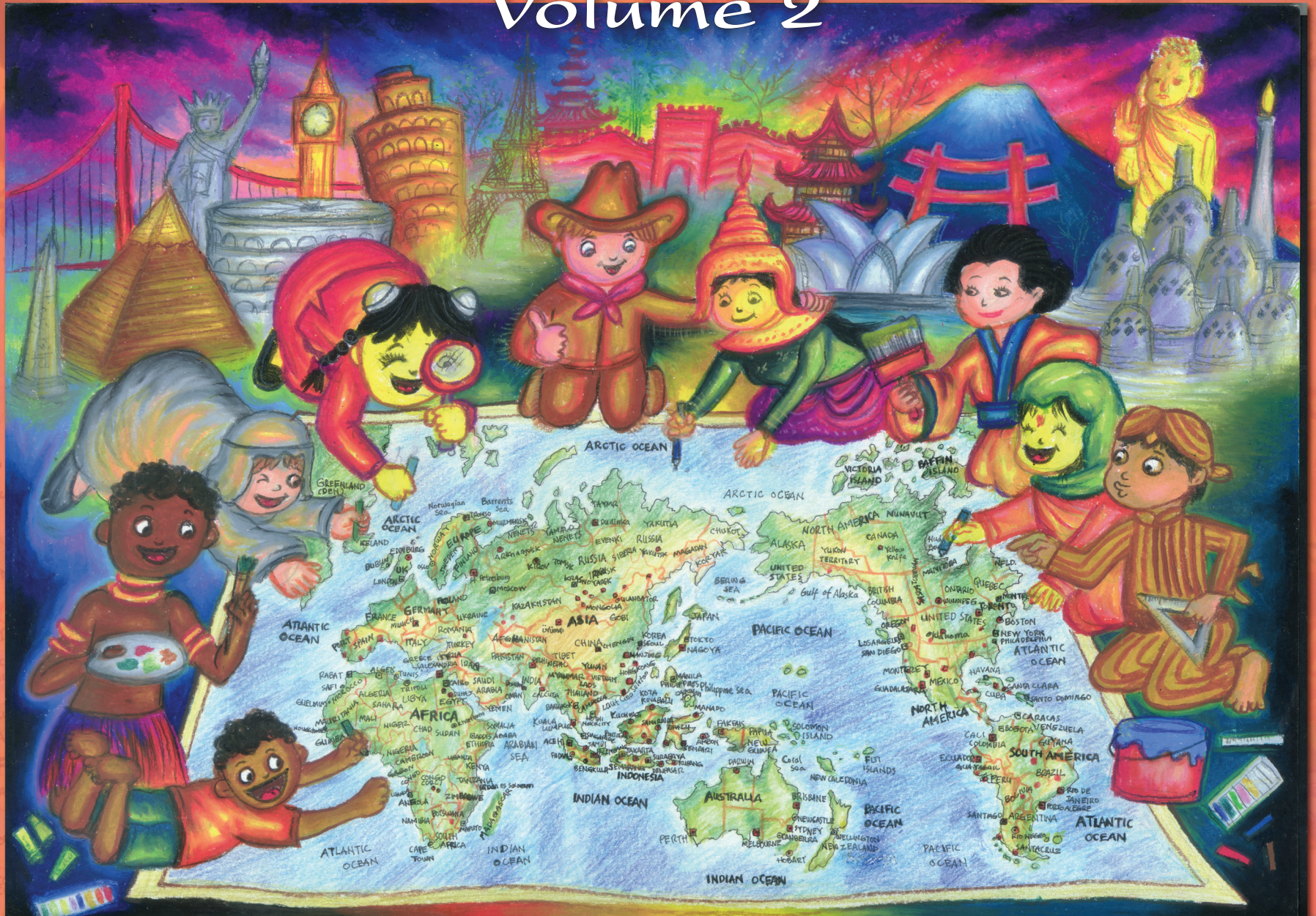


Children Map the World

Selections from the Barbara Petchenik
Children's World Map Competition

Volume 2



Temenoujka Bandrova, Jesus Reyes Nunez, Milan Konecny, and Jeet Atwal, editors

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Nicholas William

Age 15

Indonesia

SMA St. Bellarminus, Menteng, Jakarta Pusat

2005

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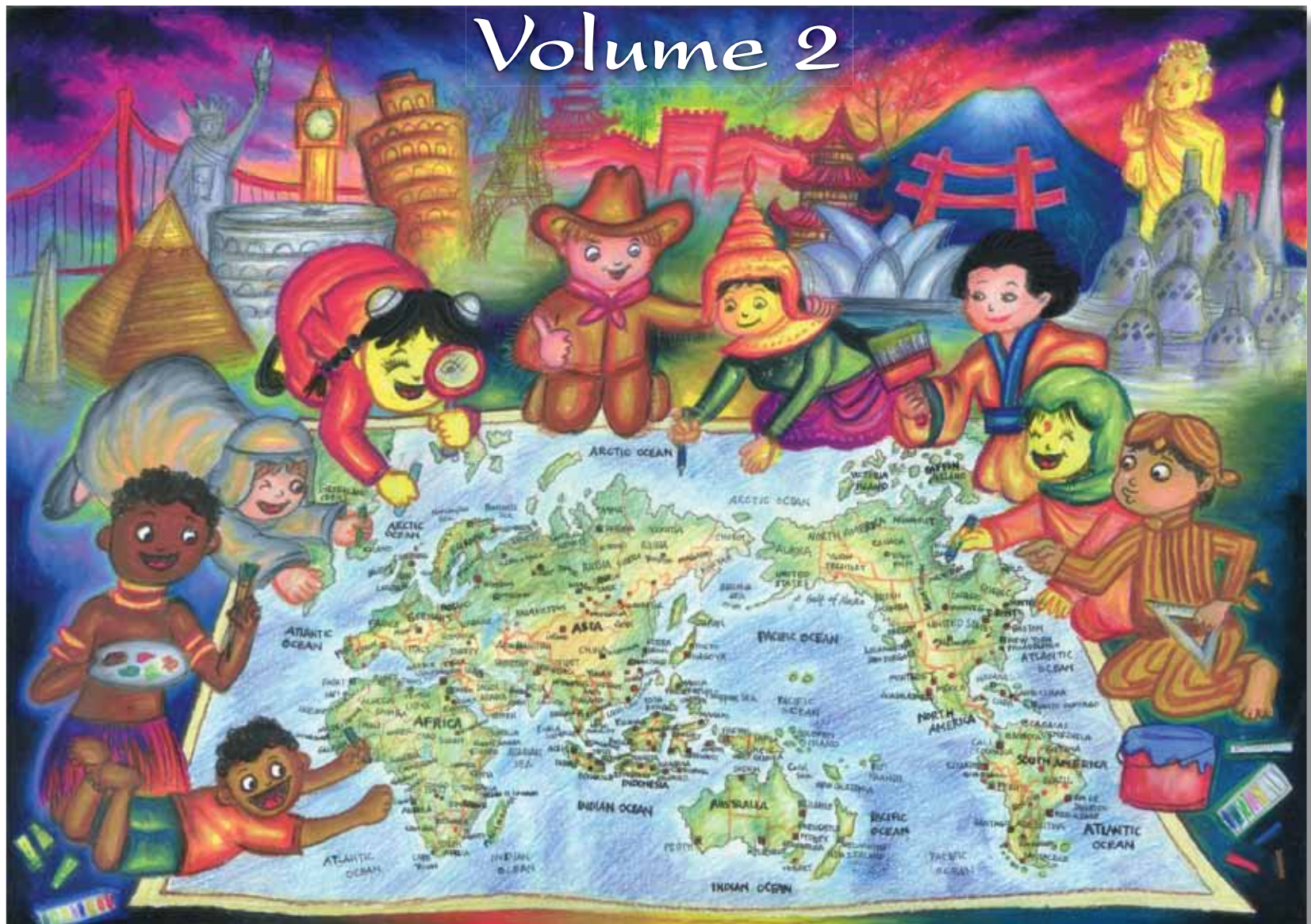
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Many Nations — One World

