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—OF THE—
JEWISH TRAINING SCHOOL
OF CHICAGO

—FOR—
1891-92.

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1891-92.

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MISS C. E. BELKNAP.		
MISS ALLIE FELLOWS.		
MISS HENRIETTA STIFFT.	}	Assistant Kindergartners.
MISS REBECCA ARONER.		
MISS FLORENCE ASHER.		

B.—PRIMARY DEPARTMENT.

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MRS. ANNA TORRANCE,	Class 7.		
MRS. LENA MARTIN,	Class 6.		
MISS HARRIET SHEETS,	Class 5.		

C.—GRAMMAR DEPARTMENT.

MISS REBECCA COLLIER,	Class 4.	}	Class Teachers
MR. T. C. SMITH,	Class 3.		
MR. HUGO GRUETZNER,	Class 2.		
MISS EMILY BLOCH,	Class 1.		

SPECIAL TEACHERS.

MISS ELIZABETH DYE, Modeling and Designing.
MISS FANNIE CROOKS, Free-Hand Drawing.
MR. EDWIN D. HOYT, Workshop and Laboratory.
MR. T. C. SMITH, Mathematics, History and Geography.
MISS ANNA MURRAY, Sloyd.
MR. BENNIE PLATCHINSKY, Assistant.
MRS. ADELL STRAWBRIDGE, Needlework, Dressmaking and Singing.
MISS LOUISE HELLER, Assistant.
DR. S. KNOPFNAGEL, MR. GLASER, MISS STIFFT, Teachers of Ungraded Classes.
DR. KNOPFNAGEL, School Physician and Teacher of Natural Sciences.
MR. HUGO GRUETZNER, German and Gymnastics.
MISS ERNESTINE HELLER, Secretary.
MR. JAMES FYFE, Engineer.
MR. TOBIAS GASSMAN, Janitor.

FOURTH ANNUAL REPORT

—OF THE—

Executive Board of the Jewish Training School

—OF—

CHICAGO, ILL.

To the President and Members of the Jewish Training School:

The Jewish Training School was the child of necessity. It was founded, not because the public-schools were objectionable, but because, established for all classes, these could not adequately supply the particular wants that exist among the children of our Russian co-religionists, who have special needs because they and their ancestors have long been the victims of a special legislation that hampered their physical, moral and intellectual, as well as their manual development. Reared in untidy quarters, they must be thoroughly imbued with the lesson of cleanliness. Bred in crowded tenement houses, they must with special emphasis be taught to practice the laws of hygiene; and so frequently stunted in their bodily development, they are uncommonly in need of physical culture. Burdened with the moral weaknesses that result from persecution, for them special stress must be laid upon certain ethical precepts. And victims of a tyranny that for ages denied their ancestors the right of earning a livelihood by the pursuit of mechanical trades, more than the ordinary means are necessary to divert to manual work the inherited tendency of the children to follow mercantile pursuits.

Special teachers, special methods, special efforts are consequently needed for the proper education of these

children, and to supply these wants, the Jewish Training School was called into existence, not as a parochial school and not in opposition to the public school, but in obedience to our duty to give to these unfortunate children of unfortunate parents, the best thing we can give them: an education that is adapted to their special needs and is in accordance with the best scientific principles, as well as the latest improved pedagogical methods. This education is to aim at something more than a mere cramming of facts, words and rules into the head. It is to do more than cultivate the memory and stock the mind. It is to unfold harmoniously all the faculties with which the child is endowed, not so much to impart knowledge and skill, as to enable the child to acquire these himself and continually progress in their acquisition by learning how to conjure from his brain, his heart and his hand all the latent powers which God has put into them. It is with this object in view, that, in addition to the usual school studies, instruction is given in music, gymnastics, kindergartening, modeling, free-hand drawing, designing, sewing, sloyd-work, wood-work and machine-work. These various branches are designed to unfold every faculty of the mind and body, and when they are taught with a careful and systematic adaptation to the age, ability and strength of the child, the result must be a harmony of development that will prove "a joy forever," because the creative as well as the recreative faculties will be awakened and strengthened, and not only the ability to work, but also the desire to work and the love of manual labor will be aroused.

After a child has taken this course of study, which covers a period of eleven years, his training has fitted him to choose a vocation, not at random, but the one for which Nature has best adapted him. If it be a profession, his education will stand him in good stead. If it be a trade, he is doubly equipped for it: he knows the one in which he can achieve the most satisfactory results, and he possesses the mental and manual training that will enable him to master all its details in the briefest time. Our constitution provides for the maintenance

of both a Training and a Trade School. At present, however, our means enable us to sustain only the one, the fundamental one, the Jewish Training School; and it is with pardonable pride that the Board of Directors report to you that during the past year most satisfactory progress has been made towards realizing the object for which it has been established. In his annual report, the Superintendent will submit to you all the details. It suffices us to report in general, that about 800 pupils were enrolled this scholastic year, with an average attendance of about 700. The children of all the grades appear clean and neat. The discipline in all the departments is surprisingly good. Because of many conferences, the teachers have now a clearer and fuller comprehension of this "New Education," than they had two years ago, and as a result, a decided improvement is perceptible in every class and in every pupil. The work done in the carpenter and machine shops, eloquently refutes the charge that the Jew is, by nature, unfit for mechanical work. A prominent artist of New York, upon a careful study of our methods, bestowed great praise upon the art department; and our sewing department wins admiration from every quarter. Our two Ungraded Classes fitted for higher grades over 150 of the children of Russian Refugees that came to this country within the past year. And our School-Physician, who is also the teacher of physiology, natural history, and of an ungraded class, has by careful watching, rendered valuable assistance in preventing the spread of contagious diseases among the children. He examines every child that is admitted into the school, and keeps a medical record of his physical condition. The many corporeal defects he detects, demonstrate the usefulness of our gymnastic exercises and the absolute necessity existing for the speedy establishment of a gymnasium and a shower-bath to help along these children that are born weak, and are generally fed poorly, clad poorly and domiciled in damp houses reeking with poisonous germs. A new feature of the past year is the establishment of a school library and cabinet, through the beneficence of

some friends of the institution. Though still of small proportions, we have here, the foundations of a good library and an excellent mineralogical collection.

Of course, our ideals are as yet by no means fully realized; but much more has been accomplished during the past two years than even the most sanguine friend of the institution dared dream of. This success is due primarily to the unbounded zeal and untiring efforts of our Superintendent, Prof. Bamberger. He is thoroughly conversant with the theoretical principles of pedagogics, and is a master in applying them. He is a practical idealist. Prominent educators in various parts of the land have expressed their admiration of his methods; his text-book on ~~man~~ manual training for the primary grades, published during the past year, is receiving deserved recognition; and his rare devotion to his work, his self-denial, and his affability have gained for him the love of his pupils and teachers and the confidence of the community. Much credit is also due to the 25 teachers and assistants who labored with exemplary zeal and earnestness to carry out the curriculum. They were imbued with the spirit of their master, and their praise is the excellent discipline and the creditable progress of their pupils. It would be odious to single out any of the teachers for special praise, yet we cannot refrain from giving public expression to our deepfelt regret that Miss Laura Bamberger, whose skillful hand and gifted soul were such an acquisition to our school, so soon left us to "join the choir invisible of the immortal dead who live again in minds made better by their presence."

The success of our school has attracted many prominent visitors from all parts of the country, and it is gratifying to know that our methods are also receiving recognition outside of Chicago. Our plan of instruction has been adopted in Milwaukee and New Orleans. Mr. Simon Wolf, of Washington, will annually give two medals to the two best pupils. We have received gifts from a number of non-resident visitors, and the Trustees of the Baron de Hirsch Fund at New York, give us a donation of \$2,000, for the year 1892, in recognition of

our good work in behalf of the children of recent Russian immigrants.

Within the city of Chicago, our school has also won many new friends, which has resulted in the decidedly improved condition of our finances.

It is certainly gratifying to think that our institution was able to attract during the past fiscal year the large sum of \$21,152.83. Ours does not appeal to the sympathetic feelings of the public as many other charitable institutions do, and yet purely on its own merits, was our membership roll augmented by the names of 187 new members whose annual contributions aggregate \$2,773.50. We received \$8,814.50 from membership dues. \$2,000 was added to the Sinking Fund in memory of the much-lamented Joseph B. Loewenthal, and \$8,808.75 was put to the General Fund by donations received from generous benefactors.

Again do we express to all the donors our appreciation and gratitude for their good-will and the practical assistance they have rendered our institution. But it behooves us to make special mention of the Young Men's Hebrew Charity Association, to whom we are already beholden for \$16,500; to the Phoenix Club which has remembered us with \$1,400; the Myrtle Council R. A., the West Side Ladies' Sewing Society, the Young Ladies' Aid Society, the Sinai Confirmation class of '91, the Hebrew Ladies' Society of La Porte, Ind., various children's societies that have given us \$133.85, and last but not least, the Trustees of the Baron de Hirsch Fund whose semi-annual gift of \$1,000 is a cheering acknowledgment of our work.

But though our receipts were large, our expenditures were also large, amounting to \$19,364.50, viz: \$15,033.25 for salaries, \$1,241.04 for buildings and grounds, and \$3,090.21 for sundries. Returning \$1,500 to the overdrawn Sinking Fund, there remains in the treasury to-day \$3,130.20—just about enough to carry us over until the re-opening of school after vacation.

We may congratulate ourselves upon our achievements of the past year, but we must not rest on our laurels. Our fixed income for the coming year from all sources will

barely reach \$12,000, and our budget calls for \$20,000. This leaves a deficit of \$8,000. Besides, our Building Fund is overdrawn to the extent of \$7,000. We may reasonably presume that our friends will remember us the coming year, as they have in the past. But donations are a very uncertain quantity. They hinge upon many unforeseen conditions, and a school like ours ought to have a fixed income sufficient for all its needs. We ought to have the best teachers that can be had, and the most improved appliances that can be procured, and to obtain these we must have a certain source of income.

This money can be raised in Chicago, and will be raised if the proper efforts be made to reach the Jews scattered over all parts of the city. It is calculated that there are at least 50,000 of our co-religionists in this city; and yet only 660 names are enrolled on our list. Shall we not number a thousand members by the end of next year? We ought to, would we be true to the obligations the possession of wealth imposes upon us, true to the duties we owe to those most unfortunate children in whom none others will interest themselves, true to our country for which we ought to prepare useful law-abiding citizens, true to the good name of Jew whose honor is partially at stake, and true to that "New Education" whose cause we have espoused and whose truth we ought to demonstrate to the thousands of educators that will next year flock to our city from all ends of the earth.

JOSEPH STOLZ, *Secretary.*

CHICAGO, May 10, 1892.

REPORT OF THE SCHOOL COMMITTEE.

The Committee on School takes pleasure in laying before the patrons the extensive and exhaustive report of the Superintendent. In so doing the Committee feel it their duty publicly to acknowledge their great indebtedness to the superintendent and the teachers. It may be stated without fear of contradiction that no other school can congratulate itself on possessing a staff of instructors more devoted to the interests confided to their care than is the corps of teachers, whom, under the guidance of our worthy superintendent, we have succeeded in bringing together. In every department the work has been carried on successfully. The difficulties with which a school of this kind has to contend are the same as those which beset the work of the public school, and in addition there are others which arise from the system of teaching, and also from the circumstances of the pupils. Most of the children under our influence come from homes in which poverty is a constant guest. Their physical condition is in most cases far from promising. The frightful struggle which their parents, both in this country and in Europe, had to undergo, a struggle full of physical pain and mental anxiety, has left its traces upon the form of the offspring. Half fed and ill-clad bodies present but little encouragement for sustaining intellectual efforts. And it is a recognized fact that even the moral nature is affected by cramped physical surroundings. The school, recognizing the peculiar circumstances under which its work must proceed, has from the beginning brought to bear all its influence upon counteracting these disadvantages. Not merely as the agent to dispense knowledge in a wide sense of the word, but also as a means of moral and physical reformation, was our school called into existence. It is intended to combat the transmitted tendencies with which, owing to persecutions of centuried duration, the class from whom our pupils

are recruited is inoculated, the leaning toward the restricted walks of petty commerce:—While the training of the hand in conjunction with the development of the mind is a necessary factor of symmetrical education and should be provided for all classes of society, the statement may be ventured, that no element of our population stands in greater need of such fuller training than do the poor Russian refugees. Love of labor, and the appreciation of a life engaged in manual pursuits, has once more to be inculcated into the hearts of this people, and the opposing prejudices have to be eradicated. Besides, these unfortunates who have, so to speak, been without a country for over a century and for whom government stands for the embodiment of cruelty and a spirit of persecution, have to be reclaimed to a sentiment of noble patriotism. It is not merely an incidental principle of our mission, but it may be said to constitute an essential element in our work to develop our wards into enthusiastic citizens of our republic. The hammer and the saw, the drawing pencil and the painter's palet, symbolize our mission, but so does also the flag type, the ultimate hope which prompted the first movers to undertake the difficult task. The visitor to our school building will be greeted by the kindly faces of those whose names are interwoven with the best, for which American history and American instruction stands.

The Committee on School is happy to assure the friends of the school, that during the past year great progress has been made. While the system is as yet not fully carried out, and therefore its fruits cannot be visibly demonstrated to as great an extent as will be possible in later years, we have every reason to be pleased with the results so far attained. We have succeeded in establishing what may not improperly be designated a model school whose influence is bound to be felt in the public schools of this city sooner or later. The attention of educators has been awakened by our experiment, and the approval of our method by those most competent to judge has not been lacking.

To all those associated in this noble work the School Board wishes to return grateful acknowledgment while bespeaking the continuance of their support.

For the School Committee:

E. G. HIRSCH,

Chairman.

REPORT OF SUPERINTENDENT.

To Dr. E. G. Hirsch, Chairman of School Committee:

DEAR SIR:—I have the honor of submitting to you the "Third Annual Report."

The scholastic year began on the 8th of September, 1891, and closed on the 25th of June, 1892.

