of Southern Germany, Robert Bosch; and further such men as Stinnes, Voegler, Hugenberg, Sorge, Hilger representing the big Rhenish-Westphalian industries; as well as leading personalities from agricultural and other industries. The cooperation of these men is not confined to their attendance at the periodical meetings of the executive board, but they have made generous contributions of money and commodities. For instance, the mine owners have provided coal free of charge for the student canteens, just as contributions of potatoes and other foodstuffs have come from agricultural circles. Chinaware for 20,000 students has been donated by the various Ceramic Plants, while the textile industries have contributed clothing and underwear, and the paper plants large quantities of school stationery. In addition to these commodities, the banks and manufacturing plants of Germany have contri-
buted large sums of money, and despite its own desperate financial situation, the German Government has done its utmost to support this student movement.

But in view of the general economic situation in Germany and the large number of students requiring aid, all of these efforts to preserve this "seed-corn" for Germany's future intellectual harvest, would have been inadequate had not organizations and individuals in other countries come forward with offers of assistance. In the foremost ranks of this army of rescue were the English and American Quakers, and then the European Student Relief of the Christian Students World Union, through whose instrumentality gifts of money, food and clothing have been sent to Germany from different countries. The Pope has also placed large sums at the disposal of the German student body, his interest centering in sick students. Aid has come and is still coming from Finland, Sweden, Norway, Denmark, England, Holland, Switzerland, Spain; the United States, Canada; South America, South Africa, China and Japan, so that the work of the "Wirtschaftshilfe" today has not only the support of Germany but of practically the entire academic world. One of the most recent instances of high-hearted generosity is that displayed by American college students working in cooperation with leading economic and welfare groups. The German steamer "Hansa" when she docked in Hamburg on December 24th. had in her cargo 60,000 pounds of foodstuffs valued at $30,000, as a Christmas gift from the groups mentioned above to the "Wirtschaftshilfe".

The shipment was transported free of charge by the Hamburg American Line; helpful hands cared for the distribution of the packages as indicated by the donors; Hamburg forwarding agents and the German railways placed their facilities at the service of the cause so that the generous gifts had reached their German destinations in the opening days of the New Year. More than one half of the shipment was specifically designated for destitute, sick and undernourished students and such as are about to take their examinations; the remainder goes into the general warehouse to be used as needed. In view of the fact that the post war need and desperation in Germany will reach its highest peak during this winter of 1923–24, this gift is doubly welcome and appreciated.

The organization "Wirtschaftshilfe" is in the closest possible contact with every phase of student life. Something like 50,000 portions of food are served daily in the Student Canteens at about one fourth the prices asked elsewhere. The students can also cover the elementary needs of everyday life at a nominal price in the salesrooms of the organization, while the shoeshops, laundries, repairing rooms and book binderies established by the students do far cheaper work than can be obtained in non-student centers. The welfare work for sick and undernourished students is well organized, provision being made for medical treatment, medicines, convalescent cures and in the case of tubercular students — a prolonged stay in a high altitude. The Employment Bureau of the organization has been most successful in providing positions for the Work-Student.

It is scarcely necessary to emphasize the fact that the utmost neutrality is preserved in regard to political and religious questions. If a student has proven his worth both from a human and a scientific standpoint, aid is extended regardless of all other considerations.

When the work of the "Wirtschaftshilfe" began it was hoped that within an appre-
ciable period Germany would have been restored to something approaching normal conditions. But such has not been the case. On the contrary economic conditions in general, and those existing among the student body in particular have gone from bad to worse, and increased sums are required to maintain the existence of Germany’s academic youth. There is not sufficient capital on hand to finance the Student Canteens. The sum of $500,000 is necessary to provide 50,000 portions during the 150 weeks of the semester. Only a third of this sum is available, which eliminates all possibility of undertaking the necessary extensions of the canteens and the replenishing of the chinaware and other equipment.

The same thing is true of the salesrooms catering to the student’s needs, as there are not enough funds on hand to buy the necessary quantities of foodstuffs, clothing, shoes, and other commodities; to be operated as they should be requires another $500,000. It must also be remembered that the students employed in factories and mines require heavy durable clothing, the light weight and worn everyday clothing being inadequate for this purpose.

