

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**



SAMPLE APPLICATION NARRATIVE

Landmarks of American History and Culture Workshops for
Community College Faculty
Institution: Rutherford B. Hayes Presidential Center



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Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *Progress and Poverty: The Gilded Age in American Politics and Literature, 1877-1901*

Institution: Rutherford B. Hayes Presidential Center

Project Director: Steven L. Culbertson

Grant Program: Landmarks of American History and Culture Workshops for Community College Teachers

**LANDMARKS OF AMERICAN HISTORY:
WORKSHOPS FOR COMMUNITY COLLEGE FACULTY**

Progress and Poverty: The Gilded Age in American Politics and Literature, 1877-1901

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PROGRESS AND POVERTY: THE GILDED AGE IN AMERICAN POLITICS AND LITERATURE, 1877-1901

Narrative Description

Intellectual Rationale

Rutherford B. Hayes served as President of the United States from 1877 until 1881. His presidency fell in the formative years of the period generally known as the Gilded Age, 1877-1901. The name of the period is derived from Mark Twain and Charles Dudley Warner's The Gilded Age, a novel which in fact antedates it. This pejorative label has unfortunately alternately facilitated neglect and distortion of the historical and cultural record. In essence, interpretations have fallen into shopworn stereotypes: the promises of Reconstruction were lost in a corrupt bargain; undreamed of progress in invention and manufacturing brought unquestioned inequalities of wealth; promises of government reform weakly blossomed in the Pendleton Act but faltered in the wake of corrupt political and electoral practices; literature revealed the darker struggles and failings of human nature and commerce but offered no hope of a better future. As Charles W. Calhoun has noted in his "Moving Beyond Stereotypes of the Gilded Age," "High school and college survey courses in American history often give relatively little attention to the Gilded Age compared with their coverage of other eras in the nation's past...the term's insinuation of selfishness and sham has masked the period's enormous complexity and significance, and it has led to a facile dismissal of the era as somehow unworthy of serious study. In reality, of course, the United States experienced a profound transformation during these years, with lasting implications for the century that followed." Mark Wahlgren Summers' The Gilded Age: A Hazard of New Functions seconds this view: "So convenient is the term 'Gilded Age,' so familiar, that we cannot help using it, but another fits better: Age of Energy. The striving that went into getting rich or achieving greatness also went into just about anything else people did, from taming the Great Plains to redeeming the sinful cities. Not all of this energy was well used, and it often flowed in contradictory directions. Indeed, the era can be explained by

the historians' best friend, the paradox, which was embodied in disastrous success, splendid failure, creative destruction, and embrace of the new as a means of restoring the old.”

Most principally, the Gilded Age bears the lingering curse of facile and distorted stereotypes regarding the issue of corruption and its remedy. As Brooks Simpson has recently observed, readers in general are aware of the critique offered in the posthumously published The Education of Henry Adams (1918). Adams' view itself, however, is troublingly incomplete and self-serving in Simpson's view:

Another reason for Adams's failure is attributable to the nature of the reform movement and its advocates. Reformers were far more influential as critics than they were as proponents of new policies and principles. Their lengthy and scholarly expositions of free trade, political corruption, and specie resumption often appeared in esoteric journals read only by fellow reformers and today's historians. Beyond these issues, they had little to offer in terms of specific policy recommendations....Rather than outlining fundamental systemic reforms, they called on the American people to allow an educated and virtuous elite—meaning themselves—to govern and guide. Few among them realized that they were merely enlistees in a continuing struggle to shore up the rapidly crumbling walls of an ordered, deferential, and stable society, a war they had been losing for over two centuries....Unwilling to engage in the rough-and-tumble of politics to attain their ends—indeed, protesting the means as well as the ends of American politics—they struggled for control of the polity with professional politicians and power brokers. Eventually, the contours of the American state and the forms of American governance did change, sometimes along lines the reformers advocated, but the reformers failed to control the process or reap the fruits of what victories they did achieve. Rather politicians adapted their principles and policies when to do so served their ends.

Therefore, a need exists to examine and document the broader range of forces—both political and literary—of social criticism and reform at work in the Gilded Age.

