



**GEOSCIENCE
INFORMATION
SOCIETY**

newsletter

Number 215, August 2005

ISSN 0046-5801

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PRESIDENT'S COLUMN

by Linda Musser

I am pleased to announce that the editing of the proceedings from the 2004 annual meeting has been completed and the final version should be going to the printer soon. My thanks go out to all the authors for their contributions and prompt replies to my queries. In other publication news, the AGI plans to launch an e-zine titled *GeoSpectrum*, which will focus on being a communications vehicle among the member societies. The member societies have been asked to share news about events, awards, publications, and initiatives via this new communications vehicle. We have also been asked by AGI to share our members' email addresses in order to create the initial distribution list for *GeoSpectrum*. The Executive Board discussed the issue and decided that sharing our members' email addresses would be allowed for this purpose. If any member wants their email address withheld from the AGI *GeoSpectrum* list, please let me know.

The International Union of Geosciences re-activated its Commission on Geoscience Information (CGI). In their 2004 report to the IUGS, there is a proposed action plan for 2004-2008. Activities include mapping and communicating with existing geoscience information bodies, and linking information bodies with common needs. Information on how to join the commission is available at their website along with information about their activities (www.bgs.ac.uk/cgi_web). I provided details about the GSIS to the CGI and look forward to learning more about their plans and activities. The next open meeting of the CGI will be held at 3:30 p.m. on 24 August 2005 in Toronto, Canada. The meeting is open to all CGI members for a question, answer and discussion

session. It will take place in the South Dining Room on the second floor of Hart House on the University of Toronto campus.

JSTOR is requesting feedback about where next to expand its collections – new titles, new topic areas, etc. I strongly urge all GSIS members to complete the survey and let your opinions be heard. The challenge at this point is to convince JSTOR of the value of adding a geoscience component to their collection. Colleagues in other disciplines are actively advocating for their subject areas; here is your chance to advocate for the geosciences! The survey instrument is available at: http://support.jstor.org/surveys/collection_development_survey.html. Responses should be submitted by 15 August 2005.

Earth Science Week is scheduled for October 9-15, 2005. This year's theme is "Geoscientists Explore the Earth" and will feature art, essay, and photography contests. Consider sponsoring an event or doing something special to highlight your library during this week. More information and ideas are available at www.earthsciweek.org.

VICE PRESIDENT'S COLUMN

by Adonna Fleming

It's that time of year again. Our plans have been finalized and the scheduling is complete for the annual meeting, *Science – Learning – Colleagues*, October 15-20, 2005, in Salt Lake City. It is going to be a great program and I'm looking forward to seeing you once again. This year we have a new event, Geosciences Librarianship 101, a seminar geared towards those who are new to geoscience librarianship. It will be held on Saturday, October 15th, at the University of Utah's Marriott Library. Our E-Resources Forum is part of this event, and Diane Baclawski has been busy organizing speakers. Don Hemenway, and Cambridge Scientific Abstracts (CSA) will provide you with the latest on Geoscience World, and Sharon Tahirkheli, from the American Geological Institute (AGI) will discuss GeoRef. Watch for additional speakers to be announced on Geonet-L. This is a catered event so please register by sending an e-mail to afleming@unlnotes.unl.edu.

Our technical session, *Collaboration for the Dissemination of Geologic Information among Colleagues*, includes 11 speakers describing their programs and projects designated

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The GSIS Newsletter is published bi-monthly in February, April, June, August, October, and December by the Geoscience Information Society. Subscription is free to GSIS members. The annual non-member subscription rate is \$40 to the U.S. and Canada, and \$45 (by airmail) to other countries. All correspondence regarding dues, membership status, and address changes should be directed to the GSIS secretary.

GSIS members are encouraged to contribute materials for publication. Material for the October, 2005 issue should be received no later than September 23, 2005. Please send materials by e-mail to cjm@thurston.com

(continued from p. 1)

to the sharing and distribution of geological information. These efforts range from the development of an on-line database with GIS connections for vertebrate and other fossils, to a treasure hunt using GPS technology in which the clues help orient new students to the academic library. In addition, we have 12 participants for our poster session: *Geoscience Information Resources and Dissemination*.

We have also planned a series of forums designed to provide the latest information of interest to the geoscience librarian in terms of collection development and preservation. In addition, the Professional Issues Forum and Meeting Wrap-up will provide members the opportunity to discuss current concerns and interests, as well as a venue to brainstorm on ideas and topics for next year's meeting.

Plan to meet up with old friends and network with new

colleagues at the GSIS luncheon and Awards Ceremony, the Reception and silent Auction, our booth in the exhibits hall, and the fieldtrip to the Great Salt Lake Shorelands Preserve.

Of course, for the detailed oriented, there are the business and executive board meetings.

Finally, I want to thank Elsevier Science, Springer, CSA, and the Gemological Institute of America for their sponsorship of our meeting.

To do list:

- **Register for the meeting -- September 12, 2005 is the deadline to qualify for the standard rate.**
- **E-mail Adonna Fleming, GSIS Vice President, if you plan on attending Saturday's events.**
afleming@unlnotes.unl.edu
- **Purchase luncheon and fieldtrip tickets!**

GEOSCIENCE INFORMATION SOCIETY
2005 Annual Meeting, Salt Lake City, Utah
October 15-20
Schedule

Note: GSIS Committees – Meet separately as arranged by committee chairs

Saturday, October 15

10:30 a.m. – 3:00 p.m.	Geoscience Librarianship 101	Univ. of Utah, Marriott Library, Gould Room
3:00 – 5:00 p.m.	E-Resources Forum	Univ. of Utah, Marriott Library, Gould Room

Sunday, October 16

8:00 a.m. – 12:00 p.m.	GSIS technical Papers Session: "Collaboration for the Dissemination of Geologic Information among Colleagues"	Salt Palace Convention Center Ballroom J
2:00 – 5:00 p.m.	GSIS Executive Board Meeting	Hilton, Alpine East
5:30 – 7:30 p.m.	Exhibits Opening and Welcoming Reception	Salt Palace Convention Center Exhibit Halls D and E

Monday, October 17

9:00 a.m. - 12:00 p.m.	GSIS Business Meeting	Hilton, Seminar Theater
1:30 – 5:30 p.m.	GSIS Poster Session: "Geoscience Information: Resources and Dissemination"	Salt Palace Convention Center Hall C
5:00 p.m. – 1:00 a.m.	Alumni Receptions	To be announced

Tuesday, October 18

9:30 – 11:30 a.m.	GSIS Preservation Forum	Hilton, Seminar Theater
12:00 – 1:30 p.m.	GSIS Luncheon and Awards	Hilton, Grand Ballroom A
2:00 – 4:30 p.m.	GSIS Collection Development Forum	Hilton, Seminar Theater
6:00 – 9:00 p.m.	GSIS Reception and Silent Auction	Hilton, Canyon III

Wednesday, October 19

2:00 – 4:00 p.m.	GSIS Professional Issues Forum & Wrap-up	Hilton, Alpine East
4:00 - 5:00 p.m.	GSIS Executive Board Meeting	Hilton, Alpine East

Thursday, October 20

8:15 a.m. – 12:30 p.m.	GSIS fieldtrip: Great Salt Lake Shorelands Preserve	Shuttle Bus from Salt Palace Convention Center
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COLLABORATION FOR THE DISSEMINATION OF GEOLOGIC INFORMATION AMONG COLLEAGUES

Sunday, October 16, 2005 8:00 AM-12:00 PM, Salt Palace Convention Center: Ballroom J

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Adonna Fleming, Presiding - Session T86

Paper # Start Time

8:00 AM Introductory Remarks

17-1 8:15 AM

DISSEMINATING NATURAL HAZARD INFORMATION THROUGH NASA'S GLOBAL CHANGE MASTER DIRECTORY: WEIR, Heather M.¹, MAJOR, Gene R.¹, and OLSEN, Lola M.², (1) Sci Systems and Applications, Inc, 10210 Greenbelt Rd, Suite 500, Lanham, MD 20706, hweir@gcmd.nasa.gov, (2) NASA Goddard, Code 610.2, Greenbelt, MD 20177

With the occurrence of the Sumatra earthquake and tsunami in December 2004, public interest in natural hazards has increased. In the days and weeks following this event, NASA's Global Change Master Directory (GCMD) received inquiries related to tsunamis. The GCMD enabled users to locate and obtain access to tsunami data sets from this event, as well as data from previous natural disasters. Users were also able to locate services related to natural hazards, including environmental advisories and educational resources by selecting a keyword or entering a search query. The GCMD provides the capability to seamlessly navigate between data sets and services via Related_URLs. The Related_URL links the associated data set and service descriptions. The GCMD holds descriptions of over 225 natural hazard data sets including tsunamis, earthquakes, volcanoes, landslides, hurricanes, wildfires, and other disasters, as well as over 200 descriptions of environmental advisory and hazard management services.