There is still to be mentioned the housing shortage which makes it imperative to erect students dormitories or even wooden barracks. Even if these were available there would still be the matter of fuel and light, to say nothing of books, stationery and other requisites. A plan is on foot to establish circulating libraries for the students, but this like everything else requires money, so that another $500,000 must be added to the tentative budget. Nor do the needs here enumerated exhaust the list, but enough has been said to give an approximate picture of the situation. In casting up this budget the leaders of the student movement do not expect that all this money should come through outside channels. The aid already extended to them at home justifies them in the belief that further aid will be forthcoming from these sources, and moreover, they do not mean to rely on whit of their own effort and energy. On the other hand no one can delude himself with the thought that the assistance available in Germany can keep pace with the exigencies of the situation that is bound to develop during the winter. We therefore, hold it to be our duty to make a further appeal in the name of the great body of German students, to their friends in other countries who have already displayed such generosity and to others who may become their friends if apprised of actual conditions.

We wish to lay especial stress upon one phase of the work which has purposely been withheld until the last owing to its importance. This is the “Darlehnskasse der Deutschen Studentenschaft” (Mutual Loan Society) operating in conjunction with the “Wirtschaftshilfe” and also having its headquarters in Dresden. The executive board is composed at present of: Director von Stauss of the Deutsche Bank; Director Fritsch of the Dresdner Bank; C. Duisberg of the Leverkusen Chemical Plant; and Dr. Michaelis, former German Chancellor. The chief purpose of this Loan Society is to relieve the “Work-Student” of all material care during the fourth and last year of his academic studies, after he has worked his way through the preceding three years. Only in this way can the student conserve his strength for the examinations leading to his doctor’s degree. Something like one thousand students have already received this monetary assistance, under the condition that the loan is to be repaid with in ten years. Every German student is required to make a fixed yearly contribution to the treasury of the Loan Society. Again the only requirement made of the beneficiaries of this institution
is that they have proven their human and scientific worth and their readiness to help themselves by entering the ranks of the work-students for three years.

It is obvious that the support of this Loan Society must be continuous, and although German sources are participating in this support to the best of their ability, conditions are such that here also a special appeal must be made to foreign friends of the movement. It has been our endeavor to present a clear picture in this book of the actual needs and requirements of the academic youth of German today struggling with the problems of physical and intellectual existence. Have we been successful in attempt and shown convincingly the vitality of the movement and the unflinching purpose of the student body to aid itself as far as lies in its power — we believe that the appeal will not have been made in vain to those in all civilized countries who are interested in rescuing Germany as well as the remainder of Europe from imminent intellectual collapse.

The address of the “Wirtschaftshilfe“ is Muenchnerstrasse 15, Dresden A.

Dr. Paul Rohrbach, Berlin-Grunewald.  
Dr. Reinhold Schairer  
General Secretary of the “Wirtschaftshilfe der Deutschen Studentenschaft”.

American food boxes at Hamburg, ready for the “Wirtschaftshilfe“.
Save the Seed!

The students are full of resolution, energy, self-renunciation and brotherliness, but their need is beginning to exceed their powers. Even in the sorest famine, pains are taken before all else to save and preserve sowing-seed for the next harvest. The sowing seed for the spiritual future of Germany is the young generation at the universities, the students. In this body of young men is concealed the germ of all future research and education, national health and administration of justice, science and art, in Germany. They represent the patrimony of the whole learned and scientific Germany — and they are the treasure that survives for the future, which must be preserved.

The means and the powers at hand in Germany no longer suffice. Are there still in the world outside, men that are willing and ready to help, and to rescue the courage of the students from despair and their spiritual existence from perishing — for Germany itself and for the work of the restoration of Europe? If there are such men, and if they wish to prove their willingness to help, here is an opportunity with little means to achieve a great success!

The Wirtschaftshilfe at Dresden is waiting for their decision:

Save the Seed!
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