

Annotation

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NEWSLETTER

June 2003

NHPRC Recommends 59 Grants Totaling up to \$3,638,793

The National Historical Publications and Records Commission recommended that the Archivist of the United States make grants totaling \$3,638,793 for 59 projects at its meeting on May 6 and 7.

In convening the meeting on May 6, NHPRC Chairman John W. Carlin announced that Congressman Roy D. Blunt (R-MO) had resigned his position on the Commission because of the pressure of other duties. Mr. Carlin recalled the many services Congressman Blunt had rendered to the Commission, and noted that Congressman Tom Cole (R-OK) would be the new representative of the U.S. House of Representatives on the Commission. Mr. Carlin also introduced Max J. Evans, the Commission's new Executive Director.

With regard to competitive grant proposals, the Commission recommended that the Archivist of the United States make grants of up to \$1,805,065 for 28 documentary editing projects; \$52,312 for 7 documentary editing subventions; \$19,480 for a publication project relating to scholarly editions in an electronic environment; \$27,500 for 2 state board administrative support projects; and up to \$1,734,436 for 21 records access projects. The Commission also endorsed 5 documentary editing projects it was unable to fund. It established priorities for the funding of 5 additional records access projects if sufficient funds become available in Fiscal Year 2003. The Commission also approved a conditional supplemental grant of \$50,931 to the Center for Jewish History for its integrated collection management and access system project. A list of funded proposals follows below.

The Commission passed resolutions praising Congressman Blunt for his work as a Commission member, honoring Dr. Mary A. Giunta for her many years of service as a Commission staff member, and congratulating Commission member Dr. Alfred Goldberg on his receipt of the 2003 David O. Cooke Federal Leadership Award.

The following Commission members were present at the May meeting: Chairperson John W. Carlin, Archivist of the United States; David W. Brady, Presidential appointee; Nicholas C. Burckel, Presidential appointee; Charles T. Cullen, representing the Association for Documentary Editing; Mary Maples Dunn, representing the American Historical Association; Barbara J. Fields, representing the Orga-

nization of American Historians; Alfred Goldberg, representing the Department of Defense; Margaret P. Grafeld, representing the Department of State; Justice David H. Souter, representing the United States Supreme Court; Lee Stout, representing the Society of American Archivists; and Roy C. Turnbaugh, representing the National Association of Government Archives and Records Administrators. Unable to attend were Representative Tom Cole (R-OK), representing the U.S. House of Representatives; Senator Christopher Dodd, representing the U.S. Senate; J. Kevin Graffagnino, representing the American Association for State and Local History; and James H. Hutson, who represents the Librarian of Congress.

Documentary Editing Projects

Duke University, Durham, NC: A conditional grant of up to \$60,200 for *The Jane Addams Papers*.

The College of William and Mary, Williamsburg, VA: A grant of \$15,000 for *The Papers of Charles Carroll of Carrollton*.

William Marsh Rice University, Houston, TX: A conditional grant of up to \$80,500 for *The Papers of Jefferson Davis*.

Indiana University-Purdue University at Indianapolis, Indianapolis, IN: A conditional grant of up to \$19,900 for *The Papers of Frederick Douglass*.

Rutgers, The State University of New Jersey, New Brunswick, NJ: A conditional grant of up to \$51,500 for *The Papers of Thomas Edison*.

University of Maryland, College Park, MD: A conditional grant of up to \$95,000 for *Freedom: A Documentary History of Emancipation, 1861-1867*.

Regents of the University of California, Los Angeles, CA: A conditional grant of up to \$61,200 for *The Marcus Garvey and the Universal Negro Improvement Association Papers*.

Regents of the University of California, Berkeley, CA: A grant of \$100,000 for *The Emma Goldman Papers*.

University of Maryland, College Park, MD: A conditional grant of up to \$80,000 for *The Samuel Gompers Papers*.

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Annotation is the quarterly newsletter of the National Historical Publications and Records Commission (NHPRC), a Federal agency within the National Archives and Records Administration in Washington, DC. Recipients are encouraged to republish, with appropriate credit, any materials appearing in *Annotation*. Inquiries about receiving *Annotation*, submitting material for it, or anything else related to it may be directed to the Editor, *Annotation*, NHPRC, National Archives and Records Administration, 700 Pennsylvania Avenue, NW, Room 111, Washington, DC 20408-0001; 202-501-5610 (voice); 202-501-5601 (fax); nhprc@nara.gov (e-mail); www.archives.gov/grants (World Wide Web).

Material accepted for publication will be edited to conform to style and space limitations of *Annotation*, but authors will be consulted should substantive questions arise. The editor is final arbiter in matters regarding length and grammar. Published material does not necessarily represent the views of the Commission or of the National Archives and Records Administration; indeed, some material may challenge policies and practices of those institutions.

NHPRC MEMBERS — *John W. Carlin*, Archivist of the United States, Chairperson; *Nicholas C. Burckel* and *David W. Brady*, representing the President of the United States; *Tom Cole*, representing the U.S. House of Representatives; *Charles T. Cullen*, representing the Association for Documentary Editing; *Christopher Dodd*, representing the U.S. Senate; *Mary Maples Dunn*, representing the American Historical Association; *Barbara J. Fields*, representing the Organization of American Historians; *Alfred Goldberg*, representing the Department of Defense; *Margaret P. Grafeld*, representing the Department of State; *J. Kevin Graffagnino*, representing the American Association for State and Local History; *James H. Hutson*, representing the Librarian of Congress; *David H. Souter*, representing the U.S. Supreme Court; *Lee Stout*, representing the Society of American Archivists; and *Roy C. Turnbaugh*, representing the National Association of Government Archives and Records Administrators.

NHPRC STAFF — *Max J. Evans*, Executive Director; *Roger A. Bruns*, Deputy Executive Director; *Richard A. Cameron*, Director for State Programs; *Timothy D.W. Connelly*, Director for Publications; *Mark Conrad*, Director for Technology Initiatives; *Nancy Taylor Copp*, Management and Program Analyst; *Noreen Curtis*, Staff Assistant; *J. Dane Hartgrove*, Historian and Editor, *Annotation*; *Michael T. Meier*, Program Officer; *Laurette O'Connor*, Grant Program Assistant; *Cassandra A. Scott*, Staff Assistant; *Daniel A. Stokes*, Program Officer.

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FROM THE EDITOR

The June 2003 issue of *Annotation* focuses on projects the NHPRC has funded to preserve, make more publicly accessible, and publish the papers of prominent American women. Our featured articles are

"Elizabeth Cady Stanton and Susan B. Anthony as Historical Editors,"
by Ann D. Gordon

"The Training Ground of a Social Reformer," by Mary Lynn Bryan

"An Eloquent Woman," by Candace Falk

"Understanding Willa Cather's World," by Katherine L. Walter

"Awakening One Woman's Slumbering Spirit of Rebellion: *The Selected Papers of Margaret Sanger*, Volume I: *The Woman Rebel, 1900-1928*," by Peter C. Engelman

"Going Public with Eleanor," by Allida Black

NHPRC Application Deadlines

THE COMMISSION'S MEETINGS FOLLOW THE FISCAL YEAR OF OCTOBER 1 TO SEPTEMBER 30. CONSEQUENTLY, THE FIRST MEETING OF THE FISCAL YEAR IS IN NOVEMBER AND THE SECOND IS IN MAY.

June 1 (for the November meeting)

Proposals addressing the following top priorities:

- The NHPRC will provide the American public with widespread access to the papers of the founders of our democratic republic and its institutions by ensuring the timely completion of eight projects now in progress to publish the papers of George Washington, John Adams, Benjamin Franklin, Thomas Jefferson, James Madison, and papers that document the Ratification of the Constitution, the First Federal Congress, and the early Supreme Court

OCTOBER 1 (for the May meeting)

Proposals not addressing the above priorities, but focusing on an activity authorized in the NHPRC statute as follows:

- collecting, describing, preserving, compiling, and publishing (including microfilming and other forms of reproduction) of documentary sources significant to the history of the United States
- conducting institutes, training and educational courses, and fellowships related to the activities of the Commission
- disseminating information about documentary sources through guides, directories, and other technical publications
- or, more specifically, documentary editing and publishing; archival preservation and processing of records for access; developing or updating descriptive systems; creation and development of archival and records management programs; development of standards, tools, and techniques to advance the work of archivists, records managers, and documentary editors; and promotion of the use of records by teachers, students, and the public

APPLICATION GUIDELINES AND FORMS MAY BE REQUESTED FROM NHPRC, NATIONAL ARCHIVES AND RECORDS ADMINISTRATION, 700 PENNSYLVANIA AVENUE NW, ROOM 111, WASHINGTON, DC 20408-0001, 202-501-5610 (VOICE), 202-501-5601 (FAX), nhprc@nara.gov (E-MAIL), OR BY ACCESSING OUR WEB SITE AT www.archives.gov/grants

I survived my first Commission meeting, the results of which are reported in this issue of *Annotation*. I confess that any anxieties I brought to the meeting were not well founded. It went very well, and I was pleased to see so much consensus. I count myself very fortunate to have such a great Commission to work with. Its members are thoughtful, careful, and obviously take their positions seriously. The level of discussion was stimulating, reflecting well on the Commission. I also have a great staff of well-organized and hardworking people to thank for the success of the meeting, for their preparation and followup on the decisions.



Max J. Evans

Among the many issues discussed was one dear to my heart. The Commission agreed to convene its Executive Committee to revisit the NHPRC strategic plan. The current plan, now about 5 years old, is a good one. It may need only minor modifications. However, after we meet in June we may find that it needs a serious rethinking. Although our fundamental mission is not likely to change, I hope that we can articulate it more clearly and forcefully. In addition, we may want to give emphasis to some things over others, or to alter some of our processes.

As always, we will be seeking the advice and direction of our customers and stakeholders. Applicants, grantees, members of state historical records advisory boards, peer reviewers, historians, and other scholars—we invite you all to tell us what you think. What, if anything do we need to change? Please give us the benefit of your experiences and observations. We look forward to hearing from you.

