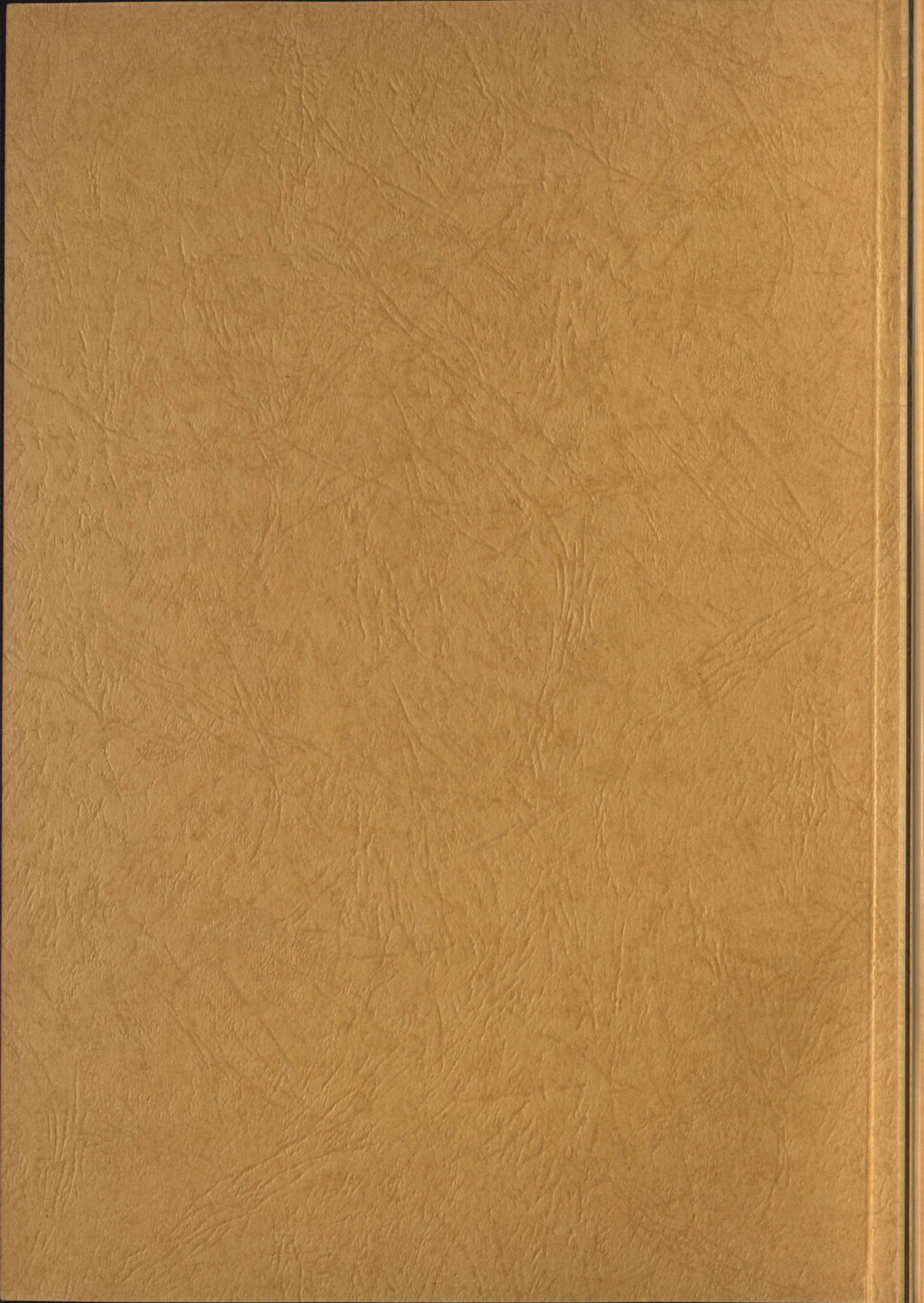


Report on Activities
1960-1965



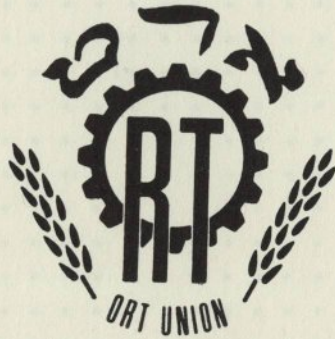
submitted to
the World ORT Union
85th Anniversary Congress

Rome, June 27-30, 1965



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Report on Activities 1960-1965



submitted to
the World O.R.T. Union
85th Anniversary Congress

Rome, June 27-30, 1965

Report on Activities
1960-1965



submitted to
the World O.R.T. Union
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INTRODUCTION

In presenting an activities report such as the one of the following pages, as to the headquarters of the World ORT Union are faced with a dilemma. If we follow a desire for neatness and order, we are compelled to bring the material presented to us by our administrators and committee members in 20 countries and put it into a form and pattern that will be statistically standardized, structurally rationalized, and, while correct in the letter, may not reflect the spirit, feeling or expression of the original writers.

Let the reader put himself into the position of an administrator for just a few minutes: he receives a report which states that during 1964 over 12,000 individuals were in training in 833 units, in 34 cities, in 19 countries, on four continents. Further, the statistical report shows that in the period, 12,000 completed their training while 17,000 were admitted for instruction. To accomplish these results -- which incidentally are the best achievements of the largest private training organization in the world -- cost just about ten million dollars.

But what the figures they stated represent the full meaning of an apprenticeship program which for the first time places real value on a boy or girl whose education is not confined to the classroom. It is a program that has provided trade training up to and including the level of the 12,000th apprentice, and apprenticeship training is one of the accepted ways to learn in Europe and Tunisia. In Israel, groundwork has been laid for a program of apprenticeship which will ultimately encompass 15,000 youngsters and which already, by the end of 1964, was training 4,000 boys and girls in centers erected and equipped with the assistance of the Women's American ORT.

INTRODUCTION

It is these thousands of boys and girls, given the possibility to grow and develop into independent and self-sufficient adults, that add flesh and substance to the bones of statistics.

Among the most significant developments of the past few years are the decline of ORT's programs in North Africa, the concurrent growth and expansion of our French programs, plans for the improvement of our programs in South America and the foundations laid for the doubling of our network in Israel.

North African migration continued and continued. While our program there declines statistically, in human terms, we still have 2,400 individuals in training in Morocco. In Tunisia, in spite of migration, just about the same number of individuals were moved in 1964 as in 1963. The enrollment for 1964 is down about 200 percent from the 1963 figure.

Of one thing we are certain: in all countries bring along not only their old needs, but acquire new training needs in their countries of asylum.

This is especially true in Italy, where thousands of refugees are dispersed all over the North American or other English-speaking areas. ORT, in cooperation with the US government, the US High Commissioner for Refugees, and IRO, instituted language training laboratories to fit them for migration, and then, when the program was started out to be closer to six months

CONTENTS

I N T R O D U C T I O N

In presenting an activities report such as the one on the following pages, we in the headquarters of the World ORT Union are faced with a dilemma. If we follow a desire for neatness and order, we are compelled to take the material presented to us by our administrators and committee chairmen in 22 countries and put it into a form and pattern that will be statistically standardized, structurally rationalized, and, while correct to the letter, may not reflect the spirit, feeling or expression of the original writers.

Let the reader put himself into the position of an administrator for just a few minutes : he receives a report which states that during 1964 over 42,000 individuals were in training in 625 units, in 81 cities, in 19 countries, on four continents. Further, the statistical record shows that in the period, 11,000 completed their training while 17,000 were admitted for instruction. To accomplish these results -- which incidentally are the basic components of the largest private training organization in the world -- cost just about ten million dollars.

But can the figures thus stated represent the full meaning of an apprenticeship program which for the first time places real value on a boy or girl whose economic condition or educational level has precluded trade training up to now? By 1964, ORT France had placed its 10,000th apprentice, and apprenticeship training is one of the accepted ways to learn in Morocco and Tunisia. In Israel, groundwork has been laid for a program of apprenticeship which will ultimately encompass 10,000 youngsters and which already, by the end of 1964, was training 4,000 boys and girls in centers erected and equipped with the assistance of the Women's American ORT.

It is these thousands of boys and girls, given the possibility to grow and develop into independent and self-sufficient adults, that add flesh and substance to the bones of statistics.

Among the most significant developments of the past few years are the decline of ORT's programs in North Africa, the concurrent growth and expansion of our French program, plans for the improvement of our programs in South America and the foundations laid for the doubling of our network in Israel.

North African migration continued and continues. While our program there declines, statistically, in human terms, we still have 2,400 individuals in training in Morocco. In Tunisia, in spite of migration, just about the same number of individuals were served in 1964 as in 1963. The enrollment for 1965 is down about ten percent from the 1964 figure.

Of one thing we are certain : migrants bring along not only their old needs, but acquire new training needs in their countries of asylum.

This is especially true in Italy where sizeable numbers of refugees are delayed en route to North America or other English-speaking areas. ORT, in cooperation with the US government, the UN High Commissioner for Refugees, and ICEM, instituted language training laboratories to fit them for migration, and then, when the transit delay turned out to be closer to six months

than three months, instituted short-term training in skills. The statistical base for this program is easy to arrive at. It is somewhat more difficult to describe the human factors involved in a family where father, mother and children are all going to school to learn basic English, and each is required to write an essay describing a walk through Rome or Genoa.

France and Israel -- major countries of reception -- cause even further conflict for the editor who is attempting to prepare material for ORT's 85th Anniversary Congress.

Growth of the network in France is steady, and most ORT schools in that country are operating dangerously above capacity. What else could be the result of the end of seven years of war in Algeria and the influx of more than one million Algerians of whom 125,000 were Jews to France? Statistically, there were 30% more graduates in 1964 than in 1963. Who are these students and graduates? Boys and girls who as a result of seven years of bombing and terror did not get the basic education which would allow them to study in state schools. Adults who have lost jobs or businesses and are forced to adjust as quickly as possible to a new and difficult environment. More flesh to add to the bones of our statistics.

Doubling of the network in Israel over the next five years requires us to look at the past five years for guidance and understanding. Total growth in Israel reflects an increase in long-term and a decrease in short-term training. Vocational training in the yeshivot is booming with a 27% increase marked just last year. Factory schools and the growing apprenticeship programs referred to earlier are important and significant. But perhaps the most important consideration is the fact that ORT is attempting to deal at the root with what has been called the problem of the "two Israels". In short, ORT, through all parts of its network, is attempting to offer a chance for training and advancement to the heretofore submerged population of so-called Oriental Jews.

By agreeing to double ORT's capacity we set a pace of expansion and development for all other educational institutions in Israel to combat shocking statistics that point out that up to school leaving age, 55% of the school population is Oriental, reflecting the overall population statistics of the country while there are less than one percent of this group in the universities of Israel. We hope that the doubling of our network and similar efforts by other organizations will help to wipe out this inequity in time to come.

In other ORT activities around the world there is similar conflict between story and statistics. In Mali and Guinea since 1962, ORT, acting in behalf of US AID has built the first real vocational training schools which are planned to be training centers for industrial cadre and teachers for other schools in those countries. In India, ORT has established a polytechnic to serve members of the 2,000 year-old B'nai Israel community in Bombay. With the cooperation of the Norwegian Refugee Council and the UN High Commissioner for Refugees, ORT is training 15 Tibetan refugee boys as vocational teachers at our center in Teheran. It is hoped that these boys will return to India after their training and build a vocational school for the 80,000 Tibetan refugees in that country.

Following this introduction are the statistics and some of the stories of five years of work in the ORT network. We hope that what the reports lack in syntax and form will be more than compensated by the fact that they are basically unedited and reflect the warmth, the thinking and feeling of ORT teachers, administrators and committee members all over the world.

No introduction would be complete without recognizing those who have cooperated to make all of this work possible. Major financing has come from the United Jewish Appeal in the United States through the American Joint Distribution Committee, the Jewish Colonization Association, the United Appeals of South Africa and South America as well as United Appeals of Canada and Scandinavia and the Norwegian Refugee Council and Swiss Aid Abroad.

ORT schools also receive subventions from the governments of the countries where the schools are established and other interested and friendly governments who wish to contribute to our work.

Last, but by no means least, are ORT's own committees around the world. Led by Women's American ORT -- 60,000 members strong -- who generously contribute more than one million dollars a year -- these groups from 29 countries are a constant source of both financial and moral aid.

Equally, or perhaps more important are the nearly 1,500 workshop instructors, teachers and administrators who carry out our mandate of service. We can truthfully say that each is important and interdependent in the carrying out of the difficult, but necessary and inspiring tasks we perform.

STUDENT ENROLLMENT IN THE TRADE SCHOOLS
JANUARY 1952 - JANUARY 1953

COUNTRY	Number of students 1.1.1952	Number of students 1.1.1953	Number of graduates 1.1.1952	Number of graduates 1.1.1953
ALABAMA	187	187	187	187
ARGENTINA	12	12	12	12
BELGIUM	1	1	1	1
BRAZIL	1	1	1	1
FRANCE	122	122	122	122
GERMANY	1	1	1	1
HOLLAND	1	1	1	1
INDIA	1	1	1	1
IRAN	1	1	1	1
ISRAEL	122	122	122	122
ITALY	1	1	1	1
JORDAN	1	1	1	1
TUNISIA	1	1	1	1
URUGUAY	1	1	1	1
CENTRAL INSTITUTE	1	1	1	1
TOTAL	122	122	122	122

STUDENT ENROLLMENT IN THE "ORT" INSTITUTIONS THROUGHOUT THE WORLD
JANUARY 1960 - JANUARY 1965

COUNTRY	Number of students 1.1. 1960	Admissions after 1.1. 1960	Number of Graduates	End of Course in Primary Manual training	Departures before Graduation	Number of students 1.1. 1965	Frequentation	
							1.1. 1955 1.1. 1960	1.1. 1965
ALGERIA	434	484	451	-	467	-	1560	918
ARGENTINA	134	1051	397	86	478	224	1203	1185
AUSTRIA	563	1541	1482	-	511	111	8854	2104
BELGIUM	521	623	100	650	60	334	1775	1144
BRAZIL	58	290	165	-	164	19	484	348
ENGLAND	12	8	19	-	1	-	31	20
FRANCE	1803	9332	4899	-	3220	3016	8650	11135
GERMANY	1037	371	1407	-	1	-	2991	1408
GREECE	-	-	-	-	-	-	192	-
HOLLAND	315	612	27	557	187	156	1253	927
INDIA	-	298	49	-	65	184	-	298
IRAN	1008	2228	596	437	400	1803	2944	3236
ISRAEL	5620	33349	15885	-	8684	14400	17793	38969
ITALY	1859	8733	6622	743	1422	1805	10216	10592
MOROCCO	3056	6253	5099	440	2665	1105	8109	9309
POLAND	2329	8473	6663	1807	740	1592	7365	10802
SOUTH AFRICA	310	630	670	-	-	270	640	940
TUNISIA	1578	3512	2678	-	1652	760	6461	5090
URUGUAY	104	615	305	-	282	132	495	719
U. S. A.	119	2915	2612	-	268	154	3024	3034
CENTRAL INSTITUTE	81	285	204	-	45	117	249	366
PARIS INSTITUTE	-	-	-	-	-	-	26	-
TOTAL	20941	81603	50330	4720	21312	26182	84315	102544

STUDENT ENROLLMENT IN THE TRADE SCHOOLS
JANUARY 1960 - JANUARY 1965

COUNTRY	Number of students 1.1. 1960	Admissions after 1.1. 1960	Number of Graduates	Departures before Graduation	Number of Students 1.1. 1965	Frequentation	
						1.1. 1955 1.1. 1960	1.1. 1965
ALGERIA	197	209/12 *	107	214/97 *	-	760	418
ARGENTINA	13	65	20	41	17	133	78
BELGIUM	-	57	9	21/7 *	20	55	57
BRAZIL	-	-	-	-	-	62	-
FRANCE	735	2657/230 *	956	1333/24 *	1309	2282	3622
GREECE	-	-	-	-	-	35	-
HOLLAND	-	-	-	-	-	18	-
INDIA	-	52/21 *	-	25	48	-	73
IRAN	353	1152/9 *	405	368/96 *	645	1497	1514
ISRAEL	4358	16453/15 *	6137	5049/218 *	9422	11149	20826
ITALY	244	609	285	258/47 *	263	748	853
MOROCCO	1137	2260/152 *	926	1738/305 *	580	3391	3549
TUNISIA	477	834	466	508	337	1493	1311
URUGUAY	37	38	10	55/10 *	-	205	75
CENTRAL INSTITUTE	81	133	84	45/1 *	84	221	214
PARIS INSTITUTE	-	-	-	-	-	26	-
TOTAL	7632	24519/439 *	9405	9655/805 *	12725	22075	32590

* Internal transfers

AUTRIA

The Austrian Jewish population has remained stationary between the years 1945 and 1955; about 12,000 people. About 60% of the total population is in the west age zone. The number of children and adolescents (aged 0-14) is 25% up to ten years old and 710 between the ages of 11 and 14.

These statistics explain the structure of the OET network. Our members are mostly women, married or single having to earn their own living.

Because of Austria's geography, it has become a transit area for refugees from east to west and therefore has been a place where OET has been able to give them vocational training so that they can integrate themselves into their new countries. The school in Vienna has been a place of training flight toward a life where work is obligatory. We have seen how easily the difficulties of life as a foreigner can be overcome.

The year 1960/61 was the end of the influx of Hungarian refugees. At the beginning of the year, an estimated 100,000 Hungarians were in Austria. Approximately 10,000 were Jews. With the beginning of the year 1961, the number of Jews was declining to more than 10,000 people. The number of refugees in Austria was 10,000.

EUROPE

The number of refugees in 1960 was 1,374, most being refugees. At the end of 1961, the number in the Intern Camp (which was the camp, the last one in Austria) was finally about 100. The OET network in Vienna was in operation.

In 1961, there was an increase in the students of our Vienna School due to the influx of Eastern European refugees. Of 101 students, 101 were new refugees. The others were "old" refugees or Vienna-born Jews. Topics taught in the following skills: machine writing, dressmaking, sewing, typing, photography, industrial drawing, hairdressing, beauty care, carpentry and bookbinding. There were 101 students.

There were a total of 101 students who were new refugees in 1961. The structure of the number and kind of students remained the same in 1962. The following courses were given: machine writing, dressmaking, sewing, typing, photography, industrial drawing, hairdressing, beauty care, and English.

Throughout this period we have maintained excellent relations with OET, United Arab Service, the Jewish Community, the Austrian government and with other social and governmental agencies.

The Committee of OET Austria holds regular meetings. Some members attend the final examinations and other school activities.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 2,104 AND THE STUDENT RISE AS OF JANUARY 1, 1965, WAS 111.

STATISTICAL DATA OF THE UNITED STATES

COUNTRY	Number of persons		Percentage of total population	Percentage of total population	
	1900	1910		1900	1910
ALGERIA	3,000,000	3,500,000	0.00000	0.00000	
ARGENTINA	4,000,000	5,000,000	0.00000	0.00000	
AUSTRIA	10,000,000	11,000,000	0.00000	0.00000	
BELGIUM	7,000,000	8,000,000	0.00000	0.00000	
BULGARIA	5,000,000	6,000,000	0.00000	0.00000	
CANADA	5,000,000	6,000,000	0.00000	0.00000	
CZECHOSLOVAKIA	10,000,000	11,000,000	0.00000	0.00000	
DENMARK	2,000,000	2,500,000	0.00000	0.00000	
EGYPT	15,000,000	16,000,000	0.00000	0.00000	
FINLAND	3,000,000	3,500,000	0.00000	0.00000	
FRANCE	35,000,000	40,000,000	0.00000	0.00000	
GERMANY	40,000,000	45,000,000	0.00000	0.00000	
GREECE	5,000,000	6,000,000	0.00000	0.00000	
HUNGARY	10,000,000	11,000,000	0.00000	0.00000	
ITALY	30,000,000	35,000,000	0.00000	0.00000	
JAPAN	40,000,000	45,000,000	0.00000	0.00000	
KOREA	15,000,000	16,000,000	0.00000	0.00000	
LITHUANIA	3,000,000	3,500,000	0.00000	0.00000	
NETHERLANDS	5,000,000	6,000,000	0.00000	0.00000	
NORWAY	2,000,000	2,500,000	0.00000	0.00000	
PORTUGAL	5,000,000	6,000,000	0.00000	0.00000	
ROMANIA	8,000,000	9,000,000	0.00000	0.00000	
RUSSIA	100,000,000	110,000,000	0.00000	0.00000	
SPAIN	15,000,000	16,000,000	0.00000	0.00000	
SWEDEN	4,000,000	5,000,000	0.00000	0.00000	
SWITZERLAND	3,000,000	3,500,000	0.00000	0.00000	
UNITED KINGDOM	35,000,000	40,000,000	0.00000	0.00000	
UNITED STATES	100,000,000	110,000,000	0.00000	0.00000	
TOTAL	1,000,000,000	1,100,000,000	100.00000	100.00000	

EUROPE

STATISTICAL DATA OF THE UNITED STATES

COUNTRY	Number of persons		Percentage of total population	Percentage of total population	
	1900	1910		1900	1910
ALGERIA	3,000,000	3,500,000	0.00000	0.00000	
ARGENTINA	4,000,000	5,000,000	0.00000	0.00000	
AUSTRIA	10,000,000	11,000,000	0.00000	0.00000	
BELGIUM	7,000,000	8,000,000	0.00000	0.00000	
BULGARIA	5,000,000	6,000,000	0.00000	0.00000	
CANADA	5,000,000	6,000,000	0.00000	0.00000	
CZECHOSLOVAKIA	10,000,000	11,000,000	0.00000	0.00000	
DENMARK	2,000,000	2,500,000	0.00000	0.00000	
EGYPT	15,000,000	16,000,000	0.00000	0.00000	
FINLAND	3,000,000	3,500,000	0.00000	0.00000	
FRANCE	35,000,000	40,000,000	0.00000	0.00000	
GERMANY	40,000,000	45,000,000	0.00000	0.00000	
GREECE	5,000,000	6,000,000	0.00000	0.00000	
HUNGARY	10,000,000	11,000,000	0.00000	0.00000	
ITALY	30,000,000	35,000,000	0.00000	0.00000	
JAPAN	40,000,000	45,000,000	0.00000	0.00000	
KOREA	15,000,000	16,000,000	0.00000	0.00000	
LITHUANIA	3,000,000	3,500,000	0.00000	0.00000	
NETHERLANDS	5,000,000	6,000,000	0.00000	0.00000	
NORWAY	2,000,000	2,500,000	0.00000	0.00000	
PORTUGAL	5,000,000	6,000,000	0.00000	0.00000	
ROMANIA	8,000,000	9,000,000	0.00000	0.00000	
RUSSIA	100,000,000	110,000,000	0.00000	0.00000	
SPAIN	15,000,000	16,000,000	0.00000	0.00000	
SWEDEN	4,000,000	5,000,000	0.00000	0.00000	
SWITZERLAND	3,000,000	3,500,000	0.00000	0.00000	
UNITED KINGDOM	35,000,000	40,000,000	0.00000	0.00000	
UNITED STATES	100,000,000	110,000,000	0.00000	0.00000	
TOTAL	1,000,000,000	1,100,000,000	100.00000	100.00000	

A U S T R I A

The Austrian Jewish population has remained stationary between the years 1960 and 1965, about 12,000 people. About 60% of the total are in the 50 to 75 year age group. The number of children and adolescents is low -- about 400 up to ten years old and 750 between the ages of 11 to 18.

These statistics explain the structure of the ORT network. Our students are primarily women, married or widows having to earn their own or their family's living.

Because of Austria's geography, it has become a transit area for refugees going from east to west and overseas countries. It has been ORT Austria's task to give them vocational training so that they can integrate more rapidly into their new countries. Our school in Vienna has been a first step of their flight toward a life where work is voluntary. We help them to face more easily the difficulties of life in a strange country.

The school year 1960/61 saw the end of the influx of Hungarian refugees. Since the uprising at the end of 1956, an estimated 200,000 Hungarians have come into Austria. Approximately 15,000 were Jews. With the help of the United States Escapee Program, we gave training to more than 10,000 people. USEP stopped its subvention in March 1963.

Student turnover in 1960 was 1,374, many being refugees. At the end of 1961, the school in the Asten Camp closed when the Camp, the last one for Jews in Austria, was finally shut. Only the ORT School in Vienna was in operation.

In 1962, there was an increase in the students of our Vienna School due to the influx of Eastern European refugees. Of 305 students, 231 were new refugees. The others were "old" refugees or Viennese Jews. Courses were given in the following skills : machine knitting, dressmaking, radio, welding, photography, industrial drawing, hairdressing, beauty care, stenography and bookkeeping. There were 150 graduates.

About one-third of a total of 332 students were "new" refugees in 1963. The situation as to number and kind of students remained the same in 1964. The following courses were given : machine knitting, dressmaking, photography, hairdressing and beauty care, and English.

Throughout this period we have maintained excellent relations with AJDC, United HIAS Service, the Jewish Community, the Austrian government and with other social and governmental agencies.

The Committee of ORT Austria holds regular meetings. Some members attend the final examinations and other school activities.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 2,104 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 111.

BELGIUM

Belgium's prosperity has created a general shortage of qualified manpower. The need for training and retraining has, therefore, become less urgent. In accordance with the decisions taken together with the World ORT Union a few years ago, we have limited our program to the sewing school and courses and to the primary training workshops.

Thanks to our collaboration with the Ministry of Labor's National Office of Vocational Retraining, we have been able to provide vocational training to refugees either in transit or wishing to settle in Belgium. Our guidance and placement office has been able to place 28 young people in state technical schools and 17 people in apprenticeship.

The sewing school and courses have been given in the workshops of the B'Not Jerusalem School in Antwerp with instruction given by two ORT teachers. Since the courses correspond to those required by the Belgian curriculum, they have been awarded official recognition by the National Education Ministry, which has provided 40% of the instructors' salaries.

All the primary manual training courses are given in the schools with which we collaborate : the B'Not Jerusalem and Tachkemoni in Antwerp and the Jewish School in Brussels.

There are many Jewish students in the different state vocational and technical schools. This is largely due to ORT's influence in eliminating prejudice against vocational training among the Jewish population. We believe that, despite the diminution of our vocational training program, this aspect of our program has been fruitful.

The present situation requires that Belgian ORT must now reorganize its program to fit new needs. This is being done with the effective help of a special field representative sent by the World ORT Union. We are planning intensive membership and fundraising campaigns so that Belgian ORT will give full support to ORT's work throughout the world.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 1,144 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 334.

D E N M A R K

Between 1960 and 1965, ORT Denmark has concentrated on increasing both membership and total contributions. At the present time, 400 members, Jews and non-Jews, pay regular dues. Revenues from dues and gifts amount to approximately Danish Crowns 10,000 (about \$1,500). We have also concluded an agreement with the Magbit whereby we do not undertake our own fundraising campaign but receive 7 1/2 percent of the total collected by the Magbit, about Danish Crowns 30,000 annually (\$4,500).

In addition, we have periodic meetings regarding subventions with the Danish government. In 1960 the Foreign Affairs Ministry gave us an allocation of Crowns 20,000 and the Finance Ministry 10,000, both used for the purchase of machines and tools for ORT schools.

Also in 1960, the Danish Association for Refugee Aid gave us Crowns 50,000 (over \$7,000) which were used for the purchase of equipment for the Ecole de Travail in Paris.

In 1964, the Danish Fund for Developing Countries gave the complete modern equipment for the new refrigeration school in Teheran, at a value of approximately Crowns 160,000 (over \$23,000).

Danish ORT has suffered a great loss in leadership with the deaths of Mr. A. Krotoschinsky and Mr. Otto Levysohn, president of the Copenhagen Jewish Community.

We plan to increase our activity in the future so that we can contribute to a greater extent to the World ORT Union's program.

FINLAND - LUXEMBOURG - PORTUGAL

The ORT Committees in Helsinki, Finland, Luxembourg, and Lisbon, Portugal, have maintained campaigns of information, membership recruitment and fundraising. Several lectures and film showings about ORT have been held and World ORT Union representatives periodically visit these cities.

The presidents of ORT Luxembourg and ORT Portugal attended the meeting of the Central Board held in Divonne, France, in 1963.

FRANCE

The years 1960 to 1965 were five years of great change in France. In a period of rising birthrate, she was faced with absorbing over one million people -- the "repatriates" from Algeria, and, to a lesser degree, refugees from Morocco and Tunisia. Most of them, moreover, arrived in a six month period during 1962. About one-tenth were Jews.

Fortunately, this situation coincided with an expanding economy and full employment. And so, generally, the "repatriates" and refugees were able to be absorbed without upsetting the country as a whole.

But this does not mean that the integration process was easy for those who had to live it. For the French Jewish community it meant, literally, a complete transformation. From 350,000 people in 1960, it increased to 500,000 in three years, becoming the largest Jewish Community in Europe outside of the USSR. It should be recalled that immediately after Liberation there were only 120,000 survivors left from the Occupation and deportations. The Jewish population is now made up of youngsters or recent arrivals : four out of five Jews were born or have settled in France in the last 20 years.

Transformation of Jewish Population

This has meant vastly different needs in all phases of community life, social, spiritual, etc.

A fundamental difference is that previous immigration waves had been concentrated in Paris and two or three of the largest cities; the 110,000 Algerian repatriates who arrived in 1962 settled all over the country, some in cities and towns where no or few Jews had lived before. Many were civil servants or teachers who were given new assignments all over the country. Others decided to settle where they could find jobs or housing, not to mention those who -- in large numbers -- stayed in the south or southwest of France purely for climatic reasons. Nor did the latter consider that because these regions are undeveloped, jobs would be difficult to find.

Jewish emigration from Morocco and Tunisia has continued to increase after the independence of the two countries. But it has greatly accelerated during the past year as the result of changing conditions.

There are at present hundreds of French cities and towns with more than fifty Jewish families who now need such facilities as a synagogue, talmud torah, kosher meat, youth programs, etc.

In the Paris region, the North African refugees have concentrated in the new suburban developments. More than 100,000 Jews are now living in about hundred such communities. Almost half now have the embryo of organized Jewish community life and the remaining are trying to organize.

Many of the new arrivals were businessmen who now have to learn a trade. Others cannot exercise their trade since their qualifications do not suffice on the mainland; they have had to take improvement courses

immediately. The young refugees often suffer from lower educational standards in their countries of origin while the young Algerians have had to cope with interrupted school for seven years. We have generally given priority of admission to these since they would not be able to get into other schools.

The Challenge Faced by ORT France

These developments have meant many new tasks for ORT France. Not only have we had to expand our facilities greatly to meet the needs of the refugees and repatriates but we have also had to expand to keep up with the growing birthrate. It was during this period that the postwar crop of babies reached the apprenticeship age of 14. And it should also be remembered that most of the North African families have many children.

In assessing ORT's job, it should be noted that there are not enough vocational training schools in France. The government hopes to double the present capacity in the next five years.

The expanding economy and the development of the Common Market have meant that many new kinds of jobs have been and are being created. People have to be trained to fill them. It is ORT's pride that we have been able to do so. In fact, we have acquired a reputation both in government and in industry as the organization which can be called upon to create the first technicians' course in automation or to meet an emergency.

And we must in the near future be prepared for another basic transformation -- we are starting now to plan the changes in our curriculum to take place in three years when compulsory schooling will be extended two years, to the age of 16.

Expansion

It is obvious that the facilities existing in ORT France in 1960 both in Paris and in the provinces were inadequate to meet these demands. Between 1960 and 1964, ORT opened 63 new sections : 21 in Montreuil, 7 at the Ecole de Travail, 13 in Lyons, 3 in Strasbourg, 11 at the Bramson Center in Marseilles and 8 in Toulouse. The student body increased by 67.2%, from 1,803 students as of January 1, 1960 to 3,016 students at the end of December, 1964. Total enrollment increased by 60.9%, going from 3,170 in 1960 to 5,100 in 1964.

The amount in the increase of the student body was determined solely by the availability of workshop and classroom space. Montreuil, for example, increased the number of students by 44.6% (847 to 1,225), the Ecole de Travail doubled its student body (126 to 251), the Apprenticeship Service in Paris by 19.3% (445 to 531), Lyons was more than tripled (79 to 286), in Marseilles the total increase was 124.7% (198 to 445) with the number of young pupils almost tripling.

Unfortunately, the Montreuil Center and the Ecole de Travail quickly reached total saturation. The situation is in fact alarming -- Montreuil has had to refuse four or five applications for each student admitted. Almost 1,000 were refused at the start of the 1964/65 school year.

The many North African refugees living in the greater Paris area need a new ORT school. We have, therefore, decided to construct a Vocational Training Center for young people and adults in Villiers-le-Bel, one of the southern suburbs where more than 2,000 Jewish families live.

The new Leon Bramson Center in Marseilles, planned for a Jewish population of about 30,000, cannot take care of the 70,000 now living there. We have acquired a building adjacent to the school and have built another one so that all the adult courses are completely separated from the boys' and girls' school as required by law. When the two new adult courses will have been opened, the Bramson Center will have reached full capacity, about 450 students, not including the Apprenticeship Service.

In Lyons, we retook possession of our old school in 1963 and effected considerable repairs.

Only the Strasbourg school, the only one in France with boarding facilities, could not expand for lack of space. We are now trying to find space there for the school and to use the existing building for the internat only.

Among the many requests received from provincial Jewish communities, the most urgent seemed to be that from Toulouse. Its Jewish population had increased five-fold in one year, the repatriates having been attracted by its climate and the relative availability of housing. Job possibilities, however, were scarce particularly for those without skills. At the beginning of 1963, we opened an accelerated adult center with five sections and one year later, the first two sections of a boys' school.

The choice of trades to be taught has been based both on the possibilities of the various job markets and by the need to improve the skills rapidly. Many of the repatriates and North African refugees had been white collar workers but they could not find similar jobs in France. This is why we offered training as secretary-stenographers, bookkeepers, electricians; for those with more training, we opened courses in industrial drawing and radio-television repair. The industrial dressmaking and lingerie-making courses allowed the women who had never before worked to be able to contribute to the family income.

To allow the young people to make up their interrupted or insufficient schooling, we established preparatory classes in most of our day schools, except Strasbourg where, to repeat, lack of space made this impossible.

The Apprenticeship Services (SAP) were expanded considerably. They permit boys and girls to learn a trade not taught in our schools; they enable us to train those for whom we have no room or those who have to contribute to the family income immediately. The reorganization of the Services in Lyons and Marseilles has given encouraging results.

Improvement and "Young Adult" Courses

Improvement courses have been greatly developed during this period. The Montreuil Center at the present time is giving ten such courses. They are much sought after, particularly by alumni who wish to keep up with the latest technological developments so that they are eligible for promotion. The Labor Ministry, which is very interested in technicians' training, considers ORT to be a pioneer in improvement courses.

The Association of Electrical Construction has asked ORT to establish two of the ten courses at Montreuil. The Association, one of the most important management groups in France, was so pleased with the results of the course for electro-technic technicians that it then asked ORT to train automation technicians. This was the first course of this kind to be given in France, the students being chosen from among the employees of the Association's members. The curriculum was written by a sub-committee of the Technical Committee under the guidance of Mr. M. Cremer.

ORT has also pioneered in courses for "young adults", those of 16 or 17 years of age who are too old for the regular day schools and too young for the adult courses. There are now two such courses at the Ecole de Travail and they are being followed with great interest by the experts at the Labor Ministry.

Since July 1963 we have, at the request of UHIAS, reorganized and supervised English courses for those refugees in transit in Paris who are going to immigrate to the USA, Canada or Australia.

Examination Results and Placement

Examination results are of great importance to us for two reasons :

- 1] to judge the quality of our instruction, and
- 2] to determine the amount of subvention to be given by the government.

As in the past, the young people take the official CAP (Vocational Aptitude Certificate) examination in their trade while the adults receive a diploma from the Labor Ministry after they have passed before a special committee appointed by the Labor Ministry. In 1964, 75% of the young people won the CAP while 85% of the adults passed.

Job placement of those successfully passing their training has not been a problem. This is true because, on the one hand, our students have been trained in needed skills and, on the other, it has been a full employment economy. In fact, employers have offered more openings to fill than we have been able to do. Only the Tunisian and Moroccan students have had difficulties in finding jobs because they are now considered foreign workers. This is particularly true in defense jobs.

Pedagogical Problems

The opening of so many new sections, the hiring of teaching staff, and the necessity of retaining our teaching standards caused difficult pedagogical problems that had to be settled quickly. We have held several pedagogical seminars at the Montreuil Center. In April 1964, the seminar subject was devoted to methods to teach theoretical subjects in a lively manner; in December, the seminar was given especially for those without previous teaching experience and included model lessons and tips on how to prepare class work.

Three members of the ORT France teaching staff participated in the initial seminar on programming techniques held by the World ORT Union in July 1962. Two of them are now writing programmed courses in their subjects. In addition, ORT France has held several seminars in this modern teaching method to train additional programmers.

Since 1963, we have instituted annual conferences for school directors. The exchange of information and experience has proved to be very fruitful.

Jewish Education

The Jewish education program was greatly developed during this period. Courses in Jewish history and culture are part of the general studies curriculum in the day schools. The Hebrew courses are now being given to 970 students, doubling the enrollment of the last few years.

Social Assistance

Social service is another domaine where we have greatly expanded our activity. A hot kosher midday meal, at little or no cost to the student, is served in the schools and is, in many cases, their principal meal. Work clothes are given and summer vacations provided. In a few cases, we also provide full maintenance scholarships. (In Marseilles and Toulouse transportation is provided either in the form of money allowance or bus service.)

The help given by Women's American ORT is particularly important in this vital area.

The adult students receive little help since they are paid the legal minimum wage by the government and, in the case of technicians, the equivalent of their salary.

Production

Production in our schools has changed with the curriculum during this five-year period. There is now less making and selling of individual pieces. But the students in all our schools have, however, used their skills to repair and improve their school premises. They have also been constructing didactic material.

Committees

Mr. Roger Nathan, president of the Ecole de Travail and vice-president of ORT France, was elected president of ORT France in March 1964 upon the resignation of Mr. Leon Meiss. Mr. Meiss, elected honorary president, has guided ORT France since Liberation.

The Women's Committee, led by Mrs. M. Roubach, grew considerably. Local groups in Marseilles and Lyons were organized. For further details, see the Women's Committee Report, page 19.

The standing committees of ORT France are : Board of Governors, Executive Committee, Finance Committee, Technical Council, the Joint ORT - Ecole de Travail Committee. They met frequently to discuss the complex and serious problems that ORT France has had to settle.

Alumni Association

In 1962, the Alumni Association introduced a correspondence course in contemporary Jewish affairs for its members. This activity has not only aroused interest among alumni but has also drawn favorable comment from the Jewish community.

Government Help

Perhaps the best indication of ORT France's relations with the public authorities was recognition by the Minister of the Interior on July 3, 1961, of ORT France being "in the public welfare". In addition to its prestige, this gives ORT France tax advantages in regard to gifts and legacies, property transactions, and local subventions.

The Ministry of Labor agreed to subsidize the accelerated adult courses opened at the centers in Lyons, Marseilles and Toulouse, as had been done at the Montreuil Center and the Ecole de Travail. The Ministry of Repatriates contributed to the opening of the center in Toulouse and has allocated funds for the new center to be built in Villiers-le-Bel in the greater Paris area. The Ministry of National Education makes some contribution for teachers' salaries in Strasbourg.

The funds received from the collection of the Apprenticeship Tax, authorization for which has been maintained by the National Education Ministry, increase each year and have become an important source of income for the operation and equipment of the day schools.

We not only have excellent relations with the various departments and agencies of the national government but also with local government authorities.

Relations with Other Agencies

We have maintained and strengthened relations with the Jewish social agencies.

We have also excellent relations with both labor unions and management associations. The course for automation technicians described previously is but one such example.

Public Relations

We have full press coverage in the Jewish and provincial press as well as in various trade papers and magazines. We have, for specific events such as the 80th anniversary of ORT, also had radio and television coverage.

Future Prospects and Problems

The lengthening of compulsory schooling until the age of sixteen, to take effect in three years, will oblige us to change our curriculum to fit this change. This will probably mean that the duration of courses in our day schools will be shortened -- from three to two years and from four to three.

We are already gradually revising the curriculum in technicians' training in electronics and electro-technics.

We shall also have to revise our programs for young girls -- to offer training in other fields than needle trades where opportunity is steadily growing.

This also means that we shall have to give additional attention to the training and retraining of our teaching staff.

We shall continue our development of the improvement courses since the need for technicians and middle-level management will, according to all estimates, continue to grow.

More specifically, we plan in 1965 to start, if not complete, construction of the Center at Villers-le-Bel.

We have also been requested by the Jewish community in Nice to establish a school in that city to take care of the more than 20,000 Jews now living there as well as the enlarged communities in nearby cities along the Riviera.

The ORT France network is composed of the three to four year day schools for adolescents, preparatory courses and "young adult" courses in which ORT has been an innovator, accelerated adult courses lasting from three to twelve months generally, and the improvement courses for adults.

The Centers are located in Montreuil (the most important one, in a northern industrial suburb of Paris, in the old Jewish section just behind the City Hall), the Ecole de Travail, Marseilles, Lyons, Strasbourg and Toulouse.

MONTREUIL-

Expansion at the Montreuil Center has been limited only by lack of physical space. Nonetheless, we have managed to create 21 new sections or courses in the last five years. This includes enlargement of the day schools in secretarial training, electro-technics and electronics, the opening of five improvement courses and of eight adult courses, two of them evening courses.

The student body has increased from 847 in January 1960 to 1,225 at the end of 1964.

Examination results in 1964 were satisfactory: of 918 who completed their training, 717 passed the examinations and 620 were awarded state diplomas or certificates. We have been able to maintain our standards due to the introduction of new teaching methods.

Pedagogical Problems and Methods

Reflecting our emphasis on training middle management cadres, we have changed our electronics and electro-technics schools to train middle-level technicians. The first students taking their examinations at this level had good marks.

In addition to the ORT France pedagogical conferences and seminars, a seminar for the teachers going to Africa under the AID-ORT auspices was held at Montreuil. Some of these teachers also had training periods at the Center.

Another concern has been the development of suitable didactic material, particularly in the subjects of electro-technics, refrigeration and automation. The exhibition held in 1963 of our students' work was part of this effort.

ECOLE DE TRAVAIL

The first course of "young adults" was opened here in 1961 in fitting and the second in fitter electricians two years later. In 1962, the first class of the three-year mechanics school opened.

The student body doubled during this period, from 126 to 251 students.

This school, located in the old Jewish quarter of Paris, serves the poorer and more unfortunate North African Jews. The boys would be in danger of becoming juvenile delinquents if they were not in school.

It is all the more gratifying to note the constant improvement in our examination results. Last year, only two welding students failed to receive the CAP certificate.

PARIS APPRENTICESHIP SERVICE

The development of this service can best be seen by the following table :

	<u>Applications</u>	<u>Adolescents</u>	<u>Adults</u>	<u>Replacements</u>
1960	402	209	55	186
1961	416	226	65	159
1962	507	261	57	129
1963	383	212	41	185
1964	563	236	44	99

In 1964, 236 apprentices were placed in the following trades :

Boys

Jewelry	8
Shoemaking	3
Electricity	9
Office work	12
Leather work	27
Mechanics	15

<u>Boys [cont'd]</u>		<u>Girls</u>	
Plumbing	12	Dressmaking	31
Polishing	4	Leather work	6
Tailoring	52	Knitting	14
Upholstery	16	Selling	6
Varia	<u>11</u>	Varia	<u>10</u>
Total	169	Total	67

One hundred and ninety-three apprentices are working under contract.

Our records, incomplete, show that 23 former apprentices are now in business for themselves. Some of them are now training ORT apprentices.

LYONS

In January 1960, the Lyons school had 79 students, five sections, taught two trades (industrial dressmaking and fitting) and trained students for the CAP certificate only.

In December 1964, there were 286 students and apprentices, 18 sections, eight different trades taught and two kinds of training -- accelerated adult courses and apprenticeship placement -- in addition to the CAP certificate.

Schools in electro-mechanics and secretarial training were opened in 1960 while the first adult courses were opened in 1962. The apprenticeship placement service was opened the following year.

Social Background

The 286 students now attending the Center come from the following backgrounds : 116 - workers; 50 - no trade or profession; 45 - office employees; 21 - businessmen; 20 - artisans; 20 - government employees; 10 - retired; and 4 - professional.

The countries of origin are slightly more than half North African, the others French nationals.

Teaching Staff

Recruitment of additional teachers was accomplished to a great extent by engaging former teachers and instructors of ORT Algeria.

Government Help

In addition to the usual sources of government help, the Rhone Prefecture gives scholarships to needy ORT students that have been used particularly for free hot meals.

Committees

The local committee has been led by Mr. Jospe. A Women's Committee was formed in 1962 and Madame Bacchara was elected president.

STRASBOURG

Expansion has been completely throttled by the lack of space in our building. Since new quarters were not found, the old ones had to be refurbished and renovated to meet the changes in curriculum and the influx of North Africans.

In curriculum, the radio-electricity school was changed to electronics in 1960 and the locksmithy school was abandoned in 1963 to become one in fitting mechanics.

We have also put considerable emphasis on opening preparatory classes for the Algerians, many of whom come from the southern, least Europeanized part of the country.

Our ability to expand has been effectively limited by space. In January 1960 we had 88 students and 20 apprentices; at the end of December 1964, we had 112 students and 16 apprentices. Our accommodations are filled to capacity.

At the present time 60% of our students come from North African families, as compared with 20% in 1960. Most of their fathers are in the "employee" category.

Placement

A number of our graduates continue their studies either at the Montreuil Center, at the Central ORT Institute near Geneva, or in other vocational schools. In 1964, five were admitted to the Institute, two to Montreuil and three to other schools.

Relations with Local Government

Since Strasbourg is governed by a different administration than most of France, we are not eligible to collect the Apprenticeship Tax. We, therefore, have an arrangement whereby the government pays part of our teachers' salaries.

