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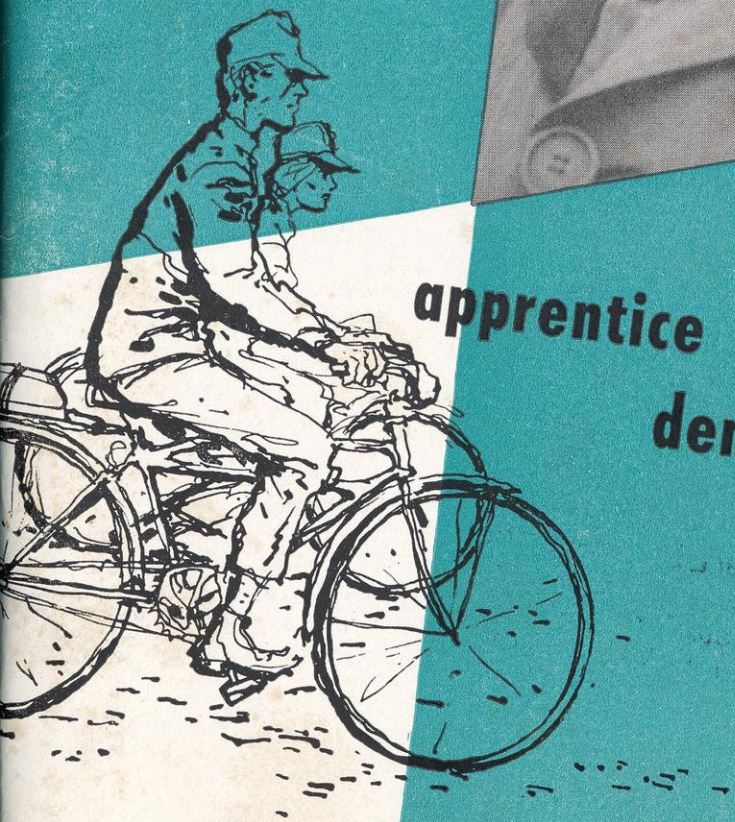
YOUNG GERMANY



apprentice to democracy

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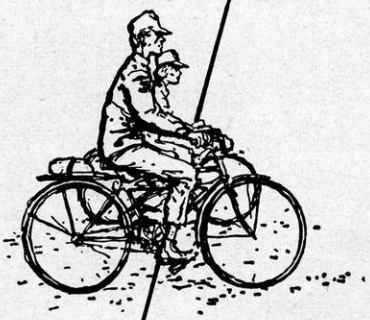

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foreword

Twice in the half-spent twentieth century, our Nation has engaged in war with the German Nation, because the German people had succumbed to irresponsible leadership and given their support to objectives which menaced our way of life and that of other democratic peoples. Young Germany of day before yesterday grew into the adult enemy of yesterday. Today, Germany has millions of boys and girls who are on the way to becoming Germany's adult population of tomorrow. We who have suffered two costly wars because German boys and girls were manipulated into the role of enemy have a profound interest in safeguarding the growth of today's German young, in helping them to become the kind of men and women with whom we and all other freedom-loving peoples can live in peace and friendship.

For this reason, one of the most challenging problems inherited by the Allied High Commission for Germany from the Allied Military Government in September 1949 was that of German youth. German youth remains a most challenging and vital problem, and we are battling to give young Germany the chance that it has not had before: the chance to view an issue from all angles instead of one; the chance to learn facts instead of distortions of facts; the chance to think for itself, form and then speak its own conclusions or opinions, and then to assume responsibility for them. In this battle we are up against certain clearly recognized hazards and difficulties.

The first hazard was nazism, the diseased philosophy in which Germany had been steeped for 13 years. The issue of World War II cost nazism its prestige but did not eradi-

cate the principle. The other major hazard was recognized somewhat later, when the Communists launched an all-out propaganda campaign to capture German youth.

In addition to these hazards, we face a difficulty in the traditional German pattern of child training. That pattern, fairly uniform throughout the Christian world during the last century, continues to have its scattered adherents. The basic idea is that children should be seen rather than heard, speak only when spoken to, and accept unquestioningly the decisions of their elders. Given young people who have been trained from infancy to unquestioning obedience and unquestioning acceptance of what they are told, a demagogue has little difficulty in establishing a hold over them. In Germany, as in other countries of undemocratic tradition, the children have long been recognized as a political entity to be reckoned with, and the shrewd politician has taken full advantage of the malleability of the young. The nature of the German school system in combination with the place that youth organizations occupy in the life of the young has simplified still further the process of manipulating young Germany for political purposes.

The German school has been, on the whole, a thoroughly academic institution, designed to fill the student's head with factual or, in some periods, slanted information; it was not thought of as a means of educating a child socially and morally for life within his community or within the larger world. In the past, a German boy or girl below university level has usually had to seek recreation, social life, inspiration, and virtually everything that could be called "fun," outside the school and within formally organized groups: political, religious, sports, cultural, or sometimes a combination of these organizations. The youth organizations have offered enticements; and the fact that they have had a monopoly on recreation facilities has given them a golden opportunity to get the children young and then indoctrinate them.

After some thought, the Allied occupation authorities decided to use the familiar medium of youth organizations as a means of re-educating young Germany, shifting the em-

phasis from "follow the leader at all cost" to "think for yourself, decide what you really want, and choose your leaders on that basis." At the same time, the occupation authorities have encouraged small, informal groups of boys and girls, those who resist formal organization, to make their voices heard and to use the new youth centers that are open to all young people regardless of membership in any known youth organization, for recreation, study, and the practice of hobbies.

Our whole purpose in our dealing with young Germany is to provide it with the right conditions for developing independence of thought and judgment. In other words, the Western occupation authorities are not seeking to make young Americans, Britons, or Frenchmen of young Germans—or a Little America, Britain, or France of Germany. On the contrary, they want to help German boys and girls to grow into mature, responsible German men and women, accustomed to thinking for themselves and to questioning instead of following blindly the leader with the loudest voice. They want ultimately what every one of us wants: a Germany closely integrated with Western rather than Eastern Europe, a Germany that the United Nations can welcome as a family member.

introducing the younger generation

Today, six years after the general destruction and total defeat of Nazi Germany, the young of the fledgling Federal German Republic are, in the aggregate, a reassuring as well as an engaging sight. They are a friendly, bright-eyed, red-cheeked lot, whether waving fists in a baby carriage, lurching wildly along on their first roller skates, pedaling bicycles to school or work, sitting around a table to discuss ways and means of developing a better understanding among nations, or picking up rubble by hand and loading it into wheelbarrows in a bombed-out area of

Munich school children enjoy a traffic demonstration course.

a city. The older boys and girls will tell you that they were not so healthy looking or so energetic three years ago, when they had little of anything except potatoes to eat. Potatoes remain the German staff of life, but now nearly every family can have at least a little meat two or three times a week and some fruit or green vegetables daily. One girl said: "I shouldn't criticize potatoes, for they kept us alive, but if one eats only potatoes, one soon begins to look and feel like a boiled potato, a soggy one."

German children who are in the period of rapid growth are likely to present a rather odd appearance. Usually a little girl's dress or a little boy's suit that fits its wearer is on the shabby side, faded as to color and darned here and there, whereas new clothes hang limply on their owner. The cost of children's clothing is very high; consequently a mother buys her child a dress or a suit two or three sizes too large so that it will do for several years. By the time the child has grown to fit them, the clothes are definitely past their prime.

The older girls have dealt with the clothing problem successfully on the whole. Perhaps it is because they can knit their own sweaters and have learned to sew. At any event, they dress and look about like American teen-agers. The boys of comparable age have a more distinctive appearance. Any visitor entering a German city in the early morning hours sees what seem to be battalions of boys and young men pedaling at breakneck speed towards work or school. The military term comes to mind because there is a vaguely military look about the uniformly dark blue attire of the boys as well as about the rows and rows of bicycles. Many of the riders look like paratroopers. There is a simple enough explanation for this phenomenon. The American Armed Forces have made available to the German people surplus uniforms, boots, and shoes on condition that the Germans dye the uniforms. Therefore young male Germany goes forth to work in military attire. Almost without exception, German boys wear dark blue caps with narrow visors. The few who have managed to buy a gas motor to attach to their bicycles wear transparent plastic masks that give the startled newcomer

the impression that he has just seen a Martian whiz past; the mask is worn, not to scare strangers, but to protect the rider's face from frostbite or windburn according to need.

Young Germany, or that part of it that has a family, lives in crowded inconvenience. In all cities housing is strictly rationed. Two rooms per family is average, and the two rooms are not likely to have running water. A building that houses four or five families may have one communal kitchen and one bathroom; some buildings have no bathroom. Keeping clean is something of an achievement under these circumstances. Family apartments are often so placed that the members of one family are obliged to pass through a room assigned to another family in order to get in or out of their own quarters. Privacy is almost unknown.

In most cities the children have to go to school in shifts. New schools are being built as fast as possible—but that is not very fast. For the most part German children go to old buildings that have survived the bombings, that were built in a day when Germany believed that children went to school only to learn things out of books. Such schools are usually built flush with the sidewalk and have virtually no space for play. Because Germany is short of teachers, the same teachers have to teach the two or three shifts into which the day is divided. Neither at home nor at school is there a suitable place for children to play who have finished their shift or are waiting for one to begin.

Western Germany has come a long way since 1945, but it continues to be a country of shortages. Youth is not one of those shortages, it is true; Germany is rich in youth. However, German youth itself is short of much that we of the United States consider essential to the physical and mental well-being of boys and girls. Young Germany needs a helping hand now, and, if it is to fulfill the hope and promise implicit in its vigor and resilience, it must have help for several years to come.

According to figures established in September 1950, slightly more than 24 percent of the total population of the Federal German Republic is in the age group of 10 through 24 years.

German girls are learning to speak for themselves, as in this Youth Parliament held in Offenbach Main.

German census figures place the total population at 47,612,200; 11,444,900 are boys and girls who are above 9 years of age and under 25. Of these 7,876,700 are in the 14- through 24-year-old group and 3,568,200 are between 10 and 14 years of age. The latter group, representing a span of only four years, is almost half as large as the former, which represents an 11-year span. It is the children within this four-year span who are the products of Germany's period of highest birth rate, 1937 to 1940 inclusive, the peak year being 1940.

In Germany, 14 is a critical age, for at 14 the vast majority of German boys and girls, between 85 and 90 percent, have to leave school. Their hope is to get vocational training of some sort through the traditional German—and for that matter, European—apprenticeship system, but since the war there have not

been nearly enough apprenticeships to go around. Each year tens of thousands of boys and girls reach the age of 14 to find themselves without opportunity either to continue their formal education or to learn a trade or craft by means of an apprenticeship. Statistics indicate that the number of boys and girls reaching the age of 14 will increase yearly up to and including 1955; then the number will diminish. These statistics mean that at present and for four years to come, the out-of-school, out-of-work boys and girls of 14 to 18 years of age constitute a profoundly serious problem. To complicate that problem, an estimated 40,000 to 80,000 homeless refugee youngsters of this age are wandering about the country now, and day by day the number mounts.

Equally serious is the problem posed by young people of 18 to 25. For the most part, these boys and girls have had no higher education and no trade or vocational training. Military service, detention as prisoners of war, or loss of family and source of income accounts for the hiatus in their education or training to earn a living. These young people need, and need desperately, not only jobs but also some sort of inspiration in life, something in the way of education, to stimulate and help them to adjust to the life around them.

At the end of the calendar year 1950, there were 294,584 German boys and girls between 14 and 25 years of age in the American Zone of Western Germany alone who were without employment or training opportunities. It is to this large group that Communist propaganda with its fair-sounding promises might be expected to appeal most strongly. That it has not done so thus far is clearly established by the drop in West German membership in the Communist controlled youth organization, *Freie Deutsche Jugend,* or Free German Youth (FDJ). Two years ago the FDJ claimed 1.5 percent of all organized West German youth; today it has fewer than six-tenths of one percent. As a whole, young Germany of the West has shown little inclination to swallow the Communist Party line, rather less, all things considered, than young America showed in the depression years.

Another fact that cannot be overlooked in considering

the situation of young Germany is the less favored position of girls. In Germany, as well as in many another country that has less recently adopted a democratic form of government, tradition emphasizes the desirability of woman's being seen principally in kitchen, nursery, and church and heard from as little as possible. The Basic Law of the Federal German Republic guarantees equal rights to all comers, regardless of race, creed, or sex, and sets a time limit for achieving this equalization. As yet, however, the problems of German girls have not received the same kind of consideration as those of German boys and young men.

In its total population of 47,612,200, the Federal German Republic's females outnumber the males by more than 2.5 million; there are 25,106,900 females and 22,505,300 males. Two world wars within a period of 30 years have decimated Germany's mature male population, and it is a truism that the scarcer sex has the advantage in human societies. However, below the age of 25, the differential in Germany's population shifts: in the critical 14 through 24 age group, the boys outnumber the girls by tens of thousands, with 3,974,300 males to 3,902,400 females; in the equally critical 10 through 13 age group, there are nearly a hundred thousand more boys than girls, 1,831,900 to 1,736,300. It is conceivable that the growing male population in conjunction with the diminishing female population will be a vital factor in enhancing the value of German girls in the eyes of their countrymen and in equalizing the availability of opportunity to boys and girls.

how western germany is meeting its youth problem

Neither the German people nor the German authorities have been sitting back and saying: "Let the Occupation authorities use their funds and wits to solve our children's problems." Germany is giving time, energy, and funds to the youth program, and in steadily increasing amounts. For the first two years or more of the Occupation, Germany had virtually nothing to give. Its political structure, its industry, its economy had been wiped out; its cities were in ruins; the schools that had escaped destruction were closed for some months; and everyone was hungry. In that bleak period, anything done for the children had to be done by the Occupation authorities and private relief organizations. Later and gradually, when governing bodies had been reestablished in town, city, county, and state, and as money became available, Germany began to provide funds for youth work. Little by little, with improvement in the economic situation, the contributions have become larger.

