

Letter from the Director

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by Jessica Albano, Microform & Newspaper librarian, and Glenda Pearson, head, Microform & Newspaper Collections

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*There are Giants in the sky!
There are big tall terrible Giants in the sky!
When you're way up high
And you look below
At the world you left
And the things you know,
Little more than a glance
Is enough to show
You just how small you are.*

*Jack in Into the Woods
(Stephen Sondheim, 1987)*

Sometimes it feels like there are giants in the sky, or walking the earth, intent on creating strife and dissonance. The mission of the University of Washington Libraries is to connect people (even big tall terrible giants) to knowledge for life. The information needed to create knowledge is not always clear or commonplace. It is messy. It can be highly ambiguous. It is often inherently contradictory. For our students in particular, the view from "way up high" may be hard to attain unless someone helps them climb the beanstalk and look down below.

In this issue of Library Directions, you will read how the Libraries staff is working to create an information environment in which people can climb up high, and move "out of an opinion culture to a research culture." (quoting UW Professor Bruce Burgett). In "Opposing Views" and "Hot Topics," learn how the dynamic and complex nature of news sources can be used to deepen student engagement and understanding. In the same vein, read how the Libraries' extensive three-campus documentary film collections are playing a role in worldwide awareness of human rights issues. Jessica Albano describes how the UW Professor David Silver's vision of a grassroots effort to foster civic discourse on "issues that matter" was embraced by libraries world-wide, especially at the University of Washington. Thanks to archival materials preserved in the Libraries and the innovative work of Theresa Mudrock, you'll hear the nearly forgotten story of UW's leadership in the Japanese American student relocation movement of 1942. Steve Hiller reports on how you value these types of efforts, as well as your aspirations and future priorities for the Libraries in "The UW Community Speaks."

The Libraries staff is made up of many, many giants (good giants, of course). Michael Biggins, Head of the Libraries Slavic and East European Section, is one of those giants. Be prepared to be inspired when you read why he has been selected to receive the University's 2005 Distinguished Staff Award. Congratulations to Michael and all the good giants everywhere.

Betsy Wilson

On the Cover:

To the Rescue, a painting by Ed Kuber. This painting, part of the Rose Collection, can be seen on the second floor of the Bothell/CCC Library.

Behind the Headlines

One just cannot look at the front pages of two hundred different newspapers every day and remain indifferent to human events. It is therefore no surprise that Suzzallo's Microform & Newspaper Collections staff has gone beyond the front page to help students find information on complex current issues. We build focused

databases that organize controversial subjects and sources, allowing students to gain a deeper understanding of "the news." The articles on the next several pages describe a few of these projects, from the obvious complexities of "Opposing Views" and "Hot Topics," to the perhaps more subtle complexities of real life.

The articles on this and the next four pages are by Jessica Albano, communication studies librarian in the Microform & Newspaper Collections and and Glenda Pearson, head, Microform & Newspaper Collections and human rights and cinema studies librarian.

Opposing Views

www.lib.washington.edu/mcnews/opposingviews/

The *Opposing Views* Web site emerged from the frustration Microforms & Newspapers staff often felt trying to help students identify newspapers, journals and Web sites representative of particular political perspectives, and not knowing ourselves if our collections offered a fair representation of differing viewpoints. Was an imbalance real or assumed? In constructing *Opposing Views* in 1997, we discovered that Suzzallo Library subscribed to a dozen titles that clearly could be considered liberal

and about ten which were conservative—not wildly unbalanced coverage after all. In the last eight years the count has shifted slightly in favor of more conservative titles, but still offers a balanced perspective.

Opposing Views categorizes a wide range of Web sites as well as scholarly current affairs journals, news magazines and opinion periodicals. We also point to general Web sites, such as *Political Advocacy Groups* (reinert.creighton.edu/advocacy, a comprehensive directory of special interest Web sites). Students can select a category such as "women" or "green party," or for a more narrowly defined issue like "health care reform" or "gun

control" *Opposing Views* will identify publications and Web sites that represent that viewpoint or topic.

We recognize that many issues are inexorably identified with specific political perspectives, making this slicing and dicing of resources challenging. But the purpose of *Opposing Views* is to help students understand that many of the current affairs we study are produced within a particular political frame of reference, if not an outright ideological position. The better we understand these concepts, the more we can appreciate the complexities of current affairs and the opposing views that make up our political, social and cultural world.



WTO protests, Seattle, 1999. UW Libraries Digital Collections: *WTO Seattle collection*



Jane Goodall and United Nations Secretary General Kofi Annan at the Children's Earth Summit in Soweto, South Africa, in conjunction with a UN World Summit on Sustainable Development, 2002. UN Press Photo.

Hot Topics

www.lib.washington.edu/mcnews

While *Opposing Views* is a Web project featuring established themes and news sources, the news itself is dynamic—a torrent of ever-changing events rushing through the political filters of publications and personalities. And every so often, an event occurs that has tremendous impact, open to many interpretations and implications. *Hot Topics* is a Microforms & Newspapers Web page that pulls together legitimate sources and perspectives on very large events. These stories may be nationally significant, such as the shootings at Columbine High School, or of more global import, such as the recent tsunami disaster in Indonesia.



Protestor at Japan Nuclear Fuel Limited Rokkoshō Reprocessing Plant. ©Jeremy Sutton-Hibbert/Greenpeace

The war in Iraq is a Hot Topic in the extreme. The conflict has become so politicized that it seems all but impossible to find fair and balanced information. During the first six days of the war, 56% of the nation's 116 million adult Internet users used the Web to get news and commentary related to the war.* But where on the Web did they look? Most Internet users visited mainstream American television and newspaper Web sites. While we often turn to the familiar to gather information, we now know that these sources relied almost entirely on press releases issued by the U.S. Federal Administration, rather than including investigative journalism and independent sources. *Hot Topics* gathers mainstream and alternative views together and invites you to apply your own critical thinking skills to get a fuller understanding of this and other contentious issues. See *Hot Topics: War in Iraq* (www.lib.washington.edu/mcnews/newsflash/iraq.html) to find substantive sources of information from all sides, addressing issues such as military planning and implementation, prisoner abuse and legal issues. During the first four months of the conflict, over 3,800 visitors to this site

connected to sources they might not have found by sifting through millions of Web sites. Students easily located analysis from the Heritage Foundation, news from *Al-Jazeera*, breakdown of asymmetric warfare, public opinion data from the Program on International Policy Attitudes and much more.

