

## ERRATA.

PAGE 7--*Fourth* Annual Report should read *Fifth*, the First Annual Report not having been published.

PAGE 7--"When for the first time," etc., should not begin a paragraph.

PAGE 10--Kintergarten should read Kindergarten

PAGE 11--"He works," etc., should be a new paragraph.

PAGE 12--Young Ladies' Aid Society *has*" should read *have*.

PAGE 13--"We *do* again express" should read, "We again express."

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This Report is printed for the use of our members and for circulation among those who are likely to take an active interest in our School. Membership in the JEWISH TRAINING SCHOOL requires the annual payment of not less than Five Dollars. Names, addresses and amount of subscription should be sent to Prof. Bamberger, or to the Financial Secretary, Mr. Herman Hefter, 262 Fifth Avenue, Chicago.



FOURTH

ANNUAL REPORT

—OF THE—

JEWISH TRAINING SCHOOL

OF CHICAGO

—FOR—

1892-93.

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CHICAGO:

S. ETTLINGER, PRINTER, 173 MONROE STREET.

1893.





OFFICERS AND DIRECTORS

—OF THE—

JEWISH TRAINING SCHOOL

OF CHICAGO

—FOR—

1892-93.

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Mrs. M. LOEB.

“ B. LOEWENTHAL.

“ E. MANDEL.

“ LEVY MAYER.

“ JOSEPH SPIEGEL.

“ C. WITKOWSKY.

# STANDING COMMITTEES.

1892-3.

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FOR 1892-1893.

**GABRIEL BAMBERGER**, Superintendent.

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MISS LAURA EBEL, Directress.

MISS HENRIETTE STIFFT,	}	Assistants.
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MISS ANTOINETTE BELITZ,		
MISS MAY SIMON,		
MISS PAULINE THIELE,		
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MR. EDWIN D. HOYT,	Class 1.		
MISS MAUD GRAVES,	Ungraded A.		
MISS HENRIETTE STIFFT,	Ungraded A.		
MR. I. GLASER,	Ungraded B.		

## SPECIAL TEACHERS.

MR. EDWIN D. HOYT, Workshop, Laboratory, Mechanical Drawing.  
MISS ANNA MURRAY, Sloyd.  
MR. BENNIE PLATCHINSKY, Assistant.  
MISS ANNA MURRAY, }  
MISS LOUISE HELLER, } Needlework and Dressmaking.  
MISS ELIZABETH DYE, Modeling and Designing.  
MISS FANNIE CROOKS, Free-Hand Drawing.  
MISS ANTOINETTE BELITZ, Gymnastics.  
MISS HANNA OHMAN, Vocal Music.  
MISS CELIA WEILER, Substitute and Assistant.  
DR. SAMUEL L. WEBER, School Physician and Teacher of Physiology.  
PROF. HENRY COHN, German.  
MISS RUTH GOWE, Domestic Economy.  
MISS ERNESTINE HEILER, Secretary.  
MR. MATHEWS FISHER, Janitor.  
MR. BAER PROBORSKY, Engineer.



## FOURTH ANNUAL REPORT

—OF THE—

# Executive Board of the Jewish Training School

—OF—

CHICAGO, ILL.

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*To the President and Members of the Jewish Training School.*

We make bold to claim your support of the Jewish Training School on the ground that it represents the very best principles of education and charity known to our age.

Publicly and privately, educational methods have been warmly discussed in this city during the past six months, and the opinion that had the most zealous defenders, the most influential champions, and apparently the largest number of supporters, was the one that claimed that the education of our youth should be confined to the so-called three R's, reading, writing and arithmetic. Against this principle our school is a protest. Our claim is that education means more than the unfolding of a child's mental faculties; it means the equal and rational exposition of all the powers with which a child is by nature endowed, in order to reveal to him what he is best adapted for in this world. "Every young life is an end unto itself and is gifted to fill a certain place in the organism of the whole." What this place is, education must determine. We can ascertain the power of an engine, we can measure the depths of the sea, we can weigh a planet, and we can analyze a brain, but for the soul of a child we have no gauge.

When for the first time a child's name is inscribed upon a school register, we can photograph him, measure

him, count his heart-beats, record his inhalations, and feel the bumps on his head; but with these facts before him, who will say that Johann Guttenberg can invent a printing machine, or that Christopher Columbus can discover America, that William Shakespeare can write a drama, or that Ludwig Beethoven can compose a sonata, that Thomas Edison can invent a phonograph, or that Henry Ward Beecher can preach a sermon? It is simply impossible to prejudge the capabilities of a child. Even pedigree is no criterion, for ignorant parents may give birth to a genius, and the wisest of parents may have children that are fools. Education must discover the powers that lie dormant in the child, and this cannot be done by the three R's alone, however useful they may be in practical life, for man has more than brain; he has also hand and heart; and to bring to light what lies hidden in them, reading, writing and arithmetic are not sufficient. Drawing is necessary. Music is necessary. Sloyd is necessary. Modeling is necessary. Manual training is necessary. Physical culture is necessary; even as spelling, grammar and history are necessary. Not one of them is a "fad" a superfluous adjunct that might, without detriment, be lopped off. Each one is essential to the organic unity of the system; each one is indispensable to a harmonious development; each one absolutely necessary to discover what pursuit in life a child is best adapted for, which one he can follow with the least danger of dwarfing himself.

This is our theory, and we are both proud and happy to report that the practical results corroborate it. The details, our superintendent will furnish you in his annual report. It suffices us to say in a general way that the great expectations we entertained for this system are being fully realized. The 700 children in our charge are developing harmoniously despite strong hereditary tendencies. Their faculties of memory, imagination and independent thinking are strengthened. Their sense for the artistic and beautiful has been awakened, and they have discovered the power and skill that lie in their hands. At the same time the natural defects of the body, due to

persecution and overcrowding in tenement houses, are being remedied as much as possible by physical culture; and unbeknown to themselves they are constantly imbibing ethical principles and acquiring moral habits from the discipline of the school and the nature of the subjects taught.

This is no vain boast. It is the free and impartial verdict of prominent pedagogues that visited the school from all parts of the country; and no one can watch the classes without being powerfully impressed with the satisfactory results of the system.

Everywhere the children are intensely interested in their work, whether it is grammar, drawing, gymnastics, carpentry or kindergartening; almost without exception, the pupils apply themselves to their tasks with singular zest. They are apt in drawing, their clay-moulding is creditable, their sewing betrays deft fingers, and the results in the sloyd, carpenter and turning departments are astounding, when we think that for centuries their ancestors were denied the right to follow manual occupations. At the same time their mental development, far from being retarded, is promoted by manual training. They are not behind the public school children in the three R's, though much less time is devoted to them, and they apply themselves with good success to the study of the natural sciences. Everywhere there are evidences of a silent but sure transformation. The physical appearance of the pupils is better. They look healthier, and of their own accord come to school with clean hands and faces and neatly patched clothes. The discipline is admirable and the teachers find that their pupils are growing more truthful, candid, good hearted, ambitious, persistent, and energetic. This change is characteristic of *all* the pupils, not only the brightest and strongest, because every child receives individual treatment. Even the dullest is made to feel that there is a station in life which he can occupy with credit and profit, and the weakest is shown how he need not despair of his weakness.

These results certainly justify the claim that the Jewish Training School represents the highest charity. Situ-

ated in the heart of a district in which at least 12,000 people annually require assistance from our relief societies, it teaches 700 children what pursuit to follow that they need never become dependent upon the charity of others for the necessities of existence. Located in a region where much distress is due to sickness, caused by ignorance of sanitary laws, it teaches hygienic rules and aims by the counsel of a special physician to counteract in every child the inherited tendencies to special diseases. Among a class of people that looks down upon manual labor, it teaches that manual work dignifies both man and woman; and where dependence is considered anything but a weakness, it inspires the love of independence that comes with a consciousness of the possession of power. In short, the Jewish Training School goes to the root of Jewish poverty; it kills the germs that produce it; it prevents it, instead of hiding its nakedness for a short time with a gift of money. Relief societies may make paupers, Training Schools never can. Relief Societies may encourage improvidence, Training Schools teach providence; and we have every reason to believe, that the lessons taught the children in our School will react upon the parents, and that in the course of time these children will not only be able to bring them substantial, material assistance, but will also bring cleanliness, order, beauty and even culture into the homes that are now uninviting and forbidding.

Serving these two great ends, higher education and higher charity, far from apologizing for our existence, beside the public school, we feel it our duty to give the widest publicity to our system of instruction. We have, therefore, prepared an elaborate exhibit for the World's Fair, which will clearly illustrate the methods applied in our Institution from the Kintergarten up to the highest grade, showing the manifold benefits of manual training, and the good results that follow from a progressive course of study based upon psychological principles and the physical, moral and intellectual condition of the pupils. The World's Fair Committee on Education have been generous in their allotment of space to us, and we owe them a debt



of gratitude for their recognition of the special importance of our exhibit. We have as much space as has Rhode Island at our left, and New Hampshire at our right, and we have reason to believe that our exhibit will excite the interest of the best pedagogical scholars of the world.

For whatever success the school has attained, we are indebted to our efficient superintendent and his excellent corps of teachers. Prof. Bamberger brings to his work rare intelligence, conscientiousness and executive ability. He has the correct theory of education and he knows just how to apply it to the special needs of the children he has in his charge.

He works not for show and high marks, but for lasting results, and this spirit he has communicated to his teachers, who take a special interest in the development and happiness of every child in their charge. They are in thorough sympathy with the system and cannot be given too much credit for the conscientiousness with which they labor, and the pains they take to visit the parents' homes and learn all they can about the pupils whose soul-development is entrusted to them. Both the professor and his assistants do much more than we have a right to demand of them, and it is but meet that we here acknowledge our appreciation of their unrequitable services.

At a meeting held Nov. 14, 1892, Article II of our constitution was so amended as to enable us to "conduct a night-school for persons above the age of 14." In accordance therewith, Johannah Lodge appropriated \$1,400 into our treasury, with which we conducted a night-school for women under the superintendency of Prof. Bamberger. The average attendance was about 100, and these foreign-born women, that had to toil for a living by day, were given the opportunity to learn English two nights in the week, and dress-making and sewing the other two nights. This has in many ways proven a rich blessing to these women, and we are under obligations to the Johannah Lodge for their generous and unconditional appropriation of this large sum of money, without which we could not have prosecuted this work.

