After Dr. Jonas Salk discovered a vaccine against polio, he became an American hero whose stature inspired a new cultural confidence among mid-century Jews.
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**Note to Teachers**
This outreach lesson kit is designed to bring a piece of the museum into your classroom. The Jewish Museum of Maryland offers students an opportunity to engage with artifacts and documents from its collection both onsite and with lessons that can be implemented in your classroom. Students can learn about the history of Jewish culture and the different people and time periods in Maryland from interacting with the objects. By analyzing these materials, students will learn how to interpret primary source materials. Students will have the opportunity to learn about the collection process and local Jewish and Baltimore history. Students will learn how people of the Jewish community have played a role in the medical field. Students will think about how culture and medical technology have shaped the history of the Jewish experience in medicine.

Grades: 9-12  
**Standards:**  
Maryland State Standards  
Standard 2: People of the Nation and World  
Common Core Reading Standards  
CCSS.ELA-LITERACY.RH.9-10.2  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Objectives**  
- Students will learn how to interpret primary sources and analyze photographs.  
- Students will analyze primary source documents and photographs to complete a guided exploration worksheet about the themes of medicine.  
- Students will think about ways that people’s contributions and reactions to the advancement of medicine and medical technology.  
- Students will make personal connections to events that happened in Baltimore in the past to contemporary issues in their community today.
Engage Students

**Introduction**: The teacher will introduce that this is a lesson from the Jewish Museum of Maryland focusing on the topics of medicine and culture in connection with the Jewish Museum of Maryland’s exhibit, *Beyond Chicken Soup: Jews and Medicine in America*. The photographs and documents are a mix of images that are both from the Museum’s collections and images in connection with the exhibit.

**Archival Exploration**

The teacher will place photographs and documents about the exhibition, *Beyond Chicken Soup: Jews & Medicine in America* at the different table stations. The teacher will then divide students into groups to sit at four or five different stations.

Students will analyze photographs to answer the guided questions about the images that are related to the exhibition, *Beyond Chicken Soup: Jews & Medicine in America*. (20 minutes)

Students will share their discoveries and answers to the questions about their photograph and archival materials. (20 minutes)
1. What type of document is this?

2. Where and when (what year) was this document written? (Support your answers with details from the document.)

3. Who signed the document? What is the title of the person?

4. What courses was he entitled to take? What courses are needed today in medical school?

5. What do you think the term "took out tickets" means?

6. Why do you think Dr. Abramovitz, who had already received a medical degree from the Maryland Medical College, wanted to take additional courses at Johns Hopkins Medical School?
Dear Professor,

I am writing on behalf of the Pathology, General Pathology, and Bacteriology Department. During the fall semester of 1906-1907, Dr. Wilkes, a graduate of the Johns Hopkins Medical School, attended the courses offered in the School of Medicine, including Microscopy, Surgical Pathology, and Bacteriology.

Please issue him a certificate that he has attended the courses offered in the pathology department during the fall session of 1906-1907.

Sincerely,

[Signature]

Office of the Dean,

Johns Hopkins University,

February 12, 1907.
Document #2a

1. What type of document is this?

2. Where and when (what year) was this document written? (Support your answers with details from the document.)

3. Who signed the document?

4. What is the reason for this letter? Why do you think it was written?

5. Give an example of the type of information that the writer was seeking.

6. How do you think people would react if this letter was mailed today in 2016? How does this document make you feel?
Document #2b

1. What type of document is this?

2. Where and when (what year) was this document written? (Support your answers with details from the document.)

3. Who signed the document? What is the title of the person?

4. How does the writer respond to Rabbi Lazaron?

5. What is the belief of the faculty and the Board of Trustees of Chicago Medical School with regard to whom should be admitted into the medical college. Give an example from Rabbi Lazaron’s letter dated January 23, 1934.

6. Read the 5th and 6th paragraphs of the letter. Give two examples of how the writer expressed antisemitic and racial stereotypes. How do you think people would react if this letter was mailed today in 2016? How does this document make you feel?
January 23, 1934.

Dear Sir:

I shall be grateful to you if you will give me some information on a subject which has occupied the minds of a number of us for a long time.

I have felt for a number of years that too many of our Jewish students are going into medicine. Quite recently, confirmation has been given to this fact by a number of other Jewish teachers. Personally, I feel that we should not let this matter drift - the problem is serious enough as it is - and that it is the obligation of our Jewish people to attempt to meet the situation and divert, if possible, the increasing flow of Jewish students into this profession. This appears to me to be the only intelligent and wise way to handle a problem which might grow to even more serious proportions.

