UNIVERSITY OF WASHINGTON Libraries

Library Directions: a newsletter of the University of Washington Libraries

Volume 16, No. 1

Spring - Summer, 2006

DIRECTIONS

Library Directions is produced twice a year by Libraries staff. Inquiries concerning content may be sent to:

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In This Issue:

On the Cover:

Seattle celebrates the end of World War I. See page 4 for related story. UW Libraries Special Collections, Sjulstad 201.

LETTER FROM THE DIRECTOR

Whatever creativity is
it is in part a solution to a problem.

—Brian Aldiss "Apéritif,"
Bury My Heart at W.H. Smith's (1990)

Much has been written about creativity. We ask ourselves, "How can we get those creative juices flowing?" "How can we develop creative leaders?" "How can we spark creativity?" "How can we creatively teach and teach creatively?" As science fiction writer Brian Aldiss notes, even if we don't know precisely what creativity is, we do know that creativity is fundamental to solving problems—and core to the mission of the University of Washington.

In this issue of *Library Directions*, you will read how the Libraries enables, uses, and sparks creativity in ingenious ways. Take a peek into the creative process of author Charles Johnson as he muses how the first page of a book can turn mystery into magic. Learn about creative leadership from five librarians as they describe their transformative experiences in "2005—Year of Leading Dangerously." Imagine a class in which your last assignment is titled "Your Obituary." Theresa Mudrock does just that as she shares her strategies for turning students into creative and passionate researchers in "Engaging Students in the Game of Research." In the same vein, Emily Keller details her creative approach to using metaphor and analogy to make learning come alive for NetGen students. Read how the growing collaboration of the Libraries and Catalyst Client Services engenders creativity by building an environment enriched by technology. Get your creative juices flowing as you "geocache in our house of stories." Maybe you, too, can find your way past squirrels, flying ravens, and the world's largest book to find the hidden treasure. Put on your "creativity cap" and give it a shot!

The Libraries is overflowing with creative staff, but none more so than Kate Leonard, Head of the Mendery. Join me in congratulating Kate on her receipt of the University's 2006 Distinguished Staff Award. In receiving the highest award the University bestows on its staff, Kate joins other creative library colleagues (Michael Biggins, Cynthia Fugate, Betty Jo Kane, Sandra Kroupa, David Snyder, and Paula Walker) who have received the award in prior years. With staff members like them, the Libraries will continue to be at the creative core of the University.

Betsy Wilson

"LITERARY VOICES" FEATURES CHARLES JOHNSON

by A.C. Petersen, Development Services Officer

On April 29, 2006, The Friends of the Libraries staged "Literary Voices" to benefit preservation and development of Libraries collections, and the Libraries undergraduate student scholarships.

Charles Johnson delivered the keynote speech.

Prior to the event, on March 31, I sat down with Prof. Johnson at Faire Gallery Café on Seattle's Capitol Hill to talk about writing, storytelling, and process. Following is a small portion of the interview.

ACP: You started out as a cartoonist. What was it that turned you to another medium?

CJ: Well, I was obsessed as a kid with drawing, and determined to be an artist and an illustrator, and did that, in effect, when I was a journalist, I did a lot of the cartooning and illustrations and so forth, and two books of cartoons in '70 and '72. But all along, I was an avid reader of literature, for the simple reason that that stimulated my visual imagination. So I wrote stories for fun. I published three stories in my high school newspaper when I was seventeen. And then, as an undergraduate, I would sometimes co-write a play with a friend on a Saturday night when we had nothing else to do. With me it was never—like some people I know—"I've wanted to be a writer since I was five." That was never the case. I wanted to draw since I was five. But in 1970, a novel I did occurred to me, and the only way to get it out of my system and to have it leave me alone was to write it. So I wrote it over the summer of 1970 and five other books after that, within a period of two years before I wrote number seven, which was the book that was published, *Faith and the Good Thing* in 1974. So for me, the pleasure of writing was always just in that: the creative process. You know, I never intended to be a writer, so my ego is not invested in it. All I like is the enjoyment of experiencing a good story, or telling one. And I think that's all the artist's job really should be, to tell us a memorable story that changes our perception.

...I want what I experienced when I was a twelve-year-old reader, ... a feeling of mystery and awe.

ACP: What inspires you? What or who is your muse?

CJ: What inspires me? Who is my muse? (laughs) You know what I want, what inspires me? I want what I experienced when I was a twelve-year-old reader. I didn't know anything about the author or the book, or what anybody thought, but I would pick up the book—any old book—turn to the first page, look at the first sentence even, and get a feeling of mystery and awe. That's the experience I want when I read. And suspense, and what happens next. That's what I want to get when I read, and that's what I want to deliver when I write.

ACP: You've talked about imagination. How do you write about what happens on a slave ship (referring to *Middle Passage*)? Where does that come from?

CJ: Research and imagination. First the research so you quite literally know what a slave ship might look like—the physical entity called "ship," you need to know the objects there, what the hold might have been. And after that, you have to do a very unusual thing, which involves empathy. And that is projecting yourself into each and every one of the characters on that setting, or on that stage. And that can be wrenching, especially for a writer. Because you can't flinch, and you can't hold back, and you have to look at all of it—in this case the slave trade. What you're looking at is horror, you're looking at horror, and you can't look away from that. I have never written a book that did not emotionally change me in some way during the doing of it. It cost me a piece of something, of myself, to go there. Probably the pivotal moment in *Middle Passage* where that occurs—the one that critics always look at and talk about—is where Rutherford Calhoun has to throw the dead body of a young man about his own age over the side of the ship. And I just let that one roll out in detail with every horrible nuance I could think of. But you feel really emptied after doing that, and that's part of the writing process too. I've written stories where I was in tears at the end. It's the only way to be emotionally honest, is not to hold that stuff back. It's not easy to just go there. You're going to be shaken. And that's usually communicated to the reader too—the reader will feel shaken having gone through an event like that in their imagination.

