Historiography

in Mass Communication

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Historiography in Mass Communication

Editorial Purpose

This journal publishes essays dealing with the study of mass communication history and of history in general. (It does *not* publish articles about historical events, episodes, people, etc., as one finds in, for example, historical research papers.)

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Essays

This journal invites historians to submit essays. They may be original ones written specifically for this journal, or they may be from material that the authors already have (such as classroom lectures, AJHA presidential addresses, etc.).

Essay length may vary from 500 to 5,000 words.

To submit an essay for consideration, email a Word file to the editor at historiography.jmc@gmail.com

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Historiography in Mass Communication

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In Memoriam: Jean (Eugenia M.) Palmegiano

March 9, 1939 – May 14, 2024

By Wm. David Sloan

Palmegiano

Jean Palmegiano was a human dynamo. When she died on May 14 of this year, the field of JMC history lost one of its personal leaders, as well as one of its leading scholars.

At the end of this essay I've included her obituary and highlights from her academic career. Since they include some of the details of her life and her work in history, here I want to try to express, briefly, why I so admired her, as well as to quote a few of the many other historians who held her in high regard.

I first met Jean when she attended her initial national convention of the American Journalism Historians Association in the 1980s. My immediate impression was of her appearance. She was petite, standing about 5' tall and weighing, I guessed, less than 100 pounds.

The next thing that struck me was her manner of speech. Having lived most of my life in Texas and then the South, I thought I had never before heard such a strong nasal New Jersey accent. I had only seen it spoofed in old Hollywood comedies.

My next impression was that dictionaries could have defined the word "exuberant" as *Jean Palmegiano*. As I came to know her over the next several years, I realized just how vivacious she was. "Effervescent"

and "Enthusiastic" could have been her middle names.

I soon learned that Jean was modest. Who knows how many achievements she had in historical study and how many contributions she made to the field and to other historians? Yet in the many conversations she and I had over the years, she hardly ever spoke of herself. I asked my wife the other day what she remembers most about Jean. She answered, "Jean always asked about us and our family, but I don't remember her ever talking about herself. She did tell us about her university [St. Peter's in New Jersey], but I don't recall her ever saying anything as if she were trying to draw attention to herself."

John Coward of the University of Tulsa remembers her the same way. "On a personal level," he once remarked, "Jean has been a supportive and welcoming colleague…. I recall numerous occasions at AJHA conferences when she inquired about my scholarship and encouraged my research. This was more than mere courtesy — she was genuinely interested in me and my academic work. She was also extraordinarily kind to my family when they attended AJHA meetings, and, in the years when they did not, asking about them and their activities. I suspect a sizeable number of AJHA members have been touched by her kind words and inspiring example. Indeed, it's difficult to imagine a more supportive and delightful journalism history colleague."

Many others respected and loved Jean just as much as John and I did. When she was nominated in 2018 for the Kobre Award, the AJHA's top honor that recognizes lifetime achievement, Jim Startt, one of the field's luminaries, described her as "a model colleague, always friendly, helpful, and eager to advance the work of others."

Jim's letter of support for Jean's Kobre nomination captured some of those qualities that helped make her an outstanding historian and that endeared her to innumerable friends and protégés. He wrote the

following:

"Jean seems to have endless vitality, and the AJHA has benefitted from it in many ways. She is a superb organizer, giving 100 percent to her work in the association…. No one has done more to extend the AJHA's outreach than she. For years she has kept its members up to date on chances to participate in conferences in England, Ireland, and elsewhere. She is a leader in having members develop an interest in trans-national journalism history. Most recently, after years of negotiation, she was successful in having the American Historical Association establish an annual prize for the best book in journalism history published during the current year….

"Jean and I have often made presentations together at AJHA conferences, and occasionally at those of other historical associations. We have served together on AJHA committees and on its International Journalism History Interest Group. During my tenure as the association's president, Jean was vice president. No one could have helped me more than she did in that capacity, and no one could have been more attentive to the responsibilities of her office, day in and day out. She is a complete professional….

"I am honored to give her my highest recommendation."

Over the years I learned that generosity was another of Jean's honorable traits. She gave freely of her money. In 2015 the AJHA established an annual award, which Jean funded, to honor the best paper on international/transnational journalism history presented at the AJHA's national convention. Similarly, she endowed through the American Historical Association an annual award for the best book on journalism history. The AHA established it in 2016 and presents it as the "Eugenia M. Palmegiano Prize."

Her philanthropy extended beyond academic causes. She was gen-

erous in her contributions to programs aimed at alleviating poverty, to Doctors without Borders, and to UNICEF. Her family said the final one was her favorite.

Yes, she was generous with her money, and she set a good example for all of us. But more valuable than money is one's time. Jean was generous with hers. She loved people, and she loved to support them, no matter the cost in time. She wrote me numerous emails over the years praising me for some very minor accomplishments or commenting on some small pieces I had written. That is a practice I have too often neglected but at which she excelled. Every time I heard from her, she made me feel better.

A trait almost everyone noticed was her willingness to mentor aspiring historians. Pat Washburn, Ohio University emeritus, a former editor of the journal *Journalism History*, relates, "[One] thing that I particularly liked about her was how she could always find the time to particularly help younger historians. She continually mentored others, and I can recall watching and learning from her and how it made a difference in how I reacted when someone asked me for advice. Quite simply, she was a person to be admired and emulated…."

Some historians can attest personally to Jean's unselfishness. Ross Collins remembers her attentiveness from the first time he met her when he was a young assistant professor at North Dakota State.

"I can speak personally about what Jean has meant to me and my career," Ross recounts. "Jean has proven herself over several decades to be not only one of the top journalism historians in the country, but one of the top historians of any kind in the country, and probably in the world…. She was AJHA president the first year I attended a conference, in London, Ontario. I presented a paper, and afterwards she immediately approached me with encouragement and suggestions that I be-

come more involved in the AJHA. She proposed that I join a new outreach committee she was setting up, and I did that." Ross has now written or edited eight books, including one that he and Jean did together.

Paulette Kilmer, recently retired from the University of Toledo, is another of those many historians who particularly appreciate Jean for the contributions she made to their careers and lives.

"[How impressive is the role Jean] played behind the scenes with scores of graduate students, untenured faculty members, and women crunched under the glass ceiling," Paulette observes. "Jean remembered names and asked questions to support the weakest among the AJHA clan. She understood the challenges of maintaining personal integrity as a researcher while needing desperately to jump through the academic hoops. Jean was never too busy or too important to offer advice and encouragement. She told me repeatedly to follow my heart, to ask the questions that intrigued me, to answer the call to my destiny.

"… [N]o matter how many stellar things she did in publishing and education, she made time to mentor the next generations of scholars. Her caring heart and fun personality broke down the seemingly unscalable wall of the academy.

"… Perhaps the most surprising element in Jean's mentoring was her ability to calm down a frightened or bewildered newbie, offer direct user-friendly advice, and then segue into a stimulating conversation about that struggling scholar's work, which demonstrated his or her relevance. The former uncertain scholar now felt hopeful and energized. Jean … believed that the best way to bring history to life entailed combining research with teaching and engaging in scintillating dialogues whenever possible.

"… [W]hat mattered the most," Paulette declares, "was that her heart as well as mind always stayed open…. [A] list of her marvelous

[scholarly] accomplishments does not include the service that great historians, like Jean, do as mentors, who not only inspire excellence in others but then take joy in playing a role in launching someone else's pivotal moment."

I will remember Jean for many admirable reasons — as an excellent historian, yes, but even more importantly as a supportive, caring, modest, dynamic, compassionate person who never tried to draw attention to herself but who instead placed others first. I'm one of the many who benefited by knowing her.

Eugenia Palmegiano Obituary

(Published on Legacy.com by H.L. Farmer & Sons Haverhill Funeral Home on May 20, 2024)

Dr. Eugenia (Jean) M. Palmegiano: Emerita, Professor, Lawyer, Author, and Researcher, 85, of Haverhill, formerly of Newark, N.J., passed away on Tuesday, May 14, 2024, at Mary Immaculate Health/Care Services in Lawrence.

Dr. Palmegiano was born to Eugene and Antoinette Palmegiano on March 9, 1939. She lived at 193 River St., Haverhill, Mass., for the first 11 years of life and attended Moody School in Haverhill.

After her mother died when Jean was 11, her father moved the family to Trenton, N.J. Upon arriving in Trenton, Jean entered Georgian Court Elementary, from which she graduated to Georgian Court High School. Upon completion of high school, Jean matriculated into Georgian Court College, where she earned a Bachelors and Masters degrees in history. Two years later, she earned a Ph.D. in History from Rutgers University, plus a J.D. (law degree). [She was the first woman to receive a Ph.D. in history at Rutgers.]

Following her Ph.D., Dr. Palmegiano taught at Rutgers University for 3 years before being hired by Saint Peter's College (today Saint Peter's University) in Jersey City, N.J., in the History Department, [where she taught] until her retirement as a professor emerita. She is well known for her work in academia and as an author and scholarly researcher throughout the USA.

In her academic life, she had written six books on Victorian English life (some currently used in universities and colleges today as texts), one monograph and dozens of referred articles, book chapters, book reviews, and conference presentations. Jean was also known for coordinating many conference presentations.

Due to her exemplary life's work, Dr. Palmegiano was the recipient of the 2018 Sidney Kobre Award for Lifetime Achievement in Journalism History given by the American Journalism Historians Association. This award recognizes individuals with a record of sustained achievement in history through teaching, research, professional activities, and other contributions to the field of journalism history. It is the AJHA's "highest award."

Dr. Palmegiano has served as AJHA president and twice been a member of the AJHA board of directors. During her first term on the AJHA Board in 1996, she worked with AJHA president Tom Heuterman to establish the AJHA as an affiliate society of the American Historical Association.

Since 2016, Dr. Palmegiano has funded the American Historical Association's annual prize for best book on journalism history. She also funds the AJHA's award for the best research paper on international/transnational journalism history.

Jean philanthropically donated large sums to programs aiding the poverty-stricken, academically deprived institutions, and her favorite,

UNICEF.

Jean was also an avid world traveler. Often, she used her vacations as excuses to travel to a lot of less frequented parts of the world. For example, if there was political chaos or governmental-civilian issues, you would probably find her visiting them at those turbulent times: Russia, China, Turkmenistan, Laos, Vietnam, South Africa, Brazil, Guatemala, Saudi Arabia, etc. She had both an American passport and an English passport, which gave her a better feeling of personal security than just using her USA one.

Jean also enjoyed peaceful vacations on the various islands of the Caribbean, where she relaxed and simply enjoyed their serenity. Jean also had an apartment in London to relax and/or use as a research base for her English research.

She leaves her cousin, John A., and his wife, JoAnn M. Paolino, along with Carol Palmegiano of Methuen and her daughter, Christine Ludwig-Greely of Salem, N.H.

Relatives and friends are respectfully invited to attend her Funeral Mass of Christian Burial on Saturday May 25, 2024, at 11:30 a.m. in All Saints Church, 120 Bellevue Ave, Haverhill. Interment will follow in the St. Patrick Cemetery, Haverhill. Arrangements are by the H.L. Farmer & Sons Funeral Homes, Haverhill-Bradford.

Contributions in her name may be made to UNICEF, 125 Maiden Lane, New York, NY 10038 or by visiting https://www.unicefusa.org/?form=donate or to Doctors Without Borders, 40 Rector St., 16th Floor, New York, NY 10006 or by visiting https://donate.doctorswithoutborders.org/

Eugenia M. Palmegiano Resumé (selected highlights)

Education:

Rutgers University: Ph.D. (Modern British History) and J.D.

(NOTE: the first woman awarded the doctorate in history by Rutgers University, this on its 200th anniversary)

Teaching:

Introduced journalism history courses at Saint Peter's that covered the press in both transnational and national contexts with particularly emphasis on the Victorians and their empire. Supervised senior undergraduate theses that focused on journalists.

