

FIFTH

ANNUAL REPORT

OF THE



JEWISH TRAINING SCHOOL



OF CHICAGO

FOR

1893-94



CHICAGO

TOBY RUBOVITS, 180-182 MONROE STREET

1894

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OF THE
JEWISH TRAINING SCHOOL
OF CHICAGO
FOR
1893-94

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*Appointed by the President in place of Charles Shaffner, resigned.

*Appointed by the President in place of Leon Mandel, resigned.

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1893-94

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FOR 1893-1894

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MISS LAURA EBEL, Directress

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Miss MARGUERITE WOODWORTH, Class 4	

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Mrs. HANNAH OHMAN-BARR, Class 5 ^a	Miss EMILY M. BLOCH, Class 7
Miss HARRIET SHEETS, Class 6	Miss CELIA WEILER, Class 8
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Mr. GEO. ROSS, Workshop, Laboratory, Mechanical Drawing
Mr. BENNIE PLATCHINSKY, Assistant Sloyd
Miss LOUISE HELLER, Needlework and Dressmaking
Miss SARAH BERNSTEIN, Assistant Needlework
Mrs. WALTER FISHEL, Modeling and Designing
Miss FANNIE CROOKS, Free-Hand Drawing
Miss ANTOINETTE BELITZ, Gymnastics
Mrs. HANNAH OHMAN-BARR, Vocal Music
Miss CELIA WEILER, German
Dr. SAMUEL L. WEBER, School Physician and Teacher of Physiology
Miss ERNESTINE HELLER, Secretary
Mr. MATHEWS FISHER, Janitor
Mr. ALFRED ROSE, Engineer

SIXTH ANNUAL REPORT
OF THE
EXECUTIVE BOARD
OF THE
JEWISH TRAINING SCHOOL
OF CHICAGO, ILLINOIS.

To the President and Members of the Jewish Training School:

Every year furnishes stronger and more convincing evidence of the necessity and utility of the Jewish Training School. Its founders and members have not made a mistake. The School supplies an imperative social and pedagogical want, and faithful to the highest interests of our city and our country is everyone who helps support it.

This is not a parochial institution. Questions of religion are never broached and the pupils are taught loyalty to none other than the American government. We are in no wise inimical to the public school. On the contrary, we support the Jewish Training School because of our deep attachment to the public school system. We make these sacrifices in obedience to our conviction that the public school is intended for all creeds, nationalities and conditions, and must, under no circumstances, be adapted to the special needs of any one religion or any one class of natives or immigrants.

Where special needs do exist, let them be supplied by those upon whom the burden of responsibility rests heaviest. Such an abnormal condition prevails in the Russian-Jewish ghetto in our midst, and we have simply accepted the duty of alleviation, which a common history and a common religion impose upon us and not upon the city.

It is well known that however wretched and repulsive past environment has been, it confers upon its victims the desire to seek or create the same environment elsewhere. "Das eben ist der Fluch der boesen That dass sie fortwaehrend Boeses muss gebaeren." One sin entails another. The ghetto into which cruel persecution has forced the Jew in ages past, he re-establishes for himself, even where he has perfect freedom of domicile. The new-comers naturally seek residence beside their countrymen and co-religionists, and the result here has been, that in less than twenty years more than 20,000 persons of like temperament, habits, religion, language and nationality have settled in one small section of our city to the gradual exclusion of all those who differed from them in religion and nationality. They are American citizens, but they converse in a foreign tongue. They are Chicagoans, but they have the habits of the Pale. They exercise the right of suffrage, but they are most familiar with the institutions of an absolute government. As immigrants, they reside in the midst of a new nation, but they form no integral part of it, because they are not spiritually welded to it.

This is certainly not a happy condition of things; yet, it has been demonstrated that the public schools can do next to nothing towards the extinction of the spirit that creates and maintains this ghetto. More radical measures and more specific remedies are necessary than they are allowed to apply to these abnormal symptoms. A training school is needed that will go

to the root of the disease and work towards a systematic but tolerant extirpation of the Jargon that transplants to this free and hospitable country the baneful seeds of intolerance and oppression. A training school is needed that will make hateful the corrupted language, wretched surroundings and abominable pedagogical methods of the "Cheder," which perpetuates the evil inheritance of persecution. And even did the public schools of the district possess the adequate seating capacity, which they do not—it has been authoritatively stated that over 3,000 children in that section of the city cannot attend school owing to the lack of school room—we would still need a Jewish Training School in the ghetto to prepare the young for new branches of industry. As a result of centuries of persecution, the Russian Jew has a bias for petty mercantile pursuits and is indifferent to manual labor, or if he does apply himself to manual labor "the sweater claims his stunted growth, his untiring perseverance and his technical ignorance." But the Russian Jew is deserving of a better lot. He whose ancestors have for centuries diligently cultivated the intellect from tender youth through hoary old age, he who has been through the fiery furnace of adversity, he who has displayed a heroic devotion to principle which is the "nearest approach to a grandiose miracle that has been vouchsafed to this unbelieving generation," he is capable of a happier and more useful existence than crying in our alleys for old rags or eking out a soul-crushing existence in the "sweat-shops."

A close and impartial student of our ghetto has observed that "no class of immigrants has as high qualifications as the Russian Jew. A larger proportion of useful citizens will be found among them than any other nationality, if they are offered needed opportunities." The public school, however well equipped, cannot offer these opportunities. A Jewish Training

School is required that will utilize the potential merits and virtues of these Jews and will again imbue them with the proper appreciation of skilled manual labor, of which persecution robbed them, and will once more impart strength to their arms and cunning to their fingers. Then need they not become "the scape-goats of commercialism" and the beneficiaries of our relief societies. A hundred industries will be open to them; and cast upon their own resources and thrown among all classes of people, they, themselves, will grow impatient under the self-imposed restrictions of the ghetto and become more of Americans, less of foreigners. They, themselves, will drive the nails into the coffin of their ghetto.

We feel confident that the methods of the Jewish Training School will effect a social regeneration. Broader fields of industrial activity are being opened to the children of the ghetto; they are growing ashamed of the Jargon; and are getting to hate the dark, stuffy rooms and the unscientific methods of the "Cheder." They want to be identified with unhyphenated Americans and that is the surest seal to the ghetto's fate.

Even if we do not fully succeed in this endeavor, the mere attempt to obliterate the foreign national distinctions that tend to perpetuate themselves in our metropolitan cities and thus retard the development of a national unity, is worthy of the most patriotic citizenship. Yet this is not the only claim our School has upon your patriotism. We are teaching the whole country, yea even Europe, a new experiment in primary education. Our World's Fair exhibit has awakened international interest in our pedagogical system. Our School was visited during the past year by A. G. Lane, superintendent of schools of Chicago; H. R. Robinson, principal of the English High and Manual Training School; Sophia Durham, special teacher of drawing; Mark L. Crawford, superintendent of the House of Correction; O. L. Dudley and Mrs. U. L. Harrison of

the Agricultural School at Glenwood; and the Brother Adjutor of the La Salle Institute; and it is not at all unlikely that our School will re-act for good on some of the rather unsatisfactory methods at present pursued in our city and county schools. In fact, Prof. Lawrence, chairman of the Association of Superintendents and Principals of Cook County, writes: "I have read carefully and with great interest the annual report of your School and also your plan of study. Let me add that I am thoroughly converted to your theory of education and wish our public schools might be re-organized upon the basis which you advocate."

Our School system was also critically investigated by Gustav Larsson, principal of Sloyd, at Boston; Mrs. Antoinette Miller, secretary of the Western Drawing Teachers Association; Miss Gertrude Corwin, instructor in Cooking and Sewing in the public schools of Menominee, Wis.; Charles A. Bennett of the Department of Mechanic Arts in the Teachers College, N. Y.; Miss Isabella King of the Argentine Republic; Raphael George Levy, professor of the School of Oriental Sciences, Paris; Eugene Martin and A. Bilmont, French Delegates to the World's Fair; Ulrich Hug of Zurich, Switzerland; and Eugraphen Kovalersky and Prince Wolkonsky, representatives to the World's Fair of the Russian Ministry of Public Instruction; and we have every reason to be proud of their testimony to the worth of our School. Mr. Hug writes that in consequence of his report of our methods, the teachers of Zurich, almost ready to abandon manual training as a failure, unanimously and enthusiastically resolved to adopt our system and they sent for a complete set of our models. And Mr. Kovalersky writes: "I have received with the keenest pleasure your interesting and precious collection of manual training models, and in the name of the Russian Minister of Public Instruction, I beg you to accept an expression of his profound gratitude as

well as my personal thanks. The objects which you were kind enough to send us are combined in a very skillful manner and present a systematic and original collection which will certainly be very much admired by Russian teachers."

