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ABSTRACT

A 2-year project designed to identify and meet the needs of America's independent scholars is described. Project objectives were to: increase visibility and support for independent scholarship; learn more about independent scholars and their activities and organizations; identify the main problems and needs of independent scholars; stimulate greater institutional responsiveness; and encourage self-organization of independent scholars. Vignettes of independent scholars are included that suggest that scholarship outside of academe has assumed a diversity of new institutional forms and organizational arrangements. Descriptions of 20 organizations outside academe are included. In addition, major problems faced by independent scholars are identified, including: released time, colleagueship, publishing opportunities/incentives, support service/facilities, and funding. An overview of the 1982 National Conference on Independent Scholarship is included, along with recommendations for the following groups: academe; humanities councils, foundations, and funding agencies; independent scholars and their organizations; learned societies; libraries; and the scholarly publishing community. Appendices include a list of conference participants and advisory committee members and an annotated bibliography. (SW)

Independent Scholarship

Promise, Problems, and Prospects

RONALD GROSS and BEATRICE GROSS

College Entrance Examination Board
New York, 1983

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The Office of Adult Learning Services (OALS) of the College Board conducts activities to improve adults' access to postsecondary education. The major goals of the office are to provide new programs, training, and publications to support the transition of adults to and from education; help institutions strengthen their capabilities in lifelong education; develop the skills of professionals who serve adults; assemble and disseminate information about adult learning; and advance knowledge in the field of adult learning. To meet these goals, the office offers advisory services, technical assistance, and training workshops. It also produces publications and develops new products.

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Foreword

It is time for the world of learning to recognize, to welcome, and to stretch its imagination to make use of independent scholars. This report should, at the least, initiate discussion among those who care for learning and scholarship. It is to be hoped that its message will also lead to action. Colleges and universities, the learned societies, and other institutions of our intellectual life will serve themselves well if they will enlarge their constituencies to include more broadly the scholars who work independently.

John William Ward
President
American Council of Learned Societies
New York, New York

Preface

Our work in the field of independent scholarship over the past three years has led us to seven strong conclusions about scholars who work independently, and how they can be assisted. Their needs became apparent, as did the lack of adequate support systems. But of paramount importance in our research was the conviction that independent scholars share an intense commitment to excellence and the pursuit of knowledge, which leads us to believe that recognition of their labors is sorely needed. It may be helpful to the reader to share the conclusions we have drawn, for the rest of the report reflects them.

1. Independent scholars and their organizations constitute a vigorous, productive sector of the world of learning. Work is being produced in this "independent sector," which at its best makes notable contributions to the advancement of knowledge.
2. Many would-be academics with advanced graduate training and/or doctorate degrees, unable to find positions in academe, are eager to continue their work while alternatively employed, if supportive conditions exist.
3. Independent scholars often benefit from freedom of pressures that can constrain academics working in institutional settings: independents are able to explore a wider range of topics, including those that are interdisciplinary.
4. Independent scholars and their organizations encounter characteristic problems and obstacles, over and above the inherent difficulties of intellectual work: they face lack of funding, time, contacts, and professional opportunities.
5. The "life of the mind"—intellectual, cultural, academic—would be strengthened and enlivened if the world of learning embraced, as full colleagues, all scholars working outside academe who adhere to a basic criterion of excellence.

6. Specific changes are needed in current policy and practice by institutions that represent and embrace the nation's academic and intellectual life if the potential contributions of independent scholars are to be realized. Universities, libraries, research laboratories, learned societies, publishers of scholarly journals and books, foundations, public funding agencies, and other sectors should reevaluate their present practices in regard to recognition of the independent scholar.
7. Independent scholars and their organizations should take the lead in forging their own future, by making known their accomplishments and their needs, by proposing constructive changes in present provisions, and by adding to one another's strength.

* * *

We welcome hearing from independent scholars, and the organizations that serve them, in response to the findings and recommendations presented here.

Ronald Gross *and* Beatrice Gross

Acknowledgments

Over 600 leaders in American academic, intellectual, cultural, and scientific life have been involved in activities that provided information for this book. We are deeply grateful to them for their many contributions.

Members of a national advisory committee offered their counsel and guidance, both individually and as a group. A special working group reviewed the background paper prepared for the National Conference on Independent Scholarship and made suggestions that improved it immeasurably. Those who participated in the national conference reviewed the project's findings and developed their recommendations to address the needs that had been identified. The names and affiliations of each of the above groups are listed in the Appendix on page 55.

Special thanks go to Deborah Kahane, Assistant Director of the Office of Adult Learning Services, for her valuable assistance in coordinating the report of this project, and to Patricia A. Wyatt of the College Board, for her conscientious and outstanding editorial contribution.

Interim reports on the project's findings and recommendations have been shared with the broader academic community through articles in *The Chronicle of Higher Education*, *Change* magazine, *Lifelong Learning*, *National Forum* (Phi Kappa Phi), *The Christian Science Monitor*, *Federation Reports* (National Federation of State Humanities Councils), and *Science '83* (American Association for the Advancement of Science).

This book, and the project on which it is based, were supported by a grant from the Fund for the Improvement of Postsecondary Education of the United States Department of Education, and we are grateful for their support in this endeavor.

Introduction

The pursuit of advanced learning by adults who are not academically affiliated has been one of several major research interests of the College Board's Office of Adult Learning Services over the past three years. It began when Future Directions for a Learning Society (FDLS), a program launched by the College Board in 1977 with funding primarily received from the Exxon Education Foundation, pursued its work in examining the broad implications for higher education of the emerging "learning society." One implication was that an increasingly well-educated American population would generate growing numbers of people who wanted to make serious intellectual work a part of their lives but did not choose to enter academic life. At the same time, the demographic changes in the youth population reduced the demand for college faculty, and thousands of advanced-graduate students and those who held doctorate degrees found there was no room for them in academe.

This problem was identified for FDLS by Ronald Gross. When initial investigations revealed that the area was a promising one for further study, a proposal was prepared for funding that would allow an investigation and reconnaissance of those who were not absorbed by academic institutions as teachers or faculty. A grant was provided to the College Board from the Fund for the Improvement of Postsecondary Education, to develop a project over a two-year period, from 1980 to 1982. This book reports the findings and recommendations of the work that was conducted in this field.

The purposes of the project were to:

- increase the visibility, appreciation, and public support for independent scholarship

- learn more about independent scholars and their activities and organizations
- identify the main problems and needs of independent scholars
- stimulate greater institutional responsiveness
- encourage self-organization of independent scholars
- formulate, publish, and disseminate findings and recommendations

Specific activities to be undertaken under the grant included:

- written and published articles and other materials to make independent scholarship more visible
- a review of the literature and existing practices to identify ways in which independent scholars are being served
- interviews with independent scholars to determine their needs and problems
- identification and investigation of outstanding models on how best to meet the needs of independent scholars
- arrangements for a national conference of concerned parties to address the needs of independent scholars
- a published report documenting the findings and recommendations

The project met all its stated objectives. It also initiated a number of other activities as it became more aware of the needs independent scholars have that were not being met. Its major work has been in identifying these needs and helping to meet them.

Colleagueship and collective strength. Independent scholars' "roundtables" have been launched in cities around the country.

Communication between independent scholars' organizations across the country. An Independent Scholarship Network has been established, and an *Independent Scholars' Newsletter* was launched.

Greater involvement in programs that can provide support for scholarly activities outside academe. Activities were conducted in collaboration with the National Federation of State Humanities Councils, culminating in the Federation's report, *Independent Scholarship and State Humanities Councils.*

Opportunities to communicate with a larger public. Public events were held in major cities at which independent scholars presented their work, appeared on local television and radio stations, articulated their needs and problems, and met with representatives from universities, libraries, research institutions, and community-based organizations.

Information, guidance, and inspiration to bring independent scholars' work to fruition. An *Independent Scholar's Handbook,* providing guidance and resources, was written by the coordinator of the project.

New relationships with academe. A demonstration, one-day forum was conducted with New York University as a model for other metropolitan universities on ways to encourage nonaffiliated researchers.

Better information about grants. A special kit was developed, in cooperation with the Foundation Center in New York City, and distributed to libraries throughout the country to help them assist independent scholars in their search for funding.

Greater visibility and recognition. Major stories were carried by *The New York Times, The Christian Science Monitor,* and *The Chronicle of Higher Education.* Articles also appeared in *Change* magazine, *Science '83,* and *Lifelong Learning* (a major publication of the former Adult Education Association of the U.S.A.). National Public Radio and the Voice of America also broadcast stories about independent scholars and their work.

Greater recognition of the role of independent scholars in the world of learning. Case studies of several leading organizations have been published: *The New York Times* carried an article on the Highlander Research and Education Center in Tennessee, *Change* magazine, carried an article about the Columbia University Seminars, and *The Independent Scholar's Handbook* includes information about Chicago's Newberry Library projects.

Personal encouragement and assistance. Almost 400 people were advised, counseled, and otherwise assisted in overcoming the problems they face as independent scholars.

Greater responsiveness from major institutions of intellectual, academic, and cultural life. A National Conference on Independent Scholarship was held in November, 1982, at the Spring Hill Conference Center in Wayzata, Minnesota, with subvention from the Center and a supplemental grant from the Northwest Area Foundation, as well as assistance from the National Federation of State Humanities Councils.

The work of the project has been favorably commented on by a number of leading researchers, theorists, and organizations in the field, and has been described in Charles Wedemeyer's book, *Learning at the Back Door: Reflections on Non-Traditional Learning in the Lifespan,* pub-

lished by the University of Wisconsin Press, and Allen Tough's *Intentional Changes*, published by Follet.

It is gratifying to us to know that the work begun under our auspices, with the assistance of the Fund for the Improvement of Postsecondary Education, will continue independently of the Office of Adult Learning Services and the College Board through further support from the Fund. We are confident that independent scholars, and society, to which they contribute so much (thus far with little recognition) will continue to benefit from the work reported here and the work that will continue on their behalf.

Carol Aslanian
Director
Office of Adult Learning Services
The College Board

1.

Independent Scholarship: A Reconnaissance

Thousands of Americans are currently doing serious intellectual work, and they are not professors. They are pursuing their own research in numerous fields: from history to cartography, entomology to philosophy, microscopy to astronomy. Scholarship is their joy, but not their job, as stated in an article in *The New York Times* in 1979.[1]

Moreover, many recent graduates of advanced-degree programs cannot find faculty positions, nonetheless a considerable number of them maintain some scholarly activities. Among those with a doctorate degree in the humanities who have entered business or become government officials, May and Blaney discovered that:

> a surprisingly large minority . . . have some record of scholarly accomplishment—a book or an article. They are just about as productive as professors in four-year colleges, and more productive than those in two-year colleges.[2]

Others who practice their scholarship outside academe actually make it their profession—but not as professors. They serve as archivists and librarians, as historians for corporations or government agencies,

1. Ronald Gross, "Scholarship is Their Joy, but not Their Job," *The New York Times*, 9 September 1979.

2. Ernest R. May and Dorothy G. Blaney, *Careers for Humanists* (New York: Academic Press—Harcourt Brace Jovanovich, 1981).

as sociologists or anthropologists in think tanks, as consulting economists or political scientists, as editors or writers.

Notable among independent scholars are some renowned people: Buckminster Fuller, Lewis Mumford, Arthur Koestler, Justin Kaplan, James Flexner, and Barbara Tuchman. Earlier generations have given us Edmund Wilson, E. F. Schumacher, and Paul Goodman.

Beyond the activities of individual scholars, there is a whole sector of the world of learning comprised of independent research institutions—organizations that foster disciplined inquiry outside academe. These institutions range from major research libraries like the Newberry Library in Chicago, to social-policy think tanks, such as Basic Choices, Inc., in Madison, Wisconsin, to interdisciplinary or discipline-specific associations like the Institute for Research in History in New York City.

