

# feminist collections

a quarterly of women's studies resources

vol. 7, no.2

Winter 1986

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## FROM THE EDITORS

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Over the past several years, we have watched with great interest the appearance of new works on women with disabilities, and the beginnings of a feminist disability rights movement. At the first Midwest Women-in-Print Conference in 1981, we were privileged to attend a workshop run by the Womyn's Braille Press. Kathleen Hagen, then a Press staff member, spoke forcefully and movingly of the barriers all blind women face in trying to live fully and independently in our society, and more specifically, of the barriers blind women confront in the women's movement itself. We were inspired by her plea that women's publications take responsibility for making their words accessible to all those who cannot read print.

In the throes of office automation and program expansion, we ourselves were not yet ready to make the leap to added formats. Yet, when Kathleen Hagen graciously agreed to write a review essay for Feminist Collections on the topic of women and disability (see Feminist Collections Summer 1983), we were certainly discomfited by the irony of our print correspondence with her, and by the fact that her efforts were repaid with two print copies of the issue in which her article appeared.

Finally this fall we were prodded to action. Interested in publishing a follow-up essay on women and disabilities, we contacted Adrienne Asch, a leading writer on the topic. She gently, but firmly, urged us to put our publications on tape -- not just Feminist Collections, but all of them.

Since that conversation, we have been investigating the resources available to us in Madison, and we have discovered that our community is unusually responsive to the needs of the visually impaired. Two volunteer organizations -- Volunteer Braillists and the Madison Taping Service -- labor to provide tape and braille to Madison residents, free of charge. Both of these organizations also cooperate with the McBurney Resource Center on the UW-Madison campus, which serves the disabled student population. Furthermore, Madison is the home of the innovative company, Raised Dot Computing, a pioneer in developing computer software for the visually impaired.

Exploring the possibilities for making our publications available on tape and/or in braille has been a tremendous eye-opener. We've learned something about four-track, variable-speed tape recorders, tone indexing, and braille technology. We've solicited opinions on the comparative usefulness of tape and braille formats for each of our publications, and on the probable size of tape and braille audiences.

While it was tempting, in the midst of this heady excitement, to commit ourselves to producing all our publications in all formats, several people counseled us to begin on a small scale. They suggested that Feminist Collections, with its straight text feature articles and reviews, would make a better opener than our purely bibliographic publications, Feminist Periodicals and New Books on Women & Feminism. We were persuaded by this argument.

We are very pleased to announce that Feminist Collections will be available on tape beginning with our last issue, v.7, no.1, Fall 1985. We

will use FC as a springboard to reach out to potential readers. We will be publicizing the availability of Feminist Collections in a variety of sources that reach the visually impaired. And on the tape itself, an introductory segment will describe our publications program in full, and invite readers to let us know which of the publications interest them, and in what format.

It's been a long time coming, but we are very excited about this possibility for extending our contacts into new feminist communities. You, our readers, can help us in this project by spreading the word -- whether by announcing it in your own newsletters, or simply by telling friends and colleagues you think might be interested.

We will be running an updated review of new sources on women and disabilities in the Summer 1986 issue of FC, thanks to Deborah Kent, a Chicago writer. And she will receive her two copies of the issue on tape.

-- S.S. and C.L.

## ARCHIVES

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### LOTS OF WOMEN'S HISTORY OUT THERE, IF YOU ARE WILLING TO LOOK FOR IT: BLACK WOMEN IN LA CROSSE

The most common excuse I hear from students who are asked to write something historical about a person or about their home town is that there is no entry for their subject in the library's card catalog. Often the student has come to the conclusion that somehow the subject has been left out of history altogether.

To be sure, there are instances in which this is true. Africans, for example, were long left out of African history, as Europeans wrote about a continent being discovered, exploited, and "civilized" by Europeans. But in the last twenty years, historians have begun to revise this Eurocentric African history by returning to early sources to recover history that was there all along but had been passed over. Some of the lessons learned in the study of Africa have application for the reconstruction of women's history, especially research conducted at the local level or with small samples from a larger population.

\* \* \*

As I began my research about black settlers and entrepreneurs in La Crosse between 1850 and 1905, it quickly became apparent that only the exceptional and notorious were mentioned in secondary materials, and none of these were women or positive male models. Indeed, in secondary sources, it appears that only women attached to a frontier aristocracy existed in La Crosse until late in the nineteenth century, when literary societies took up the cause of suffrage rights. To learn anything about black women, it was necessary to return to the primary sources which should be a point of departure for many local history topics.

Federal census records enumerate every person within towns, townships, counties, and states. They are generated each ten years (1860, 1870, etc.),

and exist for every nook and cranny in the country. These records provide very specific information on individuals, such as name and age, race, place of birth (state or country), name of husband, names and number of children (plus ages and places of birth), occupation, address, mental or physical defect, whether voted in last election, whether speaks English or reads or writes, property owned, and whether children attend school. State census records (taken in Wisconsin halfway between the federal census -- 1855, 1865, etc.) furnish less information, but organize it by household heads, some of whom are women. Data such as address, number in household, school status of children, occupation, real and personal property information, citizenship, and ages may help to substantiate or clarify information found elsewhere.

Another source readily available in most towns is the city directory produced most years after 1860. Directories contain limited information, as a rule, yet they may nonetheless prove useful. Listing persons by addresses and by names, these directories make it possible to survey sections of towns for ethnic neighborhoods, and to observe how neighborhoods change over time. The listing of names also helps to bridge gaps between the federal and state censuses. (However, this search for "first reference" is tedious and not entirely foolproof because of the lag between data collection and directory publication.) Directories are also useful in listing occupational groups (millinery, ironing, housekeeping, laundry, domestic service, etc.). And occasionally, directories actually list the employers of those identified within the name section.

Birth, marriage, and death records provide additional data about local residents. Birth records generally establish an individual's name, date and place of birth, name and nationality of father and mother, race, and perhaps the doctor involved (if there was one); these records often tell as much about the mother as about the child. Marriage records note names of parties, addresses, dates and places of birth, names of parents of both parties (and occasionally where they were born), race, and type of ceremony (public or religious -- which often can lead to church records). Death records record the deceased's name, spouse or parent, address, age, date and place of birth, date and place of death, cause of death, and place of burial. Cemetery records generally list similar data, as well as the names of others buried in the same cemetery plots, the obvious name relationships of co-occupants, and the names of funeral services. These data, in turn, can point to other sources.

In tracking down historical information about black women in La Crosse, I looked to other types of public information which are available but seldom thought about. Tax records, for example, indicate who paid taxes for specific tracts of land or lots within towns, and for what years, and occasionally set the value of the land or property being taxed. Such records provide a better understanding of the relative power of persons within households. Court records and probate records are available from the earliest period I'm looking at, and have been useful in testing the accuracy of community held attitudes toward black women. Police, jail, and arrest records are incomplete for the early period, but nonetheless have substantiated findings identified elsewhere. Even a letter to the state penitentiary resulted in helpful information about female heads of households in the city.

Somewhere between public and nonpublic documents are records of the local school administration and local churches. Unfortunately, the school district I've looked at was inconsistent in its record keeping, with frequent changes in forms and occasional lapses in preservation. Church records, on the other hand, proved particularly useful because early churches in La Crosse tended to serve special ethnic populations (German, Norwegian, etc.), regional identifications (Southern Baptists), or particular neighborhoods. Baptist records, for example, include names and dates of baptism, and letters of membership transfer from other congregations. Providing a migration history of sorts, these letters list individuals' activities in former churches, other family members, and indicate whether letters of transfer were sent to other churches. Such records, thereby, provide a boundary of church activity, a picture of family activities within the church, and of migration to and from the church.

Perhaps the most overused semipublic record in local historical reconstruction is the newspaper. The usefulness of the newspaper largely depends on the topic of investigation and the approach or predisposition of the researcher. In reconstructing the history of black settlers in La Crosse, I found newspapers nearly useless, except as documentation of public misconceptions and prejudice. Even when articles about blacks appeared in the local press, they still tended to be patronizing and to report attitudes about blacks as fact. (1) The exception to this bleak rule was the La Crosse-based "Wisconsin Labor Advocate," a newspaper edited by George E. Taylor, who in 1904 was the first black to run for President of the United States on the National Liberty Party ticket. This newspaper covered labor and black issues and is the closest to a journal or diary I have found thus far in my research.

The frontier histories of Penelope L. Birney and Elizabeth Burt provide case studies of the ways these local records can be mined. Penelope L. Williams Birney was born in Louisiana in 1836. She moved to Kentucky by the mid-1850s, where she married John W. Birney. Birney had been born in Kentucky in 1834 and was a barber apprentice. (2) The Birneys were living in Frankfurt, Kentucky, in 1856 when a daughter, Mary Ellen, was born. (3) The Birneys moved to La Crosse in 1857, at which time John opened a barbering business in the downtown district of a frontier town barely ten years old. (4) Birney almost immediately began to speculate in land development, purchasing a tract of land on State Street between 10th and 11th streets and building the homestead that would remain their residence until they left the city in 1884. (5) Penelope joined the First Baptist Church of La Crosse in 1865 and remained a member until the church dropped her from membership in 1891. (6) Two children were born to Penelope while they lived in La Crosse: Florence in 1860 and John in 1871. (7) By 1870, a brother from Louisville, Kentucky -- George E. Williams, born in 1856 -- had joined the Birney household, and was attending the First Ward School, along with Mary Ellen and Florence. (8) Daughters Mary Ellen and Florence were baptized as Baptists in 1876. (9) During these years, Penelope stayed at home, apparently enjoying the success of her husband's business in the city. This success was matched, however, by disappointment. Mary Ellen died of tuberculosis in December of 1878, and from this Penelope did not fully recover. (10) By 1881, Penelope was requesting a return to her home in Kentucky and to her family, and by 1883, she had left La Crosse with Florence and John. John Sr. remained in La Crosse for another year to settle his affairs before joining Penelope and the children in Kentucky. Although not wealthy by local standards, the Birneys had gained

financial security and social respectability in La Crosse between 1857 and 1884. (11)

