



ACRL Washington Newsletter

Spring 2003, No. 52

President's and Vice President's Message

Greetings Washington State Chapter ACRL Members!

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Wow, what a year this has turned out to be! At the time this message is being written, we are facing the threatened closure of the State Library and cuts in the Library Services and Construction Act funding. We have a war looming over our heads at a financial cost that could further strain our already weak funding resources. Some of you are already fighting to keep staff or you are cutting resource budgets. Others see a decrease in funds for professional development and increased student enrollment.

It is more important than ever that we reach out to our students, faculties and campus administrations to garner support for the work we do as academic librarians, i.e., provide information literacy instruction and access to information! These services are more critical than they have ever been.

As we face the issues, what can we do to enhance our connections with other libraries to share resources and coordinate better? What can we do to create more (and less expensive) professional development opportunities? How can we do a better job of gaining support on our campuses? Can we articulate what it is that is valuable about the library in the university? Who defines the role of the library on campus, librarians, library administrators, faculty, university administration, students? Do our students even understand the role of the library? How important is that role to their education? Can libraries change their role on campus? If so how is it done? What is the role of the library in regards to campus technology initiatives?

We are hoping that the Fall Conference at Pack Forest October 23-24, 2003 might also be a place where we can begin to answer some of these questions and formulate strategies to keep library services a vital part of our campuses and communities. We welcome ideas from our membership for any additional programming that might take place outside of the Fall Conference.

In times of decreasing resources we often find ourselves with decreasing energy for professional activities but we would encourage members to step forward and work with others in our ACRL Chapter in whatever way possible. If you have interests in legislative concerns, collaboration with other organizations or just want to network with others who share your concerns please feel free to contact us or any other Board member. If you have suggestions for interim programs or presentations, please contact [Lorena O'English](mailto:lorena.oenglish@wsunix.wsu.edu) [oenglish@wsunix.wsu.edu].

In closing, we would like to thank Cynthia Raquepau, Dana Franks, and Janet Chisman for the work they have done to put together the slate of candidates for the positions of Vice President/President Elect and Member at Large. [All current members should be receiving an email pointing them to an electronic ballot. Votes must be placed by April 21, 2003. The new board members will be announced on April 22, 2003.]

We look forward to seeing all of you at Pack Forest!

Kelley & Linda

President *Kelley McHenry*

Edmonds Community College and Seattle Central Community College

Vice President *Linda Pierce*
Gonzaga University

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Washington State Chapter

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES

Treasurer's Report
October 23, 2002 - March 17, 2003

**Checking Account Balance Forward
(9/30/2002 statement):** \$5696.58

Income:

Dues 535.00

ACRL Reimbursement 236.00

Total Income: \$771.00

Expenses:

Safeco Insurance Premium 275.00
(3/29/03 - 3/28/04)

Total Expenses: (\$275.00)

Checking Account Balance: \$6192.58

**Certificate of Deposit Balance
Forward (9/30/2002 statement):** 4119.78

Interest accrued 40.05

Certificate of Deposit Balance: \$4159.83

GRAND TOTAL: \$10,352.41

Respectfully submitted
Kathleen O'Connor,
Secretary/Treasurer

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Washington State Chapter of ACRL Board Meeting Minutes Menucha Conference

October 24, 2002

Present were Kelley McHenry (President), Linda Pierce (President-Elect), Tammy Siebenberg (Member-at-Large), Carol Svensson (Webmaster), Kathleen O'Connor (Secretary/Treasurer) and Lynn Chmelir (Past President).

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President Kelley McHenry called the meeting to order at 7pm.

The May Board minutes were approved without change.

2003 Pack Forest Program

Linda discussed the possibility of "organizational change" as the theme for the Pack Forest conference. To get as much input from the chapter's members, it was decided to discuss possible themes at upcoming membership meeting, and to also solicit input via the newsletter, on the website and via ACRL list. The dates are set for October 23-24, 2003. It was decided that a theme would be finalized by February and that the Board will communicate via email to firm up a plan before the spring board meeting.

Committees Update

At the spring Board meeting, 3 committees were created: Programming, Collaboration and Organization. To date there are 13 volunteers for the Programming Committee, and 5 for the Collaboration Committee. The committees will be discussed at the upcoming Membership meeting in hopes of enlisting more committee members. Chairs have not yet been assigned.