17-2 8:30 AM

FOSTERING COLLABORATION THROUGH QUALITATIVE RESEARCH METHODS: INVESTIGATING INFORMATION NEEDS OF GEOSCIENCE EDUCATORS: ABER, Susan Ward, Earth Science Department, Emporia State University, 1200 Commercial, Campus Box 4030, Emporia, KS 66801, abersusa@emporia.edu.

Quantitative research designed to count and measure the use of information sources, systems, or services provided by academic library and librarian does little to inform on the information needs of geoscience educators for teaching. In contrast to a system-centered focus on the use of a library, this study employed a qualitative research design with a person-centered focus to examine the information user and solicit the viewpoint of participants directly. This research design created the opportunity for fostering collaboration between geoscience educator and academic librarian to enhance the teaching role of faculty.

An interpretive, naturalistic inquiry approach was employed to investigate the information needs and behaviors of geoscience educators for course development and instruction. Triangulation of research methods included semistructured interview, document review, and observation. A pur-

posive sample of seven educators from four universities located in Midwestern USA participated. While the researcher was the primary data-gathering instrument, the study was conducted in the natural setting of participants, educators' offices and classrooms. Multiple interviews were transcribed verbatim; interview transcripts and document review analyses were checked for accuracy and interpretation by participants.

In contrast to past research findings, this study demonstrated that for university course development and instruction participant preference went beyond the use of book or journal and that these educators bypassed their academic libraries and librarians. While these research results cannot be generalized for all educators, the research design may act as a model to foster collaboration between geoscience educator and librarian to raise awareness of current library services and lead to new opportunities to enhance teaching.

17-3 8:45 AM

COLLABORATIVELY DEVELOPED COLLECTIONS: DLESE, THE DIGITAL LIBRARY FOR EARTH SYSTEM EDUCATION: DEFELICE, Barbara J., Kresge Physical Sciences Library, Dartmouth College, 6115 Fairchild Hall, Hanover, NH 03755-3571, barbara.defelice@dartmouth.edu and LARSEN, Suzanne T., Jerry Crail Johnson Earth Sciences and Map Library, Univ of Colorado, Boulder, 184 UCB, Boulder, CO 80309, Suzanne.Larsen@colorado.edu

One of the major goals of DLESE, the Digital Library for Earth Systems Education, is to provide a web accessible collection of high quality materials to support earth systems education for a broad audience. The materials are in many cases created for and by teachers, and contributed or collected from many sources. DLESE uses a collaborative model for collection development and management, including a committee structure for high-level collections oversight, and a collaborative grant funded project model for collection building, assessment, cataloging and review. These collaborations involve librarians, educators, scientists and technology specialists. DLESE provides a testing ground for these new models of collaborative collection development and management in the digital information age. The authors have been involved in several aspects of these collaborations within the DLESE framework, and will discuss the challenges and advantages of this approach to collection development and management.

17-4 9:00 AM

STATE GEOLOGICAL SURVEY REPORTS IN THE GEOREF DATABASE: COMPARISONS 1985 AND 1993-2004: MANSON, Connie J., American Geological Institute, 2525 Sleater Kinney Road N.E, Olympia, WA 98506, cjm@thurston.com.

A major function of state geological surveys is the production of geoscience maps and reports. Because these reports are primary sources, the GeoRef indexers try very hard to include all of them in the GeoRef database.

Decades ago, state geological survey reports were only available in hard copy. Copies were routinely distributed to libraries (on deposit) and to research organizations (on scientific exchange). However, as budgets shrank and printing costs rose, most surveys have issued fewer items as formal reports (Bulletins, etc.) and issued more of their reports as Open File reports. Because of costs, the surveys have also sharply reduced their depository and exchange programs. Because they were often self-defined as less important, the Open Files were often not included in the depository or scientific exchange program. Additionally, in recent years, an increasing number of state survey maps and reports have been available digitally, and sometimes as digital-only.

What, if any, impact have these progressive changes in availability had on the inclusion rate of state geological survey reports in GeoRef? A review was undertaken of the recent (1993 through 2004) state survey reports included in the GeoRef database to assess that. Comparisons were made of the inclusion of formal reports, open file reports, and digital reports. These statistics were compared to a prior study of the inclusion rate of a small set of 1985 state survey reports in the GeoRef database.

17-5 9:15 AM

COMAPPING: CAPABILITIES AND EXAMPLES OF COOPERATIVE MAPPING PROJECTS WITH FULL CONTENT MANAGEMENT IN INTERACTIVE WEB COMMUNITIES: HOWELL, Paul D. and **BENNETT, Brooke Yoko**, Dept. of Geological Sciences, Univ of Kentucky, 101 Slone Bldg, Lexington, KY 40506-0053, bybenn2@uky.edu

New technologies now allow for a rapidly growing phenomenon with remarkable potential within and beyond the geoscience field: comapping -- cooperative mapping efforts in interactive communities. We define comapping as the development and presentation of rich digital content with spatial context by cooperative groups or communities, in an interactive and realtime digital environment. A comapping suite or stack is a collection of software that works together to offer a comapping solution, and typically includes (1) a content management system (CMS) to handle rich digital content, (2) GIS software to handle mapping and spatial context for the CMS, and (3) network aware applications to provide a secure interactive, digital environment.

Strictly, comapping involves a community of users knowingly contributing to a collection of digital content with spatial context. Today's comapping experiments are web-based, and results can be viewed in realtime, as changes are made by members of the community. The "co" in comapping stands for community, cooperative or collaborative, but not for content alone. Making digital maps of content in pre-existing databases, no matter how it was collected is not comapping... members of a community should be

actively engaged in the mapping effort and capable of editing their contributions in realtime.

Current GIS packages typically lack robust handling of rich digital content and consideration for collaborative work-groups. CMS packages merge robust community features (members, permissions, workflows) with rich digital content development and indexing tools, but they lack spatial content handling. A comapping suite provides a portal-style community website with ever-changing maps of user-contributed materials, capable of continuous revision, commentary and more. Subgroups may start their own comapping projects that build on the GIS capabilities of a parent project.

Current examples of comapping are primitive, but growing rapidly in capability and number. Geological applications abound, as do those of many other academic, cultural and commercial fields. We demonstrate examples of active co-mapping projects and software stacks built on open source software that may be freely modified to meet community needs and presentation objectives.

17-6 9:30 AM

DEVELOPMENT OF AN ON-LINE DATABASE WITH GIS CONNECTIONS FOR VERTEBRATE AND OTHER FOSSILS: WOODS, Justin A.,

Information Services, Southwestern Adventist University, 100 Magnolia, Keene, TX 76059, justin@woodsmedia.com and CHADWICK, Arthur V., Geology, Southwestern Adventist University, 100 Magnolia, Keene, TX 76059

We began excavation of a promising vertebrate site in the Upper Cretaceous Lance Formation in Wyoming during 1996. At that time our vertebrate fossil holdings were catalogued by conventional paper and pencil methods. With the accumulation of over 1000 new vertebrate fossils each season, we determined to investigate digital methods of cataloging. We initiated real-time digital photographic documentation in 1997 and in coordination with advances we were making in digital acquisition of field data we determined to modernize our curation procedures as well. We began with a flat model database using MySQL with a custom front end. While this worked reasonably well, it was neither adequate nor fast enough for our long-term needs. So a custom front end was designed which utilized database normalization (multiple interlinked database tables) obviating data repetition and greatly accelerating access to the data.

At present, we have over 7000 vertebrate fossils in the database, including all of the bones and other fossils from the new site. We are slowly working backwards on the other collections, and are hoping to bring some of them on line by 2007. The database enables on-line access, search by any category, user controllable data interface and thumbnails expandable into images averaging larger than 1600 X 1200. All of the bones have true 3-dimensional geospatial data associated with them in the catalogue so that it is possible not only to see photographs of the prepared bones, but to

visualize them in the context of the array of bones in each quarry site.

