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Connection and Education: Editors and the Web
Chair: Kenneth Williams, Chair, ADE Web Site Committee, Kentucky Historical Society; Felicia Johnson, Institute for Advanced Technology in the Humanities, Virginia Center for Digital History, University of Virginia; Mary Lamb Shelden, Writings of Henry D. Thoreau, Northern Illinois University; Melissa Bingmann, Assistant Professor of History, Indiana University Purdue University Indianapolis (IUPUI); Carol B. Conrad, Teacher and History Department Chair, The Bullis School, Potomac, Maryland

The panel’s discussion focused on the transformation in classrooms, especially k-12, that has occurred with widespread use of the World Wide Web. Invariably editors and editorial projects have to put materials on the web. In order to do that effectively editors need to ask the right questions, plan well, and commit sufficient resources. That is commonsensical, of course, but worth emphasizing. Seeking answers to the questions of who the audience is and how it can be reached is the first step in the planning stage. Determining who is responsible for the planning, design, and maintenance of the web site is critical and most often involves a team of people with different expertise and, realistically, at considerable cost. Dependence on team work typically combines enormous potential with unexpected challenges. The creation and upkeep of a successful Web site requires a design that articulates goals well and targets audiences accurately; keeps the content in focus and does so in a consistent and clear fashion; makes navigation simple; assures that updates are timely and reliable; and accommodates multiple platforms, print options, and registration with search engines.

Successful Web sites for educators, such as the one developed for National History Day, affect what teachers teach and the way in which they teach it. From the editors’ perspectives the move to deliver primary sources into the hands of teachers via the Internet is the most promising aspect of...
education reform for history in the classroom. What documents to choose, how to present them, and what context to provide determines the use teachers can make of primary sources for cohorts of students whose world is driven by technological advances and who need to learn how to handle questions of access and reliability of information in general, but especially in terms of textual–historical and literary–materials. Web sites that aim at teachers and students as parts of their audience therefore serve their visitors (whom they can count and profile) well when they offer suggestions for lesson plans and, most effectively, include contact forms that allow for questions to be asked, and promptly answered by friendly and competent editors, as in the case for *The Writings of Henry D. Thoreau* homepage.

**Editing Native American Materials** Chair: Rowena McClinton, Moravian Mission to the Cherokees, Southern Illinois University; Christine S. Patrick, Papers of George Washington, University of Virginia; William Anderson, John Howard Payne Papers, Western Carolina University; Anna Smith, Independent Scholar; Thomas E. Sheridan, Hopi Documentary History Project, Southwest Center and Department of Anthropology, University of Arizona

The major challenges editors of Native American materials face are twofold: complications and complexities that stem from dealing with cultures whose languages are rarely or incompletely text based and an acute awareness of the sensibilities of the heirs and contemporary guardians of past Indian tribes. The Journals of Samuel Kirkland are a case in point. As textual legacy of a Christian missionary to the Iroquois Nations and founder of Hamilton College in upstate New York, the journals show Kirkland to be a careful observer and astute recorder of three native languages and also allow important insight into life on the northeastern frontier in the late eighteenth and early nineteenth centuries. Going well beyond the scope and quality of an earlier edition, the new edition of Kirkland's journal traces the development of his minutes, the most complete and accurate version, that formed the basis for his journals that he subsequently expanded to serve as foundation for his reports to his financial supporters. Even seen through the lens of Kirkland’s cultural imperialism, the record of the Iroquoian (Oneida) language is important, notwithstanding the difficulties of its transcription that is complicated by the need for deciphering of Kirkland’s shorthand, especially his use of abbreviations and codes.
When John Howard Payne and Daniel Butrick worked among the Cherokees in the first half of the nineteenth century, they gathered materials that reflected Cherokee culture. The Payne-Butrick manuscript presents a different challenge for editors because of its breadth and variety. This extraordinary collection records religious practices, political structures, myths and much other information about the tribe in northern Tennessee in the 1830s. The official typescript of Payne’s preservation efforts, in microform at the Newberry Library but not indexed, forms the basis of the modern transcription and interpretation of Cherokee culture.

Half a century later at the Moravian Female Academy in North Carolina, the articulation of Cherokee identities can be traced less through the recording of language and general observation but more directly in interpersonal terms. The academy, a private school that was expensive and exclusive, provided women from different cultures the framework and means for establishing and maintaining relationships of mutual respect, even friendship, over long periods of time, as revealed in the cross-cultural correspondence of their members. By contrast, the Hopi Documentary History Project explores the complicated relationship between documentary evidence in Spanish and Mexican archives of the Franciscan missionaries in the American Southwest, the Pueblo Revolt of 1680, and Hopi resistance under Spanish occupation with the oral history of the Hopi, in particular the lasting impact of oral traditions of the past.

