

Female Education In 16th 17th Century England

Focusing on the unusual learning and schooling of women in early modern England, this study explores how and why women wrote, the myriad forms their alphabets could assume, and the shape which vernacular literacy acquired in their hands. Elizabeth Mazzola argues that early modern women’s writings often challenged the lessons of their male teachers, since they were designed to conceal rather than reveal women’s learning and schooling. Employed by early modern women with great learning and much art, such difficult or ‘resistant’ literacy organized households and administrative offices alike, and transformed the broader history of literacy in the West. Chapters treat writers like Jane Sharp, Anne Southwell, Jane Seager, Martha Moulsworth, Elizabeth Tudor, and Katherine Parr alongside images of women writers presented by Shakespeare and Sidney. Managing women’s literacy also concerned early modern statesmen and secretaries, writing masters and grammarians, and Mazzola analyzes how both the emerging vernacular and a developing bureaucratic state were informed by these contests over women’s hands.

The seventeenth and eighteenth centuries are the gateway between the medieval world and the modern, centuries when the western societies moved from an age governed principally by religion and superstition to an age directed principally by reason and understanding. Although the worlds of science and philosophy took giant strides away from the medieval view of the world, attitudes to women did not change from those that had pertained for centuries. Girls were largely barred from education – only around 14% of women could read and write by 1700 - and the few educated women were not permitted to enter the professions. As a result, women, especially if single, were employed in menial jobs or were forced into a life of petty crime. Many survived by entering the ‘oldest profession in the world.’ The social turbulence of the first half of the seventeenth century afforded women new opportunities and new religious freedoms and women were attracted into the many new sects where they were afforded a voice in preaching and teaching. In a time of unprecedented and unbridled political discussion, many better educated women saw no reason why they should not enter the debate and began to voice their opinions alongside those of men, publishing their own books and pamphlets. These new and unprecedented liberties thus gained by women were perceived as a threat by the leaders of society, and thus arose an unlikely masculine alliance against the new feminine assertions, across all sections of society from Puritan preachers to court judges, from husbands to court rakes. This reaction often found expression in the violent and brutal treatment of women who were seen to have stepped out of line, whether legally, socially or domestically. Often beaten and abused at home by husbands exercising their legal right, they were whipped, branded, exiled and burnt alive by the courts, from which their sex had no recourse to protection, justice or restitution. Many of the most brutal forms of punishment were reserved exclusively for women, and even where the same, they were more savagely applied than would be the case for similar crimes committed by men. This work records the many kinds of violent physical and verbal abuse perpetrated against women in Britain and her colonies, both domestically and under the law, during two centuries when huge strides in human knowledge and civilization were being made in every other sphere of human activity, but social and legal attitudes to women and their punishment remained firmly embedded in the medieval.

Report on the Progress of Education, in the North Western Provinces, For the Year 1861-62

In 17th and 18th Century Britain

The American Journal of Education

Conference on the Educational and Occupational Needs of Black Women, December 16-17, 1975: Research papers

Women in Early Modern Polish Society, Against the European Background

This concise introduction provides an overview of the state of research on women's history in the early modern period. It emcompasses a guide to the historiography, an assessment of the major debates, and information about the varied sources available for women's history in this period. Arranged around familiar themes - the family, work, religion, education - the book presents a comprehensive political position of women in England in the 16th and 17th centuries.

The status and position of Indian women have undergone many changes since the high status they enjoyed in the Vedic era yielded to forced suicide during the dark ages, female infanticide, purdah, child marriages and the denial of property and political rights. This book, first published in 1985, provides a comprehensive annotated bibliography to hose years, and the years that followed of the role of women on the socio-political and legal fronts.

The Bold and the Brave

Women of India

Being a Reprint of the Article by Oscar Browning on Education in the Ninth Ed. of the Encyclopaedia Britannica

The Oxford Companion to Scottish History

The Cyclopædia of Education

Published by Konark Publishers Pvt. Ltd., A-149, Main Vikas Marg., Delhi 110 092 INDIA. In addition to the plays of Shakespeare, this book explores the educational writings of the humanists and the puritans, and the plays of Restoration comic playwrights. The US price is based on 16.89 rupees per US \$. Acidic paper. Annotation copyrighted by Book News, Inc., Portland, OR

First comprehensive introduction to women’s role in, and access to, literary culture in early modern Britain.

Accounts and Papers of the House of Commons

Women’s Literacy in Early Modern Spain and the New World

Language as Cultural Battlefield in 17th and 18th Century England

Women and Literature in Britain, 1500-1700

Tudor Women

Focusing attention on the neglected area of relations between brothers and sisters during the early modern period, this volume explores the sibling dynamics that shaped family relations in Italy, England, France, Spain, and Germany. Using an array of feminist and cultural studies approaches, prominent scholars consider sibling ties from a range of interdisciplinary perspectives - including art history, musicology, literary studies, and social history - to articulate underlying paradigms according to which sibling relations were constructed.

