

# Newsletter

Society for Historians of the Gilded Age and Progressive Era

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## Diocesan Records at Chicago's Joseph Cardinal Bernardin Archives & Records Center

by Sarah Heath, Texas A&M  
University-Corpus Christi, with  
Julie Satzik, Archdiocese, Joseph  
Cardinal Bernardin Archives and  
Records Center

Visiting the Archdiocesan Archives is a bit like panning for gold. Treasures are there to be found, but it takes some work to tease out good results. The Archive, which moved to its present location in 1996, suffered historically from a lack of funding and space. As well, many parishes only kept records as required by Canon Law, but often did not preserve documents that reflected the

### *In this issue of the Newsletter:*

- *New SHGAPE President Surveys the Field, page 2*
- *More on INS Records, page 5*
- *Teaching the GAPE in the Digital Age, page 8*
- *SHGAPE Events at the 2004 OAH, Boston, page 10*
- *Accessing Motion Pictures for the Classroom, page 12*

day to day activities of parishioners. As a consequence, the Archive is making every effort to acquire parish records that may still exist in individual

churches, and they try to “get the word out” about their existence. That being said, it is still possible to find significant resources reflecting the activities of Catholics in Chicago. And, considering the importance of Chicago’s parishes in urban development and community activism, it is worthwhile to seek the occasional treasures that manifest



Rev. John Plevnik, Mother of God Parish, Waukegan, Illinois. Courtesy of the Joseph Cardinal Bernardin Archives and Record Center

themselves to the diligent researcher, whether that person is interested in religious history or in more secular topics.

Although the Archdiocese Archive is the largest and has the most advanced facility of diocesan archives in the United States, its collection (**Continued page 4**)



## The President's Chair

# The State of the Society and the Future of the Field

by Donna R. Gabaccia

Mellon Professor of History, University of Pittsburgh

This is my first column as new President of the Society for Historians of the Gilded Age and Progressive Era. In it, I'm happy to report that these are exciting times for SHGAPE. Since its foundation, SHGAPE has grown in membership and it has prospered in very visible and satisfying ways. SHGAPE now has over 300 members. H-SHGAPE has also achieved record numbers of subscribers. The *Journal of the Gilded Age and Progressive Era* is on a firm financial footing and it is now online with the History Cooperative. Past SHGAPE Newsletters will also appear online; they can be found soon on SHGAPE's homepage. The Society has

attained non-profit, tax-exempt status, which opens new opportunities for fundraising. It has opened an Endowment Fund, begun with a generous contribution from Vincent DeSantis; I will begin fund-raising in earnest and initiate a discussion of how an endowment—once it reaches a critical financial mass—can best serve SHGAPE and its members.

All professional societies experience regular transitions as Vice Presidents, Presidents, Council Membership and individual activists enter and exit in predictable ways. Typically such changes are un-remarked by the wider membership and that is probably for the best. Other transitions, however, are considerably more significant because they are often fraught with dangers. This year, SHGAPE has undergone the usual, predictable, and normal transitions in elected officials. More importantly, and largely through the efforts of previous President, Ballard Campbell, it has also successfully navigated much larger and far more complex transitions. At the Hayes Presidential Center former Secretary-Treasurer Roger Bridges has been replaced by our new and extremely able and enthusiastic colleague Murney Gerlach. After serving as founding editor for the journal, Maureen Flanagan has handed editorial responsibilities Alan Lessoff. These are major institutional transitions; both have been peaceful ones that suggest a secure future for the organization.

I would like to point (**Continued page 3**)

### Officers and Council

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to yet another, and even larger and more significant transition quietly underway in SHGAPE and in the field of scholarly study it represents. That transition is a generational one. Any professional society must navigate this transition successfully, too, if it is to survive, expand, and “matter”—whether intellectually or professionally. I have known of professional organizations that falter seriously in times of



Donna R. Gabaccia  
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generational transition. It sometimes occurs that relatively new professional societies lose membership and fresh leadership as they mature. Sometimes this happens because the scholarly field represented by the society experiences a contraction—curricula change as do our

understandings of periodization, along with our research interests and paradigms. But it also sometimes happens that professional societies simply fail to welcome younger scholars into the field or to find ways to incorporate their intellectual and organizational energies and insights.

I am happy to report that SHGAPE is now undergoing a generational transition and that it seems to be doing so with considerable grace. New faces were very much in evidence at SHGAPE-sponsored activities at this year’s AHA in Washington, D.C.: new members on the Council and the JGAPE Editorial Boards include both long-time SHGAPE activists and newcomers who have received their Ph.D.s in the previous ten years.

The new generation of GAPE specialists was particularly visible at the meetings of the AHA just past. A full program of SHGAPE panels featured new research by younger scholars; these panels also engaged them in dialogue with longtime SHGAPE activists and with senior scholars already well-known for their important work on the Gilded Age and Progressive Era. We have last year’s program committee (composed of Dan Letwin, Nancy Unger, Ed Crapol and graduate student liaison Shannon Parsley) to thank for this particularly fine set of panels.

