



INDEPENDENT SCHOLARS

THE INDEPENDENT SCHOLAR VOL. 22, NO. 3 — FALL 2008

The newsletter of the National Coalition of Independent Scholars

LETTER FROM THE PRESIDENT Fall 2008

This will be my final letter to you, since my term as president expires at the conclusion of the October 2008 Board meeting. It has been an exciting and sometimes frustrating two-and-a-half years (I spent the first six months as a fill-in) with my eye always on the goal of making NCIS the best it could be in its very own independent way. I could have done nothing without the constant support during these years of Kati Lynn, Tom Snyder, and Kendra Leonard; Kendra joined the team when she assumed the vice presidency. I send you—Kati, Tom, and Kendra—my most heartfelt thanks and appreciation for your wisdom, experience, commitment and dedication. Your hard work and plain old slogging through the issues and tasks are astounding to me. You truly fulfill the ideal of service to NCIS. I don't know of a better bunch of people to have worked with. You really made my job so much easier and

your own jobs so much harder by taking on a huge burden of work.

(continued on the next page)

FEATURED IN THIS ISSUE

- ❖ 2008 NCIS Conference Schedule
- ❖ NaNoWriMo 2008
- ❖ The Art of Biography, Part Six
- ❖ Yvonne Groseil on Teaching English as a Second Language
- ❖ Calls for Papers, Member News, and More

I must thank David Sonenschein for meeting the constant demands we made on him as our database manager (just one of his several hats, another being Book Review Editor); his long experience on the NCIS Board was a terrific anchor for us. Speaking of hats, Kati's are Secretary, Membership Chair, and Official Purveyor of Hungarian Salami. Tom, likewise, is doing his stint as Treasurer, Chair of the Communications Committee, and webmaster *pro tem* (and enjoying it all as a new grandpa to Carina). In addition to being vice president, Kendra is working really hard as the Conference Coordinator for the October 25–26 Conference in Berkeley, CA. In that regard, Kendra has Kati and many other great people out on the West Coast breathless with conference organizational tasks. You know who you are! Thank you, all.

Speaking of the Conference, I urge you to register online at our Web site and spend some of the beautiful October weather California has to offer at the national conference. Berkeley and the conference venue itself are worth the registration fee. I will have the opportunity to join you in hearing some fine presentations, to meet you, and to thank you personally for your commitment to NCIS.

On that note, I urge you to renew your membership in NCIS, to volunteer to work for NCIS (including running for the Board and for office), and to spread the word about independent scholars and the important work we do. Thank you for sharing the ride. ❖

– Janet Wasserman

(TIS would like to extend sincere thanks to Janet for her time and dedication to NCIS, and wish her the best in future independent scholarly endeavors. – Ed.)

2008 NCIS BOARD ELECTION RESULTS

In reporting the results of the 2008 NCIS Board Election, the Tellers Committee has certified that the following individuals have been elected to the Board of the National Coalition of Independent Scholars for the 2008–2010 term:

- ***Linda Brown Holt***
- ***Susan B. Iwanisziw***
- ***Kathleen Carlton Johnson***

The October Board meeting will be held in Berkeley, CA, on Friday, October 24, 2008, from 10 a.m. to 5 p.m., and will be followed by a Board dinner from approximately 7 to 10 p.m. The meeting will be held in conjunction with the 2008 NCIS Conference. Current and new Board members are hereby requested to attend.

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LETTER FROM THE EDITOR

I wish I could say that I'll be seeing fellow NCIS members at the upcoming conference at UC-Berkeley, but I regret to say that I'll be preparing a paper presentation for another conference in Chicago on the following weekend and won't be able to attend. I do hope that everyone who attends has an excellent time, and I wish all the best to those who will be presenting papers! If you think you might be interested in attending, this quarter's issue of *TIS* contains a detailed conference schedule and links to provide you with more information about attending.

Now that summer has wound down, it seems an appropriate time to start looking ahead to 2009 and planning where the coming year will take us. Some of you may be finalizing manuscripts for review or publication, some of you may be scraping together the funds to organize research trips or planning for upcoming conferences. Whatever happens to be waiting for you in 2009, now is definitely the time to start preparing for it and determining where you want to be in your independent scholarly work at this time next year.

In this issue, you will find information on National Novel Writing Month, suggestions on independent bookshops to visit if you happen to be traveling through London, and articles written by NCIS members. I've received a number of excellent suggestions and offers for articles in upcoming issues, and I'm still attempting to sift through all of them and organize them by issues. At some point in 2009, I may put out a call for articles on specific topics—but I'm getting a little ahead of myself there.

I'm well aware that I'm still finding my feet as editor, and as a result I very much appreciate the patience and helpfulness of fellow NCIS officers and members. For now, I hope you enjoy this issue—I'll start on the next one right away! ❖

— Shannon Granville

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Looking for previous issues of *The Independent Scholar*? The officers and editorial staff are working to make back issues of *TIS* available for members on the NCIS Web site at <www.ncis.org>.

THE 2008 NCIS CONFERENCE

This year's conference will be held **October 25 and 26, 2008**, in **Berkeley, CA**, at the Easton Hall Conference Center at the Graduate Theological Union (on the "holy hill") at University of California–Berkeley. Full information on the conference venue, housing options, travel guidelines, registration, special events, and a program are all available at NCIS Conference Web page at <www.ncis.org/conference.htm>.

On **Saturday, October 25**, a book table will be set up to allow authors to display and sell their books. Interested authors should bring copies of their books or have them shipped in advance to NCIS at **PO Box 838, St. Helena, CA 94574**. Conference participants will be able to purchase books via cash or check, and authors will receive 90 percent of proceeds, with 10 percent going to NCIS to help fund future events. Authors will need to make arrangements for return shipping of any unsold copies following the conference.