In his recent Age of Betrayal: The Triumph of Money in America, 1865-1900, Jack Beatty asserts that the United States has entered a second Gilded Age. In an insightful observation, he says, “We live *after* equality; and like Rutherford B. Hayes in the first Gilded Age, Americans increasingly see not merely an economics but a politics of inequality behind that result.” Rarely is one privileged—or cursed—to live in an age of such paradoxes and transformations as Rutherford B. Hayes as President and as an elder statesman. Hayes withdrew the Federal soldiers who propped up the Republican governors of South Carolina and Louisiana, yet he actively supported the rights of blacks through the Slater Fund and

the Peabody Education Fund. He sent Federal troops to intervene in the Railroad strike of 1877, but by the same token, he understood the rights of labor and the dangers of unrestrained accumulation of capital. These latter points may be seen most clearly in his insightful reading and response to an eclectic variety of popular, as opposed to esoteric, writers of social commentary and fiction. Thus, he mirrored the better instincts of the middle class, the class most likely to influence the very political change which Henry Adams avoided. He read Henry George's widely distributed Progress and Poverty (1879) and subsequent works. Commenting in his diary, he wrote, "We may reach and remove the difficulty [of the age] by changes in the laws regarding corporations, descents of property, wills, trusts, taxation, and a host of other interests, not omitting lands and other property." Hayes also read Edward Bellamy's best-selling utopian novel Looking Backward, 2000-1887 (1888). Upon reading Bellamy's June 1892 "The Progress of Nationalism in the United States in The North American Review, Hayes noted, "Yes, pauperism is the shadow of excessive wealth." Related by marriage to William Dean Howells, Hayes met the author several times and owned and read several of his novels including Annie Kilburn (1889), A Hazard of New Fortunes (1890), The Shadow of a Dream (1890), and The Quality of Mercy (1892). Upon reading A Hazard of New Fortunes, Hayes noted in his diary, "It has a purpose. It shows the inherent defect, the fatal weakness, of our present social system—a system that fosters the giant evils of great riches and hopeless poverty. Crime, vice, wretchedness are the sure results of this system." Mark Twain actively supported Hayes in the election of 1876, sensing his potential as a reformer in an age of corruption. (In a letter to his brother, he wrote, "The present era of incredible rottenness is not democratic, it is not republican, it is national.") For his part, Hayes read and understood the larger message of A Connecticut Yankee at King Arthur's Court and The Prince and the Pauper. The impact of reading the writings of Twain, Howells, and Warner (A Little Journey in the World) exhibits itself in Hayes' diary:

Curiously enough, it adds another to the list of "nihilistic" novels—to the "Hazard of New Fortunes," by Howells, "A Yankee at King Arthur's Court," by Mark Twain, etc. etc. Of course I mean no disparagement by the word "nihilistic." I use it to mean all opinions tending to show the wrong and evils of the money-piling tendencies of our country, which is changing laws, government, and morals and giving all power to the rich and bringing in pauperism and its attendant crimes and wretchedness like a flood. Lincoln was for a government of the people. The

new tendency is “a government of the rich, by the rich, and for the rich.”

The Rutherford B. Hayes Presidential Center in Fremont, Ohio offers an unparalleled combination of resources for community college faculty from a number of disciplines to analyze and re-evaluate the complexities of the Gilded Age through an examination of its political and literary counter-forces. The Center itself as a historical landmark offers access to unique physical facilities, archival resources, manuscript collections, and respected scholars. It proposes two one-week workshops to better equip community college instructors to understand and, in turn, research and teach the true complexity of the period. This project will integrate the staff’s expertise gained in its recent grants from the United States Department of Education’s Teaching American History Program (2003-2007) and NEH Landmarks of American History for Community College Instructors “Untarnishing the Gilded Age” (2006) and “Illustrating the Gilded Age” (2008) with the facilities and resources available at the Rutherford B. Hayes Presidential Center—Presidential Library, Hayes’ Home, and Spiegel Grove—to examine the Gilded Age’s nature and impact.