Elizabeth Burt's story conforms less to that of the conventional and comfortable frontier housewife. Born in 1833 in Pennsylvania, she and her husband moved to La Crosse before 1858. (12) Albert was listed variously as a cook and fisherman, probably working away from home on a paddlewheeler which plied the Mississippi River. (13) In 1858, the Burts purchased a lot at 1114 Vine Street in La Crosse and built a house, with Elizabeth making the tax payments on that property through the 1860s. (14) With Albert frequently away from home, Elizabeth was the sole head of household for three children born between 1863 and 1867, and a principal source of income for the family. For all practical purposes, the Burt home became a boarding house for many newly arrived blacks in La Crosse. (15) Her most famous roomer was George Taylor, future newspaper editor and presidential candidate. The Burts had left La Crosse for Minneapolis by 1877. (16)

Local records and documents reveal information not only about individuals, but also about groups and institutions, both real and apocryphal. I was able to verify, for instance, that there was a La Crosse Home Literary & Debating Society of twenty-five members, composed of both men and women of the black community. This society organized annual picnics and balls with blacks from Winona and the Twin Cities, as well as the August celebrations commemorating the freeing of slaves in the West Indies. (17) On the other hand, my research casts considerable doubt on the existence of black houses of prostitution, which according to local lore dotted the riverside, catering to blacks who worked on river boats. Public wisdom has it that blacks came ashore only after dark and went straight to these houses. Yet, a careful search of newspaper accounts and of police, court, and arrest records failed to identify a single reference to such a house in the city. While one might argue that neither the police nor the court were interested in black prostitution, or that newspapers ignored the topic, the record does show that white prostitutes were regularly reported in the press and arrested, if for no other reason than to collect fines imposed. (18) It is hard to imagine, therefore, that black prostitutes would have been given special status and privilege.

\* \* \*

Any historical research about women during the last century, either as a class or a subset within a class, ought to begin with a return to primary sources. In the case of my own research, black women were easily identified in the records. Research into the lives of women of other ethnic groups could readily achieve comparable success. The opportunities afforded by these sources are many, limited only by the ability of the researcher to think of them.

-- Bruce L. Mouser

[Dr. Bruce L. Mouser teaches in the History Department at UW-La Crosse. He has published broadly in African Studies and in recent years has given lectures and conducted research on black migration and black settlement patterns in Wisconsin, with special reference to the Mississippi River Valley.]

# NOTES

<sup>1</sup> Ken Brekke, "Black Settlers Shaped Valley History," (pp.1, 3) and Ken Brekke, "Valley Once Attracted Black Pioneers" (p.4) in La Crosse Tribune, October 6, 1985.

<sup>2</sup> Ninth Census of the United States: 1860. Population. U.S. Bureau of the Census (hereafter cited as US Census).

<sup>3</sup> La Crosse, Wisconsin, County: Death Record. Register of Deeds, La Crosse County Courthouse. Vol. 1.

<sup>4</sup> Benjamin F. Bryant, Memoirs of La Crosse County (Madison: Western Historical Association, 1907), p.160.

<sup>5</sup> La Crosse, Wisconsin, City of: City Tax List, 1857 for lot 147, block 17, Overbaugh & Burns Addition. Wisconsin-La Crosse Area Research Center, La Crosse Series 36. See also *ibid.*, 1858-1884, for other lots in block 17.

<sup>6</sup> First Baptist Church, La Crosse. Chronological and Serial Change Register, entry #310 for April 8, 1865. Membership of First Baptist Church (Typescript Mss F, Albert H. Sanford Papers, Box 3, Folder 2, La Crosse Public Library Archive), pp.24-25, records that Penelope was dropped from the role on May 27, 1891.

<sup>7</sup> US Census 1860; US Census 1880.

<sup>8</sup> US Census 1870.

<sup>9</sup> First Baptist Church, La Crosse. Chronological and Serial Change Register, entries #494, January 2, 1876, for Florence; do. #495, January 2, 1876, for Mary E.

<sup>10</sup> La Crosse, Wisconsin, County: Death Record. Register of Deeds, La Crosse County Courthouse, vol. 1. Obituary for Mary E. Birney, Republican and Leader (La Crosse), December 19, 1878.

<sup>11</sup> The Sunday News, August 31, 1884.

<sup>12</sup> US Census 1860; City Tax List, 1858 for lot 169, block 18, Overbaugh & Burns Addition.

<sup>13</sup> US Census 1860; La Crosse Directory, for 1866-67, A. Bailey's (La Crosse: A. Bailey, 1866); La Crosse City Directory, 1876-7, Pryor & Co.'s (La Crosse: Pryor & Co., 1876).

<sup>14</sup> See City Tax List, 1858 for lot 169, block 18, Overbaugh & Burns Addition and following years to 1873.

<sup>15</sup> Thomas (barber), Isabella and Charles McCollam in 1860 (US Census 1860); Isaac Perkins (boatman) (US Census 1870); Robert Turner (musician) and Louisa Turner (dressmaker) (US Census 1870).



<sup>16</sup> Although there are no directory references after 1877, there is an unaccounted-for reference to a move by Arthur Burt to Minneapolis in 1885, Wisconsin Labor Advocate, July 16, 1887.

<sup>17</sup> Wisconsin Labor Advocate April 29, June 25, July 16, July 23, July 30, August 6, 1887.

<sup>18</sup> Milton G. Gehle, "Prostitution in La Crosse Between 1876 and 1913" (unpublished masters thesis, University of Wisconsin-La Crosse, 1975), passim.

## FEMINIST VISIONS

### MEDIA FOR FIGHTING THE DOUBLE DISCRIMINATION OF ABLEISM AND SEXISM

In the Summer 1983 issue of Feminist Collections, Kathleen Hagen reviewed literature dealing with disabled women. She concluded that literature in the fields of special education, rehabilitation, and psychology abounds with negative images of the disabled. Disability rights activists argue that most popular and educational television and films are no better. But several recent media productions do address issues concerning people with disabilities from the perspective of the disability rights movement -- with a special awareness of the connection between discrimination based on gender and discrimination based on disability.

Last semester I scheduled a screening of The Disabled Women's Theatre Project for a group of relatively able-bodied women and women with disabilities. Produced by a theater company of the same name, this hour-long videotape offers a series of skits about employment, public transportation, money, the Avon lady, telethons, and the interpersonal dynamics among several roommates with disabilities.

The videotape's powerful portrayals of women with a variety of visible and invisible disabilities underscore the disability rights movement's claim that disabled people are handicapped more by other people, by lack of access, by public resistance, and by social attitudes than they are by their individual impairments. In the videotape's promotional material, Pat Regan, director of the Project, describes how sexism further handicaps women with disabilities:

"Women with disabilities face a double discrimination. As women we are considered to be less competent than men in areas requiring intelligence and skill. As disabled women we are considered undesirable in fulfilling the traditional female roles of sexual object, reproductive mate and functional housekeeper. Our existence in society is viewed as inherently passive and dependent."

The brief audience discussion held after last semester's screening indicated that The Disabled Women's Theatre Project gave non-disabled women a new awareness of the anger and frustration that ableism and sexism provoke. The performance humorously exposes the irony and distortions of ableist stereotypes. "Inside" jokes among the disabled women give a feeling for the sense of community and shared experience fostered in the disability rights movement. Relatively able-bodied women said that because they didn't always

know when to laugh, they became more aware of their own ignorance of disabled communities' cultures and experiences.

Women with disabilities who watched the videotape said that they were surprised that this 1982 videotape already seemed dated -- a testament to ongoing work and change within the movement. Some liked the way the performances highlighted differences among women with disabilities -- driving home the point that just because two women have disabilities, they won't automatically understand each other's feelings, needs, or personalities.

Tell Them I'm a Mermaid, a 1983 musical-theater documentary, is a second film that creates a perspective on disability from the viewpoint of disabled women. It draws on the personal experiences of seven disabled women to demonstrate their refusal to accept society's stigmas. The film includes choreography for wheelchairs and an original musical score.

The women's music movement has maintained a strong commitment to bringing feminist culture, politics, and music to deaf women, providing sign language interpretation for many women's music events. See What I Say is a film featuring interpreter Susan Freundlich, singer Holly Near, and a series of interviews with deaf women. They tell about the pressures that the hearing world puts on deaf women to communicate in the ways that are most convenient for the hearing. And they speak of how the signing of women's music relates to their own feminist consciousness. The film builds to a concert by Holly Near and Freundlich in which they lead an audience through a song with signing that tells of the deaf's struggles in a hearing world.

Kids on the Block, an educational company based in Washington, D.C., uses theater to teach young people about disabilities, difference, and social concerns. Careful to counter sexist stereotypes, troupes of volunteers perform with puppets in schools, churches, scout meetings, and other similar settings. The object is to model appropriate interactions between boys and girls who are disabled and relatively abled. The skits include characters with cerebral palsy, visual and hearing impairments, mental retardation, and epilepsy. A national troupe performs professionally across the country and abroad. In Wisconsin alone, there are twenty programs available for free performances. (For information about sponsoring a local performance, see the address list below.)

In the Spring 1985 issue of Feminist Teacher, Merrill Harris lists further resources for exploring the relation between sexism and ableism in her article entitled "Making Our Students Aware of Ableism." These include a manual from Educational Equity Concepts, Inc., entitled Building Community: A Manual Exploring Issues of Women and Disability. This book supports community building among diverse groups, and emphasizes the ways in which women's experiences and needs differ from men's.

As a guide to critical viewing, Harris discusses stereotypes and biases prevalent in national media. Lauri Klobas extends this analysis in her article "TV's Concepts of People With Disabilities: Here's Lookin' at You," in the January-February 1985 issue of The Disability Rag, suggesting that sexism and ableism are thoroughly intertwined in the dominant media.

Each of the sources reviewed here contributes to the tradition of the women's film movement, with its central concern to provide representations of all women's struggles against their different oppressions, told from their own perspectives.