Research and Publications:

Books:

Perceptions of the Press in Nineteenth-Century British Periodicals, 2012

The Rise of Western Journalism, 1815-1914: Essays on the Press in Australia, Canada, France, Germany, Great Britain and the United States. Ross F. Collins and E.M. Palmegiano, eds., 2007

Health and British Magazines in the Nineteenth Century, 1998

Crime in Victorian Britain, 1993. ALA/RASD History Section Citation, 1994: Best Bibliographies in History

The British Empire in the Victorian Press, 1832-1867, 1987; 2nd ed., 2018

Women and British Periodicals, 1832-1867, 1976

Monograph:

"The First Common Market: The British Press on Nineteenth-Century European Journalism." *Media History Monographs* 11:1 (2008-2009): entire number

Author of 46 conference research papers and presentations
Author of 29 book reviews in a variety of historical journals

Grants and Honors:

AT&T Foundation
Faculty Development in Humanities Core Courses Grant, 1987
National Endowment for the Humanities
Summer Seminar for College Teachers, University of California, Berkeley, 1981
New Jersey Department of Higher Education
Fellowship on the Academic Profession, 1990
Faculty Recognition Award, 1989
New Jersey Independent College Fund Dedicated Professor Award, 1987
New York University Faculty Resource Network
Scholar in Residence, spring 2006
Outstanding Faculty Development Program Award Director, 1996
Summer Seminar Enrichment Awards, 1993, 1998
University Associate, 1986-87
Phi Alpha Theta: membership based on "conspicuous attainments and scholarship in history," 1970
Saint Peter's University
George F. Johnson Faculty Award for Excellence in Teaching, 2012
Senior Research Professor Award, 2010-12
Faculty Research Associate Award, 2006-07
Will and Ariel Durant Fellow, 1994
Faculty Fellowships, 1972, 1982, 2006

Administration:

Founder and ongoing coordinator of the Saint Peter's Annual Conference on Media and History, 2007-13

Founder and ongoing coordinator of the United Nations Visiting Ambassadors' Program at Saint Peter's University, 1991-2004 and 2009-13, a program that stressed cross-culturalism and often involved the press. NOTE: Director, Faculty Research and Sponsored Programs, 1984-2004; wrote or coordinated preparation of grants and supervised awards in excess of $21 million. Director, Honors Program, 1970-77; developed model seminar program

Professional Activities:

American Historical Association (life member)

(NOTE: funder of annual award established in 2016 for the best book in journalism history)

American Journalism Historians Association (life member)

President, 1998-99

Board of Directors, 1993-96, 1999-2001

(During her term on the AJHA Board in 1996 she worked successfully with AJHA president Tom Heuterman to get the AJHA recognized as an affiliate society of the American Historical Association.)

Funded the award, established in 2015, to recognize the best research paper on international/transnational journalism history given at the annual AJHA national convention

Member of Editorial Board of *Media History Monographs* and of *Journalism History* since 2002

Board of Directors:

National Endowment for the Humanities Digital Initiative Grant,

2010-12 (focused on the press)

Faculty Development Network of New Jersey, 1992-97, 2002-04

External proposal evaluator: Netherlands Organization for Scientific Research: Council for the Humanities, 2016

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An Apology for JMC Historians

By Wm. David Sloan ©

Sloan

In 1731 Benjamin Franklin published in his *Pennsylvania Gazette* a short essay titled "An Apology for Printers." "Being frequently censur'd and condemn'd," he began, "by different Persons for printing things which they say ought not to be printed, I have sometimes thought it might be necessary to make a standing Apology for my self, and publish it once a Year."

Of course, he used the word "apology" not because he was remorseful for anything he had published. He employed it in the theological sense of a defense or a justification for beliefs.

JMC historians should be just as bold. When other scholars suggest that history is somehow inferior to fields such as those in the social and behavioral sciences, historians shouldn't cower. Most of the criticisms are poorly informed.

A few years ago a rookie professor teaching at a second-tier JMC program posted somewhere on the Internet a complaint that his school should stop teaching history because it's no longer relevant. Since he

David Sloan, a professor emeritus from the University of Alabama, is the author/editor of more than fifty books. The founder of the American Journalism Historians Association, he is a recipient of its Kobre Award for lifetime achievement and of a variety of other awards.

was the newest of his department's faculty, his chair had assigned him to teach the history course. It was his first acquaintance with JMC history. So his understanding was as deep as coffee sloshed in a saucer. A friend who taught at the school where the young man did his doctoral study told me the newbie had never taken a class in history. Yet JMC historians for a few days wrung their hands and wondered if the sky was falling.

Instead, they should have taken a page from Franklin.

Certainly, the field of JMC history has enough dubious sorts to give it a bad name. Some got into it for the wrong reasons. As graduate students they weren't good at math, or they thought historical research would be easy. Others fell under the sway of professors consumed with critical theory or other such philosophies. Some are mainly interested in ideology and try to subvert history to their causes. It has others who only dabble at history. In fact, there are some who have been able to make successful careers as dabblers. So it's not surprising that other researchers sometimes criticize it — and, unfortunately, we have enough dabblers and devotees and default historians that our field merits some of the criticism.

As, however, one recognizes the rigor of the methods used in history and the analytical ability that it requires, one comes to realize that historical study is neither simple nor easy. It insists on much from the historian, considerably more than is normally expected from other communication researchers. The requirements of method and the amount of work necessary cannot be overstated. History demands unsurpassed rigor. That's a point that both dabblers and critics fail to recognize.

Foremost, historical study demands an absolute desire to find the truth. Commitment to a philosophy, an ideology, an ism, a political doctrine, or a theoretical framework must take a backseat. The notion

of whether we can know the "truth" has come under fire from postmodernists and others in the last several decades, but in historical study a commitment to anything other than an honest desire to discover the truth conflicts with history's proper role.

Furthermore, it must be founded on rigorous, proven methodological procedures. Historical research cannot be based on vague, haphazard, lackadaisical method. Historians must bring thoroughness and tirelessness to the effort of collecting and analyzing source material. The task may sometimes require hour upon hour of research to find even the minutest detail.

While unstintingly rigorous and harshly analytical in their research, historians must be judicious in their treatment of the material and the people whom they study. The search for historical truth requires that they deal openly and fairly with their subjects.

Historians also must have or must develop an acute thinking ability. Unlike communication researchers who use social and behavioral research methods, historians rarely have mathematical formulae and statistical systems on which to rely. In analyzing and evaluating research material, they must depend on their own mature judgment, critical mind, and incisive analytical ability. Most of the best historians have spent years honing their insight through thoughtful deliberation.

In the requirement to offer sound analysis, historians must have a power of imagination. The cold facts of history standing alone are nothing more than cold facts. They remain dead unless subjected to the thoughtful, imaginative mind of the historian who can perceive relationships among the materials and meaning in them. It's the task of the historian to breathe life into them. Piling data upon data isn't enough. As the historian Page Smith, winner of the Bancroft prize for his biography of John Adams, commented in regard to researchers who amass

research but never bring life to it, "Research is too often a substitute for thought, for bold speculation, for enlightening generalization."[1]

But historians aren't allowed the loose judgments that communication researchers in such fields as cultural and critical studies sometimes employ. They may not simplistically impose their values on the past. Imaginative explanation requires a solid grounding in the methods of historical research.

Thus, the best historians eschew, on the one hand, the vague "philosophical" and "theoretical" and "grand theory" recommendations that have at times been faddish with some JMC historians and, on the other hand, a slavish devotion to the quantitative methods drilled into graduate students in theoretical communication programs. While understanding big ideas and quantitative methods, good historians keep them in perspective as only a limited part of the knowledge necessary in history.

It's incumbent on historians to abide by such expectations, and if they don't then they're something other than historians. If, though, they work as real historians, they have no need to apologize.

NOTE

[1]Page Smith, *The Historian and History* (New York: Alfred A. Knopf, 1964), 145.

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Digital Library a Major Boon for Historians

By David W. Bulla ©

Bulla

One of the best things about being a mass communication historian these days is the continued growth of the digital humanities. In particular, here in Georgia, it is the development of Georgia Historic Newspapers (GHN) website from the University of Georgia. Produced by the Digital Library of Georgia, GHN is one of many such state-specific sites that have proliferated in the last few decades. GHN continues to grow and help scholars dig into the state's mass communication past.

Because of early newspapers in Savannah and Augusta, Georgia has a press history that goes back to the middle of the eighteenth century. Thus, it is wonderful to be able to see the first edition of the *Georgia Gazette*, which was based in Savannah, from April 7, 1763, as we are now able to do on the Web because of GHN. On that first day the *Gazette* featured European news on its front page — and that on the third page, much of the space is devoted to the price of goods in Sa-

David W. Bulla is professor and chair of communication at Augusta University. He is the author of eight books. His latest are Gandhi, Advocacy Journalism, and the Media *(Peter Lang, 2022) and the second edition of* Journalism in the Civil War Era *(Peter Lang, 2023), with Greg Borchard. He received his Ph.D. in mass communication from the University of Florida.*

vannah, including rice, butter, tallow, pitch, and turpentine. There also was an advertisement seeking to find a fugitive slave.

The Savannah newspaper was published by Scottish immigrant James Johnston, who was designated the royal printer for Georgia. However, Johnston remained neutral during the Revolution and was forced to leave the city as the Patriots took control of Savannah he would return when the British recaptured the city and started the *Royal Georgia Gazette*, which also included ads for runaways as well as ads for Black servants to be hired on a monthly basis. In 1783, he would change the title of the newspaper to the *Gazette of the State of Georgia*.

The first Augusta newspaper to appear on the website is the *Augusta Chronicle and Gazette of the State*, which was published by John E. Smith, who at the time was the state printer. Smith's motto on the top of the front page came from the Georgia Constitution: "Freedom of the Press, and Trial by Jury, to remain inviolate forever." In that April 11, 1789 edition, Smith welcomed essays and news from his readers and correspondents. That edition of the *Chronicle and Gazette* included two advertisements for runaway slaves and a third for a Black man found and presumed to be a runaway. Other ads are for lost or stolen horses.

Jumping up to the Civil War era, Georgia newspapers covered the Battle of Chickamauga in 1863 with a great deal of intensity. Chickamauga, located on the Tennessee border, was the second bloodiest battle of the war after Gettysburg and was one of the last major Confederate victories of the war. Searching the GHN, site you find that the *Columbus Daily Sun* gleefully reported that Confederate Army forces had achieved "great success" during two days of battle. The *Sun* ran a report from the *Nashville Union* that stated the Union Army had suffered "immense losses." The *Atlanta Intelligencer* and *Rome Tri-Weekly Courier* listed casualties and reported that the Union Army had retreat-

ed all the way back across the Tennessee River at Chattanooga. The *Savannah Daily Morning News* reported that a fire on the battlefield added to the suffering of the wounded. The *Georgia Journal and Messenger* of Macon reported that for the first time in the war Georgia had a large number of wounded in the state, adding: "Heretofore, the people [of Georgia] … have seen but little of the war — its horrors, its sufferings, its ghastly wounds."

Two years later, as the war concluded, the *Savannah Daily Herald* ran on April 16, 1865, a headline that said: "Glory to Grant! … Peace at Last! Thank God!" News of Abraham Lincoln's assassination had not yet reached Savannah. The *Daily Herald* would finally convey that news to the city on April 19, on the second page, under the headline: "Assassination of President Lincoln." The *Daily Herald* called it "appalling news" and that Lincoln was a "beloved leader." As was the custom then, the alleys between columns on, here page two, were filled with thick black lines to express mourning.

As a scholar working on several Reconstruction news media issues, I am grateful that the GHN website has a nice sample of the state's newspapers. For example, as I have researched the September 19, 1868, march and massacre in Camilla, I have come across more than 150 different newspaper accounts and analyses of that Reconstruction-era event. The Augusta-based *National Republican* lambasted the Georgia legislature for removing twenty-eight Black members from its ranks — which, according to the Augusta journal, led to "violence and bloodshed" that left a few dozen dead and scores injured after the city's sheriff and hundreds of citizens assaulted a group of mostly Black marchers who had walked down from Albany for a Republican rally. Another Augusta newspaper, *The Banner of the South*, looked at the Camilla event another way, stating that the willingness of the Black marchers to

go along with a few white Republicans (read Yankees) showed their gullibility to the unwelcomed carpet-baggers. *The Banner* editor went on to argue that land values in Mitchell County plummeted with the passage of Reconstruction laws, and to go any further with the Republicans' radical program would lead to financial ruin for many.

As we move into the twentieth century, one can read the *Athens Banner-Herald*, which the GHN site starts in 1933. In the third week of August, a hurricane roars up the East Coast. It eventually weakens and lands on the Outer Banks of North Carolina. Most of the damage done is in North Carolina, Virginia, and Maryland, although were problems in New Jersey, New York, and Pennsylvania as well. Tropical cyclones were not named back then, and so the Associated Press stories in the *Banner-Herald* merely referred to this one as the "storm born in the Caribbean."