Our teaching staff participate in the pedagogical meetings called by the local authorities and serve on the examination boards. Our director was appointed to the Joint Consultative Committee for private schools in 1964.

Pedagogical Problems and Jewish Education

We find that factory visits, technical films and other audio-visual aids are very helpful as teaching aids.

Since Strasbourg is the only boarding school in the ORT France network, we are particularly conscious of our responsibility for Jewish education. There are daily services with voluntary attendance as well as a carefully prepared Sabbath ceremonial on Friday evenings. The Chief Rabbi of Strasbourg speaks to our students twice monthly.

Our students also participate actively in the program of the Jewish Community.

Our library is particularly rich in books on Jewish subjects.

Committees

Upon the resignation of Mr. Arthur Blum, Mr. Paul Kahn was elected president of the ORT Strasbourg Committee and Mr. Blum honorary president.

MARSEILLES -- THE LEON BRAMSON CENTER

This five-year period saw considerable expansion of the Center. Between 1960 and 1962, land was bought and the new building constructed on 5,500 square meters.

The new building, dedicated to the late ORT leader Leon Bramson, was opened in 1962, increasing the number of adolescents' classes from 10 to 17. At the end of 1962 and beginning of 1963, the center for accelerated adult courses opened with four courses. In 1963 and 1964, we bought more land adjoining to the school and constructed a building for the adult courses, increasing their number.

The growth of the Center can also be measured by the following figures : on January 1, 1960, the student body was composed of 198 students and on December 31, 1964, there were 445.

We have also reorganized our Apprenticeship Service with 61 apprentices placed at the end of 1964.

Committees

Mr. Theodore Vogel, director of the Marseilles office of the National Scientific Research Center, is now president of the local Committee which has been enlarged. Mr. Richard Sinai is honorary president.

Perspectives

We plan to establish an adult evening course to prepare for the entrance examinations to the accelerated courses and to open the special courses (Cours Astier) for apprentices. We shall also consider the opening of another pre-apprenticeship course.

TOULOUSE

To meet the needs of the many North African repatriates and refugees concentrated in the region, ORT France -- in consultation with government officials -- decided to open an adult center in Toulouse. A small, old villa located nine kilometers from town was rented.

The Center opened in March 1963 three months after the decision was taken. Five adult courses were given -- secretarial, bookkeeping, electrical repair, men's clothing manufacture, and radio-television repair. Since then, about 150 adults and heads of household have become self-supporting and productive.

The problem of permanent quarters for the ORT Center remained. We were told by officials from the Ministry of Labor that they recognized the urgency of the situation but that more suitable accommodations had to be found as soon as possible. In addition, we very much wanted to attract adolescents to school and off the streets.

We looked for and found enough land both for a day school and for the adult center in another suburb. The local authorities and Community leaders have helped us considerably.

At the present time we have three classes open for boys : pre-apprenticeship, and first and second years of telephone repair.

We have had over 90% of our students passing the official examinations.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 11,135 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 3,016.

W O M E N ' S O R T

French Women's ORT provides hot lunches, clothing, transportation allowances, living allowances, summer camps, convalescent cures to all ORT students who need any one or more of these services. In addition it makes a general contribution to the ORT France budget.

In the last five years, we have brought the ORT message to a wider audience in the Jewish Community and have evoked greater response. During this period, too, French Women's ORT, under the leadership of its president, Mrs. M. L. Roubach, and its vice-presidents, Mesdames F. Esquier and J. Weil, has strengthened and established local committees in Strasbourg, Lyons and Marseilles.

The sums realized by the large annual affairs in Paris -- a bazaar at the Hotel Georges V and a gala dinner -- have grown each year. French Women's ORT also helps to collect the Apprenticeship Tax.

French Women's ORT has met all pledges to Women's International ORT, in special contributions to ORT schools or boarding facilities in Israel, Iran and France.

The Marseilles Committee was formed in 1960 and the Lyons Committee in 1962.

To meet the growing demands after the massive arrival of North African Jews in 1962, French Women's ORT developed fundraising by instituting monthly bridge parties in 1963. The following year, French Women's ORT sponsored two lectures on Judaism which attracted wide attention.

G E R M A N Y

ORT's operations in Germany ended at the end of the 1960/61 school year. Between 1945 and 1961 44,032 displaced persons and refugees were trained and could establish themselves easily in their new countries after attending one of the ORT workshops or courses situated in the West German occupation zones.

The economic boom has meant that all available manpower, including refugees, found jobs easily. The demand has been for mass production workers, not necessarily with high skills.

The ORT main office in Munich was closed at the same time as the school there. Since then the ORT German Committee has operated under the leadership of the Chief Rabbi of Frankfurt a/M., Dr. I. E. Lichtigfeld.

A successful fundraising campaign was held in 1962 to purchase machinery for the ORT Israel schools. Milling and turning machines valued at a total of \$20,000 were sent to ORT Israel for this purpose.

G R E A T B R I T A I N

For British ORT, the years 1960 to 1965 have been years of constant and rewarding growth. British ORT's contributions to the World ORT Union have increased each year, from \$68,000 in 1960 to \$126,000 in 1964.

The Executive Committee has succeeded in making the work of ORT better known and appreciated, largely due to Mr. Gabriel Sacher's leadership during his first term as chairman. Not only have the existing groups been reinforced and their activity further increased, but new groups, particularly to attract young people, have been formed.

Fundraising

The British ORT Yearbook continues to be a source of considerable income. Mr. George Him, well-known designer and an ORT Executive Committee member, is responsible for layout; the text is written by the Publicity Committee, of which Mr. Gershon Ellenbogen is chairman.

The annual concerts, organized by the Committee headed by Mr. George Stone, have been successful. Particularly noteworthy was the agreement by the Glyndbourne Opera Festival Society that the opening performance in 1962, "Le Nozze di Figaro", be an ORT benefit.

In 1964, British ORT organized another fundraising first in cooperation with the Jewish National Fund : an international football match was arranged in London between two top-flight teams, Lisbon's Benfica and Chelsea which resulted in additional income and publicity for both organizations.

Two film premieres have been other successful money-raisers as has a special appeal arranged by the chairman.

The annual gala balls have been another important source of income due to the work of the Committee led successfully by successive chairmen, Messrs. W. Tellerman, D. H. Cohen, and J. Levy.

British Women's ORT

The activities of British Women's ORT have been considerably increased. The following have become annual events : ORT Day luncheons, theatre benefits, tea parties, film showings, fashion shows.

At the last ORT Day luncheon, the £100 Scholarship scheme was successfully launched. This means an appeal to members to try to raise by their own efforts or with the assistance of friends £100 to provide a year's ORT training to one child.

An event that has become annual in the last two years is a one-day visit to the ORT Center in Montreuil near Paris.

Women's ORT is responsible for the success of the tombolas which figure prominently at the gala balls.

Provincial Groups

An inaugural meeting was held a year ago in Manchester's Town Hall to launch a scholarship plan. Mrs. Ludwig Kaphan was the guest speaker. Alderman Dr. Chadwick, the Lord Mayor, has agreed to be honorary president of the Manchester Committee. The Committee has already held a successful fashion show and several other events are planned.

In Glasgow, the patronage of the Lord Provost, the Rt. Hon. Mr. Meldrum, and of the industrialist, Mr. F. Miller, has been largely responsible for the success of this group. The Glasgow ORT Aid Society, formed largely of young married couples a year ago, has held successful fundraising functions. The Women's Committee continues to be active.

ORT Old Boys' Association

ORT Old Boys is the oldest of the British ORT "special" groups. Its members are alumni who came to England at the beginning of World War II, having gone to the ORT school in Berlin or having attended the schools then operating in Leeds or London. Their fundraising has been devoted to the purchase of machines for ORT Israel.

ORT Aid Group

Established in January 1964, this group's purpose is to interest those in the 25 to 35 year age group. The inaugural meeting took place in the home of Mrs. R. Soskin with Mr. M. A. Braude as guest speaker.

ORT Aid actively participates in the fundraising activities of British ORT, namely the concert, the football match and the gala ball.

General meetings held throughout the year were addressed by well known personalities in journalism, politics and other fields of interest. World ORT Union leaders who came to London also addressed this group.

Together with Junior ORT, ORT Aid held a successful wrestling match in 1964.

The success of this group has been helped greatly by the support of Mr. Ismar Glasman, chairman.

Junior ORT

Junior British ORT is now in its fourth year. It appeals to those between 18 and 25.

In addition to participating in regular ORT activities, they carry out fundraising of their own.

Training Facilities in the United Kingdom

We have helped in the arrangement for the Israeli agro-mechanics' study tour of agricultural machinery factories and experimental farms, etc. We offer these special visitors the opportunity to meet with the Jewish communities in the cities and towns on their itinerary.

G R E E C E

During the period 1960 - 1965, Greek ORT devoted much effort to promoting the concept of vocational training among Jewish youth in Athens and in the provinces. We have used the examples of successful alumni when there was an ORT school in Athens.

As a result of our campaign, many young Jews are attending vocational schools.

Our scholarship students all come from families who are supported by the Jewish Community. Upon completion of their studies, they can support their family, reducing the Community's burden. All of our former students work in the trade they learned. They find jobs easily, particularly with the development of industry needing skilled workers. Those who set up in business for themselves receive advantageous loans from the AJDC.

Most of our budget was covered from local sources and the World ORT Union. We receive each year considerable subvention from the Central Council of Greek Jewish Communities and, therefore, do not have to undertake a fundraising campaign.

Our Committee, with the guidance of our former school director, has met and will continue to meet regularly to insure that needy young people will be able to achieve independence through training.

In the school year 1964/65, we had ten scholarships awarded to students in the following schools :

Sivitanidios	Five students (2 in mechanics, 2 in electro-technics, 1 in carpentry)
Thalis	One student in mechanics
Larissaiki	One student in mechanics
Pythagore	One student in mechanics
Lountzi, Patras	One student in mechanics
Technical Drawing Institute	One student.

Greek ORT will continue its efforts on behalf of our needy youth.

I T A L Y

General Remarks

During the five years of this report, the Italian economy reached the highest peak of the "Miracolo Economico Italiano". The first three years showed a steady, well-balanced increase in production and salaries while, in the last two years salaries continued to rise but production declined. The miracle came to an end and the perpetual problem of unemployment and misery was rekindled.

Italian Jewry, generally concentrated in small commerce, was affected by the problems of the economic situation. It was particularly unfortunate that the contributions of the Claims Conference ceased just when the Italian economic situation became worse. Consequently, the projects in welfare and education of many of the Jewish communities in the bigger cities were either stifled or not even begun. ORT Italy, of course, was influenced by the changes in the economic barometer.

The increase in pupils is also due to refugees entering Italy. In the first three years covered by the report, they mainly came from the North African countries and attended our boarding school in Milan. The last year we have had to contend with the evergrowing influx of refugees mainly concentrated in Rome and Genoa.

School Network

The structure of our centers changes yearly according to current needs. In 1960 there were five schools and sixty-two courses, attended by 3,746 students; in 1964 there was an increase to six schools and seventy-five courses, attended by 4,153 students.

ROME

The day schools teach electronics, electro-mechanics for boys and secretarial training for girls. Complementary courses in mechanics, turning, welding, forge, electricity, electro-mechanics and dressmaking are also given.

Parallel to this basic program and in agreement with the Ministry of Education, we opened a bookkeeping course for women in 1963. Because of its success, we have repeated it and added a stenography course.

COURSES FOR REFUGEES

The program, undertaken at the request of United HIAS Service, to give English courses and supplementary vocational training to refugees in transit to English-speaking countries has become an important part of our total program. Begun in 1962 with one English course and one American bookkeeping course, it increased in 1963 to ten English courses with 211 students and one hairdressing course for ten.

The year 1964 saw these courses increased again : fifteen language classes for 334 students, three vocational training classes -- electrical installation, technical design, dressmaking -- for 56 students.

At the same time, many refugees arrived in Genoa and, as a consequence, seven language courses were opened there for 111 students.

Of special note is the new language laboratory in Rome, the equipment and furnishings of which have been contributed by the U.N. High Commissioner for Refugees and by the Intergovernmental Committee for European Migration.

MILAN

The Milan Center consists of three schools : television, mechanics, and industrial design.

Unlike the others, the fourth year class in industrial design is taught in the evenings in order to assist our students in job placement, to solve the problem of space in the school building and to be able to have highly qualified teachers.

In the 1963/64 school year, a preparatory class for the television and industrial design schools was formed with satisfactory results.

There were also seven complementary courses for apprentices given this year.

The sections opened since 1960 are :

- a.] School for industrial design with four classes
- b.] Preparatory classes for television and industrial design
- c.] New workshops at the Jewish Community Schools in bookbinding, applied electro-technics and mechanics, radio-technics, model airplanes.

The television school curriculum has been revised by the addition of transistor study and by emphasizing industrial electronics. We have started to cooperate with the Giavazzi Schools, a Honeywell subsidiary, on computer techniques. We are also negotiating with Rank Xerox on the possibility of giving a course in their machines.

Since the recent Italian educational reform includes compulsory workshop courses both in elementary and secondary school, we are giving these classes, which we have been operating in the Jewish schools, renewed attention. We expect to be able to recruit many more students in this way. It is also possible that we may join with the Jewish academic schools to establish a new general-vocational school.

Student Body

There was slight fluctuation in the number of students (around 1,600) until the end of 1962. A progressive increase of students began in the early months of 1963, and as a result, the number, by the end of December 1964, was 1,805, divided as follows :

-- Students attending the three year schools and professional training courses	315
-- Students attending the apprenticeship courses	456
-- Children attending the manual training courses	533
-- Refugees attending the language and vocational training courses	<u>501</u>
Total	1,805

The ages of the students range normally from fourteen to eighteen years. The pupils in Rome come from varied but modest backgrounds, mainly from poor families whose parents are usually engaged in peddling or menial work. Consequently ORT concerns itself in preparing its students for better and higher paid work, and in general to help them improve their lot.

Although the general economic level in northern Italy is higher than in Rome, the economic situation of our pupils, nevertheless, is very low. Most of them come from small northern Italian Jewish communities or from abroad from such countries as Egypt, Libya, etc. Only by providing adequate housing, as in our dormitory, can they complete their education.

There has also been an increase in the number of students with social problems. Their different origins, whether of country, town, school or social milieu, make for differences in preparation. Two-thirds belong to very low-income families.

Examinations, Results and Placement

The 1964 final examinations can be considered satisfactory.

As in past years, examining committees were appointed by the Ministry of Labor, both for the Rome and Milan schools. They were composed of representatives of the Ministry, experts of the Labor Office and teachers on the staffs of other governmental schools and institutions.

Placement was easy during the first four years, and though it was slightly more difficult during 1964, almost all of our students finally found jobs.

It must be taken into consideration that we cannot keep track of all of our students as many who come from abroad or from other cities in Italy return to their homes after their studies are completed.

The good training given our students and the great demand for manpower during the years 1960-63 made the ORT name known to Italian industry. At the end of each school year we are contacted by the personnel departments of several companies who wish to hire some of our best graduates immediately. After a relatively short time, they are promoted to positions of greater responsibility. It is not the exception, but almost a rule that our graduates become department heads or directors of laboratories. This is particularly true of the graduates of the Milan TV school.

Electronics companies hiring the greater number of our students are Olivetti, Allocchio Bacchini, Radio Marelli, Admiral, Siemens, IBM, Philips, Autovox, Ferce, G.B.C., etc.

Our graduates in mechanics and electro-mechanics are also in great demand. They have found positions with some of the most important factories in Italy such as FIAT, Alfa Romeo, Volkswagen and OMCSA.

Similarly, the girls who completed their studies in our secretary school easily found suitable positions.

The favorable conditions of these years facilitated the placement of all kinds of manpower. During these years, too, the conditions under which apprentices under twenty years of age were hired were also changed by most industries because of the lack of workers.

Towards the end of 1963 and 1964 the picture changed. The decrease in industrial working hours, the laying off of workers and the economic situation as a whole has again increased unemployment in Italy. ORT Italy has had to take the necessary steps in the face of this development.

Apprenticeship Service

This service began several years ago when a new law established that the employer was responsible for sending apprentices to special courses to complement knowledge acquired in workshop practice. Such lessons for young men, under twenty, were limited to three hours per week. This service may decrease in the future as the trend is now for factories to establish courses on their premises.

In 1960 43 apprentices courses were organized by ORT in Rome, Milan, Leghorn and Trieste. During the following years the number of these courses has gradually increased to 55. In 1964 these courses were reduced to approximately the same size as in 1960.

Production

During the years covered by this report, production in ORT schools increased, especially in Milan as curricula permitted the production of television sets and relaxation oscillators. This gave us an income of about one million lire in 1964.

Pedagogical Problems

The rapid development of industry and technological progress has upset the labor market in regard to demand and availability and has strongly affected production methods. To compete, industries, large or medium-sized, were forced to secure better and more modern equipment and to apply more rational working methods. This situation has considerably affected our teaching and teachers.

Some teachers, especially the older ones, do not know new methods. The younger ones, theoretically prepared, lack experience. We have largely overcome these problems through frequent teachers' meetings and seminars. Technicians of the larger companies also are invited to the meetings to put their knowledge at our disposal.

A representative of ENPI (National Organization for the Prevention of Accidents) often attends these meetings.

Another aspect of the general problem of assuring good teaching is that we must compete on salaries both with industry and the state schools.

In 1964 some of our teachers attended a seminar organized by the National Production Center in Rome to acquaint them with audio-visual methods. Another seminar was organized also in Rome by the World ORT Union in cooperation with ICEM to acquaint the English language teachers with the operation of the language laboratory.

In Milan, the experimental course started last year in social culture has been very successful. It was given by two psychologists of the ENPI for beginning students. It has enabled them to learn to live together and to overcome their personal problems. We hope that ENPI will continue with the course.

In the internat, we are putting particular emphasis on encouraging our students both to improve their own work independently and for the better students to help the poorer. We have, therefore, decided to offer frequent prizes, donated by the Women's Committee, during the school year for application and behavior.

Jewish Education

The program of Jewish education has been modeled after that suggested by Dr. Eisenberg -- history, religion and Hebrew language. In Rome and Milan, both programs are prepared in collaboration with local community leadership. We also encourage our students to participate in community activities.

Government Assistance, Fundraising, Membership Recruitment

Our relations with the government, especially with the Ministry of Labor, have been extremely cordial. Although the criteria for assigning courses became stricter, all of our proposals were accepted without delay. On many occasions, the Ministry praised ORT, stressing our teaching methods and examination results. Nevertheless, the subvention of the Ministry of Labor has not increased since 1952.

There was, however, a small increase in the subvention of the Ministry of Public Education. We also obtained an increase from 1,000,000 lire to 1,500,000 lire from the Amministrazione Provinciale.

Other contributions were received from the Chamber of Commerce, the Popular Bank of Milan, the Lombardy Association of Industrialists, and the Provincial Association for Technical Education.

Fundraising remains very difficult. More than half of the 40,000 Italian Jews are extremely poor. Only a few are really wealthy and these are continually called upon by the many Jewish organizations. In spite of this, with the help of Italian Women's ORT and of some close friends, we have each year succeeded in increasing steadily the amount of contributions.

In Milan, bridge and canasta parties are used for enrollment. This year a Purim celebration was organized by the vice-president of our Executive Committee, Mr. Gentili, at the Jewish Community school. During the celebration hundreds of new members joined our organization.

Activities of the ORT Committees

The direction of ORT Italy's program is given by the Board of Directors, the president and the secretary general.

As the Board's structure consists of twenty-five members scattered all over Italy, a small Executive Committee, under the presidency of Mr. R. Levi, was nominated, the purpose being to follow the activities of the organization more closely.

In the beginning of 1964, we had a great loss in the passing of its president, Professor Gino Luzzatto. He had led the organization for many years.

Only recently, a new president, General Giorgio Liuzzi, the former chief of staff of the Italian Army, was unanimously elected.

The direction of ORT Italy is assisted by a Financial Committee responsible for fundraising, by a Technical Committee, and a Women's Committee.

The Technical Committee is composed principally of engineers and technicians. In Milan, the Committee took an active part in revising the curriculum of the television course.

The Women's Committee, in addition to fundraising, organizes and supervises celebrations of the religious holidays. They also arrange bridge and canasta parties, outings and visits to various historic sights. Mrs. Marcella Ascarelli Ziffer, late president, had a book printed in 1962 containing recipes for Jewish cuisine and a pocket calendar highlighting the Jewish holidays. By selling ad space, a considerable amount was realized.

A new kind of membership group has been formed in Milan, composed of young professionals. It is called ORT-ISTI -- Informazioni, Studi, Scambi, Tecnici, Professionali, Italia, Israele -- and is interested in the exchange of technical and vocational information between the two countries. Its president is Dr. Lia Sacerdote.

A.S.O. (ORT Alumni Organization)

This organization intensified its activities each year and increased its membership. While the problem of premises was resolved years ago in Milan, a completely suitable location has not been found in Rome. At the beginning of the school year, a bar was set up in Rome similar to the one in Milan where pupils and alumni can meet.

The aim of ASO is to draw the pupils and alumni together by organizing conferences, visits to museums and factories, promoting all types of sports, and social gatherings.

The libraries in Milan and in Rome are administered by ASO. In order to maintain a close and friendly contact with its members as well as with those of other Jewish youth organizations, monthly dances and social meetings are held.

Cooperation with Other Organizations

In addition to the previously mentioned close cooperation with the Ministry of Labor and the Ministry of Public Education, frequent contacts took place with the local officers who are charged with the supervision of our teaching.

We have also maintained the friendliest of relations and contacts with AJDC. We frequently discuss our mutual problems and they greatly help us in the distribution of American surplus food to our students. Successful cooperation has existed for many years with the Jewish Community as well as with other Jewish welfare organizations. We have excellent contacts with non-Jewish organizations through our active membership in the Council of American Voluntary Agencies.

The Jewish press on all occasions has cooperated with us by printing and devoting a large amount of space to all our activities.

Dedication of the language laboratory in Rome was attended by representatives of the UN High Commissioner for Refugees, the World ORT Union, AJDC, HIAS, ICEM, USEP and members of the Roman Jewish Community.

In Milan, two non-Jewish organizations, Don Gnocchi "Pro Juventute" and Opera Pie "Istituto Marchiondi" have asked us to train some of their boys.

Social Assistance

Care is given to our students in Rome and Milan by the OSE doctors. This assistance is rounded out with visits, check ups and medical and psychological examinations by ENPI.

The greater part of our students in Milan are lodged in our internat where they receive full board. The internat is not at all institutional in the usual sense of the word. More help from the Women's Committee was needed in 1964, as many of our students were in dire want. Clothing, food packages and sometimes money were given to the students and their families.

The occasion of the visit of the WAO delegation, headed by its president Mrs. Rosenberg, gave them the opportunity to see the results of their help.

During the summer vacations a portion of our students are given the opportunity to attend vacation camps provided by OSE.

The family of the late Mrs. Giuseppina Di Capua-Ascarelli, our former social worker, donated a considerable amount in her honor. The interest accrued by this sum is utilized to send a student in poor health and without financial means to summer camps where his health can improve.

For many years now, an attendance premium is being deposited in bank savings books, to be delivered to students upon graduation, in order to help them at the beginning when earnings are still low.

All these programs of assistance are financed by WAO and by our Women's Committees.

Problems and Prospects for 1965

The increase in the enrollment of Jewish pupils begun last year will probably continue in the next years. Our campaign of direct recruitment of Jewish youth in small communities has been considerably intensified. For this purpose we have the full cooperation of the Jewish Community schools and the Community leadership.

As the refugee stream shows no signs of decrease, the serious problem of adequate premises has created much concern this year. At the last Council meeting, the director of ORT Italy was charged with finding the necessary premises by renting or by purchasing them.

Owing to the fast development of production methods in the electronics industry, a complete review of our curriculum has to take place in our TV schools. This task has been undertaken by our Technical Committee in Milan, which is also seeking the best way to open a course in compressed air since job possibilities are increasing in these skills.

In closing this report, we wish to express our deep satisfaction for the decision that the next Congress on the occasion of the 85th Anniversary of ORT will take place in Rome. This choice which we consider a great honor for ORT Italy gives us great responsibility and will require intensive work.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 10,592 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 1,805.

N E T H E R L A N D S

From its establishment in 1946, 4,515 people have benefited from the vocational training, retraining and primary manual training program of ORT Holland. During the last few years economic stability has brought full employment and a manpower shortage to the Netherlands. The Jewish population shares the general prosperity; the young people get a good public education, vocational and general. This means that ORT vocational courses are no longer necessary in our country.

We have, nevertheless, maintained the manual training workshops in the Jewish school, Rosj Pina, where boys and girls aged 10 to 14 learn to work with wood, leather, pasteboard and clay, and learn basketmaking and dressmaking.

ORT also continues its work therapy projects in two homes for the aged in Amsterdam, Beth Menouchah and De Joodse Invalide. In Apeldoorn, instruction in weaving and woodwork for handicapped children at the Achisomog Paedagogium has also been maintained.

With reduced staff, ORT Holland continues to operate a placement service for on-the-job training in certain specialized branches of industry. We have, for example, been able to provide this kind of training in the Philips Company in Eindhoven. Despite the great number of candidates, Philips is always ready to admit a few ORT students but, since instruction is given in Dutch, ORT students from other countries have not been able to take advantage of this offer.

All ORT alumni find work easily, either in the Netherlands or abroad, particularly in Israel.

Since we have closed the J. D. Meijerplein Center, we were able to send one lathe and two knitting machines to Israel. We gave several sewing machines, furniture and equipment to the local organization, "Joods Maatschappelijk Werk".

The students of the special study course for Israeli agro-mechanics organized by the Central ORT Institute have come to the Netherlands to visit experimental farms and agricultural machine factories every year during the last few years.

ORT Holland's budget is entirely covered by the Netherlands joint fundraising appeal, Cefina. Between 1960 and 1964, we received a total of Florins 174,528 (\$33,725). We also received Florins 4,000 (\$775) from the Netherlands Federation for Refugee Aid and a legacy of Florins 500 in 1964.

Every year after the Cefina campaign is over, we devote ourselves to membership recruitment. We are particularly successful in enrolling members among the parents of pupils at the Rosj Pina School.

Our monthly bulletin, edited by Dr. Polak, is sent to all members of ORT Holland, to interested organizations and to the Jewish communities.

Dr. A. Vedder, our president, died in September 1964. From his designation in 1947 and as long as his health permitted, Dr. Vedder gave full proof of his unstinted devotion. We are now in the process of re-organizing the committee.

Mrs. G. Wijsmuller-Meijer, secretary-treasurer, has donated the proceeds from the sale of her book, GEED TIJD VOOR TRANON [NO TIME FOR TEARS]. It will probably be published in an English translation.

ORT Holland has close relations with the different Jewish organizations : Joods Maatschappelijk Werk, Cefina (united appeal), Association Joodse Geestelijke Gezondheidszorg, Joodse Invalide and Beth Menouchah. ORT Holland operates workshops in the latter two institutions.

We also have very good relations with the Netherlands Federation for Refugee Aid. Mrs. Wijsmuller-Meijer is our delegate to the Federation.

Our social assistance cases are referred to the "Joods Maatschappelijk Werk" and the "Sociale Raad", the council of social agencies in Amsterdam, of which we are members.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 927 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 156.

N O R W A Y

The Norwegian ORT Committee was organized in January 1961 as a non-sectarian group with two major tasks: the first was to spread as widely as possible a knowledge and understanding of ORT's work; and the second was to raise funds for the furtherance of ORT's activities.

From the start it was clear that an ORT Committee in Norway could not raise sufficient funds to be meaningful through the ordinary medium of membership dues. This would require effort not possible for us with limited organizational funds. However, since all voluntary service organizations for refugees in Norway are coordinated through the Norwegian Refugee Council, the Norwegian ORT Committee applied for membership in this Council and was immediately accepted. Since this acceptance, the Norwegian Refugee Council has made direct contributions to the World ORT Union for specific projects earmarked for various ORT activities for refugees, and these contributions are detailed below. Meanwhile, it is interesting to note that many Norwegian ORT Committee members also serve as members of the Technical Assistance Board of the Norwegian government, and, it is hoped, there will be direct subventions granted to ORT in the future from the Norwegian government as is the case in other Scandinavian countries.

Work toward this goal received a setback in 1962 with the death of Bishop Fjellbu, who had devotedly served as chairman of the Committee from its formation. Mr. Hans Cappelen took over as the new chairman of the Committee in mid-1963, and hopes to continue and expand the work of his dedicated predecessor.

From 1961 to the end of 1964, the World ORT Union received \$40,000 from the Norwegian Refugee Council through the intervention of the Norwegian ORT Committee. This money has been earmarked for the school in Marseilles built primarily for North African refugees and repatriates. Other funds were granted for the retraining of refugees in France, and a special grant of \$5,000 was made for Algerian refugees at the World ORT Union Central Board meeting in Divonne in 1963. Newest project financed by the Norwegian Refugee Council and the United Nations High Commissioner for Refugees is the training of 15 Tibetan refugee boys at the ORT school in Iran.

In cooperation with the World ORT Union office in Geneva, the Norwegian ORT Committee is working out plans for further fundraising and membership activities which we hope will be fruitful in 1965 and years to come.

P O L A N D

The period covered by this report begins after 1957-1960 which witnessed the upheaval caused by repatriations from the USSR, and marks the beginning of stabilization of Jewish life. The adaptation of repatriates to living conditions in the Peoples' Republic of Poland is now behind us; the repatriates have now adjusted and are working. Existing SSCJ cooperatives are becoming stronger; these cooperatives have played a particularly important role in the economic and socio-cultural life of the Jewish Community. Migration still continues and SSCJ continues to work for integration of repatriates and a strengthening of the cooperatives. Statistics show that many difficulties have already been overcome.

In 1958 we began with ten cooperatives employing 950 persons and having an annual turnover of 28 million zlotys (fulfilling the plan for 1957). Later, this work expanded rapidly and productivity increased substantially. Below is a summary table showing progress largely as a result of the educational work performed by ORT :

Development of SSCJ Cooperatives

<u>Year</u>	<u>Number of Cooperatives</u>	<u>Number of Persons Employed</u>	<u>Fulfillment of Plan in Thousands of Zlotys</u>
1958	10	about 950	28,000
1960	11	1,041	50,000
1961	16	1,460	125,000
1963	17	1,959	214,000
1964 *	17	1,980	240,000

[*Forecast]

Despite migration, Jewish life continues with full vigor. Economic institutions have not only been maintained but expanded and strengthened. All branches of Jewish social and cultural work have continued to develop and new fields of activity have been added. SSCJ clubs have maintained their activity; choral and dramatic societies are growing; the "Idych Boukh" publishing house has continued to function and has published dozens of books; newspapers and magazines appear; Jewish schools continue their work; youth activities continue to expand; youth clubs are attracting growing numbers of young men and women; the Jewish theater, the History Institute and Jewish social work activities have grown; to these, of course, ORT must be added.

The ORT Network in 1960 and Today

From 1957-1960, adult education was ORT's main field of activity. The intensive work done has already yielded substantial results. The number of potential adult students has since diminished, however, as the influx of repatriates seeking training decreased. On the other hand, a flow

of applicants for training has resulted from the cutting of civil service in Poland. Redundant officials seeking new employment have to be re-trained. At the same time, candidates for the proficiency certificate and the master's diploma increased as did persons wishing advanced training. The following table shows the average number of ORT students, per month, during the years 1960-1964 :

Number of Persons Trained by ORT

Year	<u>Trained in Schools</u>			<u>Trained in Service</u>			<u>Total Trained</u>			
	No. of Classes	Men	Women	Total	Men	Women	Total	Men	Women	Total
1960	56	276	638	914	393	254	647	669	892	1,561
1961	45	214	478	692	215	236	451	429	714	1,143
1962	36	145	368	513	136	159	295	281	527	803
1963	36	191	419	610	126	157	283	317	576	893
1964*	46	198	419	617	108	157	265	306	576	882

[*Figures for the first eleven months of 1964]

Extension Courses
Graduation Courses
Secondary School Certificate Courses

	<u>Extension Courses</u>				<u>Proficiency Certificate & Master's Diploma</u>				<u>Primary and Secondary School Certificates</u>				<u>Total</u>			
	1960	61	63	64	1960	61	63	64	1960	61	63	64	1960	61	63	64
Number of Courses	6	7	10	16	-	10	7	3	-	-	3	4	6	17	20	23
Monthly Average	37	25	101	126	-	88	70	26	-	-	35	63	37	113	206	215
Monthly Average for all Adults	-	-	-	-	-	-	-	-	-	-	-	-	1561	1143	808	882
Percentage of Total	-	-	-	-	-	-	-	-	-	-	-	-	3.5%	10%	23%	25%

A comparison of the 1960 figures with those for 1963 and 1964 shows that the fall in the number of students has stopped and that there has even been some increase in 1962 and 1963. This is due to the causes explained above and is illustrated by the above table. The figures show that the attendance in the extension courses has been constantly growing. Taking all the extension courses together, we see that the monthly average of students attending these courses increased from 37 in 1960 to 215 in 1964. The percentage increase has been as follows : in 1960 the number of students at the extension courses represented 2.5% of the total number of students. In 1963, they were 23% and in 1964 25% so that the figure for the percentage has increased tenfold over the period 1960-64.

This, however, is not the only reason for the increase in the number of students. The growing number of young students also contributed to this increase.

Demographic pressures have been so strong in Poland that notwithstanding the large-scale school construction plans, many of the young cannot find room in day schools and seek training in vocational institutions. The students who attend our courses belong to this group.

Age of Students

Age Group	November 1960			November 1961			November 1963			November 1964		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
14-18	53	34	87	54	51	105	92	97	189	104	141	245
19-25	54	113	167	39	65	104	47	70	117	32	69	101
26-40	176	446	622	102	337	439	51	224	275	41	192	233
41 and over	199	278	477	163	197	360	154	231	385	100	224	324
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Totals	482	871	1,353	358	650	1,008	344	622	966	277	626	903

It will be seen from this table that young people between the ages of 14 and 18 accounted in 1960 for 6.5% of the total, in 1961 for 10%, in 1963 for 21% and in 1964 for 27%, i.e., a four-fold increase.

Educational Trends during the Past Five Years

1] Training of Youth Leaving Primary School

The increasing number of young students attending certain courses has necessarily had an influence on the direction of these courses. Young people leaving primary school must be given a full general education and vocational training to enable them to hold their own with the young graduates of the ordinary vocational schools. In this way, we not only fulfill our duty toward Jewish youth who have placed their trust in us, but also comply with the public requirements for education.

It is for this reason that the curricula of certain courses have been changed in recent years. During the present school year (1964/65), with the approval of the Ministry of Education, we have started at Wroclaw a three-year course which provides the complete curriculum of the State basic vocational training schools. The course leads to public examinations before an outside jury, so that our graduates will have the same rights as the graduates of State schools. Our license to teach from the Ministry of Education has accordingly been broadened. The general curriculum laid down by the State has been supplemented with tuition on the history of the Jews. We must also provide tuition in Yiddish.

We consider this course as a most important change in our work and as a valuable innovation for Jewish youth living in Lower Silesia, particularly in small townships.

There is an obvious need to enlarge our premises and to improve the equipment of these courses in respect to machines, installations and school supplies, and also to organise boarding facilities, or at least to provide school meals. We have already succeeded in obtaining premises; the equipment is in the process of being completed. We rely on WOU assistance in this matter.

2] Secondary School Certificates

Classes are provided for persons holding posts which are reserved for secondary school graduates. With the growing number of young graduates in senior posts and with the increasingly higher standards of professional qualifications in the country, older workers find themselves faced with stiffer requirements. In Poland, the byword is "Poland - the land of those who study", so that persons who are not fully qualified find themselves obliged to supplement their education. We have organized secondary school certificate classes -- spread over a three-year course -- for the purpose of helping the numerous workers among the Jewish population who are threatened with the loss of jobs. We have now two classes of this type at Lodz (one third-year and one second-year class) and one at Wroclaw. There are also primary school certificate classes at Zary and Walbrzych.

3] Training Women and Invalids

Classes to train women and invalids for work in their own homes have been in existence for some years.

4] Executive Secretarial Training

Classes are conducted in Warsaw up to the second year level.

Other Types of Training

Apart from new training schemes initiated in the last four years, work continues with the regular educational activities. We have in-service vocational training schemes (SAP) for adults starting with the basic essentials such as dressmaking courses for women, etc.

TME

This activity has expanded and continues to grow.

<u>Date</u>	<u>No. of Groups</u>	<u>No. of Participants</u>
Jan. 1, 1961	39	440
Jan. 1, 1962	38	433
Jan. 1, 1963	54	633
Jan. 1, 1964	59	724
Jan. 1, 1965	51	648

The number of trades taught has increased : gardening, domestic sciences and knitting have been added.

The great majority of our students are craftsmen, workers, office employees of cooperatives and factories, or the children of such persons. A few students from families of professional backgrounds are also to be found among those benefitting from the TME scheme.

ORT Graduates

During the years 1957-1959, 3,936 persons (1,503 men and 2,433 women) completed ORT courses.

The following table gives the number of graduates for the years 1960 to 1964 :

<u>Year</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1960	949	1,119	2,068
1961	681	937	1,618
1962	414	637	1,051
1963	288	596	884
1964	464	578	1,042
	=====	=====	=====
Totals	2,796	3,867	6,663
1957-1959	1,503	2,433	3,936
1960-1964	2,796	3,867	6,663
	=====	=====	=====
Grand Totals	4,299	6,300	10,599

[Note : The above figures do not mean that 10,599 different persons were served, but that 10,599 different courses of study were completed. The same person can have completed two or three ORT courses at various intervals, e.g., (1) a vocational training course; (2) an advanced training course after some time; (3) a course leading up to the examination for the proficiency certificate or the master's diploma.]

Teaching Problems and Methods

New classes, especially for youth, and courses for the secondary high school certificate have given rise to a number of teaching problems. Because we do not have our own fully-equipped workshops and physics and biology laboratories, we must combine the work at our centers with in-service training on the job or tuition in other schools. We shall try with time to improve our equipment, at least in Wroclaw and Warsaw, to provide an increasing portion of the training in our own centers.

Jewish Education

Our teaching of Jewish subjects is confined to the history of the Jews and Yiddish language classes. Jewish cultural activities are carried on either by ORT alone or jointly with the cultural committees of SSCJ. Jewish newspapers and books, the Jewish theater, cultural activities of clubs, meetings with Jewish writers, all contribute to keeping our students in touch with the cultural life of the Jews in Poland. The participation of ORT and its students in cultural activities is not merely a passive one; through their membership in choral and dramatic societies, they are also creative. This is one of the main ways in which we cooperate with SSCJ.

Apart from the organizational ties between us and SSCJ (ORT is, according to its constitution, part of SSCJ although it carries out its educational activities independently) the activities of the two bodies are closely inter-connected in a number of fields.

Our participation in economic activities has a deep implication. While recognizing that the main credit in the matter should go to SSCJ and to AJDC for its help, it should also be stressed that ORT plays a very important role in the work of consolidating the economic bases of the Jewish population. This importance is universally recognized, both by SSCJ and by the people. The speed with which ORT acts whenever a need arises and the effectiveness of this action are fully acknowledged by all. Reference must also be made to ORT's share in Warsaw and in Geneva, in the work of assisting SSCJ cooperatives.

We shall conclude with a reference to Jewish social work, to which the ORT Committee in Warsaw and the ORT provincial commissions have been contributing for many long years, with a total of about 75 ORT social workers. The work of the Warsaw Commission and that of the Wroclaw and Lodz Commissions deserves to be specially commended.

Problems and Prospects

For the near future, we expect our work to continue as in the recent past. The number of adult men learning trades will probably decrease somewhat. On the other hand, the number of women learning to work at home and that of retired and invalid persons training for light work, can be expected to increase. The number of students attending extension and graduation courses will remain constant or will increase.

The classes for young people leaving primary school are bound to expand, particularly at Wroclaw and Warsaw. We consider this to be one of the main lines of activity for the future.

The success achieved by the TME groups also bears witness to the enduring character of this sector of ORT work. The TME workshops must, however, be modernized and their equipment improved. Additional equipment and apparatus are necessary.

Drawing up a balance sheet of past activities and making a general analysis of the prospects for ORT activities in 1965 and the forthcoming years, we can say that ORT has sufficient basis on which to continue its action at the present level and even to expand it.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 10,802 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 1,592.

S W E D E N

ORT Sweden continued to try to increase its support to the World ORT Union during the period under review. Its field of activity includes fundraising, membership recruitment, and a constant information campaign to the government and both Jewish and non-Jewish public opinion.

ORT Sweden has contributed a total of \$110,206 between 1960 and 1965. This includes allocations from the Swedish government which continues its generous support of the ORT program, particularly in Israel and in France.

In Stockholm, ORT participates in the Magbit drive. Contributions are also received from different voluntary organizations and foundations. The Jewish Women's Club of Stockholm regularly contributes to Women's International ORT.

In 1963, Mr. Ragnar Sachs resigned after many years as president and now serves on the Executive Committee. Mr. Gunnar Josephson was elected president and Mr. Ivar Philipson vice-president.

Technical assistance to developing countries is a subject which greatly interests the Swedish government. The Swedish ORT Committee maintains and increases its contacts with different government agencies to inform them of ORT's program and projects in this field.

Official interest in ORT is demonstrated by the visit of Prime Minister Tage Erlander to ORT schools in Israel during the course of a recent official visit to that country. He showed particular interest in the courses given to Africans at the Lvovich Center in Natanya.

SWITZERLAND

Swiss ORT has not only consolidated its influence during the last five years but has extended it with increased membership. At the beginning of 1965, Swiss ORT had more than 1,300 members and Swiss Women's ORT 1,200.

This accomplishment can best be seen by taking into account the fact that Switzerland has a total Jewish population of 22,000.

In October 1963, Mr. Victor Loeb of Berne became president of Swiss ORT. He succeeded Mr. Armand Brunschvig, president and founder who became honorary president. Mr. Hans J. Bär of Zurich was elected president of the Executive Committee and Mrs. Andre Maus, fundraising chairman.

Each autumn fundraising campaigns are organized in the big cities. It has become traditional that they be inaugurated by well-known personalities such as Mr. Daniel Mayer, Baron Elie de Rothschild, former French minister Diomede Catroux, and Mr. Charles H. Jordan, AJDC director-general. Through the tireless effort of Mrs. Maus, fundraising increased from Sw.Fr.118,225 (\$ 27,494) in 1960 to Sw.Fr.220,984 (\$51,392) in 1964.

The total of receipts including membership dues for the period 1960 to the end of 1964 was Sw.Fr.769,967 (\$179,062). The total collected by the women's committees during this period came to Sw.Fr.416,350 (\$96,826).

The Swiss government has shown great interest in ORT's program, particularly regarding technical assistance projects to developing countries. The technical cooperation agency of the foreign ministry applied to ORT to train a group of Congolese foremen and vocational training instructors and then a group of Iranian vocational training instructors at the Central Institute, assuming the cost of these special courses. Further details on this project are found in the report of the Central ORT Institute.

The semi-official agency, Swiss Aid Abroad, to which Swiss ORT is affiliated, continues each year to make contributions to the ORT programs in Poland, Iran, India, Morocco and Israel. During the period 1960-1964, these contributions came to Sw.Fr.280,100 (\$65,140).

The city of Zurich which has allotted a special fund of Sw.Fr.950,000 (\$220,930) to developing countries, gave ORT Sw.Fr.100,000 (\$23,260) toward the construction of the Basic Education Center in Casablanca.

The Bona Terra Foundation, whose president is Professor Paul Guggenheim, gives scholarships worth about Sw.Fr.27,000 (\$6,280) to the Central Institute in Anieres.

ORT's activities have good coverage in the French and German language press. The new teaching methods, for example, have been reported at great length in the daily press and in periodicals.

Women's Committees

The Swiss ORT Women's Committees have emphasized membership recruitment during the period under review. The last campaign brought one hundred new members, giving a total membership of 1,200.

The following figures reflect our development. In 1961, the average contribution was Sw.Fr.25.80 (\$6.00); in 1962, it was Sw.Fr.35.50 (\$8.25); in 1963 it was Sw.Fr.40.00 or \$9.30 and in 1964 Sw.Fr.51.60 or \$12.00. In 1964, too, our contribution to Women's International ORT increased by 24.7%, thereby more than fulfilling our pledge of a 20% increase. Also in this year, Swiss Women's ORT contributed Sw.Fr.82,487 (\$19,183) to its various projects.

The different women's committees establish fundraising projects best adapted to the situation in their city. These include bridge tournaments, lectures, theater benefits, sales, balls.

There were the following changes in leadership in 1963 : Mmes. Cecile Guggenheim-Neuburger of Zurich and Alice Schwob of Berne resigned for health reasons. They were replaced by Mrs. Lucy Bloch-Woog in Berne and by a committee in Zurich composed of Mmes. Denyse Gut-Lipman, Nicole Bollag-Bloch and Sylette Gurny. In Basle, Mrs. Ruth Bollag remains president. Mrs. Maus is both president of Swiss Women's ORT and of the Geneva Committee.

In 1962 and 1963, Swiss Women's ORT took upon itself the task of participating with French ORT in the integration of the Algerian repatriates. This meant several extra fundraising campaigns which were carried out successfully. Another special effort was made in 1964 to help ORT Iran repair the damage to their buildings, particularly the dormitory, due to a rigorous winter.

Another project of Swiss Women's ORT is an annual allocation of Sw.Fr.12,000 to the Institute for the Deaf in Casablanca.

The Central ORT Institute in Anieres, in a Geneva suburb, is the focus of our local activity. In addition to a regular subvention, we help those students who need such help with clothing, jobs and money.

Alumni Association

The Swiss Alumni Association has increased its social and cultural activities during the period under review.

Special lectures have been given. We also offer an English course weekly in the language laboratory of the Institute.

These projects serve not only to maintain contact with alumni but also give them the opportunity to advance their own careers.

The five year period 1961-1965 was marked by a rapid expansion of the national economy as a whole.

