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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

Teaching journalism history in a post-journalism age

By David T. Z. Mindich
Saint Michael's College

It's mid-summer. That means, among other things, that someone, somewhere is starting to cook up the perennial e-mail memo that details the incredible youthfulness of incoming freshmen. It'll go something like this: the incoming students were born in or around 1985. They barely remember a president before Clinton. And they might not remember the Gulf War (the one in 1991). They certainly don't remember anything before computers, CDs, or a unified Germany; they won't be impressed with-- or even recognize-- your Reagan impersonation. These facts don't impress me much. I, too, was young once; my professors may have smirked that my class didn't remember the Kennedy administration. Still, it is useful to remind ourselves that our students haven't lived a lot of the history that we teach.

But if the history part of journalism history is often un-lived, so too is the journalism. On average, young people are consuming much less news than their elders do, and much less than their elders did. When we think of the challenges of journalism history, we need to understand just how tuned out many of our undergraduates actually are.

Here are some specifics:

* In 1972, 46% of 18-22 year olds read a newspaper every day; in 1996 the

rate was down to 20% (analysis of General Social Survey data).

* Young people are watching a lot of television (averaging around four hours a day), but television news, especially for young people, represents only a fraction of total television consumption. According to a recent article in the New York Times, the median viewer age of CNN and network television news is around 60 years old.



Mindich is the chair of the Journalism and Mass Communication Department at Saint Michael's College and the founder, in 1994, of the Jhistory listserv. He has written two books: Just the Facts: How "Objectivity" Came to Define American Journalism (NYU, 1998) and Tuned Out: Why Young People Don't Follow the News (Oxford University Press, 2004).

* We may think that young people are making up lost ground on the Internet, but this is not true. According to a poll by RoperASW / National Geographic, only 11% of 18-24 year-olds list the Internet as a significant source of news. While young people are spending a lot of time in front of various screens, most are taking in everything but news. For most young adults, e-mail, instant messenger and music downloads are all much higher on the list.

* In the 1960s, according to the seminal study, "The Age of Indifference," young people were nearly as informed as their elders on a range of political issues. Today, according to various polls, especially by the Pew Research Center for the People and the Press, most young people are far less informed about a range of news stories, particularly political stories. For example, a Pew poll in 2000 found that while 20 percent of Americans



notes
from the head



By David Abrahamson
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Division

A full year

A time to thank all those who make the History Division the success it is.

Now is the time -- as the memory of final exams, grading papers, last-minute projects and graduation ceremonies slowly begins to fade -- to reflect on the past school year, particularly that portion of it occupied by the pleasure and privilege of having had the opportunity to serve as the head of your History Division. And what most immediately comes to mind has been the helpfulness, commitment and hard work of a number of fellow historians who have contributed so much as the Division's officers and chairs during the 2002-2003 year.

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could match John McCain with his signature issue-- campaign finance reform-- only 4 percent of 18-24 year-olds could.

This all illustrates the growing trend among young people away from news. For the entire 2001-02 academic year, I spent my sabbatical researching this problem, mining data and traveling the country interviewing the under-40 crowd about their news habits. What I found was that most young people had not picked up the news habit, did not talk about the news with their friends and had little sense of the noble mission of journalism. I found that many were overwhelmed with the tidal wave of entertainment media and had little time or inclination for that special subset of media we care so much about. I believe these things should change the way we think about undergraduate journalism history.

One of the most common complaints I hear from journalism history professors, year after year, is that our undergraduate students don't like history. This may seem odd. After all, we like history (that's why you're reading *Clio Among the Media!*). And we should remember that many students do invest in certain kinds of history. Poke around behind even the most journalism history-averse student and you might find an interest in some kind of history, perhaps the history of a certain sport. When people have a real passion for a subject, they are naturally drawn to its history.