This report contends that independent scholars, their activities, and the organizations they form or belong to, constitute an important component of our intellectual life. The scholars themselves, and their organizations, should become more aware of their own pervasiveness and importance, take more initiative in shaping their own future, and move to maximize their contributions to society. Conversely, the world of academe would be well served by embracing this important and vigorously growing group. Major institutions, whose self-declared mission is to foster scholarship and other serious, intellectual work, should examine their policies and practices and change them where necessary to respond to the legitimate and pressing needs of these scholars and the unique contributions they can make.

DIVERSITY OF INDEPENDENT SCHOLARS

The diversity among the people and activities embraced by the term "independent scholarship" is best indicated by examples. Among these examples are some whose investigations are purely avocational—others pursue work in their disciplines outside academe (in associations, community organizations, corporations, and private practice). Some have turned their researches into widely read publications, and some were once professors but have chosen or have been forced to conduct their academic work outside academe. Some have advanced-graduate training, and many do not.

They share two defining characteristics: they are pursuing serious, intellectual inquiries outside academe, resulting in findings that have been accepted by fellow scholars as significant contributions.

- Leo Miller, a lifelong avocational scholar in several fields, recently won the Milton Society Award for the best article of the year.
- Thomas Burke, a retired banker, has pursued his studies of diatoms (microscopic marine cells), and made taxonomic findings widely referenced in related scientific literature.
- Frank Doggett, a school principal, fascinated by the poetry of Wallace Stevens, has published a highly acclaimed book on Stevens' work.
- Charles Kapral, a computer programmer by profession, is a long-time partictpant in the network of astronomers who report their observations of lunar-transient phenomena to the Goddard Space Center; his findings have been published in numerous astronomy journals.
- John Walter, impelled by his enthusiasm for Civil War military history, prepared and published case studies of military units and engagements, which are bought by leading libraries, fellow researchers, and associations of Civil War buffs.
- Dorothy Welker, a communications consultant by profession, is a long-time scholar at the Newberry Library in Chicago. Her translation of the works of an important sixteenth-century Brazilian colonist has been widely used by other scholars.
- Susan Brownmiller, a political activist, researched the historical, psychological, and political implications of rape for her study, *Against Our Will*.
- John Snyder, a chemical engineer with a lifelong fascination for maps, won the John Wesley Powell Award of the United States Geological Survey for "solving a problem that has eluded the government, industrial, and academic communities for three full years." He developed formulae for translating data produced by space satellites into useable maps of the earth's surface.
- William Draves' work as the director of a national association of community educators provided the basis for his history and exposition of *The Free University: New Model for Adult Education*.
- Reinhold Aman, an ex-professor of Germanic languages, is now committed to working as a scholar outside academe. His chosen subject, aggressive verbal behavior, proved unwelcome in academe, so he established his own institute, scholarly journal, and an international network of peers.

- Edith Hurwitz, archivist for the Jewish Historical Society of New Haven, worked on a definitive history of Jamaica in her spare time, which impelled several new lines of subsequent research.
- John Ohliger, an ex-professor, left academe to pursue politically relevant research, and co-founded Basic Choices, Inc., a "midwest center for clarifying political and social options."
- Coy Eklund, president of the Equitable Life Assurance Society, researched, wrote, and published a documentation of the grammar of the Chippewa language, to preserve this rapidly disappearing linguistic form.
- Jeffrey Goodman directs Archaeological Research Associates, Inc., of Tucson, Arizona, a company engaged in consulting and research "related to the origins of man and civilization."
- Rachel Lauer is a nonacademic whose theoretical paper on epistemics recently won the first prize of the Academic Division of the New York Psychological Association.
- James Botkin, co-author of a report published by the Club of Rome entitled *No Limits to Learning*, and *Global Stakes*, is a partner in the Technology and Strategy Group in Cambridge, Massachusetts, which "conducts independent research, consulting, and writing, on public-policy issues involving technology, the economy, and education."

DIVERSITY OF INSTITUTIONAL FORMS

As these vignettes suggest, independent scholarship has assumed a diversity of new institutional forms and organizational arrangements.

Loosely organized networks, or Special Interest Groups (SIGS), are perhaps the least formalized among them. They are simply clubs, societies, or associations of independent researchers and enthusiasts interested in pursuing a particular subject or topic. For example, there are Civil War "roundtables," which bring together thousands of people who love the lore of that period. There are astronomers throughout the country who formulate their own associations and organize activities for themselves or for the general public when there is a notable celestial event to observe and explain. In these two fields, and many others, the meeting place for SIGS is often a local bookstore.

SIGS have been organized in fields ranging from microscopy (the Philadelphia Microscopical Society), to cartographic studies (the Chicago Map Society).

Sometimes, regional organizations are interdisciplinary: independent scholars in a given community meet together regularly for roundtable sessions in any number of cities: Boston, Denver, Madison, New York, San Diego, and Wichita, to explore the concerns of independent scholarship, regardless of their areas of interest. Many national-membership organizations have been started, and in some cases have existed for some time, that cover a great diversity of subject matter.

Clearly, these new relationships and organizations spring from needs felt by independent scholars who sustain them—they have no other purpose than to be an association of members helping each other. When writing about one of the pioneer programs involving independent scholars, the late social critic Paul Goodman said: "Without money, publicity, or organization . . . the movement seems to have no other strength than that it is a good idea."[3] Goodman at that time was referring to the Columbia University Seminars.

Independents are also benefiting from new kinds of alliances with mainline academic institutions, such as research libraries and universities. Both benefit when the enthusiasm and diverse interests of non-affiliated scholars refresh the research agendas of the established institutions.

Among the organizations closer to academe are humanities research centers and institutes scattered around the country. In a recent proposal to the National Endowment for the Humanities for support to study these organizations, investigators Marjorie Lightman and William Hynes estimate that there are now 145 such centers. Many are engaged in activities directed at the general public and not just at their scholarly peers. Lightman and Hynes see this as an innovative shift.

> The union . . . evolving between public programs and scholarship may represent a new facet of institutionalized scholarly life, distinct from the formal teaching of the university, but an addition which will enrich both the university and American scholarship . . . Their dedication [the organizations] to scholarship of the highest order includes not only the continued investigation of traditional areas but also the study of groups and activities that have been ignored or underestimated by historians.[4]

The varied character of organizations operating outside academe is

3. Paul Goodman, *People or Personnel* (New York: Random House, 1968).

4. Marjorie Lightman and William Hynes, "Unchronicled and Unexamined: Research Institutes in the Humanities" (grant proposal, 1982).

displayed by the following descriptions of 20 such groups, each outstanding in its category.

Academy of Independent Scholars
970 Aurora
Boulder, Colorado 80309

The Academy of Independent Scholars is an international, membership organization devoted to encouraging the continued intellectual productivity of senior scholars and professionals. Established in 1979 by two distinguished, retiring professors, Kenneth Boulding and Lawrence Senesh, the academy currently has over 350 members; they include notable scholars, executives in corporations, voluntary organizations, and other institutions.

The academy serves the needs of members who do not have institutional affiliation by linking them to others with similar interests, assisting them in obtaining support for their work, publishing monographs, and arranging conferences to advance its members' projects. The academy is supported by membership dues and receives core support from the Carnegie Corporation and The Andrew Mellon Foundation, as well as grants from other foundations, government agencies, and corporations.

In addition to the services it provides to members, the academy conducts two programs: Intergenerational Dialogues, on national and global topics, and the Optimal Utilization of Knowledge. These programs are explored at conferences, summer institutes, symposia at the annual meetings of the American Association for the Advancement of Science, and at other appropriate meetings held in this country and abroad.

Alliance of Independent Scholars
6 Ash Street
Cambridge, Massachusetts 02138

The Alliance of Independent Scholars provides a center for intellectual exchange and professional support of scholars in the Boston area, whether engaged in independent research, graduate study, part-time or full-time teaching, or the exploration of career change. The alliance is especially concerned with the professional needs of women scholars, and seeks to foster the full, creative use of their training and skills.

Established in 1980, it was organized by women scholars concerned with feminist issues in the academic profession who felt there

was a need to deal with the effect the substantial economic retrenchment in colleges and universities during the 1970s had imposed on women.

Membership is open to any eligible scholar in the Boston area who wishes to promote the purposes of the alliance and wishes to participate actively in at least one of its programs. Eligibility requirements for regular membership ($25 a year), are a doctoral degree or equivalent achievement; associate membership ($5 a year) calls for current enrollment in a doctoral program at the stage of dissertation writing. The 65-or-more members have access to:

- a forum at which they can present work in progress, such as chapters of books, drafts of papers for journals, or presentations to professional meetings
- support groups that meet weekly or biweekly to review their work, addressing whatever problems they are confronting: decisions about focus and organization of a written piece, publishing strategies, or the more general problems of combatting isolation and maintaining motivation
- a career-counseling group, which sponsors speakers who provide first-hand information about work—in business, administration, consulting, and so on
- a study of career experiences of women scholars

The alliance also offers workshops and advice on proposal writing and serves as a sponsoring institution for members seeking grants.

Archaeological Institute of America
53 Park Place
New York, New York 10007

A large and active lay membership is one of the major strengths of the Archaeological Institute of America (AIA), a learned society engaged in the development of new services. Half its members are not professionally employed archaeologists. The institute receives support from lay members for whom the field is a strong avocation rather than a career.

AIA has been in existence for 103 years, its mission being to support scholarly research and disseminate the results to the archaeological enthusiasts and the general public. The 9,000 members are divided into 81 local chapters throughout the United States and Canada, each with its own officers and local programs.

The national headquarters offers a variety of services and publications to the total membership. They arrange for three professional lecturers to visit each chapter annually. They also publish two major periodicals, the *American Journal of Archaeology*, a scholarly journal, and *Archaeology*, a magazine written by professional archaeologists, designed for those whose interests are avocational. While the journal has maintained its circulation of about 5,000 over the past decade, *Archaeology* has grown from a circulation of 13,700 in 1972 to a present circulation of 66,000. This very much parallels the pattern of membership growth. The professional membership has remained relatively constant, while the lay membership continues to grow. Through promotional efforts, AIA has been able to attract new subscribers to its *Archaeology* magazine, and has encouraged the new subscribers to participate more fully in the enterprise through their membership. To better serve them, the Committee on Membership Services has instituted a newsletter, tour programs, traveling exhibits, and a fieldwork-opportunities bulletin.

The lay membership provides a major proportion of the donated funds and volunteer services. Moreover, at a time when major legislation affecting archaeological research is being drafted, the nationwide network of members, lay and professional, is providing a broad base of support for archaeological legislation.

Basic Choices, Inc.
Blakeman Place
1121 University Avenue
Madison, Wisconsin 53715

Basic Choices, Inc., is one of many locally organized communities of researchers and thinkers that have developed around the country in the last several years. Focused on issues of adult education, social change, human rights, and economic equity, the organization publishes a newsletter, conducts discussion groups, runs a resource center, sponsors conferences, serves as a field placement for graduate students from the United States and abroad, and provides members with a home base.

Organized in 1977 as a nonprofit organization and devoted to "clarifying political and social options for the Midwest," Basic Choices was started by a small group, three of whom had departed from traditional institutions—one had been a professor, one a chaplain in a campus ministry, and one a founder of the first priest's union in the United States.

At present there are five full members and four associate members,

but study groups, colloquia, and other activities welcome interested members in the community. The work of Basic Choices is carried out through the volunteer efforts of its members, with the help of part-time, paid staff where appropriate and when funding is available. In the past, Madison Campus Ministry, in association with the United Methodist Church, has provided rent-free space for an office and the resource center, although a token rent is now being paid for the premises. Some of their activities comprise:

- an international newsletter entitled *Second Thoughts*
- a series of discussion groups on political literacy for senior citizens, which has led to the formation of a Public Housing Interest Group and other related community action
- a public resource center, providing material by Ivan Illich, Paulo Freire, and others; alternative adult education; media for adult learning; and alternatives to compulsory schooling
- meetings or study groups on independent scholarship; the "Center for Concern"; work or job alienation; autonomous technology, etc.
- conferences on: "Human Rights in Latin America," "Self in Society," "Power/Poverty/Politics," etc.
- talks at various adult education conferences and conventions
- field placement for graduate students from the United States and abroad

The work of the organization is funded through individual contributions (donated by members and others interested in its work), subscriptions, and honoraria, as well as grants from the MacDonald Foundation and the Cern Foundation, Inc.