What did SHGAPE programming at the AHA suggest about the health, vigor and future of studies of the Gilded Age and Progressive Era? Let me offer a few thoughts on that question based on the pleasurable experience of attending all six AHA panels sponsored by SHGAPE. These panels covered diverse topics including explorations of the political economy of North America, a variety of American reform movements, and American political culture. A sequence of three panels identified as offering “New Perspectives” especially highlighted recent research by younger scholars—dissertation-writers and recent recipients of the Ph.D.—on reform, labor and race, and science and religion.

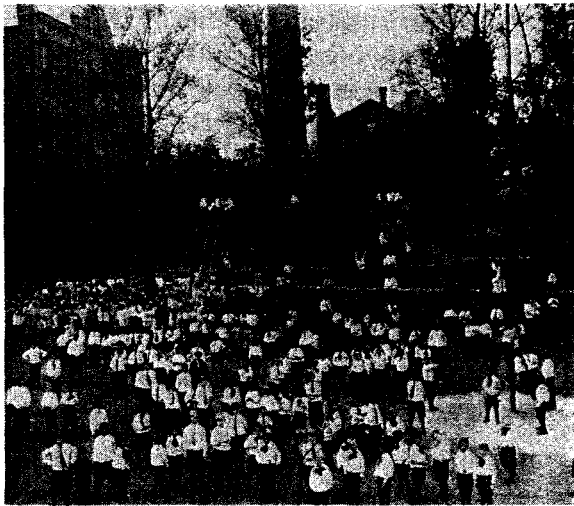
Although it may be case that the teaching of the GAPE has suffered relative to other fields in undergraduate curricula in recent years, it is clear to me that scholarly interest in the GAPE remains exceptionally strong. Our six panels attracted an audience totaling over 130 persons. Although I believe I was the only person who attended all six of these sessions, I did see evidence around me of scholars identify sufficiently with the GAPE as an area of specialization that they attended more than one of our panels.

At least as indicated by attendance, interest in gender (**Continued page 12**)



(“Diocesan Records” from page 1) deals mostly with the 20th century, with the bulk dealing with the chancery and chancery related offices. The Archives is always trying to expand its collection to better illustrate Catholic life in the Archdiocese of Chicago. It encourages donations of materials to enhance its documentary heritage.

It has developed a Web site at (<http://archives.archchicago.org/default.htm>) Researchers can follow links to some of the photographic collections, at (<http://archives.archchicago.org/photo.htm>). The staff is very responsive to requests for information; email communication can be sent to ([info@archchicago.org](mailto:info@archchicago.org)). The staff is inordinately helpful at picking through the records and at revealing useful collections. Prior to my visit, I followed normal protocol



Angel Guardian Orphanage Playground, 1919.  
Courtesy of the Joseph Cardinal Bernardin  
Archives and Record

and gave a fairly detailed account of my research interests. When I arrived for my appointment, the staff had prepared a cart with about ten boxes of records. Many of these I would not have considered ordering had I examined only the manuscript registers. The research guides are organized quite generally. For instance, in examining records from bishops, the manuscript

register often lists items chronologically, or by broad topics like “sermons,” but it does not cross-reference (or list) subheadings or topical references that might aid subject-oriented scholars (like historians of women, immigrant communities, reform movements, or other interests). As in most cases, it pays to rely on the help of the archivists’ more detailed knowledge of the available sources in order to locate hidden treasures that otherwise would not surface.

Some collections are likely what most historians would think of if they considered going to the Archdiocese. Parish and diocesan records detail many church affairs through the Gilded Age and Progressive Era. The Madaj Collection contains chancery correspondence; George Cardinal Mundelein Personal Papers and Photographs provide records, letters, sermons, and pictures of one of Chicago’s Archbishops from 1915 through 1939. The Archives holds sacramental records (including baptism, marriages, confirmations, communions, and deaths for parishes in Cook and Lake Counties). The records for the original Chicago branch of the Order of Poor Clares are also available. The Archdiocese holds various records from closed parishes and schools. The Archives also holds, for open and closed parishes, annual reports, information on income and expenditures, and data on properties. They also possess deeds, blueprints, parish commemorative histories, and cemetery records. As most historians know, these records can be tedious to navigate, but in many cases can provide information that fleshes out perceptions about community makeup, ethnicity, economic livelihood, and family life.

For any person willing to sift through period-specific documents, the payoff can be like hitting paydirt. When I examined such records, I was able to use sermons, correspondence, and **(Continued page 6)**

## More on Immigration Records (RG85): Central Records and Files of the 1880's

By Marian Smith  
Historian, Citizenship and  
Immigration Services

The Fall 2003 issue of the *SHGAPE Newsletter* featured Dorothee Schneider's intriguing article describing the richness of immigration records available at the National Archives ("Looking for the Immigrant in the Haystack: Working with Record Group 85 at the National Archives," Vol. XIII, No. 2). In a shameless effort to capitalize on the interest she generated, this article will focus on one segment of the records dating from ca. 1882 to 1891 and offer practical advice for accessing those files.

A general immigration law of 1882 charged the Treasury Department with administering and enforcing U.S. immigration policy. That policy barred entry to all criminals, prostitutes, carriers of disease, contract laborers (after 1885), and other perceived threats to late 19<sup>th</sup>-century-America. A new head tax of fifty cents on each immigrant was collected from shipping companies and funded enforcement of the policy. Head tax revenue also fed the "immigrant fund," monies from which could be used to return sick or destitute immigrants to their homes abroad, or to help desirable immigrants reach their destinations in North America.