Efforts were mainly concentrated on development of industry which was faced with the important task of absorbing immigrants with the re-employment of the economy. All this in view of the rapid growth of the population and Israel's position as a nation which has not only to affect the standards of living.

The increase in the number of agricultural workers, a process which is still going on throughout the world, was also reflected in Israel.

Plans for industrial development prepared by government bodies are based on the assumption that immigration -- the factor for integration into the economy -- will continue to be a major element in the years immediately following the year of independence. It would be better to plan on this basis for the future development activities.

The main objective of the government's economic policy is to be achieved by industrialization, by increasing productivity and with a high quality of labor force. The government is also planning to attract foreign capital and technology.

I S R A E L

The goal of the government's economic policy is to be achieved by industrialization, by increasing productivity and with a high quality of labor force. The government is also planning to attract foreign capital and technology.

According to the plan for the period 1961-1965, the government's economic policy is to be achieved by industrialization, by increasing productivity and with a high quality of labor force. The government is also planning to attract foreign capital and technology.

In order to achieve industrial development, the government is planning to attract foreign capital and technology. The government is also planning to increase productivity and with a high quality of labor force.

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Introduction

The first part of the report deals with the general situation of the country during the period 1945-1950. It is divided into two main sections: (a) the political situation and (b) the economic situation.

The political situation is characterized by a period of transition from a military dictatorship to a constitutional democracy. The main features of this period are the establishment of a new constitution in 1946, the holding of general elections in 1948, and the formation of a new government in 1950.

The economic situation is characterized by a period of rapid growth and development. The main features of this period are the implementation of a five-year plan in 1946, the achievement of a high rate of growth in the early 1950s, and the establishment of a new economic system in 1950.

The second part of the report deals with the specific details of the political and economic situation. It is divided into two main sections: (a) the political situation and (b) the economic situation. The political situation is characterized by a period of transition from a military dictatorship to a constitutional democracy. The economic situation is characterized by a period of rapid growth and development.

The third part of the report deals with the specific details of the political and economic situation. It is divided into two main sections: (a) the political situation and (b) the economic situation. The political situation is characterized by a period of transition from a military dictatorship to a constitutional democracy. The economic situation is characterized by a period of rapid growth and development.

Another aspect of the report is the role of the government in the development of the country. It is divided into two main sections: (a) the political situation and (b) the economic situation.

The fourth part of the report deals with the specific details of the political and economic situation. It is divided into two main sections: (a) the political situation and (b) the economic situation. The political situation is characterized by a period of transition from a military dictatorship to a constitutional democracy. The economic situation is characterized by a period of rapid growth and development.

Conclusion

The report concludes that the country has made significant progress in the development of its political and economic systems. It is divided into two main sections: (a) the political situation and (b) the economic situation.

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I S R A E L

The five year period 1960 - 1964 was marked by a rapid expansion of the national economy as a whole.

Efforts were mainly concentrated on development of industry which was faced with the important task of expansion commensurate with the requirements of the economy. All this in view of the rapid growth of the population and Israel's desire to achieve economic independence without affecting the standard of living.

The decrease in the number of agricultural workers, a process which is felt today throughout the world, was also evidenced in Israel.

Plans for industrial development prepared by government bodies are based on the assumption that agriculture -- the foundation for integration policies in the period before the establishment of the state and in the years immediately following the War of Independence -- would no longer lead future development activities.

The basic problems of the country's economy could only be solved by industrialization, by increasing production at world prices and with a high quality of goods to satisfy the demands of the importing countries.

The goal of the first plans for industrial development published in 1959 were almost completely attained long before the stipulated period elapsed. If, in some branches, not all the possibilities were used fully, it is clear that it was not a lack of initiative or investment that led to delays and prevented implementation of the plans to a wider extent. The main difficulties arose because of the lack of professional "know-how" and a growing shortage of properly trained manpower.

According to the plans for industrial development for the years 1965 - 1970 as prepared by the Ministry of Commerce and Industry, the annual product will reach nine to ten billion pounds in 1970 as compared with five billion in 1963. If this increase is achieved it will permit considerable reduction in the present trade gap as industrial exports will reach the amount of 750 million dollars, compared with 261 million dollars in 1963.

In order to double industrial production, another 100,000 workers (315,000 in 1970 as against 231,000 in 1963) will be required, including 65,000 skilled workers, plus about 30,000 replacements for retiring workers and those leaving their professions. This means training 13,000 skilled workers every year.

Skilled workers and technicians are basic to successful industrialization.

Modern equipment and work methods require wide general education since responsibility placed on each worker is greater. Therefore, technical and industrial development demand a higher standard of education and vocational training. In a modern economy the worker must be trained to be flexible in view of the changing requirements of modern technology.

A worker without proper vocational training, with limited outlook, will be an obstacle when necessary changes brought about by technical developments are introduced in production processes.

While these facts are generally well known to those groups dealing with manpower policies, the position is still difficult.

What was the contribution of ORT Israel in the training of skilled manpower for industry? Following is our record :

1] Graduates of Classes and Courses

In the period under review, 15,885 young people and adults completed their studies. Of these, 4,240 graduated from three, four and five year vocational high schools, 1,296 from pre-vocational classes after having studied for two years during their seventh and eighth grades at elementary school, 3,152 completed apprenticeship and pre-apprenticeship classes, 601 were enrolled in Yeshivot and other religious institutions, and 6,596 adults graduated from vocational courses.

As yet no method exists to enable us to determine what percentage of these graduates was absorbed in industry in the trades which they studied and the extent of their advancement in the factories due to the practical and theoretical knowledge they acquired in the schools. As far as some contact has been maintained between the schools and their graduates we could see that the majority of them were given the opportunity to improve their knowledge even further during their Army service and to find a place in industry as skilled workers capable of adapting themselves to the requirements of the factory. ORT graduates hold positions as foremen in a number of enterprises. Many of them are in responsible positions in the workshops of various settlements, others have entered cooperatives or opened their own workshops in development areas. Several hundred of our graduates are teachers and instructors, a smaller percentage has been admitted to the Technion. We also know of graduates who were employed in research work after continuing their studies abroad.

The choice of trades and sections is made in consideration of the requirements of the national economy. We were requested to open different kinds of schools and to teach various specific trades, for the shortage of manpower is felt in all sectors of industry which is in need of workers with different levels of skills and theoretical training.

The five-year section, with an additional half year for the diploma work, is intended to solve the problem of technicians with a high standard of education. The serious shortage of technicians resulted in engineers being employed in practical work, a move which increased production costs and prevented many engineers from carrying out their natural tasks of research and planning. The short courses which provided additional theoretical studies for graduates of ordinary vocational schools could not solve the problem of training highly qualified technicians.

The Technicum in Givatayim and at the Syngalowski Center gave talented youngsters the chance to reach, after five years study, the high level of technical-theoretical education required of first class technicians in all advanced countries in Western Europe.

The four year schools, with a wide program of theoretical studies, supply to industry skilled workers with a sound basic professional and technical knowledge. These graduates advance very quickly and the more talented eventually become foremen.

The three year schools train skilled workers in two groups : the regular stream has theoretical studies at the standard of ten years schooling and the industrial stream where stress is on practical work and theoretical studies adapted to the educational level of the students. Both these streams are designed for graduates of eight years of elementary school. In addition, for those with ten years schooling, there is a two year section teaching trades which require a higher general background such as draftsmen, office administration, chemical and industrial laboratory assistants.

The 7,000 students studying at the beginning of 1965 in the vocational high schools of ORT Israel constitute almost 30% of all students in vocational high schools throughout the country. This number is only about half the total ORT student body, but it takes up the larger part of the budget because of the high costs of maintaining a student in these schools. This year costs reached 1,100 Israeli pounds, in addition to investments in buildings, equipment, furnishing and other one-time expenditures.

Other types of schools also play a large part in ORT's contribution to vocational training : 4,300 apprentices studying in day-time apprenticeship classes, in guided apprenticeship and in the factory schools are the foundation for the expansion of the apprenticeship program, which in the course of the next few years will attain its proper place in the field of vocational training. ORT played its part in transferring the courses for apprentices from evenings to day time -- a change which has brought about reduction in drop outs and a higher standard of studies.

ORT initiated the program for factory schools, so important in industrialized countries, and has developed these schools by cooperating with industries in preparing a cadre of skilled workers.

The workshops in the Yeshivot and other religious institutions are under the supervision of ORT, and with our financial assistance are training artisans with a traditional religious background to earn their living in productive labor.

About 1,000 adults use ORT schools every year in various theoretical and practical courses. Many are already employed in industry and wish to improve their ratings. Others receive vocational instruction in courses intended for new immigrants and de-mobilized soldiers with no profession. Of special importance are the courses of the Institute for the Training of Instructors, Foremen and Technicians, which are run in cooperation with the government and other public bodies.

There is considerable variety in the trades taught :

For the past five years, 66.4% of the graduates studied the basic trades of Israeli industry -- metal work and electricity (metal work includes general mechanics, precision mechanics, tool making, agro-mechanics, auto mechanics, die making and optical instruments; the electrical trades

include electro-mechanics, radio, electronics, refrigeration and air conditioning, auto and telephone electricity). The other trades included 2.7% in construction, 5.8% in carpentry, 1.9% in textile trades, 7.5% in construction drafting, 10.4% dressmaking, and 5.3% in various other trades including chemical and medical laboratory assistants, home economics, ladies hairdressing, etc.

In all 29 different trades are being taught today in the institutions of ORT Israel.

2] Expansion of the Network during 1960-64

The consolidation of ORT's institutions during the first ten years of our activities in Israel, and an increase in the understanding among the general public of the importance of vocational training enabled us to speed up our development during the period under review. A large percentage of elementary school graduates sought admittance to the ORT schools, which had acquired a reputation for the high standard of studies and the services provided for their students. We could not always take in all those who turned to us and every year we were faced with heavy pressure from the hundreds of candidates for whom we had no space. This was especially felt at the Syngalowski Center, the large school established with funds from a special allocation of the Women's American ORT to perpetuate the memory of the late chairman of the World ORT Union, as well as at the Technicum in Givatayim, the only one of its kind in the country.

In some of the schools there was a selection of pupils by means of entrance examinations; others did not accept those with only average marks on their eighth grade elementary school reports.

It became absolutely clear that ORT, with the means at its disposal, could not solve all the problems of vocational training in the country and as long as the government did not take upon itself the burden of secondary vocational education and create the conditions under which the activities of the various networks would meet the requirements in the field of vocational training, there would be many large towns without a vocational training school and so not all elementary school graduates could learn their chosen profession. According to official statistics today there are still about 30,000 youngsters in the 14-18 age group who do not study and do not work, while at the same time there is a shortage of trained workers in all branches of the economy.

The position at the end of 1964 is good in comparison with the end of 1959. In the present school year there are 24,000 youngsters in vocational training schools throughout the country, as compared with less than 10,000 five years ago. ORT's contribution to this increase is considerable.

At the end of December 1964 there were 14,400 students, young and adult, in the various institutions of ORT, as against 5,620 at the end of December 1959. These figures show an average annual increase of 20%, and if we compare this with the development in the years proceeding the period covered by this report we see that during these five years the network has grown one and a half times. That is to say, in this period we have grown more than in the previous ten years (1949-1959).

The number of pupils at the end of each year was :

December 31, 1959	5,620
December 31, 1960	6,830
December 31, 1961	9,639
December 31, 1962	11,414
December 31, 1963	13,021
December 31, 1964	14,400

The number of students does not give a picture of our progress according to various fields, therefore the table below is given to show the number of pupils in the different types of schools :

	<u>Dec.</u> <u>1959</u>	<u>Dec.</u> <u>1960</u>	<u>Dec.</u> <u>1961</u>	<u>Dec.</u> <u>1962</u>	<u>Dec.</u> <u>1963</u>	<u>Dec.</u> <u>1964</u>
Pupils in vocational high schools	3,121	3,794	4,741	5,510	6,315	6,783
Pupils in other post elementary schools	85	78	107	223	264	505
Pupils in pre-vocational schools	1,037	772	323	312	313	345
Pupils in pre- and apprenticeship courses	314	1,222	2,745	3,078	3,500	3,987
Pupils in Yeshivot and religious institutions	145	214	675	1,020	1,407	1,789
Pupils in adult courses*	918	800	1,048	1,271	1,222	991

The increased number of pupils in the vocational high schools was the result of :

- a) Opening of schools in new localities
- b) Expansion of the existing schools by opening new departments, additional classes in the departments already in existence, and especially the addition of first year classes which give a broad basis for the eventual growth of the school
- c) Increase in the number of pupils in each class.

Secondary-Vocational Schools

Since the Congress of the World ORT Union which was held in London in October 1960, vocational high schools in four new localities have been added to our network -- Beer-Sheva, Haifa, Nazareth and Magdiel.

The school in Beer-Sheva, for chemical and industrial laboratory assistants, operates in cooperation with the municipality and was established with a donation from an American benefactor, Mr. B. Margolin who put at our

disposal the money required for the construction of the building, its equipment and furnishings. The two year program is adapted to the requirements of the industries in the Negev capital.

Candidates with ten years schooling are admitted and classes are held within the framework of the municipal high school which is also responsible for the implementation of the program and the administration.

ORT planned the school, determined the curriculum and supervises its implementation, in addition to planning and carrying out the construction, supply of equipment and furnishings.

The two year school for chemical and industrial laboratory assistants which was opened in the 1962-63 school year in Haifa is of the same type as the Beer-Sheva school, and is operated in cooperation with the municipality within the framework of one of the high schools. Our two partners cover an equal part of the operational budget. The municipality supplies the built-up area with its equipment and furnishings. ORT plans, works out the curriculum and supervises all stages of its implementation.

The two schools for laboratory assistants with two classes in each supply to a certain extent the demand for laboratory workers in chemistry and industry. Graduates of the schools are successfully employed as assistants in enterprises employing chemists with academic background, and in smaller factories they work independently.

In Nazareth we established at the recommendation of the Arab Department of the Prime Minister's Office a school for children of the minority communities. This school is run on the basis of a contract between three partners : ORT and Amal, on the one hand, and the Histadrut and the municipality. The municipality has promised to erect the building but has not as yet kept to its undertaking and the school is hence being run in temporary premises which do not permit expansion. ORT and Amal undertook responsibility for the equipment, furnishings and sixty percent of the operational budget. The technical-pedagogical management and administration is divided between ORT and Amal who have invested considerable effort in consolidating the school and improving the studies. This year there are three classes in mechanical locksmithy, with 80 pupils. The future of the school depends on the building program.

In Magdiel a vocational training school has been opened in place of the agricultural school which existed in the Mossinsohn Educational Institute, one of the educational institutes of the Liberal Party. The Institute, which is residential, is supported by Youth Aliyah whose wards constitute the majority of the students in the school.

The school made rapid progress and today there are 223 pupils in ten classes, studying three trades : general mechanics, electronics and home economics. Further development can be expected here. In addition to the students at the residential school, which is of great importance in view of the small number of vocational training schools with dormitory facilities, children from the surrounding settlements also study there.

ORT assists by providing the school with mechanical equipment, planning the workshops and supervising the professional studies, without participating in the operational budget.

New Departments and Courses

In the years under review, we were under continual pressure from municipal authorities and other public agencies to open new classes and departments in the vocational schools in order to provide for the increasing number of graduates of elementary schools applying for admittance to our schools.

To meet these needs, more buildings, equipment and furnishings are required, in addition to the difficult problem of suitable staff for administration and teaching.

Many efforts were made to overcome the difficulties. The results were generally encouraging with a few exceptions in new immigrant settlements where the schools have not yet started to develop and which are in the center of our activities for the future.

This year there are 246 classes in 23 vocational training centers at the secondary school level as compared with 147 classes in 19 centers at the end of 1959.

In the three large centers (Syngalowski, Natanya and Givatayim) there are, this year, 2,844 youngsters in 95 classes, as against 1,380 pupils in 55 classes at the end of 1959.

In each of the four medium-size centers (Jerusalem, Holon, Rehovot and Kefar Sava) the number of pupils is 250 to 450, with a total of 1,521 students in 63 classes, compared with 606 in 33 classes at the end of 1959.

The 16 other centers have less than 250 pupils in each, and the total is 2,418 in 88 classes, compared with 12 centers with 1,135 pupils in 59 classes at the end of 1959.

The increase in first year classes made it possible to open new departments and so introduce variety in the trades taught :

Syngalowski Center: A Technicum for electronics and electro-mechanics was opened, with a five year period of studies. Four-year departments for tool and die making and precision mechanics, as well as a three year section for telephone and telegraph workers were also opened.

Natanya: We opened a section for catering trades, with specialization for waiters and cooks, departments for electronics and instrument making and technical and construction drafting for students with ten years schooling. There is also a one year course in electronics for students with a minimum of ten years schooling, who after this one year continue their studies in Army workshops.

Givatayim: Within the framework of the machine construction section of the Technicum, and in addition to the classes for refrigeration and air conditioning that were already in existence in 1959, we have opened classes for mining technicians in cooperation with the Israel Mining Company, for technicians in paper manufacture in cooperation with the American-Israel Paper Mills, Hadera, and for optical instruments in cooperation with Goldberg Instruments Ltd. During the current school year, a four year department for technical drafting, intended for graduates of elementary schools, started.

Jerusalem: In addition to the four year department for general mechanics which was already in existence in 1959, we also maintain a three year practical department.

Holon: At the end of 1959 we had first and second year classes in general mechanics. Today there are departments for auto mechanics and two departments for general mechanics, one of four years and the second with a three year period of studies.

Rehovot: A department for electronics has been opened.

Kefar Sava: A three year department for electro-mechanics has been added as well as a four year tool making section and a two year course for construction drafting for students with ten years schooling.

Herzlia: A three year department for electro-mechanics has been opened as well as a two year section for construction drafting for students with ten years schooling.

Ramat Gan Girls' School: We have added two new departments to the existing four year haute-couture dressmaking section -- drafting for interior decorators with a four year period of studies, and a two year section for office administration, intended for students with ten years schooling.

Tel Aviv Girls' School: A four year department for ready-made dressmaking was opened, and the two year seminar for the fashion trades accepts graduates of four year vocational schools.

Bnei-Brak Girls' School: A two year department for construction drafting, of the same type as those at Natanya, Herzlia and Kefar Sava, has been opened.

The increase in the number of elementary school graduates interested in studying at vocational high schools and improvements made in the school buildings made it possible to open larger first year classes, which has affected the number of pupils in the higher classes. Classes are also better filled as a result of reduction in the percentage of dropouts brought about by a more careful selection among candidates for admittance to the first year, and the consolidation of the schools, combined with a rise in the standard of studies. This improvement was also influenced by the opening of three year departments for practical locksmithy, with a wider practical program and a consequent reduction in theoretical lessons.

Other Post-Elementary Schools

During the period under review there were no significant changes in the other post-elementary schools.

These schools are not under the supervision of the Vocational Training Department of the Ministry of Education and Culture.

At the end of 1959 we had two such schools : A three year evening school for dressmaking in Jaffa, and carpentry workshops at the Institute for Backward Children in Tel Litwinsky.

The girls' school, which was transferred to central Tel Aviv, continues to fulfil an important task in teaching a trade to girls from the poorer sections of the population who work during the day -- mostly as domestic employees -- and study at our school in the evenings. At Tel Litwinsky the study of a trade constitutes the basis for preparing backward children to earn a living after leaving the Home.

During this period, a number of new schools of this type have been added :

Ramat Gan: A two year evening school for medical laboratory assistants for graduates of 12 years schooling has been opened. Those completing our school easily find employment in hospitals and Kupat Holim or private clinics.

Kiryat Yearim: Carpentry and mechanical locksmithy workshops have been started in the Institute for Backward Children.

Ashkelon: Classes for mechanical locksmithy at the two year religious school are held in our vocational high school.

Natanya: In cooperation with the Ministry of Foreign Affairs, classes for students from the emerging nations of Africa are held at the Natanya school. The students live in a dormitory which was erected on the school grounds and take an intensive course conducted in the languages spoken in their countries (French or English). The classes are divided according to the trades studied -- general mechanics, agro-mechanics, electricity and carpentry. Some of the students, on completing the basic course, are trained as instructors for schools in their own countries.

At the time of this report, there are in Natanya 80 students from various African countries including Nigeria, Ghana, Liberia, Sierra Leone, Gambia, Tanzania, Zambia, Malawi, Congo Leopoldville, Congo Brazzaville, Kenya, Ethiopia, Cameroon, Portuguese Guinea, Basutoland, Bechuanaland, and Gabon.

Jerusalem: In 1963 the school gave a course in auto mechanics for 16 students from Cyprus. The class was composed of Greek and Turkish Cypriots who studied together.

Pre-Vocational Classes

There was a considerable reduction in pre-vocational training given by ORT during the period covered by this report. At the end of 1959 we had 53 pre-vocational classes with 1,037 pupils in six localities (Holon, Ashkelon, Kefar Ata, Afula, Lod, and Herzlia). At the end of 1964 there were only 24 such classes, at Lod, Kefar Ata and Afula, with 345 students.

This reduction is the result of a decision not to expand our activities in this field as this is now being carried out by the government on a wide scale within the framework of the Compulsory Education Law which ensures eight years free schooling for every child in Israel. In some of the elementary schools vocational training is given in the seventh and eighth grades.

The classes in Ashkelon, Holon and Herzlia were transferred to the local department of the Ministry of Education and the space thus released in the buildings was placed at the disposal of our vocational high school classes.

Apprenticeship Training

There has been an important change in the training of apprentices with the transfer of the evening classes to day time studies of one day each week. Apprentices work five days in factories and workshops and receive, for three years, basic training consisting of eight to nine hours concentrated study in one day. These day time studies have already proved their efficiency and the results which have been attained are far higher than those reached in the evening classes.

At the end of the period of apprenticeship, the boys take government examinations. Those who wish to obtain certificates as graduates of a three year vocational high school are given the opportunity to attend supplementary evening classes at the Jaffa school.

The evening apprenticeship classes needed separate premises in order to hold classes during the day. Although one classroom is used by six classes, each studying for one day a week, the expected expansion in this program has made it necessary to construct large apprenticeship centers which would enable us to train thousands of additional youngsters.

Plans were prepared for the erection of three apprenticeship centers, in Haifa, Tel Aviv and Jerusalem, with the aim of reaching 10,000 apprentices with the ORT network.

In addition to general theoretical and professional studies, apprentices would receive practical instruction in the workshops of the new centers.

With the signing of an agreement between ORT and the Ministry of Labor, which supervises the apprenticeship schools, and the Haifa municipality, construction was begun and at the beginning of 1964 we opened in Haifa the center named for the late Jeannette Orleans Gayl, former national president of Women's American ORT.

The center in Tel Aviv which is being built in agreement between the Ministry of Labor and the municipality is nearly ready. This center is named for the late Joseph S. Shapiro, former president of ORT Israel.

The building in Jerusalem is still in the planning stage; it is named "Yad Yohanan" in memory of John F. Kennedy, former president of the United States.

This year we are maintaining four schools for apprentices : in Jaffa, Haifa, Ramat Gan and Jerusalem, as well as apprenticeship classes at the Ashkelon school, and two other localities in Tel Aviv.

The total number of pupils in the apprenticeship day classes in December 1964 was 3,822 as compared with 314 at the end of 1959.

In addition to these day classes, there are two other types of courses for apprentices -- guided apprenticeship classes and factory schools.

Graduates of eighth grade of elementary school are admitted to the guided apprenticeship classes for one year's concentrated study before starting work as apprentices. This year broadens their general education

and gives them a basic knowledge of the trade, thus helping them to integrate more quickly in the different places of employment and speedily acquire practical knowledge.

The classes for guided apprenticeship are held at the apprenticeship school in Jaffa. This year there are six, with 165 pupils.

We would point out here the special importance which we place on the change that has taken place in the approach of factory management to the problem of cooperation in the training of skilled workers.

We always felt industrial enterprises should be our natural partners in vocational training, and we tried to persuade industry to participate in this work. Our efforts met with success in 1961 when the first factory school in the country was opened with the cooperation of the Israel Aircraft Industries at Lod. This was followed by the school at the heating and refrigeration factory of "Amcor" and this year we have five factory schools with 291 pupils, who learn in factory workshops and study theoretical subjects in accordance with the program of the Ministry of Labor. Negotiations are being held with a number of other plants ready to open such schools.

The beginning was difficult because of the lack of understanding within the industries and also as a result of the shortage of manpower capable of giving instruction at the factories, whose production is small compared with the standards of industrially developed countries. The development within the factories themselves, and the worry about their future if nothing were done to train skilled workers had an influence on their willingness to act, and the outlook for the future is encouraging.

Religious Schools

In 1959 there were three religious institutions in our network, in addition to Kefar Avraham and Bnei-Brak which are considered vocational high schools. These were the Mizrahi school at Kefar Sitrin for general and auto mechanics, the Beit Yaacov dressmaking school which is one of the educational institutions of Agudat Israel, and the classes of the Porat Yosef Yeshiva which study at our Rehovot school.

Today there are 15 Yeshivot and other religious institutions in the network. In their workshops, instruction is given according to our curriculum and under our supervision. Grants are given to these schools to acquire equipment as well as financial assistance in operating the workshops.

The trades taught to boys are: electronics, general mechanics, auto mechanics, agro-mechanics, carpentry and printing. The girls study dressmaking and home economics.

Special mention should be made here of Boys Town in Jerusalem which has 14 classes with 274 pupils, studying at the level of a vocational high school. With the completion of the spacious building which is being erected with funds donated by an American benefactor the school will be able to take in an even larger number of pupils.

At the beginning of December the foundation stone was laid for a similar school in Acre, which will be a branch of Boys Town.

A total of 1,789 Yeshiva students and pupils in other religious schools are studying at the end of 1964 under the supervision of ORT.

Adult Courses

Every year we hold courses for adults, with about 1,000 participants.

These courses are divided into three types :

A] For further training (proficiency courses) held in cooperation with the Vocational Training Department of the Ministry of Labor. The aim of these courses is to broaden the technical and theoretical knowledge of workers who wish to make progress in their professions and who find that a lack of this knowledge hampers them in their work. These courses are held at the Syngalowski Center and in Jerusalem.

B] Courses for the teaching of trades, intended for new immigrants and de-mobilized soldiers, whose integration in the economy depends on acquiring a trade.

In this section belong the courses for dressmakers from kibbutzim, which have been held for 15 years in cooperation with the Inter-Kibbutz Stores Commission and the Ministry of Labor, and weaving courses for the blind. Both these are held at the Textile School in Ramat Gan.

In the last few years we have also held a number of courses in television, in cooperation with the Technion and Tel Aviv University.

During the last school year a course in fashion drawing was held at the Tel Aviv Girls' School, and this year there is a course there for fashion designing in cooperation with the Export Institute of the Ministry of Trade and Industry.

C] Classes of the Government Institute for Instructors, Foremen and Technicians.

ORT, together with the Ministry of Education, the Ministry of Labor, the Technion and other public bodies, is a partner in this government institute, whose primary aim is to train instructors for the vocational training schools and so raise the standard of instruction in these schools. Under a contract signed with the Ministry of Labor a building is being constructed in the grounds of the Syngalowski Center which will concentrate all sections of the Institute.

Meanwhile classes are being held in various places, including the Syngalowski Center, the Jerusalem school and Holon.

The problem of teachers and instructors is one of our main difficulties, both for existing and new departments and classes. The shortage becomes worse every year in almost all subjects, and especially for the technical-theoretical subjects; there are not enough instructors for trades which require a wider theoretical background such as electronics, auto mechanics, electro-mechanics, auto electricity and others.

Engineers and technicians find work easily in the private market at salaries and with other benefits which a public body such as ORT cannot provide.

Unless there is an effort on the part of all interested parties, and especially the government, there will be no improvement and without such improvement during the next few years, we shall be forced to abandon development projects in certain places where it is particularly important to train skilled workers. In view of this, anything that is done to train staff for the vocational schools is of utmost importance. Institutes of higher learning have recently started to give some pedagogical preparation to those graduates who intend to go into teaching.

The Government Instructors Institute, mentioned previously, is making efforts to improve the situation.

This year the Ministry of Education entered the field and initiated one year classes for the preparation of instructors. At our schools in Jerusalem and Holon, classes for instructors in auto mechanics have been opened. The students are graduates of three year vocational high schools, who receive concentrated training 47 hours per week for one year. At the end of this year they continue their studies for a further two years in the Army workshops, during the period of their compulsory military service, and during this time also attend evening classes at the Government Instructors Institute.

The pupils at the Jerusalem school come from all parts of the country and are provided with dormitory facilities by the government. We held a short concentrated preparatory course for instructors in dressmaking who are now continuing their studies at the Instructors Institute.

We wish to make particular mention of the 32 instructors, among them seven graduates of the Technicum in Geneva, who graduated from the Central ORT Institute in Anieres, Switzerland, and who hold positions as teachers and instructors in our schools.

Some of them are now in positions of management. Their wide knowledge in the technical-theoretical subjects enables them to teach in those trades where the shortage of instructors is most acute.

3] ORT Israel Student Body

The student body of ORT Israel schools is divided into four sections, according to the type of school :

- Vocational high schools and other post-elementary schools
- Apprenticeship centers
- Yeshivot and religious schools
- Courses for adults.

In the vocational high schools there is wide variation. At the Syngalowski Center and the Technicum at Givatayim where the number of candidates for admission is always higher than the number of places available, registration is selective. The students are mostly sons of comfortably settled citizens, who grow up in an atmosphere conducive to study. There are books in the home, newspapers are read, the parents are able to help their children in preparing their homework, and are ready to pay for private lessons if these are necessary. These students bring considerable knowledge with them to the post-elementary school and their chances of success are high.

In the other schools we usually admit less well qualified students, for the more talented graduates of elementary schools usually go to academic high schools.

In the new immigrant centers, such as Ashkelon, Lod, Afula and Ramla, we find the children of immigrants who have not yet settled down and a large percentage of them come from poor homes. Jerusalem is similar.

Pupils from many agricultural settlements in the surrounding districts are concentrated at the Natanya school.

From the point of view of countries of origin, there is a difference between the schools located in the large urban centers around Tel Aviv and those in more distant towns and development areas. The percentage of children of oriental origin (born in Africa or Asia, or Israeli-born children whose parents came from Africa or Asia) varies from 60 to 70% in Ramla, Afula, Ashkelon and Jerusalem to 15% at the Syngalowski Center and Givatayim, and 25% in Rehovot and Kefar Sava.

The general percentage of children of oriental origin in the vocational high schools is 33%.

Students in the apprenticeship schools are from homes where the parents could not afford to lose the earnings of their children for three or four years.

These last are among the lowest wage earners, unskilled laborers and social cases. The extent to which they depend on immediate earnings can be judged by the fact that they cannot afford to send their children to the one year guided apprenticeship courses although this would give them a better foundation and help them make better progress in the future.

Parents of the students in the Yeshivot have decided to give their children a distinctly religious education, and they are extremely satisfied with the combination of "Torah and Melachah" which will enable their sons to earn a living in a trade on leaving school. The majority are not from wealthy homes. Those who are talented in their religious studies, also manage quite easily to cope with the technical theoretical lessons, and make good progress in practical work.

The students in the courses for adults are workers who wish to make progress in their trade. They include soldiers serving in the Army who want to learn a trade, new immigrants who have to change their profession in order to find work, and women who have decided to start working, some in search of an interesting occupation, others in order to help maintain their families.

4] Building Operations

The rate of development of our schools depends on the built-up space at their disposal. The doubling of the number of pupils in our network during the period under review involves an increase in buildings at least in proportion with the increased number of classes. In fact more have been constructed because the growth of the schools and the raising of their standards obliges us to provide services which are not required in a small

school. At the same time, with the increase in the general standard of living and economic development, ideas have changed and today we cannot maintain schools under conditions which were considered sufficient when we started our activities in the country.

It is our good fortune that in only four localities we do not have partners who provide the buildings (Syngalowski Center, Natanya, Jerusalem and Ramla). In all the others, our schools are operated in cooperation with local authorities or other public bodies who bear the cost of constructing the buildings according to plans approved by our technical pedagogical department and who also participate in the operational budget. ORT takes care of equipment and furnishings, and covers the balance of the budget. These agreements which have transferred the responsibility for buildings to our partners did not relieve us of difficult and protracted work in connection with the implementation of building projects. It was necessary to maintain continual pressure on local authority leaders to insure that they carried out their promises. It was also necessary to give assistance in the planning and especially financing by means of loans which we helped negotiate.

These loans which were sometimes obtained through the World ORT Union in Geneva enabled some of the municipalities to overcome their difficulties. We also helped our partners obtain loans from the development funds of the Ministry of Education and Culture.

The investment in buildings in the four schools where the premises belong to ORT was made possible by the generosity of our friends abroad, including Women's American ORT, South African ORT, the Canadian Jewish Congress and Women's Canadian ORT, and also by grants from the government and municipalities which we were able to obtain locally. We have also invested large sums from our own funds although this was a burden on our budget.

During 1960 - 1964, 11,500 square meters (13,754 sq.yd.) of built-up space was added to these four schools. This included the buildings for electronics and hotel trades in Natanya, additional floors on two buildings in the Syngalowski Center, a workshop building in addition to the electronics building in Jerusalem, as well as construction in Ramla and various other additions at these schools.

Our partners during this period constructed about 19,000 m² (22,724 sq.yd.) which is divided among 19 schools. In three places the schools were transferred to new premises which were erected at more suitable sites (the schools for laboratory assistants and carpentry in Ramat Gan, and the Herzlia school). In addition to these, considerable construction work has been carried out at Givatayim (almost 5,000 m² for the Technicum and the vocational high school), at Rehovot an additional 3,500 m² in the main building and workshops, and in Holon about 3,000 m² which include classrooms, workshops and garages. The other municipalities built on a smaller scale, but each one with our guidance and assistance did something to solve the problem of space in the schools.

At the time of this report there are almost 22,000 m² (26,312 sq.yd.) under various stages of construction in 11 schools, including the Tel Aviv apprenticeship center with an area of 8,800 m², the Girls' School at Ramat Gan with 4,000 m², a further 2,380 m² at the electronics building in

Natanya, classrooms totalling 2,600 m² at Kefar Avraham, classrooms in Kefar Sava and Magdiel of 2,000 m², the building for the Instructors Institute at the Syngalowski Center of 1,838 m², and a building for classrooms, laboratories, drawing room and dining hall at Afula with 1,349 m², as well as a number of small buildings at various localities.

Though the large scale building work was carried out in the last few years, we have still not built enough. Space added hardly keeps pace with the increased number of classes, and we often have to give up a plan to open new classes or courses because there is no room.

We must point out that conditions in classrooms and laboratories are continually improving and every visitor to our schools is impressed with our achievements. However, we must not overlook the fact that the girls' schools in Tel Aviv, Ramat Gan, Ramla and Bnei-Brak work under crowded conditions which prevent any expansion, and that most of the schools do not have laboratories. In only three schools are there reading rooms, and the gymnasium at Natanya is the only one built, with another being planned for the Syngalowski Center.

5] Equipment and Production

The operation of workshops, classrooms, laboratories, drawing rooms and the services necessary for new classes require heavy machinery, tools and instruments and equipment at a cost of over one million pounds a year.

We cannot always provide equipment in the necessary quantity and of the best quality. Often we make do with the minimum and postpone the purchase of less essential equipment. We have especially felt the need for more laboratory equipment and up-to-date metalworking machines.

In our older schools we are still using machines which were sent to us after many years of use in Europe.

During the period under review, we have supplied to our schools about 400 metalworking machines, including more than 200 lathes, a considerable quantity of equipment for electronics and electro-mechanics, a refrigeration plant for the technician's school at Givatayim, equipment for physics laboratories, sewing machines for the Tel Aviv Girls' School, office equipment for the office administration school in Ramat Gan, and a large number of tools, instruments and small machines for the different schools.

Some equipment came from American government surplus funds.

The consolidation of the schools and the increased efficiency of workshops equipped with a larger number of machines made it possible to step up production.

The standard of production, from the point of view of quantity, is still not completely satisfactory, but progress has been achieved in some of the schools. The production of various types of lathes at the schools in Natanya, Rehovot and Herzlia, and milling machines in Jerusalem is important. Also produced were shaping machines and various types and sizes of drills, turning machines and tools and instruments.

The carpentry schools have produced a large part of the furnishings for the other schools. The auto mechanics and agro-mechanics sections have carried out repairs ordered by outside clients and the higher classes of the dressmaking schools have made clothes for private customers. The electro-mechanics departments make electric motors, measuring and experimental instruments, and the students put in the electrical installations in their schools.

Our achievements in production have been brought to the notice of the public at exhibitions held every year in most of the schools.

The production in the schools during these five years reached a value of Israeli pounds 1,300,000.

6] Technical Books and Other Publications

The publication of technical books which was started in 1959 with the assistance of a special grant of IL100,000 from the government of the United States, has done much to ease the shortage of textbooks in Hebrew.

During the period covered by this report, nine books have been published, five on technical subjects (radio, electricity, metal working machines, diesel motors and transistors), three connected with the fashion trades (two editions of the "Parade of Styles" on the history of fashion against the background of different trends in art, basic cutting for women's and children's clothing, and fashion drawing), and one on construction work (quantity calculation). In addition to these books we published further editions of the pamphlets on welding, two more editions of technical tables and a pamphlet on mechanics, in two parts. These were very well received on the market.

With the assistance of the Technological Council of the Givatayim Technicum, pamphlets were issued on machine construction, geology, technical drafting, turning, instructions for refrigeration technicians, heat treating, etc.

We have also issued pamphlets containing summaries of lessons on the technology of metals, in three parts.

Our technical-pedagogical department has published the magazine "Sadan" which is devoted to problems of vocational training and pedagogical questions.

At the end of 1964 we issued the first of a series of "Beth ORT" bulletins which will include articles and reviews on professional and educational matters as well as a diary of events in the schools.

Every year we publish a report in Hebrew and English containing statistical details on the network and its different schools, departments and classes, the expansion of ORT since it started its activities in Israel, graduates of the schools according to trades, the number of graduates compared with the numbers admitted, division of the students according to countries of origin, different sections of the staff of the organization, heavy equipment, financing of activities and figures on students of ORT throughout the world, according to country.

We continue to issue our Bulletin which appears once yearly with a large number of photographs and information on ORT in Israel and other countries, as well as the booklet on the World ORT Union, which is used in the lessons devoted to the history of ORT.

We have issued a file of circulars for the use of the schools and the various departments of our head office, as well as a file of agreements which lay down the conditions of our cooperation with various public bodies.

7] Seminars

In order to improve the standard of teaching, we hold short seminars and study days during the summer vacations and other holidays. Discussions are centered around changes which have to be made in the curriculum and its implementation. During the study days, lectures are given by experts and debates held to clarify problems. Decisions are taken on changes in the work of the classrooms and workshops.

A number of conferences took place which were devoted to the teaching of technical and scientific subjects, as well as on the problems of the class teacher.

We are assisted in the improvement of our teaching standards by the World ORT Union in Geneva which makes it possible for instructors to study in industrial plants of various Western countries.

More than 20 directors, department coordinators and head instructors visited Europe in order to study processes of modern production and teaching methods used in the schools of countries with a tradition of vocational training.

The staff of the technical-pedagogical department and representatives of the large schools participate in the government committees which prepare the programs of study and we play an important role in all conferences and study days organized by the Ministry of Education and Culture.

ORT pupils take part in national competitions which are held every year in locksmithy, mechanics, electricity and technical drawing. About half of the first prizes are usually won by our students.

8] Programed Teaching

The search for modern methods of teaching which will improve the achievements of the pupils, especially in those subjects where there are a large number of failures in examinations, have brought us to experiment with programed teaching.

At the initiative of the World ORT Union, two of our supervisors attended a seminar in Geneva in the summer of 1962 devoted to the problems of programing.

On their return, the supervisors started to work with this method which permits a student to progress at his own pace and, we hope, enables him eventually to attain achievements which he could not reach with conventional methods of teaching. The material, in a planned textbook, is divided into simple elements which allow systematic progress from the simple to the complicated.

Special textbooks have been prepared by ORT Israel for the teaching of algebra by this method, and after having been used for a trial period last year, they have now been introduced into 24 first year classes of the ORT network, especially in the development areas, and in six first year classes of other organizations, at the request of the Ministry of Education and Culture.

The results are most encouraging and there is much enthusiasm among teachers and students who are working with this system.

A special study day for teachers and directors devoted entirely to this subject was held during the Hanukkah vacation, and the general impression was favorable. We hope to expand the use of this method and use it eventually for other subjects.

9] Assistance of the World ORT Union

We have mentioned above the assistance given by the World ORT Union in arranging the visits of our instructors abroad, the important help in programmed teaching and also the work of the graduates of the Central ORT Institute at Anieres.

We wish here to stress the importance of the frequent visits of members of the World ORT Union, especially of Mr. Max Braude, director general, and Mr. David Alberstein, the operations director of the Central Office. Their visits, and those of other members of the staff of the Central Office, have played an important role in solving problems with which we were faced, financial and organizational, in technical-pedagogical matters and especially in connection with our expansion plans.

The Technical Department of the Central Office supplied us with programs and teaching material of different schools abroad, and guided us in problems connected with teaching methods, planning of curriculum and production.

The Supply Department dealt with orders for equipment and their shipment to Israel.

We were given assistance in establishing the Association of Graduates of ORT Israel and Mr. S. Goldmann did much to further the activities of the Association during his visit to Israel.

The Central Office of the World ORT Union also extends financial assistance, covering about one third of our budget.

10] Government Assistance

The assistance extended by the government to the organizations operating vocational training schools was increased when the supervision of these schools was returned to the Ministry of Education and Culture.

As in the past, the government's main efforts in education are concentrated on elementary schooling and the institutions of higher learning, and work in post-elementary education is in the hands of public bodies and the municipalities.

Although the government helped in establishing a network of two year schools in development areas and new immigrant centers, assistance to vocational high schools is still limited to a small grant based on the number of classes, and fees. Some of our schools benefit from government assistance in maintaining the two year classes, and we are given a grant on the opening of each first year class. In certain trades we were helped to acquire equipment for new departments. The government participates in the maintenance of the fashion trades seminar in Tel Aviv and the telephone section at the Syngalowski Center.

We do not belittle this assistance, but it is limited in scope in comparison with many other countries where the government operates a network of vocational training schools without placing the burden of school fees on the parents.

It must be pointed out that without government loans to local authorities for periods up to 45 years, most of the buildings would not be in existence today.

There already exist plans to extend the period of compulsory education by adding another year's free education, but it does not seem that this scheme will be implemented in the near future because of the high cost.

For some time now the system of graded fees has been in use in academic high schools. Under this system fees were graded in accordance with the earnings of the parents. The balance was made up by the government and municipality in equal parts. In the vocational training school, where the cost of education per pupil is almost double, only relatively small grants were given to students and the main financial burden fell on the organizations operating the schools. This position will be corrected during this year.

With the change that will take place with the implementation of the plan for doubling our numbers, as suggested by the government and the organizations maintaining the vocational high schools in Israel, we expect a proportionate increase in government assistance.

11] Cooperation with Various Public Bodies

As mentioned, 19 of our 23 vocational high schools are operated in cooperation with local municipal authorities.

The technical-pedagogical and administrative management of the schools is carried out by ORT, but our partners are given the opportunity to decide, together with us, on all matters of principle such as the opening of new departments or classes, appointment of the director, operating budget, investments, etc.

The apprenticeship schools are run in partnership with the municipalities and the Ministry of Labor. In every school there is a committee composed of representatives of all the partners which meets in order to discuss matters requiring joint decisions.

The proficiency courses are operated with the Ministry of Labor.

We are in partnership with the Government Tourist Corporation in the hotel school, with the Ministry of Foreign Affairs for the courses and instructors' seminar for pupils from African countries, with the Ministry of Posts in the telephone department, with the Army authorities in the combined classes for electronics (one year's study for those with ten years schooling, followed by work in the Army workshops), with Miz-rachi and Hapoel Hamizrachi in the religious schools at Kefar Avraham and Bnei-Brak. We also cooperate with the "Amal" Histadrut network in the Nazareth school, with the Ministry of Development for the training of mining technicians at Givatayim, with various industrial enterprises in the factory schools and the optical department at the Technicum in Givatayim, with the Ministry of Welfare concerning courses for the blind at Ramat Gan, with WIZO at the fashion trades seminar in Tel Aviv, the Manufacturers' Association at the Shenkar Textile School in Ramat Gan, and the Inter-Kibbutz Stores Commission for the course in sewing of work clothes at this same school, as well as with the Ministry of Trade and Industry for the fashion designing course.

At the Technicum in Givatayim there is a Technological Council composed of professional men whose task it is to advise the management of the school on problems connected with the curriculum, the work of the pupils during the summer vacation, publishing of technical literature, etc.

At the Textile School in Ramat Gan and the Laboratory Assistants schools in Haifa and Beer-Sheva, there are advisory councils composed of representatives of various branches of industry.

12] Operational Budget

Our expenditures amounted to :

1959	IL	3,610,000
1960		4,563,000
1961		6,408,000
1962		8,674,140
1963		10,672,930
1964		13,694,000

The annual increase in our budget is caused by the growth in the number of pupils and increases in prices and salaries.

We covered this budget with income from various local sources and the allocation of the World ORT Union.

Local income (school fees, including government grants on fees, participation of our partners, direct government grants and income from production, donations, etc.) grew rapidly, and its proportion in the general income of ORT Israel rose from 50% in 1960 (IL2,263,000) to 65% in 1964 (IL7,800,000 according to estimates).

13] 1964

The rate of expansion in 1964 was slower than in former years. The forecast for the increase in income was not encouraging. Income from local sources continued to rise, but there was no reasonable expectation of an increase in the participation of the World ORT Union.

We were, therefore, very cautious in opening new first year classes, and the 25 new classes in the vocational high schools consisted of 22 classes in the higher grades, with only three new first year classes (at Holon, Kefar Sava and Ashkelon).

