



ORT

a record of ten years

**REBUILDING JEWISH
ECONOMIC LIFE**

ORT

ORGANIZATION FOR REHABILITATION THROUGH TRAINING

... record of the last ten years

rebuilding jewish economic life



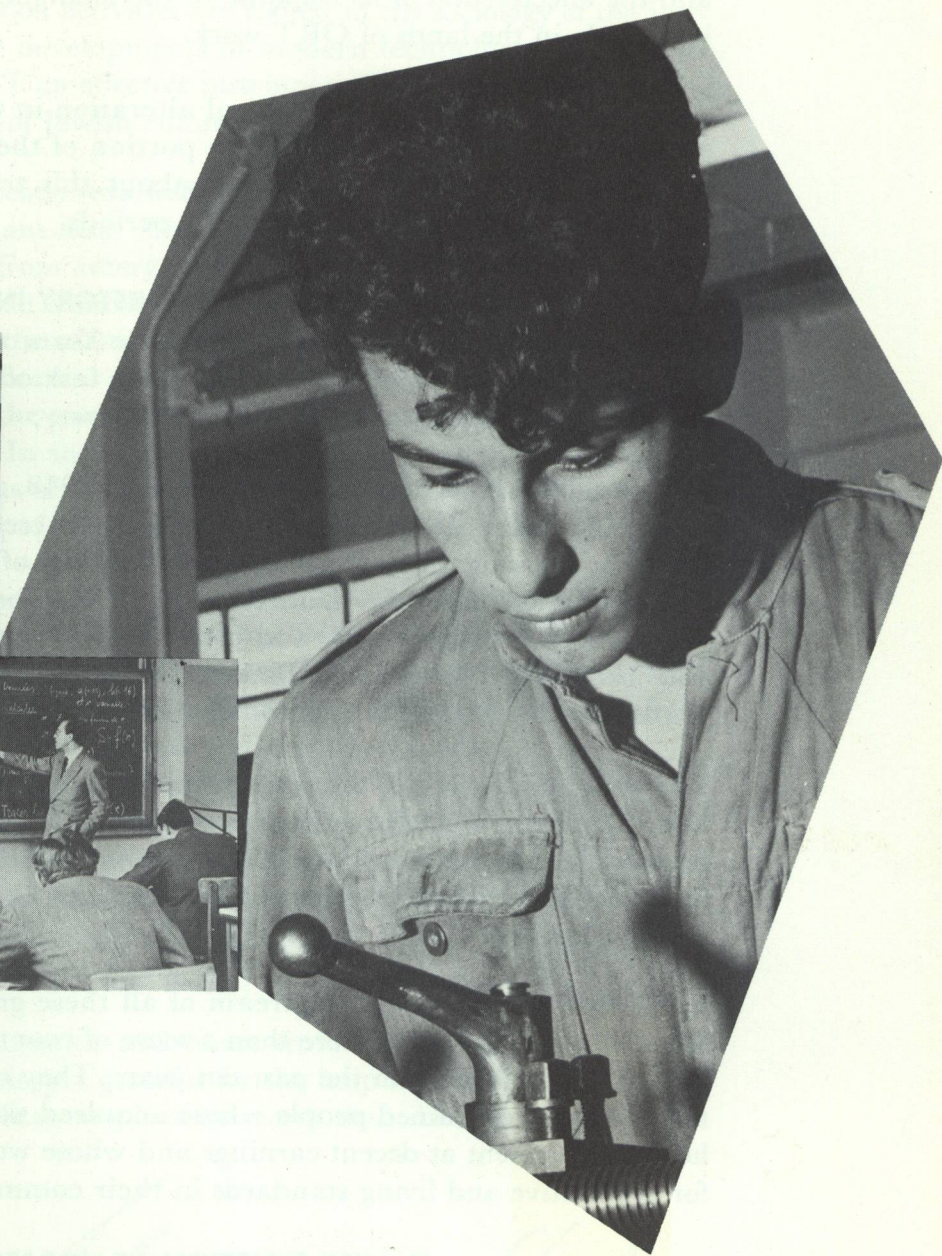
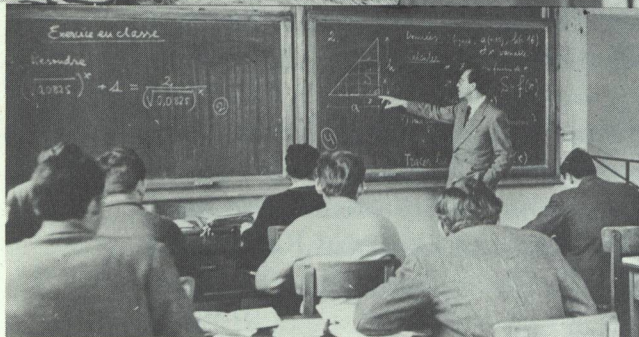
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New York 10, N. Y.

Time out between classes
—Kfar Abraham, Israel.

Math session—ORT Institute
for Teachers, Switzerland.



Foreword

This account of ORT overseas activities has been prepared from the perspective of a ten-year period, covering the dramatic and swift-paced events of the post-war decade. By going beyond the customary framework of an annual report to this longer view, we hope to be able to

more meaningfully examine the evolution of the vocational program and the effectiveness of its response to the changing needs of the Jewish people in the lands of ORT work.

This decade has witnessed a radical alteration in the geography and structure of Jewish life over a large portion of the globe. The main operative trends that have brought about this transformation form themselves naturally into two distinct periods.

THE TWO PHASES OF JEWISH HISTORY IN THE LAST DECADE

The years 1945-1949 may be designated the Years of Rescue, when our greatest efforts were channeled toward the task of rehabilitation and resettlement of the survivors of European Jewry.

With establishment of the State of Israel in 1948, a whole new orientation emerged in Jewish life in the challenge to create a viable society there. At the same time, the Jewish communities of the Moslem lands, so long cut off from the main currents of European and American Jewry, were "rediscovered", and broad scale programs introduced to ameliorate their age-long disabilities. To these efforts, recent developments have compelled the addition of a substantial emigration program.

The common feature of the period since 1949 in Israel, North Africa and in Europe as well has been reconstruction, the creation of new bases of Jewish existence in more favorable environments. We have, therefore, headed this chapter of ORT work the Years of Reconstruction.

ORT has been in the mainstream of all these great developments. Some 200,000 persons in more than a score of countries passed through its various institutions in the past ten years. They comprise a substantial grouping of trained people whose acquired skills permit them to hold employment at decent earnings and whose work has significance for productive and living standards in their communities.

THE KEY FUNCTION OF VOCATIONAL PROGRAMS

A review of ORT activities very quickly becomes in actuality a description of the economic life and economic problems of Jewish communities overseas. One of the important conclusions to be derived from our experience is that plans for communal rehabilitation or development must assign a high priority to vocational education. In our times, facilities for training in useful occupations, conducted as regular and continuing educational programs, are at least as basic to normal, healthy communal life as hospitals, homes for the aged, or any similar function. This fact emerges clearly from the descriptions that follow of ORT operations in the key areas of current Jewish need in Israel, North Africa and Europe.

The methods and practices pursued by ORT in its occupational training and reconstruction activities are rooted in the sociology of the Jewish people and the developments of modern technology. Both facets blend to make ORT an effective instrument for strengthening the economic functioning of Jewish communities.

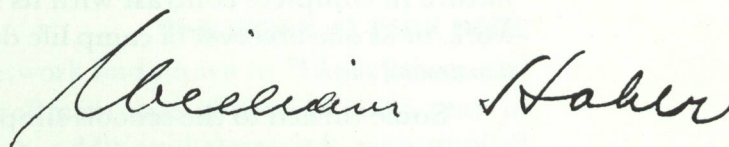
Throughout the decade reviewed here, ORT had to adjust its plans to situations in constant flux. Compressed in this brief period was the great changeover from emergency programs for DPs and refugees to the more normalized conditions that followed. ORT set up programs in new areas with the manifold attendant problems of adaptation. In this time, too, the internal structure was rebuilt. New people had to be found to manage the new institutions; new supporting organizations were established. In short, the process of communal reconstruction which was the focus of ORT's concern, was paralleled by the organizational rebuilding of ORT itself out of the ashes of destruction.

ORT AND THE JEWS OF AMERICA

The resiliency of the ORT response to these kaleidoscopic changes was primarily due to the operational direction provided by the World ORT Union, from its headquarters at Geneva. ORT programs are fully under the guidance and planning of this central office.

A large portion of the funds for the program has been provided by the Joint Distribution Committee, out of UJA income. Significant amounts have been made available from the membership income of the American ORT Federation and its affiliated groups, notably Women's American ORT.

We have drawn strength and heart from the support of American Jewry and we are deeply grateful for the help and understanding that have made possible so much of the work described in the pages that follow.



William Haber
President, American ORT Federation





PART 1

the years of rescue

The full dimension of the destruction Hitlerism had visited upon the Jews of Europe emerged in all its starkness with the liberation in 1945 of the death camps and labor camps. These same camps became in a matter of months the sites for a vast effort at human restoration among the survivors. During the work in the DP camps, ORT had to deal with a "population on wheels," whose chief desire was to emigrate from the scene of their horrors. These expectations were not to be realized for some time, however. In fact, 1946-47 saw additional tens of thousands flock to the camps from Eastern Europe. At the beginning of 1947, the Jewish DP population numbered about 250,000 distributed across the countries of western Europe.

PASSPORT TO FREEDOM

Delay in opening channels of emigration produced a mood of desperation. Three years after the allied armies had overthrown Nazi rule and the barbed wire fences and searchlights had been removed, many of the inmates remained in the same camps. Conditions in the camps were bad enough. But the enervating effects of idleness and waiting worked a terrible attrition of the spirit. This was the highly charged backdrop against which ORT unfolded so quickly.

An ORT workshop, no matter how simple its physical appurtenances and housed as it often was in make-shift quarters, was by its very nature in complete contrast with its surroundings. It was a center of work, or as one observer of camp life described it, "*an escape from the negation around them.*"

Some turned to the schools simply to occupy themselves. Others were attracted by the great variety of activities in and about the schools. For practically all, learning a trade was conscious preparation for life elsewhere and therefore a step toward emigration. An ORT diploma was accepted by many governments as a document indicating trade qualification and became known as a "passport to freedom," helping thousands to meet visa requirements.

The first trade school was organized at Landsberg by the former director of ORT in Lithuania, Jacob Oleiski, shortly after liberation. On October 1, 1945, this school was formally dedicated and the ORT program for the DP was launched. Other schools were established spon-

taneously in other camps. In the British zone, courses were opened at Bergen-Belsen in December, 1945.

These beginnings were largely improvisations. By November, 1945, the World ORT Union had worked out arrangements with the United Nations Relief and Rehabilitation Agency (UNRRA) and a planned program of vocational rehabilitation began to take form. Understandings were reached with the Central Committee of Liberated Jews which recognized ORT's exclusive competence in the field, and later with the International Refugee Organization (IRO). Firm operational cooperation was established with the JDC.

**The long trek west to the DP camps
in Germany, Austria and Italy.
Ultimate destination for most—Israel.**



THE WORK AT PEAK LEVEL

By 1947-48, the ORT DP network had grown to 712 workshops and vocational courses at a peak enrollment rate of over 18,000 a year in Germany, Austria and Italy alone; additional thousands were enrolled in Switzerland, France, Holland and Belgium. Fifty trades were covered, including branches of metal work, optics, construction, glass blowing, marine, textile and garment working. 934 instructors had been put to work in classrooms and shops, almost all of them located among the DP's themselves. Other personnel and machines for the shops came from the United States.

Courses were necessarily brief, varying from three months to one year in length. They were intensive, however—as much as four to eight hours a day. Participants have described a sense of pulsating energy

within the schools. The school often became the cultural, recreation and discussion center of the camp.

Despite the handicap of constant turnover as students left, by 1947 the ORT Central Office had largely succeeded in infusing definite standards of instruction. From then on, the quality of the schools improved steadily. They were regarded by IRO officials, for example, as models of what could be done in an unavoidably fluid situation. In several areas, IRO assigned ORT the vocational training of all DP's, Jews and others.

Besides the displaced person there was the refugee, of more ambiguous legal status. They were to be found not only in Europe, but in every land of haven, from Shanghai, to Canada, throughout Latin America and in the United States. Schools were opened in these areas as well. Two ORT schools in New York continue to afford free trade schooling to some 700 new arrivals annually.

END OF THE DP ERA

The tide began to turn after May, 1948, when Israel declared its independence. The DP camp exodus was accelerated by the U. S. Displaced Persons Act of June, 1950. The vocational network contracted correspondingly. A new item began to appear in ORT reports, headed "*Transfer of Supplies and Equipment.*"

The agreement with UNRRA and the Central Committee of Liberated Jews had specified that school equipment would follow the DP's to their new home. Large quantities began to arrive in Israel during 1949, and some of it is still in use in ORT schools there. Many of the camp instructors, too, are now employed at the schools in Israel.

A new phase of DP work grew in significance; occupational therapy and vocational rehabilitation of the tubercular and disabled. This activity continued until 1952. It signaled the reduction of the whole problem to a hard-core level. All that was left of that period—the camp for Jewish DP's at Foehrenwald, Germany, with about 1,200 inhabitants of whom 150 were studying with ORT—closed down in the spring of 1956.

BRIEF EFFORT IN EASTERN EUROPE

While the drama of the DP and the refugee captured the center of attention, off stage to the East a different kind of drama was working itself out. As soon as conditions permitted, ORT, like JDC and other communal agencies, entered the area.

**Learning to rebuild.
A course in construction work
at a DP camp in Austria.**



Here, too, however, the Jewish population was in movement. A steady stream flowed westward, chiefly as a stopover to Israel. Nevertheless, by the beginning of 1949, ORT had 260 training units for 7,740 students in Poland, Hungary, Rumania and Bulgaria, and a scattering in Czechoslovakia. The descent of the Iron Curtain brought everything to a speedy halt. By the close of that year, ORT had been locked out of all these countries and its institutions confiscated. Contact with this segment of Jewry was broken.

