



Practical Thinking

Addicted to Archives

by Mary Treacy

Archivists bring the past to the present. They're records collectors and protectors, keepers of memory. They organize unique, historical materials, making them available for current and future researcher.

Archivist Lisa Lewis won a "Fewer than-28-word Elevator Pitch" contest for this pithy description of the meaning of archives. Lisa nailed it.

*The term "archives" conjures images of dust and decay accompanied by acrid aromas and tended by bespectacled history geeks. All wrong! Archival resources are ubiquitous, accessible, and irresistible. The intellectually curious are well advised to "drink deep or taste not the **Pierian*** Spring"*

The archives-dependent scholar owes a mighty debt to the archivist, that rare and inspired individual who had the vision to identify, organize, preserve, and facilitate access to the record—in whatever format. That nugget of historic, artistic, or scientific value did not make its way to the scholar's desktop without the faith and skill of a network of archivists and archives. The digital age offers exponentially expanded opportunities to plumb the world's archives.

On the one hand, I am impressed and intrigued by archives that reflect personal and group passion. The state's newest archival collection, the **Somali Artifact and Cultural Museum** <<http://somalimuseum.com/>> now opening its doors at 1516 East Lake Street in Minneapolis is a classic. Another is the **Quatrefoil Library** <<http://www.quatrefoillibrary.org>>, another institution on the move—from St. Paul's Midway area to its new home at Spirit on the Lake, 1220 East Lake Street in Minneapolis.

Still, for the most part, archives depend on a robust base of public and private support. For this reason my emphasis here is on publicly supported archives—agencies that preserve information by and about the government and institutions that maintain archival collections for the public good. Each

continued on page 2

** In Greek mythology, the **Pierian** Spring of Macedonia was sacred to the Muses. As the source of knowledge of art and science, it was popularized by a couplet in Alexander Pope's poem "An Essay on Criticism" (1709): "A little learning is a dang'rous thing;/Drink deep, or taste not the Pierian spring"*

Table of Contents

Addicted to Archives by Mary Treacy	p.1
Book review: <i>Surfaces</i> by Robert Brusic	p. 3
Annual Poetry Meeting	p. 5
Amato Speaks	p. 6
New Thinking on the Brain	p. 7
Joseph Godfrey	p. 8
Scholarship Standards	p. 9
Books for Scholars	p. 10
Editor's Note	p. 11
Upcoming meetings	p. 12

of these is but a point of access to an immense wealth of information that inevitably astonishes the searcher. This list is basic—intended to open some floodgates through which the inquisitive reader will plunge. The digital link eases the dive.

Warning: For the most part, the digital dip of the toe is a teaser, intended to lure the independent learners to linger in the archival pool. Spend just a bit of time exploring these archives and you'll be hooked.

Minnesota Reflections, <<http://www.mndigital.org/reflections>>, a growing collection of digitized documents, photographs, maps, letters and more that tell the state's story—is a fun starting point for armchair learners of any age. Many other listings are guides to physical archives in libraries, museums and archives; in many cases the guide includes portions of the physical collections that have been digitized to give the “flavor” of the collection.

The archival anchor of the state is the **Minnesota Historical Society** <www.mhhistory.org>. Though busloads of high school students and thousands of families know the great exhibits and programs at the Minnesota History Center, that's just the beginning. Browsing the MHS website means endless discoveries of special collections that tell the state's history—the digital photos spark memories and a passion to learn more; the library collections are at the ready—note the plural of “collections”—there are several. The website also introduces the state's historic sites—and endless hours of exploration without leaving home.

One way to dip into that treasure trove is to click on **Minnesota History Topics** <<http://education.mnhs.org/research/minnesota-history-topics>>. This guide will help the reader focus, then devise a search strategy—great for when you're wading into new waters. MHS also offers podcasts and slideshows based on the archival: <<http://discussions.mnhs.org/collections/category/podcasts/>>.

Among the countless guides to additional learning options published by the MHS is *Minnesota History Along the Highways*, compiled by Sara P. Rubinstein and based on the archival collections of MHS. It's a guide to the locations and texts of 254 historic markers, 60

geologic markers, and 29 historic monuments in all corners of the state. Be sure also to carry a copy (print or digital) of *Minnesota Place Names*, a geographical encyclopedia by Warren Upham. This is an archives-based classic, originally published in 1920 and now available on line. You'll never ask “Are we there yet” again!

