The Western Association of Map Libraries is an independent association of persons & educational and business institutions. The Membership has defined, beginning in 1967, its Principal Region as follows: the Provinces of Alberta and British Columbia, and the States of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

The Information Bulletin is published by the Western Association of Map Libraries, as its primary tool of communicating with its Membership and Subscribers, but opinions expressed herein do not necessarily reflect an official Association position.

Membership in WAML is open to any individual, institution, or business interested in furthering the Purpose of the Association, which is "to encourage high standards in every phase of the organization and administration of map libraries." Membership checks should be sent to the WAML Treasurer at the address shown below. Make checks payable to "WAML", or the "Western Association of Map Libraries".

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# Western Association of Map Libraries

## Information Bulletin

### 20th Anniversary Issue

Linda P. Newman  
Anniversary Issue Editor

Stanley D. Stevens  
Production Editor

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**NOTE:** In addition to this Special Issue there will be a fourth issue in this Volume, in Summer 1988

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Western Association of Map Libraries
Information Bulletin

Special Issue
Contributions to Map Librarianship

Introduction

by
Linda P. Newman
Issue Editor

From the inaugural rap of the ‘Anniversary’ gavel to the concluding banquet, the 20th Anniversary meeting of the Western Association of Map Libraries which convened at the University of Nevada-Reno was destined to be a unique experience and contribution to map librarianship.

The Western Association of Map Libraries evolved from a meeting called to unite west coast map librarians late in 1966 at the University of California-Berkeley. In July 1967 the group met again and became a formal organization with a constitution and bylaws. The Charter members included representatives from Alaska, Arizona, California, Oregon, Washington, Nevada, Hawaii, and British Columbia. A norm of two meetings a year have followed.

A Newsletter of six pages was issued beginning in 1969 by then President Robert Sivers. The title changed to Information Bulletin beginning with the third issue in June 1970. It was continued through the second year by then President Mary Schell.

During the next fourteen years, under the dynamic and unceasing leadership of Stan Stevens, first President and Treasurer and Editor of Publications, the Newsletter has evolved into the internationally respected Information Bulletin.


In June 1987 an invitation was extended to the 226 Principal Region members and Associate members of WAML residing in the United States, Canada and abroad to participate in the 20th Anniversary Meeting. The goal of the meeting was to celebrate WAML’s 20 years of contributions to map librarianship. A ‘special’ meeting was the directive of the Executive Board as early as two years prior, and Mary Ansari and I, as local hosts, did our best to comply!

A special invitation went to all past-Presidents. To honor them, a unique certificate with the name and dates of service was designed and printed for each by Harold Otteson on his hand-press and presented by current WAML President Jim Minton at the banquet. Twelve past-Presidents attended!

Special guests included Alberta Wood, the American Congress on Surveying and Mapping President, who is an Associate Member of WAML. She traveled from her home in St. John’s, Newfoundland. Mary Murphy, of McLean, Virginia, an Associate Member of WAML, is the long-time Editor of the Special Libraries Association Geography and Map Division’s Bulletin.

Also attending were Carol Collier, WAML Member from the University of Wyoming, Editor of baseline MAGERT’s newsletter (Map and Geography Round Table of the American Library Association); and, Larry Cruse, University of California at San Diego, the current Editor of the WAML Information Bulletin.

The trio of Murphy, Cruse, and Collier represented three-fourths of North America’s map librarianship editorial opinion.

Formal programs for this landmark occasion were printed for the meeting and the banquet by courtesy of WAML Member Bill Hunt, owner of Map Link.

Commemorative paper weights were given to each attendee.
The program reflected the working and sharing side of our interests, not only during our business meetings, but also through the papers solicited which demonstrate the breadth of our concerns.

The paper session opened with a Keynote Address by Mary Larsgaard, a WAML past-President, current Chair of the ALA Map & Geography Round Table and internationally recognized author in map librarianship.

Mary Ansari, Head of Branch Libraries at the University of Nevada-Reno, moderated and introduced each speaker. The formal session was concluded with a 'President's Panel' reviewing the history, publications, and future of WAML.

The informal events with colleagues provided additional opportunities to share professional interests. The field trip to Virginia City and Lake Tahoe, the evening cookout at the Newman's, and the concluding banquet to 'toast and roast' the organization provided time to share, to reminisce, and to anticipate the next 20 years of map librarianship.

Reno November 1987

Linda P. Newman, Mines & Map Librarian, University of Nevada-Reno; currently WAML Representative to Cartographic Users Advisory Council, and WAML Vice-President/Pres. Elect.

20th Anniversary Meeting — Program
University of Nevada-Reno — College Inn

Thursday, September 10, 1987
Executive Board Meeting
Membership Meeting

Welcome: Harold G. Morehouse
Director of Libraries
University of Nevada-Reno

Mary Ansari
Head, Branch Libraries

Business Meeting and Announcements
Sounding Board
Mines Library Tour
Cookout at Newman's

Friday, September 11, 1987

"20 Years of Map Librarianship"
Opening Remarks: Moderator — Mary Ansari

Keynote Address: Mary L. Larsgaard
"Eighteen Years of Map Librarianship"

"Computer software for the map librarian":
Julia Gelfand — and — Larry Carver

"Survey of map library outreach and user education": Susanne Villar

"Mainstreaming of map libraries": Steve Hiller

"Map collection internship programs":
Muriel Strickland — and — Jim Minton

"Personal reflections and perspectives":
Stan Stevens

Presidents Panel: WAML's Past, Present & Future
Past: Phil Hoehn
Publication History: Stan Stevens
Present/Future: Larry Cruse

Cocktails and 20th Anniversary Banquet, a Roast
Remembrances by . . .

Saturday, September 12, 1987
Lake Tahoe / Virginia City tour

Reno's Annual Balloon Races
Coincided with WAML's Meetings
to Provide Additional Highs for Some Members

[Programs courtesy of Bill Hunt, Pacific Travellers Supply]
Eighteen Years of Map Librarianship,  
or,  
Will Someone Please Hand Me My Cane?  

by  
Mary Lynette Larsgaard

When I was asked to give the keynote speech for WAML’s twentieth anniversary, I was not only very flattered, but also most grateful to do something for an organization that has helped me so much over the years. My only regret is that I started as a map librarian in 1969, not 1967, so I cannot claim to be in at the beginning of WAML!

The theme of my lay for this morning is going to be the ways in which WAML helps its members, and — with a shocking lack of originality — I’m going to use my own experiences as examples of how very well WAML does this. I would like to assure all of you that I am well aware of my list of WAML’s sterling points is by no means exhaustive, but I do believe that it hits the high points.

I’m going to go through these examples in the order in which they occurred to me as I slowly became a map librarian in more than name. First of all, I’d best set the scene by telling you know about where I was in 1969. I’d graduated from library school at the University of Minnesota in May or June of that year; I had a job by (ah, those dear, dead days!) about March (before graduation, that is), and was to start work at the then Central Washington State College (now Central Washington University) in Ellensburg on August 4. At that time, I read everything I could find on map librarianship that was listed in Library Literature, but I had never worked in a map collection. Outside of one brief visit to a map library, the only time I had ever seen that workhorse of the map room, the USGS topographic quadrangle, was in one of my undergraduate geology courses at Macalester. Once! I suppose it would be truthful to say that the spirit was willing but the knowledge was weak; shall I ever forget the first time a library user gave me a range and township reference and, looking at me trustifully, asked me which map it was on — my answer was somewhat slow in coming, owing to my not knowing what range and township was.

And here is where we come to my first, favorite example in which WAML helps map librarians: Enabling the librarian to learn about map libraries, how they are to be run, and how one takes care of cartographic materials. I am reasonably sure that over my first five years in the field, while I was attending at least one WAML meeting a year, taking notes frantically and asking questions of anyone who couldn’t move fast enough to escape me, that more than a few of the veteran map librarians in attendance must have wondered if I would ever stop pesterling them; as they’ve all learned — doubtless to their grief — the answer to that one is no. Everyone was always so helpful in answering all my questions, and in referring me to a citation or to someone in the know if they themselves were unsure or uninformed. Incidentally, this is an area in which — as I have just implied — benefits keep on coming. There has never been a WAML meeting I’ve attended that I haven’t learned a good deal.

This leads me nicely into my next example that WAML helps map librarians: WAML gives the new librarian a chance not merely to meet but to learn from and socialize with (the three often happening simultaneously) the top persons in the field. How well I remember — at my first WAML meeting, when I met and spoke with Carlos Hagen; those of you who know me will scarcely believe this, but I was nearly speechless with awe.

The next example — to descend to the financial — is in getting the academic librarian active in an organization and into elective office, one of the bases upon which salary increases are decided. I became Secretary in 1971, remained in that position through 1973, and then in 1974 was elected Vice President, becoming President in 1975, all of which helped me substantially in the crucial matter of the size of the monthly paycheck.

Linked to the latter is WAML’s easing a new librarian into national organizations; once I had attended a few WAMLs, I became less nervous about meeting new persons, taking care of flight and hotel arrangements, and so on; I must admit that I had never been in a commercial airplane until I flew to my first WAML. There is one bad side here in that WAML members
can get so embroiled in national matters — as I have in SLA's Geography and Map Division and ALA's Map and Geography Round Table [MAGERT] that attendance at WAML drops — but only temporarily, I assure you. As a side note, I might mention that MAGERT is, in some ways, definitely and shamelessly patterned after WAML. I would also like to emphasize the importance of WAML's hospitality committee in making newcomers feel welcome.

Once again, the last paragraph leads quite well into this one, whose theme is that WAML make business as much fun as it can possibly be. How well I remember a state library association meeting I went to some years ago; after the last speaker had completed his talk, I looked around — somewhat shaken by the implications of what I had just heard — for someone to chew it over with, preferably over a friendly libation. There was no one. Apparently everyone else had left. It is of the utmost importance that we get together after presentations and discuss what has been said, to analyze which doors are closed and which windows remain open, because:

1. as I seem to have heard in my class-taking days, we remember best what we've heard if we go over it again immediately after the first hearing; and 2. except in the northeast U.S. and in parts of California, fellow map librarians are not exactly thick on the ground; one must seize one's chance to speak to someone who understands the jargon and the situation.

The last-mentioned item alone is a whole example in itself, in that WAML gives map librarians a sense of community, a feeling of not being alone, and — at last — of having someone to talk to who will understand what you're talking about. I well remember, at a WAML meeting in Eugene when Phil Hoehn and I happened to be walking together from one meeting to another, and sheerly by chance we got to discussing cataloging; either he or I said, "Well, when I started cataloging, I did not use standard AACR and LC practices, and it's one of the stupidest things I've ever done;" and the other one of us, electrified, looked at the speaker and said, "No! not you too?" It's true what they say; misery loves company. This may seem a rather negative example; I can only assure you that it had the positive effect. When I got back to Ellensburg, I recommended that "my" old system be scrapped forthwith and AACR be followed religiously.

The next example in which WAML helps its members is linked to several of the former ones, and that is the forging of friendships over the years, which makes getting things done in map librarianship so much easier, quicker, and more fun. When I was writing the introductions to the two edition of Map Librarianship and wanted to include thanks to those persons whose assistance and company I'd enjoyed over the years, my main problem was the space limitation; it was impossible to list everyone that I wanted to. Knowing whom to call when one doesn't know an answer, or knowing to whom to refer a library user, are obvious ways in which these friendships help the library user.

Which leads me into the next example, namely that WAML makes strides forward in map librarianship far more likely; these steps forward may be signalized by committee actions or by publications or both. Without WAML, many classic actions and publications would never have happened. Speaking for myself, I know that Map Librarianship would either not have been done at all, or would have been a poor publication.

A most important part of the previous example, deserving of being listed on its own, is that through WAML, members become acquainted with new ideas and new technology, and in so doing the members become aware of how map librarianship needs to change or how it inevitably will change over the coming years. Change must be presented in a positive fashion to be implemented as quickly as possible; WAML provides a venue for that to occur.

Here I would like just to cast my eye briefly over what I've been holding forth about, and to emphasize that WAML definitely does not benefit only the new kids, but rather each person who attends; it's a cradle-to-grave sort of organization, with the benefits received by the members directly proportional to the amount of time and effort the members are willing to put forth.

Members of WAML are proof that the whole is indeed greater than the sum of its parts. Together we do more than we could ever have done each on our own; without our being together, some tasks would either have happened slowly or not at all, or — worse yet — not even have been thought of. When I think back to what map librarianship was like in 1969, I see so many improvements in the profession, and I am convinced that many of them would never have happened without the work of WAML members. As I look forward to the next twenty years, I see WAML...
continuing its role of enabling map librarians to provide the best possible service to map users, to deal with automation and access, and anything else that comes along, with intelligence and panache.

From all the foregoing it is obvious why I feel I must close with what is in essence a toast: To WAML's 20th! and may there be many more.

Mary L. Larsgaard, Map Librarian and Assistant Head of Special Collections, Colorado School of Mines, Golden, Colorado; currently President of the American Libraries Association, Map and Geography Round Table (MAGERT), past President of WAML, and the Special Libraries Association, Geography and Map Division. Author of, Map Librarianship, in its second edition.

Stan Stevens and Mary Larsgaard

They are in agreement that Social Events are one of WAML’s Longest-running, and Most Important Opportunities for the Exchange of Information and for the testing of the Hydrographic Quality of Map Librarianship

Larry Carver

His presentation on the RLG GeoInformation Project points to the future of Map Librarianship and how map librarians in the 1990s will likely be searching for geographic information. It is being developed in WAML’s Principal Region with nationwide participation by RLG libraries.
The RLG GeoInformation Project
Objectives – Scope – Status

by

Larry Carver

Need for A National GeoInformation Network
Access to remote sensing and other specialized types of spatial geographic information is poor at best. Few researchers request or search for this data by author and title. They seek it primarily by geographic area, subject, format, and date. To compound the bibliographic location problems, the amount of geographic data and data formats that will become available within the next decade is staggering. The information coming from the new space station alone is projected at a terabyte per day (ca: 25,000 computer tapes).

Another problem is that imagery and mapping as well as other more esoteric collections of geographic information are scattered among many academic, corporate and governmental organizations. In many cases, the only access to these materials is via the “Old Boy” network.

Recognition of these needs, as well as the access problems within the Map and Imagery Laboratory, led the UCSB Library administration to investigate the feasibility of creating a national geographic information system. The Research Libraries Group (RLG), a consortium of research libraries and an acknowledged leader in the development of national databases, was approached to determine their interest in directing such a project. As a result, a GeoInformation System and network is now being designed to solve many of these perplexing data handling and searching problems.

Project Planning
In April 1985, Dr. Joseph Boisse, University Librarian at the University of California—Santa Barbara (UCSB), invited RLG representatives to an informal meeting to discuss the need for a geoinformation control system. RLG was indeed interested in the enterprise which led ultimately to their leadership role.

The planning process involved a series of meetings between June 1985 and July 1986. The attendees identified the current status of those systems either planned or implemented, determined the complexities of such an undertaking, evaluated the interest in inter-organizational cooperation and outlined an achievable set of goals.

At the first meeting, it was concluded that a diverse group of organizations and institutions already involved in geographic information research needed to be convened to discuss the following issues:

1) key problems faced by researchers in finding spatially referenced data;
2) cataloging standards for geographic data;
3) the practicality of linking existing databases;
4) the problems associated with controlling large masses of data;
5) whether such a system could improve the university community’s ability to obtain and use this data;
6) the identification of material formats that should be included.

The meeting that followed was attended by representatives from the National Space Science Data Center (NSSDC), the National Aeronautics and Space Administration, Head Quarters, (NASA), the Jet Propulsion Laboratory (JPL), the United States Geological Survey, Reston (USGS); the National Oceanic and Atmospheric Adminis-tration (NOAA), the University of Michigan, Stanford University, and the University of California.

At this meeting RLG decided to take an active role in system design and the dissemination of geographic information data records. A task force was set up to construct a requirements definition for a geoinformation management capability and to assist RLG in the construction of a grant proposal. The proposal was submitted to the W. M. Keck Foundation. As a result, an award of $180,000 was given to RLG to support the design of a geoinformational control and retrieval system linked to the RLG information network.
The grant provided monies to establish a new working task force and the hiring of a systems staff headed by Dr. Cecil Block. Work has been started on the system requirements design. This phase will be completed in 1988. When finished, software construction and prototyping will begin.

Also, during the summer of 1986, several meetings were held with the Department of Agriculture Aerial Photography Field Office, the EROS Data Center, and the EOSAT Corporation to see if they would be willing to download their databases for the use of the project. Those databases currently are being held at UCSB and will be used when the system is ready to be tested.

**Project Objectives**
The goals of the completed RL G research and development program are:

1. to create a national computer based geographic information network that may be searched by a wide variety of geographic access points;

2. to develop a research level information resource dedicated to cataloging, managing and accessing spatial data;

3. to develop a graphics interface between the user and the database that will allow for widely differing levels of interest and expertise;

4. to provide an information resource which is of significant value to any discipline which can benefit from access to geographic data.

**Scope**
The database will document all materials and information which refer to an area of the earth, oceans or atmosphere. At a later date, planetary information will be included.

It is important to understand that the system will contain records describing the data. It will not include the actual information. Records for the following types of materials have been identified for inclusion:

1. Remotely sensed data and imagery
2. Cartographic materials
3. Photographic materials
4. Numerical and statistical data
5. Books, reports, and other text materials

The database will also contain ancillary data. Some examples are descriptions of imaging instruments, techniques used to gather or process data, assessments of data quality and the type of formats available.

**System Features Presently Being Considered**
The system will ultimately provide the user with a powerful geographic searching package. Some of the features presently under consideration in this phase of the project follow.

A dynamic graphics query interface will be designed. Using a graphics terminal, the researcher will be able to pan across a global map and zoom to higher magnifications until the region of interest is sufficiently well resolved to start the search. The attributes, location and coverage of items such as maps, images and photographs will be denoted by means of symbols, lines and shaded or patterned overlays.

The user will be able to search by a number of methods. For example, one may search using coordinates, place names, satellite path and row intersections, a single point reference, opposing corners of a rectangle, a circle or irregular polygons.

Another feature will be the browseable gazetteer, glossary and thesaurus. Users will be able to obtain definitions, synonyms and cross-references for a specific entry. They will also be able to translate latitude and longitude to the Universal Transverse Mercator grid or a named location and vice versa.

Eventually, a series of on-line directories will be available. They will provide information about the location and scope of specialized collections at other institutions and selected government agencies.

For those institutions with large data collections of graphic or imagery information, a high speed data input sub-system is being designed. The workstation, consisting of digitizer and graphics components, will be used to establish coordinates for those materials that have none assigned. For example, the system will automatically scale an item such as a photograph, determine its boundaries, and attach the flight identifiers and descriptors to each frame. This will greatly increase the speed of database building and record editing.

This GeoInformation System and Network will solve many perplexing data handling problems and provide a powerful nation-wide geographic information
null
We are here to celebrate the past twenty years of the Western Association of Map Libraries, but I would like to look ahead to the next several decades which will focus more and more on new products and issues related to automation and increased access to computer software. Thus, in the short time available, I will instead focus on a brief overview of the online or computer environment for applications which are of interest to geographers, map librarians and cartographers. In as much as my presentation does not include or offer a laboratory to preview examples of software packages, my comments will be of a more theoretical and historical orientation. An exhibits table with many printed examples of current software packages and programs has been set up and a list of software producers and sources is appended.

I claim no expertise in this field, I am more of a neophyte who is extremely curious about the technological developments.

We all know that map-making is very old and as Cyrus Adams wrote in 1912, “and [map making] has been practiced by the most primitive peoples for many ages….” They know as well as we do that maps are practically a human necessity; but we know that a good map often places before our eyes an amount of accurate geographical information that might take many months to do out of books.” (1) J. Paul Goode, in 1927, claimed that “the map is a written language expressed in a system of shorthand and is usually pictographic.” (2) In 1940, Claude Birdseye stated that “the greatest advance of the past twenty-five years in map making is undoubtedly the application of aerial photography to the preparation of planimetric and topographic contour maps.” (3) Nearly two decades later, in 1956, Carl O. Sauer shared these comments: “If geographers chance to meet where maps are displayed, they comment, commend, criticize. Maps break down our inhibitions, stimulate our glands, stir our imagination, loose our tongues. The map speaks across the barrier of language; it is sometimes claimed as the language of geography.” (4) By the early 1960s, we began to see how the computer was successfully breaking down those inhibitions as well, and as James P. Latham recorded in 1962, “the complex geographic patterns of phenomena now recorded or transmitted by aerial photography, image sensors, or other environmental sensors provide distribution data that require rapid and rigorous methods of quantitative analysis.” (5) Just a few years ago, Jerome E. Dobson wrote that “recent advances in analytical methods and computer technology have made automation possible for almost every scientific procedure that heretofore was performed manually in geographic research and problem solving.” (6)

I believe that we concur with those who study geography and have recognized that the ability to understand and use a computer is as important as the ability to understand and use other standard quantitative methods associated with the diversity of geography. The use of computers by geographers has increased as the complexity and sophistication of geographical methods has expanded. What now has become standard and traditional statistical techniques, is complemented by the ability to create, store, retrieve, manipulate and simulate. All these techniques share one component and that is the computer to handle the vast number of calculations. The publication of books classified with the Library of Congress Subject Headings [LCSH] of digital mapping and geography-data processing have multiplied several-fold each year. In the last decade, many textbooks have been released to introduce the geographer to modern computing methods and capabilities, and we as librarians need to become familiar with these processes and products.

The computer can be used to assist in the solution of the sorts of problems that a geographer or map user frequently encounters: collecting and storing data from environmental sensors; processing census or other survey data; drawing maps of spatial data; running a simulation to copy some “real-world” process; or describing and analyzing spatial patterns and related phenomena.

A common feature of many analyses in geography is that they involve large numbers of often simple tasks which, if attempted manually are prone to error and become extremely tedious. This is particularly the case with statistical computations but it also includes the routine reading and recording of instrumental data, grid coordinates, measuring areas and distances, drawing maps and writing and documenting reports.
It is overly simplistic to say that constant change is no exception in geographical computing. The changes are most recognized in the availability of and access to hardware, the proliferating range of software being developed and the more complex skills of geographers and librarians, yet the attitude of geographers and cartographers to auto-mation and technology has also been astonishedly great. As microcomputers become essential in most work and educational environments, software development will increase at even a faster clip.

The literature reflects on several repeated central themes about software applications for the geographer and cartographer and more often the geologist. First, computer assisted instruction will see the largest increase in use and development at all levels from the primary or elementary school student learning to read a map, understand distance and spatial perceptions to the world of higher education and research.

Secondly, the hardware and printer capabilities make it possible to use incredibly sophisticated graphics and color to produce maps and diagrams from otherwise described data, as well as now being able to dedicate a computer application to a just one single task in geography.

Regardless of the primary function of the software, a geographic information system is a computer based system which captures, story edits, manipulates and displays geographically referenced information. With that basic definition, one needs the following equipment: computer itself (microcomputers and minis are more common than large mainframes); digitizer to input the information and capture the map format; graphic computer terminals to display the information; and plotters to get the information out.

