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## On historical origins of preschool education: Pedagogical activity and concept of Marie Pape-Carpantier (1815-1878)

**Abstract.** The system of preschool education, which is currently undergoing the process of transformation, needs to have its contents updated and innovative technologies implemented into the organization of educational process in preschool education institutions. To implement the abovesaid, it is valuable to make an attempt at retrospective consideration of the origins of the preschool education system, which outlines the relevance of the suggested research. The purpose of this scientific inquiry lied in performing a historical and pedagogical analysis of the activities and concept suggested by the founder of French preschool education, Marie Pape-Carpantier, and in identifying its progressive views in accordance with modern considerations. To achieve the stated goal, a combination of the following methods was used: theoretical analysis, synthesis and concretization, historical and pedagogical (retrospective and chronological-structural), pedagogical historiography, systematization and generalization. The article reveals peculiarities in development of public preschool education in France in the middle of the 19th century, based on the study of pedagogical heritage by Marie Pape-Carpantier (1815-1878). The author highlights historical significance of the French pedagogue Marie Pape-Carpantier in the context of biographical data regarding both her immediate work with preschoolers in shelter rooms and training of qualified personnel for such institutions. The research puts emphasis on the means of education applied by the French pedagogue in shelter rooms to engage in physical, mental, moral, labor and aesthetic education of children. The article singles out main progressive ideas regarding organization of educational process with children of preschool age: consideration of every child's individual development and current level of their knowledge, compliance with principles of cooperation, moral behaviour, visual aids, activity-based approach (in particular, use of games), and requirements to teachers. The scientific and practical value of this research is envisaged in supplementing the teaching material of the

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educational component “History of Preschool Pedagogics” with information on the founder of French public preschool education Marie Pape-Carpantier

**Keywords:** history of preschool pedagogics; France; shelter rooms for children; training personnel to work with preschoolers; conceptual provisions for organization of educational process with preschool children; didactic materials

## INTRODUCTION

The typical feature in development of preschool education in Ukraine is the search for, and implementation of innovative conceptual provisions meant to ensure effectiveness of the educational process involving children of preschool age. Such processes of transformation and modernization are both intended to improve the contents used in preschool education institutions and to enhance overall performance of the preschool education system. Accordingly, this situation outlines the need to consider historical origins of the world’s best examples of preschool education, which leads to retrospective analysis that determines relevance of the present research. It is the close consideration of European advanced pedagogical experience in the field of preschool education, and primarily of its formation and evolution, that helps us to determine the most important aspect in the comprehensive process of updating the whole preschool education system at the modern stage of its reformation.

In connection with the abovesaid, one of the top-priority lines of activity has been defined to be harmonization of the Ukrainian and European education spaces, as indicated in the program EDUCATION 4.0: Ukrainian sunrise (2022). In the works of Ukrainian historical and pedagogical school of thought regarding the study of European preschool pedagogics (Rambu *et al.*, 2019; Kanarova & Nikirenkova, 2022), authors point out the determining factors that influence emergence of public preschool education, the peculiarities of its provision and the typology of institutions caring for children of preschool age. They emphasize the progressive milestone of founding the latter institutions in France. In particular, the research conducted by N. Melnyk (2017) mentions that they “date back to 1771 when first “knitting schools” (*écoles à tricoter*) appeared, <...> followed in 1825 by new institutions known as “shelters” (*salles d’asile*) and meant for education and upbringing of children from poor families... Beginning from 1828, preschool education in France becomes the focus of government attention, and in this connection, an official program of state regulation was introduced in 1830 <...> under which care services for children aged from 2 to 6 were provided”. Described by such researchers as N. Fedchyshyn & O. Permyakova (2019) and N. Rambu *et al.* (2019), the movement for preschool education in the 19<sup>th</sup>-century France provides with sufficient grounds to state that it was the time for emergence of pedagogical ideas that determined further evolution of both theory and practice of educating and upbringing children in public institutions specifically designed for this purpose.

French preschool institutions called maternal schools (*écoles maternelles*), as stated by Ukrainian scientists L. Kozak (2017), I. Ulyukaeva (2018), V. Ivanova (2019), evoke particular interest since they are believed to be the pride

of French education system and have no equivalent worldwide. Despite the information available in the abovesaid research works, the description of foundation, characteristics of age categories of children attending them, the statistics dating back to the corresponding historical period, the concise description of their work with the said categories of children, the authors lack information on specific figures involved in such activities and on their opinions regarding peculiarities of the educational process for preschoolers. In research works, historical origins of French preschool education are mostly considered in close connection with the name of Pauline Kergomard, who is believed to be the founder of nursery schools and public preschool education. She advocated the idea of facilitating a child’s natural development and showing respect to children, substantiated the use of games as a free form of children’s activity, insisted on avoiding excessive academicism, and called for coordination between the curricula of maternal schools and primary schools (Georgieva-Hristozova & Slavov, 2018; Mutuale & Weigand, 2019). At the same time, it is worth mentioning that scientists have noticed quite an interesting historical fact: Pauline Kergomard “found inspiration, learned, and followed the example” of Marie Pape-Carpantier – the French “reformer of education” and “an activist towards the problems of social injustice” who “made her contribution to development of pedagogy” (Georgieva-Hristozova & Slavov, 2018). It is thanks to these “two kind-hearted women who stood at the beginnings of kindergartens: Marie Pape-Carpantier (1815-1878) and Pauline Kergomard (1838-1925)”, A. Mutuale & G. Weigand, (2019) believe, that the French system of preschool education was formed. Hence, the issue of Marie Pape-Carpantier as the first person who advocated creation of public institution for preschool children and developed a corresponding practice for their activities outlines a field of significant scientific interest.

In particular, the work by a French pedagogue F. Klein (1916), describing the experience of operating nursery schools, was translated. The preface for the translated edition was prepared by Sofia Rusova, the founder of public preschool education in Ukraine, who covered the history of extension of nursery schools and other preschool education institutions in France. Therefore, resorting to the experience in operation of French institutions of public preschool education as examples of best practice has taken place in Ukraine at the stage when its national system of preschool education was being formed. With consideration of the well-grounded relevance and significance that consists in the search for truth in identifying historical origins of preschool education, particularly in France as the country

characterized by ancient roots and peculiar evolution of the preschool education system that served as a reference point for other nations, we find the point of this research in studying the activities and presenting the pedagogical heritage of one of the early founders of early schooling Marie Pape-Carpantier, since it is thanks to the efforts of specific figures that systems of preschool education have advanced and developed.