NewsFlash: War in Iraq
Microform & Newspaper Collections, University of Washington Libraries

The purpose of this Web site is to link to a variety of resources, including military implementation of the war, recent policies and political implications that led to this situation, the international law and the United Nations and, most importantly, substantive sources of information from all sides on what the war in Iraq means in terms of our geopolitical world.

We will add resources to this Web site as the conflict in Iraq continues. You can send your suggestions to this Microform & Newspaper Collections. We cannot guarantee that all suggested resources will be included on this site.

Resources

- Alternative News Sources
 - The Iraq Journalism Project
- Discussing a Crisis
- Fulltext Electronic Databases

From CIA - The World Factbook 2002 (Online)
Capital: Baghdad

As news breaks and stories are told, manipulated, and reshaped, we will work actively to provide a wide array of alternative sources, providing the UW community and all who use our sites with a variety of sources upon which to base their own decisions about current affairs.

*Rainie, Lee, Susannah Fox, and Deborah Fallows. "The Internet and the Iraq War: How online Americans have used the Internet to learn war news, understand events, and promote their views." *Pew Internet & American Life Project*, April 1, 2003, www.pewinternet.org/pdfs/PIP_Iraq_War_Report.pdf, accessed on March 7, 2005.



Tsunami damage, southern Thailand, December 2004

Human Rights Film Directory

<http://db.lib.washington.edu/hrfilms/hrfilms.htm>

Working with our global newspaper collection everyday makes the entire Microforms & Newspapers staff cognizant—often painfully so—of current world events. Documentaries and relevant feature films may also deepen our understanding of the news. The UW now offers a program in Human Rights Studies, and because visual media has been so crucial to the development of worldwide awareness of human rights issues, we have made a concerted effort to acquire a large documentary film collection, located in the Odegaard Undergraduate Library Media Center and at the UW Bothell and Tacoma Libraries.

We also wanted to make the contents of these films more accessible, especially to faculty teaching in this new field. The importance and power of films is increasingly recognized in academia and political circles. Repressive government actions, military deployment—the impact of distant decision making is felt by real people, and nothing makes that clearer than actually seeing these people on film. The use of videos made not just about, but by marginalized peoples was first widely recognized when the Chiapas uprising began in Mexico in 1994. The Zapatista movement made effective use of handheld cameras to both disprove government claims and reach a global audience—a far more effective rhetorical device to gain popular support than publishing position papers and making speeches.

Faculty immediately saw the educational value of having students contribute reviews to the film directory, and they approached us about involving students. Reviewers

learn to evaluate film technique and the role of editing in a visual medium, as well as a great deal about human rights issues. Reviewers usually choose a part of the world or a particular issue (Globalization, Human Trafficking, State Sponsored Terrorism, etc.), and then evaluate a number of related films. With each film, their subject expertise grows, often prompting them to go back and improve upon their earlier reviews.

In a recent article from the *New York Times*, Elizabeth Van Ness writes about our “post literacy” era in which “cinematic visuals and filmic narrative have become

commonplace,” and uses the example of the Iraqi kidnapping and beheading videos as a powerful, albeit repugnant, political tool. Indeed, “cinema isn’t so much a profession as the professional language of the future.”* As our society becomes more visually based, the skills needed both to create a film and to deconstruct it are valuable tools in assessing all information.

Current events that come to our attention every day via print newspapers and television news often foretell of issues that will soon appear in documentary films. Sometimes, the documentary creates the news coverage. It is both heartbreaking and oddly inspirational to view four excellent documentaries on Rwandan genocide for the Human Rights Film Directory and then see

the feature film “Hotel Rwanda” nominated for an Academy Award. But concurrently, we are reading about the wholesale slaughter occurring now in Darfur while the rest of the world debates a response. The Rwandan films are like touchstones, reminding us of what genocide looks like; perhaps public opinion will help shape an effective response in Darfur. Our goal with the film directory is to heighten awareness, understand the power of the visual, and even take action.

*Elizabeth Van Ness, “Is a Cinema Studies Degree the New M.B.A.?” *New York Times*, March 6, 2005, Sec.2, p.1.

The screenshot shows the Human Rights Film Directory interface. At the top, it says 'Human Rights Film Directory' and 'University of Washington Libraries Seattle • Bothell • Tacoma'. Below this is a navigation menu with links: Home, Advanced Search, Subjects, Mission Statement, Project Support, About Us, and Resources. The main content area features the title 'Chiapas: the Fight for Land and Liberty' and a list of metadata: Director: Alpert, Jon; DeLeo, Maryann; Pub Info: New York, NY: Downtown Community TV Center; Year: 1994; Length: 27 minutes; System: VHS; Language: English; Spanish; Language Notes: Spanish and English with English voiceover; simultaneous translations convey the basic meaning, but often contain minor errors and omissions; Country: Mexico; A/V Quality: [blank]. To the right of the metadata is a 'Summary' section: 'Filmmakers interview Subcomandante Marcos, leader of the Zapatista army, visit the site where the bodies of torture victims were recovered, observe a pro-government political rally, and look at the living conditions of the indigenous people in the liberated zone.' Below the summary is a 'Review' section: 'This film was made only months after the January 1, 1994 uprising in which the Ejército Zapatista de Liberación Nacional, an indigenous guerrilla group, took control of six cities within the state of Chiapas. The film does not offer a great deal of analysis but is made in the style of an exposé and targeted at American viewers who may be ignorant as to the causes of the uprising in Chiapas. John Alpert, the narrator/cameraman/reporter for the film, is a free-lance journalist formerly affiliated with NBC who has long been the subject of controversy for what some have considered biased documentary making and what others see as a refreshing change from the biases of mainstream media. This particular film staunchly supports the Zapatista movement and is critical of the Mexican government. The statistics that the film offers are accurate and the extreme poverty and political corruption that the film documents do in fact reflect the overall conditions in the state of Chiapas. AT 8/02'.

