Approaches to Teaching the Works of Ralph Waldo Emerson

Edited by

Mark C. Long
and
Sean Ross Meehan

The Modern Language Association of America
New York  2018
## CONTENTS

**Acknowledgments**

**PART ONE: MATERIALS**

Editions and Texts 3
- Critical Reception 7
- Critical Studies 8
- Intellectual and Critical Contexts 9
- Digital Resources 11

**PART TWO: APPROACHES**

Introduction: Learning from Emerson 15

**Approaching Emerson as a Public Intellectual**

- Emerson the Orator: Teaching the Narratives of “The Divinity School Address” 24
  - *David M. Robinson*
- Emerson the Essayist in the American Essay Canon 31
  - *Ned Stuckey-French*
- Politically Ethical Aesthetics: Teaching Emerson’s Poetry in the Context of Diversity in the United States 37
  - *Saundra Morris*
- Teaching Emerson’s Philosophical Inheritance 46
  - *Susan L. Dunston*
- Emerson and the Reform Culture of the Second Great Awakening 53
  - *Todd H. Richardson*
- The Turbulent Embrace of Thinking: Teaching Emerson the Educator 59
  - *Martin Bickman*
- Emerson the Author: Introducing *The Collected Works of Ralph Waldo Emerson* into the Classroom 65
  - *Ronald A. Bosco*

**Teaching Emerson’s Essays**

- Once More into the Breach: Teaching Emerson’s *Nature* 75
  - *Michael P. Branch*
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The American Scholar” as Commencement Address</td>
<td>82</td>
</tr>
<tr>
<td><em>Andrew Kopec</em></td>
<td></td>
</tr>
<tr>
<td>The Divine Sublime: Educating Spiritual Teachers in</td>
<td>87</td>
</tr>
<tr>
<td>“The Divinity School Address”</td>
<td></td>
</tr>
<tr>
<td><em>Corinne E. Blackmer</em></td>
<td></td>
</tr>
<tr>
<td>Experimenting with “Circles”</td>
<td>93</td>
</tr>
<tr>
<td><em>Nels Anchor Christensen</em></td>
<td></td>
</tr>
<tr>
<td>Beyond “Mendicant and Sycophantic” Reading: Teaching the Seminar</td>
<td>98</td>
</tr>
<tr>
<td>Studies in American Self-Reliance</td>
<td></td>
</tr>
<tr>
<td><em>Wesley T. Mott</em></td>
<td></td>
</tr>
<tr>
<td>The Ideals of “Friendship”</td>
<td>104</td>
</tr>
<tr>
<td><em>Jennifer Gurley</em></td>
<td></td>
</tr>
<tr>
<td>In Praise of Affirmation: On Emerson’s “Experience”</td>
<td>110</td>
</tr>
<tr>
<td><em>Branka Arsić</em></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Emerson’s Other Works</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching Emerson in the Nineteenth-Century Poetry Course</td>
<td>119</td>
</tr>
<tr>
<td><em>Christoph Irmscher</em></td>
<td></td>
</tr>
<tr>
<td>Teaching Emerson’s Antislavery Writings</td>
<td>125</td>
</tr>
<tr>
<td><em>Len Gougeon</em></td>
<td></td>
</tr>
<tr>
<td>Teaching the Practical Emerson through the Sermons and the Early</td>
<td>131</td>
</tr>
<tr>
<td>Lectures</td>
<td></td>
</tr>
<tr>
<td><em>Carolyn R. Maibor</em></td>
<td></td>
</tr>
<tr>
<td>Emerson, Gender, and the Journals</td>
<td>136</td>
</tr>
<tr>
<td><em>Jean Ferguson Carr</em></td>
<td></td>
</tr>
<tr>
<td>A Natural History of Intellect? Emerson’s Scientific Methods in the</td>
<td>142</td>
</tr>
<tr>
<td>Later Lectures</td>
<td></td>
</tr>
<tr>
<td><em>Meredith Farmer</em></td>
<td></td>
</tr>
<tr>
<td><strong>Emerson across the Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>“These Flames and Generosities of the Heart”: Emerson in the Poetry</td>
<td>148</td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td><em>Dan Beachy-Quick</em></td>
<td></td>
</tr>
<tr>
<td>Between the Disciplines and beyond the Institution: Emerson’s</td>
<td>153</td>
</tr>
<tr>
<td>Environmental Relevance</td>
<td></td>
</tr>
<tr>
<td><em>T. S. McMillin</em></td>
<td></td>
</tr>
<tr>
<td>Emerson in Media Studies and Journalism</td>
<td>159</td>
</tr>
<tr>
<td><em>David O. Dowling</em></td>
<td></td>
</tr>
<tr>
<td>CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>----------</td>
<td>----</td>
</tr>
<tr>
<td>Emerson and the Digital Humanities</td>
<td>164</td>
</tr>
<tr>
<td><em>Amy Earhart</em></td>
<td></td>
</tr>
<tr>
<td><strong>Emerson around the World</strong></td>
<td>169</td>
</tr>
<tr>
<td>Emerson’s Transatlantic Networks</td>
<td>169</td>
</tr>
<tr>
<td><em>Leslie Elizabeth Eckel</em></td>
<td></td>
</tr>
<tr>
<td>Teaching the Latin American Emerson</td>
<td>175</td>
</tr>
<tr>
<td><em>Anne Fountain</em></td>
<td></td>
</tr>
<tr>
<td>Emerson and Nietzsche</td>
<td>181</td>
</tr>
<tr>
<td><em>Herwig Friedl</em></td>
<td></td>
</tr>
<tr>
<td>Emerson in the East: Perennial Philosophy as Humanistic Inquiry</td>
<td>187</td>
</tr>
<tr>
<td><em>John Michael Corrigan</em></td>
<td></td>
</tr>
<tr>
<td><strong>Notes on Contributors</strong></td>
<td>193</td>
</tr>
<tr>
<td><strong>Survey Participants</strong></td>
<td>197</td>
</tr>
<tr>
<td><strong>Works Cited</strong></td>
<td>199</td>
</tr>
<tr>
<td><strong>Index</strong></td>
<td>215</td>
</tr>
</tbody>
</table>
Editions and Texts