-- Elizabeth Ellsworth

[Elizabeth Ellsworth is an Assistant Professor in the Department of Curriculum and Instruction, and a member of the Women's Studies Program at the University of Wisconsin-Madison. She teaches courses in media criticism and critical video production. She has a special interest in the ways that audiences (like the feminist community) resist patriarchal, racist, and classist discourses in dominant media events, and reinterpret those events so that they are useful within the audience's current political struggles.]

\* \* \*

#### FILMS

The Disabled Women's Theatre Project. (Women Make Movies. 3/4" or VHS or Beta 1/2". color. 60 min.)

See What I Say. (Filmmakers Library. 1980. 16mm. video. color. 24 min.)

Tell Them I'm a Mermaid. (The Texture Films Collection. 1983. 16mm. 1/2" video. color. 23 min.)

#### ADDRESSES

Building Community: A Manual Exploring Issues of Women and Disability. 1984. 33p. bibl. ISBN 0931629012. LC 84-28725.

Educational Equity Concepts, Inc., 440 Park Ave. South, New York, NY 10016.

#### The Disability Rag

Box 145, Louisville, KY 40201.

#### Filmmakers Library

133 E. 58th St., Suite 703A, New York, NY 10022. 212-355-6545.

#### National Office of Kids on the Block

822 N. Fairfax St., Alexandria, VA 22314. 800-368-KIDS.

#### The Texture Films Collection

P.O. Box 1337, Skokie, IL 60076. 312-256-4436.

#### Women Make Movies

19 W. 21 St., New York, NY 10010. 212-929-6477.

## NEWS FROM UW-MADISON ---

The Women's Studies Program at UW-Madison celebrated its tenth birthday on September 6, 1985, with toasts and talks recounting the (sometimes turbulent) history of our origins in the women's movement on campus, and our growth to the present. The event coincided with the progression through the Board of Regents of our proposal for a women's studies major.

The Program has an interdisciplinary faculty of thirty-six people, all of whom also have appointments in University departments. Twenty-two departments are represented by Program faculty, the majority in the College of Letters and Science, but also in the Schools of Medicine, Nursing, Education, Family Resources and Consumer Sciences, the College of Agricultural and Life Sciences, and UW-Extension. Currently seven faculty have budgeted joint appointments with the Program and a department that serves as their tenure home. The rest of the Program faculty have official nonbudgeted appointments in the Program; they serve on Program committees, attend our regular monthly Program meetings, and may teach in the Program on a released-time basis. This year we are conducting a search with both the Department of Afro-American Studies and the Law School for two new faculty joint appointments.

In addition to sponsoring several lectures each year, the Program organizes and presents a spring symposium in an important area in women's studies. These have included symposia on "Latina Women in the Americas," "Black Women's Studies," and "Feminist Perspectives on Science." This year, Professor Nellie McKay and the Program Committee on Black/Third World Women are planning a symposium on the work of Toni Morrison.

The Women's Studies Program has twenty-three permanent courses and four directed studies courses. These courses are at the elementary, intermediate, advanced and graduate levels, and receive biological sciences, social studies, and/or humanities credit. Another fifteen courses are crosslisted with the Program. The Program offers nine to eleven courses each semester and about six courses each summer, and teaches between 950 and 1000 students each semester.

PhD students at the UW-Madison are required to take twelve credits outside their own department. The Option B Minor Plan, whereby students take their twelve credits in more than one department, is available for students who want to minor in women's studies. Graduate students choosing an Option A Minor in women's studies must complete four women's studies courses at the 300 level or above, one of which must be WS 900: Research in Women's Studies. Students may do thesis research in women's studies with Women's Studies Program faculty within a number of departments, and a PhD is offered in American Women's History in the History Department.

All undergraduate students at the UW-Madison are eligible to earn a certificate in women's studies. To earn the certificate, students must complete fifteen credits of women's studies course work, with at least nine credits taken at the intermediate or advanced levels.

In October, 1985, the Board of Regents approved an undergraduate major in women's studies at the UW-Madison. The women's studies major requires that students complete either (a) the interdisciplinary women's studies core curriculum and an area of concentration (three courses from outside the Program in one or more closely related departments or programs), or (b) the women's studies core curriculum and a complete second major. All students must complete a minimum of thirty credits in women's studies. In addition to required introductory courses, an advanced seminar in feminist theory, and two electives, majors must select one upper level course from each of five areas: biology and health; humanities; social science; feminist theory; and non-western/third world/minority U.S. women. These requirements guarantee an interdisciplinary and comparative perspective in a student's course of study. The Women's Studies Research Center was created in 1977 as part of the Women's Studies Program. Under the leadership of its first director, Professor Elaine Marks, who retired from the position last year, the Center was successful in obtaining research funds from the Ford Foundation and the National Institutes of Health, and sponsored a variety of activities to stimulate women's studies research, including monthly colloquia, seminars, grant process workshops, a reprint and working papers series, a quarterly newsletter, and an honorary fellows program.

The Center has six honorary fellows this year, each of whom is working on a women's studies research project. Each year the fellows report on their work at colloquia during Spring Semester. The Center is finishing up work on a grant from the Ford Foundation to bring women and development issues and scholarship to the campus. Among other things, it had a summer institute with graduate students from developing countries, and the Women's Studies Program hired (with Anthropology) a new faculty member with scholarly interests in the area. The Center is proposing that Ford continue to fund our efforts in women and development. It is also working on a women and technology proposal that would include some basic research about women's attitudes toward and use of computers, ways to train computer skills, and possibly a computer lab facility for research and training. Center staff are also exploring ways to link community women interested in research with UW-Madison faculty and staff who have research projects or who would like to do more. They are thinking about developing an online data base of faculty, staff, and community scholar interests to facilitate the search for links.

-- Ruth Bleier  
Diane Kravetz  
Suzanne Pingree

[Ruth Bleier is Professor of Neurophysiology and Women's Studies at the UW-Madison, and Chair of the Women's Studies Program. Diane Kravetz is Professor and Director of the School of Social Work, and Professor and Associate Chair of the Women's Studies Program. Suzanne Pingree is Associate Professor and Coordinator of the Home Economics Communications Program Area (FRCS); Associate Professor of Agricultural Journalism and Women's Studies; and Acting Director of the Women's Studies Research Center.]

## NOTE TO SUBSCRIBERS

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We would like to announce two recent changes in our publication, New Books on Women & Feminism.

After languishing for several years, New Books is once again alerting readers to the very latest materials in women's studies. To achieve timeliness, however, we had to abandon our goal of creating the definitive bibliographic record of feminist writings. The tremendous growth in women's studies publishing over the past half-decade left us with an insurmountable backlog of titles for New Books. Upon the advice of faculty and librarians in the UW System, therefore, we somewhat reluctantly decided to skip over the backlog and to produce the next issue of New Books -- New Books no.9 -- from our most up-to-date records and reviews. While this does leave a gap in coverage between New Books no.8 and New Books no.9, the most important of the omitted titles will appear -- fully annotated and indexed -- in the supplement to Esther Stineman's Women's Studies: A Recommended Core Bibliography, to be published in 1986 by Libraries Unlimited.

In addition to returning to a current publishing schedule, we have succeeded in designing a new automated system for compiling New Books. This system enables us to produce new issues much more efficiently, and we are now aiming for a twice-yearly publication schedule. The automated system also facilitates indexing, and we are pleased to announce that, beginning with the current issue, New Books on Women & Feminism will be fully indexed. This means that in addition to utilizing our organization of citations by broad subject -- for example, History, Law, Psychology -- users will be able to pinpoint titles on narrower topics (such as abortion, rape, and pornography), on a particular person (for biographies and works of criticism), or on a given geographic locale. This should substantially enhance the reference value of the bibliography.

We hope that, on balance, our readers will be pleased with these changes. As always, we invite you to share your views with us, and we welcome your suggestions for how we may improve our publications.

## NEW REFERENCE WORKS IN WOMEN'S STUDIES

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Aaron I. Cohen, International Discography of Women Composers. Westport, CT: Greenwood Press, 1984. 254p. Index. \$35.00, ISBN 0-313-24272-0. LC 83-26445.

Elissa D. Gelfand and Virginia Thorndike Hules, French Feminist Criticism: Women, Language, and Literature: An Annotated Bibliography. New York: Garland, 1985. 318p. Index. \$36.00, ISBN 0-8240-9252-X. LC 82-48275.

Judith A. Leavitt, American Women Managers and Administrators: A Selective Biographical Dictionary of Twentieth-Century Leaders in Business, Education, and Government. Westport, CT: Greenwood Press, 1985. 317p. bibl. index. \$45.00, ISBN 0-313-23748-4. LC 84-12814.

Alice Kahler Marshall, Pen Names of Women Writers. Camp Hill, PA: the author, 1985. 181p. bibl. \$7.95 + \$1.00 postage. (Address: The Alice Marshall Collection, 211 North 17th St., Camp Hill, PA 17011)

M. Dawn McCaghy, Sexual Harassment: A Guide to Resources. Boston: G.K. Hall, 1985. 181p. index. \$25.00, ISBN 0-8161-8669-3. LC 84-25148.

Chris Pettys, Dictionary of Women Artists: An International Dictionary of Women Artists Born Before 1900. Boston: G.K. Hall, 1985. 872p. bibl. \$49.95, ISBN 0-8161-8456-9. LC 84-22511.

Nancy Sahli, Women and Sexuality in America: A Bibliography. Boston: G.K. Hall, 1984. 404p. index. \$49.95, ISBN 0-8161-8099-7. LC 84-10751.

Ruth Leger Sivard, Women...A World Survey. Washington: World Priorities, 1985. 44p. ill. \$5.00 ISBN 0-918281-00-8. (Address: World Priorities, Box 25140, Washington, DC 20007; 202-965-1661)

Kaye Sullivan, Films For, By, and About Women, Series II. Metuchen, NJ: Scarecrow Press, 1985. 780p. index. \$49.50, ISBN 0-8108-1766-7. LC 84-23522.

Janet Todd, ed., A Dictionary of British and American Women Writers, 1660-1800. Totowa, NJ: Rowman and Allanheld, 1985. 344p. index. \$48.50, ISBN 0-8476-7125-9. LC 84-2123.

