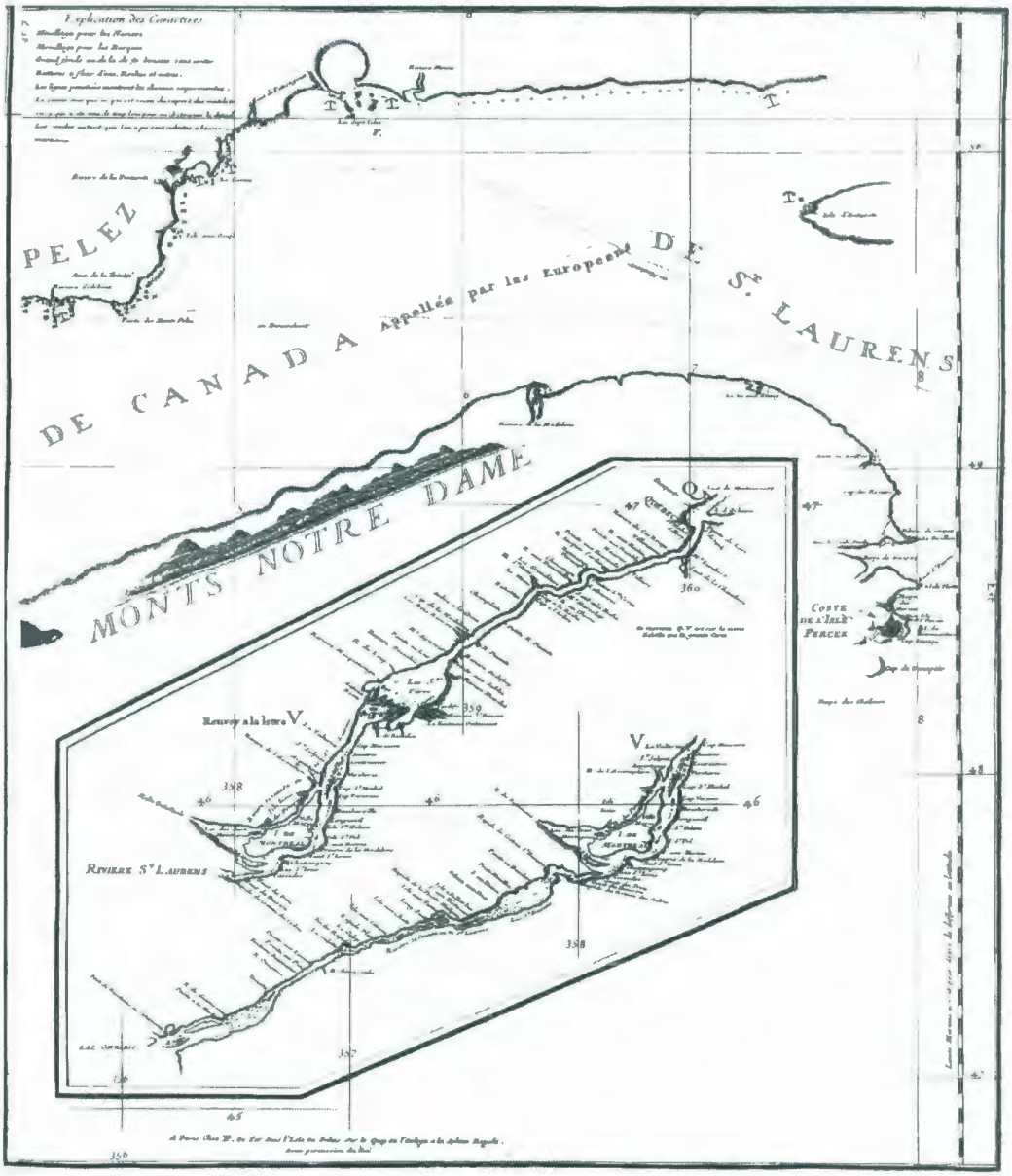
ASSOCIATION OF CANADIAN MAP LIBRARIES AND ARCHIVES

BULLETIN

ASSOCIATION DES CARTOTHÈQUES ET ARCHIVES CARTOGRAPHIQUES DU CANADA



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ASSOCIATION OF CANADIAN MAP LIBRARIES AND ARCHIVES / ASSOCIATION DES CARTOTHÈQUES ET ARCHIVES CARTOGRAPHIQUES DU CANADA

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Table of Contents

ON THE COVER...

J. Deshayes. Eastern sheet of 'La grande rivière de Canada', 1715. Reproduced from an original in the Bibliothèque nationale du Québec, as ACML Facsimile Map Series No. 82 (ISSN 0827-8024).

J. Deshayes. La feuille orientale de 'La grande rivière de Canada', 1715. Reproduit a partir d'un original de la Bibliothèque nationale du Québec, dans la Série de cartes fac-similés de l'ACC, carte No. 82 (ISSN 0827-8024).

PRESIDENT'S MESSAGE

Mark your calendars!
The 2009 ACMLA conference planning is underway for June 8-12, with our host Acadia University, Wolfville, Nova Scotia. This will be a joint conference with the CCA (Canadian Cartographic Association) and Geomatics Atlantic. The theme of the conference will be teaching GIS and geospatial data use to the non-GIS user—a keen interest of Geomatics Atlantic members especially. I would expect this to be a great opportunity for ACMLA members to share their wares. Stay tuned to the website as details unfold.

Speaking of website...
With the technical know-how of our member Siobhan Hanratty, University of New Brunswick, the newly designed ACMLA web site is ready to launch. Siobhan has done a terrific job of designing and organizing the pages. Hopefully it will be live by the time you read this message.

NEW ACMLA Mentoring Program is off to a great start!
This past Fall, ACMLA launched its new program with great success. Thanks to member participation, seven career mentee/mentor pairings were arranged. The ACMLA Mentoring Program was developed to provide a mechanism for encouraging and supporting new members in their professional growth and development and welcoming them into the profession and the Association. The benefits of the program are mutual to mentee, mentor, and as well to the Association as a whole. The program description is featured in this *Bulletin* issue (in English page xx, en francais page xx).

The NEW NTS series... or whatever it's called!
Soon to be released (after a long eight years or so)... the first map sheets of the new NTS revised series will cover regions in British Columbia to aid in planning for the 2010 Winter Olympics, according to Natural Resources Canada. These printed maps will be released in early 2009 through the Depository Services Program, Canada Map Office distributors and GeoGratis. NRCan is planning to revise up to 900 map sheets for regions across Canada over the next two and a half years. The new process, currently undergoing final testing, will integrate data from various sources to produce high-quality plot-ready output. On-going challenges include the integration of multi-source data and the automation of the information layering to respect cartographic specifications developed in part through consultation with the ACMLA and CCA. Atlas of Canada has recently revised the Northern Circumpolar Region map that will also be distributed via DSP.

The NEW Data Committee... or whatever it's called!
At the 2008 AGM last May, a new committee was struck with the mandate to "explore opportunities for access to geospatial data, software, and other resources, and to negotiate with providers the necessary terms and conditions for national consortia arrangement." Members of this new committee are: Richard Pinnell, Chair; Trudy Bodak; Kathleen Matthews; and Ann Smith. Although they have yet to confirm a name, the committee is already hard at work negotiating with a data producer for access to satellite imagery, and keeping tabs on the new DSP agreement for maps. On the DSP front, it was recently announced that David Jones was appointed to the DSP External Advisory Group as ACMLA, or "maps", representative. We look forward to hearing more in the next few months as this agreement is being revisited.

Wishing everyone a great holiday season!

Colleen Beard
ACMLA President

ACMLA Student Paper Award 2007

"SECOND TO THE RIGHT, AND STRAIGHT ON TILL MORNING" (BARRIE)

GEOSPATIAL VISUALIZATION AND CHILDREN'S LITERATURE

James Ripley
Faculty of Information and Media Studies, University of Western Ontario

"They carried their mugs and the kettle and the tin plate piled with thick slabs of brown bread and marmalade to the edge of the cliff. The island lay about a mile away towards the lower, southern end of the lake, its trees reflected in the glassy water. They had been looking at it for ten days, but the telegram had made it much more real than ever it had been before. Looking down from Titty's Peak in the evening of the day on which they had come to the farmhouse where their mother had taken lodgings, they had seen the lake like an inland sea. And on the lake they had seen the island. All four of them had been filled with the same idea. It was not just an island. It was the island, waiting for them." (Ransome)

In discussing geospatial visualization within children's literature it is important to clarify at this juncture that the intention herein is more than evaluating the maps included on the inside covers of kids' books or the various treasure maps included therein of countless protagonists, pirates and Pooh Bears. For the purposes of this exploration geospatial visualization is more than the illustrated maps included on and in said books, but also the mental maps created (if not physically visualized) by the readers themselves in the process of reading, absorbing and participating in the content, plot and lives of the characters and books themselves. It is equally important to state at this juncture that this evaluation will limit itself to children's literature (whose intent is to entertain and enlighten) and not delve into either reference or textbooks written for children (whose intent is solely to instruct).

Once upon a time (and on countless occasions since) 'X' has marked the spot. Whether it was for the fabled treasure of the dastardly brigand Captain Flint (Figure 1) and the subsequent adventures of a young Jim Hawkins or for a bear that had secreted and subsequently misplaced a honey pot, the map was, is, and can be an addition or device afforded to the reader if so desired (Stevenson; Milne). Degrees of accuracy and authenticity can, have, and do vary wildly, and to

Figure 1. Treasure Island. (Stevenson, Robert Louis. 1883. In Treasure Island. By Robert Louis Stevenson. New York: Airmond Books, 1962.)

this equation we must add the levels of understanding that children themselves bring to any such document. While some educators claim that "small children relate to pictorial maps, because they identify more with the familiar than with the abstract... relative position is more meaningful than relative size... [and] direction is more important than scale" (Rieke) and that this is due to issues of reification, maintaining scale, understanding perspective, identification out of context, and inconsistency of classification, other studies indicate that children's ability to interpret abstract symbols is greater than previously believed and that "untaught mapping abilities" are recognizable in children as young as four (Michaelidou, Filippakopoulou, and Nakos).

At its most basic "a map is a picture of someplace from above. It's like flying over that spot in an airplane... we can make a map of anyplace—like a room, a yard, or a neighborhood" (Leedy). It is on this scale that educators suggest broaching maps, symbols, legends, directions, and dimensions. "Close your eyes and imagine your room. Your mind probably makes a picture just like the one you'd see if your eyes were open. But how would the room look to you if you were a spider on the ceiling?" (Wolfman). Beyond this, "in the primary grades, maps are useful tools to help the young reader put stories into perspective and to develop a sense of place" (Gundy), be it the purely fictional distance Mrs. Boot and the children would have to walk to discover why the old steam train is blowing its whistle and the route they, Wooly and the other sheep would subsequently travel back by train and illustrated on flyleaves, or the potentially real map created by Lisa to show all the locations of Penny's Treasure; including her chew bone, squeaky toy, and a missing shoe (Amery and Cartright; Leedy).

Above and beyond the concept of bird's-eye view, we must also consider the content of any given map. While Compass Roses, Pictorial Point Symbol Shapes, Topographical Lines, and an understanding of scale may have become second nature to us as adults, they are in fact abstract concepts which must be taught. Furthermore, geographic and cartographic instruction requires more than offering glorified colouring books with an outline of insert Province here (McKay), and a disappointing pastiche of Dr. Seuss (Figure 2).

So what can and do children understand, and how should we instruct them? In a 1996 as part of a study by Dr. Jacqueline Anderson (an Associate Professor of Geography at Concordia), children were asked "what they thought a map was, what maps show, their use, and what maps they had seen" (Anderson). While the majority of Grade 1 students recognized maps within their environment, and

Sometimes maps use pictures
to show where things are.
A Capital city is
marked with a star.

A tent shows a campsite.
Tracks show where the train is.
To get to the airport,
just find out where a plane is (Rabe).

Figure 2. Callamacoo. (Ruiz, Aristides. 2002. In There's a Map on My Lap! By Tish Rabe. New York: Random House, 2002.)

further identified numerous individuals and professions who would use a map, few included themselves as map users (Anderson). When looking at the specific problems of cartographic comprehension, assumptions about pictorial versus abstract symbols were both strengthened and challenged. While pictorial symbols were often recognized "because it looks like that" other factors worked against consistent recognition (Anderson). These factors have been identified by Dr. Anderson as Problems of Scale, Reification, Identification of Elements out of Context, Inconsistency of Classification, Perspective and Scale, and Colour. Adding to this is the common usage of the presentation of symbols with multiple variables, therefore compounding problems for young map readers. Using Stephen Cartwright's flyleaf map included within Heather Amery's book *Usborne Farmyard Tales: Wooly Stops the Train* (Figure 3) which at first glance appears to be a highly accessible representation we have in fact numerous conceptual problems being presented to young readers:

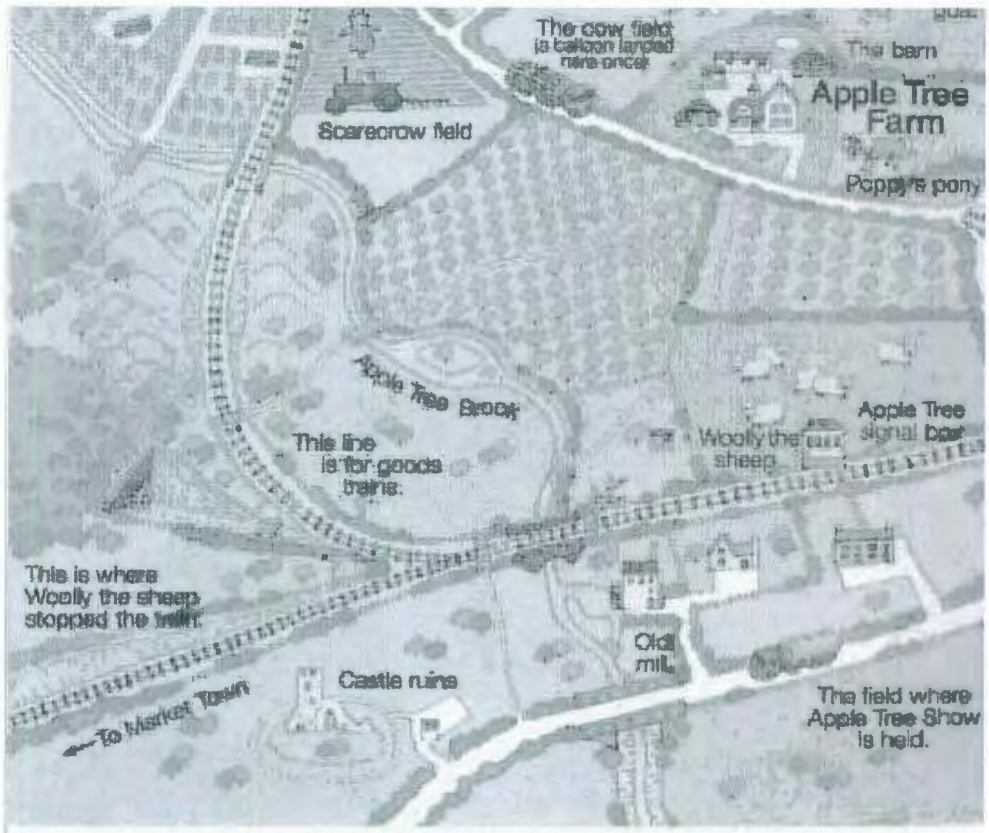


Figure 3. Apple Tree Farm and environs (detail). (Cartwright, Stephen. 1999. In Usborne Farmyard Tales: Wooly Stops the Train. By Heather Amery. London: Usborne Publishing, 1999.)

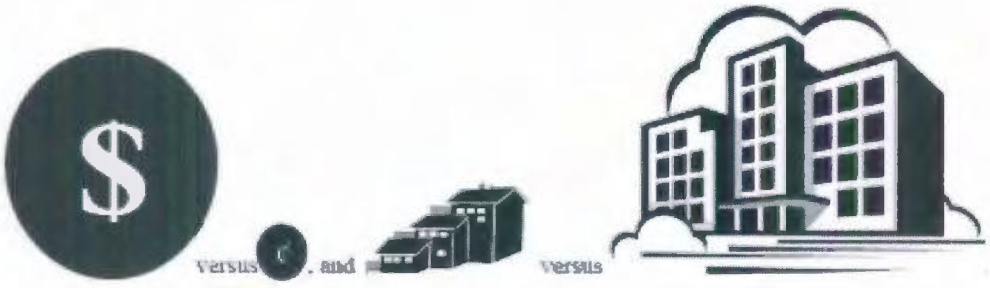
- Wooly and his fellow sheep are too large to fit within the train (not shown here),
- the roads are represented as being white and therefore could be believed to be so,
- the brook and pond (not shown here) are represented in different colours,
- the train tracks in context with the train are identifiable as such, but juxtaposed with the sheep they could easily be misinterpreted as a fence,
- elements are presented horizontally (buildings and the tractor), vertically (the water, roads, and train tracks), and obliquely (animals, and all vehicles except the tractor),
- the lack of consistency of symbols (a variety of symbols represent bridges),
- the juxtaposition and even amalgamation of pictorial and abstract symbols (6 sheep equals 6 sheep, yet trees are represented generically as either coniferous or deciduous, and also as orchards, dense woods and individual trees.

While these examples may seem hypercritical, all of the above points reduced the accuracy of interpretation and comprehension by young map readers and could have been avoided (Anderson). Having said this, some steps have been taken by Cartwright to accommodate these conceptual problems (namely the labeling of places, individuals, and events, and even the choice of font scale and intensity), although not all elements have received such treatment and several vital elements (namely title, key, compass rose, and scale) have been excluded.

While arguments can be made for the necessity of inclusion of such elements at this age level and on a book by book case, evidence presented by Michaelidou, Filippakopoulou and Nakos in their article "Children's Choice of Visual Variables for Thematic Maps" goes far to illustrate that even at a very young age children are capable of understanding abstract visualizations. In a study of school-aged children ages 6 to 9 Michaelidou,

Filippakopoulou and Nakos evaluated children's comprehension of both ordinal and nominal representations by allowing them to choose from within a set of symbols to illustrate various buildings within their sphere of knowledge such as a hospital, apartment buildings, a church, a fire station, a police station, a museum, and a school. Placing them within an electronic map consisting of land, water and roads, the children selected which symbol they felt best represented the building. While the pictorial symbols of a red cross, fire truck, and police car presented no great surprises to equal a hospital, fire and police stations respectively, the abstract symbols afforded independently and varied by either shape, hue, or scale is illuminating. While experiential elements and colour conventions can influence a child's worldview and understanding such as red for fire truck therefore fire station, a triangle because "it reminds me [of] the roof of the museums", or "I like museums and my mother likes yellow, so I choose yellow":

In representing nominal data "the majority of the participants associated red hue with importance, bigger size, and more quantity or the upper class, whereas quite often they connected green hue with lower class, and yellow with middle class" (Michaelidou, Filippakopoulou and Nakos). With less subjective ordinal data, the children associated the size of a circle with quantity of rent paid, and similarly the density of population:



Furthermore, "most children set up levels of relative importance in both qualitative and quantitative data and tried to achieve visual hierarchy not only by applying size and value but also by applying the visual variables of hue and shape":

- "Dark color matches to more quantity so I choose it for too many inhabitants."
- "When you need a hospital you have a great need for it."

(Michaelidou, Filippakopoulou and Nakos).

This said, abstract variables need not be excluded from children's maps, they must however be utilized in a consistent manner, in consort with children's understanding of the variables, and not as multiple abstract variables simultaneously.

"Differences between attributes of here and there" (Gould) are at the heart of all maps, be they representational, abstract, thematic or mental. To this end we must return to those elements all too often glossed over or excluded entirely by children's illustrators when creating 'maps'. While it can be argued that nothing is lost in not including a title, key, compass rose, and scale in a map such as the one included within *Usborne Farmyard Tales: Wooly Stops the Train* it is a slippery slope that blurs the distinction between map and illustration. Consider if you will the 'map' represented within the narrative of "Lucy and the Sea Monster" in *The Usborne Book of Young Puzzle Adventures* (Figure 4). Although there is little doubt that it is meant to represent a map, there is little evidence to support that it actually is one. But, why does this matter? At the core of any map is its intended purpose. In this case the illustration in question is included within the body of the work so the reader can help Lucy rescue Tom Cat who is stranded on Blue Bird Island. Upon closer examination of the landmass circled with a solid line we find the sole blue bird included in the illustration. We as the reader are therefore meant to conclude that having located our little blue 'Waldo' that we have identified Blue Bird Island. This is all well and good except that at the oblique angle it is represented, lacking a key, textual information or any other discerning tool such as grid lines and coordinates the area included within the dotted lines could just as easily be not three islands but one, and Tom Cat could be anywhere within the larger search radius.

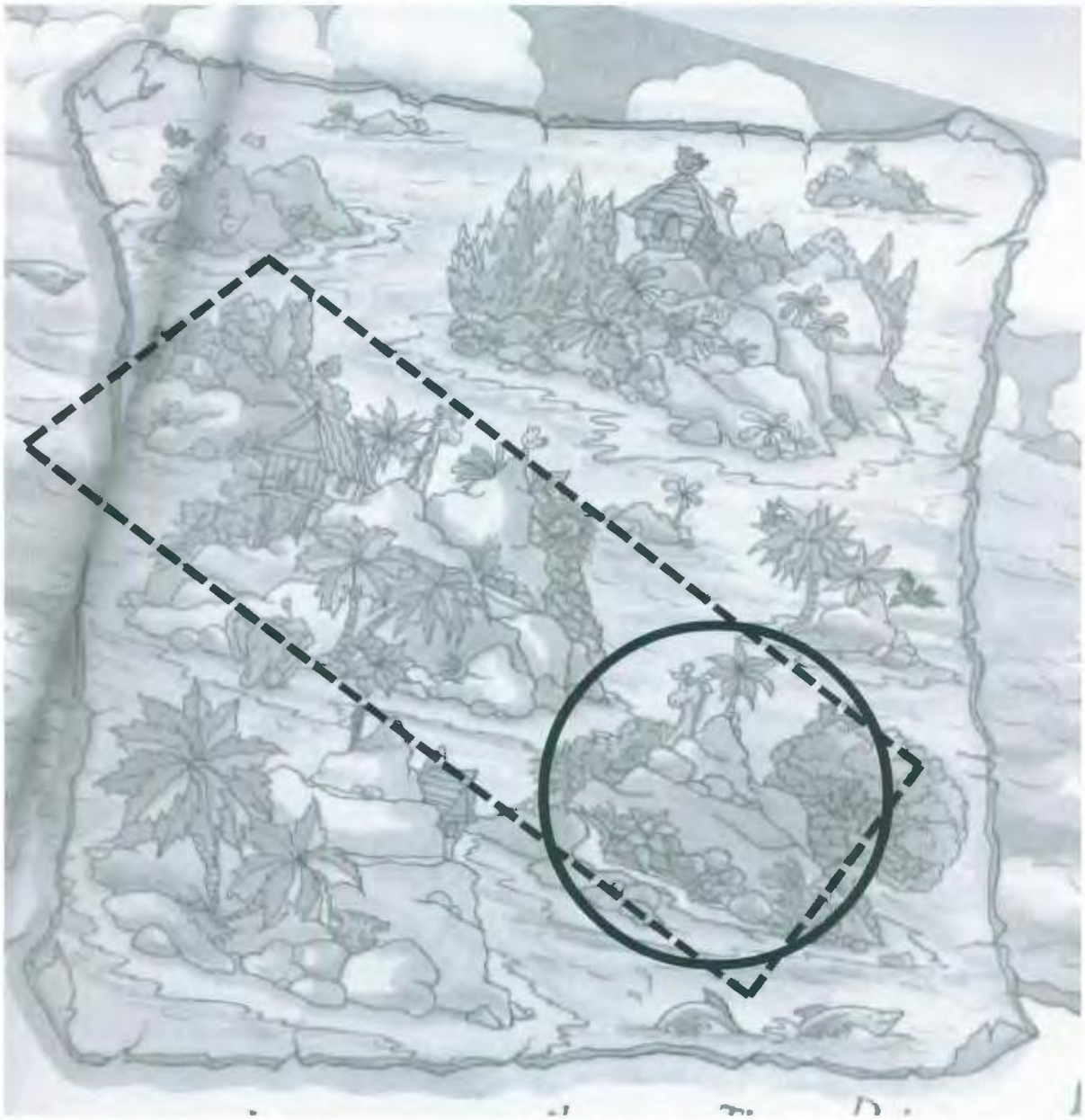


Figure 4. Blue Bird Island and environs. (Church, Caroline. 1995. In The Usborne Book of Young Puzzle Adventures. By Karen Dolby. London: Usborne Publishing, 1995.)