SCHEDULE OF EVENTS

Friday, October 24, 2008

10:00 a.m. – 5:00 p.m. Board meeting

Saturday, October 25, 2008

Papers and Presentations

8:30 – 9:30 a.m. Session 1a: Music and Art — Classroom A

Mary C. Wilson, chair

Carol K. Baron, "Rethinking Music History and Biography in Early Modern Germany: Interactions and Discrepancies between German Political Historiography and German Musicology"

Elliot D. Wise, "'Sponsa Christi': Poor Clares and Mystical Marriages in Robert Campin's *Betrothal of the Virgin*"

8:30 – 9:30 a.m. Session 1b: Exploring Issues in Biography — Classroom B

Marilyn Färdig Whiteley, chair

Catherine La Courreya Blecki, "Philanthropy and Ambition: Francis Bacon's *The Advancement of Learning* (1605)"

Eike Reichardt, "Karl August Lingner (1861–1916): International Mouthwash Magnate, Philanthropist and Innovator of the Textbook-Style Exhibit"

9:30 – 10:00 a.m. Break

10:00 – 11:30 a.m. Session 2a: Cultures and Politics — Classroom A

Mary Ann Irwin, chair

Moonjoo Kim, "Edmund Burke's Irish Letters"

Magid Shihade, "Communal/Ethnic Conflict/Violence as a Modern Structure: Problems of Definition, and Theorizing, and an Alternative Approach"

Celeste Lipow MacLeod, "What Fanny Saw: Mrs. Trollope's infamous book on young America and its enduring relevance"

10:00 – 11:30 a.m. Session 2b: Discovering California History (sponsored by IHS) — Classroom B

Katalin Kádar Lynn, chair

Maria Sakovich, “Deaconess Katharine Maurer: ‘Missionary among Immigrants’ at San Francisco’s Angel Island Station”

Monica Clyde, “German Pioneers in Gold Rush California”

Jeanne Farr McDonnell, “Juana Briones of 19th Century California”

11:30 a.m. – 12:00 p.m. Break

12:00 – 1:00 p.m. Keynote address by Stanley Chodorow

1:00 – 2:30 p.m. Lunch break

2:30 – 3:30 p.m. Session 3b: Rue Ziegler, Making Research a Business — Classroom B

3:30 – 5:00 p.m. Session 4a: Bay Area History — Classroom A

Catherine La Courreye Blecki, chair

Barbara Fisher, “The Politics of Medicine and Benevolence Among Nineteenth-Century Women in San Francisco”

Mary C. Wilson, “LandMarks: The Forms of History”

Mary Ann Irwin, “Making Sex Safe for the Married Man: Prostitution and the San Francisco Municipal Clinic, 1911 to 1913”

3:30 – 5:00 p.m. Session 4b: American HerStory Around the World — Classroom B

Tisa M. Anders, chair

Tisa M. Anders, “The Creation of Sugar Culture: Western Nebraskan Women as Example”

Marilyn Färdig Whiteley, “‘May God Forgive Us!’: Mission and Indian Rights in the Work of Isabel Crawford”

Kathleen Sheldon, “No more cookies or cake now ‘C’est la guerre’”: An American Nurse in Turkey, 1919 to 1920

5.00 – 7.00 p.m. Wine and Cheese Reception (Easton Great Room, Easton Hall Conference Center)

7:00 p.m. Dinner

Sunday, October 26, 2008

Workshops

9:30 – 10:30 Session 6a: CV and grant-writing workshops with Catherine La Courreye Blecki and Judith Strupp Green — Classroom A

10:30 – 11:00 Break

11:00 – 1:00 Session 7a: Roundtable open discussion; participant-driven — Classroom A

Optional event: UC Berkeley Walking Tour led by Georgia Wright at 10 a.m.

(e-mail Joanne Lafler at <jwlafler@ix.netcom.com> by October 15 to sign up)

Optional event: Wine tour departs from Graduate Theological Union at 10:45 a.m.

PRESIDENTIAL LIBRARIES AS SOURCES

David Reno

The National Archives in Washington, DC, has two entrances. The most popular is on the Mall, which leads tourists and students to the hall displaying the Declaration of Independence, the Constitution of the United States of America, and the Bill of Rights. The other entrance on Pennsylvania Avenue, marked by the words “What’s Past is Prologue,” leads researchers into the archives section.

The National Archives, or more exactly the National Archives and Records Administration, administers the 12 Presidential Libraries in the United States. Located in different states, the Presidential Libraries are often overlooked sources of material. Although their collections are primarily papers on the administrations, the Libraries also contain other collections.

The following are a small sample of the unique collections in Presidential Libraries:

- The *Herbert Hoover Library* in West Branch, IA, contains the papers of novelist Laura Ingalls Wilder, author of the *Little House* series. The museum has an exhibit on Wilder. When I visited a few years ago, it also had an excellent exhibit on the popular culture of the 1960s.
- The *Eisenhower Library* in Abilene, KS, contains portraits drawn by Ike when he relaxed. The archives also contain letters between Eisenhower and American Library Association President Robert B. Downes, regarding censorship. The letters led to Ike’s Dartmouth speech, “Don’t join the book burners.”
- The *John F. Kennedy Library* in Boston, MA, also contains the Ernest Hemingway Collection. Mary Hemingway was going to donate the papers to the New York Public Library (NYPL). However, NYPL had a policy of dividing a collection and placing books in one section, letters in another, and magazines in yet another. Mary wanted the collection in one place for researchers. When NYPL declined to change its policy, Jackie Kennedy suggested the JFK Library. Today the Hemingway/PEN and Winship Awards are presented every spring. The Hemingway/PEN award goes to the best original work of fiction; the Winship, named for the family that originally published the *Boston Globe*, goes to the best book by a New Englander or about New England.
- The *Lyndon B. Johnson Library* in Austin, TX, contains the papers of muckraking newspaper columnist Drew Pearson. Pearson who was known as “The Scorpion of the Potomac” (along with less flattering names) exposed corruption in Washington, DC, during his long career. The LBJ Library had an exhibit on Pearson, who today is best remembered for reporting Gen. George S. Patton slapping a sick soldier. (The incident was featured in the film *Patton*.) The LBJ Library also has the dicta-belt record of Johnson taking the presidential oath of office, administered by Federal Judge Sarah Hughes, whom he helped to appoint.
- The *Richard Nixon Library* in Yorba Linda, CA, has been taken over by NARA. I visited it previously. The exhibit on Watergate was a brief for the defense. The museum contains Nixon’s childhood home and grave. The Presidential papers reside at the National Archives’ new building in College Park, MD. The Nixon museum is a work in progress as of this date.
- The *Gerald Ford Museum* in Grand Rapids, MI, contains the burgling tools of the Watergate burglars—or bunglers. Ford and Nixon share one other similarity. Both have their papers in other locations. Gerald Ford’s papers are at his alma mater, the

University of Michigan in Ann Arbor. The Museum contains an explanation of how the unelected Ford became president via the 25th Amendment.

The Presidential Libraries provide a service of bringing politics and government to the people who haven't visited Washington. There are programs of exhibits, forums of current events, and other activities that are popularly publicized. The collections are less well known, but worth checking out for any independent scholar. ❖

NATIONAL NOVEL WRITING MONTH (NANOWRIMO): NOVEMBER 2008

According to an old saying, the only way to become a better writer is to start writing and keep writing. Even if the writing is bad (by your standards), getting into the habit of writing encourages you to keep going, forcing you to take your rough ideas and set them down for now so you can polish them at a later date. This philosophy applies to just about any kind of writing—and it's the underlying principle behind National Novel Writing Month (abbreviated to NaNoWriMo), which takes place in November.

