

## Educating The Proper Woman Reader By Jennifer Phegley

Examining an impressive length of Irish cultural history, from 1700-1960, Reading the Irishwoman explores the dynamis of cultural encounter and exchange in Irish women’s lives. Analyzing the popular and consumer cultures of a variety of eras, it traces how the circulation of ideas, fantasies, and aspirations shaped women’s lives both in actuality and in imagination. The authors uncover a huge array of different representations that Irish women have been able to identify with, including heroine, patriot, philanthropist, actress, singer, model, and missionary. By studying this diversity of viable roles in the Irish woman’s cultural world, the authors point to evidence of women’s agency and aspiration that reached far beyond the domestic sphere.

This remarkable anthology assembles for the first time 144 primary texts and documents written by women between 1650 and 1700 and reveals an unprecedented view of the intellectual and literary lives of women in early modern England

‘Jane Austen and her Readers, 1786-1945’ is a study of the history of reading Jane Austen’s novels. It discusses Austen’s own ideas about books and readers, the uses she makes of her reading, and the aspects of her style that are related to the ways in which she has been read. The volume considers the role of editions and criticism in directing readers’ responses, and presents and analyses a variety of source material related to the ordinary readers who read Austen’s works between 1786 and 1945.

Victorian Bestseller

Women’s Education in the United States, 1780-1840

Reading the Irish Woman

Educating the Proper Woman Reader

Jane Austen and her Readers, 1786/1945

Fiction, Articles and Drama of the 1890s

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.

Covers issues and events in women’s history that were previously unpublished, misplaced, or forgotten, and provides new perspectives on each event

Her analysis of images of influential women readers (in Harper’s), intellectual women readers (in The Cornhill), independent women readers (in Belgravia), and proto-feminist women readers/critics (in Victoria) indicates that women played a significant role in determining the boundaries of literary culture within these magazines.

Journal of Education

Philosophers of the Household

Crises of Identification

A New Woman Reader

New Education Readers: Reading for the third year

Women’s Reading in Britain, 1750-1835

*This lively story has never been told before: the complete history of women’s reading and the ceaseless controversies it has inspired. Belinda Jack’s groundbreaking volume travels from the Cro-Magnon cave to the digital bookstores of our time, exploring what and how women of widely differing cultures have read through the ages. Jack traces a history marked by persistent efforts to prevent women from gaining literacy or reading what they wished. She also recounts the counter-efforts of those who have battled for girls’ access to books and education. The book introduces frustrated female readers of many eras—Babylonian princesses who called for women’s voices to be heard, rebellious nuns who wanted to share their writings with others, confidantes who challenged Reformation theologians’ writings, nineteenth-century New England mill girls who risked their jobs to smuggle novels into the workplace, and women volunteers who taught literacy to women and children on convict ships bound for Australia. Today, new distinctions between male and female readers have emerged, and Jack explores such contemporary topics as burgeoning women’s reading groups, differences in men and women’s reading tastes, censorship of women’s on-line reading in countries like Iran, the continuing struggle for girls’ literacy in many poorer places, and the impact of women readers in their new status as significant movers in the world of reading.*

*In the 1890s one phrase above all stood as shorthand for the various controversies over gender that swirled throughout the period: “the New Woman.” In New Women fiction, progressive writers such as Sarah Grand, George Egerton, and Ella D’Arcy gave imaginative life to the plight of modern women—and reactionaries such as Grant Allen attempted to put women back in their place. In all the leading journals of the day these and other writers argued their cases in essays, letters, and reviews as well as in fiction. This anthology brings together for the first time a representative selection of the most important, interesting, and influential of New Woman writings.*

