

Prepared by the staff of the Jane Addams Hull-House Museum and the Special Collections Department, University Library, University of Illinois at Chicago.

OBJECTIVE

The purpose of this packet is to provide teachers and students a variety of manageable topics that deal with Jane Addams, the Hull-House Settlement and how they relate to United States and Chicago history. Each topic contains both primary and secondary resources that can be used as a starting point to any history fair or history related project.

For additional primary and secondary resources please be sure to visit Urban Experience in Chicago. While on our homepage, please visit our resources link for lesson plans and other related teaching tools dealing with Jane Addams and the Hull-House settlement.

ART

BEYOND UPPER-CLASS APPRECIATION: BRINGING THE ARTS TO THE WORKING CLASS

During the Progressive Era, the arts were reserved for the upper-classes. Hull-House believed that the working class should have access to the arts.

What is the significance of the Little Theater Movement? What was innovative about the Hull-House music school? What type of visual arts programs did Hull-House provide?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull - House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.
2. Schultz, Rima Lunin, and Adele Hast, eds. *Women Building Chicago 1790-1990: A Biographical Dictionary*. Bloomington : Indiana University Press, 2001. See Eleanor Smith, Edith de Nancrede, Enella Benedict, Laura DaintyPelham.
3. Addams, Jane. *The Second Twenty Years at Hull-House* . New York : Macmillan Co., 1930.
4. Jane Addams' Hull-House: Humanities Program for the Centennial. *Opening New Worlds: Jane Addams Hull-House* . UIC Institute for the Humanities, 1989. Available at the Jane Addams Hull-House Museum .
5. Hull-House Association Papers [approx. 180 linear feet], Special Collections, UIC Library.
6. Eleanor and Gertrude Smith Papers--[Hull-House music school materials, approx. 1.5 linear feet], Special Collections, UIC Library.
7. Badillo, David A, Ganz, Cheryl R, Glowacki, Peggy, and Rick A. López. *Pots of Promise: Mexicans and Pottery at Hull-House, 1920-40*. University of Illinois Press, 2004.

HULL-HOUSE AND ARCHITECTURE

Hull-House and its surrounding buildings were unique in their style and function.

What architectural style were the buildings of Hull-House (not just the original Hull-House, but the additional structures built later.)

How was this style relevant to the ideal and the practical function of Hull-House? With the dichotomy of suburb vs. city, how did this affect neighborhood interaction between wealthy and poor citizens? How did the dichotomy of city and suburb affect the use of space (i.e., was there an abundance of open space in the city to use for parks or gardens?). Did this dichotomy relate to the Arts and Crafts movement?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull - House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.
2. Addams, Jane. *Twenty Years at Hull-House* (unabridged). Urbana : University of Illinois Press, 1972.
3. Kaplan, Wendy. "The art that is life": The arts & crafts movement in America , 1875-1920 . Boston : Museum of Fine Arts , 1987.
4. Horowitz, Helen Lefkowitz. *Hull-House as Women's Space* . *Chicago History* 12 (Winter 1983-84):40-55.
5. Blumberg, Naomi, Feldman, Roberta M, Michael, Vincent, Plummer, Michael, Rael-Galvez, Estevan, and Lisa Yun Lee. *Architectural Encounters: Historic Preservation and the People's History*. Jane Addams Hull-House at the University of Illinois at Chicago 2013.

CHILDREN

HULL-HOUSE AND CHILD CARE

Working-class women during the Progressive Era worked long hours without having any professional child care available to them. There was also a lack of medical care available for infants, leading to a high infant mortality rate.

Why did Jenny Dow start a kindergarten at Hull-House? What was the significance of the Infant Welfare Nursing Center and Well Baby Clinic? What prompted Hull-House residents to found the Well Baby clinic? Why did the neighborhood need the services of the Mary Crane Nursery?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull-House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.
2. Michelson, William M. *The Child in the City* . Toronto : University of Toronto Press, 1979.
3. Feinstein, Karen. "Kindergartens, Feminism, and the Professionalization of Motherhood." *International Journal of Women's Studies* Vol 3, No.1. pg. 28 - 38.
4. Addams, Jane. *Twenty Years at Hull-House* (unabridged). Urbana : University of Illinois Press, 1972.
5. Hull -House Association Records, Special Collections, UIC Library.
6. Mary Crane League Records [approx 10 linear feet], Special Collections, UIC Library.
7. Addams, Jane. *The Spirit of Youth and the City Streets*. University of Illinois Press 2001.