Sports is a good example, but there are others, too. My own experience with Civil War historians was a case-in-point. During graduate school, I studied 19th century journalism, making connections with numerous scholars in the field. I was particularly struck with the depth of knowledge of many Southern historians who had cultivated a deep understanding of the Civil War, particularly its battles. While I often quarreled with the historical interpretation of some of these scholars, particularly surrounding slavery and reconstruction, I was often awed by how knowledgeable they were about names, dates and events. Growing up in the south, as the Civil War was

still being played out in civil rights, segregation, and states' rights, many of these scholars used history to make sense of a roiling and fractious

What I found was that most young people had not picked up the news habit, did not talk about the news with their friends and had little sense of the noble mission of journalism.

era. The knowledge often sprung from this passionate investigation.

Standing in front of my Mass Comm. and Society students after my research sabbatical, I saw my mission very differently. I still emphasized history but no longer did I feel as great a need to stress the importance of history as a link to the present. Instead, I emphasized the importance of journalism and hoped that if my students would see its importance, they would want a link to the past.

I placed greater emphasis on three areas.

First, while I still discussed various biases in the news and how to detect them, I also began to emphasize the benefits of good journalism, asking all my students to actually read the New York Times and selections from the New Yorker. When Robert Torricelli, a Democratic senator from New Jersey, engaged in a pattern of questionable campaign practices in 2001 and 2002, we needed the New York Times and Wall Street Journal and other news sources to inform us and hold Torricelli accountable for his actions. This is especially true when we consider that both the Republicans and Democrats were so concerned with the mechanics of holding and losing power that they mainly spouted empty rhetoric at each other; neither side spoke with clarity about Torricelli. We needed a third view to help us and the Senator's colleagues decide how to

react to the charges. For background to this concept, I offered Lippmann's "Two Revolutions in the American Press," which outlines the evolution in journalism from government monopoly to party monopoly to the modern commercial system. To give flesh to the skeleton, I used Mitchell Stephens's "A History of News." I also had students read the entire "Pentagon Papers" Supreme Court decision on LexisNexis as a way into how good journalism stands up to commercial and governmental pressure.

Second, I looked at the ethics and mission of journalism in the context of the growing media explosion, particularly the FCC's latest rulings that consolidate ownership. What happens to politics-- both local and national-- when journalism is owned by fewer and fewer big corporations? My own "eureka" moment in this area came when a student of mine began a sentence: "Journalists like David Letterman..." I cringed, but then began to think about how this student may be emblematic of the boundaries between journalism and media, and how they have blurred over time. If students understand what is at stake, they want to know the historical development of this problem.

Third, I impressed on my students the importance (and beauty of) a democratically elected government that is held accountable by an informed citizenry. This is something I had never done in the past, but with an estimated 15% voting rate among 18-24 year olds in the 2002 midterm elections (see CJR, January/February 2003, p. 49), we need to reiterate to them why politics, informed by the press, matters. It has been said that America is a system designed by

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geniuses so that it could be run by

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idiots. But this is not entirely true. The Constitution does provide checks against our greatest mistakes of the moment. And elections do provide a quick check against the government's neglect of the people. But nothing in our Constitution protects us against the long-term ravages of neglect by the people themselves.

We are historians, not soothsayers,

but we can say with certainty that the tension between civil liberties and security is here to stay. Where do you find the proper balance? Most students I've met are deeply passionate about this issue and will understand whenever history has seen extra judicial arrests, whether by Lincoln or Roosevelt or Bush, a free press and informed public have

been our only checks, especially in the absence of a strong, courageous, and unified opposition party. As we teach journalism history, let us have as a byproduct students who are passionate about journalism itself. That may offer students the best reason to study its history.

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So, with your permission, I would like to dedicate this last "head letter" of my term of office to simply thanking a number of individuals who have made the last twelve months such a pleasure.

* Vice Head and Research Chair Janice Hume (University of Georgia) was a perfect partner and colleague, overseeing our extraordinarily successful research program this year. It was distinguished by a record number of entries and one of the smoothest administrations of the refereeing process that any of us can remember. It is heart-warming to know that the Division will be in such good hands in the coming year.

