


Clio

AMONG THE MEDIA



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

NOTES FROM THE CHAIR

A plea for the history of our field

When journalism and mass communication history imagines its past, it tends to do so in broad brushstrokes, rendering a landscape more like a

Kathy Roberts Forde



Chair
Univ. of South
Carolina

Kandinsky than a Church. We can see the broad contours of rolling hills, but the detail of leaf and tree bark awaits a more fine-grained representation.

We lack a focused, critical history of the emergence and development of journalism and mass communication history as a recognizable and distinct arena of scholarly inquiry. And we need such a history to help us better understand the historical forces and choices that have shaped our subfield across time.

In his essay “Does Journalism History Matter?” John Nerone provides a self-consciously Kandinsky-esque historical narrative of journalism history in the U.S. context.¹ The subfield emerged in the early twentieth century as a response to both growing interest in the influence of news on public opinion and the new university journalism programs’ need for substantive content to teach. The early historians such as Willard Bleyer and Frank Luther Mott wrote about the history of journalism, crafting progressive narratives that could serve as exemplars in the classroom for

those learning the craft of journalism. (Remember, mass communication did not become institutionalized in higher education until the 1950s and early 1960s, when journalism schools claimed it.) In the 1970s, a set of programmatic pieces called for journalism history to join the larger field of communication history. Some historians tried this path; others attempted to place the history of journalism within the broader history of the nation. In the past forty years, Nerone notes, much good work has been done on the cultural and social history of journalism that contributes to the history of communication.

It’s important to note that Nerone provides this brief history in the service of a larger argument: today’s journalism historians should engage the broader field of communication scholarship more fully. It’s also important to note that he focuses on the travails and fortunes of *journalism* history specifically, not journalism *and* mass communication history more generally.

Nerone’s historical narrative is general, and several textbooks provide us with other general narratives. These narratives provide a useful starting place for anyone wishing to take on the important task of reconstructing our subfield’s past. Graduate students take note: this is a wide-open area of historical inquiry.

A history of our subfield, if sufficiently robust and critical, can help us discern the historical topics we have neglected,

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<http://aejmc.us/history>

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2014 AEJMC CONFERENCE

History Division Call for Papers and Reviewers

The History Division invites submissions of original research papers and historiographical essays on all aspects of media history for the AEJMC 2014 convention in Montreal, Canada. All research methodologies are welcome.

Papers will be evaluated on originality and importance of topic; literature review; clarity of research purpose; focus; use of evidence to 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 25 double-spaced pages, not including notes, references or appendices. Papers should have 1-inch margins, and use 12 point Times New Roman font. Authors should also submit a 75-word abstract. 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 of accepted papers are required to forward papers to

discussants and moderators prior to the conference.

Papers must be electronically submitted using the services of All-Academic; the website is www.allacademic.com. The deadline is 11:59 P.M. (Central Daylight Time) Tuesday, April 1, 2014. **Please make sure there is no identifying information in the body of the paper or in the electronic file properties. Papers uploaded with author's identifying information will not be considered for review and will automatically be disqualified from the competition.** Please refer to the AEJMC general paper call for this year's online submission guidelines especially for how to submit a clean paper for blind review.

Student Papers: Undergraduate and graduate students enrolled during the 2013-14 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 Yong Volz at volzy@missouri.edu and indicate your areas of expertise and/or interest. 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, contact History Division Vice Head and Research Chair Yong Volz (University of Missouri) at volzy@missouri.edu or 573-882-2159.

Call for Covert Award Nominations

AEJMC's History Division announces the 30th annual competition for the Covert Award in Mass Communication History.

The \$500 award will be presented to the author of the best mass communication history article or essay published in 2013. Book chapters in edited collections also may be nominated.

The award was endowed by the late Catherine L. Covert, professor of public communications at Syracuse University and former head of the History Division.

Nominations, including seven copies of the article nominated, should be sent by March 1 to: Prof. Nancy L. Roberts, Communication Department, University at Albany, 1400 Washington Ave., SS-351, Albany, NY 12222.

For further information, contact Roberts at nroberts@albany.edu.

Forde

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the historical questions we have not realized we should ask, and the epistemologies that have shaped the histories we have produced. It can locate and explain journalism schools' appropriation of mass communication research and the accompanying expansion of the historical project from journalism to other forms of mass communication and media—and chart the consequences. Depending on the time frame and geographical scope, this history may be transnational in nature.

Those who undertake this project will have to think through some puzzling issues. Such a history may well challenge the very notion of a unified subfield of journalism and mass communication history. Does it make sense to consider the historical inquiry into journalism, advertising, and broadcast and cable entertainment as belonging to the same area of historical study, when books, film, and comics have often been excluded, or at best marginalized? Is the subfield primarily an institutional construct, shaped by the changing structures of American higher educational institutions, including the various departmental formations and academic associations that claim journalism, mass communication, and communication? Or is it an intellectual construct that traverses disciplinary and institutional boundaries?

I ask these questions not simply to be provocative. I'd like to know the answers, and I think historians can provide answers—even if they are neither singular nor conclusive.

As we recover our subfield's past, it makes sense to position it within the past of its parent fields. But what are these fields? I am writing this column as chair of the History Division of the Association for Education in Journalism and Mass Communication, so it is reasonable to assume that one parent is, or at least might be, the field we call journalism and mass communication. But other parent fields might be

communication, history, and sociology, among others. A rigorous history of our subfield should map its general location within larger fields of knowledge production and demarcate what will surely turn out to be ever-shifting lines of latitude and longitude and porous boundaries.

