

# 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

**Ann Thorne**  
Chair  
*Missouri Western State University*

In 1996, our membership in the History Division was 481. Currently our membership is 346, a drop of nearly 150 members, or about 30%, in less than 15 years. Just this past year we lost 19 members from the 365 members we had in 2009. Currently, our financial situation is solid. We have three funds,

with \$12,391.43 in operating funds, and a total of \$33,920.15 in the two award funds. However, if we continue to lose memberships at the pace of the last fifteen years, this will certainly decline. The funds we have are primarily from the \$10.00 (\$7.50 per student) that we receive each year from our members. How do we best use our resources, including the current funds, to help rebuild our membership?

To encourage people to join our division we need to understand what benefits we offer them. Perhaps the most important part of our division is professional support. We are responsible for planning the programming for a number of meetings in which journalism and media history scholars gather to discuss papers and presentations. These include the annual AEJMC meeting, our joint meeting with AJHA, and the Southeastern Colloquium. Certainly none of this would happen without the support of the membership.

We also support the profession through achievement awards for outstanding work. We give awards to the best papers submitted, both student and faculty. We also offer the Covert Award for the best article published in media history, an award for the best media history book, and the Emery-Dicken-

Garcia Travel Fund for student travel. This year we will be adding an additional award for the best poster session.

Another way we support the profession is through the newsletter, Clio. Clio provides outreach to our members though updates of our activities, announcements of meetings and calls for papers, discussion of current ideas about media history, excerpts of important books and articles, and perhaps most importantly, news and issues facing the profession.

Another major benefit for all of us as members is the  
*Continued on pg. 12*

### Issue Highlights

|                                   |    |
|-----------------------------------|----|
| Bulgaria and Back                 |    |
| <i>Edward Alwood</i> .....        | 2  |
| Classroom Technology              |    |
| <i>Berkley Hudson</i> .....       | 5  |
| AJHA Convention                   |    |
| <i>Erika Pribanic-Smith</i> ..... | 6  |
| Second City                       |    |
| <i>Richard Junger</i> .....       | 8  |
| The Little Things                 |    |
| <i>Jane Marcellus</i> .....       | 10 |
| Henry Villard                     |    |
| <i>Terry Dalton</i> .....         | 14 |
| Southeast Symposium               |    |
| <i>Vanessa Murphree</i> .....     | 18 |
| Anchorage Media Frenzy            |    |
| <i>Ron McGee</i> .....            | 20 |

# Bulgaria and Back

**Edward Alwood**  
*Quinnipiac University*

To teach journalism in Eastern Europe is to step back in time, and to glimpse hope for the future. More than 20 years since the fall of Communism, the former satellite countries continue their transition toward democracy and free markets. At the same time, they struggle to understand and embrace free speech and a free press.

My journey as a Fulbright Scholar took me to the American University in Bulgaria, a university housed in a drab gray building that once served as the headquarters of the local Communist Party. “We still don’t know where the microphones were hidden,” one professor commented laughingly. Founded in 1991, shortly after the Soviet Union’s collapse, the university is

located in Blagoevgrad, a city of 80,000 located about a two hours south of the Bulgarian capital city of Sofia. About half of the 1,000 students come from Bulgaria. The rest represent 28 countries in the region. The catalog spells out a mission “to educate students of outstanding potential in a community of academic excellence, diversity, and respect and to prepare them for democratic and ethical

leadership in serving the needs of the region and the world.”

Teaching journalism in this setting is especially challenging. One of the first things you discover is that students’ names can be difficult to decipher. “There’s a serious shortage of vowels over here,” a friend once remarked. As I struggled with their names, I learned that household names in America, like Pulitzer, Hearst, Murrow and Cronkite, can be equally confounding for many Eastern Europeans.

The notion of a free and fair



Prof. Ed Alwood in his AUBG office

press remains a novel concept. During one class discussion, not one of my students described the press in their country as free. Even where there are laws protecting the press, no one knows what they mean in practical terms since there are no court cases to clarify them. Many laws simply are not enforced by corrupt judges, leaving an uncertain atmosphere. The reality is that journalists are poorly paid and live under physical threat or intimidation. A Romanian journalist, for example,

was arrested at the Bulgarian border for carrying a concealed camera. Bulgarian authorities can prosecute journalists under an “insult law” that makes it a crime to criticize public officials. In an extreme case, a Bulgarian reporter had acid thrown in her face after she exposed Mafia dealings and now lives with the disfigurement. Stories of Russian journalists who have been beaten and murdered have become legendary. My students were amazed to learn of the

struggles faced by colonial publishers in American history and the American journalists who have gone to jail to protect their sources. They were mesmerized by the history of radio, television and motion pictures, though text books tend to ignore developments outside the United States, Guglielmo Marconi being the most notable exception.

Students from the former Soviet republics

particularly don’t recognize the journalists’ right to public information. When they question public officials, they don’t expect to get answers. The notion of challenging authority is especially novel. It is difficult for them to understanding that the idea that journalists represent their readers and are entitled to information that can be passed on to the citizens.

*Continued on pg. 3*

Many of their newspapers are little more than propaganda tools for political parties, or sensational tabloids that appeal to the masses. The most popular newspaper in Bulgaria, for example, is a tabloid that publishes lurid photos and concentrates on crime and corruption, of which there is plenty. I canceled a guest speaker after I learned that she was receiving threats from the Mafia. There is a reticence toward the Mafia because the Mafia is too powerful and the governments too weak. Reflecting a pervasive public reticence, students rattle off the names of Mafia figures as if they were cartoon characters.

It is difficult for journalism students to find role models. Journalists who challenge authority in their country simply disappear. There are also examples of unscrupulous journalists who have used their positions to extort money or favors from political figures. Several students talked of having worked at internships where editors changed certain facts of their stories to please a corrupt publisher. When we discussed the Pentagon Papers, several students volunteered that lying to the people is an everyday practice where they live. Two students returned to Belarus at Christmas to find rioting in the wake of recent elections.

“I want to do investigative journalism but I don’t know how this is possible in my country,” said a student from Kazakhstan.

The region is isolated and

maintains an undercurrent of mystery and silence. Logistical problems can quickly become a nightmare. A shipment of text books for some of my students didn’t arrive for nearly two months. The region is plagued by energy problems and power failures are frequent. Governmental tensions are also a problem. Some of my students came from countries that have been ravaged by war. I watched tensions begin to rise in my classroom one day as we discussed minority representation in the media. One student began railing against gypsies as others squirmed in their seats.

A Russian student with visa problems did not arrive until the week before midterm exams. Students from Turkmenistan ran into more dramatic trouble when they were scheduled to depart for the university. Border police suddenly removed them from the airplane. Turkmenistan authorizes objected to an American university recruiting on their soil and demonstrated this by blocking the students. The university dispatched someone to negotiate a few days later but when the students boarded another flight, they were blocked again. Finally, with State Department assistance, the traumatized students were able to depart but they remained fearful that they would be stopped again if they dared to visit their families at Christmas or during the semester break. Their ordeal was a reminder that Communism may have fallen but intimidation did not entirely go away.