The **State Archives Department** is one of scores of departments at <<http://www.mnhs.org/preserve/records/index.htm>>. Housed within the Minnesota Historical Society the State Archives Department identifies, collects, and preserves the historically valuable records of almost 4,000 units of state and local government. It includes records generated from the territorial period to the present day. This includes historically significant records from the Executive, Legislative, and Judicial Branches as well as records of local government units ranging from counties to school boards.

In addition, each branch of government and most state agencies have their own library/archives, intended primarily for use by agency staff. These archives tend to be of broader interest:

—The **Legislative Reference Library** <<http://www.leg.state.mn.us/lrl>> includes historical statistics and background on legislative history and process. One way to get started is to check the **Legislative Time Capsule** <<http://www.leg.state.mn.us/lrl/timecapsule/index.aspx>>, a synopsis of what went on during each biennial session of the Legislature.

—**Minnesota State Law Library** <<http://mn.gov/lawlib/>> archives opinions of the court, decisions, and archival background on members of the Court.

The **University of Minnesota Libraries Archives and Special Collections** <<https://www.lib.umn.edu/uarchives>> are a rare and wondrous testament to the University and the archivists who have preserved these treasures. The collections include diaries, letters, maps, drafts of literary works, artifacts, recordings, electronic records and much more. At last count there are sixteen archives and special collections within the University Libraries system. They range (in alphabetical order because that's easiest) from the Andersen Horticultural Library to the Wangenstein

Historical Library of Biology and Medicine. Other collections include the Immigration History Research Center, the Kerlan Collection (aka Children's Literature Research Collections), the Givens Collection of African American Literature and the Tretter Collection of Gay, Lesbian, Bisexual and Transgender Studies). You'll find descriptions and links to the Archives and Special Collections web pages at <<https://www.lib.umn.edu/special/archives-and-special-collections-web-page>> or take an "objects of desire tour," an introduction to the immense collections that lie just below the surface—(literally) <<http://www.continuum.umn.edu/event/first-fridays-objects-of-desire>>.

The **James K. Hosmer Special Collections** at Minneapolis Central Library <<http://www.hclib.org/pub/search/specialcollections/>> is actually a collection of collections on topics ranging from

Minneapolis history to club files to World War II and Abolition. Much is digitized but, as always that's just an temptation to press on. There's an excellent introduction to the collections on this website.

Once you start "seeing archives" you'll see them everywhere, including every region of the state and most counties. There's a helpful list of those publicly supported archives produced commercially by Family Search <https://familysearch.org/learn/wiki/en/Minnesota_Archives_and_Libraries>. Though it doesn't fit the publicly supported rubric it's a first stop for the high percentage of Minnesotans whose archival search is motivated by a passion to explore their family history.

Mary Treacy is a librarian dedicated to making information as accessible as possible for all scholars.

Book review

Joseph Amato looks at the *Surfaces* of our Lives

***Surfaces: a History*, by Joseph A. Amato. University of California Press, Berkeley, 2013. pp. 289, cloth.**

In the 1970s public television broadcast a number of magisterial studies of culture. One was Jacob Bronowski's *Ascent of Man*; another was James Burke's *Connections*. Both series were accompanied by lavishly illustrated companion volumes. Each series probed the history and development of culture and cultural phenomena throughout the centuries. If the cultural cameras were still rolling today, one could imagine a similar series of investigations such as appears in Joseph Amato's *Surfaces: a History*.

Choosing to focus on, define, elucidate, and examine the reality of surfaces, Amato takes the reader on an extensive ride from the Neolithic age to the present. He begins with a defining statement: "Surfaces cradle and nurture our bodies and awaken and define the minds that perceive them." (p. xiii) In effect, surfaces are everywhere as they direct energy, shape space, measure change. The book takes this thesis and plays it for two hundred forty pages, unspooling it through theme and variation.

Surfaces are boundaries like masks or skin, like wheels and walls, like the epidermis of a city, like cathedrals and works of art. They are also circles, arcs and angles, lines and grids, crystals and jumbles and much more—the taxonomy of surfaces is endless. In short, as the argument in chapter 1 goes, we are surfaces and surfaces are us. Amato, endeavoring to open the reader's perception, vision, and recognition of surfaces, inadvertently invokes the method of the detective, Sherlock Holmes. Amato says that "people look without seeing," (p. 4) while Holmes observes to Watson, "You see, but you do not observe." (*Scandal in Bohemia*)