Only recently have we begun to build a substantive history of the larger

campaigns." In Pooley's view, the new history of mass communication research "presents an astonishing indictment of the field's intellectual progenitors and their whitewashed remembrances."³

Pooley's work traces the two university strains of DNA in the field's bloodline: journalism schools and speech programs. As he has commented, this two-pronged institutional

The field of communication may or may not be coherent. But its remembered past should matter to historians because it inevitably shapes the kinds of historical questions we ask and the methods we use to find our answers.

field we variously call communication and mass communication, thanks to the stalwart efforts of a small group of scholars, including Jefferson Pooley, whose work I rely on here. This new history revises the comforting origin myths, crafted in large part by Schramm and Lazarsfeld, that have stood for so long as the field's remembered past, at least in the North American context. This mythical past anointed founders (four men: Lewin, Hovland, Lasswell, and Lazarsfeld), legitimated the field, and posited "reassuring 'limited effects' findings" that placated the media industry with which many schools of journalism maintained close ties. Such a past may be usable "to hold the field together," as Pooley notes, but it does little to help us understand our field as it is today.²

The revisionist history of mass communication covers much ground. But one of its most important recoveries is what Pooley suggests was a major component of postwar research in mass communication: the active study of "psychological warfare" . . . on behalf of, and founded by, various government agencies for use in overseas and domestic cold war propaganda

development "accounts for the head-scratching fact that multiple programs wear the communication label at big Midwestern universities." It is, he dryly observes, "a madcap story" that points toward a general incoherence in the field.⁴

The field of communication may or may not be coherent. But its remembered past should matter to historians because it inevitably shapes the kinds of historical questions we ask and the methods we use to find our answers. For that reason alone, we must set our memories right, or at least our histories.

We should acknowledge the "actual" past, to the degree we can know it, and continue to pursue new knowledge about it. In particular, we need to understand more fully how mid-century events, individuals, and institutions influenced the field of mass communication beyond the early 1960s and with what consequences for the field's production of knowledge. We need to understand how choices made in the past may have encouraged certain paths of knowledge to be taken and others fruitlessly abandoned. And

CALL FOR ENTRIES

Best Journalism and Mass Comm History Book

The History Division of the Association for Education in Journalism and Mass Communication is soliciting entries for its award for the best journalism and mass communication history book of 2013.

The award is given annually, and the winning author will receive a plaque and a cash prize at the August 2014 AEJMC conference in Montréal.

The competition is open to any author of a relevant history book regardless of whether he or she belongs to AEJMC or the History Division. Authorship is defined as the person or persons who wrote the book, not just edited it.

Only those books with a 2013 copyright date will be accepted.

Compilations, anthologies, articles,

and monographs will be excluded because they qualify for the Covert Award, another AEJMC History Division competition.

Entries must be received by February 3, 2014. Submit four copies of each book — along with the author's mailing address, telephone number, and email address — to:

John P. Ferré
AEJMC History Book Award Chair
Department of Communication
310 Strickler Hall
University of Louisville
Louisville, KY 40292

Please contact John Ferré at 502.852.6490 or ferre@louisville.edu with any questions.

Forde

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we need to understand how this larger historical context has shaped our own subfield.

Now we see ourselves through a glass darkly, but one day soon I hope we will see ourselves more clearly.

(Endnotes)

1 John Nerone, "Does Journalism History Matter?," *American Journalism* 28, no. 4 (2011): 7-27.

2 Jefferson Pooley, "The New History of Mass Communication Research," in *The History of Media and Communication Research: Contested Memories*, ed. David Park and Jefferson Pooley, 43-69 (New York: Peter Lang, 2008): 57, 59.

3 Ibid., 57.

4 Jefferson D. Pooley, "Another Plea for the University Tradition: The Institutional Roots of Intellectual Compromise," *International Journal of Communication* 5 (2011): 1442-57, 1451.

AMERICAN JOURNALISM HISTORIANS ASSOCIATION

2014 MARGARET A. BLANCHARD DOCTORAL DISSERTATION PRIZE

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

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between January 1, 2013, and December 31, 2013. For the purposes of this award, a "completed" work is defined as one that has not only been submitted and defended but also revised and filed in final form at the applicable doctoral- degree-granting university by December 31, 2013.

To be considered, nomination packets must include: (a) One copy of the complete

dissertation in hard copy; (b) One digital copy of the complete dissertation on a CD; (c) Four copies each of the following items, with all author, school, and dissertation committee identification of any kind whited-out:

(i.) a single chapter from the dissertation, preferably not to exceed 50 manuscript pages, not including notes, charts or photographs,
 (ii.) a 200-word dissertation abstract,
 (iii.) the dissertation's table of contents; (d) a letter of nomination from the dissertation chair/director or the chair of the university department in which the dissertation was written; (e) a cover letter from the nominee:

(i.) containing complete (home and work) contact information including postal addresses, phone numbers and e-mail addresses,
 (ii.) indicating a willingness, should the dissertation be selected for a prize, both to

attend the awarding ceremony and to deliver a public presentation based on the dissertation at the 2014 American Journalism Historians Association Annual Convention, 8-11 October 2014 in Minneapolis, MN.

Note: Regarding Paragraph (c)(i.) above, as a guide to selecting a chapter for submission, the Award Committee has in the past expressed a preference for a chapter which, if possible, highlights the work's strengths as a piece of primary-sourced original research.

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

The deadline for entries is a postmark date of February 1, 2014.

TEACHING STANDARDS

Judging a textbook by what it covers

What textbook do you use for your Journalism History course?

A professor in New Jersey wanted to know what to use in her class on media history. Others in the Small Programs Interest Group (SPIG) listserv responded with suggestions.

Doug Cumming



Teaching Chair
Washington &
Lee University

Mitchell Stephens' *History of News* is good on the early years in America and Europe, "a breezy writer and the students like him."

Paul Starr's *Creation of the Media* is dry, so it's a turn-off for students.

But it does a great job of pushing the political origins of the modern media, from the Revolution through the Great Depression.

Timothy Wu's *The Master Switch* offers good writing and good coverage of electronic media, especially if you feel hostile to David Sarnoff, AT&T and Bill Gates. These were suggestions from John Jenks of Dominican University, who added that there really aren't any good textbooks. He uses these three, supplemented by articles.

Another professor offered that he had completely given up on textbooks for that course. And a fourth professor suggested websites instead.

I've never been a fan of textbooks in any classroom. They didn't work for me in high school, and I don't sense that students retain much from college textbooks. Besides, the corporate monopoly for college textbooks is just downright creepy.

For teaching history, textbooks seem particularly ill-suited. Instead of giving students a smacking sense that history is what historians make of primary

sources, today's textbooks move in the wrong direction, from secondary sources into a big bland tertiary source.

I like the older journalism histories. Take Willard G. Bleyer's *Main Currents in the History of American Journalism* (a 1927 nod to the intellectual history of Vernon Parrington's *Main Currents in American Thought* published that same year), or *Journalism in the United States* (1872) by *New York Herald* managing editor Frederick Hudson, or the granddaddy of journalism histories, Isaiah Thomas's *History of Printing in America* (1810). These are artifacts of the history itself, more like primary sources than textbooks.