With the recent completion of the definitive, ten-volume scholarly edition of all of Emerson’s works published in his lifetime and under his supervision, *The Collected Works of Ralph Waldo Emerson* marks the culmination of a half-century of vigorous textual editing that has conveyed the full range of Emerson’s writing and thinking with unprecedented accuracy and authority. The publication of this textual scholarship—along with *The Early Lectures of Ralph Waldo Emerson* and the sixteen volumes of *The Journals and Miscellaneous Notebooks*, extending to *The Complete Sermons, The Poetry Notebooks, The Topical Notebooks*, the four-volume supplement to *The Letters of Ralph Waldo Emerson* and *The Selected Letters, Emerson’s Antislavery Writings, The Later Lectures*, and *The Selected Lectures*—has reintroduced to Emerson’s readers, particularly students without access to these previously unpublished materials, the ways that Emerson worked and thought through his ideas in the medium of his writing. The Emerson scholar and biographer Lawrence Buell refers to Emerson as “a kind of performance artist” to characterize a fundamental paradox of his work, the ways he pursued a core idea by “forever reopening and reformulating it, looping away and back again, convinced that the spirit of the idea dictated that no final statement was possible” (*Emerson* 2). The scholarship represented in these definitive editions of Emerson’s works brings the artistry of Emerson’s performance center stage for the twenty-first-century study of this important author.


While students will certainly benefit, much as researchers continue to benefit, from consulting the extensive historical and textual introductions and the editorial apparatus provided in this edition, the significant cost of each volume limits its adoption as a classroom text. However, the Belknap Press of Harvard University Press published in 2015 two single volumes containing selections from these
editions and texts

editions that will be valuable and feasible for classroom study, particularly in
upper-level courses that seek to read Emerson at greater length: Ralph Waldo