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ADE Breakfast Talk Janet Rabinowitz (please see page 241 for full speech)

Editing Around Blank Spaces: Dealing with Classified, Suppressed, and Limited Access Materials Chair: Elizabeth Nuxoll, Papers of Clarence Mitchell Jr., SUNY College at Old Westbury; Daun van Ee, Papers of Dwight D. Eisenhower, Library of Congress; Randy Papadopoulos, Contemporary History Branch, Naval Historical Center; Candace Falk, Emma Goldman Papers, University of California; Timothy Naftali, Presidential Recordings Program, University of Virginia

Projects, like the editions of presidential papers, that have to deal with classified materials present editors with challenges that extend well beyond those of textual analysis and interpretation. The processes to deal with classified materials that pertain to the foreign relations of the United States, for
example, are typically slow and frustrating. By definition, access to classified materials is restricted and requires security clearance and a rationale for the need to know by all government agencies that have a subject matter interest. If permission to examine classified documents is granted, the rules for copying and note-taking are strict and often cumbersome to follow; when transporting classified files to and storing them at an editorial project, procedural requirements for transmission and secure storage put extraordinary burdens on the project’s resources, facilities, and staff.

For a documentary of the crash of Flight 77 into the Pentagon on 11 September 2001 and its immediate aftermath, the historical offices of the Department of Defense gathered oral interviews of first responders and other rescue personnel. The commissioned disaster history that examines the anatomy of response for the Pentagon makes use of well over one thousand voluntarily given interviews (protected by the Privacy Act). The sheer volume of the tapes and transcripts is daunting for the project staff, constituting many years of analysis and interpretation that need to be compressed into a much shorter time frame if results from the examination of the interviews is to be used effectively for security planning and commemorative purposes. What is evident at this point already is that the oral interviews represent a very good measure for the mood at the time; that they are unreliable for efforts to reconstruct the sequence of events and their timing; that the location of the disaster and the personnel involved present the kinds of problems related to any work with classified materials, especially those in connection to accessing materials (the FBI has control of photos, for example) and the question of ownership of the materials.

The declassification of materials related to Emma Goldman and her activities shows the workings of the United States government in a different light and reveals the dark side of the anarchist movement. The surveillance
records of Goldman and her associates leave no doubt that the government’s spying activities were ubiquitous, inept, and unconstitutional and that they were part of the instigation of violence in the anarchist movement. For the editors of Goldman’s papers the transcriptions of those previously classified materials allow for more complete and more accurate reading and interpretation of obscure speeches—decidedly a plus; they also show the deliberate creation of an enigmatic personality that enabled Goldman to hide her support of violence and her defense of the militants in the movement—a strategic deception that is particularly troublesome in the current climate of fear from terrorism.

The recording program of the White House came into glaring view with the critical erasure of portions of one particular tape from the office of President Richard Nixon. Most Americans are still unaware that the creation of presidential audio tapes that illuminate the workings of the country date back to Franklin Delano Roosevelt in 1940. Since then all presidents taped at least some of their conversations, Truman producing the fewest hours of tape, Johnson and Nixon the most. For the record, the presidential recording program was transcribed and annotated. These authoritative transcripts form the basis from which the editors of the presidential recordings work. Since the quality of the official transcriptions is terrible, the editors devised a system to assure systematic and correct reading of the tapes—a difficult and time-consuming process. Classified materials, such as the president discussing covert action, called for review and transcripts that triggered review typically have led to more restraints on redacting sensitive material, increasing the number of minutes of redacted materials, which add to passages that are self-redactive because of disagreement about what the listeners hear. Over time the nature of redaction has changed, but not in a systematic fashion, which obliges the editors of the presidential recordings to report the nature of those blanks but leaves the historians to speculate as to the reasons for them.

Alarums and Excursions in Literary Editing Chair: Joseph McElrath Jr., Letters of Charles W. Chesnutt and Frank Norris, Florida State University; David F. Johnson, Florida State University; Keith Newlin, University of North Carolina at Wilmington; Jonathan R. Eller, Peirce Edition Project, IUPUI

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The session about literary editing ranged widely in time, including a medieval translation of an ancient text, a late nineteenth-century novel of the future, and an experimental form of travel literature from the end of the nineteenth century. Close examination of the Old English Translation of Gregory’s Dialogi provide insight about the function of the manuscript and its audience. As part of an educational reform that occurred in the teaching and training of priests and that signaled a shift toward a lay audience and a vernacular base for preaching, the Old English and Latin glosses of the text as well as nota signs for punctuation and word separation indicate an acute awareness for producing an updated Middle English grammar in the thirteenth century. The publication history of Hamlin Garland’s novel Rose shows the influence literary critics can have. Originally published at the height of Garland’s fame in 1895, the reviewers objected to his depiction of Rose’s free upbringing and awakening sexuality. The lack of critical acclaim led to a revision of this novel of the future for a different publisher in 1899—polishing the style and adding a scene at the end—only to have critics ignore the later edition. In comparison, Charles Sanders Peirce’s novella The Thessalian Romance, combining romance and travel, was written over the course of the last decade of the nineteenth century and never published. It is set a generation before the time of Peirce’s journey to Greece in 1892. It includes vivid impressions of the Greek people outside of Athens and is revealing about the author’s public persona as he held private readings to adjust the focus and poetic flavor of this unsuccessful experiment in travel writing.