THE JUVENILE COURT SYSTEM

Prior to 1899 children went through the same judicial process as adults. Thus children were jailed with adults after they were sentenced. This practice changed with the formation of the Juvenile Court system.

Why did the Hull-House residents and supporters (i.e., Florence Kelley, Julia Lathrop, Lucy Flower) promote the Juvenile Court system? What place did children have in the justice system previous to the Juvenile Court system? What kind of changes occurred when the court system passed from a woman's hands to a man's hands?

1. McNamee, Gwen Hoerr, ed . *A Noble Social Experiment?: The First 100 years of the Cook County Juvenile Court 1899-1999* . Published by the Chicago Bar Association with the Children's Court Centennial Committee, 1999. Available at the Jane Addams Hull-House Museum .
2. Clapp, Elizabeth. *Mothers of All Children: Women Reformers and the Rise of Juvenile Courts in Progressive America* . University Park : Pennsylvania State University Press, 1998.
3. Addams, Jane. *The Second Twenty Years at Hull-House* . New York : Macmillan Co., 1930.
4. Mary M. Bartelme Papers--[first woman judge of the Circuit Court of Cook County assigned to the Juvenile Court in 1897, approx. 5 linear ft.], Special Collections, UIC Library.

5. Juvenile Protective Association Records [22 linear ft.], Special Collections, UIC Library.
6. Schultz, Rima Lunin, and Adele Hast, eds. Women Building Chicago 1790-1990: A Biographical Dictionary. Bloomington : Indiana University Press, 2001.

HEALTH EDUCATION

THE INVESTIGATIONS OF ALICE HAMILTON

Alice Hamilton was a female doctor at a time when there were few of them. While residing at Hull-House she conducted many investigations concerning the health of working-class immigrants.

What were Alice Hamilton's contributions to the field of industrial toxicology? What was her involvement with the Visiting Nurses Association and the campaign against tuberculosis? What would you consider her most important contribution?

1. Schultz, Rima Lunin, and Adele Hast, eds. Women Building Chicago 1790-1990: A Biographical Dictionary. Bloomington : Indiana University Press, 2001.
2. Hamilton, Alice . Exploring Dangerous Trades: The Autobiography of Alice Hamilton. Boston : Little, Brown & Co., Atlantic Monthly Press, 1943.
3. Sicherman, Barbara. Alice Hamilton: A Life in Letters. Cambridge : Harvard University Press, 1984.
4. Alice Hamilton Collection [.25 linear ft], Special Collections, UIC Library.

SEX EDUCATION

Contraception was not widely understood or available to residents in the neighborhoods surrounding Hull-House. High birth rates and infant mortality were a constant problem in the neighborhood. Dr. Rachelle Yarros was an advocate of birth control and sex education.

What problems did they hope to solve by advocating birth control and sex education? In Yarros's point of view, what was the correlation between poverty and high birth rate?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. One Hundred Years at Hull-House . Rev., expanded ed. of: Eighty Years at Hull-House , 1969. Bloomington : Indiana University Press, 1990.
2. Schultz, Rima Lunin, and Adele Hast, eds. Women Building Chicago 1790-1990: A Biographical Dictionary. Bloomington : Indiana University Press, 2001.

3. Ward, Patricia Spain. "At the Eye of the Storm: Hull-House and the Chicago Birth Control Debate." Presented in 1990. A copy of this paper is available at UIC Special Collections.
4. Yarros, Rachelle Skidelski [sic]. Sex Problems in Modern Society. Girard , Kan. : Haldeman, 1938.
5. Institute for Sex Education Records [18.5 linear feet], Special Collections, UIC Library.

HULL-HOUSE AND THE COMMUNITY

HULL-HOUSE AS A CENTER FOR POLITICAL AND INTELLECTUAL DEBATE

Hull-House was one of the few spaces available in the neighborhood for people to meet.

What types of organizations used Hull-House as a meeting space? Why was this service important to the people in the neighborhood? What were their alternatives?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. One Hundred Years at Hull-House . Rev., expanded ed. of: Eighty Years at Hull-House , 1969. Bloomington : Indiana University Press, 1990.
2. Addams, Jane. Twenty Years at Hull-House (unabridged). Urbana : University of Illinois Press, 1972.
3. Nutter, Kathleen Banks. The Necessity of Organization: Mary Kenney O'Sullivan and Trade Unionism for Women, 1892-1912. New York : Garland Publishing, 2000.
4. Hull -House Association Records, Special Collections, UIC Library.
5. The Jane Addams Papers Microfilm Collection, Special Collections, UIC Library.

