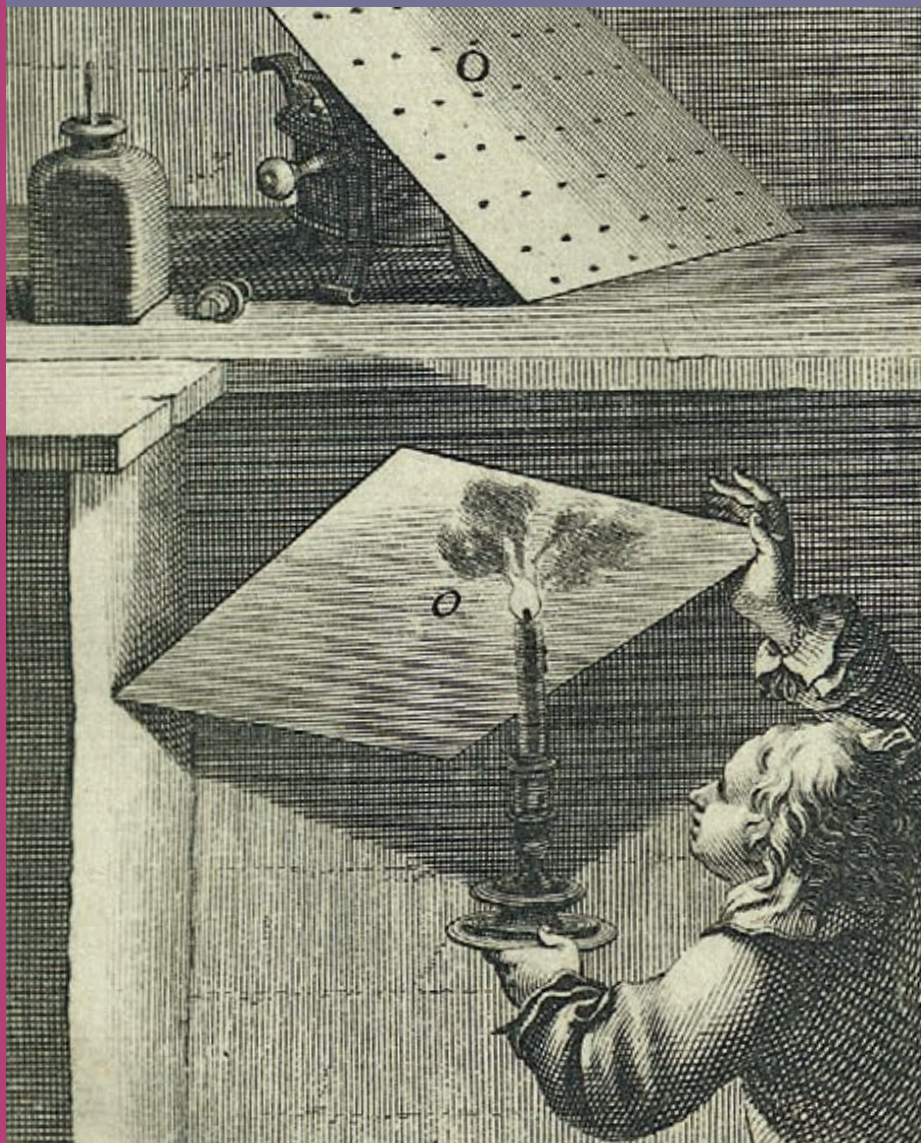


SCIENTIAE STUDIES



Edited by Ruth Sargent Noyes

Reassessing Epistemic Images in the Early Modern World

Amsterdam
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Reassessing Epistemic Images in the Early Modern World

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6. Academic Print Practices in the Southern Netherlands: Allegory and Emblematism as Epistemic Tools

Gwendoline de Mûelenaere

Abstract

This chapter demonstrates that student life constituted an important source for the creation and circulation of printed images by considering a visual domain that flourished in the Southern Netherlands in the seventeenth century: illustrated college notebooks. The well-preserved corpus presents an ambivalent relationship between knowledge and imagination. This essay focuses on the symbolic language applied to lecture notebooks, the usage of which was encouraged in similar academic practices such as Jesuit *affixiones* and thesis prints. It also addresses the materiality of prints and their manipulation by students. My hypothesis is that the sphere of learning was, via the printing world, bathed with Jesuit culture and visual language that perpetuated in higher education.

Keywords: lecture notebooks, allegory, emblematism, materiality of prints

I. Introduction: The Visual Languages in Illustrated Lecture Notebooks

The curriculum at the Old University of Louvain (founded 1425) remained that of a typically medieval institution in the early modern period. Students started at the *Studium Generale* of the Faculty of Arts of Louvain before being (possibly) admitted to one of the higher faculties of medicine, law, or theology. The *magister artium* title required nine months' training in logic or dialectic, nine months of physics, four months of metaphysics and ethics, and, finally, three months of rehearsal exercises (*repetitiones*).