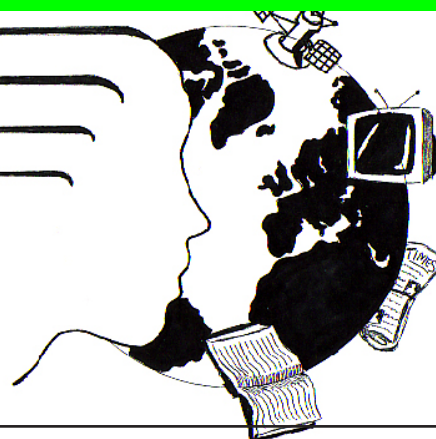
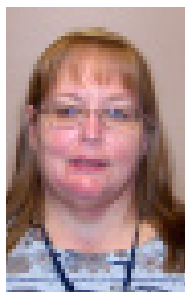


Clio

among the media



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



NOTES from the head

Doing Research can Transform Teaching

By *Debbie van Tuyll*,
Head and Program Chair

As I contemplated my topic for this column, I sifted through a variety of ideas. This is, after all, my last official word to the division after a year as its head. I thought about what those final words ought to be about - some lofty, sage thoughts about the intrinsic value of history,

of scholarship, of . . . and about there, my in-coming e-mail bell dinged, and I saw I had a message from my dean. Messages from the dean get immediate attention, so I clicked on the message and started reading. He's putting together a committee to oversee student research, he wrote, and he wants me to serve on it. Hummm, I thought. I wonder if this might be column fodder.

I'll be frank: rarely will you hear me say that Augusta State University is on the cutting edge of anything. Oh, don't get me wrong. We're a fine school. We do a good job of educating undergraduate students, and some of our programs, including communications, are far more rigorous than similar programs at larger schools in Georgia. But we're a teaching school. We teach a 4-4 load(except for those of us lucky

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Taking Notes: Creating Community is Critical to Learning

By *Karen K. List*
University of Massachusetts

A standing-room-only crowd at the Washington, D.C. convention last summer considered how best to teach media history in an age of convergence.

For what it's worth, here's my idea: LMIRW!

In the language of text messaging, that translates: "Let's meet in the real world!"

My sense is that my students spend much of their lives online, so I make it clear on the first day of American Journalism History that this course is about showing up at 9:30 every Tuesday and Thursday morning and creating community around one of the most fascinating topics they'll ever have the privilege to study—journalism history--with some of the most interesting people they'll ever have the pleasure to meet--journalism students.

Once I've made the pitch for the in-person approach, I have to estab-

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Blue Ribbon Panel On 1968 Democratic Convention

It put the phrase "the whole world is watching" into the popular lexicon. During the 1968 Democratic National Convention, the protests and violence on the streets outside received as much attention, or more, than the events inside. A blue ribbon panel sponsored by the History division and CCJA that includes five people who were there will look back at what happened. For details go to **page 14**.

Journalism and the Antislavery Crusade: John Bigelow's Jamaica in 1850

By Robert J. Scholnick
College of William and Mary

In 2006 the University of Illinois Press issued a reprint of an important antislavery book, *Jamaica in 1850 or, The Effects of Sixteen Years of Freedom on a Slave Colony*, written by the great American journalist, editor, and diplomat John Bigelow (1817-1911). At the time the book appeared Bigelow was serving as the associate editor and junior partner of William Cullen Bryant's *New York Evening Post*. I proposed the reprint project to Illinois and contributed an extensive introduction.

Based on his vivid dispatches from Jamaica to the *Post*, Bigelow's book attacks the myth of black inferiority. At the time he traveled to Jamaica in January 1850, writers in both Britain and the United States were pointing to the collapse of Jamaica's economy following full eman-

ipation in 1838 as evidence that the "mighty experiment" of liberation had failed. The former slaves, the American apologists of slavery argued, were incapable of assuming the responsibilities of freedom. To attempt a similar experiment in America would lead inevitably to an even greater catastrophe, they argued.

But through acute observation and shrewd analysis Bigelow demonstrates that the economic failures in Jamaica were caused not by the alleged deficiencies of the freedmen, but rather by the incompetence of absentee white plantation owners. He pictures the freedmen as hardworking farmers, growing a rich variety of marketable crops. By way of contrast, Bigelow documents a continuing pattern of mismanagement by white landowners. Bigelow's dispatches, followed by the book itself, published by G. P.

Putnam in 1851, forced readers on both sides of the Atlantic to rethink what had been settled conclusions about race, free labor, agricultural policy, and colonialism. Bigelow's *Jamaica in 1850* provides dramatic evidence of the ability of a skilled journalist to alter the national debate on the most pressing of questions, here American slavery.

I came upon Bigelow's dispatches from Jamaica while investigating the work of another American publisher and editor, Eliakim Littell (1797-1870). In 1844, Littell launched a weekly, *The Living Age*, specializing in the reprinting from Boston a wide range of articles drawn primarily from British periodicals. The remarkable improvements in transatlantic communication—steamships from the Cunard line could make the voyage to Boston in a fortnight—made possible Littell's project of bringing to American readers the best of British magazine journalism. Although the great bulk of each week's *Living Age* came from such periodicals as the *Westminster*, *Spectator*, *Edinburgh Review*, *Punch*, and *Chambers' Edinburgh Journal*, occasionally Littell included items from American newspapers. So taken with Bigelow's dispatches from Jamaica was he, that he reprinted them as they appeared. And then, for good measure, he reprinted the glowing review of the volume itself that appeared in the progressive British weekly,

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NOTEWORTHY BOOKS IN JOURNALISM

HISTORY: A FOCUS ON EUROPE

Compiled by Donna Harrington-Lueker
Salve Regina University
Jhistory Book Review Editor

This issue of *Clio* features five books with a European focus. All are from the Jhistory Book Review archives, accessible at <http://www.h-net.org/~jhistory/>.