In addition, a geographic database must be organized so the user can interface with it by using software tools to enter and analyze data; a hardware configuration; and most importantly, the skills to make the new technology function and operate efficiently and effectively. A geographical information system applies to almost any kind of activity where you wonder where things or places are and how they relate to one another. Each database thus has two parts to manipulate: the spatial data (location, shape, discussion of place) and the descriptive information which allows for the characteristics of the data to be noted in as much or little detail as possible.

To generalize, spatial data can be described in several ways: 1) points or coordinates (x, y); 2) line features, with examples being utility lines, boundaries, roads, time zones, etc.; 3) polygons which define parcels of space; and 4) surfaces which are heavily used in the mapping done, for example, for the oil industry. Descriptive data is usually more tabular or numeric. The simplest example of descriptive data may be graphic annotations found on maps. By linking the capabilities of spatial and descriptive data, a database is created and a geographic database is created as a collection of spatial data and related descriptive data which are shared and used for different purposes.

The software tools enable users to manipulate data to create their interpretation of an environment. This can be accomplished by using data entry tools to build the database, analytical tools to manipulate information, and data display tools for generating the actual map and descriptive report. There are obviously many examples of each of these tools, but a "good" piece of software will utilize these kinds of analytical tools, overlay tools to see many kinds of relationships, buffering analyses to define distances, networks to route a specific application and attribute analyses.

Some examples may include how software mapping evolved for educational purposes. If the software is designed for teaching through computers as well teaching with computers the computer is a tool for information processing and storage and retrieval and is manipulated by familiarity with various computer languages. A majority of the software in geographical information systems reflects the use of BASIC, FORTRAN, and LOGO. Reviews of educational software for mapping revealed less mapping activity than expected, instead there was a focus on how to teach mapping concepts and skills such as mapreading.

In the last few years we have seen the solidification of the relationship between the computer and any photogrammetric mapping project. The currently emerging utilization of photogrammetry in the development of geographic databases has become accepted and essential, if we want a successful interface of computer-assisted photogrammetry and interactive graphics. That combination is what accommodates the creation of the third axis we come to refer to as "Z" to complement the traditional x and y. This factor alone has gained rightful recognition and spread its economically justifiable role in broad applications of geographic database design, establishment and use.
Another application is the increasing link between statistical packages and computer mapping programs. The emphasis here is on combining the data with user controlled graphic displays. The results are quite overwhelming and some of the easiest and cheapest to compute. The tools are very versatile and allow for input, storage, analysis and display of geographic information.

And yet another common use of computer mapping is by geologists, who routinely perform three-dimensional analyses to understand and describe spatial relationships. The value of computer mapping to a geologist lies in the opportunity to manipulate large quantities of data, the speed by which a contour map can be generated, the positive results in manipulating maps without recreating a map because a computer can operate on more than one surface. Updating is far easier and the computer can incorporate geologic interpretation. Also, the availability, portability and relatively low cost of microprocessors offer greater flexibility and on-site capabilities for field personnel and researchers. Using the computer allows one to create maps to quickly establish relationships among the data without investing much time. Two big commercial systems are those generated by ERDAS and the ESRI ARC/INFO database.

ARC/INFO contains a series of computer mapping and display capabilities for generating high quality cartographic displays by bringing together a strong geographic and modeling capability with a complete system for entry, management and display of spatial data. The local Washoe County [Nevada] Department of Environmental Planning has acquired the ARC/INFO GIS and a representative from that staff has kindly agreed to join us this morning to share some of the experiences of how they use it. I also believe she has brought some samples of the work they have generated with its use.

Today there are several professional associations and meetings devoted to computer mapping. Just within the last week I have received announcements of the following meetings: the National Computer Graphics Association is hosting a Mapping and Geographic Information Systems conference and exposition in November, the Map Online Users Group is having a program in October previewing new map and atlas products in the CD-ROM format. The Special Libraries Association, Geography and Map Division is soliciting papers on the topics of Maps on CD-ROM, GIS, and new technologies in mapping for its 198 annual conference. On a much more local scale, there are regional and local interest and professional groups dedicated to studying the role of microcomputer applications in mapping and geography. An example I am most familiar with is the Southern California Computer Aided Mapping Association, known as SCCAMA, and it hopes to provide an integrated approach to the distribution of technology as it relates to the utilization of a common land base; its purpose being to serve as an informational format for the capture of infrastructure data including sub-surface, surface and above surface facilities.

The federal government has become increasingly involved in software design and applications. The National Cartographic Information Center (NCIC) has just issued a two volume catalog, Sources for Digital Spatial Data, which provides references to spatial data sets available from various Federal, State and local government agencies, and the private sector. The second volume, Sources for Software for Computer Mapping and Related Disciplines, provides references to computer software for applications in mapping and related disciplines from the same sources. The handout [attached as an appendix] I have quickly compiled notes other sources for geographic software as well as some traditional software directories. In addition, there are many catalogs which list software support for specific computers, such as IBM compatibles, Apple Software, etc.

At the American Geographical Association annual meeting held in Portland, in May 1987, approximately 30 vendors had some kind of digitized format and computer mapping program as part of theirwares. Often times the private or commercial sector has responded to client's demands and developed products to meet specific needs and then modified some parts of the system for more general applications. The cost of this kind of software and GIS is substantial, oftentimes in the $150,000+ figure. Many examples of that kind of product exist on the exhibits table and you are free to pick up samples. Typical clients of these large-scale programs are engineering firms, local and municipal governments and developers.

A trend in geographic training illustrates that most if not all geography and geology majors in large departments have good exposure to computer mapping courses and opportunities as part of their undergraduate and graduate training. Programming skills and familiarity with graphics have become essential in order to create the multidimensional overlays and products our library users have come to depend
upon. Digitized formats are more the norm and we need to respond by having the products available. As technological advances continue, the well known advantages of sharing software and databases becomes all the more compelling. As librarians we utilize networks already and it seems advantageous for a group such as WAML to share geographic and cartographic software and become increasingly involved in promoting its use. We just need to remember that computer mapping and geographic and cartographic database development are a means to an end - by no means an end itself.

FOOTNOTES


REFERENCES


SOURCES OF CARTOGRAPHIC & GEOGRAPHIC SOFTWARE

There are many sources of information on where to locate software applications for cartography, geography, maps and related subject matter. Traditional sources include software directories published commercially, and examples from some of these sources include:

Data Sources, Software volume. Published quarterly, with subject indexes alphabetically arranged in applications section, and then by hardware compatibility. Citation includes producer, required memory, hardware and price, plus a very brief description.

Software Catalog, semi-annual publication. 3 parts devoted to microcomputer software. Published by Elsevier. Parts I, II devoted to Software and Part III on systems. Arranged by subject categories. Provides information on what systems operate what software and the index is by title name, subject, and ISBN or International Standard Program Number, an 8 digit number, of which the first five uniquely identify the software house and the last three identify a particular program available from that house.

The Software Encyclopedia, annual. Published by Bowker. Provides information on microcomputer software. Contains guide to applications, applications index, title index, publishers index and an expanded applications index. The geography entries are basically education oriented.

Froelich, Robert A., The IBM PC (and compatibles) Free Software Catalog and Directory. NY: Dilithium Press, annual. Contains entries for sources of free software and publications, helpful tips and techniques, concepts of use, price guides with keyword access, language access, author/group source access and title and file name access.

National Cartographic Information Center (507 National Center, Reston, VA 22092; 703-860-6045) released Sources for Software for Computer Mapping and Related Disciplines (July, 1987) and Sources for Digital Spatial Data (June, 1987). Provides references to spatial data and computer mapping available from various Federal, State and Local gov-
rement agencies and the private sector. Federal and international coverage included.

Various computer hardware, such as ATARI, APPLE, KAYPRO, IBM Directories of Software.

Review literature on specific programs and applications are available, for the commercial products the reviews are found in journals, analogous to how book reviews are found. There are, however, limited resources to the indexing of such reviews. For educational software, Software Reviews on File (Facts on File, monthly) handles more common software packages.

PARTIAL LIST OF SOFTWARE PRODUCERS
George F. Cram Co., Inc.
301 S. LaSalle St.
Indianapolis, IN 46206

The American Geographical Society
156 Fifth Avenue, Suite 600
New York, NY 10010

National Geographic Society
17th & K Streets, NW
Washington, DC 20036

ComGrafix, Inc.
300 S. Garden Ave.
Clearwater, FL 33516

U.S. Geological Survey
790 National Center
Reston, VA 22092

ERDAS, Inc.
430 Tenth St., NW, Suite N206
Atlanta, GA 30318

Tektronix, Inc.
Irvine, CA 92715

ESRI
380 New York St.
Redlands, CA 92373

GIMMS Inc.
431 Clark St.
South Orange, NJ 07079

Nunonics Corp.
101 Commerce Dr.
Mongomeryville, PA 18936

EOSAT
4300 Forbes Blvd.
Lanham, MD 20706

Raven Maps and Images
34 North Central
Medford, OR 97501

UNIRAS, Inc.
23801 Calabasas Rd., Suite 2500
Calabasas, CA 91302

DeLorme Global Mapping & Navigation Systems
Lower Main St., P.O. Box 298
Freeport, ME 04032

Julia M. Gelfand, Reference Librarian and Bibliographer, University of California, Irvine.
Survey of Map Library Outreach and User Education

by

Susanne Villar

As a Government Documents and Map Librarian for the past three and a half years, I have been influenced by two factors which prompted the development of this survey: (1) the increased efforts by the U.S. Geological Survey and the U.S. Government Printing Office to promote their products, and (2) the research of Peter Hernon and Charles McClure about the quality of various types of library service. At a practical level, I also wanted a collection of map library brochures to provide ideas for the design of an information sheet for my own map library.

To increase its revenues for mapping products, the U.S.G.S. has provided expanded price lists, revised catalogs, newsletters, posters, pamphlets, beautiful color brochures, magazine ads, camera-ready public service announcements for local publicity, and even a toll-free information telephone number to Reston, Virginia. Effective liaison with library associations, increased numbers of National Cartographic Information Center state affiliates, and workshops to explain the functions of these affiliates to local librarians are further manifestations of the Survey's active role in the promotion of its mapping products and its encouragement of quality library service for maps. Likewise, the U.S. Superintendent of Documents has made parallel efforts to increase the use of depository libraries (as well as increase the sale of documents through U.S. Government Bookstores and direct sales) by its public service announcements, price lists, publications brochures, posters, bumper stickers, and encouragement of local public relations through its Administrative Notes.

Usage of library materials and quality of library service have been two prominent themes of the research by Peter Hernon and Charles McClure. My first exposure to their work, the book, Improving the Quality of Reference Service for Government Publications, was about unobtrusive testing of Government Documents librarians in academic libraries in the Northeast and Southwest United States. The conclusions angered me because their flawed definition of "correct answer" (for an academic library) so skewed the statistics as to produce a sensational negative picture of government documents reference service that even I, as a new documents librarian, could recognize as inaccurate.

The book included remedies for improvement, however, and enough grains of truth to stir librarians to increased efforts at self-evaluation. State, regional, and national library associations continued to provide information updates and opportunities for the improvement of librarians' skills, but perhaps with greater urgency. After the recent study of law school library service, it is probably only a matter of time before some person or group will evaluate the "quality of map reference service" with unobtrusive testing, a la Hernon and McClure, to shock map librarians out of any complacency. Three years after reading the Hernon and McClure book, I still am quite conscious of the accuracy with which I respond to each map or documents inquiry, whether I provide useful referrals if I cannot find the answer, and whether I have provided quality service.

With maps, however, the goal of providing "quality service" goes beyond reference service. It has been my experience that without some introduction in the form of "user aids", map library orientation, or personalized reference service, few persons in the general public and even few geology and geography students are aware of the variety of types and scales of maps available or of the specialized map indexes and bibliographies. People see closed map cabinets and closed vertical file drawers when they walk into a map room. Folded maps in envelopes may be shelved separately, away from the main collection, as atlases may be. How can people know about new and useful maps without displays, occasional "new acquisitions" lists, reports in some newsletter or media source, or prominent display of U.S.G.S., U.S. Government Printing Office, and Canada Map Office publication lists and indexes?

These simultaneous proddings for more publicity about map availability and, by implication, better service for the map products already in libraries,
aroused my curiosity about the extent of local map library outreach and user education. (Being a neophyte, I had to leave the evaluation of "quality of service" to the experts). Since I also wanted to design an information sheet for my own map library, I decided to develop a short survey and to ask for sample brochures, acquisitions lists, bibliographies, public service announcements, and bookmarks which would provide examples for me and which would make a useful display at the 20th Anniversary Meeting of WAML in Reno.4

THE SURVEY
The mailing list for the survey, derived from Map Collections in the United States and Canada, 4th edition, and Guide to U.S. Map Resources; included state, historical society, museum, archive, public, college, and university libraries in the two provinces and thirteen western states making up the "principal region" of the Western Association of Map Libraries. To include both large and small collections, multiple surveys were sent to systems which had more than one departmental library with sizable map holdings. For example, four surveys were sent to individual libraries at the University of California at Berkeley and two to Denver Public Library. Excluded from the list were the sales and information offices of the U.S. Geological Survey, the state and federal offices of the Department of Natural Resources, and the state Department of Mines, Department of Public Works, and the State Lands Commission. I also eliminated private corporation libraries and those public libraries in California which had failed to provide information for the Guide to U.S. Map Resources or which indicated only a very small amount of map use in a year.

With no follow up mailing beyond the original survey, the response rate for all surveyed libraries averaged 57%, with a high of 63% for the group of historical society, museum, and archive libraries and a low of 43% for public libraries.

PROBLEMS WITH THE DATA
The results of the survey must be interpreted as giving only a generalized picture of the outreach and user education efforts of WAML-area libraries, for the actual situation might be shown to be better, or perhaps worse, if one knew the state of affairs in the "half" of the libraries which chose not to respond. For my part, I probably should have limited distribution of the survey to the smaller group of libraries which had indicated a good amount of map reference service in a year. Several public and museum libraries failed to consider themselves "map libraries" and found the questionnaire irrelevant.

<table>
<thead>
<tr>
<th>NUMBER OF SURVEYS MAILED TO PROVINCES AND STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
</tr>
<tr>
<td>British Columbia</td>
</tr>
<tr>
<td>Alaska</td>
</tr>
<tr>
<td>Arizona</td>
</tr>
<tr>
<td>California</td>
</tr>
<tr>
<td>Colorado</td>
</tr>
<tr>
<td>Hawaii</td>
</tr>
<tr>
<td>Idaho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE OF LIBRARY</th>
<th>SURVEYS MAILED</th>
<th>RESPONSES</th>
<th>RATE OF RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>State libraries</td>
<td>8</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Historical society, museum, and archive libraries</td>
<td>30</td>
<td>19</td>
<td>63%</td>
</tr>
<tr>
<td>Public libraries (city &amp;/or county)</td>
<td>44</td>
<td>19</td>
<td>43%</td>
</tr>
<tr>
<td>College &amp; University Libraries (Geoscience/marine specialty)</td>
<td>115</td>
<td>71</td>
<td>62%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>197</td>
<td>113</td>
<td>57%</td>
</tr>
</tbody>
</table>
Another problem was my inability to identify all responding libraries. In an attempt to encourage the largest survey return, I allowed anonymity. About one third of the postpaid envelopes were returned to Ellensburg with no postmarks from their cities of origin and, unless the librarian had given a return address or had enclosed a handout or other material with the library's name, identification of those libraries was impossible. This denied me any efficient means of follow up and precluded any conclusions about the relationship of size of library, number of staff, or U.S. or Canadian depository status to the extent of the library's outreach efforts. Since I did send 35 additional surveys to large libraries out of the WAML area, some of these may have been counted with the WAML group.

There were also problems with question interpretation and either over- or under-representation of efforts. As was inevitable, librarians made interpretations of terms and questions which I could tell were different from my own, such as the meaning of 'map card catalog' and whether 'give-aways of unwanted maps' meant duplicate exchange, passing maps on to the Geography Department, or outright give-aways to patrons. Some librarians failed to restrict their answers to the January-December 1986 year. Perhaps to have more to say, several mentioned programs occurring before 1986, and some included their plans for the future. I know of one library which under-represented its efforts. Thus, the somewhat questionable reliability of self-reported data made possible only rudimentary statistical comparisons.

In this vein, as you review the survey results, you will notice that the number of answers in any category may be either more or fewer than the number of responding libraries. When the number is more, it is because of multiple answers in some categories; when fewer, it either is because libraries sent letters instead of returning the survey, or librarians just did not answer all questions.

Although there are problems with the data, the survey results do give an impression of the differences in amounts and types of outreach performed by various kinds of libraries. Likewise, it is easy to determine which types of outreach efforts librarians perform readily and which types they may consider inappropriate, may postpone, or for which they may have insufficient time or finances. With the self-imposed limit of a one-page survey, I chose not to ask "why" librarians did or did not sponsor more outreach and user education efforts for maps. People gave reasons anyway, reasons which I have included.

### SURVEY RESULTS

#### STATE LIBRARIES (n=4)

1. Descriptions of map library services
   - No description: 3
   - Description in parent library's handbook or guide: 1

2. Displays
   - None: 3
   - In parent library's display area: 1 (1-month display)

3. Publications and mailings
   - None: 4

4. User aids for finding maps
   - Map card catalog: 3
   - Other: Guide sheets for staff paging

5. Tours and lectures
   - None: 4

6. Publicity
   - None: 4

7. Map library contests
   - None: 4

8. Give-aways
   - None: 4

9. General approach to library outreach and user education
   - We actively seek to gain & educate new library users: none
   - We assist users who come to us, but do not go out to drum up more business: 2
   - As free time & staff interest permit, we seek new library users and upgrade library instruction: 1
   - Other: We offer only limited public access to maps:

#### HISTORICAL SOCIETY, MUSEUM, AND ARCHIVE LIBRARIES (n=19)

1. Descriptions of map library services
   - No description: 10
   - Booklet or information sheet: 5
   - Description in parent library's handbook or guide: 4

2. Displays
   - How often changed per year
   - None: 7
   - In map library: 3
   - Near map library: 2
   - In parent library: 4
   - Outside of library: 4

<table>
<thead>
<tr>
<th>How often changed per year</th>
<th>1-2</th>
<th>3-11</th>
<th>12+</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In map library</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Near map library</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>In parent library</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Outside of library</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
3. Publications and mailings

None: 14
New acquisitions lists: 1
Annual report: none
Bibliographies: 1
Other: 1 Sales catalog lists new maps & reproductions for sale.

4. User aids for finding maps

None: 2
Handouts explaining how to find maps, what is in our collection, etc.: 2
Map card catalog: 13
On-line catalog: 1
Other: L.C. cards in main card catalog.
List of contents of map case.
Color-coded U.S.G.S. index maps.
One-time fiche catalog of holdings to 1983.
Drawer labels with geographic area.
Lists: 1

5. Tours and lectures

None: 7
Orientation tours for:
School children: 4
College or university students: 9
Faculty: 1
"Company" personnel: 3
"The public": 5
Other special groups: 8
In-house bibliographic lectures for college or university students: 3
Out-of-library talks:
At professional meetings of map librarians, cartographers, or geographers: 2
At professional meetings of groups other than those mentioned in the question above: 2
To college/university classes: 1
To community groups/clubs: 3
As part of a public lecture series: 2
Personal "salesmanship" to whomever would listen: 2

6. Publicity

None: 7
Articles in:
City or town newspaper: 2
In-house newsletter: 10
Magazine or journal: 3
TV announcement or program: 1
Radio announcement or program: 2

7. Map library contest

None: 19

8. Give-aways

None: 16
Unwanted maps: 2

Other: Sell a Canadian Pacific Railway map.
Trade unwanted maps.

9. General approach to library outreach and user education

We actively seek to gain & educate new library users: 1
We assist users who come to us, but do not go out to drum up more business: 13
As free time & staff interest permit, we seek new library users and upgrade library instruction: 4

PUBLIC LIBRARIES (n=19)

1. Descriptions of map library services

No description: 16
Booklet or information sheet: 2
Description in parent library's handbook or guide: 4

2. Displays  How often changed per year

\[
\begin{array}{ccc}
1:2 & 3:11 & 12+ \\
None: 1 & 1 & 1 \\
In map library: 4 & 1 & 1 \\
In parent library: 2 & 1 & 1 \\
Outside of library: 1 & 1 & 1 \\
\end{array}
\]

3. Publications and mailings

None: 15
New acquisitions lists: 1
Annual report: 1
Bibliographies: 2

4. User aids for finding maps

None: 7
Handouts explaining how to find maps, what is in our collection, etc.: 2
Map card catalog: 6
On-line catalog: 1
Videocassette: 1
Other: U.S.G.S. indexes: 3
State Bureau of Mines lists of publications: 3
Printout from database programmed as catalog.
In-house subject index.
DMA Index, Indexes to nautical & aeronautical charts.
Notebook to deal with typical user problems.
List of single-sheet map holdings of cities and countries of the world & of cities in the U.S. and Canada.

5. Tours and lectures

None: 12
Orientation tours for:
School children: 4
College or university students: 1
"Company" personnel: 3
"The public": 6
Other special groups: 2
Tours advertised: Docent tours
Out-of-library talks:
At professional meeting of map librarians, cartographers, or geographers: 3
At professional meetings of groups other than those mentioned in the question above: 1
To community groups/clubs: 3
Personal "salesmanship" to whomever would listen: 3

6. Publicity
None: 15
Articles in:
City or town newspaper: 3
In-house newsletter: 2
Magazine or journal article: 2
Other: videocassette

7. Map library contest
None: 19

8. Give-aways
None: 13
Unwanted maps: 3
Aerial and satellite photography order forms: 2
Bookmarks: 1
Other: State highway maps: 2
GPO leaflets and bookmarks: 1

9. General approach to library outreach and user education
We actively seek to gain and educate new library users: 2
We assist users who come to us, but do not go out to drum up business: 7
As free time and staff interest permit, we seek new library users and upgrade library instruction: 3
Other: No effort regarding maps: 1

COLLEGE OR UNIVERSITY LIBRARIES (n=71)
1. Descriptions of map library services
No description: 22
Booklet or information sheet: 33
Description in parent library’s handbook or guide: 28
Other: Bookmark: 2
Description listed as a mission or function of Geography.

2. Displays
How often changed per year
1-2 3-11 monthly 12+
None: 15
In map library: 35 1 13 2 4
Near map library: 21 6 9 3
In parent library: 15 9 2 1
Outside of library: 4 1 1 1

3. Publications and mailings
None: 40
New acquisitions lists: 18
Annual report: 6
Exhibit catalogs: 2
Bibliographies: 7

Other: Map Catalog Index (fiche) sent to very small mailing list.
Map News Monthly.

4. User aids for finding maps
None: 12
Handouts explaining how to find maps, what is in our collection, etc.: 24
Posters: 6
Map card catalog: 40
On-line catalog: 11
COM catalog: 2
Slide show: 1
Video cassette: 1
Other: Map Catalog index (fiche). LC Classification used with indexing terms from our own thesaurus.
Cards in main catalog.
Printout from a locally designed map bibliographic database.
Locally produced geologic map indexes.
Map of the Map Room, showing locations of U.S.G.S. series.
Floor plan location diagram by call number.

