

REPORT SUBMITTED TO THE  
EXECUTIVE COMMITTEE MEETING  
GENEVA, JANUARY 28-29, 1962



# WORLD ORT UNION 1961

CENTRAL OFFICE  
Place des Nations  
GENEVA

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EXECUTIVE COMMITTEE MEETING  
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CENTRAL REPORT

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# WORLD ORT UNION 1961

CENTRAL OFFICE  
Place des Nations  
GENEVA

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CENTRAL REPORT

ANNUAL REPORT

## CENTRAL REPORT

### Characteristics of 1961 Operations

In retrospect, 1961 was a year in which much time and energy were spent leaping from crisis to crisis. So much so that the absence of an acute crisis at any time would have been readily noted had it occurred.

The year began with an organizational crisis in Poland. A month later, a financial crisis resulted from the decision of the Moroccan government to discontinue financial support to our program. By spring, the new crisis was the effect upon ORT of the deteriorating situation in Algeria. During the vacation period an imaginary crisis arose out of the French-Tunisian dispute regarding Bizerte. Fall brought a new crisis as the result of the cutting back of government subvention to our program in Italy.

In the late fall, the full impact of the cost of the settlement of the three-year-old teachers' strike in Israel made the previous financial crises of Morocco and Italy seem trifling by comparison, and as the year drew to a close, the impact of the largest year of migration since 1957 on the sources of Jewish funding presented us with the shadow of coming events.

More funds will be required for emergency needs from a total which cannot increase appreciably.

Less funds will be available for stable, constructive development work in the economic reconstruction of Jewish life.

Most of these crises were financial, but interspersed with and related to all of them were personnel and policy problems which would have assumed tremendous proportions had they not been overshadowed by financial worries. These included: Morocconization of cadres in Morocco; consolidation of the program in Algeria; relationships in Poland; conflicting interest in the Israeli program between mass education and higher level instruction; the degree to which we could or should comply with governmental requests for our services in technical assistance programs, and delays and frustrations in certain new programs.

It is inevitable that in periods of Jewish migratory upheaval, a program such as that of ORT is bound to suffer -- both operationally and financially. We can do our best job given normal political and economic conditions. The primary gauges by which we measure accomplishment are simple:

How many students did we train?

How well did we train them?

What happened to our trainees?

Did we do the job as economically as possible?

During 1961, ORT trained a total of 36,452 people which was 1% less than the year before. However -- it cost 8% more than 1960. 3,000 more and not 300 less could have been trained for the same amount of money, had the situation remained stable.

Within these total figures, the major decline was in short-term training activities. Day schools had an enrollment increase of 15%. Actually, as of January 1, 1.3% more students were enrolled in every form of training and 11% more in the day schools. But those figures could well have been 10% more and 20% more if the decline in Eastern Europe, Austria and the Moslem countries had not surpassed the increases of 9% and 14% in France and 41% and 22% in Israel. There are two reasons why it cost more to do a little less:

Short-term training is not as costly as higher level long-term training. The pattern was a decrease in short-term and an increase in long-term programs.

As Jewish migration takes place, school enrollment in the countries from which Jews are migrating drops. It costs very little more to train 25 students in a class than it does to train 15. In countries where emigration is taking place, a class which numbers 25 in October will likely be reduced to 15 in January, yet all expenses remain practically identical until the next October. The classroom, heat, light, and above all, the instructor, are still needed.

An ancillary effect of Jewish migration applies to local fund-raising. As Jews move, local fund-raising possibilities decline in far greater proportion than the numbers who depart. People with their bags packed are not prepared to share such cash as they may have after the sacrifices entailed in the liquidation of their assets. They are reluctant to buy tickets for a ball or a raffle, let alone arrange one.

There is the other side of the coin too. For emigrating Jews immigrate somewhere, and if ORT is to fulfill its role, preparations must be made for the reception of children in training facilities, and for opening the door to those adults who must be retrained and occupationally reclassified for integration into the economy of their new homeland.

## Europe

In Poland there was a 19% decline in enrollment at the end of 1961. The nature of training has shifted from the emergency provision

of a trade to the manually unskilled, to the upgrading of professionally qualified to enable them to keep their jobs and increase their earning power. In view of local conditions, this will continue to be the major responsibility in the year to come.

In Germany, declining transit population, ample employment opportunities and readily available on-the-job training made us decide to close operations there in 1961. During the year 289 students made use of ORT facilities.

In Austria the declining number of refugees further curtailed activities during 1961, however we decided to delay a decision to close mindful that in 1956 when we contemplated liquidation, the Hungarian exodus began and taxed all available facilities. During 1961, 482 students passed through our schools.

Our own facilities in Belgium were closed during 1961 and we continue to operate in that country by offering a limited manual training program within Jewish schools.

Holland continued, as in the past, to maintain its own self-sufficient program. A further decline in refugee admission caused a 10% drop in enrollment. Major activities are manual training for children in Jewish elementary schools and evening improvement courses for adults.

In Italy, the USEP program for refugees came to an end. In addition, revisions of government policy caused a discontinuation of the majority of courses for the unemployed. This resulted in a decrease of 70% in the number of people being trained. However, the number of Jewish students in our basic school programs is hardly affected, and, if space were available in the Milan internat, could grow considerably as North African immigrants begin to come to the country.

Negotiations are still underway with the government regarding subvention to classes for the unemployed, and there is some hope that the Ministry of Labor will restore them.

In France, arrangements have been made to expand facilities to meet the needs of immigrants currently in the country, but they are hardly sufficient for the rapidly increasing numbers who now flow in. ORT school enrollment increased by 14%. Montreuil passed the 1,000 student mark. The new Center in Marseilles opened. The number of graduates from our schools for the year went up 32%.

### North Africa

In Morocco enrollment at the end of 1961 was down 11% from the preceding year. All the drop was in short-term training since the opening and closing of emigration has been such as not seriously to affect the student body of the schools.

In Tunisia the rapid departure of many people after the Bizerte incident, the indefiniteness of the future of the French-operated and French-staffed schools, resulted in the largest Jewish application for admission to ORT schools in Tunisia in our history. Nevertheless, emigration continues. By the end of 1961, enrollment in the schools was down 11%. It will continue to drop as long as emigration from Tunisia is possible.

In Algeria schools continue to operate at acceptable levels in Algiers and Oran. In Constantine, however, continuing departures will probably find us with less than a dozen Jewish students by the end of the school year, and the school will be closed. Here is an example of unavoidable uneconomic operation, for since there was a reasonable enrollment last October, teachers were retained (in reduced numbers, to be sure) and we began reduced operation. Students continue to leave month by month -- and we continue to operate since cost would be identical if the school were closed. We feel that it is better policy to keep the school open to avoid a striking impact on the community.

To summarize ORT operations in North Africa, the number of people in training dropped by 9% as of January 1. Prospects are for a further reduction of at least 10% during 1962. Greatest economies will result in a foreseeable saving of less than 7% in the area, and we have asked the various country directors to base staffing for 1962 on midterm rather than school opening date enrollment.

### Iran

Iran remains a point of relative stability in the Moslem world. In spite of economic crises, trained graduates easily find well-paid employment, and during 1961 ORT schools graduated four times as many students as the year before. Enrollment is stable in the trade school in Teheran, limited only by the size and accommodation of the internat. Construction has already begun on the new internat.

### Israel

In Israel, enrollment in the basic program of day schools is up over 20%. Increase in enrollment in the total ORT program is up 40%. The apprenticeship training program, and the Yeshiva program have been specially stressed, and the past year has seen almost a tripling of the number of apprentices in training over 1960.

New building in the year under review added approximately 13,000 m<sup>2</sup> to existing school facilities, both those run by us alone, and those run in partnership with municipalities.

The technical assistance training program for students from newly-developing countries continued in the Natanya center under the direction of the Foreign Ministry.

Additional technical and theoretical publications were issued and won wide acceptance both in Israel and abroad.

Faced with the need to train an additional 20,000 apprentices per year (approximately four times the number of last year), the major problems in Israel are:

To maintain the current, on-going program in the face of sharply rising costs.

To implement the increasing need for skilled technical personnel by working out funding for programs now in the blueprint stage.

### India

In India a site for a school has been selected and acquired, and construction is scheduled to begin soon. A preparatory class is planned for early 1962 in advance of full-scale training which is scheduled to start in June. If the new building is not completed at that time, regular classes will be conducted in rented premises.

### Technical Assistance

The Central Institute in Anières, Switzerland cooperated with the technical assistance program of the Swiss government by training 18 Congolese instructors and an equal number of foremen for Israeli industry during 1961. These programs were financed by the Swiss government and conducted in cooperation with the International Labor Organization.

In June 1961, the American ORT Federation and AID, the U.S. Government Agency for International Development, entered into a contract which called for surveys of vocational training needs in eight African countries. The surveys were carried out on schedule, and recommendations for two areas on which first priority was placed -- Mali and Guinea -- were accepted. ORT was congratulated by AID on the speed and efficiency with which the surveys were made and the reports submitted. Further work of this type on both the survey and the operational level is a future possibility.

### Organizational Developments

Women's American ORT continues a remarkable record of contribution and growth. As the largest ORT organization in the world, and the fastest growing, their activities in support of ORT throughout the world are unparalleled, and comparison with any other ORT group is difficult if not impossible.

Canadian ORT. After a considerable step forward in 1960, Canadian ORT in 1961 continued to hold its own. Plans for 1962, based on a wider operation, will be assisted by the addition of new professional staff.

American ORT Federation has increased its membership rolls in the past year, and the Anniversary meeting in January, 1962, marking 40 years of ORT activity in American Jewish life, was the beginning date for a more intensive membership campaign.

Swiss ORT, with dynamic leadership in both the German and French speaking sections of the country, had the best year in its history in 1961. Swiss Women's ORT has been greatly instrumental in this overall growth.

British ORT made great progress again in 1961 both in public relations and the raising of funds. During the year, this organization over-subscribed its pledge by 25%.

ORT in Sweden, Norway and Denmark continued to grow in strength and responsibility, marked by a pledge of increasing support to meet the Moroccan situation during the year.

Women's International ORT for the first time in 1961 exceeded in income the amounts budgeted to it. Women's organizations throughout the world have made considerable progress.

### Conclusions

In summary, 1961 marked the beginning of a decline in ORT work in North Africa, and a compensating growth in Israel and France.

Rising Jewish migration will cause a drain on the major sources of funding. Although ORT's job is greater and more immediately pressing, there will be very little, if any, increased support from external sources.

These are some of the highlights of the past year. We have made steady progress in developing the new program of the Institute. Our relationships with governmental and intergovernmental bodies, the ILO and world-wide Jewish groups continues. We enjoy excellent and continuing cooperation with our colleagues of the Joint Distribution Committee, the Jewish Colonization Association, the Alliance Israelite Universelle and many others.

In the face of the challenges, problems and difficulties facing ORT in 1962, we will have to share in the general responsibility, but meet the future with the realization that the training of skilled hands and minds is increasingly important to the Jewish community throughout the world.

STUDENT ENROLLMENT IN THE " ORT " INSTITUTIONS THROUGHOUT THE WORLD

( including apprentices )

JANUARY 1961 - JANUARY 1962

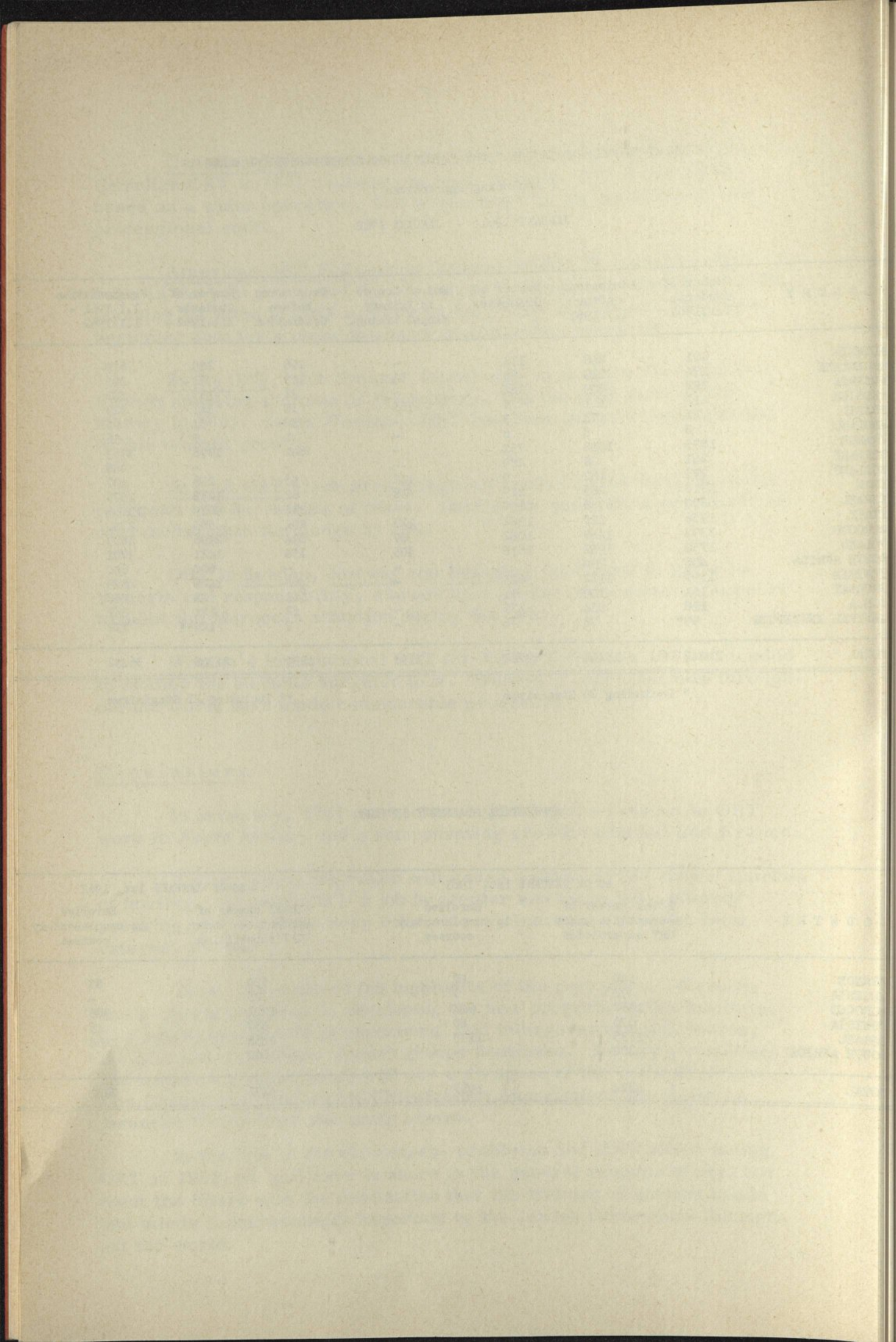
C O U N T R Y	Number of Students 1.1.1961	Admissions after 1.1.1961	Number of Graduates	End of Course in Primary Manual Training.	Departures before Graduation	Number of Students 1.1.1962	Frequentation 1.1.1961 - 1.1.1962
ALGERIA	401	218	114	-	216	289	619
ARGENTINA	174	119	65	54	103	71	293
AUSTRIA	272	209	324	-	24	133	481
BELGIUM	412	111	7	165	10	341	523
BRAZIL	21	74	3	-	38	54	95
ENGLAND	8	8	6	-	1	9	16
FRANCE	1835	1518	754	-	601	1998	3353
GERMANY	261	28	289	-	-	-	289
HOLLAND	275	162	9	147	55	226	437
IRAN	1310	265	217	58	62	1238	1575
ISRAEL	6830	6736	2609	-	1318	9639	13566
ITALY	1956	425	1382	122	294	583	2381
MOROCCO	3372	1487	1082	87	694	2996	4859
POLAND	1750	1952	1618	505	158	1421	3702
SOUTH AFRICA	400	200	-	-	-	600	600
TUNISIA	1397	1182	685	-	465	1429	2579
URUGUAY	151	109	91	-	141	28	260
U.S.A	118	534	476	-	52	124	652
CENTRAL INSTITUTE	99*	73	36	-	7	129**	172
<b>TOTAL</b>	<b>21042</b>	<b>15410</b>	<b>9767</b>	<b>1138</b>	<b>4239</b>	<b>21308</b>	<b>36452</b>

\* Including 26 Stagiaires

\*\* Including 21 Stagiaires

APPRENTICE PLACEMENT SERVICE

C O U N T R Y	AS OF JANUARY 1st, 1961		AS OF JANUARY 1st, 1962	
	Total number of apprentices under ORT supervision	Enrolled in complementary courses	Total number of apprentices under ORT supervision	Enrolled in complementary courses
FRANCE	540	87	520	83
ALGERIA	91	7	25	-
MOROCCO	1532	604	1222	388
TUNISIA	676	80	637	45
ISRAEL	1135	1135	2468	2468
SOUTH AFRICA	400	-	600	-
<b>TOTAL</b>	<b>4374</b>	<b>1913</b>	<b>5472</b>	<b>2984</b>



## AMERICA

### Work of 1951-52

Compared with preceding years the work of OIT in America in 1951 was an excellent one. The total number of refugees to eight OIT schools ceased. More than 19,000 Hungarian students had been trained in their schools in the preceding four years.

The school in London, the last of the camps for Jewish refugees, was closed at the end of December 1951. Most of the refugees in that camp were able to emigrate overseas; the others moved into local homes allotted to them.

### Work of 1952

The Vienna school continues with 140 students employed in all sorts of machine building, dressmaking, leather making, carpentry, welding and radio. Eighty-five new staff of these students are employed; the others - from Eastern Europe - have a delay in Vienna waiting for immigration documents. These students make good use of their time in Vienna which will help them integrate into the community.

## EUROPE

### Cooperation with Other Organizations

OIT Austria continues to cooperate with the UNRPA refugee program. Under this program, refugees are given vocational training in OIT schools and expenses are reimbursed by the UNRPA.

We maintain excellent relations with the AUSA, United HIAS, IAFI, other voluntary agencies and the local community.

### Exhibits

OIT in Austria took part through the Women's American Exhibition held in New York in October 1951. Many garments were made in the machine sewing and dressmaking courses in Vienna and Austria.

### OIT Association in Austria

A membership campaign for the Association was conducted in 1951, and at the present time there are nearly 200 members. At the annual meeting on November 1, the 50 members present re-elected Mr. Richard Brown, chairman.

Throughout 1952, the student turnover during the last year was 450, and the total staff as of January, 1953 was 140.

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## A U S T R I A

### Decline of Refugees

Compared with preceding years the work of ORT in Austria in 1961 was on a limited scale. The mass rush of refugees to eight ORT schools ceased. More than 10,000 Hungarian students had been trained in these schools in the preceding four years.

The school in Asten, the last of the camps for Jewish refugees, was closed at the end of December 1961. Most of the refugees in that camp were able to emigrate overseas; the others moved into local housing allocated to them.

### Vienna School

The Vienna school continues with 133 students enrolled in six courses: machine knitting, dressmaking, ladies' hairdressing, cosmetics, welding and radio. Slightly less than half of these students are Austrian; the others -- from Eastern Europe -- have a delay in Vienna waiting for immigration documents. These students make good use of their time in Vienna learning trades which will help them integrate into the economic life of their new countries.

### Cooperation with Other Organizations

ORT Austria continues to cooperate with the USEP refugee program. Under this program, refugees are given vocational training in ORT schools and expenses are reimbursed by the USEP.

We maintain excellent relations with the AJDC, United HIAS, JAFI, other voluntary agencies and the local community.

### Exhibits

ORT in Austria sent four dresses to the Women's American ORT fashion show in New York in October 1961. These garments were made in the machine knitting and dressmaking courses in Vienna and Asten.

### ORT Association in Austria

A membership campaign for the Association was conducted in 1961, and at the present time there are nearly 200 members. At the general meeting on September 4, the 52 members present re-elected Mr. Bernhard Braver chairman.

Throughout Austria, the student turnover during the past year was 481, and the student body as of 1st January, 1962 was 133.

## BELGIUM

### General Remarks

The decreasing number of students in ORT classes in 1961 compelled closing the school in Antwerp on June 30. Since then, major efforts have been concentrated on conducting primary manual training classes for children in Jewish schools, counseling technical training for youth, and vocational training for adults.

### Present Structure

Within the limits of the ORT Belgium program, present activities may be summed up as follows:

Primary manual training is offered to children of both sexes under age 14 who are attending Jewish schools. Eighty-five boys and 80 girls completed these courses in 1961.

Adult vocational training has been carried on through enrollment in existing classes using mainly the workshops of the Ministry of Labor. During 1961 seven adults completed courses in sewing and dressmaking. Five of this group are working in their trade.

Placement problems for young people were handled and placements were made in the following manner: one student was placed in an official vocational school, two students were enrolled in an advanced technical school, two apprentices were placed in the electrical industry, and one student was placed in the electrical works of the O.N.P.C. for retraining.

A second year sewing class was begun at the "Bnot Jerusalem" school, and a sewing class for 21 girls between 14 and 18 was also started during the year.

### Organization

The Antwerp Committee and the Women's Committee are cooperating to raise funds and increase membership during 1962.

The ORT Alumni Association is presently furnishing new premises.

During the year, student turnover in Belgium was 523 and the student body as of January 1, 1962, was 341.

D E N M A R K

The main achievement during 1961 was the attainment of income tax exemption for membership dues and gifts of more than Kr. 50.-. This has probably been the main cause for the rise in income from these sources of nearly 100% as compared with 1960.

Unfortunately, the negotiations with the Ministry of Finance on this subject took much more time than was foreseen, so that the drive for new members, for which we had issued a new pamphlet at the beginning of the year, had to be postponed until next year, as it would otherwise have conflicted with the Magbit in which Danish ORT, as usual, is taking an active part and receiving 7 1/2 % of the money collected.

Mr. Viggo Kampmann, the Danish Prime Minister, visited the ORT school at Nathanya during his recent trip to Israel, and expressed his approval of ORT methods and philosophy.

The Danish ORT Committee has sustained a great loss during the last year. One of the oldest, most active and most interested of its members, Mr. Abraham Krotoschinsky, passed away. He has now been succeeded in the Committee by Mr. A. Wilens.

Danish ORT members still number about 300, but a membership drive is planned for early next year.

## F R A N C E

### General Remarks

Throughout 1961, ORT France was under pressure caused by the growing number of students seeking admission to the schools. Wherever space was available, these candidates were admitted.

For the first time last year, enrollment at the Montreuil school was over 1,000. With some courses being repeated several times during the year, the total number of students, youths and adults, who received training at the Montreuil center in 1961 was 1,838. The Ecole de Travail raised its enrollment to 145 while the number of students in the Lyons school increased from 121 to 151.

Highlight of ORT France activity in 1961 was the construction of the new school in Marseilles. For a number of years, many applicants had to be turned down due to lack of space. Now ORT in Marseilles is able to meet the vocational training needs of a Jewish community of more than 40,000 -- three-quarters of whom are recent immigrants to the area. Most of these newcomers are North Africans, and they are generally grouped in large families. A preparatory class for boys is planned to open when the school moves to its new premises. It should be noted that a large bequest from the United States and a gift from the Norwegian Committee for World Refugee Year helped to finance the new building.

The Strasbourg school which is already overcrowded, was the only ORT France institution that was unable to increase enrollment in 1961. This is the only ORT school in France which has boarding facilities and it receives applications for admission from all over metropolitan France and North Africa. Transfer of the dormitory to a new building would free space for the use of new sections in this school.

A decree published in the official gazette on July 3, 1961, recognized ORT as a public service establishment. It was extremely satisfying to receive this official recognition of ORT's activities in France since 1921.

### Information and Public Relations Services

The celebration of ORT Day in Paris and the Provinces, the organization of special broadcasts on French TV and radio and the organization of local events called for extra effort in the field of public relations during 1961.

A series of articles in the press informed the public, and particularly North African refugees, of the function of ORT in teaching trades. New courses were explained, and the earning potential discussed.

At the request of the Chief Rabbi of France, ORT Day was marked in all synagogues by sermons devoted to our activities.

On the occasion of the anniversary of 80 years of the ORT Union and 40 years of ORT activity in France, a special film showing our work in Morocco, Iran, Israel and Tunisia was shown in every French city or town where there is an ORT school. This film was also shown in the French-speaking area of Switzerland.

A booklet describing the work of the apprenticeship program was published in June and widely distributed.

Our information bulletin -- "ORT to Its Friends" -- was widely distributed, and two special issues were published during the year. One special issue was devoted to an address by Mr. Leon Algazi which he delivered on the "Hear, Israel" broadcast which is under his direction, and the other was devoted to ORT Lyons and included an article on the Lyons Jewish community by Chief Rabbi Jean Kling.

ORT France participated in the work of the liaison committee of French non-governmental organizations attached to the United Nations information center in Paris, and cooperated with various Jewish coordinating organizations.

Visits to ORT centers were arranged for prominent people from France and abroad during the year. Among those were: Rev. Arne Fjellbu, Bishop of Trondheim and Chairman of the Norwegian ORT committee who visited the schools in Marseilles and Montreuil. A Danish trade union delegation studied the organization of Strasbourg, Ecole de Travail and Montreuil.

Special meetings and speeches during the year included an evening under the chairmanship of M. Louis Jacquinet, Minister of State, at the Maison de la Chimie in Paris on February 22, 1961. Participants were: M. Daniel Mayer, Chairman of WOU Executive Committee; M. Leon Meiss, Chairman of ORT France and Dr. V. Modiano, Chairman of the Jewish Representative Council of France.

M. Jacques Meyer, State Councillor and member of the ORT Board of Directors and Admiral Louis Kahn, Vice-Chairman of ORT France spoke at Strasbourg and Lyons respectively on ORT themes.

## Women's Committee

Maximum effort marked the work of the Women's Committee during 1961. Events in North Africa and the resulting influx of refugees added much work to the women's groups in various sections of the country and to the national committee headed by Mme L. Roubach.

The 1960 serving of 25,000 free meals in Paris was surpassed, and there was a general increase in social welfare activities where needed.

As in the past two scholarships to Israel were awarded to students in ORT France schools. These scholarships were given on the basis of scholastic and moral merit.

On Hanuka and Purim, sweets were distributed to students at the Montreuil and Ecole de Travail centers.

Stays in Switzerland were arranged for several students in poor health. These arrangements were made in cooperation with the Women's Committee of ORT in Geneva.

As in the past, members of the Women's Committee worked hard in the apprenticeship tax campaign.

In February 1961, the committee held a general assembly and biennial elections.

In June a luncheon marked the closing of Women's Committee activities related to the 1960-61 school year. This official closing did not slow down preparations for 1961-62 social welfare activities.

A subscription drive was launched to cover expenses of the vacation camp at Cambes-de-Pujos, and the results of the drive were very satisfactory with 73 students accommodated there for one month.

The month of October was devoted to preparations for the annual sale which took place on November 5-6, 1961 at the Hotel George V in Paris. During these days, thousands of visitors saw ORT displays and NF 80,000 were raised. This is a new high in funds raised by this event. Mr. Walter Eytan, the Israeli Ambassador to France sent special congratulations to Mme Roubach and the entire French Women's Committee for their untiring work.

In accordance with a resolution passed by the convention of Women's International ORT at the World Congress of ORT in London in October 1960, the Women's Committee turned over NF 16,500 as its share for 1961. This money will be used for the benefit of schools in Iran and also Marseilles.

## Jewish Education

Great progress was made in this field, particularly in the teaching of Hebrew in addition to the courses in Jewish history and culture which are required in all ORT schools in France. More than 200 students at the Montreuil center attended non-required courses in Hebrew.

Jewish holidays are always observed and celebrated in all ORT schools in France.

Jewish education is particularly stressed in Strasbourg which is the only ORT France institution which has an internat. A complete program has been developed there through the community and with the cooperation of Chief Rabbi Deutsch and Prof. André Neher.

## Other Committees

The Marseilles committee, organized in January 1960, is expanding its work. The rapid development of the school in Lyons called for the expansion and reorganization of a new Women's Committee in that city.

Women's American ORT contributed to social aid activities in many schools. This help was especially significant in the Strasbourg boarding school.

The Alumni Association held numerous meetings where talks on professional themes and technical films were the main attraction. The association has decided to organize correspondence courses on various aspects of contemporary Jewish life.

The directing committees of ORT France, the Board of Directors, the Executive Committee, the Technical Council and the mixed Committee for the Ecole de Travail held regular meetings throughout the year concerning technical instruction and the general guidance of ORT's work. A Budgetary Committee was organized by the Board of Directors.

## School Network and Student Body

### MONTREUIL

Because of the influx of North Africans, new courses for adults were opened at the Montreuil center. Since many of these new students had been "white collar" workers, a section for secretaries and stenotypists was organized, and a course to train assistant accountants was planned for early 1962.

A special preparatory program was started for youngsters whose background is inadequate for direct admission to radio or electricity sections. In these classes, children of 14 and 15 are given general instruction as well as basic manual training.

A course for senior electricians was started in April 1961 at the request of the General Electrical Employers' Association. This course is open to workers who have been selected for promotion by their employers and is a testimony to ORT's reputation in the field of training. Evening refresher courses are also offered to technicians with several years of experience to help them qualify for advanced jobs in their fields.

Other new developments included an evening course for senior technicians specializing in computing machines and the establishment of first and second year parallel classes in the secretarial school for girls.

Enrollment. At the last school reopening, enrollment at the Montreuil center was much higher than the preceding year. On December 4, 1961, enrollment topped the 1,000 mark for the first time, and on December 31, 1961, there were 978 students distributed in the following manner:

Youth school	463
Preparatory classes	54
Brevet Radio	10
Courses for adults	244
Evening promotion courses	166
Courses for apprentices	<u>41</u>
	978

A total of 1,838 persons were trained in the Montreuil center during 1961. There were no marked changes in the scholastic or social aspects of the student body during the year though there were many newcomers from Tunis after the Bizerte incidents.

Examination Results. Examination results in 1961 were satisfactory. Of 138 students who took C.A.P. examinations, 104 passed.

Altogether 510 students and trainees passed their examinations and 423 state diplomas were awarded including 319 Ministry of Labor diplomas received by students in vocational training courses for adults, and the previously mentioned 104 C.A.P. certificates.

Placement. There is little problem in the placement of graduates due to the expanding needs of industry. All graduates are immediately placed in their trades although some employers hesitate to hire students of Moroccan or Tunisian origin.

Prospects for 1962. We expect a greater influx of students than before and, unfortunately, we have reached the limit of our capacity. It would be possible to admit another 50 students to the electricity section by extending workshops and instituting parallel classes. We may also eliminate one welding section and replace it with an electromechanical section.

Since the common dining room is now too small, a smaller one for personnel is being built.