About three decades later, students across the South showed their contempt for segregation by sitting down at lunch counters. The movement started with four North Carolina A&T State College students on February 1, 1960. The Greensboro, North Carolina, four walked a mile or so from the A&T campus to the F.W. Woolworth's five-and-dime store on Elm Street and asked to be served cherry pie and coffee. The waitresses refused to serve them. Soon Black students around the South tried the same tactic. The *Savannah Tribune* reported on February 27 of that year that the sit-in movement had progressed to six states and eleven cities. The *Tribune* reported that Dr. Martin Luther King Jr. and the Rev. Ralph Abernathy had been in a scuffle in Durham, North Carolina, as they were having their photographs taken with students protesting at the Woolworth's there. The store's assistant manager had objected to King and Abernathy being in the store and was asking them to leave when another employee rushed at the two ministers.

Or move to the end of the century, when Atlanta hosted the Centennial Olympic Games. The legend is that the Olympics were a great boon for Atlanta (executive organizer and future Masters host Billy Payne called them the "greatest games ever"), and that all went well except for the Olympic Park bombing. However, read through newspapers from Athens and a different story emerges. *The Flag Pole* wrote about how street vendors were very disappointed with their sales at an event held at Sanford Stadium. A reporter for the *Red and Black*, the student newspaper at the University of Georgia, told her readers not to go to Centennial Olympic Park — and this was before Eric Rudolph's deadly bomb exploded — because there was no fun to be had, according to the reporter. Another *Red and Blac*k article touted the new-fangled World Wide Web and how attendees could use it to find information about the Atlanta Olympics, including the daily schedule of events.

Then, looking at coverage of the terrorist attacks of September 11, 2001, it was interesting to find a well-written analysis of that day by Greg Bluestein of the *Red and Black* student newspaper at the University of Georgia. He opened his article by noting that the terrorists abhorred Western lifestyle and American support of Israel. Bluestein interview political science professors with expertise in foreign affairs and the CIA. Bluestein has gone on to have an outstanding career for the *Atlanta Constitutional Journal* and is heard routinely on Georgia Public Radio. The *Red and Black* also ran a powerful photo of an interfaith prayer service on campus that focused on a Pakistani student wearing a hijab. Elsewhere, a reporter for the *West Georgian*, the student newspaper at the University of West Georgia, wrote about how international students had reacted to the attacks. The *Forsyth County News* in Cumming wrote about how the Army Corps of Engineers closed Buford Dam on Lake Lanier. Buford Dam is part of the National Park

Service, and many federal facilities were closed after the attacks. The Forsyth County newspaper also reported on Cumming medical professionals who had traveled to Washington, D.C., to help with search-and-rescue efforts. *The Southern Cross* in Savannah ran an article in which Bishop J. Kevin Boland asked for reconciliation, not revenge. Boland had been in Washington at a bishops' conference when the terrorist attacks occurred.

Georgia Historic Newspapers now has more than 2 million pages digitized. Yes, it does not have access to the *Atlanta Journal Constitution* or many of the years of the *Augusta Chronicle*, but it has a host of statewide newspapers available for the public.

Sites like Georgia Historic Newspapers complement well other established website, including the Chronicling America website from the Library of Congress, which is a free site, as well as pay sites like the British Newspaper Archive and Gale's Nineteenth Century Newspaper database.

This is not to say that Georgia Historic Newspapers is filling all the holes. There are still plenty of Georgia papers that have not been digitized. Of course, many more are lost forever simply because nobody saved the originals.

Fortunately, Augusta University still has one last microfilm machine to fill in the gaps where the University of Georgia website does not have the odd paper here and there. My colleague Debbie van Tuyll and I made sure that our Reese Library would continue to have a way to read microfilm when we asked for a new machine a few years ago after all the old ones who been put in storage. However, there are times on the weekend and during holiday breaks when Reese Library is not open, so having digital databases that are readily accessible offers an alternative way to read historic newspapers.

The Georgia website adds to a long list of state sites. I am also grateful that UNC-Chapel Hill Libraries have made a digital archives of North Carolina's newspapers so that I can go back to see how my old newspaper, the *Greensboro Daily News*, covered the flu outbreak after World War I or even read one of my articles from the days when I was a scholastic journalist for the *High Life* student newspaper at Grimsley High School in Greensboro.

Georgia Historic Newspapers is part of the Digital Public Library of America (DPLA), which is run from Boston, Massachusetts. It is another digital website (https://dp.la/) worth checking out, as it currently includes a section devoted to Yellow Journalism. The DPLA website also includes browsing links to state, regional, and topical digital libraries, including the Digital Library of Georgia. On that website, you can search by the state's counties. When I clicked on Richmond County (Augusta's county), I found more than 40,000 items in the collection. It starts with an article by my Augusta University Department of History colleague John Hayes on the 1970 Augusta Riot. Hayes' article was published in the *New Georgia Encyclopedia* about the May 11, 1970, riot that left six dead after police killed a 16-year-old Black male in his jail cell. Hayes' piece includes photographs from the *Augusta Chronicle*.

All of these digitized projects give mass communication historians another tool in our toolkits as we attempt to examine how the news media performed in the past. Yet they are not just for the professional scholars; they are for the general public and highly accessible.

Now how did I write my dissertation twenty-odd years ago without websites like GHN?

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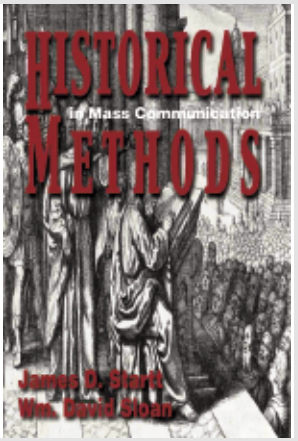

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Roundtable: Studying Media Remnants to Understand Historical Patterns and Cultural Context

By Erin K. Coyle, Michael Fuhlhage, Melita M. Garza, Carolyn Kitch, Will Mari, and Gwyneth Mellinger ©

Coyle

For the past two years, I have searched for specific broadcast recordings and film reels from the 1950s and 1960s. I have found some relevant records by digging through corporate and library archives. Yet, finding this footage and information about this footage has required searching beyond obvious archival sources. When I did not immediately find a plethora of relevant primary sources, I considered how archaeologists have studied human culture reflected through remnants of materials. Following their examples, I have sought media remnants, such as writers' descriptions of the original media content, that reflect writers' impressions of original media content in addition to historical patterns and cultural context.

Archaeologists have studied past human cultures by carefully gathering, preserving, verifying, classifying, arranging, and interpreting material.

Erin K. Coyle, Ph.D., is an associate professor and Director of Undergraduate Studies in the Klein College of Media and Communication Journalism Department at Temple University. Her book The Press and Rights to Privacy: First Amendment Freedoms vs. Invasion of Privacy *relates to her research interests in First Amendment law, privacy law, and journalism history.*

Archaeologists have studied places, artifacts, structural remains, and even bone fragments to better understand past human cultures. When possible, archaeologists also have gathered documents and performed oral histories to seek greater understanding of the past. Yet, in some instances, no direct human sources have remained for inter-


Fuhlhage


Garza


Kitch


Mari


Mellinger

Michael Fuhlhage is an associate professor in the Department of Communication at Wayne State University and second vice president of the American Journalism Historians Association. His first book is *Yankee Reporters and Southern Secrets: Journalism, Open Source Intelligence, and the Coming of the Civil War.* He is co-editor, with Melita M. Garza and Tracy Lucht, of *The Routledge Companion to American Journalism History.*

Melita M. Garza, Ph.D., is the Tom and June Netzel Sleeman Scholar in Business Journalism and an associate professor at the University of Illinois at Urbana – Champaign. She is the author of *They Came to Toil: Newspaper Representations of Mexicans and Immigrants in the Great Depression* and the lead editor of *The Routledge Companion to American Journalism History.*

Carolyn Kitch, Ph.D., is the Laura H. Carnell Professor of Journalism at Temple University. She has authored or edited five books, the first of which, *The Girl on the Magazine Cover: The Origins of Visual Stereotypes in American Mass Media,* established her lasting interest in media history, social memory, gender, and magazines.

Will Mari, Ph.D. is an associate professor in the Manship School of Mass Communication at Louisiana State University. He is interested in analog-to-digital transitions in mass communication and the media history of communication technologies.

Gwyneth Mellinger, Ph.D., is a professor in James Madison University's School of Media Arts & Design. Her second book, which will be published in 2024, is *Racializing Objectivity: How the White Southern Press Used Journalism Standards to Defend Jim Crow.*

views, only fragments of relevant materials remained to be studied, or information has been recorded via symbols or languages other than a researcher's first language. Media historians, at times, have faced similar challenges.

This roundtable explores potential overlap between methods of archaeologists and media historians by exploring how five journalism historians have carefully studied remnants of materials, memories, narratives, and/or images to understand historical patterns and cultural context.

Coyle: *How would you briefly describe your research methods for one of your historical works that studied materials, memories, narratives, and/or images to understand cultural patterns and historical context?*

Fuhlhage: A scavenger hunt, or to borrow from the Harry Potter literature, perhaps a Horcrux hunt. Finding evidence for my book *Yankee Reporters and Southern Secrets* required thinking imaginatively about how to answer questions concerning how published items in the months leading up to the American Civil War were useful as open source information that, with analysis, could be pieced together as open source intelligence. Initially, my training in media agenda setting suggested sampling newspaper and magazine items that had been published about political, economic, cultural, and military mobilization toward secession and war, then to look at changes in the policy agenda to infer what information landed with governing elites. But that could have taken many years for one researcher to chase down. So instead, I first studied general and press histories of the Civil War Era to identify critical events and the historical actors who were involved in decision making about how to deal with the problems confronting the country. And then I went to archives where those people's papers were deposited. I

looked for any mention of newspapers and magazines or other public information. By collecting scattered fragments from many people involved in the same event on the Union and Confederate sides, I could assemble a mosaic that revealed not only what information was available, but what information these generals and Cabinet secretaries and governors and other leaders deemed credible and critical enough to act upon.

Garza: Your question recalls Sam Cooke's song "What a Wonderful World." The first line of lyrics, "Don't know much about history," is the truth. We don't know much about history. What we know and what we study are the artifacts of history — the materials, memories, narratives, and/or images that remain of the life and times of the past. The primary artifact I study is the newspaper, which French historian Pierre Nora describes as a "site of memory" or a *lieux de mémoire.* In my book, *They Came to Toil: Newspaper Representations of Mexicans and Immigrants in the Great Depression*, I studied every element of the newspaper, including photos, nameplates, and house ads. I dug for related materials, such as in-house memos, letters, accounting ledgers, and photos in the Huntington and Bancroft Libraries, as well as the photo library at the University of Texas at San Antonio. I visited the old newspaper buildings, at least those that were still standing, as well as other monuments that appeared in the newspaper articles. I even looked up weather reports, so I could better set the scene when documenting the report of a march for jobs in the 1930s. Typically, we think of analytical skills as our equivalent of the archaeologist's trowel. But I'd like to emphasize that one of those skills is facility with language, and I used both my English and Spanish to unlock an understanding of how these groups of people — Mexicans and immigrants — were depicted in our

media past.

Kitch: Most of my research is cultural history, in which understandings of patterns tend to emerge from multiple studies, not only one. But for each project, I try to start with a generally phrased research question and then either refine or expand it as I spend time with the primary-source materials, a process that Maryann Yodelis Smith called "adduction." I also try to be as interdisciplinary as possible, an approach that comes partly from my American Studies master's degree. My main areas of research, magazine history, memory studies, and women's studies, are fields in which artifactual evidence often is incomplete. So, in order to feel confident that I am understanding what a historical media text means, I need to seek a lot of context from other kinds of cultural primary sources (of the era or the medium or the topic) as well as a thematically wide range of secondary sources. I search a lot and I read a lot "around" the evidence that has captured my interest.

Mari: I primarily use traditional historical methodologies for my work, including archives, but I've also utilized oral histories via interviews, as well as some ethnographic observations. In this mixed approach, I tend to define "archives" and interviews broadly, thinking a bit like a media archaeologist, and inspired by the work of other media historians who do field-defining work on the history of media technology, including Gerry Lanosga, Juliette de Maeyer, Michael Stamm, Teri Finneman, Benjamin Peters, Perry Parks, Kevin Driscoll, Mar Hicks, and Lori Emerson, among others. I'm interested in stories that haven't been told fully, or only partially, due to a relative paucity of materials, either because they're still too "new" (i.e. occurring within the past quarter or so century, as with the adoption of the internet by the journalism indus-

try), or part of a much bigger story (as with the computerization of the newsroom) or very niche (such as with the use of portable modems by reporters in the 1980s), though with the potential to inform larger narratives, such as how white-collar workers in our information society handle major transitions.