How strange if Russia and Switzerland, the very countries which are now imposing such unjust restrictions upon the Jews, should be humiliated into confessing their obligations to Jews for an improved system of public instruction!

Our School is bound to extend its influence far and wide. We have not builded in vain. Our money and our energy have been wisely spent. We are not supporting a luxury, we are satisfying a pedagogical as well as a social necessity. We are not making paupers, we are training self-supporting men and women. We are not unpatriotic, we are conferring upon our city and our country an unmistakable service.

Primarily this success is due to Prof. Bamberger, our efficient Superintendent. Possessed of rare pedagogical ability, he also brings to his labors the zeal of an enthusiast and the conscientiousness of a saint. We are under profound obligations to him, or as Dr. F. W. Gunsaulus, president of the Armour Institute, puts it, "I thank God that you (Prof. B.) are in Chicago. I cannot but feel that you are giving the public a long-felt want, and I rejoice with the multitude that such an institution (J. T. S.) is in our midst." Inspired of the same love for the work are the teachers who take a personal interest in all the pupils under their charge. They frequently consult with the parents and visit their homes in order to familiarize themselves with the special requirements of each pupil. Many a time during the past distressful winter did they also go as messengers of relief into homes where poverty was revealed by the hunger, nakedness or sickness of the children. We herewith acknowledge with our thanks the efficiency of their

service. Their success is the best testimonial to their conscientiousness. Whoever enters the School now would scarcely believe that these clean, quiet, polite, affable, skillful, interested pupils are the unruly, unkempt, unpolished, clumsy, listless children that were enrolled four years ago. The transformation is astounding; but our ideal is still far from realization.

We are now ready for the *trade school*. The children of the highest classes have received sufficient all-around training to reveal the vocation in life for which they are by nature best endowed. In many pupils have we discovered rich hidden talents, and a golden opportunity for usefulness lies open to the philanthropist who will equip the school that will bring these talents to a blessed fruitage. We own the land on which to erect the building. Will not someone avail himself of this exceptional chance of using his wealth to bestow upon the children of his less fortunate brethren, the means of earning a useful, independent, happy livelihood?

We are also sadly in need of a *gymnasium*. Physical development is one of the most urgent requirements of our children. Born of weak parents, reared in overcrowded quarters, dwelling in unsanitary homes, oft-times insufficiently nourished, they are prone to be feeble and stunted, and are rendered unfit for occupations that require much muscular exertion. They need gymnastic exercise as much as they need arithmetic. Our present hall is altogether inadequate for the purpose. Two thousand dollars will erect and furnish a splendid building that may be used both as a gymnasium and an assembly hall. Who will supply the money and see the building erected in the near future?

On the surface the financial secretary's report, showing an increase in the endowment-fund of \$2,100, and a balance in the treasury of \$5,240.79 appears to be a most favorable one. A careful study of the report will, however, disclose the fact that the School is as yet

on anything but a sound financial basis. Our budget called for \$21,000, our fixed revenue was less than \$10,000. This deficiency of \$11,000 in our income caused us much anxiety during the year, and several times it looked as if we would be obliged to close the School before the end of the school-year. Had not our friends gallantly come to the rescue with a minstrel show, ours would have been the humiliation of dismissing the children and annulling the contracts with our teachers. Yet, the very same condition of things confronts us the coming year. We cannot possibly manage our School efficiently with less than \$21,000, which, not including repairs, is only 16 cents per pupil more than it costs to run the public schools, though they have many times more pupils, do not furnish free supplies and do not require so many special teachers. Our income from interest the coming year will be about the same as it was this year. Our income from membership dues will, from present prospects, be less. Though we gained 45 new members we lost 109, who, for one reason or another, refused to pay their dues the last year. We cannot, therefore, figure definitely on an income of even \$10,000.

At a special meeting held Oct. 16, 1893, the Executive Board was unqualifiedly denied the right of drawing upon the endowment-fund for the payment of current expenses. After three or four months we shall then be in desperate straits again. Whence must come our help? From our friends, for the Training School has friends. During the past year they donated into our treasury \$15,380.73, a handsome sum considering the stringency of the financial market. Again we express to all these donors our heartfelt appreciation of the practical manner in which they have manifested their interest in the cause of education we represent. We are grateful to the heirs of Leopold Loewenstein for \$3,000; to Mrs. Max Rothschild for \$1,000; to the memory of Charles

Kozminski for his bequest of \$500; to Mrs. B. Steele for \$100; to Leopold Mayer for \$100; to Louis Mayer for \$100, in memory of his wife Sarah Mayer; as well as to the many others who remembered us with smaller sums, especially to the children to whom we are indebted for contributions amounting to \$253.32. We are also under deep obligations to the Dispensary for valuable assistance rendered our children in cases of emergency; to the United Hebrew Charities for shoes and clothing; to the Hebrew Ladies Aid Society of La Porte, Ind., for \$25; to the North Side Ladies Training School Auxiliary for \$81; to the Traveler's Relief Association for \$80; to the Concordia Club for \$75; to the Baron de Hirsch Fund Trustees for \$2,000; to the Young Men's Hebrew Charity Association for \$4,050; and to the many who contributed to the astounding success of the minstrel show, for \$4,381.68.

The Training School, thus, has warm friends; let them come to the rescue. To succeed the nine directors whose office expires to-night, *viz.* Mesdames Barbe, Spiegel, Mayer and Loewenthal and Messrs. Greenebaum, DeLee, Stolz, Milton J. Foreman (appointed in place of Charles Shaffner, resigned), and Dr. E. G. Hirsch (appointed in place of Leon Mandel, resigned), elect active men and women, if possible, representatives from all sections and all congregations of the city. Enlist the co-operation of your neighbors and friends. Instead of 500 we ought to have 1500 contributing members, so as not to be obliged always to stand before the community in the attitude of a beggar and a bankrupt. We ought not to be compelled to sell tickets to pay the salaries of our teachers. The cause deserves better of the community. We have espoused the mission of improving primary education, let it not suffer from our lethargy. We have undertaken to improve the ghetto, let no failure be scored against us

merely because of our indifference. Both objects merit our allegiance and our wealth; let us give them unstintedly! The future will then be ours.

JOSEPH STOLZ,

Secretary.

CHICAGO, May 8, 1894.

REPORT OF THE SUPERINTENDENT.

To the President and Members of the Jewish Training School.

LADIES AND GENTLEMEN :—

It affords me great pleasure to submit to you the Fifth Annual Report of the Jewish Training School.

School opened on Monday, September 4th, 1893, with all the teachers present, and closed on June 28th, 1894.

On the following days the school was closed :

1893 — Sept. 12th and 13th; Rosh Hashanah—2 days.

Sept. 20th; Yom Kippur—1 day.

Sept. 25th; Succoth—1 day.

Oct. 2d; Succoth—1 day.

Oct. 9th; Chicago Day—1 day.

Dec. 23d to Jan. 3d; Winter Vacation—10 days.

1894 — Feb. 22d; Washington's Birthday—
1 day.

Apr. 23d to May 2d ; Spring Vacation (Pesach)—
7 days.

May 29th, Decoration Day—1 day.

June 11th; Schevuoth—1 day.

The legal holidays: Thanksgiving Day, Decoration Day, Lincoln's Birthday and Washington's Birthday

were appropriately celebrated. Efforts were made in all the classes, even in the Kindergarten, to arouse that patriotic sentiment, that love for our country and its institutions, which is so very necessary for our pupils.

The dates upon which the Jewish holidays fell this year were not favorable to the School. We utilized every chance, however, and taught the children on the days before and after the holidays and on Chol-Hamoed. The parents, especially the recent immigrants, are accustomed, so it seems to me, to keep their children at home one or two days, both before and after the holidays. We always fought, and this year successfully, against this unmodified custom. We did even more; we tried for the first time to have the School open on the *second day* of Succoth and Schevuoth.

