



clio

A M O N G T H E M E D I A

Newsletter of the History Division of the Association for Education in Journalism and Mass Communication

For a broader journalism history ...

By Mitchell Stephens
New York University

The narrowing forces are strong. I have in mind -- not for the first time, alas -- attempting to marshal some resistance to them.

These forces include, certainly, the media. Upon occasion a reporter deigns to call and we journalism historians are given opportunities to play the expert. Usually this is a sign that a war is raging. (One rages as I write.) And usually the perspective demanded (Why else would they call a historian?) extends all the way back to what in the world of journalism passes for the deep recesses of time -- the last war. (The historical acumen this demands has been reduced further as our wars come with more frequency.)

I was granted such an opportunity during the Persian Gulf War, and I remember my joy and surprise when the reporter unaccountably announced that this time his network was looking for "the long history" of war reporting. Before I could decide whether to begin with Isaiah Thomas or Pheidippides, however, that reporter added: "nothing before World War II."

We're narrowed, too, by the stratagems of scholarship, which so obviously favor hedgehogs. Safer, surer, always, to know one thing well -- the story of a particular female editor on the Iowa frontier -- than to know many things not well enough to fend off, say, a critic who happens to pursued the Marathon legends into the original Greek.

And we stand, for the most part, on

narrow shoulders. Our field, from its beginnings, has been deeply parochial -- almost incapable of seeing beyond national borders.

Even if we do decide that it might be useful to understand the journalistic traditions from which immigrants like James Gordon Bennett, Sr., or Joseph Pulitzer hailed, there is shockingly little in the syllabi or bibliographies we have inherited that might tell us where to start. Isaiah Thomas's own book, "The History of Printing in America" (which first appeared in 1810), begins with a short, sometimes inaccurate account of journalism's European origins. Such accounts in our histories remain mostly short and sometimes inaccurate.



Mitchell Stephens is a professor of Journalism and Mass Communication at New York University and the author of "the rise of the image the fall of the word" (Oxford) and "A History of News" (Harcourt Brace).

So we tend to keep to our carefully circumscribed projects. Which would be fine: Certainly, plenty of solid, interesting, original work is being done. Certainly, the cumulative weight of all that we are learning about this or that frontier editor, this or that woman who overcame, is impressive.

And journalism history is hardly the only area of scholarship where the focus tends to be tight. Except, in this area of scholarship more than most others, the focus has rarely been anything but tight -- most of the broad questions have not yet been answered. (I've made my own efforts in this direction, with whatever degree of success.)

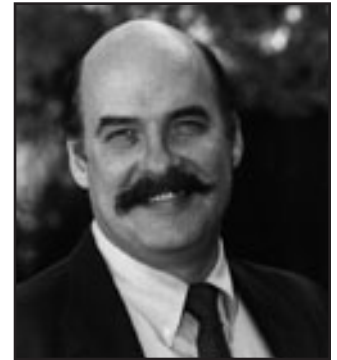
As a consequence, we lack the context, the broader perspectives, into which all this fine narrow work might fit.

Case in point: At Elliot King's excel-

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notes
from the head



By David Abrahamson
Northwestern University
Head, AEJMC History
Division

Research and Teaching

The Division enjoys an embarrassment of riches, which leads to reflection on one of the academy's ideals.

Some very good news, just received from Janice Hume, our vice head and research chair, speaks to what can only be called an embarrassment of riches. For the last decade or so, the History division has usually received roughly 60 research paper submissions as candidates for presentation at the AEJMC annual convention. One glaring exception was just last year, when the number dropped to around 50 -- a troubling development, to be sure. (Yes, your humble correspondent was research

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lent joint AJHA and AEJMC History Division conference in New York in March, I heard a very interesting paper by Andy Mendelson on the relationship of feature photography to Norman Rockwell's paintings.

This raised questions on the relationship between feature photography and hard-news photography, which raised larger questions on the relationship between features and hard-news journalism, which went unanswered.

Do we have a good book, I wondered, on that rather important subject?