The purpose of the article was to conduct a historical-pedagogical analysis of creative activities and the system of views held by the founder of French preschool education Marie Pape-Carpantier (1815-1878), and to substantiate the progressive ideas she formulated in regard to development, upbringing and teaching of preschool children.

Our tasks consisted in the following:

1) Studying the main stages in pedagogical activity of Marie Pape-Carpantier and revealing peculiarities in development of public preschool education in France in the middle of the 19<sup>th</sup> century;

2) Outlining provisions of the concept developed by the founder of the French preschool education Marie Pape-Carpantier, which are expressed in her pedagogical works;

3) Identifying progressive ideas of the French pedagogue in accordance with standards of the present-day preschool education and offering their implementation into the contents of the educational component "History of preschool pedagogics" for education applicants seeking their first (Bachelor's) degree in specialty 012 "Preschool Education".

Scientific novelty is seen in primary presentation of results of the inquiry which the authors have undertaken to supplement the scope of historical and pedagogical knowledge about formation and development of preschool education in France, particularly the developments implemented owing to the contribution of Marie Pape-Carpantier as one of the founders of public preschool education, who reformed shelter rooms that were predecessors of kindergartens and developed a system to organize work with children of preschool age.

## MATERIALS AND METHODS

Research work was performed in accordance with the following main stages. At the *first stage* was defined the topic of research regarding the problem under consideration, identification of chronological limits related to life and pedagogical activities of Marie Pape-Carpantier; examination of theoretical basis and clarification of materials available in the historical-pedagogical database which are dedicated to this figure in the context of evolution of preschool education; outlining lack of information on the person who was behind the development of public early schooling in France, which predetermined the need for research and defined the purpose in conducting scientific search in order to overcome the information vacuum and supplement the contents of the educational component "History of preschool pedagogics"; At the *second stage*, was conducted a theoretical analysis of historical-pedagogical sources and secondary source study bases (a critical

review of pedagogical activities and pedagogical heritage of Marie Pape-Carpantier in publications by foreign scientists), substantiating collected materials and presenting a description of main milestones in creative activity and pedagogical developments (conceptual provisions) of the outstanding French female pedagogue; At the *third stage*, the conclusions based on the results of the historical and pedagogical research are formulated, which enabled to state the essential significance of scientific consideration of Marie Pape-Carpantier's pedagogical activities and call for implementation of her progressive ideas into theory and practice of preschool education.

Substantiation for choice of the methods used: *methods of theoretical analysis, synthesis and concretization* used for examine the source base and source study aspects of the problem under consideration, which consists in clarifying historical origins of preschool education in terms of public early schooling and corresponding institutions for children of preschool age; *historical-pedagogical methods* (retrospective and chronological-structural) used to consider the traditional approaches to upbringing children that were formed by that time, and to arrange biographical data on Marie Pape-Carpantier which can be found in modern information sources and databases; *method of pedagogical historiography* used to interpret the results of studying historical sources (pedagogical works by Marie Pape-Carpantier), identify the main tendencies in pedagogical activities of Marie Pape-Carpantier that correspond with the historical period where she lived, and to single out key provisions of her concept regarding formation of preschool education; *method of systematization* used to outline leading ideas in the pedagogical heritage of Marie Pape-Carpantier from the viewpoint of the contemporary France (mid-19<sup>th</sup> century – late 19<sup>th</sup> century) and from the viewpoint of modern theory and practice of preschool education; *method of generalization* used to identify and compose conclusions regarding the pedagogical activity and concepts of the French pedagogue Marie Pape-Carpantier in the context of contemporary pedagogical activities of the era where she lived, and to formulate prospects of further research work in the field of history of preschool pedagogics.

## RESULTS AND DISCUSSION

### *Biographical description of Marie Pape-Carpantier's life and periods of her professional activity*

For scientific consideration of historical significance of the French female pedagogue Marie Pape-Carpantier in formation of public preschool education and development of theory and practice of early schooling, it is essential to characterize the main milestones of her pedagogical activity in terms of biographical data. Based on the information found in online sources, it can be stated that Marie Joséphine Olinde Carpantier (her maiden name) was born on 10 September, 1815 in La Flèche, in a modest family of a Bonaparte soldier André Carpantier and a seamstress Joséphine Rose. Her father died early and Marie's mother had to raise two children on her own, so the girl grew in poverty, even having

to live with her grandmother for some time (before starting school). At the age of four, Marie was finally sent to school, although she only attended it until the age of 11, leaving her studies to help her mother with sewing (Brouard, n.d.).

In 1835, Marie who was had already been known in her hometown for her literary activities (she composed and recited poems) was entrusted with managing the newly opened shelter of La Flèche, which operated under the current project of Jean-Denis Cochin “Manual for shelter rooms management” approved by the Guizot law on (Loi Guizot) on 28 June 1833, which regarded primary education for children. Under this project, shelter rooms were to be opened for children from poor families aged from two to six years old. On the one hand, it envisaged to relieve women from caring for their children and involve female workers into industry, while on the other hand it provided elementary education for such children. In fact, shelter rooms became a prototype of kindergartens. Many times, Marie went to a similar institution in Le Mans managed by Claude Pape to learn from experience. This was where she met his son Léon Pape, a Paris Guard lieutenant, and the two developed mutual interest that soon grew into love.

In 1839, Marie Carpentier fell seriously ill and did not work with children for some time. After recovery, she continued her pedagogical career with renewed enthusiasm and began to express her views on upbringing and educating children, criticizing the “Manual for shelter rooms management” in her publications. From 4 July, 1842 Marie took over as the chief of the shelter room in Le Mans previously managed by Claude Pape. In 1845 she suggests reorganizing similar institutions into nursery schools, providing appropriate substantiations in her articles. In 1846, her publication “Advice on running shelter rooms” came out and was noticed by the then minister of education, academician Narcisse-Achille de Salvandy.

In 1847, Marie presented her project of a nursery school to the new minister of education Lazare Hippolyte Carnot, and a high committee began to reform shelter rooms. In the

same year, she was appointed the director of the “House of Teaching” (better known as Cours Pratique or Cours Carpentier), the first educational institution in Paris that was intended to train future pedagogues and nursery school directors. She held this position for 27 years. However, the revolution of 1848 suspended the reorganization of shelter rooms and the term “nursery school” was not in use until 1881 when the current minister of education Jules Ferry and the ministry’s chief of staff Ferdinand Buisson, influenced by Pauline Kergomard, re-introduced it. This is why 1881 is officially recognized as the date of founding nursery schools in France. However, it is worth remembering where their origins came from.