Temenoujka Bandrova, Jesus Reyes Nunez, Milan Konecny, and Jeet Atwal

Today's children are growing up in an age when the Internet, improved transportation, migration, and globalization are opening more windows to the world than ever before. It isn't out of the ordinary for children of today to travel to distant places on a family vacation; to Web chat with a friend thousands of miles away; or to move to a different city, state, or even country! As our youth become more interested and informed about happenings half a block or half the world away, education in spatial skills such as map reading and analysis becomes essential. The International Cartographic Association (ICA), as the world authoritative body for cartography, provides support to help meet that need.

The ICA was founded on June 9, 1959, in Bern, Switzerland, with the mission of promoting the discipline and profession of cartography: the conception, production, dissemination, and study of maps. At present, the range of scientific, technical, and social research is reflected by the work of its twenty-two commissions and eight working groups lead by people all over the world.

The ICA Commission on Cartography and Children—created by Jacqueline Anderson (Concordia University, Montreal, Canada) and other colleagues from different continents—was formed to introduce the power of maps to children. Its goals are to promote the use and enjoyment of maps by children, increase understanding of how children engage maps, and raise the standard of maps and atlases produced for children. One of the most important ways the commission reaches out to children is through its roles in rule creation and judging for the Barbara Petchenik Children's World Map Competition, an international competition organized every two years with the participation of ICA member countries.

The Barbara Petchenik Children's World Map Competition

Barbara Bartz Petchenik (see "A biographical note" on page 115) was the first woman to attain the office of vice president of the International Cartographic Association (ICA). During her accomplished life, she contributed significantly to the development of cartographical research on maps for children. To honor her efforts, the ICA organized a biannual international map competition for children in 1993, and continues to host it to this day. Over the years, the number of countries participating has grown continually. In 2007, thirty-six countries submitted entries, and the total number of finalists since the competition's inception is close to one thousand. The ICA is the only international and professional association that organizes a map competition for children on a regular basis.

The goal of the contest is to promote the creative representation of the world in graphic form by children. Children fifteen years old and younger are encouraged to draw a map on a general theme that is changed every four years. Examples of these themes include "Save Our Environment," "Many Nations—One World," and "Living in a Globalized World."

The competition is divided into two levels. The first level is a national competition organized by coordinators who reach out to schools, local media, and online communities for submissions. From these submissions, six (formerly five) winners are selected to represent their countries at the second level, the international competition. All finalists from the international competition are sent to Carleton University Library in Ottawa, Canada, where they are archived and made available for viewing on the Web.

This book is a collection of one hundred maps, representing thirty-seven countries, submitted under the theme "Many Nations—One World." These maps were selected from the international portions of the Barbara Petchenik Children's World Map Competition in 2005 (A Coruna, Spain) and 2007 (Moscow, Russia). For more information about the competition and the map archive at Carleton University Library, see "Resources" on page 123.

Many Nations—One World

Themes are chosen for the competitions to give participants a starting point for the message of their maps. Instead of a simple drawing of the globe, each map should represent the theme of the competition both graphically and through its title. This method requires the participants to consider how best to transmit their message visually and to understand at least one map element—the title.

Organizers choose themes that will provoke children to think about their national identity and its place within the world community. "Many Nations—One World" is a theme that asks children to consider children from different countries, from different ethnic groups or minorities, and from different religious backgrounds. This consideration is manifested in their drawings and reflected in their map titles:

- A Map of the World in Colors for Dancing (page 6)
- All Together for a Common World (page 11)
- Happy Together, the Global Family (page 23)
- Let's Make Our World Merrier with Smiles of United Nations (page 40)

- Building a Nation of Love, Peace, and Unity (page 45)
- Many Cows, One Milk (page 50)
- We Are a Lot of Different Nations, but All Together (page 62)
- Together We Will Create a Better World (page 71)
- We Have Different Colors of Skin, but We Are All Children (page 83)
- You Never Are Alone! (page 110)

Having a theme also helps young mapmakers understand that a map should have special contents and elements, such as continents, oceans, rivers, and mountains.

How children map the world

The Barbara Petchenik Children's World Map Competition offers educators, cartographers, and amateur map enthusiasts a wonderful opportunity to analyze how children apply spatial thinking and approach mapping. Submissions to the competition provide a wide spectrum of categories of classification based on the solutions used to draw the "basemap" or represent thematic information (in this case, the message of the competition). A map can belong to two or more categories and subcategories; there are no rigid boundaries between them. For example, children can represent a theme with a positive or negative message, realistic or fantastic depictions of land, or a humorous scene to represent their ideas.

Applying this type of analysis to the selections in this volume, one might notice that the maps can be categorized based on the size of the represented territory: the whole earth can be drawn as seen from space ("Use Less Plastic Bags" on page 9), or maybe only a few regions or continents are represented ("Fixing the World, Together" on page 98).

These maps can also be categorized by the kind of cartographic projection used to represent the earth. In some cases, younger children do not use any traditional projection to make their maps ("This Is My World!" on page 18). Some children copy frequently used projections from atlases found at their school ("Peace All Over the World" on page 58). A special group within this category represent territories in unusual ways, such as with human shapes ("A Lot of Countries in One World" on page 7), animal shapes ("Many Cows, One Milk" on page 50), botanical shapes ("Planet without Colors is Not a Planet" on page 70), or human-made shapes such as buses ("Many Nations, One World" on page 51).

The thematic illustrations of a map can also be analyzed and classified. Young cartographers may use illustrations to evoke humanity's relationship with the world ("One World, Remember a World of PANGAEA" on page 102, "Tsunami-2004" on page 105); they may portray animals ("United Nations, a Peace World" on page 91), or nature ("Nurture Mother Earth and Watch Her Bloom" on page 27), or concepts created by society ("Make It Possible" on page 78).

One of the easiest ways to analyze and classify these maps is by the medium used to create them: pencil; pen; paint; photo montage (Monique Rossouw's untitled map on page 109); natural materials such as beans, flowers, and leaves; or artificial materials such as paper, plastic, or textile ("We Have Different Colors of Skin, but We Are All Children" on page 83). Children also use different technologies to

make their maps. During the first twelve years of the competition, map submissions were predominantly drawn or painted; but recently the number of maps made using digital techniques (or a combination of digital and hand-drawn techniques) has increased. A very nice example is “Surpassing Countries” on page 90.