This site provides a wealth of data on-line that can be accessed for research or educational purposes and represents a new concept in freedom of access to valuable but scarcely attainable data. The photographic images allow direct comparisons between specimens from other collections and make the data from each field season available for those interested in seeing the results. The ability to see each bone in its context enables data analysis to be done on-line without necessarily having access to the collection. The public accessibility and ease of use of the catalog ensure that the catalog will have an important role in the future of paleontology and taphonomy of vertebrates.

Our online database is open to the public and is located at: <http://geology.swau.edu/fossil/>

9:45 AM Break

17-7 10:00 AM

THE CARNEGIE LEGACY PROJECT: PRESERVING THE RECORDS OF A CENTURY OF GEOPHYSICAL RESEARCH: HARDY, Shaun J., DTM-Geophysical Laboratory Library, Carnegie Institution of Washington, 5241 Broad Branch Road, N.W., Washington, DC 20015, hardy@dtm.ciw.edu.

The Carnegie Legacy Project was initiated in 2003 to preserve, organize, and facilitate access to the archival records of the Carnegie Institution of Washington. Established in 1902, the Institution is one of the oldest privately-funded scientific research organizations in the United States. Its archives document a century of investigations in the geophysical sciences through field and laboratory notebooks, equipment designs, plans for observatories and research vessels, scientists' unpublished correspondence, and thousands of expedition photographs. Yet the Institution long lacked any systematic approach to managing its documentary heritage. A preliminary records survey conducted in 2001 identified more than 1,000 linear feet of historically-valuable records languishing in dusty, poorly-accessible storerooms at Carnegie's Geophysical Laboratory and Department of Terrestrial Magnetism. Intellectual control was minimal.

With support from the National Historical Publications and Records Commission, professional archivists were hired in 2003 to process the 100-year backlog of records. Policies and procedures were established to ensure that all work conformed to national archival standards. Records were appraised, organized, and rehoused in acid-free containers, and finding aids were created for the project web site. Descriptive cataloging for each collection was prepared for OCLC and the International Catalog of Sources for History of Physics. Selected field photographs and documents were digitized for online exhibitions to raise awareness of the archives among researchers and the general public.

The success of the Legacy Project depended on collaboration between archivists, librarians, historians, and geophysicists. Contacts established with other organizations,

such as the National Geophysical Data Center and the USGS National Geomagnetism Program, were essential in formulating strategies to deal with the large volume of original geomagnetic, seismological, meteorological, and cosmic-ray data included in the archives. This presentation will discuss key aspects (funding, staffing, preservation, access, outreach) of the Legacy Project and is aimed at librarians who are responsible for archival collections in research institutes, museums, and geoscience departments.

17-8 10:15 AM

LIBRARY SIGNAGE: CREATING EFFECTIVE SIGNS WITH POSITIVE LANGUAGE THAT WILL GET YOUR MESSAGE ACROSS TO BUSY

PATRONS: ROBERTS, Beth A., Earth and Mineral Sciences Library, Pennsylvania State University, 105 Deike Building, University Park, PA 16802, betharoberts@hotmail.com.

Signs: they are ubiquitous in most libraries, to the point where the messages we are trying to convey get lost in the clutter. There may be signs on the walls, signs on the printers, signs hanging from the ceiling, and messages on the computers screens when patrons sit down to use the terminals. College students, like the rest of us, are used to being bombarded constantly by messages at all turns from the media on television and the Internet as well as billboards and other advertisements. Many students don't bother to read the signs we have gone to all the trouble of posting, or may not understand what they mean when they do read them because the language is ambiguous or uses jargon. On the other side of the coin are libraries with inadequate signage that leave students at a loss as to where to go or what the rules are. This paper will address ways to gain the attention of our patrons and ways to convey our messages using positive language instead of negative language. For example, many libraries may "welcome" guests to the library with negative messages such as "NO FOOD ALLOWED" or with signs showing pictures of rats and bugs and chewed up books. This may not be the best way to warmly welcome patrons to our libraries or inspire them, particularly. Not to mention that this may drive them to go instead to places like Barnes and Noble where they can relax with a cup of coffee with a book in one hand and their laptop in the other. So, signage is clearly a critical part of the environment and plays a role in the library as place, as an appealing and user-friendly environment.

17-9 10:30 AM

A CUT ABOVE? PLAGIARISM IN THE GEOSCIENCES: YOCUM, Patricia B., Shapiro Science Library, Univ of Michigan, Ann Arbor, MI 48109-1185, pyocum@umich.edu.

Plagiarism has become a hot topic in the Internet environment. As reported in both the general press and science publications, the type of people caught plagiarizing ranges broadly. So too do the subjects involved. To what extent do these reports concern geoscientists? To what extent do they

deal with plagiarism among students taking geoscience courses? In short, what image of integrity in the geosciences vis a vis plagiarism does the literature present? To answer these questions three types of literature 1995-2005 are examined: 1) the general press as represented by four national newspapers (*New York Times*, *Washington Post*, *Los Angeles Times*, *Chronicle of Higher Education*); 2) the science literature as indexed by ISI Web of Science; and 3) the geoscience literature as indexed in Georef. Results lead to an examination of the implications for training future geoscientists as well as instructing all students enrolled in geoscience courses. It further looks at implications for the role of libraries and librarians in such training and instruction and potential collaboration with faculty members to deal with plagiarism.

17-10 10:45 AM

NEW SCIENCE LIBRARIANS—IS THERE A FUTURE? GOODEN, Angela M., Geology-Mathematics-Physics Library, University of Cincinnati, ML 0153, 240 Braunstein Hall, Cincinnati, OH 45221, angela.gooden@uc.edu.

The objective of this study is to determine how many opportunities are actually available for new science librarians. As a result of forecasts stating that there will soon be a shortage of librarians, several recruitment efforts are under way to 'grow' more librarians. At the same time, budget cuts and hiring freezes occur daily and threaten the pool of jobs available.

One of the hottest topics in the literature today is about the graying or aging of the profession. Much has been written about the education needs for new catalogers (Hill, 1997; Letarte, 2002 and Turvey, 2002). Black (2002) studied the socialization needs of (employed) entry-level librarians. Martindale (2004) discussed opportunities for entry-level librarians in the geographic information systems field. After discovering an increase in the number of positions that

require three or more years of experience, Russell (2003) alluded that "entry-level positions are becoming rarer." However, there appears to be a dearth of literature concerning the specific topic of permanent jobs available to a wider range of new librarians interested in science librarianship.

For this study, a content analysis of job advertisements from 2000-2005 issues of *American Libraries* will be conducted. *American Libraries* was selected because it is the official magazine of the American Library Association and it lists advertisements for academic, public and special libraries. Additionally, it has a subscriber list of 64,000 and a readership greater than that.

1711 11:00 AM

GEOCACHING FOR LIBRARIES: MUSSER, Linda R., Fletcher L. Byrom Earth & Mineral Sciences Library, Pennsylvania State Univ, 105 Deike Building, University Park, PA 16802, Lrm4@psu.edu.

Geocaching is a popular game, similar to orienteering, that combines treasure hunting with GPS technology. Players search for hidden caches of "treasure" using GPS coordinates and other clues. A central listing of caches is maintained at www.geocaching.com along with descriptions of various types of caches and guidelines for creating new caches. The Geological Society of America has recently jumped on the geocaching bandwagon by sponsoring a network of "Earth-caches", caches with an educational earth science theme (www.geosociety.org/earthcache/).

Libraries can capitalize on the popularity of this sport in several ways. Most obviously, geocaching is a way to introduce people to your library. A creatively designed multi-cache can double as a library tour. Clues can be imbedded in online catalog or database records, as a way to highlight these resources, and can even be used to explain your library's classification system. Finally, geocaching is a way to bring some fun into your library and accomplish some educational goals at the same time.

GEOSCIENCE INFORMATION: RESOURCES AND DISSEMINATION (POSTERS)

Session no. 125: Monday, October 17, 2005, 1:30 pm - 5:30 pm

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Booth 49

THE GEOLOGY ALUMNI SOCIETY GEOPARK AT THE UNIVERSITY OF SOUTH FLORIDA: COMMUNITY EDUCATION AND KARST: FRATESI, Beth, VACHER, H. Leonard, and FLOREA, Lee, Department of Geology, University of South Florida, 4202 E. Fowler, SCA 528, Tampa, FL 33620, sfratesi@mail.usf.edu

Over the past four years, the faculty, students, and alumni of the geology department at the University of South Florida (USF) have molded a tract of undeveloped land on the Tampa campus into a community education site focusing on karst. Tampa is built upon a mantled karst terrain, and local public interest in karst is fueled by sinkhole damage and water-resource issues concerning the Floridan Aquifer.