CONGRESSMAN TOM COLE JOINS COMMISSION

Speaker J. Dennis Hastert (R-IL) has announced that the U.S. House of Representatives has named Congressman Tom Cole (R-OK) as its new representative on the National Historical Publications and Records Commission. He succeeds Congressman Roy D. Blunt (R-MO) in that capacity.

Dr. Cole is a former professor of history and politics, with a B.A. from Grinnell College (1971), an M.A. from Yale University (1974), and a Ph.D. in history from the University of Oklahoma (1984). He has been both a Watson Fellow and a Fulbright Fellow, and is currently on the board of the Fulbright Association.

Congressman Cole was elected to the U.S. Congress in 2002 from the 4th District in Oklahoma. He was a member of the Oklahoma Senate from 1989 to 1991, and later served as Oklahoma secretary of state from 1995 to 1999. He served as a member of the Bush-Cheney Transition Advisory Committee. His Congressional committee assignments are the Committee on Armed Services, the

Committee on Education and the Workforce, and the Committee on Resources.

"I am honored to be a part of a body whose significance can and will mean so much to future generations. We have a wonderful heritage to remember and record

for others to enjoy. Preserving the past is an important responsibility," Congressman Cole said.



Elizabeth Cady Stanton and Susan B. Anthony AS HISTORICAL EDITORS

BY ANN D. GORDON

IN THE WINTER OF 1880–81, Elizabeth Cady Stanton, aged 65, and Susan B. Anthony, aged 60, settled into their work as historical editors. They had missed their first deadline: to complete by the end of 1876 a one-volume collection of reminiscences by pioneers of the woman's rights movement that would document its history to the end of the Centennial Year.

On this second try, they still believed their edition, now entitled the *History of Woman Suffrage*, would consist of one volume that contained the reminiscences but also a record of lobbying Congress for woman suffrage and accounts of agitation in the states. In time, their repeated miscalculations ballooned the project into two volumes and then three, a total of 2,800 pages in all. That third volume came out a full decade after their initial deadline.

This story is one of several that bridge the midpoint of the project to publish six volumes of the *Selected Papers of Elizabeth Cady Stanton and Susan B. Anthony*, at the close of our third volume and the start of our fourth. The Presidential election of 1880 is another: Volume Three closes with Susan B. Anthony telling the Republican candidate, James A. Garfield, that women cannot "with true self-respect, enter into this Presidential canvass."

Early in Volume Four, Elizabeth Cady Stanton is turned back at the polls when she tries to vote for Garfield. Resistance

to their cause drags other stories out across volumes: the Senate and House committees on the judiciary refusing to

take action on the constitutional amendment for woman suffrage, and the rules committees in both houses of Congress



Though suggestive of their work on the *History of Woman Suffrage*, this photograph of Stanton (seated) and Anthony (standing) by J.H. Kent of Rochester, NY, was taken in 1891, 5 years after they completed their three-volume work. Photograph courtesy of the Library of Congress.

balking at the creation of special committees on the rights of women.

Political work defines the majority of documents in each volume of the *Selected Papers*, as their titles suggest: *In the School of Anti-Slavery, 1840 to 1866* (1997); *Against an Aristocracy of Sex, 1866 to 1873* (2000); and *National Protection for National Citizens, 1873 to 1880* (2003). But there is something endearing about the struggle of these two activists with the chores of editorial work.

There is the cautionary tale about sticking to one's initial plan of work, but there is also joy in seeing their prodigious energy engaged in something they can finish, unlike their political mission. The story elicits our chivalry: who better than us to document their editing with sympathy and humor?

Resumption of their work in 1880 brought out quite different sides of these longstanding friends. Having "both thrown up our Lecturing for the winter," as Anthony told a friend in October, they holed up together in the Stanton house at Tenafly, New Jersey. "It is delightful here though," Anthony went on, "as we work on—with such perfect quiet." By December, the spell had broken and she complained, "I feel a prisoner—a fish out of water—anything but in my normal element." Just a week later, she approached panic:

I am just sick to death of the whole of it—I had rather wash or whitewash or any possible hard work than sit here & go through digging into the dusty records of the past—that is rather make history than write it—

Stanton, meanwhile, seemed to grow into the work. On December 9, just a day after Anthony's fish-out-of-water remark,

she described with gusto how the editors were "worrying over manuscripts, contending over dates, facts, philosophy, what is, & what is not pertinent." A few days after Anthony yearned for physical labor, Stanton opined, "It is hard work but I find it deeply interesting, this review of thirty years labors."

Most of the surviving correspondence about their work on the three volumes between 1880 and 1886 documents not so much the intellectual process of research as the need to placate contributors who resented Stanton's revisions and excisions of their work. Stanton's replies were direct: "Perhaps you better go over it carefully & drop out every superfluous word & paragraph," she told one writer. "Many sentences in almost every ones writing can be improved by striking out."

Occasionally editing raised issues of selection and historical truth. "History ought to be true," Anthony told another contributor, "and the men and women who at the time enjoyed the glory of opposing us ought to be known to posterity even if it is to their children's sorrow. . . . [T]he belief that all their ill record is to be hidden out of sight helps them to go on reckless of truth and justice."

Once the books began to appear, sales were too slow, and some reviewers were mean. In the face of the first of these realities, Anthony resolved to do her part "getting the facts together . . . and then the world must take its time learning its need of the whole thing." She laughed at one reviewer's judgment that their first volume was not "done in history style."

When Anthony at last discovered, in 1886, that she enjoyed indexing, the modern editor cannot help but cheer her on. She hired the well-known indexer of the *New York Tribune* to index all three volumes of the *History*, but when she got his

copy, she "saw a few things [she] wanted to classify," she told him. "So now—after—you have shown me the secret of Index making I quite feel that I could make one." There is no question she got the point, as evident in this explanation of a change she made.

Under the heads of Woman—&—Woman Suffrage—I have cut out immensely—everything in the books being about woman—it is but a repetition and would require putting every incident in the books under woman!! — I went carefully over the long list— & left only such things as were not—are not given under their proper letters—A few were not thus given—so I had to leave the heading Woman—

By January 1887, at the close of our fourth volume, the editing careers of Stanton and Anthony will be over. It is back to politics for them and for us: the Democrats will return to the White House, the Senate and House will have special committees on woman's rights, and the Senate will defeat the constitutional amendment for woman suffrage.

ANN D. GORDON, RESEARCH PROFESSOR IN THE DEPARTMENT OF HISTORY, RUTGERS UNIVERSITY, EDITS THE *SELECTED PAPERS OF ELIZABETH CADY STANTON AND SUSAN B. ANTHONY*, PUBLISHED BY THE RUTGERS UNIVERSITY PRESS. WITH PATRICIA G. HOLLAND, SHE COEDITED THE *PAPERS OF ELIZABETH CADY STANTON AND SUSAN B. ANTHONY, MICROFILM EDITION*, PUBLISHED IN 1990.

The Training Ground of a Social Reformer

BY Mary Lynn Bryan

One of the great mysteries about Jane Addams is what propelled this reasonably well-to-do young woman from her semi-frontier village in northern Illinois into renown as a national reform figure. That is one of the issues we begin to address in *The Selected Papers of Jane Addams*. Vol. 1: *Preparing to Lead, 1860-1881*, published by the University of Illinois Press early in 2003.

Jane Addams (1860-1935), social reformer, champion for democracy, and peace advocate, became one of America's most influential women. Through her reform activities, her thousands of speeches, her 11 books, and hundreds of articles in a wide variety of scholarly as well as popular periodicals, Jane Addams helped establish a public climate that demanded social reforms at a time when they were sorely needed. In the process, her name became synonymous with the idea of social reform and the ideal of social justice, and she gained public renown as the "essential American." The recipient of many awards during her life, in 1931 Addams became the first American woman to receive the Nobel Peace Prize for her dedication to social justice and world peace.

Jane Addams's rise to prominence began in 1889, when with Rockford Female Seminary classmate Ellen Gates Starr she founded Hull-House in Chicago, one of the first and most influential social settlements in the United States. As its head resident, Addams achieved national recognition as she assumed leadership of the American social settlement movement when it stood at the forefront of a variety of social and economic reform efforts now often identified with the Progressive Era in United States history.

Developed during the 1890s and early 1900s, these reform efforts were meant to assuage social ills associated with the rapid industrialization taking place in the United States and fired in part by the flood of European immigrants providing cheap labor. In the industrial cities of the East and Midwest, the working



poor gathered in huge urban slums characterized by dilapidated housing with minimal living space and sanitation, conflict between ethnic groups, corrupt politicians, and lack of basic city services. Wages were exceedingly low and working conditions deplorable. There was limited health care, an unsafe environment, and few opportunities for education or appropriate recreation.

Jane Addams and the like-minded men and women who joined her investigated these urban problems and sought solutions. They created reform organizations, lobbied for legislation to correct the ills, and led movements to effect beneficial change. In the process, they worked to restrict child labor and sweatshops, improve working conditions and wages, and support laborers in their bitter struggles against powerful industrialists.

The reformers demanded improved educational opportunities for all, and led efforts for juvenile and immigrant protection. They promoted better health care and sanitation, and created safe recreational opportunities, including access to the fine arts and the preservation of ethnic arts and crafts. They worked for woman suffrage and expanded rights for women, and fought against corrupt politicians. They demanded an improved urban environment and tenement reform.

During and after World War I, many followed Addams and became peace advocates, promoting the development of international organizations to foster world peace and social justice. In addition to helping establish private, nonsectarian philanthropy in the United States and making it possible for single, middle-class women to lead active, productive lives outside of the traditional family structure, Addams and her associates were also leaders in creating a new profession known as social work.

