## Contents

1	Introduction		
	1.1	The Dynamics Between Literacy and Progress	1
	1.2	The Agency of Young Readers	3
	1.3		
		Century Dutch Enlightenment	7
	1.4		
		Literacy Instrument	11
	1.5	Outline of the Book	14
Pai	The	Young Readers as Social Participants  Order of the Alphabet: The Representation	27
	of Consumption and Production in Audiovisual		
	ABO	C Books	29
	2.1	Introduction	29
	2.2	Comenius as an Innovator?	31
	2.3	Dutch Audiovisual Alphabets as Orders to Consume	
		and Value	39
	2.4	Communal Exchange in Swildens's Vaderlandsch A-B Boek	45
	2.5	Conclusion	58

3	Reading as Work: The Creation of Industrious					
	Citi	zens in Dutch Reading Books	69			
	3.1	Introduction	69			
	3.2	Reading and the Virtue of Industriousness	72			
	3.3	Reading as Work Instead of Play	76			
	3.4		79			
	3.5	Reading Towards an Understanding of the Organization				
		of Work	82			
	3.6	Reading and the Preservation of Social Hierarchies	88			
	3.7	Conclusion	91			
Part II You		Young Readers as Knowledgeable Citizens	99			
4	The Bounds of Empirical Modes of Reading: Knowledge					
		out Visible and Invisible Worlds in the Dutch				
		ptations of Georg Christian Raff	101			
	4.1	2,,,,,	101			
	<i>4</i> .2	Wolff's Aardrykskunde voor kinderen (1779): Travelling				
		Readers	106			
	<i>4.3</i>					
		Looking Further	111			
	4.4	2 3 33 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
		Reading Strategies	120			
	4.5	Conclusion	128			
5	The Moral Assessment of Historical Knowledge:					
	Searching for Truths in Dutch History Textbooks					
	<i>5.1</i>	Introduction	143			
	5.2	, <b>,</b>				
		Historical and Moral Truths	146			
	<i>5.3</i>	History Textbooks from the Late 1780s: Moral Judgements				
		Under the Veil of Impartial Truths	150			
	5. <b>4</b>	, , , , , , , , , , , , , , , , , , , ,				
		Judgements Rooted in Moral Truths	154			
	5.5	Conclusion	160			

Part III		Young Readers as Epistolary Literate Writers	169			
6	From Individual Boyhood to Political Brotherhood: Dimensions of Moral Education in Epistolary					
		se for Children	171			
	6.1	Introduction	171			
	6.2	De kleine Grandisson as the First Epistolary Novel for Children	173			
	6.3	Epistolary Literacy and Moral Education in De kleine	-, •			
		Grandisson	175			
	6.4	De Kleine Grandisson in a Transnational Tradition of				
		Women's Writing for Children	180			
	6.5	From Individual to Political Progress	185			
	6.6	Conclusion	189			
7	The Making of Lettered Girlhood: Epistolary					
	Literacy as an Instrument of Peer Mothering					
		Outch Girls' Books	203			
		Introduction	203			
		Lettered Peer Mothering in Dutch Epistolary Girls' Novels Literacy as a Technical Male Quality in Sixteenth-Century	206			
		Dutch-French Girls' Books	211			
	7.4	Literacy as a Hierarchical Female Quality in Translated				
		Girls' Books	217			
	7.5	Conclusion	223			
Epilogue			239			
_						
Bibliography						
Index						