Website

Carol reported that she will be adding an email button to our chapter newsletter. So far the "send a postcard" option has been more difficult, but work continues on it. Carol contacted the Oregon ACRL's election chair, Cheryl Middleton, about the procedures for their electronic balloting. They sent an email and members responded to vote. Such a vote would not be anonymous. Before the Board decides to change to this format of voting, we'll ask at the Membership Meeting for input.

Nominations Committee

Our next Board election will take place this spring. We will be electing a member-at-large and the president elect. We need 3 people to serve as the Nominating Committee. We will ask for volunteers at the upcoming Membership meeting. The committee should try to get candidates that represent our diverse membership - public, private, community college libraries, east / west side of the state. The committee can be provided a list of all current members.

ACRL Chapters Council

Lynn attended the Chapters meeting at the Annual ALA conference and will cover the upcoming Midwinter Chapters meeting. After talking to attendees at the last Chapters meeting, it was clear that each chapter has a different way of getting a member for Chapters Council. It was decided that we would not be prescriptive in who should attend, but make sure that we have arranged to have a Washington ACRL Board member in attendance.

Publication Policy

Brenda Philip sent a proposed "Web Page and Newsletter Publication Policy" to all Board members. Due to the short time allocated for the Board meeting, it was decided to discuss the policy via email.

Kelley adjourned the meeting at 7:30pm.

Respectfully submitted
Kathleen O'Connor,
Secretary/Treasurer

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Bing Crosby at Gonzaga University, May 2003

by *Stephanie Plowman*

May 3, 2003 is the 100th anniversary of the birth of Harry Lillis "Bing" Crosby. Gonzaga University will celebrate the momentous occasion May 16-18 with festivities that include a banquet on Saturday evening (ticket required), film festival, and tours of the campus and of the Crosby Collection. Celebrities are expected to attend, as well as fans from around the world. Gonzaga will begin taking reservations for the event February 3, 2003. A [special web site](#) has been created detailing the events planned for the occasion [<http://guweb2.gonzaga.edu/bing>].

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Crosby studied pre-law at Gonzaga in the 1920s prior to leaving for Hollywood.

Born in Tacoma, Bing began his relationship with Spokane when his family moved to town in 1906. The Crosby family built a nine-room house at 508 E. Sharp Avenue in the shadow of Gonzaga's campus in 1913. Since 1979 this home has housed the Gonzaga University Alumni Association. Crosby attended Webster Elementary and graduated from Gonzaga High School in 1920. Crosby studied pre-law at Gonzaga in the 1920s prior to leaving for Hollywood. In 1937 the university awarded him an honorary doctorate. A generous Gonzaga benefactor, Crosby was instrumental in the construction of the Crosby Library in 1957, which has since become the Crosby Student Center.

Most of the Crosby materials are housed in the Foley Library Special Collections vault and are not on public display. Gonzaga University's Bing Crosby Collection includes approximately 1400 records and albums, 800 audio cassettes, 2000 discs of radio shows, 300 pieces of sheet music, an extensive file of magazines and clippings about Bing's life and career, and other materials.

While a small budget is spent to purchase Crosby videos, CDs, or books, the Crosby Collection is based largely on donations to the Crosby collection, the core of which Bing himself donated for Crosby Library's opening in 1957. Approximately 200 items from the Crosby Collection are on display in the Crosby Student Center's Crosbyana Room, which annually attracts visitors from all over the nation and the world.

[Stephanie E. Plowman](#) is a Special Collections Librarian at Foley Center Library, Gonzaga University.

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Featured Library

O'Grady Library Saint Martin's College

by Dalia Hagan

Photographs by Doug Walker and Saint
Martin's College Library staff

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Benedictine Reading Room, O'Grady Library, Saint Martin's College.

While preparing this article, I had the opportunity to examine some of the archives at Saint Martin's College, located in Lacey, Washington. The College, founded by monks of the Order of Saint Benedict in 1895, had located the Library in several different buildings on campus, but never had a facility specifically built to house its collections and services. The earliest correspondence between the librarian, Fr. Luke O'Donnell and Abbot Lambert Burton, dated back to 1941. Through successive decades, the memos, letters, and notes I read all seemed to deal with three topics: the need for additional funding for books and journals, the need for additional staff, and the need for more space. It seems as if some things never change.