*#1 NEW YORK TIMES, WALL STREET JOURNAL, AND BOSTON GLOBE BESTSELLER • One of the most acclaimed books of our time: an unforgettable memoir about a young woman who, kept out of school, leaves her survivalist family and goes on to earn a PhD from Cambridge University “Extraordinary . . . an act of courage and self-invention.”—The New York Times NAMED ONE OF THE TEN BEST BOOKS OF THE YEAR BY THE NEW YORK TIMES BOOK REVIEW • ONE OF PRESIDENT BARACK OBAMA’S FAVORITE BOOKS OF THE YEAR • BILL GATES’S HOLIDAY READING LIST • FINALIST: National Book Critics Circle’s Award In Autobiography and John Leonard Prize For Best First Book • PEN/Jean Stein Book Award • Los Angeles Times Book Prize Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara’s older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she’d traveled too far, if there was still a way home. “Beautiful and propulsive . . . Despite the singularity of [Westover’s] childhood, the questions her book poses are universal: How much of ourselves should we give to those we love? And how much must we betray them to grow up?”—Vogue NAMED ONE OF THE BEST BOOKS OF THE YEAR BY The Washington Post • O: The Oprah Magazine • Time • NPR • Good Morning America • San Francisco Chronicle • The Guardian • The Economist • Financial Times • Newsday • New York Post • theSkimm • Refinery29 • Bloomberg • Self • Real Simple • Town & Country • Bustle • Paste • Publishers Weekly • Library Journal • LibraryReads • Book Riot • Pamela Paul, KQED • New York Public Library*

Teaching Bibliography, Textual Criticism and Book History

The Global History of Childhood Reader

Uses of Education

Resources in Education

Moral Education for Women in the Pastoral and Pythagorean Letters

The Life of Dinah Craik

Educating the Proper Woman Reader/Victorian Family Literary Magazines and the Cultural Health of the NationOhio State University Press

*The Global History of Childhood Reader provides an essential collection of chapters and articles on the global history of childhood. The Reader is structured thematically so as to provide both a representative sampling of the historiography as well as an overview of the key issues of the field, such as childhood as a social construct, commonalities and differences globally, and why the twentieth century was not the “century of the child” for most of the world’s children. The Reader is divided into four parts: Theories and methodologies of the history of childhood Constructions of childhood in different times and places Children’s experiences in different times and places Usage of the past to articulate solutions to problems facing children today. Topics covered include theories and methodologies in the global history of childhood, sources for writing a global history of childhood, education, gender, disability, race, class and religion, the individual in history and emotions, violence, labour and illiteracy. With introductions that contextualize each of the four parts and the articles, further reading sections and questions; this is the perfect guide for all students of the history of childhood.*

*In Moral Education for Women in the Pastoral and Pythagorean Letters: Philosophers of the Household, Annette Bourland Hulzeuga examines the Greco-Roman moral-philosophical “curriculum” for women by comparing these two pseudepigraphic epistolary collections.*

New England Journal of Education

Women Writers and the Artifacts of Celebrity in the Long Nineteenth Century

Minutes of the Committee of Council on Education Correspondence, Financial Statements, Etc., and Reports by Her Majesty’s Inspectors of Schools

Victorian Periodicals Review

Victorian Women and Wayward Reading

Bringingtogether historians, literary scholars, theorists, librarians, and historians of the book, Reading and the Victorians examines the era when reading underwent a swifter and more radical transformation than at any other moment in history. The contributors stress the continuities and the conflicts between the Victorian period and our own, in essays that examine nineteenth-century reading in all its personal, historical, literary, and material contexts, and also ask questions about how we read the Victorians’ reading in the present day.

DIVSCovers the history of nineteenth- and early-twentieth-century African American reading societies./div

Revolutionary Subjects in the English “Jacobin” Novel engages ongoing debates on subject-formation and rights discourse through the so-called “English Jacobin” novels. Otenisibly celebrating the universal rights-bearing subject, these political novels inadvertently also questioned the limitations of such universalist conceptions. Including works by both men and women, and those normatively identified as radical alongside others considered more conservative or even “anti-Jacobin,” this work examines the shared efforts to represent developing political consciousness and to inculcate such consciousness in readers across a reformist continuum. These novels’ efforts to expand the citizen-subject threatened to reveal the cost implicit in accessing subjectivity on universal terms. The sovereign subject modeled as the ideal republican radical subject is undercut, even revealed as inadequate or impossible, in subversive narrative moments in these fictions--not always in line with the work’s overt “moral.” If the concept of human rights appears both necessary and inadequate in 2009, it was likewise problematic at the moment of its greatest appeal in the revolutionary 1790s. Miriam L. Wallace is Associate Professor of British and American literature at New College of Florida.

Exclusion as Innovation

Recovering the Lost History of African American Literary Societies

Education in Nineteenth-Century British Literature

Literary Figures and Cultural Icons from the Victorian Age to the Present

Plays in American Periodicals, 1890-1918

British Victorian Women’s Periodicals

This book examines over 125 American, English, Irish and Anglo-Indian plays by 70 dramatists which were published in 14 American general interest periodicals aimed at the middle-class reader and consumer.