5. Tours and lectures
None: 11
Orientation tours for:
School children: 16
College and university students: 52
Faculty: 19
"Company" personnel: 8
"The public": 12
Other: 15
In-house bibliographic lectures for college or university students: 31

Out-of-library talks:
At professional meetings of map librarians, cartographers, or geographers: 12
At professional meetings of groups other than those mentioned in the question above: 12
In elementary or secondary schools: 2
To college/university classes: 11
To community groups/clubs: 8
As part of a public lecture series: 1
Personal "salesmanship" to whomever would listen: 8
Other: In reference class taught for benefit of librarians & other interested parties.

6. Publicity
None: 35
Articles in:
City or town newspaper: 10
Campus newspaper: 16
In-house newsletter: 12
Magazine or journal articles: 11
TV announcements or programs: 2
Radio announcements or programs: 4
7. Map library contest
None: 71

8. Give-aways
None: 33
Unwanted maps: 28
Aerial & satellite photography order forms: 12
Bookmarks: 3
U.S.G.S. booklets: 18

9. General approach to library outreach and user education
We actively seek to gain and educate new library users: 12
We assist users who come to us, but do not go out to
build up more business: 40
As free time and staff interest permit, we seek new
library users and upgrade library instruction: 13

---

**TABLE 3**

**RANKING OF SELECTED TYPES OF OUTREACH AND USER EDUCATION**

<table>
<thead>
<tr>
<th>TYPES OF OUTREACH</th>
<th>NUMBERS OF LIBRARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Libraries (n=4)</td>
</tr>
<tr>
<td>Booklet or information sheet</td>
<td>1</td>
</tr>
<tr>
<td>Description in parent library’s handbook or guide</td>
<td>4</td>
</tr>
<tr>
<td>Handouts explaining how to find maps, what is in the collection, etc.</td>
<td>2</td>
</tr>
<tr>
<td>Articles in campus newsletter</td>
<td>2</td>
</tr>
<tr>
<td>Articles in in-house newsletter</td>
<td>10</td>
</tr>
<tr>
<td>New acquisition lists</td>
<td>1</td>
</tr>
<tr>
<td>Articles in city or town newspapers</td>
<td>2</td>
</tr>
<tr>
<td>Articles in magazines or journals</td>
<td>3</td>
</tr>
<tr>
<td>Bibliographies</td>
<td>1</td>
</tr>
<tr>
<td>Posters</td>
<td>6</td>
</tr>
<tr>
<td>Radio announcement or program</td>
<td>2</td>
</tr>
<tr>
<td>Annual report</td>
<td>2</td>
</tr>
<tr>
<td>Bookmark</td>
<td>1</td>
</tr>
<tr>
<td>TV announcement or program</td>
<td>1</td>
</tr>
<tr>
<td>Exhibit catalogs</td>
<td>1</td>
</tr>
<tr>
<td>Videocassette</td>
<td>1</td>
</tr>
</tbody>
</table>

**ANALYSIS**

When only 15 out of 113 responding librarians (13%) checked the response, "We actively seek to gain and educate new library users", when 21 (19%) checked, "as free time and staff interest permit, we seek new library users and upgrade library instruction", and when 62 (55%) indicated, "We assist users who come to us, but do not go out to drum up more business", one must conclude that there is ample room for expanded efforts in map library outreach and user education. At present, college and university libraries provide the most and most varied out-reach and user education, while state libraries provide the least. No library conducted a map library contest, an idea from the Free Library of Philadelphia. Although it may be reasonable for so few libraries to have slide shows, videocassettes, exhibit catalogs, and distributed annual reports, I was surprised to learn that only 4% reported having a map library bookmark, only 6% use map-related posters, and only 8% produced bibliographies. Map libraries produced a moderate
amount of publicity through articles: 21% in house newsletters, 14% in campus newsletters, 13% in city or town newspapers, and 13% in magazine or journal articles. Just 5% used radio announcements or programs and 3% used TV announcements or programs.

One of the easiest ways to inform patrons of interesting and useful new purchases, gifts, or depository items is by producing “new acquisitions” lists. Overall, 18% of these libraries produced such lists. However, no state libraries, only one public library, and only one of the group of reporting historical society, museum, and archive libraries distributed such lists. Handouts, explaining how to find maps or explaining what is in the collection, are most prevalent in college and university libraries. Thirty-four percent of academic libraries had them. Only 2 out of the group of historical society, museum, and archive libraries and only 2 public libraries had handouts. About one third of all libraries had map services mentioned in the parent library’s handbook or guide, while 35% had a booklet or information sheet specifically for the map library or collection. Again, however, state, public, and the group of historical society, museum, and archive libraries were proportionately underrepresented.

**OUTREACH AND USER EDUCATION NOT DONE**

One way of analyzing the total picture is to see which kinds of outreach and user education activities were not being performed by the four types of libraries. Table 4 summarizes the results.

| TABLE 4  |
|-----------------|-----------|-----------|-----------------|
| **KINDS OF OUTREACH AND USER EDUCATION NOT DONE** | **NUMBERS OF LIBRARIES** | |
| **TYPE** | **STATE LIBRARIES** (n=4) | **HISTORICAL SOCIETY, MUSEUM, & ARCHIVE LIBRARIES** (n=19) | **PUBLIC LIBRARIES** (n=19) | **COLLEGE & UNIVERSITY LIBRARIES** (n=71) |
| No description of map library services | 3 (75%) | 10 (53%) | 16 (84%) | 22 (31%) |
| No displays | 3 (75%) | 7 (37%) | 7 (37%) | 15 (21%) |
| No publication or mailings | 4 (100%) | 14 (74%) | 15 (79%) | 40 (56%) |
| No user aids for finding maps | 2 (11%) | 7 (37%) | 7 (37%) | 12 (17%) |
| No tours or lectures | 4 (100%) | 7 (37%) | 12 (63%) | 11 (15%) |
| No publicity | 4 (100%) | 7 (37%) | 15 (79%) | 35 (49%) |
| No give-aways | 4 (100%) | 16 (84%) | 13 (68%) | 33 (46%) |

**REASONS FOR NOT DOING MORE**

Although they were not asked why they did or did not sponsor more outreach and user education efforts for maps, some librarians volunteered their reasons. Small size of the staff, multiple assignments for the person in charge of maps, (such as Archives and Reference), lack of funding, and dispersal of maps and atlases were some of these reasons. Others were the small size of the collection, lack of space, or a low priority for map reference service because of lack of demand. One librarian admitted that the map library did not advertise services because of the fear of being so overwhelmed by patrons that the library could not meet its “own needs”. Another map library encouraged only “serious users”, perhaps implying a small staff or perhaps implying that its main function was preservation of maps for researchers.

**IMPORTANCE OF USER EDUCATION AND LIBRARY OUTREACH**

Most libraries with map collections are not exclusive
archives, however, and should assume responsibility for informing their public of the kinds of mapping products they maintain. The importance of user education is acknowledged by the placement of “bibliographic instruction, and promotional activity” directly after “reference service” in Standard A.1 of the Special Libraries Association Geography and Map Division’s “Standards for University Map Collections”, just published in June, 1987, SLA G&M D Bulletin. The standard for bibliographic instruction and library promotion is as follows:

The university map collection shall provide bibliographic instruction in the nature of cartographic items, the elements of cartographic research, and the organization, arrangement, and use of its materials. Instruction may range from general orientations to detailed subject related lectures. Cartographic resources are interdisciplinary in nature and lend themselves to both topical and regional bibliographic instruction. The goal of such instruction shall be to increase users’ awareness and ability to utilize cartographic resources relevant to their interests.

Promotion of the map collection shall be through publications, presentations, and exhibits. While reference and instructional services facilitate structured contacts between librarians and users, promotional activities educate and inform individuals who may not be aware of the availability and value of cartographic materials. Collection guides, acquisitions lists, cartobibliographies, exhibits, and programs provide information about the collection and highlight cartographic materials.

Tours and lectures make sense only when patrons can be grouped for a common purpose, but librarians should use ingenuity to provide their intended patrons with the most effective user education and outreach they can in terms of time, space available, and financial resources. Rare, fragile, and heavily used local materials can be photocopied, photographed, protected by Mylar, or given restricted access as a means of preservation. Part of “user education” can be a display, signs, or personalized instruction in the proper handling of map materials.

EFFECTIVE USER EDUCATION AND OUTREACH EFFORTS
The following were WAML-area librarians’ most effective efforts in 1986:

USER EDUCATION
“Most of our deliberate formal attempts to promote map use have not done so. Much as I feel that it is desirable to make the user public at large aware of maps, what I find is often more effective is to emphasize personalized reference service. Provide the casual map user with the most suitable maps for their purpose and try to broaden their cartographic horizons. They’ll be back and they’ll tell their friends or classmates.”

3-credit class in map reading through University Extension, taught by librarian.

Finding aids; handouts explaining how to find maps when the area is not staffed.

Bibliographic instruction in connection with English Department advanced writing classes.

Lectures to Library School students and genealogy groups.

Instruction to students in the use of topographic maps.

Geography lectures to geography classes.

OUTREACH
Microfilming of the Sanborn Fire Insurance Maps in the library’s holdings.

Public lectures.

Exhibits in new history museum.

System-wide staff orientation program.

Reach new faculty with cartographic or geographic interest.

We integrate map publicity into the government documents instructional and exhibit program; while working at documents and reference desk, we get the most new users by referral.

Mention topo and road maps during fall orientation.

Tours conducted by docents.

Acquisition list; announcement about our Canon 18- and 24-inch copier.

Academic contacts to develop map programs which supplement, parallel and support specific classes.

A grant request to preserve thesis maps, well publicized.
Outreach to rural libraries.

When groups of rural students visit (usually high schoolers looking into the campus as their possible future home) our finding maps of their villages is always popular.

Giving away unwanted maps.

Announcements of major acquisitions, and major displays in Special Collections Exhibit Room.

Talks before community groups.

Announcement (in city newspaper and campus newspaper) of becoming a state affiliate of NCLIC (National Cartographic Information Center).

MOST EFFECTIVE DISPLAYS

Gold rush maps.

Early history of the region.

Early Japanese maps.

Seasonal themes, such as “Skiing” after Thanksgiving.

Maps supporting Sunday newspaper travel section.

Local maps.

France — yesterday and today.

U.S.G.S. traveling exhibits.

News items & accompanying maps.

National Film Board of Canada panorama.

Raised relief maps and topo maps.

Satellite imagery.

Peters projection equal area map.

EASY WAYS TO DO MORE

After making sure that the map reference service is as friendly, helpful, and accurate as possible, there are several very easy means by which any librarian can improve outreach and user education:

PERSONAL SALESMAINSHP OR LIAISON

While “personal salesmanship to whomever would listen” may be extreme, a “word” or written message about a specific map, book, or document, information about types of material which may be helpful, or an invitation for a class or group lecture may be the easiest and most effective means of “outreach”.

DISPLAY A FEW MAPS

Surely there must be some space in the library to hang one or two flat maps or display folded travel brochures, road, or national forest maps.

INITIATE TOURS

Initiate and announce tours, or make sure that maps are mentioned in the general tours given at the beginning of the school year or for the parent library.

PRODUCE A HANDOUT

Produce some kind of printed description of map availability, if only a bookmark with hours, etc., or a photocopied handout. You can get plenty of good ideas from materials borrowed from LOEX. The address is in Reference #5 below.

For other very practical suggestions on improving outreach and map user education, find and reread these sources:


REFERENCES

1. 1-800-USA MAPS


4. My thanks go to Thomas Yeh, Bob Bjoring, Steve Hiller, Mary Larsgaard, Larry Cruse, and Peter Stark for comments on the format of the survey.
5. Photocopies of these brochures, bibliographies, etc. are available from LOEX at the following:
   Teresa Mensching, Director, LOEX Clearinghouse, National Library Orientation-Instruction Exchange, Eastern Michigan University Library, Ypsilanti, MI 48197.


**APPENDIX A**

**Survey of Map Library Outreach and User Education — January–December 1986**

<table>
<thead>
<tr>
<th>TYPE OF MAP LIBRARY:</th>
<th>Public</th>
<th>College or University</th>
<th>Other: ____________</th>
</tr>
</thead>
</table>

1. **DESCRIPTIONS OF MAP LIBRARY SERVICES:**
   - Booklet or information sheet
   - Description in parent library’s handbook or guide
   - No description

2. **DISPLAYS**
   - Location
     - In map library
     - Near map library
     - In parent library’s display area
     - Exhibit(s) outside of library building
   - How often changed per year
     - 1–2 times
     - 3–11 times
     - Monthly
     - 12+ times
   - Our most effective displays:

3. **PUBLICATIONS AND MAILINGS:**
   - New Acquisitions lists
   - Annual report
   - Exhibit catalogs
   - Bibliographies
   - Other

4. **USER AIDS FOR FINDING MAPS:**
   - Handouts explaining how to find maps, what is in our collection, etc.
   - Posters (LC class numbers for maps, etc.)
   - Subjects(s) or poster(s):
   - Map card catalog(s) What is included?
   - Online catalog
   - What is included?
   - COM catalog
   - What is included?
   - Slide show(s)
   - Topics:
   - Videocassette(s)
   - Topics:
   - Other

5. **TOURS AND LECTURES**
   - Orientation tours for:
     - School children
     - College or university students
     - Faculty
     - "Company" personnel
     - Which tours were advertised
     - "The public"
     - Other special group(s):
   - In-house bibliographic lectures for college or university students
   - Out-of-library talks: At professional meetings(s) of map librarians. To community groups/clubs cartographers, or geographers (talk included at least some description of our library). As part of a public lecture series services or collection
   - At professional meeting(s) of group(s) other than those mentioned in the question above
   - Personal "salesmanship" to whichever would listen
   - In elementary or secondary schools
   - To college/university classes
   - Other:

6. **PUBLICITY:**
   - Article(s) in:
     - City or town newspaper(s)
     - Campus newspaper
     - In-house newsletter
   - TV announcement(s) or program(s)
   - Describe:
   - Other:

7. **MAP LIBRARY CONTEST(S):**
   - Draw a map
   - Other:
8. **GIVE-AWAYS:**
Unwanted maps
U.S.G.S. booklets
Aerial and satellite photography order forms
Bookmarks
Other:

9. **GENERAL APPROACH TO LIBRARY OUTREACH AND USER EDUCATION:**
We actively seek to gain and educate new library users
We assist users who come to us, but do not go out to drum up more business.
As free time and staff interest permit, we seek new library users and upgrade library instruction.
Other:

10. **OUR MOST EFFECTIVE OUTREACH EFFORTS HAVE BEEN:**

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**APPENDIX B**

**OUT-OF-AREA COMPARISON**

To compare responses of WAML-area libraries to those of out-of-area U.S. libraries, I mailed 35 additional surveys to the largest state, historical society, public, academic, and geoscience libraries listed on pages xi-xiii of the *Guide to U.S. Map Resources*. The overall survey return was 57%, as shown by Table 5.

**TABLE 5**

**LARGEST OUT-OF-AREA U.S. LIBRARIES**

<table>
<thead>
<tr>
<th>TYPE OF LIBRARY</th>
<th>SURVEYS MAILED</th>
<th>RESPONSES</th>
<th>RATE OF RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>4</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Historical Society</td>
<td>6</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Public</td>
<td>9</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>Academic</td>
<td>8</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Geoscience</td>
<td>8</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>20</td>
<td>57%</td>
</tr>
</tbody>
</table>

The responses of these libraries were identifiable because of their postmark, inclusion of handouts, library letterhead, or the librarian's request for a copy of the preliminary survey results. It is possible, however, that one or more of the out-of-area responses was mailed anonymously and was tallied with the WAML-area libraries.

**OUT-OF-AREA SURVEY RESULTS**

**LARGEST STATE LIBRARIES (n=3)**

1. **Descriptions of map library services**
   - No description: 1
   - Booklet or information sheet: 1
   - Other: Brief description in branch's guide to genealogical resources.

2. **Displays**
   - None: 1
   - In parent library's display area: 2
     (changed 1-2 times per year)

3. **Publications and mailings**
   - New acquisitions lists: 2
   - Annual report: 1
   - Other: State produced maps in CHECKLIST.

---

4. User aids for finding maps
   - Map card catalog: 3
   - On-line catalog: 2

5. **Tours and lectures**
   - Orientation tours for: School children: 1
   - "Company" personnel: 2
   - "The public": 2
   - Other: Genealogists: 1
   - Out-of-library talks: At professional meetings of map librarians, cartographers, or geographers: 2
   - Personal "salesmanship" to whomever would listen: 1

6. **Publicity**
   - None: 1
   - Articles in: In-house newsletter: 2
   - Magazine or journal: 1
   - Other: Publication of map facsimile folio with
7. Give-aways
   None: 1
   Unwanted maps: 2
   Other: Illinois county outline maps.

8. General approach to library outreach and user education
   We assist users who come to us, but do not go out to drum up more business: 3

LARGEST HISTORICAL SOCIETY LIBRARIES (n=3)
1. Descriptions of map library services
   No description: 1
   Description in parent library’s handbook or guide: 2

2. Displays
   None: 2
   In parent library: 1
      (changed 1-2 times per year)

3. Publications and mailings
   None: 2
   Annual report: 1

4. User aids for finding maps
   Handouts explaining how to find maps, what is in our collection, etc.: 1
   Map card catalog: 2
   On-line catalog: 1
   Other: Book of photocopies of frequently requested maps.

5. Tours and lectures
   None: 2
   Orientation tours for:
      School children: 1
      College or university students: 1
      “The public”: 1
   In-house bibliographic lectures for college or university students: 1

6. Publicity
   None: 1
   Articles in:
      Magazine or journal: 2

7. Give-aways
   None: 3

8. General approach to library outreach and user education
   We assist users who come to us, but do not go out to drum up more business: 3
   Comment: Collection is uncataloged and poorly sorted. As a consequence, we avoid outreach.

LARGEST PUBLIC LIBRARIES (n=5)
1. Descriptions of map library services
   Booklet or information sheet: 2
   Description in parent library’s handbook or guide: 2
   Other: Listed in materials selection policy.

2. Displays How often changed per year
   1-2 2-11 12+
   None: 1
   In map library: 3 1 1
   In parent library: 2
      (Maps in the news)

3. Publications and mailings
   None: 3
   Other: lists of map dealers in the metropolitan area.

4. User aids for finding maps
   Map card catalog: 3 (1 not open to the public)
   On-line catalog: 2

5. Tours and lectures
   None: 1
   Orientation tours for:
      School children: 1
      College or university students: 3
      “The public”: 1
      Other: Army Reserve unit.
         Genealogy groups.
         Friends of the Library.
   Out-of-library talks:
      To college/university classes: 1
      To community groups/clubs: 1
      Personal “salesmanship” to whomever would listen: 1

6. Publicity
   None: 3
   Articles in:
      City or town newspaper: 1
      In-house newsletter: 1
      Magazine or journal article

7. Give-aways
   None: 2
   Unwanted maps: 1
   Map dealer lists: 1

8. General approach to library outreach and user education
   We actively seek to gain and educate new library users: 1
   We assist users who come to us, but do not go out to drum up business: 1
   As free time and staff interest permit, we seek new library users and upgrade library instruction: 1
LARGEST ACADEMIC AND GEOSCIENCE LIBRARIES (n=9)

1. Descriptions of map library services
   No description: 4
   Booklet or information sheet: 5
   Description in parent library’s handbook or guide: 2
   Other: Mentioned in University catalog and guide to Graduate School of Geography.

2. Displays
   How often changed per year
   None: 2
   1-2: 1
   3-11: 1
   monthly: 2
   12+: 1
   In map library: 2
   near map library: 2
   In parent library: 2
   Outside of library: 1 (at local art museum)

3. Publications and mailings
   None: 6
   New acquisitions lists: 3
   Annual report: 1
   Bibliographies: 2
   Other: Brochures on specific topics, i.e. Map Library resources about Africa.

4. User aids
   None: 1
   Handouts explaining how to find maps, what is in our collection, etc.: 4
   Posters: 1
   Map card catalog: 5
   On-line catalog: 1
   Slide show: 1 (of the map library)
   Other: Printed catalogs of parts of the collection (Chicago maps, Soviet maps, new maps); material in these catalogs in electronic format; may be searched by keywords; we print copies of these catalogs on demand, but charge $5.00 to non-university users.

5. Tours and lectures
   None: 1
   Orientation tours for:
   School children: 4
   College and university students: 7
   Faculty: 5
   “Company” personnel: 1
   “The public”: 2
   Other: Scientific association, realtors.
   In-house bibliographic lectures : 3
   Out-of-library talks:
   At professional meetings of map librarians, cartographers, or geographers: 4
   At professional meetings of groups other than those mentioned in the question above: 2
   In elementary or secondary schools: 2
   To college/university classes: 4
   To community groups: 3
   As part of a public lecture series: 1
   Personal “salesmanship” to whomever would listen: 4
   Other: 1

6. Publicity
   None: 3
   Articles in:
   City or town newspaper: 2
   Campus newspaper: 5
   In-house newsletter: 2
   Magazine or journal: 2
   TV announcements: 1
   Radio announcements or programs: 4
   Other: Alumni news.

7. Give-aways
   Unwanted maps: 8
   Aerial & satellite photography order forms: 2
   Bookmarks: 1
   Other: State highway maps: 2
   Books: 1
   Tea: 1

8. General approach to library outreach and user education
   We actively seek to gain and educate new library users: 2
   We assist users who come to us, but do not go out to drum up more business: 5
   As free time & staff interest permit, we seek new library users & upgrade library instruction: 1

EFFECTIVE USER EDUCATION AND OUTREACH EFFORTS
The following efforts were judged most effective by responding librarians out of the WAML-area:

USER EDUCATION
“Hands-on” workshop for Urban Studies students from the local State University relating to the use of plot and insurance maps.

Illustrated talks for local genealogy groups relating to the use of maps in family history.

Prepared slide talk on map reading for various clubs, organizations, etc. (cross-country ski clubs, hiking clubs).

Purchase of various geographic aids and teaching devices.

OUTREACH
Dedication to good public service — to try not to let any reader go away unhelped or without a referral
or promise to contact them.

Personal contact with university classes and professional users.

Letters to local geography professors suggesting class tours, etc.

The distribution of the map library brochure.

Grant to produce a video-cassette on the cartographic history of Michigan.

Map facsimile publication.

Annual tours for new students.

Closer contact with area map libraries and librarians.

Friends of Map Division group.

Active assistance in research projects and the word of mouth publicity this has generated.

Newspaper features, class lectures, displays, faculty mailings, i.e. 2-sided letter on resources for a particular department and request for purchase suggestions. Active collective development program where we are interviewing all the faculty and creating profiles. All bibliographers ask questions about map use and all relevant faculty profiles are referred to the map librarian for follow-up interviews.

MOST EFFECTIVE DISPLAYS

Bulletin board — atlas covers, announcements, newspaper articles of a geographic interest.