While many in our society take libraries for granted and assume that wonderful collections and staff will always be available, dedication to the written word is never forgotten at Saint Martin's. Because the Benedictine monks use the Rule of Saint Benedict to guide their daily lives, the importance of study is ever present. Following a charge by Saint Benedict, the Benedictine monasteries and convents of Europe provided a golden link to the writings of antiquity. For more than 1,000 years, small collections of books and manuscripts were laboriously copied and jealously guarded. They evolved into the nucleus of the cathedral schools which in turn gave rise to the modern university. It is from this rich and grounded heritage that our library has risen. The Benedictines understand the massive effort needed to construct a library, to build its collections, and to develop its staff and services. The dedication and resources that are required decade after decade to collect, preserve and disseminate the history of humankind have never been taken for granted.

There are some who now challenge the future of libraries, predicting that a computer and a high-speed Internet connection are all that one is going to need in

order to gather information. We at Saint Martin's chose not to accept that vision. While we very much understand and embrace the importance of technology, it must be utilized within the context of the human experience. Our library has been designed to accommodate real people, to facilitate learning and foster a sense of interdependence among all members of our academic community.

We recognize that we are in the middle of two technological revolutions - that of the printed page and that of the electronic one. One has been shaped over the past four centuries and the other (only 25 years old) is still evolving. We understand that estimates still place more than 80% of the world's information resources as accessible only in traditional printed format. Equally important we understand that our students need to learn to thrive in an electronic environment, where interconnectivity is tantamount to survival skills of an earlier age. As a result, we will continue to work and live in an environment that must accommodate both technologies for the foreseeable future. This library, like much of Saint Martin's, continues to accept and respect the old as well as embrace the new.

Just as the measure of a human being cannot be measured by the 5 liters of blood flowing through her veins, or the 206 bones in his body, nor can the library be solely described in terms of its physical nature. While 460,000 pounds of reinforced steel, 110,448 sq. ft. of sheet rock and 1,709 panes of glass are impressive numbers, in no way do they indicate the importance and the value of this library. At Saint Martin's, it is measured by the dedication of countless men and women who decade after decade collected, preserved and disseminated the history of humankind, and never lost hope for a new library.



Exterior, O'Grady Library, Saint Martin's College.

The new library, which Michael Graves designed for Saint Martin's College, was dedicated in March 2001. It represents so much that is important to the community. Sited on a plateau, it serves as a bridge between the upper and lower campuses. While gracefully acknowledging its ancestry by echoing the arched windows of the college's oldest building, Old Main, it looks to the bright future of additional buildings to come. The building's many windows flood it with light and offer patrons and staff expansive views of the fields and woods that define the campus.

The building, organized around a central service core, provides space -- wonderful space -- that has been desperately needed for so long. Not only do students have quiet study spaces for reading and reflection, there are eight group study rooms for interactive learning and discussion. A variety of furniture graces the building - from carrels to tables, study chairs to lounge chairs, each providing an environment

for comfortable and productive study.

All of the collections, be they books and journals, electronic resources, or multi-media formats, have space to grow to an ultimate collection size in excess of 120,000 volumes. Students are able to find information in a wide variety of formats, suited to their research needs, in open, accessible stacks. And, for the first time, there is space devoted specifically to the housing and preservation of the College's valuable archival resources and rare books.

Developed as a joint venture between the Library and Academic Computing, an Information Commons blends traditional reference and computer center services, providing a "one-stop shopping" experience for our patrons. Anyone, be they faculty, student or staff, who has information and/or technology-related needs can come to the Information Commons and be assisted by appropriate staff. For the first time, students are able to consult reference books and electronic resources, manipulate data, and write papers without leaving their workstations.

Other new and expanded areas within the building include a beautiful browsing room containing new books and issues of recent periodicals, a room for multimedia production and use (with three semi-private listening rooms), the Curriculum Resource Center which supports our education students, and two classrooms for computer, technology and library instruction. Our department of Academic Computing has co-located within the Library, along with many of the servers and other equipment that comprises the "nerve center" of the campus network.

In addition to the things that can be seen, the building provides opportunities which are not visible to the eye. Based upon the premise of universal delivery of information resources, the building is completely wired to take advantage of technological changes. Every carrel, desk, table, and lounge chair has access not only to an electrical outlet, but to a network connection as well. Students with personal laptop computers can plug into the network anywhere within the Library and have access to the same resources available in the Information Commons.

The O'Grady Library is now a reality. From the warm colors that greet users at the entrance, to the rich woodwork, from the private study spaces to the jewel that is the Benedictine Reading Room, everything about this building proudly proclaims, "Saint Martin's has a library for the coming ages." And what a magnificent library it is! We hope that you will come to visit it for yourself sometime soon.