ABOVE: *The oldest known extant photograph of Laura Jane "Jennie" Addams, aged 4. Photograph courtesy of the Jane Addams Papers Project.*



Jane Addams was born Laura Jane Addams, September 6, 1860, in Cedarville, a tiny northern Illinois village of fewer than 800 people, where she was educated until she went to nearby Rockford Female Seminary, from which she graduated valedictorian in 1881. Her parents had come to the northern Illinois area as pioneers during the 1840s. Her mother Sarah Weber Addams died in childbirth when Jane was barely 2, leaving five children, of which Jane was the youngest.

Her father, John Huy Addams, remarried when Jane was 8. He was a very successful miller, farmer, and businessman who was a major influence in bringing the first railroad to the area. Addams was also a civic leader, state senator, Republican, friend of Abraham Lincoln, and humanitarian. Addams grew to maturity in the Addams family's circle of friends from the northern Illinois region, and was guided by her siblings and step-siblings, a family housekeeper-nurse, her father, her stepmother, Anna Hostetter Halde- man Addams, and assorted aunts, step- aunts, uncles, step-uncles, cousins, and step-cousins.

In *Preparing to Lead, 1860–1881*, our editorial team—composed of Mary Lynn Bryan, Barbara Bair, and Maree de Angury—

has focused on the personal Addams and on the influences and experiences that set her on her path for public life. In preparing this work and the other volumes to follow, our goal is to evaluate and select the most significant documents from among the Addams correspondence, diaries, writings, and personal documents to reveal salient aspects of her person, life, and times.

Our approach to the more than 150,000 documents from which we are making our selection is biographical, yet we are not biographers. By providing accurate transcriptions of documents produced near the time that particular events took place, paired with editorial comments to offer context, we strive to help Addams speak for herself and reveal evidence unfiltered through the sieve of memory or skewed by what should or could have been.

Our first volume will appeal to several different audiences. We feature documents from her early life that indicate actions, events, ideas, and relationships revealing of her growth experiences, personal friendships, and interests. Scholars, high school to post graduate, and the general reading public will also discover that our presentation develops five thematic categories: family, community, women's roles in private life and society, religion and ethical development, and education.

Readers will be able to consider the primary role that Christianity assumed in the life of frontier vil- lages and families, including that of Jane Addams, and to investigate the influence of American Protestant- ism during the last half of the 19th century. Much of the activity asso- ciated with village life centered on churches, their activities, and the moral values associated with their religious teachings. It will also be possible to investigate life in a small, developing, frontier village, and to learn of the families with which the Addams family and Jane interacted, the village organizations, institutions, (continued on page 13)



LEFT: Jane Addams with some of her friends from Rockford Female Seminary's Class of 1881. Addams is holding the parasol. Photograph courtesy of the Rockford College Archives, Rockford College, Rockford, Illinois.

INSET: Jane Addams, aged 20, in an 1880 studio portrait taken when she was a student at Rockford Female Seminary. Photograph courtesy of the Jane Addams Papers Project.

“An Eloquent Woman”

BY Candace Falk

The Emma Goldman Papers Project, like the Jane Addams Papers, the Margaret Sanger Papers, and the Elizabeth Cady Stanton and Susan B. Anthony Papers, emerged when there were very few primary-source documentary anchors to ground the wave of interest in women's history that flooded universities in the 1970s. The protests of historians like Jesse Lemisch of the Organization of American Historians, who objected to the National Historical Publications and Records Commission's trail of Founding Fathers projects and the general focus on the history of “great white men,” signaled a sea change in research interests and initiated a new generation of documentary editing projects in women's history.

Subsequent documentary editing projects that focused on famous women were sometimes chidingly referred to as the Destroying Mothers Projects by their detractors. Roger Bruns, NHPRC's Deputy Executive Director, once joked that the Emma Goldman papers might have been mistakenly added to the list of prospective NHPRC projects because of a typo in the application—claiming that all along they thought that she was an “archivist,” not an “anarchist!”



Sketch of Emma Goldman from the St. Louis Post-Dispatch Sunday Magazine, October 24, 1897.



Emma Goldman, 1885. Photograph courtesy of the Emma Goldman Papers.

And yet, Emma Goldman (1869–1940) stands as one of the great spokeswomen for free expression, social justice, labor rights, radical education, and women's freedom—an extremely appropriate subject for a documentary edition intended to preserve the nation's rich and varied history. An anarchist for whom freedom was the core issue of all social and political life, Goldman's advocacy of cultural and political radicalism in the late 19th and early 20th centuries addressed issues that continue to have resonance today.

Goldman attributed some of her success as a lecturer to being a woman, claiming that the novelty of being a female speaker always guaranteed an inquisitive audience. After her first decade on the road, she surmised that the real challenge was “to hold them . . . not to talk to them as a woman, but as a comrade” whose desire was not to “topple men off their pedestal in order to take it,” but rather “to share it.”¹ As to women's freedom, her popular lecture “Marriage” resounded: “I demand the independence of woman; her right to support herself; to live for herself; to love whomever she pleases, or as many as she pleases. I demand freedom for both sexes, freedom of action, freedom in love and freedom in motherhood.”²

Goldman spoke out against military conscription after U.S. entry into the First World War, was arrested, and spent time in prison. In a wave of repression against leftist radicals immediately following the war, she was deported to Russia in 1919. Goldman was among the few radicals who dared to critique the Soviet experiment—especially for its lack of free expression. Later, in Europe, she alerted the world to the atrocities and transgressions she witnessed during her 2 years in Russia, lamenting the fate of the revolution she so hoped would succeed. In exile, Goldman wrote a classic autobiography, *Living My Life* (published in 1931), and served as the English-language representative of the anarchist labor federation during the Spanish Civil War (1936–38).

Goldman was only allowed to return to the United States for a 90-day lecture tour in 1934—in part due to Eleanor Roosevelt's efforts on her behalf. She died in Canada and, in death, was allowed to cross the border to be buried next to the Haymarket anarchists to whom she attributed the birth of her political ideals. Now, 63 years later, the NHPRC-sponsored Emma Goldman Papers Project has brought the written artifacts of Goldman's life and work back to America as an indelible part of the country's documentary history.

The Goldman Project began in 1980, with its first mission to collect, organize, and publish a comprehensive microfilm edition of and guide to the Goldman Papers. It was an enormous and uncharted task—gathering copies of documents from over 1,000 archives and private collections across the globe. It took over a decade to amass, organize, label with headers in AACR2 format, and prepare indexes for each series in the 20,000-document microfilm edition. That work consists of Goldman correspondence, unpublished lecture notes and

writings, Government surveillance reports (retrieved by the late Sarah Jackson, an NHPRC archivist, for whose work the Goldman Papers tenders special thanks) and legal trial transcripts, and newspaper clippings reporting her many tours of the United States, Europe, Russia, and Canada.

A complex web of researchers ferreted out reproductions of Goldman material from archives near and far, including Soviet archives in Russia, the French and German police archives, and the International Institute for Social History in Amsterdam. Researchers for the project even gathered remarkable reminiscences of Goldman from old associates in China, who had met her in Europe and Russia, and for whom she remained “a spiritual mother.”⁵ The guide to the project’s microfilm edition, *Emma Goldman: A Guide to her Life and Documentary Sources*, won the 1995 Kanner Award of the Western Association of Women’s Historians as the Best Bibliographical Work in Women and/or Gender History.



Mug shots of Emma Goldman made September 10, 1901, in Chicago, Illinois, after Goldman’s arrest in connection with the assassination of President William McKinley. No charges were filed, and Goldman was released on September 24. Photograph courtesy of the Library of Congress.

The Project, dedicated to public history, featured on its award-winning web site, <http://sunsite.berkeley.edu>, the microfilm index, along with *The Life and Times of Emma Goldman* (one of two of the Emma Goldman high school curricula), reproductions of the Project’s traveling exhibition that continues to tour college campuses, selections of Goldman documents from the microfilm and from our forthcoming book edition, and even a film clip of Emma herself! The Goldman Papers worked with the National Committee for History in the Schools curriculum to produce *With Speech as My Weapon: Emma Goldman and the First Amendment*.

The Project also has collaborated with the Jewish Women’s Archive on an instructional poster and an online exhibition and teaching unit, and continues to work with several documentary and feature film editors in pursuit of bringing many of Goldman’s forward-thinking ideas back into public awareness. The Emma Goldman Papers’ line of “Emmarabelia”—its mugs, magnets, bookmarks, t-shirts, letter openers, and even blinz recipe cards (!)—continues to be a source of daily pleasure and historical inspiration to the Project’s supporters and friends.

This year, we are especially pleased to announce the progress we’ve made on our central mandate, the publication of the first volume of *Emma Goldman: A Documentary History*

of the American Years, Volume One, *Made For America, 1890-1901* (Editor Candace Falk, Associate Editor Barry Pate-man, Assistant Editor Jessica Moran, Illustrations Editor Susan Wengraf, Consulting Editor Robert Cohen, with a foreword by the Chair of the Project’s Faculty Advisory Committee, Leon Litwack—published by the University of California Press, April 2003). The four-volume series is an example of documentary history at its best—clear, concise, far-reaching, breaking new ground, inviting, and accessible.

Using the format of documents and annotations as its base, the book is augmented by an integrative analytical introduction, various directories, and an in-depth chronology that will be useful for individuals, organizations, periodicals, and legal support committees. The information contained therein has been unearthed from a multitude of untapped sources to recreate a mosaic that reflects the social and historical forces and movements that shaped and were influenced by the remarkable woman at the center of the edition. The annotations and scholarly apparatus introduce a vast and relatively unknown world; shed light on a comparatively undocumented aspect of America’s under-documented past; and challenge the authority of existing historical interpretations of iconic representations of Emma Goldman.

