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## The ADE Annual Meeting Sessions, Charlottesville, Virginia, October 1999

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# The ADE Annual Meeting Sessions

CHARLOTTESVILLE, VIRGINIA, OCTOBER 1999

## Spotlight on the University

Chair: Frank Grizzard

The Annual Meeting of the Association for Documentary Editing began on Thursday, 1 October 1999. During this session ADE members toured six important humanities-based research and instructional centers housed at the University of Virginia that incorporate technology useful to documentary editors. Participants included John Unsworth, director of the Institute for Advanced Technology in the Humanities; Matthew Gibson, assistant director of the Electronic Texts Center; Rick Provine, director of the Robertson Media Center; Edward Gaynor, assistant director of Special Collections and director of Special Collections Digital Center; Terry Belanger, director of the Book Arts Press; and Patrick Yott, director of the Geospatial Digital Center.

The session began in Newcomb Hall's South Meeting Room and adjourned to Clemons Library, the location of the Robertson Media Center, and Alderman Library, the location of the five other centers. (Alderman Library is also home to several of the 1999 meeting's sponsors—the Papers of James Madison, the Letters of William James, the Papers of George Washington, and the Bibliographical Society of the University of Virginia.) The simultaneous and multiple sessions at the various centers allowed each ADE member to tour at least three of the centers, in small groups, where the directors of the participating sites demonstrated ongoing research projects and discussed how the site might be relevant to documentary editing and helpful to documentary editors. The sessions concluded by regrouping in the Newcomb Hall South Meeting Room for a lively question-and-answer period with the directors of the centers.

Frank Grizzard

## Women's Interest Network Breakfast

Chair: Elizabeth M. Nuxoll

The 1999 Women's Interest Network Breakfast featured "A Sampling of the Papers of Dolley Madison."

"A few hours only have passed since you left me my beloved," Dolley Madison wrote her husband on 23 October 1805, "and I find nothing can relieve the oppression of my mind but speaking to you in this only way." Thus Dolley Madison expressed how important the

writing and receiving of letters were to her, not only in 1805 when she remained in Philadelphia for medical treatment while her husband returned to Washington, but for her wellbeing throughout her life. A sense of these letters was the topic of this year's Women's Interest Network Breakfast, now officially open to all members and topics, and renamed just The Breakfast.

David Mattern, senior associate editor of the Papers of James Madison, and Holly Shulman, research associate professor in Studies in Women and Gender at the University of Virginia, gave the presentation. After a brief introduction by Mattern, they read from a dozen letters ranging from 1793 to 1848. The letters were chosen to illustrate Dolley Madison not only as first lady, but as a young woman being courted by Mr. Madison, as a distraught mother of a wayward son, and as a devoted sister, among her many and varied roles.

Mattern and Shulman are co-editing a letterpress edition of the selected correspondence of Dolley Madison for the University Press of Virginia, and will then produce a complete electronic archive of her letters in coordination not only with the Papers of James Madison and the University Press of Virginia but also with the Virginia Center for Digital History and the University's Electronic Text Center.

Holly C. Shulman

## At the Grownups' Table: Texts of Children and Adolescents

Chair: Sandra Gioia Treadway

This session focused on the special challenges and problems faced by three editors who are working on texts written by children or adolescents. James P. McClure (currently associate editor of the Papers of Thomas Jefferson, formerly on the staff of the Salmon P. Chase Papers) began by describing a one-volume selected edition of the correspondence between nineteenth-century politician and Supreme Court Justice Salmon P. Chase and his daughters Nettie and Kate. Using an overhead projector with photographs of his subjects and samples of their writing, McClure drew the audience's attention to letters "written" by Nettie Chase at age three, before she had the ability to read or write, and described how he and his co-editors, Erika Kreger and Peg Lamphier, decided to handle

attribution of authorship, the obvious intervention in the creation of the documents by an older relative, and other issues raised by the letters. He expressed his view that documentary editors have paid too little attention to the writings of young subjects and suggested that a modification of established editorial rules may at times be necessary to do justice to these materials.

Helen Deese, professor of English emerita at Tennessee Technological University, presented the session's second paper, on the adolescent journals of Caroline Healey Dall, a Boston-born reformer, lecturer, author, and memoirist. Deese is currently preparing a selected three-volume edition of Dall's journals for the Massachusetts Historical Society. Although Dall kept a journal for more than seventy-five years, beginning at age nine, she destroyed her early writings when she discovered her father reading them. Much later in life, she reconstructed her youthful journal. Deese's presentation focused on how she is treating the "reconstructed" journal in her forthcoming edition and also on the selection criteria she is using to ensure that her edition appropriately reflects the private as well as public life of her famous subject. Unlike McClure, Deese did not encounter any unique issues or problems that she could not resolve by applying the standard editorial rules and guidelines that are used in editing the papers of adults.