Lessons were omitted on the following days:

1. Oct. 12th, 1 day; Yom Kippur.
 2. Nov. 26th and 27th, 2 days; Thanksgiving day and the following Friday.
 3. Dec. 24th to Jan, 4th, 7 days; Christmas Holidays.
 4. Feb. 22d, 1 day; Washington's Birthday.
 5. April 11th to 20th, 7 days; Spring vacation, Pesach.
 6. May 30th, 1 day; Decoration Day.
 7. June 1st and 2d, 2 days; Shevuoth.
- Total, 21 days.

Steadily keeping in view our aim to educate good citizens, to awaken and develop patriotic sentiments, we have celebrated at school the following days appropriately.

1. Thanksgiving Day.
2. Decoration Day.
3. Lincoln's Anniversary.
4. Washington's Birthday.

Lessons on these occasions were superseded by instructive songs, declamations and addresses. The hall and class rooms were fittingly decorated, and the scholars prepared by their teachers for the festive gathering.

On Decoration Day we entertained the following members of the Grand Army of the Republic. Gen. Theodore F. Brown, Messrs. Frank L. Shepard, J. S. Phillips, and Postmaster Col. Sexton, also Mrs. James Hubbard, and others.

Stirring speeches were made by these, and the celebration had a most inspiring impression upon the participants.

The school attendance was good. However, if one considers the domestic conditions, the poverty and helplessness of the parents, more particularly their wretched and narrow education, one may with truth, designate the attendances as "excellent." In round figures 800 scholars were carried on the books, 700 of whom were present regularly, making an average attendance of 87.5%. In this connection, it would be well to remark, that irregularity and neglect in this direction is confined to a small number of scholars who, like their parents, evidently fail to comprehend the value and significance of school education.

In regard to discipline, the most favorable report can be made. With the exception of a dozen so-called "unruly ones" in the sum total of the scholars, we have no cause for complaint. Our scholars are for the most part modest, respectful and well-behaved. They, especially those in the higher classes, realize how important and necessary schooling is for them; they exhibit in consequence great eagerness for knowledge and are grateful and polite to their teachers. This is especially the case with such as have never attended another school. The scholars who come to us from the public schools are those who, at first, put us on our mettle. They lean to a deceitful manner of conducting themselves, and must be taught *here* that to be respectable implies *always* and *everywhere* to be respectable. The discipline in our school is said to differ materially from that of any other school. Quiet and order attained by force or outward means is not our ideal. We want to raise our children so as to cause them to be their own disciplinarians, we strive to make them feel that order and proper deportment is a necessity to them, and would accustom them to it, that it becomes a part of their nature; a discipline from within and not from fear of punishment, or from expectation of reward, is our aim. Therefore, we do not encourage the so-called monitor system, which is ruinous in all its workings and readily deteriorates into a system of espionage. "Let every one be his own monitor."

"But what do you do with scholars who cannot be controlled and hinder and disturb the welfare and advance-

ment of the school?" I was recently asked. My answer is: After all means of betterment have been exhausted and we cannot gain the co-operation of the parents, we dismiss such scholars, and all the more quickly if their influence on the other children is demoralizing. The link must be taken out so as not to endanger the whole chain. Our school is no reformatory establishment.

The progress of the children has been satisfactory in every respect. Whoever saw the exhibition of school work at the close of the year and observed the children, with what dignity and respectability they appeared before the public, self-possessed but not insolent, obliging but not servile, must have felt convinced that a constant and harmonious development was progressing. The final examinations also demonstrated that in every branch of our course of instruction we have approached our set aims.

It is not stating the case too strongly, if this report declares that our primary classes are equal in results to those of the best public schools, perhaps they are superior in several respects.

In fact this progress is most perceptible in the Kindergarten and Primary Grades, not because the teachers there are more efficient, but because the children of these classes have come to us at an age allowing us to give them the full benefit of our system, when it is still possible to check the detrimental tendencies of heredity and environment. The merits of our system are, therefore, for the present at least, to be judged by the lower classes. No one that observes them from time to time, can escape the conclusion that the children are remarkably bright and quick and thoughtful.

But the upper classes have also advanced. As they have not taken the full course, they naturally could benefit only in proportion to the short time allotted to them. Only when the present lower classes 6 and 7 will have advanced to class 1, will the full effect of our work be plainly demonstrated. To be sure, one does not judge of progress in instruction and education by palpable results. The change for the better in a child is not generally visible to the superficial observer, any more than is a good

foundation upon which a house may safely be built; still the visible results, the products of the work-shops must not be overlooked or under-rated, for each piece bears witness, not only to the technical skill but also to the mental work at the root of it, and to important educational factors involved therein.

The work done in the carpenter and machine shops eloquently refutes the charge that the Jew is unfit for mechanical work.

Our Art Department, too—Modeling, Drawing, Designing,—show good progress. A prominent artist of New York, after careful study of our methods, bestowed great praise upon this department, as many others have done before and after him.

Our Sewing and Sloyd departments win admiration from every quarter. To conclude we must not, in this connection, forget our Ungraded Classes. Originally we had but one class of this kind, but Russian tyranny forced emigration to such an extent that in the month of October it was necessary to form a second class. In both classes 150 children, arrivals of the past year, were taught and about 60 were soon promoted to higher classes. True, these poor creatures came to this country in a deplorable condition, physically and mentally; but it is singular to witness the effect of soap and sponge on the mind and temper as well as on the body. We do not economize on sponges and soap. These children adapt themselves speedily to the new conditions. With such rare good will and avidity do they apply themselves to learning, that in a brief space of time they conquer great difficulties and often do astounding work.

The graduating exercises took place on the 23d of June. At the beginning of the year the first class had 36 scholars, of whom 4 were demoted because they could not keep pace with the class; 6 left school, some on account of removal and others to take positions. We were able to graduate only 26 at the end of the year, 12 girls and 14 boys. Although these children had only attended school two years, they are capable of occupying respectable positions as a result of industrious and con-

scientious efforts. All found positions in business houses and workshops, and so far they have given satisfaction. Two boys, who had shown particular talent in the Art Department, were examined by Mr. French, Director of the Art Institute, and were accepted as scholars in that great institution.

By means of conferences and other communications with parents, the bond connecting home and school has grown closer and more friendly. In most cases we rejoice in the active co-operation of the parents; in other cases they remain, at least, passive and do not interfere. We have succeeded in regulating the attendance on Fridays and the days preceding Jewish holidays. Formerly, the girls mainly absented themselves on such days under the plea to prepare for the Sabbath. Furthermore, the scholars' parents, with few exceptions, have come to the conclusion that the so-called "Cheder" which abound in the vicinity of our school, do not further salvation or are advantageous, but, on the contrary hinder the normal development of their children. Therefore, comparatively few scholars visit the Cheder and then only such as are to some extent, in a clean and sanitary condition. In this respect we possess in the children themselves our strongest allies. They do not want to go to the Cheder and dislike the "Rebbi" who curses and strikes.

During the past year, just as in the preceding, many parents gave expression to their appreciation of what was being done for their children and themselves, in person or letter. We take the liberty of inserting such a communication:

Chicago, August 7, 1892.

Superintendent of Jewish Training School.

Prof. Bamberger,

Most Esteemed and Honored Sir:

Allow me by this to express my gratitude and sincerest thanks for your kind, able and friendly efforts in behalf of my son Jacob in his studies, and by these means have forwarded him to a grade of usefulness for which he will always be indebted to you and in all his life-time thankful.

I also extend to the leaders and benefactors of this noble school my heartiest thanks in which words are unable to give the full meaning of my feeling.

History and future generation as well as the present, will tell of their noble deeds and bless them forever.

The starters of this institution have lifted up the children of a trodden down, persecuted innocent people, because of their religion; and raised them from the lowest grade of misery, ignorance, and neglect, to become equals in the society of an enlightened nation and citizens of the most free country in the whole world.

In conclusion believe me sir, to remain,

Your ever grateful,

SAM PINKOWSKY.

At the close of the preceding year, the School-Committee made a proposition to the Executive Board to admit four of the graduates as assistants, three in the Kindergarten and one in the technical department, with the requisite compensations.

This arrangement was successful in two instances. Bennie Platchinsky progressed in every respect during the past year and made himself both useful and agreeable. During the coming year he will be an excellent assistant in the Sloyd Department, and, in the course of time will undoubtedly find his vocation as teacher of this branch, if he succeeds in developing himself scientifically to keep pace with his technical studies.

Rebecca Aroner enjoyed equal success as a Kindergarten Assistant, and will therefore devote another year to this work. The other two were lacking in the necessary school education and the conditions to make up for lost time. In accordance with our advice they therefore gave up these positions and entered others more suitable to their capabilities.

Pedagogues have at all times spoken of concentration in tuition and in education. But even to-day, opinions are widely divergent as to how this concentration is to be accomplished and where the culminating point should be. In this respect I have discovered, during the past year more than ever, that regular teachers' conferences are of incalculable value in every institution. Conferences in which not only a free exchange of ideas and experiences takes place, but in which are discussed the general and special principles of the school. From them results a general understanding, a harmonious advancement, and

thus the concentration which is always insisted upon will be attained.

Such conferences were regularly held and were not without fruit. It was of especial importance to us that all the teachers learnt clearly the aims of the school and the ways leading thereto as well as the methods employed, that each teacher should know exactly what the other does, so that one shall not work against but rather with one another and thus secure good results. Keeping this in mind, the undersigned addressed the teachers, and the Women's Committee, Manual and Art Education, World's Congress Auxiliary, concerning the character of our school and its underlying principles. In continuation of this address the most important questions contained therein, were discussed at the conferences, and the teachers prepared a series of essays in which the inner connection of the separate departments with the regular school work was debated and demonstrated. To emphasize this point, I will add a few extracts from my lecture mentioned, and a paper read before the teachers' conference by Miss Elizabeth Dye, teacher of modeling and designing.

EXTRACTS:

“Work instruction must be placed on equal basis with fundamental branches of the three R's—reading, 'riting, 'rithmetic. Every scholar must participate in it, if the beneficial influence of work instruction upon the masses shall become a fact.

We often hear of manual training in upper and middle classes. That is wrong again. The lowest classes are the very ones where work instruction should have a place. This important branch of education must begin in the primary classes and extend through all of them.

We only hear of manual training for boys, as if the education of girls were merely secondary. Sad to say, the education of our girls has always been neglected; our present time lacks comprehension in educational matters. The education of girls is a very serious matter, much more so as there are no schools for girls managed on a rational basis. Of course, there is a goodly number of female industrial schools; but these do not come into consideration

here, as they are for purely practical purposes; their ideal is the dollar. Manual training is equally important to boys and girls; in the primary grades, boys and girls are taught together, while in the upper grades, instruction is guided by sexual necessities.

In most schools where manual training is introduced, the time for this instruction is either before or after regular school hours. By such an arrangement the most important factor, the child's health, is entirely disregarded. Work instruction must alternate with intellectual instruction, for in a change of occupation only, is recreation, the "*variatio delectat*" is only too often disregarded. To rest, certainly does not mean to be motionless, to stare into vast solitude. Change of occupation is what is required. Exhausting intellectual activity is counterbalanced by physical labor, and vice versa. * * * * *

In most cases special stress is laid upon the making of complete objects, articles used in everyday life, and in many cases they are sold, exhibited or even raffled.

This is contrary to the ideal aim. The material value of an object thus becomes prominent, and the higher intrinsic or real value of the selfsame thing is reduced to nothing.

What has the child, whether rich or poor, to do with the transactions of actual life? If parents and scholars begin to value school work by dollars and cents, then, indeed, we are to be pitied. An object shall and must one day be completed and be presented as a whole, and this must suffice.

The most complete ignorance, however, is shown by those who always consider manual training to be especially favorable for the workingman and the pauper. Persons of this egotistic idea are radically one-sided. The children of the pauper are no better and no worse than those of the rich man; what serves one must necessarily also serve the other, and vice versa. The science of education does not recognize any such discrimination. "The best is just good enough for our children." I am of the opinion that if there must be a discrimination between rich and poor, the children of the rich are more in need of manual train-

ing than the poor, for in many cases the poor man's children have greater advantages than those of the rich. In the first place they are not so much bothered with a greater variety of studies and then their education is more natural. The children of the rich, for this or that reason, often have an over-education.

Many of the ignorant and arrogant co-workers also hold this opinion: Manual training must have for its object to teach a good trade, to enable the children, after they leave school, to earn their livelihood by manual labor, and for this reason the children of the poor are entitled to this new branch of education more than anybody else. This is not the case. By manifold occupation we will be able to recognize, to discover that kind of occupation, which is best adapted to the child's individual desire, abilities, and to that in which it may become fittest. To choose the right vocation shall be easier and the youth shall be warned to experiment at one trade and then at another. Be it far from us, to lead to a certain trade before the pupil's individuality has become fully known. It would be a shame if, in this land of the free, our education should begin to recall the times of cast or class spirit. With Napoleon, I may say: Every soldier carries the marshal's baton in his knapsack. Every child shall and must be capable of reaching a higher position according to its individuality.

Before proceeding to the practical part of my task, let me resume in the following:

1. The object of the public school must be the harmonious development of the entire individuality of the child; to develop his intellectual faculties, to train his will, to arouse and cultivate the taste for the beautiful.

2. Manual work is introduced as a new and important factor to realize the purpose aforesaid. Work favors intellectual recognition. In producing things, their properties and the laws underlying, each are fully and unmistakably understood.

Work is a medium to develop and regulate the will, the firmness of resolving or deciding; perseverance and the readiness to work and act is strengthened and increased.

Work serves to the development of form and taste. Whatever is theoretical is transposed into practical application. The æsthetic sense is thus advanced.

3. The hand shall guide the intellect, and conversely, the intellect shall guide the hand.

4. Work is destined to supplement, nay, even be a substitute for muscular training, it shall be a form of gymnastics for hand and eye.

5. The school-shop and the work therein must have an ethical influence upon the workers, and they must early create a desire to work together in friendship and harmony.