Cartographic curiosities.

Display of facsimile maps.

Florida hurricanes in maps and imagery.

Maps, the spice of life (early exploration for spices).

Susanne Villar, was, until Sept. 30, the Documents Librarian (in charge of Government Publications/Maps/Microforms) at Central Washington University, Ellensburg, Washington. [If you have questions or comments about her survey, she may be reached at 34 Terrace View, Lebanon, NH 03766.]

Steve Hiller

A thought provoking view of the State of Map Librarianship
Mainstreaming of Map Libraries: Twenty Years of Integration Within Academic Research Libraries

by

Steve Hiller

During the past twenty years, map collections in American academic research libraries have accelerated the move away from departmental and specialized units to collections which are much more compatible with the processing and public service activities of academic libraries. The increased use of standardized cataloging and classification systems, as well as the adoption of more uniform circulation, collection development and reference policies have worked to better integrate map collections within their libraries. These changes have enabled map collections to operate more effectively and visibly within their institutional environment and brought them into the mainstream of the library world.

Introduction

During the past twenty years, map collections in American academic research libraries have moved cautiously into the mainstream of academic librarianship. Map collections are moving away from the concept of a uniquely specialized collection to collections whose bibliographic access and control, collection development, and user services are more closely integrated with similar activities in the library. While the focus of this paper is on map collections in large academic research libraries (specifically members of the Association of Research Libraries - ARL), similar changes have taken place in map collections located in smaller academic libraries. I believe that closer integration of map collection activities, with those of their parent libraries strengthens map libraries, the academic libraries in which they operate, and the profession of map librarianship. Mainstreaming contributes significantly to the long-term viability of cartographic materials in libraries.

There is no question that map collections and map librarianship are far stronger today than twenty years ago. Collection size and types of materials have grown substantially, staffing levels are generally higher, overall budgetary support for acquisitions is greater, visibility within libraries is higher, and professionally we have matured as a group. The close association with geography and/or earth science departments has loosened and, most map collections have moved out of academic departments and into the library. Our user base is much more diversified and represents a broader-cross section of the campus and local community.

The changes that have taken place in map libraries and map librarianship cannot be separated from the forces brought by technology and standardization which have affected all libraries. These centrifugal changes have not occurred evenly among academic map collections and some of the largest collections have found it advantageous to maintain a more separate identity. Overall, the movement towards closer integration with mainstream library activities has accelerated in recent years as the cumulative impact of technological change tends to standardize library operations.

As in any overview, this paper will be somewhat generalized. It is based on my own insights, published information, including the two map collection surveys done several years ago by ALA MAGERT and SLA G&MD, and the results of a brief survey I conducted of 19 map collections located in ARL libraries in the western U.S. for information not found in any published surveys. Map collections in these institutions are representative of those found in American academic research libraries with collections ranging in size from a few thousand sheets to more than half a million, as Table I shows.

I have used the terms map collection or map library to describe the library's collection of maps regardless of whether there is a separate unit or facility specifically designated for maps. Where more than one map collection is associated with an institution, as on several University of California campuses, I have used information on the largest campus collection and did not include data on secondary collections.

This paper focuses on the changes which have taken place during this period in the crucial areas of bibliographic control and access, collection development, user services, and professional development.
BIBLIOGRAPHIC CONTROL AND ACCESS

Providing bibliographic access to library materials is a function central to libraries. The emergence within the past twenty years of standardized map cataloging and classification practices, the growth of nationwide bibliographic data bases such as OCLC and RLIN, and the rapid development of local online public access catalogs have contributed significantly to the mainstreaming of map libraries over the past twenty years. Indeed, the technological revolution in libraries has achieved its greatest success in the area of bibliographic control.

Mary Larsgaard, in *Map Librarianship* (both editions), provides an excellent overview of the changes in map cataloging which have occurred over the past twenty years. In the 1960s there was little consensus on the proper format for map cataloging or the best method of classification, and there were many efforts made to develop systems which addressed the uniquely geographic nature of maps. The literature of this period is filled with an array of different schemes concerned with map cataloging, classification, and indexing at a number of collections, some using the emerging power of computers. There was a general consensus among map librarians of that period that cataloging according to *The Rules for Descriptive Cataloging* (1949), and later *The Anglo American Cataloging Rules* (1967), was not appropriate or adequate for maps. A significant number of collections, including some of the largest, did no cataloging and relied on a geographic arrangement of material (usually according to LC classification) for access.

With each collection going its own direction, the result, as Mary Larsgaard pointed out, was a bewildering hodgepodge of systems which were not well documented or understood within the library and likely to be changed by the next person in charge of the collection. There was no compatibility with cataloging practices in the rest of the library and bibliographic records for maps could not be integrated with those for mainstream library materials such as books and serials. Unfortunately, it seems as though most cataloging departments contributed to the problem by refusing to become involved in map cataloging - they were content to have the map collection deal with a format they did not understand. Without maps represented in the central catalog library patrons were the losers. For users to find maps, they first needed to know that a map collection existed, locate the collection, and then determine whether the map or area they were interested in was available. Problems in local bibliographic control and access made resource sharing very difficult.

The move toward standardized cataloging has been technology driven and affected libraries as a whole, including map collections. In chronological order, these developments included implementation of the MARC format for maps, the rise of shared cataloging utilities such as OCLC; changes in map cataloging practices related to AACR2 and *Cartographic Materials: A Manual of Interpretation*; and, finally, the recent development of local online public access catalogs.

The Library of Congress started work on developing a machine readable cataloging (MARC) format in the mid-1960s. This MARC format would lead to a more truly international standard for automated cataloging and transfer of this information to machines capable of processing computer data. The MARC format for maps was first published in 1971 through the efforts of Dave Carrington and Betsy Mangan at the Library of Congress. For the next few years, MARC maps was used primarily by LC but its real significance to map libraries would come several years later with the rise of bibliographic utilities which would process LC MARC and make it available to members as well as accepting member input of MARC format records. Development of the MARC map format began with a grant from the Council of Library Resources to the Library of Congress and was specifically designated for single sheet maps. LC did not address the issue of large multiple sheet sets until much later and MARC is a format still best suited to the cataloging of individual items. As a recent article by Healey and Morris notes, MARC was not designed to handle material requiring several levels of cataloging, cross-referencing with non-bibliographic data, searching involving mathematic operations and interfacing with other non-bibliographic computer packages. MARC was designed for cataloging, not access, and there are significant limitations for access.

The adoption of the MARC format made it possible for bibliographic utilities or networks to develop using large computers. In the early 1970s, OCLC rapidly moved from an Ohio consortium processing LC MARC records to a national shared cataloging network with thousands of participating members. OCLC revolutionized cataloging in libraries by not only automating much of the cataloging process but also by significantly reducing the amount of original cataloging which needed to be done. As the database grew in size, the concept of shared cataloging through
member input achieved greater significance. Indeed, the benefits of shared cataloging (and shared access) were so significant that the U.S. Department of Education awarded a substantial number of grants to research libraries (through Title II-C) to convert records into machine readable format and input them to OCLC or other utilities. The MARC map format was first made available on OCLC in the fall of 1976, and the LC MARC map tapes were finally loaded three years later in late 1979. The benefits to OCLC users were not only in lower cataloging costs. As early as 1976, Dave Cobb noted not only the advantages of cataloging maps on OCLC, but also the important implications for collection development, reference and resource sharing using a system combining LC records with member contributed input.

The number of MARC map records on OCLC has increased steadily since that time. As Table 2 shows, by June 30, 1982, the number of map records exceeded 100,000.

### TABLE I

<table>
<thead>
<tr>
<th>SIZE OF MAP COLLECTIONS IN WESTERN ARL LIBRARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF MAPS</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Less than 49,999</td>
</tr>
<tr>
<td>50,000 — 99,999</td>
</tr>
<tr>
<td>100,000 — 149,999</td>
</tr>
<tr>
<td>150,000 — 199,999</td>
</tr>
<tr>
<td>200,000 — 299,999</td>
</tr>
<tr>
<td>More than 300,000</td>
</tr>
</tbody>
</table>


### TABLE II

<table>
<thead>
<tr>
<th>NUMBER OF MAP RECORDS ON OCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: OCLC Inc.</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>LC MARC II</td>
</tr>
<tr>
<td>PARTICIPANT INPUT</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

However, in contrast to other material formats on OCLC, the overwhelming majority of records were LC contributed (71%) indicating that few libraries were cataloging maps. Five years later, the number of maps on OCLC had grown to more than 191,000, with the proportion of LC contributed records now reduced to 55%. Only 39% of the 90,000 records contributed during this five year period came from LC signifying that more libraries, including those at academic institutions as well as federal agencies, are now involved in map cataloging on OCLC. The OCLC database was further enriched with the award of a Title II-C grant to the University of Illinois for retrospective conversion of the map library records. Illinois provided original input for more than 10,000 records in the period from December 1984 through June 30, 1987. The Illinois project made an important contribution by cataloging a number of large multiple-sheet sets which LC had never converted. The other networks eventually followed OCLC with their maps format. The Research Libraries Information Network (RLIN) established one in 1979 and currently has 118,000 map records. The Western Library Network (WLN) finally put their maps format up in 1987.
Still, only seven of the ARL libraries in the West catalog their maps on either OCLC or RLIN, although several have started in the past few years. As the database continues to grow, the prospects of finding maps on OCLC or RLIN continues to increase. At the University of Washington, a map retrospective conversion project started September, 1986, using existing staff. During the first year, 6118 titles were searched and 3486 were found on OCLC, for a hit rate of 57%. The hit rate increases substantially, to nearly 70%, when maps of the Pacific Northwest are removed. Recon has proven to be a viable method for the University of Washington to utilize MARC records for its online public access catalog. It is anticipated that when the Libraries' online catalog comes up in late 1987 there will be increased demand for maps. Already, interlibrary loan requests for maps have increased substantially compared to the same period last year.

The revision of Anglo-American Cataloging Rules in 1978 and the publication of Cartographic Materials in 1982 played a significant role in extending standardized bibliographic control over maps. Chapter 3 in AACR2 was a significant expansion and improvement over the chapter on maps, atlases etc., in AACR1. More importantly, AACR2 emphasized the need to catalog all materials regardless of format. Cartographic Materials, not only expanded and clarified the chapter in AACR2, but provided volumes of examples and formalized the rule change in 1981 which made it possible once again to use corporate author as main entry for maps. It is interesting to note that Cartographic Materials was one of the best selling books published by ALA in 1982-83, indicating that interest in map cataloging extended beyond map libraries.

The rapid acceptance and installation of online public access catalogs in the 1980s have given map collections another opportunity to be represented in the library’s main bibliographic holdings. While computerized catalogs have been around for more than twenty years, the past five years have seen the development and installation of turnkey interactive online public access catalogs based primarily on the MARC format or other computer compatible format. Online public access catalogs can provide bibliographic access to all materials in the collection in several different ways. Libraries can take a MARC record, usually from one of the bibliographic utilities, such as OCLC or RLIN, and load the tapes directly on their own system. Bibliographic records can also be input directly into local systems, either in a MARC format or by defining which features you may want represented (either minimal level or non-standard cataloging) enabling libraries to bypass the networks and network standards. On some systems, it is also possible to create separate indexes so that users are able to choose which format or collections they wish to search. In any event, access to materials is significantly expanded compared to card catalogs, as most systems use not only the traditional author, title, subject approach but also key word and Boolean searching. These multiple access points effectively remove the limitation of main entry, a concept best understood by catalogers, less so by reference librarians, and not at all by users. Users will be able to find records for cartographic materials by area and subject, the most important element for maps, and, in some systems will be able to search by geographic coordinates and qualify searches by date or scale.

The representation of cartographic materials in the centralized catalog of the library is a target which all map collections should aim for. Eight ARL libraries in the West have some or all of their map holdings represented in the central online or card catalog. The inclusion of map records in the central catalog of these libraries has all taken place since 1980. Placing map records in the central catalog has important public service implications and most collections report a sharp increase in use after this occurred.

Standardized bibliographic control to meet the specifications imposed by the MARC format requires not only a commitment from the map collection but also by the library. It is not an inexpensive process and additional staff will be needed even to add records to the online catalog. Simply put, original cataloging in the MARC format to national standards is expensive. An attractive local alternative is to acquire copy cataloging from a national utility and input minimal level original cataloging on your online system. Bypassing the network does limit resource sharing applications as well as defeating the concept of shared cataloging. However, once maps get into the library's catalog or online system they are there to stay — full members of the library's family of materials. It is interesting to note some of the recent work in Great Britain by Healey and Morris and others where systems are being developed which combine the library standardization features of MARC and AACR2 with the flexibility of geographical indexing and graphic display. Systems like these would seem to address both the general needs of academic research libraries and the more unique needs of map collections and map users.
COLLECTION DEVELOPMENT

The collection development activities of map collections have moved significantly closer in concept and execution to those in the rest of the library during the past twenty years. Collections have moved away from dependence on the depository system, received separate budgetary allocations for map acquisitions, acquired a wider variety of formats, and completed collection development statements or the RLG Conspectus along with the other subject or format collections in the library.

Most map collections were built on the depository system. The U.S. Geological Survey provided topographic and geologic maps of the United States; the Army Map Service/Defense Mapping Agency deposited topographic maps of foreign countries, and nautical and aeronautical charts of the world; the U.S. Coast and Geodetic Survey/National Ocean Service provided nautical and aeronautical charts of the U.S.; and the Government Printing Office supplied some miscellaneous maps of the U.S. and some foreign areas. Gazetteers of foreign areas also came free to many libraries. Many collections, especially larger ones, benefited from participation in the Library of Congress summer map processing project where participants were able to select thousands of maps to send back to their institutions. Air photo collections in many libraries were started by donation of superseded USDA aerial photography, especially county projects flown for the Agricultural Stabilization and Conservation Service (ASCS).

While map collections in the fifties and sixties relied heavily on depository material, collection development was not passive. Through the ingenuity and energetic efforts of map librarians, maps were acquired from a variety of sources, often without payment. If a separate budgetary allocation existed for maps, generally it was small. Map collections, like government document collections, were usually perceived by libraries as being able to acquire most of what they needed through deposit or donation.

The concept of a map collection as a room for housing unwieldy sheet maps is being replaced by the notion of a cartographic materials center which includes a variety of formats containing cartographic information. Thirteen of the nineteen collections surveyed in the West also house the major atlas holdings on campus; thirteen also have more than 1000 aerial photographs. Twenty years ago, only five of these collections reported holdings of at least 200 aerial photographs. Fourteen collections contain microforms as well.

Sources for the acquisition of cartographic materials have greatly improved during this period. GeoCenter, in West Germany, has produced an international catalog of mapping (the GeoKatalog) which has especially good coverage of topographic map series. GeoCenter also issues a list three times a year (the Kartenbrief) with newly available maps. GeoCenter, of course, sells maps, and it is convenient to have a large map vendor available. Map dealers in this country have also provided a more comprehensive stock of maps, both foreign and domestic. U.S. Geological Survey Circular 834 lists addresses of national mapping agencies around the world for those who wish to go direct. Janet Allin’s Map Sources Directory is also a very helpful tool. New acquisitions are covered in the bulletins and newsletters of map library organizations and some map libraries. A commercial organization has recently announced its intention to publish a monthly and annual catalog of new mapping.

The majority of academic research libraries today provide a separate budgetary allocation for cartographic materials. Table 3 lists information on the 19 libraries surveyed.

<table>
<thead>
<tr>
<th>Allocation in $</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>No separate allocation</td>
<td>5</td>
</tr>
<tr>
<td>500 - 1999</td>
<td>3</td>
</tr>
<tr>
<td>2000 - 4999</td>
<td>1</td>
</tr>
<tr>
<td>5000 - 9999</td>
<td>5</td>
</tr>
<tr>
<td>10000 - 19999</td>
<td>3</td>
</tr>
<tr>
<td>20000 - 49999</td>
<td>1</td>
</tr>
<tr>
<td>50000+</td>
<td>1</td>
</tr>
</tbody>
</table>
Most collections, including those without a separate allocation, are able to acquire funds from other sources in the library to purchase maps. There is an obvious correlation between size of the collection and budgetary support as the seven collections with more than 150,000 maps all receive greater than $6,000 annually. The availability of this funding has made it possible for map libraries to more aggressively define their collecting patterns and establish collection development priorities. These priorities are often formalized in a collection development policy.

Many academic libraries prepared short collection development policies in the 1960s, but these were generally not detailed and varied considerably from library to library. Some map libraries also wrote abbreviated policies, but two surveys from the early 1970s found that this was not a widespread practice. Alberta Wood (Koerner) noted that only a few libraries out of the thirty she surveyed had policies for maps: Allan Schorr found only six out of forty-five libraries had a collection development policy for maps. These policies were usually unique to the map collection and rarely were they integrated with others in the library.

The development of more standardized analytical tools for library collection development during the first ten years had a significant impact on libraries and map collections. The publication in 1979 of Guidelines for Collection Development by the American Library Association, initiated a round of collection development policy writing in many academic libraries using the outline developed in the Guidelines. For the first time many libraries had standardized collection development policies for most subjects and formats, including maps, represented in the library.

Collecting levels were provided for each policy. The development of the RLG Conspectus in the early 1980s provided a more rigorous breakdown of collecting levels by call number ranges. The Conspectus was completed by all RLG libraries and was adopted by ARL and renamed the National Collections Inventory Project (NCIP). As Table 4 demonstrates, most of the ARL libraries in the West have completed either a standardized collection development policy for maps or the Conspectus.

Several institutions are using the Conspectus as a collection development policy.

Formalized collection development policies and/or Conspectus participation has conferred additional legitimacy on maps as valuable information resources in libraries. They have also served to further cooperative collection development among libraries. As early as 1977, northern campuses of the University of California and Stanford agreed to coordinate some collection development activities for maps. This cooperation has greatly expanded in recent years and now includes all University of California campuses. The WAML Microform Consortium is another example of cooperative collection development.

While many map collections in academic research libraries have funded acquisition programs and completed collection development policies they are still subject to the same pressures on collection development that libraries face. These include failure of funding to keep up with price increases, especially for foreign material, and the need to keep acquiring traditional cartographic materials as well as buying digital cartographic products, data sets, and other new technology items.

USER SERVICES

Most map collections offer an array of user services similar to those of other public service units in the library. These services range from reference to circulation. Brochures or guides to the map collection, which include a description of services, are available from 14 of the 19 libraries surveyed; 12 of these

<table>
<thead>
<tr>
<th>CD Policy/Conspectus for Maps</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>Standardized CD policy</td>
<td>11</td>
</tr>
<tr>
<td>CD Policy unique to maps</td>
<td>2</td>
</tr>
<tr>
<td>Conspectus</td>
<td>12</td>
</tr>
</tbody>
</table>
guides are part of the library's standardized guide series and are often placed in other areas of the library. A recent survey by Susanne Villar noted that most college and university libraries in the West offer orientation or bibliographic instruction for map collection users.

Map collection users are drawn from a diverse campus and off-campus group as surveys by Carlos Hagen, Jean Ray and others have shown. The traditional notion that the map collection is used primarily by geographers is not backed up by these surveys or the situation at most campuses. A library-wide user survey conducted at the University of Washington in 1986 also showed that users of map collection services were similar in status to those of the library as a whole: 10% were faculty and staff; 20% were graduate students; 44% were undergraduates; and 26% were from off-campus.

Published statistical surveys show that the number of users at the nineteen ARL collections range from 40 per month at some smaller collections to 3000 per month at the University of California, Santa Barbara campus. Eight map collections average at least 400 users per month. While the number of users may be relatively small compared to other units in the library, a much higher proportion of users receive some form of reference assistance. Reference statistics from UCLA and the University of Washington reveal that more than 70% of the map collection users are given reference help. As many users are not familiar with cartographic materials, reference service is often complex and lengthy. At the University of Washington, more than 10% of reference questions take longer than five minutes, one of the highest figures in the library system. The Map Collection ranks 7th of 18 branch libraries at the U.W. in the number of reference and information questions answered.

An increasing number of map reference sources published over the past ten years have facilitated reference. As many map questions concern the availability of mapping, the acquisition sources mentioned previously are very helpful. The U.S. Geological Survey has developed a number of indexes to aerial photographs, maps, and place name information which filled a significant gap. Access to OCLC or RLIN terminals has also greatly assisted reference.

Finally, the impressive amount of information published on map libraries and map librarianship over the past ten years provide a solid core of material directly related to user services.

User access to maps in these nineteen libraries ranges from 25 hours per week to more than 100 hours weekly, with maps available in many libraries on evenings or weekends as table 5 shows.

| TABLE 5 |
| USER ACCESS TO MAP COLLECTIONS |
| Hours per week maps available | Number of libraries |
| 25 - 45 | 4 |
| 46 - 65 | 7 |
| 66+ | 8 |

| TABLE 6 |
| MAP COLLECTION CIRCULATION PERIODS |
| Undergraduate Circulation Period | Number of libraries |
| 2 days or less | 4 |
| 7 days | 7 |
| 14 days | 5 |
| 21 - 30 days | 3 |
Generally, those collections housed in separate facilities or rooms are open fewer hours. These collections are usually the larger ones. The number of hours per week that maps are available is not a qualitative measure of service. Indeed, many map collections with fewer hours of opening are better staffed and can offer more in-depth service. However, longer hours do compare favorably to the situation found in many library units, especially branch libraries, where units are often open without professional staffing. The annual use of maps ranges from less than 1000 at smaller collections to more than 50,000 at some larger ones. However, both the number of users and number of items used at some collections are estimates, as statistics are not maintained at all institutions.

Perhaps the most significant change in use can be seen in the circulation of maps which is now offered at most libraries. Twenty years ago, Pat Alonso, in one of the few articles dealing with map circulation, noted that the loan of maps was not recommended because of their use as reference materials and the difficulty of replacing lost maps. Maps are also physically more cumbersome to circulate than other library materials and require tubes and boxes to protect the material which is still more likely to be damaged if circulated. However, a 1980 survey by Cynthia Everett found that 33 of 37 large map libraries allowed maps to leave the building, and Dave Cobb noted that 56% of the academic libraries listed in the Guide to U.S. Map Resources circulate maps. The definition of what constitutes circulation may differ from library to library. The 19 ARL libraries surveyed allow maps to leave the building although some have very restrictive loan periods as shown in Table 6.

Faculty and graduate students enjoy longer loan periods at many libraries - as long as a quarter or semester. Twelve map collections use a standardized loan period consistent with library loan periods at their libraries, and two libraries circulate maps on automated systems. Automated circulation systems usually require the use of standardized loan periods. Photocopy facilities are available in many collections and at least 16 of the 19 map collections surveyed participate in interlibrary loan.

The next step is for map collections to provide real-time user access to cartographic information and materials which are not held on-site. Computer and optical disk technology promise to make this connection possible in the future.