There is a newer history of American journalism that has been winning praise since it came out from UMass Press

working for news organizations, current journalism students, and those of us who have been bought out, retired or escaped into the professoriate."

What I like about the book is that it really is a narrative, a good storyteller's blend of journalistic anecdote and academic sourcing. I guess this is because Daly is from both worlds (as Frederick Hudson and Isaiah Thomas were). He was born in Boston (like American journalism), majored in history at Harvard, did graduate work at UNC, reported for the AP and Washington Post, and now teaches at Boston University.

I'll quote from my recommendation to UMass Press. "This offers a fresh telling of an important dimension of American history. It adds shape and new

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a couple of years ago, Christopher B. Daly's *Covering America: A Narrative History of a Nation's Journalism*. It's a hefty 533 pages, and lists at \$49.91 for the hardback, half that on Kindle.

I don't know if media-history classrooms are the ideal market for *Covering America*. I think the readers most ready for this would be journalists or recovering journalists of all stripes. That's what I said in my review of Daly's manuscript – "the 100,000 or so still

understanding to the intriguing stories many of us know as myths of origin – from Ben Franklin's escape from printer devil's servitude to biographies of such greats a David Halberstam and H.L. Mencken. The renderings of legendary narratives, such as the battle over the Pentagon Papers, coverage of Korea, and the backgrounds of Murrow, Limbaugh et al., are so well done, I wondered

Cumming

Continued from Page 5

Judging textbooks

why more movies (like “*Good Night and Good Luck*”) haven’t been made out of such historic figures and events. The author is skeptical enough to dig into the facts behind the legends, but happily, is not on a debunking crusade. His critical lens is that of a Darwinian paradigm, and his obvious faith in journalism as an honorable estate (as Louis Rubin calls it) and learned profession (as Robert E. Lee tried to envision it) comes through.”

(In an early printing of the book, I was flattered to see some of that quote attributed to me in a blurb on the back dust jacket, next to one from Susan Orlean. But alas, I see in later printings, I’ve been bumped from my brief career as a blurb-writer.)

Why teach journalism history at all? One reason is that it is where thoughtful people go for answers to today’s hot questions around digital and social media. For example, can an activist or partisan be, in a pure sense, a journalist? David Carr, in one of his media columns in the *New York Times* last summer, was willing to say that Glenn Greenwald of *The Guardian* is both. Greenwald’s blog makes his activist agenda obvious, but his work, notably reporting Edward Snowden’s leaks of NSA’s domestic phone-call snooping, clearly makes him a journalist, Carr says. Carr invokes journalism history. When government or political parties underwrote the press in the 19th century, journalism was partisan. When independence was rewarded, the press grew up around “objectivity” as a gold standard. Now, with those financial incentives flaking away, advocacy journalism is re-asserting itself in new ways.

Jack Shafer, media columnist for

Reuters, weighed in a few weeks later. “You don’t have to be a scholar or a historian to appreciate the hundreds of flavors our journalism has come in over the centuries,” Shafer wrote in mid-July. “Just fan the pages of Christopher B. Daly’s book *Covering America: A*

smitten by the Daly book, he required it as a secondary textbook in his journalism ethics class. But he says he felt students got less out of it by merely dipping into as a supplemental text. He thinks it would be better as a primary text in a journalism history class.

Why teach journalism history at all? One reason is that it is where thoughtful people go for answers to today’s hot questions around digital and social media. For example, can an activist or partisan be, in a pure sense, a journalist? David Carr, in one of his media columns in the *New York Times* last summer, was willing to say that Glenn Greenwald of *The Guardian* is both. Greenwald’s blog makes his activist agenda obvious, but his work, notably reporting Edward Snowden’s leaks of NSA’s domestic phone-call snooping, clearly makes him a journalist, Carr says. Carr invokes journalism history. When government or political parties underwrote the press in the 19th century, journalism was partisan.

Narrative History of a Nation’s Journalism for yourself.” If Greenwald thinks he’s shaking the whole world, so did Thomas Paine, Shafer says, quoting Daly.

But just fanning pages is not what we want our students to do. My colleague Art Brisbane, the former public editor of the *Times* who is teaching our Knight chair of media ethics this year, was so

Or maybe we should be requiring an anthology, like another book Shafer’s column commends: *Muckraking: The Journalism that Changed America*, edited by Judith and William Serrin. That would bring students back to primary sources – not so much studying history as doing history.

CALL FOR PAPERS, PRESENTATIONS, PANELS AND PARTICIPANTS

The Joint Journalism and Communication History Conference

When: SATURDAY, MARCH 8, 2014

Time: 8:30 a.m. to 5 p.m.

Place: Arthur L. Carter Journalism Institute, New York University, 20 Cooper Square, 6th Floor, New York, NY 10003 (website: <http://journalism.nyu.edu/>)

Cost: \$50 (includes continental breakfast and lunch)

You are invited to submit a 500-600 word proposal for completed papers, research in progress or panel discussions for presentation at the Joint Journalism and Communication History Conference—the American Journalism Historians Association and the AEJMC History Division joint spring meeting. Innovative research and ideas from all areas of journalism and communication history and from all time periods are welcome. Scholars from all academic disciplines and stages of their academic careers are encouraged to participate. This conference offers participants the chance to explore new ideas, garner feedback on their work, and meet colleagues from around the world interested in journalism and communication history in a welcoming environment. Your proposal should include a brief abstract detailing your presentation topic as well as a compelling rationale why the research is of interest to an interdisciplinary community of scholars.

All submissions will be uploaded to the Media History Exchange, an archive and social network funded by the History Division of the AEJMC in conjunction with the Loyola Notre Dame Library National and administered by Elliot King (Loyola University Maryland), the long-time organizer of this conference.

To join the Media History Exchange (membership is free), go to <http://www.mediahistoryexchange.org> and request membership. Once you have joined, follow the step-by-step instructions describing how to upload an abstract to a specific conference.

Please follow the corrections carefully. If you leave out a step, it will not work. If you have any questions or run into any problems, contact Kim Gallon kgallon@muhlenberg.edu. **Upload all submissions (electronic submission only) by January 5, 2014**, to the Media History Exchange, <http://www.mediahistoryexchange.org>.

