

Kathryn Currier Moody

*35 Mayhem Ave., Larchmont, N.Y. 10538
(914) 833-1122*

October 12, 1993

Prof. George Gerbner
Annenberg School of Communications
University of Pennsylvania
Philadelphia, PA

Dear Prof. Gerbner:

It has been many years since we met -- but we did meet at a conference at Annenberg in about 1978 about international aspects of television. I am writing today at the suggestion of Herbert Schiller with whom I had a long talk at the NYU faculty outing in the Berkshires this past weekend. I raised with him my continuing concern about American television's slide into the evermore commercial position -- and the "effects" on young people in particular. (Having worked with Peggy Charren across the years, I am no stranger to the historical aspects of the subject.)

Now, with 500 cable channels waiting and Chris Whittle knocking at the schoolhouse door there are continuing reasons for concern.

Herb Schiller suggested that I get in touch with you because you are working at reconfiguring the efforts to address media and cultural change. And, of course, we know from the literature that you have worked with relentless concern for decades. My question is, what role might you see for me?

Aside from various writings and work in the television business I recently completed a doctorate at Columbia Teachers College in which I focused on historical and policy matters and wrote a dissertation about school use of television. I now serve as Co-Director (with Neil Postman) of the *Institute on Media Literacy* at New York University and teach a course called Technology and Education at Hunter College.

It would be my great pleasure to join with others who are concerned about the development of media literacy or other aspects of cultural caring. That is to say, I write to volunteer.

Hoping to hear from you. . .

Cordially,

Kate Moody

3/7/94

**THE ANNENBERG SCHOOL FOR
COMMUNICATION**

UNIVERSITY of PENNSYLVANIA

3620 Walnut Street Philadelphia, Pennsylvania 19104-6220

Terence P. Moran, Ph.D.
Professor of Communication
New York University
239 Greene St., Suite 735
New York, NY 10003-6674

Dear Professor Moran:

It is my great pleasure to recommend Dr. Kate Moody for the professorship in your program in Media Ecology. I have been following Kate and her work since the publication of her first book, Growing Up on Television, in 1980. The book is a fine piece of media criticism (and discussion of child development). It stands on library shelves alongside Television Awareness Training (she was co-editor) which was perhaps the first such explicit media literacy curriculum (1979) and The New York Times Encyclopedia of Television, for which she was a major contributor of media history pieces and director of research.

Kate Moody would be an excellent addition to your communications department because of her academic preparation, publications, maturity and multi-faceted professional career. She has years of experience as classroom teacher, curriculum developer, writer, researcher, cable TV executive, fundraiser, children's advocate and activist in public policy arenas. In addition to her scholarly endeavors, she has seen the theories in practice! Her patience and perseverance in earning a doctorate after having had so many other kinds of experience attests to her belief that her best contributions are yet to come and should be in the service of "the public interest".

As you can see by her CV she has specialized in communications, media history and public policy and her dissertation is the history of a ten year period within a school system attempting to develop curricula to help students understand new media. She sees clearly the connections between school media curricula and public policy concerns in the larger cultural environment.

For these reasons, as well as her interpersonal skills, Kate Moody would be an ideal "fit" and highly productive addition to your department.

Sincerely yours,

George Gerbner
Professor and Dean Emeritus

Kathryn Currier Moody
35 Mayhew Avenue
Larchmont, N.Y. 10538

December 15, 1993

Dear George:

Here is a copy of the material
I have sent to Sean Jamieson
regarding openings at the Annenberg
School of Communication.

I hope that the New Year
will see us both involved in
growing projects and joint endeavors.

Thank you for your ideas and
counsel, generally.

I will be out of town from
Dec. 29 - Jan 12, but will give you
a call shortly thereafter. Feel
free to call me any time.

All best wishes,

Kate

Kathryn Currier Moody
35 Mayhew Avenue
Larchmont, N.Y. 10538

Dec. 14, 1993

Kathleen Jamieson, Dean
The Annenberg School of Communication
University of Pennsylvania
Philadelphia, PA 19104-6220

Dear Dean Jamieson:

As a person who has worked in communications enterprises for 20+ years and just recently earned a doctorate, I am now searching for a tenure-track position in a top-flight university where I can carry out my best work across the next couple of decades. This letter represents more than just "looking for a job" in the usual sense. My dream, my vision -- and I use these words without embarrassment -- has been to alert a new generation to the rapidly emerging truths concerning media and the transformation of society as we have known it. What to *do* about this is, of course, the subject to be addressed now.

When George Gerbner and I had lunch in New York last month he told me of openings at Annenberg. *The* Annenberg School of Communication! Forgive the exclamation point, but this is exactly the kind of "natural home" in academia which I am seeking in order to carry out my best work.