How much do we know, for that matter, about how wars were reported during the time of Pheidippides and the time of Isaiah Thomas? (Philip Knightley's "The First Casualty" is written as if a journalist never went out to cover a war before Crimea.)

Can we compare journalism on the American, Australian, Brazilian and Chinese "frontiers"? Can we trace similarities and differences in the experience of female journalists in these places? Do we know what indigenous news systems colonial

newspapers superceded in America, Australia, Brazil and China?

Do we even know how the newspaper originated (in Europe in the sixteenth and seventeenth

It is my impression, based on an entirely unrepresentative sampling of papers and publications, that journalism history is getting smarter.

centuries)? Do we know, to pick a more recent example, how it came to be that boxes filled with graphics sit about three inches to the left or right of the eyebrows of the well coiffed heads which deliver the news in just about every country in the world?

Perhaps we won't convince journalists that the dedication of Pheidippides might contribute to a perspective on the work of the "embedded" reporters in Iraq.

It is difficult enough to get them

to read Ernie Pyle (though I have had the pleasant surprise of hearing his name mentioned by the occasional war reporter lately).

Perhaps we won't convince press critics that the jingoism Thomas displayed in his account of the Battle of Lexington might help them understand the miniature American flags that decorate the screens of our news networks.

The point that unthinking acceptance of government statements far outweighed critical reports during coverage of the Vietnam War is difficult enough to communicate.

However, I believe we can and should do better in areas we do control: our courses, our doctoral programs, our conferences and our own writings.

It is my impression, based on an entirely unrepresentative sampling of papers and publications, that journalism history is getting smarter. It is time — past due, in fact — for it to get broader.

Research, from pg.1

chair last year.) This year, however, through Janice's hard work and a bit of extra effort at publicity, Janice recently called to say that, as of early April, she already has 70 papers in hand, and expects at least five to ten more that will arrive which still meet the postmark deadline. Wonderful news and a clearly positive sign of the health of our division.

Research, of course, lies at the core of the every AEJMC division's mission. And pondering our good fortune this year, I was led to thoughts about the inter-relationship between research and teaching -- and the implied ideal of synergy between two. The key question, it seems to me, is: how close to the realization of this ideal are we able to come in our actual working lives? Some might argue that it is merely a myth that there is some important connection between what

we do in the classroom and what we do as scholars, that what we do as creators of new knowledge can somehow be brought into the classroom. My contention is that the heart of the matter is this: that this inter-relationship will only remain only a myth if we allow it to do so. We can, in effect, make the myth a reality, that working in a classroom and working as a scholar are, almost by definition, mutually enriching.

But there are, of course, some problems. At many schools, important considerations might be termed cultural. Most journalism programs are, in a pedagogical sense, informed by a passion for the idea of learning by doing. My own institution, for example, like many others, is very skill-based, with a clear goal of preparing our students to excel in the professional practitioners. Though this practical does not by definition rule out the intellectual quest, it does sometimes push it to the background. Moreover, we have no

doctoral program at our school, those bright Ph.D. students with their sharp young questioning minds who will enrich our intellectual environment for five or six years each.

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There are other issues as well when one tries to combine research and teaching, particularly involving students in one's scholarship. Perhaps the key issue is the time constraints. In many cases, if the student does have any extra time, it is hard to make an argument saying they should use it on some sort of grander quest for knowledge rather than perhaps pursuing a local internship or maybe writing a piece that can get published -- all of which, they quite properly could argue, would contribute to better prospects when they venture out into the job market.

Nevertheless, we can still try to realize an ideal. For better or worse, two concepts have enabled me, to a greater or lesser extent, to do so. The first is to try to structure the work that the students do for a class in a way that contributes to a larger research mission and research interests, and second, to seek ways to structure my research to involve students in a way that ultimately contributes to the classroom.