According to the NaNoWriMo Web site, <www.nanowrimo.org>:

National Novel Writing Month is a fun, seat-of-your-pants approach to novel writing. Participants begin writing November 1. The goal is to write a 175-page (50,000-word) novel by midnight, November 30.

Valuing enthusiasm and perseverance over painstaking craft, NaNoWriMo is a novel-writing program for everyone who has thought fleetingly about writing a novel but has been scared away by the time and effort involved.

Because of the limited writing window, the ONLY thing that matters in NaNoWriMo is output. It's all

about quantity, not quality. The kamikaze approach forces you to lower your expectations, take risks, and write on the fly.

Make no mistake: You will be writing a lot of crap. And that's a good thing. By forcing yourself to write so intensely, you are giving yourself permission to make mistakes. To forgo the endless tweaking and editing and just create. To build without tearing down.

The first NaNoWriMo took place in July 1999 among a group of writers in the San Francisco Bay Area. Thanks to word of mouth and an Internet presence, the project has spread beyond the West Coast and outside North America, as writers and would-be writers took the initiative to start their own novel projects. The NaNoWriMo Web site offers authors an encouraging environment for moral support, encouragement, and the occasional motivational kick in the rear. Several NaNoWriMo authors have even had their works published, though eventual publication isn't necessarily the expected outcome. All that really matters is the act of writing.

How can you participate in NaNoWriMo? You don't have to join the NaNoWriMo Web site, or any other writing group for that matter: you simply have to start writing on the first of November and keep writing until the end of the month. An average output of 1,600 words per day—about six double-spaced computer pages—will put you well on track to hitting the 50,000-word target by the end of the month. Of course, the novel in question does not have to be a work of fiction, even though fiction-writing may make it a little easier to draft a plot, characters, and possible chapters to organize the writing process.

Do you intend to participate this November? There's still time to consider it—and if something good comes of it, do feel free to contact *The Independent Scholar* to let your fellow NCIS members know about the results of this November's mad dash for words on a page. ❖

THE ART OF BIOGRAPHY, PART SIX

Mahala Yates Stripling

Editor's Note: *This six-part series on the art of biography derives from Stripling's conference presentations and university lectures given over a 10-year period. It shows the process from choosing a subject to researching, interviewing, and transcribing—and the equipment required—to the multitude of daily stylistic and ethical choices a biographer must make while writing. It addresses the special concerns when the subject is living. The series concludes with finding a publisher, and the final proof editing and marketing of the biography.*

This final part describes Stripling's step-by-step process researching and writing Richard Selzer: A Literary Biography. It concludes with its publication.

VI. The End Game: Design Matters and the Author-Publisher Partnership

After obsessively chipping away for more than 10 years—far longer than most sculptors spend attacking a block of granite—I've come to the end game of Volume I of my biography. In a final read-through, I'm paying close attention to details: does a captivating idea flow from each topic sentence, and in looking over the footnotes, can I consolidate some, integrate others into the body, or eliminate a few? But more important, I'm scrutinizing how I dramatize Selzer's life. He pulled himself up by his bootstraps from a poverty-stricken life, just as his father had, to become a famous Yale surgeon-writer. In telling his life story, have I engaged my reader with a carefully constructed plotline from his birth, youth, love interests, career, family, and into middle age? There's the requisite sex and a lot of romance. The suspenseful events are legion, including a nearly Hollywood-scripted life-after-death experience. This project has been a test of how much I understand humanity and can explain the medical world, but it's also made me appreciate a life well-spent often in the service of others. This said, I know that hints of an author's emotionality tend to distance the reader, so, ideally, my feelings will be buried as subtext so as not to eclipse objectivity. This is not an "authorized" biography, so Selzer has not looked over my shoulder with the right of review. But he

has been fully cooperative throughout the process, saying to tell his story "warts and all"; he only asked that he keep the affection of his readers. Paradoxically, while it's necessary to show Selzer's "grit" to make him a worthy subject, it tests his request and our friendship.

I look across the room where my manuscript, a ream high, sits proudly in its wicker basket, begging to see the light of day. In submitting it to the press, I'm continuing an author-publisher partnership that started with my first query. I'm following the press's Web site guidelines for submission, and I'm red-flagging any areas of concern in the manuscript for my editor. This includes noting questions on fair use, checking for libel/false light issues (reputations are at stake here), and highlighting previous (redundant) scholarship where another's sweat-of-the-brow ownership claim might pop up. A final check on permissions, including for old newspaper photographs, is ongoing. Once the manuscript is accepted, I'll negotiate a contract. In lieu of an agent, my intellectual property attorney will review what will be a boilerplate contract with add-on clauses, anticipating the concerns of a multivolume submission (two volumes and a third, edited and revised combined edition). I will retain movie rights. But in particular, Dr. Selzer suggested to me: "Probably you will want a publisher's guarantee that the book(s) will be kept in print for a good while, say 50 years? I say that, at the suggestion of my Yale English professor friends who feel that my reputation will take a while to come into its own. The feeling is that I will be around for a good long while. I'm so pleased to hear that."

I'm not turning off my computer just yet, but it's time to think of marketing. I'm the expert on who the audience is, and my book back matter directs me to it. The acknowledgments and subject index I'm generating help develop the market and locations for book tours, as will the publisher's carefully filled out author questionnaire. On the practical side, I'm testing new hairstyles for the book jacket photo and will get an audience's reaction to my talk—I recommend a local Toastmaster's Club or

“people-trainer”. Each audience is unique, and I’ll adapt my talk to particular interests and media. My first lecture on the biography, “Richard Selzer in the Twenty-First Century,” scheduled in Cleveland this October, addresses the annual meeting of the American Society for Bioethics and Humanities. I’ll mark up a five-minute passage from my prepublication manuscript to read. Even in Truman Capote’s reedy thin voice, there’s nothing to compare to an author’s reading his/her own material. But I’ll edit this written material, eliminating distracting clauses, descriptive phrases, anything that would “take out” a listening public. A table of contents, flyers, and book order sheets will be available as handouts. When it’s published, I’ll submit a photo of the book cover and announcement of speaking engagements to the NCIS’s Web site.

A last caveat. Surely bits and pieces—descriptive elements or an engaging quotation—will crop up, ad infinitum, begging to be added. But at this time I’ve placed my rewriting on hold, taking the advice of a scholarly friend: “You don’t need all the Tinkertoys to play.” I realize that the book won’t be thoroughly “cooked” until after the press editor and two outside readers have a go at it, and there’s another pass or two of the proof to fuss over. My final checklist: do I inform, entertain, and move my reader?