Returning to the biographical description of Marie Pape-Carpantier’s life, it should be appropriate to point out a few important dates. In 1849, Marie Carpentier married Leon Pape. On 13 April 1855, their daughter Madeleine Pape-Carpantier was born in Paris; later she became a teacher in the French capital, and in 1875 she headed one of the courses launched by her mother. In 1862, works by Marie Pape-Carpantier on organization of the educational process with children in shelter rooms received awards at the third London International Exhibition. She was the first woman to give a speech in Sorbonne in 1867. Marie Pape-Carpantier’s reputation reached its peak when she held five conferences from 21 August to 19 September of the same year during another International Exhibition. As an innovative teacher and an expert educator, she was tasked with presentation of methods applied in shelter rooms and holding five conferences (from 21 August to 19 September) on the initiative of the minister of education of the Second French Empire Victor Duruy, who wanted to renovate the education system and approved her practical course. Lectures by Marie Pape-Carpantier facilitated the spread of education reforms in that period (Brouard, n.d.). Marie Pape-Carpantier outlined her main ideas on upbringing and educating children in shelter rooms in a series of pedagogic works. Their list is given in the Table 1 below.

**Table 1.** The list of pedagogical works by Marie Pape-Carpantier

Name	First published	Originally published as
Advice on running shelter rooms	1846	<i>Conseils sur la direction des salles d’asile</i>
Method of teaching and education and exercise	1847	<i>Méthode d’enseignement et d’éducation et exercice</i>
Practical Teaching in Nursery Schools	1849	<i>L’Enseignement pratique dans les écoles maternelles</i>
Stories and object lessons for children	1858	<i>Histoires et leçons de choses pour les enfants</i>
The French economist	1859	<i>L’Économiste français</i>
Natural geometry	1861	<i>Géométrie naturelle</i>
Varied little readings for children of both sexes	1863	<i>Les Petites Lectures variées pour les enfants des deux sexes</i>
Teacher’s manual	1969a	<i>Manuel de l’institutrice</i>
The wild animals	1869b	<i>Les Animaux sauvages</i>
Domestic animals	1872a	<i>Les Animaux domestiques</i>
Zoology for schools, shelter rooms and families	1872b	<i>Zoologie des écoles, des salles d’asile et des familles</i>

**Source:** developed by the authors

She was also the author of some publications that appeared in a journal (economic weekly) “L’Économiste français”, founded in 1862 by a well-known French lawyer,

economist, geographer and journalist Armand Jules Duval. Marie Pape-Carpantier finished her pedagogical activity in 1874, at the age of 59, after being dismissed from her

official position for freethinking and upholding views that contradicted current and generally recognized opinions on education (during the presidency of Mac-Mahon and Cumont's term as the minister). However, she was rehabilitated after a few months and then appointed the general inspector of shelter rooms, holding this position until she died. With her activities, Marie Pape-Carpantier (Fig. 1) managed to raise the status of shelter rooms to the level of a true educational institution. Marie Pape-Carpantier passed away in Villiers-le-Bel on 31 July 1878. She was buried in Montparnasse Cemetery (Paris).



**Figure 1.** The portrait of Marie Pape-Carpantier

Source: FranceArchives (n.d)

Throughout her life, Marie Pape-Carpantier engaged in pedagogics (both practical activities and development of theoretical foundations), worked to fix poverty, social injustice, and fought for women's rights. She played a special role in creating the concept of preschool education, to which she gave over forty years of her earthly existence, and it actually shows her devotion as the founder and promoter of public early schooling in France, which also influenced the rest of Europe. Marie Pape-Carpantier's memory is honored by many nursery schools named after her, and one of the streets in Paris was renamed in recognition of her merits. Main periods of her professional activities are presented in Figure 2. The milestones of Marie Pape-Carpantier's pedagogical activities.

Practical work with children
<ul style="list-style-type: none"> <li>• 1835 – head of the shelter in La Flèche</li> <li>• 1842 – director of the shelter room in Le Mans</li> </ul>
Teaching activities aimed at training pedagogical staff
<ul style="list-style-type: none"> <li>• 1847 – director of the first educational institution in Paris for the recruitment and training of pedagogical staff to work with children in shelters</li> <li>• 1867 – lectures at conferences at the Sorbonne</li> <li>• 1874 – general inspector of shelters</li> </ul>

**Figure 2.** The milestones

of Marie Pape-Carpantier's pedagogical activities

Source: developed by the authors on the basis of their research materials

The researcher of her biography, a well-known French scientist and academician C. Cosnier (1993; 2003) pointed out that despite her initially reluctant agreement to manage a shelter room in 1835, since such institutions were notorious for ill-behaved occupants, weak discipline, failure to comply with hygiene rules, and lack of basic knowledge of the environment, Marie soon came to like the contact with children and working with them. Marie Pape-Carpantier devoted all her life to this activity and managed to create a true prototype of an educational institution for preschoolers that complies with requirements for organization of modern kindergartens. Taking into account the fact that education for underprivileged communities was almost non-existent in the 19<sup>th</sup> century, her activities were extraordinarily progressive. In spite of her modest background, Marie Pape-Carpantier was a most valued pedagogue, who was imbued with an idea not only to provide children with education and upbringing, but also to improve their lives in general. As a person of great inner power, she persisted in her work to create an institution where working-class children could feel comfortable and happy, in contrast to their living conditions: roaming the streets, suffering from malnourishment, being left at home alone all day while their parents tried to make at least a basic living. C. Cosnier (1993, 2003) emphasized Marie Pape-Carpantier's contribution to the development of preschool pedagogics: from institutions where children were only looked after to keep them away from streets, shelter rooms turned into nursery schools for education and development, where pedagogues worked to activate children's natural inquisitiveness, evoke their interest in the outside world and help them to cognize and discover it. The scientist remarks: "While all of this seems usual to us, what Marie developed in the 19<sup>th</sup> century was an extraordinarily progressive and innovative approach to organizing the educational process with preschoolers". The originality of Marie Pape-Carpantier's ideas is expressed in the series of articles she published and a number of books on pedagogics that comprise her pedagogical heritage, which can be viewed as being relevant for her era, since many of them would be translated into several languages and distinguished by the French Academy awards.

