

SECOND

ANNUAL REPORT

—OF THE—

JEWISH TRAINING SCHOOL

OF CHICAGO,

—FOR—

•1890 = 91. •

CHICAGO:

S. ETLINGER, PRINTER, 173 MONROE STREET.

1891.

OFFICERS AND DIRECTORS

—OF THE—

JEWISH TRAINING SCHOOL
OF CHICAGO,
FOR 1890-91.

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VICE-PRESIDENT,

MRS. EMANUEL MANDEL.

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RABBI JOSEPH STOLZ.

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HENRY GREENEBAUM.

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DR. E. G. HIRSCH.

“ HARRY MAYER.

H. A. KOHN.

“ LEVY MAYER.

JULIUS ROSENTHAL.

“ JOSEPH SPIEGEL.

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1890-91.

FINANCE.

H. A. KOHN. H. L. FRANK. MRS. E. MANDEL.

SCHOOL.

DR. E. G. HIRSCH.	MRS. LEVY MAYER,
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HENRY L. FRANK.	H. A. KOHN.
J. L. GATZERT.	B. KUPPENHEIMER.
MRS. LEVY MAYER.	NATHAN MAYER.

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HENRY GREENEBAUM.	DR. E. G. HIRSCH.
MRS. LOEWENTHAL.	RABBI J. STOLZ.
“ SPIEGEL.	BENJ. CAHN.
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ISAAC GREENSFELDER.	MRS. LOEB.
DR. E. G. HIRSCH.	“ SPIEGEL.
MRS. R. GUTHMAN.	

OFFICERS OF INSTRUCTION AND GOVERNMENT.

FOR 1890-91.

GABRIEL BAMBERGER, *Superintendent.*

A.—Kindergarten.

Miss LAURA EBEL, *Directress.*

MISS JULIA FELSENTHAL, }
“ MAUD HOLBROOK, } *Kindergartners.*
“ C. A. BELKNAP, }
“ ALLIE FELLOWS, }
“ HENRIETTA STIFFT, }

MISS REBECCA ARONER, }
“ HANNAH BURTON, } *Assistant Kindergartners.*
“ JULIA COHN, } (*Pupils of Class I.*)

B.—Primary Department.

MRS. J. A. ROLLINS, *Class VIII. and Music.*

MRS. LENA MARTIN, *Class VII.*

MISS HARRIET SHEETS, *Class VI. and Penmanship.*

“ EMILY M. BLOCH, “ V.

MRS. ANNA TORRANCE, “ IV.

MISS LULU WAHL, *Assistant in Class VIII (Volunteer).*

C.—Grammar Department.

MR. A. J. CORTISSOZ.—*English and Cardboard Work.*

MR. T. C. SMITH.—*Mathematics, History, and Geography.*

“ EDW. D. HOYT.—*Workshop and Laboratory.*

“ L. G. JORAN.—*Modeling and Designing.*

MISS LAURA BAMBERGER.—*Free Hand Drawing.*

“ ANNA MURRAY.—*Sloyd.*

MRS. ADELL STRAWBRIDGE.—*Needlework, Dressmaking,
and Singing.*

MISS LOUISE HELLER, *Assistant.*

MR. CHRIST. HERRMAN.—*German and Gymnastics.*

MR. CH. HERRMAN,

“ L. H. GLASER, (Volun- } *Teachers of the Ungraded*
teer.) } *Class.*

MISS H. STIFFT,

MISS JENNIE HEYMAN, *Secretary.*

MR. JAMES FYFE, *Engineer.*

“ TOBIAS GASSMAN, *Janitor.*

THIRD ANNUAL REPORT

—OF THE—

Executive Board of the Jewish Training School,

—OF—

CHICAGO, ILL.

To the President and Members of the Jewish Training School:

Ever since 1882, when thousands of the hapless victims of Russian persecution and tyranny found refuge in Chicago, and planted their homes in one particular section of the city, a serious problem has been confronting the thoughtful and charitable Jews in our midst. Every year has made it more manifest to them that it is not enough to supply those newcomers with the material necessities of life, but that some special measures must be taken to counteract in the children of those immigrants the baneful effects centuries of bigoted despotism have wrought upon the character, the pursuits, and the mode of living of their parents—some potent means must be devised to lift them above their abject surroundings and prepare them for careers of usefulness, honor and self-respect. Ardent friends and admirers of the public school, as all were without exception, they still perceived that founded for the public good and not for any one particular class it did not supply either the boys or the girls of those Russians with all that was needed to neutralize the deep-rooted evil consequences of a long and systematic persecution and to fit them for the struggle of existence and the development of a dignified manhood and womanhood. Industrial schools for girls were then founded to supplement the work of the public-school, but admirable as they were, they made no provision for boys, and they did not supply all the demands made upon them by the steady influx of Russian immigrants

with their complicated wants. A larger and broader institution was needed, that in conjunction with the most thorough instruction in the common English branches, would develop all the latent faculties, would instil a love for manual work, and would inculcate a lofty conception of character—in short, would educate the hand and the heart as well as the head. When Mr. Leon Mandel signified his intention of donating \$20,000 towards the founding of such an institution, the Jewish citizens of Chicago took hold of the enterprise with characteristic energy and liberality, and with the generous assistance of some non-Jews succeeded in dedicating, on October 19, 1890, the capacious and ornamental building known as the Jewish Training School.

The dedicatory program was:

Song.....	Sinai Quartette.
Presentation of key by Mr. Henry L. Frank, the Chairman of the Building Committee, to the President of the Board.	
Remarks.....	Mr. Chas. H. Schwab, President.
Instrumental Selections.	
Address.....	Dr. Emil G. Hirsch, Chairman of the School Committee.
Remarks....	Mr. Louis Nettlehorst, President of the Board of Education of Chicago; Col. Parker, Superintendent of the Cook County Normal School; Hon. DeWitt C. Cregier, Mayor of Chicago; Mr. William M. Salter, Lecturer of the Ethical Culture Society; Rabbi Isaac S. Moses, of the Kehilath Anshai Maariv; Mr. A. C. Hesing, of the <i>Illinois-Staats-Zeitung</i> ; Rabbi Joseph Stolz, of Zion Congregation.
Reading of letters and telegrams.	
Closing Words, ..	Prof. G. Bamberger, Superintendent of the School.
Song.	Zion Quartette.

That was a holiday for the Jews of Chicago! Many hundreds came from all parts of the city to inspect the building. The President thanked the Building Committee for the faithfulness and self-sacrifice they brought to the performance of their trust. The Mayor praised this as a noteworthy addition to the educational institutes of the city. The President of the School Board and the Superintendent of the County Normal School maintained that this school would be to Chicago the model of that New Education that is based upon the harmonious development of head and hand. The Rabbis explained the necessity of the school and the golden fruit it would yield to the whole community. The Superintendent outlined the theory upon which the school would be conducted. Prominent educators and philanthropists from various sections of the land sent letters and telegrams

that testified to their warm interest in the institution, and the audience manifested its appreciation of the cause by subscribing about \$11,000 towards the liquidation of the debt that rested upon the building.

THE BUILDING.

The Building, located on Judd St., between Jefferson and Clinton, is in the very heart of the Jewish-Russian settlement. It was designed by Adler & Sullivan, architects, and is well adapted to its purpose. It is a four-story brick structure, 60x110 feet in dimension. It has two entrances and stairways, and its twenty-two rooms, capable of seating 800 pupils, are all light and airy, and furnished with the latest and most improved school apparatus. The machine shop, in which thirty boys can work conveniently, is arranged in regular workshop style, and is supplied with the lathes, benches, vises, and anvils necessary for wood and metal turning. The joining-shop, in which thirty-five boys can work simultaneously, is equipped with a complete outfit of the best tools and latest improved vises. The molding, drawing, sewing, and kindergarten rooms are furnished with the best of the necessary appurtenances. The laboratory is supplied with the apparatus and chemicals commonly used in schools to illustrate the principles of elementary physics and general chemistry. The large assembly-room is fitted for exhibitions and gatherings, and the class-rooms contain the usual school appliances. There is an ample supply of wash and bath rooms. Pasteur filters purify the drinking water, and a thirty horse-power horizontal engine drives the machinery and furnishes power for supplying the building with heat and ventilation.

The cost of building, boilers, engine, and machinery to date aggregates \$52,276.01, (for particulars, see the Report of the Building Committee) and, though repairs will always be necessary, there is nothing in the way of permanent improvements which demands attention in the near future. To furnish the school it cost about \$2,000. Twenty-four thousand dollars having been paid for the real estate, the total amount expended for the building and furniture is \$78,276.

THE SCHOOL.

The School was opened October 20, 1890, with a corps of twenty paid teachers and five volunteers, under the superintendence of Prof. Gabriel Bamberger. (For list of teachers and appointees see Superintendent's Report).

At the opening of the school 1,600 children, ranging from 3 to 15 years of age, applied for admission. 1,100 were accepted, though the seating capacity was but 800. The classes were, however, so overcrowded that it was found absolutely necessary to dismiss about 200 more, and such were then chosen for dismissal and sent to the neighboring public schools as were, upon careful investigation, found to be generally in better circumstances. Since then there have at all times been more than 900 names enrolled upon the register. Of these about 150 were recent arrivals from Russia that had never before attended an English school. The youngest of them were placed in the Kindergarten and the lowest primary classes and those more advanced in years were put into the "Ungraded Class," where they receive individual instruction until fit to continue with the regular class-work of one of the higher grades. The other pupils enrolled were gradually classified according to age, ability and attainments.

The aim of the School's instruction is to unite training in the industrial and mechanical arts with the very best methods of teaching the usual school-studies, in order to develop harmoniously the mental, moral, and physical powers of the pupils, prepare them for the active duties of life, and fit them for good citizenship. To realize this aim, the course of study designed to cover twelve years, is divided into three departments, viz: The Kindergarten, the Primary Department, and the Grammar Department.

The Kindergarten lays the foundation for all future education. Here, by means of a variety of fitting songs and dances and by a large number of interesting games and exercises, the slumbering powers of the child are rationally awakened, and in consequence of this he brings to his studies, later on, activity, attention, and vivacity. Ordinarily one year of Kindergarten work suffices to prepare a child five or six years of age, for the lowest primary class, but in order to

bring the children we have to deal with, under our sway before evil home influences have taken root in them, we determined to enroll them at the tender age of three when their faculties, in their more plastic state, readily mold themselves to the will of the teacher who almost immediately wins the hearts of the children by her love, patience, and companionship. One hundred and eighty children were enrolled in the Kindergarten, and he that compares their general condition today with what it was the first month, cannot but be astonished that so short a time can effect such a wonderful transformation.

In his Annual Report the Superintendent will detail the principles and methods of instruction employed in the Primary and Grammar Departments, the studies there taught, and the progress made in the various classes towards the acquisition of knowledge, the unfolding of the mind, the development of character, and the better use of the eye and hand. Suffice it here to say in a general way that most gratifying results have been accomplished in the short period of seven months. This is in the truest sense a *training* and not a *trade* school. It is not intended to teach one special branch of industry, but the general principles that underlie every kind of industry. It does not develop the mind only, it also develops the hand and the eye. The children are not taught the names of things, but rather to find out things for themselves and apply them. What is taught in the school room is wrought in a plastic form in the workshop and what is created in the workshop is taught in principle in the school-room. General knowledge is yoked to manual skill. Work is made intelligent and therefore loved for its own sake. Tools are cherished as friends because of their latent power. In every detail the education of the children corresponds with the progressive development of their nature and to this fact paramountly is to be ascribed the truly remarkable success of the school.