Charles Johnson, right, in conversation with (from left) Deborah Emory, Meade Emory (2005 Libraries Outstanding Volunteer), and Pat Soden, Director of University Press.

Charles Johnson, Ph.D. is the S. Wilson and Grace M. Pollock Professor of Creative Writing at the UW Department of English. He is a 1998 MacArthur Fellow, and received the National Book Award for *Middle Passage* in 1990.

2005 — THE YEAR OF LEADING DANGEROUSLY

Leadership has been called one of the most observed but least understood phenomena on earth. Are leaders born with special innate qualities limited to the lucky few, or can anyone who is interested learn to become a leader? While there is no simple approach for producing successful leaders, it is now generally accepted that leaders can be developed through a combination of education and training.

A number of leadership development programs are available for academic librarians. During the past ten years the University of Washington Libraries has shown a commitment to developing our leadership capacity by sending staff to some of these programs as part of its overall strategy for staff development and training. In 2005, the University of Washington occupied a unique position among academic research libraries by placing UW staff in all four of the major leadership development programs for academic librarians.

ASSOCIATION OF RESEARCH LIBRARIES RESEARCH LIBRARY LEADERSHIP FELLOWS

Cynthia Fugate. Associate Dean of University Libraries and Director of Bothell Library

Neil Rambo. Associate Director, Health Sciences Libraries

Cynthia Fugate

The Association of Research Libraries (ARL) Research Library Leadership Fellows, launched in 2004, is the newest of the leadership development programs for academic librarians. Designed by the deans of five ARL member libraries (UCLA, Columbia University, University of Illinois at Urbana-Champaign, University of Texas at Austin, and University of Washington) and staff from the Association, the first cohort of 19 will complete the program in 2006.

The goal of the program is to prepare mid- to upper-level administrators for leadership roles in very large academic and research libraries. Participants explore the important issues confronting libraries and universities through a series of institutes and site visits to participating institutions, as well as through attendance at ARL membership meetings and other learning opportunities. The Deans of the founding institutions identified a series of specific learning outcomes that inform the design of the institutes and site visits, and fellows are responsible for assessing and reflecting on their own development throughout the program, which culminates in a capstone project.

Cynthia and Neil bring very different experiences to the program but have both taken away valuable lessons. As Director of the UW Bothell Library, Cynthia has spent the last fifteen years focused on establishing library services and facilities at a new campus.

Neil Rambo

> I was intrigued with the opportunity to learn more about leadership and administration as it is practiced at large research institutions. While I thoroughly enjoy my current position and see many years of challenging work ahead, I have become increasingly interested in examining the very significant challenges facing large academic libraries in particular and higher education in general. I entered this program with the goal of being able to understand and articulate the value of the library of the future to the university. It has been inspirational to learn from the ARL Deans and from the many senior academic administrators who have shared their experience and wisdom with us.

Neil's career has evolved within the context of academic health sciences libraries.

> When I changed roles two years ago—from managing a regional outreach program to managing the Health Sciences Libraries public services programs—I was faced with institutional and library issues, and an overall environment, with which I was relatively unfamiliar. I saw the ARL Research Library Leadership Fellows program as an opportunity to learn about the complexities and issues facing research libraries from a leadership perspective. The experience has enabled me to learn what leaders in the field are thinking and what choices they are faced with in leading their organizations within the higher education environment.

UCLA SENIOR FELLOWS PROGRAM

Gordon Aamot, Head, Arts, Architecture, and Business Libraries & Head, Foster Business Library

Gordon Aamot

The UCLA Graduate School of Education and Information Studies Senior Fellows program is targeted towards experienced academic librarians interested in becoming library directors and associate directors. Offered every other year, each class consists of fifteen mid-career librarians selected from a nationwide competition.

The three-week program is a mix of structured classroom time and reading and more unstructured professional learning and personal development. Although some topics are covered each time the program is offered, special attention is given to tailoring the program to the interests of the current year's attendees.

Classroom sessions were organized around broad themes such as trends in higher education, the centrality of the library on campus, the changing role of special collections, and leadership. The program faculty consisted of eminent guest lecturers and library leaders from throughout the country. Some of the themes that emerged included the challenges of leading academic libraries during a time of radical change, leading change in a unionized environment, the pressures of reduced funding and how it increases the need for transformation, the need to let go of traditional practices in order to free up the resources to move forward, and the issues associated with moving towards a digitized collection—for example, Google's initiative to digitize selected library collections.

> Although the formal program was excellent, I felt I learned just as much from the time I spent discussing issues and practices with my other Senior Fellow colleagues.

I came away from Senior Fellows with an increased sense of urgency regarding the need for radical change in academic libraries and academic librarianship. Given the likelihood of flat funding in our future, we need to ask hard questions about traditional but low-value services and be ready to let them go in order to free up resources to take on new initiatives. We also need to be willing to invest more in increasing access to digital resources and less on maintaining our print collections in the same ways we have for the past 50 years.