Landmarks and Their Role

The Rutherford B. Hayes Presidential Library

The Rutherford B. Hayes Presidential Library opened as the first presidential library in 1916. It was first formed to house Hayes’ personal library, which exceeds 12,000 volumes—a testament to Hayes’ personal literacy and level of intellectual curiosity. These volumes, which are sometimes annotated in his own hand, bear witness to his having read and reacted to the leading literary and reform writers of his age. These sources have been supplemented by 63,000 additional books addressing his time in office the Gilded Age, genealogy, and local history. As a key site in the 2006 “Untarnishing the Gilded Age,” it drew a large number of positive workshop evaluations for its resources and staff. Several participants, in fact, made the explicit recommendation that it be used more heavily in the future, and their input was a major factor in the decision to expand the time available for access to this facility. It is an especially important venue in this case because it holds extensive hard copy runs of Judge, Puck, Harper’s Weekly,

New York Daily Graphic, Frank Leslie's Illustrated Newspaper, Century, Munsey's Magazine, and Harper's Monthly. Their articles as well as political cartoons and illustrations present a framework for participants to evaluate contemporary attitudes toward leading writers, politicians, reformers, and public figures as well as larger groups including politicians, African-Americans, and laborers. The Manuscript Division includes readily accessible individual and collated original documents and transcriptions from Hayes' interaction with his contemporaries. Included among them are extensive diaries and correspondence copies which reflect Hayes' assessment of Henry George, Washington Gladden, James G. Blaine, Chester A. Arthur, and Grover Cleveland among others. Both original documents and copies of the writings of William Dean Howells and his family are also archived. A large body of information may be accessed via the Center's website www.rbhayes.org during the weeks before and after the workshops. Taken together, this broad range of resources will contribute to participants' understanding of the Gilded Age through both hands-on experiences and research opportunities. (Appendix 4.C.)

The Museum

The Museum, built in 1916 and subsequently expanded in 1922 and 1968, houses 13,000 artifacts, of which 1,785 are on permanent display. Exhibits combine historical artifacts and manuscripts to explain Rutherford B. Hayes' Civil War service as well as his record as Congressman, Governor, President of the United States, and ultimately respected elder statesman in the context of the age in which he lived. Participants will be free to view, and in some cases handle, these tangible reminders of the Gilded Age both during brief guided tours and on their own. They will also gain an appreciation for the political complexities of the Disputed Election of 1876, an event which foreshadowed the harsh partisanship of the decades to come. Among its other holdings, the Museum contains artifacts related to the remainder of the Gilded Age's Presidents, Garfield, Arthur, Cleveland, Harrison, and McKinley. A temporary exhibition entitled "Rutherford B. Hayes' America" will be created and provide a coherent visual assessment of contemporary political and literary trends via contemporary illustrations, photographs (from the Hayes collection of images of Howells, Twain, Blaine, DuBois, Willard and

others) and texts (Hayes' editions of Looking Backward 2000-1887, A Connecticut Yankee at King Arthur's Court, and Progress and Poverty among others).

The Hayes Home

The Rutherford B. Hayes Home is a thirty-one room mansion and centerpiece of the Center. While Hayes lived, his Home featured an extensive library of contemporary political, social, and literary thought including Edward Bellamy's Looking Backward, 2000-1887, Mark Twain's A Connecticut Yankee in King Arthur's Court and The Prince and the Pauper, as well as William Dean Howells' Annie Kilburn and A Hazard of New Fortunes. Participants will be able to view the progress of the on-going project "Restore the President's House," an attempt to recreate Hayes' library and study as much as is possible in the manner in which they would have been in the Gilded Age.

Spiegel Grove

As early as 1882, President Chester A. Arthur had sounded an alarm concerning the Nation's woodlands: "The conditions of the forests of the country and the wasteful manner in which their destruction is taking place give cause for serious apprehension. Their action in protecting the earth's surface, in modifying the extremes of climate, and in regulating and sustaining the flow of springs and streams is now well understood...." Hayes' twenty-five acre wooded estate known as Spiegel Grove highlights the Hayes' interest in conservation and propagating new varieties of plants and trees. In this effort, he was both of his time and ahead of his time. Hayes' personal diary, which is available both in print form and on-line via the Presidential Center's website, provides extensive documentation of his interest in preserving tree species and forestland. The trees of Spiegel Grove also provide a frame of reference for some of the great figures of the age, as Hayes named them in honor of prominent visitors as noted in brass plaques. A series of oak trees, for example, were named in honor of General Sheridan, General Rosecrans, General Crook, and Chief Justice Waite.