For the class work, I am a believer in something called the recitation. For example, in every magazine editing or writing class, all students choose from a long list of magazines one magazine on which they will do in the spoken word a five- to seven-minute recitation. At the beginning of every class, one student will present a recitation, explicating its most salient features. Often, the recitations will produce information that I did not previously possess, e.g. current biographies of the editors, contemporary histories of the publication, the most current look at the publication's competition, etc. And in their own self-guided, self-administered way, they often do some very interesting primary research. Both directly and indirectly, when writing magazine history in its various forms as I do, I often am able to make use of knowledge that my students obtained in the course of doing their recitations.

I also found it most useful to involve students as research assistants in my own work. For instance,

I have found that in my own scholarly efforts I am often at the mercy of very large bibliographies. I've discovered that the best solution is to cede complete control of the bibliographies to my research assistants. Given the online access to card catalogues, it is quite rare that I ever go to the library anymore. My research assistants have a copy of my library ID card. They check the books out. They keep track of books in hand, loans, due dates and the like. In effect, they maintain the entire bibliographic file for me. And as we go from one year to another, and therefore from one research assistant to the next, the retiring one briefs the new one on the necessary procedures. I can imagine a conversation that I've never overheard: "This is what he requires. This is what you need to do. This is how to do it." I have been told that there is a document that

explains "the system," but they have never shared it with me. I suspect this is the case because they know it will confuse me. But, all in all, it is truly amazing what a good job they do. I can heartily recommend such an arrangement.

In conclusion, perhaps I should add that, in both avenues of approach -- that of class work enriching the research and of research enriching the class -- I do hope to do more. It is clear that both are activities which one has to be specifically proactive about bringing into existence. They will not happen on their own. Moreover, I do know that it is a real benefit to me, both in the obvious sense of the intellectual labor it contributes to my projects, but also in the way that it can provide me with ideas that I otherwise would not have had.

Further than that, the hope, of course, is that it is also of some benefit to the students. When I think back to my own experiences as a student, it was those moments for singular, synergistic intellectual engagement with the good teachers in my life that continue to inspire me to this day. And if I can, in some small way, offer at least some of that inspiration to some of my students, perhaps I am succeeding as both a creator and disseminator of knowledge. And that, I would argue, would certainly be an ideal realized.

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Financial Considerations

If you've attended the Division's last two annual business meetings, you're familiar with the Division's somewhat precarious financial position. Shortfalls in the past have had a number of consequences. For example, both the number of prizes for faculty and student scholarship and the cash awards associated with them have had to be reduced. With one of the larger divisions in AEJMC, the expense of printing and mailing hard-copy versions of Clio, our award-winning newsletter, became prohibitive -- and two years ago we began what might ultimately become a permanent move to a Web-only (albeit downloadable) edition. The heart of the matter is not expenses, but rather income. Virtually all our income comes from division member dues, and they have been held constant at \$5 for faculty members and \$2.50 for students for almost as long as anyone can remember. After much deliberation, it appears that the general consensus view of the Division's executive committee is to propose raising the faculty dues to \$7.50 and to keep the student dues at \$2.50. In accordance with AEJMC rules, a change in a division's dues must be announced well in advance of the August annual convention (which we are herewith doing for the second time). More importantly, it must be

Make plans for AEJMC Convention July 30-Aug. 2 in Kansas City, Mo.

Pack your bags for the AEJMC Convention July 30 to Aug. 2 at the Hyatt Regency Crown Center and Westin Crown Center in Kansas City, Missouri.

Authors of history papers should be notified of acceptance by May 15. Information on convention paper presenters' responsibilities is available on the AEJMC.org website as well as information on how to prepare a scholar-to-scholar presentation.

Registration

A convention registration form will be available online at AEJMC.org by late April.

Convention Registration Fees:

(Early Bird rates must be postmarked by July 7.)

Category	Early-Bird Rates	Regular Rates
Member	\$110	\$150
Non-member	\$210	\$250
Student	\$45	\$60
Non-member student	\$85	\$100
Retired	\$45	\$60

Reservations

AEJMC has special room rates at the Hyatt Regency Crown Center and the Westin Crown Center. Hyatt rates are \$124 singles and \$134 doubles. Westin rates are \$119 singles and \$129 doubles.

