collections, the impressive range of in-house sources pertaining to the collections, and how library policies have shaped what we know about them. The volume’s many illustrations and smaller group of colour plates add to its effectiveness. The book as a whole can be seen as an argument for library policy that better reflects modern research and current ways of valuing books and the reading experience – a policy not only for the preservation of physical collections but also for the thoughtful application of technological advancements to reveal what our collections have yet to tell us, in a “Pearsonian” sense, about our past.

JILLIAN TOMM
McGill University


In 1749, at the age of 43, Benjamin Franklin published a slim pamphlet entitled Proposals Relating to the Education of Youth in Pensilvania. Franklin put emphasis on education for the purpose not only of personal intellectual fulfillment, but for serving the “Publick with Honour to themselves, and to their Country.” “Nothing,” Franklin subsequently wrote, “is of more importance for the public weal, than to form and train up youth in wisdom and virtue.” That same year the Academy of Philadelphia, with Franklin as its first president, was founded, out of which evolved the University of Pennsylvania. This volume published in 2009 and edited by John Pollack of the University of Pennsylvania Rare Book and Manuscript Library, commemorates the tercentenary of Franklin’s birth in 1706 by focusing on Franklin’s enduring legacy in the development of education in the Delaware Valley. The contributions are split between essays by contributors on aspects of this legacy, and a full illustrated catalogue of the exhibition of the 2006 Franklin tercentenary exhibition held at the University of Pennsylvania Libraries. The exhibition drew on the collections of the university, as well as a wide range of other local collections. Images of textual materials, artifacts, and photographs of early schoolhouses are beautifully presented.

The nine essays in the volume are by librarians and scholars with expertise in Franklin Studies, the history of Philadelphia and
Pennsylvania, and the history of education. The topics are wide ranging from the beginnings of education in the Delaware Valley in the 1680s, to Franklin’s efforts to establish unique and vigorous educational opportunities, to the manifestation of his legacy over time. Indeed, the final essay assesses Franklin’s ongoing impact on the current century as expressed in the 2006 “Penn Compact” announced by Amy Gutmann, the president of the University of Pennsylvania. It is a document palpably inspired by Franklin’s “pragmatic vision for higher education.”

Franklin’s influence on education began, of course, much earlier than 1749 and the publication of the Proposals. For instance, at the age of 24 in 1731, he was instrumental in founding the Library Company of Philadelphia, a subscription library meant to improve the community’s access to books. Inspired by Franklin’s leadership, in the decades that followed many similar libraries were founded up and down the mid-Atlantic and East Coast regions and they served as foci for intellectual and social life in the colonies. This volume, on his later efforts to influence educational structures and curriculum more directly, is an important addition to the early history of education in North America.

JONATHAN BENGTSON
University of St. Michael’s College in the University of Toronto

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A desire to understand globalization motivates this study of the distribution of English books in the late nineteenth century. If books have permeated borders since their invention – consider the geographical dynamics of the medieval manuscript, of Swiss reprints in eighteenth-century France, or of early Canadian importation

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