As the previous examples demonstrate, submissions to the Barbara Petchenik Children’s World Map Competition are a wonderful source of information on how children engage and experience maps. In the past, submissions from the competition have been used to analyze children’s understanding of map elements and map creation, improve maps created for children, and develop ideas for children’s atlases.

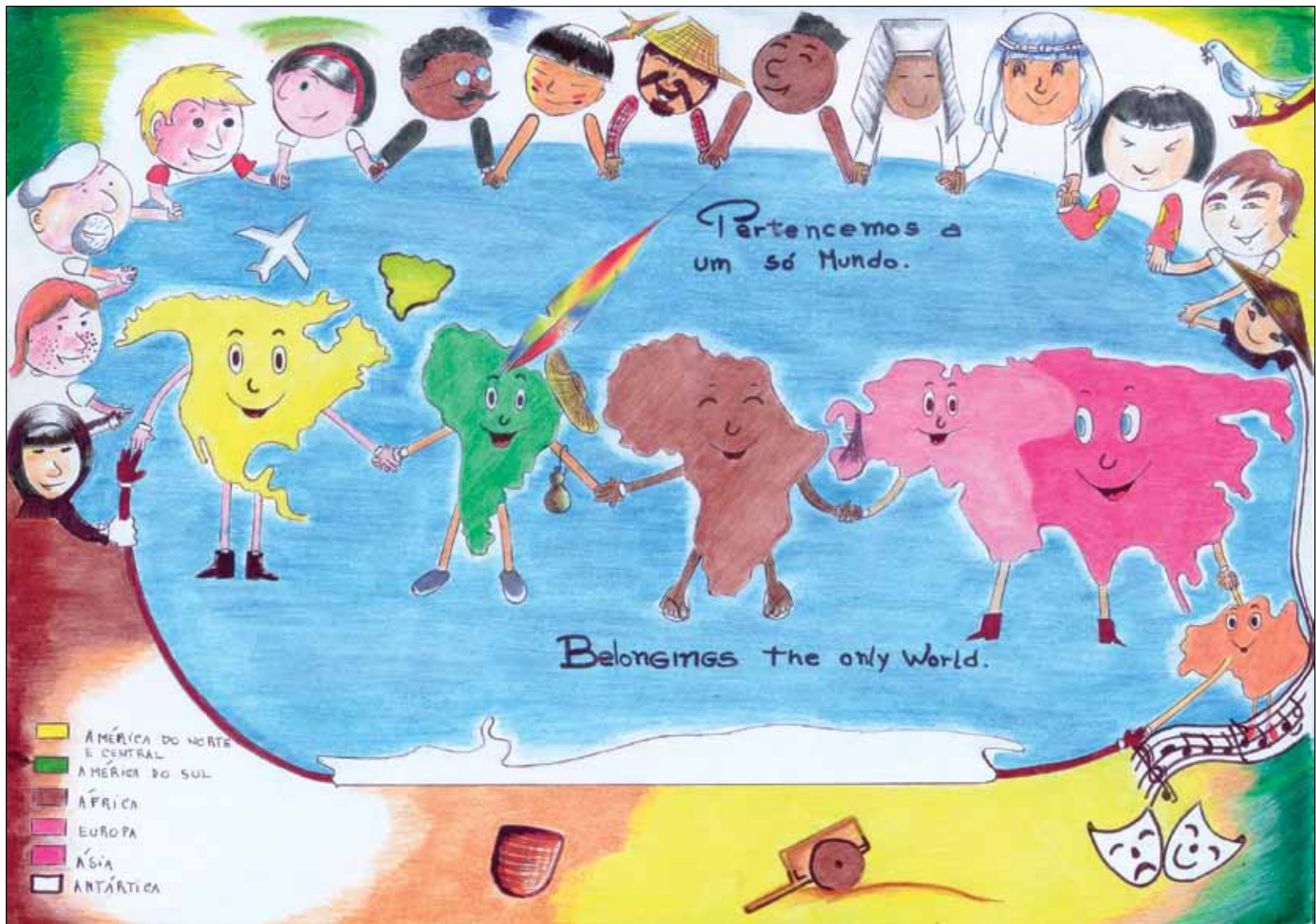
Future of the competition

In an effort to improve the Barbara Petchenik Children’s World Map Competition, organizers introduced changes during the Twenty-fourth International Cartographic Conference in 2009. The competition inaugurated a new system of evaluation and increased the number of drawings that can be sent by every participating nation to the international competition to six. In addition, the theme for the 2009 and 2011 competitions was selected: “Living in a Globalized World.”

The ICA expects more and more nations will participate in the competition in the future, and that the quality and message of the submissions will continue to delight and surprise. Members of the ICA hope that the increased interest in the competition will yield a new generation of mapmakers and map users; youngsters with a greater understanding of the world around them and their place in it.