The geology faculty at USF have long used the site for education and research into mantled karst landscapes and hydrology, as well as geophysics. The alumni use the site for annual expositions of geological field equipment and techniques. Exhibitors at these events have installed many permanent monitoring wells in the Surficial and Floridan Aquifers and run numerous geophysical surveys across the sinkholes.

The GeoPark has several sinkholes, three large limestone boulders of Floridan Aquifer material, and a mulched trail with educational signs. A recent community education grant funded by the Southwest Florida Water Management District provided the resources to develop the signs.

Each sign highlights a different feature of the GeoPark and uses it to discuss the characteristics of karst landscapes and aquifers: "Hillsborough River Basin" orients visitors within the river basin using a collage of aerial photos of the Hillsborough River Basin; "Floridan Aquifer" explains the concept of an aquifer and the formation of caves; "Sink-holes" includes descriptions of sinkhole types, distributions, and techniques used to study them; and "Sources of Contamination" emphasizes the connectivity of the aquifer to the surface and lists potential sources of contamination.

The park and the signs are results of a combined effort by members of the local geological community, and faculty and students of USF.

Booth 50

THE MONTANA-YELLOWSTONE GEOLOGIC FIELD GUIDE DATABASE: A DIGITAL RESOURCE TO INTEGRATE FIELD-BASED RESEARCH, TEACHING, AND LEARNING: RATAJESKI, Kent¹, MOGK, David W.², and WARNICK, Maria A.², (1) Department of Geosciences, University of West Georgia, 1601 Maple Street, Carrollton, GA 30118, kratajes@westga.edu, (2) Department of Earth Sciences, Montana State University, Bozeman, MT 59717

Field experiences are a central component of the modern geoscience curriculum, and published field guides and road/traverse logs are invaluable resources to facilitate the development of teaching and learning in the field. These references are also a primary means by which geologic information is transferred from experienced researchers to the wider scientific and academic communities. Despite their importance, most of the publications of this type are part of a "gray literature" that is not well known, widely distributed, or readily accessible for searching.

The Montana-Yellowstone Geologic Field Guide Database, http://serc.carleton.edu/research_education/mtroad/logs/index.html, is a pilot project for making the field guide literature of a geologically diverse and often visited region more accessible and useful for geoscience educators, students, and researchers. This digital resource features a fully searchable and growing collection of more than 50 of the best references for learning about the geology of this fascinating region. Bibliographic, geographic, and geologic (e.g., rock types, structures, landforms, etc.), information for each reference is summarized and cataloged using the digital library technologies provided by the Science Education Resource Center (SERC) at Carleton College. Resources may be discovered by faceted searching of geologic topic, geographic location, and geologic province. Information for obtaining the various publications is also provided, as well as a listing of useful web resources related to field-based learning, a list of the "top-10" field trips in Montana and Yellowstone National Park, a forum to post and share field-based exercises, and web links providing practical information for planning and leading field trips in the region. While the database is not an exhaustive listing of every published field guide in Montana or Yellowstone, this resource will

grow as users submit additional references and field-based exercises to the collection by means of the online forms included on the site. This project was funded by a grant to the DLESE Community Services Center (NSF EAR 0306708).

Booth 51

AUGMENTING THE PALEO-STRAT INTERVAL CONSTRUCTION AND ANALYSIS TOOL (PSICAT) WITH CHRONOS SYSTEM SERVICES: REED,

Joshua¹, CERVATO, Cinzia¹, FILS, Douglas², and SNYDER, Walter S.³, (1) Dept. of Geological and Atmospheric Sciences, Iowa State Univ, 253 Science I, Ames, IA 50011, jareed@iastate.edu, (2) Geological & Atmospheric Sciences, Iowa State Univ, 253 Science I, Ames, IA 50011, (3) Department of Geosciences, Boise State Univ, 1910 University Drive, Boise, ID 83725

PSICAT is a stand-alone tool for creating and viewing stratigraphic columns from drill cores and outcrops. Because of the nature of the fieldwork, it is important that PSICAT be fully functional without a network connection. However, when a network connection is present, such as after the initial fieldwork or when used by end users, PSICAT utilizes the extensive services provided by CHRONOS's innovative eXtensible Query Engine (XQE) system (http://portal.chronos.org/gridsphere/gridsphere?cid=search_datasearch&JavaScript=enabled). The XQE provides a simple and easy way to expose all types of data and other services to external entities. PSICAT will utilize CHRONOS's data services to query and retrieve data from the various databases in the CHRONOS System. It will make use of the computing services provided by CHRONOS to perform complex analysis and plotting of data. Furthermore, the data generated by PSICAT during the building of stratigraphic columns will be uploaded into the CHRONOS System using its storage services. This creates a situation of ever-evolving stratigraphic column diagrams. Because they are stored in the CHRONOS System, they can be retrieved anytime by anyone. And as more data become available, they can be plotted and analyzed with respect to the stratigraphic columns. The PSICAT tool is being initially developed for use by the AN-DRILL project (<http://www.andrill.org/>) on their upcoming drilling expedition in Antarctica, but will also be available to the general community. After the initial testing with AN-DRILL, we will expand PSICAT to contain a wider array of features and allow access to all the data stored and federated in the CHRONOS System.

Booth 52

UI PALEONTOLOGY REPOSITORY REORGANIZATION PROJECT: IMPROVING STANDARDS IN COLLECTION CARE AND ACCESS: ADRAIN, Tif-

fany S.¹, BUDD, Ann F.², ADRAIN, Jonathan M.¹, and GOLDEN, Julia¹, (1) Department of Geoscience, The University of Iowa, 121 Trowbridge Hall, Iowa City, IA 52242, tiffany-adrain@uiowa.edu, (2) Geoscience, University of Iowa, 121 Trowbridge Hall, Iowa City, IA 52242

In 2001, the University of Iowa Paleontology Repository was awarded a National Science Foundation grant of \$255,149 to reorganize the collections, the first phase of a larger project to improve standards of curation and computer documentation. This first phase focused on (1) a complete evaluation of the significance of the collections, (2) curation of several special collections and research collections, (3) physical reorganization to maximize storage space.

Key criteria for evaluating collection significance included site accessibility, quality of specimen data, research potential, need for preparation, stability and space requirements. Visiting specialists were invited to evaluate underutilized collections and provide recommendations for retention or development, transfer to satellite storage facility, or transfer to teaching and outreach collections. Special curation projects included curation of retiring faculty research collections (conodonts, Quaternary vertebrates, comparative seed collection), and several special collections: the Shimek Collection of Quaternary non-marine mollusks (1878-1936), the Belanski Collection of Devonian faunas (1924-1928), and C. C. Nutting's Caribbean expedition collections (1890-1922). This latter collection formed the basis of two undergraduate research projects resulting in a website and an exhibit. These collections were poorly identified, uncatalogued and, in some cases, still in original field wrappings. They were curated and organized and their data quality and research potential evaluated.

Benefits of the project include significantly increased access to, and use of, the collections, improved storage and preventive conservation measures, and expansion space for faculty research collections. A backlog of important curation projects (type material) was cleared. To improve access to specimen data, the specimen catalogue database was migrated into SPECIFY and made available on the Internet. The project also contributed to training through the employment of graduate and undergraduate students, encouraged student specimen-based research, and provided valuable opportunities for undergraduate Museum Studies interns.

