

Women's Bureau lacked the power and authority to justify such accountability. As Sealander notes in her introduction, "all the federal efforts here examined remained small, poorly funded, or temporary—losers in a broker state best attuned to the needs of powerful constituencies." (p. 9)

American women's political inefficacy may be ending at last as statistically significant male-female voting differences have emerged and women have begun voting in higher proportions than men. The important changes documented in these two books helped to create this "gender gap." Employment has shifted from "minority to majority" experience, not only for single women but for married women and for mothers. Already nearly half of mothers of preschool children in the U.S. are employed. The tension between productive and reproductive roles has been heightened, and women have sought equality in the family, paid work, and the public world. Between 1920 and 1960 employed women had neither the consciousness nor the power to change American public policy or public opinion on women's status or employment rights. Yet employment deeply affected the lives of individual women who gained fuller lives (professionals), income for the family (Mexican Americans, blacks, middle income women), or new non-family roles (Jewish women writers, single or childless women unionists and socialists). Such experiences among the grandmothers and mothers of today's feminists have made issues of equality in work (paid and unpaid) central to the revived women's movement.

"Determination of one's own sexuality and work," note Scharf and Jensen in their introduction, were "the main areas of conflict for women" in postsuffrage years. On the question of work these two books have much to offer in advancing our understanding of women's lives in the twentieth century. Historians of Canadian women will find them useful for comparison as

they too expand studies of paid labour and public policy and of feminist political work after suffrage.

Christina Simmons
Raymond Walters College
University of Cincinnati

Integrating Women's Studies into the Curriculum: An Annotated Bibliography. Compiled by Susan Douglas Franzosa and Karen A. Mazza. Westport, Connecticut: Greenwood Press, 1984. Pp. 100.

Integrating Women's Studies into the Curriculum is a rather misleading and gradiose title for this slim annotated bibliography. Franzosa and Mazza argue in the preface and introduction to the bibliography that they have innovatively organized the 500 sources listed in this guide in such a way as to further a feminist reconceptualization of scholarship by illustrating inequities in traditional disciplines. No bibliography can accomplish that. What this text does provide, however, is a good checklist to keep in mind when filling up gaps in university libraries.

In keeping with the goal of the text, Section I is entitled "Bibliographic Studies and Resource Guides." Section II includes material on "Issues and Perspectives on the Integration of Women's Studies." The rest of the text is organized along more traditional disciplinary lines.

Notably absent are references to many excellent Canadian feminists' works and to Canadian learned journals. Also, given the current rate of production of feminist literature, the bibliography is already dated.

Despite these problems, the guide is not without some value. Given the interdisciplinary nature of feminist scholarship, it is difficult to be aware of all the material being produced. *Integrating Women's Studies into the Curriculum*

is, therefore, a handy reference guide to have on the bookshelf.

Deborah Poff
Mount Saint Vincent University