[More photographs of O'Grady Library.](#)

[Dalia Hagan](#) is the Library Director at [O'Grady Library, Saint Martin's College](#) in Lacey, WA.

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Synergy Leads to Surprising Combo of Digital Technologies

by Holly A. Senn

Pacific Lutheran University's initiation of *Librarian Live*, a virtual reference service, has led to a surprising combination of digital technologies and collaboration across divisions within the Information Resources department. Patrons now get help through chat and web page "pushing" in connecting to library resources and campus events' webcasts.

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In less than four months since its inception, the reference division's Librarian Live service model is now being used by the multimedia division to provide help in support of webcasts of sporting, conference, and ceremony events (PLU's webcasts are called Lutecasts). Now, not only do Information Resources' reference librarians answer research questions via chat and the web, but the multimedia division uses chat and the web to address Lutecast viewers' inquiries about broadcast connection and viewing issues.

Lutecast Live came online quickly due to a number of factors, including using the same software as *Librarian Live* and piggybacking off the lessons learned by initiators of *Librarian Live*. Both *Librarian Live* and *Lutecast Live* use InstantService's interactive chat software that includes the ability to "push" web pages to patrons. The visual aspect of the software is invaluable in facilitating communication between Information Resources staff and patrons.

In providing reference service, librarians chat online with patrons about research questions and are then able to push to patrons web pages from the online catalog, databases and the web, showing rather than telling patrons where the information is located. In assisting viewers to connect with webcasts of events such as football games, multimedia staff chat with and push web pages to viewers with resources such as links to the required plug-in. Interactive online help for webcasts is expected to greatly facilitate viewers' enjoyment of the university's upcoming Spring 2003 commencement ceremony.

Synergy between Information Resources divisions has led to the quick implementation of the service model. Collaboration across divisions has been a key element to this synergy. The multimedia division helped the reference division link the chat software to the library's home page, enabling the reference division get their service up and running quickly. Then, the reference division learned the ins and outs of the software while providing virtual reference service during Fall 2002. When the multimedia division decided to launch *Lutecast Live* during Spring 2003, in one hour briefing the reference division was able to explain the software, its set up, good features and shortcomings. The next day the multimedia division was able to offer online help during a webcast.

As the computer and technology division moves into the service model, it will benefit from the collaboration, synergy, and lessons learned from the implementation of *Librarian Live* and *Lutecast Live*. And undoubtedly, collaboration across divisions will result in further unanticipated combinations of digital technologies.

Holly A. Senn is the Reference/Virtual Reference Service Librarian at Pacific Lutheran University.

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Working With Directed Fieldwork Students

by Susan Kane

Take a look around your office. Do you see any unfinished projects? How long have they been sitting there? Did you start working on a great idea, only to run out of time? If you're like me, this practically describes your professional life.

Now, how would you like some free help from a highly intelligent, enthusiastic library school student? Does that sound too good to be true? Well, welcome to the Directed Fieldwork Program at the University of Washington ISchool.

Directed fieldwork (DFW) allows students who have completed at least 30 credits of academic work at the ISchool to gain hands-on experience in a variety of library and community settings for credit. DFWs can be 2, 3, or 4 credits, corresponding to 100, 150 or 200 hours of work in a 10-week quarter. The program is popular with students, with at least half of all ISchool students choosing to do fieldwork at some point during their program. Most fieldwork experiences are unpaid, but there is no barrier to payment if host sites have funding available. Fieldwork at the ISchool has a very long history, going back to at least 1965.



"Interest on the part of students for academic library work, both four-year and community college, is strong."

Lynnea Erickson, MLIS Student Services Administrator at the ISchool, University of Washington.

Lynnea Erickson, MLIS Student Services Administrator at the ISchool, has been helping students set up Directed Fieldwork since 1999. She asserts that, "interest on the part of students for academic library work, both four-year and community college, is strong." Traditionally, fieldwork has focused on general work experience at the reference desk or in library instruction. Host sites have also traditionally been in the greater Seattle area. However, Erickson would love to see more project-oriented work and more fieldwork opportunities at a variety of sites. The ISchool's distance education program began this past fall with 35 students and includes participants from Spokane, Ephrata, and Kingston among other locations. Many Seattle-based students seek fieldwork during the summer and some are willing to travel to host sites for that experience. Erickson said she is also open to students doing a "distance DFW" involving project-based work for a host site in a different location, as long as students receive high-quality mentoring.

