

JO BURR MARGADANT

# Madame le Professeur

*Women Educators in the Third Republic*



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# Madame Le Professeur Women Educators In The Third Republic

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## **Madame Le Professeur Women Educators In The Third Republic:**

**Madame le Professeur** Jo Burr Margadant, 2019-01-15 A collective biography of France's first generation of female secondary schoolteachers this book examines the conflict between their public and private lives and places their new professional standing within the political culture of the Third Republic Jo Burr Margadant charts the responses of women who attended the normal school of Sevres during the 1880s to their roles as teachers and subordinates in the public school system their plight as outsiders in the social community and their gains toward educational reforms These women emerge as pioneers struggling to forge careers in an elite profession which was separate and inferior to its male equivalent and also controlled by men Margadant explains that the first women teacher in girls colleges and lycees were expected to project an intellectually assertive presence in the classroom while maintaining a maternal solicitude toward students and a modest self-effacing style with superiors Many who succeeded progressed to administrative jobs and in some cases filled official posts left vacant by men during the First World War The author shows how these achievements led to the transformations of girls secondary schools into replicas of those for boys and to equal treatment for women and men in the teaching profession Jo Burr Margadant is Lecturer in History at Santa Clara University Originally published in 1990 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905

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**Women and the Politics of Education in Third Republic France** Linda L. Clark,2023 In Third Republic France 1870-1940 the directrice of a normal school cole normale for training women teachers was the most important woman representative of public primary education in each department This study of 313 normal school directrices between 1879 and 1940 an important group of professional women not previously studied explores the challenges they encountered and their responses **Women and the Politics of Education in Third Republic France** deftly examines the history of these women and their contributions to French society [Debating the Woman](#)

[Question in the French Third Republic, 1870-1920](#) Karen Offen,2018-01-11 Karen Offen offers a magisterial reconstruction and analysis of the debates around relations between women and men how they are constructed and how they should be organized that raged in France and its French speaking neighbors from 1870 to 1920 The woman question encompassed subjects from maternity and childbirth and the upbringing and education of girls to marriage practices and property law the organization of households the distribution of work inside and outside the household intimate sexual relations religious beliefs and moral concerns government sanctioned prostitution economic and political citizenship and the politics of population growth The book shows how the expansion of economic opportunities for women and the drop in the birth rate further exacerbated the debates over their status roles and possibilities With the onset of the First World War these debates were temporarily placed on hold but they would be revived by 1916 and gain momentum during France s post war recovery

**The Third Republic in France, 1870-1940** William Fortescue,2017-07-05 An essential introduction to the major political problems debates and conflicts which are central to the history of the Third Republic in France from the Franco Prussian War of 1870-71 to the fall of France in June 1940 It provides original sources detailed commentary and helpful chronologies and bibliographies on topics including the emergence of the regime and the Paris Commune of 1871 Franco German relations anti Semitism and the Dreyfus Affair the role of women and the importance of the national birth rate the character of the French Right and of French fascism **Europe 1850-1914** Jonathan Sperber,2014-01-14 This innovative survey of European history from the middle of the nineteenth century to the outbreak of the First World War tells the story of an era of outward tranquillity that was also a period of economic growth social transformation political contention and scientific and artistic innovation During these years the foundations of our present urban industrial society were laid the five Great Powers vied in peaceful and violent fashion for dominance in Europe and throughout the world and the darker forces that were to dominate the twentieth century violent nationalism totalitarianism racism ethnic cleansing began to make themselves felt Jonathan Sperber sets out developments in this period across the entire European continent from the Atlantic

to the Urals from the Baltic to the Mediterranean To help students of European history grasp the main dynamics of the period he divides the book into three overlapping sections covering the periods from 1850 to 1871 and 1871 to 1895 and 1895 to 1914 In each period he identifies developments and tendencies that were common in varying degrees to the whole of Europe while also pointing the unique qualities of specific regions and individual countries Throughout his argument is supported by illustrative material tables charts case studies and other explanatory features and there is a detailed bibliography to help students to explore further in those areas that interest them

**History and Ideology in Proust** Michael Sprinker, 1998 This departure from the norm reveals a side to Proust that was capable of observing the class struggle in the Third Republic a possibility that the author discovered in his studying and interpretation of *A la recherche du temps perdu*