The Human Rights Film Directory is a project of the University of Washington Libraries, in support of the Human Rights Education and Research Network (HRERN). Most reviews to the database are written by library staff who view and research the films. Reviewing is also open to enrolled University of Washington students who contribute reviews according to an established method of analysis. Student reviews are often done as part of a course assignment.

The September Project:

a grassroots effort to foster civic events in all communities on September 11

by Jessica Albano, communication studies librarian

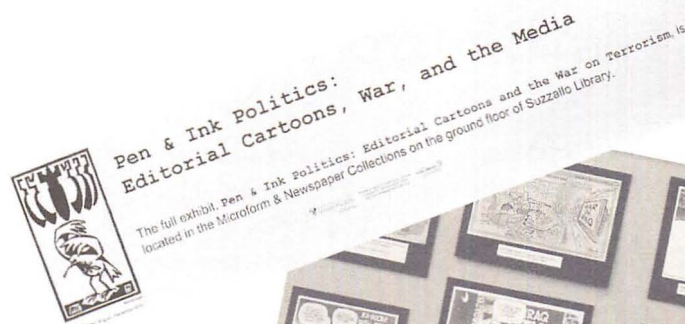
The beginning

While living in Amsterdam during the summer of 2003, David Silver, assistant professor in the UW Department of Communication, noticed Europeans discussing issues and events in a way that Americans rarely do. He saw stories on European television that U.S. television rarely airs. He wondered what would happen if Americans gathered to discuss “issues that mattered.”

After returning to Seattle, Silver continued to wonder if such conversations could occur all over the United States, all on the same day. As he walked past the nearly completed Seattle Public Central Library, Silver realized that, more than repositories of books, libraries are “sacred spaces for the community” and ideal places for Americans to meet and discuss issues of importance. Surely Americans would be inspired to do so, especially on September 11.

Silver spoke to his friends, colleagues, and librarians at the University of Washington, Seattle Public Library, and Santa Cruz Public Library (the city where his mother lives) about his idea. It was quickly apparent that Silver had found, in libraries, a national infrastructure that cares. The librarians loved the idea of *The September Project* because it exemplifies what librarians are about—providing free access to information and encouraging free and open exchange of ideas.

Librarians across the nation and the world opened their doors on September 11, 2004, and invited citizens in their communities to gather, discuss, and celebrate democracy, citizenship, and patriotism. Four hundred and seventy four libraries in all 50 states and 13 venues in seven countries participated in the first annual September Project.



The September Project

became a reality when Sarah Washburn became co-director of the project. Before Washburn came on board, Silver’s vision had called for a staff based in Seattle to plan and organize events for libraries around the country. Washburn realized that a distributed model would be easier and more successful with people in each community planning events that were meaningful to them. The project was born.



Map showing locations throughout the U.S. of *The September Project* in 2004. See www.drizzle.com/~klockner/cgi-bin/tsp/2004/map.cgi for details.

The September Project 2004.

This project worked because people across the U.S., in different communities, took ownership of their *September Project*. Libraries were the physical hosts and librarians the organizers, but their collaboration with local groups, organizations, and members of the community made September 11 a day on which citizens gathered to remember and to engage in peaceful and thoughtful conversations.

What will you do on September 11, 2005?

Consider becoming involved in *The September Project*. Librarians, faculty, and students at the University of Washington will collaborate to plan an event or exhibits that will challenge our community to become informed and engaged.

Visit your library on September 11, 2005. The American Library Association estimates that there are 117,859 libraries in the United States. Imagine what will happen if even half of those libraries open their doors on September 11, 2005, and welcome citizens to participate in civic events. For more information about *The September Project*, email info@theseptemberproject.org.

Interrupted Lives:

Japanese American Students at the University of Washington, 1941- 1942

Theresa Mudrock, reference/user education librarian

In the official histories of the University of Washington, World War II barely disturbs the placid calm of the campus with accounts of war bond drives and enlistments. In the history of Japanese American students at the University, World War II was a cataclysm, a tsunami, turning lives topsy-turvy, crushing well-laid plans (and dreams) and scattering students and their families to the winds. But during the tumultuous months between Pearl Harbor and the forced evictions of Japanese Americans from the West Coast in the spring of 1942, the University of Washington mustered its administrative know-how and academic prestige to come to the aid of its Japanese American students.



"Camp Harmony" in Puyallup, Washington. Museum of History and Industry photo.

The Web site, *Interrupted Lives: Japanese American Students at the University of Washington, 1941- 1942*, reveals the history of this turbulent time through the administrative records of the University, newspaper accounts, and letters of student Kenji Okuda. Under the leadership of President

Lee Paul Sieg, the University became a national leader of the student relocation movement, a program to facilitate the transfer of Japanese American students from West Coast universities to colleges in the Midwest and East. President Sieg wrote to colleagues around the country inquiring "whether your institution would be in a position to open its doors to a few well-qualified American students of Japanese ancestry" and encouraged faculty on campus to show students "friendliness at this difficult time."

University faculty such as Robert O'Brien, Jesse Steiner and Floyd Schmoie assisted and advised students, wrote testimonials in the local Japanese newspaper and testified in congressional hearings in support of Japanese Americans. Professor Steiner asked the Tolan committee, "Why should we doubt the loyalty of second-generation Japanese and those who have lived here



Kenji Okuda as a 19-year-old University of Washington student, and as he appeared in 1995 (from Oberlin Alumni Magazine).

in this country only and have not had any connection with Japan?" While still other faculty raised money for scholarships for these "brilliant, loyal students."

Students supported their Japanese American classmates too. Editors and reporters of *The Daily* wrote stories and editorials lambasting the hysteria of racism and war. In a local controversy concerning Japanese American school

Japanese evacuees at the Puyallup Assembly Center known as Camp Harmony, 1942. Photo by Howard Clifford. UW Special Collections, no. UW23291z.



district employees, editor Bill Edmundson wrote, "The office girls are all American-born, and have the same rights as other American citizens, regardless of creed or color. One of the reasons we are fighting Hitler is because of his persecution of all peoples not strictly German." Two students testified at the Tolan hearings that Japanese American students were the same as any other average American college student "aside from superficial differences of skin color."