6. Work shall be a means of balancing physical and intellectual activity, and besides it shall animate the instruction.

7. Work is indispensably necessary that the educator may better know the pupil, and it points out clearly the path by which the pupil is to be guided.

8. Work creates material and intellectual advantages to the child. Better and more skillful workmen are thus trained who will be enabled to do more skillful work and can reasonably expect higher wages.

9. Introducing work into school is a beneficial step toward elevating the masses.

The working people will undertake the task of work more independently and with better understanding; they will learn to take better care of their rights in political life, and they will be enabled to strive successfully and gain their independence by co-operative associations, or similar ways.

10. Work instruction must be systematically and logically arranged, and at the same time it must be progressive from step to step.

Work instruction in a manual training school consists of two departments: the art and technical. The art department comprises freehand drawing, designing and modeling. The technical department comprises in all grades, technical drawing and work with tools or instruments. Both departments are compulsory.

The art department has been named first in order to emphasize its great importance. In our present school

system too little stress is laid upon the development of the artistic sense and taste, and thus it has been grossly neglected. Not a part of man, but the entire individuality must be trained and developed. In order to accomplish that, we cannot and must not ignore the development of the æsthetic and artistic faculties.

Drawing is in close connection with modeling; it is taught from the lowest grade to the highest, after a uniform plan, namely: the solid is our model and not the flat. So much has been done for reform of drawing instruction, but very little benefit has been derived from it; all the attempts to facilitate the work by contraction lines and other artificial means were rather maleficial than beneficial. The aim of drawing is not to skillfully reproduce any beautiful form, to draw a picture precisely as it is and not deviate an iota, but we wish to teach a taste for the beautiful, the apprehension of beautiful form, to train the æsthetic taste. This must be the main object of drawing, to which we add as second necessity, skillfulness of the hand to reproduce that which we consider beautiful.

Where the former is wanting, there the latter, be it ever so developed, is a mere mechanical process. A person skilled in copying will remain a machine forever and ever, if his æsthetic taste remains untrained, uncultivated, undeveloped. To copy is not to draw, therefore, drawing from cast is the only correct way; drawing in the very sense of the word means to replace the OBJECT or IDEA by the picture, to copy means to replace picture by picture. It is true, drawing from solids meets with great opposition, but we also notice, I am happy to say, that the number of supporters of the above idea is gaining daily. How can young children draw perspective if they are not aware of the rules underlying the perspective? This question surely arises and I answer it by giving another question: How can children learn to speak correctly in sentences without knowing the laws of syntax fully? It is simply thus: We first proceed practically, giving exercises in forms syntactically correct, and from that we abstract the theory of language, the laws which govern language. In like manner we proceed with drawing. Perspective drawing in the

lower grades simply means, draw what you see and how you see it. The laws of perspective are found in the upper grades by the scholars themselves, and little, if any, assistance is needed on the part of the teacher to formulate and properly link such laws.

It is a fact that the number of tools or instruments used by the worker to produce a certain object indicates the degree of his skillfulness; the fewer instruments he uses, the more independently he works. By drawing from pictures the temptation is near at hand to use all kinds of helps at the expense of independent work.

Slips of paper, ruler, compasses, and even tracing paper and other helps are used to complete the task. If we draw from solids or casts, illegitimate helps are excluded as useless; from the very start the pupil is taught to discern and draw a straight line from a stick. The pupil is prevented from measuring the stick, and if the child could get near the stick, it would be useless to measure, because the dimensions of stick and drawing are not coincident. The child sees it, recognizes the direction and reproduces the image of it without difficulty. Being distant from it, it naturally sees it smaller, and thus reproduces it smaller. The eye measures and judges whether its reproduction is correct or incorrect; the stick may be used in various positions, perpendicularly, horizontally or obliquely and the drawing is then accordingly. Several sticks used in connection produce the image of rectilinear figures. In the same way the curved line is represented in connection with a curvilinear solid.

After a certain degree of readiness or skillfulness has been attained, the simplest solids having the form just named are introduced. Shading is begun; that which is apparently dark is being shaded, that which remains in full light remains unshaded.

Our scholars take greatest delight in drawing, and each and every one's production is fairly above the average. This method of drawing is introduced in the most renowned schools of art in France. Teachers and artists connected with these institutes unanimously expressed themselves that drawing from solids or casts is the only

correct way throughout the school. The exterior connection between drawing and modeling is that the scholars use the same solids or casts for modeling and for drawing, so they are trained to reproduce the same object in a two-fold way, graphically and as solid. Aside from that, both branches are identical. Modeling is a higher degree of drawing, a representation of three dimensions. Exact comprehension of form is most important. The influence of both drawing and modeling upon the ethical and æsthetic education of the child is of great importance. To see the beautiful, creates a desire for the beautiful, to visit exhibitions of art beneficially influences our ethics, our æsthetic education.

What ennobling influence must then the producing and reproducing of the beautiful have upon the workman! And really, we are greatly in need that something be done in this direction. Is it not disgusting how old and young are reveling in the sensual, how they delight in glancing, staring at the obscene pictures in our shops and public places? A child trained for the beautiful and the good, will never be delighted with demoralizing pictures or obscene and detrimental literature. * * * *

In a certain sense the old country is a more favorable territory, for there, people are not so quick in introducing anything before thoroughly testing and carefully examining it. It is altogether different in this country. In general we are over-practical here, everything must have a visible and immediate bearing upon the practical side of life, everything is intended to be transposed into the almighty dollar. Alongside of such principles a good cause will hardly flourish. Every one thinks himself competent to pass judgment, every one is just delighted with the new task, but a clear comprehension and effective action is wanting all over. * * * *

Let me, therefore, be brief and to the point as to the "What" and the "How" of manual training. "Manual training must in its entirety, be made serviceable to education," i. e., it must not be the *end* of our education, but it must be the *means* toward a sound education. For this reason, the visible, material product of manual training

has but secondary value; we highly value the great influence of activity upon the worker, we also appreciate the better understanding derived from the nature of the sensual world, as well as by its connection and the mutual relation of things. * * * * *

What is this evil?

The lessons are arranged incorrectly, i. e., those who should be active, namely the children, mostly remain passive; they must sit still and listen and swallow the doses of wisdom and knowledge. The teacher, instead of being more passive, is generally too active, tries to do all for the children and for the latter hardly anything remains to be done.

“My father Phillip, leaves nothing for me to do,” exclaimed Alexander the Great.

Manual training does successfully away with this, the child must be active himself, his hands are put to motion, his brain is active by thinking, reasoning about the work before him; the teacher, even if he wanted to, cannot in any way perform the work for the children.

Instruction is one-sided; the brain is stuffed to its utmost capacity, as if nothing else in man could assist in reaching the aim of education. Only one faculty—the intellect—is thus developed, while the others remain undeveloped.

Manual training finds a good place here. Its purpose is the harmonious development of the entire being, head, heart and hand; the entire being must be uniformly developed.

Intellectual development and manual helplessness will hereafter be a thing of the past.

Instruction is superficial, mechanical. The intellectual food is being chewed for the children and for the latter it remains to swallow it down; the danger of being choked by such process is near at hand.

Manual training must also here work beneficially. First the part, later on the whole, a logical development from the single parts to the whole; head and hand work simultaneously, nothing ready-made is presented to the child, only the material and the task to be performed is

given him. Whatever is done here, stands in close connection with all other branches; the manner of working becomes his second nature.

The system of instruction now in vogue undermines the health of the pupils. Competent physicians have declared that the work as required by the schools overburdens them. Manual training exerts its wholesome influence, there is a beneficial change in occupation; all studies are factors which are indispensably necessary, so that the young plant may flourish; lastly, the muscles of the body are healthfully exercised.

In the public school as it exists to-day, the teacher hardly gets acquainted with the material, i. e. the children. The nature of instruction is so general, the class is taught as a unit, and really a "*schoolmaster*" in the truest sense of the word, can only teach the child so that its individuality receives the proper nourishment. John is treated the same as Jack, and his work is judged in the same way without regard to person, though they both may be entirely different as far as mental or intellectual faculties and character are concerned; the teacher has no chance whatever, and often he is not interested enough to acquaint himself with the individualities of those intrusted to his care; he knows his scholars only by number, much the same as the inmates of the penitentiary are known. Such a teacher is fully satisfied to ascertain how many examples have been worked, how many or how few mistakes have been made in spelling—he will keep a whispering record, a pen record showing precisely the number of questions asked and not answered, and so on.

Manual training taught systematically greatens the individual development. The child is not overtaxed and will do as much of the task before him as it is in his power to do; the work of one pupil is not taken as the basis from which to judge of the work of another; individual taste and skillfulness are given ample space to develop, thus the teacher can acquaint himself more with the different individualities, and thus he learns to know the child in so many and different respects by his frequent intercourse with it, which is utterly impossible in the class room.

To the five evils already named, under which our public school system is laboring, we add a sixth evil, namely: In our present school system the social relation between teacher and scholar is radically wrong, instead of respect there is fear, instead of devotion there is conventional friendship on the part of the pupil. The school has trained them to be so. The per cent system really measures only the visible results of the school work, but it does not measure the development of the heart and soul; the child tries everything in his power to be a favorite with his teacher. Vice is thus cultivated, while the good and honest child is far behind. The best proof for the above assertion is the fact that the children, when outside of school, hardly ever recognize or pretend to recognize their teachers, and that the apparent quiet in school changes to a wild uproar outside of school. Such a state of affairs, so little effective, is radically wrong. Instruction, as well as the manner of instruction, often tend to create indifference, nay, even a dislike; parents and teachers must quite often explain to the child how necessary and how useful it is to learn and to behave. A good child follows the advice to please the parents, it takes the bitter medicine, though with disgust, and it is glad when those are gone who prescribe such medicine. The child is utterly disgusted with abstract matter, even if the latter be ever so correct scientifically. It feels uneasy only to receive, it wants to give, produce also, but the public school *ad hoc* is not the proper place for that, and for this reason, teacher and scholar are always at war, there is always a silent opposition between them. Such a result cannot be a good one. How different it is in a school where work is taught, where the child is at liberty to have his hands at full play, according to the child's innate nature. The teacher in the workshop who thus teaches him is a personage very much liked by all; the hints given are followed with the greatest attention; the child's respect for the teacher's masterly skill and superiority is acknowledged in the workshop more than anywhere else. Thus an agreeable and truly friendly relation is created and has its beneficial bearing upon the other lessons which interchange with the working lessons.

MISS ELIZABETH DYE'S PAPER.

Before taking up particularly, the studies of modeling and designing and the place they fill in our system, it might be to the point to say a word as to the prime object of education. This seems to be widely misunderstood, for the means used are generally looked upon as the end in view; as in the case of those misguided people who believe "reading, 'riting and 'rithmetic" to be the sum and substance of all knowledge, when in reality they are only the staff and scrip with which the young explorer must be provided before he can advance far upon his travels. Education—derived from *exduco*—means, not cramming or filling, but bringing out; leading forth; and that seems to me to be the essential idea of development in its widest sense. We should not attempt to educate a child by pouring into his mind the accumulated wisdom of the ages, as we would pour down his throat a dose of bitter medicine.

If he does manage to retain knowledge presented in this manner, it is only that the memory has been cultivated at the expense of other and more important faculties; and this is not the way to fit him to cope with the problems that will face him upon leaving the school room and taking his place in the world.

We must instead endeavor to discover the possibilities that exist in each small individuality, and the best mode of developing each part. Man is a complex being; if one faculty or member grows at the expense of the others the effect is something of a deformity; at least a result very far from the ideal.

Now, although the knowledge gained from verbal teaching and reading is good, that which we receive from experience is perhaps more useful to us.

A fact so learned becomes a part of ourselves. This is one of the ideas in manual training. The child is not only told that given methods will produce certain results, but he proves for himself by experiment, the theorem and its converse.

But now to come to the study of modeling, beginning first with the more material benefits as is the habit of this

age in which we live; one of its first results is that the much neglected sense of touch is cultivated. There is no other sense so capable of improvement, and no part of the body where the sense is so acute as at the tips of the fingers.

Together with strength, the fingers gain great delicacy. The child both sees and feels the object to be represented and learns as much by touch as by sight, at the same time relating the impressions produced by the two senses. The rolling, pressing and patting of the clay make a kind of finger gymnastics by which the whole hand is strengthened, especially that wonderful little member the thumb. The peculiar power of the hand chiefly depends upon the length, strength and mobility of the thumb, and you will always notice that part of the hand of a sculptor developed and flattened; perhaps at the expense of its beauty, but certainly with a great gain in strength and usefulness. Now it may be safely assumed that any study that requires the handling of the tool, pen or pencil, will be benefited by this hand culture; and it will be next in order to trace the analogy between modeling and those branches where the advantage cannot so easily be seen.

Free-hand drawing, of course, bears such a direct relation to the subject that it is hardly necessary to define it. In drawing a cast the child learns how to represent a solid on a flat surface, by means of masses of light and of shade, which he is taught to recognize as local shadow, high light, half tint, cast shadow, and so on. If he is now given the same cast to model he learns the reasons of these shadows: that the shade cast by one form differs from that cast by another; that added height means added width of cast shadow; that the highest point of his model catches the light and that each depression has a local tint of shade caused by the corresponding height; in fact that modeling is as much a matter of light and shade as drawing. When he draws another cast his eyes will be opened to these things and he will work with greater intelligence.

Designing is also related to modeling, in that the best casts are taken from the historic styles of design, and the

child is quick to recognize the likeness between the form he models and that presented to him in the study of design. His faculty of comparison is so brought into use.

With physiology, or rather anatomy, modeling has a close connection. Watch the child who has advanced far enough to model from the cast of a hand. At first it presents to him a rather perplexing series of elevations and hollows which mean little or nothing to him and he renders them unmeaningly.