**PROFESSIONAL DEVELOPMENT**

Map librarianship as a profession has shown substantial growth, vigor and maturity during the past twenty years which has contributed to the mainstreaming of map libraries. In 1966, there was but one professional group for North American map librarians, the Geography and Map Division of the Special Libraries Association. By 1968, that number had increased to three with the formation of the Western Association of Map Libraries (WAML) and the Association of Canadian Map Libraries (ACML) in 1967. These three groups were joined in the early 1980s by the Map and Geography Round Table of the American Library Association (MAGERT) and the North American Cartographic Information Society (NACIS). As map librarians have shown a similar fivefold increase in numbers, it is quite likely that map librarians enjoy a greater choice of associations than any other library group.

The substantial increase in the number of these professional organizations has facilitated the exchange of information on issues of shared concern between map librarians as well as those librarians with an interest in maps. Most of the organizations publish newsletters or bulletins which have formalized information exchange, encouraged scholarship on issues pertinent to map librarianship, and also have made it possible for some map librarians to be promoted and receive tenure in their institutions. WAML, and now MAGERT, also publish an occasional paper series. The vitality of these associations has also made it possible for map librarians to be officially recognized by such diverse groups as the online networks and government map producers.

Those traditionally active in map library organizations have been librarians whose time is mostly spent in the map collection. However, as Dave Cobb noted in his introduction to the Guide to U.S. Map Resources, most map collections in libraries, including academic libraries, are relatively small and staffed at best by a part-time professional. This holds true for many academic research libraries, and of the 19 surveyed here less than half have a full-time head. Thus it is vital that map library organizations reach out to those librarians who have a professional interest in maps but whose primary responsibilities may lie elsewhere in the library.

Finally, we are all indebted to Mary Larsgaard for her comprehensive yet very readable work on map librarianship. Mary, who has been a major voice
calling for the mainstreaming of map collections, has helped many a fledgling map librarian fly on the right course. Her Map Librarianship has also helped managers and administrators in libraries to better understand map collections and the professionals who work in them.

CONCLUSION

Nearly 15 years ago Stan Stevens wrote that "the uniqueness of a map collection makes standard library practices inappropriate. Furthermore, standardization of procedures that might apply to map libraries across the country are inappropriate." While Stan's comments were directed at map collections, they could also apply to libraries in general. There was little standardization within and between libraries in many areas. Even cataloging practices varied significantly from library to library. The inability of libraries and map collections at that time to agree on common standards brought a certain irony to the WAML motto ... "to encourage high standards in every phase of organization and administration of map libraries."

The recent publication of draft standards for map collections by the Special Libraries Association Geography and Map Division is a recognition of these centralizing forces within librarianship which are affecting map collections. This emerging consensus may add greater impetus for standardization between map collections. Equally important is the need to determine which map collection operations can be standardized with parent library policies and procedures. For most map collections, continued operation outside the mainstream of library activities makes them more vulnerable to reductions during periods of budgetary restraints and technological change. Those map collections which adhere to mainstream library practices will be best able to handle the significant changes coming in the major functional areas of librarianship and to take advantage of technological innovations in facilitating the delivery of cartographic information services.

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Stevens, S. D.

Villar, S.
Internship Programs in An Academic Map Library

by

James O. Minton

This paper was written in order to share experiences gained in working with library science students as interns in academic map libraries over a fifteen year period at three different institutions: The University of Kentucky, The University of Michigan, and The University of Arizona. All of these schools have graduate schools of library science accredited by the American Library Association.

One of the attractive features of holding a position of map librarian is the independence that it allows for dabbling into almost all areas of librarianship: Administration (with planning, budgeting, and personnel work), reference and database searching, bibliographic instruction, cataloging, collection management, and more. This author feels more like a frustrated geographer/teacher rather than librarian and has attempted to change his position into such over fifteen years. Reference assistance should really be thought of in terms of teaching. You simply do not respond to a patron's query by immediately looking up the bibliographic information and retrieving an item(s) for the person. But rather you should continually talk with them (or teach them) through the processes necessary for them to conduct similar searches on their own. My attraction to the internship concept stems from my strong personal interest in teaching.

Contact with faculty members in library science was established well in advance of pursuing an intern for the map library. Lectures to a variety of classes on all subjects (documents, reference, cataloging) relative to cartographic materials had been given and a report established with each faculty member.

Hereewith will be presented a variety of ideas on the use of library science interns in a map library along with encouragement for you to get involved in the same if you haven't done so. First we will explore what is meant by an intern, explore the philosophies in conducting an internship program, identify the rules and regulations and politics, and then describe a typical semester.

Many librarians have a good understanding of what an intern is and what is meant by an internship program. Many of you may have conducted an internship program. Webster's Third Edition, defines an intern as "An advanced student or recent graduate in a professional field (as teaching) who is getting practical experience under the supervision of an experienced worker." Relative to the map library/library science internship programs with which this author has been associated, this definition applies in full.

There are a wide variety of internship and internship-like programs in the academic library community. They may be local, at the same university where the students receive their degree or at a distant location. It is often difficult to tell the difference between an internship, a practicum, and a directed field experience and sometimes there are no differences. Programs range from a few hours per week without pay (but with college credit) to full time academic library positions limited to the first or second year following receipt of theMLS degree. This paper addresses the internship which is most typical in which the student is enrolled in a graduate program at a university granting theMLS degree. The program is generally optional and students can register for one, two, or three semester hours of credit and "work/learn" without pay. This paper does not address the subject of volunteers as part of any internship program. This author wonders if the ultimate "internship" isn't the one in which classified staff working in libraries complete their MLS degree over a ten year period while working in a variety of jobs in different library departments.

Before a librarian begins to prepare for an internship program, they should spend much time in thinking about the reasons for wanting to do so. What are your basic philosophies concerning interns? Do you think the world needs more trained map librarians and you are just the person who can best sit down and crank
them out? Do you think the library school curriculum in most library schools slights map librarianship and you wish to make your one small contribution to at least one excellent element of the student's professional education? Do you think that all library school education stinks and you again want to add your two cents worth? Do you feel that most curriculums are too theoretical and think students should get more practical experience to make them a more well-rounded librarian? Or, do you just need another body in your library so you can run off to library conferences? Or maybe you're lonely—off in your one-person library—and need companionship? Or yet, you need cheap, part-time labor. You should resolve all of these considerations long before you decide to take on an intern.

This author's overriding interests in conducting internships have been in increasing the total library community's awareness of one of the most phenomenal and invaluable research and information tools ever created—the map and other cartographic materials. It is hoped that fellow colleagues, department heads, assistant/associate university librarians [AULs], and directors will all learn, even if it takes twenty years, from these internships that they will accord maps their due respect among other materials and grant map libraries their fair share of the total library budget. It is not a basic aim of this librarian to crank out map librarians. It is to give students a good basic understanding of cartographic materials, who, after their graduation, will move into positions of authority and will add their voices to those of hundreds of map librarians.

Other questions you should address are: Will you take on beginning students? Will you have more than one intern per semester? Will you only have one intern per year, every two years? Would you select a student who wishes to be a map librarian over one who had no specific plans?

Once you have decided to get involved in an internship program it is up to you to identify all of the existing rules and regulations you and your potential intern will be expected to follow. There are two participants who will have established these rules and regulations. They are the library school and the department within the institution that hired you—most likely the library. The library school has its particular interests and that of the student to consider. The library has its own concerns and the two may not coincide. University library schools may have internship programs available, but the university library may not be receptive to them. Here enters the politics. You as a middle person wanting to conduct an intern program may find yourself embroiled in these differences. It is advisable to survey past activities on your campus before proceeding. Ask if any librarians have conducted such programs. Have coffee or lunch with your colleagues to discuss their experiences with both the school and the library administration. Do the same with members of the library school faculty, the director of the intern program, and others. Learn as much as you can about the players. Each party has its own philosophy concerning interns and this will play an important part in your decision to proceed with an internship program. In most cases I have found that I was the first map librarian to ever make use of an intern.

Contact the library school early and find out if the school does indeed offer an intern program and whether or not they encourage it. The person responsible for directing the internship program in the library school may be someone who has no interest in it. Unfortunately, the dean or director oftentimes relegates this duty to a junior faculty member or other uninterested party. It is not looked upon as an enviable responsibility. You may find that the program is a bit dusty and hardly alive with only the rare student who has sought the program out. Many schools do, however, list a course in their catalogs.

Most schools do have well-defined criteria for conducting an internship program. The purpose, required activities, identified qualifications, and prerequisites, lists of duties and responsibilities, dates and deadlines for making application, placement limits, credits earned, and the evaluation process are almost always spelled out.

The library, too, will have its rules and regulations and these may be spelled out in short or lengthy policy, procedures, memorandums, or guidelines. God forbid that anything in academe be devoid of politics and the internship program is no exception. There are the sensitivities of several parties to consider: 1) Your boss (immediate supervisor),—2) The AULs of all sorts,—3) The director of the library,—4) The dean/director of the library school,—5) The faculty director of the program,—6) The intern,—7) Your staff including the student assistants,—and 8) yourself (back to your philosophy again.)

Your boss, the AULs, and the director may not share your enthusiasm for conducting an internship program. You may think that having four interns at once
is just as easy as having one, since lecturing to all is
generally no more difficult than one. Believe me, the
library administration will not share your enthusi-
asm. Your director may even require you to justify (in
writing) why you and your staff should spend time
and effort in teaching and training an intern.

What about the student you select as intern? You
should discuss with them thoroughly your expec-
tations and explore their reasons for pursuing the
program. You also must be aware of your current
student assistants who are slaving away at $3.35 per
hour filing maps while these “primadonna” future
librarians get to dabble week-to-week at a variety of
jobs moving ever so slowly to the easier jobs.

The relationship between the intern and all members
of your staff needs to be clearly defined and under-
stood by all. If you wish to involve other members of
your staff in the program, make it clear what your
philosophy is concerning the use of interns and
roughly the time commitments involved. Be pre-
pared.

I would assume by now you have examined your
innermost thoughts and considered the reasons why
you want to proceed with an internship program.
You have obtained and read all of your institution’s
rules and regulations and are ready to proceed.

If you plan to have an intern in the fall semester, you
should start your recruitment efforts months before.
I’m sure you’re aware that universities conduct pre-
registration for the fall semester at least one semester
before. You must start early if you wish to attract
students and allow for them to plan a work/study
program. Don’t rely on the library school to recruit
on your behalf. It’s up to you to sell your program.
You may wish to post an internship position adver-
tisement just as you would a regular position. The
library science library and the graduate library school
office are ideal locations to do so. Announcements by
faculty in classes of your “job” are also excellent ways
to recruit potential interns. You should emphasize
the importance of working in the map library. A
typical “ad” may state, “The program will allow the
student to gain hands-on practical experience in a
wide-range of library operations: Administration,
technical services, public services, and collection
development. Students may elect to emphasize a
specific aspect of librarianship and design parts of
the course to stress their interests. Students will learn
about AACR II, LC practice, and the use of OCLC.”
Have students contact you and discuss the program
rather than the library school.

If you are fortunate to have more than one student
interested in your position, you should treat the
applicants as you would for anyone applying for a
similar job. Students should submit required forms
of intern application and resume, and approach the
internship with a professional attitude. The students
have already started to learn about being profes-
sional. Selecting one intern from many applicants
may be difficult. You could choose to get one or more
of the applicants to delay for a semester and end up
with two or more great candidates. You also have the
right to refuse all applicants. If you have set prerequi-
tsites, you should be familiar with the college catalog.
This author has found that students in their last
semester perform at a much higher level than do
beginning students.

Once you have decided upon a student, have the
student contact his/her faculty advisor and internship
director in order to complete the proper forms for
enrollment.

The student should write down his/her objectives
during the first week of class. This should be done in
consultation with you and should be less than one
page. A week-by-week schedule of lectures, read-
ings, visits to other libraries and/or units, etc., is then
developed. Of course, you must be considerate of
the student’s course load, midterm exam schedule,
semester breaks, and special colloquia.

Don’t be over optimistic nor set your goals too high.
Design a syllabus that is weighted on a scale of about
70% work and 30% learn. This is no easy task and you
may not be able to achieve the ideal mix. Shifts in
schedules will be necessary and adjustments made to
accommodate unexpected meetings or illness. Stu-
dents should be allowed and prepared to make up
missed time at night and over weekends. If both
parties are accommodating, the experience will be a
pleasant one.

The 70%—30% mix discussed earlier will be weighted
differently during certain parts of the semester. There
will be much more time and effort on the part of you
and your staff earlier in the semester than toward the
end. Once students have been trained in reference
procedures, they can become valuable assets to your
operation. Further understanding of cartographic
materials gained throughout the semester will allow
the use of interns in collection analysis projects, or-
dering, cataloging, and other important tasks.
What should a typical syllabus look like? A good one should include: Title, Course Number, the student's name, location of the internship, name of supervising librarian, telephone numbers, and dates. A short paragraph stating course methods and features should be included. Any quizzes, papers, and exams should be clearly stated. There should be no surprises. A copy of all of these materials should be sent to all interested parties along with a cover memo. Faculty members should be invited to attend any or all of the weekly lectures. My philosophy has been to allow the interns to have exposure to as full a range of activities within the library as possible. All activities should be of a professional nature. The intern program should not be thought of as free labor. When the students are assigned to do menial tasks, explain why they should do them and what you expect them to gain from the experience. Example: most interns are not going to be particularly thrilled by filing maps. However, if you explain that when supervising this activity or similar tasks, they will have a much better facility for adjusting work loads, justifying staff needs, and will not set expectations too high for employees.

What topics should you cover during the semester? Your intern's interests will sometimes dictate these. You should not allow the student to focus too narrowly. I have allowed this before and have found the students gain far more from touching all bases. Breaking the semester into broad categories such as: History and Development of Mapping, Technical aspects of cartographic materials, Design and production of maps, Professional organizations, Reference tools, Collection management, Reference, Cataloging, and Management. Weekly lectures combined with work assignments relating to these are given. You probably feel like the semester is over already. In designing the syllabus, I have leaned to the extreme and tried to cover as much as possible. I do not believe in being a slave driver. All readings and projects are expected to be completed on the job. You may have an intern who wishes to have more assignments. It is advisable and fun to experiment with a variety of methods; it will at least keep your interest up. You should remember to farm out a lot of the work. Have the intern attend one or two important library meetings and write up his/her observations, visit related departments to study the workflows, and report at departmental meetings. Encourage your intern to be well prepared before visiting other departments. This will reflect well on your library. Schedule dates and times of visits with colleagues well in advance. Have the intern call the departments a day before to confirm visits (Establishing good work habits). Telephone etiquette and basic telephone practice is one area stressed during the semester.

If you plan to have your intern complete a special project, start early. Allow a certain amount of time each week for the intern to work on the project. It is most rewarding to interns for them to tackle a project and actually complete it during the course of several weeks.

The grading system will vary from institution to institution but most programs are based on a pass/fail grade. Some schools require an appraisal form which the supervising librarian is required to complete. The form may cover activities, work habits, technical preparation, and professional capabilities. You should treat the evaluation seriously since it oftentimes becomes part of the student's placement file. Be prepared to write letters of reference for your intern. The addition of other than library science faculty to their list of references is oftentimes the greatest benefit to the students (aside from the work experience gained).

Working with interns from the library school can be a great experience and can provide the map librarian with a wide-range of professional development opportunities. Such programs can provide you with a chance to:

- Develop and expand professional contacts and involvement
- Develop and/or improve teaching and oral presentation skills
- Contribute to the educational and professional development of future librarians
- Affect change in the library science curriculum
- Serve as a de-facto public relations officer for your institution
- Develop and/or strengthen professional philosophies
- Promote the services and resources of the map library

I strongly encourage you to become involved with an internship program.

James O. Minton, Head, Map Collection, University of Arizona, Tucson; the current President of WAML, he presided at the 20th Anniversary Meeting.
Map Collection Internship Programs
An Instructional Role for the University Map Librarian: The San Diego Experience
by
Muriel Strickland

Map collection internship programs are an excellent source of unpaid, motivated assistants. In order to earn academic credit, participants usually work for an agreed upon number of hours and perhaps write a paper. What should map librarians be doing in return? What knowledge and skills can they pass on to the intern? This paper is limited to the personal experience of one map librarian at one university. It describes the SDSU Map Room Internship Program. However, it does emphasize some basics, and draw together ideas on the topic while describing a practical situation.

I have had dealings only with interns from Geography or History Departments. There is no Library School in San Diego, therefore, I am not enlightening potential map librarians but rather teaching students whose future map connections will be user oriented.

The Geography Department at San Diego State University has had an extensive intern program since the early 1970s. (The History Program will be described later.) Students can earn 3 semester units of undergraduate or graduate credit for 180 hours of geography-related work experience (i.e., 12 hours/week for 15 weeks). Some students work for local government agencies, such as planning or transportation; some for environmental consulting companies or other places where, as geography majors they might find career jobs after graduation. There was some hesitation at first when I suggested that the Map Room could make good use of intern help. It was thought that not too many students would be seeking a career as a map librarian. Fortunately, about the same time, a student surfaced who was already working at one of the city branch libraries; after that there were no problems. I post a “vacancy notice” in the Geography Department each semester. Sometimes it produces an intern. The hours involved can be a deterrent. Other times I have received people who are regular users of the Map Room and are familiar with the program. In fact, one of the best was a non-geographer.

So, here you are with a keen and eager new assistant. What do you owe them in return for their help and how do you achieve your aims? First of all, make clear in your own mind what, of all your map-related knowledge, can most benefit the intern. In my case, they are not planning to be map librarians but they do expect to be applied geographers. Personally, I have come to define what I try to teach as the third side of cartography.

I feel that there are three basic aspects to cartographic instruction, overlapping but nonetheless they are distinct. The two that are usually taught are map-making and map-reading. Map-making involves compilation and drawing; the production of a map. Map-reading covers the techniques and methods needed to interpret maps for a variety of information. The third side of the cartographic triangle looks at maps as a finished product and at their potentials and limitations, the formats in which they are to be found, the kinds of information each type presents, and their availability. The result being a knowledge of which map to use for what. Therefore, the SDSU Map Room Internship Program is structured to provide an opportunity for students to work with maps in all their formats and to study maps for their content, noting how each type can provide locational and spatial information for different purposes. Interns are also made aware of map sources and their availability. Parallel to all this they are introduced to the basic methods of map-keeping so that they will be capable of organizing any small collection of maps they might later encounter.

With these lofty aims in mind what now has to be done is make relevant the tasks assigned to the interns? In a classroom setting there can be a regulated order in which things are presented. In the Map Room we are working in a real situation where many of the tasks are done irregularly over very long intervals and progress is bound to be uneven. Our University Library is a depository for all of the U.S. Geological Survey (USGS) map publications so there is a
steady though erratic stream of shipments to be processed. There is refiling of the used maps which varies between 50 and 100 sheets a day. USGS processing averages about 4 hours a week, while refiling of maps used by patrons takes about another 4 hours a week. These are the prime tasks of the intern.

Before an intern begins any task, I have them read an introductory overview of the collection. Following that, we tour the Map Room and I point out the various subunits and describe the different groups of maps each holds. I do not expect the intern to remember much at this time but to note the diversity of the collection and the complexities of map storage. Work begins with a USGS shipment, several of which have been allowed to accumulate in anticipation of new help.

Quadrangles are processed very simply by sorting the sheets by scale, by state, and in alphabetical order, entering any new ones on state master map indexes, and filing them in appropriate drawers which are also in alphabetical order by state. In doing these basic tasks we have introduced series maps, revisions, map indexes, use of coordinates, and the alphabet if the student has forgotten it. The maps themselves depict a wide variety of features, both physical and cultural. The next stage is to go over the classification system used for what is called the World, Continents, and Nations Unit—other units such as the USGS quads or nautical charts have inbuilt identification systems. We do not use the Library of Congress Classification Schedule G, but rather an inhouse system which is user-friendly as it is alphabetical wherever possible and is augmented by a lot of color-coding. I point out the existence of other map classification systems and later we go over some of them. I try to have another student assistant, rather then myself, walk an intern through the map filing two or three times showing how to recognize maps by appearance and pointing out problem areas. The main reason for having entry-level assistants or interns do the day-to-day filing is that it provides an opportunity to become acquainted with so many different maps. At the end of a busy day these can include a dozen countries, numerous subjects, and a variety of scales. I strongly encourage students to look at the maps they are putting away and frown on those who tidy up too quickly. As much as possible, I go over the purposes for which the maps were used. As users are not permitted to find maps for themselves, I usually know why certain maps are out. Processing other USGS topographic, and geologic series maps introduces other formats, uses, other kinds of indexing, and some simple classification.

Four hours a week on processing and four hours a week on refiling leaves four hours a week for small jobs and special projects. I try to have something lengthy as an ongoing occupation for each assistant; something that can be worked on at any time without need for many questions. Then, if there is a hull in shipments or we are so inundated with users that I have time for nothing but reference work, the intern will proceed with the long-term project. As an example, there was the time when we set up geology map indexes for the western states that included all of our holdings of USGS, Geological Society of America, and any state publications. Other projects have involved National Geographic maps, historical topo quads, a city map inventory; ideally anything that involves getting into the collection and looking at maps. We have atlases, too, and recently I had a disabled intern, unable to do regular filing, who put order into our accumulation of old atlases, most of which had drifted in as gifts to the library. Then he did the same for older road maps similarly acquired.

Geography interns are required to write a paper outlining their internship experience which is turned in to the departmental supervisor; I grade them only on their work performance. However, I do have a set of non-graded questions for them to answer. The questions are designed to assess, for my benefit, their absorption of the material that I have attempted to teach.

Now, in regard to the History interns; this program arose out of my lack of available student hours to do more than basically sort by area the older, often fragile, maps in the collection. I sent a proposal to the History Department explaining our plight and suggesting that their students might benefit from the experience of working with maps. In return I hoped to gain more of the historians’ perspective and better relate to their map needs. The Department was responsive and the internship was set up as a 3-unit Special Study during which a student would work eight hours a week for the 15-week semester and write a cartographically oriented paper which I would grade.

History interns first spend two to three weeks on the same basics as those from Geography in order to get a grasp of the range of present-day mapping and to become familiar with the various formats. After that, they usually work on a chosen region. The first history intern was very interested in military history,
so he concentrated on that kind of map. For his paper he critiqued battle maps in atlases and also produced his own “improved” map of one battle. The second intern took Europe and, encountering the problems caused by differing prime meridians, he researched that topic and we both learned something.

Most rewarding with these two history interns was the turn around in attitude from “perhaps I need a map” to “what can a map tell me”; a new perspective where history is being looked at through cartography. I know the change can occur but I am not yet at all certain how to make it happen. The third and most recent history intern merely became bored and we parted mid-semester. All of the other interns, both history and geography, have admitted to enjoying their internship and learning a lot. Their individual interests too, in such things as railroads, or airfields, or unusual physical features—not to mention battlefields—have added to my store of map information. Several interns have later had employers who were pleased to have someone able to organize their maps. Personally, I feel it is a productive program that is well worth the effort I have put into it.

Muriel Strickland, Map Librarian, San Diego State University, San Diego, California; current Chair of the WAML Publications Advisory Com. and has served as WAML Secretary and on the Nominating Committee. She is the nominee Chair-elect of the Geography & Map Div., S L A.