This illustration has therefore failed to serve in its' only function as a map. Sadly this is not an isolated example. Even within books which purport to instruct in cartography for children such as *As the Crow Flies: A First Book of Maps* and *The Once Upon a Time Map Book,* the prevalence of oblique presentation to maintain a pictorial toehold rather than cartographic in nature is based on an unsupported understanding of a child's cartography knowledge and capabilities, and does a great disservice to the young reader. This said paying lip service to cartography by including overly ornate compass roses, irrelevant grid lines, and ambiguous elements (as in *The Once Upon a Time Map Book*) for the sake of inclusion is nothing more than visual clutter and antithetical to any functional map. Having said this, successful minimalist maps can be produced if created with consideration to purpose. Such is the map of an untitled campsite taken from *My World & Globe* (Figure 5). Although crude and lacking numerous elements often vital to a successful map, it manages to provide clear distinctions and relationships between the various elements included.

Although the purposes of several of the books discussed here so far have been instructional regarding the comprehension and creation of

Figure 5. The Campsite. (Meisel, Paul. 1991. In My World & Globe. By Ira Wolfman. New York: Workman Publishing, 1991.)

corporeal maps, we need not limit ourselves to tangible visualizations. Considering that children aged 5 to 10 can create "cognitive maps of familiar spatial areas [that] are quite accurate" (Herman), and that "in the primary grades, maps are useful tools to help the young reader put stories into perspective and develop a sense of place, [and that] they are particularly helpful when the story describes a foreign of imaginary land" (Gandy), consider the potential value of cognitive maps of imagined lands. While the accuracy of cognitive maps among children is "built upon direct observational and concrete experiences, a framework that grows from interactions with people and their environment, a structure that takes form as children learn directly observable events and concrete objects can be represented with special symbols that have little or no resemblance to the real thing" (Maxim), there are no such requirements or limitations placed on literary-inspired cognitive maps. Yet the skills and understanding afforded them by their geospatial knowledge will seamlessly translate.

Remember, after bedtime but just before lights out, the stories, the stories about Peter and Tink, about Wendy, John and Michael, about pirates, treasure, a ticking crocodile, and The Lost Boys, about Hook, never forget about Hook! Remember? You found your way back didn't you, "second to the right, and straight on till morning. That, Peter had told Wendy [and us], was the way to Neverland" (Barrie). Can you see it, Neverland, Marooner's Rock, the Mermaids' Lagoon, and the path to the Wendy House? Can you? There it is (Figure 6). Would it surprise you to know that Barrie included no map? Yet there it is, "perfectly conspicuous in the right-hand corner" of your mind where not even Wendy can reach it (Barrie). You made that map; with the help of Mr. Barrie of course. Maps can guide, educate and instruct. They can enlighten and inspire. Maps help us understand our world in ways too countless to comprehend, and yet they are accessible to all if created with the patron truly in mind.

> "There's one thing we must do now," said John. "And that's make our chart. The Amazons will be here to-morrow, and they've got their own names for everywhere."
> "And we'll hang it up on the schoolroom wall to show where we've been," said Susan.

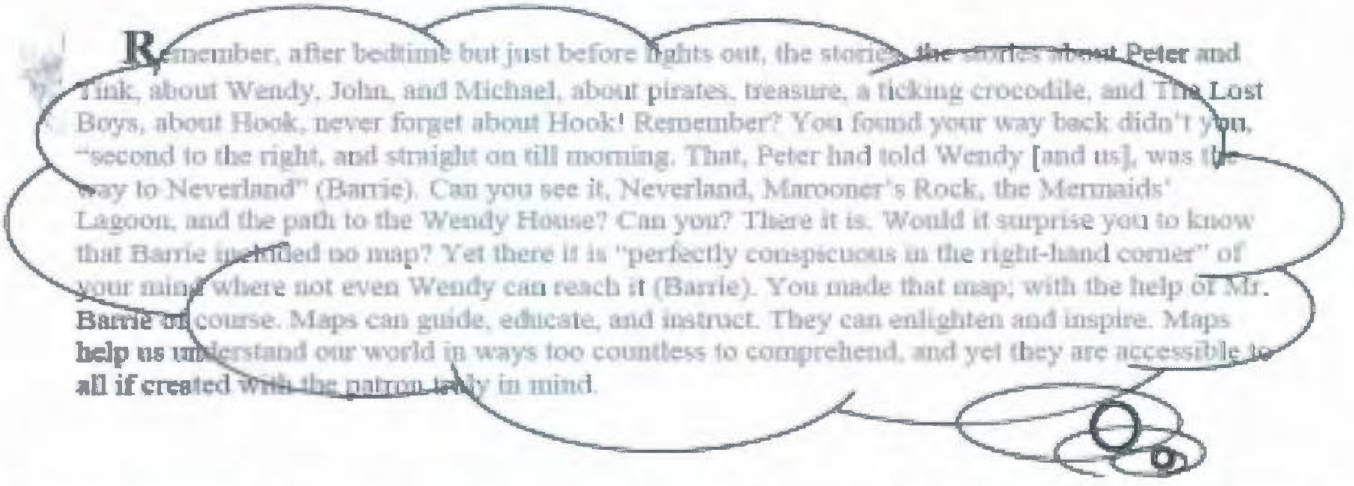


Figure 6. Mental Map of Neverland. (Ripley, James. 2008. In Peter and Wendy. By J.M. Barrie. London: Hodder and Stoughton, 1911.)

"And plan more exploring," said Titty.
"Will it have colours?" said Roger.
"They leave the land white on charts. It doesn't count, except where you can see it from a ship. And even then only bits of it count."
"John drew a tiny house with trees and three little figures, a quarter of an inch high, for the natives, mother, Vicky and nurse. Then, in Houseboat Bay, he wrote its name and made a picture of the houseboat. Then again there was Dixon's farm, with a little figure and a cow, to show the produce of the country."
"Put in the savages with their wigwam and their snake," said Titty, and a snake, a three-cornered black mark for the hut, and a fire, showed the country of the charcoal-burners."
"Then a fish was drawn in Shark Bay, where they went perch-fishing. Then..." (Ransome)

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AND SPEAKING OF MAP WORLDS: A UNIVERSITY COURSE ON MAPS BY A NON-CARTOGRAPHER FOR NON-CARTOGRAPHY STUDENTS[1]

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Department of Sociology
University of New Brunswick

Paper presented at CARTO 2008, Annual Conference of the Canadian Cartographic Association and the Association of Canadian Map Libraries and Archives, Vancouver, May 15, 2008.

The purpose of this paper is to sketch the nature, purpose, accomplishments, and pitfalls of a sociology course on maps which I undertook to teach over a six-year period at the University of New Brunswick, 2002-2007. The course outline advocated the course as "particularly suited to those who love to explore maps or those who wish to know more about the vital role maps play in our lives."

The possibility of teaching a course about "maps in society" and "society in maps", as the Sociology Department advertized it, arose from a confluence of trends and developments. First, there was a general decline in the number of students taking Sociology which worried the Department. The Department then advanced the idea that offering a number of boutique courses might offer a solution to this trend. Predictably, some faculty members offered to teach "new-age" courses (such as "Men are from Mars; Women are from Venus") which to the relief of many was voted down. Other courses dealt with youth and violence, the internet and "Map Worlds." This latest course was my own doing as someone interested in historical cartography and maps in general. The Department approved the course.

The first purpose of the course was to draw more students into sociology by demonstrating the benefit of the "sociological eye" in looking at maps. The second component of the course introduces the student to the general history and development of cartography across cultures, Western and non-Western. The third part integrates the sociological eye with the analysis of maps and map production. In this context, the course discusses the role of gender, in addition to several techniques of sociological research, including participant observation, interviewing, analysis of documents and content analysis. Both to maintain interest and vary the rhythm of the course, I introduced experiential learning at various points of the course.

In this potpourri of cartography, one found students at either end of the spectrum: those who took the course because of their intrinsic love for maps or those who were completely unfamiliar with even the word "cartography," but who took the course out of convenience of time. In the latter group, conversion to appreciating cartography was sometimes quite satisfactory.

The "sociological eye"

The sociological perspective (which Everett C. Hughes calls the "sociological eye") offers a sharp contrast to contemporary thinking which highlights individuality and individualism. Sociology asserts that the individual cannot exist as a separate entity and that societal life is not merely an aggregate of individuals, each acting out their part; there is a social reality behind the individuals that must be recognized if we are to truly understand even individual action. The essential purpose of this part of the course was to both heighten both the sociological and anthropological perspectives.

In this light, the course sought to explain that even commonly held, individualistic assumptions about maps are grounded in social reality. *Reading maps is such a case.* Not being able to find one's way, for example, is held as an individual "failure," while in fact the fonts on maps are illegible, the map is not up-to-date, symbols are unclear, or the type of map

is unsuitable for the individual's activity (a general through-fare map as opposed to a bike-path map). Too few realize that the inability to read maps relates directly to the fact that schools offer nothing in the way of producing a public that can read maps. So, too, are the dynamic force of gendered stereotypes that enter map reading and finding one's way. The individual sense of inability to read maps is reinforced by particular givens "outside" the individual, such as the small font of street-name plates, the constantly changing urban landscape, and poorly placed signs for detours.

I also used this part of the course to introduce students to *sociological theory* while advancing the understanding of the use of maps in society. A "functionalist" perspective looks at society on a broad scale, seeing mainly themes that hold society together. On that score, we can see how maps not only benefit society, keep society together, and promote an overall feeling of unity. There is also the so-called "conflict" perspective of society, a perspective which highlights the intentional conflicts borne out of power relations. Maps express power relations whether in the form of toponomy, the dominance of early-Western cartography, in the so-called "Cold War" maps, etc. In these cases, maps serve the interests of the conquistadores, the military, the nation, or corporation. The "interactionist" perspective explores the meanings and interpretations sustained by maps. The creation of maps involves the creation of meaning out of spatial "facts." These interpretations are acquired through interactions among map creators, institutional forces, and ideologies. Maps thus contribute to shared understandings. One could aver that maps sustain the idea that "believing is seeing."

In addition to using map reading and sociological theory to illustrate the relevance of social reality (and in the process the role of maps in society), the course also used the concept of *socialization* to underscore the social reality of maps. Socialization is the way culture is transmitted and how the individual is fitted into culture. It involves expectations, such as the gender-stereotypical ones briefly alluded to above in terms of getting directions, age (more knowledge is expected from older folks about maps and geography), status (there are more maps in homes with educated people than in other homes), middle-class organizations (such as Boy Scouts where map reading is essential), and occupations (real-estate agents must be knowledge about maps). There are also formal and informal learning that involve maps. As the ICA International Children's Map Contest shows, there are more entries from girls because girls are more likely to hand draw maps than boys who gravitate towards computer-generated maps (and are therefore disqualified from the Contest). The informal leaning about maps takes shape in countless forms, such as placemats at fast-food joints and labyrinths or mazes on the backs of cereal boxes. There is also the drop maps at the head of many classrooms that act as a silent teacher about maps.

General approach to learning about maps

Increasingly, there are "social" texts about maps. Mark Monmonier's works are particularly useful to include in a sociology course about maps. The course made ample use of his *How to Lie with Maps* (1996). As mentioned earlier, the course attracted students from the full spectrum of interest in maps, including students from UNB's Geodesy program to students whose knowledge or familiarity with maps was virtually nil. The key was to find a text that not only invoked interesting arguments about maps, but also one that introduced necessary technical details at a basic level.

At this juncture in the course, I proceeded to discuss the hand-drawn maps the students provided during the first day of the course. The goal was to bridge what students initially perceived their understandings of maps to be with new-found knowledge through Monmonier's book. The students had to draw a map indicating the path from where the classroom was held to where they lived. The analysis of this exercise gave the students an opportunity to learn about legends, scale, fill patterns, symbolization, and lettering. And because now the anonymous maps were identified by the gender of their creator, the class discussed whether there were significant differences between their creations and those outlined in articles about the gender-based creation of maps (e.g., Stoneall, 1981; Chang and Antes, 1987; Aberley, Douglas, 1993; Beatty and Tröster. 1987; Boden and Zimmerman, 1991; Cichocki, 1980; Dymon and Kaye, 1999; Rhind, 1981). On eleven points of comparison [2], only two confirmed support for gender differences

in map making outlined by Kumler and Buttenfield (1996). Gender differences were thus negligible among these students.

"Doing sociology" and map worlds

A third element of the course emphasized historical cartography. What makes collective action possible? Collective action refers to a social organization that accomplishes any human activity. Howard S. Becker, in his study on the creation, production, and distribution of art (1982), adapted a term used by artists to refer to the whole borderless community that makes art possible, namely "art worlds." The social organization of art worlds requires a division of labour, cooperative links, conventions, mobilizing resources of all kinds, patronage, sales by dealers, agents, culture industries, education or training, accreditation, and so on. It is a world where the initiative and work of an artist are linked in many tangible and intangible ways to a wide variety of things that make his or her art possible, from someone's making a particular colour chalk to the organization of an art gallery.

We can extend the idea of "worlds" to other areas of human endeavour, whether they are music, schooling, plumbing, nursing, or the making of maps—cartography. Over the past 500 years cartography has undergone dramatic transformations heralded by technological innovations and social and political trends. As a consequence, the map world of each of these periods has also undergone changes that have seen the death knell of some cartographic occupations (e.g. woodcutters, engravers) and the birth of new ones (e.g. computer specialist). Relationships, patterns of activity, etc., in the map worlds have also changed and realigned themselves. A (visual) presentation on historical cartography in this course offered a glimpse of changes within the map worlds, based on the purpose of maps, technical availability, the use of artifacts to produce maps, aspects of printing, relevance of occupations, and resulting gender relations.

I devoted four classes to historical cartography. Of necessity, the overview would be too brief for an in-depth understanding of the history of cartography, but quite adequate for these groups of students. My overt aim was to demonstrate the breathtaking variety of maps across as many cultures as one could encapsulate in an introductory course. My covert agenda, however, was to deconstruct the Western-centred perspective on the creation of maps.[3]

To further engender interest in maps, I introduced students to a diversity of types of maps, including city maps from around the world, map allegories (both anthropomorphic and animalized), thematic maps, maps of everyday life, tourist maps, boundaries in maps, vegetation maps, relief maps, and map projections, and stellar maps. All of these were intended to "map bomb" a class and instill a sense of wonder about the range of maps possible.

I also showed a film, "The Englishman," with the subtitle, "Going up a Hill, Coming down a Mountain."

Given my own interest specifically in gender and cartography (van den Hoonaard, 2000), and drawing often on the work of Alice Hudson (1989, 1999a, 1999b, 2000; Hudson and Ritzlin, 2000), the class focussed on women in cartography. Like Hudson, the class sought to contextualize the historical role of women as map patrons, as a founder of a school of astronomy, map publishers and sellers, engravers, colourists, stitchers, globemakers, teachers of geography, innovative map puzzle makers, explorers, travellers, map librarians. Diderot's *Encyclopaedia* (Gillepsie, 1959a, 1959b) had become a source of women's involvement in printing and the production of maps. We also traced 23 inter-family geneologies of early Dutch and Flemish cartographers. Closer to home, but not in time, students relished hearing the dramatic story of Shanawdithit, a Beothuk mapmaker from Newfounland who also turned out to be the last Beothuk (Brown, 2000).

Student Activities

Before students have had a chance to be affected by any knowledge of maps or cartography put forward in this course, I asked students to render their own, spontaneous maps showing the route from the classroom to where they live (which is later used for analysis), performed an Icosahedron exercise and did an interpretive analysis of the campus map of UNB. I have already alluded to the student exercise of creating a directional map from the classroom to their residence as a way of testing their own authentic and original knowledge of maps and later measuring it against research findings on the topic.

The second, important activity involved an icosahedron exercise, a polyhedron image cut up into 20 pieces which, when put together, represents the world.[4] The exercise allowed each student to recall his or her memory about how a world map is "supposed" to look, doing it first in "free hand." I then asked them to realign the pieces in such a way as to indicate the shortest route between New Brunswick and Tibet. Third, the students realigned the pieces so that Africa became the centre of the world map. Finally, they had to place the North Pole as the centre of the world. When students stepped back from each of these exercises, they realized that while everyone's configuration of the icosahedron differed (some of them quite substantially from the norm), they were all still "correct."

A third exercise involved their analysis of the University of New Brunswick campus map, using my checklist on "interpretive cartography" (see Appendix A). I offered students to conduct this exercise either individually or in a group of two. This arrangement split about half in the class. Aside from sensitizing the students to the hidden structures of map ideology and beliefs, it was a particular pleasure for me to teach students something about the history of the university, showing why most of the buildings crop up with official names rather than the more-popular designations. Why were access points for persons with disabilities either muted or completely absent on the map? Whence was a "winter" map as opposed to the only-available "summer" map? To whom was the map aimed? The exercise created uncertainty and scepticism about the alleged certainty of a "factual" map of the campus. (About two years in the running of the course, I submitted the students' observations to the campus authority responsible for the map, and was pleased to see that subsequent maps had favourable changes. I have no idea whether the students' ideas led to these changes or not.)

One of the exercises I asked students was to make a week-long journal of their daily encounters with maps, whether reading the newspaper, seeing bulletin boards, kiosks in parks, etc. This activity disappointed me: students, on the whole, were not very observant.

Summary, Assessment

Over the six years I offered this course, student enrollment slowly climbed to 25 participants. There was a great divide between students who threw themselves into the course and those who took an halfhearted interest. The eager students, however, always managed to convert a few to their side.

Notes

1. The Social Sciences and Humanities Research Council of Canada awarded in April 1997 a grant (no. 410-97-0219) in support of this particular program of research, to which I am deeply indebted.

2. The eleven points used to trace possible gender differences in map making include whether or not North is shown at the top, references to scale, use of insets or legends, use of fill patterns, symbolization of lines and/or routes, symbolization of buildings, lettering, indication of stoplights and stopsigns, and inclusion of instructions and landmarks.

3. The idea of offering a slide show on historical cartography came from attending the 2001 Norwegian Cartographic Summer School in Tromsø where Terje Midtbo presented a Norwegian version of this theme. This slide show is available at: http://www.unb.ca/AVS/map/map_intro.swf. I also had an opportunity to make a presentation on commercial exhibits at cartography conferences which was published in their magazine (van den Hoonaard, 2001).

4. This material is available from the World Data Center for Marine Geology & Geophysics, Boulder at http://www.ngdc.noaa.gov/mgg/fliers/04mgg02.html.

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APPENDIX A
INTERPRETIVE CARTOGRAPHY: QUESTIONS YOU SHOULD ASK ABOUT A MAP

Will C. van den Hoonaard
16 February 2007 (Class 17)
Soci 1573

On the creator of the map

☐ Who made the map? Was it an individual or institutional effort? Are names of the creators indicated?

On the purpose of the map

☐ What sort of wayfaring does the map indicate?

☐ Legends: What symbols on the map do not appear in the Legend? What symbols in the Legend do not appear on the map?

The physicality of the map

☐ Is this a large- or small-scale map? What are some of the consequences of this scale? Large-scale maps are 1:24,000 or larger; small-scale maps are 1:500,000 or smaller (e.g. 1:1,000,000). Large-scale maps are more detailed.

☐ Look at the scale bar: is it correct? Newspaper maps are sometimes shrunk, rendering the scale bar useless. Does the scale apply to the whole displayed area or is it meant to enlarge or minimize certain areas?

☐ Where is the physical centre of the map? Where is the social/symbolic centre of the map?

☐ What elements are portrayed as stable whereas they should be represented as unstable and contingent (as in, for example, coast*lines)*?

☐ Are there attempts to create unity, a holistic

vision of something? Remember, it is not possible to put all data on a map. So, what is excluded as a contribution to the holistic vision of the map?

About the map's material sources

☐ Are sources of data mentioned? What sources of data were likely used to create the map? Were those sources diverse?
☐ What is the date of the map? Where and how is the date of the map indicated? Are the date of the sources of data indicated? Remember, the date of publication is not the when data were gathered.
☐ Is this a derived map (i.e. based on another map)? If so, the number and type of errors will increase. Does the map tell us that it's derived from another map? Which one(s)?
☐ What do you think is missing from the map? (For example, official city maps are not likely to note toxic waste areas, evacuation zones, dangerous intersections, strip joints, slums, etc., and country maps usually do not share boundary disputes)

About the map's ideological sources

☐ What cultural, political, and social processes were at work in creating the map?
☐ To what extent does the map reflect intellectual, aesthetic, economic, societal, political, and religious or spiritual experiences?
☐ Whose perspective is privileged by or in the map?
☐ Whose voice do toponyms privilege? Are, for example, alternate placenames given?
☐ Are borders indicated? What kinds? What functions do you think they serve?
☐ What sorts of relationships does the map express? Roads? Pathways? Other connections?

On measurement and art

☐ What is the degree of realism?
☐ What is the balance between measurement and artistic expression in the map? Or does one perspectives dominate the other?
☐ For choropleth maps: are the categories at the appropriate levels?
☐ In what way is the map temporal? Or is it "permanent?" Does it pretend to be permanent?

The map reader

☐ Was the map free, or did you have to buy it? Who profits from its sale?
☐ Is this the kind of map that is normally shared? Whom would the map buyer/acquirer share the map with?
☐ Is there a distance between the map reader and the objects portrayed on the map? (e.g., how does the map engage you, the reader of the map?)
☐ How does the map engage the reader in a tangible, physical manner (think of how to unfold a map, having to turn one's head to read names on the map, etc.)
☐ Who would derive the greatest benefit from acquiring the map?

Chapter Five in Wood, Denis. 1992. *The Power of Maps.* (New York: Guilford) speaks of the 10 codes of cartography.

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suite de la page 28

12 - Brock University - "How to reference Maps, Atlases, Air photos and Digital Resources"
http://www.brocku.ca/maplibrary/howtoref.htm

Voici une autre excellente ressource signalant à la fois les formats de présentation et les exemples pour des cartes monographiques, des atlas, des cartes sériées (topographiques et autres), des cartes à l'intérieur d'atlas ou de livres, des photographies aériennes et en plus des cartes de la CIA (Central Intelligence Agency) en format papier. On y retrouve une importante section particulièrement utile, portant sur les ressources électroniques, et qui couvre à la fois des cartes numériques interactives et statiques, des cartes provenant d'atlas électroniques, des données de bases de données locales ou accessibles à partir d'internet et des cartes produites à partir de logiciels SIG. Des liens sont également offerts qui pointent vers des fiches techniques de différentes données géospatiales et des guides bibliographiques par sujets pour les documents cartographiques à l'intérieur desquels on retrouve des suggestions pour l'utilisation du catalogue de la bibliothèque. Finalement, une liste de références à des documents en format papier et des sites web traitant de la présentation de références à des documents cartographiques est présente sur ce site.

THE UNIVERSITY OF GUELPH'S JOURNEY TO A SPATIAL DATA EXPLORER

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Based on a paper presented at CARTO 2008, Annual Conference of the Association of Canadian Map Libraries and Archives, Vancouver, May 15, 2008.

As libraries and information services strive to address the needs of users in an increasingly digital environment, there is a need to provide an organized basis for accessing these resources. At the Data Resource Centre, University of Guelph we had to address the need to organize a rapidly growing repository of spatial data. When Guelph first offered a GIS service in 2000, we had very few geospatial products. A simple flat html page with download links was sufficient. As our collection of spatial data grew, users found it difficult to navigate through our lengthy web page to find the data they needed. In 2006 we started our search for an application we could publish on the internet which would enable users to easily and efficiently search for and download data.