Age 15



Belongings the Only World

Gildásio Souza Santos

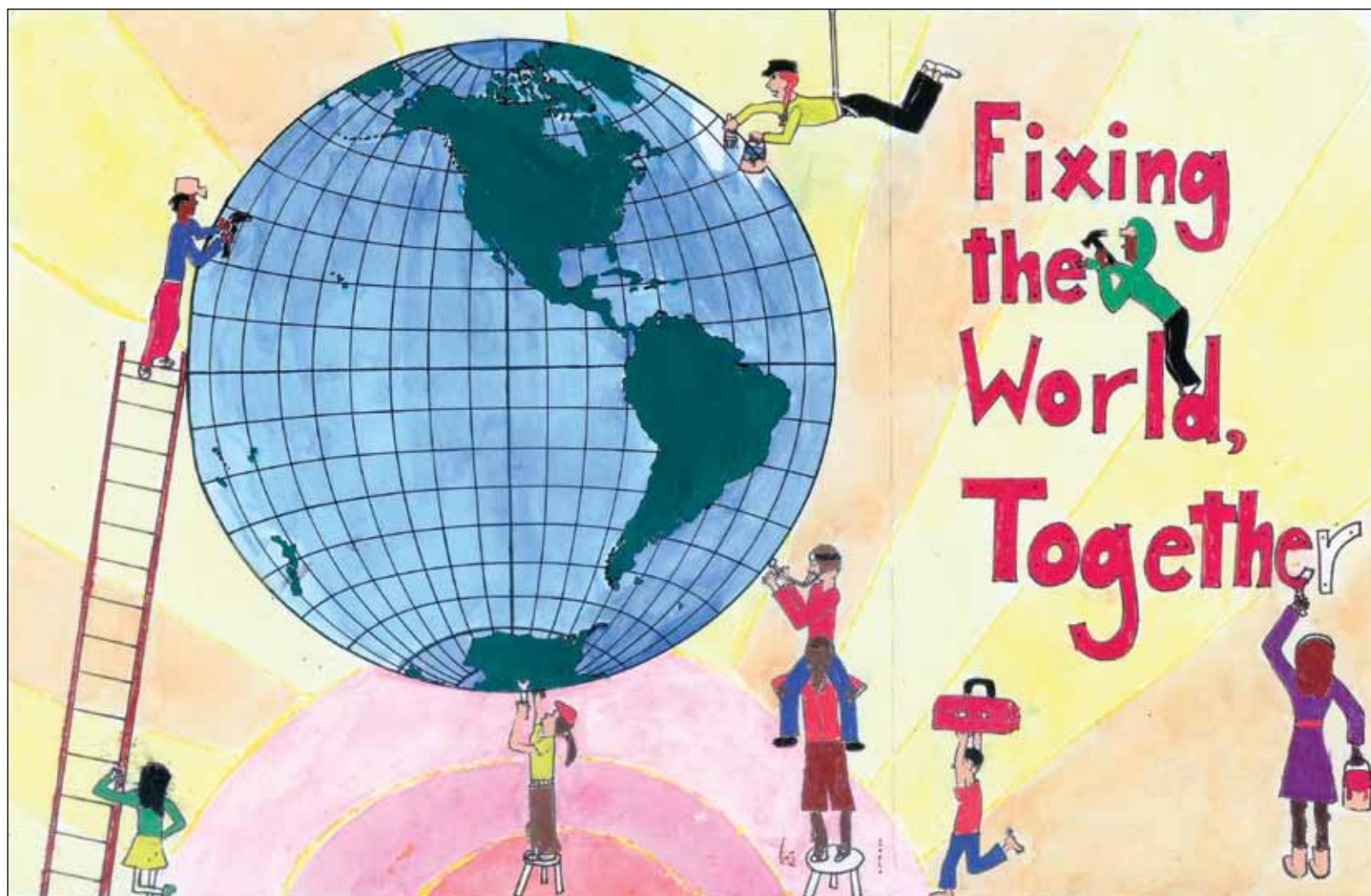
Age 15

Brazil

Escola de Educação Básica e Profissional Desembargador

Pedro Ribeiro de Araújo Bittencout—"Fundação Bradesco," Irecê, BA

2007



Fixing the World, Together

Malena Harrang

Age 15

United States

Forest Ridge School of the Sacred Heart, Bellevue, Washington

2007



Many Nations, One World

Basma Ahmed Jabir

Age 15

Saudi Arabia

Dar Alfeker (Jaddah girls section) Jaddah

2007



Many Naations, One World

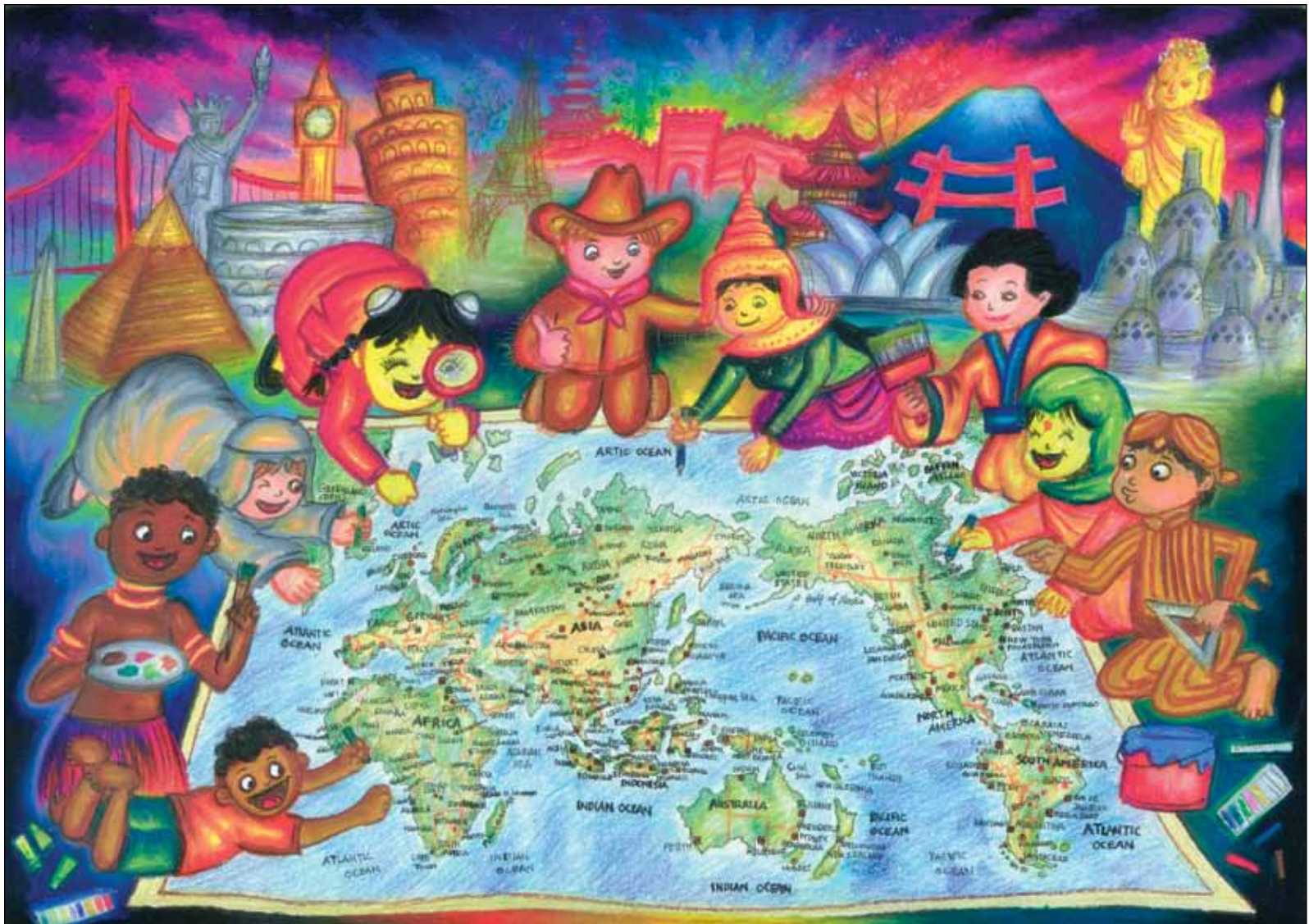
Dana Jamal Al Omri

Age 15

