

The Relationship between the Women's Rights Movement and Collegiate Education



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Abstract

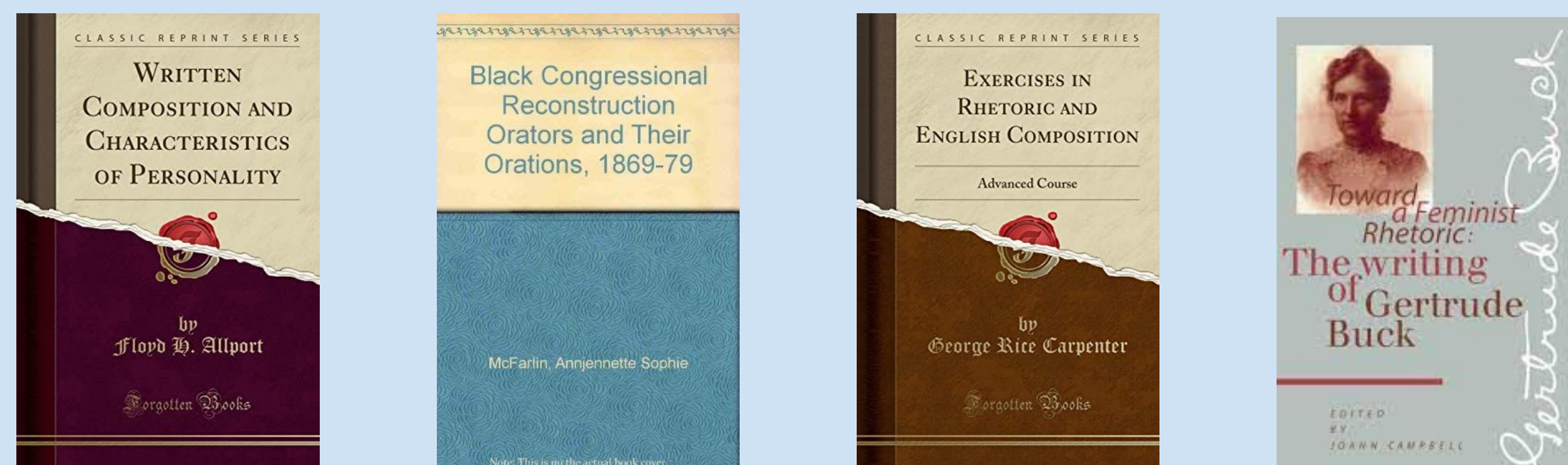
In elementary, middle, and high school literacy instruction in America, female teachers and administrators make up a large majority of the workforce, and historians of higher education topics can, more or less, access their work. However, when it comes to recovering the careers of women in literacy instruction at the collegiate level, records are harder to come by if the women did not publish. Moreover, fewer than 10% of female educators in literacy instruction at the college level were women of color between 1890 and 1950, without even representation or stable archives. Linked Women Pedagogues (LWP) is a data discovery tool that uses several workflows to trace the intellectual influence of underrepresented women and women of color who taught in literacy studies from the late nineteenth through the middle twentieth centuries. While the LWP workflows consider various ways of searching born-digital tools, they do not yet consider correlations between women's intellectual mobility and other national events, such as Women's Suffrage. To contribute to the LWP project workflows, I used broad-reaching data tools such as the Virtual International Authority File (VIAF) and WorldCat, in order to locate information about the institutions where pedagogues taught, whether and where they published, and where their work might have circulated beyond their initial place of work, in and around the American Suffrage movement. I then mapped this information onto a timeline with selected women's rights events in order to observe the correlation between pedagogues and Suffrage activity.

Observations

- The role of the female voter contributed to a larger investment in child and minority group education. The work of suffragists increased local education expenditures by 13.9% within 5 years of the 19th amendment (E. Kose, 2020).
- The strong positive correlation between pedagogue recognition and length of time after the ratification is explained by the difference between the 41 figures I found before 1920 and the 91 figures found after 1920 (LWP Datasets, 2023)

Discussions & Further Work

- The timeline I built from my data sources indicated that the number of female educators in literacy studies increased near or just after the ratification of the 19th amendment.
- The Women's Rights Movement originally included advocating for the ability to allow African Americans the right to vote, who gained the ability with the ratification of the 15th amendment. There are several similarities between the two movements, and this may reveal how the two events impacted the outcome of the other.
- With education expenditures increasing, this suggests further research into the correlation between suffragists and the number of women seeking higher education.



Key

Pedagogues of color

█ = Book Publication (*unless otherwise noted)

Sources

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