The DRC team spent some time looking on the web to see what was available. We wanted our web interface to specifically meet the following criteria:

1. Searchable
   a. By a map
   b. By category
   c. By keyword
   d. By geographic location
2. User friendly
3. Data download capability
4. Online index maps for datasets such as orthoimage collections
5. Secure access - to ensure compliance of licensing requirements from our data providers.

We found many exciting applications and had some very creative ideas of our own, but in the final analysis we decided on ESRI Metadata Explorer for very practical reasons. Since the University of Guelph already has an ESRI license we chose to use ESRI software, including ArcIMS, Metadata Explorer and ArcSDE. ArcIMS is a platform for web publishing. An ArcIMS Metadata Explorer provides an out-of-the-box user interface and data search capability – in effect an online catalogue of metadata for finding spatial resources. ArcSDE and SQL Server operate in the back end. We also added a server for the Data Explorer and a 10 TB external data storage to house the GIS data.

The Result

We now have a Data Resource Centre Geospatial Data Explorer. Users can search by geographic location, content theme or keyword or browse through all of the available data by geography, data vendor, theme, or product title. Users can also view the full metadata document and, if it fits their needs, download the data by a click of the button.

The Journey

To enable spatial data download from the Data Explorer, we needed to have metadata in XML format. For many of our data products the metadata was in FGDC format. We made the decision to base our University of Guelph Metadata Profile on the North American Profile of ISO 19115:2003, Geographic information—metadata [Version 1.01.] since both the Canadian General Standards Board [CGSB] and the USA Federal Geographic Data Committee [FGDC] had stated their commitment to adopt and implement this international standard once formally adopted by both Canada and the United States. Given the

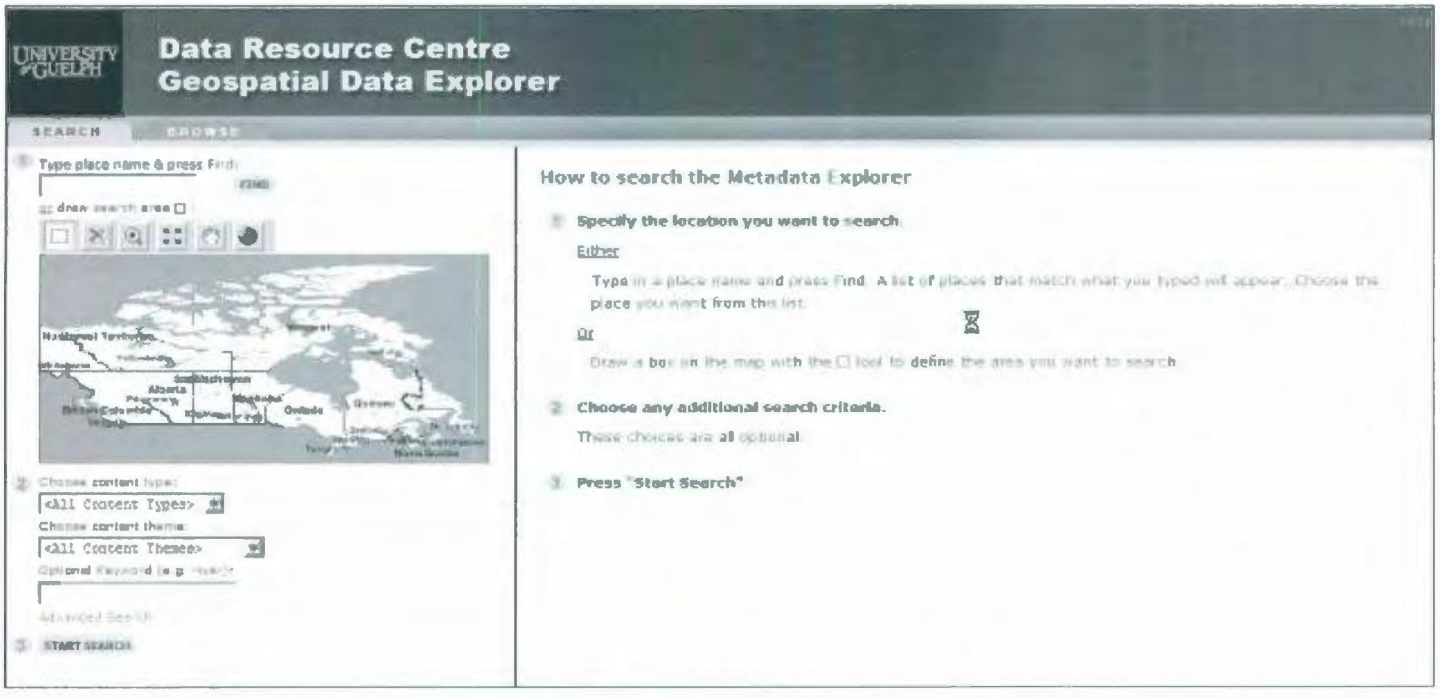

Figure 1. DRC Geospatial Data Explorer Web Interface.

amount of time and effort required to create metadata, we didn't want to use FGDC now and then later have to convert to ISO. We also wanted to ensure that our metadata remained compatible with other institutions using ISO.

To ensure metadata consistency we created a University of Guelph Metadata Profile. It is a pure subset of NAP ISO 19115:2003 Version 1.0.1. The purpose of our metadata is to provide sufficient information for users to determine whether the data fits their needs. It is still a "work in progress" since our goal is to have it compatible with the profile adopted by the OCUL Map Group.

We chose Geonetwork*, an open source software, as our metadata editor. ArcCatalog 9.2 does provide a metadata editor for the International Organization for Standardization (ISO) standard 19115 but it supports only very core elements. It also creates proprietary ESRI tags which would make sharing with others difficult if they are not using ESRI products.

We were ready to launch our project in the summer of 2007. The Team Members included the following:
• Project manager and project leader to provide direction and monitor the project;
• Software Support—a GIS Analyst to provide GIS software support and plan and implement project;
• Data Support—a DRC / Library Associate to provide GIS data support for metadata creation; and part time students hired under the Work Study Program to assist .

Since the staff involved in the project had varying skill levels and differing levels of familiarity with ESRI software and Geonetwork, we spent considerable time on training. These activities included ESRI training workshops, Virtual Campus courses and, of course, a lot of trial and error. The resources we used included:
• ESRI Instructor led Training Workshops
• ESRI Virtual Campus—*Creating and Maintaining Metadata Using ArcGIS Desktop*
• ESRI Virtual Campus—*Learning ArcGIS 9.2*
• ESRI Virtual Campus—*Learning ArcIMS*
• GeoNetwork OpenSource—Reference Manuals and Tutorials available on their website -*The Complete Geonetwork Manual and the Quick Start Guide v1.0.*

The project involved three basic tasks:
1. Configure hardware and software
2. Create metadata
3. Transfer data and metadata to the server and publish to the Geospatial Data Explorer.

Creating Metadata

A basic metadata document for a layer file or dataset is initially created in ArcCatalog to add a

Figure 2. The Geospatial Data Explorer Download option.

Figure 3. The Browse for Data option.

bounding box [in decimal degrees] and a reference system. It is then imported into Geonetwork where the rest of information about the data is added. The completed metadata is saved in XML and exported.

It is then imported into ArcCatalog where a thumbnail is added. (We found it easier to create the thumbnails in ArcCatalog even though this process did add some ESRI tags.) We also did final edits using the ISO Metadata Wizard to ensure that the five compulsory elements for publication to the ArcIMS Metadata Explorer—title, publisher, spatial extent, content theme and content type—were included. To enable downloading, the link to the location of the spatial data must also be included. (While metadata does not need to conform to any particular metadata standard it must contain these five elements before it can be published to the metadata Explorer. This is done automatically if validation is enabled for a Metadata Service.) We stored the completed metadata document in the same location on the data server as the spatial data.

Publishing Metadata

Once the metadata is transferred to the data server (copy and paste), the metadata [XML] is published to an ArcIMS Metadata Service using ArcCatalog.

Publishing is very straight forward and simply involves copying and pasting. The first step is to connect to the ArcIMS Service hosting the Metadata Service. Using "My Computer" I copied the metadata from the data server and pasted it into the appropriate folders in the ArcIMS Metadata Service. (The ArcIMS administrator had provided the

necessary permissions.) By placing the metadata is these folders—Data Provider, Geography, Theme, Product title—users would be able to browse as well as keyword search.

The Data Resource Centre Geospatial Data Explorer is accessed via the Internet. We were able to modify the display to give it a "University of Guelph" look. We would like to do further modifications. For example, the default content theme categories are not fully reflective of our spatial data collection although we were able to modify the categories in the Browse tab.

Currently we have almost two thirds of our data published on the DRC Geospatial Data Explorer and have added a link on our webpage. Both systems will be maintained until all the data has been migrated and system tested for robustness and functionality.

Final Observations and Lessons Learned

As with most projects all was not clear sailing. We had students hired to work on creating metadata before we had a working metadata profile. This resulted in many metadata edits. An initial failure to set the working synchronizers to only ISO and to turn off the default setting of "automatically create and update metadata" also resulted in some "re-do's". The lesson to be learned is to make sure documentation is created at every step of the process. When we experienced staff turnovers, this documentation was key to keeping our project moving ahead.

There is still much to be done. The rest of our data needs to be migrated to the server. We need to devise a maintenance program to edit and update the database when we acquire new or updated new products. We have not selected / built a thesaurus yet. We also plan to add a Gazetteer Metadata Service. While geographic extents can be specified by dragging a box around the area of interest on the map, this feature will enable a user to find the extent of a place name via a gazetteer and have the gazetteer automatically define a box on the map. This service can be customized by adding places to this list.

A very positive outcome of doing this project has been the opportunity to have part-time students work with us. It has enabled us to accomplish more and give the students an opportunity to learn more about GIS. We have also learned from them. In particular, one student used his knowledge of Visual Basic and some scripts downloaded by the ESRI developers network (EDN) to customize the ISO Metadata Wizard in ArcCatalog. This allowed us to streamline the metadata creation process by using the ArcCatalog metadata wizard more and Geonetwork less.

For those interested in the project in more detail please contact us by email at drc@listserv.uoguelph.ca. We are willing to share our experiences and documentation.

* Geonetwork—available at http://geonetwork-opensource.org/

Addendum
Customizing ArcCatalog ISO Wizard

The University of Guelph Metadata Profile contains required fields that were not included in the ISO 19115 Metadata Wizard. Using Visual Basic 6.0, customized fields within the ISO editor can be added as VB 6.0 user controls using ISOPageMgr.dll and ISOPages.dll as interfaces. These two files can be found in the /bin directory of an ArcView 9.x installation. The ESRI Developers Network (EDN)* provides a large repository of pre-written Visual Basic code that can be used customized to suit local requirements. THE ISO Custom pages project is one such sample that provides a well documented template to interfaces that add customized pages as user controls in Visual Basic. Once pages are created, the customized user controls must then be registered with ISOPageMgr.cll using a connection class that is also provided in the sample code. Once compiled the new pages must be registered with the Windows operating system and the system registry. Step by step instructions on how to do this are also provided with the ISO Custom Page project.** On the site there are technical support forums, detailed documentation and more.

*ESRI Developers Network—http://edn.esri.com
**ISO Custom Page Project—http://edndoc.esri.com/arcobjects/9.2/CPP_VB6_VBA_VCPP_Doc/COM_Samples_Docs/Metadata/ISO/ISO_Custom_Page/08caa60c-3716-4c77-8966-df2e8f02c703.htm

INFORMATION LITERACY STRATEGIES FOR EMBEDDING GEOSPATIAL DATA RESOURCES INTO THE CURRICULUM

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Introduction

The benefits and potential applications of geographic information systems (GIS) are well-known to experienced users within industry and academia. At the University of Guelph, for example, GIS is commonly used for advanced research projects in Engineering, Population Medicine, Real Estate and, most obviously, Geography. While GIS applications are appropriate at advanced levels, they have not typically been used for introductory undergraduate courses.

This article focuses on a pilot project conducted in the Information Management course, a core course in the Bachelor of Commerce program at the University of Guelph. Recently, this course was redesigned and modules on GIS and data were integrated into the outline. This project is unique because it represents an attempt to teach GIS and "location intelligence" to a large undergraduate business course. In addition to learning geospatial concepts, students are required to use industry-standard software (ArcGIS by ESRI), and analyse thematic maps to complete their assignment.

While this article details the implementation of GIS in one course in one program at one university, the hope is that these principles and concepts could be adapted to other courses, in other programs, at other universities.

Context

The Course

The Information Management (MCS*2020) course taught at the University of Guelph is designed to introduce the concepts of information acquisition, manipulation and management as they apply to organizational decision-making. Essentially, MCS*2020 focuses on using information in a business context and is a required course for students in the Bachelor of Commerce program.

Topics covered include: information theory, intellectual property, ethics, privacy, impact of the internet (and new technology), database management, data security, customer relationship management. Recently, modules in government data and Geographic Information Systems (GIS) were added to the syllabus.

The Students

Most of the students who take MCS*2020 are enrolled in one of the following Bachelor of Commerce programs: Agricultural Business, Hotel and Food Administration, Human Resources Management, Management Economics in Industry and Finance, Marketing Management, Public Management, Real Estate and Housing, or Tourism Management. While the majority of the students are in Marketing, Hotel Administration or Tourism Management, the course also draws students from Nutrition, Biology, and the Visual arts.

In the fall semester, approximately 210 students take the course (3 sections of 70 students); in the winter semester enrolment is a little lighter with approximately 150 students (2 sections of 75 students).

The Scenario and Assignments

In addition to weekly lectures, students spend time in a group role-playing scenario where they pretend to be major decision makers for a company in the technology industry. This semester-long metaphor

encourages students to explore and apply the concepts of business information. For the 2007-2008 academic year, the class posed as a medium-sized retailer of consumer electronics (similar to Future Shop or Best Buy) in Canada.

Sample retail logos used by students.

This "mock corporation scenario" provides much-needed context for students as they wrestle with issues in information management. Each week the students were presented with an information-related issue or scenario that the company needed to address. For example, one week students debated the ethical implications of selling customer data to third parties; another week they considered accusations of corporate espionage. Task groups would debate these issues in front of the class and then the students ("employees") would vote on which option they believed would steer the company in the right direction.

Even the written assignments were tied to the class corporation scenario. Students were required to investigate new technologies (e.g., the use of biometrics for security, the use of wikis for collaboration) or corporate policies (e.g., email monitoring, tracking employees by GPS) and compile a business report that concluded with a recommended course of action for the company.

The most recent assignment (and the subject of this article) had students using geographic information systems and statistical data to help the company identify potential cities for expansion. Like the other assignments, the emphasis was on using information—in this case, *location* information–to make decisions.

Implementation

Aligning with Course Objectives

The Learning Commons and Library use the following framework to describe information literacy services at the University of Guelph:

- Supplemental services–Generic learning, writing, research, numeracy, and technology skills designed to assist students with their learning and supplement regular coursework.
- Integrated Services–Customized sessions designed to target learning, writing, research, numeracy, statistical and geospatial data analysis. These services are discipline-specific and tailored to a particular course or cohort of students.
- Embedded Services–Academic skill development is embedded directly into the curricula to improve the quality of learning and emphasize the importance of these skills within the specific discipline.

Students in MCS*2020 are expected to use information for decision-making, manipulate information systems (i.e. GIS) to manage information, evaluate information critically, and improve competencies in writing, research, and analytical abilities. As a result, we believed that an embedded model would best achieve the course's stated objectives. And there is some evidence that the impact of information literacy classes is highest when directly tied to an assignment or embedded into the curriculum (Cochrane, 2006).

We worked closely with MCS*2020 instructor, M.J. D'Elia, to ensure that the data and GIS assignment was consistent with the other assignments and expectations for the course. In our case, we were able to adapt his mock corporation scenario and give students the task of identifying potential new potential for expansion. As part of the assignment students were required to:

1. Obtain and manipulate Census Tract (CT) data for their assigned Census Metropolitan Area (CMA).
2. Obtain and geoprocess various spatial data, such as CT, roads and listing of competitors in tabular format.
3. Write a report that included a thematic map

illustrating a demographic variable pertinent to recommending whether or not a new store should be located in their CMA.

Scalability

As mentioned, one of the primary challenges in implementing this assignment was to handle such a large number of students (140 students across two sections). Our first strategy was to make the assignment a group assignment. This reduced the number of overall assignments, but it also enabled students to work together to accomplish the tasks–hopefully, limiting the amount of student anxiety about the assignment.

Typically, assignments utilizing specialized software and data have been conducted in computer labs or the Data Resource Centre in the Library. However, in order to reach such a large group of students in a relatively short time, the assignment was designed to be self-directed using learning modules in the course management software (Blackboard). In addition, the assignment could be completed on any of the public computers in the Library, all of which have ArcGIS and B2020 software installed.

Low Impact on Staff

While the assignment was designed to be self-directed, we recognized that there is a significant learning curve for students when they are first introduced to complex software and unfamiliar information formats. As a result, we anticipated that students would require a lot of assistance. To help reduce the impact that this assignment would have on our staff resources we spent a great deal of time pre-testing the assignment.

In addition to testing it ourselves, the assignment was tested by three additional user groups: 1) the Data Resource Centre staff –who were familiar with the software; 2) the instructor–who is familiar with GIS and data concepts, but does not have expertise in the software; 3) research help staff–who possess limited data or GIS experience. Each stage of testing revealed areas for improvement.

In addition to pre-testing the assignment instructions, we also pre-selected and clipped portions of the data. For example, the number of spatial and demographic datasets was limited to 12 CMAs and the Census Profile datasets for Age & Sex, Income, and Families & Households. Additionally, the spatial data (CTs) was clipped and projected ahead of time to enable students to focus on the more relevant tasks such as table joins and address geocoding. The spreadsheets of competitors' addresses for each CMA were compiled (and pre-tested) to ensure that all the addresses would match during the geocoding process. Certainly some of the "real world" experiences of data were lost in these steps, yet we felt that by placing these limitations there would be less room for error and subsequent swamping of the help desks!

To introduce the concepts of GIS and data, we provided an in-class lecture and demonstration for the students. In order to monitor student needs during the pilot project we offered two drop-in help sessions in the Library's computer lab. These sessions were specifically designed to assist the students with their assignment. These measures, in conjunction with modifications made to the modules after pretesting, resulted in minimal impact on the library's human and technological resources.

Randomization

To address the potential issue of plagiarism (or copying), the instructor used the learning management software (Blackboard) to randomly assign students to groups and topics. This randomization allowed for 36 different combinations of CMA and profile data sets. The selected CMAs were mid-sized urban centres from across the country (Victoria, BC to Sherbrooke, PQ). We avoided Canada's major urban centres (Toronto, Montreal and Vancouver) because the geospatial data was complex (and difficult to map clearly). To further refine the task, we specified the category of census data that the students should investigate (Income, Age & Sex, Families & Households). Within these parameters, the groups were free to choose specific variables and data sets to focus on. For example, some groups chose to map the population of 18-24 year olds in their CMA, others selected average income, and still others focussed on the number of families in their centres.

Assessment
Grading

Considering this was a pilot project, several different forms of assessment were employed in order to facilitate improvement of the project during future

offerings. For example, in cooperation with the instructor we developed the assignment grading scheme and were responsible for assessing the students' final submissions. The brief reports and maps handed in by each group offered some insight regarding the clarity of the instructions and whether or not "supplementary" readings were actually completed. This hands-on approach also allowed us to identify problem areas in the assignment to be refined in the future.

Informal Focus Groups

To encourage feedback, we organized a series of pizza lunches over the period of several days. These discussion sessions proved invaluable in providing an opportunity for the team and the students to exchange experiences and ideas. Our basic assumptions about students' level of computer-knowledge and technical savvy proved somewhat erroneous. As a result, hints will be added to several sections of the assignment to promote easier manipulation of online resources.

Students were very candid about their perceptions of the level of difficulty and time requirements for the assignment. They were also candid about the validity of (or lack of) several student complaints about the assignment.

Instructor Feedback

Valuable information was also gathered through the instructor from his student interactions during office hours and via email. In his end-of-semester survey, the instructor also asked students specifically about the GIS assignment. Some of the comments he received were:

- I see a lot of value seeing as I'm in the real estate degree. We do a lot of market analysis & this is a perfect tool. The instructions were very straightforward.
- I actually really like it, but there's no way I'm going to remember how to do it.
- Hard at first. Powerful software! I really like it. (Marked it as favourite part of course).
- I thought it was an interesting tool but wished we had more time to play with it. I understand it. It was like a preview or sneak peak (additional comments-start GIS ASAP).
- I could see the benefit in the GIS assignment however I would have put the assignment earlier in the semester.
- I found it confusing to get an accurate example of the GIS which was desired, however, the concepts do show use, particularly if continuing in this field.

After gathering input, it was necessary to review the comments and suggestions in order to evaluate the validity of the input. How legitimate were some of the suggestions? How much of the feedback would be implemented? Overall, the comments and observations were fairly consistent, making it easier to determine what modifications would be most beneficial to the next class undertaking the assignment.

Conclusion and Next Steps

Despite some suggestions for improvement and modification, the students overwhelmingly agreed that the assignment was relevant to their studies and consistent with the course objectives. In conjunction with the instructor we agreed that results indicated that this assignment was worth retaining in the overall course curriculum.

With the start of the fall 2008 semester, the assignment will be tweaked to incorporate the feedback obtained through the various assessment methods. Of note are some simple changes in the structure of the assignment including streamlining content by moving the "extra" information from the body of each module to an FAQ section; and providing clearer instructions for completing the assignment. For example, we plan to encourage students to print out the instructions or use two computers: one for reading the instructions and the other to manipulate the data and geospatial information. The introductory lecture will include a "walk through" of parts of the assignment, so students can see how the software and files open, as many thought the slowness of their computers was an indication that they were doing something wrong.

The mock corporation has changed from a retailer of consumer electronics to a retailer in the grocery industry, so the assignment will be adjusted accordingly. Each of the 3 sections will pretend to be a different type of grocery store: 1) low-cost warehouse style store; 2) full-service supermarket; 3) small-format boutique neighbourhood market store. The Profiles data will change to reflect this shift. In addition, we will use the 2006 Census

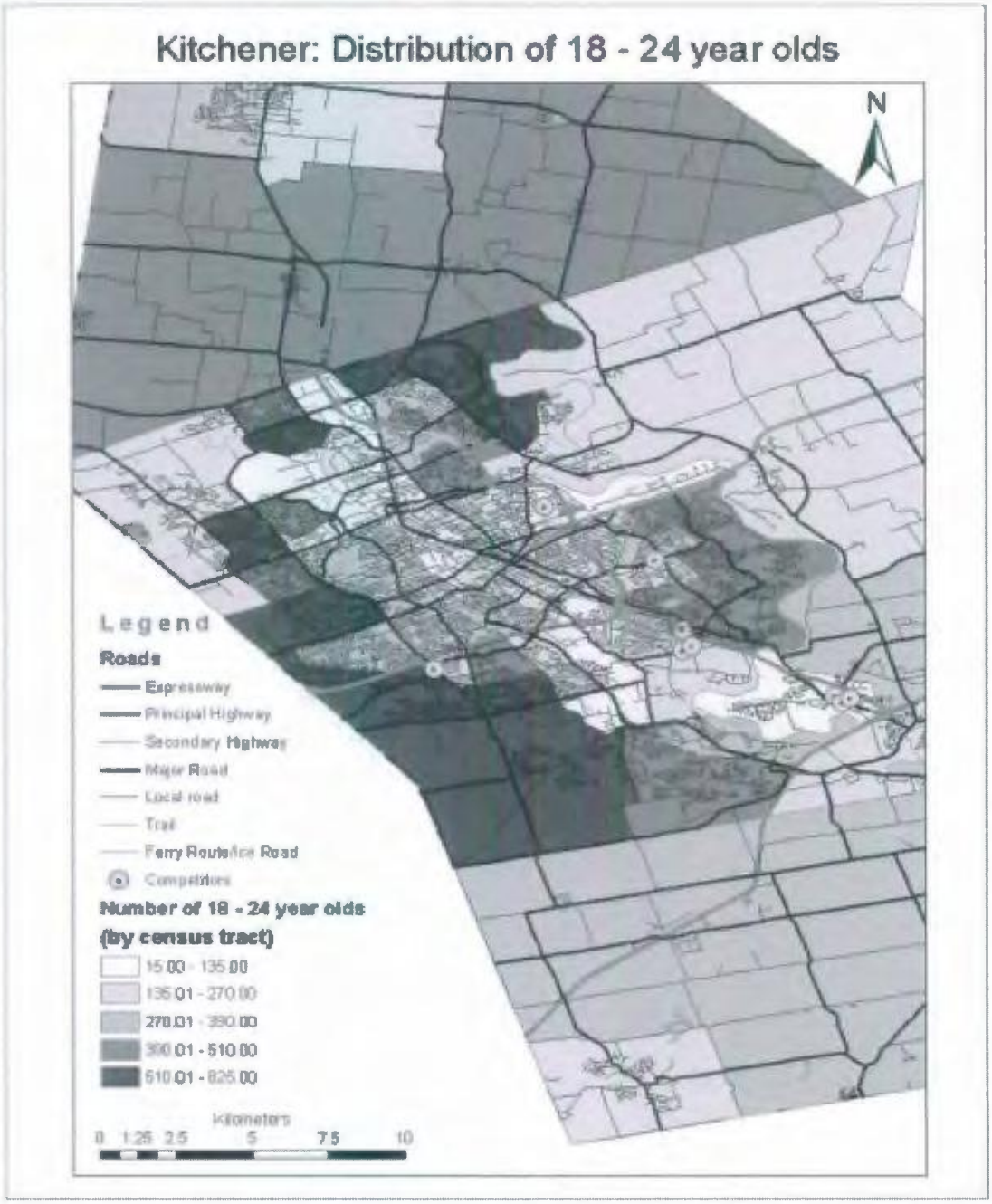
instead of the 2001 Census. The step-by-step modules that were used have been standardized, so they can be easily altered by varying the spatial and profile data required for the assignment.