I, of course, did not encourage or persuade the children to attend, but simply announced that the School would be open and everyone be welcome. Our children understood that they should do just as their parents desired; that they would be excused if absent on such days; and at the same time, they were told that if they wished to come and objected to writing or to handling tools, they would not be obliged to do any work objectionable on holidays. The matter was fully discussed with the pupils and they seemed to understand readily that it was better to go to school and learn something, than to run around on the streets during so many holidays, doing nothing. The consequence was, that 147 pupils were present on the second day of Succoth and over 250 on the second day of Schevuoth.

The average attendance was, Kindergarten included, about 700, while the enrollment showed 800. 250 new pupils, mostly immigrants, were admitted at the beginning of the school-year. All the rooms were then filled to their utmost capacity. The vacancies during the year on account of removal or other causes were always

filled at once, and for every vacant chair, we had, during the entire year, at least a dozen applicants.

The first grade always had between 60 and 70 pupils enrolled; therefore, we were able to admit but a small percentage of the applicants for this grade. Convinced also, that many pupils, especially the younger ones of the ungraded classes, were much better off in a regular grade, I divided the first grade into two classes, to be taught by two efficient teachers in two separate rooms, and admitted about 36 of the ungraded classes into this grade. These two classes, Grade *IA* and Grade *IB* had an average attendance of 100 pupils. This arrangement was of importance in many respects and will have great influence upon the size of the higher classes.

Our ungraded class had on an average 60 pupils, of which one division of 20 was regularly taught by the class-teacher, and in a special room alternately by teachers of the higher grades.

The division of Grade *I* into two classes, as well as the special efforts made in the ungraded classes, proved a complete success. Almost all the immigrants, i. e., the children recently arrived here, were well prepared at the close of the school-year to enter the regular grades; some entered as high as Grade *IV* and *V*; over 50 were promoted during the year.

The progress in studies in all departments was apparent and satisfactory. It is the conviction not only of the entire staff of teachers, but also of others who came in close contact with our pupils, that they would out-do in studies and general efficiency every grade of the City Public Schools, had they only more or rather any of the facilities and encouragement at home which other children enjoy. The conditions were worse this year than ever before, on account of the general depression in business. The boys, in particular, were called upon to aid in the support of the families,

inasmuch as the fathers had no employment. Allow me to illustrate this in one instance.

One of the teachers complained that a certain pupil never studied his lessons of an evening, and that his excuse was that he did not have the time to do so. His father was requested to explain and he stated that as he was out of work and had no earnings, the boy (11 years old) was compelled to leave home at 4 o'clock every morning, during the severe winter, in order to get the morning papers, and peddle them until it was time to go to school. He further said, that as the boy could not miss any school hours, in order to get the papers cheaper, he sends the younger brother, who is dismissed at 2:30, down town to buy the papers on time, and then both meet right after school and try their utmost to sell them, working sometimes until 9 o'clock at night, or even still later. We have many such cases, and some even worse. In spite of starvation, sickness and misery of every kind, the children come to school regularly, were seldom late or absent unless from unavoidable causes, and at the annual examination and the closing exercises we had good reason to be satisfied with the results achieved. We can refer in this respect to the testimonials of prominent educators, men and women, who visited our School and expressed their greatest satisfaction and admiration of the good work and results. We can refer to the praise of prominent educators from abroad—Germany, Switzerland, France, Russia, Sweden and Austria—who repeatedly visited our School during the World's Fair, and of many others who examined our exhibit in the Educational section of the department of Liberal Arts.

We can and must refer to the awards given us by the Executive Committee on Awards for the excellency of our work. The following is a copy of the official letter received from said Executive Committee :

WORLD'S COLUMBIAN COMMISSION.

Executive Committee on Awards.

WASHINGTON, D. C., June 26, 1894.

Dear Sir :

I herewith enclose you an official copy of your Award, which, in due time, will be inscribed in the diploma and forwarded to your present address, unless otherwise indicated by you.

Yours,

JOHN BOYD THATCHER,

Chairman Executive Committee on Awards.

UNITED STATES.

Department L—Liberal Arts.

16109.

Exhibitor—G. BAMBERGER; Address, Chicago, Ill.

Group 149; Class 851.

Exhibit—Kindergarten Work Applied.

AWARD.

For the philanthropic and enlightened education of the poor by wise methods, securing the unfolding simultaneously, of the intellectual, moral and physical powers of the child with excellent results.

MARY J. SERRANO,

Individual Judge.

Good methods of manual training and good results, especially in needle-work and wood-work.

Signed:

MADAM SEMETSCHKIN,

Individual Judge.

Approved : K. BUENZ,
President Departmental Committee.

M. P. B.

Approved : June 6, 1894,
JOHN BOYD THATCHER,
Chairman Executive Committee on Awards.

Copyist..... Date.....

And finally allow me to refer to the letters of commendation received from men well-known in this city and country, to which the Secretary calls attention in his report.

I want to emphasize that the results of this year's work were not only satisfactory in the development of the brain, but also in two other directions. Physically the children have improved wonderfully. In his report, our faithful school physician, Dr. S. L. Weber, will give minute information. Our gymnastic exercises have been crowned with surprising success. Whoever comes to the school-house is astonished at the fine bearing of the children, and the regular exercises are generally praised and applauded. How much more could we achieve if we had a proper gymnasium! It was a source of great pleasure to us, when 70 of our pupils, by invitation, appeared in the Children's Building of the World's Fair, and under the direction of their teacher, Miss Antoinette Belitz, went through a series of gymnastic exercises in such a graceful, easy and precise manner as to win the applause of the hundreds of spectators present. The influence of this department is so far reaching that it is not difficult for the friends and teachers of our School to pick out our children at a glance from others when at play in the streets, or when in company of others, simply by their attitude and their conduct. Yes, their conduct—the *moral education* has also not been neglected.

The moral influence exerted by the work-shops and the work in class-rooms cannot be denied; it shows itself daily, and we discover in many of our children traits of delicate feeling and noble character, which is doubtless a consequence of the friendly intercourse in the School, especially in the work-shops.

Illustrative of this point, the following incident may be of interest. Not long since, I was requested by a gentleman to recommend to him a woman to do light office

cleaning. Considering this a good chance to place some work in the way of one of the many so greatly in need of it, I announced to the pupils of a certain class that they might inform their mothers of the opportunity. Quite a number of the children at once gave the names of friends and relatives who would be glad to take the place, and I appointed a time for the applicants to call at my office. Leaving the class-room shortly afterwards, I felt some one plucking at my coat to detain me, and as I turned about, I discovered a little eleven-year old girl, who, with a timidity that was pathetic, begged me to give the place to a certain Mrs. R. "But, my child, Mrs. R. is nothing to you, why do you not apply for some of your own folks?" I asked. "Oh, Professor, Mrs. R. is so very poor, and she does need the place so badly," was the reply. I then asked her why she did not make the request in the school-room at the same time that the other pupils did. The child hesitated and seemed confused, but finally spoke out bravely: "I didn't like to say that in the presence of R. (Mrs. R's daughter) for fear it might have hurt her feelings. Please, Professor, won't you give her mama the place, she does need it so much?" I could have taken the child in my arms and hugged her then and there. Assuredly in this little tot were all the elements which make the true lady. The squalid environments of a scarcely half-civilization had, in a comparatively short time, been overcome by the surroundings of the school. The kind heart was innate in the little lady, but that delicacy and consideration were largely the result of the lessons systematically impressed in the every-day life of the school.

Another touching incident was the gift by the class of a handful of flowers to a recently married teacher on her return to the school. Many of the little maidens who had contributed their pennies did so at a sacrifice which almost meant going hungry. There was no prompting

by others to inspire the children; it was a spontaneous exhibition of good feeling displayed in its most refined form. It must be borne in mind that these are the offspring of ancestors who for generations have been treated like dogs, and have had no more opportunity than those animals to cultivate the higher sentiments. And this transformation is the result of a few months contact with those who try to inculcate what is true, beautiful and good. What other aliens make an equal showing! Are not souls and hearts like these worthy of cultivation and development!

Our children are brighter, cleaner and better than others living in the quarters from which they come. According to their parents, they also behave better at home, and on the streets. In short, the school discipline is felt all over.

Our discipline, however, is neither rigid nor mechanical; we tried and have succeeded in establishing that discipline from within, according to which every child is its own disciplinarian, and with few exceptions our children do control themselves and live in peace together. We, of course, do not believe in the government of the rod; we do not ridicule our pupils; we seldom censure them before the class; we exclude sarcasm and the pulling of ears, and above all, we speak to them with the highest respect for their parents. *The strongest factor in education being the personality of the educator*, every one of us endeavors to do his utmost to justify this fundamental law; and the friendly and intimate intercourse between the teachers and between the superintendent and his staff (one of the happiest features in our school-family), must not be under-valued. In this respect school life is not different from family life.

