

# The Independent Scholar

## The Independent Scholar

The Newsletter of the  
National Coalition of  
Independent Scholars

Spring 2007 Vol. 21, No 1

## *Letter from the president*

As most of you with email know, I had a serious run-in with an out-of-control SUV in early January that left me no broken bones but with a nasty concussion. This kind of freak accident underscores why we need active and committed members to volunteer for committees and run for Board and Officer positions. The membership and I are fortunate to have a dedicated executive team. My warmest thanks to Kati and Tom for their support and concern, and keeping NCIS going even as they had their own research projects to do and their families to attend to. They took on the extra burden of keeping tabs on me and getting my work done for NCIS while I recuperated. I'm getting there.

Special kudos to David Sonenschein who has been working closely with Kati and Tom to update and improve our membership databases. I put that in the plural because we do have various categories of membership. David's work points up the necessity for NCIS to take advantage of as much technology as we can. With David being such a computer, software and information maven, he goes above and beyond his title of Database Manager. He puts in a lot of work to

maintain our databases, and so do Kati and Tom, and David generates new ideas for how we can make the process as efficient and error-free as possible.

By the time you read this issue of *TIS*, the National Humanities Alliance's two-day meeting on March 26 and 27 in Washington, DC will be long over. But, there's always next year. In addition to its lobbying activities, the NHA had advocacy training so that NHA advocates can maximize their time with their state's Congressional representatives to promote

- *Continued on next page*

### Special features in this issue...

#### **4 SPECIAL COLLECTIONS**

*By Toni Carey*

Information on research resources.

#### **6 PHILOSOPHY, EDUCATION, AND THE REAL WORLD: OUTLINE OF AN ESSAY ON JOHN DEWEY (1859-1952)**

*By John Eastman*

A look at the spirit of American exceptionalism.

#### **11 PUTTERING ABOUT IN THE MINDFIELDS**

*By Elizabeth Lloyd-Kimbrel*

A bit about Bryher.

#### **21 BIRTH OF THE SCHUBERT SOCIETY**

*By Janet Wasserman*

A music lover's dream.

## Contents

- 4** Special Collections  
*By Toni Carey*
- 5** What we hear from our members
- 6** Philosophy, Education, and the Real World: Outline of an Essay on John Dewey  
*By John Eastman*
- 11** Puttering About in the Mindfields  
*By Elizabeth Lloyd-Kimbrel*
- 16** Indy Times  
*By Mahala Yates Stripling*
- 17** American Historical Government Pubs
- 18** New Member Profiles
- 20** Clarification on Bibliographic Listings  
*By Janet Wasserman*
- 21** Birth of the Schubert Society  
*By Janet Wasserman*
- 22** Miscellaneous 'Mindings and Musings

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### Deadlines for submitting articles, essays, papers:

August 15  
November 15  
February 15  
May 15

### ***The Independent Scholar***

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### *Letter from the president, continued:*

awareness of and funding for the humanities. NCIS Board member Kendra Leonard was there to represent her new home state of Pennsylvania. All NCIS members who might be interested in participating are welcome. See the NHA web site at <[www.nhalliance.org](http://www.nhalliance.org)>.

If you read Debra Ziegeler's article "Independence Day" in the last issue, you may have thought her experience was a fluke. *Au contraire*. I've been getting inquiries via the web site from potential members in the UK who want to know more about us and about membership. If you have colleagues here and in other countries who wonder why we exist, first direct them to our web site to read all about NCIS and then tell them they can contact myself and Kati to answer questions. We've both found that the personal touch is a vital part of member recruitment. More than that, we begin dialogues with potential members, abroad and in the US, who are eager to give us information about their own and others' situations and perspectives as independent scholars. These exchanges tell us lot about what is happening within various disciplines and among younger scholars, in and out of academia.

Long-time member Anne Lowenthal emailed me in February asking for NCIS brochures to take with her to the annual meeting of the College Art Association. Since I had some copies and Anne lives nearby, she picked them up in plenty of time. I urge members who are planning to attend meetings, seminars, and conferences to take NCIS brochures with them.\

Send me email or write me with all the pertinent postal information in enough time before your departure for me to send you a small quantity of brochures by postal mail. Feel free to share my contact information with anyone who specifically wants to contact me about getting brochures.

Also, Kati Lynn, VP and Membership Chair, and I would like to hear from members who took along our brochures what responses

they got from their meeting colleagues. As soon as the revised brochure is online (needed only an address correction), you can check the NCIS website and look at it. Please be patient, these web changes need a bit of tweaking to go into effect; we are all volunteers. Please be part of member recruitment. Take our brochures with you. It takes very little effort and time.

An anniversary note: On April 22, the San Diego Independent Scholars celebrated their 25<sup>th</sup> anniversary. SDIS is the linchpin of

the organizational efforts that resulted in the founding of NCIS. Following this letter to you is the congratulatory message to SDIS.

*Janet Wasserman*

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April 22, 2007

Catherine Blecki, President  
San Diego Independent Scholars  
1607 Bittern Court  
Carlsbad, CA 92011

Dear President Blecki:

On the occasion of the twenty-fifth anniversary of the San Diego Independent Scholars, I send warmest greetings and heartiest congratulations on behalf of the National Coalition of Independent Scholars at this most significant milestone. I note that it was the October 1986 conference called by the SDIS where several panels and participants agreed that a national organization would best serve the needs of unaffiliated independent scholars and of local groups already in existence. After ongoing study and consultation, that realization became a fact in 1989 when the National Coalition of Independent Scholars was founded. I note that *The History of NCIS* by Margaret DeLacy, which is online at our website, contains the details of this chronology and discusses the issues which prompted SDIS, other local groups and individuals to move forward into a new era for independent scholars.

It is only fitting that NCIS render homage to its founding mothers and fathers and say a most appreciative and sincere thanks to you all - past and present - for your wisdom, dedication and commitment. None of this happened without your desire to surmount the challenges facing independent scholars. Your zealous attention in the 1980s to this growing community of scholars reflects the challenges that we all still face in one way or another. We work hard at NCIS to be worthy of your vision.

To the Board, the officers and the members of the SDIS, a toast - this one being in ink on paper - to your enduring spirit and success.

