

WOMEN'S
EDUCATION

IN THE
UNITED
STATES

1780-1840

MARGARET
NASH



Womens Education In The United States 1780 1840

Monika Elbert, Lesley Ginsberg



Womens Education In The United States 1780 1840:

Women's Education in the United States, 1780-1840 M. Nash, 2016-04-30 Please note this is a Palgrave to Order title Stock of this book requires shipment from overseas It will be delivered to you within 12 weeks Winner of 2005 American Educational Studies Association AESA Critic s Choice Award this is a groundbreaking from Margaret Nash examining the development of women s education *Higher Education for Women in the United States, 1780-1840* Margaret Alice Nash, 2000 **Women's Higher Education in the United States** Margaret A. Nash, 2017-08-24 This volume presents new perspectives on the history of higher education for women in the United States By introducing new voices and viewpoints into the literature on the history of higher education from the early nineteenth century through the 1970s these essays address the meaning diverse groups of women have made of their education or their exclusion from education and delve deeply into how those experiences were shaped by concepts of race ethnicity religion national origin Nash demonstrates how an examination of the history of women s education can transform our understanding of educational institutions and processes more generally *Romantic Education in Nineteenth-Century American Literature* Monika Elbert, Lesley Ginsberg, 2014-12-05 American publishing in the long nineteenth century was flooded with readers primers teaching training manuals children s literature and popular periodicals aimed at families These publications attest to an abiding faith in the power of pedagogy that has its roots in transatlantic Romantic conceptions of pedagogy and literacy The essays in this collection examine the on going influence of Romanticism in the long nineteenth century on American thinking about education as depicted in literary texts in historical accounts of classroom dynamics or in pedagogical treatises They also point out that though this influence was generally progressive the benefits of this social change did not reach many parts of American society This book is therefore an important reference for scholars of Romantic studies American studies historical pedagogy and education **The Educational Work of Women's Organizations, 1890-1960** A. Knupfer, C. Woyshner, 2008-03-18 This book explores women s organizations and their various educational contributions through local state and national networks from 1890 to 1960 Contributors investigate how women united to support and sustain education in both formal and informal settings and examine various associations **Reading Women** Heidi Hackel, Catherine Kelly, 2008 In 1500 as many as 99 out of 100 English women may have been illiterate and girls of all social backgrounds were the objects of purposeful efforts to restrict their access to full literacy Three centuries later more than half of all English and Anglo American women could read and the female reader was emerging as a cultural ideal and a market force While scholars have written extensively about women s reading in the nineteenth and twentieth centuries and about women s writing in the early modern period they have not attended sufficiently to the critical transformation that took place as female readers and their reading assumed significant cultural and economic power Reading Women brings into conversation the latest scholarship by early modernists and early Americanists on the role of gender in the production and consumption of texts

during this expansion of female readership Drawing together historians and literary scholars the essays share a concern with local specificity and material culture Removing women from the historically inaccurate frame of exclusively solitary silent reading the authors collectively return their subjects to the activities that so often coincided with reading shopping sewing talking writing performing and collecting With chapters on samplers storytelling testimony and translation the volume expands notions of reading and literacy and it insists upon a rich and varied narrative that crosses disciplinary boundaries and national borders

The Role of Female Seminaries on the Road to Social Justice for Women Kristen

Welch, Abraham Ruelas, 2015-01-12 In the United States female seminaries and their antecedents the female academies were crucial first institutions that played a vital role in liberating women from the home sphere a locus that was the primary domain of Euro American women The female seminaries founded by Native Americans and African Americans had different founding rationales but also played a key role in empowering women On the whole the initial intent of these schools was to prepare women for their proper role in American society as wives and mothers An unintended effect however was to prepare women for the first socially accepted profession for women teaching Thus equipped women played a crucial role in the development of American education at all levels while achieving varying degrees of social justice for themselves and other groups through engagement in the reform movements of their times including women s suffrage abolition temperance and mental health reform By recapturing the role religion played in shaping education for women Welch and Ruelas offer a refreshing take on history that draws on several primary texts and details more than one hundred female seminaries and academies opened in the United States

Texas Women Elizabeth Hayes Turner, Stephanie Cole, Rebecca Sharpless, 2015

This is a collection of biographies and composite essays of Texas women contextualized over the course of history to include subjects that reflect the enormous racial class and religious diversity of the state Offering insights into the complex ways that Texas position on the margins of the United States has shaped a particular kind of gendered experience there the volume also demonstrates how the larger questions in United States women s history are answered or reconceived in the state Beginning with Juliana Barr s essay which asserts that women marked the lines of dominion among Spanish and Indian nations in Texas and explodes the myth of Spanish domination in colonial Texas the essays examine the ways that women were able to use their borderland status to stretch the boundaries of their own lives Eric Walther demonstrates that the constant changing of governments in Texas Spanish Mexican Texan and U S gave slaves the opportunities to resist their oppression because of the differences in the laws of slavery under Spanish or English or American law Gabriela Gonzalez examines the activism of Jovita Idar on behalf of civil rights for Mexicans and Mexican Americans on both sides of the border Renee Laegreid argues that female rodeo contestants employed a unique regional interplay of masculine and feminine behaviors to shape their identities as cowgirls

Education and Social Change John L. Rury, Sylvia L. Mendez, 2025-01-24

This concise interpretive history of American schooling focuses on the evolving relationship between education and social

change Like its predecessors this fully updated new edition investigates the impact of social forces such as industrialization urbanization immigration globalization and cultural conflict on the development of schools and other educational institutions It also examines the various ways that schools have contributed to social change particularly in enhancing the status and accomplishments of certain social groups and not others Detailed accounts of the experiences of women and minority groups in American history consider how their lives have been affected by education at key points in the past Updates to the seventh edition include Enhanced coverage for understanding the experiences of Native Americans students in poverty settings and the LGBTQ community in the midst of social change New topics include settler colonialism indigeneity culturally diverse education gay and transgender educational policies charter schools voucher programs and the rise of testing in schools It has been edited throughout to update information and sources regarding the history of American education and related processes of social transformation in the nation s past This bestselling introductory text is essential reading for Educational Foundations History of Education and Schools and Society and similar courses for pre service teachers educational leaders and others New online material includes discussion questions and links to further reading and resources available at www.routledge.com/9781032745947

Capital of Mind Adam R. Nelson, 2024-01-02 The second volume of an ambitious new economic history of American higher education Capital of Mind is the second volume in a breathtakingly ambitious new economic history of American higher education Picking up from the first volume Exchange of Ideas Adam R Nelson looks at the early decades of the nineteenth century explaining how the idea of the modern university arose from a set of institutional and ideological reforms designed to foster the mass production and mass consumption of knowledge This industrialization of ideas mirrored the industrialization of the American economy and catered to the demands of a new industrial middle class for practical and professional education From Harvard in the north to the University of Virginia in the south new experiments with the idea of a university elicited intense debate about the role of scholarship in national development and international competition and whether higher education should be supported by public funds especially in periods of fiscal austerity The history of capitalism and the history of the university Nelson reveals are intimately intertwined which raises a host of important questions that remain salient today How do we understand knowledge and education as commercial goods Should they be public or private Who should pay for them And fundamentally what is the optimal system of higher education for a capitalist democracy

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