Since last November, the Young Ladies' Aid Society

have been appropriating \$50 monthly with which to conduct a kitchengarden in our corner cottage which they fitted up for the purpose. Though we had to contend with many difficulties at first, this department is now in good running order and we may look for happy results to follow. The girls of the higher classes are interested in this work and we may hope that it will result in a thorough reform of their homes. The Young Ladies' Aid Society has graciously volunteered to undertake and support this work and we are indebted to them for the many sacrifices they have made in its behalf.

The detailed report of the Financial Secretary shows that we have received into our treasury during the past year, \$34,730.98. We do not appeal to the sympathies of the people, as many other institutions do that find a home for those burdened with years, helpless from disease or deprived of father and mother, and it is all the more gratifying that we have succeeded in attracting so many and such generous gifts. Our sinking-fund was augmented by \$10,000 from Mrs. Henrietta Rosenfield, \$2,000 as a prize fund from Mr. Leon Mandel, \$2,000 from the executors of Mr. Godfrey Snydacker, and \$500 from Mr. Leopold Mayer, in memory of his wife, Regina Mayer. To all of these donors, we once more express our heartfelt thanks for their genuine appreciation of our work. We would also express our gratitude again to Mr. Albert H. Wolf for his gift of \$500 in memory of his mother and to the Baron de Hirsch Fund Trustees for their contribution of \$1,500 without which we could not have conducted our three ungraded classes for Russian Refugee children; to the United Hebrew Charities for their donation of shoes and clothing; and above all others to the Young Men's Hebrew Charity Association for their hearty, gracious and generous donation of \$4,800, without which it would have been impossible for us to have met our current expenses. We cannot allow this occasion to pass without our thanks also to the Isaiah Lodge F. S. of I., the North Star Club, the North Side Jewish Training School Auxiliary, and all the others that have remembered us with gifts and with personal services, especially Dr. Boerne Bettman. To

the children in all parts of the city who have sent us not less than \$1,366.48 we do again express our warmest thanks.

The same report will show that our expenditures have necessarily also been large. Our pay roll amounted to \$16,711. For supplies we expended \$821.32; for incidentals \$3,034.55 and on the building and grounds \$988.02.

Considering the many special teachers we require, the comparatively small number of pupils we have, and the many school supplies necessary for our poor scholars, this is anything but extravagant. While the cost of tuition per pupil in the Chicago public schools upon average daily attendance is \$21.73, ours is only \$26.63; and while their cost per pupil for tuition and incidentals, excluding repairs and permanent improvement, is \$25.55, ours is only \$29.75.

We have not been extravagant in any particular, yet our income has barely sufficed to pay our expenditures—after we pay our teachers for their services during the month of May we will not have a cent in our treasury to meet the expenses of June, July and August, for we do not make our collections until September. This is a sad state of affairs and we appeal to you for aid. Our school is not on a paying basis. Five months we trust to chance for the meeting of current expenses, for with our assured income we cannot conduct the school more than five months. Though we gained 103 new members last year, from whom we received \$1,375, our total income from the membership dues, \$8,265.50, was *less* than our income from this source the preceding year.

Our budget for 1893-94 will call for \$21,000; according to the present outlook, our income will be about \$11,000. This leaves a deficit of \$10,000. Our friends will doubtless remember us with some donations in the future as they have in the past, but with every new charitable institution that is ushered into existence, our share will, as a matter of course, be smaller. To maintain our school on the present plan, we must have at least twice as many members as we now have, and they must come from Chicago. We have no right to appeal elsewhere for assistance. We

have assumed the responsibility and we must bear it. Ours is the duty to care for the Jewish poor that are at our doors. We must see that they become self-helpful, self-respecting, independent, useful, moral, clean men and women, and not paupers. Self-protection demands it. Our religion demands it. Patriotism demands it. Humanity demands it. We have espoused the cause of manual training; we must not let it fail by reason of our indifference. We are battling to prove that there is a charity that does not pauperize, and we ought not to fail through niggardliness or want of energy. Public spirit and co-operation secured the Fair for Chicago; public spirit and co-operation built the Jewish Training School and they can and will sustain it.

JOSEPH STOLZ, *Secretary.*

Chicago, May 9, 1893.

## REPORT OF THE SUPERINTENDENT.

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*To the President and Members of the Jewish Training School.*

LADIES AND GENTLEMEN:—

Herewith, I submit to you the Fourth Annual Report of the Jewish Training School.

The scholastic year began on the 6th of September, 1892, and closed on the 25th of June, 1893. The school was closed on the following days:

Sept. 22nd, 23rd, 2 days; Rosh Haschonoh.

Oct. 6th, 7th, 13th and 14th, 4 days; Succoth.

Oct. 20th, 1 day; Dedication of the World's Fair.

Dec. 25th to Jan. 3rd, 8 days; Christmas Vacation.

Feb. 22nd, 1 day; Washington's Birthday.

March 31st to April 8th, 7 days; Spring Vacation, Pesach.

May 1st, 1 day; Opening of the World's Fair.

May 22nd, 1 day; Shevuoth.

May 30th, 1 day; Decoration day—in all 26 days.

In order to inculcate patriotic sentiments and to cultivate a love for our country, its institutions and laws, we celebrated also this year:

Thanksgiving Day,

Decoration Day,

Lincoln's Anniversary, and

Washington's Birthday.

These days were made memorable by singing of the national hymns, recitations, short addresses by prominent citizens and the teachers. The assembly hall and recitation rooms were appropriately decorated. Such celebrations not only stimulate a love for our native country but have a moral and educational value which cannot be overestimated.

The average attendance is between 600 and 700, Kindergarten included, while the enrollment shows over 700. The general progress is, indeed, very satisfactory

and the results of our endeavors become more and more apparent. These results are manifold and according to the method applied—the method of harmony in education—they all converge and produce those all-round well shaped little beings, good boys and girls. Our children are intelligent by nature; everywhere there are opportunities of testing, developing and strengthening this intelligence; they study mathematics and natural sciences with eagerness and good success. They are skillful too, as is so evidently shown in the departments of manual training. Furthermore, moral teaching, or rather the moral influence of our work, that silent and yet powerful religion, can be seen all over; in their physical appearance as well as in their conduct. Most of them appear clean without being urged to it, make good use of needle and thread, know how to patch and mend properly, and, apparently, teach it at home to their parents. Our children are truthful, good-hearted and I am bold enough to say that all these traits of character have been developed and cultivated in our school. There is, in fact, no department which I by right could praise more emphatically than another. All the teachers have worked faithfully during the whole year and have done their utmost; so did the majority of the children.

Such results, indeed, prove that nothing is a “fad” in our school, that every department is in its place and then dovetailed and linked to the others. Our modeling department is by no means in danger of being called a “mud pie department,” as recently so many would-be critics have styled work in clay. We had the great satisfaction that just the strongest opponents of manual training, or as they term it of “fadism” in public schools, have expressed their great satisfaction with our work, saying that they would not oppose this kind of work if it was as properly carried out as we do it. Of course their praise even does not leave more impression than their criticism. The main point is that *we* feel satisfied with our work and that *we* know what we are doing and talking about. The parents, also, are beginning to see and appreciate the better work we do, though there is still indifference and



KINDERGARTEN.  
JEWISH TRAINING SCHOOL, CHICAGO.





ignorance enough on the part of the parents. It is no easy task indeed "to teach an old dog new tricks."

Our World's Fair exhibit is now ready; the proper exhibition would, of course, be to exhibit our children at work; this being impossible, we have to content ourselves to show the results of the actual work only and this will be done in such a way as to illustrate clearly and explicitly the method applied in our Institution, and the progress in the work shown from the Kindergarten up to the highest grade. We will show every one that our work is systematized and planned according to the intellectual and physical conditions, planned according to individuality.

We will also show that the progress in mental development is by no means hampered and weakened, but strengthened and advanced, in a school in which manual training is taught. The Committee on Education of the Columbian Exposition have also shown their appreciation of our exhibition by assigning to us ample space that will facilitate our exhibit. This interest in our school shows itself also in other quarters by outsiders and educators from all over the country as well as from Chicago. Many letters have been received from such parties and many words of thanks and appreciation have been spoken by people who visited our school. The Board of Education of our city has repeatedly sent supervisors and teachers to our school for information, and educational journals in the East, West, South and North, discuss our "Course of Instruction."

The graduates of our school of '91 and '92 are all well placed, boys and girls. They have received positions in factories, in mercantile pursuits and work shops, they all do well and their employers are highly pleased with them. I have received a number of letters from prominent houses of this city and from outside, in which the writers apply for pupils, graduates of our school. One of our graduates is an excellent pupil of the Chicago Art School; though very young, 15 years of age, he is a member of the life class, and studies together with ladies and gentlemen of the age of 20 and 30 years. We are

satisfied to know that these graduates will not become paupers or peddlers or junk dealers; they all have learned to love manual work and will thus be not only able to support themselves, but also assist in the support of the family.

Our school physician had, owing to the severe winter, his hands full this year; at times there were as many as 25 and 30 patients among our pupils in one day, who were successfully treated. I regret to say that by thorough examination by the physician, Dr. Samuel L. Weber, we discovered many sicknesses of which we were not aware, especially heart-disease, and by learning more of the physical condition of our children, we learned to understand them better and thereby solved the puzzling conduct of some of them. As a consequence, we were enabled to do justice to these pupils in this direction, some were excused from gymnastics and from other departments, while others had special attention paid to them in departments which were beneficial to their physical condition. Children whose eyesight was defective, were provided with glasses, and not enough praise can be given to Dr. Boerne Bettman for the generous and unselfish treatment to our children. The firm, Truax & Green, can also testify to what we have done to make the body sound. Splints, trusses and other helps were ordered and bought there for partly-crippled and carelessly neglected children. All this is quite an expense, but is not that *true charity*? Where is the school in which teachers take enough interest in their children as to have their eyes examined, eyeglasses provided, splints and trusses made and the source of puzzling conduct traced back to the germs of disease and counteracted? Where is the institution in which the *teachers* are *educators* in the real sense of the word and come in close contact with the parents and endeavor to straighten and properly shape everything suitable and necessary for the correct and successful breeding of the children?

Our Night School has been carried on right along with an average attendance of 100 and has become a blessing especially for those who come from abroad; it gives them

a chance to learn the idioms of the English language clearly and in a pleasant and friendly way. In the dress-making and sewing departments of the Night School, girls were prepared for practical work in this line. Most of them finished the course and were enabled to take positions and support themselves and others.

The Kitchengarden is in operation since November, and is indeed, a department, the value of which cannot be overestimated. The interest taken by the girls of the higher classes in this department, though it is no play and no fun, shows that there is some healthful food in it, and that much can be practically taught here, of which a thorough reform of home circumstances of the children may be the result.