Naturally, this influence upon the children has had its effect upon the parents and upon the home. The pupils begin to change and have already changed their home surroundings, as well as the ideas of their parents.

They have wrought a change at home, which no one else could have accomplished as successfully as they have. Thus are our pupils and graduates the best missionaries for our civilizing work.

Our monthly meetings with the parents were also held this year, and were always well attended by them. The parents of our children thus spread our educational views in wider circles, among their friends and neighbors. Since the parents and children begin to understand how a school should be conducted, they look at the so-called "Cheder" with dislike and contempt.

At a large meeting, at which Russian, Polish and Bohemian Jews were numerous represented, held last April, at the Jewish Training School for the purpose of organizing the West Side Jewish Training School Auxiliary Society, one of the most prominent men of this neighborhood, a Russian Jew, addressing the meeting, complained that the "Cheder" was so grossly neglected and not considered as a school. "Since the Jewish Training School has been in this neighborhood, he said he could see how people take it easy with their religion (the "Cheder" namely, considered as a religious institution); your children, he continued, go to school well washed, combed and dressed; you make all efforts in the world to have the children look proper, not to delay them in the morning or afternoon, while for the "Cheder" everything is good enough; thither they go dirty, neglected, late or not at all." This shows that the people begin to see the inferiority of the "Cheder." Another interesting instance is that our children often refuse to attend the "Cheder" after having once been in a clean school and under humane treatment. Many of the parents complain of this and ask for our assistance.

We are justified in looking forward with fond hope that our work will prosper and bear its fruitage. I say this in regard to our graduates, who are, almost every one of them, well placed and wherever they work, they give

satisfaction. They visit the School frequently, whenever there is an opportunity. They look upon their Alma-Mater with pride and satisfaction and gratitude; because they are successful in their respective walks of life and because they feel that this success is partly due to our efforts. They feel, also, that our interest in them does not cease after they leave us; our rooms are open to them and they have the use of our library. They have formed an Alumni Association which meets every other week with some of the teachers and there exists a most affectionate and intimate relation between the School and the graduates. The pupils of the highest classes look forward with anxiety to the time when they may be enrolled as members of this society. Their meetings are well attended—there being 60 present on an average. The Alumni Association is in a first-class condition. The entertainment which they arranged on June 26th, their first annual entertainment, gave evidence of the good spirit and the vitality of the Association.

With the exception of a few changes, our course of instruction was carried out this year as laid down in the curriculum two years ago. These changes refer principally to the technical department. We succeeded in planning and working out one continuous series of models, from the lowest grade up through all classes. The so-called "Sloyd" department was thus thoroughly linked to the technical department of the higher classes, and some new supplementary models and exercises of a typical as well as a practical nature were added. We also directed especial attention to the development of the æsthetic element in connection with technical work, by adopting a number of primitive exercises in wood carving and applying the pupil's own designs. Furthermore, we this year started pattern making and moulding in plaster-of-paris, and can happily show good results. Our boys of the eighth grade were, of course, better prepared this year for this step than were

the classes of former years, and next year's classes will be still better prepared. We, therefore, intend and have to carry out the ideal plan of showing the full development of projects from the drawing room to the erecting shop.

This complete chain of processes must then prove extremely useful as a means of educating the pupils to think, inasmuch as the different processes have to be explained in detail, before the desired results can be obtained. We need for this purpose a few metal working machines which I hope we shall receive.

Another new feature that we tried, and with which we had considerable success was the introduction of the classics in place of the ordinary reader. The pupils of the three highest classes were so much benefited by reading these selections from our best authors, that I think it best in the future to have only such reading matter for the grammar grades.

Vertical writing was also introduced in some classes, on a trial, of course. It is well-known that prominent physicians and school-masters advocate the vertical position in place of the oblique, claiming and proving that the oblique writing is unnatural and harmful; we cannot as yet pass an opinion upon the merits and results of this trial; we shall continue vertical writing, limiting ourselves, however, to the lowest two grades in which writing instruction begins.

Ours is no Trade School. I repeat, however, from the Secretary's report: "We are now ready for the *Trade School*. The children of the highest classes have received sufficient all-around training to reveal the vocation in life for which they are by nature best endowed. In many pupils we have discovered rich hidden talents, and a golden opportunity for usefulness lies open to the philanthropist who will equip the school that will bring these talents to a blessed fruitage. We own the land on which to erect the building. Will not some one



In our Modeling Department, we have also taken a step in advance. Modeling is a new feature in schools, and there is as yet felt a lack of system in the method as well as in the sequence of models. We have tried during many years to grade, select and present the models in a systematic way, corresponding to the individuality of the pupils—in a progressive way. Our modeling teacher, Mr. Walter Fischel, understood at once what was wanted, and constructed a continuous series of models, practical for both drawing and modeling. The above cut shows the first set of thirty two numbers.

avail himself of this exceptional chance of using his wealth to bestow upon the children of his less fortunate brethren, the means of earning a useful, independent, happy livelihood?" My advice would be to start a Trade School at once, with *one* department—Sign, House, and Fresco Painting. A number of boys are well prepared for it; they received thorough instruction in both drawing and designing and have sufficient work-shop discipline for the purpose. We have a cottage on our grounds which would be an appropriate work-shop; the outfit costs almost nothing; all we need, is a Master-Teacher. From six to eight hundred dollars for his salary would cover the whole expense. Inasmuch as the department can be made self-supporting, I am hopeful that we can be re-imbursed even for this first outlay. A great advantage would also lie in the fact that the boy-painters could easily continue some of their studies in the school: Mathematics, book-keeping and such practical studies as are necessary for every intelligent mechanic.

Our School was visited also this year by a great many friends of the institution, and also by many who came to inform themselves of what we do and how we do it, for their own instruction. I deem it superfluous to add names to those mentioned in the Secretary's report, though I could double and triple the number of names given by him.

This year, as in previous ones, the donations from those taking a friendly interest in the School have been quite liberal. While it is not possible to make mention of each individual giver, we, nevertheless, fully appreciate what has been done for it by the many whose names do not appear. Their active interest and sympathetic appreciation of the work accomplished has been the source of great encouragement to all connected with the institution. Intelligent sympathy is of great value to those who labor conscientiously, and it is

pleasing to note that this has not been lacking on the part of many who have no official connection with the School.

Among the thoughtful and practical acts of kindness, none are more deserving of mention than that which prompted the sending of our pupils to the World's Fair. For this purpose, sufficient funds were donated by Mrs. Levy Mayer and Messrs. Leon Mandel and Joseph Beifeld; and such children as were capable of appreciating the opportunity were taken to the grounds. The advantages derived from these visits cannot be over-estimated. Many who could not otherwise have attended were enabled to do so several times, and they had the benefit of experienced teachers who enabled them to make the best use of their opportunities. The educational benefits derived from these visits were very great and the thanks of the School are due to those whose contributions made them possible.

To Messrs. Leo Wise & Co., publishers of the *Chicago Israelite*, the School is indebted for various sums of money, raised through the "Children's Column" of their paper, to be devoted to making the holidays a time of enjoyment for those who would have been neglected, while others were in the full tide of the festival seasons. The generous boys and girls who, through the "*Israelite*," so kindly remembered those less happily situated than themselves, would be amply repaid, could they have witnessed the pleasure resulting from their kind thoughtfulness. During seasons of general rejoicing, like Chanukkah and Purim, a few gifts, no matter how insignificant they may be, go a long way towards brightening and cheering the lives of these young folks, who have so little to make childhood happy. It is to be hoped that the youthful contributors to the "Children's Column" of the *Israelite*, will continue to interest themselves in the work so nobly begun, *for it is as blessed to those who give, as to those who receive.*

The Woman's Club Emergency Association, in its noble efforts to support and assist the poor by giving them a chance to earn some money during the severe winter, did not forget our institution. It gave me the opportunity, through the kindness of Mrs. Levy Mayer, one of its directors, to recommend women and girls, relatives of our pupils, for work. It has also repeatedly sent good and warm under-clothing to our pupils, which we herewith duly acknowledge with thanks.