Center for Independent Study
3193 Yale Station
New Haven, Connecticut 06520

The Center for Independent Study provides an institutional affiliation for scholars and artists working independently in their chosen fields. It is a forum for intellectual and creative exchange, providing mutual encouragement, advice, and criticism in order to support standards of professional excellence.

Incorporated in 1977, the center was formed after five years of investigating intellectual and creative opportunities in the New Haven area. A group of professionally trained women began to realize the need for an alternative, professional community. Among its diverse

activities, the center has sponsored a forum on patronage in the arts, an exhibition of paintings, and lectures in the fields of ethnography, linguistics, and literature. The members come together to discuss problems, their work, projects, employment, and accomplishments. Twice a year, the 60 to 80 members attend the general membership meetings at which policy is discussed, officers and directors are elected, and standing committees are formed.

A nonprofit corporation, the center is financed primarily by membership dues ($35 a year) and contributions from foundations and interested individuals. It also seeks and administers grants-in-aid from government and private sources to support the work of its members.

In addition to involvement in seminar-group meetings (at which each seminar group sets its own goals, establishes its own procedures, and reports on its program to the larger group once a year), members receive a newsletter 10 times a year reporting the work of the center, announces lectures, activities, and concerns and accomplishments of the members.

Membership is open to scholars, artists, and writers, who are expected through their work to indicate their affiliation with the center, to participate in the activities of the center, and pay annual membership dues.

Connecticut Center for Independent Historians
c/o Connecticut Humanities Council
195 Church Street
Wesleyan Station
Middletown, Connecticut 06457

A group of scholars who love history are members of the Connecticut Center for Independent Historians. Housed at the Hartford Graduate Center, with access to a computer and staff assistance, the members come together to pursue their professional interests. They form research groups, use the libraries of cooperating institutions (Trinity, the University of Connecticut, and the University of Hartford), and sponsor lecture series, inviting scholars of note to participate.

In addition to its mission to help members maintain standards of professional excellence in the historian's craft and to promote public appreciation of the historical discipline, the center sponsors open lectures and conferences for the general public. It also serves as a conduit for grant application, as a broker for employment opportunities, and publishes a quarterly newsletter. Membership in the center may be obtained by anyone who:

- holds an advanced degree (M.A., D.Phil., or Ph.D.)
- endorses the purpose of the center
- pledges to pay annual dues: $25 for those employed; $15 for those unemployed; and $5 for members who participate through correspondence
- becomes an active participant in at least one of the center's study groups

Members must meet all of the above criteria. However, the center also considers applications from those who do not have advanced degrees if they can document their current engagement in serious historical scholarship.

Study groups meet on an average of four to six times a month, and in the past year the center has sponsored four public meetings, all of which were cosponsored by local universities.

Five Colleges Associates' Program
Box 740
Amherst, Massachusetts 01004

Eight young scholars who find themselves between jobs, or are working independently of a college or university, are supported by the Five Colleges Associates' Program (incorporated as Five Colleges, Inc.), a cooperative effort among the colleges of Amherst, Hampshire, Mount Holyoke, Smith, and the University of Massachusetts.

The program was developed in response to difficulties faced by academics within the area, who, like young scholars all over the country, are finding it nearly impossible to secure teaching jobs, or, if they do get them, find they are hard to keep as institutions cut back on staff and programs. While it provides no financial support, the program offers a professional affiliation, work space, free copying facilities, secretarial services, office supplies, access to a telephone, prestigious letterhead stationery, library privileges, and a congenial place in which to work. By providing services such as these, the program hopes these young scholars will be able to continue their research, initiate grant proposals, or secure work.

The final selection of the scholars is made by a group of principal academic officers at the member institutions. Each institution may nominate three associates per year, and the appointments usually last no more than two years.

In the fall of 1982, the first eight associates were chosen. Their areas of interest covered African history and politics; literary history of

women in France and England in the eighteenth and nineteenth centuries; American history of the antebellum period; Renaissance and medieval literature, music, and art; German art of the nineteenth and twentieth centuries; and microbiology.

The program, though new, has already won national recognition. In June 1982, the Academy for Educational Development in New York awarded a Certificate of Achievement and $5,000 to Five Colleges, Inc., for its "outstanding program for attracting and retaining young faculty members."

Independent Scholars of Asia
260 Stephens Hall
University of California
Berkeley, California 94720

Independent Scholars of Asia (ISA) was founded in 1980 to represent scholars and students who are:

- scholars of Asia who prefer to stay independent
- scholars of Asia who hope to be admitted into the academic system
- scholars of Asia who are considering alternative careers
- students who are planning a career in the field of Asian studies

While ISA does not promise to provide each member a job, it can assist them in the assessment of their own potential, point out the changing roles of Asian scholars, discuss career alternatives, teach "survival" techniques, provide group support, and make known the expertise of ISA members.

The group has 159 members, and maintains three regional centers. Its activities range from:

- conducting lectures and workshops (to increase individual and collective visibility)
- maintaining a file of members and their specialties (for use by prospective employers and conference planners)
- organizing task forces to keep in touch with institutions of higher education, corporations, mass media, and other agencies at the regional and national levels
- assistance with career planning for its members
- exploration and utilization of individual networks of scholars in the field

Full members pay $10 per year, students and supporting members pay $5, for which they receive voting privileges, the quarterly newsletter, which lists job opportunities, information about meetings and conferences across the country, and news of general interest to Asian scholars.

Independent Scholars' Roundtables
c/o Independent Scholarship Project
17 Myrtle Drive
Great Neck, New York 11021

Independent scholars' roundtables are local associations of nonaffiliated researchers who convene regularly in their communities. Such organizations have been initiated in a number of cities across the country. Each group has a membership of between 20 to 60, all of whom are drawn from diverse disciplines.

The roundtables provide a forum for mutual encouragement and support; the exchange of information and ideas; interdisciplinary discussion; and an opportunity to work with others around the country to share findings. They also act as a clearinghouse for resources and opportunities and offer presentations on topics of general interest, such as funding research techniques, and opportunities for teaching or publishing. Assistance is also provided in solving common problems faced by many independent scholars, such as access to libraries, and eligibility criteria for local grants.

Roundtables meet in libraries, churches, offices, or private homes. The modest costs of operation are covered by voluntary contributions.

Technical assistance in starting and running a roundtable group is available from Independent Scholars' Roundtables. The program also coordinates a network of selected organizations supportive of independent scholarship, issues a regular newsletter, and conducts other activities in the field.

The Institute for Historical Study
1791 A Pine Street
San Francisco, California 94109

The aims of the Institute for Historical Study are:

- to promote the study and discussion of history as a field of knowledge beyond the traditional classroom setting and bring it into the public arena

- to promote historical scholarship
- to promote scholarship not only in traditional historical research but in areas of history where little or no research or exploration has been undertaken

Membership in the institute is open to all independent and affiliated scholars who are in agreement with its aims and who have a commitment to historical study. This commitment may be demonstrated in one or more of the following ways: a Ph.D. in history; an M.A. in history; graduate work in history and scholarly interests; publications, films, exhibits, or proof of other scholarly merit in the field. For scholars in other fields, serious historical interests must be shown.

The institute acts as a communications network and seeks to bring members together on the basis of common, historical interest. It encourages members to participate in publications, local-history studies, conferences, exhibits, and film and video presentations. Informal workshops, colloquia, and the institute's quarterly *Newsletter*, keep members and the public informed about activities and work in progress.

Members' annual dues are $30, for which they are entitled to advice and assistance regarding grants and fellowships, affiliation with a recognized scholarly association, and participation in workshops and conferences. Dues-paying members number about 100, and the mailing list maintains the names of about 300 others who have expressed interest in the work of the institute or attendance at their conferences.

Institute for Research in History
432 Park Avenue South
New York, New York 10016

The institute is a nonprofit, membership organization of approximately 200 humanities scholars, mostly historians. About half its members are not affiliated with universities, but all have advanced degrees or have demonstrated equivalent research capabilities and commitment.

It was founded in 1976 by a group of scholars, formerly associated with the City University of New York, who had worked with the Coordinating Committee on Women in the Historical Profession. Working as independent scholars, they found they needed the support of knowledgeable, critical peers to pursue their work outside academe.

The institute is organized around research groups on specific historical topics or periods—small, ongoing seminars are held approximately once a month, at which members discuss works in their field or share work in progress. In addition, it offers four consulting services

that draw on the expertise of members. Fees charged for use of these services contribute toward the ongoing expenses of scholarly activities. The four services are: "Editors and Scholars," an editorial service for publishers and businesses; "Scholars in Transition," a program for faculty members seeking alternative careers; "Key Perspectives," which conducts seminars and prepares histories commissioned by corporations; and "Media Answers," which provides research and writing for television and film production.

A sliding scale of membership dues from $100 to $50 a year is supplemented by grants received by the institute. These funds enable members to work on projects such as films, exhibits, conferences, faculty institutes, curriculum development, or higher-education policy issues relating to scholars who have not pursued college teaching as a career. Grants to members for their own scholarly work are also administered by the institute.

Publications include *Trends in History*, a quarterly journal; *Women and History*, a monograph series; and a bimonthly newsletter.

National Council on Public History
3914 Harrison Street, N.W.
Washington, D.C. 20015

To encourage a broader interest in professional history and to bring together institutions, agencies, business, academic programs associated with public history, and scholars, a group of concerned historians organized the National Council on Public History in 1980. Headquartered in Washington, D.C., the council stimulates national interest in public history.

Its activities, services, and publications include:

- a computer-based directory of public historians, listing skills, specialty, and geographic location
- a directory of academic and training programs that describes the focus, enrollment, curriculum features (including internships), faculty, and job-placement services of nearly 50 public-history programs in the United States
- a survey and detailed analysis that provides concrete data on the wide variety of areas in which public historians work
- an annotated bibliography that identifies sources and readings covering 13 areas of public history
- a filmstrip describing career options available to students in public-history programs

- an annual conference, which brings together professionals and others interested in public history
- local and regional meetings
- cooperative projects between public historians and other groups

The council publishes *The Public Historian*, a quarterly journal, which examines current issues of importance to public historians, special studies, and reviews of current publications. It also publishes a *Public History Newsletter* covering the work of various academic programs.

Yearly membership fees are $11 for students, $15 for individual membership, and $19 for institutional affiliation.

The Newberry Library
60 West Walton Street
Chicago, Illinois 60610

The Newberry Library has been a leader among independent research libraries in developing ways of bringing scholars together—whether independent or academically affiliated—for individual study or cooperative research. It is also involved in the development of education programs at all levels, from secondary school through postdoctoral study.

One form of direct support and encouragement for independent researchers is the library's program of Resident Fellowships for Unaffiliated Scholars. This program provides a permanent work space; the title of Fellow of The Newberry Library; and an honorarium of $250 per quarter for scholars who hold doctorate degrees but are not employed professionally and propose to spend a minimum of six to eight hours a week in the library. After the first year the fellowship status is renewable, though the honorarium is not.

Four research centers, each with a permanent, professional staff are also loci for participation by unaffiliated scholars. Courses, seminars, and summer institutes held at the centers are usually aimed at academic scholars, but they are also open to others qualified and interested in the work of the Family and Community History Center, the Center for the History of the American Indian, the Hermon Dunlap Smith Center for the History of Cartography, and the Center for Renaissance Studies.