Booth 53

DIGITIZING THE SERIES 'GEOLOGIC ATLAS OF THE UNITED STATES' (1894-1945): ACCESS AND PRESERVATION OF OLDER GEOLOGICAL LITERATURE USING AN INSTITUTIONAL REPOSITORY: KIMBALL, Rustin, Geosciences Librarian, Texas A & M University Libraries, College Station, TX 77843-5000, rkimball@lib-gw.tamu.edu, **WEIMER, Katherine H.**, Coordinator of Maps/GIS, Texas A & M University Libraries, College Station, TX 77843-5000, and **SURRATT, Brian**, Metadata Coordinator, Digital Initiatives, Texas A & M University Libraries, College Station, TX 77843-5000

The US Geological Survey produced a series of map folios between 1894 and 1945, titled, 'The Geologic Atlas of the United States.' Each of the folios includes both topographic and geologic maps for each quad represented in that folio, as well as text on the geology and economic geology. Only 227 folios were produced, so the area covered is very

limited. Most contained maps at either 1:62,500 or 1:125,000 scale. The USGS quad series boundaries and quad names are used in the Atlas. Some of the folios covered more than one quad, so over 300 "quads" are represented by the 227 folios of the Atlas. For many of the areas covered by the Atlas, the folios served as the pioneer report for that area and laid the foundation for later works. The Atlas was superseded in 1949 by the Geologic Quadrangle Map series.

The Texas A & M University Libraries own the complete series. This collection was deemed of scientific and historic import, worthy of digitization for preservation and improved access. Beginning in 2001, items were scanned at 300 dpi using a flatbed scanner. The library installed Dspace (<http://www.DSpace.org>), an institutional repository system (IR), in 2004. Texas A & M named the local instance TxSpace, (<http://txspace.tamu.edu>). DSpace is an open-source digital repository system originally developed by MIT and Hewlett-Packard. The purpose of this system is to promote the development of scholarly digital collections and to preserve these collections for long-term access.

After digitization, a spreadsheet was created containing the descriptive metadata for each folio. A Dublin Core application profile was developed for the descriptive metadata. A unique identifier field linked each descriptive record to the corresponding page images. The files and metadata have recently been loaded into TxSpace and are archived as the "Geologic Atlas of the United States" collection. It is currently searchable through TxSpace's native interface. We anticipate broader access through scholar portals, such as Google Scholar and Thompson ISI's Current Web Contents.

The original goal of the project was to increase public access to the folios via the web. We will monitor the collection use over time. We are now more aware of the need for collaboration, standardization, and a central registry to coordinate digitization projects.

Booth 54

COOPERATIVE FACULTY-LIBRARIAN EFFORTS TO DEVELOP INFORMATION LITERACY SKILLS OF UNDERGRADUATE GEOLOGY MAJORS THROUGHOUT THE CURRICULUM: BERQUIST,

Karen K., Science Libraries, Earl Gregg Swem Library, College of William and Mary, College of William & Mary, P.O. 8795, Williamsburg, VA 23187-8795, kaberg@wm.edu, **MACDONALD, R. Heather**, Department of Geology, College of William and Mary, PO Box 8795, Williamsburg, VA 23187-8795, **OWENS, Brent E.**, College William & Mary, PO Box 8795, Williamsburg, VA 23187-8795, **LOCKWOOD, R.**, College of William and Mary, Williamsburg, VA 23185, **HANCOCK, Gregory S.**, Department of Geology, College of William and Mary, Williamsburg, VA 23187, and **BAILEY, Christopher M.**, Department of Geology, College of William and Mary, Williamsburg, VA 23186

In our department, faculty and the department library liaison work together to build students' information literacy skills through assignments that give students repeated opportunities to develop these skills in a geoscience context.

Geology majors need to be able to effectively search the literature, evaluate the relevance, quality, and availability of resources, and analyze and synthesize material from various sources. Faculty design assignments that require students to search, evaluate, and use appropriate resources; they also review student search results in individual meetings or through written comments. The library liaison prepares web-pages with links to course-appropriate resources, conducts class sessions on resources and searching techniques, and offers individual consultations. Our experience reveals that while some students are proficient at searching, some struggle to identify possible search terms, may quickly declare a lack of references, are generally unfamiliar with GeoRef, rely heavily on online rather than print sources, have trouble distinguishing between scholarly and popular sources or between articles and abstracts, may not carefully evaluate the relevance of their results for the assignment, and may not know when they have done enough. Poster or paper assignments in lower-level courses require students to conduct searches using our library's on-line catalog, GeoRef and other databases, and the world wide web. Majors further develop their information literacy skills through library-based assignments in upper-level courses and their independent senior research. Our evolving collaboration is built on faculty willing to adapt assignments based on student performance, a department library liaison, and a library liaison training and support program hosted by the main library. Our experiences suggest that individual assistance from instructors and librarians is critical in developing students' search strategies and skills, observations and reflective papers provide insight into students' search strategies, geoscientist-library collaborations are valuable, and repeated opportunities for searching should be built systematically into the geology curriculum to develop proficiency as described by the Association of College and Research Libraries (ACRL) standards.

Booth 55

DIGITAL GEOSCIENCE RESOURCES: COLLABORATIVE COLLECTION AND DISSEMINATION:

DIXON, Janet B., University Libraries, University of Arkansas, 365 North Ozark Ave, Fayetteville, AR 72701-4002, jbdixon@uark.edu.

In this age of complex information sources and technologies, colleagues are working together to collect and disseminate geoscience information in digital formats. At the University of Arkansas (UA), faculty in the Geosciences Department, Center for Advanced Spatial Technologies (CAST), and University Libraries have created numerous web-based resources, collaborative projects that have involved students and staff on campus and in governmental agencies throughout the state. Collaboration requires a pervasive, long-term relationship in which colleagues recognize common goals, undertake extensive planning and implementation, and share benefits.

Various collaborative projects since the mid-1990s have resulted in digital geospatial resources that include geosci-

ence data. CAST developed the first comprehensive state-wide online geospatial digital data warehouse and delivery system – GeoStor – which provides data for download and use with geographic information systems (GIS) software. Supported by the Arkansas Geographic Information Office, it represents a cooperative collection of over 600 thematic layers, including hydrology, geology, soils, and imagery data, contributed by local, regional, state, and federal agencies as well as UA researchers. Starting the Hunt, developed initially by colleagues at CAST and now maintained by the UA Libraries, offers a guide to online U.S. geospatial data including links to numerous state geological surveys. Coordinated by the local regional planning commission with many funding sources including the UA Libraries, a recent collaborative project resulted in a set of one-foot resolution orthorectified aerial photography. With Web access as developed by CAST, the imagery can be examined through an imagery viewer or downloaded through GeoStor, and is useful for geologic applications. Currently the Geosciences Department, CAST and UA Libraries are conducting a collaborative grant-supported project to digitize and provide Web access for a historic collection of imagery used for geologic analysis. All these digital geoscience resources are disseminated through the UA Libraries' GIS and Maps Web page.

Booth 56

AKGEOLOGY.INFO: AN ONLINE PORTAL FOR GEOLOGIC AND MINERAL RESOURCES INFORMATION:

FREEMAN, Lawrence K., Alaska Division of Geological & Geophysical Surveys, 3354 College Road, Fairbanks, AK 99709-3707, lawrence_freeman@dnr.state.ak.us and **TRIPLEHORN, Julia H.**, Keith B. Mather Library, Geophysical Institute/Int'l Arctic Rsch Ctr, 930 N. Koyukuk Drive, Fairbanks, AK 99775, fygilib@uaf.edu

The website AKGeology.info is an online portal for geologic and minerals resources information for Alaska, bringing together data from multiple State and Federal agencies. It is the culmination of the federally funded Minerals Data and Information Rescue in Alaska (MDIRA). The MDIRA program was a five-year program funded through the U.S Bureau of Land Management (BLM) and the U.S. Geological Survey (USGS) to recover and renew legacy publications, data, and geologic material archives and develop information delivery systems so that geologic and mineral resource information is constantly maintained and updated. The recovered information, including mining claim status, mineral localities, geochemistry, geologic maps, and publications is delivered through links and search utilities on the AkGeology.info portal.

Most publicly available Alaskan minerals information is contained in publications by the BLM, USGS, U.S. Bureau of Mines, and Alaska Division of Geological & Geophysical Surveys (DGGS). Legacy publications are being scanned and indexed through an Interagency Bibliography database. Newer publications are frequently published directly to the web. The Interagency Bibliography includes a search engine that leads users directly to agency publications that are

available on the web. By the time the MDIRA projects are completed all USGS, BLM, USBM, and DGGs Alaska publications will be available on the internet. Alaska Master's and PhD Geology and Mining thesis will also be listed in the bibliography.

Within the next two years, individual datasets will be searchable and viewable through simple internet mapping interfaces, integrating displays of geochemical sample locations, mineral localities, geologic map outlines, and mining claim locations.