Women's Annotated Legal Bibliography, vol. 1- . New York: Clark Boardman, 1984- . 331p. \$45.00, ISBN 0-87632-349-2. LC 83-15219.

Several recent reference books make research easier for students of literature. Perhaps most welcome is A Dictionary of British and American Women Writers, 1660-1800. Nearly five hundred bio-critical essays, written by specialists in Restoration and eighteenth-century studies, are gathered in this landmark volume. Among those featured are a few well-known women -- Abigail Adams, Fanny Burney, Mary Wollstonecraft, Phillis Wheatley. "But it is rare to find even a student of literature who has heard of more than half a dozen of them," laments editor Janet Todd. "This book is a plea for notice" (p.25). The entries are arranged alphabetically; they reveal what is known of the writer's life and career and cite her published works. In her lengthy introduction, Todd examines patterns of class, location, education, politics, marriage, motives for authorship, occupation, and membership in formal and informal female networks. She also discusses the authors' choices of genres and themes. Unfortunately, the entries lack bibliographical references to biographical or critical studies, but Todd does suggest some sources in the preface.

Alice Kahler Marshall's self-published Pen Names of Women Writers is a handy source that might easily be overlooked. Marshall culls information from a wide range of literary and biographical guides for this aptly subtitled "Compendium of the Literary Identities of 2650 Women Novelists, Playwrights, Poets, Diarists, Journalists, and Miscellaneous Writers--Fully Cross-referenced." The writers listed appear to be primarily (though not

exclusively) English and American. Between the listing by actual names and the listing by pseudonyms (numbering over four thousand) are several pages of cartoons and quotations demonstrating male ridicule of women writers. This consciousness-raising section supplements Marshall's short preface, in which she analyzes why women chose anonymity, and what sorts of pen names they selected. This is a simple identification aid; there is no information on the authors but their birth and death dates.

Elissa D. Gelfand and Virginia Thorndike Hules tackle a topic that has mystified many U.S. feminist scholars in their extremely helpful French Feminist Criticism: Women, Language, and Literature. Their subject is "the textuality/sexuality of women," as treated in works by and about French feminist theorists and their Francophone colleagues in Quebec and Belgium. Books, essays, and articles in French and English, published between 1970 and 1982, comprise the citations. There are extensive listings for such well-known writers as Helene Cixous, Luce Irigaray, Julia Kristeva, and Monique Wittig, as well as their critics. Hules' introduction, "A Topography of Difference," does a remarkable job of orienting the American nonspecialist to the historical development of French feminist theory, outlining the positions of its major figures, and comparing it to American approaches. The bibliography itself is in two parts: a section labeled "The General Problematics of a Feminist Criticism," a guide to "framing texts"; and the major portion of the book, which lists works by and about individual French thinkers. All entries receive lengthy annotations, which frequently end with an evaluative comment. Gelfand and Hules list special issues of journals in an appendix, and provide indexes to titles and subjects. Oddly, there is no index to the authors of secondary literature, making it tedious to identify critical writings by key U.S. feminist theorists who have responded to French ideas.

Literature is not the only branch of the humanities to be enriched with new reference books. Chris Pettys' Dictionary of Women Artists may be the most significant art history tool to appear this year. Working with art librarians Hazel Gustow, Ferris Olin, and Verna Ritchie, and scores of additional informants worldwide, Pettys compiled this monumental biographical dictionary of women painters, sculptors, printmakers, and illustrators. More than twenty-one thousand artists, all born before 1900, are listed, even those about whom very little is known. The alphabetically-arranged entries provide the following data: name (including married name and pseudonym); dates and places of birth and death; media; place of residence or activity; other artists in the same family; schools and teachers; and exhibitions. In addition, Pettys provides references to the sources of information; these are keyed to a lengthy bibliography in the back of the volume. This work is destined to become a standard reference tool for students, art historians, women's studies scholars, museum curators, and art dealers and collectors. Indexes -- by period, nationality, and medium -- would have enhanced the volume, but it is nonetheless an essential addition to reference collections in academic and larger public libraries.

Another new biographical source covers contemporary women in positions of power. In American Women Managers and Administrators, Judith A. Leavitt documents the lives and achievements of 226 successful women managers, drawing information from published sources and questionnaires. The volume emphasizes women who accomplished "firsts" in their fields. Other women warrant



inclusion because they founded businesses or colleges, served as presidents of corporations, colleges, or universities, or held other positions of national prominence, primarily in government. Each entry averages a page in length, highlighting the usual biographical facts (degrees, work history, accomplishments, and honors), and concluding with bibliographic references. Wherever possible, Leavitt inserts a brief quotation concerning the subject's philosophy of management or life in general.

Two new guides to nonprint materials expand the options of researchers and classroom teachers. Kaye Sullivan's Films For, By and About Women, Series II complements her respected 1980 guide. To the 2,800 films listed in the first volume, this second volume adds 3,200. Each entry provides the following information: running time; black and white or color; production or release date; brief synopsis; director, producer, etc.; and distributor. A complete list of film sources, with addresses, is appended. The main listing is indexed by subject (including the names of individuals) and by women filmmakers. Most of the films Sullivan describes are available in 16mm, but videotapes and slide sets also appear. Documentaries, full-length features, educational films, cartoons, and short films all fall within the filmography's scope. There are no indications of price nor assessments of technical quality.

Aaron Cohen's International Discography of Women Composers was published in 1984, but we've only recently been able to examine it. Intended as a comprehensive guide to recordings of "classical or serious music" by women, it covers 468 composers in alphabetical order, with their birth and death dates and nationalities noted. Cohen provides the titles of works, record companies and record numbers, names of conductors and/or performers, and performance times. There are indexes by country, instrument and music form, and title, plus a list of record labels and companies, with addresses. In a work of this scope, there are certain to be inaccuracies; one woman composer informed us last spring that her husband's works had been listed under her name! Nonetheless, the International Discography, and its companion volume, The International Encyclopedia of Women Composers (Bowker, 1981), are important aids to the study of women in music.

Nancy Sahli's excellent bibliography, Women and Sexuality in America, was also issued last year but has just appeared on the shelves of our library. Sahli selects published writings from the nineteenth and twentieth centuries to document changing concepts of female sexuality in the United States. She emphasizes the professional literature of such fields as medicine, psychiatry, history, sociology, and women's studies. She excludes literary pieces, biographies, technical studies, and popular publications. Separate chapters cover historical interpretations; social and political analysis and theory; legal and ethical questions; contributions of psychoanalysis; medical and scientific writings; prescriptive literature; and studies of sexual behaviors and attitudes. Sahli also devotes several chapters to more specific populations and concerns: children and adolescents; masturbation; nymphomania; lesbians; older women; disabled women; women prisoners and girl delinquents; transsexuals; and sexual dysfunction. Each chapter opens with a short note on the literature, followed by annotated entries for books and pamphlets, and an unannotated checklist of journal articles. Sahli has composed the lengthy annotations with the researcher in mind; she frequently suggests a work's usefulness to particular lines of inquiry. Sexuality is a key theme in

women's studies scholarship, and Sahli's bibliography provides a much-needed historical, cross-disciplinary overview.

The year 1985 marks the close of the International Decade for Women and the fortieth anniversary of the founding of the United Nations -- an apt time to survey the position of women worldwide and to assess our modest progress toward equality. Through statistical charts, color maps and graphs, and readable analytic text, Ruth Leger Sivard facilitates comparisons of nations and regions, while illuminating global trends, in Women...A World Survey. She begins with a page of revealing facts that document women's inequality, and then offers a quick overview of major world developments since World War II, highlighting population growth, economic development, and social changes. A more detailed examination of women's status in work, education, health, and government and law follows. The concluding charts reformat and amplify the data in profiles of 140 countries. They also examine differences between men and women in four key areas -- per capita income, labor force participation, literacy, and enrollment in higher education -- and contrast 1960 figures with those for the 1980s.

In her timely bibliography, Sexual Harassment: A Guide to Resources, librarian M. Dawn McCaghy covers harassment "in employment, in education, on the street, and on the telephone" (p.ix). Her listings span the years 1974 (when the term was first used) to 1984. McCaghy carried out extensive manual and online searches in the social science, business, legal, educational, and popular literature. The resulting bibliography encompasses books, chapters of books, organizational and advocacy publications, government reports, dissertations, periodical articles, and audiovisual materials. The entries carry lengthy non-evaluative annotations, and each chapter (General Works, The Academic Setting, Coping Strategies, The Legal Perspective, The Management Response) has a cogent introduction, analyzing the major streams of thought and significant findings in the citations that follow. Author/title and subject indexes complete the volume.

Oddly, sexual harassment is not highlighted in the first volume of the new series, Women's Annotated Legal Bibliography. The meticulously organized guide covers professional articles, notes, and commentary in over 150 journals from 1978 to 1983. (Unfortunately, there is no comprehensive list of journals abstracted.) The citations are grouped in twelve subject areas: abortion; battered women; DES; employment discrimination; Equal Rights Amendment; pornography; prostitution; rape; the draft; health; international law; and taxation. The larger sections (e.g., abortion, employment discrimination, rape) are appropriately subdivided by topic. All cases and statutes mentioned in a section are described at the beginning of that section; a complete table of cases concludes the volume. This bibliography will find its heaviest use among practicing attorneys and legal scholars, but lay researchers will also appreciate its easy-to-use organization, its concise descriptive annotations, its nutshell summaries of relevant cases and laws, and its consistent explanation of abbreviations.

-- S.S.

## PERIODICAL NOTES

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### NEW PERIODICALS

Cronicle: Crones Nest Newsletter. 1985-. 207 Coastal Highway, St. Augustine, FL 32084. (Issue examined: no.1, Winter '85)

The Crones Nest was organized to create a residence for older women. Sponsored by Pagoda-Temple of Love, a community of lesbians in St. Augustine, Florida, the Crones Nest hopes to become interracial and intergenerational, and "welcomes all women who choose to live in community with women.... We hope to challenge the dominant cultural attitudes toward aging, sickness and death and to deal openly with our fears and expectations about dying."