Amato invites us to look, see, observe, and pay attention to the surfaces around, above, and within us. He does so in ways that sometimes prove dense—causing the reader to slow down, take a deep breath, and read the content more than once. "Siding with the truth of the eye and hand and the mechanics of optics and perspectives over and against radiating presence, symbolics of color and form, and dialectics of ideas and theologies, Renaissance and early modern artists, quintessentially Leonardo, anticipated the

continued on page 4

Amato, continued from page 3

observational, empirical, and experimental qualities later proposed by natural scientists, geologists, botanists, anatomists, and inventors.”(p. 15)

In eight chapters and a conclusion Amato (like the aforementioned Bronowski and Burke) moves through history. Along the way he cites a wide range of characters: Leonardo, Descartes, Newton, Banks, Mumford, Einstein, Byron, Keats, Ellul, and scores of others—including the Bible. Evoking such a phalanx, Amato's insights evince depth and breadth. While the book has forty-five pages of footnotes (many of which amplify the narrative), it has neither index nor bibliography, so one is often frustrated when trying to review references. For instance, if one wants to refresh the memory of who Hephaestus was and what was his role in Pericles's Athens, the reader (unless one was taking notes) is obliged to make a long search. The fascinating Athenian surface story is told on page 84 and following.

Surfaces in painting

Certain chapters in the book are both clear and persuasive. Amato's discussion of how surfaces have divided the rich from the poor is well illustrated in his discussion of Breugel's painting of a peasant community (pp. 150-152). Likewise, the examination of Impressionist painting is illuminating. These artists, he rightly claims, depicted a bright and colorful panoply of surfaces. However, Amato overlooks the somber works painted by such social realists as Frederick Brown, William Powell Frith, and many others, who presented a darker side of surfaces at the same time the Impressionists were shedding their light.

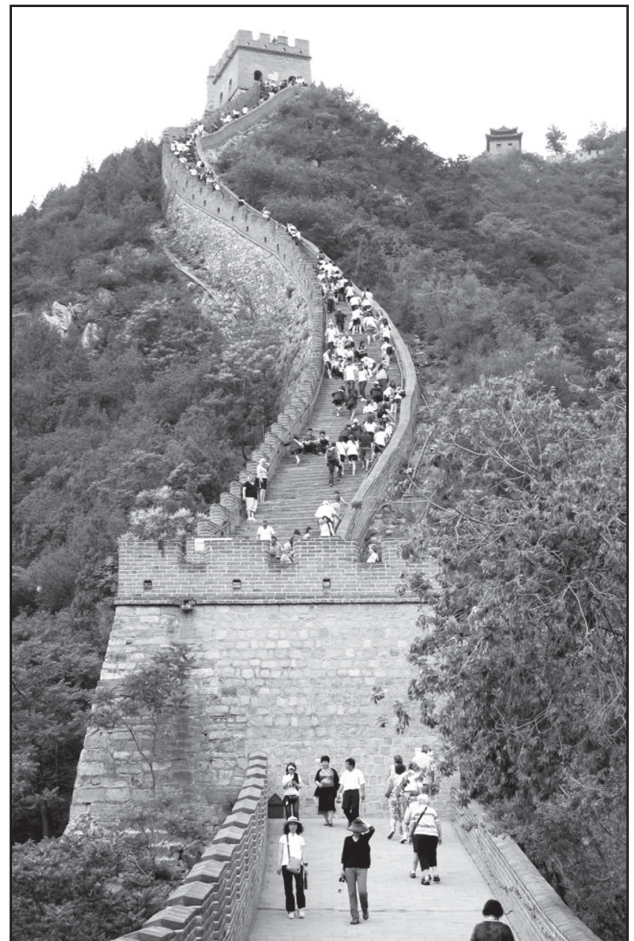
It is too bad that *Surfaces* does not have colored illustrations (unlike *The Ascent of Man* and *Connections*). The twenty-six black-and-white figures in the book do not do justice to Amato's argument. However, the author does have a flair for metaphor, which provides literary color. For example, in the discussion

“Walls presented an array of surfaces. They performed multiple functions, both utilitarian and aesthetic. They varied in height, thickness, and length. Their texture was dependent upon natural topographic features... locally available materials, such as wood rock, mud, clay; and cut and laid stone and brick.” Amato, p. 77.

of twentieth century physics (surfaces), Amato says that “Rutherford returned the wandering unicorn of radioactivity to its rational pen...” (p. 208) And a little later: “Einstein opened the cellar door to a Wild West of particles...” (p. 210).