* Secretary & Newsletter Editor Pat McNeely (University of South Carolina) did a marvelous job with our Division newsletter, *Clio Among the Media*. In addition to a wealth of interesting articles, she also managed the transition of the newsletter into a purely online publication that allowed us to maintain its quality while helping to control costs.

* PR&F Chair Dane Claussen (Point Park College) and Teaching Standards Chair Ford Risley (Penn State University) were invaluable in helping to propose and organize the panels that will be part of the programming at the AEJMC annual convention in late July in Kansas City. Their efforts and imagination, along with the help of the Division's Intellectual History Chair Carolyn Kitch (Temple University) have insured that our sessions this summer will be something that you won't want to miss.

Commission on the Status of Women Liaison Meg Lamme (University of Florida) did a superb job of helping to organize joint programming with the Commission, whose work is a central part of the research and teaching interests of many of our members. A hearty vote of thanks is also due to Mary Lamonica (Bridgewater State College), who so effectively handled the research paper competition for the Division's midyear meeting at the

SouthEast Colloquium in Little Rock, Arkansas last March.

* Given the Division's ever-greater reliance on the use of online resources, the role of our Webmaster Kittrell Rushing (University of Tennessee-Chattanooga) has grown considerably over the last few years; nevertheless, his generosity and helpfulness has insured that the Division's web site has remained up-to-date and notably useful to our members.

* Book Award Chair Patrick Washburn (Ohio University) and Covert Award Chair Karen List (University of Massachusetts) once again did a great job overseeing the large and difficult task of chairing the committees that select winning work for two of the Division's most prestigious awards.

To all of the above, and to all those members who gave of their time and energy to make the past year the success it was, my warmest and most heartfelt thanks.



clio AMONG THE MEDIA

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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

2002-2003: Busy, meaningful year

By David Abrahamson
Northwestern
Head, History Division AEJMC

(The head of the history division annually submits a report of the year's activities to the standing committees.)

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AEJMC History Division
Annual Report, May 2003

RESEARCH

3. Please briefly analyze the strengths and weaknesses of your research activities this year, including the extent to which the Division/Interest Group's research as a whole made a contribution to the field. Please discuss the extent to which your programming was characterized by a range of methods, theories, [and] topics.

STRENGTHS

Research has long been an area of excellence for the History Division, and this tradition continued during 2002-2003. We featured a great deal of refereed research at our annual and

Research has long been an area of excellence for the History Division, and this tradition continued during 2002-2003.

midyear conferences, rewarding the finest with significant awards. Forty authors presented refereed research papers at the annual conference (a 49 percent acceptance rate), with three faculty presenters and three students receiving awards. As we do each year, we provided travel funding through the Edwin Emery Travel Fund, as well as complimentary conference registration, to the top three student-paper authors for the annual conference. Research was the primary focus of our sessions at two regional midyear conferences as well, the Southeast Colloquium in Little Rock, Arkansas, in March 2003, and the Northeast Regional Journalism History Conference (co-sponsored with the American Journalism Historians Association) in New York.

Twenty-three scholars presented refereed research at these conferences, and five awards were given for research by the Division at the Southeast Colloquium. Finally, as in previous years, the Division made awards at the annual conference for the best new book on media history and the best scholarly article on media history (the Catherine Covert Award). All awards and winners are listed in the answer to question #7.

We continue to provide a forum for work done with a range of methodologies and informed by a broad variety of theoretical viewpoints. As in the past, we co-sponsored a research session with the Magazine Division in an effort to emphasize the examination of the history of long-form journalism, and we co-sponsored a research session with the Commission on the Status of Women as a way of spotlighting historical scholarship on gender issues. The top-

ics of work presented in our research sessions (at annual and regional conferences) was far-ranging; examples include the historical power of public relations and propaganda, aspects of gender and media, both domestic and international, representations of death in magazines, policy and social issues in broadcasting, varied and fascinating roles of the African-American press, historical legal issues, and examinations of the press at war. Thus the History Division continues in its mission 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. This breadth is the primary "contribution to the field" made by this year's Divisional body of research.