Impact on Community College Faculty

According to a possibly apocryphal attribution, Mark Twain is reported to have said, "History doesn't repeat itself, but it does rhyme." A recent Google search for the "new Gilded Age" turned up twenty-

eight thousand hits. Obviously, concerns about the distribution of wealth, perceptions of corruption, and questions of social justice are as topical as they were in 1877 or 1901. This analysis of the Gilded Age will provide an opportunity for community college instructors to grasp crucial elements of the second half of a traditional American History survey sequence (1877-Present) or American Literature survey. A participant from the 2006 Workshop, for example, stated: “It has already altered the way that I teach my intro to Modern American History class. I taught this section a few weeks after the workshop and used images, lecture notes, anecdotal stories, etc. gleaned from the week spent at the Hayes Center.” If past experience may be taken as a guide, these sessions, however, will likely benefit a much broader range of faculty as well. “Untarnishing the Gilded Age” participants included instructors in English, Political Science, American Studies, and Ethnic Studies. The activities which comprise the program have been designed to overcome the sketchy, narrow, and stereotypical instruction which has dominated considerations of the Gilded Age. The viewing and analysis of the Center’s collection of contemporary illustrated articles as well as political and editorial cartoons in its extensive archives will provide an opportunity for the examination of primary sources documenting the tensions between newly freed African-Americans and White Southerners; Democrats and Republicans; reformers and swindlers; businessmen and consumers; realists and utopians.

Content and Design of the Workshop

The workshop will be a weeklong examination of many distinct elements of the last quarter of the Nineteenth Century and the beginning of the Twentieth Century set in a Presidential Library and Museum, next to a Presidential Home, all Landmarks of American History.

“Progress and Poverty” seeks to examine the key political, social, and literary issues of the Gilded Age through a five-day program which begins with an overview of the age followed by focus sessions which examine critical issues and trends including corruption and reform; capital and labor; realism and utopianism. Dr. Steven Culbertson, an experienced community college instructor who has taught multiple sections of the American History survey sequence for the past seventeen years, published scholars in Gilded Age studies, and the Hayes Presidential Center Director and Staff have assembled a balanced

program which will enhance participants' knowledge base and classroom presentations. As one participant from a previous workshop noted, "...the workshop allowed me an opportunity to explore a library and study primary sources I otherwise would not have had the opportunity to access." The Presidential Center, as the central site, will be the setting for presentations by recognized scholars in Gilded Age studies. These sessions will be enhanced by preliminary readings which will be sent in advance to participants and daily small group discussions. The key issues which are raised will be made more concrete via tours of the Museum, Hayes Home, and Spiegel Grove. To enhance the participants' ability to utilize archival materials, they will do hands-on research in the Hayes Center's extensive holdings of publications, manuscripts, and photographs. As in past sessions, they have the option to help assemble a CD-ROM of images and illustration to use in their own presentations. (One participant from "Untarnishing the Gilded Age" wrote, for example, "I gathered over 50 images for slides for my classroom. . . .")

Pre-Workshop Preparation and Overview

Before coming to the workshop, participants will receive a packet of materials including key readings recommended by the sessions' faculty including key aspects of their research and excerpts of crucial literary works. (Appendix D.) These resources will aid in their preparation for the discussions in each of the session's days as well as giving them some ideas for their project, which will be focused on improving curriculum on the Gilded Age for their community college survey courses or scholarly research. The focus of the workshop is threefold: activities will immerse the participants in the Gilded Age through landmark tours; scholarly discussions will demonstrate the use of primary sources, including publications, manuscripts, and artifacts from the era; research in the Library will aid in the gathering of individual research and classroom materials.

Throughout each day, lectures and discussions will be interspersed with tours of landmarks and research using primary resources available at the Hayes Presidential Center. Course topics build in a logical sequence from general introduction to more specific issues. Primary resources available in the

Library are tied to the Gilded Age topics explored. In the end, participants will begin to have a fuller picture of America from 1877 to 1901.

Logistical Design

The workshop consists of two sessions, to be held in May and June 2009. The first session will be from May 18-22 and the second from June 1-5. These weeks will accommodate most community college faculty as the dates fall between spring and summer sessions. With ample time for outreach, we are confident enough community college humanities and social science instructors will be able to fit them in their schedule without disrupting their summer sessions.

A time schedule is listed in Appendix E. This section provides an explanation of the schedule.

Monday—Introduction to the Gilded Age

This first day will begin with introductions of the Staff and participants, overview of the program, including requirements, schedule, and goals. Dr. Rebecca Edwards will give participants an overview of the Gilded Age. Following Dr. Edwards' presentation, Dr. Brooks D. Simpson will examine the role of Henry Adams and other contemporary critics in their shaping—and misshaping perceptions of the Gilded Age.