The new departments opened in the current school year were :

Optical Instruments at Givatayim, in cooperation with the Goldberg Instrument Company. This trade will be taught in two sections --

a] At the Technicum there will be a department for the training of technicians in optical instruments, to which graduates of the second year classes will be directed for a further three years study according to a program adapted to the requirements of the industry as agreed with our partner, who will employ the graduates of this department.

b] At the same time there will be a department at our vocational high school at Givatayim for skilled workers in optical instruments. All the students receive their professional training at the factory.

Three year department for electro-mechanics at the Herzlia school.

A department for marine mechanics at Natanya, in cooperation with the Department of Nautical Training of the Ministry of Education.

Classes for the training of instructors in technical-theoretical subjects of auto mechanics in Jerusalem and Holon, maintained by the Ministry of Education and Culture.

Two year class for readymade dressmaking at the "Zofia" Institute for delinquent girls.

Fashion designing course at the Girls' School in Tel Aviv, in cooperation with the Export Institute of the Ministry of Trade and Industry.

There was a larger increase in the number of students at the apprenticeship schools.

At the end of December 1964 we had 174 classes with 4,278 apprentices, as compared with 135 classes with 3,580 apprentices at the end of 1963. This increase resulted from the opening of additional classes in all the apprenticeship schools and the three new factory schools.

There was also a considerable increase in the number of pupils in the Yeshivot and religious schools (1,789 at the end of 1964 compared with 1,407 at the end of 1963). The main cause for this increase was the five religious schools which joined the ORT network (the Yeshiva at Miron, Ahuzat Naphtali, "Beit Bluma" in Petah-Tikva, "Beit Rivka" in Kefar Habad and the "Beit Yaacov" school in Jerusalem).

The total number of students in the network in 1964 was 14,400 as compared with 13,021 at the end of 1963, an increase of 10.5%.

Changes in ORT Israel

In January 1964 the death of Mr. Joseph S. Shapiro, president of ORT Israel for ten years, occurred. The Memorial Meeting held on the seventh

day was attended by representatives of those organizations in which he had been active. A speech of appreciation on behalf of ORT was given by the chairman of the Executive Committee of the World ORT Union, Mr. Daniel Mayer.

The World ORT Union and ORT Israel have suffered a heavy loss, and he will be remembered for years to come by his many friends.

At the meeting of the Board of Directors held in February, Mr. Eliezer Lewin-Epstein was appointed chairman of the Executive of ORT Israel. Mr. Lewin-Epstein, an industrialist, founder and director of the large printing company Lewin-Epstein Ltd., has been one of the active members of the Executive since 1950, when he started his activities on behalf of vocational training in Israel through ORT. As an active member of the Executive of the World ORT Union, he has participated in its meetings and congresses, and also the meetings of the Central Committee.

Association of Graduates of ORT Israel

In 1964 the foundation was laid for the organization of the Association of Graduates of ORT Israel.

At the end of March a founding conference was held at the Natanya school, with the participation of Messrs. Braude and Goldmann of the Central Office in Geneva, and representatives of the head office of ORT Israel, led by the director Mr. J. Oleiski.

Although there were formerly a few small groups of graduates of the schools in Tel Aviv, Jerusalem, Natanya, Givatayim, Ramat Gan and Ramla, as well as an organization for graduates of the Instructors Institute in Anieres, a national organization was founded only at this conference in Natanya.

After the discussions a council was elected, made up of representatives of the branches.

Two thousand graduates of the vocational high schools of ORT Israel have joined the Association to date. Efforts are being made to register the majority of the 9,000 youngsters who have completed their studies in our schools during the 15 years of our activities. At a later stage the Association will try to find a way to enroll the graduates of ORT schools abroad who have immigrated to Israel and are working in various branches of industry.

In accordance with resolutions adopted by the conference in Natanya, the national body will deal with professional problems and activities on a national scale, while social activities will be carried out by the branches.

Chairman of the executive is Engineer S. Zaks, a graduate of the Syngalowski Center who completed his studies at the Technion and is working as instructor in the school where he was trained.

14] Plans for the Future

ORT Israel is now faced with long term planning.

ORT Israel and, following us, the other networks, expressed a willingness to double during four to five years the number of pupils in the vocational high schools, if suitable government help is forthcoming to finance and implement this plan.

There are four basic conditions for carrying out this activity :

- 1] The means to construct buildings
- 2] Full tuition fees
- 3] Means to cover maintenance deficits
- 4] Equipment and furnishings.

1] Construction of Buildings: In order to insure proper conditions for work and study in the vocational high school, according to today's standard, ten square meters are required for each student.

An additional 7,000 pupils in the ORT network means at least 60,000 m² which at today's costs will require nearly 20 million pounds for construction alone.

Since the schools will be operated in cooperation with municipalities and local authorities, these bodies will have to bear the burden of this expense, by means of loans granted by the government.

This is the first condition on which the success of this project depends. There is no room in the existing buildings for additional classes, therefore the first stage of the implementation of the plan will start with the payment of the initial funds for construction.

2] Tuition Fees: In accordance with instructions issued by the Ministry of Education and Culture, graded tuition fees will be applied to all vocational high schools, starting this year.

The government has determined the tuition fees on the basis of fees in academic high schools and parents will pay according to their means.

In this way the network maintaining the schools will be assured of receiving the full tuition fee for each pupil. However, these fees do not cover the cost of maintaining a pupil in a vocational high school, and therefore the government will have to promise participation in the resulting deficits.

3] Payment of Deficits: The government has undertaken to pay to the network, starting with the 1965 school year, the sum of IL300 a year for every pupil in additional first year classes.

These sums do not cover the whole deficit which will result from the increase in the number of pupils, and ORT will have to bear 50% of this deficit, after receiving the full tuition fees and the above grant, in those places where the schools are operated with partners, and the whole of the deficit in those schools which we maintain and operate alone.

4] Equipment and Furnishings: The necessary equipment and furnishings will amount to about IL2,000 per pupil.

According to the agreements with our partners we are usually responsible for the supply of equipment and furnishings.

Under the terms discussed with the government, they will participate in one-third of the cost of the equipment, and the balance will be covered by ORT and the municipalities in equal parts.

This new project is a most serious challenge. Organizational and financial efforts will be required in order to do in five years what we have achieved in the last 15 years.

To close our report, we will quote the opinion of circles within the Ministry of Trade and Industry :

"If a solution is not found to the problem of manpower, which became worse during 1964 and will continue to worsen during the coming year, this shortage is liable to prevent in the course of time the necessary increase in production and seriously delay the development of the industrial economy."

One of the solutions to this problem is an increased tempo in vocational training, which requires room for more pupils in the vocational training schools and the establishment of new schools.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 38,969 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 14,400.

W O M E N ' S O R T

Women's Israel ORT has grown considerably since the 1960 Congress; we have worked in close collaboration with ORT Israel in an attempt to increase our support of the program.

Our principal activities are social assistance and the provision of medical care in the ORT schools. We have greatly developed these sectors with the result that, today, every school has its canteen, its infirmary, its doctor and its nurse.

Canteens

In 1960, we served 2,750 hot meals per day; today we serve 4,750. In 1963 we opened canteens in the apprenticeship centers. A free glass of milk is served daily to all welding students. Light suppers are available in the Jerusalem and Natanya centers to evening students.

We have, during the last five years, gradually replaced the cooking equipment and dining hall furniture where it became necessary to do so. We have given to the schools such equipment as refrigerators, electrical appliances -- stoves, boilers, bread and meat cutters, vegetable peelers, mixers, etc., dishes and flatware. All kitchen and dining room personnel are in the service of Women's Israel ORT.

Medical Service

ORT was the first organization to establish a medical service in vocational schools, where work accidents are frequent occurrences. We have equipped the infirmaries in all of our schools and we regularly replenish the supply of medicines and bandages. The size of the school determines the work hours of the medical staff; in the Syngalowski and Lvovich centers, the doctor and nurse are on duty eight hours per day.

We make sure that, upon admission, each student has a physical examination with X-rays and is inoculated against typhoid fever, tuberculosis and tetanus. The students also have another thorough physical examination before they are eligible to take the paramilitary courses given in all schools. Since 1963, our students have been given eye examinations. These have shown that a high proportion of precision mechanics students need eyeglasses.

In the Jerusalem Center and the Lvovich Center in Natanya, we have had to renew the dental equipment after ten years.

We also provide eyeglasses, hearing aids and orthopedic shoes to needy students.

Other Activities

During the period under review, we have helped to provide funds to construct the sport fields at the Syngalowski and Lvovich centers, in Jerusalem, Kefar Sava, Ramat Gan, Givatayim, Herzlia and Afula. We have also contributed equipment and/or clothing for baseball, football, volleyball, pingpong. We have just bought a pingpong table for the apprentice-

ship school in Ramat Gan. We also cover the cost of physical culture training in the girls' schools in Tabor and Ramat Gan.

The number of children we have sent to summer camp has increased from 150 to 260 in 1964. These underfed and weak children spend two wonderful weeks at the seashore. We also provide convalescent care for those who need it.

We have shared in the cost of providing after school study in Jerusalem and Natanya. The study halls, which were enlarged in 1963, make it possible for the students to prepare their lessons under proper guidance and in the right atmosphere. This difficult job is very important for those students whose families cannot provide this.

We underwrite the cost of study-visits to factories and industrial zones so that students can become acquainted with local industry.

The installation of libraries in most of the schools has been another of our projects. In 1964, we made a special effort to enlarge those in the Syngalowski and Lvovich centers and in Kefar Sava. We also provide textbooks, drafting material and clothes to needy students. We have introduced this year a borrowing system for textbooks and drafting instruments in the Givatayim Center. Also in 1964, we assumed responsibility for clothing 28 students in Natanya with suitable winter apparel.

Another permanent concern has been finding shelter for those students lacking it. We give a certain number of scholarships to children from needy families. We also provide transportation costs; at the Lvovich Center alone, there were more than 150 of these requests.

Finally, we have since 1963 underwritten a special wood sculpture course in the woodworking school at Ramat Gan.

Membership and Fundraising

Our membership has increased every year.

In 1960 we held a very successful fashion show at the Syngalowski Center; we repeated it in 1962 and again, this time at the Hotel Sheraton, in 1964. In December 1962, we held a floral exhibition at the Hotel Sheraton. Another was held in Ramat Gan, followed by garden parties. Flower arranging courses are given for our members at the Tabor School.

We also hold lectures, receptions, bridge parties, Hanukkah and Purim parties, and lotteries every year in Ramat Gan and Jerusalem.

Since 1961 a successful fundraising activity has been excursions to historic sites combined with school visits. We have also held film and theater benefits. In 1961, we organized a sale of school products; in January 1965, we placed orders in the schools which we sold at our bazaar.

The year 1962 saw the beginning of a new fundraising activity, ORT Women's Month. During this period, the supermarkets in Jerusalem, Tel Aviv and Ramat Gan donate one percent of their net receipts to ORT.

Women's Israel ORT is ready to face the increased tasks before it.

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I R A N

Since 1950, GNP in Iran has grown steadily, keeping in line with the development of the economy as a whole. From 1957, economic planning has progressed systematically in all industries. Well managed by the local authorities, a system of long-term loans has allowed local industry to grow without recourse to foreign capital.

This expansion has meant a continuously increasing demand for skilled technical staff in all branches of industry and an improvement in the general standard of living. New positions were opening for Iranian youth; they have taken advantage and well-paying positions, they have become more and more interested in technology.

The Government's decision to invest was not only based on this favorable economic situation. It was also based on the interest shown by the government; for the first time, Mr. M. Taleqani, Minister of Education, visited the school. Then the Minister of Education declared that the school was of national interest which the country should support. This interest has been the form of government subventions.

The school has been able to keep pace with the accelerated development of technical training. We have been able to do so thanks to the right management, appropriate curricula and the right teaching methods adapted to the students. We have been able to do so because of the devotion of the teaching staff and, in particular, of those who are graduates of the American Institute.

I R A N

Organization

The school began its activity on January 1, 1953, and consisted of the following:

- a technical training center (closed in 1951)
- a boys' vocational school
- a boys' technical school
- a workshop course
- a girls' school
- primary manual training courses

The structure of our network has remained almost the same during the last five years. The number of students has greatly increased. On January 1, 1955, there were 195 students in the boys' vocational school as against 127 in 1950, an increase of 53%; the number of students at the boys' technical school has more than tripled, 181 now as against 61 in 1950; the number of students at the girls' school has also tripled, 754 now as in 1950. The primary manual training courses now have 1,070 pupils and are given in two new institutions, the Farwell School and the Keshi-Ghad School.

The important increase in the number of students is largely due to the opening of new sections such as:

- refrigeration
- mechanical construction drawing

NAME

I R A N

Since 1960, ORT in Iran has grown steadily, keeping in line with the spectacular development of the economy as a whole. Begun in 1962, economic recovery has progressed geometrically in all industries. Well managed by the local authorities, a system of long-term loans has allowed local industry to grow without recourse to foreign capital.

This expansion has meant a continually increasing demand for skilled manpower in all branches of industry and an improvement in the general standard of living. New horizons are opening for Iranian youth; they have found responsible and well-paying positions; they have become more and more interested in technology.

ORT's decision to expand was not only based on this favorable economic situation. It was also based on the interest shown by the government; for the first time, H.R.H. the Princess Ashraf, twin sister of His Imperial Majesty the Shah, visited our school. Then the Minister of Education described ORT as "an institution of national interest which the country greatly needs." This interest has taken the form of government subventions.

ORT has been able to keep pace with the accelerated development of Iranian industry. We have managed to open new sections at the right moment, establish curricula rapidly and have sought teaching methods adapted to our students. We have been able to do so because of the devotion of our teaching staff and, in particular, of those who are graduates of the Central ORT Institute.

Structure

The ORT Iran school network on January 1, 1960, was composed of the following :

- Shiraz - a vocational training center [closed in 1961]
- Teheran - a boys' vocational school
- a boys' technical school
- a woodworking course
- a girls' school
- primary manual training courses

If the structure of our network has remained almost the same during the last five years, the number of students has greatly increased. On January 1, 1965, there were 199 students in the boys' vocational school as against 127 in 1960, an increase of 60%; the number of students at the boys' technical school has more than tripled, 191 now as against 61 in 1960; the number of students at the girls' school has also tripled, 255 from 86 in 1960. The primary manual training courses now have 1,070 pupils and are given in two new institutions, the Israeli School and the Rouhi-Shad School.

The important increase in the number of students is largely due to the opening of new sections such as :

- refrigeration
- mechanical construction drawing

secretarial training
children's clothing manufacture
adult courses for cutting and dressmaking
two hairdressing courses
a teacher training course in general mechanics.

The last named course has been especially designed for 15 young Tibetan refugees. They came to ORT Iran after spending four years in the schools of Copenhagen, Denmark. After 21 months of intensive study in Teheran, they will be able to take their places as vocational training instructors in the schools for their fellow Tibetans in India. The project is being financed by the Norwegian Refugee Council.

New Buildings

It is obvious that we could not have taken care of this great increase in students without the construction of new buildings and the remodeling of existing ones. From 1960, we could not admit students from the provinces requiring ORT training as technical schools do not exist in the provincial cities. We, therefore, needed a large and spacious internat.

The new 3,000 meter square internat was completed in 1962. Construction was made possible by gifts from Women's International ORT and Swiss Aid Overseas. There are now 200 students living in modern comfort and in a pleasant, family-like atmosphere.

The following classrooms and workshops were built :

two additional floors for the electricity laboratory, the refrigeration section, and theoretical classes;

a big building for the thermic treatments laboratory, the welding workshop with 20 work benches, and room for the future radio-television section;

two additional floors added to the girls' school for the sections and courses mentioned above.

At the same time, the existing buildings were enlarged, renovated and refurnished so that they could house the larger classes.

Examination Results and Job Placement

The curricula, both of general subjects and technical training, were revised and brought up-to-date. The results have been very encouraging ; the students have reacted enthusiastically and have worked more assiduously with the result that 93% of them have passed their various examinations. This success has been qualitative too : from 1962, graduates of the ORT technical school were admitted among the first in their classes to the Teheran polytechnic school. These results are testimony both to our judicious selection upon admission and of the good training received.

During the last five years, 285 boys and 223 girls have been graduated from our schools.

In 1961 we established for the first time in Iran a special service which not only places graduates but assures a closer contact between our students and their employers.

Vocational and technical training is now being properly appreciated in Iran, which is why our graduates find jobs so easily. Most work in such enterprises as ARJ, General Mechanics, Plasco, Iran Carton, FIAT, Ford, etc., and some hold responsible positions.

In 1963, twelve students in the electro-mechanics section were engaged by ERRES, a Dutch radio company.

Several graduates of the girls' school have found well-paying jobs in the best custom dressmaking establishments.

We note, too, that the cooperative workshops established by ORT Iran in 1953 to give jobs to our graduates are now flourishing.

School Production

We define "production" as any useful work which the students carry out within the framework of their vocational training. We do not mean to transform the school into a factory, with a production line and delivery schedule. To us, production means the manufacture of various items as well as installation work. The electrician students, for example, have rewired the old lighting and power installations as part of the renovation of the old buildings and have built the distribution panels in the new buildings. The mechanics students have built two ten-ton hydromechanic presses and many different tools. The welding section built the metal framework, the doors and the windows of the administrative office building. This section has also built adjustable stools for the drawing section, dining room benches, and equipment needed in its own new workshop. The automobile mechanics repair cars for outside customers.

The dressmaking course furnished the new internat with bed linen, pyjamas, etc. The students in this course make clothes for an increasing number of private customers. The students in the dressmaking section of the girls' school make many articles for the annual exhibition which always draws many visitors.

Jewish Education

Because we have a boarding school, we put special emphasis on general education and especially on Jewish education. For the latter, we use the curriculum established by the World ORT Union in collaboration with Dr. Eisenberg. Our students have shown such great interest in studying Hebrew that we have added some evening classes and these are very popular.

We invite parents and friends to the celebrations held in the schools of all Jewish holidays.

In the internat, of course, Oneg Shabat and the holidays are celebrated in a family-like manner. This is particularly important since our students are separated from their families for considerable periods of time. We are pleased to note that this effort has improved the level of Jewish culture among our students.

Government Help and Relations with Other Organizations

The Plan Organization, the official development agency, has made the following allocations to ORT Iran :

- in 1962, subvention of \$10,000 to purchase equipment for the refrigeration section
- in 1963, subvention of \$30,000 to renew school equipment
- in 1964, a special subvention of \$63,333 of which \$40,000 is allocated for the complete equipment of the new radio-television section and \$23,000 for the equipment of a language laboratory.

The Danish government has contributed the complete refrigeration equipment valued at \$25,000. The Iranian government waived customs duties on this gift.

We also receive an annual contribution from the CARE Mission in the form of sewing machines, cases of tools and food.

At the request of the Iranian government and in collaboration with the Technical Assistance Agency of the Swiss government and the ILO, 15 future vocational training teachers were sent to the Central ORT Institute for training. They arrived in Geneva in November 1962 and left in September 1964. They are now teaching in Iranian vocational schools, including those of ORT.

Committees

The Central Committee and Women's Committee were merged together in 1963 to form the Local Committee. Thanks to its devoted members, the Committee has undertaken a fundraising campaign.

Medical and Social Assistance

Our social and medical assistance is carried out thanks to the AJDC and Women's American ORT.

Four meals are served daily to our students. The neediest also receive clothing and shoes.

The AJDC operates the school infirmary and organizes regular medical examinations.

* * *

ORT Iran is considered to be a pilot institution in the field of technical training, the organization that applies methods and curricula most suited to local needs. This is why, despite increasing departures for Israel, we had an increased number of applications at the beginning of the last school year, unlike the other Jewish schools in Teheran.

April 1965 marked the fifteenth anniversary of ORT's establishment in Iran. The event was celebrated by the visit to Teheran of Mr. Daniel Mayer, president of the World ORT Union Executive Committee. During his visit, Mr. Mayer was received by H.I.M. the Shahanshah who expressed satisfaction with ORT's contribution to the economic development of his country.

DURING THE PERIOD 1960-65, STUDENT TURNOVER WAS 3,236 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 1,803.

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INDEX

I N D I A

General Remarks

The dire need for an ORT program in India had been stressed as far back as 1957, but it was only at the 80th Anniversary Congress in London in 1960 that the plan for ORT Polytechnic in Bombay was finally approved. Mr. Robin Gilbert came to India as the director in 1961, and after many frustrations the ORT Polytechnic commenced operation in Bombay on August 5, 1963. We have not seen the end of the frustrations, but steady progress is being maintained.

India is a vast country with a very dense population. Among the 500 million people in India the Jews constitute a very small fraction. The total number of Jews in India now remaining would be around 15 to 16 thousand. About 8 to 10 thousand migrated to Israel in recent years. Migration has not been occasioned by anti-semitism which is non-existent. The main reason has been the poor living conditions compared with comparatively better conditions in Israel.

It is very difficult for Jewish youth in the lower middle class and the working class to achieve a standard of education which would enable them to enter into the many polytechnics that exist in this country. The competition for places in these polytechnics is very severe, with the result that very few Jewish youth in the past were able to receive a technical education. The positions they occupied were, therefore, mainly in the unskilled or semi-skilled categories. India today is on the threshold of an industrial revolution. The need for technical and technological personnel is paramount. The boys who will be trained in the ORT Polytechnic -- where the emphasis is essentially on practical skills -- will get off to a head start and as a result raise not only their own standards of living but also the standards of living of their families, since the social structure of the country exercises pressures which force an individual to provide for his parents, brothers and sisters.

Structure of the ORT India Program

The Jewish population is centered mainly around Bombay. About 12 to 13 thousand out of the total number are in or around Bombay and it was considered essential to concentrate in this area. The ORT Polytechnic is offering full-time courses in the subjects of draftsmanship and designing and in skilled mechanics.

In addition to full-time courses, there are also evening courses, which are accelerated specialized courses intended for semi-skilled people already in industry to help them improve their standard of theoretical and practical knowledge. Among these students are a number of white-collar workers who are interested in improving their prospects through a technical career. With the proposed extension of the ORT Polytechnic it is expected that about 120 students will be accommodated in the evening courses as against the present 50.

To insure that the pupils intending to join ORT Polytechnic in the future will have a proper bias for technical work and to help prepare the necessary background, educational manual training has been planned for

the pupils of the two Jewish schools, the Sir Jacob Sasson High School and the Sir Elly Kadoorie School in Bombay. It has been difficult to find suitable instructors and in one of the schools suitable premises are not available. However, the Sir Jacob Sasson High School began, in June 1964, educational manual training in five standards covering about 80 boys, under the technical direction of ORT India.

Students

As mentioned above, the students who apply for admission to ORT Polytechnic are mainly from needy families who, with a few exceptions, had difficulty in achieving the educational entrance level. Then again, there is a difference in the standards between students of different schools. Those who pass out from schools with English as the medium of instruction are generally better able to benefit from the ORT Polytechnic courses from the start.

The educational methods followed in schools here provide a further drawback -- large numbers of students per class preclude the possibility of individual attention and this results in students adopting memorising rather than understanding as a basis of study.

Because of the emphasis on division of labor caused by the caste system the students have difficulty in appreciating their responsibility for the cleanliness of their machines and their workshop. It was considered in the past as below one's dignity to clean machines or sweep and this mentality tended to be adopted by all inhabitants in India.

Once the students were enrolled in the ORT Polytechnic it was discovered that lack of proficiency was primarily due to the conditions in which the students lived at home and the difficulties under which they had to study. To some extent, this has been overcome by the creation of a hostel under the auspices of the American Joint Distribution Committee, where 30 ORT boys have been lodged, obtaining free boarding and having ideal conditions for study and work.

The other difficulty that students find in continuing to study at the ORT Polytechnic is to some extent due to the financial needs of the family. As a result, some have left either to take up jobs or to go to Israel.

At present, 48 students are attending the full-time courses, 28 in the second year.

Examinations

The 1963/64 school year examinations found three categories of students:

Class A : This class had had English as the medium of instruction and was of a higher standard.

Class B : Those who had had a language other than English as a medium of instruction and were of a lower standard.

Class C : The preparatory class which consisted of students having a very low standard of general education -- some of them not even having completed high school.

Apprenticeship Training

No apprenticeship program has yet been instituted but some factories of ORT India Committee members absorb the students as apprentices for the vacation period. It is intended that the ORT Polytechnic will also carry out projects during the vacations which are likely to be of assistance both to the students and to the school.

Pedagogical Problems

The main problem is the non-availability of suitable technical teachers, especially those having both practical and theoretical experience. The method of teaching in Indian polytechnics unfortunately places too much emphasis on the theoretical aspect and a very sharp division exists between the theoretical teachers and workshop instructors. We are hoping to build up a different class of teachers in the ORT Polytechnic who can illustrate what they teach theoretically by practical examples.

Hebrew education is restricted to about four periods a week, but it is intended to increase these next year to about six periods per week.

Government Assistance

We have not yet applied for government assistance as acceptance would necessitate conforming to rules and regulations laid down for such grants, among which are two which we consider unacceptable under present circumstances:

- a] There should be no community preference to the students admitted because the government follows secular principles.
- b] The courses followed by the ORT Polytechnic should correspond to that of the government syllabus, which is essentially theoretical.

ORT India Committee

There is one ORT India Committee and two sub-committees :

- a] Technical Sub-Committee which is intended to assist the director in problems of technical education in relation to the industrial conditions existing in India; and
- b] Social Welfare Sub-Committee which deals at present only with the cases of boys who cannot afford to pay deposits and/or fees. It is intended that this committee will, in time, deal with cases needing financial and maintenance assistance.

Social Assistance

The ORT India Committee does not itself engage in any social assistance, but with the assistance of the American Joint Distribution Committee a hostel has been set up which provides completely free boarding and lodging facilities

for about 30 ORT boys in a home-like atmosphere under the supervision of the superintendent and his wife. The boys have appreciated this hostel very much and they behave like one large family.

Facilities have been given to the boys by the ORT Polytechnic to borrow instruments and other equipment so that they can carry on their work during the holidays.

The boys are also helped to join the camps organized by the Jewish Agency once or twice a year. Early in 1964, the camp was held in Bangalore and in 1965 it is proposed to hold the camp in a hill station called Matheran. This enables the boys to imbibe some knowledge of Jewish history and culture.

Fund Raising

Before the establishment of the ORT Polytechnic, a fundraising campaign was instituted and a substantial amount collected as a result of a film program. Efforts at collection since then have not been too successful because the number of people who are in a position to contribute have many calls made on them by other Jewish and non-Jewish institutions. It is hoped that an all-out effort made after the completion of the ORT Polytechnic building extensions will be more productive. At the same time, an intensive membership drive will be initiated.

Some of the delays have proven "a blessing in disguise" because the plot of land purchased at Santa Cruz for the establishment of the ORT School was later found inconvenient. This plot at Santa Cruz appreciated considerably in value and the increase expected to be obtained will enable the Polytechnic to continue almost without financial assistance for the year 1965. Professor William Haber, during his visit, succeeded in arriving at an understanding with the Sir Elly Kadoorie School authorities and a portion of their land was leased.

Problems and Perspectives

Problems: The aspect which needs priority attention is the stabilisation of effective technical and administrative direction and teaching. Arrangements with the present ORT director or another proposed director should be finalised to insure continuity and stability.

Teachers also present some problems but it is hoped that this matter will be solved over a period of years when the present staff become more acquainted with the methods of ORT and accept the aims to be achieved by this type of intensive practical training.

It is also essential that the ORT India Polytechnic should be accepted at some stage by either the government or the local industrial firms so that the students who graduate are reasonably assured of prompt openings. This is not likely to be a problem after the first two or three years, as by that time it is hoped that the students already at work will have created a good impression and paved the way for those who follow.

Perspectives: It is hoped that deserving pupils will be afforded possibilities of continuing to study, even if they are needed for the purpose of providing funds for the running of their homes, by means of an apprenticeship program, which in effect means a subsidy to their parents.

The extension of the ORT India facilities to cover courses besides drafting or mechanics is envisaged.

It is hoped that the Sir Elly Kadoorie School will provide facilities for establishing educational manual training on an extended basis, similar to that now operating in the Sir Jacob Sasson High School.

It is hoped that once the ORT India Polytechnic program has been stabilized, training facilities will be extended to cover girls and women, for whom no satisfactory facilities exist in any of the local community projects.

DURING THE PERIOD 1962-65, THE STUDENT TURNOVER WAS 298 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 184.

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ALGERIA

In June 1962, following the departure of practically the whole of the country's Jewish population, all activity ceased in the six OBT schools and centers, founded in 1947, and established in Algeria's three main towns.

After World War II, OBT Bureau heads concerned with Algeria and began to set up technical training projects for the 150,000 Jews there.

The years 1947 to 1950 covered the full development of all OBT Algeria activities. In 1951 and 1952, the Jewish population fled, followed by the closing of the schools.

1947 - 1950

In Algiers, in 1947, then in Constantine in 1948, the OBT schools welcomed their first students.

After 1950, the task seemed so vast that OBT Algeria, in agreement with the World OBT Union and OBT France, established itself as an autonomous organization, drew up its own statutes and elected a governing body.

In December 1955 an OBT school was established in Oran.

In spite of the war, OBT activity continued in Algeria, OBT continued to develop in NORTH AFRICA where the organization had taken root.

The upward curve continued until 1959; in that year, OBT Algeria Institutes included:

ALGIERS

A school for boys, installed in a two-story former factory, where boys were taught fitting and electrical installation (preparation for the CNP), and adults learned technical drawing.

A school for girls, originally intended for sewing instruction, but which was very soon converted into a vocational training center for adults. Five studios were installed: executive secretary; shorthand-typist secretary; shorthand-typist; typist; and pre-training.

Two new studios were situated in the crowded district of Bab-el-Oued.

ORAN

A school for boys, with an annex. In these two buildings, were essentially made of but extremely small, boys were trained especially for the CNP specialties in electrical installation.

CONSTANTINE

A school for boys, where students were prepared for the CNP specialties in mechanical fitting and electrical installation. Previously, the specialties in mechanics and plumbing trades had been taught

ADIRTA BTROK

A L G E R I A

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1947 - 1960

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In October 1955 an ORT school was established in Oran.

In spite of the war which was gradually spreading in Algeria, ORT continued to develop in each of the three main towns where the organization had taken root.

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ALGIERS

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The two schools were situated in the crowded district of Bab-el-Oued.

ORAN

A school for boys, with an annex. In these two buildings, very centrally located but extremely small, boys were trained exclusively for the CAP examination in electrical installation.

CONSTANTINE

A school for boys, where students were prepared for the CAP examination in mechanical fitting and electrical installation. Previously, the construction-locksmith and plumbing trades had been taught.

A vocational training center for women, with one section in shorthand-typing.

An employers' apprenticeship service.

The two schools were installed in premises provided by the town's Jewish Consistory.

STUDENT BODY

The first ORT Algeria school opened in May 1947 with a student body of 32 young boys.

In October 1960, 412 students attended the ORT schools in Algeria; 291 boys and 121 girls.

During the same year, 152 students finished their studies, and took the official CAP or CFPA examinations; 77 passed. Algeria was then at full employment level, and all our students were easily placed in their specialized branches.

1961 - 1962

The general situation gradually deteriorated. In Algiers, Bab-el-Oued was one of the main trouble spots. In Constantine and Oran, an atmosphere of violence reigned over work and study. We managed to continue working almost as usual in all our schools. We endeavored to preserve everywhere ORT's apolitical character, and we were able to protect our students, permanent witnesses of street-fighting, from becoming involved. Students and teachers went to the schools regularly when many suppliers would no longer risk sending delivery vans to us.

And then, Algeria's Jewish Community, whose fate was bound to that of the original European community, accelerated its departure. Our institutes were forced to close their doors for lack of students.

We mentioned above that 412 students attended ORT schools in October 1960. By December 31, 1961, only 289 remained; in April 1962 there were 173 and by June 1962, only 87, 59 of whom were Jewish.

The departures were large-scale, beginning with Constantine where in March 1962 all activity ended in the Center, following the departure of practically all the students and staff.

The following May the 77 students in their last year at Algiers and Oran finished their studies. They were not able to sit for the official CAP examinations, which had not been organized, but seven of our student electricians from Oran were able to take the CAP examination in Marseilles and five passed.

In Algiers itself, the last four trainees in the technical drawing section passed the final examination which had been organized.

M O R O C C O

The last five years of ORT Morocco's activity faithfully reflects the evolution of the Jewish Community during the same period. The country's emancipation, governmental reorganization, industrial development and emigration have caused changes in our network and curriculum.

We have been particularly affected by the government's educational reform. Two important aspects -- a change in the structure of technical education and the gradual Arabization of all education -- have caused considerable revision of our curricula.

The creation of new industries -- tire manufacture, automobile assembly, road building, dam building -- and the development of old, in particular sugar and phosphates, has meant migration of population from the countryside to the cities. The Jews have been particularly affected since they do not work the land and have tried to find work in these areas. We have opened new sections to provide training in radio, telephonics, construction drawing, chemicals, stenography and typing.

The Jewish population has decreased by two-thirds during the last five years. Enrollment in our schools has followed this decrease, going from 3,056 in January 1960 to 1,105 at the beginning of 1965. It should be noted, however, that this loss was differently distributed throughout our network; in the girls' school, for example, the decrease was only 30%.

Structure

In 1960 the ORT Morocco network comprised seven centers :

- Ain-Sebaa Boys' School, Casablanca
- Val d'Anfa Girls' School, Casablanca
- Basic Education Center, Casablanca
- Adult Training Center, Casablanca
- Institute for the Deaf, Casablanca
- Marrakesh Center
- Tetouan Center
- Apprenticeship Placement Service

In 1965, the network has been reduced to four centers, those of Ain-Sebaa, Val d'Anfa, the Basic Education Center, and the Institute for the Deaf, in addition to the Apprenticeship Placement Service and primary manual training classes.

The existence of the Marrakesh and Tetouan Centers and the adult training center in Casablanca was necessary because of the many Jewish children living in these communities at that time and by the overflow from our schools in Casablanca. We centralized our network, however, to fit the migration of the Jewish population into the big cities and eventual emigration. In 1962, therefore, we closed the adult training center in Casablanca and the Marrakesh center. The Tetouan center was closed in 1963.

BOYS' SCHOOL, AIN-SEBAA

In January 1960, this school had 38 classes : 13 in the first year, 12 in the second, 11 in the third and two in the fourth year, technician's level. The normal course was three years, ending with the official Vocational Aptitude Certificate (C.A.P.).

The following skills were taught : general mechanics, automobile mechanics, auto body maintenance and repair, aviation mechanics, electro-mechanics, construction drawing, telephonics, radio, cabinet-making, technical drawing, architectural drawing. There were two major subjects at the technician's level -- mechanics and electricity. The total number of students was 772 with 650 boarding.

In 1962 we eliminated the subdivisions under mechanics, replacing them with a single three-year course in general mechanics. We also revised the curriculum at the higher level, replacing the previous major subjects with the general mechanics course during the first three years and majors in telephonics and radio in the fourth year.

In December 1964, the boys' school had the following classes : six in the first and second years, four in the third year and one in the fourth year in mechanics, electricity, construction drawing and radio.

The first year is the same for all students. In the second year they are divided into the different sections depending on their aptitudes and grades.

There were 375 students in all. The Jewish students live in at the school; of the 345 boarding students, 180 come from 32 towns and villages outside Casablanca.

GIRLS' SCHOOL IN VAL D'ANFA

In 1960 there were 20 classes in the girls' school : five preparatory, nine in the first year, four in the second and two in the third. The following subjects were taught to a total of 417 students : cutting and dressmaking, industrial dressmaking, beauty culture, laboratory technician, secretarial, window dressing-decorating.

To facilitate job placement, the dressmaking and secretarial sections were changed respectively to ready-to-wear dressmaking and French language secretaries. For the same reason, the window dressing-decorating section was closed at the end of the 1963/64 school year.

In 1964, the girls' school had nine classes, including preparatory classes, in the first year, five in the second, and two in the third. The students totalled 308, with 26 boys, and 136 girls living in the internat.

We opened, in 1964, a parallel first-year class in laboratory technicians for students with a higher educational background. We, therefore, plan to cover the three-year program in two years. They will then be eligible to take the Moroccan baccalaureate examination. This explains the popularity of this skill for the brighter and better prepared students.

We are planning to open an adult course in cutting at Val d'Anfa this year.

BASIC EDUCATION CENTER

As in 1960, four classes with about 100 boys at different school levels are in operation at the present time. None of these pupils have a primary school certificate or its equivalent.

The purpose of the Center is to "rescue" the largest number of boys who have not been able to acquire a primary education and then to give them a trade. Every year, about 40 of these pupils pass the entrance examination for Ain-Sebaa and continue their vocational training normally. The others are placed directly into apprenticeship.

The curriculum is established according to the students' needs. General education is emphasized while the workshops in woodwork, general mechanics and electricity permit the boys to become acquainted with their future work.

APPRENTICESHIP PLACEMENT SERVICE

We have tried to interest employers in better training for their apprentices by introducing the European system of one day of classes per week. We have not been able to do so because of the economic situation and, above all, for lack of suitable legislation.

Our work therefore consists of finding employers, placing the apprentices, inspecting their conditions of work regularly, and providing evening courses to complete their education. We are particularly concerned that there is constant progression in their work and that their wages are gradually increased.

Emigration has greatly decreased this service. In January 1960, we supervised 1,316 apprentices and in 1964 there were only 188, 148 boys and 40 girls. They work for 85 employers in the following trades : electricity (5), dressmaking (23), leather (17), arts (22), metalwork (7), others (11).

This Service also takes care of placing the graduates from our schools. In addition to those who find their own jobs or are placed by the official job agency, as occasionally occurs, we have found jobs for 33 graduates in 1962, 50 in 1963, and 14 in 1964.

Another task of the Apprenticeship Placement Service is to investigate the family backgrounds of new students. This permits us both to ask tuition from parents who can afford to do so and to help those students who need it.

INSTITUTE FOR THE DEAF-MUTES

From the knowledge gained from Mrs. Egg and the help given by Mr. Heldstab, from the devoted efforts of director and staff, this school has become an institution that is the only one of its kind in Morocco and probably in all of North Africa.

Its purpose is more than giving speech and an education to mute children. It has been our ambition -- and one which we are realizing at present -- to train these children in a trade, to make them equal with others, to make them independent.

Proof of our success is the fact that some of them are now attending classes normally at Ain-Sebaa or Val d'Anfa. Nezra and Flory are studying sewing at the present time at Val d'Anfa while Alain completed his apprenticeship in mechanics in 1964. Anita is a 1964 graduate of the decoration section, first in her class.

These students remain in contact with the Institute during their vocational training so that they can continue to improve their speech.

At the present time, the Institute for the Deaf has 55 students -- 31 boys and 24 girls -- divided into five classes.

Examination Results

For many years, our students took the official examinations in eighteen subjects. We also gave new examinations approved by the Ministry of National Education. About 90% of our students have always passed.

This average went down in 1963 and 1964 for the following reasons :

- 1] The present generation of students has a lower level than those before the emigration period;
- 2] The new kind of examination put into use by the Ministry of National Education and the compulsory use of Arabic.

The lower average is general in Morocco. ORT Morocco students still receive among the highest marks despite the theoretical superiority of students of the instructors training school and the Lycee Technique of Casablanca.

Other Activities and Plans

ORT Morocco gives primary manual training courses in different Jewish children's centers. Such a workshop was operated in the Jewish school in Tetouan until 1963.

At the present time, ORT Morocco is giving various courses, including primary manual training courses, in the Hillel Center and Bengio Home, a child care center in Casablanca. The courses are in mechanics, electricity and dressmaking. Many of these students then apply for admission to our regular schools.

We are presently considering the expansion of manual training courses in the provinces in collaboration with a Jewish youth group.

In addition to the adult course in cutting, we are planning to open an accelerated course for adults in electricity at Ain-Sebaa.

Production

The dressmaking section in the girls' school earns a large part of the money needed to buy the raw materials it needs. It also sends a collection of dresses each year to Women's American ORT for exhibition purposes.

The Ain-Sebaa school successfully takes care of many and diverse kinds of maintenance and installation : electricity, telephone, plumbing, etc. The students also make didactic material designed by their teachers. They repair all machines and make most of the tools they need.

The end of the year exhibition, 1963/64 was a particular success. The inauguration was attended by representatives of local government, the French Cultural Mission and other organizations.

Pedagogical Problems

We have lost teaching staff as well as students. Eight instructors have left during the period 1960 - 1964, though some have remained in the ORT network in other countries. Since we cannot find well-trained instructors, we are trying to train eventual replacements; we have at present engaged two instructors in-training, one in electricity and one in mechanics.

We are also planning to hold a training seminar in Casablanca and increase our inspection of classes and workshops. We plan to put this project into operation at the beginning of 1965.

Cultural Activities

These activities, which have established a warm and friendly atmosphere, are complementary to the regular curriculum. They include supervised study periods, recreational evenings featuring the co-ed chorus, theatrical performances, film showings, lectures and discussion groups, excursions, athletic events.

Jewish education is particularly emphasized. A "daily" synagogue was inaugurated at Ain-Sebaa in November 1964. It was built by the students and operated in addition to the Myriam Earle Center.

The process of internal immigration to Casablanca has resulted in closer relations between pupils and teachers, particularly in the boys' boarding school at Ain-Sebaa. We have been able to undertake a wider variety of projects, such as a cooperative store with the students participating in its management.

Fundraising

ORT Morocco received government subvention until October 1960. The World ORT Union has since become the main source of support. Local fundraising, with the exceptions of the AJDC and Ittihad-Maroc, only covers about two percent of our budget.

Membership continues to decrease. This is due to emigration and to the general apathy toward all Jewish organizations.

Committee

The ORT Morocco Committee, led by Mr. Jules Senouf, and the Women's Committee carry on an active program despite the difficulties they face.

Alumni Association

The Alumni Association shows great vitality. It has its own meeting place and is planning to extend its activities.

Social Assistance

Social assistance is carried out with the generous help of the AJDC and OSE. We also receive considerable help for this from Women's American ORT.

Prospects

Despite the decrease in the number of students, ORT Morocco has 1,171 students. We believe that we can maintain our present structure as follows :

- Boys' school at Ain-Sebaa
- Girls' school at Val d'Anfa
- Basic Education Center
- Institute for the Deaf
- Apprenticeship Placement Service.

We are also thinking in terms of an eventual regrouping and reorganization, should emigration continue. But this would not modify the essential structure. We plan to submit such a reorganization project to the World ORT Union in Geneva at the end of the 1964-1965 school year.

DURING THE PERIOD 1960-65, THE STUDENT TURNOVER WAS 9,309 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 1,105.

T U N I S I A

Introduction

The period January 1, 1960, to January 1, 1965, was one of important political and economic change in Tunisia which had serious repercussions on the life of the Jewish Community.

The principal political crisis was the demand that France evacuate her troops completely and culminated in the Bizerte battle. One of the results was improved relations with the UAR and other Arab League countries which supported Tunisia during this period.

The end of the Algerian War has also had great impact on Tunisian political life. The independence of Algeria has made it possible to think in terms of the creation of the Greater Maghreb consisting of Tunisia, Algeria, Morocco and Libya.

Economically (and the above-mentioned political events had economic repercussions), the most important developments have been increased planning, the weakening of economic ties with France, the search for new markets for Tunisian products, and a trend toward socialization of the economy.

It is mainly for economic reasons that the Jewish population declined from about 70,000 at the beginning of 1960 to 22 or 23,000 at the end of 1964.

ORT's program has decreased accordingly, in student body, teaching staff and services. We have had and continue to have problems in getting raw materials and tools as well as that of maintaining a competent teaching staff despite departures. But ORT has made it possible for the Jewish Community to change its economic structure.

Structure

In 1960, ORT's network in Tunisia was composed of a boys' school, a girls' school, adult courses, apprenticeship placement service, complementary courses for apprentices. This structure has not changed. Changes have, however, occurred within each component.

BOYS' SCHOOL

In 1960 there were 19 classes : two preparatory classes, six first year classes, five second year, five third year, and a fourth year class for graduates who wished to acquire another CAP (state certificate) in industrial design for construction mechanics.

Trades taught in the three year schools were : general mechanics, automobile mechanics, turning, plumbing, construction electricity, and refrigeration.

The decrease in students and the departure of instructors made us give up the fourth years in industrial design and refrigeration and close the section in fitting mechanics.

In 1964, there were two preparatory classes and four first year classes in the boys' school. Because of the high percentage of badly-prepared students in the entrance examinations, we prefer to maintain standards by opening two preparatory classes instead of six first year classes with the poor students holding back the others.

There were four second year classes and four third year in the following trades -- automobile mechanics, turning, plumbing, and construction electricity. We also have a fourth year class in electronic wiring for students with a CAP in electricity. Another fourth year class has been opened for graduates who wish to prepare for the ORT Institute in Anieres (or who wish to acquire student teaching experience to become instructors).

The total number of classes is 16, three less than in 1960.

GIRLS' SCHOOL

In 1960 there were two sections -- dressmaking and ready-to-wear clothing. Each section had three classes. In addition, there was a fourth year improvement workshop for graduates who wanted practical experience.

At the present time, only the dressmaking section is open, with two first year classes, one second year class, one third year class, and the improvement workshop.

ADULT COURSES

These are short courses, never longer than a school year. They are given either during the day or in the evening.

Because of the flexible organization of these courses, we have been able to adapt them easily to need. Between 1960 and 1964, the following trades were taught : men's cutting, women's cutting, tailoring, welding, automobile mechanics, industrial design, electricity, refrigeration, laboratory technology, radio, typing.

At the present, one day course for laboratory assistants and three evening courses in women's cutting, welding, and construction drawing are open, principally for those who wish retraining.

Student Body

We had 1,578 students in 1960 and 760 at the end of 1964. Proportionately, this is less than the decrease of the Jewish population as a whole and it has affected the various sections unevenly.

In the boys' school, including the pre-apprentices who now make up the preparatory classes, the decrease in the student body between January 1,

1960 and January 1, 1965 was 24.5%. In the girls' school, it was only 17.5% during the same period.

