

ORT Schule Fritzlar.

Radio class. This class had just recently ^{been} set up in a room at the end of a well constructed building that had formerly been used as the stable of a German cavalry regiment. Good equipment and material had been provided and there seemed to be a good possibility of using it very profitably. However, there were only five students in the class and the instruction was lifeless.

Auto-mechanics. This is a good shop, in a building formerly used for the same purpose, with traveling cranes and other conveniences. The equipment is good - two lathes, two shaping machines, milling machine, grinder, hacksaw, drill press. The boys work in the shop during the morning and learn to drive in the afternoon. The 15 students will finish their course in two weeks, and then be transferred to another shop.

Schlosserei. Equipped with seven vises, a drill press. In another room is a forge and also equipment for electric and oxy-acetylene welding.

In another room there was an exhibition of completed work. It was plentiful and varied, but certainly not well displayed.

Damenschneiderei. The usual program. The instructor came from the school in Pocking. The students were using newspapers for patterns.

This school was taken over by ORT only a month ago, some of the activities having been conducted by the camp committee.

the transition has been attended with many difficulties. The present director has been inherited from the former management and is not the right man. He is only there because he represents a party. The boys do not like him because he antagonizes them. There are also difficulties with the assistant director, so it is the inspector's intention to drop both of them.

In general, the school is poorly kept. It needs a general rousing ^{house} up ~~and~~ cleaning. At the end of a session there was a woman sweeping up the auto shop. ~~A~~^Good training would indicate that the boys should have taken care of this themselves. During our visit the boys spoke to us about their desire to drive cars without being accompanied by an instructor, both within and outside the camp. Mr. Solun and I impressed upon them the danger of any such practice. Of course, driving outside the camp at any time would require a licence^s. The young men have organized a student council and thus have incurred the dislike of the camp committee. It is difficult for an outsider to judge the merits of the controversy, but there are indications that the ~~merits of the controversy~~ are on the side of the young men.

YMCA and YWCA Camp at Widsee near Bad Wildungen.

Miss Dreyer, director, a Swede who speaks English like an English woman, but with a slight ^{twist} ~~tweeze~~ that makes her speech almost sounding Irish. She also speaks good German. She is dynamic, efficient and, says Mr. Solun, very intelligent and a strong disciplinarian. She has good counselors and an excellent Polish cook, whom everybody calls "mamma."

There are 250 campers at one time, both boys and girls, ranging from 8 to 18 years of age, four groups during the summer, each attending two weeks. Mostly Balts with some Ukrainians^K. The nationalities are mixed up in the tents, eight in each tent. All speak Russian or German. The program is the usual American summer camp program, including interest groups, sports, some voluntary activities. The place is exceedingly well kept. It is located on the Fulda River. Early in the summer there was quite near a lake here, but the water is receding because it is being withdrawn by the authorities for traffic on the river. The children are a fine looking, healthy group. Apparently the camp is successful socially as well as for health purposes. All activities are outdoors, even the kitchen is in a partly open building. The youngsters live in Army tents.

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The visits to the camps in the Kassel area emphasize the problems noted in my interim report. The position of the inspector, and, of course, of the camp directors, is made especially difficult by the varying attitudes of the camp committees, internal strife along party lines seems to take up a great deal of time and energy of the committee, and the effect upon the school is usually bad. There is great desire to dictate the personnel for the school in terms of favored individuals rather than in terms of effective teaching. Somehow or other the camp committees are not as interested in the young people as they are in themselves. This is exceedingly unfortunate because it provides another deterrent

to the maintenance and raising of morale.

Even when committee influences do not operate, it is still difficult to get good assistants and teachers. When such teachers cannot be found among the DP's, they are sought among the Germans, but even when good German teachers exist, the problem of transportation from their homes often makes them altogether unavailable. Again, the DP's are suspicious of the Americans who have come in to help them, ²And it takes a great deal of diplomacy to ease the situation. The DP's need all the outside technical help they can get, and should welcome it. Nevertheless, the fact that the suspicion does exist is one that must be faced squarely and sympathetically.