**Technical Topics Workshop** Station 1: Cathy Moran Hajo and Chris Alhambra; Station 2: Frances S. Lennie; Station 3: Susan H. Perdue and Heidi Hackford; Station 4: Allida Black and Roger A. Bruns
Editors and Biography  Chair: Leigh Fought, Independent Scholar; John Kaminski, Documentary History of the Ratification of the Constitution, University of Wisconsin; Gary E. Moulton, Journals of Lewis and Clark, University of Nebraska-Lincoln; David Mattern, James Madison Papers and Dolley Madison Project, University of Virginia

All presenters agreed that biographies of people whose writings have survived and may be published in scholarly editions are fundamentally different from the life and person that is evident in the documentary record. Fought commented on the constraints of the linear narrative that many biographies demonstrate in comparison with the complexity that documentary editions can show. Kaminski’s advice to editors tempted to become biographers came in ten bullet points (for complete essay, see page 205):

- Abandon the Editorial Style
- Read Other Biographies
- Follow the Documents; Write from the Documents
- Start Out Strong
- Have Empathy
- Create a Commonplace Book
- Use Vignettes
- Use Quotations
- Have a Sounding Board and an Editor

Moulton focused on the parallels in the Journals of Lewis and Clark to interests at the present time. The interest in Lewis’s emotional and psychological difficulties resonate in particular, as do the accommodationist ways of Clark and his relationship with his slave, whom he treats harshly and with little respect for his humanity. Mattern pointed out that every biography falls short; that editors can rarely be good biographers because they know too much; and that the editor’s commitment to full exposure includes revealing a person’s dark side—not with empathy but in neutral language.

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Bombs, but Bonnets Too: Military History Projects as Sources for Social History  Chair: David Hoth, Papers of George Washington, University of Virginia; John Y. Simon, Ulysses S. Grant Association, Southern Illinois University; Michael J. Crawford, Naval Documents of the American Revolution, Naval Historical Center; Edward G. Lengel, Papers of George Washington, University of Virginia; Larry I. Bland, George Catlett, Marshall Papers, George C. Marshall Foundation

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The session in the Indiana War Memorial covered a wide range, beginning with the American Revolution and ending with World War II. The Ulysses S. Grant papers lend themselves to history from the top down but the military sources of the war years open a window on ordinary, more representative, Americans. What emerges from those documents, including letters between family members and friends separated by war, are insights into areas like the nature of Victorian marriage; the development of Grant's stance on slavery as a reflection of the abolitionist views of his father and those of his slave-owning father-in-law; the use of slaves as servants; boys in the army; Unionists in the South; and the expulsion of Jews from Tennessee by the War Department.

Naval Documents of the American Revolution, too, provide perspectives that go well beyond the stereotypical image of sailors. The United States Navy was a sailing navy and while drugs, sex, and violence were parts of naval life, answers to questions concerning the role of women, hygiene, and patronage make for a much more complex picture. It is not well known, for example, that the wives of petty officers sometimes accompanied their husbands on board ship and that, in peace time, naval commanders took their wives. Similarly, the devotion to cleanliness on board navy vessels has not always been portrayed as a measure to instill and maintain discipline and order under tense and difficult circumstances. While the importance of officer patronage, which meant that particular seamen and officers served together, is emerging as an intriguing topic, exploration of the roles of warrant and petty officers—professionals who made service in the navy their career and who formed the backbone of the navy—remains to be undertaken.

The social history of warfare is also a perspective of particular interest for documentary editors of the George Washington Papers. The volumes of the edition that detail Washington's role as Commander in Chief allow documentary editors to view the collection of the papers as a whole—making scholarly editors far more than handmaidens of historians and demonstrating that Washington's papers are not those of one man only but of the whole society. During the winter at Valley Forge, for example, when Washington’s concerns were many and complex, he administered largely alone, out of necessity because of the lack of junior officers and a support staff.

The concerns of army chief of staff George Marshall during World War II were quite different, especially in regard to handling relations with print and radio media. The demands of dealing with adverse publicity and outsider criticism, which seemed to border on treason, were difficult and, before
the modern control of the press during war time, the balance between interventionist, proactive moves to support policies and convictions and countering reactions to incorrect views and criticism presented a particular challenge.