“Most of them won’t go into journalism,” the department chair told me. “There just aren’t jobs and the ones that are available pay so little money.” Nevertheless, the students are fascinated and communications remains one of the university’s most popular majors. Having a career that a person

finds enjoyable and fulfilling is a dream that most of their parents and grandparents never had.

Despite the challenges there comes a sense of fulfillment. It was clear that my students represented the first generation of Eastern Europeans with hopes, dreams, and aspirations though they may not be certain how they will reach them. “I enjoyed your course,” said one of my students from Moldova at the end of the semester. “The final grade wasn’t very important to me, it is the knowledge that finally counts.”

# Clio

Among the Media

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**[www.utc.edu/Outreach/AEJMC-HistoryDivision/histpub.html](http://www.utc.edu/Outreach/AEJMC-HistoryDivision/histpub.html)**

## American Journalism History Association (AJHA) Call for Award Nominations

The Sidney Kobre Award for Lifetime Achievement in Journalism History The organization's highest honor recognizes individuals with an exemplary 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. Supporting letters for the nomination are also welcome.

### Distinguished Service to Journalism History Award

The Distinguished Service to Journalism History Award recognizes contributions by a journalist who has made an extraordinary effort to further our understanding of, and our ability to explore, media history. 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. Supporting letters for the nomination are also welcome.

Nomination materials for both the Kobre and Distinguished Service to Journalism Awards need to be sent to the following address by May 6, 2011.

Mike Conway  
Associate Professor  
Indiana University School of Journalism  
Ernie Pyle Hall, Rm. 200  
940 E. 7th Street  
Bloomington, IN 47405

More information on AJHA awards, including previous winners, can be found at <http://ajhaonline.org/awards.html>

## Classroom Technology



**Berkley Hudson**  
Teaching Chair  
*University of Missouri*

When President James A. Garfield had been a student in the mid-1800s at Williams College, he identified a key thing necessary for a college and for learning to occur: a log. Then a willing student could sit on one end and Garfield's beloved professor Mark Hopkins could rest on the other end.

Flash forward to Elle Woods in her first class at Harvard Law School in the film "Legally Blonde." Under her professor's gaze, she retrieves a pink, heart-shaped notebook and a matching feather-topped pen. Classmates surround her with black PCs. (<http://www.youtube.com/watch?v=iaQbC5bgh2s>). The next class she appears with a clamshell, light orange Mac, ready to compete in the digital age. (See: "<http://www.youtube.com/watch?v=gb4C3Q7XhKk&feature=related>").

Today, wired classrooms are awash in technological choices: Blackboard (the digital one), Laptops, iPads, iPods, Tablets, Clickers, Tegrity, Email, iChat, Podcasts, Vlogs, Email listservs,

Cell phones, Texting, Wikis, You Tube, Second Life, Skype.

Sometimes whether they hinder or help depends on the goal of the specific subject or lesson—and the abilities and inclinations of the students and the professor, too. "We have to engage students in the place where they work and play. And that's the digital world," says Brian Brooks, an associate dean at the Missouri School of Journalism. "But there is no reason to employ technology if learning is not improved." Studies, he asserts, show that technology can improve learning.

Jeremy Littau teaches journalism at Lehigh University by encouraging his students to send Twitter questions to him during class. Notre Dame University is exploring whether to convert to iPad-only textbooks.

Yong Volz, who teaches media history to auditorium-sized classes at Missouri, reports that she shows documentaries that stimulate great discussion. Student blogs testify that the docs "challenge students to think, to reflect and to be inspired." Earnest Perry, former president of the American Journalism Historians Association, has taught in the same big classroom as Volz. He said goodbye to blue books in exchange for e-exams on laptops. Computer exams, he explains, are easier to read and often more coherent than their hand-written ancestors.

A University of Wisconsin professor in Madison records his lectures ahead of time and has students listen to those podcasts before the students come to class. The listening preparation results in positive changes to the classroom dynamic. In a similar vein, professors who get the same questions from multiple students during office hours can record the solutions to common problems and podcast the answers, saving office time for other discussions.

This is a long way from the Stanford professor, a Nobel Laureate, who, according to Apple trainers who have tried to coax him into the digital age, continued to use an overhead projector with an erasable plastic cover sheet. Nonetheless, he had advanced beyond the chalkboard. And his equations, no matter how displayed, were extraordinary.

In media history education, we can use many technological assistants, aside from a chalkboard.

David Sloan, a University of Alabama media history professor who has won many awards, sends out e-blasts of websites helpful to researchers and teachers. He explains his "Internet History Site of the Day" this way: "More and more primary and other material is becoming available through the Internet. There are numerous sites that have material that can be of great use for media historians. Part of the initial difficulty in working with it, though, is identifying the sites."

At Elon University in North Carolina, David Copeland often relies on a web-savvy student in his media history class to track down research appropriate to class discussions. "It assures that what I'm saying is accurate," says Copeland, a winner of teaching awards and a former president of the American Journalism Historians

Association. "It also provides extra information and sometimes a new path for information."

Technological hindrances,

*Continued on pg. 11*

# Historians Celebrate Tucson Journalism, Culture at Annual Convention

Erika J. Pribanic-Smith, *University of Texas at Arlington*

A stand against Arizona's immigration laws, a touching address by a Latina journalist, a trip to a Western movie set, and a dinner with Flamenco dancers were among the highlights of the American Journalism Historians Association's national convention in Tucson.

One hundred and forty scholars gathered at the Hotel Arizona for AJHA's 29th annual meeting Oct. 7-9, 2010. The program featured 35 research paper presentations and 10 panel discussions covering the gamut of mass communication history topics.

Outgoing president Earnest Perry opened the convention with an address announcing that the AJHA Executive Board had declared its official support of the host city's opposition to Arizona Senate Bill 1070. Signed into law in April 2010, SB 1070 makes the failure to carry required documents a misdemeanor and forbids state and local officials, agencies and residents from aiding immigrants.

Perry said that the type of research AJHA's members conduct positions the organization to make an educated statement on the issue. "As historians we are aware of the long-term negative implications of legislation such as this," he said.

On the opening day of the conference, attendees also heard from Carmen Duarte, a 20-year

veteran reporter for the Arizona Daily Star. Recipient of AJHA's annual Local Media History Award, Duarte helped launch the Star's weekly Spanish-language section *La Estrella*.

Duarte's deeply personal acceptance speech included the reading of excerpts



Erika Pribanic-Smith and David R. Davies pose with one of the Flamenco dancers who performed at the closing gala dinner.

from her award-winning series "Mama Santos: An Arizona Life," based on her mother's experiences. Duarte said she felt fortunate to have been able to tell the history of Mexicans and Mexican-Americans in the Southwest.

"As journalists, we record moments in time that add up to years, decades and centuries," Duarte said. "It is important to record a diverse, inclusive history—a history that shows the total picture."

Another local journalist addressed

attendees on the second day of the convention. Keynote speaker at the Donna Allen Women's Roundtable Luncheon was Margaret Regan, reporter for the alternative paper *Tucson Weekly* and author of the book "Death of Josseline: Immigration Stories from the Arizona-Mexico Borderlands."