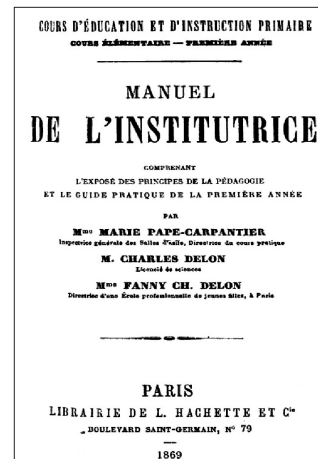
Her speeches in Sorbonne (where she was the first female speaker invited) and the conferences she had held there were highly successful with the teachers who were her target audience; later, with these lectures were published. This is why one should be obliged to Marie Pape-Carpantier as the ideological inspirer for true nursery schools to emerge through the concept of their operation that she had developed. Ideas similar to those expressed by the previous author can be also found in the study of Marie Pape-Carpantier's heritage conducted by the French scientist B. Klein (2007), he characterized Marie's pedagogical activity as innovative, substantiating it as follows: "Shelter rooms are an education-related form of what will become a nursery schools in the days of the Third Republic in France; publications on early schooling for children; elaborated

contents and methods for giving subject lessons that were presented at the Sorbonne conferences”. It is followed by the overview of main provisions of Marie Pape-Carpantier’s (Pape-Carpantier, 1849; 1861; 1869a) concept regarding organization of educational process with children of preschool age in conditions of public preschool education (shelter rooms – institutions that operated in France during the studied historical period).

### **The overview of main provisions of Marie Pape-Carpantier’s concept**

Primarily, the textbook “Teacher’s manual” (Pape-Carpantier, 1869a) focused on the approaches and methods suggested for interaction with children of preschool age (Fig. 3). As for the former, Marie Pape-Carpantier singled out the application of natural correspondence approach and the principle of developmental learning in organizing educational process with preschoolers. In applying these, the female pedagogue found the “visual lesson” method to be the most effective. For its successful implementation, teachers (educators) of shelter rooms working with children both need to realize the peculiarities of this age period and to direct their own motivation for diversifying the environment when organizing the educational process. Systematic learning stimulates children’s development

and encourages them to widen the scope of knowledge, instills new skills and helps to cultivate new habits for activity in their immediate environment.



**Figure 3.** The title page of Marie Pape-Carpantier’s book  
Source: M. Pape-Carpantier (1869a)

The key provisions suggested by Marie Pape-Carpantier as regards organization of work with children of preschool age in shelter rooms are presented in Table 2.

**Table 2.** Some provisions suggested by Marie Pape-Carpantier for organization of work with children of preschool age in shelter rooms

Pedagogical ideas of Marie Pape-Carpantier	Interpretation in the context of preschool education development in the 21 <sup>st</sup> century	Source
Ever since a child is born, they start learning regardless of whether this process is guided or not.	Substantiation for the natural correspondence approach	Preface to <i>Teacher’s manual</i> (Pape-Carpantier, 1869a)
For them (childrens) “living and learning are the same, <... > because to live is to see, hear, experience, and all of these is not done without comparing, reasoning and remembering, that is without learning”.	Outlining the principle of developmental learning	<i>Teacher’s manual</i> (Pape-Carpantier, 1869a)
It’s not worth tempting fortune and letting children receive misleading impressions. One should think over and plan the work with the “young soul” so that they can be guided in the direction of what is “clever and true, < ... > taught to see clearly what is around them, to compare, contemplate, and finally recognize themselves in the environment where they live”.	Representation of the “visual lesson” method	<i>Teacher’s manual</i> (Pape-Carpantier, 1869a)
The teachers’ duty is to “teach them various things” to stimulate imagination of the little pupils, maintain the development of their intellect and “satisfy the early abilities which are revealed”.	The essence of interaction as mutual activity taking place between the pedagogue and the children	<i>Teacher’s manual</i> (Pape-Carpantier, 1869a)
“We notice so little about the way in which knowledge is gained, that we almost never know how to convey it”.	Pedagogues’ need for professional development and search for innovative technologies in organization of the educational process with preschoolers	Concluding words of the preface to <i>Teacher’s manual</i> (Pape-Carpantier, 1869a)

Source: developed by the authors

In the context of the abovesaid, one can distinguish the conceptual provision of the French preschool education founder concerned with the significance and mission of a pedagogue in guiding a child's cognitive development in the course of such learning that would satisfy the child's needs and natural inclinations. She emphasized that it comprises the primary intellectual need of preschool childhood and is the foundation of teaching children. Hence the statement suggesting establishment of a pedagogue's interaction with children with the purpose of achieving the planned educational goal. But in no way, as Marie Pape-Carpantier would remark, should the educational process involving children aged from 2 to 6 be similar to that implemented in schools. This confirms the progressive nature of Marie Pape-Carpantier's educational concept in terms of searching for innovative technologies to work with preschoolers, and in terms of understanding the need to improve permanently the skills of educators (pedagogues) who implement the educational process with children of preschool age.

Researchers of her pedagogical heritage B. Klein (2007; 2010) and J.-C. Régnier (2003) pointed out that the phenomenon of Marie Pape-Carpantier consists in the fact

that she has characterized versatile upbringing and systematic practical teaching of children in shelter rooms, which encompassed first "lessons" in history, morals, grammar, geography, music, drawing, introduction to nature, elements of maths (calculation and counting), getting to know the environment (differentiating objects by colour, spatial location, weight etc). As a matter of fact, the pedagogical ideas formulated by Marie Pape-Carpantier laid the theoretical foundations for modern didactics and educational practices of preschool education establishments, in the historical perspective. Directly working with children, the female pedagogue realized the effectiveness of implementing the "visual lesson" as a method for interaction between the teacher and the children (Klein, 2010). Forming elementary mathematical ideas (primarily counting and calculating) envisaged ensuring children's cognitive development. Examining the abacus suggested by Marie Pape-Carpantier, researcher J.-C. Régnier (2003) arrived at the conclusion that to help children master the numerical row, flipping cards displaying numbers from 1 to 9 were attached to it, and the corresponding card was set up according to the number of beads positioned on every rod (Fig. 4).

