

*Moral Reform, 1880-1920* (Philadelphia: University of Pennsylvania Press, 1981), Chapter 6; Allen F. Davis, *American Heroine: The Life and Legend of Jane Addams*, (New York: Oxford University Press, 1973).

<sup>22</sup>In addition to Dow and Bowen, who died in 1953, many local and national leaders frequented Hull House, while others received their training there. Among them were Henry Demarest Lloyd, Governor John Peter Altgeld, and historian Charles Beard. Allen F. Davis, *Spearheads for Reform: The Social Settlements for the Progress Movement, 1890-1914* (New York: Oxford University Press, 1967), 33-40, states that more than eighty percent of settlement workers had a B.A. degree, and more than half did graduate work. Most were young and unmarried, and many were teachers who saw the settlements as an alternative form of education with a broader scope than the institutionalized school systems.

<sup>23</sup>On the nature of European settlement houses see Davis, *Spearheads for Reform*, 16. Harvey C. Carbaugh, ed., *Human Welfare Work in Chicago*. (Chicago: A. C. McClurg & Co., 1917), 148; Pierce, 3 (1957): 466; Graham Taylor, *Chicago Commons Through Forty Years* (Chicago: John F. Cuneo Co., 1936), Thomas Philpott, *The Slum and the Ghetto* (New York: Oxford University Press, 1978), 283.

<sup>24</sup>Richard T. Ely, ed., *Hull House Maps and Papers*, (1970 reprint; 1895): 17-21; Michael McCarthy, "Politics and the Park," *Journal of the Illinois State Historical Society*, 65, 2 (Summer 1972): 159; Philpott, 23, 67, 73-4, counts twenty-six or more nationalities within a three-block area of Hull House by the late 1890s.

<sup>25</sup>Ely, 106; McCarthy, 160; Clarence Rainwater, *The Play Movement* (Washington, DC: McGrath Pub. Co., 1922), 56; Taylor, xii.

## Critique

Gerald R. Gems has successfully put into historical context the significant issues of educational reform in the United States. In 1900, and in 1991, educational issues should be at the center of a national discussion of the kind of country we want to be.

Today the city of Chicago plans to transform the public school system into neighborhood councils with more local and parental decision-making, a startling re-enactment of a drama that was played out a century earlier. Then and now ethnic outsiders to white Anglo Saxon male culture tried to resist education for the purposes of cultural hegemony at home and imperialism abroad. Earlier in the century ethnic outsiders could not prevail before the

juggernaut of education for Americanization “to cultivate patriotism” and opposition to “immigrant thought, politics, and beliefs antagonistic to American institutions.”

In 1899, the Harper Report, as Gems points out, “provided a grand design for the Americanization and education of immigrants to serve the needs of the employer by ridding schools of ethnic influences.” The centralization process (in education as well as the economy) in the next two decades wrested control away from ethnic bases of power within the school system.

Today we have an educational curriculum not so openly and blatantly Anglo Saxon and protestant, but as Gems indicates, “white male, corporate ideology still dominates” U.S. education and society. Urban youth are trained for “minimal economic roles” that are “inherently unequal” and that foster “a permanent underclass.” Gems indicates that, “competition, time discipline, ethnocentrism, and materialism are reinforced throughout the school day and in extracurricular activities.” In 1991 all of this accelerates rapidly downhill with an imperial presidency concerned to “lift educational standards” to meet the needs of the economy so that the United States can retain world hegemony.

A minimal necessary educational reform in the United States would require more comparative analysis with other countries. In Italy since January 1990 university students calling themselves “*la pantera nera*” (the black panther) have opposed a law that would invite business funding for research. Aiming for a democratic educational system (and a genuinely democratic Italy) students have shut down most of the faculties of the country’s universities. Corporate funding for university research, Italian students believe, will leave power in the hands of industrial and communications “barons,” invite the mafia into the universities, and stimulate racism. Perhaps there are lessons both in our own history and in international actions that need to be heeded as we examine education in the 1990s.

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