

## ОСВІТНЬО-ВИХОВНІ ТА СОЦІАЛЬНО-ПЕДАГОГІЧНІ ПРОБЛЕМИ В ІСТОРИКО-ПОРІВНЯЛЬНИХ ДОСЛІДЖЕННЯХ

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### THE HISTORY OF MAREK BERNSTEIN JEWISH VOCATIONAL SCHOOL IN LVIV (1864–1939)

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The vocational school named after Mark Bernstein Jewish school was the oldest of its kind in Lviv. 30% of the population in Lviv were Jewish. The school underwent many changes - initially as a foundation, then a vocational school, then the supplementary school, in the interwar period was combined with vocational schools named after A. Korkis. Its aim was to encourage the Jewish youth to learn craft professions and jobs in the industry.

The importance of school gradually decreased. In the era of Galician autonomy it was the only Jewish vocational school in the city, but in the interwar period another one was created - more modern, better designed and with safer financial foundations. It was school named after A. Korkis, Craft Workshops Society by Piekarska Street and the Jewish Association for Business School by Kołłątaja Street.

*Key words:* Jews, Lviv, vocational education.

The functioning of the school being the subject of this paper is connected with the changes undergone by the Jewish population of Lviv in terms of its approach to secular education, including vocational schooling. The conditions of life in the diaspora forced the Jews to seek employment in commercial occupations, yet, their domination in that sector of economy was disapproved of by the Christian environment in which they lived. Vocational schooling aimed to attract the Jewish population to occupations in the production sector and to change the structure of employment in the population of the Orthodox Jews. The objective of this elaboration is to describe the activity of the school with the greatest merits for the process of so-called the restratification of Jewish population and making its members choose occupations in crafts and industries in the years since 1864 until 1939.

### **1. The origins of Marek Bernstein school and the development of it in the period of the autonomy of Galicia**

The founder of the school, Marek Bernstein (born in Brody in 1777, and deceased in Lviv in 1849), left the last will in accordance with which nearly the entire property of him was used to establish a foundation supporting the education of Jewish craftsmen in Galicia [5, p. 3]. It was no sooner than in the year 1864 that the statute of the Foundation became legally valid. At its disposal, the Foundation had the sum of 34,340 Austrian-Hungarian gulden in the form of bonds; at that time, it was the largest private educational fund in Galicia [11, p. 95]. It was intended to provide means for young males who were about to turn 14, both the inhabitants of Lviv, and those of surrounding areas, including orphans. It provided help for young people training to become craftsmen by means of covering the cost of education in private workshops. The Foundation supervised their progress in learning and the conduct of students, and it facilitated starting their own workshops by the graduates. In the year 1864, the first in which the Foundation was functioning, 211 trainee craftsmen took advantage of the help provided by it [11, p. 95].

More than thirty years after the death of the founder, economic conditions had been changed. Increasing difficulties in finding a place at which it was possible to undergo apprenticeship as a craftsman made the way in which the Foundation was functioning no longer adequate to the needs of vocational schooling. In order to meet those needs, in the year 1881 the Foundation established a Jewish vocational school at 5 Stanisława Street. It was named after Marek Bernstein. The statute of the school was approved of by the Land Education Council (LEC) on 13<sup>th</sup> April, 1883. The attendees of the school were Jewish apprentices who were undergoing training at private craftsmen's workshops, and the language of instruction was Polish.

The classes were held on weekdays in the evening, and also on Saturday afternoon if there was not a Jewish religious festival on that day. The school year lasted since 15<sup>th</sup> October until 1<sup>st</sup> July. To the preparatory class, apprentices who had not received any schooling before, and who did not have appropriate abilities in terms of literacy and arithmetic, were admitted [6, p. 5–6].