In 1947–48, voluntary youth organizations in Hesse raised 600,000 DM ($138,000) for youth work, and in 1949, the Hessian *Landtag,* or State Legislature, voted 1,250,000 DM ($287,500) for a youth program. Between 1948 and 1950, the Bavarian Kultur Ministry gave more than a million marks (a Deutschemark is worth approximately 23 cents) to the *Bayerischer Jugendring,* the *Land* (state) Committee representing the various voluntary youth organizations of Bavaria. In the same period Wuerttemberg-Baden's voluntary agencies and local governments raised more than half a million marks for *Kreis* (county)

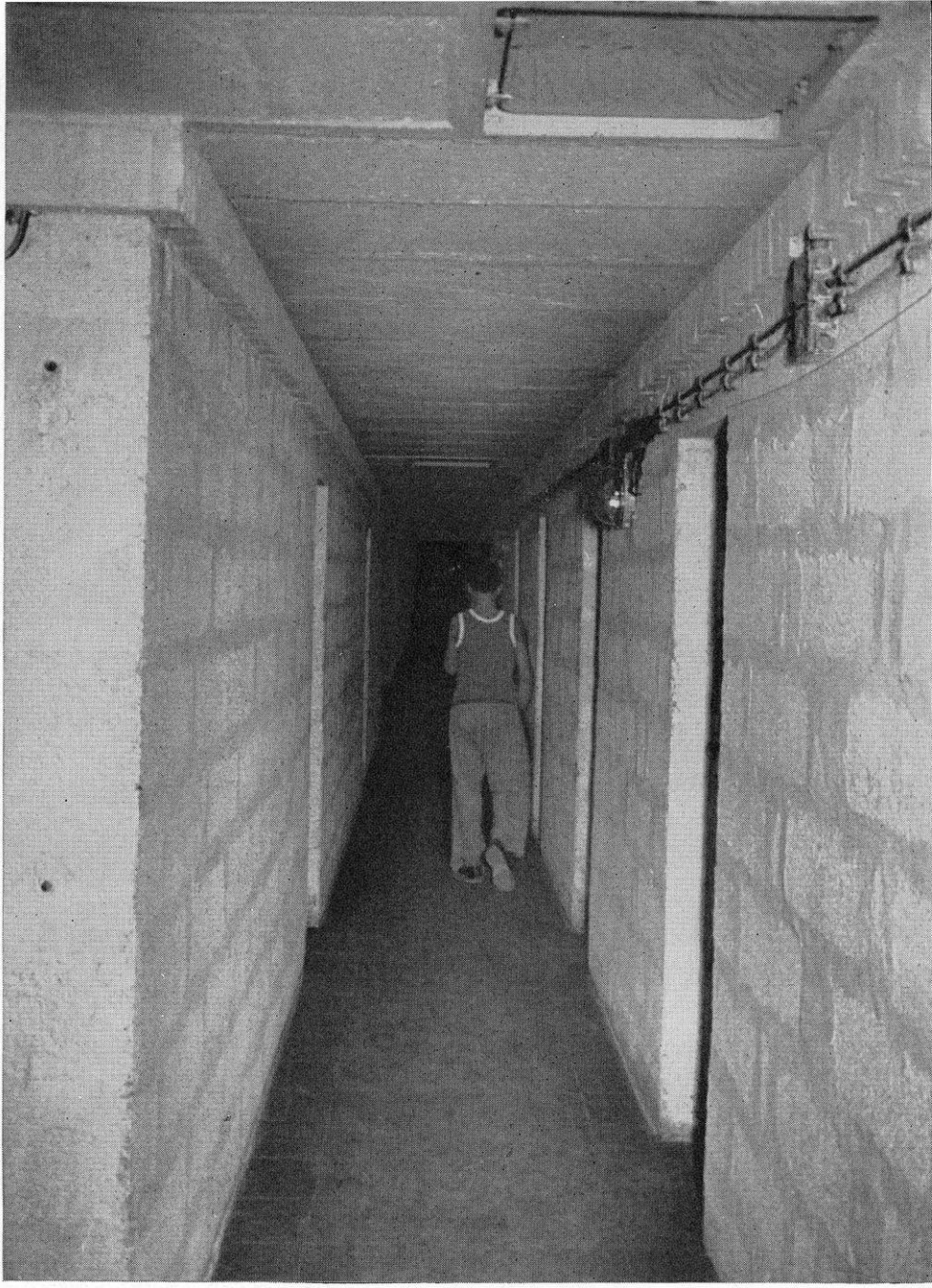
youth committees, training for youth leadership, and salaries for trained leaders for youth centers. In 1949 the Sports Toto came into being, a lottery that pours more than 10 million DM into various youth recreation and sport projects throughout the *Laender* of the American Zone. Additionally, German communities have raised more than 20 million DM in all to qualify for assistance from HICOG's (U. S. High Commissioner for Germany) Special Projects Fund, popularly but erroneously known as the McCloy Fund, for the establishment of youth and community centers, youth employment centers and homes, and student buildings.

The above paragraph happens to describe the situation in the American Zone of Germany, but it should be understood that except for the administrative convenience of the occupation authorities, zonal boundaries have little meaning in Western Germany since the Federal German Republic was formed. Policies of French, British, and American High Commissions are coordinated. Youth programs cross boundaries, and the voluntary youth organizations are now organized on a country-wide basis.

In the last month of 1950, the Federal German Republic, little more than a year old at the time, took a step that has given hope and encouragement to youth and youth workers throughout Western Germany. The Federal Government announced the Federal Youth Plan, effective December 18, 1950, for financing and promoting an extensive program of youth assistance, and allocated 53 million DM (about $12,190,000) to carry the program through the remaining three months of the German fiscal year, which ends March 31. Since the time remaining was short, an agreement with the Finance Minister permitted the carry-over of unexpended funds into the new fiscal year.

The Federal German Republic's appropriation for youth has been budgeted as follows:

	Deutschemark
For youth homes, mostly dormitories but some with training workshops, attached to non-profit organizations	10, 000, 000



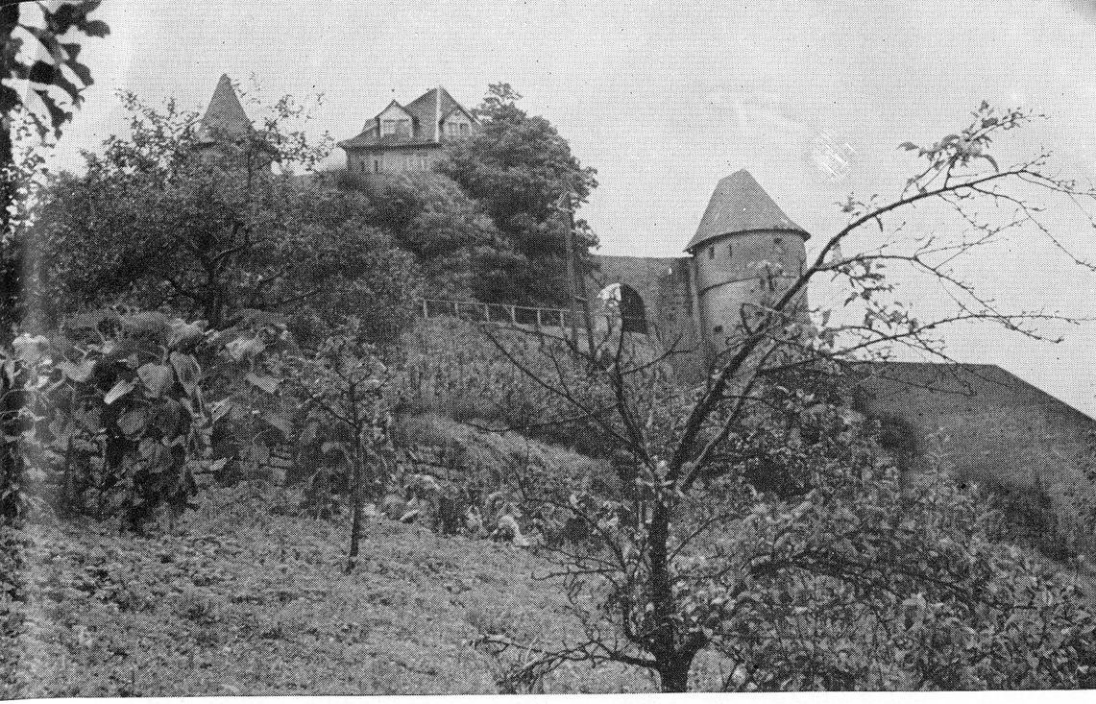
Underground air-raid shelters continue to be used as housing for homeless youth.

	Deutschemark
For support of plant-owned training workshops that will permit training and housing of a greater number of apprentices	20, 000, 000
For current expenditures in youth homes and workshops, with special consideration for those that suffered severe wartime damage	13, 000, 000
For intensification of youth programs along the East Zone border, to counteract Soviet influence	2, 000, 000
For the support of youth work in West Berlin	1, 500, 000
For the support of youth work in Watenstedt-Salzgitter, in the British Zone. It was an industrial center that was stripped under early occupation policy, and the Soviets have used the situation to woo youth into the Communist fold	1, 000, 000
For the International Youth Exchange, to encourage understanding and friendship between youth of Germany and that of other nations; and to establish "European" youth centers, international youth hostels, and international youth work projects	1, 500, 000
For training centers of private youth organizations for civic education programs	1, 500, 000
For direct support of operation of established youth organizations at the Federal level	1, 000, 000
For the support of good youth publications and educational material, books as well as magazines and pamphlets—an effort to combat the rash of cheap literature that has broken out in Germany	1,200, 000

An additional 300,000 DM was intended to provide a Federal youth house in Bonn to serve as a meeting place for youth representatives from all over Germany. This project has been suspended, however, in view of the prevailing distrust of anything that suggests centralization in youth work—at least at the national level.

Requests for the use of this money channel through the *Laender* governments.

The Federal Government can take steps to solve problems but has to move warily in passing measures that affect edu-



An 800-year-old castle in Wuerttemberg-Baden has become a youth village.

cation and vocational training, for the new Germany has developed a rather strong feeling for states' rights. Designed to help the *Laender,* the Federal Youth Plan also serves to activate them, in that each *Land* is obliged to match the Federal grant—with the result that certain *Laender* that have heretofore been a little sluggish are beginning to move more briskly.

Although general responsibility for the Federal Youth Plan rests with the Ministry of the Interior at Bonn, direct supervision of the funds is lodged with a special board that is composed in large part of youth leaders; representatives of the *Politischer Jugendring,* which is made up of young members of the major political parties, and representatives of church and student youth groups in addition to those from trade-unions and the industrial and public welfare authorities.

the u.s. occupation authorities and young germany

HICOG, the term by which the Office of the High Commissioner for Germany is known, is helping Germany to help itself, and the emphasis is increasingly upon youth. HICOG, no less than the older generations of Germans, recognizes that hope for the future of Germany lies with its young people. HICOG's way of helping German youth—and so Germany as a whole—has been to discover progressive and liberal German programs, leaders, and youth-serving agencies and then encourage them with counsel and with financial support. Of course the principles and practices of such programs as receive support from HICOG are scrutinized; so is their ability to take root in the German community. In other words, the programs and agencies that receive a helping hand are those that respect the individual within the group, aim at developing a group sense of responsibility to the community, and encourage local initiative in developing programs—instead of preaching traditional acceptance of state-dominated programs; they are those that stress civic education and action, a better understanding of other groups and faiths, and the development of international understanding. Such groups and activities HICOG seeks out and helps with professional advice and with financial grants for facilities and equipment and for the training of youth leaders.

The American authorities—and this applies to the French and British as well—have at no time seen fit to set up a single youth organization and force membership upon the young by making membership a condition of schooling, work oppor-

tunities, and the use of recreation facilities—or by offering as the alternative to cooperation on the part of the young, indefinite internment in a slave labor camp. In Western Germany, with the exception of the Boy and Girl Scouts, a uniformed youth organization is hard to find. American advisers make no attempt to coerce or mesmerize the young with flag-waving, military marching, or rabble-rousing slogans. No one says to young or old Germans of the Federal German Republic: Listen only to the Voice of America and the broadcasts from approved West German stations; read only approved papers, magazines and books.

An American film of Puss-in-Boots *draws German children.*

the problem of leaders for young germany

When Allied Military Government was established in defeated Germany, it faced a most urgent and, for a time, baffling problem in the condition of German children and adolescents.

Such schools as had survived the bombings had been closed until textbooks permeated with the master race ideology could be replaced by more realistic ones and teachers could be investigated and the more helpful ones denazified, or until a new crop of teachers could be trained. In the meantime, the German young were strictly on the loose. Many thousands in each city were both homeless and without any kind of adult supervision; a great many of these had been orphaned outright, a great many had been separated from their mothers and older relatives in the general confusion of war. These boys and girls were half-starved waifs, sheltering in bombed-out buildings, tool sheds, anything that offered, and scavenging for a living. In time, the more precocious children discovered the black market and made quite a success of scrounging and selling at a profit. Those who were with their families fared little better for shelter and food than the others, had nothing to do, nowhere to go for recreation, and no goals or ideals to replace those that had misled them under the Nazi regime. The world that they knew had been destroyed, and they had never been allowed to learn anything factual about the world outside Germany. In fact they had had no chance to learn anything in their entire short lives except Nazi regimentation, which had left them without resources of personal initiative.

It was obvious that these confused and drifting children

needed leadership as well as food, shelter and schooling. The only youth leaders in evidence in the early days of the occupation (and they were lying low) were the Nazi-trained leaders of the Hitler Jugend and its subsidiary organizations that had been rigidly controlled and directed from the top in order to create a citizenry wholly subservient to the State. Nazi youth leaders were not what the Military Government wanted.

At the same time that it was monitoring the re-writing of school books and a teacher's training program, Military Government set up a pattern for youth organizations. Voluntary youth organizations had for many years been suppressed in the interests of the Hitler Jugend and its affiliates. Leaders of the earlier organizations had not come forward, but it was reasonable to assume that some of them had survived the period of Nazi supremacy. After due consideration, Military Government authorized the rebirth of some of the pre-Hitler youth organizations: Protestant, Catholic, sports, cultural, and nature groups. The occupation authorities were at that time fearful of the potentialities of trade union and political organizations for youth.

In order to get German citizens to plan and take responsibility for planning to meet the needs of the young, Military Government issued a decree permitting the establishment of *Kreis* and *Land* Youth Committees. These committees, it was stipulated, should be composed of representatives of the youth organizations and interested individuals representing parents, church, school, business, and professional life. The function of the committees was to coordinate planning for youth in their areas, to encourage the work of the established youth organizations and at the same time to attempt to meet the needs of unorganized youth, and to present the requirements of youth together with recommendations for action to *Kreis* and *Land* governmental authorities.