Credit for this success is due primarily to our worthy Superintendent, Prof. G. Bamberger, who has more than realized our highest anticipations. Besides being a thorough and experienced pedagogue, acquainted with the latest theoretical and practical achievements in the science of

education, he possesses a rare ability of organizing and disciplining, and he has brought to his work such love and enthusiasm, self-denial and conscientiousness, that in these few months he has, to a singular degree, won the love of his pupils, the friendship of his teachers, the veneration of the parents, and the confidence of the whole community. His services are almost invaluable. Nor must we overlook the services of the teachers who have, without exception, entered zealously into the spirit of their difficult work and conscientiously performed their respective tasks. They accomplished as much as under the circumstances could have been accomplished. Their highest praise is that the children love to go to school.

THE FINANCES.

The Financial Secretary has detailed in his report the receipts and expenditures of the past year. Both were very large. Our receipts amounted to \$51,967.39, and our disbursements, including \$12,000 invested for the Sinking Fund, amounted to \$55,560.24, \$30,100.35 being credited to the Building Fund, \$13,459.89 to the General Fund. It speaks volumes for the charitable spirit of our community, that within three years sufficient money was raised to defray the immense expenditures entailed by the purchase of a lot, the erection of a building, the furnishing of the school, and the running of it for one year. That is almost without a parallel in the history of the Jewish charitable institutions of our country and we embrace this opportunity to extend our warmest thanks once more to the founders, patrons, and members, the individual donors, the Young Men's Hebrew Charity Association, the Jewish fraternities, and all other societies that have generously aided us, particularly the young folks, to whom we are beholden for the handsome sum of \$1,450.85. But we dare not rest now upon our laurels. We have undertaken a great work and money is needed to carry it on. The budget for next year calls for an expenditure of \$19,000, and the Treasurer has in his hands but \$4,315.73, barely enough to pay our running expenses this and next month. Our income last year from patrons and members was \$6,041. Interest on the Sinking Fund amounts to \$1,500.

No provision has consequently been made for the raising of over \$11,000.

This money can and must be raised in Chicago. We need the best teachers we can get, and the best appliances to assist them, and these teachers and appliances cost money. The building stands. The school is thoroughly organized and in excellent working order. The pupils have shown a marked moral and intellectual progress. The girls have shown skill in dress-making, and those whose environment has not been such as to foster manual labor, have shown aptitude in the handling of tools. The difficult lesson of cleanliness has been learned and through mothers' meetings we have won the confidence and co-operation of the parents. The Night-school, that, under the charge of our Superintendent and in our building educates some 300 adults in the elements of our language and in the history of our country as well as in book-keeping and dress-making, has accomplished incalculable good. Everything augurs well for the future. What has been done is but a pledge of what can be done and we appeal to your love of humanity to aid us. We need your co-operation. We need you to help us secure a sufficient number of patrons and members to put the institution on an independent footing.

This is more than sentiment, this is duty. We owe it to the unhappy children of Russia that have found a home in our midst. We owe it to those most needy of all the needy, those of our co-religionists who are now groaning under the heartless tyranny of the Czar, many of whom will soon be with us. We owe it to that "New Education" whose cause we have espoused. We as Jews, pioneers in the cause of humanity, owe it to the world, that when, two years hence, people will flock hither from every country and clime, we shall be able to direct them to the model educational institute of this city, the Jewish Training School.

JOSEPH STOLZ,

Secretary.

CHICAGO, May 12, 1891.

REPORT OF THE SCHOOL COMMITTEE.

In laying before you the exhaustive Report of our Superintendent, Prof. Bamberger, the Committee feel that there is no need for them to add to his words, save the expression, on their part, of their full appreciation of his labors, his devotion, and his zeal in behalf of the school. It was a difficult task which he undertook. Regarded from every point of view, the organization of the school was a work from which even the most competent might well shrink. If, as the report shows, in an incredibly short time, from chaos emerged order, and the labors of the class rooms could begin without the slightest hitch or halt, and the whole school was in full operation, all this is due to the skill and untiring attention of the gentleman whom we were fortunate enough to secure for the head of our institution. He was ably assisted, the Committee are happy to say, by the teachers whom he selected. All entered readily into the spirit of the work, and carried out the intentions of their leader.

The School is fortunate to retain, with few exceptions, the services of those in charge last year. Ill health compelled some to resign, while the sudden death of Miss Laura Bamberger deprived the school of the services of a young artist whose place it will be almost impossible to fill. Her memory will live in the hearts of her pupils and of all who had the opportunity to meet her.

Many of the friends of the institution have remembered the school in one way or another. Donations of books were received from many quarters. The liberality of Mr. Leon Mandel enabled us to distribute prizes at the end of the

school year. The School was closed with appropriate ceremonies on June 26. The closing exercises showed that brief as the time has been during which the children received instruction, the results exceeded in every respect the boldest expectations of the most sanguine. That in the future a still richer harvest will come is a certainty. Among the noble institutions of our city, none is so full of promise as the Jewish Training School.

For the Committee:

DR. E. G. HIRSCH,

Chairman.

REPORT OF THE SUPERINTENDENT.

To the President and Members of the Jewish Training School of Chicago:

LADIES AND GENTLEMEN:—I take pleasure in submitting to you my first Report concerning the Jewish Training School which you have kindly placed in my charge.

The Jewish Training School was opened on October 20, 1890. There were about 1,600 applicants for admission, of which number, however, only about 1,100 could be granted. Those entering ranged from 3 to 15 years of age. The younger ones, from 3 to 6 years of age, were sent to the Kindergarten Department; those from 6 to 10 years to the Primary Division, while the older ones went to the Grammar Department. In organizing the classes the ages of the children could only be considered. The result of this arrangement was that the eleven classes of the Kindergarten and the school, actually represented eleven school years, each class having pupils of the same age throughout. When the class teachers began to test the intelligence of the pupils, it was found that the members of the five highest classes were almost alike in their intellectual capacity, there being only a difference felt in the greater maturity and experience on account of age, and hence in greater readiness to receive instruction.

The intellectual work began at the same point in almost all the upper classes, as the majority of pupils had never visited school and the rest with few exceptions, merely for a short period and without regularity. Now the classes present a different aspect; the older pupils naturally have accomplished more and work at greater speed. This gradation will become more marked the longer the school exists until every class has reached its proper limitation.

As the building has merely seating accommodation for 800 pupils, the number of 1,100, as at first admitted, was too high. The classes were overcrowded, and the teachers, not being able to do justice to either the children or to themselves, the dismissal of at least 200 pupils became necessary. It was a rather difficult task to pick out those who were to be sent off. The matter was delicate, and it was finally decided that the children of parents who were not so very poor, had to go, and so, with due regard to other circumstances, about 200 were sent to the neighboring public schools. Since then we have had always 900 or more pupils enrolled. Amongst these 900 pupils were found about 150 newcomers from abroad, just having landed. Of these, the younger ones went to classes 8 and 7, the lowest Primaries or to the Kindergarten, while the older ones formed a separate department, the "Ungraded Class."

THE UNGRADED CLASS

ought to be a division of every school. It is manifestly necessary for a school like ours. Those pupils who, for some reason or other are not sufficiently prepared to keep up with the work of the average children of like age, are grouped into such a class. Here they receive individual instruction, especially in such studies in which they have shown themselves to be lacking. They are prepared here for the regular class work, and as soon as a pupil has progressed far enough, he is transferred to the proper regular class, there to go on with the others. Our Ungraded Class has in the short time of its existence proved a success. Some children, and not a few at that, who came to us directly from Russia, have been advanced in less than two months into the fifth or sixth grades. Owing to the increase of immigration from Russia, the Ungraded Class has been overcrowded, and had to be separated into two divisions. At the end of the school year, the same show an enrolment of 76 pupils.

GENERAL AIMS.

The course of study is designed to occupy eleven years, but may be completed in a shorter time. It is the aim to

couple with the approved methods of teaching, the usual school studies, the best educational work in the industrial and mechanical arts, thereby securing for the pupils such a training as will best and most harmoniously develop their mental power and fit them for good citizenship and the active duties of life.

THE KINDERGARTEN.

The Kindergarten forms the first division of the school, and it is in session every week-day, from 9 A. M. until 12 M. It is conducted by the Head Kindergartner, or Directress, under the supervision of the Superintendent, and aims to lay the foundation for all future education by the rational awakening of the child's powers. In the Kindergarten the children learn to treat one another as equals in the little world in which they move, and that prepares them for the larger world, as well as fitting them for later duties. The Kindergarten training will also eventually simplify their studies as they grow up, by teaching them early to observe, to think and to work. All possible freedom is at the same time accorded to the individual children, and the originality of each is sedulously protected and developed.

Under ordinary circumstances the period of one year suffices to prepare a child of five or six years for the work of the first division of the primary grade. We, however, have taken children of the age of three and four years respectively in order to bring them under beneficial influences as early as possible, and to check detrimental tendencies before it is too late. The Kindergarten embraces three marked divisions or classes. Every division or class is again subdivided into groups at separate tables, each table having assigned to it eighteen children under the guidance of a Kindergartner. These children are admitted into the school-house at 8.30 A. M. and go at once to their rooms, where they are taken in charge by the Kindergartners, and get ready for the opening exercises. These begin with a "Good Morning Song," when all the children are assembled in the large Kindergarten Hall. After the opening exercises the little ones go to their tables, and busy themselves with the occupations selected for them. At eleven o'clock they again assemble for play and games

until the time comes for dismissal, when they march to the ring and singing their "Good Bye Song," admonish each other to be "Always kind and true." The Kindergartners who have received the children in the morning at the main door, or in the lower hall, alternately now conduct them again to the main door in dismissing to make sure of their safe exit.

INTERMEDIATE GRADE.

The Kindergarten aims to train the children by play and by incidental work. After a while, though, the children will have to encounter the earnest and laborious duties of the school proper. The transition from the one to the other, as a rule, is abrupt and not infrequently of a depressing reaction, both as regards children and teachers. To overcome this drawback and to smooth the roughness of the path, the work in the last term of the uppermost division in the Kindergarten Department is modified so as to lead more directly to the studies in the actual school. Where there has been more or less voluntary application, there begins now the definite circumscribed work. The paper folding and molding of the first years' courses in the Kindergarten are continued but are made subservient to instruction, to teaching facts. Drawing lessons are introduced as preliminary drill to writing; and as a help to reading, there is practice on the Sounds and in Articulation. But above all there is an extensive and carefully arranged course of Object Lessons, or rather Observation Lessons. In the same measure the methods of discipline assume a different character, less reliance being placed on imitation than on reasoning and conviction.

PRIMARY GRADE.

The work of this grade extends over four years and is carried out in four distinct classes, each class in charge of a class teacher who teaches the ordinary branches, while special subjects are taught by specialists.

The course of study in the English branches includes lessons in Number, Reading, Spelling, Penmanship, Elementary Geography and Language. Great stress is laid upon Object or Observation Lessons. It is the aim of the

work to acquaint the children with processes and to give them a reasonable facility in their application. Every means is used to train pupils to habits of precision, accuracy and attention, and as far as possible to have thought and expression keep pace.

