

SEVENTH
ANNUAL REPORT
OF THE
JEWISH TRAINING SCHOOL



OF CHICAGO

FOR

1895-96



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CHICAGO.

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OF CHICAGO
FOR
1895-96

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EIGHTH ANNUAL REPORT

OF THE

EXECUTIVE BOARD

OF THE

JEWISH TRAINING SCHOOL

OF CHICAGO, ILLINOIS.

Sixty thousand Jews and more reside in the city of Chicago. Of these only 841 have ever contributed annually to the support of the Jewish Training School; and of these 841, only 508 retained their membership and paid their dues during the past fiscal year. In other words, 333 members, about 40 per cent., have withdrawn since the inception of the school and joined the 60,000 non-subscribers; and though we gained 55 new members since the last annual meeting who contributed to the amount of \$515, our income from membership dues was over \$2,000 less this year than it was four years ago. This condition is not to be attributed altogether to indifference and the hard times. It is plainly apparent that the Jewish community at large does not understand the object and necessity of the school and does not appreciate its achievements; and therefore the board of directors beg leave to call attention once again to the following facts, though it be at the risk of reiterating what may have been reported at former meetings.

The Jewish Training School was opened in October,

1890, primarily as a philanthropic institution. Of the hundreds of thousands of Jews exiled from Russia by reason of the enforcement and re-enforcement of the inhumane, restrictive "May-laws," many thousands sought refuge in Chicago and, following the instincts of all foreigners, naturally huddled together in one small section of the city where unintentionally they created for themselves an overcrowded ghetto with all the evils resulting from a depressing physical environment. These people were unfortunate at home where they were the sad victims of oppression and repression, and doubly unfortunate here where, devoid of means, strangers to our language and customs and but poorly prepared to fit into our industrial conditions, the most of them, whatever their prior condition or occupation, were driven to petty trading or recruited into the ranks of the worst organized and most unskilled trades. They were more or less dependent upon outdoor relief and it became a question of humanity, of patriotism and of urgent necessity to do something for these people more permanent, more adequate, more comprehensive than merely to feed and clothe them and pay their rent from time to time. What? Wisdom and experience both dictated that the safest, the surest, the most radical, the least degrading and the most loving assistance would be to give their children, whose lives might yet be molded, such an education as would be by the imparting of manual skill and by the inculcation of self-respect and self-help adapt them to their new surroundings, prepare them for the battle of life and forever keep them from the doors of relief societies. Naturally their pedagogical needs were different from those of any other children in the city, owing to their peculiar antecedents and environments; and since it is manifestly not within the province of the public schools, which exist for the masses and not the classes, to supply these needs, those who by reason of a common history, common traditions and a common religion stood nearest to the exiles, felt it a duty and a pleasure to found a school,

which should minimize the evil inflicted by the pope of Russia and should turn the forced emigration into a blessing for the persecuted and a benefit to the country.

In this spirit the Jewish Training School was founded, not as a trade-school but as a training school, to put the handicapped Russian Jewish child in possession of his powers, develop his richly endowed faculties of heart and mind, cultivate mechanical skill in the trained use of his long-neglected hands, give him a sense of symmetry and harmony and of graceful physical movement, stimulate his inventive faculties to find new avenues for the gaining of a livelihood, make him familiar with the customs and habits of well-ordered lives, teach him to be clean, courteous, broad-minded and broad-hearted, helpful, self-dependent, honest, truthful, patriotic, and inspire him to love whatsoever is pure, right, kind and noble. In short, the Jewish Training School was created primarily to give the crippled children of the ghetto the very best possible equipment for life.

It aims systematically to do what out of the richness of her experience Mrs. Florence Kelley, our State Factory Inspector, deems the most important of modern industrial requirements. Says she:

"Skill in our day is losing its commercial value. The need to-day is not skill, so much as the power to acquire skill. The qualities demanded of the young workingman to-day are character, judgment, versatility, so that when he is superseded by a machine he can turn his faculties to account in acquiring the knack to which machinery is fast reducing most all factory work. He who can turn trained faculties to new tasks as the progress of invention routs him from place, is the only man entitled to contemplate with equanimity the coming century. Women are displacing men, and children women; new machines are superseding all three. However true it may be that each displacement finds ultimate compensation, the immediate effect at every stage is disaster to all who are not versatile; the less character and readiness of resource the worker possesses, the more disastrous the immediate personal result."

Not enough time has elapsed to demonstrate with figures and material results the extent to which we are educating character and developing the power to ac-

quire skill. The ripe fruit of pedagogic science cannot be picked after the lapse of a brief span of time. The real results must be sought in later years, in the lives and careers of the boys and girls who have been under the training of the teachers; and yet some good results are already apparent. Of the 104 graduates of the past five years and the hundred more who withdrew before graduation, nearly every one is making a respectable living, giving satisfaction to his employers, earning good wages and in many instances contributing largely to the support of the family. So far as known their occupations are:

Teaching—Manual Training, Kindergarten..	6
Housekeeping.....	20
Occupied in business houses (book-keepers, clerks, salesmen).....	38
Railroad.....	1
Manufacturing business (cutters, decorative art, machine shop, electric works).....	11
Law offices	4
College and high school students.....	7
Art Institute.....	1
Printers	6
Typewriter and stenographer.....	1
With architects (draftsmen)	2
Foreign exchange and transport... ..	1
Watchmakers	2
Tobacco business (leaf tobacco).....	1
Saloonkeeper.....	1
Dressmakers.....	16
Post-graduates (taking high school course and commercial training).	6
Left before graduation and occupying positions in various walks of life, about.....	60

For social purposes and the continuation of their studies, the alumni meet with an average attendance of 50 once a fortnight under the direction of a teacher, and one is at once attracted by their manly and womanly spirit and their self-poised dignity. Their influence has already exerted itself upon their younger brothers and sisters and even upon the parents. Just as the large display of home-sloyd at the World's Fair indicated to what extent this handiwork is touching the fathers and mothers of Sweden,

is it our experience that the homes of the parents have been transformed through the lifting-up of the children. How can it be otherwise? A child that must appear clean at school and must use the school-baths, that learns the necessity of cleanliness from the school physician and school dentist and is taught tidiness by the sewing-teacher, a child whose æsthetic sense is awakened by modeling, drawing and painting will never again be content to live in an unclean and untidy home. During the past year some sixty-five children who brought their lunches to school because they lived a distance away, ate their dinner together in a room set apart for that purpose and upon a clean tablecloth. Under the supervision of a teacher they practiced proper table manners and the appropriate use of the knife and fork. These children as a matter of course take home with them the amenities of the dining-room. The monthly mothers' and parents' meetings bring the school and the home into closer contact, as do also the frequent visits of the teachers into the children's homes and the confiding manner in which personal advice is sought of the superintendent.

No special effort is made to abolish the Jargon, but the children naturally feel ashamed to use it, and in and about the school-house they converse only in English. Through the gymnastic exercises, the boys and girls have become more graceful in their gestures and movements and will not be scorned for the hereditary awkwardness. The ungraded class cared for eighty four new-comers, who are at once put into the charge of a teacher who does not understand a word of Jargon and who keeps them in her class till they are sufficiently familiar with the English to keep pace with the graded class for which they are mentally fitted; fifty-seven of these were promoted this year. In the public schools children like these hardly find their level and become the butt of bad boys' tricks.

In short, whoever visits the school finds there an earnestness, an interest, a natural discipline, a loving re-

lationship between teachers and pupils, that he goes away with the idea, that there the soul of a child is considered the soul of a man or woman perfect in all its parts, yet waiting the kind, wise, gentle guidance of the teacher to develop the highest qualities of intellect and heart. It is the unsought testimony of those in charge of the National Council of Jewish Women's Mission Sunday-school that for good behavior, quick comprehension, readiness and clearness of answer the pupils of the Training School stand out pre-eminent.

Mrs. Lucy K. Flower, who has for years been connected with the public school system and was Chairman of the Board of Education Committee on Compulsory Education, writes of her own accord as follows: "I think that your Jewish Training School is *one* of the greatest if not *the* greatest philanthropical work in the city. The general public do not realize the extent or value of this work, because preventive work, though by far the most valuable and far-reaching of any work, cannot be shown in definite results in a short time. If a boy is arrested, tried, convicted and sent to a reform school, you have the boy before you all the time and see each step taken; but if by educating, the boy is saved from arrest, you can't make the definite statement 'This boy would have been a criminal and we have saved him' because you have no absolute certainty that any *one* boy would have become criminal; but I feel that I do not exaggerate when I say that fully fifty per cent. of the boys in the Training School, if left to their natural environments without the influence of the school, would have been likely to get into trouble and lead a more or less criminal life. You can save ten boys for the cost of convicting one, but it is hard to make the public see it. They see the pauper and the criminal, they do not see that lack of training and environment are making them all the time, and they do not realize how many might be saved. I wish every public school in Chicago was on the plan of that one and then the work would tell so that everyone could be convinced."

This wish suggests a secondary and yet a most important object of our school: the advancement of the cause of public education.

The Jewish Training School is not antagonistic to the public schools, but supplementary to them. We recognize the supreme worth and service of our public school system, and have all possible admiration for this vigorous institution, which during its short existence has grown to such immense proportions as to win the admiration of the oldest countries in Europe. But the inner development has not always kept pace with the external growth; and if the Civic Federation meetings, the Board of Education squabbles, the many newspaper and magazine articles and discussions prove anything, it is that there exists on the part of the public an intense anxiety to improve our public schools internally. Yet this is a difficult matter as long as the Board of Education, which appoints teachers, prescribes courses of study, determines methods, aims and discipline, details plans, selects text-books, decides what are fads, exercises general supervision, is all the time changing in membership and is largely composed of politicians rather than pedagogical experts. The difficulty is intensified here in Chicago where there are 215 public schools visited by all possible varieties of children and where over 4,000 teachers are to be impressed with a new ideal and are at once to put it to an intelligent test.