What we need? We need much. Not only money, but an actual interest of the public at large, especially of the members of the Society. We are not satisfied with their contributions, we want to see them here from time to time, in order to convince themselves that their money is properly invested.

In connection with this, I would say that the members of the society ought to visit the school more frequently; though we are convinced that all are heart and soul in the cause. During the year, however, many ladies and gentlemen, eminent in different fields, visited the Institution, and expressed themselves as highly satisfied with the methods and results.

Such appreciation and interest in our task, is, of course, a great incentive and source of satisfaction to both the superintendent and teachers. It encourages all of them to further endeavors to make the school a blessing for humanity.

We owe thanks to all our friends for their kind generosity, which was shown in different ways during the past year. We mention the following donors:

Mr. Julius Rosenthal, books and pictures.

Mrs. M. Rosenbaum, evergreen to trim hall.

Mrs. E. Mandel, stove for sewing cottage.

West Side Sewing Society, 1 doz. towels for kindergarten.

Mr. Chas. Schaffner, \$20.00 to entertain the children on Chanuka.

Schlesinger & Mayer, 15 jackets and other wearing apparel.

Mrs. W. B. Hackenburg, Philadelphia, illustration of silk industry.

North Side Ladies' Sewing Society, 150 aprons for kindergarten.

North Side Jewish Training School Auxiliary, Mrs. J. Jonas, president, Mrs. J. Birkenstein, vice president, \$81.00 for material used in sewing department.

Dr. Joseph Wiener, New York, a selection of very appropriate pictures.

Progressive Charity Society, Miss Birkenstein, president, Miss Harris, secretary, \$10.00.

Mrs. C. Witkowsky, silk and lace for bedspread and pillow shams for the doll's bed.

Mr. Sam. Taussig supplied the school with oil during the year.

Garden City Terra Cotta Co., 10 barrels of modeling clay.

Schnadig Bros., shoes.

A. Ellinger & Co., one cloak.

Selz, Schwab & Co., package of shoes.

Frankenthal, Freudenthal & Co., 2 doz. waists.

Joseph Beifield & Co., 6 cloaks.

Mrs. Emanuel Mandel provided children with eye glasses, braces and splints.

Mrs. Bernhard Loewenthal, eyeglasses.

Mrs. Levy Mayer, eyeglasses.

Mr. E. Frankenthal, two doz. pairs hose, 2 doz. undershirts and drawers.

Our gratitude is due to the physicians of the Columbian Dispensary, Wilson street, who were always ready to treat cases in absence of our school physician.

Our school was also kindly remembered by the children of the members of the society.

The following children sent \$48, the proceeds of a dramatic entertainment for the benefit of the library: Alfred Mayer, Alice Bamberger, Corinne Cohn, Grace

Weinschenk, Sarah Lepman, Louis Lepman, Stella Lepman, Geo. Bamberger, Blanche Kalman, Selma Mayer, Hattie Lepman.

Miss Louise Mayer and friends, proceeds of bazaar, \$1,300.00.

Society of Little Helpers, Elsie Philipsborn, president, proceeds of bazaar, \$109.45.

Some of the young ladies of the South Side made a collection to give a dinner to our pupils on Thanksgiving day.

We have also received donations of children of the different religious schools of Jewish congregations.

We certainly do not want to forget the friends who made it possible for the school to have a library, such as, Mr. Jacob Liebenstein, Mrs. E. Mandel, Mrs. Levy Mayer, Mrs. M. Mannheimer, Mrs. Rosenfield and many others.

This library consists of two departments:

1. Teachers' library with 240 volumes.
2. Pupils' library with 435 volumes.

We consider this to be a good beginning, and both teachers, as well as children, take advantage of the opportunities afforded. There is, however, a great difficulty connected with every school library on the part of the conscientious teacher, namely, the difficulty to secure good and wholesome results from reading, to guide the reader in the proper way, and to watch so as to make reading a helping factor in education and not a detrimental one. It is a fact that not many people understand how to read, and that especially children do not know it; the selection of books in itself is difficult, and must be supervised by the teacher—librarian. In order to overcome this difficulty to teach them how to read, we have prepared a set of questions which go along with every book, and which must be answered by the child when the book is returned. These questions are printed on writing paper, and space is left for the answers, (see form on next page). The class teachers receive these forms from the librarian, and discuss and correct them in the class room.

## JEWISH TRAINING SCHOOL LIBRARY.

Name of pupil: ..... Class .....

No. of book: .....

Date when drawn: ..... When returned: .....

1. What is the name (title) of the book? .....
2. Who is the author? .....
3. To what country does he (or she) belong? .....
4. Does he (or she) still live, and where? .....
5. Who is the publisher and where was it published? .....
6. To what class of literature does it belong? .....
7. Is it written in poetry or in prose? .....
8. When and where is the scene of the story laid? .....
9. What other story is it like? .....
10. What good do I derive from it? .....
11. Which part of the story do you like best? .....
12. Which part did not please you? .....

## REPORT OF THE SCHOOL PHYSICIAN.

---

The following is the report of the school physician, Dr. Samuel L. Weber, who has accomplished with rare zeal and love, his duties as physician and teacher:

*Professor G. Bamberger,*

*Superintendent Jewish Training School.*

I have the honor to submit the following report for the four months from Jan. 1 to May 1, 1893, of sick pupils seen by me and treated during that time.

Anæmia.....	11
Astigmatism.....	2
Adenoids and Tonsillitis.....	2
Abscess of ear.....	1
Adenitis of neck.....	1
Abscess of finger.....	1
Bronchitis.....	1
Burn of leg.....	1
Contusion of knee.....	1
Cut of finger.....	4
Cut of lower eyelid.....	1
Chronic Endocarditis.....	13
Contusion of shoulder.....	1
Corns.....	2
Contusion of back.....	1
Contusion of chest.....	1
Contusion of face.....	1
Contusion of head.....	1
Constipation.....	6
Dyspepsia.....	5
Eczema of face.....	8
Furuncle of finger.....	3
Furuncle of ear.....	1
Furuncle of face.....	1
Furuncle of neck.....	4
Gum boil.....	1
Hypertrophied tonsils.....	3
Headache.....	20
Inguinal hernia.....	1

Laryngitis .....	5
Myopia .....	4
Nose bleed, chronic .....	2
Otitis externa .....	1
Pediculi .....	4
Psoriasis .....	1
Pleuradynia .....	1
Phthisis, chronic .....	2
Pharyngitis .....	23
Pterygium .....	1
Rheumatism, chronic .....	2
Rhinitis, chronic .....	6
Rhinitis, acute .....	8
Sprain of thumb .....	1
Scabies .....	4
Stomatitis .....	1
Typhoid fever .....	1
Tonsillitis .....	13
Tumor of lower jaw .....	1
Traumatic conjunctivitis .....	1
Toothache .....	21
Ulcer of wrist .....	1
Ulcer of cornea .....	1
Ulcer of leg .....	1
<i>Total number of patients treated,</i> 205	
<i>Total number of treatments given,</i> 321	

I have also examined, during the period, ninety-three applicants for admission to the school, of which two were rejected. One for a skin disease and the other for serious defects of vision.

Since my term of service, a small stock of medicines has been obtained, so that our little patients obtain the necessary medicine at once and without expense. The importance of this provision can be appreciated only by remembering that heretofore the children were given prescriptions to take home and have filled. Such prescriptions were frequently never filled, either because the parents were indifferent about the matter, or, were unable or unwilling to incur the necessary expense.

It will be seen from my tabular report that the greatest contingent of sicknesses, outside of pharyngitis and tonsillitis, which are temporary troubles due to changes of the weather, comes under the headings, *anæmia*, *headache*,



*endocarditis* (heart-disease), and *toothache*. Digestive disturbances were frequent but were in most cases secondary to other troubles and therefore put under these other headings. The large percentage of heart-disease is remarkable. The discovery of the heart trouble was due in only a few cases to complaints of the children such as to direct attention at once to the heart. Systematic examination of all candidates for admission and of all children who came to me with complaints of any kind, revealed the heart-disease. These little patients came with complaints of headache, of weakness, of stomach troubles, etc.; the presence of heart-disease which was the underlying cause of these troubles was disclosed upon examination. Now, the children of the poor are no more liable to heart-disease than are the children of other classes. Heart-disease in children is usually secondary to scarlet fever and rheumatism, and occasionally to other fevers; these diseases are equally prevalent among all children, and, therefore, the same percentage of incipient heart-disease is to be expected among the children of all classes. It is much easier and more effective to treat chronic heart-disease in its incipient or early stage, than later when the function of the heart has been so far destroyed as to give distinct and alarming heart-disease symptoms. A deduction from such facts is, that there ought to be a systematic medical examination and control of the children of all schools, so as to detect the beginnings of common chronic ailments, such as heart-disease and consumption, and to detect physical infirmities, such as defects of vision, deformities of the spine, etc. An early detection of these chronic ailments, and of such deformities, would lead to cure and correction.

So many of our children suffer from headache, anæmia, digestive disturbances and decayed teeth. These troubles are, in most cases, easily traceable to one cause, namely, improper hygienic surroundings at their homes. These troubles among the children of the poor, are not so often due, as has been claimed, to insufficient or improper food. Unwashed bodies, living crowded in dark, damp, unventilated rooms—such are the causes of most of the ailments

that affect the children of the poor; and lay the foundation for pale, stunted, uncomely, sickly and perhaps deformed adults. Properly built tenement houses and personal cleanliness would give us healthy, well-formed and handsome children, and in future, sound, well-developed, intelligent and comely men and women. Notwithstanding all the modern development of the science of hygiene, personal cleanliness, pure air, sunshine and regular habits are still the main breastworks which ward off the attacks of most of the diseases.

Even a short time of insistence on cleanliness, good air and proper exercise, makes a marked improvement, as is seen in the difference between the children who enter the school and those who have attended a year or more. Along with physical improvement, comes the bright eye, aptness of mind and general intelligence. The transformation of the uncleanly, dull, puny and pasty child of admission, into the tidy, clean, intelligent pupil, a year later, is marvellous to behold.