Mellinger: While acknowledging that theory and methods are distinct in function and purpose, I do not employ methodology without engaging theory. Most of my scholarship on the twentieth century press is concerned with the democratic paradox, usually the power differential attached to race and gender and how it structures inequity into media organizations. I rarely engage in textual analysis of published media because such primary sources too often contain edited statements that do not tell us much about the intention of an editor or journalist. Instead, most of my scholarship is anchored in correspondence archives that document both public and behind-the-scenes conversations among media insiders, usually about the media. (Matt Carlson calls this "meta-journalistic discourse.") Following a Foucauldian approach to discourse analysis, I read correspondence and other artifacts looking for patterns and focusing on both the "said" and the "unsaid" because omissions and silences are often more informative than the content of the source material. This was my strategy in both *Chasing Newsroom Diversity* and my book in press, *Racializing Objectivity*.

Coyle: *How have you focused on specific places or artifacts to gain deeper understanding of culture, history, or memory?*

Garza: In *They Came to Toil*, the City of San Antonio, Texas, was as much an artifact for study as was the city's three daily newspapers. San

Antonio's leading citizens were consumed with nostalgic fervor over the city's Spanish-built missions and cultural artifacts, seeking ways to capitalize on a history that attracted tourism. Simultaneously, national immigration policy driven at least in part by bigotry was forcing mass deportation and repatriation of Mexican immigrants from throughout the nation. The bulk of these returnees traveled through Texas forcibly or voluntarily, leaving a country that no longer wanted them. This meant knowledge of Texas, Mexican, and Spanish history was imperative.

Kitch: In considering a material object, I like to think about how and why this thing has survived, and reached me, when most other stuff of the past has not. Sometimes I do this as a teaching exercise, bringing an artifact into class and asking students to try to think of different kinds of answers. Of course, we can't know if those answers are correct, but usually the conversation takes a familiar path, starting with who had the thing to begin with — what kind of person, where they lived, etc., an imaginative exercise. Economic and institutional factors come up, too, such as which companies came to dominate certain technologies or types of media, and/or created archives and ensured that the things they made would not be discarded. Survivor objects invite us to think about the cultural standards that, in any particular place or time, determined what was and wasn't valued, and therefore what was saved and passed down, and this is one way that old objects can give us a glimpse into social history. That is true not only of objects but also of non-physical evidence, such as a well-known story about a particular event or person: Why is this the common explanatory narrative? What characters are in the story and who are missing? How else might the story have been told? Who gets to tell it? Those are the questions of memory studies,

and they are not merely an imaginative exercise; they are about power.

Mellinger: For my research on the twentieth century American press, I have made extensive use of institutional archives, including collections of the American Society of Newspaper Editors, the Associated Press, the Associated Negro Press, and the Rockefeller and Ford foundations. Such archives tend to be more complete because there was a plan for maintaining records or it was someone's job to preserve and file documents. I also have used the papers of southern editors and academics, which are usually held in university libraries and historical societies. Some of these collections are inconsistent and incomplete, but others were diligently compiled, with a copy of an outgoing letter preceding the copy of the response in the file. In addition, southerners tend to have a strong sense of their place in history, and many twentieth century professionals started accumulating and preserving a historical record early in their careers. Three such examples are editor Virginius Dabney, whose papers are at the University of Virginia; editor Thomas Waring, whose collection is at the South Carolina Historical Society; and Charles S. Johnson, a sociologist with contacts in the Black press whose papers are at Fisk University.

Coyle: *In your media history research, how have you studied remnants of materials, memories, narratives, and/or images? How has your analysis of remnants of materials, memories, narratives, and/or images informed your findings?*

Fuhlhage: When I run across a fascinating fragment that doesn't quite fit with the research questions I set out to answer, I catalog their location, description, citation information and set them aside, often with

the all-caps annotation RUN THIS DOWN or notes to myself about what other archives might have information that completes the picture. Google Photos automatically uploads images I've shot to the cloud, and at the end of each archive session I group images from each collection consulted into albums.

Garza: Painstakingly. (But not painfully). In *They Came to Toil* my goal was to illuminate how three daily newspapers socially constructed Mexicans and immigrants during the first five years of the deepest economic downturn the U.S. has ever experienced. It might be tempting to look only at headlines or front-page stories to whittle down the project, but that approach would never have allowed me to grasp the worldview these newspapers presented. I studied all pages and parts of the newspaper and found some of my most insightful material in "briefs" located in back pages. Among these shorter stories were items noting the work of Mexican mutual aid societies to support the returnees as they passed through Texas cities. I also found numerous reports on community baseball teams holding exhibition matches to raise funds for the repatriates. Using this material, I was able to demonstrate the agency of Mexican immigrants and Mexican Americans, a group often characterized as docile and powerless.

Kitch: I want to answer this question by addressing the word "remnant" and by focusing on a particular archive that I used for my dissertation, which was about early-twentieth-century magazine cover art and which became my first book. I will be institutionally unspecific, because I don't mean to sound critical, and I am very grateful that this archive exists at all. It is a women's studies archive containing media and other objects that were collected, preserved, and eventually donated to a uni-

versity by one woman, who was a journalist. Her goal was to make sense of how women and feminism were depicted and addressed through all sorts of mediation, not only periodicals but also buttons, banners, posters, postcards, calendars, sheet music, and much, much more. Several times I heard other researchers remark that this collection, while vast, is ultimately *just ephemera*, gathered according to a layperson's individual choices rather than in a systematically academic way, and hard to organize with a finding aid — that it is *undisciplined*. Yet in that collection I found issues of early-twentieth-century magazines that other archives and libraries had never collected or had thrown out because they were "popular" (because millions of women read them!) and their publishing companies folded and whatever archives they once had landed in dumpsters. Here they were, intact and in fine condition. I also found large, undamaged, beautiful World War I recruiting posters that had been created by the same artists who drew popular magazine covers. Someone had saved these things and had made a home for them. That archive was incredibly helpful to me, an interdisciplinary researcher of women's popular culture. Its value lies in what is there, not in what is missing. It also is a monument to the woman who built it.

Mari: I make particular use of textbooks and journalism trade publications, which, despite their own challenges and limitation, show how "best practices" have changed over time, as well as how the news industry has undergone past, sometimes dramatic, changes (i.e. from entering stories on typewriters to using word processors). I also like to make use of corporate, military, and government records, as these can show how other forces shaped news work and the daily lives of news workers, whether that's through the development of a particular communication technology, for example, and its use during wartime, helped to change

its trajectory later on (as with the development of smaller radios during WWII, or computer technology during the Cold War).

Mellinger: I was fortunate, when doing research on the ASNE, that the organization still had a national headquarters with an intact set of board minutes, a photo collection for the ASNE Bulletin, and other records. Somehow those records were lost when the headquarters was closed in 2012 and the archive never made it to the intended repository at the University of Missouri. I've tried to assist other scholars by sharing my notes and the copies I made of documents that may have been destroyed. A few decades ago, university libraries generally had full sets of the bound convention transcripts for ASNE and the Associated Press Managing Editors, but those important resources are being culled from the shelves as libraries shrink their non-digital holdings. I mention this and the loss of the ASNE records to flag an issue with "remnants," namely that libraries and universities are not necessarily reliable repositories for the historical record.

Even with a stable and intact collection, the archive changes over time. My approach to research, which relies on correspondence, is not feasible for the post-internet period. When editors and journalists began routinely communicating by email in the early 1990s, there were few efforts to archive that correspondence, either by news organizations or individuals, so we have gaps in the record. In my work on the ASNE, the archive shifted abruptly and even dried up. I also saw a similar change when the cost of the long-distance call dropped and telephoning became more accepted as a work routine. In the 1950s, editors I researched were making some calls on urgent matters, but they often memorialized an important phone conversation with a letter. It was almost like they did not trust an ethereal mode of communication and wanted

it documented. In addition to my historical interest in the pre-1960 American press, the availability of the paper archive is one reason I gravitate toward mid-century subjects.

Coyle: *What are some challenges you have encountered when trying to find or analyze primary source material relevant to your research? How have you overcome such challenges when primary source material relevant to your research was not readily available or accessible?*

Fuhlhage: So glad for the chance to explain since I realize I've been a little abstract. Here's an example: William Henry Seward was Abraham Lincoln's secretary of state when the American Civil War came. On a visit to his papers at the University of Rochester, I ran across an envelope marked "Texas cipher." The document inside consisted of two rows, one with a list of terms related to sheep husbandry and the other relating to the Union and Confederate militaries. There were also newspaper clippings from Louisiana and Texas newspapers, but nothing that indicated the significance of any of that stuff. But there had to be correspondence somewhere about it. The following year, in the National Archives in College Park, I found it in a batch of papers concerning Union spies in Texas with their assessments of the prospect of support from Unionist guerrillas around Galveston. They referenced newspaper accounts. So, then I had my answer.

Garza: As a journalism historian primarily focused on marginalized groups, particularly Mexican Americans and immigrants, one of the biggest challenges is that these groups were typically not viewed as worthy of coverage in mainstream newspapers. Their stories were not recorded, and when they were, the narratives focused on them as problem

people: criminals, trespassers, aliens, slouches, vagrants, etc. Presumably some of them were "nice people" who performed tasks white Americans refused to do. Studying this memory illuminates the consciousness of this kind of racism reflected by journalists who determined who was worth remembering and in what way. However, it elides the historical reality of the lived experience of these people. This is why the study of Spanish-language news matters. While Latino publishers, editors, and journalists also carry their own perspectives and consciousness, they had a mandate to cover those who were often invisible and criminalized in the white-owned press.

Mari: Sometimes I'll come across a hint of something — say, that the International Typographical Union (ITU) was interested in training its member in computer programming in the 1960s — but in order to find out more, I've have had to sit down and really ask, and then listen to, archivists and their deep knowledge of the extant primary sources (or sources that are there but haven't been catalogued via a finding aid). In this way, I learned that the ITU produced training films during the mid-century, which led to a visit to the archives at University of Colorado Boulder, along with colleagues at the Media Archaeology Lab there (a really wonderful resource, by the way). This *then* led to the fine folks at Boulder's Rare and Distinctive Collections, who helped to digitize some of these films. Those films, along with the ITU's trade publication, confirmed that the union was, in fact, deeply interested in teaching news workers software skills long, long before it was cool.

Mellinger: By comparing and even triangulating archives, I have discovered that some collections are incomplete or satisfied myself that I have all the correspondence that was probably available. We know that

anyone who accumulates an archive may sanitize the record by destroying embarrassing correspondence, and it is interesting when an unflattering letter appears in one archive but not another. For example, I've been intrigued to see who did and did not retain correspondence containing racial slurs. I also realized that editor Virginius Dabney, for example, whose vast archive at the University of Virginia seemed to be meticulously maintained, appears not to have saved correspondence from Black people as routinely as he kept letters from white people. I knew that his thin file on the "colored" press in the 1940s was incomplete because I had seen letters to and from Dabney in the archives of Black correspondents that were not part of Dabney's archive.

I am aware that using archives privileges the elite record in the research process. Because white men were more likely to accumulate the substance of an archive, it is incumbent on researchers to attempt to balance and complete the record. Triangulation is one way to do this. An editor of the Black press may not have left a tidy collection of artifacts but probably corresponded with others who did. For twentieth century Black press history, the ANP collection, Johnson papers at Fisk, and the NAACP papers are places to start; plenty of correspondence to and from newsworthy individuals went in and out of those offices. If there's any chance that a news subject made contact with a philanthropy, the indexes to the Julius Rosenwald Collection and the Rockefeller and Ford archives may be useful.

Fuhlhage: This reminds me of a letter I found that was marked "Strictly confidential — Destroy after reading." The contents didn't seem that shocking, but maybe the fact that the author wanted the contents sanitized revealed something about that author's character.

Coyle: *What are steps you have taken to verify authenticity and accuracy of materials relevant to your research?*

Fuhlhage: I'm grateful to the archivists who have documented the origins of items in their collections, including date of donation and names of donors. And I'm thankful that there's little reason to doubt the authenticity of papers in the National Archives and Library of Congress. But I did have occasion to wonder about the authenticity of an item tucked into the 1861-63 scrapbook of a young man in Massachusetts whose faith dictated that he should conscientiously object to enlistment in the Union military. It was an envelope marked "piece of the rope used to hang John Brown" that he wrote one of his friends in the Massachusetts volunteers had brought back for him from Virginia. I never used it in any of my work because I had no way of knowing for sure if it was the real deal. But I learned from the proprietor of a vernacular Civil War museum in the Shenandoah Valley that after the abolitionist was executed for insurrection at Harpers Ferry, there were probably enough of those in circulation to wrap around the Washington Monument. Okay, so that's an exaggeration, but let's just say most claims that someone has a lock of The One True Hangman's Rope are dubious. But even that tells us there was a material dimension to the phenomenon of Brown's execution that is worth exploring.

