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Emily Howland

THE EMILY HOWLAND PAPERS AT CORNELL UNIVERSITY
A GUIDE TO THE MICROFILM PUBLICATION

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THE
EMILY HOWLAND
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A GUIDE TO THE MICROFILM PUBLICATION
Patricia H. Gaffney, Editor

6. *Historical Sketch of Friends in Cayuga County, N.Y.*
Emily Howland. Auburn, N.Y.: 1882; reprinted Ithaca,
N.Y., 1964.
7. Travel diary of Bermuda trip by William, Hannah L.,
Emily, and Isabel Howland in 1888, written into a
Bermuda pocket almanac.
8. Notebook of minutes of the Sherwood Equal Rights
Association, from its founding in February of 1891 until
December of 1895. Included in the back are the club's
constitution and list of members. A letter from Emily
Howland dated 26 February 1893, the printed Constitution
of the New York State Woman Suffrage Association, and
the Laws Regulating School Suffrage in the State of New
York (1893) are folded into the notebook.
9. Minutes of the Sherwood Equal Rights Association,
January 1896 to January 1899.*
10. *A Life for Liberty: Anti-Slavery and Other Letters of Sallie
Holley*. John White Chadwick, editor. New York & London:
G. P. Putnam's Sons, The Knickerbocker Press, 1899.*
11. Account book of William Howland 1863–1904, including a
fair copy of the will of Humphrey Howland. A letter from
Frances Alden Covey to Miss Emily (October 30, 1926)
is included at the front of the book.
12. *A Historical Sketch of Sherwood Select School, 1871–1911*.
Lucy Jacobs, 1911.
13. "Emily Howland, 1827–1929: An Unforgettable Person."
Compiled by Bessie M. Cudworth and Miles R. Jacobs.
[1954?]

*Do not have frame numbers.

❧ ACKNOWLEDGMENTS ❧

In selecting the Emily Howland Papers from the Cornell University Libraries' manuscript collections for a microfilm project, the National Historical Publications and Records Commission has recognized the timeliness of the subject matter with which the papers are concerned. Women's and minorities' studies programs have been created in many colleges, bringing with them an increased demand for original source material.

The Howland collection has been consulted frequently in the past, and it is anticipated that it will, in its new form and arrangement, prove a useful tool to researchers in a variety of subject areas. In the last year Judith C. Breault completed a dissertation on Emily Howland at the University of Pennsylvania entitled "The Odyssey of a Humanitarian, Emily Howland, 1827-1929, a Biography." Another thesis is being written in California on Sallie Holley and Caroline F. Putnam by a scholar who has done extensive work in the Howland collection at Cornell.

I should like to thank Assistant Director of the Cornell Libraries Herbert Finch for entrusting me with this microfilm project, and, of course, the National Historical Publications and Records Commission and its director for accepting Mr. Finch's recommendation.

The technical assistance of Morris L. Brock at the University's photographic laboratory has been invaluable, and I should like to thank Jane K. Gustafson for her careful preparation of the manuscript for the printer and Mary E. Morrison for assistance in filing the filmed correspondence. Graphic designer David May was consulted in the preparation of the printed guide.

Patricia Harland Gaffney



❧ EMILY HOWLAND 1827-1929 ❧

Emily Howland was born on a farm near the village of Sherwood in Cayuga County, New York, when Queen Victoria was an eight-year-old child and John Quincy Adams was president of the twenty-four United States; she died in Sherwood in June of 1929, the year of the great stock market crash in Wall Street.

Though she is generally listed as an educator, reformer, and philanthropist, she might more properly be described as a feminist first, for it was her early determination to prove that a single woman could play an honorable role in American society that eventually earned her the other appellations.

Defending the study of English and grammar she once wrote, "There is a power and an influence go with a thought fitly and correctly uttered in a few well-chosen words which the same sentiment cannot carry when spoken in a rambling and slovenly manner." In proof of this observation Miss Howland acquired a reputation for her wit and for her terse, pithy speeches. In June of 1894 she was introduced at a public hearing before the Constitutional Convention in Albany as "a woman who is able to make an effective speech in three minutes."

Emily Howland was descended from Quakers who migrated from New England to central New York. Her maternal grandparents were active in the Society of Friends; Sarah Hawkshurst Tallcot was recommended as a minister in 1808, and her husband Joseph Tallcot concerned himself with Quaker discipline and with legislation affecting schools. He often visited schools in the area and distributed instructive

children's periodicals that he published himself. Tallcot became a temperance pioneer when he observed distilleries in full operation in a year when grain was unobtainable as food in the district. (See item 6, reel 15, pp. 7-8.)

Emily herself credited her Quaker heritage with shaping her life, but she regretted the restrictions that had limited the diversions of her parents and of herself during her own youth, and she lamented a tendency among some of her friends to attach undue weight to the darker side of the discipline. In later years she sometimes attended Unitarian services.

Emily's paternal grandparents, Benjamin and Mary Slocum Howland, migrated to Cayuga County in 1798, and the first Friends meeting in the county was held in their house in 1799. Their son Humphrey surveyed Cayuga County and became a large landholder and merchant. Later the general store he operated with his brother-in-law Thomas J. Alsop was taken over by Slocum Howland, Humphrey's brother, and Emily's father. Slocum amassed a sizable fortune in his lifetime, for he also held good farmland and functioned as a private banker among his neighbors. Later his older son William joined him in operating the store, while his younger son Benjamin took charge of a woolen mill he established in Catskill, New York, as an outlet for wool taken in barter.

Slocum and Hannah Tallcot Howland, Emily's parents, were abolitionists at a time when such affiliation cost them the regard of many of their neighbors, and their home, before the Civil War, occasionally served as a way station for escaped slaves seeking sanctuary in Canada. The reading matter Emily found in her home was predominantly abolitionist in content, and it is interesting to note that Emily was the first signer, and perhaps the author, of a message addressed to the Whigs of Scipio (New York) and vicinity from the ladies of Sherwood that inveighed against the admission of Texas (and slavery) into the Union. Henry Clay's failure in a bid for the presidency in 1844 has been attributed to the strength of the antislavery Whig vote in the western counties of New York State.

According to her recollection, Emily's Grandfather Tallcot taught her to read. At the age of eight she attended a Friends boarding school in Venice, New York, some miles from her home, and the memory of her loneliness there may have had some part in her decision to support a good school in Sherwood. For most of her school years she was under the care of a remarkable teacher, Susannah Marriott, at a school in Aurora. Miss Howland referred to her as a woman of the highest cultivation and character and proof that a good teacher is society's greatest benefactor. Emily's formal education ended at a third school, Poplar Ridge Seminary, when she was sixteen, except for some months in 1851 when she attended Margaret Robinson's school in Philadelphia.