Presents a two-volume A to Z reference on English authors from the sixteenth, seventeenth and eighteenth centuries, providing information about major figures, key schools and genres, biographical information, author publications and some critical analyses.

An Annotated Bibliography

Education and Women in the Early Modern Hispanic World

The Violent Abuse of Women

Grammar Wars: Language as Cultural Battlefield in 17th and 18th Century England

Annual Report of the Board of Education of the City and County of New York

Vol. 25 is the report of the commissioner of education for 1880; v. 29, report for 1877.

Aan de hand van correspondentie tussen drie families uit de Nederlandse elite (Huijdecoper, De La Court en Van der Muelen) beschrijft de auteur de kinderleeftijd en de opvoeding van de kinderen in de zeventiende en achttiende eeuw. Met samenvatting in het Nederlands.

Reading Book for the Use of Female Schools

Learning and Literacy in Female Hands, 1520-1698

Dutch Child-rearing Practices in the 17th and 18th Century : Three Urban Elite Families

Art Education the True Industrial Education

American Journal of Education

This is a major new textbook, designed for students in all disciplines seeking an introduction to the very latest research on all aspects of women's lives in Europe from 1500 to 1750, and on the development of the notions of masculinity and femininity. The coverage is geographically broad, ranging from Spain to Scandinavia, and from Russia to Ireland, and the topics investigated include the female life-cycle, literacy, women's economic role, sexuality, artistic creations, female piety - and witchcraft - and the relationship between gender and power. To aid students each chapter contains extensive notes on further reading (but few footnotes), and the approach throughout is designed to render the subject in as accessible and stimulating manner as possible.

Women and Gender in Early Modern Europe is suitable for usage on numerous courses in women's history, early modern European history, and comparative history.

While far fewer studies on women and gender have been published in Poland than in the West, the last decade has seen growing interest in gender history among Polish scholars. The first general history of Polish women in the early modern times was published by Dr. Bogucka in Polish in 1998; the present study constitutes an expansion, as well as a translation into English, of that seminal work. *Women in Early Modern Polish Society, against the European Background* makes widely available to historians and women's studies scholars in the West a mass of information about women in Poland from the 16th to the 18th century, previously inaccessible in Polish archives. In the preface, Bogucka points to the need for theoretical reflection within Polish studies of women's history, and the need to develop standard concepts and terms for the study of gender, to allow this research to develop further. She emphasizes that scholars of women's history must rely on all documents of a given epoch if they want to examine women's lives. Urban and rural records (especially law court records), church archives, private archives, diaries, noblemen's records, collections of sermons, last wills, inventories, belles letters, correspondence, are all sources which always contain scattered direct or indirect information on women and gender relations. Bogucka examines the stages of the typical woman's life-girl, married woman, widow-discussing their position in the family and society, as well as the societal changes that occurred in this sphere from the sixteenth to the eighteenth century. She also looks, among other things, at the role of women's work in the countryside and in towns according to social status and education; religious life, which offered possibilities to women to appear and to act outside the home; the impact of Reformation on the situation of women; the participation of women in the creation and consumption of culture; and women's roles in political life. Finally, she places her discussion of Polish women in comparative context, exploring the legal status and general situation of women in Poland against those in Western countries - Germany, France and England - as well as Central and Eastern Europe-Hungary, Bohemia, and Russia.

Sisters, Brothers and Others

Changing Status of Women in 16th and 17th Century England

Encyclopedia of British Writers, 16th, 17th, and 18th Centuries

The Post-Graduate and Wooster Quarterly

Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards

Studies the lives of the women of the royal houses of Tudor and Stuart in late-sixteenth-century England as they illustrate nearly every aspect of life for English women of the time.

"Love is joy with the accompanying idea of an external cause." Spinoza's definition of love manifests a major paradigm shift achieved by seventeenth-century Europe, in which the emotions, formerly seen as normative "forces of nature," were embraced by the new science of the mind.This shift has often been seen as a transition from a philosophy laden with implicit values and assumptions to a more scientific and value-free way of understanding human action. But is this rational approach really value-free? Today we tend to believe that values are inescapable, and that the descriptive-mechanical method implies its own set of values. Yet the assertion by Spinoza, Malebranche, Leibniz, and Enlightenment thinkers that love guides us to wisdom-and even that the love of a god who creates and maintains order and harmony in the world forms the core of ethical behavior-still resonates powerfully with us. It is, evidently, an idea Western culture is unwilling to relinquish.This collection of insightful essays offers a range of interesting perspectives on how the triumph of "reason" affected not only the scientific-philosophical understanding of the emotions and especially of love, but our everyday understanding as well.