It has been noted during previous vacations that many of the female pupils endeavored to earn a little money by working down town; but that few, if any, succeeded in making sufficient to justify the time spent; and what was worse, they frequently formed or were forced into undesirable associations. A number of philanthropic ladies, whose attention was directed to this state of affairs, determined to change matters by forming a summer sewing school, and have succeeded admirably in carrying out their plan.

All the girls desiring work were given employment at the School under the supervision of competent teachers. The work was done in a pleasant, well ventilated portion of the Training School, and the hours were limited within reasonable bounds. The garments made will be kept until such a time as there may be a demand for them, then to be given away to the needy. The girls were paid for the work, receiving a fair compensation for their labor.

An agreeable and instructive feature of this summer school, was the custom of reading aloud selections from standard authors while the pupils were at work. But the patrons did not confine themselves to this alone. The first of last July, ten of the pupils were sent to the country for a two weeks rustication, and on their return the same number took their places. This was continued until all of the fifty girls had had their outing.

Taking it in all its aspects, this philanthropic undertaking was noble and practical, and it is to be hoped that its success will justify its being perpetuated upon a much larger scale.

We are further indebted to:

Dr. B. Bettman.

Mr. Eisenstaedt.

Mr. Julius Stern.

Mr. D. Lepman, of Lepman, Mannheimer & Israel.

Mrs. Marx.

Mesdames E. Mandel and M. Selz.

Messrs. Mandel Bros.

Messrs. Schlesinger & Mayer.

Messrs. H. Wolf & Co.

Mr. Julius Rosenthal.

Mrs. M. Rosenbaum.

Mrs. David Mayer.

Mrs. Levy Mayer.

Mr. Chas. Yondorf.

Mr. Sam Taussig.

Mr. Daniel Stern, Publisher of *The American Artisan*.

Young Girl's Aid Society.

The Columbian Club.

The Aurora Club—Young Girls.

The North Side Young Ladies Aid Society.

The North Side Jewish Training School Auxiliary.

Sinai Temple Sunday School.

K. A. M. Temple Sunday School.

Zion Temple Sunday School.

Rev. Messing's Confirmation Class.

Rev. Rappaport's Sabbath School.

Garden City Terra Cotta Co.

Messrs. Schram Bros.

To the young men and women who participated and interested themselves in the successful performance of the “Minstrel Show” which was given for the benefit of our institution; and last but not least, to the teachers of the School for the faithful discharge of their duties.

Respectfully,

G. BAMBERGER.

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

PROF. G. BAMBERGER,

Superintendent Jewish Training School.

I have the honor to submit the following report for the School Year ending June, 1894.

Anæmia	17
Anchyllosis of knee.....	1
Astigmatism.....	3
Adenoids and Tonsillitis.....	4
Abscess of neck.....	2
Abscess of back.....	1
Abscess of thigh.....	1
Abscess of Axilla.....	2
Bronchitis.....	9
Burn of finger.....	3
Burn of face.....	1
Burn of arm.....	4
Burn of forearm.....	2
Burn of leg.....	1
Burn of foot.....	1
Contusion of finger.....	8
Contusion of forehead.....	1
Contusion of leg.....	3
Contusion of chest.....	2
Corneal ulcer.....	1
Cut of scalp.....	4
Cut of face.....	2
Cut of finger.....	9
Cut of leg.....	2
Chronic Endocarditis.....	3
Constipation.....	22
Dental caries.....	209
Dyspepsia.....	13
Diarrhœa.....	12
Eczema of face.....	6
Eczema of arm.....	1
Eczema of leg.....	1
Furuncle of cheek.....	2

Furuncle of finger.....	9
Furuncle of neck.....	4
Furuncle of leg.....	3
Hypertrophied tonsills.....	7
Headache.....	32
Incontinuanee of urine.....	2
Laryngitis.....	29
Measles.....	1
Myopia.....	5
Otitis media.....	3
Pediculi capitis.....	11
Phthisis, chronic.....	1
Pharyngitis.....	42
Rheumatism, subacute.....	3
Rhinitis, acute.....	5
Rhinitis, chronic.....	5
Sprain of finger.....	7
Sprain of wrist.....	2
Sprain of ankle.....	1
Scabies.....	2
Typhoid fever.....	2
Tonsillitis, acute.....	59
Ulcer of leg.....	3
Varicello.....	2
<i>Total number of cases treated.....</i>	<i>561</i>
<i>Total number of treatments given.....</i>	<i>710</i>
<i>Vaccinated and revaccinated if necessary, all pupils.</i>	

As will be seen from this tabular statement, we have for treatment mainly two classes of cases: One, and the larger class, comprises those ailments commonly termed "colds"—pharyngitis, laryngitis, tonsillitis, rhinitis and bronchitis. The number of these "colds" have been this year, as they always have been in our School, altogether out of proportion to the severity and variability of the weather. The cause can readily be traced, but only partially remedied. Though largely due to insufficient clothing and gross ignorance of simple hygienic rules, yet many cases were plainly due to lack of ventilation in the children's homes, and I do not hesitate to say, to the poor ventilation of our School-house. The exact causation of colds is not yet understood, but living in unventilated quarters is undoubtedly

a powerful predisposing cause. The ill clad child runs out of the stuffy home into the chilly air, and in a few moments again into the crowded School-House; and later *vice-versa*. The stuffy home cannot be immediately helped; insufficient clothing is as much due to ignorance of the parents as to poverty, and might be corrected by proper advice from the teachers. The ill ventilation of the School-house, will, I hope, soon be remedied. No school building, and in fact no building ought to depend either wholly or partly on *opened windows* for ventilation. Fortunately these colds are not serious, but their frequency and prevalence entails much discomfort and loss of time to the pupils. During the coming year I shall take pains, early in the season, to instruct the pupils directly and also through their teachers how, in a measure, to provide against "catching cold" in spite of ill ventilation and other circumstances.

The second large class of cases are headaches, dyspepsias, constipation and anæmias. I considered this group of ailments rather fully in my report of last year. These troubles are all due to the unsanitary homes and mode of life of these people. One of the numerous blessings which our School confers on the community out of which most of our pupils come, is the following: The habits of cleanliness, neatness, tidiness which our pupils are taught and practice in the School, they carry home with them. Their parents, their homes, and their neighbors are thus elevated in these respects, reflexly from the teachings of the School. The lesson in hygiene given to the pupil is given through him to his home.

I found that a number of children complained of habitual headache in the morning. A little inquiry showed me the cause. In each case I found that the child slept late in the morning, of course in an unventilated room, that he is awakened and rushed off to

School just in time not to be late. All night in an un-ventilated room, a mere sniff of fresh air and in a moment again in a crowded School-room! Not even a decent wash. In each case I ordered a half-hour's walk before coming to School, which necessitated their rising in time to have a proper wash, breakfast, and enough of fresh air before entering the School-room. That was effectual in every case. In all cases it would be good for a child to take a half-hour's walk each morning before going to School.

The apparent great increase in the number of children with decayed teeth which this year's report shows over last year's, is due to the simple fact that the children have learned that I could and would extract such teeth, and have therefore flocked to me for the operation.

I wish, in this report, to record my hearty appreciation of the physical benefit the pupils derive from the gymnastic instruction which they systematically receive in the School. Such scientific and systematic gymnastic exercises should be given to all school children—in fact to all children. Physical development from childhood to adolescence is entirely neglected everywhere, and has been since the days of the Greeks and Romans.

The brief limits of such a report do not at all allow me to outline even roughly the great benefits to the individual and to the State which systematic physical training from childhood up gives. Since the Christian era, the human form divine has been neglected—the memory and logical faculties of the mind, alone, have been “educated.” The education of the future will educate both the body and the mind. One is as essential as the other. Either is incomplete without the other.

I do not wish to conclude this report without congratulating ourselves on the fact of having passed through the severest Small-Pox epidemic that has ever visited Chicago, without having had a single case of Small-Pox amongst the children of the School or in

their families. This undoubtedly is due to the extreme precautions which were taken. All the children of the School were vaccinated in the beginning of the epidemic—vaccinated and revaccinated until each case took. All the people in the vicinity of the School, including, of course, the families out of which the pupils came, were as carefully vaccinated by the city vaccinators or by the physicians of the United Hebrew Charity Dispensary, located close to the School.

Respectfully submitted,

SAMUEL L. WEBER, M. D.

