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Group Therapy

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America Life in the 19th Century: from page 77

coming a writer, he was a farmer. His first book was about a walking tour through southwest Britain in search of ways to improve American farming. During this trip, he was especially impressed by English landscape design, and he recorded much information about the lives of English and Welsh farmers. He and others spent four weeks travelling in 1850, and his book was published in 1852. His first book is primarily important for what it tells about him and for having led to his series on the South. His later books were much better, and they form a separate and coherent whole.

In 1852 **Olmsted** was hired by a New York newspaper to travel in the American South and record his impressions of a slave society. During a relatively short period of about three months, he travelled through Virginia, North Carolina, South Carolina, Georgia, Alabama, and Louisiana. Afterwards, he spent additional months doing research on history and economy of the South and prepared a series of articles that appeared in the *New-York Daily Times* during 1853 and 1854. These articles were published in book form in 1856 as *A Journey in the Seaboard Slave States, with Remarks on Their Economy* (with the half title "Our Slave States"). It is widely regarded as the best single book that reflects all levels of society shortly before the end of the Ante-Bellum period in the South. It consists largely of incidents he considered characteristic of the South as a whole. He recorded numerous conversations with the skill of a novelist. Although sometimes misleading, he attempted to be accurate and fair, and his book had immense impact.

In 1853, while **Olmsted's** first book on the South was being serialized, he travelled throughout the newly created State of Texas with his brother, **Dr. J. H. Olmsted**. His account includes an especially memorable description of the state's leaders and capitol. His second series of articles appeared in the renamed *New York Times* in 1854 and in book form in 1857 with the title *A Journey Through Texas; or, a Saddle-Trip on the Southwestern Frontier: with a Statistical Appendix*. By this time, **Olmsted** was preoccupied by the design and execution of Central Park in New York, and his brother edited the book.

In his first book about the South, **Olmsted** had travelled through areas that consisted mainly of plantations. In the third book in the series, he travelled through the piedmont and recorded life mainly on farms. After leaving Texas in 1854, he went by horseback from Mississippi to Virginia, a trip that took more than three months. A series of ten articles was published in the *New York Tribune* in 1857, and they were issued in book form in 1860 as *A Journey in the Back Country*.

Olmsted's trilogy covered every part of the South and every level of its society, and it recorded direct testimony by slaves, farmers, planters, merchants, and politicians. It provides unparalleled insight into ways of life that soon afterwards ceased to exist.

In 1861 about half of the text of **Olmsted's**

three volumes on the South was published as *The Cotton Kingdom: a Traveller's Observations on Cotton and Slavery in the American Slave States*. Since so much was omitted and since **Olmsted** did not make the selection, a better idea of the South can be gained by reading all of *A Journey in the Seaboard Slave States* than by reading the *Cotton Kingdom*. Since the three volumes were written as a set and contain much that the others lack, all three deserve to be read in their entirety.

Olmsted wrote relatively little about urban life in the South, but his account of Richmond is memorable, and the contrasts he makes with life in Northern cities are telling. When he got to Charleston, for example, he noted only that it had been written about too often to need further discussion. He provided some good information about cities of the East Coast, as **Twain** did about the West Coast, but numerous European travellers such as **Charles Lyell** left better accounts of American cities. However, life in American cities was less distinctively American than in the rest of the country.

Twain

Mark Twain (Samuel Langhorne Clemens) recorded the main events of his life from the 1850s through the 1870s in two of his greatest books: *Life on the Mississippi* (1883) and *Roughing It* (1872). In *Life on the Mississippi*, he provides an autobiographical account that is highly selective and much embellished, but it vividly records what it was like to learn to be a riverboat pilot in the Antebellum South and travel along the river that unified the country. On his first voyage up the river, he had to roll more than a thousand miles of scenery up in his head, and when he was ready to return, he learned that the river looked entirely different travelling in the opposite direction. When the War Between the States interrupted commercial traffic on the Mississippi, **Twain** went west.