Women, Press and Politics During the Irish Revival. By Karen Steele. Syracuse University Press, 2007. Reviewed by John Quinn, Salve Regina University

Has Ireland suffered a “national amnesia” over the role women played in the country’s struggle for independence? If it has, Karen Steele has attempted to correct the historical record in a work that includes such women as Constance Markievicz, Maud Gonne, Lady Augusta Gregory, Delia Larkin, and Hanna Sheehy Skeffington. Steele argues that not only are the women largely forgotten, so is their journalism, and outlines the involvement of each with the press. Among the names in the list, Markievicz, well-known for her association with the Irish poet William Butler Yeats, contributed to the short-lived newspaper, *Bean na hEireann* (Woman of Ireland), which published from 1908 until 1911. Gonne and Lady Gregory (also associated with Yeats) similarly wrote for newspapers, with Gonne’s militantly anti-English contributions appearing in the small

nationalist newspaper, the *United Irishman* (1899-1906). Steele’s other heroines are less-known and more overlooked. Deila Larken served as general secretary of the Irish Women Workers’ Union and helped edit the *Irish Worker*, a small labor-oriented weekly.

Sketches of the Nineteenth Century: European Journalism and Its “Physiologies,” 1830-50. By Martina Lauster. Basingstoke: Palgrave Macmillan, 2007. Reviewed by Jane Chapman, Lincoln University, United Kingdom.

Sketches—both in words and illustrations—were immensely popular during the 1830s and 1840s, but can seem in retrospect to be an ephemeral and amorphous genre. This book advances the argument that far from being ephemeral, sketches formed an important part of the network of knowledge at a time when the physiology of seeing and knowing were intertwined. In addition to looking at journalistic sketches, this study includes the so-called Physiologies, that is little books that inundated the Parisian book trade from 1840 until 1842; it also considers serializations in periodicals, wood engravings, and book anthologies. One caveat—while the book explores an interesting period in print culture, journalism historians may find the book short on context—on why or how now newspapers were produced,

for example, or on exactly what the “journalistic revolution” of the 1830s and 1840s consisted.

Crossing the Ether: British Public Service Radio and Commercial Competition 1922-1945. By Sean Street. Eastleigh: John Libbey Publishing, 2006. Reviewed by Noah Arceneaux, San Diego State University

In the narratives of early radio history, the American industry often exemplifies the overtly commercial approach to radio, with the airwaves dominated by advertising, while the British industry, controlled by a government-sanctioned monopoly, sought to educate and uplift listeners without the taint of commercialism. Sean Street, a professor of radio and director of a broadcast history center at Bournemouth University in the United Kingdom, complicates that accepted narrative with a wonderfully researched book that documents the wealth of commercial radio programming available in the United Kingdom before World War II. Street argues that this commercial competition, though initially dismissed by the BBC, eventually led to significant changes within the corporation, including the adoption of sophisticated audience measurement techniques, innovations in recording technology, and, perhaps most importantly, a greater diversity in program content.

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Two Proposals to Support Research in Journalism History

The History Division Should Publish a Peer-Reviewed Journal

By Patrick S. Washburn
Ohio University

Mass communication historians have a problem which should be addressed.

Quite simply, there are too few places where their research can be published. The main journals are: *Journalism History*, a quarterly journal that I publish, which is not affiliated with any organization; *American Journalism*, another quarterly journal which is published by the American Journalism Historians Association; and *Media History Monographs*, an independent online journal.

Between them, they publish about forty-five manuscripts a year (not including book reviews), which sounds like a lot. But when you consider the number of mass communication historians, the window of opportunity is not large.

The problem has become worse over the past twenty years. From 1972 to 1989, when Guido Stempel was the editor of *Journalism Quarterly*, it truly was a journal for all areas of our field. He took the approach of a generalist and made sure that the journal ran all types of research, including history. It was not easy to get a history article in JQ, but historians felt like they had just as much a chance as social scientists. And I never heard anyone complain that historians were deliberately overlooked.

But things have changed. Today, few history articles appear in *Journalism & Mass Communication Quarterly*, and I hear continual complaints (particularly from historians) that the journal is basically interested in only running pieces by social scientists, most of whom do quantitative research. Or to be blunt, mass communication historians have largely been frozen out of J&MCQ, which is a damning charge since this is supposed to be a journal for all researchers in our field, not just those who do a certain type of research. However, despite complaints for a number of years about the journal, there are no signs that AEJMC is going to do anything to fix the problem.

As a result, I would like to propose that the History Division should start a history journal. That's not a revolutionary thought. According to Jennifer McGill, the executive director of AEJMC, there are eight of the association's divisions that publish journals.

Starting a journal, of course, should not be taken lightly. It unquestionably would increase the annual dues for belonging to the History Division (McGill speculates that it might be between \$20 and \$30). And perhaps an even more serious issue is finding an editor. It must be someone who has experience as an historian and is tenured, and it has to be someone at a school which will support the journal. This could include getting a reduced teaching load, having a graduate student assigned to the journal, having a room in the school assigned to

the journal, and providing the computer equipment needed to edit the journal. There also is the question of who will print it.