The Division continues its outreach to the other major organization of media historians, the American Journalism Historians Association. This year we co-sponsored a midyear conference with AJHA and co-funded Journalism History's publication of The Directory of Journalism and Mass Communication Historians, issued in Fall 2001.

The Division continues to foster discussion of research topics and practice through its quarterly newsletter, *Clio among the Media*, one of AEJMC's finest newsletters. *Clio* regularly lists calls for papers, articles, and chapters; announcements of research competitions and conferences; and articles assessing the state of media history.

WEAKNESSES

A large submission rate added both to our strengths and weaknesses this year. We were pleased with our overall acceptance rate for research papers presented at the annual conference. This year's rate was 49 percent, within the 50-percent-maximum standard we had held for many years (but that we exceeded in 2001-2002). Unfortunately, that 49 percent rate was possible only because we were able to obtain nine extra slots in scholar-to-scholar sessions. Our acceptance rate without those slots would have been 38 percent. Due

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to the unexpectedly high number of paper submissions (we had 81 papers submitted this year, up from 50 in 2001-2002), each judge was asked to read six papers. The Research Chair and Division Head made this decision in concert. We agreed that it was important for each paper to have three reviews, even if each reviewer had to read more papers. High standards for excellence continue to be held by our reviewers.

Our group of paper reviewers was not as diverse as it has been in the recent (the falloff in the past two years has been noted in the number of minority judges). We don't know why this happened, and it is hard to control, since reviewers are volunteers who respond to a call we issue to all division members through our newsletter and listserv; we also do not ask for racial information when soliciting reviewers.

Finally, many of the research-paper presenters at our annual conference this year were not members of the division. This may be good news, given that submitting and presenting research to the Division is generally how young scholars first become involved in our activities. On the other hand, it could be a sign of a slowing of active research participation by members in a Division with fewer young (or new) members than we have had in previous years. A possible solution to this is suggested in the answers to #25 below. If the new presenters join the Division and become active, this phenomenon will become a strength.

4. Annual Conference

Number of faculty research paper submissions 45

Number of [faculty research paper] acceptances 26 (58 percent)

5. Number of student research paper submissions 36

Number of [student research paper] acceptances 14 (39 percent)

[Note: We review papers blindly (with no "student" designation to the judges), so we cannot predict the student acceptance rate within the overall rate.]

6. Overview of Refereeing Process (annual conference)

The judging of submitted papers was accomplished as recommended in "Judging the Research Paper Competition Fairly."

We agreed that it was important for each paper to have three reviews, even if each reviewer had to read more papers. High standards for excellence continue to be held by our reviewers.

The judging process was similar to that followed by the Division in previous years. Experts from across the U. S. and Canada were solicited to serve as reviewers for the Division's annual paper competition. These solicitations were made via the Division's newsletter (Clio among the Media), the Division's own email listserv, and related listservs such as j-history and H-Net.

Judges were selected from the Division's pool, using those known to evaluate research carefully and fairly. No graduate students were used as judges. Judges read six papers each, and each paper was read by three judges. In allotting papers to judges, care was taken to avoid potential conflicts of interest; for example, judges did not receive papers by authors with whom they shared a graduate school background. Additionally, all submitted papers were reviewed before being mailed to judges to insure that all authorial and institutional identification was removed or obscured.

The judges provided quantitative feedback using a Likert scale measuring a list of qualities, as well as qualitative feedback in extensive written comments. Judges also were asked to rank the six papers they read. The Research Chair tabulated the quantitative results for each paper, and then accepted or rejected papers based on those numbers as well as on the acceptance recommendations and qualitative comments.

Raw rating scores from the evaluation forms were used to create standardized scores for all the submitted papers. Following the procedures outlined in the "Standardized Scoring" appendix to "Tips on Evaluating

Papers from the AEJMC Standing Committee on Research," z-scores were derived from the evaluation forms. Papers with an aggregate average score of 10.50 or higher were selected for presentation. (See Appendix A.)