Networking Session: For the second consecutive year we will offer an afternoon networking session with coffee and cookies. Attendees will be invited to make a brief, two-slide PowerPoint presentation about their research interests. Following the presentation, there will be time for everyone to exchange ideas. For more information, contact Kim Gallon, kgallon@muhlenberg.edu.

Authors: If you published a book in the past year (2013) or have a book coming out in the spring of 2014 and would like to talk about your book at the conference, please contact conference co-coordinator Kim Gallon kgallon@muhlenberg.edu, with a brief statement about your book.

Also, if you want to serve as a submission reviewer or panel moderator, please contact Kim Gallon, kgallon@muhlenberg.edu.

Acceptance Notification Date:
February 3, 2014

Last year's program can be accessed at <http://journalismhistorians.org>. Any questions? Contact conference co-coordinators Kim Gallon and Ann Thorne (programming or submission questions), kgallon@muhlenberg.edu or aethorne@mac.com.

Clio AMONG THE MEDIA

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Submissions to Clio are welcome. For general items such as paper calls, please send them to: Kimberly Voss at **voss.kimberly@gmail.com**.

For membership updates to be included in "News & Notes," please send them to Kristin Gustafson, Membership Chair, at **gustaf13@u.washington.edu**

Recent issues of Clio may be accessed at: <http://aejmc.us/history/clio/>

PROFESSIONAL FREEDOM & RESPONSIBILITY

Journalism pioneers and the First Amendment

As a former member of the AEJMC Standing Committee on PF&R, I am aware that around this time of year, committee members are giving serious thoughts as to what journalist

Lillie Fears



PF&R Chair
Arkansas State
Univ.

they'll choose to be considered for the 2014 First Amendment Award. As I recall, our vetting process involved discussing each nominee's contributions to the field of journalism. Those colleagues who had risked so much, including their own lives, would always rise to the top of the list. As well, career longevity also caught our attention. During my last year on the committee, in 2012, the legendary African-American female veteran journalist-turned network anchorwoman, Carole Simpson, was our nominee. She was as appreciative of the award as she was amazing in her 30-plus, successful, albeit tumultuous, career (Learn more about Simpson at <http://c-spanvideo.org/program/Carole>).

Since rotating off of the PF&R Standing Committee, I have found myself often pondering how other journalists would have fared had this award been available to recognize them for exercising their professional freedom and responsibility in the industry during their lifetimes. Pioneering journalists who come to mind immediately, include Elias Boudinot, founder of the *Cherokee Phoenix*; John H. Johnson, editor and publisher of *Ebony* and *Jet* magazine; Ida B. Wells-Barnett, journalist for the *Free Speech and Headlight*; and of course, Frederick Douglass, that great orator and editor of the *North Star*.

I think I could have made a strong case for each of them had I served on the PF&R standing committee during

their time. Boudinot founded his paper in 1829 to help Christianize his fellow Cherokees and to promote the idea of a separate Cherokee nation. His efforts were met with tremendous resistance, including threats from whites who wanted the land, and other Native American tribal leaders who fought removal from their land. He was murdered in 1839 after his nation was relocated to Indian territory in Oklahoma.¹

Although their lives were spared, Ida B. Wells-Barnett and Frederick Douglass also would have been impressive nominees. A former slave, Douglass never forgot the struggle of his fellow African-Americans. In addition to starting the *North Star*, Douglass, who taught himself to read, wrote and delivered remarkable speeches that attacked slavery and agitated for the rights of women. His efforts even attracted the attention of white abolitionist citizens and here and abroad. Similarly, Wells-Barnett's crusade against lynching attracted the attention of white abolitionists.

According to his autobiography, Johnson said he got in the magazine business because he wanted to inspire people. And, as a child growing up in the Arkansas Delta in the '70s, I can tell you that he did indeed inspire me! I owe much of my dream to



become formally educated to having access to *Ebony* and *Jet* magazine during my formative years. Each month, I would read those articles highlighting achievements such as the first black woman (Patricia Roberts Harris) to be named to a presidential cabinet position or the black man who sent three daughters through medical school.

I also witnessed Johnson use

his publications to challenge racial discrimination. This is part of the reason I chose to study how *Ebony* magazine covered the Delta region during the 1960's decade a few years ago. Through my data collection,

I learned that in 1964, John H. Johnson, along with 200 African American (Negroes) and white leaders met with President Johnson for two days in the East Room to discuss jobs, administration of justice, voting health and welfare, the family, housing and the community. This meeting, the first White House Conference on Civil Rights, was called together by the President because he was not content with his legislative efforts.

I could go on and on about each of these journalism pioneers, especially John H. Johnson, my fellow Arkansan and all-time favorite journalist. Of course, there are others who are just as deserving of our recognition and honor. As the new semester approaches, I am already thinking about what adjustments I can make to my media history course to devote more time and instruction to minority and women journalism pioneers.

In the meantime, I will end with one big shout-out to all of the pioneers of journalism who didn't live to see this day and to be considered for our First Amendment Award! I'm still grateful for the professional freedom and responsibility that they executed to help make our nation become the greatest place on earth to live!

(Endnotes)

1 William E. Huntzicker, "The Frontier Press, 1800-1900," in Wm. David Sloan, ed. *The Media In America: A History* (Northport, AL, 2005), 178.



New (digital) idea for a new year

With the History Division website pretty well established, the new year is giving me cause to consider some new digital tools to explore for history teaching and research. So what's on my digital wish list?

Keith Greenwood



Website
Administrator
Univ. of Missouri

One thought is to make the course materials more accessible to students. I'm probably like many of you in using a course management system to host readings, assignments and documents like the syllabus and course schedule. I sometimes think, however, that the security of the course management system can get in the way of easy access to items the students need for the course. Is it necessary to log in to a secure site to download an assignment outline or even just to check the course schedule? And is the site compatible with mobile devices? Mindy McAdams at the University of Florida has some suggestions for presenting course material through a blog. She points out that the syllabus, schedule and assignments can all be posted to specific pages on a blog that can be hosted free through a service like WordPress. Many WordPress blog templates are built to be friendly to multiple device types, so course information is available on computers, tablets and smartphones. There's also an app that lets the instructor update the blog on the go from a smartphone or tablet. Read more about Mindy's approach on her Teaching Online Journalism blog (mindymcadams.com/tojou/2013/your-syllabus-as-a-blog-how-to-do-it). There are some functions I'll still need the course management system for, but I might give this a try.