During the convention, AJHA also honored several of its own members. The following scholars earned top honors for research papers presented at the conference:

David Sloan Award for Best Faculty Paper: Kimberly Wilmot Voss, "Food Journalism or Culinary Anthropology? Reevaluating Soft News and the Influence of Jeanne Voltz's Food Section in the Los Angeles Times," and Gwyneth Mellinger, "Washington Confidential: The American Society of Newspaper Editors Goes Off the Record." (Voss's paper also received the Maurine Beasley Award for Outstanding Paper on Women's History.)

Robert Lance Memorial Award for the Outstanding Student Paper: Paula Hunt, "Editing Desire in 1960s America: The Professional Practice of Cosmopolitan's Helen Gurley Brown."

J. William Snorgrass Memorial Award for the Outstanding Paper on a Minorities Topic: Aimee Edmondson, "Making Whiteness: Racial Defamation and the '

*Continued on pg. 7*

## Historians Celebrate Tucson Journalism, culture at annual convention *Continued from pg. 6*

Negro' Moniker.”

In a special ceremony and research presentation, the organization presented its Margaret A. Blanchard Dissertation Award to J. Duane Meeks for his work, “From the Belly of the HUAC: The Red Probes of Hollywood, 1947-1952.” Other finalists for the dissertation award, who also received cash prizes and presented their work, were Mario Castagnaro, Raluca Cozma, and Leland K. Wood.

In addition to recognizing outstanding research, AJHA presented its National Award for Excellence in Teaching to Wm. David Sloan. Bestowed annually since 2008, the award acknowledges a faculty member who makes a positive impact on student learning and serves as an example for other educators.

A member of the journalism faculty at the University of Alabama since 1982, Sloan said he’s fortunate to teach where people appreciate media history. He contributed his success as an instructor to the colleagues with whom he teaches as well as the people he has taught. “I’d like to say I’m a wonderful teacher and all of this is to my credit, but the key to being a good teacher is good students,” Sloan said. “I’ve had more than my share of good students over the years.”

Due to his outstanding teaching, research and service, David Copeland of Elon University received AJHA’s Sidney Kobre Award for Lifetime

Achievement—the highest honor the organization bestows each year. A prolific author, Copeland is known as a dynamic classroom instructor who can bring history alive for his students.

A former president of AJHA, Copeland called the Kobre Award a truly humbling experience. “When you think of some of the people who have received this recognition during the past 20 years,

Southwest as they traveled by charter bus. At the Arizona-Sonora Desert Museum, convention-goers viewed animal species and plants indigenous to the region. They later got a lesson in Old West film and television history at Old Tucson Studios.

The conference closed with a gala dinner at Casa Vicente, a family-owned restaurant specializing in traditional Spanish cuisine. In addition to consuming authentic tapas and paella, the diners enjoyed live Spanish music and a Flamenco performance, complete with amusing audience participation.

As part of the closing festivities, AJHA presented its annual Book Award to John Maxwell Hamilton for Journalism’s Roving Eye: A History of American Foreign Reporting. A former foreign correspondent for ABC Radio and Christian Science Monitor, Hamilton said his book helps put the evolution of foreign news reporting in its proper perspective.

Recipient of several accolades for his work, Hamilton called AJHA’s Book Award particularly gratifying. “It’s from people who write about things that I care about,” he said.

The full program of AJHA’s Tucson convention, abstracts of research presented, and a video montage of convention activities are available on the American Journalism Historians Association Web site: “[www.ajhaonline.org](http://www.ajhaonline.org)”



Maureen Beasley presents her namesake award for Outstanding Paper in Women’s History to Kimberly Wilmot Voss. Photos courtesy of Erika Pribanic-Smith.

plus the outstanding scholar for whom this award was named, you realize just what an honor receiving it is,” he said.

Members of the organization celebrated not only mass communication history but also the local culture of Tucson. The group spent an afternoon touring quintessential attractions, taking in the scenic vistas of the American

# *Becoming the Second City: Chicago's Mass News Media, 1833-1898* by Richard Junger.

(University of Illinois Press, Urbana, Illinois, 2010. 264 pgs.)

Used with permission of the University of Illinois Press.

“Chicago has long been a butt of newspaper and magazine jokes. When a New York paper mocked a report that a wolf had been seen running loose on a Chicago street in 1840, a hometown editor couldn’t resist the retort that Chicago ‘was growing so fast that the wild animals just can’t keep out of the way’ . . . . A joke popular among [late nineteenth-century] elevator operators was to announce “Chicago” whenever an elevator reached the ground floor. . . . As quoted in the Chicago Tribune, [an early twentieth-century] man lectured a group of school boys on the value of education, telling them that if each of them studied diligently, he had a chance of becoming president. One child, listening attentively, turned to the next and said, ‘Hey Jim, I will sell you my chance for two bits’ . . . .”<sup>1</sup>

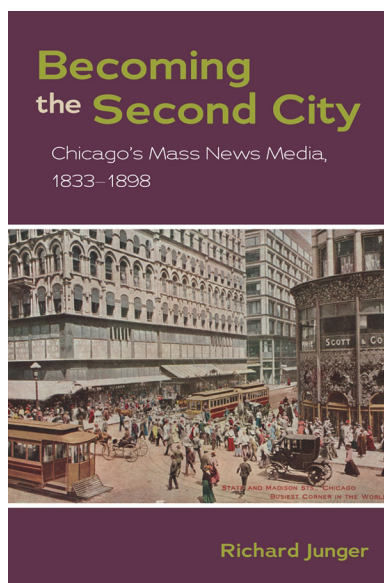
My grandfather never put stock in such witticisms. A common sense, say-it-as-it-was businessman, to him Chicago was simply “the mistake by the lake” . . . . [It was only] years after [he] died [that] I became aware of what a fascinating city his traffic bottleneck really was. . . . [In particular] I couldn’t help but wonder how great newspapers such as the Chicago Tribune were so inconspicuous in . . . [histories] of the city’s formative years. Scholars have written about everything Chicago from critical mass to mass consumption. Why not mass communication?

Of particular usefulness in my thinking on this conundrum was the work of two American sociologists, David Croteau and William Hoynes. They constructed a model of how the mass news media functions as a well-delineated system of messages, readers, and technology within a social world that includes (but is not limited to) government, economic activities and conditions, and citizenry. Non-media institutions such as the public and private sectors influence the news

mass news media as well. “In all these cases, media products are connected to the ways we interact with other people on a daily basis,” Croteau and Hoynes wrote. “Media products provide a diversion, a source of conflict, or a unifying force.”<sup>2</sup>

To test the relevance of theirs and other mass communication theories on Chicago’s past, I considered a variety of events for a possible case or field study. I thought of examining the evolving perceptions of Chicago’s newspapermen (there were few newswomen before the 20th century), or specific, media-oriented events such as the 1855 Lager Beer riot, the 1871 fire, or the 1886 Haymarket Square bombing, or how early Chicago’s mayors and city councils interacted with the press. But as I sifted through existing source materials, I was attracted to another, lesser known event in early Chicago history, the path taken that led it to become the nation’s “Second City.” No person enters a race intending to finish second, but reminiscent of Croteau and Hoynes’ model, 19th-century Chicagoans of all stripes who could otherwise agree on virtually nothing somehow came together in one mass belief (or delusion) that their city would somehow become the most populous on the North American continent. Not everything that went on in early Chicago was