Karen Duval, associate editor of the Papers of Benjamin Franklin, presented the third paper, on the letters exchanged by Benjamin Franklin and his namesake grandson, Benjamin Franklin (Benny) Bache. She described the fascinating series of letters written by, to, or about Benny between 1776 and 1785, when Benny was in school in Europe yet under his diplomat grandfather's care. Duval recounted the rich information that can be found in the correspondence and described the dilemma faced by the editors of the Franklin Papers, who can include only a few of the letters in their series as they are tangential to the larger project.

The three presentations absorbed most of the time allotted for the session, limiting formal comment and questions from the audience. Comments by Sandra Treadway, deputy director of the Library of Virginia, and from the audience focused on several of the issues raised in James McClure's paper, particularly the need for editors to take seriously and be sensitive to the voices of young authors and subjects.

Sandra Gioia Treadway

*Note: Helen Deese's and Karen Duval's papers from this session appear in this issue.*

## **Coming Together on the Web: Views from Archivists and Librarians**

Chair: Richard J. Finneran

In "Tagging the Tuckers of Virginia," John D. Haskell, Jr., described his work on an electronic edition of the correspondence and other papers of St. George Tucker (1752–1827), his family, and friends from the extensive collection at the College of William and Mary. The papers provide a rich source for the social, military, and economic history of the American Revolution. The first stage of the project is the creation of a digital image of each page, in most cases by using a flatbed scanner. Files will be saved in both archival and webpage resolutions. In the second stage, the documents will be inventoried and transcribed according to current standards. SGML markup will be added in the third stage, using the Document Type Definition (DTD) being developed and refined by the Model Editions Partnership. After the markup has been validated, the final stage will be the creation of a full MARC (machine readable cataloguing) record for each document. The descriptive cards that the Colonial Williamsburg Foundation—the former repository of the Tucker Papers—prepared for each document will facilitate production of the MARC records. A Tucker homepage will provide easy access to the edition and to other related materials.

Ralph H. Orth's "From Page to (Computer) Screen: Creating an Annotated On-Line Edition" described his role in an electronic edition of the correspondence of George Perkins Marsh (1801–1882), a man of many talents best known as the author of a pioneering work on the effect of the human race on the environment: *Man and Nature; or Physical Geography as Modified by Human Action*. The University of Vermont Library is publishing approximately five hundred of the several thousand surviving letters on its website, transcribed, annotated, and usually accompanied by a digital image. The new possibilities in annotating materials for the web were illustrated by a highly allusive passage from an 1850 letter describing a visit to Rome. The note on the statue *The Dying Gladiator* (now known as *The Dying Gaul*), for instance, can include not only a photograph but also links to other letters in which it is mentioned, to websites on Greek and Roman sculpture, and so forth. Orth concluded by arguing that for some allusions a single note will suffice throughout the edition, whereas with other references the notes will have to be tailored to the specific context.

The Marsh edition was further addressed by Elizabeth H. Dow in "Creating a Back-of-the-Book Index When the Book Is Not a Book." Basic indexing principles

for printed materials have been defined differently by three groups: librarians, database developers, and documentary editors. Librarians use precoordinated terms from the controlled vocabulary established by the Library of Congress; database developers rely on the search capabilities of the computer and use postcoordinated terms; and documentary editors use precoordinated terms from an idiosyncratic vocabulary. The best solution currently available for electronic editions is to implement a system of searchable tagging. Further work is needed to precoordinate terms and develop standardized linkages.

Richard J. Finneran

### **The Beat Goes On: Copyright Laws for the Millennium**

Chair: Edmund W. Kitch

Randall Tietjen, a Minneapolis attorney who is editing the correspondence of Clarence Darrow, presented a summary of the copyright law tailored to the interests of documentary editors. He focused on investigating copyright ownership and emphasized the difficulties of finding the owner or owners of an unpublished work. He suggested that editors take advantage of the "Watch File" maintained by the University of Texas at Austin, which lists owners of such works. He discussed how to set a reasonable scope for one's efforts and what to do if sued. Tietjen distributed an extremely useful summary of copyright law which he will send upon request, so long as his supply lasts. His address is 1201 Yale Place, #511, Minneapolis, MN 55403.

Robert Schulmann, of the Einstein Papers Project, described some of the practical copyright problems that have arisen in the publication of Einstein's papers. He emphasized the conflicts that arose among the beneficiaries of Einstein's estate, and among different family members who owned different rights. Einstein's "first" family had the actual letters he wrote to his first wife, but the stepchildren of the second marriage owned the copyright to those letters. This led to an extended discussion of the difference between ownership of the tangible object versus ownership of the intangible rights, one of the central concepts of copyright.