Roughing It records **Twain's** seven-year "pleasure trip" in Nevada, California, and Hawaii. He almost became rich through silver mining, lost everything, and turned to journalism to make a living. His travels to Hawaii were written for serialized publication in the *Sacramento Union* in 1866. All of the articles did not appear in book form until 1947.

Twain wrote five volumes of travel and description, two of which were about European travel from the American point of view written with an American sense of humor that he single-handedly created. *His Tramp Abroad* (1880) is as good as *Roughing It*, but his *Innocents Abroad* (1869) and *Following the Equator* (1879) were acknowledged potboilers. More can be learned about American life in the 19th Century by reading *Huckleberry Finn* than by reading most of his travel accounts, but his books on the Mississippi and West are among the best books he ever wrote (including *Personal Recollections of Joan of Arc* and *A Connecticut Yankee in King Arthur's Court*).

Conclusion

Travellers were more likely to record what residents took for granted. The finest American travel accounts reflect what life was like in the 19th Century better than any other type of writing. Most travel accounts were biased, and few bring the past to life, but the writing of **Audubon**, **Olmsted**, and **Twain** are exceptional for their accuracy, insight, and vividness.

Every library needs complete editions of the six titles that best represent the United States in the 19th Century: **Audubon's** *Delininations*, **Olmsted's** trilogy, and **Twain's** *Mississippi* and *Roughing It*. A publishing opportunity exists to make available a set of facsimiles of all six volumes (similar to those that **Oxford, New York**, has provided of first editions of **Twain's** works).

Ideally, **Olmsted's** original articles should be printed with notes limited to any new material that he added to his books. **Audubon's** episodes should be rearranged as nearly as possible in chronological order. No introductions or explanatory notes are needed, and none should be included. History should be allowed to speak for itself, and selections invariably distort an author's intentions. Readers should have the chance to come to their own conclusions on the basis of what authors actually wrote.

Every college student should read all six volumes to understand how Americans came to be as they are. Unabridged primary sources such as these should be the basis for a college education rather than textbooks.

Group Therapy

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GRIPE: Submitted by Rebecca Kemp (Electronic Resources/Serials Librarian, W. M. Randall Library, UNC Wilmington)

Here at the University of North Carolina Wilmington, we are looking into doing Open Access awareness programming for our faculty. We are aware of the SPARC "Create Change" initiative, and we are looking at

individual libraries' home pages to determine what sort of awareness programs they are doing. We also wanted to ask for listserv members' input, though, which we

hope will lead us quickly to the information we need. Have you or other librarians organized faculty information sessions at your library? If so, are

continued on page 79

Group Therapy from page 78

you using the Create Change literature, or are you relying on a home-grown framework? Are you promoting self-archiving alone, or do you run an institutional repository?

RESPONSE: Theodora A. Bakker (National Library of Medicine Associate Fellow, Dahlgren Memorial Library, Georgetown University Medical Center)

Issues in scholarly communication are popular topics in the libraries, but it has yet to reach the 'hot topics' list of most faculty. There may be several reasons, including a lack of awareness of the situation, issues in promotion and tenure, and a lack of perceived relevance of the problem to scholars. By addressing issues using a multi-pronged approach it is possible to achieve the goal of increasing awareness and educating faculty. The approach should include providing in-depth educational material on the issues for those interested, providing information and direction to publishing alternatives like Open Access, and approaching faculty at the moment they are ready to receive the information.

The importance of issues in scholarly communication prompted the creation of a **Georgetown University** scholarly communications committee comprised of members from each of the campus libraries and several faculty advisory members. The committee promotes awareness, to hopefully inspire action, about Open Access and other issues in scholarly communication using methods including web pages and symposia. A central activity of the committee has been a series of symposia on issues in scholarly communications, including Open Access as a publishing alternative. The first symposium, "Research, Funding, and the Public Good," was held in November 2004 and had approximately seventy attendees. The event focused on current issues in scholarly communications, including different publishing models and the **NIH Public Access policy**. One of the handouts we used for the event was the **SPARC** Create Change brochure, which does an excellent job of discussing the economic issues to any faculty interested in the library perspective on the economic crisis in scholarly publishing.

