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# Your Audience May Be Greater than You Think

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# READERS' SPEAKOUT

Readers are invited to send in comments—about the *Women's Studies Newsletter*, about the National Women's Studies Association, or about any issue of concern to feminist education—in the form of letters or brief essays of opinion (up to 700 words). We will print letters only with the written consent of the writer. Please send to the editor two copies of your letter or essay, along with a self-addressed, stamped envelope.

## YOUR AUDIENCE MAY BE GREATER THAN YOU THINK

To the Women's Studies Newsletter:

The National Institute of Education, which commissioned a series of eight monographs on women's studies\* as well as the *Women's Studies Evaluation Handbook*, has, since March 1980, been in the publishing and distribution business, mailing the 2,500 copies of the monograph series and handbook both to preset mailing lists (e.g., all women's studies programs, centers for research on women, libraries subscribing to this *Newsletter*, women's caucuses and commissions on the status of women in the professions, and higher education associations) and to those who have responded to various solicited and unsolicited notices in newsletters and journals. As the Project Officer on this work and senior author of the evaluation handbook, I have been keenly interested in who has asked for copies of the monograph series and the handbook. I have been pleasantly surprised both by the amount of interest and by the diversity of organizations and individuals who have requested copies. For those of you administering women's studies programs, your audience may be greater than you think.

Within colleges and universities, requests have come from deans of academic affairs, of undergraduate studies, of extension and continuing studies, of innovative programs,

\* Titles in this series include: *The Effectiveness of Women's Studies Teaching; The Impact of Women's Studies on the Campus and the Disciplines; The Involvement of Minority Women in Women's Studies; The Relationship between Women's Studies, Career Development, and Vocational Choice; Re-entry Women in Women's Studies; Women's Studies as a Catalyst for Faculty Development; Women's Studies Graduates; and Women's Studies in the Community College.*

of women, and of students, as well as from student financial aid officers, student placement officers, affirmative action officers, and equal opportunity counselors. Requests have come, as well, from chairs and faculty in departments as diverse as English, sociology, psychology, history, math and computer science, agricultural education, and speech communication, and from schools of education, business, and criminal justice. State departments of education, state advisory councils for vocational education, sex desegregation centers, and sex equity coordinators for vocational education are also well represented, as are a surprising number of school districts. Superintendents, assistant superintendents for curriculum and instruction, elementary and secondary school principals, and career counselors were among those writing in, some wanting multiple copies for district-wide special projects.

Diversity in organizations requesting the women's studies monographs does not end here. Also represented are several city and county commissions for women, the Urban League, the Urban Indian Council, the Department of Defense schools abroad, Educational Testing Service, the American Medical Women's Association, the YMCA, Packard Electric (a division of General Motors), the National Council on Aging, the Defense Logistics Agency, the women's program coordinator in a social security office, the women's program in the postal service, the alcohol rehabilitation unit of the Veterans Administration, the North Carolina Department of Corrections, the Farmers Home Administration, the Texas Agricultural Extension Service, the South Dakota Association of School Administrators, and several college and university alumnae associations.

Requests have been postmarked from every state in the Union (including Alaska and Hawaii) and from several foreign countries (including Thailand, Japan, Canada, England, France, Germany, and India). About fifty requests have come from individual women, usually handwritten (sometimes shakily), with no organizational affiliation. Some of the women identify themselves as graduate students or as prospective grant applicants, while others are volunteers within community groups who have retired from their professions.

The hundreds of letters in my office support the claim that women's studies can be more integrated both with other college and university offerings, especially in continuing education, and with other organizations and levels of education. While requesting copies of free monographs is admittedly removed from active financial support, directors of women's studies should note that a diverse and interested world exists outside their doors, both on- and off-campus.

Single copies of the monograph series and the evaluation handbook are still available. To receive copies, please send your name and address to me, Mary Ann Millsap, Program on Testing, Assessment, and Evaluation, National Institute of Education, Room 822, 1200 19th Street, NW, Washington, DC 20208.

Mary Ann Millsap  
Senior Associate  
National Institute of Education

## LEGAL NEWS: SUNY/STONY BROOK

To the Editor:

After nearly five years of litigation, the class action suit charging the State University of New York at Stony Brook with sex discrimination (*Coser vs. Moore*) is about to go to trial. The suit, scheduled for the Winter 1980 calendar of the First Eastern District Federal Court, includes twenty-eight academic and professional women who are name plaintiffs, among them several members of the nursing faculty at the Health