**Writing Women's History Since the Renaissance** Mary Spongberg, 2017-03-08 The complaint of Catherine Morland in Jane Austen's *Northanger Abbey* that history has hardly any women at all is not an uncommon one Yet there is evidence to suggest that women have engaged in historical writing since ancient times This study traces the history of women's historical writing reclaiming the lives of individual women historians recovering women's historical writings from the past and focusing on how gender has shaped the genre of history Mary Spongberg brings together for the first time an extensive survey of the progress of women's historical writing from the Renaissance to the present demonstrating the continuities between women's historical writings in the past and the development of a distinctly woman-centred historiography *Writing Women's History since the Renaissance* also examines the relationship between women's history and the development of feminist consciousness suggesting that the study of history has alerted women to their unequal status and enabled them to use history to achieve women's rights Whether feminist or anti-feminist women who have had their historical writings published have served as role models for women seeking a voice in the public sphere and have been instrumental in encouraging the growth of a feminist discourse

**Politics and Culture in Victorian Britain** Henry Colin Gray Matthew, 2006-03-09 In the last twenty years one of the classical arenas for British historical writing the politics of Victorian Britain has ceased to be an obvious or self-evidently important subject Facing up to this challenge the historians who have contributed to this volume explore central aspects of that history They continue to uphold the centrality of politics to Victorian Britain but suggest that politics must be viewed more broadly as a concern pervading almost all spheres of life just as Victorians themselves would have done In this way politics penetrates into Victorian culture Politics can lead us into the ideas governing political action itself political ideas international relations the education of men and women the writing of history and of literature engagement with past political theorists and the ideas behind professionalization Such are some of the themes taken up here The specific occasion for these essays was as a tribute to the memory of the late Colin Matthew one of the most eminent recent historians of Victorian Britain who was himself determined to uphold the contemporary relevance of Victorian political tradition and to explore the interface between politics and culture Reflection on his intellectual achievement is a second distinctive component of this

book **Teaching Stravinsky** Kimberly A. Francis, 2015-07-03 In 1929 Nadia Boulanger accepted Igor Stravinsky's younger son Soulima as her student. Within two years Stravinsky and Boulanger merged their artistic spheres, each influencing and enhancing the cultural work of the other until the composer's death in 1971. *Teaching Stravinsky* tells Boulanger's story of the ever-changing nature of her fractious relationship with Stravinsky. Author Kimberly A. Francis explores how Boulanger's own professional activity during the turbulent twentieth century intersected with her efforts on behalf of Stravinsky and how this facilitated her own influential conversations with the composer about his works while also drawing her into close contact with his family. Through the theoretical lens of Bourdieu and drawing upon over one thousand pages of letters and scores, many published here for the first time, Francis examines the extent to which Boulanger played a foundational role in defining, defending, and ultimately consecrating Stravinsky's canonical identity. She considers how the quotidian events in the lives of these two icons of modernism informed both their art and their professional decisions and convincingly argues for a reevaluation of the influence of women on cultural production during the twentieth century. At once a story of one woman's vibrant friendship with an iconic modernist composer and a case study in how gendered polemics informed professional negotiations of the artistic-political fields of the twentieth century, *Teaching Stravinsky* sheds new light not only on how Boulanger taught Stravinsky but also how, in doing so, she managed to influence the course of modernism itself.

*Sexing the Citizen* Judith Surkis, 2018-07-05 How did marriage come to be seen as the foundation and guarantee of social stability in Third Republic France? In *Sexing the Citizen*, Judith Surkis shows how masculine sexuality became central to the making of a republican social order. Marriage, Surkis argues, affirmed the citizen's masculinity while also containing and controlling his desires. This ideal offered a specific response to the problems of individualism, democratization, and rapid technological and social change associated with France's modernity. This rich, wide-ranging cultural and intellectual history provides important new insights into how concerns about sexuality shaped the Third Republic's pedagogical projects. Educators, political reformers, novelists, academics, and medical professionals enshrined marriage as the key to eliminating the risks of social and sexual deviance posed by men, especially adolescents, bachelors, bureaucrats, soldiers, and colonial subjects. Debates on education reform and venereal disease reveal how seriously the social policies of the Third Republic took the need to control the unstable aspects of male sexuality. Surkis's compelling analyses of republican moral philosophy and Emile Durkheim's sociology illustrate the cultural weight of these concerns and provide an original account of modern French thinking about society. More broadly, *Sexing the Citizen* illuminates how sexual norms continue to shape the meaning of citizenship.

