

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Documentary Editing: Journal of the Association
for Documentary Editing (1979-2011)

Documentary Editing, Association for

Winter 2005

ADE 27th Annual Meeting, Denver, Colorado, 6-8 October 2005: Session Summaries

Follow this and additional works at: <http://digitalcommons.unl.edu/docedit>

 Part of the [Digital Humanities Commons](#), [Other Arts and Humanities Commons](#), [Reading and Language Commons](#), and the [Technical and Professional Writing Commons](#)

"ADE 27th Annual Meeting, Denver, Colorado, 6-8 October 2005: Session Summaries" (2005). *Documentary Editing: Journal of the Association for Documentary Editing (1979-2011)*. 288.

<http://digitalcommons.unl.edu/docedit/288>

This Article is brought to you for free and open access by the Documentary Editing, Association for at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in *Documentary Editing: Journal of the Association for Documentary Editing (1979-2011)* by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

ADE 27th Annual Meeting

Denver, Colorado, 6–8 October 2005

Annual Meeting Session Summaries

Compiled by Editorial Staff

6 October 2005

So . . . You Want to Be a Literary Documentary Editor?: Chair: Joseph R. McElrath Jr., Florida State University; Joel Myerson, University of South Carolina, emeritus; Sandy Petrulionis, Penn State Altoona; Ronald A. Bosco, University at Albany, SUNY.

Joel Myerson, “The Times They Are A-Changin’: Literary Documentary Editing in an Electronic Post-Structuralist World”

The theme of this presentation focused on how changes in the way disciplines define themselves affect the work, and prospects for employment, at universities. In the case of English, the school of criticism that spawned and encouraged critical editions of a considerable variety of authors—well-known and undisputedly part of the canon as well as less-established other writers—determined the way critical edition projects were set up and worked and granted a place of respect for literary editors in departments of English. Critical editions were recognized because of their important contributions to scholarship, scholarship that manifests itself primarily in the publication of books and that has been supported by the National Endowment for the Humanities (NEH). With academic fashion having turned to a new school of criticism that declared “the author is dead,” English departments “killed” single-author dissertations and have shown disregard, if not contempt, of critical editions and the review of editions, in effect closing off the pipeline of literary documentary editors for want of regard for their “old-fashioned” scholarship and hence for lack of opportunities in the academy to teach and train the next generation of English professors.

Sandy Petrulionis, “Established Practices, Fragmentary Texts, and Recovered Lives: One Decade as a Documentary Editor”

The riches that are revealed upon immersion with the critical editions of famous authors made up the topic of the presentation that reported on taking a fresh look at the anti-slavery movement in Henry David Thoreau and Ralph Waldo Emerson’s Concord. The focus was in particular on the role of women, Prudence Ward, a lodger in Thoreau’s household, and, comparably for Emerson, Octavius Brooks, Annie Brown, and Mary Moody Emerson. Their influence on the famous authors can be traced in the women’s scattered writings in letters, almanacs, and journals that make up a very uneven narrative across half a century. Publication of a select edition volume (the full text is available in different format) of those thematically-focused writings that are cross-referenced to the Emerson edition constitute a scholarly contribution that is supported by the editor’s department.

Ronald A. Bosco, “From Wigglesworth to Emerson to the Edge: Editing American Literary Documents in a Pre-And Post-Modern World”

The textual editing of early American writers may be a pursuit most suited to the love of the editor but, as in the case of Michael Wigglesworth, in English Studies the taste in sermons and elegies has changed and the significance of scholarship that is based on the edition of previously unpublished manuscripts is no longer valued. With such repositioning in English Studies the weight of editorial scholarship is diminished and, despite the impact of critical text editions on English and other disciplines, there is neither career path nor room for editors.

Encounters and Re-Encounters: Spanish Colonial Editing Projects in the Southwest: Chair: Diana Hadley, Arizona State Museum; Richard Flint and Shirley Cushing Flint, Documents of the Coronado Expedition Project, 2000–2005; John L. Kessell, University of New Mexico, emeritus.