There is nothing more familiar to him than a hand; because it is so familiar he has never thought much about it. However, he will soon be found investigating his own palm to see if he finds these same curious appearances there. Now is the opportunity. He must be led to see that wherever the bone comes near the surface and has little muscular covering there is a knobby appearance as in the finger joints; that where the most power is needed is the greatest elevation;—due to muscular development; that the little ridges on the back of the hand are caused by the tendons that move each finger. Tell him about the bones of the forearm and the way in which they cross each other in certain positions of the hand; and how this changes and flattens the wrist greatly. He is delighted, he finds for himself wrist joint, flexor and palmate muscles although it is not at all necessary for him to name them so long as he realizes the effect they have on his work. Reasons have been presented to him; he has something interesting to think of and experiment upon, and his next lesson in anatomy will be doubly appreciated. Or have him model the head of a horse, call his attention to the heavy muscles of the neck, the prominent jaw-bone, the delicate nostril, the curious hollow near the eye that becomes deep with age. His observation is awakened, he examines the next horse, he sees with new interest and perhaps enjoys his Natural History lessons better ever after. And just here I would like to say that if our children learn nothing else they do learn to observe. I hope none of them will ever do as some charming visitors of ours once did, mistake the cast of a Rocky Mountain sheep for that of a deer simply because the horns curved,

take grapes for cherries, and exclaim joyously "What pretty pears"! while contemplating the cast of one fig leaf and two small figs.

A lesson may be given on our material, as a good workman must understand his tools. Clay being highly plastic is perhaps better adapted to the expression of form in the solid than any other material as it responds so readily to the thought of the workman. It is formed of alumina and silicate in chemical combination and is made by the wearing'away of rocks from exposure to the atmosphere. Here is chemistry and geology in one breath. We may take our class a trip all around the world showing the different uses to which clay is put; telling of the porcelain clay or kaolin, as the Chinese call it, which comes from white felspar, the coarser kind of which pottery is made, brick clay, pipe clay, the clay used for making tiles, and that kind called shale from which slate pencils are made, and in which are so often found impressions of fern and plant forms of some prehistoric time. Tell of the clay soils and what grows best in them. This subject is almost inexhaustible and its branches extend into the domains of botany, chemistry, geology, history, ceramics and agriculture.

If having finished a modeling, we cast it, here again comes chemistry in the mixing of the plaster of Paris. "Chemical action produces heat" was the remark drawn from one child as she noticed that peculiar damp, warm feeling of the plaster just hardening; and that without a word from her teacher on the subject. In addition to what was learned about the different countries by study of the clay, geography may be taught also by allowing the child to model relief maps; the mountains, plateaus, valleys and water sheds being much better understood in their relations one to another.

History may be interwoven with our subject, by stories of the great sculptors, the times in which they lived, the causes that made their work such as it was. We may show how the art of ancient nations was inseparable from their religion, politics, customs, laws; how the great striving of the Greeks for ideal perfection brought forth the

art of a Phidias; the deep religious feeling of the sixteenth century, that of Lucca della Robbia; how the political condition of Italy under the Medicis, warped and twisted the great Michael Angelo, until every statue he has left us bears the impress upon it, not only of his own mental condition, but of the time in which he lived; that the Liberty of Bartholdi is not the isolated conception of one artist, but the crystalization of the spirit of the times. As to the union of the workshop, sloyd and sewing rooms, modeling will develop the same ideas of form, order and exactness that these branches do. As least I notice that the children who do the best work in the modeling room stand highest in the shops.

The boy whose eye and hand is trained so that he is able to build square, true, level background for a relief, will be able to plane, saw and shape the wood successfully; and the girl whose fingers are trained to model, and whose sense of proportion is developed, will wield a needle, sew a French fell, cut, baste and fit a dress with greater accuracy than one who has not had the same training. I cannot draw the parallel so closely between the branch in question and the study of languages and music, although they have points in common. Language is, or should be, the expression of thought, and so is modeling, although silent expression. And so with music. We know that color bears a mathematical relation to tone, according to Tyndall's well known articles on the subject, and may we not at least suppose that sculpture and music are based upon harmonic laws whose equations have not as yet been formulated. You remember Madam de Stael's saying, "Architecture is frozen music." At any rate, the child or man whose nature responds to the beautiful in art will be likely to recognize the beautiful in music also.

Lastly there is a good proceeding from this study, which is generally made the prime argument in favor of it, but which I have put at the end. Our object is not to give the children a trade by which they may earn their living, but rather to develop mind and body so they may be able to do in the best way whatever comes to them in life. Yet it is probable that among their number are those

who will adopt this for their life work; and it is reasonable to suppose they will be more intelligent workmen than those who had not like advantages. And as the only heritage the majority of mankind is sure of possessing is that of labor, it is well to foster a love of work and a pride in doing it well. These children do love their work. They have an absolute affection for it as they see it growing and approaching nearer to their ideal of what it should be.

As for designing, when rightly taught, its benefits are manifold; but taught from the wrong point of view it is worse than useless since the student gets only a distaste for the subject. It may be made the most interesting or the most lifeless of studies. It is at once an art and a science; an art, in that its object is to reproduce the beautiful; a science, because it is founded on certain principles as broad as nature and as old as the universe. It has its roots deep in nature's very heart and the study of it brings us close to her. Since, if we are to use her treasures intelligently, we must learn her method of working, we must study the plant in its growth from the root up, stem, leaf, bud, flower, fruit; all these are so much material to be shaped to our use according to certain laws not difficult to understand.

The snow crystals, the various crystalline forms of metals, the beautiful spirals of a shell, the web of a spider, the brilliant marking of a butterfly's wings, the frost pictures, the oval of an egg, the curve of an incoming wave, the symmetrical plan upon which the wing of a bird or the hand of man is built, are to the designer a delightful and profitable study, a mine of knowledge wherein may be found facts of botany, geology, chemistry, all the natural sciences. If the student can be brought to recognize these underlying principles and apply them to his own habits of thought and action he will have received untold good from this study. The forms upon which all designs are built are of necessity geometrical, and the calculations into which the designer enters, involve a knowledge of mathematics; so here we are hand in hand with arithmetic and geometry. History may be taught in connection with the great his-

torical styles whose differences are so plainly marked. The lotus form may be presented, not as an unmeaning series of curves, but as one of the many symbolic forms of the religion of ancient Egypt. In it the child may be led to see the home of the lotus and papyrus plant, the slow moving Nile, whose annual inundations made the country so fertile; he may learn of the richly decorated mummy cases and their use; of the temples, the pyramids, the hieroglyphic writing, the stately ceremonies, and all that made Egypt so grand, so mysterious. The acanthus may be followed from the beginning in Assyro-Persian art where it is found a simple leaf form, down through its refinement and perfection, in the times of the Greeks, to its full efflorescence in Roman art, and on until with the Renaissance it becomes so ornate as to lose almost entirely its original semblance.

And so with the characteristic form of each style. It may be a mirror of the age in which it flourished. See how wide a field. Going in this way to nature on the one hand, and on the other to the treasures which her lovers in the past have left us, designing ceases to be dull and lifeless and becomes full of deepest interest rich with thought, and enticing the student to further research beneath the surface of each unit. A good deal of interest may be aroused by telling of the use to which designing is put in the present day, and the processes of reproduction; staining of glass, carving in wood, stamping upon leather, painting and firing in porcelain, printing of wall papers, and both printing and weaving in carpets, silks and cottons. These last mentioned fabrics bring us in relation to the sewing room again. Or we may take a long step back to the prehistoric times and see how the savages of those days scratched upon their bone weapons and their primitive vessels of clay certain rude and simple ornaments which still conformed to the rules of design; while the Indians of to-day satisfy their craving for the beautiful by weaving baskets of wicker strips brightly colored, or ornamenting their clothing with gay patterns in beads. Then there is another side to the subject showing how necessary it is for our children to be taught to recognize the differences be-

tween a good and bad design, between art that elevates and art that debases. The children of to-day are the citizens of the future, and on them depends the stature of the nation in the years to come. And in art as in politics it is the people that rule, the old story of "Vox populi." Not that the work of an artist is any better for the popular commendation or any the worse for a like condemnation; but his failure or success, in a temporal light, depends upon this verdict. Turner died without having his title recognized; and in spite of all Ruskin has said concerning his excellence is not yet popularly acknowledged.

Some artists and designers, realizing this, lower their art and themselves by catering to a debased public taste as did Gustave Dore. If the people were educated to a true appreciation of the beautiful, we would have fewer crude designs in our fabrics, fewer monstrosities in the way of public buildings, and the decorations thereof, which sometimes present a mixture of principles and styles that is truly painful. We would see less poor illustration and the show-bill of the present day, which to say the least, is very inartistic, would, I trust, become a thing of the past. The demand for these atrocities would cease, the people themselves would ask for something better. Such a condition of affairs may be ideal, but surely not impossible.

And now, having entered into particulars, in conclusion, let us take a broader view of the benefits derived from these two studies. Speaking more from the standpoint of an artist than a teacher, I am sure it would be an advantage to mankind if the study of the beautiful as such, were a recognized part of our education. It certainly cannot but have a refining and elevating influence; an influence undefined, intangible, yet leading us unconsciously ever upwards and developing what is best in our nature. Increasing man's knowledge of the beautiful must necessarily develop his moral qualities, and by morals I mean ethics, the sense of "right because it is right." Of course, the study of art only, or for that matter the study of anything alone, will not raise a man at once from a debased to a pure and noble standing; but it is an important factor in education, and the need of developing the more spiritual

part of man's nature is sadly felt in this most material age. "Beauty is truth, truth is beauty," says Keats in his exquisite "Ode to a Grecian Urn," and that comprises all that might be said. For what is it that we search after so earnestly from the time we are capable of thinking to the end of our lives, but truth; and we never stand closer to her mysteries than when we are in communion with the beautiful, whether in nature, poetry, art, music or in our own souls. At such moments we can almost pierce the cloud that hides from us the eternal truth, the eternal beauty.

These earnest endeavors in our school have met with well merited appreciation; and the staff of teachers which has fulfilled its duties with never tiring energy and rare interest and conscientiousness beholds its reward. In view of this acknowledgement and the many evidences of friendly feeling towards the school, the teachers feel encouraged for further efforts.

During the severe weather many a child remained in the warm school room at noon without lunch and poorly clad; and not a few came even without having had a breakfast. The teachers divided their own lunch with the little ones, but this did not suffice. I herewith tender to the teachers my hearty thanks, and also to the ladies of the School Committee, who so generously provided for the children as soon as they were apprised of the state of affairs.

Special thanks are due to Mrs. Levy Mayer, who alone bore the expense of luncheon for some 120 children during several weeks. Also in other respects, our school has not been forgotten.

Mr. Julius Rosenthal knows what aids good instruction. We received from him also, this year, excellent books and instructive maps and illustrations.

Mr. Joseph Beifield, too, exhibited a profound insight into the needs of our school. We received from him a donation of steel engravings.

Our school library has become an established fact; thanks to the generous gifts of Mr. Jacob Liebenstein (who, in memory of his departed wife, Rosalie, donated \$200

toward the library fund), Mesdames E. Mandel, Levy Mayer, Rosenfield, Mannheimer and others. Prof. Henry Cohn and Mrs. C. Witkowsky, each presented the school with a beautiful book case. Prof. Cohn also sent several busts and maps, and Mrs. Witkowsky provided the graduates with lovely flowers.

Miss Bertha Subert sent to the Sewing Department a marvelous model doll. Mrs. H. Cole sent a dozen dresses which she had made herself.

Mr. Taussig gave the necessary machine oil as he did the preceding year.

Mr. Charles Schaffner on Washington's birthday remembered the little ones in Kindergarten and Class VIII., each with a beautiful 6 in. rubber ball.

Mrs. Emanuel Mandel donated goods for dresses for the graduating class; and last, but not least, Mrs. Jacob Greenhood, in memory of her lamented husband, a valuable collection of stones, which Mr. Greenhood had collected himself while traveling in the Rocky Mountains and Yellow Stone Park.

In this connection, mention should be made of the generous donations of three gold medals to be awarded at the end of the school year to the pupils excellent in their deportment. The school is indebted for this generous encouragement to the scholars, to the kindness of the Hon. Simon Wolf, of Washington, who not content with taking the liveliest interests in the institutions in his own city, on the occasion of a visit to the school, was prompted to provide for two gold medals to be given to the most industrious girl and boy. Mrs. Morris Rosenbaum, ever eager to help the good and to encourage, especially the work of our school, has provided another gold medal as a reward and incentive for good attendance.

The school is under great obligations to these generous friends, and the experience warrants the statement that the children are greatly encouraged by the prospect of gaining a prize which they value more for the honor than for the intrinsic value, and which will be for them a memento of their school days, which in after life will prove a talisman.

The many distinguished men and women who have honored us during the year with their visits, prove also that our work has found appreciation in wider circles. Allow me to mention only:

Mrs. J. C. Flower, City.

Mr. and Mrs. C. C. MacRae, London, England.

Mr. D. S. Friedman, Treasurer Baron de Hirsch Fund, Montreal, Can.

Prof. Francis W. Parker, Englewood.

Mrs. Elizabeth. L. Hartney, Assistant Superintendent of Public Schools, City.

Mrs. H. E. Sears, City.

Mrs. L. E. Clark, City.

Rabbi Abxohn Rabbinowitch, City.

Miss Josephine Lock, City.

Miss Florence Kelly, Hull House, City.

Mr. Hesing, City.

Mrs. Marie Werkmeister, City.

Miss Addams, Hull House, City.

Mr. Beacher, Artist, New York.

Hon. Simon Wolf, Washington, D. C.

Miss Wilfrieda Brockway, Hull House, City.

Miss Griffin, Principal of Armour Mission.

Mr. Frank Hall, Superintendent of Institution of the Blind, Jacksonville, Ill.

Hon. N. W. Bronson, Judge, Peterburg, Ill.

Dr. M. Mielziner, Cincinnati, Ohio.

Mr. Theodore F. Brown, City.

Gen. Sexton, Postmaster, City.