### ECOLE DE TRAVAIL

In 1961 a new course was added to the curriculum of the school. This is a nine-months course in fitting for "young adults" and it is an innovation in vocational training, not only for ORT France, but for the entire country.

Vocational training in France starts when students are 14 or 15 years old. The training is carried out in vocational schools (three-year courses) controlled by the Ministry of Education. Students of 18 and over are trained in courses for adults administered by the Ministry of Labor.

Since few institutions admit youngsters of 16 or 17, we established this course with these students in mind, and received authorization from the Ministry of Labor.

The course began in November, 1961, and is taught by a graduate of the Central Institute at Anières. The Ministry of Labor helps the students with allowances equal to the guaranteed inter-professional minimum wage or a part thereof, depending on the financial situation of the student's parents.

Enrollment. Enrollment in the Ecole de Travail was 145 on January 1, 1962. Most students still come from North Africa, and this is also true of those in the Employers' Apprenticeship Program. In December 1961 this program numbered 420 persons and is administered at the Ecole de Travail.

Examination Results. Examination results were very satisfactory in 1961. In the welding school, 15 candidates out of 16 received diplomas; only one out of 27 candidates failed in the plumbing section, and five out of five candidates received diplomas in the central heating section.

Placement. All 32 adults who completed courses in central heating and plumbing in 1961 found jobs easily in their trades. Students of the welding school also found jobs easily since they receive training in both welding and sheet metal work.

Many of the 25 students who completed their apprenticeship in 1960-61 held jobs as junior technicians, draftsmen, tracers, foremen, etc. This is particularly significant in view of the screening for admission.

Teaching Methods. Most teaching difficulties at the Ecole de Travail result from insufficient background and preparation of incoming students. Screening is not as thorough as in other ORT institutions because of the nature of the school. Educational level of classes varies from year to year, and within the same class there may be markedly different levels. Teaching is individualized as much as possible to fit the needs.

Local Committee. The Ecole de Travail committee and the mixed Ecole de Travail ORT committee held four meetings in 1961.

Government Assistance. Government assistance to the Ecole de Travail is two-fold: The Labor Ministry covers almost 90% of expenses connected with the courses for adults. The apprenticeship tax is collected to cover costs of the school for young people. In 1961, the apprenticeship tax covered about 50% of school expenses. We were thus able to recondition some machines and purchase new equipment costing approximately NF 30,000.

Employers' Apprenticeship Service. In 1961 we registered 416 new applications for admission including 304 North African candidates (76 Algerians, 46 Moroccans, 182 Tunisians).

Although we do not place adult apprentices, we received many applications from adults for placement in industry. We made an exception for 65 adults who are alumni of ORT schools in North Africa, although there was great difficulty in finding them suitable employment because of employers' reluctance to hire workers of North African origin.

In 1961, 226 apprentices were placed in the following trades:

Boys:

Jewelry . . . . .	10	Goldsmith . . . . .	1
Making of pasteboard articles . . . . .	1	House painting . . . . .	1
Shoemaking . . . . .	6	Plumbing . . . . .	7
Mechanical drawing . . . . .	1	Polishing . . . . .	1
Cabinet-making . . . . .	6	Radio . . . . .	2
Electricity . . . . .	10	Sewing machine repairs . . . . .	1
Clerks . . . . .	16	Typewriter repairs . . . . .	1
Cinema films . . . . .	3	Tailoring . . . . .	30
Engraving on bronze . . . . .	1	Tapestry-making . . . . .	13
Printing . . . . .	3	Knitting . . . . .	1
Fancy leather trade . . . . .	22	Others . . . . .	3
Dental technics . . . . .	2		
Mechanics . . . . .	31		
		Total	173

Girls:

Sewing . . . . .	26	Steno-typing . . . . .	6
Clerks . . . . .	2	Knitting . . . . .	9
Fancy leather trade . . . . .	2	Selling . . . . .	7
Radio . . . . .	1		
		T o t a l	53

At the present time 161 boys and girls are working under apprenticeship contracts.

New jobs in various trades were found for 159 people.

Two vocational courses for apprentices (Astier courses) include 47 boys in the Ecole de Travail and 83 girls in the Montreuil school.

Six apprentices who attended our vocational courses took C.A.P. examinations. Four were awarded diplomas (in made-to-measure tailoring, ready-to-wear for ladies and sewing) while the two others passed practical examinations only.

During the year 210 candidates were examined by our vocational guidance service.

At the end of December 1961, the apprenticeship service in Paris listed 420 apprentices.

STRASBOURG

Shortage of space made it impossible to expand operations in 1961, although repairs and maintenance were carried on, particularly during the vacation period.

Enrollment. As of January 1, 1961 there were 92 students and 18 apprentices placed in workshops. On December 31, 1961 there were 98 students and 17 apprentices.

During the year, 135 students attended courses and we placed 26 apprentices. Nearly half of the student body was of North African origin.

Examination Results. Of all our students who took C.A.P. examinations, 19 out of 21 passed. There were eight candidates in electronics of whom all passed; six out of eight passed in electro-mechanics, and all five candidates in locksmithy passed.

All our teachers in vocational courses were appointed to various examining boards; the director was appointed chairman of the examining board for electricians.

Placement. There was no difficulty in placement for students who finished their studies in 1961. At the present time the demand for skilled workers far outstrips supply.

Employers' Apprenticeship Service. During the year five apprentices were graduated; one left without diploma; and three left training. Seventeen apprentices continue to be supervised through the service. Most of the graduated apprentices continue to work with original employers while many of the older ones leave for military service.

Teaching Methods and Problems. Slight changes in our time schedule were necessary to bring us in line with other schools and enable us to qualify for a government contract.

During the year all students participated in visits to plants, factories and museums. Educational broadcasts were followed by some classes.

In 1961 the annual meeting of teachers in technical schools for the Department of the Lower Rhine was held at ORT Strasbourg. A further interesting development was the participation of our teachers in C.A.P. examinations.

In the boarding school we need competent supervisors who can act as educators and not just house masters. It is extremely difficult to find young men for this occupation who have a wide knowledge of Judaism along with a technical background which would enable them to help students and supervise their studies.

Governmental Aid. Departmental allowances for maintenance and for boarding school are allocated by the prefecture of Strasbourg and by other prefectures.

The Ministry of Population takes care of cases within its competence.

Our request for a contract with the government has not yet been approved; locally, our application is fully supported.

The prefecture of Strasbourg, the Chamber of Commerce and the Rhine Import Chamber grant us annual subsidies.

Local Committee. The ORT regional committee meets once or twice a year, but officers of the committee meet at least once a month to discuss the functioning of the school -- particularly the internat.

Prospects for 1962. We plan to enlarge the electricity workshop by joining it with the mechanics workshop. We also plan to install an electronics laboratory.

The problem of admitting and housing students from North Africa will mean purchase, construction or rental of living premises for at least 150 students. At the present time we are at the limit of our capacity and cannot expand enrollment without larger facilities.

## LYONS

New Sections. The schools of mechanics and electricity which were begun in 1959 and the secretarial school which opened in 1960 continued to develop as planned. This means that with the reopening of the 1961-62 school year, we started the third year in mechanics and electricity sections, and the second year in the secretarial section.

Enrollment. At the end of 1961, the student body of the Lyons school totalled 151 students -- an increase of 30 over the previous year.

Most of the students are of North African origin. In many cases their parents work as unskilled laborers in various factories and plants in the suburbs of Lyons.

Examination Results. In June 1961 only the sewing school graduates were able to take C.A.P. examinations. Other sections had not yet completed the three-year study cycle.

Seven girls received diplomas, and of these, four received C.A.P. certificates.

Placement. Most of the girls who completed the sewing school in 1960 and 1961 work in the trade in spite of particularly low wages. Some have found jobs with furriers.

Government Aid. Because of the considerable increase in enrollment, the authorities have decided to increase the apprenticeship tax which ORT is authorized to collect.

Cooperation with Other Organizations. The F.S.J.U. has granted us a subsidy of NF 2,000 -- double the subsidy of the preceding year.

The spiritual and secular leaders of the community are very interested in our school. We keep in close touch with authorities in the field of vocational education.

## MARSEILLES

After long and careful planning and construction, our new school building in Marseilles was finally opened for the 1961-62 school year. This new building is of increasing importance since the influx

of North African families to Marseilles has increased in volume in the past few years, and until now we have not been able to serve the vocational training needs of the expanding Jewish community of the city. Two new sections were started in the new center -- the first year of a sheet metal school and the first year of a secretarial school.

Enrollment. At school opening there were 189 students -- 136 boys and 53 girls.

Examination Results. In June of 1961 graduation diplomas were given to 22 students -- 16 boys and 6 girls.

As in the past, senior students took C.A.P. examinations at the end of the 1961 school term. Sixteen students -- five girls and eleven boys -- passed these examinations successfully, and seven received marks of "good" or "very good."

Placement. As in France generally, placement is no problem for our graduates. The need for skilled workers outstrips the supply, and all are able to go to work in their trades immediately.

Government Aid. The collection of the apprenticeship tax has become more difficult because competition for payment has increased and also because employers must pay a tax corresponding to the instruction given in the beneficiary school. In spite of difficulties, receipts from this source increased by 35% in Marseilles last year over the 1960 amounts.

Cooperation with Other Organizations. We maintain relations with the following authorities: Ministry of Education, Ministry of Labor, Chamber of Commerce, Chamber of Crafts, the Prefecture, the local city offices, the Power Board of France, and, of course, all local Jewish community organizations.

Prospects for 1962. Early in 1962 we plan to transfer the industrial sewing and secretarial sections for girls to the new center.

The transfer of boys' sections is also planned for the same time. Full period instruction will be resumed for the welding and electricity sections which were compelled to work on a half-time basis up until now by lack of space.

We plan to start a preparatory class for young people whose level of general knowledge is too low for entry to vocational classes.

Throughout France, student turnover during 1961 was 3,353, and the student body as of January 1, 1962 was 1,998.

## FINLAND

The ORT Finland Committee, presided over by Mr. I. Davidkin, continued, during 1961, its efforts in the field of information of the activities of the World ORT Union throughout the world among the members of the Jewish community in Finland.

A fund-raising drive among ORT members and friends resulted in approximately \$1,500 to be put at the disposal of the World ORT Union at the end of the last fiscal year.

## G E R M A N Y

After seventeen years of activity which was directed to the problems of teaching trades to thousands of displaced persons and refugees, ORT Germany discontinued its work late in 1961.

This measure was unavoidable in light of the present situation in Germany. The economic boom has lasted for several years and has absorbed all available manpower in the country. In German industry at the present time there is a greater need for laborers and semi-skilled workers to operate automatic machinery than there is for specialists. There is little problem in placement, and almost any worker can find employment without difficulty.

Because of this the number of students in ORT courses and the apprentices in the apprenticeship service had become so small that we decided to close the institutions and the Munich office as well.

Many branches of industry established their own vocational training courses within their plants and factories, and throughout 1961 there were no new candidates for an ORT course!

The ORT Association in Germany continues to function under the presidency of Dr. I Lichtigfield, Chief Rabbi of Frankfurt.

Throughout Germany, student turnover during 1961 was 289.

## GREAT BRITAIN

### General Remarks

1961 was a year of progress and activity for British ORT. Stimulated by the 1960 World Congress in London and aware of the growing demands on the World ORT Union, members worked hard at fund-raising and publicity projects.

At the Executive Committee meeting held in Geneva in January 1961, British ORT pledged £30,000 to the World ORT Union and, in July 1961, a further £10,000. This total of £40,000 has been met in full.

### Fund-Raising

Activities included the publishing of the 1961 Yearbook, the annual Gala Ball and Souvenir Program, a motor-car raffle, a film premiere and an exhibition of paintings.

Response to private appeals included generous donations earmarked for major extensions to be made to the ORT school in Nathanya this year. These will provide three new laboratories, three workshops and auxiliary rooms.

Nottingham members contributed funds towards the purchase of additional machinery for the Ashkelon school.

Groups have been founded in Glasgow and Liverpool and further organization is planned for 1962.

### Publicity

To encourage British travelers to visit ORT institutions in Israel, North Africa and Marseilles, British ORT has produced attractive pamphlets of these schools and has distributed them widely.

A representative of British ORT was a member of a fact-finding mission which visited Morocco last spring to investigate educational and welfare facilities for Jewish children.

The first edition of the British ORT News Bulletin was issued in December and further editions are planned. These will be distributed to all ORT contributors, synagogues, Jewish organizations and to the Anglo-Jewish community generally.

During the summer, a special "ORT Day" was arranged by Jewish university graduates to publicize the work of ORT. Similar gatherings are planned for the future.

#### Training Facilities in the U.K.

For the third consecutive year, a group of 14 Israeli agro-mechanics spend 12 weeks in Britain for intensive training on agricultural machinery and equipment.

At the present time, an Israeli girl is spending one year being trained by an haute couture house in London and it may be possible to make similar arrangements for more such trainees in the future.

Discussions are in progress to establish training programs for Israeli students in certain factories.

#### ORT Junior Society

This is a new group organized in December for the purposes of interesting youth in ORT through social and cultural activities.

#### ORT Old Boys' Association

During the year, this group raised funds to purchase a tool room shaper and two lathes which were sent to ORT schools in Israel. A request for two milling machines from another ORT Israel school is now getting attention and it is hoped that both machines will be shipped early in 1962.

The group keeps in touch with as many former students as possible -- both those resident in the United Kingdom and those abroad.

#### British Women's ORT

British Women's ORT has had a busy and successful year. It has cooperated with British ORT in all major fund-raising projects and has also organized separate membership functions.

An "ORT Day" luncheon was given on May 11th, presided over by Mr. Anthony Greenwood, M.P. A similar luncheon was held in October, under the chairmanship of Mr. Maurice Edelman, M.P., at which one of the speakers was Mrs. Jacqueline Maus, President of Swiss Women's ORT and Secretary-General of Women's International ORT. Film teas and other gatherings have been scheduled regularly

during the year. A day trip to the ORT school at Montreuil was arranged and it is hoped to repeat this in the spring.

The demand for the special Rosh Hashana cards was so great that a more ambitious project is envisaged for the coming year.

British Women's ORT is trying to make the work of ORT more widely known by organizing small groups in different sections of London as well as in other parts of the United Kingdom. Recently organized branches are now functioning in North-West London and in Glasgow.

### British ORT Plans for 1962

In addition to the usual program of fund-raising activities, preparations are being made for a concert at the Royal Festival Hall in March. The program will feature the London Symphony Orchestra, conducted by Istvan Kertesz, with Julius Katchen as soloist. An opera concertante at Glyndebourne is planned for May.

A special exhibition showing the work of ORT is also in the planning stage.

G R E E C E

During these past years, ORT Greece, while having no school network, followed its program of vocational orientation. Several scholarships were awarded to youngsters from Athens and the provinces in order that they might thus acquire a technical trade either in a State or a private school in Greece or in an ORT school abroad.

The news received from ORT graduates during these last few months indicates that nearly all of them -- young men and women alike -- work at the trades they learned in ORT schools, some of them even occupying top posts in industry.

## HOLLAND

### General Remarks

The economic situation in Holland remained good in 1961 and there was little unemployment. The government is making major efforts to industrialize, and many American firms have opened branches in the country thereby creating new jobs. The Jewish community has benefited from this situation, and there are practically no Jewish unemployed receiving social aid.

Favorable employment conditions have caused a reduction in the number of adult students in ORT workshops. The machine knitting shops have already been closed, and it is likely that the course in typewriter repair will also be closed early in 1962. The refresher course in cutting and dressmaking will continue.

The greater part of ORT's work in Holland is concentrated on manual training for children in Jewish schools and work therapy in Jewish homes for the aged.

### Present Structure

The following evening courses for adults were given in 1961: typewriter repair, cutting and dressmaking, machine knitting. Work therapy courses were given in two homes for the aged in Amsterdam.

Manual training courses were given in the Jewish elementary school, Rosj Pina. The courses covered work in wood, pasteboard, clay, felt, leather, etc. Similar courses were given in the Jewish secondary school in Amsterdam.

Weaving courses continue at the home for mentally deficient children in Apeldoorn, and a workshop for wood and pasteboard work has been opened for the youngest children there.

### Organization and Public Relations

As a member of CEFINA, the United Appeal in Holland, ORT shares in the annual campaign. In 1961, this amounted to Fl.43,635.

Membership in "Friends of ORT" increased during the year.

The information bulletin "ORT Niews" is published monthly and widely circulated.

An important public relations event during 1961 was the presentation of the first copy of "Geen tijd voor tranen" (No Time for Tears) by Mrs. T. Wijsmuller-Meijer, to the wife of the Mayor of Amsterdam. Mrs. Wijsmuller-Meijer is the president of Dutch Women's ORT, and her book relates her wartime experiences. At the presentation ceremony, Dr. A. Vedder, President of ORT Holland, outlined the achievements of ORT throughout the world. Proceeds from the sale of Mrs. Wijsmuller-Meijer's book will be turned over to ORT Israel, and readers are informed of this by a note in the book.

In addition to cooperation with CEFINA, ORT is in close contact with the regional labor office and the Refugee Aid Federation. The secretary of ORT Holland is a member of the Social Council of the city of Amsterdam.

#### Prospects for 1962

Adult vocational training will continue in evening courses. New work therapy shops are planned for the home for the aged soon to be completed in Arnhem.

Fund-raising and membership activities will be increased in 1962. In this connection we are considering the translation of Mrs. Wijsmuller-Meijer's book into English and French to enable other ORT organizations to participate in the sale of the book and thereby contribute to the income of the ORT Union.

Throughout Holland, student turnover during the past year was 437, and the student body as of January 1, 1962 was 226.

## I T A L Y

### General Remarks

During 1961 the Italian economy continued to improve as it had in the preceding three years. Although agriculture lagged, production in industry was generally higher than the 1960 boom period.

Not all of the population benefited to the same degree from industrial expansion. There is a great disparity between sections of the country with a demand for skilled workers in the industrialized North while the South, which is still mainly agricultural, has remained almost untouched by the new prosperity. More than one million Italians are presently working abroad. Most of this labor force emigrates from Southern Italy, sponsored by the Italian Government.

The situation of Italian Jews reflects the general economic pattern. There is still much work for Jewish welfare organizations -- especially as sporadic immigration of North African Jews increases the number of persons needing assistance.

Important influences on the ORT program during the year were the following:

No placement problems for graduates.

A much stronger interest in vocational training among Jewish youth, and consequently higher enrollment in beginning classes.

Revision of the entire vocational training program of the government.

Abolishment of Ministry of Labor presence premiums for students.

### Government Aid

A change of administration in the Ministry of Labor during the year caused wide changes in the vocational training system throughout the country. Previously, several hundred private agencies carried out training with government subsidy. The decision to eliminate a large number of these agencies, and to concentrate vocational training in the hands of semi-governmental organizations caused confusion. The new directives were published at the end of September, and in mid-October, ORT was informed that only six courses had been authorized -- two in Rome and four in Milan. This meant a decrease in subsidy from approximately 60 million Lire to about 10 million Lire for the current school year. Inasmuch as other agencies were similarly

cut, a very awkward situation developed in the whole country. Thousands of students were turned away, and hundreds of workshops and classrooms remained empty. Student demonstrations, teachers' strikes, and protest by all interested parties were the first reaction.

In spite of confusion and although our budget was seriously reduced, ORT Italy determined to start all schools and courses which were essential for future activity.

### School Network

#### ROME

The three-year school in electronics was continued, and a new first year class in electromechanics was started. Additional instruction in electronics was provided for those students in the electromechanics class who were qualified.

The three classes of the secretarial school were continued.

Primary manual training was offered to both boys and girls.

#### MILAN

Two three-year schools, one for television and the other for mechanics and automechanics were reopened at the beginning of the school year in October.

Two evening courses in radio and mechanics were closed due to the cut in government subvention.

A three-year school in technical designing adapted to the requirements of rapidly expanding industry was set up in special classrooms reserved in the Milan building. Enrollment has been satisfactory, and the level of students and instructors is high.

Primary manual training is also offered to children in the Milan Jewish Community School, and a well-equipped bookbinding workshop is under construction.

#### FLORENCE

The dressmaking and technical designing courses in Florence were closed at the end of the 1961 school year.

#### LEGHORN and TRIESTE

As of the end of 1961, the schools in Leghorn and Trieste were not opened. These schools will reopen if the government subvention is restored.

## SAN ANTONIO

The school operated for the U.S. Refugee and Migration Section was closed at the end of February 1961, when the camp was turned over to the Italian government.

### Planned Courses

Following negotiations with the Ministry of Labor, it is hoped that authorizations for additional courses will be granted. In advance of this hoped-for authorization and subvention, ORT Italy is planning several evening courses in Rome, Milan, Trieste and Leghorn, in addition to a number of courses for apprentices. New directives regarding apprenticeship were issued by the Ministry in December 1961.

In collaboration with the Ministry of Public Education, which contributed approximately 2 million Lire to our schools, we intend to start a course for turners in the near future.

### Student Body

At the beginning of 1961, there were 1,956 students enrolled in 78 schools and courses in Italy. In these totals are included 45 courses for apprentices with about 700 students and two courses with 29 students operated on behalf of the U.S. Refugee and Migration Section.

Due to the cut in government subvention, only 11 schools and courses with 583 students were in operation when the schools reopened in October. We hope for authorization to restore the 45 apprenticeship courses in the near future.

A total of 2,381 students were enrolled in ORT Italy schools during 1961.

Most of our students are from the poorer stratum of the Jewish population. The majority from abroad are also poor, especially those from North Africa who, for the most part, receive assistance from Jewish welfare organizations.

There is still a marked difference between North Italian and Roman students, with living standard and preparation for school both advanced in the North.

### Examinations and Placement

Final examinations in Milan and Rome schools took place in June, and for the short courses in Leghorn, Trieste and Florence, examinations were scheduled during the entire year. Examinations are always supervised by a representative of the government, and a committee in which members of the local authorities and industries participate.

During the year, 1,382 students were graduated from schools, courses and complementary courses. Only about 15% were rejected.

There were no placement difficulties in 1961. Salaries for graduates in Northern Italy are about 30% higher than those in Rome. Graduates of the television school in Milan are much higher paid than mechanics, automechanics or electromechanics.

First graduates of the secretarial school were placed with no trouble at salaries ranging from 35,000 Lire to 70,000 Lire a month.

### Pedagogical Problems

Because of technological advances -- particularly in the electronics field -- we decided to add to our teaching program. A teachers' conference was scheduled at the beginning of 1961 in Milan, and was attended by several engineers of Olivetti. One of the Olivetti experts conducted a three-months course for ORT instructors in electronic calculators, and the lectures were later reprinted for use as a textbook.

The electronics industry in Rome is absorbing all experts, and many teachers in vocational schools have gone into industry where salaries are much higher. In accord with this situation, we have engaged instructors from government schools, and adjusted our teaching program to a new schedule.

Mechanical bookkeeping and calculation have been added in the secretarial school. Machines were put at our disposal by Olivetti.

Jewish cultural education plays an increasingly important part in the schools. Jewish history and tradition are taught and non-compulsory courses in Hebrew are held in all schools.

### Work of Committees

The Executive Committee of ORT Italy met several times in Milan and Rome under the chairmanship of Mr. Renzo Levi to discuss

policy matters. The General Assembly took place in Florence in March, and was followed by a meeting of the Council, both under the chairmanship of ORT Italy President, Prof. Luzzato.

Women's Committees in Milan and Rome met with newly-elected presidents, Mrs. Levi-Pisetzki and Mrs. Ascarelli. The Rome Women's Committee took over the social assistance program there with the aid of the Alumni Association. "ORT Day" in Rome was organized in a leading cinema, and a Japanese flower arrangement show was also held.

At a meeting in Milan, a gold medal was presented to Mrs. Donati, former President of the Milan Women's Committee. Distribution of food and clothing, supervision of the internat and individual assistance are responsibilities of the women's groups. A calendar cookbook was published by the Rome Women's Committee and was a great financial success.

#### Alumni Association

This group increased activities during 1961. Dances and sports events were organized as well as visits to industrial plants. Two well-attended conferences on Israel were conducted during the year. Milan boys are operating a refreshment service with good financial results, and bulletins have been published in both Milan and Rome.

#### Cooperation with Other Organizations

As in the past, ORT Italy was in close touch with the AJDC and received full cooperation for welfare needs. Through the Council of Voluntary Agencies we maintain contact with foreign and Italian welfare organizations. Relations with the Jewish and Italian press have been very good.

#### Social Assistance

An extensive social assistance program has been carried out during the year, financed mainly by Women's American ORT, and with some income from the social activities of the ORT Italy Women's Committees. A major concern is the dormitory in Milan which houses students from abroad and from small communities in Northern Italy. Food and clothing have been given to needy students in all schools, and in Rome, where there is no dormitory, arrangements have been made to supply meals and in some cases, cash allowances.

Presence or progress premiums have been deposited in savings accounts for some students. This money will be given to them upon graduation, to assist them in getting started on new jobs.

All students are able to use school health facilities, and a complete physical examination is required before admission to any school. OSE cooperates with us in offering health care. All students are insured against work accidents. Each year we assist needy students to spend school holidays in Jewish summer camps.

### Problems and Prospects for 1962

Our chief concern for the coming year is the negotiation with the Ministry of Labor regarding government subvention to our program.

We expect the existing problem of finding suitable instructors will continue.

The placement of ORT Italy graduates is excellent, however, and prospects are very promising.

Throughout Italy, student turnover during the past year was 2,381 and the student body as of January 1, 1962 was 583.

## LUXEMBOURG

The ORT Luxembourg Committee, under the chairmanship of Dr. R. Hertz, undertook in 1961 a campaign for the ORT Union by means of a circular letter addressed to all the members of the community. The results obtained are very encouraging.

During the year, two important lectures were given, one, on the aims of ORT, by Mr. Leon Meiss, Conseiller à la Cour de Cassation in Paris and President of French ORT, and the other by Mr. Elie Eliashar, member of the ORT Jerusalem Committee, on ORT in Israel. These conferences were well attended.

N O R W A Y

During 1961 the Norwegian ORT Committee continued its support to the World ORT Union. The Chairman, the Bishop of Trondheim, the Rt. Rev. Arne Fjellbu, came to Geneva where he visited the Central Office and the Central Institute. He continued to Marseilles where he inspected the construction of the new building which was mainly made possible through the generous contribution of Norwegian ORT. He also visited the ORT schools in Paris.

During the year the Norwegian Refugee Council voted to finance construction of an auxiliary building for the ORT agromechanics school in Natanya. Implementation of this project will take place in 1962.

Bishop Fjellbu will continue as Chairman and is working closely with the Committee consisting of leading members of the Norwegian Government, international organizations and industry and commerce.

## P O L A N D

### General Remarks

ORT has from the very beginning adjusted its work to the economic conditions and needs of the country. Our work in vocational training reflects the needs of the Jewish population. However, the direction in which ORT activities are developed and the nature of its vocational training work are determined by local plans and developments and by the general economic and educational policy of the country.

Gradual industrialization of the land has created favorable conditions for industrial trades. Locksmiths, mechanics, metalworkers, welders, industrial electricians find jobs with ease. Difficulties sometimes do arise when certain crafts are temporarily oversupplied on the local market, whereas in the neighboring town these same crafts are in demand. After years of Hitler's inferno and decimation of countless families, ties of parentage are strong, and because of their marked influence the Jewish population resists dispersal. That is why Jews are unwilling to leave familiar surroundings and relocate. However, in view of the constantly growing industrial needs, these difficulties are short-lived and they are being rapidly overcome.

Only a limited number of those who are trained by us are fit for trades and crafts. This is due to many causes, such as the rather advanced age of many of our pupils, weak health, inability to perform heavy manual labor, lack of necessary experience, poor general education in many cases, long time required to acquire a skill, etc.

### Jewish Economic Organizations

Many students are attracted by handicrafts which are in demand in work cooperatives. Some work in cooperatives of a general nature, others in particular handicrafts; but most go to the Jewish enterprises and cooperatives of the Jewish cultural and social society (TSKZ).

The growth of Jewish cooperatives is constant. Their production and profit-earning capacity increase from year to year. In 1961 the value of the total production of Jewish cooperatives (exclusive of TSKZ enterprises) amounted to more than 100 million zlotys, as against 77 million zlotys in 1960 and 58 million in 1959.

In 1961 the cooperatives will have earned a gross profit of 7.5 million zlotys, while in 1960 the profit was of 4.4 million and in 1959 of 3.4 million zlotys.

Jewish cooperatives employ a total of 1,348 persons; 576 of them, or 43%, are ORT graduates and students. Furthermore, there are 361 workers in TSKZ enterprises; 127 of them are ORT students and graduates.

Jewish enterprises employ a total of 1,709 persons, including 703 ORT graduates and students.

Along with the successful implementation of the five-year-plan and the constant improvement of economic conditions in the country, there is an improvement of the situation of Jews in Poland too. A greater stability of living conditions and the disappearance of a desire to emigrate have exercised a positive influence. The unceasing turnover of personnel in cooperatives, which formerly created many difficulties and disrupted normal work, is now a thing of the past. Management and labor force in cooperatives and other organizations are stable and responsible associations.

### Work Prospects in the Cooperatives

Until the present time, and in certain sectors, work cooperatives paralleled industrial performance or widened the range of industrial products. In view of the constant industrialization of the country, industry is most modern and highly mechanized; it improves its products and it is better able to satisfy the needs of the population. Cooperatives, therefore, were forced to give ground in certain respects, and to change the direction of their endeavor. In accordance with the country's plans for economic development the cooperatives are to limit their production, while gradually increasing their activity in servicing the population. This is the line followed by cooperatives more and more rigorously at the present time and so will it be in the future.

Production of services calls, in general, for a better trained and a more independent worker than the production of goods. A worker who is used to perform the elementary jobs in the productive process under the direction of a foreman, a worker who does not, independently, complete a work cycle from start to finish is not adequately prepared to produce services in a small establishment, frequently outside of the workshop or in the home of the client. Servicing calls for a wider training and an experience in independent work. This consideration should be reflected in the ORT program of training for the production of services.

### Work of Women

A serious problem arises in connection with the work of women and, above all, with work performed at home. Many women look for

jobs which they can do in their homes. Therefore, Jewish cooperatives must develop jobs which can be performed in the home of the worker, and ORT must teach the women how to perform these jobs. This is not a new problem and the tasks connected with it are well-known to ORT.

## ORT Activity in 1961

### Adults

The pattern of ORT activity in Poland has been slightly modified. There were some changes in the age groups of students and in the nature of vocational training. While our traditional elements in vocational training and in supplementary education of adults were maintained, it should be noted that greater emphasis in training was given to:

- (a) supplementary education of the adults and, above all, to
- (b) refresher courses, preparing students for journeyman and master craftsman certificate examinations.