Participants then will engage in rotating small group discussions with Dr. Simpson and Dr. Edwards during the afternoon. The Staff will lead a tour of the museum, which houses original Hayes artifacts from his life, his presidency, and his time period. Participants will tour the Hayes Library, which houses 75,000 books as well as one million manuscripts and photographs. They will also discuss primary source research with the speakers and topics for their project with program staff.

In the evening, the Library will be open for optional research.

Tuesday—Politics and Economics

Professor Edwards will examine electoral politics and economic development in the post-Civil War era, focusing on the South and the West. In the course of her presentation, she will also provide participants with analysis of Lucy Webb Hayes' involvement with the WCTU. As she has noted in New Spirits: Americans in the Gilded Age, 1865-1905, the million-member Women's Christian Temperance

Union offered a transforming vision that one usually associates exclusively with the Progressive Era. She states, "...WCTU members founded kindergartens, soup kitchens, free lunch rooms, and libraries; advocated prison reform and public health measures; endorsed an eight-hour day for workers; and denounced domestic violence."

Professor Simpson will continue his presentation incorporating beginning observations of the role of Henry George and his key work, Progress and Poverty, in the reform movement.

In the afternoon, Executive Director Thomas Culbertson will offer a focused presentation on Hayes' attitudes toward the rights of business and labor as well as the paradox between Hayes' hopes for the post-war South and its reality. Drawing on his knowledge of Hayes' diary and personal library, Mr. Culbertson will analyze the President's extensive and eclectic readings. Later, Drs. Edwards and Simpson will engage in small group discussions. Rebecca Hill will lead participants in utilizing the research resources of the Library.

In the evening, as a testament to Hayes' concern with species propagation, participants will go on a walking tour of Spiegel Grove, Hayes' extensively wooded estate.

Wednesday—Capital and Labor

Dr. Timothy Messer-Kruse will lead a discussion of capital and labor in the Gilded Age. Dr. Messer-Kruse will also examine the motivations behind key events and movements including the Railroad Strike of 1877, the Haymarket Riot of 1886, the Homestead Strike of 1892, and the rise and fall of the Knights of Labor and the American Federation of Labor. In "All Things New: Individualism and Community," Dr. Robert Fogarty will examine practical and utopian reactions to the conflicts between employers and laborers in the writings of Henry George and Edward Bellamy.

In the afternoon, participants will rotate among three activities. Drs. Messer-Kruse and Fogarty will engage in a question and answer session. Thomas Culbertson will lead tours of the Hayes Home. Nan Card will lead participants in an examination of manuscripts including correspondence copies and manuscripts from Howells.

Participants will have the option of attending an evening Edison cylinder phonograph concert presented by Dr. Steven L. Culbertson. The selection of recordings will reflect the broad ranges and contrasts of musical tastes of the Gilded Age.

Thursday—Realism and Utopianism in American Literature: Howells and Twain

Dr. Steven Culbertson will offer a brief analysis of Hayes' interactions with William Dean Howells and Mark Twain and his response as an informed reader of Howells' A Hazard of New Fortunes and Annie Kilburn Twain's A Connecticut Yankee at King Arthur's Court and The Prince and the Pauper.

In his presentation entitled "The All-Seeing Eye of W.D. Howells: 1885-1895," Dr. Sanford Marovitz will introduce participants to William Dean Howells' social fiction. Concentrating on A Hazard of New Fortunes, Annie Kilburn, and A Traveler from Alturia, Dr. Marovitz will examine Howells' role as both a realist and a utopian.

Dr. Michael J. Kiskis will begin a two-part discussion of realism and utopianism in American Literature and their impact on Gilded Age culture. Using The Prince and the Pauper and A Connecticut Yankee in King Arthur's Court as his reference points, Dr. Kiskis will "explore the intersection of Mark Twain's life with the larger questions of progress and poverty in mid-nineteenth century America." While he will examine the social criticism in these two major novels, he will also "suggest that there is much to be gained from placing Mark Twain's work within a domestic context—personal, literary, and social—as part of an exploration of Mark Twain's writings that spread through 1877-1901. Mark Twain did not write in a vacuum. He was powerfully influenced by his domestic environment and by the intellectual and social atmosphere of his era."