ACRL/HARVARD LEADERSHIP INSTITUTE

Tim Jewell

Tim Jewell. UW Libraries Director of Information Resources, Collections, and Scholarly Communications.

Roughly 100 mid-career participants from a variety of college and university library settings with job responsibilities ranging from department head to library director attended this 5-day annual institute on the Harvard campus last summer.

Most of the participants stayed in one of Harvard's dormitories for the duration, which helped remind us what college life is like and provided lots of opportunities to get to know one another, share experiences and develop camaraderie—as did the program's structure. One key feature was that participants were assigned to groups of about 10 fellow students, which met several times during the Institute to discuss a variety of topics.

Before the program began, participants were asked to read the third edition of *Reframing Organizations* by Lee Bolman and Terrence Deal to help prepare for the Institute. The "reframing" approach developed in the book emphasizes the importance of being able to view situations and problems flexibly from a variety of different vantage points, and the book describes and elaborates on four different but often complementary "frames" for doing that: the "structural," "human resources," "political," and "symbolic." While the book provided important background and themes for the course, discussions were grounded firmly in the "case method" that has come to be associated with Harvard.

Discussions were based on case studies provided by the Institute as well as those submitted by attendees describing a situation with which they were dealing.

Overall, I found the experience stimulating, challenging, very enjoyable—and fairly intense, due to the large amount of reading and engaged discussion. I was also impressed by the wealth of experience, skill, and valuable perspectives that class members brought to bear on the cases.

FRYE LEADERSHIP INSTITUTE

Jennifer Ward, Head, Web Services

The goal 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. The Institute is an intensive, two-week residential program held at Emory University.

Jennifer Ward

Through presentations by recognized leaders in higher education and society, seminars, and group projects, the Institute offers participants the opportunity to explore and analyze the leadership challenges stemming from the changing context and complexity of higher education. The program pays special attention to the implications of the growing power of information technology to transform the means of research, teaching, and scholarly communication. Because of the Frye Institute's focus on the role of information technology, many of the 45 participants worked in their campus computing units, although librarians, faculty, and other administrators were also part of the 2005 class.

Each morning and afternoon session featured a lecture and discussion with leaders from the various sectors in higher education—provosts and presidents of colleges and universities (including the first female president of a university), a higher education lobbyist from Washington, D.C., faculty members who pushed the edge with regard to scholarly communication and tenure, teachers and scholars, a chief information officer, campus administrators responsible for planning and finance, a researcher on "Next Gen" students, leaders in the area of scholarly communication and the Open Archives Initiative, and the list continues.

Throughout the two weeks and while working in small groups, we designed our own hypothetical institution which, interestingly, looked nothing like our own institutions. We had to plan the facilities, course offerings, produce a balanced budget, and set a mission and vision for our school.

I came out of Frye with a much better sense of the pressures facing higher education, and how the various pieces work (especially on a large, decentralized campus) towards the whole. My assumptions were tested, holes in my understanding of issues within higher education were revealed and subsequently patched, and it was an excellent personal growth opportunity. Each Frye cohort has its own mailing list, where we often remind each other to keep our "chins up", to keep looking ahead even when you're mired in the day-to-day grind.

CONCLUSION

All five of the 2005 participants agree that taking part in leadership development programs like these can be once-in-a-lifetime opportunities. They offer a chance to step back from the daily pressures of the job and reflect on both larger professional issues and one's own personal development. Especially valuable are the relationships formed among members of the cohort and the development of continuing professional networks. While it is difficult to calculate an immediate return on investment for leadership development programs, all the UW participants felt that they acquired greater insight into the nature of organizations and the nature of leadership that will pay future dividends in terms of improved leadership performance, peer mentoring, and quality of decisions made over the coming years.

ENGAGING STUDENTS IN THE GAME OF RESEARCH

by Theresa Mudrock, Reference Librarian

University of Washington students taking History 221 soon realize that the class isn't a run-of-the-mill library research methods course—especially when they see that the last assignment is titled "Your Obituary." Library research methods classes usually follow a more predictable path, covering the principles of what librarians call information literacy—"the set of skills needed to find, retrieve, analyze, and use information." Taught on campuses large and small, some of these courses are generic, others are tied to a discipline; but all often culminate in that most traditional of library-based assignments, the annotated bibliography.

I have taught such cookie-cutter classes and slogged through endless annotated bibliographies that are as boring to read and grade as they are to create. As historians and librarians know, research is an exciting endeavor, a puzzle to unravel, a mystery to be solved—how can we engender this type of excitement in our students? Research for the historian is almost a game, a type of play that is fun in and of itself. If this is indeed the case, could transforming a research methods class into a game of sorts evoke in students a sense of excitement and motivation? And thus the road to the "obituary."

This spring I tried something different: researching 1918. It was similar to past courses, but there was a radical difference. Inspired by such BBC and PBS documentaries as *1900 House* and *Colonial House*, I wanted to engage students in a personal way with the history they were to research. My thought was to provide a catalyst that would help students see the research process not as drudgery but as an enjoyable task. So rather than researching broad issues such as the role of women during World War I, a student would "be" a female munitions worker and try to discover the everyday life of a munitionette.