Experimentation in the public schools is difficult and dangerous. New ideas and ideals must be tried in a school which is under the exclusive superintendence and the direct supervision of a pedagogical expert and enthusiast, which can without red tape and much jarring adapt theories to practice and which is not too large or too complex in the composition of its pupils. The school that fulfils these conditions is a national benefactor; and in that sense whoever helps support the Jewish Training School performs a patriotic duty, for under the most faithful, intelligent and consistent di-

rection of our devoted superintendent, Prof. Bamberger, and with the efficient and conscientious co-operation of his staff of teachers, this school has become a recognized pioneer and model educational institute. From far and near expert visitors come to inspect the workings of the school. During the past year, *e. g.*, we were visited by the superintendent of public schools and the members of the Board of Education, of Elgin, Ill., together with 18 teachers; by the school board and teachers of Aurora, Ill.; by various members of the staff of the Armour Institute; by Mrs. Susie E. Sinvell, supervisor of sewing and Mrs. Mary H. James, supervisor of the Department of Domestic Economy in the public schools of Minneapolis; by Miss Helen Kinne of the Teachers College, New York City; and by Prof. W. J. Brier and Prof. W. D. Parker, instructors of the State Institutes of Wisconsin.

The latter, who under the direction of the State of Wisconsin is examining hundreds of schools all over the country, sends the following communication which speaks for itself:

"I beg leave to offer some views of your school in the belief that I may point others to the institution to afford an opportunity for judging for themselves of the value of the variety of institutional influences which you offer,—and to encourage you in the self-sacrificing effort that you and your colleagues and the managing board make.

I inspected the school in May, 1895; again last February, time afforded means for forming specific judgments.

The continuity of effort throughout the grades to join literary and manual lines affords remarkable results in each line. Judicious choice of types of manual work exemplifies the historic pedagogy of those worthies who have justly shaped the methods of modern education through intimate knowledge of the laws of the learners' minds. The doctrine of perpetual adaptations made and remade by teachers, receives adequate attention throughout the school, so the visitor sees the eighth grade pupil realize noble ideals in moral and intellectual training secured through the much-talked-of trinitarian effort of heart, head and hand duly organized, supplemented and balanced.

The use of English language by tongue and by pen realizes the hope of the ambitious citizen. The frequent incorporation of the present living thought with the standard text-book illustration finds perfect use in the ordinary recitation, so a visitor *feels* as well as judges that the doctrine of self-activity of the learner is in constant operation.

The transformation in personal appearance of the children as wrought upon by the joint forces of the school, inspires the visitor at every point when he undertakes comparison with other schools of like or superior environment.

The physical training in form of calisthenics stands for the best possible reactions and the child finds himself equally invited by Indian clubs, bell, wand and bath, to rhythm of feeling, of intellect, of will.

Some familiar conference with individual pupils and teachers confirmed judgments of a wholesome spirit of self-respect throughout the school; and I hope the beneficent influence will perpetually draw to the philanthropic management, the active co-operation of the general citizen."

We ask, however, only for the co-operation of the Jews of Chicago who are able and who should be willing to maintain adequately this institution which Prof. Belfield of the Chicago Manual Training School says "is a great credit to the Jewish people of this city."

Some have set us a magnificent precedent during the past year. Since our last annual meeting \$38,800 have been added to our sinking fund by living persons, *viz.*: \$20,000 by an unknown donor; \$10,000 by Mrs. E. Mandel; \$5,000 by Mrs. M. A. Meyer; \$2,500 by Gerhard Foreman; \$1,000 by the Mandel Brothers to be known as the Caroline Mandel Fund for the purchase of books; \$200 by Mrs. B. Kozminski to be known as the Emil and Cora Kozminski Fund also for the purchase of books, and \$100 by Leopold Mayer additional to the Regina Mayer Fund.

In addition to these gifts we received donations to the general fund aggregating \$4,959.73, *viz.*: Young Men's Hebrew Charity Association, \$3,500; Confirmation Day collections from Sinai, Zion, and North Chicago Congregations, \$692.73; Maypole Group, Rex Ball, \$167; Little Helpers, \$116; Amanda F. Ballenberg, \$100; Isaac Wedeles, \$100; A. J. L., \$100; and various smaller sums by thoughtful givers.

To all of these donors we beg once more to express our heartfelt thanks and deepfelt appreciation. We rejoice with them that they have experienced the greatest of joys,—the joy of giving.

We also express our obligations to the United He-

brew Charities, to the physicians who are ever ready to give our children the benefit of their skill and time, and to Mr. Julius Rosenthal for the intelligent and bountiful selection of books he donated to the school library which through the thoughtfulness of some friends is becoming a most valuable adjunct to the school for the imparting of information, the imbuing of patriotism and the inculcation of solid traits of character.

But these handsome gifts do not absolve the community of their responsibility. Though our receipts from interest were \$2,100 more than the previous year and though our donations to the general fund were also large, our income was but \$15,837.86, while our expenditures amounted to \$21,273.52, leaving a deficit of \$5,435.66. Were it not for the Rex Ball, which enabled us to begin the year with a balance of \$8,919.23, we should have had to close the doors of the school two months ago. As it is, our balance of \$3,583.57 will scarcely enable us to pay our teachers' salaries this and next month.

We therefore appeal again to the community for their co-operation. We appeal for 1,000 new members. We appeal to all the congregations, that on Confirmation day, the day of their children's joy, they remember the children of the poor. We appeal to the Young Men's Hebrew Charity Association and the other societies that have stood by us in the past to continue to give us the support of their strong arms. And we appeal to our good, rich people who intend to remember us when they shall have gathered a little more gold and when a few more gray hairs shall have come, to follow the beautiful example of the living donors of the past year and of the sainted Baron de Hirsch, of whose generosity we, too, were the beneficiaries. They teach us the joy and advantage of giving while it is ours to give. "The morrow is uncertain. The only sure thing for the future is a tomb for each one. It may come next autumn, next winter, next spring. It may come by a sinking ship, or a burning building, or a fever that shrouds the intel-

lect, or a paralysis that strikes the heart. The probability that you will approach death slowly and that your good schemes will come up before you in that hour for final and wise adjustment is only one in fifty." The soul needs the education, the noble consciousness that comes from duty already done. The intention to do right things and beautiful things is poor food for the soul. But when one in the noon of life can already see good works back of him, then his present is free forever from emptiness and the nobleness of yesterday becomes a part of the soul's character.

As a philanthropic and as an educational institution, the Jewish Training School appeals to your minds and your hearts. May it not appeal in vain.

JOSEPH STOLZ, Secretary.

Chicago, May 12, 1896.

SUPERINTENDENT'S REPORT.

To the President and Members of the Jewish Training School:

LADIES AND GENTLEMEN:—I have the honor to transmit to you herewith my seventh annual report as superintendent of the Jewish Training School.

Though our institution is comparatively young, only six years having elapsed since its gates were opened for the children of the poor and destitute, who are in especial need of rational education and instruction, it has already gained no inconsiderable number of warm-hearted and open-handed friends. It is becoming more and more generally known, that the Jewish Training School is not a luxury but a vital necessity for the children of the district in which it is located; and it is further generally known that the theories developed in our former reports upon which our institution is based are given practical expression in the matter and method of the course of studies. Our school is well known all over the country for its advanced and liberal ideas on education and for the conscientious execution of the same.

We cannot speak with sufficient thankfulness of those who encouraged and helped us in this sacred task. The president and members of the Board of Directors, members of the society as well as outsiders, who have sacrificed time and means in behalf of the school and have with scrupulous fidelity watched the interests of the trust reposed in their safekeeping, certainly desire no public acknowledgment at our hands, and yet they must pardon us if we cannot forbear giving utterance to the profound sense of gratitude we feel towards them for their devotion to our task.

For the closing exercises of the school, June 21st, 1896, Sinai Temple was kindly placed at our disposal, and upon that occasion we received much gratifying testimony to the fact that our educational enterprise and its larger aims are beginning to be recognized and understood by the great public. The words of appreciation and cheer spoken on that day by Dr. E. G. Hirsch will long be remembered by us and will serve to inspire and animate us in our future efforts.

Other evidence, too, is accumulating, to show that a wider interest has been created in the object to which we are devoted. The superintendents of schools in various states and cities have written for detailed information concerning our school, with a view of introducing similar methods in the institutions over which they themselves have control. Here and elsewhere the undersigned was repeatedly invited in the course of the year to address teachers and others interested in educational matters; and the sympathy displayed for the introduction of manual work, graded and arranged as we have it, as an organic element of the school, was most encouraging. The principles that underlie the scheme of our course of instruction were generally approved of.

Thus it is clear that we are laboring, not only for the pupils whom we directly educate, but that we are also co-operating in the work of general reform. Let our plan be successfully demonstrated here, and it will be duplicated elsewhere. The educational system of our country has already felt and in time to come will feel more keenly the beneficent effects and be lifted to a higher level.

Evidently we are justified to look into the future with ardor and interest. Our cause is the cause of educational reform. We aim to build up a higher and truer humanity in the generation that will succeed us. And if, in addition to being a movement for *educational reform*, ours is also a charitable movement; if we seek to apply the better education to the children of the

poor rather than to the children of the rich, it is because the poor need help most, and because *"education is the only radical means by which we can hope to lift the multitude of mankind above degradation and dependence."*

Concerning the teachers of the school, I may speak in terms of warmest commendation. Though living on narrow salaries, narrower than are usually offered to persons of their ability, they take into consideration the financial limitations usual in the beginning of an undertaking like ours, and devote themselves with single-hearted earnestness to the work in which they are engaged.

In reference to our pupils and school-work I would make a few statements.