Minnesota Women's Press. 1985-. Ed.: Mollie Hoben. Biweekly. \$20. 2395 University Ave. #215, St. Paul, MN 55114. (Issue examined: v.1, no.14, Oct. 15-28, 1985)

Addressed to women in the Twin Cities area, this is a sixteen-page newspaper that primarily covers issues and events in that locale. In addition to news articles, there are profiles of local women and projects, reviews (with an emphasis on small press publications), letters, editorials, announcements, and classifieds.

Wild Words. 1984-. Ed. collective: Julia Casterton, Dallas Sealy, Diane Biondo. 3.75 pounds/3 issues. 5, Pandora Rd., London NW 6, England. (Issue examined: no.1, Spring 1984)

"wild words/would as soon/savage you/as speak/if you try/to talk softly/they shriek...." "Wild Words," by Dallas Sealy, is one of several poems gracing the first issue of this periodical, along with stories, drawings, and photographs. Several of the pieces in the first issue focus on the theme of motherhood and childbirth; others deal with myth, love, and racism.

### SPECIAL ISSUES OF PERIODICALS

Connexions: An International Women's Quarterly no.17/18, Summer/Fall 1985: "Forum '85: Nairobi, Kenya." \$12 (indiv.); \$24 (inst.). Single copy: \$5. Peoples Translation Service, 4228 Telegraph Ave., Oakland, CA 94609. (Issue examined)

This special double issue reports on the conference convened in Nairobi in July, 1985, to mark the end of the UN Decade for Women. Topics examined in the twenty-three articles include: lesbianism; writing and publishing in the Third World; the call for a New International Economic Order; lobbying to include housework in the GNP; female circumcision; the new reproductive technologies; and political prisoners. An international list of periodicals follows at the end.

International Migration Review v.18, no.4, Winter 1984: "Women in Migration." \$25 (indiv.); \$37.50 (inst.). Single copy: \$9 (plus \$2 postage and handling). Center for Migration Studies of New York, Inc., 209 Flagg Place, Staten Island, New York, 10304. (Issue examined)

In their introduction, the Review editors argue that scholars must attend to the specificity of women's experience in international migration. Articles in this lengthy issue are organized into five thematic sections: overview; trends and historical perspectives; census-based quantitative analyses of the labor market characteristics of female immigrants; theories and survey research on migrant women in the labor market; and female rural to urban migration in the Third World. Twelve book reviews follow the thematic sections.

Journal of Social Philosophy v.15, no.2, Summer 1984: "Special Issue on Feminist Social Philosophy." Guest ed.: Joyce Trebilcock. \$9 (indiv.); \$12 (inst.). Single copy: \$4. Professor Joseph Betz, Philosophy Dept., Villanova University, Villanova, PA 19085. (Issue examined)

Partial contents: "Duties to Oneself: An Ethical Basis for Self-Liberation?" (Joan Straumanis); "The Internal Relation Between Production and Reproduction: Reflections on the Manipulation of Family Life in South Africa" (Kathryn Russell); "In Defense of Hiring Apparently Less Qualified Women" (Laura M. Purdy); "Women and Food" (Jeffner Allen); "Review Essay: Sadomasochism and Sexual Preference" (Claudia Card).

Marriage and Family Review v.7, no.3/4, Fall/Winter 1984: "Women and the Family: Two Decades of Change." Eds.: Beth B. Hess, Marvin B. Sussman. \$33 (indiv.); \$72 (inst.); \$103 (libraries). Single copy: inquire. Haworth Press, 28 E. 22 St., New York, NY 10010. (Issue examined)

Partial contents: "The Women's Movement and the Family: A Socio-Historical Analysis of Constraints on Social Change" (Maren Lockwood Carden); "In Defense of Traditional Values: The Anti-Feminist Movement" (Ruth Murray Brown); "Women's Work in the Home: Seems Like Old Times" (Catherine White Berheide); "The View From Below: Women's Employment and Gender Equality in Working Class Families" (Myra Marx Ferree); "Afro-American Women and Their Families" (Doris Y. Wilkinson); "Selective Guide to Current Reference Sources on Women and the Family" (Jonathon Jeffery).

Peace & Freedom v.45, no.6/7, September/October 1985: "Special 70th Anniversary Issue." Ed.: Roberta Spivek. \$10. Single copy: \$2. Women's International League for Peace and Freedom, 1213 Race St., Philadelphia, PA 19107. (Issue examined)

"The Women's International League for Peace and Freedom," reads its statement of purpose, "has been working since 1915 to unite women in all countries who oppose war, exploitation and oppression." Partial contents: "WILPF at Seventy" (Blanche Wiesen Cook); "Women in the Struggle for a New El Salvador" (Maria de Lourdes); "The Free South Africa Movement: Seizing the Moment" (Sylvia Hill); "On Directions for Feminism" (Barbara Ehrenreich); "Report from Nairobi" (Edith Ballantyne); plus oral histories of WILPF members, and poetry by Carolyn Forché, Bernice Reagon, Adrienne Rich, Audre Lorde, Meridel LeSueur, and Sonia Sanchez.

Refugee Reports v.6, no.5, May 24, 1985: special issue on the concerns of refugee women. Guest ed.: Nancy Rindner. \$75. Single copy: inquire. Refugee Reports, A Project of the American Council for Nationalities Service, Sunbelt Fulfillment Services, P.O. Box 41094, Nashville, TN 37204. (Issue examined)

Partial contents: "Refugee Women: A Forgotten Majority" (Nancy Rindner); "Roundtable on Refugee Women Held in Geneva" (Anna Mary Portz); "National Project Builds Refugee Women's Independence"; "Cambodian Women's Project in New York"; "Refugee Mothers and Daughters: Plans and Aspirations" (Rita Simon); "Nairobi Conference on Women's Decade to Consider Refugee Issues"; "Refugee and Displaced Women in Film."

Teaching Sociology v.12, no.3, April 1985: "Sex and Gender." Guest eds.: Marcia Texler Segal, Catherine White Berheide. \$25 (indiv.); \$54 (inst.). Single copy: inquire. Sage Publications, Inc., 275 South Beverly Dr., Beverly Hills, CA 90212. (Issue examined)

Partial contents: "Teaching Sex and Gender: A Decade of Experience" (Catherine White Berheide and Marcia Texler Segal); "Teaching Sex and Gender in Sociology: Incorporating the Perspective of Women of Color" (Esther Ngan-Ling Chow); "Resistances to Feminist Analysis" (Mary Jo Neitz); "A Computer Game Called 'Sex Roles'" (Kim M. King); "Teaching Sex Roles: A Classroom Strategy" (Jeffrey C. Chin).

#### CEASED PUBLICATION

Catalyst Media Review v.1, no.1, July 1981-v.4, no.4, 1985. Quarterly. 14 East 60th St., New York, NY 10022. (Information from publisher)

Subtitled "an annotated mediagraphy on career and family issues," the Catalyst Media Review provided a rare service to feminists seeking nonprint resources. Catalyst staff reviewed films, videotapes, filmstrips, and slide programs on topics such as career planning and development, career transitions, flexible work schedules, shared parenting, etc., and wrote descriptive and evaluative annotations for the Review. For each production reviewed, the publication included such hard-to-come-by information as director, distributor, format, price, and production date. Back issues are still available from Catalyst.

Lammas Little Review 1981-1985. 321 Seventh St., S.E., Washington, DC 20003. (Information from Annotated Guide to Women's Periodicals in the United States and Canada May 1985; Lammas Bookstore)

Edited by Susanna J. Sturgis, staff member at the Lammas feminist bookstore in Washington, DC, the Lammas Little Review provided succinct, feminist evaluations of new books, with an emphasis on titles from feminist small presses. As a bookstore worker, Sturgis had a knack for selecting titles important to a feminist readership. She also wrote the majority of the reviews, with sensitivity and a graceful style. Sturgis recently left Lammas to seek her fortune as a writer. Disappointed Lammas readers should keep an eye out for her first book.

## ITEMS OF NOTE

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The NATIONAL WOMEN'S HISTORY PROJECT offers a fifty-two-page catalog full of resources for celebrating the 1986 National Women's History Week. Beginning with curriculum materials for elementary and secondary levels, the catalog also lists a variety of books for younger and older readers, reference works, posters, and "an amazing assortment of marvelous miscellany" (calendars, postcards, plays, coloring books, historical paper dolls, etc.). Contact: National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 (707-526-5974).

The publishers of the Alternative Press Index now have available the 1985 LIST OF ALTERNATIVE AND RADICAL PUBLICATIONS, which includes over three hundred periodicals. Send \$2.00 to The Alternative Press Center, P.O. Box 33109, Dept. L, Baltimore, MD 21218.

IS MENTORING THE KEY TO SUCCESS?, the proceedings of the 1984 Annual Conference of Wisconsin Women in Higher Education Administration, includes the keynote address by Kelvie Comer and Carole Garrison of the University of Akron, synopses of round-table groups and panel presentations, and a selected bibliography on the topic. The proceedings are available for \$3.00 from the Office of Women, 1802 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706; checks should be made payable to WWHEA.

Research from the CENTER FOR TWENTIETH CENTURY STUDIES at UW-Milwaukee is periodically made available prior to publication in the form of WORKING PAPERS. This fall, the postdoctoral research center, which focuses on the study of contemporary culture from a humanities perspective, offers among its titles: "Female Grotesques: Carnival and Theory," by Mary Russo; "A Desire of One's Own: Psychoanalytic Feminism and Intersubjective Space," by Jessica Benjamin; and "'Scenes of an Indelicate Character': The Medical 'Treatment' of Victorian Women," by Mary Poovey. Papers are available for \$1.75 each from the Center for Twentieth Century Studies, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201.

