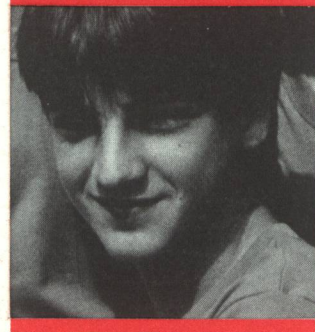
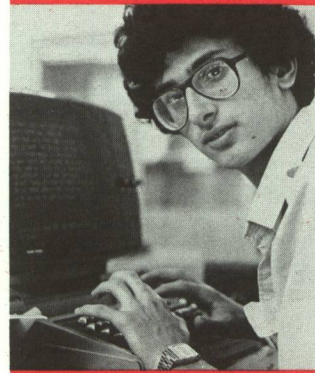


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**ORGANIZATION FOR REHABILITATION THROUGH TRAINING**



# **1986**

## **YEARBOOK**



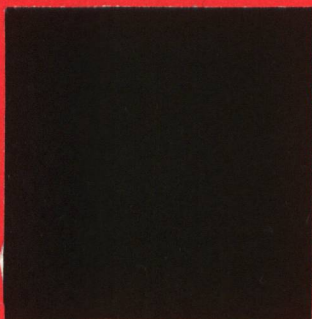


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### World ORT Union

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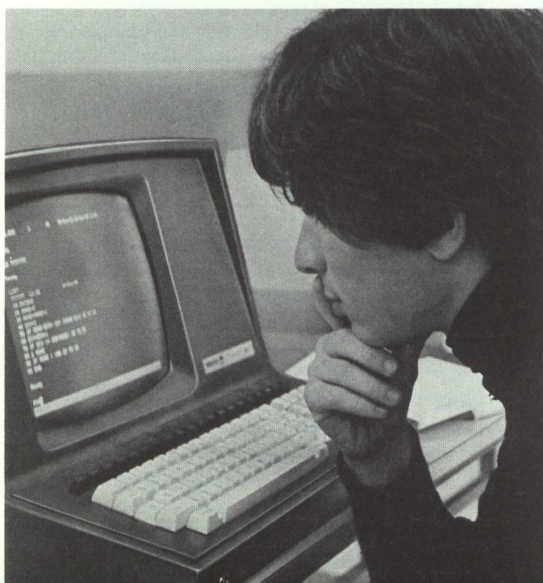
Throughout the ORT global network, ORT educators are working to prepare students at ORT schools to meet the challenges of the worldwide technological revolution.

Among the countries served by ORT, nowhere is the hi-tech explosion felt more profoundly than in Israel, which is fast becoming the "Silicon Valley of the Mediterranean." A quest for excellence and a strong commitment to research and development has resulted in the creation, growth and expansion of a host of technology-based companies. The result is that Israel has become a leader, worldwide, in a number of very specific fields of endeavor, including telecommunications, solar energy, computers, medical electronics, CAR/CAM, water desalination, genetic engineering and technology, electro-optics, aeronautics and agro-technology.

In the midst of such rapid and complex advancement, the challenges facing ORT educators, not only in Israel but around the globe as well, are manifold. ORT strives to educate its students in the richness of Jewish culture and heritage, as well as to provide social and civic education that will forge and strengthen a sense of responsibility among young students. At the same time, an on-going effort is made to keep curricula up-to-date and to provide Jewish students with the most technologically-advanced education. Toward this end, ORT centers have acquired new equipment and developed new programs in cooperation with the WOU Technical Department.

**ORT Israel**

In the ORT Israel network, the largest ORT operation, computers have been introduced into almost all the schools, including apprenticeship centers and industrial schools. CNC (Computerized Numerical Control) machines



have been supplied to ORT schools in Ein-Harad, Tel Aviv, Natanya, Karmiel, Holon, and Bat-Yam. There has been an increase in the teaching of robotics throughout the network, CAD (Computer-Aided Design) is being taught at schools in Natanya and at ORT Syngalowski in Tel Aviv, and an electro-optics laboratory has been installed at the School of Engineering in Jerusalem. The founding of ORT's first international technical institute, in Karmiel, is symbolic of the growing commitment to hi-tech training.



## ORT: New Answers For A New Age

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### ORT France

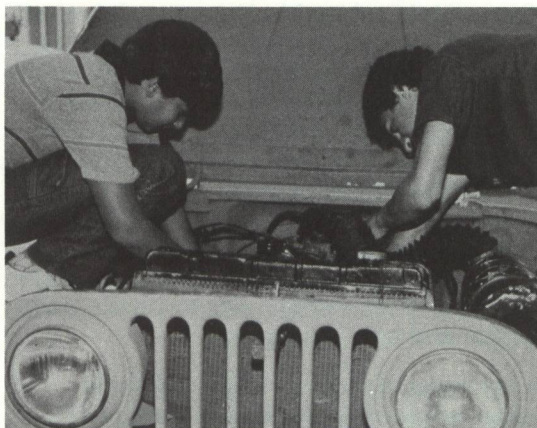
In the ORT France network, due to employment difficulties as well as changes in the levels of manpower required by industry, old skills training programs have given way to the new. This year 20 departments were closed, mainly in locksmith and electro-mechanics, while 26 new departments were opened in microprocessing, electronics and data processing, as well as a new, post-secondary department for practical engineering in computers.

### ORT Latin America

In each of the six Latin American countries where ORT operates, technological innovations have been increasingly incorporated into the curricula. In Argentina, a new department for computerized business administration has been opened in Buenos Aires, and a large microcomputer laboratory has been renovated. A new scientifically-oriented department opened at a high school in Belgrano, computer-oriented business administration courses have been introduced at schools in Rosario, Cordoba and Buenos Aires, and computer literacy courses have begun in six additional schools.



A course for systems analysts is being introduced in Brazil and negotiations with the Jewish schools in Rio de Janeiro are under way for the purpose of installing microcomputer laboratories. A planning group is working on the development of a bio-engineering program.



In Santiago, Chile, a new micro-computer laboratory was recently dedicated at the Chaim Weizman ORT Day School. ORT Mexico offers a sophisticated computer education program to students at all levels and, in Peru, Jewish children continue to benefit from ORT's presence at the Leon Pinelo Community School. In Uruguay, the ORT computer science curriculum for systems analysts is being lauded nationwide for its excellence.

### ORT Morocco/Italy

At ORT Morocco, computer and science training, already offered at the boys' school, will be extended to the girls' school as well in the near future. In Italy, activity in the computer department at ORT Rome has increased to the point where other schools and organizations consult them on the subject.

### ORT In Britain

In Britain, the WOU Technical Department has been responsible for the development and implementation of the first Robotics Literacy Course, the ORT Resource Center, and a Programmable Logic Control (PLC) project that signifies an extension of ORT's activities in the field of automation. The Technical Department is also in the process of completing a curriculum on unharnessed and renewable energies which will be integrated into the ORT network, as well as outside.



### ORT In The United States

The three ORT schools in the United States—the Jewish High School of South Florida, the Bramson ORT Technical Institute in New York City, and the new Los Angeles ORT Technical Institute—all provide sophisticated training in computers and robotics that keeps up with the latest innovations in business and technology.

Meeting the demands of a technological age, however, goes beyond the acquisition of new equipment and updating curricula. The most important task for those involved in technical education today is that of introducing the teaching of various new skills required for already existing professions. In industry in general, technological language itself has been transformed. The role of many technicians is completely different from what it was in the past. Thus, not only do we have new professions, but also changes in the existing ones.

The key to ORT's approach in meeting this challenge has been in its development of literacy courses in schools throughout the network. The first step in the preparation of manpower for industry is to equip them with the basic tools for thinking and understanding the language and concepts. Literacy courses provide basic building blocks of knowledge, enabling students to converse



with practitioners, to read the literature, and to develop their knowledge more deeply in any of the constituent areas of the subject. Literacy is not equivalent to superficial knowledge but is, rather, a broad course of education and development of thinking skills.