The afternoon will feature a series of rotating small group sessions. Participants will meet with Drs. Marovitz and Kiskis. Gil Gonzalez will present a workshop on images from the Center's collection (including photographs of key figures (Howells, Twain, Hayes, etc.) and events (political rallies, strikes, etc.). He will also address the challenges and possibilities of using them in presentations. Participants will also be able to work with the Manuscript Collection and research in the Library.

As an option, participants may engage in evening research in the Library.

Friday—American Realism and Utopianism

Drs. Marovitz and Kiskis will continue their investigation of late nineteenth-century realism and utopianism.

In the early afternoon, participants will present preliminary project findings to the group.

Project Expectations

Participants will be expected to follow one of two tracks. In the first option, they will assemble and assimilate materials to support their classroom presentations and discussions of the Gilded Age. These materials will include observations drawn from the presentations as well as copies of archival materials including manuscripts, editorial cartoons, and photographs. The ultimate product will be a portfolio. In the second track, they will assemble research which will lead to a paper for presentation at a conference or publication.

Faculty/Staff – (See Appendix 4.A, 4.B for Letters of Commitment and Resumes)

Project Director: Dr. Steven Culbertson received his Ph.D. from Bowling Green State University. He is Professor of Communications and Humanities at Owens Community College. His research emphases include Rutherford B. Hayes, Thomas Edison, and reform writers of the Gilded Age. He served as Project Director of “Untarnishing the Gilded Age” in 2006 and received favorable evaluations for his organizational skills, flexibility, and compatibility. He was co-curator of “Mr. Edison’s Music Makers,” an educational exhibit of over forty phonographs at the Hayes Presidential Center. Dr. Culbertson will direct the project and lead the sessions on Hayes’ literary tastes and Thomas Edison’s phonographs.

Hayes Center Staff: Thomas Culbertson was appointed Executive Director of the Hayes Presidential Center in 2005. He was previously the Director of Museum and Education and the primary curator for several exhibits, including the political cartoons of Thomas Nast. Mr. Culbertson holds a Bachelor of Arts degree in History from Knox College and a Master’s of Library Science from Syracuse University. Mr. Culbertson will lead tours of the Hayes Home and Museum and assist with direction of the project.

Nan Card: Ms. Card is the Curator of Manuscripts at the Hayes Presidential Center. She holds Bachelor’s and Master’s degrees in History from Bowling Green State University. Ms. Card will assist

workshop participants with the manuscripts as primary sources. **Gil Gonzalez:** Mr. Gonzalez is the Head of Photographic Resources at the Hayes Presidential Center. Mr. Gonzalez holds a Bachelor's degree in English from Bowling Green State University and teaches art and photography at Terra and Owens Community Colleges. Mr. Gonzalez will lead a discussion on photos and images of the Gilded Age in classroom presentations. **Rebecca Hill:** Ms. Hill is the Head Librarian at the Hayes Presidential Center. She holds a Master's in Library Science from the University of Michigan. Ms. Hill will assist participants in their use of primary sources in the Hayes Presidential Center's Library. **Faculty: Dr. Brooks Simpson** is Professor of History at the Arizona State University. He is author of a number of books on the Gilded Age including The Political Education of Henry Adams (1996), The Reconstruction Presidents (1998), and Essays on Race and Politics in the Civil War Era (1997) as well as Ulysses S. Grant: Triumph over Adversity, 1822-1865 (2000). **Dr. Rebecca Edwards** is Professor of History at Vassar College. Her recent works include Angels in Machinery: Gender in American Party Politics from the Civil War to the Progressive Era (1997) and New Spirits: Americans in the Gilded Age, 1865-1905 (2006). **Dr. Timothy Messer-Kruse** is Chair of the Department of Ethnic Studies at Bowling Green State University. He has published articles in The Wisconsin Magazine of History, Labor History, Timeline, and other publications. His books include a study of nineteenth-century radicalism and reform, The Yankee International: Marxism and the American Reform Tradition, 1848-1876 (1998), and Banksters, Bosses, and Smart Money: A Social History of the Great Toledo Bank Crash of 1931 (2004). **Dr. Sanford Marovitz** is Professor Emeritus of English from Kent State University. In addition to being a former president of the William Dean Howells Society, he edited its newsletter, The Howellsian (2004-2007). **Dr. Robert S. Fogarty** is John Dewey Professor in the Humanities, Emeritus and Editor of The Antioch Review. In addition to receiving an NEH fellowship, he has written American Communes and Utopian Movements, 1860-1914 (1990). **Dr. Michael J. Kiskis** is the Leonard Tydings Grant Professor of American Literature at Elmira College. He edited Constructing Mark Twain: New Directions in Scholarship (2001) and Mark Twain's Own Autobiography: The Chapters from the North American Review (1990).

