In our last issue, inadvertently referred to the Department of Media Study as the "Department of Media Stud-
ies," please note that the correct name of the depart-
ment and its founder, Gerald O'Grady, the apolo-
gy to explain why the distinction is important. What
follows is based on his response and comments on the proposed
restructuring of Arts and Letters.

I am pleased to respond to The Graduate Quill's
invitation to explain why I chose the word "study"
rather than "studies" and why "media" preferred to the
formal name "Media Study," the latter of which is the
name given to the department twenty years ago. Some of our concerns were both like
and unlike other academic organizations which
encouraged the separation of the curricula of the
university-Women's Studies, African American Stud-
es, Eastern European Studies, American Studies, etc.,
to name a few. One immediately notes that these
are defined by gender, race or geography, and
that they are all interdisciplinary, typically involving
a number of different "approaches" to their subjects
and engaging a variety of "methods" to explore them.

The interpretation classes in the Media Study cur-
riculum (history, theory, analysis, social impact, etc.)
also examined phenomenological, psychoanalytical,
identitarian, semiotic, and materialistic methodologies
as these developed during these same years, but
just because these curricula seemed so centrifugal,
I thought it important to sound a centripetal impulse.
During the same time, I had been engaged in a
careful study of the most difficult poem of the
English Middle Ages, Piers the Plowman. It
became clear to me that the meaning and function of
a character named Dame Sludy, in the poem, was
of the utmost importance. An academic verb
"condition of being deeply absorbed in thought" and
it was just that condition, which charac-
terized the intensity and seriousness of our very
discipline. That language of the poem had been
"the condition of being deeply absorbed in thought" and
it was just that condition, which charac-
terized the intensity and seriousness of our very
discipline. That language of the poem had been
...