I would suggest that a gymnasium be erected for the school, and, if possible, a competent person be put in charge of it. Hitherto, gymnasiums have been put up only for colleges. Every argument, however, which holds good for a gymnasium for college boys and girls, pertains equally well for one for young children. So many of our children are under-developed. The cause for such under-development of the children of Russian Jewish parents, is easily apparent. Generations of oppression will produce children physically stunted. Such lack of physical development is not inherent in the race, and with mental and physical freedom will soon be overcome. A gymnasium for our school would much aid the physical development of the pupils. The gymnasium should have tub, shower and swimming baths which would serve as the means of infusing that enthusiasm for personal cleanliness and personal beauty, which through force of circumstances so many of the children now lack.

Respectfully submitted,

SAM'L L. WEBER, M. D.

The above report of the doctor evidently shows the importance of his work; the necessity of a thorough physical investigation and examination cannot be emphasized enough, and if in any case the proverb "one ounce of prevention is better than 10 pounds of cure" is true, it is here. When sickness shows itself, it is often late, sometimes too late, and not an easy task to check the progress of the disease. A competent physician, however, by regular examination, will without difficulty detect the germs of disease as well as its sources, and may thus prevent in time its fatal development.

The comparative healthy condition of our pupils and their improved attitude is, undoubtedly, the result of the doctor's office, of the department of physical culture and of the regulated change in occupation. I regret deeply that we cannot have a Gymnasium with all its necessary appurtenances and apparatuses. I hope that the time is not far off when we shall have it, especially as we have ample space for it and the expenses for the erection of such a building are not high; and as the interest for the school and its work is growing.

Our Cooking School, respectively the department of Domestic Economy, was opened Nov. 24th, 1893, and though the selection of a proper teacher for this department was difficult, the period of experimenting did not last long. While we had at the beginning a teacher for cooking proper and one for instruction in household duties, the two branches are now in the hands of one competent lady who, apparently, accomplishes her task with good success. The girls of classes 1 and 2 receive instruction in these departments; they enjoy their work very much and appreciate the opportunity given them.

It is, of course, superfluous to state again that cooking is with us a science and that the lessons are not given in a desultory manner without regard to the development of such principles as will cultivate brain as well as hand.

The Young Ladies' Aid Society of this city deserve credit for the establishment and support of this department; its members are in hearty sympathy with the work and indefatigable in their efforts.

The Night School for girls, maintained also this year by the worthy Johannah Lodge, was well attended during the year. The average attendance was about 100 pupils, between 14 and 20 years of age. They are taught in four distinct classes: Dressmaking and classes for sewing, mending and darning, and two English classes. The two classes in which English is taught received instruction 4 times a week from 7:30 to 9 p. m., while those who are members of the sewing and dressmaking department were taught English twice a week and industrial work twice a week. This then is the place to express to the members of the Johannah Lodge, sincere thanks, in the name of the night school pupils, for the opportunities afforded.

I have been asked frequently, what has become of our graduates of the years 1891 and 1892, and I wish to answer this question as far as I can.

Of the 31 graduates of '91, eight returned to take another year of schooling, while of the 23 left, four girls became kindergartners, and one boy, Bennie Platchinsky, became the assistant to the teacher in the work shop in our school. Rebecca Aroner, one of the four kindergartners, is still with us, assists in the Kindergarten in the morning and studies in the Chicago Kindergarten Association with Mrs. Putnam in the afternoon. Bennie Platchinsky has been assistant during the last year in the Sloyd department, has continued his literary studies successfully and is to-day able to teach "wood sloyd" in the primary grades. Of the 18 left, 3 are type setters in printing offices, two have become farmers, 10 are engaged in business houses of this city and the remaining 3 we have not seen of late, so cannot tell what they are doing.

Of the 26 of last year, 7 returned to take another year's course, the other 19 are employed as follows: One, Louis Platchinsky, is a pupil of the Art Institute of this city; he is a member of the life class, and Mr. French, director of the Institute, has repeatedly praised Louis' progress and ingenuity. Another boy, Bennie Ellison, was a pupil of the Art School for six months; he is especially efficient in designing and mechanical drawing; he is continuing his studies in the night class since January of this year and

is in business during the day. He gives satisfaction in both places. The entire expense of both of these boys was generously paid by Mrs. Levy Mayer and Mrs. Emanuel Mandel, and it is their intention to continue this noble act until the boys see their way clear.

Three of the boys are type setters, one boy and one girl are learning telegraphy, 9 are in business,—four of these nine are with Hart, Schaffner & Marx and the firm seems to be pleased and satisfied with the progress and conduct of the boys. 1 girl is housekeeping at home and assists her mother; being a perfect seamstress, she is a great help in the way of sewing the clothes for the children, she is also able to make her own and her mother's garments. We do not know what has become of the remaining two.

## SOME INFORMATION REGARDING THE JEWISH TRAINING SCHOOL.

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The School is conducted under the auspices of the "Jewish Training School Society of Chicago" and is "non-sectarian." It receives pupils of both sexes and all nationalities, between the ages of three and fourteen years, furnishes them free education in a course covering a period of eleven years.

There are about 800 children in School and Kindergarten. Admitted are only "*the children of the poor.*" These children in particular need the benefits of the most advanced and enlightened educational methods. But these methods are applicable as well to all classes of the community, and the children of the rich will be benefited just as much as the children of the poor, by this new system which provides for the introduction of mechanical work into elementary schools, on purely pedagogical grounds. We do not attempt to educate *artisans*, but to show:

1. That the labor of the hand is an invaluable and necessary aid in the development of the brain.
2. That every being is good for something, that, for instance, a child apparently very stupid, with but nominal success in mathematics, may be excellent in the workshop, or in another department.
3. We give our pupils the opportunity to show what they can do, which reveals the "natural bent" of each child. After we have made this discovery we are in the fortunate condition of a conscientious physician who has

succeeded in making a correct diagnosis. We have learned the vocation for which the pupil is by nature best adapted and it becomes comparatively easy for both parent and teacher to guide the child's subsequent education.

4. We lead our pupils to self-activity, to do their own thinking, inasmuch as they are required to use their own hands in the workshops. Such an education leads to independence in thought and action—rears good republicans, who will never become the slaves and followers of professional politicians or selfish demagogues.

5. We teach our pupils to love labor and thus do a great deal towards the solution of the so-called "labor question." Such artisans, tradesmen, who love their vocation, will work with success and satisfaction. They will not only obtain higher wages and make a better living, they will also by virtue of their better education come into closer and friendlier contact with better society and this friendly intercourse will be a safeguard against and a wholesome remedy for class animosity. "We uplift the masses by means of education."

6. Inasmuch as work, honest work, labor is the strongest antidote against vice and crime—our methods teach morality,—true religion.

7. We aim to educate a generation, a class of people, whose representatives as yet, are not very numerous. There are indeed many *learned people* in the world—men and women—unfortunately, however, they are only learned in books and from books, while they know but little of the real world and its transactions. Their learning is of little use either to themselves or to the world. There are also many men and even women who are physically strong, who represent the powerful steam in the engine. who lack, however, the necessary brain—the engineer. They are nothing but machines themselves; can do nothing without the intelligent guide. We attempt to raise men and women who combine intelligence, physical force and skill, who can get along without the foreman, who will be "of age" in their life's task.

8. Our aim is and must therefore be a harmonious development of the whole being—of all faculties, the intel-



lectual, moral and physical. Our art department, especially, has the great mission to cultivate the æsthetic faculties, to refine taste and conduct. For the promotion of physical development, we have a school physician—physician and teacher who supervises the department of hygiene in the institution; who examines, watches the growth and bodily condition of the pupils; who counteracts at once every abnormal tendency and keeps the statistics as well as medical records which are so very valuable and necessary for every educator.

9. From the above it may be concluded that the visible products of school work are of no importance to us. The child itself is our only and constant goal, the target we are aiming at. We, therefore, do not pay so much attention to the model, made of clay, as to the effect this occupation has upon the child, what is modeled within the child—the reaction, reflection upon the little worker—as in arithmetical problems the correct answer pleases us only, if it is the outcome—the direct result of logical thought, of pure and logical mental processes.

10. We claim that our school is a “model manual training school,” because everything done therein can be traced back to sound pedagogical principles and the whole institution with all its departments is one—a unit in its organization. Everything is connected, nothing disconnected. The various departments are so closely dove-tailed, that the influence of one is decidedly felt in the other and *vice versa*.

11. What is of educational value to the boy must also be good for the girls. The girls, therefore, also receive their share of manual work.

12. All studies are obligatory—nothing is optional—and they are so arranged that mental and physical work frequently alternate during the period of a day. By this change in occupation the child will be refreshed and is not in danger of being overtaxed—mentally or bodily.

13. The desire towards activity (*Thätigkeitsdrang*) is inborn in the child. At birth it is equipped with such a delicate and appropriate outfit of tools that it would be unnatural and cruel to interfere and forbid the use of the





SEWING DEPARTMENT.

JEWISH TRAINING SCHOOL,

CHICAGO.



SLOYD DEPARTMENT.

JEWISH TRAINING SCHOOL,

CHICAGO.



little hands. Children love to work. They break and destroy, frequently, in order to rebuild. How foolish, therefore, on the part of the parents and teachers to force the child to idleness. "Hands folded!" "don't move!" "be quiet!" are the commands of the schoolmarm. Can children love such a government, and what must be the result? We, therefore, begin active work, manual training, in the lowest classes and carry it through all grades, just as reading and writing. This work, of course, is planned, like every other branch of instruction according to age and ability—individuality. To begin manual work in the Grammar Grades, or in High Schools is unpedagogical and unnatural, that would do for trade or technical schools.

14. One of our leading principles is also:

What we do must be done *right* at once and not so as to have to be undone again later on.

a. Our pupils write at once in the so-called A. B. C. class with lead pencil on paper—we have no slates.

b. Our pupils read phonetically only and do not attempt to learn reading by mechanical spelling.

c. We do not draw from copies, but from the object *only*.

We do not commit the error so often made to allow imperfect work in the hope of later correction.

15. Our School consists of the following departments:

1. Kindergarten with an intermediate grade.

2. Primary Department.

3. Grammar Department. (The Course of Studies on page 35 gives detailed information of the subjects taught).

The Manual Work is carried on in two divisions:

A. The Art Department.

B. The Mechanical Department.

A. The Art Department comprises:

1. Modeling.  
2. Free hand Drawing. } Taught in all classes.

3. Designing—in Grammar Classes only.

B. The Mechanical Department comprises:

1. Sloyd work in classes VIII, VII, VI, V, for boys and girls.

2. Cardboard, work classes VIII, VII, VI, V, for boys and girls.

3. Wood work (bench work), classes IV, III, II, I, boys.

4. Machine work (wood and metal), classes II, I, boys.

5. Sewing, etc., classes VIII, VII, VI, V, IV, III, II, I, for girls.

6. Cutting, fitting and drafting, classes IV, III, II, I, for girls.

7. Domestic economy, cooking and household duties, classes II and I, girls.

16. We teach *one* foreign language—German—in the Grammar Grades only.

17. *Gymnastics and Music* are taught in all classes, both to boys and girls.