The German people of that period tended to view the establishment of such committees with polite skepticism, as a rather peculiar way of carrying out Occupation policies. Although formation of the committees was not mandatory, it seemed

discreet to act upon the suggestion of the Military Government, and so the people formed their committees and set to work. Once they had tackled the problems, they became genuinely interested, and today the local youth committees are accomplishing things in a way that may surprise some of the charter members.

While these things were happening, during the first six months or so of the Occupation, the youth leaders of the pre-Hitler era began to emerge from whatever protective covering they had been able to find. By 1946, most of them were pretty well along in years, some had come to approve the authoritarian principles against which they had once revolted, some found their inspiration as well as their consolation in an escapist movement that had developed among the German youth of nearly half a century earlier. Whatever their age or attitude, these survivors of a world that no longer existed were ready and even eager to take over the leadership of the reviving traditional organizations.

contribution of the american army

When the American Armed Forces took over the U.S. area of control in Germany, it is quite probable that they anticipated a populace of defeated soldiers and defiant civilians. What they found was a tremendous population of civilians, dazed elderly men and women, distraught youngish women, and most of all, confused and hungry children. GI's, whether male or female, and officers, whether male or female, felt obliged to do something about this situation. They began by sharing chocolate bars and chewing gum, and even K–rations, with the hungry children who were underfoot. Then the everyday Americans who happened to find themselves part of the American Occupation Force began to realize that the German children needed a place to play, something to do with all the time that was on their hands. The Americans began to get playground space for children, and, after a while, they would get permission for German children to use a barracks building in bad weather. Before many months had passed, this spontaneous and informal program became an

official Army Program of Aid to German Youth Activities, known as GYA. Currently there are about 250 GYA centers for German youth in the American zone of Germany. The General Clay Fund for German Children has become a popular objective of American generosity. The General Federation of Women's Clubs in the United States has taken GYA to its heart, and contributions of everything from a single spool of thread or a yard of calico to a sewing machine and dollars go from women's clubs in the United States to GYA in Germany. GYA centers are famous for making something out of nothing, or at least, something out of discarded matter.

It is significant now, after the first and worst emergency period has passed, and after Germany itself with the aid of the civilian Occupation Authorities has taken over the major part of its youth work, that Chancellor Adenauer should have very recently made the following statement:

"I have learned with great interest and pleasure of the beneficent work of the General Clay Fund for German Children and wish to convey to all those who cooperated in this work my own sincere thanks and the heartfelt thanks of the German people. The General Clay Fund benefits innumerable German children. It also promotes German youth. Particularly at a time, when the United States and Germany are engaged in a common defense against Communism, it is of decisive importance that the youth of both countries should get to know and appreciate each other. The G. Y. A. Institutions, to whose support the General Clay Fund contributes, are one of the most valuable means for the promotion of mutual understanding."

early stages of the voluntary youth organizations

Once the indigenous German youth organizations were authorized by the Military Government, their growth in membership and number of groups was rapid. In 1946, in the American zone, membership grew from nothing to 200,000 members in 2,000 groups. By the end of 1948, membership had grown to 1,378,800 in the following organizations: Catholic, Protestant,

Hiking, Friends of Nature, Sports, Trade-Unions, Cultural, Scouts, *Falken* (Socialist Party), and FDJ. This growth highlighted the need for trained and adult youth workers. There was a critical shortage of them.

The traditional pattern of German youth organizations has been hierarchical, with decisions imposed from above. Most of these old-line organizations were formed for the purpose of strengthening support for specific sectarian or partisan ideas or doctrines. Little or no thought was given to providing youth itself with opportunities for self-development, and the last thing that the organizers wanted was the development of local initiative. In 1945 and somewhat later, the everyday techniques of democratic organizations, such as parliamentary procedure, committee organization, and group discussion with the group making its own decisions, were virtually unknown to the young in Germany. There was a crying need for adult advisors who could teach those techniques and at the same time help the young to recognize and assume their responsibilities as citizens.

new leaders

In recognition of the need for adult leadership of youth, the Military Government took action in 1948 to provide the kind of leadership training that the situation demanded. In February of that year, the American Military Government opened the first leader-training center, at Wannsee, in West Berlin, subsidizing it 90 percent, the remaining 10 percent being made up of contributions from faculty and well-wishers and small tuition fees from the students. The school gave short courses, some only a weekend in length, others of one or two weeks, and the courses attracted a steady stream of young people chiefly those of 18 to 25 years of age.

These students—and the first year brought more than 700 potential youth leaders to Wannseeheim—gained experience in taking part in and also in conducting nonpartisan discussions of political issues and controversial subjects; they developed

know-how and techniques for teaching the arts and skills that appeal to young Germany. Indicative of the fact that interest in youth work was not confined to the old-line youth organizations, approximately half of those who went to Wansee during its first year were unaffiliated with any of the traditional organizations.

A second leader-training school opened in May 1948 at Ruit, near Stuttgart, to serve Wuerttemberg-Baden. Although it conducted general basic courses in leadership techniques, Ruit

A class in modern art for rising youth leaders, at Haus Schwalbach.

stressed the training of sports and physical education leaders. Before its first year was out, Ruit had attracted about 2,500 participants. This school was supported in part by Military Government funds and in part by the *Land* Ministry of Culture and student fees.

In *Land* Hesse, during the early stages of the leadership training program, a different system was in operation. Military Government instituted training courses in various communities and at Oberreifenberg set up week-end courses to meet special needs. For instance, in April and June of 1948, training conferences for 300 camp leaders were held at Oberreifenberg, and there were zone-wide conferences of American, British, French, and German authorities—for by this time the established German youth organizations had begun to set up training schools for their religious, social, and trade-union youth workers.

Before Military Government gave place to the civilian administration of HICOG, a leader-training center for *Land* Bavaria was established at Niederpoecking, near Munich, and Haus Schwalbach opened as the seat of leader training in *Land* Hesse in the one-time summer home of the German-American Anheuser-Busch family on a low mountain 15 miles from Wiesbaden.

Throughout the formative period of the leadership training institutions, international and American voluntary agencies sent their best qualified leaders to give demonstration courses to the potential youth leaders of Germany and contributed money to the training projects as well. The Girls Scouts of America, the World Council of Churches, the YMCA, the YWCA, and the American Friends Service Committee were among the organizations that sent professional staffs to Germany to help develop good group practices among German leaders. At the end of 1948, when travel privileges in foreign countries were restored to German nationals, the Exchange Program began to operate between Germany and other nations. Since that time, an increasing number of carefully selected German youth leaders and boys and girls have had a chance to live and study abroad for periods of three months to a year, to see for themselves how democracy works in

an unoccupied country, and then return to Germany and apply what they have learned to the German situation.

Haus Schwalbach differs from other youth leadership training centers in that it serves group workers without regard to the age level of the groups served. Although youth workers constitute the majority of Haus Schwalbach students, organizers of women's groups, adult education leaders, discussion group and parent-teacher group leaders, and the staffs of neighborhood centers and *Kreis* Resident Offices account for a substantial percentage. The Haus offers courses in group work skills, such as folk dancing, music, puppetry, and dramatics, and also courses in group psychology, community organization techniques, recreation, and camp training. In its second summer, 1950, Haus Schwalbach was able to operate two youth camps, one international, in its own wooded grounds for a two-month period. These camps served as training centers for Haus Schwalbach students, who were able to learn and demonstrate the educational possibilities of camp life for children and older boys and girls.

Some who attend courses at Haus Schwalbach are paid group workers who want to fill gaps in their training, but most are volunteer leaders of youth or adult groups. Film projectionists come to learn how to get a discussion started on the documentaries that they show—and how to lead and control a discussion once it is started. Youth workers from neighborhood centers, youth homes, and GYA centers, *Kreis Jugendpfleger* and *Jugendpflegerin,* adult education organizers and teachers, women's affairs specialists attached to *Kreis* Resident Offices, teachers from kindergartens, elementary and higher schools, and many people who have jobs in shops, factories, or offices but work with youth in their spare time attend courses at Schwalbach. Some are sent, with their way paid, by their employers as a part of in-service training, but many pay their own way. The age range is from 16 to 60, the average about 30. The visitor to Schwalbach pays three marks, or 69 cents, a day for bed, board, and work.

A German staff member of Haus Schwalbach wrote of the first anniversary celebration in 1950:

"The most striking feature . . . was the warmth of response which followed the 3,500 invitations we sent out to all our former students. Many wanted to come but didn't have enough money for the fare, but they wrote and told us what Haus Schwalbach had meant to them: encouragement in the work they are trying to do in their youth groups, their women's groups, their adult education centers. They had become aware of new ideas, new methods, a new approach. The whole conception of leadership, long abused and misunderstood, had begun to acquire a new meaning.

"The group leader was to be no longer the manager or little autocrat, but the counselor who would encourage every group member to contribute to the welfare of the group and thereby to develop his own individuality and enrich the community. The experience of a course at Haus Schwalbach, where the group was encouraged and allowed to develop along those lines had made them realize that such work with groups is not educational theory suitable only for easy times, but a practical approach more effective and successful than any that they had known before.

"They were beginning to see results in their own groups, where joint planning was taking the place of the leader assuming total responsibility, where discussion was taking the place of members being informed of what they should do and think, and where local action was being started by the people who lived there instead of everybody waiting for the government and 'others' to do something.

"Where such an approach is practiced inside one's own group, cooperation with other groups in the community becomes matter-of-fact common sense."

In the short period of its existence, Haus Schwalbach has sheltered and nourished both mentally and physically more than 5,000 men and women whose interest in youth work and whose desire to learn more of progressive methods and procedures of group leadership have brought them there. As many more German people have benefited from extension courses conducted by the staff of the Haus in the rural areas of Hesse. Haus Schwalbach is by far the largest of the leadership training centers now operating in the American zone. With the exception of its director, who is a British citizen, it has a German staff, and

like the other centers (with the exception of Ruit, which has 70 percent German support), it has been financed almost wholly by American money. It has a teaching staff of 14 and about 25 clerical and household workers. It manages to operate on a budget of about 300,000 DM ($69,000) a year, not a large sum for the United States to invest in a project which is of such long-range importance to the free-thinking world.

other american-sponsored programs for the reeducation of german youth

The occupation of Germany found German schoolbooks, teacher training, and education literature as strongly Nazi in flavor as German youth leaders. Groups and commissions had to be organized to produce textbooks and training literature that were based on a more liberal philosophy, and this material had to be produced from scratch and printed in the German language. Not only is material of this sort being produced locally now and by the Germans themselves, but useful materials from other European countries and from the United States are being translated and adapted for use in Germany. HICOG in some of its own offices prepares factual printed matter on civic, political, and economic issues for distribution among school libraries and training institutions.

Some of the American support goes into a film program for the reeducation of German youth. From small-scale beginnings in 1948, the American-sponsored film program has reached the point where it serves more than a million and a half people monthly, more than two-thirds of them under 25 years of age. Many of the films deal with immediate German youth problems and possible solutions: for instance, there are films dealing with juvenile delinquency, the need for community recreation, camping, and good and bad examples of discussion techniques. At the same time, the film program aims at showing German

youth everyday examples of life in other countries, democratic processes at work, school life, the training of youth in other countries for civic responsibility, and also new technical and scientific developments.

work of the publications commission

In Wiesbaden, capital of *Land* Hesse, and across the street from the Office of the *Land* Commissioner, is located the headquarters of the Publications Commission, a grant-in-aid project to provide German youth leaders with texts and professional literature of a democratic and progressive nature. The first substantial, completed project of the Publications Commission was the translation and adaptation for German use of the *American Girl Scout Handbook,* with German examples replacing the American ones. This work, achieved by Mrs. Hermine Rasch-Bauer, Director of the Commission and not long returned from a Rockefeller Foundation Scholarship in the United States, is used all over Western Germany as a teaching handbook for the training of youth leaders. A variety of important foreign books on recent developments in educational philosophy and techniques are in process of translation, and the Commission puts out a monthly publication that is used extensively throughout the Western Zone by teachers and by youth leaders in general. This publication is called *Wir Alle,* meaning "All of Us."

Wir Alle began in a small way under Military Government in March 1949 with 7,000 mimeographed copies, its contents purely digests of material that had appeared in other parts of the world which appeared relevant to German educational and youth problems. Now it has grown to a sizeable publication with pictures and original articles by experts on subjects that apply specifically to Germany. The present circulation is 20,000 copies, all that the budget permits; many more copies could be disposed of to good advantage. Thus far, *Wir Alle* has been free for the

asking, but now there is a question of making *Wir Alle* self-supporting instead of dependent upon a HICOG subsidy. Currently, it costs about 50 pfennigs, or 11½ cents a copy to produce the magazine. The problem attached to setting a price on this publication is that the youth leaders who have the greatest need of *Wir Alle* are voluntary, unpaid workers for whom it would be a genuine hardship to pay even so much as half a German mark for it.

help to youth through adult education projects

Currently the attendance at adult education schools, or *Volkshochschulen,* of the American Zone of Germany, totals 350,000 students. Of these, half are under 25 years of age and more than 60 percent are under 30. One of the major purposes of the evening schools is the provision of courses offering supplementary vocational training to the great number of young people who either have had vocational training interrupted or have had none at all. In each *Land,* youth representatives are active in the governing bodies of the adult education institutions, both *Kreis* education councils and *Volkshochschulen* boards.

the movement for civic and political education

It is possible that the procedures of democratic group action are now as familiar to German young people as they are to the bulk of American boys and girls. Young Germans are at home in group discussions, employ the techniques of working through committees, young citizens' councils and forums, and they have a great deal of skill at organizing forums, public meetings, and conferences. Again, American dollars have made it possible for young Germans to know these methods and to practice them.

The *Kreis* Resident Officers (field staff of HICOG),

Young residents of ancient Castle Kaltenstein, now a youth village, administer their own affairs.

working with *Kreis* Youth Committees, *Kreis Jugendpfleger,* and the German youth consultants hired by the *Kreis* Resident Offices, have promoted more than 15,000 public forums and several hundred local civic service projects. These meetings and projects are concerned with safety drives, the establishment of community nurseries, community centers, political study groups, and the construction of sports arenas or new roads. The figures cited above are significant in that these meetings have offered young people an opportunity to participate in general community affairs.