## WISCONSIN BIBLIOGRAPHIES IN WOMEN'S STUDIES

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Three new bibliographies are now available in the continuing series, "Wisconsin Bibliographies in Women's Studies." "Films and Videotapes About Women," compiled by Margaret Hohenstein (Women's Studies Bibliographer, UW-Platteville), lists films and videotapes produced or released from 1980 to 1984. Each citation gives the title, year, formats available, length, distributor, producer/director, a review, and source of the review. A subject index and list of addresses follow the filmography. "Books to Change a Woman's Life: Self-Help Publishing in the 'Eighties," by Susan E. Searing, was compiled to accompany Searing's survey article of the same title, which appeared in the Summer 1985 issue of FC. "Feminist Shakespeare Criticism: A Selective Bibliography," compiled by Ruth Schauer (Professor of English, UW-Whitewater), lists books, articles, and periodicals in the fast-growing field

of feminist Shakespeare criticism. Schauer previously reviewed three of these works in the Fall 1983 issue of FC. These and other bibliographies in the series (thirty-nine in all) are available free of charge from: UW System Women's Studies Librarian, 112A Memorial Library, 728 State St., Madison, WI 53706.

## BOOK REVIEWS

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### NINETEENTH-CENTURY COMMUNITIES OF SINGLE WOMEN IN BRITAIN AND THE U.S.

Chambers-Schiller, Lee Virginia. Liberty, a Better Husband: Single Women in America: The Generations of 1780-1840. New Haven: Yale University Press, 1984. 285p. Index. \$22.50, ISBN 0-300-03164-5. LC 84-3524.

Vicinus, Martha. Independent Women: Work and Community for Single Women, 1850-1920. Chicago: University of Chicago Press, 1985. 396p. ill. Index. \$27.50, ISBN 0-226-85567-8. LC 84-16158.

For most of human history, a woman's "place" has been in the home, her primary social status determined by her relation to her father or husband, or at times to a church community. An adult independent single woman has been a contradiction in terms. She has represented an aberration or a failure of normal social processes.

Yet ever since the birth of modern feminism in the last century, one of the major themes of women's struggle for equality has been the call for economic independence and the right to live outside the control of the church or a male family member -- to have "200 a year and a room of one's own." For a woman to choose to be single was and is a radical act.

Martha Vicinus and Lee Virginia Chambers-Schiller have written new books on the lives of middle-class single women in England and America in the last century. These works shed light on how and when women came to formulate their new ideas of "independence," or "single blessedness" (Chambers-Schiller, p.10), to declare "liberty, a better husband," and to actually create the new communities and institutions that allowed women to live successfully outside the traditional family.

Using the "writings of more than one hundred northeastern spinsters" (p.3) born between 1780 and 1840, Chambers-Schiller traces the circumstances that led to the growth of the proportion of northeastern women who did not marry. She then describes the attitudes and ideals of these women, social critics' comments about them, and just how these women lived their lives.

Overall, the proportion of spinsters in the American population grew in the nineteenth century from a few percent around 1800 to around eleven percent after the Civil War. The phenomenon was concentrated among particular social classes and in specific parts of the country. In the extreme case, in 1870 in Massachusetts, twenty-three percent of native-born women were spinsters.

Chambers-Schiller discusses the reasons for these trends: the migration of men to the west; the habit of sending daughters to work outside the home, and hence to learn how to support themselves; the "thralldom" (p.47) of antebellum marriage. These women clearly articulated goals of autonomy, independence, and self-sufficiency. They watched their sisters and friends marry and clearly recorded their own choices to remain single. They also felt the stigma of social disapproval of their spinsterhood, and in response voiced new ideals of service and vocation for single women.

Vicinus tells a somewhat similar story of English women. She describes the demographic patterns of mid-Victorian England that caused male commentators to see single women as "redundant," and that prompted these women to assert a positive definition of their singleness. She focuses especially on the vocations and residential institutions that allowed the new communities of single women to survive -- the nursing hospitals, women's colleges, boarding schools, and settlement houses that became "woman controlled space" (p.7). These institutions prospered in the late nineteenth century and made it possible for younger women to choose to live outside of marriage. Vicinus concludes with a discussion of the relationship between the ideas and practice of the prewar suffragette movement and the new communities of single women.

Both books discuss in great detail the strengths, the ironies, and the weaknesses of these new communities and social forms. Perhaps most painful for us today is the realization that these early feminists recreated many of what we might call "sexist" ideals of woman's proper role. Women were still in charge of nurturing, caring for society's outcasts and problems. They were still expected to sacrifice themselves -- in this case to the community good. They were expected to be feminine, to abhor displays of ambition and competence, to be more moral and spiritual than men. Vicinus points out that their "freely chosen chastity" was "empowering" (p.291). Nevertheless, it also limited the worlds in which these women could live. They had to reject heterosexual relations, and even perhaps -- though both authors point out the evidence is slim -- overtly homosexual relationships. They had to forbear having children of their own, and they were frequently estranged from their own families. These are not happy choices.

And as both Vicinus and Chambers-Schiller document, the contradictions in these new roles for women ultimately tore the communities apart. By the turn of the century in both countries, popular literature discussed the innate sexual nature of women and men, and labeled the single, celibate woman abnormal. In the years after World War I, the first wave of feminism died after suffrage was achieved in both the U.S. and England. The women's movement split over the advocacy of protective legislation -- most of which was aimed at the social and economic problems of married, and to a large extent, working-class women. Articulate, twentieth-century middle-class women did not choose to remain single. And as they married, they retreated from the ideals of career and economic independence that had inspired their nineteenth-century forebears. In such a context, as both authors demonstrate, the schools and institutions that the earlier generations had built became places to stop in the course of the life cycle -- not permanent communities to join for life.



As a result, it has fallen to the second wave of feminism to try to reassert women's demands for autonomy and economic independence -- whether within or outside the context of marriage and the family. Structural economic and demographic changes again underlie the situation. As late as 1940, the labor force participation rate for married women was only sixteen percent; for married women with children under six, it stood at eleven percent in 1948. By 1982, fifty-two percent of married women worked; forty-nine percent of married women with children under six were employed. The career patterns of women are fast approximating those of men. And women are demanding full economic equality with men.

Nevertheless, we know there are still vast inequalities. The popular press is filled with articles discussing the situation of the working woman who must juggle her job and her family responsibilities. Pay equity is a major problem. Vicinus' and Chambers-Schiller's books on nineteenth-century single women reveal many of the constraints that women have faced in their struggle for equality and autonomy. I learned a great deal about just how much the nineteenth-century "independent women" achieved, and yet why their communities and ideas are no longer suitable for most women today. Those women gave up traditional marriage and family to achieve independence. It remains to be seen whether our and future generations can have both at once.

-- Margo A. Conk

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#### CLERICAL WORK AND CLERICAL WORKERS

Rosemary Crompton and Gareth Jones, White-Collar Proletariat: Deskilling and Gender in Clerical Work. Philadelphia: Temple University Press, 1984. 277p. bibl. index. \$34.95, ISBN 0-87722-356-4. LC 83-51836.

Margery W. Davies, Woman's Place Is at the Typewriter: Office Work and Office Workers 1870-1930. Philadelphia: Temple University Press, 1982. 217p. bibl. index. \$27.95, ISBN 0-87722-291-6. LC 82-13694.

Roberta Goldberg, Organizing Women Office Workers: Dissatisfaction, Consciousness, and Action. New York: Praeger, 1983. 152p. bibl. index. \$25.95, ISBN 0-03-063287-0. LC 82-18907.

The books reviewed here are a welcome addition to the growing body of research on women's work. Together, they focus attention on matters long ignored in labor history and industrial sociology: the feminization of clerical work, the power relationships between men and women in white-collar employment, the automation of the office workplace, and the strategies of office workers themselves.

Scholars concerned with the history of clerical work have long awaited the publication of Margery Davies' Woman's Place Is at the Typewriter. Davies' earlier article by the same title, originally published in Radical America and later reprinted in several anthologies, is frequently cited by both historians and women's studies scholars. The book-length study analyzes the feminization and reorganization of clerical work from 1870 to 1930. This was the period when office work was transformed from a skilled male occupation to a deskilled female occupation.

In the early nineteenth century, most clerks were men. The organization of office work allowed the male clerk to develop skills and to identify as a skilled craftsman. The typical male clerk handled many phases of an assignment and often had administrative or managerial responsibilities. After mastering the business, many clerks went on to own and operate their own firms.

After 1870, economic forces led to both the feminization and the reorganization of clerical work. With the rapid growth and consolidation of capitalist enterprises and government agencies in the late nineteenth century, the need for recordkeeping and correspondence expanded dramatically. This resulted in a significant increase in the demand for clerical labor. Employers hired women because they provided a cheap and literate labor supply. Having augmented the number of clerical workers, they then sought to strengthen managerial control over the burgeoning work force by reorganizing the office labor process. Complex office tasks were broken down into routinized tasks, thus cheapening the costs of clerical labor.

Davies documents how the invention of the typewriter aided in this process. With the introduction of the typewriter into the office after 1880, it became possible to divide up and reallocate the various components of what had previously been the male clerk's job. The new machine also facilitated the feminization of office work. Because typewriters were not yet identified with either gender, "women hired to operate them were not met by the argument that they were employed at 'men's' machines or encroaching on 'men's work'" (p.170).

Davies' analysis of the feminization and reorganization of office work makes an important contribution to labor history and women's studies. The primary weakness of the book lies in its oversimplification of office workers' behavior. Davies characterizes the late nineteenth- and early twentieth-century clerical worker as a passive employee, the victim of managerial designs and policies. By contrast, Roslyn Feldberg's research documents the far-reaching organizing initiatives of female clerical workers between 1900 and 1920. (1) Rather than assume that office workers were universal victims of managerial policies, researchers need to investigate the conditions that shaped women's active responses to work.

Crompton and Jones' White Collar Proletariat examines deskilling and gender in three contemporary British firms: a government agency, an insurance company, and a bank. The authors find that the computer deskills much of clerical work. The work content of the majority of computer-related jobs is routinized and repetitive. Some highly skilled jobs do emerge with automation, such as the occupations of computer programmer and systems analyst. These jobs command good rates of pay and excellent promotion

opportunities. However, they represent but a small proportion of all jobs created or affected by computerization.