Jim Minton and Muriel Strickland

The Cookout at The Newman’s gave these two an opportunity to compare ideas on their respective experiences with “Map collection internship programs.”
Personal Reflections and Perspectives

by

Stanley D. Stevens

It has been an eventful period since I attended the first meeting in 1966 in the UC Berkeley Map Room. Invitations to the meeting were extended by Sheila Dowd, then the Map Librarian at UCB, Carlos Hagen, Map Librarian at UCLA, and Ed Thatcher, then the Map Librarian at University of Oregon.

The dozen or so of us “present at the creation” were privileged to participate in launching what I immodestly call one of the nation’s most important map librarianship institutions.

The responsibility for participating in the keeping of this ship afloat for over 20 years leaves me feeling both proud and tired. In addition, I have other interests that require my time. Book publishing in local history interests me greatly, and I have a couple of unfinished local history writing projects that I need to complete. My personal time and the interests of my family have suffered over the many years that I have devoted nights, weekends, and holidays to WAML’s interests.

It seems to me that fresh leadership is needed for the next 20 years of WAML development. I have a great deal of confidence in the collective capabilities of WAML’s Membership. I have faith that all of you are more than capable of leading WAML into the 21st Century.

Although I wish to step aside for your participation, I have no intention of abdicating, or of becoming a lame-duck do-nothing. I pledge to assist in building a bridge to those who follow.

More comments about that later. Allow me to reflect a bit on the inspiration of the founders:

Why?

First Meeting at UCB Map Room: Nov. 12, 1966

As I recall [Sheila Dowd, Carlos Hagen, and Ed Thatcher — the real founders of WAML — may have different views on this history], our primary concern was that West Coast map librarians were being “left out” of the professional activities associated with the then, only organization in existence: SLA G&M Division. That was not because the G & M Division was excluding us, but because it seemed oriented toward the East Coast, and most of the SLA meetings were being held in the East, South, and Mid-West. A West Coast group could get together more often, so we decided we should try to provide the opportunity.

There existed, within the SLA G & M Division, a Washington, D.C., group, and a New York group.

We thought that showed enough need for regional organizations. There was definitely a gap in accessibility for us on the West Coast.

One of the most important needs that WAML was intended to serve is the social contact between persons with similar professional interests, thus enabling the exchange of ideas, sharing of problems, and learning from each other. I, for one, believe that WAML has served this well.

Who? and Where?

On July 19, 1967, I wrote the following to Ed Thatcher:

“News from the Map Librarians meeting, July 1st.

“We are now formally organized with a Constitution, and a new name: Western Association of Map Librarians. [Note that the name was later revised to ‘Libraries’.]”

“Agreed upon at the meeting, although not yet included in the Constitution, was the following geographical “membership area”: British Columbia & Alberta, Alaska, Hawaii, Washington, Oregon, Idaho, Nevada, California, and Arizona. Since that meeting,
we have learned that an association has been formed that probably includes British Columbia and Alberta. Mimi Sayer received a letter from Miss Maureen F. Wilson, Head, Map Division, The Library, University of British Columbia, Vancouver, that "the Canadian Map Librarians Conference" was held in Ottawa 14-16 June. Mr. Theodore Layng, Map Division of the Public Archives of Canada, is President. We might want, therefore, to review our "membership area" at the next annual meeting."

Initially we thought that the West Coast should include Alberta, British Columbia, Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, and Arizona. Later, the states of Colorado, Montana, New Mexico, Utah, and Wyoming were added. Over the years, as few as two years ago, there have been demands to expand beyond New Mexico to include West Texas.

The Membership categories, Principal Region and Associate, were set on the belief that those from more distant states would not be able to attend our meetings on a regular basis. This, of course, was not meant to exclude anyone, but for the purposes of writing Constitutional provisions that were workable we had to make a distinction. For an example, in the setting of a quorum for votes (in-person balloting), if you didn't make a distinction between these two you would be blocked from taking action for the want of enough participating members.

A second argument set forth by some members at the initial meeting was whether to expand, to take in more distant states — or as an alternative — the entire U.S. With a membership encompassing the entire U.S., an invitation from a member to hold a meeting outside our principal region, say Kansas, would be hard to refuse — even though you knew that the meeting would attract few West Coast members! The more restrictive argument was strengthened by the logic that West Coast map librarians, if meetings were to be held in far distant states, could afford to attend a meeting only once every third year, perhaps. WAML meetings, on-the-other-hand, rotate between states within the principal region on a north-central-south – central-north-central sequence. Thus, a WAML member can attend at least one meeting a year.

**Independence vs. the Umbrella approach**

At our initial meeting we had representatives present who informally advised us on what they thought were the advantages of affiliation with a larger organization. Geoscience Information Society had just recently been formed, Ed Thatcher was a member and knew of its appeal to those in the earth sciences fields; and, of course, there were some present who had been members of SLA G & M Division - or who had subscribed to its Bulletin for several years and were familiar with the organizational structure of SLA.

Quoting again from my July 19, 1967, letter to Ed Thatcher. I reported to him "Regarding Affiliation: I did get your information regarding the Association of Pacific Coast Geographers. Please thank Fritz Kramer for his interest and assure him that we continue to be interested in the possibility. However, we gave the subject of Affiliation a full hearing, considering APCG, GIS, AAG, SLA. We came to the tentative conclusion that there seems to be no particular advantage to affiliation. The question was left open to further consideration, and therefore, would welcome any comments from whatever quarter. I think the most over-riding consideration of our meeting was to first get ourselves established and start our projects. If affiliation subsequently seems desirable, then it can be accomplished in a more orderly fashion."

Subsequently, in 1979, about the time several of us were becoming disenchanted with SLA [for reasons that I don't have time to explore during this presentation] — just before MAGERT was formed as part of ALA — I wrote a paper entitled "An American Federation - proposal to unite all groups interested in cartographic materials" [SLA G&MD Bulletin 118, Dec. 1979]. We also debated this entire matter within WAML at some length.

Independence was, at least for WAML, thought to offer the best of all worlds. We didn't want to be tied to anyone financially. We wanted the ability to make decisions independently, and we didn't, of course, want to be tied to the meeting location or schedule of some parent organization.

I believe WAML has achieved its objectives; in spite of my personal hopes that "An American Federation", an umbrella organization for all of Map Librarianship in the U.S., would reduce the competing interests that we seem to have. After all, there would be some advantages to paying dues to only one organization! But, there would be many other advantages. There would be tradeoffs, of course, and perhaps the size of the umbrella would get too large,
too complex, too impersonal, and too spread-out across the country. Those in MAGERT and SLA would argue that they would lose contact with those in their parent organizations with whom they have a need for professional relationships.

I still cling to my hope that we will find it advantageous to separate ourselves [here I refer to all of our organizations: ALA MAGERT, SLA G & M DIVISION, AND WAML] from all parent organizations, and form a single Map Librarianship professional organization for the United States. I believe we would strengthen our voice, reduce the confusion among those with whom we have to deal, and provide unity of purpose for our programs, publications, and organizational leadership.

**The Constitution and ByLaws**

In addition to the remarks that I have just made that relate to the Constitution and By-Laws, which have been changed only about twice in our 20-years, I believe it is time that the WAML Executive and the Membership at-large reexamine the functioning of WAML—toward making WAML stronger and more effective.

If those of you who were present at MAGERT's meetings in San Francisco, or read its August issue of base line, you may have noticed that there are 12 standing committees, 3 task force coordinators, and 13 representatives and liaisons to other organizations.

SLA G&M Division is not quite as complex, and certainly WAML is not overburdened. I know that much of MAGERT's objective is to relate to the parent organization, and have a voice in affecting map librarianship's future by being involved in certain critical ALA committees. I do not criticize that objective by drawing a parallel between MAGERT, SLA G&M Division, and WAML!

What I hope is that WAML will take a look at itself and examine whether WAML is doing all it should for its members and the profession.

Some of my observations are the following:

**Membership Committee**

I believe there is a lot that can be done by an active program by the Membership Committee. MAGERT's August base line reports their membership at 447. WAML had 239, including Principal, Lifetime, Associate, and Institutional Members.

I realize MAGERT is nationwide, and we are regional, but do all those people know WAML exists? How many of them are in WAML's Principal Region and are not members of WAML? [same for subs. to the WAML IB]

**Hospitality Committee**

More could be done to make new members feel welcome, maybe even before they decide to attend a meeting. The Hospitality Committee could do more welcoming at the meetings, even follow-up letters to people who attended for the first time. Some of the Founders of WAML believed that our most important asset was the personal contact. I certainly share that view. Please don't think that the work of the Committee Members is being criticized. My purpose is consciousness-raising. I think these matters are too important to leave idle without, at least, a self-examination every 20-years!

**Publications Advisory Committee**

My original design for the PAC doesn't seem to have worked. Is there a need for it, or should the Executive Committee do its own advising. That is what we have been doing for quite some time. The original concept was to have an independent, but WAML dedicated group, that would study the I.B., study proposals for Occasional Papers, and offer advice and render opinions to the Executive Committee. Graphic design, literary content, and quality of contributions were all within the purview of the PAC. Recently, there have been voices who have called for a "juried" publication, where a jury of editors would decide what is worthy of being published in the I.B. Are we ready for that? Should an Editorial Jury replace the PAC? These questions are ready for study!

In regard to the Occasional Papers: Are we making this series known to potential authors, within WAML and elsewhere? Are they learning how to gain access to a hearing for their ideas? I know we have had proposals languish for want of the proper channel.

Our guidelines for acceptance of subject matter, and for style, have not been codified and published. Do we need to do so?
The original concept for the *Information Bulletin*

In 1969, when Bob Sivers, our third WAML President, called me and asked my opinion about the wisdom of starting a Newsletter for our Membership, I thought it was a super idea. The only map librarianship publication available at the time was the SLA G&M Division Bulletin. Although it was widely read and well founded in map librarianship, it didn’t report much of what was happening on the West Coast, due to its membership base in the Eastern U.S. We discussed what a great tool a newsletter would be for communication among our membership, and all the practical features that we could include in it. I remember saying to Bob that “we could even sell it on subscription to libraries and non-members.”

He wrote, in the second issue of the Newsletter, that “among the reasons for its publication were: 1. the decision of the membership to conduct its business by mail and informal meetings; 2. the fact that a majority of the members would not be able to attend any one of the semi-annual meetings yet needed to be informed of the activities and accomplishments of the Association, and 3. the need for a means to publish short articles or news items of interest to those who work in the map libraries of western Canada and the western United States.”

“All items contributed by members other than the President will appear with the appropriate by-line. As is standard practice with other publications, the editor reserves the right to accept or edit contributions. Contributors will be notified of acceptance or rejection, and publication of an article with any substantive changes by the editor will be done so only with the approval of the writer.”

By-and-large, I believe that objective has been maintained during the 18-years of the Newsletter/Information Bulletin.

I believe that its basic purpose, to keep members informed of the Association’s activities, has been fulfilled quite well. In fact, the Information Bulletin has served as a recorder of WAML’s history, and is the best source on actual events, as compared to some of our fading memories.

The Editorial practice has been, with some significant deviations, to accept whatever contributions the Members have submitted. The Editor has been fortunate to get them, and welcomes the contributions—a way of sharing the experiences of all of us.

The recent question raised, whether the Information Bulletin should be a juried journal or not, is one that should be decided by the Executive Committee, in my opinion. The PAC should study this issue, make a recommendation to the Executive Committee—outlining the pros and cons—and then the Executive Committee should advise the Editor. This procedure is established by the Constitution and By-Laws, and if this matter has any merit, it should be implemented.

If that suggestion is implemented, the Editor would have to establish an entirely different schedule. An Editorial jury would have to be established, perhaps by the Executive upon recommendation of the PAC.

More specific content guidelines and style would have to be established.

Parenthetically, as of the November 1987 issue of the Information Bulletin [Vol. 19, #1], we will begin a new format, at least in appearance. The Executive Committee gave general approval to this concept at the Provo meeting, based on my personal acquisition of a Laser Printer and Macintosh II computer. It is a change that I have long sought. I had hoped that WAML would be the first Map Librarianship organization with this capability, but ACML beat us — the March and June 1987 issues are produced by typeset, a wrap-around cover — stapled in the gutter. It is quite attractive. I hope that WAML can come close to matching ACML’s fine effort. If it achieves nothing else, it should be easier to read. It should also reduce wasted space, cut down on the number of pages, and, I hope, cut printing costs.

*My role as Editor of Publications*

The Editor of Publications, as compared with the Editor of the I.B., is established under our Constitution and By-Laws to oversee all of WAML’s publications. It was, perhaps, coincidental that I was appointed to that position. I wore two hats in that capacity, as Editor of Publications as well as Editor of the I.B. That arrangement does not necessarily have to fit anyone else. The Executive should seek as many volunteers for these positions as are willing to accept the responsibilities.
The Constitution and By-Laws stipulate the duties, but they can always be tailored to the needs of the Association.

**My role as Treasurer**

The next few sections of my remarks will sound very self-centered, as my previous comments have been heard, I hope, in more of an historical context. I do not intend my remarks to be self-serving, but because of my unique situation in WAML, what I want to say is done in the spirit of faith that all of you are more than capable of leading WAML through the next decade and into the 21st Century.

I was Chairman of the Nominating Committee in 1969/70, when — as I recall, the single position of Secretary-Treasurer was split into two jobs — no one else agreed to run for that position — in fact, Carlos Hagen wrote to the Members that it was “a very frustrating experience” that he had trying to recruit candidates for office: “I believe,” he wrote, “that we have contacted almost one-half of our membership [about 30 at that time] seeking candidates, but time and again we have been turned down.” — so I volunteered to run. That has prevailed for the past 18 years. I am presently serving my 19th year in this position, and I am willing to serve the 20th year. But, that’s it folks!

My name has not appeared on the ballot for the last two years, and that situation must change. I don’t like WAML to be accused of being non-democratic.

There is the matter of what is best for WAML. A founder often has an impact on a new organization greater than he wants.

One reason I have been Treasurer for so many years as well as Editor of Publications was because I wanted the flexibility of having the checkbook for supplies to produce the Information Bulletin; and I wanted to know who were paid members and subscribers, so that the printing and distribution of our primary information tool was accomplished on time, as efficiently as possible. It doesn’t have to be that way in the future. I believe these functions can be fulfilled by other members.

My recommendation to the Nominating Committee is the following (which, of course, may require some adjustment of the Constitution and By-Laws):

The Nominating Committee should seek nominees, in what I hope will be a contested election, for a Treasurer “Elect” to be elected in 1988/89 for a term beginning in 1989/90.

With a Treasurer-Elect having been chosen, I can work with that person to have an orderly transfer of duties, and some advance consultation about procedures that may or may not be used by the incoming Treasurer. And, of course, an orderly transfer of the Records.

Whether there should be a re-alignment of duties, or a limitation on the term of office of the Treasurer, and any other conditions — this would allow for some consideration by the Executive Committee and/or Nominating Committee in advance of an election, perhaps debated at the Spring Meeting, etc.

**Recommendations for the Future: Treasurer etc.**

I recommend that there be a division of my responsibilities; the objective is to make the acceptance of these jobs more palatable to the widest range of the WAML Membership.

My present responsibilities are categorized as follows:

1. Treasurer: Association general finances; sending Invoices for Membership Dues; proposing and managing a Budget.

2. Subscription Manager for the Information Bulletin, including Back-Issues fulfillment; maintenance and production of mailing labels; and Invoice production, and fulfillment of orders, three-times-per-year.

3. Fulfillment Manager for the Occasional Papers: maintenance of the Standing Order files, including Institutional Members and Lifetime Members. Maintaining the back-stock of OPs, fulfilling orders by receiving, processing Purchase Orders, Invoicing, and dunning for non-payment.

4. Production of the Information Bulletin: includes coordination with the various Editors to receive material, key it into the computer, send proofing copies; produce final photo-ready-copy for printer; produce gummed labels for the mailing, and get the finished product to the post office — after spending an evening — many times with the family stuffing envelopes. This includes maintaining the Subscription files to make sure that Subscribers get what they
pay for. It also includes all the general correspondence with the Subscription Agents, The Copyright Office, and Claims for non-receipt.

5. Production of the Occasional Papers: consultation with the author, consultation with the PAC and the Executive Committee. Figuring the costs of production, recommending the quantity to be printed, price to be charged, and all other details of production.

Production of OPs includes many of the same processes as the IB, but the attention to detail of the finished product is more intense, because the standards of scholarship our OP authors have set justifies a product that will have a shelf-life and we hope a sales potential that will go beyond the readership of the IB. Our OPs have become standard reference works for many of our libraries, and after nearly fifteen years since OP I was published it is still selling — as are all others.

Maintenance of the back-stock; fulfillment of orders; invoicing; collecting payments, and banking. Securing Copyright, advertising and promoting the OPs.

I recommend that these five general areas of responsibility be converted into at least three different jobs.

The division of “three” that I recommend be considered is as follows:

1. Treasurer: propose a Budget, manage the approved Budget; invoice Members for Dues, maintain membership lists, receive payments, prepare bank deposits, manage investments in banks, time certificates, etc. make report to the Executive & Membership maybe: Subscription Manager for the Information Bulletin invoice subscribers, receive payments from agents, maintain back-stock, fulfill claims; maintain all lists for mailing labels, banking, etc.

2. I.B. Production & Subscription Manager — separate from Treasurer.

3. O.P. Production & Subscription Manager — separate from other two.

Or, an alternative division of that could be considered is as follows:

1. Treasurer, including maintenance of mailing lists, invoicing to Members; receiving payments from I.B.

Subscription Mgr. for I.B. and OPs, or receipts from invoicing done by Sub. Mgr.

2. I.B. Production Manager, and O.P. Production Manager (including securing printing services).

3. I.B. Subscription Manager, Back-Issues Warehouse, Claims; and O.P. Subscription & Fulfillment Manager for Standing Orders, new orders; warehouse for Back-Issues. This includes Invoicing; payments could go direct to the Treasurer (with coordination).

WAML has provided me with the following opportunities:

1. an opportunity to join with colleagues throughout the West to fulfill mutual objectives: expand and strengthen map librarianship in the WAML region;

2. an exchange of information with colleagues by providing continuing education through these meetings [to illustrate how much I believe in this concept, I make note of the fact that I have never missed a meeting, and I have learned something useful at every meeting!]

3. WAML has provided the opportunity for socialization with colleagues; Ed Thatcher was among the first to stress that human interaction at WAML meeting is one of our most important assets.

4. WAML provided opportunities for publishing articles, editing the work of others, and being creative. [Please let me make a side note here: long ago I adopted the philosophy that one should, anytime one shares an idea by making a contribution in the I.B. or elsewhere that you should not only get credit, but you should take responsibility for putting that idea in print by tagging your name to it. Then, if a reader wants some more information, he or she will know a resource person with whom to make contact.]

5. WAML has provided me the opportunity, sometimes I seized the opportunity, sometimes I was elected (as in the case of being Chair of CUAC) — and sometimes I have felt that I deprived others from these opportunities — of representing WAML in exchanges with other organizations. I have always felt honored to represent WAML and speak on behalf of WAML. And, I always felt that WAML members,
as a result of this representation, were being collectively recognized and taken into consideration by those organizations with whom I had contact: DMA, GPO, USGS, our sister organizations — ACML, MAGERT, and SLA G&M Division. [I support the exchanges between organizations that are maintained by our Representatives.]

6. WAML has provided me with personal growth in my job, which has led to professional advancement and promotions at UCSC: for those of you who don't know my career, I began 22 years ago at UCSC as a Library Assistant II (a non-professional position - without an MLS) and have been promoted through the ranks up to my present rank of Librarian II. I could not have achieved that without WAML.

7. I have been rewarded in other ways: as the recipient of the 1981 Honors Award by the SLA G&M Division, I am mindful that it was actually an award for WAML.

**How WAML has helped the profession**

1. WAML has consolidated the Western Provinces & States. I believe this has been a positive influence which has provided individuals within this region an affinity group to which they can relate, both by attending meetings within the region, and the personal contacts important for the exchange of information.

2. WAML’s publications have been positive contributions to the strengthening of the profession. The content of our publications is sound intellectually, and provides excellent reference sources that are in constant use in our map libraries, as well as those throughout the world.

3. WAML has contributed to the national advancement of map librarianship by being represented on the Anglo-American Committee for Cataloging of Cartographic Materials, and the Cartographic Users Advisory Council.

There was a time when the distinction between map librarianship groups, in the minds of some government officials, was not absolutely clear. USGS, for example, invited map librarians to a meeting in Denver. They thought they were inviting WAML, but didn't even know when they obtained the SLA G&M Division's mailing list that we were not included. It wasn't until after the fact that we found out that the meeting was held. I do believe that has been cleared up now. CUAC has helped clarify that!

4. WAML has produced some of the finest people in our profession, among them: Mary Larsgaard, author of the only textbook on map librarianship ever written, has been President of all three American map librarianship organizations: WAML, SLA G&M Division, and now MAGERT. No other map librarian has achieved so much and contributed so much to our profession. And to think that she started here!

There are others among us who have contributed greatly, not least of whom are the authors of each and every one of WAML's Occasional Papers; and then there is, Larry Cruse, this year's winner of the Hammond/MAGERT Award for the best paper contributing to map librarianship - for his paper in Microform Review which describes WAML's MIMI project (Maps In Microform Index) - Sheila Dowd, one of the three principal founders of WAML, went on from her position as Map Librarian at UC Berkeley to the Assistant University Librarian for Collection Development at UC Berkeley — one of the most responsible and important librarianship jobs in this country. — Mary Ansari, here at UN-R has advanced from Map Librarian to Head of all UN-R's Branch Libraries. — Charley Seavey, formerly map librarian at University of New Mexico, is now a professor of library science at the University of Arizona. — and there are many more examples that could be cited.

There is one final mention, however, one of our Honorary Life Members, Roy V. Boswell, who turned 93 this past May, will have the Collection for the History of Cartography at California State University-Fullerton named after him in ceremonies on October 25th this year. The Collection which he established at Fullerton is one of the country's premier collections of its type, a model for anyone who wishes to establish a collection of rare maps.

Stanley D. Stevens, Map Librarian, University of California, Santa Cruz; Founding President of WAML, Treasurer since July 1969; WAML Information Bulletin Editor (1971-1984), production editor since 1971.
Executive Committee Meeting, Sept. 10, 1987
College Inn, University of Nevada, Reno, 9 a.m.

Past-President Rosanna Miller called the meeting to order, then turned the chair over to the WAML President, Jim Minton.

Co-Host Linda Newman reported on meeting arrangements and contents of registrants’ packets.

Stan Stevens reported the state of the treasury. The Executive Committee then discussed ways to promote sales of the Information Bulletin and the Occasional Papers.

Larry Cruse reported that Joe Crotts will edit the IB’s “New Mapping of Western North America” section and Carlos Hagen will start a column on map-related articles printed in newspapers. Mr. Cruse is also looking for more editors. The Executive Committee charged the Publications Advisory Committee to make recommendations regarding issuing the IB four times a year and making it a refereed journal. Mr. Cruse will continue to solicit quadrangle-based indexes to geological maps; he wants to do one for each state.