18. *Co-education* is adopted and shows its good effect upon both boys and girls.

19. We have also *two Ungraded Classes* in which newcomers and others receive individual attention, especially in such studies in which they have shown themselves to be deficient. In these classes they are prepared for the regular class work, and as soon as a pupil has progressed far enough, he is transferred to the proper regular grade. Owing to the increase of immigration from Russia and other foreign lands, our Ungraded Classes have always been crowded. Many children who came to us directly from Russia have in less than two months been advanced into the fifth or sixth grades.

20. Teachers' Conferences.

The teachers of the school meet in departments weekly, and in general conference fortnightly, for the discussion of methods and school matters.

21. Parents' Meetings, held monthly, are an excellent means of securing the intelligent co-operation of the parents and bring about a valuable intercourse between teachers and parents.

22. Our Primary Classes are conducted by class teachers, who teach everything, except a few special branches in which they are assisted by specials, and who

advance with the pupils throughout the entire department. In the Grammar Classes, however, the special teacher system is adopted.

23. The Institute was opened October 20, 1890. It is supported by the Jewish Training School Society.

24. For information:

The school has eight classes, each representing one school year—six to fourteen years of age—the eighth being the lowest and the first the highest.

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## COURSE OF INSTRUCTION.

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EVERY LESSON IS TO BE A LANGUAGE LESSON.

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VIII GRADE.—First School Year.

*OBJECT LESSONS:* Vital necessities: Food.

*MATHEMATICS. Arithmetic:* Value of figures from 1 to 10.

*The first ten;* the four fundamental operations in numbers from 1 to 10. Tables: federal money, cents, nickels, 5 cent piece, half-dime and dime (representing one ten).

*The second ten;* the four fundamental operations in numbers from 1 to 20; many practical exercises; exercises in reading and writing numbers, both Arabic and Roman. Tables continued: the most familiar weights and measures. Long measures: yard, foot and inches; dry measures: bushel, peck, quart and pint; liquid measures: gallon, quart, pint and gill; 1 dozen—12 units.

*ENGLISH LANGUAGE:* Articulation; preliminary exercises in simple sounds and combinations of letters making words, etc., after Bamberger's Phonetic New First Reader; reading script only.

*Writing:* Preliminary exercises (together with drawing); the small letters of the alphabet (genetically), and the figures plain and simple.

*GEOGRAPHY:* (Together with Object lessons). The class room, its location, shape and size; points of compass, sunrise, sunset, day and night, morning and evening, dawn, four seasons. Map drawing.

*ART WORK. Free hand Drawing:* Outline drawing of simple object (in lead pencil).

*MANUAL WORK. SLOYD:* (Wood Sloyd). The first 12 numbers of Vera Hielt's "Course of Wood Sloyd," use of scroll saw, borer, plane and file, compass, foot rule and carpenter square.

Paper folding—Bamberger's Manual "Head and Hand," No. 2.

*MUSIC AND RECITATION:* Poetry and Prose (little stories—historical); Scale, Names and Notes. Rote songs.

*GYMNASTICS:* Free and Wand exercises.

## VII GRADE.—Second School Year.

*OBJECT LESSONS:* Vital necessities: Clothing and Shelter.

*MATHEMATICS. Arithmetic:* First year's work continued to 100. Tables of previous grade reviewed and extended. Troy and Avoirdupois weights. Division of numbers into parts, *i. e.*, fractions  $\frac{1}{2}$  of 8,  $\frac{1}{3}$  of 27, etc.

*ENGLISH LANGUAGE. Reading:* New First Reader reviewed, printed part; Appleton's First Reader and Supplementary reading. Sound exercises continued.

*Writing:* Small and capital letters of alphabet. Copying from Reader with lead pencil.

**GEOGRAPHY:** 1.—The schoolhouse and the whole block. 2.—The neighboring streets, etc. 3.—The local connection between schoolhouse and home. Map drawing.

**HISTORY:** Selected biographical sketches of prominent American men and women.

**ART WORK.** *Drawing:* Outline drawing from simple objects continued (lead pencil).

**MANUAL WORK.** *Wood Sloyd:* Nos. 12–24.

Paper cutting and mounting—Manual No. 3;  
Paper folding, Geometrical forms—Manual No. 2 completed; Mechanical sketching of forms folded.

**MUSIC:** Names and pitch of scales, two, three and four part measure. Songs from Chart. Recitation of text and other poetry.

**GYMNASTICS:** As in Grade VIII.

## VI GRADE—Third School Year.

**OBJECT LESSON:** Vital necessities: Means of Transportation.

**MATHEMATICS.** *Arithmetic:* The four fundamental operations from 1 to 1,000 (short division only); tables continued; reduction from the higher to the lower, and *vice versa*. Practical problems. Conclusion to and from the unit; odd and even; prime and composite numbers.

**ENGLISH LANGUAGE.** *Reading.* Appleton's Second Reader and Supplementary Reading.

*Grammar, Spelling, Composition.* De Garmo's Language Book No. 1; in addition, description of pictures and objects.

*Writing:* Alphabets continued with pen and ink.

**GEOGRAPHY:** 1.—Chicago and its principal divisions (maps).

2.—The most important Streets, Avenues, Boulevards, Parks and Public Buildings; the Stock Yards, City Hall and City Government.

*HISTORY:* Selected biographical sketches of men and women of all nations.

*ART WORK. Free hand Drawing:* From simple casts in lead pencil.

*Modeling:* Simple casts—leaves and ornamental forms.

*MANUAL WORK. Wood Sloyd:* No. 24—40.

*Card Board:* Plane forms, combinations and applications of same. Manual No. 5.

*Sewing (girls):* Plain running, stitching and seaming.

*MECHANICAL DRAWING:* Goes together with mechanical work; every piece is first properly sketched and then drawn (lead pencil).

*MUSIC:* Practice on Intervals in Major scales; sight reading in 2, 3 and 4 part songs; technical terms.

*G YMNASTICS:* Free exercises with and without wands.

#### V GRADE.—Fourth School Year.

*MATHEMATICS. Arithmetic:* Review of VI grade's work and long division. Factoring, Cancellation, G. C. D. and L. C. M. (Divisors and Multiples). Common Fractions.

*ENGLISH LANGUAGE. Reading:* Appleton's Third Reader and Supplementary Reading.

*Grammar, Spelling, Composition:* De Garmo's Language Book No. 1 reviewed and finished; in addition, descriptions of pictures and objects.

*Writing:* As in Grade VI.

*GEOGRAPHY:* Physical Geography; elementary terms; the Chicago River and Lake Michigan; the Illinois and the Mississippi rivers; the State of Illinois.



**HISTORY:** The Period of Discoveries, and Explorations in connection with European affairs; the fifteenth and sixteenth centuries.

**NATURAL SCIENCES.** *Natural History:* Generals about the three natural kingdoms. Comparison and Classification. The Animal Kingdom.

**ART WORK.** *Free hand drawing:* VI grade's work continued.

*Modeling:* VI grade's work continued.

**MANUAL WORK.** *Sloyd:* Nos. 40-60.

*Card Board Work:* Manual No. 6.

*Sewing* (girls). Plain sewing and darning.

**MECHANICAL DRAWING:** As in grade VI, together with manual work.

**MUSIC:** Practice on Intervals continued, also in Minor Scales. Exercises in two part singing; technical terms continued (Mason's Music Charts).

**GYMNASTICS:** Free exercises and Dumb Bells.

#### IV GRADE.—Fifth School Year.

**MATHEMATICS.** *Arithmetic:* Common Fractions completed and reviewed; Decimal Fractions; United States Money; Weights and Measures.

*Geometry:* (Systematically). Planimetry. (Hill's Geometry for Beginners). Many problems selected from W. G. Spencer's Inventional Geometry.

**ENGLISH LANGUAGE.** *Reading:* Appleton's Introductory Fourth Reader and Supplementary Reading.

*Grammar, Spelling, Composition:* De Garmo's Language Book, No. 2.

*Writing:*

**GERMAN LANGUAGE:** Lesefiebel (Weick & Greener) and Conversation

*GEOGRAPHY:* The great Lakes to the mouth of the St. Lawrence River. The Mississippi River from its source to its mouth. Physical Geography in connection (after Huxley's Physiography.)

*HISTORY:* Period of Settlements beginning with the French to the Revolutionary War.

*NATURAL SCIENCES. Natural History:* The Animal Kingdom continued and the Vegetable Kingdom.

*ART WORK. Free hand Drawing* (crayon): Vases of different style, casts, especially ornamental forms; the elements of perspective taught practically.

*Modeling:* Continued from the half-relief.

*Designing:* Exercises in straight lines and combinations.

*MANUAL WORK:* Bench work (wood work), the correct and advantageous use of the simplest and mostly used tools: square, gauge, saw and hammer.

*Sewing* (girls): Sewing continued; making of plain garments and undergarments; free hand drafting. Darning and mending continued; (finer work).

*Wood Sloyd:* Is here united with bench work.

*MECHANICAL DRAWING:* In connection with manual work.

*MUSIC:* Reading by sight; two part songs continued.

*GYMNASTICS:* Exercises with Wands and Dumb Bells continued.

### III GRADE.—Sixth School Year.

*MATHEMATICS. Geometry, Arithmetic:* Rules of three; simple and compound proportion; percentage. ~~Measurements~~ **plane or surface**

measure, square measure; theorems from Hill's Geometry; Spencer's problems (inventional Geometry) continued.

*ENGLISH LANGUAGE. Reading:* Appleton's Fourth Reader and Supplementary Reading.

*Grammar, Spelling, Composition:* De Garmo's Language Book No. 2, completed.

*Writing:*

*GERMAN LANGUAGE:* Erstes Lesebuch. (Weick & Grebner) and Conversation.

*GEOGRAPHY:* America. Elements of Mathematical Geography.

*HISTORY.* The French and Indian Wars; the Revolutionary War to 1789.

*NATURAL SCIENCES. Natural History:* The Animal and Vegetable Kingdom continued and completed. Elementary Mineralogy.

*ART WORK. Free hand Drawing:* Cast Drawing. Life forms and ornamental forms. Crayon.

*Modeling:* Ornamental and life forms in half relief.