Rev. M. Heller, New Orleans, La.

Mr. W. B. Hackenburg, Philadelphia, Pa.

Mr. Chas. Hoffman, Philadelphia, Pa.

Mrs. L. M. Shrive, City.

The following is the annual report of the school physician, Dr. S. A. Knopfnagel:

DR. S. A. KNOPFNAGEL'S REPORT.

Prof. Bamberger, Superintendent Jewish Training School:—

The following statistics are the results arrived at

during the school year of 1891-2, after having each pupil examined with regard to his or her physical condition:

TABLE I.

EYES.

MYOPIA. (NEARSIGHTEDNESS.)

Ungraded Class	9
Class I.....	4
“ II.....	4
“ III.....	7
“ IV.....	17
“ V.....	20
“ VI.....	6
“ VII.....	3
“ VIII.....	10

CHRONIC INFLAMMATION OF THE LACHRYMAL GLANDS.

Ungraded Class.....	2
Class VII.....	1
“ VIII.....	1

EARS.

OTITIS.

Ungraded Class.....	4
Class I.....	3
“ II.....	3
“ III.....	4
“ IV.....	4
“ V.....	2
“ VI.....	0
“ VII.....	0
“ VIII.....	2

SLIGHT DEAFNESS.

Ungraded Class.....	1
Class VI.....	1

INFLAMMATION OF EUSTACHIAN TUBE.

Class I.....	
“ IV.....	
“ V.....	2

TABLE II.

HEADACHE.

Ungraded Class.....	24
Class I.....	25
“ II.....	19

Class III.....	17
“ IV.....	15
“ V.....	27
“ VI.....	9
“ VII.....	7
“ VIII.....	40

ANÆMIA.

Ungraded Class.....	34
Class I.....	14
“ II.....	16
“ III.....	16
“ IV.....	25
“ V.....	25
“ VI.....	11
“ VII.....	8
“ VIII.....	40

HEART DISORDERS.

Ungraded Class.....	5
Class I.....	7
“ II.....	6
“ III.....	5
“ IV.....	10
“ V.....	8
“ VI.....	3
“ VII.....	2
“ VIII.....	3

DISORDERS OF THE RESPIRATORY SYSTEM.

Ungraded Class.....	7
Class I.....	9
“ II.....	8
“ III.....	6
“ IV.....	2
“ V.....	8
“ VI.....	4
“ VII.....	1
“ VIII.....	

INTERCOSTAL NEURALGIA.

Ungraded Class.....	0
Class I.....	2
“ II.....	0
“ III.....	0
“ IV.....	1
“ V.....	4
“ VI.....	0
“ VII.....	1
“ VIII.....	1

TABLE III
STOMACH DISORDERS.

Ungraded Class	35
Class I	22
" II	21
" III	18
" IV	31
" V	27
" VI	13
" VII	7
" VIII	42

CASES TREATED DURING THE SCHOOL YEAR OF 1891-2.

Tonsillitis (Acute and Follicular)	115
Gastritis	50
Dyspepsia	175
Simple Continued Fever	20
Typhoid Fever	4
Muco-Enteritis	16
Measles	2
Typhlitis	5
Eczema Capitis	50
" Faciei	5
Scabies	25
Dislocation	4
Wounds (incised)	15
Conjunctivitis, Simple	25
" Phlyctanular	2
Inflammation of lachrymal sac	4
Otitis	10
Odontalgia	75
Parotitis	15
Ring-worm	4
Chorea	2

Total number of cases treated

623

Myopia cannot be cured. The elongated axis or the abnormal form of the eyeball cannot be shortened. Various operations and drugs have been tried without success.

It is a disease of civilization. Myopia is not known among the savages. As far as I know we meet a great number of *Myopics* among the Jews. The Russian Jew in his youth spends days and nights on the study of the Talmud, and thus overtaxes the function of the eyes, and as a con-

sequence we meet a great many myopics among them. And if we consider the hereditary predisposition to become myopic, no one will wonder at the great number of myopics among the Russian Jews. It can be detected at the early age of 8 years. If no sign of myopia is detected until the 16th year, then we may be sure there will be no myopia.

Though myopia is not curable, yet by following hygienic laws we may mitigate this disease.

Therefore allow me to recommend the following regulations which may guide us in counteracting the tendencies toward myopia:

1) Both parents should undergo a strict examination (physical), before their child is received in the school. By doing this we shall know the condition of the eyes of the parents and are thus enabled to deal with the child accordingly.

2) If the child be a myopic, it should at once be provided with eyeglasses.

3) The book should be held up when possible, (always, by children with healthy eyes), to prevent congestion of the choroidal vessels, caused by prolonged leaning forward of the head. Penmanship teachers, more especially, should have the pupils sit erect.

4) No work should be done by dim light, especially mathematics, drawing, sewing and modeling, and not too much at one sitting.

5) Teachers should under no circumstances demand their pupils to keep the eyes fixed on their books for a long time; the eyes should be made to turn toward distant objects.

6) At the end of or during the lesson the children should receive eye gymnastics.

7) Myopics should not be allowed to use the little cheap dictionaries, nor to draw maps on small scales, nor to examine such.

8) Myopics should be given front seats.

9) The condition of the eyes should be looked into by the school physician as often as time allows him.

Human life was and is sacrificed by all nations through

ignorance or sometimes neglect of the means of preserving health or arresting disease. Close quarters, squalor and insufficient food are causes of death.

Table II. gives an account of children suffering continually with headache. Headache is not a substantive disease; it is a symptom of some disorder in the organism. I have paid much attention to the children of our school, and tried very hard to find out the causes of headache. In the majority of cases I found the above to be true. About one third have continually suffered with this malady, because they were not properly fed. This together with the impure air inhaled by them at their homes, is the sole cause, why so many of our children are anæmic.

Examining *Table III* we see that 216 children were continually suffering from disorders in the digestive apparatus. 93 of them are at times constipated, at other times just the contrary,

60 are always constipated.

32 have always diarrhœa.

7 suffer from gastrolgia.

12 suffer from dyspepsia.

20 suffer from acidity.

3 suffer from chronic gastritis.

Some of these disorders, I believe, are inherited by the children from one or the other parent, but a great many of our children suffer, because of the ignorance of the parents.

The parents are often ignorant of the fact that the comfort, energy, and moral character of man depend largely upon his digestive organs, and these in turn depend upon the nature of the food. Our pupils are poorly fed and given their poor meals at irregular times. Teachers, too, are often to blame for not allowing the child to leave the room when necessary, and thus the digestive apparatus is gradually weakened.

The mode of dressing has also largely to do with disorders of the stomach. I have noticed this especially, with children whose dresses are too tight. Even the younger children wear corset waists.

To remedy all these evils as far as possible, I would recommend:—

1) Parents should by all means be examined to ascertain not only the condition of their eyes, but their entire physical condition. This will help us in preventing the development of a disorder from its start, and it will also give us an idea of the condition of the lungs and heart of the child.

2) Teachers should always allow the children "to leave the room".

3) A small sum should be provided for drugs.

4) Small children should not be allowed to wear corsets or tight belts.

During the session of 1891-92 some of the pupils have been exempted from gymnastics on account of heart trouble. Others have been taking more exercises. I will follow the same plan. I believe gymnastics help much toward physical development; it increases circulation, thus distributing blood to every part of the body; it helps digestion, the growth of the bones and muscles, and averts tendencies towards melancholy.

To better develop the lungs as well as the muscles, I should recommend a perfect, as far as possible, gymnastic outfit in the hall, and a thorough systematic method in singing.

Respectfully,

S. A. KNOPFNAGEL, M. D.

The statistics (tables) of Dr. Knopfnagel are undoubtedly interesting and useful for every educator; for us they are of inestimable value. *Mens sana in corpore sano*—let us therefore see that our children are in the proper physical condition *first—corpus sanum*—the mind will then develop. The recommendations of the physician will be carefully considered and they will be carried into effect so far as advisable and possible. Some of them have already been carried out previous to this report,—from the beginning of the school. For instance, our children must not ask permission to leave the room; nay, they are forbidden to do so, they leave quietly and come back quietly whenever they feel like it; the teachers, however, watch

them carefully and if a child is found abusing this privilege, it will be punished and will lose the privilege temporarily.

If I were to write the history of our school I should begin with a little institution for girls, who received instruction after school time in cooking and sewing in a building belonging to the Sinai Congregation on Twenty-first street and Indiana avenue. "This Industrial School," as it was named, was supported by a small number of "good ladies." When our Training School, however, grew out from it, we were compelled to give up cooking, in order to first cultivate more necessary branches. We, however, never gave up the idea of continuing this department of domestic science, and the Young Ladies' Aid Society of this city has enabled us to realize this idea. The corner house of Judd and Clinton streets, belonging to the school, has been arranged for this department and we shall give the girls of our higher classes the opportunity to perfect themselves in the various branches of domestic science. We were fortunate enough to secure the valuable services of Miss Emma C. Sickels, a lady whose reputation as an advocate and teacher of this science is well established.

Miss Emma C. Sickels is a lady unusually gifted in two directions, dealing with and educating the Indians, and preparing food on a scientific plan.

In the former her services have been of much use to the Government, carrying messages to Pine Ridge at the time of the trouble there, undertaking commissions fraught with much danger. She was instrumental in making peace with the Indians at Pine Ridge, by whom she is trusted and held in much esteem.

While at Mt. Holyoke Seminary, where she finished her education, she became convinced that manual labor, in connection with school life, might, under judicious instruction become the foundation of physical and mental health, and her efforts have since been untiringly to this conviction.

She began her career as a teacher of scientific cooking with a class of ten University girls, students at Champaign,

Ill., finding at the end of the year that the health of the girls was better than during any previous year. They had lost no time from school, they stood among the highest in their classes and had an increasing interest in household duties.

Her next work was at Carlisle, Pa., where she superintended classes of Indian girls who did the cooking for 250 pupils.

She was next superintendent of an Indian Industrial Boarding School at Pine Ridge, South Dakota. After two years' successful work there she resigned her position to return to Chicago to develop this kind of work in this city.

Next she was engaged in the Illinois Industrial School for girls, organizing afterwards a training class for domestics.

A year ago last July, Miss Sickels took charge of the classes of domestic sciences at the National Teachers' Association, at St. Paul, Minn., afterwards making an extended tour of the east to study industrial systems.

She had visited many institutions for working women, boarding at some of the houses, in order to thoroughly familiarize herself with the condition of wage-women.

The following are Miss Sickels' views concerning the relation of the school to the labor problem:

"The labor question is pre-eminently that which demands the attention of the leading thinkers, statesmen and philanthropists of the day. The agitation which now threatens the peace of our own and other nations, points to underlying evils that call for remedy. It is true that many of those who cry the loudest for reform are those who have the least practical knowledge of wrongs; but in the body politic as in the human body, all parts are so closely connected, that although the symptoms may have no apparent relation to the disease, the skillful practitioner can trace the cause through its effects, however remote. In the labor problem there is some underlying cause that in the discussion has been overlooked or whose importance is underestimated. One of the most evident conditions in the industrial world is, that all avenues of mechanical labor

are overcrowded; that is, all labor which can be done mechanically without skill and individuality of thought or training. Second, that where skill or training is necessary, all avenues of what might be technically termed "mens' work," are overflowing with applications of varying degrees of fitness, while all lines of women's work suffer from lack of competent workers.

"An attempt has been made towards providing skilled laborers by establishing schools of manual training, but in the great march for the roots of the evil, one which more closely than all others combined, effects every human life, in every household, has been wholly overlooked: that of systematic training of girls for their duties as women—the cleanly and tasteful arrangement of the household, intelligent care of children, economical and healthful preparation of food, systematic keeping of accounts.

"These duties have to do with the physical, mental and moral welfare of every human being and are called into use, whether for good or ill, by every woman who undertakes the management of a home. Among these none are more important than that of cooking.

"Cooking, as a science, has not claimed the attention which its important effects demand. Cooking lessons have been, as a rule, given in a desultory manner without regard to the development of some underlying principle which develops the brain as well as the hand of the learner. Life means growth, a connected effort. Growth is not accretion, it is assimilation and development. This is true of science—of knowledge—brain growth.

"The science of cooking is not rightly named unless mental growth is developed.

"The seed of thought once planted shall be fostered, that each new attainment may be the result of all that has preceded. It is well to consider the elements of food in their relation to the human system, but the first essential step is to consider what may be termed the food principles in their relation to one another, presenting them by simple methods so that the pupil may become thoroughly familiar with them in all their phases and then in their combinations. The most frequent mistake which has been made

in cooking lessons, is the sacrifice of the principles, for haste at combination; seeking rather to produce some attractive dish than to first study the principles in themselves. It can be readily seen that art or music is not taught by placing the work of the pupils upon the market as musicians or artists. There must be first tedious practice in making the lines, or fingering keys, which have no apparent relation to the finished picture or pleasing melody, results which in truth cannot be attained without that practice. Premature exhibitions of any science are disheartening or lead to the most superficial work; the fatal mistake has been in the cooking classes, in which the results are put upon the market, and the superficial work is done for the sake of effect which is not mental growth, but it is mental accretion and must give place to other interests possessing elements of vitality. This is the reason why so many failures have been made in so-called cooking classes. These failures point out the need that in order to be successful, cooking must be taught by the same methods of study of principles and their development, as are the basis of success in all other sciences. All attempts, therefore, should be made in this line."

NIGHT SCHOOL.