With the approval of the Executive Committee, Mr. Stevens shopped for an optical scanner to use in producing the Information Bulletin. He found a suitable one for about $2500. The Executive Committee authorized him to further examine the proposed equipment and buy it if the cost remained close to $2500.

Linda Newman proposed adding office telephone numbers to the membership directory printed in the IB. She will work with Mr. Stevens to develop a way to collect this information.

The Committee reviewed officers and committee assignments for this membership year.

Officers:
President: Jim Minton
Vice-President/President-elect: Linda Newman
Past-president: Rosanna Miller
Secretary: Dale Steele
Treasurer: Stanley Stevens

Continuing appointments:
Archivist: Phil Hoehn
Editor of Publications: Stanley Stevens
Editor of the Information Bulletin: Larry Cruse
[other editors are appointees of the IB Editor]

Committee memberships:
Publications Advisory Committee
Muriel Strickland, chair
Dave Lundquist and Herb Fox, members
Geosciences Publications Subcommittee
Michael Noga, chair
Charlotte Derksen, Jim O’Donnell and Ed Jeste, members
Microforms Subcommittee
Larry Cruse, chair
Phil Hoehn and Ron Whistance-Smith, members

Nominating Committee: To be appointed by Pres.

Membership & Hospitality Committee:
Sue Trevilt-Clark and Maureen Wilson

Delegates to other organizations:
CUAC: Linda Newman and Riley Moffat
ALA MAGERT: Linda Newman
SLA G&M: Muriel Strickland
AACCCM: Phil Hoehn
General Membership Meeting, Sept. 10, 1987
College Inn, University of Nevada, Reno, 1 pm

Co-Host Mary Ansari started WAML's 20th Anniversary Meeting shortly after 1:30 p.m., by introducing Harold Morehouse, UNR's Director of Libraries, who welcomed WAML to Reno and UNR.

Ms. Ansari then gave Rosanna Miller, outgoing president, the podium. Ms. Miller, in turn, passed the podium and the new WAML president's gavel (provided by Linda Newman) to Jim Minton, incoming president. Mr. Minton thanked Ms. Miller for her work as president, and then called the Business Meeting to order.

He then gave Linda Newman the floor for announcements regarding the meeting. Ms. Newman thanked Bill Hunt for funding the printing of the meeting program. She also noted the historical information included in registrants' packets and asked that corrections be sent to Stan Stevens or Sue Trevitt-Clark. All registrants should have received a commemorative paperweight; extras are available for $5.00 each.

Mr. Minton thanked Ms. Newman for hosting the meeting. Mr. Minton also thanked Vlad Shkurkin for serving as photographer for the meeting.

He then introduced members of the Executive Committee and had attendees introduce themselves. Later in the meetings, he noted that the Los Angeles Public Library had lost some of its maps in recent fires and asked members to consider in the future donating their duplicates for the rebuilding of this collection.

Next, Dale Steele read the minutes of the Executive Committee meeting held that morning. Stan Stevens gave the treasurer's report. Larry Cruse reported for the Micrographics Subcommittee that WAML could sell fiche of German 1:100,000-scale topographic maps. He reported the Executive Committee approved giving a free set of fiche maps for leads resulting in the sales of three fiche sets.

Michael Noga announced the Geoscience Publications Subcommittee would meet during the time of the meetings. He confirmed that Joe Crotts was a subcommittee member and said the subcommittee is planning to produce more geology-map indexes. Ms. Newman, WAML's delegate to ALA's MAGERT, announced the meeting schedule for MAGERT's next meetings.

Mr. Cruse asked the Executive Committee to consider reinstating WAML's awards committee.

Jim O'Donnell next took the floor to discuss WAML's Spring 1988 meetings. They will be held April 21-22 in Pasadena. He asked for people to submit papers to him soon. Then Charlotte Derksen discussed the Fall 1988 meetings which she is hosting at Stanford. Mr. Minton asked for recommendations for sites of future meetings.

Map librarian positions were now open or would shortly be open at the following institutions: UC Santa Barbara, Central Washington University, and Stanford.

Sounding Board

Vlad Shkurkin announced he had brought copies of Sanborn maps of the area in honor of the occasion.

Alberta Auringer-Wood told about the American Congress on Surveying and Mapping [ACSM] of which she is the current President, invited those present to join and invited Jim Minton, as WAML President, to attend their next meeting to discuss liaison between the two organizations.

Bill Hunt asked if there is interest in having Latin American topographic maps on microfilm.

Phil Hoehn brought MAGERT T-shirts for people to buy.

Jerry Greenberg told about the USGS's transfer of topographic mapping to the Denver and Rolla centers and the consequent reduction in staff and shift in work at WMC.

Steve Hiller announced Christine Reinhard had begun work as Washington's state cartographer.

Charlotte Derksen announced Stanford has started cataloging maps on RLIN.

Dave Lundquist asked whether anyone had experience with Peter Ward's publications, a company selling map cataloging records. Mr. Minton was familiar with the firm and recommended its products.

Ron Whistance-Smith told about IFLA developments.
After Sounding Board, members toured UNR's map library.

General Membership Meeting, Sept. 11, 1987
College Inn, University of Nevada, Reno. 9 a.m.

Mary Ansari moderated the paper sessions Friday. Mary Larsgaard, in the Keynote address, reminisced about her start in map librarianship and the various ways WAML helped. Especially important to her were the professional contacts she was able to make through WAML.

In the second paper, Julia Gelfand told how computers were being used extensively in geography and cartography. She also discussed specific users and applications. Next, Larry Carver described a proposed RLG index to digital map and remote sensing data.

Susan Villar's presentation on outreach efforts by map librarians was the last in the morning session. She presented the results of a survey of map librarians on the amount and types of outreach they do to encourage use of their collections.

Steve Hiller began the afternoon session with a paper reviewing trends and developments, such as shared cataloging utilities and separate acquisitions budgets, which are moving map libraries more into the mainstream of their parent libraries.

Muriel Strickland and Jim Minton then gave presentations about their experiences with map library internships. Ms. Strickland primarily has geography students as interns, although she also has had a few history students. He spoke about having library school students as interns.

In the fourth paper of the afternoon session, Stan Stevens recounted WAML's founding and its important role in fostering professional contacts. He felt WAML's regional limitation gave it a better focus. He also suggested now was an appropriate time to review the Constitution and By-laws to see whether the organizational structure supports WAML's mission. The audience gave Mr. Stevens a standing ovation at the end of his presentation.

Jim Minton moderated the last session of the meetings, the President's Panel: WAML's Past, Present and Future. Phil Hoehn spoke first, reviewing WAML's gestation and birth. Stan Stevens told about the initiation of the Information Bulletin and the stories behind each Occasional Paper. Larry Cruse concluded with a speech on WAML's future, recorded here in its entirety: "I think WAML is perfect, therefore the future will take care of itself."

Special Announcement

20th Anniversary Scrapbook

Linda Newman is compiling a scrapbook of photos taken at WAML's 20th Anniversary Meetings, Cookout, Banquet, and Field Trip. Please send all contributions to Linda Newman at the address shown below. Please identify all subjects in photos to the best of your ability. Thank You Very Much!

Special Offer

20th Anniversary Paperweights
Only 30 remain!
For Sale $5.00 each Post Paid

Glass, 8.5oz., Felt covered base, Sealed inside is one of WAML's 20th Anniversary Seals, with slogan: WESTERN ASSOCIATION OF MAP LIBRARIES | 20th ANNIVERSARY | 1987 - 1987

Order from: Linda Newman
Make your check payable to "WAML"
Linda Newman
Mines Library
University of Nevada-Reno
Reno, NV 89557 [702 / 784-6596]

Dale Steele, WAML Secretary: Arizona Department of Library, Archives, & Public Records, Phoenix.
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<th>Name</th>
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<td>Ansari, Mary</td>
<td>University of Nevada-Reno, Reno, Nevada</td>
<td>702 / 784-6533</td>
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<td>Baird, Dennis</td>
<td>University of Idaho, Moscow, Idaho</td>
<td>208 / 885-6344</td>
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<td>Bjerring, Bob</td>
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<td>Bolt, Jim</td>
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<td>Carver, Larry</td>
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<td>Collier, Carol</td>
<td>University of Wyoming, Laramie, Wyoming</td>
<td>307 / 766-5532</td>
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<td>Cruse, Larry</td>
<td>University of California-San Diego, La Jolla, Calif.</td>
<td>619 / 534-1248</td>
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<td>Derksen, Charlotte</td>
<td>Stanford University, Stanford, Calif.</td>
<td>415 / 723-1093</td>
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<td>Hiller, Steve</td>
<td>University of Washington, Seattle, Washington</td>
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<td>Pacific Travellers Supply, Santa Barbara, Calif.</td>
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<td>San Francisco State University, San Francisco, Calif.</td>
<td>415 / 338-7324</td>
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<td>Jacox, Elizabeth</td>
<td>Idaho State Historical Society, Boise, Idaho</td>
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<td>University of California, Davis, Calif.</td>
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<td>Colorado School of Mines, Golden, Colo.</td>
<td>303 / 273-3697</td>
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<td>Retired; Orinda, Calif.</td>
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<td>Moffat, Riley</td>
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<td>Murphy, Mary</td>
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<td>Otness, Harold</td>
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<td>Shkurkin, Vlad</td>
<td>Precise Maps of Old Western Towns, San Pablo, Calif.</td>
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<td>Winroth, Elizabeth</td>
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<td>Memorial University of Newfoundland, St. Johns, Nfld.</td>
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WESTERN ASSOCIATION OF MAP LIBRARIES
Alberta British Columbia Alaska Arizona California Colorado Hawaii Idaho
Montana Nevada New Mexico Oregon Utah Washington Wyoming

"... to encourage high standards in every phase of
organization and administration of map libraries ..."

Founded July 1, 1967 - San Francisco

20th Anniversary Meeting

September 10-12, 1987
University of Nevada-Reno
Meetings - College Inn
20th Anniversary Banquet - Holiday Inn-Downtown

Hosts: Mary Ansari & Linda Newman

THE WAML LISTS:
Members, Officers, Committees, & WAML Chronology

Compiled by Susan Trevitt-Clark (June 1984)
Updated by Executive Committee (April 23, 1987)
Expanded and Edited
by Stanley D. Stevens (August 1987)

MEMBERS OF THE EXECUTIVE COMMITTEE

President
1967-68: Stanley Stevens
1968-69: Carlos Hagen
1969-70: Robert Sivers
1970-71: Mary Schell
1971-72: Edward Thatcher
1972-73: Herbert Fox
1973-74: Beatrice Lukens
1974-75: Gail Neddermeyer
1975-76: Mary Larsgaard
1976-77: Phil Hoehn
1977-78: Harold Otness
1978-79: Frances Woodward
1979-80: Larry Cruse
1980-81: David Lundquist
1981-82: Barbara Cox
1982-83: Riley Moffat
1983-84: Susan Trevitt-Clark
1984-85: Ronald Whistance-Smith
1985-86: Steven Hiller
1986-87: Rosanna Miller
1987-88: Jim Minton

Vice-Pres. - Pres. Elect
Carlos Hagen
Robert Sivers
Mary Schell
Edward Thatcher
Herbert Fox
Gail Neddermeyer
Mary Larsgaard
Phil Hoehn
Harold Otness
Frances Woodward
Larry Cruse
David Lundquist
Barbara Cox
Riley Moffat
Susan Trevitt-Clark
Ronald Whistance-Smith
Steven Hiller
Rosanna Miller
Jim Minton
Linda Newman
1967-68: Mimi Sayer
1968-69: Kathleen Brennan
1969-70: Karyl Butcher
1970-71: Ruth Ann Lowe
1971-72: Mary Largoja
1972-73: Mary Largoja
1973-74: Susan Trevitt
1974-75: Phil Hoehn
1975-76: Dorothy Mewshaw
1976-77: LaVonne Jacobsen
1977-78: Paul Martinez Perry
1978-79: David Schacht
1979-80: Marjorie Henry
1980-81: Rosanna Miller
1981-82: Janet Collins
1982-83: Donna Koepp
1983-84: Pamela Enrico & Barbara Cox
1984-85: Stephen Mullin
1985-86: Stephen Mullin
1986-87: Muriel Strickland
1987-88: Dale Steele

**Secretary**

**Past President**

Stanley Stevens
Carlos Hagen
Robert Sivers
Mary Schell
Edward Thatcher
Herbert Fox
Beatrice Lukens
Gail Neddermeyer
Mary Largoja
Phil Hoehn
Harold Oness
Frances Woodward
Larry Cruse
David Lundquist
Barbara Cox
Riley Moffat
Susan Trevitt-Clark
Ronald Whistance-Smith
Steven Hiller
Rosanna Miller

**Treasurer**

1967-68: Mimi Sayer
1968-69: Kathleen Brennan
1969-70 to Present: Stanley Stevens

**Members of Committees [*= active status]**

**Other Than Executive**

**Archivist**

WAML Archives at UC Berkeley
1980 to Present:

1969-75: Sheila Dowd
1975-79: Janet Rudd
1979-80: Phil Hoehn
1980-81: Charley Seavey
1981-82: Ronald Whistance-Smith
1982-83: Peter Stark
1983-84: Larry Cruse
1984-85: Ronald Whistance-Smith
1985-86: Ronald Whistance-Smith
1986-87: Ronald Whistance-Smith

**Publications Advisory Committee**

Est. June 1972

Chair: Stanley Stevens 1973-present
Larry Cruse 1984-present

Editor of Publications (ex officio):
John Fetros 1973-74
Mary Schell 1973-74
Edward Thacher 1973-74
Larry Cruse 1973-74
Ronald Whistance-Smith 1973-74

Editor of Information Bulletin (ex officio):
John Fetros 1973-74
Sandra Lamprecht 1973-74
Edward Thacher 1973-74
Larry Cruse 1973-74
Sandra Lamprecht 1973-74

* Chair
*Chair*

**Subcommittee on Geoscience Publications**

*Est. Apr 1987*

1987-88: Michael Noga*    Charlotte Derksen    Jim O'Donnell    Ed Jeste

**Microfilm Subcommittee**

1983-84: Larry Cruse    Phil Hoehn    Delbert Roach
1984-85: Larry Cruse    Phil Hoehn    Delbert Roach
1985-86: Larry Cruse    Phil Hoehn
1986-87: Larry Cruse    Phil Hoehn

**Editor of WAML Information Bulletin**

1969-70: Volume 1: Robert Sivers
1970-71: Volume 2: Mary Schell
1971-84: Vols. 3-15: Stanley Stevens
1984-: Vols. 16-: Larry Cruse

**Map Collections Directory Committee**

1967-68 & 1968-69: Mary Schell*    Sheila Dowd    Mimi Seyer
Wallace St. Clair    Stanley Stevens    Eleanor Wilkins

**Committee on Minimum Standards for Map Libraries**

Carlos Hagen

**Chair**

1969-70: Map Manual Committee (for historical societies)

1972-73: John Petros*    Herbert Fox    Stanley Stevens

**Nominating Committee**

1967-68: Sheila Dowd    Elinor Kelly    Robert G. Nadey
1969-70: Edward Jeste    Mimi Seyer    Stanley Stevens
1972-73: Gail Neddermeyer (Nichols)*    Elizabeth Rivero
1973-74: John Coll    LaVonne Jacobsen
1974-75: Mary Ansari    Mary Hoeber
1975-76: Larry Cruse    Don Haacke
1978-79: Gail Neddermeyer (Nichols)*    Elizabeth Rivero
1977-80: Herbert Fox    LaVonne Jacobsen
1979-80: Herbert Fox*    Ron Whistance-Smith
1980-81: Mary Ansari    Herbert Fox
1981-82: Larry Cruse    Herbert Fox
1982-83: Herbert Fox*    Herbert Fox
1983-84: Herbert Fox*    Herbert Fox*
1984-85: Ronald Whistance-Smith*
1985-86: Susan Trevitt-Clark*
1986-87: Susan Trevitt-Clark*

**Committee on Committees**

1983-84: Larry Cruse

**Chair**

**Membership and Hospitality Committee**

1977-78: 2-yr: Bea Lukens*    Rosanna Miller    Patricia Simpson
1-yr: David Schacht    Muriel Strickland    Maureen Wilson
1978-79: 2-yr: Bea Lukens*    Rosanna Miller    Patricia Simpson
1979-80, 1980-81, 1981-82, 1982-83:
1983-84: 2-yr: Janet Collins*    Marjorie Henry
1984-85: 3-yr: Marjorie Henry*    Janet Collins
1985-86: Susan Trevitt-Clark*    Marjorie Henry    Maureen Wilson
1986-87: Susan Trevitt-Clark*    Marjorie Henry    Maureen Wilson
Map Cataloging Committee

Myrna Fleming
Dorothy McGarry
Bruce Robertson

Ad Hoc Committee on Standardization of Information & Statistics

1982-83: Barbara Cox
             Susan Trevitt-Clark
1983-84: Barbara Cox
             Susan Trevitt-Clark

- Chair

Ad Hoc Awards Committee

1983-84: Larry Cruse
         Phil Hoehn
         Riley Moffat
         Harold Oness

WAML Representatives

to SLA G&M DIV.:  
1975-76: Janet Rudd
1980-81: Dorothy McGarry
1981-82: Barbara Cox
1982-83: Barbara Cox
1983-84: Barbara Cox
1984-85: Barbara Cox
1985-86: Muriel Strickland
1986-87: Muriel Strickland

to ALA MAGERT:  
1980-81: David Lundquist
1981-82: Donna Koepp
1982-83: Donna Koepp
1983-84: Donna Koepp
1984-85: Linda Newman
1985-86: Linda Newman
1986-87: Linda Newman

to Anglo-American Cataloging Committee for Cartographic Materials

Oct. 1979-Nov. 1979: Mary Lenzgaard
Nov. 1979-Dec. 1980: Stanley Stevens
Jan. 1981-7: Myrna Fleming
1987-: Phil Hoehn

to Cart. Users Adv. Council:
1979-80: Stanley Stevens
1980-81: Stanley Stevens
1981-82: Stanley Stevens
1982-83: Stanley Stevens
1983-84: Stanley Stevens
& Linda Newman
1984-85: Stanley Stevens
& Linda Newman
1985-86: Stanley Stevens
& Linda Newman
1986-87: Stanley Stevens
& Riley Moffat

Publications Chronology

1969

Newsletter - September 24, 1969 - by Robert Sivers, President

1970
Newsletter - Volume 1, Number 2 - March 1970 - by Robert Sivers, President

1970 - to Present
Information Bulletin Volume 1, Number 3 - June 1970 - to Volume 19, Number 1 - Nov. 1987
Maps in the Local Historical Society was compiled by WAML at the request of the Conference of California Historical Societies. It was published and distributed by the Conference.

[Conference of California Historical Societies, University of the Pacific, Stockton, CA 95211]


1976

1977

1978
Occasional Paper No. 4: Index to early twentieth century city plans appearing in guidebooks: Baedeker, Muirhead-Blue Guides, Murray, I.J.G.R., etc., plus selected other works to provide worldwide coverage of over 2,000 plans to over 1,200 communities, found in 74 guidebooks, by Harold M. Otness.


1979
Special Workshop Pub.: Map Cataloging Workshop Reference Material for use at the Workshop held at the University of Arizona in Tucson, Oct. 25-27.

1980
Occasional Paper No. 7: Index to nineteenth century city plans appearing in guidebooks: Baedeker, Murray, Joanne, Black, Appleton, Meyer, plus selected other works to provide coverage of over 1,800 plans to nearly 600 communities, found in 164 guidebooks, by Harold M. Otness.

1981
Occasional Paper No. 6: Microcartography: applications for archives and libraries, edited by Larry Cruse, with the assistance of Sylvia B. Warren.

Occasional Paper No. 8: Printed Maps of Utah to 1900; an annotated cartobibliography, by Riley Moore Moffat.

1983

1984

1986
Occasional Paper No. 10: Map Index to Topographic Quadrangles of the United States, 1882-1940, by Riley Moore Moffat.