As a health sciences librarian at **Dahlgren Memorial Library**, most of my work has focused on issues in scholarly communication in STM literature. **Dahlgren Memorial Library** has initiated additional education focused on the **Georgetown University Medical Center** faculty. Our efforts focus on presenting information at the point of need, often through integration into other programs, approaching the issues from the faculty-centered perspectives of promotion and tenure, publication, and grant funding. Our efforts include:

- A scholarly communications web page (<http://www3.georgetown.edu/dml/services/scholcomm.html>) consisting of links to a variety of information and educational materials.
- An **Informatics Grand Rounds** session on scholarly writing for publishing, featuring a section on copyright and publishing alternatives including Open Access and self-archiving.
- A presentation on the **NIH Public Access Policy** to the **Georgetown University Medical Center Research and Development Interest Group**.
- Targeted emails to faculty through the Dahlgren Memorial Library liaison program.

Georgetown University's efforts in addressing the issues in scholarly communication includes providing in-depth information to interested members of the community and promoting awareness by raising specifically relevant issues within the context of other faculty activities. Particularly with Medical Center faculty, we have found a perceived association between Open Access and lack of peer review. By educating on this issue whenever possible, focusing on the **NIH Public Access Policy**, and featuring specific peer reviewed Open Access journals (such as BMC journals and PLoS journals, to which Georgetown has an institutional memberships) we receive a more interested response, often generating interest in the larger issues in scholarly communications.

RESPONSE: Donna Gunter (Coordinator of Instructional Services, J. Murrey Atkins Library, UNC Charlotte)

Since the Open-Access movement is a kind of grassroots movement to shift the scholarly literature back to the control of the authors of the literature, I am going to introduce the movement in a grassroots way by running a workshop on **Google Scholar** through our **Faculty Center for Teaching and eLearning**. It will be one of many kinds of workshops we are offering with their imprimatur. I prepared the description of the workshop and set the times. **FCTeL** will advertise it along with the other workshops, and their

continued on page 84

For hard-to-acquire periodicals, follow the steps

info@eastview.com
www.eastview.com

Legally Speaking from page 83

material that is subject to an exception, you may receive the record with some items blacked out (redacted). This redaction is also subject to appeal through the agency's processes, and ultimately can be litigated in the Federal courts.

You do not have the right to receive documents for free. The statute does provide that agencies can charge standard commercial rates for document search, duplication, and review.⁹ If the use

is non-commercial, the agency may lower their charges to a "reasonable" rate.¹⁰ The agency also has the option of reducing or waiving the fees "if disclosure of the information is in the public interest because it is likely to contribute significantly to public understanding of the operations or activities of the government and is not primarily in the commercial interest of the requester."¹¹

The fee that is charged is only for initial search, review, and duplication of the records. Even if the case goes to court, legal costs are not charged.¹² In fact, if the complainant substantially prevails in court, "The court may assess against the United

States reasonable attorney fees and other litigation costs."¹³ No fee is to be charged for the first two hours of search time, or for the first 100 pages.¹⁴ You are not required to pre-pay the fee unless you have previously failed to pay requested fees, or unless the request will cost more than \$250.¹⁵

One important point to keep in mind is that there is no limit on the amount of time copying can take. While the agency must respond within 20 or 30 business days (depending on circumstances), they can take years to copy the documents. Since the litigation is generally over the decision to grant or not grant the documents, requesting parties are occasionally left holding the bag for a long period of time. However, this is not the general rule, and if it appears that the agency is trying to thwart a request by delaying for an unreasonable period of time there may still be judicial recourse.

The most common reasons for denying requests involve national security and privacy issues. For example, if personal information is present in a document, the agency may decide not to fill the request, or may fill the request but redact (black out with a marker) the personal information. This type of information is also subject to various Federal privacy laws.