As in former years, so in this, the doors of our school building were open in the evening to both men and women who felt the need of mental culture, and were desirous of acquiring the language of the country, and fitting themselves still further for their task in life. The Night School, while under the general patronage and direction of the School Board, has been the result of efforts made by the Order of Bnai Brith, who generously assumed the expense for the maintenance of the male department, and the Johanna Lodge, for that frequented by the women and girls. The services rendered in these ways by the Lodges, to those that benefited by the instruction cannot be estimated in cold numbers or words. Certainly, the Night School is not merely an annex, but a necessary complement of the day-school. Without the co-operation of the lodges the school would not have been able to maintain this fruitful extension of the general work. It is to be

hoped that by the same zealous co-operation we shall be enabled to continue the sessions at night school. A visit to the school in the evening will repay the trouble most amply. It will confirm the impression that the classes for whom primarily our institution is intended, prize most highly the opportunity offered. The eagerness to learn, which characterizes even such as one would suppose on account of their age to have outgrown the period of instruction among these people is simply phenomenal. There is no question that those who attend the night sessions carry away with them knowledge which will be immediately available for them in their efforts to maintain themselves and their families.

Thrice blessed, therefore, are those who have contributed the means for this noble work.

As indicated above, the Night School consists of two departments, male and female. Each department again consists of four classes. The male department receives instruction in the English branches only; the highest class is also taught book-keeping and commercial correspondence; all receive some instruction in the United States History and Geography, and are made familiar with the Constitution of the Commonwealth. Two hundred and sixty men were enrolled during the last year, the average attendance was 120; 40 were above 50 years of age, 62 between 30 and 50, 84 between 20 and 30, and 74 between 14 and 18 years of age. All classes assemble four times a week in the evening from 7:30 to 9:30, resp. 7:45, 9:45.

The female department had 200 enrolled with an average attendance of 105; there were only 22 above 30 years of age, the rest were girls from 14 to 22. The pupils of this department too are taught in four classes; each one is compelled to study the elements of the English language. One-third of them took in addition to English a course in sewing and dressmaking, which department is optional. At the end of December 32 girls were dismissed from the dressmaking department who were able to finish a plain dress, waist and all, without any assistance, and all of them found positions in business houses as dressmakers, or work in private families as seamstresses.

At the end of June again 18 had finished such a course in the dressmaking department, of which every one could assist in supporting a family. Most of all who took this course made their own dresses and also dresses for some in their family.

We are indebted to the firm of Friedlaender & Brady, who took great interest in the education of these girls and have employed a number of them, not merely for the sake of having useful hands, but with the noble intention to do something for them. It would be impossible for me to enumerate the names of all the boys and girls who were benefited by the Night School, and who have found proper employment in this city, and were thus enabled to support themselves as well as to help in supporting others.

I deem it proper to mention here the names of the officers of the Johanna Lodge, No. 9, U. O. T. S: President, Mrs. Morris Loeb; vice-president, Mrs. E. Katz; treasurer, Mrs. L. Cole; recording secretary, Mrs. S. C. Nessler; financial secretary, Mrs. Charles Haas; and the members of the Committee on Night School, of District No. 6, I. O. B. B.: Dr. B. Felsenthal, chairman; Mr. H. Felsenthal, treasurer; Mr. Henry Greenebaum, Mr. Edward Rubovits and Mr. Samuel Taussig.

Respectfully,

G. BAMBERGER.

GRADUATES.

Bernstein, Sarah.	Aaron, Harry.
Blumenfeld, Sarah.	Berman, Louis.
Brownstein, Rebecca.	Bernstein, Max.
Clemage, Bloomie.	Bernstein, Willie.
Harris, Annie.	Burkhard, Abe.
Langert, Rosie.	Ellison, Bennie.
Mishkutz, Annie.	Pinkovsky, Jacob.
Nathan, Annie.	Platchinsky, Louis.
Newman, Annie.	Rosenberg, Aaron.
Runner, Esther.	Rosenberg, Samuel.
Skalagolsky, Hattie.	Rausuk, Abe.
Schultz, Bertha.	Shandinsky, Conrad.
	Surkin, Willie.
	Ungar, Isaac.

Seven of the graduates have returned to take another year's course.

AWARDING OF PRIZES.

LEON MANDEL'S PRIZES.

1. \$10.00—Prize for best Conduct and Scholarship. . . SARAH BLUMENFELD
Honorable Mention—Sarah Bernstein, Annie Harris, Aaron Rosenberg.
2. \$10.00—1st prize for greatest efficiency in Drawing and Modeling
LOUIS PLATCHINSKY
\$5.00—2d prize for greatest efficiency in Drawing and Modeling
CONRAD SHANDINSKY
Honorable Mention—Bennie Ellison, Louis Berman, A. Harris, A. Rosenberg.
3. \$10.00—1st prize for greatest efficiency in Mathematics.
JACOB PINKOVSKY
\$5.00—2d prize for greatest efficiency in Mathematics.
SARAH BLUMENFELD
Honorable Mention—Annie Harris, Sarah Bernstein, Louis Platchinsky.
4. \$10.00—1st prize for greatest efficiency in Machine Shop.
LOUIS PLATCHINSKY
\$5.00—2d prize for greatest efficiency in Machine Shop.
BENNIE ELLISON
Honorable Mention—Louis Berman, Max Bernstein, Conrad Shandinsky, Aaron Rosenberg.
5. \$10.00—1st prize for greatest efficiency in Sewing Dept .ANNIE HARRIS
\$5.00—2d prize for greatest efficiency in Sewing Dept
ANNIE MISHKUTZ
Honorable Mention—Sarah Bernstein, Sarah Blumenfeld, Bloomie Clemage, Annie Harris.
6. \$10.00—1st prize for greatest efficiency in English.SARAH BLUMENFELD
\$5.00—2d prize for greatest efficiency in English ANNIE HARRIS
Honorable Mention—Jacob Pinkovsky, Sarah Bernstein, Harry Aaron, Sam Rosenberg, Rebecca Brownstein.
\$15.00 spent in appropriate books, given to the two best children of each of the lower classes.

SOPHIA ROSENBAUM'S PRIZE.

- Gold Medal, for best attendance. ANNA NATHAN
Honorable Mention—Sarah Blumenfeld, B. Ellison.

HON. SIMON WOLF'S PRIZE.

- Gold Medal, for the most earnest and industrious worker (boy).
JACOB PINKOVSKY
Gold Medal, for the most earnest and industrious worker (girl).
SARAH BERNSTEIN

LAURA BAMBERGER'S PRIZE.

- Gold Medal, to the most earnest worker in Drawing. SAM ROSENBERG
Special Prizes, for efficiency in Natural History and Philosophy (books).
ANNIE MISHKUTZ, WILLIE SURKIN, SARAH BERNSTEIN

REPORT OF COMMITTEE ON BUILDING.

To the Trustees and Members of the Jewish Training School:

LADIES AND GENTLEMEN:—The expenditures on Buildings and Grounds for the current year, have been as follows:

Anton Czacharowsky, moving and raising two houses.....	\$ 90 00
C. Reilly, cement walks.....	149 00
C. Muth, iron work.....	290 00
People's Gas Light & Coke Co., gas connection and re-paving...	29 74
I. Muller, plumbing.....	31 75
L. H. Prentice, steamfitting, etc.....	114 73
McGuire Machinery Co., clutch pulley, etc.....	47 13
Sundries—painting, calcimining, plastering, cleaning sewers, etc..	270 80
Lumber for buildings.....	217 89
Total.....	<u>\$1,241 04</u>

Respectfully submitted,

HENRY L. FRANK,

Of Committee on Buildings and Grounds.

REPORT OF THE TREASURER.

*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 12, 1891, to May 10, 1892, inclusive:

RECEIPTS.

Balance on hand as per last report.....	\$ 4,315 73	
Receipts from May 12, 1891, to May 10, 1892....	29,396 83	
	\$33,712 56	

DISBURSEMENTS.

Paid by voucher No. 653 to 722 inclusive.....	\$30,582 36	
Balance on hand.....	3,130 20	
	\$33,712 56	

INVESTMENTS.

Security No. 3. Note and Trust Deed, 7 per cent.; semi-annually, due February 16, 1895.....	\$ 600 00	
Security No. 4. Note and Trust Deed, 6 per cent.; semi-annually, due March 26, 1893.....	5,000 00	
Security No. 5. Note and Trust Deed, 6 per cent.; semi-annually, due January 10, 1894.....	2,500 00	
Security No. 6. Note and Trust Deed, 6 per cent.; semi-annually, due February 4, 1895.....	5,000 00	
Security No. 8. Note and Trust Deed, 7 per cent.; semi-annually, due December 29, 1895.....	1,000 00	
Security No. 9. Note and Trust Deed, 7 per cent.; semi-annually, due October 19, 1896.....	1,000 00	
Security No. 10. Note and Trust Deed, 6 per cent.; semi-annually, due April 29, 1895.....	2,000 00	
Security No. 11. Note and Trust Deed, 6 per cent.; semi-annually, due April 4, 1894.....	2,000 00	
Security No. 12. Note and Trust Deed, 6 per cent.; semi-annually, due March 23, 1897.....	5,500 00	
	\$24 600	

INSURANCE.

Scottish Union & National Insurance Co.	\$2,000 00
Rockford Insurance Co.	3,000 00
Phoenix Insurance Co., Brooklyn.	3,000 00
Rochester German Insurance Co.	5,000 00
North British & Mercantile Insurance Co.	5,000 00
Hamburg & Bremen Insurance Co.	5,000 00
London & Lancashire Insurance Co.	5,000 00
The Traders Insurance Co.	5,000 00
The Merchants Insurance Co., Newark, N. J.	2,500 00
Continental Insurance Co., New York.	2,500 00
Hartford Steam Boiler & Accident Insurance Co. . .	10,000 00
	48,000 00
Total on Buildings, Furniture, etc.	38,000 00
On Boilers, etc.	10,000 00

Very Respectfully,

LEO. FOX, *Treasurer.*

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

HENRY GREENEBAUM, } *Finance Committee.*
 MRS. E. MANDEL, }

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 13, 1891, and ending May 10, 1892, inclusive:

GENERAL FUND.

Balance credited to Fund at last report.....\$3,837 25

RECEIPTS.

Interest—Brown.....	\$ 300 00	
Frink.....	165 00	
Rocsner.....	82 10	
Austerlitz.....	150 00	
Aabacock.....	300 00	
Oleson.....	42 00	
Sayler.....	300 00	
Wochota.....	60 00	
Treasurer's balance..	86 48	
		\$1,485 58
Young Men's Hebrew Charity Association.....	\$4,000 00	
Phoenix Club.....	1,400 00	
Baron De Hirsch Fund.....	1,000 00	
Mortgage Paid, L. Rocsner, being an investment made from General Fund, prior to establishment of present Sinking Fund.....		1,000 00
Base ball game.....	591 50	
B. Kuppenheimer.....	300 00	
Myrtle Council, Royal Arcanum.....	235 65	
West Side Ladies' Sewing Society.....	150 00	
James Levy, Cincinnati, Ohio.....	100 00	
H. L. Frank, memory of Emanuel Frank.....	100 00	
Young Ladies' Aid Society.....	100 00	
Mrs. E. Frank.....	100 00	
Elias Block, Cincinnati, Ohio.....	100 00	
Lazarus Silverman.....	100 00	
Sinai Congregation Confirmation Class, '91.....	75 00	

Carried forward, \$9,837 73 \$4,837 25

	<i>Brought forward</i> , \$9,837 73	\$4,837 25
Mrs. Conrad Witkowsky	50 00	
Hebrew Ladies' Aid Society, La Porte, Ind	50 00	
Dist. Grand Lodge, No. 2, I. O. F. S. of I.	25 00	
B. Davidson, Sioux City, Ia.	25 00	
Harry Katz, Yankton, Da.	25 00	
Myrtle Aid Society.	25 00	
S. Block, New Orleans, La.	25 00	
I. Frankel, Oskaloosa, Ia.	20 00	
Maybill Club.	28 00	
W. Mayer, New York.	10 00	
B. Cahn, Baltimore, Md.	20 00	
Simon Wolf, Sr.	10 00	
J. W. Helmer.	10 00	
Mrs. Fannie Bach.	10 00	
James W. Sheridan.	10 00	
Willing Helpers.	3 50	
Children's Circle.	8 00	
Mrs. L. Schlesinger.	4 00	
Abr. Kuh.	5 00	
Mrs. Kaiser, Buffalo, N. Y.	5 00	
B'nai Sholem Congregation Confirmation Class.	6 00	
Sinai Congregation Sunday School.	2 00	
Zion Congregation Sunday School.	6 00	
Mrs. N. Eisendrath.	5 00	
L. Glickman.	5 00	
Mrs. Levy Klein.	5 00	
Miss Nusbaum's Class, Sinai Sunday School.	5 35	
Donations through Jacob Newman, Jr.	41 25	
Donations through Chas. Bloch.	5 00	
Sale of old wood.	7 50	
Rents from sundry tenants.	461 00	
Dues from members.	8,814 50	
		<u>\$19,569 83</u>
		\$24,407 08

DISBURSEMENTS.

Salaries to Prof. Bamberger, Teachers, etc.	\$15,033 25
Gas bills.	276 75
Coal.	895 69
Commissions for Collecting Dues.	84 00
Taxes.	246 68
Groceries.	50 01
Printing Annual Reports.	111 55
Dry Goods.	44 10
Financial Secretary.	100 00
Books, Printing, Stationery and Postage Stamps.	905 68

Carried forward, \$17,747 71 \$24,407 08

<i>Brought forward, \$17,747 71</i>		<i>\$24,407 08'</i>
Workshop Materials and Instruments.....	459 78	
House Supplies and Sundry Repairs.....	140 14	
Inlaid Circle for Kindergarten.....	36 50	
Work Benches for Sloyd Room.....	60 00	
Stoves for Cottages.....	24 5c	
Curbing Jefferson street.....	7 50	
Filters and Coolers.....	83 00	
Electric Signal Clock.....	67 50	
Sundries.....	187 69	
	<hr/>	<u>\$18,814 32</u>

Balance to Credit of General Fund.....\$ 5,592 76

SINKING FUND.

Balance Credited to Fund, at last report.....\$ 8,100 00

RECEIPTS.