*Designing:* Preliminary exercises, in straight and curved lines combined.

*MANUAL WORK:* Bench work continued—planing, joining.

*Sewing (girls):* As in Grade IV.

*MECHANICAL DRAWING:* Projection of surfaces and solids; working drawings for the bench work.

*MUSIC:* As in Grade IV continued.

*GYMNASTICS:* As in Grade IV.

## II GRADE.—Seventh School Year.

*MATHEMATICS. Arithmetic:* Percentage continued; Interest and Discount.

*Geometry:* Solid Geometry; Cubic contents, much practical work; Spencer's problems continued.

*Algebra:* The four fundamental operations; Monomials and Polinomials; Simple equations.

*ENGLISH LANGUAGE: Reading:* Appleton's Fifth Reader and Supplementary Reading.

*Grammar, Spelling, Composition:* De Garmo's Language Book No. 1.

*Writing:*

*GERMAN LANGUAGE:* Zweites Lesebuch and Conversation.

*GEOGRAPHY:* Europe and Asia; Physical Geography; Mathematical Geography continued.

*HISTORY:* U. S. Period of Administration up to date.

*NATURAL SCIENCES: Physics:* By experiments only. Properties and the three states of the matter; physical and chemical changes; extension; impenetrability, adhesion and cohesion, etc. Heat.

*Anatomy:* Dissection and close study of the representatives in various divisions of the Animal Kingdom—beginning with the lowest (knife, scissors and magnifying glass-microscope, used by the pupils).

*ART WORK. Free hand Drawing:* Work of Grade III continued in Crayon and Charcoal.

*Modeling:* As in Grade III.

*Designing:* Parallelism; combination of lines and of geometrical forms; overlapping or interlacing.

*MANUAL WORK.* Wood turning.

*Sewing* (girls): Tailoring system introduced; hand sewing, button holing, darning, etc., continued.

*Cooking* (girls): Lessons 1 to 10 of Boston School Kitchen Text Book.

*MECHANICAL DRAWING:* Sketching of solids—parts of machinery; sketches are then made into finished mechanical drawings.

**MUSIC:** Chromatic tones; reading at sight two and three part songs.

**GYMNASTICS:**

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I Grade.—Eighth School Year.

**MATHEMATICS.** *Arithmetic:* Exchange; Partnership and Alligation.

*Geometry:* Work of Grade II reviewed and continued.

*Algebra:* Factoring. Divisors and Multiples.  
Fractions and fractional equations.

**ENGLISH LANGUAGE.** *Reading:* Selections of the works of Longfellow, Hawthorne, Washington Irving and others.

Evangeline; the Courtship of Miles Standish; Sketch Book; Wonder Book; Grandfather's Chair, etc., together with an outline of American literature.

*Grammar:* General review of matter taught in previous years.

*Composition:* Practical work: formal letters; applications, introductions and recommendations, petitions, business letters, etc.

*Spelling:* Etymological studies.

*Writing:*

**GERMAN LANGUAGE:** Drittes Lesebuch and Conversation.

**GEOGRAPHY:** Africa and Australia. Physical and Mathematical Geography.

Relief Maps.

**HISTORY:** Universal. The most important events of Ancient, Mediæval and Modern History. (Swinton's Outline History of the World.)

**NATURAL SCIENCES.** *Physics:* Light and Sound, Magnetism and Electricity.

*Physiology:* Domestic Hygiene. The human body, skeleton, muscles and fat: muscular exercises;

the skin; bathing; clothing; food and digestion; circulation and respiration; the senses; the voice.

*Anatomy:* Work of Grade II continued, with especial reference to physiology.

*Chemistry:* The most important elements, and selected experiments from Woodhull's Practical Chemistry.

*ART WORK. Free hand Drawing:* From the Antique with charcoal and crayon. Perspective practically taught.

*Modeling:* More difficult ornaments and life forms. Casting in Plaster of Paris.

*Designing:* Elementary forms taken from nature are conventionalized and used for plain designs of surface and border patterns, etc.

*MANUAL WORK:* Wood turning continued. Turning in brass and iron, chipping, filing. Construction of simple philosophical apparatus connected with Physics and Chemistry.

*Sewing* (girls): Tailoring system finished. Dress-making, cutting and fitting. Machine sewing.

*Cooking* (girls): Lessons 10 to 20 of Boston School Kitchen Text Book.

*MECHANICAL DRAWING:* Drawings of philosophical apparatus, of architectural work and of the steam-engine, from their own sketches.

*MUSIC:* As in Grade II.

*GYMNASTICS:*

The pupils of the Ungraded Class receive instruction in the English Language and Arithmetic only; they also participate in Gymnastics and Music; and the girls in sewing.

## PRIZES.

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In life, many things are done with the best of intentions, which not only do not realize the aim sought, but even prove detrimental in every respect to the cause. Educators, above all others, must guard themselves against this danger, for they cannot undo the mischief wrought by their good but mistaken intentions. The painter may rectify the blunders he has made by putting a second coat over the first. But the impression once produced by a teacher cannot be removed, or only with great trouble, by the attempt to place another in its stead. The custom of awarding prizes opens the door far and wide to such fatal consequences.

Good-hearted people and weak-minded school-masters may manage this department of the school in such a manner that the most precious results of the whole year's teaching will be spoiled in 10 minutes, as far as the moral education is concerned. What is the reason that so generous an action and so noble a spirit may turn out so detrimental? It is the illogical conclusion, that, as the bad is punished, the good should be rewarded. This seems to be self evident at the first glance, but is thoroughly wrong when looked at closely. We should do good for its own sake and our children should feel that good conduct, attendance, attention and the subsequent success is a reward in itself. Our children should feel that duties ought to be fulfilled without remuneration. If a mother rewards her child with money or a box of candy because it once told the truth, the child will ever after expect that reward or will not be truthful. Whatever the mother or father may do, the true educator should never allow himself to fall into such a mistake.

And now, some will say, what is wrong with the awarding of prizes in our school? In the first place you reward the child for having done its duty, in the second

place you reward him for the good result shown at the end of the year, for the best success, the highest percentage in scholarship. Who, as a rule, are the pupils that receive these prizes? They are either such pupils as are by nature eminently gifted, are bright and good, to whom study and efforts are unknown, nature and circumstances having blessed them so that the fruit falls ripe into their laps without any effort; or they are children who, because they are not so bright, use all kinds of illegal means to raise their percentage, deservedly low, to the highest. Success, final success, should not be rewarded by prizes, for the reason that the boy may have been lazy and annoying during the whole year and makes up for it the last month by outcramping the industrious and honestly striving friend next to him who tried, from the beginning to the end, to do his duty and to satisfy, not only his teachers and parents but also his own ambition and his conscience. But, whether attained in this manner or not, success alone should never be rewarded.

In the domain of rational education, the result, the visible result, is not the object aimed at, and is seldom the proof of a rational mind; but the way that leads to it, the mental process that takes place, is the main aim and object; so in the awarding of prizes, not the visible result in numbers and figures, but the continuous effort and striving of the weak child, and the honest endeavors of the good child that tries hard to gain the satisfaction of the teachers should determine the decision. The *moral attitude* of the child should be rewarded and not his intelligence.

If prizes are given with this understanding, comprehended alike by the donors and the pupils, then will they be beneficial and become an incentive to each and every one, an encouragement for the weak. The child will soon learn that justice is the root-principle; and nothing higher can be taught to a child than justice. There is something in every human being that is like the power of fire described by the immortal poet: "Wohlthaetig is des Feuers Macht, wenn sie der Mensch bezaemt, bewacht," etc.; this something is ambition. If carefully developed



and watched, it is the leaven that raises men far above the level of the common. If carefully watched and used, ambition is man's most reliable companion and friend; it protects him in many cases, otherwise it consumes and destroys instead of warming and leading on.

It is superfluous to say that we have not distributed our prizes blindly and thoughtlessly, merely following usage and custom. To show their love and appreciation of the work done and to encourage one and all in the task undertaken, were they given by some of our best friends. Our prizes are not awarded to the one who is the most successful in his work; we take into consideration conduct, good behavior; and the child that has not shown this tendency throughout the whole year and has thus not set a good example, to others will not receive this token of love, no matter how high he stands in the accomplishments in any department. We do not want to reward, we want to encourage such children who, though hampered and hindered by family and other circumstances, try to keep pace with the brighter ones, and honestly and sincerely strive and struggle for progress.

Thus it might happen that a child that is very bright and only bright, will not receive a prize; while his neighbor, that modest and conscientious little fellow who, though backward in mental capacities and achievements, actually stands higher than the bright one, will be rewarded. But this does not necessarily deprive the child from receiving prizes. From the sublime to the ridiculous is but one step, and we are not so foolish as to make this step. A bright child may also be a good child and worthy of recognition.

We were pleased to see that these ideas, these ethical principles in education, were appreciated by most of our friends and being so strongly supported by thoughtful men and, women, this task of distributing awards was made considerably easier for us.

With this end in view the prizes were awarded this year, viz.:

## AWARDING OF PRIZES.

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### I. LEON MANDEL'S PRIZES.

1. \$5.00 each—For best Conduct. . . . . ANNIE HARRIS, HARRIS SHAPIRO.
2. \$5.00 each—For earnest efforts in Drawing and Modeling. . . ABE BURKHARD, HARRIS SHAPIRO, ANNIE HARRIS.
3. \$5.00 each—For earnest efforts in Mathematics. ANNIE HARRIS, HARRIS SHAPIRO, ANNIE MISHKUTZ.
4. \$10.00—For earnest efforts in Machine Shop. . . . . ISRAEL GREENBERG.  
\$5.00 each —For earnest efforts in Sloyd Shop. . . JULIUS GILLIS, LINA SHAPIRO.
5. \$10.00—For earnest efforts in Sewing. . . . . ANNIE PLATCHINSKY.  
\$5.00—For earnest efforts in Sewing. . . . . LOTTIE SKALAGOLSKY.
6. \$10.00—For earnest efforts in English. . . . . SAM LIVINGSTONE.  
\$15.00 spent in appropriate books, given to the two best children  
of each of the lower classes.

### II. MRS. SOPHIA ROSENBAUM'S PRIZE.

Gold Medal, for best attendance. . . . . ANNIE PLATCHINSKY.

### III. MRS. E. MANDEL'S PRIZE.

\$25.00—Appropriate literature, given to pupils of all classes for good attendance.

### IV. HON. SIMON WOLF'S PRIZE.

Gold Medal, for the most earnest and industrious worker (boy).

HARRIS SHAPIRO.