**Reconstructing the "Uni-versity"** Harvey J. Graff, 2025-09-14 Slogans, myths, and isolated anecdotes are inadequate substitutes for documented history and contextual understanding. Literature on the history of higher education is dominated by ahistorical and contextually ignorant slogans. Seldom acknowledged in discussions of the decline or failure of the modern university is 1) how long it has been going on (at least since the 1960s) and 2) universities' own complicity in this long

complicated and contradictory process Myths intertwine inseparably with slogans to echo yet another lost cause Our collective as well as individual pasts provide essential lessons if we know how to read and learn from them More complicated is imagining a plausible better future for universities In *Reconstructing the University From the Ashes of the Mega and Multi* university to the Futures of Higher Education Harvey J Graff bringing experience from over 50 years as a professor provides an accurate history of higher education redefining the issues and terms to establish a new agenda [The Cambridge History of Science: Volume 5, The Modern Physical and Mathematical Sciences](#) David C. Lindberg, Mary Jo Nye, Roy Porter, Ronald L. Numbers, 2003 A new and comprehensive examination of the history of the modern physical and mathematical sciences

**Science, Gender, and Internationalism** Christine von Oertzen, 2016-04-30 Founded in 1920 the International Federation of University brought together women committed to promoting higher education across divisions hardened by global conflict Here Christine von Oertzen traces the IFUW's international rise and Cold War decline making a valuable contribution to the cultural diplomatic and intellectual history *Defeated Flesh* Bertrand Taithe, 1999 *Defeated Flesh* is a study of the French defeat of 1870 and the socialist uprising of the Commune of Paris Taithe considers how the French people mobilised for the war effort and how their ultimate defeat had social and cultural consequences **Rachilde and French Women's Authorship** Melanie Hawthorne, 2001-01-01 Under the assumed name Rachilde Marguerite Eymery 1860-1953 wrote over sixty works of fiction drama poetry memoir and criticism including *Monsieur V nus* one of the most famous examples of decadent fiction She was closely associated with the literary journal *Mercure de France* inspired parts of Oscar Wilde's *The Picture of Dorian Gray* and mingled with all the literary lights of the day Yet for all that very little has been written about her Melanie C Hawthorne corrects this oversight and counters the traditional approach to Rachilde by persuasively portraying this eccentric as patently representative of the French women writers of her time and of the social and literary issues they faced Seen in this light Rachilde's writing clearly illustrates important questions in feminist literary theory as well as significant features of turn of the century French society Hawthorne arranges her approach to Rachilde around several defining events in the author's life including the controversial publication of *Monsieur V nus* with its presentation of sex reversals Weaving back and forth in time she is able to depict these moments in relation to Rachilde's life work and times and to illuminate nineteenth century publishing practices and rivalries including authorial manipulations of the market for sexually suggestive literature The most complete and accurate account yet written of this emblematic author Hawthorne's work is also the first to situate Rachilde in the broader social contexts and literary currents of her time and of our own [Teachers' Schools and the Making of the Modern Chinese Nation-State, 1897-1937](#) Xiaoping Cong, 2011-01-01 During the educational and social transformations in politically tumultuous early twentieth century China Chinese teacher schools played a critical role They were a force in the changes that swept Chinese society bridging Chinese and Western ideals empowering women and contributing to rural modernization This innovative account examines the social and political

aspects and impacts of these schools their role in a society in transition and their production of grassroots forces that lead to the Communist Revolution

**From the Salon to the Schoolroom** Rebecca Rogers, 2010-11-01 How a nation educates its children tells us much about the values of its people From the Salon to the Schoolroom examines the emerging secondary school system for girls in nineteenth century France and uncovers how that system contributed to the fashioning of the French bourgeois woman Rebecca Rogers explores the variety of schools religious and lay that existed for girls and paints portraits of the women who ran them and the girls who attended them Drawing upon a wide array of public and private sources school programs prescriptive literature inspection reports diaries and letters she reveals the complexity of the female educational experience as the schoolroom gradually replaced the salon as the site of French women's special source of influence From the Salon to the Schoolroom also shows how France as part of its civilizing mission transplanted its educational vision to other settings the colonies in Africa as well as throughout the Western world including England and the United States Historians are aware of the widespread ramifications of Jesuit education but Rogers shows how French education for girls played into the cross cultural interactions of modern society producing an image of the Frenchwoman that continues to tantalize and fascinate the Western world today

*France Between the Wars* Sian Reynolds, 2002-11 First published in 2004 Routledge is an imprint of Taylor Francis an informa company



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