*Continued on pg. 9*



media and are, in turn, influenced. News media companies influence how their employees operate, identifying, changing, and reinventing perceptions, and consumers are influenced by what they read and see in the mass news media. “From a sociological perspective, the media play a crucial role in almost all aspects of daily life,” the pair wrote. Although the Croteau and Hoynes model was created to explain a contemporary world, it wasn’t hard to envision early Chicago residents acting with and being influenced by their



specifically intended to advance that cause, but there seems to have always been at least some undercurrent, some desire, for Chicago to leapfrog past its local and regional rivals, something it did during the 1840s and 1850s, surge past a defiant St. Louis, which it did commercially around 1855 and population-wise by 1880, and out-populate New York, something it did briefly during the mid-1890s before the incorporation of Greater New York City, to become Number One. That, and the story of the race to become the Second City was a good one as well.

At virtually every step along this path, Chicago's mass news media was intimately involved in the process, as Croteau and Hoynes might have predicted, creating a unifying force among Chicago's disparate population and classes. In a chemical sense, Chicago's nineteenth-century newspapers were the accelerants of its urbanization process, the potassium nitrate in its gunpowder or the liquid oxygen portion of its kerosene rocket fuel. Alone and unread, a newspaper is inert, non-reactive, benign, harmless, something in which to wrap fish or line a birdcage. But in the complex machinery of a city on the move it is challenging, disturbing, incendiary, even explosive. As Gunther Barth correctly observed in *City People: The Rise of Modern City Culture in Nineteenth-Century America*, the metropolitan press revealed the common humanity and

identified the pursuit of money as the common denominator of nineteenth-century American urban life, but there was more. Those newspapers and their creators were the links between public officials, the business community, and residents, the grain of sand in the oyster. As Chicago demonstrated, an American city cannot be born, grow, and prosper without some home news medium . . . .<sup>3</sup>

Primary source materials for nineteenth-century Chicago are sketchy, especially since the 1871 fire did such an expert job of consuming its early written records. I consulted letters, diaries, speeches, drawings, photographs, maps, memoirs, and other primary sources as they were available, but it was painfully obvious to me that the process also needed to be reconstructed through the thousands of articles that appeared in early Chicago's English-language newspapers. This presented a different challenge. "To do local history well, one must read broadly," historian Michael G. Kammen wrote, but standard historical epistemology balks at newspapers as primary sources . . . . [Nevertheless] Careful database searches of the Chicago Tribune and Chicago Inter Ocean along with databases of other African American, early American, and out-of-town American newspapers from The New York Times and The Washington Post to the Lake Superior Miner provided a wealth of information, accounts, and perspectives on 19th-century Chicago's bid to be number one for my research, along with numerous micro-filmed newspapers.<sup>4</sup>

Armed with such findings, the first chapter of this book examines Chicago's earliest public perception when there were no local papers, how technology changed the nature of news for early Chicagoans, the founding of the Chicago Tribune, and the impact

of the so-called 1855 Lager Beer riot on the city. The second chapter considers the connections and role the mass news media played in promoting and regulating Chicago's growing commodities trade, its first indigenous commercial endeavor, the Civil War-era founding of the Chicago Times, the Tribune's leading 19th-century competitor, the Tribune's role in the nomination of Abraham Lincoln, and the emergence of the Times as a paper of its own merit through the unintentional efforts of the Union Army, all developments that led to Chicago becoming the Midwest's leading information center. Chapter three examines the development of a "fast" Chicago, its growing diversity, size, and self-importance, the 1871 fire, and how Chicago was able to rebirth itself from its ashes with the aid of the mass news media to surpass St. Louis as the most populous Midwestern city in 1880. Chapter four considers how newspapers influenced the birth and development of Chicago's labor movement, how they exacerbated and maybe even brought about the 1886 Haymarket Square bombing and subsequent trial, and redeemed themselves in the 1894 Pullman Strike. Chapter five details the "Battle of the Bigs," the war of words between Chicago and New York that brought the 1893 World's Columbian Exposition, the archetypal world's fair, to Chicago.

*Continued on pg. 13*

## Sometimes, History is in the Little Things



**Jane Marcellus**

PF&R Chair

*Middle Tennessee*

*State University*

"I can't believe you asked me that in 2011!"

Just so we're clear, I did NOT say that to the student who asked about an issue that I thought was long buried in the dust heap of Mad Men-era sexism. But I confess: It ran through my mind.

The situation seemed innocuous. While showing a writing class how to query an editor, I was going over basics: Find the editor's name, spell it correctly, and even in an e-mail, use a semi-formal salutation, such as "Dear Ms. Smith." (It doesn't seem like you should have to tell college students these things, but I've found that you do.)

Assuming they got the point of my non-sexist example, I was warbling on about the virtues of using a colon after the editor's name when the student raised her hand.

"But how do you know," she asked, "if a woman editor is married, so you'll know whether to use Ms. or Mrs.?"

I can't believe you asked me that in 2011!

Nor, by the way, can I believe that you don't know it is "Miss" or "Mrs." to designate

marriage—not "Ms." or "Mrs."

Momentarily flustered and biting my incensed tongue, I said to just use "Ms." and not worry about it. My fear of being "too feminist" sometimes stifles me. I probably should have stopped for an impromptu history lesson, because on further reflection, I realized I can believe it. And it's one more small reason why history is important—not Big History, like Gutenberg and Mary Margaret McBride, but the history of small stuff that we take for granted.

Of course, it is good news people born circa 1990 have grown up exactly the way feminists wanted them to—accepting the term "Ms." as normal.

They just don't know what it means because they don't know where it came from. They weren't alive back when "Ms." was a radical term, when people joked about how to pronounce it, and when the simple act of putting it in front of your name got you labeled a manhater or worse. They don't know that Ms. (the magazine) is called that for political reasons, not as a variation of, say, Elle.

We forgot to tell them.

And because we forgot to tell them, they've come up with their own explanations.

Later, in my office, I was sharing this story with a graduate student. "You know, right, that 'Ms.' is a salutation that doesn't designate marriage?" I asked him. He's a smart guy with a BA from a good school, so surely, I thought, he'd laugh with me.

Well, no, he said. He thought "Miss" was used when a woman was really young, and somewhere along the way she was old enough to use "Ms.," but it changed to "Mrs." if she got married.

Oh, dear.

Oh, dear!

Of course, his explanation does have a certain logic to it. We rarely see "Miss" except when it's applied to little girls. As much as we'd like to believe it isn't so, it's still vaguely shameful not to

be married, so unmarried women have adopted "Ms." enthusiastically. Meanwhile, "Mrs." has stayed around as the preferred salutation of some married women.

It's a fascinating example of how different groups of people—in this case the very young and the, um, less young—can use the very same word but actually mean different things by it, all because they have different understandings of the word's historical context.