The Newberry hosts several broadly based, affiliated groups, which meet periodically for lectures, presentation of papers, or discussion—these include the Newberry Feminist Literary Criticism Group, the Chicago Genealogical Society, the Chicago Map Society, the Chicago-Area Latin-American Colloquium, the Chicago-Area Conservation

Group, and the Chicago Women's History Group. The Newberry also sponsors spring and fall adult-education seminars that stretch over periods from five to eleven weeks. These are conducted by staff members, independent scholars, and academics.

Some 250 people participate annually in these seminars in history, literature, cartography, music, art history, caligraphy, bookbinding, and creative writing.

The informal colloquium series, held every Wednesday afternoon from September through June and intermittently during the summer, particularly attracts nonacademics, since the participants are offered an opportunity to become involved in discussions of each other's research.

New York Chinatown History Project
Asian-American Research Institute
44 East Broadway
New York, New York 10022

The New York Chinatown History Project is a community endeavor designed to reconstruct the 100-year-old legacy of what is now the largest Chinese community in the United States. The staff comprises historians, community workers, photographers, architects, folklorists, and writers who view history as a continuous thread from past to present. They seek not only to explore what Chinatown was like in the 1880s, but to record the community as it is today. "A hundred years from now our great, great grandchildren will be wondering what life was like today. We have the responsibility to let them know," said a spokesman for the project. The long-term goal of the project is to create a permanent historical center that Chinese and other Americans can be proud of, and to use its findings to help, educate, and improve the community.

The project collects stories, old snapshots, various documents and artifacts, as well as photographs depicting present-day life. The memorabilia collected tells the multifaceted story and experiences of the Chinese in New York, both past and present: it brings to lite the back-breaking toil of Chinese seamen who once shoveled coal into the giant furnaces of ocean steamers, ghost stories about tormented spirits of the dead, the thriving street life on Mott, Pell, and Doyers Streets, and the high-pressure piecework performed by those employed as garment-factory workers.

Initial funding for the project came from The National Endowment for the Humanities and was used by The Asian-American Research Institute to begin a nine-month planning period. Supplemental funds

came from the New York State Council on the Arts. The initial funds enabled the establishment of a small staff, both half and full time, the use of consultants to develop a pilot study on the social history of Chinese workers, and others; the exploration of historical resources on Chinatown in New York; and the development of a long-term implementation plan for the project. A number of other foundations have made welcome donations—from furniture, to printing services, to additional support funds.

In addition to exhibits, slideshows, and bilingual radio programs, the project plans to develop a data bank, write and produce plays, initiate community workshops on the history of the Chinese in America, produce a series of newspaper articles, and disseminate a newsletter.

New York Microscopical Society
15 West 77 Street
New York, New York 10024

Every three weeks, a group of amateur and professional microscopists come together at the American Museum of Natural History to listen to lectures on a number of topics, such as the history of the microscope, photomicrography, etc. They are members of the New York Microscopical Society, a group that has been in existence for 106 years. The society is still committed to the goals set in 1877:

- to promote knowledge of the proper use of the microscope and accessory equipment
- to provide a meeting place and center for dissemination of information on all phases of microscopy
- to encourage the practice of microscopy in all fields of known usefulness, as well as in unexplored areas
- to keep informed about and encourage development of new instruments and techniques
- to preserve instruments and literature, both past and present
- to bring together for mutual enjoyment and stimulation professionals and amateurs with a kindred interest in microscopy

The work pursued by society members varies tremendously. Some are involved in the intricacies of photomicrography, while others may call on their impressive knowledge of mathematics and optics to construct their own microscopes almost from scratch. Still others study natural science, like Thomas Adams, who has studied a pond near his home in New Jersey and charted over 700 different forms of pond life.

About 30 percent of the members of the society are amateur enthusiasts who earn their living outside the field, like Adams, who is a high school English teacher by profession; and Joseph Burke, a retired banker, who for most of his 81 years has studied the unicellular plant, and the diatom, and has successfully challenged the accepted classification system. A majority of the 350 members are professionals who work in such fields as materials science and medical photography. It is interesting to note that, although the percentage of independent scholars in the field of science is quite high, the percentage now is much smaller than during the eighteenth and nineteenth centuries, when it was largely through the efforts of dedicated amateurs that interest in the microscope was maintained and numerous improvements made.

The society's income comes primarily from membership dues of $20 a year, and occasional gifts. It, in turn, provides members with a quarterly newsletter, special publications, lectures, workshops, symposia, library sessions, demonstrations, and a forum for enthusiasts to meet and discuss their work and findings.

Princeton Research Forum
P.O. Box 497
Princeton, New Jersey 08540

The Princeton Research Forum's members include scholars who work independently and those who are affiliated with research or academic institutions. The forum was founded in 1980 by scholars, most of whom were also interested in interdisciplinary research in numerous fields, such as history, literature, sociology, philosophy, classics, psychology, anthropology, etc. Among its purposes are:

- the provision of collegiality and the establishment of regular opportunities for intellectual exchange
- the formation of interdisciplinary-research seminars
- the development of colloquia for presentation of work in progress
- the organization of procedures for maintaining professional and scholarly standards through the concern, advice, and criticism of peers
- the exploration of innovative possibilities for encouraging and realizing the vocation of the independent intellectual

The 80 members have formed research groups in women's studies, housing, quantitative methods, translation, historiography, and poetry.

Members are expected to participate in existing research groups, or to initiate new ones, and participate in the annual meetings. Dues are $25 a year.

Richard III Society, Inc.
P.O. Box 217
Sea Cliff, New York 11579

This society, like many associations of enthusiasts and devotees of particular historical figures, authors, or topics (such as the Civil War), encourages and supports scholarship through graduate fellowships, public relations, membership services, publications, exhibitions, and special events.

In 1959, the Fellowship of the White Boar, founded in England in 1924 to research the life and times of Richard III, met in London and changed its name to the Richard III Society. At the same time, a large branch in Yorkshire, England was formed, and within a few years, branches were started in New York, San Francisco, and Toronto. The American branch now includes members in almost all states. In 1969, the society was incorporated in New York as a nonprofit, educational institution. At present there are about 550 members in the United States, and 2,500 members worldwide.

In addition to studying the times of Richard, the society seeks to secure a reassessment of the historical material relating to the period, and a clarification of the role of this monarch in English history. Most important, they seek to clear his name. Among its activities are publications by some of the members—V. B. Lamb's book, *The Betrayal of Richard III;* a new, historical novel by member Sharon Penman, *The Sunne In Splendour*, recently selected by the Book-of-the-Month Club; and a major article published in a recent edition of *Geo Magazine*. The five-hundredth anniversary of Richard's reign and death, which will involve the royal patron of the society, the Duke of Gloucester, will be celebrated shortly in England, Canada, and the United States. Taken together, these and other efforts of the society have resulted in changes in the tone of newly published histories, a wide and sympathetic press, and radio and television coverage of the society's views and activities.

In addition to supporting efforts to educate the general public, the society also sponsors graduate-study fellowships for students pursuing graduate education in fields relating to the life and times of Richard III. Candidates must be citizens of the United States, enrolled at a recognized educational institution, and making progress toward a graduate degree. The grants are for one year and are considered supplemental to

other financial aid, but not as a source of primary funding. One recent grant winner has been invited to lecture at Oxford.

Most of the society's larger projects are funded by grants and contributions; membership is $20 a year.

Rocky Mountain Women's Institute
2258 South Josephine Street
Denver, Colorado 80208

Recognizing that the completion of any distinguished artistic or scholarly work requires large blocks of time and freedom from interruption, the Rocky Mountain Women's Institute provides offices or studio space and small grants to people in the Denver area who are working in the arts or humanities.

The institute specifically addresses the needs of women who have been trained in creative scholarly work but who find themselves, for a variety of reasons, disassociated from their peers and from institutions that might encourage their continued efforts.

Established in 1975 and located at the University of Denver, the Rocky Mountain Women's Institute supports the work of from five to ten associates every year. In providing each with "a room of her own" and the stimulation of talented colleagues, the institute furthers the achievements of these gifted people. Associates have worked in poetry, history, translation, music, sculpture, painting, ceramics, fiber arts, puppetry, photography, literary criticism, and the social sciences. In almost every case, careers have been significantly enhanced by the projects completed during associateship. Papers presented at academic conventions, books completed, music performed, and exhibits of sculpture, paintings, and weaving have resulted in university-teaching positions, contracts from publishers, and large art-work commissions. But perhaps the most important contribution the institute makes is a renewed sense of ability and purpose the associates develop during their tenure.

Specific demands on associates' time is kept to a minimum, because one of the institute's objectives is to increase creative output. Associates meet informally once a week for support and critical exchange, and in the spring they give public lectures on their work in progress. These presentations are greatly anticipated by those who have experienced the excitement and quality of work a year at the institute can generate.

This year, the institute's sixth, marks the establishment of the Rocky Mountain Women's Institute Association. Comprised exclusively

of past associates, the members of this association will make themselves available as resources in various disciplines for current associates, in addition to maintaining ties among themselves

In acknowledgment of the benefits of exposure to excellence, the institute is also inaugurating a program of Visiting Artists and Scholars. When fully funded, the program will enable each associate to invite someone of statewide prominence in her field for a weekend to present a lecture and workshop at the institute, both of which will be open to the public.

University Seminars
Columbia University
606 Dodge Hall
Columbia University
New York, New York 10027

For 38 years, seminars on a broad range of subjects have brought faculty members from Columbia and other institutions together with nonaffiliated scholars and practitioners. Approximately 3,000 people are currently involved in some 80 ongoing seminars on topics ranging from "The History of the Working Class," to "Population Biology." Seminars usually meet once a month for dinner and discussion, often with an outside guest to make a spectal presentation, or with a member sharing his or her work in progress. Permanent participants who are not already Columbia faculty members become University Seminar Associates, by presidential appointment.

The seminars began after World War II with one on "The Problem of Peace." Frank Tannenbaum and several other colleagues felt that some new device was needed to focus the university's intellectual resources on interdisciplinary problems. In the ensuing years, the seminars have attracted leading intellectuals from inside and outside the academy, including Hannah Arendt, Paul Goodman, and I. I. Rabi.

Each seminar is self-governing, creates its own agenda and programs, and selects its own participants. A wide range of institutions are represented, including over 200 colleges and universities, 70 business firms, 20 foundations, and various other organizations. In a typical month, 50 or 60 seminars are conducted.

Coordination and administrative services are provided by a director and a small staff. Modest financial support is provided for each seminar so that guests may be invited for presentations and other necessary expenses can be covered.

YIVO Institute for Jewish Research
1048 Fifth Avenue
New York, New York 10028

The YIVO Institute for Jewish Research was founded in 1925 in Vilna, Poland. Since 1940 it has been located in New York City, its purpose being to nurture scholars and students engaged in teaching and studying aspects of Eastern Europe's Jewish culture and its American derivatives.

YIVO's resources include a Center for Advanced Study, a Research Institute, and an expanding program of community services directed to the academic and general community. The New York center contains a multilingual library of 300,000 volumes and archives, which includes the world's largest collection of Yiddish books and rare volumes of Judaica dating from the sixteenth century, some of which were rescued from the ravages of the Nazi regime. The collections comprise major resources for research in Jewish history in eastern and central Europe: the holocaust; the mass immigration and settlement of Jews in the United States; and the Yiddish language, linguistics, literature, folklore, and ethnography.

While the Max Weinreich Center for Advanced Jewish Studies serves doctoral and postdoctoral students from educational institutions around the world, YIVO is more than a haven for scholars. It serves the community at large through its numerous publications, public lectures and frequent scholarly conferences, its information services, and its regular exhibitions of photographs and documents.

Dues range from $15 for student membership, $30 for general membership, to a $500 sustaining membership. In addition to members' contributions, the institute has received grants from the National Endowment for the Humanities, and allocations from Jewish federations and welfare funds in many cities. Since these funds do not fully cover the costs of maintaining the institute, it is partly through the work of volunteers that it manages to provide its many services.