The near equality accorded women in the Society of Friends made that sect a logical breeding place for the women's rights movement. Girls were educated side by side with the male youth of the community, and women were accepted as ministers and participated, albeit separately, in the deliberations of the sect. Moral self-analysis became a habit with Emily, and for more than ten years she wrote a few paragraphs at the time of her birthday to assess the year that was ending. Starting on her eighteenth birthday and continuing through her twenty-ninth, these highly personal records provide a charming and unsparing view of her growth.

On the eve of her twenty-first birthday she wrote, "I am about to embark on twenty-one, that beginning of so many responsibilities to the other sex, as, in common parlance, they assume the right to self-government; no such important consequences await the advent of my birthday. The course of my career moves on as ever, neither wiser or better, twenty is jostled off the track by another syllable added, a friendly glance and mayhap a half-fledged sigh as we part, one to form another layer in memory's strata, the other on another year to spend as worthlessly as the past."

Seven years later she wrote, "I believe I am ripe for a new chapter of human experience more comprehensive and varied than any gone before, and I think it is at hand. I have the

fullest faith in this, I see it and feel it and know it will come . . . for thus far what was needful for me has been provided." She had to wait through another year, but in 1857 the summons she awaited with such faith did, in fact, come.

Myrtilla Miner, a courageous woman from central New York, had opened a school for the daughters of freedmen in Washington in 1851, but in 1857 she fell ill and needed a capable teacher to take over her school while she sought improved health at a water-cure hospital. Emily had neither training nor experience as a teacher, but when word of the opportunity reached her, by way of a Philadelphia friend, the very magnitude of the challenge made it seem the worthy demand on her courage and resourcefulness that she had prayed for.

Though she had been regarded as a brilliant and highly cultivated young woman, Emily's decision to leave the home in which she carried a large measure of domestic responsibility surprised everyone. But she did not undertake the work without careful thought, and never regretted her decision. She felt involved, at last, in the world's important work; she won the confidence of her pupils, and she enjoyed her association with members of the black race, saying, "The Negro opened the book of life to me."

Nor was she dismayed by the open hostility of some of the school's Washington neighbors. Mrs. William H. Seward and her sister, Lisette Miller Worden, who were well established in Washington society, had been Emily's classmates in Miss Marriott's school and remained her staunch friends. Through them she met many of the leading political figures of the day.

Though Emily was pretty and bright and did not lack for suitors, she had rejected the idea of marriage and chose rather to prove to herself and to her "weaker sisters" that a single woman could make a significant life for herself. In May of 1856 a friend wrote of Emily's young nephews, "I suppose you rejoice that they are not girls, with your present views of women's underrated and circumscribed limits in the grand arena of Life." In February of 1858 her cousin wrote about her brother Benjamin's marriage, "Boys should marry, nothing

like it to . . . make them of some consequence in the world. . . . With females it is quite different, left free from all *entangling alliances* [sic] they can more easily strike off and make their mark." Still later, in September of 1869 Emily wrote to a friend, "I do not enjoy the prospect of people's marrying much more than my dear mother used to. I know it is human nature, but it seems little else than an increase of misery all round to most."

Nevertheless, she had a number of male correspondents, and she exchanged letters for many decades with Charles W. Folsom of Cambridge. He was an officer in the United States Quartermaster Corps in Washington when Emily was working in the "contraband" camps for black refugees on the outskirts of Washington during the later years of the Civil War. He helped her build her first school in Heathsville, Virginia, and he wrote Caroline Putnam in January of 1869, "Emily's counsel will be best in that, as in all other things. She is inspired, you know. Isn't she wonderful? . . . She has the rare faculty of winning everybody's love, and at the same time making everybody mind her. A great soul in a little body."

Emily had to raise funds from government agencies, Friends organizations, and individuals to pay for teachers and to provide the most rudimentary food and clothing for the destitute refugees. She asked her father for only small contributions—for farm produce and supplies, at the end of the war he bought her nearly 400 acres of land between the mouths of the Potomac and Rappahannock Rivers. There in Northumberland County, Virginia, she settled several refugee families and built the school that also served as a chapel.

Only a few months after Emily had opened her school in 1867, she had to leave it, first to nurse her mother and later to take charge of her father's home after her mother's death in September. From that time on she supplied the school with teachers and assumed all maintenance costs for more than half a century, limiting herself to visits of only a few weeks duration to Virginia. In early 1870 she helped Caroline F. Putnam start the Holley School in Lottsburgh, Virginia, just nine miles away. When Slocum Howland died in 1881

Emily inherited a sizable fortune, and began making regular contributions to southern normal and industrial schools. The detailed letters she received from administrators and teachers in these institutions over the years are a significant part of the collection and indicate the extent of her involvement in the character and conduct of each school. They also provide an inside view of the kind of education available to southern blacks at the time.

In 1882 she built a large new schoolhouse in Sherwood for Hepsibeth C. Hussey's Sherwood Select School, which had started in a private home in December of 1871. Pupils each paid a ten-dollar tuition fee for a fourteen-week term—each foreign language cost an additional three dollars—and each year's deficit was assumed by Miss Howland. Many of the S.S.S. teachers lived in her commodious house, and she usually addressed the school briefly at commencement.

Miss Howland continued her father's custom of lending money to neighbors who lacked the collateral to secure loans from established banks, and many loans were made without interest, particularly to promising young persons who lacked tuition money for college or professional school. She helped a number of women through medical school, and had, for a time in 1860, planned to study medicine herself.

Through the years she sponsored many students in the South who could not otherwise have afforded an education, and her philanthropy was extended to a few northern schools in addition to the S.S.S., but they were, for the most part, industrial schools or institutions for the training of the disadvantaged, such as the George Junior Republic in Freeville.

Emily Howland was a pioneer in the struggle for woman suffrage, though she had little sympathy with the militant faction of the movement. She was personally acquainted with many of the leaders of national suffrage organizations, and wrote of herself, "I was a delegate to state and national conventions and made—I don't know how many—speeches on the streets of Auburn and Syracuse and once in a hearing

before the Senate of the United States." Her financial support of suffrage associations and women's journals was substantial over the years, but the only organizations in which she held office were those of her own village and county.