Surfaces is a dense book that ranges far, wide, and deep. One wonders if it would have been deeper if Amato had included the surfaces that bubble up in the works of Shakespeare, Bach, and Gerard Manley Hopkins. They seem not to be referenced in this book (though without an index one cannot be sure). We can be sure, however, that Amato presents a thoughtful and persuasive case about the omnipresent place, role, power, and importance of surfaces. They “cannot be inventoried...They exceed the grains of sand on all beaches, all droplets of the ocean, and all interfaces of atoms and molecules...Who can count autumn's falling leaves? Not even Archimedes could calculate real and imagined surfaces.” Joe Amato, in this complex book, comes close.

Robert Brusic



The Great Wall of China

Photo by Adam Brusic

May 18, 2013

Annual Poetry Meeting

The annual MISF poetry meeting took place May 18, 2013. The guest poet was Tim Nolan, an attorney who writes poetry. Nolan lives in Minneapolis.

Tim Nolan began by saying that if he had to give his presentation a title, it would be “The Crisis of Poetry,” because a lyric poem needs a sense of change or crisis in order to succeed. This crisis is its essential element and gives the poem energy.

In answering the question of how you prepare to capture this energy in a poem, Nolan said he had no answer, except that you have to be receptive to crisis by living in the moment. This goes for reading a poem as well as writing one.

During the reading of some of his poems, Nolan explained that he does not think about the subject of his poem when he begins to write it. He needs not to know what he is doing when he is writing. He hopes this mind set is good for readers too, because they do not know what is going to happen. Starting in the middle is good.

A poem may be about something you don't expect or something that doesn't seem important until you write a poem about it. He recited a poem titled “Grocery Receipt” about an old grocery receipt that he found. Nolan also felt that you do not need to say “big things” in a poem, even though they turn out to be there.

In response to a question about what is poetry, Nolan said that it is sort of a song, sometimes with many voices.

One of his poems follows. This is “Once in New York” from his first book *The Sound of It* (New Rivers Press: 2008).

I spoke to Greta Garbo – I said –
“Good Evening” – she said – “Good evening.”
I was a young man – she was an old lady –
but she was beautiful in her actions –
rushing across the lobby – she was as fleet
as a doe – turning in the dark forest –

wary of everyone in the woods – but not me. –
she was not wary of me – I was harmless. –
Then I knew the quick connection to something
rare and passing – the only living example –
Helen – long after the Greek men found their way
home – and tried to remember her voice again.

Heavy thunderstorms kept the attendance at this meeting low, so the audience gathered in a circle and read each other's poetry. Participants included Evelyn Klein, Ginny Hansen, and Chris Wogaman.

Here is a poem that was read by Ginny Hansen, “Baling Wire.”

My father grew up on a farm, and in
Those days, things broke....you fashioned parts
You forged, or scrounged, or made to work.
There was no repair shop.
In fact, paved roads were not
Common in 1918, when he was
A boy. So he, as everyone did then,
He drove the Model T until it broke.
Along the road one's neighbor's hay lay baled
In wire, and since the neighbor's team would cost
Him time and work to hitch and haul us home,
One borrowed wire to fashion into links
And braces, parts to move the simple car.
We say “It went haywire,” but now we don't
Bestir ourselves to fix, or fathom, cars
Or anything, from what's at hand. My dad
Became an engineer. We....fill landfills
With what we break and toss.

David Juncker

June 15, 2013

Amato Speaks

Saturday, June 15, 2013, Dr. Joseph Amato presented the first annual MISF Rhoda G. Lewin Memorial Lecture.

Rhoda Lewin was a founding member of the Minnesota Independent Scholars Forum. She was born in South Dakota, grew up in Minnesota, obtained a PhD from the University of Minnesota, and, along with raising her family, enjoyed a career in journalism, editing, and public relations. Lewin loved oral history, calling it, “history as if people mattered” and wrote on many topics, including immigrant history and the Holocaust. She was active locally in theatre, the arts, politics, and the Jewish community. In honor of her life and work, the Forum dedicated the lecture to her.

Dr. Amato is a historian with degrees from the University of Michigan, the Université de Laval in Québec, and a PhD from the University of Rochester. In his teaching career he has covered a range of topics in European intellectual and cultural history and historiography, with a particular interest in the Middle Ages, Renaissance, and European history and rural life. He is an engaging speaker on local and regional subjects, the importance of place, culture and everyday life.

The topic of Saturday’s presentation was Dr. Amato’s recent book, *Surfaces: A History*,* and in his opening remarks he commented on Lewin’s contributions as a historian. She grasped that “in the past” we have a full inheritance and that we carry within us all that has been handed down to us from the experiences of our families and from all of civilization. We, each, need to learn to take into our spirit the wholeness of our inheritance.