WELLSPRINGS OF REVIVAL

A tremendous vitality was released among the Jewish survivors in the immediate post-war years. Large numbers grasped the opportunity to acquire productive occupations. Altogether, about 100,000 persons passed through DP and refugee training establishments.

Vocational schooling was considerably higher among the Jewish DP's than among others. Although Jews constituted less than one-quarter of all DP's, 50 per cent of those who received training were Jews.

Some 30,000 ORT trainees are estimated to have made their way to Israel, where they comprise a sizable addition to the country's skilled labor force.

What might be considered an objective judgment was rendered in a report on "The Displaced Person and the IRO" by a Special Subcommittee of the U. S. House of Representatives Committee on Foreign Affairs:

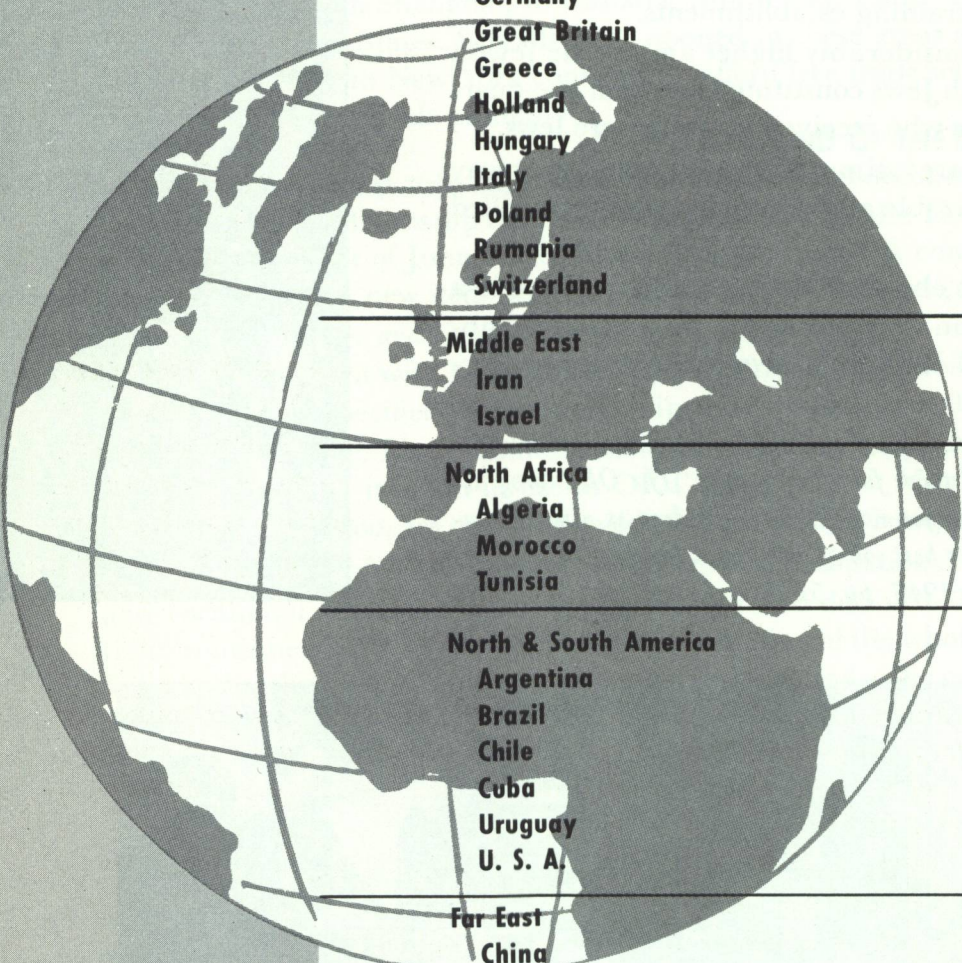
"The subcommittee marked the differences between opportunities for vocational rehabilitation for Jewish children and those for other groups. The ORT program is very effective, while such a program for non-Jewish children is almost completely lacking . . . ORT has done the best job of vocational training in the Displaced Persons' Camps." (November, 1947, pp. 52-3)



Hands restored to use—an ORT DP camp school in Bavaria, 1948.

enrollment in ORT

vocational programs



	1949	1955
Europe		
Austria	3,022	941
Belgium	895	396
Bulgaria	1,000	...
Czechoslovakia	225	...
France	4,746	2,954
Germany	8,398	708
Great Britain	226	21
Greece	132	114
Holland	779	555
Hungary	2,636	...
Italy	4,575	3,053
Poland	4,479	...
Rumania	4,200	...
Switzerland	306	...
Middle East		
Iran	...	989
Israel	1,315	4,794
North Africa		
Algeria	250	508
Morocco	918	2,312
Tunisia	...	1,741
North & South America		
Argentina	107	299
Brazil	128	120
Chile	94	...
Cuba	151	...
Uruguay	58	233
U. S. A.	1,957	702
Far East		
China	252	...
Other		
South Africa	...	389
Teachers Training Institute (Switz.)	62	171
Teachers Training Institute (France)	...	24
Totals:	40,911	21,024



PART 2

the years of reconstruction

The new pattern that began to emerge in key areas of Jewish life overseas by 1949 was sharply reflected in ORT activities. Comparative figures in Chart I illustrate the major trends.

The new geography that epitomises the contrast between the two postwar periods for Jewry is made clear by one set of figures. While already a declining operation, Germany was still by far the largest activity in ORT in 1949. Today, Israel is the largest center of ORT effort, followed by North Africa.

CONTRAST OF TWO ERAS

In 1949, about 40% of the student body were DPs or refugees. By 1956, they amount to a little over 4%. In terms of age, three in ten were under 18 in 1949. Today, seven out of every ten ORT students are teenagers. The comparatively high enrollment for 1949 contains many who may have attended classes for a matter of months, while waiting to emigrate. Today, the basic unit of ORT education is the secondary school, whose students attend over a period of three to four years.

If the DP has disappeared from Europe, re-integration of the remaining communities, particularly in France and Italy, remains very much a current problem. ORT's considerable activity in these countries has been thoroughly revamped in line with the necessities of a fairly stable population trying to sink new roots.

In the past several years, ORT has built school systems in Israel, Morocco, Algeria, Tunisia and Iran—all completely new lands for ORT work, in which it had no previous experience.

THE FACTS ABOUT ORT TODAY

In 1955, vocational services were provided to Jewish communities in 19 countries. This largest voluntary vocational training network in the world comprised 392 schools, workshops, apprentice plans, agricultural training stations and special courses for adults. Over 60 trades were included in the curriculum. 4,574 persons graduated as qualified mechanics and craftsmen, 1,036 of them in Israel.

The largest number of students come from the very poor. To make it possible for them to attend, various social welfare services have been introduced, such as clothing distribution and hot lunches. Practically all ORT schools have facilities for regular medical care. In many instances, the ORT school is the only assurance of an opportunity of any secondary education whatsoever for all but a few Jewish youth.

CALIBRE OF STUDENTS AND SCHOOLS IS HIGH

The applicant for admission to an ORT school has usually completed his elementary education and successfully passed a battery of aptitude and intelligence tests. To qualify for graduation, students are expected to pass a government trade examination as well as school tests. One instance—in Tunisia at the close of the school year in June, 1955, ORT students set the highest marks in the country. Indeed, quite contrary to the long prevalent stereotype of the Jew, these youngsters display great avidity for manual work and things mechanical.

To some extent it is possible to measure the degree of diligence by the drop-out rate. In the United States, every other student who enters high school fails to finish and the figure for trade schools is poorer still. Applying this yardstick to today's ORT student, the drop-out rate is 16.5%.

APPRENTICESHIP: A WORK AND STUDY APPROACH

Special programs have been developed for youth who do not fit into the secondary school setup. Notably among the families of the North African ghettos, even the pitifully small earnings the children can muster from the streets are counted toward the family income. To reach them, apprenticeship plans were instituted three years ago whereby the youth earns while he learns.

Last year, about 3,700 youth were placed in private enterprises as apprentices, their learning supervised and provision made for after-work classroom supplementary study. They supplement their family income by \$600,000 annually, a return already several times the investment in their training.

DEMAND IS FOR MORE COMPLEX SKILLS

The kinds of trades covered have to be set for each school separately, after consideration of the job opportunities available and the general level of technological development in the particular area.

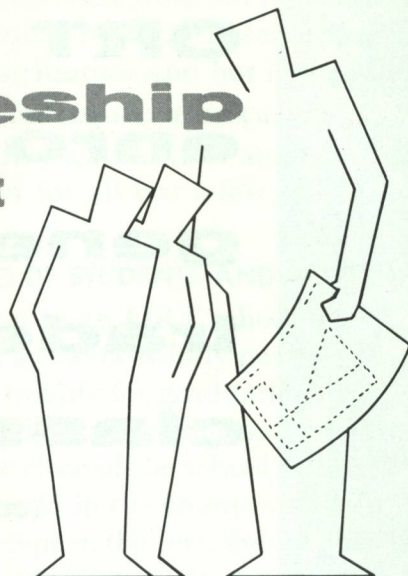
Jewish youth tend to shy away from clothing work. Their aspirations are more toward technical skills. Although needle trades still predominate among girls, the leading trade categories for boys are currently metal work and electronics (electricity, radio, television and related skills). Needle trades run seventh.

ORT enrollment by general trade classification

(DURING 1955)

	No. of Students	Percentage
Metal Work	5,559	26.4%
Light Mechanics	230	1.1%
Electricity	2,455	11.7%
Wood Work	1,662	7.9%
Agriculture	59	.3%
Needle Trades	6,056	28.8%
Leather Work	396	1.9%
Textile Trades	279	1.3%
Industrial Arts	1,454	6.9%
Construction	133	.7%
Miscellaneous	2,741	13.0%
Total	21,024	100.0%

ORT apprenticeship enrollment



Country	1954	1955
Algeria	115	156
France	1,026	1,199
Holland	10	11
Israel	45	195
Morocco	470	951
Tunisia	774	1,070
South Africa	60	129
Total	2,500	3,711



SOLVING THE TEACHER SHORTAGE

Teacher shortages prevail in many lands and vocational teachers, who must combine pedagogic experience with technical proficiency, are scarce. ORT has met this problem by setting up its own teacher training institutions.

Located at Anieres, on the outskirts of Geneva, the Central ORT Teachers' Training Institute is a unique experiment in higher education on an international scale, drawing its student body from many lands. In 1953, the Ford Foundation sponsored the training of 20 Israeli boys as vocational teachers. Israelis and North Africans now comprise the largest number of teachers-in-training.

For his two years of study, the instructor-to-be is completely immersed in his school life, which is enriched by Jewish and cultural pursuits. After completing his work at the Institute he is permitted to sit for the official Swiss qualifying tests for "workshop masters", examinations that are considered extremely exacting. He is then assigned to a third year of on-the-job practice in Swiss factories and practice teaching; at conclusion of which he presents a thesis on a pedagogic theme, which he defends in oral and written examinations. Only then may he be pronounced an ORT instructor and assigned to a school.

In this miniature United Nations, whether he comes from Teheran, Tel Aviv, Tunis or Strasbourg, he learns something of the history of the Jewish people and the meaning of ORT for their economic reconstruction. The school seeks to imbue the future instructor with a sense of mission and devotion.

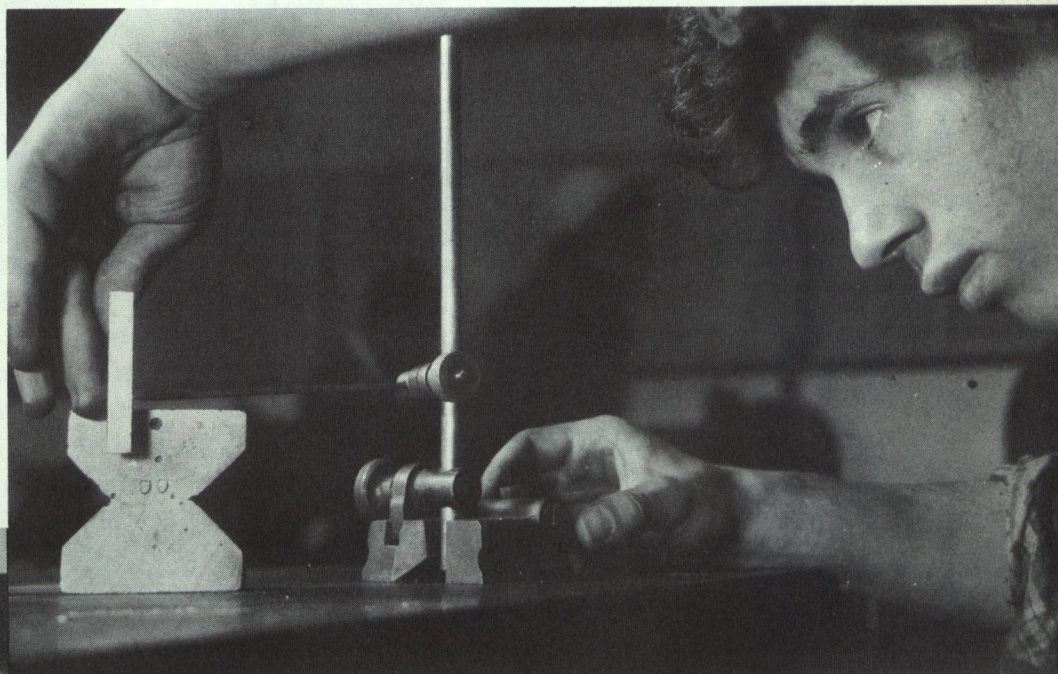
**Jewelry making course
at one of the last remaining
ORT schools for refugees in New York.**

Early in 1953, an extension of the Institute was established in Paris, as a seminary for women teachers. Both schools of higher education are under the direct supervision of the World ORT Union central office.

