

REPORT SUBMITTED TO THE  
EXECUTIVE COMMITTEE MEETING  
GENEVA, FEBRUARY 10th, 1975



# WORLD ORT UNION

## 1974

World ORT Union  
3 rue Varembe  
Geneva  
Switzerland

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## CENTRAL REPORT

Since 1st January 1974, the total student body has increased from 41,057 to 43,457. Total attendance over the year has been 69,204 students. In the course of 1974, 18,491 students have graduated from the 606 school units of the World ORT Union.

The total staff throughout our network today number 3,905, of whom nearly 2,600 are teachers. The remaining personnel are concerned with administration, accounting, boarding facilities, canteens, secretariat and maintenance services.

It is now thirty years since the end of the Second World War and it is important to point out that during these last 30 years more than 600,000 people have benefited from the teaching of ORT throughout the world, 290,014 of whom have graduated.

These statistical data do not, of course, show up the qualitative growth throughout our school network. 1974 has been a difficult year, made worse by the monetary upheavals and the disquietening inflation everywhere in the world. Serious restrictions had to be made throughout our network, which have affected the purchase of equipment in a large number of our schools most particularly.

In Israel, our student body increased from 28,188 on January 1, 1974 to 30,791 on 31st December, 1974. Total attendance was 45,737 students and 13,190 have graduated.

It is fair to say that the whole of the last year in our Israel network has been influenced by the Yom Kippur War and its consequences, because demobilisation has been slow and even today the Army calls up its reserves at frequent intervals for military service. It is for this reason that ORT Israel has to maintain a substitute staff on an almost permanent basis. In addition there are the numerous problems concerning the defence of the schools and their pupils (guard service carried out by parents and pupils, Civil Defence, shelters, etc.).

The last bulletin of ORT Israel, No. 20, which appeared in January, 1975, deserves to be widely circulated in languages other than Hebrew, for it gives a particularly vivid picture of the extraordinary extent of initiative

and the responsibilities of ORT Israel at all levels of technical education.

The latter point must be strongly stressed. The educational, social and technical responsibilities of ORT reach out to all levels. Nowhere else can a proportion of 50% secondary level students be found who follow technical courses. To an ever increasing extent, for both the existing population and for the new immigrants, ORT Israel has the double task of assuring vocational training for the socially disfavoured whilst at the same time in no way diminishing its efforts for the constant promotion and improvement of educational standards on every level. Special mention should be made of the important and very efficient ORT programme devoted to the rapid integration of Soviet Jews.

In France, the student body has increased from 3,485 to 3,616 and total attendance in the course of this year was 5,970. 1,797 students have graduated.

Construction of the new school at Lyons is well under way thanks to the support of Womens' American ORT and the French Government and it should be possible to transfer the old school to the new building at the beginning of the new school year.

We have just learned that ORT France will again benefit from part of the Apprenticeship Tax contributions for the year 1975, which represents a sum of Fr.F.3,300,000.

Our French network continues to be an important stronghold for the remainder of the Jewish Communities of the Maghreb, particularly for those of Tunisia and Morocco.

The Strasbourg school boarding facilities welcomed not only a great many students from the French provinces and from North Africa, but also young Jews from Turkey and Yugoslavia.

As in Israel and elsewhere in our network, ORT France has the double task of schooling the weaker students in preparatory classes, whilst training the more advanced students to take their technical diplomas.

Programmes of permanent training are becoming more and more extensive. Mention should also be made of the important role played by psychologists in the structure of all ORT France schools.

In Italy, the student body has increased from 2,002 to 2,181.

Excellent results have been achieved at the Milan school, where all the

students of the Aziendale have passed their final exams. Good collaboration has been established with the regional authorities, particularly within the framework of CIDO, a unit for pedagogical research and study created by ORT for the benefit of the whole of the Lombardy educational system.

In Rome, an encouraging start has been made in the collaboration with the Rome Jewish Community School and it has been decided to go ahead in this manner which seems the most suitable for Roman Jewish youth.

Simultaneously, it has finally been decided to keep up the vocational training section of ORT Rome, at the request of ORT Italy and the authorities. This section is entirely financed by the regional authorities.

In the course of the last few months, ORT Italy has had to face new and difficult problems in connection with the arrival of Jewish refugees from Soviet Russia. At present, nearly 2,000 of them are in transit through Rome for varying periods of time under the auspices of HIAS. The facilities ORT enjoys in its various premises allow for a maximum capacity of 500 students, and often conditions are not good. Fortunately, a few weeks ago, the United States Refugee Programme agreed to increase the credits for this emergency programme, so ORT Rome has been able to look for some new premises, which will have to be equipped. This will allow for an increase in the number of students in this category to a maximum of 750.

With the participation of Mr. Maurice Aboudaram, ORT Italy has organised several teaching technique seminars in both Milan and Rome during the course of the year. Teachers from Jewish Community schools also participated. The problem of serving small communities has, as yet, not been solved, except in the case of Leghorn and Turin. ORT Italy is studying the possibility of extending its services to communities in Florence, Genoa, Trieste, etc.

Without doubt, Iran is one of the countries where, in the course of the last few years, we had the most problems, difficulties and anxieties, but where at the same time we can emphasize the progress achieved. There is no need to underline the extraordinary economic development in Iran during the recent past, which whilst being very satisfying, at the same time has made a profound change in the nature of our problems. It should be mentioned that there has been a particularly large enrollment this year, with the student body in Tehran increasing from 684 to 833.

The director of ORT Iran, Mr. Gabay was called away for other functions and has been replaced by Mrs. Parvine Moatamed. To assist ORT Iran, the Chief of our Department of Operations, Mr. David Alberstein, has paid

several visits to Tehran and Mr. Victor Allali, also of the Department of Operations, has carried out an inspection of almost two months duration.

Today, our Iran schools are enjoying special support from the Ministry of Education in that country which considers the ORT network as a pilot enterprise. The Ministry has asked us to establish a special programme for the training of technical teachers as soon as possible, by creating a training institute in Tehran, as well as by admitting another group of trainee instructors to the Central Institute at Anières.

The building project for a new wing to the boys' school, made possible by a grant from the Dutch organisation, NOVIB, is now being implemented.

In India, our student body remains relatively unchanged and even shows some increase - 411 as against 376 last year. However, emigration has begun again. Last year, 80 students graduated.

All former ORT India students, both boys and girls, who settle in Israel, integrate into the society there rapidly and well.

Mention should be made of the constant improvement in educational standards in the two ORT schools in Bombay and of the special efforts made in the field of Jewish education.

In Morocco, work has continued normally and, to the general surprise of all, with almost complete stability in the student body: in our schools in Casablanca there were 442 students on 31st December 1973, as against 457 the previous year. 324 students have graduated in 1974, as against 282 the previous year.

At Ain Sebaa and at Val d'Anfa the work has been consolidated. Mr. Joseph Amar has remained director of Ain Sebaa, whilst at the same time carrying out his functions as director of ORT Morocco. Mr. Jacob Sadoun has been given the directorship of the girls' school.

ORT also continues its programmes of manual education in collaboration with the DEJJ at Marrakesh, Meknes and Fez. The intensification of the Jewish education programme through the ORT Morocco network should also be noted.

As stated in the ORT Morocco report, our institutions are often the only hope for young people wishing to acquire solid vocational training.

In Argentina, the student body has increased from 2,568 to 2,881, in Brazil from 546 to 725 and it has remained stable in Uruguay at a figure of 350 and in Venezuela at 800. There has been qualitative development in our schools at Buenos Aires, Rio de Janeiro and Montevideo.

More and more Jewish schools in Latin America are approaching ORT with the request for its collaboration in two main directions:-

- a. at the level of primary education for the establishment of creative education programmes
- b. at the level of secondary education, since, in Brazil and in other countries, reforms in the educational system, have implied the obligatory introduction of technical or vocational courses in all levels of secondary education.

Mr. Wand Polak, Director of the ORT Union in South America, has just concluded an agreement with the President of the Vaad Hahinouh of Sao Paulo for the establishment of an ORT programme in the Renascenza and Perez schools, to start this year.

Similar requests have been made by several provincial towns in Argentina and Columbia, as well as in Mexico. The collaboration of ORT with various South American Jewish schools has now become a permanent part of the programme.

Finally, mention should be made of the very encouraging start of the new pre-school programme undertaken by ORT in Venezuela at the request of the Venezuelan Government and the Van Leer Foundation.

In South Africa there has been a very remarkable organisation development of ORT, which is continuously expanding in the principal cities and communities. It is particularly gratifying to witness the recruiting programme for members in that country. Moreover, as in Latin America, there is an increasing demand for an ORT technical training programme for Jewish youth. The problem is now under study and the Director of the Department of Operations will shortly go to South Africa to investigate the situation on the spot and to give the leaders of ORT South Africa the benefit of ORT Union's experience in this field.

In the United States there are new organisational developments in both the American ORT Federation as well as in the Womens' American ORT, which are dealt with in the two chapters dedicated to these two organisations.

ORT has now entered a new and important phase in its "presence" in the United States. Following a joint decision of the Executive Committee of the American ORT Federation and the Executive Committee of the World ORT Union, a first study mission was entrusted to Messrs. David Alberstein and Simon Guedj, who recommended the creation within the American ORT Federation of a special Department to study in depth the needs on the local scene. Mr. Bernard Wand Polak has been designated to carry out this study and several concrete projects are presently underway, at the request and in collaboration with several Jewish schools. However, the problems of financing the programmes envisaged have not as yet found a satisfactory solution.

In 1974 the activities in the field of technical assistance have increased considerably and projects are being carried out in twenty different countries. In particular, the success of the training programme for road maintenance in Zaire should be mentioned, which has prompted several other governments to seek the collaboration of ORT in this field. The working relations between ORT and the Bank for International Reconstruction and Development have been strengthened in the course of this year.

A very important programme for the training of port personnel has been implemented in Iran with 13 ORT specialists. This programme was undertaken at the request and on behalf of the Iranian Port and Shipping Authorities.

According to an agreement between the OCDE and ORT, a study on the reorganisation of the technical and vocational education system and on the training of technical instructors in Turkey was undertaken. The final report on this study was prepared by Messrs. Leon Aleinick and Victor Allali and was submitted to the OCDE and the Turkish Government with a view to an eventual implementation of a series of recommendations formulated by ORT.

There has also been an expansion in the collaboration between ORT's Technical Assistance Services and the Swiss Technical Cooperation in Latin America and in the Central Institute programmes. A training programme for mechanics and auto mechanics instructors from six African countries (Dahomey, Mali, Central African Republic, Ivory Coast, Ruanda and the Upper Volta) will shortly begin at the Central ORT Institute under the auspices of the Swiss Technical Cooperation. This programme will have a duration of 18 months.

In conclusion, the foremost concern of ORT is the need to assure the possibility of open-ended training at both ends of the scale. This has always been the challenge facing ORT arising from the economic

and social structures of Jewish populations through the world. At the approach of its centenary, ORT must continue throughout its network to raise the standard of its schools, without depriving the weaker and poorer students in the process.

Serious efforts have been made in the course of this last school year in the field of general training and in Jewish education in our schools and some progress has been achieved, although not enough as yet. These efforts must be continued everywhere.

In the light of the conclusive experience of Italy and some Latin American countries, ORT strives increasingly to insert its programmes into the existing Jewish school systems instead of creating autonomous ORT units.

The Central ORT Institute for the training of technical instructors at Anières continues to carry out its task of technical and social promotion efficiently, whilst at the same time developing research programmes as well as refresher courses. It is essential, however, that better coordination with national ORT networks be achieved, so that the latter can benefit in the best way possible from the experience gained by the Anières Institute and by the training and up-grading possibilities which it offers.

In 1980, ORT will celebrate its first centenary. It is not too soon to prepare for this event by enhanced and accelerated training of ORT militants in all countries, by reinforcing the Friends of ORT associations and alumni organisation, by stepping up the recruitment of new members, the preparation of publications and works on the history of ORT and by the setting up of well-classified archives, etc. ORT must prepare for its first centenary by being more vigorous, more exacting and more enterprising than ever before throughout its rich history.



## STUDENT ENROLLMENT IN THE "ORT" INSTITUTIONS THROUGHOUT THE WORLD

JANUARY 1974 - JANUARY 1975

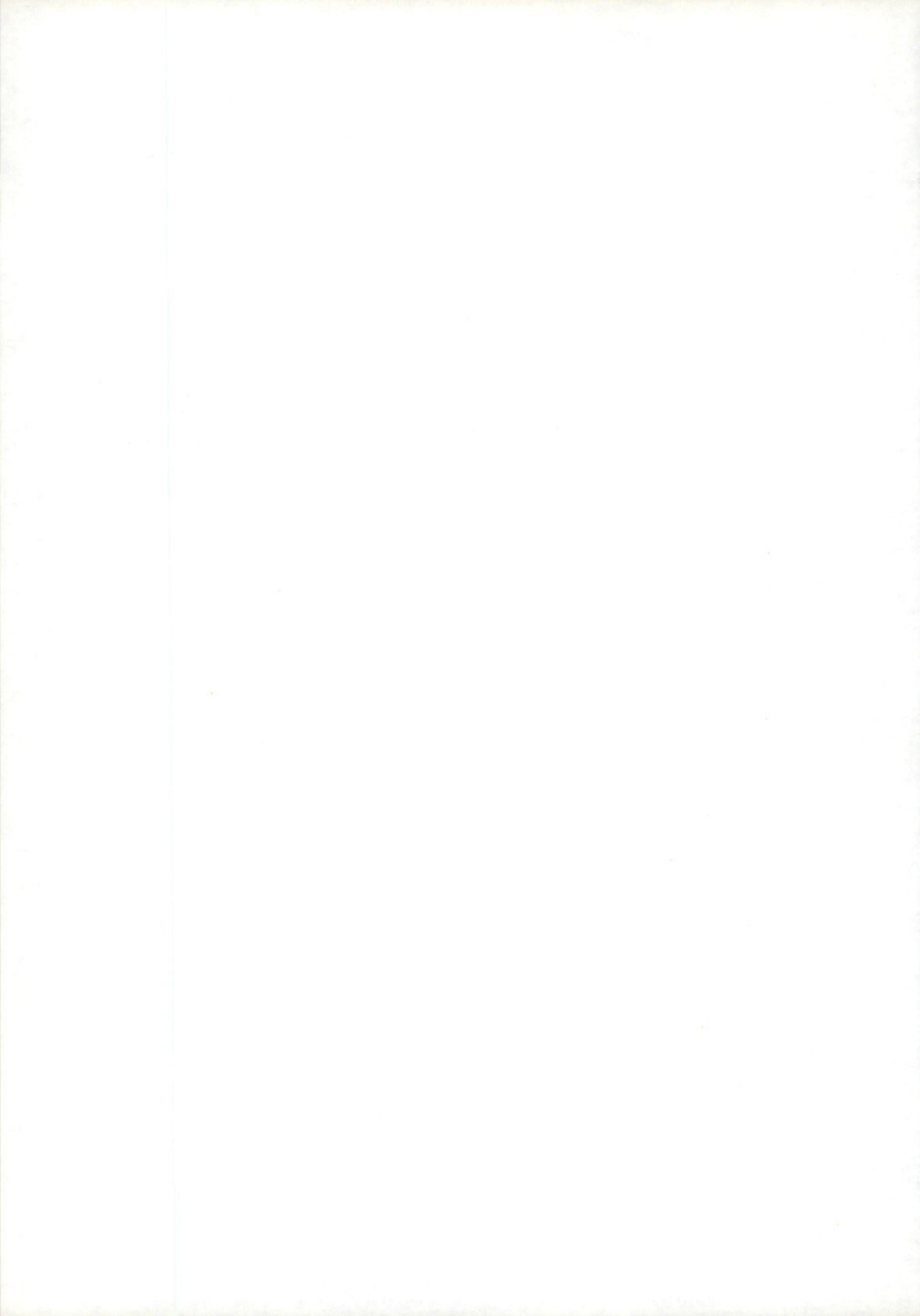
Country	Number of students 1. 1. 1974	Admissions after 1. 1. 1974	Number of graduates	End of course in Educational Manual Training	Departure before graduation	Number of students 1. 1. 1975	Frequeantation 1. 1. 1974 1. 1. 1975	1. 1. 1973 1. 1. 1974
ARGENTINA	2'568	1'339	268	558	200	2'881	3'907	3'513
AUSTRIA	-	-	-	-	-	-	-	95
BRAZIL	546	366	98	-	89	725	912	733
FRANCE	3'485	2'485	1'797	-	557	3'616	5'970	5'778
INDIA	376	166	80	27	24	411	542	528
IRAN	1'911	993	317	1'513	63	1'011	2'904	3'121
ISRAEL	28'188	17'549	11'636	-	3'310	30'791	45'737	44'205
ITALY	2'002	3'805	3'287	307	32	2'181	5'807	4'071
MOROCCO	841	397	324	107	84	723	1'238	1'313
TUNISIA	-	-	-	-	-	-	-	66
URUGUAY	350	570	384	-	188	348	920	638
U. S. A.	66	269	256	-	30	49	335	298
VENEZUELA	618	167	-	164	-	621	785	809
CENTRAL INSTITUTE	106	41	44	-	3	100	147	160
TOTAL	41'057	28'147	18'491	2'676	4'580	43'457	69'204	65'328

## STUDENT ENROLLMENT IN THE TRADE SCHOOLS

JANUARY 1974 - JANUARY 1975

Country	Number of students 1. 1. 1974	Admissions after 1. 1. 1974	Number of graduates	Departure before graduation	Number of students 1. 1. 1975	Frequeantation 1. 1. 1974 1. 1. 1975	1. 1. 1973 1. 1. 1974
ARGENTINA	581	282	166	174	523	863	884
BRAZIL	157	62	16	54	149	219	194
FRANCE	1'741	791/24*	459	269/10*	1'818	2'556	2'489
INDIA	218	112	76	24	230	330	327
IRAN	684	480	268	63	833	1'164	1'091
ISRAEL	22'125	9'520/33*	6'150	2'631/86*	22'811	31'678	31'665
ITALY	295	129	93	32	299	424	415
MOROCCO	457	200	122	83/10*	442	657	747
TUNISIA	-	-	-	-	-	-	40
URUGUAY	218	117	64	100	171	335	285
CENTRAL INSTITUTE	81	23	17	3	84	104	124
TOTAL	26'557	11'716/57*	7'431	3'433/106*	27'360	38'330	38'261

\* Internal transferts



## SUMMARY

### EUROPE

Central ORT Institute	7
Denmark	17
France	19
Germany	63
Great Britain	65
British Womens' ORT	69
Italy	71
Netherlands	85
Norway	87
Sweden	89
Switzerland	95

AUSTRALIA	99
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INDIA	103
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IRAN	111
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ISRAEL	137
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MOROCCO	167
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SOUTH AFRICA	177
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### LATIN AMERICA

Argentina	189
Brazil	197
Mexico	201
Uruguay	203
Venezuela	211

### NORTH AMERICA

American ORT Federation	215
Womens' American ORT	227
Canadian ORT Federation	263
Womens' Canadian ORT	269

TECHNICAL ASSISTANCE	281
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END PAPERS: Student Body as of January 1st, 1975



EUROPE



## CENTRAL ORT INSTITUTE

Another year has just come to a close, a year of work, of research and of daily effort, a year which has seen few events of any great significance at the Central ORT Institute, apart from the transformation of an audio visual classroom and the installation of offset printing equipment.

Looking back at pedagogical and cultural developments in 1974, it is clear that they closely followed the same lines as in the previous year. The formula which included the elimination of the preparatory class, is still in force. In other words, the twenty-one young people selected through the annual competition for places, were admitted directly into the first year of the Ecole Technique Supérieure of Geneva (Advanced Technical College) at the beginning of the new school year in September.

The essential elements, which have always been the work of the Institute, remain the same, that is to say, engineer-technician training in collaboration with the Ecole Technique Supérieure, technical instruction for African trainees and polyvalent training for adults. The latter covers the re-orientation and updating of teaching personnel from the ORT network, amongst other items. The Institute also continues with its research and production of pedagogical material.

The Institute continues with its most regular activity, the training of engineer-technicians in collaboration with the Ecole Technique Supérieure. Sixteen out of seventeen candidates passed their final diploma. For the first time in the history of the Institute, two girls numbered amongst the successful examinees this year. They obtained their chemical engineering diplomas, one with an honorable mention and a prize. The electrical engineering section had six diploma candidates, one of whom received an honorable mention and a prize. Another electrical engineering candidate received the congratulations of the jury, an honorable mention and a prize. There were three successful diploma candidates in the mechanical engineering section and five candidates took the nuclear engineering examination, two of whom obtained honorable mention and prizes.

On the whole the scholastic results obtained by all the ORT students studying at the Ecole Technique Supérieure are very satisfactory.

As in previous years, the World ORT Union awarded scholarships to the best of the 1974 diploma candidates in order to enable them to continue advanced technical studies for one or two years either at university or at an outstanding Swiss or French advanced technical college (in Geneva, Grenoble, Lyons, Toulouse or Paris).

In May 1974, a group of twenty-five Zairois personnel from the Highways Office of the Zaire Republic, for whose training ORT was responsible within the framework of our technical assistance programme for developing countries, finished their training course which they had begun in August and October of 1973. These studies had covered general mechanics, auto-mechanics, diesel and heavy motors, auto-electricity and road construction. After two months' practical training in local industry, all the Zairois students were examined successfully by a jury of experts and specialists and left for home at the beginning of June with a teaching diploma in their speciality.

Two of their compatriots, holders of high office in the Zaire Republic, came to join them in March, 1974 to follow a training course in general technical instruction. They left for their homeland together with their twenty-five fellow countrymen in June 1974.

To replace the last group of Ivory Coast Swiss scholarship holders, who left the Institute at the end of November, 1973, the Swiss Technical Co-operation asked us to be responsible for the training of a new group of sixteen African students coming from the Ivory Coast, the Upper Volta, the Central African Republic, Dahomey, Mali and Rwanda. These trainees arrived during the month of December 1974. They will receive 18 months' training to become foremen and supervisors in auto-mechanics.

Within the framework of its programme of updating and refresher courses for ORT teaching personnel, the World ORT Union, together with the Institute, organised various seminars and specialised courses which are listed below in chronological order:-

15th to 18th January, 1974 : Applied Pedagogical Seminar for eight Swiss Technical Co-operation personnel, destined to work in Madagascar.

11th March to 11th April, 1974: Special course of linguistic preparation and transmission techniques for a nurse going to work in the Mother and Child Care project in the Zaire Republic.

14th to 17th May and 17th to 20th June: Two orientation and information seminars for two groups of 3 and 5 technician instructors going to work in Iran.

Other courses and seminars held at the Institute have included:

14th to 30th January, 1974: The annual training course organised by the Cantonal Office for Professional Training, Geneva, which gave 13 Swiss agricultural apprentices specialised training in agromechanical problems.

5th and 6th March, 1974: 36 "Bon Secours" nurses met at the Institute for a course in audio-visual teaching methods.

August, 1974: An accelerated French course was given during the month of August to the Chief of the PMI project in the Zaire Republic, together with another two-week course for the administrative officer of the ORT project in Niger.

Another long time activity of the Institute has been pedagogical research and the production of didactic material. This research has always been contemporary and found concrete expression this year in the production of new didactic material - plexiglass models for an overhead projector, with which we have been able to equip ORT schools in Argentina, Iran and Italy. We have also conceived and produced new didactic material for our own use and for that of the ORT project in the Zaire. This material consists of transparencies for use with an overhead projector and is the fruit of research far more elaborate than that which went into the making of the plexiglass models. They consist of coloured technical drawings of each separate part of a given piece of machinery, one drawing superimposed on the other to give a total and detailed reconstitution of the given object. This system has the added advantage that the object shown can be taken apart piece by piece, each drawing being accompanied by an explanation of its function. This method, apart from giving a simplified comprehension of each step, also gives a clear and precise picture of the analysis of work and of its synthesis. It is the procedure which is used in modern scientific textbooks of all kinds for demonstrations and

application exercises. At the Institute, our efforts are essentially directed to developing study methods for general mechanics, auto-mechanics and auto-electricity, particularly for training a large group of Zairois. This material has met with success and as a result, the Institute was invited by the Ivory Coast Government to exhibit a whole range of its own didactic material at an African exhibition covering this field. This exhibition was held in Abidjan during the month of April, 1974.

The Institute Director, together with several of his staff, also visited the DIDACTA exhibition, which this year was held in Brussels. This exhibition is a real storehouse of pedagogical ideas and innovations, both theoretical and practical.

One of the most recent projects undertaken by the Institute in the field of applied pedagogical research is the creation of an audio-visual classroom. This consists of a completely soundproof room containing the latest perfected technical equipment for the projection of language and other courses with automatic synchronisation of the relevant spoken texts, etc. According to need, this classroom can be transformed either into a conference room with simultaneous translation facilities into two foreign languages, a music room and a recording studio. There is also the eventual possibility of using this room for closed circuit television.

At the end of December, 1974, the student body consisted of 100 students, 98 of whom were boarders from the following countries:-

Morocco	51
France	19
Tunisia	10
Ivory Coast	4
Rwanda	3
Upper Volta	3
Iran	3
Dahomey	2
Mali	2
Central African Republic	2
Spain	1

They were divided as follows:-

Ecole Technique Supérieure

First year	22
Second year	24
Third year	19
Fourth year	19
Total	84

African trainees and Swiss scholarship holders

Total	16
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During 1974 the Institute welcomed 213 students, of whom 145 followed regular training courses either at Anières or at the Ecole Technique Supérieure and 68 of whom participated in special courses or in various seminars.

The Institute has few problems. There is one, however, which does press for solution. The general level of the students selected this year is lower than in previous years. In order to overcome this difficulty, the Institute has foreseen an increase in the number of hours of supplementary instruction with intensive use of audio-visual material. An effort has been made to improve the quality and increase the quantity of this material.

The installation and implementation of the offset printing department should be mentioned here. This department will enable the Institute to print, bind and distribute complete sets of instruction courses, reports and all kinds of documentation.

In response to a wish expressed at the last World ORT Union Congress concerning Jewish Education, the Institute Advisory Council felt that it should be possible for the Central ORT Institute to elaborate a Jewish Education programme, broad based enough to suit not only their own needs, but the needs of ORT schools throughout the world in this direction. The World ORT Union Department of Operations has already met the request

to prepare a detailed outline programme which served as a base for the Jewish Education programme of the Institute. This programme, started in September, 1974, has many facets, amongst which is the establishment of an Ulpan for 1st, 2nd, 3rd and 4th year students with the progressive introduction of audio-visual methods. Hebrew newspapers are also used as reading material, using the news media as a means to lift the level of student motivation. Study circles and student groups have been formed to make systematic analyses of a given period or of a significant theme in Jewish history. Didactic material suitable for the purpose will be put together by the students themselves.

A choral and folk group, based on a former one, will be formed to represent the Institute on different occasions. It will have the additional benefit of an orchestra.

A Bible study circle will reopen and will deal specially with Jewish thought and philosophy. In this connection, a series of debates and conferences was opened by Professor Abecassis from Strasbourg.

A theatre group, under the guidance of a counsellor specialised in the study of Jewish literature and theatre, has been formed and will soon be putting on their first presentation "The Child Prophet" by Edmond Fleg.

The Institute Library has been renovated and brought up to date in order to offer the widest range possible of Jewish literature, documentation and magazines.

It will be clear from the above that a very real effort has been undertaken to increase student participation in all expressions of Jewish life at the Institute. This participation is not only shown in the artistic and cultural activities, but also on the occasion of the many religious festivals which are scrupulously respected at Anières. Over and above this, collaboration and co-operation with the Jewish Community of Geneva has led to this student participation in Jewish life being extended beyond the walls of the Institute. Students have responded to requests from the Jewish Community by participating in various different events.

The medical and social service functions under the direction of the boarding supervisor and receives substantial financial support from Swiss Womens' ORT

Other activities have developed within the community life of the Institute. Besides music, decorative art and photography courses, there have also been debates led by well-known personalities from the world of science. A new club has been organised to hold meetings from time to time with journalists and several interesting discussions on topical themes have already taken place. The same experience is being tried out in the theatrical field, where discussions have brought together actors, directors and the audience for an exchange of views.

Sports continue to play an important and varied role at the Institute. Basketball, football, volleyball and judo teams have met success in their efforts and it is now also possible for students to practice other sports such as skating, swimming and skiing.

As in the past, the Institute has benefited from substantial financial aid from contributions and total or partial scholarships awarded to needy students, who do, in fact, make up practically all our student body. These scholarships are awarded for one year's study at the Institute or in a reputable school either in Switzerland or abroad.

Womens' American ORT figures as always at the head of the principle donors, alongside foundations and aid organisations who help developing countries, such as Bona Terra, SIDA, Swissaid and a newcomer to this list, Danida. A scholarship is also offered each year by Mrs. Soskin in memory of Moussia Soskin.

At the close of the year 1974, the Institute is happy to be able to express its gratitude to all its generous benefactors. It is aware that it is to them that it owes a large measure of its good fortune in being able to carry on with its educational work.

The Institute would also like to thank Womens' Swiss ORT who maintain their aid to the students with both vigilance and with solicitude, helping them in all their difficulties both moral and material.

The Advisory Council, presided over by Mr. Pierre de Toledo, continues to lay down the essential guidelines for Institute activities, sparing neither its support nor its encouragement in this direction.

The students' committee gives its active participation to the work of

the Council; it is regularly represented at Council meetings by two of its members and serves as a useful and efficient link between the Institute direction and the student body. Its participation is even more positive in revision courses and in all cultural and artistic extra-curricular activities.

A consultative body, presided by the Director of the Ecole Technique Supérieure of Geneva, meets once a year at the Institute. It is attended by all the executives of companies who, as members of this body, offer us their support, their wide experience and unbiased aid in the many contacts we have with local industry for the practical training of our students.

For several years now, the Institute has maintained direct and fruitful collaboration with public authorities, including the Swiss Technical Co-operation, the Office of Public Instruction, the Direction of the Ecole Technique Supérieure of Geneva and Cantonal Professional Training Authority for the City of Geneva. This collaboration, based on mutual esteem and respect, is shown by the renewed confidence accorded us each year when certain of these bodies charge us with the responsibility of training groups of both Swiss and African students.

The Institute also maintains excellent relations with its local communities of Anières and Corsier.

For a long time contacts have been established and maintained with many other international and private organisations. These take the form of exchanges of professional and pedagogical information with the I.L.O. (International Labour Office), who send us temporary students for training from time to time. We exchange pedagogical information with the International Education Office and information on cultural and artistic training with the Swiss Section of UNESCO.

The Institute maintains friendly relations with numerous organisations such as the Jewish Community and the Jewish Students Association in Geneva, the Bureau d'Action Communautaire in Paris, the Swiss Peoples' and Schools Cinema Library who lend us films each week for projection at our own ciné-club. Theatres in Geneva allow our students reduced price tickets as do the Swiss Sports Associations for football, volleyball, basketball, handball, judo, ping-pong, etc.,

During 1974, the Institute has fulfilled the various objectives which were set. It continued its long time programmes for the training of engineer-technicians in collaboration with the Ecole Technique Supérieure and its training for African technical supervisors and foremen in conjunction with the Technical Assistance Department of the World ORT Union. It established a new programme of Jewish Culture with the help of the Department of Operations in Geneva and opened up two new fields of activities by way of offset printing equipment and by the recording and distribution of audio-visual material.

It was only in the area of research, up until now a priority in our projects, that limitations had to be imposed by our budget. The Institute hopes that this situation can be remedied in 1975 and that the research unit, opened last year, will be able to function with 100% productivity thanks to an adequate budget.

The Institute hopes to continue its fruitful collaboration with all the different Departments of the World ORT Union in order to accomplish all the work which the latter may entrust to its charge in the future and to demonstrate once more, if there is need, that it intends to remain faithful to its essential aim: to serve.



## DENMARK

For ORT in Denmark the year 1974 has been a very active one. As there are no ORT schools in this country, activities have concentrated on fund raising from private and public sources.

From the Danish Refugee Council a grant was obtained of \$8,700. This grant was earmarked for social activities for students at the ORT school in Toulouse France.

The Foreign Office through its Department for International Assistance (DANIDA) has allocated \$100,000 for scholarships for students from developing countries at the ORT Institute at Anières. ORT in Denmark has approached DANIDA to continue this support of the students.

The membership figures have increased, and the 450 members form a good - if only a modest - basis for private fund raising.

The women on the ORT Committee are preparing a lottery in combination with a membership drive and a study tour to ORT institutions in Europe.



## FRANCE

In 1974, ORT France's activities have laid emphasis on adapting our programme to meet the criteria of the varied reforms in technical education decided on by the Ministry of National Education over the course of the past few years. These reforms concern not only our schools, but also our Apprenticeship Centre. We have also laid equal emphasis on developing our permanent professional training programme.

From the financial point of view, we must point out a significant reduction in our Apprenticeship Tax income, following a reduction in the tax rate to be paid.

We have tried in this inflationary period to contain our spending within the limits of our budget, in order to avoid an administrative deficit at all costs.

When the school year began in September, 1974, ORT France had to deal with a wave of immigration from Morocco and Tunisia. The Montreuil School registered nearly 300 candidates in its junior technical schools and for its F.P.A. courses (Vocational Training for Adults). These refugees arrived at the school, some with their luggage, exhausted after a journey lasting several days, without money, not knowing where they would sleep. They had one address to come to - that of ORT.

Many of the candidates admitted to the F.P.A. courses were lodged at the boarding facilities at Villiers-le-Bel. Those who were not sufficiently qualified to begin the F.P.A. courses, have been put in specially established, preparatory courses, for which the Ministry of Labour is responsible. As do participants in our regular courses, these trainees benefit not only from free education, but also from a pre-salary allocation, based on SMIC rates - that is about 1,000 Frs. a month.

As for the young people of seventeen and under, almost all of them have been absorbed in our three schools in the Paris region.

During the final months of 1974, the seven vocational training centres, run by ORT France, registered 2,200 new entrants. Our student body at the end of December will number 3,629 trainees and apprentices, as against 3,485 on the 1st January, 1974, an increase of 144.

Student standards have hardly changed compared with the preceding year. The December 1966 Law which raised the school leaving age from 14 to 16, has not resulted in an influx of 16-year old candidates with the educational level of the third-year classes. For this reason, we are continuing to dispense three year courses to qualify our students for the C.A.P. (Certificate d'Aptitude Professionnelle) diploma in all our schools. For the third-year level candidates, a few courses are given at Montreuil, Villiers-le-Bel, and Marseilles, which give two year preparation for the new B.E.P. (Brevet d'Etudes Professionnelles) diploma.

The Montreuil School also prepares students for the Technical "Baccalauréat" in electronics and electricity. Most of the young men and women have had too poor a general education to allow them direct entry into the first year courses and we have been obliged to develop a system of pre-vocational training.

During 1974, the Montreuil Centre created two permanent, vocational training courses - three of them on a regular basis - in collaboration with the "Syndicat Général de la Construction Electrique" (Electrical Construction Employers Association). The other courses were established in agreement with various enterprises among the most important of which was the new Paris Airport. Also concerned were the "Syndicat Général du Matériel Electrique" (Electrical Equipment Employers' Association) and Air Liquide, etc. At the request of the Departmental Labour Office and the National Employment Union, the Villiers-le-Bel Centre opened two courses for permanent vocational training. This request from these two institutions is a pointer to the high reputation that our schools enjoy with the public authorities and industrial enterprises.

The final examination results were satisfactory. Out of 437 students in our schools who sat the CAP and BEP diplomas and the Technical "Baccalauréat" examinations at the end of the scholastic year 1973/1974, 316 boys and girls, that is 72.3% passed, and 41 gained partially successful results, which will be taken into consideration when the candidates

sit the exams again at the next session. In most cases, these results were above the state average, even though we accept many pupils of below average general education.

From the F.P.A. courses, 1,487 trainees sat their final examinations. 1,323 of them, that is 88.9%, obtained their Technicians or Skilled Worker Diploma accorded by the Ministry of Labour.

Jewish Education, consisting of history and Jewish culture, and Hebrew instruction, together with extra-curricular activities have made significant progress, both qualitatively with the general use of increasingly sophisticated audio-visual material and quantitatively with an augmentation in the number of Jewish history and Hebrew courses offered during the school year 1974/1975.

Last September, Mr. R. Oiknine, who was the dedicated and capable Director of our Toulouse Centre retired. His place was taken by Mr. M. Choukroun, his Assistant Director for several years.

The construction of the new school at Lyons continues according to plan. We have good hopes that the work will be finished by June, 1975 and that we will be able to transfer the Centre into the new buildings during the summer vacation of 1975.

The project was made possible by an allocation of \$1 million from Womens' American ORT and a large contribution from the Ministry of Labour to both of whom we owe our gratitude.

At the beginning of 1974, we launched a press campaign which took the form of a series of articles in various newspapers which described our work. This campaign was aimed at persuading several hundred new firms to pay us their Apprenticeship Tax contributions in an effort to make up the reduction in income from this source following a cut in rates of payment.

We have produced an illustrated brochure aimed at publicising our activities to an ever increasing number of people. Many copies were printed and distributed in all parts of France. The cost of this publication was entirely covered by contributions from friends and sympathisers of ORT.

Among the many personalities who visited our different centres, we should like to mention the Chief Sephardi Rabbi of Israel, Ovadia Yossef,

Mr. Gurel, Director General of the Israeli Ministry of Labour, Dr. and Mrs. Sydney Katz of Johannesburg, Professor and Mrs. Berlin of Haifa University, twenty members of the British Womens' ORT Arts Group and a party of young British ORT members.

ORT France sent a large delegation, headed by Mr. Robert Blum, to participate in the World ORT Union Emergency Congress in Jerusalem. It comprised members of the Administrative Council of the Central Office of ORT France, representatives of local committees and womens' committees. Our delegates played an active role in the work of the different commissions and panels.

The Annual Directors' Conference took place on May 21st and was attended by Mr. Paul Aginski (Treasurer ORT France), Mr. J. Schneider (Secretary General of ORT France) and Mr. D. Alberstein, Chief of Operations, World ORT Union, amongst others. The agenda included reports from Mr. Melamed, Director of ORT France, and Mr. E. Schieber, Administrative Director of ORT France. These reports covered technical and pedagogical problems, the financial situation, fund raising, the setting up of establishment committees, the functions of local committees, and Jewish education.

This meeting was followed by a conference given by Mr. Guillemoteau, Assistant Director of the Institute for Pedagogical Research and Documentation on "Tendancies in French Technical Education".

The Fund Raising Committee, chaired by Mr. Robert Borgel, met several times to study various questions which fall within its sphere of concern. Last March, Mr. André Béllicha was engaged as an assistant with special responsibility for fund raising.

The decision-making bodies of ORT France - the Administrative Council, the Finance Committee, the Technical Committee, met at regular intervals to study the many problems confronting ORT France. On 12th June, the General Assembly re-elected half of the members of the Administrative Council, as laid down in the Statutes.

At its 7th November meeting, the Council named Mr. Jacques Meyer an honorary Vice-President, since he had, for health reasons, requested to be relieved of his functions as a Vice-President. The Administrative Council, therefore, elected Mr. J. Schneider a Vice-President, Mr.

Roland Weill as Secretary General and Mrs. Daniel Aboulker as Assistant Secretary General.

The new officers read, therefore, as follows:-

- 
- President - Mr. Robert Blum
- Vice-Presidents -  
    Mr. Joseph Lubetzki,  
    Mrs. Marcelle Roubach  
    Mr. Jacques Schneider
- Secretary General -  
    Mr. Roland Weill
- Assistant Secretary General -  
    Mrs. Daniel Aboulker
- Treasurer - Mr. Paul Aginski
- Assistant Treasurer-  
    Mr. Philippe Herzog

The Council also co-opted the following

- Professor Charles Mandelbrojt, a leading mathematician and Professor at the College de France.

The Administrative Council met at Montreuil on the 12th May for a working luncheon session chaired by Mr. Robert Blum and attended by representatives of the regional committees and womens' committees and the officers of the Administrative Council.

After visiting the Montreuil Centre, the following points were discussed:-

- Developmental perspectives for ORT France Schools in the years 1974-1980
- Definition of the functions of local committees
- Liaison between local committees and the schools.
- the womens' committee
- the central administration and the Administrative Council

- Creation of committees in towns where at present they do not exist.

The Committee of the Ecole de Travail, meeting on 20th November, had to accede to the request of its President, Mr. Jacques Meyer that he be replaced. Mr. Meyer was named Honorary President and Mr. P. Herzog was elected President in his place. The latter in turn was replaced by Mr. J. Roos as Treasurer.

With the increase in our student body and with the admission of many Tunisian and Moroccan refugees to our student ranks, the Womens' Committee has had to shoulder very heavy, new burdens. In fact, the Womens' Committee gives needy students scholarships, free or reduced price meals in the school restaurant. They also participate in the expenses of holiday camps and offer certain, particularly deserving students a holiday in Israel.

The Womens' Committees in Marseilles, Lyons, Toulouse, and Strasbourg (the latter ably seconded by committees from Colmar, Metz, Mulhouse, and Sélestat) also stepped up their activities to come to the assistance of many needy cases.

As in previous years, the social assistance offered by Womens' American ORT to our students, as well as their significant contribution to our building construction and repairs programme, constitutes a very precious aid for our work.

Thanks to an initiative on the part of Womens' American ORT, an American family - Hortense and Louis Goodman - decided to set up a loan fund for ORT France students. Such loans are meant for especially deserving and needy students to enable them to pursue their studies. The Finance Committee, presided over by Mr. J. Schneider, met twice. 17 students and trainees were granted loans based on advice given by social workers in different centres.

The Alumni Association maintains its friendly relations amongst its members by organising meetings given over to the discussion of technical and professional problems. On the 9th May, the Paris section of the Alumni Association held its 17th Annual Dinner, presided by Mr. Gerald Lehmann, Scientific Director of the General Electric Company, a member of the Administrative Council and President of the Electrical Section of the Technical Committee.

The Toulouse, Marseilles and Ecole de Travail Sections have also continued their activities.

#### Perspectives for 1975

The economic situation in France and the coming campaign for the collection of Apprenticeship Tax contributions are our main preoccupation as far as 1975 is concerned. Inflation, which is shown in a drastic rise in prices and salaries, poses serious problems and endangers the whole balance of the budget.

As for the next Apprenticeship Tax collection, it is unfortunately possible that several firms, experiencing serious financing problems, will choose to pay their Apprenticeship Tax to the Fiscal Authorities instead of giving it to ORT in advance. The last collection included a sum of F.Fr. 3, 300, 000, which came out of the "quota" part of the Apprenticeship Tax reserved exclusively for training apprentices. Fortunately we received authorisation to keep this "quota" for the years 1973 and 1974. It was in January 1975 that we heard that the public authorities had taken the decision to allow this arrangement to continue.

Our uncertain financial situation forbids our envisaging new projects in our schools. For the adults, we have obtained Ministry of Labour agreement to open three new courses (over and above the preparatory courses for refugees which began in November).

In Montreuil, we have opened courses in welding and computer operation.

At Marseilles, there is now a new course for Executive Secretaries.

## ECOLE DE TRAVAIL

1972/1973 was a year of adaptation at the Ecole de Travail. In 1973/1974, our C.F.A. (Centre for Apprenticeship Training) started functioning on a normal basis.

### Structure of Centre

#### a. C.F.A. (Centre for Apprenticeship Training)

- 1 plumbing section (1st year divided into 2 groups)  
(2nd year consisting of 1 group only)
- Automechanics section (1st year - 2 groups)  
(2nd year - 2 groups)
- 1 electrical section
- 1 needlework section (leather and material)

The latter sections took place at ORT Montreuil, which, in this respect, functioned as an annex of the Centre. From September, 1974 on, leatherwork apprentices transferred to our school, whilst ordinary sewing courses continued to take place at ORT Montreuil.

16 and 17 year old apprentices attending the Centre are placed under apprenticeship contracts to work two years with a craftsmen for their CAP diploma.

Vocational training is given partly on the shop floor (28 hours a week) and partly at school - 12 hours of general and technical training, plus practical work.

#### b. C.P.A. (Preparatory Apprenticeship Classes)

- 2 metallurgy classes (automechanics and plumbing/electricity)
- 1 class of leatherwork and needlework

These classes are attended by 14 and 15 year old boys who benefit

from sandwich courses. They are considered as school students, even during the time they spend on the workshop floor. They attend school 18 hours a week, following general education and receive 22 hours practical training in industry.

The pre-apprenticeship students work without an apprenticeship contract and are not paid; instead the employers sign an agreement with us.

c. C.C.P. (Pre-professional training)

One class for 14 year olds attending school full-time and receiving 30 hours of general education, and 6 hours of workshop practice. (General mechanics and plumbing).

d. FPA courses (Vocational Training for Adults)

- Plumbing

- Electro-mechanics for young adults from 16 to 17 years of age.

<u>Student Body</u>	<u>at 1.1.1974</u>	<u>at 31.12.1974</u>
Pre-professional classes	18	25
Preparatory classes for apprenticeship	39	80
Apprenticeship Centre	61	80
FPA courses	31	29
	<hr/>	<hr/>
	149	214
	<hr/>	<hr/>

Examination Results

C.F.A.

5 apprentices sat the CAP diploma examination - one candidate from the plumbing section passed his exam.

F.P.A. Courses

All students successfully passed their final examinations:

<u>Subject</u>	<u>Candidates</u>	<u>Accepted</u>
Plumbing (8 receiving a "B")	14	14 (100%)
Electromechanics (4 receiving a "B" and 1 a "TB")	14	14 (100%)

Graduate Placement

The adults and young adults finishing their training were placed in jobs without difficulty.

On the other hand, we have experienced difficulty in placing contracted apprentices. Many employers hesitate to undertake apprenticeship contracts because of the many papers they must present to legalise a contract - request for the agreement, proof of a clean police record etc. They also have to register their apprentices for social security and ensure them against accidents at work. But they object the most to sending the apprentices for 12 hours a week vocational training.

They also have to establish the apprenticeship contracts two months at the latest after the beginning of a training cycle, which is generally during the second half of September. Moreover, an approved and registered apprenticeship contract is essential for the parents of an apprentice who cannot qualify for a family allowance without it.

For all these reasons, some employers prefer to engage young adults of under 16 years of age, who attend preparatory apprentice courses. They are still governed by scholastic regulations and are insured by us against working accidents. They are also registered with us for social security and the employers have neither to take out a contract for them nor to pay out any money on their behalf.

We also have difficulties with the apprentices themselves, who ask to change their place of employment for various reasons, sometimes justified. Either the employer does not seriously concern himself

with them or asks them to do work which does not fall into the scope of their speciality.

All these difficulties, all these problems, we overcome in spite of everything, thanks to a co-operative spirit between the employers, the parents, the apprentices and our own Centre, and also to their confidence in us and to our own responsible attitude to our work.

### Pedagogical Problems

C.P.A. classes ( preparatory training for apprentices) and the apprentices attending the apprenticeship training classes are of low scholastic level and the standards within the classes are disparate. Our teachers make every effort to overcome these knowledge gaps by adapting their teaching to the level of their students. The students are helped by the distribution of printed resumés of the content of the lessons.

Three of our teachers, Mr. Jean-Claude Taieb (Fire), Mr. Hubert Saksik (Electricity) and Mr. Sion Cohen (Solex mechanics) attended APAVE refresher courses.

### Jewish Education

The principle aim of our Hebrew and Jewish History instruction is to make the students more aware of their belonging to Judaism. The Jewish Holidays and the significant events of Judaism are described and explained by our teachers. Student interest in the courses is high.

Hebrew language courses are given by audio-visual methods, which raises student motivation and improves progress.

### Visits

Our students, accompanied by a group of teachers, visited the Paris Motor Show, the Biennale of Machine Tools, the Museum of Man and the Louvre.

### Various Committees and their activities

The Ecole de Travail Committee met on the 2nd May, 1974, presided

over by Mr. Jacques Meyer, who told the meeting that he no longer felt able to carry out his responsibilities as President for health reasons. The Committee chose Mr. Philippe Herzog as Committee Treasurer as his replacement.

French ORT Womens' Committee offered some of our students grants for free or reduced price meals. They also underwrote the cost of supplying scholastic material for some students. Paid holidays to Israel were given to two students from our school.

#### Alumni Association

The frequent meetings and dances, one at Purim and one at the end of the year, have encouraged contacts between our graduate students, who come to see us often to discuss their problems, their success, and the difficulties they encounter in their working life. Visits abroad in small groups have been organised for their benefit.

It is encouraging to see that our graduates remain attached to ORT and are grateful for the training we have given them.

Some of them who are self-employed in plumbing, decorating, etc., come to us for apprentices and are glad to help with their training.

#### Collaboration with other Organisations

The Centre has had contacts and has collaborated with the following organisations:-

- Service Social des Jeunes (Social service for young people)
- Oeuvre de Secours aux Enfants (O.S.E.) (Aid for Children)
- Oeuvre de Protection des Enfants Juifs (O.P.E.J.) (Protection for Jewish Children)
- Comité d'Action Sociale Israélite de Paris (Jewish Social Service of Paris)

#### Problems and outlook for 1975

We propose increasing the student body of the CFA (Apprenticeship Training Centre) to a total of 300. We will almost certainly encounter difficulties in finding fresh employers for apprentices in plumbing and auto-mechanics which are the two branches preferred by the apprentices.

EMPLOYERS' APPRENTICESHIP SERVICE - PARIS  
(S.A.P.)

The work carried out by this body continues as normal. 236 new requests were registered in 1974, and 128 apprentices found work in the following branches:

<u>Boys</u>		<u>Girls</u>	
Automechanics	37	Hairdressing	1
Plumbing	34	Needlework	4
Electricity	14	Shorthand	1
Clerks	2	Clerks	1
Leatherwork	2		—
Cutters	31		
Contact lenses	1		7
	—		
	121		

113 apprentices work under an apprenticeship contract. 71 people have been recycled into new employment. The S.A.P. also managed to place 9 adults in their respective professions.

The student body on 1st January, 1974 stood at 487. As 31st December, 1974 the student body totalled 476 apprentices.

LYONS

Overall Structure

There has been no significant change in the structure of ORT Lyons during 1974. The only modification effected concerned adaptations to the fitters course, which has been absorbed into the fitter-mechanics section to conform with new national regulations.

The following courses have been given on a regular basis in our schools:

- a. Three-year training for adolescents from 14 to 17 years of age for the C.A.P. diploma in the following branches.

