
Learning to Count Like Men? A Study of the Gendered Construction of Accounting Knowledge in Schools in 19th-Century France.

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Based on the biographical accounts of two women who were teachers, school principals, administrators, inspectors, and authors, Élise Luquin and Marguerite Malmanche, my presentation focuses on the introduction of accounting knowledge in schools for girls and women in France during the second half of the 19th century. Why did women enter training programs, and what did they learn there? Did this new professional knowledge enable women to count like men?

The seminar will thus examine the gendered construction of knowledge, trades, and professions at the intersection of several historiographies: technical education, girls' education, women's economic engagement, and accounting as an academic discipline and professional practice.