Adult courses are down to 60.2% compared to January 1, 1960 but only 29% compared to January 1, 1961. There are 69% fewer apprentices and 74.4% fewer in the complementary courses for apprentices at the end of the five-year period.

It becomes apparent therefore that only the apprenticeship service and its complementary courses followed proportionately the decline of the Tunisian Jewish population (70%).

At present, the student body is :

348 in the boys' school
85 in the girls' school
105 in the adult courses
35 in the apprenticeship complementary courses
187 in the apprenticeship placement service

Examination Results and Jobs

Our students examination results put us among the best schools in the country. Of the 628 ORT students who took the CAP examinations between June 1959 and June 1963, 562 or 89.5% passed.

In 1964, 74 of 75 of our students passed. The only failure was not allowed to take the examination for disciplinary reasons.

As do other vocational students, our students still take both Tunisian and French examinations. All of our graduates find work. The electricians, those in refrigeration and in industrial design earn the highest wages. The auto mechanics and those in radio have to meet more competition. Turners find jobs easily but usually in factories where promotion is slow. The plumbers are usually the most successful because they are self-employed; recently, four of our alumni formed their own company. The dressmakers too have no problems -- some have their own businesses, others work "by the day".

Apprenticeship Placement Service

The apprenticeship placement service has seen approximately the same decrease as the Jewish population. On January 1, 1960, there were 750 apprentices including those in the complementary courses; two years later, there were 637 of whom 45 were in the complementary courses; on January 1, 1965, there were 222, including 35 in the complementary courses.

This service has the following problems : many of the small Jewish artisans have disappeared; the new apprenticeship law protects the apprentice but makes the employer reluctant to hire one; the government, in encouraging prolonged schooling, in fact discourages apprenticeship.

Another factor is that there is less poverty among Jews than a few years ago. But, since poverty still exists, the apprenticeship placement service continues not only to be very helpful but necessary.

Production

We have concentrated production on our own needs. Between 1960 and 1964, we have made drafting tables, a cold storage chamber, a forge ventilation pipe, classroom furniture, an automatic bottle-filling machine, a refrigerated counter for one of the big hotels in Tunis, games for the JDC kindergartens, an automatic hammer for jewelers -- this last is the only one of its kind made in Tunisia.

We have also installed showers in two outside schools and the ventilation system in the cellar of one of our own buildings. We have built purifiers for our acetylene generators, bench machines, many didactic panels. The electricity section studied and built the lighting system in the drafting study rooms. The auto mechanics section repaired many cars belonging to ORT, ORT teaching staff and teaching staff of other schools. The girls' school sends clothes for exhibition purposes to WAO.

In 1964, we built twenty good quality radio sets, the girls' school made many more clothes for the WAO exhibition, the auto section built five posts for motor repair, the turning section made wooden tools for work in lead, the plumbing section rebuilt the gas and water conduits in the boys' school, the electricity section made didactic material in quantity.

Pedagogical Problems

Many of our instructors are alumni of the ORT Institute in Anieres and three of them are graduates of ORT Tunis. We have tried to promote a feeling of teamwork and we believe we have succeeded. At the present time, we are operating with the minimum number of instructors. If our present instructors and workshop chiefs remain, we shall be able to maintain our standards.

We have been trying to interest our best students in becoming instructors by offering them a fourth year of study. At the end of this year, in which they help in the teaching, they either apply to the Institute or they remain as assistant instructors. In the latter case, they are given pedagogical and technical practice with the help of the World ORT Union.

Jewish education is compulsory. No one can be promoted without passing this class. We also celebrate the different holidays and have lectures on Jewish subjects. We held special ceremonies to commemorate the twentieth anniversary of the Warsaw Ghetto uprising.

Fundraising

ORT Tunisia does not receive any financial support from the government. With the continual decrease in the Jewish population, membership recruitment is difficult. Nevertheless, our committee has about 500 members.

Our students pay for some supplies and services. During 1963, we collected about 4,500 Tunisian Dinars (about \$11,000).

Committee

In september 1962, Mr. Elie Nataf, first president and one of the founders of ORT Tunisia, died. He had worked with ORT leadership in Europe well before the Second World War. His loss was a great one.

His successor, Mr. Albert Bessis, is a distinguished lawyer and former minister. He too has been active in ORT since its inception in Tunisia and served as vice-president. He was re-elected unanimously in 1964.

Collaboration with Other Agencies and Social Assistance

We have good relations with the government. Following the establishment of a special section on private schools in the education ministry in 1962, the director wrote a very flattering report on the ORT schools. We have been asked by this section to suggest examination subjects and in May 1964, our technical director was invited to become a member of the examinations board.

We also have good relations with the French Cultural and Scientific Mission and practically all our instructors serve on their examinations boards.

We enjoy excellent relations with the other Jewish organizations. The social assistance we received from them, particularly from JDC, is important for us.

The most important help comes from Women's American ORT. We wish to thank them for their generosity, which includes both social and medical care. There are many students who would not be able to attend our schools without this help.

DURING THE PERIOD 1960-65, THE STUDENT TURNOVER WAS 5,090 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 760.

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NORTH AMERICA

...the Canadian Orit Federation is the organizational structure in Can-
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...the maintenance of the school, its since such grants have been
...we are permitted to collect additional funds under this
...of the regulations of the various Jewish welfare funds in
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...is now permitted to establish new Chapters (since the we-
...under the Women's Canadian Orit, and since a
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...of Women's Canadian Orit was covered in a separate re-
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...grant from the Canadian Jewish Congress in the year 1960
...in total of approximately \$25,000. The only
...the raising of funds in Canada during the period
...Orit Federation was its close cooperation with the Ju-
...to the Canadian Jewish Congress for a grant of \$125,000.
...to be utilized to ex-

...the Canadian Orit Federation failed to implement a program of
...groups throughout the larger cities in Canada, which is
...to soliciting membership, would also try to obtain scholarships or
...toward the purchase of equipment required in the Jerusalem
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...with the leadership in need of the larger dis-
...efforts received some encouragement, and we are now
...of which special subsidy funds toward the cost of constructing
...at the Toronto school.

...the past year in establishing a Men's Orit
...with a projected membership of 200, a limit set by the
...at an annual membership fee of \$25.00 which
...the \$10.00 limit previously placed for mem-
...in that city.

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ADIRONDA PARK

C A N A D A

Since Canadian ORT Federation is the organizational structure in Canada which deals with the Canadian Jewish Congress in applying annually for a grant for the maintenance of ORT schools, and since such grants have been made annually, we are not permitted to solicit additional funds under this aegis by virtue of the regulations of the various Jewish welfare funds in Canada.

All we are permitted to do is establish Men's Chapters (since the women are already organized under the Women's Canadian ORT), and accept a \$5.00 membership and an additional \$5.00 subscription for mailings of ORT literature, etc.

The activities of Women's Canadian ORT are covered in a separate report (see page 112).

The annual grant from the Canadian Jewish Congress in the years 1960 to 1963 inclusive amounted in total to approximately \$255,000. The only other contribution towards the raising of funds in Canada during the period by the Canadian ORT Federation was its joint representation with the Women's Canadian ORT to the Canadian Jewish Congress for a grant of \$125,000, payable \$25,000 annually for a period of five years, to be utilized to establish the electronics school at Jerusalem.

In 1964, the Canadian ORT Federation decided to implement a program of establishing men's groups throughout the larger cities in Canada, which in addition to soliciting membership, would also try to obtain scholarships or contributions toward the purchase of equipment required in the Jerusalem school.

After some discussions with the leadership in some of the larger communities, our projected efforts received some encouragement, and we are now planning to solicit special subscriptions toward the cost of constructing dining room facilities at the Jerusalem school.

We were successful during the past year in establishing a Men's ORT Club in Winnipeg, with a projected membership of 200, a limit set by the Winnipeg Jewish Welfare Fund, at an annual membership fee of \$25.00 which was a larger concession from the \$10.00 limit previously placed for membership fees in the various Jewish organizations in that city.

We reactivated the Toronto chapter with an objective of securing 1,000 members, and the paid-up membership is now a little better than 200.

Our greatest disappointment has been in the city of Montreal, where ORT activities in Canada were first established, and we have finally obtained the promise of very responsible leadership to reactivate the Montreal men's group.

It will probably be some months before we can see the benefits of this work. The campaign is not easy because of the large number of Jewish organizations vying for membership, particularly the service organizations which have a regular full-time program.

We were successful toward the end of 1964 in obtaining from the Canadian Jewish Congress, again in concert with the Canadian Women's ORT, a further grant of \$125,000 on behalf of the Jerusalem ORT school, to be paid at the rate of \$25,000 annually.

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

Background

At the Sixth Biennial Convention held November 26, 1960, it was reported that Women's Canadian ORT in that year had undertaken to participate in the financing of the Jerusalem ORT Center expansion program. The responsibility was shared with Canadian Jewish Congress and Canadian ORT Federation. As a result of this particular interest on the part of the organization, some new projects were developed specifically to meet this commitment.

For example, tributes to the Jerusalem ORT Center, which provide a monument in honor of happy occasions or in remembrance of loved ones, are means of enlisting donations. Donations of \$500 or over are dedicated on a plaque in, for example, the auditorium, library, classrooms, exhibit cases, infirmary, etc. Laboratory equipment, shelves of books, desks in classrooms, doors, windows and so on may also be purchased through donations. The names of the persons honored or memorialized are inscribed in our Golden Books, which will be placed in the entrance hall of the Center.

Very recently, the infirmary has been dedicated through a pledge of \$2,500 to be paid over a five-year period.

In addition to the above, special fund raising functions were instituted in practically all regions.

Activities

The National Executive sets financial goals for each region, including Montreal, Toronto and Ottawa regions and Hamilton, Halifax and Winnipeg chapters-at-large, based on members, past performance and potential. The system is carried through at the region and chapter-at-large level, where similar goals, as appropriate, are set for individual units.

The organization's transfer to World ORT Union, in Canadian funds, are listed as follows :

1960	\$68,841.82
1961	64,542.50
1962	54,318.28
1963	80,078.40
1964	63,312.80 [to date]

Some portion of these funds have been earmarked each year for Women's International ORT.

In the Montreal and Toronto regions (the largest regions) annual fund raising events, such as a bazaar, car draw and calendar year book (advertisers purchase space) provide the bulk of funds. Scholarship Fund donation cards are a continuous project. In Montreal, a dinner dance aboard a Greek liner is one of the social events of the season. In Ottawa, the social assistance luncheon "S.O.S." attracts a good attendance and is a highlight of the fund raising program.

"Honor Roll" stimulates individual achievement in those regions where the award system is carried on. Personal contributions through membership expansion, handicraft sales and any other form of individual fund raising, is recognized when members raise over and above a set minimum budget. A prize awarded by Women's International ORT has been used in conjunction with this program.

Thrift or economy shops are operated in Montreal and Toronto and are found to be extremely profitable. Members and friends donate nearly new clothing and other saleable items and members are responsible for constantly replenishing the stock as well as manning the operations with the assistance of part-time paid workers.

Projects, such as rummage sales, dances, teas, fashion shows, cocktail parties, theater nights, card nights, etc., are implemented within chapters or units in the various regions.

Publicity

There is wide use of the film "The Mellah". It serves to promote understanding of the organization's philosophy and objectives and is used in conjunction with membership drives. The media of TV, radio and newspapers are used to great advantage, particularly in larger centers, to advertize both fund raising and educational programs. At this time national publicity and program officers are encouraging appropriate publicity at the chapter level with a view to bring ORT's name to the fore as often as possible.

Membership

Between 1960 and 1964 approximately 1,000 new members were co-opted to the organization. Eight new chapters have been formed in Montreal and five in Toronto. Chapters-at-large were organized in Hamilton and Halifax and re-organized in Winnipeg. Ottawa retained three chapters. The national membership picture, however, did not show any appreciable change in that active membership numbers remained fairly stable. At the present time there are approximately 2,300 members in Women's Canadian ORT.

Along with financial goals, all regions and chapters-at-large are guided by national policy in membership expansion goals. At the 8th Biennial Convention held in October, 1964, a motion was passed that an effort be made to increase membership to 5,000 by the next Biennial Convention in 1966. Consequently, all regions and chapters-at-large were assigned specific goals for membership increase.

A new category of membership, to be known as "Friends of ORT" is envisaged for those areas of Canada where the Jewish community is too small to anticipate any formal organization of ORT. This approach to membership may have a special appeal for those who have had an association with ORT in their country of origin.

The category of life membership emerged at the time of ORT's 80th birthday. Life membership in 1962 totalled 243, and in September 1964, was 389. Payment of life membership dues can be made through total cash payment, ten monthly instalments, or transfer of a \$100 State of Israel bond. All life members receive an emblem brooch on receipt of full payment.

A major problem related to retention of membership interest is evident, and becomes increasingly obvious in relation to the operation of the total program. Therefore, we are currently introducing programs to strengthen the bonds of membership, primarily at the chapter level. A "Record of ORT Members' Interest" form was circulated to ascertain members' talents and interests. A program kit was also distributed through the regions to each chapter in Canada.

Expansion

Plans are afoot to penetrate the following key cities -- Windsor, Ontario; Sydney, Nova Scotia; St. John, New Brunswick; and Moncton, New Brunswick. These cities have become our target as there is a sufficient concentration of Jewish families, and a climate in the communities which lead us to believe that ORT's program may gain acceptance, when the way is paved.

Membership growth in existing regions and chapters-at-large is a continuous job which requires the cooperation and strength of national officers of program and membership, and their counterparts in regions and chapters.

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As mentioned above, concentrated efforts must be made to maintain interest at the grass roots or chapter level. Therefore education and membership programing are receiving emphasis at this time. There is a co-relation between retention of members through interest and expansion of existing chapters, which draws our attention to the need for an educational program of some magnitude. We are also stressing leadership training programs so that we may provide for the future strength of the organization. We are fortunate in having some very able national officers, whose dedication to the organization provides a pivot for the programs undertaken by the auxiliary arms or regions in Canada.

A M E R I C A N O R T F E D E R A T I O N

The development of ORT on the American scene during the first half of the present decade took place against the backdrop of changes that were sweeping over large segments of Jewish life. The necessity of conveying an awareness of these trends to the community and of eliciting support to enable the ORT programs to respond effectively to these changing needs were the primary concerns around which our activities have been organized.

American ORT moved in several new and significant directions during this period. The policy resolution of technical assistance adopted by the London Congress in 1960 was implemented in ways which have brought ORT to the favorable attention of the U.S. government. The prestige of ORT as an operating agency in the field of vocational education has been tremendously enhanced as a result of these endeavors, not only within the governmental sphere but also among educators and the community at large. Another activity in this period which has been beneficial to the schools was the establishment of a program of acquisition of the U.S. government excess machinery and equipment, most of which has gone to Israel.

Organizationally, considerable strides can be recorded. In many respects, American ORT is far more effectively rooted now than ever before in the living soil of the community. The most notable gains of course are those made in Women's American ORT, whose separate report spells out the progress in numbers, in areas reached, and in rising commitments toward the program, which have been fulfilled. A new effort was launched among men and the first fruits, in terms of new chapters and income, are now appearing. To this period also belongs the institution of the first systematic program for legacies, the results of which are already considerable.

The Bramson ORT Trade School in New York, which is the only training program conducted by ORT in the U.S., underwent considerable change in several respects. The director who had guided its work for 20 years passed from the scene. Fortunately, her assistant who succeeded her has proven an eminently capable director who has helped the school to make considerable progress. The content of courses has been adapted to changing industrial methods. Additional areas of skill have been added to the established courses. The school was moved to the new, consolidated headquarters which now house all the departments of American ORT in the same buildings. The new quarters provide more and better space and improved separation of courses. Throughout the period, enrollment remained at about 700 trainees per year.

While progress has not been uniform, the main direction of this period has been forward. ORT is probably better known on the American scene than at any other time in its history. The value and quality of the program is widely appreciated among community leadership and in the UJA. The schools in Israel have been seen by thousands of American tourists and the Syngalowski Center, which has become firmly established as one of the showpieces for visitors, is now a quite well-known Israeli institution identified with ORT.

All these developments took place within the established framework of our contract with the JDC. The decisive yardstick has always been the support made available to the trade and vocational program overseas. In the years 1960-64, this support totalled \$14,087,000 from all American sources, exclusive of the U.S. government projects in West Africa.

Financial Support to the Program

During 1964, the sum of \$3,055,000 was contributed toward the overseas program from U.S. sources. The greater portion, as in the past, came from the JDC, under terms of the annual agreement, amounting to \$2,000,000. The total realized under terms of the 18 consecutive agreements of the post-war period comes to some \$27,578,000, a sum which has substantially underwritten much of the development of the program over these years, most particularly in the earlier period. Relationships with the JDC have deepened and strengthened at all levels in recent years.

The second major source is, of course, Women's American ORT. In 1964, this organization of almost 65,000 members in over 450 chapters in every sizeable community across the country contributed \$1,110,000. The total of WAO contributions from 1960-64 has been \$4,772,000. The annual contribution of WAO has risen steadily, as the organization has grown and there is every indication that it will continue to do so.

A third and increasingly hopeful source lies in the other organizations affiliated with American ORT -- American Labor ORT, the men's chapters, the American and European Friends of ORT, Business and Professional ORT, the National ORT League. These groups have increased their effectiveness in recent years and now are making their mark financially as well. During recent years, American ORT assumed obligations for special contributions which have averaged \$25,000 a year, over and above normal remittances, to meet emergencies that have arisen. In addition special grants have been made from time to time on the basis of legacies received. Sums from this source, of course, cannot be anticipated or planned.

A separate report will be presented on the results of discussions with JDC for 1965. The end of the Claims Conference in 1965 has long been anticipated with trepidation and recognition that special and new initiatives will be required if this loss is to be made up even in part.

Machines for Overseas Schools

Another form of support to the program has been the U.S. government machines and equipment. Between 1960-62, American ORT was responsible for implementation of a contract between the governments of Israel and the United States, under terms of a section of the Foreign Assistance Act which authorized such arrangements on a government to government basis. Within the framework of this agreement, 27 machines with an original acquisition cost of \$130,719 were shipped to Israel.

Under the Foreign Assistance Act of 1961, it became possible for voluntary agencies to enter into such agreements with the U.S. government directly. In May 1963, such an agreement was reached in Washington and has since been renewed which grants ORT the right to acquire such equipment up to an original cost of \$750,000. As a result of the previous experience and the apparatus and experience gained in purchasing for the West African projects, this activity has been highly productive. Under the new contract, it is permissible to send such equipment not only to Israel but to other designated countries and some has been sent to Iran. The cost of this program has been considerably reduced by a grant of ocean freight reimbursement by the government. About \$335,000 worth of machines have been acquired to date.

U. S. Government Projects

The technical education projects in Mali and Guinea were outgrowths of surveys of vocational requirements in eight African countries completed early in 1962 by teams of ORT specialists, at the request of the Agency for International Development (AID). Contracts for these projects, signed in the middle of 1962, gave ORT responsibility for establishing technical and vocational centers in the capitals of the two countries. These were pioneer ventures. Neither country had experience or institutions of this kind, on the scale contemplated. The projects were implemented from Geneva and New York, involving recruitment, orientation, development of courses, preparation of lists of equipment and their purchase and shipment, and general supervision and inspection. The cost of the projects has been borne by the U.S. government.

In 1964, the ORT team in Mali was awarded the Meritorious Honor Award by the U.S. Ambassador for "unusual effectiveness in the organization and conduct of regular and accelerated courses in a wide variety of technical fields".

The original contracts were renewed in 1964 and extended to 1966 with provision for increased staff and expanded curricula. A "participants training" phase was inaugurated with the arrival at the Central ORT Institute at Anieres of 16 trainees each from Guinea and Mali who are to be trained as the instructors who will be the ORT replacements. The "phase-out" of the projects is expected to carry into 1969.

Legacy Program

This activity was given concrete form with the organization of the National Legacy Committee headed by John Davidson. A pamphlet explaining such legacies was published and circulated. Women's American ORT has also instituted its own legacy program.

The largest single result of this program has been the funds toward the construction of the Marseilles School at a time when the Algerian influx was beginning. The American benefactors were the Martha S. Stern Trust of Cincinnati, with particular thanks to Murray Seasongood, one of the trustees, and the Baroness de Gunzbourg. The Stern Trust had previously made a grant of \$25,000 to the Bramson School in New York.

The outstanding bequest of 1964 was made by the trustees of Hirsch and Braine Raskin, Mr. Raskin having been actively associated with the American and European Friends for many years, toward the equipment of an electronics laboratory at the Natanya school. Their magnitude makes these two bequests stand out but there have been a number of others over the past five years. In 1964, the Legacy Committee developed a Letter of Intent program which has produced a number of pledges that ORT will be written into wills.

Publications

As part of its program of providing information to the American community, a variety of brochures, periodicals and leaflets are produced each year.

The basic periodical is the ORT Bulletin, with a circulation of 19,000. The ORT Yearbook, published in conjunction with the World ORT Union, is issued in 15,000 copies. Women's American ORT publishes its own Newsletter with a circulation of over 70,000. There is a regular program of news releases to the community press, and the metropolitan press, the extensive use of all mass media including large scale use of radio and television by Women's American ORT, especially in connection with annual ORT Day functions.

The Bramson ORT Trade School

Last year the fifteen thousandth refugee enrolled in the Bramson ORT Trade School in New York for training in garment skills. Established in 1942, for the purpose of preparing newcomers for employment in the industry, the school is a specialized institution concerned with the economic and occupational integration through vocational training of DP's, refugees and other Jewish immigrants who have been coming here over the past few decades.

The school's enrollment figures indicate a consistent pattern of between 650-750 trainees each year over the past decade. This indicates one of the most significant facts about the school today -- 22 years after its founding, it continues to provide an essential service to significant numbers of people.

Source of Students

There appears to be a paradox in this, in view of the general belief that the scale of Jewish arrivals has declined. Yet the fact remains that massive Jewish migration is still one of the great realities of our times. The main flow of this human movement is of course toward Israel, with a lesser stream headed toward France.

While the U.S. is not a major country of current Jewish migration, it does receive some 7,500 - 8,500 each year. Indications are that this will hold for some years to come. Experience indicates that some ten percent of all Jewish migrants come to the Bramson school for help.

In addition, the school draws upon two other sources : 1] DP's who arrived some years ago but for a variety of reasons, personal and circumstantial, are only now ready to enter the labor market and require preparation for it; and 2] graduates of the school who have effectively established themselves in their trades and are ready for skill upgrading as a prelude to further advancement in position and earnings.

The Class of '64

The main new trend discernable in the last few years, and further accentuated in 1964, is the new areas from which students are drawn. Last year, 17 percent of the students came from Latin America. Quite a few were Cubans, but there were others from Argentina and Uruguay. They come from Egypt and North Africa and Iron Curtain countries. While the scale is different, the pattern that emerges resembles the world-wide Jewish migration picture.

Sixty percent of last year's students had a history of Nazi persecution, which means that their origin is Eastern or Central European and that they have only now reached the end of their wandering trail. This group remains the largest single element in the student body.

The Toll of the Years

These are no longer young people, in the prime of life. Fully 70 percent were over 40 and quite a sizeable number were over 50. When it is considered that it is very difficult for anyone to find a new job, and certainly to establish himself in a new field of work, one begins to appreciate the personal anguish, fears and anxieties our students bring to their studies.

Curriculum

The basic curriculum consists of power sewing machine operation, special machines, cloth cutting and pattern making. These four courses are most useful for the people the school serves in providing entry into the garment industry and subsequent advancement.

The content of these courses was considerably revised in the past year. The guiding principle has always been that instruction should as closely as possible approximate actual job practices. In an industry noted for changing methods, this has required periodic revision of how and what is taught. Such a study was conducted last year by visits to shops. The result has been to introduce a number of changes.

For example, in the power sewing machine course, the speed of machines has been increased so that at the point of completion of his course, the student is working almost at the tempo he will face in the shop. Machine operators are increasingly required to work on specialized machines, especially the Merrow, at least in those branches of the industry in which ORT students are likely to find employment. The course has, therefore, been lengthened a week or more, depending on the individual student's learning rate, to include such instruction.

To the standard studies in the pattern making course has been added instruction in cloth marking. A major improvement was made possible in the cutting course by the acquisition of a cloth spreading machine.

All this has meant more time per student and greater cost. It is warranted by the larger opportunities for obtaining and holding a job and the level of wages the graduate can command.

Students do not necessarily sever their relation to the school after they leave. Many return with specific job problems, or come for advice and guidance. They call when they change jobs or get a raise. They call to say "Happy New Year", or send greeting cards. And they refer their friends to the school. One of the main sources of recruitment is the informal, word of mouth "refugee telegraph" through which one newcomer tells another where to go to learn a trade.

Staff and Administration

The staff consists of five instructors and a director. They are assisted by volunteers and members of the school committee. The school is a functional operation of the American ORT Federation, with general supervision vested in a school committee designated by and responsive to the Administrative Committee of American ORT Federation. Chairman of the school committee is Joseph Tuvim.

DURING THE PERIOD 1960-65 THE STUDENT TURNOVER WAS 3,034 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 154.

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

In the years that have elapsed since the last World ORT Union Congress in 1960, Women's American ORT has faced and met new tasks and challenges, has made significant strides forward on its organizational frontiers and has effected a dramatic qualitative advance, enormously enhancing the organization's capacity in all spheres of organizational and financial endeavor.

But the dramatic growth of Women's American ORT, particularly accelerated during the five-year period under review, has been a growth not merely in quantity but in quality as well. It has been a growth fostered, propelled, and developed by a growing army of knowledgeable, educated and thoroughly dedicated leaders and members on every echelon across the length and breadth of the United States.

Organization is people and program; it is purpose and ideas. Women's American ORT from its beginning has been richly endowed with gifted cadres whose appreciation of ideas, whose dedication to program and purpose have found expression in the release and use of creative energies resulting in the emergence of one of the most vital, dynamic and unique women's organizations in the world today.

Statistical Yardsticks

Unparalleled too has been its tempo of growth reflecting the organization's dynamism and demonstrating the caliber and quality of its leadership and membership. In the last fifteen year period, for example, Women's American ORT

- * grew from a membership of 13,000 in 1949/50 to over 60,000 in 1963/64.
- * increased the number of its chapters from 105 in 1949/50 to 461 in 1963/64.
- * increased the number of its regions from ten in 1949/50 to 31 in 1963/64.
- * raised its annual remittance overseas from a level of \$104,000 in the calendar year 1950 to \$1,100,000 in the calendar year 1964.

The magnitude of this achievement cannot be fully appreciated without some insight into successive obstacles which this young organization had to overcome in acquiring recognition and some measure of its due rights in the American Jewish community, a task which though advanced in its accomplishment is yet short of its completion. Nor is it possible in this report to describe this organization's qualitative development, of which the brief figures cited above are a bare reflection.

Concepts and Growth : Prelude to "The Turn"

Beyond the realm of nature itself, growth, development and fulfillment are largely the product of consciousness of understanding and of the exercise of will upon which energy depends for direction in the pursuit of purpose. To be sure, it is provided that "the trees shall not grow to heaven" -- that all phenomena have their inherent natural or objective limitations. But allowing for these "immutable" limitations, concepts are the instruments of consciousness applied to the given problems and to the given opportunities in development growth.

Almost any examination of social and human development will reveal concepts and theories as the essential rungs on the ladders of these advances. And when the vicissitudes of life or qualitative changes rooted in growth render old concepts inadequate, these, if they are retained, become brakes upon progress, deter growth, deny opportunity and wantonly dissipate energy. Organizations and institutions can grow only so long as their program and policies conform with the potentials and the requirements of reality and only as far as the inherent boundaries of the concept will allow.

Toward a Reorientation

During the past five years the organization's principle attention was focused upon a fundamental reorientation of Women's American ORT in its activities and in its very character as an organization. Social developments in society conjoined with vicissitudes in Jewish life suggested rapid expansion and development of the ORT program and facilities. In turn this dictated for Women's American ORT sharp and successive rises in its levels of productivity and carried with it far-reaching implications with respect to Women's American ORT's role in the American Jewish community. It is these factors which dictated the need for reorientation.

By 1956 and 1957 it was evident that Women's American ORT was rapidly approaching its maximum potential within the framework of its character and concepts as of that time. Restricted by real or alleged prohibitions upon its activities, the organization had developed and grown by its own resources, but basically inwardly and somewhat defensively in its community contact and relations.

A burgeoning organization, restive under its imposed prohibitions and restraints, the organization was essentially ingrown, isolated and self-contained. Nothing perhaps symbolized this state of inwardness as the language and vernacular that the organization had developed in the conflict between its inner drives and the external restraints imposed. It was a language peculiar to the organization and understood largely only by the organization in its upper echelons. Yet all the elements in the objective situation dictated for Women's American ORT a breakout of its isolation via a breakthrough into the community. But before it could even begin to engage such an undertaking and such a challenge it had first to abandon the language which symbolized the organization's confinement and to begin to speak the language common to the community at large.

Thus was initiated the reassessments and the probings for a "fundamental turn" as to both the direction and the character of Women's American ORT. It began with a reassessment and a reinterpretation of the conditions,

the terms, the limitations and the latitudes of "the contract"; the formulation of the concept of ORT as being a "partially subvented organization"; the concept, therefore, of Women's American ORT having a responsibility for "supplementing the JDC grant"; and supplementing that grant by the acquisition of greater rights and latitudes for our activities in the communities. While our national contract did not allow us in all respects equal opportunity and equal rights with other partially subvented organizations (whose subvention contracts were primarily local), nevertheless, within the framework of our national contract we sought maximum latitude and greater equality of rights in our community activities.

Reassessments and Revisions

These concepts opened for the organization whole new vistas of opportunity. But between the reinterpretation of the contract and the vistas which it foretold, on the one hand, and the arrival at the vistas, were six years of sustained struggles on multiple fronts; six years of hard fighting, often painful and not always immediately or wholly successful. And this struggle for the breakthrough into the community and the acquisition of new rights went hand in hand with the internal efforts by Women's American ORT in its task of reorientation.

"The turn" aimed at and has in substance effected a transformation of Women's American ORT from an organization directing its attention and energies towards itself and drawing almost exclusively upon its own membership resources for its support and momentum -- from an organization turned essentially inward, to a "mass membership organization". That is, to an organization in and of the community at large, conducting its activities within the community, directing its activities to and within the community and progressively widening its base of community support.

The transformation has been massive, challenging all of our resources and ingenuity for public education and often for the reeducation of the American Jewish community to the scope and modern role of the ORT program. It was a massive transformation requiring the creation of facilities of organization, organs of leadership, the techniques of implementation, and therefore, requiring too the most intensive and extensive education or reeducation of membership and leadership in the understanding and implementation of these new facilities and techniques. Something of the impact of "the turn" to a mass membership organization is reflected in the following figures :

Impact

During the five-year period under review, beginning with the 1959/60 fiscal year as the base year we note :

- * a net gain of 8,000 new dues paid members, accompanied by an accelerated momentum of membership recruitment. (The current -- mid-year -- membership figures indicate that we are today almost 4,000 dues paid members ahead of the same period last year.)
- * a net gain in the five-year period of 102 new chapters including the organization for the first time of many key-city objectives in the country.

- * a net gain of two new regions with a third in the immediate offing.
- * equally significant are the substantial rises in the five-year period in financial productivity of Women's American ORT in its annual remittances in support of our overseas operations. Specifically, Women's American ORT's annual remittance to World ORT rose in this five-year period from \$700,000 in 1958/59 to \$1,050,000 in the 1963/64 fiscal year, a rise of about 1/3 of a million dollars in annual remittances to our overseas program.
- * something of the impact and also of the accelerated momentum of this development is revealed in the following comparative figures just provided by Mr. Paul Bernick from an 18-year survey he has been making. He notes that during the last 18 years, from 1947 to 1964, the aggregate grants of Women's American ORT to the overseas program totalled \$9,000,000. But in the five-year period under review, from 1960 to 1964 inclusive, the aggregate contribution by Women's American ORT was \$4,800,000. Thus, the aggregate total for the last five years is greater than the aggregate total contributions for all of the preceding 13 years.

[If we were to calculate this on the basis of averages, we would note that the average annual remittance by Women's American ORT to the overseas program in the 13 years from 1947 to 1959 inclusive, would be \$325,000 per year; whereas, for the five-year period 1960 to 1964 inclusive, the average annual remittance would be almost \$1,000,000 per year.]

But the above figures cannot by themselves convey the immediate and the cumulative impact rendered by the dramatically enlarged role of Women's American ORT within the community, and can, at best, only suggest the rise in the organization's prestige and its growing influence in Jewish community affairs. This growth in prestige and influence is of the greatest strategic importance in terms of the issues confronting the American Jewish community: not least of which is the issue of the allocations and the ratio of disbursements of the American philanthropic dollar between local needs and overseas needs.

Membership Organizations and the Community

Through a history of sustained growth, moving through various stages of development, and particularly through the perspectives and efforts of the past five years, Women's American ORT has emerged as a mass membership organization. We have noted earlier its uniqueness in its dynamism, in the quality and caliber of its leadership, in its firm democratic structure and procedure, in the rapidity of its growth and development. But it is unique in yet another way. It is the only Jewish women's organization in the United States with a non-political, non-religious, overseas-oriented program which is in quantity and in character a mass membership organization.

There are several other mass membership Jewish women's organizations in the United States with an overseas orientation -- that is with its operational program functioning thousands of miles from the area of presence of the membership and their units of organization. Only one of these is today larger in numbers -- and it is considerably larger in numbers -- than

Women's American ORT. But it, like all of the others so overseas oriented, is either political (Zionist) or religious in character, with its program channeling to a single country.

We reiterate that Women's American ORT is the only American-based Jewish women's organization which is non-political, which is overseas oriented, and whose program is identified with global operations, and which has achieved, despite the handicap of distance, a mass membership character and composition. It says a great deal about the membership, the caliber and level of that membership. It says a great deal about its idealism and its convictions. This is important not alone for ORT, but for all in the American Jewish community who see the varied and conglomerate overseas needs as of pre-eminent concern warranting greater priority in the considerations of American Jewish philanthropy.

By its growth and development, by the education of its leaders and members and by its turn into the community, Women's American ORT has greatly strengthened the voice not only of ORT in each community, but has strengthened the voice and the hand of all overseas-oriented operational programs. The existence of an intensely active membership organization, deployed in virtually every community of large or intermediate Jewish population strength, oriented to Jewish overseas life and needs, gifted with knowledgeable, intelligent and skilled members and leaders functioning on the grassroots level -- this can only serve to strengthen the voice and give greater weight and representation to the UJA, the JDC, ORT, etc. Women's American ORT, following its full National Board Conference in Atlanta in October 1964, is taking the initiative to sponsor consultations with other overseas-oriented Jewish women's organizations seeking greater coordination of efforts to achieve greater voice and strength and representation to the "overseas-oriented arms" of the American Jewish community.

The Objective Basis for the Turn to the Mass Membership Organization

Above all was the necessity for the turn in the organization, the need to establish a mass membership organization, dictated and impelled by the great and overwhelming social developments in post-war society. The basic thesis and strategy for "the turn" was codified in the Perspectives Report to the 1958 Full National Board Conference in New Haven. It took its point of departure in an analysis of the emerging technological revolution, drawing from it its implications for the ORT program. It assessed the inescapable impact of that revolution upon society as a whole and foresaw its destined special impact upon Jewish youth. The new technology synthesizing intellectual skills, academic knowledge and manual proficiency would have a special attraction for Jewish youth given our tradition of love of learning. A prognosis of new and continuing dislocations of Jewish populations would provide added incentives for vocational education. In the dynamics of this development our 1958 Perspectives visualized a surge to vocational education and training on all levels. In consequence, it visualized a program of required and dramatic expansion of ORT facilities in many lands in order to accommodate this surge among Jewish youth.

While stressing the need for the expansion of the facilities of "quality" training (technical high schools, etc.), the 1958 perspectives placed special emphasis upon the need for the extension and development of ORT's facilities and forms for accelerated training, including apprenticeship training, to catch up and keep pace with evolving needs and opportunities.

The perspectives called for a "forced march" by Women's American ORT to help World ORT engage the challenge -- current and prospective -- which history has imposed. From these perspectives were forged the instruments and the concepts for the development of a mass membership organization and for the breakthrough into the community. But, too, they impelled changes and developments in the program of Women's American ORT coinciding with objective need and consistent with the change in character and role of Women's American ORT.

Program Additions

Two new projects were added to the roster of Women's American ORT projects through which our organization presents the comprehensive program of ORT to the public and through which Women's American ORT's funds are raised and channeled for support of ORT's overseas operations.

The first of these two new projects to be launched, E.P.I.C. (Earning Power Improvement Courses) was designed to foster and provide major funds in support of World ORT's accelerated training courses and to stimulate their expansion and development. Indirectly, at least, the establishment of the E.P.I.C. project also enlarged the Women's American ORT allocation in support of the technical high schools by concentrating and earmarking all M.O.T. allocations exclusively to the support of ORT's secondary and higher school facilities. (Added support for the maintenance of these secondary school facilities has also been provided directly through increases in the M.O.T. commitment which is the largest of our six projects.)

Beginning as a \$100,000 commitment in its first year (1960/61), the E.P.I.C. commitment for the current fiscal year (1964/65) stands at \$195,000, and both E.P.I.C. and M.O.T. are scheduled for the greater part of the anticipated \$100,000 Women's American ORT commitment increase for 1965/66.

Reflecting a new focus upon a feature of vocational training, destined to become a critical area of development in all society, the E.P.I.C. project served also to provide Women's American ORT with a new dimension in its work, provided an essential programmatic addition to its platform and a vital concept and feature for "the turn" that was then being projected. And it accorded Women's American ORT a greater receptivity by the public and greater and more popular access to the community. These component advantages were summarized in the E.P.I.C. project's popularized slogan "Mass membership for mass training".

The second new project to be innovated as part of "the turn" was the Women's American ORT School Building Project, projected to our full National Board Conference in 1960, adopted by the National Convention in 1961, and implemented according to plan beginning with our 1962/63 fiscal year. This is Women's American ORT's "capital funds" project. As its name suggests, the project is designed to support new school construction and the equipping of new schools. In the first year of its operational existence (1962/63), the School Building Project's commitment was for \$200,000; the current year's commitment (1964/65) is for \$285,000.

This project's first undertaking was a \$1,000,000 five-year commitment to provide fully ORT's share in the construction and equipping, by ORT and the respective municipalities, of four large apprenticeship centers in Israel.

The first of these centers named after our beloved, late national president of Women's American ORT, Jeannette Orleans Gayl, and located in Haifa, has already been dedicated and is now in operation. The second of these centers located in Jerusalem is now under construction and will be named after our late martyred president, John Fitzgerald Kennedy. The third of these centers, also already under construction, will be located in Tel Aviv. And the locale of the fourth center is at present still being negotiated and will probably be located in Arad.

With this project hardly one year old and already committed to a \$1,000,000 five-year grant for the apprenticeship centers, Women's American ORT enlarged the commitment in response to its 1963 National Convention perspectives. It undertook a commitment of \$300,000 (over a five-year period) to support ORT school construction and equipping needs in France; an additional \$125,000 (also over a five-year period) for added general construction purposes in Israel, and \$50,000 (over a three-year period) for construction of the school in Montevideo.

Also incident to the change in character of the organization, the Women's American ORT Scholarship Project, which heretofore earmarked funds primarily to students at the Anieres Institute on a social assistance basis, underwent revision. The revision of the role of the Scholarship Project encompassed two basic points :

- 1] While the Anieres Institute remains the principal objective of the support of the Scholarship Project, the project has expanded its area of responsibility and seeks to support ORT teacher training activity wherever our national programs engage in their own special teacher training activities; and
- 2] Instead of being a social assistance form of support, the Scholarship Project funds are assigned for tuition and other maintenance purposes.

Organizational Strength

In its structure Women's American ORT is organized into chapters and chapters-at-large, regions and coordinating councils, each as designated administrative echelons of the national organization. The chapter is the basic unit of the organization and each member of the organization is assigned to a chapter. The region is four or more chapters in a given geographic area and the coordinating council embraces two or more regions in a given geographic area. A minimum of 15 members is required for the establishment of a chapter within a region; and a minimum of 25 members is required for a chapter-at-large.

As of June 30, 1964, the end of our last fiscal year, organization strength of Women's American ORT stood at 461 chapters, 31 regions and two coordinating councils. Four hundred and thirty-eight chapters are organized within the 31 regions, and 23 are chapters-at-large. This compares with 359 chapters, 29 regions and two coordinating councils as of June 30, 1959. The net gain of chapters in this five-year period is 102, and the net gain of regions is two.

Chapters of the organization exist in virtually every community of large Jewish population strength, and in all but a few communities of inter-

mediate Jewish population strength. During the five-year period under review a vigorous campaign in expansion was pursued and with exceptional success. A particular feature of the general expansion campaign was a focus upon organization of the southeastern United States, the only area of the country in which Women's American ORT had not penetrated. Today, thanks to this campaign, Women's American ORT boasts the existence of a half dozen vital and vigorous chapters in the south, and the existence of one of our largest and most productive regions in the state of Florida.

The expansion campaign in the last five years organized units of Women's American ORT in such key cities as Toledo and Columbus in Ohio; Norfolk and Richmond in Virginia; St. Paul, Minnesota; Baltimore, Maryland; Fresno, California; Portland, Oregon; New London, Connecticut; Orlando, Florida; Atlanta, Georgia.

It should be noted that unlike most other organizations, the expansion campaigns and activities of Women's American ORT are conducted without any direct professional assistance. One of the facilities of the mass membership organization is the field expansion committees composed of members of the National Board within six given sectors of the country which develop the programs and activities for key city expansion in their respective geographic sectors. The work of these field expansion committees, each led by a national chairman, is directed and coordinated by the national expansion coordinator and the National Committee on Organization.

In the first few working months of the current fiscal year, over a dozen new chapters have been organized which are not reflected in the figures given above. The goal of the organization is to bring in a total of 40 new chapters during the current fiscal year which would bring the national chapter and chapter-at-large strength of the organization up to 500 by June 30, 1965.

Membership

In accordance with our National Constitution there are two components in our membership strength. As dues are paid annually, each member of the organization at the start of each fiscal year and upon the payment of her dues, is re-enrolled as a dues-paid member. If she fails to pay her dues the constitution permits her a full year as being in arrears in dues before she may be dropped from membership. Such members in arrears in dues for one year or less are called members on retention. Therefore, the figures issued on membership may refer to the "current dues paid" figure or the "total membership" figure, including those dues paid and those on retention.

As of June 30, 1964, the "dues paid" strength of Women's American ORT was 52,085; and approximately 8,000 more were "on retention", for a "total membership" of 60,000. As of June 30, 1959, "dues paid" membership strength was 44,044 with about 6,000 on retention, for a total membership of 50,000.

Thus, in the five-year period under review there has been a net gain in dues-paid membership of 8,000, and a gain in total membership of 10,000. Projecting the trends in dues payment thus far this year, we confidently estimate that the dues paid strength of Women's American ORT will be between 55,000 and 56,000 as of June 30, 1965. The organization is especially proud of its re-enrollment record which is outstanding in absolute terms and especially so relative to other organizations of comparable size. For each

of the past five years, 85% or more of the members of the organization have been re-enrolled. This is a tribute to the re-enrollment and membership departments of the organization and also to the caliber of the program and the members of Women's American ORT.

Financial Activities

In the 1963/64 fiscal year Women's American ORT remitted \$1,033,724 in support of World ORT schools and operations. This compares with a remittance of \$711,932 in the 1958/59 fiscal year, and with a remittance of \$306,949.38 in 1953/54. Thus, we trace a financial curve in remittances over a ten-year period in which the plateau of annual contributions of Women's American ORT runs from about one-third of a million dollars per year a decade ago to over one million dollars per year today; a rise of about \$725,000 in the level of annual contributions.

Using calendar year figures, Women's American ORT's contributions for the five-year period under review -- 1960-1964 inclusive -- totalled, in aggregate, \$4,809,934.64. This, compared with an aggregate total of \$2,828,912.99 for the five-year period immediately preceding (1955-1959 inclusive).

Remittances by Projects

Commitments in support of our overseas program are made each year and allocated through our six projects.

M.O.T. (Maintenance ORT Training)

Until 1959/60 fiscal year, M.O.T. was a general maintenance fund program with omnibus responsibilities. Its maintenance fund, earmarked for all ORT schools and classifications of schools, also embraced Women's American ORT's allocations with respect to construction and equipping of the schools. As noted earlier, two new projects were established which inherently refined the role of M.O.T. and earmarked and concentrated its funds for maintenance of technical high schools only; while the E.P.I.C. project earmarked and focused vastly enlarged support toward the accelerated schools; and the new School Building Project, relieving M.O.T. of its limited building and equipping responsibility, undertook a vastly enlarged role in school building and capital funds activities.

Thus, in 1958/59 the M.O.T. project, with its omnibus responsibilities, remitted \$311,000, and in 1963/64, with its more concentrated responsibilities, remitted \$330,000.

E.P.I.C.

In 1958/59, there was no remittance at all inasmuch as the project was not operationally launched until the subsequent year. As noted earlier, its first commitment in 1959/60 was for \$100,000, and in 1963/64 the remittance for E.P.I.C. totalled \$195,339.

School Building Project

In 1958/59 the School Building Project, per se, did not exist -- that is, a general capital funds project for the construction and equipping of

schools wherever they might arise, did not exist. The organization was, however, at the time still paying on its \$1,200,000, eight-year commitment for the construction of the Aron Syngalowski Center. In 1958/59 the Women's American ORT remittance for the Aron Syngalowski Center was \$100,000. In 1963/64 the Women's American ORT remittance on the School Building Project was \$200,000 and for the current fiscal year, 1964/65, the commitment is \$285,000.

Scholarships

In 1958/59 the organization, through its Scholarship Project, remitted \$65,824, and in 1963/64 remitted \$84,510.

Social Assistance

In 1958/59 the organization provided \$120,925 through its Social Assistance project; in 1963/64, \$177,525.