Digital curation tools offer more options for collecting and organizing materials. Scoop.it bills itself as a "publishing-by-curation platform." It's a tool to gather material in one location and share it with others. You can create new entries, or you can collect items from online sources. A button on the toolbar of a web browser allows the user to "scoop" content from a webpage into his or her own collection. I've been using Scoop.it for a while now to gather items related to visual history and digital archiving. It would be a simple matter to create another collection for information specific to a research project or a class, and the collection can be linked to a blog or social media so people know when new content has been added. You can learn more at the Scoop.it site (scoop.it).

I haven't required timeline building in my history class, but

I can see how it might be a valuable tool for understanding how a field has developed. Plotting significant events over a specified period offers a different perspective than is evident from talking about them in class. The old school way of building timelines on rolls of paper can be replaced with design software, but now there are digital tools specifically for building timelines. Three that pop up in reviews are Xtimeline (xtimeline.com), Capzles (capzles.com) and Timetoast (timetoast.com). Capzles looks a lot like the slideshows common to many websites. It incorporates visuals and appears to allow others to comment, which could be a good tool for collaborative work. Timetoast looks more like a traditional timeline. It also supports adding visual material, so historic photographs, maps or images of pages could be added to text. Both Capzles and Timetoast are Flash-based, so they won't display on iPhones/iPads like they will on a computer, but Capzles does have an iPhone app. You do have to set up an account to use these tools. There's no cost for the account, but you will be giving the providers some information.

For both teaching and research I use DropBox as a backup and to share files or move them between devices. There are a lot of cloud storage options that will serve the same function. One tool I haven't tried yet but want to explore is Evernote (evernote.com). There are some aspects of Evernote that may overlap with tools I already use to save online material. What I think may be promising about Evernote is the ability to set up notebooks to organize notes for different projects. I think this could be handier than creating folders on my computer as I manage thoughts for different classes, research projects, graduate committees and so on. Again, you have to set up a free account to use Evernote.

Those are a few items I want to explore in the coming year. Undoubtedly several of you are already using these tools, and you may know of more. I'd like to hear about your experiences, and if you agree I'll share them with members in a future column. Email me at greenwoodk@missouri.edu.

On a different topic, the collection of teaching materials on the History Division website is growing. Several members have contributed syllabi and teaching materials for journalism history courses. Many are for undergraduate journalism history courses. There are some materials for courses with a more specific focus like broadcast or photojournalism history. There are some materials for graduate courses, including historical research methods. There is room to add more. If you have a syllabus, assignments or other materials to share, send the files to me at greenwoodk@missouri.edu.

Looking back at 2013; looking ahead to the new year

As the final column for 2013, Annie and I would like to offer a few summary thoughts on what we consider our most successful initiatives as AEJMC History

Carrie Isard



Graduate Student Liaison
Temple Univ.

over the last year have focused on issues as diverse as the ways we connect with other graduate students on social media; conference presentation issues and tips; and how historical research plays a part in our everyday lives as researchers and as teachers. We hope that the graduate students who read our columns can identify with some of the issues and perspectives we discuss in them; from the publication of our inaugural article, we have seen ourselves as the unofficial “voice” of the History Division graduate student contingent. We also hope that more established scholars may read our columns to get some idea of the issues facing the graduate students that they work with in their own institutions.

Second, we had a blast at the AEJMC 2013 annual conference. We have developed a truly valuable friendship over the course of our co-liaison collaboration, so meeting up in Washington, D.C., was a lovely experience. We also enjoyed the opportunity to meet the amazing graduate student scholars in the division, whose work we admire. We collaborated to plan and promote a graduate student happy hour at Capitol City Brewing Company as a social mixer to allow graduate students to

meet each other and division members. We also promoted participation in existing History Division events such

Annie Sugar



Graduate Student Liaison
Univ. of Colorado

whom we now connect to regularly via social media and at other regional conferences.

as the off-site research panel at the Library of Congress, the members’ meeting, and the International Spy Museum Tour. By the end of the conference, we had created and strengthened rapport among the graduate students in the division,

student Facebook group – thanks to Annie – also became a great site for posting photos and commentary of conference events that some students may not have been able to experience in person. The main History Division group is a resounding success, with members regularly posting conference opportunities, interesting articles and links, and posing questions for advisement, discussion, and debate. It is also an arena to share and promote Division initiatives, like Kathy Forde and Keith Greenwood’s excellent syllabus-sharing project.

Looking ahead to 2014. As we have both been invited to serve as co-liaisons for a second term, Annie and I have been actively discussing our goals for the upcoming year. First, our *Clio* columns will continue to delve into issues that

Some of the topics we have been working on for inclusion in upcoming issues are perspectives on teaching (and researching) diversity; the importance of teaching journalism history to aspiring journalists; approaches to doing digital archival versus on-site archival research; and tips on becoming competitive candidates on the academic job market.

Third, our establishment of the AEJMC History Division and AEJMC History Division – Graduate Student Facebook groups has been quite a successful way of connecting scholars in the division who regularly share interesting insights, articles, and opportunities with each other. The student group has fifteen members, while the main group has 121 members. During AEJMC 2013, the

are of particular interest to our fellow graduate students. Some of the topics we have been working on for inclusion in upcoming issues are perspectives on teaching (and researching) diversity; the importance of teaching journalism history to aspiring journalists; approaches to doing digital archival versus on-site archival research; and tips on becoming competitive candidates on

Looking ahead

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the academic job market. We welcome any additional topics that may be of particular interest to graduate students; please e-mail us at tuc16417@temple.edu and anne.sugar@colorado.edu with your ideas.

Second, we are both very excited for AEJMC 2014 in Montreal! (Please remember to check and/or update

circulating and promoting the History Division as a particularly welcoming forum for graduate students. With a low membership cost and a talented and supportive group of participating scholars, it should be a natural draw for any graduate student with an interest in incorporating historical research into their own work. We plan to establish a Twitter handle where we can continue to connect with graduate students through social media, and share job and conference opportunities.