Diana Hadley, “Mining the Archives: Three Decades of Documentary Research and Collection at the Arizona State Museum”

This presentation served as a powerful reminder to scholars concerning the need to make all kinds of texts from all kinds of sources available in the

original language and in translation in order to gain insight into a time and world far removed from the knowledge and experience of our own. The Southwest Mission Research Center as well as Documentary Relations in the Southwest (DRSW) are two such collections that illuminate the history of northern New Spain (1540s–1821). They are important pieces in a growing set of databases of texts that are available in various forms, that are in part searchable electronically, and that have been funded by the NEH and National Historic Preservation and Records Commission (NHPRC). Based on these documents—transcribed and in translation—print, CD, and web publications, allow for insights that include the Spanish explorers and settlers as well as the Native American inhabitants. For example, the focus on ethno-history as evident in the *Native Peoples* magazine provides a much more complex picture of the times of contact and accommodation among Europeans and Americans, which can be complicating ethnic and tribal relations in today's Southwest.

Richard Flint and Shirley Cushing Flint, "The Latest Word from 1540: Publication of Documents of the Coronado Expedition"

The presentation about the select, dual-language letterpress of the Coronado Expedition demonstrated the need to re-examine texts previously published and to include neglected or forgotten documents. In the case of the Coronado Expedition, 7 of the 34 documents had never been published; 14 had not been published in English; and the 15 remaining documents were transcribed error-free for the first time. As a result the romanticized and mythologized view of the expedition has to be revised substantially with significant impact on Spanish history and archeological pursuits in the Southwest of the North American continent.

John L. Kessell, "Twenty Years with don Diego: The Journals of don Diego de Vargas, Governor and Recolonizer of New Mexico, 1691–1704"

The Vargas project that resulted in the publication of a scholarly edition of the correspondence and journals of a mid-level colonial who played a key role in the Pueblo War in the Southwest, especially its third phase, the Spanish re-encounter after 1691, "happened" because of work of the United States National Park Service in the region. The publication is the work of a core group of editors who collected copies of don Diego de Vargas's writings; transcribed the manuscripts; and edited and annotated the documents.

7 October 2005

Breakfast: Patricia Nelson Limerick, The Center of the American West.

Women's Papers Projects: Sex, Race and Documentary Editing: Beverly Wilson Palmer, Letters of Florence Kelley, Pomona College; Kate Culkin, Harriet Jacobs Papers, Pace University; Carolyn Howe, Abby Kelly Foster Papers, College of the Holy Cross.

The panel of the three projects that focus on the papers of women was organized to start out with a brief description of each of the women represented, followed by short characterizations of the respective projects that highlighted manners of collection, selection, and annotation of the three editions. Abby Kelly Foster was an abolitionist based in Worcester, MA, whose belief in gender and racial equality shaped her activism. She was a working mother engaged in fundraising, lecturing, and mentoring in the Anti-Slavery Society and also path-breaking for the women's rights movement. Harriet Jacobs escaped slavery in North Carolina in a very dramatic fashion. Her autobiography, *Incidents on the Life of a Slave Girl*, has become famous and her life as abolitionist, writer, teacher, boarding house manager, and caterer is becoming better known because of the Jacobs family papers, especially those of her brother, John, and her daughter Louisa. Florence Kelley studied in Zurich, Switzerland, became a socialist, translated some of the writings of Friedrich Engels, worked in Hull House in Chicago and as a factory inspector in Illinois, served as secretary of the National Consumers League, and was active in the peace movement. Given the differences among the women and their careers it is not surprising that the interest in their papers and the state of the documents that provide insights into their lives span a wide range—presenting the editors of those women's papers with challenging problems and offering their audiences, at the meeting and at large, an interesting array of solutions.

Small Places, Close to Home: Editing Works on Human Rights: Chair: Allida Black, George Washington University; Mary Jo Binker, George Washington University; Kent B. Germany, University of Virginia; Susan Englander, Stanford University.

Mary Jo Binker, "Looking for Monsieur Nussbaum and Other Adventures in Annotation"

The report about the freedom of religion in Yugoslavia in 1948 can serve as a telling example of how careful research to provide meaningful annotation can lead to the development of new, interesting, and far-reaching question. Following Eleanor Roosevelt's recommendation to read carefully, American reaction to help the imprisoned archbishop Alojzije Stepinac reveals more broadly concerns for freedom of religion and expression—very much in keeping with the important focus on human rights.