However, it is the voice of Japanese American student Kenji Okuda that best tells the story of the University and its students in wartime. In letters written between 1942 and 1945, Kenji, a 19 year-old economics student, writes of his life, frustrations and dreams, first from the Puyallup Assembly Center, then from the Granada Relocation Center, and finally from Oberlin College. To read these letters and other documents see *Interrupted Lives: Japanese American Students at the University of Washington, 194-1942* at www.lib.washington.edu/exhibits/harmony/interrupted_lives/.



Related Community Events

The University of Washington Alumni Association presents **World War 2, the War that Changed America** as part of their Endless Campus series.

The impact of World War II—the watershed event of the 20th century—reached far beyond the battlefield. It affected everything from science, women, racism, the Pacific Northwest, war veterans, to diplomacy and President Harry Truman, changing life as we knew it. Seven distinguished history professors will talk about the impact of the last world war—and how it irrevocably changed the fabric of our life.

When: Tuesdays, May 10, 17, 24, June 14, 28, July 12, 26, 2005

Where: Kane Hall Room 130, UW Seattle Campus

Time: 6:30 - 8:30 p.m.

For more information see: www.washington.edu/alumni/activities/lectures/2005worldwar2.html



Sunset at Granada Relocation Center

In this seventh year of the series *If All Seattle Read the Same Book*—now called *Seattle Reads*—the Seattle Public Library has selected **When the Emperor Was Divine** (Anchor Books, 2003) by Julie Otsuka. *When the Emperor Was Divine* is the story of an unnamed Japanese American family's internment during World War II. From *Library Journal*: "The novel's themes of freedom and banishment are especially important as we see civil liberties threatened during the current war on terrorism. Otsuka's clear, elegant prose makes these themes accessible to a range of reading levels from young adult on." For more information, see the Seattle Public Library's Web site: www.spl.org.

Explore the **Densho** Web site: www.densho.org/. "Densho's mission is to preserve the testimonies of Japanese Americans who were unjustly incarcerated during World War II before their memories are extinguished."

The Wing Luke Asian Museum presents an award-winning exhibition about a century of Japanese American history in Washington state, **Executive Order 9066: Fifty Years Before and Fifty Years After**, at the Seattle Public Library's Central Library Level 1 lobby and gallery April 25-May 28, 2005.

The UW Community Speaks: The 2004 UW Libraries Triennial Survey

by Steve Hiller, head, Science Libraries

The University of Washington Libraries is recognized as a national leader in using a robust assessment program to ensure that library programs and services are targeted to the needs of our University community. A cornerstone of our assessment efforts is systematic large scale surveys of faculty and students conducted on a three-year cycle. These "triennial" surveys started in 1992 and comprise an invaluable record of user needs and library performance during a period of rapid change in the information environment and library services. They are unique among academic research libraries and are another program that distinguishes the excellence of the UW Libraries.

Our 5th Triennial survey was conducted in Spring 2004. Highlights included:

- Faculty response highest ever (1,560 surveys submitted).
- Satisfaction with the UW Libraries increased among all groups with 94% of faculty very satisfied and less than 1% not satisfied.
- 96% of faculty and 94% of graduate students rated the UW Libraries as very important to their work.
- Substantial increase in remote use by faculty and grad students with more than 90% of faculty connecting from a computer outside the library at least weekly.
- In-person visits continued to decline for faculty and graduate students.
- Library as place remains important for undergraduate students.
- Top priorities for faculty and grad students are providing online access to more journal titles and to older years of journals.
- Maintaining quality of print collection as a priority dropped substantially.
- Faculty who receive or use federal funding for research are more frequent users of library resources and rate library resources as more important.
- Variation in library use patterns and needs by different academic areas diminished in 2004 compared to previous years.

Survey Response and Composition

We appreciate the time our survey respondents spent to complete and submit these surveys. The magnitude of the response, especially from faculty, allows greater confidence in using and analyzing results down to the school and college level.

The composition of each group was consistent with previous surveys and the campus population. For example among Seattle faculty campus respondents, 49% were from health sciences, 25% from humanities/social sciences/fine arts and 26% from science and engineering areas.

"I am delighted with the service level that the library provides, particularly with adoption of electronic tools. I can locate almost anything I need within seconds. It's amazing!" —faculty, UW Tacoma

Table 1. Number of Respondents and Response Rate 1992-2004

	2004		2001		1998		1995		1992	
	#	%	#	%	#	%	#	%	#	%
Faculty	1560	40%	1345	36%	1503	40%	1359	31%	1108	28%
Grad Students	627	40%	597	40%	457	46%	409	41%	560	56%
Undergrads	502	25%	497	25%	787	39%	463	23%	407	41%
Research Scientists	369	35%								

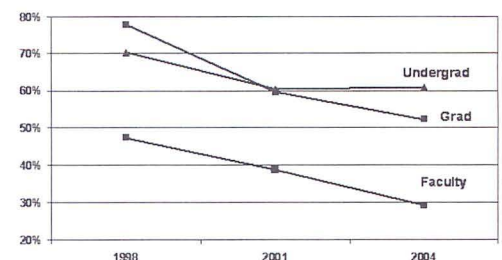
This brief discussion will focus on some of the more significant and interesting findings from the 2004 survey. More complete survey results can be found on the Libraries' Web page at www.lib.washington.edu/assessment/surveys/survey2004/.

Use Patterns

While the overall importance of the UW Libraries to teaching, learning and research remains extraordinarily high among all groups, the ways in which libraries are used are changing rapidly. Frequency of use remained high for all groups: 90% of faculty and graduate students as well as 75% of undergraduate students said they used the Libraries at least weekly (both in-person and remote use). The frequency of in-person library visits continued to decline for faculty and graduate students but remained unchanged for undergraduates as shown in Figure 1.