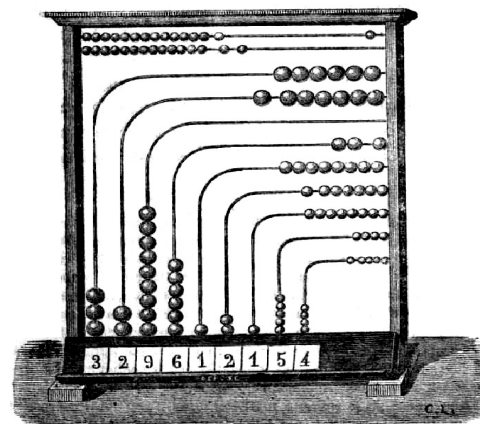
Calcul (Emploi du boulier-numérateur)

Cinq figures dont celle d'un meuble contenant le matériel pour les leçons scolaires où l'on peut voir le boulier-numérateur :



Comptine pour la numération

Comptine pour la décomposition des nombres



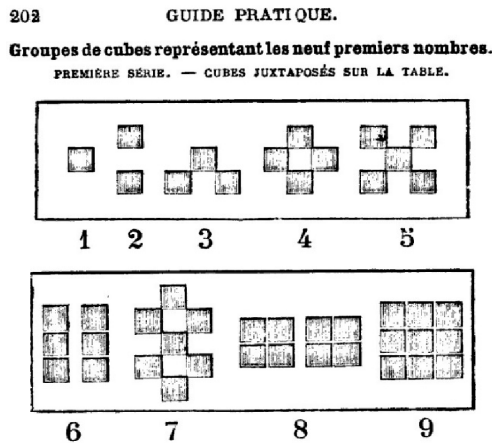
Boulier-numérateur.

**Figure 4.** An abacus (from a book by Marie Pape-Carpantier)

**Source:** M. Pape-Carpantier (1869a)

The method of teaching children to count consisted in introducing them to numbers and plurals, and practicing in counting objects with the use of two horizontal rods of the abacus. After that, they were taught addition, accompanied by singing certain melodies (for example, when one was added, it was one melody, when two was added, another and so on, when they learned how to add in threes and fours). As to subtraction, they were first taught to subtract by 1, then by 2, and then by 3. Children also mastered the difference between even and uneven numbers by "dividing them in half: a half of an even number always forms a whole number, while a half of an uneven number always forms a fractional number... Such exercises are intelligible enough for little children to do, but their abilities should be taken into account" (Régnier, 2003). For better perception

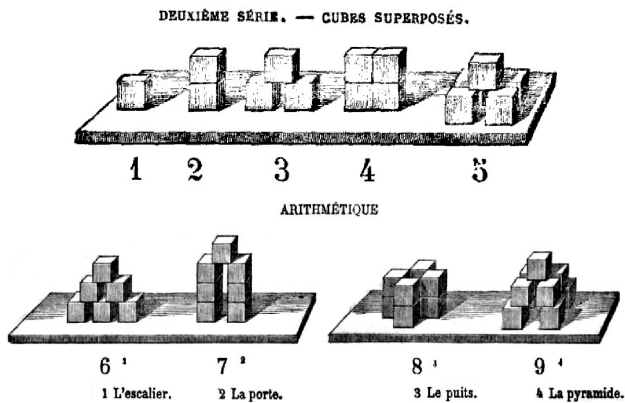
of learning materials Marie Pape-Carpantier recommended using visual aids (Fig. 5). It is important to teach a child to correlate the number and the image, i.e., the digit that expresses it. When children have mastered the knowledge of relationship between numbers and digits, they can go on to analysis or factorization of numbers over 10. Appropriate methodical techniques recommended by Marie Pape-Carpantier could include "switching children's attention, sudden and unexpected questions (for example, which numbers are required to represent the number they have just named), asking a child to sing (if the child is too shy to answer)" (Régnier, 2003). While doing it, one should not make any remarks about the relative positioning of figures in regard to each other. The main task is to fix the mathematical operations involving various numbers in children's memory.



**Figure 5.** Education materials for teaching mathematics by the concept of Marie Pape-Carpantier  
 Source: M. Pape-Carpantier (1869a)

**The overview of main provisions of Marie Pape-Carpantier’s concept**

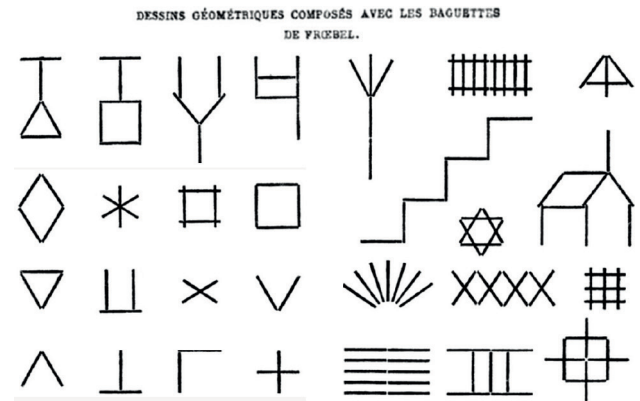
The French pedagogue advised: if a child makes a mistake, the teacher should not reprimand the child directly, but rather express surprise at such answer, so that the child could reflect on the answer and correct the mistake independently (Pape-Carpantier, 1869a). Games can help to master the knowledge: assigning meanings to numbers by using them to solve certain problems, or to describe practical situations from personal experience (for example, counting vegetables collected from the field etc), expressing emotions through mimics, using visual aids etc (Fig. 6).



**Figure 6.** Cube-shaped blocks for teaching children to count by Marie Pape-Carpantier’s concept  
 Source: M. Pape-Carpantier (1869b)

The use of visual aids has a prominent place in Marie Pape-Carpantier’s concept, since in her opinion it ensures a child’s cognitive development, arouses their inquisitiveness and the desire to discover the surrounding world. The abovesaid is particularly powerfully expressed in the female pedagogue’s views on teaching mathematics to children, especially the aspects related to “introducing them

to quantities (operations in increasing, decreasing, uniting, dividing and replacing)” (Régnier, 2003). According to Marie Pape-Carpantier, “Children are the mirror of correct image, reflecting the smallest feelings of the person that interacts with them. So keep your composure and interest. <...> Make learning pleasant and try to convey the sweetness of its fruits” (Pape-Carpantier, 1869b). It is the pedagogue that children’s success in learning depends on, the learning material should be presented in an interesting and exciting way, and with sufficient amount of visual aids (Fig. 7).