In the year 1885, the institution was given the following name: Marek Bernstein Jewish Industrial Supplementary School in Lviv. That change resulted from the ordinance of the Land Education Council concerning supplementary education, in accordance with which the education of that kind was to be provided both in hitherto existing vocational schools and in folk schools alike. Supplementary education was to be provided for the young people leaving folk school in order to learn a craft, who, however, were still at the age at which education was compulsory [7, p. 5].

Formal changes to the institution made the specific problem of vocational training more noticeable. In the preserved post-inspection report of 30<sup>th</sup> November, 1889, drawn up by the inspector Vinzenz Tschirschnitz, it is easy to notice the large number of students enrolled to school (203), but also a low turnout, being at the level of merely 30% [2, ch. 902–906]. It was not a new problem in Bernstein school because, as soon as in the year 1881, as many as 113 of the 165 enrolled students were not promoted to the next class because of their irregular attendance [5, p. 4–5]. Other courses in the scope of supplementary education in the city were struggling with a similar problem.

Table 1. Effectiveness of education in the years since 1881 until 1901

| School year | Number of students | Number of promoted students | Effectiveness in % |
|-------------|--------------------|-----------------------------|--------------------|
| 1881/82     | 165                | 52                          | 31.5               |
| 1883/1884   | 177                | 48                          | 27.1               |
| 1887/1888   | 216                | 112                         | 51.8               |
| 1888/1889   | 203                | 90                          | 44.3               |
| 1890/1891   | 212                | 92                          | 43.3               |
| 1893/94     |                    |                             |                    |
| 1897/1898   | 93                 | 74                          | 79.5               |
| 1900/1901   | 92                 | 68                          | 73.9               |
| 1901/02     | 127                | 61                          | 48                 |
| Total       | 993                | 484                         | 48.7               |

SOURCE: K. Rędziński, *op. cit.*, p. 99; *The Report of the Managing Commission of Marek Bernstein Jewish Industrial School for the School Year 1881/82*, Lviv 1882, pp. 4-5; VI<sup>th</sup> *The Report of the City District Education Council on the State of the Folk School in the Capital City of Lviv for the School Year 1901/02*, Lviv 1902, p. 110

In the following years, the attendance improved, even though it still was not satisfying. At the end of November 1893, the school inspector Johann Franke found it to be 'quite regular' ('ziemlich regelmässig'), and discipline to be 'appropriate' ('entsprechend'), while the number of employed teachers, the achieved learning objectives, and also the condition of school facilities and lighting were 'satisfying' ('befreidigen') [2, ch.897].

The school was collaborating with craftsmen's workshops, in which the students acquired practical skills. In accordance with the wish of the founder, initially, the students were trained in the following occupations: black-smithing, lock-smithing, wheelwrighting, cooperage, brickwork, carpentry, pottery, turnery and milling. Because there was less and less interest in those jobs, at the end of 19<sup>th</sup> century the school changed its profile of education in the scope of crafts, choosing the following crafts: watch and clock making, optics, goldsmithing, silversmithing, bronzing, engraving, umbrella-making, painting signboards, hat-making, tailoring,

furriery, shoemaking and saddlery. At the beginning of the new century, the offer of jobs was extended by adding photography, electromechanics, mechanics and welding [11, p. 98].

The school was a private one, supported by a foundation. Supervision over it was exercised by the Jewish commune. The Foundation commission was presided over by rabbi, Bernard Löwenstein, with Samuel Klärman serving as the deputy of the former, and it was composed of the following members: Henryk Blumenfeld (chemist), Emil Byk, Ph.D., Józef Czeszer, Ph.D., Bernard Goldman and Bernard Sternberg, Ph.D., and also of the representatives of the Association Jad Charuzim, Jakub Schapiro and Szymon Weich [8, p. 8].

### **1.1. Plan of education and teaching staff**

In accordance with the statute of the school from the year 1883, the plan of education included the preparatory class, followed by two years of instruction. During each of the latter two, there were 9 teaching hours (religion and languages: Jewish, Polish, German, geography, arithmetic, natural sciences and science – one hour of each of those, and two hours of drawing) every week [6, p.6].