Some may find it strange that I am proposing a journal which would be a competitor to the one that I edit. But as I have said many times, I do not view *American Journalism*, for example, as a competitor. Instead, I am happy that both it and my journal exist because they give historians in our field more places to publish and there certainly are more than enough manuscripts to go around. But clearly even more journals are needed, and I hope the History Division will seriously consider doing something about this.

The Journalism History Hub: A Content Repository and Social Network

By Elliot King
Loyola College in Maryland

For several reasons, the study of journalism history has faced stiff challenges in building a body of knowledge that is easily accessible to the interdisciplinary community of scholars working in this area. Perhaps the most significant challenge is that the study of the history of journalism still represents a relatively small niche throughout the many different disciplines and academic communities, even though the number of researchers addressing issues in the field is steadily growing.

To address this issue, I have sub-

mitted a grant proposal to the National Endowment for the Humanities to build a content repository and affiliated social network for historians of journalism. The grant proposal requests funding to:

1. Build a prototype of a publically accessible, fully indexed and searchable content repository for peer-reviewed conference papers in journalism history from across the disciplines using open source technology;
2. Explore how to link the use of the content repository with an online social network to generate ongoing scholarly interaction stimulated by the research; and

3. Develop a full Advisory Board and convene an organizational meeting to explore issues such as acceptance procedures and copyright infringement, stimulation of the growth and use of the repository and social networks for academic use, and development of appropriate metrics to measure success.

I have assembled a technical team prepared to work on this project and a core advisory committee, which, if the grant is funded, will be expanded to a full advisory board. Pat Washburn, the editor of *Journalism History*, who has proposed the division publish a new journal, is cur-

rently a member of the advisory committee.

At this point, I have no way to gauge how likely it is for the NEH to fund this proposal (I will hear in September). But I am committed to seeking funding and if the History Division decides that it wants to increase its support for the archiving and dissemination of peer-reviewed research, this may be a worthy project to consider.

Both these proposals—launching a peer-reviewed journal and funding a content repository and social network—will be discussed by History division members at the conference in Chicago.

Noteworthy Books in Journalism History

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War, Journalism and the Shaping of the Twentieth Century: The Life and Times of Henry V. Nevins. By Angela V. John. London: I.B. Tauris, 2006. Reviewed by E.M. Palmegiano, Saint Peter's College.

According to Angela John, Henry Nevins was a prolific writer, an ardent proponent of human rights, and a champion of self-determination—as well as an egoist, an adulterer, and an imperialist. John also calls him the last Victorian war correspondent, a man his peers crowned their “king.” Despite its title, this biography focuses on Nevins as a foreign correspondent rather than a military reporter—a career that took him to Spain during the Spanish-American War, Africa in 1899, the Balkans in 1912-13, and

both fronts in World War I. From 1905, Nevins also intermittently examined the Russian empire, and in the decade after World War I, he journeyed to Germany, Palestine, and the United States. Nevins dedicated much of his journalism to the advocacy of civil rights, whether of ethnic groups without their own country, of British women without the franchise, of Africans without liberty, or anyone falling to Nazi dominion.

Women Making News: Gender and Journalism in Modern Britain. By Michelle Elizabeth Tusan. Urbana: University of Illinois Press, 2005. Reviewed by Linda J. Lumsden, University of Arizona

Michelle Tusan's study places the women's advocacy press at the center of cultural and political emergence of the British woman citizen between 1856 and 1930. Tusan

defines the women's advocacy press as periodicals “for and by women” that treated women as members of the public sphere with political roles to play—a sharp contrast to the role defined in many women's domestic magazines at the time.

Drawing extensively on a wide array of archival sources, Tusan analyzes the role newspapers like the *Suffragette*, the *English Woman's Journal*, and the *Women's Penny Paper* played in building and sustaining an “imagined community” of women (the term is Benedict Anderson's) intent on participating in the nation's public and political life. The book also looks at the business practices and financing of these newspapers.

Jhistory welcomes new book reviewers. If you are interested, contact Donna Harrington-Lueker at dhlueker@cox.net

34 Research Papers Accepted for Chicago Convention

By John Coward
Tulsa
Vice Chair

Top papers in the AEJMC History Division for 2008 cover topics ranging from the competition between newspapers and radio in the 1920s to a Cold War espionage case against an AP correspondent to cultural antecedents of U.S. privacy law in the late nineteenth century.

Sixty-four papers were submitted to the History Division for the Chicago convention, with 34 accepted for presentation. The acceptance rate was 53.12 percent.

The papers will make up seven refereed research paper sessions, including a high-density session at 11:45 a.m. on Wednesday, August 6, and a scholar-to-scholar session at 12:15 p.m. on Friday, August 8.

Randall Patnode of Xavier University in Cincinnati submitted the top faculty paper. His research investigates how the newspaper industry came to grips with the new medium of radio in the 1920s.

Initially, Patnode writes, newspapers saw natural synergies with radio, but soon resisted the encroachment of broadcasting. This cooperation-competition dialectic provides a pretext for the so-called “press-radio war” of the 1930s, in which newspapers and radio battled over the right to deliver news and sell advertising.

The second-place faculty paper was by Edward Alwood of

Quinnipiac University. His paper examines the 1951 espionage case against William Otis, an AP foreign correspondent who was convicted and spent more than two years in a secret Czechoslovakian prison where he endured psychological torture.