With warmest regards,

Janet I. Wasserman  
President

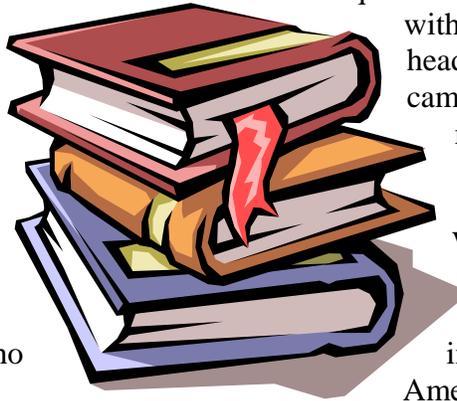
# Special collections

*By Toni Carey*

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A piece appeared in the *Chronicle of Higher Education* on January 2, 2007, about Special Collections libraries and departments. The writer, Prof. Christopher Phelps, told about some of his experiences researching at these facilities, and based on that, gave a list of desiderata, which included such factors as hours (the more the better), noise level, photocopying service (at reasonable rates), lighting and comfortable chairs. I thought this a very helpful piece, and think something like this might be useful as a regular or occasional column in *TIS*. With that in mind, I offer a few experiences of my own:

My most recent experience was at the Ransom Center at the University of Texas in Austin. I emailed for instructions, and a list of nearby places to stay; a letter of introduction was not required. On arriving I was assigned a special librarian, who got me started and showed me how to request items, etc. Security factors are in evidence, but not overbearing, and gloves are not required. The room is spacious and carpeted, the seating and lighting comfortable, and the staff pleasant. I was looking at about a dozen items, which were left at the desk, and as I finished with one, I returned it and took another on my own; thus if I needed to revisit an item, it was available to me. I could get photocopies of up to ten pages before I left for the day, and could arrange for more to be sent to me, at a nominal fee. I also requested and received some copies after I got home.



My favorite manuscript facility, hands down, is the Wren Library at Trinity College, Cambridge. I emailed for permission and reserved a place for the desired day. I needed a letter of introduction to get past security at the Trinity entrance, where I was directed to the Wren, tucked away where you could never find it on your own. My treatment was cordial, informal, and helpful from the outset. We worked at a table in front of the request desk. Each place has its own lamp and book/manuscript holder. The atmosphere was quiet and peaceful, but not austere, and gloves were not required. At one point I needed help with some pagination, and the head librarian, Jonathan Smith, came over and in an instant told me what to do.

After returning to the States, I realized that the Wren had the wrong date for one of the manuscripts I had seen. I am a lowly independent scholar, and an American at that; but after two emails explaining in detail why the Wren's date was wrong and my sources had it right, Jonathan graciously acknowledged their error. Permission to publish was no problem, provided proper thanks were made to the Wren trustees. Everything about my experience with the Wren was just what a scholar would wish.

Follow-up research on the same manuscript in the States soon led me to a Special Collections room at Columbia University. This room, like the rest of Butler, the main library, has been renovated recently and looks very attractive. However, the room layout and its hardwood floors

make the noise level very noticeable. Columbia is my PhD alma mater, but from the outset the Special Collections staff did their best to make me feel unwelcome. After making my request, I was told that it would take a week to get, but would be waiting for me when I returned. I live in the Philadelphia area and only get to New York sporadically; but I needed the material, so I made a point of returning in two weeks. Not only was nothing waiting for me, but this time I was told—by a different staff person with the same snotty attitude—that since what I wanted was a 2-volume book, not an manuscript, I could have had it in 20 minutes the *first* time around. After 20 minutes, the first volume was brought to me, along with gloves. I could have the second volume, I was told, when I finished with the first. Unfortunately, the index is in the second volume, which made it difficult to find what I needed. Thoroughly miserable by now, I did what I could and left.

The next week I found my way to the very fine Bryn Mawr College library, where

the same two-volume book was in the stacks, available anytime I wanted to use it.

I had another unfortunate experience with the uppity Special Collections people at Columbia, this time looking for a hard-to-find published dissertation that I absolutely *had* to have. They said they could not help me, although this was a Columbia dissertation published by the Columbia Teacher's College. The next week I found my must-have in the stacks at Haverford College, up the road from Bryn Mawr. I should say that the regular Columbia libraries—not just Butler, but the Science, Business, Biology and Psychology libraries scattered around the campus, have been invaluable resources for me, and most of what I can't find at Bryn Mawr (or Haverford) I can find at Columbia.

My limited experience to date, as you see, has run the gamut, from the Columbia Special Collections, which I give a failing grade, to the Ransom, which is fine if it happens to have what you need, to the Wren, which is worth the transatlantic trip.

- Toni Carey

## What we hear from our members...

### Letters to the editor

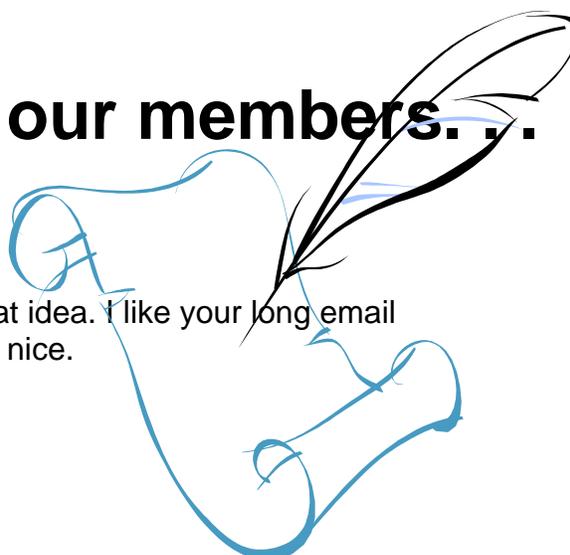
Dear Janet,

Your sliding scale dues structure is a great idea. I like your long email letters to us. The personal touch is rather nice.

...

Cordially,  
LR  
Brooklyn, NY

*Send your comments to Janet Wasserman, president, <MAE08BEN02@aol.com>, or Linda Lucas, editor, <linda-lucas@charter.net>.*



# Philosophy, Education, and the Real World: Outline of an Essay on John Dewey (1859-1952)

*By John Eastman*

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At one time or another every educator has to deal with John Dewey and I have done so here. This essay begins with my entry into elementary school in 1951 when Konrad Adenauer served as chancellor of West Germany. He was able to rule because of his ability to ignore the immediate past, be it the rigid class structure of the Wilhelmine era during his Weimar years or the legacy of Nazism during the Bundesrepublik. Dewey transformed history into a servant of the present with futuristic overtones in the spirit of American exceptionalism. The following outline takes subject matter scattered throughout the essay and in a sense may be more explicit than the essay itself.

## Negatives

- Dewey's emphasis on reason is countered by his lack of self-knowledge.
- The scientific method and the idea of progress replace metaphysics and religion. As a consequence, a predisposition among educators has been created towards an unreflected and uncritical acceptance of technology, along with the anomalies of pseudo-ethics and values clarification.
- Early 19<sup>th</sup> century mindless empiricism is held in check by philosophy while Dewey's ideal citizen in an industrialized society of the early 20<sup>th</sup> century is more task

oriented. In theoretical matters, Dewey remains entrapped in the cocoon of Western science.<sup>1</sup>

- Behaviorism combined with materialism evolving into technological-scientific progress has led to a Pavlovian response by man in handling today's technology.
- Applied philosophy or pragmatism undermines the idea of philosophy itself. The idea of progress is thought to compensate for the loss of philosophical detachment, distance, and perspective.
- Although humanism and pragmatism are both anti-metaphysical, the emphasis on the scientific method in education leads to a lack of proportion and harmony, which are inherent features of humanism.<sup>2</sup>
- Aware of the danger of self-contained academic disciplines, Dewey nonetheless interprets history as if it were a science and sacrifices the art of narration as an integral part of education.<sup>3</sup>

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<sup>1</sup> Marchand, p. 27, cites the elevation of philosophy and within this framework the subordination of the natural sciences to the humanities when the University of Berlin was founded in 1810.