Another change to be made will be the inclusion of a post-assignment in-class feedback session. This will allow students to share their results with their classmates and begin to make connections between the data and the processes they were involved in. It will also provide the team and students with the opportunity to exchange ideas and information about the assignment content and structure.

We are confident that this embedded approach to information literacy has legitimate applications to a variety of different scenarios. By building a model which is scalable and adjustable, this assignment can be used and built upon in the future.

References

Cochrane, C. "Embedding information literacy in an undergraduate management degree: Lecturers' and students' Perspectives." *Education for Information 24* (2006) 97–123.



*Sample student map, produced as part of the MCS*2020 assignment.*

CARTOGRAPHIC CITATIONS

Alberta Auringer Wood

Alberta Auringer Wood, on behalf of the Bibliographic Control Committee of ACMLA, has compiled the following sources for cartographic citations. Although there are various style formats that can be used, the Bibliographic Control Committee recommends:

1) For form of Corporate entries, follow institutional online catalogues for these forms. If not in, follow LC link: http://authorities.loc.gov or use AMICUS or make up the best you can from the information on hand.

2) For the choice of terminology for format, [digital resource] vs. [electronic resource], the Committee prefers [electronic resource]

Since there are already several excellent online guides to citing of cartographic materials, it was felt more useful to bring together some of the links to these on one page with comments regarding each. Some of them base their recommendations on *Cartographic Citations: A Style Guide.* Chicago: American Library Association, Map and Geography Round Table, *MAGERT Circular No. 1*, 1992 prepared by Suzanne M. Clark,, Mary Lynette Larsgaard and Cynthia M. Teague.

1 - University of Ottawa - "Citation Examples"
http://www.biblio.uottawa.ca/gsg/docs/citation-e.pdf

This comprehensive guide produced by the Map Library is based upon Clark-Larsgaard-Teague. It was originally prepared in 2000 by Martin Chevrier and revised in 2004 by Allison Bell. The format is in an easily printed PDF. Included are examples of citations for printed and manuscript maps, atlases, relief models, globes, remote sensing imagery, electronic resources and maps created using them, as well as web documents.

2 - McMaster University - "Guide to Citing Maps & Atlases"
http://library.mcmaster.ca/maps/mapcite.htm

The Bibliographic Control Committee (BCC) particularly liked the style of this as it is very concise and easy to navigate. It, too, is based upon Clark-Larsgaard-Teague and was last reviewed in 2006. With the heading links to examples, it is fast for looking up a particular type of material. There is a two-column format giving the basic form in one column and a sample citation in the other. It is not quite as comprehensive as that for University of Ottawa, but covers printed maps, atlases, maps in books and journals, aerial photographs, maps on the web, maps produced using GIS software, and dynamically generated maps.

3 - University of Waterloo - "Citing Geospatial Data Resources"
http://www.lib.uwaterloo.ca/locations/umd/digital/citation.html

This gives both the format and examples of how to cite cartographic materials as data retrieved from a local network, data from a CD-ROM or commercial on-line database, data downloaded from a remote FTP server, and maps produced using GIS software. Makes reference to Electronic Styles: A Handbook for Citing Electronic Information. , by Xia Li and Nancy B. Crane, for additional information.

4 - Ryerson University - "Citation Format Examples for Geospatial Map and Data Centre Resources" - http://www.ryerson.ca/madar/geospatial/citations.html

The BCC felt that this was particularly useful for electronic resources as it has a very large number of items listed of both commercial and government types. It includes items such as the DMTI Spatial maps which are often used in a university setting.

5 - Queen's University - "Citation Guide for Maps"
http://library.queensu.ca/webdoc/maps/citation.htm

Another useful guide with examples of citations for single and series maps, maps in books and

atlases, facsimile maps, aerial photography, CD-ROM maps, map data downloaded from FTP sites, GIS produced maps, and boundary files from Statistics Canada. Does not give the general format, just specific examples.

6 - Ohio Wesleyan University - "Citing Maps"
http://library.owu.edu/citing222.html

This one gives both the citation format and examples for maps in printed formats and from the web. Gives "rules of thumb" for gathering the information needed for the citation, as well describing how to tell the difference between static digital maps and ones that are actively generated. One of the references listed for this guide is Clarke-Larsgaard-Teague. This guide is unique in giving an illustrative diagram showing what each element on the citation is, as well as giving the example. There are also illustrations of some of the maps cited. Another unusual aspect of this guide is including geographical images and how to cite them. Appears to have been done in 2005.

7 - University of Washington - "Style Guide for Maps and Cartographic Materials"
http://www.lib.washington.edu/maps/classes/ext/lectures/carcite.doc

This is similar to the listings done by University of Ottawa and is also based upon Clarke-Larsgaard-Teague. It has examples of printed maps, both separate and in books, and "electronic spatial-data files" with examples of maps as databases, from databases, and on the web.

8 - North Carolina State University - "Citing Maps"
http://www.lib.ncsu.edu/maps/citingmaps.html

This one is based upon Clarke-Larsgaard-Teague, too. Showing format and giving examples it covers single sheet and series maps, maps in books, periodicals, or atlases, maps on the web, facsimiles or reproductions, atlases, "map generators", GIS-produced maps, CD-ROM/DVD maps, real-time maps, and CIA outline maps. Links at the top of the page allow quickly finding the appropriate example.

9 - University of Melbourne, Australia - "Guide to Map Citation"
http://dydo1.lib.unimelb.edu.au/index.php?view=html;docid=2816;groupid=

While based upon Clarke-Larsgaard-Teague, this only gives the formats to follow, no examples. A useful aspect, however, is the glossary that it includes of types of cartographic materials covered.

10 - Dartmouth College Library - "I need to Cite maps created in GIS"
http://library.dartmouth.edu/guides/sub.php?page_id=2110&subject_id=24&section_id=1

Providing both formats and examples, this covers software for manipulating spatial data, map-data database, map created from database, and satellite imagery, based upon Clarke-Larsgaard-Teague.

11 - Laval University - « Comment citer des documents cartographiques » [How to cite cartographic documents]
http://www.bibl.ulaval.ca/mieux/decouvrir/collection_speciales/geostat/geostat_guides/geostat_citer_doc_carto/

This site presents in French suggested citation formats and examples for single and series printed maps, maps in atlases, aerial photographs, and electronic cartographic resources, as well as listing a couple of printed guides to citation of cartographic materials.

12 - Brock University - "How to Reference Maps, Atlases, Air photos and Digital Resources"
http://www.brocku.ca/maplibrary/howtoref.htm

This is another excellent resource for both formats and examples for single maps, atlases, series (topographic and otherwise), maps in atlases or books, aerial photos, and even, interestingly, CIA outline maps. There is a particularly useful and large section on digital geospatial resources, as well, covering interactive and static digital maps, maps from electronic atlases, data from either local or internet electronic databases, and maps produced from GIS software. Links are also given to their Geospatial Resource Fact Sheets and Cartographic Subject Guides, as well as suggesting use of the library catalogue for additional details about particular items. There is also a listing of other sources of cartographic citations, both printed and online.

RÉFÉRENCES DES DOCUMENTS CARTOGRAPHIQUES

Alberta Auringer Wood
Traductrice : Lucie Gendron

Alberta Auringer Wood du Comité du contrôle bibliographique de l'ACACC a compilé les sources suivantes qui résument des façons de citer des documents cartographiques. Malgré le fait que plusieurs styles de présentation de références à des documents cartographiques peuvent être utilisés, le Comité recommande ceux énumérés dans le présent document.

Pour établir la forme des entrées des auteurs collectivités, consulter les catalogues en ligne des universités. Vous pouvez également consulter le site « Library of Congress Authorities » (http://authorities.loc.gov), AMICUS ou utiliser les informations que vous avez en main pour établir la forme d'entrée la plus appropriée.

Pour le choix de la terminologie à privilégier pour identifier le format [ressource numérique] versus [ressource électronique], le Comité a retenu [ressource électronique].

Il existe d'excellents guides en ligne qui expliquent comment citer des documents cartographiques. Il s'avère utile de regrouper quelques-uns de ces liens sur une même page avec des commentaires spécifiques à chacun. Certaines recommandations sont basées sur le contenu du guide Cartographic Citations : a style guide. Chicago: American Library Association. Map and Geography Round Table, MAGERT Circular No.1, 1992 préparé par Suzanne M. Clark, Mary Lynette Larsgaard et Cynthia M. Teague.

1. Université d'Ottawa - « Exemples de citations »
http://www.biblio.uottawa.ca/gsg/docs/citation-f.pdf

Ce guide produit par la cartothèque de l'Université d'Ottawa est basé sur celui de Clark-Larsgaard-Teague. Il fut publié à l'origine en 2000 par Martin Chevrier et révisé en 2004 par Alisson Bell. Il est en format PFD et peut être facilement imprimé. On y retrouve des exemples de références à du matériel cartographique imprimé, des cartes manuscrites, des atlas, des modèles en relief, des globes terrestres, des photographies aériennes, des images satellitaires, des données géospatiales et des documents sur Internet.

2. McMaster University - "Guide to Citing Maps & Atlases"
http://library.mcmaster.ca/maps/mapcite.htm

Le Comité du contrôle bibliographique apprécie particulièrement le style de ce guide qui s'avère concis et facile de consultation. Il est également basé sur le guide de Clark-Larsgaard-Teague et a été révisé en 2006. Une liste de types de matériel avec des liens Internet permet un accès rapide à des exemples de citations. Pour chaque type de matériel on retrouve la forme de présentation et des exemples de citations. Ce guide n'est pas aussi complet que celui de l'Université d'Ottawa en terme de couverture de types de matériel mais donne des exemples pour les cartes imprimées, les atlas, les cartes à l'intérieur des livres et périodiques, les photographies aériennes, les cartes sur le web, les cartes produites à partir de logiciels SIG et les cartes interactives.

3. University of Waterloo - "Citing Geospatial Data Resources"
http://www.lib.uwaterloo.ca/locations/umd/digital/citation.html

Ce guide présente à la fois les formats et exemples sur la façon de citer des données géospatiales et cartes numériques, comme des données repérées sur un réseau local, des données sur cd-rom, des bases de données commerciales en ligne, des données téléchargées à partir d'un serveur FTP, des cartes produites en utilisant un logiciel SIG. Pour des informations additionnelles, il fait référence au document « Electronic Styles : A Handbook for Citing Electronic Information » par Xia Li et Nancy B. Crane.

4. Ryerson University - "Citation Format Examples for Geospatial Map and Data Centre Resources"

http://www.ryerson.ca/madar/geospatial/citations.html

Le Comité du contrôle bibliographique considère que ce site est particulièrement utile pour les ressources électroniques car il présente un nombre considérable de produits numériques autant de nature commerciale que gouvernementale (données de Statistique Canada, Ressources naturelles Canada, DMTI, etc.) avec des exemples sur la façon de les citer.

5. Queen's University - "Citation Guide for Maps"
http://library.queensu.ca/webdoc/maps/citation.htm

Un autre guide utile avec des exemples de références à des cartes monographiques et sériées, des cartes faisant partie de monographies ou atlas, des photographies aériennes, des cd-roms de cartes, des données géospatiales téléchargées à partir de sites FTP, des cartes générées à partir de logiciels SIG et des fichiers de limites cartographiques de Statistique Canada. On ne fournit pas les formats de présentation mais seulement des exemples de référence pour différents types de matériel cartographique.

6. Ohio Wesleyan University - "Citing Maps"
http://library.owu.edu/citing222.html

Ce guide donne à la fois les formats de présentation et des exemples de références pour les cartes en format imprimé et sur le web. Il présente des règles générales à respecter sur la façon de présenter les références et décrit comment faire la différence entre une carte électronique « statique » et une carte interactive. Ce guide fournit également des illustrations de certaines cartes et images pour lesquelles on retrouve des exemples de références.

7. University of Washington - "Style Guide for Maps and Cartographic Materials"
http://www.lib.washington.edu/maps/classes/ext/lectures/carcite.doc

Ce guide recense des exemples de références semblables à ceux de l'Université d'Ottawa et est basé également sur le guide de Clarke-Larsgaard-Teague. Il comporte des exemples de référence pour des cartes imprimées publiées séparément ou à l'intérieur d'une monographie, des données géospatiales et des cartes électroniques.

8. North Carolina State University - "Citing Maps"
http://www.lib.ncsu.edu/maps/citingmaps.html

Ce guide est basé sur celui de Clarke-Larsgaard-Teague. On y présente les formats de présentation avec des exemples pour des cartes monographiques et sériées, des cartes publiées à l'intérieur de monographies et périodiques, des atlas, des cartes sur le web, des cartes produites à partir de logiciels SIG, des cartes sur cd-rom ou dvd, des cartes en temps réel. Les liens qui figurent en haut de la page de ce guide permettent un accès rapide aux exemples de référence appropriés.

9. University of Melbourne, Australie - "Guide to Map Citation"
http://dydo1.lib.unimelb.edu.au/index.php?view=html;docid=2816;groupid=

Également basé sur le guide de Clarke-Larsgaard-Teague, ce guide présente seulement les formats de présentation des références à des documents cartographiques mais sans exemples. Il contient par contre un glossaire qui donne la description des différents types de documents cartographiques.

10. Darmouth College Library - "I need to Cite maps created in GIS"
http://library.dartmouth.edu/guides/sub.php?page_id=2110&subject_id=24

Ce guide présente à la fois les formats et les exemples. Il couvre les logiciels pour manipuler les données géospatiales, les bases de données géospatiales, les cartes produites à partir de bases de données, les images satellitaires et est inspiré du guide de Clarke-Larsgaard-Teague .

11. Université Laval - « Comment citer des documents cartographiques »
http://www.bibl.ulaval.ca/mieux/decouvrir/collection_speciales/geostat/geostat_guides/geostat_citer_doc_carto/

Ce site présente le format de citation avec des exemples pour les cartes imprimées, les cartes à l'intérieur d'un atlas, les photographies aériennes et les cartes numériques.

suite à la page 15

ACMLA MENTORING PROGRAM

Introduction

Mentoring is a cooperative and nurturing relationship between a more experienced librarian and a new librarian which brings benefits to both participants. The ACMLA Mentoring Program has been developed to provide a mechanism for encouraging and supporting new members in their professional growth and development and welcoming them into the profession and Association.

Mission

To facilitate the creation, development and maintenance of mutually satisfactory mentoring relationships between new members of the Association of Canadian Map Libraries and Archives and their experienced colleagues.

Definitions

Mentee: A librarian or technician new to a map/GIS library who would like guidance and support in his/her professional career.

Mentor: Experienced ACMLA member who willingly offers his/her expertise and experience to help members achieve success in their new position or profession.

Mentoring Program Components

1. *First Time Conference Mentor*

This component pairs experienced members with members attending the ACMLA conference for the first time. At the time of registration, a new member requests a mentor pairing and completes the mentee request form.

The mentor assigned to the first time conference attendee will initiate contact by email or telephone prior to the conference to arrange an initial meeting at the beginning of the conference, e.g. a meeting prior to the ice-breaker reception. Activities during the conference mentoring experience may include: introducing the new member to other ACMLA conference participants during social events and sessions, suggesting useful conference sessions, providing context and background on AGM issues, and discussing presentations. The mentor would be expected to touch base with the mentee throughout the conference.

After the conference, the mentee and mentor can decide whether they wish to continue the relationship for career mentoring.

2. *Career Mentor*

The Career Mentor Component is designed to help new members become successful practitioners by providing help and guidance on various aspects of the profession and the Association. This phase lasts a minimum of one year with the option of renewing with the agreement of both parties.

A mentor/mentee relationship may be established during the conference or may be initiated as soon as an individual joins the Association.

The mentor will initiate the first contact with the mentee usually via telephone. If the mentor and mentee are in geographic proximity, the first meeting may take place in person. It is expected however, that most communication will take place via email and the telephone. Communication between the mentor and mentee should occur at least once per quarter.

Each relationship will be unique and will depend on the interests of the mentee. Suggested activities might include:

- Explaining the Association goals and objectives and how the member might become involved through committee participation;
- Providing the background on various Association initiatives/projects;
- Discussing professional conferences and how the mentee could contribute;
- Helping to identify professional training opportunities such as workshops, seminars or online tutorials;

- Providing guidance on a professional project;
- Suggesting research topics and facilitating research by identifying sources of information, reading outlines and drafts; consideration could even be given to co-presenting at a conference;
- Suggesting background articles that could be discussed at future meetings.

Guidelines

Participation in the program is entirely voluntary. Not all new members are required to participate in the mentoring program.

1. All communication between the mentor and mentee is strictly confidential.

2. The mentor and mentee should be honest and professional in all interactions.

3. The mentor or mentee may opt-out of the program at anytime if the relationship is not satisfactory.

4. Communication between the mentor and mentee should occur at least one per quarter. Meetings/communication may take place outside of work hours if both parties are in agreement.

5. A mentee will have only one mentor but a mentor could choose to mentor several individuals at the same time.

6. Mentees will not be matched with mentors from the same institution.

Benefits of Mentoring

For Mentees

- Advice and guidance on career goals and professional development
- Opportunities to discuss issues and ideas with an experienced professional
- Encouragement to take on new projects and responsibilities
- Improved understanding of the Association and its organizational dynamics
- Assistance in identifying and building professional networks

For Mentors

- Personal satisfaction from sharing knowledge and experience
- Exposure to new ideas and approaches
- Opportunity to practice problem solving and listening skills
- Opportunity to promote the Association and its objectives

Administration

The Mentoring Program is administered through the 1st VP of the Association. He/she receives application forms from mentors and mentees, matches members given their identified interests, and prepares an annual report for the membership on the program.

Evaluation

At the end of the first year, the mentor and mentee will be required to complete a short questionnaire to provide feedback on their experience. Upon completion of the questionnaire, the 1st VP will issue to the mentor and mentee a certificate of participation in the ACMLA mentoring program.

September 2008

Participation in the career mentoring program is available any time

Please visit the ACMLA website for an application form

http://www.ssc.uwo.ca/assoc/acml/mentor_applicationEN.doc

PROGRAMME DE MENTORAT DE L'ACACC

Introduction

Le mentorat est une relation de coopération et d'enrichissement mutuels entre deux bibliothécaires dont l'un est nouveau et l'autre expérimenté. Le programme de mentorat de l'ACACC vise à fournir des moyens et des outils afin d'encourager et d'appuyer le cheminement professionnel des nouveaux membres et de les accueillir au sein de la profession et de l'Association.

Mission

Favoriser l'avènement, l'évolution et la continuité de relations mutuellement satisfaisantes entre les nouveaux membres de l'Association des cartothèques et des archives cartographiques du Canada et leurs collègues d'expérience.

Définitions

Mentoré : bibliothécaire ou technicien nouvellement engagé dans une cartothèque ou un centre de SIG et qui aimerait obtenir appui et conseils pour sa carrière.

Mentor : membre expérimenté de l'ACACC qui veut, bien librement, faire profiter à d'autres membres de son expérience et de son expertise afin de contribuer à leur succès au travail et dans la profession.

Éléments du programme de mentorat

1. *Mentorat pour un premier congrès*

Ce type de mentorat jumelle un membre expérimenté avec un membre qui assiste pour la première fois au congrès de l'ACACC. En s'inscrivant, le nouveau membre fait part de sa demande de jumelage et remplit le formulaire pour les mentorés.

Le mentor choisi communiquera avec le mentoré par courriel ou par téléphone avant la tenue du congrès afin d'organiser une première rencontre précédant la réception de bienvenue. Durant le congrès, les activités liées au mentorat comprennent la présentation du mentoré à d'autres membres pendant les activités sociales et les sessions, l'orientation vers les présentations les plus pertinentes, l'explication du contexte relatif aux questions soulevées pendant l'assemblée générale annuelle, ainsi que des discussions en rapport aux présentations. Le mentor devrait maintenir un contact avec le mentoré tout au long du congrès.

Suite au congrès, le mentoré et le mentor décident s'ils veulent poursuivre l'expérience avec un mentorat axé sur la carrière.

2. *Mentorat axé sur la carrière*

Le mentorat axé sur la carrière vise le succès professionnel du nouveau membre en lui fournissant de l'aide et des conseils sur les différents aspects de la profession et de l'Association. D'une durée minimale d'un an, le programme peut se prolonger selon le désir des deux participants.

Le jumelage peut se faire durant le congrès ou lorsqu'une personne se joint à l'Association.

Le mentor établira le premier contact avec le mentoré, habituellement par téléphone. S'ils se trouvent à une distance raisonnable, ils peuvent même se rencontrer. Cependant la plupart des communications se feront par courriel ou par téléphone, au moins une fois à tous les trois mois.

Les jumelages seront tous différents et répondront aux intérêts du mentoré. Voici quelques suggestions d'activités :

- Expliquer les buts et objectifs de l'Association et comment le membre peut participer aux comités;
- Expliquer le contexte relatif aux projets et initiatives de l'Association;
- Examiner les congrès professionnels et la contribution possible du mentoré;
- Aider le mentoré à repérer les activités de formation professionnelle comme les ateliers, les séminaires ou les cours en ligne;
- Donner des conseils sur un projet de travail;

- Suggérer des sujets de recherche, indiquer des sources d'information et vérifier les plans et les ébauches; le mentor pourrait même accompagner le mentoré durant une présentation;
- Suggérer des écrits à discuter durant les réunions à venir.

Lignes directrices

La participation au programme de mentorat est tout à fait volontaire; les nouveaux membres ne sont pas tenus d'y participer.

1. Tous les échanges entre mentor et mentoré sont strictement confidentiels.

2. L'honnêteté et le professionnalisme sont de rigueur en tout temps.

3. Le mentor ou le mentoré peuvent terminer l'entente en tout temps si le jumelage ne leur convient pas.

4. Le mentor et le mentoré devraient communiquer au moins une fois à tous les trois mois, possiblement en dehors des heures de travail si les deux membres sont d'accord.

5. Un mentoré n'a qu'un seul mentor alors qu'un mentor peut s'occuper de plusieurs mentorés en même temps.

6. Le mentoré ne sera pas jumelé à un mentor ayant le même employeur.

Avantages du mentorat

Pour les mentorés

- Recevoir avis et conseils sur les objectifs de carrière et le développement professionnel;
- Discuter questions et idées avec un professionnel expérimenté;
- Recevoir l'encouragement à se lancer dans de nouveaux projets ou à prendre de nouvelles responsabilités;
- Mieux comprendre l'Association et sa dynamique;
- Obtenir de l'aide en réseautage professionnel.