The selection of Emerson’s major prose provides a particular example of
how the significant textual scholarship pursued in Emerson studies over the
past fifty years will shape and indeed change the ways Emerson will be read
and taught in the classroom over the next fifty years. While selecting Emer-
son’s most recognizable prose the editors, Ronald A. Bosco and Joel Myerson,
also broaden our understanding of Emerson’s authorship in offering “the only
anthology of his writings that draws from the three predominant sources of his
prose: the pulpit, the lecture hall, and print” (Ralph Waldo Emerson: The Major
Prose xxix). Furthermore, this volume reedits texts drawn from the first three
volumes of the Collected Works to correct inconsistencies that resulted from an
“editorial policy of producing eclectic texts drawn from many sources over many
decades” (xxxvii). These reedited texts include Nature, “The Divinity School Ad-
dress,” “Self-Reliance,” “Circles,” and “Experience.” Ronald A. Bosco, who also
serves as the general editor of The Collected Works of Ralph Waldo Emerson,
will explore further lessons for teaching derived from the editing of Emerson
in his contribution to this volume in part 2.1 Bosco advances the concern that
the Emerson canon has been shaped primarily by textbook anthology editors
rather than teachers. He argues persuasively that introducing the scholarly, ed-
ited archive of Emerson’s volumes into the classroom enlivens and broadens
the Emerson canon in ways that would have made sense to Emerson and his
“authorial mind at work.” This archive, moreover, will guide our students toward
the central question we continue to pose to them: where do we fi

As a start, we recommend that teachers consult the bibliography of authoritative
editions of Emerson’s writings provided by the Ralph Waldo Emerson Society
(“Writings by Emerson”).

Our survey of scholars indicates a wide range in the texts teachers use to
assign Emerson in the classroom, particularly in the case of books ordered for
student purchase. For courses and seminars dedicating significant time to the
study of Emerson, the Norton Critical Edition by Joel Porte and Saundra Mor-
ris, Emerson’s Prose and Poetry, provides an attractive combination of primary
and secondary texts, including as it does in one volume a broad selection of
Emerson’s major writing as well as a range of critical perspectives. Porte’s Li-
brary of America edition, Emerson: Essays and Lectures, remains an option
for assigning extensive reading of Emerson’s prose beyond a selection of essays.
This volume includes all the prose works published by Emerson through The
Conduct of Life. The Library of America also offers a volume of Emerson’s
Collected Poems and Translations (edited by Harold Bloom and Paul Kane)
and two volumes of extensive selections from his journals, Selected Journals:
1820–1842 and Selected Journals: 1841–1877 (both edited by Lawrence Rosen-
wald). A handy “College Edition” paperback of Emerson: Essays and Poems is
no longer available from Library of America, though a paperback edition Essays:
First and Second Series (Porte) remains in print. Richard Poirier’s 1990 edition Ralph Waldo Emerson for the Oxford Authors series is also now out of print. A new Selected Writings of Ralph Waldo Emerson, edited by Robert D. Habich, offers students a generous selection of Emerson’s poetry and prose published in his lifetime, drawing from the more familiar earlier works but also, significantly, the work of the 1850s and beyond.

When less extensive selections of Emerson’s most familiar works are needed, given a shorter time frame in the course, paperback editions that select from his essays, poetry, and some lectures include The Essential Writings of Ralph Waldo Emerson (Atkinson), which leads off with an engaging introduction by the poet Mary Oliver, and more recently an update of The Portable Emerson, edited by Jeffrey S. Cramer. David Mikics’s The Annotated Emerson provides extensive and vivid annotations for a selection of Emerson’s most well-known essays and poems. For the purpose of teaching Emerson within the constraints of an American literature survey course, literature anthologies remain a popular if also problematic option; the two most often used anthologies are The Norton Anthology of American Literature (Baym et al.) and The Heath Anthology of American Literature (Lauter et al.), both of which continue to reprint a familiar selection of texts, from Nature to “Experience.”

For teachers wanting to cultivate Emerson’s significant example in the legacy of nature writing in a course in environmental studies or environmental literature, the Beacon Press edition Nature/Walking provides an inviting option, pairing Emerson’s Nature with Thoreau’s essay “Walking” and offering an introduction by John Elder. A more extensive offering of Emerson’s environmental writing that includes his early natural history lectures is available in “The Best Read Naturalist”: Nature Writings of Ralph Waldo Emerson, edited by Michael P. Branch and Clinton Mohs. (Branch discusses these writings and their uses in teaching Nature in part 2.) Though many acknowledge Emerson’s importance in the tradition of the essay genre, his presence in anthologies of the type that teachers might assign in courses on creative nonfiction and the essay is surprisingly limited. The Oxford Book of Essays (Gross) offers “The Conservative,” Emerson’s lecture from 1841, for its one selection. For those wanting to bring into a course on the essay something more representative of Emerson’s rhetorical poetics, Patrick Madden’s Quotidiana, a digital resource and compendium of classical essays, provides digital versions of four essays by Emerson, including “Experience” and “Illusions.”