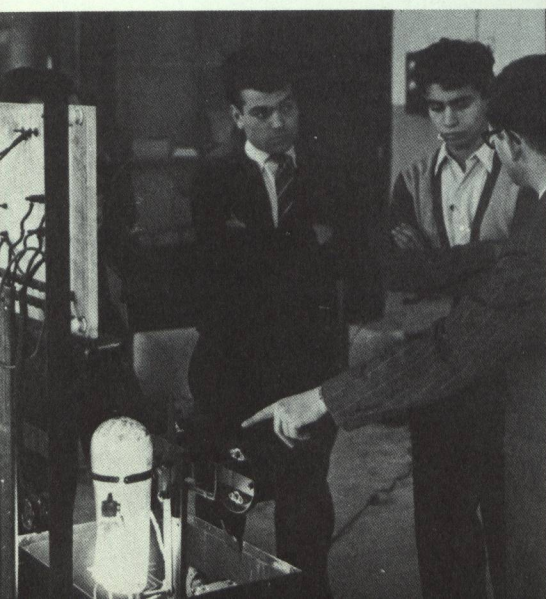
CENTRALIZED DIRECTION BY THE WORLD ORT UNION

Teacher training and procurement is but one of the many operational functions of the central office. During the past six years, the World ORT Union has purchased and distributed \$2,000,000 worth of machines and tools, including 551 tons of practice materials. Over 400 textbooks, charts and teaching plans were compiled and published in several languages. Many of these technical materials have found welcome usage among Jewish craftsmen outside the schools. Curricula for the various courses have been elaborated in accordance with local conditions, but conforming to general standards of quality.

The central purpose of ORT, to make available to Jews knowledge of modern technology and industrial practices, has to assume many different aspects when translated into practice. How this program that embraces countries and communities at very different levels of economic and cultural development is actually organized and its content varied according to local conditions can be understood from an examination of the three main areas of operation—Israel, North Africa and Europe.



**To the thousandth of an inch—
Metal work, Boys' school, Rome.**



**Instructors-to-be watch an
electronics lab demonstration—ORT Teachers
Training Institute, Anieres, Switzerland.**

ISRAEL

enrollment in the ORT schools

(DURING 1955)

Locality	Total	3 & 4 Year High Schools	2 Year Schools	Short-Term Adult Courses	Apprenticeship	Children's Workshops
Afule	143	106	37			
Ashkelon	114		114			
Beersheba	9			9		
Bnei Brak	71		71			
Givatayim	353	227		126		
Herzliah	89	44	45			
Holon	145		115	30		
Jaffa	1,166	463		703		
Jerusalem	489	345		102		42
Kfar Abraham	215	172	43			
Kfar Ganim	44	44				
Kfar Monash	121			121		
Kyriat Shmoneh	32		32			
Nathanya	545	401		34	110	
Ramat Gan	168	75	59	34		
Ramleh	71	71				
Rehovoth	409	166	20	138	85	
Tel Aviv	559	224	104	231		
Tel Litwinsky	51		51			
Totals	4,794	2,338	691	1,528	195	42



PART 3

ISRAEL: constructing a nation's economy

The largest single factor to have affected Israel's economy has been the enormous human influx of almost 800,000 immigrants in its short eight-year history. In sheer volume, this immigration was greater percentage-wise than any other nation had ever before experienced in so brief a time.

IMMIGRATION TO INTEGRATION

The effects of all the discriminations, restrictions, and disabilities that had been thrust upon the Jew in the past were apparent in the immigrant group. Only one in four reported any kind of work experience. Of these, almost half had been in services rather than production trades. Less than two per cent had been in agriculture; about ten per cent had industrial skills. The immigrants brought little or no capital. Half of them came from semi-feudal areas of Asia and North Africa. Over 40 per cent came from Eastern Europe, via the DP camps and a decade or more in which they had been shut off from any sort of normal economic endeavor.

To convert this immigrant mass into a productive labor force, vocational training is a crucial and perhaps decisive means. It is certainly the most direct assurance that the youth of recent immigrant origin will grow into men and women capable of participating in modern industry and mechanized agriculture.

CREATING A LABOR FORCE IS A NATIONAL PROBLEM

The problem is a national one, however, not limited to immigrants or youth alone. For one thing, the labor force as a whole—that is—the number of people working in any capacity, is abnormally small. A report issued in the summer of 1955 by the Israel Government Economic Advisory Staff concluded that "*The proportion of the population . . . in the labor force in Israel is probably lower than in any country in the world.*"

Secondly, the economists found a "*low proportion engaged in producing commodities.*" More than half those gainfully employed are in services and commerce; less than half are engaged in agriculture or manufacture of articles of consumption.

The study made clear that the problem of "productivization" is a general one for the people of Israel. For that reason, from its inception in Israel, ORT conceived of vocational education as an instrument for national development and projected a program that would be inclusive in scope to reach many layers of the population.

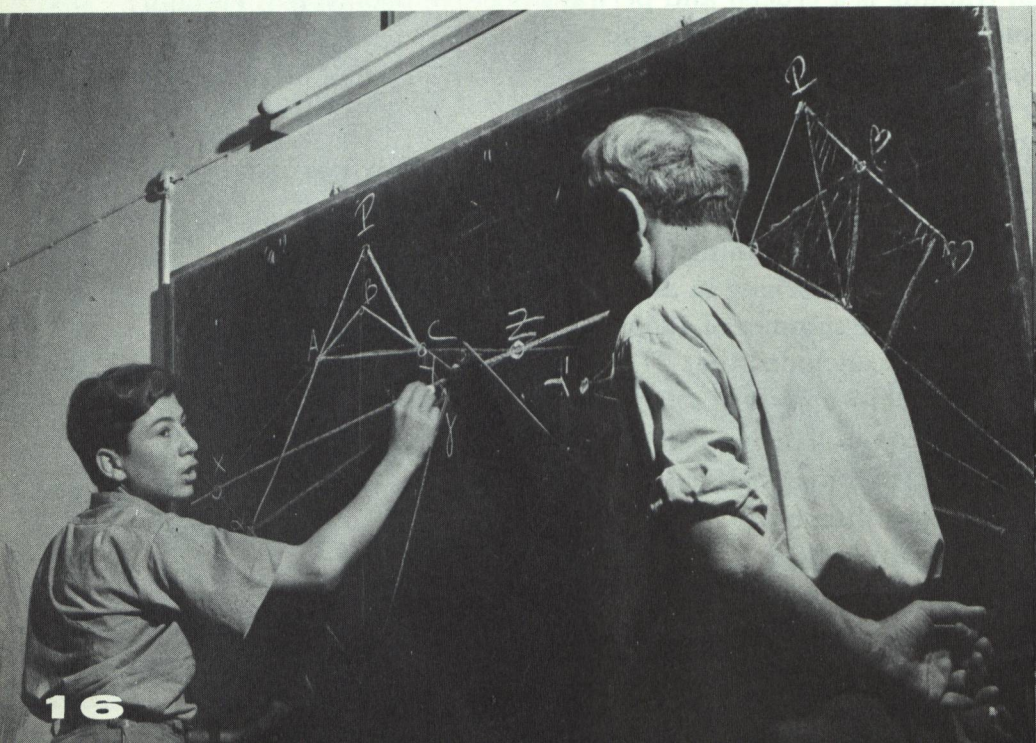
In many Western countries trade schools are of lesser importance because apprenticeship is widespread, while each major industry has a history and tradition behind it. In the U. S., where the entire society is permeated by technology, youth grow up with their aptitudes for mechanical things already developed. Israel lacks such a technologized culture and its industries are but a few years old. There is no industrial tradition. Apprenticeship is limited. In this environment, a technical education program attains great significance for the molding of a productively skilled population.

ISRAEL'S ECONOMY REQUIRES A DIVERSITY OF SKILLS

The system of ORT trade schools reflects the manifold occupational needs of the country. While most ORT students are enrolled in basic industrial trades such as metal working, wood-working, electricity and agromechanics, the schools also teach dental mechanics, air-conditioning and refrigeration specialties, rug-weaving and auto repair. Seventeen different fields of work are taught.

The first task undertaken, in the spring of 1949, was in cooperation with the Rehabilitation Division of the Ministry of Defense. Several hundred discharged soldiers and war wounded were enrolled in the ORT Training Center for Ex-Servicemen at Jaffa. Altogether, ORT had 665 students in 19 courses when it began in 1949.

The theory behind the practice—ORT Jaffa.



Refrigeration mechanics—ORT Givatayim.





New construction throughout Israel requires a large skilled labor force.



Dress designing for the women of Israel—ORT Girls' school in Tel Aviv.

Today, ORT operates the largest system of vocational high schools in the country, covering over one-third of Israel's enrollment in such programs. During 1955, a total of 4,794 persons attended all ORT schools, workshops and special courses. These vocational units comprise a national network serving most of the more densely populated areas, with establishments in 19 localities. In the brief period of its activities in Israel, ORT has given training to over 10,000 persons.

ORT HIGH SCHOOL SYSTEM

Backbone of the program is the string of three and four year schools which provide a well-rounded secondary education. Beside vocational studies, the curriculum includes Hebrew, history, mathematics, the sciences and physical training. The shortage of secondary education facilities of any kind in Israel adds to the importance of such a course of study. Increasingly, the trend is toward converting all trade high schools into four year schools in order to reach the high level of skills and general education desired.

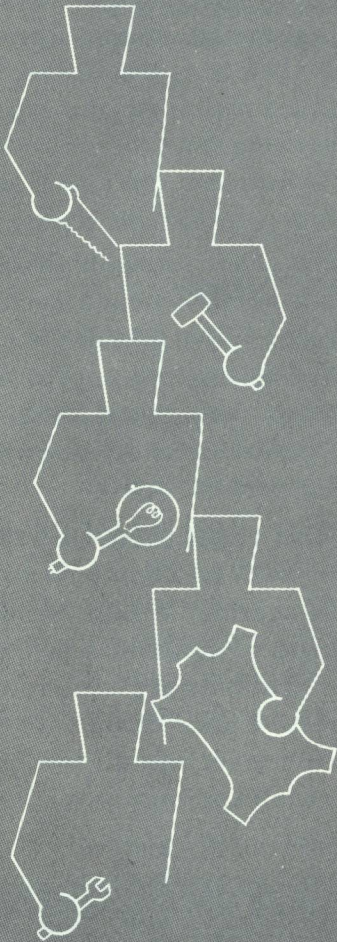
With few exceptions, the high schools are conducted in cooperation with the municipalities. Local councils contribute about 40 per cent of the cost and in most instances have supplied the building to house the school. While each school is part of the ORT system, it has a local character and is regarded as part of the educational facilities available to the people of the area.

TECHNICIANS FOR INDUSTRY

In a separate category are two institutes for professional studies. The ORT Institute of Dental Technology at Jerusalem and the Laboratory Technicians' School at Ramat Gan demand several years of high schooling preliminary to admission. Each school is the only one of its kind in the country. The laboratory assistants school has the additional effect of opening a new professional field to girls. More schools at the technical institute level are to be opened shortly. The Textile Manufacturers Association is sponsoring such an ORT establishment at

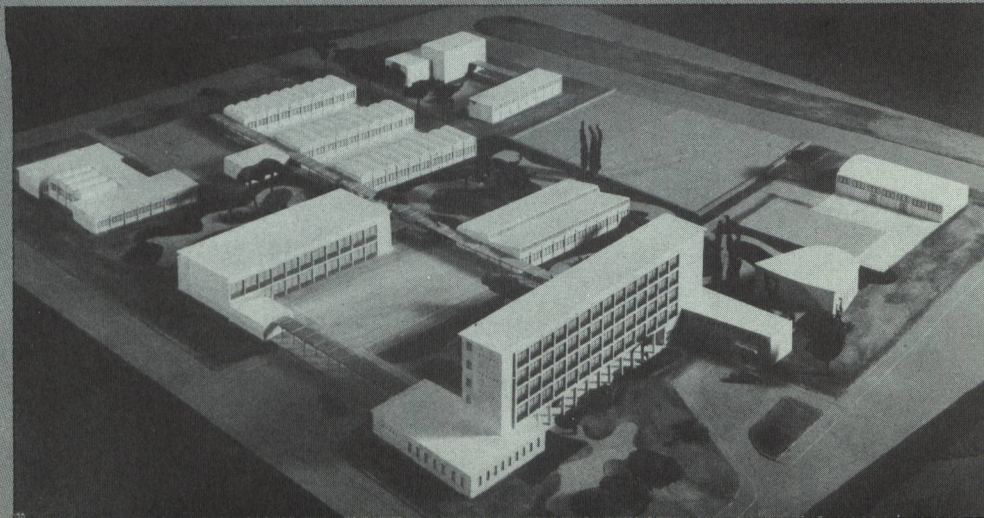
ISRAEL enrollment by student trade classifications

(DURING 1955)



Metal Work	2,411	50.3%
Light Mechanics	36	.7%
Electricity	922	19.2%
Wood Work	390	8.2%
Needle Trades	870	18.2%
Textile Trades	40	.8%
Industrial Arts	16	.3%
Miscellaneous	109	2.3%
Total	4,794	100.0%

Architects plan for ORT Vocational Center being built in Tel Aviv with funds made available by Women's American ORT. The center is envisaged as a comprehensive youth and adult industrial education institution to service the greater Tel Aviv and Jaffa area. Construction is to proceed by stages over a five-year period.