Having spent four years in this grade the child may enter upon more advanced work, unhampered by inability to pronounce or spell ordinary words, but able to use whole numbers and fractions in their written form or orally, acquainted in a general way with the people and great industries of different parts of the world, and ready to express the acquired knowledge in simple but correct English, both verbally and in writing.

The more systematic instruction in History is here anticipated by the relation of suitable stories about great and good men, as well as about notable events, illustrated by well chosen aids, such as pictures, etc.

Instruction in Form study and Drawing, carried on in the workshops and in the class rooms, is given in pursuance of the following outline: study of geometrical solids by observation, by handling and by actual reproduction in clay and other appropriate material, followed by the study of objects based upon such solids, studied first as a whole, then in parts; use of paste board, laying tablets made by the pupils and meant to convey the idea of surfaces, and subsequently superseded by the construction from within of regular geometric solid forms; arrangements with the laying-tablets about a center and the formation of simple borders; sticks as illustrations of lines; training of the color sense by the representation of harmonious combinations in paper-folding and cutting, tints and shades of primary colors being used at first, and then tints and shades of secondary colors; folding and drawing of simple objects (boxes, etc.) using paper, involving at the same time cutting and pasting; drawing by the children upon the blackboard and on paper, the drawing to be off-hand and very free, little or no erasing allowed.

The object work is to develop the observation and thoughts of the child, to teach him to express what he sees, to encourage habits of attention, neatness and order, without

however expecting that correct execution which can only come with long training and practice.

The Swedish Sloyd is introduced in this grade. The foremost merit of this system lies in the fact that it trains the judgment, the creative faculties, the power of expression by construction, and awakens and strengthens the desire and love for work.

Beginning with objects of the simplest character, in the construction of which the knife and file are the tools used, the pupil is led on to the construction of more complicated and elaborate objects which require for their completion the use of several simple tools. All of this constructive work is based upon drawing and is pursued in connection with it.

Sewing is taught in the primary grade, and is designed to follow the kindergarten sewing, weaving and cutting, as closely as possible, and to prepare the child by easy steps for the more difficult stitches. The work includes running, stitching, folding hems, mitred corners, and the cutting of different biases.

The lessons in Elementary Science, given to the pupils of the Primary Grade, are those outlined in Mayer's, or Woodhull's "Simple Experiments for the School Room," together with many kindred experiments selected from physics, chemistry and physiology. The main results to be secured by this instruction are: first, to make pupils accurate observers, and second, to teach them to draw correct inferences from what they observe. The lessons are based entirely on experiments performed in the presence of and partly by the class.

THE GRAMMAR DEPARTMENT.

This department also consists of four classes; the first class being the highest. Here the special teacher system takes the place of the class teacher system. The course of studies comprises:

1. English (Reading, Writing, Grammar and Composition and Spelling).
2. Systematic History and Geography.
3. Arithmetic, Geometry and Algebra; the latter only in the two highest classes.
4. Physics and Chemistry (by experiments only).

5. Natural History—Zoology in Winter, Botany in Spring and Fall.

6. German.

It goes without saying that throughout all instruction the formal value of each study is emphasized. No study is taught for the sake of that branch merely, but as a part of the general plan. In the study of Geography the method is pursued which has proved successful in some of the best schools abroad. A very great number of men and women live in astonishing ignorance of their immediate vicinity. They may have learned by rote to repeat the names of distant countries, the capital cities of those countries, the size of the population, the staple products, etc., but of real geographical knowledge they are destitute. With us, pupils are taught in the first instance how to make diagrams and maps of their own school room, of the streets leading to their respective houses, then of the city and of its adjacent territory. They are thus led, in the study of geography, step by step, to practical acquaintance with what is unfamiliar to them by comparison with what is familiar. The progress is logical, from the near to the remote, from the known to the unknown.

In the teaching of History to these children, we hold it essential that the teacher should be entirely independent of any text book, and able to freely handle the vast material at his disposal, and to draw from it, as from an endless storehouse with fixed and definite purpose. We attach even greater importance to the moral than to the intellectual significance of History. The benefits which the understanding, the memory and the imagination derive from the study of History, are not small. But history considered as a realm of actions can be made especially fruitful of sound influence upon the active side of human nature. The moral judgment is strengthened by a knowledge of the evolution of mankind in good and in evil. The moral feelings are purified by the abhorrence of the vices of the past, and by admiration of examples of greatness and virtue.

Regarding the other branches of our curriculum, suffice it to say that we aim to teach thoroughly whatever we undertake.

THE MANUAL WORK.

The Manual Work is carried on in two divisions:

- A. The Art Department,
- B. The Mechanical Department.

The Art Department comprises:

- 1. Modeling,
- 2. Free Hand Drawing, } taught in all classes.
- 3. Designing, taught in grammar classes only.

The Mechanical Department comprises:

- 1. Sloyd Work for classes VIII, VII, VI. } for boys and girls.
- 2. Pasteboard work for classes VI, V. } for boys and girls.
- 3. Wood-work (bench work) for classes IV, III. } for boys
- 4. Machine-work (wood and metal) for classes II, I. } only.
- 5. Sewing, etc., for classes VI, V, IV, III. } for girls
- 6. Cutting and fitting (dressmaking) for classes II, I. } only.

That some kind of manual training is desirable, simply as a part of the general education of the child, and not as a preparation for any particular career, is generally held by the most advanced thinkers of the day, and has long been conceded by the practice of those who are able to afford it. Are not children whose parents have the requisite means constantly encouraged to engage in games and sports and the exercise of small handicrafts, which train the hand and the eye, perhaps without consciousness of effort on the part of the children? As they grow older, does not every Christmas bring its quota of carpenter's benches, printing presses, scroll saws, toy ships and engines, etc., to develop the mechanical faculty of the boys, while the girls are gradually initiated into the mysteries of sewing, embroidering, etc.?

If such exercises, pursued as a pastime, are thought useful and good, how much more valuable must they be when pursued with method. The whole tendency of modern education, since the days of Froebel, is to introduce more and more the training of the hand and the eye as a supplement to—nay as the ground work of the training of the mind. It is claimed, and the claim seems reasonable, that such an education not only cultivates the skill of the member so trained, but that it aids materially in the acquisition of other knowledge; that it develops observation; that it assists es-

pecially the pupils who have little capacity for book-learning but who frequently have decided mechanical aptitudes, by developing their latent faculties and giving them more self-reliance and courage; and the knowledge gained by materials and processes is exceedingly useful to any one whatever his future pursuit may be. Therefore, what we have to do for the better understanding of the real merits of manual training, must at present be limited to putting forward the principal features of our new departure, to wit: 1st. Being of a creative nature, manual training precedes our object lessons. 2d. Our new method is not intended to prepare for a special branch of industry, inasmuch as it underlies every kind of industry. 3d. The fundamental principle in regard to the arrangement of the objects of manual work is that of development, and is in close connection with the intellectual work of the school; that is, workshop and school-room are in close and systematic relation with each other,—what is taught in the school-room is to be wrought into a plastic form in the workshop, and what is here created is there to be taught in principle. 4th. Instruction in drawing is in close relation to the exercises in the workshop. Each object of manual labor is first to be sketched and then carefully drawn. 5th. We must declare emphatically that our aim is not to predispose a pupil to a certain industrial pursuit, but only to be a help to him in finding out that calling most suitable to his mental and physical endowments. 6th. We must lay stress on the fact that we endeavor to include the entire human being within our scope, that we intend to educate the whole mass of the people and not those alone who may be better endowed mentally by nature. 7th. We direct attention to the fact that a well planned manual training in connection with mental training, is the only natural proceeding in educating children, because it corresponds with the progressive development of their nature.

First. There is progress in selecting the proper material for our workshop, a matter of great importance. *We* proceed according to the following scheme: First, we use clay adapted to the tender hand of the child. After that, we use paper, cardboard, and leather. Our next step is to the use of wood, beginning with the softest kind. Our last resort is to the

various metals, of which lead is chosen to start with. Selecting thus the materials, our plan is simply adapted to the plan followed by the instructions in natural history.

Second. There is progress in the selection of tools used. The various tools we use are not resorted to indiscriminately, but their use is wholly dependent on a pre-concerted plan. We start with the plain chisel, passing over to the knife, the scissors and the saw and the plane. After these tools for filing and for separating have been sufficiently used, we pass to the hammer, the tongs and the screw. Having accomplished our purpose through the use of these various tools, we resort to the steam-engine. The different parts of it have to be represented in drawing by the children, who afterwards model them and finally put the parts together. Our first class has in the course of last year successfully operated with steam power. The order in which we use our tools corresponds with the plan according to which the science of physics is generally taught.

Third. There is progress in regard to the choosing of appropriate objects on which to work, starting with the simplest fundamental forms of geometry, passing from these to the plane, constructing at last the solid in accordance with the principles governing its formation and becoming acquainted with its cubical contents. In conclusion the entire ground passed over is reviewed with reference to forms we meet in our daily life.

To this series of objects for manual training corresponds the plan generally laid out for teaching mathematics. We cannot value too highly such a reciprocity in working. We have progresses also in the branch of our artistic work, in free hand drawing and modeling. A particular feature of our course in modeling is, that our pupils do not make their forms by taking away but on the contrary by adding in order to represent the desired form. The manner in which they proceed in adding the smallest particles serves us as a criterion for judging the proficiency of their workmanship. In conclusion allow me to invite you to give your consideration to the following sentences:

As in the domain of moral life we recognize the fundamental fact that moral experience must precede the deeper

and truer moral insight, so in the domain of the school, in the intellectual training of the young, we make it our constant aim to let the acquisition of knowledge, the apprehension of truth, grow out of the experience of the pupils themselves. That method of instruction which consists in cramming the heads of little children with rules, definitions, abstractions, which they do not understand and with facts which they cannot assimilate, must be banished out of every school. With unremitting zeal must we stand guard in future that such a destructive method may never pass the threshold of our schools. First must come the actual acquaintance with things and processes, and then the rule, the definition. First, the child must learn to use its senses, to see for itself, to hear for itself, to obtain clear impressions of the exterior world, to express its nature in productive action, before we can lead it to systematic reflection and to the formulation of its thoughts, and such truths as are the result of the child's own experience, come to it through the exercise of its own senses, through the labor of its own hands, it is not too much to say, will remain its lasting possessions, will be tinged with the child's own individuality, will partake of its own character, and will, therefore, retain an enduring place in its life. To sum up, whatever we teach is deduced from the unchangeable nature of things themselves; nothing is taught on mere authority mere traditions.

OUR WORKSHOPS.

Thirty boys can work conveniently in the machine shop. The room is arranged in regular workshop style, having fifteen lathes and benches provided with vises and anvils for chipping, filing and bending metal. Ten of the lathes have iron beds, and may be used for either wood or metal turning. They run as smoothly and center as accurately as any watch-maker's-lathe, and have three different motions. Four are high speed wood-turner lathes, having a twelve inch swing and six foot bed-piece; and one is a pattern maker's lathe, capable of turning wood six feet in diameter. It is intended soon to add one or two automatic engine lathes having all the motions and appliances of lathes in the best machine shops. A 30 horse power, horizontal engine drives the

machinery and furnishes power for supplying the building with heat and ventilation. Each of the class shows great interest in wood turning, many having become skillful manipulators of the gauge and chisel. Several have passed from plain turning to face plate work, and will soon take up the more advanced chuck work. From results already attained it is seen how wood turning ranks among the fine arts, and is not merely a trade but a means of culture and intellectual development. Everything is designed before it is worked, and it is gratifying to see how gracefully the outlines of the drawing appear as curves of beauty upon the surface of the rapidly revolving wood.