These courses are not new. We had them in 1960, but fewer in number. For a long time we have been making efforts to popularize the idea of promotion examinations. It was difficult to bring this idea home to individual craftsmen and to cooperative workers. Practical work was enough for them and a vocational training certificate was just a useless bit of paper. But they were soon to find the value of training. Stricter rules affecting the issue of permits to manage individual handicrafts workshops and service centers and the fact that, to a certain extent, the amount of one's pay depended on whether one could show a qualifications certificate, quickly convinced all concerned that ORT's idea was right and useful.

The second source of prospective students for courses preparing for proficiency certificate examinations are graduates of our lower courses who have reached the three-year work period allowing them to sit for proficiency certificate examinations. For them too the proficiency certificate is important. It is a kind of a first degree professional diploma opening the way to the position of master craftsman which may be reached after a few years. Such a certificate is a document that improves their morale, gives them the assurance that the road they have selected is the right one, gives them confidence in themselves and in the dignity of their calling. Furthermore, the proficiency certificate has a practical importance; it ensures professional stability, determines the appropriate level of wages and influences other forms of compensation.

Thus, registrations for courses preparing for proficiency examinations have multiplied. In view of the limited number of Jewish

communities it was difficult to organize courses for each individual trade or craft. The courses we set up are general and the curricula are composed in an appropriate manner.

### Women Working at Home

We have already mentioned the difficulties connected with work performed by women in their homes. These difficulties are caused by a lack of adequate sewing machines and absence of counsel and guidance during the initial period of professional work.

In Warsaw ORT organized a group of 18 women who, individually, get a job of work from a state organization. They take their material to ORT premises and work there during certain set hours, under the supervision of an instructor and using ORT equipment. This kind of work is a natural follow-up of a one-year course in cutting and dressmaking. Many trades are exercised by this "cottage industry" method. The proficiency of women workers is constantly improving. Later on they will start to work independently and their place will be taken by a new group of candidates. We hope that this trial will give us good results and that this form of work will be a real help to those women who want to work.

### Youth

Here we have in mind the young people who have finished elementary school. This year the number of those between the ages of 14 and 18 increased by 37% as compared with 1st January 1961. We emphasize this group of young people at the present time because of its particular significance, its prospects and the special provisions regulating training.

In view of the growing demands for instruction, the problems of the young men and women should be now treated separately. Into this category fall young people, from 16 to 20 years, who have acquired an elementary education. In their case both the planning of training and the nature of the curricula must be different from those designed for adults. For the young we need a further development of practical as well as theoretical training. Besides, legal prescriptions for youth provide for a three-year period of vocational training, followed by a year of "on-the-job" training.

We have repeatedly mentioned this problem and the reasons why it has arisen.

In this connection, as well as in some others, we are faced with the need for a specialized technical secondary school with boarding-in facilities for those Jewish youngsters who were unable to gain admission to higher or other trade schools. We constantly come across this problem and it will always be with us.

### Primary Manual Training

On the whole, there were no changes in this sector. Warsaw had been added to the towns and cities where we maintain PMT workshops. PMT in Warsaw is primarily for Jewish children attending non-specialized schools. These children meet on ORT premises.

Work in this sector continues, and we intend to widen its scope. This is tied up with the circumstance that many Jewish boys and girls attend non-Jewish schools of general education. Many TSKZ sections organize youth clubs where Jewish boys and girls foregather. These clubs bring them close to Jewish language and culture and it is in them that Jewish cultural work is being carried out.

We should like to utilize these clubs and to set up PMT workshops in them. Such workshops will acquaint broader youth circles with elements of technology and of various handicrafts; they will bring them nearer to problems of manual and skilled labor; perhaps they will develop in them a lasting taste for such labor, and, at the same time, they will make these clubs more attractive and will draw the youngsters to homes of Jewish culture.

### Employment

We have already given the number of persons working in cooperatives and TSKZ enterprises. We do not have complete data on those working in other places. Although we try to keep in touch with our graduates, as time passes and as the graduates become completely independent and change their place of work, contacts tend to break. Last October we received information concerning 817 graduates of our courses who are now engaged in enterprises other than Jewish cooperatives.

Assuming that this group of 817 graduates is a cross section of all workers, we can get a pattern of their distribution among the various sectors of the economy, corresponding to the following table:

	<u>Total</u>	<u>%</u>
In non-specialized cooperatives	202	25
In industry	200	25
Working at home	140	17
In private establishments	94	11
In other establishments	<u>181</u>	<u>22</u>
	817	100

### Cooperation with Other Organizations

ORT continues to occupy an important place not only in the field of vocational training, but in the economic section as well, and, lately, also in the field of Jewish cultural activity.

This year Jewish history is a compulsory subject in all our courses. It is evident that this subject cannot be covered in one term. Nevertheless, a member of the Jewish Historical Institute in Warsaw has formulated a program embracing a brief historical account and particularly emphasizing the history of Jews in Poland.

Furthermore, representatives of independent ORT students' committees are members of general cultural commissions that organize lectures on themes of Jewish culture such as literature, the arts, theatre and others. Our students participate in amateur theatricals, in Jewish folklore choirs, and they help in the organization of programs for children to celebrate Hanuka, Purim and other holidays. They also participate in the sale and distribution of Jewish books. Since ORT brings students together it has become, along with Jewish cooperatives, an important agent in the propagation of Jewish culture and it helps these students to imbibe the Jewish heritage. It should be stressed that ORT Congress resolutions relative to the propagation of Jewish culture are implemented by ORT in Poland to the limit of its possibilities. In this connection due attention is being given to the nature of our training and the character of our student body.

Such social assets of ORT as various committees, local commissions and numerous friends help us in our work and form our social base. With very few exceptions, our commissions work for ORT with a great deal of devotion. Especially active were the commissions in Warsaw, Legnica, Wroclaw, Katowice and Lodz. Among our friends are the Jewish cooperatives; they follow closely the work done in vocational training and, indirectly, the work of ORT in the economic sector. In turn, ORT helps them in their training activities.

In addition to organizing and conducting courses ORT also helps cooperatives to train individual specialists whose services are indispensable to these organizations. For example, in Warsaw ORT trained in a Polish establishment two experts in galvanoplastics who, at the present time, manage and supervise a section in the Gliwice cooperative. Two further specialists were similarly trained: one for the artificial materials' fancy goods section of the Wroclaw cooperative, and this man is now head of the section, and another is now directing a shoemakers' cooperative in Szczecin.

ORT approaches all needs for vocational training with elasticity and sensitiveness. This helps us to teach trades and to offer supplementary training. Thus we help our students directly and, indirectly,

our students and alumni who are already working, by improving their capacity for leadership. This work has been very fruitful and has earned a great deal of gratitude for ORT.

### Length of Training Periods

In an increasing number of cases we are obliged to extend the training period of adults to two full years. This is due to a ruling of school authorities, prescribing a compulsory two-year training period for adults, followed by a year of practical training on the job. This decree applies most rigorously to our SAP in state establishments and foreign cooperatives, for it is there that the decree is enforced with special thoroughness. During these two years students receive apprentice wages which are very low. During the period of "on-the-job" training wages are raised, but they are still rather low.

This is, of course, tied up with the question of stipends; but the amount of the latter may be decreased as the apprentice and "on-the-job" training wages are being raised.

### Courses for Cooperatives' Management Personnel

We intend to organize these courses this year. They will serve the entire system of cooperatives. Similar courses were given by ORT in 1948-50. At the present time we intend to organize two or three courses of this nature.

### Invalids

We are also making plans for some of the retired workers aided by the Jewish Central Commission of Social Assistance. Some of them could perform easy jobs in their homes. We try to make such persons productively active by teaching them easy trades.

Our purpose in this is twofold: to improve the living conditions of the aged invalids by giving them a chance to earn a supplementary income, and to improve their morale. Work will bring them not only money but also contentment and it will make their life more ample.

Throughout Poland, student turnover during the past year was 3,702; the student body as of 1st January 1962 was 1,421.

## P O R T U G A L

The geographical situation and the very reduced size of the Jewish community in Portugal hardly allow the ORT Portugal Committee to develop a quantitatively important activity, but one should, however, emphasize the interest which the Committee and the Friends of ORT show in the world-wide work of our organization. Again this year, the visit of the ORT Union delegate, Mr. E. Haskin, aroused a lively interest and the fund-raising campaign organized on this occasion permitted ORT Portugal to participate in the development of the ORT technical schools throughout the world.

The ORT Portugal Committee, under the chairmanship of Dr. Elias Baruel, maintains regular contact with the Central ORT Office in Geneva and keeps all its members constantly informed on the activities of our organization.

S W E D E N

Activities of the ORT Committee in Sweden continued in a successful pattern during 1961. Contact with the general public widened and was marked by a large government allocation to the World ORT Union. The Committee also received funds from the Swedish Red Cross, the Warburg Fund and the Jewish Women's Club.

The Committee cooperated with other organizations in the annual Magbit campaign and received the arranged share.

In the course of the year, Mr. Daniel Mayer, Chairman of the Executive Committee of the World ORT Union, met with Mr. Erlander, the Swedish Prime Minister, for a discussion of ORT in Sweden.

Mr. Gunnar Josephson, member of the Executive Committee of the World ORT Union, attended all meetings of the Committee in Geneva and was in close touch with the world of the ORT Union.

## SWITZERLAND

The primary responsibility of ORT Switzerland today is to provide financial support to ORT's work throughout the world. This is especially true since vocational training for refugees in the country has ceased and the Central Institute at Anières is, of course, directly administered by the World ORT Union.

Through 1961, ORT continued to be part of the United Appeal in German Switzerland while in French Switzerland an independent campaign was organized. The sum collected in French Switzerland in 1961 exceeded that for 1960 by approximately 16%. Considering the present arrangement with the United Appeal, we must now discuss the matter of an independent campaign in German Switzerland as well in 1962.

A gratifying event of the past year has been the noticeable growth in subsidies granted to ORT by Swiss official bodies. These have included an allocation of Sw. Fr. 66,000 for ORT programs in Iran and Morocco from l'Aide Suisse à l'Etranger; a grant of Sw. Fr. 70,000 from the Département Politique Fédéral for advanced courses in Switzerland for Israeli foremen, and a grant of Sw. Fr. 100,000 from the City of Zurich earmarked for ORT Morocco. The Fondation Bona Terra also increased its grant for scholarships and maintenance of students at the Central Institute.

The General Assembly of ORT Switzerland was held in Zurich in November and guests included the Consul General of Israel, a delegate of l'Aide Suisse à l'Etranger and representatives of other Jewish organizations. Mr. Armand Brunschvig of Geneva presented the annual report, and Mr. Hans Bär spoke on the problems of technical assistance to newly developing countries. A special membership committee was set up under the chairmanship of Mr. Berthold Wyler of Geneva.

Swiss Women's ORT under the chairmanship of Mme André Maus, assisted by Mesdames C. Guggenheim, A. Schwob and R. Bollag, of regional groups, made great progress during the year. Women's Committee membership reached 1,000 during the year.

As in the past the Women's Committee contributed toward the cost of the welfare program and improvements at the Central ORT Institute in Anières. Contribution was made to the School for Deaf Mutes in Morocco, and the commitment to Women's International ORT for projects in Marseilles and Teheran was met.

An individual gift of Sw. Fr. 10,000 was earmarked for the planned internat in Teheran.

Bridge parties, theatre evenings, cabarets and other events were organized as part of the fund-raising program and the Geneva Women's Committee worked with the Men's Committee with Mme André Maus serving as Vice-Chairman of the combined fund-raising campaign.

The Geneva ORT Old Boys Association which is made up of approximately 60 Anières graduates and other former ORT students who now live in Switzerland has been active in organizing social and cultural events. They were assisted by the Women's Committee which made funds available to get the group off to a good start.



General Remarks

1961 was marked by expansion in the main fields of...

Secondary educational institutions showed considerable growth. In 1961...

- 1. Department of Education
2. Department of Health
3. Office of Management Administration
4. Department of Social Services
5. Ministry of Defense

I S R A E L

The number of students in the primary school system increased...

A noteworthy expansion occurred in the field of vocational...

Although the number of students in the secondary...

As previously mentioned, within the framework of...

1871

I S R A E L

General Remarks

1961 was marked by expansion in the two main fields of our activities:

1. Secondary-Vocational Schools show considerable growth. In 1961 they included 182 classes with 4,741 students, as compared to 154 with 3,886 students at the end of 1960. The increase by nearly 900 students results from the opening of a number of new sections and the filling up of the higher grades due to large "A" grades which we began to enroll two and three years ago. The new sections opened at the beginning of the current school year are:

- Electronics (Nathanya)
- Hotel personnel (Nathanya)
- Office management (Ramat-Gan)
- Technical drawing (Nathanya)
- Drawing - Interior decoration (Ramat-Gan)
- Telephone technicians (Syngalowski Memorial Center)

2. The number of trainees at the Schools for Apprentices increased and reached 2,745 as compared to 1,222 late in 1960. This important work was carried out mainly within the Jaffa school building which was put entirely at the disposal of apprenticeship classes and adapted to its new purpose. In addition to this apprenticeship center, there are day-apprenticeship classes for working youths at the Jerusalem apprenticeship school and at the Ashkelon school. Classes for guided apprenticeship were opened at the schools in Lodd and Kfar Saba.

A noteworthy expansion occurred in our work in Yeshivot. We took over the supervision of workshops in four Yeshivot, in addition to the Yeshivot which were already under our supervision. The total of Yeshiva students training at workshops under our supervision is 631 as against 177 last year.

Pre-vocational classes further decreased since their classrooms and workshops were needed for newly opened secondary-vocational classes. These classes were transferred to the Ministry of Education and Culture which maintains a widespread network of institutions for pre-vocational and pre-agricultural training, and our assistance in this field is no longer required.

No noteworthy changes occurred within the framework of courses for adults. In December 1961 a total of 9,639 youngsters and adults attended ORT institutions as compared to 6,830 in December 1960.

The increase by 2,800 students is due to the incessant pressure by municipal and other public bodies who participate in the maintenance of our schools, interested in solving the problem of continuation of studies for graduates of elementary schools. Furthermore we have been requested by the Ministry of Labor to increase the number of working youths who receive supplementary training in apprenticeship schools.

The shortage of skilled workers, increasingly felt during the year in various fields, has influenced the desire of our associates to assume a greater burden of maintenance expenses connected with the increase in the number of classes. Also, municipalities in whose areas there were as yet no trade schools applied to us to help them solve the problem of youngsters clamoring for an opportunity to learn a trade.

Expansion of apprenticeship is an important contribution toward progress in this method of training a skilled reserve for industry, a reserve which in other countries represents the wide basis for vocational training built up in factories and supplementary studies in apprenticeship schools.

The transition from evening studies which produced doubtful results, to day classes -- one day per week -- represents a revolution in the system of vocational training in the country, and it is to be hoped that the new framework will speedily consolidate and expand to a scope suitable to the needs of the economy, where delays are suffered in the execution of development projects and building jobs have to be limited due to a shortage of skilled hands.

For existing and newly-opened classes, additional built-up space was required at nearly all our schools. Building work was carried out at an accelerated pace during the whole year under review, both in schools run by us alone, where building was carried out for our account, as well as at schools run in partnership, where construction was carried out by our partners, assisted in planning by our Technical-Pedagogical Department and also by financing loans.

In 1961 construction in our three centers (Syngalowski Memorial, Nathanya and Jerusalem) covered about 6,000 m<sup>2</sup> and about 6,600 m<sup>2</sup> were built by our partners in Ramat-Gan (Laboratory Assistants' School and Carpentry), Givatayim (three-year vocational school) and in Herzliah, Holon, Rehovoth, Affuleh, Lodd and Kfar-Saba.

The additional space put at the disposal of schools entailed an increased supply of equipment for workshops, instruments and tools, furniture and laboratory equipment.

Substantial one-time investments into buildings for new and existing classes, their furnishing and equipment in addition to the

increase in our current budget for the maintenance of these classes at a time of general rise in cost and salaries in which we lived during the past year, have brought us up against financial difficulties such as we never experienced before, since the beginning of ORT's activities in Israel.

Exceptional efforts were made to raise funds from local sources. Income from these sources considerably exceeded all expectations, but this increase did not catch up with the growth of expenditure. We are closing the year with a serious deficit and we cannot respond to the strong pressure for additional expansion, brought upon us from all sides.

Under these circumstances we had no alternative but to decide to confine ourselves to the expansion of our apprenticeship program which should be increased. We shall complete the equipment and furnishing of the large centers only to the extent that funds are available. In regard to the smaller schools, we will make an effort to ensure better study conditions at a higher level -- which we have been unable to do in the three or four years of their existence.

## Secondary-Vocational Schools

### Syngalowski Memorial Center

At the request of the Ministry of Posts, a three-year section was opened for the training of telephone technicians. Graduates of class "A" for mechanics, who continue for another two years according to a curriculum approved by the Director of Technical and Radio Services of the Ministry of Posts, are admitted to this section.

The 25 secondary-vocational classes are divided into five sections: electronics, electromechanics, toolmaking, precision mechanics and telephone services.

During the afternoon two classes of the annual course for electronics are conducted in cooperation with the Defence Authorities for graduates of ten years' schooling.

In addition to the improvement courses held annually in cooperation with the Ministry of Labor, supplementary courses for metal trade instructors are held in the framework of the institute for instructors, foremen and technicians, in the running of which ORT participates to an extent of 20%. The other partners are the Ministry of Labor, the Ministry of Education and Culture, the Technion, the Histadruth (General Federation of Labor) and the Manufacturers' Association.

There is also a course for television, the purpose of which is to prepare technicians for the repair of television sets, since it has been decided to introduce television to the country.

The spacious building put at the disposal of the school is already inadequate to house all the classes, workshops and laboratories and the various services, and it was necessary to see to it that the available space be increased to permit the opening of further classes in the years to come.

In the middle of 1961 construction was started on an additional floor for the main building of the school. This construction is financed by the additional grant by the Women's American ORT, from whose previous grants the Dr. A. Syngalowski Memorial Center was erected.

At the end of 1961 the number of students was 792 youths and 896 adults, a total of 1,688 as against 680 youths and 569 adults, totaling 1,249 in 1960.

#### The Nathanya Center

This center comprises three additional sections this year:

- Hotel Staff with two two-year "A" classes (cooks and waiters) sponsored in cooperation with the Government Tourist Office, which covered the expenses for building an additional floor above the dining room for the training kitchen, a dining room and services connected with the study of the subjects included in the curriculum of this section. The two classes comprise 34 graduates of elementary schools, including 7 girls. Graduates of the two-year course will continue their training in large hotels.

- Electronics with a curriculum of four years. This section will accept graduates of Class "A" who are outstanding in their studies and who will continue for three years, according to a program similar to that taught in our other schools for electronics.

- Technical Drawing for graduates of ten years' schooling -- two-year course. Thirty-nine students including 26 girls were admitted to the first class.

The classes for students from African countries include 70 students from seven countries which recently acquired independence and which are in need of skilled tradesmen to carry out their development projects. These courses for mechanics, carpentry and electricity are conducted in English and in French, according to the language spoken in the country of origin of the students.

A building of 30 rooms was constructed to house these students.

Preparations are being made for the opening of a course for African instructors, to train candidates from among the graduates of courses to be instructors in their countries. The work is carried out in cooperation with the Foreign Ministry which finances the building, covers maintenance expenses for the internat and participates in the budget for vocational training.

In addition to the construction for the needs of the hotel staff section and the courses for Africans, we built a house for the electronics and electromechanics section, laboratories and a gymnasium. We should also like to mention the development work on the spacious school grounds covering over 42,000 m<sup>2</sup>.

These building jobs were indispensable in view of the expansion of the school which comprises 767 students in secondary-vocational classes, and together with the Africans includes 837 students against 579 last year.

#### Givatayim Center

This center comprises three sections of a five-year technicum for building technicians, refrigeration mechanics and machinery construction. In the mechanics section the fifth grade was opened this year. We shall reach the full cycle next year for the other two sections.

In order to permit the absorption of children from Givatayim and vicinity, who are not prepared for the difficult course of the technicum where theoretical studies reach a very high level, we shall open a three-year trade school for general mechanics, in cooperation with the Municipality.

The building for the school is being completed now on a plot adjacent to the technicum.

The total of students in Givatayim is 540 against 445 in 1960.

#### The Jerusalem Center

This center has three sections -- general mechanics, auto-mechanics and electronics. During the year various building jobs have been carried out, with the completion of which the space available for the school will reach 1,143 m<sup>2</sup>. A special workshop of 300 m<sup>2</sup> was built for the automechanics and welding section, an area of 743 m<sup>2</sup> was added to the classrooms and laboratories of the electronics section, and 400 m<sup>2</sup> to the general mechanics and automechanics workshop. Construction is financed by a grant made by the Women's Canadian ORT.

The number of students at the end of 1961 reached 376 against 307 in 1960.

### Rehovoth

This school, which did not advance at the same rate as our other schools, has started on the path of development with the opening of a third class for first-grade studies. (So far there were two "A" classes). Thanks to this change it will be possible to fill the upper grades in future years and the average number of students per class which will increase will entail a reduction of per capita expenses.

The construction of two classrooms has been completed and the Municipality is now completing an additional building for workshops.

This school also runs classes for 78 students of the Porat Yosef Yeshiva.

The number of students, excluding the Yeshiva students at the end of 1961 totalled 236 against 204 last year.

### Kfar Abraham

Within the framework of the Tora U'melaha Yeshiva, six classes are maintained for general mechanics. These classes study according to a three-year curriculum spread over four years, owing to the heavy schedule of Jewish subjects.

The number of students at the end of 1961 was 164 against 151 in 1960.

### The Textile School in Ramat-Gan

This school comprises six classes for textile technicians with two sections for weaving and spinning, with 162 students in 1961 compared to 137 in 1960.

There are also three three-month courses for theoretical and practical training in weaving with 52 participants, mostly new immigrants. The same building also houses the course for ready-made clothing dressmaking run in cooperation with the Inter-Kibbutz Stores Committee, transferred from the Jaffa school.

### School for Laboratory Assistants in Ramat-Gan

This two-year school moved into its spacious new building constructed by the Ramat-Gan Municipality on a piece of land where several buildings will constitute a large ORT vocational training center in cooperation with the Municipality.

Currently there are six classes, three in each of the two sections: industrial chemistry and bacteriology. The chemistry section

admits graduates of ten grades and the bacteriology section admits graduates of 12 years' schooling.

The number of students is 131 against 130 in 1960.

#### The Carpentry-Cabinetmaking School

This school, which has been named for A. Krinitzy, Mayor of Ramat-Gan, moved from Jaffa to the new building erected by the Ramat-Gan Municipality next to the Laboratory Assistants' School. The space now at the disposal of this school will permit future expansion.

The number of students is 127 against 94 in 1960.

#### The Ramat-Gan Girls' School

Two new sections were opened in addition to haute couture which already existed:

- Office Management with a two-year curriculum for graduates of ten years' schooling (24 girls were admitted to class "A").
- Interior Decoration with a four-year program for graduates of eight grades of elementary school (24 girls in class "A"). This section is replacing the section for arts and crafts which did not justify its existence in view of the very limited possibilities of finding employment.

The opening of the new sections was made possible with the move of the Laboratory Assistants' School to its new premises.

The number of pupils is 149 as against 114 in 1960.

#### The Tel-Aviv Girls' School

This school has maintained its formula in view of the overcrowding of the small buildings which do not suit their purpose. The dispersion makes school management rather difficult and the work in the classes suffers consequently.

There are ten classes with four sections: haute couture, ready-made clothing, ladies' hairdressing and a seminary for fashion trades.

The Tel-Aviv Municipality participates in the maintenance of the ready-made clothing and the hairdressing sections. WIZO and the Government participate in covering the expenses of the fashion trade section.

The number of students is 204 including two boys in hairdressing against 211 in 1960.

Evening School for Dressmaking in Tel-Aviv

This school was transferred to a rented flat in the center of Tel-Aviv since it was necessary to vacate the Jaffa school building for the apprenticeship school.

The school comprises three classes for haute couture with 64 pupils, the same number as last year.

Haute Couture School Beth Jacob

This is a three-year school managed in cooperation with Agudath Israel.

The third grade was opened this year. The total number of students is 44 against 37 in 1960.

The Ramleh Girls' School

This school comprises classes for haute couture with a three-year curriculum and first and second grades for housekeeping.

During the year we carried out improvements to the school building and it is now planned to build an additional floor.

Enrollment is 97 against 68 in 1960.

Bnei Brak

In Bnei Brak the school is operated by the "Mizrachi" Women's Council which maintains an internat for the pupils, mostly new immigrants. The school has six classes, three for dressmaking and three for housekeeping.

The student body is 110 against 105 in 1960.

Ashkelon

The additional building for the school has not yet been constructed. The school is housed in unsuitable premises.

A third grade for the general mechanics school was opened this year. Apprenticeship classes for working youth are run at the school with 104 participants studying mechanics.

The number of students is 128 in five secondary-vocational classes and together with the apprentices the total is 232 youngsters against 83 students and 56 apprentices -- totalling 139 -- in 1960.

#### The School in Herzliah

This school will shortly move to a building of 900 m<sup>2</sup> built by the Municipality. The school comprises four three-year classes for general mechanics.

The number of pupils is 101 against 83 in 1960.

#### The School in Holon

Additional space of 500 m<sup>2</sup> was received by the school. Two classes were added for the first year and a "C" class was opened which did not exist before.

The student body is 199 against 115 in 1960.

#### The Kfar Ata School

At this school a vocational-secondary first grade was opened with 28 students. This class will form the basis for a three-year industrial school at the "ATA" Textile Works. Future development depends on the materialization of the promise made by the local Council to construct a building for the school. Hitherto there were only pre-vocational classes for locksmithy for boys and dressmaking for girls.

The number of pupils is 119 against 95 in 1960.

#### The School in Kfar-Saba

An additional building of 350 m<sup>2</sup> for the workshops was built by the Municipal Authority.

This year four classes "A" were opened, of which one is for guided apprenticeship, two classes "B" (only one last year) and a "C" class which did not exist before.

The total number of students in Kfar-Saba is 186, against 105 in 1960.

#### The School in Lodd

The Municipality built an additional 350 m<sup>2</sup> and permitted an enlargement of the school which comprises six secondary-vocational classes with a three-year curriculum in general mechanics and two classes for guided apprenticeship (there is now a third grade, which did not exist last year).

The industrial school operated in cooperation with the Bedek Airplane Works and the Ministry of Labor, started functioning this

year. Graduates of the one-year apprenticeship classes are admitted for supplementary training to the workshops of the Bedek Institute and they will receive their theoretical training during three years at our school.

The number of students is 144 in vocational classes, 60 in guided apprenticeship and 59 in pre-vocational classes, against 67 students in vocational classes, 202 in pre-vocational classes, 30 in guided apprenticeship and 53 in apprenticeship in 1960.

#### The School in Affuleh

This school comprises five vocational classes for general mechanics and nine pre-vocational classes.

The local Council has effected improvement on the building, added a second floor with an area of 320 m<sup>2</sup> and intends to continue building in order to ensure more favorable conditions for work in classrooms and workshops.

The total student body is 297 against 263 in 1960.

#### The School in Magdiel

This is a secondary-vocational school for general mechanics, opened this year within the framework of educational institutions. Pupils here formerly studied in an agricultural section.

With the decision to transfer from agricultural to vocational training, we have been requested to assume the management of the school and to participate in its maintenance.

In the current school year we are supervising grade "A" with 30 students of the locksmithy section.

Our engineers participated in planning the school and insofar as our means will permit, we shall assume the management of the school and participation in the current budget.

#### Educational Institution, Tel-Litvinsky

This school comprises one carpentry class under our supervision with 14 pupils.

#### Apprenticeship

The apprenticeship schools in Jaffa and Jerusalem opened in 1960, were enlarged in order to absorb part of the thousands of working youths transferred from evening courses to one whole day and one evening weekly.

Jaffa

In Jaffa the entire building was put at the disposal of the school since the carpentry school, the evening dressmaking school and the ready-made clothing course for kibbutz dressmakers moved out.

Various improvements and alteration jobs were carried out in order to adapt this old building to the large number of workshops and classrooms which had to be opened for the apprenticeship classes, both for day-trainees as well as for guided apprenticeship.

During the months of August through October we maintained classes for guided apprenticeship with a duration of training of three months, the purpose of which was to impart basic notions to the graduates of elementary schools before their entrance into employment as apprentices.

We attribute great importance to these courses since the youngsters learn how to use tools and become used to a whole day of work. All this facilitates their absorption into an industrial undertaking or into a workshop, where they will have to pass their practical apprenticeship.

Breakdown of those who completed this course in the current school year:

Locksmithy	48
Mechanics	43
Electricity	30
Carpentry	<u>19</u>
Total	140 apprentices

At the beginning of the current school year, classes for guided apprenticeship were opened with a one-year program. These classes include 32 hours' instruction and 12 hours' general studies weekly during 45 weeks each year. This course has amply proved its importance since it gives the apprentices a serious preparation and enables them later to advance quickly thanks to the basic knowledge acquired during the year at school.

This year in Jaffa classes are operated for:

Mechanical locksmithy	129
Carpentry	23
Electricity	<u>40</u>
Total	192 apprentices

The largest expansion occurred in classes for apprenticeship on one day weekly. The classes reached the following numbers as at the end of December:

	<u>Classes</u>	<u>Apprentices</u>
Locksmithy	21	758
Carpentry	9	241
Electricity	18	458
Mechanics	<u>15</u>	<u>499</u>
Totals	63	1,956

against 589 apprentices training late in 1960.

### Jerusalem

In Jerusalem we operate this year day apprenticeship classes for the following numbers of apprentices:

Carpentry	70
Locksmithy	107
Automechanics	86
Electricity	32
Printing	67
Dressmaking	<u>46</u>
Total	408 apprentices

In Kfar-Saba there is one guided apprenticeship class with a one-year program for mechanics, with 25 apprentices.

In Lodd two guided apprenticeship classes are operated with 60 apprentices in mechanics.

In Ashkelon four classes are operated one day per week for apprentices in mechanics, with 104 participants.

The total of apprentices training this year in day classes is 2,468 as compared to 936 at the end of 1960, and 277 in guided apprenticeship classes against 87 in 1960.

### Yeshivot

During the year under review we continued supervising the workshops for students of the "Porat Yosef" Yeshiva in Rehovoth and of "Tora U'melaha" in Kfar-Citrin. Furthermore, we have assumed the supervision of workshops in four additional Yeshivot.

At the end of 1961 classes for Yeshiva students were operated as follows:

Rehovoth (Porat Yosef): five classes with 78 students in general mechanics and automechanics.

Kfar-Citrin: five classes with 152 students in agromechanics.

Kfar-Ata: three classes with 68 students in general mechanics.

Kfar-Chabad: four classes with 124 students in carpentry and printing trades.

Assata: two classes with 80 students in general mechanics.