In 1884–85 Miss Howland spent a year and a half traveling in the British Isles and Western Europe, and in April of 1888 she joined her brother William and his wife and daughter on a five-week visit to Bermuda. (A diary of this outing appears as item 7, reel 15.)

In 1891 Miss Howland became a director of the Aurora bank. According to a March 11 letter from Hannah Letchworth Howland, the wife of Emily's brother William, officers of the bank first suggested that William buy some of Emily's stock in the bank so that they could elect him to the board of directors, but he replied, "Why not ask Emily herself?"

In 1892 and 1905 she made journeys to the Far West, and in 1899 she attended an international suffrage convention in London. In September of that year she wrote home that, unlike her traveling companion who enjoyed visiting historic sites, "I am more interested in the here and now," and she joined the throng attending a mass meeting at Hyde Park in sympathy with Dreyfus.

The Sherwood Select School fell on difficult times when graduates were denied admission to some colleges that required a New York State Regents diploma; it closed its doors in June of 1907. In the fall of 1909 it reopened by an arrangement with the State Regents, and in 1926 Miss Emily (as she was called in her later years) turned over the school and certain funds for its maintenance to the board of education of the public school district. (See the sketch of Miss Howland prepared by Bessie M. Cudworth and Miles R. Jacobs, item 13, reel 15.)

A few weeks before her ninety-ninth birthday Emily Howland was awarded an honorary degree of doctor of letters by the Regents of the University of the State of New York. In 1953 a former commissioner of education wrote that Emily Howland was the only woman awarded an honorary doctorate by the Board of Regents in the 170 years of its

existence, and that her memory should be kept alive in every possible way. Until 1948 the Sherwood school was known as the Emily Howland Central School, but in that year it was changed to the Sherwood Central School. A memorial committee kept active, however, and in 1967 a new elementary school built in Sherwood was officially named the Emily Howland Elementary School. (See Phebe M. King's history of the school, item 19, reel 15.)

One of Miss Emily's enduring interests was the informal study of botany. When she was still a schoolgirl she exchanged specimens and wildflower lists with friends. Later she introduced English varieties into her Sherwood garden, and eventually seed from her plants was producing blooms in the gardens of friends from Virginia to Washington State. Her gardens in Sherwood became widely known in the region, and were maintained by Isabel Howland and opened to visitors for many years after Miss Emily's death. The Howland family residences in Sherwood have passed to other hands, but the small cobblestone store built by Slocum Howland is open to visitors on Wednesday afternoons through the summer months. The building now houses a library and a museum displaying objects collected by Emily Howland and other members of the family.

CAROLINE F. PUTNAM
 AND THE HOLLEY SCHOOL 

Caroline F. Putnam was born July 29, 1826, and died January 14, 1917. In the late 1840s she went to Oberlin College from her home in Farmersville, near Olean in Cattaraugus County, New York. There she met Sallie Holley, whose abolitionist zeal had been intensified by hearing Abby Kelley Foster lecture.

After graduating from Oberlin in 1851, Miss Holley was named an agent of the American Anti-Slavery Society and started on a lecturing career. Miss Putnam became her lifelong companion, and wrote reports of Miss Holley's speaking tours for the *Liberator* and the *National Anti-Slavery Standard* as well as writing more animated accounts to her mother and sister about the famous abolitionists she met on their travels.

Caroline Putnam was a highly cultivated woman and a great reader, and she evidently helped supply Sallie Holley with material for her heavy schedule of lectures. Later she became devoted to the cause of Negro education, and when she started the Holley School in Lottsburgh, Virginia, with Emily Howland's help in 1870, she used her energy and varied talents to create a school community. She helped support the school by serving as postmaster for the village, and she developed productive gardens and devised a program of cultural and historical observances calculated to instill in her pupils an affection for American democracy and a knowledge of American customs and domestic skills.

One of Miss Putnam's tasks was to express the school's gratitude to its benefactors and keep them abreast of the progress and needs of the school. An informal account of the day-to-day conduct of the little school is recorded in letters she wrote to Elizabeth Smith Miller and to Miss Holley.

Mrs. Miller was the daughter of Gerrit Smith, an idealistic liberal who used his great wealth for humanitarian ends, and whose support of John Brown brought a threat of prosecution that shadowed his last years. Mrs. Miller was an early participant in the woman's rights movement, and is credited with being the first to appear at social gatherings in the trousered costume that was later adopted and popularized by Amelia Bloomer.

Emily Howland and Elizabeth Smith Miller were well acquainted and supported many of the same causes. After the deaths of Miss Holley and Mrs. Miller, Emily Howland made herself responsible for Miss Putnam's welfare.

The Emily Howland Papers at Cornell are the gift of Mr. and Mrs. Peter A. Curtiss of Etna, New York. Mrs. Curtiss, the former Rhoda Chase, is a descendant of Humphrey Howland, Emily Howland's uncle, and Mr. Curtiss is a philatelist and bookman. The papers were received during a period of nearly ten years; the first portion in 1966, and the last in 1975.

A few additional manuscript items were made available by Barbara Hassan, Connie Hill, and Bradley Mitchell.

The presence of Caroline F. Putnam's letters among the papers is explained by a letter from Ella A. Knapp written to Emily Howland on 11 May 1917. Miss Knapp was settling Miss Putnam's affairs in Virginia and wrote that she had "rescued for you the remainder of those letters to Mrs. E. S. Miller." She also mentioned sending many other letters to Miss May and antislavery books and biographies to the Manassas Industrial School.

Five bound folders of excerpts from Emily Howland's letters, diaries, speeches, and miscellaneous writing were given to Cornell by Phebe M. King, who prepared them from material that was, for the most part, subsequently deposited in the Friends Memorial Library at Swarthmore College. The excerpts appear as items 14 through 18 on reel 15, and a copy of the Swarthmore library's acquisition record and checklist has been filmed at the end of the reel.

In addition to the Howland papers at Swarthmore, some one hundred Caroline F. Putnam letters have been noted in the Samuel May Papers, 1825-1912, at the Massachusetts Historical Society. Related items in the Schlesinger Library at Radcliffe College include "a photocopy of three postcards to Howland from Alice Stone Blackwell; four letters from Antoinette Brown Blackwell to Howland, 1911-1913; and three long letters from Howland to Antoinette Blackwell, 1906, 1919, and 1921." The Isabel Howland papers are also at Radcliffe.