Saudi Arabia

Dar Alfeker (Jaddah girls section) Jaddah

2007



Many Nations, One World

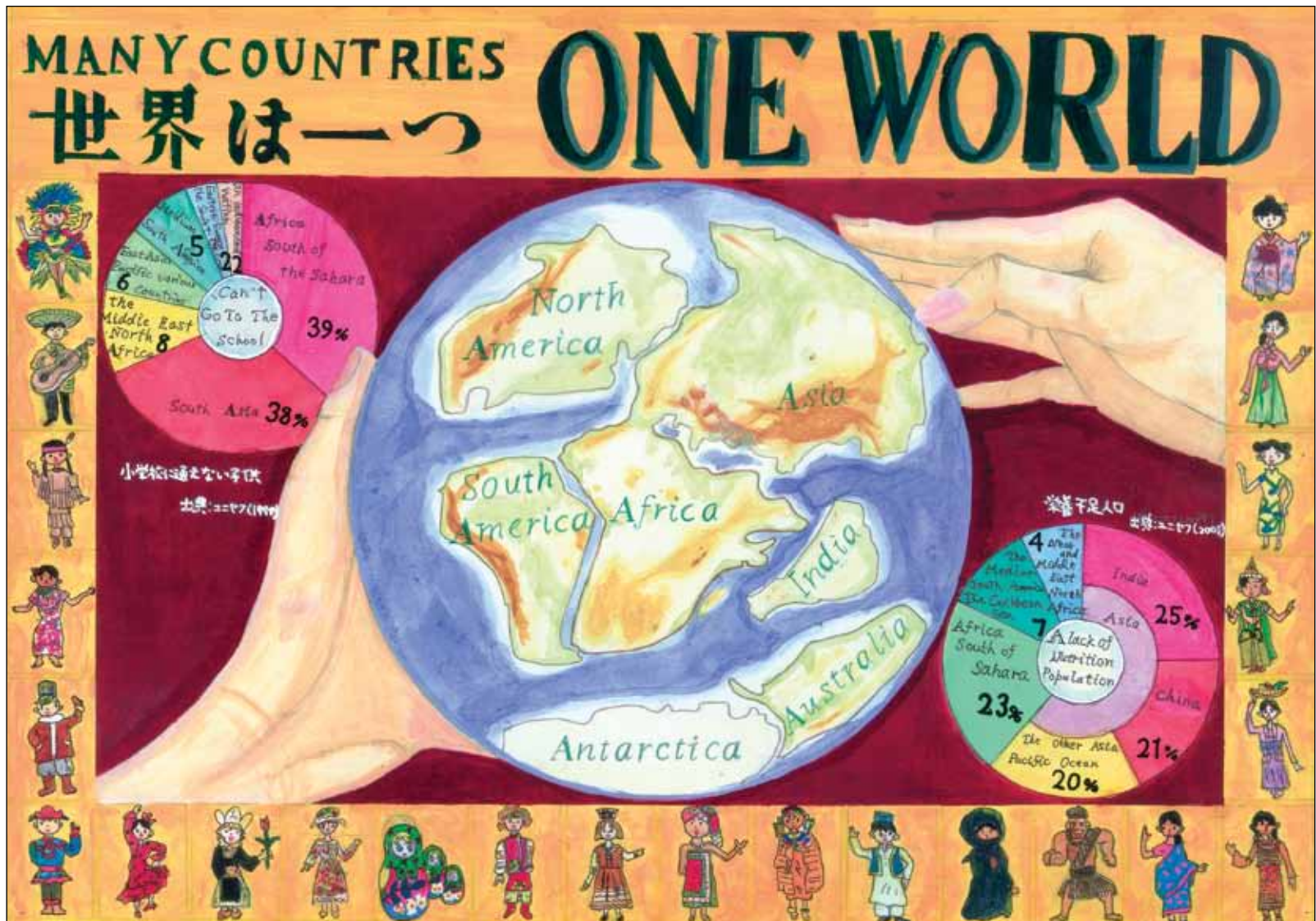
Nicholas William

Age 15

Indonesia

SMA St. Bellarminus, Menteng, Jakarta Pusat

2005



One World, Remember a World of PANGAEA

Yukari Hoshi

Age 15

Japan

Itstsubashi Secondary School, Itstsubashi

2007

Space Butterfly
Kseniia Ivanova
Age 15
Ukraine
Palace of Creative Works
for Children and Juniors, Kharkiv
2007

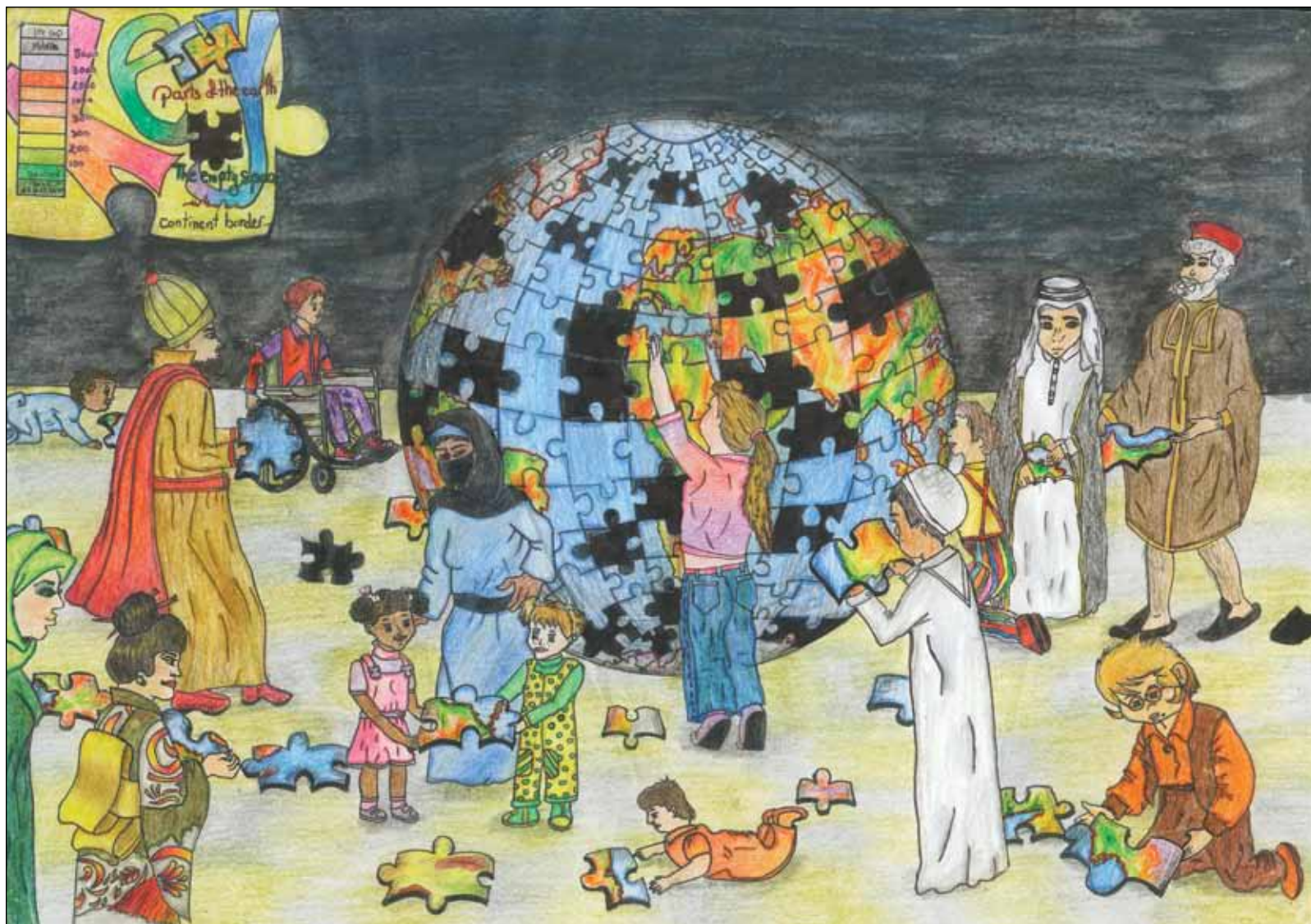




*The World Can No
Longer Manage the Pain*
Rita Johansen
Age 15
Norway
Ibestad ungdomsskole, Ånstad
2005



