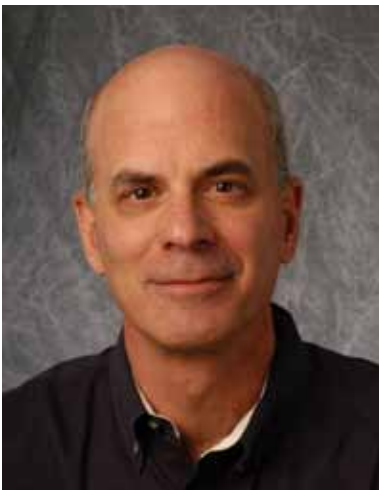


# Clio



among the media

Newsletter of the History Division of the Association for Education in Journalism and Mass Communication • [www.aejmchistory.org](http://www.aejmchistory.org)



## Notes from the Chair

**Elliot King**  
Chair  
*Loyola of Maryland*

Although we are in a communications-based profession, the journalism and mass communication academy has been very slow to adopt new communications tech-

nologies for collaboration, communication and scholarly publishing. Just two years ago the AEJMC was still debating whether to put projectors into the presentation rooms so people could use Powerpoint at the annual conference. The annual conference is scheduled by people gathering together physically throwing chips

into the center of a room, calling out the time for a particular session and then having that time written down on an overhead transparency. The process is kind of fun in a primitive religious ritualistic kind of way, but not exactly cutting edge. And then there is the issue of All-Academic. Though it was certainly a major step forward to move to All-Academic to manage the paper competition for the annual conference, the research archived in All-Academic is hardly readily accessible to a broad community. At least I have never really come across it.

We media historians are not  
*Continued on p. 3*

## Seeing through the Eyes of Magnum Photographers

**Keith Greenwood**  
*University of Missouri, Columbia*

Earlier this year the Magnum photographic agency announced that its entire archive of prints had been sold to MSD Capital, an investment firm owned in part by computer entrepreneur Michael Dell. But rather than heading into a private collection, the photographs were on their way to the Harry Ransom Center at the University of Texas where, according to The New York Times, they will be housed for at least the next five years.

The arrangement presents great opportunities for visual scholars. The historic prints represent the work of renowned photographers stretching back to before Magnum was even formed. The collective was formed in 1946, but some Magnum photographers were making images before the outbreak of World War II. The important figures, issues and events of a significant portion of the 20<sup>th</sup> century are depicted in the collection. The Magnum staff had scanned less than half of

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# History: The Graduate Experience

**Joseph Hayden**

Teaching Chair

*Memphis*

Two years ago a graduate advisee, Andrew, took my class on the history of journalism. It's an upper-level undergraduate course that can also be taken for graduate credit, which he did. In such combo courses, grad students must do additional work—usually several book reviews that we also discuss separately from the undergrads.

But by default this is a lecture class. So there's the usual stuff about the Franklins, the Stamp Act, abolitionism, the muckrakers...well, you get the point. I'm surrounded by 19-year olds who have never heard of William Randolph Hearst or Margaret Bourke-White, so I feel they have to learn about such key figures in media history, however familiar they must be to older students like Andrew.

Very familiar. He is an editor at the local daily newspaper here, a journalist with more than two decades of experience. Gray around the temples, he's also a very bright history buff with extensive knowledge of certain areas of the American past. He told me on a couple of occasions that the class was interesting but didn't especially push him (polite-speak

for it might not have challenged him), and that's bothered me a lot ever since.

So what do you do as an instructor in this situation? Teach to Andrew and his peers or to the classmates half their age? Do you use Andrew to teach *in* the class, capitalizing on his expertise for the benefit of the other students? But what if you have a graduate student with no such special knowledge? Do you surrender part of your class for a mediocre lecture? Or—and here's my \$64,000 question—do you create a separate class for graduate students only?

That's the issue I'm currently wrestling with at the University of Memphis. Our core graduate requirements consist of four courses: Mass Communication Theories, Mass Comm. Research Methods, Mass Comm. Law, and Media Administration. Nope, no history in there. That always struck me as odd during my time here, because how is history any less fundamental, any less foundational, than law or theories?

So I'm proposing a graduate-only class on journalism history, a seminar with a heavy diet of reading and historiographical discussion. I wanted to make it a core class—only I encountered a little resistance from my colleagues.

Now we're all fairly well aware of

the pedagogical issues here, the curricular logistics, the accreditation restraints. And on top of that some of our newer faculty members believe we ought to push graduate students to take more skills courses, the idea being to make them more employable in these particularly tough economic times.