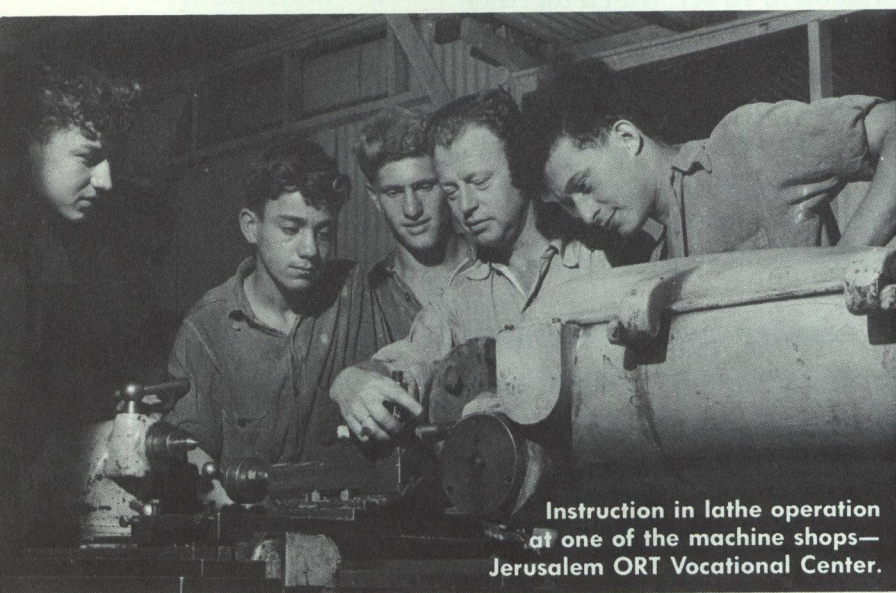


Ramat Gan. Plans are well advanced for a school for construction mechanics, to be set up in conjunction with the Architects and Contractors Association.

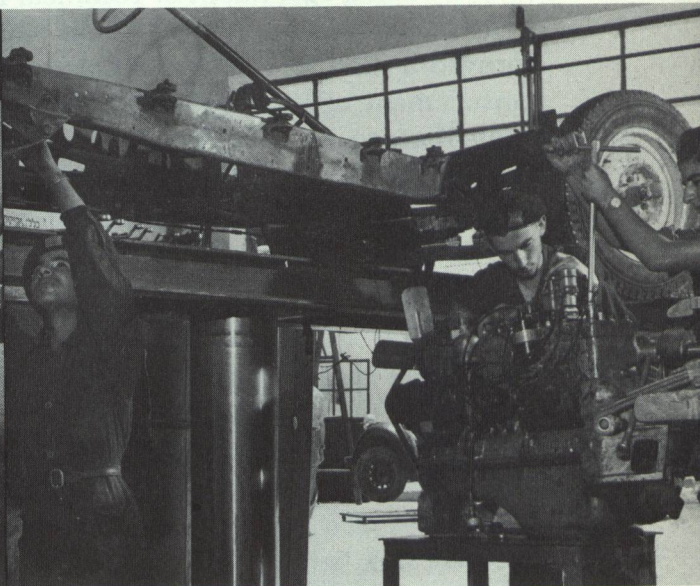
Modern industry has created a whole new range of occupations midway between the engineer and the skilled workman. The technician has become the link between the professional and the craftsman. He is often the actual organizer of production. The technical institutes are intended to supply Israel with such men.

TACKLING THE EDUCATION OF IMMIGRANT YOUTH

Among the first courses opened by ORT in Israel were several for new immigrants. This aspect of the program has grown and become many-sided. Each year, classes are given in a number of localities in conjunction with the Ministry of Social Welfare. The Rug-Weaving School at Tel Aviv is a unique experiment to salvage the native skills of Persian and Iraqi Jews, while introducing modern methods.



Instruction in lathe operation
at one of the machine shops—
Jerusalem ORT Vocational Center.



Auto-repair practice workshop—
Jerusalem ORT.

It is, however, with the almost “forgotten” children of the immigrant settlements with whom ORT has become increasingly concerned. For the most part extremely poor and undereducated, they seem predestined for the bottom of the economic ladder.

It is estimated that about half the country’s 100,000 adolescent youth “neither work nor study.” They are not enrolled in any schools, apprenticeship or employment. Their days are wasted for themselves and for the country. The explosive implications for the new society of such a “have not” group among its youth are self-evident. Government and Jewish Agency bodies are alert to the problem. Preoccupation with other issues has so far delayed any concerted effort to cope with it. Yet the problems are grave, and are heightened by the current emergency immigration from North Africa.

For these young folk, the gateway to Israel integration leads through the schools. Two years ago, ORT began an educational experiment in the immigrant settlements at Holon and Afula. The motivating idea was to reach such boys and girls at the primary school level, before they were released on their own and while they were still subject to the compulsory school attendance law. Special classes were set up within the framework of the state-operated elementary education system. Account was taken of each student's educational deficiencies and a course of study worked up to fill it. Half the school day in the last two years of primary school was given over to workshop practice leading toward a definite vocation. The interaction between the two elements—general education combined with trade training—proved a successful formula, stimulating to the youngsters. Many who would have left, stayed on to learn a trade.

Not long ago, the U. S. Technical Mission in Israel, which together with the Education Ministry had kept track of the pilot project, approved a plan to extend the pattern to other settlements. The U. S. government allocated \$50,000 for equipment. Local groups will also contribute to the cost.

Seven such schools have been opened already, in or near *ma'abaroth*. With the program under way, a beginning has been made, but only a beginning, in dealing with one of Israel's most perplexing social problems.

ACCENT ON PRODUCTIVITY

ORT regularly conducts a large number of courses for adults, most of them at the request of the Ministry of Labor. Improvement in the productivity of labor is one of the keys to economic development. Prime Minister Ben Gurion has declared that *"Unless we promote the productivity of labor we shall not be able to maintain our economy and security."* There is a direct link between the level of productivity and the capacity of the state to support itself economically.

Most ORT adult training is therefore directed toward raising the efficiency of employees who show an aptitude for learning. Fifty courses of this type were organized during the last school year and in the last five years about 4,500 adults received instruction in 131 classes. Graduates from these studies often produce a chain reaction in their shops. They become the teachers of those working alongside them, which often results in a general upgrading of work standards.

To this description of the highly ramified system that ORT has erected in Israel, must be appended the Central Teachers Training Institute in Switzerland. Israel does not have facilities within its borders for graduate schooling of trade school instructors, yet the scarcity of men and women who are qualified both as pedagogues and technicians is great. The teacher shortage could well become a brake on the development of an effective vocational program. The ORT school for teachers fills

part of the gap and each year provides several score promising graduates from the ORT schools in Israel and other young men who meet the entrance requirements with an advanced education in the teaching profession.

Institute graduates have already done much to raise standards of instruction. The administration of Israel ORT likewise insists on "alertness" and in-service training for all its teachers and a calendar of seminars, conferences, lectures by experts and supervisory interviews in specialties is provided.

DEVELOPMENT OF HUMAN RESOURCES

In this multiple structured educational system is reflected the variety of Israel's occupational needs. Rapidly expanding industries could absorb many times the skilled people produced by ORT and all other trade schools in Israel combined.

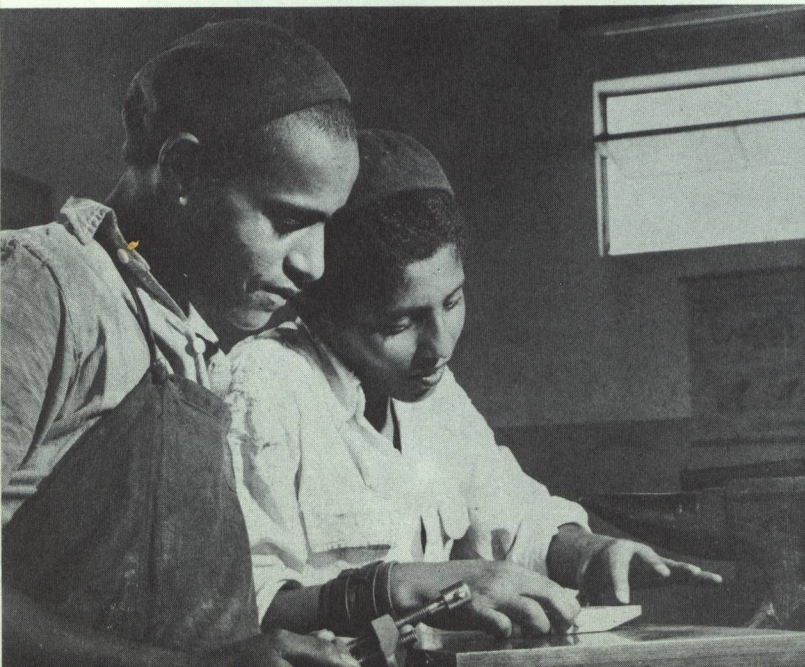
Weak in natural resources, unsuited by size and other factors to mass production, Israel's industrial future would seem to lie in specializing in products whose value is in the concentrated high quality of its labor. The development of Israel's human resources must occupy top rank priority in the drive for economic independence.

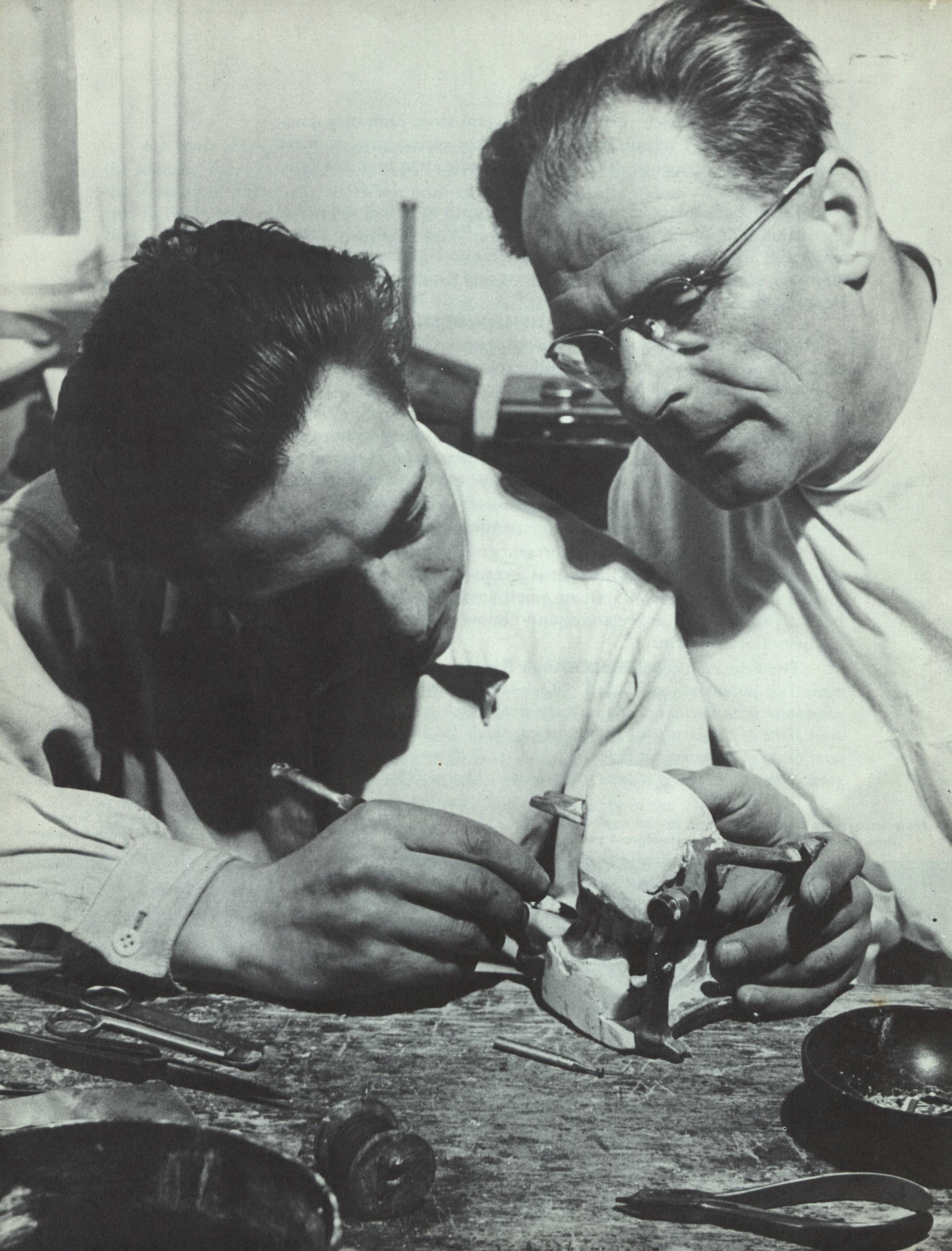
From the viewpoint of Israel's present emergency, the quality of its manpower is clearly one of the salient factors in any nation's security. Israel's manpower pool will remain small, certainly as compared with her neighbors. High productivity and "know-how" can produce the compensatory elements.

The Princeton economist, Gardner Patterson, after a survey of the country's potential, concluded: *"The one economic resource Israel has in abundance is an intelligent, receptive and imaginative people, respecting high order skills and eager to teach and be taught. Surely the industrial and agricultural future of the nation lies in taking advantage of these resources, in producing goods with a large content of labor which becomes progressively more skilled."*

From Iraq, from Morocco—from a feudal age to modern times in an ORT workshop for immigrant youth.

With smiling jauntiness, students at the ORT School for Girls at Jerusalem skip out of class for a lunch hour break.



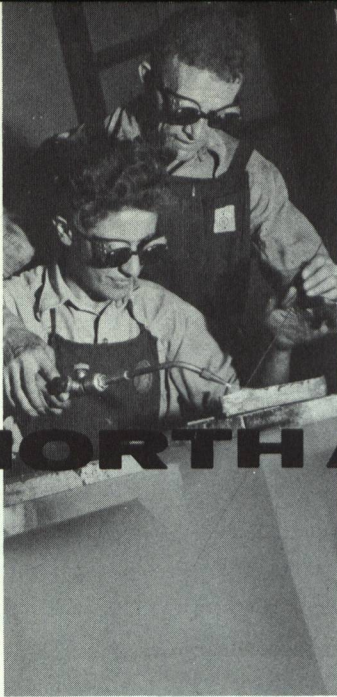


ORT training units in nineteen countries

(DURING 1955)

Country	2 to 4 Years Trade Schools	Training Workshops	Vocational Courses	Manual Training Courses	Training Farms	Appren- ticeship	Total
Algeria	8		1			2	11
Argentina	2	8		1			11
Austria		39	3				42
Belgium	4	4	2	6			16
Brazil	1	1	1				3
France	13	16	7			1	37
Germany		25	1				26
England					1		1
Greece	2	3					5
Holland	1	10	4	6			21
Iran	13	3		2			18
Israel	42	36	2	1		2	83
Italy	6	27	16	9	1		59
Morocco	12	2				1	15
S. Africa				3	1		4
Tunisia	6	1				10	17
Uruguay	1	5	1				7
U. S. A.		6	1				7
Central Institute (Switzerland)	8						8
Central Institute (France)	1						1
Total	120	186	39	28	3	16	392





PART 4

NORTH AFRICA: rescue from the ghetto

In a 1,500 mile arc fringing the northwestern rim of Africa live half a million Jews amidst a population of 20,000,000, predominantly Moslem. Outside of Iran, they are the only significant communities of Jews still in Moslem lands. There have been Jews in this part of the world at least since the first century C.E., following destruction of the Jerusalem Temple. After the expulsion from Spain in the 15th century, thousands of Jewish refugees came to North Africa and placed their dominant stamp on these communities.