However, we must have facts to bring the problem to the attention of the country. I am, therefore, addressing this communication to the list of active and accredited medical schools of the country as taken from the American Medical Directory, and earnestly request your interest and cooperation for I am sure the matter will appeal to you to be as vital as it does to me.

I shall be grateful to you if you will give me the following information:

1. The number of Jewish students graduated each year for the last ten years.

2. The number of Jewish doctors serving as internes in Jewish hospitals (if you have that information).
3. The number of Jewish doctors serving as interns in Christian hospitals (if you have that information).

4. If you are a state university, is your registration of Jewish students drawn from the state or from the crowded Jewish centers?

5. What is your general impression of the Jewish medical student? (Please be frank).

You can see that my approach to the problem is an earnest one. I want to get at the facts and I shall be grateful to you if you will let me have your reply at your very earliest convenience. Will you also state whether, should I desire to work up this material as a paper or address, you would be willing for me to use the name of your college or whether you would prefer that I keep the matter confidential.

With appreciation of your cooperation, I am

Sincerely yours,

Morris S. Lazarov.
Dear Sir:

I am pleased to acknowledge your letter of January 23, 1934, and beg you to forgive me for not having answered it sooner. As a matter of fact, it has been quite a problem to secure the data which you requested, because we have never made any attempt to determine the religion of our students.

It has been my personal belief, and in this regard I have had the entire support of the Faculty and Board of Trustees of this College, that professional schools should accept students on the basis of their scholastic standing, personality and general culture and not on their personal, social or religious beliefs. I may further add that this college is an independent medical school and, accordingly, is not affiliated in any way with any social or religious group. Therefore, I hope you forgive me if the data which I am enclosing pertaining to the percentage of Jewish students enrolled in this college is rather incomplete and not very accurate.

We have no data available in regards to the number of Jewish students serving as interns in Jewish hospitals. In regards to question No. 3, I am frank in stating that a number of Christian hospitals refuse to have Jewish interns. This particularly applies to certain Methodist and Catholic societies. In general, however, most of our Jewish students intern in Christian hospitals.

In regard to question No. 4, I may say that practically all of our Jewish students come from the crowded Jewish centers such as New York, Chicago, Pittsburgh and Boston.

I am certainly pleased to answer question No. 5 very frankly, for I do not hesitate to state that it has been my experience that Jewish students, on the average, compare favorably with the Nordic type. The only criticism that I have to offer is their tendency to develop a superiority complex which at times makes them appear to be disrespectful of their superiors. On the average, I may say that ten per cent of the Jewish students in this college suffer from the above anachorism.

In conclusion, I may say that it is my humble opinion that the enrollment of Jewish medical students does not constitute, so far, a serious problem in medical education. Certainly from a social and political
point of view we have far greater problems to contend with in the 
immediate future, such as the procreation and education of the biological-
ly unassimilable races such as the Negro and Asiatic.

Assuring you of the full co-operation of this office at all 
times, I beg to remain

Very sincerely yours,

A. R. Larrain, M.D.,
Acting Dean.

P.S. You may use this letter in whatever way you may see fit.

A.R.L.
Midwives are women trained to assist in home births who practiced in a time before giving birth to babies in the hospital became commonplace. Medical practitioners disapproved of midwifery and many states restricted its practice during the 20th century arguing that having babies in hospitals was much safer. Today the practice of midwives is being revitalized and women are choosing to have babies at home.

Below you will find a page from Lena Barber’s midwife records.

1. What is the name of the child?

2. Where was the place of birth?

3. When was the baby born?

4. What country did the mother come from? What is the mother’s maiden name?

5. What country did the father come from? What was the father’s occupation?

6. Were you born at a hospital? If so, which one?

7. Why do you think it is important to keep birth records?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sex: Male</td>
</tr>
<tr>
<td>2.</td>
<td>No. of Child of Mother: 7</td>
</tr>
<tr>
<td>3.</td>
<td>Name of Child: Charles Missale</td>
</tr>
<tr>
<td>4.</td>
<td>Race or Color: White</td>
</tr>
<tr>
<td>5.</td>
<td>Date: July 12, 1928</td>
</tr>
<tr>
<td>6.</td>
<td>Place of Birth: 127 Aisquith St.</td>
</tr>
<tr>
<td>7.</td>
<td>Full Name of Mother: Rose Missale</td>
</tr>
<tr>
<td>8.</td>
<td>Mother's Maiden Name: Rose Senovce</td>
</tr>
<tr>
<td>9.</td>
<td>Mother's Birthplace: Italy</td>
</tr>
<tr>
<td>10.</td>
<td>Full Name of Father: Dominick Missale</td>
</tr>
<tr>
<td>11.</td>
<td>Father's Occupation: Laborer</td>
</tr>
<tr>
<td></td>
<td>Father's Birthplace: Italy</td>
</tr>
</tbody>
</table>
Photograph #4a