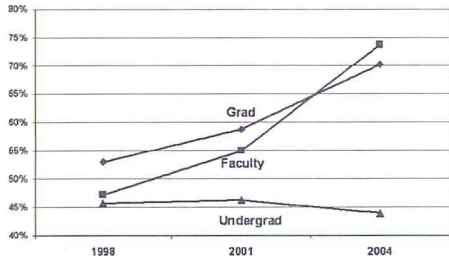
Offsetting the decline of in-person visits, there were sharp increases among faculty and graduate students who used the Libraries at least twice per week (both in-person and remotely).

Figure 1
Percent Who Visit Libraries in Person at Least Weekly
1998, 2001, 2004 by Group



"Odegaard pretty much covers it by being open almost 24-7. No matter what, you can always go there." —junior, Mechanical Engineering

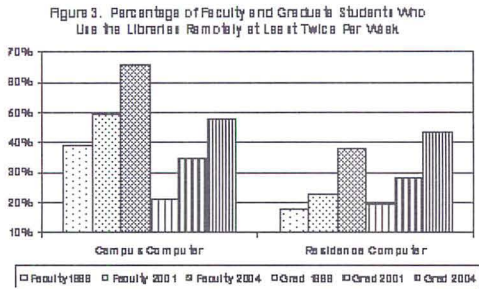
Figure 2
Percent Who Use Libraries at Least Twice Per Week 1998, 2001, 2004 by Group



"I do much of my work distance learning and most of my access to the Health Sciences Library is via my computer. It has been great to have the option of not traveling to Seattle to access journals etc." -- Grad Student, Nursing

As Figure 2 shows, nearly 75% of faculty use libraries at least twice per week compared to less than 50% in 1998.

Faculty and grad student respondents showed a sharp increase in the frequency of remote use, especially from off-campus residences as shown in Figure 3. The ability to access a



growing body of online library resources and services regardless of location is a key foundation of the UW Libraries "any time, any place" goal of service.

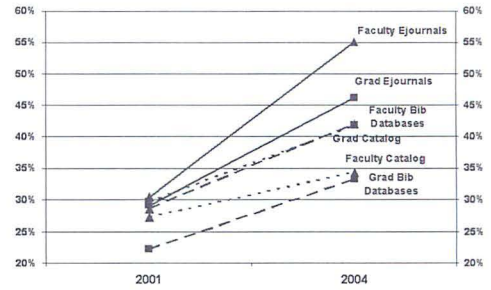
While all academic areas showed increases in frequency of remote use by computer, the rate of increase was highest in the Health Sciences and Science-Engineering fields as shown in Table 2.

Table 2. Type of Library Use by Group and Academic Area
% of respondents who marked at least twice per week or more

	Use campus computer			Use off-campus computer		
	1998	2001	2004	1998	2001	2004
Faculty						
Health Sciences	45.9	53.0	69.0	19.3	24.3	44.1
Humanities-Soc Science	37.9	45.2	57.5	23.9	29.8	39.2
Science-Engineering	28.9	46.0	64.8	9.1	11.9	24.7
All Faculty	39.0	49.5	65.6	17.6	22.6	37.7
Grad						
Health Sciences	22.5	29.8	53.4	19.5	33.1	61.1
Humanities-Soc Science	21.5	32.9	40.5	26.5	34.6	48.1
Science-Engineering	18.8	42.0	54.6	9.3	16.1	25.8
All Grad Students	21.0	34.5	47.7	19.7	28.4	43.7

Figure 4 shows that this increase in frequency of use was fueled by online resources, especially electronic journals where nearly twice as many faculty looked for electronic journals at least twice per week in 2004 compared to 2001.

Figure 4
Resources Used Remotely Twice Per Week or More: Faculty and Graduate Students

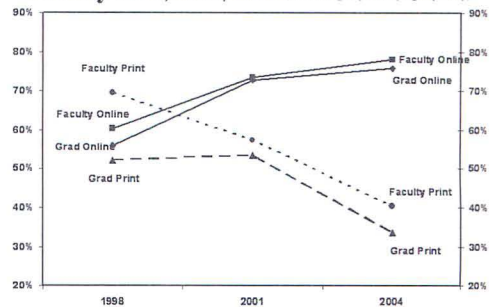


While electronic journal use was highest in Health Sciences and Science-Engineering, all academic areas among faculty and graduate students showed at least a 50% increase in the frequency of electronic journal use as shown in Table 3.

Table 3. Type and Frequency of Use When Using Library Remotely
% who connect to the Libraries remotely at least twice weekly to

	Search UW Libraries catalog		Search bibliographic databases		Look for electronic journals	
	2001	2004	2001	2004	2001	2004
Faculty						
Health Sciences	16.4	18.5	27.1	44.8	39.8	67.3
Humanities-Soc Science	47.2	58.1	29.5	35.1	13.8	29.3
Science-Engineering	28.0	37.3	29.9	42.7	28.8	58.6
All Faculty	27.3	34.3	28.6	42.0	30.5	55.1
Grad						
Health Sciences	19.7	30.5	18.8	33.6	29.2	56.5
Humanities-Soc Science	35.1	44.7	22.9	33.7	22.9	36.1
Science-Engineering	31.6	44.8	24.7	33.5	36.8	54.6
All Grad Students	29.7	41.7	22.2	33.7	29.1	46.2
Undergrad	30.6	42.7	19.6	27.3	22.7	28.7

Figure 5
Print/Online Priority by Academic Area Faculty 1998, 2001, 2004 (% in each group identifying as priority)



"Online materials are key resources; the more we have, the more efficient I can be as a researcher."
—faculty, Anthropology

Library Priorities

The increased reliance on online resources was reflected in faculty and graduate student priorities for the Libraries. Among a list of 14 possible priority areas, the top three for faculty and graduate students were the same as shown in Table 4:

Table 4. Top Priorities for the Libraries

% identifying as one of top priorities

	Faculty	Grad Students
Provide access to more online journal titles	78.0	78.3
Provide online access to older journals	55.8	55.7
Maintain quality of Libraries print collections	40.5	33.7

Maintaining quality of the print collection has declined sharply over time while the importance of online access has increased as shown in Figure 5.