I look around my study. Massive amounts of material gleaned for Volume I are now stored out of the way, stacked neatly in boxes to make room for the next big push into Volume II. Amidst all this ongoing activity, my attention has already begun to shift to *Richard Selzer: A Literary Biography (Living by his Wits Alone)*. ❖

Visit <www.ncis.org> for links to our affiliate organizations and a Web-based form to contact the NCIS officers with your questions, comments, or suggestions.

NCIS WEB SITE: REMINDER

Just a quick reminder to members about the login procedures for the Members Only section of the NCIS Web site. Members can log on to the section by following these steps:

- 1) Go to <www.ncis.org>;
- 2) Click on the “Members Only” tab on the left side of the NCIS home page;
- 3) In the “User Name” field, enter your first initial and last name (no spaces);
- 4) In the “Password” field, enter your first initial, last name, and the number 201 (no spaces).
- 5) Click on Submit.

Example:

User Name: XZygochich

(zxygochich will work, too)

Password: XZygochich201

(xygochich201 will work, too)

To change or update your personal information, click on “Update Your Information.” Simply type in the new information and click on the “Submit Changes” tab at the bottom of the page. We will soon add a Change Password feature to enhance site security. Check back on the site in a couple of weeks. Enter the Members Only page just as you did today, then follow the prompts to create your unique password. Once you’ve changed your password, use it each time you want to log in to the Members Only section.

On the Members Only page, check the tabs on the left. Click on the “Independent Scholar” tab, and you will be able to select the most recent editions of *The Independent Scholar* for online reading. We intend to add other features to this page within the near future.

Special thanks go to Tom Snyder, Kendra Leonard, and Kati Lynn for their work on this new section of the NCIS Web site. ❖

HOW TEACHING ENGLISH AS A SECOND LANGUAGE BECAME A PROFESSION

Yvonne Groseil

(This paper was presented at the NCIS 2006 conference “Scholars Without Borders.”)

Three years ago, in 2003, I decided that working full-time was definitely a bore and that retiring on Social Security was definitely impossible, so I looked around for a pleasant part-time occupation. Teaching English as a second language seemed perfect, but I quickly learned that many organizations would love to have me as an unpaid volunteer. If I wanted to be paid I had to have either a Master’s degree or a certificate in the field, so I enrolled in the Hunter College M.A. Program in TESOL. TESOL stands for Teaching English to Speakers of Other Languages, and it is the most widely used expression in the field. Many of our students already speak two or three languages, so English is hardly their second language, and for students in other countries, English may be a *foreign* language rather than a *second* one.

I thought I was just taking up an occupation, but I soon found that I was being socialized in a profession. A profession may be defined as having a certain monopoly in the marketplace due to the special training of their members and the credentials attesting to that training, “corporately organized occupations to which specialized knowledge, ethicality, and importance to society are imputed...”¹ In this definition, I follow Eliot Freidson, a sociologist and scholar of professions, who saw professions as particular social/economic formations of the late capitalist, postindustrialist political economy. In this paper, however, I am not going to focus on social theory; rather, I want to examine the dynamics of one particular instance of professionalization, that of TESOL.

People have been teaching the English language to non-native speakers for a very long time. Howatt, in his definitive history of the teaching of English, says that the teaching of English for purposes of trade began in the 16th century.² In the United States, we know people were learning and teaching English from the beginning of colonization, although documentation and specifics about methods and materials are sparse. Successive groups of immigrants learned English in a variety of places such as settlement houses, churches and night schools while their children generally were totally immersed in English-only public school classes. The Bureau of Indian Affairs boarding schools taught English to Native American pupils who were not allowed to speak their own languages. None of these English teachers had degrees or certification in TESOL, although many did have expertise in other areas of teaching and scholarship. TESOL certification is a phenomenon that comes on the scene only within the past 40 years.

I date the beginning of the professionalization of TESOL to the founding of the TESOL organization in 1966. Indeed, one of the reasons most strongly articulated by the founders for establishing the TESOL organization was to advance the professionalism in the field. Although, as I shall make clear later, I do not consider the TESOL organization the only actor or the only cause in the professionalization of the field, I submit that it has been a major player in the process and we can see its role in facilitating and shaping the direction of the development of TESOL professionalization.

The TESOL organization was founded by representatives of five organizations engaged in various ways in the teaching of English to non-native speakers: the Center for Applied Linguistics, the Modern Language Association of America, the National Association of Foreign Student Affairs, the National Council of Teachers

¹ Eliot Freidson, *Professional Powers: A Study of the Institutionalization of Formal Knowledge* (Chicago: University of Chicago Press, 1986), 34.

² A.P.R. Howatt and H.G. Widdowson, *A History of English Language Teaching*, 2nd ed. (Oxford University Press, 2004), 12.

of English and the Speech Association of America. The groundwork for the founding of TESOL had taken place over the four previous years, as members and leaders of these organizations had discussed concerns of teachers and administrators of programs for teaching English to speakers of other languages at three special conferences. Central concerns at these conferences and in the founding of TESOL were: (1) the need for a professional organization of teachers of English to speakers of other languages; (2) the need for a pedagogical journal devoted to issues and research of concern to these members; (3) “The need for a register of specialists that might be helpful to foundations, government agencies, and universities in their attempt to cope with the ever-growing need for qualified personnel in the area of TESOL.”³

Thus we see that from the beginning, one of the purposes of the TESOL organization was to identify who was “qualified” to teach at various levels, or as Freidson would put it, gaining a monopoly on the labor market in this field.⁴ The qualifications for such a position would involve completion of certain educational requirements, thus further strengthening the role of TESOL in defining the teacher education program.

The strongest impetus that led to the 1966 organization of the TESOL organization came from The National Advisory Council on Teaching of English as a Foreign Language (NACTEFL). This was a non-governmental body made up of distinguished leaders in the field from academic, government and other agencies concerned with teaching English to speakers of other languages in the US. The Council studied reports from governmental and other sources and made recommendations to those agencies. In 1964, in addition to representatives from several universities, members of the Council included The Asia Foundation; Modern Language

³ James Alaitis, “The Early History of TESOL,” *Teachers of English to Speakers of Other Languages (TESOL)* (n.d.), <www.tesol.org/s_tesol/sec_decoument.asp> (accessed November 21, 2005).

⁴ Freidson, 59.