Garza: When considering accuracy in a media study, the issue of completeness should not be overlooked. In *They Came to Toil*, I aimed to compare the framing and representation of Mexicans and immigrants in three competing daily newspapers. That is, newspapers publishing in the same market at the same moment in history. We know that publications often gear themselves to their own imagined community of

readers, and so might not necessarily see themselves as competing. That acknowledgement aside, the issue of day-to-day coverage requires as much of an apples-to-apples comparison as possible. I used digital archives and microfilm copies of these newspapers and sometimes found articles in the microfilm that weren't in the digital database and vice versa. This is more than a complication. Failing to check all available records can skew the research, making it inaccurate.

Kitch: In order to feel confident that my evidence is representative of the phenomenon I want to understand, I seek a lot of contextual information and as many primary-source examples as I can find. I try not to sample. I don't know if we can ever be sure that past materials are "accurate," however. Think about all the factors that may have shaped their creation during their own time, including circumstances that are hard for us to see clearly through our present-day lenses.

Now let me answer this question by discussing a different type of research, memory studies. When we study how people collectively remember the past (something that has occurred in all eras), we are dealing in phenomenology, in what people *believe*, and pass along, about the past; that is what we are trying to determine, not only if what those people believed was "accurate" (factual). In this type of study, the main research questions have to do with *why and how* those shared memories are constructed and communicated. Even if — *especially* if — those accounts are factually incorrect, they tell us other important kinds of truth about culture and communication, about what kinds of narratives "make sense" to people even if they are not true. The construction of public memory, including wishful "heritage," is an authentic cultural phenomenon that we dismiss at our peril. Some such stories rationalize prejudice and violence, and we certainly have seen that recently. Con-

versely, selective memory can be productive and even necessary, at certain times, for people who have experienced trauma; forgetting can be a form of survival. Memory's "authenticity" resides less in its facts than in its forms.

Mari: I try to triangulate, as much as possible, my sources, using trade-publication material to confirm what's present in a corporate archive, but also seeing if there are other, contemporary accounts, including government reports, that can verify that something happened (or didn't).

Coyle: *In addition to seeking, gathering, and verifying material, archaeologists take steps to preserve, classify, and arrange material. What steps have you taken to help preserve, classify, or arrange material that you found?*

Garza: Most of my materials are scanned documents and digitized articles, both of which I preserve in Cloud accounts in digital folders organized by subject and date. I am currently working on an oral history project, and I preserve transcripts as well as audio and video files in the Cloud. Beyond my own research, I am a member of the archives task force of the National Association of Hispanic Journalists. We are working to find a research library that will house the 300 or so bankers boxes that house the documents, papers, and ephemera of the Latino journalists' organization since its founding 40 years ago. Among these are photos and videos as well as paper conference programs, letterhead, menus, financial records and the like. Perusing this material would allow researchers to study the issues and topics that consumed Latinx journalists over time. In the era of digital program guides, however, how will these be studied in the future?

Kitch: Well, the archaeologists should take steps down into my basement, where they will find bins and bins of old magazines and newspapers that have flown off the shelves of the antique stores of central Pennsylvania and affixed themselves to me. Most of us probably have been contacted by people with such collections (bigger than mine) who would like to donate them to some institution, and they can't. It is increasingly difficult to get university libraries, or other preservation-inclined institutions, to take physical media anymore, especially if a collection is not thematically unified. But let me address the assumption that we should, and can, "classify and arrange material," presumably in order to produce "rigorous" research that separates our evidence from the chaos of ephemera. Often such classifications are less scientific than they are social, involving judgments about the cultural status of particular media creators and audiences of the past, and those judgments influence what gets saved and what gets thrown out. Some objects of the past had a survival advantage from the moment of their creation. If today's ephemera resist classification and arrangement, that's not their fault; in their own time, there were many more like them. We might instead view those survivor objects as traces of a past that has been neglected but is not quite gone, as clues to what we do not know, what it doesn't occur to us to ask, and what we should value rather than disqualify.

Mari: I've advocated for my library to keep the full runs of trade publications, even if they're technically available elsewhere, "even" online, as sometimes digital copies are not in color, not OCR-readable, etc. I've also worked with the Radio Preservation Task Force with the Library of Congress, with Josh Shepperd and A.J. Bauer, on identifying important media-history archives — if you're interested in joining that latter ef-

fort, please reach out to one of us.

Mellinger: When I was doing the ASNE research, an editor who had been an officer of the organization mailed me batches of files that I recognized as having archival value. I copied and returned everything with a letter encouraging him to donate the materials to the Southern Historical Collection at UNC. When he died soon after, his daughter found my letter and the files in his car and contacted UNC, where his collection now resides. Working on more recent scholarship, I became aware that the personal and professional records of an important editor may be in an elderly scholar's storage locker. I'm developing a plan for how to move those materials toward the public domain and spare them for posterity.

Fuhlhage: Several years ago, I learned that the historical society in my hometown in Kansas planned to pitch bound volumes of that town's newspaper, the *Tonganoxie Mirror*, because they didn't have climate-controlled space and they were in danger of deteriorating where they were stored. So I ended up hauling as many volumes of it as I could in my little compact car back to Michigan, picking the earliest volumes, ones from the years of major wars and historical events, and store them on baker's racks in my basement where it's cool and there's moderate humidity. It makes me wonder how many ad hoc historical rescue missions people have launched over the years. Their justification was that they had all been microfilmed by the state historical society, whose collection was bought up by newspapers.com. But there's value in the materiality of the original printed form that will be lost in a couple of generations, maybe just one, and the sense of dimensions and tactile quality will be lost. All I can do is complete my "shift" and hand off the

baton to the next generation willing to take these materials and preserve them.

Coyle: *What texts have most informed your media history research?*

Fuhlhage: Wm. David Sloan's study of media historiography (*Perspectives on Mass Communication History*) was my introduction to journalism history research. A mini-festschrift titled "How to Write Journalism History" by Margaret Blanchard's former students David Copeland, Frank Fee, Mark Feldstein, and Linda Lumsden (*Journalism Studies*, 7:3 [2006]) was a feast for me when I was a doctoral student at the University of North Carolina at Chapel Hill (self-disclosure: Frank Fee was my adviser). Beyond those introductions to the art and craft, I've learned so much from Association for Education in Journalism and Mass Communication History Division and American Journalism Historians Association sessions on historical methods, especially sessions in which Mike Sweeney, W. Joseph Campbell, and Patrick Washburn gave advice.

Garza: Here are some of the works I typically suggest to graduate students.

Antonova, Katherine Pickering. *The Essential Guide to Writing History Essays*, 2020.

Banner, Jr., James M. *The Ever-Changing Past: Why All History is Revisionist History*, 2021.

Bodnar, John. *Remaking America: Public Memory, Commemoration and Patriotism in the Twentieth Century*, 1992.

Donnelly, Mark and Claire Norton, *Doing History*, 2nd ed., 2021.

Brennen, Bonnie S. *Qualitative Research Methods for Media Studies*, 3rd

ed., 2022.
Carey, James. *Communication as Culture: Essays on Media and Society*, 2nd ed., 2009.
Feldstein, Mark. "Kissing Cousins: Journalism and Oral History," *The Oral History Review*, 31:1 (2004): 1-22.
Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*, 2002.
"How to Write Journalism History," *Journalism Studies* 7:3 (2006).
Hume, Janice. "Journalism, History, and the Contorted Nature of Memory," *The Routledge Companion to American Journalism History,* eds, Melita M. Garza, Michael Fuhlhage, and Tracy Lucht, 2023
Kitch, Carolyn. "Placing journalism inside memory — and memory studies." *Memory Studies*, 1:3 (2008): 311-320.
Nora, Pierre. *Realms of Memory: The Construction of the French Past.* 3 vols. Vol. 1: *Rethinking the French Past: Conflicts and Divisions*, 1996; Vol. 2: *Traditions*, 1997; Vol. 3: *Symbols*, 1998.
Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*, 1995.

Kitch: This answer is shaped by the fact that I was in graduate school in the 1990s, inhaling cultural-studies scholarship that took broad, interdisciplinary approaches to American media history. Much of that work used corporate archives to tell not only industry history but also social and cultural history — understanding media texts and processes as expressions of cultural ideals, anxieties, and power relations — and I remain an admirer of that type of historical scholarship, which requires an enormous amount of time and a wide range of knowledge. I also have been greatly influenced by, and am grateful to, the many scholars,

including Maurine Beasley and my doctoral adviser Patricia Bradley, who have researched and written women into journalism history, changing our field's literature in ways that have legitimated such work and prompted new kinds of research questions. Another example is Catherine Covert's 1981 essay "Journalism History and Women's Experience: A Problem in Conceptual Change," which argued that if we see the past through the experiences of women, we can see the shape and passage of time differently — an insight that has helped me to see theoretical connections among my interests in gender, journalism history, and memory.

Coyle: *Based on your research experience, what advice would you provide to other researchers striving to understand historical patterns when their research depends on studying remnants of materials, memories, narratives, and/or images?*

Fuhlhage: Each written artifact you encounter represents just one voice in a conversation. To the extent that you can track down the other voices and reassemble the community involved in that conversation, the closer you will get to an understanding of how people experienced their times.

Garza: I have two suggestions, one practical, and the other theoretical. Both relate to inequalities. Travel and access to archives is expensive and time-consuming. Apply for as many grants as possible. With grant support I was able to hire a star bilingual undergraduate student to work with me in the archives. This sped up the process and provided valuable training for the student. We get the time in the archives we can afford and that can make all the difference. My last thought: Never forget that

written records and other documents usually reflect those privileged enough to be literate. Newspapers recorded the happenings that editors and reporters thought mattered. Too often women and members of marginalized groups were outside their coverage frame. That means researchers must work to avoid adopting the cultural biases reflected in journalistic media representations. Always ask: "What's missing from this frame?"

Kitch: Don't start with the idea of a particular pattern and seek evidence that fits it. Keep your eyes and your mind open. Look at as much evidence as you can find, even if you're not sure what it is that you're seeing. (And that is true of texts as well as objects.) Yes, a research plan is procedurally necessary, but create circumstances that allow unexpected discovery. Don't bypass "remnants" because they seem partial; marvel at their survival, consider what made that survival possible, and think creatively about how to decipher what histories they still contain.

Mari: I would encourage my colleagues that just because something is hard to find doesn't mean it's not out there, somewhere, perhaps in a different archive than you've been looking at (or maybe not in an archive, per se, but in physical form, as with analog media technology). There's also funding from sometimes-unexpected sources, such as libraries and other research institutions, that can help supplement funding or provide it when it's nonexistent — having come from an under-resourced teaching-focused institution, that's something I've learned to appreciate and try to support by sharing resources when I can. Finally, I'd look at Archive.org and other public-domain databases for scans or digital copies of sources such as trade publications or films produced by industry users (as with the ITU) — you might not have to "go" any-

where at all. But above all, take heart! What you do matters: media history matters. Keep at it.

Mellinger: The patterns are important, but so is the broader oppositional context. In my case, as Kathy Roberts Forde and Sid Bedingfield have noted, we can't understand the Black press without studying the exclusions of the white press. Much of our media history scholarship focuses on counternarratives, on historical actors who defied the status quo or activated a trend that took the press in a new direction. We need to know not only what our historical agents were challenging, but what backlash they provoked. Who were the critics' own critics? What were the new counternarratives? Importantly, what came before and after? How did the historical moment under study impact the historical continuum? We must isolate historical subjects, events, and trends for papers, articles, and chapters, but the overarching task is to demonstrate their place in the cultural and political fabric.

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Roundtable: Finding – and Proving – Historical Significance

By Leonard Ray Teel, Maurine Beasley, David A. Copeland, and Michael Murray ©

Teel

Media historians have struggled to justify their studies as significant. In fact, if the truth be told, most articles and books probably have little importance beyond the authors' efforts to get academic promotion and salary increases. Yet the field of mass communication has a number of historians who have produced works of importance and lasting significance. Four of the preeminent ones are featured in this roundtable. They're Maurine Beasley, David Copeland, Mike Murray, and Leonard Teel. Each has written not only one but a number of books. All four have influenced the historiography of the field. In this roundtable, they discuss such matters as how to identify important topics in need of study, how to investigate research sources, and how to demonstrate convincingly the significance of historical topics.