The AEJMC conference is an invaluable experience for graduate students – not only do we receive the opportunity to share our research in presentations and poster sessions, but we also get to hear about our peers' work at other institutions, and get to meet some of the scholars who have inspired us.

your passports as soon as possible.) The AEJMC conference is an invaluable experience for graduate students – not only do we receive the opportunity to share our research in presentations and poster sessions, but we also get to hear about our peers' work at other institutions, and get to meet some of the scholars who have inspired us. Therefore, we are hoping to encourage History Division graduate students to attend panel and presentation sessions, and to make those sessions as interactive as possible on social media sites like Facebook and Twitter. We also plan to build on the initial success of last year's graduate student social gathering by organizing a similar happy hour event in Montreal.

Third, we plan to continue to capitalize on the success of the History Division Facebook groups. We hope to increase the number of graduate students involved in both groups (and in the division generally) by

Interactivity on social media during the year is paramount to maintaining the connections made in person at the annual conference and at regional conferences, like the AJHA-AEJMC Joint Journalism and Communication History conference and the AEJMC Southeast Colloquium, both coming up this Spring.

Together, Annie and I plan to make 2014 a particularly productive year in terms of incorporating graduate students into and promoting their interests within the History Division. We've both greatly benefitted from our participation in the Division, and we want to thank you all for your encouragement and support. We'd also love to hear from you. What gaps do you see in the connection between the division and its students, and what can we do to address those gaps in 2014? We wish you all a healthy and productive new year!

HISTORY DIVISION OFFICERS 2013-14

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BOOK EXCERPT

From Society Page to Front Page: Nebraska Women in Journalism

Eileen M. Wirth

■ *From Society Page to Front Page* is about the first century of Nebraska women in journalism. The author says she wrote the book for everyone who helped open opportunities to women in any field. The women in this book were suffragists, “flapper journalists,” White House correspondents, war correspondents, Rosie the Reporters, local publishers, and pioneers in broadcasting. Some roamed the globe covering the Russian Revolution and the Vietnam War, while others made their impact on small Nebraska towns.

Excerpted from *From Society Page to Front Page: Nebraska Women in Journalism* by Eileen M. Wirth. © 2013 by the Board of Regents of the University of Nebraska. All rights reserved. No part of this excerpt may be reproduced or reprinted without permission in writing from the publisher.

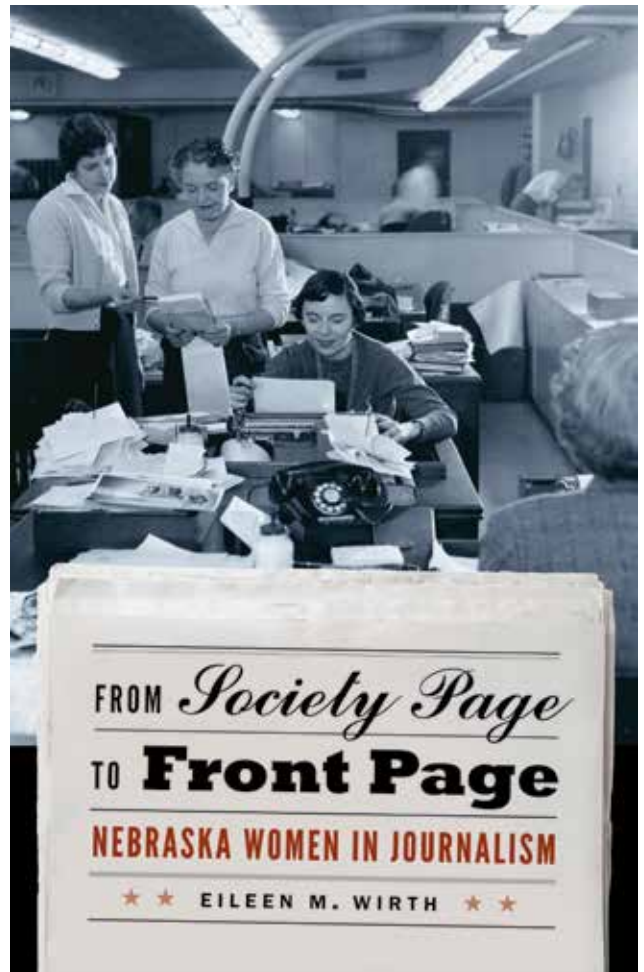
The first major influx of women into journalism on a national level coincided roughly with the early days of the Nebraska press. Although a handful of women were involved in journalism before the Declaration of Independence, there were few women journalists until the 1880s, when the industrial age transformed both the nation and the news industry. During this period cities grew rapidly, enrollment in high schools and colleges soared, and the number of periodicals in the nation rose from 4,400 in 1890 to 5,100 in 1895. Men wrote the newspapers of the era for other men, giving their readers a mix of politics, crime news, scandal, and business. Many of these topics were of little interest to overworked women raising large families and running households in the days before electricity and modern appliances. Since they

couldn't vote and had few economic opportunities, why would they spend scarce time on these dense, disorganized pages of gray type with tiny headlines that modern people find almost impossible to read? The lack of women readers meant, however, that advertisers were failing to reach their prime female shoppers/customers, so they pressured publishers to create a product that would attract more women readers.

In response to such pressure, newspapers created women's social sections focusing on food, fashion, and families and hired women to produce them. Editors also discovered that they could bolster circulation by employing a handful of women as “sob sisters” or “stunt girls.” The “sob sisters” exploited the pathos in sensational crime and disaster stories, specializing in portrayals of jilted wives, jealous lovers, and

devastated children. One of the most famous was Ada Patterson, who lived in Franklin County, Nebraska, from 1877 to 1889 and taught in Lincoln before moving to Salt Lake City to begin her reporting career. She gained national fame for her coverage of sensational murder trials in Hearst's *New York Journal* and *Journal-American*. Among other things, she covered several executions, both a hanging in Missouri and an electrocution in New York. A contemporary stated, “Ada Patterson went through the hoops of sensational journalism with the perfect touch for what she was doing. . . . Miss Patterson, under a mild manner, has a shrewd knowledge of human reactions under the light of fierce publicity.”

“Stunt girls” were celebrity journalists



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who gained fame and riveted public attention on their newspapers through a print version of today's reality tv shows. The most famous of these was Nellie Bly of Joseph Pulitzer's *New York World*, whose highly publicized trip around the world in eighty days included granting a woman reporter from Kearney her only interview en route. There is no evidence that Nebraska papers employed either stunt girls or sob sisters, but they shared the national eagerness to please advertisers by carrying more news of interest to women.