Pour les mentors

- Satisfaction personnelle de partager ses connaissances et son expérience;
- Contact avec des idées et des approches nouvelles;
- Occasion de pratiquer la résolution de problèmes et l'écoute;
- Occasion de mettre en valeur l'Association et ses objectifs.

Administration

Le Programme de mentorat relève du premier vice-président de l'Association, lequel reçoit les demandes des mentors et des mentorés, jumelle les membres selon les intérêts exprimés et prépare, pour tous les membres, le rapport annuel sur le programme.

Évaluation

À la fin de la première année, le mentor et le mentoré devront remplir un bref questionnaire d'évaluation de leur expérience, à la suite de quoi le premier vice-président leur remettra un certificat de participation au programme de mentorat de l'ACACC.

Le 8 sept. 2008

La participation
dans la carrière mentoring
le programme
est disponible
n'importe quel temps

Visitez s'il vous plaît
le site Internet ACMLA
pour un formulaire de demande

http://www.ssc.uwo.ca/assoc/acml/mentor_applicationFR.doc

THE ATLAS OF CANADA'S REVISED CIRCUMPOLAR MAP

Eric Kramers
Atlas of Canada, Natural Resources Canada

Natural Resources Canada's Atlas of Canada has recently revised its Northern Circumpolar Region map, MCR0001. The revision has touched every feature on the map and includes many new ones. Scientists and experts in Canada and other northern countries have been consulted to ensure the most up-to-date information has been used.

With the North Pole at its centre, this Northern Circumpolar Region map offers a unique perspective of the Earth, north of 60 degrees. The close physical relationship that all northern countries share is seen differently than on most maps. Distances between Canada's polar neighbours are often shorter over the North Pole than they are on maps with a more east-west perspective.

The overall theme of the revised map is that Canada is a northern country. The revised map shows more of southern Canada below 55 degrees than the previous edition, including all the Inuit land areas of northern Quebec and Labrador and the islands in James Bay that are part of Nunavut.

The traditional Northwest Passage, through Canada's arctic islands linking Europe to the Orient, was first attempted in 1576 by the English explorer Martin Frobisher. The extent of sea ice has always been a factor in sailing northern waters and varies from year to year. The sea ice limit represented on the Circumpolar map is the permanent polar sea ice, 1972 to 2007, as determined by the Canadian Ice Service.

The toponymy, roads and railways have been thoroughly checked and updated. The hydrographic base has been completely examined and updated using new shoreline, river and lake data.

Prominent glacier and ice field names have been added in Canada, Greenland, Iceland and Norway, using maps produced by each country and specific advice from the Norwegian Polar Institute. All have been updated using current composite MODIS satellite imagery from the Canada Centre for Remote Sensing.

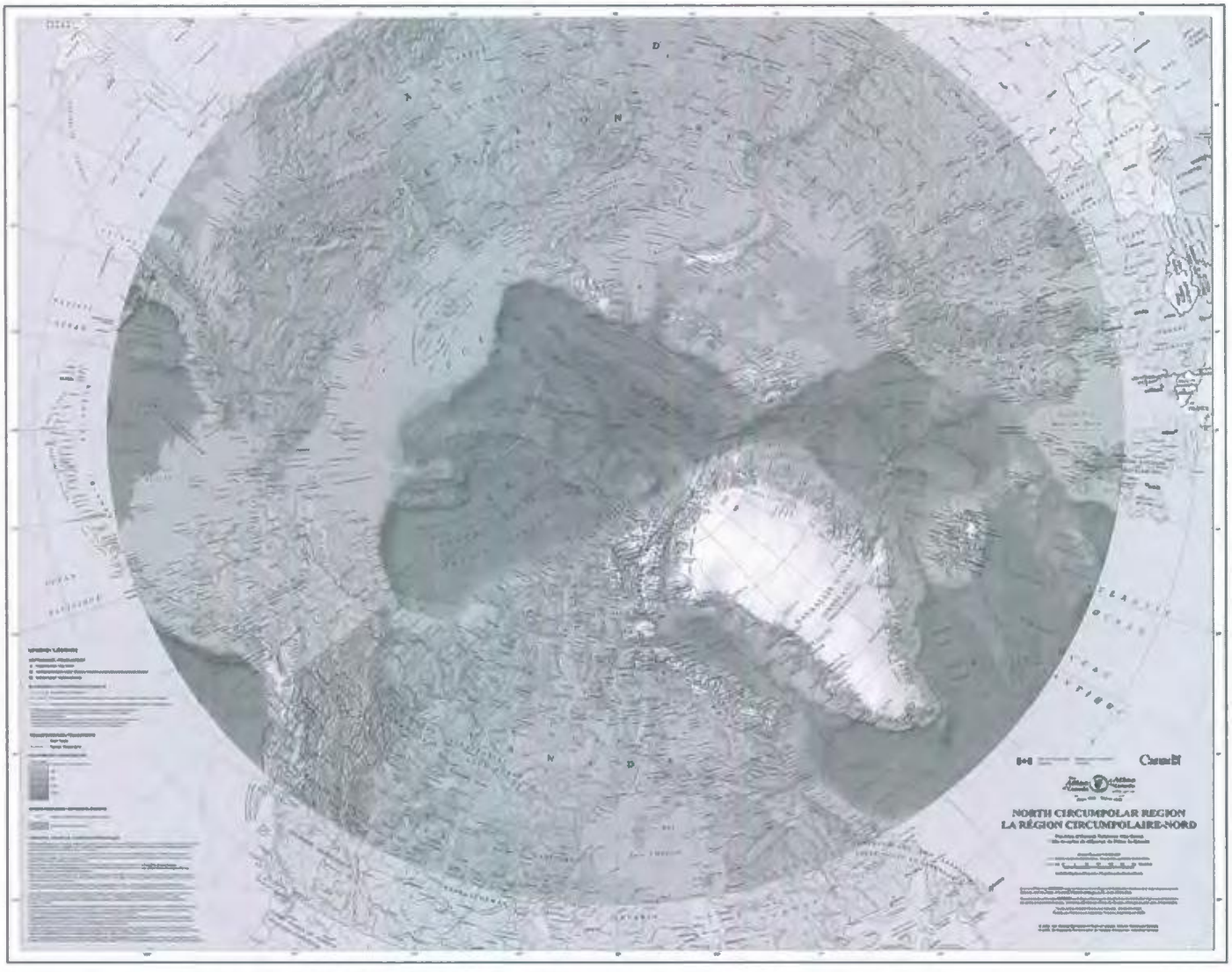
The undersea relief shown on the map is the most up-to-date available from the International Bathymetric Chart of the Arctic Ocean and was produced by researchers from Canada, Denmark, Germany, Iceland, Norway, Russia, Sweden and the United States. Undersea features, such as the Alpha and Lomonosov Ridges, are clearly visible. The undersea feature names have been verified by Natural Resources Canada's GeoNames section with the assistance of the Canadian Hydrographic Service of Fisheries and Oceans Canada.

The Magnetic North Pole constantly changes location which can vary up to 80 kilometres every day. All surveyed average positions from 1831 to 2007 have been identified using data supplied by Natural Resources Canada's geomagnetism scientists at the Geological Survey of Canada.

Two other new features shown on the map are the circumpolar tree line and ice shelves. The tree line was supplied by the Alaska GeoBotany Centre. With Arctic regions warming at a greater rate than other parts of the Earth, this reference point is an important new addition. The disappearing ice shelves along the northwest coast of Ellesmere Island have been added and are current to August 2008.

This revised Northern Circumpolar Region Map will offer map users interested in the North a superb reference product. It will be invaluable as the prominence of arctic-related issues increases in the coming years. It is available to participating libraries through the Depository Service Program, and from any distributor of the Canada Map Office.

Explore more about Canada's Arctic by visiting the Atlas of Canada at: **atlas.gc.ca**



The Atlas of Canada's Revised Circumpolar Map.

Mark Your Calendars!

ACMLA Annual Conference

June 8-12, 2009

To be held jointly
with Canadian Cartographic Association
and
Geomatics Atlantic

Acadia University

Wolfville, Nova Scotia

Have You Seen This?

Earth Science Picture of the Day

http://epod.usra.edu/

Provided by Universities Space Research Association of NASA Goddard. Features a different photograph every day of some earth-related feature or phenomena. Generally a useful text provides brief details about the location and the origin of the occurrence. High proportion of climatology images. Searchable archive. Makes a great daily desktop image.

LIBRARY AND ARCHIVES CANADA CARTOGRAPHY, ARCHITECTURE AND GEOMATICS ANNUAL REPORT / RAPPORT D'ACTIVITÉ ANNUAL*

David Brown
Manager, Cartography, Architecture and Geomatics
Library and Archives Canada

Private Sector: Acquisition Activities / Secteur privé : activités liées à l'acquisition

Acquisition, Early Cartography / Cartes anciennes

Over the course of the 2007–2008 fiscal year, the following maps were acquired as part of the early cartography program:

• Adams, John: *Map of Quebec and Its Environs*, by John Adams, 1822.

• Berey, Nicolas : *La carte Nouvelle description de l'Amerique de Nicolas Berey (vers 1606-1665), 1651, d'après Jean Boisseau et Joannes Jansonnius.*

Parmi les détails de cette carte, deux sont particulièrement intéressants : le continent nord-américain est divisé en deux et le fleuve Saint-Laurent se prolonge vers l'ouest dans le continent. Les Grands Lacs sont absents. Cette carte a été acquise auprès de Nelson Cazeils, Boutique Nouvelle-France, Montréal.

• *Plan de Louisbourg*, Paris : Jean de Beaurain, 1765.

• Darby, Joseph: *To His Excellency Lt. General Sir James Kempt G.C.B. Lt. Governor of Nova Scotia &c. the Honble. The members of His Majestys Council and the gentlemen of the House of Assembly of this province by whose bounty and benevolence this most excellent establishment is supported and preserved this chart and description of Sable Island is dedicated with great respect by their most obedient and very humble servant Joseph Darby.* Halifax, 1824.

• Ellis & Co.: [Bird's-Eye View of] *Victoria*, by Ellis & Co., 1889.

A famous birds-eye view of the city of Victoria, showing its harbour and surrounding waters active with steamers, tug boats, side-wheelers, schooners, and sloops. Many of the buildings shown are still standing today, and are easily recognizable. Most of the public buildings are identified, as are hospitals, schools, fire stations, churches and some of the more prominent businesses. A snapshot in time, showcasing Victoria's prosperity during the latter part of the 19th Century. Done at a time when birds-eye views were all the rage, in part due to their novel perspective prior to the age of flight.

• French, F. and Smith E.C.: *Corporations of Niagara Falls and Niagara City, N.Y. & Clifton, C.W....*, by Frank French and E.C. Smith, 1857.

This map is a rare and spectacular wall map of the vicinity of Niagara Falls; the best cartographic record of the area of the mid-nineteenth century. The map was compiled in conjunction with R. P. Smith and J. H. French's survey of New York, the most ambitious and accurate mapping project for any American state up to this time. Detailed and on a large scale, the map shows both banks of the Niagara River from the whirlpool in the north, to the American and Canadian falls in the south. The intervening area is occupied by the towns of Niagara City, Niagara Falls, and Clifton (now Niagara Falls, Ontario). The streets, lots, and buildings (including the name of the property owners) are shown for all three towns. The map also includes twenty-nine finely engraved vignettes of local scenery and important buildings. No other copies of this map are known in Canada.

• Brassier, William Furness: *A Survey of Lake Champlain including Lake George, Crown Point and St. John, Surveyed by Order of Sir Jeffery Amherst...1762 [and] A Particular Plan of Lake George, Surveyed in 1756, By Capt. Jackson. London: R. Sayer & J. Bennett, Aug. 5th, 1776.*

This map is a very rare first state of Brassier's magnificently detailed map of Lake Champlain, depicting the dramatic events that occurred in this key theatre of the Seven Years War, and also represents the principal map that was used by

* This version presents selected extracts only. The complete Annual Report is available from David Brown at david.brown@lac-bac.gc.ca.

military commanders during the American Revolution

• Gaston & Co.: *The World in Miniature ; a Diamond Atlas of Every Nation and Country Both Ancient and Modern, Embracing a Complete Set of Township Maps of the Provinces and States of North America*, Toronto, S.N. Gaston & Co. , 1861, 1181 p.

Cet atlas comprend 53 cartes coloriées à la main, dont des cartes de l'est du Canada, du Canada Ouest (Ontario), du Canada Est (Québec), de la Nouvelle-Écosse, du Nouveau-Brunswick et des différents états américains. L'ouvrage comprend également des cartes du monde, des cartes thématiques et des vues de certaines villes, dont Québec et la Nouvelle-Orléans.

• Hand-drawn cadastral map of property along the Rideau Canal at North Crosby Township, P. Works Office, Quebec, June 1862.

• Louis-Gustave Papineau Collection : La collection Louis-Gustave Papineau qui comprend une soixantaine de documents cartographiques et architecturaux, la plupart manuscrits, et quelques documents textuels qui témoignent des fonctions d'ingénieur de Papineau pour le compte du ministère des Travaux publics (canaux de Saint-Ours, Lachine, Chambly, Carillon, travaux sur la rivière Richelieu, ponts à Saint-Lambert, etc.). Elle comprend également des cartes de la seigneurie de la Petite-Nation, le fief de la famille Papineau, et des documents relatifs à l'École polytechnique de Montréal.

• Sanson, Guillaume : *Amérique Septentrionale par N. Sanson géographe Ord.re du Roy. Revue et changée en plusieurs endroits suivant les mémoires les plus récents augmentée et corrigée en cette seconde édition par G. Sanson géogr. ordinaire du Roy. À Paris. Chez Pierre Mariette rue St Jacques à l'Espérance. Avec privilège de sa maj.té pour 20 ans. 1690.*

• Toler, J.G.: *Map of the Province of Nova Scotia...*, by J.G. Toler, [1824].

• Norman, William: An untitled chart of the Coast of Labrador, the Strait of Belle Isle and the northernmost portion of Newfoundland; Boston: William Norman, ca. 1801.

Acquisition, Modern Cartography and Geomatics – Non-Legal Deposit

The following single sheet maps were acquired as part of the section's mandate to acquire published cartographic materials that are not part of the legal deposit program:

• *Philip's Large Scale Military Map of South Africa* [Boer War], 1900.

• *Map of City of Prince Albert*, 1907.

• *City of Calgary: the Oil Capital of Canada*, by the Calgary Board of Trade, 1949.

• *The City of Quebec with Historical Notes*, by S.H. Maw, 1932.

• **British Admiralty Charts:** Nine charts, seven of which represent new editions to the collection, and two charts, 2839 and 3124, are entirely new charts for which there were no previous editions in the collection, were acquired during the year.

The following collections from private sector donors were appraised and either acquired or rejected over the course of the fiscal year:

• **Association of Canadian Map Libraries and Archives (ACMLA):** The ACMLA has been in contact with Marc Cockburn to discuss the transfer of archival materials that would be considered an accrual to records that are already held by LAC.

• **Canadian Geographic Magazine:** The Canadian Geographic Magazine contacted CAG to determine whether we would be interested in acquiring their archive of materials. CAG was provided as the principle contact for discussions, but staff from the magazine have never pursued the matter further.

• **M. Pierre Mauffette Collection:** M. Pierre Mauffette, enseignait la géologie à l'Ecole polytechnique de l'Université de Montréal. Il était géologue, ingénieur civil, ingénieur minier. En plus de sa carrière d'enseignant il a fait beaucoup de prospection minière (fer, nickel uranium, etc.) dans le nord de l'Ontario, mais aussi au Québec, au Manitoba, en Colombie-Britannique et ailleurs au Canada. Il a aussi travaillé en Afrique, en Amérique centrale et en Amérique du sud. Il était diplômé de Queen's et autres institutions. The collection consists of approximately 550 maps, various geological reports and books.

Management of Government Information / Gestion de l'information gouvernementale

Appraisal Activities / Évaluation

Over the course of the fiscal year, staff in the section were contacted either by Archival Operations archivists to complete various appraisal activities or the staff in the section were contacted directly by various departments. Activities were completed for the following federal government institutions:

• **Canada Aviation Museum:** Renald Fortier (Curator Aviation History) contacted CAG to obtain

information about a 6.5 inch x 8 inch metal copper plate that was in their possession.

• **Canadian Book Exchange Centre:** Pierre Ostiguy of the Centre was in contact with CAG to determine whether the section would be interested in obtaining a wooden box containing a map sketcher that they received from the Indian and Northern Affairs library in Yellowknife, NWT. The sketcher was returned to the Center with a recommendation that they send it to an appropriate museum.

• **Elections Canada:** Marc Cockburn was in contact with Gabrielle Nishiguchi of Archival Operations to discuss the transfer of Electoral District files for the 1984 election.

• **House of Commons:** Gabriel Nishiguchi of Archival Operations was in contact with CAG staff to determine whether there is an agreement in place for cartographic and architectural records that are produced by the House of Commons. It was determined that no such agreement exists.

• **Natural Resources Canada; Aeronautical and Technical Services Division (ATS):** Marc Cockburn dealt with Leah Sander of Archival Operations and Dennis Papineau of NRCan concerning the disposition of aeronautical records from the department. David Brown was in discussions with Mapping Services Branch (MSB) management concerning the negatives associated with several MSB paper products, specifically National Topographic Series maps and ATS charts as well as the storage of negatives for Hydrographic Charts and National Atlas paper products. These negatives are no longer being used and the transfer of them to LAC for historical preservation is being considered by the department. In the short term, it has been decided that these records will be assessed as part of a future appraisal regarding all MSB records.

• **Transport Canada:** CAG staff were in discussions with John Parkman and Suzanne Brazeau of Transport Canada to determine the eventual transfer of some cartographic drawings relating to railway crossings. The collection consists of 7,000 to 8,000 items.

Acquisition Activities / Acquisition

Over the course of the fiscal year, staff in the section were contacted by various departments in order to transfer records to CAG. Activities were completed for the following federal government institutions and crown corporations:

• **Canadian National Railway:** Paul Lemieux, suite à un appel anodin du CN visant à assurer le transfert de quelques plans historiques, la section a appris, de fil en aiguille, que le CN avait amorcé depuis quelques mois une restructuration majeure de ses services d'archives à Montréal (et, semble-t-il, ailleurs dans le pays). Cet exercice avait déjà entraîné la destruction de milliers de boîtes de documents textuels sans que BAC n'ait été avisé des intentions du CN, en flagrante contravention de l'entente informelle qui liait la compagnie à notre institution et en vertu de laquelle BAC devait se voir offrir les documents à valeur historique en temps opportun. Complètement prise de court, BAC n'a pu réagir qu'à la toute dernière seconde, trop tard, en vérité, pour de nombreux documents textuels déjà détruits lorsque la nouvelle nous est parvenue. Pour les dessins techniques, les cartes et les dessins d'architecture, Paul Lemieux a monté une équipe d'urgence pour aller à leur rescousse car leur destruction devait commencer le lendemain de notre mise au courant des intentions du CN. L'équipe comprenait Elizabeth Doyle et Bruce Weedmark de CAG de même que Michael Dufresne de la division des documents gouvernementaux. L'équipe a eu deux jours et demi pour effectuer une sélection, parfois dans des poubelles, et a pu réunir un nombre encore indéterminé de plans dont le traitement parmi les. L'urgence d'agir n'a pas permis une analyse détaillée sur les lieux. Des sujets généraux ont été identifiés et les documents pertinents rapportés tout en sachant que leur traitement futur résultera sans doute en des destructions de doubles ou de pièces d'importance mineure.

• **Elections Canada:** Marc Cockburn dealt with Linda Roberge (Chief, Records and Mail Management) from Elections Canada concerning the transfer of electoral district maps which form part of the electoral district files at Elections Canada. During the second quarter of this year the maps associated with the 1988, 1993, and 1997 general elections were transferred to CAG.

Robert Lavigne was also in contact with Marc Cockburn about the transfer of maps pertaining to the 1992 Referendum. It was decided that the maps would not be transferred to LAC at this time because they are being used by an individual at Elections Canada for research purposes.

On another occasion, Jennifer Hewgill of the Elections Canada records office transferred a copy of the Electoral Atlas of the Dominion of Canada for 1895 to CAG. This atlas is a hard cover bound book containing information on the 1891 seventh general election and the population census of 1881.

• **Environment Canada, Canadian Ice Service:** The transfer of the Regional Ice Analysis Charts

continued from the Ice Service on a weekly basis during the year. In total, (261) digital charts were acquired during the reporting period.

• **Natural Resources Canada, National Air Photo Library:** CAG staff continued to work with staff from the National Air Photo Library (NAPL) to develop the Activity Plan and an associated Work Plan for the transfer of the Library's holdings to LAC.
René Paquet of Digital Media Preservation Technology, ITB is also working with NRCan staff associated with the transfer of digital scans for the A-Series aerial photographs. During the year 234,303 files were transferred representing 23.15 terabytes of data. This material will continue to be transferred to LAC over the course of next fiscal year.

• **Statistics Canada:** During the year, CAG staff worked with Mireille Zoght of Statistics Canada to arrange for the transfer of cartographic materials for the 1941, 1951, 1956, 1961, 1966, 1971, 1976, 1981, 1986, 1991 and the 1996 census years. For several weeks in May and June, Marc Cockburn, Elizabeth Doyle and Emily Owens were arranging and boxing approximately 40,000 map sheets and readying them for transfer from Statistics Canada to CAG. Map types included Large Urban, Small Urban and Rural Census Tracts; Census Division/Census Sub Division (by Province); and Federal Electoral District/ Enumeration Areas. In addition to the paper maps, CAG also acquired approximately 38,000 TIFF files of the aforementioned maps, which were scanned by Statistic Canada.

Control

General Activities / Général

Donna Porter and Bruce Weedmark conducted testing for the upcoming roll out of the AMICAN Care of Collections module. Over the course of the last two quarters, a considerable amount of time was spent responding to questions and solving problems with Nancy Roberts (Applications Management) and Mary Carroll (Monograph and Cataloguing) regarding issues related to the transfer of data from TRAKKER to AMICAN. In total, error logs were analysed for 43,252 records for material associated with government fonds or record groups (i.e., the RGM material) and 1,590 records for material associated with nautical charts. Due to migration problems, this project will continue well into the next fiscal year.

Selection and Arrangement Activities

• **Canadian National Railway :** Paul Lemieux a repris et terminé le traitement d'une acquisition mineure du CN, laquelle s'est avérée, au bout du compte, être constituée essentiellement de duplicata. Une demande de destruction a été remplie. Paul a remis la main à l'organisation provisoire des deux principales acquisitions précédentes qui, avec la toute dernière devraient former une seule et même série au sein du fonds.

• **Fortification Surveys :** Paul Lemieux et Bruce Weedmark ont remis en boîte et organisée provisoirement cette série de plans que la retraite d'Alain Rainville laissait sans archiviste responsable. Une nouvelle inscription au registre a été faite afin de garder la trace des plans en attendant que leur traitement définitif reprenne.

• **Merrilees Fonds :** Paul Lemieux s'est attelé à l'organisation de la portion cartographique/technique du fonds Merrilees et des progrès majeurs ont été accomplis dans le traitement des dessins techniques du fonds, traitement qui attendait depuis plus de vingt ans. Un cadre de classement provisoire a été établi et le recensement des pièces susceptibles d'être intégrées dans chaque catégorie va bon train. Malheureusement plusieurs difficultés apparaissent quand les documents présentent des problèmes parfois très graves de conservation, dont la trace de moisissures, lorsqu'on trouve des copies multiples (jusqu'à 30 copies d'un même dessin) ou encore lorsque la valeur archivistique des documents est carrément contestable en dépit de leur évaluation antérieure par le C.N.É.A. Il est clair qu'aucun tri n'avait été effectué avant de soumettre les documents au C.N.É.A. résultant ainsi en l'acquisition de documents sans réelle valeur , une pratique malheureusement courante dans le passé.