General Reference

As a general reference for further reading and study, both for instructors developing an Emerson curriculum and for students in reading Emerson, Tiffany K. Wayne’s Critical Companion to Ralph Waldo Emerson: A Literary Reference to His Life and Work offers a useful starting point. Along with a bibliography of
primary and secondary sources and a chronology of Emerson’s life and times, Wayne offers a brief summary and critical commentary on nearly 140 sermons, lectures, and poems, as well as individual discussion of all the essays published in Emerson’s books. Additional entries also provide reference to significant figures and topics associated with Emerson and transcendentalism. To guide course development and critical reading for students beyond summary of Emerson’s texts, teachers should consult Wesley T. Mott’s *Ralph Waldo Emerson in Context* (2013), which offers thirty-two accessible readings into core concepts and contexts for understanding Emerson’s work and thought, produced by leading Emerson scholars. The topics covered include “Europe,” “Democracy,” “Race,” “Publishers,” and “Fame,” among many others.

**Biographical Resources**

*Emerson: The Mind on Fire* (1995), by Robert D. Richardson, Jr., is arguably the most authoritative and engaging intellectual history of Emerson’s reading and thinking. Richardson’s work is a particularly effective companion for the study of Emerson’s texts, an Emersonian reading into Emerson’s life of the mind. It remains an invaluable starting point for conceiving of the study of Emerson and also, given Richardson’s other biographies (on Thoreau and William James), for thinking through Emerson’s intellectual relations and friendships. Ralph L. Rusk’s *The Life of Ralph Waldo Emerson* (1949), Gay Wilson Allen’s *Waldo Emerson: A Biography* (1981), and John McAleeer’s *Ralph Waldo Emerson: Days of Encounter* (1984) each provides readers extensive biographical details and are worthy of consultation. For classroom use, however, Lawrence Buell’s *Emerson* (2003) is particularly effective in organizing its biographical focus around key elements and critical problems of Emerson’s thought and writing (for example, “Emerson as a Philosopher?” and “Emerson as Anti-Mentor”). Buell makes a compelling case for understanding Emerson as a national icon, America’s first public intellectual, as well as an author of world literature. Buell’s study is useful for the teacher thinking through issues that an upper-level course might engage while also providing a critical discussion of Emerson that is accessible to students at both introductory and advanced levels.

For instructors interested in earlier biographies of Emerson, as well as the construction of the author by his earliest biographers, Robert D. Habich’s *Building Their Own Waldos: Emerson’s First Biographers and the Politics of Life-Writing in the Gilded Age* (2011) provides generative insights. Bosco and Myerson’s *The Emerson Brothers: A Fraternal Biography in Letters* (2005) brings a unique approach to biography by way of Emerson’s relationship with his brothers. For guidance in placing Emerson’s life and work in the larger context of the nineteenth century, and most particularly the extensive lecturing that Emerson pursued across four decades, Albert J. von Frank’s *An Emerson Chronology* is remarkably detailed and useful; a revised and enlarged second edition
of the book (2016; originally published in 1994) is now available. James Elliot Cabot’s two-volume *A Memoir of Ralph Waldo Emerson* also places Emerson’s work in chronological context, while providing summaries of many of the lectures that Emerson gave throughout his career. Finally, Joel Myerson and Leslie Perrin Wilson’s *Picturing Emerson: An Iconography* further illuminates Emerson’s biography by reproducing all known images of the author created from life.

**Critical Reception**

Studying the critical reception of Ralph Waldo Emerson is an invaluable aid to instructors preparing a course. The ongoing critical dialogue about one of the most generative writers in literary and cultural history is enormously helpful to students as well.

The bibliography in the first edition of George Willis Cooke’s *Ralph Waldo Emerson: His Life, Writings, and Philosophy* (1881) indicates both the historical and cultural interest in Emerson’s reception. Just over one hundred years later, an astonishing volume of critical commentary on Emerson’s writing is noted by Robert E. Burkholder and Joel Myerson in *Emerson: An Annotated Secondary Bibliography* (1985) and by Kenneth Walter Cameron in *The Emerson Tertiary Bibliography with Researcher’s Index* (1986). The chapter “Emerson, Thoreau, Fuller, and Transcendentalism,” in *American Literary Scholarship: An Annual* (Habich), provides insights for the continuing Emerson bibliography. The most current and comprehensive bibliography of writings about Emerson (more than 1,500 entries) is available on the Web site of the Ralph Waldo Emerson Society.