AWARDING OF PRIZES

MR. LEON MANDEL'S PRIZES

- | | | |
|----|--|----------------------|
| 1. | \$10.00—For best conduct..... | SAM ARONSOHN |
| | Honorable mention { | ANNIE PLATCHINSKY |
| | | LOTTIE SKALAGOLSKY |
| | | ESTHER RUBENSTEIN |
| 2. | \$10.00—For earnest efforts in drawing and modeling.. | SAM ARONSOHN |
| | \$ 5.00— “ “ “ “ | ALEXANDER HIRSHFIELD |
| | Honorable mention { | MYER SHAPIRO |
| | | MOSES KRUKINSKY |
| 3. | \$10.00—For earnest efforts in mathematics..... | MOSES KRUKINSKY |
| | \$ 5.00— “ “ “ “ | ESTHER RUBENSTEIN |
| 4. | \$10.00—For best efforts in Sloyd work { | DAVID EDELSTEIN |
| | | BESSIE GROSSMAN |
| 5. | \$10.00—For best efforts in English | ALEX HIRSHFIELD |
| | \$ 5.00— “ “ “ | LOTTIE SKALAGOLSKY |
| 6. | Watch and Chain—For best composition on the “Slavery Question”..... | ANNIE BASLAWSKY |
| 7. | \$25.00—Were spent on appropriate books given to the two best children of each of the lower classes. | |

MRS. SOPHIE ROSENBAUM'S PRIZES

8. Gold Medal—For best attendance.....LOTTIE SKALAGOLSKY
- | | | |
|--|---|-------------------|
| Honorable mention, never absent or tardy | { | ..JOE SHANDINSKY |
| | | ... MAMIE BLOCH |
| Honorable mention, absent one half day | { | ..MOSES KRUKINSKY |
| | | ..ALEX HIRSHFIELD |
| | |MYER SHAPIRO |

HON. SIMON WOLF'S PRIZES

9. Gold Medal—For the most earnest and industrious worker,
boy.....JAKIE JUSSMAN
10. Gold Medal—For the most earnest and industrious worker,
girl.....LENA SHAPIRO

LAURA BAMBERGER'S PRIZE

11. Gold Medal—For the most earnest worker in drawing
ANNIE PLATCLINSKY

MRS. E. MANDEL'S PRIZE

12. \$25.00—For appropriate literature given to children of all classes for good attendance.
- | | | |
|------------------------------------|---|--|
| And for best efforts in Gymnastics | } | <div style="display: inline-block; vertical-align: middle;">..... ROSA APFELBAUM
..... ABRAHAM GLANT</div> |
|------------------------------------|---|--|

GRADUATES

BOYS

ARVUSOHN, SAM

KRUKINSKY, MOSES

BAMBERGER, PAUL

OPPENHEIMER, MOSES

BLOSTEIN, HARRY

SHANDUISKY, JOSEPH

HIRSHFELT, ALEXANDER

SHAPIRO, MYER

GIRLS

BLOCH, MAMIE

RUBENSTEIN, ESTHER

PLATCHINSKY, ANNIE

SKALAGOLSKY, LOTTIE

REPORT OF THE TREASURER

To the President 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 9, 1893, to May 8, 1894, inclusive.

RECEIPTS

Balance on hand as per last report.....	\$ 2,139.56	
Receipts from May 9, 1893, to May 8, 1894.....	<u>26,568.31</u>	
		\$28,707.87

DISBURSEMENTS

May 9, 1893, outstanding Vouchers No. 840 and 845 \$	35.25	
Vouchers paid, 846 to 987, both inclusive.....	<u>22,046.49</u>	
Vouchers outstanding, No. 978 and from 988 to 1009, both inclusive.....	1,385.34	
Balance on hand.....	<u>5,240.79</u>	
		\$28,707.87

INVESTMENTS

No. 3. Note and Trust Deed, 7%, due Mar. 16, '95,	\$ 600.00	
" 4. " " " " 7%, " Nov. 26, '98,	5,000.00	
" 5. " " " " 6%, " Jan. 10, '99,	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, '96,	2,000.00	
" 12. " " " " 6%, " Mar. 23, '97,	5,500.00	
" 13. " " " " 6%, " Feb. 20, '95,	5,000.00	
" 14. " " " " 6%, " June 13, '97,	7,000.00	
" 16. " " " " 6%, " Apr. 3, '96,	2,000.00	
" 17. " " " " 7%, " Sept. 8, '97,	500.00	
" 18. " " " " 7%, " Aug. 1, '96,	1,000.00	
" 19. " " " " 7%, " May 5, '99,	<u>1,000.00</u>	
		\$41,100.00

INSURANCE

Hartford Steam Boiler and Accident Insurance Co.	\$10,000.00	
Rockford Insurance Co.	3,000.00	
Phoenix Insurance Co., of Brooklyn	3,000.00	
Rochester German Insurance Co.	5,000.00	
North British and Mercantile Insurance Co.	5,000.00	
Hamburg and Bremen Insurance Co.	5,000.00	
London and Lancashire Insurance Co.	5,000.00	
The Traders Insurance Co., Chicago	5,000.00	
The Merchants Insurance Co., Newark, N. J.	2,500.00	
Continental Insurance Co., New York	2,500.00	
Hamburg and Bremen Insurance Co.	2,000.00	
		\$48,000.00
On Buildings and Furniture	\$38,000.00	
On Boilers, Etc.	10,000.00	

Respectfully submitted,

LEO FOX, *Treasurer.*

Approved:

} Finance Committee.

REPORT OF THE FINANCIAL SECRETARY

To the President and Board of Directors of the Jewish Training School.

LADIES AND GENTLEMEN:—

I present you herewith my report, for the year beginning May 10, 1893, and ending May 8, 1894, inclusive.

GENERAL FUND

Balance credited Fund, last report.....\$3,119.78

RECEIPTS

Interest from Investments.....\$2,501.75

“ on Treasurer's 'Balance..... 33.38

\$2,535.13

Amateur Minstrel Performance.....4.381.68

Young Men's Hebrew Charity Ass'n, Ball..\$3,350.00

“ “ “ “ “ “ Donation 500.00

“ “ “ “ “ Vaudeville 200.00

\$4,050.00

Estate of Leopold Loewenstein..... 3,000.00

Baron de Hirsch Fund 2,000.00

Estate of Chas. Kozminski..... 500.00

Rents..... 155.00

Louis Mayer, memory of Sarah Mayer..... 100.00

Estate of Bernhard Steele..... 100.00

“Little Helpers”..... 109.45

Johannah Lodge, for Night School..... 95.00

North Side Auxiliary to Jewish Training School.... 81.00

Travelers' Relief Association..... 80.00

Concordia Club, “Mid-Winter Pic-nic” 75.00

Young Ladies Aid Society, for Kitchen Garden.... 59.85

Mr. and Mrs. Raphael Guthman..... 50.00

Mrs. Hannah Frank..... 50.00

Mrs. Bertha Kozminski..... 50.00

“Zion” Young Girls Sewing Society..... 35.00

“Sinai” Purim Collection..... 32.50

Hebrew Ladies Aid Society, La Porte, Ind..... 25.00

Mrs. M. Rosenfield 25.00

\$17,589.61 \$3,119.78

Forward, \$17,589.61 \$3,119.78

Chas. Haas.....	\$ 25.00
Mrs. L. Schlesinger.....	25.00
Geo. Glaser.....	25.00
Young Progressive Club.....	25.00
Chas. Kozminski.....	20.00
Mrs. Max M. Rothschild.....	20.00
Abr. M. Rothschild.....	20.00
Anonymous, for Prizes.....	20.00
"L. and S." Society.....	18.70
Montefiore Levy, for Quincy Literary Society.....	17.05
"Sinai" Sabbath School.....	16.00
Mrs. A. Strasser, Buda Pest.....	15.00
Henry Solomon.....	15.00
Nathan Eisendrath.....	10.00
Elias Greenebaum.....	10.00
Mrs. B. Stein.....	10.00
Mrs. A. Rheinstrom.....	10.00
Mrs. C. Witkowsky.....	10.00
Isaac Friend.....	13.00
Emil Firth.....	10.00
I. Frankel, Oskaloosa, Ia.....	10.00
B. Wartelsky.....	10.00
E. Rothschild.....	10.00
Al. Kohn.....	10.00
Chas. Silverman.....	10.00
Mrs. I. Waixel.....	10.00
Ben. Neu.....	10.00
H. Stern.....	10.00
Young Standard Club.....	5.00
Mrs. B. Loewenthal.....	5.00
Magil & Chamberlin.....	5.00
Leopold Simon.....	5.00
Columbia Club.....	5.00
Mrs. L. Cline.....	5.00
D. Pfaelzer.....	5.00
"Bnai Sholem" Confirmation Class.....	5.00
Celia Nelson.....	5.00
H. A. Shabad.....	2.50
D. Stern.....	2.50
Clara Lane.....	2.00
Henry Simon.....	1.00
Miss Sale.....	1.00
Mrs. L. Miller.....	1.00
Bessie Elbe.....	1.00