Critics have complained that the sob sisters and stunt girls delayed the assignment of women to covering hard news. Most women journalists covered mundane news in society sections that were less prestigious and paid less than other newspaper sections. As Anne McCormick, foreign correspondent for the *New York Times*, wrote, they "languish over the society column of the daily newspaper. They give advice to the lovelorn. They edit household departments. Clubs, cooking, and clothes are recognized as subjects particularly fitting to their intelligence." Nonetheless, journalism had become a major employer of professional women and a way for "respectable women to earn a living and to voice social concerns." Census data reflect the influx of women into the field. While in 1880 only 288 women worked full-time in journalism out of a national total of about 12,000 journalists, by 1890 there were nearly 2,000 women journalists. The number continued to grow nationally and in Nebraska.

• • •

The first editor to reach out to Nebraska's women writers was Robert Furnas, founder of the *Nebraska Farmer*. In the magazine's first issue in 1859, he wrote, "A number of Nebraska ladies who understand the use of the pen, and

are skilled in matters pertaining to the household department, have promised us regular contributions. . . . We hereby, however, extend a general invitation to every lady in Nebraska and adjacent thereto, to contribute to the columns of the Farmer." Patricia Gaster of the

served as the *Omaha World-Herald's* longtime domestic-science editor, and her editorials on food safety helped persuade Congress to pass pure-food laws. Later she became Nebraska's food inspector under four governors and also served as the first permanent secretary

Census data reflect the influx of women into the field. While in 1880 only 288 women worked full-time in journalism out of a national total of about 12,000 journalists, by 1890 there were nearly 2,000 women journalists. The number continued to grow nationally and in Nebraska.

Nebraska State Historical Society, the state's leading expert on women in journalism, was unable to confirm if any women took Furnas up on this offer.

After Furnas's invitation, there are no records of women in journalism until 1867, when Harriet Dakin MacMurphy and her husband, John, began publishing newspapers in various Nebraska towns. During the Victorian era women often shared their husbands' careers, especially in family businesses like small-town newspapers, a practice that continues to the present. Often the women's contributions were hidden, but they were full partners. For example, when the MacMurphys bought the *Blair Times* in 1871, Harriet handled finances and circulation, proofreading and writing. She did the same on the other papers that she and John ran at Plattsmouth, Schuyler, South Omaha, Geneva, and Beatrice. In Beatrice she also wrote the newspaper's social column. Harriet, who outlived her husband by more than thirty years, also

of the Nebraska Press Association. In an 1895 article on Nebraska's women journalists that appeared in the *Nebraska Editor*, *World-Herald* social columnist Elia Peattie described MacMurphy as "a woman of peculiar firmness of mind and loftiness of philosophy" who had "as many staunch friends as any woman in the state." In 2012 MacMurphy was elected to the Nebraska Press Women's Hall of Fame.

Other women who launched their own papers or joined their husbands in family partnerships before larger Nebraska newspapers begin hiring them in the 1880s included Maggie Eberhart, who began publishing the *Platte Valley Independent* in North Platte in 1869, moved her paper to Grand Island in 1870, and married her business partner, Seth Mobley, a year later. Their paper was strongly Republican and instantly successful. On July 9, 1870, it boasted that "no community ever took a greater

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interest in any paper than the citizens of Grand Island. . . . \$940 was subscribed for advertising in one day. . . . \$180 was raised in less than six hours.” Maggie Mobley was institutionalized for mental problems in the 1890s, and after her release, she wrote and lectured on the poor conditions and ill treatment

financially ailing northern Nebraska paper in 1901, she assured her readers in an early edition that it was in good hands. “A woman can edit a newspaper without being a freak. Running a newspaper is teaching a public school on a large scale.” Hudspeth also insisted that “operating a job press is no harder on a woman than running a washing machine.” She was confident because she had grown up in a newspaper family in Newport, Nebraska, and became a

“That female amazon who pushes the quill on the *Ledger* is said to be as ugly and ungainly as her writings are vicious and demoralizing. They say she weighs two hundred pounds and looks like the side of a house turned edgewise when she is walking.” In a speech that she wrote for the 1907 NPA convention (apparently delivered by someone else), Hudspeth discussed the challenges of hiring good printing help and managing the business. She ran into financial problems when she dropped the paper’s Republican affiliation and lost the support of local Republicans. This led to her departure from the paper and Stuart in 1907.

Early women publishers sometimes had difficulty being taken seriously in the male-dominated field, especially when they were as young as E. Lena Spear of the *Central City Democrat*. At the age of twenty, when modern aspiring women reporters are still studying journalism in college, Spear was already publishing her own newspaper. A native of Illinois, she lived in several states before taking a job as a typesetter for the *Merrick County Republican*, then moved on to the *Prodigal* at Palmer — all before finishing high school. A week after graduation she became publisher of the *Central City Democrat*, which despite its name she proclaimed to be the “paper of no organ or class.”

When Spear was invited to address the Nebraska Press Association in 1902, she described the experience of being a young female publisher. “At home I have often had the experience of having a stranger enter the office, take no notice of me at the desk, but look around until he found a boy or a tramp printer reading the exchanges and inquire of this representative of the male persuasion if he were the editor.” In response to her complaint that female editors didn’t receive treats from news sources such as cigars, her fellow editors presented her with a box of chocolate creams.

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that she had suffered in the mental institution.

By 1896 there were enough women journalists to form a Women’s Auxiliary of the Nebraska Press Association. Such organizations offered support to women who were a minority in their field and among a handful of professional women in their towns. Newspapering was a volatile industry in which papers often came and went rapidly. Many small Nebraska communities had more than one paper because political parties sponsored many of them, but a journalist who offended her political sponsors could lose her business, the fate suffered by Rosa Hudspeth of the *Stuart Ledger*.

When Hudspeth took over the

publisher after working for a paper in Des Moines, writing two novels, and teaching school. Her six years in Stuart illustrate the difficulties facing small-town publishers, especially if they were single women.

Hudspeth’s support of woman’s suffrage was controversial, and she found it difficult to socialize with other middle-class women. When an article in the *Ledger* offended members of a women’s social club, they expelled her and tried to organize a boycott of the paper. Male editors in neighboring towns made life even harder. According to an article by Gaster, “Some were not satisfied to attribute the lowest motives. They spoke of the lady editor in the most vicious terms. One man said:

News & Notes

Welcome to our “News & Notes” section. Here you will find updates

Kristin Gustafson



Membership
Univ. of
Washington
Bothell

editions. You can also share your media history research and teaching materials via our Facebook group (AEJMC History Division) and the Media History Exchange at <http://www.mediahistoryexchange.org/content/welcome-media-history-exchange>, a site that includes the 2013 AEJMC History Division Archive.