Implementation of the general 1882 law fell to one Assistant Treasury Secretary, who oversaw contracts with State governments to enforce the new law at the ports. Questions of who was or was not a desirable immigrant, debates over who was destitute enough to qualify for immigrant fund largesse, or disputes over accounting for head tax receipts filled the Assistant Secretary's files. He numbered the first file "1," the second "2," the third "3," *et cetera*. It was an old-fashioned file system attempting to comprehend every aspect of large-

scale, industrial immigration. Happily, the Assistant Secretary's duties transferred to a new Immigration Bureau less than ten years later, and records that survive from the 1880s can be used by scholars with relative ease. Records of the Assistant Secretary in Washington are described below.

To use the records, researchers should begin by writing the National Archives (NARA), 7th & Pennsylvania Avenue, NW, Washington, DC, 20408, Attn.: RG 85, to announce their upcoming visit and describe their research topic. Upon arrival proceed to the new Civil Reference room (1st floor) to consult with a RG 85 archivist and to complete and submit request forms. The records will be delivered to the second floor reading room, Room 203.

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Registers of Letters Received (or "Docket of Cases,") August 16, 1882-September 13, 1887 (RG 85, Entry 1). Two register volumes for incoming and outgoing correspondence arranged chronologically by date of letter received and then by letter number. Each entry contains the date, file number, sender's name and address, and subject for each letter. Most also note the date and number of the government's response. Those studying a specific event can scan the register for a short date span in a matter of minutes.

Letters Received, 1882-1906 (RG 85, Entry 7). Letters received by the Secretary of the Treasury (1882-1891) and the Commissioner-General of Immigration (1891-1906) dealing with immigrant cases and administrative matters. Arranged by letter number and filling 155 boxes, the files are indexed by the registers (above) for the period 1882-1887 (not indexed from September 13, 1887 to 1891). Wear old clothes. These wonderful old files are dusty after more than a century of neglect.

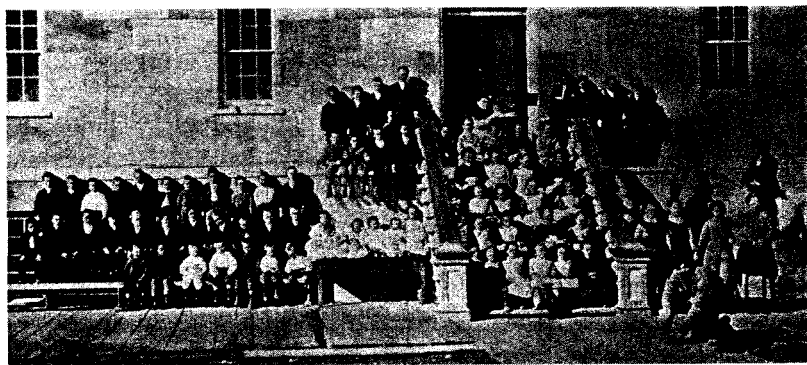
Letters Sent- E Series, 1882-1887 (RG 85, Entry 8, E Series). Copies of outgoing correspondence from the Assistant Secretary of the Treasury. Two large volumes arranged by date (see the registers, above), each containing a limited alphabetical index. Some letters suffer from bleeding ink or fading. Do not ignore these volumes, as the letters sent include some correspondence for which there is no corresponding file in Entry 7.

(“**Diocesan Records**” from page 4) notes from clubs to reconstruct how some parishes responded to social concerns within their communities. Examining church records opened a window into the social history of Catholics in Chicago. When I did research about women’s activism in Chicago, I found excellent pamphlets and notes from meetings of social groups, like the Archdiocesan Council of Catholic Women. In short, the absence of indicators in the manuscript register does not mean that you will not find useful tidbits elsewhere. With some diligent digging, and a willingness to read through a mound of documents, it is possible to uncover some vivid anecdotal detail that can improve our reconstruction of the lives and experiences of community members.

Newspapers offer regular snapshots of life in Chicago and nationwide. *The New World*, the Catholic diocesan newspaper, dates back to 1891. *The Western Catholic*, from the 1870s and 1880s, was not a diocesan publication; its articles address issues of interest outside Chicago. The Archdiocese does not hold ethnic Catholic newspapers. Still, the available resources open up an avenue to expand on our depictions of some Chicagoans’ lives during the Progressive Era and Gilded Age. While the resources are not indexed, they do provide valuable evidence about the history of Chicago and about issues that interested Catholics in the city and on a national level.

The Archdiocese has some excellent records for scholars interested in the history of children. Records after 1915 are closed or restricted, but there is much data available for scholars of the Gilded Age and Progressive Era. Records are available for most of the closed Catholic schools in the

Chicago area. As well, records of institutions like the Angel Guardian Orphanage can be useful. The orphanage was founded in 1865 for German children who lost parents to the Civil War and epidemics that swept the city during that time. These files include administrative records, photographs, newsletters, and client files (many of these are restricted, especially those after December 31, 1915). Church members who took an interest in supervising the activities of children and in encouraging a religious foundation in their lives left behind detailed records about their programming, expenditures, and activities.