Historiography: *In starting your major works, were they already con-*

Leonard Ray Teel, professor emeritus at Georgia State University, has published five books, including two journalism histories that won national awards. In 2014 the American Journalism Historians Association gave him its Sidney Kobre Award for Lifetime Achievement. In 1995 he founded the Center for International Media Education and co-founded the Arab-U.S. Association for Communication Educators.

sidered a subject with historical significance?

Beasley: "Yes" and "no." Historical significance, I have found, changes with cultural shifts. Material that in one era would be classified as "unimportant" may be seen in quite a different light as attitudes change on what is (or should be) brought into the light of historical scholarship. One of my first efforts was to co-edit *One Third of a Nation: Lorena Hickok Reports the Great Depression* (Urbana: University of Illinois Press, 1981). It has gone through several editions and is used by scholars of the 1930s. The reports are considered significant documents today, but for years they were not.

Beasley

Maurine Beasley is a professor emerita of the Philip Merrill College of Journalism, University of Maryland College Park. She is the author, editor or co-editor of eight books dealing mainly with the experiences of Washington women journalists. In 1996 the American Journalism Historians Association gave her its Sidney Kobre Award for Lifetime Achievement. She received her Ph.D. in American Studies from George Washington University.

Copeland

David Copeland is the emeritus A. J. Fletcher Professor, Distinguished University Professor, and Professor of Journalism at Elon University. He is the author of twelve books, more than forty journal articles and chapters, and series editor for thirty-seven volumes on media history. He received the AJHA's Kobre Award in 2010. He earned his Ph.D. in mass communication from the University of North Carolina at Chapel Hill.

Murray

Michael D. Murray is a Distinguished Professor Emeritus at the University of Missouri's St. Louis campus. He received his Ph.D. from the University of Missouri-Columbia. Prior to that, he worked for CBS News and the News Election Service. He received the AJHA's Kobre Award in 2003.

Murray: Edward R. Murrow's radio coverage of the "Battle of Britain" and CBS Radio programs *This Is London* and *Hear It Now* were recognized as early benchmarks in terms of international war coverage and public affairs reporting. They were viewed as important within the new medium of radio and established Murrow's significance with CBS as someone worthy of attention. Two series of his, *See It Now* and *CBS Reports*, both produced or overseen by Fred Friendly, kept-up the tradition of providing documentary evidence and first-hand accounts, in many cases taking the viewer to the scene of important news events and using what Fred called "the little picture" or local case study to elucidate a big, national issue.

The Murrow news programs and TV documentaries were a sharp contrast to his celebrity interview program, *Person to Person*, more on a par with the public persona of Alistair Cooke. In terms of research attention I gave to Cooke, his record-breaking BBC radio series, *Letter from America*, became a barometer for international relations and political reporting with an eye towards American cultural norms. His early television program, *Omnibus*, was seen on the American commercial networks, and considered historically significant for its focus on the arts: music, dance, the fine arts, among other things. His many books, collections of broadcasts, and programs available thru BBC sources also provided unique insight into his reporting over-time. The book he put together in conjunction with his *America* documentary series wasn't really that helpful for research purposes but its sale gave him tremendous financial support.

Teel: In writing the biography of Ralph Emerson McGill, I dealt with a career that had already been accorded historical significance, considering his steadily increasing support for racial justice in the segregat-

ed South. What my biography contributed was to show how, step-by-step, McGill came to his philosophical sense and courageous political stance to oppose the injustices of racial segregation and to advocate change.

Copeland: Yes and No. The newspapers and pamphlets of the British colonial era fueled the American Revolution. For that reason alone, public prints occupied a massive historical significance for historians of all stripes, not just journalism historians. The other content of colonial newspapers, with a few exceptions like the Zenger trial and the Inoculation Controversy, were barely mentioned or seemed to be of interest to historians. I quickly discovered by reading the primary documents that they were filled with every subject imaginable. By focusing on all of non-political content of colonial newspapers, I think a new level of understanding how colonial society used the public prints began. Newspapers were, as printers Purdie and Dixon quoted in the January 18, 1770, *Virginia Gazette*, "News'papers are the spring of knowledge, The gen'ral source throughout the nation, of ev'ry modern conversation…. A News-paper is like a feast, some dish there is for ev'ry guest."

Historiography: *How did you get started on your first lines of research in terms of source material?*

Beasley: I stumbled on the Hickok material at the Franklin D. Library in Hyde Park, New York, when I was looking for information on Eleanor Roosevelt's press conferences. The director of the library, Dr. William Emerson, pointed out the Hickok reports, which were prepared for the private perusal of Harry Hopkins, who was the New Deal relief czar, and said they had never been published, probably because

they had been written by a woman. The inference was that the male-dominated historical profession did not think that a woman's reporting was of historical importance. Immediately interested, I asked Richard Lowitt, a well-established historian, whom I had met at the library, if he would co-edit the reports with me and was thrilled when he said "yes." He got us a contract with the University of Illinois Press and taught me a great deal about actual editing.

Murray: I found Fred Friendly's book *Due to Circumstances Beyond our Control* to be very useful in expanding on both radio and TV programs that often began as a local story. These included "An Argument in Indianapolis" about the attempt to organize and find a meeting place to establish an Indiana branch of the American Civil Liberties Union as well as another program explaining how a Michigan graduate student was threatened with losing his Army Reserve status because his sister and father had simply been reading newspapers from their homeland, Serbia. "The Case of Milo Radulovich" was symbolic of how McCarthyism translated at the local level, also setting the stage for many of the broadcasts Murrow and Friendly did as a follow-up.

Teel: I started by reading Ralph McGill's personal columns published in *Atlanta Constitution* over a period of 30 years, and his books.

Copeland: I was intrigued by the 17th-century British Baptist Benjamin Keach. Little was written about him, but his impact was significant on the separatist movement in England. From 1660-1704, Keach wrote numerous pamphlets and newspaper essays supporting Baptist beliefs, especially believer baptism. I discovered that all but one of his publications were extant and available in the library. Before the Act of

Toleration and violating all the licensing laws, he found a way to get his ideas in print and disseminated. I learned that you could put together a decent biography of someone through their writings. I discovered that documents from the past had been preserved and were available. All one had to do was search.

Historiography: *How did you find evidence to justify additional historical significance?*

Beasley: Fortunately, by the late 1970s the field of women's history was opening and women's pursuits, long relegated to the footnotes of history, finally were being studied. Still, I had to establish the significance of Hickok as an undercover reporter on nation-wide poverty from 1933 to 1936. From my study of Eleanor Roosevelt's women-only press conferences, I knew that Hickok had been the top woman reporter for the Associated Press before she became so close to the First Lady that she had to give up journalism. Manuscript material at the library made it plain that Eleanor had helped Hickok get the job to investigate relief programs for the Roosevelt administration.

Murray: I obtained copies of the CBS programs and received the network's permission to transcribe and publish them. I also corresponded with and interviewed most of the *See It Now* staff who participated in those programs, including Fred W. Friendly, by then the Murrow Professor at Columbia University. In terms of Cooke, I interviewed both Alistair and his biographer, BBC presenter, Nick Clarke. I also spoke to most of Alistair's producers whom, because of BBC policy and Alistair's particularities, turned-out to be a roving band of broadcasters. Since Alistair travelled the country for his *America* series revisiting historic

locations and commenting on what he saw, a lot of the details and significance of that series was covered by local press and debated by historians at the time since it got a lot of attention airing on NBC during our American Bicentennial. Even though a lot of school systems and local libraries bought the entire series, what's lost today is the fact that many places Alistair visited, New Orleans, for example, have changed significantly in the short span of time since broadcast.

Teel: Ralph McGill's contemporaries — both in their writings and during my interviews — further enlightened and expanded my grasp about the significance of his influence on the progression of civil rights in the South.

Copeland: Fortunately for me, two other journalism historians were delving into research of subjects related to British colonial America at approximately the same time as I was. David Sloan was researching controversies surrounding 1720s Boston where religion and politics clashed with epidemics. Julie Hedgepeth Williams was looking at how colonization literature was being used in Europe and America to populate the colonies. The three of us were able to create a new understanding of colonial America's newspaper content and its significance in understanding society and the use of newspapers in everyday life.

Historiography: *How did you proceed to verify so many of the claims you discovered?*

Beasley: I had to consult a variety of sources on the history of women journalists in the United States to evaluate the standing of Hickok as a reporter before she became employed by the Roosevelt administration.

Immensely useful was Ishbel Ross's pioneer work, Ladies of the Press, published in 1936. A helpful primary source was the Bess Furman papers in the Manuscript Division of the Library of Congress. I reached the inescapable conclusion that Hickok was a trained, perceptive reporter who used her reportorial background to produce candid pictures of the plight of Americans during the Depression. Unfortunately, Hickok displayed considerable racial prejudice and occasionally made appalling comments about African Americans. I asked an African American professor at the University of Maryland if these comments should be removed, but he said no. He saw them as historically significant because they reflected the attitudes of the times.

Murray: In my experience, during the 40th anniversary of the start of TV in our home state of Missouri, I wrote a short summary history of the first Pulitzer station, KSD-TV, now KSDK, for that station. I interviewed all of the pioneers who put that station on the air and published some of those interviews. I found that by accessing company correspondence and reviewing documents from that era I was able to gain a better understanding of how the Pulitzers employed both their highly respected newspaper, *St. Louis Post-Dispatch* and their pioneer NBC radio station, KSD, to support and bolster the start-up of television, especially in terms of company finances, ad sales and staffing. It became clear that few of the many network affiliate stations who sent representatives to study the early Pulitzer TV operation at that time failed to comprehend the "big picture" in terms of the support system and the underlying philosophy of putting news first.

Teel: In addition to fact-checking in archives and records, I consulted numerous contemporaries of McGill who could verify or disclaim any

attributes or criticisms of him.

Copeland: Repetition offered verification, I believe. Because I read every newspaper published from 1690 through 1776 in a systematic way, I was able to find threads of everyday life from New England through Georgia. The stories might deal with different events or issues, but the societal elements were similar. Or, the stories might deal with the same issue and then be repeated from one newspaper to the next up and down the Atlantic seaboard. A perfect example would be slave insurrections or crimes. One could follow these stories as they moved from the origin of the event to other cities, and they moved about as rapidly as information could move for the times. To conclude that British colonials worried and feared what the enslaved population might do and sometimes did was a valid conclusion based on repetition and importance given to this information.

Historiography: *What topic of historical significance needs to be addressed by journalism historians?*

Beasley: There is no single answer to this question. In general, journalism historians have concentrated too much on the mainstream media, particularly newspapers, and those who have played leading roles in it. A fertile field would be alternative publications of all types, including the rise of social media as a competitor of standard news operations. Journalism historians also should pay more attention to journalism education and the professional values, now under attack.

Murray: I agree with Maurine. There is no best answer. One thing I have found is that any opportunity to get access to company records can

provide special insight. I enjoyed reading Madeleine Liseblad's excellent book, *American Consultants and the Marketization of Television News*, about the operations of Frank Magid Associates in which American methods were shown to have been applied and translated over in Europe, based on the company documents Maddie was able to access and use in her research. In my own case, I also tried to follow in the tradition of Sid Kobre in focusing on media localism with some of the examples I gave earlier from Murrow and Alistair Cooke's *Tour of America*. I discovered over the years that some really big stories, like Michael Brown's death in *Ferguson*, had broad implications. In that case our public stations, both KWMU Radio and KETC-TV, did a really good job. And also, occasionally, I've tried to give attention to the support system for reporting on such stories.

Teel: I think American journalism history could benefit from examining its historical roots in British and European history.

Copeland: I think it's always good to reexamine historical events with fresh eyes and approaches. One of the reasons I decided to explore the content of colonial newspapers was because almost all media surveys published prior to the end of the 20th century promoted the same understanding of newspaper content. In my first seminar on colonial American history, I began reading the papers looking for a topic for my research paper. I was reading those surveys, too, and my reading of both the surveys and the papers didn't jibe. That's why I think it's good to reexamine. I also think it's important for journalism historians to look at media content to demonstrate how events and ways things were reported affect what is happening currently. Historian Heather Cox Richardson often does this with her "Letters from an American" newsletter.