The school employed experienced teachers having appropriate professional qualifications. In the position of principal, teachers with the degree of a Ph.D. served; the first of them was Teofil Gerstmann, a teacher at a middle school and the member of the city council of Lviv. His position in the community of teachers is proved by the fact that, in the school year 1885/86, he was appointed to serve as the principal of City Industrial School in Lviv. However, his leaving Bernstein School was not a problem for this institution because his position was taken by Karol Benoni, Ph.D. That teacher at Royal and Imperial Higher Real School in Lviv remained in charge of Bernstein School until the beginning of the First World War. Thanks to him, the lesson plan was enriched by adding the subjects, which provided a more profound theoretical basis for each of the occupations in which the students were being trained. A similar change was undergone by the curricula. Thanks to K. Benoni, a school library was opened, and teaching aids for instruction in particular crafts were acquired.

Apart from K. Benoni, the teaching staff also included other teachers of the Lviv Real School. Instruction in drawing was provided by the appreciated Lviv teacher, Franciszek Janelli, the Polish language and arithmetic by Salomon Mandel, a Jewish teacher with major merits, who, among others, was the principal of Abraham Kohn School in Lviv for several years. It was from no other school but that of Kohn, and also from Tadeusz Czacki Folk School, the first public school (at the times of the LEC) for Jewish children in the city that more teachers came; those included: Józef Ahl (writing and arithmetic), Bernard Bachus (the Polish language and arithmetic), Izak Izydor Planer (the Polish language, geography, arithmetic and Jewish religion), Natan Rificzes (the German language) and Herman Rosenthal (the

German language). The carefully selected teaching staff was completed by Aleksander Drezepolski, a teacher from the Male Pedagogical Seminary in Lviv (natural history) [8, 8-9; 11, p. 97].

### 1.2. Financing

As it has already been mentioned, the financial means for school were provided by Marek Bernstein Foundation. The budget of the school consisted, however, of means from various sources: from the Ministry of Religious Affairs and Education in Vienna, the Diet of the Kingdom of Galicia and Lodomeria, and of the Grand Duchy of Cracow, the Jewish commune, and also from money in the form of *ad hoc* payments. The involvement of so many institutions proves appreciating the issues of the vocational training of Jewish masses. The table below presents data from the preserved sources concerning the sources and level of financing of the school being the subject of this paper.

Table 2. Financing the school

| Year/source | Vienna subsidies | Galician subsidy | Subsidy from the Jewish commune | Subsidy from the Foundation | Other (zlotys) |
|-------------|------------------|------------------|---------------------------------|-----------------------------|----------------|
| 1885/86     | .                | 300              | .                               | .                           | 200            |
| 1886/87     | 1050 zlotys      | 300              | 100                             | 1700                        | .              |
| 1901/02     | 1200             | 1376             | 200                             | 2250                        | .              |

Source: *The Report of the Managing Commission of Marek Bernstein Jewish Industrial School for the Year 1886*, Lviv 1886, p. 4; *The Report of the Managing Commission of Marek Bernstein Jewish Industrial School for the School Year 1887/88*, Lviv 1888, p. 13; *VI<sup>th</sup> Report of the City District Education Council on the State of the Folk School in the Capital City of Lviv for the School Year 1901/02*, Lviv 1902, p. 110.

At the turn of the centuries, the school enjoyed substantial popularity among the Jewish population. Interest on the capital of the Foundation, and also subsidy from the government, were sufficient to maintain it, to purchase teaching aids, school accessories, and also provide scholarships for the students. A good financial situation was changed by the outbreak of the First World War. Decrease in the value of money deprived the institution being the subject of this paper the of the source of financing in the form of the found of M. Bernstein. It was planned that the school would be closed, but, thanks to the involvement of various public institutions, it once again commenced its activity after the war.