Yet these ancient roots never gave the Jew a sense of belonging, or of rights and security equal to his neighbor. He shared with them the prevalent crushing poverty and primitive conditions of life, without acquiring more than toleration in a theocratic society which assigned him an alien status. If this is the dubious heritage of the past, the future of the Jew in North Africa is still a large and fearsome question-mark.

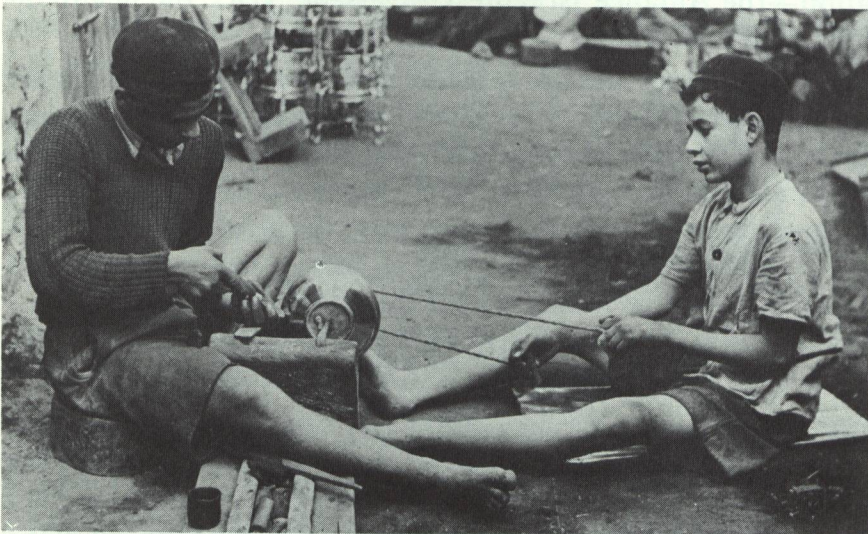
INCENTIVES TO EMIGRATION

Although conditions in each of the territories differ, the problems Jews face in all North Africa are essentially similar. In all three countries of Morocco, Tunisia and Algeria, traditional handicraft-agrarian society is disintegrating under impact of rising industrialism and a money economy. While an immediate spur for Jews to emigrate has been insecurity generated by political events and the destruction in life and property that has swept North Africa, the impulse is given force by a deteriorating economic position. As economic opportunity becomes more constricted and even existing miserable livelihoods are threatened, more and more Jews are compelled to leave in order to live. During 1956, some 40,000 are expected to go to Israel.

Nevertheless, it seems evident that even with an emigration at this rate substantial communities will remain in North Africa for a long time to come, barring some terrible catastrophe. Nor would Israel be able to absorb the shock of a new immigration on a magnitude that would empty North Africa of Jews, without suffering the most severe internal strain.

The problem of ORT and other agencies working in the area is how to provide the most favorable conditions for the continued existence of these communities, simultaneously helping those who are leaving to prepare for a useful life in Israel so that they do not become non-productive burdens on the young state. Whether he stays or leaves, the one certainty for the Jew is the impossibility of continuing as in the past.

Today's occupational pattern of North African Jewry reflects past restrictions that banished Jews to the margins of society. Excluded from the land, they are packed in great density in stifling ghettos with large families and small livelihoods. In the ghetto of Tunis, 34% of heads of



Mellah scene—The boy is the human motor that powers the "machine".

households have no real occupations. They are itinerant peddlers, laborers, beggars. Another 14% are cobblers, not one of whom has his own shop. Most of the rest are handicraft artisans.

In Morocco, 47% are small merchants with a tiny stock of goods and a small spot in the marketplace. Thirty-six per cent are artisans—jewelers, rope makers, leather workers and silversmiths, still working their hand tools as have untold generations before them.

The industrial era has come to North Africa and these small tradesmen and hand workers are the chief victims of the new technology. They find themselves squeezed out of their old occupations, unless they can acquire skills and machines and are vocationally modernized to become part of the emerging industrial economy.

Until ORT's arrival, there was not present an organized, comprehensive program of vocational rehabilitation to which the Jewish population could turn. For example, 8 Jews in all Tunisia presented themselves for the state examinations for trade proficiency certificates in



A barefoot Jewish shoemaker of the Casablanca ghetto, typical of much of Jewish handicraft work in the North African ghettos.

1951. In 1954, the ORT schools held their first graduation, and 63 youth took the state tests. Each year, hundreds more are being prepared. Similarly in Algeria, in 1950, out of 200 candidates, only 5 were Jews. Now, at the end of each school year, rising numbers of Jewish youth present themselves. A beginning has been made and the institutions for further progress have been established.

NEW ATTITUDES EMERGING

To organize a vocational program in North Africa, it was not enough to set up schools. The attitude of the community toward manual work had to be altered; passivity born of chronic hunger, ignorance and disease had to be conquered. The community's outlook toward education had to be changed. The attack on the ghetto has in fact been carried forward as a "combined operation" of many agencies in mutual cooperation—the Alliance Israelite Universelle, JDC, the health organization OSE and others.

Life in the mellahs and haras is not determined by law. They are social prisons fixed by poverty. To escape, one has to improve his standard of income to be able to afford to move elsewhere. Above all, it is necessary to acquire an education. The vocational school, combining general knowledge with skills, is an exit from the ghetto for thousands. To make it possible for one youngster to earn a decent living often means to raise his whole family out of the ghetto with him.

The ORT program in this area today includes 43 schools and related activities. 4,561 boys and girls are enrolled in these institutions.

Once integrated into a school regime, despite the handicaps inherent in their situations, the youth exhibit remarkable adaptability and quick grasp. Provided with hot meals, clean clothing and medical care, they shed their inferiority and resignation in exchange for an active way of life. Never suspected talents emerge to the surface. They acquire, along with trades, an appreciation of their own individuality. The school becomes for them a corridor leading out of the past into the 20th century.

First step in organizing the program in Casablanca, Tunis, Algiers and Constantine was to set up trade high schools for teen-agers who had completed a primary education. For most of them, ORT affords the only prospect for any secondary schooling.

Courses last three years and lead to the precious State Certificate of Trade Proficiency. The curriculum accords with the requirements of government education ministries, with the addition of Jewish studies and Hebrew. Standards are high and all the schools have received recognition and subvention by their governments.

SCHOOLS FOR GIRLS BRING NEW STATUS

Of special significance are the girls' schools. The very opening of vocational schools for Jewish girls was a radical break with the traditional

place assigned to women. The spirit of these students, whose mothers had perhaps never strayed beyond the narrow quarter of the street on which they lived, is often one of excited adventure into the uncharted. They learn with a readiness that seems to soak up all that is offered.

Until last year the girls' schools taught only garment trades, although it should be noted that this industry is developing on a mass production factory basis in much of North Africa and the skills employed are of a mechanical rather than handicraft nature. Now, the schools have introduced chemical laboratory technicians courses and beauty culture, opening opportunities in these fields. Domestic science classes cover household management, hygiene, nursery care and cooking so that the future housewife will not be limited in these respects either.

Once the secondary trade schools were in operation, the fundamentals of a vocational program were present. At the next stage, and the one that is still growing, it became possible to make provision for the special needs of other groups of youth.

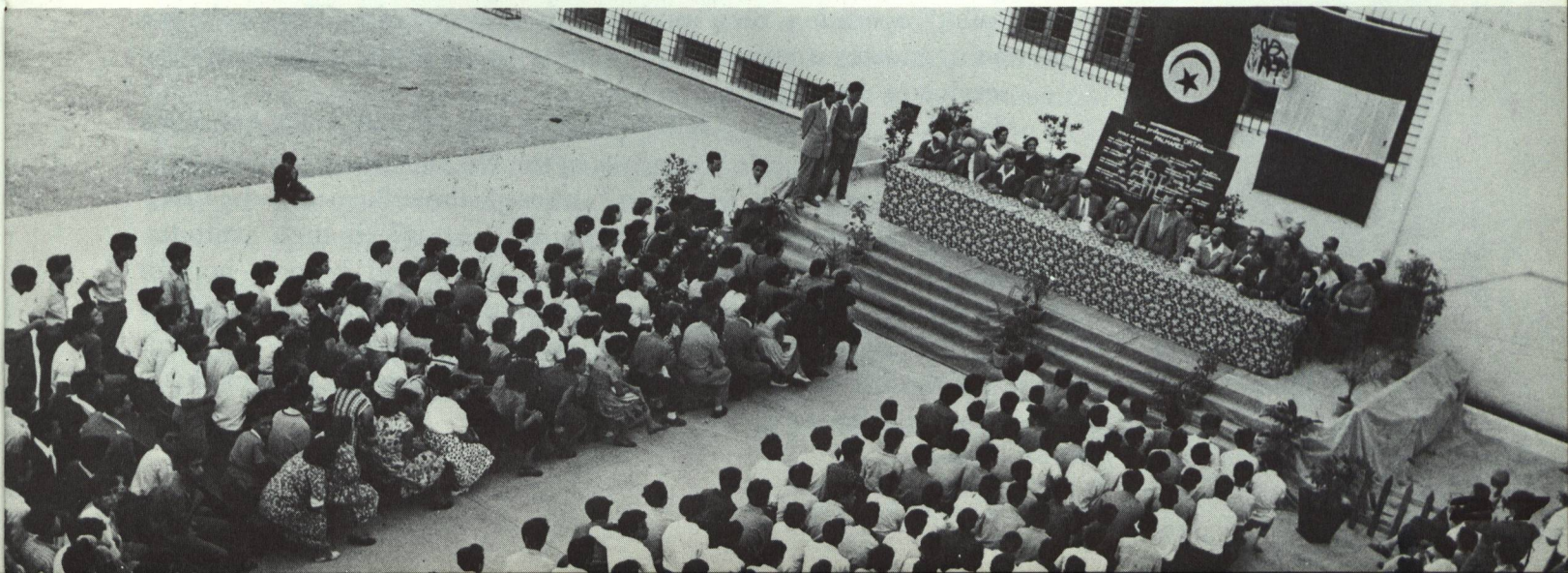
Thousands of children have not even completed elementary school. Special two-year courses were opened for 13 year olds to enlarge their general education and give them a chance to select a trade in a planned fashion.

APPRENTICESHIP REACHES THE POOREST

Since 1952, ORT has developed an apprentice program that has already had dramatic results. Its main effect has been to open vocational possibilities to the most depressed layer of youth. Since it is not uncommon for a 14 year old to be sole or chief support of a ghetto family, even free tuition does not solve his problem. Others who never attended a school are not able to follow any course of study. Some wish to study trades that are not in the ORT curriculum. For all of these groups, apprenticeship provides a way.

Great care is exercised to place each youth in a shop where he can truly learn his trade. Several thousand apprentices have been placed with private employers for on-the-job training. Their work is supervised by frequent inspections to assure that they are really being

Graduation exercises at the Tunis ORT School.



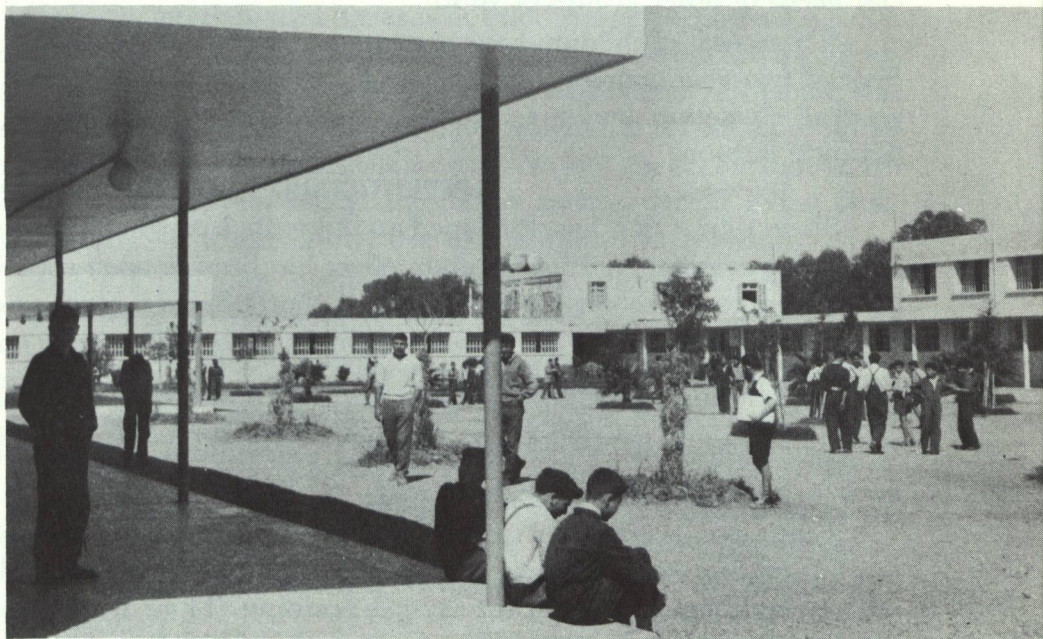


Learning on the real thing at the ORT auto repair workshop in Algiers.

trained. Classes after work and Sunday supply the apprentice with broader knowledge of his trade then he usually can get at work.