D. Wallach, Life Member.....	\$ 300 00	
Godfrey Snyderaker, Life Member.....	500 00	
Wm. Frink, Mortgage Paid.....	1,000 00	
Withdrawn from Building Fund, D. Wallach.....	200 00	
The Jos. B Loewenthal Fund.....	2,000 00	
Chas. Saylor, Mortgage Paid.....	5,000 00	
	<hr/>	<u>\$ 9,000 00</u>
		<u>\$ 17,100 00</u>

DISBURSEMENTS.

Investment. W. Frink.....	\$ 1,000 00	
K. Worchota.....	2,000 00	
J. Carey.....	2,000 00	
A. & R. Heller.....	5,500 00	
	<hr/>	<u>\$10,500 00</u>

Balance to Credit of Sinking Fund.....\$ 6,600 00

BUILDING FUND.

Overdrawn as per last report.....\$ 7,621 52

DISBURSEMENTS.

Maguire Machine Co.....	\$ 47 13	
Moving House.....	90 00	
C. Reilly, cement walks.....	149 00	
C. Muth, iron fence.....	290 00	
People's Gas Light Co., service pipe.....	29 74	
Lumber for Buildings.....	217 89	
Painting, Plastering, Filling Yards, etc.....	302 55	
L. H. Prentice Co.....	114 73	
Withdrawn, for D. Wallach, to Sinking Fund.....	200 00	
	<hr/>	<u>\$ 1,441 04</u>

Building Fund Overdrawn.....\$ 9,062 56

SUMMARY.

Balance in hands of Treasurer, last report\$ 4,315 73

RECEIPTS.

General Fund		\$20,569 83	
Sinking Fund	\$ 7,000 00		
Jos. B. Loewenthal Fund	2,000 00	9,000 00	29,569 83
			<u>33,885 56</u>

DISBURSEMENTS.

As per Vouchers No. 653 to No. 722 inclusive:

General Fund		\$18,814 32	
Sinking Fund, invested	\$ 8,500 00		
Jos. B. Loewenthal Fund invested	2,000 00	10,500 00	
Building Fund		1,441 04	\$30,755 36
Balance in hands of Treasurer			<u>\$3,130 20</u>
Balance credited General Fund		5,592 76	
Balance credited Sinking Fund		6,600 00	
		<u>\$12,192 76</u>	
Overdrawn. Building Fund		9,062 56	
Cash Balance		3,130 20	
Invested. Sinking Fund		12,600 00	
“ Max A. Meyer Fund		10,000 00	
“ Jos. B. Loewenthal Fund		2,000 00	
Total Cash and Securities			<u><u>\$27,730 20</u></u>

Respectfully submitted,

HERMAN HEFTER,

Financial Secretary.

Correct:

HENRY GREENEBAUM, } Finance Committee.
MRS. E. MANDEL, }

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.....	16,500

LIFE MEMBERS.

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

PATRON MEMBERS.

Arnstein, E.....	\$ 25 00	Bensinger, Mrs. M.....	\$ 25 00
Arnheim, B.....	100 00	Beifield, Jos.....	200 00
Adams, Moses.....	50 00	Blum, E. C.....	25 00
Austrian, Mrs. Sol.....	25 00	Bissinger, B.....	25 00
Abt, Levi.....	25 00	Buxbaum, E.....	25 00
Born, M.....	25 00	Bloch, Abr.....	25 00
Bernheimer, Mrs. I.....	25 00	Baumgartl, I.....	25 00
Bergman, Alex.....	25 00	Cahn, Jos.....	25 00
Bernstein, Julius.....	25 00	Cahn, Ben. R.....	25 00

Davis, Mrs. L. D	\$ 25 00	Haas, Chas.....	\$ 25 00
De Lee, Sol. T.....	25 00	Hirsch, M. M.....	25 00
Dallemand & Co.....	25 00	Hesing, A. C.....	25 00
Dreyer, E. S. & Co.....	100 00	Hart, H. N.....	25 00
Einstein, M.....	25 00	Hamburger, The Co.....	25 00
Ellsner, Sam	25 00	Hofheimer & Zeisler.....	25 00
Elson, H.....	25 00	Klein, Simon.....	25 00
Eisenstaedt Bros.....	25 00	Kiss, F.....	25 00
Engel, B.....	25 00	Kraus, Adolph	25 00
Eisendrath, W. N.....	25 00	Kline, Sam. J.....	25 00
Foreman, E. G.....	25 00	Kahn, Felix.....	25 00
Foreman, O. G.....	25 00	Kantrowitz, Gus	25 00
Frank, Henry L.....	100 00	Keefe, L.....	25 00
Foreman, H. G.....	25 00	Kohn, Harry D.....	25 00
Fox, Leo.....	50 00	Karger, S.....	50 00
Fox, Mrs. Leo.....	50 00	Kramer, C. A. L.....	25 00
Florsheim, Simon.....	25 00	Kohn, Mrs. D. A.....	25 00
Felsenthal, H.....	25 00	Kohn, D. A.....	25 00
Felsenthal, E. B.....	25 00	Kohn, J. A.....	50 00
Falker, H.....	25 00	Kuh, Henry.....	25 00
Freudenthal, Jos.....	25 00	Kuh, Julius.....	25 00
Florsheim, Mrs. Simon	25 00	Kraus, Mrs. A.....	25 00
Frankel, Jos.....	25 00	Loeb, Adolph.....	25 00
Fish, Joseph.....	50 00	Landauer, H.....	25 00
Franks, Jacob.....	50 00	Loewenstein, L.....	25 00
Foreman, M. J.....	25 00	Livingston, Isaac.....	25 00
Frank, I. M.....	25 00	Lehman, Mrs. H.....	25 00
Fischer, Mrs. S. M.....	25 00	Loeb, Julius.....	25 00
Greensfelder, I.....	25 00	Loeb, Leo A.....	25 00
Gimbel, M.....	25 00	Loewenthal, Jos. B.....	25 00
Guthman, Sol.....	25 00	Longini, A.....	25 00
Gottlieb, A.....	25 00	Lieberman, A.....	25 00
Gatzert, J. L.....	25 00	Loewenthal, B.....	25 00
Gatzert, Mrs. J. L.....	25 00	Loewenthal, Berthold.....	100 00
Greenebaum, Michael.....	25 00	Lichtenstaedt, P.....	25 00
Greenebaum, Henry.....	25 00	Loeb, Wm.....	100 00
Greenebaum, Mrs. Henry....	25 00	Mayer, M. Harry... ..	25 00
Greenebaum's Sons.....	100 00	Meyer, Isaac.....	25 00
Goodman, Mrs. Hugo.....	54 00	Mergentheim, B.....	25 00
Greenebaum, Simon.....	25 00	Manheimer, Mrs. M.....	25 00
Guthman, Sieg.....	25 00	Meyer, Mrs. Max A.....	25 00
Hart, Harry.....	25 00	Moses, Adolph.....	25 00
Hirsch, Emil G.....	25 00	Moses, Mrs. Adolph.....	25 00
Hart, Abr.....	25 00	Mayer, Nathan.....	25 00
Hahn, H. F.....	25 00	Marx M.....	25 00
Hoffman, E.....	25 00	Morgenthau, L.....	25 00
Hart, Max.....	25 00	Morris, Louis.....	25 00
Hiller, Gus.....	25 00	Mayer, Isaac H.....	25 00

Mandel, E.	\$100 00	Siegel, Henry	\$ 25 00
Meyer, Edwin	25 00	Silverman, Miss Shala	25 00
Max, Geo. L.	25 00	Silverman, Mrs. Laz	25 00
Nathan, Herman	25 00	Stolz, Jos	25 00
Newman, M.	50 00	Spitz, S.	25 00
Nast, David	50 00	Silverman, Chas	25 00
Northwestern Iron & Steel Co.	25 00	Strauss, L.	25 00
Nathan, Marks	50 00	Simon, Leop.	25 00
Newman, Jacob	25 00	Stein, Sidney	25 00
National Bank of Ills.	100 00	Selz, Morris	25 00
Opper, Phillip	25 00	Selz, Mrs. Morris	25 00
Oberndorf, L.	25 00	Schnadig Bros	25 00
Pfaelzer, Daube & Cohn	25 00	Steele, Henry B.	25 00
Powell, Leopold	25 00	Siegel, F.	25 00
Rosenthal, Julius	25 00	Snydacker, Jos. G.	25 00
Rosenfield, Mrs. M.	25 00	Schram, J.	25 00
Rothschild, S. M.	25 00	Schaffner, Chas.	25 00
Rothschild, Mrs. J. A.	25 00	Schwab, Henry	25 00
Rubel, R.	25 00	Stettauer, Mrs. C. S.	25 00
Rose, Edw.	25 00	Swarts, Mark	25 00
Rose, Mrs. Edw.	25 00	Snydacker, A. M.	25 00
Rosenberg, Julius	25 00	Strauss, Abr.	25 00
Rothschild, A. M.	25 00	Strauss, Mrs. A.	25 00
Rothschild, Mrs. A. M.	25 00	Schram, Louis	25 00
Rothschild, E.	25 00	Slimmer, A.	100 00
Rosenbaum, Mrs M.	25 00	Schoninger, B.	25 00
Rosenberg, Bern.	25 00	Straus, Leo	25 00
Rosenberg, Jacob	200 00	Stein, Adolf	25 00
Rosenbaum, Jos	100 00	Ullman, L.	25 00
Rosenbaum, M.	100 00	Weinschenk, Lucius	25 00
Rosenfield Bros. & Co.	25 00	Weinschenk, Miss M.	25 00
Schmaltz, N. J.	25 00	Wolff, Max	25 00
Snydacker, Mrs. G.	25 00	Wolff, Isaac	25 00
Snydacker, G.	25 00	Wolfsohn, Carl	25 00
Schaffner, Herman & Co.	100 00	Wedeles, Isaac	50 00
Schaffner, Jos	25 00	Wolff, Albert H.	25 00
Schlesinger, Mrs. L.	25 00	Wolff & Periolat Fur Co.	25 00
Spiegel, Mrs. Jos	25 00	Wolff, H. M.	25 00
Spiegel, Jos	25 00	Wolf, Jos	25 00
Schlesinger, L.	25 00	Yondorf, Chas.	25 00
Selz, J. Harry	25 00	Yondorf, Aug.	25 00

ANNUAL MEMBERS.

Arnstein, Mrs. E.	\$ 5 00	Austrian, Mrs. J.	\$ 5 00
Arnheim, Mrs. B.	4 00	Appel, Mrs. Carl	5 00
Adams, Mrs. M.	4 00	Adler, Mrs. H.	4 00
Adler, Mrs. D.	4 00	Auerbach, Mrs. H.	5 00

Austrian, Walter.....	\$ 4 00	Davis, Eddie A.....	\$ 4 00
Austrian, Miss F.....	5 00	Deimel, Mrs. J.....	4 00
Abt, Miss H.....	5 00	Dreyfus, Jos.....	10 00
Altman Bros.....	10 00	Davis, Nathan.....	10 00
Alpern, S.....	5 00	Davidson, M.....	5 00
Berg, Mrs. A.....	4 00	Davidson, B.....	10 00
Ballenberg, Mrs. Jules.....	4 00	Davis, Ben.....	5 00
Bettman, Mrs. B.....	5 00	Dreshfield, Mrs. L.....	5 00
Blum, Mrs. Aug.....	4 00	Davis, Saml.....	5 00
Block, Mrs. I.....	4 00	Davis, Wm.....	5 00
Benjamin, Mrs. L.....	4 00	Eichberg, Mrs. M.....	4 00
Bergman, Mrs. A.....	5 00	Eisendrath, Mrs. N.....	5 00
Buxbaum, Mrs. E.....	4 00	Einstein, Mrs. M.....	4 00
Born, Mrs. M.....	4 00	Elkan, Mrs. H.....	4 00
Bauland, Jacob H.....	10 00	Ellbogen, Mrs. L.....	4 00
Bauland, Jos. H.....	10 00	Ederheimer, Mrs. Max.....	4 00
Bach, Mrs. L.....	5 00	Einstein, Mrs. Geo.....	4 00
Bach, L.....	5 00	Edelstein, W.....	5 00
Berg, Mrs. M. H.....	4 00	Elson, Miss M.....	5 00
Brown, Mrs. J. S.....	4 00	Einstein, Miss A.....	5 00
Baumgartl, Mrs. B.....	5 00	Eisendrath, Miss H. A.....	5 00
Balinsky, H.....	5 00	Ehrman, Max.....	10 00
Berkson, J. M.....	10 00	Frank, Mrs. L. E.....	4 00
Berkson, Harry.....	5 00	Frankenthal, Mrs. E.....	4 00
Berolzhaim, Mrs. J.....	4 00	Frank, Mrs. Max.....	4 00
Bloch, Chas.....	5 00	Friedman, Mrs. J.....	4 00
Black, Stephen.....	10 00	Flesch, Mrs. J.....	4 00
Beifeld, Mrs. M.....	4 00	Frank, Mrs. E.....	5 00
Bloch, Mrs. C. E.....	5 00	Felsenthal, Mrs. B.....	4 00
Beifeld, Alex.....	10 00	Felsenthal, Miss B.....	4 00
Barnett, M.....	5 00	Foreman, Mrs. H.....	4 00
Barnett, Ben.....	5 00	Falkenau, Mrs. T.....	4 00
Barnett, A & Co.....	5 00	Florsheim, Mrs. Sieg.....	4 00
Bloch, E. M.....	5 00	Freund, Mrs. G.....	4 00
Binswanger, A.....	5 00	Frank, Mrs. Jos.....	4 00
Cole, Mrs. Saml.....	4 00	Freudenthal, Mrs. J.....	4 00
Childs, Mrs. Jos.....	14 00	Freedman, N.....	5 00
Cahn, Mrs. J.....	5 00	Friedman, Mrs. M. J.....	4 00
Cahn, Jo's children.....	10 00	Falk, Miss M. E.....	5 00
Cohen, Wolf.....	5 00	Frank, A. J.....	10 00
Cole, Mrs. Dr. S.....	5 00	Frank, J. H.....	10 00
Cowen, Mrs. B.....	4 00	Frank, Geo.....	10 00
Clayburg, Mrs. M.....	4 00	Frank, Mrs. F. G.....	4 00
Cornhauser, M.....	10 00	Frank, Louis.....	5 00
Cahn, Mrs. A.....	4 00	Frank, Mrs. L.....	5 00
Cahn, Miss S.....	5 00	Frank, Miss D. C.....	5 00
Cahn, Mrs. Bern.....	5 00	Frank, Jacob.....	10 00
Dernburg, Mrs. C.....	4 00	Franks, H. J. & Co.....	10 00