Other Emily Howland material has been identified in collections in the Cayuga County Historical Society, Auburn, New York; the Library of Congress; the Sophia Smith Collection, Smith College, Northampton, Massachusetts; the University of Rochester Library; and the Wells College Library, Aurora, New York. Florence Woolsey Hazzard's sketch on Emily Howland appears in volume 2 of *Notable American Women 1607–1950* (Edward T. James, ed. [Cambridge: The Belknap Press of the Harvard University Press, 1971], pp. 229–31).

Photographs of Miss Howland were supplied by Miss King, who was a pupil, teacher, and principal of Miss Howland's Sherwood Select School; and who was closely associated with Emily Howland in her later years.

❧ EMILY HOWLAND AND CORNELL ❧

Although the Howland papers were welcomed by Cornell for their research value in terms of the history of the central New York region, it later appeared that there were many Cornell references in them. Emily Howland met Ezra Cornell shortly after the university opened (see letter dated 30 October 1868 in item 14, reel 15), and later, when her niece Isabel was a Cornell student, Miss Howland sometimes spent a few days at Sage College to attend Cornell lectures. She was acquainted with several members of the early faculty, and lent tuition money to a number of students through the years. Her nephew Herbert was a member of Cornell's varsity crews of 1884 and 1885, and he won the junior singles at the National Association Regatta of 1886.

❧ DESCRIPTION OF THE COLLECTION ❧
AND PROCEDURES

Only a few original letters and drafts written by Emily Howland survive in the collection. The papers do not constitute a complete file of incoming correspondence either: for certain years many letters have survived, while for others there are none. The collection also contains material that is not directly associated with Emily herself, but she was the dominant figure in the family, and the papers were collected and preserved because of her. It is possible that the early correspondence of Emily's Quaker relatives was collected in 1882 when she was writing a history of the Society of Friends in Cayuga County. (See item 6, reel 15.)

For greater coherence, the correspondence has been separated into three distinct divisions. The first, and largest, consists of letters to or from Emily Howland; the second is letters written primarily by Caroline F. Putnam or her associate Sallie Holley; and the third division consists primarily of letters from several branches of the Howland and Tallcot families in the early years of the nineteenth century, but later narrows to contain only those of Emily's brother William and his family. These include the correspondence of his wife Hannah Letchworth Howland and end with letters to and from their children, Isabel and Herbert Slocum Howland.

Some collateral family letters, not closely associated with Emily or with the causes she espoused, have not been filmed but are available for research in Cornell's Department of Manuscripts and University Archives in John M. Olin Library.

All series have been arranged in chronological order. When an undated item has been given a date, by means of a postmark or internal evidence, the date has been placed in the upper right-hand corner and enclosed in brackets. Enclosures have been filmed immediately following the letters that enclosed them, and undated items have been filed at the

end of the appropriate month or year, when these could be ascertained, otherwise at the end of the particular division of the collection. The first nine reels and the first part of reel 10 contain Emily Howland papers and are labeled by dates only. Material on the latter portion of reel 10 and subsequent reels is identified by the appropriate names as well as dates.

Bound material, both manuscript and printed, related to the collection appears on the final reel, and is itemized in the Reel Notes.



• *Reel 1* •
1841–1865

The first letter addressed to Emily Howland gives an account of a temperance march in Syracuse, New York, and was written a few weeks before her fourteenth birthday. Through the next twenty-four years her character was formed, and the pattern was set for her lifelong career of usefulness, described by a cousin, Richard D. Tallcot, as, “pursuing those benevolent objects so near to thy heart, . . . spending and being spent in behalf of the downtrodden.”

The correspondence indicates that Emily attended Margaret Robinson’s school in Philadelphia in the spring of 1851. Several long, thoughtful letters preserved from this period have references to Quaker meetings and concerns. In October of 1852 Henry Ince of Amherstburg, Ontario, wrote to acknowledge money and clothes sent to aid escaped slaves, and warned against imposters who were soliciting contributions. On 26 March 1854 Josiah Letchworth wrote of a citizen action in Auburn, New York, to thwart enforcement of the fugitive slave law. A letter from a Quaker cousin on 26 November described the wedding of one of Emily’s rejected suitors.

After a few weeks of practice in Phebe Coffin’s school in Auburn in 1857 Emily Howland took over the teaching and administration of Myrtilla Miner’s school for the daughters of freedmen in Washington. Miss Miner’s health had failed,

but on her recovery in 1859, Miss Howland returned to Sherwood. For some months, according to letters from Dr. Samantha Nivison in 1860–61, Miss Howland began to study medicine, and in 1863 she returned to Virginia to nurse and teach in camps that had been established by the army to care for former slaves, or “contrabands,” that gathered in Washington as the Union Army pressed southward.

Letters indicate that Miss Howland, in addition to nursing and teaching, devoted much of her energy to securing food, clothing, and supplies from governmental and private sources for the destitute in and around camp Todd, Mason’s Island, and Fort Morton, Virginia. She also solicited funds from the Freedmen’s Bureau and the Association of Friends in Philadelphia to pay the small salaries of teachers.

The correspondence through the early 1860s includes letters from several of Miss Howland’s early pupils, some of whom were sent to Oberlin at her expense to be trained as teachers. Many personal letters reflect a religious acceptance of the high mortality rate among infants and young adults.

• *Reel 2* •
1866–1879

During the first years of Reconstruction Miss Howland continued to teach and to collect food and clothing for the Virginia refugees. After distributing garden seeds she wrote to her sister-in-law, “This is the kind of alms giving I like.” On 15 May she continued, “The best thing to do for them is to instruct and elevate them out of their rags and beggary.”

Slocum Howland helped his daughter buy nearly 400 acres of land, which she sold in smaller plots to freedmen. At the end of April in 1867 Emily wrote her father a detailed account of the food, the livestock, and the soil of the Northern Neck, the land between the mouths of the Potomac and

Rappahannock Rivers in Virginia. He answered, urging her to buy cows, "Let them live like other people. Will make Uncle Moses grow younger to have milk."

By the end of May in 1867 construction of the Howland Chapel in Heathsville had begun. The building was also to serve as the school, and Miss Howland wrote, "A school is what I would like my name perpetuated by." Colonel Charles W. Folsom helped her secure material for her school, and selected a saddle horse for her use. They corresponded for many years. J. R. Johnson wrote to Miss Howland of his work among the freedmen, and Walter W. Johnson wrote of his ventures into the Far West.