Students randomly chose a character, an archetype of sorts: Howard Mayhew, a young man from Tacoma, Washington; Henry Lewis, an African American from Chicago; 23-year-old Mary O'Toole from Dublin; and other characters. I provided a photograph with the character's name, hometown, and birthday. Students spent the quarter researching their alter ego's life during the waning years of World War I.

Three times during the quarter students rolled dice to discover the fate that awaited their character. Would Howard get wounded during the Meuse-Argonne campaign and lose his leg or would he spend a raucous 48-hour leave in Paris, returning to his unit with syphilis? Would Henry join the Negro League Chicago American Giants baseball team or would he enlist in the 8th Illinois National Guard? Would Mary become a munitionette in England or join the Women's Army Auxiliary Corps and be shipped to France?

Students spent the next two weeks researching their characters' fates. The culmination of their research was not an annotated bibliography but rather a scrapbook containing copies of their "best" primary sources, a bibliography of both secondary and primary sources, and a

narrative written in their character's voice—a piece of historical fiction that generally took the form of a letter that incorporated evidence gleaned from their research.

Ernest Hitchens, a 28-year-old pilot from Chicago, wrote his father an extensive letter detailing life as a World War I aviator:

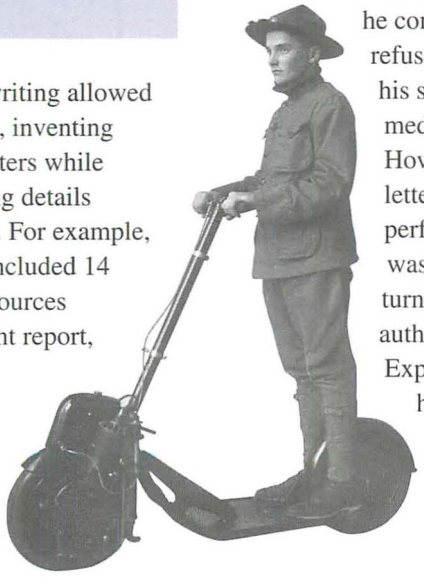
> *Dear Pop,*
>
> *Hello again, it seems like forever since I have last written home though it was just three days ago. I certainly hope this letter finds you well and of course send all my love to Mom. Oh, and I received the book you sent, much thanks! It will take some time to read, they keep us busy as the dickens you know! ... By the way you mentioned my old friend Jim got a job in an aeroplane factory in the city. Grand! I know how badly he wanted to join the service with me, if only he could have kicked his old habit smoking ten fags a day (that's what the British call them), he could have passed the lung capacity tests...*

The creative nature of the writing allowed students to have a bit of fun, inventing back stories for their characters while simultaneously incorporating details gleaned from their research. For example, the letter excerpted above included 14 citations from a variety of sources including a 1918 government report, a 1918 article in *Current Opinion*, and a number of published diaries, letters, and memoirs from World War I pilots.

The class culminated with a final roll of the dice to determine who would die during 1918 (either from their wounds or from influenza) and who would live (and therefore imagine their future lives). This led to the final class assignment, their obituary.

I'm glad to report that Howard Mayhew survived his bout with syphilis and died in 1957 a prosperous man in the hot dog business. Henry Lewis became a civil rights activist despite losing both legs during the war and died at the age of 71 in 1966. Mary O'Toole died of her wounds following an air raid of a WAAC camp in Nantes in the fall of 1918. And Ernest Hitchens, shot down over enemy lines, became a POW, and died of influenza—or so the Germans claimed.

Not much is known of Ernest's early years; only that he lived in Chicago and had a loving family... Shot down over enemy territory during a mission, it appears he survived the crash and was quickly captured as a war prisoner… The Germans reported that he had died on June 27th, 1917. The cause, they claimed, was that he contracted influenza and refused all aid because of his suspicion of "Hunnish" medical treatment. However, his last few letters stated that he was in perfect health so his family was also suspicious and turned these over to the U.S. authorities for examination. Expert cryptographers have confirmed that a hidden message within them reveals he was actually planning to break out of camp, apparently by means of tunneling. Thus it is more likely that he was shot during the escape which, as the secret message in the letters state, was planned for the exact same date the Germans said he died from influenza. Whatever the case, his family mourns the loss of a son, and indeed the country regrets the loss of a citizen, a soldier, and a hero.

