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Nota di contenuto	The historiography of women teachers: a retrospect / Alison Prentice and Marjorie R. Theobald -- Schoolmistresses and headmistresses: elites and education in nineteenth-century England / Joyce Senders Pedersen -- "Mere accomplishments"? Melbourne's early ladies' schools reconsidered / Marjorie R. Theobald -- "The poor widow, the ignoramus and the humbug": an examination of rhetoric and reality in Victoria's 1905 Act for the Registration of Teachers and Schools / Ailsa G. Thomson Zainu'ddin -- "Daughters into teachers": educational and demographic influences on the transformation of teaching into "Women's work" in America / Geraldine Joncich Clifford -- Teachers' work: changing patterns and perceptions in the emerging school systems of nineteenth- and early twentieth-century central Canada / Marta Danylewycz and Alison Prentice. Mary Helena Stark: the troubles of a nineteenth-century state school teacher / R.J.W. Selleck -- Feminists in teaching: the National Union of Women Teachers, 1920-1945 / Sarah King -- "I am ready to be of assistance when I can": Lottie Bowron and rural women teachers in

British Columbia / J. Donald Wilson -- Here was fellowship: a social portrait of academic women at Wellesley College, 1895-1920 / Patricia A. Palmieri -- Scholarly passion: two persons who caught it / Alison Prentice.

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## Sommario/riassunto

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.

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