Updates and Publications

Taber Bergman announced that he defended his dissertation “The Dutch Media Monopoly” at the University of Illinois at Urbana-Champaign and is now an assistant professor in journalism at Renmin University of China’s Department of Journalism and Communication in Beijing. His new email address is rabebergman@gmail.com. Bergman also announced a new publication in which, he says, he concludes that what James Curran calls the radical meta-narrative constitutes a fruitful framework for understanding the historical trajectory of the Dutch

media. The abstract describes how the paper reviews historiographical issues and presents a critical history of the Dutch media from the thirties onward before focusing on the period since the sixties.

Taber Bergman, “Liberal or Radical? Rethinking Dutch Media History,” *Javnost - The Public*, 20, no. 3 (2013): 93–108.

Chandra Clark, an assistant professor of speech in the Department of English & Modern Languages at Florida A&M University in Tallahassee, announced the publication of an article in a journal of the Southern Conference on African American Studies, Inc. The article draws from her dissertation research on Almena Davis Lomax, who published the African American newspaper “The Los Angeles Tribune” from 1941 to 1960, she says. Clark is a new AEJMC and History Division member who teaches public speaking and language skills for media professionals.

Chandra Clark, “Almena Davis Lomax: A ‘Hell-Raising’ Black Female Journalist (1915–2011),” *The Griot: The Journal of African American Studies* 32, no. 2 (Autumn 2013).

Donna L. Halper, associate professor of Communication at Lesley University in Cambridge, Massachusetts, announced two publications. The first is an essay about the 1901 Boston Americans (today known as the Red Sox) and how the public kept up with the games in that pre-radio universe. The second is a newly revised and expanded edition of her 2001 book. M.E. Sharpe, the book’s publisher, explains that the book recognizes women’s important role in American electronic history. “This is not just the story of radio stars or broadcast journalists: the focus here is on women in a variety of everyday positions, both on and off the air.” The first edition traced women’s role beginning in the

1920s through the 1990s, and the second edition includes social and political changes in recent decades—assessing “where progress for women (in society as well as broadcasting) can be seen, and where progress appears totally stalled.”

Donna L. Halper, “Baseball in the New Century: Following the Boston Americans in 1901,” in *New Century, New Team: The 1901 Boston Americans*, ed. Bill Nowlin (Phoenix, AZ: SABR [The Society for American Baseball Research] Digital Library, 2013), accessed December 15, 2013, <http://sabr.org/content/new-century-new-team-1901-boston-americans>.

Donna L. Halper, *Invisible Stars: A Social History of Women in American Broadcasting*, 2nd ed. (Armonk, NY: M.E. Sharpe, 2014).

Andie Tucher, an associate professor and director of the Communications Ph.D. Program at Columbia Journalism School at Columbia University announced publication of two chapters. The first chapter appears in *How Journalism Uses History*, which originally appeared as a special issue of *Journalism Practice*. The publisher says the book examines how “journalism uses history and historical sources in order to better understand the relationships between journalists, historians and journalism scholars.”

Andie Tucher, “Teaching Journalism History to Journalists,” in *How Journalism Uses History*, ed. Martin Conboy (New York: Routledge, 2012): 46–60.

Andie Tucher, “The True, the False, and the ‘Not Exactly Lying’: Making Fakes and Telling Stories in the Age of the Real Thing,” in *Literature and Journalism: Inspirations, Intersections, and Inventions from Ben Franklin to Stephen Colbert*, ed. Mark Canada (New York: Palgrave Macmillan, 2013), 91–118.

RESEARCH GRANTS

Duke's Rubenstein Library offers travel grants to three archival centers

A new feature in Clio will include information about travel grants for media history researchers. I earned the Mary Lily Research Grant last year to go through the papers of Robin Morgan at the Sallie Bingham Center for Women's History and Culture and also to go through some advertising agency records at the John W. Hartman Center for Sales,

Kimberly Wilmot Voss



Secretary
University of
Central Florida

Advertising & Marketing History. Both are at Duke University. The library has digital copiers that allow researchers to email copies for free. Information about the travel grants are below and on the website: <http://library.duke.edu/rubenstein/services/grants/>

Duke University's Rubenstein Library and its research centers provide travel grants of up to \$1,000 for researchers whose work would benefit from access to the collections held at Duke. Currently, travel grants are available for work in the following research centers:

- Sallie Bingham Center for Women's History and Culture
- John Hope Franklin Research Center for African and African American History and Culture
- John W. Hartman Center for Sales, Advertising & Marketing History

Any faculty member, graduate or undergraduate student, or independent



scholar with a research project requiring the use of materials held by any of the three research centers is eligible to apply. All applicants must reside outside of a 100-mile radius of Durham, NC.

Research topics should be strongly supported by the collections of the research center. They encourage each prospective grant applicant to discuss his or her research project and the collections that might support it with each center's reference archivist before submitting an application.

Allowed expenses include:

- Transportation expenses, including air, train, or bus ticket charges; car rental; mileage using a personal vehicle; and parking fees



- Accommodations
- Meals

Expenses will be reimbursed once the grant recipient has completed his or her research visit(s) and has submitted original receipts.

To apply, review the application instructions carefully at <http://library.duke.edu/rubenstein/services/grants/>. A sample application form is available as a PDF for reference purposes.

Complete the online application form, which includes uploading a CV. (You may start the form and return to it later, but it must be completed within a week from the same computer and browser.)

Graduate and undergraduate students must submit a letter of recommendation from a faculty advisor. The application packet will not be considered complete until this letter is received. The letter may be submitted as e-mail attachment to the appropriate center or by postal mail to:

Research Grant Program

Attn: [name of the center being applied to]
David M. Rubenstein Rare Book & Manuscript Library
Box 90185
Duke University
Durham, NC 27708-0185
USA

Important Dates:

The deadline for applications is **January 31, 2014 by 5:00 PM EST.**

Grant recipients will be announced by **March 28, 2014.**

Grants must be used between **April 2014 and June 2015.**