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Paper Title: School-Time for Girls: Female Teaching and Learning in Nineteenth-Century American School Stories

While twentieth-century British girls' boarding school stories are typically what first come to mind for the "school story," I argue that this has overshadowed the American school story's tradition for girls. Indeed, the critical focus on American girls' stories as either domestic or series books has left the depiction of girls' educational experiences largely to the wayside. As today's teachers are fighting for higher pay and arguments are ongoing about affirmative action, school stories and the role they play in deciding who gets to be educated and teach take on more exigency. By looking back to nineteenth-century school story's depictions of girls as students and teachers, we can see how women's educational movements are reflected in the fiction and how the fiction plays an active role in shaping girls' perceptions of school, as well as schoolgirl (and teacher) identity.

This paper will define different school story subgenres and consider them alongside educational history. Using a brief example from each, I will compare the differences between the experience in girls' school stories (targeted to a more privileged minority) and the lived experience from the wider majority of American girls. I will also describe the depiction of female teachers and how they reflected the growing female profession for readers. For example, Anna Hamlin Weikel's *Betty Baird* (1906) models teacher-reformers who work for charitable causes. Ultimately, I argue that by retracing the development of women's education, as well as women's impact in the teaching profession, readers see lasting trends in today's educational environment.