I'm not talking about espousing or supporting political beliefs here; I'm talking about demonstrating how media coverage or the events of history as presented in media have affected what has evolved. We have done this for our students when we explain how the *New York Times* decided to focus on a more objective-based news presentation versus that of Hearst and Pulitzer and Yellow Journalism around the turn of the 20th century and how that helped change information presentation. More of this kind of research could also help expand the reach of media history.

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Historian Interview

Jinx Broussard ©

Jinx Coleman Broussard is the namesake for the AEJMC's "Jinx C. Broussard Award for Excellence in the Teaching of Media History."

Broussard

She's the author of three books, *Giving a Voice to the Voiceless: Four Pioneering Black Women Journalists*, *African American Foreign Correspondents: A History,* and *Journalism and Public Relations in Times of Crisis* (co-written with Andrea Miller). In 2018 she received the Scripps Howard-AEJMC National Journalism and Mass Communication Teacher of the Year award. She also has received the AEJMC History Division's Donald L. Shaw Award, which recognizes individuals with a record of excellence in JMC history. At Louisiana State University, she is the Bart R. Swanson Endowed Memorial Professor and has received LSU's Distinguished Faculty Award recognizing a record of teaching, research, and service. She received her Ph.D. at the University of Southern Mississippi.

Historiography: *Tell us a little about your family background — where you were born and grew up, your education, and so forth.*

Broussard: I was born on Laurel Ridge Plantation (known as Bessie K. Plantation) in Vacherie, Louisiana. My schooling began in a two-room schoolhouse for two years before being bused about fifteen miles for grades three through eight at Magnolia Elementary. After graduating as

valedictorian from Magnolia High School, I spent the next four years at LSU, where I became the first Black person to earn an undergraduate degree in journalism. A master's in journalism from LSU followed fourteen years later, and fifteen years afterward, a doctorate in mass communication from the University of Southern Mississippi.

Historiography: *What did you do professionally before going into teaching?*

Broussard: I was a reporter for the *States-Item* newspaper for a year before becoming director of news and publications at Dillard University, a private liberal arts college in New Orleans. I held that position for fourteen years before becoming press secretary to Mayor Sidney J. Barthelemy and director of public information for the City of New Orleans for almost eight years. Because I loved interacting with students, I was an adjunct professor at Dillard while in my other positions. In 1997, I closed my small PR firm and accepted a full-time teaching position at the university.

Historiography: *Where, and what courses, have you taught?*

Broussard: Courses I have taught include media writing and reporting, media history, and various public relations courses at Dillard University in New Orleans where I helped develop the mass communication program. For four years, while continuing to teach at Dillard, I was an affiliate faculty LSU until I joined full-time in 2006. I taught and/or continue to teach mass media history; mass media theory; and public relations courses including introduction, theory, writing, cases, and campaigns; foundations of strategic communication, and strategic commu-

nication campaigns.

Historiography: *Tell us about your background in history: When did you first get interested in historical research? How did your education prepare you to be a historian? etc.*

Broussard: I have been interested in history since childhood. However, I became fascinated with historical research when I enrolled in Dr. Dave Davies's journalism history courses at the University of Southern Mississippi as a doctoral student in 1997. My education gave me the tools and methods necessary to conduct historical research. Reading seminal works such as Startt and Sloan's *Historical Methods in Mass Communication*, and completing rigorous assignments that required me to delve deeply to uncover little-known facts, events, people, and even issues and their impact, was immensely beneficial.

Historiography: *Who or what have been the major influences on your historical outlook and work?*

Broussard: Books and articles by journalism historians such as Roland Wolseley, Armistead Pride and Clint Wilson, Rodger Streitmatter, and Margaret Walker are just a few of the many that provided foundational information and enkindled in me a desire to learn about the Black press.

Historiography: *What are the main areas or ideas on which you concentrate your historical work?*

Broussard: I concentrate on the Black press, particularly its role in media, American and world history, and in society. I seek to situate the

lives and work of Black female and male journalists within the context of the periods in which they live(d). Therefore, I not only tell HIStory or HERstory, but I also provide context by asking what the journalists and Black publications did, and why and how they engaged in journalism. Through the lens of race, I illuminate a vastly different alternative history from what had been in the public memory, and I examine the impact that Black journalists had as they sought to bring about social, economic, and political changes in America — in their quest for equality.

Historiography: *Summarize for us the body of work — books, journal articles, and so forth — that you have done related to history.*

Broussard: I have written two journalism history books, several book chapters, and journal articles on the Black press, and I have presented papers and sat on panels at numerous conferences. The first book, titled *Giving a Voice to the Voiceless: Four Pioneering Black Women Journalists,* aimed to illuminate the extent to which the women used their pens and voices to advance the race by championing causes, agitating and protesting, and countering misrepresentations of Black people while also advocating for gender equality. While writing about Black female journalists, I also wrote the national award-winning book titled *African American Foreign Correspondents: A History* that traced the genre from the mid-1840s until the early 2000s. In doing so, I placed the genre in the enterprising and elite area of journalism that signified an excellent media organization. Before my book, Black foreign correspondence was almost invisible in the genre because foreign correspondence was associated with the mainstream or general media.

Historiography: *Of the books and articles you have written, from which ones did you get the most satisfaction?*

Broussard: I got the most satisfaction from the *African American Foreign Correspondents* book because it not only lifted a genre from invisibility but broke new theoretical ground by providing perspectives I found in the works the journalists produced. First, I showed that not only did the genre exist, but the Black press produced a vast amount of reporting from overseas. A fundamental argument was that slavery and the subjugated position of Black people in the United States were the impetus for the creation of the genre. As I stated in the book, Black foreign correspondents reported from abroad just as their white counterparts, saw the world first-hand, related their experiences, and framed issues on the world stage, thereby creating context and meaning for and about people of color and other audiences worldwide. In doing so, they exposed the complicity of mainstream media and government in primarily telling stories that marginalized, stereotyped, and denigrated non-white others.

Historiography: *We realize that it is difficult to judge one's own work — and that the most accomplished people are often the most modest — but if you had to summarize your most important contributions to the field of JMC (journalism/mass communication) history, what would they be?*

Broussard: I am pleased to have examined the intersection of race and media, government and media, and race and society through the lens of the Black press, thereby presenting an alternative perspective — and alternate reality — and highlighting the extent to which race and class shaped both journalism and history.

Historiography: *As you look back over your career, if you could do anything differently, what would it be?*

Broussard: I would not have done anything differently. Everything has followed a trajectory, from becoming a reporter after graduating from college, and a year later becoming director of news and publications for Dillard University and introducing a journalism course there, and after fourteen years becoming press secretary to the mayor and director of public information for the city of New Orleans and being an adjunct professor to what I do now. My career has been a progression with which I am well pleased.

Historiography: *Tell us about your "philosophy of history" (of historical study in general or of JMC history in particular) or what you think are the most important principles for studying history.*

Broussard: History is more than a recitation of the past—what has happened, why, and how in our country and in our democratic society. History in general and JMC history contribute to and even shape public memory, often conveying what is important, what to think about, and how to think. JMC history is an important chronicler of history. Because of journalism's crucial role in the formation of our country and society, and because of the state of democracy in this country and throughout the world, JMC history must continue to do more than document. As it documents this history of the media, it must tell all sides of what has transpired, contextualizing people, events, issues, happening, etc. It must tell the whole story, not misrepresenting or rendering any group to invisibility or marginalization, not stereotyping, not omitting, but telling all that is relevant. In other words, by examining

all aspects of media, including legacy and social media, new media such as podcasts, and even the Dark Web, JMC history should continue to provide context that creates meaning and understanding.

Historiography: *How would you evaluate the quality of work being done today in JMC history — its strengths and weaknesses?*

Broussard:: I am pleased with the outpouring of works that study underrepresented groups and issues that lift from obscurity people and events that played major roles in the development of journalism and mass communication. These works also are interpretive cultural history that examines what James Carey (1974, 1985) termed the "deep structure" of feelings of those involved in the events or occurrences that explore the consciousness, the "attitudes, emotions, motives and expectations that were experienced in the act."

Historiography: *What do you think we in JMC history need to be doing to improve the status of JMC history in (1) JMC education and (2) the wider field of history in general?*

Broussard: So much of what journalism historians produce is only found in books we write and in our journals, or shared at conferences, lectures and appearances as guest speakers at universities. We should strive for more visibility by aggressively promoting our work and its importance beyond academia to a broader audience via legacy and new media. We can appear as experts on cable network programs, and we could convert or condense our manuscripts into columns, opinion pieces, articles, and social media content. For instance, the Journalism History podcasts collaboration between AEJMC and *Journalism History*

embraces a relatively new media to make our works more visible and usable in an academic setting and in the public sphere. Many faculty/scholars also are utilizing new and novel teaching methods and assignments to make history come alive and kindle the interests of students. Therefore, research and mini-assignments could lead to an oral history project presented via podcasts or even a series of TikTok videos instead of a long-form research paper. I believe students who take classes that incorporate such an approach could become our ambassadors to fellow students who see journalism history as boring or irrelevant and administrators who view such courses as less relevant investments and contributors to the school's academic offerings.

Historiography: *What challenges do you think JMC history faces in the future?*

Broussard: Challenges the profession faces include declining trust in media and media institutions, blurred lines between fake and real news, layoffs, and declining revenue. If there is a belief that journalism is irrelevant and unnecessary, one might ask what is the value of journalism history? I argue that the challenges make media history more crucial, relevant, and beneficial. Journalism history situates the media in the past — in American and world history and society and provides meaning and understanding for the present. Therefore, JMC faculty and scholars have to continually stress the importance of history to contextualizing developments in America and the world, and the relationships between government and the media, media and society, race and media, and gender and media, and how that shaped and continue to shape our world.

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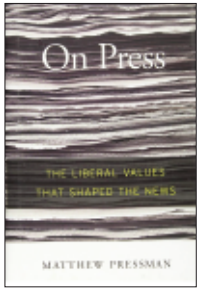
Book Award Interview

Matthew Pressman ©

Matthew Pressman won the Best Journalism and Mass Communication History Book Award from the AEJMC's History Division in 2019 for *On Press: The Liberal Values That Shaped the News*. The book was also a runner-up for the best book of the year award from the American Journalism Historians Association. Dr. Pressman is an associate professor of journalism at Seton Hall University, where he has taught since 2016. Before going into teaching, he worked eight years at *Vanity Fair* magazine. He received his Ph.D. in history at Boston University.

Pressman



Historiography: *Give us a brief summary of your book.*

Pressman: My book examines the transformation of journalistic values and practices in the U.S. — especially at big-city broadsheets — during the 1960s and '70s. I argue that this was the key period of change for American journalism in the past 100 years. During these two decades, interpretive reporting became the dominant mode of coverage, objectivity was redefined, soft news and reader service were elevated to foremost importance, reporting became more adversarial, and news outlets were forced to address the racism and sexism in their employment practices and news coverage. I focus primarily on two newspapers as case studies: the *Los Angeles Times* and

the *New York Times*. Although most of the book is about the period from 1960-1980, a final chapter traces the changes that I've outlined above from the 1980s into the Trump era.

Historiography: *How did you get the idea for your book?*

Pressman: It began as my dissertation. Before entering grad school I had worked at a major national magazine, *Vanity Fair*, and I wanted to tackle a big national issue as my dissertation topic, so I settled on this question of when and how the press adopted its defining characteristics. Having spent plenty of time looking through historical newspapers, I had a sense that the twenty-year period during which they changed most dramatically during the twentieth century was from 1960 to 1980, so those became my chronological endpoints.

Historiography: *What was the state of the historical literature about the topic at the time you began work on your book?*

Pressman: There was some excellent work on some of the individual changes that I chronicle in the book. An article by Michael Schudson and Katherine Finke on the growth of interpretive (or contextual) reporting, Schudson again on objectivity (*Discovering the News*), along with the work of David Mindich and others. Some great work too on the struggles against racism and sexism in the newsroom, particularly by Pamela Newkirk (*Within the Veil*) and Lynn Povich (*Good Girls Revolt*). And of course there were countless books about the *New York Times*, along with one good monograph about the *Los Angeles Times*. But I don't think there was any other historical literature that tried to connect all of these dots and tell a bigger-picture story about the transformation

of journalism during this era.