ORT Student Health

Remittances through the ORT student health project were \$25,850 in 1958/59 and \$36,350 in 1963/64.

Although not a project of Women's American ORT, our organization has made an annual allocation in the support of the projects of Women's International ORT. In 1958/59 our remittance in support of Women's International ORT projects was \$8,333, and in 1963/64, \$10,000.

In addition to the above standard basic commitments, Women's American ORT, almost every year, commits additional funds as special grants, generally as one-time grants. These latter are broadly classified as non-basic commitments.

The commitments for the current fiscal year, 1964/65, total \$1,140,085. At the half-way point of the fiscal year (December 31, 1964), Women's American ORT had already remitted \$596,000 or considerably more than the required half. About \$30,000 of these were "extra funds", that is, above the basic or non-basic commitments for the year. If this pattern is sustained, and we are confident that it will be, then the total remittance by June 30, 1965, for the 1964/65 fiscal year will be nearly \$1,200,000, that is approximately \$60,000 more than our basic and non-basic commitments call for in the current fiscal year.

Conclusion

In the period under review the perspectives for the transformation of Women's American ORT into a mass membership organization have been accomplished in essence, and all the major goals and objectives within these perspectives achieved. Therefore, the 17th Biennial Convention of our organization, held in New York in 1963, adopted a new set of perspectives which charts our course for the next five to ten years. They are bold and ambitious plans worthy of the record, the dedication, and the conviction of our organization and of the program which we serve. The sights which

these perspectives set can best be illustrated by the goals which it sets for but three areas of our endeavor; all these goals to be met within a ten-year period.

- * It calls for a net, dues-paid membership of 80,000 by 1972.
- * It calls for a net chapter strength of 700 by 1972.
- * It calls for an increase in our annual remittances for the overseas program at the average rate of \$100,000 per year; that is, it sets the goal for Women's American ORT's evolvement from a current \$1,000,000 per year to a \$2,000,000 per year by 1972.

Inherent in these goals is the determination by Women's American ORT to help our program measure up to the great challenges and to its historic mission. In these goals is a rededication to purpose and the expression of confidence in the readiness of our membership and leadership to engage the challenges and to meet them.

SOUTH AFRICA

South African OIT-UI has maintained its local activity during the period 1963-1964. It has provided vocational guidance tests to about 650 young people and has found jobs for about 1,500 adults as well as young people. Positions were found in such varied industries as automobile mechanics, radio, sheet-metal, machine maintenance, precision mechanics, linotype, diesel mechanics, fitting and turning, cabinet making, dressmaking, hairdressing, millinery, etc.

Young people have been encouraged to learn trades by granting about 150 scholarships during this period to those who wish to attend vocational and technical schools or to study for university degrees leading to careers in industry. The scholarship students have come from among the following: candidates to the John Van Rensburg High School, boys and girls who wish to learn such skills as tool and die making, industrial drawing, electricity, radio, welding, dressmaking, optics, pharmacy; future industrial arts teachers and, at the university level, various kinds of engineer, veterinary, marine biologist, electronics or geophysical research.

South African OIT-UI continues to operate primary metal training courses in workshop and machine shops in Johannesburg, Durban, and as well as those in Cape Town and Durban. The level of these courses is so high that the School Commission gives credit for them for the Baccalaureate examination.

SOUTH AFRICA

A new committee has been formed in Durban. In Durban, too, we have contributed to the construction of a science laboratory in the new Natal College.

The visits made to South Africa during this period by Dr. Willie Haber and Mr. M. A. Broad, respectively World OIT Union Central Board president and director-general, gave new impetus to OIT activity here.

Our quarterly bulletin is distributed to all members. We also publish yearly a special bulletin on vocational guidance which is distributed to students all over the country.

Plastics Technology Course

South African OIT-UI made local history by establishing a course in plastics technology which began on February 1, 1965, with 31 students. It is given at the Witwatersrand Technical College, the largest in the country, and trains technicians who can obtain an internationally recognized diploma by passing the written examination given by the London and City Guild's Plastics Institute. We have equipped the laboratory and workshop with the most modern tools and machines available.

The course is one-year, full-time, combining theory, laboratory training and on-the-job experience. Graduates immediately find jobs in this industry which is growing more rapidly in South Africa than in almost any other country. Part-time classes will soon be opened to take care of the industry's growing demand.

These provisions are for the benefit of the employees of the company and are not intended to be a substitute for a pension plan.

It shall be the policy of the company to pay a bonus to its employees for the year ending 1972.

It shall be the policy of the company to pay a bonus to its employees for the year ending 1973.

The Board of Directors is authorized to make such adjustments in the amount of the bonus as it may deem appropriate in its discretion.

SOUTH AFRICA

SOUTH AFRICA

South African ORT-OZE has maintained its local activity during the period 1960-1964 : it has provided vocational guidance tests to about 650 young people and has found jobs for about 1,500 adults as well as young people. Positions were found in such varied industries as automobile mechanics, radio, sheet-metal, machine maintenance, precision mechanics, linotype, diesel mechanics, fitting and turning, cabinet making, dressmaking, hairdressing, millinery, etc.

Young people have been encouraged to learn trades by granting about 150 scholarships during this period to those who wish to attend vocational and technical schools or to study for university degrees leading to careers in industry. The scholarship students have come from among the following : candidates to the John Orr Technical High School, boys and girls who wish to learn such skills as tool and die making, industrial drawing, electricity, radio, plumbing, dressmaking, optics, pharmacy; future industrial arts' teachers and, at the university level, various kinds of engineer, veterinary, nuclear physicist, electronics or geophysical research.

South African ORT-OZE continues to operate primary manual training courses in woodwork and metallurgy at four Jewish schools in Johannesburg, as well as those in Cape Town, Port Elizabeth and Durban. The level of these courses is so high that the School Commission gives credit for them for the immatriculation examination.

A new committee has been formed in Durban. In Durban, too, we have contributed to the construction of a science laboratory in the new Carmel College.

The visits made to South Africa during this period by Dr. William Haber and Mr. M. A. Braude, respectively World ORT Union Central Board president and director-general, gave new impetus to ORT activity here.

Our quarterly bulletin is distributed to all members. We also publish yearly a special bulletin on vocational guidance which is distributed to students all over the country.

Plastics Technology Course

South African ORT-OZE made local history by establishing a course in plastics technology which began on February 1, 1965, with 30 students. It is given at the Witwatersrand Technical College, the largest in the country, and trains technicians who can obtain an internationally recognized diploma by passing the written examination given by the London and City Guild's Plastics Institute. We have equipped the laboratory and workshop with the most modern tools and machines available.

The course is one-year, full-time, combining theory, laboratory training and on-the-job experience. Graduates immediately find jobs in this industry which is growing more rapidly in South Africa than in almost any other country. Part-time classes will soon be opened to take care of the industry's growing demand.

The course's official inauguration on February 22 was very well publicized. It was attended by leaders of the industry and trustees of the Technical College as well as by ORT members.

The Consultative Committee for the course has representatives from South Africa ORT-OZE, the Plastics Manufacturers Association and the Technical College.

Women's Committee

During the last five years, the Women's Committee continued its help to ORT institutions overseas as well as to the work in South Africa. The Committee's principal project is support for the Lvovich Center in Natanya, Israel.

Considerable sums have been sent to the Lvovich Center for the construction and equipment of the gymnasium building and swimming pool and for the library. Other contributions have been made to the Joe Jaffe Agromechanics School. In 1961, a special contribution was made toward the construction of a new wing so that more students could be admitted.

The Committee has continued to pay for the training of ten students at the Central ORT Institute at Anieres and in 1963 and 1964 made special subventions coming from the generous gift for this purpose from another South African organization.

We also make a contribution to the school lunch program of the Women's Committee of ORT Israel.

As members of Women's International ORT, we participate in this organization's projects, including the Michaela Syngalowski School in Ramat-Gan, Israel. When this school was constructed, contributions went to the building of the dormitory in the ORT Center in Teheran and of the Leon Bramson Center in Marseilles. Last year a new project was adopted: the Hotel Trades School at the Lvovich Center. In 1962, we made a special contribution to Women's International ORT, answering the appeal to help the Algerian repatriates in France; in 1964, we also answered the appeal to repair the school in Teheran and to install suitable refrigeration equipment in the Bramson School in Marseilles.

Our principal function in South Africa is to raise funds for the above-mentioned activity. Our Committee has eight sections in Johannesburg and there are sections in several other cities. All participate in fundraising. The Johannesburg sections also take part in general campaigns which furnish the major part of our resources.

The Women's Committee also devotes great effort to publicizing the ORT-OZE program among the community. ORT Day is celebrated every year with an important meeting preceded by a special broadcast on the national network. Representatives of the principal Jewish organization take part. Periodic lectures about ORT are organized. When Dr. Haber and Mr. Braude visited us three years ago, we held a large meeting. Such events are reported in the local and Jewish press.

The Women's Committee also recruits members for South African ORT-OZE and contributes toward its scholarship fund.

We are affiliated with the principal Jewish organizations and work closely with them.

MEMORANDUM

The Argentine Republic has now entered several years with widespread economic depression. Argentina has become a country of emigration after having been one of immigration. This situation has, of course, affected the Jewish community. The crisis has also brought about a change in the attitude of the middle-class Jews regarding vocational training for the young. The OJT school in Buenos Aires has, therefore, become more important and we are doing our best to fulfill the hopes now placed in the school.

MEMORANDUM

Following meetings with the Director of the World OJT Union in Buenos Aires in 1951, we decided to establish an electronics school of a level to answer the expectations of Jewish youth and qualify our ambition of providing a modern center of technical education to the Jewish community. We also decided to improve the quality and raise the level of our existing courses.

In 1952, following a report of a Ministry of Education Inspector, our radio and television school was given official recognition. This means not only that our students thereafter receive a state diploma but also, according to Argentine law, the school is eligible for government subsidy.

SOUTH AMERICA

Thanks to the aid of the OJT Union, we were able to open the electronics school at the opening of the 1952/53 school year. The inauguration ceremony was a festive occasion attended by representatives of the Argentine government, members of parliament, representatives of the Jewish organizations and the OJT leadership. Delegations of students from all the Jewish schools in Buenos Aires were present with their flags to welcome this new school.

At the beginning of the last school year, there were 24 students in the following schools and courses:

- Three year day school in electronics
- Day school in radio with first and second year classes
- Two first year classes in an evening radio course
- Two first year classes in an evening television course

Our negotiations with the government for a subvention are about to be finished. It will cover almost the complete cost of teachers' salaries.

Branch in the JFA District

We have established our office and official representation with the Jewish Communities Association in Clark and in Buenos Aires. We are operating a study day and mechanics schools and evening courses in cutting and sewing in the home. Located in the heart of the population in the inner Plaza provision, one of the colonists attend the school and courses because of

The women's office, established in February 24 was very well organized. It was organized by members of the industry and trustees of the Technion College in Haifa, Israel.

The organization also has representatives from the Technion, the Technion-Management Association and the Technion.

South Africa

Since the last few years, the Women's Committee continued its help to the Technion as well as to the work in South Africa. The Technion's principal project in support of the Jewish Center in Natal, South Africa.

South Africa was also seen to be Jewish Center for the organization of the purchase of a swimming pool and the purchase of a house. The purchase of a house was made to the Dan Jaffe Agricultural School. In 1961, a special contribution was made toward the construction of a building at that very school.

The Technion has continued to pay for the training of ten students at the Technion Institute at Haifa and in 1963 and 1964 made special scholarships using from the generous gift for this purpose from another South African organization.

ADDITIONAL STUDIES

We also also... program of the Women's Committee of OIT Israel.

As members of Women's International OIT, we participate in this organization's projects, including the Michaela Singulowski School in Ramat Gan, Israel. This school was constructed, contributions went to the building of the dormitory in the OIT Center in Tel Aviv and of the Leon Bronson Center in Jerusalem. Last year a new project was adopted - the Nofel Trade School at the Technion Center. In 1961, we made a special contribution to Women's International OIT, answering the appeal to help the Algerian refugees in France. In 1964, we also answered the appeal to repair the school in Tchernov and to install suitable refrigeration equipment in the French School in Jerusalem.

Our principal function in South Africa is to raise funds for the above-mentioned activities. Our Committee has eight sections in Johannesburg and there are sections in several other cities. All participate in fundraising. The Johannesburg sections also take part in general campaigns which furnish the major part of our resources.

The women's Committee also devotes great effort to publicizing the OIT-OIT program among the community. OIT Day is celebrated every year with an important program preceded by a special broadcast on the national network. Representatives of the principal Jewish organizations take part. Periodic lectures about OIT are organized. When Dr. Hagar and Dr. Fraude visited us three years ago, we held a large meeting. Such events are reported in the local and Jewish press.

The Women's Committee also recruits members for South African OIT-OIT and contributes toward its scholarship fund.

We are affiliated with the principal Jewish organizations and work closely with them.

A R G E N T I N A

The serious economic crisis has now lasted several years with wide-spread effects. Argentina has to some degree become a country of emigration after having been one of immigration; this situation has, of course, affected the Jewish community. The crisis has also brought about a change in the attitude of the middle-class Jews regarding vocational training for the young. The ORT school in Buenos Aires has, therefore, become more important and we are doing out best to fulfill the hopes now placed in the school.

B U E N O S A I R E S

Following meetings with the director of the World ORT Union in Buenos Aires in 1962, we decided to establish an electronics school of a level to answer the aspirations of Jewish youth and gratify our ambition of providing a modern center of technical education to the Jewish community. We also decided to improve the quality and raise the level of our existing courses.

In 1963, following a report of a Ministry of Education inspector, our radio and television school was given official recognition. This meant not only that our students thereafter receive a state diploma but also, according to Argentine law, we are eligible to receive a government subsidy.

Thanks to the active help of the World ORT Union, we were able to open the electronics school at the opening of the 1964/65 school year. The inauguration ceremony was a festive occasion attended by representatives of the Argentine government, members of Parliament, representatives of the Jewish organizations and the ORT leadership. Delegations of students from all the Jewish schools in Buenos Aires were present with their flags to welcome this new school.

At the beginning of the last school year, there were 341 students in the following schools and courses :

- three year day school in electronics
- day school in radio with first and second year classes
- two first year classes in an evening radio course
- two first year classes in an evening television course.

Our negotiations with the government for a subvention are about to be finished. It will cover almost the complete cost of teachers' salaries.

Schools in the JCA Colonies

We have continued our close and efficient cooperation with the Jewish Colonization Association in Clara and in Dominguez. ORT has been operating a three year agro-mechanics schools and evening courses in cutting and sewing in Dominguez. Located in the heart of JCA colonies in the Enter Rios province, many of the colonists attend the school and courses. Because of

its modern equipment and level of instruction, the agro-mechanics school has an excellent reputation. We have, however, decided to adopt the official curriculum for this school so that we can obtain official recognition. In the Clara colony, ORT gives a course in cutting and sewing and one in stenography.

Production and Pedagogical Questions

We have always encouraged production in the schools and courses in Buenos Aires. Our students have built long-wave radio receivers, transistor radios and valve receivers. They have also built such teaching material as two superheterodine wall panels and a high fidelity amplifier in the form of didactic panels. The students in the sewing and cutting courses in Clara and Dominguez makes clothes for themselves. The agro-mechanics school in Dominguez operates a repair and maintenance shop for agricultural machines.

The teaching staff meets regularly and discusses in detail pedagogical and technical problems.

Regarding Jewish education, Hebrew language and Jewish cultural courses are given in the day schools.

Organizational Questions

Dr. Meyer Waiman is the president of ORT Argentina's Executive Committee. Two sub-committees have been appointed : one technical and pedagogical and the other financial and budgetary.

Our immediate problem is the recruitment of membership and increasing our local financial resources.

Following the visits of the director and the chief of operations of the World ORT Union, we have been able to improve our schools. We believe that this progress opens for us a period of development and greater service to the community.

DURING THE PERIOD 1960-64, THE STUDENT TURNOVER WAS 1,185 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 224.

B R A Z I L

The political and economic situation in Brazil during the last five years has been uncertain. The continuing and critical inflation has brought all kinds of problems. For us it has meant, among other matters, that ORT Brazil's budget has more than doubled following the successive devaluations.

Despite rapid industrialization in the cities, the structure of the Jewish community, about 200,000 people, remains almost the same. Two-thirds live in Rio de Janeiro and Sao Paulo. The great majority are in business and have not realized the economic opportunity in vocational and technical training.

We have, nevertheless, progress to report, particularly since the visit in 1962 of World ORT Union's director and that in 1963 of World ORT's chief of operations. The principal result has been recognition by the Brazilian government of the Rio de Janeiro school.

The following courses are now being given there : radio [an evening course attended by 40 students] and a day course recently opened for 15 students coming from different Jewish schools. The instructor is American-trained. In electronics there is a first year class of 45 students at the secondary school level and six students in the second year. There is also a special workshop course in electronics for 15 engineering students from the Jewish University Students' Club. The course is taught by six university professors, including atomic research scientists.

We wish to mention here the devotion of our teaching staff which has made it possible for us to solve various problems.

The increase in students has made it necessary to enlarge and remodel the school. We have also bought didactic material for the electronics course.

Organizational Activity

Our most important task is to make ORT's purpose and program better known to the Jewish community. To this end, we have decided to emphasize the informational side of our work. We are pleased to report some progress : articles and photographs have been published in the Rio press and Dr. Keller, ORT Brazil president, and Dr. Serebrenick, committee member, have been able to give our message on radio and television. We have close relations with national and local government and with industry.

Our resources come from the dues paid by a few thousand members and some large gifts from wealthy families.

An ORT Alumni Association was established in 1964. Some members have become very active.

We have excellent relations with the many Jewish organizations in Rio and are members of the Federation of Jewish Organizations. We count on this membership to reinforce our links with the Jewish population so that we can persuade more of the youth of the desirability of technical training.

U R U G U A Y

Out of a total population of over two million, there are 50,000 Jews in Uruguay of whom about 80% live in Montevideo. Economically, Uruguay is essentially agricultural. For many years, until 1962, there was both monetary and economic stability; this was upset by the 50% devaluation of the peso at that time. The Jewish community, most of whom are in business, has been severely affected. As a result, its members are now changing their former indifferent attitude toward vocational and technical training for the youth. Until now, they have, therefore, shown relatively little interest in the ORT programs and concept.

Our principal problem during the period under review has, however, been an unsuitable and inadequate building. It was obvious that we could not develop the school under these circumstances. Until now, we have been obliged to teach in a run-down building that could not withstand bad weather. The following courses and workshops have functioned: first and second year radio-television, refrigeration, secretarial, bookkeeping, stenography, cutting and sewing. Because we improved some of our equipment in 1963, there were fewer dropouts. The 1964 school year began with a total of 131 students.

Student placement is no problem. We have decided to increase by one year the course of study in the radio-television and refrigeration sections in order to meet the higher demands in these skills.

At the beginning of 1962, Mr. W. Zilber became permanent school director. He has succeeded in improving instruction and in insuring local press coverage so that the Jewish community is informed of our activity.

Prospects

We know that ORT has an important function to perform in Montevideo and we believe that we will now be able to fulfill it. Thanks to help from the World ORT Union and to a special contribution from Women's American ORT, we were able to buy a new building in 1964. We shall now be able to give training under good conditions and to develop our information program so as to increase membership and fundraising. These matters were discussed at great length during the visits to Uruguay of the director and chief of operations of the World ORT Union.

Under its new president, Mrs. Clara C. de Pelenur, the Women's Committee has enlarged its program of activity. Its recent functions have been well received by the Jewish community.

The ORT Uruguay Committee, of which Mr. Andre Spiller is president, has spared no effort to improve the situation. It is also responsible for our good relations with the other Jewish organizations.

DURING THE PERIOD 1960-64, THE STUDENT TURNOVER WAS 719 AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 132.

A U S T R A L I A

Membership recruitment has been the main task of the GRT committee in Sydney and Melbourne.

World GRT Union does not, for the present, plan to send a special representative to Australia. It does, however, have a volunteer in the person of Dr. H. Selinger of the University of New South Wales. Dr. Selinger visited several GRT schools during a recent trip to Europe.

It has been decided to conduct a campaign about GRT in Australia and to submit a report to the World GRT Union headquarters.

A U S T R A L I A

MEMORANDUM

The first of the major changes in the program was the change in the type of students who were admitted to the program. In the past, the program was open to all students who were interested in the program. However, in the past few years, the program has become more selective. This was done by the admission of students who were more interested in the program and who were more likely to succeed in the program. The result of this change was a more serious and dedicated student body. In a result, the program has become more effective and the students have achieved more success in the program.

Another major change was the change in the type of courses that were offered. In the past, the program offered a limited number of courses. However, in the past few years, the program has expanded its offerings. This was done by the addition of new courses that were more relevant to the needs of the students. The result of this change was a more comprehensive and up-to-date curriculum. In a result, the program has become more attractive and the students have achieved more success in the program.

The third major change was the change in the type of faculty that were hired. In the past, the program hired faculty who were primarily interested in their own research. However, in the past few years, the program has hired faculty who were more interested in teaching and in the needs of the students. The result of this change was a more dedicated and effective faculty. In a result, the program has become more successful and the students have achieved more success in the program.

The fourth major change was the change in the type of facilities that were provided. In the past, the program provided a limited number of facilities. However, in the past few years, the program has expanded its facilities. This was done by the addition of new facilities that were more relevant to the needs of the students. The result of this change was a more comfortable and modern learning environment. In a result, the program has become more attractive and the students have achieved more success in the program.

CONCLUSION

The program has achieved a great deal of success in the past few years. This was done by the implementation of the changes that were discussed above. The result of these changes was a more serious and dedicated student body, a more comprehensive and up-to-date curriculum, a more dedicated and effective faculty, and a more comfortable and modern learning environment. In a result, the program has become more successful and the students have achieved more success in the program.

Under the new president, Mrs. Clara C. de Beasman, the World Jewish Congress has enlarged its program of activity. Its recent functions have been well received by the Jewish community.

The World Jewish Congress, of which Mr. Louis Brandeis is president, has agreed to effort to improve the situation. It is also responsible for our relations with the other Jewish organizations.

DURING THE PERIOD 1963-64, THE WITNESS THROUGH HIS OWN AND THE STUDENT BODY AS OF JANUARY 1, 1965, WAS 131.

A U S T R A L I A

Membership recruitment has been the main task of the ORT committees in Sydney and Melbourne.

World ORT Union does not, for the present, plan to send a special representative to Australia. We do, however, have a volunteer in the person of Dr. H. Selinger of the University of New South Wales. Dr. Selinger visited several ORT schools during a recent trip to Europe. He now proposes to conduct an information campaign about ORT in Australia and to maintain regular contact with Geneva headquarters.

APPENDIX

Handwritten text, likely bleed-through from the reverse side of the page. The text is extremely faint and difficult to decipher, but appears to contain several lines of a letter or report. Some legible fragments include:

...in Sydney and Melbourne.

...for the present, plan to send a special representative to Australia. We do, however, have a representative in the person of Mr. A. ... of the University of New South Wales. Dr. ... advised several ... during a recent visit to Europe. He now proposes to conduct an extensive campaign about ... in ... His aim is to maintain regular contact with ...

ACTIVITIES OF THE INSTITUTE

With the consolidation of the traditional tasks of the Institute, the period 1960 - 1965 was one of innovation, the most important new tasks being:

- the study and application of modern teaching methods
- the training of technical cadres for developing countries
- the transportation and equipment of classrooms and other laboratories in our own workshops.

Training and Equipment Courses

The scope of the Central Institute's program between 1960 and 1965 was as follows:

- training of instructors for the ITC network
- training of qualified technicians in collaboration with the Ecole Supérieure Technique and the Institut de Saie in order to train teachers specially adapted to theoretical subjects for ITC schools

CENTRAL ORT INSTITUTE

- training of technicians for developing countries
- on-the-job training program in our country for graduates

Collaboration with ESTD

After a preparatory year of study at the Institute (the curriculum of which corresponds to the first year of the ESTD), the students who pass the entrance examination continue their studies at this school. This arrangement has been possible by agreement with the Department of Public Education of the Republic and Canton of Geneva.

The students live at the Institute. Their studies are under constant supervision there and contact is maintained with their teachers. Although most of the students are enrolled in the technical and scientific fields, others are enrolled in agriculture, urban engineering and, since 1964, architecture.

During their last year at the ESTD, the students are given specialist pedagogical training in a course organized in collaboration with Professor Samuel Keller, co-director of the Institute of Educational Sciences (Geneva-Jussieu-Houssier Institute).

In addition to these technical education, these young people are also given different activities and social backgrounds are given a general and moral education so as to ensure their sense of responsibility to Justice and to society.

APPROPRIATE COURSES FOR AGRICULTURE AND FORESTRY

There were eight such courses held during this period. They were adapted by an agro-technician coming from the Kinshasa and achieved, two in agriculture from the Service Forestier in Kinshasa and 15 courses from factories in Lubumbashi.

CENTRAL AND EASTERN

CENTRAL ORT INSTITUTE

With the consolidation of the traditional tasks of the Institute, the period 1960 - 1965 was one of innovation, the most important new tasks being :

- the study and application of modern teaching methods
- the training of technical cadres for developing countries
- the renovation and equipment of classrooms and pilot laboratories in our own workshops.

Training and Improvement Courses

The range of the Central Institute's program between 1960 and 1965 was as follows :

- training of instructors for the ORT network
- training of qualified technicians in collaboration with the Ecole Superieure Technique and the Technicum du Soir in order to train teachers specially educated in theoretical subjects for ORT schools
- improvement courses for foremen and agro-mechanics
- training of teachers and technicians for developing countries
- on-the-job training programs in Swiss industry for graduates.

Collaboration with ESTG

After a preparatory year of study at the Institute (the curriculum of which corresponds to the first year of the ESTG), the students who pass the entrance examination continue their studies at this school. This arrangement was made possible by agreement with the Department of Public Education of the Republic and Canton of Geneva.

The students live at the Institute. Their studies are under constant supervision there and contact is maintained with their teachers. Although most of the students are enrolled in the mechanics and electricity sections, others are majoring in electronics, nuclear engineering and, since 1964, architecture.

During their last year at the ESTG, the students are given parallel pedagogical training in a course organized in collaboration with Professor Samuel Roller, co-director of the Institute of Educational Sciences [Jean-Jacques Rousseau Institute].

In addition to their technical education, these young people who come from different cultures and social backgrounds are given a general and moral education so as to awaken their sense of responsibility to Judaism and to society.

Improvement Courses for Agro-Mechanics and Foremen

There were eight such courses held during this period. They were attended by 69 agro-mechanics coming from the kibbuzim and moshavim, two instructors from the Lvovich Center in Natanya and 18 foremen from factories in Israel.

Organized in cooperation with the Rupin Institute of Israel, the agro-mechanics course includes intensive classes at Anieres and visits to Swiss factories as its first part. This is followed by extensive study-visits to factories, farms and agricultural research centers in Great Britain, the Netherlands and Germany.

In this way, the agro-mechanics can become acquainted with the most modern agricultural machines and methods.

The course for foremen is organized along the same lines, with specialized classes in theory at the Institute and intensive on-the-job training in Swiss factories.

Training of Technical Cadres for Developing Countries

At the request of Swiss and American governmental agencies for technical assistance and the ILO, the Institute has organized special courses for vocational training teachers and industrial cadre of the Congo, Iran, Mali and Guinea.

Beginning in May 1961, 18 Congolese and 15 Iranians recruited by the ILO for scholarships made available by the Swiss government have benefited from ORT training.

At the end of the training period, 14 months for the Congolese and 22 months for the Iranians, each of the students had to present an original paper with drawings, etc., to an examination committee composed of Swiss industrial and educational experts. The chairman of both committees was the director of the Ecole Superieure Technique de Geneve. Each time the examination committee expressed its deep satisfaction with the training of the Congolese and the Iranians.

From information received after their return, we know that all but one of the 18 Congolese have responsible positions either in vocational training or in industry and that the latter has returned to Switzerland for further study at a higher level.

All the Iranians are teaching in vocational schools in that country, four of them in the ORT schools. The recognition given them is proof of the value of the training received at the Institute.

At the present time, 17 Malians and 16 Guineans are in Anieres for two years' of study and training. This is a pilot project unique in technical assistance : after having organized and established technical schools in Bamako and Conakry in cooperation with US AID, with teachers recruited and trained in large part by the World ORT Union, these future teachers of 12 different subjects are being prepared to take over operation of the schools completely from the foreign experts.

Seminar for ORT Personnel in Guinea and Mali

Three seminars have been held since 1962 at the Institute for ORT personnel going to Bamako and Conakry. They were attended by about sixty people, engineers and teachers, recruited by the World ORT Union for this technical assistance program.

Subjects covered in the seminars include : the organization of vocational schools, establishing curricula and teaching progressions, preparation and presentation of lessons, industrial safety, use of audio-visual methods, introduction of programmed teaching. Visits to schools, factories and factory apprenticeship centers were also a part of the seminar.

Trainees and Graduates at the Technicum du Soir

The Central Institute also supervises the training in industry of 41 trainees and graduates, 16 of whom also study at the Technicum du Soir. These young people remain in close contact with the Institute for all educational or professional problems.

Special Courses

We have also been asked by such organizations as UNESCO and the ILO to give special short courses to specialists.

In addition, several lectures and discussion groups were held, followed by demonstrations of programmed teaching and audio-visual aids, at the request of Swiss and other teachers' organizations and of other groups.

New Teaching Methods

It is the Institute's purpose and vocation to be an experimental center both in the research and application of new teaching methods. The following projects were undertaken :

- seminar devoted to programmed teaching
- installation and operation of the first language laboratory to be opened in Switzerland
- organization of didactic exhibitions.

Programmed Teaching Seminar

In July 1962, a seminar on programmed teaching was held at Anieres under the direction of Professor R. E. Silverman of New York University. It was attended by 23 teachers coming from ORT schools in different countries. This intensive course introduced the concept of programmed teaching into Switzerland. As a result, programmed courses are now being tried out in ORT schools in France and Israel.

Interest in programmed instruction is steadily growing in Europe at the present time. It advocates educational methods based on research in experimental psychology and in pedagogy. It attempts to introduce the idea of increased production and efficiency into the learning process.

ORT is now in the forefront of this trend in Europe. A second seminar, also under Professor Silverman, will be given at the Institute in July 1965.

Language Laboratory

The language laboratory grew out of the need to rethink language training to fit the needs of the many young men who came to the Institute without knowing any French. To date, the language laboratory has been the vehicle of integration of a group of Iranian students on Swiss government scholar-

ships, and of Israeli students. The laboratory is now open to all students who have to learn French and English quickly.

At the time of writing, English courses are being taken by students in the preparatory class, the African trainees, and by members of the Alumni Association living in Geneva. In addition, special French courses are being given for some of the international organizations in Geneva in 1964 and 1965. One such intensive course was given for executives of Caterpillar Overseas and others are planned in the near future.

The construction of the laboratory, except for the tape recording machines, was done completely by students and teachers in the workshops at the Institute. It is considered to be one of the most modern in Europe.

Manufacture of Didactic Material and Pedagogical Exhibits

To improve teaching in our schools, we have found it necessary to introduce imaginative didactic material. This has become one of the tasks of the Central Institute, in close collaboration with the World ORT Union's Pedagogical Division.

Specialized exhibits are regularly held at the Institute in order to promote wider use of this material. The last two exhibits made it possible for many visitors to see the language laboratory, the latest developments in programmed instruction, the model equipment installed in a classroom specifically conceived to teach industrial design -- the classroom has 22 adjustable drawing tables that were built by our students.

The visitors can also see the projects prepared by the students in the graduating class.

INTERNAT

Jewish and Cultural Program

Hebrew, Jewish history and thought are an integral part of the preparatory class' curriculum. Four hours of Hebrew and two of Jewish history are given each week. The Institute also commemorates regularly important Jewish events such as the Warsaw Ghetto Uprising. In 1962, a moving exhibition was held, open to the public during two weeks and attended by many Jews and non-Jews.

Lectures on a variety of subjects -- technical, scientific, cultural -- are provided to the students. They also take part in discussions on current events and history as well as attending concerts, theatrical performances and films.

Recently, the well-known French sociologist, Professor Georges Friedmann of the Sorbonne, gave two lectures at the Institute on the technological, psychological, economic and social consequences of automation.

Library

The library contains several thousand books including, of course, an important technical section. This section will be further enlarged by an important recent gift from Women's American ORT in the memory of Mr. Andrew Alland.

Medical Care

In addition to first-aid and minor care available at the Institute, all students have a complete medical examination once a year at the Geneva Cantonal Hospital. First-aid courses are given to the students and staff.

Social Assistance

Thanks to Swiss Women's ORT, the students can replenish their wardrobe, particularly in warm clothes. Swiss Women's ORT also finds part-time and vacation jobs for them.

Building Remodeling

Between 1949, year of opening, and 1961, no important remodeling was done at the Institute. It became necessary in 1960 to undertake considerable renovation. In addition to normal maintenance, a long-term plan was established for this purpose. In addition, several classrooms, workshops and laboratories had to be transformed to fit changing and current needs.

In this way a metallurgy laboratory and a testing laboratory were installed and the electricity laboratory was remodeled.

A new classroom for drawing and technology instruction has been established, thanks to a special gift from Mr. and Mrs. Alfred Feuchtwanger in the memory of Selma Jandorf. This is the room where the drawing tables, previously mentioned, are installed.

Most of the Institute has been repainted and the shower room has been completely modernized. Most of the furniture has been replaced by furniture built on the Institute premises.

We have also built volley ball and basket ball courts, in addition to the existing football field.

The synagogue has been completely rebuilt according to the design of and under the supervision of the artist Albert Carlo.

Student Enrollment

During the period 1960-1965, there were 366 people trained at the Institute :

Regular students of the Institute and the ESTG	154
Israeli agro-mechanics	69
Improvement courses for foremen	18
Congolese instructors & foremen, Swiss government trainees	18
Iranian instructors, Swiss government trainees	15
Malian and Guinean teachers and instructors	33
Evening Technicum students	16
Trainees in Swiss industry	41
Training of mechanics instructors	<u>2</u>
Total	366

In addition, 57 persons attended the seminars for the African program of the American ORT Federation, 23 attended the programmed teaching seminar and 20 others formed a special class learning French by audio-visual methods, making a total of 100 people.

Graduates, 1960 - 1965

ORT instructors	36
Engineer - technicians	44
Evening Technicum	4
Congolese instructors & foremen	18
Iranian instructors	15
Agro-mechanics	69
Israeli foremen	18
Total	204

Division According to Country of Origin of Present Students

Morocco	24
Tunisia	17
Israel	17
Mali	17
Guinea	16
France	10
Iran	7
Greece	5
Italy	1
Algeria	1
Spain	1
Stateless	1
Total	117

General Remarks

Because our students come from more than ten countries, the ORT Institute has become a melting pot where these young men, whatever their country of origin, customs and ideas, learn to live together, to work together, to prepare themselves for a life of service to society.

We also consider it our duty not only to keep abreast with new teaching developments but to be in the vanguard; our experiments in audio-visual language teaching and programmed instruction are examples of this. Our students learn to help each other, to respect each other and to achieve self-fulfillment. We believe that our experience both in the purely pedagogical as well as in the human aspects serves as an experimental center for universal concepts in miniature.

WOMEN'S INTERNATIONAL ORT

It would be a great opportunity to evaluate the general aspects of ORT activity in every part of its work. Women's International ORT in the United Nations of the women's division. We benefit from the strength of ORT, we strive for greater support of the World ORT Union. The countries where our schools are located will enjoy the assistance of the local women's organizations, so ready to accept responsibility for the well-being of the student body.

As the important milestone of World ORT Union, we are pleased to present the activities efforts made by the various associate organizations. Since the congress held in London in 1960, Women's International ORT has demonstrated a three-fold expansion in support to the budget of the National Training Centers, assistance to the program in France with its various groups of independent centers in the ORT schools, and contributing to the building of the dormitories in 1961 for students from the provinces. For the three projects we report an income of approximately 2-3,000 annually for the past five years, an increase which is notable in comparison to the beginning of our international project efforts started in 1955. Our first six-year was in 1955 ORT in 1955, and presented a proposal made by the

WOMEN'S INTERNATIONAL ORT

which was... of the proposals to be brought before the congress of 1961.

A short message follows, representing country by country service:

BRITISH WOMEN'S ORT: Mrs. J. Jones, acting president

We shall always be grateful for the assistance given by Mrs. first president, Mrs. M. H. Wignall, who served the organization during the past years, and created a working executive of impressive qualities and a membership numbering almost one thousand in London. Mrs. Jones is continuing the good work and from recent reports proves that more funds are being raised, more than ever before. Mrs. Cecily Simpson has been appointed organizing secretary and, in addition to her domestic duties, is trying tirelessly to organize well groups so that contact with the membership will be increased. The scholarship plan adopted in June of 1961, at a cost of 100 per student, has been accepted with enthusiasm. In addition to the growing of full scholarships, responsibility for visits of the work of training of 100 annually per member is another concept of expansion.

SWEDISH WOMEN'S ORT: Mrs. I. Ringstrom, president

In November of 1961 a resolution to support the Jerusalem Center of ORT foundered the initiative on a project which has brought about increased activities and increased support of the ORT program. Mrs. A. Bentzell, during the period of service as president of Swedish Women's ORT brought about an increased awareness of the close association of the importance of ORT in Sweden. The Swedish has members have been organized, 12 municipalities were formed in Stockholm and Gothenburg, and chapters-at-large were started in Malmö and Västerås, and chapters-at-large were started in Västerås and Västerås, and chapters-at-large were started in Västerås. Mrs. Bentzell is a person of rare talents and will bring about the fulfillment of the resolutions accepted at the congress of Stockholm held in October 1961. A testimonial

W O M E N ' S I N T E R N A T I O N A L O R T

A world congress presents an opportunity to evaluate the general aspects of ORT endeavor in every facet of its work. Women's International ORT is the united nations of the women's division. We benefit from the exchange of ideas, we strive for greater support of the World ORT Union. The countries where our schools are located all enjoy the assistance of the local women's organizations, so ready to accept responsibility for the well-being of the student body.

On this important milestone of World ORT Union, we are pleased to present the multiple efforts made by the various associate organizations. Since the congress held in London in 1960, Women's International ORT has concentrated on a three fold endeavor : support to the budget of the Natanya Hotel Training School, assistance to the program in France with its serious problem of inadequate space in the ORT schools, and contributing to the building of the dormitory in Iran for students from the provinces. For the three projects we report an income of approximately \$40,000 annually for the past five years, an increase which is notable in comparison to the beginning of our international project effort started in 1955. Our first aim then was to earn \$30,00 in three years, and represented a proposal made by Dr. Syngalowski to bring about closer ties among the women's organizations. Therefore, we have earned in the past five years \$200,000, a sum which we hope will be increased considerably because of the proposals to be brought before the congress of 1965.

A short resume follows, representing country by country service :

BRITISH WOMEN'S ORT: Mrs. J. Kahan, acting president

We shall always be grateful for the assistance given by BWO first president, Mrs. H. H. Wingate, who served the organization during the past years, and created a working executive of impressive qualities and a membership numbering almost one thousand in London. Mrs. Kahan is continuing the good work and from recent reports proves that extra funds are being earned, more than ever before. Mrs. Cecily Zimmerman has been appointed organizing secretary and, in addition to her multiple duties, is trying tirelessly to organize small groups so that contact with the membership will be increased. The scholarship plan adopted in June of 1964, at a cost of £100 per student, has been accepted with enthusiasm. In addition to the granting of full scholarships, responsibility for units of one month of training at £10 annually per member is another concept of cooperation.

CANADIAN WOMEN'S ORT: Mrs. L. Kingstone, president.

In November of 1960 a resolution to support the Jerusalem Center of ORT focused the interest on a project which has brought about increased enthusiasm and increased support of the ORT program. Mrs. A. Bennett, during her period of service as president of Canadian Women's ORT, brought about an increased awareness of the close association of the importance of ORT in relation to Israel. One thousand new members have been enrolled, 13 new chapters were formed in Montreal and Toronto, and chapters-at-large were started in Hamilton and Halifax, and reorganized in Winnipeg. Membership interest is being fostered by the chairman of education, Mrs. B. Goldhar. Mrs. Kingstone is a person of rare talents and will bring about in the shortest possible time the fulfillment of the resolutions accepted at the impressive convention held in Montreal in October 1964. A testimonial

dinner given by the Toronto Region in honor of Mrs. Bennett proved once again the very warm affection in which she is held and also how ready Canadian Jewry is to accept greater responsibility for the support of the World ORT Union program.

FRENCH WOMEN'S ORT: Mrs. L. Roubach, president.

Reports prove that the French organization, during the period of its close association with Women's International ORT, has sponsored the various international projects in addition to having to accept a steadily growing measure of local responsibility. The crisis in France, and its close relation to ORT, makes France one of the most important centers of ORT endeavor. All our organizations have been alerted to the crucial need for increased effort in behalf of our French program and it is with satisfaction that we report maximum cooperation and increased effort on behalf of relieving the great need for assistance.

WOMEN'S ISRAEL ORT: Mrs. M. Horn, president.

The program of our Israel women's organization, staunchly supported by WAO, should serve as a model for President Johnson's worthy strivings on behalf of the American student. It encompasses every effort related to increased opportunity for bringing about "The Great Society", free men in the process of being educated for living at maximum level, in a free society. In addition to cooperating in our international projects each year since 1955, the following impressive record has been achieved. This record means daily service on a volunteer basis, the kind of service for which one cannot pay.

Lunch program for 4,750 students daily, plus breakfast and snacks in the courses for heavy industry.

Kitchen and dining room supervision and equipment.

Health service including first aid, of prime importance in schools where heavy machinery is in constant use. General physical check-ups, drug supplies, X-rays, eye examinations, dental care in the Jerusalem and Natanya centers. Providing of glasses, orthopaedic shoes and appliances, hearing aids for needy students.

Sports grounds and equipment in addition to gymnastic lessons.

Vacations were increased from 150 to 260 for undernourished and physically weak students.

Club rooms providing quiet locations in the schools where home work is made possible in surroundings conducive to improved studying.

Libraries, school bus fares, scholarships.

All of these above services for the students do not include steps taken for increasing membership, fundraising and expansion by the women who, by this time, have a traditional schedule of events to bring about the means whereby the amazing program can become a reality. The vitality of Israel is evident in their report.

IRAN WOMEN'S ORT: Mrs. M. Senehi, president.

The women's committee supervises the social needs of the student body, and also strives to increase membership and fundraising for the support of the Iran program. The new dormitory places an increased burden upon their willing shoulders. Much still needs to be done and it is the hope and the aim of WIO to assist more of the young people of Iran.

ITALIAN WOMEN'S ORT: Mrs. Levi-Pizetzky, Milan; and the Committee in Rome.

We deeply mourn the loss of Italian Women's ORT wonderful president, Mrs. Marcella Ascarelli. She was a person of rare charm, and worked gallantly in support of the program in Rome in spite of serious illness. Mrs. Levi-Pizetzky works closely with the Milan committee in support of the program there and in addition provides participation in the international projects of WIO work.

JEWISH WOMEN'S CLUB OF STOCKHOLM: Mrs. Erik Wolff, president.

Each year since 1957, this committee has generously supported the projects of WIO. We hope that they will join us at our 85th anniversary luncheon so that we may acknowledge our gratitude.

MEXICAN WOMEN'S ORT: Mrs. E. Dubovoy, president.

A recent visit to Mexico City provided an opportunity to meet the leadership and become acquainted with the Jewish community. It was a most inspiring and exhilarating visit. The leadership represented in the executive committee, and its president, are of a calibre worthy of our cause. A reception given in the home of Mrs. Dubovoy attracted an attendance of almost two hundred of the important members of the Jewish community. Leading members of the American and Israeli Embassies present promised their support. A goal of 100 scholarships was accepted by Mrs. Dubovoy as their aim for 1965. A recent letter announces the formation of a chapter in Guadalajara. The Mexican Women's ORT was organized by Mrs. Lola Bader of Women's American ORT in 1963.

WOMEN'S AMERICAN ORT: Mrs. Max Rosenberg, president.

We are all indebted to the largest ORT women's group for its handsome support of the program. It has made available to WIO its "know how" by providing information and inspiration. We are deeply grateful for WAO's support to our international projects and we extend thanks and best wishes for continued success.

SOUTH AFRICAN WOMEN'S ORT: Mrs. Shifra Kaganton, president.

Each year our South African friends are among the first to support WIO projects. Their record of providing funds for special projects is impressive. The Natanya school has several important improvements because of their gen-

erosity; the magnificent gymnasium is a result of special admirable planning. Emphasis this year upon the development of the new school for plastic technologists in Johannesburg represents an engrossing task. In 1964 they sent generous gifts for the Marseilles School and the Teheran School.

SWISS WOMEN'S ORT: Mrs. A. Maus, president.

The Central ORT Institute has the reliable and valuable help of the Swiss Women's ORT. We are always indebted to them for the hospitality extended to the participants of the international ORT gatherings taking place in Geneva. They are also responsible for the social arrangements which enhance the graduation exercises at Anieres, always a heart-warming experience. The special courses given to deaf-mute students in our Casablanca School receive the support of this affiliate. Participation in the WIO projects adds to a full program.

URUGUAY WOMEN'S ORT: Mrs. C De Pelenur, president.

We have news of a women's committee started in Uruguay. Mrs. Clara C. De Pelenur is president and we hope to welcome her at our congress in June.

ORT DAY

A directive for the celebration on an international level for 1965 has been recently distributed through the office by Mrs. F. Kaufmann. We know that such an annual event has become traditional with Canadian Women's ORT, British Women's ORT, Israel Women's ORT, South African Women's ORT and Milan (Italy) Women's ORT.

Started by the Women's American ORT in 1950, it has been a most effective means of reaching membership goals and reporting to the community the work in which we are engaged.

We shall at the 85th Anniversary Congress endeavor to act as a stimulant for the implementation of the tasks before us, and we aim to accomplish our purposes with increasing and dedicated vigor so that the goals now seemingly impossible will be realized. We bring to the congress a maximum of good will and best wishes for the success of the proceedings.