INDEPENDENT SCHOLARSHIP AND THE PUBLIC INTEREST

The activities of independent scholars and their organizations generate tangible benefits for our society. Over and above the specific products of their research, independent scholars bring their distinguishing characteristics to the world of learning: enthusiasm, energy, zest, and *love* for the subject they study. The scholars provide a bridge between the world of academic scholarship and the wider literate public. They are

the first audience to respond enthusiastically to major new works of scholarship in their field.

Our culture has suffered from the lack of such audiences. One cause is the false separation between the world of academe and the world outside it. Jacques Barzun has charged that academic scholars themselves have created this separation.

> . . . by convincing people at large that they cannot participate in the fruits of scholarship and serious intellectual work without being professional scholars, [making it] harder and harder to find the few tens of thousands who are willing, let alone eager, to attend to intellectual matters . . . The professionalism of intellectual pursuits has destroyed the intellectual audience.[5]

Independent scholars constitute the core of such an audience, but beyond this, independent scholars make many more active contributions. Pursuing questions that interest them, and unconstrained by the pressures of academe, they can often take risks in exploring areas that would be forbidding to academics whose careers could be damaged by failure. Independents often open up entirely new areas of study that would not fit into the existing disciplinary categories of academe. Thus, black studies, third-world studies, future studies, women's studies, and environmental studies were all pioneered in large part outside the realm of higher education and were only incorporated later by institutional researchers. Individual and collective intellectual work burgeons today in fields that are rapidly developing outside academe.

Indeed, there is some evidence that academe excludes research in some of the most pressing problems of our society. This has been documented in *Usable Knowledge: Social Science and Social Problem Solving*, by Charles Lindblom and David Cohen, Sterling Professor of Economics and Political Science at Yale, and Professor of Education and Social Policy at Harvard, respectively. They challenge assumptions held by academe that any given field is coterminus with its current academic definition, that the only legitimate investigators are professors, and that the only suitable topics are those that existing journals find acceptable.

> For no good reason, it appears, some obvious problems are simply ignored . . . or aspects of them are simply dropped. It looks as though a variety of influences, such as underlying metaphysical position, intellectual

5. Jacques Barzun, *The House of Intellect* (New York: Harper & Row Publishers, 1959).

> tradition, changing intellectual fashions, and moral or aesthetic prohibitions (much like the taboos that anthropologists find in all societies) are at work.[6]

In the same study, some examples Lindblom and Cohen cite from the recent history of American social science are "the exclusion from academic economics of the problems of the underdeveloped countries until after World War II," and "the long-time implicit denial of the existence of a large population of blacks in our society," which they call "a remarkable feature of American political science."

Such observations suggest why it was that researchers and writers working outside academe first called attention to some of the leading issues of the past several decades: "poverty in a supposedly 'affluent society,' "[7] (Michael Harrington); "pollution of the environment,"[8] (Rachel Carson); "sexism at a time when it was 'the problem without a name,' "[9] (Betty Friedan), and so on.

The most dramatic current example is the debate over nuclear arms, and no matter what personal position is taken on the issue, there is no question, as Robert Jay Lifton recently put it, that "this central issue of our times has been fundamentally ignored in our universities. Very little of the . . . discussion came from students or faculty members."[10] Lifton, a psychiatrist at Yale University's medical school, calls this a scandal, and others in academe have agreed. Bruce Russett, professor of political science at Yale, notes that, until recently, "the universities have been quite quiescent in terms of research and serious scholarship,"[11] on arms control, the arms race, and nuclear warfare.

Independent scholars regularly produce work that synthesizes, interprets, or popularizes important technical findings, thereby making facts and knowledge more widely available and increasing public understanding. Books by nonacademic scholars have had significant impact on a very wide public, including policymakers and opinion leaders: for example—Rachel Carson's *The Silent Spring*, Jane Jacobs' *The Death and Life of Great American Cities*, Betty Friedan's *The Feminine*

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6. Charles Lindblom and David Cohen, *Usable Knowledge: Social Science and Social Problem Solving* (New Haven, Conn.: Yale University Press, 1979).

7. Michael Harrington, *The Other America* (New York: Macmillan, 1962).

8. Rachel Carson, *Silent Spring* (Boston, Massachusetts: Houghton Mifflin Company, 1962).

9. Betty Friedan, *The Feminine Mystique* (New York: W. W. Norton & Co., 1963).

10. Robert Jay Lifton and Bruce Russett, "Rash of Books Urge Disarmament as Scholars Join Nuclear Debate," *The Chronicle of Higher Education*, 12 January 1983.

11. Bruce Russett, ibid.

Mystique, Arthur Koestler's *The Act of Creation*, Horace Freeland Judson's *The Eighth Day of Creation*, or Michael Harrington's *The Other America*.

In many less visible ways, too, independent scholars comprise a valuable community and national human resource when they are allowed to share their interests and findings. They are found at work as teachers in "free" universities, as docents in museums, aides in science-technology centers, tutors in learning networks, and writers and columnists for scholarly magazines and journals.

Independent scholars and their organizations constitute a vigorous, productive, and potentially invaluable part of our national cultural life. If the unfettered search for truth serves the public interest, then those pursuing these ends outside academe are an integral part of our intellectual enterprise. If the encouragement of intellectual diversity and enterprise are central to the goals of a cultural democracy, then those whose interests lie outside current academic norms play an essential role. If society today needs all the disciplined intelligence it can muster (and it is to be assumed it does), then independent scholars, their contribution, and the organizations they represent are a necessary enlargement of the world of learning.

The future of independent scholarship will be fundamentally forged by the independent scholars themselves. Increasingly self-aware that their collective activities constitute a crucial portion of the world of learning, they will command more attention. As they become cognizant of the benefits and advantages of organizing, they will create new associations and strengthen those that are already in place. As their ranks grow, encompassing larger numbers of people with advanced research training who choose to pursue their inquiries outside academe, they will exert a benign pressure on libraries, publishers, foundations, and other relevant organizations. Finally, as they add to their already considerable strength through these kinds of initiatives, they will produce more work of high quality, which will be the ultimate source of their heightened status in the world of learning.

2.

Independent Scholars and Academe

The spectre of a "lost generation of scholars" haunts some quarters of the world of academe today. The majority of doctoral graduates in many fields cannot find faculty positions.

Writing in 1980, under the headline "Preventing a New 'Lost Generation' of Scholars," and published by *The Chronicle of Higher Education*, James Banner, then chairman of the American Association for the Advancement of the Humanities, argued that:

> To keep scholarship, learning, teaching, and writing alive and vigorous among those who do not have secure academic employment, and who may never hold full-time academic positions, will require bold thought, inventiveness, and risk-taking. . . . The world of education and learning [must] expand beyond academe.[12]

Others have commented on the situation even more portentously. In 1982, Duncan Robertson, then teaching at the University of California at Santa Cruz, spoke out in *Newsweek:*

> The wholesale waste of intellectual resources must not simply be allowed to continue for the next 20 years. There is a growing army of embittered,

12. James L. Banner, Jr., "Preventing a New 'Lost Generation' of Scholars," *The Chronicle of Higher Education*, 28 January 1980.

> unemployable intellectuals in our midst. The whole phenomenon insults dearly-held national values: can so much intelligence, hard work, and dedication be so little valued today? It is time to recognize the potential threat to society within this actual human tragedy, and respond.[13]

But the "lost generation" is just one way of viewing the matter. At the other end of the ideological spectrum, some observers see things very differently. To them, those *outside* academe are not marginal to academic life but are *central* to a fresh configuration of our culture. This viewpoint is exemplified by writers such as William Irwin Thompson, Hazel Henderson, and Ivan Illich. Thompson, a former professor at MIT who "walked out on the university," as he put it in the title of a widely read essay in *Harper's* magazine and subsequently reprinted in his *Passages About Earth*, believes that the traditional academic culture is moribund, and that the search for new truths now needed must take place outside academe. "I've proved that there are other lives for the intellectual than being a civil servant in a bureaucracy."[14]

Challenging the view that the individual intellect is powerless vis-a-vis the giant universities, government agencies, and corporations, Thompson insists that "the individual has not been passed over—it is he who is passing over the institutions, to become an institution in himself."[15]

Between these apocalyptic viewpoints—a "lost generation" versus a fresh start outside the university—lies the fact that over the past 20 years there has been a reemergence of the "independent sector" in American scholarly life. A superb documentation of the process (in the field of history) is presented in Marjorie Lightman's essay, "The Emergence of an Independent Scholarly Sector: History as a Case Study," in *Outside Academe: New Ways of Working in the Humanities*.

> Never since the late-nineteenth century have humanities scholars outside the academy sought to share with peers inside the academy the rights and prerogatives of scholarly leadership. When the academy was unable to absorb the many graduate-trained students in the humanities who sought university appointments during the 1950s, these scholars simply left academic life for careers in government and industry. Most of them also left

13. Duncan Robertson, "The Overprotected Professors," *Newsweek*, 15 February 1982.

14. William Irwin Thompson, *Passages About Earth* (New York: Harper & Row Publishers, 1973).

15. William Irwin Thompson, television interview with Bill Moyers on "Bill Moyers' Journal," Public Broadcasting Service, summer 1981.

> the scholarly professions; they organized no new constituencies of scholars, no new institutions, and no new groups who demanded professional recognition of their scholarly pursuits as peers with their colleagues in the academy.

In the past few years, however, the response has been quite different. Lightman concludes:

> A sector of humanities' scholarship [has emerged] which, in contrast with other times, has sought new settings, new audiences, and new ways of communicating scholarly ideas and research.[16]

In short, the times call for new ways to organize, conduct, support, and disseminate scholarship outside the university: scholars have risen to the challenge by creating and nurturing appropriate organizations.

The existence, promise, and problems of these independent scholars have begun to receive widespread attention recently. Some major articles on this subject have been printed in publications as diverse as *The Chronicle of Higher Education*, *Change* magazine, *The New York Times*, and *The Christian Science Monitor*. A story in *The New York Times*, by education editor Edward B. Fiske, reported that "the problems of the independent scholar . . . are now receiving increased attention. With so few academic jobs available, the number of academics without formal connections is growing."[17]

How might such independent scholars be helped, encouraged, supported, recognized, utilized, and fulfilled so that they can make their unique contributions to scholarship, culture, science, and social betterment?

ALTERNATIVE EMPLOYMENT

This section was contributed by Lydia Brontë, consultant to The Carnegie Corporation of New York and formerly an officer in the Humanities Division of The Rockefeller Foundation.

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16. Marjorie Lightman, "The Emergence of an Independent Scholarly Sector: History as a Case Study," in *Outside Academe: New Ways of Working in the Humanities*, ed. Marjorie Lightman and William Zeisel. New York: Institute for the Humanities and The Haworth Press, 1981.

17. Edward B. Fiske, "Life of Scholars without Schools," *The New York Times*, 2 February 1982.

It is important that we begin to recognize that scholarship is a valuable and legitimate pursuit, regardless of whether the scholar earns a living as a college or university teacher or in some other profession. Teaching and scholarship have been companion activities for so long that they have come to be considered identical within the academic world. But although they are highly compatible, they are not the same. It is possible to be a good teacher without being a publishing scholar; it is possible to be both a good teacher and a publishing scholar; and it is also possible to be a good scholar, or a superb scholar, without any career involvement in teaching.

Our juxtaposition of teaching and scholarship did little harm, as long as there were enough teaching positions for those who had been trained to do the job. When the number of available academic jobs began to shrink, around 1970, it became a serious handicap. Very early in the decade it was clear that a large number of people who had earned doctoral degrees could not be assimilated into the academic job market and would have to develop what I decided in 1974 to call "alternative careers." (At that time, because of the widespread anger and disbelief that such a job shortage could exist, any use of the term "nonacademic" would have had strong connotations of inferiority.)

