

ABSTRACT WSA 25 (2019)

KOLOURIS “Virginia Woolf’s ‘Greek Notebook’ (VS Greek and Latin Studies) An Annotated Transcription”

“VS, Greek and Latin Studies,” as the “Greek Notebook” is formally known, is one of Virginia Woolf’s reading notebooks. It contains her notes on a number of ancient Greek and Latin texts that she read between 1907 and 1909. The purpose of this transcription is to provide scholars and students of Woolf’s work with a glimpse of, and an insight into, her early engagement with Greek and Latin letters. This new, complete transcription will constitute an invaluable resource not only for scholars working on Woolf and the classics, but also for scholars working in the following areas: her intellectual and literary influences at large; the development of her early feminist thinking and the conditions of women’s higher education in Victorian and post-Victorian Britain; Woolf’s narrative style and her modernist textual aesthetics; her relationship with western philosophy and intellectual history; the influences of Greece and Rome on modernism and British letters in general; it will also be of great help to scholars working on Woolf as a (not so common) *reader*.

DELSANDRO “No More Missed Connections: A Lesson in Intertextual Intersectionality with Virginia Woolf, Audre Lorde, and Adrienne Rich”

This essay proposes that “missed connections” among the female characters in Virginia Woolf’s *The Years* (1937) offer readers the means to constellate Woolf’s interwar gender politics with feminist writers from feminism’s second wave, such as Audre Lorde and Adrienne Rich. It begins by offering a feminist correction to a modernist reading of *The Years* as a historical novel, highlighting the attempts at connection among women, in the novel and in Woolf’s life, and exploring their gendered significance. This close examination of the failure of female affiliation in *The Years* becomes a vehicle for reading Woolf in tandem with Lorde’s and Rich’s intersectional feminism, illustrating the role difference can play in building feminist coalition. Ultimately, this essay encourages feminist scholars to read forward through our daughters as well as back through our mothers.

GILLESPIE “Maps of Her Own: Virginia Woolf In and Beyond the Archives”

In 1971 thousands of Leonard and Virginia Woolfs’ personal books began to arrive at Washington State University Libraries in Pullman, Washington. With them came a cardboard box filled with maps. These had been important to the Woolfs as walkers and travelers, but also as observers of a changing world, as many of their books also show. Country and city maps in travel guidebooks, for instance, provided detailed orientation to unfamiliar places. Maps in other books clarified historical, political, and economic changes. Large atlases encompassed an entire world of cultural characteristics, imperial influences, and commercial connections.

In part because of the evolving interest in metaphorical relationships between mapping and writing in literary and cultural studies, it is time to see what maps the Woolfs owned can tell us about Virginia Woolf’s life and fiction. In addition to practical uses in her life of walking and traveling, we can see how references to printed maps and globes served thematic purposes and

aided character development throughout much of her writing. Woolf was increasingly aware not only of local urban and rural spaces but also of global ones, thus of the ability of maps to reify masculine power structures, empires both political and commercial. For her, maps, like airplanes with their real or imagined birds'-eye views, were fascinating and functional, but also austere and impersonal. Although they suggested an escape into a measured realm of formal names, lines, and shapes, maps could never provide what it felt like to be alive in the spaces charted.