At Teachers College Columbia University I earned the M.Ed. in the Department of Communications, Computing and Technology (1991) and then the doctorate from the Department of Interdisciplinary Studies (1993). First I would like to comment on my doctoral work and then recount for you other work which I believe has helped to prepare me for a professorship in the field of communication, culture and education. I began Teachers College in the department called Communications, Computing & Technology where I completed all the requirements (60 credits, certification exam), designed the dissertation proposal and earned the M.Ed. I contributed more to that department than is customary by serving as head of the Department Colloquium and by accepting the Chair's invitation to serve on the Department's Search Committee for a new professor (1990).

However, at a certain point, with 30 credits of coursework remaining and the dissertation ahead of me, I longed for a different kind of environment in which to do such important work. The Communication Department was deep into computer hardware, computer programming and the "gee-whiz" aspects of the very latest technologies, while I

was deeply concerned about how it all fits and works within institutions and within individuals. My advisor, the historian Robert McClintock, helped me to transfer to a program known as Interdisciplinary Studies, which operates from within the Department of Philosophy and Social Science. There I could best continue my studies in communication with an emphasis on history, public policy and education. Douglas Sloan, professor of history of education, heads that program and welcomed me. I then added to my communications foundation such courses as: Social Philosophy of Education, History of Education, Knowledge and Values, Public Policy in Education, History Methods Seminar, Ethnographic Methods in Education and a semester-length course on John Dewey taught by Prof. Jonas Soltis. From still another department I studied Methods of Empirical Research with Prof. Marvin Sontag. In spring of 1993 I served as course assistant to Ellen Condliffe Lagemann in her Public Policy course.

In short, my work at Teachers College centered on history and culture as they are reshaped by media of all kinds. The dissertation examines the history and experience of a particular school system (Mamaroneck) during a pivotal decade of "media shift" (1965-75) from a print-based curriculum to one which is infused and integrated with electronic media. Heretofore, the culture-watchers have focused mostly on mass media and the society-at-large rather than on media as "agents of change" in the school and other educational institutions. The findings are fascinating and strengthen my existing ideas about the balance and configurations of media -- old and new -- in the curriculum.

Previously I earned an M.A. from the University of Michigan in which I specialized in child psychology and reading. In addition to the theoretical base, I have many years of practical experience as a classroom teacher, journalist, author of several books about television, TV producer, corporate executive and child advocate, fundraiser, lifelong educator and parent. As you may surmise from my resume, I have already been carrying out an interdisciplinary program, not only in my academic life, but as recurring themes in my varied experience in the broader world and in my published writings. (See resume and bibliography.)

Moreover, I have frequently been involved quite personally in the societal issues concerning communication in our times. Throughout the late 1970s and the 1980s the societal attempts at broadcast reform (followed by deregulation) have touched my work and been the substance of my writings. For example, in 1978 I became founder and president of the New York Council on Children's Television, the city's affiliate of **Action for Children's Television (ACT)**, the national advocacy organization headed by Peggy Charren. Margaret Mead and a number of other academic leaders were on my first board.

One of the societal issues that concerns me is the appropriate use of television in the schools as well as in the society-at-large. The matter of whether or not to utilize news broadcasts with commercials is being hotly argued and remains to be settled in most places. Of course that issue is inextricably bound to the question of corporate influence over structure and content of school life and curriculum. I am knowledgeable about those issues and intend to continue to pursue them. Another has to do with the equity issues implicit in the current media shift toward electronic communications. Still others involve figuring out

how to raise children who like to read in the midst of this electronic age, and coming to terms with media violence, aggression and desensitization.

Concurrent with various professional positions (described in the resume), I wrote or edited three books about media including *Growing Up on Television*, with an introduction by Norman Cousins (Times Books, 1980); *The New York Times Encyclopedia of Television*, by Les Brown, in which I am cited as a major contributor and chief of research (New York Times Books, 1978); and *Television Awareness Training: The Viewer's Guide*, ed., (Media Action Research Center, 1979). (See "Publications" section of the resume.)

My professional life started with a third grade teaching position in the Ann Arbor Public Schools in the 1960s, where I also headed curriculum-development committees, became tenured, and began the M.A. degree at the University of Michigan. Concurrently I was a supervising teacher for student teachers from the university who were assigned to work in my classroom.