### **On the Eve of the Millennium: A Roundtable on Editorial Anxiety**

Chair: Mary-Jo Kline

This session inspired considerable speculation and suspense among ADE members: while the conference program disclosed that Mary-Jo Kline would chair the proceedings, the actual contributors to the discussion were

described merely as "to be announced." In fact, the five editors who had agreed to share their hopes and fears for the twenty-first century were (in order of appearance): Esther Katz, editor and director of the Margaret Sanger Papers at New York University; Robert Rosenberg, director of the Thomas A. Edison Papers at Rutgers University; Barbara Oberg, general editor of the Thomas Jefferson Papers at Princeton University; Beth Luey, director of the Scholarly Publishing Program at Arizona State University; and Joseph R. McElrath, professor of English at Florida State University and an editor of the works of Charles Chesnutt and of Frank Norris.

Esther Katz's anxieties centered on the future of the book in an age of electronic technology just as she begins the letterpress phase of the Sanger edition. She asked whether we will be producing book editions for an audience that is less disposed than ever to read them. She argued that editors could not continue to privilege print editions in the twenty-first century as they have in the twentieth. Electronic editions are not simply digital versions of print editions, but rather competitive alternatives to them. Therefore, editors must begin to consider the digital revolution when conceptualizing their letterpress editions. And she suggested that editors—and funders—must begin rethinking the way that we produce letterpress editions and ask ourselves the hard question: What kind of book edition should I prepare for the twenty-first century?

Bob Rosenberg's concerns regarded the transition of documentary editions to electronic forms. The challenge he sees here is making these electronic editions as good and as useful to their audiences as traditional book and microform editions have been. Closely related problems will be getting good technical support for electronic publications and creating standards for Web-based publications and maintaining those standards in a time of uncritical enthusiasm for any and all electronic methods.

In contrast to others on the panel, Barbara Oberg admitted that although she recognized the problems of funding and technology she also wanted us to enter the twenty-first century enjoying some of the successes we had had. The profession overcame a series of crises in the last two decades, and documentary editors and their supporters now find themselves in a period of relative stability and promise. While not discounting the possibility of crises in the future, she did ask that we "enjoy the moment and savor our successes."

From the perspective of a teacher of would-be editors, Beth Luey saw her greatest challenge as deciding what will be most important to teach the young men and

women who will be the editors of the twenty-first century. Rather than hazard guesses about specific skills and topics that the editorial curricula of the third millennium will include, she identified five basic values that should underlie all such programs: the first, meticulousness, can be taught; the others can only be encouraged and nurtured: curiosity, honesty, flexibility, and generosity.

Joe McElrath began his reflections with good news: “hits,” “lits,” and even “flits” (editors of the works of philosophers) are now reconciled to the fact that they are all documentary editors. However, while “universal field theory” of textual editing has fallen into disuse and disregard by editors with backgrounds in literature who now embrace the methods of documentary editing, there are hundreds—perhaps thousands—of documentary editors with little or no connection with the methods or membership of the major associations of professional editors, the ADE and the Society for Textual Studies. He ascribed much of this problem to the reluctance of editors and their funding agencies to recognize the importance of programs of outreach to the editors who are operating without reference to the experience and resources of the ADE and STS memberships. Both editors and their funders, Joe argued, must not only come to terms with the need to communicate with such editors and would-be editors but also to accept the fact that production schedules for editorial projects will have to be adjusted to make allowance for the addition of “outreach” to the duties of professional editors.

Mary-Jo Kline

### **Documents in the Classroom: Why, How, and What?**

Chair: C. James Taylor

The Saturday session was devoted to the use of documents in college and precollege teaching. Lloyd Benson, from the Department of History at Furman University, described his use of printed document collections as sources for role playing and debates. He also discussed a variety of ways to use documents in electronic formats, including researching specific questions or performing content analysis. As a teacher, he said, he is looking for accessibility, variety, focus, and controversy.

David Seaman (Electronic Texts Center, University of Virginia) discussed the provision of documents in electronic formats. The ETC has found that most of its users are high school students, and the most popular materials are documents. For materials to be useful to this audience, their searchability must be enhanced by such

devices as inserting full names, correctly spelled. It is also useful to provide modernized, diplomatic, and facsimile (image) versions, along with summaries. He pointed out the disparity of audiences for web-based documents, the increase in expectations, and the gap between what is available and the skills needed for teaching the materials.

Charles E. Moss, who teaches eighth-grade civics at the Louisa County Middle School in Mineral, Virginia, described the ways he uses documents in his classroom. He has created a graphic organizer and a document analysis worksheet that students use in analyzing documents that contributed to the framing of the Constitution. In his teaching, he stressed, a glossary and extensive annotation are necessary.

Carol Conrad, head of the History Department of the Providence Country Day School in East Providence, Rhode Island, recommended using documents in teaching critical thinking skills to all students, not just the academically gifted. Computer technology has improved access to documents; the challenge is to frame their use, to provide discipline, and to generate educational value. She cited *Discovering the American Past*, a document collection that states a problem, provides background, establishes a method for working with documents, the documents themselves, open-ended questions, and an epilogue. She noted the need for paperback editions of documents that are focused and affordable.



*Sandra Gioia Treadway, Karen Duval, James P. McClure, and Helen Deese. Photo by Sharon Ritenour Stevens.*