### 2. Functioning of the school in the period between wars

The crisis caused by the First World War left Marek Bernstein Foundation, being the main source of financing the budget of the school, with significantly reduced

financial means. However, an institution providing vocational training for orthodox Jewish masses was still needed, and even more than before. The Jewish commune remained responsible for running the school, and it which transferred the school to the building at 5 Stanisława Street, being the property of the commune.

In the period between wars, this Jewish vocational school, the oldest in the city, adopted the name of Marek Bernstein Industrial Supplementary School in Lviv. All the attendees of it were Jews, and the classes were held three times a week: on Sunday, Monday and Wednesday [3, ch. 7].

In the first years after the war, a large part of the attendees (reaching the level of more than 30%), was composed of boys from orphanages [3, ch. 2–3, 10]. However, that number was decreasing as the phenomenon of war-related orphanhood ceased to exist. A decreasing tendency was also observed in terms of the total number of the students. In 1925, the school had 101 attendees, in 1927 – 75, in 1928 – 89, in 1930/31 – 78, and in 1933 – as few as 52 [3, ch. 7; 9, p. 14].

A decrease in the number of the students was a major problem, and so was a low level of attendance. Calculations upon the basis of the data contained in the preserved annual reports indicate that in the year 1927/28 it was at the level of 82%, in the next one at the level of 86%, whereas in the year 1933 at that of 80% [3, ch.7; 9, p. 14].

Reducing the width of the educational offer was one of the causes of decrease in the number of students. In mid 1920s, in accordance with the recommendations of national authorities, the school determined the specializations education in the scope of which it provided. In accordance with the ordinance of the Office of the Superintendent of the Lviv School District, the institution trained: goldsmiths, opticians, engravers, clockmakers and the representatives of related jobs [3, ch. 7].

The school superintendence body was composed of: the chairman, S. Guttman, Ph.D., his deputy, Aleksander Mayer, Izak Bürger, the treasurer, and also of: Wiktor Chajes, Dawid Ehrlich, Maurycy Fleck, Arnold Freilich, Joachim Goldstein, Maks Glasermann, Zygmunt Hescheles, Cecylia Klaften, Jakub Mund, Emil Parnas, Maksymilian Schönefeld, Adolf Schorr and Karol Stand, as well as the acting principal, Herman Spät [10, p. 6].

The school year 1934/35 was commenced by the school on the new premises, in the building of another vocational school, namely, at 28 Teresy Street, being the property of A. Korkis Industrial and Craft School. The main reason for relocation was a need to provide appropriate vocational workshops. Korkis School was one of the best equipped vocational schools in Lviv. The school of Bernstein Foundation used the workshops of the latter institution free of charge [3, ch. 36, 55].

The school superintendent boy was presided over by rabbi, L. Freund, Ph.D., and it composed of: G. Badian, S. Bilbel, W. Chajes, D. Ehrlich, Ph.D., A. Freilich, Ph.D., M. Glasermann, J. Goldstein, C. Klaften, Ph, D., B. Kulbinger, J. Mund, J.

Schlechter, M. Silber, Ph.D., H. Spät (principal), K. Stand, I. Stengel, and also A. Weich [1, p. 214–215].

### 2.1. Plan of education and the curriculum

The plan of education included three years of education. For each of the classes, the weekly number of teaching hours was 12. In comparison with the Austrian plans, the list of subjects was changed. The German language, geography or natural sciences disappeared, even though the contents of the latter two subjects were included in the block named 'Science of Poland'. New subjects, such as hygiene, technology and science of commodities, appeared (see: tables below).