Booth 57

THE CORELOGGER PROGRAM: A STANDARDIZED DIGITAL METHOD FOR LOGGING CORE DRILLED AT THE IDAHO NATIONAL LABORATORY:

JOHNSON, Reuben C., Department of Geology and Geography, Auburn University, 210 Petrie Hall, Auburn, AL 36849-5305, johnsc@auburn.edu, **HODGES, Mary K.V.**, United States Geological Survey INL Project Office, INL MS 1160, P. O. Box 2230, Idaho Falls, ID 83403, mkhodges@usgs.gov, and **DAVIS, Linda C.**, United States Geological Survey INL Project Office, INL MS 1160, P.O. Box 2230, Idaho Falls, ID 83403

The Idaho National Laboratory (INL) occupies 890 square miles on the eastern Snake River Plain (ESRP) of Idaho and overlies the Snake River Plain aquifer. The Snake River Plain aquifer is the sole source of water at the INL and is an important source of water for neighboring farms and communities. The U. S. Geological Survey (USGS) has studied the geology and hydrology of the ESRP at the INL since 1949. More than 88,000 feet of core drilled from the ESRP at the INL have been collected and archived at the Lithologic Core Storage Library (CSL), operated by the USGS INL Project Office in cooperation with the Department of Energy.

In 2003, the USGS INL Project Office developed a standardized digital method for logging core drilled at the INL so that consistent descriptions and photographs of selected core could be made available on the World Wide Web. This method, now called the "Corelogger Program," was designed to be a cost-effective way to collect and disseminate data about core stored at the CSL and to help preserve a record of core before possible loss or consumption during analysis. The program also was designed to be implemented by senior or graduate geology students.

The Corelogger Program is in its third season of data collection and has been used by three different students. Interns log and photograph core using commercially available logging and photo-processing software. Interns then enter descriptions using a set format, which limits interpretation, and record lithologic and sedimentary information in symbolic or numeric form. The Corelogger Program has produced consistent core descriptions and photographs suitable for download from the World Wide Web. Increased availability of information about the core stored at the CSL would allow researchers to decide which cores would best suit their

needs, save time and money both for researchers and CSL staff, and preserve core for future research.

Booth 58

THE UTAH CORE RESEARCH CENTER: UTAH'S LARGEST PUBLICLY AVAILABLE COLLECTION OF GEOLOGICAL SPECIMENS, WELL CORE AND DATA FOR THESIS WORK, ACADEMIC RESEARCH, WORKSHOPS AND CLASSROOM STUDIES:

LAINÉ, Michael D. and **DEMPSTER, Thomas**, Utah Core Research Center, Utah Geological Survey, 1594 W. North Temple, Suite 3110, Salt Lake City, UT 84116, michaelaine@utah.gov

The Utah Core Research Center (UCRC) offers students, educators, and other researchers access to Utah's most comprehensive collection of geological specimens for thesis and academic research, workshops, and classroom studies. The UCRC collection is ideally suited to supply data for projects including facies, diagenetic, source-rock and biomarker studies, and oil and gas reservoir characterization investigations.

UCRC holdings include subsurface samples from more than 3500 wells, core from more than 700 wells, samples from major tar sand and oil shale deposits, and type oils from all the producing formations in the state. The UCRC collection also contains representative samples from Utah's coal mines, metallic mineral deposits, industrial rocks and minerals, geothermal wells, and surface stratigraphic sections. Sediment and brine samples from Great Salt Lake are also available for study.

The UCRC is fortunate to have stratigraphic research core collections ideally suited for workshop and classroom studies. Highlights include the remarkably detailed fluvial-dominated deltaic sands of the Cretaceous Ferron Sandstone of east-central Utah and the shallow-shelf carbonates of the Pennsylvanian Paradox Formation of southeastern Utah.

The UCRC has upgraded and replaced scientific equipment to provide technical support for research activities using the geologic collection. Workstations supply high-resolution digital and film-based sample imaging, and petrographic and binocular microscopes. Core slabbing, core plugging, sample crushing, sifting, and preparation equipment are also available. Analytical data, geophysical logs, and reports by donors may also be available. Destructive testing is allowed with restrictions and advanced permission.

The UCRC is organized to quickly adapt to a variety of client needs such as workshops, classrooms, large-scale sampling, digital imaging, and other research programs.

Booth 59

GEOLOGICAL INVESTIGATION CRITERIA FOR NUCLEAR POWER PLANT SITE: A REVIEW:

LEE, Hyunwoo, IM, C.B., **SHIM, T.M.**, **NOH, M.**, and **CHOI, H.S.**, Korea Institute of Nuclear Safety, 19 Guseong-dong, Yuseong-gu, Taejeon, 305-338, South Korea, heanu@kins.re.kr

This study reviews the regulatory guides of geological investigations applied to NPP (nuclear power plant) siting in U.S.A., Japan, China and IAEA (International Atomic Energy Agency), and recommends possible regulatory guides to the investigation ranges and depths for NPP siting. Based on the review and analysis of the regulatory guides, the geological investigation can be categorized into four levels - 'regional', 'near regional', 'site vicinity' and 'the site', based on distance from the site and the investigation degree of the detail. 'Regional' level of investigation (within a radius of about 150km from the reactor) is expected to define tectonic provinces and environments around the site region. This level of investigation should define all the regional tectonic structures and prospective seismogenic sources that might have an effect on the safety of the projected NPP. Regarding the distance of the investigation from the site, it is noteworthy to consider 'how far' is reasonably far enough to detect all the possible seismogenic sources that could generate a considerable vibratory ground motion to the projected NPP sites. 'Near regional' level of investigation (within a radius of about 40km from the reactor) is to verify all the details of regional geological aspects of the region. Size of the area for the investigation should be large enough to define all geological and structural units that may include or be related to the site in space or time. 'Site vicinity' level of investigation (within a radius of about 5km from the reactor) is to 'scan' any possible sources of permanent surface deformation at the site and define their distributions and characteristics in 3-D. This level of investigation should be involved more detailed survey than information or results obtained by regional and near regional investigations and be included equally-spaced drilling operations, trench works and geophysical explorations. 'The site' level of investigation

(within a radius of about 1km from the reactor) is to assure that the foundation of the site is sound and acceptable for NPP facilities. This level of investigation should provide engineering information of the foundation, and sufficient data to verify clearly that reactor and safety-related structures should not be constructed on the capable fault.

Booth 60

ACTFAULT: A GEO-INFORMATION SYSTEM FOR THE EVALUATION OF ACTIVE FAULT: LEE, H.¹, IM, C.B.¹, JEONG, J.H.¹, AHN, S.Y.¹, and HWANG, S.², (1) Korea Institute of Nuclear Safety, 19 Guseong-dong, Yuseong-gu, Taejeon, 305-338, South Korea, Quizzy@hanmail.net, (2) Pai-Chai University, Taejeon, 302-735, South Korea

Aim of this study is to provide a geological DB system for active fault analyses using geological information and a processing program for domestic NPP site evaluation. It is focused on developing an effective system based on both fields of geology and computer science. In this work, we developed a DB program, based on MapObject provided by ESRI and Spread 3.5 OCX and coded with Visual Basic language. Major functions of the systematic database program includes functions of DB-organizer and presentation dealing with vector and raster format topographic maps, database design and application, geological symbol plot, the database search for the plotted geological symbol, and so on. The DB program can be used not only for the evaluation of active faults, but for the various fields such as design and plan of constructions, resource probes, and the research for the underground water and environment.

FIELD TRIP TO THE GREAT SALT LAKE Thursday, October 20th, 8:15 a.m. to 12:30 p.m.

We will be going to the Nature Conservatory's Great Salt Lake Shorelands Preserve <http://nature.org/wherewework/northamerica/states/utah/preserves/art5834.html>. The Preserve features an open-air pavilion, 30-foot-high observation tower, and mile-long boardwalk trail through prime bird-watching habitats. We will have a guided tour with a local geologist. Wear appropriate clothing and bring your binoculars!

Limited space on the bus -- Sign up now!

Name: _____

E-mail address _____

Cost: \$15.00

Please mail this form with your check to: Jane Ingalls, Asst. Map Librarian, Branner Earth Sciences Library, 397 Panama Mall, Stanford University, Stanford, CA 94305-2174

If you have any questions please contact Adonna Fleming, GSIS Vice President: afleming@unlnotes.unl.edu

GEOSCIENCES LIBRARIANSHIP 101 & E-RESOURCES FORUM
University of Utah, Marriott Library, Gould Room, October, 15, 2005
Salt Lake City, Utah

Are you a librarian new to the geosciences? Need information? Want a mentor?

