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

this book is somewhat theoretical, Gilton has done a great job in presenting, clearly and straightforwardly, information literacy instruction, related concepts, history, standards, theories, and principles.

Lifelong Learning in Public Libraries is comprehensive and well organized, consisting of eight chapters; each chapter is dedicated to an aspect of Information Literacy Instruction (ILI) in a public library setting. After providing an outline for the entire book, Gilton, in chapter 1, defines and describes Information Literacy Instruction (ILI), walks readers through the history of ILI in different library settings, and introduces the background of ILI in public libraries as well as the unique aspects of instructional activities in public libraries. Chapter 2 is devoted to illustrating current developments of ILI in public libraries; she also touches upon the state of the literature on this topic. Though "experts in both ILI and public library history can debate whether public librarians instructed their patrons on information use in the past, how they did this, and how often this occurred," Gilton argues that "because of the third wave information revolution and the rise of the Internet, if public librarians did not instruct their patrons before, they are certainly doing it now." Gilton points out further that instruction in public libraries takes many forms, with the overriding goal to benefit the broadest user community across the widest age range. In chapter 3, Gilton shifts directions and questions how people grow, learn, think, feel, and mature. A review of the major schools of thoughts on educational theories and how to establish sound practices in ILI based on these theories are the main focus of this chapter. Gilton's discussion of learning theories, such as developmental theories, behaviorism, cognitive psychology, constructivism, and educational humanism, is especially well done.

Chapters 4 and 5 focus on teaching diverse groups and people with disabilities, respectively. In both chapters, Gilton elaborates on background, special needs, and teaching methods and tips for disabled and culturally diverse patrons in public libraries. Applicable standards and legal requirements, reference tools and other how-to-do-it manuals are introduced in both chapters. Chapter 6 discusses how to plan, administrate, coordinate, and evaluate instructional programs in a public library setting. It introduces four models of instruction and four planning modes that public libraries can follow, as well as some important startup ILI resources. Gilton strongly advocates using an organic approach to expand instructional services based on what public libraries have always done. In the last two chapters, Gilton draws readers' attention back to the main theme of the book: public libraries as nonformal cultural institutions and the public libraries' role in instructing patrons throughout their life cycle. Chapter 7 summarizes the characteristics of informal and formal education and examines how informal instructions are carried out in museums, religious organizations, and especially public libraries. Chapter 8 sums up the whole book by walking readers through all types of ILI conducted in public libraries that serve people at different periods of their lives, from the cradle to the grave (or from hatch to dispatch). It examines ILI services to preschoolers and their caregivers, families, schoolchildren and teens, young people in transition, adult learners, and senior citizens.

Throughout the book, Gilton includes numerous reference sources, tools, and manuals. A comprehensive bibliography is also attached at the very end of the book. All these resources could be valuable add-ons for both scholars and library practitioners. In addition, the book elaborates theories and traces evolutions of ILI in different library settings. It definitely can serve as a one-stop shop for LIS students, scholars, or practitioners who want to gain a better understanding about the historical evolvements of ILI or doing in-depth research on this topic. Though Gilton did correlate ILI services in public and academic settings and encouraged academic librarians to borrow some ILI

services that are traditional to public libraries, the book will be of less interest to most academic librarians. Public librarians and library school students are the principal audience. As a result, overall, this book serves as a valuable source for public librarians who want to reevaluate and reexamine their instructional services.—*Ning Han, Mississippi State University.*

Transforming Information Literacy Programs: Intersecting Frontiers of Self, Library Culture, and Campus Community. Eds. Carroll Wetzel Wilkinson and Courtney Bruch. Chicago: Association of College and Research Libraries, 2012. 263p. $62 (ISBN 9780838986035). LC 2011-050153.

Librarians have long been viewed as gatekeepers, stationed at the boundary between information resources and information users. In an era of ubiquitous information, when there is no gate left to keep, libraries are reexamining their culture and priorities as they adapt to a rapidly shifting environment. Perhaps one of the most dramatic responses to this era of change has been libraries' increased emphasis on information literacy. However, as the editors and contributors of *Transforming Information Literacy Programs* observe, libraries are still torn between their traditional role as service organizations and this still-evolving idea of the academic library as an institution fundamentally engaged in teaching and learning. The ambitious agenda of this book is to survey the current landscape of information literacy programming development, identify frontiers as yet little explored, and "serve as a catalyst… for transformational change" in libraries.

Transforming Information Literacy Programs is broken into four sections, each with two to three chapters. The sections explore the metaphor of the "frontier" including "Outlining Current Boundaries," "Frontiers of Self," "Fortifying Institutional Partnerships," and "Charting Next Steps." The nine chapters all fall within the larger theme of their respective sec-

tions, and the sections follow each other in logical order.

The first section, "Outlining Current Boundaries," focuses on the current state of information literacy, both in the literature and in practice. In the opening chapter, the editors, Carroll Wetzel Wilkinson and Courtney Bruch, provide a literature review that, for the most part, focuses on the main challenges librarians face when working with information literacy. Rather than stop there, they conclude with a review of the literature on changing institutional culture to focus on information literacy and provide a list of specific recommendations for ACRL leaders, key campus officials, individual instruction librarians, and groups of librarians to foster an information literacy culture. In the second chapter, Dr. Celene Seymour continues the theme of "outlining current boundaries" by investigating the culture of information literacy instruction using an ethnographic study of nine information literacy instructors. She analyzes the challenges they see in their work, the successes they have accomplished, and what they believe the future holds. Her chapter provides rich, individualized accounts of the challenges information literacy librarians face, as well as areas the profession needs to address, including better preparation for teaching, the need for a more precise definition of information literacy, and the need for more institutional support for information literacy.

The second section, "Frontiers of Self," offers two different accounts of the librarian's relationship with information literacy. It begins with an engaging essay on the inherent difficulties in defining critical information literacy by Dr. James Elmborg, who has written extensively on the subject. In it, he provides a framework for thinking about information literacy as a "complicated set of interwoven practices" rather than a "goal-driven, product-driven activity." He asks readers to rethink librarians' current relationships with students and become collaborators with them rather than instructors. The