### ORT Teacher Training

Another serious issue in technological education with which ORT educators are grappling is that of teacher training. Because the body of knowledge acquired by teachers is no longer valid after a few years, they face the risk of rapidly becoming obsolete. Thus the





## ORT: New Answers For A New Age

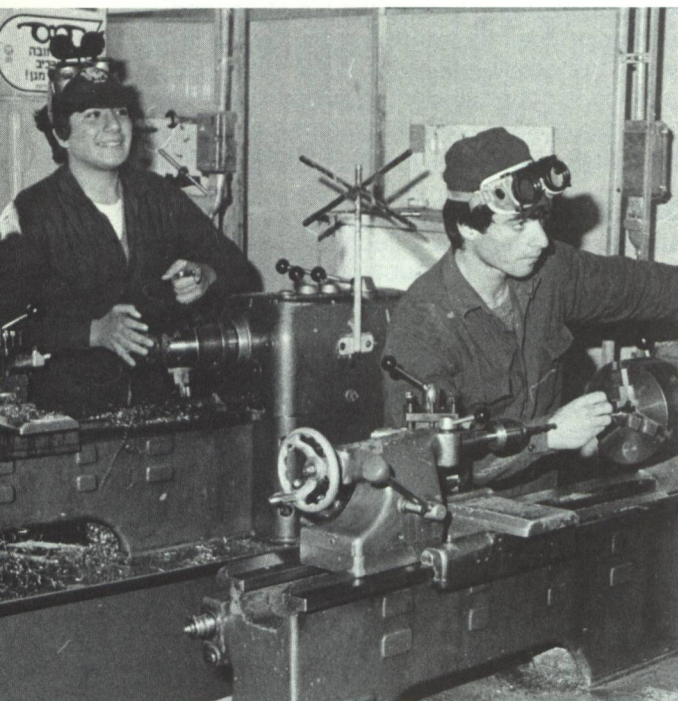
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challenge facing ORT is how to help these teachers to develop their potential and adapt themselves to the constantly changing environment.

In response to this situation, teacher training programs are being developed throughout the network. In Israel, the Moshinsky Pedagogical Center has prepared material for hundreds of teachers in order to update their understanding of modern technologies. The Center is also cooperating with the World ORT Union to develop a teachers training program in computer literacy. In the United Kingdom, intensive teachers training courses have been held in London and more are planned. A computer literacy specialist from the World ORT Union is now working with

history and Hebrew, and extracurricular activities focusing on Jewish life and its role in the community.

ORT was founded on the basis of flexibility, adaptability to new situations, and comprehensive education for the "whole person," in addition to providing a specific skill or vocation. This philosophy, which continues today, is the foundation on which ORT operates in its search for new answers in a new age. As Joseph Harmatz, Director-General of the World ORT Union, said in an address to the ORT Academic Advisory Council: "We are all fully aware of the changes that are taking place and the speed with which this is happening. We now have the power, through computers, to allow machines to carry out the drudgery. Leave the robots and their cohorts to do the menial work and allow the students to exercise their originality. Our goals, for the immediate future and beyond, are to train our students to be confident enough to develop and harness these technological wonders and use them as tools for meeting the challenges that lie ahead."



teachers at the Jewish High School of South Florida to develop their knowledge of computers, and another computer specialist will soon be sent to ORT Milan to train local teachers there, as well. Teacher training will continue to be an area of focus for the ORT network.

In all countries in which ORT operates, the diversity of ORT's educational message shines through, clearly and consistently. Accompanying the advances in technological training is an increased emphasis on Jewish





### Student Enrollment 1984

COUNTRY	Total Enrollment	Teaching Staff	Training Units	Vocational & Technical Schools	Adult Services	Community Schools	Apprentice Programs
Argentina	9,846	248	46	2,372	155	7,319	—
Brazil	6,762	83	25	292	6,024	446	—
Chile	1,461	129	2	1,461	—	—	—
France	8,564	365	145	4,822	2,775	262	705
India	565	20	8	300	—	265	—
Israel	83,987	3,125	452	54,009	24,603	—	5,375
Italy	3,116	48	19	511	1,121	1,484	—
Mexico	3,300	25	10	—	—	3,300	—
Morocco	850	23	16	446	—	354	50
Peru	809	75	2	—	—	809	—
South Africa	5,490	13	11	—	—	5,490	—
UK & Eire	372	14	8	372	—	—	—
Uruguay	5,711	83	32	561	4,247	903	—
USA	2,777	28	23	139	775	1,863	—
Switzerland	49	5	3	15	34	—	—
<b>TOTAL</b>	<b>133,659</b>	<b>4,284</b>	<b>802</b>	<b>65,300</b>	<b>39,734</b>	<b>22,495</b>	<b>6,130</b>

### Evolution of Student Enrollment

COUNTRY	1954	1964	1974	1984
Algeria	508			
Argentina	299	348	2,881	9,846
Austria	941	261		
Belgium	396	433		
Brazil	120	37	725	6,762
Chile				1,461
France	2,954	5,100	3,616	8,564
Germany	708			
Greece	114			
Holland	555	260		
India		268	411	565
Iran	989	2,223	1,011	
Israel	4,794	20,821	30,791	83,987
Italy	3,053	4,153	2,181	3,116
Mexico				3,300
Morocco	2,312	2,384	723	850
Peru				809
Poland		2,982		
South Africa	389	440		5,490
Tunisia	1,741	1,367		
UK & Eire	21	9		372
Uruguay	233	223	348	5,711
USA	702	823	49	2,777
Venezuela			621	
Central Institute (Switzerland)	171	196	100	49
Central Institute (France)	24			
<b>TOTAL</b>	<b>21,024</b>	<b>42,328</b>	<b>43,457</b>	<b>133,659</b>



## Expanding Horizons

The past year has been one of growth and expansion for ORT Israel. Six new schools, located in Karmiel, Ma'alot, Yeruham, Kibbutz Yifeat, Ma'ale Efraim and Katzrin, were added to the network, with all six located in development zones vital to economic and technological growth. Thirteen new departments were opened in eight schools, almost entirely in high technology fields.



Equipment was acquired for digital communications, micro-processor laboratories, programmed control systems and computers. In three schools—Geula, Nitzana and Hana Senesh—mini-computer laboratories from the Educational Technological Center, with sixteen terminals in each laboratory, have been set up or are in the final stages of development. Equipment was acquired to teach electro-optics in two schools—Syngalowski and Ramat Gan—and in the mechanics departments, two CNC industrial systems and three CNC lathes were acquired.

The Moshinsky Pedagogical Center was dynamically active this year in preparing teaching material and textbooks for hundreds of teachers who need to update their understanding of modern technologies. In the coming year administrative staff will attend courses in computer studies in order to become integrated into the new computerized information system that collects data from the entire ORT Israel network.

Activity has not been restricted solely to technological fields. The coordinator of Jewish studies in ORT schools has initiated diverse activities in the field of Jewish education with the aim of strengthening Jewish consciousness. Social and civic education has also been stressed, with activities centering on issues such as the generation gap, parent-child relationships, problems of old age, relationships between secular and Orthodox Jews, community heritage and political controversies and legitimate ways of handling them.

Through a dynamic and diverse educational program, ORT Israel strives to meet the special needs of its students and equip them with the skills they need to face an increasingly complex world.

## Education of Software Engineers Reaches New Level

A specially designed, one-year course has been introduced at the ORT Weiss Software Institute at the ORT School of Engineering in Jerusalem.

The Weiss Institute's objective is to educate software engineers with a considerable degree of practical knowledge and a high level of attainment. The Institute operates as a software house creating "courseware" for ORT schools and also carries out commercial briefs, thus providing students with the opportunity to undertake practical projects for practical applications. The first two years of study concentrate on combining practical work on software engineering with teaching in ORT's Jerusalem schools, and the new course will enable these students to reach advanced levels of software engineering.





## Ground Breaking Ceremony Held for Braude Institute of Technology

The founding of ORT's first international technical institute, the Max A. Braude ORT Institute of Technology, was celebrated at ground breaking ceremonies in Karmiel early this year. Baruch Venger, Mayor of Karmiel, welcomed World ORT Union delegates representing 28 countries to a town alive with flags and banners. Ceremonies marking the event were led by Chaim Herzog, President of Israel and immediate past president of the World ORT Union.

Attending the gala festivities the previous evening were Prime Minister Shimon Peres; Yitzhak Navon, Deputy Prime Minister, Minister of Education and Culture, and former President; and Professor Ephraim Katzir, former President and Chairman of the Region 2000 development project, which aims to develop the Western Galilee as a center of high technology industry.