However, print is still the top priority among faculty in the Humanities and Social Sciences but the gap has narrowed considerably since 1998. All academic areas among graduate students showed sharp drops in the priority of print.

Table 5. Top Priorities by academic area 1998, 2001, 2004

% identifying as top priority

	Access to more online journal titles			Maintain print collection quality		
	1998	2001	2004	1998	2001	2004
Faculty						
Health Sciences	71.5	86.2	88.5	63.3	45.7	25.7
Humanities-Soc Science	43.5	48.2	60.3	76.1	78.9	66.3
Science-Engineering	59.1	72.5	75.3	72.1	60.3	42.2
All Faculty	60.4	73.4	78.0	69.6	57.4	40.5
Grad						
Health Sciences	68.0	85.3	86.3	43.0	42.9	21.4
Humanities-Soc Science	47.5	59.6	68.0	53.5	59.6	38.8
Science-Engineering	57.4	78.6	80.9	58.9	54.3	35.6
All Grad Students	56.0	72.7	75.8	52.1	53.2	33.7

Undergraduate students spread their priorities over more categories and there were none that received at least 50% response. While there was little variation by year in school for increasing library hours and providing more electronic reserves, access to online resources was a higher priority among third and fourth year students while wireless in campus libraries was the top priority for first year students but relatively low for seniors.

Table 6. Undergraduate priorities by year in school 2004

	Year in School				
Priority in percent	Frosh	Soph	Junior	Senior	All
More online journal titles	25.3	23.4	37.1	42.6	34.7
Online access to older journals	29.9	21.3	34.0	40.4	32.1
Increase library hours	34.5	39.4	37.1	37.5	37.3
Wireless in campus libraries	41.4	36.2	35.8	23.5	32.9
More e-reserves	34.5	33.0	32.7	31.6	32.5

Satisfaction

Overall satisfaction increased for all groups to the highest levels recorded since the surveys moved to a five point scale in 1995. Of particular interest is that satisfaction level is similar for all groups, unlike earlier years where student satisfaction was lower. There was little difference between academic areas in library satisfaction.

Satisfaction with Specific Services

When asked to rank satisfaction with a list of library services, staff assistance and library Web sites (including HealthLinks) had the highest use and satisfaction, while faculty and students were least satisfied with photocopying and printing (which are not operated by the UW Libraries). Satisfaction levels for access to library computers were lower than in 2001. While satisfaction was quite high with librarian liaisons to academic departments among faculty and graduate students, 55% of faculty and 60% of graduate students replied that they don't use or weren't aware of this program. Finally, faculty and students found that the Libraries did not make it easy for them to be informed about changes in library services, programs and collections.

Conclusion

The UW Libraries retain a cherished position in the University community. Faculty and students satisfaction rates and importance of libraries to the support of teaching, research and learning have reached new heights. The transition to the any time, any place library is well underway and while the number of people visiting in-person may be down, remote use has increased substantially, validating the Libraries investment in online resources and services. Print still remains important to that segment of the University community that relies on monographic literature and where the conversion or emergence of online journals has lagged. The library as a place, though, remains critical to undergraduates as they use it primarily as space to do their work (both individually and collaboratively). Undergraduate visits remain high and use of both print and online resources have increased. Clearly a "one-size fits all" approach will not address the needs of our diverse faculty and student communities and the Libraries will use these survey results as well as other assessment data to provide the excellent library resources and services that our community has come to expect.

The Rose Collection at Bothell/CCC Library

by Elizabeth Risser, development services officer

The UW Bothell Campus Library has an outstanding display collection of Alaskan and Northwest Native art. Most of the pieces are part of the "Rose Collection," artwork selected and donated by Norman Jenisch Rose and Louise R. Rose. The Roses began collecting Alaskan and Northwest Native artwork more than ten years ago. They found their first piece, a striking framed print by Native Alaskan artist Bert Ryan, at the Fourth Avenue Post Office Mall in Anchorage, Alaska. The purchase of that first print ignited a passion for collecting artwork reflecting the Native American cultural heritage of the Pacific Northwest Coast and Alaska. Since then, Norm and Louise have collected more than 50 contemporary pieces, including prints, masks, and carved plaques.

Inevitably, the Roses ran out of display space for their ever-growing collection. They wanted to expand the collection, but no longer had room for it in their home. As a former Dean at the University of Washington Bothell, Norm has a strong devotion and connection to the campus. He therefore decided a perfect solution would be to decorate the walls of the new Bothell/CCC Library building. "The first person to put a reasonably attractive piece on a bare wall can not help but improve the view," says Norm, "and extraordinary resources are not necessary to do so." Now, as the Rose collection grows, they donate it to the Bothell/CCC Library for display in the library's public places.

The Roses donated the first of many items from their personal collection to the new Bothell/CCC Library in 2000. These included: "Eagle," a first edition print by artist Bert Ryan; "Wolf," a painted and carved plaque by William Watts (a member of the Squamish Tribe of the Coast Salish Nation); and "Kwakiutl House," a longhouse

model built at 1/4"=1'0" scale by Kathleen Rose-Byington (the Roses' daughter) and decorated by well known Seattle artist Barry Herem. The Roses have donated additional pieces each year since then.

The Roses see themselves merely as "visitors to the cultural heritage" of the Native American people. Norm has said they are not art curators, historians or experts on the genre. They are simply admirers of artwork coming directly from, or inspired by, Northwest Native culture and consider their gifts to the Bothell/CCC Library a "private collection housed in, and now belonging to, a public institution." The students, faculty and staff of the Bothell/CCC Library are grateful to the Roses for their continuing generosity; and they, as well as visitors to the library, are appreciative of the warmth and beauty that these pieces bring to the campus.

A Web site of the Bothell/CCC Library, www.bothell.washington.edu/library/ArtTour/, shows all the art currently displayed in the library, including the Rose Collection.

Individuals interested in making a gift of art, photographs, texts, or other materials to the University Libraries may contact 206-685-1973.