• **Statistics Canada:** Marc Cockburn and Elizabeth Doyle created a preliminary inventory and itemized finding aid that lists all the digital Census maps that were acquired from Statistics Canada on 400 DVDs. These images are scans of the paper Census maps which were also acquired by the section. There are a total of 38,199 digital files in TIFF format. As part of the section's digital processing activities, data from 50 DVDs (235 gb) have been transferred to the section's processing server so it can be copied to LT03 tape for preservation purposes.

Description Activities / Description

• **Alexander E. MacDonald Canadiana Collection:** During the course of the year, Donna Porter worked on the Alexander E. MacDonald Canadiana Collection project. A considerable amount

of time was spent ordering in material, preparing descriptions, completing research about individual cartographers and the various states of maps, ordering bar codes, folding, labeling, preparing copying lists for digitization and the completion of conservation forms. One-hundred and fify-nine (159) item level entries for the collection were completed during the year and all of the items will be digitized and made available on the LAC website. Currently, 253 items associated with this collection are available on our website for consultation.

• **Coverdale Collection :** Isabelle Charron travaille à la description des quelques 224 cartes anciennes de la Collection Coverdale (Manoir Richelieu). Il s'agit d'un projet à long terme qui permettra de réunir toutes les informations pertinentes sur chacune des cartes. Une recherche a été effectuée afin de bien cerner l'historique de cette collection pour des raisons de provenance (il existe des publications sur l'art documentaire, les meubles et les objets ethnographiques provenant de cette collection, mais pratiquement rien sur l'important corpus de cartes). Une série a été créée dans MIKAN afin de regrouper les cartes de cette collection. Des recherches ont été effectuées sur plusieurs cartes, ce qui a permis d'achever une quinzaine descriptions complètes.

• **International Map of the World Series:** Elizabeth Doyle completed item level descriptions and linked e-copies of 74 maps that consisted of digital copies of maps associated with the Canadian portion of the International Map of the World Series.

• **L. B. Gatenby Collection:** Elizabeth also created 41 item level descriptions for maps that reside in the L. B. Gatenby Collection.

• **Rideau Canal Atlas:** Donna Porter updated all of the component entries to the Rideau Canal atlas that was created by Lt. Colonel John By between 1826 and 1831. The atlas was sent for scanning and Donna linked all of the ecopy numbers to the respective MIKAN descriptions for each sheet in the atlas.

• **Three-Mile Sectional Map (old style) Series:** Jeffrey Murray created item-level descriptions in MIKAN for 180 maps from the Three-Mile Sectional Map (old style) series. These maps were linked to scanned images and will be used by Web Content Services to build a specialized product that will be connected to the Dominion Land Patents database.

CAG Records Description and Integration Project

This project is on hold until next fiscal year.

Description Activities for Scanning Projects

Staff in the section have made significant contributions to the formulation of the 'LAC Mass Digitization Plan for 2007-2008 and 2008-2009'. As part of this initiative, the maps associated with the RG 10 Red series have been identified for digitization under the 2007-08 plan. In September, staff in the section met with Victoria Gebert, Project Manager for the LAC Mass Digitization Project to discuss other scanning possibilities for 2008-09. The scanning of the Goad Fire Insurance Plans was identified for the 2008-2009 fiscal year. It was also proposed that the British Admiralty Charts be scanned and made available on the LAC website – see separate reports below.

• **Canada Project :** Over the course of the fiscal year, all staff in the section contributed information to the "Content White Paper" for the Canada Project where it is being proposed that 125,000 maps be scanned and made available on the LAC website. This project is being led by Peter Bruce, Director General and Chief Technology Officer, ITB.

• **Mass Digitization Plan, 2007-2008; RG10 Red Series :** There are approximately 3,600 maps associated with this collection and Bruce Weedmark has been leading the Section's activities regarding this project. During the year, Tim Peaker completed the descriptions for all of the maps in MIKAN. The scanning of 2,828 maps was completed and will soon be available on the LAC website as JPEG2000 images.

• **Mass Digitization Plan, 2008-2009; British Admiralty Charts :** As part of the mass digitization plan for the 2008-09 fiscal year, the British Admiralty Charts will be scanned. There are approximately 4,000 of these charts and staff in the section are reviewing the current descriptions and making revisions where necessary. This project is being coordinated by Jeffrey Murray and Bruce Weedmark. During the year, approximately 700 item level descriptions were updated for this project and 70 charts have been sent for digitization.

• **Mass Digitization Plan, 2008-2009; Fire Insurance Plans :** Before Alain Rainville retired this past fall, he was leading a project to have the fire insurance plans publication that was produced in 2002 by Lorraine Dubreuil and Cheryl A. Woods (entitled: 'Catalogue of Canadian Fire Insurance Plans 1875-1975') placed on the LAC web-site.

This project is now being managed by Marc Cockburn. Cheryl Woods updated the catalogue between January and April, 2008. It is hoped that the content

from this project can be used to update fire insurance plan descriptions pertaining to the Charles E. Goad fonds. Since these plans are no longer covered by copyright restrictions, they will be mass digitized and placed on the LAC website.

Also as part of the project, Heather Tompkins developed the arrangement tree and series descriptions for the Charles E. Goad Company fonds. Heather is also working with Kathy Gallagher-Fiebig from the Intellectual Control Services Section to ensure that the descriptions are standards compliant. Currently, 25 item level descriptions for pre-1918 items have been completed for the province of Manitoba sub-series.

Conservation / Restauration

During the year, discussions took place between Isabelle Charron and Mary Murphy of conservation about the preservation of various parts of James Cook's chart of the St. Lawrence - *A plan of the River St. Lawrence from Green Island to Cape Carrouge* (NMC 21353).

Staff in the section recommended that the following items be conserved or that the following conservation activities be under taken:

- *A Survey of Lake Champlain including Lake George, Crown Point and St. John, Surveyed by Order of Sir Jeffery Amherst...1762 [and] A Particular Plan of Lake George, Surveyed in 1756, By Capt. Jackson. London: R. Sayer & J. Bennett, Aug. 5th, 1776.*
- *Carte de Murray*: NMC 17350 (23 sections).

  Nous savons que sept exemplaires de cette carte ont été réalisés et que seulement cinq d'entre elles sont parvenues jusqu'à nous (deux copies à BAC, deux à la British Library, une à la Michigan University). Ces cartes sont toutes manuscrites, donc uniques. La carte de Murray doit être restaurée car il s'agit d'un document précieux et d'importance nationale. Elle a été réalisée à la demande du général James Murray par une équipe d'arpenteurs, cartographes et officiers britanniques – dont John Montresor et Samuel Holland – à partir du printemps de 1761. Ces derniers ont arpenté le territoire et couché leurs observations dans un atelier de dessin à Québec. Murray voulait ainsi s'assurer de bien connaître le territoire nouvellement conquis. La souveraineté de l'Angleterre sur ce territoire, qui était alors encore précaire, ne sera d'ailleurs officialisée qu'en 1763 par le Traité de Paris. Pour de plus amples informations sur la nature des interventions requises, voir le document préparé par Mary Murphy, restauratrice en chef, le 18 février 2005.
- *Carte des cinq provinces de l'assistance de France des RR PP de la Compagnie de Jésus*, Paris, Jean-Baptiste Nolin (1657-1708), [1705] (R12065-0-7-F).
- *Atlas minor, or A new and curious set of sixty two maps, in which are shown all the empires, kingdoms, countries, states, in all the known parts of the earth; with their bounds divisions, chief cities & towns, the whole composed & laid down agreeable to modern history by Herman Moll geographer.* [1732] Carto - G1015 .M64 1732.
- [Chart of Nova Scotia from Port Haldimand to Forked Harbour, Cape Breton, including Bay of Fundy and Sable Island]. [Boston]: [William Norman], [1801]. (R12060-0-0-E).

  A chart of the banks and parts of the coast of Newfoundland including the islands of Sable and Cape Breton from the actual surveys of Jos. F. W. Des Barres Esq. republished by W. Norman bookseller and stationer. London / Boston: W. Norman, [1801]. (R12053-0-4-E).
- *Electoral Atlas of the Dominion of Canada as divided for the revision of the voter's lists made in the year 1894.* Mikan no.: 3711126.
- Nathaniel Cutler, *Atlas Maritimus & Commercialis or A general view of the world, so far as relates to trade and navigation, 1728* (G1059 .A84 1728).
- Nouvelle description de l'Amerique de Nicolas Berey (vers 1606-1665), 1651, d'après Jean Boisseau et Joannes Jansonnius.

Nine conservation requests for maps from the Alexander E. MacDonald Canadiana Collection have been forwarded for assessment.

La restauration de la carte de Bressani (G3400 1657.B73 East #3 et G34001657.B73 West) a discuté avec Louis Cardinal, Isabelle Charron, Jane Dosman, Catherine Craig-Bullen et Mary Murphy. Cette carte est exposée pour la première fois depuis son acquisition dans l'exposition *L'esprit et l'intention*.

Special Projects / Projets spéciaux

Documentary Heritage Collection Sector: Cartography Working Group

David Brown (Co-chair) and Donna Porter (Member) continued working on the DHCS: Cartography Working Group. The working group met on a number of occasions during the year to discuss the mandates of the Canadian Archives and Special Collections Branch, the Government Record Branch and the Published Heritage Branch and the associated responsibilities for the acquisition of published

cartographic materials.

With the implementation of the Legal Deposit program on 1 January 2007, published cartographic materials that are produced by Canadian federal government departments became subject to the legal deposit regulations for maps. As was agreed to by the management teams of CASC and PHB in the spring of 2005, cartographic materials covered by legal deposit will now be acquired by the Cartographic Publications Unit of the Published Heritage Branch. Cartographic materials that are produced by Canadian publishers are also subject to the legal deposit regulations for maps. These materials will also be acquired by the Cartographic Publications Unit.

Accordingly, the mandate statement for PHB now indicates that as of 1 January 2007, the Cartographic Acquisitions Section will be responsible for the acquisition and description of published cartographic materials that fall under the umbrella of the Legal Deposit program.

The mandate statement for CASC now indicates that as of 1 January 2007, Cartography, Architecture and Geomatics will be responsible for the acquisition, description and reference service of published and unpublished cartographic materials that do not fall under the umbrella of the Legal Deposit program.

These changes to the cartography program are now being reviewed by Bob McIntosh (Director General, CASC) and Gillian Cantello (Director General, PHB) who are the managers for these Branches.

JPEG2000 Pilot Working Group: David Brown is representing the Branch on the JPEG 2000 Pilot working group that has been assigned the task of defining the technical and functional specifications associated with the implementation of the JP2 format for the delivery of maps on the LAC website. A process model and pilot application has been developed for evaluation purposes and implementation will follow next fiscal year.

SAPP – Louis Cardinal: Over the past two fiscal years, Louis Cardinal has been working on a special project to place information about the archival and published cartographic and architectural holdings of LAC on the internet. During the reporting period Louis completed the following activities:

• Classement des dossiers de référence de la section : tri, élagation, classement, étiquettage, surtout les dossiers sur la cartographie ; Nos expositions cartographiques ou architecturales, ou notre participation à des expositions multimédia ;

• Architecture : nos fonds et des données biographiques sur les architectes (ouvrages de référence) ;

• L'ancienne classification maison des cartes imprimées, en français et en anglais. (la collection principale) ;

• Les fiches «A» des planches d'atlas anciens montrant le Canada ;

• Les vues à vol d'oiseau : introduction; liste détaillée en français et en anglais; hyperliens ;

• Les cartes de l'Amirauté anglaise des eaux canadiennes ;

• Les globes à BAC ;

• Les photo aériennes TRIMET ;

• Les documents cartographiques et architecturaux dans nos fonds gouvernementaux (MIKAN) ;

• Le Guide général 1983, La Collection nationale des cartes et plans ;

• L'Inventaire des terres du Canada ;

• Les données sur l'histoire de la cartographie du Canada et les cartes anciennes sur le site web de BAC ;

• Les différentes données sur les cartes hydrographiques du Canada ;

• Les dossiers de recherche reliés à la frontière marine du Canada à George's Bank et à Saint-Pierre et Miquelon ;

• Données sur les cartes anciennes du Canada.

Services, Awareness and Assistance

Specialized Enquiries / Référence spécialisée

Over the year, staff in the section responded to 63 inquiries requiring specific help for copyright related questions and to 79 specialized reference inquiries. Some of the more interesting included:

• **Ancestry.ca:** David Brown and Jeffrey Murray met with Lesley Anderson of Ancestry.ca to discuss which collections held by CAG could become candidates for a large scanning project between Ancestry.ca and LAC. Discussions focused on the digitization of fire insurance plans, township maps, county atlases, the maps that are associated with RG10M, and British Admiralty Charts.

• **Archéotec inc. :** Isabelle Charron a répondu aux questions d'Élaine Bérubé, de la firme Archéotec inc. concernant le plan de la ville de Montréal de Gédéon de Catalogne de 1713. BAC possède des copies de ce plan à des fins de recherche seulement. L'original se trouve au Service historique de la Défense, à Vincennes, en France. Une version modifiée de ce plan se trouve à la British Library (BAC possède également

une copie pour fin de recherche).Bibliothèque et Archives nationales du Québec (BANQ) :Isabelle Charron est en contact avec Jean-François Palomino, de Bibliothèque et Archives nationales du Québec (BANQ), concernant des documents cartographiques qui seront empruntés par cette institution pour l'exposition Ils ont cartographié l'Amérique, qui sera présentée dans le cadre du 400e anniversaire de Québec. Elle a également répondu à ses questions au sujet d'une carte attribuée à Reiner Ottens.

• **Clerk of the Privy Council:** A manuscript map by Jacques-Nicolas Bellin was reproduced for the Clerk of the Privy Council. The map is entitled: 'Golphe de Saint Laurent, contenant l'Isle de Terreneuve, Detroit de Belle-Isle, entrée du Fleuve St. Laurent, Isle Royale, et partie de l'Acadie, & ca.' [c. 1752]. NMC 15012, ecopy e008222100. It is the sixth of seven manuscript maps in an atlas entitled: 'Cartes de la Nouvelle-France ou Canada Dresses par le Sr. Bellin Ingenieur de la Marine 1752'.

• **Musée du portrait :** Isabelle Charron a répondu à des questions de Wanda McWilliams, au sujet de la carte de Champlain de 1632 et a rédigé une légende d'exposition à sa demande en français et en anglais a suggéré une sélection de cartes anciennes selon des thèmes particuliers qui seront intégrées à des affiches préparées pour le compte de Patrimoine Canadien par Jennifer Christopher, de la firme de design VC One Communications Inc.

• **Ontario Ministry of Natural Resources:** David Brown responded to Rob Baltovich, a librarian at the Ontario Ministry of Natural Resources who was conducting research about how a large collection of paper caribou maps, tally sheets, aerial photos and associated reports might be stored once the raw data has been entered into a geographic information system.

• **President George W. Bush of the United States** and **President Calderon of Mexico:** A copy of Nicolas de Fer's 1698 map entitled: L'Amerique divisée selon letendue de ses principales parties: et dont les points principaux sont placez sur les observations de Messieurs de l'Académie Royale des Sciences / dressée par N. De Fer, Geographe de mon Seigneur le Dauphin; gravée par H. van Loon. A Paris: Chez l'autheur dans l'Isle du Palais sur le Quay de l'Horloge a la Sphere Royale, avec Privilege du Roy; was reproduced for President George W. Bush of the United States and President Calderon of Mexico.

• **President Sólyom of Hungary:** A copy of Nicolas de Fer's 1698 map was also reproduced for President Sólyom of Hungary. The map was presented to the President by the Governor General, Her Excellency the Right Honourable Michaëlle Jean. The Governor General was so impressed with the reproduction that she requested another copy for use at Rideau Hall.

• **Ville de Toronto :** Isabelle Charron a répondu aux questions de Richard Gerrard, registraire des collections à la Ville de Toronto, au sujet de la provenance de l'atlas *A set of plans and forts in America, reduced from actual surveys, 1765*, de Jean Rocque. Ce petit atlas a appartenu à John Graves Simcoe. Il a été acquis par les Archives publiques du Canada auprès de Kenneth Nebenzahl Inc.

Exhibitions and Tours

• **Carleton University Tour :** David Brown, Marc Cockburn et Isabelle Charron a participé à une visite organisée par Marc Cockburn pour un groupe d'étudiants de l'Université Carleton afin de les initier à notre collection de cartes et plans. Isabelle a parlé de la collection de BAC et leur a montré plusieurs cartes, dont les cartes manuscrites de l'atlas de Bellin, 1752 (NMC 85136) ; Novii Belgii [...] de Visscher, vers 1655 (NMC 125859) ; feuillet de l'Ile Jésus de la carte de Murray, 1763 (NMC 135043) ; A plan of the River St. Lawrence de James Cook, vers 1761 (NMC 21353). David Brown provided a general overview of the activities of the section and introduced Marc and Isabelle to the students. Marc Cockburn discussed fire insurance plans, the national topographic series of maps that are in the CAG collection and the Land Use and Occupancy maps associated with RG85M 77803/16.

• **Maps of the Passchendaele Battle:** Jeffrey Murray selected maps to be used in an exhibition marking the 80th anniversary of the battle for Passchendaele, Belgium. Some of the maps are contained in a virtual exhibition that can be found on the LAC website at: http://www.collectionscanada.ca/passchendaele/025016-1400-e.html

• **Polish Exhibition:** Marc Cockburn was in contact with Meagan Conly of the Social Archives Section to provide a map for a one-day display that will be placed on Parliament Hill during the last week of October about the first Polish MP who was elected to the House of Commons (Alexandre-Édouard Kierzkowski). Mr. Kierzkowski was elected in 1867 in the riding of Saint-Hyacinthe.

• **Staff Show and Tell Day:** Marc Cockburn and Elizabeth Doyle prepared and presented a display that highlighted digital cartographic materials from recent acquisitions from Statistics Canada and Environment

Canada. The maps were presented using Google Earth technology. Isabelle Charron did a presentation showcasing new acquisitions for the early cartography collection.

• **400e anniversaire de Québec :** Isabelle Charron a proposé, a la demande de Normand Laplante, une liste de cartes à intégrer au programme du colloque de l'Association parlementaire Canada-France présenté dans le cadre du 400e anniversaire de Québec.

Community Assistance

• **Bibliographic Control Committee:** In her capacity as the Bibliographic Control Committee member of the ACMLA, Donna Porter was the representative to the Canadian Cataloguing Committee and the JSC (Joint Steering Committee) where time was spent this year reviewing and commenting on Chapters 6 & 7 of the new descriptive standard (RDA Resource Description and Access). This standard which is scheduled to be completed by 2009, will replace the Anglo American cataloguing Rules (AACR2) which is presently the library standard in several countries. The semi annual 1 day meeting of the CCC was held in Ottawa on 14 September 2007.

• **Geographical Names Board of Canada:** David Brown attended the Annual Meeting of the Board in Yellowknife, NWT from August 8 - 10, 2007 where he chaired the meeting for the Advisory Committee on Automation and Delineation.

• **International Polar Year (IPY):** Jeffrey Murray worked with Web Content and Services, the Canadian Geographic magazine, the Canadian Space Agency, and Science North (Sudbury, Ontario) to develop project ideas for a joint grant submission to International Polar Year. The proposed project will centre on the preparation of a web product entitled *The Canadian Polar Learning Resource (CPLR)*. The product will bring together in one integrated, interactive website, original polar-related content that is scientific, human and cultural in nature. Arctic Cartography will be one of the site's five elements.

• **Inuit Circumpolar Council of Canada:** Pitseolalaq Moss-Davies, Research Coordinator of the Council contacted Marc Cockburn requesting information about the maps associated with the Inuit Land Use and Occupancy Survey, RG85M 77803/16. In discussions with Marc, ICC Science Advisor, Stephanie Meakin and Study Manager, Scot Nickels, Ms. Moss-Davies identified a small selection of land use and occupancy study maps for use in a workshop that was conducted during the week of December 8, 2007. The Council is considering developing a partnership with Library and Archives Canada to digitize and catalogue the entire collection of Land Use and Occupancy maps associated with the accession because these documents can be used for other work they are conducting in Nunavut and Nunavik. The Council submitted a proposal to the International Polar Year call for proposals on education, outreach and communication on January 15, 2008 to obtain help for the project.

Management and Administration

Personnel - Staffing and Classification / Effectifs et classification

David Brown was involved in the external SI-02 competition which was undertaken to fill vacant archival technician positions that need to be filled in the Branch. This process resulted in the hiring of two new staff members Elizabeth Doyle and Heather Tompkins. Staff in the section welcomes the addition of Liz and Heather to CAG.

In addition to these staffing actions:

• Prior to being hired permanently, Elizabeth Doyle was hired under a temporary services contract for the period May to November, 2007 to help the section complete various acquisition and description projects. Elizabeth was offered a Geomatics Technician position in October with employment officially commencing November 1, 2007. In terms of background, Elizabeth graduated from Trent University with a degree in Geography (2000), and subsequently obtained a certificate in Geographic Information Systems (GIS) and Cartography from Fleming College (2005). She has worked as a contractor and casual employee in CAG over the past couple years.

• Donna Porter was successful in her application for promotion to the HR-03 level under the auspices of the *Career Progression Management Framework* – congratulations to Donna.

• Alain Rainville retired from Library and Archives Canada on September 21, 2007 after many years of service. We all wish Alain the best in his retirement as he renovates his house in Quebec City.

• Heather Tompkins was also offered a Geomatics Technician position in October with employment officially commencing February 4, 2008. Heather has a B.Sc. (Environmental Studies) from the University of Winnipeg (2000), a diploma in Advanced GIS Technology from Red River College (2001) and a M.Sc. (Geography) from Queen's University (2006). Heather

has international work experience with the Center for International Climate and Environmental Research - Olso (CICERO) in Norway and has most recently worked for the Department of Geography, Lakehead University, as a lab instructor.

Other Activities / Autres activités

Professional Development – General / Développement professionnel – général

• **Getting to know ArcPAD:** Heather Tompkins attended this ESRI Canada seminar on March 5th. The seminar introduced the functionality and applications of the ArcPAD software, which enables mobile GIS and field mapping using handheld and mobile devices.

• **Interoperability Day:** Elizabeth Doyle attended Interoperability Day on April 20th that was hosted by ESRI Canada and GeoConnections of Natural Resources Canada. The event consisted of federal, provincial and territorial governments, industry, academia, and geomatics associations from Canada and around the world showcasing their products and discussing the benefits of interoperable data sets and applications accessible via the CGDI (Canadian Geospatial Data Infrastructure).

• **Canadian and International Standards in Geographic Information / Geomatics:** Elizabeth Doyle attended a one day seminar on January 24 entitled Canadian and International Standards in Geographic Information / Geomatics hosted by the Canadian General Standards Board - Committee on Geomatics and the Canadian Advisory Committee to ISO/TC211, Treasury Board of Canada Secretariat, and GeoConnections (NRCan).

Professional Development – Courses / Développement professionnel – cours

• **A History of Maps and Mapmaking:** À la fin du mois de juillet, Isabelle Charron s'est rendue en Angleterre pour suivre le cours A History of Maps and Mapmaking offert par la London Rare Books School, le Centre for Manuscript and Print Studies, et le Institute of English Studies de la University of London. Ce cours a été conçu pour les professionnels – conservateurs, archivistes, cartothécaires – oeuvrant dans le domaine des cartes anciennes, puisqu'il n'existe aucun cours à ce sujet en Angleterre et ils sont rares ailleurs dans le monde, d'où l'ouverture aux étudiants étrangers. Les marchands de cartes anciennes étaient également admis. Outre les sujets abordés, tous pertinents, ce cours a été l'occasion de rencontrer des spécialistes de réputation internationale, tels Peter Barber (conservateur en chef des cartes et plans à la British Library), Sarah Tyacke (ancienne archiviste nationale de l'Angleterre et spécialiste des cartes ancienne) et Catherine Delano-Smith (chercheuse à la University of London et éditrice de la revue Imago Mundi). Isabelle a rédigé un rapport sur son expérience et l'a soumis à David Brown et Robert McIntosh. De plus, elle fait circuler ses notes et la documentation reçue auprès de ses collègues de CAG.