Table 3. Plan of education in the period between wars

| Lp.                          | Subject   | Year I | Year II | Year III | Total number of hours a week |
|------------------------------|---|--------|---------|----------|------------------------------|
| 1.                           | Religion and history of the Jews  | 1      | 1       | 1        | 3                            |
| 2.                           | The Polish language. Industrial and commercial stylistics                   | 2      | 2       | -        | 4                            |
| 3.                           | Science of Poland. Knowledge of local heritage and history, civic education | 1      | 1       | 2        | 4                            |
| 4.                           | Arithmetics   | 4      |         |          | 4                            |
|                              | a. Bookkeeping  |        | 2       |          | 2                            |
|                              | b. Industrial calculation   |        | 1       | 1        | 2                            |
| 5.                           | General hygiene and workplace hygiene                                       | -      | -       | 1        | 1                            |
| 6.                           | Manual drawing and geometry   |        |         |          |                              |
|                              | a. Introduction to drawing  | 4      |         |          | 4                            |
|                              | b. Technical and geometrical drawing  | -      | 4       | 4        | 8                            |
| 7.                           | Technology  | -      | 1       | 1        | 2                            |
| 8.                           | Science   | -      | -       | 1        | 1                            |
| 9.                           | Science of commodities and practical exercises                              | -      | -       | 1        | 1                            |
| Total number of hours a week |   | 12     | 12      | 12       | 36                           |

Source: *The Report of the Authority of Marek Bernstein Supplementary Vocational School in Lviv for the School Year 1930-31*, Lviv 1931, p. 7

General education subjects were complemented by civic education obtained in primary school. Instruction in the scope of the religion and history of the Jews aimed to instill responsibility towards other people and explain the significance of the most important prayers, rites and rituals of Judaism. The maxims of Jewish thinkers and the significance of holidays and fasting periods. The students were also made acquainted with the most important events from the period since the

passing away of Moses until the late modern period in the history of the Jewish diaspora [3; 10, p. 7].

The lessons of the Polish language during the first year of education were entirely devoted to reading texts on geography, nature and economy, but also such representing fiction writing. The students were also made familiar with writing official documents: letters, documents of confirmation, applications, telegrams, receipt and vouchers etc. [3, p. 7–8]. Arithmetic prepared them to run their own businesses. They included mathematical calculations on integral numbers and fractions, calculating percent and discounting bills, calculating the areas of plane figures, and also the areas and volumes of solids [3, p.9]. The subject referred to as 'calculations' included the principles of converting gold assays expressed with the use of the English and Russian carats, calculating the weight of ores in England and USA, the rules of quotations on the stock exchanges in London and Paris, the monetary systems of European states, the rules of joining precious metals and assaying etc. [3, p. 9]. Accounting meant instruction in the scope of, among others, bookkeeping, relationships between the supplier and the recipient, determining income and expense, making entries in fixed assets registers, assets and liabilities, *prima nota*, cash book, general ledger, warehouse book, and also the principles of double-entry and American bookkeeping systems [3, p. 9–10]. Teaching drawing included during the first year of education manual drawing, preparing for technical drawing, and during the first year of education the designs of the Polish artistic industry [3, p. 11]. The lessons of technology in years II and III covered the properties, and rules of melting, precious metals, which means: copper, zinc, tin, lead, nickel, aluminium, chromium, tungsten, platinum, bismuth, titanium, mercury, silver and gold, and their alloys; in turn, the lessons of hygiene were devoted to the basic principles of maintaining cleanness and health and safety at the place of residence, an educational facility and a workplace [3].

In the preserved post-inspection reports, the teaching of general education subjects was assessed favourably. Critical remarks if any were formulated were generally addressed at vocational subjects (technology and technical drawing) 'which – as it was noted in the report from December, 1927, the teacher [...] found quite difficult to teach. The results of teaching those subjects could have been better if the school had at its disposal appropriate teaching aids that it virtually does not possess' [3, ch. 3]. Therefore, attempts were made to complement the set of teaching aids, acquiring special funds for that purpose. Those activities must have been successful because in January 1933 S. Zachara, in a post-inspection report, wrote: 'In years II and III, in the scope of vocational subjects, such as technology, hygiene and drawing, the students proved quite knowledgeable. It should be appreciated that particular students use the drawings and models in the scope of their specialist preparation. Technical and geometrical drawing, with small deviations, were well made, and they show the clearly developing artistic mindset

of particular individuals' [3, ch. 8]. It was the engineer Stefan Zachara inspecting the school in May, 1933, that confirmed that 'the school has a sufficient store of models, tables and teaching aids' [3, ch. 7].