First experiences with apprenticeship have led to several conclusions, with concomitant adjustments in program:

- a. Attendance at classes which supplement the youngster's work with general and technical information within a learning environment give balance to his growth as a craftsman and a person. His job progress and therefore his earnings are greatly affected by regular school attendance. Special centers have been opened in Tunis and Casablanca to facilitate the apprentices' access to organized study.
- b. Duration of apprenticeship can be cut drastically if the boy or girl has some advance preparation. Youth who already have some idea of the trade and are able to do useful work from the day of employment are obviously more desirable as apprentices. With

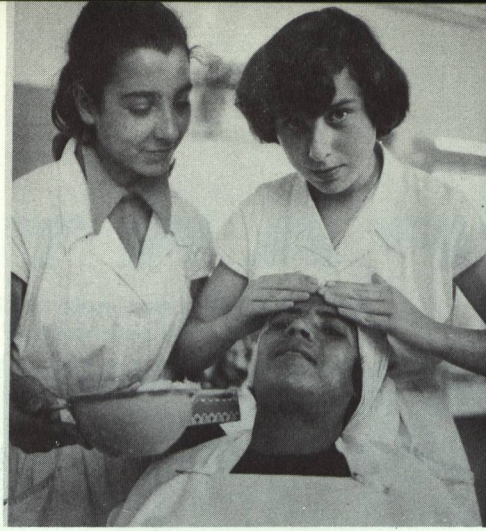


Not far from the alleys of the mellah of Casablanca—the ORT School for Boys.

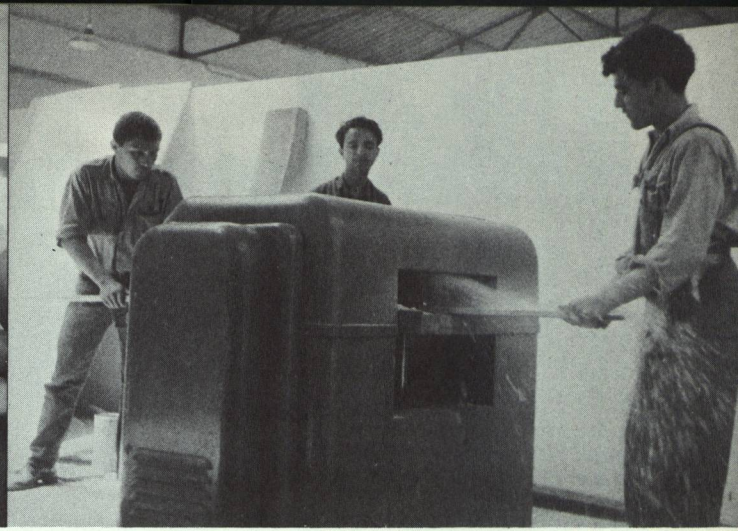
these considerations in view, ORT opened a pre-apprenticeship center at Oran, Algeria late in 1955. The Oran experiment is a "pilot" operation, on a modest scale to begin with. The results are being closely analyzed with a view to extending pre-apprentice service to other areas.

THE PROSPECT FOR NORTH AFRICAN JEWS

Misery of such depth as prevails in the North African communities cannot be overcome in a few years, although the influence of the ORT schools radiates to the general community and affects their attitudes. Parents see their children achieve new status and become hopeful themselves. ORT apprentices and graduates soon earn as much as their fathers, raising the living standard of the entire family. In Tunis these youngsters have sharply curtailed dependence on the "chaluk", the communal charity.



At the Girls' School—beauty culture.



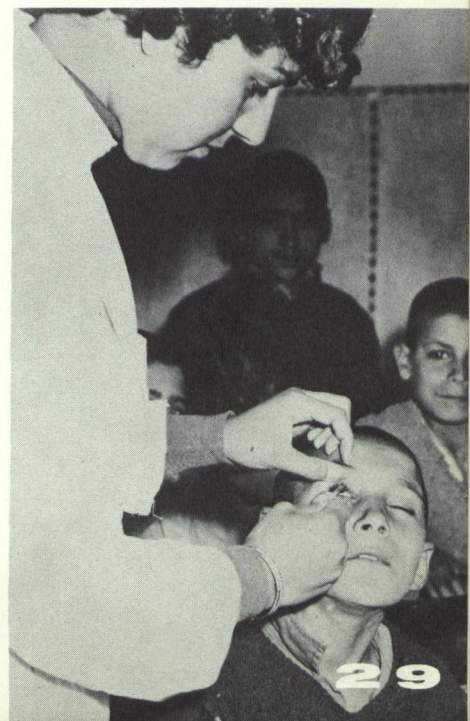
Latest model equipment—a woodworking shop at the Casablanca Boys' School.

Yet, even for the youth, only the surface has been scratched. Currently in North Africa, only 7% of the 60,000 Jewish boys and girls in their adolescent years receive vocational training. Few among them are ready for a place in the industrialization now in process. Nor can they go on to Israel without a trade in hand.

In the 18-40 age bracket, large numbers of Jews are completely without occupations. The ghettos overflow with peddlers and petty merchants. Artisans ply their crafts with hand tools and primitive work methods. Dr. Aron Syngalowski, chairman of the World ORT Union Executive Committee, after a survey of the Jewish economic situation in Morocco in the fall of 1955, called this occupational pattern *"the most dangerous weakness of Moroccan Jewry."* He foresaw that *"these elements will under future circumstances become even less resistant . . . If one thinks of real aid for Morocco's Jews, those who stay in the country as well as those who wish to emigrate, one sees first and foremost the mass of people aged 18 to 40 years, without a trade. These are the people whose economic activity can yet be awakened, who can be re-oriented and made fruitful."*

Such an economic re-orientation is a massive task to be pursued over a number of years. A few adults are being serviced in the present ORT program. A really large-scale attack on the problem is yet to be made. The immediate urgency is the emigration to Israel. The Jewish Agency has established that only families with at least one productive member can qualify for emigration to Israel. Israel regards this as an elementary necessity, given its own dangerous situation of the moment. ORT is now establishing a training program for adults preparing for emigration, in cooperation with the Jewish Agency. Trades have been selected with an eye to their utility in Israel.

For those who go to Israel and for those who stay, the times require that they modernize to survive. ORT entered North Africa to improve the conditions of life and to provide educational and vocational opportunities. Now these measures of rehabilitation are linked to the whole future of these half million Jews.



Treatment for trachoma—provided in the classrooms of all North African ORT schools.



PART 5

WESTERN EUROPE: sinking new roots

For all of continental western Europe, as for the 460,000 Jews who remained there, 1949-50 marked a turning-point. The Marshall Plan began to take hold; economic life was re-activated. The preceding years had left permanent scars, however.

In many ways, the Jewish population had changed. It was decimated, unsure of itself, much of its leadership destroyed; others re-settled in Israel. Europe too had changed. It had become but a truncated part of a continent, struggling to become once again a solvent, functioning society.

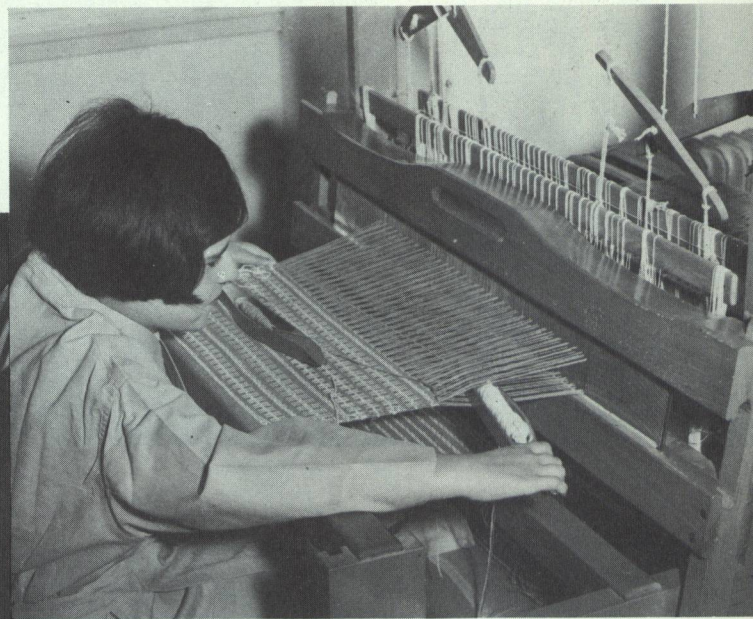
EFFECT OF SOCIAL DISLOCATIONS

The range of economic opportunity had narrowed, especially in professions and petty commerce, occupations which had held pre-dominance among Jews before the war. In many countries, government sponsored plans stressed industrial renovation and high technical skills for the working population.

These conditions stimulated an effort at economic readjustment among different Jewish occupational groups. Some indications of this can be gleaned from the type of students who enroll at the ORT schools. Records were kept on the social origins of 1,465 students, youth and adults, at the Montreuil Center, Paris. Young people were asked to designate the employment of their parents, and adults their own previous employment. Thirty-five per cent listed themselves or their parents as skilled or unskilled working people. Fifty-six per cent came from such categories as merchants, free professions, artisans and white collar fields. The balance of some 9% are shown as miscellaneous or without any trade.

While the restricted nature of the sampling must be taken into account, the implications of the survey are reinforced by general economic data. Although many Jews in Belgium, Holland and France have succeeded in resuming their pre-war activities, a necessity for vocational adaptation in the direction of industrial skills is apparently felt in many Jewish middle-class circles and indeed among all levels of the Jewish population.

**Aid to Jews remaining in Germany —
A Bookbinding Class in Berlin**



Childrens' workshop—ORT Holland.

At the same time, it is necessary to observe that Western Europe has a large number of indigent Jews. At this same Montreuil ORT school, 60% of youngsters in full-time courses require social assistance to be able to continue their schooling.

THE LONG TERM FUNCTION OF TRADE SCHOOLS

The vocational programs can be seen, therefore, as essential and regular services supportive of the community's economic vitality. Just as these communities have always maintained Jewish schools for their young, they now require Jewish vocational schools on a permanently functioning basis to guide their youth to a station of dignity in the larger society. That such functions should be pursued by communal institutions is all the more relevant today in Western Europe where so many observers testify to powerful assimilationist trends.

As a separate but parallel function, ORT performs a training service for adult refugees from behind the Iron Curtain. The escape of significant numbers of people from Communist dominated states has created a new refugee. Many of these are aided by the United States Escapee Program. This agency has requested ORT to take over industrial training for all escapees, Jews and non-Jews, in Austria, in the Rome area and at centers in Germany and Greece, with complete financing provided by the U. S. government. In previous years, the United Nations High Commissioner for Refugees has assigned funds to ORT for similar programs in Austria.

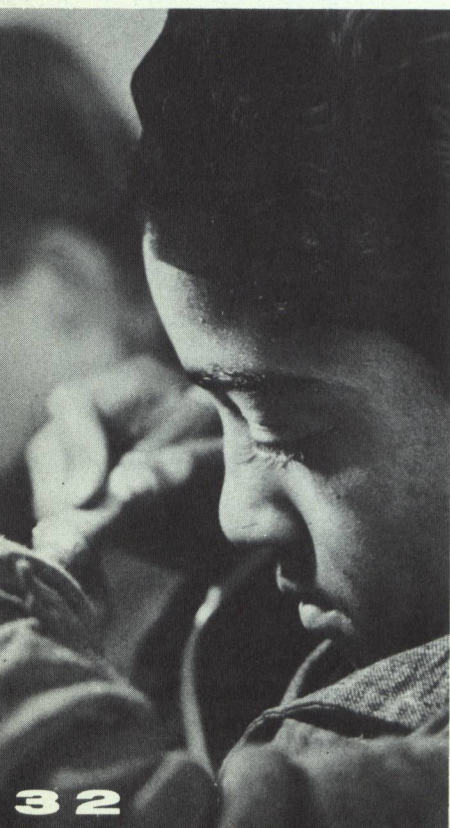
How particular situations among European Jews are met can best be understood from the activities in France and Italy.



School is not all study—The dramatics club at the Montreuil school enacts the story of Chanukah.

The ORT Program in France

This youth engrossed in his hand work at the Lyons vocational center, is like hundreds of others of North African parentage now enrolled in French ORT.



Besides the economic trends that have been indicated, French Jewry has undergone significant demographic change. Of the great stream of refugees that flowed through France after the war in transit to Israel and other countries of settlement, a number remained. Many of them still stand in need of vocational aid. Many children of refugees and DPs who settled in France tend naturally toward ORT schools. The community has also fallen heir to a war legacy of large numbers of orphans.

Most significant has been the influx of a whole new Jewish stratum from North Africa. There are no statistics on this silent immigration, but that it has assumed the character of a mass movement is evident in the sizable North African Jewish settlements that have sprung up in and around Paris, Lyon and Marseilles. This immigration has been going on throughout the post-war period. There are now thousands of youngsters of North African parentage who were born in France or arrived when still very young. Many have reached high school age, but with no place to turn for an education or other preparation for the future.

NORTH AFRICAN JEWS IN FRANCE: A SOCIAL PROBLEM

North African Jews in France find themselves at the very bottom educationally, financially and culturally. Their conditions of daily living are not much superior to what they left behind. ORT was one of the first agencies to identify the special problems of these people and to make place for them in its program. Given the inferior schooling of North African youngsters, few if any could otherwise gain admittance to a secondary or trade school.

There are public vocational schools in France, but they are too few as compared with the number of applicants. At the beginning of 1954-55 school year, 65,000 youngsters throughout the country had to be turned

away. Entrance exams, always restrictive and severe, have become elimination contests in which the North African youngster does not stand a chance. The ORT school opens its doors to the North African Jewish youth, sets up special classes in which his educational deficiencies can be remedied and, depending on his aptitude, directs him to apprenticeship or provides him with a scholarship so that he can attend the regular school. One in every three students in French ORT schools near Paris, Marseilles, Strasbourg and Lyons is of North African origin.