Angel Guardian Orphanage. Courtesy of the Joseph Cardinal Bernardin Archives and Record Center

In all cases, the Archdiocese should be considered a mother lode when it comes to historical research. Although its holdings are not as complete or as extensively indexed as at larger archives, this small facility provides outstanding records. Although scholars have published extensively about the Gilded Age and Progressive Era, some of the resources available at the Archdiocese are relatively untouched for this period. As well, for those who are interested in the history of Chicago in particular, the records are crucial to refreshing the complex detail of neighborhoods, communities, and cultures in a major American city.



# NEWS OF MEMBERS



**Catherine Cocks** is scheduled to present two papers: "A Republic Has No Subjects": American Exceptionalism and Tourism in Cuba," at the conference Empire and Imperial Cultures, California State University, Stanislaus, in February; and "Climate and Character: American Tourists in Cuba and Mexico, 1890-1940," at the American Society for Environmental History/National Council for Public History, Victoria, BC, in April.

**Peter Holloran** was elected president of the Northeast Popular Culture/American Culture Association (NEPCA).

**Sam Thomas** chaired a plenary session on "Global Fundamentalism" at the Fourth Annual conference on Christianity and Culture at MSU

in September, 2003, and, in the unexpected absence of the keynote speaker, he presented a paper that examined "The New Christendom in the scholarship of Philip Jenkins,,"; in October, he presented at the conference of the International Society for Exploring Teaching and Learning, at Ft. Collins, CO, "An... Interactive Approach to Primary Source Analysis Using Political Cartoons"; in November, at the Annual Great Lakes History Conference in Gd. Rapids, MI, he chaired and served as commentator for the session, "Catholics and the Early American Republic." In April 2004, he will present a paper titled, "A Final Disposition one way or another: The Real End of the First Curran Affair," at the annual spring meeting of the American Catholic Historical Association in Miami, FL.

## SHGAPE Membership (with *Journal of the Gilded Age and Progressive Era*)

Please fill out this form and return it to: SHGAPE, Murney Gerlach, Secretary/Treasurer, Hayes Presidential Center, Spiegel Grove, Fremont, OH 43420. Make checks payable to SHGAPE.

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Recent Activities \_\_\_\_\_

## Some Thoughts on Teaching the Gilded Age in the Digital Age

by John Hepp  
Wilkes University

Last spring, I participated in a SHGAPE sponsored session at the OAH in Memphis entitled "Is 'New' Necessarily 'Improved?': Teaching the GAPE in the Electronic Age." While I looked a variety of "electronic" or "digital" resources, my thesis was simple: Technological changes over the past few decades have made easier than ever to incorporate a wide variety of sources in our courses regardless of the level of technology in the actual classrooms.

I have taught for the last five years at Wilkes University, a small, private four-year institution located in Wilkes-Barre, Pennsylvania. Classrooms at Wilkes, like those at most colleges and universities, come equipped with a widely varying technological resources □ from nineteen nicely outfitted "smart" classrooms to a small number of classrooms that only have chalkboards, and almost every possible imaginably combination in between. The result is that I have had become extremely adaptive as I might have access to an LCD projector in rooms for two sections of the survey, while I might not in the room for the third.

My research and teaching interests

### URL's referenced in this essay:

Richard Jensen's Scholar's Guide

(<http://tigger.uic.edu/~rjensen/>)

Binghamton's Women and Social Movements

(<http://www.binghamton.edu/womhist/links/resource.htm>)

The Library of Congress

(<http://memory.loc.gov/ammem/amhome.html>)

Free Library of Philadelphia Centennial Exposition collection

(<http://libwww.library.phila.gov/CenCol/index.htm>)

center on the effects of economic and technological change on everyday urban life from about 1850 to 1940. My greatest pedagogical challenge is to make this period □ particularly the second half of the nineteenth century □ "come alive" for students who often consider the Reagan administration "ancient" history. To do this, I use a variety of resources in my courses from material culture to documents to visual images to music.

There is nothing new in these types of sources; as I was preparing my presentation for the OAH I realized that my father, a high school social studies teacher, used similar materials in

his classes forty years ago but the electronic age has made it easier than ever both to obtain and to use many of these resources.

The bulk of this piece will focus on my classroom use of documents and visual images (maps, photographs, drawings, paintings, etc.). First, I will discuss where and how I find these resources. Then I will look at the various ways I incorporate them into my courses. After considering documents and visual images, I will briefly discuss my use of music in the classroom. My students, mostly first generation college students, have responded extremely well to my musical interludes. Although conventional wisdom states that this current generation is a visual **(Continued page 9)**



American Memory Project.  
Suffragist Mrs. George Welles, 1913.  
Courtesy of the Library of Congress

("Digital Age," from page 8) one, I have found my students may in fact be more aural than visual.