It has been profoundly, and understandably, disappointing to many of these displaced academics that they were not able to fulfill the career expectations with which they entered graduate school. But the fact that they will work outside the campus does not invalidate their graduate education, and should not foreclose their practice of scholarship. It is even possible that their scholarly work will be enriched by a breadth of experience that will contribute to their intellectual development in ways different from, and complimentary to, academic life.

The existence of this large body of scholars outside the universities can be an immense advantage for the educational community. Education and scholarship need the support and understanding of society, just as society needs the sustenance of education and research. The boundary between the two communities in our age should not be a wall sealing them off from each other, but a permeable membrane, allowing a constant flow of nourishment in both directions.

Perhaps the most important step that could be taken now to encourage this generation of scholars is the recognition by the academic community that the job shortage is *purely the product of demographic and economic changes*, which bears no relationship whatsoever to the abilities and talents of the individual people affected. There should be no stigma of any kind attached to working outside the academic world.

Those with doctoral degrees who have been forced to create alternative careers are not intellectual second-class citizens. Rather, they are the victims of large-scale shifts in population-growth rate and economic productivity. They are no less capable than those who, by luck or coincidence, happened to find academic jobs; in a blossoming job market, like that of the mid-sixties, they would have been snapped up as prizes by hungry departments.

And if, as we should all hope, they continue to exercise the craft of scholarship—unwilling conscripts into the company of independent scholars though they may be—they should be given every encouragement. It is perhaps the scholarly associations that can do the most in this respect, by welcoming membership from those employed outside the academic world, and by maintaining an open forum where all can share their enthusiasm for the life of the mind.

3.

Independent Scholars and Their Needs

The independent scholar has to have, first and foremost, a passionate commitment to pursue the truth. Without that calling, no investigator is likely to produce first-class work, particularly if careerist incentives are lacking. The author Paul Goodman loved to tell the story of the Yale astronomer who reported that his current crop of graduate students were superbly trained in technical matters, but he did not think that any of them would become important astronomers. He was asked why, and his response was, "Because they do not love the stars."

The lack of scholarly output of many tenured faculty members testifies to the fact that environmental supports do not assure productivity. Conversely, the accomplishments of such researchers as those cited earlier, demonstrate what talent and energy can achieve.

The *sine qua non*, then, is the individual's commitment to produce good work. However, the passion for knowledge, though necessary, may not be sufficient. And it may be frangible. In the course of its work, the project has encountered people with crushed spirits and thwarted and embittered intellects. Many have been deeply damaged by the denial of opportunity, resources, and colleagueship. "This independent scholarship can break your heart," said a well-thought-of researcher at the Newberry Library—one of the pioneers in welcoming independents. "When you realize that you will not be able to bring your most important work to fruition because circumstances do not permit, it hurts like nothing else in life."

No reader of Virginia Woolf's, *A Room of One's Own*, can doubt that social conditions can crush the highest talents, as in the case of her fictive, ironic, and ultimately compelling portrayal of Judith Shakespeare, the Bard's equally talented sister. Just as Woolf's search for an answer to the question "Why aren't there more women writers?" drove her to the conviction that certain social and economic conditions crushed much of the innate talent among them, so must our inquiry into the problem of enabling larger numbers to pursue independent scholarship address questions of access, resources, opportunities, and incentives.

But the question of the needs of independent scholars is not simple. Social critics, such as Ivan Illich, and theorists and practitioners in adult education, such as Christian Bay, Paulo Freire, and John Ohliger, have revealed the ways in which rhetoric about these so-called needs has been used to increase dependence on institutions that conform to society's power structure.

For a substantial number, the very concept of need, as usually conceived, is almost anathema—a striking confirmation of their true independence. Says psychologist Rachel Lauer:

> I suggest that you avoid any thought or language that creates the image of independent scholars as needy people whose interests must be served by others who are richer or more powerful. For example, I do not like to think of independent scholars as a 'lost generation,' 'wasted people,' 'embittered, unemployable intellectuals,' 'human tragedy,' 'suffering from severe handicaps,' 'displaced,' 'unplaceable,' 'discriminated against,' 'unable to get or hold a position in academia,' etc. I do not like for us to see ourselves as one more minority group victimized by the establishment, outsiders looking in, unappreciated and needy, disadvantaged, etc. I do not want to be part of a group, much less identified with a group, which must be 'helped, supported, encouraged, recognized, served' by charitable others. As a psychologist in a 'helping profession,' I have seen far too much damage—dependency, apathy, self-pity, inertia, paranoia, etc.—created by a helper-helpee reciprocity. Worse, I have seen countless such minority groups spend all their time attacking the establishment and/or begging for consideration—all to no avail. And worse yet, I've seen the individuals and organizations designated as helpers and suppliers become increasingly arrogant, resistant, and out of touch with the flow of public life.[18]

18. Rachel Lauer, private communication on the needs of independent scholars, October 1, 1982.

The spirit of self-reliance that inspires this sentiment commands a great deal of respect. But the majority of independent scholars do not take quite so independent a posture. They readily express specific needs, and their views command respect, too.

Interviews with independent scholars generally confirm the sensible delineation of what they lack, as described by May and Blaney in *Careers for Humanists:*

> Scholars who are not professors suffer severe handicaps. In most cases, they do not have schedules as flexible as those of people whose only fixed commitments are in classrooms. The disadvantage is made much greater when libraries, archives, and museums cope with financial pressures by curtailing hours or privileges with concern chiefly for their student-and-teacher customers. Would-be scholars with nine-to-five jobs can only use research facilities that are open at night and at weekends.
>
> Scholars not in academe are likely to be isolated. They lack opportunities to discuss their ideas or findings with people who share their interests and knowledge. To be sure, many scholars on college faculties are also isolated, either because of their colleges or because of their colleagues. As a rule, however, they at least have an entrée to learned societies, where a little effort can bring into being a panel at a regional or national-association meeting. Scholars whose stationery carries only a home address or the emblem of a corporation or an operating government agency can do likewise only with great effort, more than likely involving an exercise of influence by some intermediary in or near academe.

The authors go on to disclose another source of difficulty faced by independent scholars:

> . . . the in-group of academics dominating learned journals and scholarly publishing houses: they tell us, "Our reviewers feel that your manuscript shows insufficient familiarity with recent changes in interpretation initiated by Professor X."[19]

A congruent, group portrait of displaced academics was expressed by journalist Wray Herbert for the American Association for the Advancement of the Humanities, based on interviews with some first-year graduates of New York University's Careers in Business Program for those with completed and all-but-completed doctoral degrees in the

19. Ernest R. May and Dorothy G. Blaney, *Careers for Humanists* (New York: Academic Press – Harcourt Brace Jovanovich, 1981).

humanities. These former members of the academy were candid about their difficulties in making a serious contribution to scholarship on a part-time basis, since most of them hold full-time jobs:

> Part of the problem is plainly logistical. Leaving aside the prodigies and the modern-day Matthew Arnolds who have leisure for full-time scholarship, most of the humanists who leave the academy hold demanding jobs elsewhere and lack the time and energy for the rigors of research. Many also testify to a psychological transition that must be made when they abandon the long-held goal of academic life. Many experience the change as a defeat, they admit; and in order to recover, they find it necessary to cease thinking of themselves—at least first and foremost—as humanists and scholars.
>
> Even those who manage to muster the energy for research can run into obstacles. Karen Bowden, who has left the academy, though not the humanities, to be executive director of the Maine Council for the Humanities and Public Policy, points out that it is virtually impossible for her to continue actively in scholarship because of her geographical isolation. "I intend to continue scholarship," she says, "but Widener Library at Harvard is the nearest library. It's inaccessible. It's very difficult to be an active scholar without an institutional affiliation."
>
> According to Mary Louise Weaver, who runs an assistance program for academic women in affiliation with Wellesley College, access to research libraries is a serious problem for scholars disconnected from the academy, regardless of their location. "When graduate students and adjunct professors leave the university, they lose their library cards. At some libraries you can buy privileges, but the cost is exorbitant. It's a disincentive to research outside the university."[20]

MAJOR PROBLEMS FACED BY INDEPENDENT SCHOLARS

- *Released time*
  Nonacademic employment is often demanding and does not relate to individual scholarship as it does in academe; the hours do not correlate with those of resource libraries, or academic offerings, such as campus-based seminars, colloquia, and lectures.

- *Colleagueship*
  The opportunity to discuss their interests among congenial peers is often lacking in the lives of independent scholars. Entrée to learned

20. Herbert Wray, "Academic Job Crisis Threatens Scholarship, Spurs Independent Work," *Humanities Report* (American Association for the Advancement of the Humanities) 1:9 (September 1979).

societies, attendance at conferences, and other means of meeting colleagues is frequently blocked.

- *Publishing opportunities/incentives*
  Scholarly journals are often not well-disposed toward submissions from nonaffiliated scholars—the same is true of university presses. Very often, the lack of pressure to publish for career advancement removes the incentive to publish.

- *Recognition*
  Lacking a generally recognized status and role through which their scholarly pursuits obtain validation in the eyes of others, many independent scholars have problems with self-image and morale.

- *Access*
  Lack of access to information sources, such as university or research libraries, is frequently an obstacle that stands in the way of unaffiliated researchers.

- *Support services/facilities*
  A survey of 154 members of the Academy of Independent Scholars, many of whom are retired academics, reveals that their most prevalent needs are for secretarial assistance, research assistance, and office or laboratory space.

- *Funding*
  "Get me a grant" is of course an oft-expressed plea of independent scholars, but one that subsumes and masks a diversity of other needs (time, assistance, travel, resources), which money will resolve. Moreover, these needs can be usefully dissected into components that also might be helpful to the independent scholar, such as aid and advice on finding sources of funding, proposal writing, and help in the administration of funds when they have been obtained.

- *Teaching opportunities*
  Many independent scholars would welcome opportunities to teach their subject.

4.

The National Conference on Independent Scholarship

Spring Hill Conference Center,
Minneapolis, Minnesota
November 3–5, 1982

Fifty participants—independent scholars, leaders of major organizations in American intellectual life, and representatives of foundations, government agencies, libraries, colleges, professional societies, and other relevant groups met at the Spring Hill Conference Center, near Minneapolis, on November 3, 4, and 5, 1982. Entitled "Independent Scholarship: Promise, Problems, and Prospects," the conference was sponsored by the Independent Scholarship Project under a grant to the College Board from the Fund for the Improvement of Postsecondary Education. Additional funding was provided by the Northwest Area Foundation, with subvention from the Spring Hill Conference Center.

Participants came from both coasts, as far south as Los Angeles and Virginia, and as far north as Montana. Among the independent scholars in attendance were Leo Miller and Rachel Lauer, both recent winners of first prizes from their particular learned and professional societies for articles on Milton and epistemics, respectively; Alston Chase, author of *Group Memory;* Georgia Wright, representing the Institute for Historical Studies in the California Bay area; Jayne Blankenship, director of the Rocky Mountain Women's Institute in Denver; Marjorie Lightman, director of the Institute for Research in History in

New York City; and representatives of Independent Scholars' Roundtables from several cities.

Established institutions of academic, intellectual, and cultural life were represented by officials from the American Council of Learned Societies, the American Council on Education, the American Library Association, the National Federation of State Humanities Councils, the Council of Graduate Schools, and the Modern Language Association, as well as representatives from The Rockefeller Foundation, The Sears, Roebuck Foundation, and the Northwest Area Foundation. The conference was covered by the national press, which included *The Christian Science Monitor* and *The Chronicle of Higher Education.*

The purpose of the conference was to examine three aspects of serious intellectual work outside academe: the needs of independent scholars, current responses to their needs, and prospects for the future. The conference goals were (1) to review findings regarding the activities and problems faced by independent scholars, (2) to suggest feasible initiatives that might be undertaken by educational associations and institutions, and (3) to formulate conclusions and recommendations for widespread dissemination, discussion, and action. What follows is a summary of the conference proceedings.