Jinx Broussard and Skye Cooley of Louisiana State University in Baton Rouge wrote the third-place faculty paper. Their paper examines the career of William Worthy, an influential but overlooked African-American foreign correspondent from the 1950s to the 1980s.

Erin Coyle of the University of North Carolina-Chapel Hill wrote the top student paper. She is the winner of the Price Award, named for Warren Price, the first head of the History Division. Coyle’s paper examines the writings The Nation’s editor, E.L. Godkin, whose concerns about the decline of the genteel tradition in American journalism explore the cultural antecedents of American privacy law.

Autumn Linford of Brigham Young University wrote the second-place student paper. Her paper looked at Patriot printers of the American Revolution and their use of Loyalist engravings in their nameplates.

The third-place student paper was written by Mark Slagle of the University of North Carolina-Chapel Hill. His paper examines how the Chicago Defender, one of the nation’s largest and most

influential black newspapers, covered the Korean War and the beginning of complete integration in the military.

The top student papers and the top faculty paper will be presented at a “Top Papers” session at 5:15 p.m. on Friday, August 8.

Presentation Schedule

Wednesday, August 6, 10:00 am to 11:30 am

Refereed Paper Research Session

Covering Controversy: Image vs. Reality

Moderator: Karen Miller Russell, University of Georgia

Portrait of a Pioneer: Local Newspaper Coverage of Ryan White, 1985-1990

Andy Heger, Ohio University

Cab Rides and Cold War: The New Yorker’s Look at Washington, 1925-1954

Julie Lane, University of Wisconsin-Madison

Upton Sinclair and the Los Angeles Times

John Kirch, University of Maryland-College Park

Cold War Hot Water: The Espionage Case Against AP Correspondent William Otis

Edward Alwood, Quinnipiac

University (Second Place, Faculty Paper)

Discussant: John Coward, Tulsa

Wednesday, August 6, 11:45 am to 1:15 pm

High Density Refereed Paper Research Session

Media's Past and Future: The Past as Prologue

Moderator: Anne Thorne, Missouri Western University

Chicago's "Perfect Baseball Day": Black Press Coverage of the Negro Leagues' East-West Classic

Brian Carroll, Berry College

Of Mobsters, Molls and 'Murder for Love': The Life of a Chicago 'Sob Sister' in the 1920s

Stephen Byers, Marquette, and Genevieve McBride, University of Wisconsin-Milwaukee

The Censorship of Scientific American in 1950

Wendy Swanberg, University of Wisconsin-Madison

The Stars and Stripes: A Unique American Newspaper's Historic Struggle against Military Interference and Control

Cindy Elmore, East Carolina University

Weekly Sabbath School: The Farm Press as a Pulpit for "Uncle Henry" Wallace's Progressive Moral Reform and Instruction

Kevin Stoker, Brigham Young University, and James Arrington, Pukrufus-Advertise Brand Communicate Design

Discussant: Fred Blevens, Florida International University

Friday, August 8, 12:15 pm to 1:30 pm

Scholar-to-Scholar Refereed Paper Research Session

Virtual Museum and Digital Archives: Nostalgia for a Digital Future

Christopher Vaughn, Dominican University of California and Daniel Kim, University of Massachusetts-Amherst

Setting up a Standard: How Objectivity Was Exemplified in the New York Times Coverage of the Spanish-American War

Zhaoxi Liu, University of Iowa

The Future Will Be Televised: Newspaper Industry Voices and the Rise of Television News

Kristen Heflin, University of Georgia

Liberty Hyde Bailey, Agricultural Journalism, and the Making of the Moral Landscape

James Kates, Wisconsin-Whitewater

Tracking Innovation: A Historical Analysis of Factors Associated with Beef Magazine Start-ups from 1850-1990

Jennifer Sharpe, Iowa State University

Beyond Sombreros, Gangs, and Aliens: Positive Framing of Hispanic Immigration in the Garden City (Kan.) Telegram

Michael Fuhlhage, University of North Carolina-Chapel Hill

Psychological Warfare: Textual-Visual Analysis of Korean War Leaflets

Yeon Kyeong Kim, University of Iowa

Surviving Sherman's Torch: Press, Public Memory and Georgia's Salvation Myth

Janice Hume, University of Georgia and Amber Roessner, University of Georgia

Discussants: Elliot King, Loyola College in Maryland and Jane Marcellus, Middle Tennessee State

Friday, August 8, 1:45 pm to 3 pm

Refereed Paper Research Session

Persuasion, PR and Press Practices in Twentieth-Century America

Moderator: Kathy Forde, University of Minnesota

"Salesmanship-in-Print" and the Ownership of Consumer Desire: Lessons from Judicious Advertising, 1915-1925

Rebecca Swensen and John Eighmey, University of Minnesota

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**34 research papers
accepted for Chicago
convention**

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**Claiming Journalistic Truth: Press
Guardedness Against Edward L
Bernays and Propaganda as the
Minority Voice**

Burton St. John, Old Dominion
University

**Corporations, Grassroots
Organizations, and Public
Relations in Newspaper Coverage
of the Nestle Boycott**

Sheila Peuchand, University of
North Carolina-Chapel Hill

**Using Student Media to Market
Cigarettes on Campus: A Case
Study of the Orange and White
at the University of Tennessee,
1920-1940**