I draw on a wide variety of sources for the documents and visual images I use in my courses. Some of these are the same that existed forty years ago: published books and document sets and copies of archival and museum originals. Forty years ago, however, the creation of slides and overheads was often a difficult and expensive process; today I can easily scan these sources and convert them to digital files that can later be use in variety of formats. Wilkes has a scanner that the faculty can use but today scanners that create images that are of sufficient quality for our purposes can be had new for under \$100. In addition to taking existing [paper] images and converting them into electronic files, there are a number of easily accessed digital sources. Many documents and visual images are available for purchase on (primarily) CD-ROMs today that can be incorporated into our classes fairly directly. In addition, the web is an outstanding treasure of sources for our period. Some of these sites are subscription services that charge for access but many are free sites than simply have to be found.

Finding a specific document or image on the web can often be a tedious and, at times, frustrating process. All too often I

stumble across an image while searching for something else; this is particularly irritating when I had recently failed in a recent search for the original image. In general, I have found the normal search engines [such as Google] to be of limited value in conducting a search for a specific type of document or image. I tend instead to visit web sites that have been helpful in the past, recommended by a colleague (often on a discussion list like H-SHGAPE), or found in one of the listings of suggested web sites that departments and professors often compile (such as Richard Jensen's Scholar's Guide and Binghamton's Women and Social Movements).

Based on my experience, I have

created a loose taxonomy of free web sites from which I have been able to draw documents and visual images: (1) archival sites, (2) course sites, (3) enthusiast sites, and (4) Ebay and similar sites. I will look at each of these four categories briefly in turn, as each have advantages and disadvantages.

Archival sites are

those operated by archives, museums, libraries, and educational institutions, and are often designed with classroom use in mind. Perhaps the best known is the American Memory Collections maintained by the Library of (Continued page 14)



American Memory Project. Partial ruins following the 1906 San Francisco, California, earthquake. Courtesy of the Library of Congress.



## Upcoming OAH Panel Presentations Co-Sponsored by the SHGAPE Boston, March 25-28, 2004

[Please consult onsite program for times and locations]

**PANEL: "When was the Gilded Age?"**

- Chair: Robert Bannister, emeritus, Swarthmore College
- Richard Schneirov, Indiana State University, "Periodizing the Gilded Age: Science and History"
- Eric Rauchway, University of California-Davis, "The New Electorate and Progressive Policies, 1884-1917"
- Alan Lessoff, Illinois State University, "The Gilded Age: Provenance of an Assumption"
- COMMENT: Heather Cox Richardson, Winchester, Mass.

**PANEL: "New Women Voters and 'Manly Lobbyists: Gender and Political Transformation in the 1920s'"**

- CHAIR: Lisa G. Materson, University of California-Davis
- Lorraine Gates Schuyler, University of Virginia, "To Hold the Lady Votes: Southern Legislatures and New Women Voters in the 1920s"
- Danielle J. Swiontek, University of California, Santa Barbara, "'Buy California': Women's Consumption as Grassroots Political Activism in 1920s California"
- R. Todd Laugen, University of Colorado at Boulder, "Taming the Political 'Passions of Men in the 'Age of the Woman's Lobby': The Case of Colorado Trade Unions in the 1920s"

- COMMENTATOR: Elisabeth Israels Perry, St. Louis University

**PANEL: "Commodity Culture in an Age of Empire"**

- CHAIR: Matthew F. Jacobson, Yale University
- Nan Enstad, University of Wisconsin, "Marketing Cigarettes, Making Whiteness: The Creation of a Transnational Corporate Culture in the 1920s"
- Mona Domosh, Dartmouth College, "Commodity Racism and American Commercial Imperialism"
- Kristin Hoganson, University of Illinois, "Entertaining Different: The Popular Geography of Food, 1865-1920"
- COMMENTATOR: Laura Wexler, Yale University

**PANEL: "Natural Disasters: Community, Work, and Relief"**

- CHAIR: Constance Clar, Randolph-Macon Woman's College
  - Thomas A. Krainz, Framingham State College, "After the Quake: Assisting Refugees from San Francisco's 1906 Earthquake and Fire"
  - Diana De Stefano, University of Colorado, "Who's to Blame? Risk and Responsibility in Avalanche Country, 1859-1893"
  - Kenneth Orona, University of
- (Continued page 11)**

Colorado, "Smoke on the Water and Fire in the Sky: Public Response to the 1913 Dayton, Ohio Flood"

- COMMENTATOR: Ted Steinberg, Case Western Reserve University

PANEL: "Regulating Bodies, Constituting the Social in the Twentieth Century U.S."

- CHAIR: Elizabeth Lunbeck, Princeton University
- David Hoogland Noon, University of Alaska Southeast, "Manufacturing the Professional Officer: Class,

Ethnicity and Somatic Anxiety during the Progressive Era"

- Alexandra M. Lord, United States Public Health Service, "Guardians of the Community's Health: Women's Bodies, the Public Health Service and the Revolution in Sex Education, 1918-1930"
- Sarah Whitney Tracy, "The Shape of Things to Come:" American Constitutionalists and the Regulation of the Social Body, 1910-1950"
- COMMENTATOR: Elizabeth Lunbeck, Princeton University

The **Mid-America Conference on History** will be held in Springfield, Missouri, at the Sheraton Hawthorn Park Hotel, 30 September to 2 October 2004. Paper and session proposals are welcomed accompanied by a one-paragraph abstract. All topics will be considered. Deadline: 15 May 2004. Contact: James N. Giglio, Conference Coordinator, Department of History, Southwest Missouri State University, Springfield, MO 65804; e-mail: [jng890f@smsu.edu](mailto:jng890f@smsu.edu).