<sup>2</sup> Humanism uses rhetoric to undercut the theological logic of medieval mysticism while Dewey is simply anti-religious. On humanism, see Rüegg, esp. col. 188.

<sup>3</sup> On the demise of narrative history, see Breisach, p. 314.

- Dewey's hands-on approach deflects from the intellect and leads to compromises in proper academic training. His pupils are Robert Ezra Park, who introduced race into sociology; Elise Clapp, who used his methods in education; and Max Eastman, an intellectual, whom Dewey brought to Columbia as a teacher.<sup>4</sup>

### Positives

The positives are that Dewey:

- Removed elitism from education.
- Introduced the progressive child-centered model.
- Served as an engaged public intellectual.
- Had universal appeal.
- Was a compassionate and supportive educator.
- Brought philosophical insight into relativism and readily made use of it.

The historical roots of pragmatism lie with Kant and Darwin. Their combination led to the idea that our truths do not reflect a transcendent reality, but only the suppositions, which function and enable us to survive.<sup>5</sup> The Darwinian component is especially evident in Dewey's thought. The transcendentals of Kant are parameters in the pursuit of knowledge for both Wilhelm Dilthey and Dewey. Dilthey's more differentiated relativism, in which the natural sciences use explanation and the liberal arts use understanding, in order to express themselves, is more satisfactory than Dewey, who tries to fit both branches of knowledge into the explanatory mode.

The concluding pages of this essay follow: I was just about to leave Dewey

when I came across his discussion of the pedagogy of Herbart. His initial comments on Johann Friedrich Herbart's theory are perceptive. Herbart (1776-1841) taught at Goettingen and Koenigsberg. Dewey sees his approach as retrospective and formalistic, leading to a spiritual resurrection of the past in which the teacher serves as a vehicle for transmitting the knowledge of tradition and the pupil as the recipient thereof. Dewey is correct in seeing Herbart ignoring the nature of the subject, i.e., the pupil. However, his conclusion that isolation severs the past from the present in which individuals have to act, creating a rival and distracting environment,<sup>6</sup> is very peculiar, to say the least. Further comments about biology and the blind beginnings of infants remind one of his Darwinian thought and of Aristotle's *tabula rasa*.<sup>7</sup>

His convoluted discussion of history should be rephrased or rethought. Were Dewey to understand that history has an independent existence and dynamic beyond those who study it, he might have seen that an understanding of these forces gives us the ability to direct our energies accordingly. I think his entire discussion revolves around the resolution of this issue. The isolated study of history may lead to an ivory tower syndrome, but it is left to the student to use his or her own innate intelligence, in order to break through these academically imposed bonds, so that the conduit between the past and the present is opened. In this sense, Dewey was on the right track in arguing for the release of the past from these chains.

Before any final comments, we need to revisit Dewey's limited understanding of European education in relation to state power. In adolescence, he

<sup>4</sup> Park is cited by Hannaford, pp. 376-377; Lash cites Clapp, p. 407; on Max Eastman, see O'Neil, pp. 16-19.

<sup>5</sup> Kaufmann, p. 103.

<sup>6</sup> Dewey, p. 79.

<sup>7</sup> *Ibidem*, pp. 73-75.

witnessed the formation of Italy and Germany as national states, and in his prime, the carnage of the First World War left its mark. Therefore, Dewey seems unaware that the mind was not necessarily subordinate to the state. He may have known how the British used its classical scholars in the pursuit of their imperial ambitions and how Germany managed its educational system. It is true that there was a time when universities were oriented towards providing state servants and students were forbidden to study outside their homeland, but that time was not the 19<sup>th</sup> century. From the 1680s to the 1720s, university study for nobles was restricted to a home university, e.g., the decree of 1703 for Bavarians.<sup>8</sup> However, by the 1740s enlightened policies initiated the transition from court-controlled education to a more universal approach guided by the hand of the monarch.

The scientific revolution of the 19<sup>th</sup> century led to a more universally-minded scientific community. One might still be a state servant, but research and scholarship by their very nature transcended national boundaries. Psychology is a prime example where Frenchmen and Austrians led the way. The conflict between the intellectual and the state began at this time, for the modern national state took shape after Napoleon and the resulting tension brought forth the great tradition of the intellectual in exile and the rise of the revolutionary. This era continued until 1945 with the implosion of Europe.

**Final thoughts:** Instrumentalism disrespects the innate integrity of a discipline. Each discipline evolves of its own accord and according to its own internal rules. Any utilitarian application of a discipline is nothing more than engineering. One might think of the idealism of Greece vis-à-vis

Roman practicality or the modern American approach, which applies theoretical knowledge to the physical world, leading to its transformation.

In one respect the Prussian-German educational model and Dewey's American model are not all that dissimilar. The Germans provided rigorous education using formalism complemented by research and Dewey used a freewheeling problem-solving approach towards educating an ideal citizen. Here Dewey only saw German conformity without transformation. The fruits of social dissent, or it can be argued thus, accrue more according to Dewey's model, although one could argue that the intellectual discipline which the German model provides has led to greater breakthroughs in pure research in all fields of knowledge. The achievements of Germany from the 1790s to the 1920s and of the United States from the 1920s onward can be roughly compared to those of Greece vis-à-vis Rome. While Dewey's criticism of Hegel's "inaccessible absolute" is valid, his belief in the wholeness of Greek thought is too narrowly based, for it focuses on Socrates, Plato, and Aristotle at the expense of other Greek thinkers.<sup>9</sup>

I argue that formalism and competence are the first step in education and only then can a Dewey model be implemented. In order to explore his or her world, a child needs the tools, which only some degree of formalism and competence can provide. Tradition needs to be understood before one proceeds to alter or to destroy it. Building follows comprehension, not the other way around. The moderns, however, tend to begin with a *tabula rasa*. Unless you are fortunate enough to be well versed in tradition, as Dewey was for the most part, you lack the means to create new paths. You

<sup>8</sup> Boehm, pp. 194-195.

<sup>9</sup> On Hegel, see Dewey, pp. 59-60. Dewey's failure to mention the pre-Socratic philosophers feeds into his disregard for existentialism although by 1916 it had not yet achieved notoriety.

essentially revolve around yourself like a cat chasing its tail.