• **Mould-Contaminated Holdings Seminar:** Isabelle Charron, Donna Porter and Bruce Weedmark attended the mould hazard course that was offered to familiarize staff with the LAC 'Policy on Mould Contaminated Holdings'.

Staff Contributions Beyond

In November, Jeffrey Murray was invited to attend a special conference at the University of Saskatoon on Métis land claims. He has been invited to contribute to an historical atlas on the Métis of northern Saskatchewan which will be published by the University of Saskatoon. Specifically, Jeffrey has been asked to contribute several plates on the historical cartography of the region that illustrate the lack of federal government progress on the mapping of the region.

Marc Cockburn developed a prototype Google Earth tour of the history of the Gatineau Valley using local and LAC archival images and presented it to the grade 5 students and teachers of Wakefield Elementary School. The demonstration was intended to generate enthusiasm and ideas for a local Heritage Fair that the students will be staging on May 14. The Google Earth prototype will be further developed and used in other talks to demonstrate the utility of this multi-media software product to visualize and promote local and national heritage themes from a geographical perspective.

Marc also prepared a successful Community Memories funding proposal for a joint Gatineau Valley Historical Society and Musée Fairbairn Museum Coop digital exhibition slated to appear on the CHIN Virtual Museum of Canada site in the spring of 2008. Entitled "The William Fairbairn House : A witness to change along the Gatineau". The virtual exhibit is designed to stimulate partnerships between museums and their communities in the development of online local history exhibits.

BRIEF REPORT ON FIRE INSURANCE PLAN PROJECT WITH LIBRARY AND ARCHIVES CANADA

Cheryl Woods
Serge A. Sauer Map Library
University of Western Ontario

Paper presented at CARTO 2008, Annual Conference of the Canadian Cartographic Association and the Association of Canadian Map Libraries and Archives, Vancouver, May 16, 2008.

In August, 2005, discussions began between Alain Rainville and David Brown of Cartography, Architecture and Geomatics Branch at Library and Archives Canada (LAC), the ACMLA executive and Cheryl Woods, University of Western Ontario, about a project that would use the content of the 500 page, 2002 publication ***Catalogue of Canadian Fire Insurance Plans 1875-1975*** for a website. The co-author, Lorraine Dubreuil, had retired from McGill and was not interested in pursuing further work with this project and endorsed Cheryl to proceed as she was willing to continue. Since ACMLA held copyright of the publication, it was agreed that certain terms and conditions would be met, and in particular that ACMLA and the authors would be given credit for their work. Once all printed copies of the publication were sold, it was apparent that an electronic format would be a very useful resource.

Cheryl was then approached by Jennifer Svarckopf, Manager of Intellectual Control Services, Canadian Archives and Special Collections Branch to discuss transforming/converting the Word document for use in AMICUS/Union Catalogue. The initial publication reflects original paper copy holdings of these unique cartographic plans in 122 Canadian institutional collections (Archives Canada, provincial archives, municipal and university holdings). Cheryl wanted to update that information and add more institutional holdings which had become known to her since the 2002 publication. In October, 2007, Cheryl sent out an email message on several listservs, with membership that would include collections of fire insurance plans, to request information about new holdings, and edits to the entry details that the 122 institutional members had provided for the 2002 publication. The replies were compiled and while Cheryl was on an 8-week study leave during February and March, 2008, she updated and modified the previous information.

The entries are arranged alphabetically by place name within each province/territory. The entry information about fire insurance plans that were documented in the original publication but that were not found to exist in any of the 122 collections was not included in the files that were sent to LAC. It became apparent that there were really two outcomes to result from this work.

In the first case, Marc Cockburn and Heather Tompkins of Cartography, Architecture and Geomatics Branch at Library and Archives Canada (LAC) are cross-referencing their holdings of Goad fire insurance plans at the Archives with the records that Cheryl provided and will offer colour scanned images of non-copyright Goad plans combined with detailed entry information. These plans are the most requested historical reference source for large-scale urban cartographic research, and this will be a valuable tool for researchers. The province of Manitoba entries were the first file imported into Excel and matched up with LAC's Trakker records. The MIKAN template was then built so that they could start entering the descriptions before they started digitizing each plan. A search on http://collectionscanada.gc.ca/ will reveal the work that has already been done for Manitoba and Saskatchewan but without the images yet.

And in the second case, the original idea of adding the entries into AMICUS/Union Catalogue is now a less feasible option. Instead, Cheryl will work with Anne Price, Manager of Intellectual Control Services, Canadian Archives and Special Collections Branch, to encourage the production of a thematic user guide that is searchable by a variety of ways—geographical, institutional location—for now 128

institutional collections which hold fire insurance plans across Canada.

Post-Conference Updates from Marc Cockburn and Heather Tompkins

For the past several months LAC-CAG Section have been working on a mass-digitization project to make available on the LAC website our collection of pre-1918 Goad Fire Insurance Plans. So far we have scanned approx 1,200 sheets and plan to have another 800 scans done in the next few months—which will complete the coverage for the provinces of Manitoba, Saskatchewan, Alberta and British Columbia and part of Ontario. More recently, the images for the province of Manitoba have been uploaded to the website and are now available to download. We expect that the rest of the western provinces will be uploaded in the coming months.

Although we are well ahead of our projections for 2008-2009, the original project approval was for 1,200 sheets, so we need to go to the LAC Digitization Coordinating Committee this week for approval to complete the coverage of approx 2000 FIP sheets for Ontario, 1,200 for Quebec, and 100 for the Maritimes during the 2008-2009 fiscal year.

To see the Manitoba FIP descriptions and images that are now available on-line:

1) Go to http://www.collectionscanada.ca , under Archives Search type: 'Fire Insurance Plans of Canada Manitoba'.
2) From pick-list, click on 'Insurance Plan of the City of Winnipeg, Manitoba, Canada, Volume 1, August 1906'.
3) From the item-level description you will see below the thumbnail image that there are 92 sheets available online. Click on the 'online' caption.
4) This gives you a preview page with a number of thumbnails across the top. Click on the caption below that thumbnail (e.g. Sheet 1A - Key Plan) which will get you the enlarged view of the image. Roll your mouse over the image and the 'enlarge' button will appear on the lower right of the image or click on the image to zoom in. From there you can download the low resolution image—free and no questions asked. Requests for higher resolution images can go through the normal LAC ordering procedures. (MC, 8 September 2008)

There are now images linked for MB, SK, AB, BC and ON (approximately 151 plans now have images linked). MB and SK are completed. AB and BC are nearly complete (with a few exceptions due to pending conservation). FIPs for Ontario have also been uploaded but it is only about 20% complete. (HT, 28 November 2008)

Sample Fire Insurance Plan of The Forks, Winnipeg, 1906. From Library and Archives Canada website.

WHY DOES THE LIO WAREHOUSE HAVE THREE ROAD CENTRELINE DATABASES, AND WHAT IS THE DIFFERENCE?

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Reprinted with permission from the Land Information Ontario Newsletter, April 2008.

The Land Information Ontario Warehouse features three road centreline databases (Road Segment, Ontario Road Network (ORN), MNR Road Segment), and each road centreline database has it own story, and was designed for a specific purpose.

Road Segment

The Road Segment centreline dataset has its roots going back to the Ontario Basic Mapping (OBM) program which ran from 1974 to 1996. Under this program, traditional photogrammetric mapping processes was used by the Ontario Ministry of Natural Resources to create paper maps, and later digital maps, capturing municipal roads, highways, resource roads, rural access lanes, long driveways, and trails.

In the late 1990s, these OBM transportation features were migrated into the Ministry of Natural Resources (MNR) Natural Resource and Values Information System (NRVIS) and a series of road attributes were added to the database design to meet MNR's resource management needs. In effect, the cartographic maps were converted into a rudimentary geospatial database that could be used to create new maps and perform spatial analysis.

Data maintenance was performed using different technologies or local data sharing arrangements. Maintenance was done on an ad hoc basis and did not accurately reflect the current location, status or condition of roads across the province. New roads, such as Highway 407, were rarely added immediately after they were built. Subsequently, the Road Segment centreline database will be archived in 2008.

Ontario Road Network

The Ontario Road Network (ORN) is produced and maintained by Land Information Ontario to international standards, to meet the needs of many road centerline data users in Ontario. Data maintenance of the ORN relies on the contributions of road authorities (such as municipalities for local and regional roads, the MNR for resource roads, and the Ministry of Transportation (MTO) for Ontario's highways). Road authorities decide where to build or decommission roads; assign names or numbers to roads and set policies. Road authorities do not just contribute to the ORN, they also use the ORN to maintain their own data sets, which often contain much more detailed information to meet their specialized and internal needs. This allows organizations to collect specific data and reduces duplication in effort and cost.

Information from road authorities is accepted in digital form, converted to a standard format, and then integrated into the ORN. Where no road authority exists, Land Information Ontario contracts the collection of road information in that area and uploads the data into the ORN.

The ORN is a current, accurate and dependable data set available at no cost, with no use restrictions. Because of this, the ORN has become the road centerline of choice for the public and private sector geomatics community. Users know that the ORN is collected and maintained closest to source. More importantly, data sets built using the same base, (namely the ORN) fit together easily and work together.

New MNR Road Segment

The new MNR Road Segment data set contains all of the same ORN road geometry, but only seven of the 25 attributes are found in the ORN. In addition, the new MNR Road Segment features attributes that are unique to the management of resource access roads, and not of interest to most ORN users. Like all of the other roads authorities, MNR contributes its roads data to the ORN, (in this case Ontario's resource roads) with only the attributes of general interest.

Unlike other road authorities such as municipalities and MTO, for convenience the MNR has elected to store the new MNR Road Segment in the LIO Warehouse. MNR extracts data from the ORN and integrates it into their new "MNR Road Segment", which focuses on Resource Roads.

Although this data class is available for download from the LIO Warehouse, most data users will find that the ORN will effectively meet their needs.

REGIONAL NEWS / NOUVELLES REGIONALES

Compiled by Andrew Nicholson

Alberta

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The Provincial Archives of Alberta (PAA) holds maps on a wide variety of topics related to Alberta and the west. Prior to this summer, when the PAA received funding to digitize and provide item level descriptions online, researchers could only search for maps in the map card catalogue index, held in the PAA Reading Room. As a result of summer work by two data entry technicians, researchers can soon access nearly 20,000 item level descriptions through our collections database, the Heritage Resource Management Information System (HeRMIS: http://hermis.cd.gov.ab.ca/paa/).

Part of the grant funding allows for a technician to digitize 4,000 of these maps to be made available online in the spring of 2009. A special map portal to provide advanced searching of all these cartographic items is also being developed for HeRMIS.

The PAA also recently received a donation of approximately 1,000 Canadian National Railway maps and plans detailing railway subdivisions in Western Canada, ca. 1890-1960. We look forward to making more of the collection available online as funding allows.

University of Alberta
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Greetings again from Edmonton. It's November, there's snow on the ground and it's hard to believe that another year is drawing to a close.

Needless to say we have been busy since the spring so I'll just relate some of the key events

Indexing and processing of the maps from the Whistance-Smith and Horvath collections continued over the summer. Approximately 50 Horvath maps were deframed, some repaired, and indexing & processing begun for the entire collection. So far about 30 of the total donation of about 100 have been indexed and are in the database. http://maps.library.ualberta.ca/. Work has also been proceeding with the Whistance-Smith donation and there are now close to 1,000 records for items from that donation.

The Horvath donation was also celebrated in September, along with U of A Libraries' Central European holdings and the 10th Anniversary of the Wirth Institute for Austrian and Central European Studies, with a special exhibit in the Bruce Peel Special Collection Library - "*Legacy of Empire: Treasures of the University of Alberta's Central European Library Collection*". http://www.library.ualberta.ca//specialcollections/exhibits/current/index.cfm.

A Supplementary Display of maps was mounted in the Map Collection at that time. http://www.library.ualberta.ca//subject/maps/map_displays/index.cfm.

Our participation in June in the Polar Libraries Colloquy and the special exhibit "*A Most Dangerous Voyage*" mentioned in the previous Regional Report were also complemented by a supplementary display of selected maps from our polar holdings http://www.library.ualberta.ca//subject/maps/map_displays/index.cfm .

Early October saw the Map Librarian traveling to Arlington Texas (between Dallas & Fort Worth) to attend a Texas map extravaganza. Over a five-day period I attended the Virginia Garrett lectures on the History of Cartography; the joint meeting of the Texas Map Society and the Philip Lee Phillips Map Society; and the Annual Meeting of the Society for the History of Discoveries. Stimulating sessions, wonderful people, fascinating maps! http://www.sochistdisc.org/

annual_meetings/annual_2008/annual_meeting_2008.htm.

This fall has seen two of our maps staff move on. Kathy Elkow, Map Cataloguing Assistant and database guru has opted for retirement. She has been with the maps group since the mid 1990s and is the source of much of our cataloguing and indexing. She will be sorely missed. Teri Osborn, Rare Materials Cataloguer, is moving back to the East Coast following the recruitment by Yale of her husband, Francis. Somehow Edmonton just can't compete.

After 18 months, the renovations of the main floor of the Cameron Library have been completed and yours truly and other Science & Technology Librarians can move from the attic of the building to beautiful offices on the main floor. Take a look at our photo album http://blogs.library.ualberta.ca/camreno/.

Places and Spaces - To celebrate the re-opening of the main floor of the Cameron Library we are hosting the exhibit, "*Places and Spaces*", an exhibit of the cartographic expression of non-geographic complex concepts. The exhibit is curated by Dr. Katy Börner, University of Indiana, and will be on display in Cameron Library from 10 Nov 2008-31 Jan 2009.

Places & Spaces: Mapping Science (http://scimaps.org/alberta/) is meant to inspire cross-disciplinary discussion on how to best track and communicate human activity and scientific progress on a global scale. It has two components: the physical part supports the close inspection of high quality reproductions of maps for display at conferences and education centers; the online counterpart (http://scimaps.org) provides links to a selected series of maps and their makers along with detailed explanations of how these maps work. The exhibit is a 10-year effort. Each year, 10 new maps are added resulting in 100 maps total in 2014. The exhibit has come from NRC/CISTI but Edmonton is proud to be the premier of the new 4th iteration adding 10 more maps (for a total of 40) on the theme of Science Maps for Economic Decision Makers http://www.flickr.com/photos/cameron_library/3012664185/in/set-72157608387692931/

Ontario

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It was a very busy summer with a major project to update our 60 or so GIS pages to the new look and feel of the Library website. In the process, we took the opportunity to reorganize the content and introduce some Web 2.0 utilities. Generally speaking, we moved to simplify the structure of our pages by grouping similar pages

Places and Spaces: Mapping Science exhibit. (Photo courtesy of David Jones)

under the three broad categories of geospatial resources, guides and training, and contact information.

Under geospatial resources, we have information on our licensed data, free Internet data and popular interactive mapping sites, as well as locally developed interactive indexes for digital sheet maps. Our geospatial resources are organized geographically but we have also turned to social bookmarking to help promote subject access to the collection. Each resource item, whether a licensed resource in our collection or free on the Internet, is bookmarked with the Delicious utility, and then given 'tags' which describe the content of the resource. The 1:50,000 topographic maps, available through on the NTDB database via Geogratis, have been given the tags 'topography,' 'Canada,' 'portals,' and 'GIS.' The result is that we were able to re-purpose the tags to create a subject directory, so students do not have to know where the data lives (on a Server, on CD-ROM, or on the Internet) nor do they need to know the specific level of geography in order to find thematic material.

We are also using another Web 2.0 utility to facilitate contact between the GIS Coordinator and our users. In addition to providing an email and a phone number on our contact information page, we have also incorporated a Meebo CHAT box. On the display side, the CHAT box allows our users, even those without instant messaging accounts, to make real-time requests to the GIS Coordinator. At the back-end, Meebo allows our GIS Coordinator to log onto the utility using his MSN account, while directing inquiries from the CHAT box into the regular message stream.

On the map side of things, we have recently created a custom search engine (CSE) to help users find online maps on the Internet. Our map specialists have been maintaining a detailed webliography of online map sites. By using the Google CSE toolkit, we were able to import the root URLs of the webliography and make those sites keyword searchable. The search engine has a Google look and feel, customized to Carleton colours, and is still powered by the same underlying algorithm as Google proper. The search engine and the webliography can be found at http://www.library.carleton.ca/madgic/maps/onlinemaps.html.

McMaster University
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A very busy fall term at McMaster—again this year! Introductory library research and map-reading skills have been incorporated into the first year course requirements for Environmental Science and two Human Geography classes, which resulted in a total of 46 tutorial sessions and nearly 1,400 students in the Map Collection in three weeks at the beginning of term. We worked non-stop on the teaching sessions and the follow-up assignment questions, and hopefully will see the benefits throughout the academic careers of these students.

McMaster is delighted to welcome Eva Lam to the newly created position of GIS Librarian. Eva is a recent graduate from the MIS program at the University of Toronto and also has a degree in Environmental/Civil Engineering from the University of Waterloo. She has worked at Stantec Consulting for several years as an Engineer-in-Training specializing in water resources, and also worked as a Librarian Assistant in the Data & GIS Library while a student at U of T. Eva started at McMaster on September 2nd, just in time to lend a hand with the map skills sessions for the first year students. It was several weeks before she actually got to start working on GIS, but we appreciate her already as a valuable team member.

Another change in staffing—our Digital Access specialist, Silvia Halfon, retired at the end of July, leaving a very big hole to fill in our department. Effective November 2nd, Margaret Rutten will be joining the Maps, Data and GIS team. Margaret is an original cataloguer and also has served on the Research Help Desks in both Mills Library and Thode Library of Science and Engineering. And she will continue to work as the designated backup person for the Library Services to Students with Disabilities (LSSD). We are delighted to welcome Margaret and look forward to a resurgence in our provision of digital access

records for maps, special-purpose databases, and numeric and geospatial data.

McMaster's first major digitization project—Peace and War in the Twentieth Century—was officially launched on September 29th (http://pw20c.mcmaster.ca/). Gord Beck has been very busy this past year revamping our webpages to present the nearly 1,000 digital images of World War I trench maps and air photos that are now available in conjunction with this project. And he has also written two "case studies" for the PW20C website and worked with a multi-media student to create an animation of a trench raid based on maps and documents in our collection. To see Gord's excellent parts of this project, go to http://pw20c.mcmaster.ca/content/mapping-and-photographing-first-world-war.

And looking all the way back to April, the Map Collection was honoured to host a donor event during which His Highness Sheikh Dr. Sultan Bin Mohammed Al-Qasimi, Ruler of Sharjah, made a generous donation to McMaster University for the creation of a Chair in Global Islam (http://dailynews.mcmaster.ca/story.cfm?id=5377). Dr. Al-Qasimi, a rare map collector and scholar, has offered McMaster the opportunity to display some of his world-class personal collection of maps of the Persian Gulf from October to December of 2009. We are hoping that Dr. Al-Qasimi will himself open this exhibit with a lecture about the significance of Islamic cartography and we will post more information on CARTA when details are available.

One sad note for long-time members of ACMLA is the passing in October of Bill Donkin, husband of McMaster's late Map Curator Kate. Bill was the co-author of many of the old ACML songs (see songbook in *Bulletin* 112, Fall 2001) and an important part of the annual conference sing-along chorus.

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During the summer months, Geospatial Map and Data Centre (GMDC) staff in the Ryerson University Library hired a student from the Program in Geographic Analysis to assist with a project involving the creation of Census 2006 Census Tract Profiles. To date, Census Tract Profiles for 35 Census Metropolitan Areas (CMAs) and Census Agglomerations (CAs) across Canada have been created. Quality Control is still being performed on the profiles and Ryerson staff plan to make these files available to all OCUL member institutions.

In the fall term, the GMDC acquired a testing server intended for the installation and

Dr. Al-Qasimi during the donor event at McMaster. (Photo courtesy of McMaster Alumni Services)

development of ArcGIS Server software and web applications. We are currently in the installation phase of the SQL Server database and ArcGIS Server/Spatial Data Engine (SDE) software.

In April 2008, a proposal was submitted to Ontario Council of University Libraries (OCUL) directors in an attempt to receive funding for the development of a centralized portal intended for the search and access of geospatial datasets common to participating OCUL institutions. To further develop the proposal, the sub-committee responsible for its development hosted a GeoVisioning Workshop at Ryerson University on October 20th. The purpose of the workshop was to generate information regarding the current state and future directions of innovative instruction and research involving geographic information across OCUL Universities.

University of Waterloo
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Some of what I have to report has probably been reported elsewhere so I will skim over these items. Eva Dodworth has finished scanning the early airphotos for the Kitchener-Waterloo and surrounding area and is making great progress with the georeferencing of these 1930s and 1940s photos. Google Earth requested that we send them our high-resolution GeoTiff images and so, after both parties had signed a licensing agreement, we sent them this 45 GB product on an external hard drive. The URL for the website providing access to the downloadable version of these images is http://www.lib.uwaterloo.ca/locations/umd/project/index.html.

Eva concluded a very successful GeoAbstracts event at the university's art gallery in Modern Languages in September. She created a set of visually attractive cartographic and remote sensing products (e.g., thematic maps created using ArcGIS and stunning satellite images), had these professionally mounted, and then exhibited them in the gallery for a week. With the addition of some interpretive information that she created for this collection of "artwork", she was able to draw the interest of visitors from appreciating these items as works of art to works from the fields of cartography and remote sensing.

Eva and Jon Morgan have been working with others on campus, principally the folks in the Mapping, Analysis and Design unit of the Faculty of Environment, to organize and host GIS Day on 19 November.

We are currently running a trial of ProQuest's Sanborn Electronic Maps, a product which will provide members of the UW academic community with access to Sanborn fire insurance plans published for American villages, towns and cities from 1867 to 1970, although most of them seem to range in date from 1885 to about 1930. Scans are of high quality and these can be downloaded as PDF document or printed. Unfortunately the product is very expensive even though it is possible to subscribe to individual states. There are no Canadian plans.

It was announced by the President of this university that because of the global economic meltdown there will be a hiring freeze until at least the end of the fiscal year (ending 30 April 2009). The University Librarian then announced a moratorium on firm ordering until the end of fiscal. This means we will not be ordering any books, documents, maps, datasets for the next few months. Of course we will continue to receive material through subscription , open/standing orders, etc. Travel funding is also at risk; for example, there will no funding for out-of-province travel.

The Cataloguing Dept has kindly agreed to assign a cataloguer to process new and retrospective maps held by the University Map Library. Maria Reinhard will begin in mid November to visit the Map Library for 3.5 hours a week to catalogue the backlog of GSC maps, folded travel maps, National Geographic maps, and other items that we have had to file in office map drawers because of lack of staff resources. No decision has yet been made how to catalogue (or whether to catalogue) our newly acquired geospatial datasets, which we store on a secure network drive. It is my hope however that the Scholars Portal project will overtake our need to create

NAP derived metadata or MARC records for these resources.

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Steve has been very busy adding to and further developing our extensive website. Much progress has been made on providing online access to London aerial photographs prior to 1956. An example of this is the 1942 coverage: http://geography.uwo.ca/maplibrary/airphoto/london42/google/google_index_1942.htm.

Several online indices to Ontario bedrock and surficial geology were completed over the summer with permission from Ontario Geological Survey, Mines and Minerals Division, Ontario Ministry of Northern Development and Mines: http://geography.uwo.ca/maplibrary/mapsandatlases.htm#thematic. Work continues on adding graphic indices to the online catalogue record for foreign topographic series. These online web sources provide patrons with the capability to access/download our holdings and to view coverage of specific thematic/topographic map sets.

Another summer project was to have restored and to encapsulate several donated original 19th century maps. These protected maps may now be used for research when necessary.

While visiting London, England in June, Cheryl was fortunate to come across the International Map Collectors' Society Map Fair hosted by the Royal Geographical Society in the Kensington area. Spending an hour there amongst all those gorgeous original maps was no hardship.

Only one student assistant has been hired this term through the work study bursary program. It is hoped that several more will come forward and show interest in this program for the second term.