All rates are plus 13.225 percent room tax. Call the Hyatt at (816) 421-1234 to make reservations. Call the Westin at (816) 474-4400 to make reservations. Identify yourself as attending the AEJMC convention to receive

these special rates.

Keynote Session

The Kansas City keynote session will feature humor columnist Calvin Trillin. A Kansas City native and gifted writer, Trillin is often referred to as a classic American humorist.

The session, which is scheduled at 6:45 p.m. Wednesday, July 30, will probably even offer a few tips on where to find great food in the city. Trillin proclaimed in one of his columns that Kansas City boasted the best restaurants in the world.

Trillin has been a writer/columnist for The New Yorker, The Nation, and Time. He began his career as a writer for Time and then moved to The New Yorker in 1963, eventually producing a series of articles called "U.S. Journal" that took him around the country writing on everything and anything. He also penned a column for The Nation called "Uncivil Liberties," which was called the "funniest regular column in journalism" by USA Today.

Convention Workshops

A variety of special focus workshops will be held during the convention. Most workshops will be on pre-convention day, Tuesday, July 29. Full information on the workshops will be posted at AEJMC.org in late April.

Future AEJMC Conventions:

- 2004 -- Toronto, Canada -- Aug. 4-7
- 2005 -- San Antonio -- Aug. 10-13
- 2006 -- San Francisco -- Aug. 2-5



clio AMONG THE MEDIA

Editor: Pat McNeely (South Carolina)

Layout & Design: Kyle Almond (South Carolina)

Webmaster: Kittrell Rushing (Tennessee- Chattanooga)

Clio Among the Media is published quarterly by the History Division of the Association for Education in Journalism and Mass Communication.

During the 2002-2003 year, it was produced at the University of South Carolina School of Journalism and Mass Communications.

Articles for Clio are welcome. Send them to Pat McNeely, School of Journalism and Mass Communications, University of South Carolina, Columbia, SC 29208-0846. Electronic copy, via either disk or e-mail, is preferred. For information, call McNeely at 803-777-3303, or e-mail her at: mcneely2000@yahoo.com

History division plans 8 sessions at national AEJMC convention

The History Division is sponsoring or co-sponsoring eight sessions at the AEJMC convention July 30-August 2 at the Hyatt Regency & Westin Crown Center in Kansas City, Mo.

1 Wednesday, July 30 from 10 a.m. to 11:30 a.m.
Primary Sponsor: History Division Co-Sponsor: Scholastic Journalism Division
Type of Session: Teaching
Session Title: "Plagiarism and the Internet: Prevention and Consequences"
Moderator: Julie Dodd, Florida
Panelists: Kathleen L. Endres, Akron
Thomas E. Eveslage, Temple
Dick Schwarzlose, Northwestern
Jerry Zurek, Cabrini

2 Wednesday, July 30 from 1:30 p.m. to 3 p.m.
Primary Sponsor: History Division Co-Sponsor: Magazine Division
Type of Session: PF&R
Session Title: "Journalism History from Magazines and Other Under-Used Sources"
Moderator: Dane Claussen, Point Park
Panelists: Joe Bernt, Ohio
Janice Hume, Georgia
Debra Merskin, Oregon
Brian Thornton, Northern Illinois

3 Thursday, July 31 from 11:45 a.m. to 1:15 p.m.
Primary Sponsor: History Division Co-Sponsor: Commission on Status of Women
Type of Session: PF&R
Session Title: "Women and War: Images and Challenges"
Moderator: Meg Lamme, Florida
Titles of presentations and panelists:
"The Homecoming: PR and Women After the War" Karla K. Gower, Alabama
"Rosie the Reporter and More: Women's Work in American Newspapers in World War II" David R. Davies Southern Miss
"Women's Anti-War Journalism" Ann Colbert, Indiana-Purdue