1988 [in press]
## Chronology of WAML Meetings

[Chronology does not include meetings of Committees; General Membership meetings only.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Date</th>
<th>Place</th>
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<td>Nov</td>
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<td>Sheila Dowd</td>
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<td>1967</td>
<td>Jul</td>
<td>1 ***</td>
<td>San Francisco State University</td>
<td>Mimi Sayer</td>
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<td>California State University-Fresno</td>
<td>Elizabeth Landrum</td>
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<td>U.S.G.S. Menlo Park</td>
<td>Eleanor Wilkins</td>
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<td>25</td>
<td>Scripps Institution of Ocean-La Jolla</td>
<td>Barry Gardner-Smith</td>
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<td>24</td>
<td>University of California-Davis</td>
<td>Edward Jesses</td>
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<td>1971</td>
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<td>Nut Tree, Vacaville, CA / SLA</td>
<td>Mimi Sayer</td>
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<td>1971</td>
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<td>University of California-Santa Barbara</td>
<td>Robert Sivers</td>
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<td>California State Library-Sacramento</td>
<td>Mary Schell</td>
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<td>Southern Oregon College- Ashland</td>
<td>Harold Oness</td>
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<td>University of California-Riverside</td>
<td>Gail Nedermeyer</td>
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<td>California State University-Fresno</td>
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<td>1975</td>
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<td>8 +</td>
<td>Univ. of British Col.-Vancouver/ACML</td>
<td>Frances Woodward</td>
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<td>24</td>
<td>California State University-Fullerton</td>
<td>Roy Boswell</td>
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<td>1976</td>
<td>Jun</td>
<td>6 +</td>
<td>Brown Palace Hotel-Denver/SLA</td>
<td>Mary Larsgaard</td>
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<td>23</td>
<td>University of Oregon-Eugene</td>
<td>Ed Thatcher</td>
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<td>&amp; Oregon State University-Corvallis</td>
<td>Paul Martinez-Perry</td>
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<td>&amp; University of Santa Clara</td>
<td>Mary Guedon</td>
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<td>University of California-San Diego</td>
<td>Larry Cruse</td>
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<td>1977</td>
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<td>University of Washington-Seattle</td>
<td>Anna Chiong</td>
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<td>1978</td>
<td>Mar</td>
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<td>University of Nevada-Reno</td>
<td>Mary Ansari</td>
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<td>University of Arizona-Tucson</td>
<td>Linda Cottrell</td>
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<td>Oct</td>
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<td>University of California-Davis/CA Map Soc.</td>
<td>David Lundquist</td>
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<td>University of Utah-Salt Lake City</td>
<td>Barbara Cox &amp; Riley Moffat</td>
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<td>LaVonne Jacobsen</td>
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<td>1981</td>
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<td>University of Alberta-Edmonton</td>
<td>Ron Whistance-Smith</td>
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<td>Stanford University-Stanford</td>
<td>Karyl Tonge</td>
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<td>1982</td>
<td>Mar</td>
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<td>University of California-Santa Barbara</td>
<td>Larry Curver</td>
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<td>1982</td>
<td>Apr</td>
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<td>San Jose State University-San Jose</td>
<td>Pamela Enrici</td>
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<td>1982</td>
<td>Sep</td>
<td>15</td>
<td>University of California-Berkeley</td>
<td>Phil Hoehn</td>
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<td>1984</td>
<td>Apr</td>
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<td>University of Washington-Seattle</td>
<td>Steve Hiler</td>
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<td>1984</td>
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<td>California State University-Fresno</td>
<td>Herbert Fox</td>
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<td>1985</td>
<td>Mar</td>
<td>28</td>
<td>Arizona State University-Tempe</td>
<td>Rosanna Miller</td>
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<tr>
<td>1985</td>
<td>Sep</td>
<td>19</td>
<td>University of California-Davis</td>
<td>David A. Lundquist</td>
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<td>1986</td>
<td>Mar</td>
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<td>San Diego State University-San Diego</td>
<td>Muriel Strickland</td>
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<td>1986</td>
<td>Sep</td>
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<td>University of Oregon-Eugene</td>
<td>Peter Stark</td>
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<td>1987</td>
<td>Apr</td>
<td>23</td>
<td>Brigham Young University-Provo</td>
<td>Riley Moffat</td>
</tr>
</tbody>
</table>

**20th Anniversary Meeting**

1987 Sep 10 University of Nevada-Reno | Mary Ansari & Linda Newman
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Lloyd Blakeley†</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Kathleen Brennan</td>
<td>Western Washington State College</td>
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<tr>
<td>Edwin H. Bryant</td>
<td>Bishop Museum, Honolulu</td>
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<td>Gertrude M. Cords</td>
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<td>Sheila Dowd</td>
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<td>Lachlan M. Elder</td>
<td>Hearne Brothers Maps, San Leandro</td>
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<td>Barry Gardner-Smith</td>
<td>Scripps Inst. Ocean. - La Jolla</td>
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<td>Carlos B. Hagen</td>
<td>University of Calif.-Los Angeles</td>
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<td>Ruth Hartman</td>
<td>Central Washington State College</td>
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<td>Virgil Hays</td>
<td>Northeastern Nevada Hist. Soc.-Elko</td>
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<td>Edward Jestes</td>
<td>University of California-Davis</td>
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<tr>
<td>Medora Johnson†</td>
<td>San Joaquin Co. Hist. Soc.-Lodi, CA.</td>
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<td>Etta Judd</td>
<td>Oregon State University Library</td>
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<td>Elinor C. Kelly</td>
<td>University of Washington</td>
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<td>Beatrice L. Lukens</td>
<td>University of California-Berkeley</td>
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<td>John D. McClure III</td>
<td>Sacramento State College</td>
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<td>Robert G. Nadey</td>
<td>Calif. State Lands Com.-Sacramento</td>
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<td>H. Theodore Ryberg</td>
<td>University of Alaska-College, AK.</td>
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<td>Wallace St. Clair</td>
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<td>Robert Sivers</td>
<td>Univ. of Calif.-Santa Barbara</td>
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<td>Donald B. Slocum</td>
<td>Eugene, Oregon</td>
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<td>Stanley D. Stevens</td>
<td>University of Calif.-Santa Cruz</td>
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<td>Edward P. Thatcher</td>
<td>University of Oregon-Eugene</td>
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<td>Fredrica H. Whytett</td>
<td>Long Beach Pub. Lib.-Los Cerritos</td>
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<td>Eleanor E. Wilkins</td>
<td>U.S.G.S. Library-Menlo Park, CA.</td>
</tr>
<tr>
<td>Frances Woodward</td>
<td>University of British Columbia</td>
</tr>
</tbody>
</table>

† = Deceased
American Congress on Surveying and Mapping

by

Alberta Auringer Wood

Good afternoon!

I am happy to be here for your "Sounding Board" session to talk to you about the American Congress on Surveying and Mapping, or ACSM.

I feel that as a map librarian serving as the President of this organization, I have a unique opportunity and responsibility to encourage closer ties between our associations.

**ACSM and ACA Objectives**

The members of ACSM, specifically those in the American Cartographic Association, or ACA, are concerned about map librarians and map libraries. This is well illustrated by one of the ACA bylaws which states that it is an objective to: "Encourage the conservation and servicing of map collections and the professional development of their personnel."

Also of relevance to map librarians is another ACA bylaw objective which is to: "c. Foster improvements in cartography, defined as the art, science, and technology of making maps, together with their study as scientific documents and works of art. In this context maps are regarded as including all types of maps, atlases, plans, charts, sections, three-dimensional models, and globes representing the Earth or any celestial body at any scale."

**Organizational Structure of ACSM**

I would like to give you some additional background information about ACSM.

ACSM was formed in June 1941 and is incorporated in the District of Columbia as a non-profit corporation. The main objective of ACSM, as a whole, is to advance the sciences of surveying and mapping and related fields, in furtherance of the public welfare and in the interests of both those who use surveys and maps and those who make them, and to establish a central source of reference for its members.

The Association has more than 11,000 individual members, 80 sustaining members, and 50 affiliated state societies. Three Member Organizations, or MOS: the American Cartographic Association (ACA) [which I mentioned initially], the American Association for Geodetic Surveying (AAGS), and the National Society of Professional Surveyors (NSPS). They represent the interest areas of the individual members of ACSM.

In some areas of the country, Sections have been formed which further represent all the disciplines of the profession.

A member joins ACSM by the payment of dues on an annual basis. Each member specifies which of the member organizations is of most interest and for which that person qualifies. A membership in ACSM automatically includes membership in one or more of the member organizations. The Association is governed by a Board of Direction, consisting of a President, a President Elect, a Vice President, the Immediate Past President, the President of each Member Organization, and nine other directors. A Secretary and a Treasurer are appointed from this Board by the President, with the approval of the Board. The directors are elected by the membership at large in numbers proportional to the relative voting membership of the Member Organizations. At least one such elected director, in addition to the MO President, comes from each Member Organization. At the moment, there are seven NSPS directors, one ACA director, and one AAGS director.

At the end of 1986, the membership figures were 8,521 for NSPS, 2,301 for ACA, and 1,881 for AAGS. The officers are also elected on a rotational basis based upon MO membership. Each MO also has elected officers and directors, in addition to the MO President mentioned previously. ACSM and its MOs have a number of standing committees whose responsibilities are set by the bylaws. As well, special committees may be authorized by the Board and the President may appoint ad hoc committees.
Meetings
The Board usually meets twice a year in conjunction with the Annual and Fall Conventions. An annual business meeting is normally held at the Annual Convention in the Spring.

Administration at Headquarters
The day to day administration of the Association is managed by a staff of 15, located in ACSM’s headquarters in Falls Church, Virginia. The staff is organized into six departments: Executive and Administration, Member Services, Communications, Government Affairs, Education, and Field Services. Each department manager serves as staff liaison to various ACSM committees, supplying administrative support and guidance in furtherance of the Association’s goals.

Major Programs of ACSM
ACSM’s major activities are: sponsoring two conventions each year; publishing the ACSM Bulletin, Surveying and Mapping, The American Cartographer, and the proceedings of the annual and fall conventions; sponsoring annual awards programs; marketing the association’s programs and services to members and the public; serving as a resource of information on the surveying and mapping profession; providing liaison to the state affiliates and local chapters of the Association; enhancing the professional image of members through public relations and related activities; monitor legislation to protect members’ interests; cooperating with allied groups to support the setting of technical standards; preparing and/or promoting educational opportunities; advancing the concept of continuing education and 4-year degree programs; maintain a computer generated state legislative clearinghouse accessible by members as needed; supply management to support these activities; provide administration to manage ACSM.

ACSM's Financial Support
ACSM’s income is derived mainly from member dues and from conference receipts. As is the case in all associations of this size, the close working relationship between the professional staff and volunteers, each fulfilling their responsibilities, is what makes ACSM function at optimum levels of efficiency.

Who belongs to ACSM?
The membership of ACSM is largely concerned with surveying, the technical aspects of map production, the equipment which is used in map production, and various aspects of machine assisted surveying and mapping. Many of these people are the producers, either individually or as part of a company or government agency, of the maps which end up in our map libraries.

At the ACSM meetings and through ACSM publications, it is possible to learn about what is old or new and what is being contemplated for the future. The exhibits provide the opportunity to see the latest equipment used in all aspects of surveying and map production, as well as new maps. On display at the Spring meeting are those new maps which are the winners of the annual ACSM Map Design Competition.

Liaison to other Organizations
ACSM has liaison relationships with a number of national and international societies having goals and interests in common with ACSM. The ACSM Board, at its meeting on April 3d, approved formalizing liaison activities with a number of map library associations. I feel that an ongoing continued relationship between our two organizations can serve as a positive benefit to the memberships that we represent. The American Cartographic Association has been designated the responsible Member Organization for this activity. I am pleased that a formal liaison is also of interest to the Western Association of Map Libraries. Your President has been invited to come to our meeting, also in Reno, from October 4th through the 9th, 1987, to attend the ACSM and ACA Board meetings to discuss details, as well as to participate in the other events which take place at the meetings.

Alberta Aueringer Wood, Map Librarian, Memorial University of Newfoundland, St. Johns, is currently President of the American Congress on Surveying & Mapping. She is an Associate Member of WAML.
The 20th Anniversary Meeting included a banquet during which WAML Members and Guests were given the opportunity to Roast or Toast WAML and/or its Members; here are some excerpts from that evening.

Banquet Master of Ceremonies:

The hotel staff has asked that no food be thrown during this part of the program.
Harold Otness
WAML President 1977-78

"... Arizona's version of Lillie Tomlin — Rosanna Miller!"

"... I would like to take this happy occasion to dwell on some near disasters, a tiny sampling of what I have endured over the years trying to attend WAML meetings ..."

"... So why do we do this? Why do we put ourselves through this? It reminds me of the old vaudeville story about the couple — actors — standing on a cold windswept street corner on Christmas Eve, hungry and without work. There is a lighted window before them and a family there and a turkey and a Christmas tree and a fire. And the girl says, 'Oh, honey don't you just wish we had a nice home of our own on Christmas Eve?' And he turned his perfect profile to the street lamp and said, 'What, and give up show biz?'"

"Larry Cruse has become known as the Rube Goldberg of the map world. At the time I first met him, I found out, much to my chagrin, that he didn't even own or know how to operate a slide projector."

Rosanna Miller
WAML President 1986-87

Eleven of the Twenty Past Presidents of WAML

L to R: Susan Trevitt-Clark, Stan Stevens, Mary Larsgaard, Phil Hoehn, Bea Lukens, Rosanna Miller, Harold Otness, Steve Hiller, Ron Whistance-Smith, Riley Moffat, Dave Lundquist. Each Past President Received a Certificate printed by Harold Otness on his hand-press, The Quiet Desperation Press, and framed by Linda Newman.
Toasting WAML: To Be or Not To Be A Map Librarian

The stage was the 14th floor banquet room of the Holiday Inn in downtown Reno, Nevada
The time was the evening on September 11, 1987
The play was WAML's 20th Anniversary Meeting
The scene was staged to roast WAML
And the playwright was Ron Whistance-Smith

Friends, Librarians, Cartographers
Lend me your ears
I come here to praise WAML
Not to criticize it
The maps men make live after them
The best are oft treated and con serv ed.
    Jul. Cæsar.

So let it be with WAML. The noble Stanley
Hath told you WAML was ambitious.
If it were so, it was in a just cause
And joyfully hath WAML accomplished it.
    do.

Well, honour is the subject of my story.
I cannot tell what you and other people
Think of this organization; but, for my single self,
I had as lief not be as live to be
In awe of such a thing as this fair group.
    Jul. Cæsar.

(One score years ago did this group form.)
So we grew together,
Like to an organic union, seeming parted,
But yet an union in partition;
Many lovely collections moulded of one subject;
Many lovely people, bonded by a common interest.
    Midsummer Nights D.

For to be or not to be is hardly the question,
Whether tis nobler to our minds to suffer
The ignorance of the masses to maps
Or to take arms against this sea of troubles
And by education end them? To popularize:
To show the advantages.
    Hamlet.

The quality of maps is not strained,
It droppeth as the gentle rain from heaven,
They cascade forth from GPO, from Canada Map Office
from GEOCENTER, Pacific Travellers Supply, and
Upon the users and the libraries: they are twice blessed.
They blesseth those who loan and those who borrow:
    Merchant of Venice.
If maps be the food of love, draw on:
Give me excess of them, that surfeiting,
Our collections might ever grow, and live.
O! they come to my eye like the sweet view
When puffy clouds shimmer on a shining sea,
Swelling then calmly dissipating.

Twelfth Night.

The man that hath not the love of maps in himself,
Nor is not mov'd with concord of sweet lines,
Is fit only for computers, plotters, and discs;
The notions of his spirit are dull as night,
And his affections dark as Erebus:
Let no such man be trusted.

Merchant of Venice.

(We honour too, past presidents)
Let none presume
To wear an undeserved dignity.
O! that their estates, degrees and offices
Were not deriv'd corruptly, and that clear honour
Were purchased by the merit of the wearer.
How many then should uncover that stand silent;
How many command rather than be commanded:
How much higher would we then reach
Into the darkness of ignorance; and how much knowledge
Pick'd from the chaff and ruin of our clients
To be new varnish'd.

do.

(I long to hear those words from my friends)
Come and take choice of all my library,
And so enhance thy joy.

Titus Andronicus.

We do smile our faces into more lines than are in
the new map with the augmentation of the Indies.

Twelfth Night.

Our revels are now ended. These our maps
As I foretold you, contain all visions and
Are neatly stored for future reference:
And like the basic fabric of these visions,
The cloud-capp'd towers, the gorgeous palaces,
The solemn temples, the great globe itself,
Yea, all which we inherit by purchase and deposit'ry
Form such a highly coloured pageant, glowing,
that we must always be new drawers gathering.
We hold such stuff as dreams are made on, and our little lives
Are rounded in that service which we provide.

Timon of Athens.

R. W-Shakespeare
"We are not volunteers in the true sense of the word; we did not say, ‘Oh yea, I will come and speak to the masses.’ We were told what we were going to do, and I thought, ‘Hey, Paul Masson, you can’t let me down! I thought we were just to come up and not to roast any body who was here . . . .’"

Susan Trevitt-Clark
WAML President, 1983-84

"I think WAML is really an acronym for ‘We Are Mostly Lost’.”

Harold Otness

I would like to make a toast to Stan Stevens and his little black book, the manuscript pages for the tome we all hope will never be published, at least not in our life-time: the infamous ‘Prairie Schooner Papers, a social history of map librarianship.’

Mary Larsgaard

"I didn’t volunteer for this. Would I volunteer for this? Linda asked me, and of course, if Linda asks you, can you refuse?"

Steven Hiller
[My Thanks! Ed.] WAML President 1985-86

"I go to WAML meetings because it’s like being in high school. There is this general air of unreality: someday we will grow up and get real jobs .... We have our impossible dreamer; we have our guys in the back row; we have our teachers; we have our characters ... there are a couple of them still extant — I think we can call them ‘scroungers’ — who show up at meetings in big station wagons; they are really great for getting rid of those maps you never wanted in the first place."

Steven Hiller

"WAML is great and so is its future!"

His only and concluding remark of President’s Panel. Larry Cruse
Minutes of the "Exploratory Meeting" to consider the establishment of an association of Pacific Coast map librarians

Reproduced for the 20th Anniversary Meeting, Reno, September 10-12, 1987
by Phil Hohn, WAML Archivist,
and presented by him as the basis for his remarks as part of the "President's Panel: WAML's Past, Present and Future", Sept. 11, 1987

The following sixteen librarians met at the University of California Faculty Club for luncheon on Nov. 12, 1966 to consider the establishment of an association of Pacific Coast map librarians:

Albert Colombo, San Diego State College
Gertrude Cordts, Oakland Public Library
Sheila Dowd, University of California, Berkeley
Edward Jestes, University of California, Davis
Beatrice Lukens, Univ. of California, Berkeley
Margaret Marshburn, Standard Oil Company
Mark Pangborn, U.S.G.S., Washington, D.C.
Annabelle Patterson, Oakland Public Library
Wallace St. Clair, San Fernando Valley State College [Cal State, Northridge]
Mimi Sayer, San Francisco State College
Mary Schell, California State Library
Joan Silvers, Stanford University
Harriet Smith, University of Illinois
Stanley Stevens, Univ. of California, Santa Cruz
Edward Thatcher, University of Oregon
Eleanore Wilkins, U.S.G.S., Menlo Park

At the conclusion of the luncheon, each librarian introduced himself and gave a short description of the map collection for which he is responsible. The group then proceeded to the Map Room of the UC Berkeley Library where Sheila Dowd gave a brief description of the map collection before beginning the formal meeting.

Ed Thatcher opened the meeting with several announcements:

1. He had received many expressions of enthusiasm for the formation of a group of map librarians.

2. Mark Pangborn and Harriet Smith were representatives from the Geoscience Information Society.

3. Carlos Hagen, University of California, Los Angeles, could not attend but had sent some papers that he had written for distribution.

Ed Thatcher then asked for ideas about what would be desirable for an organization. The secretary, pro tempore, read Carlos Hagen's statement of proposals. In brief, the suggestions were:

1. A Farmington Plan be established for West Coast libraries.

2. An organization be formed to implement the plan.

3. Maps be cataloged immediately so holdings would be available to other libraries.

4. Standards be established for map libraries to be full or associate members of the organization.

5. The organization make a statement on copyright and fair use.

6. External support be sought for more West Coast participation in distribution of duplicate maps in Washington, D.C.

7. Financial support be sought for acquisitions and processing of materials.

These proposals stimulated a lively discussion. It was agreed that a Farmington Plan might be too ambitious as a beginning, and the first business might be a decision on how the group might be organized.

Eleanore Wilkins asked whether some effort had been made through the Geography and Map Division of SLA. Ed Thatcher had made some inquiries. There had seemed to be some stumbling blocks; he did not have a complete picture. Sheila Dowd felt that affiliation with SLA would make an effective pressure group. It might be possible then to suggest a review of the Army Map Service depository set-up. Perhaps there could be different distribution, or there might be classes of depositories. Stan Stevens suggested that affiliation with SLA be explored more fully, and Eleanore Wilkins agreed that she would be glad to investigate.
Sheila Dowd proposed that the group might want to consider affiliation with the Geoscience Information Society as a chapter. Mark Pangborn said that a group in Great Britain is considering becoming a chapter. Geoscience could be interpreted broadly to include cartography, soils, and some other fields. Harriet Smith said that the geoscientists had investigated various organizations for affiliation before forming their own group. Not all their group would have been eligible to belong to a chapter of some organizations. Mark Pangborn thought that SLA required a MLS for membership. In the ALA subject group, the dues were based on salary and considered too high.

Whatever was done about organizing, Mark Pangborn strongly advised consulting a lawyer, asking his fee in advance, so the organizational papers would be in good order. It would be necessary to keep airtight records with names and dates for Bureau of Internal Revenue inspection if the group expected to become a tax exempt organization. Stan Stevens interjected that tax exemption might be a very important point, because money would be needed for projects, and it might be easier to get contributions if money were given to a tax exempt organization. Mark Pangborn agreed that tax exempt status was very important. He also suggested that the best results would come from an organization which would include professional people. It is then that one can develop interest, and get feedback and support. The geological Society of America and the American Geological Institute are important organizations which reach the geologists who control the purse.

Mark Pangborn then suggested that another possibility for consideration was the Association of American Geographers. Albert Colombo volunteered to investigate the possibility of affiliation with them.

Wallace St. Clair felt that the group needed to have an evaluation of what they have and what they would like to have. There was need to identify the problem areas. He thought that an executive committee could work on this and he volunteered to assist in Southern California. The mention of problems exploded into a further discussion of the Army Map Service—the difficulties of getting placed on the depository list, the policy of distribution, and its desire not to expand. Mark Pangborn said the distribution problems might be related to quality of staff available. The U.S.G.S. distribution program has had some problems with this.

Albert Colombo recalled the group to the problem of organization. The executive committee might be used as the tool for setting up the organization. They might define the need for organization and set up some goals. Their proposal could be presented at another meeting. There were several suggestions of possibilities from the floor—ALA in S.F. in June 1967, GIS with GSA in New Orleans in 1967, SLA in New York in 1967. Stan Stevens proposed that a couple of people could develop recommendations and perhaps a decision could be made by June 1967 at ALA.

Stan Stevens asked for further comments on Carlos Hagen’s proposals. Sheila Dowd didn’t see how it was possible to participate in the Farmington Plan proposal at present; she does not consider her core collection to be adequate yet. Eleanor Wilkins said the U.S.G.S. has a special collection of geologic and topographic maps, so they couldn’t participate. Albert Colombo thought that the group really needed to know more about West Coast libraries. Sheila Dowd called attention to the SLA Directory, Map Collections in the U.S. and Canada, published in 1954.

Ed Thatcher called for ideas for projects and offered the idea that the revision of the 1954 SLA Directory information might be a project. It could list areas of specialization. Eleanor Wilkins proposed a questionnaire to get information on size, emphasis, subjects, and policy for lending. Mark Pangborn said that the GIS had compiled what amounted to a checking edition and that a more extensive directory was planned for the future. Ed Thatcher thought that the directory could also include the interest of public and state libraries. Margaret Marshburn said that she would be interested in a bibliography of sources, ways of handling, and cataloging. Stan Stevens suggested compilation of a list of sources as another project. Mark Pangborn said that the U.S.G.S. Map Information Office has a list.

Ed Thatcher then asked for volunteers for committees and passed along a signup sheet. The Executive Committee would be concerned with the when and where of the next meeting, the nature of the organization, affiliation, and dues. The following signed under the heading Executive or Nominating Committee: Stan Stevens (chairman), Ed Jestes, Albert Colombo, Ed Thatcher, Joan Silvers, Albert Colombo and Ed Thatcher signed for the Recruitment Committee. The Projects and Research Committee included Mary Schell (chairman), Sheila Dowd, Wallace St. Clair, Mimi Sayer, Eleanor Wilkins and Ed Thatcher.
Ed Jestes asked about how the committees would proceed. Stan Stevens replied that the members would correspond and have some position papers for each possibility by June, 1967. Albert Colombo would explore with AAG the questions of affiliation, the advantages, the cost, and whether it would be necessary to be individual or group members. Ed Jestes would do the same for GIS, and Ed Thatcher for SLA.

Mark Pangborn reiterated his advice about obtaining a lawyer so incorporation papers would be correct. Some other organization[s] have had difficulties.

With the assurance that each one would receive a copy of the minutes, the meeting was adjourned.

Respectfully submitted by
Beatrice Lukens
Secretary, pro tempore

Beatrice Lukens, before retirement was Librarian, Earth Sciences Library, University of California, Berkeley; WAML President 1973-74, she served seven years on the Membership & Hospitality Com.

Phil Hoehn

He was WAML President in 1976-77 and is WAML Archivist. He presented remarks based on material in the Archives for his part in the Presidents Panel.

Carol Collier (left), Editor of MAGERT's baseline, hears the true story of WAML’s founding from
Bea Lukens

a founding Member of WAML who took the Minutes of the first meeting (seen here at poolside during the Cookout at The Newman’s in Reno)
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