

Book Reviews



The British Isles, Vol. 1: England. Guides to Dutch Atlas Maps. Eds. Peter van der Krogt and Elger Heere. Houten, Netherlands: Hes & De Graaf; New Castle, Del.: Oak Knoll Press, 2012. 256p. alk. paper, \$115 (ISBN 9781584563006). LC 2011-592008.

It is not self-evident to most of us that an atlas is not just a collection of maps bound together or left unbound in a portfolio. As the authors of the present work set forth emphatically on their very first page, an atlas “is a collection of printed maps in book form or bound similarly to a book with a printed title page.” Further, there must be “a rough uniformity of map format, design, and presentation throughout the work.”

Why these picky distinctions?

The reason is that an atlas is a coherent intellectual work as much as a novel or a scientific treatise is. Great atlases represent the successful effort of the human mind, represented here by the cartographer assisted by an engraver, to impose a uniformity of view on vastly disparate physical facts, making the geography, topography, and often demographics of, say, England comparable to those of the Netherlands or Germany. This book—and indeed the entire series of which this is the inaugural volume—is an introduction to the genre in its glory years, once intaglio methods in both wood and copper had become capable of rendering great detail in consistent quality, an advance that benefited the study of anatomy and botany as well as cartography and cosmography. Thus it is no coincidence that Vesalius published his *De humani corporis fabrica* (1543) in Basel just a quarter century before Abraham Ortelius published the first atlas, *Theatrum orbis terrarum* (1570), in Antwerp. The first can be described as a geography of the human body; the second no less accurately as an anatomy of the world. Therefore, much of what

Sachiko Kusukawa writes in her recent *Picturing the Book of Nature: Image, Text, and Argument in Sixteenth-Century Human Anatomy and Medical Botany* (University of Chicago Press, 2012) applies equally to the significance and advances in cartography of the same period.

Perhaps Abraham Ortelius’s most important achievement was to gather all the disparate maps of his age, redrawing, reformatting, and re-engraving them, and then publishing them together—copyright did not exist, though contracts often did—listing all the map authors in a “*Catalogus auctorum tabularum geographicarum.*” As successive editions of the *Theatrum* were published, this list grew from the original 87 names (1570) to 183 in the posthumous edition of 1603. By generalizing so many different maps in this way, he linked them intellectually as well, achieving that flowing comparability of different regions that makes modern atlases so valuable—and fascinating.

This new work begins with brief but amply detailed biographies of the major atlas publishers at work during the 16th and 17th centuries in the Netherlands, along with their heirs and successors. Following Ortelius (1527–1598), there are lucidly written and authoritative articles on Gerard Mercator (1512–1594), Jodocus Hondius (1563–1612), Hondius’s widow Colette van den Keere (who continued the firm after his death), his sons, his son-in-law Johannes Janssonius, and others, leading up to the 1629 sale of the family’s copperplates to Willem Jansz. Blaeu—with Mercator one of the other world-famous names in Dutch map publishing. In an act typical for the age, after the sale of these plates Blaeu promptly removed the Hondius name, replacing it with his own, then publishing the maps together with maps he himself had made.

The fact that Dutch maps were often published and republished in multiple atlases by different publishers explains the map-by-map structure of the rest of this work. Following the biographies, the descriptive catalog of maps of England and English counties and regions takes up 217 pages, with each map presented in an abbreviated ISBD format, accompanied by the map image, one map per page. Perhaps most important, every occurrence of a given map in atlases is listed, with page numbers. Short notes have been added, commenting on alterations made in successive appearances of these maps and other peculiarities (such as map orientation, border decorations, or cartouches), as are selected references to the literature. The book concludes with a brief eight-title bibliography, indexes to personal and geographical names, map titles, and finally a list of all atlases referenced, complete with index numbers in the *Atlantes Neerlandici*, a three-volume compendium published by coauthor van der Krogt between 1997 and 2003, in which more information on each atlas can be found.

As mentioned above, this is the first volume of a new series, *Guides to Dutch Atlas Maps*, which will cover the world in 19 volumes, presumably in the same format as this volume. It is unclear or at least unstated whether biographical information on further cartographers will be added from volume to volume. It is also worth wondering whether the work could not have been published, instead or in addition, in digital form, which seems like a natural development for complex bibliographical works such as this one. That said, however, the information contained here makes this work—and indeed the entire series—an important acquisition for the reference section of map libraries with a strong historical focus or for the general reference sections of larger research libraries. Selected volumes (such as the forthcoming volume on Africa or the two volumes projected for Asia) will make valuable additions to area studies collections.—Jeffrey Garrett, *Northwestern University Library*.

Donna L. Gilton. *Lifelong Learning in Public Libraries: Principle, Programs, and People*. Lanham, Md.: Scarecrow Press, 2012. 245p. alk. paper, \$45 (ISBN 9780810883567). LC2011-044181.

Information Literacy Instruction (ILI) is not an alien concept to most librarians. The term itself, however, is often associated with the formal instructional sessions offered in academic or research libraries. Public librarians have always instructed their patrons on the use of information on a daily basis. Because these instructions are often informal, personal, indirect, and basic, public librarians and their peers in academic settings do not always recognize those habitual actions as instructions. *Lifelong Learning in Public Libraries: Principle, Programs, and People* is dedicated to redressing some of these misconceptions and to promoting Information Literacy Instruction (ILI) in the public library. Its ultimate goal is to contribute to the information enfranchisement of patrons as well as to enhance the role of the public library as an essential cultural institution for the facilitation of lifelong learning. The book advocates a broader interpretation of ILI and introduces the field of ILI to public librarians in the context of their own traditions, showing the unique ways that ILI can be implemented in public library settings.

Donna L. Gilton, the sole author of this book, has strong credentials in information literacy instruction. Gilton is a professor and renowned scholar at the University of Rhode Island where she has taught reference and information services, information literacy, multiculturalism in libraries, comparative and international librarianship and other related subject areas for the past twenty years. Additionally, Gilton's previous working experience as a library practitioner in public library settings enables her to write from the perspective of public librarians. This book is centered on principles, programs, and people while the companion volume of this book, *Creating and Promoting Lifelong Learning in Public Libraries: Tools and Tips for Practitioners*, is more on the practical side. Even though