Boys: Fitter mechanics  
Electro-technicians (with an option for electro -  
mechanics)  
Girls: Garment making and industrial needlework  
Secretarial

- b. For those over 17 years of age, there is adult training in the following branches:-

General mechanics draftsmen: 7 and a half months  
Electro-mechanical fitters : 6 months  
Book-keepers; 7 and a half months  
Secretary/book-keepers: 10 months  
Light industrial work: 6 months

Student Body

<u>Section</u>	<u>1.1.1974</u>	<u>31.12.1974</u>
Junior Technical School	187	185
Adult Training	66	74
	<hr/> 253	<hr/> 259

Most of our students come from North Africa. They belong to large families, who are from the working class, or small traders and clerical workers.

It should be mentioned at this point that the arrival of refugees from North Africa, particularly from Morocco, continues and at the beginning of the school year, we had to look for ways to solve various difficulties experienced by new arrivals, both adolescent and adult.

### Examination Results and Job Placement

#### Adolescents

48 students reached the end of their studies last June. 21 of them passed their C.A.P. diploma examination in different specialities. 8 others passed the practical, but not the theory part of the examination.

#### Adults

62 students sat the official final examination in 1974, out of whom 61 passed.

#### Job Placement

Students who have followed courses in needlework, secretarial skills and electro-mechanics find interesting, well-paid jobs very easily,

Some difficulties are encountered by students who have been trained in technical drawing and book-keeping. But such difficulties are usually of a temporary nature and each student finds a good position in the end.

#### Pedagogy

The ORT school in Lyons maintains close contacts with local industry and every occasion it can sends teachers for refresher training in different firms. There are also close contacts with public authorities.

As far as permanent education is concerned, all our teaching personnel have received psycho-pedagogical training given by specialised OFRATTEM services.

### Jewish Education

Courses in Jewish History are included in the curriculum and attendance is obligatory. They are given by two qualified teachers.

Hebrew language instruction, although optional, is attended by almost all our students. Audio-visual methods are used, making the course content more relevant and increasing teaching effectiveness. The weekly timetable for these courses has been increased wherever possible.

### Social Assistance

As in the past, most of our students belong to needy families. Assistance is, therefore, essential for them, not only where meals are concerned but also for the purchase of scholastic material, working garments, and in transport costs, which are sometimes very heavy. This assistance can be given, thanks to contributions from Womens' American ORT, the local F.S.J.U. (Unified Jewish Appeal) and our own Womens' Committee.

### Membership recruitment

A new campaign for membership recruitment is underway. Personal contacts and the distribution of circulars have been increased. One member of the staff has been given special responsibility for this work and we have already seen satisfactory results.

### Local Committee Activity

The local Committee, under the presidency of Mr. J. Jospé, meet once a month. Over and above its regular work, it has undertaken two important tasks: the establishment of our new school and a search for fresh financial resources, notably through increasing the number of paid-up members and by organising fund raising events.

### Government Aid

This is always given in one of three ways:-

- authorisation to receive Apprenticeship Tax for the Junior Technical School

- Allocation from Ministry of Labour for the Adult Training Courses

- As social assistance in the form of scholarships awarded to needy students by the "Prefecture du Rhône".

In addition, the Ministry of Labour has granted us a large contribution towards the costs of our new building.

#### Relations with Public Authorities

Friendly relations continue their development through our participation on the C.A.P. Board of Examiners and through our work on the two main sub-committees for adult vocational training.

#### Problems and Perspectives for 1975

1975 will see the installation of our new buildings which are under construction at the moment. The construction, undertaken thanks to contributions from Womens' American Organisation and the Ministry of Labour, is going ahead according to plan. In spite of a few supply difficulties and the additional present economic situation, this work should terminate at the end of June, 1975 and the new building will be ready for the school year, 1975/1976.

MARSEILLES

Student Body

<u>Section</u>	<u>1.1.1974</u>	<u>31.12.1974</u>
Junior Technical School	321	318
Adult Vocational Training	100	101
	—	—
	421	419

Examination Results

<u>Section</u>	<u>Candidates</u>	<u>Passed</u>
B. E. P. - Electro-mechanics	6	-
- Electro-technicians	1	1
- Steno-typing	7	5
	—	—
	14	6
C. A. P. - Electro-technicians	14	14
- Equipment electronics	17	16
- Welding	9	9
- Shorthand-typing	21	15
- Industrial tailoring	7	5
	—	—
	68	59

Adult Vocational Training

Shorthand - typists	15	14
Clerk-typists	15	15
Sanitary engineers	14	14
Industrial Equipment Electricians	13	13

Household Electrical Equipment repairers	13	12
Heavy material operators	13	13
Radio-television repairers	13	11
	—	—
	96	92
 Overall total	 178	 157
	—	—

The percentage of successful examinees is well-above average and we consider the results to be satisfactory.

#### Job Placement

This does not pose any problem. In fact, ORT's reputation is so high that we are often approached by employers for personnel. The jury members delegated by the potential employers engage a number of the graduates, sometimes all trainees from one section, before they have terminated their C.A.P. and B.E.P. diploma examinations.

Some young people express a wish to continue with their studies and for this reason, five electronics students were admitted to the Central ORT Institute.

#### Refresher Courses for the Teaching Personnel

Mr. Singer, the Director, Mrs. Cayol, a teacher and Mr. Hajun, an inspector participated in the 12th DIDACTA exhibition which was held in Brussels from the 10th to 14th June, 1974.

In addition, Mrs. Lidoyne, a monitor in the Adult Vocational Training section took a refresher course on ADDO-X machines which was organised by the Regional Technical and Pedagogical Centre in Paris in September, 1974.

Similar training is planned to take place in Lyons during December and Miss Mardoukh, an Adult Vocational Training monitor in the clerk-typist section has been chosen to attend.

### Jewish Education

The main improvements for 1974 in this direction lies in the increase in the number of instruction hours. As always Mr. Eisinger (Emmanuel Eydoux) gives courses in Jewish History, which are appreciated by our students. He also takes care of the library and through this work is able to advise and help the students. He organises excursions as part of the Jewish extra-curricular activities and these outings are partly paid for by the Marseilles ORT Womens' Committee.

From September, 1974 on, four hours of the weekly timetable will be devoted to Jewish Education for the first year students. This will give Mr. Eisinger the chance to solve two problems which up until now have been irrenconcilable:-

- Carry out the courses according to the set programme
- Reply to all the questions which arise every day on topical problems, the situation in Israel and its position in the world, the attitude of the great powers, various anti-Jewish tendencies from the right-wing and the left wing, family ties, various synagogue rituals, contacts with youth movements, etc.

The new timetable will mean that a real change can take place in Jewish Education teaching of first year students which cannot but be of benefit.

### Social Assistance

We maintain close links with the F.S.J.U. who, on our behalf, carry out the necessary circumstantial investigation of families who ask for assistance. Every Monday, an F.S.J.U. social worker comes to help us with socially difficult cases .

### Committee Activities

To our great regret, we have to note that the absence of Mr. Vogel, for health reasons, has slowed down committee activities. However, we feel that this could pick up again now, thanks to the co-option of two influential members who have shown willingness to get involved. The Committee met again in the second half of November to establish a working schedule and to organise a membership recruitment campaign.

### Womens' Committee

Because of events in Israel, this Committee had to give up all fund raising events this year and was only able to organise one tombola.

During the long vacation, ten of our students, both boys and girls, were sent to Israel paid for by the Womens' Committee. They spent their holiday working on a kibbutz.

The football team continues its successful activities under the guidance of Mr. Casalta, one of our teachers.

To sum up, the Womens' Committee encourages and contributes financially to all extra-curricular activities, whether it is a question of sport, excursions, holidays or fund raising.

### Alumni Association

Meetings have been held from time to time and members of the association have participated in outings and other events such as dances and parties.

### Co-operation with Public Authorities

Our contacts with the Regional Department of Labour and Employment in our city and with other bodies which deal particularly with adult vocational training continue excellent.

### Perspectives for 1975

The two-storey building which will house our school including an electrical workshop, a classroom, and space for extra-curricular activities such as a lounge, a library, etc., was finished as planned in June of 1974. The classroom and workshop are already in use and we are decorating the rest of the building so that it will be ready for use from 1975 on.

A medical service is being set up which will also function in the new building.

## MONTREUIL

During 1974, we concentrated our efforts on permanent vocational training. Over and above the three regular courses for technicians organised in collaboration with the "Syndicat Général de la Construction Electrique" giving training in industrial electricity, process control and electrical installation, we came to an arrangement with various firms, some times at their request, to run 16 different training courses on their premises. It should be pointed out that a great many refugees, more than 300 of them, arrived in August and September and filled our classes to capacity and sometimes beyond.

These refugees posed us with numerous problems, particularly the young people who had come without their parents. Many, whose educational standard was poor, have had to be received in preparatory classes, which are now full to overflowing. It is hoped that at the end of the first term, some of these students can be transferred into first year classes.

Most of the adults were able to start training in one of the adult vocational training courses and were lodged at the Villiers -le-Bel boarding facilities. For those who have an insufficient level of education to follow the adult courses, we have created preparatory classes. The Ministry of Labour has financial responsibility for these classes and allocates a basic minimum salary to the trainees.

At the end of this year, our student body will be one hundred up on the total number registered in 1974.

### Present Structure

#### Boys

- a. 3 year preparation for the C. A. P. diploma
- b. 2 year preparation for the B.E.P. diploma
- c. 3 or 4 year preparation for the Technical "Baccalaureat"

Girls

- a. 3 year preparation for the C.A.P. diploma
- b. 2 year preparation for the B.E.P. diploma

Boys and Girls

- a. 3 year preparation for the C.A. P. diploma
- b. 2 preparatory vocational classes for boys - 1 year
- c. 1 mixed preparatory vocational class - 1 year
- d. 2 year courses for apprentices (C.F.A.)

Adult Vocational Training - 17 years and over (F.P.A.)

- a. Technicians training - 10 months
- b. Skilled workers training - 3 and a half to nine months
- c. Vocational workers - 6 months
- d. Evening courses - three and a half to nine months

<u>Student Body</u>	<u>1.1.1974</u>	<u>31.12.1974</u>
Junior Technical School	697	750
Adult Vocational Training	637	672
Permanent Education	117	118
Apprenticeship Courses	37	46
	<hr/>	<hr/>
	1488	1586

Examination Results

<u>Section</u>	<u>Candidates</u>	<u>Passed</u>
Junior Technical School		69%
-C.A.P., B.E.P. Technical Baccalauréat	183	127 + 17 partial successes.
Adult Courses	1034	931

In recent years, the organisation of the C.A.P. which previously had been the responsibility of professional bodies, has been taken over by the Ministry of National Education. Because of this, the material organisation of these examinations has become an increasing problem for private schools. During the school year, programme modifications were introduced, details of which were not always passed on to us. Nevertheless, the results obtained by our candidates were often above the national average, in spite of the low educational standard of some of our students on admission.

90% of our adult trainees sat their final examinations successfully.

#### Job Placement

The selection and planning of training courses is always based on the needs of the job market for technicians and skilled workers. Therefore, job placement does not present a real problem. Even those students who have not passed their final examinations find well-paid jobs in their respective specialisation.

#### Pedagogical Problems

Several new C.A.P. diploma courses have been created, replacing those which have been in existence since 1948. Now electrical equipment installation replaced electronician, book-keeper accountant replaces accountancy assistant. Sheet metal work and welding are now combined in one section and the fitting course has now become a fitter-mechanics course. Turner-mechanic training replaces the previous turners' course. The different C.A.P. diplomas covering the garment industry will be modified during the 1974/1975 school year, being replaced by one C.A.P. diploma with options for dress-making and industrial sewing. Of course, we have to constantly adapt our training programmes to these modifications.

During the course of this year, the Montreuil Centre acquired good quality audio-visual material for intensive use.

#### Jewish Education

Our Centre wants to give a whole new dimension to Jewish Education. The number of hours devoted to the teaching of Jewish History and Culture and to Hebrew have been increased significantly and additional

teaching personnel for these subjects has been engaged. As in the past, the teaching of Jewish subjects is complemented by extra-curricular activities such as a library, reading competitions, celebration of Jewish Holidays, commemoration of historical events important in the Jewish Calendar, such as Yom Haatzmaut, the Revolt of the Warsaw Ghetto, and visits to theatres and museums.

ORT's history also occupies an important place in the Jewish History curriculum and is spread out to span three years of study.

#### Social Assistance and the Womens' Committee

Many of our students and trainees, for the most part of North African origin, are alone in Paris. Their isolation is often accompanied by problems of lodging, financial resources and sometimes difficulties in regularising their legal situation with the authorities.

All the students and trainees, together with the teaching personnel, have regular medical controls to check up on any possible physical deficiencies or eventual chronic conditions. If necessary, those concerned are sent to the right specialist for treatment. These medical checks also serve to control that the trainee is physically capable of following his chosen profession and to discover any physical condition which could have a long-term effect on studies. Such problems are dealt with by a team which includes a social worker, school doctors and nurses and the school psychologist.

The Womens' Committee is closely concerned with social assistance for our students. Free and reduced price meals are given to needy students as well as maintenance allowances and contributions towards the costs of holidays in Jewish holiday homes. This year, they also gave several young people the opportunity to spend their summer vacation in Israel.

#### Government Aid

Our Junior School benefits from Apprenticeship Tax allocations. The Ministry of Social Assistance contributes towards the cost of our adult courses as well as to our evening courses for social advancement.

#### Co-operation with Public Authorities

We have close contacts with the Ministry of National Education,

local administrative authorities, various industrial groups such as the Syndicat Général de la Construction Electrique and the Fédération des Industries Mécaniques, etc. The Director of our School sits on the Regional Adult Vocational Training Commission as well as on the Regional Committee for Vocational Training and Employment.

#### Alumni Association

The Alumni Association, presided by Mr. Frances Benichou, had several branch meetings, when graduate students met again with their teachers. They discussed some of their working problems and some of the difficulties they encounter when undertaking further study.

On the technical side, these meetings are very productive, because the alumni often speak of industrial equipment and techniques and are able to give full answers to our present trainees and students. They also help with job placement.

The annual banquet was a great success. It was the occasion for publishing the alumni magazine "Trait d'Union" (The Link) which contained several very interesting articles written by teachers and ex-students.

#### Problems and Perspectives for 1975

The Ministry of Labour has granted us permission to open two new Adult Vocational Training Courses, one for welding and one for computer operators. We also plan to intensify the rhythm of our permanent vocational education.

We are also very much concerned with keeping our total programme in line with the requirements of the job market.

## STRASBOURG

### Structure of School Network

This year has seen the consolidation of our modified network. We now have:-

- a preparatory vocational class
- an electrical installation training class
- a course for electronicians
- a course for fitter-mechanics

In January 1974, we had 156 students and 9 apprentices. At December 1974, our student body totalled 164 students and 7 apprentices.

During the course of the year, 209 students and 9 apprentices received our training. As far as the latter is concerned, the reduction in numbers had already been predicted.

At the beginning of the school year, 1974/1975 many potential students cancelled their registration. Some did not even warn us that they were giving up their candidature. In spite of the postal strike, we did our best and in most cases succeeded in getting in touch with many other young people who had been refused admission because of a lack of places.

### Examination Results

<u>Section</u>	<u>Candidates</u>	<u>Passed</u>
Electrical Equipment Installation	11	11
Electronicians	17	17
Fitter-mechanics	14	11 + 2 partial admissions
	—	—
	42	39

### Job Placement

Most of the students express a desire to continue with their studies.  
Therefore :-

- eight students went on to the Central ORT Institute
- twenty-nine carried on in various sections at the Adult Vocational Training Centre at Montreuil
- two continued in other ORT France Schools
- three left to work in their speciality.

### Pedagogical Problems

Three teachers followed courses in audio-visual instruction methods.

One teacher followed a training course in pneumatic mechanics.

Four teachers participated in the DIDACTA Exhibition in Brussels.

At the end of the year we organised a training course in work safety for the teaching, service and boarding personnel. We also arranged revision courses in French and mathematics.

We have acquired audio-visual material, laboratory measuring equipment and most important of all, material to teach pneumatics which has been implemented as a training subject in the mechanics section.

Visits to factories, technical and educational seminars all complement the general instruction given.

Teacher-student meetings produce good results, as do the meetings where representatives of the students can put their point of view. Students also play an active role in the maintenance of school premises in electrical repairs, in electronics, and this work is all part of their training for the actual world of work they will soon be entering.

Two groups of students, beginners and more advanced trainees followed extra-curricular English.

Our teachers were chosen to participate on the juries of different C.A.P. and B.E.P. examinations in the branches we teach.

Students, teaching personnel and others interested put in a great deal of time preparing two open days during the school year.

The reduction in the school timetable has meant that some of our teachers have had less supplementary hours' teaching. This has allowed us to maintain our schools more easily, to increase the amount of time for revision and other supplementary courses for small groups of students and to organise special courses in mathematics and science for students wanting further study.

### Jewish Education

We have been able to increase the number of hours for Jewish Education due to the reduction of the official timetable. Nevertheless, this means we have 10% additional hours in the timetable than other similar state institutions.

A great many extra-curricular activities have been organised in our own facilities and together with the Community. Numerous personalities, Rabbis and other dignitaries, come for discussions with our students and to participate in the Jewish festivals.

To raise motivation levels for the study of Hebrew, we have taken advantage of the presence of an Israeli student to organise an Israel Club, which functions during school hours. We have a well-stocked library and we have purchased new books as needed.

The principle events in Jewish life are explained in class and also taken up in extra-curricular activities.

During the Yom Kippur War, our students were very aware of the situation and this has increased their feeling of identity with Jewish life.

We have received slides to help us with our Jewish History teaching.

With the help of our Womens' Committee, we hope to renew Israeli holidays for our final year students.

We have also shown many films lent us by the Jewish Agency.

This year, as always, Hanukkah was celebrated with a distribution of presents and the ritual lighting of candles in which committee members and community personalities participated.

We also remember the founding of the State of Israel, the Days of Remembrance for concentration camp inmates and for the Rising of the Warsaw Ghetto.

We received the gift of a new Sefer Torah for our synagogue this year. Its dedication took place at two important ceremonies. The first ceremony was the dressing of the new Torah and the second, the actual dedication ceremony, with the solemn office to celebrate Simhat Torah.

#### Social Assistance

For several years now, Womens' American ORT has contributed towards the maintenance costs of our students. Thanks to these contributions, we have been able to admit students from very needy families.

Our students also have the right to grants and scholarships awarded by the Ministry of National Education which affords great financial relief to many families.

Last but not least, the Strasbourg Jewish Community has completely taken over the costs of educating six of our students.

The FSJU awarded us a subvention of F. Frs. 28,000 per year, of which 2,400 was for Womens' Committee activities.

#### Womens' Committee Activities

Presided over by Mrs. Jean Kahn, the Strasbourg Womens' Committee has held regular monthly meetings, whilst the social assistance group meets weekly or as needs be. A nucleus of members of the Committee carries out its social activities, looking after student needs such as clothing, pocket money, school supplies, transport and special requirements, etc.

The Womens' Committee also participates at Jewish Holiday times by catering the special meals and also supplying daily snacks and giving students Hanukkah and birthday presents.

They also pay for the cost of a house magazine and for the winter camp organised at Shirmech. They contribute in addition towards the expenses of a holiday in Israel for 15 of our final year students and to other leisure time activities.

This year, the graduation dinner organised by the Womens' Committee took the form of a "garden-party" and it brought together the final year classes, the teachers, members of the administrative staff and the Womens' Committee.

Last year, following the Yom Kippur War, the Womens' Committee was not able to organise a special fund raising event. They have, therefore, only been able to organise two such occasions this year.

The Metz and Colmar Committees continued their activities under the guidance of their respective new presidents, Mrs. Rheims and Mrs. Pierre Dreyfus.

Mrs. Jean Kahn and Mrs. Carmen Bader participated in the Jerusalem World ORT Union Emergency Congress.

#### Local Committee

Under the presidency of Mr. J -H. Leopold Metzger, the Committee meets monthly and studies various questions concerning the administration of the school.

It aids the administration in its task and looks after fund raising both membership dues and Apprenticeship Tax contributions and grants towards permanent education.

The President and one member of the Committee have the right to sit on the Disciplinary Council of the School and to take part in meetings attended by student representatives, members of the boarding facility personnel and the direction of the school.

On the 22nd November, 1974, with the approval of the central ORT France administration, the Committee organised a fund raising event attended by the Womens' Committee, personalities from the local Jewish Community, and members of the technical teaching profession. It was presided by Mr. Melamed, Director General of ORT France.

Special awards were given during the ceremony to the Director of ORT Strasbourg, and to some of our teaching personnel.

Our President and Maître René Weil also attended the Emergency Congress of the World ORT Union in Jerusalem.

#### Alumni Association

We hope that we can start up association activities once more thanks to the presence of 3 graduate students on the staff of ORT Strasbourg.

#### Co-operation with Public Authorities

Excellent relations have been maintained with the public and educational authorities of the City of Strasbourg. Various members of our teaching personnel have been delegated to sit on different examining boards. In return the authorities in question have given us help when requested.

#### Collaboration with other Authorities

We maintain close contact with youth organisations, the FSJU, Jewish Social Assistance, "Le Vestiaire" and other charitable organisations, who collect funds for the aged, blind and deprived.

#### Problems and Perspectives for 1975

In 1975 we are planning to increase our publicity in order to improve the scholastic level of our students. Various building modifications and cleaning work will be completed.

## TOULOUSE

In spite of all the signs of crisis, the economic situation of the Jews living in Toulouse since 1945 has developed favourably. Their industrial and commercial enterprises are doing well, although it must be remembered that these Jews represent only 10% of the local Community. Amongst the North Africans who have established residence in Toulouse since leaving Algeria in 1962, 20% to 30% have acquired businesses or industrial concerns which have prospered up to now, but for which they now fear credit restrictions.

The rest of the Jewish population, indeed the larger portion, is made up of clerical personnel, low-paid employees, craftsmen and many retired people. They live modestly, struggling against crippling inflation. It is from this portion of the Jewish population that our students come.

### Student Body

<u>Section</u>	<u>1.1.1974</u>	<u>31.12.1974</u>
Junior Technical School	107	106
Adult Courses	74	69
	—	—
	181	175

### Examination Results

#### Junior Technical School

The 15 students in the 3rd year electrical equipment installation class all passed their C.A.P. diploma examination.

5 of the 12 shorthand typist candidates for the C.A.P. diploma passed their final examination outright. One of them came top out of all the

candidates of the City of Toulouse. In recent years this diploma examination has become increasingly difficult because of the large number of students following shorthand-typists courses. It has indeed become more like a competition than an ordinary examination.

#### Adult Training Courses

<u>Section</u>	<u>Candidates</u>	<u>Passed</u>
Mens' readymade (heavy material operators)	14	14
Book-keeping assistants	14	13
Shorthand - typists	15	15
Electro-mechanical fitters	13	13
Radio-TV repairs	14	14
	—	—
i.e. 98.5% success rate	70	69

#### Job Placement

Industrial management in the Toulouse area knows of our successful examination results and this facilitates job placement for our students, which usually takes place immediately after their finals.

#### Pedagogical Problems

The reduced number of students in our classes and workshops (15 on average) allows for our teachers to follow each student on an almost individual basis. The Apprenticeship Tax allocation and the subvention from the Ministry of Labour enable us to buy modern material and equipment and these factors contribute to quality teaching in an atmosphere which is both relaxed and co-operative.

The reduction in the timetable is much appreciated by the students and has contributed towards an increase in self-discipline on their part.

Last June, two of our teachers visited the DIDACTA Exhibition in

Brussels and they brought back with them many new teaching ideas and methods. In 1975, we hope to complete our IBM equipment.

#### Jewish Education

We have increased the number of hours in the timetable devoted to Jewish History and Hebrew. From September 1974, the preparatory and first year classes have been having three hours of Jewish Education (2 hours history and 1 hours Hebrew) and second and third year students have one hour of History and one hour of Hebrew a week.

#### Social Assistance

We continue helping our needy students (most of our students fall into this category) through grants for canteen and transport costs.

#### Committee Activities

In spite of the drastic effects of the Yom Kippur War, the ORT Toulouse Committee, presided by Dr. Maurice Grynfogel and the Womens' Committee under the leadership of Mrs. Grynfogel, have continued giving us their precious support.

On 6th December, 1973, they organised a dinner-debate with the participation of Mr. Daniel Mayer. This event was a great success.

They also found jobs in their own firms for some of our students.

Budgetary restrictions imposed on us by the Ministry of Labour have forced us to contact the garment industry for aid and Mr. Sanger has just received a large amount of cloth remnants for practical exercises in the garment making sections of our school. Other garment manufacturers have also promised us the same kind of assistance.

#### Collaboration with the Public Authorities

Excellent relations have been maintained with the public authorities in Toulouse, who were favourably impressed by our activities including our adult training courses.

The Municipality of Colomiers gives its continued support to our efforts, and in turn we can always count on their assistance.

VILLIERS LE BEL

ORT Activities and their Place in the Community

"Sarcelles - a real town" is the publicity slogan used by real estate promoters to sell or rent apartments in Sarcelles. Sarcelles, Villiers-le-Bel and Garges-les-Gonesse, are indeed towns which are alive, with active Jewish communities in several different places.

The Talmud Torah has 500 pupils. There is a Jewish High School in Sarcelles starting at primary level and there is also the ORT school. The region, therefore, offers any Jewish child a complete span of educational opportunities.

With an average student body of 300 at Villiers-le-Bel, 20% of the population are carrying out technical studies.

Student Body

New admissions as at 1st October, 1974

	Places Available	Registered	Admitted
Preparatory vocational classes (2 classes)	36 )		39
	)	160	
1st year (3 classes)	66 )		62
2nd year	2	14	14

New Courses

a. 1st year courses for shorthand-typists for B.E.P. diploma. This is a non-regular class which functions at our Centre whenever there are enough students wanting to follow it. This system is made possible by doubling up for some of the lessons with 2nd year C.A.P. shorthand-typist diploma courses.

b. Office workers continue training at the adult education courses. At the request of the Regional Department of Labour for the Val d'Oise and of the National Employment Agency, two training courses of 4 to 5 months' duration each were organised by our Centre within the structure of our permanent education courses. They received financial support from the National Employment Exchange.

With the help of an up-to-date programme and methods, 30 women received this training which was much appreciated by both the authorities and employers.

c. Courses for electricians were organised in our Centre at the request of a private company, which was offering this training as part of its refresher courses for its own personnel. Eleven people benefited from these refresher courses.

Student Body

<u>Section</u>	<u>1.1.1974</u>	<u>31.11.74</u>
Junior Technical School	228	225
Adult Vocational Training	102	104
Permanent Education Courses	11	-
	—	—
	341	329
	—	—
Boarding facilities	61	66
	--	--

Every year, we lose on average thirteen students. This is due to two factors:-

a. Loss of interest in the fitter-mechanics course. Four students gave up in the second year and two in the third year. We, of course, have made every effort to underline the value and importance of this course.

b. Some trainee electricians gave up after two years training.

Examination Results

Junior Technical School

<u>Section</u>	<u>Candidates</u>	<u>Passed</u>	
C.A.P. Shorthand-typists	21	11*	54%
C.A.P. Fitters	11	11	100 %
C.A.P. Electricity	22	22	100%
	—	—	
	54	44	82%

\*The ten candidates who did not succeed in obtaining this C.A.P. diploma are eligible to sit the written exams in general subjects. They can benefit from this privilege at the next session of C.A.P. diploma examinations.

For the fifth year running our C.A.P. examinations results for the electricity and fitters' sections are 100%.

The success that we should have had in the secretarial examinations was spoilt by technical incidents that occurred during the practical examinations. These hindered our students from showing how well they could work.

Several of our students expressed a wish to continue with their studies and sat the entry examination for the technical high school where they will prepare for the technicians' baccalauréat.

Results were as follows:-

Secretarial	6 candidates	6 passed
Mechanics	4 candidates	2 passed
Electricity	5 candidates	5 passed.

Two of our graduates qualified for entry to the Central ORT Institute .

<u>Adult Training Courses</u>	-	<u>Candidates</u>	<u>Passed</u>
Telephone Repair Mechanics		23	21 92%
Automobile Repair Mechanics		24	24 100%
Shorthand-typist secretaries		14	14 100%
Book-keeping clerks		16	16 100%
Electrical repair mechanics		13	13 100%
Commercial English (Evening Classes)		13	13 100%
Permanent Education Courses		41	41 100%
		<hr/>	<hr/>
		144	142 98%

### Job Placement

The labour market, even though it is in decline at the moment, still favours the branches in which we train our students.

### Pedagogical Problems: New Methods

We continue to use our audio-visual teaching equipment with confidence. We are continuing with production of "soft-ware" particularly slides, transparencies, etc. In addition we have complete and up-to-date equipment in our secretarial section, which enables the students to work at their own pace.

This represents a further step in our efforts to individualise practical teaching.

### Refresher Courses for Teachers

Some of our teachers have followed refresher courses in electronics, others in computer techniques, English and modern maths. Two of our monitors recently took special courses in pedagogy given by AFPA.

### Jewish Education

We have increased the number of hours in the timetable for Jewish Education. The preparatory vocational classes and the first year students each have three hours Jewish Education a week.

Second and third year students have two hours a week.

We are always very much aware of the necessity of giving our young people a solid grounding in Judaism and to achieve this aim we make great use of audio-visual methods, slides, fixed films, etc.

Cultural and leisure activities also complement our Jewish Education programme, since for the most part such activities have a base in Judaism.

We celebrate all the Jewish holidays, Hanukkah, Purim, Pessach, historical events such as the Rising of the Warsaw Ghetto. We also have debates, try to maintain a Jewish atmosphere in our technical school, a school to which our students come for technical training, but which they leave having received both a technical and a Jewish education.

#### Social Assistance and Womens' Committee

It is not yet legal for state scholarship holders who come to our Centre to benefit from the financial assistance which would have been granted them if they were in a state institution. These students come to us in considerable numbers, ready to forfeit this financial advantage, in order to study at ORT. We, therefore, have to help parents in the low income brackets to meet the ever increasing financial commitment involved in educating their children.

We cannot thank the Womens' Committee enough for their generous aid, which until now they have never been known to refuse. They undertake canteen costs for most of our students and have given grants for educational costs for others. In this work they cannot but aid our students, purely and simply by the fact that they enable them to continue with their studies which otherwise would be impossible.

#### Regional Committee Activities

Since 1974, Villiers-le-Bel has had a Regional Committee, presided by Mr. W. Amsellem. Some local community members have given us their support and three meetings have been held. We are already experiencing productive results from the Committee activities.

#### Parent Meetings

In addition to our traditional meetings for parents of final year students, which give us the opportunity to outline the job openings available to C.A.P. diploma graduates, we decided to organise a meeting

for parents of preparatory and first year students. By this method we expect to raise student motivation considerably.

#### Co-operation with Public Authorities

Relations with the Ministries of Labour and Education are close and productive. We work with them through their administrative bodies, the Departmental Office of Labour, the Inspectorate of Technical Education and the Local Employment Agency.

#### Student Motivation

Student motivation for attending classes and training courses has been maintained at a level which varies between 93% and 98%. This level fell to 91% during the month of December.

Whatever the quality of the teaching being given, it is, of course, useless if the student is not there to benefit from it. It is our duty to profit from his constant and concentrated presence in class in order that his education be of real value to him.

#### Problems and Perspectives for 1975

##### One Problem:

The maintenance of our fitter-mechanics section which we hope to transform into an electro-mechanics section.

##### Perspectives:

To continue in the path of modern teaching methods, with particular emphasis on the individualisation of teaching.

## PARIS WOMENS' COMMITTEE

More than ever before the Womens' Committee have been extremely active during 1974, a year marked by many important events and by deep emotions. The repercussions of these events have been felt in France and have had a profound influence on the world of commerce and business. Many members of the business world no longer give their financial support to the different fund raising events upon which the budget of our committee depends. In addition, 1974 also saw the arrival of many new immigrants from Morocco in our school. We have rarely seen so many young people together in need of every kind of material support.

Our already heavy burden has, therefore, grown to even greater proportions. In effect, the rise in prices has been reflected in canteen costs with the number of free meals given now totalling 60,000 per annum. Add to this the assistance the Committee gives in the form of maintenance, lodging costs, transport, books, tools, etc., and it is clear the Womens' Committee has no mean task to accomplish from day to day.

Another form of social assistance which has created a good deal of interest amongst our members and friends is that of "god-parenting" an ORT student with a monthly grant being made towards individual student costs through our Committee. Many students benefit from this system and we hope we will find even more "god-parents" in the coming year.

The Womens' Committee has increased its fund raising activities and has made urgent appeals to all its friends in the Paris region, some of whom have assisted in the Apprenticeship Tax campaign. Thanks to their help, the results of this campaign are still quite satisfactory. The Committee has also recruited several new members for ORT.

ORT school directors have participated in Committee meetings in order to bring up-to-date information on ORT's work to our members. On January 15th, Mr. Bismuth, Villiers-le-Bel director spoke about his school to a large audience. During this meeting, Mr. Melamed, Director General of ORT France spoke of the important work accomplished by the Committee in the collection of apprenticeship

tax and in their social assistance activities.

At the request of Madame Roubach who is always anxious to tell her committee members of ORT's work on the world-wide level, Dr. V. Halperin, World ORT Union director talked of the World ORT Union Emergency Congress held in Jerusalem. Dr. Halperin's description of the Congress, the importance of its being held in Israel, his general overview of ORT's problems and perspectives for the future made a profound impression on the audience.

A campaign for funds for our annual holiday camps started in April, 1974. Thanks to the good results the Committee obtained, many students were able to benefit once again from holidays in Israel. Contacts in that country were all the more moving since the ORT France students were there in memory of the Yom Kippur War. Those who were not able to go to Israel, were sent on holiday in France, through the good offices of the Department of Education for Jewish Youth.

Meetings of the Social Commission, bridge parties, school visits have as usual formed part of the Committee's normal activities.

The traditional luncheon which marks the end of the scholastic year took place on 11th June. Mr. Ephraim Tari, Information Counsellor from the Israeli Embassy, participated and spoke eloquently "Peace in the Middle East - Mirage or Reality".

Our fund raising activities for 1974/1975 were inaugurated on October 3rd with a dinner-debate, honoured by the presence of Mr. Jacques Soustelle, a member of parliament and an ex-Minister, who with his wide knowledge and his talent for public speaking enthralled his audience on the theme "Israel and the Middle East". Other fund raising events are in the planning stage for 1974/1975.

On the 15th October new members of the Womens' Committee were taken on a visit to Villiers-le-Bel. This visit was followed by a special luncheon with couscous, the most important feature on the menu. During the luncheon, Madame Roubach expressed her earnest desire to see a more peaceful, better future opening up for the young people in ORT's care. She outlined the work of the Womens' Committee and reminded each member present that they should concentrate all their efforts on obtaining the support of all members of the Jewish Community for the benefit of the

most sacred and most precious possession of all Judaism - our children.

Preparations are now under way for the annual sale which is due to take place on 24 and 25 November, 1974. This is an extremely important event from the Committee's budget point of view and it is essential that the moral and financial results are such that we can face the heavy burden of the coming scholastic year.

GERMANY

Jewish Community Councils and Funds were, as in previous years, the main contributors to ORT Germany's "campaign" - income which, until the end of the year, is likely to surpass the 1973 "campaign" income.

The drive for DM 1,000 members, started last year by the late Senator Mandel and Mr. Max Willner, met with varying success, since not all the supporters acquired last year repeated their contribution this year. However, with the assistance of Mr. Max Grossmann of Offenbach, a group of new supporters was won which could serve as a basis for an enlarged membership drive.

Our relationship to the Germany Ministry for Economic Co-operation was consolidated. We received for 1974, DM 270,000 for equipment for the ORT Iran project, which the German government approved at the end of last year, and a first installment of DM 240,000 for teachers' salaries.

The German government has expressed interest in a project for ORT India for which negotiations have started. A decision on this ORT application may be expected during 1975. The possibility of a German participation in ORT-sponsored technical assistance projects is also being explored.



## GREAT BRITAIN

Britain has been in severe economic difficulties in 1974 and these have had a serious effect on the fortunes of our Jewish community, particularly those people in the property and finance businesses. The major donors to Jewish charities have been from these sectors and to give some idea of their significance, in the main Israel Emergency Appeal, 75% of the money came from 1.5% of the donors.

The rate of inflation, now running at 20%, has eroded the value of money available and presented a factor which is not to be ignored. Apart from the continued economic decline, which will show no signs of improvement during 1975, the Government has introduced a transfer tax on capital which will apply to charities on a cumulative basis.

Despite all these problems, British ORT expects to send to Geneva a total of £175,000 for 1975 which will equal the figure raised during the 1973 Emergency Campaign. About half of this money came from large individual contributors and it will not be so easy to get these donations repeated in 1975.

One new area of income this year has been the £100,000 School of Engineering Scholarship Appeal which was launched in September. So far, £25,000 has been raised towards this target. A similar function is planned for 1975.

A new British ORT Committee has been formed, but with a difference. It is a company called ORTEC, the directors of which include the Rt. Hon. Lord Greenwood and the Rt. Hon. Lord Wells-Pestell. ORTEC was formed as a result of the interest taken by the British Government in ORT's technical assistance activities, and followed their request that ORT should register with the Government in order that possible future interests could be pursued.

On the more conventional fund raising developments, we have been experimenting with new types of ORT groups and as a result the first men's group has been formed in Surrey and the first young marrieds

group in Hampstead. The furniture trade group and the Persian Men's group have this year produced a number of scholarships. Our membership has increased, but not as quickly as we wished. In the coming year it is hoped to add 500 new members to British ORT and to expand our membership programme. In the provinces, new groups are working in Leeds and Manchester and successful concerts were held in both these areas during the year. A further group is being developed in Birmingham and concerts have been arranged for all these areas during 1975.

The last year has seen changes in the professional staff of British ORT with the resignation of Mr. Robert Cooper as Director at the end of September and the appointment of Mr. Morton Creeger as his successor. British ORT's Executive is very conscious of the tremendous competitive pressures on fund raising organisations in this country, which are being brought about by an increased need for funds by all the charities and a shrinking public purse. Because they realise that only the best organised will survive, they have appointed a top fund raising consultant to help assist in the direct appeal work and also they have appointed a public relations consultant to help with the development of information materials and training programmes in addition to press coverage. It is intended to use all the expertise which is being drawn together to train present leadership and the key workers and make them more effective fund raisers and ambassadors for ORT.

The Seminar held in October, 1974 highlighted these ideas and a dialogue was begun between members and leaders at the Seminar through the medium of three special workshops on fund raising, membership development and public relations. An indication of the changing approach to fund raising is the breaking of a tradition at the Dinner and Ball, where a successful appeal was made for the first time. It is also intended that during 1975 appeal meetings will be held with various ORT groups with the intention of getting members to donate funds directly. In the past only top donors have been encouraged to give on a personal basis but we see no reason why every member and worker within ORT should not contribute according to his means.

In 1975 British ORT will try to exceed last year's total as we are determined to do everything within our power to meet the increased needs of the ORT schools. One of the most vital factors lying behind our progress and development is the increased awareness among our members of the vital role ORT has to play in sustaining and

improving the quality of Jewish life. British ORT is now consciously bringing itself into the mainstream of communal activity in order to get this message across to the whole of the Jewish community of Britain. By this means we hope to create new donors and new members to help expand our operations in 1975.



## BRITISH WOMEN'S ORT

British Women's ORT have consolidated their planned programme of increased activity and expansion for 1973-1974. The main aim to increase the number and quantity of the groups has been amply fulfilled, and there are now 20 active groups and several more planned for the future. The existing groups are in areas not hitherto covered by ORT and have attracted many more young and vital women, who raise their hands in many new and exciting ways.

The position of the Arts Group is such that they have had to limit their membership to 110. Mrs. Cecily Zimmerman took a group of these ladies to Paris, where they visited the magnificent Rothschild Collection and the beautiful home of Mrs. Max Greenwald. Many valuable contacts were made during this visit and nearly £2,000 was raised.

The conference room at Gloucester Place has been the venue for many lunch time talks and evening meetings.

The Annual General Meeting was held in our own office and ORT Day this year was celebrated by a tea on the terrace of the House of Lords. Our host was Lord Wells-Pestell. Mrs. Renée Soskin was in the chair and the Guest Speaker was Mr. Jeffrey Sterling.

In addition British Women's ORT have given their usual support to all British ORT functions and the Surrey Group, under the Chairmanship of Mrs. Michael Henry, were responsible for the tombola at the Annual Dinner and Ball.

Owing to her impending marriage, Mrs. Bernice Greenbaum resigned as the Organising Secretary in October. Her place has been taken by Mrs. Hilda Freidman.

British Women's ORT played a major role in the ORT Seminar and contributed much to the discussions that ensued.

The Annual Autumn Luncheon was, as usual, highly successful and the request for tickets was greater than the capacity of the Hotel. The innovation this year was a highly glamorous fashion show given by the famous Browns Boutique. About £5,000 was raised, thus ensuring a financial as well as a social success.

Despite the difficulties in the world monetary situation, our future seems ensured and with a continuing strong leadership, we look forward to even greater things in 1975. The annual contribution to World ORT Union has in the second year exceeded its target.

## ITALY

### General Economic and Social Situation - Role and Importance of ORT in the Jewish Community

The Italian political and economic situation is too well-known to necessitate describing it here. Suffice it to say that the inflation rate which was 1.2% monthly at the beginning of the year rose to 2.5%; in ten months the inflation was 25%.

There was a rise of 42 points in the cost of living scale. This resulted in a considerable increase in salaries apart from those granted through trade union negotiations. While we are writing this report, Italy has been without a government for 45 days. In this extremely difficult situation for the country we have another equally precarious one for the Jewish Community.

All of the Communities - even the wealthiest - find themselves heavily in debt. These debts can be traced to the fact that income has not kept pace with inflation. New expenses have had to be met by the Community for security measures required to affront the emergency situation.

A large part of the Community budget goes for schools. These are old traditional type schools and lacking in many aspects. They have a shortage of classrooms, inadequate technical equipment, etc. This is the reason why the new contributions of ORT to the Communities are so important.

### Role of ORT in the Jewish Community

ORT can now be said to be completely involved in the life of the Community.

The new Liceo Scientifico in Rome has become a real institution. It is the logical continuation of the Jewish Community's Elementary and Middle Schools.

This school is proving its worth both for the popularity it has gained among young people and for the direction it has given to the educational programme of the Community. This, of course, is due at least in part to the emphasis placed on Hebrew culture in the courses.

The success of the efforts of our young people to establish a Jewish identity will depend in a large part on the success of this school as the crowning of a complete cycle of Jewish education.

In Milan, ORT continues to specialise in technical schooling. ORT Milan has kept pace with technological progress and offers the students a valid preparation in highly specialised fields. This kind of schooling is more than ever necessary because of the difficulty of finding a job due to the recession and consequent unemployment.

The collaboration between ORT and the Jewish Community Schools in Milan for updating teachers and introducing modern methods, puts ORT in a position of great responsibility and requires a special effort on our part.

We have very close knit contacts with the smaller communities where we operate - Leghorn and Turin.

In these cities our efforts are especially important in order to raise and integrate the educational levels of the elementary school. Jewish schools are operating in other small communities, including Florence, Genoa and Trieste. These Communities have repeatedly asked for the same sort of help as in Leghorn and Turin. We have not been able to accomodate them so far due to lack of funds.

### SCHOOL NETWORK

#### Rome

During the month of July 1974, the first year students of the Liceo Scientifico who began their course in October, 1973, took their exams in a state school. In spite of the fact that this was a type of school completely new to ORT Italy, 16 students out of 26 passed the exam. This is a passing average of 60% - equal to that of similar state schools.

All of the sixteen students who passed their exams signed up for the second year course, and twenty students registered for the new first year course. The teaching staff has been completely renewed. To raise the didactic level, a new language laboratory has been ordered and is being delivered. Major remodelling has been carried out in the Via San Francesco di Sales premises, and, as a result, the school now boasts a gym and two more rooms to be used as laboratories.

This new school has attracted the attention of Roman Jewish youth and can already be considered to be a valid new institution and full of promise for the future.

Our vocational school completely subsidized by the Lazio Region is carrying on. At the opening of the new school year, there were five classes: a first and third year class in the girl's school for secretaries; a third year class in electromechanics in the boys' school; a third year course in radio TV maintenance and a first year course for electricians.

The availability of space at the moment in our San Francesco di Sales building, the financial support of the Lazio Region which finances the entire vocational programme, and a renewal of interest on the part of some Jewish youths induced us to re-open two first year courses and thus postpone the closing down of this sector which seemed to hold no further interest for our young Jewish students.

We have continued, upon popular demand our Ulpan with regular Hebrew night school lessons for adults as well as the activities we sponsor in the Jewish Community Primary School. These include courses in ceramics, painting, applied arts, scientific observation, etc.

Our English Language courses for refugees awaiting their visas in Rome to emigrate to English speaking countries have been stepped up. They occupy a very important place in our programme. The increase in emigration from the Eastern European countries has brought the number attending our classes to over 500. We have 21 courses, each consisting of 15 hours instruction a week. We have arrived at saturation point as regards classroom space for these courses. If we continue to receive increased numbers of these students, as is

probable for 1975 - we will be obliged to solve the problem by renting other premises - preferably a villa where we could accommodate, not only the new classes, but re-unite in one building all the courses we now have spread out in three separate buildings.

### Milan

The scholastic structure for Milan is as follows:

- a. Technical Professional Schools  
Five year business and Language Programme (5 classes)
  
- b. Vocational Schools  
Three year Mechanical Drawing (2 classes)  
Three year electronic drawing (2 classes)  
Two year multi-purpose (1 class)
  
- c. Various courses and activities carried on in the schools and in the Community:  
Creative activities and English language courses in Elementary School  
Technical application and multi-purpose laboratory in High School.
  
- d. Adult courses  
Annual updating of teachers from ORT and the Community with Hebrew language lessons.  
Professional courses in new educational methods and use of audio-visual materials  
Courses in Hebrew language for adults.
  
- e. New activities

The Centre for Didactical Experiment (CIDO) has been operating since 1973. It is the result of collaboration between the Lombardy Region and ORT Union. Its purpose is the development of new didactic methods and the establishment of a permanent organisation dedicated to:-

- the development of methodological and instrumental abilities which are the basis of professional training.

The organisation of CIDO, concentrating principally in two areas:

- preparation of didactic materials (software)
- permanent teacher training through up-dating courses.

Other Cities

Our activity in the community primary schools of Turin and Leghorn have continued with great success. In Turin a sculptor gave a course in clay modelling, and wood sculpture for the elementary school students. His experiences with our students have been made the subject of a book which is very interesting.

In Leghorn, a psycho-pedagogue follows the students very closely. His principle scope is to solve the psychological problems of the children living in a Community far from other Jewish centres.

Student Body

The total number of students on October 31st, 1974 is 2,145 as follows:-

	<u>Rome</u>	<u>Milan</u>	<u>Leghorn</u>	<u>Turin</u>
Liceo Scientifico (2 classes)	36			
Business and Language School (5 classes)		96		
Multi-purpose vocational Course		12		
Vocational Schools	74	79		
Creative Activities (primary schools)	483	354	32	160
Technical application		250		
Hebrew Lan. Courses	55			
English Lang. Courses refugees.	514			
	<hr/>	<hr/>	<hr/>	<hr/>
	1162	791	32	160

The results of the final examinations were as follows:-

	<u>Candidates</u>	<u>Promoted</u>
Liceo Scientifico, Rome	26	16
Business and Language School, Milan	71	69
Vocational School Rome and Milan	178	162
Multi-Purpose Vocational Course, Milan.	14	12

Twelve students of the third course of Vocational Schools in Milan besides receiving their degree from a Commission representing the Ministry of Labour, Region, Trade Union and Managerial Association have also passed the state exams in a professional institute run by the Ministry of Education.

Seven students from the Multi-purpose Vocational Course have taken the State Middle School exams in addition to their regular exams. These results are very heartening - the recovery of students who had previously not been able to complete the required schooling.

All the young people having received their diplomas have found employment or are continuing their studies at University or are emigrating to Israel. The secretaries, who studied in the vocational school of Rome and the business administration courses in Milan, have been particularly welcomed in jobs in Jewish institutions and offices.

#### Pedagogical Problems - Innovations in Teaching Techniques - Training and Upgrading of Teaching Staff

The principle of didactic innovations which has always been so much a characteristic of ORT received a boost in 1974 and required a great deal of hard work to implement.

More specifically, the activity of ORT in this sector included: reinforcing the didactic activity of ORT (CIDO) which, as we have

said, has the scope of continually updating teachers through seminars, study trips, conferences, etc.

The result has been an intensification of the dialogue among the teachers who feel more involved in the continuous renewal of the educational institutions of ORT.

The perfection of basic methods and techniques continued in 1974 with a revision already begun in previous years to be more specific.

Adoption of a working method of relating the various subjects.

Tutoring during school hours to bring individual students who have fallen behind up to class level.

Continuation to advance towards ORT's traditional goals within the framework of the new Government decrees.

In addition various programmes continued for bringing teachers up to date on didactic methods in specific fields.

The annual refresher courses on the theme of social communication continued in Milan for ORT and Community teachers.

Brief courses were conducted in the use of new educational techniques, TVCC, electronic calculators, language laboratories, etc.

In general the prevailing theme was making the school structure more humane and improving human relations among the students. In this connection a recreational programme was instituted.

The multi-purpose laboratory, set up for experimentation in the Middle School in Milan, was enlarged to include a photo sector for the use of the higher classes. Steps are being taken to make the laboratory available to adults as well.

The completion in Milan of a teaching aids laboratory will favour individualised instruction. Students will co-operate in the preparation of the software.

We would like to explain the Italian Government decree, no. 477/74

approved recently a new organisation of schools. This law was passed a few months after the law on the new juridical condition of teachers.

The result of these laws is that the Italian schools will undergo a radical change at all levels. The Law, in fact, gives parents, students, and teachers a voice in decisions regarding the administration of the school. The Law provides for a Board of Administration which will work with the principal and didactic directors.

The structure of the Milan Business School and the Rome Liceo Scientifico will be affected by this Law as if they were State Schools.

The structure must be revamped and an ample participation of the teaching staff is contemplated for the new year in decisions regarding education and organisation.

Refresher courses for teachers, etc.

The Milan ORT and Jewish Community teachers attended the annual refresher courses. At the conclusion of the course they met with the Lombardy Regional Commission to discuss the principle educative problems analysed during the seminar.

A great deal of work was done and a wealth of didactic material was produced by the teachers. The carry over of these efforts in the coming year should be a stimulus for those teachers who had not yet worked in the creation of new didactic methods. In particular, Mr. Maurice Aboudaram of the Pedagogical Department of ORT Union conducted two seminars in Rome, one for the teachers of the English Language School for Refugees and the other for the teachers of the Liceo.