Given the both Division's success in recent years in encouraging student research and the resulting high quality of student submissions, it was decided to continue the tradition of simply combining student papers with those submitted by faculty for the purposes of judging.

The Research Chair did not submit a paper in this Division.

7. Judges:

Total number of judges 42

Number of papers per judge 6

See Appendix B for a list of judges.

8. N/A

9. Faculty/student research awards:

FACULTY AWARDS given at national conference, August 2003:

* Top Faculty Paper (plaque and \$100 check):

Jeff Smith, Wisconsin-Milwaukee, "Moral Guardians and the Origins of the Right of Privacy."

* Faculty Paper Honorable Mentions (certificates)

Takeya Mizuno, Bunkyo University (Japan), "Keep and Use It for the Nation's War Policy: The Office of Facts and Figures and Its Uses of the Japanese-Language Press From Pearl Harbor to Mass Internment."

Ralph Engelman, Long Island University, "My Rhodes Scholarship: Fred Friendly as Information Officer in the Second World War."

STUDENT AWARDS given at national conference, August 2003:

* Warren Price Award (Top Student Paper: plaque, \$200 check, travel funding, complimentary conference registration):

Jane Marcellus, Oregon, "Woman as Machine: Representation of Female Clerical Workers in Interwar Magazines."

* Student Paper Honorable Mentions (certificates, travel funding,

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complimentary conference registration);

Yong Zhang, Minnesota, "Going Public Through Writing: Women Journalists and Gendered Journalistic Space in Early 20th Century China."

Brian Carroll, North Carolina, "The Black Press, The Black Metropolis and the Founding of the Negro Leagues."

Other annual awards given at national conference, August 2003:

Catherine Covert Award (best scholarly article on media history published in the past year: plaque and \$500 check): to be announced at annual meeting.

Book Award (best book on media history published in the past year: plaque and \$300 check): to be announced at annual meeting.

Awards given at Southeast Colloquium, March 2003 midyear conference:

Kathleen Wichkam and Marty Russell, Mississippi - "Winning the Pulitzer Prize Gold Medal for Public Service: A Quantitative Study of the Role of the Clarion-Ledger in the Adoption of the Mississippi Education Reform Act of 1982"

TOP STUDENT PAPER:

Lisa V. Daigle, Alabama - "Guiding the Afflicted: American Newspapers and Medical Epidemics, 1790-1810"

10-a What do you consider this year's primary research-related accomplishment?

The History Division maintains a significant research presence at mid-year conferences, and this practice is one way that we are increasingly serving our members by extending the Division's outreach and fulfilling our mission of creating a broad community of media historians. This year the quantity and quality of research presented at our regional midyear conferences approached that of the national conference, with the number of papers submitted to and accepted for these conferences being roughly the same as those for the annual conference. Also impressive was the fact that, despite the regional nature of these events, they attracted submissions from across the country, not

This year the quantity and quality of research presented at our regional midyear conferences approached that of the national conference.

only the two geographic areas where the conferences were held. This development means that media historians see the Division as an ongoing, and not merely annual, forum for communication and support. It also suggests that scholarship in our field of media history is thriving. Therefore the Division is particularly grateful to the organizers of this year's largest regional event; the Division's sessions at the Southeast Colloquium were particularly successful.

TEACHING

10-b. Curriculum: What was the total number of in-convention activities? List and describe them, and indicate specifically the role your division played in the events' development and presentation.

One: "Plagiarism and the Internet: Prevention and Consequences," a teaching panel co-sponsored with Scholastic Journalism with History as the lead sponsor.

10-c What was the total number of out-of-convention activities? List and describe them, and indicate specifically the role your division played in their development and presentation.

One: "For a Broader Journalism History," Clio article in the Summer '03 edition by Mitchell Stephens of New York University. The article was a forceful examination of the ongoing trend to broaden and deepen communication history courses.

11-a. Leadership: What was the total number of in-convention activities? List and describe them, and indicate specifically the role your division played in the events' development and presentation.