Two new organizations have sprung up within the past year, the *Bund Europaischer Jugend* (Federation of European Youth) and the *Ring Politischer Jugend* (Political Council for Youth), both interested in the broad political education of youth

and the achievement of Western solidarity; both have received support from HICOG for meetings and rallies held at various points in Germany. Kassel was the recent rallying point of about 6,000 young people who were particularly concerned with "Political Freedom" and their guest speaker on that occasion was Mayor Reuter of Berlin. A European Union meeting in Munich drew more than 15,000 young people; another, in Coburg, had a thousand representatives from several Western European countries; and a rally in Essen on "Freedom of the Individual, Society, and Conscience" drew 12,000 young Germans.

places for youth to go in its leisure time

The large West German voluntary organizations for youth are important. They have large memberships and many of them have excellent programs for their own members. However, these traditional organizations account for only about 28 percent of the youth of Western Germany. The remaining 72 percent has not joined the large organizations. Many of this majority belong to small groups of a local nature, community or county, and so are not accurately called "unorganized," but many belong to no group at all. It is these "unaffiliated" young people who stand in greatest need of places to get together and something to do with their leisure time. The fact that unemployment and lack of vocational training opportunities are most prevalent among the unaffiliated young makes the provision of recreation and leisure time facilities for these young people of the greatest significance.

At the present time, there are more than 1,000 German community centers open to unaffiliated youth, an indication of the growing concern of the German people for youth in general and not just the concern of established organizations for their own membership. Some of these centers have already been built and more are now being built by German funds only. In many instances, HICOG has helped, making grants for buildings or con-

tributing funds to pay a trained youth leader or two, as the case demands. In addition to these German-operated community youth centers, often called houses of the open door, there are 250 Army-operated GYA centers in the American Zone with doors and privileges open to all comers. HICOG has given assistance also to 23 voluntary sports organizations and their *Landessportbunde,* or state-wide councils, in broadening their services through community recreation programs.

Children's reading room in Bremen.

places and people

Much of what has gone before is a general description of programs and their backgrounds. What follows is descriptive of what an interested visitor may see and learn of what is going on here and there around the American area of occupation.

some rural villages in land hesse

Although it has a variety of industrial cities, Hesse has also large areas that are strictly rural. In the mountains are many tiny villages, or *Gemeinden,* where farm families cluster as they did centuries ago in groups of a few hundred people and go out by day to till their land on the terraced slopes below the community. Except for the fact that electric lines reach even the most remote villages in Germany, these *Gemeinden* appear to be unchanged from what they were in the middle ages. Of 81 small villages in one mountain area in Hesse, only 11 are reached by the solitary, single-track rail line that winds along the bottom of the narrow valley. The villagers are hard-working; they have to be to wrest a living from their tiny, scattered holdings. The old Napoleonic law requiring that a farmer's land be divided equally among his surviving children accounts for the fact that a three- or four-acre holding may be scattered in half-acre, or even quarter-acre bits, with a neighbor's or distant relative's property intervening. A farmer raises a little of everything: for instance, a half-acre of rye, a half-acre of timothy, a quarter-acre each of

oats, green vegetables, and potatoes. He may have a horse or, with luck, a team of horses to draw his plough and to pull his cart or wagon, but he is a little more likely to have to use his milch cow (or cows) for this labor. In each village, however small, there is a Catholic Church and a Protestant Church, old, beautiful, and set in the most advantageous spots.

Kettenbach is one of these out-of-the-way communities set high on a mountain side. It differs from some of its neighbors in that it has a small factory. A year ago the villagers decided to make a sport field for their young people. None of the farmers could afford to sacrifice good farming land for such a purpose, but near the mountain top and overlooking the valley was a little rocky plateau which could be used if they all got together and cleared and leveled it. By March 1951 these villagers had moved 10,000 cubic meters of rock and had another 7,000 to move before the field would be "just right." To level the land they filled in depressions and ditches with the stone cleared from other parts. No one in Kettenbach owns even a truck, let alone a bulldozer or steam shovel. However, the community has a narrow-gauge track that can be moved about the field and a double barrow that fits the track and can be pushed along it with the loads of stone that are dug out with pickaxes and picked up by hand or with shovels. All this labor has been done after regular work hours. Last year a few of the villagers gave as many as 700 hours of labor to the sport field. This year there is an agreement that each family will put in 40 hours monthly, and the community has raised enough money to pay five men to work on its youth project. Seeing the sport field nearing completion has inspired the villagers to improve the mountain trail of a road that winds up to the sport field; next they plan to build a youth and community center that can serve also as a gymnasium.

Kettern Schwalbach, a village of 400 inhabitants, had not a single hall or even a fair-sized restaurant where adult education classes or young people could meet. The villagers planned a 35,000-mark community and youth center, raising 20,000 marks

themselves and anticipating a subsidy of 15,000 marks from HICOG. Somehow this subsidy failed to materialize, but the Jugendpfleger managed to get the village 7,000 marks from the *Kreis* and 7,000 from the *Land* Government. Everyone, including the mayor, went to work on the building in odd hours; and as soon as the roof was on, there was a festival. Newsreel people came to take pictures of this community project and found the mayor on a ladder wielding a paint brush. Kettern Schwalbach had never before been in the news!

This building is of substantial, gray blocks; it has a basement with showers and tubs and ample storage space. Its main room can serve as gymnasium or auditorium equally well and it also has a good-sized stage. Little rooms offstage can be either dressing rooms or committee rooms, and there is a balcony that

Young Germany likes puppet shows.

can be closed off into small committee rooms or workshops. Kettern Schwalbach plans to use this building for dramatics, folk dancing, sports gatherings, arts and crafts, discussion groups, and adult education classes. What is more, the village is making its center available to several smaller neighboring communities that have no centers of their own and are too hard-pressed to create them at the present time. In March, with the center nearing completion, the people were building a better road and beginning work on a sport field that would be ready by summer.

Hohenstein, also high in the mountains, is crowned by the ruins of an ancient castle. Hohenstein is building a youth center of the same gray stone that went into the castle back in the early middle ages. All labor on this project is volunteer, and of the 8,000 marks needed for materials, the village was able to raise 6,000; the McCloy Fund provided the remaining 2,000.

mannheim, an industrial center

At the opposite extreme from the little mountain villages that seem untouched by the late war, is Mannheim, an industrial city in Wuerttemberg-Baden, which has one of the largest electrical manufacturing plants in Germany. As such, it had its share of bombing. The area that was bombed most heavily happened to be one in which low-pay factory workers lived and continue to live, many of them unemployed at present. This section, the visitor is told, is quite solidly Communist. Skeleton walls of ruined buildings either in or near this district are likely to be decorated with Communist slogans. City authorities as well as American officials are troubled by the situation of the young in these surroundings. To date, it appears that the Soviets have been more successful than West Germans or Americans in reaching the group, but the city is planning to establish its next youth center in the heart of this district.

Mannheim has a total population of between 350,000

and 400,000, with more than 50,000 children under 18. Many of these young people are out of school and unemployed; many are homeless refugees. Many who have succeeded in getting apprenticeships do not have living quarters provided, and the kind that they find for themselves among the ruins are not suitable for human occupation.

In March 1951 there were 130 refugee and other homeless boys living in an underground bunker, or bomb shelter, which is maintained by the city and provided with an elderly caretaker or supervisor. In addition to the 130 boys, there were two young refugee couples, each with a baby under a year old, staying in this subterranean "home." The caretaker explained that families, let alone those with young babies, were not supposed to be there, but these young couples had no other place to go. "What could I do but take them in?" he asked.

The entrance to the bunker is a paved descent from street level, and the underground construction is concrete. A central corridor, six or eight feet in width, extends about a city block from the entrance, bisecting a similar corridor. The atmosphere is that of twilight in spite of the electric-light bulbs placed at intervals along the ceiling. Cell-like rooms, each with double-decker bunks and a space about three feet wide for other than sleeping activities and needs, open off the corridors. A common washroom, rather large, has troughs running the length of the room on both sides and faucets spaced at intervals of about two feet. A pipe running along the ceiling of the corridors circulates a little air from the outside. Stale, even in cold weather, the air of the bunker is foul in summer. Nevertheless, the bunker, kept neat and clean, is shelter, somewhere to live, to these boys who are either serving low-pay apprenticeships or else out of work and have no other place to stay.

To boys like these and to thousands of Mannheim boys and girls who are little better off for housing, the city-operated youth centers and the GYA centers are means of escape for a few hours at a time to a brighter and more satisfying world and life.

Bathing facilities in an underground youth dormitory, Mannheim.

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Mannheim now has its first permanent construction center, which can serve approximately 600 young people. The city furnished the land and about 18,000 DM toward the construction of the building, and a volunteer architect drew up the plans. The total cost of the project amounted to about 65,000 marks; American money made up the difference, about $11,000. This center has good craft rooms, workshops, committee rooms, reading rooms, a game room, an auditorium with a small stage, a kitchen with facilities for serving food on special occasions and also for conducting some cooking classes for girls, and, of very great importance, shower baths to serve all comers. To boys and girls who may not have even so much as a kitchen sink with running water in their living quarters, it means a good deal to be able to go to a youth center and take a hot shower.

Mannheim has nine other centers, operating in makeshift or temporary construction quarters, and one small Socialist center. The ruins of a once impressive Hitler Youth center are in the process of being replaced by a "House of the Open Door," with the city and HICOG splitting the cost of construction. Local or nearby U.S. Army units sponsor some of the GYA houses; for instance, officers and enlisted men of the 63d Tank Battalion, stationed near Mannheim, give both time and funds to the operation of one center, helping in the supervision of activities, leading discussions, and teaching certain of the crafts. The Army engineers clear ground and repair buildings for GYA use.

heidelberg gya

The largest youth center in Heidelberg contains also the headquarters office for GYA work in the area. On a Saturday afternoon the auditorium is filled to capacity twice for the weekly moving pictures. The second audience gathers in the backyard long before the first showing is over, and many of the children pass the time in thoughtful experiment with American bubble gum. In the darkened auditorium, the spectators sit in utter quiet throughout the educational pictures, but shriek as loudly as any

American children when the Disney cartoon comes on at the end. When the show is over, about the same percentage of little boys as in an American group find it more natural to swarm over the backs of their seats toward the exit than to walk up the aisle.

The basement of this center is a storehouse for recreation equipment and materials received from well-wishers in the United States for use in the craft rooms. Hundreds of small Army tents stacked on shelves await the summer camping season. Lieutenant Colonel Reniker, the officer in charge of the program, explained that any boy who wants to go camping can come and borrow a tent for as long as he needs it. In the years of the center's existence, only one tent has failed to come back. The Colonel displayed samples of the children's handiwork which remained on hand from a recent exhibit, pointing with pride to some pieces of professional-looking pottery, the work of a group of girls in a nearby center. Germany's famous majolica factory has been so impressed with the quality of the products that it has made an offer of employment to any girls who complete the course. Another exhibit of fine quality was a chess table and handcarved men, the work of a 14-year-old girl whose inclination is toward wood carving rather than toward sewing.

kassel: youth in a ghost city

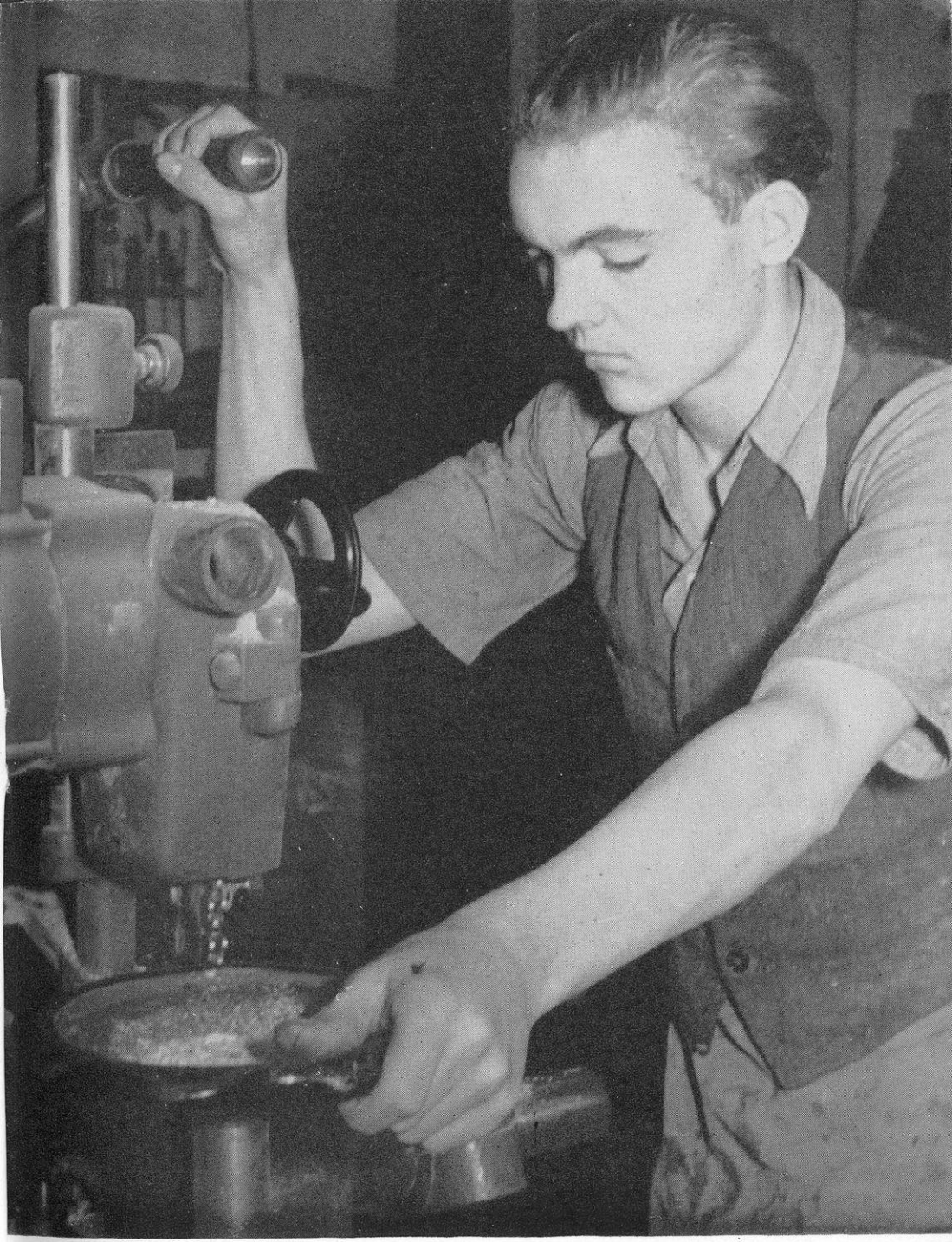
Kassel, in northern Hesse, is the ghost of a once thriving industrial center that supplied many European countries, especially those that are now behind the Iron Curtain, with locomotives and passenger cars. It manufactured varieties of cereal, too, and at one time did a brisk business in synthetic fabrics and textiles. Because Kassel's three great firms turned from locomotives and passenger cars to machinery of war, Kassel was inevitably a bombing objective. The bombing was effective. At the time of surrender, 80 percent of the city had been utterly destroyed. The visitor entering the city sees nothing but destruction at first glance, jagged skeletons of buildings, piles of rubble, mile after mile of desolation stretching out on all sides. After a little, the visitor

notices here and there a single building or a corner of a damaged building housing a shop or business of some kind, and infrequently he will come upon a streamlined, bright-colored little shop with a curved plate-glass front built in a small cleared space. Such shops appear bizarre against their background of ruin. Clearance is slow with hand labor and the lack of machinery, and in the major part of the city there is no place for people to live.

