

LUCY SPRAGUE MITCHELL

The Making of
a Modern Woman



JOYCE ANTLE

Lucy Sprague Mitchell The Making Of A Modern Woman

Robyn Muncy



Lucy Sprague Mitchell The Making Of A Modern Woman:

Lucy Sprague Mitchell Joyce Antler, 1987 A biography of the woman who made pioneering changes in the education of children fought to increase women's contributions to society and founded the Bank Street College of Education

The Grounding of Modern Feminism Nancy F. Cott, 1987-01-01 The time has come to define feminism it is no longer possible to ignore it The Century Magazine 1914 In this landmark addition to scholarship Nancy F Cott author of *The Bonds of Womanhood* offers a new interpretation of American feminism during the early decades of this century a period traditionally viewed as one in which women won the right to vote and then lost interest in feminist issues Cott argues instead that this period was a time of crisis and transition from the nineteenth century woman movement to the beginning of modern feminism Many of the issues that are central to women today says Cott were firmly articulated in the early decades of this century For example the problem of defining sexual equality so as to recognize sexual difference between men and women the ambiguous potential of a movement seeking individual freedoms for women by mobilizing sex solidarity and the tensions involved in attaining full expression in work and love are all enduring elements of feminism seized upon by women of the 1910s and 1920s First discussing how feminism was indebted to its predecessors Cott shows that increasing heterogeneity and diverse loyalties among women in the early twentieth century contradicted the premise of the nineteenth century cause of woman the singular noun symbolizing the unity of the female sex From this crisis emerged feminism championing individual variability and refuting the premise that a singular woman existed Cott focuses on the suffrage campaign milieu in which feminism arose giving particular attention to the character and role of the National Woman's Party from its militant suffrage days to its advocacy of the equal right amendment in the 1920s Against prevailing interpretations of the decline of women's political activities after 1920 Cott counterposes the swelling numbers in women's voluntary associations and their political efforts She also analyzes the pitfalls that awaited women who tried for effectiveness in the male dominated political parties She sets the controversy over the equal rights amendment in new context discussing the full dimensions of the conflict as not merely over personalities tactics or class loyalties but as a signal example of the modern problem of capturing sexual equality and sexual difference in law The book explores the irony strewn path of women who as aspiring professionals and political actors attempted to put into practice the feminist intent to replace the abstraction woman with instead the human sex This history the story of women who first claimed the name feminists builds an essential bridge between the presuffrage period and today

Learning from the Left Julia L. Mickenberg, 2005-11-10 At the height of the Cold War dozens of radical and progressive writers illustrators editors librarians booksellers and teachers cooperated to create and disseminate children's books that challenged the status quo *Learning from the Left* provides the first historic overview of their work Spanning from the 1920s when both children's book publishing and American Communism were becoming significant on the American scene to the late 1960s when youth who had been raised on many of the books in this study

unequivocally rejected the values of the Cold War Learning from the Left shows how radical values and ideas that have now become mainstream including cooperation interracial friendship critical thinking the dignity of labor feminism and the history of marginalized people were communicated to children in repressive times A range of popular and critically acclaimed children s books many by former teachers and others who had been blacklisted because of their political beliefs made commonplace the ideas that McCarthyism tended to call subversive These books about history science and contemporary social conditions as well as imaginative works science fiction and popular girls mystery series were readily available to children most could be found in public and school libraries and some could even be purchased in classrooms through book clubs that catered to educational audiences Drawing upon extensive interviews archival research and hundreds of children s books published from the 1920s through the 1970s Learning from the Left offers a history of the children s book in light of the history of the history of the Left and a new perspective on the links between the Old Left of the 1930s and the New Left of the 1960s Winner of the Grace Abbott Book Prize of the Society for the History of Children and Youth

Stealing from the Mother Jerry Aldridge,Lois McFadyen Christensen,2013-08-11 This book is the only available compilation of women in education and psychology whose work has been marginalized forgotten or attributed to their male colleagues This resource includes women from the progressive era 1900 1950 the psychological period 1950 2000 and the political period 2000 2010 Caucasian and African American scholars from the Northeast Southern and Midwestern states are highlighted Some of the chapters are shorter than others due to the limited literature concerning some of the women In addition chapters describing the elimination of gender inequity in early childhood education the marginalization of women in education under No Child Left Behind as well as discrimination of women in higher education are included The book concludes with the need to rethink teacher education to include the exceptional contributions of the women who are showcased in this book Finally this source is an attempt to eliminate gender inequity in teacher education and educational psychology by restoring the contributions of feminine scholars