ORT ALUMNI ASSOCIATIONS

The concept of organizing national ORT alumni associations and then joining them together in a world Federation originated well before the Second World War. But beginning with the great depression and ending with the holocaust, ORT leadership did not have the opportunity to put the idea into practice.

After liberation, widespread migration and general uncertainty prevented execution of the plan. The situation began to be stabilized in the 1950's. Most of the former displaced persons found new homes, mostly in Israel. The expansion of the ORT program also meant that the student body was now composed of Jewish citizens of the operating countries, not of potential emigrants.

In 1958 the first ORT Alumni Associations were formed in Paris and in Milan, followed by those in Brussels, Antwerp, Rome, Algiers, Geneva and London. After the 1960 congress, associations were established in Israel, Moscow and Tel Aviv.

Representatives of the Associations met for the first time in Milan in 1958 and drew up a common program. The world Federation of Associations was born at the same time. The tasks of the Federation are to coordinate the work of the associations on the one hand and between the associations, the national organizations and the World ORT Union on the other.

ORT ALUMNI ASSOCIATIONS

The world ORT Union, on the same occasion, declared its hope that the Federation would become an active partner in the propagation of ORT ideas, in the recruitment of members and in ORT's general development. It promised its full support. A representative of the alumni was then elected as member of the Central Board.

The world ORT Union, on the same occasion, declared its hope that the Federation would become an active partner in the propagation of ORT ideas, in the recruitment of members and in ORT's general development. It promised its full support. A representative of the alumni was then elected as member of the Central Board.

SPAIN

Word has just been received that an Alumni Association has been established in Rio de Janeiro.

FRANCE

The Association here has just celebrated its tenth anniversary. Although there are now more than 3,000 names in its files, dues paying membership varies each year between 100 and 150. This is because most alumni and alumnas are living all around France and abroad.

Some members now in good positions in industry have been able to find jobs for their former classmates. This was particularly true for the many ORT alumni coming from North Africa in the last five years.

...the significant progress in a number of special projects...
...the progress of the work...
...the progress of the work...

...the progress of the work...

The progress of the work...
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...the progress of the work...

INTERNATIONAL ASSOCIATION

A...
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...the progress of the work...
...the progress of the work...

We shall at the...
...the progress of the work...
...the progress of the work...

ORT ALUMNI ASSOCIATIONS

The concept of organizing national ORT alumni associations and then joining them together in a world federation originated well before the Second World War. But beginning with the great depression and ending with the holocaust, ORT leadership did not have the opportunity to put the idea into practice.

After liberation, widespread migration and general uncertainty prevented execution of the plan. The situation began to be stabilized in the '50's. Most of the former displaced persons found new homes, mostly in Israel. The expansion of the ORT program also meant that the student body was now composed of Jewish citizens of the operating countries, not of potential emigrants.

In 1954 the first ORT Alumni Associations were formed in Paris and in Milan, followed by those in Brussels, Antwerp, Rome, Algiers, Geneva and London. After the 1960 congress, Associations were established in Israel, Morocco and Iran.

Representatives of the Associations met for the first time in Milan in 1958 and drew up a common program. The World Federation of Associations was born at the London Congress two years later. The goals and tasks of the Federation were defined as: "to develop and strengthen the bonds of solidarity and mutual help among the national Associations on the one hand and between the Associations, the national organizations and the World ORT Union on the other --

to help ORT alumni all over the world professionally and culturally;
to spread the ideas and work of ORT by recruiting members, etc.;
to establish Associations in the countries where they do not now exist."

The World ORT Union, on the same occasion, declared its hope that the Federation would become an active partner in the propagation of ORT ideas, in the recruitment of members and in ORT's general development. It promised its full support. A representative of the alumni was then elected as member of the Central Board.

BRAZIL

Word has just been received that an Alumni Association has been established in Rio de Janeiro.

FRANCE

The Association here has just celebrated its tenth anniversary. Although there are now more than 3,000 names in its files, dues paying membership varies each year between 500 and 600. This is because most alumni and alumnae are living all around France and abroad.

Some members now in good positions in industry have been able to find jobs for their former classmates. This was particularly true for the many ORT alumni coming from North Africa in the last five years.

The Association is divided into job sections which meet periodically to discuss professional matters, exchange information, listen to lectures by experts in the field and see specialized films.

Each year three big functions are held : a dance at the Montreuil center, a dinner presided over by a leading Jewish personality, and a lecture meeting held at the beginning of the school year.

The Association also has two publications :

- 1] a correspondence course in contemporary Jewish culture to which 200 students are subscribed and of which seven installments have so far appeared;
- 2] a magazine, Trait d'Union (The Hyphen), a general publication.

The Association has space at the Ecole de Travail in the heart of Jewish Paris. There the Association has a record library of Jewish folk music and a small library which includes newspapers and magazines in French and Hebrew. In 1962, a chorus and a folk dance group were formed in collaboration with the Montreuil center.

For the last two years, the Alumni Association has given prizes for good marks in intermediate and final examinations. Next year, when ORT history becomes a required subject, the Association will offer a special prize for the best work on this subject.

Together with ORT France, the Association has offered several evening improvement courses at the Montreuil center.

A section was established in Strasbourg in 1964 and others are planned for Marseilles and Lyons.

GREAT BRITAIN

The ORT Old Boys' Association has only about fifteen members, former students of ORT in Berlin who went to Leeds just before World War II. Most of them now have important positions in British industry.

They have set themselves the task of helping the ORT schools in Israel. Since 1960, they have sent machines and tools to Israel worth \$10,000.

IRAN

In 1962, the Technical Director of ORT Iran, himself a graduate of ORT in Bulgaria and later of the Central Institute, formed the Alumni Association. There are at present about 100 members. Membership is hampered by emigration or military service.

One of the Association's most successful tasks has been job placement. Another successful project was the organization of a special course for alumni to prepare for an official scholarship for foreign study. All those who took the course won a scholarship.

The Association also holds lectures, showings of technical films, debates, sports and recreational events. The gala evenings to celebrate Jewish and Iranian holidays have become a tradition, attended not only by alumni and their parents but also by the Jewish community at large.

The Association has so far published three issues of a magazine which discusses the problems of factory work as well as ORT activity and history. It also donates two prizes yearly -- for a boy and a girl -- for school fellowship.

ISRAEL

The first attempt to form an alumni association in Israel was in 1955 when Dr. Syngalowski called a meeting of ORT alumni, both of ORT schools in Europe and in Israel, in Tel-Aviv. About 400 people attended the meeting, including Mrs. Golda Meir, then Labor Minister. A provisional committee was elected and program adopted. But the Association did not develop.

Interest was revived by the formation of the Federation of Alumni Associations in 1960. From the following year meetings of ORT graduates were held in the centers in Natanya, Jerusalem, Ramat-Gan and Rehovoth. About 100 graduates of the first Vilna Technicum, most of them no longer young and holding responsible positions in industry and education, attended a lecture in Givatayim. In 1961, about fifty Anieres alumni formed their Association. Beginning the following year, when the Association of Alumni of the Syngalowski Center was formed, similar groups were established in Givatayim, Holon, Ramla, Herzlia, Ashkelon and of the girls' school in Tel-Aviv.

Each Association developed well or badly, depending on the individual school's leadership and the quality of membership enthusiasm. Until 1964 there was no guidance from ORT Israel headquarters and no liaison among the Associations. It was then that the World ORT Union headquarters proposed the constitution on a Union of Associations, Bogre ORT. In its 15 months of existence Bogre ORT has considerably increased the activity of existing groups and has formed new ones, thus laying the basis for a powerful national organization.

The Union now has over 2,000 members. Its aims include : active participation in the work of ORT, strengthening contacts among alumni as well as with other ORT Alumni Associations and with the World Federation; help in promoting the professional advancement of alumni.

For example, in February 1965, a delegation of the Union discussed with high Labor Ministry officials the problems concerning the professional status of graduates of the three and four year ORT schools and of the Givatayim and Yad Syngalowski Technicums. The delegation obtained satisfaction -- from now on, after military service, the students will be able to return to their schools for a refresher course and so be able to improve integration into industry.

The Union's executive committee offers guidance to all ORT alumni. It also helps to arrange training periods abroad with the help of the World Federation and Geneva headquarters.

The Union was also responsible for introducing ORT history into the ORT Israel schools last year. This is all the more necessary since most

of our students have no idea that ORT is an old Jewish organization with roots earlier than those of political Zionism and of ORT's reputation throughout the world. They have had, until now, no feeling of belonging to the ORT family. They now have a history of ORT's 80 years written in Hebrew. Next year ORT history becomes obligatory in all schools and the ORT Alumni Union is offering a prize to the best students in this subject.

ITALY

The Italian Association has two sections, in Milan and Rome, and a membership varying between 250 and 300. The Milan section was one of the first and was also the initiator for the creation of the World Federation.

The Roman section was formed in 1958. Two years later both sections were joined together into one national Association. A representative now sits on the Executive Committee of ORT Italy.

The Association offers cultural, recreational, athletic functions. It celebrates religious and national holidays. It also helps to find jobs for graduates.

It is hoped that the Association will become still more active and bring much more support to ORT Italy than it does at present.

MOROCCO

The Association was formed in the summer of 1963. Until now, its development has been hindered by lack of suitable quarters. With the acquisition of space in Casablanca, the Association's program has become more active. The committee meets weekly. Emigration has kept membership down to about 120 members. A section has been formed recently in Rabat.

The Association held a series of lectures on such subjects as the history of ORT, atomic energy for peaceful uses, Moorish art in Spain, economic problems of developing countries, modern Judaism.

The Association's clubroom is open every evening after 7 p.m. Alumni also have a small book and record library at their disposal. They participate in various athletic events. Frequent dances are held and alumni help to make the annual ORT Morocco ball successful. At the present time, the Association is planning to offer courses in Hebrew, English and bridge.

SWITZERLAND

The Swiss Association, composed of about 50 Institute alumni, was formed in 1959. Most of its members have taught in ORT schools; all now have responsible positions in Swiss industry or schools.

Those living in Geneva hold weekly meetings. They also organize excursions, visits to factories, etc. They can attend an English course given in the language laboratory of the Institute.

In 1964, the Association arranged a public lecture in Geneva by Mr. Daniel Mayer, president of the World ORT Union Executive Committee, on Vatican policy during the Second World War.

The Association also served as host to the meeting of the Executive Committee of the World Federation of ORT Alumni Associations held in Geneva in June 1964 at the same time as the World ORT Union Executive Committee meeting. This was the first time that Association members attended a World ORT Union meeting. Two members of the Swiss Association participated actively in the meeting of the Technical Committee.

Recently the Swiss Association decided to donate an annual prize for school fellowship to a student at the Institute.

TECHNICAL ASSISTANCE DEPARTMENT

TECHNICAL ASSISTANCE DEPARTMENT

At an Executive Committee meeting in June 1961, OAI decided to undertake, on behalf of governments, international organizations and voluntary agencies, training projects in underdeveloped areas. Meetings were held with various governments and international agencies and in June 1961 an agreement was reached with the United States Government, through the International Development Administration in Washington, that the International Development Administration would undertake surveys of vocational education in select African countries.

In September 1961, under the supervision of Mr. Max Brundage and Dr. Charles LeVine, these surveys were carried out in Guinea, Mali, Sierra Leone, Nigeria, Gabon, Cameroon, Ivory Coast and Ethiopia. The task was to

- survey existing technical and vocational school facilities and to
- make recommendations for their expansion and development in the light of the projected economic growth and educational requirements of the countries concerned;

TECHNICAL ASSISTANCE DEPARTMENT

prepare suggestions for training within existing industry where they are found to be feasible, as well as through schools, special courses and centers.

The surveys were well received and, as a result, OAI was requested to prepare a report on the surveys in Mali and Guinea.

Guinea

In July 1962, OAI announced the signing of a contract with OAI to establish a technical vocational training program in Guinea.

The OAI assignment as stipulated in the agreement was the organization of a technical vocational school for the training of "skilled mechanics and technicians" as an integral part of the program... to give special teacher training to selected students in order that they may carry on similar instruction in their own schools.

The first year teaching staff, consisting of seven teachers and the staff of forty who was the former technical director of the OAI Hoya school in Conakry, arrived in Conakry in August of 1962.

Students enrolled were given in December 1962 an inventory of the school and classified into groups of students. A total of 20 students were enrolled in the technical vocational school and preparatory classes were given in mathematics, applied mathematics, physical sciences, mechanics, electrical science, general electricity and French.

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In September 1961, under the supervision of Mr. Max Braude and Dr. Charles Levinson, these surveys were carried out in Guinea, Mali, Sierre Leone, Nigeria, Dahomey, Cameroon, Ivory Coast and Ethiopia. The task was to :

- survey existing technical and vocational school facilities and to make recommendations for their expansion and development in the light of the projected economic growth and educational requirements of the countries concerned;
- develop proposals for vocational education at the primary, secondary and advanced levels;
- prepare suggestions for training within existing industry where that is found to be feasible, as well as through schools, special courses and seminars.

The reports were well received and, as a result, ORT was requested to implement its proposals in Mali and Guinea.

Guinea

In July 1962, AID announced the signing of a contract with ORT "to establish a technical vocational training program in Guinea".

The ORT assignment, as stipulated in the agreement, was the organization of a technical vocational school for the purpose of training "skilled mechanics and technicians, and as an integral part of the program....to give special teacher training to selected students in order that they may carry on similar instruction in this and other schools."

The first year teaching staff, consisting of seven teachers and the chief of party -- who was the former technical director of the ORT Boys' School in Casablanca -- arrived in Conakry in autumn of 1962.

Entrance examinations were given in December 1962 to students from the technical and classical high schools of Guinea. A total of 83 students were admitted to the Technical Vocational School and preparatory classes were begun in mathematics, applied mathematics, physical sciences, technology, mechanical drawing, general electircity and French.

Actual classes were not started until March 15, 1963, due to the lack of classrooms and workshops. Enrollment included 20 students in precision mechanics, 22 in telecommunications, 20 in industrial drawing, and 21 in electro-mechanics.

Examination results in July 1963 were satisfactory : all 22 students in telecommunications were promoted to the second year, 20 out of the 21 in electro-mechanics passed, 17 out of 20 in industrial drawing, and 15 out of 20 in precision mechanics. It is in this last section that the absence of suitable workshop space and laboratories was most evident.

In October 1963, the staff of the Technical Vocational School was increased by an additional 19 teachers and administrative officers to a total of 27, and four new sections were opened : auto diesel mechanics with 22 students, maintenance mechanics with 22, refrigeration and air conditioning with 22 and topographical engineering and surveying with 23 students.

The third school year opened in November 1964 with 301 students, distributed among 14 sections (including accelerated improvement courses). Staff at the school was increased to 32 teachers and administrative personnel.

The aim of this basic program will be to train, during three-year courses, approximately 675 students in nine subjects : Auto Diesel Mechanics, Refrigeration, Telecommunications, Industrial Drawing, Topography, Maintenance Mechanics, Electronics, Electro-Mechanics, Precision Mechanics.

All graduates of the basic program will be either middle-level technicians, qualified as foremen and shop supervisors and working in government agencies or private industry, or as teachers.

A second project aim, started during the 1964/65 school year, is to produce 20 graduates a year with specialized training in Electric Motor Repair, Topographer's Assistants and Executive Secretaries. Classes were opened in November and December with 25 students in each of the three classes. Graduates of this program will be qualified to work in their specialized fields as assistants to technicians with broader training, or as qualified secretaries.

Other tasks included ORT team participation in the selection of examination subjects for various specialized fields in vocational training (CAP) as well as in the correction of the examination papers. The ORT team has also been called upon to work on the plans to create the Technical and Pedagogical Bureau of the Ministry of National Education.

The principle problem in Conakry has been the lack of adequate school facilities. Since the beginning of the program, the school has been operating in classrooms borrowed from the Lycee Technique and has had no suitable workshop or laboratory space available.

In early 1964, the Geodesic Dome, which was constructed by the US Department of Commerce in Conakry during the Science Fair, was purchased

as temporary shop space for the Technical Vocational School. After re-modelling and the installation of the necessary power supply, workshops were opened in Maintenance Mechanics, Precision Mechanics, Welding and Sheetmetal Work, and Auto Diesel Mechanics, as well as in Industrial Drawing.

New permanent school buildings are being completed and the formal inauguration is scheduled for late April 1965.

Mali

The scope of the project in Mali was indicated by the official description of its purpose : "to provide certain assistance in improving the technical and vocational skills of the work force in Mali, through the organization and development of a science laboratory and technical centerfor training of mechanics and technicians, sub-professional technicians, trade school instructors and secretaries and administrative assistants."

In addition to establishing scientific laboratories and a technical center in the Lycee Technique in Bamako, ORT has had the following assignments :

- to improve and expand vocational training methods and general scientific education in the Lycee Technique and in the Public Works School.
- to provide training and retraining of skilled labor needed both in the public and private sectors of the economy.

Specifically, this means that ORT must plan the expansion of the Lycee Technique and the Public Works School to three times the present capacity of 600 students. It also means that ORT must train a minimum of 115 technicians and vocational school teachers, and establish an accelerated training program for 500 workers in public and private industry.

As in the case of Guinea, the chief of party selected for Mali was a former student of the Institute and also head of the machine shop section of the ORT Tunis school. Other members of the staff of six arriving in Bamako in November 1962 were four Israelis and one French citizen.

Seventy candidates from widely different kinds of schools, including academic institutions, sat for the admissions examinations. Sixty-three were accepted in the following sections which began at the end of November 1962 : 20 in the two-year secretarial training course, 23 in the three-year electro-mechanics course, 20 in the three-year architectural design course.

Results of the examinations, given in July 1963, were satisfactory -- all but one secretarial student was promoted and, for the first time in Mali, no drop outs occurred.

Three new two- and three-year courses were opened in the 1963/64 school year in auto and diesel mechanics, topography, and refrigeration

and air-conditioning. Twenty students were enrolled in each course. Staff was increased by an additional ten to a total of 16. The secretarial course was revised so that the second year students would work during the day and go to school at night. This enabled the opening of another day class.

Third year classes were resumed on October 15, 1964, with the sections :

Second year Auto and Diesel Mechanics	16 students
Second year Refrigeration	19 students
Second year Secretarial Training	9 students
Third year Electro-Mechanics	20 students
Third year Architectural Design	18 students.

Upon proposals by the Government of Mali, and with the agreement of US/AID, the ORT team has also undertaken to give the following improvement courses :

Proficiency In-Service Training for Bank of Mali Employees

This course was given during the 1962/63 school year in the offices of the Bank of the Republic of Mali. Subjects covered were commercial correspondence, commercial arithmetic and office organization.

Course for Workers and Technicians of the Ministry of Public Works

Established in April 1963, this four and one-half months course was established for 100 workers in electro-mechanics and allied public works skills.

In-Service Course for Senior Government Officials

A four-month course was created in November 1963 at the special request of the President of the Republic of Mali for the following : political advisors, state controllers, directors of state enterprises, members of the audit department, inspectors of administration. Subjects taught were general and public accounting, auditing, constitutional aspects of financial law, economic geography, banking organization, company organization and management.

Construction of the Scientific Block, built to house the students of the school, began a few months after courses started in 1962 and was completed in the summer of 1963. It has been functioning at full capacity since one month after the beginning of the 1963/64 school year.

The Scientific Block was inaugurated by Mali President Modibo Keita on February 14, 1964, in the presence of Malian officials, the US Ambassador, Dr. Charles Levinson, director of the ORT Technical Assistance Department, and members of the diplomatic corps. In his speech, President Keita described the Block as "a nursery for the young technicians who tomorrow will replace the ORT teachers who were graciously sent by that organization."

In summer of 1964, the ORT staff in Bamako was awarded the Meritorious Honor Award for its performance in carrying out its mission of technical assistance in Mali.

The award was announced by the United States Ambassador to Mali, William J. Handley, who "approved the nomination with pleasure". The citation read, in part, "though the American ORT Federation team has been handicapped by delays in arrival of equipment, delay in the construction of the building, and lack of adequate local support personnel, they have demonstrated unusual initiative in organizing scheduled vocational classes In addition, the team has provided numerous significant services beyond their teaching duties.... The ORT team has made the Vocational Training Project one of the most successful activities of the US AID program in Mali."

Further praise of the two African projects of ORT was given by President Lyndon B. Johnson, who, in a message to the last Conference of American ORT Federation, lauded the technical assistance efforts of ORT in the developing nations of Africa. "In cooperation with the Agency for International Development in the establishment of technical and vocational training institutes and the training of indigenous instructors in the West African countries of Mali and Guinea, American ORT brings its knowledge and experience to the efforts of our Government, to assist in the development of new nations."

Participants Training Programs

Both the Guinea and Mali contracts with AID were renewed by the United States government -- Guinea until 1970 and Mali until 1967. Part of the extensions involve the selection of students from the ORT courses in Guinea and Mali for advanced training as instructors at the Central ORT Institute in Anieres, Geneva, Switzerland.

The class of 17 future Malian teachers arrived at the Institute on August 15, 1964, and were joined by a first group of 16 Guineans, out of a final total of 50 on August 22. These instructors and teachers will eventually replace the ORT staffs and form the teaching cadres in their countries in their technical fields. The training is proceeding favorably and it is planned that there will be a total of 58 trainees at its peak in 1966.

Given the scope of these projects and the increasing number of requests received from other sources for assistance of various kinds, a special department of Technical Assistance was established in 1963. Dr. Charles Levinson was appointed director. The task of this department is to coordinate and administer the on-going programs in this new area of activities and plan for an orderly extension of additional projects should they develop.

Other Technical Assistance Projects

A number of other technical assistance projects were completed by ORT during the period since the last Congress. These included :

The training of 18 Congolese as vocational training instructors and foremen at the Central ORT Institute in cooperation with ILO and the Swiss Government.

A technical training course for 15 Iranians was also given at the Institute in cooperation with the Governments of Iran and Switzerland.

A survey and evaluation of its vocational training programs for the Intergovernmental Committee for European Migration (ICEM).

Elaboration of a model program of pre-apprenticeship training in a number of specific trades for UNICEF.

Special English-language courses in Rome for Jewish and other migrants on transit to English-speaking countries.

Of particular interest is a current project in the ORT school in Teheran for 15 Tibetan refugees. This program is being carried out in cooperation with the Norwegian Refugee Council and the United Nations High Commissioner for Refugees. The aim is to train these young Tibetans as vocational school instructors. They will eventually form the staff of a vocational training institute to serve the Tibetan refugee colony in India.

The Government of Kenya has approached ORT relative to developing a vocational training scheme for the Kenya National Youth Service.

STUDENT BODY AS OF JANUARY 1st 1965

ARGENTINA

Buenos Aires

Workshops and Courses

Radio	27
Tailoring	14
Electronics	2
	<hr/>
	43

Mendoza

Agro-mechanics School	27
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Workshops

Decomposing & Ready-made clothes	27
Embroidery	8
	<hr/>
	35

Manual Training

	13
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CLARA

Workshops and Courses

Decomposing & Ready-made clothes	25
Embroidery and Typewriting	1
	<hr/>
	26

AUSTRIA

VIENNA

Workshops and Courses

Decomposing	1
Machine Making	1
Mathematics	1
English	1
	<hr/>
	4

BELGIUM

ANTWERP

School for Sewing & Cutting	20
Manual Training	22

BRUSSELS

Manual Training	27
	<hr/>
	27

BRAZIL

RIO DE JANEIRO

Workshops & Courses	1
Electronics	1
Radio	1
	<hr/>
	3

FRANCE

Paris (S.M. 1961)

Day Schools	
Turning & Filing	26
Sheet-Metalwork	43
Electro-technics	20
Radio-technics	27
Carpentry	20
Dressmaking	12
Secretarial	22
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	181

Evry - Radio-technics

	10
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Workshops & Courses

Welding	20
Art Welding	11
Refrigeration	20
Refrigeration Techn. Ass. (Evry.)	27
Typewriter Machine Repairs	13
Refrigeratory Electricity Techn. Ass. (Evry.)	11
Electricity-Techn. Ass.	13
Radio Training	18
Water Electricians	15
Techn. Ass. Electrical Labortt	23
Electricity-Techn. Ass. (Evry.)	27
Techn. Ass. Electromechanics	14
Techn. Ass. for Automation	12
Electricity Techn. Ass. (Evry.)	22
Electricity Techn. Ass.	20
	<hr/>
	317

Radio-Techn. Ass. (Evry.)	14
Water Techn. Ass. (Evry.)	15

Technical School (Mechanics)	15
Technical School (Mech. Techn.)	14
Graphic Design (Drawing)	14
Secretarial	22
Decomposing & Typewriting	43
Decomposing & Typewriting (Mech.)	2
Dressmaking	18
English	17
	<hr/>
	240

Le Havre (S.M. 1961)

Mechanics	25
Electricity	21
	<hr/>
	46

Decomposing & Typewriting

	25
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Paris (S.M. 1961)

Decomposing	25
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Agencies (S.M. 1961)

	24
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STUDENT BODY AS OF JANUARY 1st 1965

The first part of the report deals with the general situation in the country and the second part with the specific details of the case.

A further investigation of the case was also given at the time of the meeting with the members of the Board of Directors.

A copy of the report is being sent to the members of the Board of Directors and the members of the Executive Committee.

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STUDENT BODY AS OF JANUARY 1st 1965

STUDENT BODY AS OF JANUARY 1st 1965

ARGENTINA

BUENOS AIRES

Workshops and Courses

Radio	97
Télévision	14
Electronics	9
	120

DOMINGUEZ

<u>Agro-mechanics School</u>	17
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Workshops

Dressmaking & Ready-made clothes	27
Embroidery	9
	36

<u>Manual Training</u>	12
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CLARA

Workshops and Courses

Dressmaking & Ready-made clothes	31
Shorthand and Typewriting	8
	39
	224

AUSTRIA

VIENNA

Workshops and Courses

Dressmaking	26
Machine Knitting	51
Beautician	17
English	17
	111

BELGIUM

ANTWERP

<u>School for Sewing & Cutting</u>	20
Manual Training	222

BRUSSELS

Manual Training	92
	334

BRAZIL

RIO DE JANEIRO

Workshops & Courses

Electronics	7
Radio	12
	19

FRANCE

PARIS/MONTREUIL

Day Schools

Turning & Fitting	98
Sheet-Metalwork	53
Electro-technics	98
Radio-technics	107
Carpentry	56
Dressmaking	63
Secretarial	108
	583

<u>Brevet-Radio-technics</u>	10
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Workshops & Courses

Welding	10
Arc Welding	10
Refrigeration	29
Refrigeration Techn. Asst. (Even.)	27
Typewriter Machine Repair	13
Preparatory Electricity Techn Asst. (Evening)	18
Electricity-Techn. Asst.	13
Radio Testing	19
Fitter Electricians	14
Techn. Asst. Electrical Laborat.	53
Electricity-Techn. Asst. (Even.)	21
Techn. Asst. Electrotechnics "	14
Techn. Asst. for Automation "	12
Television Techn. Asst. (Evening)	25
Transistors Techn. Asst. "	35
Cutting Men's Clothes "	17
Cutting Ladies' Clothes "	20
Men's Ready-made Clothes	14
Ladies' Ready-made Clothes	15
Hosiery	9
Technical Design (Mechanics)	15
Technical Design (Electr. Constr.)	14
Artistic Design (Evening)	14
Secretarial	23
Shorthand & Typewriting	43
Shorthand & Typewriting (Even.)	9
Bookkeeping	16
English	17
	539

Pre-Apprenticeship

Mechanics	29
Electricity	28
	57

Apprentices - Complementary Courses

Dressmaking	36
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<u>Apprentices supervised</u>	531
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PARIS/ECOLE DE TRAVAIL

<u>Day Schools</u>	
Welding	58
Mechanics	57
	<u>115</u>

Workshops & Courses

Fitting	13
Electronic Wiring	16
Fitter Electricians	17
Plumbing	14
	<u>60</u>

Pre-Apprenticeship-Mechanics 20

Apprentices - Complementary Courses

Dressmaking	56
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PARIS/HIAS

Course - English	42
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LYONS

Day Schools

Mechanics	50
Electro-mechanics	57
Dressmaking	18
Secretarial	50
	<u>175</u>

Workshops and Courses

Mechanical & Electrical Install.	14
Technical Design	15
Secretarial	16
Bookkeeping	14
	<u>59</u>

Pre-Apprenticeship-Mechanics 12

Apprentices supervised 40

MARSEILLES-L. Bramson Center

Day Schools

Sheet-Metalwork	50
Electrical Installations	60
Electronics	68
Ready-made Clothes	58
Secretarial	52
	<u>288</u>

Workshops & Courses

Fitter Electricians	16
Radio Repair	15
Technical Design	14
Mathematics	10
Secretarial	15
	<u>70</u>

Pre-Apprenticeship-Mechanics 26

Apprentices supervised 61

STRASBOURG

Day Schools

General Class	39
Fitting	22
Electrical Installations	24
Electronics	27
	<u>112</u>

Apprentices supervised 16

TOULOUSE

Electro-technics School 36

Workshops & Courses

Mechanical & Electrical Install.	15
Radio & Television Repair	15
Industrial Dressmaking	13
Bookkeeping	14
	<u>57</u>

Pre-Apprenticeship-Electricity 15

3016

HOLLAND

AMSTERDAM-Workshops

Leather Work (Occup. Therapy)	10
Toy-making (Occup. Therapy)	26
	<u>36</u>

Manual Training 100

APELDOORN

Workshop - Weaving	20
	<u>156</u>

INDIA

BOMBAY

Day Schools

Mechanics	33
Draughtsmen	15
	<u>48</u>

Courses

Turning	10
Fitting	24
Drawing	22
	<u>56</u>

Manual Training 80

184

IRAN

TEHERAN

Day Schools (Vocational)

General	98
---------	----

TEHERAN (continued)

Mechanics	31
Auto-mechanics	28
Electro-mechanics	42
Cutting and Sewing	164
Children's Dressmaking	25
Secretarial	66
	<hr/>
	454

Technical Day Schools

General	56
Mechanics	32
Refrigeration	36
Electro-mechanics	39
Industrial Drawing	28
	<hr/>
	191

Workshops & Courses

Mechanics (Tibetans)	15
Dressmaking	20
Cutting and Sewing	22
Hairdressing	15
Hairdressing (Accelerated)	16
	<hr/>
	88

Manual Training

1070
<hr/>
1803
<hr/>
1803

ISRAEL

TEL-AVIV

A. SYNGALOWSKI CENTER

Day Schools

General Mechanics	225
Precision Mechanics	137
Electro-mechanics	151
Electro-mechanics Techn.	149
Radio-electronics	157
Radio-electronics Techn.	179
Techn. Asst. for Telephone services	86
	<hr/>
	1084

Workshops and Courses

Mechanics (Foremen)	20
Welding	16
Instructors Proficiency	50
Radio	91
Electricity	74
Electricity Advanced	40
Electrical Installations	86
Transistors	20
Construction Drawing	42
Construction Drawing (Technion)	47
Technical Drawing	101
	<hr/>
	587

TEL-AVIV

Day Schools

Dressmaking	67
Dressmaking (Evening)	57

Ready-made Clothes	104
Fashions Trades Seminar	28
Hairdressing	31
	<hr/>
	287

Course

Fashion Design	18
----------------	----

TEL-AVIV-J. SHAPIRO CENTER

Apprentices-Complementary Courses

Mechanics	55
Dental Techn.	56
Carpentry	51
Shoemaking	26
	<hr/>
	188

JAFFA-Pre-Apprenticeship

Locksmithy	111
Electricity	30
Carpentry	24
	<hr/>
	165

Apprentices-Complementary Courses

Mechanics	237
Electricity	473
Carpentry	339
	<hr/>
	1049

NATANYA-D. LVOVICH Center

Day Schools

Locksmithy(General Class)	154
Mechanics	141
Electromechanics	109
Radio-Electronics	167
Carpentry	83
Agromechanics	141
Technical Drawing	44
Constr. Drawing	46
Hotel Trades School	88
	<hr/>
	973

Workshops & Courses for Africans

Mechanics	13
Electromechanics	11
Electricity	9
Carpentry	14
Agro-mechanics	33
	<hr/>
	80

GIVATAYIM

Day Schools

Machines Constr. Techn	201
Refrigeration Techn.	26
Building Techn.	230
Mining Techn.	4
Paper Industry Techn.	4
Optician Techn.	11
Mechanics	194

GIVATAYIM (continued)

Opticians	13	
Constr. Drawing	104	
		787

JERUSALEM

<u>Day Schools</u>		
Mechanics	205	
Auto-mechanics	85	
Radio-electronics	133	
		423

Workshops & Courses

Mechanics Instructors	46	
Welding	10	
Auto-mechanics	44	
Radio	30	
Electricity	18	
Building Courses	57	
Sanitary Installations	25	
Constr. Drawing	25	
Home Gardens	15	
		270

Apprentices-Complementary Courses

Mechanics	137	
Locksmithy	128	
Electro-mechanics	98	
Carpentry	98	
Dressmaking	70	
Printing	75	
Sanitary Installations	53	
Hairdressing	55	
		714

REHOVOT

<u>Day Schools</u>		
Locksmithy (General Class)	134	
Mechanics	132	
Auto-mechanics	80	
Auto-electricity	12	
Electronics	33	
		391

KEFAR-AVRAHAM

Mechanics School	209	
------------------	-----	--

RAMAT-GAN

<u>Day Schools</u>		
Carpentry	153	
Dressmaking	85	
Textile Techn.	237	
Interior Decoration	78	
Bacteriology	55	
Industrial Chemistry	117	
Secretarial	45	
		770

Workshops

Work Clothes	16	
Textile (Blind)	5	
		21

Apprentices-Complementary Courses

Mechanics	196	
Locksmithy	243	
Tinsmithy	27	
Electro-mechanics	107	
Dressmaking	111	
		684

RAMLE

<u>Day Schools</u>		
Dressmaking	63	
Domestic Science	66	
		129

BENE BERAK

<u>Day Schools</u>		
Dressmaking	68	
Constr. Drawing	34	
Domestic Science	55	
		157

HERZLIYA

<u>Day Schools</u>		
Locksmithy (General Class)	57	
Mechanics	48	
Electro-mechanics	14	
Constr. Drawing	37	
		156

AFULA

<u>Day Schools</u>		
Mechanics	136	
Locksmithy (Pre-Vocational)	78	
Dressmaking (Pre-Vocational)	92	
		306

HOLON

<u>Day Schools</u>		
Mechanics	361	
Auto-mechanics	60	
		421

Workshop-Auto-mechanics

	15	
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ASHQUELON

Mechanics School	141	
------------------	-----	--

Apprentices - Complementary Courses

Mechanics	107	
Locksmithy	196	
Electricity	42	
Carpentry	62	
		407

<u>LOD</u>		Carpentry	<u>11</u>
<u>Day Schools</u>			33
Mechanics	159	<u>ZOFYA</u>	
Carpentry (Pre-Vocational)	39	<u>Dressmaking School</u>	15
Dressmaking (Pre-Vocational)	35	<u>FACTORY SCHOOLS</u>	
	<u>233</u>	<u>HAIFA - Mechanics</u>	60
<u>KEFAR-ATA</u>		<u>HOLON - Mechanics</u>	23
<u>Day Schools</u>		<u>LOD - Mechanics</u>	148
Locksmithy (Pre-Vocational)	46	<u>PETAH TIQVA - Mechanics</u>	20
Dressmaking (Pre Vocational)	55	<u>TEL-AVIV - Mechanics</u>	40
	<u>101</u>	<u>SCHOOLS IN YESHIVOT</u>	
<u>MAGDIEL</u>		<u>AHUZZAT NAFTALI - Mechanics</u>	65
<u>Day Schools</u>		<u>AZATA - Mechanics</u>	99
Mechanics	159	<u>GAN YAVNE - Mechanics</u>	99
Electronics	24	<u>HEREV LEET - Mechanics</u>	41
Domestic Science	40	<u>JERUSALEM</u>	
	<u>223</u>	Mechanics (Boys Town)	111
<u>KEFAR SAVA</u>		Electro-mechanics (Boys Town)	34
<u>Day Schools</u>		Carpentry	65
Locksmithy (General Class)	129	Printing	64
Mechanics	48	Dressmaking (Beit Yaacov)	117
Instrument Making	29		<u>391</u>
Electro-mechanics	42	<u>KEFAR ATA - Mechanics</u>	70
Constr. Drawing	38	<u>KEFAR CITRIN</u>	
	<u>286</u>	Mechanics	196
<u>NAZARETH</u>		Auto-mechanics	74
Mechanics School	80		<u>270</u>
<u>HAIFA</u>		<u>KEFAR HABAD</u>	
Chemistry School	55	Carpentry	75
<u>HAIFA-J. ORLEANS GAYL</u>		Dressmaking (Beit Rivka)	121
<u>CENTER</u>		Printing	83
<u>Apprentices - Comple-</u>			<u>279</u>
<u>mentary Courses</u>		<u>MIRON (BNEI AQIBA)</u>	
Mechanics	87	Agro-mechanics	30
Locksmithy	108	<u>PETAH TIQVA (BEIT-BLUMA)</u>	
Electricity	163	Dressmaking	130
Carpentry	99	<u>REHOVOT (Porat Yosef)</u>	
Dressmaking	195	Mechanics	79
Hotel Trades	17	<u>SEDE ELIYAHU</u>	
Hairdressing	111	Agromechanics	51
	<u>780</u>	Domestic Science	40
<u>BEER SHEVA</u>			<u>91</u>
Chemistry School	61	<u>SHAFIR - Mechanics</u>	145
<u>TEL-LITWINSKY</u>			<u>14400</u>
<u>School for backward Children</u>			
Carpentry	21		
<u>KIRJATH IEARIM</u>			
<u>School for backward Children</u>			
Locksmithy	22		

ITALY

ROME

<u>Day Schools</u>	
Electro-mechanics	38
Electronics	56
Secretarial	61
	<u>155</u>

Course

Bookkeeping for Girls	24
-----------------------	----

Complementary Courses

Mechanics	45
Turning	15
Welding	15
Forge (Iron-works)	15
Electricity	60
Electro-mechanics	30
Dressmaking	15
Selling	45
	<u>240</u>

Courses for Refugees

Electrical Installations	16
Dressmaking	16
Technical Design	24
English	334
	<u>390</u>

<u>Manual Training</u>	127
------------------------	-----

MILAN

<u>Day Schools</u>	
Mechanics	31
Television	35
Technical Drawing	42
	<u>108</u>

Course

Drawing Advanced (Evening)	12
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Complementary Courses

Mechanics	54
Electromechanics	53
Radio-mechanics	19
	<u>126</u>

<u>Manual Training</u>	388
------------------------	-----

GENOA-Course for Refugees

English Language	111
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LEGHORN

Dressmaking Course	16
Complementary Dressmaking Course	90

TRIESTE

Manual Training	18
	<u>1805</u>

MOROCCO

CASABLANCA/AIN SEBAA

<u>Day Schools</u>	
General Classes	153
Mechanics	104
Electricity	63
Construction Drawing	43
	<u>363</u>

<u>Brevet - Radio</u>	12
-----------------------	----

CASABLANCA/VAL D'ANFA

<u>Day Schools</u>	
Sewing and Cutting	33
Ready-made Clothes	35
Beautician	47
Laboratory Assistants	68
Secretarial	34
	<u>217</u>

<u>Preparatory Classes</u>	91
----------------------------	----

<u>CASABLANCA - Pre-Apprenticeship</u>	103
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Apprentices - Complementary Courses

Preparatory Courses	31
Elementary Courses	29
Advanced Courses	31
	<u>91</u>

<u>Apprentices supervised</u>	97
-------------------------------	----

<u>Institute for the Deaf</u>	55
-------------------------------	----

<u>Home Bengio</u>	
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<u>Manual Training</u>	25
------------------------	----

<u>Foyer HILLEL</u>	
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<u>Manual Training</u>	51
	<u>1105</u>

POLAND

WROCLAW

<u>Workshops & Courses</u>	
General mechanics	15
Electro-technics	28
Radio-Television	28
Sewing and Cutting	73
Leatherwork	4
Knitting-Weaving	13
Bookkeeping	10
Preparatory Course-Fitness Cert.	9
Domestic Science	15
	<u>195</u>

<u>Industrial Apprentices</u>	107
-------------------------------	-----

<u>Manual Training</u>	183
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WARSAW

Workshops & Courses

Electro-technics	21
Television	13
Sewing and Cutting	50
Cutting and Pattern making	10
Preparatory Course-Fitness Certif. (Sewing)	14
Sewing (Retired)	10
Leatherwork	8
Knitting	13
Secretarial	37
	<u>176</u>

<u>Industrial Apprentices</u>	11
-------------------------------	----

<u>Manual Training</u>	92
------------------------	----

WALBRZYCH

Workshops & Courses

Leatherwork	13
Knitting	13
Preparatory Course- Elementary Certif.	12
	<u>38</u>

<u>Industrial Apprentices</u>	36
-------------------------------	----

<u>Manual Training</u>	27
------------------------	----

LODZ

Workshops and Courses

Radio-television	15
Cutting and Modelling	12
Preparatory Course Baccalaureate	19
Preparatory Course Econom. Technicum	22
Plastic Proficiency	25
	<u>93</u>

<u>Industrial Apprentices</u>	6
-------------------------------	---

<u>Manual training</u>	66
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SZCZECIN

Workshops & Courses

Cutting and Modelling	11
Slippers	7
	<u>18</u>

<u>Industrial Apprentices</u>	24
-------------------------------	----

<u>Manual Training</u>	50
------------------------	----

DZIERZONIOW

Leatherwork Workshop	12
Industrial Apprentices	9
Manual Training	25

LEGNICA

Workshops & Courses

Radio-television	7
Hairdressing	26
	<u>33</u>

Industrial Apprentices

45

Manual Training

58

ZARY

Workshops & Courses

Sewing and Cutting	28
Preparatory Course Baccalaureate	19
	<u>47</u>

Industrial Apprentices

7

Manual Training

47

SWIDNICA

<u>Industrial Apprentices</u>	16
-------------------------------	----

<u>Manual Training</u>	16
------------------------	----

BIELAWA

Sewing Workshop	12
Industrial Apprentices	5
Manual Training	15

KATOWICE

<u>Industrial Apprentices</u>	3
-------------------------------	---

BYTOM

<u>Industrial Apprentices</u>	3
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GLIWICE

Leatherwork	16
Industrial Apprentices	6
Manual Training	22

CZESTOCHOWA

Leatherwork Workshop	26
Manual Training	47
	<u>1592</u>

TUNISIA

TUNIS

Day Schools

General Classes	120
Auto-mechanics	32
Turning	32
Electricity	44
Dressmaking	75
Hydraulics	34
	<u>337</u>

Brevets

Electronic Wiring	20
Mechanics	6
	<u>26</u>

Workshops & Courses for Adults

Welding (evening)	18
Cutting (evening)	50

<u>TUNIS (continued)</u>	
Advanced Sewing	10
Construction Drawing (Evening)	25
Laboratory Assistants	12
	<u>115</u>
<u>Pre-Apprenticeship-Mechanics</u>	60
<u>Apprentices - Complementary Courses</u>	
Dressmaking	20
Ready-made Clothes	15
	<u>35</u>
<u>Apprentices supervised</u>	<u>187</u>
	<u><u>760</u></u>

URUGUAY

MONTEVIDEO

Workshops & Courses

Refrigeration	20
Air conditioning	6
Radio and Television	68
Dressmaking & ready-made Clothes	13
Shorthand and Typewriting	25
	<u>132</u>

U. S. A.

NEW-YORK - BRAMSON ORT TRADE SCHOOL

Workshops & Courses

Electric Power Sewing Machine Operation	100
Pattern-making	26
Cutting	28
	<u>154</u>

CENTRAL INSTITUTE ANIERES

Training of Instructors and Technicians	71
Training of Instructors and Technicians (Evening)	11
	<u>82</u>