The personal appearance of the pupils has also received special attention this year, and we feel fully compensated for the effort made in this direction. With improvement in outward appearance, moral improvement goes hand-in-hand. We, therefore, had no special difficulty with discipline; every child is its own disciplinarian, we secured that highest "discipline from within." We sometimes have to battle for a short time with newcomers, who cannot stand a mild and humane government; but in that case our own pupils, and the spirit that prevails all over our institution are our faithful co-workers. Our greatest difficulties come to us through the parents. By reason of the father's indifference or his keen struggle for daily bread, many a good seed that was planted by us with care has been destroyed, before it could sprout; and some of the mothers in many ways neglect the most sacred duties they owe their children. In winter little tots, children 3 and 4 years old, are sent to the kindergarten, without breakfast, clad in thin gingham skirts, with insufficient underwear, with torn slippers, and perhaps, half a dozen shawls (rags) around the neck. Do these mothers not know better or do they lack a tender feeling for their own flesh and blood? I cannot explain this, but I know that some of them make early calls and forget that the little ones

eager to go to school must be washed, dressed and fed. If the mother does not return in time, they leave without her and the washing, dressing and breakfasting which the mother has neglected must then be done in the school.

In spite of this our pupils enjoyed pretty good health and though in other densely populated sections of this great city contagious disease was a frequent visitor, and destroyed many a young life, we were fortunate in that our school was not visited by treacherous disease, and only one death occurred during the year. This is especially due to the great interest we take in the physical education of the children entrusted to our care.

We possess a record of over 3,000 children who have been enrolled in our school since its inception. These records not only show much that can be ascertained by a thorough and conscientious examination into the physique, intellect and history of the child but they also reveal much about the parents and their antecedents. These investigations made by the school physician and the superintendent yield valuable information almost indispensable for the correct and proper treatment of a child. Oftentimes we detect little defects which can be remedied without difficulty as long as they are in the first stage of development, and thus through our discovery we are instrumental in preventing later complications and much misery. We measure every child (height, standing and sitting), and weigh it on the day of admission. These results are carefully noted down and compared with results attained twelve months later. Any irregularity in natural growth will at once attract our attention to the child; for it is a sure sign that there must be a corresponding irregularity or abnormality elsewhere in the domain of the intellect or morality. We also include in our recorded investigations the conditions which surround the child at home. All this gives us a good picture of the child, the divine material we work with. This we

are privileged to call "Child Study," and this we may use without making the neighborhood unsafe by very scientific and foreign sounding terms. We do not believe in the use of these scientific sounding terms, but we go to work and do something with and for the child. We are no "Seelenriecher" and do not believe in the exaggeration of "Child Study," in the humbuggery to which it has developed in some quarters. *Du sublime au ridicule il n'y a qu'un pas.*

Our task is "education" first; the school physician, the teacher of gymnastics, and everyone connected with the practical work of the school, makes it his sacred duty to watch the little ones and do the work which a conscientious, faithful and skilled gardener does for his plants.

As a rule our children are wide-awake, cheerful and obedient. The older children assist in taking care of the younger ones, particularly during lunch and dismissal. They are good-natured and kind-hearted. Children superior in intelligence frequently offer to help along the backward, and classmates recognize the superiority of some of their number without envy or ill-feeling. During the long summer vacation some seven or eight pupils of one class met almost daily to be taught in studies in which they were not up to the standard, by a classmate, an exceptionally bright girl.

Our lunch or dining-room on the first floor must be considered a prominent factor in the transformation of our children. "The common meal is the first product of civilization." Those who have visited our school and have had an opportunity of seeing the children at lunch, are surprised that so simple an idea as that of having a common dining-room, has not long since been generally applied in all schools. It is a well-known fact that Americans do not take time to eat. "Time is money," and as the anxiety to make and accumulate money is so great, they do not allow themselves time enough to enjoy their meal leisurely, and do not even take the time to masticate their food properly. Physi-

cians say that dyspepsia, so general in our country, is largely due to the hurry with which people take their meals.

Our dining-room is, in the first place, to counteract this bad habit of fast eating; our children are given ample time to eat, and are told by the teachers on duty not to hurry. In fact, the rule is, that children who are through with their luncheon cannot leave the dining-room and go to the playgrounds, as they are eager to do, until all are done, and this naturally influences them to devote more time to the meal.

How do pupils generally eat their luncheons in our primary and grammar, and even in our high schools? In a way that would put many parents to the blush. They eat in a half-dark hall, in the corners of a large school building, without using a fork, knife, spoon or plate, tearing off pieces with their hands or teeth, and throwing about in an improper and unrefined manner such parts as were not consumed. How different it is in our dining-room! Children that live within eight blocks of the school must go home for lunch, because we want the parents to take care of their children themselves, and would not tempt or encourage them to shift their responsibilities and duties on the shoulders of others. The mother should prepare lunch and should be at home to receive her children; we want to strengthen and not to loosen the bonds of love and the natural affinities; therefore, if possible, we desire the children to go home. Only those who live farther than eight blocks from the school are permitted to carry luncheons. The teacher in charge takes the lunch from the child in the morning before it enters the school-room; no one is allowed to take anything to eat into any part of the school-house excepting the lunch-room. There a pigeon-hole is reserved for each child's lunch, and when all the lunches have been properly deposited, the dining-room is closed. At 11 o'clock the table is set, covered with snowy white linen; each child is provided with a napkin, (the napkins are numbered

by the pupils of the sewing-room, and each child gets its own napkin), three plates, knife, fork and spoon; and fresh water, even toothpicks are not missing; then the luncheons are taken out of the respective pigeon-holes and served properly on plates, the wrapping-papers having been removed. This is all done by some of the children under the direction of the teacher who serves as the day-officer. The big chunks of bread are properly cut; in fact, the plain lunch is so arranged by the skill and better taste of the teacher, that oftentimes the children hardly recognize it when it is served them in the dining-room. Frequently, too, the one who has plenty will share a part of his abundance with one who has little; he that is fortunate enough to possess two apples will give one to him who has none.

When the children come from their class-rooms at noon they wash their faces and hands and then enter the dining-room. When all are present they begin to eat. The older girls, especially the post-graduates, take care of the little ones, instruct them as to the proper way of handling the fork and knife and using the napkin and see that nothing is missing. The children are, of course, allowed to converse, but not too loudly; they are taught to behave and act as is customary in good society. "We emphasize table manners."

This fact is worthy of notice. Before we had our dining-room, and the children ate their luncheons in the lower hall by themselves, unnoticed by others, they brought all kinds of unwholesome indigestible food put up in the most careless way; ever since the luncheon has been brought to the dining-room and exposed to the view of teachers and children, they felt ashamed and soon began to bring food of an altogether different character. They would not accept unsightly chunks of food and told their mothers to give them instead plain sandwiches properly put up. This matter is frequently discussed at the Parents' Meetings and the mothers are

told how to prepare a plain lunch for a child without much expense and much work. They appreciate our interest in the matter and co-operate with us.

Prof. Parker, president of the State Normal School of Wis., who has frequently visited our school, said that he would make earnest efforts to introduce such dining-rooms into all the public schools under his supervision.

Teachers' Meetings for conference, and meetings of parents with teachers have this year also been a prominent feature of the school.

The bond uniting family and school has always been recognized in theory, but the theory has seldom been put into practice. It is not enough to avoid conflict, intelligent co-operation is necessary. Monthly meetings make this co-operation possible. We have attained a closer understanding between teachers and parents; the latter have more faith in the school, they know that we do more for their children than any other school can do, and this year we had more applications for admission than ever before. We were obliged to reject over 200 because all classes were full.

Our Alumnae Association is growing and making satisfactory progress; the alumni govern themselves and intelligently plan their year's work. The enthusiastic and faithful leader of the Alumnae Association, Miss Antoinette Belitz, is eminently gifted for the task. She understands how to quicken her young friends to high thoughts and purposes, and to lead them to independence in thought and action. We are indebted to her for her inspiring services and extend her our hearty thanks for her successful work. The alumni meet fortnightly and anxiously strive to improve their moral and social condition. During the past year they took up a study of the history of Judaism. At their request I outlined their work and advised them how to go ahead. Rabbi A. R. Levy and Miss Sadie American addressed them and Dr. Samuel Weber favored them with a lecture on the Roentgen Rays, a lesson which was highly appreciated by the hearers. Miss Pauline Thiele cheer-

fully furnished the music at the monthly socials which followed the study hours.

At the end of the school year the alumni closed their work with an entertainment given in the Auditorium Recital Hall for the benefit of a gymnasium fund. Every seat was taken and the excellent execution of the program was creditable alike to them and their leader.

Miss Sadie American, secretary of the Council of Jewish Women, has taken much interest in our work, and in conformity with our plans and intentions has formed a "Round Table Club." The following is her report:

"In the early winter the Alumni Association invited me to address them on Jewish History, which they were studying. I gladly accepted the invitation, and took the occasion to speak of Jewish History as it is in the making to-day—of the new conditions of the Jew, and his duty to make the very best of them by each one developing him or herself according to the noblest standards of culture, and of the duty to apply these standards even in the simplest matters of everyday life, and told of the help given by certain clubs of girls and boys to understand how to so apply them. I addressed the girls more particularly, in the hope that a closer acquaintance among them might result, and described what was being done in certain Working Girls' Clubs towards a better understanding of noble womanhood and of carrying its highest ideals into everyday affairs, especially into the household and home, of the need to know how to cook well, etc. The last seemed to appeal more particularly to them, and they determined to form a club, and asked me to help them to do so.

In March the first meeting was called. Annie Harris was elected president, and the girls themselves named it "The Round Table." The club met fortnightly in a room of the school, and although the attendance was small, the interest shown was great. All desired to take up cooking, but no available place was found for it. So at the meetings questions of everyday matter suggested by the girls were freely discussed, *e. g.*, How should a working girl dress? What should be her attitude to young men? What shall she read?

The independence of thought and proper understand-

ing of some fundamental questions was marked for girls of their age, and can undoubtedly be ascribed to the influence of the school.

The club adjourned during the summer. It is hoped the coming winter more can be accomplished than last year. It is the desire of the girls, as soon as a proper place can be found, to take up cooking.

SADIE AMERICAN,
Leader, Round Table Club."