THE JANE CLUB

During the 1800 and early 1900s it was considered inappropriate for single women to live on their own. This view severely limited their freedom. Hull-House saw this problem and supported the founding of the Jane Club as an acceptable place for single working women to live independently.

What were the Jane Club's rules? What were the social attitudes that led to the formation of the Jane Club? What was Hull-House's role in the formation of the Jane Club?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull-House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.

- Kelley, Florence . "Hull-House." *New England Magazine* 18 (July 1898):550-66.

3. Nutter, Kathleen Banks. *The Necessity of Organization: Mary Kenney O'Sullivan and Trade Unionism for Women, 1892-1912*. New York : Garland Publishing, 2000.

4. The Jane Addams Papers Microfilm Collection, Special Collections, UIC Library.

RECREATION

Hull-House had many innovative ideas about the importance of recreation and therefore developed a variety of recreational programs.

What was so revolutionary about Hull-House's views on recreation? What was the Bowen Country Club? Who used it and why did it receive so much support? Hull-House established the city's first public playground and gymnasium. What implications did this have in the neighborhood and the city? How did Hull-House to encourage women to participate in sports?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull-House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.

2. Addams, Jane. *Twenty Years at Hull-House* (unabridged). Urbana : University of Illinois Press, 1972.

3. Addams, Jane. *The Second Twenty Years at Hull-House* . New York : Macmillan Co., 1930.

4. Henderson, Karla A. "Jane Addams: Leisure Services Pioneer." *Journal of Physical Education, Recreation and Dance* (February, 1982).

5. Neva Leona Boyd Papers [1876-1963--pioneer in the role of recreation in education, approx. 10 linear ft.], Special Collections, UIC Library.

6. Schultz, Rima Lunin, and Adele Hast, eds. *Women Building Chicago 1790-1990: A Biographical Dictionary*. Bloomington : Indiana University Press, 2001. See Rose Marie Giles, Neva Boyd, Mary Wood Hinman.

IMMIGRATION

IMMIGRATION AND HULL-HOUSE

The neighborhood surrounding Hull-House was a port of entry neighborhood that was constantly absorbing the new immigrant groups coming to Chicago .

What conditions did these immigrants face when they moved into the Hull-House neighborhood? You may want to focus on a particular group such as the Italians, Mexicans, Greeks, Eastern European Jews, etc. What reforms did Hull-House resident Grace Abbott advocate for the immigrants? What was the significance of Immigrants' Protective League? How can we apply what we learn about immigration in history, to the realities of immigration today?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull-House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.
2. Abbott, Grace. *The Immigrant in the Community*. New York : J. S. Ozer, 1971.
3. Costin, Lela B. *Two Sisters for Social Justice: A Biography of Grace and Edith Abbott*. Urbana : University of Illinois Press, 1983.
4. Holli, Melvin, and Peter d'A. Jones. *Ethnic Chicago : A Multicultural Portrait* . 4 th edition; Grand Rapids , Mich. : W. B. Eerdmans, 1995.
5. *Immigrants Protective League Records* [21.25 linear feet], Special Collections, UIC Library.
6. *Traveler's Aid Society Records* [70 linear feet], Special Collections, UIC Library.
7. Polacheck, Hilda Satt. *I Came a Stranger*. University of Illinois Press.

JANE ADDAMS

JANE ADDAMS AND THE DAUGHTERS OF THE AMERICAN REVOLUTION

Jane Addams was given a membership into the DAR in 1900. She was later denounced by this organization.

How did the DAR's view change toward Jane Addams? What activities did Jane Addams participate in that the DAR objected to?

1. <http://womhist.binghamton.edu/milit/intro.htm> ;
2. <http://womhist.binghamton.edu/wilpf/doc10.htm>
3. Polikoff, Barbara Garland. *With One Bold Act: The Story of Jane Addams*. Chicago : Boswell Books, 1999.

4. Addams, Jane. *The Second Twenty Years at Hull-House* . New York : Macmillan Co., 1930.
5. Davis, Allen F. *American Heroine: The Life and Legend of Jane Addams*. London : Oxford University Press, 1973.
6. The Jane Addams Papers Microfilm Collection [71 reels], Special Collections, UIC Library.