Tsunami — 2004
Polina Kosovskaya
Age 15
Russian Federation
“Water-Color” School, Mayna,
Respublika Khakasia
2005



Untitled

Dura Mohammad

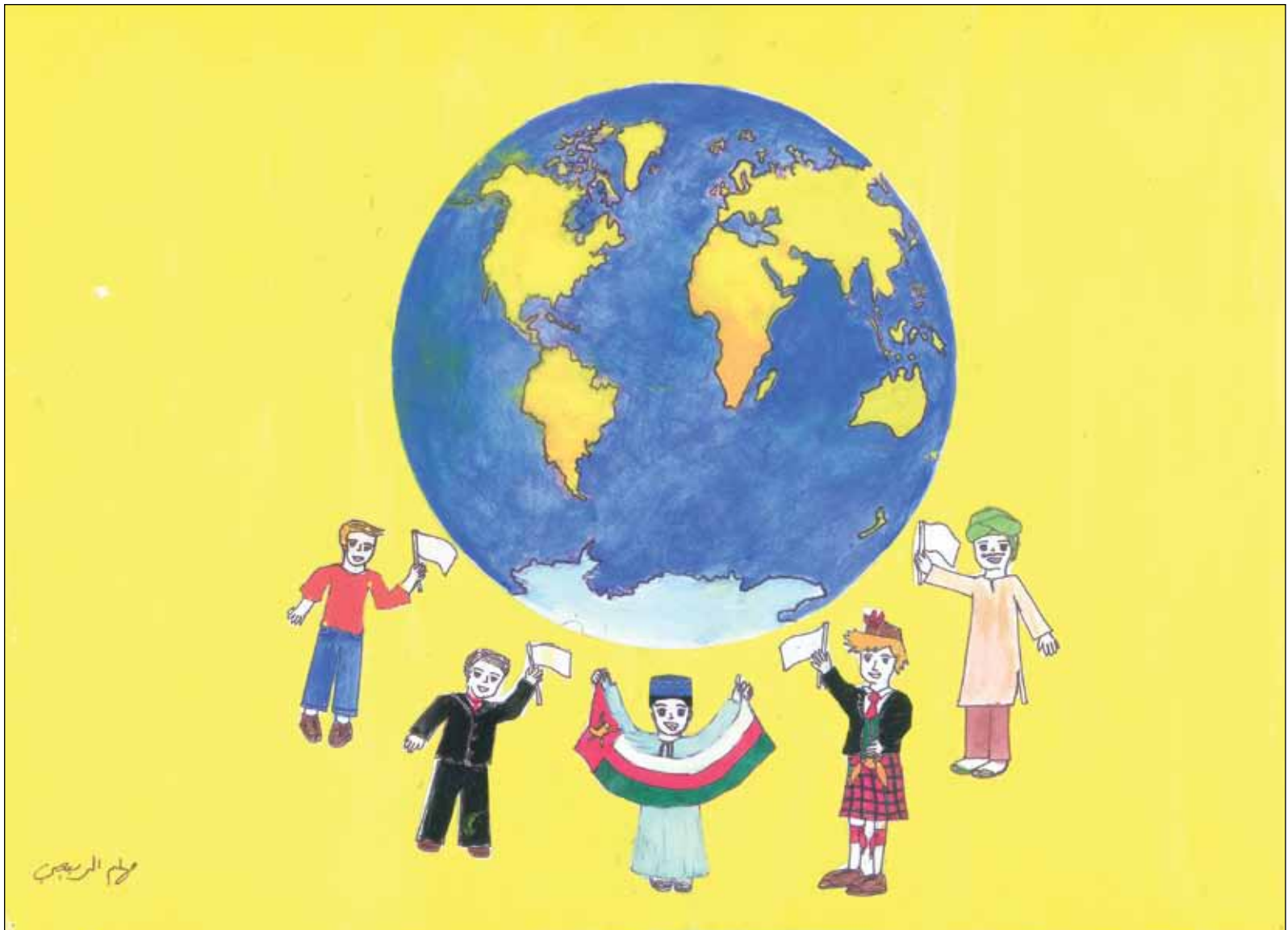
Age 15

Qatar

2007

Untitled
Gitte Möller
Age 15
South Africa
Hoërskool Jan van Riebeeck,
Cape Town
2007