Slowly industry is coming back to Kassel, but where it was large scale before the war, it is now very small scale, and unemployment resulting from this fact is increased by the steady influx of refugees from the East Zone, many of them very young. There is the familiar shortage of training opportunities for the 14- to 18-year-olds; in addition, there is the problem of those youths who have managed to get training but are unable to find jobs. Reports of better job opportunities for the young in southern Hesse or the Ruhr reach Kassel, but parents are fearful of letting their children go so far away.

The Jugendpfleger for the burned-out city of Kassel tries to help with both material and psychological problems; he and the city authorities are looking to the Federal Youth Plan for assistance in building more youth self-help homes. Kassel has one such home, achieved by private initiative, which houses a group of homeless refugee boys from the Russian Zone. They reconstructed a damaged building themselves, and now they live in it. By clearing away rubble they earn enough money to maintain their "home" and themselves; they even manage to provide work for some of the unemployed youth who live in the town. They call themselves *Freiwilliges Aufbauwerk*, "volunteers for reconstruction."

The city has built two homes for apprentices who work for businesses that cannot provide living quarters, one for boys and one for girls; it is presently planning another home for boys. Firm Henschel, the locomotive manufacturer, has recently built living quarters for 20 to 30 apprentices.



A carpenter's apprentice at the fraising machine.

Possibly because comparatively few people live in the city proper, the majority of former residents having had to seek shelter in the villages of the surrounding country and then commute to work, there is only one city-operated youth center in Kassel. It is impoverished and as yet has been unable to offer any training courses. Similarly, the single GYA center is without training courses. HICOG has provided salary and travel money for one girl youth leader in the city proper and one for the outer area.

The Jugendpfleger, with this rather bleak situation to deal with, stated emphatically that the *Kreis* youth leader program is one of the most effective ways in which HICOG funds have helped. "These leaders get all over the county, into the almost hidden corners of it, on their bicycles, helping to get things started," he said. "Now we are very fearful of the proposed 50 percent cut in HICOG funds and the curtailment of this work. I believe that just one more year of financial assistance would make it possible for us to convince Landrat and Ober burgermeister of the need to continue the programs and take over the financial responsibility. As it is, if the cut is approved, it will be necessary to dismiss seven men and eight women youth leaders in the Kassel district. Half of the youth activities of this area would come to an end, for the youth leader is badly needed to provide the impetus on the small communities and neighborhoods. He serves as arbitrator between youth groups and local or higher government authorities in budget matters, and he works to bring youth and older people into greater sympathy."

the bavarian situation

Originally agricultural rather than industrial, although *Land* Bavaria is far more industrial and much less agricultural in character than most people realize, it shares the unemployment problems of the rest of Germany. In spite of the many new, small industries that have been developed by refugees, refugees account

for 35 percent of the total unemployment in the *Land*. Similarly, 35 percent of unemployed youth is refugee.

Bavarians have a reputation of being an ultraconservative people. In Hesse, in Wuerttemberg-Baden, in Berlin, and in Bavaria itself, one hears how conservative and different from other Germans the Bavarians are. A bright Bavarian girl, who has been in the United States on the youth leader exchange program, said with conviction: "Oh, yes, we Bavarians are very conservative and peculiar. We are slow to accept strangers and new ideas. If someone proposes something new, we have to talk and talk and talk about it until finally we convince ourselves that we thought up the idea ourselves in the first place, and then we go ahead with it."

Whether the Bavarian character is misunderstood or whether the Bavarians have talked themselves into a trance, it is hard to say, but certainly Bavaria is forging ahead with some highly intelligent and progressive youth programs.

In Munich, capital of Bavaria, there is a busy office with two hard-working men in it, Dr. Lenhartz and his assistant, Mr. Lehrum. They conduct the office of Jugendsozialwerk, Bavaria's roof organization for social-welfare work among youth, and also Jugendaufbauwerk, headquarters for Zone-wide research into and coordination of youth projects. Mr. Lehrum described the steps being taken to overcome the problem of unemployed 14- to 18-year-olds in the *Land*. Currently, Bavaria has about 60,000.

These two men are conducting an adroit publicity campaign to persuade trade and industry to make more apprenticeships available to boys and girls and to promote the establishment of apprentice workshops in the larger plants. The new Federal Youth Plan is expected to ease these steps considerably.

"Our third step," Mr. Lehrum explained, "is to build living quarters for young people in places where there are work opportunities but no housing for workers. This office has the specific job of helping to plan and guide the building projects and our aim is to make them living centers, not just dormitories and barracks." The larger cities, Nuernberg, Augsburg, and Wuerz-

burg, have extensive building programs planned for the remainder of the year, and some of the smaller towns, where refugee industries have sprung up, have buildings in process of construction. "To finance these projects," Mr. Lehrum said, "*Land* Bavaria grants loans at a very low interest rate, only 1.5 percent a year, and it is hoping soon to drop even that charge and convert to outright subsidy. From there on there will be the Federal Youth Plan subsidies to help. And, of course, HICOG has been helping with the McCloy Fund, especially with those projects that are combinations, such as a youth recreation center for the community. HICOG is most interested in plans for models, places that will be good examples for others to follow."

"The fourth step," he said, "hasn't been very successful. It had been planned that boys from Bavaria would be sent to the Ruhr area where there are 20,000 apprenticeships open right now. But it is far away, and the high percentage of these apprenticeships are in the mines. Parents, especially the refugees, refuse to part with their children and to face the prospect of seeing them only once a year. The family unit is all they have left, you see, and besides they are fearful of living and working conditions in the Ruhr."

Asked if this program could reach all unemployed youth in Bavaria, Mr. Lehrum shook his head. "It will never reach all unemployed youth. We do what we can."

At the headquarters of the Bavarian Jugendring, representing organized youth within the State, one encounters a different philosophy. Dr. Faltermayer, president of the Jugendring, and Mr. Gossner, representative of Sports Youth, were in this office on a day in March 1951. Dr. Faltermayer is an intense, dark-eyed man of perhaps 40, whose work with youth goes back a number of years. He has the manner of one in authority, of one accustomed to making decisions for others, and he speaks very positively. He mentioned that Munich as yet has no city-operated youth centers, although some are planned. These would require assistance from HICOG, he said, because they would not get adequate support from the *Land*. "There is a problem to be faced,"

Cutting stencils for the school newspaper in Munich.

he said, "in the fact that public opinion, generally speaking, is against making youth work a paid profession. HICOG reflects the opposite attitude. Last year, Bavaria set up jobs for 160 youth workers, but there was a shortage of applicants. Many qualified young workers hesitated on the grounds of security. HICOG contributes the full salary of some Jugendpfleger; for others it pays part, with the Jugendring and the *Kreis* making up the remainder. The qualified youth workers fear that if HICOG withdraws its support, then the old German idea that youth work should be voluntary, an out-of-working-hours activity without pay, will reassert itself and they will find themselves without a means of livelihood.

"I appreciate the assistance that HICOG gives," Dr. Faltermayer continued, "but some of its aims are not realistic. For instance, there is HICOG's wish to establish permanent camps of the American type in Bavaria. Bavaria already has its youth hostels, which are of great importance, and many smaller camps of a mobile nature. Bavarians would greatly prefer having their own type of hostel supported, but HICOG takes the stand that these youth hostels have no program." He smiled patiently. "Most young people are going in a group and have their own program. They don't really want a program ready-made for them when they arrive." There came to mind some young Germans who complained of having certain of the older and more authoritarian leaders present them with ready-made programs before they set out. In answer to the question, "You mean that the young people don't like gathering around a fire and mixing with other groups at camp?"

Dr. Faltermayer nodded, and said, "That is it! You see youth work in Germany is like that in other European countries and unlike that in America. It is necessary to look at these things in their historical context."

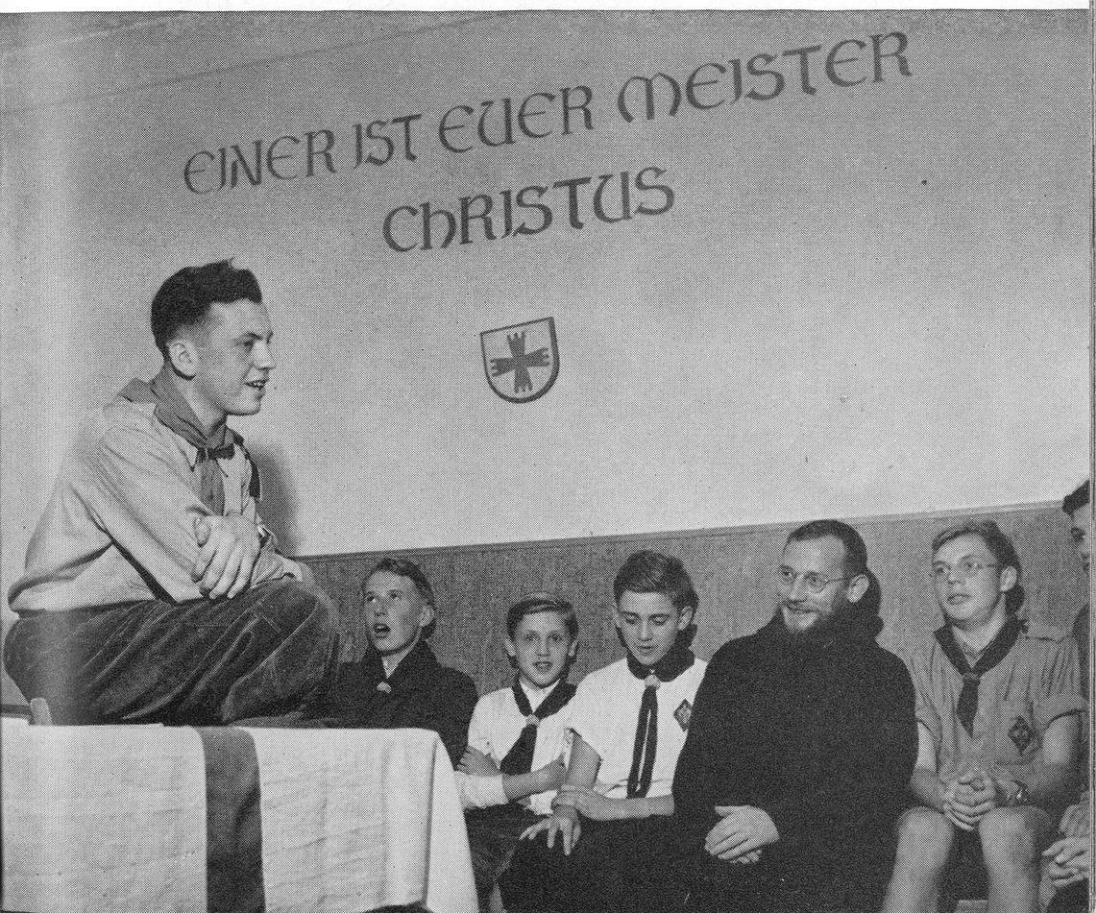
The German youth who have had experience with the American type of camp have thought pretty well of it, fireplace, mixing of groups, and all, but there was no opportunity to mention this fact because the doctor was rushing on: "Democracy is

a word with many meanings. In your country it is a way of life that has grown gradually out of a long period. It didn't happen overnight. Here, the German people seem always to be faced suddenly with democracy just after a world war. Democracy in Germany couldn't be what it is in America, and after this last war, democracy didn't meet the desire of the German people."

To the question, "What *would* have met their desire?" he replied quickly, "Order, peace, life, and freedom."

To the American mind there seemed nothing incompatible with the tenets of democracy in such a desire, but the not-so-young youth leaders in the office brushed aside a comment to that effect, and Mr. Gossner joined the conversation for the first time: "Youth should have time to grow up more naturally,"

Catholic Boy Scout meeting in Munich.