I herewith also submit the report of our school physician, Dr. S. Weber, who taught the highest class physiology with good success and who took care of the bodies of our pupils with singular conscientiousness and attention:

"I have the honor to submit the following as my report for the school year 1895-1896.

I shall not follow this time the usual custom of reporting, as has been done heretofore, in a tabular form the number of cases of illness treated, and the disease occurring during the school year. The kinds of illnesses and the proportion of each, vary but little from year to year as can be seen on inspecting the table in former reports. The great majority of ailments continue to be such as are usually called "colds," and digestive trouble due to deficient and inefficient food. The percentage of these ailments will be lessened only with a better mode of life and better personal hygiene in the homes of the children. The school is doing as much as is possible, in my estimation, in bringing about such reforms in both the person and the family of each pupil.

We continue to be greatly benefited by the proximity of the West Side Dispensary of the United Hebrew Charities. This benefit comes to the children in two ways. They receive medicine free at that institution. I am, therefore, free to prescribe any kind of medicine and in any quantity, necessary in the treatment of the children; I am now sure of their getting the medicine and getting it promptly. Secondly, certain ailments occurring among the children, which require special skill in diagnosis and in treatment, such as trouble of the eyes, ears, nose, the nervous system, etc., are now sent to the specialists of the dispensary. Were the dispensary not near by, or in other words, would the

children have to go a long distance for the relief of such troubles, they would either not go at all, or if they would go they would lose much school time in doing so. The specialists on the staff of the dispensary have been very good and very kind to the children of this school sent them. Especial thanks are due to Drs. Hale, Morgenthau and Kuh for their service.

We must again congratulate ourselves upon the continued escape of our school children from epidemic. Since the last report, Chicago has been visited by quite an epidemic of diphtheria and of typhoid fever. Only one pupil of this school caught diphtheria and she was promptly discovered, sent home, and kept isolated. No contagion in the school came from that case. Since ten months, due to an impure water supply, an unusually large number of cases of typhoid fever have occurred in Chicago. The children of this school are, of course, as much exposed to the contagion as any other children in the city; but so far, to the best of my knowledge, no case of typhoid fever has occurred amongst the children of this school. The question has arisen with us, as it has since in the public schools, whether anything can be done to purify the water used in the school building. In the special report on this subject furnished you last winter, I showed how little chance there was at that time, that the little water drank by the children in the school should be the cause of typhoid fever. Since that report the condition of the city water supply has changed somewhat for the worse. However, the little danger coming from this source has since been entirely removed by your order by which the drinking water on tap in the school for the children is both boiled and filtered before used. This change certainly removes all responsibility from the officials of the school. Should any pupil of this school contract typhoid fever in future, the contagion came from water drank at home or elsewhere outside of the school.

I wish to commend the action taken by the school authorities in removing the toilet rooms used for the children, from the basement to the annex built adjoining the school-house, for that purpose. The new arrangement certainly removes all possible source of disagreeable odor from the school building.

In conclusion I wish again to enter a plea for a gymnasium, the need for which I have explained in former reports. I certainly hope that this school, which is in

the front rank of schools for the newer and better primary education, will be soon equipped with this necessary adjunct.

Respectfully submitted,

SAMUEL L. WEBER, M. D."

We have not contented ourselves with the thorough work of the school physician, we also received the assistance of specialists who cared for the physical growth and proper development of our pupils. We are specially careful of their eyes, ears and teeth. Drs. Bettmann and Hale have examined and successfully treated the eyes of hundreds of pupils, Dr. Morgenthau the ears, noses and throats of very many; the teeth of all our pupils were examined and treated by Dr. Rouff; and Dr. John Ridlon, the famous orthopedist, has graciously helped us in all cases of deformities which at his request we sent him. We thank the good physicians in the name of the children treated, and in the name of the Board of Directors.

To my regret I sometimes hear people say, what have you to do with children's teeth and eyes?—teach them, give them an opportunity to learn something, and that will suffice. The old principle: *mens sana in corpore sano*, still holds good and will forever be recognized by thoughtful educators. We must begin with the body, nothing can be successfully done for the intellect unless the physique is in first-class condition. Every physician will bear testimony that bad teeth are not only a nuisance and a hindrance to physical growth, they are also the cause of many diseases, having a detrimental effect especially upon the digestive organs. On account of the narrow quarters in which they live, the poor ventilation of their homes and the fact that their fathers so often have weak eyes in consequence of their talmudic studies, our pupils are more exposed to sore and weak eyes than others. Now, well-to-do people can and do take care of the eyes and teeth of their children, but poor people cannot; and because they cannot or have no idea of the necessity thereof,

shall their children suffer and carry with them through life the evil consequences thereof?

We firmly believe in the proverb: "ALL that you do, do with your might; things done by halves are never done right," and shall, therefore, uninfluenced by such criticism, continue to follow the dictates of our conscience and of our love for and interest in the pupils entrusted to us.

The summer or vacation school, under the charge of the Chicago Council of Jewish Women, was this year also a success. Over sixty girls were given instruction in sewing and under the able supervision of the directress of our kindergarten, Miss Laura Ebel, assisted by Mrs. Krauss, they finished a large number of garments, such as dresses, aprons, blouses, shirtwaists, undershirts, etc. Most of the garments were plain and for practical use, while others were more elaborately made and will be kept for exhibition and sale at a bazaar this winter. Every girl was paid \$1.25 per week. These same girls were sent to the country in groups of fourteen for a period of two weeks. They went to Hinsdale, Ill., and were there under the care of Miss Pauline Thiele, one of our kindergartners. The children enjoyed their summer outing very much; they were kindly treated by everyone and well boarded by Mrs. Thiele.

Nobody will doubt the great benefit derived from this vacation outing. The change of air and of surroundings from narrow, unhealthy quarters to the free and open country, the better nourishment and care, the daily exercise in fields, meadows and woods—must all have a wholesome influence upon the child's health. Besides this the child comes in contact with nature, in a way impossible in a large city; there are opportunities for the child's mental growth of which the city child is entirely deprived. Such an outing is an object lesson given by nature herself, better than any school-master can give it. The book of nature lies open there and can be read by the child through the

senses into the intellect. We emphasize "Nature Study" in modern pedagogy. Here is "Nature Study." Nature has prepared the lesson and offers her gifts to the child. Each will take just as much as its individuality can stand and assimilate. Not only the knowledge gained is profitable; more valuable than this is the child's love for nature and natural objects that will sprout and grow. Such an outing properly arranged and managed provides material and leaves vivid impressions for the entire following school year, and their vocabulary will be enlarged not with empty words but with terms that convey a meaning to the child.

I beg leave to put on record my interest in summer or vacation schools which are to-day on the programs of schools all over the country. Already 17 years ago I took about 80 children, pupils of the Workingman's School of New York, with me to the country. We went to Sherman, Wayne Co., Pa., about 180 miles from the city. We stayed there several weeks and continued our studies in Mother Nature's class rooms, in the fields and woods, on hill-tops, along rivers and brooklets. This was probably the first vacation school carried on in this country; it proved a success and was followed up every year. In 1884 I had over 300 pupils with me in Connecticut and was assisted by five teachers. At a general meeting of the State Teachers' Association of New York, I reported upon its educational value and while a few were convinced of the intrinsic value and importance of such summer work, the majority of the assembly then did not fully grasp the life-element of the feature. It is different to-day.

Our good ladies of the Council have for three successive years successfully carried out the idea. It is too bad that all the children cannot enjoy this privilege (boys, too) and that it is not carried out in such a way as to make it more educational. An experienced teacher should take charge of these excursions, guide the children in their investigations, systematize and summarize

for them, and point out what children's eyes will not detect.

The Civic Federation of this city took up the same subject this year, as an experiment for the public schools. The educational committee, with President Harper as its chairman, urged me to take charge of this summer school, which I did at the sacrifice of a much needed rest. This summer school was a success; over 300 children were taken care of for eight weeks and weekly excursions took place with all the teachers present. Most of the teachers were taken from our staff and the success was greatly due to this fact. Here is another proof of the general work we are doing for educational reform.

A splendid opportunity for doing good is offered to the man or woman who will purchase a farm of about 50 to 60 acres of good land in the neighborhood of water and within 30 to 50 miles from the city and will fit it up with primitive class rooms, dormitories and refectories, sufficient to accommodate from 300 to 400 children during the summer. Half the day could be devoted to school, and half to field work. A love for country life and for agriculture would be aroused and perhaps a sanitarium for sickly and weak children might be connected therewith.

Our library, which was founded four years ago through the benefaction of Mr. Jacob Liebenstein, has assumed quite large proportions. During the past year the Mandel Brothers donated \$1,000 in memory of their mother; and Mrs Chas. Kozminski gave \$200 in memory of her deceased children, Emil and Cora, for the purchase of such books as would inculcate good moral principles into the hearts of the children.

Our library is divided into a "Pedagogical and Reference Library" for the use of teachers, and a "Juvenile Circulating Library" for the benefit of the pupils. In the pedagogical department we have 420 volumes, in the circulating library we have 656 volumes. About 900 books have been drawn during the past year. As

usual, efforts have been made to ascertain whether the books were carefully read and understood, according to the plan originated in our school. We append one of our test slips uncorrected and returned by a pupil of grade VI.