**Figure 7.** Counting sticks for teaching mathematics (“geometry”) by Marie Pape-Carpantier’s concept  
 Source: M. Pape-Carpantier (1869a)

Despite the fact that pedagogical works by Marie Pape-Carpantier lack a detailed description of applying the principle of visual aids, in her publications she often emphasized it and provided specific examples of using didactic materials in the work with children, which helped them to form ideas of color, shape, size etc and gain practical skills in using them in their own activities (Pape-Carpantier, 1849; 1869). The French pedagogue provided effective advice on teaching pupils to read and write, which was implemented during “visual lessons” – classes of a special kind (Pape-Carpantier, 1861). It is this method of interaction between adults and children, in the words of her compatriot B. Klein (2010), that “served the pedagogy of early childhood”. The essence of Marie Pape-Carpantier’s “visual lesson” consists in facilitating a child’s aspiration to cognize the world, developing their watchfulness, satisfying their needs to receive new impressions and shape a wide range of feelings, instead of just providing them with corresponding knowledge; that is, this essence is based on compliance with the principle of natural correspondence. In the pedagogue’s opinion, three components should be included into a little child’s upbringing to cover development of their senses, instincts, and abilities, and therefore, to take the child’s nature into account. To implement the principle of natural correspondence, she organized excursions (“trips”) outside of shelter rooms, which allowed to introduce children to all kinds of natural environment (in particular, plant and animal life, minerals), develop their inquisitiveness and skills in noticing and analyzing

changes taking place around them. In this regard, Marie Pape-Carpantier recommended to involve children in performing simple labor tasks to activate their physical energy (outdoor exercise), and pointed out that “through facts, these lessons teach <...> a child how to cognize themselves and the things around them” (Pape-Carpantier, 1849).

The value of a “visual lesson” consists in its reliance on a child’s personal strengths and creates conditions for developing their thinking and later, for proper self-expression. According to the research conducted by B. Klein (2007), Marie Pape-Carpantier established certain rules which lay the foundation of organizing a subject lesson in a stage-by-stage manner, which characterizes its “intuitive and inductive method, beginning with facts to proceed to ideas; the active method that permanently requires a child to take effort and ensures their connection with the teacher in the search for truth”. The main goal of giving “visual lessons” is the subject-based practical teaching of children which allows them to practice in performing various actions, develops a proper moral attitude, and forms corresponding skills, “<... it is the method that teaches rules only through facts, instructions only through work” (Pape-Carpantier, 1849). In this manner, as noted by B. Klein (2010), Marie Pape-Carpantier “<... tries to formalize informal cases, since she relies on unexpectedness of children’s interest”, that is wants to combine information on various objects perceived by children, and does it on a topic-related basis.

When speaking at the 5<sup>th</sup> conference in Sorbonne, she gave the audience such recommendations: “<... make the child look with their eyes, hear with their ears, feel with their hands - in a word, let them use their senses to convey ideas to their intellect as the inner artist which will turn these into knowledge and views...>” (Pape-Carpantier, 1869a). Due to activation of the senses, observation creates preconditions for intellectual development, since it involves enrichment of mind with new ideas and notions that will comprise the child’s system of knowledge. Such ideas outline the core of Marie Pape-Carpantier’s pedagogics, which can be interpreted as tasks of mental education. Particular attention was paid to giving “visual lessons” both in natural science and development of speech, where children were introduced to essentials of the country’s history, geography, and literature (especially fairytales). In doing so, Marie Pape-Carpantier emphasized the need to use a vocabulary of accurate rather than simplified notions, and to form children’s life (moral) values when conducting conversations on various topics (Pape-Carpantier, 1861). However, her pedagogical works lack a detailed description of the ways in which children gain their oral speech skills. Views of the French pedagogue reveal her reliance on subject-subject relationship in organizing educational process with children: “<... a pupil has to be an active agent, as active as the teacher, <...> his intelligent assistant in class...>” (Pape-Carpantier, 1869a). Marie Pape-Carpantier sets an important goal to be achieved in subject lessons which are “visual lessons” by their essence – to bring up a moral person, to form “honest and useful thoughts, since every

lesson should contain its moral, just like every fruit has its seed” (Pape-Carpantier, 1861). Hence, her concept contains a clear idea of the task for moral education of the growing personality.

Pedagogical works by Marie Pape-Carpantier emphasize the special mission of a pedagogue who directs the child’s upbringing, guiding its development into the necessary direction, either to prevent mistakes or to eliminate defects (Pape-Carpantier, 1849; 1969a). This is what “visual lessons” promoted, and their implementation enriched pupils’ personal experience, particularly when receiving information from the teacher and communicating with other children under the teacher’s supervision: “the goal is to assist the child in their natural development, support in certain moments of interruption, < ... > interpret, if necessary, the experience that the nature and the world give them unexpectedly,” as noted in the research work by B. Klein (2007). Therefore, according to Marie Pape-Carpantier’s concept, a pedagogue’s work should not be based on making children reproduce the information they received, but instead, they should be stimulated to express their own considerations and formulate conclusions, while being encouraged to explain their opinions. In fact, such attitude of the French pedagogue Marie Pape-Carpantier can be referred to as the pedagogy of “discovery” since it is based on consideration of pupils’ reaction and on selection of effective exercises, which are then used to observe the situation and take appropriate action, while preserving the pupil-pedagogue relationship, as pointed out by researcher.

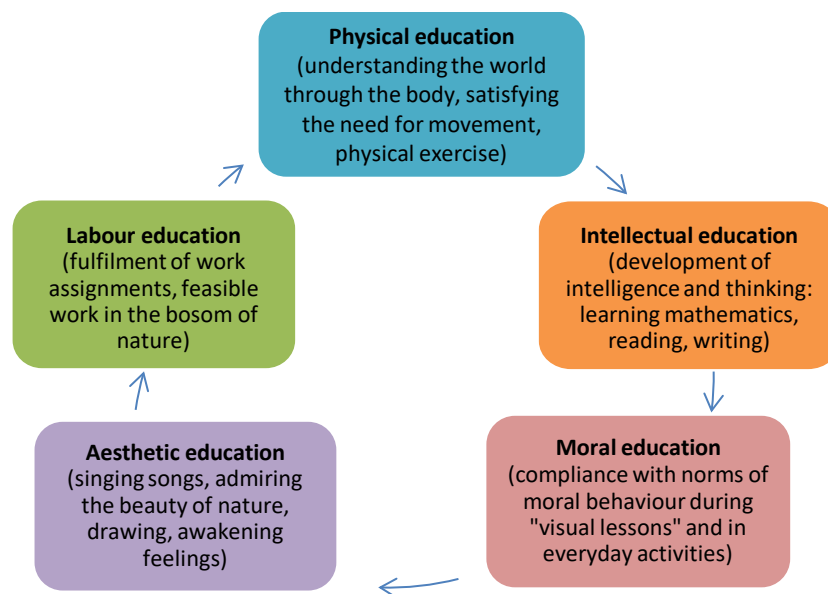
This should be also favored by spatial organization (material basis) of the shelter room equipped with “important and useful things” that the teacher possessing certain acting skills will tell the children about (Pape-Carpantier, 1849). The entire space ensures development of the child’s perception of the surrounding world, and the contents of this space serves for their examination, observation and experiments (for example, “the travels of sand grains”), and finally for accumulation of their own life experience based on acquisition of realistic knowledge. The latter is gained by children as they labor in natural surroundings, look after plant sprouts or animals. The abovesaid encompasses tasks of labor education, although Marie Pape-Carpantier did not treat it as a separate area in her pedagogical works.