## **2.2. Teaching staff**

Since the recommencing its activity by the school after the war until the year 1934, the position of its principal was manned by Herman Spät, the teacher of manual drawing and geometry, and the Polish language, simultaneously serving in the capacity of the principal of A. Kohn school. The teaching staff included also: Dawid Berlas, a teacher in King John III Sobieski Primary School (who taught the Polish language and science), physician, Albert Damm, Ph.D., (who taught hygiene), Eisig Hirsch (who taught arithmetic) and Nachum Wurm (who taught religion and bookkeeping) – both from T. Czacki Primary School, the architect, engineer Marek Lakser (vocational course, geometry and technology), and the goldsmith Adolf Altendorf (who taught science of commodities and conducted practical exercises) [3, ch. 6; 10, p. 6].

The teaching staff was adequately prepared in terms of didactics, and, what is worth emphasizing, it was aware of the mission of providing education for backward Jewish masses. Visiting the school in May 1933, engineer S. Zachara ascertained: 'All the teachers are seen to care a lot about raising the intellectual level of the students, and also to devote a lot of energy to maintain discipline' [3, ch. 8]. Nevertheless, however, those teachers also worked in other educational (sometimes, private) institutions, and teaching at Bernstein school was for them a source of additional income.

Efforts in the scope of meeting objectives in the scope of upbringing did not recompense the shortcomings of technical competencies of the teachers of vocational subjects. The quality of vocational instruction was improved when, in the year 1934, the school was merged with Korkis institutions. The position of the principal of the school was taken over by engineer Grzegorz Badian. The entire teaching staff was replaced with new people, and teaching was provided by the staff of Korkis vocational school. Those people had appropriate qualifications, first and foremost, technical expertise in terms of vocational instruction. It was composed of: Izak Bartfeld, Ph.D., Izak Damm, Ph.D., Leon Gelbtuch, engineer Horacy Horowitz, Artur Mehrer, Ph.D., engineer Seweryn Probst and Emanuel Schenker, Ph.D., [3, ch. 39]. The quality of education was proved by the fact that Korkis institutions were converted into a vocational school merged with a middle school and permitted to conduct maturity examinations.

## **2.3. Financing**

The financial means provided by the Foundation lost much of their value yet during the war, and in the period following it. Therefore, the school was supported

with the use of the subsidies of various institutions, both public and private, and also from philanthropy. The lack of stable budget was reflected in the perspectives of the development of the school.

At the pivotal moment of the economic crisis, the school received help from Association for Supporting Agricultural and Craft Work (ASACW) in Warsaw. The annual subsidy provided by the ASACW constituted the largest sum in the budget of the school; in the year 1928, it amounted to 2,500 PLN, which means, more than 25% of the budget. Moreover, the Jewish commune provided 1,240 PLN, the subsidy of the municipal authorities of Lviv amounted to 1,000 PLN, and other sources, including the entrance fee paid by the students, provided only 205 PLN. The entire budget amounted to 9,789 PLN; the sum of 1,464 PLN was acquired in the form of a loan [9, p. 16].

Financial difficulties were one of the causes of merging the institution with Korkis institutions. Under the new and dynamic management, Bernstein school, using school premises and well-equipped school workshops free of charge, already had a balanced budget. However, it was typical that it was still based upon subsidies and donations. It is known that in the year 1937/38 all the expenses of the school amounted to the sum of 5,243.11 PLN, and reliefs from various sources provided 4,802.12 PLN. The deficit sum was acquired from the tuition fee (in the amount of 389 PLN), and also from the surplus from the previous year (51.99 PLN) [3, ch. 57].