Forthcoming Articles in the *Journal of the Gilded Age & Progressive Era*  
Volume 3, Number 2 / April 2004

- ❖ "Putting It To a Vote: The Provision of Pure Milk in Progressive Era Los Angeles" by Jennifer Koslow
- ❖ "Voting for Play: The Democratic Potential of Progressive Era Playgrounds" by Sarah Jo Peterson
- ❖ "Family Trees and Timber Rights: Albert E. Jenks, Americanization, and the Rise of Anthropology at the University of Minnesota" by Mark Soderstrom
- ❖ Review Essays:
  - "Diplomatic Traditions that Echo across a Century" by Jack L. Hammersmith
  - "Paying for Progressivism" by Thomas R. Pegram
  - "Tramping for Meaning: Labor History Moves West" by Gordon Morris Bakken



("State" from page 3) analyses is especially vibrant. Particularly well attended were panels on reform of the domestic world, on transnational female activism and on gendered analyses of empire, environment and travel. While panels featuring gender analysis were often dominated by female presenters, audiences for these panels were decidedly more mixed. Yet it is also worth noting that a gender balanced panel of Canadianists, Mexicanists and U.S.-ists who analyzed varied dimensions of North America as a political economy in the GAPE attracted an audience that was almost completely male. This is not necessarily a precise reflection of Elizabeth Perry's observation that "Men Are From the Gilded Age, Women from the Progressive Era." But it does suggest the ongoing importance of gender both in the era we study and in the professional lives we build for ourselves a century later.

Scholarship on the GAPE by younger scholars is clearly following trends visible in the wider field of U.S. history. A panel on Women and Social Action in Transnational Perspective connected the histories of the U.S., Russia, Britain and Argentina. Here was an example of an "internationalized" history of the U.S. at its best. Contemporary policy concerns—about disease and migration, prison populations, travel, health insurance, the purity of food and the preservation of the environment—surely help to explain the research choices of recent dissertation writers. The rise of fundamentalisms worldwide also seems to have pushed many younger researchers to revisit the relationship of science and religion during the GAPE. The growing importance of culinary studies was also reflected in several SHGAPE-sponsored panels.

At the same time, GAPE specialists are busily re-visiting themes will be familiar to every member of the older generation. The study of reform and politics is unlikely to lose its centrality in future interpretations of the GAPE. New scholars continue to turn to the Populists, the Social Darwinists, the Socialists and business leaders of this era for insights into corruption, race relations, immigration policy and governance.

SHGAPE was proud to highlight this fine new research at this year's AHA. It has a newsletter and a journal that can help to guarantee that the results of this research circulate widely and find publication and a broad readership. To those young scholars who now define themselves as specialists on the GAPE I can only offer one additional word, and that word is WELCOME! We look forward to your activism and to your ideas in the years ahead.

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## Accessing LOC Motion Pictures for Classroom Use

By David Blanke, SHGAPE Newsletter Editor

Like John Hepp, I enjoy taking advantage of the powerful technologies now available in many of our classrooms. While still required to tote along various videotapes, CDs, and DVDs, I've found a great amount of filmed material from the GAPE is available electronically through the Library of Congress. These include, for example, movies on material culture, the Great White Fleet, political campaigns and politicians, tours of major American cities (including San Francisco following the 1906 earthquake), industry, vaudeville (for my personal (**Continued page 13**))



(“Accessing Movies” from page 12) favorite, search “The Boxing Cats”) and especially the everyday events that occurred during the period (search on “Central Park,” “Ellis Island,” “Brooklyn Bridge,” or “Fish Market” for some stunning visuals from the turn of the century). In the following “how-to,” I step through the process of accessing and downloading one of these files: an 1894 Edison film capturing a Sioux Ghost Dance, which I include in my Powerpoint presentation while discussing Wounded Knee. As a visual aid, it is extremely effective (starting conversations not only about the historical participants, but also the commitment needed on the part of our current generation to fund a public history project such as this).