4 Thursday, July 31 from 3:15 p.m. to 4:45 p.m.
Primary Sponsor: History Division Co-Sponsor: Grad Education Interest Group
Type of Session: PF&R
Session Title:
"History of Mass Communication Research: Are We Telling the Whole Story?"
Moderator: James Ivory, North Carolina
Panelists: Margaret Blanchard, North Carolina
Hazel Dicken-Garcia, Minnesota
Maxwell McCombs, Texas
Steven Vaughn, Wisconsin

5 Thursday, July 31 from 6:45 p.m. to 8:15 p.m.
Primary Sponsor: History Division
Type of Session: Business
Session Title: "History Division Members' Meeting"
Moderator: David Abrahamson, Northwestern

6 Friday, Aug. 1 from 7 a.m. to 8 a.m.
Primary Sponsor: History Division
Type of Session: Executive Committee
Session Title: "History Division Executive Committee Meeting"
Moderator: Janice Hume, Georgia

7 Friday, Aug. 1 from 8:15 a.m. to 9:45 a.m.
Primary Sponsor: History Division Co-Sponsor: Mass Comm & Society Division
Type of Session: PF&R
Session Title: "Thinking in Time: Technology and the Future of Mass Communication History"
Moderator: David Abrahamson, Northwestern
Panelists: James Carey, Columbia, author of Communication as Culture
Daniel Czitrom, Mt. Holyoke, author of Media and the American Mind
Carolyn Marvin, Pennsylvania, author of When Old Technologies Were New
Mitchell Stephens, New York, author of The Rise of the Image, the Fall of the Word

8 Friday, Aug. 1 from 5 p.m. to 6:30 p.m.
Primary Sponsor: History Division Co-Sponsor: Minorities & Communication Division
Type of Session: Teaching
Session Title: "In the Line of Fire: Lucile Bluford's Fight the Desegregate the Missouri J-School...and Its Long-Term Impact"
Moderator: Earnest L. Perry Jr., TCU
Titles of presentations and panelists:
"The Fight to Maintain the Status Quo: How the Missouri J-School fought desegregation"
William Stolz, Western Historical Manuscript Collection
"The Impact of Journalism Education in Diversifying the Profession" Louis Dugood, Kansas City Star
"What About the Academy: The Impact of Minority Faculty in Journalism Programs" Caryl Cooper, Alabama
"Overcoming Segregation in the Education of Black Journalists at Missouri: The Lucille Bluford Case, an Historical Example: 1932-1972" Julius E. Thompson, Missouri

History division gets report card

The three AEJMC Standing Committees on Pf&R, Teaching Standards and Research review each division and write annual reports that serve, in a sense, as the division's report card. Division head David Abrahamson said that as such reports go, last year's reports "can be read as quite laudatory...with much credit to past head David Davies."

PF&R

General Outlook: The History Division's PF&R programming in racial, gender and cultural inclusiveness was especially strong this year, enhanced by good activity in free expression and public service areas. The division sponsored two mid-year regional conferences that enhanced their success in involving media professionals; they also maintained regular newsletter and Internet communication with members.

Outstanding Activity or Project: The division cites their ability to reach out to professionals and other groups as their greatest accomplishment in 2002; also highly commendable was their panel on media coverage of women (from coverage of women in the Taliban to depictions of sexually provocative advertising) and a second panel on teaching from a global perspective. Their panel session at the Southeast Colloquium on coverage of the civil rights movement in Mississippi newspapers, which featured a number of media professionals, rounded out a strong PF&R year for the division.

Goals: Although research papers in the areas of free expression, ethics, and media criticism and accountability were presented at the convention, the division should actively program panels in areas of PF & R, rather than rely on the serendipity of research paper submissions

to cover expectations for programming in these areas.

Good minority involvement in panels should be continued. Division's stated goal of focusing on research and recruiting of graduate students for next year might benefit from a look at the PR Division's similar successful efforts.

Teaching Standards

The division's teaching activities were strong this year in the area of curriculum, with two conference sessions; and course content and

The History Division's PF&R programming in racial, gender and cultural inclusiveness was especially strong this year, enhanced by good activity in free expression and public service areas.

teaching methods, with two conference sessions and a newsletter article.