In 1968 my husband took a position with a New York foundation and the family moved to New York. Here I completed my Master's thesis (UM) on Instructional Television (1970) and became an education reporter specializing in media usage, broadcast history and cultural change. In the 1980s I was employed by media companies. First, I served as Director of Corporate Development at Warner-Amex Satellite Entertainment Company where I helped develop NICKELODEON, the first cable TV channel for children. In this role one of my important responsibilities was fundraising and, indeed, I brought in major funding contracts. Later I became Director of National Program Development for PBS station WQED in the New York office, again wearing a fundraiser's hat. Those years "in the trenches" yielded hands-on experience that is often hard to come by. It also made me yearn for intellectual independence and something better to do.

In 1985 I established Currier Moody Communications, a business devoted to the design, development and marketing of instructional materials in all media. In that enterprise I wrote annual reports, funding proposals, research reports, speeches for corporate executives and developed entire product lines of home video educational materials. (Clients in CV). In 1988, however, I found a way to begin (fund) doctoral work at Columbia.

Now I am serving as Co-director (with Neil Postman) of The Institute on Media Literacy and Education at New York University. I also teach Technology and Education at Hunter College. There, at the invitation of the Chair, I have re-design the course syllabus and have outlined a textbook to accompany it. Along these lines, I have also participated in the Institute on Media Education at Harvard last summer, and in the Harvard Media Education Study Group. In recent times I taught Mass Communication in Society at The College of New Rochelle (a six-credit course offered for either communications or sociology credit.) I have been a guest lecturer at various colleges and universities across the years including Hunter, Sarah Lawrence and Fordham Graduate School of Education. Attached is

a list of general courses I could teach at the Annenberg School as well as specialized course seminars and research which I would like to develop.

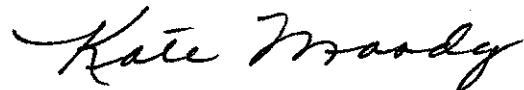
Right now, my complete attention is devoted to securing a tenure-track position in an appropriate university. My enthusiasm for a good post in communications is boundless. I feel that The Annenberg School and Kate Moody have a lot to offer to each other. I am confident that I could learn well in your department as I go about teaching, researching and writing. I have already set in motion plans to raise research monies for projects that I have outlined. An article is in progress. The dissertation is on a publisher's desk right now. On a clear day I can generate more ideas than I know what to do with.

The following people will respond with letters of recommendation if you would like them: Prof. Neil Postman, New York University; Prof. Erik Barnouw (Prof. Emeritus, Columbia University); Prof. Chester Pierce, Harvard University; Prof. Douglas Sloan, Columbia (sponsor); and George Gerbner.

It would be my pleasure to come to Philadelphia for an exploratory chat at your convenience. I will be here until Dec. 29 and then away until Jan. 12. If you wish, you can reach me at either (914) 833-1122 (weekdays) or (914) 834-8515 (evenings and weekends).

Looking forward. . . .

Cordially,

A handwritten signature in cursive script that reads "Kate Moody".

enc: resume and bibliography
summary of dissertation
list of courses to teach

cc: Prof. George Gerbner

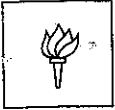
Attachment -- Courses I would be prepared to teach:

General Courses

Mass Communications and Society (taught previously)
History of Communications (my specialization at Columbia)
Technology and Education (currently teaching at Hunter)
Public Policy in Education (course assistant at Columbia)
Research Paper (verteran researcher)

Specialized Courses or Seminars

Developing Media Literacy in the 1990s
"Effects" of Television on Children (I use the term advisedly)
History of Children's TV Programming & Advertising as Literature
Seminar on Fundraising/Proposal Writing



New York University
A private university in the public service

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Telephone: (212) 998-5191

Dej 5/27

May 18, 1994

Professor George Gerbner
Annenberg School of Communications
University of Pennsylvania
Philadelphia, PA

Dear George:

I want to thank you for all your help and good counsel concerning the job search. The recent news is that after reaching the final round of four candidates (from a field of over one hundred), I was not selected. It was said that the committee and the department needed a person with more extensive experience in communications theory. Onward.

Hope you are well! I know you have a busy summer ahead with many keynote speeches to give at TC and Harvard. Regarding the NYU *Institute on Media Literacy*, we would like to make available reprints of articles which can provide background on important aspects of media studies. Could you select for us a couple of your own articles about violence or cultivation theory or a subject of your choice? With your permission, and a good original copy, I can photocopy them here for inclusion in a binder of readings to give to participants. In addition, we will provide space for the sale of materials that we feel are useful to media educators. If you (or Sut Jally) would wish to make "The Killing Screens" available for purchase at the conference, please let me know.

When our conferences are over, let's get back to the subject of the Cultural Environment Movement to see where you are with that and how I might help. Meanwhile, I am sending along a piece from the Chronicle which reminded me of you and your interests.

All best wishes,

Kate Moody
Co-director, Institute on
Media Literacy & Education

(914) 833-1122

enc: