

Dear Prof Gerbner.

Jan 29, 92

Please accept my apologies for this delayed response to your letter of December 11th. I have been very busy lately.

I was all set to move into my first studio apartment (no roommates) and it suddenly fell through for complicated and unfortunated reasons. I then spent a frantic few days looking for another one.

I finally moved, but not until New Years Eve. I had just returned from N.Y. where I visited my family for the holidays. In addition, my grandmother is very ill, so I've been back to N.Y. once already since Jan 1st.

At this time, I am finally beginning to feel settled. I decided to stay up here in Boston since it seemed like

the most logical thing at this time.

Fortunately, I've been working at least full-time (and very often, overtime too) at McKinsey & Co., Inc., the management consulting firm for whom I've been freelancing. So, the financial burden has eased up for the time being.

I've applied for a research associate position at MIT, in an area where they use Educational Technology (interactive video-disc). It sounds perfect for me, given my background and interests. I have visions of an interactive media-education video-disc system, but I need to learn the "tools of the trade" before I'd be able to implement such a device.

I have an interview at WGBH ^(PBS TV station in Boston) next week, with a man who directs the on-air graphics area.

I'm hoping that it could lead to computer animation experience that could be applied to a production effort. I'd imagine Mary Megee would love to enhance her videos with computer animation.

Throughout all of this, I have not forgotten you at U. Penn. I think it would be too soon to pursue another degree, but if I ever feel the time is right, Annenberg School would be the place for me.

With regard to the copy you requested for the reply cards, I'd be willing to give it a try. If it's not too late, send me what

you had in mind and I'll send you back
what I come up with.

My new address is:

56 Commonwealth Avenue, #22
Boston, Mass. 02116

(Same phone #) → (617) 859-9487

I look forward to hearing from you, and
wonder how your class is progressing.
I'm interested in hearing about the
projects that your students develop.

Best wishes,

Susan Matison

PS - I was thinking of how exaggerated the
Presidential inauguration was becoming
one day, and decided to turn on the
T.V. to find out the latest about the
gala event... and there you were, on the
Screen! (Entertainment Tonight)

What a coincidence!

Mailbox & Cellis
out 9/16/92

Susan Martinson
260 Beacon Street, #11
Boston, Massachusetts 02116
September 8, 1992
(617)859-9487

Professor George Gerbner, Dean Emeritus
The Annenberg School for Communication
University of Pennsylvania
3620 Walnut Street
Philadelphia, PA 19104

Dear Professor Gerbner,

I am writing in response to two publications that featured your opinions regarding media literacy; the Fall/Winter 1991 issue of *ADBUSTERS Quarterly*, and the more recent *TV Guide* that highlighted their Panel: "The New Face of Television." I am extremely interested in joining the Cultural Environmental Movement that you described in your article, *The Second American Revolution*. In addition, I agree with your views concerning violence on television, and the indisputable need to educate the public to become more selective and informed consumers of the mass media. To that end, I am hoping you can suggest career possibilities.

To give you a more detailed sense of who I am, I have enclosed a copy of my resume. In June of this year, I received my Master of Education degree from the Harvard Graduate School of Education. The focus of my studies was Educational Technology and Communication. I became familiar with your name from several articles that Dr. Gerry Lesser referred us to in his course, *Television and the Developing Child*. I was introduced to the concept of media literacy in a course titled *Evaluation of Educational Communications*. It required a pre-formative evaluation of the *Media Literacy Project*, under development at the time by The Monitor Channel. Their intention was to create a 10-part educational video series, accompanied by print material, to teach high school students various aspects of the media that would inspire critical viewing habits. Since then, I have become increasingly convinced of the need to promote the issues that their project addressed. Also, as a final project for a course called *The First Amendment: Legal Doctrine and Political Practice* at the John F. Kennedy School of Government, I analyzed a controversy involving *The Media Foundation*. As you may already know, they created a series of five 30-second spots called "Tubehead." The series urges viewers to "Join the campaign against television addiction." That they were eventually rejected as "too controversial" by the NBC, CBS, and ABC affiliates in Boston raised an interesting question as to who controls the "public" airwaves.

In addition, I have used the qualitative research methods of interviewing and observation to collect data for several projects, and enhanced my analysis and writing skills in the process. Prior to my graduate studies, I received my Bachelor of Science degree in Computer Science from Pace University, and worked as a programmer during and following my undergraduate education. Three years ago, I expanded my knowledge and experience with computers to include graphics, and became adept at desktop publishing. I am currently working as a freelance Graphic Designer for an international management consulting firm.

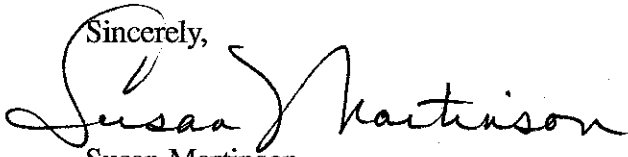
I was recently invited to spend some time with D.D. Downs, founder of the *Downs Media Education Center* of Stockbridge, Massachusetts. This is a nonprofit organization currently being

Susan Martinson
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September 8, 1992
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established with the support of Hugh Downs and Neil Postman, among others. D.D. has been teaching television production skills as well as a "Smart Watch" class at a handful of high schools in her area. I plan to observe approximately one week of these classes later this month to gain the experience of witnessing first-hand critical viewing skills being taught and learned.

I am anxious to learn more about the Cultural Environmental Movement, and to hear about any suggestions you may have for me. I am looking for a full-time career that would benefit from my skills and interests, and would love the opportunity to discuss this topic with you. I will contact you by phone next Tuesday, September 15th to arrange a time for an informational interview, either over the phone, or in person. In addition, please send me literature about the Cultural Environmental Movement at your earliest convenience. Thank you very much for your time and cooperation. I look forward to speaking with you.

Sincerely,


Susan Martinson

Professor George Gerbner, Dean Emeritus
The Annenberg School for Communication
University of Pennsylvania
3620 Walnut Street
Philadelphia, PA 19104

Dear Professor Gerbner,

Thank you for sending the material you promised so quickly. I received it on Monday, September 21st, and got to work on it right away. Enclosed you will find hard copies of what I came up with. My design was inspired by the format of your article in the *Adbusters* magazine. I am anxious to hear your comments and any suggestions you may have.

At home, I use a Macintosh computer, and therefore was unable to use the diskette you sent me. I re-typed the material using *MacDraw II* and *MacWrite* software. All of the documents are stored on my machine since I assume you do not use a Macintosh. I'll be happy to make any changes you recommend and send them back to you. Although I could have created the documents in color, I do not have access to a color printer. Furthermore, it would make it more costly in the long run to print color documents. In light of the design, (and cost considerations) it may look fine without color if it is printed on off-white/yellowed paper... what I like to think of as "Declaration of Independence-type" parchment paper.

After reading the prospectus, creating the questionnaire, and noticing the impressive list of advisors and consultants that are willing to support the movement, I became even more eager to join the campaign. Regarding the proposals you have submitted, I am wondering if you have a deadline established for building a staff. I am very interested in working with you, particularly in the media literacy area. In addition to my desktop publishing and graphic design skills, I have developed qualitative research skills and would love the opportunity to put them to use.

Please call me at your earliest convenience so we can discuss the material in detail. I printed an extra copy of everything for myself, so that over-the-phone recommendations will proceed quickly and easily. I am also interested in hearing about the conference you attended in Washington D.C., and to read any material you may have collected for me. I look forward to speaking with you.

Sincerely,


Susan Martinson

Susan Martinson
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October 21, 1992
(617)859-9487

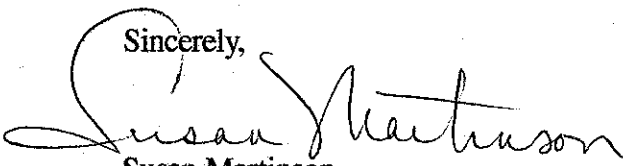
Professor George Gerbner, Dean Emeritus
The Annenberg School for Communication
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3620 Walnut Street
Philadelphia, PA 19104

Dear Professor Gerbner,

Thank you for calling me earlier today. I apologize for missing your call yesterday, but appreciate your persistence in reaching me. I am looking forward to the Ph.D. program materials and application that you are sending me. It's an exciting prospect, and I am anxious for an opportunity to meet with you for a serious discussion in that regard. I've enclosed a summary of the courses I chose to take, as an "individualized" student at the Harvard Graduate School of Education. Their one year Masters program allowed for an entirely elective course of study. I thought this description would give you a better understanding of my interests.

You mentioned that you'd call me again next Monday or Tuesday. Only moments after we hung up, though, I received a call from McKinsey & Co., Inc, the management consulting firm that I had been freelancing for during most of the summer. Ironically, they asked me to work next Monday and Tuesday. I wanted you to know this before then, since I will not be here to answer your call. I will try to reach you on Wednesday morning, October 28th. Hopefully by then I will have received the CEM documents so we can discuss the changes you need. Until then, best regards.

Sincerely,


Susan Martinson

Fall, 1991

- *Evaluation of Educational Communications*
(H-419, Renée Hobbs)
Participated in the *pre-formative* evaluation of an educational video series, *The Media Literacy Project*, which was under development at the time by The Monitor Channel (target audience: 10th - 12th grade students). The research, consisting of questionnaires and focus groups, sought to answer the question, "How well do the proposed treatments succeed in attracting and maintaining student interest?"
- *Television and the Developing Child*
(H-409, Gerald Lesser)
Conducted two research projects during the semester. The first was a content analysis, that measured the frequency of polite phrases in a sample of children's and prime time programming. The second study consisted of interviewing two television viewers, aged 4 and 14, to determine how well they comprehended a 30-minute prime time program. The final paper researched the approach of the French television stations TF1 and FR-3 to provide children's programming.
- *Field Experience in Electronic Technology and Education*
(H-498, Ceasar Mc Dowell, faculty supervisor)
An internship at WGBH, assisting in the production of a nine-part educational video series, *The Machine That Changed the World*. The nine 10-minute segments were extracted from the 5-part, nationally broadcast series on the history of computers. The internship also required participation in the formative evaluation of four rough cuts that were taken to three grammar schools; The Devotion School, Cambridge Rindge and Latin, and The Martin Luther King School. The rough cuts were shown to 7th & 8th grade students, the target audience, whose reactions were recorded and analyzed.
- *Introduction to Qualitative Research Methods*
(S-510, Joe Maxwell)
Conducted a term-project that employed interviewing techniques to collect data. The study considered the experiences of eight European au pairs, who had never been to the United States before. The focus of the study was their reasons for becoming an au pair, and how those reasons compared with the actual experience.

Spring, 1992

- *The First Amendment: Legal Doctrine and Political Practice*
(Frederick Schauer, John F. Kennedy School of Government)
This course explored the behavior of policymakers and the press in light of the implications of the First Amendment. It provided insight into the ways in which the First Amendment has been used as a shield by broadcasters to promote specific messages, while ignoring others. The term project analyzed a controversy involving the Vancouver nonprofit called *The Media Foundation*. They created a series of five 30-second spots called "Tubehead," which urge viewers to "Join the campaign against television addiction." That they were eventually rejected as "too controversial" by the NBC, CBS, and ABC affiliates in Boston raised an interesting question as to who controls the "public" airwaves.
- *Seminar on the Impact of New Technologies in Education*
(S-450, Martha Stone Wiske)
Conducted a case study of an interactive videodisc, *A la Rencontre de Philippe*, which had been integrated into a level 3 French language course at MIT. The study involved both

interviewing and observation techniques for data collection. Also conducted a cross-case analysis, that considered all 12 of the cases the class produced. The cross-case research question was, *How do certain conditions support and impede effective integration of new technologies in schools?*

- *Education and Philanthropy*
(A-203, Paul Ylvisaker)

Analyzed the role of philanthropy in America by considering the cultural, political, and economic supports and constraints within which the third sector operates. Term project consisted of three case studies that demonstrated the effectiveness of philanthropic activities.