The joinery work is done in a separate shop equipped with a complete outfit of the best tools and latest improved vises. Provision is made for thirty-five boys to work simultaneously. The work benches are also used for drawing desks, where the perpendicularity and parallelism of the drawing board are practically applied to the holding of the saw and plane.

DRAWING, MODELING AND DESIGNING-- ART DEPARTMENT.

This Department deserves our special attention, for it is of the utmost importance, although not receiving the share of esteem it justly merits. Modeling and designing are almost entirely ignored and Drawing where it is taught, is generally pursued in such a mechanical and unlogical manner, as to lose most of its value. Drawing ought to be done from *the object and not from a copy*. To draw means to substitute the representation for the object. To copy simply substitutes a representation for a representation. The connection of drawing with modeling consists in the fact, that the pupils use the same objects in both studies, representing the same thing in a twofold manner: graphically and actually. Modeling is an extended manner of drawing, a representation in three dimensions. The Perception of Form is here also the most important. The influence which both occupations, Drawing as well as Modeling, exert upon the ethical and esthetical education of the child, is also of great importance. If the sight of the beautiful awakens our enthusiasm for

beauty, and indeed the visit to art-exhibitions is conducive to the ethical and esthetical culture of man, how ennobling must the creation of the beautiful re-act upon the workman. It is necessary that more be done in this direction. Is it not shameful to find young and old revel in sensuality, gloating at the disgusting pictures, which are found in trashy papers or displayed in show windows and on sign boards? A child, which has been led through a proper art-study to a love of the beautiful and the good, will turn with disgust from filthy pictures and trashy penny literature. It is true that the manner of Drawing exclusively from the solid object has many opponents, but the advocates of object drawing are daily increasing in number. How can young children learn to draw in perspective, without knowing the rules of perspective? Such questions are asked and the answer is a counter-question; How can children learn to utter a sentence correctly, without understanding the law of syntax?

As in language-instruction the example is given and the laws and rules deduced therefrom, so in drawing.

To draw in perspective, in its elements means merely to draw what is seen and how it is seen. The laws of perspective are instinctively discovered by the advanced pupils and it needs but little on the part of the teacher to formulate the same. It is well known that the number of aids and tools, which a man uses in the construction of a certain thing, evidences the degree of his ability: the fewer used, the more independent and self-reliant he is. In drawing from a copy the temptation is near to use many superfluous aids; rulers, strips of paper, compass and even tracing-paper are employed, in order to complete the work. This is impossible in the drawing from the object. The child learns to draw a straight line from a stick placed before it.

It cannot measure the stick, not even approach it, and if it could, the stick is too long to be reproduced of the same size on the drawing paper. Thus the child is forced to observe, to estimate, to judge and to reproduce what it has seen.

This stick is drawn in different positions, horizontally, vertically and oblique. In combination, straight-lined figures result. Similarly the simple curves are drawn from a model. When some degree of proficiency has been secured simple

solids are taken as models. Whatever then appears dark, is shaded, while that which is in light remains so. No mean proof of the correctness of this method is the delight with which our pupils, almost without exception, anticipated the drawing hour and the zeal which they brought to the work.

OBJECT LESSONS.

Object lessons constitute the center of all primary teaching, they sharpen the senses, cultivate the faculty of expression and are, indeed, the source from which all other knowledge flows. It is undoubtedly understood that object lessons in a Manual Training School in which all and everything is arranged towards the child's activity, do not consist only in the teacher's wise information and presentation of pictures and things and the child's quiet and attentive listening to it, but that teacher and children are active, experimenting, and that the children by close observation experience and draw their own conclusions, which they will properly express and clothe in their simplest language.

The ready made object is neither interesting nor instructive enough for this task—children like to work, to create, —even to destroy in order to create; like especially to watch the growth, the development of processes; this is child's nature— and we have to take advantage of it. Children are also more and mostly attracted by such processes in which they are interested, personally interested themselves. This is urgently necessary, without it, no will and no way. We, therefore, consider for our object lessons only processes of that kind and present them as "vital necessities" in four distinct groups: Food, Clothing, Shelter and Transportation. In here we find sufficient points of contact with child's life and chances to show how nature enters into his daily concerns and those of life around him.

Beginning with that universal "Bread" in the child's lunch basket, we are soon with the baker, with the miller and with the farmer. Here we start, in glancing over the field, which is to receive the seed, we present to the child the various kinds of soil—sand, clay, chalk, the black soil, (humus,) let the children handle it, taste it, experiment with it, dry and in water; much can be shown and learned: now

comes the farmer with his plow, his harrow and prepares the field, (plow and harrow the most complete and most primitive ones, shown in miniature) manure not to be forgotten—then appear the various kinds of grain—the wheat, rye, oats, barley and others—how different they are, long and slender, short and round, etc.; put them into water and see the change; finally they are buried into the good black soil, (in boxes) also in sand, in clay, the boxes placed in good light and warmth; when thirsty and they are thirsty every day, give them to drink; the pure fresh water is best for them; now watch; they open, work themselves through the black cover, show first one little green hand and then another; the plant appears—but how different in the different boxes, filled with different soil;—then higher and higher it goes—it blooms and ripens, turns into yellow; the farmer comes with scythe and sickle and cuts it down; when dry, he bundles the plant into sheaves and brings them to the barn; thrashing with flail or machine begins—in some countries horses or oxen do it; the grain and the straw;—(the plant in its gradual development is to be shown to the pupils); what we do with the straw;—the grain goes to the miller;—the mill; the process of grinding; (a flail for thrashing in miniature—the little boys make them themselves; two stones, or a motar, or a coffee mill for grinding the flour;—wheat, rye, barley and oats—flour; our collection is growing too. The flour comes to the baker;—every step of development can and should be carried out in the class room and by the pupils—yeast, water, flour and salt not to be forgotten—we get the bread—the white and the rye bread, etc. Our literature is rich in appropriate poetry and songs, for instance,—“Do you know how does the farmer,” etc.

From bread we go to similar food—cake, rolls, etc., especially *rice* and *corn*—oatmeal—farina;—we want also butter, cheese and milk—that brings us back again to the farm—to the good cow that furnishes all this—the sweet milk,—etc. etc.; finally we see some good vegetables—juicy fruit, etc. animal food—meat.—Thus following the process of plowing, sowing and reaping, milling and ending by baking bread, having prepared it with their own hands, they come to milk, to eggs and other things. In another course, (clothing) they see the *sheep*—its fleece and the wool in its manifold uses,

raw and manufactured—the cow and the calf and kid—which give us their skin for leather,—a complete collection of the various kinds of leather is at hand—then the flax, the hemp; the silk—beginning with the silk-worm;—loom and spinning wheel and other implements in miniature are shown and the processes explained. It is evident that much can be reached and taught here that will be a solid foundation for future studies, especially for the study of Natural Sciences.

Our object lessons are planned like other studies and we can never forget, that the highest aim is, to teach the pupils the correct use of their senses, to lead them to close observation, to logical conclusion, to correct expression and to interest them in nature.

GERMAN.

The German language is taught in the Grammar classes only. We believe in the “saying,” “the more languages the more culture;” but we are also convinced, that our children should have a solid foundation in ONE language first—and this can only be the vernacular, the English language, before they take up a second one. We therefore, begin the instruction in the German language in the higher classes and expect to teach, reading, writing and speaking, thoroughly; we shall not loose ourselves in scholastic grammatical excursions—but the elementary Grammar we shall teach and always in comparison with the English, thus strengthening and enlightening both;—we want to show the close relation between both languages, their similarities and dissimilarities and to give our pupils the power to express thought in plain German, oral and written.

GYMNASTICS AND MUSIC.

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

HYGIENE.

Great care is taken to insure the health of the pupils and they are taught how to take care of themselves in order to secure that priceless boon.

Co-education is adopted; it shows already and will always show more and more its good effect upon both boys and girls.

All studies are obligatory; nothing optional. Books and materials are furnished free to all children who cannot afford to pay for them.

A few Points about the Management of the School.

1. The Superintendent is responsible to the School Committee for the conduct of the school.

2. He is a member of the School Committee *ex officio* and has to report in writing every month to the Committee in regard to the enrolment, the attendance and the progress in all the classes.

3. The Superintendent is the executive officer of the school, he admits and dismisses pupils and he conducts the semi-annual examination of the school. Upon him devolves the representation and the correspondence of the school.

4. He proposes the teachers to the School Committee for appointment. The teachers receive their orders and regulations from the Superintendent and are responsible to him; there is no direct official communication between the teachers and the School Committee.

TEACHERS' CONFERENCES.

The teachers of the school meet as a body twice every month, to discuss methods and school matters. These conferences are of the utmost value as a means of infusing unity of spirit into the work of the School, and of securing proper attention to difficult cases among the pupils. It is a rule in these conferences for each teacher to present the names of those pupils of his class who are backward in studies, deficient in skill, or who show fault of character which require correction, the teachers jointly endeavor to determine the cause of the difficulties complained of, and to suggest remedies. The "problematical natures" of the school are thus kept constantly in view, and the whole staff of teachers are again and again reminded of their profound responsibility.

PARENTS' MEEETINGS.

As a means of securing intelligent co-operation of the parents, occasional meetings of the teachers and parents have been instituted, where points of special interest to both may be talked about in an informal manner.

CONCLUSION.

Our children, are intellectually not behind the children of so-called "better families", they are bright and very anxious to learn; they are mostly frank and true, their physical condition however, is deplorable; they are born weak, and nothing has been done, so it seems to me, to strengthen them, to improve their corporeal defects; they are fed poorly, dressed poorly, live in poor and poisoned surroundings, and worst of all, are untidy and frequently shirk water and soap. Our duty was and will therefore always be, to see first of all to their proper physical education. Our wash-and bath-rooms have been frequently used and a great deal has been accomplished in this direction, and a great change in the appearance and attitude of the pupils has taken place. But this is not sufficient; we need a proper Gymnasium and a physician in the house—a teacher and physician at the same time, who will examine the children before they are admitted, watch them carefully, to discover the symptoms of diseases and prevent sickness before it is too late. We should have our own little drug store, under the supervision of said physician, assisted by some pupils of the highest class.

The children show interest in their work and like the school—the parents too begin to appreciate our work, and to co-operate with us. Out of at least a hundred letters, which I received, I append a few, which show evidently that the parents do not undervalue the influence and the importance of our Training School.

Very Respectfully,

G. BAMBERGER.

Chicago Febr. 4th 91

Prof. Bamberger,
Geerter Herr!

Ich darf lenger nicht zurückstein Ihnen meinen herzlichsten Dank auszuschprächen für die gutt Lehre die meine Kinder inn der Treiningschule geniszen. Die Pinktlichkeit imer sauber zu sein ist meine gröste Freude den inn anderen

Shulen waren meine Kinder gleichgiltig Gott soll Ihnen dafür helfen das ist alles was ein armer Man Ihnen wünschen kan hochachtungsfol.