In a similar vein, Amato’s current book examines how our lives affect and are affected by the surfaces around us. Natural or man-made, inherited or created, bringing information to us or carrying messages from us, the surfaces of our lives engage all our senses. What we think of today as the simple surface of a piece of writing paper can be compared to stone carrying hieroglyphs, or ancient Egyptian papyrus, or medieval velum—all different and experienced differently by

their users. Using illustrations from the book, Amato showed how surfaces can be simple or complex—like the wing of a butterfly or a bird—the scales of fish—the detail in a leaf—a frog on a lily pad in a rippling pond. He asked us to think of surfaces we encounter daily and how our different senses are engaged: the skin of baby, clean sheets, the red of a stop sign, the roads we drive on—along with the potholes we bounce into. Doors open—and reveal what is beyond; windows hold back the elements or frame a view. Technology provides new materials and new product designs that provide new surfaces to experience—like flat screen TVs and iPads. Nanotechnology both reveals and creates surfaces previously unimagined.

Surfaces can convey information about a person or a culture. The design of a Gothic cathedral tells us how medieval Europe thought about and worshipped God. Highly talented individuals may experience something more or different from others. Leonardo’s drawings of the human body were used in medical schools until 1900—how did he know—or see—so much more than his peers? Musicians “hear” surfaces when tuning an instrument. But a talent can be developed—so that the blind read using their sense of touch—and interestingly, we now understand that how our senses engage our environment can be associated with changes in our brains.

Our clothes, for children, teenagers or adults, past and present, are surfaces in which the people of any age or culture wrap themselves. The design of a landscape can communicate a society’s beliefs about nature. We use large surfaces to define our environment—our cities, streets, neighborhoods, and homes—and by extension, we define ourselves. Beyond defining us, a concluding thought was that the surfaces around us can come to control us. To what extent should we examine this and ask whether there are “good” or “bad” surfaces? At least consider this—we should contemplate the elements and the meanings of the surfaces in our lives so that we can know more clearly what surrounds us and better understand its impact on us.

Valerie Bauer

Valerie Bauer is an engineer who enjoys reading and learning about philosophy and religion.

*Amato’s book is reviewed on page 3 of this journal.

New Thinking on the Brain

David Juncker addressed the Scholars meeting, Saturday, September 21, 2013 with comments on his Work-in-Progress project of “New thinking on the functioning of the brain: Exploring the interaction of the processes of memory and the process(es) of thought.” Juncker has a PhD in Physiology with an emphasis on physics and chemistry and has undertaken a five-year research project. He hopes his presentation will spark a return to the Works-In-Progress presentation format consisting of a detailed progress report and audience participation.

First Juncker explained that the last half century has seen a developing re-evaluation of how to think about Human Anatomy and Physiology. The “old way” was to treat the human as a given, living organism, independent from other living organisms, be they animal or plant. It has become apparent that all living organisms continue to evolve and survive within the physical and chemical constraints of planet Earth. Dividing living organisms into structural levels of organization (Atoms and Molecules, Cells, Tissues, Organs, Organ Systems) has proved spectacularly successful in explaining how living systems continue to live and propagate and has led to the realization that successful living systems are those that are flexibly stable despite errors; not those that are free from errors. The cell is the lowest structural level that ‘lives’, or can stand alone. Juncker then took us on a tour of the various levels comprising the nervous system.

The basic unit, or cell, of the nervous system is the neuron, which, viewed simplistically, consists of short branches (dendrites), a cell nucleus, an extremely long protrusion (axon), and terminal dendrites. Transmission of signals along axons (electrical) and between adjacent nerve cells (chemical) proved controversial for years until it was learned that both electrical (fields) and chemical diffusion were involved. Additionally, information transmission rates could be orders of magnitude faster when electrically resistant Schwann cells were encouraged to line axons providing for electromagnetic “jumps.”

The brain is divided into the “new brain” or cerebrum

(the part that controls thinking and motor action among other things) and the “old brain” (the part of the brain that controls heart beat, breathing, etc). The “old (or deep) brain” structure is seen in less complex animals, and thus is older in evolutionary terms. It is often, for example, the last part of the brain to go to sleep when anesthetics are administered.

Cerebrum function takes place near the surface, the “gray matter,” which consists of a mass of interconnected neuron bodies with short ‘bare’ axons. Signals are carried between neuron centers by bands of Schwann cell lined axons (“white matter”). In order to maximize the surface area for processing, the human brain is heavily folded within the skull.