Due to open in September 1987, the Braude Institute will draw half of its student body from Israel and half from abroad. Although Hebrew will be the primary language of instruction, classes will also be taught in English, French and Spanish. Initially, the Institute will offer a two-year junior college program in five major departments that include electronics and computers, automation and control, computer science, physics and computerized management. In order to keep pace with technological innovations, the college will establish permanent links with the research facilities of the ORT Moshinsky Pedagogical Center. This relationship will facilitate the gathering and exchange of know-how, and the development of new projects and teaching aids for the entire ORT network.

As ORT's leading college, the Institute will also serve as an in-service regional training center and as an academic center for science-based industries in the region. Teacher training programs in science and technology will be provided for teachers in Israel and around the world.

Established in 1964 as part of a plan to settle the Galilee, Karmiel today enjoys the fastest growth rate in the country, and has been a magnet for ethnically diverse, well-educated



professionals interested in industry. The location of the Institute in Israel's Region 2000 represents a growing commitment to vocational training in hi-tech fields.

### Yitzhak Navon: "In Praise of ORT"

It was David Ben Gurion who said that we must have vocational training schools in Israel because we had to be a productive nation. At the time of the State's founding in 1948 there were no more than 1,000 vocational students in the whole of the country. Today well over 100,000 students receive vocational training.

At the beginning, vocational training did not have a very positive image and not everyone gave priority to productive enterprise. But the pioneer movements created a revolution in attitudes. The most far-reaching of these was the change in attitude towards physical and manual work. People who were—or could become—engineers, doctors and lawyers, preferred of their own free will to till the land and to return to hard, physical work.

Today there is no stigma at all attached to saying that my son or my daughter goes to a vocational school; quite the reverse. While we may lack for some natural resources, I think Israel can compete in manpower and in pursuing quality rather than quantity. It's a very decisive issue.

ORT is right in the center of that activity representing, as it does, 55% of all the students in our vocational schools.

ORT has a distinct historical role to play in the destiny of this country and of this region. I would like to thank those from abroad and those from Israel who work so hard in ORT's name.



## ORT Israel

(continued)

### The ORT School Network in Israel 1984

LOCALITY	Junior High Schools	High Schools	Yeshiva & other Religious Schools	Industrial Schools & Classes	Adult Programs	Apprenticeship Programs	Colleges & other Post-Secondary Institutions	TOTAL
Afula		784					93	877
Arad				183				183
Ashdod		509						509
Ashkelon		805				541		1,346
Bat Yam		2,375						2,375
Beit Alfa	314	175						489
Beit El				251				251
Beit Sha'an	459	392	935					1,786
Benyamina		441						441
Bnei Brak			342	153				495
Eilat						155		155
Ein Harod	407	464						871
Evron		284						284
Gan Yavneh			317					317
Givatayim		1,793					764	2,557
Haifa		1,221		87		1,524		2,832
Hazor	211	153	423					787
Herzlia		1,034						1,034
Hof Hasharon	343	451						794
Holon		1,953		267				2,220
Ifaat		319						319
Issafia		363						363
Jerusalem		2,631		72	115	812	896	4,526
East Jerusalem	2,385	1,887					175	4,447
Julis				295		51		346
Karmiel	863	499					13	1,375
Kfar Habad			431					431
Kfar Saba		1,026					108	1,136
Kiryat Bialik	2,031	1,639					695	4,365
Kiryat Gat						592		592
Kiryat Motzkin		1,491						1,491
Kiryat Tivon	815	599						1,414
Lod		979		431				1,410
Maaleh Ephraim		66						66
Maalot	112							112
Miron			140					140
Natanya		2,035					385	2,420
Nazareth		555						555
Pardes Hanna			135					135
Ramat Gan		3,195					97	3,292
Ramat Hasharon				261				261
Rehovot		921					241	1,162
Sassa	89	141						230
Sdeh Eliyahu			78					78
Sha'ar Hanegev				142				142
Shafir			916				18	934
Tel Aviv		2,472		108	23,061	1,437	2,474	29,552
Tel Hashomer				269				269
Tel Nof				659				659
Yavneh				296				296
Yeruham	210	105						315
Zrifin I & II				551				551
<b>TOTAL</b>	<b>8,239</b>	<b>33,759</b>	<b>3,717</b>	<b>4,025</b>	<b>23,176</b>	<b>5,112</b>	<b>5,959</b>	<b>83,987</b>

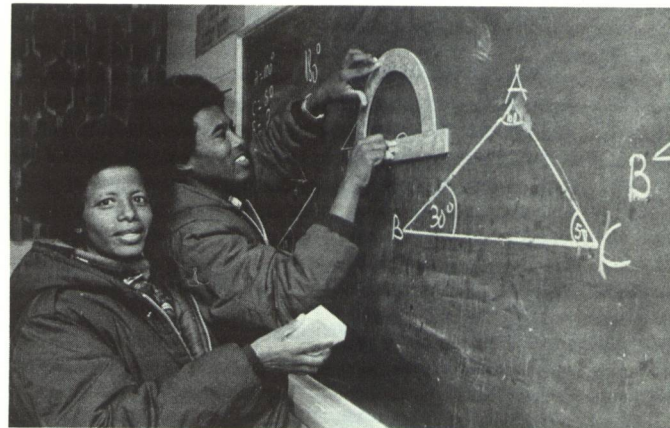
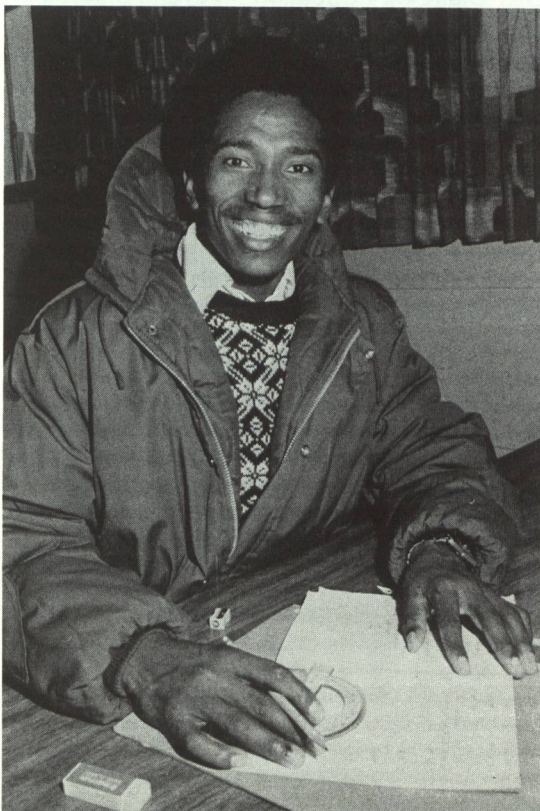


## Welcome "Home": Special ORT Programs for Newly Arrived Ethiopian Jews

ORT Israel has initiated special training programs at ORT schools in Kiryat Gat, Natanya, and Karmiel for hundreds of Ethiopian Jews who arrived during the past year. In addition to classes in general subjects, the newcomers have been receiving vocational training in fields such as accounting, draftsmanship, dressmaking, metal work and orientation in Israeli industrial practices.

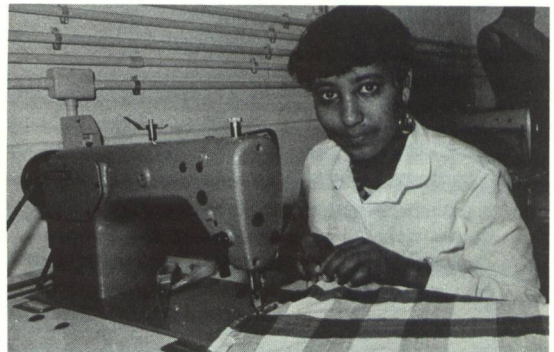
ORT is no stranger to the Jews of Ethiopia. From 1978 to 1983, in conjunction with the American Jewish Joint Distribution Committee, ORT ran a unique and far-reaching program which touched every part of village life in the Gondar and Wolo provinces where the Jews had their homes.

A more long term effect can be seen today in Israel, where some of those young Ethiopian Jews who attended ORT schools in Gondar are among the brightest students in the ORT classes in Kiryat Gat and Natanya. Thirty-two per cent of ORT's Ethiopian immigrant students are first-time students. Today, many of them are advancing at a rapid pace in the ORT courses in math, geography, and the basic science of materials. Others who were more educationally advantaged in Ethiopia speak English well and are making even more rapid progress in the general education they receive.



For all the students, ORT is an educational beginning in Israel. For the students in Natanya and Kiryat Gat, the 18 months spent in ORT can be used as a tool for entry into the job market or as a platform for higher, post-secondary learning.