Newfoundland and Labrador

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This note is written before any snow has dared touch the St. John's area, and every day closer to Christmas without snow is a wonderful day indeed! A so-called shorter winter in Newfoundland is really a wonderful winter. Can you tell that after seven years in the great province of Newfoundland and Labrador I still haven't gotten used to "its" winter?

Besides the regular tasks of reference, instruction and lab assistance we all do in our respective libraries, the Map Room at Memorial hosted an exciting event during the "I love MUNDays" week of events in late October. To launch our new on-going interactive project called "Where ya' from?" we invited the international students at Memorial to come to the Map Room and put a red pin in our large world wall map located at our entrance. We also put up large wall maps of Newfoundland and Labrador for students from this province.

The event began with the "Parade of Flags" with over thirty international students carrying flags from many of the countries represented at Memorial. This year, students from over 80 countries are attending Memorial University. The "Parade" was led by a drum-line of a dozen or so members and when they came into the library, everyone knew it. After brief speeches by our University Librarian, Lorraine Busby, and the Dean of Student Affairs and Services, Dr. Lily Walker, the students and everyone else at the reception placed pins in their hometowns. After some refreshments to nourish them, the students continued on with their march through the campus. The local media was there to cover the event which made the evening news.

The "Where ya' from?" maps have become a spot for people to stop and see where the many people come from who make up Memorial. After five weeks, over 750 pins have been placed on the

maps and the Map Room staff notice new locations almost on a daily basis. We have a supply of pins located near the entrance to the Map Room and a sign invites everyone to let us know where they are from! We are planning to make the Map Room a regular stop for the "Parade of Flags" every October to kick off the new year of asking people "Where ya' from?"

'Where ya' from?' event at Memorial University. (photos courtesy of Danial Duda)

NEW BOOKS AND ATLASES

Compiled by Eva Dodsworth

Aitchison, Cara, et al. 2007. *Geographies of Muslim identities : diaspora, gender and belonging.* Burlington, VT : Ashgate. 218 p. $99.95 US. ISBN 9780754648888.

Bennett, Gordon and Jeffrey Patton. 2008. *A geography of the Carolinas.* Boone, NC : Parkway Publishers. 266 p. $24.95 US. ISBN 1933251433.

Carson, Walter and Stefan Schnitzer. 2008. *Tropical forest community ecology.* Toronto : John Wiley. 520 p. $87.95 CAN. ISBN 9781405118972.

Degen, Monica. 2008. *Sensing cities : regenerating public life in Barcelona and Manchester.* New York : Routledge. 240 p. $150.00 US. ISBN 9780415397995.

Dodds, Walter. 2008. *Humanity's footprint : momentum, impact, and our global environment.* New York : Columbia University Press. 288 p. $29.95 US. ISBN 9780231139670.

Earle, Sylvia and Linda Glover. 2008. *Ocean : an illustrated atlas.* Washington, DC : National Geographic Society. 320 p. $65.00 US. ISBN 1426203195.

Elliott, Donald. 2008. *A better way to zone : ten principles to create more livable cities.* Chicago : Island Press. 256 p. $29.50 US. ISBN 9781597261814.

Elsheshtawy, Yasser. 2008. *The evolving Arab city.* New York : Routledge. 328 p. $125.00 US. ISBN 9780415411561.

Estaville, Lawrence. 2008. *Texas water atlas.* Texas : Texas A&M University Press. 152 p. $24.95 US. ISBN 9781603440202.

Francois, Forget, et al. 2007. *Planet Mars : story of another world.* New York : Springer Praxis. 231 p. $39.95 US. ISBN 0387489258.

Gribbin, John. 2008. *Galaxies : a very short introduction.* New York : Oxford University Press. 144 p. $11.95 US. ISBN 9780199234349.

Hoskin, Michael, et al. 2008. *Marvel atlas.* New York : Marvel Comics Publishing. 144 p. $14.99 US. ISBN 0785129987.

Klett, Mark, et al. 2008. *Yosemite in time : ice ages, tree clocks, ghost rivers.* San Antonio : Trinity University Press. 144 p. $29.95 US. ISBN 0595340424.

Litalien, Raymonde, et al. 2007. *Mapping a continent : historical atlas of North America, 1492-1814.* Montreal : McGill-Queen's University Press. 298 p. $89.00 CAN. ISBN 2894485271.

Matthews, John and David Herbert. 2008. *Geography : a very short introduction.* New York : Oxford University Press. 200 p. $11.95 US. ISBN 9780199211289.

Middleton, Nick. 2008. *The global casino : an introduction to environmental issues.* New York : Oxford University Press. 125 p. $54.95 US. ISBN 9780340957165.

Oxford University Press. 2008. *Atlas of the world.* New York : Oxford University Press. 448 p. $80.00 US. ISBN 0195374517.

Smith, Dan. 2008. *The state of the Middle East : an atlas of conflict and resolution.* Berkeley: University of California Press.

Smithson, Peter, et al. 2008. *Fundamentals of the physical environment. 4th ed.* New York : Routledge. 792 p. $65.95 US. ISBN 9780415395168.

Stanford, Quentin. 2008. *Canadian Oxford world atlas. 6th ed.* Toronto : Oxford University Press. 232 p. $24.95 CAN. ISBN 019542929.

Steiner, Frederick. 2008. *The living landscape : an ecological approach to landscape planning. 2nd ed.* Chicago : Island Press. 496 p. $45.00 US. ISBN 1597263966.

Tangherlini, Timothy and Sallie Yea. 2008. *Sitings : critical approaches to Korean geography.* Honolulu : University of Hawaii Press. 237 p. $58.00 US. ISBN 0824831381.

For more information about each item listed in this column, please visit: http://www.lib.uwaterloo.ca/locations/umd/acmla.html

NEW MAPS

Contributed by David Jones and Danial Duda

World gas map [cartographic material] / produced by the Petroleum Economist Ltd., Chevron Human energy ; designed by K. Fuller and P. Bush. 2007 ed.
Scale [ca. 1:23,000,000]
London, U.K. : Petroleum Economist, c2007.
1 map : col. ; 87 x 115 cm., folded to 30 x 22 cm.
"Published March 2007" – Panel margin. Relief shown by shading. Includes 4 coloured 2005 statistical panels (2 with graphs): World gas production, LNG trade movements, World gas balance [and[world gas reserves. Includes 6 coloured inset maps with expanded scale: United Kingdom, Trinidad & Tobago, Deepwater gasfields in the Gulf of Mexico (United States), West Delta deepwater marine (Egypt), Northwest Shelf (Australia), [and] East Kalimantan (Indonesia). Includes "2006 Timeline" text. On verso: panel and col. ill.
ISBN: 1861862024

Energy map of Algeria [cartographic material] / produced by the Petroleum Economist Ltd. London in association with Sonatrach ; designed and researched by P. Bush and K. Fuller. 2007 ed.
Scale [ca. 1:2,564,000
London : Petroleum Economist, c2007.
1 map : col. ; 84 x 123 cm. folded to 30 x 22 cm.
Petroleum Economist energy map. Relief shown by gradient tints and spot heights, bathymetry shown by gradient tints. Shows oil and gas fields, oil, gas and LPG pipelines, tanker and trans-shipment terminals, oil refineries and LNG plants. Includes gas and LNG export contracts, names of pipelines with distance, diameter and terminus. Also includes graphs of oil and gas production, reserves and exports. Also includes information and statistics on various types of processing plants. Includes map of "Algeria-Nigeria Pipeline Project," map of "Camisea project" and one other ancillary map on gas pipeline and LNG trade routes between Algeria and Europe. "March 2007." On verso: panel and advertisement.
ISBN: 1861862075

Energy map of the Middle East & the Caspian[cartographic material] / produced by the Petroleum Economist Limited, in association with Deloitte ; designed by P. Bush and K. Fuller. 5th ed.
Scale ca. 1:4,000,000
London : Petroleum Economist, c2007
1 map : col. ; on sheet 89 x 126 cm. folded to 30 x 21 cm. "Petroleum Economist energy maps". Shows oil and gas fields, export and import terminals, pipelines, shipping lanes, and refineries. Relief and depth shown by gradient tints. Charts/tables: Regional gas statistics ; Regional oil statistics. On verso: panel and advertisement.
ISBN: 186186227X

World LNG map [cartographic material] / produced by the Petroleum Economist Ltd., London, in association with ConocoPhillips ; designed by K. Fuller and P. Bush. 2007 ed.
Scale not given
London : Petroleum Economist, c2007.
1 map : col. ; 86 x 144 cm., folded to 31 x 21 cm.
"Published March 2007" -- on panel. Relief and depths shown by gradient tints. "Petroleum Economist cartographic energy maps." "Digital map data [copyright] Bartholomew 1997. Generated from Bartholomew's 1:20M world digital database..." Includes listings of plants and terminals, statistical data, and insets of Southwest European LNG terminals, North American "LNG terminals" (6 insets), Qatar and United Arab Emirates LNG plants, Chinese LNG terminals,Japanese LNG terminals. Also includes 2 ancillary maps, one on existing and one on future importing and exporting countries. Contents: LNG: trade movements 2005 -- Existing LNG importing and exporting countries -- LGN: world trade -- Legend -- Future LNG exporting and importing countries as at March 2007 -- Sources -- Fleet list (and chart).
ISBN: 1861862911

World deepwater developments map [cartographic material] / produced by the Petroleum Economist Ltd., London in association with BR Petrobras ; designed by K. Fuller and P. Bush. 2007 ed.
Scale not given
London : Petroleum Economist Ltd., c2007.

1 map : col. ; 86 x 123 cm. folded to 31 x 20 cm. "Published September 2007." Relief and depths shown by gradient tints. "Satellite imagery courtesy of: NPA Satellite Mapping." Inset maps: Offshore Brazil (Campos Basin) -- Offshore Angola & Congo -- Deepwater United States Gulf of Mexico. Includes 9 tables of deep-water fields for: Northern Europe/Norway, NWECS (UK), North Africa/Mediterranean, India, Asia/ Southeast Asia, Australasia (Australia), West Africa, North America (Gulf of Mexico), and Latin America (Brazil). Also includes tables and graphs: Development type analysis -- Water depth analysis -- Development status analysis -- "Golden triangle" field development [deep water fields in production in 2000 and 2007]. Shows gas and oil fields, gas and oil pipelines, oil refineries, and tanker terminals. "Petroleum Economist Cartographic"
ISBN: 1861862628, 9781861862624

Jasper National Park [cartographic material] = Parc national Jasper : the official centennial map l'edition bilingue officielle.
Scale 1:185,000 ; Trasverse Mercator projection, North American Datum, 1983
[Alberta] : True North Cartographics, c2007.
1 map : col. ; 93 x 129 cm. folded to 26 x 16 cm. Shows administrative boundaires, topography, hydrography, transportation and population centres. Relief shown by contours, shading, and spot heights. Ten thousand metre, UTM grid, zone 10/11. "Contour interval 200 metres." Text on verso: "Jasper in perspective," "Cultural landscape," "An evolving landscape," "A climate of change," "Recent history"; in both English and French, and bibliographical references. Also on verso: "Shifting boundaries" maps from 1907 to the present, and col. and black and white ill. "The Commemorative map of Jasper National Park was created with the cooperation of our partners; Friends of Jasper National Park, Natural Resources Canada, Jasper Yellowhead Historical Society, West Fraser Mills, Foothills Model Forest, and Kinder Morgan."-- Acknowledgements.

The investors' Australian copper-uranium hot play map [cartographic material] / produced by Intierra Mapping, a division of Intierra Ltd.
Scale [ca. 1:5,500,000]
Perth, Australia : Intierra Ltd. : RESolutions : AUSIMM, c2007.
1 map : col. ; 57 x 66 cm. on sheet 69 x 100 cm., folded to 17 x 25 cm. Geological bedrock map showing mines, deposits, projects, pipelines, sponsors, transportation and production. "July 2007." Includes index, text, tables, and col. advertisements. Col. advertisments, location map, 2 ancillary maps and index on verso. Maps on verso: South Australia -- Mt. Isa-Cloncurry. Accompanies: *The AusIMM bulletin*, 2007 no.4, July/Aug. 2007.

Australian investors' base metal hot play map [cartographic material] / produced by Intierra Mapping, a division of Intierra Ltd.
Scale [ca. 1:5,500,000]
Perth, Australia : Intierra Ltd., c2008.
1 map : col. ; 67 x 82 cm. on sheet 69 x 100 cm., folded to 17 x 25 cm. Shows mines, deposits, refineries, pipelines, transportation, map sponsors and geology. Includes index to mines, tables, deposits, projects, and text. "March 2008." Joint publication of: RESolutions Operating Group ; Intierra Mapping ; AusIMM, Australasian Institute of Mining & Metallurgy. Advertisments, location map, and 9 ancillary maps on verso. "Geological data on this map was provided courtesy of Geoscience Australia." Accompanies: *The AusIMM bulletin*, 2008 no.2, March/April 2008.

Gas in the CIS & Europe [cartographic material] / produced by the Petroleum Economist Ltd., London, in association with E.ON Ruhrgas ; designed, produced, and distributed by the Petroleum Economist Ltd. ; designed by K. Fuller and P. Bush. 2008 ed.
Scale [ca. 1:5,600,000]
London : Petroleum Economist Ltd., c2008.
1 map : col. ; 88 x 138 cm., folded to 31 x 21 cm. Shows gas fields, existing/planned pipelines, associated processing plants, and LNG terminals. Also covers Turkey; does not cover Eastern Siberia or Russian Far East. Relief and depths shown by gradient tints. Includes notes, sources, directories, LNG trade flows 2007 (provisional) table, large inset of northern West Siberia (Tyumen (Yamalo-Nenetsk & Khanty Mansiysk)), 6 small insets, and graphs. Folded-title panel and col. ill. on verso. "Petroleum Economist Cartographic." "June 2008."
ISBN: 1861862482

Energy map of Mexico [cartographic material] / produced by the Petroleum Economist Ltd., London, in association with BR Petrobras ; designed by K. Fuller and P. Bush. 2008 ed.
Scale not given.
London : Petroleum Economist, 2007
1 map : col. ; 89 x 127 cm. folded to 30 x 21 cm. Relief and depths shown by gradient tints. Shows oil and gas fields and pipelines; electricity sources; import terminals; and refineries. Inset maps: Yucatan Peninsula -- Oil and gas trade from/to Mexico -- Zona Maria, Bahia de Campeche -- North Mexico gas. Also includes graphs and table "Mexico-LNG projects." On verso: title panel with col. ill. and advertisement. "Published December 2007." "Petroleum Economist Cartographic." "Satellite derived imagery courtesy of: NPA Satellite Mapping.
ISBN: 1861862032

Energy map of China [cartographic material] / produced by the Petroleum Economist Ltd., London, in association with Total ; designed by K. Fuller and P. Bush. 2008 ed.
Scale [ca. 1:4,900,000] (E70--E235 / N55--15).
London : Petroleum Economist Ltd.., c2007.
1 map : col. ; on sheet 89 x 126 cm., folded to 30 x 21 cm. Relief and depths shown by hypsometric tints. Shows oil and gas fields, import terminals, pipelines, and refineries. Includes charts and graphs of oil, gas and coal production and consumption. Includes text, statistics and ancillary map "China demographics" with graphs. Insets: China oil imports, 2006 ... -- Major coal basins and coalfields. "Petroleum Economist Cartographic" "Satellite derived imagery supplied by: NPA Satellite Mapping." On verso: title panel and col. ill.
ISBN: 1861862520

Energy map of Trinidad and Tobago [cartographic material] / produced by the Petroleum Economist Ltd. in association with BG Trinidad and Tobago, The National Gas Company of Trinidad and Tobago Limited [and] BG Trinidad & Tobago ; designed by P. Bush and K. Fuller. 2007 ed.
London : Petroleum Economist, c2007.
1 map : col. ; on sheet 89 x 127 cm., folded to 30 x 21 cm. Relief and depths shown by gradient tints. Shows oil and gas fields; oil and gas pipelines; oil refineries; and tanker terminals. Includes text, charts, graphs, tables, statistics and location map. Inset map: Point Lisas Industrial Estate (PLIE) detail. Ancillary maps: Trinidad & Tobago LNG export destinations -- Proposed deepwater area for development -- Onshore concession blocks. "Petroleum Economist Cartographic." "Published September 2007." On verso: title panel with col. ill.
ISBN: 1861862571

New Librarian, New Browser, and New Maps for the online David Rumsey Map Collection

Dan Holmes has replaced Phil Hoehn as the Librarian for the David Rumsey Map Collection, www.davidrumsey.com. Phil Hoehn retired at the end of 2007 and Holmes started early in 2008. Dan was Librarian of the Geography Department at UC Berkeley and is a Library Systems and Environmental Consultant. He received an M.L.I.S. and M.A. (geography) from UC Berkeley. He has been an innovator in map-based geographic cataloging systems.

A second announcement is the introduction of the new advanced Luna 6.0 Browser, which makes accessing and using the collection much easier and faster. New features include: entirely browser based, faceted searching, workspace for mashups, sharing images by links or embedding, browsing by categories, creation of media groups and presentations, and more.

Finally, 1038 more historic maps have been added to the online map collection, www.davidrumsey.com, bringing the total number of maps online to 18,469. For details of the new map additions, please see http://www.davidrumsey.com/recentadditions.html. Highlights include the 24 sheet map of France by the Cassini family, 1790; Scott's U.S. Gazetteer, 1795; Buchon's Atlas...Ameriques, 1825; Thomson's Atlas of Scotland, 1832; Dower's New General Atlas of the World, 1844; Levasseur's decorative Atlas de la France, 1856; Wisconsin Bicycle Road Maps from 1897; and several thematic, historical, and classical atlases from the 19th century.

Forwarded by Alberta Auringer Wood, from the WAML listserv August 14, 2008.

GEOSPATIAL DATA AND SOFTWARE REVIEWS

Compiled by Richard Pinnell

Natural Resources Canada, Earth Sciences Sector, Geomatics Canada, Centre for Topographic Information, Geographical Names Section, ***Canadian Geographical Names, Level 1 (CGN1)***. [downloadable data]. 19 Nov 2003. Free from GeoBase <http://geobase.ca/>.

Description

The Canadian Geographical Names, Level 1 (CGN1) dataset holds place names and attributes for points throughout Canada. These data comprise a subset of geographical names that have been recognized by the Geographical Names Board of Canada (GNBC). The geographic extent of this data is the Canadian landmass and water bodies, covering the period from 1898 to present. The data are stored in a relational database on Oracle. Data format for each record consists of ten text-format fields of various lengths. The purpose of the Canadian Geographical Names, Level 1 (CGN1) is to provide government agencies and the general public a national repository for officially approved Canadian geographical names for mapping and charting, gazetteer production, World Wide Web reference, and other geo-referenced digital systems. Additional attributes for this dataset, as well as information on formerly approved names, are available through the Canadian Geographical Names Service (CGNS) at <http://gnss.nrcan.gc.ca>.

Technical Specifications

The CGN1 subset provided to GeoBase represents current officially approved names, and contains approximately two-thirds of the records found in the entire Canadian Geographical Names Database. The number of fields for these records represents approximately half the number of fields available in the full CGNDB. The vector (point) data are georeferenced in degrees, minutes, seconds, with horizontal resolution for both latitude and longitude is given as 0.001 seconds. File format is either GML (Geography Markup Language), ASCII or ESRI shapefile (binary). For visualization, the spatial resolution corresponds to specific National Atlas scale mapping, representing the level of detail expressed as the scale of a comparable hard copy map. For data extraction, the spatial resolution corresponds to the scales of 1:50,000 and 1:250,000, representing the level of detail expressed as the scale of a comparable hard copy map. The data conform to a geodetic model with the NAD83 horizontal datum (North American Datum 1983) and the WGS84 (World Geodetic System 1984) ellipsoid. The publication date is given as 19 November 2003 for the original version of the data set. Temporal coverage spans 1 Aug 1898 to present, with daily updates. Data are delivered as 1:50,000 NTS mapsheet tiles via FTP (URL provided in an automated email response to submitted on-line request form). There are 13,520 individual datasets available (based on 1:50,000 NTS mapsheets).

Help

GeoBase provides an on-line data viewer for exploring data of interest. There is also a list of several free, third-party geodata viewers including links to download them.

Metadata

Comprehensive metadata is provided for the CGN dataset, but it is located in three separate sources. Each mapsheet dataset comes with a separate XML metadata file, compliant with FGDC standards (version FGDC-STD-001-1998) that covers information on identification, data quality, spatial data organization, spatial reference, distribution and metadata reference. The information actually describes the entire CGN dataset, as file content is identical across all mapsheets. The metadata available with the spatial data download provides only basic information on coordinate system, spatial extents and attribute data. Full information for the 10 feature attributes:

- GEONAME
- CGNDBKEY
- GENERIC
- CONCISE
- LATITUDE
- LONGITUDE
- DATUM
- NTSMAP
- REGIONNAME
- FEATUREID

can be found in a data dictionary in the document *Canadian Geographical Names, Level 1 Product Specifications—Edition 1.0* (7 Nov 2005).

Analysis

The data are easily read and understood. Even without a GIS viewer, someone could look up names and geographic coordinates in the attribute table (.dbf) with a simple spreadsheet or database application.

In obtaining my sample of the CGN1 data, I first used "Option 2—Advanced Search" to request place name data for 1,000 mapsheets. When the email notification arrived, I downloaded the zip files (ca. 14 Mb total; range 74 Kb - 4 Kb) via ftp, and unzipped those to 4,848 files (ca. 155 Mb total). Only 972 of the zip files contained spatial data, the rest were XML metadata without accompanying data.

Note that there is a maximum limit of 50 mapsheets (i.e. one "page" listing) for a single request using this method. To select and submit 20 consecutive requests (1,000 mapsheet files) took 10-15 minutes. The email notification that the data were ready for download arrived within 30 minutes. The actual download was another 20-30 minutes (all at a nominal download speed of 5 Mbps).

A smaller sample of GML datasets was obtained using Option 1—Graphical Search. This sample showed that data for a given mapsheet in GML format were about half the size of the respective shapefile data.

Problems encountered include:

- Product Specifications (3.3 Coverage and Continuity) state that "There is no overlap in points." I have encountered a few records with identical spatial coordinates with but a minor variation in the place name (e.g., *place name* spit or *place name* point).
- An attribute that specifies whether a named feature is a water body or land would be very helpful (e.g. in quick selection of water features for cartographic labelling). Likewise, an attribute that classified data on whether the named place was a natural (e.g. lake, stream, hill) or anthropogenic (village, town, bridge) feature would be helpful.
- When overlain upon Nova Scotia Topographic Database mapsheets of the same scale, it was not always clear to what feature a name (point) refers even with data features present and visible in the display.
- Each archived dataset unzips to a separate folder, making the process of merging many datasets somewhat tedious. Rather than supplying tiled data (mapsheets) it would be nice to supply the data as "seamless", allowing the user to specify the extents for which the data are to be extracted.
- My brief session with the GeoNames and the browser was unsatisfactory. The CGN layer seems to provide points for (larger) centres only, and some of the labels overlap making them unreadable. It is a layer named "Toponyms_Aggregat" [sic] that shows place names in the browser.

CGN1 in Action

As the pre-eminent Canadian example, *Geist* magazine has made great use of the Canadian Geonames database for many years in presenting thematic maps based on categories of place names (see for example *The Geist Atlas of Canada: Meat Maps and Other Strange Cartographies* by Melissa Edwards, Arsenal Pulp Press, 2006). *Geist* Senior Editor Mary Schendlinger laments the passing of the days of pawing through atlases, gazetteers and other compendia of place names: "These are all excellent tools and fun to browse through, but it's great to be able to identify the official name in a few seconds."

Licensing

Data are subject to the GeoBase Unrestricted Use License Agreement <http://geobase.ca/geobase/en/licence.jsp>. There are no fees to acquire the data, but user registration is required. The information requested comprises a self-selected user name and password, title (2 choices only: Mr, Ms), first and last name, (organization), (function), organization type, sector of activity, email address, (and telephone number). Parentheses above indicate optional information; all other information is required to complete the registration successfully. You may also select to "opt-in" for further (unsolicited) contact from GeoBase partners.

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