Although the FOIA only applies to the Federal government, all 50 states have also adopted similar open records laws for their agencies. These sunshine laws often work in combination with open meetings statutes that require that public bodies open their decision-making meetings to the public. Most states allow these bodies to go into private session in order to consider confidential personnel matters.

It is worth noting that many states exempt library circulation records and membership lists from their open records laws. In some states this is done through general sections on privacy; other states have provisions specifically naming library circulation records and membership lists as being exempt.

In order to serve library patrons, we need to use all of the tools at our disposal. Sometimes this means going beyond the items in a government documents depository by filing a **Freedom of Information Act** request or obtaining documents under state open records laws. The librarian's toolbox contains many different implements; let's use them all to find information.

Sample FOIA Request Letter

[NOTE: this sample letter comes from the **Department of Commerce FOIA Website** at <http://www.osec.doc.gov/omo/FOIA/FOIAWEBSITE.htm>.]

Date _____

Freedom of Information Act Request
Agency Head or FOIA Officer
Name of agency or agency component
Address _____

Dear _____:

Under the Freedom of Information Act, 5 U.S.C. § 552, I am requesting copies of [identify the records as clearly and specifically as possible].

If there are any fees for searching or copying the records, please let me know before you fill my request. [Or, please supply the records without informing me of the cost if the fees do not exceed \$_____, which I agree to pay.]

If you deny all or any part of this request, please cite each specific exemption to think justify your withholding of information. Notify me of appeal procedures available under the law. If you have any questions about handling this request, you may telephone me at _____ (home phone) or at _____ (office phone).

Sincerely,
Name _____
Address _____

Rumors from page 42

titled, "The Bibliothèques Municipales of France as Sources for Medieval History of Monastic Institutions: The Case of Arles." She will receive her plaque and 4,500 Euros at the **WESS** general membership meeting at the **2005 American Library Association (ALA) Annual Conference** in Chicago on Monday, June 27, at 9:30 a.m. www.couttsinfo.com/

My great colleague **Tom Gilson's** (yes he is guest editing the Sept issue of *ATG*) article on **Dictionaries and Encyclopedias** has just been published in the five-volume *Berkshire Encyclopedia of World History*. Congratulations to Tom on his most recent publication.

And, just as we go to press, we have learned that **Copyright Clearance Center** will dem-

onstrate their newest offering at the **Special Libraries Association (SLA) 2005 Annual Conference** in Toronto, Canada June 5-8. **CopyRight Plus** is a customizable, secure, Web-based solution easily accessible by employees through their company's intranet. **Pfizer Inc.** is the first company to implement the new desktop solution for its more than 120,000 employees located in at least 150 countries around the globe. www.copyright.com

In the spirit of saving the best for last, **Sage**, the independent publisher, is celebrating its **40th anniversary year!** The absolutely perfect **Blaise Simqu** <blaise.simqu@sagepub.com>, besides expanding the areas of publication for the Newberry Park, California company, is planning many events to commemorate the occasion. Stay tuned and Congratulations to **Sage** and all our friends there.

And, don't forget, have a great summer!

Group Therapy from page 79

staff will also take registration for the workshop. Hopefully, we will get participants who otherwise would not have attended. This is the description of the workshop:

Google Scholar and Open Access to Scholarly Literature — So you think the Internet contains no access to scholarly literature? Think again. Come to this workshop to learn how you can access citations and some full-text to scholarly literature from academic presses, institutional repositories and professional societies.

Though my immediate objectives are to help faculty learn how to introduce **Google Scholar** to their students, I hope this will help some faculty understand the complexity of information, namely that it is not as simple as peer-reviewed vs. non peer-reviewed. Evaluation of information, ideologically, not simply authoritatively is imperative. Neither is it as simple as "good stuff is in subscription databases; bad stuff is on the nonproprietary part of the Web." Finally, I hope it will encourage others to think of librarians as the logical administrators for institutional repositories.