Men fill most of the white-collar professional and managerial jobs in Crompton and Jones' sample, while women are concentrated in the clerical occupations. The authors contend that men's mobility within white-collar employment rests on the continuing subordination of women. The success of those who seek promotion depends upon the presence of a large pool of "unpromotables" -- the vast majority of whom are women. Even if only a very small minority of the large numbers of women in clerical positions actively seek and gain promotion, the male career structure could be seriously threatened.

What are the obstacles to promotion for women? In Crompton and Jones' assessment, the primary obstacle lies in women's own behavior. Their argument is that women's family commitments and responsibilities make it difficult for them to acquire post-entry qualifications, to accumulate long unbroken years of work experience, and to apply for jobs that require geographic mobility. The authors do acknowledge that societal and employer discrimination also plays a role in relegating women to low-level clerical positions. Nevertheless, Crompton and Jones conclude that the primary explanation for sex segregation lies with women's lack of promotable qualities.

This conclusion is problematic. Other social scientists have demonstrated that even after one accounts for differences between the work histories and qualifications of men and women, there remains a large gap between their salaries and promotional histories which can only be attributed to discrimination. (2) Since Crompton and Jones do not employ the statistical procedures necessary to distinguish the effects of employer discrimination from the effects of employee characteristics on women's promotional patterns, their conclusions are suspect.

Crompton and Jones end on an optimistic note. They find that the younger women in their study are more career-oriented, more qualified, and more willing to take on promotion than young women of earlier generations. But as women gain the necessary qualifications for promotion, they may find that their newly acquired skills are redundant. Surprisingly, Crompton and Jones pay little attention to this paradox. After carefully outlining the trend towards automation and deskilling in the first part of their book, the authors largely ignore these findings in their analysis of gender in the office. To be fair, they do emphasize that men's mobility at work depends on the continued existence of middle-level jobs, jobs that are threatened by automation. But when attention is turned to women's mobility, the authors focus on changes in women's own attitudes, commitments, and skills. It will do women little good to acquire the training and skills necessary for promotion if middle level jobs have been replaced by machines.

The experience of female clerical workers is the focus of Roberta Goldberg's Organizing Women Office Workers. Goldberg begins with a history of the best known organization representing clerical workers, 9 to 5. 9 to 5 was founded in 1973 by a group of feminists in Boston. By 1980, twelve organizations of clerical workers were affiliated with 9 to 5. Over its short history, 9 to 5 has challenged sex discrimination, age discrimination, health and safety violations, and unfair pay and working conditions in the office

workplace. An overriding goal of the organization is to gain rights and respect for clerical workers on the job. Educational projects, media events, rallies, and direct action campaigns targeted at specific companies are the central strategies through which 9 to 5 organizes its membership. Most recently, 9 to 5 has added unionization to its strategies. In 1981, 9 to 5 joined with the Service Employees International Union to form Local 925, a union committed to merging the principles of feminism and trade unionism.

Goldberg attributes the growth of the working women's movement to the negative impact of office automation and reorganization on the quality of work. In her in-depth study of Baltimore Working Women (the Baltimore affiliate of 9 to 5), Goldberg finds pervasive dissatisfaction over pay, job security, and working conditions among the membership. Clericals' discontent with work, Goldberg argues, translates into three types of consciousness: job consciousness, feminist consciousness, and class consciousness.

Almost all of the women interviewed reveal a strong job consciousness -- an awareness of shared problems with other clerical workers in similar job settings. Their expression of feminist and class consciousness is more mixed, however. Most of the respondents agree that male dominance and the ideology of sexism contribute to women's subordination. However, some women also emphasize their desire to be treated "like a lady." Goldberg argues that because many of these office workers desire equality in one part of their lives but not in another, they fail to embody the essence of feminist consciousness. The respondents also fall short, Goldberg judges, in their expression of class consciousness. The clerical workers do maintain a strong identification with other working women both in and out of the clerical field. Much weaker, however, are their identification with male workers, their perception of the employer as an enduring opponent, and their vision of an alternative organization of society -- all important components of class consciousness as defined by Goldberg.

The strength of Organizing Women Office Workers lies in its careful documentation of women's own experience of work, a rarity in the research on clerical workers. I was dissatisfied, however, with Goldberg's characterization of women's consciousness. Goldberg states that the clerical workers "saw connections between their work and family roles, the structure of the office and the role of patriarchy in the workplace, and the overall advantage both to capitalists and to individual male employers of hiring women in low-level positions" (pp.125-126). Yet she concludes that clerical workers lack the essence of feminist and class consciousness. Perhaps my objection rests with her fragmentation of women's experience into three types of consciousness, two of which were originally developed to describe men's experience. As contradictory phenomena, women's attitudes and behavior often fail to conform to neat, theoretical constructs. Why not simply use the concept of "consciousness," and then describe the class, gender, and race-ethnic dimensions of women's experience in all their complexity?

These books make an important and long overdue contribution to the research on women's work. Not only do their analyses extend our knowledge of the history and social organization of office work but they also document women's own reactions and attitudes towards work. We need to know much more

about the occupation that employs more working women than any other. These scholars have provided us with an important beginning.

-- Cynthia Costello

[Cynthia Costello is a fellow at the Russell Sage Foundation. She is currently writing a book on clerical work and clerical workers tentatively entitled "On the Front: Women's Work in the Insurance Industry."]

#### NOTES

<sup>1</sup> Roslyn L. Feldberg, "'Union Fever': Organizing Among Clerical Workers, 1900-1930." Radical America v.14, no.3 (May-June 1980): pp.53-67.

<sup>2</sup> See Barbara F. Reskin, ed., Sex Segregation in the Workplace: Trends, Explanations, Remedies (Washington, D.C.: National Academy Press, 1984).

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#### SELECTED NEW RESOURCES FOR INTEGRATING WOMEN'S STUDIES INTO THE CURRICULUM

Susan Douglas Franzosa and Karen A. Mazza, Integrating Women's Studies into the Curriculum: An Annotated Bibliography. Greenwood, 1984. 100p. bibl. index. \$29.95, ISBN 0-313-24482-0. LC 84-12815.

Bonnie Spanier, Alexander Bloom, and Darlene Boroviak, eds., Toward a Balanced Curriculum: A Sourcebook for Initiating Gender Integration Projects. Schenkman, 1984. 364p. bibl. \$18.95; ISBN 0-87073-704-X; pap., \$11.95, ISBN 0-87073-705-8. LC 84-3127.

JoAnn M. Fritsche, Toward Excellence and Equity: The Scholarship on Women as a Catalyst for Change in the University. University of Maine at Orono, 1985. 335p. bibl. \$10.00.

Marilyn R. Schuster and Susan R. Van Dyne, eds., Women's Place in the Academy: Transforming the Liberal Arts Curriculum. Rowman and Allanheld, 1985. 328p. bibl. \$24.95, ISBN 0-8476-7407-X; pap., \$13.95, ISBN 0-8476-7408-8. LC 84-27566.

Women's studies faculty and other feminist activists on an increasing number of campuses are initiating projects to transform the liberal arts curriculum through incorporation of the new scholarship on women. This movement began in the seventies with the funding of several major projects at the University of Arizona, Montana State University, Wellesley College, Wheaton College, the University of Maine at Orono, and other institutions. The movement has since proliferated through both regional efforts and internally funded projects, and has produced an impressive literature. There are essays on the implications of feminist scholarship for transformation of the traditional disciplines, such as those in the Wellesley College Center for Research on Women's Working Paper Series (1), and in the collections edited by

Sherman and Beck (2), Langland and Gove (3), Fowlkes and McClure (4) and Spender (5). There are also collections of faculty development materials, bibliographies, or syllabi from projects, such as those by Lauter (6), O'Donnell and Shaver (7), and Schmitz (8). And there are now a number of books focusing on how to design, develop and support a curriculum transformation project. In this review, I have chosen to focus on four new sources in the last category.

The first of these sources, Toward a Balanced Curriculum, is a compilation of resources from the Wheaton College Balanced Curriculum Project, a three-year comprehensive faculty development effort that culminated in a conference held in June 1983. Designed to share the experiences and resources of Wheaton and other projects with faculty and administrators from sixty postsecondary institutions, the conference brought together many practitioners and scholars from around the country to discuss the central issues of curriculum transformation.

Part I of the volume includes the actual conference proceedings. Presentations by Catharine Stimpson on the questions and paradigms that have emerged in women's studies scholarship and teaching, and by Peggy McIntosh on interactive phases of curriculum change provide conceptual frameworks for project leaders. These overview articles are complemented by three discipline-specific papers on curricular change in the humanities (Johnnella Butler), in the social sciences (Darlene Boroviak) and in the natural sciences (Bonnie Spanier).

The Wheaton College Project is described by President Alice Emerson, who discusses the circumstances that allowed Wheaton to undertake a comprehensive curriculum transformation project; by Project Director Bonnie Spanier, who reviews the project impetus, design and results; and Project Evaluator Martha Tolpin, who, in one of the volume's most useful essays, provides an in-depth look at project evaluation. Marilyn Schuster and Susan Van Dyne describe common elements of curriculum transformation projects and characteristic models for change. Reports on campus-based projects at Montana State University (Betty Schmitz) and Yale University (Nancy Cott), a collaborative project between black studies and women's studies based at Smith College and the University of Massachusetts-Amherst (Margo Culley and Johnnella Butler), and the discipline-specific Reconstructing American Literature Project of the Feminist Press (Paul Lauter), as well as more general pieces on the pedagogical and political implications of the curriculum transformation process by Frances Maher and JoAnn Fritsche, enlarge the scope of the volume.

The conference proceedings also include useful presentations on general library resources in women's studies, by Sherrie S. Bergman; on resources in black women's studies, by Janet Sims-Wood; on priorities of funding agencies, by Felicia Lynch; on building internal support, by Paula Goldsmid; and on developing resource networks, by David Savage. The book contains three sets of resources (Parts II-IV): Wheaton College faculty reports on their experiences in working to transform courses in ten disciplines; bibliographies, a directory of other projects and resources, and descriptions of discipline-based projects at Wheaton College; and descriptions of projects proposed by the sixty institutions attending the conference, coded for institution and project type.