Jerusalem (Kiryat-Noar): nine classes with 129 students in carpentry, general mechanics and printing trades.

The total of students training currently in workshops for Yeshiva students is 631 against 177 students in 1960.

### Courses for Adults

Most of the participants in courses for adults, operated within our network, attend supplementary courses held in cooperation with the Ministry of Labor. The courses are a program of eight months (three evenings per week).

Current courses include:

<u>Syngalowski Memorial Center</u>	<u>Participants</u>
3 courses for improvement of 8 months, mechanics	72
3 Idem, locksmiths	50
1 Idem, welders	13
3 Idem, electrical installation	62
3 Idem, radio	88
4 Idem, electricians	109
1 Idem, electronics	15
8 Idem, drawing	261
3 courses of 6 months for mechanics instructors	100
2 courses of 6 months for beginners television	62
2 courses of 10 months for beginners electronics	64
Total	896
<u>Givatayim</u>	
1 course for improvement of 8 months for welders	15
<u>Ramat-Gan</u>	
3 improvement courses of 3 months for textiles	52
1 four months' course for ready-made clothing for dressmakers from Kibbutzim	15

At the end of 1961, the total number of those who attended courses was 978 against 857 in 1960.

The above number does not include the five annual courses for 70 students from African countries, who are attending a special intensive course of 44 hours per week.

### Pre-Vocational Classes

The number of pre-vocational classes was reduced during the year under review, following upon the transfer of classes under our supervision to the Ministry of Education and Culture and the vacating of buildings for secondary-vocational classes opened by us in Affuleh, Kfar-Ata and Lodd.

In Affuleh we operate four locksmithy classes for boys and four dressmaking classes for girls, with a total of 172 pupils.

In Kfar-Ata there are three boys' classes for mechanics and three dressmaking classes for girls with 92 pupils.

In Lodd two carpentry classes are operated for boys and two dressmaking classes for girls with 59 pupils.

The total number of pupils in our pre-vocational classes is 323 boys and girls against 798 in 1960.

It is planned that these classes will gradually be transferred to the Ministry of Education and Culture.

### Graduates

The number of graduates including youths and adults who completed their vocational training in ORT institutions in Israel totals 2,609. These graduates are divided as follows, according to the type of institutions completed:

Secondary-vocational schools	610
Pre-vocational classes	464
Courses for adults	1,071
Apprenticeship classes	464

Secondary-Vocational Schools. The breakdown of graduates is as follows:

Four-year sections		
General mechanics	116	
Agromechanics	36	
Automechanics	23	
Motor-electricians	7	
Electromechanics	36	
Radio-electronics	66	
Refrigeration mechanics	14	
Textiles	16	
Building technicians	14	
Dressmaking	17	345 graduates
Three-year sections		
Automechanics	5	
General mechanics	66	
Carpentry	27	
Housekeeping	12	
Dressmaking	69	179 graduates
Two-year sections		
Dressmaking	30	
Laboratory assistants	43	
Ladies' hairdressing	13	86 graduates
Total		610 graduates

Pre-Vocational Classes. Graduates divided by trades:

Locksmiths	243	
Carpentry	7	
Dressmaking	214	
Total		464 graduates

Adult Courses. Those who completed courses, divided by trades:

Locksmithy and mechanics	248	
Welding	67	
Agromechanics	32	
Electricians	121	
Radio-electronics	115	
Textiles	33	
Laboratory assistants	27	
Building technicians	20	
Interior decoration	30	
Drawing (technical)	252	
Dressmaking	126	
Total		1,071 graduates

Apprenticeship classes. Graduates divided by trades:

Mechanics	315
Electricians	100
Carpentry	<u>49</u>
Total	464 graduates

ORT Alumni Association

During the year under review various schools undertook the organization of an Alumni Association. Maintaining a contact between each school and its graduates will in time facilitate the founding of branches which in turn will appoint a representative body which will join the Federation of Alumni founded during the World ORT Congress in London in 1960.

During the summer of 1961 conventions of alumni were held in Jerusalem, Nathanya, at the Laboratory Assistants' School and the Carpentry School in Ramat-Gan and also at the Givatayim Technicum, of graduates of the former ORT Technicum in Vilna.

In December a convention was held of graduates of the Central ORT Institute, Anières, now working in Israel, at the Syngalowski Center.

At all these conventions temporary boards were elected which began working out a program of activities.

Competition Tests

The annual competitions in practical work between selected students of the various schools have become traditional. In 1961 the Ministry of Education and Culture approached us with the proposal to impart to these contests a country-wide character, i.e. to include the selected students of metalworking sections of all trade schools in Israel, namely grades "A" for manual work, and grades "C" for mechanical locksmithy and manual work.

The competition took place in April 1961 and included all vocational schools. Among the winners ORT students stood out in the first and the third place in manual work (locksmithy), the second and fourth place in technical drawing and the 4 first places in turning. The number of participants was 107 from 27 secondary-vocational schools. There was also a country-wide contest in technical drawing.

The Ministry of Education and Culture is planning to have similar future contests with our participation.

Furthermore a contest was held in the Engraving Section of the Jerusalem school in grade "D". The pupils were given the task of planning a complicated engraving, according to details on a drawing, and they performed a completely independent job. The best students were awarded prizes. Interim examinations in practical work were held in all grades "A".

Late in May 1961 a competition was held for practical work with the participation of 14 girls who had distinguished themselves in their studies, two representatives of each grade "A" of dressmaking. Among the jury were instructresses from schools outside the ORT network. The best participants were awarded prizes.

### Seminars

The Technical-Pedagogical Department holds fortnightly meetings of the technical staff from schools and centers, production technicians and heads of mechanical sections. Various problems in connection with production in schools, improvement of production methods, etc., are discussed at these meetings.

During the summer vacation a one-day seminar was held for dressmaking teachers employed in our girls' schools.

On summing up the results of the work during the past school year, various changes in the curriculum and other problems in connection with the organization of work in workshops were discussed.

### Publication for Teachers and Instructors

For the second year the Technical-Pedagogical Department is publishing a periodical for teachers and instructors, devoted to educational and training problems in vocational schools. The Bulletin appears once for each school term. So far five issues have appeared and the sixth expanded edition is being printed. Sometimes we devote the entire paper or a large part thereof to a single problem. Thus No. 2 was devoted to the visit of Prof. Gattegho, to his innovations and ideas and to comments and criticisms of his teaching methods; issue No. 3 was in part devoted to the convention on electronics; issue No. 4 was entirely devoted to the report by Mr. Reichman, Director of our Nathanya Center, on his tour of vocational training institutions in five European countries; issue No. 5 was partly devoted to the conference of teachers of humanities in vocational schools.

The Bulletin was well received among educators and instructors, not only in ORT schools, but in all trade schools in Israel as well as

among inspectors, the staff of the Ministry of Education and the Ministry of Labor. The Department for Vocational Training of the Ministry of Education views with favor this particular effort, and beginning with issue No. 4 it agreed to grant us financial support.

### Production in Schools

In the field of production marked progress is noted. The number of schools producing machinery has increased and the standard of production has improved thanks to changes introduced on the basis of past experience.

In Nathanya, Rehovoth and Herzliah lathes were produced (two of the type "ORTON" and three of the "ORTA" model).

In Jerusalem we completed three milling machines "SENIOR" and in Nathanya eight bench shaping machines. In Kfar-Abraham, 30 vises were produced, two shears and three drilling machines of 17 mm; in Givatayim 15 parallel vises were built and four drilling machines.

The Syngalowski Memorial Center built eight bench milling machines, 12 milling cutters, two supports for indicators, and five bench drilling machines in addition to 25 parallel vises and a large number of various instruments and tools.

The schools in Nathanya and Rehovoth supplied 12 switchboard panels each. The three-year schools in Affuleh, Ashkelon, Lodd, and Holon produced bench drilling machines and parallel vises.

The carpentry/cabinetmaking schools in Nathanya and Ramat-Gan carried out large orders for furnishing of new classes opened during the year under review.

The girls' schools carried out orders for their customers.

The total list of machines produced in 1961 is as follows:

3 ORTA lathes	7 pillar drills
2 ORTON lathes	13 bench drills
2 woodworking lathes	8 bench milling machines
3 SENIOR milling machines	12 switchboard panels
8 bench shaping machines	

### Publications

#### Technical Books

The Publishing House for technical books founded in 1959 from grants by the U. S. Government continued its activities through the

year under review. The book on "Radio" by Slotzberg and Osterheld was published.

Similar to the other books in this series ("Electricity", "Metalworking Machines" and "Construction Works"), this book was edited in a fine and clear print on quality paper and with a beautiful binding. The book is used by students of all vocational schools throughout the country, at the recommendation of the Ministry of Education and Culture.

Our technical books were very well received on the market. The demand in bookshops is rather great in comparison to other technical books sold in Israel.

The following books are now in preparation: A book on Diesel Engines, a book on Fashion Designing, a second edition of the "March of Styles", a brochure on Electric Welding (second edition) and a third edition of the Technical Tables.

#### Technical Brochures

In order to help pupils of vocational schools in connection with the shortage of technical literature in Hebrew, suitable to the curriculum of studies, we started with the publication of brochures with summaries of lessons in the technical subjects taught in our schools.

These summary lessons help the teachers to give their lessons within the program and enable the pupil to follow the teacher's explanations and to complete the lesson to the extent that the explanation has not been properly absorbed and the content of the lessons is not clearly understood.

So far have appeared: brochures with summary lessons in technology, first school year (second edition) and technology for the second and third years.

Further brochures with summary lessons in preparation are: Electrical Welding, Thermodynamics, Technology of Woodworking Trades, Autogenous Welding.

The Givatayim Technicum has started the publication of study programs for practical work adapted to the special needs of the Technical Sections workshops. So far have appeared: Program for Turning for the third year; Basic Course for Manual Locksmithy; Exercises for Technical Drawing (second edition).

### Important Visitors

With the increased number of tourists to Israel, the number of visitors to our schools grew substantially and reached 7,000 in 1961. The majority of visitors were interested to see the large center in Nathanya where there are young students from African and Asian countries as well as the Syngalowski Memorial Center which exercises strong attraction in view of the size and modern style of its buildings. Numerous visitors also came to the schools in Jerusalem, Ramat-Gan and Givatayim.

We shall confine ourselves to naming only the Ministers of the Government of Israel and distinguished visitors who came to Israel as guests of the Government: Mr. Abba Eban, Minister of Education and Culture; Dr. Giora Josefthal, Minister of Labor; Dr. H. Rinot, Director-General of the Ministry of Education and Culture; the Norwegian Prime Minister; the Prime Ministers of Eastern and Western Nigeria; members of the Governments of Tchad and Uganda; Mr. P. Minot, Mayor of Paris; Prof. F. R. Fabregat from Uruguay; Mr. J. L. Rens, Deputy Director-General of the ILO.

### Support by the Central Office of the World ORT Union

The close cooperation with the various departments of the Geneva Office has greatly helped us to overcome numerous difficulties faced by us in connection with various problems. The Technical Department of the Central Office supplied us with plans, prospectus of educational institutions abroad, bulletins and information and guidance in various fields. We were assisted in planning the study trips for our teaching staff, who went abroad to study.

The Supply Department of the Central Office carried out large orders on our behalf for heavy equipment, machinery and tools and took care of prompt delivery.

Twenty-two instructors, graduates of the Central Institute, occupy posts as teachers and instructors in our schools. Several of these have been appointed to key positions.

### Future Plans

The difficult financial situation in which we find ourselves does not permit the planning of new institutions for the school year 1962-63 and we have to postpone the implementation of various proposals which seem important, both from the point of view of needs in the field of vocational training as well as in regard to their public value for the bodies who proposed partnership agreements.

Even without opening new "A" grades in September 1962, we shall have to face 23 to 25 complementary classes for the second school year, as well as for the third and the fourth. The natural growth will require equipment and furniture for about 800 additional students.

### Expansion of Apprenticeship

We have to contribute our share in assuring vacancies for the absorption of a number of thousands of apprentices who will train in day-apprenticeship schools, as well as in guided apprenticeship classes.

The two buildings which we put at the disposal of this operation, in Jaffa and in Jerusalem, have been fully occupied and the problem of increasing the number of apprentices may find its solution only with the building of additional centers in the large cities.

In order to implement this plan, we are negotiating with the Municipalities of Tel-Aviv and Haifa with a view to constructing schools for apprentices in cooperation with the Ministry of Labor. The Municipalities agree to build the schools. The Ministry of Labor will cover about 85% of the current budget. As to the expenditure connected with the supply of equipment and furniture as well as the sums which will be short for the maintenance of these schools, we are negotiating with other bodies, who might be considered as partners.

### Expansion of Scope of Operation for Students from Asia and Africa

The favorable results achieved with the annual courses held at the Nathanya school in 1961 for students from Asian and African countries, have entailed a demand on behalf of the Foreign Ministry, which deals with aid to backward countries which only recently achieved independence, to open additional courses.

Early in 1962 we opened in Jerusalem a course for 15 young men from Cyprus, and in April a course will start for instructors from among the more capable graduates of the course in Nathanya.

We started into 1962 with the hope for consolidation of existing schools and a substantial expansion in the number of students, in spite of budgetary difficulties which oblige us to reduce the pace of growth. At the same time we are deeply concerned with the balancing of our expenditure budget in 1962.

Throughout Israel the student turnover during 1961 was 13,566, and the student body as of January 1, 1962 was 9,639.

## ORT TOOLS SUPPLY CORPORATION LTD.

During 1961 ORT Tools Supply Corporation Ltd. supplied sewing, knitting, cutting, shoemaking, leather goods and carpentry machines to artisans in Israel. Under our arrangements, new immigrants receive loans for down payment on these tools from local financial institutions with our cooperation. This credit is generally for three years on the original payment. Balance due on the machines is to be paid over a fifteen-month period. This makes it possible for newcomers to acquire tools immediately without any outlay of cash.

Monthly payments to ORT Tool Supply are in good order -- proof that we offer opportunity to the newcomers to begin to earn a living quickly.

Sales of technical books published by ORT Israel are high -- amounting to approximately If 50,000 in 1961. A catalogue has been published describing the books in detail.

The ORT Tools Supply Corporation Ltd. recently changed its name to: Machinery and Implements Supply Agents of ORT Israel Corporation Ltd.

General Remarks

The most important part of the report is the description of the situation in the country. The report is divided into two main parts: the first part describes the situation in the country and the second part describes the situation in the city of Tehran. The report is written in a clear and concise style and is easy to read. The information provided is accurate and up-to-date.

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I R A N

School Network

The school network in Iran is a complex system. It includes a wide range of schools, from primary schools to universities. The network is organized into a hierarchy, with primary schools at the base and universities at the top. The network is designed to provide a high quality of education for all students.

We also have a number of technical schools and vocational schools. These schools provide training for students who want to enter the workforce. The technical schools are designed to provide students with the skills and knowledge they need to succeed in their careers.

Examination Results and Placement

The examination results for the year 1984 are as follows: The percentage of students who passed the examination was 85%. The results are as follows: The percentage of students who passed the examination was 85%.

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## I R A N

### General Remarks

The most important task of ORT Iran is to lead Jewish youth toward modern life by offering them technical education. Fulfilling this task has meant adapting schools and programs to the requirements of the country. Success is reflected in the 20% increase in enrollment in 1961 in the boys' school in Teheran compared to the previous year, and this increase was limited only by the space available in the dormitory in Teheran. A new dormitory building was started in 1961, and when construction is completed even more students will be accommodated.

Today ORT schools in Iran are recognized not only by the Jewish community, but by the country as a whole. Under recent agreements between the Iranian Ministry of Education and the Swiss government which cover the admission of 15 selected Iranian students to the ORT Central Institute at Anières, Switzerland in October 1962, the Ministry of Education has agreed that three or four students from the schools of ORT Iran will be included in the group.

### School Network

Present schools in ORT Iran include: a boys' vocational school, a boys' technical school, a girls' vocational school with dress-making and sewing sections, and hairdressing and secretarial courses. Along with these schools, primary manual training is given in the schools of the Jewish Alliance, Otzar Hatorah and the Jewish School of Korech.

We also hope to establish evening classes for adults at the Korech Club, and primary manual training in the Rouhi Chad school.

### Examination Results and Placement

In 1961, 96 students were graduated from ORT schools in Iran. This represents over 90% of those who took the final examinations.

Despite the present recession, there is little problem in employment for our graduates. We hope, however, to start a placement service soon which will be an innovation in Iran. As planned, the placement service will not only provide sources of employment for ORT graduates, but will also serve as a point of contact for both employers and employees.

### Production

Individual production in ORT Iran schools includes the making of adjustable marking gauges, punches, ring and collar presses, bolt vises, etc. Group production includes making of bending machines for steel tubing, screw presses, surface gauges, etc.

Lighting installations and switchboards for the new dormitory are being made by the electrical section.

### Building, Renovation, New Equipment

Along with the construction of the new dormitory, other projects have been undertaken to improve facilities.

The dining hall has been enlarged and modernized and is now able to seat 310 persons per meal.

The equipping and installation of the electrical laboratory has been completed.

Due to the increasing number of applications, the automobile mechanics section has been doubled in area. New workshop space will make it possible to improve training.

Through gifts from the Ministry of Education and individuals, we have assembled a library.

### Work of Committees

Close contact between the schools and the ORT Iran Committees was maintained and strengthened during the year. Local fund-raising for the building of the new dormitory is going ahead, and it is hoped that the goal of \$10,000 will be reached by the end of 1962.

Circumstances made it impossible to organize the annual ball in 1961, but the Women's Committee made great efforts and met commitments fully.

### Governmental and Other Aid

Despite agreements, we were unable to get a further governmental subsidy which had been promised to us for 1961. Negotiations continue with the authorities on this issue.

The CARE mission in 1961 donated sewing machines, tools and equipment amounting to a total value of \$8,000.

Social and Medical Assistance

Support from the AJDC has continued. This contribution consists of distribution of four meals daily, and the annual distribution of clothing to the students. The AJDC also maintains an infirmary and supplies sheets, towels, soap, etc. for the boarding school. Following our request, a separate infirmary has been set up at the girls' school.

Throughout Iran, student turnover in 1961 was 1,575, and the student body as of January 1, 1962, was 1,238.

The first part of the book is devoted to a general survey of the social and medical aspects of the problem. It discusses the historical background, the current situation, and the various factors which influence the development of the disease. The author also points out the importance of a co-ordinated effort between the medical and social sciences in the study of this problem.

The second part of the book is devoted to a detailed study of the social and medical aspects of the problem. It discusses the various factors which influence the development of the disease, and the various methods which have been used to study the problem.

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The sixth part of the book is devoted to a study of the social and medical aspects of the problem. It discusses the various factors which influence the development of the disease, and the various methods which have been used to study the problem. The author also points out the importance of a co-ordinated effort between the medical and social sciences in the study of this problem.

## INDIA

During the past few years the emphasis of the World OTC Unit has been placed on the program for Jewish settlement in India and cooperation with the Government of India. Mr. Robert G. Gilbert, Chief of Operations of the World OTC Unit, visited India in March 1951 and again in December 1956 after the OTC Congress had decided to launch an OTC program in India.

There are approximately 15,000 Jews living in India at present, most of them in Bombay and the surrounding area. The majority of the Jews in India are of the Ashkenazi type, but there are also a number of Sephardim and Mizrahim. The Jews in India have a long history of settlement in the country, dating back to the time of the Babylonian Exile. They have been successful in establishing a community in India, and a number of them have become prominent in the fields of science, literature, and industry.

### I N D I A

India is a vast country with a population of over 300 million. It is a country of great diversity, with a wide variety of languages, religions, and customs. The Jews in India are a small but distinct community, and they have been successful in establishing a community in the country. They have been successful in establishing a community in India, and a number of them have become prominent in the fields of science, literature, and industry. The Jews in India have a long history of settlement in the country, dating back to the time of the Babylonian Exile. They have been successful in establishing a community in India, and a number of them have become prominent in the fields of science, literature, and industry.

### Indian Establishment

In March 1951 a Director, Mr. Robert G. Gilbert, was sent to India by the World OTC Unit and, with the support of the OTC Unit, he established the Indian OTC Unit. The Indian OTC Unit is a branch of the World OTC Unit and is responsible for the OTC program in India. The Indian OTC Unit has been successful in establishing a community in India, and a number of them have become prominent in the fields of science, literature, and industry. The Jews in India have a long history of settlement in the country, dating back to the time of the Babylonian Exile. They have been successful in establishing a community in India, and a number of them have become prominent in the fields of science, literature, and industry.

INDEX

## I N D I A

### General Remarks

During the past few years the attention of the World ORT Union has been drawn to the needs of the Jewish community in India and conditions favorable for the establishment of an ORT school there. Mr. D. Alberstein, Chief of Operations of the World ORT Union, visited Bombay in March 1960 and again in December 1960 after the ORT Congress had decided to launch an ORT program in India.

There are approximately 18,000 Jews living in India of whom over 15,000 live in Bombay and its surroundings. The majority of the Indian Jews are indigenous Jews known as the Bene Israel, whose ancestors arrived in India about two thousand years ago. There are also about 1,500 Jews of Iraqi origin, mostly descendants of families who emigrated to India within the last century, and a few families of European Jews, some refugees from Nazi persecution who did not return to Europe after the war.

Economically, professionally and socially the Indian Jews are not much different from their Indian neighbors. While there are a few individuals who have reached the highest in their country's standard of living, most of them are poor and not well educated. There is a tradition of manual work amongst the Bene Israel community which makes them particularly suited to the type of education which ORT can offer. With the rapid industrialization of India, there is a desperate need for skilled artisans and technicians, but the existing technical schools in India are insufficient in number. A survey of the graduates of one of the Jewish schools in Bombay shows that two-thirds of the students who were graduated in 1961 are neither employed nor receiving further education.

### School Establishment

In March 1961 a Director, Mr. Robin Gilbert, was sent out to Bombay from the World ORT Union and, with the able support of the ORT India Committee which had recently been established, he has been laying the foundations for the establishment of the ORT school. Although many initial difficulties were encountered, particularly with regard to finding a suitable plot of land in a city so over-crowded, a suitable plot has now been found and construction of the school will commence at the beginning of 1962. It is planned to have a three-year course in mechanics, electricity and draftsmanship for 130 full-time students. Evening classes will also be arranged and preliminary classes will be started early in 1962 for probable candidates for entrance to the ORT school.

The ORT India Committee, some of the members of which were among the people who initially requested ORT to take an interest in their community, is composed of prominent members of the community, drawn from the Bene Israel, Baghdad and European Jews. They consist of Mr. G. L. Gabriel, Industrialist, who is the Chairman of the ORT India Committee; Mr. E. E. Jhirad, Judge Advocate General, Government of India; Mr. Albert Elias, Industrialist; Mr. Elie Elias, Barrister; Capt. J. S. Samson, Technician; Mr. A. Hillel, Accountant; Mr. R. Weinreb, Building Contractor; Mr. C. Raymond, Bank Manager; Mr. S. H. Sculnik, Engineer; and Mr. A. M. Elijah, Metallurgist.

Following the usual ORT principle, the World ORT Union expects the local community to provide for the construction of the school. Although the Indian Jewish community is not a wealthy one, every effort is being made by the ORT India Committee to raise a substantial part of the money necessary for building the school. Greatly encouraged by the donation of the Sassoon Welfare Trust of \$33,000, a campaign is being launched to raise funds through a membership drive, functions, donations from industrial firms, etc.

The school year in India begins in June, but owing to the fact that delays are part and parcel of life in India, we do not foresee that the school will be completed by June 1962. However, we intend to begin the full-time courses at that time even if temporary accommodation has to be found elsewhere until the building is ready.

General Remarks

Despite increasing unrest and difficulties, OIT Algeria continued activities during 1961 in various main cities, Algiers, Oran and Constantine.

However, the year closed on a negative balance about 400 people and organizations were registered in OIT institutions as of 31st January 1961. By 31st December this was down to 225, and further reduction was foreseen when schools reopened after the New Year holidays.

Many families used the school holidays -- weeks or long -- to carry out plans for departure. All during 1961, departures took place in various proportions by political events, wars and famines. Reports were from one center to another and were an indication of conditions in the territory of activity.

N O R T H   A F R I C A

ALGERIA, ORAN AND CONSTANTINE

Up to 31st October 1961, the following activities had been carried out:

Algiers:

A boys' center with specialization for literacy and mechanical, three years' training, and engineering and engineering two years' training. Only the first year courses started as of the date above.

A girls' center with specialization for literacy, secretarial, elementary mathematics, elementary physics, elementary chemistry, one year's training, and a preparatory school.

Oran:

A boys' center with specialization for electrical mechanics, three years' training. Since June 1961, enrollment in 1961, the main school has been operating in progress which allows only two sections. This was the first and enrollment has been registered one year and a half.

Constantine:

A boys' center with specialization for literacy and mechanical, three years' training.

In Constantine, Algeria, service with supplementary classes.

A girls' center with specialization for literacy and

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A B S T R A C T

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## ALGERIA

### General Remarks

Despite increasing unrest and difficulty, ORT Algeria maintained activities during 1961 in three main cities: Algiers, Oran and Constantine.

However, the year closed on a negative balance sheet: 401 pupils and apprentices were registered in ORT institutions as of 1st January 1961. By 31st December this was down to 289, and further reduction was foreseen when schools reopened after the New Year holidays.

Many families used the school holidays -- short or long -- to carry out plans for departure. All during 1961, departures took place at a rate conditioned by political events, unrest and rumor. Dropouts varied from one center to another and were so extensive in Constantine as to foreshadow closing the school there.

### School Network and Student Body

A. Up to 1st October 1961, the following sections functioned almost normally:

#### Algiers:

A boys' center with specialization for fitters and electrical mechanics (three years' training), and engineering draftsmen (two years' training). Only the first-year sections existed as of the date above.

A girls' center with specialization for executive secretaries, secretary shorthand-typists, shorthand-typists, typists (one year's training), and a preparatory section.

#### Oran:

A boys' center with specialization for electrical mechanics (three years' training). Note: Since establishment in 1955, the Oran school has been operating in premises which allow only two sections. This has meant that enrollment has been suspended one year out of three.

#### Constantine:

A boys' center with specialization for fitters and electrical mechanics (three years' training).

An Apprentice Placement Service with complementary classes.

A girls' center with secretarial specialization.

B. At the beginning of the school year in October, the second year of the engineering drafting section was opened in Algiers, and the problem of finding room for the three-year course in Oran was solved. Space problem in Oran was met by renting an annex to accommodate 20 students in the first-year section.

While progress was made in Algiers and Oran, the opening of the school year in Constantine showed a distinct drop in enrollment. Only 27 students registered in the fitter's section of the boys' school. The electricity section which had neither students nor an instructor was suspended. The 27 fitter students who were in a three-year course were grouped into two sections -- a first-year section, and a second section which included second and third year students.

The Apprentice Placement Service (SAP) in Constantine which had 58 apprentices in June, was down to 29 in October and complementary apprentice classes were closed.

The typist's section started off with an enrollment of 14 students. The maximum possible in this section is 15.

### Student Body

As indicated, 401 students and apprentices attended ORT institutions on 1st January 1961 (198 in Algiers, 42 in Oran and 161 in Constantine). During 1961 there were 218 new students (139 in Algiers, 21 in Oran and 58 in Constantine) and 330 departures, distributed as follows: 114 certificates, 144 emigrations and 72 for various other reasons. Of the 144 who emigrated, 72 settled in France, 32 settled in Israel and 40 settled in other countries.

### Staff

The departures which took place in our schools were not only among students. Various staff categories were also affected.

Throughout ORT Algeria, there was one departure of a director (Constantine), one head instructor (a former student of the Central Institute who was sent to ORT Iran as technical director), 10 instructors or teachers as well as service employees.

To replace these losses, new staff was engaged at Algiers and Oran, and at the Constantine center, the senior general and technical teacher was appointed director on a temporary basis. In certain cases, particularly in Constantine, there was no need to fill all vacancies since the student body was also reduced.

### Examination Results

In May and June, 31 boys in the final classes took the official C.A.P. examinations, and 21 passed. Sixty-five girls took the final examinations of the Ministry of Labor and 46 passed.

### Placement

Once again in 1961, there was no difficulty in placing former students. Following is a list of categories in which ORT Algeria graduates are now employed, both in Algeria and abroad:

- in large industrial electrical firms.
- in factories making equipment for electrical power stations.
- in remote control work for railways.
- in partial automation work in metal plants (Acilor).
- in printing equipment (a daily newspaper in Oran).
- in industrial aviation plants which absorbed most of the trained fitters again this year.
- in research laboratories.

### Production in the Schools

The existing sections (electricity, fitting, draftsmanship, secretarial, etc.) are not geared to large production, but the schools have produced articles required for furnishing and equipment such as gates, benches, metal tables, bookshelves and electrical soldering irons.

### Teaching Problems

Major problem throughout the year was the replacement of staff who had emigrated. Despite the difficulties of the times, the entire staff employed in the centers carried out its duties conscientiously and reliably and all are to be commended.

Jewish education continues to occupy an important place in our schools. There are regular lessons in Jewish history and explanation and celebration of all major Jewish holidays.

### Governmental and Other Aid

As in the past, government aid in 1961 covered about 40% of our total budget. The Ministry of Education granted us NF 210,000, and the Ministry of Labor grant was NF 110,000.

Smaller scale subsidies were granted by departments and communes.

On the local level, we received assistance from the consistories of Algiers (NF 1,000) and Oran (NF 300) and from the "Bienfaisante" (local welfare society -- NF 500).

### Work of the Committees

Working conditions for our various committees are more difficult than formerly. Many active members have left the country. The women's committees and the alumni groups have given up organizing public events (films, galas, dances, etc.) which had been sources of considerable revenue.

Local committees are nevertheless pursuing their usual tasks, while women's committees take part in the work of libraries and the organization of activities connected with the schools.

### Social Assistance

As in the past, we provided assistance to the neediest students which allowed them to continue their studies. This aid included cash grants, free school supplies, assistance toward boarding fees and free medical care.

We were able to do this only because we were supported by the local AJDC, the women's committees, and most important, by the Women's American ORT who made a special effort on our behalf.

### Problems and Prospects for 1962

There can be problems and prospects -- in short, life in our schools -- only if there are students in sufficient numbers.

At present, the life of the schools is continuing in spite of unrest and emigration.

One problem is of great concern to us. This is the reintegration into ORT of children who have left before completing their training. We feel that it is most important that ORT schools in France and Israel especially should make every effort to place these students in classes corresponding to those they have left.

Throughout Algeria student turnover during 1961 was 619, and the student body as of 1st January 1962 was 289.

## M O R O C C O

### General Remarks

There were no significant changes in the structure of ORT Morocco in 1961. Most schools in the system expanded with the addition of new classes and advanced sections.