Mapping the cerebrum

From 1900 to 1970, there was a great deal of research on mapping the cerebrum. The cells that correspond to sensory inputs and motor outputs in specific areas of the body are organized in a specialized band from side to top to side of the head. The size of the corresponding area along this band is related to the need for neural activity relative to that part of the body. For example, the part of the brain that senses and controls facial expression is very large, while the number of brain cells relating to the back is small.

Relatively new findings indicate new brain cells are generated and chemical changes can occur, especially in areas that store memory. These new memory storage sites look like little globules on tree branches (they are actually protein spines on dendrites). They are mostly generated at night when the brain is changing short-term memory into long-term memory. Further, it appears that the length of time spent in sleep can determine how much of short-term memory moves into long-term.

The exciting climax of the Juncker speech was a video posted on the web just a few days before the talk. The video is a report on Direct Brain to Brain Communication in Humans conducted at the University of Washington in August, 2013. In the video, which was vetted by a scientific journal before its publication on YouTube, an EEG picks up electrical activity in a subject in one lab; the electrical activity is sent over the internet to another lab, where a transcranial magnetic stimulator causes

Juncker, continued from page 7

another subject to involuntarily press a trigger. Thus the experiment demonstrates thought-to-thought communication between humans.

Having explained the significance of this video, Juncker reminded us that he is more interested in thought than memory. The new material leads to several new opportunities for research. For example, given that the process of creating memories is an active and selective one, to what degree are the processes of thought and memory intertwined? Another avenue of inquiry is whether, given that a major part of the neural process is electro-magnetic, our thinking process might be waves rather than particle transfer, which would be very efficient since wave transmission is significantly faster and uses minimal energy. However more research needs to be done on waves and wave/matter transfers.

Juncker also pointed out that the speed of research in general and in brain research has increased tremendously due to the development of research teams consisting of 20 or 30, or more, geographically-distributed people conversing with each other simultaneously through the internet. Innovations, discoveries and testing move more quickly.

Bill McTeer

October 19, 2013

Walter Bachman on Joseph Godfrey

Perhaps paradoxically, a great joy of studying history is to discover something new. Another is to learn the real story of events clouded by controversy and partisan legends. Sometimes a person wishing nothing more than to be left to live a quiet life can inform more about dramatic events than those who sought to fashion them.

Joseph Godfrey (1835-1909) was born a slave. He escaped and joined a band of Native Americans. The challenge to preconceptions is his being a slave in the supposedly free territory of Minnesota. His sojourn with the Wabasha band of Dakotas cast him as a player—he claimed reluctantly—in one of the bloodiest struggles between whites and Indians on the Western frontier.

Walt Bachman in his book, *Northern Slave, Black Dakota: The Life and Times of Joseph Godfrey* (Minneapolis: Minnesota Historical Society, 2013), and in his presentation to MISF recounted a system of slavery in northern free states and territories. The system was subsidized by U.S. taxpayers in the pre-Civil War regular army. Officers received an allowance to maintain a servant which could increase their pay by 25%. The money went directly to the officer, not the servant; the less paid the servant, the greater the profit to the officer. The cheapest servant was a child slave. Such was Godfrey's mother, bought to Minnesota by a Virginia officer from his family plantation. When this slave reached adulthood in Minnesota Territory, she was sold to a fur trader. An encounter with a French-Canadian employee produced Godfrey.

The revelation of Bachman's study is the pervasiveness of slaveholding by officers and how the practice of hiring out or selling slaves spread the institution to the nearby community. Our expectation of "free soil" in a place like Minnesota makes the practice seem impossible. Bachman proves how possible it was.

Study of pay records

His study of pay records discloses officers, including Josiah Snelling, in Minnesota and other parts of the "free" North openly listing individuals as slaves in claims for compensation. It was peripatetic slavery because master and property moved with military assignments. The few instances of a sojourn in "free" territory bringing freedom occurred in a series of law suits brought in the slave state of Missouri. One who benefited was Godfrey's mother.

Missouri state courts including its Supreme Court included judges opposed to slavery. Later the state courts became dominated by jurists who supported the peculiar institution. By the time of Dred Scott, another former Minnesota resident, the only hope was a federal court suit, which was dashed by the U.S. Supreme Court in 1857.

The ruling that freed Godfrey's mother and brother was of no benefit to Godfrey whose master kept him in "free" Minnesota. His route to freedom was to be a runaway who found refuge among the Dakota he had met working in the fur trade.