\$18,060.36 \$3,119.78

	Forward, \$18,060.36	\$3,119.78
Mrs. J. Deimel.....	1.00	
Dues from Members.....	7,413.00	
		<u>\$25,474.36</u>
		\$28,594.14

DISBURSEMENTS

Salaries.....	\$17,794.85	
Coal.....	837.44	
Carpenter, Plumbing, Painting, Etc.....	295.15	
Printing and Stationery.....	178.29	
Printing Annual Reports.....	128.50	
World's Fair Pamphlets.....	129.10	
Care of World's Fair Exhibit.....	79.00	
Steam Fitting.....	175.94	
Boiler Insurance.....	\$100.00	
Less Donation.....	10.00	90.00
Gas.....		70.28
Removing Ashes.....		38.25
Insurance.....		72.00
Dry Goods.....		122.36
Shoes.....		83.10
Oils and Tanks.....		9.50
Prizes.....		120.00
Commission for Collecting Dues.....		89.35
Charity.....		32.25
Accrued Interest on Investment.....		11.67
Sunday Expenses.....		298.47
Supplies:—		
Drawing Materials.....	\$288.64	
Tools.....	81.27	
Books.....	214.19	
Kindergarten.....	32.97	
Lumber.....	106.13	
Mimeograph.....	20.00	
Sundries.....	33.13	776.33
		<u>\$21,431.83</u>
Balance Credited Fund.....		<u>\$7,162.31</u>

SINKING FUND

Balance Credited Fund, last report.....	\$	6,600.00
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RECEIPTS

Estate, Max M. Rothschild.....	\$	1,000.00
Leopold Mayer, Memory Regina Mayer.....		100.00
		<u>\$1,100.00</u>
		\$7,700.00

DISBURSEMENTS

Investment.....	\$ 1,000.00	
Investment.....	<u>1,000.00</u>	
		\$2,000.00
Balance Credited Fund.....		<u>\$5,700.00</u>

BUILDING FUND

Amount Overdrawn, last report.....	<u>\$7,621.52</u>
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SUMMARY

Balance in hands of Treasurer, last report.....	\$ 2,098.26
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RECEIPTS

General Fund.....	\$25,474 36	
Sinking Fund.....	<u>1,100.00</u>	
		\$26,574 36
		<u>\$28,672.62</u>

DISBURSEMENTS

As per Vouchers No. 846 to 1008 inclusive.

General Fund.....	\$21,431.83	
Sinking Fund, Invested.....	<u>2,000.00</u>	
		\$23,431.83
Balance in hands of Treasurer.....		<u>\$ 5,240.79</u>
Balance Credited General Fund.....	\$ 7,162.31	
“ “ Sinking Fund.....	<u>5,700.00</u>	
		\$12,862.31
Overdrawn. Building Fund.....	<u>7,621.52</u>	
Cash Balance.....		\$ 5,240.79
Investments		<u>41,100.00</u>
Total Cash and Investments.....		<u>\$46,300.79</u>

Respectfully submitted,

HERMAN HEFTER,

Financial Secretary.

Approved:

HENRY GREENEBAUM,

Chairman Financial 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	25,350

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
Cahn, 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 Edmund de	500 00
Frank, Louis E.....	500 00	Silverman, Lazarus.....	500 00
Kuppenheimer, B.....	500 00	Stein, Charles.....	500 00
Kuppenheimer, L. B., in memory of Blanche Kup- penheimer.....	500 00	Stein, Mrs. Babette.....	500 00
Loeb, Adolph.....	500 00	Straus, Matthias, Estate of.	500 00
Loewenthal, Berthold.....	500 00	Snydacker, G.....	500 00
Loewenthal, Mrs. Berthold	500 00	Wedeles, Mrs. Isaac.....	500 00
		Wampold, Louis	500 00
		Wallach, D.....	500 00

PATRON CONTRIBUTORS.

Arnheim, B.....	\$100 00	Beifeld, Jos.....	\$ 50 00
American Cutlery Co.....	25 00	Born, M.....	25 00
Arnstein, E.....	25 00	Beifeld, Morris.....	25 00
Arnstein, Mrs. E.....	25 00	Barnard, H.....	25 00
Adams, Moses	25 00	Buxbaum, E.....	25 00
Austrian, Mrs. Sol.....	25 00	Baumgartl, I.....	25 00
Abt, Levi	25 00	Barbe, Mrs. Martin.....	25 00

Cahn, Jos	\$ 25 00	Hesing, A. C.	\$ 25 00
Cahn, Ben. R.	25 00	Hart, H. N.	25 00
Cahn, Bern	25 00	Hofheimer & Zeisler	25 00
Davis, Mrs. L. D.	25 00	Hamburger Co.	25 00
De Lee, Sol. T.	25 00	Karger, S.	50 00
Dreyfus, Jacob.	35 00	Kopperl, A.	25 00
Dallemand & Co.	25 00	Klein, Simon	25 00
Einstein, M.	25 00	Kiss, F.	25 00
Elson, H.	25 00	Kraus, Adolph.	25 00
Eisenstaedt Bros.	25 00	Kline, Sam J.	25 00
Eisendrath, W. N.	25 00	Kahn, Felix.	25 00
Frank, Henry L.	100 00	Kantrowitz, Gus.	25 00
Fox, Leo.	50 00	Keefer, L.	25 00
Fox, Mrs. Leo.	50 00	Kuh, Henry.	25 00
Friend, N & Co.	25 00	Kuh, Julius.	25 00
Foreman, E. G.	25 00	Loewenthal, Berthold.	100 00
Foreman, O. G.	25 00	Lichstern, A. J.	100 00
Florsheim, Simon	25 00	Loeb, Adolph.	25 00
Felsenthal, H.	25 00	Laudauer, H.	25 00
Felsenthal, E. B.	25 00	Loeb, Julius.	25 00
Falker, H.	25 00	Loeb, Leo. A.	25 00
Freudenthal, Jos.	25 00	Lieberman, A.	25 00
Frankel, Jos.	25 00	Loewenstein, Sidney.	25 00
Foreman, M. J.	25 00	Liebenstein, Jacob.	25 00
Fischer, Mrs. S. M.	25 00	Mandel, E.	100 00
Fox, Mrs. Sam.	25 00	Mayer, Leop.	50 00
Greenebaum's Sons.	100 00	Mayer, M. Harry.	25 00
Goodman, Mrs. Hugo.	54 00	Meyer, Isaac.	25 00
Greensfelder, I.	25 00	Mergentheim, B.	25 00
Gimbel, M.	25 00	Manheimer, Mrs. M.	25 00
Guthman, Sol.	25 00	Moses, Adolph.	25 00
Guthman, Sieg.	25 00	Moses, Mrs. Adolph.	25 00
Gottlieb, A.	25 00	Mayer, Nathan.	25 00
Gatzert, J. L.	25 00	Marx, M.	25 00
Gatzert, Mrs. J. L.	25 00	Morgenthau, L.	25 00
Greenebaum, Henry.	25 00	Morris, Louis.	25 00
Greenebaum, Mrs. Henry ..	25 00	Mayer, Isaac H.	25 00
Hochstadter, S.	25 00	Nathan, Herman.	25 00
Hart, Harry.	25 00	Newman, M.	25 00
Hart, Mrs. Harry	25 00	Northwestern Iron and Metal Company.	25 00
Hirsch, Emil G. Dr.	25 00	Newman, Jacob.	25 00
Hart, Abr.	25 00	Powell, Leopold.	25 00
Hahn, H. F.	25 00	Rosenberg, Jacob.	200 00
Hoffman, E.	25 00	Rosenbaum, Jos.	100 00
Hart, Max.	25 00	Rosenbaum, M.	100 00
Hiller, Gus.	25 00	Rosenfield Bros. & Co.	50 00
Haas, Chas.	25 00	Rosenwald, Lessing.	25 00
Hirsh, M. M.	25 00		