Dewey did not advocate normatives, just the opposite. But the implementation of his ideas led in this direction, given the fact that the means of the transmission of ideas has to take a normative path unless carefully done and that pupils generally lack the format of their teacher or at best move along different paths once he or she reaches maturity and is capable of independent thought.<sup>10</sup>

Dewey identifies the self with what you do, not with who you are. He looks outwardly and towards science as the key to existence. Philosophically that is very weak. His criticism of other philosophers has its value, but in his book of 1916, *Democracy and Education*, he does not relate to one area of philosophy, ontology. There is no self-knowledge unless you look into yourself and at the sinful nature of human existence since Adam. The debates of Augustine with the Christian rationalists of his era come to mind. You may use another starting or reference point if you wish, but since neither original sin nor religion plays any part in Dewey's thinking, his thought appears at times very flat and naïve in what it says about human nature. Three contemporary authors have all detected this flaw in Dewey's intellectual makeup. They mention his lack of inner conflicts, his immaturity, and his inability to recognize self-love.<sup>11</sup>

Almost 30 years after Dewey's death, Pope John Paul II considered the

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**Dewey identifies  
the self with what  
you do, not with  
who you are.**

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question whether or not the progress of technology is a threat to mankind. He answers in the affirmative for the present time because a corresponding development in a moral life and ethics has not occurred.<sup>12</sup>

It is perhaps symptomatic that Dewey neglected some 2,000 years of philosophy by not discussing ontology in his book of 1916. This branch of philosophy, which considers the prime mover of Aristotle and the supreme being of medieval Trinitarian ontology, was central to philosophy for millennia. Dewey belongs to the first general of American during the new scientific age when most American

universities were just being founded. He shared its biases and limitations and he had a relatively good knowledge of the Western tradition, which he rejected in favor of the scientific method. Therefore, the education establishment, less conversant in these matters than he was, shares the same limitations although one cannot deny that individual educators could, and some probably did, overcome his belief-imposed inertia, i.e., his belief in progress and the scientific method. It was left for those in the humanities, where imagination plays a much greater role, to put Dewey into perspective. Dewey's legacy seems to feed into what Herbert Marcuse called the one-dimensional man in the 1960s. Man becomes a being without a soul, chained to a material world without vision. Today the slogan is, "Come join us," you have no other choice.

See References on the next page.

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<sup>10</sup> Cf. Ryan & Cooper, p. 313.

<sup>11</sup> Riesman, p. 267, Bloom, p. 195, and Niebuhr, p. 110. Matthews, p. 442, cites the neo-Thomist attack by Hutchins and Adler on pragmatism as the silent enemy of American democracy. Dewey and William James are its obvious targets.

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<sup>12</sup> See the Pope's first encyclical letter of 1979, pp. 50-52; *Ibidem*, section 16, pp. 55-64.

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# PUTTERING ABOUT IN THE MINDFIELDS

by Elizabeth Lloyd-Kimbrel  
<elkimbre@mtholyoke.edu>

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Upon my re-upping with NCIS in the late summer of 2005, Georgia Wright – now president *emerita* – with somewhat unnerving enthusiasm encouraged me to write something for *The Independent Scholar* about my experiences puttering in freelance-land. (Not her words.) I say “putter” because that is what one does when one quite likes something (or several things) and/or is seeking a distraction because one’s head is so cluttered with information that it needs an outlet and *Jeopardy!* hasn’t called and one can’t help but keep doing it even though it will never prove to be lucrative or provide any kind of financial support. The thing about puttering, though, is that, while it can demand a certain focus on a particular level, it can also keep one from paying attention on other levels. This can be dangerous. As in when an off-hand remark produces a sequence of events that result in, say, a non-public-speaker ending up speaking publicly. If you get my drift.

My off-hand remark was: “Oh, cool. Bryher. She’s a good writer.”

This response had been prompted by our landlady, who is also a neurologist and a photographer, telling me that there was shortly to be an exhibit of her photographic work and that her photograph taken from a hot-air balloon of a misty Deerfield River at dawn was going to be the cover for a reprint of the 1965 novel *Visa for Avalon* by Bryher. My innocent reply to her announcement elicited this: “*YOU* know Bryher?! *NOBODY* knows Bryher!” One thing led into another and another (such as having read Bryher, my and Arthurian literature, my geography, my acquaintance known Bryher, etc.) – and

**I do not do windows...**

**I do not run...**

**I do not dance...**

**I do not talk in front of groups...**

its coming out about my background in medievalism familiarity with British with someone who’d actually the dominoes started to fall.

At this juncture I there are certain things that I do windows (although our should probably mention that absolutely do not do. I do not cats’ nose prints will have to be addressed at some point). I do not run (bad knees – which is why I was so furious at the guy who stole my wallet, thereby not only forcing me to run but to yell too). I do not dance, at least within view of any human being. And I do not talk in front of groups. I am a paper person; a reader, not a raconteur. Public performance, by me – the concept and the action – makes me profoundly unhappy. It is something other than stage fright. (I have done classroom teaching and may have been fairly decent at it, but I was never happy about it.) As you will see, though, I can get coerced ... if the subject or the *raison d’être* really gets under my skin or won’t leave my head alone, and if I’m not paying attention. So much for absolutes.

Thus my existence and my oddity – in knowing not only who Bryher was but also knowing about matters Arthurian – were divulged by the landlady/neurologist/photographer to the founder/director of Paris Press (named after the founder's best friend's mother, not the City of Light), the small, local, non-profit press that was putting out the reprint of *Visa for Avalon*. The director urged me to read the novel and to give my considered opinion of it. Read fiction during the summer? Pontificate upon it? What hardship! And more fool I – that level of attention thing again. Acquiescing to the request, I jabbered my impressions in an email to the director, who seemed rather taken by them. That was nice and, I thought, that was that. But then a campaign began (or so it seemed to me) to get me to participate in various readings/panel discussions designed to promote and sell the book during the course of the autumn of 2004. No, no, a thousand times no; that's speaking in public; I don't do that sort of thing.

But, you see, the trouble was that Bryher *IS* a good writer, and a bit out-of-the-ordinary – I wasn't just being polite when I said that to the director. I knew Bryher from her historical novels, which were once upon a time critically and popularly acclaimed. (I especially like *Ruan*, by the way.) I had not known, however, her one departure into futuristic fiction, that being *Visa for Avalon*. (And, given my background and Arthurian proclivities, it's surprisingly lax of me that I didn't.) Most people know Bryher (born Annie they know her as the Imagist poet H.D. (Hilda in her own right. It was the made the Paris Press folks they'd done so, they realized And since Paris Press's from obscurity worthy writings by women, Bryher had found resurrection.

**Read fiction during the summer?**

**Pontificate upon it?**

**What hardship!**

nowadays, though, if they Winifred Ellerman) at all, longtime companion of the Doolittle) and not as a writer H.D. connection that first notice Bryher, but after they had found a lost gem. purpose in life is to rescue

I should perhaps point out at this point that the re-publication of *Visa for Avalon*, and the subsequent organization of readings and discussions, had been spurred by the Press's director's distress over the direction the 2004 Presidential campaign was taking, said disquiet being openly addressed in the publisher's note prefacing the novel. So the anxiety encircling this publication wasn't just the regular book-sales kind.