**In the capital of haute couture,
Parisian Jewish girls design and make
millinery in the latest fashion.**



**Calisthenics class
in the gym of the
Montreuil school.**

The Montreuil center, on the outskirts of Paris, is housed in a spacious six-story building donated by the International Ladies Garment Workers Union. It is the leading ORT institution in Europe and one of the finest in France. Over 1,300 students are enrolled each year in some 20 trades. The Ministry of Labor supports evening adult classes in fields in which there exists a labor shortage. The Ministry of Social Welfare has sponsored classes for the handicapped at the school.

An apprentice placement plan located positions for almost 1,000 youngsters last year. To stimulate apprenticeship, the government levies an apprenticeship tax on certain types of enterprises. ORT has the government's authorization to collect this tax from manufacturers for its own programs.



The evolving pattern of ORT work in Italy

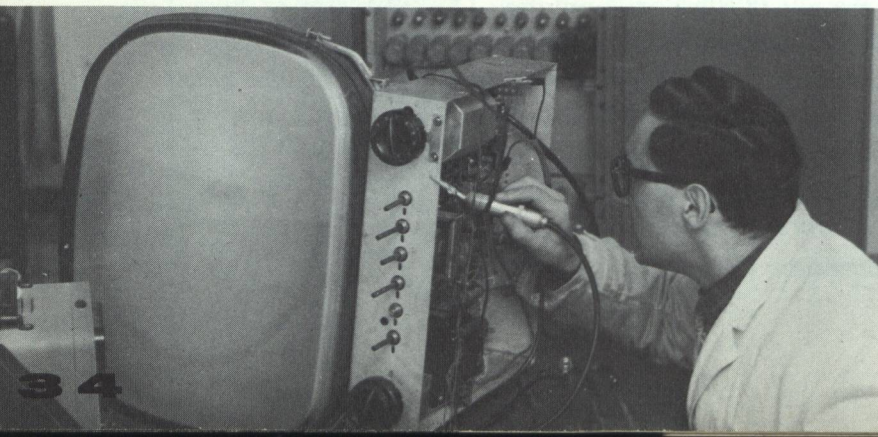
After the refugees and DPs had left, there remained in Italy some 40,000 Jews, of whom half could be designated as poor; but poor in a Mediterranean meaning of the term, living from hand to mouth without regular employment or income. Most of the more sizable Jewish communities are distributed among the industrial cities of the north, yet factory workers, technicians and similar occupations were virtually unknown among them. In the south, the only significant Jewish population is in Rome, oldest and largest in Italy. Many still reside in the ancient ghetto slum with its twisting, airless streets. A common occupation is selling trinkets to tourists; others peddle in the market.

IN THE GHETTO OF ROME

Depressed as the situation is for adults, it is infinitely worse for the young. When ORT first entered the Roman ghetto, there was one outmoded Jewish primary school and no other Jewish educational institution. Although Italian law makes schooling compulsory up to the age of 14, the majority of Jewish children were leaving at the age of 11, when they completed primary school. The boys took to the streets, sometimes helping with the father's pushcart, or going into "business" on their own.

ORT decided to take these boys under its wing. But first, an intense educational campaign had to be undertaken among the parents to permit their children to abandon the streets for school. The community has come a long way and in 1951, the Jews of Rome purchased a building in which to house the boys and girls ORT schools under one roof. Newly equipped, with a thoroughly modern program of pre-vocational training, this school today has become one of the important scholastic institutions of the community. Results on the government exams have been excellent with all graduates qualifying for a government diploma, which has particular importance in Italy. Late in 1955, vocational classes at the secondary level were opened in electrical mechanics.

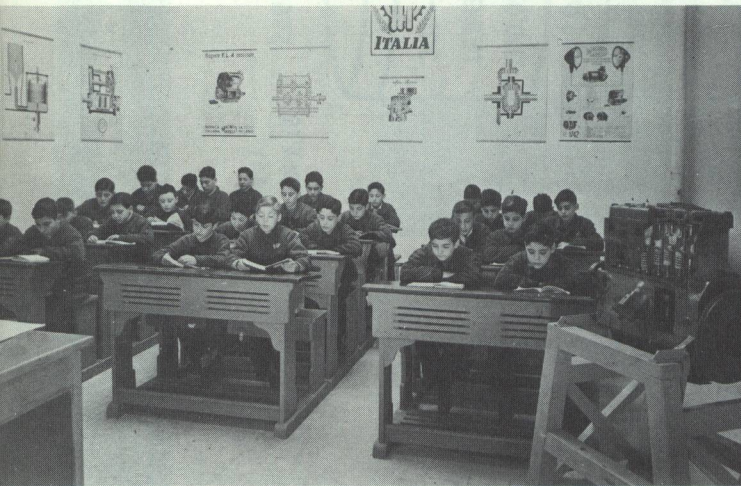
**The Television Institute in Milan has opened
a new field of employment for Jews.
ORT maintains TV schools
in Paris, Marseilles, Strasbourg.**



At Milan, which holds the second largest Jewish population of some 5,000, conditions of life and culture are superior compared with the south. Instead of being compelled to undertake schooling of children of 11 to 15, ORT was able to organize schools at the technical institute level in television and dental mechanics. The television school was the first in the area and had been encouraged by the government. The state-owned radio and television network placed its laboratories and shops at the school's disposal and agreed to give jobs to qualifying graduates. Students are drawn from many of the smaller communities around and are housed in the Milan Jewish Students Hostel.

GOVERNMENT SUPPORT

In the adult field, the entire program underwent complete reorganization in 1952, on the basis of a plan projected by the Ministry of Labor. Unemployment has been a chronic feature of Italian economy during the entire post-war decade. Only in the very recent period has there been some alleviation, although joblessness is still widespread. The marginal position of so many Jews made them particularly vulnerable.



**Studying the mysteries
of internal combustion
engines—ORT Milan.**



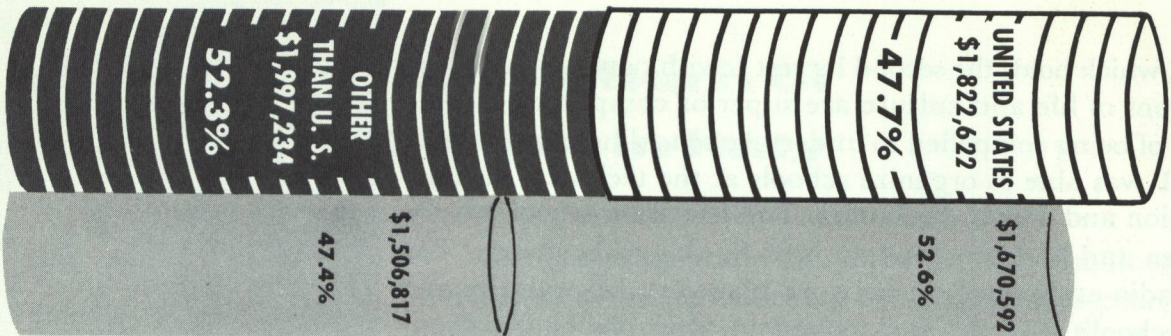
**ORT-made finery gets the once-over
at a garden party in Rome.**

Under the recently instituted program, unemployed persons are trained or re-trained in skills that could be absorbed in the economy. The government pays a stipend to the trainee during his period of study. In 1955, ORT conducted 27 courses of this type in Rome, Trieste, Leghorn, Turin and Milan. Currently, all adult courses and a great part of the day school operations are included in the state assistance program.

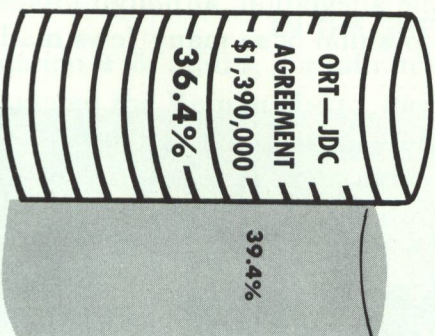
Italian ORT has grown into a vocational operation that covers all the larger Jewish communities in the country with 59 training units and an annual enrollment of over 3,000. With the recent upturn in economic conditions, Italian Jewry faces improved prospects, toward achievement of which it will have the use of this effective vocational program.

World ORT union income (In United States Dollars)

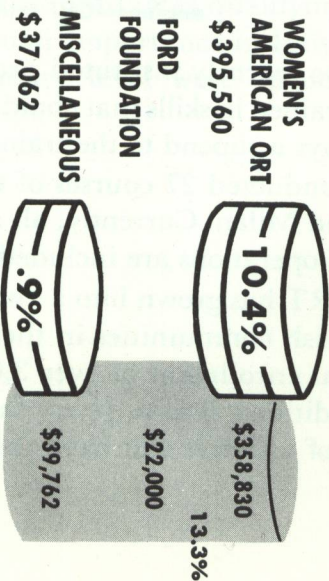
TOTAL
1955 \$3,819,856
1954 \$3,177,409



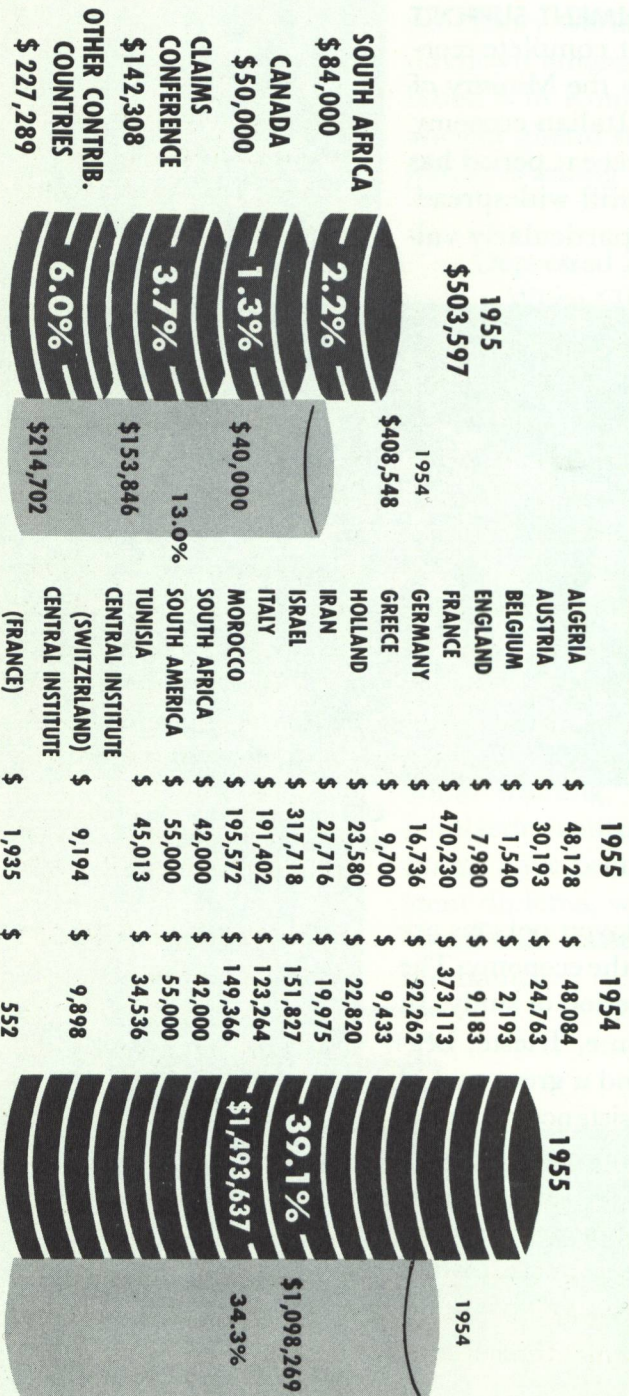
TOTAL
1955 \$1,250,000
1954 \$1,250,000



TOTAL
1955 \$432,622
1954 \$420,592



OTHER SOURCES: LOCAL & COMMUNITY INCOME, GOVERNMENT GRANTS





PART 6

financing the work

There have been three primary sources of ORT income: the American Jewish community; the various governments in countries of operation and the Jewish communities that are serviced; and fund-raising campaigns or other arrangements by ORT groups in Canada, England, Scandinavia, South America, South Africa, Switzerland and elsewhere.

These are the sources that are expected to produce the funds for the current 1956 budget of \$4,048,000. The JDC agreement for this year provides for an allocation of \$1,450,000 toward the required total.

Altogether, during the years 1946-1955, the vocational training programs of ORT expended over \$30,000,000.