Jokol Krautblat
110 Dekoven St

Chicago April 3, 91

Deer Profeser

Exus me wath I trobel yu I ken not rit gut but I ken Theink ju as a father hus hart is full with joi for tu se how moch my childern han lornt in de schort tim I theink ju agan end I remain jurs Respektfull

D Behenstein
137 Dekoven St

THE NIGHT SCHOOLS.

The Night Schools consist of a male and a female department. Each department is taught in four distinct classes and has about 150 pupils enrolled; together 300. The male department receives instruction in the English language; and the higher classes in book-keeping, commercial correspondence, Arithmetic and U. S. History.

The female department receives instruction in the English language; in sewing and dressmaking, cutting and fitting. Both departments assemble four times per week from 7:30 to 9 o'clock, respectively from 8 to 9:30.

The school is conducted by the Superintendent with eight teachers. The expenses of this branch of our work are defrayed by the B. B. Lodges of the District and by Johannah Lodge U. O. T. S. The school furnishing the rooms, gas, fuel, etc.. and the Superintendent volunteering his services.

COURSE OF INSTRUCTION.

EVERY LESSON IS TO BE A LANGUAGE LESSON.

VIII GRADE.

OBJECT LESSONS: Vital necessities: Food.

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

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

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

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

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

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

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

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

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

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

GYMNASTICS: Free and Wand exercises.

VII GRADE.

OBJECT LESSONS: Vital necessities: Clothing and Shelter.

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

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

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

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

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

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

MANUAL WORK. *Wood Sloyd.* Nos. 12-24.

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

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

GYMNASTICS: As in Grade VIII.

VI GRADE.

OBJECT LESSON: Vital necessities: Means of Trans-
portation.

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

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

Grammar, Spelling, Composition. De Garmo's Language
Book No. 1. — In addition, description of
pictures and objects.

Writing: Alphabets continued with pen and ink.

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

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

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

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

Modeling: Simple casts—leaves and ornamental forms.

MANUAL WORK. Wood Sloyd: No. 24-40.

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

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

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

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

GYMNASTICS: Free exercises with and without wands.

V GRADE.

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

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

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

Writing: As in Grade VI.

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

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

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

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

Modeling: VI grade's work continued.

MANUAL WORK. Sloyd: Nos. 40-60.

Card Board Work: Manual No. 6.

Sewing (girls). Plain sewing and darning.

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

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

GYMNASTICS: Free exercises and Dumb Bells.

IV GRADE.

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

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

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

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

Writing:

GERMAN LANGUAGE: Lesefiebel (Weick & Grebner) and Conversation.

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

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

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

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

Modeling: Continued from the half-relief.

Designing: Exercises in straight lines and combinations.

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

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

Wood Sloyd: Is here united with bench work.

MECHANICAL DRAWING: In connection with manual work.

MUSIC: Reading by sight; two part songs continued.

GYMNASTICS: Exercises with Wands and Dumb Bells continued.

III GRADE.

MATHEMATICS. Geometry, Arithmetic: Rules of three; simple and compound proportion; percentage. Measurements—plane or surface measure, square measure; theorems from Hill's Geometry; Spencer's problems (inventional Geometry) continued.

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

Grammar, Spelling, Composition, DeGarmo's Language Book No. 2, completed.

Writing:

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

GEOGRAPHY: America. Elements of Mathematical Geography.

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

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

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

Modeling: Ornamental and life forms in half relief.

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

MANUAL WORK: Bench work continued—planing, joining.

Sewing (girls): As in Grade IV.

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

MUSIC: As in Grade IV continued.

GYMNASTICS: As in Grade IV.

II GRADE.

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

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

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

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

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

Writing:

GERMAN LANGUAGE: Zweites Lesebuch and Conversation.

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

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

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

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

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

Modeling: As in Grade III.

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

MANUAL WORK: Wood turning.

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

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

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

GYMNASTICS:

I GRADE.

MATHEMATICS. Arithmetic: Exchange; Partnership and Alligation.

Geometry: Work of Grade II reviewed and continued.

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

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

Evangeline; the Courtship of Miles Standish; Sketch Book; Wonder Book; Grandfather's

Chair, etc., together with an outline of American literature.

Grammar: General review of matter taught in previous years.

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

Spelling-: Ethymological studies.

Writing :

GERMAN LANGUAGE: Drittes Lesebuch and Conversation.

GEOGRAPHY: Africa and Australia; Physical and Mathematical Geography.
Relief Maps.

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

NATURAL SCIENCES. Physics: Light and sound, Magnetism and Electricity.

Physiology: Domestic Hygiene. The human body, skeleton, muscles and fat; muscular exercises; the skin; bathing; clothing; food and digestion; circulation and respiration; the senses; the voice.

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

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

ARTWORK. Free hand Drawing: From the Antique with charcoal and crayon. Perspective practically taught.

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

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

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

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

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

MUSIC: As in II Grade.

GYMNASTICS:

The pupils of the Ungraded Class receive instruction in (Reading, Writing)—the English Language—and Arithmetic only; they also participate in Gymnastics and Music; and the girls in sewing.

GRADUATES.

Aroner, Rebecca.	Clemage, Bloomy.
Asher, Florence.	Gilbert, Minnie.
Bergson, Rebecca.	Grossman, Anna.
Burton, Hannah.	Harris, Annie.
Bernstein, Sarah.	Jacobs, Ray.
Blostein, Bessie.	Lewis, Ida.
Cohn, Julia.	Rosenberg, Jennie.
Alexandrowitz, Joseph.	Langert, Abe.
Berliner, Ellis.	Nathan, Reuben.
Burkhardt, Charles,	Platchinsky, Bennie.
Edelstein, Sam.	Platchinsky, Louis.
Gunther, Harry.	Rosenberg, Sam.
Jacobs, Michael.	Schallman, Bennie.
Kalish, Joseph.	Schaudinisky, Jacob.
Lane, Sam.	Unger, Harry.
	Zittenfeld, Max.

Eight of the graduates will return and take another year's course.

AVERAGE ATTENDANCE.

CLASS.	BOYS.	GIRLS.	TOTAL.
Kindergarten.....	85	85	170
Eighth Grade.....	42	42	83
Seventh Grade.....	34	34	68
Sixth Grade.....	31	31	62
Fifth Grade.....	35	35	70
Fourth Grade.....	34	34	68
Third Grade.....	32	32	64
Second Grade.....	33	33	66
First Grade.....	22	22	44
Ungraded Class.....	35	35	70
Totals.....	383	383	766

LEON MANDEL'S PRIZES.

1. Prize of \$10.00 for Best Conduct and Scholarship. Sarah Bernstein.
 2. 1st Prize of \$10.00 for greatest efficiency in Drawing and Modeling
Bennie Platchinsky.
2d " 5.00 " " " " Michel Jacobs.
 3. 1st " 10.00 " " Mathematics, Bennie Platchinsky.
2d " 5.00 " " " .. Joe Schaudinisky.
 4. 1st " 10.00 " " Machine Shop, Bennie Platchinsky.
2d " 5.00 " " " .. Ellis Berliner.
 5. 1st " 10.00 " " Sewing Departm't, Sarah Bernstein.
2d " 5.00 " " " .. Florence Asher.
 6. 1st " 10.00 " " English. Michel Jacobs.
2d " 5.00 " " " .. Sarah Bernstein.
 7. \$15.00 spent in appropriate books, given to the two best children of each of the lower classes.
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LAURA BAMBERGER'S PRIZE.—Silver Medal. Awarded to Annie Harris, for earnest work in Drawing.

SEWING TEACHER'S PRIZE.—Tailoring Outfit, Chart, etc., given to Annie Grossman.

EXTRA LADIES' PRIZE.—\$10 in Gold. To Rebecca Aaroner.

DONATIONS.

Mr. Julius Rosenthal :—Two Webster's Dictionaries, unabridged, and other instructive books.

Miss Corinne Cohn:—Juvenile Literature.

Miss Jennie Heyman:—Two volumes Young Folks' Cyclopædia.

Hon. Guynne Garnett, through Mr. Julius Rosenthal :—Remington Typewriter.

G. Bamberger :—Barye: Tiger and other Casts, half dozen Drawing Easels and six-inch Magnifying Glass.

Mr. Chas. Haenze:—Casts.

Mr. Taussig:—Machine Oil.

West Side Sewing Society:—Working Aprons and Handkerchiefs.

Col. Francis Parker, Director of Cook County Normal School :—Six Relief Maps.

Truxillo Sewing Society :—Aprons and Garments for the pupils.

West Side Industrial School:—Several pieces of Gingham, Calico and other material, boxes of thread, scissors, left from their institution.

REPORT OF COMMITTEE ON BUILDINGS AND GROUNDS.

To the Trustees and Members of the Jewish Training School:

LADIES AND GENTLEMEN:—The expenditures on Buildings and Grounds have been as follows :

	1889.		
Dec.	28.	Victor Falkenau, Masonry.....	\$3,000 00
		1890.	
Jan.	7.	C. Muth, Ironwork.....	1,800 00
"	8.	Jas B. Woodville, Cleaning of five privy vaults.....	25 00
"	17.	Henn & Stieglitz, Cut Stone.....	2,500 00
"	27.	Adler & Sullivan, Architects' Fees.....	500 00
"	28.	S. H. Dempsey, Carpentry.....	1,500 00
"	30.	Thomas Noonan, Sewer Work.....	300 00
Feb.	1.	Victor Falkenau, Masonry.....	3,000 00
"	5.	Purinton Kimball Brick Co., Brick.....	460 00
"	6.	A. W. Bensinger, Deposit for Meter.....	160 00
"	25.	Victor Falkenau, Masonry.....	3,000 00
"	28.	C. Muth, Ironwork.....	715 00
"	28.	Greeley, Carlson & Co., Surveying, etc.....	18 00
Mch.	7.	Purinton Kimball Brick Co., Brick (in full).....	150 00
"	7.	Thomas Noonan, Sewer Work (in full).....	207 00
"	11.	Lockwood & Kimball, Face Brick (in full).....	150 00
"	21.	Henn & Stieglitz, Cut Stone.....	2,500 00
"	29.	S. H. Dempsey, Carpentry.....	2,000 00
April	2.	James A Miller & Bro., Sheet Metal Work.....	1,550 00
"	2.	Victor Falkenau, Masonry.....	1,500 00
"	19.	Lockwood & Kimball, Face Brick (in full).....	84 00
"	19.	Adler & Sullivan, Architects' Fees.....	250 00
"	25.	Victor Falkenau, Masonry.....	1,000 00
May	26.	Henn & Stieglitz, Cut Stone (in full).....	700 00
"	26.	A. W. Bensinger, Plumbing in frame cottage.....	81 45
"	26.	A. W. Bensinger, Plumbing and Gas Fitting.....	600 00
"	27.	L. H. Prentice Co., Steam Heating.....	2,500 00
June	9.	S. Dempsey, Carpentry.....	1,000 00
"	24.	I. L. Fulton & Co., Concrete Work.....	500 00
"	27.	Briner & Sheahan, Painting and Glazing.....	300 00
July	3.	Michael Cyr, Plastering.....	1,000 00
"	10.	L. H. Prentice Co., Steam Heating.....	1,000 00
"	17.	Michael Cyr, Plastering.....	700 00
"	18.	Adler & Sullivan, Architects' Fees.....	500 00
"	23.	Illinois Terra Cotta Lumber Co., Fireproofing (in full).....	900 00
"	24.	B. C. Hayman & Co., Lightning Rod.....	245 40