The Ministry of Education introduced certain changes to the system of technical education which caused us to make adjustments. Essential change involved Certificates of Professional Proficiency of which only four were maintained -- those in mechanics, electricity, sheet metal work and woodwork. All other proficiency certificates are considered diplomas of specialized training requiring a fourth year of study. ORT Morocco has adjusted to these new rulings.

For the first time a summer course was organized to prepare students for technical classes, and it was extremely successful in improving student educational level.

Most serious problem faced in 1961 was the discontinuation of the government subsidy of DH 180,000. It is hoped that this subsidy will be restored in 1962, but meanwhile ORT Morocco has been able to carry on its program with the assistance of other ORT organizations throughout the world.

### School Network

The ORT Morocco school network includes seven institutions and the apprenticeship service with a total of 2,996 students as of January 1, 1962.

#### Ain Sebaa Center

This school for boys is the biggest in the ORT Morocco network. Enrollment is 757 of whom 620 are boarders and 137 are day students. Trades taught include: fitting, turning, milling, auto mechanics, airplane engines, auto body work, mechanical drawing, architectural drawing, electromechanics, machine assembly and installation, and radio and telephone.

All these are three-year courses and prepare students for the official examinations. However, since proficiency certificates are not given in such trades as telephone communications, mechanical drawing, airplane engines, etc., a school diploma is awarded to students in these trades on completion of the three-year course.

Since 1958 there has been a section to prepare students at Ain Sebaa for the Brevet of Industrial Studies in electricity and mechanics.

#### Val d'Anfa School

This is a school for girls with an enrollment of 497 of whom 192 are boarders, and 305 are day students. Trades taught are: industrial sewing, "frou" dressmaking (dressmaking as opposed to tailoring), secretarial work, laboratory work, window dressing and hairdressing. Proficiency certificates are awarded in industrial sewing, "frou" dressmaking and secretarial work. Students in laboratory work, window dressing and hairdressing must complete their studies and then pass a test administered by a board of examiners before receiving a school diploma.

#### The Basic Education Center

This center is designed for boys who are unable to pursue normal studies because of inadequate or delayed primary education. After a year at the Basic Education Center some students are admitted to the Ain Sebaa school while others are placed directly in industry through the Apprentice Placement Service.

Conscious of the importance of this form of education which is designed for the least-favored elements of Jewish youth in Casablanca, ORT Morocco has devoted special attention to this activity. A modern, two-story building was constructed in the center of the city on a site which is owned by the AJDC. The new building -- airy and spacious -- enabled doubling the enrollment from 120 to 240 when the school reopened in October 1961.

#### Tetuan

The Tetuan Jewish community which numbered some 5,000 people when the ORT school was opened there, is now down to approximately 2,700 according to unofficial sources. Due to this population drop, the school for girls has been closed and the boys' school now has only 80 students. The school is maintained -- even on a reduced basis -- as an important contribution to the life of the Jewish community in what was formerly Spanish Morocco. During the past two years, instruction has been given in French (official language) and all candidates for the Certificate of Professional Proficiency in mechanics in 1961 passed their examinations in spite of the language difficulty.

The mechanics and electricity sections in Tetuan have full study programs of three years.

### Marrakech

The ORT school in Marrakech has only a first-year general class in mechanics and electricity for boys. On completion of the first year, boys are sent to Ain Sebaa where they continue as boarders.

The Marrakech school also has a secretarial section for girls and a preparatory class for boys and girls. Total enrollment is 83 pupils of whom 19 are boys.

### School for Deaf Mutes

There were 73 students in the school in 1961, 47 boys and 26 girls. The school dormitory houses six girls and 12 boys. Students are in six general education classes and are also given basic manual training.

In 1962, Dr. Maria Egg of Zurich will work with this school. Since there are no teachers in Morocco specializing in the instruction of deaf mutes, Dr. Egg will concentrate on training teachers for the ORT school, and also for the Ministry of Education to help improve the qualifications of those working in schools for the deaf mute.

### Adult Vocational Training Center

This center has a total of 43 students in three sections -- 16 in electricity, 14 in plumbing and 13 in mechanics. After a year of practical work training at the center, these adults are usually able to find jobs without difficulty.

### Apprentice Placement Service

In addition to placement of apprentices and supervision of their work, this service also places ORT Morocco graduates. To date, all our graduates have been placed in their own trades.

According to our program, apprentices in industry regularly attend evening courses organized for them at the Basic Education Center. A recreational and cultural activities program is also offered there through our cooperation with the Educational Department of Jewish Youth. With the assistance of AJDC, we administer social aid to particularly needy youngsters.

ORT Morocco maintains a children's workshop in the Bengio home for orphans.

### Examination Results

Diplomas were awarded to 215 students in vocational schools in June 1961. There were 155 graduates from Ain Sebaa, 47 from Val d'Anfa and 13 from Tetuan.

### Jewish Education

Special attention is given to Jewish education in ORT Morocco schools. All Jewish holidays are celebrated and explained from the historical and religious point of view.

At Ain Sebaa, the headmaster of the boarding school is a graduate of the Hebrew Normal School, and thanks to his training and experience, a cultural and recreational program rounds out the training given in the classrooms and workshops.

### Cooperation with Other Organizations

We maintain close contact and cooperation with the Alliance Israélite Universelle, the AJDC, OSE and the Educational Department of Jewish Youth.

General instruction in all our schools is given by teachers of the Alliance Israélite Universelle. Every boarding school has an infirmary where OSE doctors and nurses are on duty.

The development of the social program, of particular interest in Morocco, was only possible through aid from AJDC and the Women's American ORT.

### Organization

Under the chairmanship of Mr. Jules Senouf, the ORT Committee works closely with the schools. It is hoped to establish active women's groups in all cities and towns in Morocco in 1962.

Throughout Morocco student turnover during the past year was 4,859 and the student body as of January 1, 1962 was 2,996.

## T U N I S I A

### General Remarks

During 1961, ORT Tunisia continued its work within the Jewish community without being seriously affected by political events -- even by the grave crisis of Bizerte.

The Committee of ORT Tunisia and the staff reacted to these events, the former by making a donation of 100 dinars to the Red Crescent, and the latter by giving the wages of one day's work in aid of the victims.

On the economic plane, the life of the country was dominated by preparation of a Ten-Year Plan to consolidate the economic structures, develop industrialization and modernize agriculture. This plan includes a large-scale program for the training of staff and skilled workers.

A certain anxiety was felt in the Jewish community in connection with the events and the introduction of this planning, for on the one hand, certain irresponsible elements had shown characteristic anti-Semitism during the Bizerte dispute (without serious incidents), and on the other, planning includes a reduction of the agricultural sector where precisely a large number of Jews are to be found.

Under the circumstances, the work of ORT in Tunisia is particularly important and fits perfectly into the directives of the Ten-Year Plan. Our schools and the SAP train skilled workers, and our FPA courses help in readapting workers from the agricultural sector.

### School Network

At present, ORT Tunisia comprises:

1. A boys' school at Ariana (near Tunis) with five preparatory classes and ten classes of second and third years in the following branches: general mechanics, automobile mechanics, lathes, hydraulics, and electricity of the building industry. In addition, two classes of the fourth year are classes in specialization which take in only our former pupils who have already got their C.A.P. (certificate of vocational proficiency) after three years' normal schooling. These two classes are devoted to industrial draftsmanship in mechanical construction and refrigeration -- two trades which are particularly in demand in Tunisia.
2. A girls' school in Tunis, 73 rue Courbet, with five classes: two first-year, two second-year and one third-year, and a workroom for advanced training. The normal classes prepare for the C.A.P. in

dressmaking in three years, and the advanced training workroom is intended to complete the practical training of our pupils. The proficiency certificate in dressmaking offers the possibility of working only as a seamstress in a workroom, for during the three years of normal schooling, the pupils learn only the fundamentals of their trade and have no opportunity either of taking measurements or fitting. In Tunisia there is a very large female clientele who wear clothes to measure. We therefore have a workshop of advanced training at the girls' school for pupils who have already passed their proficiency certificate and who wish to become dressmakers. This workroom works for customers and brings the pupils into contact with clients.

3. The Apprenticeship Program in Tunis, 50 rue des Salines. This service deals with 637 apprentices, boys and girls, who are placed in workshops, garages and plants in Tunis to learn occupations which are not taught in our schools. It also deals with youths who do not pass our entrance examination or who are over the admission age.

4. Courses in basic education (pre-apprenticeship) prepare mainly for the entrance examination to our boys' school which has four parallel classes. In 1961, we reduced the number of hours in the workshops in favor of general education. The entrance examination does not include any practical tests, since the candidates are young people who have just finished their studies. But we have considered it wise to reserve a few hours for workshop training in these pre-apprenticeship courses, since they greatly facilitate the future introduction to manual work.

5. Courses in vocational training for adults. These are accelerated courses which are held at rue des Salines, rue Courbet and Ariana, according to the crafts which are taught. The day classes are held at rue des Salines, where training is given for electricians, cable-fitters in electronics, laboratory assistants, typists, and also electricians in the building trade. This latter course was opened at the request of the Consulate General of Italy which finances it entirely, and includes a certain number of Italians of Jewish faith.

The evening classes are in electrical installations, radio, cable-laying, typing and engineering draftsmanship (rue des Salines); dressmaking (two classes -- rue Courbet); and welding (Ariana).

6. Complementary classes for our apprentices are held on Sunday at rue Courbet in dressmaking (first and second grades) and in ready-made clothing.

### Student Body

On the whole the number of pupils remained steady at the boys' school (349), at the girls' school (103), and also in the adult courses (267). There was a slight drop in apprentices. However, if a careful

study is made of the boys' school, several facts may be noted: the numbers of pupils in the first years are on the up-grade (also the proportions of Jewish pupils). There is a drop in enrollment in the second and third years. These variations in opposite directions are due to the delay in reopening the schools of the French University and Cultural Mission (MUC) on the one hand, and to emigration on the other.

As regards the social origin of our pupils, this is varied, and within the same institution there are pupils of entirely different backgrounds. General speaking, at the SAP there are the poorest elements, in the adult classes the most well-to-do, and in the schools, two thirds are children from needy families, and one third are children whose fathers have a job which enables him, often with difficulty, to provide school supplies and bus season tickets. In the case of the destitute, the father is often unemployed or earns less than 5 dinars per person dependent on him. In the case of those who are not destitute, the parents are usually small artisans, shopkeepers or subordinate employees. Only a small minority belong to the really well-to-do class. Of course, within our institutions, all students are treated equally.

### Results of Examinations

In June 1961 all the students of the highest classes in our schools took the State examinations, both those of the Department of National Education, and those of the MUC. Of 140 students who took the examinations for the C.A.P. 122 passed, which places ORT among the best vocational training schools in the country. Since June 1954, 739 ORT students have passed C.A.P. examinations.

In the case of the FPA courses, where there is no State examination, we apply to experts in private industry and to members of the teaching staff of the State schools to administer examinations. During 1961, 274 students from the FPA classes obtained their certificate.

Placement, with or without certificate, is no problem for our students. The departure of a large number of skilled workers and staff (mainly French and Italian), and increasing industrialization have resulted in a shortage of skilled labor. Our former students are to be found in State undertakings, such as the railways, the postal and telegraph offices, the radio, Tunisair, etc., and in private industry: Citroën, Stoll firm (mechanics and boiler-making), Sarfati Company (electricity), Pasteur Institute, etc. Many of our former dressmaking students have orders covering several weeks ahead.

### Employers' Apprenticeship Program

As mentioned earlier, the planning policy of the Government has caused the disappearance of some firms as a result of the withdrawal of the working license in the case of those considered redundant. The departure of the foreigners has also contributed to a reduction in the openings for our apprentices. On the other hand, the new legislation has had a tendency to offer better protection for the interest of young apprentices. Despite these difficulties, this service is continuing to deal with a considerable number of boys and girls (637) who belong to the most depressed classes of the Jewish population. It also deals with pre-apprentices (73) who are preparing for the entrance examination to our School at Ariana.

### Production

In view of their character, several of our sections can carry out only very reduced production: engineering draftsmanship, laboratory assistants and electricity, for example. But we have manufactured metal furniture, installed showers (for a State school), repaired a considerable number of automobiles, and carried out orders for private firms. We have also carried out through our own efforts all the work of installation, reconditioning and maintenance in our schools, including the construction of purifiers for our acetylene generators, a drawing table for our research bureau, the installation of ventilation in the basement of rue des Salines, the mounting of 20 radio sets, etc.

### Local Fund-Raising

ORT Tunisia receives no assistance from the Government. The local resources are therefore very low, as a result of the low economic standard of most of the inhabitants and the drop in the resources of the Jewish community. The political situation this year has prevented the organization of fêtes or galas for the purpose of collecting funds, as was the case in 1960. The only event was in March when the Committee of ORT showed the film "La Vérité" in the largest cinema of the city. For the same reasons, it is difficult to launch a campaign for new members. Thus the budget of ORT Tunisia is covered almost up to 80% by the grant from the World ORT Union.

### Cooperation with Other Organizations

As in the past, our relations with the other Jewish organizations were very cordial in 1961. The AJDC took a share in the costs of the clothing department and supplied a large quantity of foodstuffs for the canteen. We, in turn, supplied it with furniture and games for the

children's homes in which it is interested. When the Provisional Management Committee of the Jewish community -- together with the AJDC and the Jewish day nursery -- intensified its efforts for Jewish children, we supplied, at the request of the AJDC, 150 meals per day to the day nursery over a period of several months, pending the completion of the house or day nursery. The OSE performs medical examinations for all our students and staff and supplied medical supplies and followed up the medical care of our students.

Although in principle State examinations cannot be held in premises belonging to a private school, the Department of National Education applied to us when examinations in engineering draftsmanship had to be carried out for its technical training school. These practical tests were held on our premises. Our relations also continued to be very cordial with the MUC.

### Social Assistance

Large-scale social assistance was supplied to our students in large part through the generosity of the Women's American ORT. It is clear that without this aid many of our students would have had to abandon their studies. Our Women's Committee also helped needy students by gathering funds through teas, bridge tournaments and contributions. They took up the case of a third-year student who, upon medical examination, showed signs of active tuberculosis. The Committee rented a better flat for the family, supplied additional nourishment to the student, etc., and was gratified to see that the student was able to come back to school in October, the doctors having authorized him to begin his studies once more. ORT Tunisia continues to supply meals to needy students and apprentices at a token rate; a large amount of clothing has been distributed and with the help of the Provisional Management Committee of the Jewish community, school supplies have been donated.

### Prospects for 1962

1962 promises to be difficult. Our heavy equipment and machines will have to be partially replaced, which will require a large-scale investment of funds whereas our local resources have a tendency to drop. Further, the departure of a large number of Europeans may lead some of our instructors to follow their example, and it will be difficult to replace them.

But the work of ORT in Tunisia is just as important and necessary as in the past. The Ten-Year Plan requires the readaptation of

many Jewish workers who are at present employed in agriculture, and outlets for employment of young people will soon exist only in industry. The development of technical training is one of the major concerns of the Government, and in turn, ORT must intensify its efforts.

Throughout Tunisia student turnover during 1961 was 2,579 and the student body as of January 1, 1962 was 1,429.

## CANADA

### REPORTS

While the main's organization has acquired a number of very active members, we have not found any means by which they can increase their gifts to OHT. These members have certainly given our organization a great deal of help and assistance that we have not enjoyed.

The Canadian Jewish Congress, as the parent organization in Canada, has been pressing forward in its own right, so that they are constantly wary not to be overruled by any of its subsidiary organizations which might interfere with their own and a small fund-raising activities. Our Federation has received a fine degree of cooperation, particularly during the last year or two, and we have therefore not launched any formal OHT fund-raising activities in the past.

## NORTH AMERICA

The development of the OHT in North America is a story which began in the fall of 1953, of Dr. Arthur Hays Sulzberger, Executive Director, Dr. Brody, who was Rabbi of Beth Hillel Temple in Toronto, Wisconsin, U.S.A., for the last 14 years, was a native Torontoan. Under his direction, we already had the benefit of his personal ability and an interest in chapters and movements in the present region. We are starting an expansion program, and our aim is not only to double our present membership, but to have OHT Chapters not only in Winnipeg, Montreal, Ottawa and Toronto, but in every possible community in Canada. We realize that to make progress we must build on solid foundations, and that it will take time to show the more lasting results of our efforts. The name OHT is already registered - should be firmly protected in the minds of Canadian Jews as a cause of great importance to World Jewry.

We have set World OHT 1953 goal of \$100,000, and we hope that in the first months of 1953 we will have raised the balance of \$10,000. Considering that we have a membership of about 1,700, and in our opinion a membership of 3,000, we hope that as we progress, we will do even better.

We are proposing in a more determined way the Jerusalem OHT Center as one of our important and continuing responsibilities in our function with the American OHT Federation and Canadian OHT Federation. We are seeking a trustee and hope to have a representative in the near future. We are also seeking a trustee and hope to have a representative in the near future. We are also seeking a trustee and hope to have a representative in the near future.

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THE NEW YORK

## C A N A D A

### General Remarks

While the men's organization has acquired a number of very active communal leaders, we have not found any means by which they can increase their service to ORT. These gentlemen have certainly given our organization more stature, attention and acceptance than we have ever enjoyed.

The Canadian Jewish Congress, as the parent organization in Canada, has been pressing forward in its fund-raising effort. In this they are constantly wary that no encroachment be made by subsidiary organizations which might interfere with these urgent and overall fund-raising activities. Our Federation has received a fine degree of cooperation, particularly during the last year or two, and we have therefore not launched any special ORT fund-raising activities by the men.

Women's Canadian ORT has entered a new phase of its development as a dynamic organization with the appointment as of September 1, 1960, of Dr. Arthur Brodey as its National Executive Director. Dr. Brodey, who was Rabbi of Beth Hillel Temple in Kenosha, Wisconsin, U.S.A. for the last 14 years, is a native Torontonian. Under his direction, we already feel the impact of his organizational ability and an increase of chapters and membership in the present regions. We are started on an expansion program, and our aim is not only to double our present membership, but to have ORT Chapters not only in Winnipeg, Montreal, Ottawa and Toronto, as at present, but in every sizeable community in Canada. We realize that to make progress we must build on sound foundations, and that it will take time to show the more lasting results of our efforts. The name ORT -- already respected -- should be firmly projected in the minds of Canadian Jewry as a cause of great importance to World Jewry.

We have sent World ORT \$65,000 towards our 1961 goal of \$75,000, and we hope that in the first months of 1962 we will have raised and sent the balance of \$10,000. Considering that we have a membership of about 1,700, this is, in our opinion, a noteworthy achievement. We hope that as we progress, we will do even better.

We have projected in a more determined way the Jerusalem ORT Center as one of our important and continuing responsibilities, in conjunction with the Canadian ORT Federation and Canadian Jewish Congress. We are issuing a brochure and hope to interest people in the purchase of part of the buildings and the equipment connected with the Center. We have every hope for success.

## AMERICAN ORT FEDERATION

### Fortieth Anniversary

In April 1922, a delegation consisting of Dr. Leon Bramson and Dr. Aron Syngalowski arrived in the United States to present to American Jewry for the first time the message of ORT and of its work of Jewish reconstruction, then concentrated on the war-torn communities of Eastern Europe. ORT in America developed out of this mission. During the intervening decades, this organization has become the rallying center for American support to the program overseas and the focal point for the representation of the idea of ORT within the mainstream of American Jewish life.

On January 21, 1962, over 400 delegates and guests assembled at a national conference in New York City to celebrate the 40th anniversary of American ORT Federation. Principal speakers at this milestone event were the U.S. Ambassador to the United Nations, Mr. Philip M. Klutznick, and Mrs. Moses A. Leavitt, executive vice-chairman of the American Joint Distribution Committee. The occasion symbolized the deep-rooted integration of American ORT into the matrix of the community, a major aspect of which has been the historic association with the AJDC.

Much remains to be done in the next period. In particular, new pathways must be opened toward broadening the scope of membership and deepening ORT representation in the various localities. Nevertheless, the 40th anniversary finds the name and the program in high and general esteem. ORT is probably better known throughout the community than at any time in the past. The ORT organizations, Women's American ORT first and foremost, have established ORT as a factor in the daily life of their communities. The Syngalowski Center built by the Women's American ORT has become one of the showpieces of tourism in Israel and has done more than any other single institution to establish a positive impression of the work in the minds of hundreds of visitors. Recent projects undertaken on behalf of the U.S. government have further enhanced ORT's position and brought it to the attention of new circles.

### Financial Support to the Program

The underlying premise in all our work is that the presence of a strong and dynamic ORT organization within this largest Jewish community is essential to a viable and growing program overseas. In the final analysis, the effectiveness of these activities may be judged in tangible terms by the financial support, in all forms, that is made available by the community.

About \$2,775,000 was contributed from all sources in the United States in 1961 toward the support of the overseas schools. The largest portion was represented by the agreement with the AJDC which gave ORT \$1,848,000. The total sum realized under the terms of fifteen consecutive postwar agreements with AJDC comes to \$21,693,000. From all American sources, the total for the postwar period is approximately \$29,240,000. Relationships with AJDC are on a level of mutual respect, with a high measure of appreciation on the part of AJDC leadership for the soundness, quality and importance of the ORT activity.

Second major source of ORT funds is from Women's American ORT. This dynamic group has steadily increased its contribution, reflecting the continuous upward spiral of membership, organization and community influence. In 1961, Women's American ORT contributed over \$850,000. It must be realized that this significant sum is collected in memberships limited to a maximum of \$25. This fact is a measure of the Women's American ORT achievement.

### Notable Developments During 1961

#### African Vocational Survey

On June 30, 1961 the U.S. Government through the International Cooperation Administration, since renamed the Agency for International Development, contracted with the American ORT Federation for a survey of vocational education needs in eight African countries -- Mali, Guinea, Sierra Leone, Nigeria, Cameroun, Dahomey, Ivory Coast, and Ethiopia. Teams of specialists left early in September to conduct their studies in these countries. The entire project was headed by Mr. Max A. Braude.

Purpose of the study was to ascertain existing technical and vocational school facilities and prepare recommendations for their development in line with the projected economic plans of the countries involved. Oral presentation of the findings was made in Washington by Mr. Braude during his visit to New York in December, as a result of which the AID has requested the American ORT Federation to undertake planning and supervision for technical school projects in Guinea and Mali. Discussions are now in progress on these two projects. We take pride in the fact that the American Government designated ORT for this task and we regard it as an event of importance for the entire community. The further request that ORT implement several of its own recommendations is in effect a recognition of the relevance of ORT's unique experience in this work.

### Special Contribution

At the June meeting of the World ORT Union Executive Committee, American ORT Federation pledged a \$10,000 special contribution toward the emergency created by the cancellation of the Moroccan Government subvention. This was in addition to \$15,000 previously made as a special pledge. The full sum of \$25,000 was remitted.

### Machines for Israel

Although not the actual contractor, the AOF was involved during 1961 in a program of acquisition of U.S. Government excess machinery for the ORT schools in Israel. The contract is formally between the Government of Israel and the U.S. Government, with the AOF in charge of location and selection. Shipment has been handled by the New York office of the World ORT Union. Results have been somewhat disappointing thus far, but with the reorganization of procedures at the end of the year, and an extension of the agreement by the Government to June 30, 1962, it is hoped that more machines will be forthcoming. Seven machines have been sent thus far.

### Visit of Mr. Daniel Mayer

The visit to the U.S. of the Chairman of the Executive Committee of the World ORT Union, Mr. Daniel Mayer, afforded a welcome opportunity for meetings and discussions. This was Mr. Mayer's first visit to the U.S. since assuming his post in ORT. He came in connection with the Women's American ORT National Convention. He received a welcome reception at a special meeting of the American ORT Federation Executive Committee. An entire program of special events was organized around his visit. At the same time, we were pleased to be hosts to Mr. F. Schragger, Director of French ORT, Mr. Jacob Oleiski, Director of ORT in Israel, and Mr. Georges Emsalem, Director of Algerian ORT.

### Women's American ORT Convention

A major event on the ORT calendar last year was the magnificent convention of Women's American ORT held in Philadelphia, attended by more than 1,200 delegates. The convention marked an important step in the development of this largest ORT organization. Plans and resolutions adopted will inspire its further growth.

### Organizational Advances

Notable progress was made in organizational development of men's groups, by Business and Professional ORT of New York, as

well as the American Labor ORT chapter in Los Angeles. In the field of men's organizations, solid foundations were laid for future growth in Chicago, Cleveland and Pittsburgh.

### Legacy Program

The AOF National Convention in 1961 formally determined on a legacy effort. Legacies offer a possibility for funds whose potential has not been systematically developed in recent years, although numbers of bequests have been made, some of them in significant magnitude. From the nature of these bequests, it is apparent that ORT can be very attractive for bequest purposes. With these considerations in mind, a legacy chairman, Mr. John F. Davidson, was designated. A national ORT Legacy Committee is now in formation and will be chaired by Mr. George Backer. We have been greatly aided in this enterprise by the assistance of Mr. David Schweitzer of the Geneva office.

## Membership and Organizational Activity

### Women's American ORT

Women's American ORT, as indicated in its separate report, had continued the momentum of expansion of recent years. Its organization is nationwide in scope, reaching into every major Jewish community in the United States. Its membership now numbers over 60,000, organized into 413 chapters. A decisive asset is the large number of energetic and dedicated women who constitute its dynamic reservoir of leadership at all levels. There is every reason to believe that the decisive position it occupies in the ORT budget will continue to grow from year to year.

### American Labor ORT

The leaders of this group were among the founders of American ORT and have brought to it the strength and prestige of the trade union movement. Labor chapters have been established in various parts of the country. By far the most effective of these in recent years has been the Los Angeles group.

### The National ORT League

This group consists mainly of religious, fraternal and lands-manschaft organizations affiliated to it. ORT maintains contact with such groups through the NOL.

### Business and Professional ORT

Centered in New York, Business and Professional ORT has in recent years increased its annual contribution toward the ORT Laboratory Technician School at Ramat-Gan, Israel, which is its special project. In 1961, the group allocated \$8,000 of its membership income for this purpose. Accumulated total contribution thus far amounts to \$43,125.

### Chapter Developments

There are 13 men's chapters directly affiliated to the AOF. In addition to the important development in key cities noted above, mention must be made of the excellent results produced by the American and European Friends of ORT which has an annual pledge toward the A.C. Litton School for Automechanics in the Jerusalem ORT Center. In 1961, the group contributed \$6,000. Its total contribution toward this school thus far adds up to \$30,000.

### Association of General Members

A membership-at-large formation which is operated directly from the national office of AOF and which has some 3,000 members, substantially increased its income during the past year. Plans are being made to considerably enlarge this sphere of activity.

### Overseas Tourism

American tourism to Israel reached proportions of close to 50,000 last year. This fact is of first-rate importance for our public relations. Our access to this flow of visitors where they can see the program in action affords the best opportunity possible to make real the meaning of ORT and its work in Israel. For these reasons, overseas tourism has occupied our increasing attention.

Over 25,000 brochures have been distributed among passengers of the Zim Lines, Air France and other plane and ship companies. The UJA and Jewish Agency tourist services now include ORT on their standard itineraries. UJA study missions have visited the schools and their reports back home include photos and references to what they saw. Our Business and Professional group and WAO have sponsored their own tours. Advertisements have been taken in tourist publications.

### Publications

As part of its program of information to the community, American ORT publishes a variety of brochures, pamphlets, booklets,

reprints and periodicals. The ORT Bulletin, appearing five times a year, has a press run of 17,500 copies. The annual ORT yearbook, which is published simultaneously in American and WOU editions, was issued in 15,000 copies in 1961. The Women's American ORT Newsletter has a circulation of 65,000.

The ORT Union "Briefly" and its Yiddish counterpart, "Chronicle", as well as occasional booklets, brochures and the Annual Report, add to the arsenal of available published material. To the above should be added the two brochures on the history of ORT: "By the Skill of Their Hands" and "80 Years of ORT", which have filled an important gap in the field of publications.

### Refugee Training at the Bramson School

The Bramson ORT Trade School in New York City opened its doors on November 1, 1942. It is now in its 20th year of service to refugees, providing specialized training in garment industry skills. Current enrollment has stabilized in recent years at some 600 annually.

The sources providing these students are indicative of the continuing unrest and mobility that remain a feature of Jewish life in the postwar period. Since the Hungarian uprising at the end of 1956, hundreds of Hungarian immigrants have turned to the school for help. A number of Egyptian Jews have likewise enrolled. During 1961, the first wave of Jews from Cuba began to apply for training. It is apparent that a significant portion of the 8,000 to 9,000 Jewish immigrants coming annually to the U.S. will continue to require the kind of assistance in which the school has specialized.

### Pattern of the Operation

Classes are held in power sewing machine operation, special machines, pattern-making and cloth cutting. The course in Special Machine Operation is sponsored jointly with the Pleaters', Stitches' and Embroiderers' Association and the Embroiderers' Union. The school enjoys close cooperation with the Neckwear Workers' Union.

Classes are held four days a week, between the hours of two and eight. Three classes in machine operation of two hours each are given daily. There are two classes in cutting and one in pattern-making, each meeting two hours weekly. The cutting course is overcrowded due to limitation of space and facilities.

Special note should be made of the demand for Merrow machine instruction, which far outran the number of such machines available, making for long waiting lists. This is due to fairly good job prospects

in this skill as against a general slump in the garment trades. However, the addition of Merrow instruction to the operator's course prolonged the period of training in this general course. Greater demand for Merrow instruction is related both to technical changes in the method of garment finishing and to changes in fashions with increased emphasis on knitted garments, which use the Merrow machine.

### Prospects for the Fifth Decade

We enter upon the fifth decade of the history of American ORT with a greatly enhanced capacity for fulfilling the work of our organization within the American community. The position of ORT in the United States is more secure and solidly founded than ever before. We have set high goals for the next period. We recognize that serious challenges remain to be met. There is much to be done to strengthen the leavening of leadership and to bring new men of stature within the ORT fold. The organization needs to be expanded. We are prepared by experience of our history to take up these tasks.

Throughout 1961 student turnover was 652, and the student body as of January 1, 1962 was 124.

## W O M E N ' S A M E R I C A N O R T

### Introduction

This report on the activities of the Women's American ORT covers basically a two-year period between the 15th and 16th Biennial Conventions of our organization. The latter convention, held only two months ago, marked the end of a stage of development in Women's American ORT's march to mass membership organization. So inter-related were the efforts of the organization in the accomplishment of the change, that it would not be possible without a refracting of the picture to confine this report to a one-year period.