A New Moral Vision Andrea L. Turpin,2016-08-25 In A New Moral Vision Andrea L Turpin explores how the entrance of women into U S colleges and universities shaped changing ideas about the moral and religious purposes of higher education in unexpected ways and in turn profoundly shaped American culture In the decades before the Civil War evangelical Protestantism provided the main impetus for opening the highest levels of American education to women Between the Civil War and World War I however shifting theological beliefs a growing cultural pluralism and a new emphasis on university research led educators to reevaluate how colleges should inculcate an ethical outlook in students just as the proportion of female collegians swelled In this environment Turpin argues educational leaders articulated a new moral vision for their institutions by positioning them within the new landscape of competing men s women s and coeducational colleges and universities In place of fostering evangelical conversion religiously liberal educators sought to foster in students a surprisingly more gendered ideal of character and service than had earlier evangelical educators Because of this moral

reorientation the widespread entrance of women into higher education did not shift the social order in as egalitarian a direction as we might expect. Instead, college graduates who formed a disproportionate number of the leaders and reformers of the Progressive Era contributed to the creation of separate male and female cultures within Progressive Era public life and beyond. Drawing on extensive archival research at ten trend-setting men's, women's, and coeducational colleges and universities, *A New Moral Vision* illuminates the historical intersection of gender ideals, religious beliefs, educational theories, and social change in ways that offer insight into the nature and cultural consequences of the moral messages communicated by institutions of higher education today.

Founding Mothers and Others A. Sadovnik, S. Semel, 2016-04-30 Interest in progressive education and feminist pedagogy has gained a significant following in current educational reform circles. *Founding Mothers and Others* examines the female founders of progressive schools and other female educational leaders in the early twentieth century and their schools or educational movements. All of the women led remarkable lives, and their legacies are embedded in education today. The book examines the lessons to be learned from their work and their lives. The book also analyzes whether their leadership styles support contemporary feminist theories of leadership that argue women administrators tend to be more inclusive, democratic, and caring than male administrators. Through an examination of these women, this book looks critically at the ways in which the leaders' administrative styles and behaviors lend support to feminist claims.

Alternative Schools in British Columbia 1960-1975 Harley Rothstein, 2024-08-09 The tumultuous 1960s was an era of the counterculture, political activism, and resistance to authority. Conventions and values were challenged, and new approaches to education captured the imaginations of parents, teachers, and students. Reacting against the one-size-fits-all nature of the traditional public school system, groups of parents and teachers in Canada and the United States established alternative schools or free schools based on the Progressive child-centered philosophy of John Dewey and the Romantic ideas of Summerhill founder A. S. Neill. In *Alternative Schools in British Columbia 1960-1975*, Harley Rothstein tells the story of ten such schools that arose in the province of British Columbia. Drawing on 350 self-conducted interviews, newspaper articles, personal journals, and school records, Dr. Rothstein invites readers to experience the early days of alternative schools. He describes the educational philosophy, curriculum, and governance of these institutions and introduces readers to the people who were at the heart of alternative communities. Tracing the evolution, successes, and challenges of each school, he presents the day-to-day experience and brings to life the ethos of the 1960s era. Historians, educators, and all curious readers will become immersed in this engaging account of a group of educational pioneers on Canada's west coast and how they inspired the liberalization of the public school system that would come in the 1970s.

Learning from Children Mary E. Hauser, 2006 This is the first published biography of Caroline Pratt, an innovative progressive educator who founded the City and Country School in Greenwich Village, New York, in 1914. It provides a feminist analysis of Pratt's life and work that adds a new dimension to our appreciation of her contributions to progressive education. *Learning from Children* also shows how an

analysis of Pratt's work can inform our understanding of current critical issues in educational policy and practice Caroline Pratt's story will enliven courses on history of education foundations of early childhood education and women's history topics

The Handbook of Dewey's Educational Theory and Practice Charles L. Lowery, Patrick M. Jenlink, 2019-08-05 In the last twenty five years there has been a great deal of scholarship about John Dewey's work as well as continued appraisal of his relevance for our time especially in his contributions to pragmatism and progressivism in teaching learning and school learning The Handbook of Dewey's Educational Theory and Practice provides a comprehensive accessible richly theoretical yet practical guide to the educational theories ideals and pragmatic implications of the work of John Dewey America's preeminent philosopher of education Edited by a multidisciplinary team with a wide range of perspectives and experience this volume will serve as a state of the art reference to the hugely consequential implications of Dewey's work for education and schooling in the 21st century Organized around a series of concentric circles ranging from the purposes of education to appropriate policies principles of schooling at the organizational and administrative level and pedagogical practice in Deweyan classrooms the chapters will connect Dewey's theoretical ideas to their pragmatic implications