"Set against the inevitable problems there are many joys," notes a teacher at ORT Kiryat Gat. "There is their high motivation to learn and their uncluttered thinking. This program, working with these students, is a two-way learning process, but one thing is clear—it is not possible to work for long with these people without growing to love them."





## Reaching Out in Diverse Ways

In Latin America today, ORT operates in six countries—Argentina, Brazil, Chile, Mexico, Peru and Uruguay. Jewish communities are scattered all over the continent, in major cities such as Buenos Aires and Montevideo as well as in smaller outlying areas such as Rosario, Cordoba and Tierra del Fuego. The challenge facing ORT educators is to contact, communicate with, and then connect these Jewish communities within the network of an international ORT organization, and to provide practical help that will improve the quality of their lives.

ORT operates three main centers in Latin America—in Buenos Aires, Montevideo, and Rio de Janeiro. The center in Buenos Aires consists of a secondary six-year school with nearly 1,000 Jewish children between the ages of 13 and 19. In the evening, an institute for technical training with an additional 600 students is in operation.

Under the "Creative Education Project," ORT actively participates in nearly 30 other schools in Argentina, in the only Jewish school in Santiago, Chile, in two schools in Brazil, in the only Jewish school in Lima, Peru, in two schools in Uruguay, and in five schools in Mexico City. The Creative Education Project has three objectives—to encourage active learning, to develop a child's spirit of curiosity and investigation, and to introduce modern technology.

In each of the schools where ORT operates, "3C" Centers have been established—a Center for Science Teaching, a Resource Center for Liberal Arts, and a Workshop for self-expression through arts and basic technology. ORT provides equipment and materials, teacher training and didactic materials in Jewish primary schools and in some of the Jewish secondary schools. Computerized commercial sections have been started in five Jewish secondary schools.

At the Nathan Gould Institute of Technology in Argentina, where three-year programs of study are offered in high technology areas through the junior college level, microcomputer laboratories and VAX 750 terminals are utilized for practical work. Two new projects will be implemented next year in the province

of Chaco—the introduction of Creative Education Programs in six primary schools with a student population of 6,000, and the establishment of a vocational training center for youngsters who have dropped out of the regular educational system. ORT computer literacy projects for primary and secondary school students, financed by the World ORT Union and the Canadian International Development Agency (CIDA), have been implemented in Buenos Aires, Cordoba and Santa Fe.



The technical and pedagogical activities of ORT Brazil continue to grow. At the technical high school in Rio de Janeiro, courses were added in the departments of electronics, data processing and Jewish education. The ORT Distance Education Program, created in 1981 to give underprivileged people in small towns and villages the opportunity to receive technical training, is expanding and will operate in eleven provinces by the end of 1985.

In Santiago, Chile, a new micro-computer laboratory was recently dedicated at the Chaim Weizman ORT Day School. Technological workshops for seventh and eighth graders continue in the areas of electricity and creative and metal mechanics, with the addition of technical drawing. Along with teaching the basic elements of technology and developing fine motor skills, these workshops enable students to acquire an understanding of the value of perseverance and patience, thus contributing to their general education and future success in the work force.



ORT Mexico currently operates in five Jewish schools, and students at all levels receive thorough technological training. Computer studies are offered initially to 10-year-olds, though experimental work has also begun with 4 and 5-year-olds, using a specially designed keyboard. Junior high students take a general technology program which includes mathematics, word processing, English, Computer Aided Design (CAD), administration and control applications, and senior high students study PASCAL, data structure, assembly and control. Evening classes are also available for adults in computing and programming, and instruction in the use of software packages.

In Peru, the Jewish community has succeeded in attracting 90% of school-age Jewish children to the Leon Pinelo Community School, a unique feat in Latin America. The school, which first invited ORT to participate in and upgrade its curriculum in 1978, operates at the heart of the Jewish community in Lima, contributing to its cohesion and facilitating the transmission of Jewish culture and identity. The ORT International Cooperation Department also operates two Mother and Child Care Projects financed by the West German and Canadian governments.

In Montevideo, Uruguay, the ORT Center provides courses in computers, informatics for accountants and administrators, electronics, business studies and Jewish studies for adults. Computer literacy courses are run in private and state schools. ORT's computer science curriculum for systems analysts has gained nationwide prestige and is being considered as a model for new computer science curricula for the School of Engineering at the University of Uruguay. Having grown tremendously over the past year, ORT has become the largest private educational institution in Uruguay.

Throughout Latin America, ORT concentrates on bringing its unique educational message to local Jewish communities: education in Judaism and appreciation of its rich heritage, coupled with practical, technological training that will open young minds to the challenges of the future.

## **ORT Brazil Expands Distance Education**

An agreement signed recently between ORT Brazil and a section of the Brazilian Federal Ministry of Welfare will extend the Distance Education Program to 8,000 trainees in 100 different locations throughout Brazil.

Brazil's open system of distance education, known by its initials "SAED" (Sistema Aberto de Educacao a Distancia) was begun in 1981 by ORT Brazil, backed by the World ORT Union. It provides an opportunity for people living in outlying areas to receive technical training and opens up important new employment prospects.

SAED has used its specially designed education courses to offer a solution to Brazil's manpower training problems. The program aims to provide the greatest number of people, in the least possible time and at the lowest cost, with the qualifications and skills needed in Brazil's developing economy.

Supported by the Canadian International Development Agency and the Ministry of Economic Cooperation of the Federal Republic of Germany, ORT works in close collaboration with the Brazilian Federal Ministry of Education and Labor. ORT Brazil is responsible for the design, development and production of teaching materials, the training of course supervisors, and the setting up of the new training units. Courses run from four to six months and use a variety of educational methods including audiovisual aids, radio and television, graphic materials, private study and guided instruction.

The SAED system is centered in Rio de Janeiro, where a staff of experts in educational technology constantly evaluate and improve the courses, which include electrical appliance installation and maintenance, basic accounting, secretarial skills, health and welfare, and industrial electrical installations.

Individual states accept the responsibility for their training units under the supervision of a regional coordinator. In the not so distant future, the ORT distance education courses should be in operation in every Brazilian state.



## **Forging Ahead, Building Ties**

Operating in a country plagued by high unemployment has presented a formidable challenge to the ORT France network of eight schools and training centers. Guided by the poor economic climate, ORT has intensified its commitment to quality vocational and technical education through constant re-evaluation of its programs and upgrading of standards.

ORT students are prepared for three levels of state examinations corresponding to different abilities. Their overall pass rate of 84% compares admirably with that of state schools at 62%. Vocational training is backed by a strong general education which develops a broader perspective and often leads to quicker promotion.

With schools in strategic industrial regions of the country, ORT France is able to respond to present and prospective local needs. By maintaining close ties with industry, local authorities and the national employment agencies, ORT is able to observe trends in the different sectors of the national economy and thus improve employment prospects for its students.

ORT has also strengthened its ties to local communities by participating in community events, contacting other Jewish schools in the area, and broadcasting on local Jewish radio in Marseilles, Toulouse, Strasbourg and Lyons. As a result of this outreach, ORT students in Strasbourg have, on many occasions, been invited to be foremen on building sites for projects undertaken by the community. This has given them the opportunity to be "builders" of the community and to do practical work in their fields of study.

ORT France will open or modify courses where good employment prospects exist, and close those where employment is difficult. Small classes foster a special relationship between teacher and student and young people have the chance to attain higher examination levels, better qualifications and improved opportunities for employment.

ORT France has 30 different adult day training courses as well as evening courses, updating and improving technical skills. Adult programs are purposely condensed, running

from 14 weeks to a year. Groups are small enough to enable each student to benefit from the use of the equipment and the guidance of the teacher. ORT also organizes "tailor-made" courses at the request of an employer.

Jewish education programs are an integral part of the curriculum, and general measures have been taken to improve the quality of these programs. At all schools a minimum of four hours per week is devoted to Jewish history and Hebrew, and extracurricular activities have been developed, focusing on Jewish life and its role in the community. The Lyons school has organized a "Hebrew afternoon," which included all the local high school students who have chosen Hebrew as a modern language. At the school in Montreuil, a three-day Jewish education seminar was organized for all Jewish education teachers in the network.