Highlighting the convention, which re-elected unanimously Mrs. Joseph C. Gayl as National President for her second term, was the participation of an impressive list of leaders from overseas. Heading this list were Mr. Daniel Mayer, Chairman of the Executive Committee of World ORT Union and Dr. William Haber, President of its Central Board and President of the American ORT Federation. It included also Dr. Akiva Kohane of the Geneva office of the American Joint Distribution Committee, Mr. Schragger, Director of ORT France, Mr. Oleiski, Director of ORT Israel, and Mr. Emsalem, Director of ORT Algeria. The convention marked the end of one stage of the development of Women's American ORT and ushered in a new one. It is these developments which this report will seek to summarize.

### The Transition Years

The years since the 1958 New Haven Full National Board Conference, and particularly the two years since the 15th Biennial Convention, were years of transition as the fulcrum completed its turn and Women's American ORT became, in fact, a mass membership organization -- full-blown, full-fledged, with all the qualitatively and quantitatively different responsibilities which fall to an organization turning outward from dependence upon its own members to the community for support and understanding.

These were years of re-tooling when we were preoccupied with testing and developing and using mass methods and techniques. The role of program, a most important instrument for the development of a mass organization, became a facility for the approach to the mass public. To enhance the program, to intensify its receptivity, to communicate to the public through program, the role ORT is playing -- new dimensions had to be given to Women's American ORT's program. The concept of E.P.I.C. (Earning Power Improvement Courses) was advanced to give the program greater depth, emphasizing the social

role of ORT and thereby broadening and deepening the public's acceptance of the program. The projects were invested with a new meaning and related to each other as a complete comprehensive platform. On the backdrop of scientific and technical love of learning and love of labor, ORT offers a new potential in outlook for the Jewish people and this aspect of our program had to be developed and projected. These changes were effected as a means for maturing Women's American ORT and for emphasizing its role in relation to its great overseas responsibilities.

In the area of tactics and methods, new concepts of organization, structure, communication and coordination of new policies had to be evolved. The Uniform Honor Roll Credit System is one example. Broadening the Base, another concept, involved a re-examination and re-definition of our position and role in the community as a mass membership organization. The role of committees, the stimulation of the participation in the legislative affairs of the organization and the mechanics for the involvement of broad layers of the membership in the coordination of and the participation in simultaneous campaigns, these among so much else serve to illustrate the change which has been brought about -- the ways and hows of our emergence as a mass membership organization.

The years between the 15th and 16th Biennial Conventions were not without difficulties and frustration. They were years in which we sought to counter a national and world-wide quiescence in organization life. We lived through a mild economic recession and on the heels of its recovery were faced with one of the most severe winters on record on the eastern seaboard. But they were years when, spurred by a determination that Women's American ORT must for the ORT program move forward to another giant leap, a dedicated, maturing and increasingly knowledgeable leadership and membership mobilized all the forces at their command and with fervid devotion, unceasing and selfless effort, with ingenuity and imagination wrote a glorious page in the history of Women's American ORT.

In the past two years, our strength and productivity reached a new and unprecedented peak and with it our prestige, influence and authority in the community acquired far-reaching importance.

### Membership

In dues-paid membership, between July 1, 1959 and June 30, 1961, the figures rose to a new height of more than 49,600. With members on retention the total figure reached well over 58,000. This compared with a figure of 44,370 dues-paid members for the previous period, or a net gain of over 5,000 dues-paid members. For the first

time last year, our campaign in public education was interrelated as a forerunner to and an integral part of the membership campaign and the dynamics of this innovation are beginning now to bear fruit. The figures for the period ending June 30th, though excellent, show approximately the same rate of growth as the previous period. However, since June 30th the membership remittances, not including the dues change, show an increase of more than 30% over the same period last year. Dues moneys are pouring into the National Office. In the first two weeks of October, National received dues for 10,000 members. The results of a campaign are often measured for years after their inauguration and the impetus we give it paces its increased momentum.

### Expansion

The expansion campaign also reflects the rate of our development as a mass membership organization. Seventy-four new chapters were organized since the 15th Biennial Convention -- oversubscribing by four that ambitious convention goal of 70 chapters. Thirty-four were organized in 1959-60 and 39 in 1960-61 and one since July 1st. This compared with a total of 55 new chapters in the previous two-year period. Membership and expansion are closely interwoven and interdependent. Added membership was a direct result of the expansion effort.

These new units carry our chapter strength to 413. During the 1959-60 fiscal year, the reorganization of the Chicago area involving a consolidation of four regions into one and the decentralization of the Passaic Hudson Region in New Jersey into two regions, altered the number of regions from the previous period's total of 32. However, during the 1960-61 fiscal year, the newly-formed Connecticut River Valley Region carried the region total to 31.

### Key Cities

The five key city goals of the 15th Biennial Convention were also oversubscribed. Six new chapters-at-large planted the ORT banner in untapped areas and helped to close many more of the geographic gaps across the nation. Baltimore, Maryland and Norfolk, Virginia strengthen the salient for our campaign in the South and form a bridge to Atlanta, Georgia and Southeast Florida. Allentown, Pennsylvania, Toledo and Columbus, Ohio and St. Paul, Minnesota now being organized, point farther in a drive toward the West. St. Paul when organized, together with her flourishing sister chapter in the twin city of Minneapolis, will provide the potential of a region in a most fertile and important section of the Midwest.

Definitive steps are being taken to go into Denver, Colorado and contact has been established in Tucson, Arizona and San Diego, California.

The Long Beach Chapter, although not designated a key city, represents an important penetration into a new and unorganized area of Southern California. Returning to the East, the New Britain Chapter made possible the formation of the Connecticut River Valley Region which embraces in addition to New Britain three chapters-at-large in the Hartford area of Connecticut -- Alpine, Greater Hartford and Laurel Valley -- and the Springfield Chapter-at-Large in Massachusetts. Plans for expansion into Northern New York State are moving forward.

A technique innovation for the development of a mass membership -- the National Field Expansion Committees -- was adopted last year at the Boston Full National Board Conference and the results achieved through it in one short year more than prove the merit of its adoption. Coordinated by the National Expansion Department, it provides National Expansion Committees strategically placed in six different areas of the country to direct and conduct on-the-spot National key city expansion endeavors. Among others, St. Paul is an outstanding example. The effort was initiated by members of the Minneapolis Chapter-at-Large. It was coordinated by the National Expansion Department and the follow-up and assistance are being provided by the National Field Expansion Committee in Chicago.

The Section Plan, another mass organization innovation, provides not only an effective facility for mass communication and servicing which are its major responsibilities, but it gives impetus to expansion growth within the areas ready for and employing it.

The Philadelphia and Long Island Regions, whose Section Plans have been in operation for some time, were most effective in their expansion efforts. Each region brought in five new chapters. Last year the North Central Jersey Region adopted the Section Plan, thereby facilitating the entrance of the Metwood, Middlesex and Plainfield Chapters-at-Large into the region structure. The expansion possibilities of the entire area have been greatly strengthened and one of our newest chapters, Colonia, has been formed in the locality recently included in the region.

### Financial Gains

In addition to our increased capacity in membership and expansion, our financial gains soared beyond any previous period in our history.

Women's American ORT is the largest organization in the World ORT family and no other ORT organization's contribution to the budget which supports the installations in 20 countries is equal, or even comparable, to the share carried by us.

### Commitments

Our commitment to the overseas operations for the 1959-60 fiscal year was some \$788,000, and in 1960-61, \$800,000, making a total commitment for the two-year period of \$1,588,000. Against this commitment, however, more than \$1,621,000 was remitted for the overseas operations. Last year, Women's American ORT provided about 14% of the total World ORT Union budget and about 27% of its subvention budget -- that is, funds exclusive of local income in the ORT countries.

### Assignments

Our impressive assignment figures are another reflection of our increased capacity and are a tribute to every echelon of the organization. In 1959-60, the assignments to the areas were over \$928,500. Against this assignment, including oversubscriptions, more than \$941,500 was received. The areas fulfilled, therefore, by 101.5%.

In 1960-61, the assignment was over \$984,500. Against this assignment and including oversubscription, more than \$994,000 was received. The areas again fulfilled by 101%. Total oversubscription included about \$25,000 for India and in general oversubscription some \$42,000, making a total of more than \$67,500, or approximately \$8,000 more than in 1959-60.

The 1960-61 fiscal year also produced the highest yield in plus effort moneys in our history. This category includes legacies, and special gifts and grants. Plus efforts receipts as of July 1, 1961 totalled over \$24,000.

The achievements of the past two years are a testimony not only to the resilience of the organization and to its mission-dedicated local and national leadership and membership, but are also a verification of the soundness of the turn in the organization and of the policy which initiated and implemented this turn. It has been truly a remarkable period, justifying our pride in organization, leadership and membership and also justifying confidence in policy.

## Community Responsibility -- UJA

And even as we were preoccupied with the transition of our organization, we responded with greater results than ever before in the support of the campaigns of the United Jewish Appeal and Welfare Funds throughout the country. Women's American ORT participated both in womanpower and contribution and helped to raise the level of Jewish consciousness of its membership and, indeed, in no small way of the community. In assuming this all-important responsibility, we did so not only for the sake of ORT, which is so important a part of the world Jewish scene, but in response to the broad scope of world Jewish need. And we made progress in exercising the rights to which, as a partially-subvented organization, we are so much entitled.

## Development of Techniques and Methods for a Mass Membership Organization

In defining our position as a mass membership organization, in adjusting and perfecting the forms and techniques and methods suitable for our new role, the range of our accomplishment and productivity are almost beyond imagination. To be sure, in the implementation of the many projects made necessary by our transition, a number of projects are still to be realized. For example: We probed deeply into a Special Leadership Seminar, but when we determined its costs, it could not be justified at this time. We have given consideration to a Presidents' Handbook. The factor of time delayed its implementation. Even apart from this, it was a question whether, during this period of transition, it was yet the moment for such a project. We gave thought to the Dr. Anna Boudin Memorial. With the ravages of last winter, to implement it under such circumstances would impair the very spirit of the Memorial.

The publication of "Highlights", for which money was made available in the budget, but for which time and personnel have not been available, was delayed.

None of these projects has been abandoned. A mature leadership understands that the ambitions of an organization always must exceed its immediate capacity and perspectives are sometimes projected not only over years but often over decades. But what was accomplished during this period is both amazing and breath-taking! A complete transformation of organization was required and many innovations were necessary for the transition. The catalogue of this accomplishment, both in general and in the concrete, is a magnificent tribute to the organization, leadership and membership for its resiliency and dedication.

Our success in Broadening the Base, an innovation, contributed in substance to the magnificent record of this report. Thrift shops, ad books, journals, raffles, large functions everywhere and supported by membership and community alike, gave new scope to our activities. Turning outward to the community, it gave us a new status.

The Uniform Honor Roll Credit System, an innovation, proved to be an instrument with which not only to encourage membership participation, but also through which to reach the public.

Coordinating Councils, an innovation, were strengthened and re-enforced; the Section Plan, an innovation, was implemented; the employment of Field Secretaries was an innovation; the expansion of professional personnel in the national office; the establishment of many more Regional Offices with adequate staffs; the development of the coordinating role of committees; the establishment of the National Structure and Organization Committee were innovations; the encouragement of the democratic processes within the chapter; and the development of the legislative capacity for greater membership participation and to foster initiative; the engagement of missions by teams and individuals to go into areas to deal with anticipated problems, exchange organization experience and bolster the areas; the development of advisors to strengthen the chapters-at-large were all innovations; the dues referendum served as a test of organization and democracy as well as a means for changing the dues system.

In the development of leadership, in addition to Eastern Seaboard Workshops, a two-day conference was held with presidents of chapters-at-large, on the Eastern Seaboard. Nationally-sponsored Planning Conferences for groups of chapters-at-large were held. To broaden the role of the National Board, among other means Domestic and International issues were brought before its meetings for discussion and decision. Meetings of presidents and chairmen of Executive Committees with the National President were an innovation. They discussed policy questions and President and National Board members in the areas explored similar subjects during the National President's tour of the country; the full meeting of the Executive Committee twice each year, an innovation, brought a deeper understanding by the distant members of the important issues considered in that Committee's week-to-week deliberations. The participation of our distant colleagues now makes an important contribution to the decisions reached.

### Education

The campaign for the education of the membership and the public was extremely effective and was implemented by a great deal of important material and literature.

The extensive amount and the excellence of the education and publicity material issued by the National Office has been praised by all areas. It includes four new membership posters; new posters for all the six projects; the "Girls, Girls, Girls" series of chapter posters; new brochures "Lost and Found" for membership, "ORT in Israel" and "Freed from Charity"; Women's American ORT News; the ORT Yearbook; and such articles of interest as "ORT in Tunis", "The Issues of Our Times" by Pierre Mendes-France and many others.

### Publicity

Working kits were issued for publicity for the Boston National Board Conference, for "ORT Sabbath" and "ORT Day". This extensive and diversified material encouraged the areas to use their own initiative in both publicity and education to move the organization forward in its better understanding of the ORT program and in its membership and expansion growth.

The amount of publicity on ORT and Women's American ORT was at a new peak. Everywhere locally, there was increased placement both in the Anglo-Jewish press and in community newspapers. Through the National Publicity Department editorials and feature articles appeared in the "New York Times" and the "Christian Science Monitor". Feature articles also appeared in the "New York Herald Tribune" and the "New York Post". Many National and local leaders were heard and seen on radio and television. All the publicity material directed to the public was used as an education instrument of a mass membership organization reaching to the public for its understanding and support of the ORT program.

### Conclusion

We have tried to catalogue the measure of accomplishment which marked the two years of this administration. It has been a thrilling task. It is a catalogue of exciting developments of these years -- years which will surely make stirring history in the annals of ORT.

It would not be possible to conclude this report without a tribute to those who made it possible. First to our chapter leadership and membership -- to their unstinting work and service; to our presidents and officers and chairmen, striving day by day to meet the problems -- who make the effort which will yield the greatest results because our program impels them; to the devotion of a matured National Board sharing in the formulation and implementation of policy. And also a tribute to the National Office staff -- professional, secretarial and clerical -- whose devotion is matched only by the most dedicated ORTist among us.

And especially do we pay tribute to Jeannette Gayl for her selflessness, marked by her endless travels away from home and family. Her deep and quiet devotion to the ORT program, her keen analytical mind which sees through and over and under and around every problem, her sense of justice, her integrity and her modest and gentle dignity have given inspired leadership to the organization. She has given the presidency a new kind of meaning; she has given us a shining leadership of which we are fiercely proud -- a leadership which has brought new stature to Women's American ORT.

And to our Executive Director Nathan Gould, whose dedication to ideas and principle born out of his own high principles, whose depth of understanding of the dynamics of organization and his great capacity for communication and implementation, and whose tremendous creative talents, sensitivity to people and problems and great devotion to the ORT program and its philosophy, have furthered our work in so many spheres. We are deeply, deeply appreciative of his manifold contributions.

And there are yet others to whom not the least of tributes are paid. Two among them are Anna Boudin and Stella Banner, not alone because they are no longer with us, but because their passing sharpens for us the full appreciation of their worth. We miss their contribution in the work of the Executive Committee, where they sat with us around the table, and our appreciation becomes greater by the poignancy of their absence. And in writing of Anna Boudin and Stella Banner because they have passed is in a certain precious manner of speaking of those who with God's will are able to sit and meet with us each week.

For in paying tribute to these two priceless people of matchless character, we pay tribute also to all of those of integrity, good will and devotion who served with us on the Executive Committee through the two years of this administration.

We have come through a magnificent period, but the horizon beyond requires that we start afresh from this new plateau. We hear the call of our people and of our conscience toward them! The philosophy of ORT binds students and ORTist alike -- equal to give and to share -- for even as we provide for others the security and dignity which is in justice their right, our own security and dignity, our own self-esteem are enhanced. ORT is, indeed, a mission enriching the lives of all who engage it.

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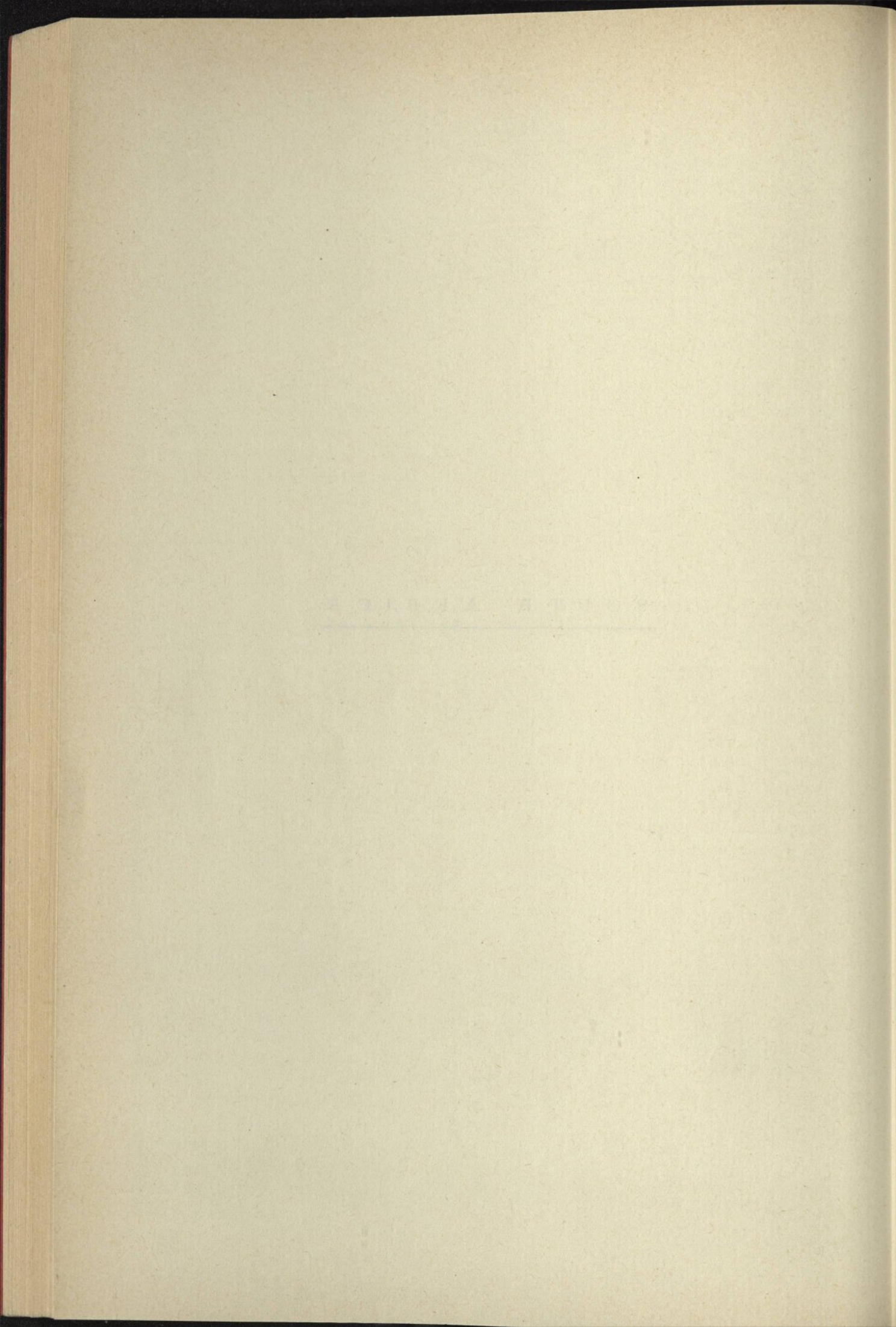
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## S O U T H A F R I C A



## SOUTH AFRICA

### General Remarks

The most important single aspect of local activities of the South African ORT-OZE in 1961 was vocational guidance among Jewish youth.

During the year, the Vocational Guidance Bureau assisted some 900 youths and adults. Two hundred persons were placed in such trades as motor mechanics, tool and die making, diesel mechanics, hairdressing, printing, dressmaking, etc.

Vocational Guidance Tests were given to approximately 180 adults and youths.

The scholarship fund continued to aid needy students and apprentices, and approximately 28 boys and girls were helped. The organization spends approximately £ 1,000 annually on scholarships and maintenance grants.

### Wood and Metalwork Classes

Through the Bureau, the South African ORT-OZE sponsors and maintains manual training projects at four Johannesburg Jewish Schools -- the King David High School, the Jewish Government School, the Doornfontein Hobby Center and the Yeshiva College. About 1,000 pupils attend these classes each year.

Exhibitions are held of the students' work and trophies and prizes are awarded to the best students. Due to the interest and enthusiasm displayed by students, ORT is constantly approached for further assistance in the field of training youth in productive occupations.

### The Cape Town ORT-OZE

This branch sponsors manual training centers at the Herzliah Primary and High Schools. In addition, there is a hobby center for boys and a dressmaking class for women.

### Port Elizabeth ORT-OZE

This branch continues to be active and has organized several successful fund-raising functions.

### Publicity

The South African ORT-OZE publishes a quarterly bulletin "ORT-OZE News" which is distributed to approximately 6,000 members of the organization throughout the Union and to ORT and OZE centers overseas. This magazine features all important activities of ORT and OZE both locally and overseas.

### Co-operation

Members of the South African ORT-OZE are associated with the South African Jewish Appeal, South African Board of Deputies, the Israeli United Appeal and South African Zionist Federation.

### Annual General Meeting

This meeting held at the Cranbrooke Hotel on October 30, 1961, was attended by Mr. Simcha Pratt, Minister Plenipotentiary for Israel and representatives of major Jewish organizations. Highlight of the address given by Mr. Pratt was "Therefore if you have at heart the welfare of Israel and the interests of the new immigrants, you must rededicate yourselves to the great ORT ideal, and help the Jews of Israel become an industrial society. This will ensure its future as well as the future of Jewish communities throughout the world."

At this meeting, Mr. L. A. Lipshitz, after eleven years of service, relinquished the chairmanship to Mr. S. (Boetie) Kessel, well-known communal and Zionist worker, and was honored by a special presentation.

### Women's Section

1961 has been an unsettled and difficult year for South Africa. The general situation has naturally affected all sections of the community, and the economic position has been such that fund-raising has proved extremely difficult. In spite of this, the Women's Section has been successful in exceeding the 1960 figure.

The major portion of these funds was transmitted overseas. It was decided that the Women's Section would concentrate on supporting a specific ORT project, so that our members would know that they were working for one particular ORT effort in Israel.

The project selected was the Joe Jaffe Agro-Mechanics School in the Nathanya ORT Center, which was originally built as a result of

The efforts of the Jaffe family and the South African ORT-OZE. During 1961, a large sum was transmitted to the school by the Women's Section and in response to an urgent appeal from ORT Israel, the South African ORT-OZE and the Women's Section each made a further large allocation to the school to start the building of another wing to accommodate some of the many young people who were applying for admission, on the understanding that at a later stage additional grants would be made to complete the payments for this wing.

The Women's Section was instrumental in the building of a very fine gymnasium for the use of the 900 students enrolled at the Center, and here too the Women's Section will make further contributions until such time as the gymnasium is completely paid for. The Women's Section is also working toward the building of a swimming pool, to which our Young Marrieds' Chapter has already made its first large contribution, and which will, during the coming year, continue its efforts to enable this project to materialize.

A large donation was received toward the end of the year from one of our members, who is sponsoring a laboratory in the Center in the name of her late husband, Mr. Charles Silberman.

As members of the International Women's ORT, the Women's Section pledged its support of the new projects undertaken by that organization -- the expansion of the facilities provided by the ORT schools at Marseilles and Teheran. When our delegates returned from the London ORT Conference toward the end of 1960, the South African ORT-OZE Women's Section was one of the first countries to honor its pledge, and immediately forwarded its contribution for 1961. The payment for 1962 has already been met also.

Owing to our very heavy commitments, we were unable to transmit in full our usual allocation to the ORT Teachers' Institute for 1961. We hope, however, that we will meet our commitment during 1962, and have made a considerable sum available to the Institute for the coming year.

We have interested ourselves in all the activities of the South African ORT-OZE on the local scene, and have also taken part in general Jewish communal affairs in this country. Our Chairman, Mrs. Freda Feldman, is for the third year the National Chairman of the Women's United Communal Fund Campaign, the joint appeal for local needs, in which the South African ORT-OZE is a participating body.

Throughout the year, the Women's Section made use of the local Jewish press for publicity and has also on a number of occasions received publicity in the local daily press. In addition, all the activities of the Section are reported in the issues of "ORT-OZE News", the journal published by the South African ORT-OZE.

The Women's Section has several branches in Johannesburg, and the South African ORT-OZE also operated in Cape Town, Bloemfontein, Port Elizabeth, Benoni and Vereeniging. All branch committees were very active during the year, organizing various fund-raising functions, both large and small. A number of branches also held cultural meetings, which were addressed by speakers on a variety of subjects of general interest.

The Women's Section celebrated "ORT Day" during June, in conjunction with its Annual General Meeting. This was a most impressive function to which representatives of all important Jewish Women's communal organizations brought greetings. The "ORT Day" celebration was preceded by a nation-wide broadcast on ORT, which was delivered by Mrs. Freda Feldman.

Our plans for 1962 include an intensive membership drive, a Gala Theater Show, as well as several other large fund-raising efforts.

## SOUTH AMERICA

### General Summary

In 1951 the OBT Congress in London took action to appoint the appointment of a Director for South America. Mr. H. Shatzki of Israel was chosen for this office. Mr. Shatzki had been Director of OBT from 1947 to 1950, and he began his new appointment in April 1951.

Mr. Shatzki was given a great deal of work to do: the OBT office in Buenos Aires was to be reorganized and put on a sound basis; new changes were suggested for the OBT courses in the USA, Chile, Peru, Colombia, and Cuba, and a far-reaching public relations program was to be planned, printed programs and personal contacts were to be made. Closer cooperation between OBT organizations in Latin America was planned at a meeting with OBT representatives from Brazil, Uruguay and Argentina.

## S O U T H A M E R I C A

### School Network and Student Body

#### ARGENTINA

In Buenos Aires there were two schools, one for boys and one for girls.

In Clara there was an industrial course and one course in agriculture.

In Dominguez there was a school for agriculture, two classes in dressmaking and two classes in primary manual training for children. Altogether 223 students were enrolled in OBT institutions and 23 diplomas were awarded.

A new general committee was organized with Dr. M. Wainman as chairman.

Mr. Elias Berlin, well known in Jewish life in Argentina, made provision in his will to provide for certain Jewish youth in Israel as well as for Jewish organizations in Argentina. OBT is in active contact with him.

SOUTH AMERICA

## SOUTH AMERICA

### General Remarks

In 1961 the ORT Congress in London took action to approve the appointment of a Director for South America. Mr. B. Slutzki of Israel was chosen for this office. Mr. Slutzki had been director of ORT Poland from 1946 to 1950, and he began his new appointment in April 1961.

Mr. Slutzki was given a great deal of work to do: the ORT school in Buenos Aires was to be reorganized and put on a sound basis, many changes were projected for the ORT courses in the JCA settlements of Dominguez and Clara, and a far-reaching public relations program through the press, printed pamphlets and personal contacts was planned. Closer cooperation between ORT organizations in Latin America was planned at a meeting with ORT representatives from Brazil, Uruguay and Argentina.

Unfortunately, Mr. Slutzki was forced to leave Buenos Aires and return to Israel for family reasons, but it is hoped that the beginnings made in 1961 will be implemented in 1962.

### School Network and Student Body

#### ARGENTINA

In Buenos Aires there were two radio courses and one television course.

In Clara there was one secretarial course and one course in dressmaking.

In Dominguez there was a school for agromechanics, four classes in dressmaking and two classes in primary manual training for children. Altogether 293 students were enrolled in ORT institutions and 65 diplomas were awarded.

A new general committee was organized with Dr. M. Waiman as chairman.

Mr. Elias Berlin, well-known in Jewish life in Argentina, made provision in his will for bequests for certain institutions in Israel as well as for Jewish organizations in Argentina. ORT is to share in these bequests.

BRAZIL

In 1961 courses were given in radio, television, dressmaking and secretarial work in Rio de Janeiro. A total of 95 students were enrolled.

URUGUAY

During the year, 260 students were enrolled in school for mechanics, and in courses for electricity, television and dressmaking. The section for radio and television was closed in July 1961 because it was impossible to get a qualified teacher for the course. During 1961, 91 students were graduated.

Fund-Raising

Dr. H. Baratz was appointed to handle ORT's fund-raising in Latin America when Mr. T. Berlejis resigned.

CENTRAL ORT INSTITUTE

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CENTRAL POST OFFICE

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## CENTRAL ORT INSTITUTE

### General Remarks

During 1961, the Central ORT Institute continued the training of instructors and technicians in collaboration with the Ecole Supérieure Technique de Genève.

In June 1961, 31 students took the entrance examination of the Ecole Supérieure Technique, six of whom were admitted to the first year, 24 to the second year, while one student failed.

In September 1961, 21 new students registered and are presently studying at the Central Institute.

We supervised the studies of the 69 ORT students in the first, second, third and fourth years of the ESTG. Several were among the top students in their classes.

As in the previous year, we closely supervised the practical training of our former students who are now employed in Swiss industry. All these trainees were required to take evening classes.

### Advanced Courses for Foreman

Following requests by the Israeli Ministry of Labor, the "Histadruth" and the Association of Jewish Industrialists, and under the auspices of the International Labor Office (ILO), ORT Union organized a second advanced course for Israeli foremen with the assistance of the Federal Political Department of Switzerland. (The first course was organized at Central ORT Institute at Anières in 1959).

This 19 weeks' course (27 February - 7th July, 1961) was organized for a group of 17 persons carefully recruited, in Israel, from among shop stewards or foremen attached to various public or private establishments, including:

- Workshops of the postal, telephone and telegraph offices of Haifa,
- Tel-Aviv water works,
- Dead Sea potash works,
- Biological Research Institute,
- Lydda Airport, as well as,
- Various manufacturers of textiles, metal equipment, electrical and electromechanical equipment, agricultural appliances, hydraulic machinery, etc.

Its purpose was three-fold. It was intended to:

- (1) Complete the trainees' knowledge by suitable theoretical tuition.
- (2) Provide practical training by rotation in establishments fitted out with the most modern tools and equipment (period: three months).
- (3) Initiate the trainees into modern methods of scientific management and planning.

The organizers of the course had in mind that this contact with industry and modern productive methods would enable the trainees subsequently to contribute, through their work, to the industrializing process of the State of Israel, to train well-skilled workers and to disseminate among their colleagues the knowledge acquired in a highly industrialized country. The syllabus of the course was drawn up by the Pedagogical Department of ORT Union and approved by the Advisory Committee, presided over by Mr. Louis Huguenin, Director of the Ecole Supérieure Technique de Genève. This Committee is composed of representatives of Swiss industry, of the ILO and of the Pedagogical Department of ORT.

The courses were carried out according to the program planned. The first three weeks were devoted to theoretical lectures given at the Central ORT Institute at Anières by professors and industrial experts. Theoretical work was completed by visits to various plants and demonstrations in laboratories.