Problem-posing with Multicultural Children's Literature Elizabeth P. Quintero, 2004 Problem posing with Multicultural Children's Literature documents an ongoing qualitative study of early childhood teachers using a problem posing method with multicultural children's literature Grounded in critical theory the text has been written for use in upper division undergraduate and graduate level classes that study infants toddlers preschoolers kindergartners and students in grades one and two The book uses examples from both early childhood and elementary teacher education students and practicing teachers work as they study critical literacy multicultural children's literature and integrated early childhood curriculum This structure provides insights into guided research in child development cultural and linguistic contexts learning theory strategies for teaching young children family advocacy and all related aspects of early childhood teacher education as the learners move through the activities

Spatial Citizenship Education Euikyung E. Shin, Sarah Witham Bednarz, 2018-09-21 Spatial Citizenship Education is an innovative exploration of ways to engage and promote citizenship through a deeper understanding of spatial and geographic perspectives The authors propose that recognizing the relationship between space and citizenry enables productive and positive engagement with important societal issues such as equity justice and environmental stewardship By providing a historical overview of geography's contribution to citizenship education including progress made and challenges faced by educational reform movements this collection shows how geography can contribute to a new type of citizen one with an enhanced understanding of the world as seen through the key concepts of geography space place scale power and human environment relationships Through a theoretical explanation of key citizenship ideas and by providing practical classroom based teaching tools this volume will be essential for geography education researchers and social studies educators alike

Pragmatism and Feminism Charlene Haddock

Seigfried,1996-06-15 Though many pioneering feminists were deeply influenced by American pragmatism their contemporary followers have generally ignored that tradition because of its marginalization by a philosophical mainstream intent on neutral analyses devoid of subjectivity In this revealing work Charlene Haddock Seigfried effectively reunites two major social and philosophical movements arguing that pragmatism because of its focus on the emancipatory potential of everyday experiences offers feminism its most viable and powerful philosophical foundation With careful attention to their interwoven histories and contemporary concerns Pragmatism and Feminism effectively invigorates both traditions opening them to new interpretations and appropriations and asserting their timely philosophical relevance This foundational work in feminist theory simultaneously invites and guides future scholarship in an area of rapidly emerging significance Women who Taught Alison L. Prentice,Marjorie R. Theobald,1991-01-01 In an era when women are moving into so many areas of the labour force we all remember some of the first working women we ever encountered women teachers as they were too often known The impact of women on education has been enormous throughout the English speaking world It has also been ignored for the most part by mainstream historians of education Alison Prentice and Marjorie R Theobald have addressed this omission by bringing together a wide range of essays by feminist historians on the role of women in education at all levels in Canada Australia Britain and the United States All the essays were ground breaking when first published Among the subjects they explore are the experience of women in private or domestic schooling and the rigours of teaching as single women in remote areas Other essays discuss the impact on women s working schools in the nineteenth century the growth of professional teachers organizations and the blurring of public and private in the lives of twentieth century teachers The editors provide an introduction that traces the growth of the emerging field of the history of women in teaching and identifies new directions currently developing A bibliography offers further resources Creating a Female Dominion in American Reform, 1890-1935 Robyn Muncy,1994-04-28 Using the concept of a dominion Muncy argues that during the Progressive era to the New Deal female reformers built an interlocking set of organizations that attempted to control child welfare policy By exploring that process she illuminates the relationship between professionalization and reform the origins and meaning of Progressive reform and the role of gender in creating the American welfare state **Working with Class** Daniel J. Walkowitz,1999 Polls tell us that most Americans_whether they earn 20 000 or 200 000 a year_think of themselves as middle class As this phenomenon suggests middle class is a category whose definition is not necessarily self evident In this book historian Daniel **Bending the Future to Their Will** Margaret Smith Crocco,O. L. Davis Jr.,1999-10-20 This lively and thought provoking collective biography uncovers the contributions of past women educators who promoted a distinctive vision of citizenship education A distinguished group of scholars including editors Margaret Smith Crocco and O L Davis Jr consider the lives and perspectives of eleven women educators and social activists_Jane Addams Mary Sheldon Barnes Mary Ritter Beard Rachel Davis DuBois Hazel Hertzberg Alice Miel Lucy Sprague Mitchell Bessie Pierce Lucy Maynard Salmon