Toward a Balanced Curriculum is readable and easy to use: it flows from the general to the specific, from the theoretical to the practical. It presents the process of curriculum transformation in its early stages as exemplary rather than definitive or comprehensive. The resources may not be as advanced as some would hope, and many do not reflect a multicultural approach, but they do suggest beginning places for faculty, and the problems, as well as the successes, of curriculum integration.

Toward Excellence and Equity, by JoAnn M. Fritsche, is unique among the works under review here in linking curriculum transformation in systematic ways to the hiring and tenuring of women and minorities, and to the revision of institutional policies and practices. It is designed to help academic feminists, faculty, administrators and professional staff develop campus support for a project aimed at integrating women's research, values and perspectives into the curriculum, and promoting equity for campus women. The handbook is based on Fritsche's experience directing two curriculum transformation projects at the University of Maine at Orono: an internal faculty development project, and a regional project involving seven other colleges and universities, both public and private, of differing size and mission.

The handbook has six chapters, a short, unannotated bibliography of references and key resources, and appendices with evaluation instruments. The first three chapters provide detailed explanations of the steps to take to gain faculty and administrative support for a pilot curriculum transformation project, descriptions of the principles and methods involved in implementing a high quality project, and suggestions for securing backing for eventual project institutionalization. Case studies from participating institutions illustrate principles and strategies that have worked in different institutional settings. These first chapters also include worksheets to aid in planning and decision-making, and lists of background readings.

The second set of chapters focuses on the process of curriculum transformation. In Chapter Four, JoAnn Fritsche and Deborah Pearlman provide an overview of project coordinators' experiences, followed by six essays by the coordinators themselves on the risks and rewards of initiating projects. In Chapter Five, five faculty members report on the responses of their students and colleagues to courses embodying feminist perspectives. Chapter Six contains two essays by Fritsche on how curriculum integration can foster change in the total structure of the institution, and one by Pearlman on conceptual and methodological challenges.

Toward Excellence and Equity is a useful resource. It assumes, first of all, that there are few faculty and administrators who understand and support feminist values, and that those who do often don't hold power in the institution. The work then goes on to suggest ways to foster involvement of people who have not previously seemed supportive. Fritsche and the contributing authors point out repeatedly that the process of change is a very long one, and suggest project designs and expectations that are realistic and practical. While the ideas and strategies are excellent, the division of the handbook into practical and theoretical sections hampers the reader's integration of the material. A more extensive overview at the outset of the historical and political climate surrounding curriculum transformation projects, and of the forms of resistance facing project coordinators, would

have improved the volume, as would a stronger emphasis on multicultural curriculum development.

Women's Place in the Academy provides the most comprehensive framework to date for understanding the context and process of curriculum transformation. The theme for the eighteen-essay collection is "the difference it makes" to have women in the curriculum, which is also the title of the Smith College curriculum transformation project that informs the work of editors Marilyn Schuster and Susan Van Dyne. The anthology is divided into three major parts: theoretical discussions about the dynamics of redefining the core liberal arts curriculum; analyses of various institutional models for faculty development; and examinations of pedagogical implications. A concluding resource section offers guidelines for syllabus redesign, and a discipline-specific bibliography of sources for both classroom use and teacher preparation. The bibliography and the guidelines have been field-tested by Schuster and Van Dyne in a variety of institutional contexts and are excellent resources for faculty development.

Schuster and Van Dyne set the tone for the collection in their introductory essay by articulating a vision of transformation that confronts difficult issues such as institutional misogyny, racism and homophobia. Their contributions to the volume include an assessment of what taking women seriously means in the current climate of higher education; a conceptual model for curriculum transformation that builds on earlier work in the field (9); an analysis of common elements and characteristic models of curriculum integration projects (revised from their Wheaton College conference presentation); and a consideration of the woman-focused classroom and its changing terms of authority. They also describe the internally-funded, interdisciplinary Smith College faculty development program which can serve as a model for institutions seeking low-budget strategies to begin curriculum transformation. Their essays unify and inform the others in the volume by describing and illustrating the invisible paradigms underlying patriarchal control of academe.

Another major contribution of this anthology is the group of essays describing transformed courses by Elaine Marks (humanities), Helen Longino (introductory philosophy), John Schilb (American Literary Realism), Judith Anderson and Stephen Grubman (interpersonal communication), Greta Salem and Stephen Sharkey (social sciences) and Sue Rosser (introductory biology). Each of these essays considers the issues in course reconstruction and provides one or more exemplary syllabi. Marks' valuable analysis of how women's studies deconstructs traditional humanities courses is applicable to departments and courses throughout the curriculum.

There are other important articles in this volume. Two essays focus on the meaning of education for women -- one by Susan Kirschner, Jane Atkinson and Elizabeth Arch assessing the differential outcomes of coeducation for women and men at Lewis and Clark College; and one by Jeanine Elliott on the changes in definitions of education for women at Stephens College. Essays by Margaret Andersen and Johnnella Butler address the relationship between black studies and women's studies, Andersen from the perspective of the civil rights movement, and Butler from the perspective of a unique faculty development program. Finally, there are pieces on campus-based and regional models for faculty development (Betty Schmitz, Myra Dinnerstein and Nancy Mairs); on a



national faculty development institute (Barbara Caruso and Katherine Loring); and on the Wheaton College conference (Spanier).

Each essay combines a theoretical perspective with practical suggestions. Together they provide a thorough assessment of the current status of the movement to transform the liberal arts curriculum. This volume has the added advantage of speaking to a broad audience of researchers, teachers, and project leaders, as well as to the segment of the educational community that is concerned about revitalizing undergraduate education.

Integrating Women's Studies into the Curriculum: An Annotated Bibliography, by Susan Douglas Franzosa and Karen A. Mazza, is designed to serve as a resource guide for universities and secondary schools involved in curriculum integration. It contains 514 citations, primarily from the years 1976 to 1983, grouped into nine chapters: two general chapters with references to bibliographic studies and to issues and perspectives in the women's studies integration movement, and seven chapters corresponding to traditional disciplinary clusters. The latter include literary studies and writing; science and technology; quantitative reasoning; history; fine arts; philosophy and theology; and the social sciences. Explanatory headnotes introduce the chapters, each of which gathers sources on women in the profession, reconceptualizing the discipline, thematic studies (or special issues), and curriculum strategies. A directory of sources provides addresses for works not listed in Books in Print.

In compiling the bibliography, Franzosa and Mazza selected sources that illustrate biases as well as those that aid in the development of new perspectives. One of the book's strengths is its organizational framework, which allows project leaders and interested faculty to identify materials in specific fields. However, there is also tremendous overlap between chapters, and a subject index or more extensive cross-referencing would have assisted readers in locating useful sources.

Additional weaknesses mar the volume. About twenty percent of the citations are unannotated, and many of the annotations are too brief to serve as a guide for project leaders selecting materials for faculty colleagues. There are no suggestions about which sources are best for secondary schools. Further, many now-classic articles, books and resources from the new feminist scholarship and from curriculum integration projects are missing, while sources not emanating from a women's studies perspective are suggested as "applicable" without explanation. There are only three works focusing on lesbians or lesbianism, a dozen on women of color in the United States, and very few on women internationally. Finally, there are too many misspellings of authors' names in both the main text and in the index.

All of these works in fact suffer from inadequate representation of work on, by and about women of color, women outside the United States, lesbians, and older and differently-abled women. The Schuster/Van Dyne anthology is the best of the four in this respect, and its bibliography is the most inclusive and up-to-date. Yet even here, syllabi and essays do not explore the full range of female experience, a pressing agenda for women's studies and for curriculum transformation. I would recommend Schuster and Van Dyne as the beginning point for people interested in developing a curriculum transformation project. The essays in the volume are excellent to circulate

among faculty and administrators from whom support is sought. Spanier, Bloom and Boroviak's volume will serve project directors seeking to understand the complexities of project implementation, and JoAnn Fritzsche's book is recommended for those who want step-by-step guidance to getting a pilot project off the ground.

-- Betty Schmitz

[Betty Schmitz (Ph.D., UW-Madison) has directed two major curriculum change projects at Montana State University, where she also served as Assistant Dean of Letters and Science. She currently co-directs the Western States Project on Women in the Curriculum. She is the author of the Sourcebook on Integrating the Study of Women Into the Curriculum (Northwest Women's Studies Association, 1983) and Integrating Women's Studies Into the Curriculum: A Guide and Bibliography (The Feminist Press, 1985).]

#### NOTES

<sup>1</sup> For a list of available titles, write to the Wellesley College Center for Research on Women, Wellesley, MA 02181.

<sup>2</sup> Julia A. Sherman and Evelyn Torton Beck, eds., The Prism of Sex: Essays in the Sociology of Knowledge (Madison: The University of Wisconsin Press, 1979).

<sup>3</sup> Elizabeth Langland and Walter Gove, eds., A Feminist Perspective in the Academy: The Difference It Makes (Chicago: The University of Chicago Press, 1981).

<sup>4</sup> Diane L. Fowlkes and Charlotte S. McClure, eds., Feminist Visions: Toward a Transformation of the Liberal Arts Curriculum (University, AL: The University of Alabama Press, 1984).

<sup>5</sup> Dale Spender, ed., Men's Studies Modified: The Impact of Feminism on the Academic Disciplines (New York: Pergamon Press, 1981).

<sup>6</sup> Paul Lauter, Reconstructing American Literature: Courses, Syllabi, Issues (Old Westbury, NY: The Feminist Press, 1983).

<sup>7</sup> Sheryl O'Donnell and Barbara M. Shaver, eds., Women's Scholarship: A Curriculum Handbook (Grand Forks: The University of North Dakota, 1983).

<sup>8</sup> Betty Schmitz, comp., Sourcebook for Integrating the Study of Women into the Curriculum (Bozeman, MT: Northwest Women's Studies Association, 1983).

<sup>9</sup> See Mary Kay Thompson Tetreault, "Feminist Phase Theory: An Experience-Derived Evaluation Model," Journal of Higher Education, v.56, no.4 (July/August 1985): 363-384.