Rubel, R.....	\$ 25 00	Schram, J.....	\$ 25 00
Rose, Edw.....	25 00	Shaffner, Chas.....	25 00
Rosenberg, Julius.....	25 00	Stettauer, Mrs. C. S.	25 00
Rosenbaum, Mrs. M.....	25 00	Snydaeker, A. M.....	25 00
Rosenberg, Bern.....	25 00	Strauss, Abr.....	25 00
Rosenthal, Julius.....	25 00	Strauss, Mrs. A.....	25 00
Rosenfeld, Mrs. M.....	25 00	Schram, Louis.....	25 00
Rothschild, S. M.	25 00	Stein, Ignatz.....	25 00
Rothschild, Mrs. J. A.....	25 00	Steele, Mrs. Max.....	25 00
Slimmer, A.....	200 00	Straus, Leo.....	25 00
Schlesinger, T.....	25 00	Stein, Adolf.....	25 00
Schmaltz, N. J.....	25 00	Straus, Jacob.....	25 00
Snydacker, Mrs. G.....	25 00	Shire, Adolph.....	25 00
Schaffner, Jos.....	25 00	Ullman, L.....	25 00
Schlesinger, Mrs. L.....	25 00	Wedeles, Isaac.....	50 00
Spiegel, Mrs. Jos.....	25 00	Wolf, H.....	25 00
Schlesinger, L.....	25 00	Witkowsky, C.....	25 00
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Siegel, Henry.....	25 00	Wolff, Albert H.....	25 00
Stolz, Jos. Dr.....	25 00	Wolf & Periolat Fur Co.....	25 00
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Selz, Morris.....	25 00	Weinstein, Geo.....	25 00
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Adler, Mrs. D.....	4 00	Beifeld, Mrs. M.....	4 00
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Bauland, Joseph H.....	10 00	Brown, Mrs. J. S.....	4 00
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Bergman, Mrs. A.....	5 00	Cohen, Wolf.....	5 00
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Deimel, Mrs. J.	4 00	Guthman, Mrs. R.	10 00
Ehrman, Max.	10 00	Goodman, L.	10 00
Elkin, Mark.	10 00	Grusin, M.	10 00
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Eliel, Gustav.	5 00	Goldston, S.	5 00
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Flesch, Mrs. J.	4 00	Hefter, Herman.	5 00
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Felsenthal, Miss B.	4 00	Hirsch, Mrs. E. G.	5 00
Foreman, Mrs. H.	4 00	Hirsh, Mrs. Sol.	5 00

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Hefter, Mrs. Nathan.....	5 00	Leopold, S. F.....	10 00
Hefter, Miss Rebecca L....	5 00	Liebenstein, Chas.....	10 00
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Herman, Mrs. H. J.....	4 00	Leopold, Mrs. Max.....	5 00
Hart, Mrs. Abr.....	4 00	Loeb, Mrs. J.....	5 00
Hahn, Mrs. H. F.....	4 00	Lewald, F.....	5 00
Hirsh, Mrs. J.....	4 00	Linenthal, J.....	5 00
Hart, Mrs. Max.....	4 00	Liebenstein, Miss J.....	5 00
Hofheimer, Mrs. E.....	4 00	Loewenstein, Miss C.....	5 00
Harris, Mrs. Jos.....	4 00	Leviton, Louis.....	5 00
Heller, Mrs. L.....	4 00	Loewenthal, Mrs. B.....	5 00
Haas, Mrs. Chas.....	4 00	Loewenthal, J.....	5 00
Jackson, Miss R.....	5 00	Lepman, Horace.....	5 00
Kaufmann, Fred.....	10 00	Loewenthal, Julius W.....	5 00
Kozminski, M. W.....	10 00	Liebenstein, Mrs. J.....	5 00
Kuhn, Jacob.....	10 00	Loeb, Mrs. Adolph.....	4 00
Kaufman, Chas.....	10 00	Leopold, Mrs. L. F.....	4 00
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Kuh, Mrs. I.....	4 00	Loewenberg, Mrs. I.....	4 00
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Keefer, Mrs. L.....	4 00	Mayer, Mrs. Bern.....	5 00
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Mandel, Miss S.....	5 00	Rubel, S.....	5 00
Mayer, Miss D.....	5 00	Rubel, I.....	5 00
Mayer, Mrs. Ben S.....	5 00	Regenstein, Mrs. L.....	5 00
Meyer, Meyer.....	5 00	Rosenblatt, Mrs. H M.....	4 00
Mayer, Jacob.....	5 00	Rose, Mrs. E.....	4 00
Meyer, Mrs. J. M.....	4 00	Rothschild, Mrs. M. M.....	4 00
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Morris, Mrs. Nelson.....	4 00	Rubovits, T.....	4 00
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Neu, Ben.....	10 00	Steele, Sam B.....	20 00
Nathan, Marks.....	10 00	Snydacker, Jos. G.....	15 00
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New, A. L.....	5 00	Stern, Louis.....	10 00
Nathan, Mrs. Sam.....	4 00	Stein, Phillip.....	10 00
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Newman, Mrs. H.....	4 00	Stein, Mrs. Rosa.....	10 00
Neuberger, Mrs. J.....	4 00	Sonnenschien, L.....	10 00
Newman, Mrs. F.....	4 00	Stransky, E. J.....	10 00
Oppen, Ph.....	10 00	Schoninger, J.....	10 00
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Oppen, Mrs. P.....	4 00	Stern, R. S.....	10 00
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Phillipson, Sam'l.....	5 00	Stern, Julius.....	10 00
Peiser, Mrs. J.....	4 00	Schlesinger, Geo.....	10 00
Pollock, Mrs. Jos.....	4 00	Stern, Sam'l.....	10 00
Pimstein, H.....	5 00	Subert, B.....	10 00
Pick, Chas.....	5 00	Stein, Sam.....	5 00
Pfaelzer, D.....	5 00	Snydacker, Mrs. L.....	5 00
Plaut, A.....	5 00	Stein, Mrs. Sam.....	5 00
Rosenbaum, Mrs. J.....	10 00	Sonnenschein, L.....	5 00
Rosenthal, Jas.....	10 00	Strauss, Ralph.....	5 00
Rosenwald, M. S.....	10 00	Schur, H.....	5 00
Rosenthal, A.....	5 00	Stein, Mrs. B.....	5 00
Rosenwald, Mrs. S.....	5 00	Stein, B.....	5 00
Rosenthal, Mrs. R.....	5 00	Stern, Mrs. Sam.....	5 00
Reese, Mrs. Jules.....	5 00	Spiegel, Sidney M.....	5 00
Rosenbaum, Miss E.....	5 00	Spiegel, Modie J.....	5 00

Steiner, Mrs. R.....	\$ 5 00	Wortelsky, B.....	\$ 12 00
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Stern, Max.....	5 00	Weil, Theo.....	10 00
Snydacker, Arthur.....	5 00	Weil, Morris.....	10 00
Simon, Henry.....	5 00	Witkowsky, Jas.....	10 00
Stern, Miss G.....	5 00	Wolff, Mrs. A.....	5 00
Stettauer, Mrs. D.....	4 00	Wineman, Mrs. M.....	5 00
Schott, Mrs. L.....	4 00	Wampold, Miss I.....	5 00
Samuels, Moses.....	4 00	Weil, Julius E.....	5 00
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Seeleman, Mrs. S.....	4 00	Weinschenker, T.....	5 00
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Sutton, Mrs. Wm.....	4 00	Wampold, Mrs. L.....	4 00
Strauss, Mrs. Simon.....	4 00	Witkowsky, Mrs. C.....	4 00
Seaman, Mrs. E.....	4 00	Witkowsky, Miss E.....	4 00
Stern, Mrs. A.....	4 00	Witkowsky, Mrs. D. Jr.....	4 00
Steele, Mrs. B.....	4 00	Wallach, Mrs. D.....	4 00
Stern, Mrs. H.....	4 00	Wolff, Mrs. B.....	4 00
Schmaltz, Mrs. J.....	4 00	Wise, Mrs. A.....	4 00
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Solomon, Mrs. F.....	4 00	Yondorf, J.....	10 00
Snydacker, Mrs. B.....	4 00	Zeisler, Jos. Dr.....	10 00
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1894-95

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