Literary and popular culture has often focused its attention on women readers, particularly since early Victorian times. In Reading Women, an esteemed group of new and established scholars provide a close study of the evolution of the woman reader by examining a wide range of nineteenth- and twentieth-century media, including Antebellum scientific treatises, Victorian paintings, and Oprah Winfrey’s televised book club, as well as the writings of Charlotte Bronte, Harriet Beecher Stowe, and Elizabeth Gaskell. Especially to what, how, and why women read, Reading Women brings together a rich array of subjects that sheds light on the defining role the woman reader has played in the formation, not only of literary history, but of British and American culture. The contributors break new ground by focusing on the impact representations of women readers have had on understandings of literacy and certain reading practices, the development of books and print culture, and the categorization of women’s reading.

When novelist Dinah Craik (1826–87) died, expressions of grief came from Lord Alfred Tennyson, Matthew Arnold, Robert Browning, T.H. Huxley, and James Russell Lowell, among others, and even Queen Victoria picked up her pen to offer her consolation to the widower. Despite Craik’s enormous popularity throughout a literary career that spanned forty years, she is now all but forgotten. Yet, in an otherwise respectable life bookended by scandal, this was precisely the way that she wanted to relate the story of Dinah Craik’s remarkable life. Combining extensive archival work with theoretical work in disability studies and the professionalization of women’s authorship, Karen Bourrier engagingly traces the contours of this author’s life. Craik, who wrote extensively about disability in her work, was no stranger to it in her personal and professional life, marked by experiences of mental and physical disability, and the ebb and flow of health. Following scholarship in the field, this book posits Craik as an interdependent subject, placing her within a network of writers, publishers, editors and artists, friends, and family members. Victorian Bestseller also traces the conditions in the material history of the book that allowed Victorian women writers’ careers to flourish. In doing so, the biography connects corporeality, gender, and the material history of the book to the professionalization of Victorian women’s authorship.

Serialization and the Novel in Mid-Victorian Magazines

Press, Belles Lettres, and Theater in the Late Ottoman Empire

Modern Ladino Culture

The Reader’s Companion to U.S. Women’s History

Beauty, Civilization, and Poetry

Literary Cultures and Eighteenth-Century Childhoods

*Ledbetter explores themes and patterns of poetry publication in a variety of women’s periodicals published throughout the Victorian era using taste, style and the significance of poetry to advance our understanding of women’s lives in the nineteenth century.*

*Offers a variety of approaches to incorporating discussions of book history or print culture into graduate and undergraduate classrooms. This work considers the book as a literary, historical, cultural, and aesthetic object. These essays are of interest to university teachers incorporating textual studies and research methods into their courses.*

*Explores what and how women of widely differing cultures have read through the ages, from Cro-Magnon caves to the digital readers of today, drawing distinctions between male and female readers and detailing how female literacy has been suppressed in some parts of the world.*

The Woman Reader

Forgotten Readers

Revolutionary Subjects in the English “Jacobin” Novel, 1790-1805

Reading Women

Educated

A Cyclopedia of Education

In 1788, the Catalogue of Five Hundred Celebrated Authors of Great Britain, Now Living forecast a form of authorship that rested on biographical revelation and media saturation as well as literary achievement. This collection traces the unique experiences of women writers within a celebrity culture that was intimately connected to the expansion of print technology and of visual and material culture in the nineteenth century. The contributors examine a wide range of artifacts, including prefaces, portraits, frontispieces, birthday books, calendars and gossip columns, to consider the nature of women’s celebrity and the forces that created it. How did authors like Jane Austen, the Countess of Blessington, Louisa May Alcott, Alice Meynell, and Marie Corelli negotiate the increasing demands for public revelation of the private self? How did gender shape the posthumous participation of women writers such as Jane Austen, Ellen Wood, Mary Elizabeth Braddon and Christina Rossetti in celebrity culture? These and other important questions related to the treatment of women in celebrity genres and media, and the strategies women writers used to control their public images, are taken up in this suggestive exploration of how nineteenth and early twentieth century women writers achieved popular, critical, and commercial success.