The safety of this refuge ended in 1862 when Dakota warriors offered Godfrey the choice of joining their

attacks on white settlers or losing his life. Godfrey was present at the Milford massacre of over fifty unarmed men, women, and children. The victims included the author's great-great grandfather, Ernst Dietrich. As a black man among Dakotas, Godfrey was a distinctive figure to survivors and was identified as a leader of the attackers.

Following the uprising's failure, Godfrey entered a phase of his life which made him hated by Dakotas and whites alike. In the trials that followed the war, Godfrey was first a defendant, then a witness, and finally almost a co-prosecutor. Godfrey's testimony and cross examination of co-defendants was blamed by Dakotas for condemning to death many participants in the war. Bachman, with twenty years of experience as a trial lawyer and knowledge of the summary military trials of the nineteenth century, brings as balanced an analysis of the proceedings as is possible after 150 years. Most of the Dakota executed were guilty of murder or rape of unarmed civilians. The condemned (including Godfrey) who were spared execution by Abraham Lincoln were guilty only of fighting in the war. Almost all convictions were corroborated by the defendant's own testimony.

Godfrey's journey thereafter was internment in Minnesota and Iowa, and eventually a new life in the Nebraska Santee Reservation. Although his murder was plotted by whites and Dakotas, he married three times, fathered five children, and died a prosperous farmer in 1909.

Walt Bachman's book is a highly readable contribution to our understanding of the complexity of slavery in antebellum America and of events in the Dakota War often obscured by the passions and prejudices of that time and our own. It is based on dedicated research into a mountain of primary documents including decades of army pay records and military court proceedings. It is a work which shows why the study of the past can often reveal something truly new.

Steven Miller

Standards of Scholarship

While getting ready to upgrade our website, one of our board members found these standards of evaluation for scholarship. We are publishing them for public consideration before we post them on the website.

Clarity of purpose: The work has a clear statement of purpose. Realistic and achievable objectives will be accomplished by the work. The work has established a context of current and important questions in the field of study.

Competency: The scholar has an understanding of the existing scholarship in the field. The scholar has the stated skills needed to accomplish the work. The scholar has enumerated the resources needed to finish the work and has identified the source of those resources and the means of accessing them.

Approaches and methods: The scholar delineates approaches and methods to be used and shows how each will accomplish the purpose of the work. The scholar has the flexibility to alter a method or approach when the method or approach is not reaching an objective, based on feedback while doing the work.

Demonstrated success of the work: The finished work clearly shows each objective has been achieved. The work adds to an enhanced understanding of an aspect of the field of study. The work identifies questions or problems for further investigation.

Effective publication of the work: The work has a style and organization for effective presentation. The scholar has identified the appropriate forums in which present the work. The scholar is prepared to present the work with clarity and integrity.

Self assessment: The scholar has stated a critical evaluation of the work with sufficient evidence to support the critique. The scholar indicates how the critique will be used to improve the quality of future work.

Derived from Glassick CE, Huber MT, Macroff G. *Scholarship Assessed*. San Francisco, CA: Jossey-Bass, 1997; p. 25 & 36. See also, Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990, for a discussion of the types of scholarship.

Books for Scholars

Another project prompted by the expanded website is to build an annotated bibliography of books that scholars might find useful. Of course, the review of the Handbook for Independent Scholars, outlined in the last issue of *PT*, will find its way to the website, but we felt that reviews of other books might also be useful. The president of the Board, Mike Woolsey, who completed a Masters degree in Liberal Studies in 2009, contributed the following reviews of two books he found particularly helpful.

***The Craft of Research*, by Wayne C Booth, Gregory G. Colomb and Joseph M. Williams. 3rd ed. Chicago: U of Chicago Press, 2008.**

Quoting from Amazon.com:

“Seasoned researchers and educators Gregory G. Colomb and Joseph M. Williams present an updated third edition of their classic handbook, whose first and second editions were written in collaboration with the late Wayne C. Booth. *The Craft of Research* explains how to build an argument that motivates readers to accept a claim; how to anticipate the reservations of readers and to respond to them appropriately; and how to create introductions and conclusions that answer that most demanding question, So what?”

The third edition includes an expanded discussion of the essential early stages of a research task: planning and drafting a paper. The authors have revised and fully updated their section on electronic research, emphasizing the need to distinguish between trustworthy sources (such as those found in libraries) and less reliable sources found with a quick Web search... Throughout, the authors have preserved the amiable tone, the reliable voice, and the sense of directness that have made this book indispensable for anyone undertaking a research project.”

