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Educating The Proper Woman Reader

Educating the Proper Woman Reader reevaluates prevailing assumptions about the vexed relationship between nineteenth-century women readers and literary critics. While many scholars have explored the ways nineteenth-century critics expressed their anxiety about the dangers of women's unregulated and implicitly uncritical reading practices, which ...

Educating the Proper Woman Reader: Victorian Family ...

Jennifer Phegley presents an examination of four mid-Victorian magazines that middle-class women read widely.

Educating the Proper Woman Reader reevaluates prevailing

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Educating the Proper Woman Reader Phegley, Jennifer
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Family Literary Magazines and the Cultural Health of the
Nation.

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nineteenth-century women readers and literary . A good history of women's reading which was at times interesting, but the style it details the growth of education for girls and the popularity of reading groups . There is a good principle ...

Educating the Proper Woman Reader Victorian Family ...
Educating the Proper Woman Reader: Victorian Family
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Educating the Proper Woman Reader: Victorian Family ...
How can women educate anyone, even young children, if they themselves lack reasoning skills? Rousseau's views about women arguably grew more complex with age. In "Confessions," which he wrote later in life, he credits several

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women with helping him gain entrance into the intellectual circles of society.

Rousseau's Thoughts on Women and Education

The Unmatched Importance of Female Education Increased Literacy: Of the 163 million illiterate youth across the globe, nearly 63 percent are female. Offering all children education will prop up literacy rates, pushing forward development in struggling regions.

Top 10 Reasons Why Female Education is Important

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Despite evidence demonstrating how central girls' education is to development, gender disparities in education persist. Around the world, 132 million girls are out of school, including 34.3 million of primary school age, 30 million of lower-secondary school age, and 67.4 million of upper-secondary school age.

Girls' education | UNICEF

Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change. Literacy of women is an important key to improving health, nutrition and education in the family and to empowering women to participate in decision-making in

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society... 196.

Issue 7: Women Empowerment | UNFPA - United Nations ...
At least 500 million women and girls globally lack adequate facilities for menstrual hygiene management (MHM).
Inadequate WASH (water, sanitation and hygiene) facilities, particularly in public places, such as in schools, workplaces or health centers, can pose a major obstacle to women and girls.

Menstrual Hygiene Management Enables Women and Girls to ...

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Through the Education 2030 Framework for Action, SDG 4 aims to ‘ Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all ’ and SDG 5 to ‘ Achieve gender equality and empower all women and girls. ’ The Education 2030 agenda recognizes that gender equality requires an approach that ‘ ensures that ...

Education and gender equality - UNESCO

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Educating Synonyms, Educating Antonyms | Thesaurus.com
Raising a healthy child includes educating that child on proper nutrition and physical activity in order to grow into healthy adults. Poor nutrition and obesity continue to be a problem in the ...

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Lack of health education leads to a rise in obesity rates ...
These are some of the reasons why there is an urgent need for quality comprehensive sexuality education (CSE). Earlier this month , UNESCO published a fully updated International Technical Guidance on Sexuality Education , which advocates for quality CSE to promote health and well-being, respect for human rights and gender equality, and empowers children and young people to lead healthy, safe ...

Why comprehensive sexuality education is important
What is child sexual exploitation? Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money,

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status and affection, in exchange for performing sexual activities.

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.

Literary and popular culture has often focused its attention on women readers, particularly since early Victorian times.

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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 Brontë, Harriet Beecher Stowe, and Zora Neale Hurston. Attending 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

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development of books and print culture, and the categorization of texts into high and low cultural forms.

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

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as a deliberate strategy. Wayward women readers challenged dominant assumptions about “feminine reading” and, by extension, femininity itself. *Victorian Women and Wayward 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.

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

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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. Corder 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

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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.

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

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precisely the way that she wanted it. *Victorian Bestseller* is the first book 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 ethics of care and disability studies, the 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

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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.

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.

In 1788, the Catalogue of Five Hundred Celebrated Authors

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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

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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.

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.

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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.

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

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and female readers and detailing how female literacy has been suppressed in some parts of the world.

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