1890.			
Aug.	1.	Michael Cyr, Plastering.....	750 00
"	12.	I. L. Fulton & Co., Concrete Work.....	1,092 05
"	13.	S. H. Dempsey, Carpentry.....	1,000 00
Sept.	10.	A. W. Bensinger, Plumbing.....	800 00
"	23.	Henry Dibblee Co., Tiling (in full).....	204 75
Oct.	7.	A. W. Bensinger, Plumbing.....	200 00
"	7.	S. H. Dempsey, Carpentry.....	3,000 00
"	8.	Ill. Terra Cotta Lumber Co., Tile Partition Work (in full)	140 00
"	9.	Victor Falkenau, Masonry (in full).....	430 14
"	18.	P. W. Randolph, Cleaning Building.....	25 00
"	24.	Hollingsworth & Coughlan, Cutting Wall (in full).....	590 00
"	24.	L. H. Prentice Co., Steam Fitting (in full).....	1,082 00
"	28.	P. W. Randolph, Cleaning Building (in full).....	47 00
"	31.	Briner & Sheahann, Painting and Glazing.....	600 00
Nov.	3.	H. G. Willard and Co., Gas Fixtures.....	283 85
"	4.	C. Reilly, Cement Sidewalks.....	231 20
"	4.	S. H. Dempsey, Carpentry (in full).....	1,315 00
"	5.	Frederick Voss, Wire Work around engines.....	39 13
"	12.	W. H. Chenoweth Co., Two Area Gratings.....	20 30
"	14.	A. W. Bensinger, Plumbing.....	600 00
"	14.	Michael Cyr, Plastering (in full).....	440 15
"	18.	A. Gruzinski, Oiling Floors.....	203 00
"	18.	McQuire Machinery Co., Machinery, etc.....	400 00
"	21.	S. A. Woods Machine Co., Five Lathes.....	172 80
"	21.	H. B. Dodge & Son, Rolling Partition (in full).....	104 00
Dec.	1.	Briner & Sheahan, Painting & Glazing (in full).....	150 00
"	10.	Neonan & Hallinan, Sewering (in full).....	83 55
"	12.	James A. Miller & Bro., Conductor Pipe.....	71 67
"	12.	H. G. Willard & Co., Gas Fixtures.....	9 85
"	12.	Adler & Sullivan, Architects' Fees (in full).....	199 00
"	13.	Thomas Kane & Co., Blackboard.....	192 00
"	13.	A. W. Bensinger, Plumbing (in full).....	356 12
"	13.	S. H. Dempsey, Carpentry.....	389 71
1891.			
Jan.	7.	W. E. Frost Manufacturing Co., Lumber.....	49 73
"	7.	T. Gassmann, Carpentry.....	26 02
"	7.	R. & F. Hopkins, Chains, Hooks, etc.....	9 54
"	23.	M. Dencer, Tables, Doors, Sash, etc.....	307 90
Mch.	5.	C. Muth, Window Guards.....	158 00
"	26.	L. H. Prentice Co., Steam Heating.....	106 70
Total.....			\$52,276 01

Respectfully submitted,

HENRY L. FRANK,

Of Committee on Buildings and Grounds.

REPORT OF THE TREASURER.

CHICAGO, May 11, 1891.

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

LADIES AND GENTLEMEN.—I beg to submit herewith my report as Treasurer for the past year, from May 13, 1890, to May 11, 1891, inclusive:

RECEIPTS.

Balance as per last report	\$ 7,908 58	
Receipts from May 13, 1890, to May 11, 1891	51,263 03	
	<u>51,263 03</u>	\$59,171 61

DISBURSEMENTS.

Paid by Vouchers No. 367 to 652, inclusive.....	\$ 54,855 88	
Balance on hand ..	4,315 73	
	<u>4,315 73</u>	\$59,171 61

INVESTMENTS.

Security No. 1. Note and Trust Deed, with 7 per cent.; semi-annually, due February 1, 1891.....	\$ 1,000 00	
Security No. 3. Note and Trust Deed, with 7 per cent.; semi-annually, due March 16, 1892.....	600 00	
Security No. 4. Note and Trust Deed, with 6 per cent.; semi-annually, due November 26, 1893...	5,000 00	
Security No. 5. Note and Trust Deed; with 6 per cent.; semi-annually, due January 10, 1894.....	2,500 00	
Security No. 6. Note and Trust Deed; with 6 per cent., semi-annually, due February 4, 1895.....	5,000 00	
Security No. 7. Note and Trust Deed; with 6 per cent., annually, due April 23, 1892.....	5,000 00	
Security No. 8. Note and Trust Deed; with 7 per cent., semi-annually, due December 29, 1895....	1,000 00	
Security No. 9. Note and Trust Deed; with 7 per cent., semi-annually, due April 14, 1896.....	1,000 00	
	<u>1,000 00</u>	\$21,100 00

INSURANCE.

London & Lancashire Insurance Co.	\$ 5,000 00
North British & Mercantile Insurance Co.	5,000 00
Rochester German Insurance Co.	5,000 00
Hamburg-Bremen Insurance Co.	5,000 00
Scottish Union & National Insurance Co.	2,000 00
Traders Insurance Co., Chicago.	5,000 00
Continental Insurance Co., New York.	2,500 00
Rockford Insurance Co., Rockford, Ills.	3,000 00
Merchants Insurance Co., Newark, N. J.	2,500 00
	<hr/>
Total on Building and Furniture.	\$ 35,000 00
Hartford Steam Boiler and Accident Insurance.	\$10,000 00

Very respectfully,

J. L. GATZERT, *Treasurer.*

We have examined Treasurer's report and find same correct.

HENRY L. FRANK, }
H. A. KOHN, } *Committee.*

REPORT OF FINANCIAL SECRETARY.

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

LADIES AND GENTLEMEN.—I submit herewith my report, for the year beginning May 14, 1890, and ending May 12, 1891, inclusive.

GENERAL FUND.

Balance credited to Fund at last report \$ 3,624 75

RECEIPTS.

Interest—Oleson Mortgage	\$63 00	
Brown " 	300 00	
Hofman " 	49 00	
Abacock " 	300 00	
Austerlitz "	150 00	
Roesner " 	70 00	
Sayler " 	300 00	
Frink " 	20 33	
Treasurer's Balance	89 17	
	\$1,341 50	
Less interest due on Abacock mortgage, at time of purchase.	131 25	
Less interest due on Frink mortgage, at time of purchase.	64 39	
	195 64	
	\$1,145 86	
Young Men's Hebrew Charity Association	3,000 00	
Mortgage loan, paid by Hoffman.	700 00	
West Side Industrial School.	425 00	
Johanah Lodge.	300 00	
Confirmation Class, Sinai Congregation Sunday School.	155 00	
B. Mergentheim.	100 00	
West Side Ladies Aid Society.	100 00	
National Bank of Illinois.	100 00	
Hillel Lodge No. 72, I. O. B. B.	100 00	
Excelsior Club.	75 00	
Isaiah Lodge, No. 22, I. O. F. S. of I.	75 00	
A. Slimmer & Rosenbaum Bros.	53 63	

Carried forward, \$6,329 49 \$3,624 75

	<i>Brought forward,</i>	\$6,329 49	\$3,624 75
Kendal Social and Dramatic Club.....		50 00	
Young Helpers Literary and Social Club.....		50 00	
Lewinsohn Literary Circle.....		50 00	
Herder Lodge, No. 321, I. O. B. B.....		50 00	
Rent from various tenants.....		700 41	
Sale of old stoves.....		42 50	
Hebrew Ladies Aid Society (La Porte, Ind.).....		30 00	
A. L. Singer.....		25 00	
Ladies Montefiore Society.....		25 00	
M. Hoffman & Son.....		25 00	
M. J. Freiberg, Cincinnati, O.....		25 00	
A. Shakman.....		25 00	
Little Girls' Fair.....		25 00	
North Side Ladies' Sewing Society.....		25 00	
Our Girls' Literary Society.....		20 00	
I. Frankel (Oskaloosa, Iowa).....		20 00	
School Children for Books, etc.....		33 06	
Julius Bien, New York.....		10 00	
Sinai Sunday School; Classes II, III, IV.....		13 85	
Lakeside Club.....		10 00	
Levin & Son.....		10 00	
Nathan Kaufman, New York.....		10 00	
Little Girls' Club.....		7 00	
M. Michelson, Verona, Wis.....		5 00	
Sinai Sunday School, Class II.....		5 00	
V. Polachek.....		1 00	
Sundry Donations.....		8 00	
Rebate from Mandel Bros., overpaid account.....		1 08	
Dues from Patron and Yearly Members.....		6,041 00	
		<hr/>	\$13,672 39
			\$17,297 14

DISBURSEMENTS.

Salaries to Prof. Bamberger, Teachers, etc.....	9,918 16
Insurance.....	403 38
A. Sinks, for Engrossing.....	75 00
G. Bamberger, Traveling Expenses.....	300 00
Groceries.....	34 33
Stationery, Printing, etc.....	446 67
Dry Goods.....	34 48
Assistant Financial Secretary.....	100 00
Coal.....	248 68
H. B. Dodge & Son.....	104 00
Spiegel & Co.....	12 75
Commission for Collecting Dues.....	110 85
Rent for Safety Deposit Vault.....	6 00
Taxes.....	235 79

Carried forward, \$12,030 09

	<i>Brought forward,</i>	\$12,030 09	
Engineer Supply Co.....		42 92	
Markley, Alling & Co.....		16 13	
A. Weiskopf.....		12 24	
Sundry Expenses.....		1,358 51	
		<hr/>	\$13,459 89
Balance to Credit General Fund			<hr/> <hr/> \$3,837 25

SINKING FUND.

Balance credited to Fund at last report \$ 100 00

RECEIPTS.

Life Memberships: Bernhard Cahn	\$ 500 00	
Chas. Cahn, New York.....	500 00	
E. Frankenthal.....	500 00	
Henry L. Frank.....	500 00	
Mrs. Henry L. Frank.....	500 00	
Louis E. Frank.....	500 00	
Leopold Mayer.....	500 00	
Levy Mayer.....	500 00	
B. Kuppenheimer	500 00	
Berthold Loewenthal.....	500 00	
Mrs. Berthold Loewenthal.....	500 00	
Mrs. Henrietta Rosenfield.....	2,000 00	
Joseph Rosenbaum.....	500 00	
Baron Edmund de Rothschild	500 00	
Louis Wampold.....	500 00	
	<hr/>	\$9,000 00
Louis B. Kuppenheimer. For memory of Mrs. Blanche Kuppenheimer	500 00	
Estate of Matthias Straus.....	500 00,	
	<hr/>	\$10,000 00
		<hr/>
		\$10,100 00

EXPENDITURES.

Investment. Frink Mortgage.....	\$1,000 00	
Frink Mortgage.....	1,000 00	
	<hr/>	\$2,000 00
Balance to Credit Sinking Fund.....		<hr/> <hr/> \$8,100 00

BUILDING FUND.