And then I got seduced. An earlier event had apparently been a failure. The panel had misunderstood the book or hadn't even bothered to read it or something – I wasn't there – and the whole evening had been a downward spiral. Not good publicity, not good sales, not good feelings. Paris Press wanted a nice, little, positive event this time. Nothing formal, probably in a corner of one of the reading rooms in the Smith College library. Comfy chairs and sofas; no platform or stage or anything like that. Please, won't you take part? You know obscure stuff that we don't and that Bryher did. Put that way, a low-key chat about an unusual book didn't sound quite so bad. So, forgetting everything I've ever learned – what's that thing about *vanitas*? – I said okay, also forgetting that “probably” is an operative word.

And then the venue changed.

Here's is how the event was advertised:

**The Consequences of Apathy:  
A reading from Paris Press's new novel,  
*Visa for Avalon* by Bryher**

Discussion and Q & A to follow.

Sunday, November 14, 3:00 p.m.  
Stoddard Hall, Smith College  
23 Elm Street (next to St. Mary's Church)  
Northampton, MA

**lê thi diem thúy**, Guggenheim recipient and author  
of *The Gangster We Are All Looking For*  
**Bill Dwight**, three-term Northampton City Councilman, Pleasant Street  
Video employee, and former host of The Big Breakfast on 93.1 FM  
**Jan Freeman**, director of Ashfield's Paris Press  
and author of *Hyena* and *Simon Says*  
**Bill Newman**, Northampton attorney and director of  
the Western Massachusetts ACLU  
**R. Allison Ryan**, Northampton neurologist and photographer  
(cover photographer of *Visa for Avalon*)  
**Elizabeth Lloyd-Kimbrel**, Mount Holyoke College,  
mediaevalist with a special interest in Arthurian legend

Co-sponsored by the Smith College English Department and Paris Press of Ashfield, MA  
Funded in part by the Massachusetts Cultural Council

“*Visa for Avalon* is so tense, its characters so tightly wound, if it were any longer  
it would be in danger of implosion. This book is the literary equivalent of espresso –  
a little goes a long way....” -- *Milwaukee Journal Sentinel*, October 30, 2004

The set-up for the situation I suckered myself into was that, following Jan Freeman's opening remarks, each of the five “panelists” (only one of whom I knew) would read a selection of passages from *Visa for Avalon* (which is only 120 pages long). Then, after we had all read our passages, we would each say something about what we thought of the novel from our own frames of reference but preferably with an emphasis on politics. We were assigned our passages, which totaled about 15-20 minutes of reading for each of us – and which translates into about 3,000 words each, based on the standard formula of 125-150 spoken words equaling one minute of time (speech- and script-writer have been among my various incarnations). This I found somewhat worrying since it meant we would be reciting nearly half the novel. I thought the bottom line was to sell the book, not give away the story. But then I'd also initially thought the reading was going to be a small, cozy thing off in a library corner and here we were in a steep-stepped science lab lecture hall with a podium and 70-plus people in attendance on a drizzly, cold, gray, post-election Sunday afternoon in November.

Anyway, as I mentioned, following the passage readings we were expected to extemporize – for five minutes or so, Jan had said. I can't extemporize, at least not coherently (and especially not before a crowd and in public), so I wrote my comments down. That way I

might digress and maybe even be conversational without literally losing my thread. I read my *Visa for Avalon* passages first, then Allison read, then Bill, then the other Bill (with exceptional dramatic verve), and finally thúy. Well over an hour had now gone by. Upon finishing the passage readings, and in reverse order, we gave our comments – first thúy, then Bill, Bill, Allison, and ending with me. The others offered pithy opinions that spoke to specific aspects within the novel or to some difficult personal experiences, and they were all less than two minutes in length, not the expected five minutes.... Realization, and panic, began to lash me about the head and shoulders. I had wildly misunderstood what I was supposed to do. I listened closely to what my compatriots were saying, trying to gather links to my remarks, scouring my sheets of paper (I was the only one with notes) for something to cut. This exercise quickly (since these people weren't even talking for 120 seconds, for God's sake) devolved into "screw it." I reasoned to myself that this was just one (long and dark) afternoon in my life, that it would be painful but finite, that there was nobody in the audience I knew (I hoped), and that these people were going to get some literary context whether they liked it or not, so be boring and be done.

Of course, I did warn them. As I fiddled with the dad-blasted snakeneck microphone, I explained to the blurry audience (I couldn't see them – I'm very nearsighted and in order to read my notes I had to forego my glasses) that my approach was a bit different from the other panelists, that my remarks were going to be more lit crit than politic, but that I hoped some literary background might be helpful.

For those of you who are strangely intrigued by process or by drafting or by necessary roughness, you can contact me for the complete notes. But for this occasion, I'll just give you how I started:

*I read VISA FOR AVALON in one sitting (and I deliberately read the story before reading the editor's introduction). It is deceptively simple, and not necessarily an allegory; Bryher had a reason for invoking science fantasy in her dedication. VISA FOR AVALON inhabits that rarified realm where BRAVE NEW WORLD, GULLIVER'S TRAVELS, FAHRENHEIT 451, 1984, and LOST HORIZON also reside – all very different books, all intentionally political at one or several levels, but books that work and survive from generation to generation because they can transcend their genre, and their politics, because they are good and well-written \*stories\*.*

*There's an especial parallel with James Hilton's LOST HORIZON – much more so, I think, than to BRAVE NEW WORLD or 1984 or ANIMAL FARM, which some reviewers have invoked – because of the delicacy of touch, the human ordinariness, the hint and shadow of something wrong rather than the full display. Like LOST HORIZON, VFA has a gentleness, a veil of fable/fantasy about it (along with the shared refugee/escape/discontent theme). Avalon, like Shangri-La, is described as being different from the here and now; it's "somewhere else," a possibly better place, but not necessarily. And that "not necessarily" is important. . . .*

*Bryher has a goal, a point to make, but she knows that lessons are more palatable (and more lasting) if they aren't too obviously presented as lessons and if they aren't thuddingly dull. (That's why we still read Orwell but seldom Bellamy [Edward Bellamy, LOOKING BACKWARD: 2000-1887].) . . . .*

And how, after about seven minutes (with occasional asides to the audience – not that I could see whether or not they were nodding in agreement or nodding off), I finished:

*In Arthurian legend Camelot is the utopia, not Avalon. Avalon is the way-station, the resting place. At one point in the novel Robinson says "Life is a journey." Lilian Blunt responds, "Really...I'd have said it was a waiting room."*

*One further Arthurian allusion, unintended and unexpected by Bryher, is that this reprinting by Paris Press, this return of VISA FOR AVALON, has made it Arthur-like, a once-and-future gift to a new generation of readers.*

At the end of that last sentence, I gestured in the general direction of where Jan was sitting (since I couldn't actually see her) and the audience really liked that because I heard them murmur in concurrence and start applauding. These were hardy folk, the audience. We'd been droning on for over two hours and they still wanted to discuss things, a lot of which drew on what I'd blathered at them, which was rather flattering. The follow-up Q & A went quite well – although one person did take exception to my dissing of Edward Bellamy – and I could see (having put my glasses back on) that Jan was pleased with how things turned out.