Training of Malien & Guinian

<u>Instructors</u>	
Mechanics	11
Electro-technics	15
Construction	7
	<u>33</u>

Stagiaires

Mechanics	2
	<u>117</u>

SOUTH AFRICA

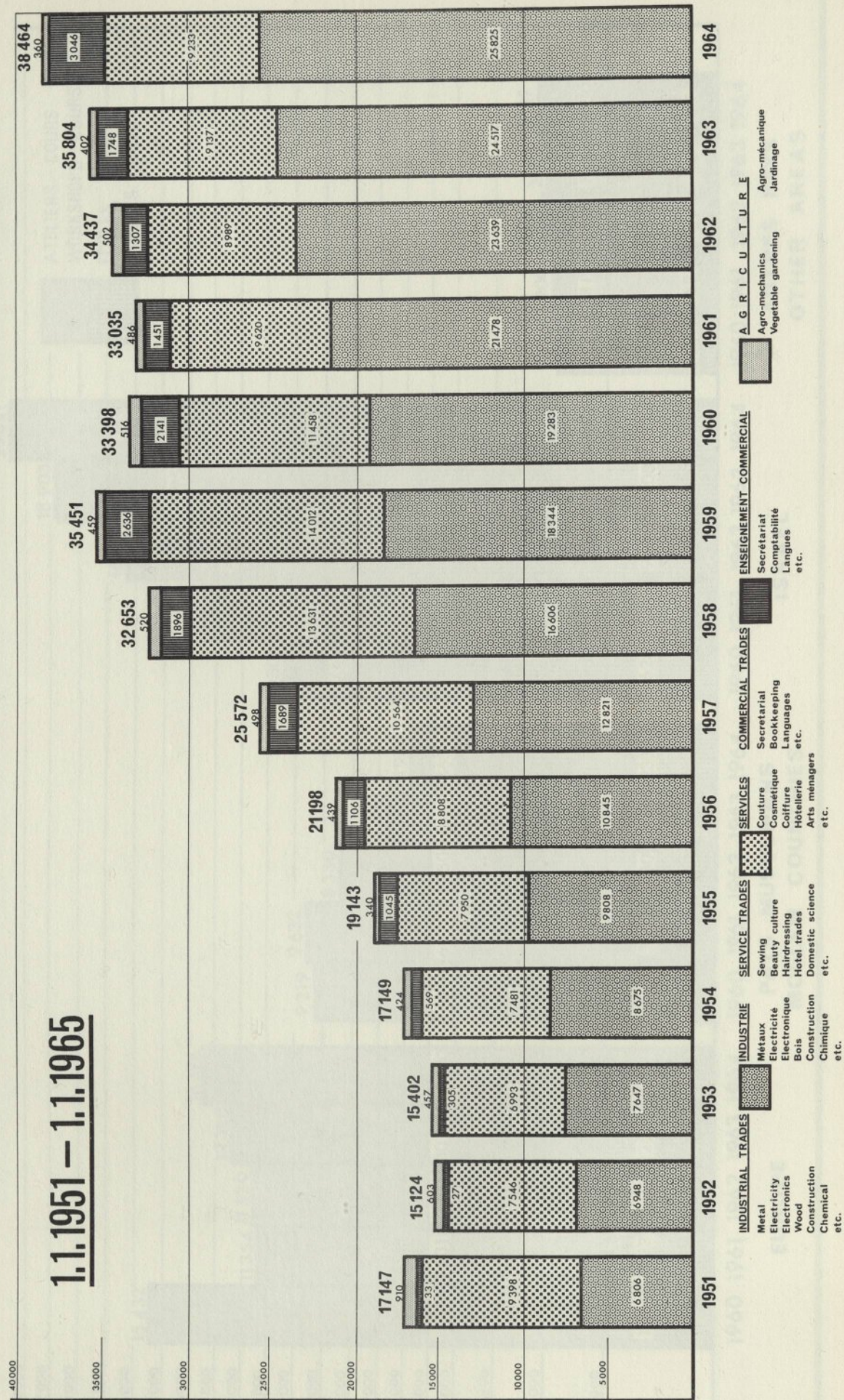
Apprentices supervised	<u>270</u>
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RECAPITULATION

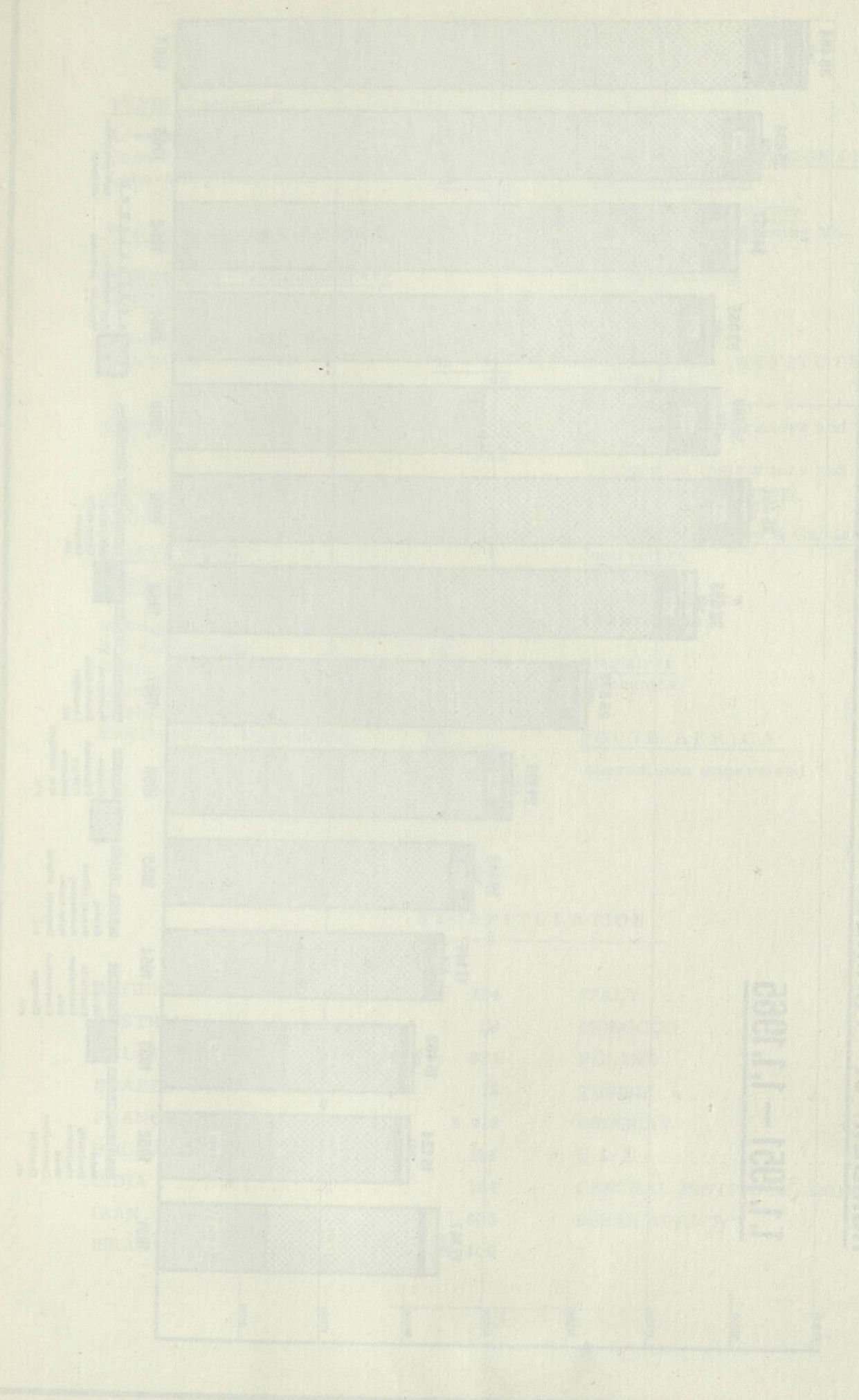
ARGENTINA	224	ITALY	1. 805
AUSTRIA	111	MOROCCO	1. 105
BELGIUM	334	POLAND	1. 592
BRAZIL	19	TUNISIA	760
FRANCE	3. 016	URUGUAY	132
HOLLAND	156	U. S. A.	154
INDIA	184	CENTRAL INSTITUTE/ANIERES	117
IRAN	1. 803	SOUTH AFRICA	270
ISRAEL	14. 400		<u>26. 182</u>

FREQUENCE PAR GROUPES DE METIERS DANS L'ENSEIGNEMENT SECONDAIRE ET F.P.A. NUMBER OF TRAINEES BY TRADE IN SECONDARY AND ADULT TRAINING

1.1.1951 - 1.1.1965



- INDUSTRIAL TRADES**
 - Metal
 - Electricity
 - Electronics
 - Wood
 - Construction
 - Chemical
 - etc.
- INDUSTRIE**
 - Métaux
 - Electricité
 - Électronique
 - Bois
 - Construction
 - Chimique
 - etc.
- SERVICE TRADES**
 - Sewing
 - Beauty culture
 - Hairdressing
 - Hotel trades
 - Domestic science
 - etc.
- SERVICES**
 - Couture
 - Cosmétique
 - Coiffure
 - Hôtellerie
 - Arts ménagers
 - etc.
- COMMERCIAL TRADES**
 - Secretarial
 - Bookkeeping
 - Languages
 - etc.
- ENSEIGNEMENT COMMERCIAL**
 - Secrétariat
 - Comptabilité
 - Langues
 - etc.
- A G R I C U L T U R E**
 - Agro-mechanics
 - Vegetable gardening
 - Agro-mécanique
 - Jardinage



1981-1991

NUMBER OF TEACHERS BY GRADE IN SECONDARY AND VOCATIONAL TRAINING

1981-1991

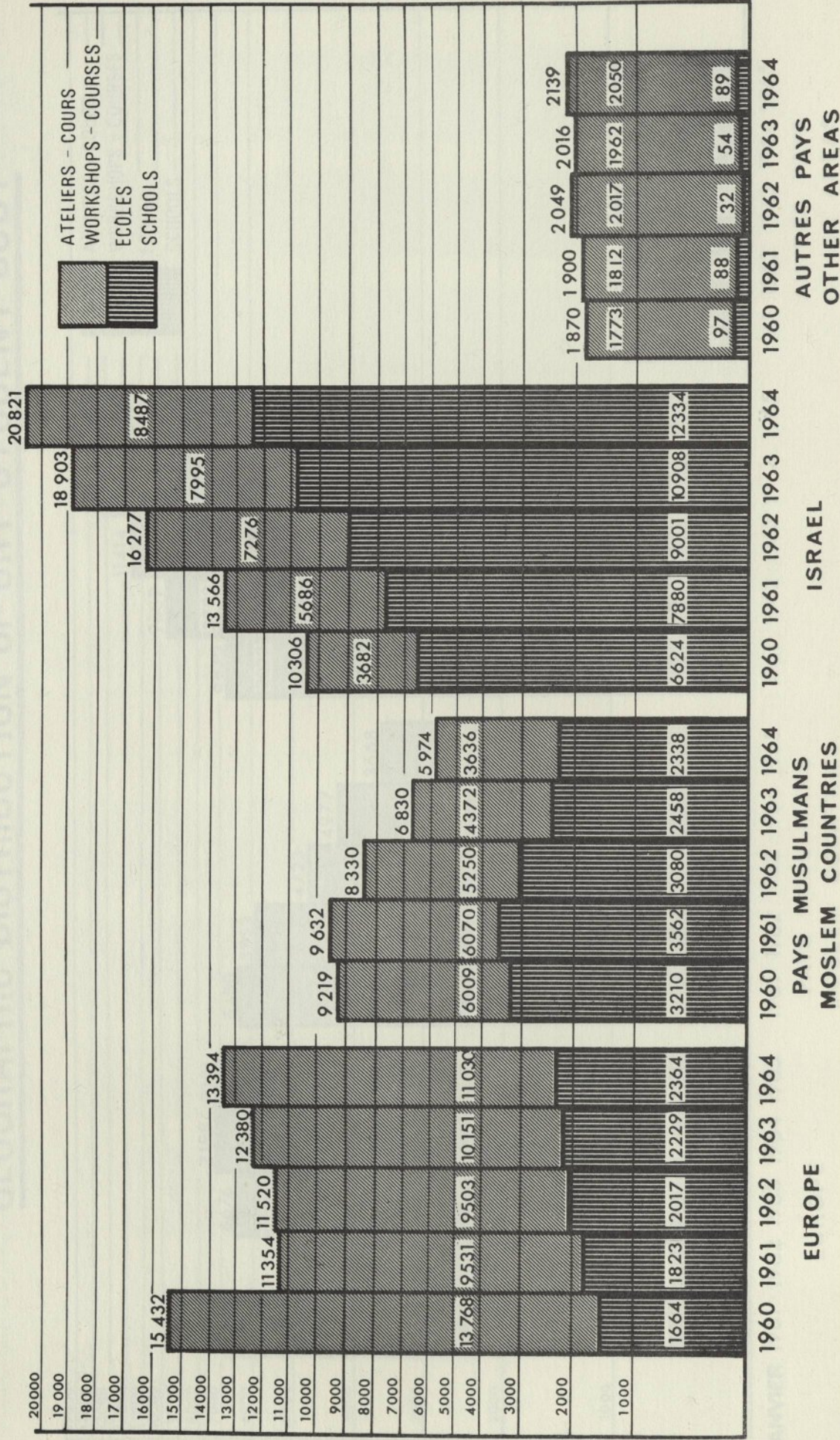
FREQUENCE TOTALE EN

1960
1961
1962
1963
1964

TOTAL NUMBER OF TRAINEES IN

REPARTIE GEOGRAPHIQUEMENT

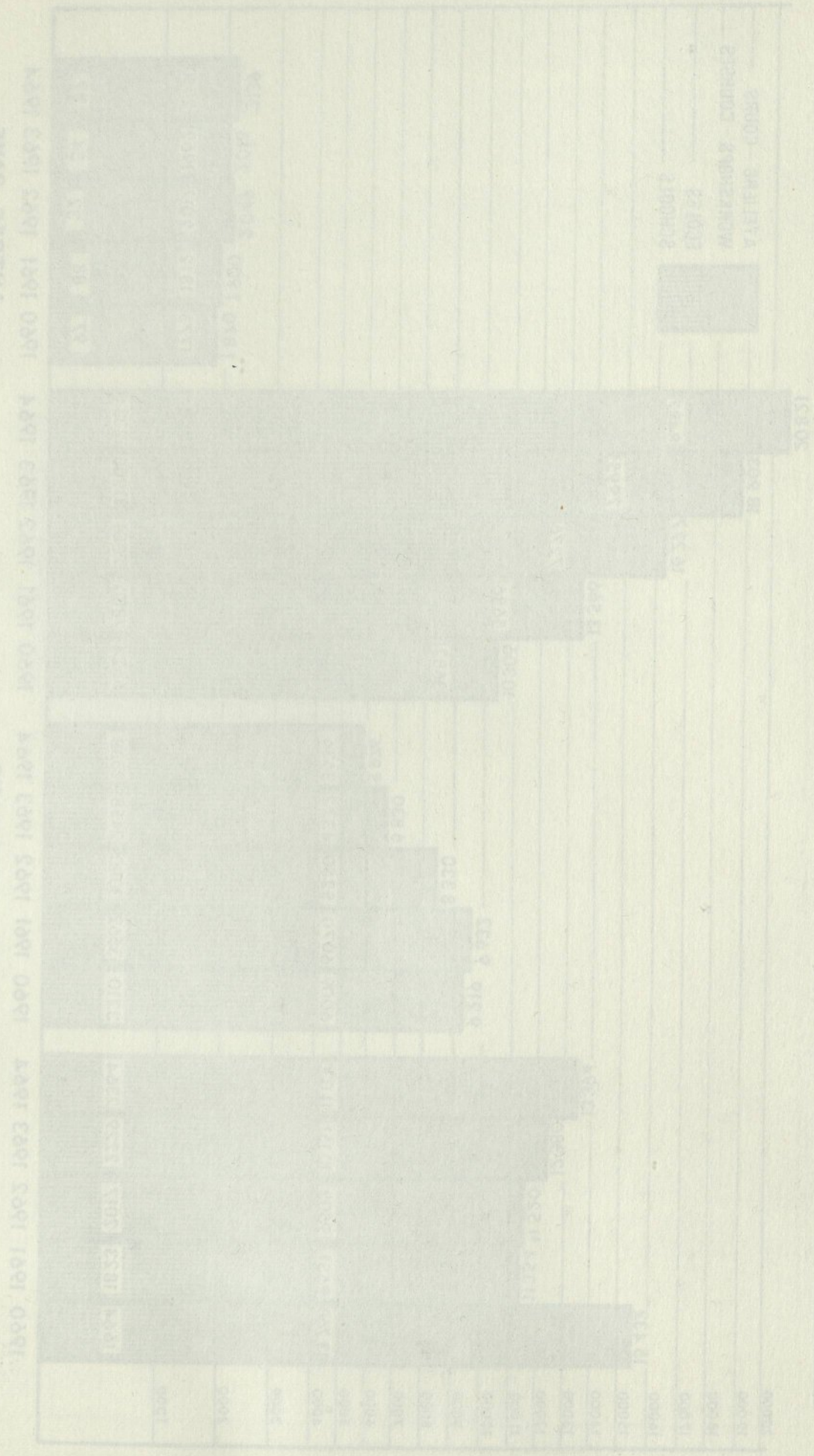
DISTRIBUTED GEOGRAPHICALLY



ЕВРОПЕ

НОРГЕМ СОУЛТНЕС
БУАБ МОСГОЛМУВИЗ

ОТНЕМ УБЕВБ
УОЛРЕГ БУАБ



ТОЛВИ ИЛИВЕР ОД ТУВМЕС ИИ

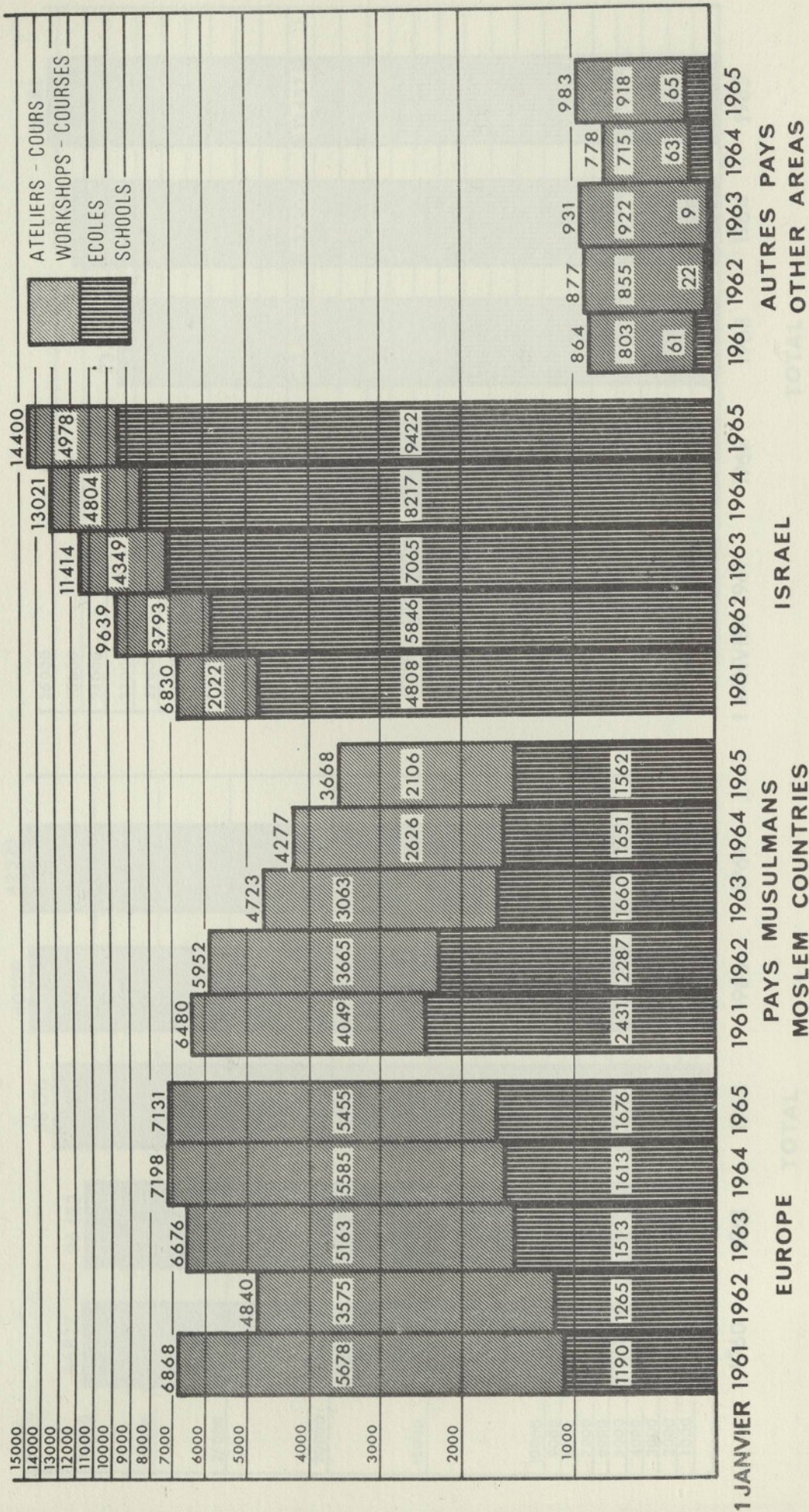
УЛАСИНАРОДНОЗ ДЕТУИТИДИ

ЕРЕНПЕСЕ ИОЛВЕ ЕИ

БЕВУВТИЕ ДЕСУВУИНОПЕМЕНТ

REPARTITION GEOGRAPHIQUE DES ÉLÈVES DE L'ORT

GEOGRAPHIC DISTRIBUTION OF ORT STUDENT BODY



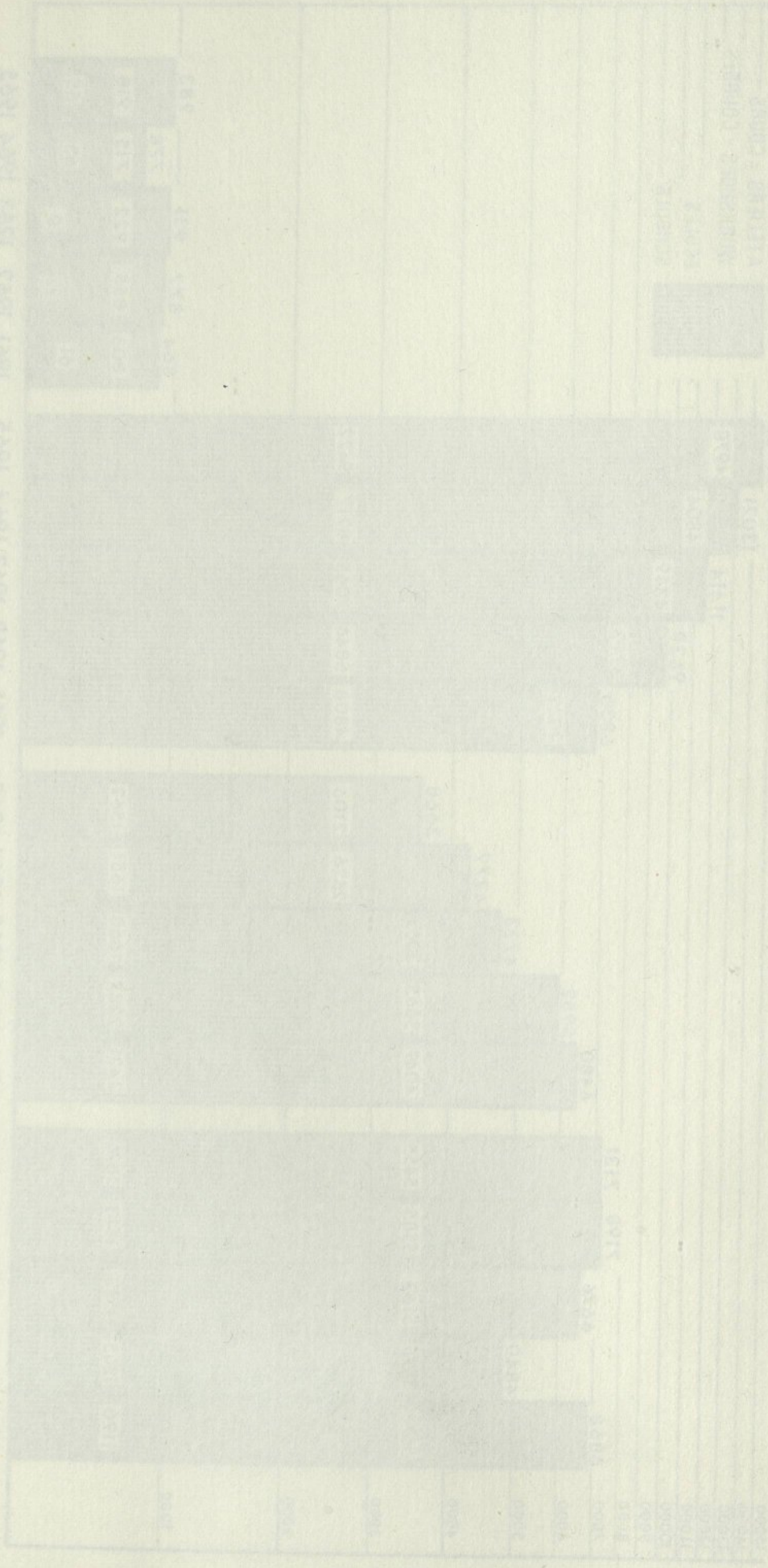
OTHER SUBJECTS
 BY THE DISTRICT
 BOARD OF HEALTH

1911

WOMEN CONTINUED
 BY THE DISTRICT
 BOARD OF HEALTH

1912

1911 1912 1913 1914 1915 1916 1917 1918 1919 1920 1921 1922 1923 1924 1925 1926 1927 1928 1929 1930 1931 1932 1933 1934 1935 1936 1937 1938 1939 1940 1941 1942 1943 1944 1945 1946 1947 1948 1949 1950 1951 1952 1953 1954 1955 1956 1957 1958 1959 1960 1961 1962 1963 1964 1965 1966 1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100



WOMEN CONTINUED
 BY THE DISTRICT
 BOARD OF HEALTH

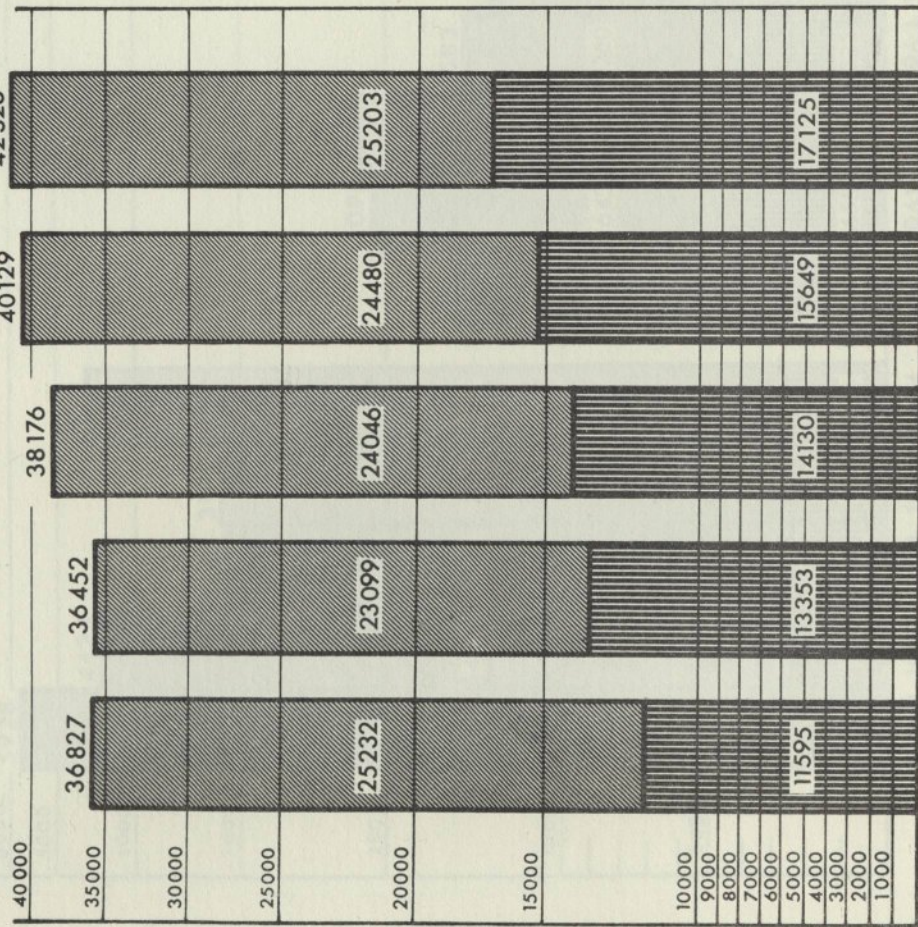
YODD TINEQUTS TRO JO NOTTUBINTSIG SINPAPPOD
 BEPAPHTION DEORAPHTION DES ETEVES, DE FORT

FREQUENCE EN NUMBER OF TRAINEES

1960
1961
1962
1963
1964

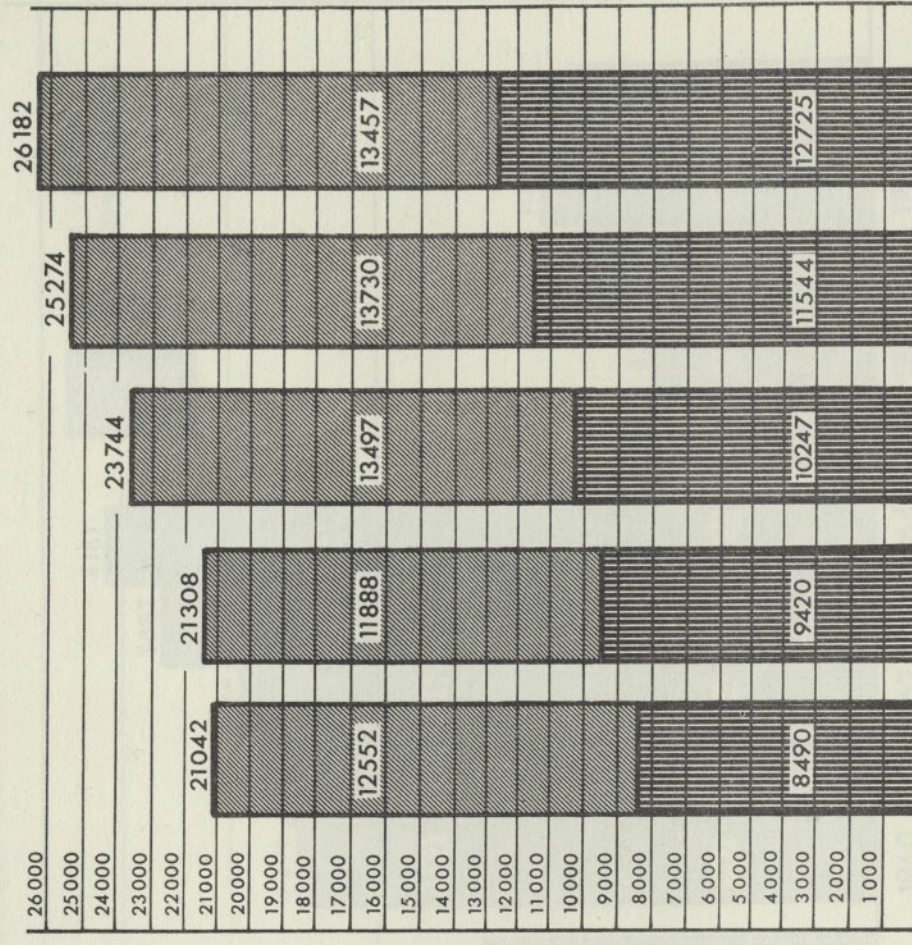


ATELIERS - COURS
WORKSHOPS - COURSES
ECOLES
SCHOOLS



TOTAL

EFFECTIF DES ÉLÈVES DE L'ORT ORT STUDENT BODY

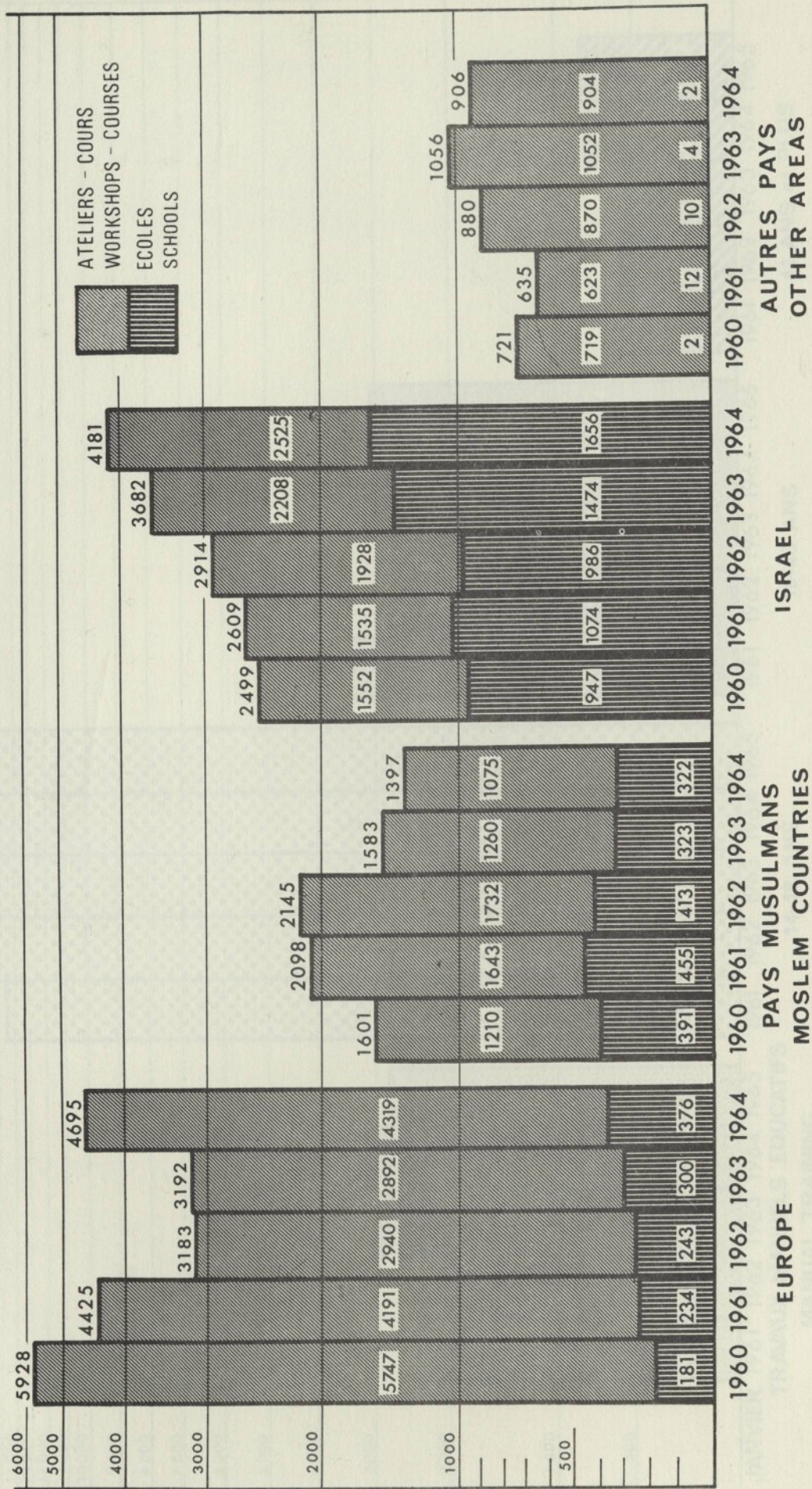


TOTAL

1 JANVIER 1961 1962 1963 1964 1965

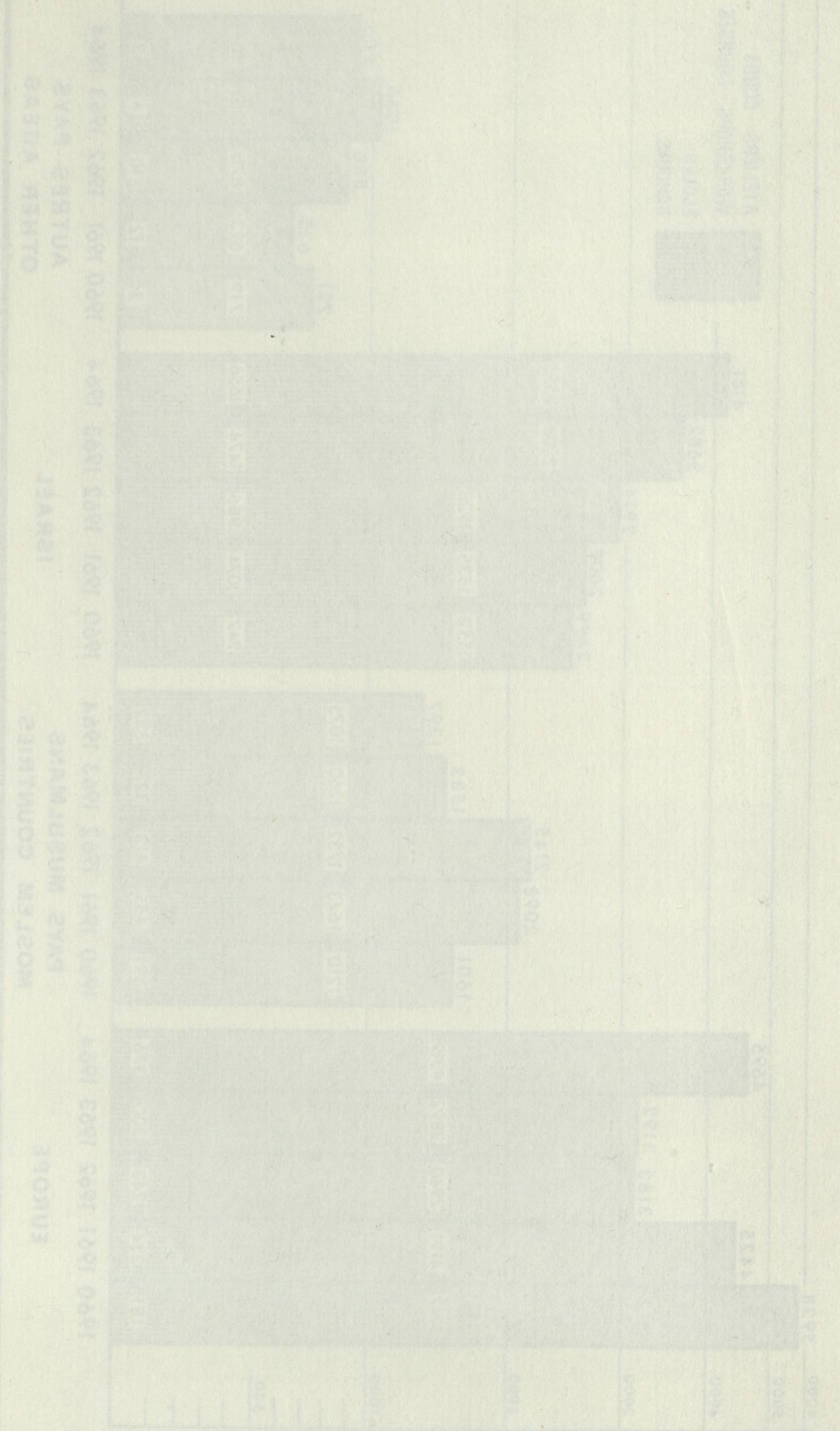
REPARTITION GEOGRAPHIQUE DES DIPLOMÉS DE L'ORT EN GEOGRAPHIC DISTRIBUTION OF ORT GRADUATES IN

1960
1961
1962
1963
1964

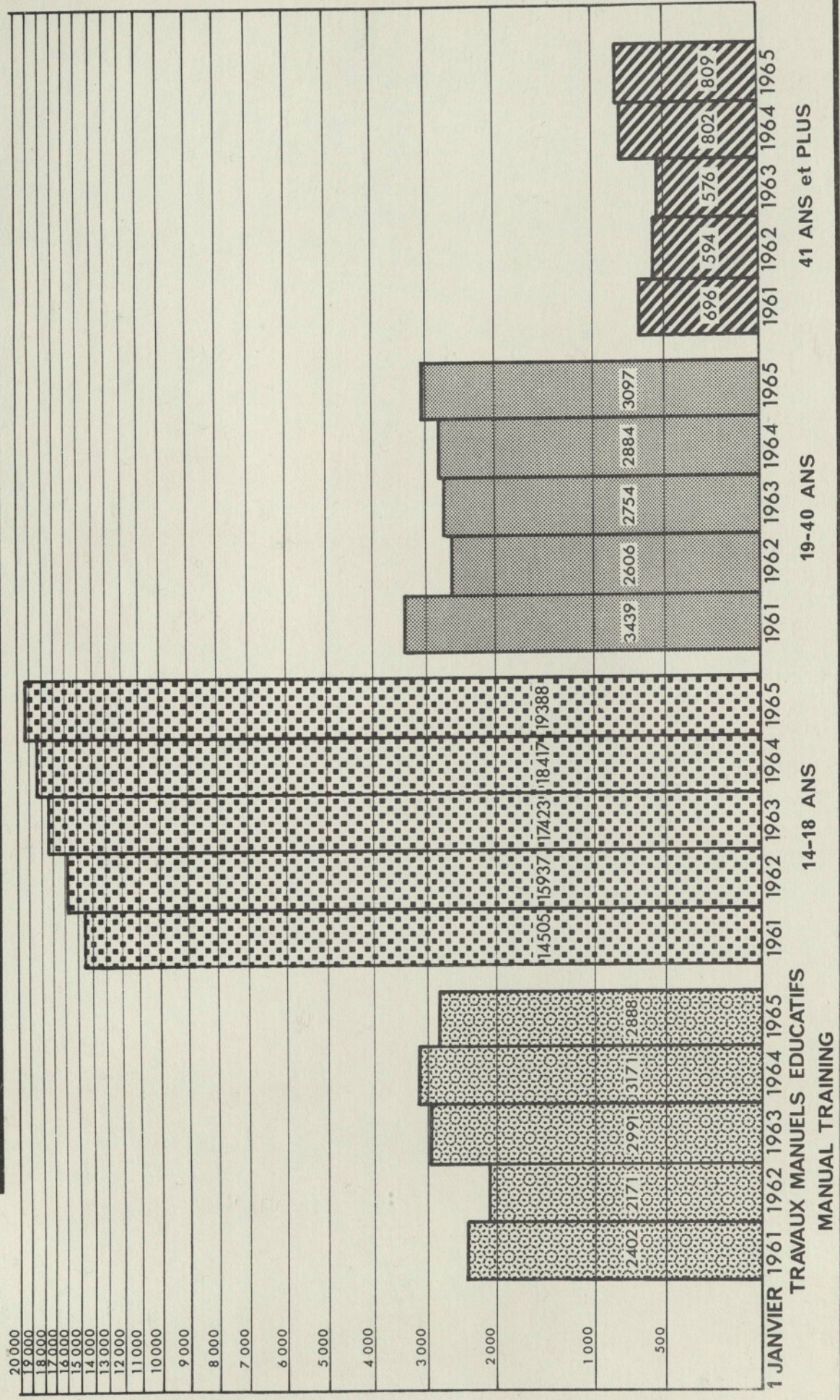


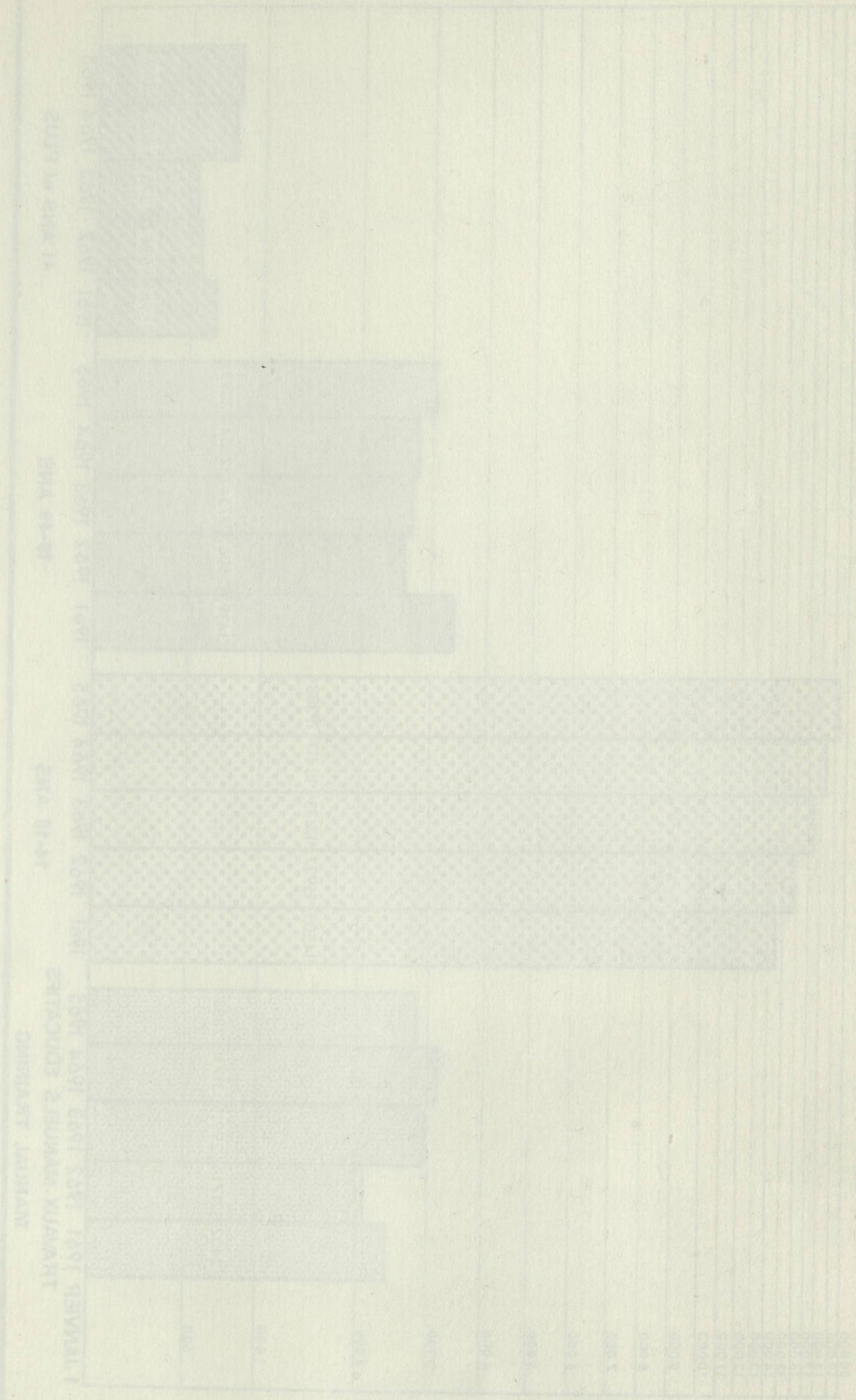
1991
1990
1989
1988

ИЗМЕНЕНИЕ КОЛИЧЕСТВА РАБОТНИКОВ В ПРОМЫШЛЕННОСТИ И СТРОИТЕЛЬСТВЕ



REPARTITION PAR GROUPES D'ÂGE DES ÉLÈVES DE L'ORT
ENROLLMENT OF ORT STUDENTS BY AGE GROUP





ЭКОНОМИКА И СТАТИСТИКА
 ТРАДИЦИОННО-ОБЩЕСТВЕННЫЕ
 НАУКИ