1. Go the American Memory Homepage at (<http://memory.loc.gov/>)
2. Click “Search”
3. A search engine <http://memory.loc.gov/ne> appears, click “Motion Pictures” in the right, green box titled “Limit Search to:”
4. At this next screen, you can scroll down and browse individual collections. For this example type “Ghost Dances” in the blue search box and click “Search.”
5. A number of hits pop up (including documents, images, and films), click the first “Sioux Ghost Dance”
6. A thumbnail image of the film appears as well as links and basic citation information. **RIGHT**-click one of the media formats that you would like to use to save the file on your drive (I prefer MPEG because I seem to experience fewer problems when I port the file to other computers). Choose “Save Target As” and you will be prompted as to a name and directory on your computer (e.g., A:, C:\My files, etc.) which you want to use.
7. At this point, you can minimize the LOC site, find your file, double-click and it should run automatically. If not, you may be prompted to download or install a particular media player. If there are complications, I strongly urge you contact your departmental computer expert or one of your children (preferably over the age of six) who will have an embarrassingly easy time in correcting the problem.
8. Now for the fun part! Open an appropriate Powerpoint presentation (for example, one dealing with Wounded Knee or Wavoka). On the selected slide, click “Insert” then “Movies and Sounds” then “Movie From File.” Prompt your computer to the directory and name that you assigned in step 6. Double-click and it should be there.
9. Some versions of Powerpoint will prompt you from here, others will not. Assuming the latter, right-click the thumbnail of your movie. Drop to “Custom Animation” and experiment with the look that interests you. I try to keep it simple, but you can have the movie fly in, scroll, or any number of other appearances. For a short file like this one, I like to have the movie loop until I move forward to the next slide.
10. When porting files from your desktop to the classroom, **BE SURE TO COPY THE ENTIRE MOVIE FILE** to your ZIP disk, not just the Powerpoint presentation. If you don’t do this, Powerpoint will tell you that it can’t find the appropriate file, and your technical in-expertise will be on display to 200 freshmen (if my first experience was any guide).
11. Lastly, if you do not use Powerpoint but do have projection capabilities for a classroom computer, simply bring the file and double-click it. The appropriate media player has enough playback controls to play, fast-forward, re-start, etc. with relative ease.

(“Digital Age,” from page 9) Congress. It is well-indexed and I often use it to find relevant postcards, maps and photographs. In addition to LOC collections, it contains links to other collections. A less well known but valuable resource for the Gilded Age is the Free Library of Philadelphia Centennial Exposition collection. Course web sites are a valuable but often ephemeral resource. Like many other teachers, I will often post public domain images when relevant to my course and compile lists of web links useful to students. These sites can be difficult to find, as they are not often indexed, and often disappear (particularly those from courses that are not offered on a regular basis). Somewhat less ephemeral but often equally difficult to find are web sites run by non-academic enthusiasts. Certain topics — trains, trolleys, ships, genealogy, amusement parks, wars — attract a lot of attention from non-professional historians. Some of these sites are run by an individual and are often very specialized. Finally, Richard Jensen and others have made use of images posted on Ebay and other similar internet auction sites. I must admit that the low resolution of most of the images found on these sites has limited their use to me. Now that we have obtained these electronic documents and images, we can turn to how they can be used in the classroom. For me, the most wonderful aspect of digital files is that once you have the document or image, it can be easily converted into a variety of formats. An obvious use is to post an image on a course web site, allowing students to study the image on their own time. I have found this a real advantage



American Memory Project. Girls Basketball Team, Milton, North Dakota, 1908. Courtesy of the Library of Congress.

compared to the use of traditional slides in the class, as some students need thirty seconds to study and analyze an image, while others made need three minutes. In “smart” classrooms, I incorporate the images into my PowerPoint presentations that often function as the outlines of my lecture classes. In less well-equipped classrooms, I use my inkjet printer to create overhead transparencies of the same images. I have also printed documents to use as handouts in class. This can be as part of a take home

assignment or as the only way to share an image in classroom that is devoid of technology. The flexibility of digital files means that regardless of the level of technology present in the classroom, documents and images can be incorporated into the class.

Another way in which the electronic age has helped me in teaching the

Gilded Age is that it now easier than ever to incorporate music in my classes. My students respond incredibly well to the use of music. Perhaps because so few teachers use music, my students are more enthusiastic about music than video images.

I use music in my classes in two ways. The first is as you would expect; I use period music as an artifact to be analyzed. My favorite “album” (now a CD, of course) is Pete Seeger’s *American Industrial Ballads* from the Smithsonian Folkways collection. It is a compilation of workers’ songs from about 1800 to 1950. Playing the music in class and asking the students to first explain and then contextualize the lyrics (Continued page 15)

("Digital Age," from page 14) makes for an exciting diversion from most primary source analysis. The other way in which I use music is to choose modern songs that contain historical references and use those songs as a [jumping off point] for class discussion. My personal favorite is Bruce Springsteen's [Youngstown] which tells the story of the steel industry in Ohio from the Civil War through deindustrialization. I play the song and ask the question what is the role of history in the song? I find this is very effective in survey courses where it is often difficult to spur discussion.

As with documents and images, there is nothing terribly innovative about how I use music but the electronic age has made it easier than ever to incorporate music in our classes. In the days of vinyl albums and tapes, you needed a record or tape player and had to fairly carefully place the needle or position the tape. It was not easy to replay a specific line. Today, many CD players and most computers make it easy to play (and replay) a specific word if necessary.

For those of us who choose to incorporate documents, images, and music into our classrooms, the electronic age has made it easier than ever to do so. Because of the flexibility of digital files, the only limitations on their classroom use are our imaginations, any use agreements, and the copyright laws

The Center for the Historical Study of Women and Gender at the State University of New York at Binghamton and Alexander Street Press announce the launching of the reconfigured World Wide Web site, "Women and Social Movements in the United States, 1600-2000." Beginning this winter the website will appear in a new format with a database and new indexing and an infusion of new online documents at <http://www.alexanderstreet6.com/wasm>.