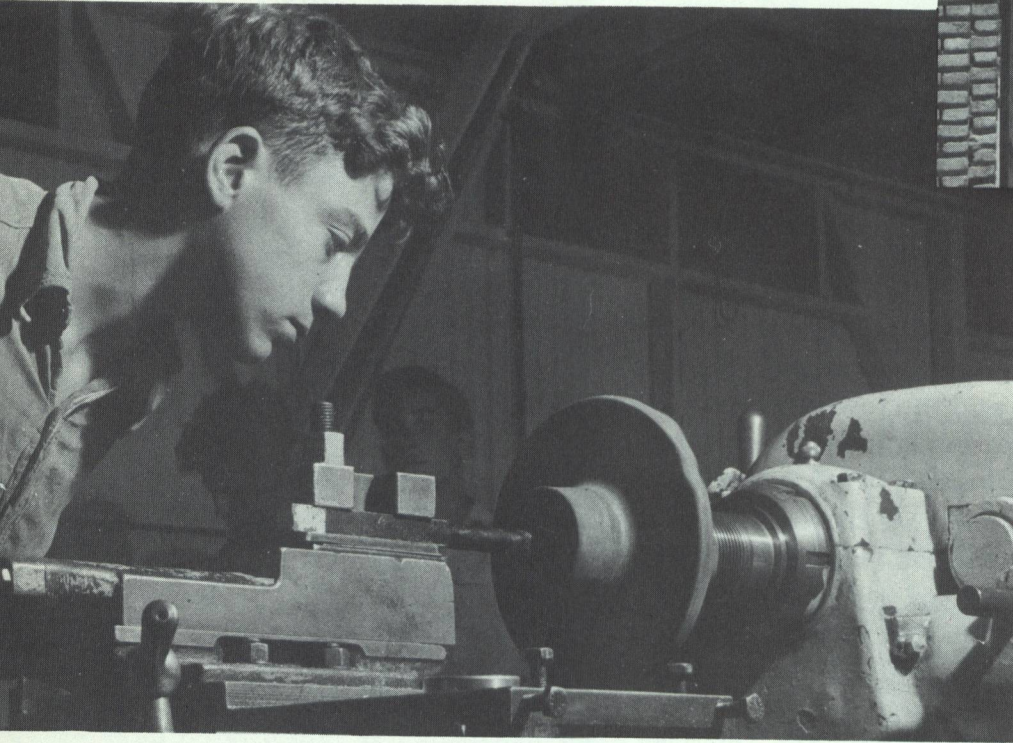
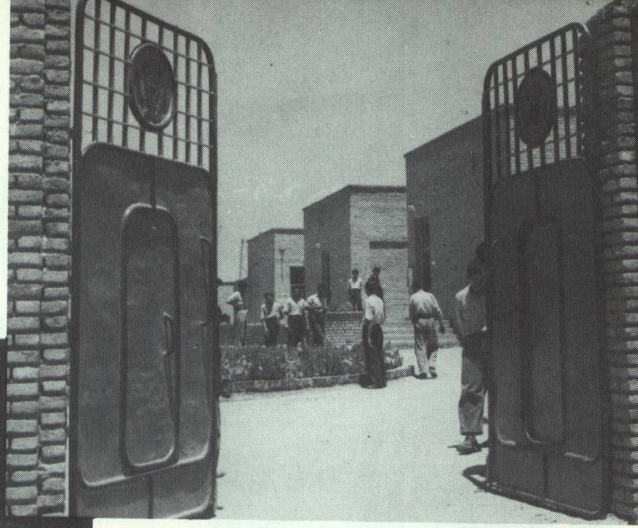
The largest single income source in this time has been American Jewry. Since 1947, the American ORT Federation and the World ORT Union have pursued a policy of annual agreements with the Joint Distribution Committee for allocations out of funds produced for JDC by United Jewish Appeal drives, and more recently by the Conference on Jewish Material Claims Against Germany as well. By this means it has been possible to obtain substantial support for the vocational schools abroad without the necessity of duplicating and costly independent fund-raising campaigns. Over the years collaboration with JDC has in fact become far more than a once-a-year financial agreement. It has grown into an intimate and mutually fruitful collaboration at all levels.

AMERICAN JEWRY HAS GIVEN SUBSTANTIAL SUPPORT

Since the end of the Second World War, American Jewry contributed almost \$15,000,000 for ORT overseas activities. \$11,940,000 of this was allocated under terms of annually renewed agreements with the JDC.

ORT's second largest resource in the U. S. has been the membership activities of its constituent groups, first and foremost Women's American ORT, whose cumulative contributions in this decade totaled \$1,850,000 by the beginning of 1956. This entire sum was collected in \$5, \$10 and \$25 memberships. Women's American ORT has assumed a steadily more significant role in meeting ORT's budgetary needs as it has grown into an organization of 40,000 members in every major

Gateway to "ORT City, Iran,"
the practically self-sufficient compound of
some dozen buildings erected by students at ORT Teheran.



High standards of precision and accuracy
are stressed at all the ORT schools.

Jewish community. American Labor ORT, National ORT League and Young Men's and Women's ORT, various chapters and groups—all affiliates of the American ORT Federation have done their part as well. American ORT has likewise contributed to the maintenance of the two schools for new immigrants in New York.

In 1953, the Ford Foundation granted ORT \$44,000 for the training of 20 instructors for trade schools in Israel at the ORT Central Teachers' Training Institute in Switzerland. In 1955, the U. S. government, at the suggestion of its Operations Mission in Israel, allocated \$50,000 for the purchase of machinery and other equipment to be installed in ORT schools for Israel's immigrant youth.

The Jewish Colonization Association has participated in ORT financing, first toward specific projects and more recently toward the program as a whole.

The proportion of funds produced outside the U. S. has increased over the years and now it can be said that every dollar for ORT from the U. S. is more than matched by its equivalent abroad.

The emergencies in Israel and North Africa have made 1956 a critical year in Jewish life and have affected finances accordingly. ORT's financial outlook is a difficult one at this time.

expenditures for ORT operations by countries

(In United States Dollars)

ISRAEL MOSLEM COUNTRIES

\$1,020,968
\$796,037

ALGERIA

\$121,227
\$108,443

MOROCCO

\$417,822
\$328,866

TUNISIA

\$238,613
\$157,126

NORTH AFRICA GENERAL

\$2,830
\$3,048

IRAN

\$157,716
\$128,975

EUROPE

BELGIUM

\$26,540
\$34,193

ENGLAND

\$7,980
\$9,183

FRANCE

\$687,430
\$565,513

GERMANY AUSTRIA

\$91,829
\$94,425

GREECE

\$12,700
\$13,433

HOLLAND

\$23,580
\$22,820

ITALY

\$276,202
\$202,014

TOTAL

1955 \$3,813,614

1954 \$3,161,750

OTHER

CENTRAL INSTITUTE (SWITZERLAND)

\$139,270
\$120,074

CENTRAL INSTITUTE (FRANCE)

\$20,656
\$22,680

NEW YORK SCHOOLS

\$35,278
\$36,325

SOUTH AFRICA

\$42,000
\$42,000

SOUTH AMERICA

ARGENTINA

\$28,333
\$36,865

BRAZIL

\$15,000
\$15,000

URUGUAY

\$15,000
\$15,000

WORLD ORT UNION

FUNCTIONAL FOR TRAINING

\$171,207
\$143,058

OTHER OPERATING EXPENSES

\$75,003
\$84,839

ADMINISTRATION

\$103,866
\$101,698

AMERICAN ORT FEDERATION

\$82,564
\$80,135



DECLARATION

of the 75th anniversary world congress of ORT

In June, 1955, delegates representing ORT groups in 27 countries convened at Geneva for the 75th anniversary World Congress of ORT. After studying reports on the operations and the development of the program in recent years, this Congress adopted a *Declaration* addressed to world Jewry, that sketches the major achievements, assays the place of ORT in Jewish life and projects the tasks for the next period.

For an audit of the work we turn to the operative portions of that statement.



The 75th
Anniversary Congress
of ORT in session.



Declaration

Having heard the reports of the scope of ORT's accomplishments in the last period and having heard of the size of the current tasks in North Africa and Israel and other countries, the Congress declares:

1.—That the ORT Union has grown to become a significant Jewish national cultural institution which occupies a very important place in Jewish communal life.

2.—That the tens of thousands of youth and adults, who have since the end of the Second World War created for themselves an honorable existence with the help of the trade training of ORT, have reduced the poverty of Jewry, have participated in the upbuilding of Israel and have enhanced the esteem of Jewish work.

3.—That the task of teaching Jewish youth trades in accord with modern scientific and technical developments is today considered by all Jewry regardless of religious or political tendency as one of the most valid requirements of Jewish existence around the world and of the upbuilding of Israel.

4.—That nevertheless the number of trade schools and trade courses is still relatively small in comparison with the number of young Jews who must be saved from moral and material want. Currently in North Africa only 7% of the approximately 60,000 Jewish youths between the ages of 14 and 18 are receiving vocational training; in Israel today there are over 50,000 youths of the same age for whom there are no possibilities of vocational education.

The Congress therefore appeals to all Jewish communities, to all Jewish fund-raising bodies and to all foundations for constructive aid to allocate greater means for the purposes of Jewish vocational training and thereby to help strengthen the vital force and the creative possibilities of our people.



AN ORT CHRONOLOGY

75 years

1880—FIRST BEGINNINGS

On March 22nd, the liberal government of Czar Alexander II approved a request by a group of St. Petersburg Jews to establish a fund to “ameliorate the position of the mass of our co-religionists . . . by systematic development among that mass of artisanal and agricultural occupations.” A provisional committee was formed for the Promotion of Trades and Agriculture among Russian Jews and it is from the Russian name that the letters O.R.T. were derived. The first appeal evoked a phenomenal response and activities were begun. The committee’s work remained on a limited scale, however, when a change in regime the following year ushered in an era of reaction.

1906—SCOPE BROADENED

After the first Russian Revolution of 1905, ORT was accorded legal recognition, reorganized as a membership organization and its work launched on a broad scope. From predominantly individual aid, activities became communal in character. Five million Jews then lived within the confines of the Russian empire. The vast majority were consigned to the Pale of Settlement, with deep poverty the common lot. Discriminatory laws restricted Jews to marginal occupations. Artisans, however, were permitted to live outside the Pale, and this fact was a major stimulus to the initial ORT undertaking. ORT set out to modernize all phases of Jewish economic activity.

By 1913, there were active ORT groups in 20 cities.

1914—“HELP THROUGH WORK”

The First World War transformed Eastern Europe into a battlefield, dislocating millions and wrecking their livelihoods. Immediate relief measures had to be undertaken. ORT coined the slogan: “Help Through Work.” Jobs were obtained for thousands of homeless. Cooperative workshops were organized. Orphaned youth were apprenticed or placed in vocational schools.

1918—SPREAD TO NEW AREAS

Unable to continue working under conditions in Russia at the time, ORT sent a delegation abroad which formed ORT organizations in the new states created out of the breakup of the Russian empire—Poland, Lithuania, Latvia, Romania. Later, activities were resumed in Russia among Jewish agriculturists.

1921—WORLD ORT UNION FORMED

Unrestrained nationalism in the new states threatened the Jew with economic extinction. In Soviet Russia, hundreds of thousands were “declassed”. A conference convened in Berlin, with delegates representing programs throughout Eastern Europe, established the World ORT Union with the aim of obtaining financial support and organizing the work of economic defense and reconstruction on the scale required.

1922—FIRST YEARS OF ORT IN AMERICA

The first ORT delegation arrived in the U. S. to enlist support of the American Jewish community. These efforts resulted in establishment of the American ORT Federation. In the first campaign, American Jews raised one million dollars toward a program of aid to relatives in Eastern Europe. ORT groups were established among the major Jewish communities of the U. S. and Canada.

1925—MANY-SIDED PROGRAM OF THE TWENTIES

Throughout the Twenties, Jews in the new states were being reduced to pauperism. The magnitude of the problem called for diversity of method. Beside vocational schools and technical institutes there were established producers' co-operatives, low-cost credit to artisans, instruction was given to shopkeepers, surveys of economic conditions were made and technical and economic information disseminated. Agricultural aid programs were instituted for Jewish farmers. ORT became a folk movement rooted in communities throughout the region with committees and supporting groups everywhere.

1933-38—YEARS OF FLIGHT

Hitler's rise to power inaugurated the years of flight. The World ORT Union left Berlin for Paris. A large center was opened in Berlin to prepare emigres for departure. Many German Jewish youngsters were saved by being sent to ORT schools in Lithuania and Latvia.

1939-45—WORLD-WIDE REFUGEE AID

As Jewish refugees fled to every corner of the earth, ORT followed. Programs were established in Latin America, Canada, New York, Switzerland, Shanghai and in unoccupied France. Activities were conducted from offices at Paris, Vichy and Marseilles, and after the occupation of France, from New York and Geneva.

1946—RESCUE OF THE SURVIVORS

War's end found many of the survivors of European Jewry huddled in D.P. camps. The forces of ORT were reassembled at a congress in Paris in 1946 that launched a vast program that eventually helped 85,000 DPs in Germany, Austria, Italy, Switzerland and other countries. Since 1947, a substantial portion of the ORT budget has been met by JDC out of UJA funds.

1949—NEW TASKS

The emergency in the DP camps receded. Faced with the challenge of building a new Jewish state, ORT began creating an extensive vocational program in Israel. A whole new region for activity was opened among the almost forgotten Jewries of North Africa and distant Iran. Aid to Eastern European Jews, resumed after the war, terminated when ORT along with other welfare organizations was barred from Iron Curtain countries.

1953—IN EVERY AREA OF JEWISH NEED

The program in Israel expanded rapidly to become the largest in the country. The schools in Algeria, Tunisia and Morocco opened opportunities for the first time to the youth. In France, Italy, Holland, the accent shifted to long-term vocational programs and regular vocational servicing.

1955—THE THREE-QUARTER CENTURY MILESTONE

The 75th Anniversary of ORT was celebrated at an International Congress in Geneva with delegates representing 27 countries. Now the largest international program of its kind, ORT comprises almost 400 schools, workshops and apprentice plans with over 20,000 enrollees annually. In Israel, ORT has become a major factor in the creation of a skilled labor force.

notes

1. The charts on income and expenditures are based on World ORT Union financial reports for 1954 and 1955. An independent certified audit is prepared each year by Loeb & Troper, certified public accountants in the State of New York.
2. Monthly enrollment, attendance and other country activity reports from all ORT institutions are received by the Central Office of the World ORT Union in Geneva, with copies to American ORT Federation. On the basis of these reports and other information gathered through inspection trips, ORT operations are regularly reviewed by the Executive Committee of the World ORT Union and quarterly with the Joint Distribution Committee.
3. The annual certified audit of the American ORT Federation, Inc., prepared by Hugo Schwarz, C.P.A., is filed with the Council of Jewish Federations and Welfare Funds, Inc. in New York.
4. The American ORT Federation's activities and financial statements are filed with the Advisory Committee on Voluntary Foreign Aid of the U. S. International Cooperation Administration, Reg. No. VFA009.

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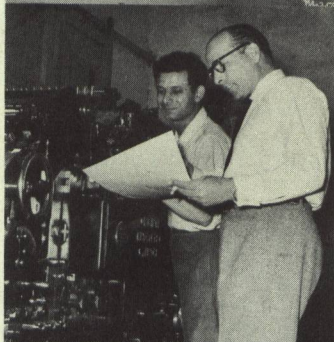
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Organization For Rehabilitation Through Training

AMERICAN ORT FEDERATION

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