After some debate here, we reached a compromise: I'll be introducing the class next year, not as a required class but as an elective and a temporary one at that. If things go well, though, I hope to make it a regular part of the graduate curriculum sometime in the future.

Will it be required of all graduate students, though? I don't know. I think it should be, but I'm pragmatic enough to know that the classes you teach are, in part, a product of what needs to be taught but also, by necessity, a product of who you have to teach. I believe I can make it a good class, but what if I'm not here in 10 or 20 years and someone with no interest in history is in the bullpen—what then? Should it still be required?

I would like to know what you think, and I'd welcome any suggestions you have. Please email me at [jhayden@memphis.edu](mailto:jhayden@memphis.edu). I teach the undergraduate course every fall, and the next Andrew may be just a semester away.

## American Journalism Historians Association Awards

*Distinguished Service to Journalism*

*History Award*

This award recognizes practical journalists who through their work have made a contribution in some way to journalism history. Nominations for the award are solicited annually, but the award need not be given every year. Nominations are due by May 1, 2010.

*The Sidney Kobre Award for Lifetime Achievement in Journalism History*

The organization's highest honor recognizes individuals with an exem-

plary record of sustained achievement in journalism history through teaching, research, professional activities, or other contributions to the field of journalism history. Award winners need not be members of the AJHA. Nominations for the award are solicited annually, but the award need not be given every year. Those making nominations for the award should present, at the minimum, a cover letter that explains the nominee's contributions to the field as well as a vita or brief biography of the nominee. Nominating letters and supporting materials should be submitted by May 1, 2010.

Nominations for both the Kobre and Distinguished Service Award should be sent to:

Mike Conway  
Indiana University  
School of Journalism  
Ernie Pyle Hall, Rm. 200  
940 E. 7th Street  
Bloomington, IN 47405  
[mtconway@indiana.edu](mailto:mtconway@indiana.edu)  
812-856-1371

The award winners will be announced and honored at the AJHA annual convention in Tucson, Arizona, October

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## Notes

*Continued from p. 1*

much better. Since the introduction of the JHistory listserv about 15 years ago, our efforts to use new communication technology to enhance our work have been few and far between. It is my impression—though I could be wrong—that we were a little slow in getting our two major journals indexed in the major databases, though that has been rectified. There have been a few efforts to launch online journals, most notably Media History Monographs, edited by our own David Copeland at Elon University, and the AEJMC magazine division's long-running effort to create a peer-reviewed online journal, which has met with mixed success. And from time to time, the AJHA and others have tried to create syllabi banks or sites with teaching tips and so on. In general, efforts along those lines have not been sustainable.

With that in mind, I would like to call your attention to a new effort under development to use Web 2.0 technology to improve communication and collaboration and offer a new venue for scholarly publishing among researchers interested in media history. Funded by a National Endowment for the Humanities Digital Humanities Start Up grant, the Media History Exchange will combine a digital archive for research papers and abstracts with social networking technology and a light-weight conference management system to be used by small interdisciplinary conferences that include research related to media history. The concept is this—as people submit abstracts or papers to these smaller conferences, they are automatically archived and the participants join the social network. The archive makes the work available to the public. The social network allows researchers to find

colleagues working in similar areas with whom they can collaborate or simply share information.

Though research abstracts and papers will be the primary focus for the archive and the focal point for researchers to find like-minded colleagues, participants will be able to deposit content of all kinds into the archive including syllabi, book reviews, book chapters, teaching tips, audio and video. The content will all be indexed and accessible. Most importantly, people will be able to network with each other in ways that are currently not possible. In one small example, for the Joint Journalism Historians Conference, which is co-sponsored by the History Division and the AJHA, after abstracts have been accepted, I spend a couple of days grouping like papers. With the Media History Exchange, participants will be able to self-organize into interesting panels. Moreover, they will be able to comment on each others' work prior to the conference and after the conference.

If successful, the Media History Exchange will expand the reach of the media history community and the conferences they attend over time and over space. It will expand the reach over time because it will be easy for people who participate in a conference one year to build relationships with people who participate in a conference in a subsequent year. It will expand the reach of the community over space because it will allow researchers addressing media history from different academic disciplines—English, history, American studies, etc.—to find each other. The Media History Exchange will help break down disciplinary boundaries.