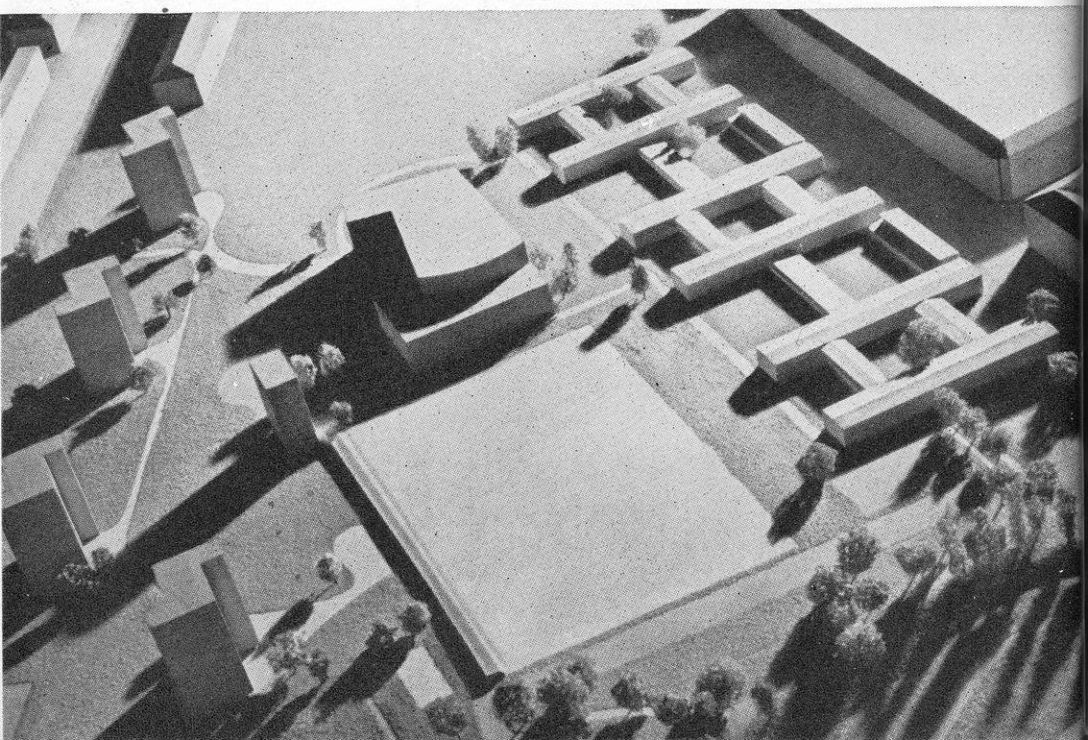


he said. "First we had the first world war, then a not very successful experience with democracy, then Hitler and destruction. The shadow of war is no place to learn democracy. Many young people were open to democracy and new ideas in 1946, but then there was no field where they could make something out of it. Their realities were hunger and lack of shelter and jobs. There must be some security before the concept of democracy can have much meaning."

A little later, and in another office, a youth worker in his twenties, laughing a little, said: "Some of our older youth leaders would like it better if the young people just said 'Yes' to them. They believe that they are better qualified to decide what the young should do than the young themselves. It is hard for these older ones to change their ways and thinking, and we younger people try to spare their feelings as much as possible."

WOHNHEIMSIEDLUNG MASSMANNPLATZ. A very bright spot in Munich is the Wohnheimsiedlung Massmannplatz, a successful and rapidly growing colony for young men

Wohnheimsiedlung Massmannplatz, a bright spot in the new Germany.



workers and students who are working their way through the university. If it has a recognizable counterpart in the United States, it is the international house of some of our college communities. Munich's colony represents the ideas and planning of a group of students and workers who started the venture themselves in the summer of 1948.

Three very young architects drew up the plans for their building's first wing and helped to develop a public society, the Wohnheimsiedlung Massmannplatz, incorporated, to serve as a board of directors. On this board are the first president of the Bavarian Advisory Committee for Student Exchange, the secretary for the youth section of the German Trade Union, a woman city councilor of Munich (herself a participant in the U.S.-German exchange program), the president of the University of Munich, the University's director of student activities, a medical student, the secretary-general of the German Institute for History (of the Nazi Period), the business director of the Bavarian Youth Association, and the director of the Bavarian School of Athletics. As stated in its statutes, this public society "has as its mission the building and care of a housing colony for young workers and students of all social classes, including those of foreign nationality." It welcomes as members all those who are interested in the furthering of this end.

The first unit, built by the founding group itself in the summer and fall of 1948, opened with 30 residents. In 1949, the colony added a second wing, and, in January 1950, 50 more boys moved in. In the spring of 1951, there were 100 young men in residence and a new wing was being constructed by means of a McCloy Fund subsidy to permit 100 more young men to move in by July. The public society itself has promised space for an added 100 to match the McCloy Fund addition, so that by the end of 1951, Massmannplatz will house 300.

The buildings are functional, light, airy, and attractive. Living space is in long wings that are two stories in height and parallel to each other. Connecting the wings are two cross sec-

tions containing service rooms. The latter offer for each half wing four little kitchens with two sinks and two small electric stoves each, shower baths, and a feature that seems typical of the forethought of the architects, a room in which each resident has a small, ventilated cupboard for food. The young architects made allowance for the fact that students and other young people are going to keep odds and ends of food around regardless of rules, and so provided them with suitable places to keep it, easily within reach, but not in their bedrooms.

Living wings have both double and single rooms, and it is always arranged so that a student preparing for serious examinations or working on a heavy assignment may have a room to himself. These rooms are carefully planned with every advantage taken of the available space to provide the essentials for living without cluttering the rooms. Windows are large, walls and woodwork light, and the rooms themselves are cheerful; so are the lounges, dining rooms, and libraries. These rooms are neither huge nor small, but they are large enough for groups of a dozen or so persons to get together without feeling crowded. In addition, at stair landings in each wing are found attractive study corners beside the large windows.

The number of foreign boys changes with the season. At Easter of 1951 there was only one, an American. Some Swedish and French members were expected to arrive by early summer. During the summer vacation, the colony participates in the International Youth Exchange for short working periods. In 1950, 25 were in foreign countries for short-term employment, 10 of them in Sweden and 8 in France. The organization pays transportation to and from the countries visited and is hoping for some support from the Federal Youth Plan so that it can send more boys out in the current year.

It is the three young architects who planned this colony, plus two other equally young architects who joined them shortly after the first unit was constructed, who have been hired by the *Land* Government to pass on all building plans for youth homes

and centers. Two of these young men have had a season in the United States to study city planning.

The next goal, the house mother of this colony said, is a similar colony for girls. "It will be harder," she admitted, "but I think it can be done—especially if we have a little financial help."

It is something to realize that, in the capital of what is so often called Germany's most conservative *Land,* there is a colony of such spontaneous origin where young workers, university students, and foreign workers are welcomed eagerly. In the old Germany, the university student lived a life apart from the young whose paths did not follow academic lines. He knew little and cared less about young workers of his own age. He was not too interested in the lives and thoughts of even the intellectuals of other countries. Now, distrustful of nationalism, young Germany has espoused the cause of greater international understanding, of friendships among the young of Europe, and of a European union.

NUERNBERG. The ancient heart of Nuernberg was a casualty of war. Bombs meant for the Nuernberg toy factories, which had converted to the manufacture of bits and pieces of armaments, missed the factories and destroyed much of the loveliest part of the city, beautiful old churches, and historical landmarks. Fifty percent of the city was destroyed; 10 or 11 percent escaped damage; and the remaining 40 percent suffered considerable damage. So, like most other cities in Germany, Nuernberg needed a good deal of help when it started to convalesce. It continues to need help but not so much as it did.

At present, Nuernberg has three city-operated Houses of the Open Door for its young people, and, in addition, an Army-operated GYA center. The city plans to have eight of its own centers altogether, and the plans include a neighborhood committee to take the responsibility for each. HICOG assists with planning and with subsidies. However, one of the projects causes HICOG some uneasiness. The city is determined to reconstruct

the historic and partially destroyed castle on the hill as a Jugendheim, a youth center that will be open to all. The city has asked for 250,000 DM from the McCloy Fund to help with this ambitious project. In view of the city's enthusiasm, the Office of the *Land* Commissioner has, with some reluctance, recommended a subsidy of 80,000 marks. The city has raised 20,000 marks for the restoration of the castle in strictly modern, in fact, quite American fashion, by selling seals to advertise the project at 10 pfennigs each, and also by selling bricks recovered from the ruins. It seems probable that the aged castle will undergo rejuvenation and assume the dual role of historic landmark and servitor to youth. Although a medieval castle can never hope to pass as a functional youth center, it is conceivable that this one will have both charm and a special significance for its patrons.

Far removed from the castle issue is an energetic and typically American program that has caught the fancy of the

A Nuernberg poorhouse now serves as a students' dormitory.

residents, both old and young—and not only of Nuernberg proper. This is Nuernberg's Quiz Program. The *Kreis* Resident Officer for Nuernberg, who introduced the program, says emphatically that it is a tool, not a panacea or a program in the formal sense, that it was just an idea that worked out. This "tool" covers sports, music, literature, geography, history, civics, and always includes questions concerned with the "reorientation" program, the term used by American officials to cover the reeducation of Germany. The program operates with groups of 50 young people, preferably none under 12 years of age, and this group is divided into panels of five. Quiz masters are primed and trained to do everything possible to start discussions that will make the young people think about their Government. Each panel winner gets a prize, not a radio, a 17-jewel wrist watch, a television set, or a new convertible, but a candy bar or some other trifle of equal monetary value. Certain manufacturing companies have been backing the programs and furnishing these modest trophies. After a winner emerges from each panel, there is a *"Meister* Quiz," and the winner of this session gets an important prize, usually a book. The local *Kreis* Jugendring has taken up the idea and sends youngsters in to Nuernberg to train as quiz leaders. In Munich, the Office of the *Land* Commissioner keeps on file a list of 300 or more civic questions developed by the Nuernberg program and is prepared to furnish quiz masters to interested groups for other parts of Bavaria, if necessary. But the whole idea of the program is to have it all-German, something that will continue on its own momentum when HICOG becomes a thing of the past.

A SWEDISH HOME FOR REFUGEE BOY APPRENTICES. In Nuernberg is a youth home for 100 refugee boys whose families live outside the city and who need shelter in order to hold apprenticeships. Each boy has a small room to himself; additionally, there are recreation rooms and a dining hall. The cost of living in this home for each boy is 2.50 marks a day, slightly under 60 cents, for room, meals in the common mess, and laundry. If a

boy's apprentice pay fails to cover the cost, the City Welfare Department makes up the difference and provides him with a small sum for spending money. The buildings of this home are two-story, prefabricated structures contributed by the Swedish Government.

Other youth homes provide shelter for both residents and refugees who need living quarters while they learn a trade. At the close of Germany's 1951 fiscal year, Nuernberg had arrangements for 2,000 beds for apprentices.

AUFBAUHEIM. A special type of youth home in Nuernberg is Aufbauheim, a barrack home for 35 boys ranging from 13 to 25 years of age. These boys have all gone through the courts for one reason or another. Some have had a little trouble with the law; some have had delinquent parents and been beyond the age for admission to orphanages; some have served a jail sentence of two weeks for crossing the border from the East Zone without the required papers; some have served six months or a year for petty—or perhaps not so petty—larceny. A small but interesting group at Aufbauheim is that composed of boys who are there because some traditional reformatory had not known what to do with them. The boys, however thoroughly they had been locked up, kept escaping. The supervising house father of Aufbauheim shrugged and said: "You know how it is. Some people just can't stand to be locked up, can't stand coercion. These boys were like that. Now they come here, and we tell them, 'You don't have to stay here if you don't want to. The doors are open, but if you like to stay, we like to have you.' And so they like to stay. Not one has run away from here. It makes them feel nice to be paying their way, and to call this poor barrack building home. It makes them feel grown up and responsible."

The boys at Aufbauheim work for a living, and they pay 15 marks a week, or about $3.45, for shelter, food, and laundry. Most of them are apprentices in plants which do not provide board and lodging. If a boy is out of work, then City Welfare pays his way, but the idea is to keep every boy employed even if it takes an emergency project on public work to achieve

this goal. The home operates on the theory that boys need to be earning their own money and paying their way for their own self-respect. If they cannot earn more than the amount of their weekly bill, the city provides a small amount for spending money on the principle that every young person needs pocket money.

FRIEDENSDORF. On the outskirts of Nuernberg is Friedensdorf. With its three high-peaked, rustic buildings, it looks like a mountain lodge that has been misplaced on a plain. Across the highway from Friedensdorf is the empty memorial to Hitler's

Boys learning a trade at Friedensdorf.

dream, the "Grand Parade," that he had not time to finish. Tremendous hundred-foot towers made of solid concrete blocks, designed to impress the bystander as well as to support Nazi flags and emblems, rise on three sides of this parade ground. Bombs failed to dent these mammoth towers, but they damaged considerably the mountain-lodge quarters of Hitler's engineers across the road.

In the summer of 1948, a group of homeless, unemployed boys undertook to rebuild the semi-ruined, peak-roofed houses to make for themselves a home and a place where they could learn a trade. A group of American boys and girls sent over to Germany that summer by the American Friends Service Committee pitched in and helped the German boys with their reconstruction project.

In the spring of 1951, Friedensdorf housed 115 boys, virtually all in the 14-to-18 age group. One building houses skilled artisans and craftsmen and their families. These men teach the boys various branches of the building trades and use them on whatever contract jobs develop. Thus, boys who were without homes, without apprenticeships or any other way of learning a trade, now have not only a pleasant place to live, but also instruction in the well-equipped shops of Friedensdorf and on the job with their teachers.

The buildings of Friedensdorf have considerable charm. The dining hall, which serves also as a council room and social hall, has rough-hewn red-pine rafters and supporting pillars, attractive against the light plaster walls. The boys are also reconditioning a small auditorium for movies and amateur theatricals. Under the sloping roofs of the upper stories are the bedrooms, and on the sills of the dormer windows are usually found a few potted plants. Currently, Friedensdorf is a little crowded; consequently, a large room designed for three boys is likely to have four in it, and one meant for two will have three, but this condition is temporary. In their rooms, the boys express their artistic impulses and preferences as they see fit. On the wall of one room

was a series of color prints of kittens; in another room was an original crayon of a definitely American cowboy, complete with chaps and a ten-gallon hat. Marching across the window sill of still another room was a procession of cleverly carved wooden animals.

The workshops specialize in carpentry, the refinishing of old furniture, and the complexities of the electrician's trade. Equipment and machine tools are up-to-date, and the boys work so intently that some of them are unaware of a visitor's entrance. Others glance up and greet the stranger with the Bavarian *Gruess Gott* that replaces the *Guten Tag* of other parts of Germany. They take seriously their opportunity to learn a trade; they take Friedensdorf as a whole seriously, too, but they have fun out of their way of life. For instance, the boys' council, which plans and makes decisions concerning the life of the home, has its lighter moments when the chairman presides in false whiskers and the other councilmen appear in mustaches of extraordinary size and shape.

Friedensdorf's Boy Council dons whiskers for its meetings.

Friedensdorf may fall into the category of institutions, but it has a homey atmosphere. In an ideal world and society, all boys of 14 to 18—or perhaps more than 18—would have a real home with a father and mother and perhaps some brothers and sisters. In Germany there are not enough homes of that sort to go around. It is good that some of the young who have no families can find a place together, with attractive living conditions, good food, friendship, and the chance to learn a trade. To the boys who live there, Friedensdorf is home, and a home that they are proud of.