1. What is the photograph documenting?

2. Where do you think the photograph was taken?

3. When do you think it was taken?

4. Who are the people in the photograph?

5. What can you tell about them based on how they are dressed?

6. What do you think the people are holding in their right hands?

7. What can you tell about the people based on their expression?
Photograph # 4b

1. What is the photograph documenting?

2. Who are the people in the photograph?

3. What can you tell about them based on how they are dressed?

4. What can you tell about the people based on their expressions?

5. Compare this photograph 4a with photograph 4b.

A caption is a short description or explanation of a photograph. Using the information gathered above, write a caption for these photos.
Eugenics was a movement that gained popularity in the early 20th century that attempted to use science to advocate for selective breeding to weed out undesirable behaviors and traits. According to its proponents, certain types of individuals were more highly valued than others. It was fully discredited by the mid-20th century.

The American Eugenics Society promoted ideas of racial betterment and genetic education through public lectures, conferences, publications and exhibits at county and state fairs—like this chart labeled “The Triangle of Life” from the Kansas Free Fair. —American Philosophical Society

1. This is a document from the American Eugenics Society that was published in the early 20th century.
   
   a. What are the three characteristics that determine who you are in the Triangle of Life?

   b. Do you believe that only these three characteristics determine who you are?

   c. Are there other factors that shape who we are?

2. Look at the list of Unfit Human Traits. How does society treat individuals who have these traits today?
1. Where and when (what year) was this document written? (Support your answers with details from the document.)

2. What do you think that this document was used for? (Support your answers with details from the document.)

3. What were some of the occupations of the people written on the Family Summary?

4. What were considered to be social talents, gifts or superior qualities written on the Family Summary?

5. What were some of the areas in which people had individual scores?
# Fitter Families Examination

**Eugenics Society of the United States of America**

**Entry No.**

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
<th>Tel. No.</th>
<th>Date</th>
<th>Examination Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Family Summary

<table>
<thead>
<tr>
<th>Eugenic History of Members of Family not seen</th>
<th>Physical, mental or temperamental defects</th>
<th>Special talents, gifts, tastes, or superior qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>Extent of Education</td>
<td>Leading Occupation</td>
</tr>
<tr>
<td>Age at Death</td>
<td>Cause of Death</td>
<td></td>
</tr>
<tr>
<td>Present Age</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
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<tbody>
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<td>56</td>
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</tr>
<tr>
<td>Father's Eugenic Score</td>
<td>Mother's Eugenic Score</td>
<td>Children's (Family) Eugenic Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Individual scores of those examined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enter in order of age</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

## Family Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Trophies or Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Summary of leading strong points and weak points with advice**

**NOV. 1 1927**
1. What type of document is this?

2. Where and when (what year) was this document written? (Support your answers with details from the document.)

3. What do you think is a Hebrew Industrial School?

4. Why would students need to sign this document?

5. What were some of the rules that needed to be followed?

6. Who do you think this pledge was directed to? (Support your answers with details from the document.)

7. Should students take this pledge today? Why or Why Not?
HEBREW INDUSTRIAL SCHOOL,
17 ALLEN STREET.

LINA F. HECHT,
Founder.

JACOB H. HECHT,
Treasurer.

PLEDGE
OF THE
Soap and Water Club.

I hereby pledge myself to try my best to keep
the following rules:

1. To take a bath once a week.
2. To wash my head once in two weeks.
3. To keep my hair neatly combed always.
4. To have my head and hair carefully examined, once a week,
   by mother or older sister.
5. To wash my face, neck, ears, hands and arms every morning.
6. To brush my teeth at least once a day.
7. To wear an apron whenever possible.
8. To keep my dress free from spots.
9. To have a place for everything and everything in its place.
10. To look and behave so that I may set a good example to my
    little brothers and sisters and in so doing please my parents
    and teachers, and above all, my Heavenly Father.

Signed:

GOLDE BAMBER, Supt.