Finally, the Media History Exchange could facilitate a new kind

of communication among scholars. One of the more interesting aspects about Facebook is that people communicate things through it that they would not communicate in any other way. With the Media History Exchange, conceivably a person who just had a very successful class using some specific material could send a short message on the Media History Exchange to people who may be interested. It is hard to image email or even a listserv being used in that way, but that kind of communication could certainly strengthen and broaden our community.

The Media History Exchange is being piloted with the Joint Journalism Historians Conference and a working prototype should be ready for the AEJMC conference in Denver. A half-day pre-conference session has been scheduled to demonstrate the prototype and solicit community feedback. Over the next several months, other small interdisciplinary conferences will be approached to assess their interest. And a proposal for the History Division to support this effort in place of another peer-reviewed journal will be discussed at the business meeting this summer.

If anybody has any questions or ideas about what features the Media History Exchange should have, please let me know at [eking@loyola.edu](mailto:eking@loyola.edu). I look forward to hearing from you.

# Clio

Among the Media

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

Submissions to *Clio* are welcome. Please send them to: Tim P. Vos, <vost@missouri.edu>. Electronic copy by e-mail is preferred. Submissions may also be mailed to Tim P. Vos, Missouri School of Journalism, 181-B Gannett Hall, Columbia, MO 65211.

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Recent issues of *Clio* may be accessed at:  
**[www.utc.edu/Outreach/AEJMC-HistoryDivision/histpub.html](http://www.utc.edu/Outreach/AEJMC-HistoryDivision/histpub.html)**

## Department of English Virginia Commonwealth University Position Description: Assistant Professor in Media

Pending funding, the Department of English, the School of the Arts, and the School of Mass Communications invite applications for an Assistant Professor tenure-eligible position in the English department, specializing in Media Theory, History and Practice. PhD or equivalent terminal degree is required at the time of application. Appointment begins 16 August 2010.

The successful candidate will teach and design courses in the interdisciplinary PhD program in Media, Art, and Text (MATX) and will contribute undergraduate courses involving a significant media component. Depending on credentials and interests, the candidate may also teach in our nationally-ranked MFA program in creative writing. Of particular interest will be candidates whose work combines two or more of the following areas: production and reception in multiple media environments; media technologies; translations from medium to medium; the relationship between old and new media; verbal, visual, and aural rhetoric; photography, sound, film, video and the moving image; hyper-text and hypermedia studies; visual and performance studies. Of additional interest will be candidates who are able to address anthropological and sociological issues, including those involving gender and race, as they are related to several media.

Candidates should have demonstrated achievement, as with significant publications or productions in print or other media. They should have a well-defined research program in progress, with an interdisciplinary focus in media theory, history and practice. The successful candidate will show the likelihood of contributing to the intellectual life of the department and university, as well as serve on committees and otherwise participate productively in the department's governance and administration. An important criterion is that candidates be able to work effectively with a broadly diverse student population.

Virginia Commonwealth University

(VCU), a state-supported research institution enrolling nearly 32,000 students on its Monroe Park and Medical College of Virginia campuses, is located in the capital city of Richmond. With a metropolitan-area population of about 1,000,000, Richmond is one of the fastest-growing cities on the eastern seaboard, and is a financial and corporate center. Founded in 1737, Richmond is rich in historical significance. It has considerable architectural interest as well, especially the Fan District, a historic district dating from the nineteenth century in which VCU's Monroe Park Campus is located. The city offers a large selection of cultural activities, including a professional symphony orchestra, ballet, opera, and several theatre companies, as well as a number of important museums devoted to art, history, and science, including one museum specifically created for children. Within easy driving distance of Richmond are the Blue Ridge Mountains, Atlantic Ocean beaches, cities of Baltimore and Washington, D.C., and the Research Triangle of North Carolina.

The VCU English department has 42 full-time faculty, 30 part-time, and 42 GTAs. It is a diverse department, with specialists and teaching responsibilities in literature, composition and rhetoric, creative writing, linguistics, and other fields. In addition to 650 undergraduate majors, the department enrolls 150 graduate students within the MA; the MFA in Creative Writing; and, in tandem with the School of Mass Communications and the School of the Arts, the PhD in MATX with 40 doctoral students currently enrolled. For additional information about the MATX program please consult <http://www.has.vcu.edu/eng/graduate/matx.htm>. Virginia Commonwealth University is an equal opportunity/affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply. If special accommodations are needed, please contact Margret Vopel at (804) 827-8308.