Come join the experts for a free seminar on geoscience librarianship, sponsored by the Geoscience Information Society (GSIS), in conjunction with the Geological Society of America's annual meeting.

If planning to attend please RSVP to afleming@unlnotes.unl.edu (Adonna Fleming, GSIS Vice President, University of Nebraska – Lincoln, 221B Love Library, Lincoln, NE 68588-4100, 402-472-3920)

10:30 – 11:00 a.m.

Get acquainted – opening remarks
 Beverages and snacks

11:00 - noon Breakout Sessions

Collection development: - moderator: Lisa Dunn, Head of Reference, Arthur Lake Library, Colorado School of Mines

Maps – moderator: Linda Zellmer, Head of the Geology Library, Indiana University

Marketing – moderator: Connie Manson, President of Connie J. Manson & Assoc., Geoscience Information Services

12:00 - 1:30 p.m.

Lunch with a mentor

1:30 – 2:30 p.m.

Group discussion on emerging topics of interest to Geoscience librarians

2:30 – 3:00 p.m.

Handouts – Q&A – Break

3:00 – 5:00 p.m.

E-resources – a venue to discuss electronic issues and view the latest in electronic data, including Geoscience World, GeoRef, and others.

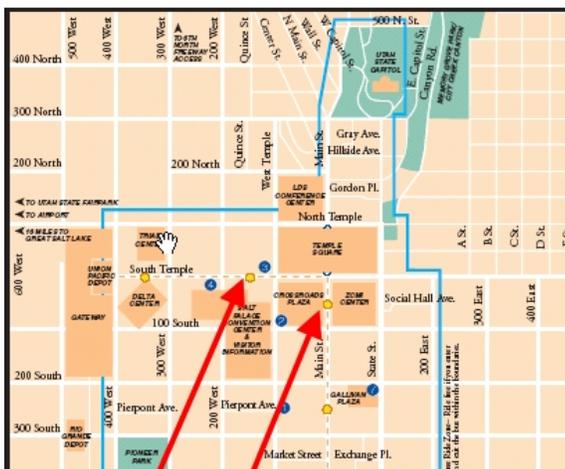
Beverages and snacks sponsored by Cambridge Scientific Abstracts (CSA)

Directions to Saturday's events:

Geoscience Librarianship 101 and the E-Resources events will be held Saturday, October 15th, 10:30 a.m. to 5:00 p.m., in the Gould Room at the University of Utah's Marriott Library.

Directions for light rail: Take the "University Line -- Red" from any of these downtown locations: Delta Center, Temple Square, City Center, Gallivan Plaza. Temple Square at 132 W. & S. Temple, and the City Center at 15 S. & Main St., are the closest to the Convention Center and the Conference Hotels. Exit at the "Stadium station" and walk north-east to the Marriott Library. The library is under going renovations and the area west of the library is closed. You will need to walk around the construction zone, and enter the building either from the north or east side. (See maps.)

Directions for driving: From downtown: Drive east on South Temple to 1300 East. Turn right (south) and continue on 1300 East to 400 South. Turn left (east) on 400 South and continue up by the stadium and turn left at the traffic light at 1500 East. The Library is the large square white building on the right; a visitor pay parking lot is another short left and right into the lot. Access to the building is at the North East corner of this parking lot near the campus bookstore.



Downtown Salt Lake light rail stations



Stadium light rail station University of Utah

GEOSCIENCE INFORMATION SOCIETY 2005 MidYear Report (by Jane Ingalls 7/23/05)					
	Income Budgeted	Income Actual	Expense Budgeted	Expense Actual	
EXECUTIVE BOARD					
President			\$150.00		
Vice-President			\$100.00		
Past-President			\$25.00		
Secretary			\$200.00	\$13.65	
Treasurer			\$100.00	\$46.54	
Teleconferences			\$0.00		
Subtotal			\$575.00	\$60.19	
MEETINGS					
2004 Meeting (carried forward from 2004)			\$2,665.00	\$1,807.68	
2004 sponsored reception (CSA)		\$250.00			
2004 Fieldtrip (carried forward)			\$270.00	\$498.00	
2005 Meeting (rooms and AV)	\$1,000.00		\$1,000.00	\$322.00	
2005 Meeting Reception			\$1,500.00		
2005 Awardees lunch			\$175.00		
2005 Meeting: fieldtrip	\$600.00		\$600.00		
Subtotal	\$1,600.00	\$250.00	\$6,210.00	\$2,627.68	
DUES					
Institutional	\$1,800.00	\$1,775.00			
Personal	\$5,600.00	\$5,916.00			
Sustaining	\$30.00	\$540.00			
Retired	\$200.00	\$185.00			
Student	\$150.00	\$60.00			
Pooled Sponsorship	\$300.00	\$470.00	\$300.00		
Subtotal	\$8,080.00	\$8,946.00			
PUBLICATIONS					
Publications Manager			\$500.00	\$400.00	
Directory of Geoscience Libraries	\$80.00				
Mailing labels	\$200.00	\$105.00			
Newsletter: printing			\$3,000.00	\$602.64	
Newsletter: mailing			\$900.00	\$221.42	
Newsletter: subscriptions	\$600.00	\$420.00			
Newsletter: back issues					
Newsletter: cancellation refunds			\$80.00		
Proceedings, v.34 (2003)	\$1,400.00		\$1,650.00	\$1,655.00	
Proceedings, v.33 (2002)	\$300.00				
Proceedings, v.32 (2001)	\$180.00				

Proceedings, prior volumes	\$0.00				
Index	\$15.00				
Reprints					
Royalties					
Subtotal	\$2,775.00	\$525.00	\$6,130.00	\$2,879.06	
REPRESENTATIVES/APPOINTEES					
AGI Member Council rep			\$25.00		
AGI Gov't Affairs Program rep			\$25.00		
CUAC (2 reps @ \$200 each)			\$400.00		
Publicity Officer			\$50.00		
Auditor			\$25.00		
Subtotal			\$525.00		
COMMITTEES & SERVICE POSITIONS					
Archivist			\$50.00		
Best Paper			\$25.00		
Best Reference Work			\$25.00		
Collection Development			\$25.00		
Distinguished Service Award			\$25.00		
Exhibits			\$85.00		
New display case			\$200.00		
GeoRef Users Group			\$25.00		
Guidebooks			\$85.00		
International Initiatives			\$25.00		
Membership			\$150.00		
Membership brochure					
Photographer			\$25.00		
Nominating			\$100.00		
Preservation			\$25.00		
Website Advisory			\$25.00		
Subtotal			\$895.00	\$0.00	
MISCELLANEOUS					
AGI member society dues			\$400.00	\$222.00	
GAP contribution			\$400.00	\$222.00	
GIS International Fellow	\$600.00		\$0.00		
Ansari Award			\$500.00		
Gifts (unrestricted)	\$250.00	\$30.00	\$100.00	\$100.00	
Gifts- Professional Develop Fund	\$200.00	\$135.00	\$200.00		
Bank charges			\$40.00	\$53.00	
Interest	\$200.00	\$192.12			
Subtotal	\$1,250.00	\$357.12	\$1,640.00	\$597.00	
TOTAL	\$13,705.00	\$10,078.12	\$15,975.00	\$6,163.93	

Bank Account Balances	10:22 am				10:22 am	
Union Bank of California checking	\$13,236.02				\$16,874.87	
Union Bank of California savings	\$2,616.80				\$2,618.36	
Stanford Federal Credit Union: Ansari CD	\$7,000.00				\$7,000.00	
SFCU: Ansari Savings	\$398.96				\$464.76	
SFCU: CD	\$11,925.47				\$12,050.20	

MIDYEAR REPORTS

Auditor

I have reviewed the financial statement and the GSIS books for 2004 and determined that they are correct. Included in the books this year is an addendum, which explains the complicated interest payments for this year.

Respectfully submitted,

Charlotte R.M. Derksen, GSIS Auditor 2004-2005

Distinguished Service Award Committee

To recognize and honor the person who has made significant contributions to the geoscience information profession, GSIS created in the Spring of 2005, a Distinguished Service Award. Nominations for the award (GSIS membership is not a requirement) were solicited from the GSIS membership and GeoNet. To nominate a person, the nominee's name, title, and contact information was sent to the Committee Chair. Required was the nominee's resume or curriculum vita and a statement indicating why the candidate is deserving of this award. Additional letters of support from other individuals could be submitted along with the nomination.

