

Editorial

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[Aller au sommaire du numéro](#)

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EDITORIAL

WELCOME, on behalf of the *JJS* Editorial Team, to *JJS* vol. 7, no. 1, which offers you the latest scholarship in juvenilia studies, as well as book reviews of important publications in the field. You will find in this issue a focus on pedagogy, with a range of essays approaching the relationship between juvenilia and pedagogy from a number of productive vantage points. Rob Breton inspires those of us who teach undergraduate English courses with a wide range of practical suggestions for bringing juvenilia into the classroom, as he urges a role for juvenilia in the work of reinvigorating the humanities. Juliet McMaster invites instructors to consider developing a course centred on juvenile journals, in an essay that draws on her rich knowledge of this genre and its value as an object of study—whether studied “for cultural, historical, or psychological purposes,” or for “literary ones.” Daisy Johnson analyzes the effects of certain pedagogical strategies on one instance of youthful writing in her wide-ranging discussion of the complex process by which a young princess who would grow up to be Queen Victoria wrote and (in part) illustrated *The Adventures of Alice Laselles by Alexandrina Victoria aged 10¾*, recently published by the Royal Collection Trust.

Our invited contribution both describes and exemplifies how “collaboration” sparked “original research” when young scholars, working in partnership with librarians and faculty at the University of North Carolina at Chapel Hill, undertook original research into the juvenilia that they found (sometimes only after considerable investigation) in the archives. We recognize and celebrate the “intellectual excitement and conviction” of young scholars who encounter that same excitement and conviction in the young writers and artists they research. Youthful writers and artists are, however proficient, almost by definition learners. We have so much to learn about pedagogy and learning from gifted young learners themselves.

Lesley Peterson