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# History in the Curriculum

Jane Marcellus

PF&R Chair

*Middle Tennessee State University*

It's a grave error to think that teaching students to live and work in the present means ignoring the past. As historians, we know this, but in the wake of budget cuts, a changing field, and new technology, it is often forgotten.

Several years ago, a task force headed by David Sloan at the University of Alabama and Jim McPherson of Whitworth College, and affiliated with the American Journalism Historians Association, set out to determine which schools offered courses in journalism/mass communication history and to encourage all to do so. Generally, the group wanted to see greater importance attached to historical study at both the undergraduate and graduate

levels. Links to their findings are available on the AJHA home page at <http://ajhaonline.org/>.

Now, the task force has evolved into the History in the Curriculum Committee, headed by David Vergobbi at the University of Utah. Its goal, Vergobbi says, is to put the task force's recommendations into action.

"This ongoing project will eventually result in an Office of History in the Communication Curriculum, staffed by at least 15 volunteer members dedicated to encouraging, developing and monitoring media history courses," Vergobbi says.

To face its rather daunting task, he says, the AJHA committee is dividing a 29-member volunteer labor

pool into 13 teams. These teams will further analyze a survey of 192 journalism and communication programs, enhance the prestige of history courses, promote history as a primary doctoral research focus, develop a history resource center, recognize schools for their success, providing review procedures for history courses, and more.

One team's goal is to enhance ties to the AEJMC History Division and other academic history organizations. Several teams need more members. Those who would like to get involved are welcome to contact Vergobbi at [david.vergobbi@utah.edu](mailto:david.vergobbi@utah.edu).

## History Division: Call for Papers and Reviewers

The History Division invites submissions of original research papers on the history of journalism and mass communication for the AEJMC 2010 convention in Denver. All research methodologies are welcome, as are papers on all aspects of media history.

Papers will be evaluated on originality of importance of topic; literature review; clarity of research purpose; focus; use of original and primary sources and how they support the paper's purpose and conclusions; and the degree to which the paper contributes to the field of journalism and mass communication history.

Papers should be no more than 7,500 words, or about 25 double-spaced pages, not including notes. Multiple submissions to the Division are not allowed and only one paper per author will be accepted for presentation in the History Division's research sessions. Authors should also submit a 75-word

abstract.

Papers must be electronically submitted using the services of All Academic, Inc., whose website is [www.allacademic.com](http://www.allacademic.com). The deadline is midnight, April 1, 2010. Authors are encouraged to read the Uniform Paper Call for detailed submission information. The organization's website is [www.aejmc.org](http://www.aejmc.org).

**Student Papers:** Undergraduate and graduate students enrolled during the 2009-10 academic year may enter the Warren Price Student Paper Competition. The Price Award recognizes the History Division's best student paper and is named for Warren Price, who was the Division's first chair. Student papers should include a separate cover sheet that indicates their student status but omits the author's name or other identifying information. Students who submit top papers are eligible for small

travel grants from the Edwin Emery Fund. Only full-time students not receiving departmental travel grants are eligible for these grants.

**Call for Reviewers:** If you are willing to review papers for the History Division research competition, please contact Ann Thorne at [thorne@missouriwestern.edu](mailto:thorne@missouriwestern.edu). We will need approximately 60 reviewers for the competition. Graduate students are not eligible to serve as reviewers and, in general, reviewers should not have submitted their own research into the competition.

**Contact information:** For more information about the History Division research process, contact Research Chair Ann Thorne at Missouri Western State University. Her e-mail is [thorne@missouriwestern.edu](mailto:thorne@missouriwestern.edu) and her phone number is 816.271.4222.

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## BOOK EXCERPT

# More than a Farmer's Wife: Voices of American Farm Women, 1910-1960

Amy Mattson Lauters

Minnesota State University, Mankato

*In the period between 1910 and 1960, farm women across the United States and Canada used farming magazines as a means of connecting with each other across geographic distance, building imagined communities. In the pages of Farm Journal, The Farmer's Wife, Saturday Evening Post and Country Gentleman, farm women were discussed as the backbone of the farming business, as entrepreneurial women who, more than any other feminine population, deserved the vote and a voice in the politics that affected them. In Ladies Home Journal and Good Housekeeping, these constructions, present in 1910, disintegrated over time. When interviewed, the farm women themselves had much more to say about their roles. A request printed in Country Woman magazine in 2007 yielded correspondence and interviews with more than two hundred farm women and their children from across the United States and Canada, many of whom were eager to share their stories.*

One of the main questions asked of all participants was what role mass media played in their lives on the farms. Media served practical needs; newspapers, for example, served not just as vehicles for getting the news but also as raw material for cleaning supplies, kindling, dress-making, and other projects. When asked what subscriptions were kept, *Farm Journal* and *Progressive Farmer* were the top magazines taken by farm families, followed by local or regional farming publications, the county's extension bulletins or newsletters, and the local daily or weekly newspaper. In more affluent households, women also subscribed to *Ladies Home Journal*, *Better Homes and Gardens*, or *Women's Day*.