SCHOLARS WHO ARE NOT PROFESSORS

Introductory remarks by Ronald Gross

"Thousands of Americans are currently engaged in serious intellectual work—and they are not professors," said Ronald Gross, setting the tone for the conference. "They are pursuing their own research in history, cartography, entomology, philosophy, microscopy, and astronomy, to name but a few of their spheres of work. Often, scholarship is their joy, but not their job. Moreover, many recent graduates of advanced-degree programs cannot find faculty positions, yet a considerable number of them maintain some scholarly activities.

"Notable among independent scholars are Arthur Koestler, Buckminster Fuller, Jane Jacobs, Susan Brownmiller, I. F. Stone, Eric Hoffer, Kirkpatrick Sales, William Irwin Thompson, Lawrence LeShan; James Flexner, Barbara Tuchman, Frances FitzGerald, Edmund Wilson, E. F. Schumacher, Paul Goodman, and Rachel Carson."

He went on to say that "the great division in the world of learning should not be between those inside academe and those outside it. Rather, the division should be between those who are producing first-

rate work, or clearly struggling to do so, and those who are not. A passion for ideas, a thirst for inquiry, a rigorous commitment to demonstrable facts should loom larger than occupational category. The image of a healthy culture is one open to talents in which each man and woman is judged on the keenness of the mind, the mastery of the discipline and its methodology, the solidity of the data, and the utility of the findings, rather than by background, credentials, or position."

Independent Scholars and the Public Interest

The intellectual and social roles of independent scholarship were discussed by three speakers: Malcolm Scully, senior editor of *The Chronicle of Higher Education* and a member of the Commission on the Future of the Profession of the Modern Language Association; Steven Lavine, assistant director for the humanities at The Rockefeller Foundation; and Steven Weiland, executive director of the National Federation of State Humanities Councils.

"We have created an 'upstairs/downstairs' for the life of the mind, and sold graduate students on the idea that the only safe haven is the university," contended Malcolm Scully. According to Scully, this situation sorely needs rectifying—and ironically, the current, dismal economic situation may be just what is needed to correct our misguided overemphasis on academe as the only site for scholarship. "Because it is no longer the case that graduates with advanced degrees can automatically find academic positions, graduate schools have had to take a hard look at their curricula and have even had to revamp their goals to prepare students for a broader range of careers than university teaching. Such changes should make scholarship less arcane and more accessible," Scully suggested. He posed three provocative questions:

- what is scholarship?
- how much real scholarship goes on outside and inside the university?
- who is independent?

These questions were put into historical perspective by Steven Lavine. "Scholarship mainly occurred outside the university until the end of the nineteenth century, but with the growth of professionalization in most disciplines, the notion of independent scholarship changed drastically—scholars became affiliated. There was a good side to this—with a central, physical location for scholarship (the campus) came the formation of a community of scholars, and student/teacher relationships were fostered."

But, Lavine stated, there were also some negative results. "Scholars increasingly wrote for other scholars instead of a wider public, and it appears their concerns narrowed. In American culture, where the humanities had never had a firm hold, these negative tendencies were even more marked. But the social upheaval of the 1960s provoked scholars both in and out of academe to address issues affecting public welfare."

Lavine focused attention on writers outside the university who have been particularly effective spokespersons: Frances FitzGerald, Rachel Carson, Betty Friedan, and Susan Brownmiller, and concluded, "We should encourage these socially relevant forms of research and writing even as we continue to support the more conventional forms of academic scholarship. In fact, this trend makes exchange between those in academe and those outside it both necessary and possible."

"Is independent scholarship actually different from traditional scholarship?" asked Steven Weiland. "Is it different merely in the circumstances of its practitioners or in the kind and quality of its products? Will it come to be recognized as a distinct style, like 'feminist criticism'?"

To answer such questions, Weiland proposed a basic research agenda on independent scholarship—a study of the careers of notable, nonaffiliated investigators, and a reconsideration of some key texts that illuminate the field without necessarily using its terminology.

Among the works Weiland recommended to provide insights into "our history and the ideological, economic, and social circumstances helping and hindering us" were Emerson's essay, *The American Scholar*, Bell's, *The Cultural Contradictions of Capitalism*, Nisbet's, *Twilight of Authority*, Lasch's, *The Culture of Narcissism*, and Sennett's, *The Fall of Public Man*.

Weiland went on to discuss Raymond Williams' concept of 'formations,' as described in his book, *The Sociology of Culture*. In Williams' view, they are cultural activities that fall outside large and traditional institutions—for example, craft guilds of the Renaissance period, the Fabians, the Bloomsbury group, etc. Weiland felt this concept particularly useful in understanding independent scholarship, and went on to describe three types of independent scholars: those *specializing*, those practicing *alternative* scholarship (generally excluded by tradition), and those who could be said to be *oppositional*, who become what Gary Snyder, the poet, calls 'warriors.'

The need for a multiplicity of definitions was confirmed as scholars with different viewpoints made their commentaries.

"Independent scholars shatter the walls that constrain much uni-

versity-based research," asserted Rachel Lauer, of the Academy of Independent Scholars, Boulder, Colorado. Leo Miller, representing the same group, went on to say, "My own definition of independent scholarship reflects how I see myself and my work. I open up areas of discovery that never existed before."

Meeting Independent Scholars' Needs

Six independent scholars, each representing an important organization currently meeting the needs of fellow scholars, reported on their experiences.

"We get two kinds of independent scholars turning up at our offices," said Cheryl Dickson, director of the Minnesota Humanities Commission, who recently took the lead in organizing a new group, the Minnesota Forum for Independent Scholarship. " 'Opportunists' is the term I've given the first kind—they want to get on with their work and are seeking contacts and help. The others are would-be academics still hoping somehow to land a faculty job. For both kinds we try to meet their needs for information, connections, dissemination, and access." The commission has funded the pilot issues of a *Humanities Scholars' Newsletter* to help to begin meeting these needs. The newsletter will catalog events in the field of humanities to be held in the Twin Cities area, and it will list jobs and grant opportunities.

A room of one's own and financial support—those were the two things that Virginia Woolf declared a woman needs in order to be able to write. "Basically, that's what we provide for the half-dozen 'associates' who win our annual competition," declared Jayne Blankenship, director of the Rocky Mountain Women's Institute. "Working at a small office or studio instead of at the kitchen table and receiving a modest stipend ($300–$1,000) doesn't seem like much—but it has been amazing to us to see how such recognition and these modest luxuries increase these scholars' self-esteem—and what that, in turn, has done for their productivity. Some claim it has increased their output tenfold."

The veteran organization of scholars outside academe is the Institute for Research in History, a seven-year-old, 200-member organization in New York City. "We do mainstream work from a somewhat marginal position," said Marjorie Lightman, the executive director of the group. The institute was founded by a group who had worked together on the feminist caucus of the American Historical Association, and is presently organized around research groups. "Some scholars work on individual projects, meeting with others to share their ideas. Others work collaboratively—a new experience for most academically

trained historians. In both cases, the result is usually a project that culminates in a tangible product, such as a paper, a book, an exhibition, a film, a conference, or a report. Often the projects are supported by an outside agency, as in the case of a current Exxon-funded longitudinal study on humanists who have never worked inside the academy."

The problems of getting work published, especially if one is a beginner and lacks academic affiliation, were addressed passionately by Leo Miller, representing the Academy of Independent Scholars, the only national membership organization in the field. "Too terrible for speech is the pain you ask me to revive," said Miller, adopting Aeneas's address to Dido. "Beginners suffer most. They must send their manuscripts cold to academic editors, who are either incredulous ("you have your nerve"), insensitive, or insecure." Independent scholars have little access to grants, are excluded from anthologies, and are often not working in subject areas that hold out the promise of mass sales. "Even when we make a mighty contribution to a book we are likely to get slighted in the acknowledgment," said Miller, speaking from an exasperating, recent experience. "And peer review often works against us when a jealous or ignorant academic harshly judges our work."

The dozen or so roundtables that have sprung up around the country over the past year were pioneered by those in Madison, Wisconsin and Denver, Colorado. The Denver convenor, Susan Spragg, told the conference that, from the start, she enlisted the support of community institutions: "The Denver Public Library gave us space for the first series of sessions, and we advertised them in the widely circulated catalog of the Denver Free University. Special mailings were sent, and continue to be sent to local groups with interests ranging from local history to solar energy. Currently, we're offering a three-session course on research methodologies, through the Free University, and from now on each issue of the catalog will contain a section on independent scholarship. Approximately 60 to 70 people attend the advertised meetings, but of that group only about 15 to 20 are regulars, drawn together through a need for mutual support. While the group meetings encourage and revive the lagging energy of local scholars, the lack of money with which to get out the mailings and continue the outreach services saps everyone's energy," confessed Spragg.

"The Institute for Historical Studies in Berkeley, California includes people who are writing, people who are thinking, and people who are doing," began Georgia Wright, representing the institute. "We serve people throughout the Bay area and have a mailing list of 400, of which about 100 are active, dues-paying members. However, we're

so spread out that regular meetings, at which we react to papers in progress, draw only about 20 to 35 members. We do more than sustain the life of the mind in the community—we include academics, librarians, people who have film experience—and we offer needed services to one another, like help with grant writing, film making, access to archives, and finding out where history-related jobs exist."

During the discussion from the floor following the presentations, John Ervin, director of the University of Minnesota Press, clarified just how grant support and university affiliation affect publication decisions. "Only scholarly works with a narrow focus need subsidies," he said, "and although it doesn't hurt to be affiliated, scholars need to tell publishers why their manuscript is needed, how it relates to other books in the field, what authorities in the field have said about it, and who the audience is." Ervin concluded by reminding the group that the academic presses are faced with financial problems, too, in part due to diminished library budgets; they look for reasonable distribution potentialities when books are not subsidized by grants.

RECOMMENDATIONS

What follows are recommendations that were formulated during the conference through the following process:

1. Recommendations of all kinds were generated by working groups of independent scholars and representatives from the various institutional groups.
2. All recommendations were organized, synthesized, and collated into those directed at each of the several groups; for example, postsecondary institutions, libraries, learned societies, foundations, independent scholars' organizations, publishers, and so on.
3. Groups comprising national leaders in the various fields reviewed and revised the recommendations for priority and feasibility.
4. Revised recommendations were reviewed, revised, and approved by the conferees in a final plenary session.

Recommendations to academe

- Colleges and universities should encourage and support independent scholars by providing: official affiliation, appropriate titles, invitations to participate in seminars and workshops, introductions to

"significant others" in publishing houses, university presses, and funding agencies, access to information on grants, etc. Independent scholars have the potential to enliven the intellectual lives of faculty, extend their professional networks, and add variety to instruction at both the graduate and undergraduate levels. A modest, affiliate-participation fee could be charged by the institution for the various levels of service offered.

- Independent scholars should be considered for visiting professorships and lectureships, employment as outside dissertation advisors, consultants, and readers of dissertations. A resource list of independent scholars living in the institution's area should be kept.
- Institutions should make space and equipment available to independent scholars, their organizations, and retired faculty—evenings, weekends, or during vacation time.
- Colleges and universities should recognize and encourage participation of faculty and staff on advisory bodies of independent scholars' organizations.
- Institutions should consider selection of independent scholars as board members.
- Graduate schools should take further steps to encourage and prepare students for the possibility of working as scholars outside academe. University media, including alumni publications, campus radio, TV, etc., should be encouraged to solicit, accept, and publicize reports on alumni independent scholars' work in progress.
- Specific academic institutions or consortia within the area should be identified for their interest in implementing these recommendations.