One: History was the lead sponsor (with MAC Division) of a teaching panel entitled "In the Line of Fire: Lucile Bluford's Fight the Desegregate the Missouri J-

School...and Its Long-Term Impact."

11-b What was the total number of out-of-convention activities? List and describe them, and indicate specifically the role your division played in their development and presentation.

Two, both of them electronic and ongoing: (1) J-history, a listserv organized several years ago by David Mindich when he was an officer of the History Division, continues to serve as a valuable resource for discussion among an international community of journalism historians and media-history teachers (its core membership is the membership of the History Division, but now many others outside AEJMC also subscribe to it), providing a forum for discussion of innovative teaching methods, course content, and faculty concerns. (2) This year our web editor Kittrell Rushing (Tennessee-Chattanooga) maintained our Division web site, posting news of general interest to members; he also created a Division listserv, which we used to solicit member feedback on AEJMC business. In addition, an electronic edition of the Clio newsletter was also published this year.

12-a. Course Content and Teaching Methods: What was the total number of in-convention activities? List and describe them, and indicate specifically the role your division played in the events' development and presentation.

One: History was the lead sponsor (with Commission on the Status of Women) of a session entitled "Aspects of Gender: Historical Turning Points," which examined the how journalism scholars and teachers have viewed the importance of gender in a number of historical contexts.

12-b What was the total number of out-of-convention activities? List and describe them, and indicate specifically the role your division played in their development and presentation.

One: "Cuckoo Clock Model Uses Circular Design to Ground Media History in Theory," article in the Fall 2002 issue of Clio. In the article, Alf Pratte of Brigham Young University explores ways to integrate communications theory into course content.

13-a. Assessment: What was the

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total number of in-convention activities? List and describe them, and indicate specifically the role your division played in the events' development and presentation.

One: History was the lead sponsor (with Graduate Education Interest Group) of a session entitled "The History of Mass Communications Research: Are We Telling the Whole Story?" which evaluated both the inputs and outcomes of journalism education in light of multiple frames, including of student expectations.

13-b What was the total number of out-of-convention activities? List and describe them, and indicate specifically the role your division played in their development and presentation.

One: "News Is Covered in Historical Vacuum," article in the Spring 2003 issue of *Clio*. In the article, Dane Claussen of Point Park College discusses ways in which both journalism and journalism education can be improved.

14. Please describe...

...your division's use of its newsletter relative to teaching:

Every issue of the Division's newsletter, *Clio*, attempts to underscore the importance of teaching per se as a craft and, in particular, the significance of media history as a worthwhile subject. This emphasis takes the form of specific articles such as "For a Broader Journalism History" by Mitchell Stephens of New York University and pieces from teaching manuals, as well as coverage of the topic in other areas of the newsletter such as the "letter" from the Division head.

...your research efforts related to teaching:

Our annual practice of providing travel funding and complimentary registration (as well as awards) to four top graduate-student paper-presenters encourages students' participation in our sessions and promotes mentorship relationships (often long-lasting) between students and faculty from schools other than their home schools; thus, it fills a "leadership" function in the teaching area.

...your division's activities this year as compared with previous years in the area of teaching:

Our commitment to teaching issues and activities has remained consistent with our work in previous

Our most significant achievement concerning teaching is our on-going support of the next generation of history teachers and scholars, the student members of the AEJMC History Division.

years.

...your division's most significant achievement related to teaching:

Our most significant achievement concerning teaching is our on-going support of the next generation of history teachers and scholars, the student members of the AEJMC History Division. Our outreach efforts across the board are aimed and assisting them in becoming entry-level members of the professoriate with the skills and dedication needed to succeed as effective and passionate teachers of media history.

PF&R

Each year the PF&R Committee expects some programming both during the convention and between the conventions in at least three of the five PF&R areas.