Co-edited by Kathryn Kish Sklar and Thomas Dublin at the State University of New York at Binghamton, the new website consists of all the document projects that appeared on the Women and Social Movements website between 1997 and 2002 plus about 10,000 pages in documents that constitute the first installment of an online collection of sources related to "The Struggle for Woman Suffrage, 1830-1930." This document set includes the proceedings of the three female antislavery conventions held in the 1830s and the first six volumes of *The History of Woman Suffrage*, edited by Stanton, Anthony, and other suffrage activists. It will soon include all the proceedings of Woman's Rights Conventions held between 1848 and 1869. We will be adding 12 new document projects annually and about 10,000 pages from related books, pamphlets, and serials. We have

become an online journal and are actively soliciting submissions of edited document projects from faculty and advanced graduate students.

There is also a powerful full-text search engine which can be coordinated with the database. One can thus perform a search for specific themes or phrases used in the documents. One could, for instance, explore references in documents to contraception and explore by dates of documents or by the birth dates of authors, or along lines of race, ethnicity, or region. At present our earliest documents date from the American Revolution, but we will soon have a Native American project that begins in the mid-17th century. Our latest document examines the Violence Against Women Act and includes documents through 2000.

The website also includes a Teacher's Corner with 20 sets of lesson plans and 12 Document-Based Questions, a Related Links section with descriptions and links to related websites, and an extensive Bibliography. We encourage prospective contributors or interested users of the website to contact us as co-editors.

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## Members in Print

**John Baick** published "Cracks in the Foundation: Frederick T. Gates, the Rockefeller Foundation, and the China Medical Board" in *the Journal of the Gilded Age & Progressive Era*, Volume 3, Number 1 (January 2004).

**Gordon M. Bakken and Brenda Farrington** edited the *Encyclopedia*

*of Women in the American West* (Sage Reference, 2003).

**Edward Blum** published "The Crucible of Disease: Trauma, Memory, and National Reconciliation during the Yellow Fever Epidemic of 1878," in *The Journal of Southern History*, LXIX, No. 4 (November 2003), 791-820.

**Ed Bradley** published "The House, the Beast and the Bloody Shirt: The Doorkeeper Controversy of 1878" in *the Journal of the Gilded Age & Progressive Era*, Volume 3, Number 1 (January 2004).

**Ballard Campbell and William Shade** edited *American Presidential Campaigns & Elections* (M.E. Sharpe, 2003).



**Kendrick A. Clements** and **Eric A. Cheezum** published *Woodrow Wilson* (CQ Press, 2003).

**Roger Daniels** published *Guarding the Golden Door: American Immigration Policy and Immigrants since 1882* (Hill and Wang, 2004); a paperback edition should appear in January 2005.

**Carolyn DeSwarte Gifford** with **Wendy Deichmann Edwards** edited *Gender and the Social Gospel* (University of Illinois Press, 2003).

**Samuel P. Hays** published the 2003 Distinguished Historian Address: "Revising the Response to Industrialism: Changes in Perspective Over Forty Years, 1955-1991" in the *Journal of the Gilded Age & Progressive Era*, Volume 3, Number 1 (January 2004).

**Peter Holloran** published *The Historical Dictionary of New England* (Scarecrow Press).

**Thomas A. Krainz** published "Transforming the Progressive Era Welfare State: Activists for the Blind and Blind Benefits" in the

*Journal of Policy History* Volume 15, No. 2 (2003).

**Samuel T. McSeveney** published entries on "New England States," the "Panic of 1873," and the "Panic of 1893" in Leonard Schlup and James G. Ryan, Eds. *Historical Dictionary of the Gilded Age* (New York: M.E. Sharpe, 2003).

**Worth Robert Miller** published "Educating the Masses: Cartoons from the Populist Press of the 1890s" in *American Nineteenth Century History*, Volume 4, Number 2 (Summer 2003), 104-119.

**Jeanne Petit** published "Breeders, Workers, and Mothers: Gender and the Congressional Literacy Test Debate, 1896-1897" in the *Journal of the Gilded Age & Progressive Era*, Volume 3, Number 1 (January 2004).

**Richard Schneirov** published "The Odyssey of William English Walling" in the *Journal of the Gilded Age and Progressive Era* (October 2003).

**James D. Startt** published *Woodrow Wilson and the Press: Prelude to the Presidency* (Palgrave Macmillan, 2004).

**Sam Thomas** has two refereed articles forthcoming: "Mugwump Cartoonists, the Papacy, and Tammany Hall in America's Gilded Age," is in press and will appear in *Religion and American Culture: A Journal of Interpretation*; and, "Teaching the GAPE with Political Cartoons: A Systematic Approach to Primary Source Analysis," in *The History Teacher*. In addition, he published two entries in Leonard Schlup and James G. Ryan, Eds. *Historical Dictionary of the Gilded Age* (New York: M.E. Sharpe, 2003).

**Bailey Van Hook** published *The Virgin and the Dynamo: Public Murals in American Architecture, 1893-1917* (Ohio University Press, 2003).

**David Vaught** published "After the Gold Rush: Replicating the Rural Midwest in the Sacramento Valley," in *Western Historical Quarterly* 34 (Winter 2003): 447-467.

**Robert E. Weir** and **James Hanlan** edited the *Historical Dictionary of American Labor* (Greenwood Press, 2003).

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