The following 16 weeks were devoted to practical work in various Swiss factories. In all the plants, the trainees were given a most friendly reception. The representatives of ORT remained in permanent contact with the trainees and with the management of the concerns. Periodic visits to the plants enabled ORT representatives to follow up the progress made by the trainees, to direct their work and, when necessary, to intervene so that a transfer might be made to other departments or other plants.

#### Advanced Courses for Agricultural Mechanics

For the third consecutive year, ORT organized an advanced course for a group of Israeli agricultural mechanics from 18th May to 1st October, 1961, in cooperation with the Rupin Institute. (The first course was held in 1958-59 and the second in 1959).

The 14 members of the group were carefully chosen from among the many candidates presented by various kibbutzim and agricultural centers in Israel. All had several years of practical experience in the

maintenance, testing and repair of agricultural machinery. For two months before coming to Europe they attended a preparatory course organized by the Rupin Agricultural Institute in Israel.

These agricultural mechanics remained in Europe for four and one half months: four weeks in Switzerland, 14 weeks in England and one week in Germany. At the Central ORT Institute at Anières, Switzerland, they attended accelerated theoretical courses and visited various industrial plants. In England and Germany they attended special courses in the "service schools" connected with agricultural machinery factories. They attended many demonstrations of agricultural equipment in the field and were given an opportunity to try the equipment themselves. In addition, the agricultural mechanics were able to study the construction, operation and repair of agricultural machines in world-renowned plants (International Harvester, Ford, Lucas, Perkins, Massey Ferguson, etc.).

In all the factories, the directors and instructors expressed their admiration for the competence of our trainees, their eagerness to learn and their excellent behavior. During the visits to the plants, the agricultural mechanics were able to collect detailed documentation on various agricultural machines and how they should be maintained and repaired in case of breakdown.

With a view to completing the general knowledge of the trainees, various visits to museums were organized.

#### General Remarks on the Course for Israeli Foremen and Agricultural Mechanics

The advanced courses for Israeli foremen and agricultural mechanics enabled participants to improve their theoretical and practical knowledge and to become familiar with the operation of the most modern machinery presently in use, or being planned. Further, they were able to compare various working methods and to realize the importance of scientific business management in a highly industrialized country.

#### Courses for Congolese Instructors and Foremen

Following a request by the Federal Political Department of Switzerland and the International Labor Office, the World ORT Union organized a special course for 18 Congolese foremen and instructors at its Teacher Training Institute at Anières.

A special program was drawn up by the Director of the Institute with the help of the Advisory Committee and the Central ORT Office.

The course began on 1st May 1961.

The 18 trainees who received fellowships from the Swiss Government came from the Congolese Republic, from the provinces of Leopoldville, Kasai and Equator. The average age of the trainees is 28. Ten are from the teaching profession and eight from industry.

Upon their return to the Congo, the trainees will take up the following posts:

- 8 in technical training as teachers of technology, industrial draftsmanship, metallurgy, physics, and as foremen (mechanics)
- 1 as the Director of a vocational training school
- 1 as Inspector of Technical Training (Province of Kasai)
- 1 as teacher in the Apprenticeship School (Lever)
- 7 in private industry and public works, as shopstewards, foremen and heads of laboratories.

From the beginning of the course, on May 1st, until the end of the first period (1st December) the Congolese students had 1,036 hours of theoretical classes and practical work in the workshops of the Central ORT Institute and in laboratories of various plants, which amounted to 119 working days.

The period of the courses, as planned, is 18 months, to be divided as follows:

- 12 months of practical and theoretical courses at the Institute, accompanied by frequent visits to industries (some of the classes, such as metrology and testing of metals are carried out partly in the laboratories and workshops of Geneva factories).
- 6 months' training in Swiss industry under the supervision of the Central Institute.

### Cultural and Jewish Activities

Questions of general culture were dealt with in the form of weekly lectures and talks on Friday evenings. Regular trips into town were arranged to enable the trainees to attend lectures.

A library, which has been reorganized and enlarged, enabled the pupils to become acquainted with classical and modern authors.

Contact with the outer world was ensured by many newspapers and reviews and by the television set made available to the students.

Our constant concern to prepare a Jewish technical elite which is alert to its responsibilities has led us to intensify the program of Jewish subjects, independently of the program of general culture. Thus, all the pupils of the Institute are required to take courses in Hebrew and in contemporary Jewish history.

The Sabbath and Jewish holidays were celebrated as in the past. Religious services were regularly conducted by the students themselves.

Lectures on Jewish themes enabled our students to study more closely the wealth of our spiritual heritage. Specifically religious questions, weekly comments on the Sidra were examined in round-table discussions by small groups.

### Social Aid

The Swiss Women's ORT Committee has always responded generously to our appeal. Footwear and warm clothing were distributed to those students whose needs were greatest. The Institute advanced a small sum of pocket money each month to the neediest students. In addition, paid work enabled those students who so desired to earn pocket money during their free time.

### Medical Care

All students were given medical examinations. Those who were ill were treated by doctors attached to the Institute. A nursing probationer helped the housemaster in the care to be given to the patients.

### Recreation and Sports

A dramatic group carried on activities as in the past. Under the direction of a Geneva theatrical manager, the students rehearsed and gave performances for the students of the Institute and their guests.

Recent films were shown on two Sundays per month, after the fashion of a cine-club.

A choirmaster taught a group singing and solfeggio. In addition, a classical record concert with comments was held every Sunday.

Our Institute has a shortage of sports installations and of well-equipped playing fields, but our students nevertheless regularly organized football and volleyball games. When the weather was bad, indoor games (ping pong, chess, checkers) were provided.

Equipment and Repair Work at the  
Central ORT Institute

In 1961 we undertook repair work at the Institute. Half of the dormitories and all the classrooms have already been repainted.

For the most part, we have replaced the furniture of the dormitories, the beds and furniture for which were made in the workshops of the Institute.

It is planned to conclude this work in 1962.

Distribution of Students

At December 31, 1961 according to countries of origin:

	<u>Pupils of the Institute</u>	<u>ESTG</u>	<u>Trainees</u>	<u>Total</u>
Tunisia	6	24	5	35
Morocco	4	20	7	31
Israel	6	11	5	22
Congo	18			18
Algeria	2	5		7
Iran	2	2	3	7
France		3		3
Greece		2	1	3
Italy	1	1		2
Belgium		1		1
				<hr/> 129

Certificates

Certificates of the Central ORT Institute were granted to 14 agricultural mechanics, 17 foremen, 5 trainees.

During 1961, the Central ORT Institute was attended by 172 students, trainees, foremen and agricultural engineers. As of 1st January, 1961 total enrollment amounted to 129 students and trainees.

# WOMEN'S INTERNATIONAL O.R.T.

## MEMBERSHIP

During the World O.R.T. Union Executive Committee meeting in 1931, Women's International O.R.T. decided to establish a separate membership in O.R.T. immediately after the closing of the Executive Committee meeting. This will enable the group to draw the benefit of O.R.T. representation for all over the world for the year 1932.

The program adopted by the W.I.O. at the London Congress was carried out very successfully. They are the International Council, which will be organized in early September of 1932, and the new working committee for reports to labor which will also be organized in 1932.

## Financial Report

### WOMEN'S INTERNATIONAL O.R.T.

Canada	\$1,200
France	1,000
Great Britain	1,000
Italy	1,000
Spain	1,000
Switzerland	1,000
U.S.A.	1,000
U.S.S.R.	1,000
U.S. Women's O.R.T. Club	1,000
San Francisco	1,000
U.S. O.R.T. Club	1,000

During the year Women's International O.R.T. has been very active and has contributed to the O.R.T. Union in the amount of \$10,000.00.

For their operations, W.I.O. received the following amount:

Contributions from members	\$1,000
Subscriptions	1,000

The year's contribution was approximately \$2,000.00.

## Financial Report

At the London Congress it was decided to prepare a budget for the year 1932. The budget was approved by the Executive Committee.

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## WOMEN'S INTERNATIONAL ORT

### General Remarks

Starting with the World ORT Union Executive Committee meeting in July 1961, Women's International ORT decided to schedule regular summer meetings in Geneva immediately after the closing of the Executive Committee meeting. This will enable the group to draw on the presence of ORT representatives from all over the world for information.

Two projects adopted by the WIO at the London Congress are well under way. They are the Marseilles school, which will be completely in operation in early september of 1962, and the new boarding facilities for boys in Teheran which will also be completed in 1962.

### Fund-Raising Report

Local political situations affected fund-raising, but the majority of Women's Committees were able to keep their pledges. Following is a list of payments received by Women's International ORT toward the two projects outlined above:

Canada . . . . .	\$3,333
France . . . . .	3,400
Great Britain . . . . .	5,600
Israel . . . . .	1,000
South Africa . . . . .	1,600
Stockholm Jewish Women's Club . . . . .	300
Switzerland . . . . .	3,333
U. S. A. . . . .	8,400

In addition, the Iran Women's Committee, always very active, contributed \$3,200 in 1961 toward the construction of the new internat in Teheran.

For other operations, WIO received the following sums:

Schneider Fund . . . . .	\$1,425
Switzerland . . . . .	2,713

Thus, the year's contributions were raised to approximately \$35,000 for 1961 against \$25,000 foreseen in the budget.

### Public Relations

At the London Congress it was decided to publish a bulletin for the attention of Women's Committee leaders. The first issue appeared

in the summer of 1961 and was edited by Mesdames C. Bigar, G. Bernard and J. Maus. A second issue will be published in spring 1962 and it is hoped to make publication a regular twice-a-year project.

### Committee Activities

Detailed reports of the activities of local committees appear in country reports. Here are a few highlights:

In France, it was necessary to organize a new Committee in Lyons and more work was required in Marseilles in view of the influx of North African refugees. Committee in Strasbourg gave \$200 toward the WIO budget, Mme Roubach reported.

In Great Britain, new local committees are being formed and new events organized under the chairmanship of Mrs. Wingate.

In Italy, Mme Ascarelli and her Committee in Rome have made great progress in welfare work. The Milan Committee elected Mme Levi-Pisetzki chairman. Their cookery book was a great success.

In Tunisia, Algeria and Morocco a great effort is being made on behalf of the welfare work in the local schools.

In South Africa, Mrs. Feldman and the Committee are working on local fund-raising efforts.

Canada, with a Committee headed by Mrs. Sophie Bennett, organized five new local committees in 1961 and concentrated on registering life members at \$100 per membership.

In Israel, Mrs. Horn, Chairman of the Women's Committee, acted as hostess for many visitors from abroad. The group continues its activities. A new method of fund-raising has been arranged with certain large stores paying 1% of net profits during "ORT Month" in July.

Women's American ORT, the greatest single support of the ORT Union, held its 16th Biennial Convention and it was reported that 5,000 new members were registered along with 74 new local committees since the previous convention. Mrs. Joseph C. Gayl was re-elected President.

Swiss Women's ORT reached a membership of 1,000 in 1961. The Basle Committee made great strides forward under the chairmanship of Mme Bollag, and the Geneva Committee under the chairmanship of Mme J. Maus. An individual gift of \$2,000 was registered in Geneva for the internat in Teheran.

STUDENT BODY

AS OF JANUARY 1st 1962



STUDENT BODY AS OF JANUARY 1st, 1962

ALGERIA

ALGIERS - Day Schools

General Class	45	
Fitting	17	
Electricity	27	
Industrial Design	<u>22</u>	111

Courses

Secretarial	9	
Secretarial & Typewriting	10	
Shorthand & Typewriting	18	
Typewriting	<u>15</u>	52

Preparatory Class

20

CONSTANTINE - Day School

Fitting		26
---------	--	----

Courses

Shorthand & Typewriting		13
Apprentices supervised		25

ORAN - Day School

Electricity	<u>42</u>	
		289

ARGENTINA

BUENOS-AIRES - Workshop

Radio-technics		12
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CLARA - Workshops and Courses

Dressmaking	18	
Typewriting	<u>4</u>	22

DOMINGUEZ - Day School

Agro-mechanics		6
Workshop - Dressmaking	<u>31</u>	
		71

AUSTRIA

VIENNA - Workshops and Courses

Welding	11	
Radio-technics	10	
Dressmaking	40	
Mechan.Knitting	49	
Cosmetics	10	
Hairdressing	<u>13</u>	133

BELGIUM

ANTWERP - Day School

Sewing and Cutting		16
Workshop - Dressmaking		21
Manual Training		222

BRUSSELS

Manual Training	<u>82</u>	
		341

BRAZIL

RIO DE JANEIRO - Workshops & Courses

Radio-technics		22
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Television	4	
Sewing and Cutting	22	
Shorthand and Typewriting	4	
Typewriting	<u>2</u>	54

ENGLAND

<u>DOWER HOUSE - Training Farm</u>		9
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FRANCE

PARIS / MONTREUIL - Day Schools

Turning and Fitting	85	
Sheet-Metalwork	48	
Electro-mechanics	54	
Radio-technics	78	
Carpentry	38	
Dressmaking	67	
Secretarial	<u>93</u>	463

Brevet - Radio-technics

10

Workshops and Courses

Welding	11	
Arc Welding	11	
Refrigeration	26	
Refrigeration Techn.Asst.(Evening)	27	
Typewriter Machine Repair	11	
Techn.Asst.on Account Machines	12	
Electronics	15	
Electricity Techn.Asst.	17	
Electricity Techn.Asst.(Evening)	22	
Radio and Television Techn.Asst.	56	
Television Techn.Asst.(Evening)	24	
Transistors Techn.Asst.(Evening)	41	
Radio Technicians	17	
Men's Ready-made Clothes	9	
Ladies' Ready-made Clothes	15	
Underwear	6	
Cutting Men's Clothes(Evening)	14	
Execution Design	16	
Artistic Design(Evening)	15	
Secretarial	23	
Shorthand and Typewriting	<u>22</u>	410

Pre-Apprenticeship - mechanics

54

Apprentices - Complementary Courses

Dressmaking		41
Apprentices supervised		420

PARIS / ECOLE DE TRAVAIL

<u>Day School - Welding</u>		50
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Workshops

Fitting	15	
Sanitary Installations	<u>14</u>	29
Pre-Apprenticeship - mechanics		24

Apprentices - Complementary Courses

Dressmaking		42
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MARSEILLE - Day Schools

General Class	29	
Sheet-metalwork and Welding	27	
Electrical Installations	35	
Radio and Television	45	
Ready made-Clothes	37	
Secretarial	<u>16</u>	189

FRANCE ( continued )

STRASBOURG - Day Schools

General Class	38	
Locksmithy	15	
Electrical Installations	22	
Electronics	<u>23</u>	98

Apprentices supervised 17

LYON - Day Schools

Mechanics	51	
Electricity	18	
Ladies' Ready-made Clothes	25	
Secretarial	<u>32</u>	126

Pre-Apprenticeship - mechanics 25  
1998

HOLLAND

AMSTERDAM - Workshops and Courses

Typewriter Repair	4	
Dressmaking	6	
Perfect.in Cutting	7	
Cutting	5	
Leather Work(Occup.Therapy)	6	
Toy-making(Occup.Therapy)	<u>22</u>	50

Manual Training 147

APELDOORN - Workshop - Weaving 18

Manual Training 11  
226

IRAN

TEHERAN - Vocational Day Schools

General Class	66	
Mechanics	36	
Auto-mechanics	24	
Electro-mechanics	40	
Sewing and Cutting	<u>93</u>	259

Technical Day Schools

General Class	63	
Mechanics	22	
Auto-mechanics	15	
Electro-mechanics	<u>45</u>	145

Workshops and Courses

Hairdressing	20	
Secretarial	<u>12</u>	32

Manual Training 802  
1238

ISRAEL

TEL-AVIV - SYNGALOWSKI CENTRE

Day Schools

Toolmaking	197	
Precision mechanics	95	
Electro-mechanics	234	
Radio-electronics	230	
Techn.Asst.for Telephone services	<u>36</u>	792

Workshops and Courses

Welding	13	
Mechanics	100	
Turning	72	
Locksmithy	50	
Radio	88	
Radio-electronics	64	

Electronics	15	
Television	62	
Electrical Installations	62	
Electricity	109	
Technical Design	125	
Architectural Design	75	
Design(Carpentry)	<u>61</u>	896

TEL-AVIV - Other Day Schools

Dressmaking	72	
Dressmaking(Evening)	64	
Dressmaking(Beth Yaacov)	44	
Ready made-Clothes	63	
Teachers' Seminary	31	
Hairdressing	<u>38</u>	312

Workshop - Ready made-Clothes 15

JAFFA - Pre-Apprenticeship

Locksmithy	129	
Electricity	40	
Carpentry	<u>23</u>	192

Apprentices - Complementary Courses

Mechanics	499	
Locksmithy	758	
Electricity	458	
Carpentry	<u>241</u>	1956

NATHANYA - Day Schools

General Class	216	
Agro-mechanics	149	
Mechanics	161	
Electro-mechanics	58	
Electronics	31	
Carpentry	79	
Technical Design	39	
Hotel Trades School	<u>34</u>	767

Workshops ( Africans )

Mechanics	27	
Electricity	29	
Carpentry	<u>14</u>	70

GIVATAYIM - Day Schools

Mechanics	235	
Refrigeration	86	
Design & Machine Construction	115	
Building Technicians	<u>104</u>	540
<u>Workshop - Welding</u>		15

JERUSALEM - Day Schools

General Class	143	
Mechanics	107	
Auto-mechanics	55	
Radio-electronics	<u>71</u>	376
Mechanics(Yeshiva)	55	
Carpentry(Yeshiva)	35	
Printing(Yeshiva)	<u>39</u>	129

Apprentices - Complementary Courses

Auto-mechanics	86	
Locksmithy	107	
Electricity	32	
Carpentry	70	
Dressmaking	46	
Printing	<u>67</u>	408

RECHOVOTH - Day Schools

General Class	92	
Mechanics	68	
Auto-mechanics	57	
Auto-electricity	<u>19</u>	236
Mechanics(Yeshiva)	59	
Auto-mechanics(Yeshiva)	<u>19</u>	78

I S R A E L ( continued )

KFAR ABRAHAM - Day School

Mechanics 164

RAMAT-GAN - Day Schools

Carpentry 127  
 Dressmaking 81  
 Textile Technicians 162  
 Drawing & Inter.Decoration 24  
 Handicrafts 20  
 Bacteriology 58  
 Chemistry 73  
 Secretarial 24 569

Workshop - Textiles 52

RAMLEH - Day Schools

Dressmaking 63  
 Domestic Science 34 97

BNEI BRAK - Day Schools

Dressmaking 69  
 Domestic Science 41 110

HERZLIAH - Day School

Mechanics 101

AFFULEH - Day Schools

Mechanics 125  
 Locksmithy(Pre-Vocational) 86  
 Dressmaking(Pre-Vocational) 86 297

HOLON - Day School

Mechanics 199

ASHKELON - Day School

Mechanics 128

Apprentices - Complementary Courses

Mechanics 104

LYDDA - Day Schools

Mechanics 115  
 Factory School 29  
 Carpentry(Pre-Vocational) 34  
 Dressmaking(Pre-Vocational) 25 203

Pre-Apprenticeship - mechanics 60

KFAR ATA - Day Schools

Mechanics 27  
 Locksmithy(Pre-Vocational) 40  
 Dressmaking(Pre-Vocational) 52 119

Mechanics(Yeshiva) 68

KFAR CITRIN - Day School

Agro-mechanics(Yeshiva) 152

KFAR-HABAD - Day School

Carpentry(Yeshiva) 75  
 Printing(Yeshiva) 49 124

AZATA - Day School

Mechanics(Yeshiva) 80

MAGDIEIL - Day School

Mechanics 30

TEL-LITVINSKY - Day School

Carpentry 14

KFAR-SABA - Day School

Mechanics 161

Pre-Apprenticeship - mechanics 25  
 9639

I T A L Y

ROME - Day Schools

Electro-mechanics 13  
 Electronics 42  
 Secretarial 59 114

Manual Training 168

MILAN - Day Schools

Mechanics 34  
 Television 45  
 Technical Design 19 98

Manual Training 179

TRIESTE - Manual Training 24  
 583

M O R O C C O

CASABLANCA/AIN SEBAA - Day Schools

General Classes 329  
 Mechanics 86  
 Auto-mechanics 40  
 Coachwork 9  
 Aviation 40  
 Electro-mechanics 33  
 Telephones 28  
 Radio 29  
 Electrical Installations 34  
 Technical Design 39  
 Architectural Design 48 715

Brevets

Brevet Industrial Mechanics 20  
 Brevet Industrial Electricity 22 42

CASABLANCA/VAL D'ANFA - Day Schools

Sewing and Cutting 113  
 Ready made-Clothes 68  
 Cosmetics 35  
 Laboratory Assistants 89  
 Secretarial 110  
 Window-dressing 28 443

Preparatory Classes - Dressmaking 54

CASABLANCA - Workshops for Adults

General mechanics 13  
 Electricity 16  
 Sanitary Installations 14 43

Pre-Apprenticeship

Mechanics 105  
 Woodwork 106 211

Institute for the Deaf 73

HOME BENGIO - Manual Training 30

Apprentices - Complementary Courses

Preparatory Courses 108  
 Elementary Courses 110  
 Advanced Courses 104  
 Arabic Language 35  
 Graduating Class 31 388

Apprentices supervised 834

MARRAKECH - Day Schools

Mechanics 15  
 Secretarial 39 54

Preparatory Class 29

TETUAN - Day Schools

Mechanics 41  
 Electro-mechanics 39 80

P O L A N D

<u>WROCLAW - Workshops and Courses</u>		
General mechanics	14	
Refrigeration	5	
Electricity	14	
Sewing and Cutting	45	
Corset-making	16	
Leatherwork	13	
Knitting-Weaving	13	
Bookkeeping	27	147
<u>Industrial Apprentices</u>		142
<u>Manual Training</u>		50
<u>LEGNICA - Workshops and Courses</u>		
Sewing and Cutting	28	
Hairdressing	19	47
<u>Industrial Apprentices</u>		79
<u>Manual Training</u>		124
<u>WARSAW - Workshops and Courses</u>		
Refrigeration	20	
Electricity	9	
Television	12	
Sewing and Cutting	50	
Aptitude(Fitness) certif.for Tailors	24	
Leatherwork	11	
Knitting	18	
Plastic	6	
Cooking Course	16	166
<u>Industrial Apprentices</u>		53
<u>Manual Training</u>		17
<u>WALBRZYCH - Workshops and Courses</u>		
Sewing and Cutting	23	
Aptitude(Fitness)certif.dift.trades	11	34
<u>Industrial Apprentices</u>		35
<u>Manual Training</u>		57
<u>LODZ - Workshops and Courses</u>		
Radio-technics	13	
Sewing and Cutting	26	
Hairdressing	9	48
<u>Industrial Apprentices</u>		8
<u>Manual Training</u>		59
<u>SZCZECIN - Workshop - Sewing &amp; Cutting</u>		
<u>Industrial Apprentices</u>		6
<u>Manual Training</u>		42
<u>DZIERZONIOW - Workshop - Sewing &amp; Cutting</u>		
<u>Industrial Apprentices</u>		13
<u>Manual Training</u>		30
<u>ZARY - Workshop - Ready made-Clothes</u>		
<u>Industrial Apprentices</u>		1
<u>Manual Training</u>		34
<u>SWIDNICA - Workshop - Sewing &amp; Cutting</u>		
<u>Industrial Apprentices</u>		14
<u>Manual Training</u>		11
<u>ZGORZELEC - Workshop - Ready made-Clothes</u>		
<u>Industrial Apprentices</u>		7
<u>BIELAWA - Workshop - Sewing &amp; Cutting</u>		
<u>Industrial Apprentices</u>		15
<u>Manual Training</u>		8
<u>Manual Training</u>		20
<u>KATOWICE - Workshops and Courses</u>		
Aptitude(Fitness) certif.for Shoe-makers		7
<u>Industrial Apprentices</u>		10

BYTOM - Workshops and Courses

Aptitude(Fitness) certif.for Tailors	15	
Hairdressing	20	35
<u>Industrial Apprentices</u>		
		11
<u>GLIWICE - Workshop - Leatherwork</u>		
<u>Industrial Apprentices</u>		24
		7
<u>KRAKOW - Industrial Apprentices</u>		
		6
		1421

T U N I S I A

TUNIS - Day Schools

General Classes		154
General mechanics		31
Auto-mechanics		35
Turning		29
Electricity		50
Sewing and Cutting		91
Hydraulics		22
		412

Workshop f.Perfection in Sewing

Brevets

Refrigeration		11
Industrial Design		17
		28

Workshops and Courses for Adults

Welding		18
Electronics		30
Electricity("Plate-Form")		31
Electricity		18
Cutting Men's Clothes		39
Technical Design		20
Laboratory Assistants		11
Typewriting		100
		267

Pre-Apprenticeship

Mechanics		36
Electricity		37
		73

Apprentices - Complementary Courses

Sewing and Cutting		30
Ready made-Clothes		15
		45

Apprentices supervised

		592
		1429

U R U G U A Y

MONTEVIDEO - Day School - Mechanics

<u>Workshop - Electricity</u>		16
		12
		28

U.S.A

NEW YORK - BRAMSON ORT TRADE SCHOOL

Workshops and Courses

Electric Power Sewing Machines		89
Pattern making		16
Cutting		19
		124

C E N T R A L I N S T I T U T E , A N I E R E S

Training of Instructors & Technicians		90
Congolese Instructors & Foremen(Perfect.)		18

Stagiaires

Metallurgy		3
Precision mechanics		11
Electro-technics		5
Woodwork		2
		21
		129

SOUTH AFRICA - Apprentices supervised

		600
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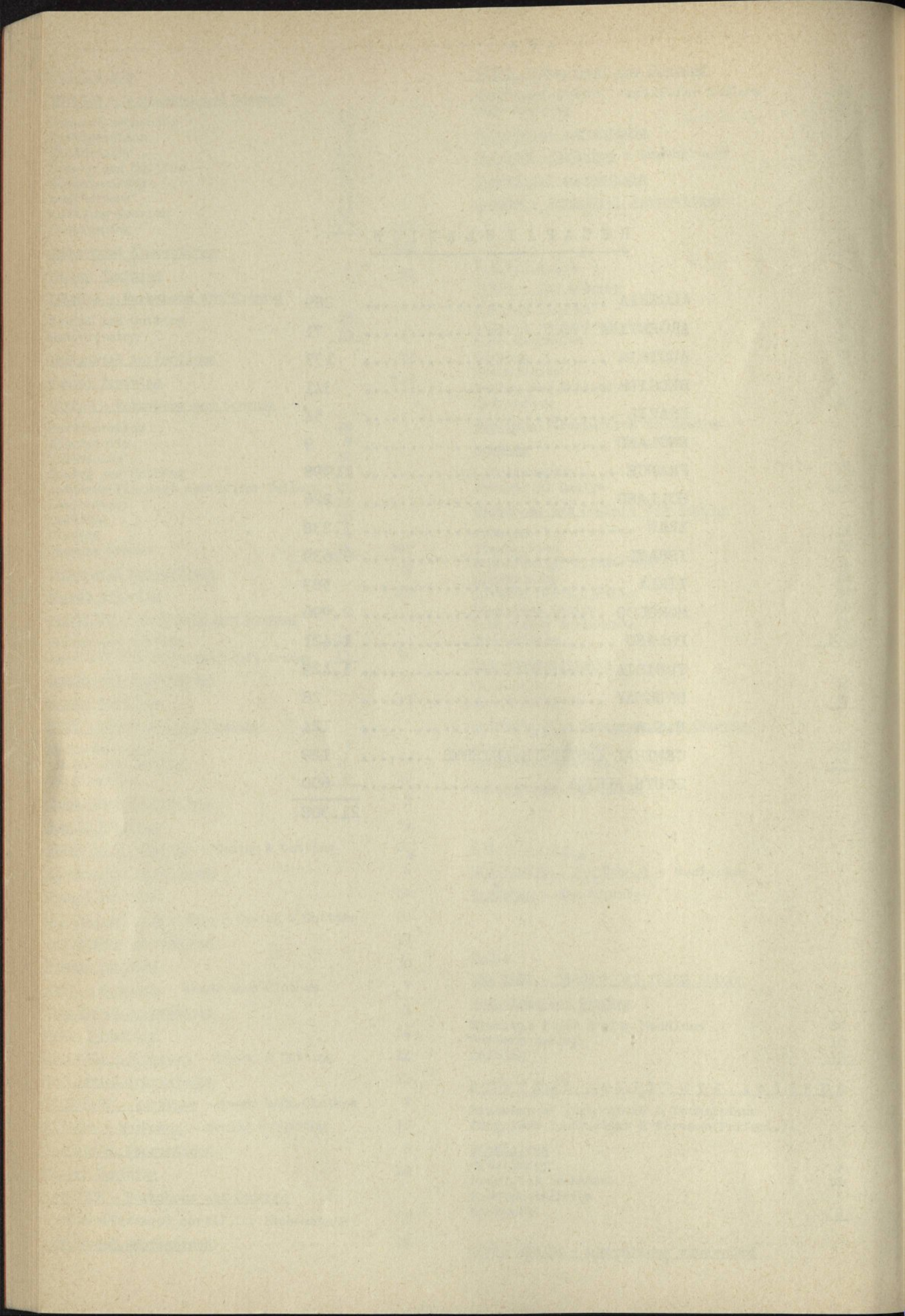
RECAPITULATION

ALGERIA .....	289
ARGENTINA .....	71
AUSTRIA .....	133
BELGIUM .....	341
BRAZIL .....	54
ENGLAND .....	9
FRANCE .....	1.998
HOLLAND .....	226
IRAN .....	1.238
ISRAEL .....	9.639
ITALY .....	583
MOROCCO .....	2.996
POLAND .....	1.421
TUNISIA .....	1.429
URUGUAY .....	28
U.S.A .....	124
CENTRAL INSTITUTE, ANIERES .....	129
SOUTH AFRICA .....	600
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	21.308

