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## English Summaries

### **René Favier, Mountains and the Development of the University of Grenoble (Late 19<sup>th</sup>–Early 20<sup>th</sup> Century)**

The 1896 law triggered a radical reform of French universities, prompting them to develop new courses related to their regional areas. In Grenoble, with the support of regional economic and political circles, mountains were the driving force behind this change. The development of alpine geology, zoology (particularly alpine fish farming) and botany through the Alpine Gardens reinforced the Faculty of Sciences. The expansion of alpine hydro-electricity gave a boost to research and training institutes (Electrotechnical Institute, School of papermaking, Institute of Electrochemistry). At the Faculty of Law, it fuelled a fruitful debate on the ownership of waterways. In 1907, the Institute of Alpine Geography was set up within the Arts Faculty. With the creation in 1896 of a committee for the patronage of foreign students (*Comité de patronage des étudiants étrangers*), based on the emergent mountain tourism, mountains also contributed to enhancing the image of the university worldwide.

### **Jean-Yves Julliard, Educational Villages in Savoy (1815–1860). An Example of How Rural Alpine Societies Invested in Education**

In the middle of the 19<sup>th</sup> century, literacy in the mountains of the former Duchy of Savoy was essentially the result of the dense network of small endowed schools in hamlets. These schools cannot be separated from the way they were funded, mainly through donations and legacies made by expatriates and villagers, and, in the province of Tarentaise, by associations or consortia. This educational investment, the recruitment of peasant-schoolteachers within the villages, the organisation of temporary schooling and the provision of a

school culture in line with the economic and social configurations of the territory make these mountain communities ‘educational villages’.

**Maddalena Napolitani, Teaching about Mountains through Their Images. Claude Hugard’s Alpine Landscapes for the École des Mines in Paris (1852–1859)**

This article studies the painted cycle for the mineralogy collections of the École des Mines in Paris, completed by the middle of the 19<sup>th</sup> century, and largely made up of the alpine landscapes of the Savoyard artist Claude Hugard (1816–1885). The aim is twofold: to shed light on the work of this artist, not much studied so far, and to explore the relation between the educational purpose of these mountain paintings and their visual qualities. These aesthetic features are seen as fundamental if a scholarly and learned institution wants to become accessible to a broader public, at a time when Earth sciences experience wider dissemination. Indeed, the painted cycle is something unique in its kind for the French capital and marks the birth of the mineralogy museum itself.

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**Lucia Pennati, Waltensburg and Comeglians. Mountain Architecture as Design Practice in the 1970s at ETH Zurich**

This paper analyses the teaching of architecture on the basis of a particular case from recent history, namely the design studio of Prof. Dolf Schnebli in 1977/78, in which students dealt with building in the Alps and submitted architectural projects for two mid-mountain regions. After a brief overview of the teaching of architecture at ETH Zurich in the 1970s and the specific case study, the paper goes on to set out the research question and examine some student designs for Waltensburg (Graubünden, Switzerland) and Comeglians (Friuli-Venezia Giulia, Italy). Finally, it attempts to trace their development to the present day.

**Perrine Camus-Joyet, Jean-Baptiste Ortlieb, Does a Mountain Summit Make the Mountain? French Alps and Vosges in Light of Modern Cartographic Productions (16<sup>th</sup>–18<sup>th</sup> Century)**

During the modern era, the cartographic act contributed to building a new image of mountains and their territories. Mountain summits came to be seen as an ‘object’ that was both emblematic of high-altitude areas and as the outcome of a social construct. Characterised by their medium and high mountain environments, the Vosges and the Alps are perceived through relationships to space, verticality and altitude that are now similar, now different. Over-represented and valued, standardised or ignored, the aim is to understand, through figurative sources and the written productions that complete them, how peaks

and mountains define each other through these productions. This gradual process of mapping mirrors the various procedures undertaken by state authorities and administrations to gain practical control of mountain areas.

**Yann Decorzant, Mélanie Hugon-Duc, How to Pass on the Multiplicity of Knowledge on Mountains. Some Examples of Practices from a Regional Museum and a Research Centre**

Mélanie Hugon-Duc, anthropologist, director of the Musée de Bagnes (Val de Bagnes, Wallis, Switzerland) and Yann Decorzant, historian, director of CREPA (Regional Centre for Alpine Population Studies, Sembrancher, Wallis, Switzerland) draw upon the history of the institutions in which they operate, in order to examine, through a few selected elements, the content of the knowledge that is given added value and is legitimated in relation to the mountains, as relayed by their institutions.