There are three requirements for Directed Fieldwork at the ISchool: 1) the fieldwork supervisor must have an MLS, 2) the work must be at a beginning professional level, and 3) it must involve a significant learning experience for the student. Students look for fieldwork in which they can apply their coursework and personal interests to real-world challenges. ISchool students generally come to Erickson with ideas, but it can also work the other way around. Individuals and organizations are free to propose work experiences or projects and seek students to tackle them.

Paperwork for the host site is minimal. Before starting the fieldwork, students submit a learning objectives agreement, listing three to five primary learning objectives, project tasks and evaluation criteria. This is created in consultation

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with the host site supervisor and serves to structure the experience. There is a short midterm evaluation report (5 questions) and a final evaluation of the student at the end of the quarter. Students also complete their own final report and an optional confidential evaluation of the host site. Learning objectives and reports are reviewed by a faculty coordinator who also meets with students individually about their experience at the end of the quarter.

In my case, I took a look at all the folders, files, and boxes for various great ideas that have been sitting in my office for over two years, and broke them down into a list of possible projects. I then met with Erickson to make sure that the work was at the appropriate professional level. I really needed help with basic collection development and ordering, and I was concerned that such work might be too routine for a DFW. Fortunately, some routine work is acceptable, although it should not be the main focus of a fieldwork experience. In particular, Ischool students are always seeking high quality projects they can add to their required portfolio for graduation.

Erickson then emailed my list to the student listserv and students began to contact me. Unfortunately, I waited a little too long to find students for the summer, as I had originally planned. In the end, one student took on a challenging project on journal pricing as an independent study in Fall Quarter. A second student, Tess Mayer, took on the task of creating a web portal to Women Studies research resources as a DFW.

After some initial beginning-of-the-quarter madness, Mayer and I set up a weekly meeting schedule. I was surprised at how long it took for me to explain my vision for the subject page, and to train someone to work with the University of Washington ordering system. However, Mayer did an amazing job of staying on track and working hard on the project from beginning to end. I was relieved beyond words to see that particular folder leave my office and go into the hands of someone actually working on it! After much discussion about subject categories, layout, font size, user needs and related issues, the web page I had been feeling guilty about for **four years** finally began to take shape before my eyes.

Many academic reference librarians maintain a small office garden of pet projects and have trouble delegating the creative work they have chosen for themselves. There's no denying that mentoring and supervising require an investment of time and energy. It can be particularly difficult to take the time to think carefully about how to structure a short-term, quality experience for another person. However, in my experience, this initial investment was more than repaid. With Mayer's help, I made significant progress on a project that had been hanging over my head and finished my end-of-biennium ordering on-time. It was also simply a pleasure for me to spend an hour each week talking to a bright, motivated, future colleague about academic librarianship.

Working closely with Mayer drew out the underlying values and issues in my day-to-day work that had become invisible to me. Why did I choose to dupe this book and not that one? Should we order anti-feminist literature from the Christian right to help build the historical record on that social movement? How can we arrange the databases on the subject page so that they will be most useful to graduate students? Tasks that had become tedious to me, such as looking through vendor catalogs, led to interesting conversations about ideas. I will confess that I am also the kind of person who also takes a certain pleasure in providing "reality checks" about how things "really" work. A good mentoring relationship can be a pleasure for both student and supervisor and the informal information passed along can be just as important as the formal experience.

Highline Community College offers a co-op program for their Library Technician degree very similar to the DFW at the Ischool. Tony Wilson coordinates the program: "We have 15-25 students a year doing some form of co-op ... [Most] do it at a library convenient to their normal commuting range."

However, students also have traveled as far as a university in Northern Cyprus or the Carlyle Barracks military library in Pennsylvania. The minimal placement is 30 hours. The type of work ranges from desk hours at the local junior high library to installing computer networks.

Even without MLS or library technician students at your school, there may be unexplored opportunities on your own campus to incorporate students into higher-level library work. Students in computer science, business, art, technical writing, and education all have skills that might benefit your library. Fieldwork, internships, and service learning are increasingly a part of both graduate and undergraduate study in all fields, and departments are always looking for good placements for their students. Fieldwork experiences in libraries may even be one avenue to recruit new students into the profession.

So take another look around your office. How long have some of those ideas been sitting there? Wouldn't it be nice if someone else took an interest in them? Maybe there's a fieldwork student in your future too.

TIPS FOR A SUCCESSFUL PROJECT-BASED FIELDWORK EXPERIENCE

Choose carefully. A successful project will meet your need for help and the student's need for a good learning experience.