And it's a small example of what's wrong with the argument, sometimes put forth by those who would delete media history from the curriculum, that we only need to teach what's happening now, so the curriculum functions as a sort of conveyor belt bringing forth an ever-evolving dehistoricized present.

Historians know that doesn't work, because we don't live, teach, or produce media in a historical vacuum. The need to understand even small things in their historical context shapes our ability to make meaning clearly and accurately—the heart of good journalism. It's one more reason the media history course is not an "old chestnut"—as one person recently called it on a listserv post about curriculum changes. So here, for the record, is the story of "Ms.":

The first use cited in the Oxford English Dictionary appeared in 1901, when the Springfield (Mass.) Sunday Republican noted that, "The abbreviation 'Ms.' is simple, it is easy to write, and the person concerned can translate it properly according to circumstances."

In 1932, according to the OED, the New York Times  
*Continued on pg. 11*

## **The Little Things** *Continued from pg. 10*

advised using it for “a woman whose marital status is in doubt.” In 1949, again according to the OED, feminists preferred its use to “Miss” or “Mrs.” Books on office management suggested its use on letters addressed to women in 1952, and in 1971, of course, it became famous as the title of the magazine.

In *Yours in Sisterhood: Ms. Magazine and the Promise of Popular Feminism* (Chapel Hill: UNC Press, 1998), Amy Erdman Farrell notes that the term was so little known that an explanation appeared on the masthead. As the editors put it, “The use of Ms. isn’t meant to protect either the married or the unmarried from social pressure—only to signify a female human being. It’s symbolic, and important. There’s a lot in a name” (32).

Of course, there’s another issue here—a very serious issue about the persistence of sexist concepts like needing to categorize women according to marital status. It makes me wonder, among other things, what else students are thinking about things I take for granted.

What else do we need to remember to tell them?

## **Classroom Technology** *Continued from Pg. 5*

however, can go beyond a classroom full of students Facebooking. Keith Greenwood who teaches history of photography courses at Missouri says: “Students use the tools to find things quickly but then overlook other possible sources and don’t really evaluate what they’re looking for. They’re too used to quick answers.”

Betty Houchin Winfield, a University of Missouri professor who won the inaugural teaching award given by AJHA, says technology hinders “when the computer will not play the example from a DVD or access the Internet link.” Then, she says, the sweating professor “waits out the slow-moving seconds...” Students wonder, she says, “if the professor will ever learn to use the technology.”

The tech-savvy professor will take advantage of training sessions offered by many universities and explore new ways to teach. Or find a tech-savvy student who can help in class.

Oscar Chavez, a mathematics educator who won a campus award

for best use of technology at the University of Missouri, trains teachers to re-think how they do what they do. He playfully references the slide rule. Once considered an essential classroom tool, it’s now outdated. Yet he says the slide rule can be utilized to produce learning—and deep thinking—of a certain kind.

There are, Chavez says, essential questions to ask about a technological tool: “What are the things that I couldn’t do before, that I can do now with it?” Certainly you may be able to do that “new thing.” But he asks: Is that new thing one that facilitates teaching and, above all, promotes learning?

### **History Division Top Poster Presentation Award Offered at AEJMC St. Louis**

The first History Division Top Poster Presentation Award will be given in St. Louis at the AEJMC Annual Conference. At last year’s business meeting the members voted to establish the award. The Executive Board was charged with establishing the criteria. The first recipient of the award will be announced at the business meeting in St. Louis.

The award will be based on the effectiveness of the visual communication of the underlying paper. Judges will use the following criteria:

- Presents the information in an engaging manner
- Clearly delineates the thesis of the paper
- Outlines the major supporting data
- Uses visuals, such as photos and charts, effectively
- Effectively summarizes the methodology
- Includes an informative abstract
- Uses type styles effectively in the presentation
- Clearly states the results of the study
- Poster attracts the audience’s attention and stimulates conversation

The judges, who will be the Executive Board members, will rate the presentations on a 1 – 5 scale. The presenter with the highest score will win the competition. The competition will include both the Scholar-to-Scholar poster session and the regular poster session sponsored by the History Division.

## Notes from the Chair

*Continued from pg. 1*

opportunity to associate with others who have the same professional interests. It is very satisfying to go to a panel or paper session and discover the person sitting next to you is researching a topic that is complementary to your area of research, or to sit in on a panel that discusses an aspect of an historical period that is related to your own research. Such social networking is extremely important to those of us in the profession.

The Media History Exchange, coordinated by Elliot King and funded through an NEH grant, will soon provide a digital forum for archiving and social networking for those interested in journalism history. It is already being used in beta mode for paper reviews for the joint AJHA/AEJMC History Division meeting. The History Division Executive Board has recently named a committee to work with the Media History Exchange board to suggest ways that we can support each other.

This new social network will allow new ways to collaborate digitally and will, I hope, help attract digital media historians into joining our division.

So there are many benefits to being a member of the division, and those benefits continue to grow. Yet we are seeing a decline of members.

The Division's Executive Board has been giving some thought to this issue, and we have already decided on some steps we will take. We are going to make more of an effort to contact current graduate students who are doing work in journalism and media history. Lisa Burns has a number of ideas on how to make this work and has already had good success. We also think it would be a good idea to contact people in the past year who have presented papers related to media history in other divisions and encourage them to join us, and we will be doing that as well. Another issue we discussed, and that has been brought up by several members, is the low funding for student travel. This stipend, which is intended to help pay the cost of students to travel to present the top papers at the AEJMC annual convention, is currently just \$100. We think that amount should be raised, and we plan to bring up that issue at the business meeting in St. Louis.

One of our concerns, though, is that there may well be a disparity in how we identify ourselves as journalism and media historians. What does it mean to each of us to be researchers in journalism and media history? Is there a difference between being a journalism historian and a media historian? We discovered as we talked about this issue that there seem to be different answers. So we will be starting a new column in *Clio* written by different members of the profession that will encourage discussion of what our division is about. If you would like to write one of the columns, please contact Lisa Burns, editor of *Clio*, at Lisa.Burns@quinnipiac.edu.

There are no doubt other ways of attracting new members. I would like to hear from you if you have further suggestions. Please email me at thorne@missouriwestern.edu

### **American Journalism History Association (AJHA) Call – Book of the Year Award**

Recognizes the best in journalism history or mass media history published during calendar year.

The book must have been granted a first-time copyright in 2010.

Entrants should submit four copies of their books to the book award coordinator by March 31, 2011.

Send materials to:  
Aimee Edmondson  
Ohio University  
E.W. Scripps School of Journalism  
204 Scripps Hall  
Athens, Ohio 45701  
edmondso@ohio.edu  
740.597.3336

## Second City Continued from pg. 9

And chapter six considers the confusing and complicated relationship between the mass news media and 19th-century Chicago vice, how changing technology impacted the perception Chicagoans had of their city council and its so-called Gray Wolves aldermen, and how Chicago became the nation's Second City."

From BECOMING THE SECOND CITY: CHICAGO'S MASS NEWS MEDIA, 1833-1898. Copyright 2010 by the

Board of Trustees of the University of Illinois. Used with permission of the University of Illinois Press.