Elizabeth Crawford, University of
Wisconsin-Oshkosh

Discussant: Karla Gower, Alabama

**Friday, August 8, 5:15 pm to 6:45
pm**

Refereed Paper Research Session

Top History Papers

Moderator: Debbie van Tuyll,
Augusta State

**Flashes From The Nation:
E.L Godkin's Reflections on
the Cultural Antecedents for
American Privacy Law**

Erin Coyle, University of North
Carolina-Chapel Hill (Top Student
Paper, Warren Price Award)

***Royal Images and Revolutionary
Ideals: Loyalist Symbols in Rebel
Newspaper Nameplates before
American Independence***

Autumn Linfood, Brigham Young
University (Second Place, Student
Paper)

**The Chicago Defender, the Korean
War, and the End of Military
Segregation**

Mark Slagle, University of North
Carolina (Third Place, Student
Paper)

**Friend, Foe, or Freeloader?
Cooperation and Competition
Between Newspapers and Radio
in the Early 1920s**

Randall Patnode, Xavier (First
Place, Faculty Paper)

Discussant: W. Joseph Campbell,
American University

**Saturday, August 9, 10 am-11:30
am**

Refereed Paper Research Session

**Traditions, Standards & Practices:
Journalism in Transition**

Moderator: Elliot King, Loyola
College in Maryland

**"Keep Up the Good Work":
Popular Response to Westbrook
Pegler's Anti-Unionism**

Philip Glende, University of
Wisconsin-Madison

**The Idea of the News Report
in American Print Culture,
1885-1910**

Kathy Forde and Katie Foss,
University of Minnesota

**The Emergence and
Characteristics of Journalists'
Culture: 1880-1940**

John Bender, University of Nebraska-
Lincoln, Lucinda Davenport,
Michigan State, Michael Drager,
Shippensburg University, and
Fred Fedler, University of Central
Florida

**Explaining Objectivity as an
Occupational Norm: The Role of
Education**

Tim P. Vos, University of Missouri

Discussant: John Ferre, Louisville

**Saturday, August 9, 1:30 pm to 3
pm**

Refereed Paper Research Session

**Challenging the Status Quo:
Voices from the Edge**

Moderator: John Coward, University
of Tulsa

**'Regeneracion' and the Spanish-
language Anarchist Press in
the U.S.: Challenging U.S.
Exceptionalism**

Ilia Rodriguez, University of New
Mexico

**The Western Outlook, 1894-1928:
A Newspaper "Devotes to the
Interest of the Negro of the Pacific
Coast"**

Kimberly Mangun, University of
Utah

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American Journalism Historians Association: 2009 Margaret A. Blanchard Doctoral Dissertation Prize

Established in 1997, the AJHA Margaret A. Blanchard Doctoral Dissertation Prize is awarded annually for the best doctoral dissertation dealing with mass communication history. An honorarium of \$500 accompanies the prize, and a \$200 honorarium is awarded to each honorable mention.

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between January 1, 2008, and December 31, 2008. For the purposes of this award, a "completed" work is defined as one which has not only been submitted and defended but also revised and filed in final form at the applicable doctoral-degree-granting university by December 31, 2008.

To be considered, nomination packets must include:

(a) One copy of the complete dissertation;

(b) Four copies each of the following items, with all author, school, and dissertation committee identification of any kind blocked out:

(i.) a single chapter from the dissertation [preferably not to exceed 50 manuscript pages, not including notes, charts or photographs],

(ii.) a 200-word dissertation ab-

stract,

(iii.) the dissertation table of contents;

(c) a letter of nomination from the dissertation chair/director or the chair of the university department 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 2009 American Journalism Historians Association Annual Convention, October 6-8, 2009 in Birmingham, AL.

Note: 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.

Nominations, along with all the supporting materials, should be sent to: Prof. David Abrahamson, Chair, AJHA Margaret A. Blanchard Doctoral Dissertation Prize Committee, Medill School of Journalism, Northwestern University, 1845 Sheridan Road, Evanston, IL 60208.

The deadline for entries is a postmark date of February 1, 2009.

Clio

Among the Media

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Submissions to Clio are welcome. Please send them to: Elliot King, Department of Communication, Loyola College in Maryland, 4501. N. Charles Street, Baltimore, MD 21210.. Electronic copy, either disk or e-mail, is preferred. For information, contact King at 410-617-2819, or e-mail him at: eking@loyola.edu. Recent issues of Clio may be accessed at: www.utc.edu/Outreach/AEJMC-HistoryDivision/histpub.html

Lenhall's Radio America Wins History Division Book Award

The 2008 History Division Award, honoring the best journalism and mass communication book published in 2007, has been won by Bruce Lenhall, author of *Radio's America: The Great Depression and the Rise of Modern Mass Culture* (University of Chicago Press). Lenhall is the Director of the Center for Teaching and Learning and an adjunct assistant professor in the Department of History at the University of Pennsylvania.

This year is the 10th anniversary of the History Division Book Award. The 2008 award will be presented

at the History Division business meeting on Friday, August 8, 2008, from 7 to 8:30 pm, at the AEJMC convention in Chicago. Dr. Lenhall will receive a plaque and a cash prize and will speak about his work.

One judge called *Radio's America* "an exceptionally well-sourced book, which is difficult for radio history," noting that it "is grounded in theory yet is reasonable, balanced, and well written." Another judge praised the work as "cultural history at its best," explaining: "Deeply researched and gracefully written, it takes a fresh and extraordinarily wide-ranging

view of a critical turn in the always complicated relationships between media and society, between public and private, between democracy and the market, between intellectuals and mass culture. Radio helped to change the world, sometimes in frightening ways, but at the same time helped listeners figure out what those changes meant. This admirable volume will do the same for today's readers." Nineteen books were nominated for the 2008 award, and were read and judged by three distinguished journalism and mass communication historians.