A useful survey of the critical conversation about Emerson, from his time to the present, can be found in David LaRocca’s *Estimating Emerson: An*

Critical Studies

Emerson helped to define a canon of literature in the United States and the field of American literary and cultural studies, and his writings continue to occupy and provoke critics, as well as critical theorists and philosophers, in the ongoing assessment of our literary and cultural heritage.

In this section we have chosen critical studies that will be most useful for teachers and that have proven to be most productive in the ongoing conversation between Emerson and his readers. There is no question that F. O. Matthiessen’s American Renaissance: Art and Expression in the Age of Emerson and Whitman (1941) was a singular influence in the study of Emerson as a progenitor of the American literary tradition. Subsequent assessments of Emerson’s place in the emergence of a distinctive literary tradition in the United States include Stephen E. Whicher’s Freedom and Fate: An Inner Life of Ralph Waldo Emerson (1953), Charles Malloy’s A Study of Emerson’s Major Poems (1973), David T. Porter’s Emerson and Literary Change (1978), Barbara L. Packer’s Emerson’s Fall: A New Interpretation of the Major Essays (1982), and Julie K. Ellison’s Emerson’s Romantic Style (1984). Each book-length study offers distinct and incisive commentaries on Emerson’s writing. Emerson’s literary and rhetorical practices are elaborated in David M. Robinson’s Apostle of Culture: Emerson as Preacher and Lecturer (1982), Lawrence Rosenwald’s Emerson and the Art of the Diary (1988), Wesley T. Mott’s “The Strains of Eloquence”: Emerson and His Sermons (1989), Susan L. Roberson’s Emerson in His Sermons: A Man-Made Self (1995), and Roger Thompson’s Emerson and the History of Rhetoric (2017). Other critical studies have considered Emerson’s use of language, including David LaRocca’s Emerson’s English Traits and the Natural History of Metaphor (2013), as well as more broadly Emerson’s contribution to the development of

The critical conversation about Emerson has, at least since Matthiessen, been concerned with Emerson’s social, cultural, political, and philosophical significance. The essays in Branka Arsic and Cary Wolfe’s *The Other Emerson* (2010) provide an illuminating introduction to reading Emerson on subjectivity, politics, and philosophy. Instructors interested in the literary and political resonances of Emerson’s approach to the self should consider Quentin Anderson’s assessment in *The Imperial Self: An Essay in American Literary and Cultural History* (1971), as well as the later critiques of Emerson’s individualism. These critiques include David Marr’s *American Worlds since Emerson* (1988) and Christopher Newfield’s *The Emerson Effect: Individualism and Submission in America* (1996). In contrast, a generative elaboration of the cultural resource of democratic individualism—and of Emerson’s contribution to the development of American political philosophy—is available in two studies by the political theorist George Kateb: *The Inner Ocean: Individualism and Democratic Culture* (1992) and *Emerson and Self-Reliance* (1995; reprinted with new preface and introduction 2002). The history of the critical debate over Emersonian individualism is the subject of Charles E. Mitchell’s book-length study, *Individualism and Its Discontents: Appropriations of Emerson, 1880–1950* (1997), and a detailed study of the theory and practice of liberal culture in Emerson’s thinking is Neal Dolan’s *Emerson’s Liberalism* (2009).


**Intellectual and Critical Contexts**

There is no more reliable and rewarding resource for understanding Emerson’s intellectual and critical contexts than the historical and textual introductions to each volume of *The Collected Works of Ralph Waldo Emerson* (1971–2013). The extended historical essays situate the primary documents included in each of
the volumes among the biographical, social, and political events of nineteenth-century America and as such provide instructors with indispensable intellectual and critical contexts for the classroom. The textual introductions familiarize readers with the textual histories and variations that have preoccupied editors and scholars and suggest the pedagogical significance of Emerson’s writing process, and textual variations, in the classroom.

