

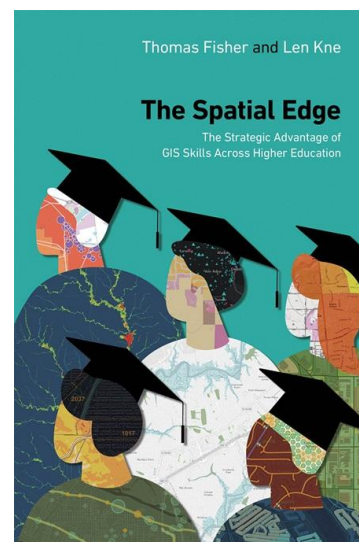
boundaries, the layer(s) of information, the people who populate it, the manner of projection, the selection of colour and scale respectively, along with whether and how the element of time is built into it. Each chapter examines one of these cartographic design elements through historical examples that reveal how seemingly technical cartographic decisions carry significant social and political implications. As Rankin argues, conventional mapping has long encouraged readers to "flatten, divide, homogenize, and render static" geographic space (p. 21). His vision of "radical" cartography instead embraces uncertainty, multiplicity, and the inherently interpretive nature of spatial knowledge (p. 16). Throughout the book, the maps themselves are central to the argument rather than merely illustrative, inviting readers to critically examine the visual evidence alongside Rankin's historical narratives.

Although the work is grounded in historical and geographic scholarship, Rankin writes for a general audience beyond academia. However, the depth and volume of information presented make the text relatively dense, requiring readers to engage carefully with the material. Readers already familiar with critical cartography and critical geography scholarship may find the book synthesizes rather than extends existing theoretical conversations on the topic. The book shares thematic ground with Mark Monmonier's *How to Lie with Maps* and Denis Wood's *The Power of Maps*.

For map librarians and academic libraries, *Radical Cartography* would be a valuable addition to collections supporting geography, GIS, history, environmental studies, urban studies, and critical data studies. Its visual richness, interdisciplinary perspective, and accessible narrative make it particularly well suited for instruction in critical map literacy

and introductory cartography. While experienced scholars may find its theoretical contributions familiar, the book is a visually engaging and thoughtful engagement with critical approaches to cartography, making it especially valuable for undergraduate students, graduate students, and readers encountering these ideas for the first time.

The Spatial Edge: The Strategic Advantage of GIS Skills Across Higher Education



Fisher, Thomas, and Kne, Len. *The Spatial Edge: The Strategic Advantage of GIS Skills Across Higher Education*. Redlands, California: Esri Press, 2026. 200p. \$24.99 US. ISBN 9781589488953. eISBN 9781589488977.

This is a book I wish I could have given to every person who has asked what GIS is or what you can do with GIS. In *The Spatial Edge*, authors Tom Fisher and Len Kne provide a broad, yet succinct overview of the myriad ways that GIS is used across higher education with the goal of promoting GIS as a versatile tool, rather than a niche technical skill.

The book is broken into seven chapters with chapters one and seven providing practical information for GIS Services, and the remaining topical chapters covering a distinct deployment of GIS in higher education. Chapter one, Democratizing Spatial Thinking Across Higher Education, serves as a brief introduction to the concept of spatial thinking before breaking down the history and operations of U-Spatial at the University of Minnesota. It provides an overview of the core services, supports, and infrastructure that U-Spatial has developed, including software and hardware support, data services, instruction, and outreach initiatives. The authors emphasize this holistic approach to ensure sustainable GIS services. Chapter seven provides practical support for creating a sustainable GIS centre with examples specific to Libraries, dedicated GIS centres, IT, departments, and others.

Chapters two through six focus on individual different ways in which higher education institutions can deploy GIS including Research, Teaching, Campus facilities, Community engagement, and GIS careers, respectively. The chapters are written to be accessible to a wide audience from students and researchers to administrators and policymakers. The chapters begin with a short introduction providing concise, plain language summaries of how GIS operates in each sector of higher education. Each introductory section is followed by diverse examples of GIS projects from around the world. These examples include a title, discipline, industry, organization, and location followed by a brief overview and colour image of the GIS application making it an excellent entry point to dive deeper into inspirational projects.

Both authors come with deep backgrounds in geospatial research and support. Kne's experience creating and running U-Spatial

shines through in chapters one and seven, where that experience provides readers with an exceptional how-to guide to building and maintaining GIS services at multiple scales. Both authors' experience is also evidenced in their ability to gather such a vast quantity of diverse GIS projects. Geospatial librarians and practitioners seeking to create, advance, or even justify GIS supports and services will find their insights and suggestions highly valuable.

The Spatial Edge is highly recommended as a tool for communicating GIS trends and impact for any geospatial practitioner in higher education. It provides a strong vocabulary and vernacular to describe how thinking spatially crosses disciplinary boundaries and can support how institutions approach academics and operations. Students and scholars will find the examples from across disciplines and organizations to be valuable inspirations for their own research.

Becoming Green Gables: The Diary of Myrtle Webb and Her Famous Farmhouse