Journalism and the Antislavery crusade

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Examiner. In this way, Bigelow's reporting reached a far wider audience than those who subscribed to the *Evening Post*. Improvements in printing technology and the expansion of the railroad network enabled Littell to produce an inexpensive periodical that circulated throughout America.

As someone who unsuspectingly came upon these dispatches while reading the *Living Age* online through the Making of America project, I could readily identify with the experience of contemporary readers. The writing was so vivid and the subject matter so compelling, that I set out to discover as

much as possible about the author and his project. The more I learned about Jamaica in 1850, the more determined I became to bring this work to contemporary readers.

What matters, Bigelow demonstrates, are not pre-conceived notions of race or economic development or anything else, but the facts themselves as they can be convincingly reported. None of those who were declaiming about the alleged inferiority of the freedmen—including Thomas Carlyle in Britain—had actually traveled to Jamaica. Bigelow's book helped to forge an antislavery coalition in Britain and the United States that proved to be an essential component of the antislavery crusade. In bringing to Americans the great antislavery opinions of the British periodicals,

Eliakim Littell helped to forge that coalition. But as a responsible editor Littell also reprinted relevant pieces with which he disagreed, including Carlyle's incendiary "Occasional Discourse on the Negro Question," which appeared in Fraser's in December 1849, shortly before Bigelow set sail. Littell's goal was to give American readers as accurate an understanding of British opinion as possible. Bigelow, in revising his dispatches for Jamaica in 1850, exposed Carlyle's inaccuracies.

Remarkably, the *Living Age* survived until 1941, although after 1938, according to the Oxford Companion to American Literature, the Japanese government financed it as a propaganda organ. Now, that's an inviting subject.

Call For Papers

Symposium on the 19th Century Press, the Civil War, and Free Expression

The steering committee of the sixteenth annual Symposium on the 19th Century Press, the Civil War, and Free Expression solicits papers dealing with U.S. mass media of the 19th century, the Civil War in fiction and history, images of race and gender in the 19th century press, presidents and the 19th century press, and sensationalism and crime in 19th century newspapers. Selected papers will be presented during the three-day conference in Chattanooga, Tennessee, Thursday, Friday, and Saturday, November 13-15, 2008. The top three papers and the top three student papers will be honored accordingly.

The purpose of the November conference is to share current research and to develop a series of monographs on the 19th century press, the Civil War and the press, the Civil War in fiction and history, 19th century concepts of free expression, images of race and gender in the 19th century press, presidents and the 19th century press, and sensationalism and crime in 19th century newspapers. Papers from the first five conferences were published by Transaction Publishers in 2000 as a book of readings called *The Civil War and the Press*. Purdue University Press is publishing papers from past conferences in three distinctly different books titled *Memory and Myth: The Civil War in Fiction and*

Film from Uncle Tom's Cabin to Cold Mountain, Words at War: The Civil War and American Journalism, and Seeking a Voice: Images of Race and Gender in the 19th Century Press.

The symposium is sponsored by the George R. West, Jr. Chair of Excellence in Communication and Public Affairs, the Frank McDonald Chair of Communication, the UT-Chattanooga Department of Communication, the UT-Chattanooga Department of History, the Chattanooga Times Free Press, WRCB-TV Channel 3, and the Hazel Dickson-Garcia Fund for the Symposium, and because of this sponsorship, no registration fee will be charged.

Deadline for Submission: August 31, 2008

Papers should be able to be presented within 20 minutes, at least 10 to 15 pages long.

Send your paper (including a 200-300 word abstract) as a Word attachment to West-Chair-Office@utc.edu or mail 4 copies of your paper and abstract 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, TN 37403-2598

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Creating Community is Critical to Learning

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lish my high tech street cred—and fast. As Sam the Sham and the Pharaohs told us boomers in the classic '60s hit, "Wooly Bully": "Let's not be L7." (Square.) I remember that lesson well. I need to convince my students that I've chosen a high touch, as opposed to a high tech, approach, not because I can't do technology but because my goal in this class is to develop a personal journalism history learning community.

So I tell them I teach online in the summers. I promise to communicate with them constantly by e-mail, reminding them about readings and sending them current events, including relevant YouTube videos. And yes, I tell them, I use videos and DVDs, when they illustrate the day's lecture/discussion.

But technology is not the heart of this class. They are.

On the first day, I give them a detailed syllabus that spells out the class's conceptual framework: a history of the government, society and journalists' willingness to tolerate diversity of opinion. Borrowing from the success of Oprah's book club (sadly, they often list her as their favorite journalist), I start with a current book or video. Then we go back in time to trace those themes through the centuries. The interest this generates helps me get students started, and I keep them with me through the semester by fostering our learning community in every way I can think of.

I have them fill out questionnaires about their lives on the first day of

class. I learn their names by talking with small groups each day and I use those names as quickly as possible. I've called Kristen, Christine, but I apologize and life goes on.

I try to hold their interest by using overarching themes and stories. I'm not shy about telling them that the stories we share "give me goose bumps." I give them paper outlines to help with note-taking, rather than using Powerpoint or overheads, which I consider distancing. If I need to add to the outline, I write on the board, getting them to help me think through the material. That's real to me and to them too. They hate Powerpoint. Just ask them.