Make it do-able. Give the student a fighting chance of finishing the project by the end of the quarter/semester. If the project is too big, choose the part that will provide the best experience for the student.

Create a plan B. Good projects take longer than anyone expects. Have a plan for finishing the project if time runs out. Otherwise, it will end up in the corner of your office again, sulking.

Train early. An early investment in any training necessary will leave more time for actual project work.

Clarify expectations. If the student seems to be heading in a direction that's not going to be useful to you, let them know. If you expect them to make decisions without your help, let them know. Be specific about the level of autonomy you expect.

Make time in your schedule. If you can't find time to communicate regularly with your student and help guide their work, you may be dissatisfied with the end result.

Mentor. Take the initiative to share your professional life with the student. Invite them to interesting meetings, conferences and lectures. Provide a window into your day-to-day reality.

Let go of control. As much as you may want to do this project, you haven't done it. Now, someone else is doing it. They're not you. It's going to be different. It may even be better.

Have fun. Revel in the thought that work is getting done while you're doing something else. Contemplate your new-found productivity. Take a coffee break, you've been working too hard.

For More Information:

<http://www.ischool.washington.edu/services/fieldwork.htm>

Lynnea Erickson, Student Services Administrator (Seattle program)

E-mail: lerick@u.washington.edu

Office: 470C Mary Gates Hall
Phone: (206) 685-6698

Bridget Warbington, Student Services Administrator (Distance Education Program)

E-mail: badw@u.washington.edu

Office: 470B Mary Gates Hall

Phone: (206) 616-2544

Anthony M. Wilson, Coordinator

Library Technician Program

Highline Community College MS 25-1E

Email: twilson@highline.edu

Phone: (206) 878-3710 ext 3259

[Susan Kane](#) is the Reference/Women's Studies Librarian at the University of Washington.

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Regional News

Central Washington University

Announcements

Mary Wise, Catalog Librarian, is currently chair of the Communications/Graphics Committee on the Washington Library Association 2003 Conference Planning Committee.

She is responsible for the production of the registration booklet, the conference program booklet, and various other signs, tickets, and publicity. The Conference theme is "Journeys of Discovery" and is being held in Yakima, April 9-12. The conference web site is www.wla.org/wla2003.

Brian Bach, map specialist in the Documents Department, has embarked on a project to establish a record for every USGS topographic map of the USA to be input into the online catalog, CATTRAX. Patrons will then be able to quickly access the topographic map collection, which is excellent in its coverage. With about 35,000 maps to record, the project will take some time. When this project is completed, records for the vast majority of our 90,000 maps will be online.

Teresa Swedberg, has been appointed as a Library Technical Assistant in the Cataloging Department. She began her job in October, and we are glad to have her back in the library. She previously worked in the Media Circulation Department from 1992 to 1995.

Artifacts from the "L.H. Walker Ethnographic Collection: 50 Years of Central Washington University Stewardship" were displayed in the Library during Fall Quarter. "The Walker Collection is extremely important to the university's Anthropology Museum, our campus and the heritage of central Washington," said Martha Duskin-Smith, museum curator. In 1953, Linus H. Walker donated his collection to Central. A doctor of osteopathic medicine, mayor and health officer of Ellensburg in the late 1920s and early 1930s, he spent his leisure time amassing an impressive collection of local Native American artifacts. He was also a serious self-taught student of the "scientific side of archaeology," according to Duskin-Smith. Walker died in 1956, just three years after donating his collection, which included natural history specimens and an assortment of historic stone tools and other material.

Dr. David Soltz, Provost and Senior Vice President for Academic Affairs, has announced the formation of a search committee for the position of Dean of Libraries. The three members from the Library appointed to the committee are: Patrick McLaughlin, Collection Development Librarian, Kirsten Erickson, Head of Serials & Media Circulation, and Zippy Nickerson, Head of the Circulation Department. Dr. David Kaufman, Interim Dean of Libraries, has been serving as Dean since his appointment in April of 2001.

Beginning with the Winter Quarter of 2003 the CWU Library has implemented two new Web services for its campus community. MyLibrary@CWU, based on the open source MyLibrary project led by the Notre Dame Libraries, allows CWU patrons to create accounts and have their own personalized Library Web page.