The volume also serves as a new history of radicalism in late-19th and early 20th century America, highlighting the activities and ideas of the anarchists, socialists, early feminists, and liberal reformers, including free-thought, single-tax, and free-speech activists. Themes addressed in this volume—free speech, labor, radical education, social justice—continue to stream through Goldman’s political life and track the evolution of her integrative political thinking and challenging social criticism. The documents from Goldman’s America years, tracing her emergence from the German-Russian-Yiddish immigrant anarchist community of Manhattan’s Lower East Side into national and international prominence, are an unusual mix of English, German, Yiddish, Russian, French, and Italian texts. They include, among other things, travel reports from Goldman’s lecture tours, replete with accounts of her lively interchanges with a variety of audiences from almost every social class and nationality. They also record her frequent confrontations with the police and with local authorities intent on suppressing the bite and inspiration of her words.

These are not easy books: they thrust the reader into the profound and sometimes uncomfortable political debates and socio-economic conflicts of an extremely violent and volatile period of American history, a time of repression and fear. The first-person primary documents reveal the light, but also the shadows, of those who desperately wanted to take part in the shaping of a more just and equitable world.

Made for America, 1890-1901, sets a pattern for the subsequent volumes. Drawing on two decades of historical research for the microfilm edition, the publication of this printed volume reflects a deepening and expansion of the Emma Goldman Papers Project’s scholarly work. It has been difficult and challenging to sustain the research on such a controversial and politically complex historical figure, whose life and accomplishments have largely been hidden from history.

With an unusually talented collaborative group of documentary editors over the years, and with consistent funding from the NHPRC, augmented by our “Emma’s List” contributors, as well as intermittent grants from (continued on page 13)

NHPRC GRANTS

(continued from page 1)

Ulysses S. Grant Association, Carbondale, IL: A conditional grant of up to \$77,500 for *The Papers of Ulysses S. Grant*.

Rhode Island Historical Society, Providence, RI: A grant of \$84,000 for *The Papers of General Nathanael Greene*.

University of Arizona, Arizona State Museum, Tucson, AZ: A conditional grant of up to \$50,400 for *Documentary Relations of the Southwest*.

University of Tennessee, Knoxville, TN: A conditional grant of up to \$75,700 for *The Papers of Andrew Jackson*.

Research Foundation of the State University of New York at Binghamton, Binghamton, NY: Endorsement of *The Selected Letters of Florence Kelley*.

Stanford University, Stanford, CA: A conditional grant of up to \$64,200 for *The Papers of Martin Luther King, Jr.*

University of South Carolina, Columbia, SC: A conditional grant of up to \$84,600 for *The Papers of Henry Laurens*.

New York University, New York, NY: Endorsement of *The Papers of Jacob Leisler*.

Illinois Historic Preservation Agency, Springfield, IL: A conditional grant of up to \$72,800 for *The Lincoln Legal Papers: A Documentary History of the Law Practice of Abraham Lincoln, 1836-1861*.

George C. Marshall Foundation, Lexington, VA: A grant of \$50,000 for *The Papers of George Catlett Marshall*.

Institute of Early American History and Culture, Williamsburg, VA: A conditional grant of up to \$23,000 for *The Papers of John Marshall*.

Dr. Linda A. Fisher, Annandale, VA: Endorsement of *The Diary of Joseph J. Mersman*.

South Carolina Historical Society, Columbia, SC: Endorsement of *The Civil War Correspondence of Harriott Middleton and Susan Matilda Middleton*.

State University of New York, College at Old Westbury, Nassau, NY: A grant of \$50,000 for a documentary edition of the papers of Clarence Mitchell, Jr.

The American University, Washington, DC: A grant of \$36,331 for *The Papers of Frederick Law Olmsted*.

University of Tennessee, Knoxville, TN: A

grant of \$47,834 for *The Correspondence of James K. Polk*.

University of Virginia, Charlottesville, VA: A conditional grant of up to \$95,000 for its Presidential Recordings Project.

University of North Carolina at Greensboro, Greensboro, NC: A conditional grant of up to \$25,500 for *Race, Slavery and Free Blacks: Petitions to Southern Legislatures and County Courts, 1776-1867*.

The George Washington University, Washington, DC: A conditional grant of up to \$150,000 for its Eleanor Roosevelt and Human Rights project.

New York University, New York, NY: A conditional grant of up to \$66,900 for *The Selected Papers of Margaret Sanger*.

Rutgers, the State University of New Jersey, New Brunswick, NJ: A grant of \$55,000 for *The Papers of Elizabeth Cady Stanton and Susan B. Anthony*.

John Timothy Fierst, Lansing, MI: Endorsement of the John Tanner Project.

Morehouse College, Atlanta, GA: A conditional grant of up to \$63,000 for *The Howard Thurman Papers*.

East Stroudsburg University, East Stroudsburg, PA: A conditional grant of up to \$65,000 for *The Papers of the War Department, 1784-1800*.

Documentary Editing Subventions

Louisiana State University Press, Baton Rouge, LA: A subvention grant of \$10,000 for *The Papers of Jefferson Davis*, Vol. 11.

The Johns Hopkins University Press, Baltimore, MD: A subvention grant of \$10,000 for *The Papers of Thomas A. Edison*, Vol. 5.

The Johns Hopkins University Press, Baltimore, MD: A subvention grant of \$4,971 for *Documentary History of the First Federal Congress*, Vol. 15.

The Johns Hopkins University Press, Baltimore, MD: A subvention grant of \$6,047 for *Documentary History of the First Federal Congress*, Vol. 16.

The Johns Hopkins University Press, Baltimore, MD: A subvention grant of \$1,294 for *Documentary History of the First Federal Congress*, Vol. 17.

Rutgers University Press, New Brunswick, NJ: A subvention grant of \$10,000 for *The*

Papers of Elizabeth Cady Stanton and Susan B. Anthony, Vol. III.

University Press of Virginia, Charlottesville, VA: A subvention grant of \$10,000 for *The Papers of George Washington, Revolutionary War Series*, Vol. 13.

Other Publications Projects

Association for Documentary Editing, Tempe, AZ: A grant of \$19,480 to host a conference on issues relating to the production of scholarly editions in an electronic environment.

State Board Administrative Support Projects

Michigan Historical Center, Lansing, MI: A 2-year grant of \$20,000 to support the work of the Michigan State Historical Records Advisory Board.

Tennessee State Historical Records Advisory Board, Nashville, TN: A 1-year grant of \$7,500 for board administrative support.

Records Access Projects

The Regents of the University of California, Berkeley, CA: A 2-year grant of \$120,160 for its Women Political Activists Collection Project to process, arrange, and describe eight manuscript collections that document aspects of the history and influence of women's social movements on American culture.

San Diego Historical Society, San Diego, CA: A 2-year grant of \$170,274 for its Newspaper Photograph Cataloging Project to describe and preserve some 150,000 images from its collection of San Diego newspaper photographs made between 1910 and 1957.

Carnegie Institution of Washington, Washington, DC: A 2-year grant of \$240,741 for its Carnegie Legacy Project to arrange, describe, and provide reference to the historical records of the Institution's headquarters, its Department of Terrestrial Magnetism, and its Geophysical Laboratory.

Washingtoniana Division, District of Columbia Public Library, Washington, DC: A 1-year grant of \$39,140 to fund the second year of a 2-year project to preserve and improve access to the Washington Star photograph collection.

Florida State University, Tallahassee, FL: A 3-year grant of \$135,662 for its Civil Rights Heritage Collections Project to arrange and describe portions of its civil rights collections.

University of Kentucky Research Foundation, Lexington, KY: A 26-month grant of \$160,438 to arrange and describe the Lexington *Herald-Leader* Photographic Collection.

City of Boston, Boston, MA: A 1-year grant of \$79,701 for its Public Schools Desegregation-Era Records Project to arrange, describe, and publish a Web-based finding aid to some 400 cubic feet of records relating to the desegregation era in city schools.

American Institute of Physics, College Park, MD: A 3-year grant of \$78,200 for its project to preserve the records of physicists in industry.

The Regents of the University of Michigan, Ann Arbor, MI: A 14-month grant of \$42,636 to conduct research on the effectiveness of archival descriptive tools, especially MARC records and EAD finding aids, in providing access to primary source materials.

Center for Documentary Studies, Duke University, Durham, NC: A 1-year grant of \$114,652 to preserve, index, and provide scholarly access to audio recordings made by photographer W. Eugene Smith in an after-hours jazz loft in New York City between 1957 and 1964.

American Foundation for the Blind, New York, NY: A 16-month grant of \$90,117 for its project to arrange, describe, and rehouse the Helen Keller Archives.

Fisk University, Nashville, TN: A conditional 18-month grant of \$67,843 to arrange, describe, preserve, and make available five manuscript collections documenting the university's history and the African American experience.

Wisconsin Veterans Museum, Madison, WI: A 2-year grant of \$110,278 to arrange, rehouse, and describe some 500 linear feet of records documenting the experiences of Wisconsin veterans from the Civil War to the present.

Society of California Archivists, Sacramento, CA: A grant of \$42,865 to fund its Western Archives Institute-Special Institute

for Native American and Tribal Archivists, to be held in Redlands, CA, from July 21 to August 2, 2003, to provide basic instruction in archival theory and practice to those who care for tribal records.

Southern California Library for Social Studies and Research, Los Angeles, CA: A 1-year grant of \$54,329 to process 14 collections created by organizations, individuals, and political movements in Los Angeles in the 20th century.

American College of Surgeons, Chicago, IL: A 1-year grant of \$10,237 to process, arrange, describe, and rehouse the College's archival records.

Nebraska Foundation for the Preservation of Oral History, Lincoln, NE: A 1-year grant of \$36,168 for its Native American Veterans Oral History Project to develop training materials that teach appropriate techniques for creating oral history collections and for ensuring that the collections will be preserved and made accessible.

The Library of Virginia, Richmond, VA: A 1-year grant of \$38,909 to support the restoration of selected sound recordings generated by WRVA Radio and the creation of compact disks of this material for reference purposes.

City of Petersburg, Petersburg, VA: A 1-year grant of \$8,094 to duplicate 251 nitrate negatives made by commercial photographer William E. Lum, Jr., that document the history of Petersburg and the surrounding community from 1925 to 1952.

