

This study examines Mary Wollstonecraft’s generally recognized as the founder of the early feminist movement by shedding light on her contributions to eighteenth-century instructional literature, and feminist pedagogy in particular. While contemporary scholars have extensively theorized Wollstonecraft’s philosophical and polemic work, little attention has been given to her understanding and representation of feminist practice, most clearly exemplified in her instructional writing. This study makes a significant contribution to the fields of both eighteenth-century and Romantic Era literature by looking at how early feminism influenced didactic traditions from the late-eighteenth century to today. Hanley argues that Wollstonecraft constructs a paradigm of feminist pedagogy both in the text’s representations of teaching and learning, and her own authorial approach in re-appropriating earlier texts and textual traditions. Wollstonecraft’s appropriations of Locke, Rousseau, and other educationists allow her to develop reading and writing pedagogies that promote critical thinking and gesture toward contemporary composition theories and practices. Hanley underscores the significance of Wollstonecraft as teacher and mentor by revisiting texts that are generally assigned a short space in the context of a larger discussion about her life and/or writing, re-presenting her works of instruction as meaningful both in their revisionist approaches to tradition and their normative didactic features.

Froggy Plays T-ball, Woodstock: An Encyclopedia of the Music and Art Fair (Art Reference Collection), Goat on a Boat (Comics Land), The Cartulary of Byland Abbey (Publications of the Surtees Society), Endlich ohne Depression - So besiegen Sie selbst Ihre Depression - Mit Tipps aus der Praxis (Gesundheitsratgeber und Tipps 3) (German Edition), Variable Resolution Direction Finding Using the Robust Symmetrical Number System, Willy the Wimp, Aelfrics Lives of Saints: being a set of sermons on saints days formerly observed by the English Church, Topics in the History of Psychology: Volume I,

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