JEWISH TRAINING SCHOOL	
... LIBRARY ...	
Name of pupil: <u>Ada Shapiro</u>	Class <u>11</u>
No. of book: <u>636</u>	
Date when drawn: <u>28th April 1896</u>	When returned: <u>May 6 1896</u>
1. What is the name (title) of the book? <u>Oliver Twist</u>	
2. Who is the author? <u>Charles Dickens</u>	
3. To what country does he (or she) belong? <u>To America</u>	
4. Does he (or she) still live, and where? <u>I do not know</u>	
5. Who is the publisher and where was it published? <u>The publisher is Dodd, Mead & Co. 251 Broadway</u>	
6. To what class of literature does it belong? <u>To fiction</u>	
7. Is it written in poetry or in prose? <u>In prose</u>	
8. When and where is the scene of the story laid? <u>In London</u>	
9. What other story is it like? <u>I never read a story like it</u>	
10. What good do I derive from it? <u>I learn to be content to every one</u>	
11. Which part of the story do you like best? <u>The seventh chapter</u>	
12. Which part did not please you? <u>All parts pleased me</u>	

One of the most thoughtful friends of our institution is Mr. Julius Rosenthal, who enlarged our library with the following books selected with rare judgment and discrimination:

- Morley's "Song of Life." (Three copies.)
- "Lyrical Poetry from the Bible." (Two volumes.)
- "Prophets of Israel," by Cornill. (Two copies.)
- "Literary Study of the Bible," by Moulton.
- "Cuore," by De Amicis. (Ten copies.)
- "American History Leaflets." (Forty copies.)
- "The Modern Reader's Bible" Ecclesiasticus, etc.
- Carter Harrison's "A Race with the Sun."

A map of the United States and Territories, especially made by the Government Survey Office in Washington, etc.

The scholastic year began Sept. 3d, 1895, and ended June 24th, 1896, making the session last 42 weeks or 210 school days. On the following holidays the school was closed:

1895—Sept. 19 and 20;	Rosh Hashanah	2 days.
Sept. 27;	Yom Kippur	1 day.
Oct. 2 and 10;	Succoth	2 days.
Nov. 28;	Thanksgiving	1 day.
Dec. 23 to Jan. 6;	Midwinter Vacation	10 days.
1896—March 25 to April 5;	Spring Vacation	7 days.
May 18;	Shabuoth	1 day.
Total		24 days.

Our enrollment was 740, of which 660 were present daily, making an average attendance of 90 per cent.

The graduating class consisted of the following pupils:

Apfelbaum, Rosa	Leschinsky, Mary
Bernstein, Annie	Levy, Annie
Bernstein, Sarah	Levin, Jacob
Block, Max	Rosin, Bennie
Friedberg, Moses	Rubenstein, Flora
Glant, Abraham	Schulman, Bessie
Hollender, Sarah	Shapiro, Lena
Weiller, Emanuel.	

Of these fifteen graduates, nine were with us from the beginning of our school, Oct., 1890. Three entered our institution four years ago, two three years ago and one was with us but one year and a half. These six graduates were foreign-born and were admitted to the ungraded class a week or so after their arrival to this country. All exhibited remarkable diligence and earnestness and were models in conduct. Six (girls) returned to take the post-graduate course, while the nine others found employment according to their abilities.

Of the ten post-graduates, who finished their one year's course with laudable success, two are with us assisting in the kindergarten in the morning and continuing their studies in the afternoon. Their ambition is to become teachers, and we shall assist them in this direction. Two are stenographers, one studies law, one

is studying pharmacy, two are clerking, one is assistant cashier and two are keeping house, assisting their mothers.

From all sides our school was the recipient of much kindness and friendship. It is impossible for me to mention all those to whom we are deeply indebted, yet I feel in duty bound to express special thanks to the following: Mr. L. Eckstein (for decorating all class rooms and halls), Mr. Henry Bettmann, Mesdames Emanuel Mandel, Levy Mayer, Chas. Stettauer, H. Rosenfeld, Fannie Cole, Mrs. Jonas and Mrs. Aronsohn of the Jewish Training School Auxiliary and the Baron de Hirsch Society of the Northside, Mr. Leopold Schlesinger, Mr. Daniel Stern, Mr. Isaacowitch, Mr. Oscar Friedman, Mr. Edward Hirsch, the Garden City Terra-cotta Co., the pupils of Sinai Sabbath school, Mr. W. N. Eisendrath, Mr. Lazarus N. Cohn and Mr. Bryant, of the Bryant & Stratton Business College who accepted the pupils of our school in his college at half rates, paying the other half from his own private means.

Respectfully submitted,

G. BAMBERGER,

Chicago, September 1, 1896.

Superintendent.

AWARDING OF PRIZES.

MR. LEON MANDEL'S PRIZES.

\$15.00 for best conduct.....	{	ROSA APFELBAUM
		LENA SHAPIRO
	}	BESSIE SCHULMAN
\$10.00 for earnest efforts in drawing and modeling.....		LENA SHAPIRO
\$5.00 " " " " " " " " ..		ROSA APFELBAUM
\$10.00 for earnest efforts in mathematics		JACOB LEVIN
\$10.00 for best efforts in English		MAX BLOCH
\$5.00 " " " " " " " "		EMANUEL WEILLER
\$15.00 for greatest efficiency in sewing.....	{	BESSIE SCHULMAN
		ROSA APFELBAUM
	}	LENA SHAPIRO
\$15.00 for greatest efficiency in mechanical work {		MORRIS FRIEDBERG
and drawing.....		JACOB LEVIN
	}	ABRAHAM GLANT

Balance was spent on appropriate books given to the two best children in each of the lower classes.

MRS. SOPHIE ROSENBAUM'S PRIZE.

Gold medal for best attendanceJACOB LEVIN

Honorable mention—never absent or tardy: Sarah Bernstein, Rosa Apfelbaum, Lena Shapiro, Abraham Glant, Bessie Schulman, Eva Harris, Sarah Hollander.

HON. SIMON WOLF'S PRIZES.

Gold medal for the most earnest and industrious worker,

(boy).....MAX BLOCH

Gold medal for the most earnest and industrious worker,

(girl)ROSA APFELBAUM

LAURA BAMBERGER'S PRIZE.

Gold medal for the most earnest worker in drawing...BESSIE SCHULMAN

MRS. E. MANDEL'S PRIZE.

\$25.00 for appropriate literature given to the children of all classes for good attendance and conduct.

TREASURER'S REPORT.

To the President and Members of the Jewish Training School.

LADIES AND GENTLEMEN:—I herewith respectfully submit my report of the receipts and disbursements from June 8th, 1895, to May 9th, 1896, both inclusive.

From Mr. Leo Fox, Treasurer.....	\$ 7,943.18
From Financial Secretary.....	34,150.00
Interest on Deposits from International Bank...	122.50

\$42,215.68

DISBURSEMENTS.

Vouchers paid Nos. 1176 to 1619, both inclusive,
except No. 1484 and 1613.....

\$39,221.50

\$2,994.09

INVESTMENTS.

No. 4	Note and Trust Deed,	due Nov. 26th, 1898,	7%.	\$5,000.00
" 5	" " " "	" Jan. 10th, 1899,	6%.	2,500.00
" 10	" " " "	" April 29th, 1900,	6%.	2,000.00
" 11	" " " "	" April 4th, 1899,	6%..	2,000.00
" 14	" " " "	" June 13th, 1897,	6%.	7,000.00
" 16	" " " "	" April 3d, 1899,	6%..	2,000.00
" 17	" " " "	" Sept. 8th, 1897,	7%.	500.00
" 18	" " " "	" Aug. 1st, 1896,	7%..	1,000.00
" 19	" " " "	" May 5th, 1899,	7%..	1,000.00
" 20	" " " "	" Aug. 17th, 1899,	6%.	5,500.00
" 21	" " " "	" Sept. 26th, 1897,	6%.	2,500.00
" 22	" " " "	" Feb. 4th, 1900,	6%..	5,000.00
" 23	" " " "	" Mar. 16th, 1900,	7%.	550.00
" 24	" " " "	" May 16th, 1898,	6%.	5,000.00
" 25	" " " "	" Dec. 1st, 1898,	6%..	11,500.00
" 26	" " " "	" May 24th, 1898,	6½%	4,500.00
" 27	" " " "	" Nov. 14th, 1899,	6%.	4,000.00
" 28	" " " "	" Feb. 28th, 1898,	6%.	1,000.00
" 29	" " " "	" July 19th, 1900,	6%.	5,000.00
" 30	" " " "	" April 18th, 1897,	6%.	7,000.00
" 31	" " " "	" June 4th, 1899,	6%..	3,000.00
" 32	" " " "	" Sept. 30th, 1900,	6%.	3,700.00

\$81,250.00

We carry insurance on building, furniture and fixtures to the
amount of.....\$38,000.00
Insurance on steam boiler to the amount of..... 10,000.00

All of which is respectfully submitted,

LEOPOLD SCHLESINGER, *Treasurer.*

Approved:

W. N. EISENDRATH,

LOUIS ECKSTEIN,

AUGUST GATZERT,

Fin. Committee.

FINANCIAL SECRETARY'S REPORT.

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

I present you herewith my report for the year beginning May 9, 1895, and ending May 12, 1896, inclusive.

GENERAL FUND.

Balance Credited Fund, May 12, 1895.....\$11,240.75

RECEIPTS.

Interest, Sinking Fund.....	\$3,567.63	
“ Treasurer’s Balance.....	122.50	
Commission on Investments.....	115.00	
		\$3,805.13
Young Men’s Hebrew Charity Ass’n.....	3,500.00	
Confirmation Day Collections.....	692.73	
Mrs. C. Hoffman, Freeport, Ills.....	5.00	
Amanda F. Ballenberg.....	100.00	
Louis Benjamin.....	4.00	
Mr. and Mrs. Lichtenstein, New Orleans, La..	10 00	
Armour & Co.....	25.00	
Isaac Wedeles.....	100.00	
Gus. D. Glaser.....	25.00	
Little Helpers.....	116.00	
Lakewood Club.....	25.00	
Mrs. Diamond.....	5.00	
I. Frankel, Oskaloosa, Ia.....	10.00	
Rex Ball, Additional.....	50.00	
Donation, Maypole Group, Rex Ball.....	167.00	
Mr. and Mrs. Raphael Guthman.....	20.00	
Mrs. Anne B. Greenebaum.....	5.00	
A. J. L.....	100.00	
Annual Dues from Members.....	7,073.00	
		\$15,837.86
		\$27,078.61

DISBURSEMENTS.

Salary acct.....	\$18,245.00	
Expense acct.....	1,544.24	
Supplies acct.....	1,484.28	
	<u>\$21,273.52</u>	
Balance.....	5,805.09	\$27,078.61

SINKING FUND.

