

home culture. This active learning requires students be given the chance to continue reflection on their experience, somehow beyond the standard “welcome back reception.” As a concept, this goes back to St. Augustine: “Once again they [memories] have to be brought together so as to be capable of being known; that means they have to be gathered from their dispersed state.” This continued self-translation provides the springboard for later activism.

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Nicholas Crane, *Mercator: The Man who Mapped the Planet*. London: Phoenix, 2003. Pp. 326. Notes, Index, Select Bibliography, Illustrations. \$16.00, paperback.

Nicholas Crane has constructed a compelling narrative of the story of Gerard Mercator, the early cartographer who we remember for the Mercator Projection. Crane has written an easy-to-read but well-researched volume on a most unusual individual who lived in a dynamic period of European history and geography.

To establish a timeline, Crane places the reader in the village where Mercator is born, on a muddy flood plain in Belgium in 1512. The harsh life of peasant farmers is vividly illustrated in the story of Mercator's early childhood, bringing to life the early historical geography of this area. Crane's narrative of Mercator's life leads us through turbulent and dynamic period of human history which included the Reformation, the Inquisition, wars in Europe and the age of geographical discovery. The latter factor had the most lasting impact on Mercator.

In his mid fifties, at an age when many of his contemporaries had already died, Mercator produced a cosmography. The cosmography consisted of five parts: first, the creation of the earth; second, the heavens; third, a representation of the land and sea; fourth, the order and succession of kings who found cities and kingdoms; fifth, a chronology of world events from creation to Mercator's day. Today, the third piece of the cosmography, the representation of the land and sea, is best remembered. Although he had never been to sea, Mercator recognized the need for rectilinear rhumb-lines, so that mariners and cartographers could each work from the same map. With his new projection, Mercator was able to harmonize the geography of globes and maps, the three-dimensional with the two-dimensional, the spherical with the planar. When Mercator

died at the age of 82, his *Atlas* was yet to be completed; however, his sons and grandsons completed it less than four months later.

For any student, professor or administrator interested in international education, Crane deepens the historical foundations of one of their most basic tools, the map, whose complexity of construction is seldom fully appreciated. Today, with the availability of Global Positioning Systems and computer-generated maps, most of us do not realize the significant mathematical challenges involved in generating a map (a two-dimensional surface) from a globe (a three-dimensional surface). Crane has done a real service to all scholars of global and international education.

Nicholas Crane succeeds in humanizing one of the great pioneers in geography and cartography. The reader is effectively moved back in time five-hundred years to the geographical and historical milieu of 16th century Europe, and feels the excitement, the drama and the conflict of the period. Because of its broad appeal, Crane has crafted a book which goes well beyond the interests of geographers and cartographers, and the appreciation of international educators. Along with its important role of introducing a pioneer in map construction to a general audience, this volume is important reading in the History of Geography.

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