JANE ADDAMS AND NEIGHBORHOOD POLITICS

Neighborhood politics at the turn of the century were controlled by a powerful machine alderman Johnny Powers. Jane Addams and other residents at Hull-House ran a campaign in an effort to elect a new alderman.

What was Jane Addams' relationship to local alderman Johnny Powers? Why did Hull-House feel the need elect a new alderman? Why was Hull-House unsuccessful in unseating Johnny Powers?

1. "Why the Ward Boss Rules." Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull-House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.
2. Polikoff, Barbara Garland. *With One Bold Act: The Story of Jane Addams*. Chicago : Boswell Books, 1999.
3. Sklar, Kathryn Kish. *Florence Kelley and the Nation's Work: The Rise of Women's Political Culture, 1830-1900*. New Haven : Yale University Press, 1995. Pp. 300-303.
4. Kelley, Florence . "Hull-House." *New England Magazine* 18 (July 1898):550-66.
5. The Jane Addams Papers Microfilm Collection -- [71 reels], Special Collections, UIC Library.

LABOR

THE 1893 ILLINOIS FACTORY ACT (EIGHT-HOUR LAW OR TEN-HOUR LAW)

In the 1890's working conditions in factories were much different than they are today. People regularly worked 12-16 hours a day, with only a day and a half off a week. These hours left little time for recreation and family.

What circumstances led to the passage of this act? Who supported the act and who opposed it? And why? Why was the act repealed? What happened after the act was repealed?

1. Sklar, Kathryn Kish. *Florence Kelley and the Nation's Work: The Rise of Women's Political Culture, 1830-1900*. New Haven : Yale University Press, 1995.
2. Kelley, Florence . "Hull-House." *New England Magazine* 18 (July 1898):550-66.

3. Goldmark, Josephine Clara. *Impatient Crusaders*. Urbana : University of Illinois Press, 1953.
4. Kelley, Florence . " Illinois Child Labor Law." *American Journal of Sociology* 3 (Jan. 1898):490-501.
5. <http://womhist.binghamton.edu/factory/doclist.htm>

WOMEN'S TRADE UNION LEAGUE AND CROSS-CLASS ALLIANCE

The Women's Trade Union League was established in 1903 with the help of Chicago social settlement workers, in order to assure women a place in the trade unions.

Why was the WTUL needed? Who founded the WTUL? What was Hull-House's role in the WTUL?

1. <http://womhist.binghamton.edu/search.htm>
2. Addams, Jane. *The Second Twenty Years at Hull-House* . New York : Macmillan Co., 1930.
3. Payne, Elizabeth Anne. *Reform, Labor and Feminism: Margaret Drier Robins and the National Women's Trade Union League* . Urbana : University of Illinois Press, 1988.
4. Nutter, Kathleen Banks. *The Necessity of Organization: Mary Kenney O'Sullivan and Trade Unionism for Women, 1892-1912*. New York : Garland Publishing, 2000.
5. *Women's Trade Union League of Chicago Records* [approx. 6 linear feet], Special Collections, UIC Library.

PACIFISM

ANTI-WAR ACTIVISM AND WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM

Jane Addams did not believe that war was a solution for people's problems. Living and helping many people from different nationalities that lived in the Hull-House area helped her to see solutions other than war.

How did the public react to Jane Addams pacifism during World War One? What were Jane Addams's actions to promote pacifism? Why did Jane Addams feel the need to be a pacifist?

1. Bryan, Mary Lynn McCree, and Allen F. Davis, eds. *One Hundred Years at Hull-House* . Rev., expanded ed. of: *Eighty Years at Hull-House* , 1969. Bloomington : Indiana University Press, 1990.
2. Davis, Allen F. *American Heroine: The Life and Legend of Jane Addams*. London : Oxford University Press, 1973.

3. Addams, Jane. *The Second Twenty Years at Hull-House* . New York : Macmillan Co., 1930.
4. Addams, Jane. *Peace and Bread in Time of War* . 1922. Reprint. NASW Classic Series. Silver Spring , Md. : National Association of Social Workers, 1983.
5. Addams, Jane. *Newer Ideals of Peace*. 1907. Reprint. Peace Movement in America Series. New York : J.S. Ozer, 1972.
6. <http://www.wilpf.org>
7. The Jane Addams Papers Microfilm Collection, Special Collections, UIC Library.
8. Women's International League for Peace and Freedom Records [contains only material about the Jane Addams Centennial in 1960, approx 3.5 linear feet], Special Collections, UIC Library.