Among letters from teachers in the South were one dated 2 May 1868 that reported a case of Ku Klux Klan harassment, one in April of 1869 that referred to Slocum Howland's assistance in settling freedmen on Cat Island, South Carolina, and one in March of 1870 from Heathsville in which Sarah M. Thomas complained of "ticks, fleas, and villainous red ants." A letter from Emma V. Brown in May of 1870 affords a glimpse of postwar administration in South Carolina. In June of 1873 Sarah Alsop wrote to her cousin Emily from Maryland that though a friend believed the colored people ungrateful, she found them no more so than other people, adding, "I don't see what they have to be so grateful for yet, only justice."

In 1875 there were references to the Third Congress of Women held in Syracuse. Students wrote from Howard University, Oberlin College, and Pennsylvania Hospital, as well as from Cornell, where several of Miss Howland's young friends were enrolled. Some noteworthy correspondents were Lily Devereux Blake, Cornelia Hancock, Isabel Howland, and Julia Josephine Thomas, a prizewinning Greek scholar at Cornell who later became a professor and president of Wellesley College.

• Reel 3 •
1880–February 1891

Slocum Howland died in June of 1881, and many letters concern him. Emily Howland assumed the management of the farms and continued much of her father's financial activity. Neighbors "hired money" from her for their homes or small businesses, but she made many interest-free loans to students. In February of 1882 several pupils in Heathsville, Virginia, wrote essays about the school and chapel for which Miss Howland supplied both the teachers and operating expenses.

Some letters in 1882 concern the new schoolhouse Miss Howland built for Hepsibeth C. Hussey's Sherwood Select School. Publication of a brief history Miss Howland wrote about the Friends in Cayuga County brought suggestions that she edit a book about Myrtilla Miner and write a biography of artist Celia Murdock. A letter dated 3 March 1882 contains recollections about Miss Miner. In May of 1883 Jane M. Slocum offered to sell her share of the Granger Place School in Canandaigua, New York, one of the few northern schools with which Miss Howland was associated.

There are a number of letters from students at Cornell, where Isabel Howland graduated in 1881 and her brother Herbert was a member of the class of 1886. Isabel's letter to her Aunt Emily on 12 July 1885 referred to the victorious 1885 Cornell crew, of which Herbert was a member. In September of 1882 Cornell's professor of physiology and neurology, Burt Green Wilder, wrote two letters about Emily Howland's dog; she had sent its brain to the Wilder collection.

The accidental death of Benjamin Howland in Catskill in 1882 drew Emily closer to his young family. His daughter Edith joined Isabel and Phebe Coffin in accompanying Emily Howland on the first part of her sixteen-month European tour in the spring of 1884. Emily Howland's letters describing her journey were highly regarded by her friends, and a number were published in the *Auburn Advertiser*.

Alfred H. Love wrote in May of 1882 of the Peace Union convention in Washington, and in September Miss Howland was sent a circulating peace petition addressed to Congress. The Woman Suffrage Party and the Woman Suffrage Association of Massachusetts sought her support, and other letters referred to the Association for the Advancement of Women and to the voting rights law in Washington Territory. In October of 1882 Mary Reed wrote of a wedding at which the widowed mother of the bride gave her away. Another letter of interest, dated 26 September 1882, concerned a lawsuit over Indian rights.

Some correspondents in the period were Clara Bewick Colby, Dr. Sarah R. Dolley, Amanda Sanford Hickey, Sarah E. Johonnot, Elizabeth G. Otis, and Dr. Anna H. Searing.

• Reel 4 •
March 1891–1900

In these years Miss Howland was active in advising and assisting schools, women's organizations, students, and relatives and friends in need of loans or outright gifts. Letters show that William Penn Howland and his family were among the relatives she supported. There are several letters from Isabel Howland, from the daughters of Benjamin Howland, and from the teachers in the Heathsville school. In addition to the one in Sherwood, schools represented on this reel include the Calhoun Colored School, Clark University in South Atlanta, the George Junior Republic, the Idaho Industrial Institute, Kowaliga School, Laurinburg Normal and Industrial Institute, Schofield Normal and Industrial School, and Tuskegee Institute.

Among women's organizations Miss Howland heard from were the Wimodaughsis of Washington and the New York State Woman Suffrage Association. Catherine Helen Spence

wrote from South Australia on 4 April 1896 about the campaign of the Woman's League for effective voting by Australian women, and there were letters from Mrs. Colby, editor of the *Woman's Tribune*, from Amanda Theodosia Jones of the Woman's Canning and Preserving Company, and from Susan B. Anthony, whose history of the woman suffrage movement was partly financed by Miss Howland. In September of 1899 Miss Howland wrote of attending a Dreyfus rally in London. She attended the International Woman Suffrage Convention that year.

Some individuals represented by letters in this period are Zobia Alleman, Susan Look Avery, George Washington Carver, Harriet May Mills, Serena Myers, Eliza Wright Osborne, Caroline F. Putnam, Jane M. Slocum, Harriet Taylor Upton, Booker T. Washington, and Dr. Alfreda B. Withington.

• Reel 5 •
1901–February 1906

During this period Miss Howland visited the South each winter to inspect the schools she helped support and which she served as trustee. On 8 July 1903 Miss Putnam commented on the changes in pupils and in the Virginia countryside since she had begun teaching in 1868, and on 12 December 1904 she enclosed a copy of her remarks at the dedication of a well at Manassas Normal and Industrial School in honor of Col. Charles W. Folsom, a mutual friend and supporter of the first school Miss Howland started in Virginia. There are letters from teachers in the Howland School at Heathsville and from administrators and teachers in other southern schools. A letter dated 14 March 1904 described an interview Miss Howland had with Fanny Jackson Coppin, a famous black teacher who spent some years in Africa with her husband, a Methodist bishop.

In 1905 Miss Howland attended a women's convention in San Francisco in June, and in late summer she continued her journey up the Pacific coast to Alaska. Dr. Anna Howard Shaw wrote on 20 December 1904 about getting a clause that she felt classified women with criminals stricken from a new statehood bill for territories.

Some other women who wrote during this period are Alice Stone Blackwell, Victoria Bradley, Amanda Deyo, Amanda T. Jones, Mrs. Osborne, and Anna M. Stanton.