Recommendations to humanities councils, foundations, and funding agencies

- The National Endowment for the Humanities should actively encourage applications from independent scholars; include more independent scholars in its peer-review data banks; and review its grant-recipient lists to determine whether the number of grants awarded to independent scholars reflects a fair proportion of the number of independent scholars who applied.
- The Office of Planning and Policy Assessment of the National Endowment for the Humanities should collect the necessary data to review the status of independent scholarship in the United States.

- State humanities councils should encourage independent scholars through a variety of means, including participation in public programs and proposal development. Other funding agencies should assess whether their criteria for selection discriminate against independent scholars for untenable reasons, and those agencies that provide support to institutions should take into consideration whether their criteria for awarding grants take adequate cognizance of the need to support independent scholarship.

- Humanities councils and funding agencies should utilize a larger number of independent scholars on evaluation panels to integrate their viewpoints into the grant-making process. This recommendation was made to the Northwest Area Foundation and the National Federation of State Humanities Councils (both represented at the conference) for implementation in their northwest region, as well as to the Council on Foundations, for influence on their grant-making member organizations.

- Humanities councils should include independent scholars in their directories and data banks, thus providing a resource for agencies in search of people to perform particular functions.

- The Independent Scholarship Project should identify the major providers of funds for individual research and engage them in discussions of possible new initiatives for independent scholars.

- Foundations with existing programs accessible to independent scholars should make every effort to attract them into their applicant pool and include them as recipients of awards.

- Through their national and regional service organizations, foundations should address the circumstances of independent scholars in such publications as *Foundation News*, and at their meetings.

- Foundations should consider, when desirable, locating a fiscal agent who would serve as a conduit for making grants to independent scholars.

- This conference should ask representatives of grant-giving institutions attending this conference to take the leadership in assisting independent scholars with small grants for membership dues, subscriptions, travel, and library fees. This should start as soon as possible and could be paid for as a percentage allocation—from 10 to 20 percent—from grants awarded.

- Corporations and other organizations should develop an "adopt-an-independent-scholar" program, or a "rent-a-mentor" program.
- The Foundation Center should make its work much better known so that many more could benefit from its services.

Recommendations to independent scholars and their organizations

- We, the group of independent scholars attending this conference, enthusiastically and unanimously support the work of the Independent Scholarship Project and hope that it may be continued. We suggest to its funding agencies that funds be allotted to allow a larger dissemination of the newsletter to assist the establishment of a network of independent scholars.
- Independent scholars should vigorously explore new formats for disseminating their findings, including self-publishing, public and cable TV, radio, and cassette tapes.
- Independent scholars should examine successful models of organizations for replication, where appropriate, such as the Independent Scholars' Roundtables, the Institute for Research in History, the Rocky Mountain Women's Institute, The Institute for Historical Study, and Basic Choices. (See following addresses.) Independent scholars' organizations can provide a collective, organizational identity, which is very often essential to independent scholars, both in bolstering self-confidence, obtaining aid, and providing audiences for their work. This public dimension seems essential for many scholars, even though some choose to operate alone. Independent scholars should consider the possibility of collective scholarship.
- Independent scholars should aggressively explore the many available resources and organizations that could facilitate and strengthen their work, ranging from identification of potential colleagues who could provide access to opportunities to publish and teach, to utilization of high school students or graduate students as research assistants. Fields of endeavor might include artistic work or social action.
- Independent scholars should consider establishing a national interdisciplinary center of independent scholarship and research, the nucleus of which might be the Academy of Independent Scholars, in Boulder, Colorado. This could be a major, physical facility, providing both administrative and intellectual support.

- Independent scholars might seek the aid of local organizations, such as the American Association of University Women, the Junior League, churches, unions, local government agencies, and hospitals, for financial support, space, volunteers, and publicity.
- Independent scholars' organizations might consider having well-chosen advisory boards or boards of directors, including local editors and publishers, foundation officials, corporation executives, etc.
- Independent scholars' organizations might seek cooperation from retired business executives, business-school students, and professors, to engage in profit-seeking activities.
- Independent scholars' organizations might organize cooperatives of scholars to sell appropriate services, ranging from peripatetic teaching to editorial services. They might obtain donations and support from businesses for the use of word-processing equipment and computer time, perhaps in exchange for scholarly services, such as lectures, etc.

Basic Choices, Inc.
(John Ohlinger)
1121 University Avenue
Madison, Wisconsin 53715

Independent Scholars' Roundtables
(Ronald Gross)
c/o Independent Scholarship Project
17 Myrtle Drive
Great Neck, New York 11021

Institute for Research in History
(Marjorie Lightman)
432 Park Avenue South
New York, New York 10036

Rocky Mountain Women's Institute
(Jayne Blankenship)
2258 South Josephine Street
Denver, Colorado 80208

The Institute for Historical Study
(Ellen Huppert)
1791A Pine Street
San Francisco, California 94109

Recommendations to learned societies

- Learned and professional societies should further explore ways to welcome nonaffiliated scholars and help them maintain their place in the field. Such activities might include providing independent scholars with information on supportive organizations, opportuni-

ties to serve on committees, dissemination of information on activities of their counterparts, sources of foundation support, and prizes for outstanding research.

- Learned societies should enlist the volunteer services of independent scholars when planning and conducting meetings and other activities.
- Learned societies should permit and even encourage special-interest-group gatherings at their regular meetings to enable independent scholars to express their interests and concerns.
- Learned societies should have independent scholars present panels and chair sessions at their annual conferences.
- Learned societies should provide letters of introduction to independent scholars to facilitate access to research libraries, and they should request that major library associations urge libraries nationwide to accept such letters.

Recommendations to libraries

- Libraries, including research libraries at major universities, should review their policies to ensure that they facilitate the work of independents This can be accomplished by making librarians aware of the needs of independent scholars—through professional organizations and their publications, programs at annual meetings, and continuing-education committees.
- Access to libraries for *bona fide* independent scholars should be free.
- Libraries need to find ways for independent scholars to have access to collections, and information on when the library is to be closed or its hours reduced.
- Libraries should recognize that independent scholars need help in utilizing new technologies and resources. Librarians should offer orientation programs at times and places convenient to independent scholars.
- Libraries with computers or other equipment, such as word processors, should be made available to independent scholars for use with their research and writing projects. Availability could be made at times when the equipment would otherwise not be in use.
- Public libraries might act as fiscal receiving agencies for independent scholars who need affiliation for grants.

- Libraries should engage in a scholars-in-residence program, as does the Chicago Public Library, which would enable independent scholars to teach and be supportive of each other. (For more information, write to: Amanda Rudd, Commissioner, Writing in Chicago Program, The Chicago Public Library, 435 North Michigan Avenue, Chicago, Illinois 60611.)
- Librarians should develop guides, through the American Library Association and other library associations, to help independent scholars find out about all other available resources. These associations should also contribute to the brown-wrapper book on ways to gain access to and services from libraries. (See Miscellaneous Recommendations, p. 52.)
- Independent scholars should recognize that librarians may be a more important resource to them in their work than the library itself.
- Librarians should recognize the unique and exceptional nature of the truly serious scholar's work, and be sensitive to it.
- Librarians need to be sensitive to the nonassertive patron. For example, ways should be sought to improve the system of signage in libraries, the attitude of staff, etc.
- Librarians should explicitly recognize the value of independent scholars and their special needs and take steps to meet them, including support for the Independent Scholarship Project.
- Although the library profession has to become aware of the needs of independent scholars, the scholars, too, have the responsibility to assert themselves more aggressively and persistently.

Recommendations to the scholarly publishing community

- Publishers of scholarly journals, including university presses, should examine their editorial policies to assure that they are making decisions based on scholarly merit, without discrimination against nonaffiliated scholars.
- The Association of American University Presses (AAUP) should prepare, publish, and widely distribute a handbook on how to prepare a publishing proposal to a university press. This would be of value to both independent and affiliated scholars: it is recognized that a foundation grant would probably be necessary to meet the costs of producing such a handbook. *The Christian Science Monitor* has ex-

pressed a willingness to consider publishing such material, if it is sufficiently concise.

- The scholarly publishing community should consider commissioning an independent scholar to write an article for one of its periodicals or newsletters dealing with the publication of independent scholars' work.
- Editors and publishers of scholarly journals, university presses, and major trade-publishing houses should serve on the boards or advisory committees of local independent scholars' organizations.

Miscellaneous recommendations

- There should be an underground scholars' manual, a brown-paper wrapped book, with suggestions on "how to beat the system."
- The Library of Congress, the American Council of Learned Societies, and the National Endowment for the Humanities should establish a Library of Congress Fellows' Program (like Japan's Living Treasures Program). This would provide recognition for independent scholars.
- Summer institutes for independent scholars, patterned after the summer seminars conducted by National Endowment for the Humanities, could be organized to provide an opportunity for in-depth study of specialized subjects between colleagues who share similar interests.

Afterword

"If we are anything, we must be a democracy of the intellect," declared Jacob Bronowski at the end of *The Ascent of Man*.[21] The work reported here has sought to support that proposition.

It is to be hoped that the work of the independent scholar will continue to flourish in an environment of support and appreciation.

21. Jacob Bronowski, *The Ascent of Man* (Boston, Mass.: Little, Brown & Company, 1973).

Appendix

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Select Bibliography

The first four sections of this bibliography, Data and Documentation, Policy Analysis and Proposals, Reportage, and How-to focus on the most recent and specifically pertinent items in the field of independent scholarship, although they are by no means a complete record of all the works and sources that have been consulted. The books listed in the fifth section, Some Works Basic to the Field, are given only as a very limited sampling.

To be maximally useful, the citations are listed alphabetically by author, or by title when there is no author, in chronological order.

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The first directory of institutes and centers for the study of the humanities in the United States.

1979 Wray, Herbert. "Academic Job Crisis Nourishes New Careers and New Programs." *Humanities Report* (American Association for the Advancement of the Humanities) 1:8 (August).
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Citation of diverse views of the danger of a "lost generation" of scholars, and responses from those both within and outside academe.

1981 May, Ernest R., and Blaney, Dorothy G. *Careers for Humanists*. New York: Academic Press.
Fine research, used to generate sensible suggestions covering specific ways in which "graduate deans and departments and interested foundation and government officials [could] exert some effort to lower the obstacles that currently block research and publication by scholars not in academic institutions."

1981 *Outside Academe: New Ways of Working in the Humanities*, ed. Marjorie Lightman and William Zeisel. New York: Institute for the Humanities and The Haworth Press.
Report on a conference on "Independent Research Institutions and Scholarly Life in the 1980s," held in New York, October 1979, supported by a grant from The Ford Foundation.

1981 "Types of Services Available to Independent Scholars." Technical Report no. 1, Independent Scholarship Project. New York: College Entrance Examination Board.
A first try at listing current ways in which some of the major needs of independent scholars are actually being met, under the categories: working and meeting space, libraries and research resources, tools, institutions and organizations, financial support, and communications.

1982 "Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences." Washington, D.C. Humanities Forum. Mimeographed.
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V. SOME WORKS BASIC TO THE FIELD

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> If humanity is to pass safely through its present crisis on earth, it will be because a majority of individuals are now doing their own thinking. The Independent Scholarship Project has pioneered in improving the climate for such thinking in the United States. I commend to your attention this important document.
>
> *Buckminster Fuller*
> *Inventor, author, poet*

Throughout the ages, independent scholarship has contributed much to the world of learning. And this has become increasingly true in recent years. Here is a report on the findings and recommendations of a major, two-year College Board project intended to identify and meet the needs of America's independent scholars.

Independent Scholarship: Promise, Problems, and Prospects is a publication from the College Board's Office of Adult Learning Services (OALS), made possible by a grant from the Fund for the Improvement of Postsecondary Education. The Office aids colleges with recruitment, instruction, and assessment of adult students and assists adults with decisions about college study. OALS also serves other institutions that educate adults, such as local school districts, employers, churches, libraries, and museums. Additionally, OALS conducts research to advance knowledge about learning, develops and tests new ideas for services, and disseminates knowledge about adult learning.

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