### Endnotes

<sup>1</sup> Pittsfield [Massachusetts] Sun, 23 Jan. 1840; Cincinnati Tribune, quoted in Chicago Tribune, 2 April 1895; Chicago Tribune, 26 March 1922.

<sup>2</sup> David Croteau and William Hoynes, *Media/Society: Industries, Images, and Audiences*, Third Edition (Thousand Oaks, Calif.: Pine Forge Press, 2003), 3-30.

<sup>3</sup> Gunther Barth, *City People: The Rise of Modern City Culture in Nineteenth-Century America* (New York: Oxford University Press, 1980), 58-59.

<sup>4</sup> Michael G. Kammen, *Selvages and Biases: The Fabric of History in American Culture* (NY: Cornell University Press, 1987), 154-173.

## AEJMC 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 2011 convention in St. Louis. 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. The Division presents awards for the top three faculty papers.

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, whose website is [www.allacademic.com](http://www.allacademic.com). The deadline is midnight, April 1, 2011. 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 2010-11 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 Tim P. Vos at [vost@missouri.edu](mailto:vost@missouri.edu). We will need approximately 75 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 Tim P. Vos at the University of Missouri School of Journalism. His e-mail is [vost@missouri.edu](mailto:vost@missouri.edu) and his phone number is 573-882-0665.

# Henry Villard: Civil War Newspaperman

Terry A. Dalton  
*McDaniel College*

I teach a course in Media and Politics at McDaniel College in Westminster, MD. The class examines the symbiotic relationship between the press and public officials. What we find is that, in order to survive, each side needs the other. In doing research for what will eventually become a journal article, I developed a strong interest in the relationship between President Lincoln and one journalist in particular – Civil War reporter Henry Villard. Villard was considered one of the best war correspondents reporting on the conflict, but more than that, he was one of the few reporters who had the ear of the president. The question of whether this relationship worked to Lincoln's advantage deserves further attention and adds to the challenge of this research.

When the battle of Fredericksburg, VA produced a resounding victory for the South in December, 1862, President Lincoln summoned one man to find out what had happened to the Union Army. He didn't choose one of his generals for the late-night visit, nor did he pick the head of the War Department. Instead he asked a newspaper reporter from the New York Tribune to meet him at the White House that Sunday night.

The visitor to Lincoln's second-floor reception room was Henry Villard, a German-born journalist who immigrated to America in 1853 at the age of 18. Despite not being able to speak any English when he arrived in the states, Villard overcame that problem in a hurry, working for several papers in addition to the Tribune, including the

other side of the Rappahannock River – a move that Union General Ambrose Burnside had resisted despite the slaughter of his troops.

Because of his reputation as "a man of common sense and principle," Villard quickly became the top reporter for

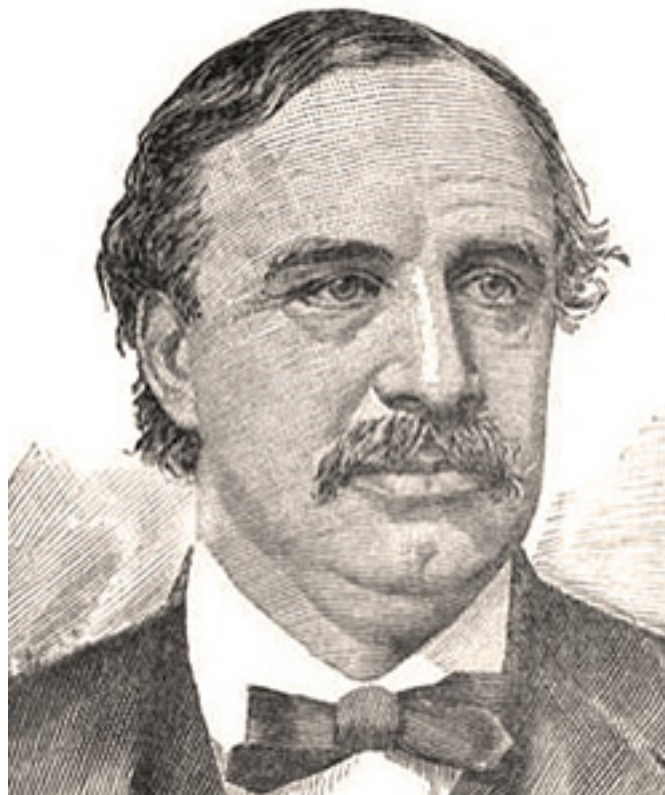
James Gordon Bennett's New York Herald. Bennett had no love for Lincoln, but he did admire Villard – and that worked to Lincoln's advantage.

According to "Mr. Lincoln and Friends," the relationship between the president and journalists was generally symbiotic: they used him and he used them. That was natural because the line between journalism and politics was a thin one in the mid-19th century and one that Lincoln himself often crossed. His law partner, William Herndon, noted that Lincoln "never overlooked a newspaper man who had it in his power to say a good or bad thing of him." Much like

JFK, Lincoln had closer relations with reporters than editors.

The president who ended slavery met Henry Villard in a rather unusual way. According to Villard's memoirs, the pair was waiting for a train that ran late in Petersburg, Ill., and soon they were caught in a thunderstorm that forced them to take refuge in an empty freight car standing

*Continued on pg. 15*



Journalist Henry Villard

New York Herald and the Cincinnati Commercial. On this occasion, Lincoln wanted answers.

"I am very much obliged to you for coming," Lincoln told Villard according to the latter's memoirs. "We are very anxious and have heard very little." When the 30-minute questioning by the president had ended, Lincoln had heard plenty – and enough to order a withdrawal of the Union Army to the

## Villard Continued from pg. 14

on a side track. What followed was a lively discussion of many topics, including Lincoln's admission that he had once felt that his "highest political ambition was to be a member of the state legislature ... I did not consider myself qualified for the U.S. Senate, and it took me a long time to persuade myself that I was,"

Lincoln's wife, Mary, ultimately convinced him that he could be elected to both the Senate and the presidency. "These last words," according to Villard, "were followed with a roar of laughter, with his arms around his knees, and shaking all over with mirth at his wife's ambition."

In spite of the Lincoln-Villard friendship that took root at the train station in Petersburg, the reporter could be very tough on the politician. Describing the pre-inaugural train ride from Springfield to Washington on Feb. 11, 1861, Villard wrote in his memoirs: "The least creditable performance en route was his attempt to say something on the question of tariff legislation ... [which] was really nothing but crude, ignorant twaddle, without point or meaning." That razor-sharp criticism aside, Villard came to the conclusion that, while skeptical of Mr. Lincoln's abilities, he still believed in his goals. Nonetheless, on two occasions Villard cast a vote against Lincoln.

Despite that somewhat surprising revelation, Lincoln was quite capable of doing favors for members of the press,

in this case the recipient being Villard. While traveling on the aforementioned special train en route to the inaugural, Villard – the only New York journalist on board – somehow neglected to take any notes during Lincoln's remarks along the way. Never one to pass up an opportunity to help out a member of the Fourth Estate, Lincoln dutifully took pen in hand and rewrote his speech for Villard.