In her “Teacher’s manual” (*Manuel de l’institutrice*, 1869a) Marie Pape-Carpantier emphasizes the importance of ensuring an active attitude for all children while organizing the educational process in the shelter room, which must become “the mother’s heart of education” (Pape-Carpantier, 1869). First of all, she advised using various exercises designed for both physical and intellectual development. Due to this, as the pedagogue noted, that both physical skills and senses are improving, and this is essential for strengthening the child’s body and developing their abilities and intellect. “Each little child already has a thousand desires to see and to know... and feels the need for activity; just like the body strives for movement that implements its physical qualities, the mind strives

for ideas that develop its intellectual and spiritual abilities” (Pape-Carpantier, 1869a). Hence, in Marie Pape-Carpantier’s concept physical education is viewed in a close unity with mental education, although specific recommendations as to the former (physical education) cannot be tracked throughout her pedagogical works. Exposing a child’s need for movement during the second conference in Sorbonne (1867), their understanding of the world through physical body and motion, she speaks about their natural aspiration to play, supplying specific examples, sometimes with sad moral consequences. In this manner, she emphasizes the role of guidance in children’s play and the importance of its pedagogical appropriateness.

In the context of developing children’s satisfaction and their emotional enjoyment which are innate to young souls, Marie Pape-Carpantier emphasizes the need for imagination, which is revealed during drawing classes. Such activity is related to children’s demonstration of their interests, which they enjoy, since as the pedagogue says, they create images which “always suggest something,” that is, “the ideas of what they have seen and what they know <...> through fixation of their memories” (Pape-Carpantier, 1869a). In this thesis, one may recognize both an outline of tasks for aesthetic education and its connection with in-

tellectual development. Primarily, she recommends that methods applied to teach drawing should be based on children’s knowledge of elementary geometrical figures that remind them of common household objects and promote development of their vocabulary in the process of describing the image they have created. As to the means involved, Marie Pape-Carpantier advises using observation of the environment, comparison of various object by shape, color, spatial location etc. She suggested a peculiar algorithm for such work: from teaching to draw lines to drawing figures and to practicing their oral description, which will help to train memory as well, since a word is always accompanied with a gesture. She transfers the same approach to teaching children to read. As to didactic materials, the suggested equipment includes boards and pencils, but children can also draw lines on sand with the help of a stick or a string pulled on a small stake. However, in Marie Pape-Carpantier’s opinion, such drawing lessons are not organized to make children grow into painters (Pape-Carpantier, 1869a). Therefore, the goal of Marie Pape-Carpantier’s education is to combine all aspects of this process – physical, intellectual, moral, aesthetic and labor – for harmonious development of every child attending shelter rooms. The abovesaid is represented in a generalized way in Figure 8.



**Figure 8.** The concept of Marie Pape-Carpantier for organization of educational process with children of preschool age  
**Source:** developed by the authors on the basis of their own research

On the grounds of the analyzed material, we have synthesized the main conceptual provisions characterized by Marie Pape-Carpantier in regard to development, upbringing and education of preschool children from the viewpoint of modern preschool education, which would be appropriate to implement into the contents of the educational component “History of preschool pedagogics”:

- comply with the principle of natural correspondence;
- know peculiarities of individual development rate of every pupil and show respect to them;

- consider the real level of children’s awareness of things around them (Régner, 2003);
- give children knowledge as envisaged in methods of teaching elementary notions of mathematics (Régner, 2003);
- apply visual aids, since “what one sees has a determining effect on their understanding”, with emphasis on observation (Pape-Carpantier, 1869a);
- introduce a “visual lesson” as a method that “engages all intellectual, physical and moral energy if a child to

operations of understanding” the surrounding world (Klein, 2010);

- comply with the pupil-pedagogue cooperation principle that should prevail over purely mechanic imitation of certain actions by a child;

- apply practical activities (for example, singing while teaching numbers and counting), children’s practice (with obligatory variation of exercises), in modern practice of preschool education this is considered as an activity-based approach – highlighted by the authors;

- form the basis of moral conduct (honesty, benevolent attitude to each other, friendliness etc);

- deliver knowledge through play (this originates the idea of play as a leading kind of activity for children of preschool age – highlighted by the authors);

- implement tasks for all-round development of a child, with an emphasis on intellectual development;

- mobilize a child’s strong points, using their abilities in specific activities; “engage mind through feelings” (Klein, 2010);

- comply with the requirements for teachers: conscious attitude to practical work with children; “using one’s energy to develop their interest in studies,” making use of appropriate explanations and examples (Klein, 2010);

- create a full-fledged environment for development (educational space for individual trajectory of development for every pupil according to present-day requirements – highlighted by the authors).

In the works by scientists from different countries, the said problem is considered in the context of comparing the development of nursery schools in France and other European countries, particularly the UK (Burger, 2014), as well as in the United States of America (Burger, 2012). It is emphasized that introduction of public institutions for children of preschool age in various countries had some features to prove these were related phenomena, but the issue of how ideas were borrowed, and how nations exchanged ideas on the essence and peculiarities of operating such institutions is still outside the focus of attention (Dumas & Lefranc, 2010; Burger, 2014). Usually, in France, the year 1881 is seen as the date when nursery schools were founded to replace shelter rooms that had existed since the 1830s (History of nursery schools in France, n.d.). They employed pedagogues specially trained at the corresponding educational institutions (Terrieux *et al.*, 2002; Albertini & Borne, 2006). It should be noted that in the time when public preschool education in Ukraine was founded and started its development (mid-19<sup>th</sup> century – early 20<sup>th</sup> century), it was quite relevant to study advanced experience of operating nursery schools in other countries, including France. For instance, Froebel Pedagogic Society founded in 1908 in Kyiv, which organized Froebel Pedagogical Institute for Women, also engaged in translation of literature on preschool education (Lokhvitska, 2011).