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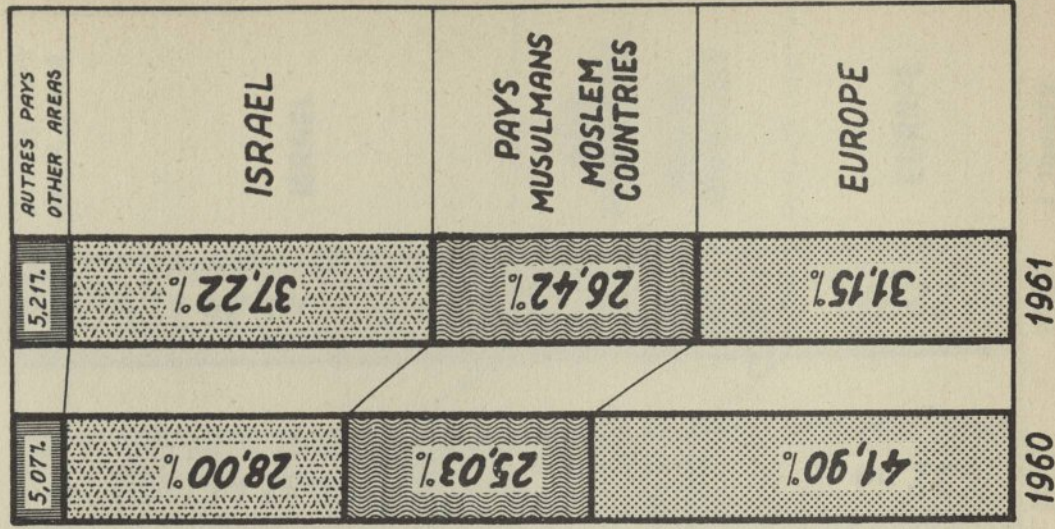
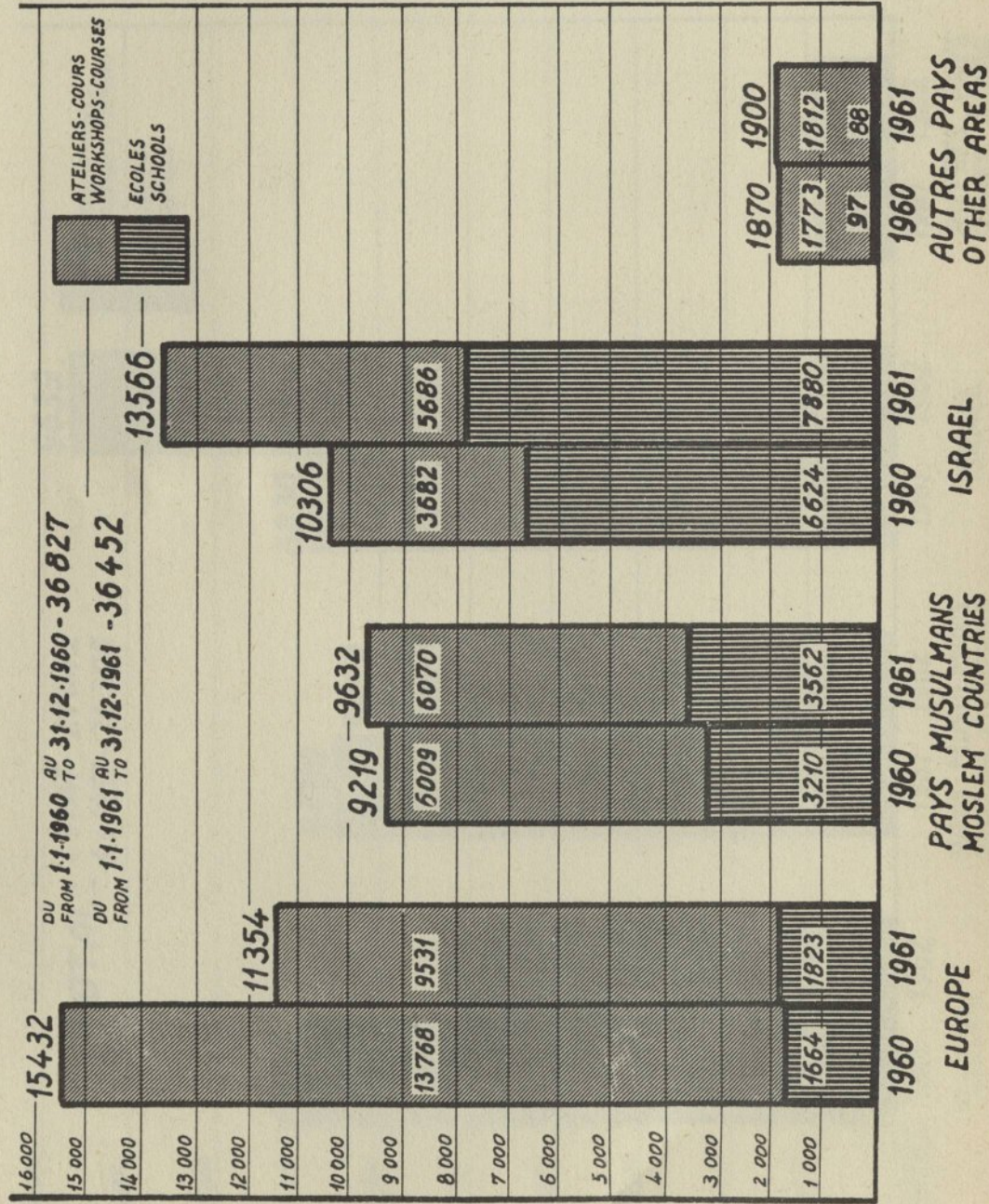
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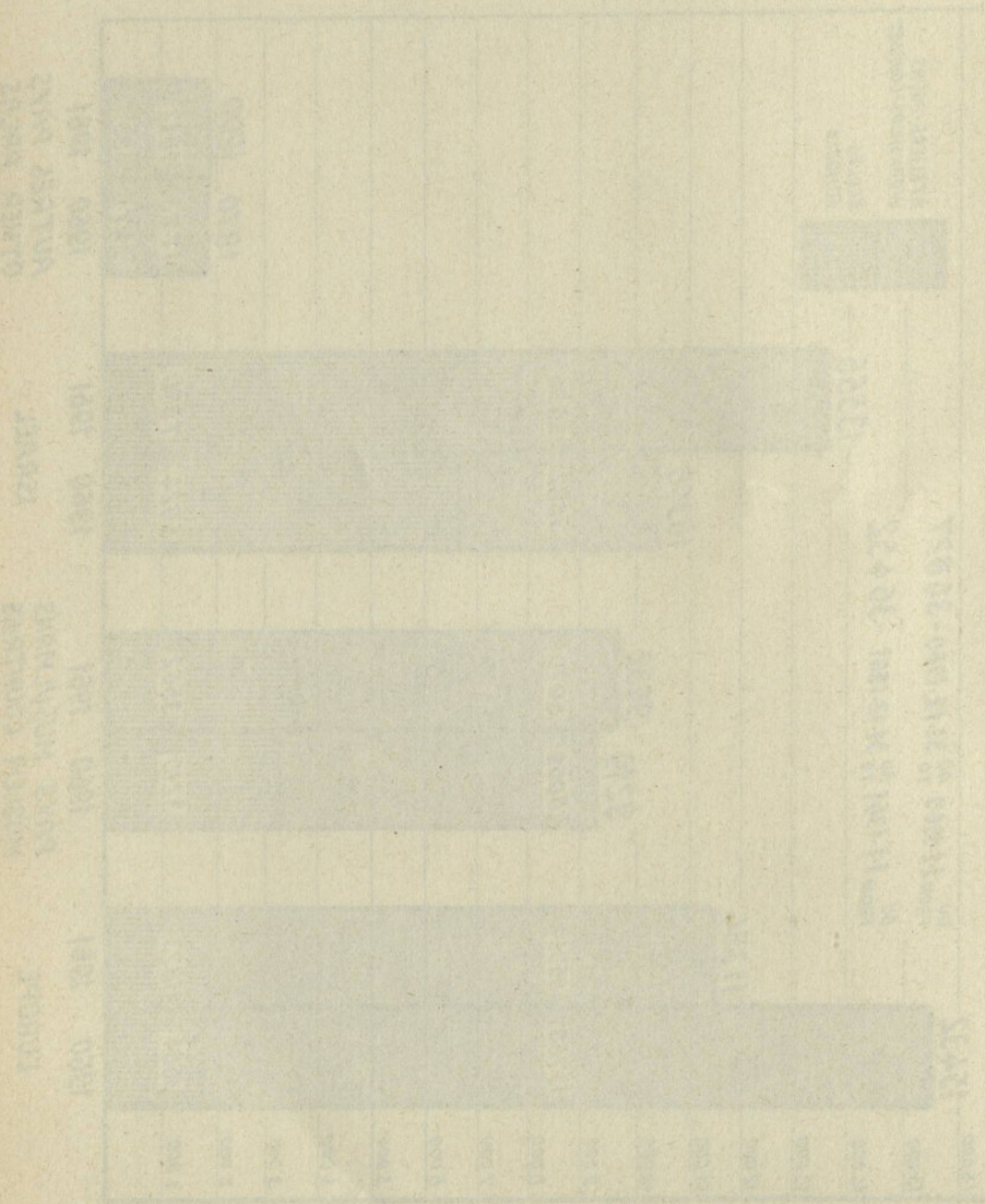
# FREQUENCE TOTALE PENDANT 1960 & 1961

## REPARTIE GEOGRAPHIQUEMENT & DISTRIBUTED GEOGRAPHICALLY



STATE OF TEXAS, COMMISSION ON THE DEPARTMENT OF EDUCATION

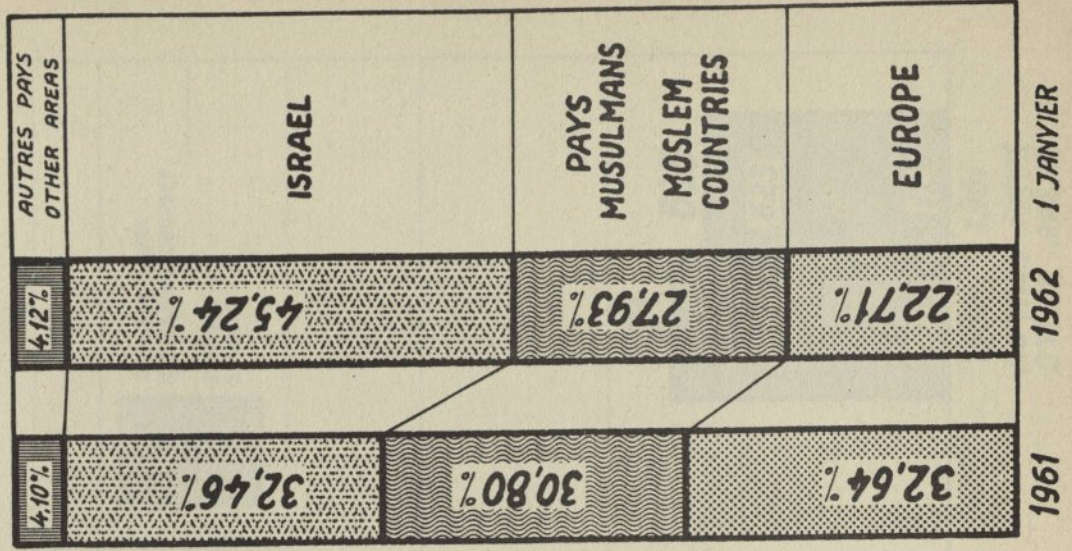
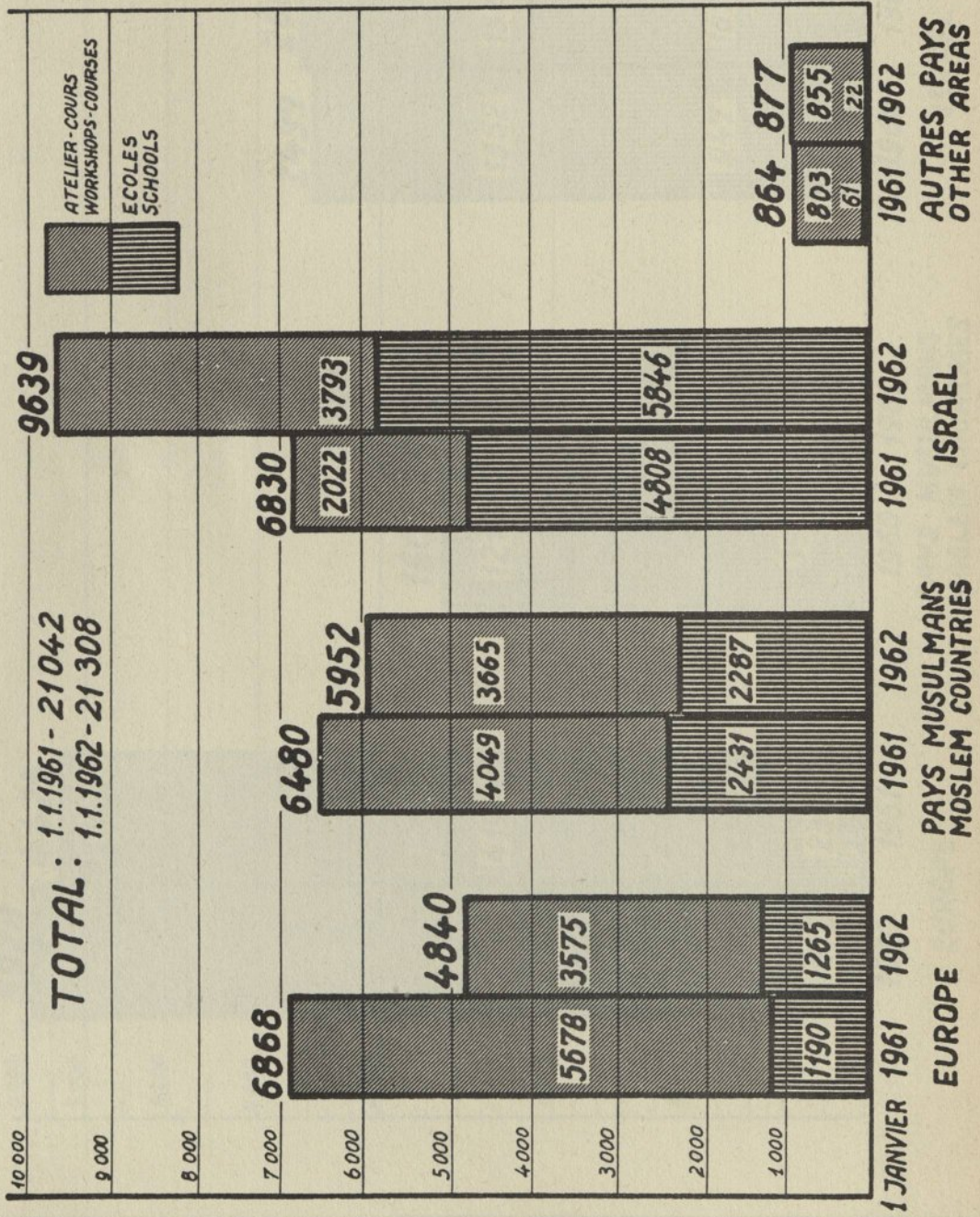
REPORT OF THE COMMISSION ON THE DEPARTMENT OF EDUCATION



Year	Elementary	Intermediate	High School	Total
1900	~400,000	~100,000	~50,000	~550,000
1901	~450,000	~120,000	~60,000	~630,000
1902	~500,000	~140,000	~70,000	~710,000
1903	~550,000	~160,000	~80,000	~790,000
1904	~600,000	~180,000	~90,000	~870,000

# REPARTITION GEOGRAPHIQUE DES ELEVES DE L'ORT

## GEOGRAPHIC DISTRIBUTION OF ORT STUDENT BODY



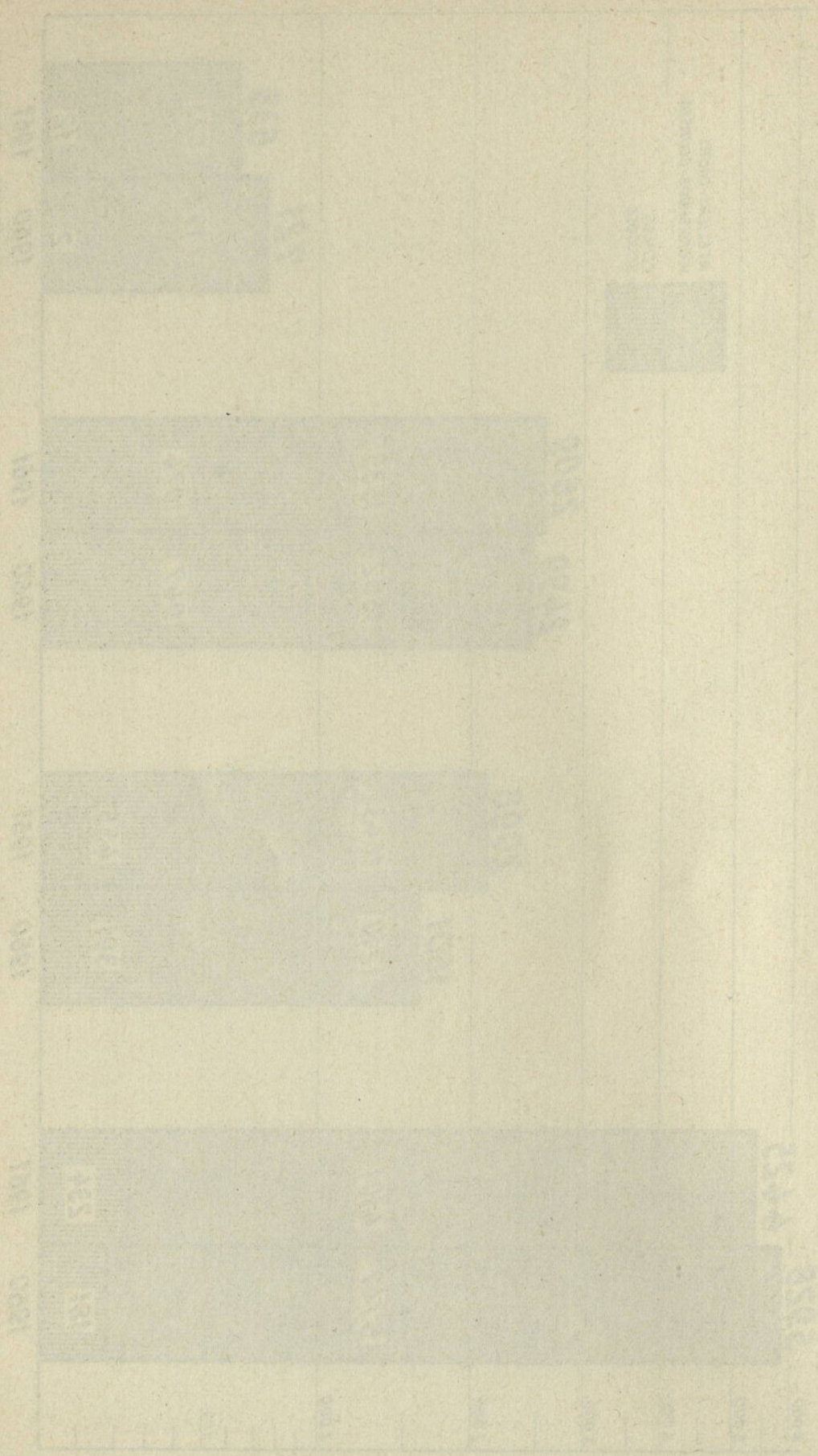
THE DISTRIBUTION OF THE POPULATION IN THE REPUBLIC OF BELARUS

1980

1985

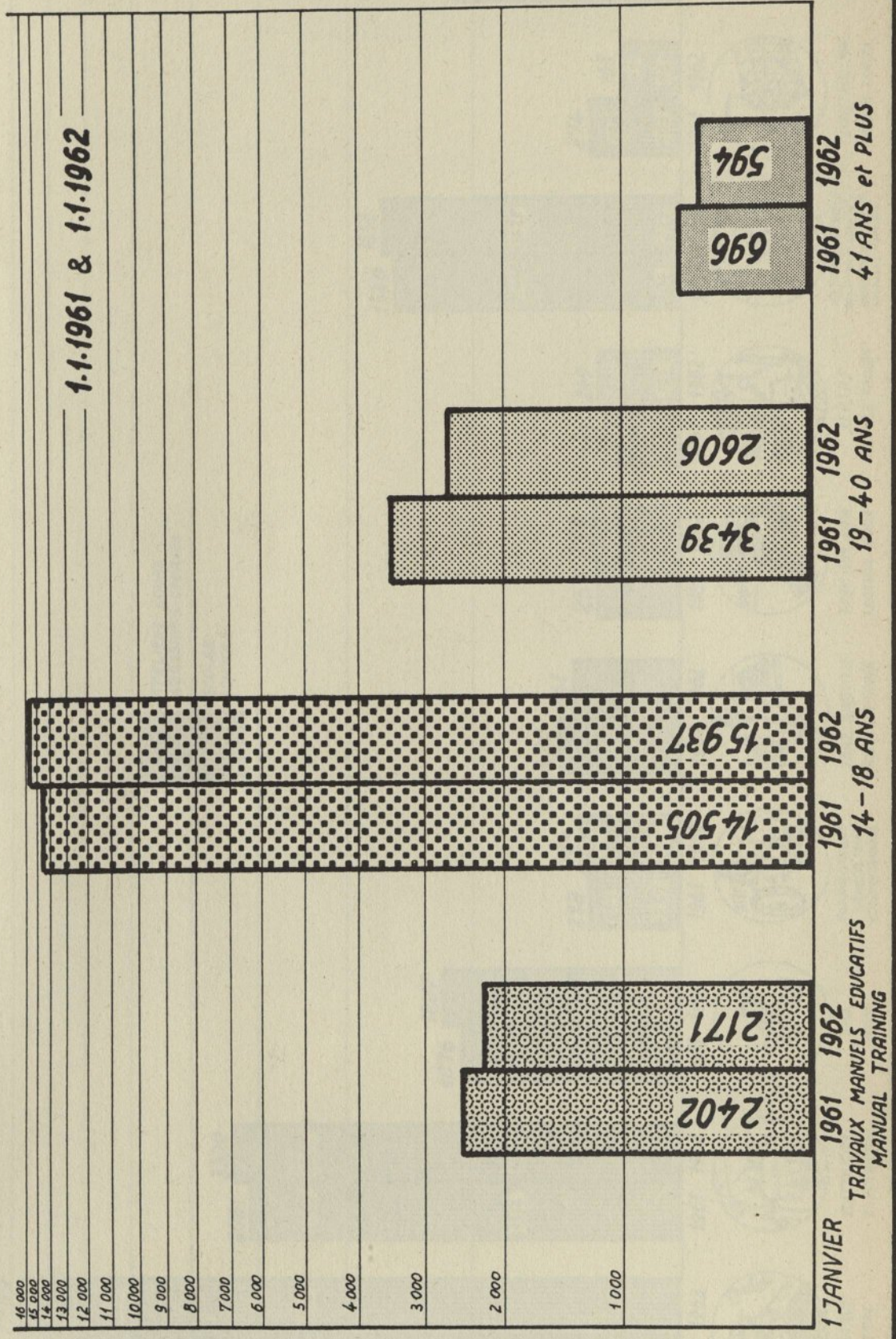
1990

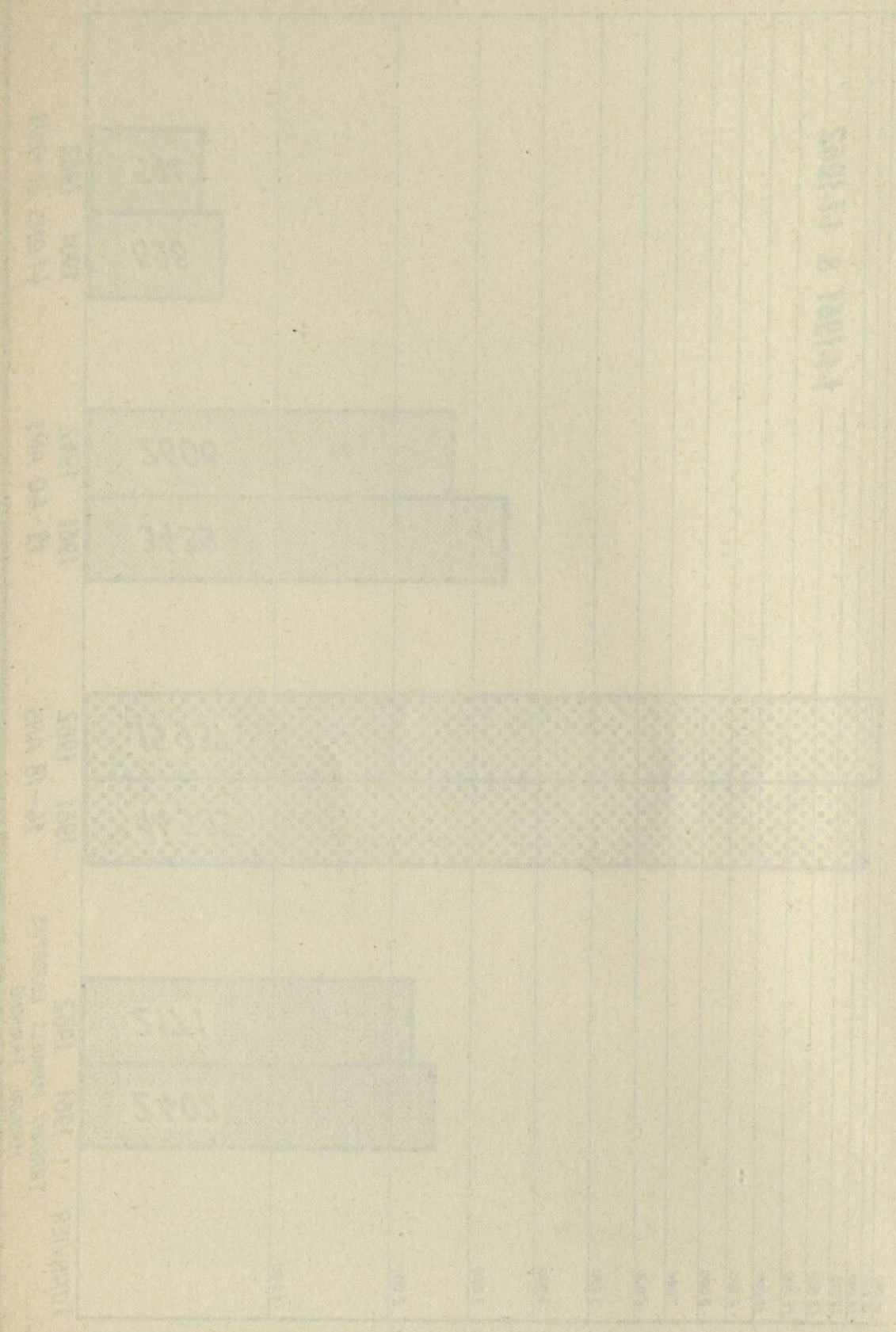
1995



**IV**

**REPARTITION PAR GROUPES D'AGE DES ELEVES DE L'ORT**  
**ENROLLMENT OF ORT STUDENTS BY AGE GROUP**





NUMBER OF STUDENTS

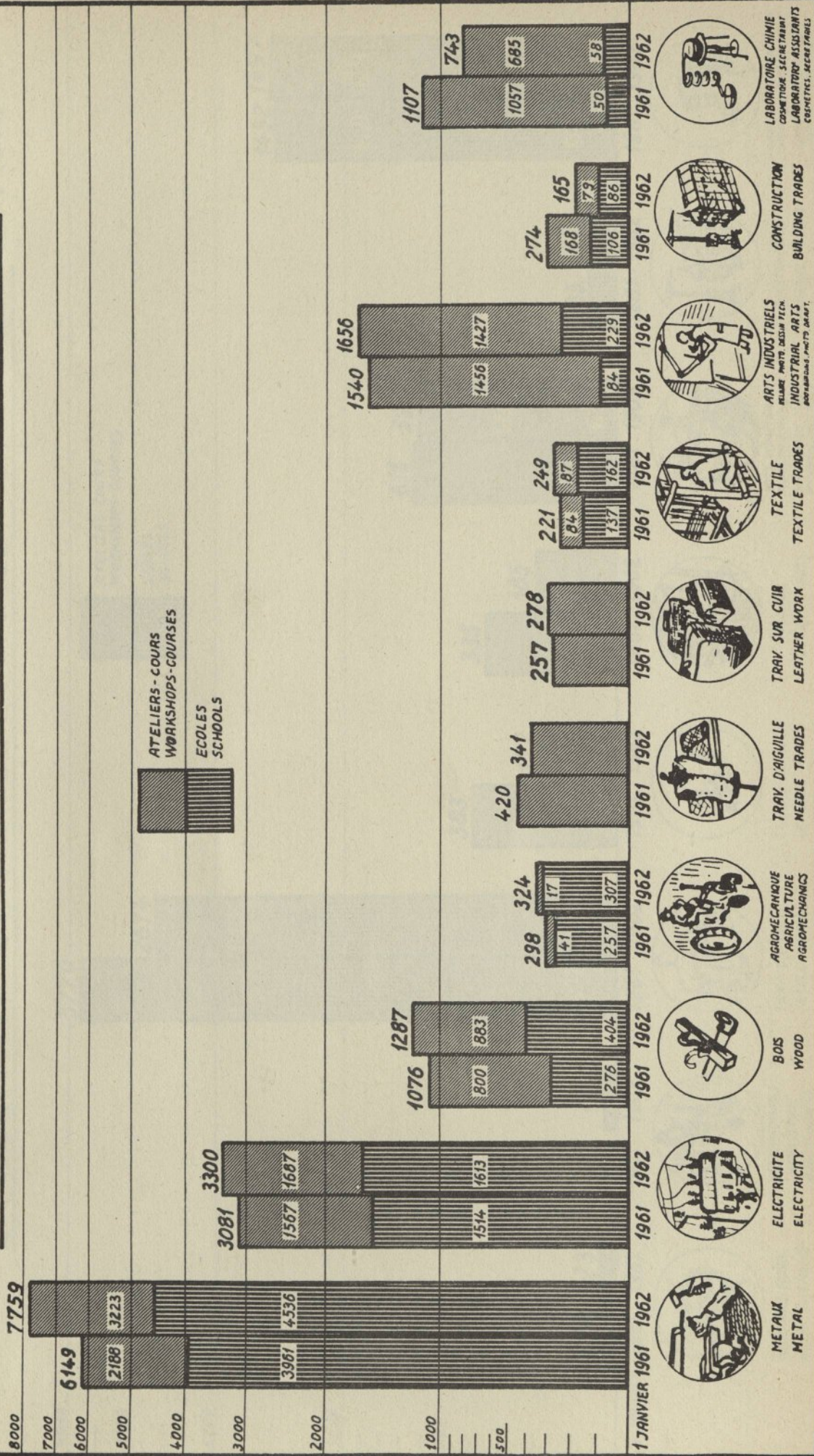
V

# REPARTITION DES ELEVES PAR METIERS - HOMMES

1.1.1961  
&

# ENROLLMENT BY TRADES - MALE STUDENTS

1.1.1962



THE UNIVERSITY OF CHICAGO  
LIBRARY  
540 EAST 57TH STREET  
CHICAGO, ILL. 60637

19

**VI**

**REPARTITION DES ELEVES PAR METIERS - FEMMES**  
**ENROLLMENT BY TRADES - FEMALE STUDENTS**

1.1.1961  
 &  
 1.1.1962