The Rome teachers too attended several seminars organised by ORT Union and other organisations.

Two laboratories, one for the Liceo Scientifico in Rome and the other for the technical school in Milan will be installed in December, 1974.

The laboratories will be used in the foreign language courses.

Miscellaneous Activities - CIDO

March, 1974 - Silverman Seminar

A week's seminar was held in conjunction with the Ministry of Public Instruction on the theme "the new technology of education." Professor Silverman of the Department of Psychology, New York University, participated in the seminar together with Mr. Maurice Aboudaram from ORT Union. In addition to the ORT teachers in Milan, others came from Rome, Turin and Leghorn to attend the seminar.

April 1974 - Study Trip to Paris

An ORT teacher made a study trip to Paris to visit the audio-visual centre of Gagny. The purpose was to study the advisability of organising a similar laboratory for teaching aids in our school.

May 1974 - Study Trip to U.S.A.

Thanks to the co-operation of the ORT Union and with a grant from the American ORT Federation and Baron de Hirsch Fund, a study trip was made of some of the most important American schools. The purpose was to make a survey of some of the more important innovations in the field of education which have been realised in these schools. The Lombardy Region Assessore all Pubbl. Instr. Dr. Hazon, was one of the participants. A full report was written on this trip.

June 1974 - Study Trip to Brussels

In collaboration with ORT Union, a visit was made to the "Didacta" exhibition in Brussels. The exhibition included a seminar in which our teachers participated.

October 1974 - Visit of Professor McMullen

Professor McMullen is the OCSE expert on educational problems. He visited the Milan ORT Schools and CIDO. The ORT and Community teachers of Milan met with him and discussed the problems and innovations in secondary schools. In addition he participated in a

round table discussion on his experiences in the Countesthorpe School.

### Jewish Education

Courses in Jewish Education are being held in all our schools as an integral part of the educational programme. Besides, many cultural activities take place, such as lectures, parties and celebrations on the occasion of Jewish Festivals.

As already mentioned, Hebrew language courses are offered to our students, teachers and to members of the Jewish Communities in general.

In the new Liceo Scientifico, in particular, we are making every effort to co-operate with the Community, with the students and parents, to achieve the best Jewish identification of students by an extensive programme of Jewish Education taught by the former Chief Rabbi of Venice. Hebrew language is being taught by an Israeli "moreh", by the audio-visual method "Habet Ushmah" and by the use of films, pictures, etc.

In Milan ORT and Community School, teachers have followed a permanent course on contemporary problems of the Jewish people and particularly on the position of young people confronting these problems.

Since in Italy Jewish Education teachers are few and there are practically no books on the subject available, we very much rely on the help of ORT Union to obtain educational material.

Particular importance was given this year to the organisation of two "Sedarim" for Pessach. Every year in fact we have held a Seder for the students of our schools together with the students of the Jewish Middle School - for a total of about 250 participants. This year, as a result of the increased emigration of Eastern European refugees, we held a special Seder for them. The attendance at this Seder totalled 350 people. The Seder was presided over by Dr. V. Halperin, Director of ORT Union, who came especially from Geneva for this ceremony. The participants were overwhelmed by the event, many of them celebrating their first Seder.

### Social Assistance

In Milan, in spite of the closing of the boarding facilities, we are taking care in other ways of our Milan students, who are obliged to live far from their families, helping them economically and morally.

In Rome, families in need of assistance have been helped with distributions of clothing and food, provided by the Womens' Committee. Every student of the vocational courses is entitled to receive, after finishing his studies, a sum of money to be used for the basic needs of his working life.

In special cases, scholarships have been awarded to the students of the Liceo Scientifico and of the vocational courses.

The social programme of ORT Italy is sponsored by Womens' American ORT, to whom we express our deep gratitude.

### Activity of the ORT Italy Committees

The Committees had a very intensive year in accordance with the necessity to control the many important activities of the organisation.

In September 1974 Mr. Gino Levi was transferred to Utrecht Holland. Since his work there will last for three years, he asked to be relieved of his duties as President of the Executive Committee.

Mr. Bruno Jarach, by the unanimous vote of the Executive Committee, has accepted the temporary position of President of the Executive Committee in addition to his post of President of the Board.

Mr. Gino Levi remains a member of the Executive Committee. We take this occasion to offer him our heartfelt thanks for all he has done for the organisation.

The Womens' Committees, presided by Mrs. Ester Modena, have been very active in the membership and fund raising campaigns and in social assistance work.

### Co-operation with Public Authorities

Our co-operation with the Regional Administration of Lazio and Lombardia has continued on a very friendly basis.

All the technical courses we asked for were granted and financed by both regions. In addition the Lombardy Region supported the activities of CIDO with a special financial contribution.

The co-operation with the Ministry of Labour, Ministry of Public Instruction "Provveditorato agli Studi" of Rome and Milan has continued too in a very friendly way.

### Co-operation with other Organisations

The friendly relations which we continued to maintain with USRP, ICEM, AJDC and HIAS were helpful in solving the numerous problems in regard to refugee courses.

Our relations with Jewish Communities are very good in Milan, Turin, Leghorn and Rome.

The Rome Jewish Community has continued to participate in the financing of the Liceo Scientifico. It is contributing not only to the running costs of the two classes, but also to the capital investment. This includes the purchase of the language laboratory and remodelling costs of our building in Via San Francesco di Sales.

Our activities have been publicised by the Jewish Press - in particular by "Shalom" in Rome and "Voice of the Jewish Community" in Milan. Both of these have published numerous articles.

### Problems and Prospects for 1975

For 1975 our programme foresees: In Rome the Jewish Community has pledged to participate in the running of the first two year classes of the Liceo Scientifico. Now we must begin negotiating a pledge for the participation in the three upper classes as well. Only in this way can we assure the full study cycle in this school.

If we are successful in these efforts we must prepare classrooms

and procure the equipment necessary for a physics laboratory. Physics in one of the subjects taught in the third year.

New teachers must be hired and they must be given a seminar to train them for the exacting requirements of teaching at these higher levels.

If the refugees continue to arrive in ever increasing numbers, we must take steps together with HIAS and the other sponsoring organisations to accommodate them. This involves finding classroom space and financing to avoid limiting the number that can study in our English language classes. We must give all of them at least the minimum knowledge of the language necessary in the new country of their choice.

In Milan we have not been successful in solving the problem of uniting our activities in a single school. In fact, this year the problem of finding sufficient classroom space has become more acute. Accessibility to laboratories and other rooms had to be limited to the detriment of teaching efficiency.

We plan to continue our efforts in the field of technical, scientific and language training to satisfy the global requirements and criteria of the reforms enacted for the secondary schools.

In addition we will increase our efforts to offer more optional courses to improve specialised and technical training.

In this connection we have begun, in the scholastic year, 1973-1974, a programme to permit students of the higher classes to use a multi-purpose laboratory, the facilities of the TV.CC., a language laboratory, electronic calculators, etc. The purpose of this programme is to facilitate the orientation of these students in technical and professional fields.



## NETHERLANDS

ORT Netherlands continued its close association with NOVIB, the organisation through which government grants are channelled. The first contribution towards the building project for ORT Iran was received and the allocation of monies for other ORT projects was discussed.

Close contact was maintained between the World ORT Union headquarters and the Van Leer Foundation based in the Hague. As a result this Foundation has contracted ORT as an operational agency to work in conjunction with the Government of Venezuela in a pilot project for pre-school education in the poorest area in Caracas.

Some years ago, thanks to the initiative of ORT Netherlands, a working relationship was established between the World ORT Union and Phillips of Eindhoven. ORT has been in constant touch with their Department of Didactic Material and Teaching Aids. Within the framework of this co-operation this year, the head of this department was invited to tour the ORT school network in Israel, while for the last three years, groups of ORT Israel electronicians have visited the Phillips installations in Eindhoven.



## NORWAY

The economic life of the Norwegian Jewish Community continues to compare favourably with the economic standards of the country as a whole. The Jewish Community numbers approximately 1,100 of a total population of four million. Most Jews are resident in Oslo, with smaller communities in Bergen and Trondheim. In general, Norwegian Jews are self-employed, fortunately, in either business or professions.

Our ORT Committee carries out no activities in the field of vocational training or unilateral fund-raising, and we should be considered only a committee for ORT public relations, designed to inform the Norwegian public of the role ORT plays in vocational training and technical assistance around the world. As such we have no paying members, and have not anticipated a local membership drive in 1974.

The work of the Committee is still marked by the close relationship between it and the Norwegian Refugee Council, and NORTCOM has been instrumental in obtaining contributions for ORT.

During 1974, ORT received two major grants from the Norwegian Refugee Council, one for Nkr. 160,000 (approximately US\$30,000) earmarked for use in training refugees and repatriates in France. The second contribution was for Nkr. 265,000 (US\$50,000) and was granted to ORT Israel.

An important annual meeting will be held early in 1975, where the main topic will be the re-organising of the Committee, including a drive for new members and contacts. Our plans for the coming year will be drawn up, along with a discussion on whether NORTCOM should be given a new dimension towards the Jewish cause in Israel and elsewhere.

NORTCOM certainly hopes to continue its close relationship with the Norwegian Refugee Council throughout the coming year, and with that in view, perspectives look favourable for ORT in Norway, especially since sympathy among Norwegians for Israel, as well as for Jews in general, has increased and also been manifested several times during the past year.



SWEDEN

The Board

In 1974, the Board was composed of the following members:-

Mr. Ivar Philipson, President  
Mrs. Margot Friedman  
Mr. David Köpniwsky  
Mr. Matts Bergom Larsson  
Mr. Hjalmar Mehr  
Mr. Georg Schackne  
Mr. Karl Steinmann  
Mr. Axel Strand  
Mr. Bernard Tarschys  
Mr. Hans Wiener  
Mrs. Gladys Wolff  
Mr. Rolf Wolff

The officers were: Mr. Ivar Philipson, President, Mr. Matts Bergom Larsson, Vice-President, Mr. David Köpniwsky, Executive Member Secretary and Treasurer, and Mrs. Gladys Wolff.

Swedish ORT considers its central task to increase our members' knowledge about ORT - by way of information and activity. We also aim to recruit new members. It is not only a question of filling the gaps caused by drop-outs, but also of achieving a better cadre of members.

We are fully aware of the importance of being able to bring about a sort of "ORT movement", particularly within the Jewish community - not only in Stockholm and its environs, but also in Gothenburg and Malmö and, as far as possible, in other parts of the country.

A large membership is a condition for success in for instance the legacy campaign we are going to start. It is also of importance for our co-operation with Keren Hayesod and serves, in a way, as a premise for our contacts with SIDA.

Membership in Swedish ORT has increased from 660 at the beginning of 1974 to about 680 at the end of the year.

### Information

As mentioned above, we believe that stress must be laid upon information transmission.

As a rule, we have been publishing a special ORT-Bulletin once a year, distributing it to members and other people who are or are likely to be interested in ORT.

We are now preparing a special pamphlet "A Difficult Year for ORT Israel" - regarding the school year 1973/1974. This pamphlet will be sent out to, among others, most of the Jewish families in Sweden. We believe in a fruitful reward for the work expended on this pamphlet.

At the end of 1973, we made a first distribution of a report covering "ORT Israel during and after the Yom Kippur War". It was followed up by further information at the beginning of 1974.

### The Swedish International Development Authority (SIDA)

SIDA has, for a number of years now, supported ORT in various programmes for developing countries. Above all, SIDA has been interested in supporting students from developing countries at the Central Institute.

SIDA has now, in accordance with its instructions, become more restrictive as regards the conditions for a grant towards private organisations' development projects. Due to these conditions, the possibility of obtaining a SIDA grant has been limited.

We have, however, made a new application this fall, requesting a grant for scholarships to students from developing countries at the Central Institute for the school year 1974/1975.

We are also busy examining the possibilities for facilitating the prospects for ORT to receive a development grant.

### Keren Hayesod

ORT has co-operated with Keren Hayesod for many years. After negotiations this year, Keren Hayesod's grant to Swedish ORT for the year 1973 was Sw. Krs 72, 282.

For the year 1974, the Keren Hayesod grant to Swedish ORT will be somewhat higher. We hope that, from this grant, Swedish ORT will receive at least Sw. Krs.60,000 during the year.

#### The Swedish Radio Help Foundation

In 1971, the Swedish Radio Help Foundation granted an amount of Sw. Krs.250,000 to Swedish ORT for the education of deaf and retarded children in Morocco (The Basic Education Centre and the Institute for the Deaf in Casablanca).

At our request, the Swedish Radio Help Foundation has, this year, granted to Swedish ORT a further amount of Sw. Krs.100,000 for educational work for deaf and retarded children in Morocco.

#### Foundation grants and gifts

Owing to our agreement with Keren Hayesod our possibilities for our own fund raising activities are, naturally, very much limited. We expect that grants from foundations and gifts to Swedish ORT will, at the end of the year, amount to Sw.Krs. 15,000 or more.

#### The Jewish Womens' Club

Swedish ORT has co-operated well with the Jewish Womens' Club during a number of years.

In 1974, Swedish ORT received an amount of Sw.Krs. 8,500 from the Jewish Womens' Club. The greater part of this amount was the result of a musical soiree, which was arranged by the Jewish Womens' Club for the benefit of ORT's educational work.

#### Legacies

Before being able to start a legacy campaign, it has been essential to attain full knowledge of the taxation side of the problem.

After looking into and studying the constitution of ORT Israel and the regulations connected with it, we have come to the conclusion that there does not seem to be any objection to tax-free legacies from people in Sweden for the benefit of ORT Israel.

Using the pamphlet mentioned above, "A Difficult Year for ORT Israel" we shall start the legacy drive.

We also have the intention of informing, among others, Jewish lawyers about the importance of such legacies for ORT Israel.

### General Meeting

Swedish ORT's General Meeting took place on January 22nd, 1974. At this meeting, Mr. Hjalmar Mehr gave an exposé about World ORT Union's origin, development and situation to-day.

### Income

In 1974, Swedish ORT had the following income - until November 30th, 1974.

The Swedish Radio Help Foundation	Sw.Krs. 100,000
Keren Hayesod	Sw.Krs. 52,282
The Clas Groschinsky Foundation	Sw.Krs. 5,700
The Warburg Foundation	Sw.Krs. 4,000
The Jewish Womens' Club	Sw.Krs. 8,500
Gift from Mrs. Margot Friedman	Sw.Krs. 1,000
Gifts	Sw.Krs. 50
Membership fees	Sw.Krs. 7,175
	<hr/>
	Sw.Krs. 178,707
	<hr/>

### The Year Ahead

We intend to follow up the wide distribution of the pamphlet "A Difficult Year for ORT Israel" in order to raise further membership.

We are going to continue the legacy campaign for the benefit of ORT Israel.

Our examination - mentioned above - to facilitate SIDA's grant-giving possibilities will be continued.

We also have the intention of trying to contact organisations in order to examine the possibilities of receiving support for special projects.

Moreover, we hope to be able to show one or two ORT films, above all among the Jewish youth organisations in Sweden.

We intend, on the whole, to intensify our endeavours to promote the ORT message by continuous information activity, in order to deepen the anchorage for the ORT idea and vision in people's minds.



## SWITZERLAND

### Swiss ORT

Since the Yom Kippur War prevented the holding of the 1973 annual campaign appeal, this was postponed until March, 1974, when it took the form of a reception given by Mrs. Jacqueline Maus at her home near Geneva. An ORT Israel school director presented a film made for Israeli television which showed ORT's work in Israel. The friends of ORT attending the reception responded to Mrs Maus' special appeal with enthusiasm and generosity and the evening brought in the record amount of Sw.Frs. 345,400. During 1974, the number of honorary members who joined Swiss ORT rose to 210 as compared with 193 in 1973.

The Bona Terra Foundation allocated scholarships for the Central ORT Institute for the sum of Sw.Frs.42,000 and Swissaid supported our efforts in 1974 with contributions totalling Sw.Frs. 130,000.

### ORT Zurich

Thanks to the efforts of Mrs. André Bollag, president and to those of her committee, ORT Zurich, founded in 1973, has begun to show tangible results, after the necessary period of adaptation which every new organisation has at its initiation. Already in 1974, ORT Zurich has made a significant increase in its contribution to Swiss ORT, raising the total from Sw.Frs. 65,000 in 1973 to Sw.Frs. 90,000 for this year.

### Swiss Womens' ORT

#### French-Speaking Switzerland

Thanks to growing activity on the part of Womens' ORT, which is always devising new ideas to increase income, 1974 has been a particularly good one for fund raising. The profit from the Rosh Hashana fund raising drive was double that of last year and the traditional annual bridge tournament raised Sw.Frs. 48,000,

Sw. Frs. 6,000 more than last year.

A film première was held at which the film "The Third Cry" by Igaal Niddam and the François Reichenbach film on ORT Israel "Hands for the Future" were both shown. The profit from this event was Sw. Frs. 21,000.

Membership remains stable with about 100 new members replacing those who have dropped out or left Switzerland in the course of the year.

#### Basel

The Committee, under the chairmanship of Mrs. H. Schramek and Mr. Segal, organised a theatre evening at which "Tales from the Vienna Woods" by Horvath was presented. The evening was a success.

The Basel Committee marked Shavuoth by a special appeal by post to its members.

#### Berne

With their president, Mrs. Maurice Lob, the Womens' Committee organised their traditional "Games Evening" and also made a special appeal to mark Mothers' Day, when tubes of honey were sent to members by post.

On 11th November, a special appeal was made for the School for the Deaf in Tel Aviv.

During 1974, Berne Womens' ORT also received various donations and a membership campaign is foreseen for January 1975.

AUSTRALIA



## AUSTRALIA

ORT Australia, presided over by Mr. Sydney Einfeld, continued its membership and fund raising efforts on behalf of ORT's operational activities.

The sum of A\$7,900 was transferred to the World ORT Union during the year. In addition to this, another earmarked grant from Austcare for A\$10,500 was allocated to ORT Israel for its work on behalf of new immigrants.

ORT Australia has 161 contributing members and it is hoped that this number will be increased in 1975.



INDIA



## INDIA

India's economic situation depends very much on the vagaries of the monsoon-rains. There have been excessive rains and floods in many areas and drought conditions in others. "Normal" rainfall occurred only in about 20 per cent of the country. The steep rise in oil prices also plays havoc with the economy.

The Government introduced a credit - squeeze through the nationalised banking industry. Many prosperous manufacturing concerns are faced with financial problems which also affect ancillary (mostly small-scale sector) industries. Recently introduced emergency legislation, curbing dividend payments, freezing salary and wage increases, as well as equalisation payments to wage earners without corresponding freezing of prices of daily necessities, all cause considerable working-class unrest.

### SCHOOL NETWORK AND STUDENT BODY:

#### The Boys' School

We registered this year the highest ever number of admissions, but, due to emigration to Israel, we expect a few departures and by the end of December we will have practically the same number as last year, that is, 135 students divided as follows:-

- 44 in the three year mechanical draughtsmanship course
- 52 in the three year machinist course
- 35 in the two year fitters course
- 4 in the one year proficiency course

#### The Girls' School

Due to emigration and the prevailing ignorance of the advantages of vocational training and the reluctance of many parents to let their

daughters study for an independent and self-supporting vocation, the number of Jewish girls is below expectations. Therefore, we accepted some non-Jewish students recommended by various charitable organisations. By the end of December, we expect to have 96 students as follows:-

-30 in the two year secretarial science course

-12 in the two year general clerks course

-41 in the two year hairdressing course

-13 in the one year preparatory class

In order to prepare girls for their married life, a more important place is given to home economics with emphasis on the preparation of a balanced diet.

#### EMT classes at the Sir Jacob Sassoon High School

This year we have registered an increase of 23 students as compared to last year's figure, giving a total of 177. At the request of the Principal of the School, we introduced machine drawing classes for the IX and X standards, but had to discontinue after a few weeks as a result of changes introduced this year in the educational programme.

#### Examination Results - Boys' School

16 draughtsmen appeared at the Final Year Government Examinations; all passed with the average ranging between 60 and 85 per cent. It is the fourth year in a row that this section has scored a hundred per cent success.

20 turners appeared at the Final Year Government Examinations. 14 passed; 5 out of the 6 who failed were students promoted from the fitters course. It could be argued that it was a mistake to promote fitters to the turners class but the student who came first was a boy promoted from the same fitters class.

#### Examination Results - Girls' School

The results were better than last year due to the modified approach and change of syllabus and methods adopted for the typing and shorthand courses. We have no doubt that still better results will be achieved in

future.

22 students appeared for typing and shorthand tests. The breakdown of the results is as follows:

-17 appeared in typing at 40 w.p.m. - 17 passed

-11 appeared in typing at 50 w.p.m. - 10 passed

-7 appeared in shorthand at 60 w.p.m. - 5 passed

-12 appeared in shorthand at 80 w.p.m. - 7 passed

-8 appeared in shorthand at 100 w.p.m. - 8 passed

#### EMPLOYMENT OF GRADUATES

We were very fortunate with regard to the placement of our graduates. As usual, we call in people from industry to conduct oral tests for ORT examinations. The examiners of the turners and fitters were sufficiently impressed to suggest to them that they visit their respective factories, offering them immediate employment. It took little time to place all the draughtsmen in good concerns, thus ensuring them an immediate income as well as prospects of advancement.

The girls too are being placed more easily than in the past. We have now easy entry to a number of good offices and hotels. A second girl has been employed by the Oberoi-Sheraton, the latest addition to the five star hotels in Bombay.

A source of continuous satisfaction is the fitters class made up of boys who have had hardly any schooling and, therefore, as per Government rules are not eligible for entry into vocational training schools. Today, these boys have a skill in hand that makes them self-supporting. The same applies to many of the girls who, had it not been for the training they have received in ORT, would be sitting at home doing nothing beyond their family chores.

Another reason for us to feel a sense of achievement is the fact that after a span of four to five years in industry, many of our graduates including fitters have seen their salaries more than doubled; some of them have even been more than trebled.

## PEDAGOGICAL PROBLEMS AND IMPROVEMENTS

A few years ago we introduced at the Boys' School more simplified and direct programmes and from the results of the Government Examinations and the reports received from the employers, it is evident that this was a move in the right direction. Similarly, as mentioned earlier, at the Girls' School we modified our approach and the students benefited greatly from these simplifications. We are still experimenting with shorthand and lean more on practical and life situation exercises in order to reduce the emphasis on pure memory.

To improve our educational methodology, we are studying and implementing the "System Approach" to transform teachers into "Programmers" which should help them to understand the problems of their students and plan their work more efficiently.

We have formed working groups of teachers dealing with various subjects. They will analyse the programmes and propose changes to enable students to reach higher efficiency with less difficulties.

## JEWISH EDUCATION

Since 1970, when we installed the language laboratory, we tried to find ways and means to increase the number of hours for Jewish Education. Last year, we succeeded to give to most classes up to 6 hours per week, although the Government Programmes we follow make provision only for practical and allied subjects. We notice the fact that many students come to us not knowing even the Hebrew alphabet. We had to start teaching them to read from the Sidur to enable them to follow prayers. For this we have made rubber stamps of the Hebrew letters and prepared simple reading charts. We also prepare wall charts of the various benedictions and the students help in their preparation. The method "Habet Ushma" cannot be used as the only means of instruction. We altered our approach in order to get better results.

To intensify religious awareness, we have introduced at both schools the lighting of the Shabbath candles and the reciting of the Kiddush every Friday afternoon before leaving for home. Students as well as staff members attend the ceremony.

We have planned for January to take the students of the final year

classes to a ten day camp in a hill station near Bombay. This camp will be conducted on the lines of Bene Akiva with emphasis on Hebrew and religious instruction. There will be daily prayers and Bar Mitzvah ceremonies will be held for some students.



IRAN



IRAN

Economic and Social Development of Iran

Under the wise leadership of His Imperial Majesty Shahanshah Aryamehr, Iran is making great progress in the fields of industry, education and culture.

Nearly every day sees the opening of a new factory, the establishment of a new hospital or the inauguration or extension of a school. Peace and political stability in the country has helped the development of unprecedented economic relations with foreign countries. These events have created the good economic possibilities for every Iranian national. The full utilisation of the natural resources of the country, especially oil, has proved a great impetus in moving Iran from the ranks of developing countries to those of the advanced nations of the world. The pace of these events is so fast that it has taken even the people of the country by surprise. The Fifth Development Plan had to be amended even before it was put into action, to accommodate ambitious projects like free education in all primary and intermediate schools throughout the country, free health services for all, and free snacks for all primary and intermediate school students at 10.00 every morning - all this calling for an additional expenditure of millions of rials.

The ambitious Fifth Development Plan (March 1973 to March 1978) should have a vigorous effect on the economy of the country.

In actual fact, the plan will entail:

a. The creation of 2,112,000 new jobs during the Fifth Development Plan, notably

Agriculture	129,600 jobs
Industries and mines	846,000 jobs
Oil and gas	12,500 jobs
Water and electricity	44,000 jobs
Construction	528,000 jobs
Services	551,000 jobs

b. 15.6 million persons between the age of 10 to 44 will achieve literacy at the end of the Fifth Development Plan.

Kindergarten	580,000
Elementary	5,500,000
Intermediate	1,670,000
Secondary	904,000
Technical	331,000
College	190,000
Vocational	229,000

c. An increase of Gross National Product with an annual growth rate of 25.9% from Rials 1165 billion to Rials 3686 billion.

d. 17.2 hospital beds for every 10,000 persons in Iran by the end of the Fifth Development Plan.

e. Establishment of two new faculties of medicine; 100% increase of the number of the students at the existing faculties of medicine compared to 1972; establishment of 36 Nurse Training Schools; 20 midwife and rural midwife schools; training schools for laboratory, X-ray, pharmacology and environmental hygiene technicians; 20 training schools for hygiene assistants; 3 training schools for planners of nutrition management and nutritional services.

f. A \$409 billion foreign exchange receipts from the export of non-oil products during the Fifth Development Plan with an annual growth rate of 24.6% which is three times bigger than that of the Fourth Development Plan.

g. An increase of industrial production from Rials 509 billion at the end of the Fourth Development Plan with an average annual growth rate of 17% to Rials 1130 billion at the end of the Fifth Development Plan.

h. An increase of oil products, with an annual growth rate of 17.8% from 13.2 million cubic metres in 1972 to 29.6 million cubic metres in 1977.

i. An increase of crude oil from 294 million cubic metres in 1972 to 424 million cubic metres in 1977.

- j. An increase of crude exports from 4.8 million b/d in 1972 to 6.7 million b/d in 1977.

These figures are pointers to really revolutionary changes. These changes have affected the behaviour patterns of Iranian youth most favourably. They have prepared themselves with greater faith and optimism to meet the heavy responsibilities facing them in meeting their goals. A large number of Iranian youth who would have remained abroad after finishing their higher education overseas, have returned to Iran and obtained high positions in public and private sectors, and enjoy a rich and comfortable life.

This progress has been really tremendous in the industrial sector. 360 new factories were added last year to those already existing. Modern new public and private buildings are mushrooming every day. New buildings with proper health facilities and plenty of sunlight are replacing the small and dark old houses and the narrow streets are making way for boulevards and wide avenues.

#### The State of the Jewish Community

Official census figures put the population of Iran at 33 million in October, 1974. As this shows an alarming increase in the population, a vast and detailed population control plan has been put into effect.

The officially recognised religions in Iran, besides Islam, which constitutes a majority, are Christianity, Judaism and Zoroastrianism. These communities have representatives in the parliament of the country. The Christian population of Iran, comprised of Armenians, Assyrians and other Christian communities, totals approximately 344,000. The Jewish community numbers 85,000, of whom 55,000 are domiciled in Tehran. There are 36,000 Zoroastrians. There are also a great number of Bahais in Iran, whose religion is not officially recognised. The Bahais, together with other unrecognised religious communities, make up about 200,000 persons.

Though the Jewish community in Iran constitutes only a small minority, nevertheless, it is a very prominent minority, with a large number of educated people, such as physicians, dentists, pharmacists, economists, lawyers, etc. This is especially true now, since in recent years, the Jewish community has made extraordinarily rapid and unpredicted economic progress.

Under the Pahlavi dynasty in Iran, the Jewish community enjoys equal rights with the Moslem and other religious communities in the country, and their Jewish origin is no bar to their progress, except in small communities and far-off provinces where certain prejudices still linger.

Unfortunately, we must add here, that, in spite of the great progress attained by the Jewish community in Iran, groups of them, who constitute quite a sizeable number, still live in very bad conditions. This state of affairs may be attributed to their lassitude or perhaps to ancient traditions and fear. These groups still live in the most backward localities of towns and are deprived of all beneficial facilities. Their children are unfortunately the offspring of uninformed and backward parents, and they will not improve unless they receive sufficient help. Fortunately these children show good signs that under proper conditions they are prepared to make every effort and exert themselves to improve their living conditions, and ready even to guide their parents to progress.

#### Significance of the ORT Schools

With the stupendous industrial and economic progress of the country, the ORT schools can play their part very well. The new factories, the new buildings and the new private institutions are definitely in need of staff, labour and technicians. If schools like ORT can graduate more students, they will easily be employed.

The ORT schools in Iran have enjoyed a good reputation in recent years. ORT qualifications are considered a master key to most job openings. Especially since most of the students joining ORT come from middle and lower class families, and in our schools they find modern workshop training facilities and clean and well-kept classrooms, with well-qualified teaching personnel, their hopes of success rise and they really strive hard to gain the results they wish for.

The growing success of our students in life has also brought our schools from the earlier "vocational" stage, catering for a few deprived students who could not afford education at other schools, to the level of the best "technical" schools trying to match their theoretical teaching with the latest technical developments and offering the most modern technical education to all classes of society, and instilling self-confidence in the boys and girls leaving the schools, preparing them to face life with greater courage and a fuller confidence in themselves. It is the unanimous opinion of all that the ORT schools are the most

useful establishments that the Jewish community has in Iran, which, besides preparing their youth for an assured future throughout the world, are providing very useful services at the national level and considerably enhancing the prestige of the Iranian Jewish community.

As ORT students come from all over the country and from various far-flung districts of Tehran, from over 30 different schools, and most of them have not even seen a Jewish school until the age of 15, the significance of the role played by ORT is obvious. These students, while receiving a first rate vocational and technical education, also develop a spirit of identity with their community, heritage and history, something that is new and of inestimable value to them.

#### The Structure of the Network and the Student Body

##### A. Boys' School

The number of students enrolled at the boys' school for the 1974-1975 scholastic year is 421, of whom 170 are resident students.

Another 57 boys study in mixed classes at the girls' school in the intermediate section.

Students at the Boys' School pursue their studies in the following fields:

##### 1. Trade School - 16 students

This year the last batch of students studying at this school will graduate as 16 students will complete the third year of the automobile mechanics course.

##### 2. Technical High School - after government reforms, a 4-year course. - 57 students.

As was expected, according to the reforms brought about by the new laws of the country, students pass a five-year primary course and a three-year intermediate course, and are then able to opt for a four-year academic or technical course. In fact, in the future, these four-year courses are going to replace the three-year courses offered by the trade and technical schools. These reforms also make provision for a

two-year technical course immediately after the five-year primary course to train ordinary labour; but Jewish boys and girls do not show much interest in these, and are more inclined to pursue higher studies. Over the next four years, this course is expected to be the one in greatest demand at the ORT Technical Schools.

### 3. Technical High School - 294 students

Students with ninth year schooling are accepted for this course lasting three years, at the end of which the students receive a technical high school leaving certificate. This course will continue until June 1977, and then will be replaced by the above-mentioned four-year courses.

### 4. Junior Technical College - 54 students

These students who have already obtained their high school leaving certificates, pursue a further two-year course of studies leading to the advanced diploma of construction draftsman and practical engineer.

### Student Hostel - 170 boarders

This hostel, which was originally constructed to accommodate 150 students now with additional beds in most rooms, serves 170 young boys coming from all over Iran, mostly from far-off provinces, who are for the first time leading a completely free life in a Jewish school. They are prepared to bear the absence of their parents in these healthy surroundings in the company of loving and responsible teachers. Family ties are very strong in Iran and the Jewish community especially has still maintained the tradition of close ties with parents. The atmosphere at the hostel has to be extraordinarily congenial to make the separation bearable.

With the galloping progress being made all over the world, and especially in Iran, the maintenance of a big hostel like ours calls for ample resources. On the one hand, their demands are ever on the increase, especially as the means of mass communication at their disposal gets them closer and closer to far off communities. And on the other hand, the numerous dangers facing younger generations throughout the world could also possibly face our own youth. For these reasons, in spite of great financial restrictions we pay special attention to the living conditions in our hostel. With the help of Mr. Rosenberg, Director of the A.J.D.C., we have been able to start a full programme of extra-curricular activities in our hostel this

year. Students have been divided into theatre, music, dance, journalism and art groups. Scouting, choir singing, Hebrew and English classes are other activities available. Every week a religious or educational personality is invited to deliver interesting speeches to the boys and girls. Films and slides are screened on the hostel premises every week. Remedial night classes are held regularly to help out-of-town students who might be backward in certain subjects. Various student groups, with girls from the girls' hostel go on group picnics, on scouting jamborees, visiting museums and industrial and art institutions, and to see selected films and in winter on skiing parties. Art groups stage beautiful programmes on Oneg Shabbat and the celebration of Yom Tovim. On such occasions the heads of most Jewish organisations and committees are invited, and these celebrations increase their interest in ORT. We consider these programmes extraordinarily important, and hope that financial difficulties will not hinder us from carrying them out.

#### B. Girls' School - 421 students

An unprecedented event in the history of ORT in Iran is the identical number of students in the boys' and the girls' schools. Young girls had never before enrolled in our schools with the enthusiasm and interest that they did this year. Their numbers showed an increase of 161 or of about 60% over the previous year. As this was an extraordinary increase, we had to face problems providing teachers and material at the beginning of the school year. But, we could not possibly turn away students who had come from miles away to join us; especially as their coming to us was the result of years of effort on our part to attract the maximum number of students. With the help of all our teaching and non-teaching staff, we were able to surmount these difficulties, and are now delighted to see so many students.

The students of the Girls' School are divided at various levels as follows:-

##### 1. Intermediate School - 91 students (57 boys and 34 girls)

These students follow a three-year course. Last year only the first and second year classes were co-educational. This year all the three classes are co-educational.

This course has a more balanced and academic bias than the vocational course which it is replacing.

2. Trade School - 28 students

Students with six year schooling are accepted for this course. Students at this school follow a three-year course in dressmaking. These courses will be eliminated at this level by the new reforms.

3. Technical High School - after government reforms a 4-year course  
- 53 students

These students can opt for a four-year course in either bilingual secretarial studies or architectural draftsmanship. These courses are going to replace the present three-year vocational and technical courses.

4. Technical High School - 162 students

To be accepted for this three-year course, students should have completed nine years of school. The courses offered by the school at present are bilingual secretarial, business and architectural draftsmanship.

5. Junior Technical College - 76 students

Students holding a high school leaving certificate can apply for admission to this college. The college is divided into two sections training students:

a. As executive secretaries in two foreign languages, English and French as well as Persian

b. In architectural draftsmanship.

6. Proficiency Course in Hairdressing and Beauty Care - for adult students

This course for adults is quite successful, and has replaced our previous adult course in dressmaking. Unlike the previous arrangements, this adult course is held on the premises of the Girls' School, so that a stricter control can be maintained. The duration of the course is 9 months.

### Student Hostel - 70 Boarders

With the greater number of girls seeking admission to the girls' school this year, many of whom come from far away, there were more applications for hostel accommodation too. We tried to meet this demand by accommodating 70 girls in the hostel by adding extra beds wherever possible. We also contacted some Jewish families living in Tehran, who accommodated some of the girls. Our girls' hostel is housed in a very modern building, and the girls are leading a pleasant communal life. The community life and extra - curricular activities at the girls' hostel are similar to those at the boys' hostel. For the first time boys and girls are taking part in mixed group activities this year, eating in the same dining room and having mixed entertainment activities after school hours. This should really be considered as a great reform in the life of our schools. Until recent years, we could not have even thought of a co-educational picnic.

In fact, the transformation noticed in the provincial girls after a month or two is almost unbelievable. Some of these girls come from towns where no more than one or two Jewish families live. As these girls either cannot or do not want to mix with non-Jewish youth, they remain imprisoned in their own houses for years. Life at the ORT hostel, in the company of girls from various other provincial towns, who have led similar lives to their own, is a great blessing.

A group of 50 students from the boys' and girls' hostels have formed religious groups, which besides holding weekly meetings and arranging for religious functions, also encourage other boys and girls in religious activities. We try to help and encourage them in every possible way. We have decided to establish a hostel library to be stocked with Hebrew books and whatever published material is available on the Jewish religion and the heritage of Judaism and to set up a museum of religious objects such as a Shofar, Tallit, Mezouzza, Ktoubah and Menorah, from ancient settlements.

### C. Basic Education Centre - 36 students (22 boys and 14 girls)

Since the time that our schools established a fixed and stable position for themselves, and our diplomas and certificates began to be recognised by the Government of Iran and the Ministry of Education and Training, the minimum requirement for admission to our schools was fixed at 6 years of primary schooling.

For years we were sad witnesses to the plight of students, who, for emotional or social reasons, had lagged behind in their education, and had been unable to attain this minimum six-year level of education required to join our schools, and we had to smash their last hopes of progress through education at the ORT schools. Eight years ago, the idea that a suitable place could be found for such students who had left school for years and either stayed at home or spent their time earning a few rials for a full days' labour, caught on at ORT. Immediately, the construction of the C.E.B. building was started next to our schools, and 90 boys and girls, who had, for some reason or the other, either left school for several years or had been unable to attend a school were gathered together.

This step should be considered as one of the noblest tasks undertaken by ORT; for the presence of these students in the congenial ORT environment changes their lives completely. These children were from either very close inter-family marriages or the offspring of alcoholic and drug-addict fathers, that had driven the children to this sad state of deprivation. The establishment of well-equipped electric and welding workshops for boys, and sewing and handicraft facilities for girls, provided good programmes for them, so much so that most of them started working after two or three years, and were able not only to support themselves, but also in some cases to aid their parents.

During recent years the number of applicants for this school has been dwindling for the following reasons:

1. The first group that joined the C.E.B. was composed of students who had left school for a number of years. Most of these students were rounded up in one rather large batch. Obviously, in later years, only those groups that were rejected by other schools or that came to know of the existence of the C. E.B. at later stages came to join the school; and their number was not equal to that of the earlier groups.
2. The great attention being paid to hygiene and the curing of parental addiction; also restrictions on inter-family marriages like those of uncles with nieces, are showing positive results, and the number of unbalanced children is on the decrease.
3. Another reason is that many parents are still reluctant to believe or accept that their children are backward, and as far as possible, insist on having such children admitted to ordinary schools.

4. Modern centres have sprung up in Tehran under the guidance of specialists in pedagogy and psychology for the care of children with serious psychological difficulties or physical disabilities, which are beyond our domain.

In spite of this, we believe that even if the number of students at the C.E.B. remains at approximately the same level as it is now, and we are able to graduate 10 to 12 students annually, who can find a respectable position for themselves in society, it is a very great service, and we should try to keep it up.

At present 36 students are pursuing their studies at the C.E.B. in the following fields:-

Boys: electricity with rudiments of electro-mechanics and welding.

Girls: Hand and machine knitting with rudiments of sewing.

This year eleven students have completed the C.E.B. and another eleven have replaced them.

#### D. External Commitments

##### 1. Technical Education in other intermediate schools - 1135 students

Education and training reforms of the government envisage that during the three-year intermediate period students should be taught the rudiments of industry for 4 to 6 hours a week. This includes the teaching of the rudiments of auto-mechanics, electricity, electronics, office work, sewing, domestic science, construction, theory of agriculture, etc. Our teachers are shouldering the responsibility of teaching these subjects in the Jewish schools. Due to misunderstandings that sprang up between ORT and Otzar Hatorah last year, the Otzar Hatorah started teaching these subjects on their own.

Primary and intermediate schools are expected to be nationalised and run directly by the Ministry of Education and Training next year. This is likely to change the form of our services for other schools.

At present our teachers and workshops serve other Jewish schools, such as the Alliance, Kourosh and Roohi Shad, etc., which are working under our technical direction.

## 2. Technical Drawing Classes - 63 boys

These specialised classes are given to students in their last year of secondary education, about to complete their school leaving certificate examination in science or mathematics. Such students are compelled by ministry regulations to do two hours per week in technical drawing as a complement to their special subjects.

### E. Examination Results and Job Placement

As usual, all our senior students took their final examinations administered by the Ministry of Education.

#### 1. Boys' Schools

##### Trade School

<u>Subject</u>	<u>Candidates</u>	<u>Passed</u>	<u>%</u>
Auto mechanics	19	13	68
Electrical installations	21	19	90

N.B. 90% of these students remain at ORT and join our technical schools. 5% leave for Israel, and another 5% are called up for military service.

##### Technical High School

<u>Subject</u>	<u>Candidates</u>	<u>Passed</u>	<u>%</u>
Refrigeration	18	17	94
Tool-making	19	13	68
Radio/Television	20	20	100
Electro-mechanics	18	16	88

N.B. These students, having obtained their high school leaving certificates, have to do compulsory military service for two years as a matter of priority, afterwards turning to industry. Approximately 10% register for further studies in universities and colleges of advanced education. Those, who for special reasons have obtained exemption from military service, find employment in public and private industries, such as Arj, Alomtech, Citroen, Azmayesh and others, who welcome them.

Junior Technical College

<u>Subject</u>	<u>Candidates</u>	<u>Passed</u>	<u>%</u>
Construction	20	20	100

These advanced students become department heads in drafting offices in major industrial concerns, such as Volvo car manufacturers, Pars-Lux bus manufacturers, and others.

2. Girls' Schools

Intermediate

<u>Subject</u>	<u>Candidates</u>	<u>Passed</u>	<u>%</u>
General Studies	7	7	100

Trade School

<u>Subject</u>	<u>Candidates</u>	<u>Passed</u>	<u>%</u>
Haute Couture	16	16	100
Readymade Dressmaking	14	14	100
Hairdressing and beauty care	20	20	100

All these girls leave school upon completion of the course, and some 60% find employment in workshops, or try to establish small concerns of their own in dressmaking. The other 40% pursue further studies.

Technical High School

<u>Subject</u>	<u>Candidates</u>	<u>Passed</u>	<u>%</u>
Bilingual Secretarial studies	31	31	100
Architectural Draftsmanship	18	18	100

All these students leave the school upon completion of the course, and some 95% find immediate employment of a suitable nature. Many of the secretaries are absorbed by important institutions and organisations such as universities, Ministry of Higher Education, the Imperial Court, the Plan Organisation, Oil Companies, Bank Melli, etc. Hairdressers and beauticians also do well. Most of these girls, in spite of having a family life and children, continue working during the daytime or register for further studies at universities.

### Junior Technical College

<u>Subject</u>	<u>Candidates</u>	<u>Passed</u>	<u>%</u>
Bilingual Executive Secretary	15	15	100
Architectural Draftsmanship	14	14	100

All these students come to ORT from other schools, and their advanced education opens up excellent opportunities for them. It should be noted that all those receiving certificates from here have been eagerly employed in the public and private sectors. They are working for organisations like Iran Air and other airway companies, the Plan and Budget Organisation, Page Company, etc.

### 3. Basic Education Centre

A total number of 11 students left the C.E.B. at the end of the 1973/1974 school year. Seven of these successful students have found jobs, while the others have been integrated in other schools. Contacts are maintained with firms in order to assist the students in adjusting to the demands of the working world.

#### Production

This is an exciting and profitable activity in the school network. In co-operation with their instructors, much work is carried out by our students to meet the needs of the school as well as for sale and exhibition purposes. All departments take pride in their contributions to produce finished products ranging from knitted wear for needy children to sophisticated couture for display for Womens' American ORT; from dustbins for the school grounds, to chairs and desks for classrooms.

#### General Survey of Pedagogical Problems

With the great strides industry is making throughout the world and the consequent increasing need for better qualified technicians, we are forced to try to raise our standards regularly both in theoretical and practical teaching.

Since the beginning of October, 1974, Mr. Victor Allali, of the World ORT Union Department of Operations, has been in Iran, and he has been trying through regular meetings and contacts with teachers and section heads, to better acquaint them with modern teaching systems, the use of audio-visual aids and the better results obtained through their use.

Mr. David Lhayani, our Technical Director, has been charged with the supervision of our workshops and co-operation with teachers for better co-ordination of planning.

### Research and Projects

The Technical Direction has continued to pursue the following tasks:-

- the functions of the "Bureau d'Etudes"
- the adaptation of our existing programmes, taking into consideration the evolution of techniques and international sources of information.
- refresher courses for teachers
- centralization of technical documentation and of audio-visual material
- the up-dating and systematisation of relevant data and planning
- re-organisation of our workshops.

### Further Projects

#### 1. Educational Tour of Israel

Benefiting from the good offices of the Jewish Agency locally and with the participation of our students, 30 of our boys and girls completed a successful tour of Israel in June, 1974. The boys and girls were carefully chosen as a representative body from our various sections, and followed a very full schedule of activities during their four-week stay in Israel. These students returned full of encouragement, and the impact on the school has been inspiring.

#### 2. Courses Abroad attended by Members of Staff

Mr. Safavi, one of our mechanics instructors, completed a three-month course at the Société d'Outillage de Précision. Mr. Safavi returned with many new ideas for his Department. His scholarship was awarded by Co-operation Technique of the French Embassy.

Mr. Karimi was an outstanding student of the ORT Technical High School. After having completed a course in air-conditioning, he completed his engineering studies in installations at the College of Science and Industry last year, and before taking charge of our air-conditioning

section, was sent on a four-month scholarship in his own subject to France. The scholarship was awarded by the Co-operation Technique of the French Embassy.

Since returning from France, Mr. Karimi has been in charge of the air-conditioning section, and both he and his students are highly pleased with this arrangement. Being a provincial student from the town of Sanadaj and having completed his education at ORT as a resident student, Mr. Karimi is a good example for other students, proving to what extent education at ORT changes the fortunes of individuals and directs them to a fruitful and active future.

Mr. Ephraim Davidoff is another ex-student of ORT who received his diploma in advanced draftsmanship from our Technical High School, and is now engaged in teaching the subject at our girls' Technical High School. He is also one of ORT's most enthusiastic and hard-working teachers, and has received a scholarship from the Co-operation Technique Français for the second time for a period of three months. Mr. Davidoff continues his job with us aided by a whole range of documentary materials in his subject which he was able to acquire through the good offices of Mr. Melamed, the Director of ORT France. We would like to express our thanks for the unstinted help we have received from ORT France in connection with the proficiency courses for our staff members.

Mr. Kavoch, from our Mechanics Section, completed a three month training course at the Société d'Outillage de Précision. The scholarship was granted by Co-operation Technique of the French Embassy. Mr. Kavoch completed his studies in Geneva at Anières and is a highly dedicated teacher.

#### Jewish Education

For years our schools, which were making fast progress in every other respect, were still in a very mediocre state where Jewish Education was concerned. Though we fully realised the importance of educating the youth in their own religious heritage, the lack of well-informed and expert teachers and perhaps our own pre-occupations in other fields, did not allow us to pay sufficient attention to this most important and sensitive subject.

Fortunately, with the help of the Jewish Agency in Iran, we have been able to appoint two very highly qualified Israeli teachers this year, who are well versed in educational methods, and have attracted the interest of the students to attend Hebrew and Jewish Education classes. We consider this a great achievement, because our youth who had no contact whatsoever with the world of Judaism until the age of 15, and who living as a small minority, were likely to forget once and for all the invaluable heritage, have now got a chance to learn of the achievements of their forefathers.

Besides the regular classes, we regularly invite religious leaders to acquaint the students with Judaic values through talks and discussions.

On Friday night we have parties, each one of which is associated with some religious tradition. These parties are attended by the students, the teachers and parents. In these programmes are also included plays celebrating religious festivities such as Hanukkah, Purim, etc. This year, for the first time, the hostel hall accommodated 300 men and women who held their Yom Kippur fasting ceremonies there.

The boys put up a beautiful Suka during the Sukot festivities, and the girls decorated it.

We want to try much harder in this field to take up the mission of protecting the identification of Jewish youth.

#### Government Help

The Iranian Government is maintaining its dynamic drive to expand education in general and technical training in particular. The number of students receiving technical training has risen from 75,000 in 1972/1973 to 89,000 in 1973/1974. The Ministry of Education has recruited 1,500 new teachers and built eleven new industrial schools.

Last March, His Imperial Majesty took a revolutionary step and decreed all primary and guidance (middle) schools throughout the country free. This was a great boon to students and their parents. Again, another Royal Decree was issued in September nationalising all these schools and holding the Government responsible for all their expenses including the salaries of teachers, expenses for raw materials and all incidental expenses. To avoid any disruptions likely to be caused by this sudden decision, order were issued not to disturb the existing

set-up of the schools for the 1974-1975 school year, and to administer them through boards of trustees consisting of representatives of the education department, parents and teachers, and the management and proprietors of the schools. These boards of trustees take the necessary decisions and the Ministry of Education is responsible for the expenses. Only foreign and international primary and middle schools are exempted from this rule and may accept fees from their students. The reasons quoted for this exception are that:

1. A large number of non-Iranian students are studying at such schools.
2. These schools teach a foreign language at a very high level and follow a very heavy programme of studies. Many Iranian families sent their children to such schools rather than send them abroad.

The effect of this decree on Jewish schools in Iran, such as the Alliance, the Otzar Hatorah, Kourosh, was that they are now administered at their primary and middle level by boards of trustees, and are going to be fully nationalised next year.

Later on, another Decree was also issued declaring technical and vocational schools free to the students. The Government will pay the fees for such students. At the high school and university level too, any student throughout the country who wishes to avail himself of free education may do so against a contract of one-year government service for each year of university education. The fees for such students would be paid by the Government. It should be pointed out here that this Decree has gone into effect throughout the country immediately.

Here it should be noted that almost all technical and vocational schools in Iran belonged to the Government and charged very low fees to their students. Very few private technical and vocational schools exist throughout the country, and the government has undertaken to pay them the fees that they formerly charged their students. Boards of trustees are responsible for these matters. Those schools which are not prepared to be administered in this manner will be bought out and administered by the Government directly.

The Ministry of Education has always considered our schools favourably and has given us handsome aid in appreciation of our working methods

and the quality of students graduating from our schools. During the 1973/1974 school year we were able to receive a grant in aid equivalent to \$55,000. This came in the form of workshop equipment and tools. Besides nine of our best teachers have been seconded to us by the Ministry of Education.