The Concept of Love in 17th and 18th Century Philosophy

The Double Standard in Shakespeare and Related Essays

Queens and Commoners

Documents of the Board of Education of the City of New York

"The" American journal of education

Containing essays from leading and recent scholars in Peninsular and colonial studies, this volume offers entirely new research on women's acquisition and practice of literacy, on conventual literacy, and on the cultural representations of women's literacy. Together the essays reveal the surprisingly broad range of pedagogical methods and learning experiences undergone by early modern women in Spain and the New World.

Focusing on the pedagogical experiences in Spain, New Spain (present-day Mexico), and New Granada (Colombia) of such well-known writers as Saint Teresa of Ávila, Sor Juana Inés de la Cruz, and María de Zayas, as well as of lesser-known noble women and writers, and of nuns in the Spanish peninsula and the New World, the essays contribute significantly to the study of gendered literacy by investigating the ways in which women—religious and secular, aristocratic and plebeian—became familiarized with the written word, not only by means of the education received but through visual art, drama, and literary culture. Contributors to this collection explore the abundant writings by early modern women to disclose the extent of their participation in the culture of Spain and the New World. They investigate how women—playwrights, poets, novelists, and nuns— applied their education both to promote literature and to challenge the male-dominated hierarchy of church and state. Moreover, they shed light on how women whose writings were not considered literary also took part in the gendering of Hispanic culture through letters and autobiographies, among other means, and on how that same culture depicted women's education in the visual arts and the literature of the period.

The Bold and the Brave investigates how women have striven throughout history to gain access to education and careers in science and engineering. Author Monique Frize, herself an engineer for over 40 years, introduces the reader to key concepts and debates that contextualize the obstacles women have faced and continue to face in the fields of science and engineering. She focuses on the history of women's education in mathematics and science through the ages, from antiquity to the Enlightenment. While opportunities for women were often purposely limited, she reveals how many women found ways to explore science outside of formal education. The book examines the lives and work of three women –Sophie Germain, Mileva Einstein, and Rosalind Franklin – that provide excellent examples of how women’s contributions to science have been dismissed, ignored or stolen outright. She concludes with an in-depth look at women’s participation in science and engineering throughout the twentieth century and the current status of women in science and engineering, which has experienced a decline in recent years. To encourage more young women to pursue careers in science and engineering she advocates re-gendering the fields by integrating feminine and masculine approaches that would ultimately improve scientific and engineering endeavours.

Introduction to the Literature of Europe in the 15th, 16th, and 17th Centuries

Wooster Alumni Bulletin

A Dictionary of Information for the Use of Teachers, School Officers, Parents, and Others

Compendium

A History of Women in Science and Engineering

Considering the presence and influence of educated women of letters in Spain and New Spain, this study looks at the life and work of early modern women who advocated by word or example for the education of women. The subjects of the book include not only such familiar figures as Sor Juana and Santa Teresa de Jes ús, but also of less well known women of their time. The author uses primary documents, published works, artwork, and critical sources drawn from history, literature, theatre, philosophy, women's studies, education and science. Her analysis juxtaposes theories espoused by men and women of the period concerning the aptitude and appropriateness of educating women with the actual practices to be found in convents, schools, court, theaters and homes. What emerges is a fuller picture of women's learning in the early modern period.

This title was first published in 2001: Although 17th- and 18th-century English language theorists claimed to be correcting errors in grammar and preserving the language from corruption, this new study demonstrates how grammar served as an important cultural battlefield where social issues were contested. Author Linda C. Mitchell situates early modern linguistic discussions, long thought to be of little interest, in their larger cultural and social setting to show the startling degree to which grammar affected, and was affected by, such factors as class and gender. In her examination of the controversies that surrounded the teaching and study of grammar in this period, Mitchell looks especially at changing definitions and standardization of "grammar", how and to whom it was taught, and how grammar marked the social position of marginal groups. Her comprehensive study of the contexts in which grammar was intended or thought to function is based on her analysis of the ancillary materials - prefaces, introductions, forewords, statements of intent, organization of materials, surrounding materials, and manifestos of pedagogy, philosophy, and social or political goals - of more than 300 grammar texts of the time. The book is intended as a landmark study of an important movement in the foundation of the modern world.

Sibling Relations and Gender in the Early Modern World

Through the Keyhole

For the Year Ending December 31, 1863

The Evangelical Magazine and Missionary Chronicle

A Short History of Education