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**Laurent Tissot, Mountain Ethics and the Shaping of Masculinity in Mountaineering Milieux in French-Speaking Switzerland (1890–1940)**

Making use of accounts designed to keep alive the memory of the Diablerets Section of the Swiss Alpine Club, the article tries to understand how, while hiking in the mountains, its members develop recognisable patterns of behaviours. In particular, the aim is to clarify the way in which masculinity is expressed in a group where men meet among themselves. As a pretext for the affirmation of values which, founded on patriotism and unity, combine social and sexual exclusivism with the desire to speak on behalf of mountains, climbing them leads to adopting attitudes expected of all and postures which, according to these mountaineers, reproduce their teaching.

**Luca Comerio, Mountains between Education and Adventure in Rodolphe Töpffer (1799–1846), *Voyages en Zigzag***

In the first half of the 19<sup>th</sup> century, Rodolphe Töpffer, educator and illustrator from Geneva, organised adventure journeys through the Alps for the boys who studied at his boarding school. He documented their experiences in illustrated diaries published under the title *Voyages en zigzag*. There, he described a picturesque and sublime mountain environment, typical of the romantic spirit of the time. Töpffer was one of the first to see the mountains as a world particularly congenial to education, as it entails giving up the comforts of city life and urges courage, team spirit and solidarity. For the author, the alpine environment is also the ideal backdrop for developing in pupils a passion for studying nature through free and independent observation, in the wake of a centuries-old pedagogical school of thought.

**Delphine Froment, Climbing the Kilimandjaro: 1861–1889. Local Experiences, European Appropriations and Cultural Hybridisations**

Known to Europeans since the middle of the 19<sup>th</sup> century, Kilimanjaro was quickly perceived as probably the highest peak in the African continent, and soon became the target of Western explorers and mountaineers. Between 1861 (first expedition aiming to reach the summit) and 1889 (when the summit was finally reached), at least ten expeditions set out to conquer the mountain, regularly pushing back the limits of what appears, beyond a certain altitude, as a true pioneering front – for European and African actors alike. This article reviews the conditions of ascent that these different actors met with (whether European expedition leaders or East African guides and porters) on the field, how they reacted to them, and the lessons they learned.

**Andrea Membretti, Caterina Salvo, Learning about Mountains. Two Educational Experiences Compared in the Italian Alps**

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The article presents and compares two case studies located in the Italian Alps, the Mountain School and the School for Young Shepherds. These are two pilot learning experiences which, albeit from different premises and with different educational objectives, attempt to answer the same question: what specific skills are required to remain or to move to the interior and mountain areas? An analysis of the phenomena of “restanza” and relocating to the highlands, together with an evaluation of the data collected with the two schools, enables an initial profiling of “aspiring highlanders” and “aspiring shepherds”, which in turn helps develop policies in support of those who want to invest in the regeneration of mountains.

**Sebastian De Pretto, Mountain Slipping out of Control. The Vajont Flood Catastrophe as Reflected in Transnational Expert Reports**

As infrastructures, reservoirs are built by experts whose knowledge enables planning and construction. Such expertise depends on power relations that determine whose knowledge is relevant or negligible. Using the Vajont flood disaster (1963) as a case study, this paper shows the severe consequences of limited participation in power-based knowledge production around infrastructure projects. First, the article looks at how the scientists involved in the Vajont dam project disregarded the sources of danger that faced them during construction: what know-how helped them take the project further, and whom did they ignore? Subsequently, an insight into the transnational expert exchange after the flood disaster shows how civil engineers and geologists discussed the failure of their Italian colleagues based on scientific justifications. Mirrored by

transnational expertise, the Vajont catastrophe appears as a fatal consequence of a technocratic development ideology in the age of High Modernity.

**Alessandro Celi, The Aosta Valley, a Military Fortification. How the Italian Army Has Shaped (and Still Does) the Image of the Region**

Since the last third of the 19<sup>th</sup> century, the Italian Army has been seen by the population of the Aosta Valley as a factor of development and modernisation contributing to the tourist boom of the region through the promotion of skiing, the construction of roads and of a cable car, the creation of services such as helicopter rescue and daily monitoring of snow conditions. The article describes the main stages of the relationship between the Army and the region, in the framework of international constraints and Italy's political dynamics, to clarify the reasons behind such goodwill, despite frequent protests against the institution of the State.

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**Kévin Seivert, Col. Gustave Bernard, a Mountaineer's Journey in the French Army (1883–1923)**

The career of Col. Gustave Bernard (1864–1949), infantry officer in the Third Republic, the father of the military use of skiing in France, is one example among many of those army officers who, in the latter half of the 19<sup>th</sup> century, set off to conquer the Alps, in a context of growing militarisation of the French-Italian borders. An expert of warfare in mountainous countries, and still more of the use of skis, his activity as head of the first military ski school in France illustrates the appropriation of this new mode of transport by the military. Keen on mountains, to which he was particularly attached, Col. Bernard's journey is an interesting testimonial to the discovery, learning and development of this special environment by an army officer at the turn of the 20<sup>th</sup> century.