We have also started negotiations with officials of the Ministry of Education for greater aid in the light of the new Decree, either on a per capita basis or as help towards meeting essential expenses. The first installment of this aid, totalling Rials 2,400,000 or \$35,000 was credited to the ORT Iran account on November 28th of this year. We are making every effort to maintain the independence of our schools, and at the same time to receive the maximum aid available. We highly appreciate the help of the Ministry of Education.

#### Assistance from the French Embassy

We are deeply grateful to the French Embassy for their constant help. Mr. J. Soler, the Cultural Attaché, is a reliable friend of ORT. For the year 1974-1975, he has delegated to our schools an electronics engineer, Mr. Hervé Guegon, and an electromechanics engineer, Mr. Michel Ganjou. Apart from this, he has made budgetary allowances for two long-term scholarships for our pupils, as well as three short-term scholarships for our staff. This generous help, given under the auspices of the Co-operation Technique Française is invaluable. The French Centre of Technical Documentation provides us with films on technical subjects, educational reviews and a wealth of documentary material. Members of our staff are regularly invited to the Centre for lectures.

#### Collaboration with other Jewish Organisations

From the very beginnings of ORT Iran, we have had useful and cordial relations with the American Joint Distribution Committee. In the beginning the canteen programme in our schools was entirely managed by the A.J.D.C. Later on this changed into a co-operative activity shared by the A.J.D.C. and ORT Iran, the A.J.D.C.'s contribution decreasing by stages to 75%, 66% and 50%. In this field, not only the material help, but also the manpower and feeding specialist provided by the A.J.D.C., has been most invaluable to us. The medical assistance offered by the A.J.D.C. in co-operation with the K.K.K. has always been well received by our students, especially the hostel boys and girls.

### Alliance Israelite Universelle

Our co-operation with the Alliance schools continues. Our teaching are managing the technical classes of the Alliance schools at secondary levels, and Mr. Cuenca, the Director of the Alliance, has seconded three experienced teachers to teach French in our schools.

We must point out here that in view of the greater importance of the English language in today's world, we have decided to replace French by English in the ORT Boys' Schools from the next school year. However, in the secretarial and executive courses, most of the classes will function with English as the main language and French as the subsidiary one, while a few classes with students coming from the Alliance school are conducted with French as the main language and English as the subsidiary one. This is being done mainly because with the close economic and political relations between the governments of Iran and France, French language secretaries are also in great demand.

### Womens' American ORT.

The financial help received from the Womens' American ORT is extremely important for our social assistance programme. Also the visits of members of the W.A.O. in our schools have always been an inspiration for us. Their attention to our students and also to our staff has always been very constructive, and we have always been encouraged by their enthusiasm. Our students have always wanted to give a real response to the wishes of the W.A.O. members through hard work and greater success.

### Local Committees

The Central Committee and the ORT Ladies' Committee continue their efforts in the field of the social welfare programme.

The Ladies' Committee collects funds by arranging luncheon meetings, bridge parties and dances. During the current school year, the ORT Ladies' Committee purchased 2,400 metres of cloth to make bedsheets for the ORT boys' and girls' hostels. Besides, they have also undertaken to supply soap and washing powder to our schools throughout the year. They have made available a quantity of cloth and wool for our dress-making classes and the C.E.B. For festivals, they buy sweets and fruit for all the students and bring them to the school. They undertake the expenses of the collective Bar Mitzva of the hostel students and attend the Oneg Shabbat meetings. They have brought gifts of big quantities

of clothing, overcoats, shoes, etc., for needy students, and invited hostel students to their homes, helping them forget the absence of their parents.

The Central Committee has not had a president since Mr. Rad resigned last year, and Mr. Nejat Gabay, the General Secretary of the Central Committee has acted as the liaison of ORT Iran with the National Fund and the Jewish Community. With his help we started negotiations with the National Fund about a month ago to increase their contribution to ORT in view of the soaring cost of living and the real difficulties we are facing. We hope to meet with success in this field.

#### Alumni Association

The Alumni Association of ORT which convened its first reorganisation meeting in April 1973 and then held Dinner Dances in May and June, 1973, but has not had much activity since then. This year we called on them to gather together once more and be good guides to the present students, since they had experience in important jobs which many of the boys and girls passing out of school are now holding. We did not want them to limit their programmes to private parties, but to attend meetings of the present students as guides, and to advise them on finding proper jobs and to prepare the ground for their visits to various institutions and factories. The Alumni promised help and co-operation. In particular, Mr. Dawood Kanani, an ex-student of ORT Iran and Anières who was able to continue his studies in France with the help of ORT and is now an electronics engineer working as a professor at Ahwaz University, has volunteered to co-operate fully in giving technical aid, arranging for obtaining books for students, delivering speeches on scientific and social subjects and attending meetings of ex-students.

#### Other Assistance

We are very grateful to the German Authorities for the substantial help they have given us toward the purchase of equipment and payment of foreign teachers' salaries. We are also grateful to Dr. Steinfeldt for his continued efforts to reach the goals set.

#### Visitors

Our schools have always received a great number of guests. From the

beginning of the current school year we received:

- a group of 32 from U.S.A. on October 6th
- a group of 34 from Miami on October 20th
- a group of 22 from Detroit on October 16th
- a group of 14 from New York U.J.A. Women's Division on  
October 28th.

These groups visited our schools and had lunch with our students. They were actually guests of the A.J.D.C., whom Mr. Rosenberg had invited to lunch at ORT. Our school compound, classrooms and modern equipment, and above all our students are always the best examples for visiting guests of the A.J.D.C. to see.

Among the guests, the Miami group had some friends from the W.A.O., and the A.O.F., and were one of the warmest and most active groups to visit us. They turned our canteen into a hall of joy with their Hebrew songs and group dances with our students.

During last year, Mr. Max Braude, Director General of the World ORT Union visited Iran and our schools in April and June, and made great efforts to find solutions for the many difficulties we were faced with. During September of this year, Mr. David Alberstein, Chief of Operations of the World ORT Union, studied the difficulties facing our schools, for a period of two weeks, and helped us find solutions.

Our schools are also visited by a great number of American and European guests who are in some way or the other related to ORT, and who visit Iran following the present successful tourist attraction programmes in the country.

Besides these, many educationalists, officers of the Ministry of Science and Higher Education and the Ministry of Education and Training visit our schools regularly.

A group of persons is involved in the Technical Assistance Programme of ORT have also visited our schools.

### Conclusions

With the stupendous progress that Iran is making certain problems need the utmost study.

1. The cost of living is soaring day by day and decreasing the

buying power of both government and private employees at a great speed.

2. As facilities for travelling and meeting with other people are increasing, the cities growing larger, and distances decreasing, the needs and requirements of society are on the increase. Families who led happy lives with very limited resources now aspire for modern living facilities and the better things of life like cars, etc. Thus, if the standard of living of a family improves by 20%, the cost of living shoots up at 100% or even more.

3. The tremendous technical progress being achieved all over the world, and especially in Iran, demands a learned and experienced technical educational personnel, and trained and experienced teachers and instructors are extremely invaluable and in short supply.

4. With the heavy demand for technical and vocational personnel throughout the country created by the ever growing number of factories and institutions, both public and private, technical school students find immediate employment on leaving their schools, and receive very good salaries, in most cases much higher than their teachers' salaries. Though this is very encouraging for us, it also creates innumerable problems for us with our limited financial resources.

Both the public and the private sector in Iran have increased the salaries of their employees between 40% and 150% over the last three years. Most factories have profit sharing schemes for their employees. Schools have also been trying to increase the salaries of their teachers. A good teacher receives many offers from factories and institutions as well as from technical and non-technical schools.

Last year we were faced with a very bitter experience, even if expected. A large number of our outstanding teachers, on whose training and adaptation we have spent years, left us.

Some ten to twelve years back, the salaries ORT paid to teachers and employees were much higher than the salaries these employees could expect from factories or other schools; so we could ask them to spend more time on extra-curricular activities and on improving teaching programmes and helping weak students, etc. But now, any teacher or employee leaving us gets about double the salary that he received with us. Thus we are faced with a real problem. On the one hand

we are not sure that a teacher whom we have trained will be with us the following year or not, and on the other hand, our teachers and employees feel that they do not enjoy any financial security working with us. From the beginning of the current school year, we have made every effort to have discussions with each one of our employees, assuring them that we look to their future and happiness as members of one family and are trying to assure their future. We have also assured them that the World ORT Union is also making all efforts in this direction, and that we have also started discussions with government officials to receive the maximum amount of aid so long as it does not jeopardise the independence of our schools, to enable us to face the problems of our teachers and employees, and to maintain the high standards of our teaching cadre and thus maintain the high reputation of our schools.

The budget we have prepared during the year has taken into full consideration the problems of the World ORT Union. We also appreciate the extent of difficulties that have to be faced to secure the finances for the budget with the economic position and the crises all over the world in the countries which have been helping us. But, on the other hand, it is indeed difficult and depressing for us to be witnesses to the sudden fall of a grand edifice in the whirlwind of financial difficulties. Let the words "Ever successful, Ever onward." be always associated with the name of ORT.

ISRAEL



## ISRAEL

The emergency situation in Israel brought with it the vital necessity of preparing the ORT Israel network of schools for a period of potential danger. The physical fitness of both teachers and pupils had to be raised so that they could stand up to terrorist attacks if necessary. The complexity of the defence problem called for vigorous action in various directions and ORT made itself responsible for this activity as follows:-

- to prepare pupils, mentally and physically, for face to face confrontation with murderers, whose only aim is to kill in cold blood.
- to initiate a regular guard system by parents and pupils, to see that fences were built which would make entry by terrorists into school premises difficult
- to reinforce civil defence within the schools such as shelters, defence pits, fire extinguishers, etc.

The ORT Israel central office advised the schools on defence activities and supervised execution. They also co-operated with public authorities responsible for civil defence.

Special attention was paid to increasing the pupils' awareness of the day-to-day dangers they might encounter. Physical training, including Karate and other defence arts, were intensified. A special course for ORT Israel physical training teachers was held to bring them up to date for their additional tasks.

Priority was given to enlarging school shelters to reach, or at least come close to reaching, the regulation minimum required to assure refuge in case of bombardment. Some of our schools built new fences, others repaired existing installations and systems of defence in case of attack.

Now guards are on watch in each school, there is no entry without identification and the school area is combed at the beginning of each day to ensure that no explosive materials have been hidden in the buildings or in their vicinity.

No less complex was the problem of prolonged military service for teaching and administrative personnel. Teachers remaining in the schools had to be in a continual state of readiness to replace their absent colleagues, since it was imperative to avoid the cancellation of study hours and also to see there was no disturbance in the regular school routine.

It should be mentioned here that 12th grade pupils have to join the working staff in military workshops, where armament and other military equipment captured in the Yom-Kippur War is being repaired. Others go in groups to various volunteer services.

The school principals and their staff have had to exercise great care and attention as well as a high level of organisation to avoid interruption of the normal course of studies.

The year 1974 will go down in the history of ORT Israel as a period of consolidation and improvement with restricted growth in some fields.

The post-secondary departments for young and adult students were increased considerably and an additional post-secondary school at Kfar-Saba was operated. The scope of courses for vocational training and vocational accomplishment was also broadened.

Two new industrial schools opened on industrial enterprises. Industrial classes on factory premises were also in operation which give three days of study on a six-day working week.

For financial reasons, there was no expansion of the network of technical and vocational high schools. There was also no significant change in the regular apprenticeship centres.

At the end of 1974, the ORT Israel network of educational institutions comprised the following:-

38 technical and vocational high schools	15,932	students
Post-Secondary departments for young practical engineers and technicians (prior to military service)	659	students
7 schools for adult practical engineers and technicians	1551	students
Non-technical post-secondary schools (the Seminar of Fashion Trades in Tel Aviv and The Medical Laboratory School in Ramat Gan)	129	students
13 industrial schools	833	students
7 apprenticeship centres	3393	students
Industrial classes in the Apprenticeship Centres	999	students
1 institute for combined vocational accomplishment	3718	students
1 school for matriculation candidates	250	students
Preparatory classes for post-secondary technical studies	274	students
7 schools with junior high schools, including the East Jerusalem Schools	2708	students
Pedagogical and various other courses	345	students

This makes a total of 76 educational institutions with a total of 30791 students. This compares to 28,188 students at the end of 1973. The total enrollment in 1974 reached 45,737 young and adult students.

#### POST SECONDARY INSTITUTIONS

The structure of the ORT Israel colleges and post-secondary departments has been consolidated and is growing. The defence authorities abolished the limitations on the number of candidates for deferment of military service until completion of post-secondary studies for the diploma of practical engineer. As a result, graduates of vocational high schools where no continuation classes exist were able to enroll in other schools for post-secondary technical studies.

This change of attitude was a result of the Yom Kippur War and the subsequent emergency period when the importance of manpower with post-secondary technical education for the defence and civil industries, as well as for military maintenance workshops, came to its full significance.

With the view of making maximum facilities available to the numerous candidates for post-secondary studies, we increased the scope of the post-secondary departments in the Syngalowski Centre, Givatayim Technicum, Jerusalem Technical School, Natanya Centre and Kiryat-Bialik Comprehensive School, and a new post-secondary class was set up in the religious centre at Shafir.

We reached an enrollment of 659 students in these five post-secondary departments. Considerable growth was noted in the colleges and the post-secondary departments for adult students in day and evening classes in the Syngalowski Centre, Givatayim Technicum, Jerusalem Technical School, Natanya Centre, Kiryat-Bialik Comprehensive School, the centre for training technicians in Tel Aviv and in the additional post-secondary school operated in 1974 at Kfar-Saba where in addition to the Departments for Electronics and Electromechanics, there is a Department of Ecology run in co-operation with the Ministry of Health.

Adult students study two years in day classes and four years at evening classes for the diploma in practical engineering. A technician's diploma takes fourteen months of daytime study and twenty-one months to two years of evening classes.

Special preparatory classes were operated by the Institute for Technical Proficiency which is run by ORT Israel in co-operation with the Ministry of Labour.

In the post-secondary classes for young students (pre-military service age-group) the following trades are taught:-

- electromechanics
- electronics
- general mechanics
- instrumentation
- automation
- refrigeration and air-conditioning
- architecture and building trades

In the post - secondary departments for adults we have classes for:

- ecology
- electronics
- electromechanics
- general mechanics
- computers (data processing)
- building trades
- industrial production

A new department for medical instrumentation was implemented in the Syngalowski Centre.

In Tel Aviv and Jerusalem, pedagogical classes for the diploma course in engineering and practical engineering are given to trainees to prepare them for their integration into technical and vocational high schools as teachers.

A class of electronics engineers, new-comers from the U.S.S.R., completed their studies and all candidates were absorbed in teaching staff positions.

Vocational instructors also attended refresher courses designed to update their technical and pedagogical levels. A total of 284 instructors and teachers attended these classes.

A fashion trades seminar was held in co-operation with the Ministry of Education to prepare teachers to work in vocational high schools. The seminar dealt with the ready-made garment industry, haute couture and fashion design. Graduates from this seminar are absorbed into ORT schools and into others schools in towns, development areas and agricultural settlements.

The post-secondary school for medical laboratory assistants being run in Ramat Gan in co-operation with and under the supervision of the Ministry of Health prepares personnel in two-year evening classes for medical laboratories in hospitals and clinics as well as auxiliary staff for research institutions such as the Weizman Institute and laboratories in universities.

#### Technical and Vocational High Schools

The thirty-eight technical and vocational high schools are the main component of the ORT Israel network, taking into consideration the number of pupils who study in them (about 15,500 at the beginning

of the school year 1974/1975) and the size of the budget, the running expenses and the equipment involved.

These schools are highly diversified as to their students, their composition, trades taught, study levels, building space, equipment in the workshops and school laboratories and as to the other services rendered to the students.

Four big centres, which are institutions of exceptionally high standing in the Israeli infra-structure (the Syngalowski Memorial Centre in Tel Aviv, The Lvovitch Centre in Nathanya, the Givatayim Technicum and the Holon Technical School) have over 1,000 students each.

Six schools have over 500 students: (The Technical School in Jerusalem, the Levison Comprehensive School at Kiryat-Bialik, the Boys School at Ramat-Gan, the Melanie Horn Girls School at Ramat Gan, the Shapiro Technical School at Kfar-Saba and the Afula Vocational High School).

Five schools have between 400 and 500 students each: (The Lane School at Rechovot, the Vocational High School at Ashkelon, the Melton Boys School at Bat-Yam and two religious schools at Shafir and Kfar-Habad).

More than 300 students are attending the Kessler Girls School at Lod, the Vocational School for Girls at Bat-Yam and the Vocational Girls School in Haifa.

The rest of the ORT Israel Vocational High Schools are smaller in size.

All our technical and vocational high schools, with the exception of the Syngalowski Centre, the Lvovitch Nathanya Centre and the Technical School in Jerusalem, are being run in co-operation with the municipalities or other public bodies.

On the basis of partnership agreements, these public authorities have erected buildings and covered 50% of the deficit in the running expenses (the whole budget after deduction of school fees and government allocations). ORT is responsible for the equipment supplies and covers the remaining half of the maintenance costs. The technical, pedagogical and administrative management of the schools is ORT's exclusive responsibility.

The six year comprehensive schools (Kiryat-Bialik and Ein-Harod) are run according to the structure recommended as a priority by the Reform

prescribed for the educational system in the country. These schools comprise a junior high school (grades 7-9) and senior high schools (grades 10-12) with departments for vocational training and general education.

Eight ORT schools are religious institutions which are being run within the framework of Yeshivot or other establishments for religious education. In these schools ORT is in charge of the practical and theoretical vocational training, while the religious education is given by the institutions themselves to pupils who live in boarding facilities.

Two schools are highly specialised because of their curriculum and student body:

The Rogozin Naval School at Ashdod, where radio and electricity officers are training to enter the Israeli Navy. (The final year is devoted to practical experience on board ship).

The Hofberger School for the Deaf is run in co-operation with the Tel Aviv Municipality and the Ministry of Education. This is a comparatively small school with 60 pupils divided into seven small classes, which enables the teachers to offer students individual attention.

Two ORT schools are for Arab and Druze students:

The school at Nazareth has 130 Arab students the the Issfia School has 120 Druze students.

Three schools are operated in collective agricultural settlements:-

The Ein-Harod school for students from the Emek Yizrael settlements,

The Shfayim school for students from Sharon Shore .

The Sdeh Eliyahu school for students living in the religious settlements of Beit-Shan.

In fifteen ORT Israel vocational high schools there are classes to prepare students for matriculation examinations in technical subjects. These examinations are the equivalent of the general education matriculation examinations as taken in high schools with the addition of one technical subject.

The holders of such matriculation diplomas are accepted for advanced courses at the Haifa Technion and at all universities. Only 25% of vocational high school students have a high enough standard to follow this difficult curriculum together with their normal vocational training of workshop instruction and theoretical technical study.

Most students take the standard four year course, leading to official government examinations. The graduates get a diploma giving them the right to enter post-secondary classes for which no matriculation diploma is required. In the majority of ORT Israel vocational high schools there are also "practical" departments where the emphasis is laid on workshop instruction and less importance is given to theoretical technical and general educational studies.

This section is particularly suited to those students with comparatively limited learning abilities, who are expected to remain in school for a period of two to four years. They are entitled to a diploma stating the length of study they have achieved before being absorbed into an industrial enterprise or a production workshop.

In addition to the above sections, there are directive classes for 9th and 10th grade students at the Kfar-Saba special school where 29 boys learn carpentry and 73 girls learn fashion trades and hairdressing. These classes are destined to benefit students with low learning ability who cannot qualify for vocational high schools.

Last year, we organised 9th grade directive classes at our apprenticeship centres. For the current school year, these classes have been replaced by industrial classes, which will be described more fully later in this report.

In five schools there are departments giving two-year courses for pupils who have already received ten years schooling.

These comprise the industrial chemistry departments at Ramat-Gan, Haifa and Beer-sheva, the architectural drawings departments at Kiryat-Bialik and Nathanya and the reception officers department at the Hotel Trades Section in Nathanya.

A two year ladies' hairdressing course exists at the Tel Aviv Girls' school for the 9th and 10th grades.

The technical and vocational high schools of ORT Israel teach more than thirty trades as follows:-

- metal trades including general mechanics, instrumentation, machine construction, automation, automechanics, agromechanics, building locksmithy, ship mechanics, refrigeration and air-conditioning.
- electronics including radio, television and naval electronics
- electromechanics including electric motors, auto-electricity, telecommunication and naval electricity.
- architectural and technical drawing, drawing and interior decoration
- building trades and architecture
- industrial chemistry
- data programming and maintenance
- non-technical trades such as secretarial, technical clerks, hotel trades, reception officers, fashion trades, home economics, ladies hairdressing.

#### Industrial Schools

In 1974, two additional factory schools were opened, one in the Caterpillar Tractor Company at Holon, the other in the Police Workshop in Tel Aviv. In all there are 853 pupils in the thirteen industrial schools run by ORT Israel, compared to 719 students in 11 schools in the preceding year.

Three schools have an enrollment of between 100 and 200 students (the Aircraft Industry at Lod, the Airforce Workshops and the Schacham Factory at Holon for Electromechanical Production.)

Students undergo three years training, except for the four year programme at the Aircraft Industry at Lod. The curriculum comprises technical and general education. Practical work is done in the various departments of the industrial enterprises under the guidance of specialists employed in the factories as foremen. Graduates continue working in the same factories, being integrated into production and maintenance departments.

### Industrial Classes

Since the 1969/1970 school year, guided classes have been in operation in our three big apprenticeship centres for the benefit of 9th grade students. They follow a full week curriculum of class study and vocational instruction in the school workshops. The curriculum is tailored for the low learning ability of the pupils who do not qualify for vocational high schools. Parents prefer a full-time year of studies before enrolling their children in apprenticeship courses with only one day a week school study. Not all graduates of these 9th grade directive classes continued with their studies and doubts were raised as to the effectiveness of this programme.

Since the beginning of the current school year, therefore, we have replaced these classes with industrial classes which comprise three days a week practical factory work and three days a week school study. The curriculum is not limited to one year only and there is the possibility for students to continue into the higher grade classes.

The idea has been generally accepted and we have begun operating twelve industrial classes in the Shapiro Apprenticeship Centre in Tel Aviv; there are 28 such classes in the Kennedy Memorial Centre in Jerusalem and 11 classes in the Gayl Apprenticeship Centre in Haifa. 4 industrial classes operate at Ashkelon and 2 at the Lod Vocational High School (11th and 12th grades), where the pupils follow classroom studies and factory experience in Holon.

In all we now have 57 industrial classes with 999 pupils.

### Apprenticeship Centres

There were some doubts as to the scope of the Centres for Regular Apprenticeship (one day a week school studies and 5 days a week work in factories or workshops) when the Reform of the Israeli School System was passed, since the graduates of the 8th grade could continue into the 9th grade junior high school classes instead of passing into the 9th grade apprenticeship classes. This innovation could decrease the number of candidates for the apprenticeship centres quite considerably.

In the meantime two developments have kept us operating the apprenticeship centres to full capacity.

- a. The school reform is being implemented very slowly because of lack of resources necessary for building, along

with other difficulties.

b. The Law of Working Youth passed in 1972 obliges youngsters in the age group 14 to 15, working as auxiliary personnel in clerical trades and various other services to study at least one day a week in formal classes. We are therefore getting boys and girls in the apprenticeship classes who fall within this category.

In the current school year we are operating three big apprenticeship centres: the Shapiro Centre in Tel Aviv, the J.F. Kennedy Memorial Centre in Jerusalem and the Gayl Centre in Haifa. We also run the Carmel Centre for Arab Apprentices in Haifa and three small centres in Ashkelon, Kiryat Gat and Ei lat.

Besides these seven centres there are apprenticeship classes within the industrial school at Lod and the Armament Industrial School.

Altogether this year we have 163 classes with 3,393 apprentices compared with 3,584 last year.

#### Junior High Schools

Junior high schools (grades 7-9) are being run in the two comprehensive schools (Kiryat-Bialik and Ein-Harod). A junior high school based on practical work exists within the Gayl Apprenticeship Centre in Haifa for pupils who are unable to attend regular junior high schools because of their limited learning ability.

In East Jerusalem, four schools with non-Jewish pupils are operated. In two of these schools there is upper grade enrollment.

The total student body for junior high schools including East Jerusalem is 2,708 pupils.

#### Institute for Combined Vocational Proficiency

Considerable enlargement of the scope of activities of the ORT Institute for Combined Vocational Proficiency took place last year. This Institute operates a widespread network of courses for adults in various fields of vocational training as follows:-

- vocational training in electronics, drawing, electricity, book-keeping, interior decorating, industrial laboratory assistants.

- vocational proficiency courses in graphics, window dressing, television, flower arrangements, technical Hebrew and the reading of industrial designs.

At the request of industrial concerns, we operated courses in refrigeration and air-conditioning, basic English, graphics, printing, welding, hydraulics, etc.

- Do-it-yourself courses were offered in silversmithy, ceramics, enamelling, jewellery, glass blowing, cutting and sewing, and cosmetology.

-combined home and classroom study courses were offered in electricity, television, electronics, book-keeping and sewing. These courses were also given by correspondence.

- courses for secretarial trades, computer operation, basic Arabic, advanced English, French, executive secretaries, maintenance staff, wage clerks, store-keeping and other office skills.

In addition to the courses offered by the Institute which are held all over the country, seminars are also organised devoted to problems of modern technology and to practical problems such as car maintenance, the saving and efficient use of fuel, and general maintenance and repairs.

The total yearly enrollment for all the courses the Institute gives comes to around 4,000.

#### School for Matriculation Examinations

The School where candidates can prepare for the Government matriculation examinations has been operating since the beginning of 1973. It has developed well after overcoming early difficulties.

It is clear that there is a need for this school to enable graduates of three year sections in vocational schools as well as other students who left off studies in the past and are now ready to continue learning, to achieve the level of full secondary education, and respond to the demands of the modern economy based on specialists with adequate general education.

In the current school year we have five such classes in Tel Aviv with 153 pupils, two classes in Kfar Saba with 72 pupils and one class in I sssia with 25 pupils.

#### Student Body of ORT Israel Schools

The rapid growth of the technical and vocational high schools network brought about the absorption of more and more pupils coming from underprivileged families. It was possible for ORT Israel to enroll an increased percentage of pupils of oriental origin because of practical sections with their emphasis on workshop instruction over theoretical tuition.

Those responsible for the country's vocational training understood that such a technical education offers this kind of students a solution to the problems they face, and that it is a means of leading them away from a life of dire poverty towards a good living and productive work.

Parents faced with the requirements of modern society directed their sons, and to a certain degree their daughters as well, to enter the vocational schools operated in far flung settlements, development towns and border villages.

The percentage of pupils of oriental origin is steadily on the increase and now represents 60% of the study body in the technical and vocational high schools. In the apprenticeship centres this number now stands at 80%.

Pupils whose home life does not encourage concentrated study find the right atmosphere in the dormitories, ensuring their advancement in educational surroundings. Two schools have boarding facilities, the Rogozin Naval School at Ashdod and the Lvovitch Centre in Natanya. There are also boarding facilities at the religious institutions. At the ORT Technical School in Jerusalem gifted pupils of oriental origin are maintained by the Ministry of Education in dormitories outside the school premises. The deaf students at the Hofberger School also live in dormitories.

The total of boarding pupils studying at ORT comes to 1,800 for the current school year.

From the social, economic, educational and religious points of view, the student body of the ORT Israel technical and vocational

high schools represent a true cross section of Israeli society.

In each ORT school there are boys and girls from both well-off and poor families; the majority of pupils have parents who are average wage-earners making every effort to give their sons and daughters as much education as possible.

That is the general picture. Nevertheless, there are substantial differences between the student population in ORT schools such as the Syngalowski Centre, the Givatayim Technicum, the schools in Rechovot, Holon and Ramat-Gan and pupils studying in schools located in development towns where there is a high percentage of poor families and newcomers.

ORT schools in the big towns and other old, consolidated settlements get the majority of their pupils from families with a relatively high standard of living. These pupils have good scholastic results in the 8th grade of primary school or the 9th grade of junior high school. This student body produces the majority of high school matriculation candidates. There are however in these schools some needy pupils and social assistance cases, who receive allocations on an individual basis to solve their educational and material problems. This became possible thanks to the generosity of friends of ORT who put at our disposal considerable sums deposited in special bank accounts. Some of the money is given as a loan to be repaid on easy terms by the recipient, whilst others are given as outright gifts.

In this respect we would like to make note of the generosity of Mr. Jacques Schneider, who gave us a considerable sum of money for the creation of a fund for needy pupils, Mr. G. Litvak, also from France, who followed Mr. Schneider's example, Mr. Louis Goodman of the United States, who makes yearly allocations for the established loan fund. We are already receiving repayments from graduates on the loans granted by the latter fund.

The family of the late Mr. O. Z. Wise of Orlando, Florida, USA transfers sums yearly which help about 20 students per annum. This fund is administered by a board of trustees headed by Mr. Z. Luboshitz, a member of the ORT Israel Executive Committee.

Special attention has been paid during the last year to the absorption of newcomers from the USSR. They are being enrolled in spite of their poor knowledge of Hebrew and assistance is given to them in various ways (special help from the teachers and senior class pupils for their

homework. These newcomers are to be found in all ORT Israel schools. Their presence is especially felt in the schools located in settlements where these newcomers have been absorbed in considerable numbers.

It is very difficult to determine what the direct influence of the implementation of the School System Reform will be on the technical and vocational high schools. The structure of this reform is based on a six year comprehensive school plan composed of a three year junior high school and a three year senior high school beginning with the 10th grade in both vocational and general educational institutions.

In large towns especially, the junior high schools are often affiliated with the general education schools and this brings in its train certain problems. Some graduates prefer to continue with the same teachers and friends in a general education establishment rather than start afresh in an ORT vocational school. Another source of anxiety lies in the career and educational guidance given in these schools. Some counsellors prefer to direct students of ability towards general education leaving the vocational training for low ability students. The introduction into the vocational curriculum of matriculation examinations may go towards balancing this situation.

The new School Reform will allow ORT Israel to discharge the burden of supplying school services to 9th grade pupils, since vocational high schools will now start at 10th grade and carry on for three years to 12th grade. Up until now, however, the impact of the reform has not had a great effect.

In a few of the ORT Israel schools (Binyamina, Kiryat-Bialik, Hof Hasharon, Ein Harod, the Girls School in Haifa and some religious schools) we will continue to get graduates of the 8th grade for three year studies. In some classes will also service pupils who have completed 9 years of schooling. They are accepted into special 10th grade classes.

At present 27% of ORT Israel technical and vocational high school student body is made up of girls. On the whole Israeli girls complete their primary school studies and continue in general education sections. Technical studies for girls as an alternative idea is not yet deeply rooted in Israeli society. Our girl students study in the girls' schools in Tel Aviv, Ramat Gan, Bnei Brak, Haifa,

and in departments in the co-educational schools or in technical trade classes alongside boys, such as: electronics, instrumentation, refrigeration, architecture, secretarial and hotel trades and industrial chemistry.

### Graduates

In 1974 11,636 young and adult students completed their studies in ORT Israel vocational training institutions. This figure is broken down as follows:-

- Technical and Vocational High Schools	3,694 graduates
- Post-secondary departments for young pupils (pre -military service)	451 graduates
- Post-secondary departments for adults	1,003 graduates
- Industrial Schools	255 graduates
- Apprenticeship Centres	1,563 graduates
- Junior High Schools including East Jerusalem Schools	747 graduates
- Adult Courses	3,923 graduates

The total of ORT Israel graduates to the end of 1974 was 116,221 young and adult students. This includes 49,145 graduates of full-time studies for two, three, four years or more (Technical and vocational high schools, departments for practical engineers, technicians, and industrial schools).

About 65% of our graduates have studied one of the basic trades of Israeli industry - electronics, electricity and metallurgy. They are hired in defence and civil production factories, in planning posts and for management, operation and maintenance.

Many ORT Israel graduates become self-employed or work in co-operatives. Others perform services requiring technical knowledge.

Most ORT graduates continue in the trades they have studied, as far as the demand for their particular skill exists. This is especially true of carpentry, industrial chemistry, hotel trades, management and clerical trades, medical laboratory work, technical clerks, building trades and architecture.

Some ORT Israel graduates continue their studies at the Haifa Technion and in other institutions of higher learning, aiming to obtain an academic degree.

ORT graduates are distinguished by their wide knowledge of technology and science. There are also graduates who chose to continue their education and become teachers.

### Technical-Pedagogical Activities

A considerable improvement in the activities of the ORT Israel Technical-Pedagogical Department was noted in 1974. The Department overcame many difficulties encountered by the supervisors, who made an effort to carry on with their work efficiently, even though part of the teaching staff was absent because of prolonged military service.

In addition to supervision of the school curriculum, the Technical-Pedagogical Department dealt with problems of planning equipment supplies, staffing for administration, teaching and vocational instruction positions.

Significant efforts were made to prepare personnel for teaching technical subjects through upgrading courses, seminars and other pedagogical methods. The Department held regular pedagogical meetings to discuss problems, met during school hours and prepared pedagogical material to assist teachers and vocational instructors.

The pedagogical centre, acting within the framework of the technical-pedagogical department prepared teaching aids to alleviate the burden of the teaching staff to fulfil their tasks while having at their disposal various audio-visual aids.

The language laboratories in some of the ORT schools helped to overcome difficulties in language teaching. Through these laboratories ORT Israel is able to assist and help pupils to achieve a proper level of language ability. Graduates of elementary schools with an inadequate basic education for the continuation of secondary studies, received courses in English and Hebrew.

A special section with the Technical-Pedagogical Department directs and advises candidates according to their learning ability and interests. Each year, the section deals with hundreds of pupils who were late for enrollment or discontinued studies or who were compelled to change schools after moving or for other reasons. They are all in need of advice and guidance to avoid their dropping out.

The Department also has an office for finding temporary and replacement teachers for absentees who are away for military or health reasons.

#### Extra-Curricular Activities

Considerable organisational and financial resources are invested in broadening the scope of extra-curricular activities within the schools.

The eight-hour school day at the vocational high schools and the heavy burden of homework cause us difficulties in this direction, but, nevertheless, important activities are carried out. These activities are essential, especially for pupils coming from under-privileged homes in development areas and poor suburbs of big towns. Deprived of a cultural background necessary for adaptation to life in modern society, these pupils benefit more than others from the many clubs for hobbies and the deepening of cultural awareness which are being operated in all ORT Israel schools. These include clubs for sculpture, art, photography, ceramics, drawing, archeology, chess, music, folk-dances and sports activities.

ORT students participate in sports competitions for young boys and girls, as well as in regional and national competitions with other schools. The hand-ball team of ORT Herzlia won the Israel Championship and represented Israel in the European Championship for Schools held in Germany in 1974.

School bulletin boards feature notices and journals written and edited by the students, house magazines printed in the school giving information on school life and students' reactions to social and other problems.

Visits to theatres, museums and various cultural events are organised. There are also some film clubs.

Discussions with tutors are devoted to sociological problems. Students, whilst able to express their opinions freely, learn the rules and procedures for debating.

Home work preparation and assistance is given by senior students to younger pupils and to newcomers during the first phase of their absorption and is of significant importance in creating an atmosphere of learning and in fostering a feeling of mutual aid.

### Production in the Schools

The production work done in the school workshops contributes to efficient training of specialists in the various trades taught. It helps future workers to feel responsible for the quality of their work, and encourages their qualities of precision and order.

The school timetable devotes only a few hours to workshop practice and this makes the fulfilment of our plans in the sphere of production difficult. We have, however, achieved satisfactory results in this direction.

In the metallurgy section, students built machines and spare parts, instruments, tools, metal furniture and learning aids. In addition to the considerable number of lathes, shaping machines, milling machines, grinders, boring machines and machines for bending tin plate, the students built six cranes, machines for cutting tin plate, co-ordinative tables and started construction of eight new machines which combine both the elements of a lathe and a milling machine.

Electrical instruments and equipment for the school laboratories were constructed in the electromechanics departments. Pupils studying electronics carried out many production plans of building instruments and television parts, radio equipment and stereo sets.

The agromechanics and automechanics students did repair work on cars and agricultural equipment, carrying out orders from settlements, public bodies and private clients. The carpentry departments made furniture for the schools and the fashion trade sections carried out orders for exhibitions abroad and for their local clientele.

### School Equipment

Although limited financially in its 1974 budget, ORT Israel earmarked the considerable sum of IL 5 million to purchase supplementary equipment for the school workshops and laboratories.

ORT Israel is aware of the requirements for plants, machinery and various tools and instruments. Worn equipment has to be replaced so that the level of vocational instruction be maintained and the requirements of advanced technology be met. Priority was given to electronics, automation, computer operation and plastic materials.

At schools in Givatayim and Afula, new language laboratories were in operation. The Jerusalem school has a laboratory for plastic materials. In the Givatayim Technicum a computer was installed for instructing computer operation (data programming and processing). This computer will serve for future management and educational administration work.

Equipment was supplied for chemistry, physics and electro-optics laboratories and additional mechanical equipment was purchased for some schools.

#### Educational Research

Since 1971 the Educational Research Department of the ORT Israel central office has continued to deal with pedagogical problems and questions arising throughout our network. Solutions and new systems are developed in order to improve scholastic quality and achievement.

A booklet "Drop-out from the Technical Education in ORT Israel - Reasons and Results", appeared in 1974. This booklet contains summaries of research concerning 1,340 students who discontinued studies in the school year 1971-1972 from 25 technical and vocational high schools in ORT Israel. 61% of them continued studies during the next school year in other educational institutions (46.5% in fulltime study, 14.4% in study/work combinations). 33.6% moved on into their working lives without further study, 3% neither worked nor studied, and 2.5% enrolled in the army.

64.8% of those who continued with their studies went to other vocational schools or to technical schools run by the Defence Authorities.

The conclusion is therefore clear that only one third of the students who drop out actually discontinued their studies completely.

Research is now going on concerning the technical sections of comprehensive schools against the background of the new school reform in Israel.

#### The Publication of Technical and Other Documentation

The Technical Books Publication activities of ORT Israel continued to supply technical books for pupils, teachers and the general public.

The distribution of ORT Israel technical publications increased during the year under review and reached the figure of 55,000. In 1974, 6 new books on electronics, grinding work, fuel technology and civics were published.

Two "ORT in Israel" bulletins appeared and a two-language statistical booklet on ORT Israel activities comprising statistical data on the ORT Israel network of educational institutions, on graduates according to trades learnt, manpower employed, drop-outs during the previous school year and percentage comparisons of graduates against student enrollment. Details were also given on mechanical heavy equipment in the workshops, the growth of the network during our 26 years of activity, students' demographic origins, etc.

Three booklets, "Mikra v'Yioun" (Reading and Deliberation") were published with articles on literature and didactic material to assist teachers of Hebrew language and literature.

A book for students "Know What to Answer" explaining problems society confronting the Israeli citizen at this time.

#### Courses and Seminars

Numerous courses, conferences and seminars for school principals, teachers and vocational instructors were organised in 1974. The most important of them were:-

- a course in micro-teaching for 34 graduates of the fashion trades seminar
- an upgrading course for 39 electronics teachers on mini-computers
- an upgrading course for vocational instructors on tool grinding
- a technical measurement course for teachers
- a seminar for tutors
- a conference for 180 tutors devoted to problems of physical and mental education
- a conference for 35 physical training teachers on

problems of self-defence in a period of emergency.

Seminars for teachers on automechanics including army delegates and representatives from the Labour Ministry -

We also held seminars on:

- mechanized book-keeping
- didactic material for textile technology
- operation and organisation of school libraries
- new welding methods
- teaching physics in industrial schools
- hardening and thermal processes.

There were also seminars for history, Hebrew and civics teachers and for teachers of mathematics and the Bible.

In addition seminars were held for teachers of mathematics and physics, where they were able to outline and discuss their problems together.

#### Study Tours Abroad

Mr. Yehuda Ben-Shlomo, in charge of the ORT Israel Technical Centre, Ahiezer Rogel, the Nathanya School Instrumentation teacher and Zvi Peled were sent to visit production factories in Switzerland, Germany and Great Britain to learn more on hydraulics and heavy equipment in advanced industrial countries. Two practical engineers who had completed post secondary studies, left for Switzerland to prepare diploma projects for their final examinations. One of them is a graduate of the Electronics Department of the Syngalowski Centre, the second a graduate of the Automation Department of the Givatayim Technicum.

#### Construction Activities

The lack of space in the ORT schools because of their rapid expansion, necessitates the construction of new buildings or the enlargement of existing premises by the public authorities who are obliged to carry out such work under the partnership agreements they have with ORT Israel.

This problem was ORT Israel's main concern, since emphasis is on uninterrupted expansion in construction. Assistance in planning

and the finding of financial resources was rendered to the authorities in question. In some places, school buildings were constructed under the direct management or supervision of the ORT Israel staff.

In 1974 construction work was carried out as follows:-

- a considerable advancement took place towards finishing the Technical College on the Campus of the Hebrew University in Jerusalem.
- In Nathanya an additional dormitory with 80 places was erected.
- In Kiryat-Bialik, a student hall with 300 places was built.
- At Holon, an additional storey for laboratories and classrooms was constructed.
- At the Melton Boys' School in Bat-Yam, a new electronics wing was built.
- At Kfar-Saba, preparations are being made for a new wing for electronics and instrumentation.
- At Givatayim Technicum, the erection of the college buildings in the vicinity of the vocational high school premises is to begin shortly.
- The Eilat Apprenticeship School, previously housed in huts, moved to buildings enabling expansion of its activities.

### Visitors

In February 1974, ORT Israel welcomed the World ORT Union Congress which was held for the first time in Israel. Participants in the Congress were given the opportunity to visit some ORT Israel schools and to gain a deeper knowledge of the problems of ORT's work in the country, the principal organisation of the World ORT Union network.

Among the guests at the Congress were Mrs. Golda Meir, Prime

Minister at that time, Mr. Pinchas Sapir, Finance Minister, Mr. Teddy Kollek, Mayor of Jerusalem and other distinguished personalities.

In November, 1974, the Biennial Convention of the Canadian Womens' ORT was held. The list of distinguished guests who took part in the events of this convention comprise Mr. Moshe Bar'an, Labour Minister, Mr. Aharon Yadlin, Minister of Education and Culture, Mr. Shlomo Lahat, Mayor of Tel Aviv, Mr. Teddy Kollek, Mayor of Jerusalem, and the Canadian Ambassador in Israel. The World ORT Union was represented by Dr. William Haber and Mr. M.A. Braude. Mr. Joseph Almogi, Mayor of Haifa entertained the delegates, and participants in this convention visited schools in Jerusalem (The Technical School, the J.F. Kennedy Apprenticeship Centre and the ORT Technical College at the University Campus, Nathanya School, Ein-Harod and the Girls' School at Haifa.)

In addition to the above-mentioned guests, the following visitors should also be noted: The Minister, Shlomo Hillel, who visited the Kennedy Apprenticeship Centre accompanied by Mr. Chaim Herzog, President of ORT Israel, Mr. Van Deon, Director of the Department for Teaching Aids in the Philips factory in Holland David Susman, President of ORT South Africa.

A group of the United Jewish Appeal from the U.S.A. visited the Syngalowski and Lvovitch Centres. An ORT Youth Group came from the USA for a 6 week visit in Ein Harod and Nathanya.

Pupils of ORT France came for Hanukkah to learn about Aliyah study possibilities.

#### The ORT Israel Executive Committee

The Executive Committee, under the Chairmanship of Mr. Chaim Herzog, held regular monthly meetings on problems of ORT Israel activities.

Members of the Executive Committee participated actively in the World ORT Congress held in Jerusalem in February 1974 as well as in the events of the Biennial Convention of the Canadian Womens' ORT which took place in Israel in November 1974. They represented ORT Israel on meetings of the bodies of the Congress, Administrative Committee, Central Board and Executive Committee.

Mr. Chaim Herzog, in addition to his participation in meetings

as a representative of the World ORT Union, visited some countries as a guest-speaker.

The sub-committees of ORT Israel Executive Committee fulfilled their tasks faithfully and followed developments in the spheres entrusted to their charge carefully.

The Finance and Budget Committee, headed by Mr. Uziel Steinberg, dealt with monetary problems, checked the implementation of the budget and prepared the 1975 proposals for approval by the Executive Committee. Members of this Committee assisted us in assuring the Government's and public authorities' participation in covering the deficit.

The Membership and Fund Raising Sub-Committee, headed by Mr. Zvi Luboshitz, was active in increasing income from local sources.

The Construction and Economy Sub-Committee, headed by Mr. Meir Berger, helped in planning and supervision of building activities in the Jerusalem College and in the performance of other building operations.

The Technical and Pedagogical Sub-Committee, headed by Mr. Moshe Goldstein (pedagogical problems) and Mr. Zalman Shalev (technical problems) was active in the pedagogical work done within the framework of the technical-pedagogical departments.

Problems concerning the ORT educational network were discussed at meetings together with problems of a sociological and economical nature. These included future manpower needs, definition of the aims of ORT Israel for the coming years, the study of the humanities in the schools, results of research on drop-outs from our network, ORT's co-operation with Israeli industry and other such interesting topics.

The Statutes Sub-Committee, headed by Justice Moshe Etzioni, Justice of the Supreme Court of Israel, dealt with the legal matters of ORT Israel. Justice Etzioni served on the World ORT Union Statutes Committee whose task was to define the functions of the central bodies of the World ORT Union and their competence.

The Nominations Sub-Committee headed by General Chaim Herzog, prepared nomination proposals brought to the Executive Committee for approval of changes. This Sub-Committee prepared the proposal submitted to the 1974 Congress which was aimed at enrolling

adequate representation of ORT Israel in the World ORT Union decision making organs.

#### Assistance of the World ORT Union

ORT Israel continued getting full-scale assistance from the Central Office of the World ORT Union in Geneva.

Help was given in the purchase of equipment, the organisation of study-tours and upgrading courses, planning and technical advice to solve problems raised with a view to improving the implementation of the school curriculum.

World ORT Union allocated ORT Israel the financial resources to cover a considerable part of the running expenses within the framework of the budget and also gave some financial advice.

The staff of the Central Office in Geneva, headed by Mr. M. A. Braude, Director General and Mr. David Alberstein, Chief of Operations, visited Israel several times during the year and assisted ORT Israel by studying new projects and helping to solve pedagogical and organisational problems.

The graduates of the Central ORT Institute were employed by ORT Israel in 1974 in teaching, management and vocational instruction positions. Four of them filled posts as school principals:-

- Mr. A. Kimmelman at the Holon School
  - Mr. D. Brayer at the Ashkelon School
  - Mr. J. Segal at the Kfar-Saba School for directive classes
  - Mr. Dan Shabat at the Shapiro Apprenticeship Centre in Tel Aviv.
- Dr. Gideon Meir, a graduate of the Institute has replaced the Director of the Technical-Pedagogical Department of the ORT Israel Head Office.

#### Plans for the Future

In a dynamic society like Israel where substantial and far-reaching changes occur so often, it is difficult to make long-range plans. Time factors and problems of financing also play a detrimental role in the development of long-term projects.

Outlined below are some of the plans which are in their final stages of completion or that will be completed during 1975.

a. The Technical College built on the Campus of the Hebrew University in Jerusalem is to be operated in the academic year 1975/1976. The College, to be run in co-operation with the Hebrew University, will have departments for electronics, instrumentation, computer science and teacher training. The Pedagogical Committee of the College, composed of representatives from the University and ORT Israel, will work out how the agreement signed in 1969 is to be implemented, once the supervisory role of the University concerning the curriculum has been fixed.

b. A comprehensive six year school for vocational and general education will be operative from the beginning of the 1975/1976 school year in the development town of Hazor which is situated in Upper Galilee. ORT will be in charge of the technical, pedagogical and administrative management of this school, which will serve the surrounding locality and settlements. ORT attaches importance to educational activities in a place where most pupils are newcomers living in difficult conditions and needing good scholastic facilities.

c. The Mushinsky Education Centre will be opened in the building erected in the Syngalowski Memorial College.

This Centre will enable further development of ORT services in the sphere of pedagogical activities and special stress will be laid on the enlargement of the central technical library and the anticipated growth of the ORT Institute for modern teaching aids, drawings, didactic materials, etc.

d. Further expansion of the post-secondary departments for young and adult pupils is anticipated and an increase in the number of pupils in the industrial schools and classes is expected.



MOROCCO



## MOROCCO

There have been few changes since the last report, other than the geographical regrouping of the Jewish Community in Casablanca. This regrouping is based in the main on economy, since the Jewish Community of Casablanca is still structured to include religious services, kosher butchers and social services, etc, all of which are beginning to disappear elsewhere in the country.

There has been an increase in the average age of the Moroccan Jewish population. More young people are pursuing their studies elsewhere and there has been a proportionate decline in the birth rate, whilst the welfare services of the Casablanca Community receive an ever-increasing number of requests for support from families arriving from the provinces.

A further outcome of this regrouping is shown in the restructuring of the school network. The Lubavitcher religious schools have been re-housed in the Talmud Torah building and the Ozar Hatora - Em Habanim have been modified, some courses being closed. It has been proposed that this organisation be associated with the Ittihad in Fez and Marrakesh.

ORT Morocco is following these developments very carefully, since it will not be long before it may be necessary to restructure all our institutions to adapt to the conditions resulting from the drop in the student body and to cut down on operating costs. At the beginning of the year under review, a study was made which showed that, with the then student body, which maintained its number in the new school year, a regrouping would be premature and is, as yet, not indicated.

ORT Morocco has, however, felt the repercussions of these changes: at the beginning of the last school year, we had to absorb some thirty students who were scholastically backward. The large majority of these students had to be cared for completely, with no family participation, in the costs of board, lodging, school books, etc. In some cases even their clothing had to be supplied by ORT.

Since the last enrollment, the number of poor students has increased. It has risen from 20% to 25%, while the number of new admissions this year seems to be the same as last year.

During the school year 1973/1974, our network had three schools and the

apprenticeship service in Casablanca. There are also four centres for creative education in the provinces.

#### Boys' School - Ain Sebaa

This school has 280 students divided into 16 classes in 6 different trades:

- electronics
- electricity
- general mechanics
- construction drawing
- accelerated training in electricity (P.O.E.)
- accelerated training in welding (P.O.S.)

#### Girls' School - Val d-Anfa

This school had 176 students in 11 classes with the following 4 sections.

- chemistry
- dressmaking
- hairdressing - beauty care
- secretariat

#### Institute for the Deaf

The Institute had 31 students in four classes at five different levels.

#### Apprenticeship Service

This service takes care of finding jobs and supervising apprentices and graduates of our schools. It also organises recreational activities for apprentices not belonging to a school.

#### Creative Education Workshops

There are four workshops in the provinces in Marrakesh, Safi, Meknès and Fès, training a total of 210 children.