Balance credited Fund at last report \$4,183 83

RECEIPTS.

H. N. Higginbotham.....	\$5,000 00
"L. L. L." Society.....	1,000 00
Mrs. Eliza Fränk.....	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 (including donation of North Western Lodge, \$15.00, and Sovereignty Lodge for \$10.00).....	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
Sam'l Nathan.....	200 00
A. C. Hesing.....	200 00
Harry Hart.....	200 00
Henry Stern.....	200 00
Sam'l Stern.....	200 00
Leo Fox.....	200 00
Ruben Rubel.....	100 00
Adolph Shire.....	100 00
I. 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
Geo. 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

Carried forward, \$17,400 00 \$4,183 83

Brought forward, \$17,400 00 \$4,183 83

Herman Lehman.....	100 00
Levi Monheimer.....	50 00
Louis Nettlehorst.....	50 00
Carl Dernburg.....	50 00
E. T. Jeffrey.....	50 00
Samuel Eichberg.....	50 00
Herman Herbst.....	25 00
Nathan Eisendrath.....	25 00
B Subert & Son.....	25 00
A. Pike.....	25 00
Henry Barnett.....	25 00
Rosenwald & Weil.....	25 00
Mrs. Theo. Brentano.....	25 00
F. H. Head.....	25 00
F. Joseph.....	25 00
Mrs. J. L. Cahn.....	25 00
D. Jacobson.....	25 00
Mrs. Max Wolff.....	25 00
S. Klein.....	25 00
Mrs. S. Seeleman.....	20 00
Rev. I. S. Moses.....	20 00
B. Joseph.....	15 00
Max Kleeman.....	15 00
M. Cantor.....	15 00
Prof. H. Cohn.....	10 00
M. B. Wineman.....	10 00
Albert Moses.....	10 00
Jacob Cohen.....	10 00
John Goldman.....	10 00
Chas. Moses.....	10 00
R. Guthman.....	10 00
Mrs. D. Louis.....	10 00
Mrs. J. Friedman.....	10 00
Sam Kohn.....	5 00
Miss E. Nelson.....	5 00
Mark Salomon.....	5 00
Mrs. H. Simon.....	5 00
Mrs. Auerbach.....	5 00
J. Feinberg.....	5 00
A. Sachs.....	5 00
Louis Mayer.....	5 00
W. McGaffey.....	5 00

\$18,295 00

\$22,478 83

Receipts brought forward,

\$22,478 83

DISBURSEMENTS.

Carpets, Shades, etc.....	482 00
Desks.....	1,452 21
Chairs	667 38
Western School Supply Co	141 07
Kindergarten Supplies.....	145 30
Maguire Machine Co.....	172 80
A. M. Bensinger.....	2,637 57
L. H. Prentice & Co.....	4,688 70
Henne & Stieglitz.....	700 00
S. H. Dempsey.....	6,704 71
F. L. Fulton & Co.....	1,692 05
Bauer & Sheehan	1,050 00
M. Cyr.....	2,890 15
Adler & Sullivan	699 00
Illinois Lumber Co.....	900 00
B. C. Hayman & Co.....	245 40
Illinois Terra Cotta Co.....	140 00
Henry Dibblee & Co.....	204 75
V. Falkenau.....	430 14
F. L. Wolfram.....	46 00
Hollingsworth & Coughlin	590 00
C. Reilly.....	231 20
F. Voss.....	39 13
M. Greenebaum's Sons.....	712 67
Maguire Machine Co.....	400 00
W. H. Chenowith & Co.....	20 30
H. G. Willard & Co.....	293 70
Noonan & Hallinan.....	83 55
J. A. Miller & Bros.....	71 67
M. Dencer	307 90
C. Muth.....	158 00
Oiling Floors.....	203 00
Withdrawn for acc't. of Sinking Fund, Baron Edmond de Rothschild.....	500 00
Withdrawn for acc't. of Sinking Fund, Bernard Cahn..	200 00
“ “ “ “ Louis Wampold.	200 00
Amount overdrawn Building Fund	7,621 52

\$30,100 35	\$30,100 35
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SUMMARY.

Balance in hands of Treasurer, last report.....		\$7,908 58
Cash Receipts: General Fund.....	\$13,672 39	
Sinking Fund.....	10,000 00	
Building Fund.....	18,295 00	
Max A. Meyer Fund.....	10,000 00	
	<hr/>	\$51,967 39
		<hr/>
		\$59,875 97
Disbursements, as per vouchers No. 383 to No. 652, inclusive: General Fund.....	\$13,349 89	
Sinking Fund (Invested).....	2,000 00	
Building Fund.....	30,100 35	
Max A. Meyer Fund.....	10,000 00	
	<hr/>	\$55,560 2
		<hr/>
Balance in hands of Treasurer.....		\$4,315 73
Balance credited to General Fund.....	\$3,837 25	
“ “ “ Sinking Fund.....	8,100 00	
	<hr/>	11,937 25
Overdrawn Building Fund.....	7,621 52	
	<hr/>	
Cast Balance in hands of Treasurer.....		4,315 73
Mortgage Investments.....		21,100 00
		<hr/>
Total Assets.....		<u>\$25,415 73</u>

Respectfully submitted,
MRS. I. WEDELES,
Financial Secretary.

I have examined foregoing report and find same correct. There are *cross* entries in the Sinking Fund, Building Fund and Interest accounts which are outside of the transactions of the Treasurer's account, and explain the aggregate amounts of receipts and disbursements in the two accounts.

HENRY GREENEBAUM,
Chairman Committee Ways and Means.

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. Higginbotham.....	5,000	Young Men's Hebrew Charity	
H. A. Kohn.....	5,000	Association.....	12,500

LIFE MEMBERS.

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

PATRON MEMBERS.

Arnstein, E.....	\$25 00	Cooper, J.....	25 00
Arnheim, B.....	25 00	Cahn, Ben. R.....	25 00
Adams, Moses.....	100 00	Davis, L. D.....	25 00
Austrian, Mrs. Sol.....	25 00	De Lee, Sol. T.....	25 00
Abt, Levi.....	25 00	Einstein, M.....	25 00
Bucher, A.....	25 00	Ellsner, Sam.....	25 00
Becker, A. G.....	25 00	Elson, H.....	25 00
Born, M.....	25 00	Eisenstaedt Bros.....	25 00
Bernheimer, Mrs. I.....	25 00	Engel, B.....	25 00
Bergman, Alex.....	25 00	Eisendrath, W. N.....	25 00
Bernstein, Julius.....	25 00	Frank, I. E.....	25 00
Bensing, Mrs. M.....	25 00	Foreman, E. G.....	25 00
Beifeld, Mrs. Jos.....	25 00	Foreman, O. G.....	25 00
Beifeld, J.....	29 00	Frank, Mrs. H. L.....	25 00
Blum, E. C.....	25 00	Frank, Henry L.....	25 00
Beifeld, Albert H.....	25 00	Foreman, H. G.....	25 00
Beifeld, Eugene.....	25 00	Fox, Leo.....	25 00
Cahn, Jos.....	25 00	Fox, Mrs. Leo.....	25 00

Florsheim, Simon.....	25 00	Moses, Adolph.....	25 00
Felsenthal, H.....	25 00	Moses, Mrs. Adolph.....	25 00
Felsenthal, E. B.....	25 00	Morgenthau, G. L. & Co.....	25 00
Falker, H.....	25 00	Mayer, Nathan.....	25 00
Freudenthal, Jos.....	25 00	Marx M.....	25 00
Florsheim, Mrs. Simon.....	25 00	Morgenthau, L.....	25 00
Frankel, Jos.....	25 00	Morris, Louis.....	25 00
Fish, Joseph.....	50 00	Mayer, L. E.....	25 00
Goodman, Hugo & Sons.....	200 00	Mayer, Isaac H.....	25 00
Greenebaum, E.....	25 00	Nathan, Herman.....	25 00
Greensfelder, I.....	25 00	Newman, M.....	25 00
Gimbel, M.....	25 00	Nast, David.....	50 00
Guthman, Sol.....	25 00	Opper, Phillip.....	25 00
Gottlieb, A.....	25 00	Pfazer, Daube & Cohn.....	25 00
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Gatzert, Mrs. J. L.....	25 00	Rosenthal, Julius.....	25 00
Goldsmith, S.....	25 00	Rosenfield, Mrs. M.....	25 00
Greenebaum, Michael.....	25 00	Rothschild, S. M.....	25 00
Glick, L.....	25 00	Rothschild, Mrs. J. A.....	25 00
Greenebaum, Henry.....	25 00	Rubel, R.....	25 00
Greenebaum, Mrs. Henry.....	25 00	Rosenstein, W. S.....	25 00
Hart, Harry.....	25 00	Rose, Edw.....	25 00
Hirsch, Emil G.....	25 00	Rose, Mrs. Edw.....	25 00
Hart, Abr.....	25 00	Rosenberg, Julius.....	25 00
Hahn, H. F.....	25 00	Rothschild, A. M.....	25 00
Hoffman, E.....	25 00	Rothschild, Mrs. A. M.....	25 00
Hart, Max.....	25 00	Rothschild, E.....	25 00
Hiller, Gus.....	25 00	Rosenthal, H. S.....	25 00
Haas, Chas.....	25 00	Schmaltz, N. J.....	25 00
Hirsch, M. M.....	25 00	Snydacker, Mrs. G.....	25 00
Hesing, A. C.....	25 00	Snydacker, G.....	25 00
Hart, H. N.....	25 00	Schaffner Herman.....	25 00
Kohn, Mrs. D. A.....	25 00	Schaffner, Jos.....	25 00
Kuh, Abr.....	50 00	Schlesinger, Mrs. L.....	50 00
Klein, Simon.....	25 00	Spiegel, Mrs. Jos.....	25 00
Kiss, F.....	25 00	Spiegel Jos.....	25 00
Kraus, Adolph.....	50 00	Schlesinger, L.....	25 00
Kline, Sam. J.....	25 00	Selz, J. Harry.....	25 00
Kahn, Felix.....	25 00	Siegel, Henry.....	25 00
Kantrowitz, Gus.....	25 00	Silverman, Miss Shala.....	25 00
Keefer, L.....	25 00	Silverman, Mrs. Laz.....	25 00
Kohn, Harry D.....	25 00	Sturm, Adolph.....	25 00
Karger, S.....	50 00	Stoltz, Jos.....	25 00
Loeb, Adolph.....	25 00	Spitz, S.....	25 00
Landauer, H.....	25 00	Silverman, Chas.....	25 00
Loewenstein, L.....	25 00	Strauss, L.....	25 00
Livingston, Isaac.....	25 00	Simon, Leop.....	25 00
Louis Abr.....	25 00	Stein, Sidney.....	25 00
Lehman, Mrs. H.....	20 00	Selz, Morris.....	25 00
Loeb, Julius.....	25 00	Selz, Mrs. Morris.....	25 00
Loeb, Leo A.....	25 00	Schloss, Ochs & Co.....	25 00
Loewenthal, Jos. B.....	25 00	Schnadig, Jacob.....	25 00
Longini, A.....	25 00	Steele, Henry B.....	25 00
Mayer, Leopold.....	25 00	Siegel, F.....	25 00
Mayer, M. Harry.....	25 00	Stein, Ph.....	25 00
Meyer, Isaac.....	25 00	Stein, Mrs. Ph.....	25 00
Mergentheim, B.....	25 00	Snydacker, Jos.....	25 00
Mayer, Levy.....	25 00	Schram, J.....	25 00
Manheimer, Mrs. M.....	25 00	Shaffner, Chas.....	25 00
Meyer, Mrs. Max A.....	25 00	Schwab, Henry.....	25 00