Untitled

Molhem Mohammad AlRoobaaee

Age 15

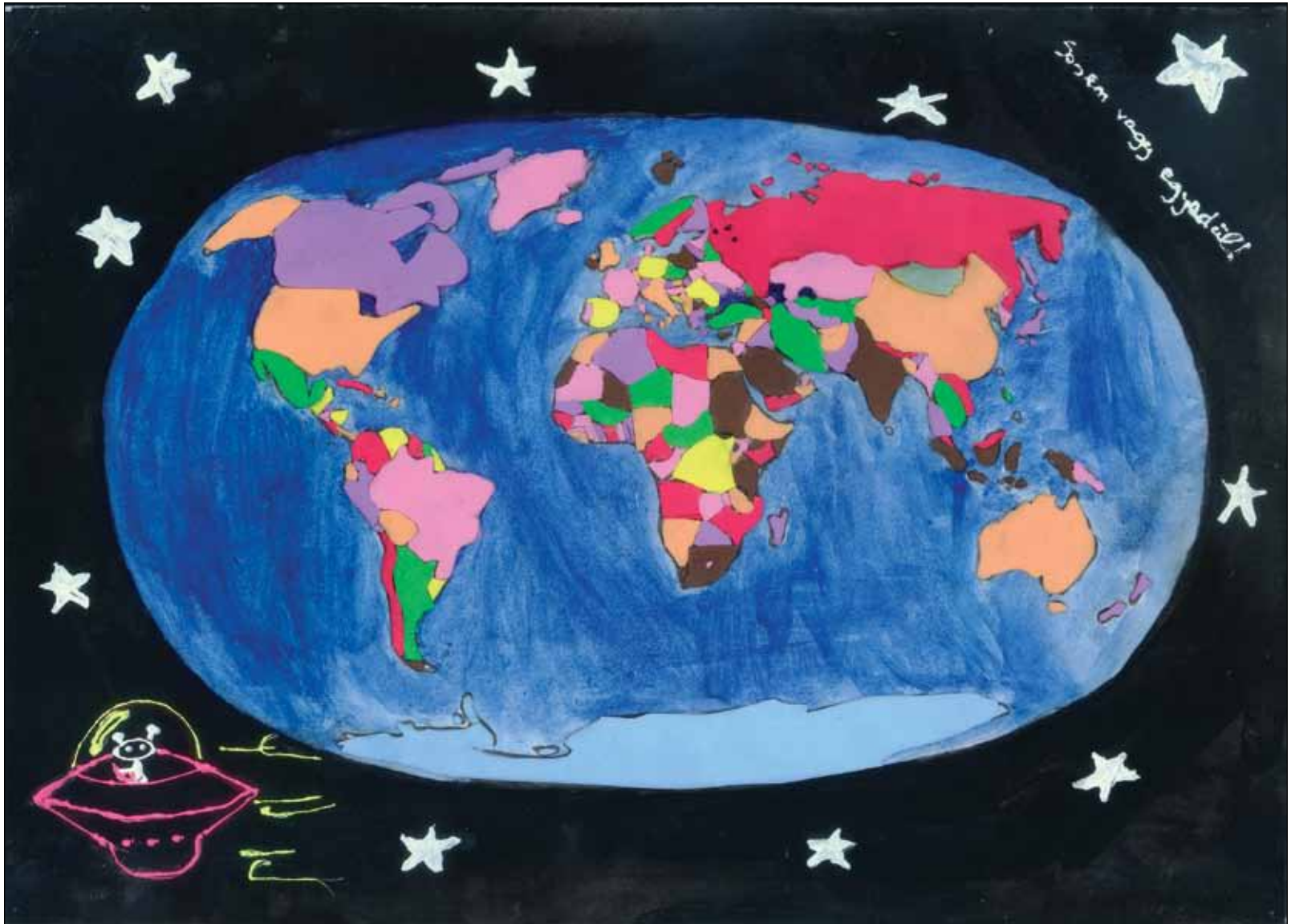
Oman

Oman Private School, Masqat

2007



Untitled
Monique Rossouw
Age 15
South Africa
Hoërskool Jan van Riebeeck, Cape Town
2007



You Never Are Alone!

Emese Blaschek

Age 15

Hungary

Leövey Klára High School, Budapest

2007

Conversations with past participants

The editors contacted past participants in the Barbara Petchenik Children's World Map Competition and asked them to share their competition experiences.



Flag of Canada

Patricia Lan
Canada
2001
Save the Earth

Patricia, how did you hear about the competition, and what inspired you to enter?

My mother had discovered a contest poster at the local university and encouraged me to enter. My parents had great faith in my abilities. The 2001 catchphrase was "Save the Earth," so I thought of animals and habitats around the world. I loved drawing animals, so this was right up my alley. For the world map, I paid great attention to detail and proportion, and it became my proudest accomplishment since nothing was hand-traced.

It must have been a great feeling to be chosen as a Canadian finalist and then an international winner. What did you gain from your experience in 2001 and again in 2003?

I was surprised that I was a national and international finalist. I always tried my best in drawing contests but never expected to win, and whenever I did, it made the world seem a lot smaller. At 12 years old, I didn't realize the scope of the contest, what a big deal it was, until I won. What I learned was that even if you're unsure of how you'll measure up to others, sometimes you'll win if you try. I think this was the inspiration that my sister, Victoria, took to heart when she entered the 2005 and 2007 contests and succeeded in becoming a national finalist.

Flag of the Czech Republic



Lucie Mertova
Czech Republic
2007
The Sun and the Moon Are
Shining to Our Earth

Lucie, what inspired you to participate in the Barbara Petchenik Children's World Map Competition?

I heard about the competition from my teacher, Ms. Cilová. I was inspired to participate by painting the picture, it was very interesting. [While painting] the map, I have learned many things. It was great fun to paint the sun and the moon.

Drawings by Riley Peake, courtesy of ESRI.

Anelia Jotova
Bulgaria
1999
Let's Clean the World

Anelia, one of your maps is included in the first volume of *Children Map the World*. Explain how you got the idea for your map and what you learned while creating it?

I wanted to draw not only a picture but a message. Children know much more about the world than adults suppose. When I was 10, I was reading children's encyclopedias and I was admiring the beauties of the world. I knew that many of these natural miracles are destroyed or even lost forever because of man. The ecological theme was exciting to me and I decided to integrate it [into] my picture. "Let's clean the world" was my appeal.

Anna Parvanova
Bulgaria
2007
All Together for a Common World

Anna, your drawing "All Together for a Common World" has been included in the second volume of *Children Map the World*. Please describe your experience of the Barbara Petchenik Children's World Map Competition.

My drawing [won] first place. Your competition was a challenge for me. I saw a lot of atlases with my drawing teacher, and I chose to draw the earth [in a way in which only] some countries may be seen. I put in my drawing many children of different nations, because according to me, [it doesn't] matter which country we are from, the most important thing is to love the earth—Mother Nature—and to take care of it. That's why I called my drawing "All Together for a Common World."

While I was drawing, it was very interesting to me how different maps and atlases are done. I learned which symbols are used for marking the streams, the poles, [and other things]. With my drawing, I would like to tell adults that children will unite the world and we will make it better, [and] that we would like them to help us.



Flag of Bulgaria



A biographical note

Barbara Bartz Petchenik



Barbara Bartz Petchenik (1939-1992) was a pioneer in the world of cartography. From 1965 to 1987, she conducted research and wrote more than a dozen articles and reports about a topic that was of considerable interest to her throughout her life: maps and atlases for children. For her contribution to this field, the International Cartographic Association (ICA) named the Barbara Petchenik Children's World Map Competition in her honor in 1993.

Barbara Bartz was born on August 17, 1939, in rural northern Wisconsin. Her family was well established and highly respected in the community. She grew up in a secure and nurturing environment that gave her the necessary self-confidence to achieve. By the time she was in high school, "the Bartz girls" (Barbara and her seven cousins—there were very few boys in the family) were recognized as achievers and leaders, both academically and socially. Though, in Barbara's words, her achievement was "more the former than the latter," as she "was never a prom queen."

In 1961, Barbara obtained a bachelor of science degree from the University of Wisconsin-Milwaukee with a major in chemistry and a minor in English. She spent the following year working at the university as a geography instructor, and in September 1961 served as the founding "map librarian" of the university's New Map and Air Photo Library. In 1962, she was awarded a National Defense Education Act Fellowship and entered the graduate program at the university. She intended to obtain a PhD in physical geography, concentrating on soils, with the ultimate goal of teaching at the university level. However, after earning her master's degree in 1964, she became a cartographic editor with the Field Enterprises Educational Corporation in Chicago. During her time there, she designed, conducted, and analyzed the research needed to produce maps and other material for the nine-to-fourteen-year-old audience of the *World Book Encyclopedia*.

In 1970, after earning her PhD, Barbara accepted a five-year position at the Newberry Library as cartographic editor. Here, she planned, designed, and produced the *Atlas of Early American History* with editor-in-chief Lester Cappon and a staff of historians. From 1975 until her death in 1992, she served as the senior sales representative of cartographic services for the R. R. Donnelly and Sons Company. In her writing, she continued to pursue her interest in education.