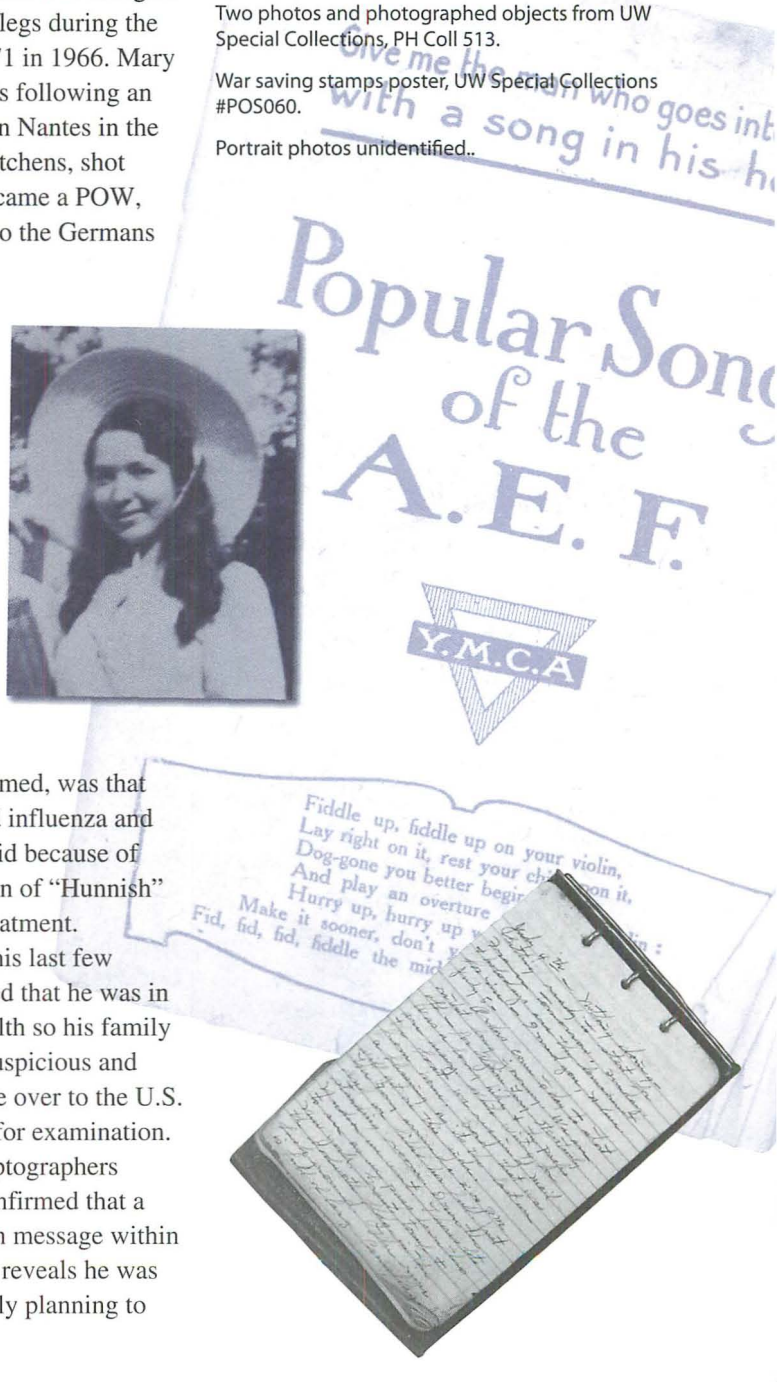


Reprinted from an article previously published in *Perspectives*, Dec. 2005.

Two photos and photographed objects from UW Special Collections, PH Coll 513.

War saving stamps poster, UW Special Collections #POS060.

Portrait photos unidentified..



USING METAPHOR AND ANALOGY IN INSTRUCTION

by Emily Keller, Coordinator of Instructional Development and Reference Librarian, UW Tacoma Library

As a librarian and a teacher, I have many opportunities to work with students as they navigate through rich, but often confusing and unfamiliar information environments. I serve as guide and traveling companion during legs of their journeys, introducing them to a plethora of abstract search concepts and foreign search tools that they'll need to reach their academic goals. If librarians are to be successful in supporting students, we must connect with learners to help them discover effective strategies for exploring this world of knowledge, and to use information critically in their learning process. I have found metaphor and analogy to be powerful vehicles for connecting with learners, leaping past the frustrations of explaining concepts and sources using our profession's often cryptic terminology.

Imagine that I am working with a student at the reference desk. She explains her project, tells me what she has already learned, how she'd like to pursue the topic, and where she's running into roadblocks. As she describes her work, I hear a gap in her knowledge on how to find and use scholarly journals. I tell her, "let's use an online database that indexes scholarly journals in the field of public and social policy. There, you'll find peer-reviewed literature, government documents, and case studies to help with your project." I get the blank stare, and I deserve the deflation that attends. I've just thrown a knapsack full of library lingo at her, and she's weary from the load.

For example, I could compare an online periodical database to her iPod.

Instead, I could have explained these concepts using metaphors, analogies, similes, or other instructional comparisons to bridge the gap between her language and mine. For example, I could compare an online periodical database to her iPod. The iPod stores a particular collection of items, and each item is described by certain characteristics, such as song title, artist, and genre. A database is also a collection of items, in this case, journal articles, again, with each item described by characteristics such as journal title, article title, author, and subject headings. Just as she can search for and listen to classical, rap, or country music as she chooses, she can also search for articles that meet certain criteria, such as those dealing with urban planning or homelessness. We still have some ground to cover, but instead of the blank stare, now I see her smile, illuminated by the light bulb over her head.

Look for parallels in daily life, the more mundane the better.

Why is this so effective? Is it only that I've shifted from esoteric, insider terminology to plain language? I don't think so. The power of instructional comparisons, such as a well-placed metaphor, is that they take students' prior knowledge as the starting point, allowing the teacher to explain unfamiliar concepts in terms with which she is already familiar. Using a comparison, I create a map across our respective domains, from the familiar to the unfamiliar, allowing the student to assimilate new information by relating and integrating it into already existing mental structures.

Even those of us who do not call ourselves teachers are called upon to explain novel concepts to our colleagues, friends, and families. How can you use instructional comparisons more deliberately, regardless of setting? Think of those concepts that you are often asked to explain. What makes them challenging to understand? List a few general characteristics of one of these concepts and hold those in your mind as you travel through your day. Then look for parallels in daily life, the more mundane the better. Do any of these characteristics show up during your commute, eating rituals, in media messages? Also, think about the daily lives of your audience or students. What is important to them? What are their interests and pastimes? What is ubiquitous in their lives?