- *Field Experience at the Harvard Law School, Educational Technology Department (ETD)*
The ETD developed *CompuGraph v. Chang*, a videodisc-based lawsuit simulation. The internship involved both programming new lessons in the appropriate authoring tool, and implementing a formative evaluation of their most recent videodisc lesson, *Mediation*. The evaluation required observing a number of students as they took the 90 minute lesson, and conducting a follow-up interview on the lesson's effectiveness.

Susan Martinson
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November 22, 1992
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Professor George Gerbner, Dean Emeritus
The Annenberg School for Communication
University of Pennsylvania
3620 Walnut Street
Philadelphia, PA 19104

Dear Professor Gerbner,

Please accept my sincere apologies for this delayed response to our meetings on November 12th and 13th. Fortunately, I have been called to work almost every day since I returned, with the exception of the two days on which I had job interviews scheduled. I even worked today, Sunday, as it occurred to me that you will be in New York tomorrow. I had hoped to be there to meet with you and Mary together, but I am scheduled to work right up through "Thanksgiving Eve."

I *truly* enjoyed meeting you personally, and the opportunity to see the Annenberg School and the U.Penn campus. I am very grateful for the time you spent with me, and all you did to make sure my limited time in Philadelphia was comfortable and information-packed. Thank you very much for the effort you extended on my behalf. When I left on Friday evening, my mind was filled with thoughts of "maybes" and "what ifs." There was certainly a lot to consider.

It is flattering and reassuring to acknowledge the confidence in my abilities that both you and Mary Megee have communicated to me. As it comes from such distinguished and well-respected individuals, it is no small matter to me. If I had unlimited time and resources, I would have already moved to PA, and worked out an arrangement with Mary to document your Spring course as a full-time participant. However, time and resources are scarce.

As much as I would *love* to register for your course, there is the small matter of the tuition that cannot be overlooked. Even if I were to audit the class, and thereby complete the required assignments, I would still have to relocate or commute, both of which are costly. Another option is to work for **On Television**, and gain as much as possible from that position. Yet this too is not a realistic option at this time. Both possibilities leave me feeling frustrated with having come so close to what I want, and not being able to take full advantage of the opportunities.

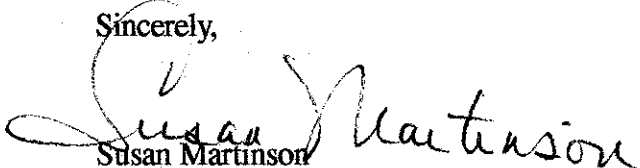
My primary concern is to establish a sense of financial security that will allow me the ability to make the commitments and take the necessary steps to seize such opportunities. In the process of realizing this concern, I have been trying to investigate the careers that result from the merging technologies of TVs and computers... the "media centers of the future." The enclosed article highlights just the sort of thing I am talking about. I thought you'd enjoy reading about something that's going on between IBM, NBC, and NuMedia. When I read it, my first reaction was to wonder how this sort of technology would impact the process of news delivery and reception, whether or not it would be appropriate in an academic environment, and if so, in what capacity and to what extent? I'm curious what your reaction will be.

In addition to all I've described, I am also faced with the small task of having to move from the Beacon Street apartment by the end of the year. Naturally, this presents a challenge since I am also looking for work. So, December promises to be an exciting month, to say the least.

With regard to the Masters program at ASC, I am planning to submit an application. I believe in keeping every viable option open. In the mean time, I am still available to provide remote volunteer services for the Cultural Environment Movement when my schedule permits. I hope the design we ended up with is working out well.

Until I inform you otherwise, I can still be reached at the same place. I hope to talk to you soon. Thank you again so much for the mentoring you've offered me. And best regards for a wonderful Thanksgiving.

Sincerely,


Susan Martinson