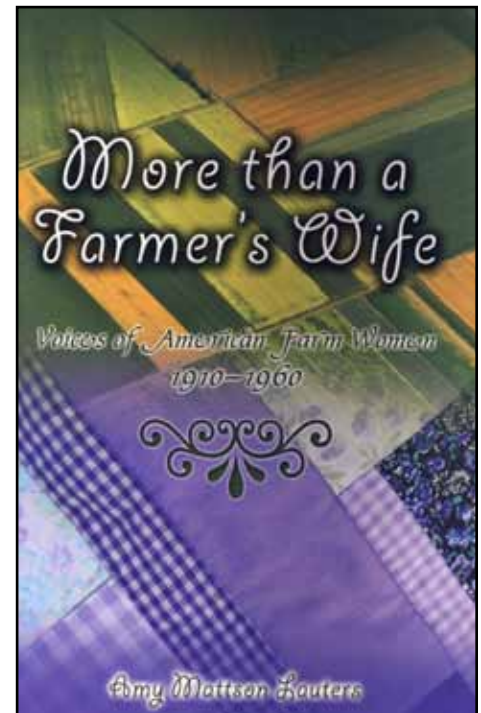
Less affluent families still took the local newspaper and county extension office bulletins but more often than not couldn't afford the subscription rates for the national magazines. Some looked to the free catalogs that came into their homes as sources of reading material and inspiration. The John Deere catalog, the Sears, Roebuck catalog, and the Montgomery Ward catalog headed the list of free publications read by many women.

Another regional publication, *Capper's Weekly*, was also a popular choice. And many women noted the year in which radio had come to their farms, sometime in the 1920s, and the years when electricity, telephones, and television had made it into their farm homes. The arrival of these new technological tools of the twentieth century made a deep impression on those who witnessed it.

....

What's clear is that a reasonable correlation exists between the magazines read by the women surveyed here and the magazines studied here and that these materials may be said to reflect the changing culture in which these women were raised. This does give weight to constructions identified in the previous chapters. Interviews and correspondence with women also reinforced other commonsense constructions for this community.

These snapshots of farm life find common ground; in the majority of responses, the stories were similar. But a more common initial response, especially from older farm women, centered on the



same reluctance that Jensen noted in her study. Some contributors had difficulty getting their cherished elders to participate in the study. A common attitude was one of humility and bewilderment. My own Aunt Bonnie attempted several times to get her mother, Leone Alden, to open up about her life on the farm. "She doesn't seem to think anybody would care about her story," Bonnie wrote me. (I should note that, like scholar Joan Jensen's family, Bonnie's family—and mine—built farms in northern Wisconsin.) But Bonnie wasn't alone. Randall Weller expressed the same bewilderment on behalf of his mother in Missouri, but he pressed the issue, convinced that her history was worth telling. This humility seemed almost a function of the divide identified in the media of the period—by 1960, mainstream media no longer responded to farm women's needs or addressed them as a group. The women who sought participation in this study

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## Excerpt

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seemed to be accustomed to being overlooked.

While most of the women who chose to contribute to this research seemed to remember their lives on the farm with genuine affection, underscoring the centrality and importance of the farm women to the business of farming, others seemed compelled to counter that affection with stories of overwork and escape. The women interviewed fell into two camps: those who loved farm life and those who loathed it. Interestingly, there appeared to be a relationship between the degree of education achieved by women and their increased loathing of farm life. Additionally, women who were raised on farms during the struggles of the economic de-

## Magnum Archive

*Continued from p. 1*

the nearly 200,000 images. The Ransom Center staff plans to digitize all the prints, make them accessible to the public and organize exhibitions from the archive.

There are many potential benefits to the arrangement. Magnum sold only the physical prints, not the negatives or the rights to the images, and gained capital to help the organization evolve in a new media era. MSD Capital gained a valuable investment. The Ransom Center gained an important addition to its humanities research center. The public will have access to a collection of images that would not otherwise have been readily available.