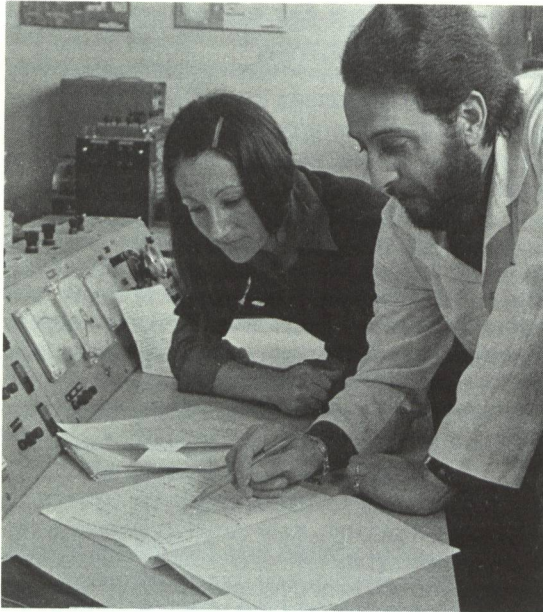
Over the past few years ORT France has been quick to adapt to the technological "revolution" without losing sight of its wider responsibilities to society. The task facing ORT France today is to remain flexible and adaptable to the needs of the labor market, in light of a rapid restructuring of industry. Comprehensive programs, their inherent flexibility, and adult training and retraining are the weapons with which ORT is combating unemployment in France.

## **Special Programs for Special Needs**

In order to provide comprehensive technical education, ORT France strives to target the special needs of different segments of the population. The following programs for a wide range of age groups and levels of capability have been established:

- Schools for students between 14 and 16 years old, preparing them for diplomas in vocational training, school-leaving certificates or for the technical baccalaureat;
- Pre-vocational classes for students whose level of general education is too low to embark on a training course;





## **ORT France During World War II**

From September 1939 to summer 1940, ORT France set up training programs which contributed to the French war effort in industry and agriculture. At the outbreak of war ORT established its office at Vichy which, after the fall of France, became part of the so-called "Free Zone".

ORT's primary goals, with assistance from the World ORT Union, were to help the thousands of refugees and evacuees from Northern France and to coordinate the activities of other Jewish organizations. When the Vichy Government set up internment camps, forcing Jews to live under squalid conditions, ORT tried to renew their sense of purpose by organizing lectures, concerts and shows, and by setting up properly equipped workshops in the barracks. Under ORT's supervision, the interned Jews repaired shoes and clothing, made small pieces of furniture, and produced household utensils. As thousands of internees were sent to German concentration camps, ORT's workshops became secret centers, providing false papers that helped people to escape.

During 1941 and 1942, ORT continued to set up training centers throughout the Free Zone. As Jews were closed out of professions and universities, ORT started higher communications, applied chemistry and industrial and commercial design classes. At its peak, ORT operated 14 different centers with 60 courses for 1,400 students.

As the situation of French Jewry declined, and thousands of Jews continued to be rounded up and deported, some ORT centers chose to play an active part in the Resistance by setting up receiving stations, making parts for machine guns and repairing weapons.

At the end of 1943, the southeast section of France, to which many Jews had earlier escaped, fell under German occupation. At the beginning of 1944, ORT centers all over the "Free Zone" were forced to disband. In June 1944 the remaining ORT centers in the occupied zone closed for the summer. When they reopened in October, France had been liberated.

- A counseling service that places young people, upon their request, into skilled and industrial workshops in trades not taught by ORT;
- Further Education centers, where apprentices aged 16 and over who are under contract receive general education as well as an additional 12 to 14 hours per week of technical training. Their basic practical training consists of 26–28 hours per week with a firm;
- Centers for adult vocational training that provide men and women between the ages of 17 and 45 with the chance to learn, in a few months, the basics of the trade for which they are most suited;
- Full-time vocational courses, with a grant support system, for adults, training technicians, highly qualified workers and skilled workers;
- Part-time promotion courses for workers who want to learn more about the technical revolution and to become technicians;
- Refresher courses.

ORT stresses the importance of acquiring technical skills in fields such as electronics, automation, and computer studies. Education is free in ORT schools, and students have access to medical and welfare services, kosher restaurants, holiday camps, and organized leisure activities.



In spite of the fragile nature of the Italian Jewish communities, the ORT program continues to flourish in Italy. ORT maintains its initiative in providing a Jewish education for the children of long-established Italian families. Parents are assured that their children are receiving solid grounding in Hebrew culture, in addition to a quality education in language and business courses, in the Rome school.



The only Jewish high school in Rome is located in an old section of the Jewish quarter. The program is impressive, ranging from computers and art to a curriculum that includes five languages. The students are attracted by the high quality of the teaching and the level of Jewish identification is extremely high.

The school continues to operate at maximum capacity, and is not only teaching computer science but is also moving into computer-aided design and robotics. Employment for ORT graduates is ensured by the small but tightly-knit Rome Jewish community. Each year some of the graduates continue their studies in Israel.

Security measures are tight at the Jewish community schools served by the ORT Italy network. ORT still maintains small programs in Turin, Florence, Leghorn and Venice, as well as a language program for refugees at Ladispoli.

ORT graduates have the skills necessary to fully coordinate the knowledge they have acquired and to implement their training in the field.

## Demand High for Milan Computer Course

Applications for places in ORT Milan's intensive computer courses for adults far exceeds the number of places—and computers—available. To meet the demand, the introductory course was repeated and an intermediate level course was established.

The first course, "An Introduction to Basic," attracted ORT and Jewish community school teachers and principals, university students, and parents of ORT Italy's pupils. Five evening lectures were delivered in one month with assistance from two students in their second year at the ORT Technical Institute in Milan.

All participants agreed that they had received an excellent introduction to computers and looked forward to learning more. As a further by-product of the course, they all became members of ORT.



## First ORT Student Magazine

The first issue of a student magazine called "Hadash ORT" (NEW ORT) was recently published by the students of ORT Rome. Produced in-house and edited wholly by the students themselves, it contains high quality writing on subjects such as anti-Semitism, individual freedom and the invasion of the "industrial robot," as well as poetry and art work.



## Celebrating 25 Years

ORT India, celebrating its 25th anniversary, continues to provide excellent vocational training and Jewish education to the Jewish community in Bombay.

The boys' school offers a mechanical draughtsmanship course for high school graduates, a turner/machinist course for boys who have completed at least the eighth grade, and a fitter-cum-welder course for primary school drop-outs. At the girls' school programs are offered in hairdressing, and secretarial skills, including accounting, book-keeping, and telephone and telex operating. ORT India is still the only school in the country to run a two-year course in Hairdressing and Beauty Care, thus making the graduates of this program immediately employable. Several have recently opened their own salons, and most of the others act as instructors in the salons in which they work.

Basic programming and computer literacy courses are offered to students in their final year. In addition, courses in solar energy and robotics have been introduced into the curriculum, making ORT schools the first in the country to teach these subjects on a vocational level.

Jewish education has been made a priority in the curriculum, with up to six hours per week of Hebrew and general Jewish studies. Students are exposed to a concentrated program that focuses on Jewish culture, tradition, and celebration of holidays.



## The Legend of The Sons of Israel

Many of the Jewish students at ORT India schools come from the B'nai Israel (Sons of Israel) community of Bombay and surrounding villages.

According to legend, the ancestors of the B'nai Israel fled as refugees from the Holy Land at the time of the destruction of the First Temple 2,500 years ago. A shipwreck on the Cochin coast, south of Bombay, claimed the lives of all but seven men and women. Over 2,000 years later they were discovered by the Cochini Jews as well as by some Methodist missionaries. At that time B'nai Israel recited one Hebrew prayer, practiced circumcision, and observed dietary laws and the Sabbath. Despite great efforts by missionaries to convert them to Christianity, the B'nai Israel community adhered to Judaism and, in the early 19th century, strengthened its contacts with Cochini and Baghdadi Jews. The total Jewish population in India today is approximately 6,000.