#### School Year - October 1974

The network now consists of the following:-

a. The Ain Sebaa Boys' School has 275 students in 17 classes. Compared to last year, the student body of this school has remained practically stable.

b. In the Val d'Anfa Girls School, there is a student body of 168 girls in ten classes, i.e., representing a decline of 4.5% compared to last year.

c. The Institute for the Deaf has 24 students instead of 31 last year.

Despite the migration of the population registered during the course of this year, the total student body has only shown a slight drop. We think that the successful recruitment is due to our information campaign launched last summer.

d. Creative Education: The workshop in Safi was closed. Marrakesh continues with 45 students, Meknes with 61 and Fez with 67 - a total of 173.

e. The Apprenticeship Services looks after the interests of 73 boys and girls.

Student Body on 31.12.1974

Ain Sebaa	- 280 students
Val d' Anfa	- 168 students
Institute for the Deaf	- 24 students
Apprenticeship Service	- 76 students
Creative Education Workshops	- 180 students

Examination Results - June 1974

Ain Sebaa

<u>Trade</u>	<u>Candidates</u>	<u>Passed</u>
Electronics	12	10
Electricity	12	11
Mechanics	8	6
Construction Drawing	11	10
	—	—
Total	43	37

i.e. 86% passed successfully

Electricity (P.O.)	16	8
Welding (P.O.)	12	5
	—	—
Total	28	13

i. e. 46.4% passed successfully.

As we have already explained in a previous report, the poor results of these classes are mainly due to the low level of education these children possess on admission.

#### Val d'Anfa

Laboratory Technicians	7	5
Laboratory Workers	8	8
Dressmaking - Beauty Care	10	10
Dressmaking	7	7
Secretariat	11	10
	—	—
Total	43	40

i. e. 93% passed successfully

5 students were admitted to the Ecole Supérieure Technique in Geneva under the supervision of the Central ORT Institute at Anières.

#### Pedagogical Problems

##### Ain Sebaa

The mechanics section is still the poor relation in our school network. In fact we have not yet found a qualified teacher in general mechanics capable of taking the mechanics workshop in hand. The situation has not been improved in recent months by the illness of Mr. Macias, whose necessary and lengthy absences are a handicap to the smooth running of this section.

The problem of a technical director in Ain Sebaa is still acute and we are looking for an adequate solution to safeguard the material and the smooth running of the workshops.

We must emphasise again the necessity of inspection visits and sincerely hope that they will become a regular feature in the programme every school year. These visits, with the guidance and new ideas they give, help our instructors to get out of a rut and to shake off their passive attitude.

Our programmes do not show great changes from last year.

The students from religious schools, mentioned at the beginning of this report, were put into the preparatory class whose time-table laid emphasis on general education. An adequate creative education programme was also introduced for them.

#### Val d'Anfa

The main event this year in this school was the change in its direction. Madame Virmaux-Auroy, who was the head of the school, returned to France after 19 years of service with ORT Morocco. We pay tribute to the work she accomplished during this long period. She has been replaced by Mr. Jacob Sadoun, a graduate of the Anières Institute, who has been the Director of the Deaf School. He is, in fact, continuing to supervise the running of the latter institution.

Two teachers, one for secretarial work, the other for beauty care, also left us last June. There was no difficulty in their replacement, and the new teachers took up their positions at the beginning of the school year, and are carrying out their work satisfactorily.

Thanks to our information campaign, recruitment for this school has been good. As anticipated, we have re-opened the first year class for laboratory technicians with students of good educational background. We have entirely changed the programme of the secretarial section and the teaching standards in these classes have been improved.

Our pedagogical improvements are mainly due to our permanent contact with the "Lyceé Technique de la Mission Cultural Française" (French Cultural Mission's Technical High School) and through the valuable contribution made by some qualified teachers from other schools, who teach part-time for us.

Messrs. Guigui, Amar and Abergel participated in the meeting organised on the occasion of the 12th DIDACTA Exhibition held in Brussels in June.

It would be excellent if the training and retraining seminars organised by ORT at Anières were held again to improve the instruction we give in our schools.

### Jewish Education

Jewish Education has always occupied an important place in our programmes and in view of the importance the last Congress attributed to this field, we have increased our activities accordingly.

In Val d'Anfa where the teaching in this branch was inadequate, we have been able to improve the situation thanks to the co-operation of a good teacher whom the Ittihad put at our disposal. The girls have been given Bible instruction, Jewish History and Hebrew instruction, the latter with the Habet-Ushma audio-visual method. Since the beginning of the school year, we have increased the number of hours for Hebrew in almost all classes of this school. Only one class has not yet got a teacher but this situation will soon be remedied.

In the boarding section, the new housemaster arranges an extra-curricular programme, a large part of which is reserved for Jewish education. This also includes the celebration of every religious and historical holiday. Each celebration is yet another means of passing on Jewish knowledge to our students who learn from these activities. The Shabbat is observed in an appropriately dignified manner and Oneg Shabbat is an occasion for games, songs, sketches and dancing.

Unfortunately, the teacher in charge of Hebrew in the first and second year at the Ain Sebaa school was not well-qualified and the results at the end of the school year were rather disappointing. During the course of the year, we drew the attention of the Ittihad to the inadequate quality of teaching, but nothing has been done about it. However, we found a replacement for the start of the school year and hope that the results will improve. In the higher classes, the results were excellent and the majority of our students could present Hebrew as a living language at the official examinations. All the material launched after the seminars on Jewish Education organised in Anières in 1969 and 1970 was used with successful results, i.e., the Habet-Ushma audio-visual method, first and second grade, and Jewish History Brochures. We sent the Pedagogical Department of the ORT Union a series of biblical geography slides which were made and used at Ain Sebaa.

At both Ain Sebaa and at Val d'Anfa, Jewish Education finds its natural complement in the structure of the boarding school life in the form of:

- Respecting strict Kashrut
- Organisation of religious services
- Lectures on the Torah by the Students
- Commentaries on the Sidra of the week
- Oneg Shabbat
- Havdala
- Celebration of historical and religious festivals: Hanuka, Tou-Bichvat, Purim, Anniversary of the Warsaw Ghetto, Shavuoth.

All of these activities contribute to the Jewish culture of the students.

A choir sings liturgical chants twice a week thanks to generous help from the Cultural Association of French Jews in Morocco. Thus some hundred students learn to chant the Piutim, religious and traditional songs which enables them to know Judaism through the poems of the great masters of Jewish thought.

#### Problems and Perspectives

The problem which preoccupies us most at this moment and for which we are trying to find a solution is the termination of our activities at the Institute for the Deaf. We are trying to transfer this school to the authorities who will progressively take over the direction and the costs of this school.

#### Social Assistance

Social assistance plays an important part in our activity. As already mentioned above, there are an increasing number of disadvantaged children who are social cases. These children come from very poor families. A social worker visits these families, comforts them and helps them find solutions to their particular problems. She collects and distributes clothing for the poorest and even finds work for the head of the family who, in many cases, is unemployed.

The ORT Morocco Committee has not been active due to prevailing circumstances. The only exception was the Bar-Mitzvah ceremony in the Ain Sebaa School for orphans or very poor children, which brought in DH 6,280 in donations.

Income in the form of contributions, which was started at the personal initiative of the President of ORT Morocco did not reach the budgeted sum.

Once again this year, the international organisation, EIRENE, which works in close co-operation with National Interaid, appealed to ORT to organise a seminar on pedagogical and applied methodology in the vocational training centres. This seminar, which was held in two parts, was directed by two representatives of the ORT Union and enjoyed the co-operation of an ORT Morocco instructor. The letters of appreciation which we received from EIRENE bear witness to the quality and the results obtained from this seminar.

Our co-operation with Ittihad, AJDC, OSE and DEJJ is excellent and our relationships are based on good mutual understanding. It must be pointed out, however, that the AJDC has reduced its participation in our canteen costs by 25% and has completely cut its subvention to the Institute for the Deaf. These reductions will have a considerable effect on our budget proposals for 1975.

ORT activity in this country continues to be appreciated and the results obtained are proof of our scholastic quality. At the beginning of the present school year, the student body is about the same as last year and we feel our task is not yet done. We continue to work with faith and perseverance for the welfare of the young who still need to be guided in their education and for whom the ORT schools remain the only opportunity to acquire solid vocational training. In addition to this technical training, ORT is also trying to give its students, within the life of its boarding section, the possibility of developing well as human beings.

In closing we should like to express our appreciation of the help and support which we receive from the ORT Union for the achievement of our task and of the understanding which it shows us in the implementation of our programmes. We should also like to use this opportunity to express our gratitude to the ORT Union for the possibility it gave us to participate in the study trip to the United States which enabled us to improve and extend our knowledge of the educational system in force the other side of the Atlantic.

SOUTH AFRICA



## SOUTH AFRICA

The grave dangers facing the people of Israel have resulted in a demonstration of worldwide Jewish unity and emphasised the inter-dependence of Israel and the Diaspora. This has removed any doubts that, just as Diaspora Jewry cannot survive successfully without Israel, so Israel needs the Diaspora.

There is no greater modern example of this brotherhood of Jews, of the commitment which every Jew has, or should have to assist his fellow Jew wherever he may be than the organisation or movement which we serve - ORT.

The Yom Kippur war had its impact on ORT in Israel. It is a tribute to the ORT network that it carried on steadily and unremittingly throughout and after the Yom Kippur war.

The operations and progress of our own South African organisation have, of course, been less dramatic and eventful. The demands made on us and the rest of the Jewish community by our financial and physical support of the war effort did affect most of our activities in the latter part of 1973 and the beginning of 1974. Our membership expansion programme and several fund raising activities were temporarily suspended. Individual ORTists fully supported the campaigns of the Israeli United Appeal, and our branches participated in joint efforts such as cavalcades, shops and the like.

During this year, the Executive Committee considered that ORT should have a National President and we were extremely fortunate that David Susman, who until then had been the President of the Western Cape Region, agreed to accept this office. David is now the head of our organisation and we could wish for no better, because his standing in the Jewish community in South Africa is high indeed.

The last two years have been spent in the further consolidation of ORT in South Africa. Today, ORT South Africa is known as a dynamic organisation, energetically led by young people, responsible, disciplined and committed to the Jewish people.

One of our major tasks, which has by no means been accomplished but on which we have conscientiously worked and will continue to work, is to publicise ORT and to educate the South African Jewish Community as to its role in Jewish life.

Unfortunately there are still many people in South Africa who are ignorant of the meaning of ORT. However, assisted by the film "L'Chaim", made for Womens' American ORT, and which has made a telling impact and our own slide show, "The Weft", produced by Rose Norwich in 1972, we are holding house meetings and using other occasions such as meetings of H.O.D. lodges and functions attended by leaders of the Jewish community to explain, by these audio-visual methods, the history and the current work of ORT. Technical and other difficulties precluded us from making sufficient use of the slide show during the last two years. The show was exhibited at the World ORT Congress in Jerusalem in 1974 and made such a tremendous impact on those who attended that orders for copies were received from some seven or eight countries.

We have received good treatment in the Jewish press in the last two years and we should like to thank those papers for their understanding and co-operation. We have also succeeded in having ORT mentioned prominently in the general press.

In addition to publicising ORT to the general public, it remains our duty to keep our members informed of the activities of the organisation, here and elsewhere. Non-active members have been kept informed by fairly regular issues of the ORT Reporter and active branch members have received committee bulletins advising them of our operational work. We are indebted to Rose Norwich, the editor of the ORT Reporter, for her valuable work in that capacity. In addition, we are fortunate to receive from the World ORT Union the monthly ORT News, copies of which are sent to all branches. We stress the need for every meeting of a branch in South Africa to devote at least ten minutes to a summary of, or extracts from, the World ORT News.

We remain as convinced as before of the essential need to build up a strong membership in South Africa. A strong membership is necessary to provide the constant revenue which we need to meet our commitments to ORT's operations. Committed members are people to whom we can turn for various forms of support.

On April 4th this year a National Membership Meeting was held in

Johannesburg where the basis was laid for our future planning and we committed ourselves to double our membership by the end of next year. Active steps have already been taken and the initial progress is encouraging.

The expansion of our membership is a matter which is so important and time consuming that it has been found that it is not practical for the Executive Committee to deal with it at its regular meetings. This function has accordingly been entrusted to a separate national sub-committee with its own chairman.

In order to meet our commitments to our overseas projects all our branches and regions undertook financial obligations both this year and last year. After these targets had been undertaken we received permission from the South African Treasury to remit a further sum for the Central ORT Institute at Anières, which meant that our branches had to raise additional funds and we had, moreover, budgeted for a deficit of R3,600. While not all the branches and regions met their targets, overall they exceeded the commitments which they had undertaken. There are certain charitable organisations in South Africa which receive a very large part of their revenue from bequests. In recent years ORT has not featured very often as a beneficiary and an appeal was made to committed members themselves to make adequate provision for ORT in their wills and to ask other people to do so.

During the last two years the Executive Committee has endeavoured to keep close contact with branches throughout the country. We had two full meetings of the Executive Committee in 1973 and a national membership meeting in 1974 which served the same purpose. There was also a national membership convenors meeting in Durban in August.

ORT South Africa was well represented at the Emergency Congress of the World ORT Union in Jerusalem in February 1974. This was an historic occasion. It was the first time that World ORT Union had convened in Eretz Israel. Although we had 12 delegates, the cost to ORT South Africa of their attendance was small as practically all the delegates were able to pay their own expenses. Attendance at the congress served as a source of inspiration for those who were there. Particularly inspiring was an address delivered by Golda Meir at a working session and her words remain ringing in our ears that "you people, I am happy to say, are doing a job in this country which is extremely, extremely important". While in Israel, some of

us were able to visit South Africa's main project, the Vocational High School for the Deaf in Tel Aviv and to see the plaques commemorating our own contribution to the equipment of the school and the sterling support given to ORT by the late Dr. Adolph Schauder of Port Elizabeth.

The Executive Committee has met regularly every month except for the annual summer recess. We were once again fortunate to enjoy the active interest and full co-operation of our life presidents, Louis Lipshitz and Freda Feldman. We have no doubt that the organisation of ORT has assumed such proportions that it is necessary to enlarge the active strength of the National Executive Committee.

Our local operations proceeded as before, except that we are no longer providing job placement services. The South African ORT Bursary Trust continued to do valuable and meaningful work in assisting young Jewish boys and girls to further their studies at universities and technical colleges. The Vocational Guidance Bureau was restored to Dr. Faerber - our thanks to her for taking back this task - and she has maintained the reputation of our service which also provides a very valuable contribution to the Jewish community. Many cases were referred to us by schools and welfare boards. There are many Jewish parents who believe that their children should take up some professional career for which they are not suited and the Vocational Guidance service and aptitude testing play an important role in guiding the parents to the right vocations for their children.

A number of welfare organisation in Johannesburg have decided to set up a centre for sheltered employment for Jewish people in Johannesburg for which there is a great need. The project is known as KADIMA and, while we have agreed to be associated with it, the exact nature of our participation still remains to be defined.

Mrs. Leigh Jackson has recently been appointed as our Organising Secretary. Her first few months in ORT have been quite hectic especially with the many tasks assigned to her in the organisation of the National Council Meeting, which she has performed with outstanding ability and devotion to duty. To Leigh and to the other members of our staff, Jean Witz in Cape Town, Brenda Orman, our P.R.O. in Cape Town, Alice Ginsberg in the Johannesburg Womens' Office, Avril Kantor and Pearl Zier we should like to express our

appreciation. They have been much more than mere employees and Brenda and Alice, in particular, have participated fully also as voluntary workers in our committees and branches.

An historic parting of ways took place during our term of office. The South African Jewish Appeal, previously the South African Jewish War Appeal, was always one of the main benefactors of ORT. For various reasons this association has now ceased and it is appropriate for us to express to the South African Jewish Appeal our deep gratitude for its support, both moral and financial, during the years since its establishment. One of its early chairmen, the late Max Greenstein, ensured that the Appeal, and he personally, played a significant role in the establishment of ORT in Israel. We should like to express also to the present chairman, Mr. Rudolph Raphaely, our gratitude for the continuing moral support of the appeal and his own support in all respects.

In order to provide a permanent home for our national office, the South Africa ORT Bursary Trust and the Johannesburg Womens' ORT, to accomodate them all in one place and to counteract the threat of increased rents it was decided to purchase a house. The South Africa ORT Bursary Trust was able to purchase a house in Norwood on favourable terms which is ideally suited to our purposes. Johannesburg Womens' ORT have already moved in and the South Africa ORT Bursary Trust and the National Office will be moving there soon. The house will also provide a base for the various branches in the Transvaal and a venue for meetings of AORTA, our young unmarrieds' branch.

During the year, we became affiliated to the South African Zionist Federation and three delegates represented ORT at the Zionist Congress in August and September. We were also represented at the biennial Congress of the South African Jewish Board of Deputies.

The resolution to appoint consuls and agents to represent us in areas or districts which do not justify a viable ORT branch has not been fully implemented. We are in the process of establishing some kind of representation in Springs and a Jewish Womens' organisation has undertaken to hold an annual function for ORT in Stellenbosch.

The National Council resolved in 1972 that courses should be conducted for active workers. There is a strong need to educate our committee members and other leaders and keep them informed of the great importance of ORT's work and of its current operations. We hope to provide regular seminars or similar study groups to give instruction and guidance to our leaders and committee members and to provide for visits to ORT schools overseas by committed ORT workers.

We were enjoined by the last National Council meeting to secure visitors from overseas. Last year we brought out Mr. Joseph Harmatz, the Director General of ORT Israel, who gave many informative talks in various parts of this country. He also came away with a great appreciation of the Jewish Community in South Africa and of the scope for ORT support here. Robin Gilbert, of the Department of Organisation of the World ORT Union also paid visits to various centres in this country. We had an unexpected visit from Mrs. Axelrod, the Principal of the important Ramat Gan Girls School in Israel, who was here on holiday. We availed ourselves of her visit and she gave a number of very interesting talks. Two distinguished ORT visitors were General Chaim Herzog, President of ORT Israel and Mrs. Pat Goldring, National President of Womens' American ORT.

It is important that South African visitors to Israel and other countries where ORT operates see our schools. For example, the South African Womens' Zionist Council is at present conducting a seminar tour of Israel and they will be visiting the Syngalowsky School on October 23. We have arranged that students of the Jewish Day Schools who go to Ulphanim in Israel will visit one or more of our schools. Every opportunity has been taken and should continue to be taken to ensure that people who are opinion-makers or play important roles in Jewish affairs or are actual or potential supporters or workers should see on the spot the important work being done in our schools.

An important step to improve the training and education of our leadership was the completion this year of a branch manual. The manual was submitted to the Central Office in Geneva and we have received critical and constructive comments from there which indicate the need for a number of amendments and the desirability of dividing the booklet into two separate parts, one for leaders and one for active workers. The revision and reorganisation of the manual will require careful study and is one of the tasks to be undertaken by a commission at the National Council Meeting.

There can be no quarrel about the need for expansion. The stronger and more broadly based that our organisation is in South Africa, the more capable we shall be of withstanding and not being dented by the difficult times that must surely lie ahead.

The 1975 campaign of the Israeli United Appeal, which we shall support financially and otherwise will have a target 50% higher than the achievements in the record 1973 campaign. The increased funds will be sought in business conditions far less favourable than in 1973.

At the same time ORT's needs have never been greater. In February this year for the first time in the history of the World ORT Union an emergency congress was called. At the Congress a budget was approved which left an effective deficit of over \$2,000,000. Since then rampant inflation in many parts of the world - in Uruguay, where we have a programme, it is 136% and in many European countries approximately 20% - has enlarged that deficit to frightening proportions. In Israel the ORT schools are bursting at the seams and frequent and repeated requests from local authorities and other institutions to ORT to set up new schools or courses, or even to assist with the supervision of existing courses, have had to be turned down because there are no funds.

There is an urgent need to establish new courses and schools. ORT has to continue to play its role in the absorption of Russian immigrants, who and whose children require vocational and technical education or retraining. There is a great concern in Israel about the social gap between the Jews from Oriental and North African countries on the one hand and those from the West on the other. The greatest tool to bridge this gap is education and the ORT schools are the best equipped to provide these poorer and less developed immigrants - and we do - with the type of education which will enable them to uplift themselves and become useful and constructive citizens. ORT's role in adult education is proved by the 22,000 people who trained in the adult education course set up by ORT at the request of the Ministry of Labour five years ago. And apart from the expansion of our existing courses there are many other fields in which ORT's know-how and teaching skill and organisation are required.

In the last two years our expansion has been moderate and steady, but not dramatic. We set up a Transvaal Regional Committee which acts as a liaison and co-ordinating body for the effective eight branches which we have in the Transvaal. The Committee is still in the course of establishing a settled framework and regular schedule, but it has done valuable and useful work and we trust that in the coming term it will relieve the National Executive Committee of many functions relating to the Transvaal which have hitherto been attended to by the National Committee.

Several new branches were established. In Johannesburg a mixed branch, Johannesburg Central ORT, was set up. There is also a branch for young marrieds in Johannesburg.

In Cape Town two new branches have been established, with prospects of a further branch at Claremont, although two existing branches merged into one. The new branch in Pretoria was started shortly after the last National Council meeting.

There is a tremendous need to expand by the formation of further branches. The Port Elizabeth branches did not make progress with the formation of a branch in East London, but this is a task which must definitely be undertaken during the next two years. Plans are under consideration for the establishment of a new branch in Johannesburg which, if the project for giving technical education in the Jewish day schools proceeds, will undertake this as its main project.

There are in South Africa many Jews who would like to identify themselves in some way or other with the affairs of the Jewish people. For men in particular there are limited ways in which this can be done. ORT is an ideal medium by which a Jew can become identified with and involved in the affairs of the Jewish people in Israel and many other lands.

But our sole function in ORT is not to raise funds. ORT is not only an organisation; it is a movement in Jewish life which has a philosophy and a purpose. Our purpose is to strengthen Jewish life by means of vocational and technical training. In order to fulfil this commitment we have to study Jewish communities all over the world and contend with broader aspects of Jewish life such as alienation and assimilation. And in doing this, ORT provides a means for Jews to identify themselves with the Jewish world and the Jewish people. The global aspect of the ORT programme is unique embracing a responsibility to Israel and Jewish communities in many parts of the Diaspora. ORT is pre-eminently a medium by which Jews can not only identify themselves with, but can actively work for, their fellow Jews not only in Israel, but in numerous other countries in the Diaspora. We need branches to service our members, to keep in touch with them, to re-enroll them to raise the money which we need to meet our commitments and, by no means least important, to provide the source of future leadership. A man or woman can rarely become an effective leader of ORT without having gone through grass roots experience at branch level.

We discern a need for the technical training of young Jewish boys and girls in South Africa. Preliminary enquiries reveal that there are many such Jewish youngsters and for a number of reasons it makes sense that they should be able to receive technical training in the

Jewish day schools. ORT technical training in Jewish day schools is already undertaken in Rio de Janeiro, Milan and other parts of the world. We have had friendly and co-operative preliminary discussions on the subject with the South African Jewish Board of Education and the World ORT Union. One of the tasks to be undertaken by the National Council is to examine in principle the desirability and feasibility of going ahead with this project; if we do undertake it, it will be yet another example of a service by ORT to the Jewish people.



LATIN AMERICA



## ARGENTINA

The economic situation in the country during the year 1974 was characterised by spiralling inflation, while politically, constant anxiety prevailed. The Government adopted severe repressive measures against terrorists; nevertheless, kidnapping and assassination for political reasons continued, movements of the extreme left and right being equally responsible. As a consequence of the recent attempts on the life of members of the armed forces, the Government decreed martial law during the month of November, thus abrogating constitutional rights.

In the context of this tense situation, chauvinistic and anti-semitic sentiments were increasingly expressed. It is noteworthy, however, that the Government condemned the recent anti-semitic manifestations organised on the occasion of the Assembly of the "Alianza Libertadora Nacionalista", insisting on the fraternity which should exist among all Argentinians, whatever their origin.

### JEWISH COMMUNITY

Despite the economic difficulties and political threats, the Argentinian Jewish community continues its activities in all fields of social and cultural life. This year was marked by the celebration of the 80th anniversary of the AMIA, Kehilla of Buenos Aires, and on this occasion imaginative new projects for expansion were promoted, especially in the field of education. It should be noted that in 1974, 55% of the AMIA budget was allocated to education.

During the year, the Jewish schools depending on the Va'ad Hahinuh, the body of AMIA responsible for education, were attended by 21,000 students - 16,000 in Buenos Aires - 72 nursery schools, 68 primary schools, 18 secondary schools, 2 teacher institutes and 3 Yeshivot. Besides, there are a number of schools run by the Sephardi community.

The efforts and success of the Argentinian Jewish Community, which is over 500,000 are also borne out by the existence of a Jewish press in Yiddish, Spanish and German, a Jewish theatre, and many libraries.

Religious life is reflected by the existence of about fifty synagogues in Buenos Aires and of at least one in every town of the provinces, and by the activity of many other religious groups.

To give at least a partial image of community life in the country, it must be added that in Buenos Aires alone, there exist four large and several other smaller Jewish sports clubs which have a total of over 40,000 members.

The Federation of Kehillas of the country consists at the moment of 125 different communities scattered all over the immense territory of Argentina, some of which are 1,500 miles distant from the capital.

DAIA must also be mentioned as a representative body of all Jewish communities in the country, whose main purpose is representation and political defense.

#### ORT ARGENTINA

After a limited, but eminently meritorious activity during the 40's and in later years, and a rapid expansion during the past eight years, ORT has increasingly taken root within the Jewish community of the country. Its activities comprise:

- a Technical Day School
- a Technical Evening School
- an Institute for Educational Technology
- a Department for Creative Education
- a Computer Centre

#### ORT Technical Day School

The ORT Technical Day School is recognised by the Ministry of National Education as a secondary school, with the right to issue diplomas giving its graduates the possibility of going on to university.

Its duration is six years, consisting of a three-year intermediate and three years higher studies. The number of students in 1974 was 429, broken down as follows:-

Intermediate: 296 students in nine classes

Higher Grades: 133 students in eight classes in the following sections:-

- electronics
- chemistry
- data processing
- business administration

In Argentina, courses operate from March 15th to the end of November and examinations last until the month of March the following year, it being impossible to know the final results until that time. The number of students who will succeed in getting a place in the higher grade classes can usually be foreseen as over 80% of the total. We also think that the number of graduates in the four sections of the Higher Grades will be 35, of whom 8 have already been engaged to work in industry. The rest will either carry on with university studies or do their military service. Some will emigrate to Israel.

From the pedagogical point of view, follow up of the students in their studies was facilitated by the close collaboration maintained between the teachers and the psycho-pedagogical service of the school. Among other things, this collaboration took the form of advice given to intermediate students in the choice of their higher specialisation, and in this way, failures were reduced to a minimum.

Co-operation between the school management and the parents' committee was strengthened and this proved particularly useful. Conferences and meetings were held regularly in the course of which various educational and cultural topics were discussed.

Jewish Education, an integral part of the teaching programme, was consolidated, thanks to the establishment of new curricula. An average of seven hours a week is given to this subject. These activities are directed by a special department, which co-operates with the Department responsible for extra-curricular activities in organising festivities, commemorative ceremonies, the celebration of holidays, theatrical performances, Israeli song festivals, etc. etc. It should be mentioned the school management takes care to use all possible occasions and all possible means to underline the links that bind the school to Israel and the problems and trials which that country has. As in previous years, a dozen students will go to Israel to work in Kibbutzim during the school holidays. This trip will be organised with the help of the school.

The social service of the school takes care of students from poor families and is also concerned with the granting of scholarships. Almost all the students have their mid-day meal in the school restaurant, which is free for poor students.

The atmosphere of the schools has radically changed in 1974. The year 1973 was still influenced by the strong political agitation which swept the country, influencing the behaviour of the students. This year, school activities took place in calm and order. True enough, some severe measures had to be taken to arrive at this state of affairs.

The Buenos Aires ORT School is becoming a point of attraction for the young because of the high reputation of its teaching and also because of the various extra-curricula activities in the cultural and artistic field, as well as for sports. The proof is that already in November the number of students registered for the year 1975 exceeded our expectations and reached a total of 140. This total will rise because registration is open until next March. Already it seems that it will be essential to open new classes and new workshops.

Furthermore, it is interesting to note the change which took place during the past few years, as far as the social status of the parents of the students is concerned. If only a few years ago, our students came from modest backgrounds, now an increasing number come from families with academic, professional and fairly wealthy backgrounds. This factor is in no way detrimental to those students of poor backgrounds, since the school is open to all with no account being taken of their financial situation. In this connection, it should be mentioned that only 55% of the total school fees was paid, the rest being covered by scholarships. It should also be noted that an ever increasing number of girls are attracted by the technical professions.

#### Technical Evening School

The Technical Evening School had 185 students during 1974 and operated the following sections:

- Radio-television with Ministry of National Education recognition. Two year course

- Use and maintenance of electronic machines,  
for engineers and technicians
- Courses for computer analysts and programmers
- Computer language
- Hebrew courses

#### Institute of Educational Technology

The purpose of this Institute is to develop and to implement new educational techniques, to create and diffuse pedagogical material in all forms, including audio-visual methods, to organise seminars for the training and retraining of teachers and educators.

This institute is at the service of not only ORT schools, but of all those with whom it co-operates in Argentina and in other Latin American countries and it also serves other Jewish institutions active in the field of education.

Recently created, the Institute is mainly concerned with the ORT Technical School in Buenos Aires and it also co-operates with the Department of Creative Education.

In 1974 seminars and conferences were organised for teaching languages, the use of audio-visual media and the implementation of programmes as well as programmed teaching. These meetings were mainly for the benefit of ORT teachers, but they were also attended by many teachers from other Jewish schools in the capital. In addition audio-visual montages were made for outside institutions such as AMIA, to tell the story of the Jewish community in Argentina.

During 1974 we also had a visit from Mr. Maurice Aboudaram of the Central Office. On his way to Columbia to carry out a mission, he stopped in Buenos Aires for two weeks to hold a seminar for the ORT teaching staff with special emphasis given to pedagogy and new teaching methods.

#### Department of Creative Education

This Department co-operated during the course of the year with nine Jewish schools in Buenos Aires and one in Mendoza, involving

2,836 students. At the beginning almost all its efforts were geared toward educational manual training. Now a new field has been added with the progressive introduction of science teaching based on programmes set up by this Department. Preparations are under way for the extension of activities into four other Buenos Aires schools and two provincial schools. This will mean over a thousand additional students. Furthermore ORT is receiving new requests for assistance and co-operation from various schools.

The Department of Creative Education organised and supervised courses in dressmaking and domestic science for 35 girls in the religious Sephardi School of Shuba-Israel.

#### The Computer Centre

This Centre, operated by ORT Argentina, is used for the Data Processing section of the Technical School. It is also used by the various administrative services of ORT and also serves many firms in town for their accountancy work, various studies and research. This outside work contributed operational budget income to ORT Argentina during 1974. The present equipment consists of an IBM 1130-2C computer and this will soon be completed by the purchase of a new printer to increase the output.

#### ORT Argentina Committee

A new Committee of ORT Argentina with 37 members and 7 alternates presided over by Dr. Waissbein was elected in 1974. Its main task, among many other activities, will be in the areas of publicity and fund raising.

#### Womens' Committee

The Womens' Committee, presided over by Mrs. Sarita Werthein, is most successful in its efforts. It concentrates on raising scholarships for needy students.

#### Relations with the Authorities and Other Institutions

SNEP, the government body responsible for the supervision of private instruction, allocates a monthly subvention to the Technical Day School as well as to the Radio-Television Section of the Evening School. SNEP officials inspect the courses and the work done in

laboratories and workshops regularly. At the end of every inspection they have expressed their satisfaction at the high teaching standards.

ORT Argentina is in close contact with the Va'ad Hahinueh, which also grants a small subvention for the Jewish studies in the Technical School.

ORT participates in all important events organised by the main Jewish social and cultural institutions in the country.

### ORT Week

With the aim of making ORT activities known in all circles of the Jewish Community of Buenos Aires, an "ORT Week" was organised from 18th to 24th November, 1974. Conferences and discussion groups, an exhibition, the presentation of the film "L'Chaim" and audio-visual programmes on ORT activities in Argentina and throughout the world were organised. An exhibition of photographs was held in one of the largest Jewish clubs of the capital, the Hacoah.

The "ORT Week" was successful and attracted a large public

### Financial Situation

Non-stop inflation combined with constant increases in staff salaries, and in the number of requests for free and partially free tuition, have progressed far more rapidly than increases in income, thus creating an imbalance in the 1974 budget. This situation forced us to use a large part of the World ORT Union subvention, reserved for investments, towards the operational costs of the programme.

### General Observations

After rapid growth and a short period of consolidation, ORT Argentina, through its various activities and its achievements, has proven and continues to prove the important role it plays among the Argentine Jewish Community in the field of education and technical training for its young people.



BRAZIL

The economic situation of the Jewish community is still satisfactory in spite of the economic insecurity felt all over the world because of inflation.

The community is well-established socially, maintaining welfare institutions as well as schools, but almost completely lacking in co-ordination between the various institutions. This inefficiency is especially felt in the field of education.

About 4,000 children attend Jewish schools from kindergarten to high school, but only about 8% of this enrollment study at high school level. The community is interested in increasing the number of students in Jewish high schools. This purpose can only be achieved by improving the Jewish high schools.

The handicap of paying high tuition fees in these schools has to be compensated by giving better quality teaching. At this point, the role of ORT should be emphasised. The so called "profissionalização" courses, which are compulsory, should improve the reputation of Jewish schools. ORT is providing these courses and trying to adapt new methods, taking into account the particular interest of our youth to continue their studies at university level.

ORT provides creative activity programmes for two schools with the purpose of improving education in Jewish Schools.

The ORT school has technical courses in electronics, business management and secretarial trades. We have agreements to give courses for "profissionalização" in electronics, secretarial trades, business management and chemistry. Besides, we maintain short duration courses in radio, television and Hebrew.

We would like to emphasise our agreement with Escola Suíço-Brasileira (the Swiss School in Rio de Janeiro) which constitutes the first experiment in giving to their students the complete curriculum

of vocational training necessary to obtain a diploma as secondary level technicians.

Generally our graduates have no difficulties finding jobs as technicians in the work market.

There is a growing trend among our students to continue their studies at university level. According to the local custom, they attend highly reputed intensive preparatory schools in order to prepare for the admission exams for university.

This trend has confronted us with two problems: First, to try and prepare our own students for these examinations and secondly, to adjust our curriculum, especially in sciences, to meet the high requirements of these exams.

Our experience with "profissionalização" shows that the pupils, particularly of the Jewish schools, are not very interested in the fulfilment of this requirement of the law. To improve this situation the curriculum of "profissionalização" should also be adjusted to give the student the feeling that these courses will increase their chances of success in going on to university.

The "profissionalização" intended by the law as a formative course, must be adapted to the real needs of Jewish youth, and must become an informative way of teaching, integrated with other academic subjects.

We think that in order to achieve the above-mentioned goals, we must improve the quality of our teaching personnel either by refresher courses for the existing teachers, or by attracting good high level teachers, possibly by offering higher salaries.

As ORT's contribution to the Jewish Education system in Rio, we are organising, with the participation of two other Jewish High Schools, a summer seminar for 20 Jewish Brazilian teachers of Hebrew.

The seminar will examine new systems in methodology including the use of audio visual auxiliaries and language laboratories.

Without showing too much progress, we are trying to use the new material received through the American ORT Federation for Jewish

Education, as well as from Keren Kaiemet Leisrael which imported a lot of material from Argentina.

Our most important problem for the coming year still remains the increase in the enrollment of Jewish students. It is too early to foresee the results as we are at the beginning of a recruiting campaign, but we would like to mention some of our efforts up to date.

First of all, we have tried to achieve cordial relationships with all the local Jewish institutions explaining the need for their support and collaboration since no school can exist in our community as a Jewish school without the appreciation and active support of the community itself.

We have intensified our advertising in Jewish circles through the regular Jewish media, posters affixed in Jewish clubs and youth movements and we are trying to gain recognition through our social activities with the help of a growing membership.

As we are in the middle of our fund raising and membership recruiting campaign we would like to mention here the prompt collaboration from Womens' American ORT in sending us the print of the new film "L'Chaim" which we intend to show in recruiting meetings as well as in Jewish clubs, schools, etc., in Brazil.

The constant financial support of the Jewish Colonisation Association should receive due appreciation taking in account the gradual increase of their contribution every year, which counterbalances inflationary devaluation.

It is still premature to predict exact numbers of new members and scholarship donations in the wake of the new campaign which is gaining in momentum. The number of activists is increasing, the chain promotion system has just begun to work and we hope to continue this activity as a normal function of ORT.

In view of the good prospects of future activities in Sao Paulo we intend to establish a branch of ORT there.

As the interest of the Brazilian government has lately shifted to other fields of technical training which our institution cannot provide, co-operation with the government is at present very limited, but we expect to increase it in the coming year by proposing new programmes in fields that interest them.



MEXICO

ORT is the youngest organisation in Mexico and people are just beginning to value its importance in the Jewish world. We are working hard in its interests and we have shown some results.

We have approximately 550 members paying dues ranging from a minimum contribution of \$10 to \$300 which we call "Scholarship Sponsors".

Further we have also received special donations to mark such occasions as weddings, bar-mitzvot, etc. These amounts usually start at \$14 upwards. The Central Committee of the Community grants Mexican Womens' ORT \$2,400 yearly.

At the moment we are planning a raffle and hope to sell 1,000 tickets at \$8 each. However, the most important event in our calendar is our annual bazaar, "Ortique". We have a year-round workshop in which our members prepare all the items for sale. It is a three-day affair which starts with a luncheon and a fashion show on the first day. The second day we have a musical or theatrical afternoon and the third is Childrens' Day with games and prizes which bring in an extra amount of money. The Childrens' Day is organised by our younger group, Atid. All three days we have a constant sale of merchandise and Ortique also serves as a shop window for all we make, because these articles are sold all year round in our workshop. The tickets for Ortique cost \$12 and we have the aid of 1,000 women, 300 of whom are sponsors of this event and pay from \$40 up to cover the costs.

We organise bingo parties about every two months. At these gatherings we spread the word about the work of ORT and the winners of games are rewarded with prizes from our Ortique items.

A cultural movement is part of our programme in Mexico. Atid is in charge of preparing monthly lectures on different subjects of interest. We also have courses in the History of Art, and we will shortly be

commencing Hebrew Language classes. We charge a small amount of money for these activities.

In 1965, we edited a cook book which was so successful that a second edition was published in 1970. Our immediate project is a new cook book which we hope to have ready in 1975, and we are confident of its acceptance which will make it a most important fund raising activity.

Our plans for the future include the implementation of certain ORT systems in the elementary Jewish schools of our Community. This should serve a double purpose: to help better our childrens' education and to work for the ideals of ORT.

## URUGUAY

In order to put the situation of the Jewish community within the right framework, it would be useful to give an idea of the overall conditions in Uruguay. It is now about two years since the Government succeeded in putting down the Tupamaros and the political situation seems stable. The economic situation, on the other hand, bad enough at the end of 1973, has worsened considerably during the first nine months of 1974. According to some sources, emigration, especially to Argentina, but also to other parts of the world, reached hundreds of thousands, although this report may well be exaggerated. Some signs of levelling in this downward economic trend may have been felt during the last few weeks, but it is still too early to say if it will consolidate. Seemingly in our present time and in existing world conditions such consolidation would mean closer co-operation with the new financial world powers, the Arab States, and definite steps are being taken by the local Government to achieve these ends.

Against this background, the Jewish community in Uruguay still has, economically speaking, a comparatively good standard of living, most of its members being professionals or employed in commerce and industry. There are, of course, many poorer families, some of whom need local charity support for survival. Most of the latter are elderly people often living alone. On the other hand, the community has a high level of Jewish awareness, a frank and courageous manner of publicly stating what has to be said and of sponsoring many activities to further Jewish community life. In this field it should be mentioned that one radio station transmits a two-hour daily programme called "The Voice of Zion in Uruguay", which gives a very presentable news picture in Spanish and Yiddish, interwoven with songs in Hebrew and Yiddish. The "Semanario Hebreo", a Jewish weekly, serves the same purpose, with its presentation of a very positive, Zionist view of happenings in Israel and in the world at large.

Activities vary in nature, at times too institutionalised, at times quite dynamic. Special mention should be made of O.S.U. activities (Organizacion Sionista Uruguaya). Amongst other events, the O.S.U. has organised a

"travelling" exhibition, which visits up country towns, usually cut off from events of this type. Since Montevideo, the capital, has 80% to 90% of the Jewish population, most of the interesting or unusual activities and efforts take place in that city. The travelling exhibition, which has the name "Israel - Message of Peace" has won wide acclaim in and out of Jewish circles.

Conditions have changed in ORT Uruguay over the last year, partly due to efforts being made in the direction of improving co-operation within ORT and with the Montevideo Jewish Community.

Various meetings with key personalities have taken place and the film "L'Chaim" has been shown twice to a limited audience. This film has gone towards making people more aware of the part ORT has played and is continuing to play in the history of our people.

Public awareness of the essential need for both technological education and for more advanced technical know-how as an integral part of the teaching programmes seems on the increase and our efforts to inform the public in this direction are showing first results. In principle agreement has been reached already on co-operation with existing Jewish schools, as detailed in this report. These details should not be considered as final plans for collaboration in 1975, but part, at least, may be implemented at the beginning of, or during the coming school year.

#### Yavne

On November 1st, 1974, the Inauguration Ceremony of the Yavne-ORT preparatorios "Tora y Tecnologia" took place in the Yavne School. On the basis of proven good will, since in fact our actual collaboration commenced before the relevant documents were signed, we have succeeded in widening the scope of our collaboration, so that there are now two agreements. One covers general purpose and aim, outlining the mutual wish to co-operate in the field of education at all levels. The second deals with the "Preparatorios" programme. Amongst those signing the agreement were the President of the Va'ad Hachinuch and the event itself was excellently organised by Yavne and was appreciated by all who participated.

In 1975 it is foreseen that the "Preparatorios" programme will continue and that there will be some increase in technological studies in the

high school. Short optional courses in the elements of electronics will be introduced for 3rd and 4th grade pupils. Creative education workshops will also be opened in the primary section.

### Integral

This is the largest school. In the primary section, it is planned to reactivate the creative education workshops, and introduce some broader based and updated technological studies in the physics programme. A special feature will be the organisation of courses in basic electronics for high school "Preparatorios" pupils.

### Sholem Aleihem

At present, this school has high school classes up to third grade and will extend to fourth grade high school in 1975. Talks have commenced for the Sholem Aleihem to discontinue their own "Preparatorios" and to have their students carry on with their "Preparatorios" with us in 1976. This course of action would be based upon a co-ordinated programme for their fourth grade in 1975 in order to enable the smooth transfer of their former pupils to our "Preparatorios" thus avoiding any eventual pitfalls of such a change-over.

### Contacts with O.S.U.

Another important factor for the changed atmosphere is the good relations which have been developed with the O.S.U. ORT was represented in the Travelling Exhibition by posters. Should existing plans be realised, boarding accommodation for Jewish pupils from the provinces will be provided in Montevideo. This should lead to increased student enrollment, since until now, these provincial students have had no alternative than to go to non-Jewish schools on leaving primary school.

To conclude, it may be said that ORT has a very important mission to fulfill, the continued furthering of a more modernised educational technology within existing schools. At the same time, we shall continue our efforts to develop our Institute upon existing lines, with a special effort to increase the student body studying for the "Preparatorios" (Grade A) in 1975. We shall also continue to elaborate our programme for trainee technicians.

1974 Activities

These included the following courses:

Preparatorios - preparatory classes of two years' duration which serve as a link between the fourth grade of high school and the beginning of university. Hereunder the division of the student body according to grades and specialisation:

	Total	Grade A	Grade B
Total	81	37	44
Engineering	22	10	12
Medicine	31	13	18
Chemistry	13	6	7
Economic Sciences	15	8	7

b. Executive Secretary - a course of two years' duration

	33	20	13
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c. Technical Courses for Electronics - a three years' day course

	Total	Grade A	Grade B	Grade C
	49	12	23	14

d. Technical Course for Electronics - a three years' night course, which commenced in 1974 with only the first grade - 23 students

e. Short courses for radio and T.V. of four months' duration. These courses were held twice during the year.

f. One short course for electricians given during summer vacations of two months' duration.

g. Courses in Hebrew - given at four levels.

h. Courses in English - given at three levels, each course of three months' duration.

The above summary does not include the activity developed at Yavne during 1974. A small, but important beginning was made by the holding

of short courses in basic electronics. Only 16 students attended the courses, but intensive activity is being initiated and 60 students are enrolled already for future training.

### Pedagogical Problems

ORT Uruguay encounters special difficulties in its activities as set out below.

All Jewish schools in Montevideo begin at kindergarten level, continuing in one unified system with primary and secondary school, the latter being sub-divided into four high school level grades and 2 "Preparatorios" level grades. This system allows the organic growth of an integral school atmosphere and the close co-operation of the parents for a comparatively long period. Within this framework the development of closer relations between the school staff at all its levels, the children themselves and their parents is relatively easy, depending upon the initiative and dedication of those concerned. This is especially important when the school assumes the responsibility for imparting Jewish education, culture and identity, obviously areas which need close collaboration with the home life of the youngsters.

On the other hand ORT is a technical institute, starting its intake of students only when they have already received the first - very considerable - part of the education on which their further growth is based. In other words, the youngsters we receive in our institute, are already in many respects a "finished product", and with these young people, we have to work in order to give them the specialised knowledge we offer. At the same time, we have to try to commence, or continue, Jewish education - depending upon the quantity and quality the youngsters bring with them. For this purpose, we have two years only, our students being adolescents of 16 to 18 years of age, and, therefore, closely integrated work with parents is hardly possible and/or productive.

Notwithstanding these grave difficulties, the institute operates at present under the guidance of one director only, with the help of three part-time secretaries. We have been looking for academic assistants the whole year with special emphasis on finding a sub-director, an engineer in electronics (part-time). Regretably, we have so far had no results in this search, the situation of the local market with regard to fully qualified teaching staff being generally bad. This applies particularly to the field of modern technology and to the



finding of Jewish candidates. Current pedagogical and technical control of school activities is, therefore, severely handicapped with inevitable serious results.

The implementation of co-operation with other Jewish schools, as described earlier in this report, is based not only upon understanding and good will, but also, perhaps primarily, upon the understanding that ORT will be able to impart its special knowledge in technical education and educational technology. It will do so not only with programmes and equipment, but with supervision and follow-up of a high standard. Lack of adequate personnel, even on a part-time basis, is one of our most serious preoccupations.

#### Jewish Education

As for Jewish education, we continue with the firm intention of increasing the existing two hours a week to six, starting from the beginning of next school year of 1975.

We have started talks with other schools for co-operation in extra-curricular activities of a Jewish character in 1975. Should this effort be successful, it will provide our Jewish students with an excellent opportunity to partake in activities which ORT itself cannot provide on an independent basis.

#### Future Prospects

Apart from the assistance from Womens' American ORT, channelled through World ORT Union, Geneva, ORT Uruguay receives no other assistance from any other organisation at present.

The Comision Directiva of ORT Uruguay is still not very active. The Vice-President now acts as President, since Dr. Kleiman has asked for leave of absence. He is trying to enlist new members, but it is very difficult to get the ball rolling at the present time. It is to be hoped that, with the changing of ORT's image here, this phase should get easier as well.

It has been decided that a Womens' Committee should be created. This development is of very recent date.

Taking into consideration the economic situation of the country, it is to be doubted if much - if anything - can be done in the field of membership unless the Committee becomes much more active.

To sum up - it seems that a new approach and attitude towards ORT is getting under way as a response to our new approach to find a way out from the bogged-down situation which existed. We think we can now look forward with some certainty towards a period of co-operation and collaboration with the Jewish schools, their commissions and other institutions, perhaps even towards a period of mutual confidence based upon the knowledge that we have common goals and the diverse specialities should combine in striving to achieve them. Based upon these premises, ORT's activities in Uruguay should be able to widen their scope, always providing that ORT will find the ways and means to actually provide the expert guidance in technical education and educational technology it has promised.

VENEZUELA

The Jewish Community of Caracas is passing through a period of serious economic crisis, which is reflected in its social, educational and cultural activities. Some of its members are wealthy but the community's component organisations are weakened by their unceasing search to find the necessary financial resources for their programmes.

This situation has unfortunately had its effect on the community schools where it is essential that teaching methods be modified, specialised personnel engaged and the equipment and premises modernised.

Through the technical and economic assistance of the World ORT Union, the two Jewish Community schools of Caracas are able, if only partially, to improve the standard of primary education through the creative education workshops, through the research centre, through the science laboratory and the refresher courses for primary school teachers. These are the tasks undertaken by ORT at present in Caracas - some of the courses have been functioning since 1969. At the end of 1974, the student body totalled 621.

ORT has also implemented a programme of educational and social assistance which has been under study by the Venezuelan Ministry of Education for two years. Destined to benefit four thousand children from the poorest areas of Caracas, this programme is based on the technical support of the World ORT Union and the partial financing of the Van Leer Foundation. Now that an agreement has been signed by the parties concerned and the Director and administrative personnel engaged, material and human resources are being co-ordinated so that the programme can start functioning from the beginning of 1975.



NORTH AMERICA



## AMERICAN ORT FEDERATION

### Year of Protracted Crisis

For Americans, for Jews and for members of the family of ORT, there was little last year that brought cheer. A sequence of political and economic tremors unparalleled in their ferocity and unprecedented in modern times combined to fray American confidence in 1974. The successive political shocks that dominated the whole spectrum included in the term, Watergate, the first resignation of an American president and the assumption of that office of a new president who had not been elected to that office nor to the vice-presidency - these hardly require analysis for purposes of this report. Yet they telescoped within a brief time span events that will long mark 1974 as a unique American year.

Nor is there need, other than to record for its impact, the effect of the Arab oil embargo, its quadrupling of price and, in consequence, compounding universal inflation and monetary dislocation, contributing substantially to an economic downturn whose management seems to defy economists and government alike, and destroying the prior world economic balance.

Because it is an international organization whose programmes and affiliated national bodies are broadly located, ORT, far from exempt from the effects of monetary upheaval, suffered the effects of currency confusion with particular severity, even before oil blackmail. Already in 1973, ORT's budgetary crisis had been triggered by the second dollar devaluation in 18 months. This was further aggravated last year by the international fiscal disarray, compounded by a universal double-digit inflation which for ORT meant cost-of-living increases in salaries as well as price rises for every item in the administration of schools. The largest ORT programme is in Israel where inflation is the highest in the industrialised world. Devaluation of the Israel pound was accompanied by even higher prices and mandated cost-of-living salary increases. This wiped out any gain ORT might have made by this devaluation, and because ORT has few dollars to spare, does not at all affect the sizable accumulated deficit of ORT Israel.