I scour my lecture notes looking for opportunities to break the class into small groups for discussion as often as possible—at least once each period, then bring the discussion back to the whole group. Everyone's voice gets heard, and once it's out there, it stays out there. Students work together on short written assignments, and I comment on them next period. I get their tests and papers back quickly, always asking them to reflect on how they—and I—could do better next time around. Test scores invariably improve, and improvement counts.

So this is how the class goes. I pepper lectures with questions, making them interactive. I talk to the students constantly, in class, in writing, on e-mail. I come early and stay late. I watch faces carefully and sometimes call on students before their hands go up. This can be disconcerting, but they get used to it. I know them that well. And they know me. And they know each other. We're all in this together.

My teaching guru is Parker Palm-

er, who once said, "You teach who you are." I'm open, transparent, enthusiastic, caring. I know one can communicate those attributes online, but I enjoy communicating them to my students in person. When I teach online, my goal is to get my cyber students to take a class with me on the ground. I haven't had much success with those in Hong Kong or Afghanistan, but I still try. Many others who live closer do show up in person.

Connecting with students in these ways is so satisfying that what starts in the classroom often goes on for years after. I've even joined Facebook to facilitate continuing conversations for the students who choose to seek me out.

I read recently in *The New York Times* that a growing body of research tells us that teacher quality—not technology—is the crucial ingredient for success in the classroom. The principal of a cutting edge charter school was quoted, "I would much rather put a phenomenal, great teacher in a field with 30 kids and nothing else than take the mediocre teacher . . . and give them all the technology in the world."

So keep the technology and put me in a field with my American Journalism History students any day. How NOT L7 is that?

Karen List is professor and Director of the Journalism Program at UMass Amherst. She has won the UMass Distinguished Teaching Award and the Freedom Forum Journalism Teacher of the Year Award. She is chair of the History Division's Covert Committee. She is at klist@journ.umass.edu

Doing Research can Transform Teaching

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us lucky enough to advise student publications; our load is 4-5). Pedagogy and service are far more valued than research. It is possible not only to retain your position, but to be promoted and tenured, even if you haven't ever done much more than present an occasional paper at the odd state-level conference. But we are, I believe, on the cutting edge in one area: student research.

So, why, you might be asking, is she telling us this? Well, because I think there's something here for us as a division, and for those of us who teach undergraduate journalism history courses, especially.

I know you've all had this same experience: bored students who, no matter how hard you try, how many photos you show, how many samples you bring to class, no matter how flashy the PowerPoint, just do not see the need to know anything about communications history past last Thursday's TEST. It's so bad some semesters, I really wonder how my colleagues in the History Department manage to recruit any majors at all.

Well, I think we may have uncovered a secret cure for such lassitude among the undergraduates here at ASU: transform your approach. Get them out there DOING what scholars do: real-live, primary-source-driven, actual research. I know, I know: undergraduates don't have the knowledge base to actually do research. That's for graduate students. Maybe. But, I'm not convinced anymore that that truism is

relevant. Your undergraduates do, after all, have you, the resident expert, as a resource.

This past fall, for example, I took four students to Alexandria, Virginia, to work with some materials that I had stumbled across while in Washington, D.C. for last summer's AEJMC convention.

I'd known since I did my doctoral work that there were financial records there for the Civil War-era *Alexandria Gazette*, but I'd never gone to look at them because I ended up focusing my dissertation on the press of other states. When former History Division Head Pat McNeely suggested we drive over to Alexandria to look at Fort Wade, I'd agreed, provided we could stop by the library there to see exactly what those "financial records" included.

Well, I found a treasure trove. Not only were there records of the paper's financial transactions, there were log books that included names of subscribers and advertisers, dates of subscriptions and advertising contracts, and many were even sorted by the communities where they lived. I didn't have time to do anything more than get a sense of what was there, but I knew these materials could be the basis of a research project for some of the students who would be in my fall journalism history class.

The four students who volunteered to work on this project were all editors of the student newspaper, so scheduling a time to get to Virginia was not easy. However, finally, come early October, we were able to go. I set the two women, Nikki and Morgan, to combing through

the log books to collect names, and, as they started accumulating results, I set Drew to locating the people in the 1860 manuscript census. Kenny was assigned to the microfilm reader, to start getting familiar with the *Gazette's* content, a feisty little pro-Confederate newspaper that spent a good deal of the War being suppressed. According to one story, the son of its editor was even taken hostage by the Union army and made to ride various troop trains to the front to keep Southern forces from attacking.

Our time was limited, so we all had to be diligent. I thought that might present a problem, but I had a hard time dragging these kids away for lunch! Kenny was mesmerized by the newspapers he was reading. "It's like being in a time machine!" he gushed. Drew was almost to the point of doing victory laps around the library every time he found one of "our" people in the census. Nikki and Morgan ran across a listing for "Col. Robert E. Lee of Alexandria," and looked up at me silently, but with their question fully expressed by the raised eyebrows that were at about hair-line level - "Is that THE Robert E. Lee? HE read this newspaper?" "Yes," the professor nodded with a knowing smile. "It is, and he did." After that, I couldn't pull them away from the log books. We shut the library down that night.