Colville Confederated Tribes, Nespalem, WA: A conditional 26-month grant of up to \$60,000 to support the microfilming of tribal records and the production of finding aids.

Samish Indian Nation, Anacortes, WA: A 1-year grant of \$33,992 to develop an archival program for the nation's records.

Records Access Projects Contingent Upon the Availability of Funds

The following projects were approved for funding in the order presented, provided that sufficient additional funds become available in Fiscal Year 2003.

Nooksack Indian Tribe, Deming, WA: An 18-month grant of \$43,526 to develop an

archives and records management program for the tribe.

City of Somerville, Somerville, MA: A 1-year grant of \$15,400 to help develop a strategic plan for managing the city's records and ensuring that records with enduring value are properly preserved.

Historical Society of Pennsylvania, Philadelphia, PA: An 18-month grant of \$99,503 to process and develop a records management plan for the combined institutional records of the Society and the Balch Institute for Ethnic Studies, with which it recently merged.

Seneca Nation of Indians, Irving, NY: A 1-year grant of \$46,566 to begin development of an archives and records management program for the nation's records.

Saint Regis Mohawk Tribe, Akwesasne, NY: A 1-year grant of up to \$45,000 to begin development of an archives and records management program for the tribe's records.

Congressionally Directed Grants

The Center for Jewish History, New York, NY: A conditional supplemental grant of \$50,931, the remainder of a directed grant, for its integrated collection management and access system project.

RECENT RECORDS PRODUCTS AND DOCUMENTARY EDITIONS

Records Products

The following finding aids and other resources from records projects funded by the NHPRC have been received in the Commission office since the November 2002 meeting.

Center for Jewish History

15 West 16th Street
New York, NY 10011

Products of Grant No. 2000-112:

- Guide to the Papers of Ruth Abrams (1912-1986), n.d., 1934-1986
- Records of the American Jewish Committee—Office of Jewish War Records, n.d., 1918-1921
- Guide to the Papers of Isadore Breslau (1897-1978), 1911-1975
- Papers of Lucy S. Dawidowicz (1915-1990), 1936-1990
- Guide to the Hans Epstein Collection, 1920-1960
- Guide to the Records of the Graduate School for Jewish Social Work (New York, NY), n.d., 1925-1950
- Guide to the Georg Hermann Collection, 1892-1996
- Records of the HICEM Office in Prague, 1927-1939
- Guide to the Papers of the Jacobi-Schlossberg Family, n.d., 1874-1999
- Records of the Jewish Immigrant Information Bureau (Galveston, TX). Galveston Immigration Plan Records, n.d., 1901-1920
- Guide to the Hans Kohn Collection, 1866-1972
- Guide to the Papers of Louis Kraft (1891-1975), 1914-1975
- Guide to the Papers of Louis Lipsky, 1898-1976
- Guide to the Fritz Mauthner Collection, 1765-1968
- Papers of Harvey P. Newton (1920-), 19th century, 1920-2000
- Papers of Molly Picon (1898-1992), n.d., 1877-1971
- Records of Richard Cohen Associates, Inc. (1979-2000), n.d., 1961-1999

- Guide to the Walter and Johanna Rischowsky Collection, 1940-1942
- Papers of Henry Roth (1906-1995), n.d., 1918-2000
- Guide to the Papers of Joseph Roth (1894-1939), 1906-1995
- Guide to the Papers of Hermann Marcus Selzer (1909-), 1909-2000
- Papers of Admiral Lewis Lichtenstein Strauss (1896-1974), 1908-1973
- Papers of Willy Tonn, 1920-1988, 1920-1957 (bulk)
- Records of the Workman's Circle, n.d., 1903-1993

Concord Free Public Library

129 Main Street
Concord, MA 01742

Product of Grant No. 2000-107:

- Robbins-Mills Collection of Herbert Wendell Gleason Photographic Negatives, 1899-1937

East Tennessee State University

Archives of Appalachia
Box 70295
Johnson City, TN 37614-0138

Products of Grant No. 2000-076:

- Audio-Visual Preservation & Resource Guide (2002)
- Mary Elizabeth Barnicle-Tillman Cadle Collection, 1935-ca. 1955, 1989
- Broadside Television Collection, 1970-1978
- Bernard Rousseau Collection, 1957-1988 and Undated

Publications Volumes

The following publications from NHPRC-supported documentary editing projects have been received in the Commission office since October 2002.

The Selected Papers of Jane Addams, Vol. 1: *Preparing to Lead, 1860-81* (University of Illinois Press, 2003)

Emma Goldman: A Documentary History of the American Years, Vol. 1: *Made for America, 1890-1901* (University of California Press, 2003)

The Papers of Andrew Jackson, Vol. 6 [1825-1828] (The University of Tennessee Press, 2002)

The Papers of Thomas Jefferson, Vol. 30 [January 1798-January 1799] (Princeton University Press, 2003)

The Papers of Henry Laurens, Vol. 16 [September 1782-December 1792] (The University of South Carolina Press, 2003)

The Lewis and Clark Journals: An American Epic [The abridgment of the definitive Nebraska edition] (University of Nebraska Press, 2003)

The Papers of James Madison: Secretary of State Series, Vol. 6 [November 1803-March 1804] (University of Virginia Press, 2002)

The Papers of John Marshall, Vol. 11 [April 1827-December 1830] (The University of North Carolina Press, 2002)

The Southern Debate Over Slavery, Vol. 1: *Petitions to Southern Legislatures, 1778-1864* (University of Illinois Press, 2001)

Documentary History of the Ratification of the Constitution, Vol. 19: *Ratification of the Constitution by the States: New York* (1) (University of Illinois Press, 2001)

The Selected Papers of Margaret Sanger, Vol. 1: *The Woman Rebel, 1900-1928* (University of Illinois Press, 2003)

The Journals of don Diego de Vargas, Vol. 6: *A Settling of Accounts* [1700-1704] (University of New Mexico Press, 2002)

(continued from page 7)

and activities that were available, and the community's relationship to the surrounding area with its larger communities, businesses, and farmlands.

The documents we have chosen provide rich evidence for the study of women's history. Female friendships, female culture in the late 19th century, woman's education, literature by and about women, female role models, expectations and activities of women in a traditional family setting, social and charitable roles of women in a rural setting, women's health issues, careers for women, debates about the proper role for women in society, and the development of women's organizations and movements are only some of the issues that may be considered through the Addams papers.

Family relationships and experiences were especially significant for Addams. Readers will recognize the philanthropic impulse that seems to have been an accepted part of Addams family life. They will be able to explore the sometimes stressful, even dysfunctional, Addams family dynamic through our extensive biographical treatments of each member of her immediate family, including her father, mother, siblings and their mates, stepmother, and stepbrothers. Within the family structure, she was exposed to traditional female culture of the day. She also experienced the fear, mystery, and pain associated with death in a family when her mother, her sister Martha, and her near-mother nurse Polly Beer died. She also learned to respond to the moods and demands of her difficult stepmother.

She knew the anguish that the mental illness of her brother John Weber Addams and the alcoholism of her stepbrother Henry Winfield Haldeman brought to the family. She saw the difficult marriages of both of her sisters, first Mary Catherine and then Sarah Alice (who wed their alcoholic stepbrother), and she learned about the difficulties of childbearing, miscarriages, and managing a home alone. Her primary peer was her stepbrother, approximately her own age, who became a recluse closely attached to his mother. She admired her father, her hero, and it is

likely that she understood and valued the power of moral behavior that she so identified with him.

The Addams family believed in education for all of their children. Readers may investigate the variety and types of educational experiences to which Addams was exposed at home and in public school (including issues related to curriculum, pedagogy, and teacher training), in Sunday school, church, and a wide assortment of church-related activities, in other organizations in the village, and at Rockford Female Seminary, where she received her higher education.

Her family encouraged self learning. With immediate access to the Cedarville library, located in the Addams home, as well as to the Addams family library, she read classics and current literature, including the works of Dickens and an assortment of female writers. She learned how to interact successfully with adults, and, as part of her leisure activity at home, wrote poems and essays, investigated scientific phenomena, participated in educational play and games of strategy, studied music, and attended concerts and plays.

Highly influential in her life were the years at Rockford Female Seminary, where almost without knowing it, she became imbued with the missionary spirit. From the Protestant teachings to which she was exposed throughout her childhood, and which continued at the Seminary, she learned the moral values that characterized her lifelong behavior toward others. At the Seminary and away from the confines of family expectations, she had room to expand her intellect and grapple with who she was as a person and who she might want to be.

She discovered her leadership skills and her ability to write and speak. She also became aware of the authority of the written and spoken word to effect change and sway others. She was influenced by the female atmosphere of the Seminary, by the intellectual and social activities in which she participated, by the teachers (some of whom became friends and role models), by her classmates, and certainly by what she studied and read, including the works of Carlyle, Ruskin, Homer, Milton, and Shakespeare.

Readers will find evidence about the development of higher education for women and its search for parity with that for men, daily life at the female seminary, social relationships among students and teachers, the significance of literary associations, college journalism, scientific study and oratory, pioneer women educators, and comparisons between Midwestern and East Coast female educational experiences.

While at Rockford Female Seminary, Addams began to fashion her particular ideas about the role of women in society. She believed that women had a nurturing, material instinct unique to them and that by developing their intellectual powers they could use it to benefit humanity. Over the years to come, Jane Addams continued to develop this feminist perspective.

MARY LYNN BRYAN IS THE EDITOR OF *THE JANE ADDAMS PAPERS*.

"AN ELOQUENT WOMAN"

(continued from page 9)

other Federal and private donors, and with our base at the University of California, Berkeley, the Emma Goldman Papers Project has kept its momentum and its earnest commitment to filling in a significant gap in the historical record. The Emma Goldman Papers Project looks forward to the completion of the four-volume American Years edition and hopes to continue on with three volumes on Emma's European Years, to complete the mammoth task initiated by the NHPRC so many years ago.