Association; the Center for Applied Linguistics and other academic organizations; and U.S. government agency representatives from the U.S. Agency for International Development, the Peace Corps, U.S. Office of Education, U.S. Information Agency, and the Bureau of Indian Affairs. The teaching of English had become an issue of national concern, and the Council realized that the creation and maintenance of such a register required a permanent organization.⁵ The TESOL organization began in 1966 with 337 charter members. Twenty years later, there were about 11,000 members.⁶ Today the membership stands at more than 13,000. The percentage of members outside the US has grown steadily, from about 2% of the total in 1986 to about 22% today.⁷ The TESOL organization was deliberately titled with no reference to “American,” or “national” in its name because the founders were aware of the global nature of English and they sought from the beginning to be inclusive of English teaching abroad as well as within the United States. The *TESOL Quarterly*, a refereed journal, and a newsletter (now called *Essential Teacher*) with news and brief articles of interest to members, were published from the beginning of the organization and played a significant role in its continuity and growth. Publications, an annual convention, information on job opportunities, Special Interest Groups and regional affiliates are all enhancements of value to members.

As a membership organization, the leadership of TESOL is elected by its members, and there are a number of very active committees, including those on standards and professional development. The quality of teacher education has been a deep concern for TESOL since the beginning of the organization.

TESOL has taken an active role in social and political issues, such as bilingual education,

⁵ Alaitis, n.d.

⁶ James Alaitis, “The Growth of Professionalism in TESOL: Challenges and Prospects for the Future,” *TESOL Quarterly* 21 (1987):10.

⁷ TESOL, <www.tesol.org/s_tesol/bin.asp?CID=1199&DID=6174&DOC=FILE.PDF> (accessed June 1, 2006).

immigration, naturalization and similar areas in which the organization has issued policy statements and reports over the years. TESOL has continued to work with the US government in many areas, such as the preparation of materials for teaching English abroad for the USIA in the 1980s. TESOL has also taken a strong stand on lobbying for certification of ESOL and bilingual teachers in public schools, for establishing standards for adult programs in English language and literacy, and for the creation of standards for teacher education programs in this field. Today, there are about 400 programs for certificates, Master's or doctoral degrees in the US and Canada.⁸

The demand for ESOL teachers around the world continues to grow, as English becomes the lingua franca within and between nations and in commerce and now especially of the Internet. Some statistics from 1997 show that more than .014 billion people live in countries where English is dominant.⁹ This number does not include the thousands of students who study English as a foreign language or the professionals, students and visitors in the United States who learn the language for their own purposes. Writers in *TESOL Quarterly* and elsewhere now refer to "Englishes," the national variations of English that have developed in a number of countries. In the US, the demand for English language teachers continues to grow, both in crowded public school classrooms and on waiting lists for adult programs. At the same time, the demand for teachers with MA degrees or certificates in TESOL becomes more insistent as job openings increasingly require such professional credentials.

Clearly, TESOL has been very successful in its organizational aims, and all signs indicate that it will continue to be so. Although there are still many ESOL teachers with degrees in fields other

⁸ Ellen Garshick, ed., *Directory of Teacher Education Programs in TESOL in the United States and Canada* (Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc., 2002), 2.

⁹ Tom McArthur, *Oxford Guide to World Englishes* (Oxford University Press, 2002), 3.

than TESOL, most of them have been in the field for a number of years; more and more job notices today for teachers and directors of ESOL require TESOL backgrounds. From the point of view of obtaining a growing monopoly on the job market for ESOL, TESOL is strong and getting stronger. Similarly, the efforts of the TESOL organization to set standards for programs and for teacher education continue and seem to be increasingly successful. The TESOL organization has been busy, diligent, organized and efficient, and it deserves to be congratulated upon its successes.

However, the TESOL organization was not operating in a vacuum, nor is it only the creation of the ability and efforts of its members and leaders. At this point, we need to look at the larger picture, the socioeconomic and political background. I can only suggest here some of the factors that I believe were most influential in providing a favorable setting for the work of TESOL, Inc.

Growth and changes in the patterns of immigration were a great factor in increasing the need for more and more varied English language teaching. The Immigration Act of 1965 did away with rigid quotas and opened the US to large numbers of immigrants from Asia. In 1970, the foreign-born population of the United States was 9.65 million, a record low of 4.7% of the total population. By 1997, the total foreign-born population was 25.8 million, an estimated 9.7 percent of total population.¹⁰ These numbers have continued to increase: for 2003, the U.S. Census Bureau reports a total of 33.5 million foreign-born, an estimated 11.7 percent of the total population of the U.S.¹¹

¹⁰ Campbell J. Gibson and Emily Lennon, "Historical Census Statistics on the Foreign-Born Population of the United States: 1850 to 1990," U.S. Census Bureau (1999), <www.census.gov/population/www/documentation/twps0029/twps0029.html> (accessed June 5, 2006).

¹¹ Luke J. Larsen, "Current Population Reports: The Foreign-Born Population in the United States: 2003," U.S. Census Bureau (August 2004), <www.census.gov/prod/2004pubs/p20-551.pdf> (accessed August 6, 2007).

Legislation, from the Economic Opportunity Act of 1964 to the Workforce Investment Act of 1998 and later, emphasized adult literacy and English language lessons as preparation for productive employment and provided funding for adult education. Nearly one half of the adult education students today are in English language classes.

The Lau decision in 1974 supported demands for bilingual education, and the legal requirements to satisfy the decision brought the federal government ever more deeply into the state and local schools and teacher preparation. This activity was continued through the Equal Educational Opportunity Act of 1975 and subsequent legislation right down to the No Child Left Behind Act of 2001.

This is just a brief overview of some of the federal government actions that have resulted in funding for expanding programs in English language. The requirements for assessment, reports and standards that have come about as a result of these programs have been the subject of TESOL organization studies and publications as well as partly the result of TESOL organization's efforts to provide such materials to the government agencies.

In addition, we have to look at the great changes affecting higher education which has expanded steadily since the post-World War II GI Bill of Rights which brought not only a larger numbers of students but new kinds of students. They were older, more focused on careers, many of them already caught up in the workforce and facing family responsibilities - quite unlike the typical adolescent, privileged college student of the pre-war period. Higher education grew in all dimensions - in course offerings as well as in numbers, as competition among schools increased their responsiveness to students' demands. During this period we see new interdisciplinary courses, majors and departments: Communications, Women's Studies, Black Studies, American Studies. In these circumstances, it is not surprising that courses in TESOL grew rapidly, in response to the expanding job market in this area. The TESOL

organization hastened to set standards for the preparation of teachers as well as standards for the programs for language teaching for children and adults.