Ma'alot and Nahariya were no abstract headlines, but events felt in every home and community across the nation. They were perceived

as atrocities aimed at ourselves and as a setback for the age-long effort to establish the sanctity of life as the governing code for human behaviour. For American Jews who had exerted every effort on behalf of Russian Jewish immigration, the hopes incorporated in the Jackson Amendment at the beginning of the year still flickered at year's end, but had become overcast with doubt. So far as ORT was concerned, it may be noted that during 1974 the ORT School in Rome was more deeply involved in serving refugees - Russian Jews primarily - than at any time since the immediate post-World War II period. The Bramson ORT Training Centre in New York received scores of Russian Jews last year.

With all this the single image etched darkly on the mind of American Jews was Yassir Arafat, revolver barely concealed, proclaiming his doctrine of destruction from the platform of the United Nations in New York City. For the Jews of America, whose solidarity with Israel became visceral as never before in the Yom Kippur War and its aftermath, this moment welded into the collective community consciousness a sense of common destiny.

#### Impact on ORT

For American ORT, 1974 began with two meetings both concerned with the same problem - the budgetary hardships that presented ORT with its most difficult financial crisis in a quarter century. The National Conference of the American ORT Federation met in January in acute awareness of an Israel still emerging from the trauma of the Yom Kippur War, of the role of ORT on the country's home front during those fearful days and resolved in policy and action to find the means to respond.

A month later, the largest delegation ever to attend an international ORT assembly was present at the World ORT Union Emergency Congress in Jerusalem. The emergency impulse for convening the first international ORT gathering of this nature derived from growing deficits of a severity that threatened the capacity of the programme to perform its services. The overriding reality of the Yom Kippur War and its aftermath, and the necessity of formulating the guidelines for ORT in the period of postwar reconstruction, pervaded every moment. At the same time, it had become essential to re-examine the new requirements of programmes in the Diaspora and for Russian Jewish immigrants in Israel and elsewhere.

Out of these discussions came approaches for the shortrange budget

hardship, the establishment of an invigorated Organisation and Fund Raising Department of the World ORT Union to attempt to assure ORT funding on a planned basis, relying primarily on the organisational effort of ORT groups. Such efforts would undergird a programme determined to move forward both in response to the needs of the Israel economy, manpower and education of its youth and assurance of the quality and standards of ORT programmes everywhere. These goals were codified in guidelines orchestrated to set a path of ORT development until the end of this decade.

#### Financial Support to the Programme

Despite the counter currents that swirled through the land and through Jewish life during 1974, with regard to support to the ORT programme which remains the fundamental *raison d'être* of American ORT, the basic fact is that goals were met. It would be massive exaggeration to claim that all that was needed was provided - far from it. Yet last year American ORT collectively provided the largest sum of recent times. By far the largest single portion of this support, other than JDC, was contributed by Womens' American ORT. Mens' ORT chapters and, in fact, every segment of the organisation rallied as never before.

The sympathetic understanding of JDC was enormously helpful. Growth of Womens' American ORT was a large factor. Expanded activities of Mens' chapters and participation of Business and Professional ORT, National ORT league and American Labor ORT brought new sources to bear, permitting larger contributions. The National Legacy Programme likewise produced significant funds, and the machinery procurement programme continued to provide contributions in kind. With regard to Mens' Chapters, by mid-year it had become apparent that existing pledges were inadequate. A bold \$100,000 Pledge-Plus was launched which succeeded in involving most groups.

During 1974, American ORT was able to contribute \$6,313,000 for the programme from all sources. This amount should be read as the participation of the American Jewish community in ORT. Of this amount, the contribution from Womens' American ORT was about \$2,693,000. As we look forward to what looms as the most critical period ORT has had to face in a quarter century, we are aware of the enormity of the responsibilities that must be borne in the next years.

#### National Legacies Programme and Grants

1974 was an active year for the Legacies Programme, headed by John F. Davidson. The results indicate that this programme has made

considerable headway in promoting the idea of legacies for ORT. Receipt of additional letters of intent is indicative. However, these considerable achievements have merely scratched the surface.

A major asset in the legacy picture is the aid given by Hyman J. Wachtel, who brings to his assignment as Legacy Consultant, among other things, a wealth of experience.

The National Legacies Committee was mandated in 1961 to establish a programme promoting the concept of legacies for ORT. It has now, therefore, completed well over 14 years. This programme, including earmarked grants, brought to American ORT Federation, \$1,880,460 in that period.

The most productive programme is conducted by Womens' American ORT. The National Office of American ORT Federation has been effective. It is interesting to note that several Chapters have incorporated legacies as a regular function and have legacy chairmen. The American and European Friends of ORT, Business and Professional ORT, and New Haven Mens' ORT deserve particular note. National ORT league is launching its legacy programme.

In 1974, legacies and grants totalled about \$241,585. The Joseph Spivack Scholarship Fund was completed with a principal of \$10,000. The Rubert Family, which originally pledged to establish a Dr. Samuel R. Rubert Memorial costing \$50,000 at the Jerusalem ORT School of Engineering now under construction, contributed \$27,034 and agreed to raise the total pledge to \$100,000. The Baron de Hirsch Fund made a number of generous functional and programmatic grants of considerable substance.

#### Implementation of Policy on ORT American Presence

The question of how to define and implement policies for an ORT operational presence on the American scene moved into its first planning stages last year. These efforts took practical form, thanks to the availability of Bernard Wand Polak, veteran ORT builder whose record, among other activities, reaches back to his directorship of the ORT School in Lyons after World War II, Director of ORT Morocco, head of development of apprenticeship and other ORT services in Israel and currently ORT Director for South America. Mr. Wand Polak was lent to American ORT to bring his considerable experience to bear on the problem.

As a consequence, a good deal of exploratory work was accomplished. Funding possibilities were explored. Community agencies engaged in education were involved. A basic approach was devised. Community authorities were kept informed. Staff responsible for development of this programme were employed to work under Mr. Wand Polak's direction. The World ORT Union, in the person of M. A. Braude, ORT Director General, was not only kept informed, but also involved in the process of policy implementation.

#### Study Missions to the U.S.A. and other Visitors

American ORT, in co-operation with the Baron de Hirsch Fund, co-ordinated several educational study missions during the Spring and Fall of 1974. The purpose of their studies was to investigate new pedagogical techniques in American secondary and post-secondary education, thereby helping to broaden the quality of ORT education and skills training. Their itinerary was quite extensive and encompassed visits to educational institutions in six states.

During the Fall mission, American ORT Federation assisted two high-ranking officials of the Israel Ministry of Education and Culture in their studies of American schools of architecture and administration. Visits with American experts in these specialities were arranged and invaluable learning experiences shared. Both of these officials have major decision-making responsibilities vis-a-vis technical and vocational education in Israel.

The several visits of Max A. Braude during the course of the year were invaluable on many scores. Note must be taken of the extended stay of F. Schrager, Director of the World ORT Union in Paris, in November-December. In a relatively short time, Mr. Schrager made an enormous impact on labour, fraternal and Yiddish-speaking circles in the New York area, renewing old contacts, establishing new ones and exploring potential for additional support. His stay was an unqualified success.

#### Functional Services

##### The New York Bramson ORT Training Centre

The Bramson ORT School in New York opened its doors on November 1st, 1942. It was given the name Bramson in memory of Dr. Leon Bramson, a founder of the World ORT Union who had died in Marseilles on March 2, 1941. His wife, Mrs. Vera Bramson, came to New York. She was

one of the founders of the School in his name. With the subsequent passing of Mrs. Bramson, the School was renamed in memory of both Leon and Vera Bramson. Last year, the name was changed to The Bramson ORT Training Centre.

This School is probably the oldest now extant in the entire World ORT network. From its inception it specialised in needle trades. This choice was made because historically the garment industry had always been hospitable to newcomers, especially Jews. Jews were well represented in the industry at all levels at the time and turnover in the trade is such as to provide constant and easy access to employment, a major consideration for newcomers with language problems and the need for quick, entry-level employment.

Enrollment at the School has always been a barometer of Jewish immigration to New York. 1974 enrollment was about 350, including a number of Soviet Jews and an increasing number of Chassidim. Enrollment of Soviet Jews rose toward the close of last year, reflecting their increased arrival in the United States under a special ruling by immigration authorities.

Students in 1974 came from 16 different areas of emigration, counting Latin America as one unit. Their background is similar to previous years, most with multiple emigration, still many with concentration camp histories. The largest single group were Russian Jews, arrivals of the last two years. A large percentage again came from Latin American countries (about 12%).

Students are referred to us by agencies such as NYANA, HIAS, Jewish Federation and Guidance Service, N.Y. Society for the Deaf, N.Y. League for the Hard of Hearing, N.Y. State Department of Labour-Manpower Division, Jewish Child Care Association, Fountain House, The Williamsburg Community Centre and others. The majority of students come to us by recommendation of friends, neighbours and relatives. Many hear about the School through Yiddish and Russian newspapers and radio.

The School has had a continuous and intimate relationship with the New York Association for New Americans, which is the New York agency for reception of Jewish arrivals. This became particularly important last year with the Soviet Jewish influx.

Despite industry depression, employment opportunities for sewing machine operators were good. There has been great demand for our graduates and we have received dozens of calls from employers in

all branches of the garment industry, some calling for additional workers. Most women prefer employment as Merrow operators. The reason given to us is that this seems to be physically easier and also better paid work for beginners.

The school receives substantial support from the Baron de Hirsch Fund, the Manischewitz Foundation and members of the American ORT Federation. It cannot be too strongly emphasized that the Baron de Hirsch Fund's Annual Grant which was recently increased, has been the mainstay of the School. It is anticipated that the School will continue to serve hundreds of newcomers this year.

#### Technical Assistance

Edward Schneider is Chairman of the American ORT Federation Technical Assistance Committee.

The ORT Technical Assistance programme, which at the outset some fifteen years ago was financed by contracts with the U.S. Government Agency for International Development (AID) and the Peace Corps, has steadily expanded and is now being financed also by other governments, as well as other international agencies such as the World Bank, the Organisation for Economic Co-operation and Development (OECD) the European Economic Community (EEC) and, in some instances, even the developing countries themselves.

The current status report of this much-expanded and broad-ranged development and manpower training service involving large sums is contained in the report on Technical Assistance.

#### Equipment for the Overseas Programme

The Procurement Department in New York which serves our overseas programmes, has three main spheres of responsibility:

1. Servicing ORT schools abroad
2. Obtaining excess property donated by the United States Government for ORT Schools.
3. Purchasing for AID or other financed projects in Africa.

1. ORT Services:- Our Procurement Department purchases for overseas ORT schools equipment which is manufactured in the United States. In 1974 our office placed 152 orders in the United States for material worth \$71, 615 to be shipped mainly to Israel,

Geneva and South America. These orders included: scientific laboratory equipment, electronic test instruments, function generators, automotive tools and test equipment, technical books and magazines. In addition, through the efforts of John I. Moss of Chicago, the American ORT Federation received donations-in-kind of electrical metres worth approximately \$4,400.

2. Excess Property Programme:- The programme under which the American ORT Federation receives excess property from the United States Government for use in ORT schools abroad was reactivated in 1974. During most of 1973, the programme had been suspended because governmental regulations were being revamped. During that period it was impossible for us to proceed. By this year, however, the programme was back in full operation. During 1974, the American ORT Federation was awarded property with an original acquisition cost to the United States Government of approximately \$200,000.

Since 1962, under the excess property programme, we have received donations of machine tools with an original cost of approximately \$2,200,000.

The American ORT Federation is responsible for certain costs related to the acquisition of this material, such as inspection, inland trucking, export boxing. However, the cost of ocean freight is subsidised by the United States Government which, through the Agency for International Development, pays the cost of freight, sent by voluntary organisations like the American ORT Federation to certain specified countries. Under the ocean freight subsidy programme we received \$10,555 in 1974.

3. ORT-AID:- ORT-AID projects in Africa continue. Most of the purchasing of U.S. manufactured materials for these government-funded programmes was completed by early 1974, amounting to \$222,160 worth of equipment. A final report on the Zaire road construction and training programme is now in preparation. The American ORT Federation Procurement Director was dispatched to Geneva and Zaire to assist in the preparation of the procurement and shipping section of this report.

In Summary: During 1974, this Department was responsible for obtaining, processing and sending equipment valued at \$508,730 for all the aspects of overseas ORT activity, ORT proper as well as its technical assistance phase of services.

### Organisational Structure and Function

The American ORT Federation, as its name indicates, is a federated structure to which are affiliated national organisations such as Womens' American ORT, American Labor ORT, Business and Professional ORT and the National ORT League; Mens' Chapters and membership of American ORT Federation, including Womens' American ORT, is well in excess of 130,500.

The single most dramatic index of the place of ORT within the American Jewish community is the growth of Womens' American ORT into one of the largest and most eminent national Jewish womens' organisations, and its expansion into practically every community of size across the landscape of American Jewry. A separate report by Womens' American ORT describes its activities and its contributions.

American Labor ORT in 1970 contributed \$50,000 from the ILGWU for the enlargement of the facilities of the ORT School in Montreuil, Paris and another \$25,000 for a memorial to the late Harry Greenberg, who was manager of Local 91 and chairman of the American ORT Administrative Committee. Support for the school continued in 1971, 1972 and 1973. The ILGWU was originally responsible for giving ORT the building in which this school is situated and by these gifts participated in the school's expansion.

Labor ORT in 1971, through the initiative of Charles Zimmerman, ILGWU Vice-President and head of the Dressmaker's Joint Council, and Louis Stulberg, ILGWU President, pledged \$50,000 for the creation of a memorial to Julius Hochman at the ORT School of Engineering in Jerusalem. Dedication of the facility took place in February, 1974, in connection with the ORT Emergency Congress with the participation of Murray Gross, who read a message from Louis Stulberg, ILGWU President. Other productive aspects of American Labor ORT activities included effective co-operation with the Garment Employers' Chapter, the formation of the Workmens' Circle Committee for ORT, other chapters, and in public relations.

National ORT League whose approach is primarily to the Yiddish-speaking community, considerably restructured and enlarged its pattern of activities. Major change in 1974 has been the addition of several experienced new workers, reaching out to new groups in the community, and a spirit of confidence and dynamism which has raised all its work to new levels. Results are a stronger organisation, growing in several directions, the sum of which has launched the National ORT League on a new beginning to develop a more effective group. The members

worked hard, with admirable devotion, experience and understanding. Their annual conference in November was an unqualified success on every count. The result of these many efforts was by far the largest contribution in the organisation's history. Plans for the coming year augur well.

Business and Professional ORT, with about 1,000 members organised in six chapters located in New York, New Jersey and Philadelphia is able to report a productive and fruitful year. In 1973, it was able to contribute the largest sum in its history, thanks to an extraordinary response to the ORT emergency and a memorial fund in sympathy for the terrible loss suffered by Mrs. Frances Sober, its veteran leader.

The big change was in the high morale produced by an experienced leadership. A team that has won its spurs over the years brought fresh energies and fresh spirit to all phases of activity. The events calendar of B and P ORT is busy and full. It serves the needs of its members no less than the cause of ORT. It is a meeting place for singles and couples who find gratification in their identification with ORT. The group supports the ORT Institute in Chemical Technology at Ramat Gan.

Mens' Chapters made considerable strides on all counts. In 1960 there were 11 mens' chapters producing a total membership income of \$45,000. This year's Membership Report indicates that there are now about 70 groups. Income for 1974 was about \$700,000, including the extraordinary efforts of the \$100,000 Pledge-Plus Drive. The various branches of Mens' ORT claim the time and talent of 18,000 men. 1,700 new members were enrolled last year.

There were considerable advances in Florida and in several communities in Ohio. Emphasis is placed here on the growth of Mens' Chapters because this is one of the most promising organisational developments of recent years. New excitement, dynamism, new personalities have been brought into the ORT pattern. Among industry-based chapters, those in garment and plumbing are outstanding.

It is more difficult to measure the effect of the more than 200 Rabbis of all three persuasions who have become identified with the National Rabbinic ORT Committee and the impact this has upon their communities, or the association of community leaders with ORT activities in their own areas.

The National Organisation Committee co-ordinates and formulates policy on an activist level. Most significant in 1974 was the emergence of a national leadership in the entire spectrum of this work.

### Perspectives

The American ORT Federation begins its 54th year as a quite different organisation than was originally conceived. ORT was first envisioned as a resource for the financial support of ORT's services to the Jewish people and that vision is as alive and relevant now as it was then. Clearly, however, American ORT to-day involves a broad spectrum of services, activities and representation in the community. A vital and dynamic spirit pervades. An involved leadership has given ORT a new face on the American scene and a new place in the community mainstream.

The sinews of organisational life have been vastly strengthened by the advances in membership in the organised representation of ORT within the community. Much of this, too, is the end result of a highly effective step-up of the tempo of the organisation at all levels. American ORT therefore faces its 54th year as a much more effective organism and a more productive instrument on behalf of ORT.

It would be naive, nevertheless, to predict a smooth road ahead. A time of complexity lies before us. Yet, there is sound reason to be hopeful that ORT will grow, expand, and become an ever larger current in American Jewish life. The attractiveness of ORT to practically every segment of the community has been tested and the response is very positive indeed. The programme itself is the greatest asset and the more who see it in all its vitality, the more are moved to identify with it as an organisation. Even in this uncertain time, a measured estimate of what lies ahead provides good reason to exert all energies to realise both organisational and supportive goals.



## WOMENS' AMERICAN ORT

This report covers the major activities of Womens' American ORT for the fiscal year July 1, 1973 to June 30, 1974. Where possible and warranted, statistical data and activity highlights to January 1, 1975 (the half-way point of our current 1974/1975 fiscal year) will be included. The report will also draw upon statistics of previous years for comparative purposes as well as to illumine both problems and trends.

### The Roots of Our Commitment - the Impulsion to Effort

Conceiving ORT as a movement in Jewish life, its purpose consciously and inextricably intertwined with the whole galaxy of contemporary Jewish problems and needs, Womens' American ORT has evolved as a mass membership organisation, activist in nature and comprehensive in its responsibilities. We see the ORT operations as our anchor. Yet we do not see these operations as "a thing in itself", but rather as a "thing in relation", as an indispensable link in the chain of the larger purpose - Jewish continuity and survival. From this vantage our anchor becomes a lever. The "movement" concept fosters awareness, broadens concern and links these, awareness and concern, to responsibility and action.

All issues relevant to Jewish continuity are embraced in the ken of our concern. We do not view these as passive observers, but as organisational responsibilities, as summonses to action - supportive or initial:

- Israel's survival and security; her economic viability and social equanimity.
- Spreading and emboldened anti-Semitism, at home and abroad.
- The right of Soviet Jewry to emigrate; and indeed the rights to free emigration and immigration for all peoples as a touchstone of humane principles.

- Jewish persecution anywhere, be it Syria or Hungary or Uganda.
- The quality of Jewish life at home; and the quality of Jewish communal leadership which reflects and affects the quality of Jewish life and the effectiveness of Jewish activity to purpose.
- Jewish identification and the alienation of large segments of our Jewish youth from that identification.
- The adequacy of our ORT schools to Jewish communal needs everywhere, as a force strengthening community existence and enriching Jewish life.
- And, as an organisation and citizens within a democratic society, and a programme cognizant of the vital role of education and vocational training in society, the calibre and quality of education and vocational education in our own country and the cities and communities in which we live.

These are among the central issues of our organisation's interest and involvements. Their broad spectrum define as multi-faceted the activities in which we are engaged. As the organisation per se engages these issues as its concerns and responsibilities, the individual member is enabled to become a participant in the significant events of our times by identifying with the ORT programme. Assuming programmatic allegiance, she need not fragment her time, her energies, or her convictions in compartmentalised parcels to a diversity of agencies and institutions; nor be discouraged by the need to do so. The philosophy and programme of ORT as a movement in Jewish life, with all the relevant activities radiating from this, is an all encompassing entity for the expression of her Jewish commitment.

The organisation's structure, indeed, its motive force, is fashioned to engender that critical transition from bystander to activist. By its structure, from the chapter which is the vessel of membership through several pyramiding echelons up to the National Board and Executive Committee, the organisation becomes a facility of commitment fostered by education and the arena for participatory activity expression. It organises, co-ordinates and directs, mobilises forces, focuses upon the telling targets, economises, i.e., concentrates energy for effective deployment and maximum impact.

The concepts of mass, of activist membership organisation derive inexorably from our underlying precept that ORT is a movement, of unique character and distinctive purpose in Jewish life; that its

philosophy, programme and purpose are uniquely attractive to wide masses of Jewish people; that in its totality its programme and role are duplicated by no other movement in Jewish life. It is a distinct current performing an indispensable role in Jewish life.

On these concepts and the attendant organisational structure and activities has Womens' American ORT, over the years, emerged as one of the largest and most consequential organisations in the United States. It is increasingly recognised for the depth of its commitment, the high calibre of leadership and membership, the effectiveness of its performance. Beyond doubt, Womens' American ORT is a major force in the American Jewish community, experiencing ever-wider recognition in the general American community, as this report will document.

Through all the ebbs and flows of changing circumstance, of fluctuating opportunity, the growth of Womens' American ORT has been both steady and vigorous; its productivity consistently upward; its scope of communal involvement ever broadened; its community position and impact progressively enhanced. The fiscal year under review, 1973/1974 sustains this pattern in every major feature and by every yardstick by which progress is measured. The year registered new heights of attainment, new records, new breakthroughs in the reaches of our ever-bolder and more demanding perspectives.

#### The Organisational Front - Membership

From the time our organisation surpassed the 80,000 membership mark in 1969/1970 (a major objective in our strategic 8 year goals), the 100,000 dues-paid membership level has been a coveted objective of our organisational perspectives. That objective was attained in 1973/1974 when our closing dues-paid membership reached 103,858. It compared with a closing figure of 98,754 in the immediately preceding year, 1972/1973. The net gain over the year was 5,104 about 100 over the 5,000 net goal we had set for ourselves.

The accomplishment, gratifying by any standards - was more notable in the light of the many objective deterrents. The times and their tides were conducive to less ambitious objectives than the 5,000 net gain we had undertaken. A rapidly rising inflation in junction with a slowly, but markedly deteriorating economic situation are not congenial factors for growth. Reports of diminishing dues payments in most other major organisations were being confirmed in the realities. But our organisation, impelled by need, planned and negotiated the deterrents and sustained our momentum of growth.

At the foundation of any stratagem for membership growth is the corps of existing membership and the success in their annual reenrollment. For the mass membership organisation a 75% reenrollment quotient is nominally good. Our standards (and results) are invariably higher. Testifying to the high degree of motivation and commitment, our annual reenrollment results have consistently fluctuated between 84% and 86%. In 1973/1974, 83,443 members were reenrolled or 84.5%. 20,415 new members recruited brought our 1973/1974 dues-paid total to the 103,858 reported earlier.

For the current year, 1974/1975, despite aggravated deterrents, we have again targeted for a net membership gain of 5,000 designed to bring our dues-paid strength to 109,000. As of January 1, 1975, our dues-paid figures were running about 4,000 ahead of the same date in our previous fiscal year, a good omen for our final year-end results. With some acceleration in our membership efforts we will again oversubscribe the new 5,000 net gain goal targeted for 1974/1975.

Membership in Review

It is customary in every World ORT Union Congress year for these Activities Reports to trace our organisational and financial progress over the years to measure progress and discern trends. The statistical tables appearing below divide the span of years for which data is available into 5 year periods, measuring the results from year to year within each of these 5 year periods and then of the 5 year periods themselves. The tables here (and elsewhere relating to other categories) span a 25 year period:

Membership

25 year period - 1949/1950 - 1973/1974

Year	Total Mem- bership	Annual Incr. Over Each Preceding Year	% Incr. Over Each Preceding Year	% Increase Over Base 1949/1950 Year
Base Year 1949/1950	12,657			

First 5 Year Period

1949/50	12,657	-	-	-
1950/51	15,325	+2,668	+21%	
1951/52	18,540	3,215	21%	
1952/53	23,878	5,338	28.8%	
1953/54	26,211	2,333	9.8%	
5 Year Total		13,554		+107.1%

% 5 year Increase Over First Period Base Year: +107.1%

Second 5 Year Period

Base Year				
1953/54	26,211			
1954/55	28,845	+2,634	+10%	
1955/56	33,696	4,851	16.8%	
1956/57	37,063	3,367	10%	
1957/58	39,998	2,935	7.9%	
1958/59	44,485	4,487	11.2%	
5 Year Total		18,274		+251.5%

% 5 Year increase Over Second Period Base Year: +69.7%

Third 5 Year Period

Base Year				
1958/59	44,485			
1959/60	47,340	+2,855	+6.4%	
1960/61	49,637	2,297	4.9%	
1961/62	49,039	-598	-1.2%	
1962/63	50,168	+1,129	+2.3%	
1963/64	52,085	1,917	3.8%	
5 Year total		+7,600		+311.5%

% 5 Year Increase Over Third Period Base Year: 17.1%

Fourth 5 Year Period

Base Year			
1963/64	52,085		
1964/65	55,977	+3,892	+7.5%
1965/66	60,883	4,906	8.8%
1966/67	68,080	7,197	11.8%
1967/68	71,206	3,126	4.6%
1968/69	76,371	5,165	7.3%
5 Year Total		24,286	+503.4%

% 5 Year Increase Over Fourth Period Base Year: 46.6%

Fifth 5 Year Period

Base Year			
1968/69	76,371		
1969/70	82,917	+6,546	+8.6%
1970/71	89,017	6,100	7.4%
1971/72	96,236	7,219	8.1%
1972/73	98,754	2,518	2.6%
1973/74	103,858	5,104	5.2%
5 Year Total		27,487	+720.6%

% 5 Year Increase Over Fifth Period Base Year: 36%

Some Fragmentary Observations on the Membership Tables

Over the 25 year period the organisation grew from a dues-paid membership of 12,657 in 1949/50 to 103,858 today, an increase of 91,201 or 720.6%.

Average annual membership gain in the first 5 year period was 3,386; in the second 5 year period 3,655; in the third, 1,520; in the fourth, 4,857; and in the fifth, 5 year period, 5,557.

Net membership gains were registered in each of the 25 years, with the single exception of 1961/62 when we experienced a net decline of almost 600. This is most probably an incomparable record, matched

by no other large membership organisation.

### The Role and Tenure of Concepts

Attention is here drawn to the third 5 year period, 1959/60-1963/64. Although the period produced a net membership gain of 7,600, it is evident that relative to the earlier years the growth momentum had slowed somewhat. While organisational opportunities in this period were not at their most flourishing, still the time itself was not inimical to growth. A brief examination of this development and its source may be instructive in the timeliness and the tenure of concepts as instruments in the dynamics of organisation building.

#### A. The Scene....

By 1958 the post-war period of "relative stability" was coming to an end. The British and French reversal, by "diplomatic pressure", at the West Bank of the Suez Canal in 1956, the ruthless subjugation by Soviet tanks of the Hungarian Revolution and the Polish uprisings in that same year consolidating Soviet tyranny over Eastern Europe, the French debacle in Indo-China were the watersheds at the threshold of a new climate and a new configuration. And the shock and shame ---and guilt of the Holocaust which had engulfed the world in the aftermath of its revelation was beginning to wane.

The "relative stability" was followed by a treacherously deceptive period of quiescence; a short-lived pause that sutured evervation to the complacency that attended the preceding "stability". That quiescence was violently shattered beginning in 1963 and 1964 not only by the turbulence in international events, but in the student and generation explosions at home; and in whose wake there churned a stormy cascade of alienation. For Jewish life, perhaps more than for most, the portents were sheltered by an ambiguous serenity. Complacency was stirred, but it lagged stubbornly behind the unfolding realities.

#### B. ....The Organisation....

By 1958, Womens' American ORT had attained substantial strength, its membership surpassing 40,000 and reaching for 50,000, its chapter strength exceeding 350 and its reputation for devotion, energy and accomplishment eminently established.

The revolution in science and technology was catapulting vocational

and technical education into the very forefront of societal needs. Thereby, too, did it vastly magnify ORT's role in Jewish life presaging a dramatic expansion of ORT operations - in quantity and quality. Womens' American ORT understood that a meaningful part of providing for this required expansion would devolve upon us; that this dictated a dramatic growth in numbers, in organisational strength and a concomitant leap in financial productivity. And, too, and equally and inseparably, that our own greater strength was required to join and fortify the American Jewish community in combating the foreseeable hazards and threats to Jewish continuity, already visible as the period of "relative stability" ended.

### C. ----And Reorientation

1957 and 1958 were for us the turning point. Although the organisation had attained a respectable size, we were an organisation turned inward, narrow in our programmatic canvas and isolated from the American Jewish community. The very concepts by which we had phenomenally grown, became outmoded both by the harbingers of coming events as well as by the cumulative growth that had been rendered. Quantity changed into quality. New concepts were required to capitalize upon our acquired strength, to meet the anticipated needs of the ORT overseas operations and to face as active participants with the American Jewish community the emerging issues fateful for Jewish survival -- of Israel and the communities of the Diaspora.

Beginning in 1957 and through 1964 these new concepts were forged, codified and set in implementing motion.

The concept of ORT as a movement was crystallised, refined and promulgated as our motivational premise -- as the generator of purpose. A programme for the moral and spiritual rearmament of the membership in the philosophy and programme of ORT unfolded.

The "planks" of our Womens' American ORT platform were broadened and deepened by adding new "projects" reflective of the changing needs of the ORT programme and the imperatives for the expansion of its facilities. A "School Building Project" to support massive expansion of ORT's facilities. An "EPIC" Project to foster mass training by ORT at the pre-vocational, apprenticeship and accelerated levels. A redefinition of our "M.O.T." project's responsibilities to foster acceleration of higher level programmes - high schools and junior colleges; these among others.

Corollary to the concept of ORT as a movement was that of Womens' American ORT's responsibility to the community through which the organisation in a great wheeling movement was to be turned from its near hermetic insularity into the community.

And finally, the "mass membership" concept which struck further at insularity, at sorority-like selectivity in recruitment and chapter life. The concept presupposed and engendered an activist role for membership. Adherence to and support of the programme of Womens' American ORT became by this concept the sole pre-condition for admission. The concept opened the organisation to all women subscribing to our defined Jewish purpose. The concept effected the most radical changes not only in the recruitment process, its methods and techniques, but in the composition of our membership and the character of chapter life into which the mass membership was drawn.

Needless to say, these concepts, singly and in compendium, represented and required a fundamental re-orientation of an already large-sized, tradition-set, organisation. A massive re-education and some significant restructuring and retooling were required. Understandably, the re-education entailed a long ranged process, to overcome the inherent resistance to change that surfaced throughout the long process, which coincided roughly in time with the period of quiescence - 1958 to about 1963. Greatest "resistance" was encountered toward the "mass membership" concept and to the turn to the community. The term "resistance" in the later stages of re-orientation is perhaps not wholly accurate. In the last 2 or 3 years of the process the problems were less "resistance" than "know how".

By 1963/64 the concepts had been widely grasped, the organisation basically re-oriented and the retooling process completed. It was then that we were in a supremely fit position to launch our bold and comprehensive "8 year goals" of accelerated growth and financial productivity which called for, among many other demanding things; the increase in membership from 50,000 to 80,000; and the doubling of our financial support to the overseas programme from the \$1,000,000 per year to \$2,000,000 level within the 8 year period. As related in previous activities reports, all of the objectives of the "8 year goals" were attained and most (including the goals in membership and expansion) were realised in 7 years.

## Organisation Strength and Expansion

### Terminology

For purposes of reference, we define here the various echelons of the organisation as these are presently constituted.

#### a. Chapters and Chapters-at-Large

The chapter is the basic unit of the organisation and the vessel of membership. Generally, though not exclusively, the chapters are based on geographic "jurisdictions"; neighbourhoods in urban communities, towns and villages in suburban or small communities. Often, two and sometimes more chapters are formed in the same neighbourhood or town to accommodate "common interests" or convenience of a membership. So that afternoon and evening chapters in the same general vicinity are not uncommon in centres of density of Jewish population.

Two classifications of chapters exist. Those functioning within "regions" and "area councils" are simply called "chapters." These require a minimum of 15 dues-paid members to be chartered. Those functioning outside of "regions" or "area councils" are called "chapters-at-large," are serviced directly by the national organisation and require a minimum of 25 dues-paid members to be chartered. The average strength of the chapter (or chapter-at-large) is about 110, though most chapters fall into a bracket of between 75 and 150 members. Chapters (and chapters-at-large) meet once per month, at least 9 times each year. Their boards, too, meet monthly but generally 11 or 12 times each year.

#### B. Regions

Where 4 or more chapters function in a homogeneous community entity (generally cities, suburban areas or counties), a region is formed as a legislative, co-ordinating and servicing arm of the national organisation. Although a constitutional limitation of 4 chapters is prerequisite, few regions are ever formed with less than 6 and then only if the potential for a larger number of chapters is imminently present. The average region has 17 chapters, though most regions fall into a bracket of between 15 and 25 chapters. A few, in Jewish population density areas, have as many as 40 chapters. The affairs of the region are conducted through an Executive Committee and a board of elected representatives. Each of these bodies meet, generally, monthly.

C. Area Councils

Like the "region" echelon, the area council is a legislative and servicing arm of the national organisation but formed in communities where population size is large enough to warrant 2 or more chapters but not sufficient for a number assuring a viable region. Thus, an area council must have a minimum of 2 but may have as many as 4 chapters. Only 2 such area councils presently exist; one in Richmond, Va., and one in Toledo, Ohio.

D. Chapters-at-Large Co-ordinating Committees.

Unlike the "regions" and "area councils", the "chapter-at-large co-ordinating committee" is not a legislative arm but rather an organisational facility. That is, it may not legislate local policy or interpret national policy. These powers are vested in all chapters-at-large (and chapters) including those comprising the co-ordinating committee. As the name suggests, these bodies co-ordinate activities between component chapters particularly in the areas of community relations, publicity and some fund raising activities and functions. In many cases, such co-ordinating committees are "permanent" facilities for certain types of very small communities, where attainment of the constitutional pre-requisite for "regions" or "area councils" are precluded by community size and other factors. But in many other cases, the "co-ordinating committee" is an interim facility serving as precursors to "region" or "area council" formation, guiding and supervising their gestation into these higher echelon bodies. Currently there are 7 such co-ordinating committees, at least 5 of which will become "regions" within the next 2 years.

E. Districts

The "district" is the largest legislative, co-ordinating and servicing echelon up to the national echelon of which it is an arm. Their geographic boundaries encompass one or more states and are comprised of all "regions", "area councils", "co-ordinating committees" and "chapters-at-large" within their geographical perimetres. Our national perspectives projected 10 districts as follows:

District I	New England	- 6 states
District II	New York	- 1 state
District III	New Jersey	- 1 state
District IV	North Central	- 5 states and District of Columbia

District V	Southeast	- 9 states
District VII	Ohio, Michigan, Central and Western Pa.	- 3 states
District VIII	Mid-West	- 8 states
District IX	So. West	- 5 states
District X	Pacific Northwest	- 8 states
District XI	Pacific Southwest	- 3 states

#### F. Co-ordinating Councils

The "co-ordinating council" is also a legislative, service arm of the National organisation established in a complex of contiguous communities (basically a large urban centre and its adjacent suburbs) and is comprised of regions and chapters-at-large within the perimeter of the complex. The "co-ordinating council" was conceived as an interim expedient pending the maturation of the organisation to the point where the district echelon was ready to be established across the country. Three such "co-ordinating councils" had existed. Two have already been superceded (replaced) by established districts. One "co-ordinating council" remains -- in the San Francisco Bay area - pending the consummation of a district in the Pacific Northwest.

#### G. National

The national echelon is the central organ of leadership, initiating and determining policy, directing and co-ordinating its implementation. It is comprised of:

- The National Biennial Convention (the highest authority of the organisation);
- The National Board (a representative legislative and activity body) of about 700 elected members and alternates. The National Board meets annually in full session (plenums) and its North-eastern Seaboard members, sitting as the interim National Board, meets 7 or 8 times per year.
- The National Executive Committee comprised of elected officers and chairmen with portfolio, projects plans, develops and implements National policy and directs and conducts the daily ongoing activities of the organisation. There are 58 members of the National Executive Committee which meets weekly. Non-resident members (those residing beyond a 150 mile perimeter of the seat of the National Executive Committee in New York City) are obliged to attend one meeting

per month. The National Executive Committee meets in plenum at least twice annually.

### Chapter Strength and Expansion

As noted earlier, the chapter is the basic unit of the organisation, is the vessel of membership and, therefore, the source of strength and activity. It is the banner and the voice of the organisation in the community. It renders and judges policy through the instrumentality of national conventions and through other democratic facilities, in or through which it is represented. The number of such viable chapters and their deployment determine the fundamental strength of Womens' American ORT as a national organisation. On the quality of the inner life of the chapters depends the health, the vitality of the organisation and the effectiveness of its performance.

Key to the strategy of growth is the never-ending process of the formation of new chapters (called "expansion"), for which opportunities the various arms of the organisation are ever alert. "Expansion" is, therefore, not only an indispensable ingredient for enhanced performance in all facets of activity, but is an invariable contributing factor in the process of membership growth.

In the 1973/74 fiscal year no fewer than 80 new chapters were formed, exceeding by two the all-time record of 78 achieved in the immediately preceding fiscal year. It brought our year-end chapter strength to 912, a net gain of 71 chapters over the previous year. During 1973/74 nine chapters were either disbanded or consolidated with others, most often reflecting changing neighbourhoods and further testimony to "the mobility of our society."

Of the 80 new chapters established in 1973/74, 63 were organised within regions and 17 were chapters-at-large. Of these latter 17, eight were in cities where no chapter had existed. Also, the 17 chapters-at-large formed in 1973/74 equals exactly the combined total of such expansion for the two preceding fiscal years. This denotes the acceleration of this facet of our expansion effort and, in part, too, the direct and indirect impact of our newest echelon, the district.

Of the 912 chapters functioning at the end of the 1973/74 fiscal year, 829 are chapters within regions and area councils and 83 are chapters-at-large.

As of December 31, 1974, the half-way mark of our current fiscal year (1974/1975) 24 new chapters have been organised of which 3 are chapters-at-large. This compares with 29 new chapters organised as

of the comparable date last year. One should not be perplexed by the seemingly "low" figure expansion results at the half-year mark. The major consummation of these efforts occurs in the final three or four months of any fiscal year.

Nor is the differential of 5 chapters in last year's six month effort and this year's, necessarily significant. The many variables in the process could render the differential entirely episodic. A sounder year-end prediction can be made two months hence. On the basis of present indications we should end the 1974/75 year with about the same high record of the past several years.

As of December 31, 1974 chapter strength stands at 925 of which 86 are chapters-at-large.

Chapter Strength and Expansion - A Review

The following tables trace the rise in chapter strength of Womens' American ORT through expansion and covers a 25 year period.

Chapter Strength  
Chapter Strength and Growth

25 year Period - 1949/1950 - 1973/1974

Year	Number of Chapters	Net Incr. Over Each Preceding Year	% Incr. Over Each Preceding Year	% Increase Over Base 1949/50 Year
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Base Year  
1949/50

105

First 5 Year Period

1949/50	105			
1950/51	117	+ 12	+11.4%	
1951/52	156	39	33.3%	
1952/53	188	32	20.5%	
1953/54	218	30	16.0%	

5 Year Total

113

107.6%

% Increase Over First 5 Year Base Year: 107.6%

Second 5 Year Period

Base Year			
1953/54	218		
1954/55	228	+10	+4.6%
1955/56	262	34	14.9%
1956/57	304	42	16.0%
1957/58	342	38	12.5%
1958/59	363	21	6.1%
		—	—
5 Year Total		145	245.7%

% Increase Over Second 5 Year Base Year: 66.5%

Third 5 Year Period

Base Year			
1958/59	363		
1959/60	387	+24	+6.6%
1960/61	398	11	2.8%
1961/62	414	16	4.0%
1962/63	438	24	5.8%
1963/64	467	29	6.6%
		—	—
5 Year Total		104	344.8%

% Increase Over Third 5 Year Base Year : 28.7%

Fourth 5 Year Period

Base Year			
1963/64	467		
1964/65	490	+23	+4.9%
1965/66	534	44	9.0%
1966/67	578	44	8.2%
1967/68	598	20	3.5%
1968/69	647	49	8.2%
		—	—
5 Year Total		180	516.2%

% Increase over Fourth 5 Year Base Year: 38.5%

Fifth 5 Year Period

Base Year			
1968/69	647		
1969/70	677	+30	+4.6%
1970/71	724	47	6.9%
1971/72	782	58	8.0%
1972/73	841	59	7.5%
1973/74	912	71	8.4%
—			
5 Year Total		265	768.6%

% Increase Over Fifth Year Base Year: 41.1%

Some Fragmentary Observations on the Expansion Tables

-Over the 25 year period chapter strength was increased from 105 to 912, a gain of 807 chapters or 768.6%

-Average annual gain in chapter strength was 28 in the first 5 year period; 29 in the second; 21 in the third; 36 in the fourth; and 54 in the fifth 5 year period.

-A net gain in chapter strength is registered in each of the 25 years, without exception. Moreover, the 5 year period averages trace not only a substantially sustained upward curve, but demonstrate an accelerating momentum. Except for the same third period in the 5 year schedules described in our commentaries on the membership tables as the "internal for forging and projecting the new concepts and accompanying reorientation and retooling" - except for this one interval the momentum in expansion increased at a rapidly accelerating tempo. And even in that so-called slower 5 year period, a rousing 104 new chapters were added to the fold.

The breakthrough occurred at the very end of the third and start of the fourth periods, and mounted consistently thereafter, as the stratagem and campaigns of "mass membership" and "community orientation" matured, new methodology employed and sophistication in the application of the new techniques improved. The broadened and refined programme and accompanying activities was not only more appealing to the mass

whom we sought to enlist but was more visible by our penetration into the communities. And like the laws of motion and physics the more mass we acquired the greater was our magnetic attraction, our gravitational pull and the more rapid the force and tempo of our movement.

Behind the statistics of our expansion tables is the saga of the transformation of Womens' American ORT from an isolated and insulated sect to an organisation, mass in character, national in scope and unified by the tenets of a unique and distinctive philosophy and programme. What we witness in a word is the transformation of our organisation from a sect to a dynamic and viable movement in Jewish life.

Testifying to the national scope of the organisation we note, too, that chapters or regions function today in every large and intermediate-sized Jewish community in the country. And in all but a handful of the small communities with Jewish populations of 2,500 or more. And in an increasing number with populations under 2,500.

#### The Higher Echelons - The Expansion and Development

##### The Regions and the Regionalisation Campaign

In organisational work nothing that happens is accidental - or should be accidental. Philosophy, programme, principles, policies, plans and progress are not separate entities, but a relation, an interacting correlation, a cosmology. Organisation is a cosmology instrumented by people. It is specialisation and division of labour within a unified collectivity of shared responsibility for both planning and implementation.

Our blueprint for growth rudimentarily links the recruitment of members, to the formation of chapters, to the development of co-ordinating and servicing echelons in the closest sequential association.

In the servicing echelons of the national organisation, the region is primary. It is primary because it is in closest proximity with the chapters - the vessels of membership, the source of strength, the "place where the action is." And because the region, in a manner of speaking, gestates from the chapters, it predates in time and

precedes in order any of the other echelons created by the national organisation.

As a minimum of 4 chapters is prerequisite to constitute, and 5 or 6 chapters to sustain a region, our experience tells us that a Jewish community of about 10,000 is minimal for a viable region.

In our thrust to become a significant national organisation, "regionalisation" became an intrinsic vehicle of our "growth" - "expansion" - "development" syndrome. In 1963/64 in association with our "8 year goals", "regionalisation" acquired the character (and the name) of a campaign. For instance, one of the 14 key objectives of the 8 year goals was the formation of a minimum of 6 and possibly 9 new regions. Needless to say, both the nomenclature and the campaign character of the effort was continued and continues to date and into the future.

Regionalisation is, of course, a process which may take 3 years of intensive preparation before consummation. In the 1973/74 fiscal year only one new region was launched, San Diego, California, which brought our regional strength to 46.

Through 1973/74, however, the organisation laboured intensively in the preparation for the launching of 4 more regions. These efforts reached fruition when these 4 regions were chartered at the opening of the current fiscal year, 1974/75. Two of these, Dallas/Fort Worth, Texas and Staten Island, New York were consummated through the classic pattern of expansion via new chapter formations. The remaining two we formed through a decentralisation of two of our largest and among our most productive regions; Long Island and North Shore Long Island. Both had outgrown (in the numbers of their chapters and in the vast expanse of their geographical areas) the normal servicing capacities of a region.

The four new regions formed brought our total region strength in the current year, 1974/75, up to 50.

Our regionalisation activities are presently focused upon seven target areas, all with functioning chapter-at-large coordinating committees, and all with the potentialities for becoming regions relatively soon. These are: Denver, Colorado; Hudson Valley, N.Y; Seattle, Washington; Palm Beach, Florida; Buffalo, N.Y; Rochester, N.Y; and Phoenix, Arizona. We confidently expect that at least 4 and possibly 5 of these areas will be consummated as regions by the start of the next fiscal year in July of 1975.

Four other areas, each with two or more chapters now present, are targeted to become chapter-at large co-ordinating committees. These are: Orlando, Florida; St. Petersburg, Florida; New Orleans, Louisiana; and Kansas City, Missouri.

Region Strength and Regionalisation - A Review

The following tables trace the rise in region strength of Womens' American ORT over a 25 year period.

Region Strength and Growth

25 Year Period - 1949/1950 - 1973/1974

Year	Number of Regions	Net.Incr.Over Each preceding Year	% Net Incr. Over Each Preceding Year	% Increase Over Base 1949/50 Year
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First 5 Year Period

Base Year				
1949/50	10			
1949/50	10	-	-	-
1950/51	11	+1	+10%	
1951/52	18	7	63.6%	
1952/53	19	1	5.6%	
1953/54	21	2	10.5%	
		-		
5 Year Total		11		110.0%

% Increase Over First 5 Year Period Base Year: 110.0%

Second 5 Year Period

Base Year				
1953/54	21			
1954/55	21	-	-	-
1955/56	29	+8	+38.1%	
1956/57	30	1	3.5%	
1957/58	30	0	0	
1958/59	32	2	6.7%	
		-		
5 Year Total		11		220.0%

% Increase Over Second 5 Year Period Base Year: 52.4%

Third 5 Year Period

Base Year

1958/59	32		
1959/60	32	0	0%
1960/61	32	0	0%
1961/62	31	-1	-3.1%
1962/63	31	0	0%
1963/64	31	0	0%

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5 Year Total	-1		210.0%
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% Decrease over Third 5 Year period Base Year: -3.1%

Fourth 5 Year Period

Base Year

1963/64	31		
1964/65	31	0	0%
1965/66	32	+1	+3.2%
1966/67	33	1	3.1% <sup>a</sup>
1967/68	36	3	9.1%
1968/69	37	1	2.8%

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5 Year Total	6		270.0%
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% Increase Over Fourth 5 Year Period Base Year: 19.3%

Fifth 5 Year Period

Base Year

1968/69	37		
1969/70	40	+3	+8.1%
1970/71	39	-1	-2.5%
1971/72	45	+6	+15.4%
1972/73	45	0	0%
1973/74	46	1	2.2%

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5 Year Total	+9		360.0%
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% Increase Over Fifth 5 Year Period Base Year: 24.3%

As already noted, with the chartering of 4 new regions on July 1, 1974, our current region strength stands at 50. We may realistically expect that it will increase to a total of 53 or 54 as of July 1, 1975.

#### Districts - The Final Link

Heretofore, the timing in the formation of any unit or echelon of the organisation depended predominantly upon local factors, factors of opportunity. Once the constitutional requirements were met, a chapter, or chapter-at-large or a region or co-ordinating council could and would be formed, notwithstanding time or place. Not so with the district, which in our basic blueprint of growth would be the final link in the chain of legislative and servicing echelons, from the chapter to the national organisation.

Because of the scope of its terrain and the scale of its responsibility, the implementation of districting would have to take place in a relatively brief and concentrated period. For the districts, with their functional mechanisms, including the holding of conventions, would effect major changes in the operating facilities, and legislative bodies of the national echelon itself. Many communication and servicing responsibilities conducted heretofore by the national organisation would be delegated to the districts. Such delegation became mandatory by virtue of the great size which the organisation had attained and by the density of chapter and region strength.

The closer physical proximity of the district to its component regions, area councils, chapters-at-large and co-ordinating committees would increase and improve the quality of communication and servicing. Moreover, the particular characteristics, traditions and psychology of the different sectors of the country would find greater and more precise expression through the district, increasing both initiative and impact; and needless to say, efficiency in performance.

All of the pre-conditions for the "districting" of the national organisation were realised with the fulfillment of our 8 year goals in 1970/1971. By then membership had increased from 50,000 to well beyond the 80,000 prescribed; chapter strength was increased from 438 to well over the 700 called for; the perspective for new regions was attained, their number enlarged from 31 to 39 in 1970/71. The deployment of chapters and regions across the country was demonstrably impressive; and the organisation's annual contributor level had been doubled from \$1,000,000 to \$2,000,000 per year.

We proceeded then to implement our district perspective on a timetable of inaugurating 2 districts per year, beginning with the 1972/1973 fiscal year. Actually, the implementing process began in 1971/1972 inasmuch as one preparatory year (called the pilot year) is required before actual consummation.

The first 2 districts chartered (1972/1973) were:

District VIII: Midwest, which now comprised 7 regions and 10 chapters-at-large in 8 states.

And District XI: Pacific Southwest, which now comprised 7 regions, 7 chapters-at-large and 1 co-ordinating committee in 3 states.

In 1973/1974, 2 more districts were launched:

District III: New Jersey, now comprised of 3 regions and 1 chapter-at-large in 1 state.

And District VII: Ohio, Michigan, Pa., now comprised of 5 regions, 1 area council, 12 chapters-at-large and 2 co-ordinating committees in 3 states.

On July 1, 1974 2 more districts were chartered, namely:

District I: New England with 5 regions and 3 chapters-at-large in 6 states.

And District VI: Southeast with 3 regions, 25 chapters-at-large and 2 co-ordinating committees in 9 states.

Two more districts are now in their pilot year and will be formally chartered on July 1, 1975. These are:

District II: New York which will be comprised of 10 regions, 7 chapters-at-large and 1 co-ordinating committee in 1 state.