This article's title is taken from "An Eloquent Woman Talks to the Foreigners in German of Their Condition and How to Remedy It," an article in the *Baltimore Critic*, October 25, 1890. This is the first document in *Emma Goldman: A Documentary History of the American Years*, Vol. I: *Made for America, 1890-1901*, p. 95.

¹ "Talk with Emma Goldman," Interview with the *Philadelphia North American*, April 11, 1900. Reprinted in *Made for America, 1890-1901*, pp. 423-431.

² "Marriage," essay in *Firebrand*, July 18, 1897. Reprinted in *Made for America, 1890-1901*, pp. 269-273.

³ Especially Ba Jin, the revered novelist and leader of the Union of Chinese Writers in the People's Republic of China.

CANDACE FALK IS EDITOR OF THE EMMA GOLDMAN PAPERS.

Understanding Willa Cather's World

by Katherine L. Walter

Willa Cather (1878–1947), noted American author and editor, is the subject of many critical works, biographies, and articles. In 1990, Cather was included in *Encyclopedia Britannica's* authors of the *Great Books of the Western World*—one of only four women on that list, and the sole American woman. Interest in her work has remained strong through the years, and recent discoveries offer scholars new opportunities for studying her life and her writings.

In 2000, the George Cather Ray Collection was donated to the University of Nebraska-Lincoln by one of Willa Cather's great grandnieces. An extended family collection, dating mostly from 1877 through 1922, it is largely comprised of correspondence, family photographs, battle training notes, military orders, newspaper clippings, and land records. While the collection documents the daily lives, work, and interests of the George Perry Cather family, it is also a marvelous record of homesteading and pioneer life in Nebraska, providing a rich context for understanding Willa Cather's world.

As a young girl of 9, Willa moved with her parents and siblings from Back Creek Valley, Virginia, to Nebraska. Her parents, Charles and Virginia, came west to join other relatives, including Willa's uncle and aunt, George Perry Cather and Frances Smith Cather, who had relocated from Virginia to Webster County, Nebraska, in 1873.

After an 18-month attempt at farming in Webster County, Willa's father moved the family to Red Cloud, Nebraska, where he opened an insurance and land office. Red Cloud, located on the Union Pacific rail line, at one time had a population of around 1,800 people. According to newspaper accounts of the period, as well as archival resources, both the Charles Cather and the George Perry Cather families were closely involved in the civic scenes of their respective communities of Red Cloud and Catherton, Nebraska.

While in Red Cloud, Willa (or Willie, as she was called by her family from birth) developed an interest in theatrical productions, music, and opera. She often appeared in plays at the Red Cloud Opera House, and apparently wrote parts. A photograph of Cather's starring role as "Hiawatha" shows her in costume



Willa Cather while a student at the University of Nebraska, ca. 1893. Philip L. and Helen Cather Southwick Collection, courtesy of the University of Nebraska-Lincoln Libraries.



Willa Cather as Hiawatha, 1882. Philip L. and Helen Cather Southwick Collection, courtesy of the University of Nebraska-Lincoln Libraries.

with bow and arrow. She also was keenly interested in the lives of the many immigrant families settling in Webster County. Friendships she developed during this period were enduring, and many of the people and events of her early years found their way into her fiction.

In 1890, Charles Cather borrowed money for Willa to attend college, possibly from a business associate, though some members of the family believe that the "associate" may have been her Aunt Frances Cather. Aunt Franc, to call her by her family nickname, was an educated woman with a degree in botany from Mount Holyoke College. There are many references to Franc using her botanical knowledge to locate plants for medicinal uses, and references to Willa herself collecting plants.

Willa attended the University of Nebraska from 1890 to 1895. While at the University, she wrote for the student newspaper, *The Hesperian*, serving as managing editor during her junior year, and as editor of the student yearbook, *The Sombbrero*, in 1895.

She also worked as the theater and drama critic for the *Ne-*

braska State Journal and the *Lincoln Courier* in those years. In 1894, for the *Nebraska State Journal*, she spent an evening talking with author Stephen Crane, who was in Lincoln for a few days. After his death she wrote, "At the close of our long conversation that night, . . . I suggested to Crane that in ten years he would probably laugh at all his temporary discomfort. Again his body took on that strenuous tension and he clenched his hands, saying 'I can't wait ten years, I haven't time.' The ten years are not up yet, and he has done his work and gathered his reward and gone. Was ever so much experience and achievement crowded into so short a space of time? A great man dead at twenty-nine!" She continued to contribute articles to the *Nebraska State Journal* and to the *Courier* for several years after leaving the state.

Following graduation, Willa returned to Red Cloud for a few months before departing for Pittsburgh, Pennsylvania, in 1896, where she assumed an editorial position. In the ensuing years, she wrote under various pseudonyms, worked for *The Home Monthly*, contributed articles and short stories to various magazines and newspapers, published a book of poetry (*April Twilight*, in 1903), and taught high school. For a short while, she lived and worked in Washington, DC. By 1906, Cather had become the managing editor of *McClure's* magazine in New York City, an important position that she held until 1912. It was during this period that she met Sarah Orne Jewett, another writer she much admired.

In 1912 when her first novel, *Alexander's Bridge*, was published, Cather resigned from *McClure's* to become a full-time writer. Also in 1912, she made the first of several visits to the American Southwest. Cather maintained a friendship with S. S. McClure, and ghost-wrote his autobiography. In her personal copy of the autobiography (donated to the UNL Libraries by Robert and Doris Kurth in 1999), there is an inscription from S. S. McClure to Cather that says, "To the real author."

In the years that followed, Cather wrote many fine novels, short stories, articles, and essays. The "wine red grasses" of the Nebraska prairie, the landscape of the American Southwest, and the character of the plains people had made an indelible impression on Cather's psyche. Among her other notable novels are the following related to Nebraska and the Southwest: *O Pioneers!* (1913), *Song of the Lark* (1915), *My Antonia* (1918), *A Lost Lady* (1923), *The Professor's House* (1925), and *Death Comes for the Archbishop* (1927). Cather's last novel, *Sapphira and the Slave Girl*, was published in 1940, and is set in Virginia.

Of the University of Nebraska-Lincoln Libraries' nine Willa Cather-related collections, the George Cather Ray collection has particular significance to her Pulitzer Prize-winning novel *One of Ours* (1923). For example, researchers in Cather Studies at UNL were excited to learn of original letters from Willa Cather in the collection. Several of the letters were known to



Company K, 5th Nebraska National Guard Regiment, near the Mexican border in 1916. G. P. Cather was then serving as company quartermaster sergeant. George Cather Ray Collection, courtesy of the University of Nebraska-Lincoln Libraries.

exist, but had long been unavailable.

Those dating from 1918 through 1921 offer strong evidence that the protagonist of *One of Ours* (a character named Claude Wheeler) was closely based on her cousin G. P. Cather (1883-1918). Claude's mother, Mrs. Wheeler, is more loosely based on Aunt Franc. Like Claude Wheeler in the novel, G. P. Cather was a young man who was never very successful in his education, farming, or business ventures. What defined his life was his military service in World War I and, tragically, his death in France. G. P.

served at the front as a lieutenant in Company A, 26th Infantry, and died in battle near the Marne. In a letter to his mother on Mother's Day in 1918 (shortly before his death), G. P. tells Franc that he is Officer of the Day, and that he now has 43 men in his platoon.

In a letter she wrote after reading his name in a New York newspaper that reported the names of soldiers who had fallen at Cantigny, Willa sent her condolences to Aunt Franc. In a later letter, she thanked her aunt for giving her G.P.'s letters to read, saying that she found them deeply moving and that she intended to write a book about him. The entire wartime correspondence between G.P. and Franc is in the collection. Another Willa Cather letter, written to her father Charles during a 1920 trip to Europe with companion Edith Lewis, recounted an expedition that located G.P.'s grave in an American cemetery in Cantigny. She asked her father to tell Aunt Franc that the grave was clearly marked and had a cross, knowing that this would ease her mind.

In 1921, G.P.'s body was exhumed and brought back to Bladen, Nebraska. Willa apparently returned to Nebraska that summer to complete her novel and to attend the funeral. Newspaper accounts of the funeral, held at the Bladen Opera House, and photographs of the burial in Bladen can also be found in the collection. The clippings give testimony to G.P.'s heroism and to the large number of people that came to honor his memory. Aunt Franc died in April 1922 at age 77.

The National Historical Publications and Records Commission has provided funds for preservation microfilming of the George Cather Ray Collection. While papers and correspondence are being microfilmed, the UNL Libraries are updating the finding aid to the collection to conform to the new 2002 Encoded Archival Description, and to complete markup using eXtensible Markup Language (XML). UNL staff are also creating a web exhibit relating to the collection, and a presentation about the project at the 9th International Willa Cather Symposium, held May 28-June 2, 2003, at the Bread Loaf campus of Middlebury College in Ripton, Vermont. Cather, who spent time at Bread Loaf as an instructor, would have been very pleased.

KATHERINE L. WALTER IS CHAIR OF THE SPECIAL COLLECTIONS AND PRESERVATION DEPARTMENT AT THE UNIVERSITY OF NEBRASKA-LINCOLN'S LOVE LIBRARY.

“Why the Woman Rebel?”

Margaret Sanger asked in the title to the opening article of her militant monthly journal, *The Woman Rebel*, published in 1914. “Because,” she answered, “I believe that deep down in woman’s nature lies slumbering the spirit of revolt.” This statement was as self-revealing as it was declarative. Sanger’s own spirit of revolt lay slumbering until she reached the age of 30, had borne three children, and had overcome tuberculosis.

How then did Margaret Sanger (1879–1966) become this woman rebel she envisioned and go on to lead one of the most far-reaching social protest movements in history? What was her ambition? How did she become radicalized, and why did she choose to lead? The answers to these questions can be found in the daily record of her life—in the voluminous collections of papers she left.