For example, I want students to develop flexibility and creativity using terminology in various search tools, such as databases and catalogs. Effective searches in one tool may not be as fruitful in another, so this awareness and facility is key. I use a typical Puget Sound experience to explain. When I order my coffee at Metro Coffee at UW Tacoma, I ask for a large café au lait. I ask my students how they would order a 'large' at Starbuck's. "Venti!", they exclaim in unison. When jumping from one café to another, this variation in terminology is the passkey for getting your next fix. Using a commonplace instance of the importance of terminology, I've moved from an abstract idea to an everyday manifestation of that idea in my students' real-life experience.

Using instructional comparisons allows teachers of all stripes to creatively connect with learners by making abstract concepts concrete ...

Using instructional comparisons allows teachers of all stripes to creatively connect with learners by making abstract concepts concrete, actively engaging students in making meaning, and by establishing a partnership, rather than an expert/novice relationship. For students who are intimidated in the academic library, using comparisons calls attention to the useful knowledge that the student brings to the library. With this bolstered confidence, perhaps they'll feel encouraged to wander and explore without feeling lost.

IN ODEGAARD UNDERGRADUATE LIBRARY, COLLABORATION IS THE KEY TO SUCCESS

Kathleen Collins, Reference & Instruction Librarian, Odegaard Undergraduate Library

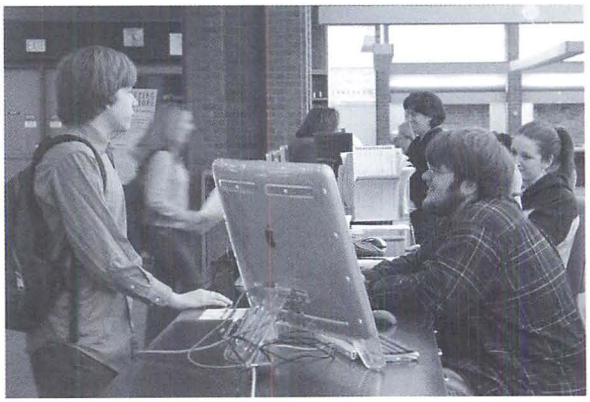
Visit the Odegaard Undergraduate Library (OUGL) on a typical weekday and you'll quickly notice that it is not a typical library—it's crowded, noisy, and extraordinarily busy, even late at night.

The success of the Odegaard operation rests upon a thriving collaboration between the Libraries and Catalyst Client Services (formerly the Student Access Computing Group), the group that has run the second-floor computer lab since 1998. That collaboration intensified in mid-2000 when the library relocated its reference desk to the second floor. Reference librarians now share a single service desk with student lab consultants employed by Catalyst. Librarians help students navigate today's complex information environment, while lab consultants introduce them to computer programs they use to complete course projects. One of the benefits of sharing one service point is that each side can more readily refer questions and learn the answers for the next time.

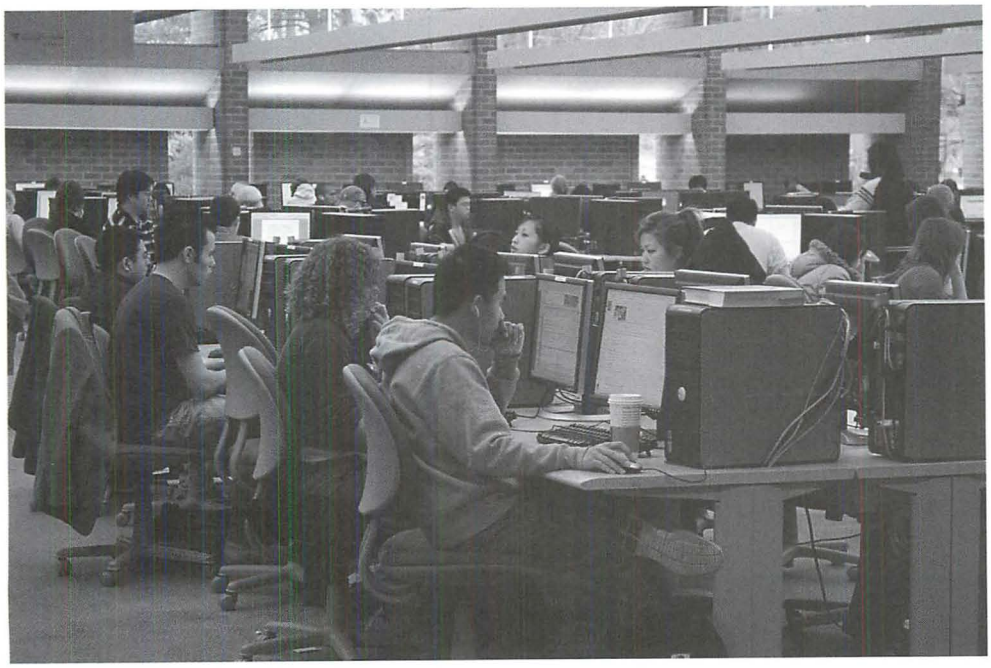
The shared Reference/Computing Help desk is the most visible sign of the collaboration, but it rests on a lot of work behind the scenes to keep services running smoothly, to share information, and to make sure policies are in line. One particular point of adjustment for both Libraries and Catalyst staff has been the distinct difference in their two organizational styles. As a result, in the beginning the partnership was a rocky one, and both units have put a lot of effort into developing regular communication channels (such as bi-weekly managers' meetings).