MyLibrary@CWU accounts allow patrons to bookmark their favorite Library and CWU campus links, favorite databases, Internet sites, and more. The CWU Library has also introduced UC Checkout, a unique service that allows Library patrons at CWU's University Centers around the state to request monographs owned by the Library, as well as photocopies of articles from journals owned by the Library. Patrons submit requests electronically via the Library's Web site and the CWU Library then ships the items to remote users via U.S. mail.

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Daniel CannCasciato, Head of Cataloging, and Mary Wise, Catalog Librarian, recently co-authored and submitted the article "Hierarchical gaps and subject authority control processing" to Library Philosophy and Practice (LPP). The article was pre-approved for submission and will appear in the peer-reviewed electronic journal in the Spring 2003 issue.

CWU Friends of the Library News

The guest speaker at the Fall meeting of the Friends of the Library, which was held at the Elks Temple on October 29th, was the new CWU Vice President for University Relations, Dr. Paul Baker. Dr. spoke about his past experience in support of academic libraries and how he has helped them to raise funds.

Thomas Blanton, Professor Emeritus from the English Department, has donated \$250 to the Friends of the Library to purchase five books in the area of poetry or fiction for the Library.

The fourth annual Friends of the CWU Library booksale was held on October 29th and 30th in the Library. Books and other materials donated through the Friends of the Library group were sold to the public. The proceeds from the sale, over \$1200, will be used to purchase additional materials for the Library collection.

contributed by *Dr. Patrick L. McLaughlin*

Eastern Washington University

Eastern welcomes Sallye Prenger, one of two new part-time reference librarians. Sallye joined us Fall quarter. She has been working as a reference librarian in public libraries for the last six years and has worked in a high school library as well. Her reference skills coupled with her training as an Air Force Intelligence Officer make her an asset to our Reference team.

Beth Thoms is the latest addition to our Reference team. Beth has been working at the Spokane Public Library and recently secured a second master's degree in the field of librarianship from Catholic University. A native of Spokane, Beth has worked in Admissions at Gonzaga University, where she also did a library internship in Reference at the Foley Library. Beth has another master's degree in Organizational Leadership from Gonzaga University.

Eastern bids farewell to a familiar face around the library. Ruth Mills, Library Technician Lead, retired March 1st, 2003. She leaves after 15 years of service to the library. In addition to being a well-recognized face at the circulation desk, Ruth has been responsible for handling the processing of overdue materials and library fines, including working directly with library patrons having questions or concerns about their fines. Her straight forward, yet gentle, diplomacy while working with the public will be missed.

contributed by *Carol S. Raczykowski*

Tacoma Community College

Our most recently tenured librarian, Rochelle Perez, had to resign in November because her husband was transferred to Germany. We were very fortunate to have an experienced librarian working for us in a temporary, part-time capacity and she was able to step into Rochelle's shoes. We are now beginning the process of recruiting and hiring a permanent replacement. Tragically, the Dean for our division, Tess Hartwell, died in February. We are doing fine on a day to day basis, but are missing her guidance in long-term planning and budgeting. The College has not yet decided what to do about a replacement. On a more positive note, we are

teaching an ever-increasing number of individual class sessions (89 last quarter and 86 so far this quarter) and have full enrollment each quarter in our two credit research methods classes.

contributed by *Becky Sproat*

University of Washington

General News

The Fall of 2002 found us continuing to celebrate the completion of the Suzzallo renovation, with an all-staff party, Suzzalooza, on September 19. President McCormick and the University administration cut the ribbon to open the west entrance on September 30, and a formal dedication (never held when it was built) of the Reading Room took place on November 14, complete with an academic procession. Before all the furniture came out of storage, the Reading Room provided a spectacular visual and acoustic setting for an evening holiday concert by the Medieval Women's Choir.

The UW Libraries Strategic Plan for 2002-2005 identifies five key action areas. The first one, Any Time, Any Place, provides the framework for the others. Town meetings are being held to discuss ways to add a library without hours or physical location, in addition to the traditional library and its services. The other action areas are: Excellence in Collections/Digital Resources, Capacity Building, Diversity and Organizational Culture, and Information Literacy. In the current budget situation these areas represent significant challenges and will ask for the Libraries staff to exercise all our creativity.

Personnel News

Temporary Appointments

Joyce Agee, Acting Director of Development,
Administration/Development Office, 1/1/03.

Judith Henchy, Coordinator for International Studies, 10/1.

Joanne Akeroyd, Serials Cataloger (50%),
Serials Services Division, 2/1.

Paula Walker, Interim Head, East Asia Library, 2/10.