Sheila Cordner traces a tradition of literary resistance to dominant pedagogies in nineteenth-century Britain, recovering an overlooked chapter in the history of thought about education. This book considers an influential group of writers - all excluded from Oxford and Cambridge because of their class or gender - who argue extensively for the value of learning outside of schools altogether. From just beyond the walls of elite universities, Jane Austen, Elizabeth Barrett Browning, Thomas Hardy, and George Gissing used their position as outsiders as well as their intimate knowledge of British universities through brothers, fathers, and friends, to satirize rote learning in schools for the working classes as well as the education offered by elite colleges. Cordner analyzes how predominant educational rhetoric, intended to celebrate England’s progress while simultaneously controlling the spread of knowledge to the masses, gets recast not only by the four primary authors in this book but also by insiders of universities, who fault schools for their emphasis on memorization. Drawing upon working-men’s club reports, student guides, educational pamphlets, and materials from the National Home Reading Union, as well as recent work on nineteenth-century theories of reading, Cordner unveils a broader cultural movement that embraced the freedom of learning on one’s own.

Examining the Victorian serial as a text in its own right, Catherine Delafield analyzes five novels by Elizabeth Gaskell, Anthony Trollope, Dinah Craik and Wilkie Collins in the context of periodical publication. Her book addresses the material conditions of production, illustrates the collective and collaborative creation of the text, and offers fresh readings of novels that appeared in Household Words, Cornhill Magazine, Good Words, All the Year Round and Cassell’s Magazine.

New Education Readers

Readings in Enlightenment in England

A Memoir

A Dangerous Recreation

An Antelope Student, Or, Lectures to Young Ladies on Female Education

An Anthology of Texts in Manuscript and Print, 1550-1700

*The essays in this volume offer fresh and innovative considerations both of how children interacted with the world of print, and of how childhood circulated in the literary cultures of the eighteenth century. They engage with not only the texts produced for the period’s newly established children’s book market, but also with the figure of the child as it was employed for a variety of purposes in literatures for adult readers. Embracing a wide range of methodological and disciplinary perspectives and considering a variety of contexts, these essays explore childhood as a trope that gained increasing cultural significance in the eighteenth century, while also recognizing children as active agents in the worlds of familial and social interaction. Together, they demonstrate the varied experiences of the eighteenth-century child alongside the shifting, sometimes competing, meanings that attached themselves to childhood during a period in which it became the subject of intensified interest in literary culture.*

*What is education for? The question framed in the second half of the eighteenth century in England is still urgent. Posed in textbooks, histories, conduct books, economic treatises, novels, and other kinds of writing, it was asked about punishment, the classical curriculum, the low status of teachers, education of the poor, public school or private tutor, and the education of girls. Uses of Education shows the fundamental question to be about the potential and limits of Enlightenment thought as it seeks to be embodied in institutions.*

*In the nineteenth century, no assumption about female reading generated more ambivalence than the supposedly feminine facility for identifying with fictional characters. The belief that women were more impressionable than men inspired a continuous stream of anxious rhetoric about “female quixotes” women who would imitate inappropriate characters or apply incongruous frames of reference from literature to their own lives. While the overt cultural discourse portrayed female literary identification as passive and delusional, Palacios Knox reveals increasing accounts of Victorian women wielding literary identification as a deliberate strategy. Wayward women readers challenged dominant assumptions about “feminine reading” and, by extension, femininity itself. Victorian Women and Waysward Reading contextualizes crises about female identification as reactions to decisive changes in the legal, political, educational, and professional status of women over the course of the nineteenth century: changes that wayward reading helped women first to imagine and then to enact.*

American Book Publishing Record

Reading Early Modern Women

Northwest Journal of Education

Reading and the Victorians

Studies in Cultural Encounter and Exchange, 1714-1960

Victorian Family Literary Magazines and the Cultural Health of the Nation

*The first broad overview and detailed analysis of female reading audiences in this period.*

*Olga Baranova explores the emergence and expansion of print culture in Ladino (Judeo-Spanish), the mother tongue of the Sephardic Jews of the Ottoman Empire, in the second half of the 19th and early 20th centuries. She provides the first comprehensive study of the three major forms of Ladino literary production—the press, belles lettres, and theater—as a single cultural phenomenon. The product of meticulous research and innovative methodology, Modern Ladino Culture offers a new perspective on the history of the Ladino press, a novel approach to the study of belles lettres in Ladino and their relationship to their European sources, and a fine-grained critique of Sephardic plays as venues for moral education and politicization.*

The Gaskell Society Journal

A Synthetic and Phonic Word Method : Book Four : Reading for the Third Year