Selection of Participants

Potential participants will be asked to fill out an application and include their resume, a letter of support from their community college department chair, and an essay outlining why they wish to participate and how they will use the knowledge and skills from the program. For each week, twenty-five participants as well as several alternates, depending upon the size of the applicant pool, will be selected by a Program Advisory Committee. The Program Advisory Committee will consist of the three panelists: the Project Director and two community college administrators or faculty who have not applied for the sessions.

Institutional Context

Fremont, Ohio is located 40 miles east of Toledo. The town has just over 20,000 residents and is about an hour and half from the Cleveland airport. It has a limited number of hotels which attract spillover tourists for Cedar Point, a nationally recognized amusement park. The Center's Staff wanted to find a location that would be comfortable yet keeping with part of the theme of the workshop. With that reasoning, participants will be encouraged to stay at Our Lady of the Pines, a retreat center and convent close to the Hayes Presidential Center. (Attachment E.) The land now occupied by the convent was first owned by President Hayes' neighbors and features part of a Victorian home. This retreat site is beautiful and quiet on sixty-five wooded acres. Each participant will have his or her own private room, some with private baths and others with shared facilities. Linens and towels are provided. Meals are provided on site through the convent. The cost of \$300 for the week would include breakfast and dinner. For those who wish to stay in a hotel, rooms will be available at the Comfort Inn for about \$90 a night. However, participants will be encouraged to stay at the Pines because it has proven to promote a collegial atmosphere and encourage informal discussion. This facility has been well received. One past session's evaluation said, "The food was excellent. I like the housing arrangements because the Pines was inexpensive and close to the Hayes Center." Another reinforced this view: "The retreat center was both comfortable and cost-effective, and we were well fed and housed during the project."

Outreach and Promotion

The Hayes Presidential Center will market the workshop aggressively to community college humanities faculty throughout the nation. The dates will be advantageous. According to previous survey results, the May and June sessions fall after the spring semester ends and before summer classes start at many community colleges.

The Center will mail conference literature to social science, history, English, and humanities departments in each of the 1,173 community colleges in the United States. The Hayes Presidential Center's website will have a link to the program application; information about the workshop including dates, times, accommodations, reading list; and links to information about workshop faculty. In addition, the marketing department will send out press releases to the Community Colleges Humanities Association, the American Association of Community Colleges and state community college organizations, allowing the workshops to be added to the calendars of those organizations' websites and publications they produce.

Dissemination and Evaluation

The website page www.rbhayes.org will continue to serve the program after the workshops are complete. Additional readings will be posted as well and an email list will be created to get information to participants. Since some participants will be completing projects, they will have the ability to correspond with staff members at the Hayes Presidential Center as well as, when possible, visiting faculty. Each participant will be asked to fill out a survey, created by the program advisory group, evaluating the workshop after each daily session as well as a survey at the end of the workshop. These daily evaluations will include questions regarding the facilities, contents of each session, and faculty. These surveys have proved valuable in the past. For example, participants in "Untarnishing the Gilded Age" asked if the Center's Staff would be willing to volunteer to come in during extra evening hours in the Library, and that adjustments were made quickly. When necessary, the Project Director and other staff will attempt to make adjustments to assist participants.

4. APPENDIX E:

Progress and Poverty - Workshop Schedule

Sunday: Welcoming Reception

Afternoon Shuttles will leave Cleveland Hopkins for the Hayes Center in Fremont as needed. Vans will drop off participants at Our Lady of the Pines

5:30 p.m. Dinner at the Pines

6:30 p.m. Shuttles will pick up participants at Our Lady of the Pines to take to HPC

6:45 p.m. Introduction of participants and staff in the Museum Auditorium – Tom Culbertson and Steve Culbertson

7:00 p.m. Brief familiarization tour of the Hayes Presidential Center – Tom Culbertson