• Reel 6 •
March 1906–February 1908

Antoinette Brown Blackwell suggested in a letter on 20 March 1906 that she and Emily were among the very few who attended both Susan B. Anthony's first and last public meetings. A printed two-page request to Congress for action on resolutions adopted by the National Council of Women in Toledo on April 6, 1906, has been filed at the end of April and has a note from Florence Kelley on its reverse. Eliza Wright Osborne wrote of progress in construction of a woman's union building she was sponsoring in Auburn. In March of 1907 Dr. Withington wrote that she was helping to compile a list of deceased woman physicians who had been graduated from the Philadelphia Medical College, and on 3 August 1907 Dr. Shaw wrote of her Chautauqua lecture tour and her observation of the seating arrangements to which blacks were subject when traveling by rail from Missouri to Arkansas. Other letters in late 1907 refer to a visit to the United States by English suffragist Mrs. Cobden-Sanderson.

Reports from southern schools were frequent during these years, and there are also letters concerning the Sherwood Select School. Miss A. Gertrude Flanders wrote on 5 August of 1907 about the closing of the school, and she also

commented on the *Frontenac* disaster on Cayuga Lake. Some other Sherwood correspondents were Victoria Bradley, Edwin B. Mosher, and Elizabeth G. Otis.

An August 11 letter from Mary Jane Taber quoted Emily Howland as writing, "I am as well in body and mind as I ever was in my life."

• Reel 7 •
March 1908–1909

Miss Howland was invited to address a convention in Buffalo on the sixtieth anniversary of the Seneca Falls Convention of 1848, and in June of 1908 she retired as president of the Cayuga County Political Club. The *Auburn Citizen* apologized for a blunder in their report of the paper she read before the club.

Rivalry among officers in the New York State Woman Suffrage Association was discussed in some 1909 letters, while letters from veterans of the suffrage movement contained recollections of the past. The success of the movement itself seemed assured. On 12 November 1909 Mrs. Osborne wrote of having Mrs. Pankhurst come to talk about the militant methods of feminists in England.

In the autumn of 1909 there were comments on the reopening of the Sherwood Select School, and many correspondents were former S.S.S. teachers and pupils, including Mrs. Post, who wrote about her remote home in central Wyoming.

Appeals for contributions to southern schools continued. Kowaliga School had been destroyed by fire; Jennie Dean wrote of illness among students and of the need for a laundry wing on the industrial building; Manassas reported that Miss Howland's \$500 would be used for the cow barn; Lyman Ward wrote from the Southern Industrial Institute of barely literate

young people, "Can this be here in America?", and another educator wrote of a class for young children that had sixty-four applicants. Cornelia Hancock, who received Miss Howland's mail during her journey to California in April of 1909, referred to the burdensome mass of correspondence that had accumulated. Some southern educators who wrote in these years are William E. Benson, Cornelia Bowen, William R. Carter, E. P. Fairchild, Adella H. Logan, Jane E. Thompson, Charlotte R. Thorn, and Booker T. Washington.

Some organizations seeking Miss Howland's support were the American Patriotic League, the American Peace Society, the George Junior Republic, the Industrial Missionary Association, the National Armenia and India Relief Association, and the Universal Peace Union.

• *Reel 8* •
October 1910–October 1914

Education is the subject of much of the correspondence. A teacher in a southern industrial school complained in January 1911 that girls of fourteen to nineteen came to school unable to "sew a particle." Their mothers also couldn't sew, but spent "all their time working on the farms and washing to uphold men in laziness." Miss Howland's nephew Herbert wrote to her in July about the Sherwood school, and he recalled President Schurman of Cornell complaining that most boys who applied for admission to the university did not know how to compose "any sort of English prose" and were deficient in spelling. In October of 1913 there are letters in regard to a black Cornell coed who needed financial assistance, and a year later another girl wrote that the women's dormitory at Cornell was so crowded that fifty students were housed elsewhere.

Some unusual letters are one in Choctaw dialect from the Oklahoma Woman Suffrage Association (12 November 1910),

a letter from the Non-Smokers' Protective League (3 November 1911), and a plea from a prisoner (30 November 1913) who claimed his sentence had been prolonged illegally. In the spring of 1913 there were several references to a parade of suffragists in New York City in which the old pioneers, including Miss Howland, were to ride in "electrics."

Many writers allude to the death or illness of old associates, to Harriet Tubman on 19 February 1913, and to Jennie Dean in early May. A letter from Edward T. Ware of Atlanta University (12 July 1913) asserts the need of blacks for rights instead of charity, "Benevolence never developed a man or a nation." The administration of the Manassas Industrial School was the subject of a number of letters in 1912 and 1913. Some writers complained of the power wielded by trustee Oswald Garrison Villard, and Jane Thompson wrote on 23 August 1913 that the Virginia Negroes preferred "a poor school owned by themselves to a rich school, with a big name, owned and controlled by N. Y. City financiers." Other persons who wrote about southern education are Cornelia Bowen, Sidney T. Boyer, Henry D. Davidson, William J. Edwards, Eugene P. Fairchild, Leslie Pinkney Hill, William H. Holtzclaw, William James, Laurence C. Jones, Emanuel M. McDuffie, W. S. Montgomery, Martin A. Menafee, A. W. Nicholson, Mr. Villard, and Georgia Washington.

• Reel 9 •
November 1914–1923

Some 1916 letters referred to growing militarism in the United States and expressed dismay over a preparedness parade in New York. A report of the Yearly Meeting of Friends in Poughkeepsie on June 2 recorded its conflict with state laws on military training. The growing success of the woman suffrage movement was referred to, as was the presidential election. Emma M. Gillett wrote on 22 February 1917 of the

death of Mrs. Colby and of the poverty of Belva Lockwood. She also commented on the picketing at the White House by a group of women, and so did Anna H. Shaw in a letter tentatively dated 31 January 1917.

Among diverse topics mentioned by correspondents are the Mexican situation, the noise of automobile horns, the Russian Revolution, wartime queuing for bags of coal, the influenza epidemic, postwar unemployment, and the migration north caused by the boll weevil.

On 11 May 1917 Ella A. Knapp wrote of settling the affairs of Miss Putnam, who had died, and of sending Miss Howland a collection of Putnam letters addressed to Mrs. Miller and others. In August Miss Knapp wrote of the disposition of the Holley School. Elmer Anderson Carter, whom Miss Howland had assisted as a student, wrote from the army on 30 September 1917.