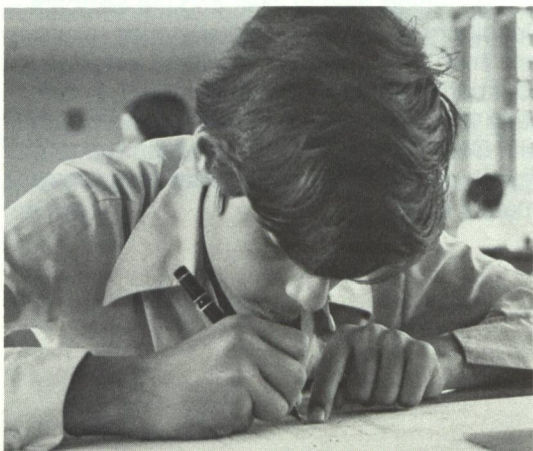
**A Unique Jewel**

Since its beginnings in 1947, ORT Morocco has graduated approximately 50,000 Jewish students. Today it remains a "lone jewel" in a country with a dwindling Jewish population and a poor economic situation. Of approximately 10,000 Jews who remain, some 700 currently participate in ORT programs.

In Casablanca the ORT school network consists of two technical and vocational schools and boarding facilities. The girls' school continues to offer traditional skills training in hairdressing, cosmetology, chemistry, typing and secretarial studies, and also offers a special class for youngsters with learning disabilities who have not succeeded in other schools. In the boys' school, where some girls also join in, a computer program using Commodore machines prepares students for advanced studies in France and Israel. Courses are offered in electronics, informatics, electricity, and building, architectural and reinforced concrete design. An observation and preparatory class in intensive remedial training is also available.

ORT Morocco maintains its own job placement service, taking great care to assess overall conditions of the job market, stay in close contact with industries and companies likely to offer employment to students, and maintain an apprenticeship program which provides students with relevant work experience.

Jewish education, including Hebrew studies, Jewish history and religion, are an integral part of the curriculum. Students conduct daily services, which are well-attended, and celebrate the Sabbath and Jewish holidays. The goal of the Jewish education program is to give the students a feeling of belonging to the Jewish community and a strong sense of identity with Judaism. As long as there is a Jewish community in Morocco, ORT will continue to train both those Jews who remain and those who plan new lives abroad.



**Against Tradition**

*A Message from Pedouth Elharar, A Student of ORT Morocco*

Oh, friends, it is such an adventure to be a Jewish girl studying technical subjects in ORT Morocco!

When I first began to talk about it, the people in my country thought I was out of my mind. I had just finished elementary school, and normally I should have begun an apprenticeship in some trade. But what I wanted desperately was more solid training, something for today and tomorrow. I chose the field of electronics, and the place to go for that is ORT.

Other girls study hairdressing, dressmaking, or secretarial skills, so I had to overcome many prejudices among both my family and my friends. Fortunately, the directors of ORT were behind me and encouraged me.

Now I am a junior at the ORT Technical High School in Casablanca, one of the few girls studying electronics in this ORT school. The sky hasn't fallen yet! I must pass my Baccalaureat, and go to a technical college, and perhaps even beyond! Why not? I am proving that it is possible for a Jewish girl in Morocco to do what, in the past, was only done by men.



## Innovations in Technical Education

Throughout the United Kingdom 25 ORT training units are being established in technical colleges, institutes of higher education and major industrial corporations. They are part of the ORT Robotics Training Project being carried out in cooperation with Britain's 'Open Tech', which has now entered its second phase of operation.

Among the organizations now linked to ORT's system of robotics training are Peterborough and Reading Technical Colleges, British Shipbuilders, BOC Group, Watford College and the Austin-Rover Group. Each training center receives a complete set of robotics hardware, funded by the Manpower Services Commission, and a start-up kit which includes computer programs, audio-visual displays and instruction manuals.

The first training course for the project's teachers and tutors was completed at World ORT Union headquarters in London. Participating tutors, who came from all sections of the country, were introduced to robotics training and advised on how best to carry out their roles as part of the network of training centers being established by ORT.

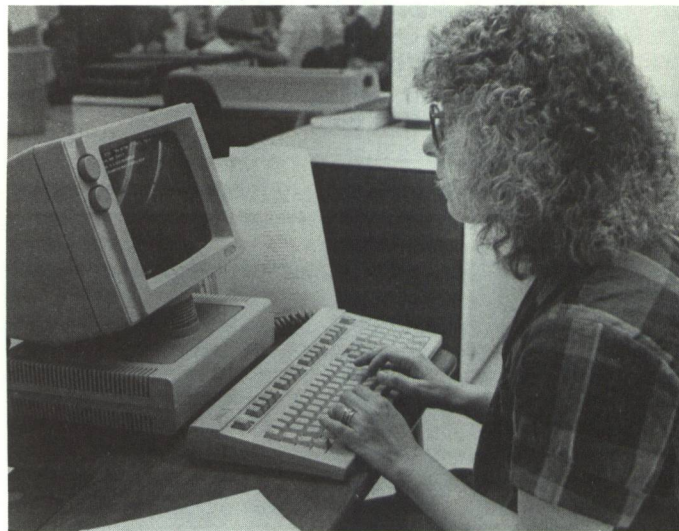
The Robotics Training Center uses the open learning concept, which allows students to work at home and at their own pace on two-hour study units. The training centers provide the students with all necessary guidance, hardware, and back-up.

The Project will be made widely available in the United Kingdom to schools, colleges and individual students who need to understand the concepts and uses of robotics and automation. Companies like Austin-Rover, already a leader in the installation of robots on the production line, will train their own employees. The Project will also be introduced into the international ORT network.

A new project currently under way at World ORT Union headquarters in London focuses on Programmable Logic Control, known as PLC, which introduces automation into the control of the production process. Using the same automatic machines and robots, a factory which produces one specific product today can produce a different size, type,

quality or even range of products tomorrow. All that is required is a fast and easy change to the program in the logic controller, which itself replaces all other controls. A PLC unit is extremely compact and relatively inexpensive.

Under the sponsorship of the chairman of IMO Group Precision Controls, a market leader in automation components in the United Kingdom with a specialty in PLC, an ORT IMO-PLC Project has been established. Under the plan, the Technical Director of ORT Kiryat Bialik in Israel spent a sabbatical year inspecting industrial installations in the United Kingdom, participating in educational seminars, and creating a learning module. Copies of this module are now available to familiarize people with the PLC. The second stage of the project, which will also be coordinated by a teacher from ORT Israel, will produce a package on sensors. Other qualified members of ORT's international teaching staff will be invited to develop similar programs during their sabbatical years.



## Ireland

A teacher from Stratford College in Dublin recently spent a week in London becoming familiar with the BBC machines. Computer literacy programs are now in operation at the school, using a computer laboratory design and equipment provided by the WOU Technical Department. Extension of the program is planned in the near future.



### Women's American ORT Holds 15th National Board Conference

Over 800 delegates, representing 145,000 members in 1,250 chapters, attended the 15th National Board Conference of Women's American ORT which met in October 1984 in Philadelphia under the theme "Women Who Work: Making it Happen."

At the opening plenary session, Gertrude S. White, WAO National President, reviewed new developments within the ORT program and WAO's growing financial commitment to expand and improve that program. In her progress report, Reese Feldman, Chairman, WAO National Executive Committee, focused on WAO's uniqueness and its paramount need for growth and expansion as integral to its future well-being and viability. Praising the record net gain in members over the past year, she noted the development of pilot chapters including Citiwomen, the new division of young professional women in New York.

Throughout the Conference, WAO's commitment to support, expand and improve the worldwide ORT network was emphasized. Conference participants attested to the firm but dynamic partnership between WAO and the global ORT network, the Jewish communities it serves around the world, and the shared ideals of human rights and individual achievement.



*Posing at the 15th National Board Conference of Women's American ORT were, left to right: Reese Feldman, Chairman, WAO National Executive Committee; Gertrude White, WAO National President; Nathan Gould, National Executive Vice President, and Dr. Marsha Firestone, National Executive Director.*

### Bramson ORT Technical Institute

The Bramson ORT Technical Institute, the first and only technical college under Jewish auspices in the United States, has acquired an array of new equipment and has developed corresponding new courses to meet the latest needs of business and technology. Other new innovations include Computer-Aided Design (CAD), robotics and electro-optics in the department of Electronics Technology, and a team-taught course in micro-computers.

Bramson recently received approval from New York State to offer an Associate of Applied Science (AAS) degree in computer science. The new degree, which includes liberal arts courses along with technological training, is an upgraded version of the Associate of Occupational Studies (AOS) degree offered in the past. Bramson is now in the process of applying for a two-year AAS in Ophthalmic Dispensing to replace the current one-year certificate program in Ophthalmic Technology. Upon receiving the AAS, students would be eligible to take an optician's licensing exam.