That type of graciousness was par for the course for Honest Abe. In "Team of Rivals," Doris Kearns Goodwin quotes Villard as describing the president this way: "He is the very embodiment of good temper and affability. They will all concede that he has a kind word, an encouraging smile, a humorous remark for nearly everyone that seeks his presence ..."

Shortly before the first battle of Bull Run in July 1861, Villard found himself in a large cherry tree that he climbed in search of some nourishment for himself and two other hungry Northern reporters. Recalling the scene in his memoirs, Villard remembers: "I had just got on a branch when suddenly a terrific roar burst out from the woods seemingly within a few steps of us, followed by a mighty whizzing and clattering all around us. The rebel infantry in the woods had fired a volley against the [Federal] skirmishers ... It then flashed upon us that the latter were caused by thousands of bullets whistling by us and striking the farm buildings, fences and trees round about ... Then there was a deafening crash, and I found myself thrown from the tree to the ground. ... As for myself I had certainly had a strong foretaste of actual war."

Later in the day, there were more problems for Villard. He had become separated from his two friends and put in a column led by General Daniel Tyler. "My accompanying Tyler," he wrote,

"was a fatal mistake ... we were kept in entire ignorance of events on the field."

Lincoln, of course, would only live a few more years, but Villard would continue his journalism career until 1868. In 1866 he married Helen Frances Garrison, the daughter of editor and famed abolitionist Henry Lloyd Garrison. In the 1870s Villard turned to financing transportation corporations and gained control of various steamship and rail companies on the Pacific coast. He took over the Northern Pacific Railroad by 1871 and his investments from 1870 to 1890 included Thomas Edison General Electric Company. He died in November 1900 in Dobbs Ferry, N.Y. Henry Villard can be viewed as an example of an immigrant who arrived with nothing and rose to the top of society.

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9 Villard, *Memoirs of Henry Villard*, 188.

# Second Volume of IJPC Journal Available Online; Call for New Manuscripts

Joe Saltzman, *USC Annenberg*

The IJPC Journal, an online academic journal on the image of the journalist in popular culture that adheres to the highest standards of peer review, has published its second volume, Fall 2010. It is available at <http://www.ijpc.org> (click on The IJPC Journal).

The 185-page issue was produced by co-founding editors Sammye Johnson of Trinity University, Matthew C. Ehrlich of the University of Illinois at Urbana-Champaign, and Joe Saltzman of the University of Southern California. The editors point out that The IJPC Journal is an outgrowth of the Image of the Journalist in Popular Culture Project, whose stated mission is to investigate and analyze, through research and publication, the conflicting images of the journalist in film, television, radio, fiction (novels, short stories, plays, poetry), commercials, cartoons, comic books, video games, music, art, and other aspects of popular culture."

In their "Welcome from the Editors" introduction to Volume Two, they write: "We are pleased to present more research that broadens our understanding of journalism's popular image beyond that of the reporter in Hollywood films (a subject that has received the brunt of scholarly attention to date)."

Included in the new The IJPC Journal is "N is for News: The Image of the Journalist on Sesame Street, an article written by Ashley Ragovin, who received her Master of Arts degree in Journalism from USC Annenberg. "N is for News" focuses on

Kermit the Frog's "News Flash" segments on television's Sesame Street. She demonstrates how the segments both reinforce and contradict the predominant image of journalists in popular culture.

Two other of the issue's articles examine journalism's portrayal in media targeted predominantly at young people. Combining qualitative content analysis with survey research, Daxton R. Stewart's "Harry Potter and the Exploitative Jackals" studies how the negative depiction of journalists in the hugely popular Potter books may affect young readers' perceptions of the news media. Existing long before Harry Potter and Sesame Street, comic books offered archetypes for youngsters to admire. Paulette Kilmer's "The Shared Mission of Journalists and Comic Book Heroes" looks at three classic superheroes — Superman, the Fox, and Spider-Man — and shows how they embody journalism's noblest aspirations.

The editors also have been inviting manuscripts on the gay journalist in popular culture — GLBT characters have been surprisingly common in popular depictions of the media over the decades. They also have been inviting manuscripts that focus on the public relations profession and its practitioners. Carol Ames's "Queer Eye for the PR Guy in American Films 1937-2009" looks at both of those research areas. She draws upon queer theory in examining how the portrayal of implicitly or explicitly gay PR practitioners has evolved from the era of the Hollywood Production Code to the present.

In The IJPC Journal's Features section, IJPC Journal co-editor Joe Saltzman takes us back to the days of the ancient Greeks in "Herodotus as an Ancient Journalist." Ancient historians have been accused of not worrying much about what was true or false, making up quotes, frequently relying on legend rather

than fact, and often accepting idle rumor, malicious gossip, and hearsay as fact. That makes them sound more like tabloid journalists than historians. Saltzman reimagines Herodotus as the "father of journalism" rather than Cicero's appellation, "the father of history," in examining how Herodotus reported, researched, and wrote his Histories.

The editors are now open to receiving manuscripts for the Third Volume. You can submit manuscripts or questions by e-mail to one of the three founding editors: Matthew C. Ehrlich [mehrlich@illinois.edu](mailto:mehrlich@illinois.edu), Sammye Johnson [sjohnson@trinity.edu](mailto:sjohnson@trinity.edu), or Joe Saltzman [saltzman@usc.edu](mailto:saltzman@usc.edu)

The IJPC Journal's editorial Board members are: Maurine H. Beasley, University of Maryland; Bonnie S. Brennen, Temple University; Mary-Lou Galician, Arizona State University; Howard Good, SUNY New Paltz; Loren Ghiglione, Northwestern University; Norma Fay Green, Columbia College Chicago; Richard R. Ness, Western Illinois University; Radhika Parameswaran, Indiana University; Karen Miller Russell, The University of Georgia; Barbie Zelizer, University of Pennsylvania.



## **American Journalism Historians Association (AJHA) Call for Papers**

The American Journalism Historians Association invites paper entries, panel proposals and abstracts of research in progress on any facet of media history for its 30th annual convention to be held October 6-8, 2011, in Kansas City, Mo. The deadline for submissions is May 15, 2011.

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. The AJHA paper competition is 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 a 150-word abstract and contact information included in the text of the e-mail 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 papers 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, University of Georgia, at [HYPERLINK "mailto:jhume@uga.edu"jhume@uga.edu](mailto:jhume@uga.edu).

### **Panels**

To propose a panel, please submit:

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. Linda Lumsden, University of Arizona, is coordinating the 2011 panel competition. Submit proposals attached in PDF format with contact information included to: [ajhanel@gmail.com](mailto:ajhanel@gmail.com).

### **Research in Progress**

For research in progress submissions, send:

A blind abstract of your study with identifying information only in the file name but not in the abstract. Include the proposal title in the abstract. 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.

The AJHA Research in Progress competition is administered electronically. Proposals must be submitted in PDF, saved with author identification only in the file names and not in the text of the proposal. Each proposal must be submitted as an attachment, with your name, project title and contact information included in the text of the e-mail to: [ajharip@gmail.com](mailto:ajharip@gmail.com).

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. Kim Mangun, University of Utah, is coordinating the 2011 Research in Progress competition.