And District IV: East Central, which will be comprised of 5 regions, 1 area council and 6 chapters-at-large in 5 states and the District of Columbia.

With the launching of Districts II and IV this forthcoming July, only 2 other districts on our drawing board remain for formation. District IX in the Southwest and District X, the Pacific Northwest,

The precise time perspective for these is now under advisement of our National Executive Committee.

### Financial Contributions to the World ORT Programme

Nothing in the scale of priorities of our organisation stands higher than our moral and material support of our ORT schools and programmes throughout the world. Underlying and motivating our activities in all its facets and phases is our responsibility to our programme and our determination to help enable its maximum performance in every operating country. The financial commitments to World ORT Union undertaken each year are shared by every region, chapter and chapter-at-large, each of whom receive a financial assignment (quota). Whether at the National, regional or chapter level, and in the hearts and minds of every member, that financial assignment is regarded as a sacred trust. That is why our commitments each year are almost invariably oversubscribed.

The increase in our contribution to the World ORT Union's central budget is, therefore, a continuing preoccupation of Womens' American ORT. It is then natural that not a single year has passed in the last two and a half decades without our commitments and remittances to World ORT having been increased. This will be documented shortly in this report.

Remittances to World ORT Union and the country operations for the year 1973/74 totalled \$2,554,350.20, an increase of \$59,942.61 over the previous fiscal year when remittances totalled \$2,494,407.59. After 5 years where each year (with one exception) brought successive annual increases of \$175,000 or more (including one increase of \$315,000 in 1971/72) 1973/74 was to have been a year of respite in our sustained schedule of progressive increases. But the needs of the programme and the World ORT Union emergency denied us this respite and, what for us is a nominal increase of \$60,000 was provided.

Our organisation had set itself the goal of becoming a \$3,000,000 per year annual contributor to our overseas programme to be reached with the 1975/76 fiscal year. Accordingly, our commitments for the 1974/75 fiscal year have been increased by \$225,000 to a total of \$2,776,085. We anticipate a like increase of \$225,000 in 1975/76 which will bring us on target for our \$3,000,000 annual contributor level. It is evident that we are fully on schedule.

We submit here tables of Womens' American ORT's financial remittances to World ORT Union covering a 25 year period.

Remittances to World ORT Union

25 Year Period - 1949/1950 - 1973/1974

Year	Amt. Remitted	Annual Incr. Over Each Preceding Year	% Increase Over Each Preceding Year	% Increase Over 1949/50 Base Year
Base Year 1949/50	\$126,811.42			
1949/50	\$126,112.76	-	-	
1950/51	\$210,112.76	\$ 83,301.34	65.7%	
1951/52	\$231,558.26	\$ 21,445.50	10.2%	
1952/53	\$297,035.60	\$ 65,477.34	28.3%	
1953/54	\$306,949.38	\$ 9,913.78	3.3%	
5 Year Total	\$1,172,467.40	\$180,137.96		142.1%

% Increase Over First 5 Year Base Year: 142.1%  
Average Annual Increase: \$45,034.49

Second 5 Year Period

Base Year 1953/54	\$306,949.38			
1954/55	\$372,688.31	\$ 65,738.93	21.4%	
1955/56	\$472,184.00	\$ 99,495.69	26.7%	
1956/57	\$527,384.00	\$ 55,200.00	11.7%	
1957/58	\$566,036.53	\$ 38,652.53	7.3%	
1958/59	\$711,932.21	\$145,895.68	25.8%	
5 Year Total	\$2,650,225.05	\$404,982.83		461.4%

% Increase Over Second 5 Year Base Year: 132.0%

Average Annual Increase: \$80,995.56

Third 5 Year Period

Base Year

1958/59	\$711,932.21			
1959/60	\$766,204.32	\$ 54,272.11	7.6%	
1960/61	\$855,502.50	\$ 89,298.18	11.7%	
1961/62	\$899,646.50	\$ 44,144.00	5.2%	
1962/63	\$1,035,586.63	\$135,940.13	15.1%	
1963/64	\$1,035,594.74	\$ 8.11	0.0%	
<hr/>				
5 Year Total	\$4,592,534.69	\$323,662.53		716.6%

% Increase Over Third 5 Year Base Year: 45.5%

Average Annual Increase: \$64,732.50

Fourth 5 Year Period

Base Year

1963/64	\$1,035,594.74			
1964/65	\$1,179,251.44	\$143,656.70	13.9%	
1965/66	\$1,242,910.00	\$ 63,658.56	5.4%	
1966/67	\$1,431,385.00	\$188,475.00	15.2%	
1967/68	\$1,519,600.00	\$ 88,215.00	6.2%	
1968/69	\$1,695,285.30	\$175,685.30	11.6%	
<hr/>				
5 Year Total	\$7,068,431.74	\$659,690.56		1236.9%

% Increase Over Fourth 5 Year Base Year: 63.7%

Average Annual Increase: \$131,938.11

Fifth 5 Year Period

Base Year

1968/69	\$1,695,285.30		
1969/70	\$1,705,269.04	\$ 9,983.74	0.6%
1970/71	\$1,912,223.31	\$206,954.27	12.1%
1971/72	\$2,227,480.69	\$315,257.38	16.5%
1972/73	\$2,494,407.59	\$226,926.90	10.2%
1973/74	\$2,554,350.20	\$ 59,942.61	2.4%

5 Year

Total	\$10,893,730.83	\$819,064.90	1914.3%
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% Increase Over Fifth 5 Year Base Year: 48.3%

Average Annual Increase: \$204,766.23

The progressive and systematic increases in our contributions to the programme year after year can readily be traced in the figures showing the rise from about \$127,000 in 1949/50 to \$2,550,000 in 1973/74. It is further illuminated by the averages of each of the 5 year periods. The average annual increases in the first 5 year period (1949/50 -1953/54) was \$45,000.00; in the second 5 year period it was \$81,000.00; in the third 5 year period it was \$64,700.00; in the fourth it was \$132,000.00 and in the fifth 5 year period it was \$204,700.00. In dollar terms, the average increase for each 5 year period almost doubled the immediately preceding 5 year average.

The precipitous rises reflect, of course, the progressively enhanced strength of the organisation. But equally they are the product of policy, of initiation and development of new concepts synchronised with the stage of development of the organisation and the range and limitation of objective opportunity. They were made possible by the hard work, ingenuity and resourcefulness of leadership and membership of Womens' American ORT. And finally, they would not have been remotely possible, or even conceivable, without long, hard battles fought over every year of our survey, and still continuing - hard battles fought in and with the community establishment for the rights to engage in financial producing activities.

Indeed, distilled to its essence the challenge to our right to provide reasonably adequate funds for our overseas programme poses, in fact,

the very right to organisational existence. For the consequences of serious inadequacy of the ORT programme and of profound frustration in efforts to perform, is demoralisation and disaffection. The determined battles were stoked by and fought, for the very life of our ORT programme and our organisation. We have very firm loyalties and very strong views about both.

#### A Question of Future

The concepts - and stratagem - by which these quite remarkable results were achieved, and in the face of untold obstacles, have been analysed periodically, and at their different stages, in these annual activities reports. We shall neither recount nor summarise them here. Suffice it to say that as the potentialities within each concept were reaching exhaustion, they were replaced by others which opened new vistas, yielding higher and higher financial returns. What compounded our difficulties was that in addition to any objective deterrents normally affecting all organisations more or less equally, we had, in addition, to contend with the artificial restraints, prohibitions and proscriptions imposed by our contract with J.D.C. and its interpretation at local community levels.

But that contract is a fateful fulcrum to ORT's very life and future. And Womens' American ORT has submitted to the American ORT Federation for its consideration and resolution, a set of proposals relevant to the contract with J.D.C. and its future. It is now under consideration by the American ORT Federation so that this report will defer any comment on the issue. Hopefully, our proposals will be pursued through the appropriate bodies of the American ORT Federation and duly acted upon. We hope they will be accepted.

We perceive that the cogency of the ORT programme, in the context of Jewish survival issues, will enormously increase the demands for ORT and upon ORT. The ever-growing needs to expand ORT's operations in quantity and quality, in Israel, and in the Diaspora, will subject our organisation and our institutions to the severest tests on the financial and budgetary fronts. It already has. We are at a crossroads. ORT has entered a crisis period from which we will not be extricated without successive and precipitous rises in our financial resources. However regrettable we say that our reservations are profound that this is conceivable within the framework of the present contract with J.D.C.

We know that for Womens' American ORT, one of the two major components of World ORT Union's central budget - and we know,

and we have said, that within the present contract and its constricting terms, the future beyond the \$3,000,000 level which we hope to attain by 1975/76 is in jeopardy. And that the continuation of denial to us even of the elementary right to capital fund raising - a right enjoyed by virtually every partially-subsidized organisation - and without this right, among others, even the attainment of our \$3,000,000 objective can be seriously impaired.

#### Womens' American ORT as a Community Service Organisation

As a movement, Jewish needs and the issues deriving from those needs are the arena of Womens' American ORT's concern and responsibility. So, too, are the on-going activities of the American Jewish community. We confront the issues with an organisational voice behind which stand numbers, formations, a record of commitment, integrity and performance - i.e., with the authority of our known principles, mass and the abundant facilities for organised action. And we engage the activities of the community by participating in them, not as itinerant individuals, but as compact organisation force.

The organisation is itself a facility for mobilisation, for response and for disciplined action. In the realm of our own primary responsibilities for the ORT programme, we initiate that action. Where action on pertinent issues of universal community interest are the initiatives of others, Womens' American ORT as a movement, participates in a supportive role. But whether the activity innovated is original or supportive, it is conducted with method, versatility and impact by and through an organisation whose leaders, members and apparatus are conditioned and equipped for that action. It is in the sense of a dovetailing of activities with other legitimate Jewish communal and general community organisations and institutions, it is in the supportive role which it performs that Womens' American ORT plays a vital role as a service organisation in and for the community.

Inherent in the concept of ORT as a movement, this facet was codified and crystallised as a major programmatic component of the organisation only about one decade ago - when our turn to the community, buttressed by appreciably greater new gained strength, had sufficiently matured to translate theory into action.

There is hardly a major activity of a general community nature in which the organisation nationally and locally is not involved, as a service organisation. And the demand for these "services" from our kindred community organisations and agencies is great and grows greater daily.

The organisation as such and through it our membership are deeply and integrally involved in the campaigns of the United Jewish Appeal and the local Federations and Welfare Funds across the country. An entire department of the organisation focuses upon the organisation, promotion and direction of these activities. New members are educated and initiated to contributing to the campaigns. In turn, they reach out to husbands, family and friends for similar involvement. Literally millions of dollars are contributed to the U.J.A., and local Federation campaigns by the members of the organisation and their immediate families.

Leaders and members of Womens' American ORT, educated, motivated and trained by our organisation, are in the forefront of the leadership of the Womens' Division campaigns across the entire country. Their leadership and their solicitations of funds for the campaigns of the U.J.A. bring millions more into the campaign funds. Each year our regions and chapters receive letters from their respective local Federations acknowledging the "outstanding services rendered" to the campaigns and frequently citing Womens' American ORT's performance as excelling all others. Our leaders are generally recognised as the best motivated and the best trained.

The organisation, its facilities and its members, engage similarly in active support of the Israel Bonds campaigns, both purchasing and promoting the sales of these bonds.

Soviet Jewry, its rights and its freedom to emigrate has been at the hub of great and vigorous activities by the American Jewish community. Our own organisation has been intimately involved in this community activity and its many facets under the direction of the Conference on Soviet Jewry. Here especially is the meaning of the membership organisation revealed in the broadly varied activities revolving around this critical issue. Again this year, as in previous ones, Womens' American ORT was asked to undertake leadership and co-ordination of the Plea for Human Rights Day activities, in six major cities across the country, in addition to our normal participation in the significant demonstrations and other efforts for Soviet Jewry which have been taking place across the country.

The organisation is particularly sensitive to every aspect of

Israel's position and needs and is deeply involved via our own activities and through many organisations and agencies, including the Conference of Presidents of Major National Jewish Organisations of which it is a member, in activities of a great variety in support of Israel and in combatting greatly accelerated Arab propaganda in our country.

The compendium of our organisation's involvements with and through other Jewish organisations and by which we perform our significant service role is legion and covers the whole compendium of general Jewish activities; with the Jewish defense organisations in combatting anti-Semitism; with several different types of Jewish agencies in dealing with the problem of the Jewish poor; supporting activities of the Jewish Vocational Service; supporting the efforts to combat alienation and to build Jewish identification, and many, many more.

In this latter connection, apart from our supportive activities, our organisation builds Jewish identification through our very being, through our consciousness of the problem and through our educational activities. And within recent years we have established a youth organisation called the ORT Youth Fellowship which has flourished, which counts today more than 20 organised youth groups and experiences a continued growth.

Yet the qualitative meaning of a mass membership organisation was perhaps most dramatically revealed -- and tested in October of 1973.

#### The Surprise Attack

Agencies and their personnel whose source of support for their operations depends upon the efforts of others, small negotiating meetings, often have difficulty in understanding the meaning, the importance, and even the need of the prime source of the productivity from which these agencies benefit. They do not dwell upon the productive source. Their expertise is in the negotiation in the small conference room.

Fund raisers and all those who reduce all issues of importance to the over-simplified denominator of funds have difficulty in perceiving the primary roles of programme and purpose and education and knowledgeability - i.e., that for which fund raising is engaged and by which the most effective and sustained results are rendered. The skills they seek are narrow;

their instruments of organisation are at best ad hoc and they tend to place a cash value upon all things including ability and commitment. They consistently fail to appreciate the value of versatility both in activities and in the skills of manpower in which versatility and organised productivity find their most effective expression.

The qualities they seek and the standards they set may be rationalised as adequate when needs are dramatic, situations extraordinarily desperate and support seemingly limited to dollars raised. But as times grow more difficult, issues more complex and manpower needed for manifold actions and activities remotely distant from fund raising, the ad hoc and itinerant instruments and their narrow specialities are sorely inadequate; and their fund raising role important and valuable as it is, is placed then in a wholly different perspective.

The instruments, for instance, of a labour union seeking justice for its employee members have the tool of negotiation around the bargaining table. But its weapons are the strike and the picket line. That requires mobility, mobilisation, motivation, knowledge, determination, commitment and sacrifice. It also, incidentally, determines what happens at the bargaining table.

When the Jewish poor are denied services and aid provided by a city to all others, the City Council confronted by demands for adjudication and justice, are impressed by the physical mass mobilised to protest inequities; they are impressed by organisations which declare their positions and whom they know are speaking for thousands and thousands of citizens prepared to back the organisation in a hundred ways to support its demands.

When an individual writes a letter to his congressman or senator or president, it carries one kind of weight. A letter speaking for an organisation carries another, and a more profound weight because of its qualitative implications. And the organisations can also sponsor a proliferation of individual letters to support its pleas.

And when manpower is needed at an instant, when it needs to be mobilised in force and requires leadership and discipline in action, the arena for that mobilisation is the organisation.

Such a test occurred in October of 1973, when Syria and Egypt launched their sneak attack upon Israel on Yom Kippur day. As an organisation, Womens' American ORT sprang into action instantly. All of its planned activities turned on a fulcrum and adjusted to the new tasks and the new

tactics. All was done without loss of energy, without sacrifice of time. Womens' American ORT responded like an army in the field. Directives were issued from the National Office which became a centre of communication and co-ordination, aiding and facilitating the re-adjustment into rescheduling of activities and energies. At a moment, the whole organisation across the country was committed and engaged in action. The leadership and the membership, on the strength of its knowledge and commitment, employed the initiatives needed to mobilise the membership of the organisation. The membership was on call and they were assembled at headquarters, at meeting halls, in the streets, wherever the action was needed. They were on call because we are a membership organisation.

The district and the co-ordinating council and the region offices became like GHQ's. The chapter presidents were able to reach their members at a moment's notice and their members responded without urging or cajoling, but in the spirit of their commitment that animates the organisation and its members. In a dozen communities Womens' American ORT took the initiative to organise the united community action. And in one facet, that of fund raising, the organisation and its trained and committed leadership was everywhere placed at the disposal of the local Federations, manned the offices, filled a thousand assignments; not as people untrained and at loose ends and stumbling over each other, but as trained and disciplined and educated and skilled organisers and workers.

Those Jewish community "officials" without knowledge or appreciation of meaning of organisation erroneously and foolishly directed a blanket cancellation of all independent organisation activities. Such a directive was tantamount to disarming and disbanding an army in the field facing combat. The organisation with its understanding and discipline instead accelerated all of its activities - its own and community oriented and directed activities. Every meeting, every function, every activity on the organisation's calendar was redirected to the issue of greatest urgency. And other special activities proliferated. The 22nd Biennial Convention met in the midst of the war. Its entire programme was recast overnight and the Convention turned into a centre of mobilisation, direction and accelerated activities for the country.

Womens' American ORT was not alone in this kind of instant response, of organised, consciously-directed effort. Our sister organisations like Hadassah and National Council of Jewish Women were similarly engaged. Because - because they are mass membership

organisations. It was a splendid accounting in a trying hour.

### American Affairs

Womens' American ORT's mass base in the American community involves the organisation, properly and increasingly, with such issues in American life cogent to and symmetrical with our purposes as the vocational education programme in Jewish life. Our organisations are involved in many general community activities. With its largest focus, however, upon the issues of vocational education and the quality of education in the United States. Educators, administrators, and administrations of educational institutions, legislators and educational organisations; state and federal and county governmental officials and bodies, all have gained a profound appreciation of Womens' American ORT's understanding of the values and the character and the concepts and methodologies of education. They have come increasingly to us as a key link between advocacy of policies of quality education and vocational education, and community understanding.

We are increasingly the liaison, the bridge spanning the gap between the educators and the communities. And both governments and educational bodies seek more and more often the input of our ideas in helping to fashion improvements as they are interested in our lending our prestige in rallying community support for these objectives.

Most recently the officials of two very large cities in the United States publicly thanked Womens' American ORT for being instrumental in educating the community to the support of a bond issue designed to improve the quality of education and to develop career and vocational education in their respective cities. Both officials declared, "it could not have been accomplished without us."

The State Advisory Councils on Vocational Education, too, are increasingly recognising the importance of our organisation to the purposes of the improvement of the standards and the facility of vocational education and the development of career education in their respective states. Womens' American ORT representatives already sit on the State Advisory Councils on Vocational Education in several states; and we are in receipt of invitations to others.

At the recent Conference of National and State Advisory Councils on Vocational Education in Scottsdale, Arizona, Womens' American

ORT had the distinction of being the only non-governmental volunteer organisation with fraternal representation at that gathering. It was a mark of recognition both of our understanding and performance for the nation and the various states in these critical realms of quality education and vocational education.

The organisation is invited and participates in the annual conventions of the American Vocational Association and our recognition in that sphere is established and continues to grow. In all of these activities the organisation plays an important role and renders indispensable services. There is, however, one aspect of our American Affairs position and conviction which is sorely lacking and is rendering us increasingly vulnerable in our work.

It is now about eight years since Womens' American ORT first proposed to the American ORT Federation that an ORT operational presence in the United States be established; that a "demonstration" ORT school be established for the general community in a poverty area and that another ORT school be established specifically for the Jewish community. The first of these propositions was rejected by the American ORT Federation. The second - an ORT school for the American Jewish Community was accepted in principle by the American ORT Federation two years ago. Nothing has materialised. And while we appreciate that such a project cannot be created overnight, we must express our deep disappointment at the lack of progress toward this end.

#### "L'Chaim - To Life"

Without doubt, no recent effort by Womens' American ORT has registered so dramatic an impact upon the American Jewish community as well as upon our own organisation than has our film "L'Chaim - To Life". Conceived and projected in January of 1970, this documentary film was three years in the making. It had its premiere showing at the 22nd Biennial Convention in October of 1973 in the midst of the October War.

The film was conceived as a portrayal of Jewish life from the turn of the century to the present day, and through all the interim vicissitudes, and in which the history of ORT is intertwined. It was motivated as part of the campaign for the moral and spiritual rearmament of Womens' American ORT in the philosophy and principles of ORT as a movement. Its focus and lessons were not to be principally upon the ordeals of the Jewish people

through all the vicissitudes, but on the spirit of hope which animated us and has been key to our survival. The documentation required years of meticulous research and the production by Harold Mayer is epic in scope and impact. It has electrified virtually every audience which has seen it. Its demand is far greater than we are able to keep up with.

The film has received several prestigious awards including the Cine Golden Eagle, a Blue Ribbon of the American Film Festival, a Silver Medal at the Chicago International Film Festival.

Despite its feature length (83 minutes), it has been accepted and used by (at present count) 23 television programmes across the country. (By the rating standards of the Academy of Television Arts and Sciences, the television showings thus far have reached close to 25,000,000 viewers.) The quality of the film and the message it renders has overcome the "obstacle" of its length; in television terms, three one-half hour slots. The reception by the television media has been unusual. Almost every week we receive news of new schedulings of the film in different cities. Several television programmes (notably in San Francisco and in Los Angeles) have had repeated showings.

The audience response, judging from the letters which have poured into our offices and to the television stations, reveal the depth of the impression and the appreciation. Many joined Womens' American ORT. Although no solicitation of funds was made in any television showing, unsolicited funds poured into the organisation, most in denominations of \$25 and below, but an impressive number in large amounts, the largest of which was \$1,000.

The film has reached every type of audience with the same general kind of impact, Youth, middle-aged and senior citizens; Catholic, Protestant and Jews; black and white; Puerto Rican and Chicano; business men, professionals, workers, housewives, students and every component and segment of American life. All moved, all impressed, all learning and many, many resolving.

Nor has the film been confined to the membership of Womens' American ORT and the television audiences. Organisations, mostly Jewish, but many non-Jewish, have taken the film for use to their audiences. Synagogues, congregations, community centres, churches, youth groups, universities and social study classes in high schools; Sunday schools, labour unions, all forms and types, have drawn

and are drawing upon this film and its use.

Its press reviews have been almost universally superlative in their praise. In several communities it has inspired editorials in the newspapers. One Chancellor of a major state university with one of its colleges composed overwhelmingly of black students, showed the film in the school auditorium with an attendance of 1,200. And the message that came through was that it inspired in another people who have known oppression and discrimination, a spirit of confidence and hope in the example of the Jewish people portrayed in the film. The National Conference of Christians and Jews has used the film extensively including a showing to a regional conference of army chaplains, to foster understanding and enlightenment.

But most of all the film is being used extensively in and through the American Jewish community. And it represents one more, and a most unique, service by Womens' American ORT to the American Jewish community and to the strengthening of Jewish continuity and survival.

## CANADIAN ORT FEDERATION

During 1973 and 1974, the world witnessed momentous economic changes. The period was marked by major upheaval in global economic relationships. The world wide picture is applicable in microcosm to Canada in general as well as to the Jewish community.

The Yom Kippur War caused Jews in Canada to re-unite in their efforts both in fund raising and organisation to achieve goals, heretofore unthinkable.

It is almost inexplicable that within a strained economy, with inflationary increases of almost 20%, labour conflicts, unemployment rising, an energy crisis and shortages of supply in some food items, fund raising within the Jewish communities reached its highest achievements. But then we must be cognizant of the fact that we alone are our brother's keeper.

Paramount with the UJA achievements, ORT too was able to raise more funds which were made available to World ORT Union.

To predict the future economic and social impact here in Canada seems impossible because too many world wide factors are at stake.

Social development has to do with the quality of the individual's life in his social environment, rather than with pure economic growth. It involves employment, nutrition, health, education, shelter, and amounts to a well-balanced integrated development of the human environment - culturally and socially - as well as economic and physical.

We do not anticipate any significant policy changes to be introduced by the recently elected majority Liberal Government headed by Prime Minister Trudeau. The Federal Government will have to deal aggressively with all her major economic and social issues which will surface during the next year.

Membership Recruitment and Fund Raising Efforts

Canadian ORT has in the past two years focused its activities on increasing its revenues by:

- a - increasing the number of individuals to join as members. (Membership fees were increased to \$36 (twice Chai) in May 1974)
- b - obtaining from individuals scholarship donations - either cash or bonds
- c - inviting individuals to pledge donations to the ORT School of Engineering building on the campus on the Hebrew University and
- d - organising a campaign to obtain donations from corporations.

Canadian Governmental Agencies, mainly CIDA - a department of the Ministry of External Affairs - have been persuaded to co-operate with ORT in several international projects. The CIDA funds are provided on a matching basis; where the Canadian Government allocates 50% for a project - the other 50% to be provided by ORT. The total CIDA allocations in 1973 amounted to \$119,200.00 and we anticipate receiving \$140,000.00 in 1974.

CIDA and ORT also continue a contract project in agromechanics in the Ivory Coast for \$170,000.00 - for three years. (The balance is \$120,000.00)

Recently, because of a concerted effort of the Canadian Council for International Co-operation, in which ORT, the only Jewish organisation, is a member, together with the major non-governmental organisations, several provincial governments created funds for international organisations. The provincial governments too will provide funds on a matching basis and it is anticipated that ORT will benefit from this in two ways:

- a. by obtaining provincial government grants and
- b. by having Jewish people in those provinces join ORT, since their contributions be matched by their governments.

### Financial Support to the Programme

Canadian ORT last year significantly enlarged financial support to the programme. Annual allocations from UJRA have, in the past few years, disappointingly remained at the \$45,000.00 level, even though UJRA's income from Jewish Communities Campaigns has increased. A meeting in December 1973, attended by Mr. M. A. Braude and Mr. M. Sklar and ourselves, with the directors and members of UJRA in Montreal, has not brought changes in UJRA's allocations. It is also not anticipated that the 1974 allocation of UJRA to ORT will be larger.

During 1973 Canadian ORT was able to contribute \$438,950.00 to the World ORT Union programme from all sources of income, the contribution from Womens' Canadian ORT being \$200,000.00.

As we look ahead to a continuous critical period, we are aware of the need to increase that amount and hope to achieve our goal of \$500,000.00 (This report was prepared in October).

### Organisation Structure

Canadian ORT consists of two components:

- a. Mens' ORT and
- b. Womens' ORT

The Executive Committee of the Canadian ORT organisation meets periodically - generally at times when Womens' Canadian ORT hold their executive or board meetings. Due to the fact that in Canada very long distances are involved for board members to attend national meetings, infrequent board meetings of the Canadian ORT organisation are called.

Since no major policy decisions or changes are on frequent agendas of the Canadian ORT organisation, we found that our major thrust - to increase revenue - can be related to our members through correspondence.

Frequently, co-operative, combined efforts between women and men in ORT have resulted in significant fund raising achievements.

Miles for Millions walks, which reached their greatest fund raising success in 1971, when literally thousands of Canadians walked many miles to raise funds for the third world, have lost their impact. In 1974, only a few communities continued with their walks, among them Toronto and Ottawa. In both communities, ORT was actively involved and will benefit from the funds raised.

The directors of the BINGO (Big International Non-Governmental Organisations) committee of C.C.I.C. are presently evaluating other joint community Canada-wide, fund raising ventures.

To strengthen our own fund raising efforts, ORT was and is aware that our strength depends on a significant membership increase. This will be achieved in a number of areas. First and foremost we can report that a number of dedicated individuals have accepted chairmanship positions in a number of communities. They are supported by our staff in our office in Montreal.

Second, we continued in our aggressive approach to acquaint more members in Jewish communities with the education which ORT provides through a variety of methods.

- a. Our own Canadian ORT Reporter is issued three times a year.
- b. We publish a page in the Canadian Zionist (distribution 50,000) - eight to ten times a year.
- c. The daily Canadian newspapers are supplied with articles on ORT, specifically the technical assistance programmes. In August the largest daily newspaper in Montreal - The Star - carried in its educational supplement, a most interesting story on ORT.
- d. Press releases are issued periodically to the Canadian Jewish press.
- e. Our own board of directors has been provided with "internal reports" on ORT activities around the world and on problems facing ORT.

We have also strengthened the ORT image with governmental agencies and other non-governmental organisations. CANSAVE (Canadian Save the Children Fund) continues to provide a grant for an ORT project in Israel.

### O.Y.F. - ORT Youth Fellowship

Through co-ordinated activities of C.C.I.C. in its D.E.A.P. (Development Education Animateur Programme), the Canadian Government established within CIDA a special division for development education. This division, upon application from the Canadian ORT organisation assisted us with a grant of \$10,000.00 - in 1973/1974 and a grant of \$13,000.00 - in 1974/75 to develop the ORT Youth Fellowship programme in Canada. ORT Youth Fellowship is patterned and functions on the example established by Womens' American ORT. The director of the programme in 1973-1974 was replaced in the fall of 1974. We now have three teen-age ORT Youth Fellowship groups in Montreal, and anticipate at least one group each in Ottawa and Toronto by the end of the year.

During the summer, 1974, Canadian OYF teenagers participated for the first time in the ORT Youth Fellowship summer work project in Israel.

The CIDA grants obtained for two years will not be renewed in future years and it will, therefore, depend on decisions made by the board of Canadian ORT organisations and/or Womens' Canadian ORT to evaluate if funds should be allocated to continue this project.

### Perspectives

Canadian ORT organisation in the 1970s is quite a different organisation from when it was originally conceived. ORT was first envisioned as a resource for financial support of ORT's services to the Jewish people. That vision continues to guide us - but additionally a variety of other aspects of operations and programmes have become an integral part. We feel that additionally financial resources, such as Canadian Government research funds, more provincial governments' funding and the development of an ORT school presence in Canada, must be explored.

Canadian public opinion has, in the past few years, been influenced by a number of significant changes in its own social-educational structure, and its responsibility to assist developing countries. As the only Jewish organisation active in both these areas, we feel that ORT's Canadian presence must contribute its know-how because we are convinced that this involvement will make an impact on the growth of ORT in Canada.

We are fully aware of our responsibilities for the future. We count on continuous guidance and assistance from World ORT Union and our neighbours, the American ORT Federation. We are confident that the inspiration provided will guide the members of our Executive Board and our members to growth achievement in the years ahead.

## WOMENS' CANADIAN ORT

1974 was a Convention year, which meant that on the national level, much of our attention was focused on the planning and preparation of our 13th Biennial Convention. Although originally we had selected Montreal as the location of this event, it was decided, following the attendance by our National President and an ORT delegation at the World ORT Union Emergency Congress in Jerusalem, that our Convention would be moved to Israel, enabling us to celebrate our "Bat Mitzvah" in a very special way and giving our delegates and other ORT members participating in the programme an opportunity to see ORT in Action on a firsthand basis, and at the same time demonstrating our continued support of the State of Israel through our presence there.

We are proud to announce that there was an attendance of over 200 people at the week's events - the largest Canadian group ever to fly via El Al to Israel. Even though the costs for this special Convention will be high (but not too much more than a Convention in Canada because of the inflation we are experiencing here) we feel certain that the outcome of providing an opportunity for our members to visit the schools and meet the students and teachers, will greatly benefit the organisation through greater involvement, activity and support both from those who were present at this historic first Canadian Convention held overseas, and our total membership across the country who have been inspired by the vivid reports given by our delegates on their return.

Apart from visiting some of the ORT schools during the very hectic week's schedule, our delegates were also fortunate to hear many Israeli dignitaries, including Moshe Baram, the Israeli Minister of Labour who spoke at our Opening Banquet; Aharon Yadlin, Minister of Education and Culture, the speaker at the Banquet given at the Knesset; and the Mayors of Tel Aviv (the host city), Jerusalem and Haifa. Also, of course, we were fortunate in having top World ORT leaders present - Max Braude, the Director General was a highlight at any function where he spoke; Joseph Harmatz, Director General of ORT Israel, naturally represented the ORT organisation in Israel; Pat Goldring, President of Womens' American ORT, passed on the

benefits of her experience as head of our great sister-organisation across the border - and Dr. William Haber, President of World ORT Union, brought the proceedings to a fitting end as our wonderful, witty and wise speaker at the Closing Banquet.

We must highly commend our two Convention Chairmen, Mrs. Sydney (Bertha) Engel and Mrs. Max (Ilse) Malewski for their magnificent efforts in organising this historic Convention.

Now that we have been successful in taking our first group of ORT members to Israel (although we believe there was one group which went in the early days of the organisation) we feel certain we will be successful in encouraging further ORT groups to go on ORT missions to Israel, and perhaps other ORT countries, to see the ORT schools in operation - and this can only lead to further recognition of the important work of our organisation and additional involvement and support.

#### General Economic and Social Situation of the Jewish Community

In line with other nations around the world, Canada continues to experience severe inflation, as well as the fear of a downturn in business which of course affects the members of the Jewish community across the country (numbering some 300,000 with the majority situated in the larger cities of Montreal, Toronto, Vancouver and Winnipeg). As noted in our last report, the less affluent members of the Jewish communities across the country are naturally far more affected by the current economic situation, and require more assistance through local Jewish as well as government social aid agencies.

The members of the Jewish community continue to be aware of world developments, especially as they affect our fellow Jews in Israel, the Soviet Union, Syria and many other countries. In line with keeping the Jewish public fully informed, beginning with the leadership in the various communities across the country, a National Leadership Conference on the Middle East was held in Montreal at the beginning of December, convened jointly by the Canadian Jewish Congress, Canadian Zionist Federation and B'nai B'rith. A sizeable delegation of ORT national and local people attended, and heard a number of very well-informed public speakers. They also had an opportunity for an exchange, through workshop round-table discussions, of ideas for bringing information to members of the Jewish community, and through them getting the Jewish viewpoint across to the general public.

To this end, Women's Canadian ORT has appointed two National people to be co-chairmen of Public Affairs - both of them experienced in this field - and their portfolio consists of bringing information on matters affecting Jews around the world to the attention of all our members, especially on matters concerning any aspects of the ORT programme. Our members will be encouraged to absorb this material and keep themselves fully informed, so that they can knowledgeably express the Jewish viewpoint, and speak sensibly as a representative of ORT and their community, when and if called upon to do so, either in public or through social meetings with the general public. In this way the Canadian Jewish community hopes to adequately counteract anti-Israel and anti-semitic propaganda, so widely disseminated everywhere.

One of the important aspects of ORT influence which our Convention delegates learned during their time in Israel, was the large percentage of ORT-trained people in Israel's work force - numbering some 20%, including those trained at schools there and others who had emigrated to the country. They were also made aware of the fact that unlike in the Western Jewish communities, people in Israel held the idea of vocational and technical training, especially ORT training, for high school students and others in very high esteem, and that some 50% of Israel's students receive such technical training. It is hoped that eventually this kind of training will receive the same kind of recognition for the children of Jewish people in Canada and elsewhere, as of great assistance to them in the future.

#### Development of the Organisation during the past Year

Womens' Canadian ORT continues to consolidate its strength by way of fund raising, programming and leadership training. Our National President, Ruth Druxerman, has continued to make extensive visits to all ORT regions across the country - if possible combining regional speaking engagements with national meetings, in the interests of economy. Since the organisation has been without an Executive Director during almost all of Mrs. Druxerman's term as President, naturally more of the necessary direction and advice has fallen on her shoulders as well as on the National Executive Committee members and Board of Directors. In addition, there has been constant communication between the regions and the national office, staffed by one person. This difficulty in organisation has been realised, and at our recent Convention the decision was reached that a professional Director be hired as quickly as possible to take care of expansion plans, organisation, public relations and publicity and to work with the

National officers and regions to assist them in their activities.

Other members of the National Executive and Board have, when requested, participated in speaking engagements or conducted workshops outside of their own regions, to help bring the ORT message to our membership across the country.

Although awareness of the ORT programme continues to grow in Canada, it was felt that there should be an increase of publicity made through press releases and information passed on to all facets of the media. Therefore, two very competent members have accepted co-chairmanship of publicity - Mrs. Bertha Engel, located in Eastern Canada, and Mrs. Ruby Permut of Winnipeg for Western Canada, although they will work together on getting information to the press.

No new chapters have been established in the past year in previously unaffiliated areas. We are, however, happy to report on a consolidation of ORT activities in our organised areas, as well as continued support from our "Friends of ORT" members in smaller centres. As previously reported, ORT regions, chapters and nuclei (Friends of ORT) are located - from East to West - in Halifax, Fredericton, Montreal, Ottawa, Toronto, Hamilton, Windsor, Winnipeg, Edmonton and Vancouver. Unfortunately the small ORT chapters previously organised in London, Calgary and Saskatoon have disbanded, but former members are kept on our mailing lists (some of them are life members) in the hope that by feeding ORT information to them continually, they will be encouraged to reorganise a chapter, through proper contacts, at some future date.

Many of our smaller areas continue to experience difficulty in obtaining support since the Jewish population is often very small and heavily involved in the many Jewish organisations within the community. However, we continue our efforts in gaining recognition and support wherever possible. As explained in earlier reports, because of the vast distances to be covered between these small centres, with the consequent high travel costs, further efforts to organise in new areas have not been made as the potential did not warrant the expense involved.

The ORT Youth Fellowship programme, organised in the United States, was brought to the attention of our National Board early in 1974. The idea was, we felt, an excellent one, linking our ORT students with those of a similar age group in our country who we would have to look to as

future members and leaders. Therefore, a pilot Canadian ORT Youth Fellowship project was launched in February 1974 in Montreal, to give high school youth a chance to come together in a meaningful ORT programme.

This programme was organised under the auspices of both Womens Canadian ORT and the Canadian ORT Federation, who were able to hire a professional to oversee the programme, with his salary and expenses coming from a grant given from CIDA (Canadian International Development Agency). The professional director has, in the past year, been successful in forming three or four groups in the Montreal area, with interest being expressed by other parts of the city where there is a Jewish population. To assist him, a Liaison Chairman was appointed by the Montreal Region to work with the Director, his voluntary assistants and the group members, and to publicize this new programme in order to attract children of our members. The age of the groups ranges from 14-18, and with the success of this pilot project, it is hoped that the programme will be expanded to other cities across Canada, including Toronto, Winnipeg and Hamilton. One new group is already in the planning stage in Ottawa.

This past summer four Canadian youngsters participated in the American ORT Youth Fellowship Summer Work Project in Israel - one from Halifax, two from Toronto and one from Montreal. The expenses of the Montreal participant were partially covered by the granting of a \$300 "scholarship" by Womens' Canadian ORT - and on their return, all four were most enthusiastic about their experiences in Israel, and their opportunity to meet the ORT students there and work with them on projects.

#### Fund Raising

Our Regions and Chapters work towards their goal over a two year "working term" period (based on the Convention biennial term) calculated from September 1st of a Convention year to August 31st two years later. We are very pleased to report that in the biennial term completed in August of this year, almost all our areas either reached their goal or, in many cases, exceeded it substantially - and the one or two areas who were not able to meet their goal only fell short by a very small amount.

On the national level, our two year commitment to World ORT Union, calculated on a calendar year basis, was \$275,000 for the years 1973 and 1974 - and we are very proud to report that with our final transfer overseas at the end of 1974, we have transmitted \$410,000 during this period.

To reach the goals we set for ourselves, all regions continue to make their fund raising projects more widely publicised, supported and accepted than before.

The Montreal Region (ORT-a-Chance raffle) continues to achieve success. In Toronto, the very successful (financially and publicity-wise) ORT Festival of Crafts, which was a forerunner in promoting the idea of exhibits for craftsmen - continues to expand in size and receive increased support. In 1974, the Festival held in the Spring of the year in celebration of ORT Month, preceded an International Crafts Show held in Toronto for a period of three months - and so was able to capitalise on interest expressed throughout the community and the province and the whole country, in such craft shows. Plans for the 1975 show, in a central location with double the available exhibit space, are already underway. At this early stage all the booths have been rented, with a waiting list of other potential exhibitors. Enquiries have been made by our other areas about the possibility of their holding similar craft shows in their respective cities, with exhibitors from their own province.

With the continuing interest by the public in antiques of all kinds, especially Canadiana, Antique Shows have proved an even greater success than before. In Winnipeg, their income was doubled for this year's event.

Other regional and chapter fund raising projects include Art Exhibitions and Auctions, Bazaars (always well-supported by the public, especially now in these times of an unsettled economy, when the public is inclined to be attracted by the inexpensive merchandise offered). Theatre Nights, Dinners, Teas, etc., are also held. In Montreal a very special Theatre Night took place, when Montreal had the honour of sponsoring the premiere showing of the highly successful Canadian film "The Education of Duddy Kravitz" (a film based on the book by Mordechai Richler and located in the older Jewish section of Montreal) which has received excellent reviews not only in Canada, but in the United States as well.

Our efforts continue to be directed towards donations of scholarships, whether at the time of specific projects, or just given generally during the year. Larger sums are also received as pledges towards the ORT School of Engineering and we are also occasionally the recipient of windfalls from other organisations as well as legacies and bequests.

### Membership Recruitment

Although we can be satisfied with our fund-raising efforts over the past year, unfortunately we must report that membership recruitment has not kept pace with the increased income, despite extensive efforts made in all areas in this respect.

As noted in our last report, we had decided to emphasize increase of membership as we knew that without additional committed volunteers, we could not look to any real expansion. We also realised that the major drive should be directed to the larger cities, where the potential for recruitment was greater. To this end we began, in the autumn of 1973, with a Membership Seminar held in Montreal, conducted by a qualified professional from Winnipeg - a former Director of our Montreal Region. The results of that Seminar were excellent in that 200 new members were added to the Montreal Region roster. This professional consultant conducted a similar seminar in our Winnipeg Region later on that year, with excellent results - and another was held in Toronto early in 1974.

Despite these seminars and other ongoing efforts in all areas, we have been faced with the same problem experienced by many volunteer organisations who are finding it increasingly difficult to attract new, young and committed members, due to many of these potential volunteers rejoining the work force through general interest in a career and/or economic necessity. Also, in many cases the same source of potential members, who naturally are also being approached by many other Jewish and community charitable organisations, have decided to further educate themselves through university courses, etc., rather than spend time in volunteer work.

We do realise, however, the vital need to increase our membership, so that our organisation can continue to grow in the future. Therefore, a membership workshop, conducted by our National Membership Chairman, Mrs. Agnes Hechter, and her co-Chairman, Mrs. Razelle Kohnats (both of Winnipeg) was held at our recent Convention, when ways and means of enlisting members were discussed. At that time, invitations were extended to all regional presidents and their membership chairmen to attend a special membership seminar to be held in Montreal the day following the National meeting, which was to be called for a month after our return to Canada. At that Seminar, detailed plans for a country-wide membership campaign were outlined, with a view to its implementation at the beginning of 1975.

With the plans set in motion for membership drives in all areas, to begin at the start of 1975, and including incentives for our members for personal membership recruitment, our goals have been set to culminate in March 1975 with a 10% increase by ORT Day - and with an aim for a two-year goal of a 30% increase in all areas. Our National Membership Chairman will keep in constant contact with all regions, so that they are fully informed of ongoing results, and we feel confident that we will meet with success. In addition to membership recruitment we are, of course, aware that the involvement and participation of all members, both old and new, must be retained to keep them within the organisation. With this important point in mind, the programmes of all our regions include educational, social and community activities as well as the many necessary fund-raising projects.

#### Exchange of Ideas and ORT Information

Our members are kept informed of activities in other areas through the medium of our national bulletin, the Canadian ORT Reporter, published twice a year as well as through their own regional bulletins. Copies of regional publications are circulated to national members across the country, as well as to various chairmen, such as Bulletin, Education and Publicity chairmen, in each region, thereby passing on ideas for fund raising, membership and social activities.

In addition, the World ORT Union News Bulletins are circulated to all areas, and ORT information is included in both national and regional bulletins. We also suggest that at all regional and chapter meetings, time be set aside for a brief resumé of the latest world ORT news of interest, in this way keeping our total membership informed of ORT activities on the world scene.

In addition to keeping our own membership informed, we circulate copies of our national publication across the country, directed especially to cities where there are ORT chapters and regions. These are usually sent to the Rabbis of the various congregations, to the Hillel university organisations, and to the anglo-Jewish press in Canada. The Canadian ORT Reporter is also sent to the heads of other Jewish organisations in Canada, as well as to the ORT committees overseas. We feel that this is an excellent medium of publicising the programme of ORT around the world and ORT activities in Canada as widely as possible. As our work becomes increasingly well known and respected, we know we can look towards even greater interest and support of our programmes and projects in Canada.

Mrs. Ruth Druxerman has been re-elected to the Presidency for a further two year term and looks forward with great anticipation to achieving even greater results, in terms of funds raised during the coming year and for her term of office. She feels certain that with the inspiration gained at the wonderful Convention in Israel, all those who attended and saw for themselves the vital work undertaken by the ORT schools - and indeed the total membership will work even harder to reach, and to exceed our goals, both in terms of fund raising and membership - since we are all very much aware that the economic situation in the world to-day severely affects the ORT operations in Israel and around the world, and that World ORT Union must turn to its supporters overseas to meet these increased needs. We, in Canada, will certainly make greater efforts than ever before to help meet these requirements.



TECHNICAL ASSISTANCE



## TECHNICAL ASSISTANCE

Technical Assistance activities during 1974 again showed an increase over previous years' activities. Many projects which were first recorded in 1973 as surveys, laying the groundwork for active programmes, became operational in 1974. A considerable amount of effort was devoted to project development in the sense of identifying and preparing proposals for a variety of activities. During 1974, project activities were carried out in a total of 20 countries.

The success of the Road Maintenance Training Programme in Zaire has led a number of governments to turn to ORT for assistance in this sector. This has occurred in Zaire, where the Government has requested ORT to undertake two new related activities and in Chad, Rwanda, Iran, Burundi, Nigeria and the Philippines.

The working relationship between ORT and the International Bank for Reconstruction and Development was strengthened during the year, resulting in a considerable increase in the number of activities undertaken with World Bank sponsorship.

The following section describes Technical Assistance projects that became operational or were continued from previous years during 1974:

### AFGHANISTAN

#### Road Maintenance Training

This World Bank-funded road maintenance training programme was completed after the one year of training assistance on July 31.

### BURUNDI

#### Road Maintenance Training

At the request of the Government of Burundi and the IBRD, a survey of training requirements in the public works sector is being carried out at this time. Following completion of the study, discussions will be held regarding further ORT involvement.

## GUINEA

### Bauxite Mining

The basic training programme for the Compagnie des Bauxites de Guinée involving formal training at the Ecole Nationale des Arts et Metiers (ENAM) continued through 1974 and is scheduled to terminate in September, 1975. A new, on-the-job training programme, located at the bauxite shipping port of Kamsar, has begun with the assignment of one ORT specialist to that location.

## IRAN

### Training for Ports Personnel

Following the survey of training needs carried out on behalf of the Iranian Ports and Shipping Organisation, a programme was started for the PSO involving 13 ORT specialists. In addition to a "crash" stage covering the training of trainers and specialists in such skills as storekeeping, warehousing, marine craft operation, fire prevention, electricity, machine tool operation, etc., a long-range programme covering the PSO's needs for the next ten years has been formulated.

### Road Maintenance Training

At the request of the Ministry of Roads and Communications, a basic programming study was carried out in mid-1974. This study, which provides a blueprint of training requirements and solutions over the next five years, is now under review by the Iranian authorities with a view to possible further ORT involvement.

## IVORY COAST

### Agro-mechanics

The Training Centre at San Pedro, on the western border of the country, operated on schedule during the year under review. This programme, sponsored by the Ivorian and Canadian Governments, offers courses in diesel mechanics, welding, fitting, industrial design and technology, mathematics and French to trainees destined for employment in the various timber and agricultural enterprises of the region. As presently envisaged, the programme will run into 1976.

## MALI

### Central Veterinary Laboratory

1974 saw the completion of the first two full years of operation of this programme, which is training personnel in equipment maintenance techniques under an agreement signed with the Malian Government and financed by USAID. The Laboratory is now operating satisfactorily, and it is anticipated that training activities will be extended to the end of 1976.

## MAURITANIA

### Nouakchott Hospital Maintenance

Following the preparation of the basic report describing training requirements carried out on behalf of the European Development Fund of the EEC, a contract was entered into, providing for the assignment of one man for two years to this programme.

## NIGER

### Maternal and Child Health/Child Spacing

Following two years of operation, an evaluation was carried out by AID with a view to determining whether or not to renew the programme for another two years. This decision will be taken early in 1975.

## NIGERIA

### Road Maintenance Training

In collaboration with Kampsax, the Danish consulting engineering firm, at the request of the Government of Nigeria, ORT has begun a long-range training programme in three pilot districts, which ultimately will be extended to all twenty-three of the country's districts. Five ORT specialists have been assigned to this initial programme.

## RWANDA

### Road Maintenance Training

Discussions continued throughout 1974 with both the Government of Rwanda

and the World Bank regarding implementation of this activity, and it is anticipated that the programme will start in early 1975.

## TURKEY

### Technical Education and Vocational Training

Under an agreement entered into between ORT and the Organisation for Economic Co-operation and Development, a comprehensive study for the reorganisation of Turkey's technical and vocational education system as well as training of technical instructors was carried out. The final report was submitted to the OECD and the Turkish Government with a view to possible implementation of a number of the recommendations made.

## ZAIRE

### Road Maintenance Training

After three years of operation, this programme, one of the largest of ORT's Technical Assistance activities, started phasing out on schedule towards the end of 1974, with termination planned for January 1975. The programme was very successful, since it trained over 1,100 persons and rehabilitated 2,000 km. of roads during the training process. This was carried out with a zero accident rate (personnel and equipment) and resulted in an almost zero net cost to the Government of Zaire, taking into account production activities as part of the training programme. Twenty-five counterparts were trained at the Central ORT Institute in Geneva and have now taken up their posts in Zaire, for the most part replacing the ORT instructors.

### Public Works Equipment Maintenance Service (PWEMS)

At the request of the Ministry of Public Works, a contract has been signed under which ORT will, as an outgrowth of the Road Maintenance Training Programme, manage the country's public works heavy equipment pool. Activities will involve the management and operation of five maintenance centres and the creation and operation of a spare parts depot. A total of 13 ORT staff have been assigned to this programme, which also includes the operation of a pilot maintenance brigade.

### National Office of Transportation (ONATRA)

Following the survey carried out in late 1973 and negotiations which took place during 1974, formal agreement was reached to begin a training programme for ONATRA's 30,000 employees. This organisation, which has responsibility for operation of Zaire's river transport, railroads ship repair yards and ports, has called upon ORT to carry out a four-year training programme, which will involve 20 ORT specialists.

### Maternal and Child Health /Family Planning

This programme, which began in April 1973, is now in high gear and fully operational, with a public health physician, two public health nurses and an administrator assigned to Kinshasa. Training of Zairois in family planning techniques, assistance in setting up MCH centres and development of a network for distribution of MCH/FP materials and information is well under way.

### MISCELLANEOUS

#### Morocco-EIRENE

As last year, training seminars, designed to upgrade EIRENE (an international volunteer organisation) personnel, were organised in the fall of 1974. Three ORT specialists participated in the sessions held at various locations in Morocco.