Instructors and students interested in the relationship between Emerson and transcendentalism will find an enormous range of useful critical commentary and analysis. The most indispensable resources include Joel Myerson, Sandra Harbert Petrulionis, and Laura Dassow Walls’s *The Oxford Handbook of Transcendentalism* (2010) and the extended discussion of the historical contexts that inform Emerson’s work in Myerson’s *A Historical Guide to Ralph Waldo Emerson* (2000).

Emerson is concerned with fundamental philosophical questions. It is therefore unsurprising that philosophers since William James and George Santayana have been engaged with Emerson’s thinking. One of Emerson’s most rigorous, sympathetic, and creative readers, Stanley Cavell, offers extended readings of Emerson’s philosophical contributions in, among other writings, *Conditions Handsome and Unhandsome: The Constitution of Emersonian Perfectionism* (1990) and *Emerson’s Transcendental Etudes* (2003). In addition, Branka Arsić discusses Emerson’s emphasis on change and transformation in *On Leaving: A Reading in Emerson* (2010). Literary and cultural historians have also explored Emerson’s philosophical orientation and influence in American intellectual history. These studies include Cornel West’s *The American Evasion of Philosophy: A Genealogy of Pragmatism* (1989), Richard Poirier’s *Poetry and Pragmatism* (1992), and Jonathan Levin’s *The Poetics of Transition: Emerson, Pragmatism, and American Literary Modernism* (1999). More specialized studies of Emerson and philosophy are useful as well, including David Van Leer, *Emerson’s Epistemology: The Argument of the Essays* (1986); John Michael, *Emerson and Skepticism: The Cipher of the World* (1988); David Jacobson, *Emerson’s Pragmatic Vision: The Dance of the Eye* (1993); David M. Robinson’s *Emerson and the Conduct of Life: Pragmatism and Ethical Purpose in the Later Work* (1993), which is a particularly valuable guide to Emerson’s neglected later work; and Gustaaf Van Cromphout’s *Emerson’s Ethics* (1999).

Instructors and students interested in learning more about Emerson and nature, natural history, and science should consult Laura Dassow Walls’s *Emerson’s Life in Science: The Culture of Truth* (2003). Additional study of Emerson’s engagement with natural history, and the fascination with the aims and methods of natural science that Emerson cultivated during his visit to the Jardin des Plantes in Paris, include Lee Rust Brown’s *The Emerson Museum: Practical Romanticism and the Pursuit of the Whole* (1997). Earlier studies of Emerson’s idea of nature include Sherman Paul’s *Emerson’s Angle of Vision: Man and Nature in American Experience* (1952) and the collection of essays *Emerson’s

A welcome context for the critical evaluation of Emerson has grown from a global perspective on his literary and cultural work. Teachers and students interested in Emerson’s transatlantic exchanges will benefit from *A Power to Translate the World: New Essays on Emerson and International Culture* (2015), edited by David LaRocca and Ricardo Miguel-Alfonso—a compelling collection of readings, in a wide range of geographical and cultural contexts, that elaborates the trajectories of Emersonian thinking among non-American writers and intellectuals. Readers may also consult *Emerson for the Twenty-First Century: Global Perspectives on an American Icon* (2010), edited by Barry Tharaud; *Emerson’s Transatlantic Romanticism* (2012), by David Greenham; and *Transatlantic Transcendentalism: Coleridge, Emerson, and Nature* (2013), by Samantha C. Harvey. Emerson’s cultural affiliations and literary influences beyond the United States may be further explored in Daniel Koch’s *Ralph Waldo Emerson in Europe: Class, Race, and Revolution in the Making of an American Thinker* (2012) and *The Correspondence of Emerson and Carlyle* (1964), edited by Joseph Slater.

**Digital Resources**

Instructors and students of Emerson will find a range of primary material and secondary works on the Web. However, the varying quality of Web-based materials and accuracy of digital editions necessitate cautious use. Although there is as yet no comprehensive electronic research and teaching resource dedicated to Emerson on the order of *The Walt Whitman Archive*, sites developed by the Ralph Waldo Emerson Society and digital portals at several libraries and educational institutions provide access to an electronic Emerson that can supplement the study of his texts and contexts. We include here a selection of available Web sites, digital portals, and digital editions that teachers should find to be both productive and appropriate for use with students.