However, in her two autobiographies Sanger was reluctant to discuss her ambitions, motivations, and influences, and refused to address any ambivalence about her conflicting roles as mother, wife, nurse, lover, sexual liberator, activist, and reformer. She was a master of propaganda, and constructed an idealized self-portrait based on a kind of literary notion of how a social reformer’s life and work should proceed, from an epiphany inexorably toward success.

This self-portrayal survived several biographical treatments that plumbed Sanger’s psyche without drawing out her inner mind. A prolific writer, Sanger’s great output of educational material, movement propaganda, ideological work, journal writing, and correspondence has often been reduced to stock phrases and controversial excerpts. A woman of action, her voice has too often been ignored. Her own words, in other words, are missing.

With the publication of *The Selected Papers of Margaret Sanger, Volume I: The Woman Rebel, 1900–1928*, edited by Esther Katz, Cathy Moran Hajo, and Peter Engelman (University of Illinois Press, 2003), Sanger’s words—in letters, journal entries, speeches, articles, and pamphlet

AWAKENING ONE WOMAN’S SLUMBERING SPIRIT OF REBELLION

The Selected Papers of Margaret Sanger, Volume I: The Woman Rebel, 1900–1928

writings—are available for the first time in print form. Chronologically arranged, this highly selective edition allows Sanger’s character to develop through her own expression, exhibiting the complexities and the contradictions inherent in her life. Volume I will be followed by two more volumes that trace her leadership of the American birth control movement and her quest for new contraceptives. A fourth volume will be devoted to Sanger’s international work, the least examined part of her career.

This first volume concentrates on Sanger’s radical awakening and her involve-

ment in the pre–World War I radicalism of Greenwich Village. It meticulously chronicles the steps that led to her advocacy of sexual liberation for women through birth control, a term she coined in the pages of *The Woman Rebel*, and her law-defying tactics that made birth control a cause célèbre in the 1910s and early 1920s. It documents Sanger’s association with other activists, reformers, and leaders of modernity in both the United States and Europe, including Emma Goldman, Sinclair Lewis, Eugene Debs, Max Eastman, Havelock Ellis, H. G. Wells, and George Bernard Shaw, as well as many other notable figures in the arts, literature, and politics.

The book also offers insight into Sanger’s assimilation of eugenic and population control arguments into her birth control campaign as she shifted the movement away from radical ideals to attract greater middle class and professional support. The final chapters of the volume explore her organization and presidency of the American Birth Control League (the forerunner of the Planned Parenthood Federation) and the development of the first legal clinic in the United States.

This work has relied heavily on the support of the NHPRC, which has not only helped fund the Margaret Sanger Papers Project for well over a decade, but is responsible for having instigated, in the mid-1980s, papers projects of important women, such as Sanger, Jane Addams, Emma Goldman, and Elizabeth Cady Stanton and Susan B. Anthony, as well as prominent people of color. Historical editing before then focused almost exclusively on the Founding Fathers and their white male political brethren through the ages. Now, after many years of locating, collecting, identifying, and microfilming these enormous collections of women’s papers, these book editions of our great women leaders and reformers are making this history accessible to a much wider audience than ever before.

The Margaret Sanger Papers Project, begun in 1987 by historian Esther Katz, and based in the history department of

New York University, is one of several projects that have created a comprehensive microfilm edition as its foundation and a selected book edition to increase access to the material. We reprocessed and filmed a large collection of Sanger's papers at the Sophia Smith Collection, Smith College, and collected documents from an international search to create an entirely new collection of Sanger material. Together, they make up the 101-reel *Margaret Sanger Papers Microfilm Edition*, published in 1995–97 by University Publications of America with NHPRC support.

The microfilm edition ensures preservation of this valuable material and allows researchers from around the world to have access to nearly 100,000 Sanger documents that are identified and organized in a highly usable fashion. The microfilm includes hundreds of documents located during our exhaustive search process that previous scholars and biographers have not seen before. Drawing on our microfilm, as well as the microfilmed collection of Margaret Sanger's papers at the Library of Congress, our annotation in the book edition offers the reader links to the larger collection, making it easier to use the two resources in tandem.

The Selected Papers of Margaret Sanger provides a medium for presenting the essential documents, taken from the microfilm, that chronicle Sanger's organization and leadership of the birth control movement. We did not, however, want to compile a sequence of documents to be consulted principally via an index. Our goal has been to present a history through documents that is akin to biography—that tells a riveting story. To that end, we included introductory chapter essays, along with many "head" notes, to create a narrative flow and fill in the gaps present in such a highly selective edition.

The selection itself was a monumental task. For this first volume, we chose roughly 250 documents from over 10,000 that fit into the time frame. Nearly all of the documents were authored by Sanger. We decided, however, that it was crucial to include representative letters from major correspondents and a sampling of "mothers letters," inquiries sent to Sanger from women asking for birth control advice,

such as this one written from West Virginia in 1923:

I am a girl fifteen years old married and have two children my fother left my mother with ten children three sets of twins and I the oldest on had to find some way to make a living I married a poor man and he is a poor provider and I don't want to bring no more children here in poverty. So I ask you to please send me one of your pamphlets.

While the selection is squarely focused on Sanger's birth control work, we have



A flyer advertising a mass meeting held on the eve of Margaret Sanger's trial for opening the first birth control clinic in the United States. Photograph courtesy of the Margaret Sanger Papers Project.

included a number of love letters, as well as letters she wrote to her children, family, and friends about personal matters and world events. Dispersed throughout the volume are descriptions of several dreams Sanger recorded in a journal that offer a completely different perspective on her state of mind. We were determined to include many of her most controversial writings, including those on eugenics, in an effort to put these issues into context and kindle new debate. We have let the content of her writings, regardless of their style and form, guide us in covering the news of her life and the complexity of her character.

How did Sanger become the woman rebel? Volume I establishes a much more

direct line from Sanger's early education and nursing career through to her emergence as a protest movement leader than have biographical treatments of Sanger's life. This volume negates the idea that Sanger was being "drawn to act by forces of destiny" outside her control—the words historian Jill Ker Conway used to describe a convention in so many of the autobiographies of women reformers.

Sanger had a passion for radical ideas and a notion to lead, direct and take control that is evident in many of her early writings included here. The volume explores her training as a radical, particularly her early journalistic efforts for radical publications and her organizing work for the Socialist Party and the Industrial Workers of the World. Sanger spoke directly to working class women who, she decided, held the key to working class empowerment and would not be the beneficiaries of any new political freedoms. She clearly sought another means, apart from suffrage, to liberate women. The idea of personal freedom and ownership of one's own body, the right to work and get dirty as a woman, to be violent and subversive as a woman, to explore sexuality as a woman, crops up in these early documents even before she coined the term birth control.

Sanger never stopped telling others that fate compelled her actions. As she told her ex-husband in 1919, "My life seems to have been in the hands of forces I could not control." Yet as the documents in this first volume show, she made, early on, the personal sacrifices necessary to lead. Her "spirit of revolt" was never far from the surface. She quite deliberately molded herself into both hero and ideologue. Utterly impatient with forces she could not control, she became one of the more controlling reformers in history, and fully understood the utility of her charisma. "I'm feeling like a mother to the world these days," she wrote to her closest friend, Juliet Rublee, in 1917, "all kinds of questions, problems to be solved and men & women seem to think by coming & looking at me—all will be right."

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Going Public with Eleanor

BY Allida Black

In early August 1943, Eleanor Roosevelt left the nation's capitol and flew, unescorted, in commercial and combat aircraft to begin a 5-week visit with American soldiers and sailors scattered over 16 war-scarred Pacific islands. Working 18- to 20-hour days, ER met with as many troops as she could in as many places as she was allowed to go. She walked hundreds of miles, including 50 miles of hospital corridors in 2 days, to thank young Americans for their courage and their sacrifice. Leaning over hospital beds, she carefully noted the names of those whom wounded soldiers asked her to contact. Halfway through her visit, she wrote Trude Lash, whose husband Joe was also stationed in a combat zone, "The war fills me with the greatest sense of responsibility which I dread I shall never discharge." By the end of her visit, she had handled the prayer she carried with her so much that she had rubbed the printed text off the page. She then carefully wrote it out in long-hand. "Dear Lord, lest I continue in my complacent ways, let me remember that somewhere someone died for me today. And if there be war, help me to remember to ask, am I worth dying for?"

Less than 2 years later, the recently widowed Eleanor Roosevelt debated how to honor that commitment when she no longer lived in the White House. As she considered all options—a national political office, a cabinet position, a college presidency, to name just a few—she was certain of only one thing. She would continue to write. By the time of her death, Eleanor Roosevelt had written 27 books, more than 8,000 columns, and 556 articles; delivered an average of 75 speeches a year; and composed an average of 150 letters day. Furthermore, she saved letters, memoranda, clippings, cartoons, articles, and photographs her correspondents sent her. It is an extraordinary collection, reflective of the hopes, fears, joys, anger,

frustration, and determination of a remarkable cross-section of Americans, from Presidents to sharecroppers, as they struggled to make sense of a war-torn world.

In June 2000, the Eleanor Roosevelt Papers Project began collecting, accessioning, and indexing material related to ER's public life after the White House, beginning with FDR's death on April 12, 1945,

fluence from the public and wielded in it private. They present the intricacies of her political thought, the development of her character, the challenges she confronted as she exercised her power, and the conflicting expectations both she and countless citizens had for democracy. They also reveal the palpable struggles she, world leaders, and average Americans faced as



Eleanor Roosevelt, who pressured Harry Truman to recognize Israel in 1948, addressed the Israeli Knesset 4 years later. Moshe Kol, Liberal Party leader and signer of the Israeli Declaration of Independence, who is seated to the right of Mrs. Roosevelt, introduced her both to the Knesset and to a national radio audience. Photograph courtesy of the Franklin D. Roosevelt Library.

and ending with her death on November 7, 1962. We decided to focus on her last 17 years because, in addition to being the period scholars need the most help exploring, it is the period most reflective of ER's own voice, the time she came out from under FDR's "shadow to . . . start again under [her] own momentum" to see "what [she] could achieve." The more than 80,000 documents collected to date allow us to know Eleanor Roosevelt the woman, what she thought, whom she lobbied, and how she then concealed her in-

they grappled with the ravages of depression, war, Cold War politics, and the dream of a world defined by human rights.