A mile away from the buildings that used to house Hitler's engineers, a new Friedensdorf is rising with assistance from the Special Projects Fund. It is very different in appearance from the old. It has a slightly rolling, wooded background and is constructed of concrete blocks. The buildings are one-story, very modern, and functional. The shops will be strictly up to the minute, and the living quarters are designed to give more privacy, with no more than two boys in any one room. The new Friedensdorf is to be used for boys who specialize in the more highly skilled building trades; bricklayers and basic carpenters will continue in the old Friedensdorf.

NUERNBERG'S CITY WELFARE CENTER. The City Welfare Center has a modern building, simple, bright, and cheerful. It provides many greatly needed services, and its staff wants to provide them on a larger scale. But already the center is outgrowing its facilities, and funds for expansion are short.

The center's dental clinic provides yearly free dental inspection and remedial work for every school child in the city—and there are 36,000 of them. It gives this service also to every industrial worker in the city, but in the case of the workers the employing plant pays a small sum for such service. The trade-union organizations have had a hand in persuading industry to pay the bills.

In another part of the building is the Child Guidance Clinic. The idea of this clinic originated not in the days of our occupation but back in 1924 with the ill-fated Weimar Republic. It has had its ups and downs, but in June 1950 it began to function vigorously in its new quarters. A young and attractive woman presides over the clinic. She has a soft voice, a charming smile, and an appreciation of both the seriousness of her work and the humor implicit in some of its aspects.

"The parents," she explained, "are in as much need of guidance as the children, and now parents are coming in of their own accord to ask how they can make their homes better places for their children! The war, the nerve-racking period when the city was bombed almost nightly, left marks on the small children as well as on their parents. A great many need help."

The clinic was designed for children. Waiting rooms are small and light, and they are provided with things that children like. For instance, one waiting room has a blackboard running the length of one wall, and a complete assortment of colored chalk laid out along the ledge below the board invites the children to make pictures. Other rooms have games, small tables and chairs, toys, books, and magazines.

In one room a middle-aged woman was playing a card game with a little girl of about 10 and two small boys. All four were engrossed in the game. It so happened that the game was one step toward finding out why the little girl could not seem to get along with other children. The middle-aged woman was a trained observer for the clinic.

In another room there were cupboards with the usual materials for testing children, as well as some unusual ones. A large box contained small dolls representing every ramification of family life: mother, father, grandparents, baby brother and sister, older brothers and sisters, aunts and uncles, teachers, clergymen. The box contained also a considerable bestiary, including a formidable-looking alligator, and various implements, as well as

a small flail. The young psychologist explained that they gave this box of toys to the incoming child and then watched to see how the child played with the things. "Sometimes," she said, "they use the flail to beat the father or the mother or an older brother or sister, sometimes the baby. What they do is often indicative of what is on their minds." To the question, "Do they ever try to feed their parents or other relatives to the alligator?" she replied, "Oh, very often."

It is the hope of the Child Guidance Clinic staff that money will come from somewhere to allow expansion of the service to include the children of the country surrounding the city of Nuernberg during the next year. The Clinic needs more physical space and more staff. In the room with the blackboard, the young psychologist gestured toward two pigtailed little girls busily drawing Easter decorations on the board. "Those children have had their problems solved," she said, "but they keep on coming back because they like to use the things in the waiting rooms. What can one do? There is no place at home for them to play."

the trade-union school at oberursel

At Oberursel, a few miles from Frankfurt, is a *Gewerkschaftschule,* a trade-union school. It was established in 1947 for *Land* Hesse, but after the formation of the Federal German Republic it began to serve the entire West Zone. West Germany's central labor organization, the Deutsche Gewerkschaftbund (DGB), composed of 16 industrial unions, sponsors the school. The individual organizations pay 15 percent of their incomes to the DGB central body, and this fund finances the schools. Dues vary from union to union: in some the members pay one hour's pay per week; in others the dues amount to 2 percent of the gross income. Apprentices are welcomed into the unions, and much of the educational program of the DGB is aimed at the youngest members.

The Bundeschule at Oberursel is a boarding school, offering courses of 2 or 3 weeks to young and active union members

The trade-union school near Oberursel.

from all over the West Zone to help them to understand and so be qualified to help young and old workers in their towns and communities also to understand the issues, problems, and resources of their condition. The aim of these courses is to increase the worker's consciousness of the dignity of labor, to familiarize him with democratic practices, and to provide him with practical information about insurance, pensions for widows, and labor laws in general.

In order to attend a course at the school, a young man or woman must have a recommendation from the local union and federation, must write a brief personal history or autobiography, and must submit a paper on some subject related to labor. Those applicants who are accepted by the *Land* office secretary receive from the *Schule* (out of trade-union funds) wages and

travel expenses, plus one mark a day for books. At the close of a course, a report and evaluation of each attendant go to his home town.

In March 1951 there were about 30 young men and 2 young women at the *Schule*, which occupies a large, rather old-fashioned country house, pleasantly set among fields and woods. "Two-thirds of this group," the Director explained, "had entered a union after Hitler's day. The youngest, 20 years old, is a leader of a youth group in his trade-union and is also a member of his town's Youth Council; one is a Christian Democrat party functionary; one, a university professor's son, who had been an SS officer during the war, emerged without a means of livelihood, put in a 2-year apprenticeship, and is now a good mason in the building trade." The Director of the *Schule* nodded with satisfaction over this member of his student body. "That young man

Young union leaders and members of factory work councils in class at Oberursel.

has been successfully reeducated. I should know, because I was put in a concentration camp by the Master Race for three and one-half years for opposing Nazi ideas."

The rest of this group consisted of some textile workers, metal workers, cabinetmakers, foresters, a woman storekeeper in a metal shop, several refugees who had learned their crafts in the East Zone, a woman mechanic, a brewer from the French Zone, and a baker—"A Communist," the Director said in a lowered voice, "but a good baker."

"We have a democratic life here," explained the Director. "We mix up varieties of people from varieties of places and conditions of life. The business managers don't always like these courses and they don't like the unions too well, but Hessian law makes the management consent to its chosen employees' attending these courses, and if there is a shop council—as there is in every larger plant—then management even has to pay wages during the time the union member attends the school."

The first week of this course had included lectures by one of the oldest living German trade-union leaders on the history of trade-unions in Germany; lectures by the Director (who in prewar years had been an editor and publisher) on social insurance, the rights of veterans, protection against accidents, planned housing projects—all things about which men should be informed; lectures by Dr. Max Adler, from England, on planned economy and social security in Great Britain; and lectures by a woman who is doing much to help the fight for equality for women in the working world and for equal property rights for women.

In the 2-hour interval between lunch and afternoon lectures, most of the group gathered around to talk, using Dr. Adler as the interpreter. The talk covered—or at least touched on—a wide range of subjects with relation to youth. Varieties of opinion came out.

One very young and very serious man was concerned lest German youth should be harmed by having too much done for it. Several other equally young men took issue with him.

German youth, they declared, had been in a bad way at the end of the war. It had to have help, just as a man with a broken leg has to have a crutch for a while if the leg is to mend properly. German youth still needs a helping hand, but before long—another year or two if all goes well—it will be all right. American assistance was providing the crutch that youth still needed.

Asked what they really thought of the American program for helping German youth they paused, considering before answering. A young spokesman said that the American authorities were very generous; at first it had surprised the German people very much when the Americans did things to help them. Nevertheless, the Americans had made some mistakes in judgment about what to do. For instance, there was a long time when the Americans tried to get the German kids to play baseball, although the German kids like to play *Fussball,* not baseball. And so now there are many baseball bats lying around unused.

Not all those bats were unused, someone objected. There was a recreation room in a GYA center that had a very unusual and really attractive lighting fixture made out of baseball bats fixed like the spokes of a wheel, with a little light bulb on the end of every bat. The young men laughed at this bit of information and seemed to think it a good idea to find some use for the baseball bats.

Another speaker brought the conversation back to more serious matters. He had GYA centers on his mind. Those centers, he said, belonged to the Army, and if the Army left then the centers would disappear with the Army. They were just a place for young people to go and then leave again, without ever feeling that the center and the things in it belonged to them. He thought that this was so because the young people had had so little part in building up these centers. It was done *for* them, with American Army units playing Santa Claus, instead of *with* them.

At this point another spoke up rather heatedly, reminding the group of how much it had meant and still meant in many places that children should have such places as the GYA centers to go to and not have to roam the streets. Many nodded soberly

in agreement, and the original speaker agreed that it was so. But he maintained that it would be better still if the GYA authorities would consult with the German local authorities about where a center should be located and what kind of a program it should have.

The group showed the greatest respect for the self-help homes for youth, especially those that provide vocational training, for it is in that field that the greatest need lies. The self-help home with vocational training facilities has a good chance, suggested one young man, of reforming the apprenticeship system. The apprenticeship system, the others agreed, could stand a little reformation. It was traditional, old-fashioned, and slow. In certain places it operated in a way that was no better than slave labor, with every advantage being taken of the 14- and 15-year-olds who needed to learn a trade or craft at any cost. Three years was too long in nearly all apprenticeships, especially when one considered that the owner or manager of a small industry used his apprentice, or apprentices if he could afford more than one at a time, during the first year as a household servant. It was better in large plants because such plants were unionized and under closer scrutiny. Self-help homes and training shops were proving steadily that, with a real chance at training and practice, boys and girls could learn in a year what they had learned in 3 under the traditional system.

What could be done about the old apprenticeship system? To this question there was a variety of answers. The self-help institutions were proving the inadequacy of the old system here and there. Public opinion, gradually, would take care of the problem—that is, if war doesn't come too soon, for war needs always play down the rights of the individual. More and more young people are coming of age and having the vote and a voice in government. They know what these problems are; they know from experience, and they want things to be better for their younger brothers and sisters and also for their own children.

The exchange program struck a rallying call in that group. They all began to talk at once, and the interpreter held

up his hand, pleading for mercy. The opinions of the groups sifted through the interpreter. There should be more exchanges of young people between Germany and the Western nations. Did people in the Western world realize that for 12 years the young of Germany had been cut off from any real information about other countries? All they had was Nazi propaganda, and even if their parents were liberals the parents could do no more than say, "Don't believe everything that you hear." And they said that softly. Now, these young men said, it means everything for the young to get a chance to see life in other countries, to see how the conquerors live at home. It means much more for a boy or a girl to live in an American community for a few months or maybe a year and see average American families going about their everyday concerns than for the boy or girl to read reports about such American living or listen to American-sponsored radio programs.

Another boy spoke up: "Those who go to the United States on the exchange program really get to see how democracy works at home, and it is a wonderful experience for them. They see Americans living their everyday life, not the life of an occupation force—and these exchange people assure us that being an occupation force in a conquered country isn't really natural to Americans, that Americans going about their business at home are very different, and the American way of life makes meaning when one can live in the middle of it."

Somebody said: "This exchange program is wonderful, but why don't more Americans come over and study and live with us, to make it a real exchange? Now it is almost a one-way exchange. We learn so much about America from spending some months there and living in a community. Couldn't Americans learn something from us, if they came and lived here? Our teen-age boys and girls come back from a year in America so full of love for Americans, just from having lived with them and having shared their family and community life. Our German boys and girls have no trouble at all in getting the other person's point of view. But shouldn't some American teen-agers come over to

Germany and stay for a year and learn about our way of life and our point of view? We are eager to have this exchange program work both ways. We have many families in rural districts who would like to take into their home a young American boy or girl for a year. They would consider it a privilege, an honor."

bremen

Bremen is a city of half a million people. It stretches rather narrowly for some distance along either side of the River Weser, that same river that figured in Browning's *Pied Piper of Hamelin.* In prewar days, Bremen was a prosperous shipbuilding center. It is beginning to show signs of prosperity again, although it was destroyed in large, scattered areas. One impressive sign of Bremen's prosperity is the occasional bulldozer to be seen at work, clearing away the rubble. Most German cities have nothing more than men with wheelbarrows and an occasional wagon or truck to cope with the ruins.

Many of Bremen's schools were destroyed, and rebuilding has been slow. Consequently, most of Bremen's schools run two or even three shifts daily, with the teachers operating all shifts without relief.

Like other German cities, Bremen was too crippled financially and too stunned generally to do much for its youth in the first two years or more of the occupation. However, in 1948 the city began to budget for youth activities. That year it set aside a total of 79,550 DM—not much, but a beginning. In 1949 the youth budget grew to 123,470 DM, in 1950 to 185,000, and in 1951 to 364,000 DM. In the last 2 years, 250,000 DM have been earmarked for new buildings for youth.

Until 1950 the city dealt only with organized youth—the youth that had been gathered into the traditional voluntary religious or political groups. Although a higher percentage of youth in Bremen is organized than in most cities, between 50 and 60 percent of Bremen youth is unorganized and resists organization. Some of these young people, after the Hitler de-

bacle, are wary of any organization; others are simply not joiners, preferring informal contacts with a few intimates to larger, planned activities. Yet, whether organized or not, youth needs places for recreation, workshops, reading rooms, baths, escapes from overcrowded living quarters.

Until 1950 only the Army's GYA offered such facilities to all comers. Since the summer of 1950, city-operated centers, subsidized to some extent by HICOG, have welcomed all boys and girls. The city is planning three new centers—one in the railway area, one in the eastern, newly developed industrial area, and one in Bremen Neustadt across the river. This last center is the pride of the City Youth Office and the City Planning Office of Bremen, for it is a carefully thought-out center intended to serve as a model for future youth centers. It took 2 years to develop the plans for the strictly modern and functional building with cross ventilation and much light. The design allows for expansion in the future, one unit at a time as funds become available.

Each of the three city-operated youth centers serves about 500 organized and 500 unorganized young people, with afternoon activities and recreation reserved for the adolescents and evenings for the more adult young people. All centers offer night courses to help young people to improve their earning capacity—or to give them some means of earning a living. The centers give courses in typing, shorthand, English, sewing, bookkeeping—in fact, anything for which there is a request.

The center at Neustadt is the only one in Bremen that conducts pre-noon activities. These are for 40 small children whose mothers work part time. Volunteer German women look after the infants. Actually, Neustadt Center is one of the triumphs of the City Planning Office. Where it stands, there was once a large school. This school was bombed out during the war. After the rubble was cleared away, the City Planning Office purchased old German Army barracks and set to work to make a building that would be functional and also attractive for the benefit of youth.