Art objects from the Native American art collection at Bothell/CCC Library, UW Bothell, include (clockwise, from left) *Raven and Moon* by William Watts, *Sound of the Night* by Yukie Adams, and *Kwa-Guilth Sun* by Richard Hunt.

News and Events

Pacific Northwest Sheet Music Collection

The Pacific Northwest Sheet Music Collection represents a fraction of the *Ashford Sheet Music Collection* which was built from a core collection donated by Paul Ashford to the UW in 1959. This collection contains music from and about Washington state, the Pacific Northwest and the UW. See content.lib.washington.edu/smweb/.

Full-text Black Drama Collection

The UW Libraries Catalog now offers records containing the full text of 1200 plays written from the mid-1800s to the present by more than 100 black playwrights from North America, English-speaking Africa, the Caribbean, and other African diaspora countries. Many of the works are rare, hard to find, or out of print. The collection covers the Harlem Renaissance, the Black Arts movement of the sixties and seventies, and 20th-century African and Caribbean drama in English.

UW Libraries Spotlight

A new feature of the UW Libraries Web site is a section called "Spotlight," a display of current information about programs, exhibits, policy changes, planned service outages, and current Libraries news. See www.lib.washington.edu.

Works by Mui Chong-ki in East Asia Library

The East Asia Library is hosting an exhibit of works on paper by artist Mui Chong-ki. For 40 years Mui Chong-ki built an international reputation for his prints and drawings. Five years ago, he began to work with mixed media. Both styles are represented in the current exhibit, expressing the artist's love for the simple, natural, daily life.

New Pacific Northwest Curator

Nicole Bouche has been hired as the new Pacific Northwest curator in the Libraries' Special Collections. Bouche will begin on June 1, 2005, coming to the UW from Beinecke Library at Yale University, where she was Manuscript Unit Head.



Louise Bourgeois Sculpture

The Campus Art Collection has placed a sculpture work, *Nature Study #2* by Louise Bourgeois, in the Allen Library. The piece is located on the first-floor balcony, near the doors to Suzzallo Library.

Excellence in Academic Libraries Award

In 2004, the University of Washington Libraries received the Excellence in Academic Libraries Award, which recognizes the top university research library in the country. The award is presented by the Association of College and Research Libraries (ACRL) and Blackwell's Book Services, the venerable international book seller based in London.

The striking clear glass award is traveling among all the UW Libraries during 2004-2005. For Autumn Quarter, it was on display at the UW Bothell Campus Library for the first six weeks, and UW Tacoma Library for the final six weeks. Since then, it has been making its way through the rest of the UW libraries in alphabetical order. It will spend one month at each library.



The world's biggest book, *Bhutan: A Visual Odyssey Across The Last Himalayan Kingdom*, by Michael Hawley, has been installed in a new

"It is meaningful innovation that sets the Libraries apart. What distinguishes the staff of the Libraries is its collaborative approach to creating the library of the 21st century. The excellent staff is managing the transition to a highly digital environment while preserving the Libraries traditional strengths. These are achievements in which any university president could be justifiably proud."

—Lee Huntsman, President, University of Washington

Employee News

Appointments, Librarian & Professional

***Kajisa Calkins**, reference & instruction/mass communication & technology librarian, Bothell/CCC Library, 12/01/04.

Michelle Light, head, Special Collections Technology Services, Special Collections, 12/28/04.

Angela Rosette-Tavares, Web Development, Digital Initiatives Program, 10/01/04.

Angela Weaver, head, Drama Library, 12/13/04.

***Stephanie Wright**, reference/information management librarian, Natural Sciences Library, 12/01/04.

*indicates temporary appointment.

Visiting Scholar

Jirapan Intarasiripong, International Studies/Southeast Asia Section, 7/04/04–10/15/04.

Librarian Emeritus Status Awarded

J. Karyl Winn, Librarian Emeritus, 1/01/05.

display case outside the Suzzallo Reading Room on the third floor of Suzzallo Library.

The unique display case was especially designed for the book by carpenters and craftspeople from UW Facilities Services. The case allows for the book to "breathe" and is covered by glass that protects it from UV radiation.

Because of the weight of the pages and the fragility of the book binding, pages will be turned on a random schedule to encourage students and guests to stop in and see more of the book.

The UW Libraries' acquisition of *Bhutan* was described in *Library Directions*, Spring-Summer, 2004 (www.lib.washington.edu/about/libdirections/ldspr04-web.pdf), page 6.

Awards and Recognition

Michael Biggins, head, Slavic and East European Section, is one of five University of Washington staff to receive a 2005 Distinguished Staff Award. Recipients are staff who “contribute to the mission of their unit or the University, respond creatively to challenges, maintain the highest standards in their work, establish productive working relationships and promote a respectful and supportive workplace.”

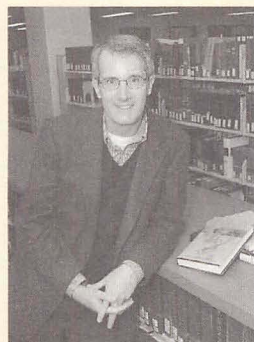


photo by Kathy Sauber,
University Week

Biggins has established a collection of Baltic publications second only to those in the Baltic region. He has also acquired for the UW the 12,000-volume collection of the Latvian Studies Center in Kalamazoo, Michigan, ensuring that the UW collection surpasses that of the Library of Congress. Biggins has developed a digital resource covering socio-political data from Central Eurasia, and has worked to bring the world's foremost photo collection of Russian architecture to the Web.

Both of these digital resources use a cutting edge geographic interface to facilitate research and access to the collections.

Recent publications include his translation of the classic 1938 Slovenian novel, *Alamut*, written by Vladimir Bartol, and published this year. At a program hosted by the Northwest Film Festival and the Scala House Press, Biggins gave a well-received reading of his translation.

Biggins is pursuing an opportunity to establish a Slovenian Studies Center at the UW. Using the Libraries' UWILL resources, Biggins has built an online, interactive teaching tool for his students in the Russian, East European and Central Asian Studies (REECAS) program.