A letter on 14 November 1921 recalls an article Emily Howland once wrote about Sojourner Truth for a small periodical, "the first actual payment received by thee for any of thy multitude of good deeds." In November of 1922 a Belmont, Massachusetts, woman wrote, "The saloon is gone, but I don't feel we temperance people have done our duty in taking it away and not making a warm, comfortable room to take its place," and she suggested that they had moved too fast with prohibition. An April 1923 letter invited Miss Howland to represent Miss Hussey's Sherwood Select School at the observance of the fiftieth anniversary of Dr. Tillotson's school in Poplar Ridge.

• Reel 10 •

1922–1929 and undated; Putnam, 1850–1869

Efforts of the local people to repair and operate the Holley and Howland schools in Virginia form the topic of several

letters in 1924. A writer at Fisk University referred on 28 August 1925 to the second successful European tour of its Jubilee Singers. A number of 1926 letters refer to the transfer of the Sherwood school from Miss Howland's control to that of the state public school system.

Miss Howland's friends in these years were necessarily of a later generation, many having been pupils or teachers in Sherwood. Miles Jacobs wrote frequently, and he referred to Phebe King as the last principal of the Sherwood Select School. Ada Post wrote in March from Seattle about the election of a woman mayor there, and in late 1926 many persons sent congratulations on the honorary degree awarded Emily Howland by the University of the State of New York.

The second segment of the reel is made up of undated correspondence arranged alphabetically by the surname of the writer, and ends with some fragments and a few dated items whose connection with the papers is somewhat obscure. Some persons with a number of undated letters in the series are Margaret Jones Burleigh, Sallie Cadwallader Ely, Mary Reed, and Anna H. Searing.

The last portion of the reel consists of the first letters of Caroline F. Putnam. Most are addressed to her mother or to Sallie Holley, and the early ones have references to early abolitionists such as Lydia Maria Child, Abby Kelley Foster, Samuel J. May, Wendell Phillips, Parker Pillsbury, and Gerrit Smith. There are several letters to and from Sallie Holley during these years, and there are indications that Miss Holley and Miss Putnam were well known in the Slocum Howland household in Sherwood.

• *Reel 11* •
Putnam, 1870–1897

These letters are, for the most part, addressed to Sallie Holley or to Elizabeth Smith Miller. Those to Mrs. Miller are

acknowledgements of gifts of food and clothing sent to the Holley School. They contain a spirited account of Miss Putnam's work in Lottsburgh, Virginia. The letters to Miss Holley are more candid about difficulties the school encountered. In a letter on 2 March 1870 Miss Putnam wrote of the antagonism of the Rebel population and of the danger to the cause of justice to the black man if the Anti-Slavery Society withdrew its active support through the *Anti-Slavery Standard*, and in May of 1873 C. A. Joy wrote of wanting the *Standard* to turn its attention to Indian civilization. A letter on 1 June 1878 was addressed to a Miss Alcott, a niece of S. J. May.

There is a reference on 8 November 1880 to Miss Putnam's having written an article entitled "Fugitive Slave Law Days in Boston." Many letters in 1885 and through later years concern efforts of Miss Putnam and her supporters to save her post office appointment at Lottsburgh. In May of 1888 there was a complaint about her conducting the post office in her schoolroom.

There are no letters from 1889 through 1891. The death of Miss Holley was referred to in January of 1893, as were charges that laxity in the operation of the post office had led to thefts by a mail carrier. An April 1894 letter indicates that the Holley School received support from a Mothers' Club in Cambridge and from the ladies of the Concord Bible Society. Miss Emerson had taken over from Mrs. and Miss Alcott the work of collecting donations for the school. Through the five years following Miss Holley's death much of the correspondence concerned the collecting of letters and biographical material for a memorial volume.

On 6 January 1895 Miss Putnam wrote of awakening the imagination of her pupils by having them learn poems, stories, and psalms. She also sought to fix the history of American institutions by holding special observances on the anniversaries of significant historical events in the United States. In May of 1896 she was given a trip to Europe lasting five months, and a few letters record her impressions. Mrs. Miller wrote in December about the library at the George

Junior Republic given in memory of her grandson. In her letters to Mrs. Miller, Miss Putnam frequently referred to Gerrit Smith's motto, "Equal Rights for All."

• Reel 12 •

Putnam, 1898–1915; Howland-Tallcot, 1775–1851

In May of 1898 Miss Putnam visited Emily Howland in Sherwood and on 8 June she wrote of visiting the Cornell University Library and viewing the portrait of Prudence Crandall, a pioneer in the struggle for black education. Miss Putnam recalled her early meeting with Ezra Cornell and Thomas Rooker.

Letters in late 1903 indicate that Miss Putnam stayed at Cedar Hill, Anacostia, (D.C.) with Mrs. Frederick Douglass during her last illness, and on the last day of the year she wrote from Sherwood of having delivered a "stars and stripes" to Miss Howland as a Christmas gift from Harriet Tubman. In the following February Miss Putnam wrote of her starting out with Miss Holley from the Sherwood house on their "self-imposed Mission to the Freedmen" just thirty-five years earlier, and typed copies of some Howland and Putnam letters from Virginia in 1868–1869 are included with the letter that refers to them. Among the 1906 correspondence are some letters from Antoinette Brown Blackwell, an old Oberlin friend.

Through the last decade of her life, Miss Putnam's letters are largely reminiscences. Her handwriting grew increasingly difficult to decipher, but the letters contain detail not recorded elsewhere. The last portion of the Putnam correspondence consists of undated letters addressed to her or to Miss Holley, including notes from Abby Kelley Foster, Harriot K. Hunt, Elizabeth Cady Stanton, and Wendell Phillips; undated letters written by Miss Putnam; and a few letters addressed to Mrs. Miller.

The final portion of the reel holds the earliest letters of the Tallcot and Howland families. Some few pieces refer to business matters, and others primarily to family interests, but for the most part the letters are of interest for their revelation of the way the Society of Friends provided the structure for community life in portions of central New York. There are discussions of discipline and duty and of the conduct of schools; in a letter of 23 January 1826 Joseph Tallcot wrote at length to Eleazer Burnham at Albany about improving the state's common schools. Other persons with whom Tallcot exchanged letters are Joseph Browne, Thomas Evans, Henry Rowntree, Samuel Parsons, and Daniel Titus; Isaac Collins, and Anna M. Thorn wrote to him of their visits to Friends societies in England. In the 1830s there were references to fugitive slave settlements in Ontario that were supported by American Friends. There are also many comments on yearly and quarterly meetings, and some reference to woman preachers. A letter in October of 1845 mentions a "painful division in meeting in Ledyard," and in January of 1846 a writer deplored the influence of "Wilburism" on the Scipio Meeting.