Barbara wrote several articles and reports about maps for children from 1970 to 1987. Her work explored fundamental aspects of atlases for children by informally considering particular atlases. She thoughtfully observed

Maps are mostly far too complex to “learn” at one or even many glances. The only way to try to make sure that children leave school with some idea of the relative shapes and sizes and arrangements of labeled earth areas and features is to provide opportunities for them to see and use these images (maps) on a highly repetitive and (I happen to prefer) structured basis.¹

Barbara did much of her research about maps for children during her tenure with Field Enterprises. During the process of designing maps for the *World Book Encyclopedia*, she collected empirical evidence on which types of maps children preferred and could most easily understand, and used this evidence as a basis for her map design. She interviewed a thousand elementary school children and invited them to interpret alternative styles of small-scale maps. From this work, she identified difficulties children had with the interpretation of scale, coordinates, symbology, and typography. Her research showed that children valued clarity in cartography and liked less-cluttered maps with more clear spaces. She noted that although teachers claimed map use was an important skill, children were rarely taught how maps worked. Above all, she recognized that children are a large and important group of map consumers, that they do not approach maps in the same way as adults, and that their distinct perspectives should be taken into account in the process of map design. The articles and research publications in the bibliography that follows provide opportunities to learn more about her philosophy on cartography, especially as it relates to children.

Barbara was active in many professional organizations, including the American Congress on Surveying and Mapping’s (ACSM) American Cartographic Association, the Association of American Geographers, the Society of Automotive Engineers, and the International Cartographic Association. She also served as a member of the editorial board of *The American Cartographer*. Through her efforts, the ACSM Map Design Competition began giving awards for student-designed maps. She served as a member of the U.S. National Committee to the International Cartographic Association. She participated in several ICA activities over the years, and in 1991 at the General Assembly in Bournemouth, England, she was the first woman to be elected vice president of the ICA.

Over the nearly twenty years that I knew Barbara, I was always impressed by her intelligence and good humor. We enjoyed a lively camaraderie over the years. Her presence, scholarly contributions, and spirited intellectual discussions have been and will continue to be missed. The Barbara Petchenik Children’s World Map Competition is a fitting way of keeping her alive in our memories.

Alberta Auringer Wood (with assistance from Patrick Wiegand)

¹ Fundamental considerations about atlases for children. 1987. *Cartographica* 24:16-23.

Works by Barbara Bartz Petchenik about children and maps

Cartography for children: A research approach. 1971. *La Revue de Geographie de Montreal* 25: 407–10.

Designing maps for children. 1971. *Cartographica* monograph 2:35–40. Presented at the symposium on the Influence of the Map User on Map Design at Queen's University.

Evaluation of two-color political maps in *World Book* (Chad, Singapore, Sierra Leone, Formosa, Nigeria). 1967. Research report for Field Enterprises Educational Corporation, Chicago, 43.

Experimental use of the search task in an analysis of type legibility in cartography. 1970. *Journal of Typographic Research* 4 (Spring): 102–08. Reprinted in *The Cartographic Journal* 7 (2): 103–12.

Facts or values: Methodological issues in research for educational mapping. 1984. Paper presented at the Twelfth Conference of the International Cartographic Association, Perth, Australia, August 6–13. *Technical Papers* 1: 788–804. Reprinted as essay 2 in Value and values in cartography *Cartographica* 22 (3): 20–42.

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Map design for children. 1965. Research report for Field Enterprises Educational Corporation, Chicago, 224.

Map type: Form and function. 1966. Research report for Field Enterprises Educational Corporation, Chicago, 145.

Maps and children. 1971. Letter in *Journal of Geography* 71 (2): 68.

Maps in the classroom. 1970. *Journal of Geography* 69 (January): 18–24. Reprinted in *Social science and geographic education: A reader*. 1971. John M. Ball, John E. Steinbrink, Joseph P. Stoltman, eds. New York: John Wiley and Sons, Inc.

Nature of research in education. 1972. *Journal of Geography* 71 (4): 215–32.

Review of *Junior atlas of Alberta* by J. C. Muller and L. J. Wonders. 1981. *The American Cartographer* 8 (1): 83–5.

Review of *Junior atlas of Alberta teachers manual* by W. C. Wonders. 1981. *The American Cartographer* 8 (1): 83–5.

Search: An approach to cartographic type legibility. 1969. *Journal of Typographic Research* 3 (4): 387–97.

Type variation and the problem of cartographic type legibility. Part one: Cartographic typography as a medium for communication; the cartographic view of legibility. 1969. *Journal of Typographic Research* 3 (2): 127–44.

What about Illinois? Or, children and a reference map. 1967. Research report for Field Enterprises Educational Corporation, Chicago, 71.

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Krejcie, Valerie Wulf. 1990. Barbara Petchenik. *Progress and Perspectives: Affirmative Action in Surveying and Mapping* (September–October): 3.

Krejcie, Valerie Wulf, Leona Sorenson, Richard E. Dahlberg, and Joel L. Morrison. 1992. Barbara Bartz Petchenik: An appreciation. *ACSM Bulletin* 139 (September–October): 24.

Morrison, Joel L. 1992. Barbara Bartz Petchenik: In remembrance. *Cartographica* 29 (2): 60–1.

Robinson, Arthur H. 1994. B. B. Petchenik (1939–1992). *Imago Mundi* 46: 174–5.

Rundstrom, Robert A. 1992. Barbara Bartz Petchenik: A personal appreciation. *Cartographica* 29 (2): 60–1.

Taylor, D. R. Fraser. 1992. Barbara Bartz Petchenik: In remembrance. *ICA Newsletter* no. 2: 7. Reprinted in *The Cartographic Journal* 29 (2): 160.

Resources

The Barbara Petchenik Children's World Map Competition is a biannual map design competition for children ages fifteen and younger hosted by the International Cartographic Association (ICA). Each submission should graphically represent the theme of that year's competition. For more information on the ICA, the competition, and where to access examples from past competitions, please see the following Web sites.

The International Cartographic Association is the world authoritative body on cartography and organizer of the Barbara Petchenik Children's World Map Competition: www.icaci.org.

The ICA Commission for Cartography and Children provides consultative support on rules and judging of the competition. Rules and guidelines for the competition can be found on the commission's Web site: <http://lazarus.elte.hu/cac/cac.htm>.

Carleton University Library in Ottawa, Canada, archives submissions from past international competition winners and makes them available for viewing: <http://children.library.carleton.ca/>.

ESRI Press publishes the *Children Map the World* series. Information on how to purchase books from this series, and related materials are posted on the series Web site: www.esri.com/children2.

Children Map the World

Selections from the Barbara Petchenik
Children's World Map Competition

Volume 2



Children Map the World: Selections from the Barbara Petchenik Children's World Map Competition, volume 2, presents one hundred maps created by children ages four to fifteen for the 2005 and 2007 International Cartographic Association map design competition. These hand-drawn, sewn, or assembled maps convey powerful messages of optimism, anxiety, tolerance, and hope that radiate the competition's most recent theme: Many Nations—One World.

Children, parents, teachers, and map enthusiasts will delight in the work of these imaginative young cartographers. Their representations of Earth and life on it range from portentous to whimsical, demonstrating children's varied perspectives on the state of the world.

The International Cartographic Association (ICA) created the Barbara Petchenik Children's World Map Competition in 1993 as a memorial for Barbara Bartz Petchenik, a cartographer who studied how children comprehend maps. The competition is now supported by ICA's Commission on Cartography and Children. To date, thousands of children from fifty-two countries have participated in the competition. For more information on ICA and the Barbara Petchenik Children's World Map Competition, visit www.icaci.org and <http://lazarus.elte.hu/ccc/ccc.htm>.

