Let me begin by taking you back a little. Back before the days at college. To nursery school, probably, to a once-upon-a-time when you first heard, or read, or, I suspect, even saw “Cinderella.” Because it is Cinderella that I want to talk to you about; because it is Cinderella who causes me a feeling of urgency. What is unsettling about that fairy tale is that it is essentially the story of a household—a world, if you please—of women gathered together and held together in order to abuse another woman. There is, of course, a rather vague absent father and a nick-of-time prince with a foot fetish.¹ But neither has much personality. And there are the surrogate “mothers” of course (god- and step-) who contribute both to Cinderella’s grief and to her release and happiness. But it is her stepsisters who interest me. How crippling it must have been for those young girls to grow up with a mother, to watch and imitate that mother, enslaving another girl.

I am curious about their fortunes after the story ends. For contrary to recent adaptations, the stepsisters were not ugly, clumsy, stupid girls with outsize feet. The Grimm collection²

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¹. fetish (FEHT IHSH): irrational devotion.
². Grimm Collection: reference to the famous collection of fairy tales compiled by Jacob and Wilhelm Grimm in the early nineteenth century.
describes them as “beautiful and fair in appearance.” When we are introduced to them they are beautiful, elegant, women of status, and clearly women of power. Having watched and participated in the violent dominion³ of another woman, will they be any less cruel when it comes their turn to enslave other children, or even when they are required to take care of their own mother? 

It is not a wholly medieval⁴ problem. It is quite a contemporary one: feminine power when directed at other women has historically been wielded in what has been described as a “masculine” manner. Soon you will be in a position to do the very same thing. Whatever your background—rich or poor—whatever the history of education in your family—five generations or one—you have taken advantage of what has been available to you at Barnard and you will therefore have both the economic and social status of the stepsisters and you will have their power. 

I want not to ask you but to tell you not to participate in the oppression of your sisters. Mothers who abuse their children are women, and another woman, not an agency, has to be willing to stay their hands. Mothers who set fire to school buses are women, and another woman, not an agency, has to tell them to stay their hands. Women who stop the promotion of other women in careers are women, and another woman must come to the victim’s aid. Social and welfare workers who humiliate their clients may be women, and other women colleagues have to deflect their anger. 

I am alarmed by the violence that women do to each other: professional violence, competitive violence, emotional violence. I am alarmed by the willingness of women to enslave other women. I am alarmed by a growing absence of decency on the killing floor of professional women’s worlds. You are the women who will take your place in the world where you can decide who

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³. dominion (DUH MIHN YUHN): rule; control.
⁴. medieval (MEHD EE VUHL): relating to the Middle Ages, a period in Western European history from the fifth through the fifteenth centuries.
shall flourish and who shall wither; you will make distinctions between the deserving poor and the undeserving poor; where you can yourself determine which life is expendable and which is indispensable. Since you will have the power to do it, you may also be persuaded that you have the right to do it. As educated women the distinction between the two is first-order business.

I am suggesting that we pay as much attention to our nurturing sensibilities as to our ambition. You are moving in the direction of freedom and the function of freedom is to free somebody else. You are moving toward self-fulfillment, and the consequences of that fulfillment should be to discover that there is something just as important as you are and that just-as-important thing may be Cinderella—or your stepsister.

In your rainbow journey toward the realization of personal goals don’t make choices based only on your security and your safety. Nothing is safe. That is not to say that anything ever was, or that anything worth achieving ever should be. Things of value seldom are. It is not safe to have a child. It is not safe to challenge

5. nurturing (NUR chuhring): promoting growth or development.
the status quo.\(^6\) It is not safe to choose work that has not been done before. Or to do old work in a new way. There will always be someone there to stop you. But in pursuing your highest ambitions, don’t let your personal safety diminish the safety of your stepsister. \(^A\) In wielding the power that is deservedly yours, don’t permit it to enslave your stepsisters. Let your might and your power emanate\(^7\) from that place in you that is nurturing and caring.

Women’s rights is not only an abstraction, a cause; it is also a personal affair. It is not only about “us”; it is also about me and you. Just the two of us. \(^B\)

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7. **emanate** (EHM UH NAYT): come from.
Cinderella’s Stepsisters

VOCABULARY DEVELOPMENT

DIRECTIONS: Circle the letter of the best synonym (word with a similar meaning) listed for each vocabulary word.

1. deflect  
   a. give  
   b. take  
   c. repel

2. expendable  
   a. indispensable  
   b. unimportant  
   c. necessary

3. indispensable  
   a. heroic  
   b. crucial  
   c. expendable

INFORMATIONAL TEXT FOCUS: ARGUMENT: INTENT AND TONE

DIRECTIONS: Complete the chart below by describing Morrison’s intent and tone in “Cinderella’s Stepsisters” in the boxes on the right.

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READING SKILLS FOCUS: QUESTIONING THE TEXT

DIRECTIONS: Answer the following questions about “Cinderella’s Stepsisters”:

1. What is Morrison’s overall argument? ____________________________

2. Is the argument persuasive? Why or why not? ____________________

   ____________________________

   ____________________________

Reading Standard 2.8
Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).