Gold Medal, for the most earnest and industrious worker (girl).

ANNIE HARRIS.

### V. LAURA BAMBERGER'S PRIZE.

Gold Medal, for the most earnest worker in Drawing. . ISRAEL GREENBERG.

### VI. YOUNG MEN'S PRIZES.

\$20.00—Appropriate literature, given to the best and most earnest pupils of classes II., III., IV. and V.

## GRADUATES.

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Berman, George.

Harris, Annie.

Bernstein, William.

Lane, Bertha.

Burkhard, Abe.

Langert, Rosie.

Greenberg, Israel.

Livingstone, Stella.

Kraus, Arnim.

Mishkutz, Annie.

Livingstone, Samuel.

Nathan, Annie.

Shaudinishky, Conrad.

Newman, Annie.

Shapiro, Harris.

Platchinsky, Annie.

Weinstein, Robert.

Skalagolsky, Lottie.

Respectfully submitted,

G. BAMBERGER,

CHICAGO, July 1st, 1893.

*Superintendent.*

## REPORT OF THE TREASURER.

*To the Directors and Members of the Jewish Training School:*

LADIES AND GENTLEMEN:—I beg to submit herewith my report as Treasurer for the past year, from May 10, 1892 to May 9, 1893, inclusive.

### RECEIPTS.

Balance on hand as per last report . . . . .	\$ 3,130 20	
Receipts from May 10, 1892 to May 9, 1893 . . . . .	34,730 98	
		\$37,861 18

### DISBURSEMENTS.

Paid by Vouchers 723 to 844, both inclusive . . . . .	\$35,721 62	
Balance on hand . . . . .	2,139 56	
		\$37,861 18
Outstanding Vouchers 840 and 845.		

### INVESTMENTS.

No. 3. Note and Trust Deed, 7%, due Feb. 16, '95.	\$ 600 00	
" 4. " " " " 6%, " Nov. 26, '93.	5,000 00	
" 5. " " " " 6%, " Jan. 10, '94.	2,500 00	
" 6. " " " " 6%, " Feb. 4, '95.	5,000 00	
" 8. " " " " 7%, " Dec. 29, '95.	1,000 00	
" 9. " " " " 7%, " Oct. 19, '96.	1,000 00	
" 10. " " " " 6%, " Apr. 29, '95.	2,000 00	
" 11. " " " " 6%, " Apr. 4, '94.	2,000 00	
" 12. " " " " 6%, " Mch. 23, '97.	5,500 00	
" 13. " " " " 6%, " Feb. 20, '95.	5,000 00	
" 14. " " " " 6%, " June 13, '97.	7,000 00	
" 15. " " " " 7%, " Mch. 14, '95.	500 00	
" 16. " " " " 6%, " Apr. 3, '96.	2,000 00	
		\$39,100 00

### INSURANCE.

Hartford Steam Boiler & Accident Insurance Co. . . . .	\$10,000 00
Rockford Insurance Co. . . . .	3,000 00
Phoenix Insurance Co., Brooklyn. . . . .	3,000 00
Rochester German Insurance Co. . . . .	5,000 00
North British & Mercantile Insurance Co. . . . .	5,000 00
Hamburg & Bremen Insurance Co. . . . .	5,000 00
London & Lancashire Insurance Co. . . . .	5,000 00
The Traders Insurance Co., Chicago. . . . .	5,000 00

*Carried forward, \$41,000 00*

<i>Brought forward</i> , \$41,000 00	
The Merchants Insurance Co., Newark, N. J. . . . .	2,500 00
Continental Insurance Co., New York . . . . .	2,500 00
Hamburg & Bremen Insurance Co. . . . .	2,000 00
	<hr/>
	\$48,000 00
On Buildings and Furniture . . . . .	\$38,000 00
On Boilers, Etc. . . . .	10,000 00

Very Respectfully,

LEO FOX, *Treasurer.*

Correct.

S. T. D LEE. } *Finance Committee.*

## REPORT OF COMMITTEE ON BUILDINGS AND GROUNDS.

CHICAGO, May 9, 1893.

*To the Directors of the Jewish Training School:*

LADIES AND GENTLEMEN:—The expenditures on buildings during the past year have been as follows:

1892.

May 25.	H. W. Johns Man'f'g Co., covering, breaching and hood..	\$ 18 00
June 30.	Chicago Engineer Supply Co., repairs on boiler.....	5 87
Sept. 21.	M. Grusin, painting, calcimining, etc.....	778 95
Oct. 7.	A. W. Bensinger, plumbing.....	30 82
“	Wheeler Bliss Manufacturing Co., 2 Fidelity indicators...	14 00
“	Knisely Bros., roofing brick cottage.....	42 34
Oct. 14.	A. H. Loomis Lumber Co., lumber.....	27 72

1893.

Jan. 5.	Richard Brown, repairs of chimney, etc. (cottage).....	4 50
“	B. Berseeki, gaspipe. ....	5 00
March 2.	Model Vegetable Boiler Compound Co., repairs of boiler..	6 50
“	L. H. Prentice Co., Steamfitting.....	10 40
April 6.	A. W. Bensinger, plumbing.....	43 92

Total....\$988 02

Respectfully submitted,

HENRY L. FRANK,

*Of Committee on Buildings and Grounds.*

## REPORT OF THE FINANCIAL SECRETARY.

*To the President and Board of Directors of the Jewish Training School, of Chicago:*

LADIES AND GENTLEMEN:—I submit herewith my report for the year, beginning May 11, 1892, and ending May 9, 1893, inclusive:

### GENERAL FUND.

Balance credited to Fund at last Report.....\$5,592 76

#### RECEIPTS.

Interest—Investments.....\$1,937 00

Treasurer's Balance.. 63 25

Rebate on Loan..... 35 00

Rebate on Loan..... 10 00

\$2,045 25

Young Men's Hebrew Charity Association..... 4,000 00

Young Men's Hebrew Charity Association Picnic... 800 00

Baron De Hirsch Fund..... 1,500 00

Jochannah Lodge, for Evening School..... 870 00

Albert H. Wolf ..... 500 00

Rent..... 158 00

Mrs. Elise Frank ... 100 00

Leon Mandel, for Prizes..... 100 00

Mrs. I. Wedeles..... 100 00

Children's Fair..... 1,000 00

Children's Fair, for Charity Fund..... 156 08

Mrs. Nathan Friend..... 100 00

Isaiah Lodge, F. S. of I..... 104 00

"Sinai" Sunday School Graduating Class, 1892... 60 00

"Zion" Young Girls' Sewing Society..... 50 00

North Side Auxiliary to Training School..... 50 00

B. Neu ..... 50 00

Cash ..... 50 00

Lazarus Silverman ..... 25 00

Samuel Stein ..... 25 00

Henry Solomon ..... 25 00

Jacob Strauss..... 25 00

Hattie Lepman and friends, for Library..... 48 00

*Carried forward, \$11,941 33 \$5,592 76*

<i>Brought forward</i> , \$11,941 33		\$5,592 76
Excelsior Literary Society.....	21	00
North Star Club. ....	15	00
I. Frankel, Oskaloosa, Iowa.....	10	00
J. W. Helmer .....	10	00
Mrs. A. Strauss .....	10	00
Henry Baker, Cleveland, O.....	10	00
Mr. Mayer, St. Joseph, Mo.....	5	00
"Sinai" Sunday School, Class II.....	9	35
S. Mayer .....	5	00
J. Wiener, New York.....	5	00
Pansy Club.....	5	35
"Bnai Sholem" Sunday School Graduating Class, '92.	5	75
Webster Literary Society.....	8	00
J. T. Bailey.....	5	00
Milton J. Foreman .....	5	00
"Zion" Sunday School, Class II.....	2	75
Charity Box... ..		90
Dues from members.....	8,265	50
	<hr/>	\$20,339 93
		<hr/>
		\$25,932 69

## DISBURSEMENTS.

Salaries to Prof. Bamberger, Teachers, etc. ....	\$16,711	00
Salaries for Evening School.....	785	00
Painting, etc., of building.....	778	95
W. H. Johns Mfg. Co.....	18	00
A. W. Bensinger.....	74	74
Boiler Compound Co.....	6	50
Chicago Engineer Supply Co.....	5	87
Wheeler-Bliss Mfg. Co.....	14	00
Knisely Bros.....	42	34
L. H. Prentice Co.....	10	40
Richard Brown.....	4	50
H. Pabinsky.....	5	00
Garlock Packing Co.....	5	00
Van Auken Steam Co.....	4	90
Exhibit Case for World's Fair.....	24	50
Work on Exhibit at World's Fair.....	16	62
Gas .....	177	83
Coal .....	948	94
Leon Mandel Prizes .....	100	00
Printing Reports.....	109	50
Financial Secretary.....	100	00
Printing, Stationery, Stamps, etc .....	147	37
Accrued Interest on Loan.....	71	16

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*Carried forward*, \$20,162 12



*Brought forward, \$20,162 12*

Removing Ashes.....	46 00	
Commission for Collecting Dues.....	36 60	
Boiler Inspector.....	4 00	
Insurance.....	12 00	
City Directory.....	7 50	
Tuning Piano.....	4 00	
Jewish Courier.....	4 00	
Groceries.....	6 75	
"Library" Purchases.....	72 95	
Charity Fund, expenditures.....	35 25	
Sundry Expenses.....	159 38	
School Supplies,—		
Drawing Materials, Paper, etc. \$237 68		
School Books.....	176 32	
Encyclopedia.....	35 00	
Tools.....	66 50	
Dry Goods.....	92 42	
Lumber.....	130 24	
Imported Materials.....	34 82	
Sundry Supplies.....	48 34	
		\$ 821 32 \$21,371 87
Balance.....		\$ 4,560 82
Less amounts charged to Building Fund, as per last report, which should have been charged to General Fund.....		\$ 1,441 04
Balance to Credit of General Fund.....		\$ 3,119 78

### SINKING FUND.

Balance credited to Fund at last report..... \$ 6,600 00

#### RECEIPTS.

Henrietta Rosenfeld.....	\$10,000 00	
Leon Mandel Prize Fund.....	2,000 00	
Godfrey Snyderacker Fund.....	2,000 00	
Regina Mayer Fund.....	500 00	
		\$14,500 00
		\$21,100 00

#### DISBURSEMENTS.

Investments.....	\$14,500 00
Balance Credited to Fund.....	\$ 6,600 00

### BUILDING FUND.

Overdrawn, as per last Report.....	\$ 9,062 56
Less amounts charged to Building Fund, as per last Report, which should have been charged to General Fund.....	1,441 04
Building Fund overdrawn.....	\$ 7,621 52