The serendipitous upshot is that I got invited to join the advisory board of Paris Press. And I re-worked and expanded my November remarks about this small book into a full-fledged entity entitled "Come Again? The Contexts of Bryher's *Visa for Avalon*." And it was presented (by my husband, long story) in Glasgow Britain academic track International Science convention. And it time by me, for the the Popular Culture Association conference this spring in Boston. (Yes, yes, public speaking, I know, I know, it makes me unhappy, and all on my dime too, but what the heck.) And it is also accepted for publication in the upcoming Utopia/Dystopia issue of *Topic: The Washington and Jefferson College Review*. Triple dip.

**So, if you want to take all this verbiage as a promo for Bryher, please do – she is well worth re-discovering.**

which is another, different as part of the Matter of at Worldcon 2005, the Fiction Society's magnum will be presented again, this Arthurian Legend section of

Serendipitous, too, for *Visa for Avalon* itself and Paris Press: In the audience that late afternoon were some faculty from Deerfield Academy who later told Jan that the connections I made in my commentary convinced them to propose *Visa for Avalon* as the common reading for the whole sophomore class as their introduction to the year's survey of British literature. Ergo, a goodly bulk purchase of books. Bottom line after all.

So, if you want to take all this verbiage as a promo for Bryher, please, do – she is well worth re-discovering. Analysand, archaeologist, cinèaste, editor, essayist, ex-patriate, heiress, historian, memoirist, novelist, philanthropist, poet, publisher, rescuer of refugees – if not the ultimate independent scholar, Bryher was still one *par excellence*. (This past summer Paris Press brought out reprints of her memoir, *The Heart to Artemis*, and her historical novel of Elizabethan backstage life and compromise, *The Player's Boy*.) And if there are any words of wisdom (or dementia or solace) to be garnered here, they might be these: "Independence" and "scholarship" are indubitably complementary and compatible concepts, and if your chosen career is as a freelancer, that is one thing and a good one. But if, rather, you are a putterer, then be careful what you say – because someone may pick up on it and then bedevilment will follow. Not that there is anything wrong with that.

# Indy Times: Affiliate Liaison's Corner



By Mahala Yates Stripling

Indy Colleagues,

A quick glance at the NCIS directory reveals members in a diversity of fields. As you work on your manuscripts, consider tapping this resource for stage-by-stage edits on them by someone who understands your subject. Many of our affiliate groups have review sessions in which they exchange manuscripts—that can cut down on any cost for an outside edit as well. Edits can 1) increase the likelihood your manuscript is accepted for publication and 2) cut down on the time your publisher needs to process the submission. Edits, done by a computer's markup system or with a red pen on a hard copy, fall into basic categories.

- *Copy editing* follows a guideline such as the *Chicago Manual of Style* to offer suggestions on grammar, punctuation, and word choice. It is high-level proofreading, with attention to detail, for a variety of issues like typos and spelling errors. E.G.: Its/It's or further/farther.
- *Technical editing* is basically fact checking by someone with good sense who knows the subject and the resources to use. E.G.: D-Day, the Allies' invasion of Normandy was on June 6, 1944 (not as originally planned, on June 5, when bad weather forced Gen. Eisenhower to reschedule).

- *Hard editing* is the crème de la crème, looking at the manuscript as a whole to make suggestions on improving the content and flow. E.G., advising using topic/transition sentences, moving paragraphs around, and questioning the intent of the author and how the target audience will perceive the manuscript.

Of course, in the publisher's production process, a typeset copy or proof receives professional editing, often by an outsourced editing house, and is passed at least once through the author who has the opportunity to see it in a new light.

Whenever a NCIS member has a new book out, please contact Linda Lucas, the TIS editor, giving her the information to feature it in our forthcoming books-by-members column.

Please send your affiliate news to Mahala Yates Stripling, 5121 Sealands Lane, Fort Worth, TX 76116 [new address] or email to DrRhetoric@aol.com.

## News from our Affiliates

### *Northwest Independent Scholars Association (NISA)*

At their January meeting, Hilary Russell, who holds an MS in professional and technical writing and publishing, talked about "How Authors can work with a professional editor to improve their work." Ms. Russell is also a member of the NW Independent Editors Guild and the principal of Hilary Russell Communications Services. She discussed the difficulty in turning research into a polished manuscript and how a professional editor can help from the development stage to the final proofreading.

### *The Institute for Historical Study*

The Institute's winter 2006 newsletter is filled with interesting commentary on their members' work in progress. For instance, Bonda Lewis is working on a novel titled *Thursday's Children*. It is the story of siblings Jenny and Will Markov who travel as Orphan Train Children to Nebraska in 1912. She decided to tell the story through the eyes of thirteen-year-old Jenny. Realism is important to Lewis. To describe the physical details of the train cars, she went to the Sacramento Train Museum, and she used her theatrical background to get a "you are

there" feeling for describing the period attire of the orphanage staff and their charges.

IHS's member Tom Snyder epitomizes how a doctor's discipline transfers into an author's productivity. Besides spearheading a new internet association, The Society for the History of Navy Medicine, he is working on or completing several projects that include the history of the Mare Island navy hospital, the care of Navy and Marine Corps insane in 19<sup>th</sup> century California, and an article on the Navy's WWII convalescent hospitals in California. With all of these topics to choose from, Dr. Snyder has become a popular lecturer.

### **Today's IT TIP:**

Criticism can provide a careful analytical evaluation helpful to the author.

*To avoid criticism do nothing, say nothing, be nothing.*

—Elbert Hubbard  
US author, (1856-1915)

## **Readex Completes Two New Digital Editions of American Historical Government Publications**

Readex has published digital editions of the original printings of early U.S Congressional Journals from the late-18th century and into the 19th century. Complementing Readex digital editions of the U.S. Congressional Serial Set and American State Papers, these Web-based editions--House and Senate Journals, Series I, 1789-1817 and Senate Executive Journals, Series I, 1789-1866--enable students and scholars to study political actions and proceedings in the first 75 years of U.S. history. Together these two new collections shed light on key events as they occurred and influential decisions as they were made.

Historically significant topics covered in the House and Senate Journals, Series I, 1789-1817 include the Constitutional Convention, the Bill of Rights and Constitutional Amendments, Alexander Hamilton, and the Fugitive Slave Act. Senate Executive Journals, Series I, 1789-1866 records executive proceedings in which early American senators deliberated on Indian treaties, Spanish-American relations, the Monroe Doctrine, the Louisiana Purchase, Lewis and Clark's expedition, the Civil War and the Emancipation Proclamation and more.