The Centenary Edition of Emerson’s *Complete Works* (1903–04) is available in digital format at *The Works of Ralph Waldo Emerson* Web site, edited by Jim Manley, as well as at the University of Michigan Library (*The Complete Works*), where a variety of word searches can be conducted. *Project Gutenberg* provides access to digital editions of works by Emerson on its Emerson author page (“Books by Emerson”), and an edition of *Representative Men* has been digitized by the University of Virginia American Studies Program (*Representative Men*). Instructors and students interested in a searchable, digital version of Emerson’s early poetry can consult the *American Verse Project* in the University of
Michigan Humanities Text Initiative (American Verse). Eugene F. Irey’s concordance to the Centenary Edition of Emerson’s Complete Works is available through the Concord Free Public Library Web site. And nine manuscript items are accessible through Lehigh University’s I Remain: A Digital Archive of Letters, Manuscripts, and Ephemera.

The Ralph Waldo Emerson Society maintains a Web site that, in addition to providing extensive bibliographic references for the study of Emerson, curates a listing of digital resources available for the study of Emerson and his contemporaries (“Related Sites”); a series of drawings, engravings, and photographs of Emerson, following his development from a young man to old age (“Images of Emerson”); and access to Emerson Society Papers dating back to the first issue in 1990 (“Emerson Society Papers”). Other Web-based materials for instructors and students include the Emerson materials available at The Web of American Transcendentalism (“Ralph Waldo Emerson”) and Paul P. Reuben’s “Ralph Waldo Emerson” page on his Web site Perspectives in American Literature.

There is also an archive of video discussions about Emerson available in C-SPAN’s American Writers series, including “Emerson and the Examined Life,” featuring Robert Pinsky, Richard Geldard, and David M. Robinson. David A. Beardsley’s video biography, Emerson: The Ideal in America, includes discussions with Robert D. Richardson, Jr., and Sarah Ann Wider, among other scholars. Finally, instructors and students will benefit from the comprehensive entry on Emerson as a philosopher by Russell Goodman in The Stanford Encyclopedia of Philosophy, accessible on the Web.

NOTE

1We would like to acknowledge the numerous editors who contributed to The Collected Works of Ralph Waldo Emerson: Alfred R. Ferguson, Robert E. Spiller, Joseph Slater, Douglas Emory Wilson, and Ronald A. Bosco (general editors); Robert E. Burkholder, Jean Ferguson Carr, Joel Myerson, Philip Nicoloff, Barbara L. Packer, Albert J. von Frank, Wallace E. Williams, and Thomas Wortham (editors).
WORKS CITED

———. *Ralph Waldo Emerson: An Estimate of His Character and Genius in Prose and Verse*. A. Williams, 1882.


Douglass, Frederick. Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself. Boston, 1845.


204 WORKS CITED


“Emerson Society Papers.” The Ralph Waldo Emerson Society, 15 Apr. 2003, emersonsociety.org/emerson-society-papers./


Fuller, Margaret. The Letters of Margaret Fuller. Edited by Robert N. Hudspeth, Cornell UP, 1983–94. 6 vols.


Habich, Robert D. *Building Their Own Waldos: Emerson’s First Biographers and the Politics of Life-Writing in the Gilded Age*. U of Iowa P, 2011.


The Heētōpādēs of Vēēšhōō-Sārnā, in a Series of Connected Fables, Interspersed with Moral, Prudential, and Political Maxims, translated by Charles Wilkens, Bath, 1787.


Hutcheson, Thomas. The History of the Province of Massachusetts Bay, from the Settlement Thereof in 1628 until the Year 1750. 3rd ed., Boston, 1795. 2 vols.


Packer, Barbara L. Emerson’s Fall: A New Interpretation of the Major Essays. Continuum, 1982.


“Related Sites.” The Ralph Waldo Emerson Society, 15 Apr. 2003, emersonsociety.org/related-sites/.


———. First We Read, Then We Write: Emerson on the Creative Process. U of Iowa P, 2009.


Sarmiento, Domingo Faustino. “Emerson.” *Obras de D. F. Sarmiento*, vol. 45, Buenos Aires, 1900, pp. 374–76.


Wilson, Harriet. *Our Nig; or, Sketches from the Life of a Free Black*. Boston, 1859.


“Writings by Emerson.” *The Ralph Waldo Emerson Society*, emersonsociety.org/writings/writings-by-emerson/.