****When I returned to graduate school in 2003, after a lengthy career in computer science, I had only ill-formed ideas of how to do disciplined research of a scholarly nature. Books like this one, which delineate both the landscape and fundamental rules of scholarly research, were essential to successful completion of my academic program. (Michael Woolsey, MISF President)*

The second book is *MLA Style Manual and Guide to Scholarly Publishing*, (*MLA Handbook for Writers of Research Papers*.) 7th ed. New York: The Modern Language Association of America, 2009. This book is intended for graduate students, scholars, and professional writers. Widely adopted by universities, colleges, and secondary schools, the *MLA Handbook* gives step-by-step advice on every aspect of writing research papers, from selecting a topic to submitting the completed paper. For over half a century, the *MLA Handbook* is the guide millions of writers have relied on.

The seventh edition is a comprehensive, up-to-date guide to research and writing in the online environment. It provides an authoritative update of MLA documentation style for use in student writing, including simplified guidelines for citing works published on the Web and new recommendations for citing several kinds of works, such as digital files and graphic narratives.

****I used this book throughout my Master's in Liberal Studies program at the University of Minnesota, 2003-2009. I found it an invaluable guide to writing a research paper, one that answers virtually every question as to acceptable format and style of such papers. It is also amazingly well-organized and accessible, with a Table of Contents so complete that the Index is largely unnecessary. (Michael Woolsey, MISF President)*

Editor's Note: The landscape of scholarship

Recently, I attended a seminar at the Minneapolis Institute of Art, in honor of the opening of the new Africa galleries. The seminar featured six lectures by experts in the field of African art. The titles of the lectures ran from “The ‘In-betweenness of things’” to “The arts of post-millennial Haiti.”

All of the speeches were well illustrated and seemed to make sense, but I got the impression that the speakers were mostly speaking to one another. Many of the docents, the principal attendees at these lectures, openly wished that the lectures had had more relationship to the reinstalled galleries, which they, as guides, will be interpreting to the public.

These reflections put me in mind of the Standards of Excellence that MISF is about to post on its website (see page 9). All of the lecturers met the standards; they had limited their field, done their research, and presented their findings—but more or less to each other.

I think that the landscape of scholarship needs to be mapped rather more broadly than just scholars talking to each other. To be sure, there are high peaks in scholarship—great thinkers whose thoughts and words change the course of thinking. But just as important are the many people—often great teachers, sometimes great writers—who bring insights down from the mountains to the plains below. These people, and we have all meet them in our education, are able to synthesize, connect, and explain mountain-top thoughts to students and others who live on the intellectual plains.

What MISF is doing, it seems to me, is creating opportunities for continuing interaction with interpreters, explainers, and synthesizers. We provide a space and a time for thinkers to present their ideas, ask for feedback, and interact with people who are not necessarily in their discipline. Sometimes explaining something to a smart person in another discipline is the greatest challenge because underlying assumptions must be elucidated and examined. Sometimes new insights even come from these encounters!



This issue of the MISF journal has contributions by a remarkable number of Scholars. I am very grateful for all the words written in time to meet my deadlines. It is good to have other voices than my own in this publication.

People often ask me about the theme of the next journal. Though the general theme is scholarship, I usually find that an article on something other than what I envisioned shows up on the front page. I always welcome independent submissions and I love book reviews. It would be especially nice to be able to post reviews of books that scholars have found useful in their formation as writers and researchers. I look forward to hearing from you whatever you have to say.

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MISF Lecture Series for 2014

All MISF meetings take place at Hosmer Library, 4th and 36th, in Minneapolis. A social time begins at 10 A.M.; the speaker begins at 10:30. MISF meetings are free and open to the public. Guests are always welcome. Most meetings take place on the third Saturday; April 12 is an exception because Easter falls on April 19.

January 18—“Wolves & Humans: What a Long, Strange Trip It’s Been”

Speaker: Gus Fenton, a bio-medical consultant and a volunteer at the International Wolf Center, is attempting to jumpstart a project involving the use of high-pitched sound to keep wolves away from livestock.

February 15—“The Shifting Currents of Bioscience Innovation” Speaker: William Hoffman

March 15—“Twin Cities Neighborhoods: Houses of Worship 1850 to 1924”
Speakers: Marilyn Chiat and Jeanne Kilde

April 12—“Seasons of Desire” Poets and Writers Month Speaker: Evelyn Klein

May 17—“Herbert W. Gleason: Landscape Photographer” Work-In-Progress Lecture on Publishing a Biography Speaker: Dale Schwie

June 21—“Egypt, a Troubled Land” Rhoda Lewin Memorial Lecture
Speaker: Fatma Reda

Save the dates!

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