Even though nominees were due within 60 days of the announcement of the award, four persons were nominated. All candidates have made significant contributions to geoscience information and were excellent contenders for the award. One of the nominees was selected and the award will be made at the GSIS annual luncheon to be held in Salt City in October 2005.

Submitted by

Claren Kidd, chair; Janice Norris, member; Janice Sorensen, member

NEW MEMBERS

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MEMBER NEWS

Susan Aber, GSIS member at Emporia State University, received her PhD in May 2005. Her dissertation is titled "Information Needs and Behaviors of Geoscience Educators: A Grounded Theory Study". Congratulations Dr. Aber!

Sally Scott, Head of the Brinkerhoff Earth Resources Information Center at the University of Wyoming received the University Library's Agnes Milstead Distinguished Librarianship Award. Congratulations Sally!

A useful tidbit from another library organization: The Engineering Libraries Division of the American Society of Engineering Education (ASEE/ELD) has revised its "Punch List of Best Practices for Electronic Resources" at <http://eld.lib.ucdavis.edu/punchlist/PunchlistRevision2005.pdf>

JOB ANNOUNCEMENT

Science Librarian, Haverford College, Haverford, PA

Duties and Responsibilities: Serves in the Library as a member of the College Information Resources (CIR) staff and supports the College's achievement of its educational goals by taking overall responsibility for planning, developing, managing, and evaluating the facilities, services, and resources of two departmental science libraries. Working with other staff in CIR, creates and maintains a strong, varied, responsive, and changing program of services to users in both the physical and online libraries and, in parallel with these services, develops the cultural role of the library among faculty and students in the Departments of Astronomy, Biology, Chemistry, Mathematics, Physics, and Psychology. The Science Librarian contributes to overall Library and CIR information and instructional technology programs and collaborates with colleagues at the Bryn Mawr and Swarthmore College libraries in a wide variety of collection development, information access, and service functions. Reports to the Coordinator for User Services and Collection Development.

Specific Duties and Responsibilities:

1. Develops service programs and facilities and performs or supervises all staff functions in the College's two science libraries: the biology/chemistry/math/physics library in the Koshland Integrated Natural Sciences Center and the astronomy library in the Observatory. Print psychology collections are housed in Magill Library.
2. As the College's science bibliographer, develops and manages collections in all science disciplines and formats; stays current of developments in the sciences generally and maintains a strong presence in the College's science community; builds and maintains close relations with faculty and students in order to meet their teaching, research, and study needs; coordinates collection development programs and other services with the libraries of Bryn Mawr and Swarthmore Colleges.
3. In collaboration with other staff on campus and at Bryn Mawr and Swarthmore Colleges, provides a full range of reference and instructional services to the campus community; contributes to the development of the overall CIR program by initiating and maintaining programs and services that allow CIR to contribute to the broader campus learning environment.
4. Works with all CIR staff to investigate, develop, and implement information and instructional technologies.
5. Trains, schedules, and supervises one full-time assistant and three FTE student staff.
5. Other duties as assigned.

Qualifications

– Work Experience: experience with science resources and services in an academic or other research-oriented library environment required. Experience in library instruction or

collection development, supervisory experience, background in and a record of innovation with electronic information and instructional technologies highly preferred.

– Education: A.L.A.-accredited masters degree or its equivalent in education and training; strong academic orientation, preferably as evidenced by post-baccalaureate degrees or their equivalent in training and experience; background in the sciences as evidenced by academic degrees or work experience required.

– Other: Highly developed interpersonal and teaching skills, mature judgment, and initiative; the abilities to foster teamwork and to work energetically and imaginatively with all constituencies in an academically ambitious community. A broad perspective on the work of academic libraries and the challenges and opportunities they face; the ability to translate personal academic commitment and understanding of student and faculty cultures into strong service and collection development programs; superior oral and written English-language communication skills and the ability to thoughtfully articulate the goals and work of the Library to faculty and students. Demonstrated ability to conceive, design, and implement policy and program initiatives; demonstrated ability to work across departmental and institutional lines. Evidence of continuing professional development, creativity, flexibility, and resourcefulness. Evidence of commitment to the goals of a liberal arts education and a willingness to become involved in many aspects of the life of the College community. Ability to maintain a flexible schedule, including some night and weekend hours

The College

This early career position affords an excellent opportunity for an ambitious librarian to work in an outstanding liberal arts college and in a highly collaborative, consortially-oriented environment. The College seeks candidates who take an expansive approach to the work of librarianship and to the integration of their work with that of other curriculum support units.

Located on a wooded suburban campus less than ten miles from the center of Philadelphia, Haverford College is a highly selective liberal arts institution of approximately 1100 students and over 120 faculty. The Quaker foundation and traditions of the College encourage a respect for the individual and an openness of exchange that make it attractive to intellectually ambitious and socially conscious students. A CIR staff of almost 45 offers a supportive environment for independent, team-oriented, creative, committed librarians seeking intellectual and professional growth through involvement in the work of faculty and students. Local Haverford library and information technology resources are substantially leveraged by consortial relations with Bryn Mawr and Swarthmore Colleges.

Please tell us how you meet these qualifications in your letter of application, and send the letter, your resume, and the names of three references to Bob Kieft, Magill Library,

Haverford College, Haverford, PA 19041-1392. Application deadline, August 24, 2005; direct questions to Bob Kieft (rkieft@haverford.edu). Please visit the Library's website at

<http://www.haverford.edu/library/web/library.html>.

Haverford College is an equal employment opportunity, affirmative action employer.

GSIS PUBLICATIONS LIST

Proceedings of the Annual GSIS Meetings (ISSN 0072-1409) \$45.00 each; standing orders are \$45.00/ year. (Proceedings volumes 1 through 25 are out of print and available from: Out-of-print Books on Demand, University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, MI 48106.)

- v. 34, 2003 *Geoscience Information Horizons: Challenges, Choices, and Decisions*, ed. By L. E. Joseph. (ISBN 0-934485-36-4)
- v. 33, 2002 *New Heights in Geoscience Information: Access and Technology*, ed. by L. G. Dunn. (ISBN 0-934485-35-0)
- v. 32, 2001 *Geoscience Information: A Dynamic Odyssey*, ed. by M. M. Noga. (ISBN 0-934485-34-8)
- v. 31, 2000 *Electronic Information Summit: New Developments and their Impacts*, ed. by S. N. Tahirkheli. (ISBN 0-934485-33-X)
- v. 30, 2000 *Communication Divides: Perspectives on Supporting Information Bridges in the Geosciences*, ed. by Lois Heiser, (ISBN 0-934485-32-1)
- v. 29, 1999 *Accreting the Continent's Collections*, ed. by C. R. M. Derksen and C. J. Manson, (ISBN 0-934485-31-3)
- v. 28, 1998 *The Costs and Values of Geoscience Information*, ed. by C. J. Manson. (ISBN 0-934485-29-1)
- v. 27, 1997 *Expanding Boundaries: Geoscience Information for Earth System Science*, ed. by B. J. DeFelice. (ISBN 0-934485-23-2)
- v. 26, 1996 *Crossing the Bridge to the Future: Managing Geoscience Information in the Next Decade*, ed. by N. L. Blair. (ISBN 0-934485-26-7)

Proceedings of the International Geoscience Information

Conferences

- 6th, 1998 *Science Editing and Information Management*, Proceedings of the Second International AESE/CBE/ EASE Joint Meeting, Sixth International Conference on Geoscience Information, and Thirty-second Annual Meeting, Association of Earth Science Editors, ed. by C. J. Manson. (ISBN 0-934485-30-5) \$ 25.00
- 5th, 1994 *Geoinfo V, Proceedings of the 5th International Conference on Geoscience Information*, ed. by Jiri Hruska. (ISBN 0-934485-27-5) \$ 45.00 (2 vols.)

Directory of Geoscience Libraries, North America. 5th Edition, 1997. (ISBN 0-934485-25-9) Paper. \$ 35.00

GSIS Newsletter (ISSN 0046-5801) published bi-monthly; calendar year subscriptions only. United States and Canada \$ 40.00; other countries (via airmail) \$ 45.00

Mailing labels: Geoscience Information Society member mailing labels: Single use labels \$ 100.00.

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