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# Welcome, new NCIS members!

*Because new members join throughout the year, they have traditionally had to wait until the revised annual membership directory appears for their entry in directory format. Instead of making them wait, we have now increased the opportunity for new members to tell their colleagues about their work – papers, books, articles, reviews, and so on – as soon as they have joined NCIS, in this TIS new member profiles section. New members may include three bibliographic citations in their biographic information. Thereafter, any member may submit a new publication for listing in TIS, as it occurs.*

- Janet Wasserman

## Lisa Bakewell

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Lisa has a Ph.D. in Anthropology from Brown University where she currently has a research appointment in the Department of Anthropology. At Brown's Center for Latin American Studies she is director of The Mesolore Project, which researches and produces secondary education course material on the cultures of Mesoamerica. Her dissertation was "Picturing the Self: Mexican Identity and Artistic Representation, Post 1968."

She has done extensive fieldwork and research in Mexico, Argentina, the US and Europe and has lectured widely on a variety of topics. She most recently taught anthropology at Bowdoin College. Her current research areas are Spanish language and culture, contemporary Mexico and Latin America, education and multimedia. She has numerous books and articles published and several in preparation. The striking and resonant title of her 2006 article published online at *Words Without Borders* is "My madre, pure as cumulous clouds."

### Publications

*MESOLORE: Exploring Mesoamerican Cultures*, Lanham, MD: Rowman and Littlefield, 2001.

*Looking High and Low: Art and Cultural Identity*, co-edited with Brenda Jo Bright, Tucson: University of Arizona Press, 1995.

*Object Image Inquiry: The Art Historian at Work*, co-authored with W.O. Beeman and M. Schmitt, Malibu: The J. Paul Getty Trust, 1988.

## Bruce W. Bean

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Stuart, FL 34996  
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Bruce has a J.D. from Columbia University Law School which with his undergraduate degree in international relations led to his long-term interest in the business and law of the new Russia. He lived in Russia for eight years, practiced there as an attorney and was both an observer of and participant in the development of a legal framework for business investment in post-Soviet Russia. He remains an observer, commentator, teacher and analyst of Russia

with a book about to be published: Bruce Bean, ed., *Caged Justice: The Destruction of Yeltsin's Oligarchs and Russia's Yukos Affair* (forthcoming from Oxford University Press in 2007.)

### Publications

“The Rule of Law in Russia: Getting Khodorkovsky,” *Oil, Gas & Energy Law Intelligence*, Vol. 4, No. 1, May 2006.

“Yukos and Mikhail Khodorkovsky: An Unfolding Drama,” in *Corporate Governance in Russia*, Daniel J. McCarthy, Sheila M. Puffer and Stanislav V. Shekshnia, eds., Cheltenham, UK: Edward Elgar Press, 2004.

“Doing business in the New Russia,” *The International Lawyer – Year in Review*, Vol. 35, 2001. Also for 2002.

## Keith Kahn-Harris

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UK  
Kkahnarris@yahoo.com.uk

Keith has a Ph.D. in sociology with his current areas of interest in the sociology of popular music and the sociology of religion, particularly Judaism. For his doctoral thesis he did extensive international research on the global extreme metal music scene.

His current research is in contemporary Jewish identity and community in Britain, positive Jewish-

Muslim contacts in Britain and contemporary religious popular music in the English-speaking world.

### Publications

*Extreme Metal: Music and Culture on the Edge*, Oxford: Berg Publishers, 2006.

“‘Roots?’: The Relationship Between the Global and the Local Within the Global Extreme Metal Scene,” in

A. Bennett, B. Shank and J. Toynbee, eds., *The Popular Music Studies Reader*, London: Routledge, 2005, 128-136.

“Unspectacular Subculture?: Transgression and Mundanity in the Global Extreme Metal Scene,” in Andrew Bennett and Keith Kahn-Harris, eds., *After Subculture: Critical Studies in Subcultural Theory and Research*, New York: Palgrave Macmillan, 2004, 107-118.

## Marvin Peláez

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Marvin has degrees in religious studies and economics and is a candidate for the MPA, which reflect his research interests in public administration, ethics, religion and politics. As a labor economist, he has collected data and developed studies on federal economic indicators and market compensation. His work in progress is a book on "Pious Warriors," about those who lived their lives with strong ethical convictions supported

by religious beliefs. His research is based on his academic training in religious studies as well as his twenty years of experience in the martial arts.

### Publications

Marvin Peláez and W. Graham, "New York City Transit Strike: An Economic Analysis," *The Working Payer*, US Bureau of Labor Statistics, Vol. 12, No. 3, 2006.

Marvin Peláez and W. Graham, "The President's Management Agenda Helps Gain Cooperation for the NCS," *The Working Payer*, US Bureau of Labor Statistics, Vol. 13, No. 1, 2007.

## Clarification on bibliographic listing in the membership directory and TIS

By Janet Wasserman

The bibliography is for the three published items the member wishes to appear in the directory.

The members select what three published pieces of their scholarship they want others to see -- and that runs the range of books, articles, monographs, essays ... and anything else that represents the published fruit of the member's scholarship. The member includes *published* entries so that others may seek out the work in a library or research collection.

Lectures, courses, book reviews, essays -- anything that is current or will happen soon, are very appropriate as a member news item in TIS. Please don't forget that TIS is very useful to get that information out.

Additionally, submissions to *The Independent Scholar* are accepted from non-members on condition that they become bona fide members of NCIS.

# Birth of the Schubert Society

By Janet Wasserman

On July 22, 1998, I was working at the New



York Academy of Medicine. I had an office where behind closed doors I could play my radio all day, listening to classical music. That day the local classical music

station interrupted its morning programming to announce that the great German baritone Hermann Prey died suddenly in Germany (he had just turned 69 a few weeks before.) In his honor, the station would play his recordings all day. I heard Schubert's music, and especially I heard Prey sing Schubert songs, for hours.

I listened to German again, many years after being a doctoral student in German history. The Schubert was awesome. The songs (Lieder) were beyond beautiful -- they were exquisite. I listened and something happened to me. I had my epiphany. I felt that the roof of the building came off and I was flooded in sunshine. I knew in an instant that my future and my life would be with Schubert and with music. My only music training was about four years at the piano, which ended at age twelve when I fractured my wrist (and when it healed I spent more time on my bike! A really dopey kid.)

But, where to start? The next day after hearing Prey I bought Dietrich Fischer-Diskau's *Book of Lieder* (dual German and English texts) and began reading the poetry that Schubert set. DFD is himself one of the great interpreters of Schubert's songs. I never owned a music book before. I did not own a CD player yet I went out

and bought three Schubert CDs. Talk about making yourself buy a piece of audio equipment.

Over the following four years I read nonstop -- probably two scholarly books a week and one composer biography. I still read about music constantly. I read journal articles in music, went to music conferences, recitals and concerts. Every non-working hour was devoted to Schubert and other music. I began to write reviews for the fan site of the German bass-baritone Thomas Quasthoff (end of the 1990s to early 2000s). He is a great Schubert interpreter and I adore the man's voice and musical intelligence.