RACE

THE CHICAGO RACE RIOTS OF 1919

In 1919 racial riots erupted in Chicago .

What were the reactions and actions of the Hull-House residents to the riots? How did these compare with those of other Chicago settlement houses? How did Hull-House interact with African Americans in the Hull-House neighborhood? Although the opinions of people at Hull-House sometimes don't seem to be very progressive today, they were very radical in their day. How can we look at the issue of race from a historical perspective to better understand the dilemmas the residents at Hull-House faced on a daily basis?

1. Bowen, Louise deKoven. *Open Windows: Stories of People and Places* . Chicago : R. F. Seymour, 1946.
2. *Chicago Defender* , August 13, 1955 ; *Chicago Tribune* , April 24, 1995 .
3. Addams, Jane. *The Second Twenty Years at Hull-House* . New York : Macmillan Co., 1930.
4. Sandburg, Carl. *The Chicago Race Riots, July, 1919*. New York : Harcourt, Brace and Howe, 1919.
5. Schultz, Rima Lunin, and Adele Hast, eds. *Women Building Chicago 1790-1990: A Biographical Dictionary*. Bloomington : Indiana University Press, 2001. See Ada McKinley entry.
6. Muhammad, Khalil Gibran. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America, With a New Preface*. Harvard University Press.

REFORM

THE USE OF SOCIAL SCIENTIFIC DATA TO START REFORM

Florence Kelly headed an investigation about the people of the neighborhood around Hull-House. She mapped such things as the ethnicity of the people in the neighborhood, as well as the wages they earned.

What is the significance of Hull-House Maps and Papers? What other investigations were conducted by Florence Kelly?

1. Sklar, Kathryn Kish. *Florence Kelley and the Nation's Work: The Rise of Women's Political Culture, 1830-1900*. New Haven and London : Yale University Press, 1995.
2. Schultz, Rima Lunin, and Adele Hast, eds. *Women Building Chicago 1790-1990: A Biographical Dictionary*. Bloomington : Indiana University Press, 2001.
3. <http://womhist.binghamton.edu/search.htm>
4. Reprints of the ethnic maps are available at Hull-House Museum , \$4.00 + tax.
5. Sklar, Kathryn Kish. "Hull-House Maps and Papers: Social Science as Women's Work in the 1890s." *The Social Survey in Historical Perspective 1880-1940* . Cambridge : Cambridge University Press, 1991.
6. Hull -House Association Records-- Bulletins and Yearbooks , Special Collections, UIC Library

HOUSING REFORM

Housing in the Hull-House neighborhood was inadequate for the growing immigrant population.

What was the model tenement code? Why were Hull-House residents concerned with housing reform?

1. Hunter, Robert. *Tenement Conditions in Chicago* . Chicago : City Homes Association, 1901.
2. Philpott, Thomas Lee. *The Slum and the Ghetto* . New York : Oxford University Press, 1978.
3. Abbott, Edith. *The Tenements of Chicago* , 1908-1935 . New York : Arno Press, 1936.

Urban Renewal

DEMOLITION OF THE HULL-HOUSE SETTLEMENT AND NEAR WEST SIDE COMMUNITY

In 1963, the Hull-House Settlement and surrounding Near West Side community was selected for the new location of the University of Illinois at Chicago campus, previously located at Navy Pier.

The community comprised of immigrants from Italy, Greece, and Mexico and migrants from the South that had settled in the community for its cheap housing and factory work. The community had taken the case of the community demolition to the U.S Supreme court, where the court had ruled in favor of the University under the Eminent Domain Clause.

Where did displaced neighbors go once their neighborhood was demolished? What happened to the community after UIC began its renewal project? What happens to the communities displaced neighbors are forced to settle in?

1. Fernandez, Lilia. *Brown in the Windy City: Mexicans and Puerto Ricans in Postwar Chicago*. University of Chicago Press. 2012.
2. Hirsch, Arnold R. *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960*. University of Chicago Press. 1983.
3. Bowly Jr., Devereux. *The Poorhouse: Subsidized Housing in Chicago*. Southern Illinois University Press. 2012.
4. Seligman, Amanda I. *Block by Block: Neighborhoods and Public Policy on Chicago's West Side*. University of Chicago Press. 2005.
5. D., Bradford Hunt. *Blueprint for Disaster: The Unraveling of Chicago Public Housing*. University of Chicago Press. 2006.
6. Satter, Beryl. *Family Properties*. Picador. 2010.