Hilda Taba and Marion Thompson Wright concerned over the last century with issues of difference in schools and society This volume s reconstruction of hidden history reveals the importance of these women to contemporary debate about gender pluralism and education in a democracy Characterized by views of education that were constructivist customized and transformative their lives and ideas present an alternative model to dominant conceptualizations of education one sensitive to the demands of pluralism within civil education long before the present day debates about multiculturalism *Women Educators in the Progressive Era* A. Durst,2010-07-19 In 1896 John Dewey established the Laboratory School at the University of Chicago an experimental school designed to test his ideas in the reality of classroom practice Through a collective portrait of four of the school s teachers *Women Educators in the Progressive Era* examines the struggles and satisfactions of teaching at this innovative school and situates the school community in the context of Progressive Era experimental impulses in Chicago and the nation This book reassesses the implications of Dewey s ideas for current efforts to improve schools as it explores how the Laboratory School teachers participated in inquiry designed to advance educational thought and practice *Social Science in the Crucible* Mark C. Smith,1994 The 1920s and 30s were key decades for the history of American social science The success of such quantitative disciplines as economics and psychology during World War I forced social scientists to reexamine their methods and practices and to consider recasting their field as a more objective science separated from its historical foundation in social reform The debate that ensued fiercely conducted in books articles correspondence and even presidential addresses made its way into every aspect of social science thought of the period and is the subject of this book Mark C Smith first provides a historical overview of the controversy over the nature and future of the social sciences in early twentieth century America and then through a series of intellectual biographies offers an intensive study of the work and lives of major figures who participated in this debate Using an extensive range of materials from published sources to manuscript collections Smith examines objectivists economist Wesley Mitchell and political scientist Charles Merriam and the more purposive thinkers historian Charles Beard sociologist Robert Lynd and political scientist and neo Freudian Harold Lasswell He shows how the debate over objectivity and social purpose was central to their professional and personal lives as well as to an understanding of American social science between the two world wars These biographies bring to vivid life a contentious moment in American intellectual history and reveal its significance in the shaping of social science in this country *Women and the Politics of Class* Johanna Brenner,2000-09 Drawing on explorations of the labour movement and working class politics Brenner provides a materialist approach to one of the most important issues of feminist theory today ethnicity the intersection of race nationality gender sexuality and class *Children Today* ,1987

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Table of Contents Lucy Sprague Mitchell The Making Of A Modern Woman

1. Understanding the eBook Lucy Sprague Mitchell The Making Of A Modern Woman
 - The Rise of Digital Reading Lucy Sprague Mitchell The Making Of A Modern Woman
 - Advantages of eBooks Over Traditional Books
2. Identifying Lucy Sprague Mitchell The Making Of A Modern Woman
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Lucy Sprague Mitchell The Making Of A Modern Woman
 - User-Friendly Interface
4. Exploring eBook Recommendations from Lucy Sprague Mitchell The Making Of A Modern Woman
 - Personalized Recommendations
 - Lucy Sprague Mitchell The Making Of A Modern Woman User Reviews and Ratings
 - Lucy Sprague Mitchell The Making Of A Modern Woman and Bestseller Lists
5. Accessing Lucy Sprague Mitchell The Making Of A Modern Woman Free and Paid eBooks
 - Lucy Sprague Mitchell The Making Of A Modern Woman Public Domain eBooks
 - Lucy Sprague Mitchell The Making Of A Modern Woman eBook Subscription Services
 - Lucy Sprague Mitchell The Making Of A Modern Woman Budget-Friendly Options

6. Navigating Lucy Sprague Mitchell The Making Of A Modern Woman eBook Formats
 - ePub, PDF, MOBI, and More
 - Lucy Sprague Mitchell The Making Of A Modern Woman Compatibility with Devices
 - Lucy Sprague Mitchell The Making Of A Modern Woman Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Lucy Sprague Mitchell The Making Of A Modern Woman
 - Highlighting and Note-Taking Lucy Sprague Mitchell The Making Of A Modern Woman
 - Interactive Elements Lucy Sprague Mitchell The Making Of A Modern Woman
8. Staying Engaged with Lucy Sprague Mitchell The Making Of A Modern Woman
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Lucy Sprague Mitchell The Making Of A Modern Woman
9. Balancing eBooks and Physical Books Lucy Sprague Mitchell The Making Of A Modern Woman
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Lucy Sprague Mitchell The Making Of A Modern Woman
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Lucy Sprague Mitchell The Making Of A Modern Woman
 - Setting Reading Goals Lucy Sprague Mitchell The Making Of A Modern Woman
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Lucy Sprague Mitchell The Making Of A Modern Woman
 - Fact-Checking eBook Content of Lucy Sprague Mitchell The Making Of A Modern Woman
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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