Additional family names that appear are Alsop, Field, Morgan, Thomas, Underhill, and Wood.

• *Reel 13* •
Howland Family, 1852–1899

Correspondence through the early years includes a number of letters exchanged by parents and children. The mother of Augustus Howland wrote from New Bedford, and Phebe Jane Howland, the daughter of Humphrey Howland and wife of Augustus, wrote over a period of several years to her sons and daughter attending schools in New England. There is one Humphrey Howland letter (31 May 1852) and several from his son William Penn. Benjamin Howland's letters to his father,

Slocum, are typically those of a spirited youth who disliked school. Other letters were written by friends and relatives who had moved to the Midwest.

In the Civil War years there are a few letters addressed to Allen Hoxie, who was for a time stationed at the same Virginia camp as Emily Howland, but was only remotely connected to the Howland family. The correspondence in the postwar years is primarily that of Slocum Howland and his descendents other than his daughter Emily. His son William's wife, Hannah Letchworth Howland, generated the greater part of the later correspondence, and her children Isabel and Herbert accounted for a portion of it. Some of Benjamin's children are represented by letters from Catskill, New York. Hannah's Letchworth relatives wrote to her from Auburn, Buffalo, and Portage, New York, where her brother William Pryor Letchworth's estate, Glen Iris, has become a state park.

Isabel entered Cornell University in 1877, and her correspondents were, for the most part, college associates, including Phoebe Irene Fort and Harriet May Mills. Isabel accompanied her Aunt Emily to Europe in 1884–85, and in the spring of 1887 she wrote from California. In the spring of 1888 Isabel and her aunt and parents spent six weeks in Bermuda, and in 1889–90 her parents toured Europe and the Near East. In the fall of 1898 Herbert wrote to his mother almost daily during a railway journey to the West, and many other friends and relatives wrote to her as her health failed.

• Reel 14 •

Howland Family, September 1900–June 1938

Through June of 1901 the correspondence is addressed to Hannah L. Howland. Through the next thirty years the collection is not continuous. Most letters are addressed to Isabel Howland, and the greater portion of them were written by her brother Herbert, notably from Egypt and the Sudan in

early 1913 and from London and Paris in the war year of 1915. There are a few letters from her classmate George Lincoln Burr in 1923–1924, and a letter from Auburn on 29 January 1927 concerns the founding of the Booker T. Washington Center there. A few letters in the late 1920s provide an index to Herbert's life as an international yachtsman and expatriot, but from December of 1933 the letters are those written in Paris by Isabel to Charles Koon, a Sherwood friend who managed her local property during the six years she lived in Paris to be near her invalid brother.

• Reel 15 •

Howland Family, undated; miscellany

The Howland family correspondence, July to November 1938 and undated, is followed by a miscellany of essays, sermons, and verse. There is also an undated list of Select members of the Nantucket Monthly Meeting.

Bound material related to the collection follows:

1. *Address of Scipio Quarterly Meeting of Friends on the Subject of Slavery, to Its Members*. Signed 4 mo. 13, 1837. M. A. Kinney, Printer, Skaneateles.
2. *A Brief Memoir of the Late Elizabeth Fry*. Reprinted from *The Annual Monitor*, 1846. Philadelphia: Henry Longstreth, 347 Market Street, 1846.
3. *The Christian Doctrine, and Society of the People Called Quakers, Cleared, &c.* Rochester: P. Canfield, Book and Job Printer, Under the Museum, 1846.
4. Emily Howland small account book, 1867–1868.
5. *Epistles Addressed to the New York Yearly Meeting of Women Friends, 1868*. New York: Egbert, Bourne & Co., Printers, 358 Pearl Street, 1868.

6. *Historical Sketch of Friends in Cayuga County, N.Y.*
Emily Howland. Auburn, N.Y.: 1882; reprinted Ithaca,
N.Y., 1964.
7. Travel diary of Bermuda trip by William, Hannah L.,
Emily, and Isabel Howland in 1888, written into a
Bermuda pocket almanac.
8. Notebook of minutes of the Sherwood Equal Rights
Association, from its founding in February of 1891 until
December of 1895. Included in the back are the club's
constitution and list of members. A letter from Emily
Howland dated 26 February 1893, the printed Constitution
of the New York State Woman Suffrage Association, and
the Laws Regulating School Suffrage in the State of New
York (1893) are folded into the notebook.
9. Minutes of the Sherwood Equal Rights Association,
January 1896 to January 1899.*
10. *A Life for Liberty: Anti-Slavery and Other Letters of Sallie
Holley.* John White Chadwick, editor. New York & London:
G. P. Putnam's Sons, The Knickerbocker Press, 1899.*
11. Account book of William Howland 1863–1904, including a
fair copy of the will of Humphrey Howland. A letter from
Frances Alden Covey to Miss Emily (October 30, 1926)
is included at the front of the book.
12. *A Historical Sketch of Sherwood Select School, 1871–1911.*
Lucy Jacobs, 1911.
13. "Emily Howland, 1827–1929: An Unforgettable Person."
Compiled by Bessie M. Cudworth and Miles R. Jacobs.
[1954?]

*Do not have frame numbers.

Typed excerpts from the writings and correspondence of Emily Howland, chosen by Phebe M. King from material that, for the most part, was subsequently deposited in the collections of the Friends Memorial Library at Swarthmore make up the next five items.

14. Folder 1: Interesting letters, 1836–1926 (including autobiographical drafts addressed to Ramabai in 1888 and 1890 and to Miss Putnam in 1906). Essays.
15. Folder 2: Letters written from Miss Miner's School in Washington and messages given to the pupils in the school, 1857–1861. Letters written from the Heathsville, Virginia school, 1865–1870.
16. Folder 3: Journal, report, reminiscence, and letters from contraband camps, 1863–1866.
17. Folder 4: Speeches delivered at commencement exercises at Sherwood Select School. Quotes from diaries, 1849–1927.
18. Folder 5: Speeches about temperance, woman's suffrage, and peace, 1874–1924.
19. "Historical Sketch of Sherwood School, 1871–1964." Compiled by Phebe M. King, 1973, including lists of graduates through 1964.
20. Copy of accession record and checklist of Howland Family Papers at the Friends Historical Library at Swarthmore College, Swarthmore, Pennsylvania.

This microfilm publication meets the standards established by the National Historical Publications and Records Commission and was produced with its assistance to help achieve equal opportunity for scholarship.