Balance Credited, May 12, 1895.....	\$5,300.00
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RECEIPTS.

Unknown Donor	\$20,000.00	
Mrs. E. Mandel.....	10,000.00	
Mrs. M. A. Meyer.....	5,000.00	
Gerhard Foreman.....	2,500.00	
Mandel Bros., as Caroline Mandel Fund... ..	1,000.00	
Mrs. Bertha Kozminski, as Emil and Cora Kozminski Fund.....	200.00	
Regina Mayer Fund.....	100.00	
Jochim Note, paid.....	2,000.00	
Frink Note, paid ..	1,000.00	
Heineman Note, paid.....	5,000.00	
	<u>46,800.00</u>	
		\$52,100.00

DISBURSEMENTS.

Keseborg Note.....	\$ 5,000.00	
Hornstrom "	11,500.00	
Dearlove "	4,000.00	
Stearns "	4,500.00	
Scheuneman "	5,000.00	
Gerber "	7,000.00	
Gruber "	3,000.00	
Riordan "	3,700.00	
Jochim "	2,000.00	
Roche "	1,000.00	
	<u>\$46,700.00</u>	
Balance.....		\$5,400.00

BUILDING FUND.

Overdraft due Sinking Fund.....	\$5,300.00	
Overdraft due General Fund.....	2,321.52	
	<u>\$7,621.52</u>	

SUMMARY.

Balance in hands of Treasurer, May 12, 1895.....	\$8,919.23
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RECEIPTS.

General Fund.....	\$15,837.86	
Sinking Fund.....	46,800.00	
	<u> </u>	\$62,637.86
		<u> </u>
		\$71,557.09

DISBURSEMENTS.

Vouchers Nos. 1173 to 1620, exclusive.

General Fund.....	\$21,273.52	
Sinking Fund.....	46,700.00	
Cash Balance on hand.....	3,583.57	
	<u> </u>	\$71,557.09
Balance credited to General Fund...\$5,805.09		
Balance credited to Sinking Fund... 5,400.00		
	<u> </u>	\$11,205 09
Less overdraft Building Fund.....	7,621.52	
	<u> </u>	
Cash Balance on hand.....		\$3,583.57

CASH BALANCE.

In hands of Treasurer.....	\$2,994.09	
In hands of Financial Secretary.....	621.28	
	<u> </u>	\$3,615.37
Vouchers outstanding.... { No. 1484, \$ 1.80 }		31.80
{ No. 1613, 30.00 }		<u> </u>
		\$3,583.57
Investments, Sinking Fund.....	\$80,700.00	
Investments, General Fund.....	550.00	
	<u> </u>	\$81,250.00

Respectfully submitted,

SIDNEY LOEWENSTEIN,

Financial Secretary.

May 12, 1896.

Approved:

W. N. EISENDRATH.

DONATIONS

OF ONE HUNDRED DOLLARS AND ABOVE

RECEIVED SINCE THE FOUNDING OF
THE JEWISH TRAINING SCHOOL.

1889 90.

Chas. L. Hutchinson.....	\$	1,000 00
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1890-91.

West Side Industrial School.....	\$	425 00
Johannah Lodge		300 00
Confirmation Class of Sinai Congregation.....		155 00
B. Mergentheim.....		100 00
West Side Ladies' Aid Society.....		100 00
National Bank of Illinois.....		100 00
Hillel Lodge, I. O. B. B....		100 00
"L. L. L." Society.....		1,000 00
Mrs. Elise Frank....		1,000 00
Simon Mandel.....		1,000 00
David A. Kohn.....		1,000 00
Joseph A. Kohn.....		1,000 00
Mark Kahn.....		1,000 00
"I. O. B. B." Entertainment.		700 00
J. W. Bunn.....		500 00
Morris Selz.....		500 00
Adolph Nathan		500 00
James Levy.....		500 00
Abr. Kuh		250 00
Isaac Waixel.....		250 00
Samuel Nathan.....		200 00

A. C. Hesing.....	\$ 200 00
Harry Hart.....	200 00
Henry Stern.....	200 00
Samuel Stern.....	200 00
Leo Fox.....	200 00
Reuben Rubel.....	100 00
Adolph Shire.....	100 00
L. Keefer.....	100 00
Louis Pfaelzer.....	100 00
F. Voss.....	100 00
J. L. Fulton & Co.....	100 00
Henry Klopfer.....	100 00
A. Fischel.....	100 00
Simon Yondorf.....	100 00
A. J. Frank.....	100 00
J. H. Frank.....	100 00
George Frank.....	100 00
Chas. Shaffner.....	100 00
David Wallach.....	100 00
Oscar Rosenthal.....	100 00
E. J. Kohn.....	100 00
Moses Born.....	100 00
Mrs. Jos. Rosenbaum.....	100 00
A. Lieberman.....	100 00
Joseph Spiegel.....	100 00
Herman Lehman.....	100 00

1891-92.

Phoenix Club.....	\$ 1,400 00
Baron de Hirsch Fund.....	1,000 00
B. Kuppenheimer.....	300 00
Myrtle Council, Royal Arcanum.....	235 65
West Side Ladies' Sewing Society.....	150 00
Young Ladies' Aid Society.....	100 00
Mrs. E. Frank.....	100 00
Elias Block.....	100 00
Lazarus Silverman.....	100 00

1892-93.

Mrs. Henriette Rosenfeld.....	\$ 10,000 00
Leon Mandel.....	2,000 00
Baron de Hirsch Fund.....	1,500 00
Johannah Lodge.....	870 00
Mrs. Elise Frank.....	100 00
Mrs. I. Wedeles.....	100 00
Children's Fair.....	1,156 08
Isaiah Lodge, F. S. of I.....	104 00

1893-94.

Amateur Minstrel Performance.....	\$ 4,381 68
Baron de Hirsch Fund.....	2,000 00
Little Helpers.....	109 45

1894-95.

Rex Ball.....	\$ 7,000 00
Confirmation Day Collections.....	2,317 55
Baron de Hirsch Fund	1,500 00
Mrs. Joseph Rosenbaum.....	1,000 00
Johannah Lodge.....	500 00
Little Helpers.....	202 44
Joseph Rosenbaum.....	100 00

1895-96.

Unknown.....	\$ 20,000 00
Mrs. Emanuel Mandel.....	10,000 00
Mrs. M. A. Meyer.....	5,000 00
Gerhard Foreman.....	2,500 00
Confirmation Day Collections.....	692 73
Little Helpers.....	116 00
Isaac Wedeles.....	100 00

In Memoriam.

MAX A. MEYER.	\$10,000
MRS. G. FOREMAN (by G. Foreman). . . .	500
MRS. BLANCHE KUPPENHEIMER. . . .	
(By G. Snyder).	100
(By Louis B. Kuppenheimer). . . .	500
MATTHIAS STRAUSS.	500
JOSEPH B. LOEWENTHAL.	2,000
EMANUEL FRANK (by H. I. Frank). . . .	100
MRS. BERTHA WOLF (by Albert H. Wolf). .	500
NATHAN FRIEND (by Mrs. Nathan Friend). .	100
GODFREY SNYDACKER.	2,000
MRS. REGINA MAYER (by Leopold Mayer). .	800
LEOPOLD LOEWENSTEIN.	3,000
CHARLES KOZMINSKI.	500
MRS. SARAH MAYER (by Louis Mayer). . .	100
BERNHARD STEELE.	100
MAX M. ROTHSCHILD.	1,000
MAX GOODKIND.	500
JAMES CANTROWITZ (by Samuel Cantrowitz). .	100
MRS. CAROLINE MANDEL (by Mandel Brothers)	1,000
EMIL and CORA KOZMINSKI (by Mrs. Bertha K ozminski)	200
AMANDA F. BALLENGER.	100

LIST OF MEMBERS.

FOUNDER MEMBERS.

Leon Mandel.....	\$20,000	H. A. Kohn.....	\$ 5,000
Max A. Meyer.....	10,000	Emanuel Mandel.....	5,000
Mrs. E. Mandel.....	10,000	Chas. H. Schwab... ..	5,000
Mrs. Henrietta Rosenfeld.	10,000	Young Men's Hebrew	
Mrs. M. A. Meyer.....	5,000	Charity Association ...	32,350
H. N. Higinbotham.....	5,000		

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.		Rosenbaum, Joseph.....	500 00
(memory of)	500 00	Rosenbaum, Morris.....	500 00
Frankenthal, E	500 00	Rothschild, Baron	
Frank, Henry L.....	500 00	Edmund de.....	500 00
Frank, Mrs. H. L.....	500 00	Silverman, Lazarus.....	500 00
Frank, Louis E.....	500 00	Stein, Charles.....	500 00
Kuppenheimer, B.....	500 00	Stein, Mrs. Babette.....	500 00
Kuppenheimer, L. B.,		Straus, Matthias,	
in memory of Blanche		Estate of.....	500 00
Kuppenheimer..	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 MEMBERS.