Ullman, L.	25 00	Wolfsohn, Carl.	25 00
Weinschenk, Lucius.	25 00	Wolff, M. M.	25 00
Weinschenk, Miss M.	25 00	Wedeles, Isaac.	50 00
Wolff, Max.	25 00	Wolff, Albert M.	25 00
Wolff, Isaac.	25 00		

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Arnheim, Mrs. B.	4 00	Felsenthal, Mrs. B.	4 00
Adams, Mrs. M.	4 00	Felsenthal, Miss B.	4 00
Austrian, Jos' child.	5 00	Foreman, Mrs. H.	4 00
Adler, Mrs. H.	4 00	Falkenau, Mrs. T.	10 00
Austrian, Mrs. J.	4 00	Florsheim, Mrs. Sieg.	4 00
Appel, Mrs. Carl.	4 00	Freund, Mrs. G.	4 00
Berg, Mrs. A.	4 00	Frank, Mrs. Jos.	4 00
Ballenberg, Mrs. Jules.	4 00	Freudenthal, Mrs. J.	4 00
Bettman, Mrs. B.	5 00	Falk, Mrs. M.	4 00
Blum, Mrs. Aug.	4 00	Goodman, Mrs. M.	4 00
Bernheimer, Mrs. J.	4 00	Grossman, Mrs. A.	4 00
Block, Mrs. J.	4 00	Goodman, M.	4 00
Benjamin, Mrs. L.	4 00	Gerstley, Mrs. R.	4 00
Bergman, Mrs. A.	4 00	Guthman, Mrs. R.	5 00
Bloom, Mrs. Leop.	10 00	Guthman, R.	5 00
Buxbaum, Mrs. E.	4 00	Greenebaum, Mrs. H. E.	4 00
Born, Mrs. M.	8 00	Goodman, Mrs. H.	4 00
Bauland, Jacob H.	10 00	Glaser, Mrs. L.	4 00
Bauland, Jos. H.	10 00	Guthman, Mrs. Sol.	5 00
Bach, Mrs. L.	5 00	Greensfelder, Mrs. I.	5 00
Bach, L.	5 00	Gradle, Mrs. B.	4 00
Berg, Mrs. M. H.	4 00	Greenebaum, Mrs. Michael.	4 00
Brown, Mrs. J. S.	8 00	Greenebaum, Mrs. J. M.	4 00
Baumgarth, Mrs. B.	5 00	Gutman, Mrs. N. S.	4 00
Cole, Mrs. Saml.	5 00	Glaser, Mrs. Max.	4 00
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Cahn, Mrs. J.	5 00	Goldman, John.	5 00
Cahn, Jo's children.	10 00	Hart, Mrs. Max.	4 00
Cohen, Wolf.	5 00	Hofheimer, Mrs. E.	4 00
Cole, Mrs. Dr. S.	5 00	Hefter, Herman.	5 00
Cowen, Mrs. B.	4 00	Harris, Mrs. Jos.	10 00
Clayburg, Mrs. M.	4 00	Hamburger, Mrs. Max.	8 00
Cohn, Mrs. A.	4 00	Heller, Mrs. L.	4 00
Dernburg, Mrs. C.	4 00	Haas, Mrs. Chas.	4 00
Davis, Eddie A.	4 00	Hirsch, Mrs. E. G.	20 00
Deimel, Mrs. J.	4 00	Hirsch, David E.	5 00
Dreyfus, Jos.	10 00	Hahn, Mrs. H. F.	4 00
Eichberg, Mrs. M.	4 00	Hirsh, Mrs. J.	5 00
Eisendrath, Mrs. N.	5 00	Hirsh, Mrs. Sol.	5 00
Einstein, Mrs. M.	4 00	Hennan, Mrs. H. J.	4 00
Elkan, Mrs. H.	4 00	Hess, Mrs. S.	4 00
Ellbogen, Mrs. L.	4 00	Hoffman, Mrs. E.	4 00
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Frank, Mrs. L. E.	4 00	Hasterlik, Simon.	5 00
Frankenthal, Mrs. E.	4 00	Hasterlik, Chas.	5 00
Frank, Mrs. Max.	4 00	Hasterlik, Ignatz.	5 00
Friedman, Mrs. J.	4 00	Hirsch, Mrs. Sam'l.	5 00
Flesch, Mrs. J.	4 00	Hefter, Nathan.	5 00
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Kozminski, Mrs. Chas.....	4 00	Meyer, Mrs. L. B.....	4 00
Kuh, Mrs. J.....	8 00	Mayer, Mrs. H.....	4 00
Kramer, Mrs. F.....	5 00	Mayer, Mrs. D.....	4 00
Kohn, Mrs. J. A.....	4 00	Mayer, Mrs. Nathan.....	4 00
Kimmelstiel, Mrs. J. S.....	4 00	Marcus, Max.....	5 00
Kuh, Mrs. A.....	4 00	Mann, S.....	10 00
Kuppenheimer, Mrs. J.....	8 00	Nathan, Mrs. Sam.....	5 00
Katz, Chas. A.....	4 00	Nussbaum, Mrs. E.....	4 00
Katz, Mrs. A. L.....	4 00	Newman, Mrs. M.....	4 00
Kramer, Mrs. N.....	4 00	Newman, Mrs. H.....	4 00
Kahn, Mrs. H.....	4 00	Neuberger, Mrs. J.....	8 00
Kahn, Mrs. F.....	4 00	Newman, Mrs. T.....	4 00
Kaiser, Mrs. Sol.....	8 00	Nessler, S. C.....	10 00
Keefer, Mrs. L.....	4 00	Newman, J. Jr.....	10 00
Kahn, Mrs. Sam H.....	10 00	Oberfelder, Mrs. Max.....	4 00
Loewenstein, Mrs. L.....	4 00	Oppenheimer, Mrs. R.....	4 00
Liebenstein, Mrs. Al.....	8 00	Opper, Mrs. P.....	4 00
Liebenstein, Al.....	5 00	Pollock, Mrs. Jos.....	4 00
Leopold, Mrs. S. F.....	4 00	Peiser, Mrs. J.....	4 00
Liebenstein, Mrs. J.....	5 00	Rubel, C. D.....	4 00
Loeb, Mrs. M.....	4 00	Rubel, I. F.....	4 00
Loeb, Sidney.....	5 00	Regensburg, Miss F.....	4 00
Loewenberg, Mrs. I.....	4 00	Rosenthal, Mrs. Jul.....	4 00
Leopold, Max.....	5 00	Rosenbaum, Mrs. M.....	5 00
Liebenstein, Chas.....	10 00	Rosenbaum, Mrs. J.....	10 00
Liebenstein, Mrs. Chas.....	15 00	Regensburg, Mrs. Sam.....	4 00
Leopold, Mrs. Max.....	5 00	Rosenblatt, Mrs. H. M.....	4 00
Loeb, Julius.....	5 00	Rosenthal, Mrs. R.....	5 00
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Loeb, Mrs. Adolph.....	4 00	Rothschild, Mrs. M. M.....	5 00
Loeb, Miss Esther.....	4 00	Rothschild, Mrs. S. M.....	8 00
Loewenbach, Mrs. J.....	4 00	Rubovits, T.....	8 00
Livingston, Mrs. I.....	4 00	Rubovits, Frank.....	8 00
Landauer, Mrs. H.....	4 00	Rubovits, Edw.....	20 00
Leopold, Mrs. L. F.....	4 00	Rubovits, Abr.....	4 00
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Mayer, Mrs. Leop.....	4 00	Rosenberg, Mrs. Bern.....	4 00
Meyers, Mrs. J.....	4 00	Rothschild, Mrs. W. S.....	4 00
Mayer, Bern.....	5 00	Rubel, Mrs. E.....	4 00
Mayer, I.....	5 00	Riegelman, Mrs. A.....	8 00
Meyer, Mrs. Isaac.....	4 00	Strauss, Mrs. Leo.....	4 00
Morris, Mrs. Nelson.....	4 00	Strauss, Mrs. L.....	4 00
Mergentheim, Mrs. B.....	4 00	Strauss, Mrs. A.....	4 00
Mayer, Mrs. I. D.....	4 00	Solomon, Mrs. F.....	4 00
Mayer, Mrs. M. H.....	4 00	Snydacker, Mrs. B.....	4 00
Monheimer, Mrs. C.....	4 00	Schmaltz, Mrs. J.....	4 00
Mayer, Mrs. Bern.....	5 00	Stern, Mrs. H.....	4 00
Miller, Mrs. L.....	4 00	Steele, Mrs. B.....	4 00
Mergentheim, Mrs. D.....	4 00	Spiegel, Modie J.....	4 00
Minchrod, Mrs. S.....	4 00	Spiegel, Sidney M.....	4 00
Meyer, Mrs. M. A.....	4 00	Stern, Mrs. Sam.....	5 00

Silberman, Mrs. F.....	8 00	Seaman, Mrs. E.....	8 00
Steiner, Mrs. R.....	4 00	Salomon, Louis.....	5 00
Stern, Mrs. A.....	4 00	Stein, Rosa.....	10 00
Selz, Mrs. M.....	4 00	Taussig, Sam.....	5 00
Sutton, Mrs. Wm.....	4 00	Ullman, Mrs. L.....	4 00
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Schoenbrun, Mrs. L.....	4 00	Wampold, Mrs. L.....	4 00
Sax, Mrs. C.....	4 00	Wise, Mrs. M.....	4 00
Shiffman, Mrs. F.....	4 00	Wise, M.....	4 00
Steele, Mrs. Max.....	4 00	Wolf, Mrs. A.....	4 00
Simon, Mrs. L.....	4 00	Witkowsky, Mrs. C.....	4 00
Simons, Mrs. A. L.....	4 00	Witkowsky, Miss E.....	4 00
Straus, Mrs. F. W.....	4 00	Wolff, Mrs. A.....	5 00
Snydacker, Mrs. R.....	4 00	Wineman, Mrs. M.....	5 00
Samuels, M.....	4 00	Wolff, Mrs. S.....	10 00
Stein, Mrs. Sam.....	10 00	Witkowsky, Mrs. D. Jr.....	4 00
Stein, Sam.....	10 00	Wallach, Mrs. D.....	4 00
Strauss, Leo. J.....	10 00	Wertheimer, Mrs. B. J.....	4 00
Swisky, Mrs. H.....	4 00	Wolff, Mrs. B.....	4 00
Seeleman, Mrs. B.....	4 00	Wise, Mrs. B.....	4 00
Stein, Mrs. B.....	5 00	Woolf, Mrs. I.....	10 00
Stein, B.....	5 00	Wolsky, M.....	10 00
Strauss, Mrs. Simon.....	4 00	Yondorf, Mrs. S.....	4 00
Steele, Sam B.....	10 00	Zwetow, S. R.....	5 00
Stein, Ig.....	10 00		

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