For the most part, however, the OUGL-Catalyst partnership in the Odegaard Learning Commons has been beneficial to both units. The joint service desk on the second floor offers integrated service for students while allowing the two organizations to share a single building maintenance and security staff, and the co-located services were a big reason that Odegaard received funding to open 24 hours a day in 1998.

When the combined desk experiment began in 2000, some staff had doubts about the wisdom of the move.



Five years later, though, the Libraries Catalyst collaboration in the Odegaard Learning Commons has been so successful that it has spawned additional projects and partnerships. In Odegaard itself, library and lab staff teamed up to offer new co-administered technology rooms, and the recently established Odegaard Writing and Research Center, a collaboration between the UW Libraries and the College of Arts and Sciences, brought a new partner into the building. In the effort to provide students with round-the-clock access to both traditional library services and 21st-century technology, working together has been the key to success.



Photos by Amy Halligan OUGL Media Center

Further reading:

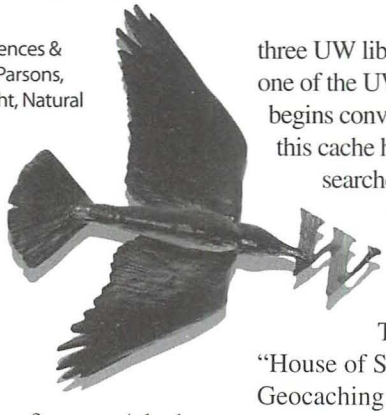
McKinstry, J., J. Morrison and P. McCracken. "Combining Computing and Reference Desks in an Undergraduate Library: A Brilliant Innovation or a Serious Mistake?" *Portal: Libraries and the Academy* 2.3, July 2002.

Odegaard Undergraduate Library: *http://www.lib.washington.edu/ougl/*

Catalyst Client Services: *http://catalyst.washington.edu/learning_spaces*

GEOCACHING IN THE LIBRARIES: HOUSE OF STORIES

by Maureen Nolan, Natural Sciences & Resources Librarian; Matthew Parsons, Map Librarian; Stephanie Wright, Natural Sciences Information Services Librarian



What do a global positioning system (GPS), squirrels, stairways and elevators, a research database, maps, flying ravens, a giant book and a copper clock have in common? A bad dream? The latest thriller? If you guessed the UW Libraries, you're only partially correct. Add in the element of stealthy sleuthing and a rewarding prize and you have the first ever UW Libraries geocache!

What is geocaching (pronounced "geocashing"), you ask? Simply put, geocaching is a treasure hunt using a GPS unit. It has become a worldwide activity and for some, an addiction. Participants hide caches of little treasures or tokens, then provide simple or elaborate clues and a set of GPS coordinates (latitude and longitude) to lead searchers to the reward. The cache is generally comprised of a box containing a logbook for searchers to leave their comments and some kind of small reward left by the cache owner for those who find it. Searchers may also leave a new token after taking one, which makes for some interesting finds for later searchers. Caches can be inside or outside, simple or easy to find, tiny or huge. According to the Geocaching website (www.geocaching.com), "as of March 22, 2006, there are 246,758 active caches in 221 countries."

There are 6,266 caches listed for the UW's 98195 zip code, alone.

Matthew Parsons, a librarian in the Map Collection introduced two of the Natural Sciences librarians (Maureen Nolan and Stephanie Wright) to geocaching and many a lunch hour was soon spent hunting for caches on campus. Then, after reading an article about Linda Musser, Head of the Fletcher L. Byrom Library who placed a geocache inside Penn State's Earth and Mineral Sciences Library, the three UW librarians decided to hide a cache in one of the UW libraries. Although the cache begins conventionally with GPS coordinates, this cache has additional clues that lead searchers on a tour through the library and offers an opportunity to use research databases and the UW Libraries catalog.

This geocache, named "House of Stories," went "live" on the Geocaching.com website on February 17, 2006 and has been found at least 20 times. Comments from the cache's log include:

"Thanks for a very original puzzle. We had a great time."

"This was one of my favorite caches in some time. Fun research that brought back many memories (all good ones of course). Thanks for the great cache!"

"This was MUCH more fun than I thought it would be. Thanks for the treat!"

"This is a great cache in my opinion."

"Well thought out, but boy was the cache a humdinger to find."

"Wow! This was a phenomenal cache from start to finish. Thank you so much for a cleverly complicated cache that is now one of my favorite Seattle hides."

"What a truly lovely cache! Each WP [way point] a delight and the final a wonderful surprise!"

"I've spent many, many happy hours in places much like the final's hiding spot. Thanks much for the hide."

You can read all the logs (caution, includes spoilers) on the Geocaching.com website.

If you are inclined to find the cache yourself, you can do so by following the clues found at right. (If you don't have a GPS, you can use the alternate web page below which tells you the location of the starting point:

http://www.lib.washington.edu/maps/geocache.html

House of Stories

N 47° 39.353 W 122° 18.529
UTM: 10T E 551900 N 5278285

This cache is located inside a building. The cache is accessible to the public 56hrs/wk during the academic term. When school is not in session (i.e. Spring Break) the hours are reduced. The cache is not accessible on Sundays.

Solve the clues to complete the puzzle and find the cache!

Puzzle: A B C D E . F G : H I J [space] K L M N [space] . O P

Clue 1: Walk up the stairs into the building. Directly inside the entrance, find the squirrels that will show you the way.