Appointments

Anne-Marie Davis, Evening Access Services Librarian, OUGL, 1/1/03.

Anne Zald, Head, Map Collection & Cartographic Information Services
& Geography Librarian, Map Collection, 12/30.

Gail Kouame, Consumer Health Coordinator, Health Sciences
Libraries/Regional Medical Library, 1/13.

Ann Lally, Head, Digital Initiatives, Digital Initiatives Program, 3/1.

Retirements

Min-chih Chou, Head, East Asia Library, 2/7.

Resignations

Marjan Petty, Director of Development, Administration, 12/31.

Deaths

Mary Jensen, former UW Libraries staff member, died on November 15, 2002. Ms. Jensen began her employment with the Libraries in 1954 and retired in February 2000 as Monographic Acquisitions Librarian.

Librarian Exchange Ends

Antony Hopkins, Romance Languages and Literatures Librarian, Reference and Research Services Division ended his visiting librarian status on 12/13. He returns to his position at the School of Slavonic and East European Studies University College London.

Janice Thomas, Government Publications Librarian, Reference and Research Services Division, will return from her visiting librarian appointment in the School of Slavonic and East European Studies, University College London, 1/1/03.

contributed by *Dottie Smith*

Washington State University

New Appointments

Beth Lindsay has joined the WSU Libraries as the Head of Library Instruction. Her previous position was that of Literature, Languages & Cultural Studies Librarian and Instruction Coordinator at the University of Massachusetts -- Dartmouth. She was an Information Services Librarian at Indiana State University before that. She holds an MLS from Indiana University and an MA in comparative literature also from Indiana University. She is an Adjunct Professor at the University of Maryland where she teaches a distance education course -- Information Literacy and Research Methods.

Internal Transfers

Jen Stevens has taken a temporary position as the Head of the Brain Education Library. Her previous position was that of Humanities Reference Librarian.

Cheryl Gunselman has taken a half-time position as Manuscript Librarian and she continues in her position as a Business and Economics Reference Librarian on a half-time basis.

Grant News

Dr. Tracy Skaer (Pharmacy Department) and Sarah McCord (Electronic Resources Librarian for the Health Sciences Library) are co-principal investigators for a Central Washington REACH project grant to improve access to health information for health care providers in central and eastern Washington especially for those who serve migrant and seasonal workers.

contributed by *Joel Cummings*



Washington State Chapter of ACRL Conference 2003: Scholarships

October 23-24, 2003 are the dates for this year's Washington State Chapter of ACRL Conference at Pack Forest, WA. Watch the [conference website](#) for information as it unfolds! As always, it is sure to be a great time to visit with our ACRL friends from Oregon and to learn in a rustic environment.

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The board of the Washington State Chapter of ACRL is pleased to be able to offer two scholarships to the 2003 annual conference at Pack Forest. One scholarship will be given to an Information School Student who is interested in academic librarianship. The second scholarship will be given to a first-time conference attendee, with preference to a librarian making \$35,000 and under. The scholarships will cover the registration cost which includes meals, lodging and program, plus \$25 for transportation if it is needed. For more information, please contact [Nancy Huling](mailto:hulingn@u.washington.edu) [hulingn@u.washington.edu], or send Nancy a letter of application, stating reasons why you want to attend this conference. Application deadline is October 5, 2003 but it is not necessary to wait until then to apply.

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More photographs of O'Grady Library, Saint Martin's College

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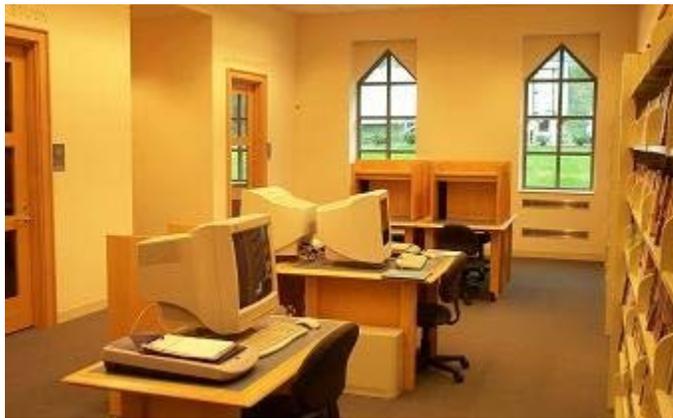
Circulation



Study alcove



Information Commons



Multimedia Center

Photographs by Doug Walker and Saint Martin's College Library staff.

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