Kent B. Gemany, "LBJ's Quasi-War on Terrorism: Confronting the KKK from the Oval Office"

In light of the recent major hurricane that struck the Gulf Coast and flooded much of New Orleans, this presentation about the audio recordings from the LBJ White House not only showed that the tapes constitute a serious historical record but also that every day that was recorded when President Lyndon Baines Johnson was in office there was no time to think or contemplate the long-term vision. Whether it was the need to deal with the missing civil rights workers in 1964 or whether it was the demands to react to the devastating impact of Hurricane Betsy in 1965, cutting through local red tape without hesitation as well as without negative political impact in the long run provided two insightful examples.

Susan Englander, "Missing Links: The Early Sermons of Martin Luther King Jr. and their Legacy"

Careful analyses of Martin Luther King Jr's extensive sermon files—extant in outline and also, more rarely, in full text—not only adds to the views that can be gleaned from his published sermons but also underscore the religious base for the social gospel tradition that is the underpinning for his message. The theme of social justice is often taken for granted with little understanding that from the very beginning of his ministry in Montgomery King believed and preached that the basis for the soul's salvation is the righting of social wrongs.

Guess Who's Coming to Learn about Editing?: A Panel Discussion on the Use of the *Guide to Documentary Editing in the Classroom*: Chair: Mary-Jo Kline, *History Now*; Katherine Scott Sturdevant, Pikes Peak Community College; Ann Hawkins, Texas Tech University; Elizabeth H. Dow, Louisiana State University; Beth Luey, Arizona State University.

The panel discussion showcased four different approaches to scholarly editing. Beth Luey reported on her experience in the classroom. She focused on the collaborative nature of teaching and learning and how, in a very structured setting of a program requirement, close attention to documents as evidence increases the students' ability to read, heightens their curiosity, and makes the past come to life. Katherine Scott Sturdevant characterized teaching as a subversive activity in that documentary editing for genealogists is a way to preserve diaries and letters that, in turn, opens the door to broader questions about and involvement in family and social history. Ann Hawkins used the example of marking a book as a way to engage readers with texts that can lead to a better understanding and appreciation of questions related to the history of the book and textual history more generally. Elizabeth Dow drew attention to the potential of text in the electronic, digitized environment familiar to librarians, bibliographers, and archivists and illustrated how select documents from the collections can be showcased on the web sites of repositories, provided that proper attention is given to accurate transcriptions and that relevant policy statements and indexes are included.

8 October 2005

Editions Relating to Native Americans: Chair: Kathryn Braund, Auburn University; Jane Brown, Western Carolina University; Rowena McClinton, Moravian Mission to the Cherokees.

Documents that relate to Native Americans pose special challenges, not just in terms of language and cultural perspective, but also in regard to the difficulties that arise from trying to capture oral traditions in writing. These challenges are compounded if the material characteristics of paper and ink—basic to treaties—take on symbolic meanings that underscore the tension between the Creek Indians and United States citizens bent on moving westward. Kathryn Braund explored the role of George Stiggins in framing the history of the Creek Indians as they accommodated to a life that included regular

contact with white settlers and mixed-lineage neighbors at a time of extreme stress, that is, when the Indian removal policy under Andrew Jackson was articulated and enforced. Jane Brown focused on the same time but from a very different angle. She examined what the Butterick Papers, manuscript papers about the Cherokees, can reveal about this tribe through the person of John Howard Payne, a successful playwright who, after having spent years in Europe, encountered the Cherokees in 1835 and developed into a companion and advisor to Chief John Ross. Rowena McClinton presented yet another perspective on the Cherokees. She reported on her examination of the Springplace Mission Diary, an extensive account that allows insight into the life of Cherokees through the lens of German speech and writing and that underscores the complexities of relationships across barriers of language, religion, expectations, and experiences.

The Fun and Foibles of Documentary Editing: Donna Kelly, Papers of James Iredell; Candace Falk, Emma Goldman Papers; Amy Speckart, Papers of Thomas Jefferson.

The final session was composed of a panel of editors who offered very personal perspectives. Amy Speckart's account of her experience of Camp Edit resonated with quite a few members of the audience; linking her initial training with the real world of editing the Jefferson Papers made the story very much her own. Candace Falk reflected on more than two decades of editorial work that has contributed significantly to making Emma Goldman much better known, if not respected, today. The commitment to the Emma Goldman papers exacted a certain price, however, including unfavorable judgment of authority and its methods of enforcing its world view and order. Donna Kelly, too, spoke of her engagement with one person, Supreme Court Justice James Iredell, whose position, values, and conduct were very different from the anarchist Emma Goldman.