The division's efforts in the leadership area included an article in the newsletter and the maintenance of the division listserv and web site where teaching issues are explored. The division is commended for continuing to provide travel funding, complimentary registration, mentorship opportunities and awards to the top three graduate student papers.

The division officers are

encouraged to include copies of the newsletter in their reports in the future, and to consider developing newsletter articles on the topic of assessment.

Research

The Division has once again excelled in research. Its stated mission is to provide a multidisciplinary and intercultural forum for historical research in all types of mass communication, as well as themes that are relevant across different types of media. The Division seems to have attained this lofty goal.

The awards program is excellent, and the Division is to be commended for participation at both the annual convention as well as at two regional meetings. Research paper submissions for the regional conferences were nearly equal to that of the national convention. History should also be complimented for providing travel stipends and convention fees to the three students with top papers. Paper judging and solicitation of both judges and paper-writers are handled professionally, and the acceptance rate of a little more than 50 percent is well within the Association's general guidelines.

One weakness, which is indeed minor, is that History Division judges read five papers each. The research guidelines call for a maximum of four, so the Division's research chair should consider recruiting a few more judges in order to lessen the load of each judge.

We also wish that the Division's newsletter, *Clio Among the Media*, were included within the annual report. However, we understand that it has a fine reputation for including research-oriented news items as well as articles that examine the state of media history.

AEJMC

history division officers

Head & Programming Chair, David Abrahamson (Northwestern)
Vice Head & Research Chair, Janice Hume (Georgia)

Secretary & Newsletter Editor, Pat McNeely (South Carolina)
PF&R Chair, Dane Claussen (Point Park)
Teaching Standards Chair, Ford Risley (Penn State)
Intellectual History Chair, Carolyn Kitch (Temple)
Graduate Education Liaison, Kim Wilmot Weidman (Wisconsin-Stout)
CS Women Liaison, Meg Lamme (Florida)

CS Minorities, Meta Carstarphen (North Texas)
Webmaster, Kittrell Rushing (Tennessee-Chattanooga)
SouthEast Colloquium Coord., Mary Lamonica (Bridgewater State)
NorthEast Colloquium Coord., Elliot King (Loyola-Maryland)
Book Award Chair, Patrick Washburn (Ohio)
Covert Award Chair, Karen List (Massachusetts)

AJHA sponsors student logo competition

The American Journalism Historians Association (AJHA) is seeking entries to its Logo Design Student Competition. A cash prize of \$250 will be awarded to the student or the student organization submitting the winning design.

Purpose

Design a logo for the American Journalism Historians Association (AJHA) to use that can be reproduced clearly for use in a variety of materials—programs, brochures, posters, t-shirts, etc. For information about AJHA, log onto its website at <http://www.ajha.org>.

Rules

1. The logo should contain the acronym AJHA and the words American Journalism Historians Association.

2. Submissions should be in black and white. No color submissions will be accepted.
3. There is no limit on the number of submissions that can be made.
4. The logo should not use any copyrighted materials.
5. The logo should be submitted in two sizes: (1) Large Version with the logo on an 8 1/2" x 11" sheet of paper, and (2) Small Version with the logo on a 4" x 5" sheet of paper.
6. The name of the student or student organization submitting the design (with mailing address, phone number, and e-mail address) should be appear on a separate sheet of paper attached to entries with a paper clip.
7. All entries should be postmarked by May 31. No electronic submissions will be accepted.
8. The winning logo becomes the property of the American Journalism Historians Association.
9. The AJHA reserves the right to

reject all entries and not award a cash prize.

Winners: Will be selected by the Board of Directors of the American Journalism Historians Association during its Annual Convention held in October in Billings, Montana. All entrants will be notified of the results in November.

Mail entries to:

AJHA Logo Design Student Competition
C/O Tamara Baldwin
Dept. of Communication/Mail Stop 2750
One University Plaza
Southeast Missouri State University
Cape Girardeau, MO 63701

For more information, contact Tamara Baldwin at (573) 651-2174 or at tbaldwin@semo.edu.