A = Last letter in the 1st word.
B & E = # of letters in last word.
C = Last # in the Room # where the squirrels play.
D = "B" X 2

Clue 2: Climb the Grand Staircase.

F = 1st letter in the surname of the donor of the "large" gift on display at the top of the stairs.
G = Last # in date on donation plaque minus 1.

Clue 3: Take the elevator (or the stairs by the elevators) down one floor.

H = Floor # you're now on.

Clue 4: Exit the elevator and go to the right. Stop at the public PC. Using the Research Database, *Library Literature & Information Science*, search for a book review written by Matthew Parsons in 2005. Click on the record listed.

I = 2nd letter in the 2nd word of the Journal Name.
J = # of letters in the 2nd word of the title of the book reviewed.
K, L, M, N = The first 4 numbers of the Accession Number of the record.

Clue 5: Return to the elevators and take the stairs down two floors. Turn right to find the flying ravens and the copper clock.

O = First letter of month the clock was restored.
P = Fourth # in the year the clock was restored.

Clue 6: Do an about face and find a PC (white ones are for use by the general public). Open a web browser and search the UW Libraries Catalog by "Call Number" (drop-down box) using the number you've just completed in the puzzle format above. Go to the location listed in the record, find the item listed in the catalog record, and follow the instructions from there.

Good luck!

EMPLOYEE NEWS

Appointments, Librarian & Professional

* **Elinor Appel**, Reference Librarian (50%), Reference & Research Services Division, 1/1/06

Deepa Banerjee, South Asian Studies Librarian, Reference & Research Services Division, 4/17/06.

Michael J. Giarlo, Senior Computer Specialist, Information Technology Services, 11/14/05.

* **Chandra R. Heller**, Engineering Librarian (50%), Engineering Library, 4/17/06.

R. Melissa Ibarra, Program Coordinator, Office of the Dean/Development Office, 3/31/06.

* **Shalini Miskelly**, Natural Sciences Reference Librarian (50%), Natural Sciences Library, 4/12/06 - 6/30/07.

Sion Romaine, Assistant Head, Serials Acquisitions Section, Serials Services Division, 11/1/05.

* indicates temporary appointment

End of Temporary Appointment (Librarian)

Kaijsa Calkins, Reference & Instruction/ Mass Communication & Technology Librarian, Bothell Library/CCC, 11/30/05.

AWARDS & RECOGNITION

Nancy Huling Named 2006 Genealogical Publishing Co./History Section Award Recipient

Nancy Huling, Head, Reference and Research Services Division, University of Washington Libraries, is the 2006 recipient of the Genealogical Publishing Co./History Section Award presented by the Reference and User Services Association (RUSA), a division of the American Library Association (ALA).

The award consists of $1,500 and a citation donated by the Genealogical Publishing Company, and is given to encourage, recognize and commend professional achievement in historical reference and research librarianship.

Elaine Jennerich to Chair President's Advisory Committee on Women

Elaine Z. Jennerich, UW Libraries Director of Organization Development and Training, has been appointed by President Mark Emmert to chair the President's Advisory Committee on Women. The committee is charged with identifying, collecting information on, and making recommendations to the president regarding issues of concern to women faculty, staff and students.

FTF: First to Find. Used to describe a user or geocaching experience where one is the first to find a cache once it goes "live".

Geomuggle: Sometimes just called "muggle" based on term from the Harry Potter series. A geomuggle is a non-geocacher. Geocachers try to be discreet and not draw geomuggle attention to caches while they are hunting, which is not always easy to do, depending on the location.

Hitchhiker: An item that is placed in a cache with instructions for travel to other caches, such as Travel Bugs and Geocoins. These items are trackable through the geocaching website via identification numbers.

Spoiler: A spoiler is information that can give details away and ruin the experience of something. For example, telling someone the end of a movie before they see it. In geocaching, a spoiler gives away details of a cache location and can ruin the experience of the hunt.

TFTC / TFTH: Thanks for the cache / Thanks for the hunt (or hide). Usually found in logbooks or website logs. A courteous response from geocachers to those who took the time to hide a cache.

TN / LN / SL: Took nothing / Left nothing / Signed the logbook. Also found in logbooks or website logs to indicate geocachers' actions upon finding a cache. Various combinations of the abbreviations are frequently used together. For example if a geocacher did not take or leave an item in a cache but signed the logbook, he or she may write TNLNSL.

Travel Bug: A Travel Bug (or hitchhiker) is a trackable tag that you can track on Geocaching.com. The "hitchhiker" is then carried from cache to cache (or person to person) and you can follow its progress online.

A LEGACY IN THE MAKING

A bequest to the University of Washington Libraries is a thoughtful way to achieve your charitable goals without making an outright gift today. Your bequest to the Libraries may reduce your estate taxes as well as provide you with other benefits, including:

- Your assets remain in your control during your lifetime.
- You may direct your bequest to serve a specific purpose within the Libraries.
- You can modify your bequest at anytime if your circumstances change.

If you would like to learn more about making a bequest to the UW, please contact Libraries Development at 206-616-8397 or the Office of Gift Planning at 206-685-1001, toll free at 800-284-3679, or via e-mail at *giftinfo@u.washington.edu*.

TOGETHER, WE ARE CREATING BETTER FUTURES. JOIN US.

Photo by Susie Fitzhugh

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