7:30 p.m. Dessert and Get Acquainted Reception – Auditorium, Museum Building

8:30 p.m. Shuttle returns to Our Lady of the Pines

Monday: Welcome and Introduction to the Gilded Age

8:45 a.m. Shuttle leaves from the Pines

9:00 a.m. Introduction of staff and overview of workshop – Dr. Steve Culbertson

9:30-10:30 Introduction to the Gilded Age by Dr. Rebecca Edwards

10:30-10:45 Break

10:45-11:45 Dr. Brooks D. Simpson will examine the role of Henry Adams and others in shaping perceptions of the Gilded Age

12:00 p.m. Lunch in the Dillon House

1-4:30 p.m. Small group breakouts rotating every hour

- Tour of the Hayes Museum with staff
- Tour of the Hayes Library and Archives with Becky Hill and Nan Card
- Small group discussions with Dr. Simpson and Dr. Edwards

4:30 p.m. Dinner Break (5:30 seating at Pines)

6:15 p.m. Shuttle leaves from the Pines

6:30-8:00 p.m. Primary source research with the Hayes Presidential Center staff in the Research Library (optional)

Tuesday: Politics and Economics

8:45 a.m. Shuttle leaves from the Pines

9 - 9:15 a.m. Administration

9:15-10:30 Dr. Edwards will examine electoral politics and economic development; along with LWH's involvement with the WCTU

10:30-10:45 Break

10:45-12:00 Dr. Simpson will discuss the role of Henry George in the reform movement

12:00 p.m. Lunch in the Dillon House

1:00 p.m. Thomas Culbertson will present Hayes' attitudes toward the rights of business and labor and hopes for post-war South, along with an analysis of Hayes' readings

2 –4:30 p.m. Small group breakouts

- Dr. Brooks Simpson and Dr. Rebecca Edwards
- Research time in the Library

4:30 p.m. Dinner Break (5:30 seating at the Pines)

7:00 p.m. Walking tour of Spiegel Grove

Wednesday: Capital and Labor

- 8:45 a.m. Shuttle leaves from the Pines
9:00-9:15 Administration
9:15 –10:30 Dr. Timothy Messer-Kruse will discuss capital, labor and strikes in the Gilded Age
10:30-10:45 Break
10:45-12:00 Dr. Robert Fogarty - “All Things New: Individualism and Community”
12:00 p.m. Lunch in the Dillon House
1:00-4:30 Small group breakouts rotating each hour
- Small group discussion with Dr. Messer-Kruse and Dr. Robert Fogarty
 - Thomas Culbertson - tour of Hayes Home
 - Nan Card – examination of manuscripts in Hayes Library including those of Wm. Dean Howell
- 4:30 p.m. Dinner break (Seating at 5:30 pm at the Pines)
7-8:30 p.m. Edison phonographs demonstration and lecture by Dr. Steven Culbertson at the Pines (Optional)

Thursday: Realism and Utopianism in American Literature: Howells and Twain

- 8:45 a.m. Shuttle leaves from the Pines
9 – 9:15 a.m. Administration
9:15-9:30 Dr. Steven Culbertson will briefly discuss Hayes’ interactions with William Dean Howells and Mark Twain
9:30-10:35 Dr. Sanford Marovitz – “The All-Seeing Eye of W.D. Howells: 1885-1895”
10:35-10:55 Break
10:55-12:00 Dr. Michael Kiskis will discuss realism and opportunism in American Literature and their impact on Gilded Age culture
12:00 p.m. Lunch in the Dillon House
1-4:30 p.m. Small group breakouts rotating each hour
- Small group discussion with Dr. Sanford Marovitz and Dr. Michael Kiskis
 - Research time in the Hayes Library using primary sources
 - Gil Gonzalez – workshop on images from the Hayes Center and how to use them in presentations
- 4:30 p.m. Dinner break (Seating at 5:30 at Pines)
6:15 p.m. Shuttle leaves from the Pines
6:30-8:00 p.m. Primary source research with the Hayes Presidential Center staff in the Library (optional)

Friday: Case Studies – American Realism and Utopianism

- 8:45 a.m. Shuttle leaves from the Pines
9-9:15 a.m. Administration
9:15-10:30 Dr. Sanford Marovitz continues his investigation of late 19th century realism and utopianism
10:30-10:45 Break
10:45-12 p.m. Dr. Michael Kiskis continues his investigation of late 19th century realism and utopianism
12 p.m. Lunch
1 p.m-3 p.m. Participants present preliminary project findings to the group and final wrap-up
3:15 p.m. Shuttles will leave from Fremont as needed for Cleveland Hopkins Airport