The head of the Bremen City Planning Office is Dr. Krajewsky, a professional architect with a wife who has architectural credentials. The Neustadt Center is Mrs. Krajewsky's particular project, and out of the barracks plus a little money she has made a center that is very attractive and also very useful to the young people who come to it. The Bremen City Planning Office has ruled that 1 percent of the funds for any building should go for beauty. In this particular center, the special fund has been used to make the entrance hall inviting. There is a very modern stone statue in this entrance hall, an abstraction that is not overwhelmingly abstract. On the rear wall there is a modern painting, and near the front door is a flourishing shrub in a large wooden keg. All these things are pleasing to the eye of the person entering. Paint, careful partitioning, increased window space, and inexpensive but attractive and substantial furnishings have done

Very young member of a youth home in Nuernberg.

the rest to make this reconstructed Wehrmacht barrack a pleasant place for children to come to from cramped living quarters.

Dr. and Mrs. Krajewsky deserve special credit for the model kindergarten and the model school plus community center that they have designed and seen constructed.

The kindergarten, for children of 4 to 8 years of age, is in an area populated by the very poor among the workers and the unemployed. For land, building, and furnishings, the cost was 375,000 DM, or about $93,000. Playrooms and classrooms are large, with whole sides of glass, window gardens, aquaria, and the most modern equipment for small people. There are washrooms with small tubs and showers of the right height. There are two dining rooms, one for the youngsters of 4 and 5 and the other for the older children, where every child gets a nourishing hot meal at noon. Then there are rest rooms with ingenious folding cots that open and close easily and, when not in use, hang on a rack against a wall. Every child has a nap in a well-ventilated, dim, and quiet room each day. If parents can afford to pay a few pfennigs a day for the noon meal, they do so; but if they cannot, the city provides the meal.

Habenhausen, in a suburb of Bremen, has a capacity of 600 to 800 students. Its cost, including the land, which is ample to provide adequate playgrounds and sport field, totaled about 500,000 DM. The school has 20 large classrooms, all with cross ventilation and diffused light. Some rooms have one side of glass extending down to within two feet of the floor; others have two. The broad window ledges support plants, goldfish, and various decorative objects. Furniture is of light wood and modern; the old-fashioned rooted desks and seats have given place to work tables and chairs. One wall of each classroom is given over to cupboards, with a recessed place for twin enamel washbasins and soap and paper towels. Each room opens upon its own garden terrace enclosed with shrubbery, and here in good weather classes can meet outdoors. In addition, the school contains library, kitchen, and lunchrooms. Adjoining the school wing is the community center—a great, light building with a huge area to serve

as gymnasium and auditorium. This enclosed gathering place is equipped with a good stage and dressing rooms that can be used as committee rooms. On the white front wall of the community center, above the entrance, are silhouetted in wrought iron the famous Bremen Musicians, dear to children of every land. The dog stands upon the donkey's back, the cat upon the dog's and the cock at the peak of this pyramid—as they stood in the old story—to see into the robbers' house and frighten the thieves out of their wits.

A special feature of the planning for this school and the others that are to come is that no child will have more than a mile to walk to school. There are many schools in Germany to which the children must walk as many as three miles. The major problem posed by this type of school is in its land requirements, which make it necessary to place the schools in the suburbs. Formerly, playgrounds and sport fields were not considered essential parts of a school.

berlin

Western Berlin is in a class by itself. Not only is it the last outpost of freedom behind the Iron Curtain, but it is a beacon—a symbol to encourage the will to freedom in the people

Berlin's popular mayor, Ernst Reuter, talks to the leaders of West German youth during the rally at Kassel.

who are obliged to live in the surrounding areas under Soviet domination. Because Berlin is 110 miles behind the Iron Curtain, it is undergoing a severely depressed economy. Its trade is all but destroyed. Imports and exports are interrupted by the Soviet authorities along the rail lines; perishable goods are frequently delayed beyond the point of usefulness. Berlin has survived the blockade of 1948 and 1949. It has survived coal shortages and food shortages and a continuous war on nerves waged by the Soviets. The people know the precariousness of their position, are aware that in the event of sudden war they have no chance; but they take this knowledge in stride and go about their daily affairs without display of nerves. Berlin has to have financial help and substantial financial help to keep alive.

THE FREE UNIVERSITY OF BERLIN. As a HICOG official in the American Sector pointed out, the Free University of Berlin is the only institution of higher education between the Elbe River and Shanghai where there is intellectual freedom and economic freedom, and it is largely American money that has made it possible for the Free University of Berlin to exist. Currently there are 5,000 students attending the university; lack of facilities is all that prevents the number of students from doubling in size. As it is, the Free University is important as a symbol and source of inspiration and hope to students of Leipzig, Dresden, and other university cities of the East. It came into being shortly after the old university, located in the Russian Sector of Berlin, reopened under Soviet policy in the early days of the occupation.

In those harsh days when heat and electric lights were at a premium, 2,000 students left the institution in the East Sector with its heat and lights in order to hear free lectures without either heat or light in the West. Today the Free University continues to draw the freedom-loving young from the East Sector and Zone. From 30 to 60 young refugees apply for entrance each month.

American subsidies to this stronghold of liberalism have thus far amounted to 2 million DM a year. Free University offi-

cials have made application for a substantial grant from a private source to achieve the following ends: a building program to provide the Free University with a university library, an auditorium, and a student dining hall, totaling 4,250,000 DM; establishment of an Institute for East European Studies; establishment of a Department of Political Sciences; establishment of an extension university to provide accredited evening courses; increase of professional exchange program with United States aid; and developing a general education program with intensification of inter-faculty relations.

If the extension university materializes, the Free University will be the first institution in Germany to provide a means by which persons unable to attend the university proper may work toward a university degree.

HOW AMERICAN MONEY IS HELPING BERLIN YOUTH. Of the 50 million DM allowed for special projects in HICOG's budget for the fiscal year ending June 30, 1951, West Berlin received 8.7 million—nearly a seventh of the fund. Most of this money has been allocated to youth. Other funds, too, serve the interests of the young. Here are some of the things that American money has helped to do in Berlin.

The largest single allocation of money for youth is 8.5 million marks. This money pays for a hot meal at noon for every school child and college student in West Berlin, 300,470 meals a day. American money pays for the food, and the West Berlin City Government pays the administration costs. The actual cost is 20 pfennigs, about 5 cents per meal of 400 to 450 calories. This very inexpensive meal means the difference between a healthy, adequately nourished youth and an undernourished youth.

American funds have recently helped to build two new school buildings, model schools, one for each of the two neediest districts of Berlin, Neukolin and Kreutzberg. For the Neukolin school the city put up 100,000 marks and HICOG, 150,000; for Kreutzberg German money amounted to 240,000 and American

money, to 245,572 DM. The city needs a hundred new schools, but two are better than none. The city has an especial need of schools to provide for the thousands of youngsters who reach the age of 14 and have no chance at apprenticeships. Such boys and girls are required to continue their attendance at school, a very good thing for the unemployed boys and girls, but this measure has strained school facilities to the bursting point.

American funds of 157,016 DM, together with German funds of 200,000 marks, have provided Berlin with a critically needed polio hospital of 100 beds; and now Berlin has its counterpart of the American March of Dimes, though its march is of pfennigs for the most part. A dime in Germany is likely to represent nearly an eighth of a man's daily wage.

Last summer American funds sent 2,500 young West Berliners to the West Zone for two-week camping trips, partly because the young people needed a change and partly because the American authorities believe that it is a good thing for the

The craft room in an "open door" youth center attracts boys of all ages.

youth of the Western Zone to get to know the "politically educated" and gaily courageous young Berliners.

Welfare workers have special problems in Berlin, partly because West Berlin is the main station for refugees escaping from the East. The City Government carries on a good program, and American and foreign private organizations help. HICOG assists all groups impartially, so long as they are helping people who need help. It helps trade-union-center activities, youth Houses of the Open Door, the youth-leader training center, Wannseeheim, the American Friends Service Committee's Rest House, a Protestant Children's Home, and a Catholic Maternity Home.

Five million marks of the McCloy Fund for Berlin have been set aside for a library that is to be an American memorial. It is to be a fine, modern library with a children's wing, a comprehensive music collection, and a special, though not segregated, section for adolescents. An open competition among German architects is now in progress to determine the plans for the Memorial Library; the building should be under construction by midsummer. It is to be located in a prominent spot; it will face east and be another symbol of freedom for the residents of the East Sector to contemplate.

A SPRING VACATION ENTERPRISE. A group of 30-odd young people, eight or nine of them girls and the majority of the group in the 18- to 20-year-old class, were gathered together in a large room of the Wannsee youth leadership training center in Berlin. Some of the young people were preparing to enter the university within the year; the rest of this group were university students. They had elected to spend their vacation period at the Easter season at Wannsee discussing international understanding and practical ways of avoiding war. On the front wall of their discussion chamber was an inscription from Romain Rolland which could be translated: "By various paths we approach the same goal."

The leader of the group was a young woman who did an excellent job of keeping the conversation within certain limits. The young people were keenly interested in the subject under

discussion and tended to overlap in their eagerness to set forth their ideas. This group believed that in world union lay the greatest hope of salvation. Why, someone asked, didn't the League of Nations succeed? Was it because the member nations had made little of really getting to understand one another? With some nations would it ever be possible to reach genuine understanding? The U. S. S. R., for instance? At the end of the morning session, the group signified its approval of the discussion by stamping its feet. They adjourned for lunch and in the afternoon split up into small panels to continue the discussion and try to come up with practical suggestions.

A girl member of the group came over to talk with the visitors. Her English was fluent, though she had never traveled in an English-speaking country. She had reached her nineteenth birthday the previous day and expected to attend the University after this summer. This was her second visit to Wannsee. It cost her only a mark a day; the charge to East Zone visitants was two marks a day because the East mark was worth only a small fraction of the West Deutschemark. People could not afford to pay more, yet they needed these courses so much; that was why it was so important to have help from HICOG. "It is a wonderful experience for some of the young people from the East Zone to come to these courses," the young lady said, "and would you believe it, it takes them a few days to get used to the idea of discussion, of saying what they really think!"

She shrugged. "We don't pretend that we will solve the world's problems by these discussion groups on international understanding and European union, but if everywhere the young people tried hard to understand the young people of other nations, wouldn't it help to avert war? This is a meaningful subject to young people, for if there is war it is the young people who interrupt their lives to fight. We don't want war, but if it comes, we want to be sure that what we fight for is worth fighting for." Suddenly she grinned in urchin fashion. "Not that anybody would run away from Berlin if war should come. How could anybody? There's no place to run."

in conclusion

On July 18, 1950, 10 leaders of West German youth met with Mr. McCloy to discuss the problems and the objectives of the young people. In the course of the meeting a spokesman for the group summed up the position and aims of the youth organizations represented, first expressing appreciation of the aid received from the people and the Government of the United States.

"We are speaking in the interest of more than 13 million German youths in all Germany, the unity of which is the premise of all our thoughts and acts, despite various political circumstances.

"Our proposals and efforts are designed for those who have associated themselves in youth organizations as well as for the unorganized, the homeless, and the unemployed youth.

"Accomplishing unity in variety is the absolute demand of the hour, which requires joint efforts for a relief of the great distress. Our preparedness is expressed in voluntary pooling of all our individual forces, wherever this is necessary and possible.

"The German youth rejects, after the bitter years of no freedom, every totalitarian system. They declare themselves for freedom of belief and conscience, of the individual as well as of society, and demand social justice for all segments of the people. They know that their ideals can be realized only in a free democracy. They are therefore ready to participate with all their strength in the construction of a democratic Germany as a member of a free Europe in a free and peaceful world. The German youth desire a close cooperation with the youth of all nations and request that all paths to this be opened.

"The young Germans comprising the various youth organizations are prepared jointly to tackle the task facing youth in general. They deliberately reject a rigid, uniform youth organization. In the vigorous versatility of their organizations and programs, every young German should be given the possibility, according to his capabilities and inclinations in school, work and

This refugee boy from the East Zone is happy in his work and life in the youth village at Castle Kaltenstein.

leisure, to be able to experience the character of a free society in which he learns to decide for himself as an individual and voluntarily to bear responsibility for others.

"The German youths are determined to approach their task systematically and under their own direction, in order to achieve the above goals; they hope that the communities, the *Laender* and the Federal Republic help them and make quickly available the necessary means; and that the youth officers of the High Commissioner on their part, too, will help spiritually and materially as they have helped in the past, and will coordinate their plans with the responsible committees of German youth organizations.

"Please communicate our opinion to the youth of the entire world."

As a whole, and as this pamphlet shows, young Germany has come a long way from the "Heil Hitler" frame of mind. Some have progressed much further than others. With German youth, as with the youth of any country, some learn faster than others. The young Germans who have made the swiftest progress of all are those who have had the chance to live and learn for a time in a free-thinking foreign country, seeing for themselves how everyday people live and work in an established democracy. The value of their influence, upon their return to Germany, has shown itself to be a steadily increasing one. The returned exchange student is the most helpful leader for those young people who showed by their answers in a recent opinion poll that they have not yet grasped the dangers inherent in a single, centrally controlled organization for youth. He is the most effective antidote to the influences of Neo-Nazi and Communist.

Our Government is continuing to foster and stimulate the exchange program, assisting the sponsoring agencies to create more opportunities for young Germans to travel and observe. In Germany, Americans are working to relieve the many tensions that youth suffers because of the lack of homes, jobs, and vocational training, and because of the fear of war. They are working to provide adequate, guided recreation in the knowledge that the use of leisure time is of paramount importance in the shaping of character. They are helping to provide means by which young

Germany can become politically informed. They are encouraging participation by youth in community and civic activities, for by such participation young people learn to accept social and political responsibility. And these particular young people are gradually developing a healthy nationalism to replace their distrust of all nationalism that had followed upon their disillusionment with the aggravated form known as naziism.

Our objective with German youth is easily, quickly stated: we want the young people to understand and to practice democracy on the basis of their genuine belief in the validity of the democratic principle, their firm conviction that a democratic way of life offers richer satisfactions to the human mind and heart than any other way of life. Such an objective is not achieved either easily or quickly. Great patience and great understanding are required of all of us who would help young Germany along its difficult way. These young people ask of us, not indulgence, but understanding and cooperation.

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