Today's social and political climates increase the opportunities for the TESOL organization to continue its work of professionalizing the field of English language teaching. Since President Bush and Congress are determined to see that everyone speaks English, there will have to be more and more programs, more and more funding for them. TESOL has now been established as an academic program, with degrees and certification, and the TESOL organization has plans to continue its efforts in this field, both by lobbying for the expansion of programs, by supporting bilingual education and by tightening the pressure for certification and standards for the programs and for teacher education.

To summarize, I have described the development of a professional organization and provided some overview of the causes and conditions that enabled its development. Many questions remain, from broader issues like the significance of professionalization in the political economy of the United States to more specific concerns such as the role of professional organizations in defining the intellectual and methodological direction of their fields.

Yvonne Blanche Groseil has, since her dissertation on the subject, done research in the anthropology of American Protestantism, Methodist women and missions as well as other interests including development of parks and public gardens, and changes in the delivery in U.S. medical care. ❖

Are you interested in submitting an article to *TIS*? If so, please e-mail a brief description of the article and a proposed length to <slgranville@gmail.com>. The submission deadline for the Winter 2008 issue is November 15—however, articles for publication in a later issue are more than welcome.

INDEPENDENT SCHOLARS SUPPORT INDEPENDENT BOOKSHOPS

Good as it is to inherit a library, it is better to collect one.

— Augustin Birrell (1850–1933), “Book Buying,”
Obiter Dicta (1888)

LONDON

Finding independent bookshops in London is by no means a difficult task, but it is not quite as easy to select a handful of shops that truly stand out from the crowd. A good starting place for investigating bookshops before you arrive in London is the detailed book section of the *Guardian* newspaper’s Web site, available at www.guardian.co.uk/books/bestbookshops. The *Guardian*’s list of independent bookshops also contains reader recommendations that give a bit of information about the content and services provided at the shop. The *TIS* editor can add her vote to a few of the shops on that list.

Charing Cross Road is one of the major book districts, with the well-known landmark *Foyle’s* (113–119 Charing Cross Road, London WC2H 0EB) and secondhand *Quinto Bookshop* (48a Charing Cross Road, London WC2H 0BB) as two of the street’s flagship stores. Further north, near to the British Museum, *The London Review Bookshop* (14 Bury Place, London WC1A 2JL) has been open since 2003, selling titles featured in *The London Review of Books* as well as other carefully selected works. The cake shop that recently opened next door offers readers with a place to sit and pore over a purchase in the company of tea and cakes. Other nearby book havens include *Arthur Probsthain* (41 Great Russell Street, London WC1B 3PE), which has been selling Oriental and African works since 1903, and second-hand bookseller *Judd Books* (82 Marchmont Street, London WC1N 1AG), located between Russell Square Tube Station and the British Library on Euston Road.

Another good area for browsing is Marylebone, around Baker Street and Marylebone Tube stations. Marylebone High Street has one of the most atmospheric bookshops in the city, *Daunt Books* (83 Marylebone High Street, London W1U 4QW; branches in Holland Park, Belsize Park, and Hampstead). *Daunt Books* specializes in travel books, both new and second-hand, as well as a selection of fiction and nonfiction. Closer to Marylebone Tube and rail stations is *Stephen Foster* (95 Bell Street, London NW1 6TL)—not to be confused with the name of a 19th-century American songwriter—which is another fine source for out-of-print and second-hand books.

London can be an expensive place to shop (regardless of how the various exchange rates are doing on any given day), and books are never an easy purchase to transport home. But London’s independent bookshops have a long history at the center of the trade in new and used books, with both general and specialist bookshops for just about any bibliophile. No matter how tight your travel budget happens to be, they’re worth a quick browse at the very least.

— Shannon Granville

Are you interested in sharing information about your favorite independent bookshops with your fellow independent scholars? *TIS* invites you to e-mail slgranville@gmail.com with a short description (preferably between 250 and 500 words) with your selections for independent bookshops that you think are especially worthy of note. Be sure to provide information about the location and the contents, and explain what makes the shop stand out to you. Readers are encouraged to submit information on multiple bookshops, especially for different shops in the same town or city. Submissions will be collected and included in forthcoming *TIS* issues. ❖

BOOK REVIEWS

A Zen Life: D. T. Suzuki, a documentary by Michael Goldberg (DVD, 77 min., 2006, Japan Inter-Cultural Foundation) with supplementary text. (\$40, available through <www.martygrossfilms.com>).

Michael Goldberg's DVD is both non-chronological and chronological; in effect, very Zen-like. A large number of interviewees talk about Daisetz Suzuki as they knew him years before, and about Zen as they understand it. The narrative voice-over traces his remarkable life: that of a "simple man" who brought Zen to the West while undertaking to understand Western philosophers and religions. Video might not seem like a good way to learn about an Eastern religion, but the accumulative effect of the different voices and the views and words of Daisetz Suzuki may offer more insights than reading about Zen first.

Goldberg worked on the video for five years, hunting down footage and interviewing people in Japan, the United States, and England. The video is a dazzling achievement. At one point Daisetz is asked about his own *satori* or awakening moment. He relates that it happened on the steps to his temple when he felt he was one with the trees. We see the steps up to the temple that we have seen before, but now they have a new significance. Later he differentiates *satori*, which comes from within, from what Christian mystics have described as their moments of enlightenment. Yet the Catholic priests who are interviewed find nothing strange in Zen. And Suzuki sent his granddaughters to Catholic school.

Eastern religions were first introduced to Americans at the 1893 World's Fair, but it was probably World War II, with its horrors so great that many questioned faith in God's care for the world and encouraged them to seek spiritual nourishment in Buddhism. The Beats took up Zen, and the poet Gary Snyder is among the interviewees. Psychoanalysts Carl Jung and Erich Fromm were sympathetic or even devoted. Philosophers, churchmen, and all matter of seekers were drawn to Suzuki and his simple,

calming, yet puzzling messages. Compassion, said Suzuki, is more important than wisdom while espousing detachment.

This remarkable man was still traveling to conferences across half the world in his 90's. By then he complained at having lost his powers to concentrate on a task like translations for more than two hours, so he laid out three tasks each day and switched from one to the other.

The valuable supplementary text, with comments by some of the interviewees as well as photos and brief identifications of them and reminders of many points, was funded by Yosef Wosk. An additional interview – a series of questions and Daisetz's answers (see the DVD menu) – allows viewers to increase their understanding of this extraordinary man and movement. Goldberg did some fund-raising here in the US under the aegis of NCIS, which is acknowledged in the credits. See *TIS*, vol. 20 (2006), #2/3, pp. 24f, and see <www.azenlife-film.org> for more details.

Reviewed by Georgia Wright

Bette W. Oliver. *From Royal to National: The Louvre Museum and the Bibliothèque Nationale* (Lexington Books, Plymouth, UK, 2007). 109 pp.