15. Free-expression:

Numerous papers accepted in the division's refereed paper competition reflected the importance of free-expression issues among our membership. Papers reflecting such issues were: Kiyul Uhm, Daegu University (Korea), "The Communication Crisis During the Cold War: The Right to Know Movement"; Edward Adams and David Schreindl, Brigham Young, "Working to Avoid War: Scripps-Howard's Challenges and Efforts With Japan, 1924-1941"; Takeya Mizuno, Bunkyo University (Japan), "Keep and Use It for the Nation's War Policy: The Office of Facts and Figures and Its Uses of the Japanese-Language Press From Pearl Harbor to Mass Internment"; and Ralph Engelman, Long Island University, "My Rhodes Scholarship: Fred Friendly as Information Officer in the Second World War."

16. Ethics:

Several papers accepted in the Division's paper competition

reflected the importance of the study of ethics to the Division: These include: Johanna Cleary, North Carolina-Chapel Hill, "Pricking the National Conscience: The Early Radio Career and Thematic Interests of Charles Kuralt"; Scott Fosdick, Missouri, "From Discussion Leader to Consumer Guide: A Century of Theater Criticism in Chicago Newspapers"; Mike Sowell, Oklahoma State, "A Stunt Journalist's Last Hurrah: Nellie Bly Goes Ringside to Report on Jack Dempsey Winning the Heavyweight Boxing Championship"; John F. Kirch, Maryland, "The Influence of Coverage of Contemporary Political Environments on Media Coverage of Historical Events"; and Thomas T. Terry, North Carolina-Chapel Hill, "The Pulitzer and the Klan: Horace Carter, The Pulitzer and How a Weekly Editor Stood up to the Klan and Won."

17. Media criticism and accountability

This is an area of standing professional concern for the Division. Papers covering these areas at the annual convention included: Mark Feldstein, George Washington U., "Secrets of the Grand Jury: Media Leaks, Prosecutors and Presidential Impeachment"; Jeff Smith, Wisconsin-Milwaukee, "Moral Guardians and the Origins of the Right of Privacy"; Marilyn Greenwald, Ohio, "The Newspaper Reporter as Fiction Writer: The Tale of Franklin W. Dixon"; and W. Joseph Campbell, American, "1897: American Journalism's Exceptional Year."

18. Racial, gender and cultural inclusiveness

As always, the Division emphasized racial, gender and cultural inclusiveness in its programming. At the 2003 annual convention, two panels were included that reflected this theme. A panel co-sponsored with the Magazine Division covered the topic "Journalism History from Under-used Sources," and included diverse topics ranging from coverage of women in periodicals to depictions of women in sexually provocative advertising. A second panel, "In the Line of Fire: Lucile Bluford's Fight to Desegregate the Missouri J-School...and Its Long-Term Impact." focused on the need for diversity in graduate education.

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The Division also sponsored the presentation of a number of papers covering a wide range of topics in this area: Dave Kaszuba, Susquehanna University, "Margaret Goss: Pioneering Female Sportswriter and Sports Columnist of the 1920s"; Yong Zhang, Minnesota, "Going Public Through Writing: Women Journalists and Gendered Journalistic Space in Early 20th Century China"; Susan Henry, Cal State Northridge, "Jane Grant: 'There Would be No New Yorker Today if it Were Not for Her'"; Stacey Spaulding, Maryland, "Did Women Listen to News? A Critical Examination of Landmark Radio Audience Research (1935-1948)"; Brian Carroll, North Carolina, "The Black Press, The Black Metropolis and the Founding of the Negro Leagues"; Mei-ling Yang, Utah, "The American Press Goes to War: The Drive for Patriotism by Mainstream and Black Newspapers in World War II"; Kenneth Campbell, South Carolina, "N. J. Frederick, Legendary Editor of a South Carolina Black Weekly, Establishes Legacy as Attorney for Victims of 1926 Triple Lynching"; and Jinx Coleman Broussard, Dillard and Louisiana State, "Exhortation to Action: The Writings of Amy Jacques Garvey, Journalism and Black Nationalist."

19. Public service

The Division continues a commitment to increasing ties between scholars and the profession. At the 2003 Southeast Colloquium in Little Rock, Ark., for example, a session covering how an on-going reform of the presidential library system will serve both scholars and the wider public in the years to come. A variety of Arkansas journalists attended the convention as well.