#### International Bank for Reconstruction and Development

At the request of the World Bank, a seminar was held at the Bank's headquarters in Washington in early 1974 designed to familiarise key Bank staff with the problems and issues of short-term, job-oriented training. Two representatives from the ORT/Geneva office led this seminar.

#### West Africa - Instructor Training

Under sponsorship of Swiss Technical Co-operation, a programme of training of African mechanics instructors and garage superintendents from six countries (Dahomey, Mali, Central African Republic, Ivory Coast, Rwanda and Upper Volta) will begin in early 1975. These trainees will receive their training at the Central ORT Institute in Geneva for an 18-month period.

## CHAD

### Road Maintenance Training

Discussions with a view to initiating project operations continued throughout the year with both the World Bank and the Chadian Government, and it is anticipated that the programme will start in early 1975.

## CHILE

### Refrigeration and Food Conservation

Swiss Technical Co-operation has continued its support of this activity and has indicated that it will do so through its planned completion at the end of 1976, despite the considerable difficulties that have been encountered.

## COLOMBIA

### Precision Mechanics Training

At the request of Swiss Technical Co-operation and the Government of Colombia, a programming study was carried out to determine training needs for precision mechanics in Bogota and Medellin. The study, which formulated a training programme, was completed in mid-year.

## CONSEIL DE L'ENTENTE

### African Enterprises

Following the survey in 1973 of training needs to assist in the development of small and medium-sized African enterprises, a contract was signed with the Conseil de l'Entente in mid-1974. This programme, covering the member countries of the Conseil de l'Entente (Dahomey, Ivory Coast, Niger, Togo and Upper Volta), has begun with one ORT specialist, head-quartered in Abidjan, laying the groundwork for the long-range programme.

## GABON

### Pneumatics and Instrumentation Training

This programme, which began in mid-1969, continued through 1974 with satisfactory results.

STUDENT BODY AS OF JANUARY 1st 1975

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STUDENT BODY AS OF JANUARY 1ST, 1975

	Male	Female	Total	Courses	Male	Female	Total
<u>ARGENTINE</u>							
<u>BUENOS AIRES</u>							
<u>Day Schools</u>							
<u>Middle School - General Classes</u>	281	15	296	Electronics	26	5	31
<u>Technical High Schools</u> (open-end education)				Radio	15	-	15
Electronics-Telecommunications	74	-	74	Chemistry	15	11	26
Industrial Chemistry	22	7	29	Business Management	13	10	23
Business Management	8	1	9	Business Management (Swiss-Brazil)	3	5	8
Data Processing	19	4	23	Secretariat	4	13	17
	123	12	135	Bilingual Secretaries (English)	-	23	23
				Hebrew	7	6	13
					83	73	156
				<u>Educational Manual Training</u>	204	216	420
					389	336	725
					===	===	===
<u>Evening</u>							
<u>Trade Schools</u>							
Radio-Television	68	-	68	<u>FRANCE</u>			
				<u>MONTREUIL</u>			
				<u>Schools</u>			
<u>Vocational High School</u>				<u>Preparatory Classes</u>			
Maintenance of electronic instruments	11	-	11	Mechanics	21	-	21
				Electricity	29	-	29
<u>Junior Technical College</u>				Cabinet Work	21	-	21
Systems Analysis	5	8	13	Dressmaking	-	14	14
				Secretariat	-	25	25
					71	39	110
<u>Courses</u>							
Computer Programming	17	5	22	<u>Trade Schools</u>			
Hebrew	8	7	15	Electronics (CAP)	37	-	37
	25	12	37	Electronics (BEP)	38	-	38
				Electrotechnics (CAP)	51	-	51
<u>Educational Manual Training</u>	1134	1144	2278	Electrotechnics (BEP)	31	-	31
				Turning and Fitting	103	-	103
				Sheet Metalwork	48	-	48
				Cabinet Work	45	-	45
				Dressmaking	6	39	45
<u>DOMINGUEZ</u>				Secretariat (BEP)	-	28	28
<u>Courses</u>				Bookkeeping (CAP)	29	31	60
Dressmaking	-	21	21		388	98	486
Embroidery	-	10	10	<u>Technical High Schools</u> (open-end education)			
Knitting	-	5	5	Electronics	79	1	80
Artistic Design	2	5	7	Electrotechnics	75	-	75
	2	41	43		154	1	155
	1649	1232	2881				
	=====	=====	=====	<u>BRAZIL</u>			
				<u>RIO DE JANEIRO</u>			
				<u>Technical High Schools</u> (open-end education)			
Electronics	54	6	60	<u>Courses</u>			
Secretariat	-	27	27	<u>Technical</u>			
Business Management	19	4	23	Refrigeration	19	-	19
Business Management (evening)	29	10	39	Refrigeration (improv.)	26	-	26
				Electricity	19	-	19
				Electricity (improv.)	40	-	40
				Electronics	54	1	55
	102	47	149	Computer Programming	29	10	39



<u>MONTREUIL - Technical Courses</u> (continued)			Male	Female	Total	<u>Pre-apprenticeship</u>			Male	Female	Total
Television (improv.)	35	-	35			Auto-mechanics	16	-	16		
Color Television (improv.)	26	1	27			Electricity	8	-	8		
Technical Design (electr.constr.)	27	2	29			Plumbing	24	-	24		
Executive Secretaries	-	24	24			Dressmaking	20	-	20		
Bookkeeping	11	8	19				68	-	68		
	286	46	332			<u>Courses</u>					
<u>Vocational</u>						Mechanical & Electrical Inst.	14	-	14		
Welding (improv.)	15	-	15			Plumbing	14	-	14		
Refrigeration	30	-	30			Preparatory - Mechanics	13	-	13		
Electronic Wiring	14	2	16				41	-	41		
Repair & Maintenance of Elevators	15	-	15			<u>Apprentices - Complementary Courses</u>					
Radio Testing	20	-	20			Auto-mechanics	46	-	46		
Numerical Automation	19	-	19			Plumbing	27	-	27		
Mechanical & Electrical Inst.	14	-	14			Leather work	15	-	15		
Heavy Materials Operator (male)	13	1	14				88	-	88		
Heavy Materials Operator (female)	-	15	15			<u>Apprentices - supervised</u>	390	79	469		
Cutting Mens' Clothing (improv.)	7	-	7								
Data Processing	11	-	11			<u>LYONS</u>					
Punch Operator	-	14	14			<u>Schools</u>					
Typing and Billing Clerk	-	16	16			<u>Preparatory Classes</u>					
Shorthand & Typing (2 sec.)	-	39	39			Mechanics	9	-	9		
Typing (improv.)	-	8	8			Shorthand-typing	-	9	9		
English (improv.)	24	15	39				9	9	18		
Hebrew (improv.)	15	14	29			<u>Trade Schools</u>					
Preparatory-Refrigeration	18	-	18			Fitting	43	1	44		
Preparatory-Electrotechnics	10	-	10			Electro-mechanics	47	-	47		
Preparatory-Mathematics	15	5	20			Dressmaking	-	24	24		
Preparatory - F.P.A.	12	-	12			Shorthand-typing	-	58	58		
	252	129	381				90	83	173		
<u>Continuous Education</u>						<u>Courses</u>					
Refrigeration	12	2	14			<u>Technical</u>					
Basic refrigeration	12	-	12			Technical Design (mechanics)	12	3	15		
Automation	12	1	13			<u>Vocational</u>					
Electricity	7	-	7			Mechanical & Electrical Inst.	14	-	14		
Basic Electricity (2 sections)	22	-	22			Light material operator	-	6	6		
Electrotechnics	20	-	20			Shorthand-typing	-	16	16		
Industrial Electronics	19	2	21			Bookkeeping	2	11	13		
Electronics	9	-	9				16	33	49		
Basic Electronics	2	1	3			<u>MARSEILLES - L. Bramson Center</u>					
English	3	2	5			<u>Schools</u>					
	118	8	126			<u>Preparatory Class</u>					
<u>Apprentices -Complementary courses</u>						Mechanics	24	-	24		
Electricity	6	-	6								
Dressmaking	9	11	20			<u>Trade Schools</u>					
	15	11	26			Sheet-Metalwork	51	-	51		
<u>PARIS/ECOLE DE TRAVAIL</u>						Electronics (CAP)	72	-	72		
<u>Schools</u>											
<u>Preparatory Class</u>											
Mechanics	22	-	22								



MARSEILLES - L. Bramson Center

<u>Trade Schools (continued)</u>			
Electrical Installations (CAP)	53	-	53
Dressmaking	-	42	42
Secretariat (CAP)	-	43	43
Secretariat (BEP)	-	20	20
	<u>176</u>	<u>105</u>	<u>281</u>

Courses

Technical

Radio & Television repairs	14	-	14
Electronics	8	-	8
	<u>22</u>	<u>-</u>	<u>22</u>

Vocational

Repair & Maintenance of household electrical equipment	14	-	14
Electricity for Industrial Equipment	14	-	14
Sanitary Installation	15	-	15
Heavy Material Operator	-	15	15
Secretariat	-	15	15
Typing & Billing Clerk	-	15	15
	<u>43</u>	<u>45</u>	<u>88</u>

STRASBOURG

Schools

Preparatory Class

Mechanics	12	-	12
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Trade Schools

General class	46	-	46
Fitting	31	-	31
Electrical Installations	31	-	31
Electronics	39	-	39
	<u>147</u>	<u>-</u>	<u>147</u>

Apprentices - supervised

	7	-	7
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TOULOUSE

Schools

Preparatory Class

Electricity - Secretariat	11	5	16
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Trade Schools

Electrical Installations	47	-	47
Shorthand-typing	-	43	43
	<u>47</u>	<u>43</u>	<u>90</u>

Courses

Mechanical & Electrical Inst.	13	-	13
Radio & Television repairs	13	1	14
Heavy Materials Operator	-	13	13
Bookkeeping	4	11	15
Shorthand-typing	-	15	15
	<u>30</u>	<u>40</u>	<u>70</u>

VILLIERS-LE-BEL

Schools

Preparatory Classes

Mechanics	23	-	23
Secretariat	-	17	17
	<u>23</u>	<u>17</u>	<u>40</u>

Trade Schools

Mechanics	43	-	43
Electro-mechanics	58	-	58
Secretariat (CAP)	-	61	61
Secretariat (BEP)	-	14	14
	<u>101</u>	<u>75</u>	<u>176</u>

Courses

Vocational

Auto-mechanics (2 sections)	24	-	24
Telephone testing (2 sections)	24	-	24
Secretarial	-	16	16
Bookkeeping	8	8	16
English (evening)	-	4	4
	<u>56</u>	<u>28</u>	<u>84</u>

<u>2719</u>	<u>897</u>	<u>3616</u>
=====	=====	=====

INDIA

BOMBAY

Schools

Preparatory class

	-	13	13
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Trade Schools

Turning	53	-	53
Fitting	35	-	35
Draughtsmen	46	-	46
Secretariat	-	30	30
Office clerks	-	12	12
Hairdressing	-	41	41
	<u>134</u>	<u>83</u>	<u>217</u>

Course

Mechanics (improv.)	4	-	4
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Educational Manual Training

	114	63	177
	<u>252</u>	<u>159</u>	<u>411</u>
	====	====	====

IRAN

TEHERAN

Schools

Special School

Basic Education Center

Welding	16	-	16
Electrical Installations	5	-	5
Knitting	-	10	10
	<u>21</u>	<u>10</u>	<u>31</u>



TEHERAN (continued)

Middle School

Trade Schools

Auto-mechanics  
Cutting and Sewing

Technical High Schools

(open-end education)

General Classes  
Mechanics  
Toolmaking  
Refrigeration  
Radio-Television  
Electricity  
Electro-mechanics  
Secretariat  
Secretariat Bookkeeper  
Design and Interior Decoration

Junior Technical College

Industrial drawing  
Design & Interior Decoration  
Executive Secretaries

Courses

Sewing & Cutting (Improv.)  
Hairdressing

Educational Manual Training

ISRAEL

\* (Yeshivot or in cooperation with religious bodies and Kibbutzim).

AFFULEH

Schools

Vocational High Schools

General Classes  
Mechanics  
Electro-mechanics  
Building  
Dressmaking  
Secretariat

Technical High School

(open-end education)  
Electronics

Male	Female	Total
58	30	88
16	-	16
-	12	12
16	12	28
129	-	129
25	-	25
29	-	29
49	-	49
45	-	45
31	-	31
42	-	42
-	147	147
-	10	10
-	58	58
350	215	565
50	-	50
-	31	31
-	40	40
50	71	121
-	16	16
-	14	14
-	30	30
148	-	148
643	368	1011
===	===	=====

ASHDOD (Nautical School)

I. Rogosin Center

Schools

Vocational High School

Radio-electronics  
Electro-mechanics

Technicians' Training School

Radio-electronics

Course

Heavy port equipment

ASHQUELON

Schools

Vocational High Schools

General classes  
General mechanics  
Electro-mechanics  
Tourist trades

Technical High School

(open-end education)

Electronics

ASHQUELON - Apprenticeship Center

Industrial classes

Mechanics  
Locksmithy  
Electricity  
Dressmaking

Apprentices - complementary courses

Mechanics  
Locksmithy  
Electro-mechanics  
Carpentry  
Dressmaking  
Building

BAT-YAM (Boys)

S. & E. Melton Center

Schools

Vocational High Schools

General Classes  
Mechanics

Technical High School

(open-end education)

Electricity

Male	Female	Total
98	-	98
102	-	102
200	-	200
20	-	20
20	-	20
119	-	119
100	-	100
74	-	74
4	92	96
297	92	389
59	-	59
17	-	17
16	-	16
14	-	14
-	9	9
47	9	56
59	-	59
45	-	45
57	-	57
32	-	32
-	51	51
22	-	22
215	51	266
157	2	159
100	-	100
257	2	259
160	-	160



BAT-YAM (Girls)

Schools

Vocational High Schools

General classes - 120 120  
Dressmaking - 82 82

Technical High Schools  
(open-end education)

Secretariat - 105 105  
Hotel Trades - 67 67

BEER-SHEVA M. Margolin Center

Technical High School  
(open-end education)

Industrial Chemistry 21 43 64

BENYAMINA

Vocational High Schools

General Mechanics 60 - 60  
Building Locksmithy 29 - 29  
Architectural Drawing 13 17 30

Male	Female	Total
-	120	120
-	82	82
-	202	202
-	105	105
-	67	67
-	172	172
21	43	64
60	-	60
29	-	29
13	17	30
102	17	119
-	137	137
-	118	118
52	-	52
72	-	72
-	66	66
124	66	190
112	105	217
75	-	75
-	47	47
75	47	122
60	65	125

BNEI-BRAK

Schools

Vocational High School

Dressmaking - 137 137

Vocational High School

(open-end education)  
Domestic Science - 118 118

CHOF-HASHARON

Vocational High Schools

Electronics 52 - 52  
Agromechanics 72 - 72  
Dressmaking - 66 66

EIN-HAROD

Schools

Middle School

General Classes 112 105 217

Vocational High Schools

Agromechanics 75 - 75  
Domestic Science - 47 47

Technical High School  
(open-end education)

Comprehensive 60 65 125

EYLAT

Apprentices - Complementary courses

Locksmithy 56 - 56  
Dressmaking - 15 15

GAN-YAVNE \*

Schools

Trade School

Carpentry 39 - 39

Vocational High Schools

Mechanics 52 - 52  
Electronics 16 - 16

GEDERA (Factory School)

Vocational School

Mechanics 13 - 13

GIVATAYIM

Schools

Vocational High Schools

Mechanics 67 - 67  
Applied Arts 7 6 13

Technical High Schools  
(open-end education)

Machine Construction 258 - 258  
Refrigeration 64 - 64  
Data Processing 88 50 138  
Electronics 226 4 230  
Design & Interior Decoration 48 60 108  
Architecture 136 144 280

Junior Technical College

Machine Construction 42 - 42  
Automation 43 - 43  
Refrigeration 42 - 42  
Architecture 17 23 40

Junior Technical College (Adults)

Mechanics (evening) .21 - 21  
Data Processing 28 - 28  
Data Processing (evening) 38 - 38  
Building 229 - 229  
Building (evening) 91 7 98

HAIFA

Schools

Vocational High Schools

Industrial Chemistry 9 68 77  
Applied Arts 21 59 80

Male	Female	Total
56	-	56
-	15	15
56	15	71
39	-	39
52	-	52
16	-	16
68	-	68
13	-	13
67	-	67
7	6	13
74	6	80
258	-	258
64	-	64
88	50	138
226	4	230
48	60	108
136	144	280
820	258	1078
42	-	42
43	-	43
42	-	42
17	23	40
144	23	167
.21	-	21
28	-	28
38	-	38
229	-	229
91	7	98
407	7	414
9	68	77
21	59	80
30	127	157



	Male	Female	Total
<u>HAIFA - Schools (continued)</u>			
<u>Technical High School</u> (open-end education)			
Secretariat	-	177	177
<u>Middle Schools</u>			
Locksmithy	24	-	24
Dressmaking	-	5	5
	24	5	29
<u>HAIFA - J.Orleans Gayl Center</u>			
<u>Industrial Classes</u>			
Locksmithy	72	-	72
Electricity	62	-	62
Carpentry	36	-	36
Dressmaking	-	30	30
Hairdressing	-	12	12
	170	42	212
<u>Apprentices-Complementary Courses</u>			
Mechanics	100	-	100
Locksmithy	93	-	93
Electricity	131	-	131
Carpentry	48	-	48
Dressmaking	-	15	15
Hairdressing	-	15	15
	372	30	402
<u>HAIFA (Arabs)</u>			
<u>Apprentices Complementary Courses</u>			
Auto-mechanics	161	-	161
Locksmithy	140	-	140
Tinsmithy	20	-	20
Electricity	47	-	47
Carpentry	89	-	89
	457	-	457
<u>HAIFA (Factory School)</u>			
<u>Trade School</u>			
Mechanics	72	-	72
<u>HERZLIYA - GIORA JOSEPH TAL</u>			
<u>Vocational High Schools</u>			
<u>General Classes</u>			
Mechanics	101	-	101
Mechanics	51	-	51
Electro-mechanics	40	-	40
	192	-	192
<u>Technical High School</u> (open-end education)			
Electronics	60	-	60

	Male	Female	Total
<u>HOLON</u>			
<u>Schools</u>			
<u>Vocational High Schools</u>			
Precision Mechanics	98	1	99
General Mechanics	116	1	117
General Mechanics (practical option)	171	-	171
Auto-Mechanics	130	-	130
Die Making	23	-	23
Electronics	127	5	132
Technical Secretariat	26	102	128
	691	109	800
<u>Technical High Schools</u> (Open-end education)			
Mechanics	130	-	130
Electronics	132	4	136
	262	4	266
<u>HOLON (Factory Schools)</u>			
<u>Trade School (Shoham)</u>			
Mechanics	50	-	50
<u>Vocational High School (Shoham)</u>			
Electricity	67	-	67
<u>Trade School (Amcor)</u>			
Mechanics	42	-	42
<u>Trade School (Caterpillar)</u>			
Mechanics	40	-	40
<u>IUSFIYA (Druzes)</u>			
<u>Schools</u>			
<u>Trade School</u>			
Mechanics	58	-	58
<u>Technical High School</u> (open-end education)			
Dressmaking	-	62	62
<u>Course - preparatory to high school</u> diploma examination			
	25	-	25
<u>JERUSALEM</u>			
<u>Schools</u>			
<u>Vocational High Schools</u>			
<u>General Classes</u>			
Mechanics	197	2	199
Mechanics	90	-	90
Auto-Mechanics	78	-	78
Auto-Mechanics (practical)	88	-	88
Electronics	99	1	100
	552	3	555
<u>Technical High Schools</u> (open-end education)			
Mechanics	109	-	109
Electronics	95	1	96
	204	1	205



<u>JERUSALEM - Schools (continued)</u>			<u>AL-MAMONIYA</u>					
Male	Female	Total	Male	Female	Total	Male	Female	Total
<u>Technicians' Training School</u>			<u>Dressmaking</u>			-	113	113
<u>Mechanics</u>			15	-	15	<u>Hairdressing</u>		
						-	338	338
<u>Junior Technical College</u>						<u>Domestic Science</u>		
<u>Electronics</u>			37	-	37	-	187	187
<u>Junior Technical College for</u>						<u>Vocational High Schools</u>		
<u>Adults (evening)</u>						<u>AL-MAMONIYA</u>		
<u>Mechanics</u>			22	-	22	<u>Dressmaking</u>		
<u>Electronics</u>			68	1	69	<u>Secretariat</u>		
<u>Building</u>			43	7	50	-	133	133
						-	238	238
			133	8	141	<u>AL-RASHIDIYA</u>		
<u>Courses</u>						<u>Locksmithy</u>		
<u>Proficiency for instructors</u>			40	14	54	<u>Electricity</u>		
<u>Pedagogical for technicians</u>			38	1	39	96	-	96
						103	-	103
			78	15	93	<u>JULIS (Factory School)</u>		
<u>JERUSALEM - John F. Kennedy Center</u>						<u>Trade School</u>		
<u>Industrial Classes</u>						<u>Automechanics</u>		
<u>Mechanics</u>			193	-	193	83	-	83
<u>Auto Electricity</u>			20	-	20	<u>Apprentices-Complementary Course</u>		
<u>Electricity</u>			56	-	56	<u>Mechanics</u>		
<u>Carpentry</u>			45	-	45	72	-	72
<u>Printing</u>			34	-	34	<u>KFAR-ABRAHAM</u>		
<u>Dressmaking</u>			-	27	27	<u>Vocational High Schools</u>		
<u>Secretariat</u>			-	19	19	<u>General classes</u>		
<u>Hairdressing</u>			-	16	16	<u>Mechanics</u>		
			348	62	410	<u>Electro-mechanics</u>		
<u>Apprentices-Complementary Courses</u>						<u>Electronics</u>		
<u>Mechanics</u>			142	-	142	42	-	42
<u>Locksmithy &amp; building</u>			50	-	50	<u>KFAR-HABAD *</u>		
<u>Electricity</u>			98	-	98	<u>vocational High Schools</u>		
<u>Carpentry</u>			36	-	36	<u>Mechanics</u>		
<u>Dressmaking</u>			-	16	16	<u>Auto-mechanics</u>		
<u>Printing</u>			28	-	28	<u>Carpentry</u>		
<u>Bank Personnel</u>			15	14	29	<u>Printing</u>		
<u>Hairdressing</u>			-	18	18	107	-	107
<u>Clerks</u>			82	50	132	77	-	77
			451	98	549	130	-	130
<u>JERUSALEM (Factory Schools)</u>						97	-	97
<u>Trade School</u>						411	-	411
<u>Auto-Mechanics</u>						<u>KFAR-SABA</u>		
<u>Printing</u>			16	-	16	<u>Schools</u>		
			34	-	34	<u>Trade Schools</u>		
			50	-	50	<u>Carpentry</u>		
<u>JERUSALEM (Arabs)</u>						<u>Dressmaking</u>		
<u>Middle Schools</u>						<u>Hairdressing</u>		
<u>ABDULLA</u>						29	-	29
<u>General Classes</u>			647	-	647	-	40	40
<u>EL-TUR</u>						-	35	35
<u>General Classes</u>			230	-	230	29	75	104
						<u>Vocational High Schools</u>		
						<u>General Classes</u>		
						153	3	156
						<u>Mechanics</u>		
						130	-	130
						<u>Measuring Instruments</u>		
						15	1	16
						<u>Electromechanics</u>		
						9	-	9
						<u>Technical Secretariat</u>		
						1	152	153
						308	156	464



	Male	Female	Total		Male	Female	Total
<u>KFAR-SABA - Schools (continued)</u>				<u>Technical High School</u>			
<u>Technical High Schools</u>				(open-end education)			
Electronics	88	3	91	Electronics	71	3	74
Electromechanics	80	-	80				
	168	3	171	<u>LYDDA (Girls) L. Kessler</u>			
<u>Junior Technical College (Adults)</u>				<u>Vocational High Schools</u>			
Electronics	37	-	37	General Classes	-	110	110
Electricity	20	-	20	Dressmaking	-	49	49
Ecology	40	-	40	Secretariat	2	76	78
	97	-	97	Domestic Science	-	87	87
					2	322	324
<u>Course - preparatory to High School Diploma Examination</u>	43	29	72	<u>LYDDA (Factory School)</u>			
				<u>Vocational High School</u>			
<u>KIRYAT-BIALIK</u>				Aviation Mechanics	178	-	178
<u>Schools</u>				<u>Apprentices-Complementary Courses</u>			
<u>Middle School</u>				Aviation Mechanics	60	-	60
General Classes	461	486	947				
<u>Vocational High Schools</u>				<u>MIRON *</u>			
Mechanics	93	-	93	<u>Vocational High School</u>			
Building Locksmithy	54	-	54	Mechanics	50	-	50
Electronics	142	8	150	<u>NATHANYA D. Lvovich Center</u>			
Construction Drawing	42	48	90	<u>Schools</u>			
Dressmaking	-	39	39	<u>Vocational High Schools</u>			
	331	95	426	General Classes	323	33	356
<u>Technical High Schools</u>				Automechanics	72	-	72
(open-end education)				Ship Mechanics	71	-	71
Measuring Instruments	97	4	101	Ship Electronics	81	4	85
Comprehensive	67	193	260	Carpentry	101	-	101
	164	197	361	Agromechanics	56	-	56
<u>Technicians' Training Schools</u>				Technical Drawing	17	29	46
Measuring Instruments	15	-	15	Training of Reception Clerks & Chief			
Electronics	22	-	22	Stewards for the Hotel Industry	8	38	46
	37	-	37	Hotel Trades	46	39	85
<u>Technicians' Training (Adults)</u>				Technical Secretariat	20	104	124
Mechanics	68	-	68		795	247	1042
<u>KIRYAT-GAT</u>				<u>Technical High Schools</u>			
<u>Apprentices-Complementary Courses</u>				(open-end education)			
Locksmithy	188	-	188	Mechanics	170	-	170
Dressmaking	-	53	53	Measuring Instruments	175	9	184
	188	53	241	Electro-mechanics	172	-	172
<u>LYDDA (Boys) Zale Family</u>				Electronics	110	8	118
<u>Schools</u>					627	17	644
<u>Industrial Classes</u>				<u>Technicians' Training School</u>			
Mechanics	37	-	37	Electronics	12	-	12
<u>Vocational High Schools</u>				Measuring Instruments	28	-	28
General Classes	72	-	72				
Mechanics	72	-	72	<u>Junior Technical College</u>			
	144	-	144	Electronics	29	-	29
				Electricity	14	-	14
				Measuring Instruments	23	-	23
					66	-	66
				<u>Practice Course on Ships - Mechanics</u>	14	-	14



	Male	Female	Total		Male	Female	Total
<u>NATHANYA - D. Lvovich Center (Cont)</u>				<u>REHOVOT * (Porat Yosef)</u>			
<u>Junior Technical College (Adults)</u>				<u>Vocational High School</u>			
Mechanics	47	1	48	Mechanics	96	-	96
Electronics	60	-	60				
Electricity	20	-	20	<u>SDEH-ELYAHU *</u>			
	127	1	128	<u>Vocational High Schools</u>			
				Agromechanics	31	-	31
<u>Preparatory Course for Post-Secondary Studies</u>	47	-	47	Domestic Science	-	20	20
					31	20	51
<u>NAZARETH</u>				<u>SHAAR-HANEGUEV (Factory School)</u>			
<u>Schools</u>				<u>Trade School</u>			
<u>Trade School</u>				Mechanics	34	-	34
General Mechanics	68	-	68				
<u>Vocational High School</u>				<u>SHAFIR *</u>			
Auto-Mechanics	63	-	63	<u>Schools</u>			
				<u>Vocational High Schools</u>			
<u>RAMAT-GAN</u>				Locksmithy	22	-	22
<u>Schools</u>				Automechanics	62	-	62
<u>Vocational High Schools</u>				Dressmaking	-	103	103
General Classes	231	1	232	Domestic Science	-	134	134
Mechanics	90	1	91		84	237	321
Building Locksmithy	71	-	71				
Electronics	85	1	86	<u>Technical High School</u>			
Dressmaking	1	127	128	(open-end education)			
	478	130	608	Electro-mechanics	101	-	101
<u>Technical High Schools</u>				<u>Junior Technical College</u>			
(open-end education)				Electricity	13	-	13
Mechanics	82	-	82				
Electronics	77	1	78	<u>TEL-AVIV - A. Syngalowski Center</u>			
Electricity	81	-	81	<u>Schools</u>			
Industrial Chemistry	36	185	221	<u>Vocational High Schools</u>			
Design & Interior Decoration	51	203	254	General Mechanics	152	-	152
Secretariat	-	297	297	Telephone & Telegraph Service	107	5	112
	327	686	1013		259	5	264
				<u>Technical High Schools</u>			
<u>Junior Technical College</u>				(open-end education)			
Bacteriology	2	67	69	Mechanics	233	-	233
				Radio Electronics	376	7	383
<u>Course - Food inspectors</u>	30	-	30	Electro-mechanics	271	-	271
					880	7	887
<u>RAMAT-GAN - A. Krinitzi</u>				<u>Technicians' Training Schools</u>			
<u>Vocational High School</u>				Mechanics	52	-	52
Carpentry	212	-	212				
				<u>Junior Technical College</u>			
<u>REHOVOT</u>				Radio-electronics	137	-	137
<u>Schools</u>				Electro-mechanics	75	-	75
<u>Vocational High Schools</u>					212	-	212
General Classes	80	-	80	<u>Technicians' Training School (Adults)</u>			
Auto-Mechanics	69	-	69	Electronics (evening)	80	5	85
	149	-	149				
<u>Technical High Schools</u>				<u>Junior Technical College for Adults</u>			
(open-end education)				Mechanics	60	-	60
Mechanics	142	-	142	Electronics	63	9	72
Electronics	167	-	167	Electronics (evening)	40	-	40
	309	-	309	Electricity	45	-	45



<u>TEL-AVIV - A. Syngalowski Center</u>			<u>TEL-AVIV</u>			<u>TEL-AVIV</u>			
Male	Female	Total	Male	Female	Total	Male	Female	Total	
<u>Junior Technical College for Adults (continued)</u>			<u>Schools</u>						
			<u>Technicians' Training School (Adults)</u>						
Maintenance Medical equipment	13	6	19						
Production	18	-	18						
	239	15	254						
<u>Courses</u>			<u>Day Classes</u>						
Proficiency for Instructors	41	-	41	Mechanics	22	-	22		
Pedagogical for Technicians	41	-	41	Electronics	33	2	35		
	82	-	82	Building	25	-	25		
				Production	20	-	20		
					100	2	102		
<u>Course - preparatory to High School Diploma examination</u>	123	30	153	<u>Evening Classes</u>					
				Mechanics	85	-	85		
<u>TEL-AVIV</u>				Electronics	52	-	52		
<u>Schools</u>				Electricity	53	-	53		
<u>Vocational School</u>				Measuring Instruments	15	-	15		
Hairdressing	3	30	33	Building	12	-	12		
				Production	45	-	45		
<u>Technical High School (open-end education)</u>					262	-	262		
Dressmaking	-	167	167	<u>Courses</u>					
				Pedagogical training for teachers	85	21	106		
<u>Teachers' Training Institute</u>				Preparatory for post-secondary studies	207	20	227		
Fashion Trades	-	60	60		292	41	333		
				<u>TEL-AVIV</u>					
<u>Special School for Deaf</u>				<u>Institute for Combined Supplementary Vocational Education</u>					
Mechanics	39	7	46	Mechanics	35	-	35		
Industrial Arts	-	13	13	Automechanics and welding	68	9	77		
	39	20	59	Refrigeration	68	-	68		
				Electronics	314	5	319		
<u>TEL-AVIV - I. Shapiro Center</u>				Television	110	20	130		
<u>Industrial Classes</u>				Electricity	480	-	480		
Locksmithy	102	-	102	Data Processing	41	10	51		
Dental Techniques	37	3	40	Dressmaking	1	499	500		
Electricity	77	-	77	Embroidery	-	24	24		
Carpentry	50	-	50	Technical Drawing	174	99	273		
Printing	15	-	15	Design & Interior Decoration	86	139	225		
	281	3	284	Graphics	71	106	177		
				Enamel	1	34	35		
<u>Apprentices-Complementary Courses</u>				Silversmithy	63	34	97		
Locksmithy	128	-	128	Ceramics	12	68	80		
Tinsmithy	56	-	56	Photography	51	2	53		
Refrigeration	43	-	43	Industrial Management	39	-	39		
Mechanics	182	-	182	Bookkeeping	136	82	218		
Auto-electricity	78	-	78	Secretariat	7	27	34		
Electricity	120	4	124	Technical Hebrew	92	-	92		
Electronics	20	-	20	English	151	116	267		
Dental Techniques	70	43	113	French	15	1	16		
Carpentry	73	-	73	Arabic	37	12	49		
Printing	77	-	77	Plastics	12	-	12		
Clerks	40	270	310	Cosmetics	-	12	12		
General Education	34	37	71	General education	227	10	237		
	921	354	1275	Glass Blowing	38	19	57		
				Flower arrangements	2	59	61		
					2331	1387	3718		



	Male	Female	Total		Male	Female	Total
<u>TEL-AVIV (Factory School)</u>				<u>TURIN</u>			
<u>Trade School</u>				<u>Educational Manual Training</u>	89	71	160
Mechanics	19	-	19		1193	988	2181
<u>TEL-NOF (Factory School)</u>				=====	=====	=====	=====
<u>Trade Schools</u>				<u>MOROCCO</u>			
Aviation Mechanics	70	-	70	<u>CASABLANCA/AIN-SEBAA</u>			
Aviation Hydraulics	70	-	70	<u>Schools</u>			
	140	-	140	<u>Preparatory Classes</u>			
<u>TEL-YERUHAM (Factory School)</u>				Mechanics	73	-	73
<u>Trade School</u>				<u>Trade Schools</u>			
Mechanics	45	-	45	Mechanics	50	-	50
	22683	8108	30791	Electricity	45	-	45
=====	=====	=====	=====	Construction Drawing	45	-	45
					140	-	140
<u>ITALY</u>				<u>Vocational High School</u>			
<u>ROME</u>				Electronics	40	-	40
<u>Schools</u>				<u>Courses</u>			
<u>Trade Schools</u>				Welding	13	-	13
Electronics	32	-	32	Electricity	19	-	19
Electro-mechanics	13	-	13		32	-	32
Secretariat	-	31	31	<u>CASABLANCA / VAL D'ANFA</u>			
	45	31	76	<u>Schools</u>			
<u>Technical High School</u>				<u>Preparatory Classes</u>			
(open-end education)				Dressmaking	-	21	21
Science	25	12	37	General Education	-	22	22
<u>Course</u>					-	43	43
Hebrew	29	26	55	<u>Trade Schools</u>			
<u>Language Courses for Refugees</u>	306	231	537	Secretariat	-	37	37
<u>Educational Manual Training</u>	246	236	482	Beauty Care & Hairdressing	-	24	24
<u>MILAN</u>				Dressmaking	-	45	45
<u>Schools</u>					-	106	106
<u>Trade Schools</u>				<u>Vocational High School</u>			
Technical Drawing	43	-	43	Industrial Chemistry	1	16	17
Electronics Drawing	36	-	36	<u>CASABLANCA</u>			
Graphics-Secretariat	3	9	12	<u>Special School</u>			
	82	9	91	Institute for the Deaf	14	9	23
<u>Technical High School</u>				<u>Apprentices, Supervised</u>	25	51	76
(open-end education)				<u>FES</u>			
Office skills & languages	37	58	95	<u>Educational Manual Training</u>	45	22	67
<u>Course - Improvement for teachers</u>	-	12	12	<u>MARRAKECH</u>			
<u>Educational Manual Training</u>	316	288	604	<u>Educational Manual Training</u>	26	19	45
<u>LEGHORN</u>				<u>MEKNES</u>			
<u>Educational Manual Training</u>	18	14	32	<u>Educational Manual Training</u>	36	25	61
				=====	=====	=====	=====
					432	291	723
				=====	=====	=====	=====







# ORT UNION

Bureau Central  
GENÈVE

STAFF AS OF JANUARY 1st, 1975

	OPERATIONS												ADMINISTRATION												COUNTRY OVERHEAD						TOTAL		
	INSTRUCTORS			TEACHERS (CLASSROOM)			DEPT. HEADS AND SUPERVISORS			CANTENS DORMITORIES AND MED. SOC. SERV.			BLDG. MAINT. AND STORCEPERS			DIRECTORS AND ASSISTANTS			BOOK-KEEPING SECRETARIAT			OPERATIONS			ADMINISTRATION			Full Time	Part Time	Total			
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total									
ARGENTINA	9	9	18	5	62	67	-	9	1	-	1	10	-	10	7	-	7	3	-	3	1	7	8	-	13	13	36	100	136				
BRAZIL	1	-	1	-	32	32	2	-	2	-	2	3	-	3	-	-	-	-	-	-	-	1	-	1	-	-	7	32	39				
FRANCE	101	13	114	87	59	146	7	1	8	46	12	58	27	10	37	22	3	25	29	-	29	10	3	13	4	1	333	102	435				
INDIA	16	-	16	10	1	11	5	-	5	5	-	5	11	-	11	5	-	5	1	-	1	-	-	-	-	48	1	49					
IRAN	23	2	25	9	56	65	29	-	29	-	29	25	1	26	11	-	11	-	-	-	-	-	2	2	6	1	103	62	165				
ISRAEL	379	96	475	564	810	1374	24	34	58	202	27	229	142	67	209	219	22	241	-	-	-	54	10	64	41	2	1625	1068	2693				
ITALY	4	5	9	17	49	66	1	2	3	5	2	7	3	-	3	2	-	2	-	-	-	1	-	1	3	-	36	58	94				
MOROCCO	23	-	23	21	-	21	33	-	33	23	-	23	6	-	6	1	-	1	-	-	-	4	-	4	2	-	113	-	113				
URUGUAY	-	15	15	-	51	51	-	1	1	3	3	6	1	3	4	-	1	1	-	-	-	-	-	-	-	4	74	78					
U.S.A.	2	2	4	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2	-	-	-	-	-	-	-	3	3	6					
VENEZUELA	2	4	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	4	6					
CENTRAL INST.	1	2	3	-	17	17	12	1	13	2	1	3	2	-	2	1	-	1	-	-	-	25	-	25	24	-	49	-	49				
O.U. GENEVA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1				
O.U. PARIS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1				
O.U. N.Y.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2				
T O T A L	561	148	709	713	1137	1850	7	11	18	153	49	202	311	44	355	200	74	274	256	23	279	96	22	118	81	19	2378	1527	3905				



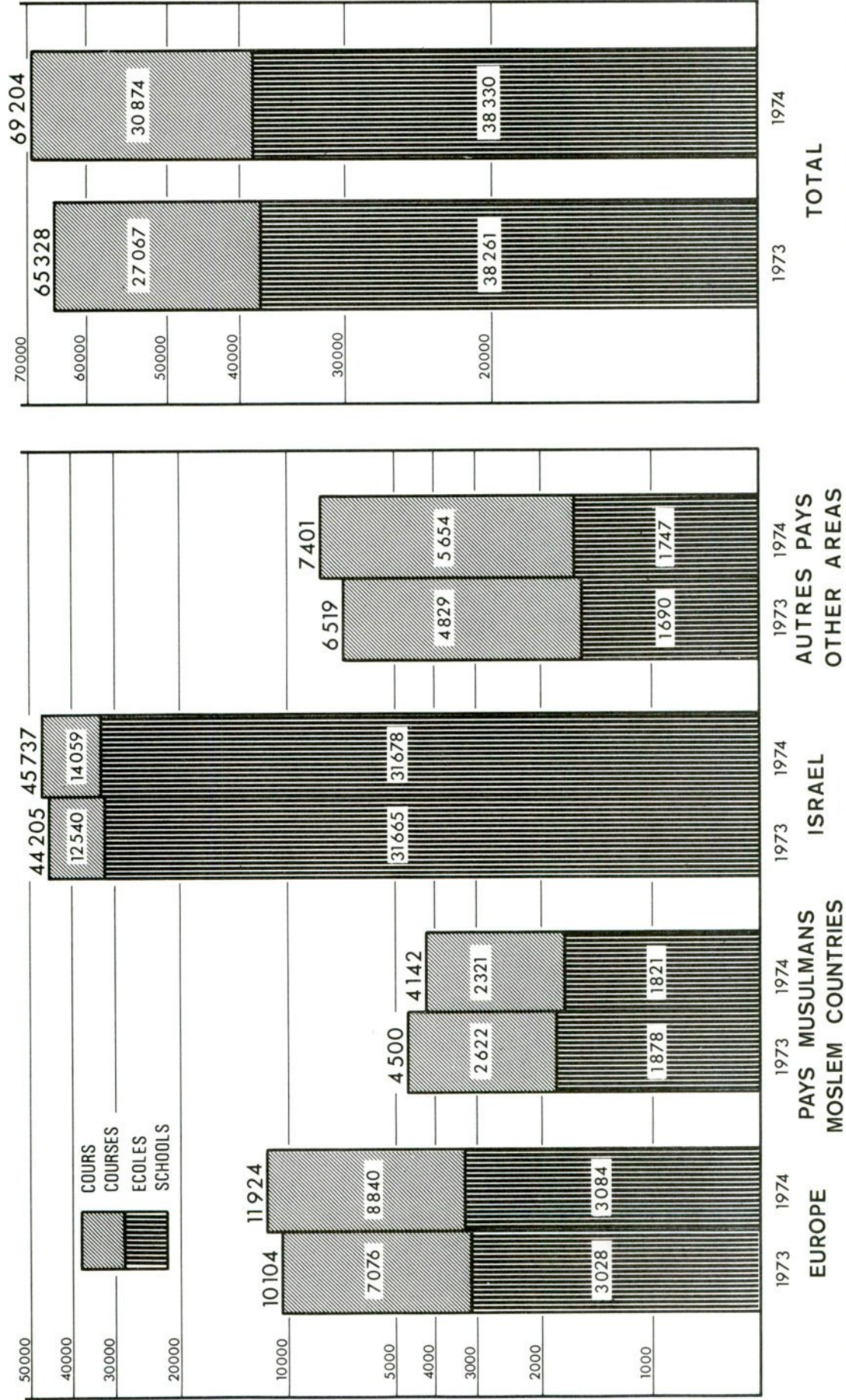
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1973 REPARTIE GEOGRAPHIQUEMENT

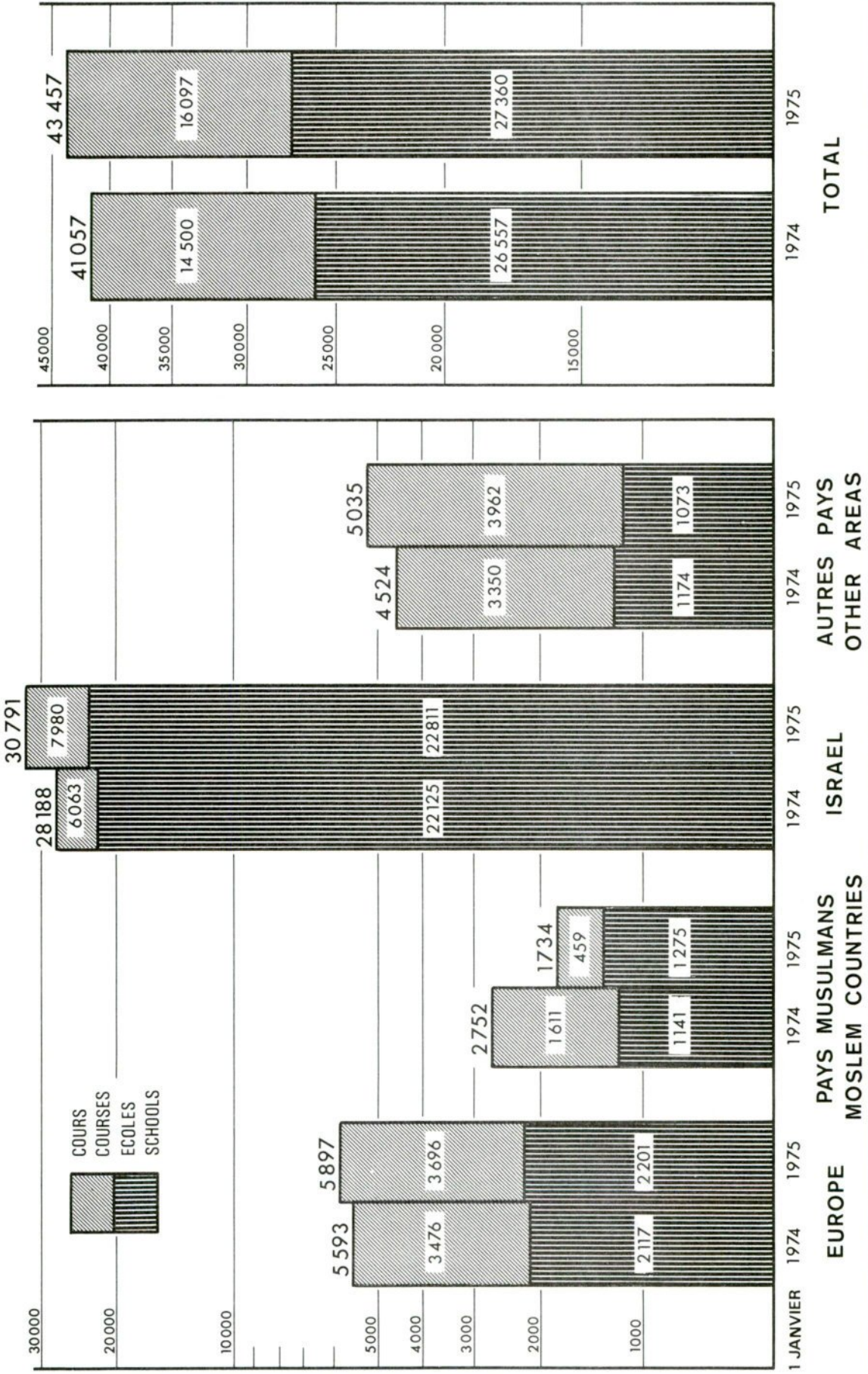
&

TOTAL NUMBER OF TRAINEES IN 1974 DISTRIBUTED GEOGRAPHICALLY



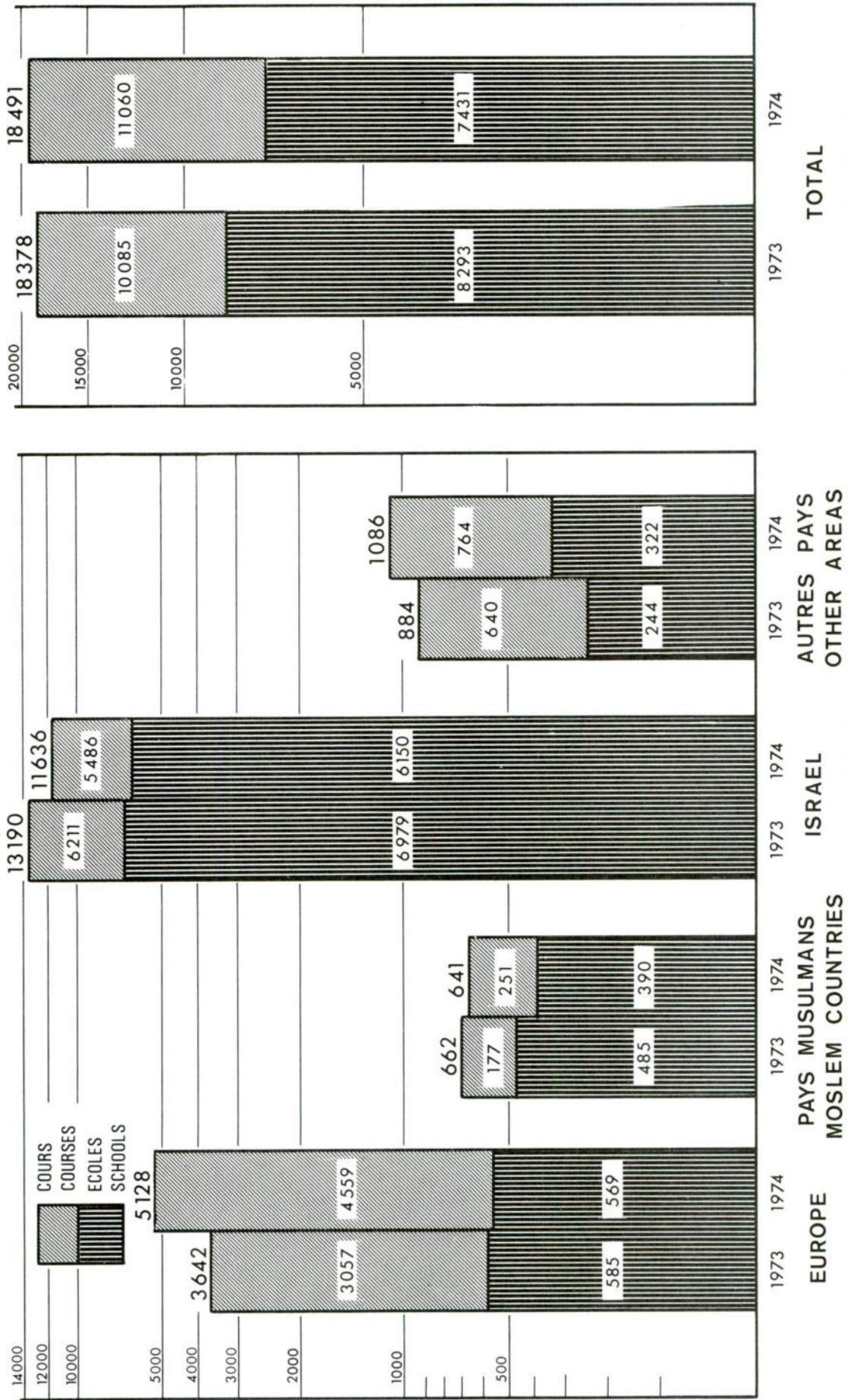


# REPARTITION GEOGRAPHIQUE DES ÉLÈVES DE L'ORT GEOGRAPHIC DISTRIBUTION OF ORT STUDENT BODY





# REPARTITION GEOGRAPHIQUE DES DIPLOMES DE L'ORT EN 1973 & 1974 GEOGRAPHIC DISTRIBUTION OF ORT GRADUATES IN 1973 & 1974





4

# REPARTITION PAR GROUPES D'ÂGE DES ÉLÈVES DE L'ORT ENROLLMENT OF ORT STUDENTS BY AGE GROUP