Freiner, B.	\$ 5 00	Hart, Mrs. H. N.	\$ 4 00
Freiler, Ph.	15 00	Hasterlik, Simon.	5 00
Frank, Abe.	5 00	Hasterlik, Chas.	5 00
Goodman, Mrs. M.	4 00	Hirsch, Mrs. Sam'l.	5 00
Grossman, Mrs. A.	4 00	Hefter, Miss Celia.	5 00
Gerstley, Mrs. H.	5 00	Hamburger, Mrs. Sol.	4 00
Guthman, Mrs. R.	5 00	Homan, Miss C.	4 00
Guthman, R.	5 00	Heyman, E. S.	5 00
Greenebaum, Mrs. H. E.	4 00	Herman, Mrs. H. J.	4 00
Glaser, Mrs. L.	4 00	Hart, Mrs. Abr.	4 00
Guthman, Mrs. Sol.	5 00	Hirschbein, Mrs. S.	4 00
Greensfelder, Mrs. I.	4 00	Hirsch, L. K.	5 00
Gradle, Mrs. B.	4 00	Horner, Miss M.	5 00
Greenebaum, Mrs. Michael. .	4 00	Hefter, Mrs. L.	5 00
Greenebaum, Mrs. J. M.	4 00	Hirsh, Miss M.	5 00
Gutman, Mrs. N. S.	5 00	Herzog, Morris.	5 00
Glaser, Mrs. Max.	4 00	Hirsch, Morris.	10 00
Glaser, Mrs. J.	6 00	Hefter, Chas.	5 00
Goldman, John.	5 00	Hyams, Henry.	10 00
Goodman, L.	10 00	Hofheimer, E.	10 00
Goldberg, D.	15 00	Heyman, Sam'l.	10 00
Graff, H.	5 00	Harris, Marshall.	5 00
Grabfield, Jos.	5 00	Harris, J. S.	5 00
Greenebaum, Mrs. H. N.	4 00	Jacoby, Ernst.	4 00
Grusin, M.	5 00	Jacobson, Louis.	10 00
Gassman, E.	5 00	Joseph Bros. & Co.	20 00
Goldberg, Mrs. H.	5 00	Jamison, J. & Co.	10 00
Glickman, L.	10 00	Jacobson, W.	5 00
Goldsmith, S.	5 00	Jackson, Miss R.	5 00
Gottlieb, J.	5 00	Kozminski, Mrs. Chas.	4 00
Goodman, Miss F.	5 00	Kuh, Mrs. I.	4 00
Griesheimer, F.	5 00	Kramer, Mrs. F.	5 00
Guthman, H.	10 00	Kohn, Mrs. J. A.	4 00
Hart, Mrs. Max.	4 00	Kimmelstiel, Mrs. J. S.	4 00
Hofheimer, Mrs. E.	4 00	Kuh, Mrs. A.	4 00
Hefter, Herman.	5 00	Kuppenheimer, Mrs. J.	4 00
Harris, Mrs. Jos.	4 00	Katz, Chas A.	4 00
Hamburger, Mrs. Max.	4 00	Katz, Mrs. A. L.	4 00
Heller, Mrs. L.	4 00	Kramer, Mrs. N.	4 00
Haas, Mrs. Chas.	4 00	Kahn, Mrs. H.	4 00
Hirsch, Mrs. E. G.	4 00	Kahn, Mrs. F.	4 00
Hirsch, David E.	4 00	Kaiser, Mrs. Sol.	4 00
Hahn, Mrs. H. F.	4 00	Keefer, Mrs. L.	4 00
Hirsh, Mrs. J.	4 00	Kahn, Mrs. Sam H.	4 00
Hirsh, Mrs. Sol.	5 00	Kapperl, A.	20 00
Hess, Mrs. S.	4 00	Kussworm, M.	10 00
Hoffman, Mrs. E.	4 00	Kaiser, M. L.	5 00
Horner, Mrs. Jos.	4 00	Kramer, Mrs. E.	4 00

Kaufman, Mrs. L.	\$ 5 00	Mergentheim, Mrs. D.	\$ 4 00
Karger, Sam.	5 00	Minchrod, Mrs. S.	4 00
Kohn, I.	5 00	Meyer, Mrs. M. A.	4 00
Kraus, A. L.	5 00	Moses, Mrs. Albert.	5 00
Loewenstein, Mrs. L.	4 00	Mayer, Mrs. Ben S.	4 00
Liebenstein, Mrs. Al.	5 00	Mayer, Mrs. L.	4 00
Liebenstein, Al.	5 00	Marks, Mrs. H. M.	5 00
Leopold Mrs. S. F.	4 00	Meyer, Mrs. L. B.	4 00
Loeb, Mrs. M.	4 00	Mayer, Mrs. H.	4 00
Loeb, Sidney.	5 00	Mayer, Mrs. D.	4 00
Loewenberg, Mrs. I.	4 00	Mayer, Mrs. Nathan.	4 00
Leopold, Max.	5 00	Morgenthau, Mrs. Mengo.	10 00
Liebenstein, Chas.	10 00	Maramant, S.	5 00
Liebenstein, Mrs. Chas.	15 00	Markuss, Max.	5 00
Leopold, Mrs. Max.	5 00	Mayer, Jacob.	5 00
Loeb, Mrs. J.	5 00	Myers, Lew.	5 00
Loeb, Mrs. Adolph.	4 00	Mack, Julian W.	5 00
Loewenbach, Mrs. J.	4 00	Morgenthau, Mrs. G. L.	4 00
Livingston, Mrs. I.	4 00	Margoles, A.	5 00
Landauer, Mrs. H.	4 00	Moses, Isaac S.	10 00
Leopold, Mrs. L. F.	4 00	Meyer, Mrs. J. M.	4 00
Loeser, Julius.	5 00	Mann, Sigmund.	10 00
Loeb, Mrs. Adolph.	4 00	Mayer, Miss C. J.	5 00
Lewald, F.	5 00	Mandel, Miss S.	5 00
Leopold, Mrs. C. M.	4 00	Miller, M.	5 00
Liebman, D.	5 00	Mandel, Miss A.	5 00
Levy, Mrs. L. I.	4 00	Mayer, Miss D.	5 00
Lewis, Jacob.	10 00	Nathan, Mrs. Sam.	4 00
Linenthal, J.	5 00	Nussbaum, Mrs. E.	4 00
Loeb, Alex.	5 00	Newman, Mrs. M.	4 00
Livingston, Mrs. F.	4 00	Newman, Mrs. H.	4 00
Liebenstein, Miss J.	5 00	Neuberger, Mrs. J.	4 00
Loewenstein, Miss C.	5 00	Newman, Mrs. T.	4 00
Lockey, I.	10 00	Nessler, S. C.	10 00
Lipsky, A.	10 00	Newman, J. Jr.	10 00
Levine, S.	5 00	Neu, Ben.	10 00
Leviton, L.	5 00	Newman, Mrs. J.	5 00
Leviton, J.	5 00	Oberfelder, Mrs. Max.	4 00
Mayer, Mrs. Leop.	5 00	Oppenheimer, Mrs. R.	4
Myers, Mrs. J.	4 00	Opper, Mrs. P.	4 00
Mayer, Bern.	5 00	Pollock, Mrs. Jos.	4 00
Meyer, Mrs. Isaac.	4 00	Peiser, Mrs. J.	4 00
Morris, Mrs. Nelson.	4 00	Phillipson, Sam'l.	10 00
Mayer, Mrs. L. D.	4 00	Porges, Leo.	10 00
Mayer, Mrs. M. H.	4 00	Pimstein, H.	5 00
Monheimer, Mrs. C.	4 00	Powell, Jos.	10 00
Mayer, Mrs. Bern.	5 00	Pick, Chas.	5 00
Miller, Mrs. L.	4 00	Rubel, C. D.	4 00

Rubel, I. F.....	\$ 4 00	Schwabacher, Mrs. J.....	\$ 4 00
Regensburg, Miss F.....	4 00	Schoenbrun, Mrs. L.....	4 00
Rosenthal, Mrs. Jul.....	4 00	Sax, Mrs. C.....	4 00
Rosenbaum, Mrs. J.....	10 00	Shiffman, Mrs. F.....	4 00
Regensburg, Mrs. Sam.....	4 00	Steele, Mrs. Max.....	4 00
Rosenblatt, Mrs. H. M.....	4 00	Simon, Mrs. I.....	4 00
Rosenthal, Mrs. R.....	5 00	Simons, Mrs. A. L.....	4 00
Rose, Mrs. E.....	4 00	Straus, Mrs. F. W.....	4 00
Rothschild, Mrs. M. M.....	4 00	Snydacker, Mrs. L.....	4 00
Rothschild, Mrs. S. M.....	4 00	Samuels, M.....	4 00
Rubovits, T.....	4 00	Stein, Mrs. Sam.....	5 00
Rubovits, Frank.....	4 00	Stein, Sam.....	5 00
Rubovits, Edw.....	10 00	Swisky, Mrs. H.....	4 00
Rubovits, Abr.....	4 00	Seeleman, Mrs. S.....	4 00
Reiss, Mrs. L. M.....	4 00	Stein, Mrs. B.....	5 00
Rosenthal, Mrs. M.....	4 00	Stein, B.....	5 00
Rosenfield, Mrs. H.....	4 00	Strauss, Mrs. Simon.....	4 00
Rosenwald, Mrs. S.....	5 00	Steele, Sam B.....	10 00
Rosenwald, M.....	10 00	Stein, Ig.....	10 00
Rosenberg, Mrs. Bern.....	4 00	Seaman, Mrs. E.....	4 00
Rothschild, Mrs. W. S.....	4 00	Stein, Mrs. Rosa.....	10 00
Rubel, Mrs. E.....	4 00	Schur, H.....	5 00
Riegelman, Mrs. A.....	4 00	Stettauer, Mrs. D.....	4 00
Rosenblum, Simon.....	10 00	Stettauer, Miss N.....	4 00
Rosenthal, H.....	5 00	Schott, Mrs. L.....	4 00
Rubens, H.....	5 00	Swarts, S.....	10 00
Reese, Mrs. Jules.....	5 00	Stern, H.....	10 00
Rosenthal, H. S.....	10 00	Simon, Mrs. H.....	5 00
Rosenberg, D.....	10 00	Stein, A.....	5 00
Rosenthal A.....	5 00	Sonnenschein, L.....	10 00
Rosenbaum, Miss E.....	5 00	Stern, Max.....	5 00
Regent, M. N.....	5 00	Schneider, Leo.....	5 00
Rosenwald, Miss S.....	5 00	Segal, Sam'l.....	5 00
Rubel, I.....	5 00	Strausky, E. J.....	10 00
Rubel, S.....	5 00	Schandinsky, B.....	5 00
Strauss, Mrs. Leo.....	4 00	Snydacker, Arthur.....	5 00
Strauss, Mrs. L.....	4 00	Stahl, Frank A.....	10 00
Solomon, Mrs. F.....	4 00	Simon, Henry.....	5 00
Snydacker, Mrs. B.....	4 00	Stern, Miss G.....	5 00
Schmaltz, Mrs. J.....	4 00	Shoeneman, B.....	10 00
Stern, Mrs. H.....	4 00	Seeberger, Mrs. L.....	5 00
Steele, Mrs. B.....	4 00	Springer, Mrs. J.....	4 00
Spiegel, Modie J.....	4 00	Shabad, H. M.....	5 00
Spiegel, Sidney M.....	4 00	Schneider, Sam.....	5 00
Stern, Mrs. Sam.....	5 00	Schutz, Sam.....	10 00
Steiner, Mrs. R.....	4 00	Swarts, Marks.....	10 00
Stern, Mrs. A.....	4 00	Stein, Chas.....	15 00
Sutton, Mrs. Wm.....	4 00	Stern, Louis.....	10 00

Sonnenschein, L.....	\$ 5 00	Wolsky, W.....	\$ 10 00
Silverman, M. L.....	5 00	Weil, Mrs. M.....	4 00
Silberschmidt, C. L. W.....	5 00	Wineman, Mrs. J....	4 00
Schaffner, Ph. B.....	5 00	Wood, S.....	5 00
Taussig, Sam.....	5 00	Wittenberg, L.....	5 00
Trilling, L.....	5 00	Wedeles, E. L.....	15 00
Tausig & Wedeles.....	10 00	Wampold, Miss I.....	5 00
Wertheim, Mrs. M.....	4 00	Weil, Mrs. J.....	5 00
Wampold, Mrs. L.....	4 00	Weil, Julius E..	5 00
Witkowsky, Mrs. C.....	4 00	Witkowsky, Mrs. M. D.....	5 00
Witkowsky, Miss E.....	4 00	Witkowsky, Miss A.....	5 00
Wolff, Mrs. A.....	5 00	White, Alex.....	5 00
Wineman, Mrs. M.....	5 00	Witkowsky, Jas.....	10 00
Wolff, Mrs. S.....	4 00	Woolf, Harry.....	5 00
Witkowsky, Mrs. D. Jr.....	4 00	Wise, David.....	10 00
Wallach, Mrs. D.....	4 00	Weinschenker, T.....	5 00
Wertheimer, Mrs. B. J.....	4 00	Yondorf, Mrs. S.....	4 00
Wolff, Mrs. B.....	4 00	Zwetow, S. R.....	5 00
Wise, Mrs. A.....	4 00	Zewansky, H. W. & Bro.....	10 00
Woolf, Mrs. I.....	4 00		

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