For those devoted to the Louvre or the Bibliothèque Nationale (BN), Bette Oliver's book will come as a treat. Oliver describes the transformation of the Royal to the National Library and the founding of the National Museum, then their growth under Revolutionary regimes and Napoleon. She sketches profiles of the ministers and directors in charge, and she traces the political maneuvers of those who were after their jobs. She outlines the political events that endangered the directors and, she might have added, the works in their charge. She praises the work of the Interior Minister Roland, whose remit included everything from provisioning Paris to finding personnel, volunteers for the

most part, to run the committees charged with preserving—or destroying—cultural artifacts.

The collections at the BN and Louvre increased as the Revolutionary government nationalized church property including libraries and treasuries and seized *émigré* collections. For more details and some of the negative effects of this collecting, one must turn to a book she has not cited, Emmet Kennedy's *A Cultural History of the French Revolution* (Yale University Press, 1989, pp. 212-234). Kennedy recounts the arguments concerning the preservation, destruction, or dispersal of books and documents. He describes how works of living French artists were banned from the Louvre because they were thought inferior to the older works and their inclusion might engender self-promotion and favoritism. Consequently, no paintings of the French Revolution, not even the great works of David, were to be exhibited there! Instead some 56 percent of the works in 1793, when the Louvre was opened to the public, was religious in theme at a time when the campaign for dechristianisation was heating up. That percentage was surely augmented when the loot from Belgium, Italy, Germany, and Austria was added. Kennedy suggests that the museum setting served to transform a religious experience into an aesthetic one.

The Committee for Bibliography began the task of collecting cards for an estimated ten million books in France, cards filled out mostly by unpaid amateurs. Some cataloguers, continually subject to differing and vague decrees, destroyed “feudal” documents, royal history, and Catholic books and manuscripts. Librarians knew, moreover, that if they sent the cards to Paris, they risked losing their treasures to the BN.

Napoleon confiscated artworks and books by the hundreds from conquered countries which Oliver sees as beneficial: “Despite his failure to reconfigure Europe, Napoleon had succeeded in enriching and adding prestige to both the national

museum and the library” (p. 67). She admits that after 1815, when the Allies demanded the return of these riches, the French managed to hide books, delay returns, and sometimes send things to the wrong country. The sources of the coin collections, I understand, were never identified; those coins not used to pay the troops are now housed in the Cabinet des Médailles, still in the “old BN” on the rue de Richelieu.

Oliver cites a single source for the history, Owen Connelly's *French Revolution / Napoleonic Empire* (Holt Rinehart, 1979). Connelly is enthusiastic about the Terror and the Empire because both furthered the centralization and thus the efficiency of the bureaucracy; his uncritical account unfortunately informs Oliver's. Nonetheless, her contribution in tracing the growth of these institutions, in portraying the work and trials of their personnel, and in describing many of the collections that were incorporated in their walls make this book well worth reading before visiting Paris. The “old BN” still houses manuscripts, medals, and prints, and you can still peek into its stunningly beautiful reading room.

Reviewed by Georgia Wright

Are you interested in reviewing books for *The Independent Scholar*? Or, alternately, have you published a book that you would like to see reviewed by a fellow independent scholar? Please contact *TIS* book review editor David Sonenschein at <dsncis@gmail.com> for further information and other guidelines regarding book reviews.

Book reviews printed in forthcoming issues will include photographs of the books in question, wherever possible. ❖

INDY TIMES: AFFILIATE LIAISON'S CORNER

Mahala Yates Stripling

Indy Colleagues,

Our affiliates are taking a summer newsletter break, or they have reported limited activities due to travel, so this column is brief but heartfelt. After writing 10 columns—from spring 2006 (Vol. 20.1) to fall 2008 (Vol. 22.3)—I have experienced a little of what journalists do. I've gathered information on Indies and their ideas and reported on how they affect the world. I'd like you to imagine me in the old (romantic) days, pacing in a large smoke-filled newsroom among the other harvesters of the news. And then, suddenly struck with the splendor of a new thought like a bolt of lightning, I race to my ancient Smith-Corona typewriter and feverishly click away. But my reality is much different. While I do hunker down in a room with half-drawn shades (not for the mood, but because it's blazing hot here in Texas) and crouch at my computer intent on meeting this deadline, my research has mostly been provided by affiliates, their newsletters, and Web sites, all easily accessible. My journalist beat has been, by-in-large, the Internet. But this column, like those of yesteryear, is an example of how a concept grows through the contributions of many others. A special shout-out goes to Mabel Macdonald, who came up with the descriptive name, *INDY TIMES*.

Friends, I'm signing off with this column, returning exclusively to my somewhat cloistered life as a biographer. It's been a fun change of pace for me to put my head into a journalistic type of literary genre or style, imagining what it would be like to have the worldwide adventures of Anderson Cooper and longing for the satirical insights of Jon Stewart. Instead, my mission, simply stated, has been to show how Indies learn from and support each other, and I have admired your wide array of activities and interests.

I thank the National Coalition of Independent Scholars for the privilege of serving as affiliate liaison for more than two years, and for the assignment of covering part of the story on independent scholarship.



A glimpse into my world. (The NCIS Web site homepage wallpaper inspired my trophy bookcase.)

An Indy Times exercise:

Write your memoir in six words. Mine is: "Wrote all day, night. Finished book." (See "The Art of Biography: Part 6," in this issue). Now, I challenge you to write your six-word memoir! Play around with it, keeping it as emotional, flippant, or thought-provoking as you wish. Reference: Larry Smith and Rachel Fershleiser's *Not Quite What I Was Planning: Six-Word Memoirs from Writers Famous and Obscure*. New York: Harper Collins, 2008. ❖

TIS would like to thank Mahala Yates Stripling for her time and dedication in producing the Indy Times. —Ed.

PROFESSIONAL NEWS AND ANNOUNCEMENTS

CALLS FOR PAPERS

International Journal of the Sociology of Language
Special Issue: "Failed National Languages"

Studies of "failed languages" are sought for a special issue of the *International Journal of the Sociology of Language*. This project investigates the politics of "languages vs. dialects" by looking at rejected paths. Contributors should introduce a failed linguistic concept in its social and political context. Who imagined or promoted the failed language, and from what motives? When and why did the failed concept lose support?

Heinz Kloss memorably differentiated "Ausbau" languages from "Abstand" languages; in Kloss' terminology, this issue examines unsuccessful Ausbau and unsuccessful resistance to Ausbau. A study of failed Ausbau might examine an abortive separatist movement, such as a movement to promote Min, Wu, or Hakka as a separate language distinct from Chinese, movements for Austrian or Bavarian linguistic separatism, and so on. Alternately, studies may examine a case of successful Ausbau from the perspective of its opponents, such as Ukrainians or Belarusians who believed they spoke dialect of Russian, or Catalans who saw Catalan as a dialect of Spanish. Authors should propose their own case studies.