I've acquired my own personal and significant music library, about 500 books, and also Lieder scores, and over 300 CDs of classical music -- and very heavy on the Schubert side. Schubert changed my life. I joined the Schubert

Institute-United Kingdom because there was no national Schubert society in the US. The SIUK published my first articles on Schubert. I was quite chagrined that the USA did not have a single national membership organization dedicated to Schubert. There were local organizations, mostly devoted to offering performances. So after trying to get an academic Schubert scholar to join me, I bit the bullet and incorporated the Schubert Society of the USA on my own and I was off and running.

It has been fascinating and frustrating, to be expected, and I've met such wonderful music scholars and performers and just plain old music and Schubert lovers like myself that I feel quite blessed.

# Miscellaneous 'Minders & Musings

Member **Claire Richter Sherman** curated an exhibition of her husband's bookbindings at the Walters Art Museum, Baltimore, April 15-July 16, 2006. The show is called *Interpretation by Design: Contemporary Bookbindings by Stanley M. Sherman*. An online version of the exhibition catalogue is available at <[www.shermanbookbinder.com](http://www.shermanbookbinder.com)>. The construction of the web site, which directly led to the exhibition was discussed by Claire in the summer, 2004 issue of *The Independent Scholar*.

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New Member **Conor McGrath** of Dublin, Ireland, has shared with us the March 2007 issue of the monthly newsletter of the Political Studies Association of Ireland of which he is the president. You can learn more about the PSAI and read the newsletter online at <[www.pesai.ie](http://www.pesai.ie)>.

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## A Website on Craft and Imagination in Biography

"On Writing Biography and Biographical Nonfiction" <[www.storydriven.net](http://www.storydriven.net)> is a personal-professional website that focuses on the practical aspects of researching and writing serious biography and on making biographical narrative both accurate and imaginative.

The website—called "StoryDriven.net" for short—is maintained by **Dona Munker**, a writer, independent scholar, and former trade book editor who is the co-author of *Daughter of Persia: A*

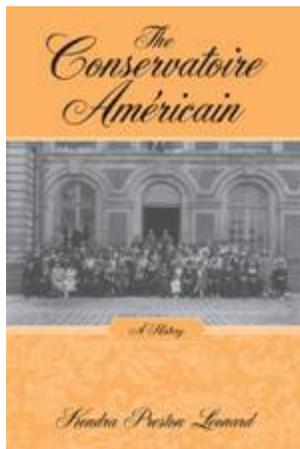
*Woman's Journey from Her Father's Harem through the Islamic Revolution*, a first-person narrative about an Iranian social worker Sattareh Farman Farmaian. Her current book (under contract to Doubleday), *Sara and Erskine, an American Romance*, is a biography of Sara Bard Field, a World War One-era California poet, suffragist, and "free-lover." On the "journal" page of her website <[www.storydriven.net/events.htm](http://www.storydriven.net/events.htm)>, Dona posts short excerpts from *Sara and Erskine*, then uses the selection or a comment by another biographer as a point of departure for discussing specific technical or creative issues that arise in constructing a biographical narrative. Her articles are available in a free email newsletter, "Imagining a Life," or online, <[www.storydriven.net/newsletter#ARCHIVE.htm](http://www.storydriven.net/newsletter#ARCHIVE.htm)>.

Dona began StoryDriven.net as a hobby that could also serve as a resource for other biographers and for students and teachers of nonfiction writing. As far as she can tell, at present it is the only web site on the Internet dedicated to the craft of writing serious biography and to what she calls "the imagination of the nonfiction mind." (She adds that if anyone knows of good web sites on similar or related subjects, she would welcome the information for her Links page.) Dona does not offer advice about individual projects, but since the web site's host organization will be offering blogware in the near future, she hopes to become more interactive soon. Until then, visitors are invited to send comments about anything on StoryDriven.net by emailing her or going to the discussion page: <[www.storydriven.net/disc.htm](http://www.storydriven.net/disc.htm)>.

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## ***The Conservatoire Américain: a History***

Fontainebleaustudies.org is pleased to announce the publication of *The Conservatoire Américain: a History* by **Kendra Preston Leonard** by The Scarecrow Press.



Copies are available by calling The Scarecrow Press at (800) 462-6420.

What reviewers are saying:  
 “Kendra Leonard’s *The Conservatoire Américain: a History* is a comprehensive chronicle of an historically important

institution that until now has been sadly neglected in the scholarly literature. Of special interest is Leonard’s assessment of Nadia Boulanger’s contributions to the school over several decades, from a vantage point more neutral and more comprehensive than that of Boulanger’s former students. The end result is a valuable, historically informed assessment of an institution that was once among the most important educational venues for American musicians. Leonard’s *History* makes it possible to appreciate and understand the conservatoire as never before.”

--Walter B. Bailey, *Chair of Musicology, Shepherd School of Music, Rice University.*

“Kendra Preston Leonard has finally covered the famed Conservatoire Américain in the detail it deserves. This book is an important read for anyone interested in American music of the twentieth century, the training of American composers, and in music education in general.”

--Paul Laird, *Professor of Musicology and Director of Musicology Division, University of Kansas.*

“Kendra Leonard’s detailed historical study of the Conservatoire Américain provides the most thorough discussion to date of this important institution. It illuminates the triumphs, challenges, and strong personalities of the school’s rocky history, expanding our understanding of an important chapter in Franco-American relations.”

--E. Douglas Bomberger, *Chair of Fine and Performing Arts, Elizabethtown College.*

“Leonard’s history of the Conservatoire Américain at Fontainebleau fills an important gap in scholarship. It is also the first essay, to my knowledge, that examines objectively the force that was Nadia Boulanger and the resulting ‘cult of Boulanger’; it does so by separating (as much as is possible) Boulanger the teacher and musician from Boulanger the complex personality. Too many other discussions of Mademoiselle and her work have been tainted either by excessive (and sometimes false) sentiment or by animosity engendered by personal emotional injury. Leonard succeeds in balancing interest and scholarly distance and perspective.”

--Edward R. Phillips, *Professor, University of Guelph.*

## **Are you a wandering scholar?**



Would you consider sending in periodic reports on your experiences as a traveling independent scholar? Just by identifying yourself as an independent scholar and as an NCIS member is wonderful publicity for us. We would like more of our members to write us about your work far afield and encounters with foreign academics and scholars who may be unaware of NCIS. Submit your traveling experiences to Linda Lucas, editor, TIS, at <linda-lucas@charter.net.>

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NCIS works to facilitate the interaction of independent scholars with libraries, research facilities, funding sources, and professional organizations. NCIS is an affiliate of the American Council of Learned Societies.

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### **Guidelines**

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August 15

November 15

February 15

May 15

### **Comments and concerns**

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