AJHA offers 2004 Doctoral Dissertation Award

The AJHA Doctoral Dissertation Award, given for the first time in 1997, is awarded annually for the best doctoral dissertation dealing with mass communication history. A cash award of \$300 will accompany the prize.

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between Jan. 1 and Dec. 31. For the purposes of this award, a "completed" work is defined as one that has not only been submitted and defended but also revised and filed in final form at the applicable doctoral-degree-granting university by Dec. 31.

To be considered:

Nomination packets must include:

- a) One copy of the completed dissertation;
- b) Four copies each of the following items, with all author, school, and dissertation committee identifications of any kind whited-out:
 - i.) a single chapter from the dissertation [preferably not to exceed 50 manuscript pages, not including

notes, charts or photos] (As a guide to selecting a chapter for submission, the Award Committee has in the past expressed a preference for a chapter which, if possible, highlights the work's strengths as a piece of primary-sourced original research.)

- ii.) a 200-word dissertation abstract,
- iii.) the dissertation table of contents;
- c) a letter of nomination from the dissertation chair/director or the chair of the university dept. in which the dissertation was written;
- d) a cover letter from the nominee indicating a willingness, should the dissertation be selected for a prize, both to attend the awarding ceremony and to deliver a public presentation based on the dissertation at the 2004 American Journalism Historians Association Annual Convention, Oct. 21-23, 2004 in Cleveland, Ohio.

Nominations, along with all the supporting materials, should be sent to: Prof. David Abrahamson, Chair, AJHA Doctoral Dissertation Award Committee Medill School of Journalism Northwestern University

1845 Sheridan Road, Evanston, IL 60208. Deadline for entries is post-marked Feb.1.

Call for papers

The steering committee of the 11th annual Symposium on the 19th Century Press, the Civil War and Free Expression solicits papers dealing with U.S. media of the 19th century.

Selected papers will be presented during the 3-day conference in Chattanooga, Tenn., Oct. 30-Nov. 1.

Papers should be sent to Dr. David Sachsman, George R. West Jr., Chair of Excellence in Communication and Public Affairs, 212 Frist Hall, Dept. 3003, The University of Tennessee at Chattanooga, 615 McCallie Ave., Chattanooga, Tenn., 37403-2598 (423) 425-4219, FAX (423) 425-2199, david-sachsman@utc.edu or see <http://www.utc.edu/commdept/conference/index.html>.

Nast Web site created at Ohio State University

A Thomas Nast Web site (www.lib.ohio-state.edu/cgaweb/nast) was created at Ohio State University as part of a \$2,000 grant awarded to Joseph P. McKerns.

The Web site includes examples of Nast's work, biographical information and teaching and research aids. In 1873, following his successful campaign against New York City's Tweed Ring, Nast was billed as "The Prince of Caricaturists" for a lecture tour that lasted seven months. Nast used his Harper's Weekly cartoons to crusade against New York City's political boss William Magear Tweed, and he devised the Tammany tiger for this crusade. He popularized the elephant to symbolize the Republican Party and the donkey as the symbol for the Democratic Party, and created the "modern" image of Santa Claus. Following his death on Dec. 7, 1902, Thomas Nast's obituary in Harper's Weekly stated, "He has been called, perhaps not with accuracy, but with substantial justice, the Father of American Caricature."

McKerns was awarded the grant by the Ohio Humanities Council to support a symposium, "Celebrating Thomas Nast's Contributions to American History and Culture" held at the Ohio State University on the 100th anniversary of Nast's death, Dec. 7. The symposium featured presentations by Nast scholars Morton Keller and Draper Hill.

The symposium was part of an exhibit celebrating "Thomas Nast: Prince of Caricaturists" which ran from Sept. 9 to Jan. 24 at the Ohio State University's Cartoon



Thomas Nast's self-caricature, Harper's Weekly, December 2, 1876, cover.

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