Struggles over linguistic status frequently reflect competing national concepts; the editor expects that many contributors will examine the failed language alongside a failed national movement. However, linguistic struggles are not simple proxies for national struggles, and national and linguistic loyalties do not always go hand in hand. Contributors should not equate linguistic and national concepts, even if the two correlate strongly in their particular case.

Please note that language policies in a multiethnic state are beyond the scope of this project. The editor would welcome a study about the relationship between Swiss-German and German, for example, but German-French relations inside Switzerland are not relevant. Similarly, this volume is not interested in advocacy. Contributions should not reveal which national language concept, if any, the author supports. Ongoing language-dialect conflicts are also beyond the scope of this project.

The journal is also looking for book reviews relevant to this theme, particularly reviews of books written in languages other than English.

Final papers must be ready by **May 2009**. Additional information about this call for papers and about the *International Journal of the Sociology of Language* can be found at the journal Web site: <www.degruyter.de/journals/ijsl/detailEn.cfm>.

78th Anglo-American Conference of Historians
Cities
Institute of Historical Research
London, United Kingdom
July 1–3, 2009

The 78th Anglo-American Conference of Historians will deal with cities throughout the world. Proposals are sought for papers or panel sessions on any aspect of city life, form, ideology and culture over this period. Thematic contributions making comparisons over time or across space will be especially welcome, as will those on networks of cities and their role in cultural formation, on the relations between cities, territories and larger political units, on the ideologies and cosmologies of the city and on what distinguishes the city or town from other forms of settlement or ways of life.

Proposals for papers or sessions should be sent to Samantha Jordan <samantha.jordan@sas.ac.uk>, Institute of Historical Research, University of London, Senate House, Malet Street, London WC1E 7HU, by **October 31, 2008**.

Interdisciplinary Nineteenth-Century Studies Conference: *The Pursuit of Happiness*
Skidmore College, Saratoga Springs, NY
April 24–26, 2009

This conference will focus on the pursuit of happiness. What form did happiness and the comprehension of happiness take in the nineteenth century? How, for example, did the legacy of the American and French Revolutions shape nineteenth-century understandings of happiness? What were the effects of burgeoning industrialism? In keeping with the recent turn to studies of emotion, feeling, and affect within literary studies as well as psychology, economics, history, and philosophy, we invite papers on the nineteenth-century contexts and genealogies for such work.

INCS encourages interdisciplinary perspectives. Topics may include joy; luxury, wealth, and consumerism; recreation, leisure, and travel; beauty and art; the family, friendship, and love; race, class, gender, and ethnic perspectives on happiness; misery (the absence of happiness); and other related concepts.

200-word abstracts should be submitted by **October 15, 2008**, to Deirdre d'Albertis at <dalberti@bard.edu>. For more information on INCS, see <www.nd.edu/~incshp/>.

FUNDING OPPORTUNITIES

The National Endowment for the Humanities (NEH) has listed several upcoming 2009 grant application deadlines, including Collaborative

Research Grants (**November 3, 2008**) and Scholarly Editions Grants (**November 3, 2008**). Independent scholars are eligible to apply for some grants, and NCIS may be able to provide institutional affiliation for other grants. These and other available NEH grants may be viewed online at <www.neh.gov/grants/index.html>.

Blakemore Freeman Fellowships
Language Grants for Advanced Asian Language Study

Since 1990, Blakemore Freeman Fellowships (<www.blakemorefoundation.org>) have been available to fund a year of advanced study of an Asian language in Asia for American citizens and permanent residents of the United States who have a college degree and who plan to use an Asian language in their careers.

To be eligible for a grant, an applicant must:

- Be pursuing an academic, professional or business career that involves the regular use of a modern East or Southeast Asian language
- Have a college undergraduate degree
- Be at or near an advanced level in the language as defined below
- Be able to devote oneself exclusively to language study during the term of the grant; grants are not made for part-time study
- Be a U.S. citizen or permanent resident

The “professional or business career” designation includes careers in computer science, engineering, international business, journalism, law, medicine, nongovernmental organizations, and teaching. “Advanced level” is defined as (1) a minimum of three academic years of regular language study at the college level; (2) a minimum of one academic year of full-time intensive language study at the college level; or (3) signed proof of equivalent competency as certified by a language instructor.

The next postmark deadline for applications will be **December 30, 2008**. More information about grants is available at the above Web site. ❖

MEMBER NEWS AND ANNOUNCEMENTS

Have you recently changed your e-mail or postal address? Have you published a book or article, won a grant or fellowship, or have other news that you would like to share with your fellow NCIS members? Send it to <slgranville@gmail.com> for publication in our Member News and Announcements section.

New Members

No new members to report in this issue. However, if you are aware of anyone who might benefit from joining NCIS, please direct them to the NCIS Web site for more information about becoming a member.

The NCIS membership e-mail address is now <katalin100@gmail.com>.

New Publications

Charlotte Mandel has recently published *ROCK VEIN SKY*, her seventh book of poetry, through Midmarch Arts Press (<www.midmarchartspress.org>). From the comments on the back cover:

Cynthia Ozick states: "Charlotte Mandel's innovative work in *ROCK VEIN SKY* is uncompromisingly muscular in its seeming plainness and in the hard blows it gives out. . . .*ROCK VEIN SKY* is a collection as stunning as it is sobering."

Sam Hamill states: "Charlotte Mandel's poems present close observation in moments of illuminating insight, poems as much felt as imagined, organic, 'given' in the best sense. They are a welcome gift."

In the Next Issue

- ❖ News from the NCIS 2008 Conference
- ❖ More papers from the NCIS 2006 Conference
- ❖ Book reviews: Shana Penn's *Solidarity's Secret*, Rosemary Erickson Johnson's *Contemporary Feminist Historical Crime Fiction*, and others
- ❖ Funding announcements, calls for papers, and more!

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The editor and *The Independent Scholar* assume no responsibility for contributors' errors. Opinions expressed by contributors may or may not reflect the opinion of the editor or *The Independent Scholar*.

Please send manuscripts to the editor, Shannon Granville, at [<slgranville@gmail.com>](mailto:slgranville@gmail.com). Submissions to *TIS* are accepted from nonmembers on the condition that they become bona fide members of NCIS.

Deadlines for submitting articles, essays, and papers

February 15
May 15
August 15
November 15

Comments and concerns

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