Biggins provides a model for other international studies programs in the caliber of projects he undertakes, the level of service he provides, the kind of teaching he assumes, the relationships he has built at the UW and in the community, and the outcomes he has achieved for his constituents. Biggins brings enthusiasm to his work and a passion for excellence that is infectious among his colleagues.

Jill McKinstry, head of the Odegaard Undergraduate Library and **Janice DeCosmo**, assistant dean of Undergraduate Education and director of the Undergraduate Research Program have been highlighted on the Reinvention Center Web site's *Spotlight* feature. The Reinvention Center is a national organization established in 2000 to work for the improvement of undergraduate education at research universities. The feature, titled “Engaging Undergraduates In Scholarly Work: Two Initiatives at The University of Washington: Summer Institute in the Arts and Humanities and Library Research Award for Undergraduates,” is about two UW programs that provide incentives to students and faculty to embark on scholarly projects together.

Jennifer Ward, head, Web Services, has been selected to attend the Frye Leadership Institute. The purpose of the Frye Leadership Institute is to develop creative leaders to guide and transform academic information services for higher education in the twenty-first century.

Cynthia Fugate, director, Bothell/CCC Library, and **Neil Rambo**, associate director, Health Sciences Libraries, have been selected as fellows to the ARL Research Library Leadership Fellows Program. This highly competitive, two-year leadership development program was designed to train candidates in the unique skills needed to succeed in premier leadership positions in large, complex research libraries. The ARL RLLF Program was created to offer a dramatic new approach to preparing this next generation of directors.

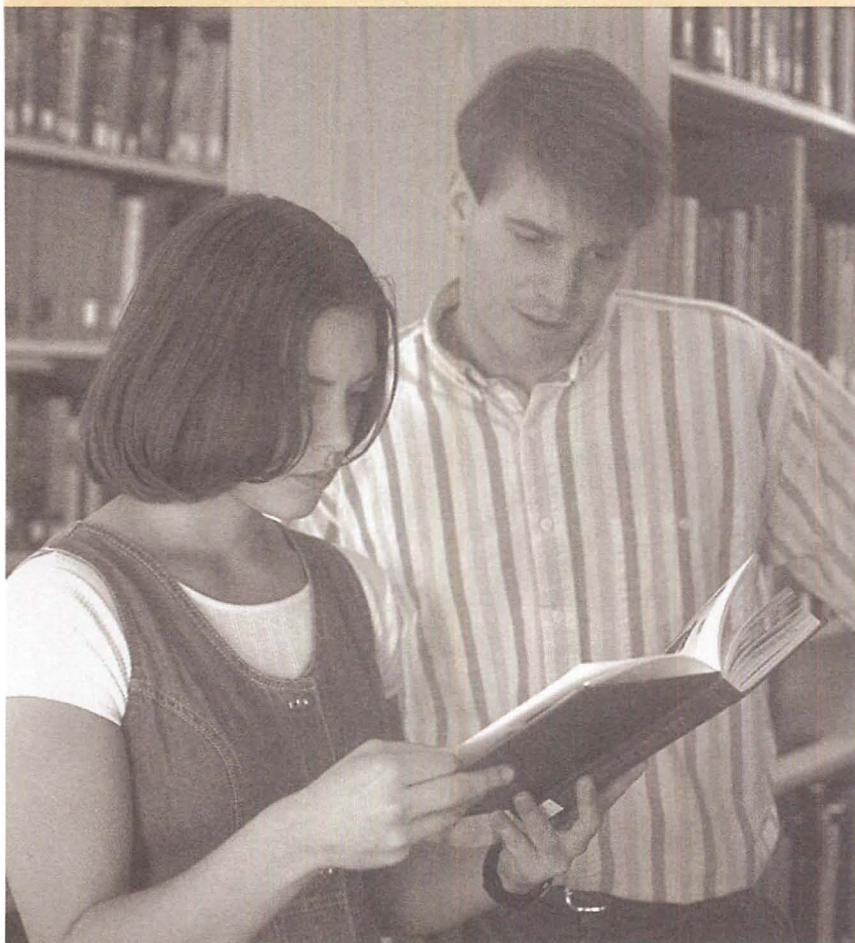
Steve Hiller, head, science libraries, has been appointed a visiting program officer for 2004-05 by the Association of Research Libraries (ARL). Hiller and **Jim Self** from the University of Virginia will work with **Martha Kyrillidou** of ARL on a project they proposed, “Making Library Assessment Work: Practical Approaches for Developing and Sustaining Effective Assessment.” This project will include site visits in Spring 2005 to six ARL libraries. Hiller will also spend two months in

Australia learning about assessment efforts in Australian universities and presenting seminars on assessment issues.

Joyce Ogburn, associate director for resources and collection management services, was elected to serve on the Steering Committee of SPARC, the Scholarly Publishing and Academic Resources Coalition. SPARC is an alliance of universities, research libraries, and organizations built as a constructive response to market dysfunctions in the scholarly communication system. SPARC introduces new solutions to scientific journal publishing, facilitates the use of technology to expand access, and partners with publishers that bring top-quality low-cost research to a greater audience.

Gordon Aamot, head, arts, architecture and business libraries, has been selected to participate in UCLA's 2005 Senior Fellows Program. Following a nationwide competition, Aamot, one of 15 selected leaders in the university library field, will attend a three-week program at UCLA.

MAKE A DIFFERENCE
FOR THE UNIVERSITY LIBRARIES ...



You can help create futures at the University of Washington. A gift to the University Libraries in your will can be part of your legacy, supporting students, faculty, teaching—whatever is most important to you. You can donate specific property, a fixed sum, or a portion of your estate, and receive an estate tax deduction for your bequest.

If you wish to make a bequest, please discuss it carefully with your attorney or financial advisor. The appropriate bequest language for the University of Washington is: I give, devise and bequeath to the Board of Regents of the University of Washington, Seattle, Washington (specific amount, percentage of estate, or property description) for the University Libraries.

If you would like your bequest to serve a more specific purpose within the Libraries or for more information, contact Libraries Development at 206-616-8397 or the Office of Gift Planning at 206-685-1001, 1-800-284-3697 or giftinfo@u.washington.edu.