## SUMMARY.

Balance in hands of Treasurer, last report.....\$ 3,130 20

## RECEIPTS.

General Fund .....	\$20,339 93	
Sinking Fund.....	14,500 00	
		<hr/> \$34,839 93
		<hr/> \$37,970 13

## DISBURSEMENTS.

As per Vouchers No. 723 to 845 inclusive:

General Fund.....	\$21,371 87	
Sinking Fund, invested .....	14,500 00	
		<hr/> \$35,871 87

Balance in hands of Treasurer .....\$ 2,098 26

Balance Credited General Fund.....	\$3,119 78	
“ “ Sinking Fund. ....	6,600 00	
		<hr/> \$ 9,719 78

Overdrawn. Building Fund.....	7,621 52	
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Cash Balance.....	\$ 2,098 26
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Investments.....	39,100 00
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Total Cash and Investments.....	<hr/> \$41,198 26
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Respectfully submitted,

HERMAN HEFTER,

*Financial Secretary.*

Approved:

HENRY GREENEBAUM,

*Chairman Finance Committee.*

# LIST OF MEMBERS.

## FOUNDER MEMBERS.

Leon Mandel.....	\$ 20,000	Emanuel Mandel.....	\$ 5,000
Max A. Meyer.,.	10,000	Chas. H. Schwab .....	5,000
H. N. Higinbotham.....	5,000	Young Men's Hebrew Charity	
H. A. Kohn .....	5,000	Association.....	21,300

## LIFE MEMBERS.

Austrian, Joseph.....	\$ 500 00	Liebenstein, Jacob.....	\$ 500 00
Bensinger, M.....	500 00	Mayer, Levy.....	500 00
Barbe, Martin .....	500 00	Mayer, Leopold.....	500 00
Cohn, Bernhard.....	500 00	Mandel, Simon.....	500 00
Cahn, Chas .....	500 00	Mandel, Mrs. Simon.....	500 00
Foreman, Gerhard .....	500 00	Meyer, Max A.....	500 00
Foreman, Mrs. G.(memory of)	500 00	Rosenfeld, Mrs. Henrietta..	2,000 00
Frankenthal, E.....	500 00	Rosenbaum, Joseph.....	500 00
Frank, Henry L. ....	500 00	Rosenbaum, Morris.....	500 00
Frank, Mrs. H. L.....	500 00	Rothschild, Baron Edmond de	500 00
Frank, Louis E.....	500 00	Silverman, Lazarus .....	500 00
Kuppenheimer, B.....	500 00	Stein, Charles .....	500 00
Kuppenheimer, L. B., in		Stein, Mrs. Babette .....	500 00
memory of Blanche Kup-		Straus, Matthias, Estate of..	500 00
penheimer .....	500 00	Snydacker, G... ..	500 00
Loeb, Adolph.....	500 00	Wedeles, Mrs. Isaac....	500 00
Loewenthal, Berthold.....	500 00	Wampold, Louis.....	500 00
Loewenthal, Mrs. Berthold..	500 00	Wallach, D.....	500 00

## PATRON CONTRIBUTORS.

American Cutlery Co.....	\$ 25 00	Bergman, Alex.....	\$ 25 00
Arnstein, E.....	25 00	Bensinger, Mrs. M.....	25 00
Arnheim, B.....	100 00	Beifeld, Jos. ....	100 00
Adams, Moses.....	25 00	Bissinger, B.....	25 00
Austrian, Mrs. Sol.....	25 00	Buxbaum, E.....	25 00
Abt, Levi.....	25 00	Bloch, Abr.....	25 00
Born, M.....	25 00	Cahn, Jos.....	25 00
Beifeld, Morris.....	25 00	Cahn, Ben. R.....	25 00
Barnard, H.....	25 00	Davis, Mrs. L. D. ....	25 00

De Lee, Sol. T. . . . .	5 25 00	Kapperl, A. . . . .	\$ 25 00
Dreyer, E. S. & Co. . . . .	100 00	Klein, L. . . . .	25 00
Einstein, M. . . . .	25 00	Klein, Simon. . . . .	25 00
Elson, H. . . . .	25 00	Kiss, F. . . . .	25 00
Eisenstaedt Bros. . . . .	25 00	Kraus, Adolph. . . . .	25 00
Engel, B. . . . .	25 00	Kline, Sam. J. . . . .	25 00
Eisendrath, W. N. . . . .	25 00	Kahn, Felix. . . . .	25 00
Friend, N. & Co. . . . .	25 00	Kantrowitz, Gus. . . . .	25 00
Foreman, E. G. . . . .	25 00	Keefer, L. . . . .	25 00
Foreman, O. G. . . . .	25 00	Kohn, Harry D. . . . .	25 00
Frank, Henry L. . . . .	100 00	Karger, S. . . . .	50 00
Foreman, H. G. . . . .	25 00	Kohn, E. A. . . . .	25 00
Fox, Leo. . . . .	50 00	Kuh, Henry. . . . .	25 00
Fox, Mrs. Leo. . . . .	50 00	Kuh, Julius. . . . .	25 00
Florsheim, Simon. . . . .	25 00	Loeb, Adolph. . . . .	25 00
Felsenthal, H. . . . .	25 00	Laudauer, H. . . . .	25 00
Felsenthal, E. B. . . . .	25 00	Loewenstein, L. . . . .	25 00
Falker, H. . . . .	25 00	Livingston, Isaac. . . . .	25 00
Freudenthal, Jos. . . . .	25 00	Lehman, Mrs. H. . . . .	25 00
Florsheim, Mrs. Simon . . . .	25 00	Loeb, Julius . . . . .	25 00
Frankel, Jos. . . . .	25 00	Loeb, Leo. A. . . . .	25 00
Franks, Jacob . . . . .	50 00	Lieberman, A. . . . .	25 00
Foreman, M. J. . . . .	25 00	Loewenthal, B. . . . .	25 00
Frank, I. M. . . . .	25 00	Loewenthal, Berthold. . . . .	100 00
Fischer, Mrs. S. M. . . . .	25 00	Mayer, M. Harry. . . . .	25 00
Greensfelder, I. . . . .	25 00	Meyer, Isaac. . . . .	25 00
Gimbel, M. . . . .	25 00	Mergentheim, B. . . . .	25 00
Guthman, Sol. . . . .	25 00	Manheimer, Mrs. M. . . . .	25 00
Gottlieb, A. . . . .	25 00	Meyer, Mrs. Max A. . . . .	25 00
Gatzert, J. L. . . . .	25 00	Moses, Adolph. . . . .	25 00
Gatzert, Mrs. J. L. . . . .	25 00	Moses, Mrs. Adolph. . . . .	25 00
Greenebaum, Michael . . . . .	25 00	Mayer, Nathan. . . . .	25 00
Greenebaum, Henry. . . . .	25 00	Marx, M. . . . .	25 00
Greenebaum, Mrs. Henry. . . .	25 00	Morgenthau, L. . . . .	25 00
Greenebaum's Sons. . . . .	100 00	Morris, Louis. . . . .	25 00
Goodman, Mrs. Hugo. . . . .	54 00	Mayer, Isaac H. . . . .	25 00
Hochstadter, S. . . . .	25 00	Mandel, E. . . . .	100 00
Hart, Harry. . . . .	25 00	Meyer, Edwin. . . . .	25 00
Hirsch, Emil G. . . . .	25 00	Max, Geo. L. . . . .	25 00
Hart, Abr. . . . .	25 00	Nathan, Herman. . . . .	25 00
Hahn, H. F. . . . .	25 00	Newman, M. . . . .	25 00
Hoffman, E. . . . .	25 00	Nast, David. . . . .	50 00
Hart, Max. . . . .	25 00	Northwestern Iron & Steel Co. .	25 00
Hiller, Gus. . . . .	25 00	Nathan, Marks. . . . .	25 00
Haas, Chas. . . . .	25 00	Newman, Jacob. . . . .	25 00
Hirsch, M. M. . . . .	25 00	Opper, Phillip. . . . .	25 00
Hesing, A. C. . . . .	25 00	Oberndorf, L. . . . .	25 00
Hart, H. N. . . . .	25 00	Pam, Max. . . . .	25 00

Pfaelzer, Daube & Cohn.....	\$ 25 00	Spitz, S. ....	\$ 25 00
Powell, Leopold.....	25 00	Silverman, Chas.....	25 00
Rosenwald, Lessing.....	25 00	Strauss, L. ....	25 00
Rosenthal, Julius.....	25 00	Stein, Sidney.....	25 00
Rosenfeld, Mrs. M.....	25 00	Selz, Morris ..	25 00
Rothschild, S. M.....	25 00	Selz, Mrs. Morris ..	25 00
Rothschild, Mrs. J. A.....	25 00	Schnadig Bros.....	25 00
Rubel, R.....	25 00	Steele, Henry B.....	25 00
Rose, Edw. ....	25 00	Siegel, F.....	25 00
Rosenberg, Julius.....	25 00	Snydacker, Jos. G.....	25 00
Rothschild, A. M.....	25 00	Schram, J.....	25 00
Rosenbaum, Mrs. M. ....	25 00	Shaffner, Chas.....	25 00
Rosenberg, Bern.....	25 00	Schwab, Henry.....	25 00
Rosenberg, Jacob.....	200 00	Stettauer, Mrs. C. S.....	25 00
Rosenbaum, Jos.....	100 00	Snydacker, A. M.....	25 00
Rosenbaum, M.....	100 00	Strauss, Abr.....	25 00
Stein, Ignatz.....	25 00	Strauss, Mrs. A.....	25 00
Steele, Mrs. Max.....	25 00	Schram, Louis ..	25 00
Schlesinger, T.....	25 00	Slimmer, A.....	100 00
Stein, Ph.....	25 00	Schoninger, B.....	25 00
Schmaltz, N. J. ....	25 00	Ullman, L.....	25 00
Snydacker, Mrs. G.....	25 00	Wolf, H.....	25 00
Schaffner, Herman & Co....	100 00	Witkowsky, C.....	25 00
Schaffner, Jos.....	25 00	Wolff, Max.....	25 00
Schlesinger, Mrs. L.....	25 00	Wolff, Isaac.....	25 00
Spiegel, Mrs. Jos.....	25 00	Wolfsohn, Carl.....	25 00
Spiegel, Jos.....	25 00	Wedeles, Isaac.....	50 00
Schlesinger, L.....	25 00	Wolff, Albert H. ....	25 00
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