When the scanning is done, scholars will have access to a record of the past as seen through the eyes of some of the world's greatest photographers, facilitating study of the evolution of a particular photographer's vision, how a particular event was recorded or how different photographers have approached similar issues.

But wait, there's more.

The content of the images is only part of the collection's value for historical research. The backs of the prints offer additional value. The prints that were sold are press prints, made by Magnum staff

pression of the 1930s seemed more likely to have left the farm upon maturity, citing the hard work and a need for another kind of career. Maternal health was a real struggle, and while women may have been respected by a certain class of reader and farmer, as reflected in the pages of the farming magazines, for others life on farms meant drudgery and potential loss of vitality, if not life. The difference seemed to be in the measure of farming successes, with those who were struggling to achieve affluence, rather than mere survival, responding more positively. The stories told by farm women both reinforced and contradicted the constructions of farm women found in the farming magazines.

and distributed for publication. The ones that were returned to the agency came back not only with Magnum's identification information on the back but also with stamps and notations made by the staff of the publications to which the images were sent. Like stickers on a suitcase that announced an individual's travels, the information on the back of a print tracks its use by different organizations. The photograph can reveal what a photographer sought to capture. The back of the print can reveal the organizations that sought to publish the image and the timeline of its use. It's one thing to study how an issue or event was recorded. Knowing the degree to which an image was presented to an audience provides a means to explore its potential impact.

There is one key limitation to the collection scholars should bear in mind. An extensive collection of prints will be made available, but it is not the entire Magnum archive. Negatives and digital images that were not distributed remain in Magnum's collection. The collection of prints at the Ransom Center should provide abundant opportunities for visual research, but there may be more to the story.

# History Division Officers

2009-2010

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# Teaching Overlooked History

**Tim P. Vos**

Clio Editor

*University of Missouri, Columbia*

The Peter Zenger trial, the launching of the New York *Sun*, the yellow press wars, Watergate. Most journalism and media history courses, as well as most survey texts in media history, include these notable stories. The stories touch on important themes in the history of the news media—themes such as press freedom, commercialization, sensationalism, and journalism’s watchdog role.

But, media historians rarely just stick to the textbook. They bring their own touch to their courses, often by including stories and episodes from journalism history that do not appear in the popular survey texts. Or the professors amplify stories that receive only modest attention in the *The Press and America* or *Voices of a Nation*. Instructors say they build on their own historical research and also tap into books and journal articles that tell amazing, but often forgotten, stories about media history.

What follows are some of the overlooked and obscure moments in journalism history that media educators are including in their courses these days.

## Past and Present

Jim McPherson of Whitworth University said he chooses to include things like the case of news anchor Christine Craft, illustrating how TV news is based on entertainment and ratings. He also explores religious media, showing that “colonial print media and Pat Robertson weren’t the only examples and influences.”

But McPherson says one of the most important things he talks about is the not-so-mass medium of direct mail.

“I argue in class, as I did in my most recent book, that the rise of American conservative politics in the second half of the twentieth century owed more to direct mail than to more visible media such as *National Review*, talk radio and

Fox News. Direct mail used personal messages, typically based on fear and resentment, to build and energize a political base. Those messages often attacked the so-called ‘liberal media,’ at the same time that the mainstream media were largely clueless about the rising conservative tide. We can trace much of the tone and language now offered by commentators on Fox News, MSNBC and talk radio from various perspectives to direct mail.”

“Also significant,” McPherson says, “is the how the techniques and language used most effectively by conservatives through direct mail were later mirrored through use of the Internet, most effectively by Democrats such as Howard Dean and Barack Obama. Both direct mail and the Internet also opened up the political process to increased involvement by an interesting mix of corporate, nonprofit and small private donors, perhaps—in conjunction with other factors, including other media—reducing the influence of political parties.”

Chris Daly, who has written the forthcoming book, *Covering America*, also likes to make the historical connection to the present. “In my history of journalism course at Boston University, I really make a point of trying to get to the present before the end of the semester. In the final lecture, I discuss the Digital Revolution that is transforming the entire news business. One dimension of that change is the rise of blogging, and I try to zero in on the origins. I also mention to my students that Dave Winer’s experience is not very different from the early postmasters who began by writing handwritten ‘news letters’ for their friends and eventually found a way to disseminate more widely by printing.”

## Alternative Media

Jim Aucoin of University of South Alabama includes lectures on alternative media. He focuses on the 1960s but includes a survey of alternative media throughout U.S. history. “I think

the nineteenth century history of the publications that focused on women’s rights, sexual rights, and workers rights, as well as political publications, do not get adequate attention in the textbooks. Also, the explosion of alternative papers that appeared in the mid- to late-1960s is largely ignored in the texts.”

“This history is important, though, because these papers are an important part of the communication system accessed by citizens and their influence on citizens as well as on other more traditional journalists should not be overlooked,” Aucoin says. “Beyond their importance, they are fun to talk about because they were so lively and so different from the mainstream newspapers students are familiar with.”

Others also require students to hear about more than just the mainstream press. Dianne Cherry of the University of Maryland includes units on the origins of Black, Latino, Asian, and Native American press systems. She also includes a unit on Ida B. Wells Barnett.

Jane Marcellus of Middle Tennessee State University uses a similar approach. “I always cover dissident journalism in some way, including the reform journalism of the nineteenth century, abolition and woman suffrage. I always cover the black press, usually by doing a short introductory lecture and showing most of ‘Soldiers Without Swords,’ which explains it better than I can.”

Jon Bekken of Albright College has published widely on the labor press. He wants students to understand more than just the mainstream press. “I discuss the Haymarket incident as one of the bookends to my discussion of Chicago media ecology, and the 1912 newsboys strike as another; the IWW free speech fights, of course; the World War I suppression of radicalism in general and of the radical press in particular as a window into the formation of our modern conception of free speech rights; the Hutchins Commis-

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## Teaching

*Continued from p. 8*

sion report; the 1927-34 battle over the shape of the broadcast regulatory regime; and the like.”

“My goal,” Bekken says, “is not to get the students to remember important moments, but rather to develop key aspects of the evolving relationship between media and publics and to introduce the students to ways of thinking historically.”

### Big Events

Big events, such as the assassination of John Kennedy, do not get overlooked in many texts. However, Patricia Baldwin of University of North Carolina at Asheville, who lived in Dallas and worked as a magazine editor there, says there’s more to the story than typically gets told in the textbooks. “I saw an exceptional documentary on KERA, the local PBS station, called ‘JFK: Breaking the News.’ I think the point of the documentary should be included in every media history class.”

“It explained how the assassination

of President John F. Kennedy not only changed the nation, but also changed how the nation received, and trusted, breaking news,” Baldwin says. “Before Nov. 22, 1963, the public wanted to see information in print to believe it. After all, television, with its cumbersome equipment requirements, was better prepared to deliver the sizzle than the substance. But four days in November 1963 changed the primary delivery system of breaking news from newspapers to television. The documentary called the shift ‘a sea change’ because, at the time, only television could keep up with the ever-evolving story of the assassination, a new president, the capture and shooting of Lee Harvey Oswald, the arrest of Jack Ruby, the funerals and the related storylines. And, as networks suspended regular programming for those four days, television laid the groundwork for the 24-seven coverage that we have come to expect in times of crisis.”

More information, including interviews, can be found at <http://www.kera.org/tv-productions-jfk>.

[org/tv-productions-jfk](http://www.kera.org/tv-productions-jfk).

Grover Furr at Montclair State University also looks for the under explored side of historically notable events. He has his students read several primary sources from journalism history. Students read Isaiah Thomas on the battles of Lexington and Concord. Students also read Frederic Hudson’s account of the battles from 1872 and Longfellow’s and Emerson’s poems on the subject.

Eugenia Palmegiano of Saint Peter’s College talks about World War II, but focuses on the place of photojournalism in the story. “The photo I use is front page above the fold of the *Daily Mail* on 31 December 1940. It followed probably the worst firebombing of London’s East End during the Blitz. Everything went up in flames, except Saint Paul’s. Illuminated by the fires, the dome looks awesome. I believe it is considered the greatest war photo of World War Two. And it certainly underscored the British conviction that ‘we can take it.’”

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# AAS Summer Seminar in the History of the Book

A reminder that March 12, 2010 is the application deadline for the 2010 American Antiquarian Society Summer Seminar in the History of the Book in American Culture, whose topic will be “The Global American South and Early American Print Culture.” The seminar will run from Monday, June 14 through Friday, June 18, 2010, at the American Antiquarian Society in Worcester, MA. Details about the seminar, along with application forms, are available at <http://www.americanantiquarian.org/sumsem10.htm>.

The seminar will convene a group of 20 graduate students, faculty, and others working in the field of print culture to examine what happens when we view the imagined community of U.S. print culture from the vantage point of the South. At a moment when industrial print culture was consolidating itself in the Northeast,

“the South” appeared in print in several registers. While asserting an “American” identity, Southerners represented themselves as a sectional alternative to the nation that boasted a distinctive regional culture while simultaneously celebrating local diversity.

This seminar will investigate how these complementary practices of national, regional, and local self-definition circulated through the material world of early American print. How were the South’s efforts at sectional self-fashioning, its attempt to lay claim to the nation, and its engagements with the wider world mediated through and influenced by the modalities of book distribution, copyright, authorship, and reading in nineteenth-century America? The American Antiquarian Society’s unsurpassed holdings of printed material both from and about the South-including newspapers

and periodicals, political propaganda, illustrations and photographs, and rich collections of Francophone Louisiana materials-will help us to answer these questions.

Of particular interest to literary scholars and historians, the seminar should also appeal to art historians and legal scholars, as well as those researching the multi-ethnic, cosmopolitan, and transatlantic history and culture of the U.S. The seminar will be led by Jeannine DeLombard and Lloyd Pratt. DeLombard is Associate Professor of English at the University of Toronto. Pratt is Assistant Professor of English at Michigan State University.

Paul J. Erickson  
Director of Academic Programs  
American Antiquarian Society  
508-471-2158

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# Call for Papers:

## American Journalism Historians Association

The American Journalism Historians Association invites paper entries, panel proposals and abstracts of research in progress on any facet of media history for its 30<sup>th</sup> annual convention to be held October 6-9, 2010 in Tucson, Arizona.

The deadline for submissions is May 15, 2010.

The AJHA views journalism history broadly, embracing

print, broadcasting, advertising, public relations and other forms of mass communication which have been inextricably intertwined with the human past. Because the AJHA requires presentation of original material, research papers and panels submitted to the convention should not have been submitted to or accepted by another convention or publication.

### Research Papers

Authors may submit only one research paper. Research entries must be no longer than 25 pages of text, double-spaced, in 12-point type, not including notes. The Chicago Manual of Style is recommended but not required.

*Beginning in 2010, the AJHA paper competition will be administered electronically. Papers must be submitted in PDF, saved with author identification only in the file names and not in the papers. Each paper must be submitted as an attachment, with abstract and contact information included in the text of the email to: [ajhapapers@gmail.com](mailto:ajhapapers@gmail.com).*

Authors of accepted papers must register for the convention and attend in order to present their research. Authors should bring 25 copies of their paper to distribute at the convention. Research awards include: the Robert Lance Award for outstanding student research paper, the J. William Snorgrass Award for outstanding minority-journalism research paper, the Maurine Beasley Award for outstanding women's-history research paper, a new award for outstanding research in media and war, and the David Sloan award for the outstanding faculty research paper.

For information queries only, contact Research Chair Janice Hume at [jhume@uga.edu](mailto:jhume@uga.edu).

### Panels

To propose a panel, submit to the address below:

- A brief description of the topic.
- The names of the moderator and participants (no more than two of whom may be from the same institution).
- A brief summary of each participant's presentation.

Entries must be no longer than 3 pages of text, double-spaced, in 12-point type, with 1-inch margins.

No individual may participate in more than one panel.

Panel organizers should make sure panelists have not agreed to serve on multiple panels. Failure to adhere to the guidelines will lead to rejection of the proposal.

Preference will be given to those proposals that involve the audience and panelists in meaningful discussion or debate. Panel participants must register for and attend the convention.

Send panel proposals to:

Linda Lumsden  
Department of Journalism  
Marshall 338  
PO Box 210158B  
University of Arizona  
Tucson, AZ 85721-0158

### Research in Progress

For research in progress submissions, send to the address listed below:

- Three copies of a blind abstract of your study. Include the proposal title, but omit your name. The abstract should include a clear purpose statement as well as a brief description of your primary sources. Abstracts must be no longer than 2 pages of text, double-spaced, in 12-point type, with 1-inch margins, not including notes. Primary sources should be described in an additional 1-page, double-spaced, page.
- A cover letter that includes your name, contact information, and proposal title.

If your proposal is accepted, you'll be asked to bring to the conference 20 copies of a four- to five-page summary of your research.

Authors of accepted research in progress must register for and attend the convention.

Send research in progress to:

Mark Dolan  
Department of Journalism  
334 Farley Hall  
University of Mississippi  
University, MS 38677