Although ER had donated her papers to the Franklin D. Roosevelt Library, we knew that her post-White House archives was incomplete for four reasons. First, ER had to be convinced to donate her papers, and, before she did so, she and Joe Lash (ER's trusted advisor and eventual biographer) carefully examined material related to policy and removed those documents that ER felt would expose her influence

and thus weaken FDR's image. Second, despite the remarkable efficiency of secretaries Malvina Thompson and Maureen Corr, financial and time constraints prevented them from making carbon copies of each letter they typed, and ER often used embassy secretaries when she traveled outside the United States. Third, ER hand-wrote thousands of letters and added thousands of handwritten postscripts to typed letters. Finally, the records contained in files related to her service at the United Nations are only those documents that the State Department had cleared for public examination in 1962.

Our first challenge was to find these missing documents and to develop a fil-

We knew that we needed this level of detail to manage the approximately one million pages we expected to accession and to help us prepare for both letterpress and electronic editions. We also anticipated that when our project became known we would need a system that could help us answer questions we received from scholars and students.

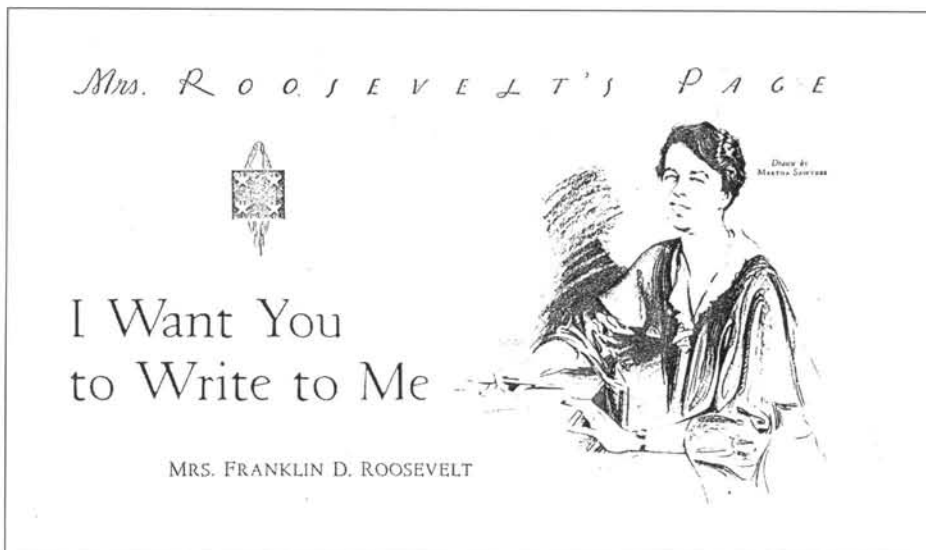
We knew that there was widespread interest in Eleanor Roosevelt. Yet we had no idea how much that interest would increase after September 11, 2001. Nor did we anticipate the volume of requests for information we would receive, or the intellectual diversity of those who were asking the questions. This was our second challenge. How could we get the docu-

creation of the Universal Declaration of Human Rights.

As much as ER loved to write, she also loved to teach. In fact, her first ambition was to teach American history at Al- lenswood, the academy she loved so much. Working with the National Council on History Education and other associations, we took the documents into more than 20 classrooms and trained more than 1,000 teachers. This proved beneficial for all concerned. Teachers and students helped critique our curricula, and the monies we received for the workshops helped fund our editorial work. But most important of all, it reaffirmed our belief that the documents could be used in a wide variety of settings and that, if we were patient, fruitful collaborations could develop. Staff remain convinced that this is what ER meant when she told her readers that compromise is good as long as they "compromise up."

As we enter our fourth year and prepare for our first volume, we, like ER, sometimes tremble at the responsibility we face. When the United Nations calls for documents and interpretation, when teachers and filmmakers request material for their projects, and when scholars realize they have overlooked a vast repository of documents, and they all want the information immediately, and we have not processed all the material we have, it is hard not to worry. It's often difficult to explain why documentary editions are not rapid productions, why we have not thoroughly indexed each of the 80,000-plus documents we have, or why the 24 students who work with us cannot answer intricate questions in detail. There are days we would rather be quiet and read the documents rather than teach a class, address a symposium, or give another talk on ER and some specific issues. But then we take our cue from the documents themselves, and are energized by their author, who tells us that "staying aloof is not a solution; it is a cowardly evasion." So we go to class or the conference or the United Nations only to come back to the office and work at night. It's what the documents tell us to do.

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Eleanor Roosevelt regularly used her columns to encourage national conversations on specific policy initiatives. This August 31, 1933, issue of "Mrs. Roosevelt's Page" generated 300,000 letters in 4 months. Photograph courtesy of the Eleanor Roosevelt Papers Project.

ing system that would not only tell us what documents we had but what issues they discussed. A careful review of archives indexes revealed ER material in more than 600 archives in all 50 states and 11 European, Asian, and Middle Eastern nations. We developed a search plan that allowed on-site visits to half these repositories and, with the assistance of archivists and colleagues around the world, collected thousands of pages of material housed in archives that time and financial constraints precluded us from visiting. Electronic editor Chris Alhambra then designed a database that allowed us to index each document by document type, repository, personal and organizational name, date, subject, and language.

ments out to the variety of audiences that requested them without taking too much time away from our editorial duties? How could we develop a web site that would address the basic issues teachers wanted help with in their classrooms, and at the same time address the myriad questions we received from scholars, international visitors, diplomats, and elected officials in ways that would help us prepare our editions? And who would fund the Web work? After funding was secured, we decided to divide the projects into three complementary sites: Teaching Eleanor Roosevelt, www.gwu.edu/~erpapers; Eleanor Roosevelt, John Kennedy, and the Election of 1960, adb.sc.edu; and a soon-to-be designed mini-edition on ER and the

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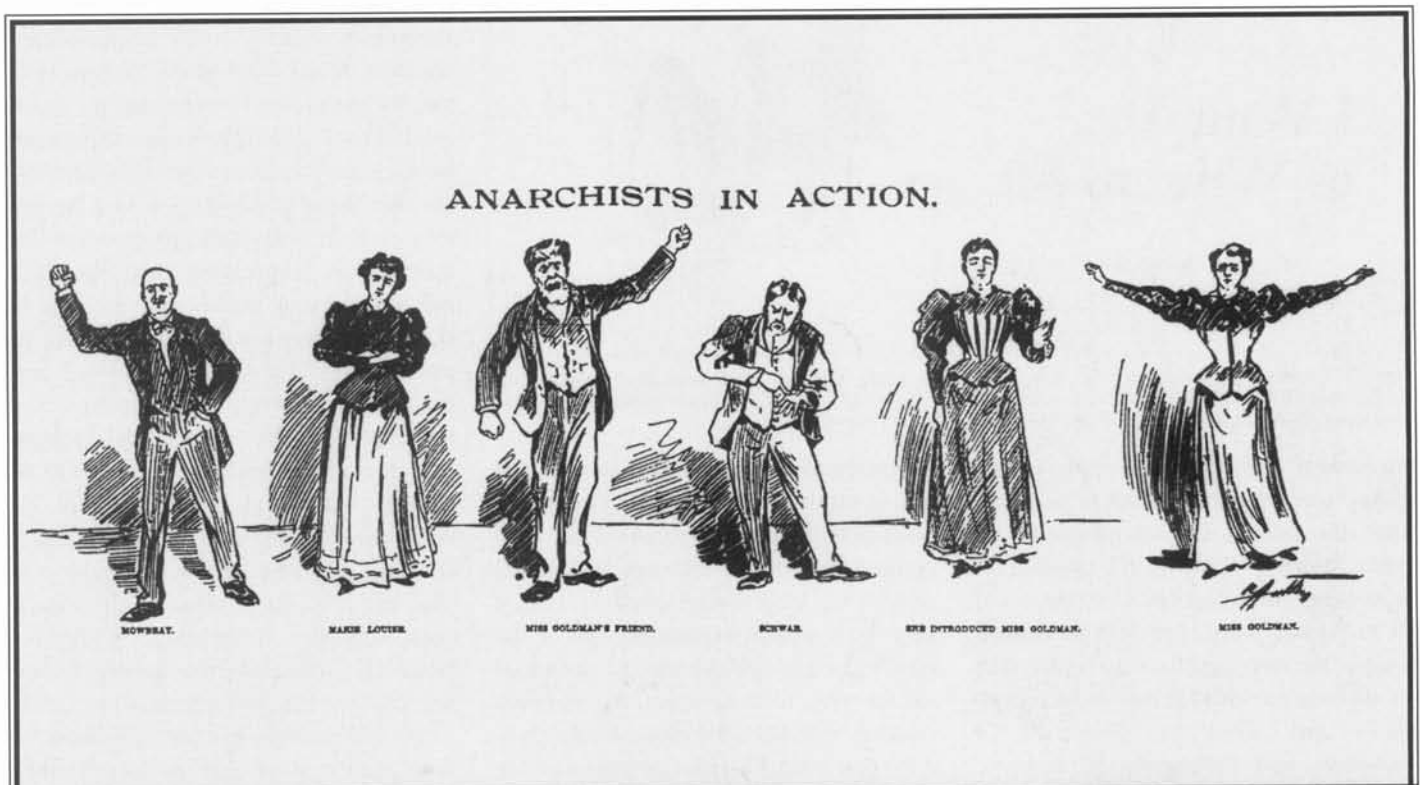
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This series of sketches of anarchists who took part in the public celebration of Emma Goldman's release after a term of imprisonment on Blackwell's Island appeared in the August 20, 1894, issue of the New York World. For an article on the publication of the first volume of the Emma Goldman Papers, see page 8.