20. Number of non-member invited convention speakers:

Carolyn Marvin of the University of Pennsylvania and author of "When Old Technologies Were New" and Daniel Czitrom of Mt. Holyoke College and author of "Media and the American Mind" were invited to be part of a special panel at the AEJMC annual meeting exploring the effects of technology on journalism history.

21. Pre-convention activities.

Member involvement indeed increased in the past year, though we need to continue to work on increasing member involvement. Graduate student involvement improved markedly this year, not only at the national convention but at the regional meetings also.

None.

22. Out-of-conference activities.

We co-sponsored two midyear regional conferences, the AEJMC Southeast Colloquium in Little Rock, Ark., in March 2003 and the AJHA-AEJMC Joint Journalism Historians Meeting in New York City in the same month.

We published online three issues of our quarterly newsletter, *Clio* and the *Media*. We maintained our Internet presence by updating our Division's web page, which is linked to the AEJMC site.

23. Your division's most significant achievement related PF&R:

Our primary accomplishment was the continued tradition of reaching out to professionals and to other interest groups to produce programming and publications reflecting PF&R topics. We worked closely with other groups in sponsoring both research and panel sessions and produced a wide variety of panels reflecting PF&R concerns (see above). We served our outreach goals not only through our conference programming but through the J-History listserv.

24. Please attach copies of your newsletter. The first three issues of *Clio* will be sent under separate cover. The fourth was not yet published at the time of this report.

25. A 500-word *Bullet Point* statement representing our goals:

Our goals, as outlined last year, were to:

* Increase the active involvement

of Division members in producing and presenting research at our conferences.

* Increase the active involvement of graduate students in Division activities.

* Increase our activities in the area of teaching.

Our programming over the last year reflects the attainment of all three of these goals. Member involvement indeed increased in the past year, though we need to continue to work on increasing member involvement. Graduate student involvement improved markedly this year, not only at the national convention but at the regional meetings also. Lastly, our heightened activities in the area of teaching were reflected not just in our convention activities but also in the number of articles on the subject that appeared in *Clio*.

Our goals for the upcoming year are:

* Continue to increase the active involvement of Division members in producing and presenting research at our conferences. This is something we can always improve upon.

* Increase our efforts to stress the importance of history in the curriculum. Members have repeatedly expressed concerns at history's seeming loss of status in the nation's journalism and mass media programs. The Division will strive to undertake programs to help our members meet this challenge in their colleges and universities.

* Continue to increase our activities in the area of teaching, a goal which has historically received less attention in our Division than have research and PF&R.

The Standing Committee can help us to meet these goals by reassessing the number of topics, themes, and events we are expected to address within each area of activity.

Respectfully Submitted,

David Abrahamson, Ph.D.
Head, AEJMC History Division
and
Helen G. Brown Research
Professor of Journalism
Northwestern University

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

Blondheim wins Covert Award

The nineteenth annual Covert Award in Mass Communication History has been won by Menahem Blondheim, senior lecturer in the departments of American studies and communication at the Hebrew University of Jerusalem and head of the University's Smart Family Communication Institute. His winning article,

"'Public Sentiment is Everything': The Union's Public Communications Strategy and the Bogus Proclamation of 1864," appeared in The Journal of American History in December 2002.

The \$500 award, presented by the History Division of the Association for Education in Journalism and Mass Communication

(AEJMC), goes to the best mass communication history article or chapter in an edited collection published the previous year. The award was endowed by the late Catherine L. Covert, who was a professor of public communications at Syracuse University and head of the AEJMC History Division.

Business Meeting

As mentioned in previous editions of this newsletter, most of our income comes from division member dues, and they have been held constant at \$5 for faculty members and \$2.50 for students for many years. 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, the change must be approved by a vote of the members at our annual business meeting, which will be held this year at 6:45 p.m. on Thursday, July 31. Please try to attend if you can.

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 Riskey (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)

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