Abt, Levi	\$ 25	Florsheim, Simon.....	\$ 25
Arnstein, E.....	25	Fox, Mrs. Sam, La Porte, Ind.	25
Arnstein, Mrs. E.....	25	Gatzert, J. L.	25
Arnheim, B.	100	Gatzert, Mrs. J. L.....	25
American Cutlery Co.....	25	Greenebaum Sons.....	100
Austrian, Mrs. S.....	25	Greensfelder, I.....	25
Baumgartl, I.	25	Greenebaum, H.....	25
Barbe, Mrs. M.....	25	Gimbel, M.....	25
Bensinger, Mrs. M.....	25	Goodman, Mrs. H.....	29
Beifeld, Jos.....	50	Guthman, Sol.....	25
Born, Moses.....	25	Guthman, Sieg.....	25
Buxbaum, E.....	25	Guckenheimer, J.....	25
Cahn, B.....	25	Haas, Chas.....	25
Cahn, Jos.....	25	Hahn, H. F.....	25
Cantrovitz, Sam'l.....	25	Hart, Harry.....	25
De Lee, Sol. T.....	25	Hart, Max.....	25
Dreyfus, J.....	25	Hart, Abe.....	25
Eisenstaedt Bros.....	25	Hamburger Co.....	25
Eisendrath, W. N.....	25	Hart, Mrs. Harry.....	25
Einstein, M.....	25	Hirsch, M. M.....	25
Eisendrath, J. N.....	25	Hiller, G.....	25
Elson, H.....	25	Hofman, E.....	25
Falker, H.....	25	Kahn, Felix.....	25
Franks, Jacob.....	50	Kraus, A.....	25
Frank, H. L.....	100	Keefer, L.....	25
Frankenthal, L. E.....	25	Klein, S.....	25
Frank, Max.....	25	Kessner, J. L.....	25
Falk, Wormser & Co.....	25	Kiss, F.....	25
Felsenthal, H.....	25	Kline, S. J.....	25
Felsenthal, E. B.....	25	Kuh, Henry.....	25
Fischer, Mrs. S. M.....	25	Kuh, Julius.....	25
Friend, Greenebaum & Co...	25	Lewinsohn, Dave.....	25
Fox, Leo.....	50	Liebenstein, J.....	25
Fox, Mrs. L.....	50	Loewenthal, B.....	25
Foreman, E. G.....	25	Loewenstein, Mrs. L... ..	25
Foreman, O. G.....	25	Loewenstein, Sidney.....	25
Florsheim, Mrs. S.....	25	Loewenstein, Em	25

Loewenthal, B.....	\$100	Strauss, Jacob.....	\$ 25
Loeb, L. A.....	25	Schram, Louis	25
Loeb, Adolph... ..	25	Schaffner, Jos.....	25
Mannheimer, Mrs. M.....	25	Schnadig, Bros.....	25
Mayer, I. H.....	25	Schlesinger, L.....	50
Marx, M.....	25	Schlesinger, Mrs. L.....	25
Mandel, E	100	Stettauer, Mrs. C. S....	25
Mayer, Leopold.....	50	Steele, H. B.....	25
Mayer, David.....	50	Stein, Ig.....	25
Meyer, Isaac.....	25	Selz, Mrs M.....	25
Mergentheim, B.....	25	Selz, M.....	25
Meyer, Edwin.....	25	Selz, J. H.....	25
Moses, Adolph.....	25	Stein, Sidney.....	25
Moses, Mrs. A.....	25	Steele, Mrs. R. M.....	25
Morris, L	25	Stein, Adolph.....	25
Neu, Bernard.....	25	Schlesinger, T.....	25
Nathan, H.....	25	Selz, E. F.....	25
Oberndorf, L.....	25	Siegel, H.....	25
Rosenfeld, Mrs. M.....	25	Siegel, F.....	25
Rosenbaum, Mrs. M.....	25	Spiegel, Mrs. J.....	25
Rothschild, A. M.....	25	Slimmer, A.....	100
Rosenthal, Julius.....	25	Stolz, Jos.....	25
Rosenberg, Bernard	25	Snydacker, Alfred.....	25
Rothschild, Mrs. J. A	25	Ullman, L.....	25
Rosenberg, Jacob.....	200	Vallens, E. & Co.....	25
Rosenberg, Jules.....	25	Wedeles, Isaac.....	50
Rosenbaum, Jos.....	100	Witkowsky, C.....	25
Rosenbaum, M.....	100	Wolf, H. M.....	25
Rosenwald, Lessing.....	25	Wolf, A. H.....	25
Rubel, R.....	25	Wolfsohn, Carl	25
Schmaltz, N. J.....	25	Wolf, H.....	25
Shaffner, Chas.....	25	Yondorf, Chas	25
Strauss, Mrs. A.....	25	Yondorf, A.....	25
Straus, Leo.....	25		

ANNUAL MEMBERS.

Adams, Mrs. M.....\$	4	Bloom, I. J.....\$	10
Adler, Mrs. H.....	4	Blum, Mrs. A.....	4
Ash, M. L.....	10	Buxbaum, Mrs. E.....	4
Abt, J. J.....	5	Beifeld, Mr. Alex.....	10
Arnheim, Mrs. B.....	4	Cahn, B. R.....	10
Appel, Mrs. C.....	5	Cahn, Mrs. J.....	5
Adler, Mrs. D.....	4	Cahn, Jos. children.....	10
Appel, Carl.....	10	Clayburg, Mrs. M.....	4
American, Sadie.....	5	Cahn, Mrs. A.....	4
Auerbach, Mrs. H.....	5	Cahn, Miss S.....	5
Austrian, Mrs. J.....	5	Childs, Mrs. F.....	14
Austrian, Walter J.....	4	Cowen, Mrs. B.....	4
Bauland, Jos. H.....	10	Cole, Mrs. S.....	4
Babinsky, H.....	5	Cole, Mrs. Dr. Sam.....	5
Baumgartl, Mrs. B.....	5	Cowen, I.....	10
Bach, L.....	5	Cohen, Mrs. C. W.....	5
Bach, Mrs. L.....	5	Davidson, B.....	10
Bayer, F. E.....	5	Davis, B.....	5
Bauer, Gus.....	5	D'Ancona, E.....	10
Ballenberg, A. A.....	5	Deimel, Mrs. J.....	5
Bettman, Mrs. B.....	5	Dernberg, Mrs. C.....	4
Berolzheimer, Mrs. J.....	4	Dessauer, Carl.....	10
Benjamin, Mrs. L.....	4	Despres, Sam'l.....	10
Bernheimer, Mrs. I. S.....	4	Deitsch, Mrs. R.....	5
Berg, Mrs. M. H.....	4	Drom, Lee.....	10
Beifeld, Mrs. Jos.....	10	Elkan, Mrs. H.....	4
Bergman, Mrs. A.....	5	Ehrman, Max.....	10
Bettman, B.....	10	Ederheimer, Mrs. M.....	4
Becker, L.....	5	Ederheimer, Max.....	10
Berger, Harry.....	10	Eichberg, Mrs. M.....	4
Becker, S. M.....	5	Eisendrath, Mrs. N.....	5
Binswanger, A.....	5	Einstein, Mrs. M.....	4
Binswanger, Mrs. A.....	5	Einstein, Miss A.....	5
Born, Mrs. M.....	4	Eisendrath, Helen A.....	5
Brown, Mrs. J. S.....	4	Elkin, Mark.....	10
Bloch, Chas.....	5	Eliel, Mrs. M.....	4
Bloch, Mrs. I.....	4	Eckstein, L.....	10

Eichengreen, M. H.....\$	5	Gimbel, H. B.....\$	10
Eliel, Gustav	5	Gimbel, J. W.	10
Eisendrath, Mrs. J. N.....	5	Gimbel, Charles.....	10
Eisendrath, Mrs. Helen..	10	Glazer, Byron Z.....	5
Elbogen, Mrs. M.....	4	Goodman, Mrs. M.....	4
Frank, Mrs. L. E.....	4	Goodman, L.....	10
Frank, Mrs. Max	4	Goldman, John	5
Frankenthal, Mrs. E.....	4	Grossman, Mrs. A.....	4
Frank, Mrs. Jos.....	4	Goldsmith, S.....	5
Frank, A. J.....	10	Goodman, Miss F.....	5
Frank, J. H.....	10	Grossman, Geo.....	5
Frank, Geo	10	Guthman, Mrs. R.....	10
Frank, Mrs. F. G.....	4	Guthman, R.....	10
Frank, L.....	5	Gutman, Mrs. N. S.....	5
Frank, Mrs. L.	5	Guthman, Mrs. S.....	5
Frank, Jacob	5	Grusin, M.....	10
Frank, A.....	5	Grabfield, Jacob.....	10
Frankenthal, E.....	21	Glaser, Mrs. E. L.....	5
Flesch, Mrs. J.....	4	Haas, Mrs. C	4
Freund, Mrs. G.....	4	Hamburger, Mrs. M.....	4
Felsenthal, Miss B.....	4	Hahn, Mrs. H. F.....	4
Freudenthal, Mrs. J.....	4	Hasterlick, Chas	5
Freiler, P.....	15	Hart, Mrs. H. N.....	4
Friedman, Mrs. M. J.....	4	Hart, Mrs. A.....	4
Friend, I.....	5	Hart, Mrs. Max.....	4
Fish, S. T.....	10	Hamburger, Mrs. S.....	4
Florsheim, Mrs. Sieg.....	4	Harris, S. G.....	10
Florsheim, Norman.....	10	Hallenstein, B.....	10
Florsheim, Mrs. Milton.....	5	Haas, Rose.....	5
Frolichstein, Mrs. W. B.....	4	Haas, Gustave.....	5
Glaser, Mrs. L.....	4	Hart, Mrs. Chas.....	5
Glaser, Mrs. J.....	6	Heller, Mrs. L.....	5
Grabfield, Jos.	5	Hefter, Miss C.....	5
Gradle, Mrs. B.....	4	Hefter, Herman	5
Gatzert, Aug.....	10	Heyman, E. S.	5
Gans, S.....	10	Herman, Mrs. H. J	4
Gradle, H.....	10	Hefter, Mrs. Nathan. .	5
Glaser, E. L.	10	Hefter, Miss R. L.....	5
Greenebaum, Mrs. J. M.....	4	Hirsch, Mrs. S.....	5
Gerstley, Mrs. H.....	5	Hirsch, Mrs. J.....	4
Greenebaum, Mrs. H. E.....	4	Hirsch, L. K.....	5
Greensfelder, Mrs. I.....	4	Hirsch, M.....	10
Greenebaum, Mrs. M.....	4	Hirsch, Edw.....	5
Greenebaum, Mrs. Gus. M..	5	Hoffheimer, Mrs. E.....	4
Greenebaum, Harry.....	5	Hoffman, Mrs. E.....	4
Griesheimer, Mrs. F	5	Horner, Mrs. J.....	5