Now, the paper they wrote out of this research is not going to set any referees atwitter about their insightful interpretations or deft analysis of the data. THEY found some interesting things: blacks as well as women subscribed to the newspaper, and

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The Whole World Was Watching and Key Panelists Were There

What might have been the most tumultuous and divisive U.S. political convention of all-time and it will be revisited on its 40th anniversary by a blue-ribbon panel in Chicago on Thursday, Aug. 7, at 11:45 a.m. The infamous 1968 Democratic National Convention practically tore the party apart and came only months after the assassination of the man who might have been nominated had he lived, Sen. Robert F. Kennedy. One of Kennedy's main speechwriters, Jeff Greenfield, now chief political commentator for CBS News, will speculate on what might have been had the New York senator not been killed by an assassin in Los Angeles only hours after winning the California primary election.

Joining Greenfield on the panel

will be Sam Brown, who served as Sen. Eugene McCarthy's lead student organizer during the Minnesota senator's bid to oust President Johnson in the New Hampshire primary that year. Johnson stunned the nation a few weeks later when he dropped out of the race for a second term. Brown, who had led a "Clean for Gene" youth movement that fired up college students but could not overcome Kennedy in the California primary, is still a political and social activist in Colorado.

A third panelist, Tom Hayden, is probably best known as a member of the Chicago Seven, the group of protesters who led a violent demonstration outside the convention hall. The protesters, including Abbie Hoffman and Jerry

Rubin, and members of the press, were assaulted by Chicago police during the melee. An independent commission wound up terming it a "police riot." Hayden, later served in the California General Assembly and State Senate from 1982-2000, is still active in progressive politics.

Greenfield, Brown and Hayden will be joined on the panel by two Chicago journalists who covered the 1968 Convention. The panel, "40 Years After 'The Whole World is Watching': Reflections on the Impact of the 1968 Democratic National Convention in Chicago." will be moderated by Terry Dalton of McDaniel College and John Neal of Brookhaven College. The session is sponsored by the History division and CCJA.

Winfield and Hume Win Covert Award

The 24th annual Covert Award in Mass Communication History has been won by Betty Houchin Winfield, Curators' professor in the University of Missouri School of Journalism, and Janice Hume, associate professor in the Grady College of Journalism and Mass Communication at the University of Georgia.

Winfield and Hume won the award for "The Continuous Past: Historical Referents in Nineteenth-Century

American Journalism" published in *Journalism & Communication Monographs* in 2007.

The award, presented by the History Division of the Assn. 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 article by Winfield and Hume was selected from 11 nominations.

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.

For more information about the Covert Award, contact Karen K. List, Chair, Covert Award Committee, Journalism, 108 Bartlett Hall, University of Massachusetts, Amherst, MA 01003, klist@journal.umass.edu

Doing Research can Transform Teaching

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most of the folks who advertised in the *Gazette* also subscribed to it. But mostly, though, they learned that history is far, far more than dull, dry fact about long-dead folk. They also learned something about digging out facts and how to analyze and interpret them - not bad skills for four aspiring journalists.

Yes, I put a ton of personal time into this project - for one thing, I had to teach them a whole lot more about the antebellum and Civil War press than I usually would a class. But! I had a receptive audience for once, and, my goodness, what a thrill that was!

It's easy to get wrapped up in our own projects and to resent the time we have to spend trying to make curious, intellectually inclined scholars out of uninterested undergraduates who only want to get out of school and get a job. I'm grateful for a donor and a school with the in-

sight to create a program that lets me link my research interests with my teaching, and by doing so, generate a graduate or two who have learned to love history and who understand why it is important to preserve the history of American media.

As a division of AEJMC, our interests have usually centered on the production, evaluation, and presentation of new research.

Research is what many of us love best about our jobs, and we do the teaching grudgingly because it takes us away from what we would really rather be doing instead. I am so grateful to have a donor and a college insightful enough to create a program that lets me link my research and my teaching to create a seamless continuum rather than distinct boxes.

My guess is that this is what it would be like to teach at a school with a graduate program. One of the division's efforts this year has been to try to keep teaching in the forefront of our activities. We've been more deliberate in having

stories about teaching in Clio, and we've got some great teaching programming at the convention. As the soon-to-be out-going chair, my last word to the division would be a suggestion to continue down this path a bit longer, just to see if we, as a division, can't find ways to foster that continuum of teaching and research in a broader, discipline-wide context.

For example, I'm writing from the perspective of someone who is teaching at a school without a graduate program, and I'm sure that some of my colleagues at schools with graduate programs are wondering why I'm wasting their time with ruminating on faculty-student research collaborations - they do it every day. True enough - but I wonder how those experiences inform their teaching? I'll bet even in those programs, attention on consciously linking teaching and research could be transformative in some way. I don't know where the path might lead - maybe to a brick wall, but maybe to a field of possibilities.

Research papers

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William Worthy: The man and the Mission

Jinx Broussard and Skye Cooley, Louisiana State University*

A Black Newspaper in Wartime: The Iowa Bystander's Coverage of the Spanish-American War

David Bulla, Iowa State

Discussant: Pat Dooley, Wichita State University

**Third place faculty paper*

Division Business Meeting

In addition to the research papers, the division's annual **business meeting** is scheduled for Friday evening. Check your conference program for the exact time and location. This year's session should prove to be particularly lively as there are two proposals to support research on the agenda (see page 4) and there

will be a discussion of the division's program self-study and review. Finally, division head Debbie Van Tuyll reports that the refreshments served at the meeting will be particularly sumptuous.

Everybody is welcome to join the conversation as we look to strengthen the role of history in journalism education. For more information, contact Elliot King at eking@loyola.edu