# Media Historians Gather for Southeast Regional Meeting

Vanessa Murphree

*University of South Alabama*

Media history scholars from Georgia, Alabama and Florida gathered in Panama City Beach from Feb. 4-6 for the annual American Journalism Historians Association Southeast Symposium.

Pete Smith (Mississippi State University) and David R. Davies

(University of Southern

organized the paper awards. He noted that the structure of the program restricts the number of papers that may be presented to those of the highest quality. The 15 or so that typically are on the program have been chosen from 100 or more that students have written during the preceding year.

Six professors blind-judged the research paper competition. The following papers received prizes:

Legitimizing the Burqa Ban in France” (Second Place, Master’s Division)

Maribeth Browning, Samford University, “Two Sides of the Same Story: The Visual Narrative of Racial Violence in Alabama as Seen in Local Newspapers’ Coverage and Charles Moore’s Photography in Life Magazine, 1963-1965”



Wm. David Sloan, coordinator of the paper competition, with Maribeth Browning, writer of the first-place paper in the undergraduate division. Photos courtesy of Vanessa Murphree.

Mississippi) coordinated the program, which featured student research. Smith described the conference environment as welcoming and said that it is designed to help students become more active and confident in the research process.

Wm. David Sloan (University of Alabama)

Mia Long, University of Alabama, “Sepia Magazine’s Fight for Survival and Recognition, 1951-1954” (First Place, Doctoral Division)

Tyler Jones, University of Alabama, “Crusading for the Modern Press: Reform Journalism in the 1880s” (First Place, Master’s Division)

Anne Roberts, Georgia State University, “Veiled Threats:

(First Place, Undergraduate Division)

Stephanie Hutson, Georgia State University, “Thomas Kennedy and Maryland’s ‘Jew Bill’ of 1825: The Jewish Struggle for Political Equality in Early America” (Second Place, Undergraduate Division)

*Continued on pg. 19*

## Southeast Symposium *Continued from pg. 18*

Rebecca W. Mayo, Mercer University, “Margaret Fuller: Romantic, Activist and American Media Icon” (Third Place, Undergraduate Division)

The Southeast Symposium began in 1992 as faculty retreat for media historians in the region. In 1995, the organizers turned the meeting’s focus to graduate students and research. Since 2001, Panama City Beach



Pete Smith and David R. Davies, co-coordinators of the Southeast Symposium event.

# Anchorage Media Frenzy

Ron McGee

*University of Alaska Anchorage*

Most people had not heard of a video going viral in 2001. YouTube, the video sharing website that spawned dozens of viral videos, was not created until 2005. But when three suburban kids drove into Anchorage and committed a stupid, racially motivated crime in 2001, it erupted into a huge media feeding frenzy. Why? The three teenage boys videotaped their crimes. Their self-made videotape made for great television nationwide; and an otherwise minor crime resulted in a viral video before YouTube.

It all started on Jan. 14, 2001, when 19-year-old Charles D. Wiseman and two of his 17-year-old buddies, who were never identified because of their ages, drove from their Eagle River homes with malice on their minds. During the 15-mile drive to the heart of downtown Anchorage, the three boys videotaped themselves saying they wanted to shoot “drunk Eskimos.” Once they reached the downtown area, the boys randomly drove around and shot frozen paintballs at Native pedestrians.

During one encounter the boys posed as California tourists as they interrogated a 52-year-old Native man from Nome. They asked whether he was drunk. The man acknowledged that he was “always drunk” and had struggled with alcoholism most of his life. The boys shot him in the face with a frozen paintball, and – with the video

camera recording – laughed as they drove away. Later they videotaped themselves sparing a pedestrian whom they had intended to shoot because they realized their would-be victim was Chinese.

I was the public affairs director for the Anchorage Police Department when this incident occurred. One of the Native victims of the attacks reported the paintball shootings to police; he ended up being arrested for disorderly conduct because police said he was drunk and belligerent. Detective Nancy Potter – an 18-year veteran of the police department – was given the license plate of the Subaru Impreza the boys were driving the next morning. Since the vehicle was registered to Wiseman’s parents, Potter knew almost immediately who the boys were and went to their home. But she waited to arrest them. Potter had confiscated their self-made videotape. She suspected that many of the boys’ victims were homeless people who were leery of contact with police.

The next day Potter approached me and asked if an appeal could be made to local media for additional victims to come forward without fear of any repercussions from police. When I went to the local television stations they were interested – real interested! They wanted a copy of the videotape, and we provided it. Within a day, the videotape was broadcast on news outlets all over the nation. Even though the crime was a relatively minor, local crime, the self-made videotape was just too provocative for television news outlets to pass up. Over the next couple of days, I found myself answering media queries from dozens of stations. The Anchorage chief of police – who was Native and had grown up in a rural village – was

interviewed live on “Good Morning America.” In 2001, I didn’t yet know what the word meant, but the videotape had gone ‘viral.’

Meanwhile, the videotape had unforeseen consequences. Dozens of Anchorage residents started complaining to whoever would listen about racially motivated incidents in the city. I am an African-American man who had chosen to make Anchorage my home because I perceived it as a tolerant city. The accusations shocked me and most of the city’s leaders. Since the video was being broadcast so widely, we feared that Anchorage would be perceived as a racist city.

But the stories were horrendous. One Native woman recounted how white men constantly made lewd, sexually motivated remarks whenever she went to the city’s bars. She said one man spat in her face when she rebuffed him because of his remarks. Another Native man who had overcome his struggles with alcoholism recalled how he was repeatedly beaten by city residents when he was drunk. Anchorage’s mayor decided that some type of public forum was necessary for people to let off steam by telling their stories. One evening a large auditorium was reserved and dozens of people marched to the podium during four emotion-filled hours telling their gut-wrenching encounters with racism in

*Continued on pg. 21*

## **Anchorage Media Frenzy** *Continued from pg. 20*

the city. The whole time the stories were being told inside the auditorium, skin heads were outside in the parking lot placing hate-motivated literature under the windshield wipers of cars.

I remember the feeling. It was like I had been punched in the stomach. Most of the people I knew in my city were tolerant. About half the city was made up of minorities of one kind or another, and we all seemed to get along just fine. How could this be happening? Would this 'viral' video paint us all as racists?

The city's mayor responded to the incident by paying more attention to complaints about racially motivated crimes and providing extra funding for an already existing group that celebrated Anchorage's diversity. The state legislature passed a resolution condemning the incident and eventually passed legislation that provided additional punishment for hate motivated crimes.

As for the boys who had instigated this saga by videotaping their stupid, hate crime, it didn't end well for them. Wiseman at 19 years old was the only one of the three who was charged as an adult. He ended up pleading no contest and was sentenced to six months imprisonment, a \$6,000 fine, and 300 hours of community service. He served his prison time in solitary confinement because of concerns for his safety among other prisoners.

All three boys were suspended from high school. The punishments of the two juveniles were never made public. Suffice it to say, their thoughtless behavior resulted in them being cast as pariahs in Anchorage.

The media frenzy from the videotape was way out of proportion for the crime. Even though the video was not broadcast on the web, it still went viral. In the end, however, Anchorage is a better city because of the soul searching the video prompted.

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