Hochstadter & Levy	\$ 10	Lepman, D.	\$ 15
Holstein, Albert	10	Lepman, Horace	5
Hoffheimer, Mrs. N.	5	Leopold, S. F.	10
Hyman, Mrs. S.	5	Linenthal, J.	5
Jackson, Miss Ray.	5	Levie, Jerome M.	5
Joseph, Carl.	10	Liebenstein, C.	10
Katz, Chas. A.	4	Liebenstein, Mrs. J.	5
Kahn, Mrs. F.	4	Liebenstein, Mrs. T.	5
Kramer, Mrs. F.	5	Lowenbach, Mrs. J.	4
Kaiser, Mrs. S.	4	Loeb, Mrs. J.	5
Kramer, Mrs. N.	4	Loeb, Mrs. A.	4
Kaiser, M. L.	5	Loewenstein, Miss C.	5
Kauffman, F.	10	Lockey, I.	10
Kauffman, Chas.	10	Loewenthal & Buxbaum.	10
Kahn, Mrs. Flora M.	10	Loewenthal, Mrs. B.	5
Kaufman, A. C.	5	Loeb, Mrs. Leo A.	5
Kahn, Dora.	5	Loewenthal, Julius W.	5
Keefer, Mrs. L.	4	Loewenthal, J.	5
Klein, Sol.	10	Loewenbach, Wm. L.	10
Kimmelstiel, Mrs. J. S.	4	Lyons, E. H.	5
Kirchberger, Mrs. S. H.	5	Mayer, Mrs. Leo. D.	4
Kohn, H. D.	10	Mayers, Mrs. M. H.	4
Kozminski, Mrs. C.	4	Mayer, M. H.	10
Kohn, Mrs. J. A.	4	Markuss, M.	5
Kozminski, M. W.	10	Mayer, B.	5
Kohn, Louis H.	10	Mayer, J.	5
Kohner, J. B.	10	Mayer, Mrs. D.	4
Kohn, Isaac A.	5	Mayer, Mrs. B.	5
Kohn, Simon A.	5	Mayer, Mrs. L.	4
Kohn, Mrs. H. D.	4	Mack, J. W.	5
Kuh, Mrs. I.	4	Marks, Mrs. H. M.	5
Kuppenheimer, Mrs. J.	4	Mayer, Mrs. B. S.	5
Kuh, Mrs. A.	4	Mayer, Miss. C. J.	5
Kuh, Edwin J.	10	Mayer, Miss D.	5
Kuppenheimer, A.	10	Mahler, Mrs. J. H.	5
Landauer, Mrs. H.	4	Mahler, J. H.	5
Landauer, H.	10	Meyer, Mrs. I.	4
Leopold, Mrs. S. F.	4	Mergentheim, Mrs. D.	4
Leopold, Mrs. C. M.	4	Mergentheim, Mrs. B.	4
Leopold, Mrs. M.	5	Meyers, Meyer.	5
Leopold, Max	5	Miller, Mrs. L.	5
Lewald, F.	5	Michaelson, Geo.	10
Leopold, Mrs. L. F.	4	Morgenthau, Mrs. M.	5
Levi, Henry C.	10	Moses, Mrs. A.	5
Levin, Louis.	5	Monheimer, Mrs. L.	4
Lewin, L.	10	Morris, Mrs. Nelson.	4

Moses, I. S., Rev.....	\$10	Rosenthal, Mrs. J.....	\$ 5
Morgenthau, Geo.....	5	Rubel, C. D.....	4
Myers, Mrs. J. G.....	4	Rubel, I. F.....	4
Mandel, Miss S.....	5	Rubel, S. L.....	5
Nathan, Mrs. Sam.....	4	Rubel, I.....	5
Newman, Mrs. M.....	4	Rubovits, T.....	4
Newman, J. Jr.....	10	Strauss, Mrs. E.....	5
Nessler, S. C.....	10	Strauss, Mrs. Leo.....	4
Newman, Mrs. J.....	5	Strauss, Mrs. L.....	4
Newman, Mrs. F.....	4	Straus, Mrs. F. W.....	4
Newman, J.....	15	Strauss, Mrs. S.....	4
New, A. L.....	5	Strauss, Simeon.....	10
Nelson, Celia.....	5	Strauss, Harry X.....	10
Nusbaum, Mrs. E.....	4	Schmaltz, Mrs. J.....	4
Nussbaum, A. E.....	10	Schwabacher, Mrs. J.....	4
Oberndorf, Herm.....	5	Samuels, M.....	4
Oberfelder, T.....	10	Sax, C. Mrs.....	4
Oberfelder, Mrs. M.....	4	Salomon, Moses.....	10
Oppen, Mrs. P.....	4	Salomon, G. S.....	5
Oppen, P.....	15	Schram, Harry.....	5
Olf, A.....	10	Stransky, E. J.....	10
Pflaum, Harry.....	5	Stettauer, Mrs. D.....	4
Peiser, Mrs. J.....	4	Seeleman, Mrs. S.....	4
Phillipson, S.....	5	Stern, Mrs. H.....	4
Pimstein, H.....	5	Stein, Mrs. B.....	5
Pollock, Mrs. B.....	4	Stein, B.....	5
Powell, Leop.....	15	Stein, Mrs. R.....	10
Rapple, N. B.....	5	Stern, Mrs. Sam.....	5
Reiss, L. Mrs. M.....	4	Steele, Mrs. B.....	4
Regensberg, Mrs. S.....	4	Steele, Sam. B.....	10
Reese, Mrs. J.....	5	Stern, Max.....	5
Regenstein, Mrs. L.....	5	Stern, Mrs. A.....	4
Rosenbaum, Mrs. J.....	10	Seaman, Mrs. E.....	5
Rosenblatt, Mrs. H. M.....	4	Stein, Chas.....	15
Rosenwald, M. S.....	10	Strauss, Mrs. Mattie.....	5
Rosenwald, Mrs. S.....	5	Stein, Phil.....	10
Rothchild, Mrs. M. M.....	4	Steinberg, L.....	10
Rothchild, E.....	10	Stern, Louis.....	10
Rothchild, Miss Amy.....	5	Stern, R. S.....	10
Rosenberg, Mrs. B.....	4	Stern, Julius.....	10
Rose, E.....	10	Schlesinger, Geo.....	10
Rose, Mrs. E.....	4	Stern, Sam.....	5
Rothchild, Mrs. S. M.....	4	Selz, Ab. K.....	10
Rosenwald, Miss S.....	5	Spitz, S.....	10
Rosenthal, Jas.....	10	Simons, Mrs. A. L.....	4
Rosenthal, B. J.....	10	Simon, Mrs. L.....	4

Simon, H.....	\$ 5	Uhlman, Mrs. Fred.	\$ 5
Spiegel, M. J	5	Wampold, Mrs. L.....	4
Spiegel, S. M.....	5	Wampold, Miss I.....	5
Shire, Ad.....	10	Wannfried, Mrs. A	5
Silberman, Mrs. A.....	10	Weinberg, Max.....	10
Simons, Horatio S.....	5	Weber, L.....	10
Shrimski, Isi.....	5	Weil, Morris	10
Schoenbrum, Mrs. L.....	4	Weil, Julius E.....	10
Sonnenschein, L.....	10	Wedeles, E. L.....	15
Schoningher, Jos.....	10	Wertheimer, Mrs. B. J ..	4
Soloman, Mrs. Hannah G...	5	Weil, Mrs. M.....	4
Strauss, Milton A.....	5	Wise, Mrs. A.....	4
Soloman, Henry.....	15	Wineman, Mrs. M.....	5
Schlossman, Mrs. L.....	5	Witkowsky, Mrs. C.....	4
Schur, H.....	5	Witkowsky, Miss E.....	4
Schutz, Sam.....	10	Witkowsky, Mrs. D. Jr....	4
Schuchat, I.....	5	Witkowsky, Mrs. M. D.....	5
Stumer, L. M.....	10	Witkowsky, Miss A.....	5
Subert, B.....	10	Witkowsky, Jas.....	10
Stern, H....	10	Wolff, Mrs. A.....	5
Stein, S. L.....	5	Wolff, Mrs. B.....	4
Snydacker, J. G.....	15	Woolf, H.....	5
Snydacker, Mrs. L.....	4	Wortelsky, B.....	12
Snydacker, A.....	5	Wolff, Arnold....	5
Sloss, Mrs. J. M.....	4	Wolf, Mrs. L. J.	10
Taussig, Sam.....	5	Yondorf, Mrs. S. ..	4
Tausig & Wedeles.....	10	Zeissler, J.....	5

OFFICERS AND DIRECTORS
OF THE
JEWISH TRAINING SCHOOL
OF CHICAGO
FOR
1896-97

PRESIDENT

HENRY L. FRANK

88 Washington Street

VICE-PRESIDENT

MRS. EMANUEL MANDEL

3400 Michigan Avenue

RECORDING SECRETARY

RABBI JOSEPH STOLZ

157 42nd Place

FINANCIAL SECRETARY

SIDNEY LOEWENSTEIN

Corner Market and Quincy Streets

TREASURER

LEO FOX

Care of International Bank.

DIRECTORS

LOUIS ECKSTEIN

152 State Street

MRS. H. ELKAN

594 Dearborn Avenue

W. N. EISENDRATH

183 Lake Street

DR. E. G. HIRSCH

3612 Grand Boulevard

LEOPOLD SCHLESINGER

Cor. State and Madison Streets

MRS. JAMES ROSENTHAL

6042 Edgerton Avenue

MRS. C. STETTAUER

2026 Prairie Avenue

MRS. C. WITKOWSKY

2802 Prairie Avenue

MRS. JAMES WITKOWSKY

3170 Groveland Avenue

MRS. L. J. WOLF

4754 Kenwood Avenue

MRS. B. LOEWENTHAL

2918 Prairie Avenue

STANDING COMMITTEES

1896-97

FINANCE

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L. SCHLESINGER

LOUIS ECKSTEIN

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THE WHOLE BOARD WITH THE PRESIDENT AS CHAIRMAN

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