The Center for Computers in Jewish Education continues to provide a wide range of computer services for the Jewish community in New York, the U.S., and around the world. The Center is a successful illustration of ORT harnessing technology to improve Jewish life and identity.

### Jewish High School of South Florida



In 1981 the Jewish High School of South Florida became the first and only American Jewish Day School to be sponsored by ORT. Since then, the sophisticated computer program established by ORT has successfully brought computer and robotics training to students at the school.

ORT's participation in the Jewish High School, which evolved from the common commitment of both organizations to the furtherance of Jewish education and the advancement of modern technology and science, provides an atmosphere of technological excellence.



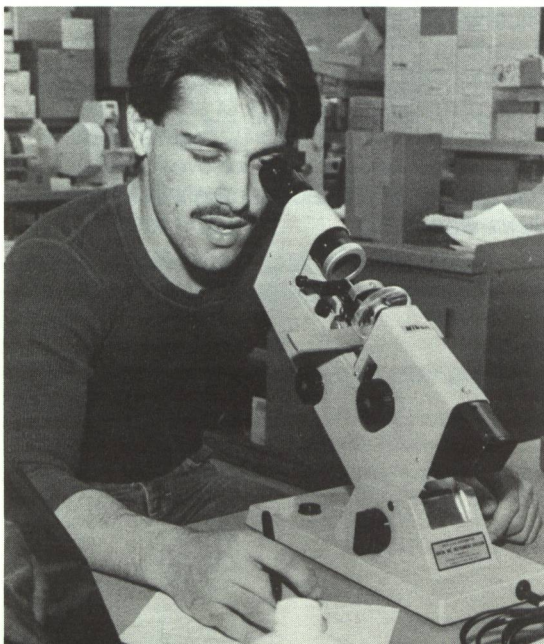
## American ORT Federation National Conference

In his President's Report delivered at the American ORT Federation National Conference held in New York City in January 1985, AOF President Alvin L. Gray spoke of ORT's activities on behalf of Ethiopian Jews in Ethiopia from 1975-1981 and today in Israel. He noted, "ORT is again fulfilling the mission that it has continually and uninterruptedly fulfilled for over century—a mission of rehabilitation through training. In Israel today, with special ORT programs in Kiryat Gat, Natanya and Karmiel already in place and with more programs now being started, these newest arrivals out of the gloom and darkness of oppression into the light of life as free Jews are learning the skills and gaining the means to build new lives for themselves, thanks to ORT."

Gray, who began his third year of office at the Conference, also noted that ORT is expanding sophisticated computer and robotics training courses while simultaneously putting a renewed emphasis on Jewish education at schools throughout the ORT global network.

The keynote speaker at the Conference Banquet was the Right Honorable Lord Young of Graffham, Minister in the British Cabinet, who praised the effectiveness of ORT vocational and technical training programs in preparing young people for employment.

At the conference, former New York Senator Jacob K. Javits was presented with the American ORT Federation Community Achievement Award "in recognition of his lifetime of service on behalf of the children of ORT and humanity at large."



*AOF President Alvin L. Gray and his wife, Anita, conferred with Ethiopian Jews in a special class at the ORT school in Kiryat Gat during a tour of ORT programs throughout Israel, France and the United Kingdom 1985 winter mission. ORT's activities on behalf of Ethiopian Jews was a recurring theme throughout the three-day AOF National Conference.*

## Los Angeles ORT Technical Institute

The third ORT school in the U.S., the Los Angeles ORT Technical Institute (LAOTI), established jointly by Women's American ORT and the American ORT Federation in cooperation with the World ORT Union, began its first academic school year, 1985-1986, in October.

The school's program is geared to meeting the needs of local business and industry, and combines an intensive short-term curriculum with Jewish studies. The nine-month curriculum offers courses in computer programming, secretarial/office automation skills, and computer electronics technology. Hands-on training with state-of-the-art equipment will augment day-to-day instruction, English as a Second Language (ESL) classes and Jewish studies programs.

The post-secondary institution will focus initially on high school graduates, returning older adults and Jewish immigrants looking for a new career or a fresh start in life. The student body, currently about 120, is expected to reach 500 within five years.



## **ORT Academic Advisory Council Holds First Meeting**

The ORT Academic Advisory Council, a body of ten eminent scientists and educators, held its inaugural meeting at Oxford on October 14-15, 1984, to discuss educational approaches and technological trends for the year 2000, and how the international ORT network can plan its future directions to accommodate the ongoing technological revolution.

The Council confirmed that ORT should continue to follow its traditional philosophy of technical education, but with a simultaneous awareness of the importance of a broad education in the sciences and humanities.

The Council recommended that:

- 1.) ORT should investigate courses in bio-technology, related medical technology subjects, and other hi-tech areas such as artificial intelligence. Technicians might be required, for example, in the field of nuclear magnetic resonance in medicine.
- 2.) ORT should continue to pay close attention to the Jewish context in its curriculum and to increase and strengthen awareness of Jewish tradition and history. Establishment of a pedagogical resource center as a pilot project within the new ORT Braude Institute at Karmiel might be considered.
- 3.) ORT should add to the curriculum studies of contemporary institutions in order to inform the student body of the workings of democracy, the economy, the history of their own society, and responsibility to their community.
- 4.) ORT should teach the inevitability of change and encourage training flexibility to facilitate job movement, with special emphasis placed on adult training and re-training.

Members of the Council include: Dr. William Haber, former Dean of the University of Michigan, and chairman of the Council; Professor Ephraim Katzir of the Weizmann Institute; Sir Isaiah Berlin, noted philosopher and author, Oxford University; Professor Marcos Moshinsky, distinguished mathematician and a member of the National

Academy of Mexico; Professor Moshe Davis of the Hebrew University of Jerusalem; Dr. Emmanuel Piore, of New York City; Dr. Eli Ginzberg of Columbia University; Dr. Nathan Keyfitz of Harvard University; the Hon. Justice Arthur Goldberg, former U.S. Representative to the U.N. and Ambassador-at-Large; Judge Moshe Etzioni, former Justice of the Supreme Court of Israel; Mr. J.A. Lyone Heppner, President of Canadian ORT, Montreal; Shelley Appleton, Chairman, Executive Committee, World ORT Union; Joseph Harmatz, Director-General, World ORT Union, and the Right Honorable Lord Young of Graffham, Minister in the British Cabinet.

The current and future recommendations of the ORT Academic Advisory Council will undergo careful evaluation by the World ORT Union, in an ongoing effort to maintain academic excellence in the ORT global network.

## **ORT and The JDC: Building Jewish Communities**

ORT, founded in 1880 in Czarist Russia to train poverty-stricken Jews, and the American Jewish Joint Distribution Committee (JDC), founded in 1914 to aid Jews in Palestine and Eastern Europe caught up in the agony of World War I, were both born in response to critical Jewish needs around the world. Since then, JDC has continued to bring physical and spiritual relief to Jews and Jewish communities while ORT has provided skills and technical training to many of these same communities.

In 1947, the two organizations signed a cooperative agreement whereby ORT worldwide programs receive an annual allotment of UJA funds via JDC and the American ORT Federation. In 1985, JDC granted ORT \$4.5 million toward the operation of its global network of schools and training centers. This collaborative relationship, which has endured for over 39 years, has greatly enhanced the quality of life for Jews worldwide.



## **ORT International Cooperation Department**

*formerly ORT Technical Assistance Department*

ORT involvement in Technical Assistance began in 1960 when the United States Agency for International Development asked ORT to undertake a survey of the vocational training needs of eight newly emerging African countries. Since that time the ORT International Cooperation Department has implemented 134 projects in 51 developing countries at the request of host governments and commercial and industrial enterprises. ORT maintains an updated, computerized register of specialists available for projects around the world, many of whom are ORT graduates. Currently, 30 projects are being implemented in 11 developing countries.

The main fields in which ORT provides technical assistance are vocational and technical education, agriculture and rural infrastructure, transportation systems, industry, public and private services enterprises, and urban infrastructure. ORT International Cooperation provides six basic services: needs assessments and analysis, program design, project implementation, evaluation, participant training and advanced counterpart training and procurement.

In all technical assistance programs, ORT's ultimate objective is to hand the projects over to local control after establishing a self-sustaining, locally-based training capability. To accomplish this, ORT:

- Cooperates with government, industry, and educational institutions to ensure the validity and relevance of its training programs;
- Creates a variety of on-the-job and formal training and retraining systems;
- Designs curricula and produces flexible skills training modules adapted to the culture, to the level of trainees, and to the potential job market;
- Utilizes appropriate technology;
- Creates on-the-job training production units;
- Provides advanced instructional and technical training;
- Sets up training systems with timed phase out of expatriate personnel;
- Trains trainers; and
- Provides advisory services after phase out.