### **Summary**

Marek Bernstein vocational school was the oldest Jewish school of its type in Lviv. It was undergoing changes resulting from historical processes and economic transformations of the city, and of the Jewish population, constituting approximately 30% of the population of Lviv. Initially, it was as a foundation, and later a vocational school and a supplementary school. In the period between wars, it was merged with A. Korkis vocational schools.

The significance of the school was gradually decreasing as the result of the progressing acculturation and integration of the Jewish masses, the needs of which the school was meant to serve, with Polish society. The Jews, and also understood the need of acquiring secular education, making it possible to be more successful in the scope of economy/business activity. They could acquire this kind of education not only in the Jewish school, but in public schools as well.

In the period of the autonomy of Galicia, Bernstein School was the only Jewish vocational school in the city. In the period between the wars, other such schools, more modern, better equipped and having more reliable sources of incomes were established. Those included: A. Korkis School, Cecylia Kłafien Association of Artisan Workshops in Piekarska Street, and also of the Jewish Association of the School of Commerce in Kollątaja Street. They were dominated

by Zionistic influences, whereas Bernstein school catered for the Orthodox masses and aimed to assimilate them to Polish culture.

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1. *Almanac of Jewish Educational System in Poland*, volume. I, Warsaw 1938.
  2. Central Archive of Historical Records in Warsaw, set 304, file reference no. 374.
  3. Central State Historical Archives in Lviv, fond: 701, description 3, file reference no. 1196, 1376; fond 179, description 4, file reference no. 404, 813, 1541, 1542, 1543.
  4. *VI<sup>th</sup> Report of the City District Education Council on the State of the Folk School in the Capital City of Lviv for the School Year 1901/02*, Lviv 1902.
  5. *The Report of the Managing Commission of Marek Bernstein Jewish Industrial School for the School Year 1881/82*, Lviv 1882.
  6. *The Report of the Managing Commission of Marek Bernstein Jewish Industrial School for the School Year 1886*, Lviv 1886.
  7. *The Report of the Managing Commission of Marek Bernstein Jewish Industrial School for the School Year 1887/88*, Lviv 1888.
  8. *The Report of the Managing Commission of Marek Bernstein Jewish Industrial School for the School Year 1889/90*, Lviv 1890.
  9. *The Report of the Authority of Marek Bernstein Supplementary Vocational School in Lviv for the School Year 1928/29*, Lviv 1929.
  10. *The Report of the Authority of Marek Bernstein Supplementary Vocational School in Lviv for the School Year 1930-31*, Lviv 1931.
  11. Rędziński K., *Jewish secular educational system in Galicia 1813–1918*, Częstochowa 2000, p. 95.

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**ІСТОРИЯ ЄВРЕЙСЬКОЇ ПРОФЕСІЙНОЇ ШКОЛИ ІМ. МАРКА БЕРНШТЕЙНА  
У ЛЬВОВІ (1864-1939)****Мірослав Лапот***Університет Яна Длугоша в Ченстохові  
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Професійна школа ім. Марка Бернштейна була найдавнішою єврейською школою цього типу у Львові. Єврейське населення Львова становило приблизно 30% мешканців міста. Школа зазнала багато змін, будучи спочатку фундацією, потім професійною школою, а згодом – додатковою школою (для дорослих); у міжвоєнний період була об'єднана з професійними школами ім. А. Коркіса. Її метою було скерування єврейської молоді до навчання ремісничим професіям і праці у Перемишлі. Значення школи поступово зменшується. В добу галицької автономії це була єдина єврейська професійна школа у Львові. У міжвоєнний період виникають нові, більш сучасні та краще профінансовані школи ім. А. Коркіса на вул. Св. Терези, Товариства ремісничих майстерень на вул. Пекарській та Єврейського товариства торговельної школи на вул. Коллонтая.

*Ключові слова:* євреї, Львів, професійне шкільництво.