Therefore, during the period of her pedagogical activity Marie Pape-Carpantier “turned her personal experience into the theory for “Ecole Normale Maternelle” and developed a

peculiar educational project based on the introduction of “visual lesson” in the work with children aged from 2 to 6 in shelter rooms” (Klein, 2010). As rightly noted by C. Cosnier (1993; 2003), the pedagogical ideas suggested by this outstanding woman for organization of educational process with children in shelter rooms as predecessors of nursery schools may seem pretty common by present-day standards, but for the living conditions of 19<sup>th</sup>-century children from poor families they were extraordinarily progressive.

## CONCLUSIONS

The conducted historical-pedagogical research enabled to find answers to the question concerning peculiarities in development and formation of public preschool education in France in the middle of the 19<sup>th</sup> century, based on the study of pedagogical heritage by Marie Pape-Carpantier (1815-1878). This question has been raised with consideration of the need to search for effective resources for enhancement of the preschool education system on the way to integration with the European educational space. In accordance with the outlined goal and defined tasks: (1) main stages of Marie Pape-Carpantier’s pedagogical activity have been analyzed, this activity being divided conditionally in two phases: the first – immediate work with children in shelter rooms, and the second – work in training pedagogical staff, and the need to highlight historical significance of this outstanding personality in formation of public preschool education has been substantiated; (2) based on the examination of her pedagogical works and source study databases, progressive ideas of the French pedagogue in regard to development, education and upbringing of preschool children have been outlined; (3) Main achievements regarding theory of preschool education have been exposed, in particular, the principle of natural correspondence characterized by Marie Pape-Carpantier and the “visual lesson” invented for implementation of this principle as a method of interaction between a pedagogue and children that promotes completion of tasks in physical, intellectual, moral, labor and aesthetic education, with priority placed on intellectual development and with consideration of individual peculiarities of every pupil.

Marie Pape-Carpantier’s developments in terms of practical work with children have been described: didactic materials, specifically in methodology of teaching mathematics (abacus, cubes, counting sticks and others), as well as her advice on equipping shelter rooms with various educational aids. Provisions regarding organization of educational process with children of preschool age have been singled out: relying on current level of knowledge, use of visual aids, compliance with principles of cooperation and activity-based approach (in particular, introduction of play), using standards of moral conduct, as well as imposing requirements for pedagogues. Prospects of the abovementioned topical research will consist in studying Marie Pape-Carpantier’s main provisions as to training pedagogical staff for work with children of preschool age in public education institutions. In a wider aspect, it would

be appropriate to conduct a comparative analysis of pedagogic ideas suggested by outstanding personalities who were at the roots of preschool education of that time and dealt with issues of upbringing and education for preschool children (both European and Ukrainian), without dividing the history of preschool pedagogics into parts, but doing it in the context of a unified historical-pedagogical space, structured by certain historical period.

### ACKNOWLEDGEMENTS

The idea to undertake this research was inspired by the impressions we had after watching the French biopic “La Volière aux infants” by Olivier Guignard, which came out in 2006. The plot is based on important periods in the life

and pedagogical activity of Marie Pape-Carpantier as the founder of nursery school and developer of its methodical contents. This motivated us for historical and pedagogical study and analysis of materials available in online platforms (electronic libraries, websites of scientific journals etc) and enabled us to become acquainted with results of research works completed by our foreign colleagues, in particular, members of the French scientific circles: Colette Cosnier, Bruno Klein, Jean-Claude Régnier, and we would like to express our respect for the immense historical and research work they have accomplished.

### CONFLICT OF INTEREST

None.

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## До історичних витоків дошкільної освіти: педагогічна діяльність і концепція Марі Папе-Карпантьє (1815-1878)

**Анотація.** Система дошкільної освіти, що перебуває в стані трансформаційних процесів, потребує оновлення змісту і впровадження інноваційних технологій організації освітнього процесу в закладах дошкільної освіти. Для реалізації зазначеного, цінним стало звернення до ретроспективного осмислення витоків становлення системи дошкільної освіти, чим окреслюється актуальність запропонованого дослідження. Мета наукового пошуку полягала в здійсненні історико-педагогічного аналізу діяльності і концепції засновниці французької дошкільної освіти Марі Папе-Карпантьє та визначенні прогресивних позицій за сучасними вимірами. Для реалізації поставленої мети застосовувалось комплексне використання таких методів: теоретичного аналізу, синтезу і конкретизації, історико-педагогічні (ретроспективний і хронологічно-структурний), педагогічної історіографії, систематизації та узагальнення. У статті розкриваються особливості розвитку суспільного дошкільного виховання у Франції в середині XIX ст. на основі вивчення педагогічної спадщини Марі Папе-Карпантьє (Marie Pape-Carpantier) (1815-1878). Здійснено висвітлення історичного значення постаті французької педагогині Марі Папе-Карпантьє в контексті біографічних даних як щодо її безпосередньої роботи з дошкільниками в кімнатах притулку, так і щодо підготовки кадрів для таких закладів. Акцентовано на освітніх засобах, що застосовувала французька педагогиня в кімнатах притулку для здійснення фізичного, розумового, морального, трудового й естетичного виховання дітей. Виокремлено основні прогресивні ідеї щодо організації освітнього процесу з дітьми дошкільного віку: врахування індивідуального розвитку вихованців та поточного рівня їхніх знань, дотримання принципів співпраці, морального поведіння, наочності, діяльнісного підходу (зокрема, застосування гри) та вимоги до постаті педагога. Наукова і практична цінність дослідження вбачається в доповненні навчального матеріалу освітнього компонента «Історія дошкільної педагогіки» інформацією про фундатора суспільного дошкільного виховання у Франції Марі Папе-Карпантьє

**Ключові слова:** історія дошкільної педагогіки; Франція; кімнати притулків для дітей; підготовка кадрів для роботи з дошкільниками; концептуальні положення організації освітнього процесу з дітьми дошкільного віку; дидактичні матеріали