ORT maintains procurement offices in London and New York, with the bulk of procurement from AID-funded projects implemented by the New York office. Between 1980 and 1985, ORT has procured more than \$5,000,000 worth of commodities for AID-funded projects. Materials procured cover the spectrum of items needed for vocational and technical training: light and heavy machine tools, modern road building equipment, training aids, office equipment and supplies, and computer hardware and software.

ORT is a member of the governing boards of the International Council of Voluntary Agencies (ICVA) and American Council for Voluntary International Action (INTERACTION) as well as a member of the World Bank/NGO Liaison Committee. It serves as a technical consultant to various specialized agencies in the United Nations, including a membership in ECOSOC and cooperating status with the UNDP. It is registered as a training resource with the World Bank; with the regional development banks in Africa, Asia, and Latin America; with the Organization of Economic Cooperation and Development (OECD); the European Economic Community (EEC); the United Kingdom's Overseas Development Administration, and with consultative bodies in many countries. ORT is registered with AID's Office of Private Voluntary Cooperation as a PVO and has been an AID contractor since 1961.

ORT International Cooperation projects have been conducted in Africa, Asia, the Caribbean, Europe, Latin America, the Middle East, Oceania and the South Pacific. Some 70 projects and surveys are currently under study or negotiation. The next three years will undoubtedly see a continuing strong demand for training services in the developing world. The demand may well be for training at a more sophisticated level, increasingly for management, senior supervisors and high-level technicians. This has always been an element in ORT Technical Assistance training programs, but the indications are that this may form a larger proportion in the future. This will require ORT to increase its capacity to react to these more complex demands.



## Funding the Program

The information on this page summarizes the almost \$108,500,000 budget of the worldwide ORT program in 1985.

This figure contains a deficit of \$1,093,900 in addition to program requests of \$44,210,000 for which there are no funds and therefore no allocations. The largest portion of unmet requests are in Israel, France and Argentina.

### Multiple Support

The continued generosity of many is built into this budget as an ongoing source of funds.

The American Jewish Joint Distribution Committee, from which the American ORT Federation receives support out of income of the United Jewish Appeal, which in turn is supported by Jewish Federations and Welfare Funds, granted ORT \$4,500,000 in 1985. The ties that have united ORT to JDC for 39 years remain as firm as ever.

### In The United States

Greater contributions may be anticipated from the expanding and increasingly effective American ORT Federation fund raising efforts. Approximately \$1,500,000 is anticipated for ORT program purposes.

Women's American ORT will contribute \$4,800,000 in 1985. WAO's participation at all levels of ORT budget policy determinations and programs is a mainstay of ORT operations and development.

### Around the World

ORT groups in Australia, Britain, Canada, West Germany, Holland, Mexico, Scandinavia, South Africa, South America, Switzerland and elsewhere are part of the support pattern.

The Baron de Hirsch Fund, the Jewish Colonization Association, the Canadian Jewish Congress, and the Combined Appeals in South Africa, South America and other areas contribute significantly.

Note is taken of the generosity of the Danish Refugee Council, the Norwegian Refugee Council, the Australian Refugee Council, and the governments of Canada, Denmark, West Germany, Sweden, Switzerland and others.

Approximately \$5,288,000 will be contributed from these sources.

### Local Support

Over 84% of the total cost is met within the communities served. Local income amounting to almost \$87,060,000 is anticipated.

### Cooperating Groups and the Family of ORT

To all the organizations cited above, and to such cooperating bodies as the Alliance Israelite Universelle, HIAS, New York Association for New Americans, and others, we convey our gratitude. Above all, we express our appreciation to our colleagues of the ORT organizations in the various countries who together constitute the family of ORT.

### Notes

1. An independent certified audit of each country of operation is prepared each year by Loeb and Troper, Certified Public Accountants in the State of New York.
2. Quarterly enrollment attendance and other country activity reports from all ORT institutions are received by the World ORT Union. On the basis of these reports and other information gathered through inspection trips, ORT operations are regularly reviewed by the Administrative Committee and Executive Committee of the World ORT Union and with the American Jewish Joint Distribution Committee.
3. Besides the JDC, the World ORT Union has cooperative working relations with the Alliance Israelite Universelle, the Jewish Colonization Association, the Ozar Hatorah, HIAS, the Baron de Hirsch Fund and many other community and welfare organizations in the countries of operations.
4. The World ORT Union cooperates with various U.N. and other specialized agencies that relate to its work, including the High Commissioner for Refugees, the Intergovernmental Committee for Migration (ICM), the U.S. Department of State, Office of Refugee and Migration Affairs, as well as the International Council of Jewish Social Services (INTERCO) and the International Council of Voluntary Agencies.
5. International Cooperation Project Funds are allocated by the United States Government under terms of the contracts between the Agency for International Development (AID) and the American ORT Federation for operation of International Cooperation programs.

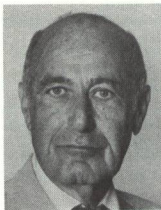
Other projects are funded by the Canadian, West German, and Swiss governments, as well as by the World Bank, enterprises in the private sector and other governmental and non-governmental bodies.



### Executive Committee Meeting

The World ORT Union Executive Committee meeting, held June 30–July 1, 1985 in Zurich, was characterized by a feeling of optimism in spite of financial difficulties in the worldwide organization.

Shelley Appleton, Executive Committee Chairman, noted that, while some financial “belt-tightening” is necessary, the ORT network is continuing to expand worldwide, particularly in Israel, Europe and the Americas.



Shelley Appleton



Joseph Harmatz



Ruth Eisenberg

Delivering his report on the state of ORT operations worldwide, Director-General Joseph Harmatz emphasized the “climate of creativity and inquisitiveness” that pervades the ORT network, and cited new innovations in hi-tech and Jewish education.

Ruth Eisenberg, Chairman of the Administrative Committee, reported on the groundbreaking ceremonies for the Braude ORT Institute of Technology that were held last February in Israel, and on progress made in construction of the campus. As Chairman of the Organization Commission, she discussed highlights of the recent WOU mission to Australia, where the local Jewish community was informed as to the scope and content of ORT programs worldwide. An ORT organizing committee has been developed in Sydney and in Melbourne initial steps have been taken to establish a young adult chapter. The ORT Israel Alumni Association continues to expand its membership, and new alumni committees are being launched in Canada, Argentina, and Italy.

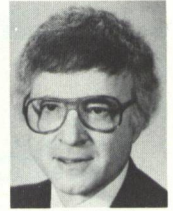
At the meeting of the Technical Commission, co-chaired by Branco Weiss and Bruno Jarach, Dr. Dan Sharon, Director, WOU Technical Department, presented a broad overview of technological developments worldwide and discussed steps the World ORT Union has taken and must continue to take in order to keep abreast of general trends.



Branco Weiss



Bruno Jarach



Alvin L. Gray

Alvin L. Gray, Chairman of the Fund Raising Commission, reported on the growing number of new supporters of the Karmiel campaign, particularly in the United States, Canada, South Africa, and Switzerland. The Commission is also seeking endowments of scholarships for the Braude Institute in Karmiel, and endowment of chairs for the various facilities which are planned.

Jacqueline Maus, President of Swiss ORT, and World ORT Union Vice-President, was presented with a certificate endowing a Chair of New Energies in her name at the International ORT Braude Institute of Technology.

Professor Giacomo Saban, Chairman of the Jewish Education Commission, discussed the increased emphasis on Jewish history and culture in curricula throughout the ORT network, and emphasized the importance of the continuation of this trend.



Jacqueline Maus



Giacomo Saban



Daniel Mayer

Shelley Appleton announced that Daniel Mayer, former Chairman of the Executive Committee, along with Sir Zelman Cowen, former Governor-General of Australia and Master of Oriel College, Cambridge, had agreed to become members of the ORT Academic Advisory Council, a body of distinguished scientists and educators whose aim is to advise the ORT leadership on how best to meet the challenges of the 21st century.

In summary, the professional expertise and constructive spirit of the participants provided a vital forum for discussion of ORT operations and needs throughout the ORT global network, as well as future directions and goals.



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