Historiography: *Tell us about the research you did for your book: What were your sources, how did you research your book, how long did you spend, and so forth?*

Pressman: I chose the *New York Times* and *Los Angeles Times* as my two case studies in part because of the availability of their company records. There is a voluminous and well-catalogued archive for each, at the New York Public Library and the Huntington Library (in San Marino, California), respectively. As I was in a history Ph.D. program, there was tremendous emphasis on grounding one's dissertation primarily on archival sources. I was fortunate to get grant funding for two trips to California and I took several shorter trips to New York. In addition, I interviewed roughly 25 journalists who had worked at the *New York Times* or the *Los Angeles Times* during the 1960s and 70s. I also relied on published primary sources, of course; I found trade publications especially valuable, in particular the Bulletin of the American Society of Newspaper Editors. I spent 4-5 years on the research, all told.

Historiography: *Besides the sources you used, were there any others you wish you had been able to examine?*

Pressman: There were many people I wish I'd been able to talk to who had passed away — some of whom I might have been able to interview if I'd reached out earlier. I also would've liked to have been able to see the papers of *New York Times* publisher Arthur Ochs Sulzberger, which are at the NY Public Library but not yet open for research (they are embargoed until a certain number of years after his death).

Historiography: *Based on your research for the book, what would you advise other historians in our field about working with sources?*

Pressman: Have a plan when you go to an archive. Take photos of documents; don't try to read them while you're there. And interview people whenever you can; don't delay!

Historiography: *What were the challenges you faced in researching your book?*

Pressman: The amount of time and effort it took to gather the research was a challenge, but the greatest challenge was not gathering the research but trying to organize it into a narrative. Especially because my book is not strictly chronological, it was hard to figure out how to work in a certain finding and how to group the various arguments and pieces of evidence into cohesive, self-contained chapters.

Historiography: *Is it possible to get too close to a research subject? How do historians maintain their neutrality of viewpoint when conducting and interpreting research?*

Pressman: It is possible to get too close, especially when you're interviewing people or spending a lot of time in their personal papers. I'll admit that I developed a fondness for Abe Rosenthal and Nick Williams — the chief editors of the *New York Times* and *Los Angeles Times* for many of the years that my book covers — based on how much I liked the memos they wrote and how I admired the way they dealt with challenges. And maybe my book is too soft on Rosenthal, who had many detractors. But as long as you're still willing to level criticism when it's

warranted, I think it's OK for the historian's viewpoint to come through — provided that viewpoint is grounded in the sources and in an understanding of the historical context.

Historiography: *What new insights does your book provide?*

Pressman: I hope people will read it and draw their own conclusions about that!

Historiography: *What findings most surprised you?*

Pressman: I was amazed at how familiar the debates over objectivity sounded. It was in many ways that same argument that has been playing out today, especially since 2016. I was also stunned by how dramatically and suddenly the coverage practices and perspectives of journalists shifted in the mid-1960s. The types of stories published, and the attitudes expressed within newsrooms, were starkly different in 1968 versus 1964.

Historiography: *What advice would you give to people in our field who are considering doing a book in JMC history?*

Pressman: Don't shy away from tackling a broad, wide-ranging topic, and don't hesitate to study a well-known outlet or phenomenon if you think there's something new to be said about it (I was hesitant at first to use the *New York Times* as a case study because there has been so much written about it, but in the end I'm glad I did).

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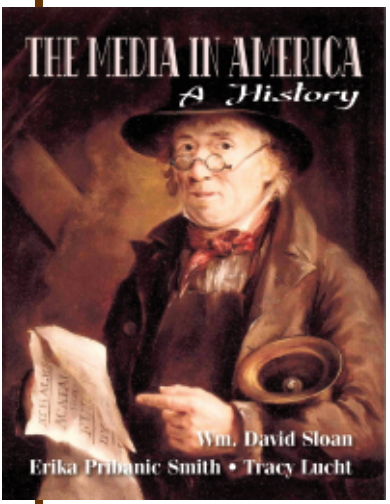

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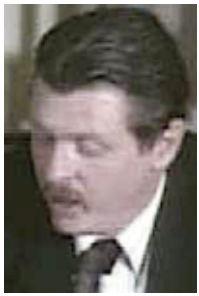
The Media and Ideas

By C. Edward Caudill ©

NOTE: This is the tenth article in our series "How Media History Matters," dealing with the significance that the mass media have had in American history. We think the series will appeal especially to historians who believe historical claims need evidence to support them. It's easy, someone has said, to suggest explanations if one doesn't have to worry about facts.



Caudill

Many ways exist to justify JMC's historical importance. One monolithic explanation won't work. Ed Caudill's essay focuses on the media's role in defining and shaping ideas and then disseminating them through society, and ultimately changing culture.

News is more than a collection of related facts strung together chronologically or in order of importance. News responds to, reflects, and defines the values of society. News is not mere description — it often defines the event. Significant events are covered in the press, whereas insignificant ones are ignored. And the press itself defines significance. Like any institution, the press has its standards, definitions,

C. Edward Caudill, a professor emeritus of journalism at the University of Tennessee, is the author of Darwin and the Press *(1989). He also has co-written several books on Civil War figures, including George Custer, William Tecumseh Sherman, and Nathan Bedford Forresr. Among his numerous articles is the* Journalism Monograph *"The Roots of Bias: An Empiricist Press and Coverage of the Scopes Trial." He served on the Board of the Directors of the American Journalism Historians Association from 1989 to 1992 and on the editorial board of* Journalism Quarterly. *He received his Ph.D. in mass communication from the University of North Carolina.*

and goals, however vague this framework of values may be. News is a mosaic of reality, and is part of the mosaic. Ideas, as they are presented in the press, simultaneously are changed by the press and are changing culture.

This essay is a study of the press treatment of ideas, specifically the press coverage in the recent past of the creation-evolution controversy. The conflict is more than a century old. In the 19th century, scientists who had built careers based on a scientific paradigm exploded by Charles Darwin denounced him and his theory of natural selection. In addition, many clergymen assailed Darwin for what they correctly saw as a denial of the Biblical account of creation and an assault on church authority in scientific issues. Reporters also criticized and satirized Darwin and his ideas. One story in 1925, the year of the Scopes trial, said that if a fossil ape that had developed trousers could be found, then there would be evidence to support Darwin.[1] Another article, fifty years earlier, predicted that Americans would be nearly impossible to kill in a few generations. Citing Darwin, the writer facetiously hypothesized that Americans developed resistance to stab wounds because of bayonets in the Civil War, and they resisted blows to the head because they were getting used to being hit by trains.[2] Although such comments intentionally misinterpreted Darwin, they are examples of an important function of the press. Newspapers and magazines in such cases served as a cultural defense mechanism, reflexively attacking the idea that threatened a philosophic sanctuary, the special place of humanity in nature and the instantaneous creation of life. In the 20th century, most people generally accepted evolution and interpreted Genesis metaphorically. As a result, fundamentalists of the Scopes era were depicted as ignorant or, at best, simply living in the past. A half-century later, in the 1970s and 1980s, the press presented creationists in a similar fashion, and was

more certain of the ignorance of fundamentalism and the correctness of evolution.

Newspaper and magazine articles in the 19th century helped introduce a new, radical idea to society, interpreting and misinterpreting the theory and its proponents, but making the idea part of the cultural discourse. In the 20th century, as the debate alternately heated and cooled, press coverage forced an examination of ideas and assumptions of both sides in the evolution-fundamentalism fracas. Are there holes in evolutionary theory, as creationists claim? What evidence do creationists have for their alternative explanations of life? As evolution moved from fanciful hypothesis to scientific paradigm to social-economic model, the press helped guide and shape the impact of Darwinism in America.

Studying ideas, as opposed to individuals and institutions, is the exception rather than the rule in journalism history. The case has been made for a history of the press, and the case is made for the history of ideas. However, explorations at their intersection are rare. Of course, many studies have dealt with the idea of news or of free speech, but these are concepts that are a part of the press-media process (i.e., they exist within the system and help define the system). So the ideas being studied actually help determine the system's form. The organization of news has been examined as it existed within the press-information system. But the study of ideas and the press provides two other possibilities for research about the meaning and impact of the press in culture, politics, and society. The first alternative is the study of ideas about news and free speech as they exist outside legal and editorial thinking, looking instead at the concepts as they exist in subcultures, or in business or religious institutions, for example. The second possibility is the study of ideas, such as Darwinism, that exist external to the organization, had little bearing on news organization and definition, but are important,

influential concepts in the broader culture. I suggest these two alternatives with an assumption embedded in them: The press is worth studying. The press is worth studying because it helps define and shape our culture and values.

Ideas guide inquiry, and researchers build their structures on these ephemeral foundations. American history, for example, may be a study of the idea of democracy, which may tilt precipitously in times of national stress and then appear unshakable in a tranquil, prosperous moment. An idea, such as democracy, should be explored from a multitude of perspectives, if it is in fact an important, significant part of American history. "Democracy" for many years was studied from the "great man" perspective, focusing on such notables as Jefferson, Madison, and Lincoln. But it also is the idea so often examined in histories of African-Americans, labor movements, of civil rights, and even the Civil War. Evolution, too, has been explored, but usually only as the elite interpreted it. If an idea is important in a culture, it does not exist only among the few. In some form, however different from the original, it filters to the general public. At this point, the press becomes essential to developing a fuller comprehension of what the idea means to society.

The Debate Over Darwinism

Darwinism was a cultural phenomenon as well as a scientific one. Thus, one exploring Darwin or evolution faces the task of dealing with the many aspects that became Darwinism, studying those ideas as they applied to both nature and society. An idea typically has no clear boundaries, no distinct points in which it is born, lives, and dies, no physical limits on its time and place of existence. Evolution slips backward in time to ancient Greece. Natural selection was simultaneously

discovered in rural England by Darwin and on the other side of the world by Alfred R. Wallace. The theory of the speciation immediately became a theological issue and influenced the developing social and behavioral sciences, as well as other physical sciences. The idea still is quite vigorous, having itself gone through several evolutions. The problem of definition grows as the number of messengers multiplies, and in the press there were not only numerous messengers but numerous interpretations of the idea. Darwinism meant, and still means, such things as Darwin's theory of natural selection, social Darwinism, any concept of evolution, and nonidealist science, to name a few.

Creationism

In the late 19th century, most Americans believed in a literal reading of Genesis. And even into the 1980s, according to one public opinion poll, forty-four per cent of Americans believed that "God created man pretty much in his present form at one time within the last 10,000 years." However, "creationism" is a label that includes a wide range of ideas about the creation of life, from the literal interpretation of Genesis to the concept of several creations prior to the seven days of Genesis. It also includes "progressive creationists," who limit God's intervention to creation of human life and perhaps the human soul, an idea that is virtually the same as theistic evolutionism.[3]

Fundamentalism, however, was not just a reaction to Darwinism. Fundamentalism, which was not representative of the Christian response to Darwinism in the 20th century, also was a reaction against liberal theology and "modernist" attempts to make Christianity and science compatible.[4] But it was the attempt to stop public schools from teaching theories deemed incompatible with traditional readings of the

Bible that caught the public attention. From 1921 to 1929, at least thirty-seven anti-evolution bills were brought before state legislatures, and four were passed into law.[5] One of the most important events for early fundamentalism was the publication from 1910 to 1915 of *The Fundamentals*. The twelve-volume work had two effects: it had a great interdenominational impact because it drew on eminent spokesmen from different denominations; it started the fundamentalist movement. *The Fundamentals* made the conservative theological case in a dignified manner, moderate in tone, and with intellectual power.[6]

Believers in a literal Genesis had become increasingly alarmed in the 1880s and 1890s as the arguments concerning theology and Darwinism became more public, no longer the domain of a few elite thinkers. In tandem with the threat of evolution was the growth of the idea of interpreting the Bible as an historical document, not just the inspired word of God. Darwinism was not the primary target at this time, and this relative lack of concern was reflected in *The Fundamentals*, which cited Darwinism but lacked the more shrill tone that fundamentalism adopted in the 1920s.[7] The development of the fundamentalist attitudes toward Darwinism was reflected in the changing views of William Jennings Bryan toward the theory. Earlier, he believed the idea of men being related to monkeys was a rather silly one, but he did not spend much effort in combatting the theory. World War I, however, seemed to change his attitude. The "war to end all wars" raised questions about the future of Christianity and revealed a dark side of humanity. Bryan believed the problem was Darwinism and its numbing of the human consciousness. Darwin's survival of the fittest could subvert the teachings of Christ, he believed, and could threaten both democracy and Christianity.[8]

The high point of the fundamentalist legislative campaign may well

have been the Scopes trial, which William Jennings Bryan and his creationist allies first legally won and then lost on appeal. By the end of the decade, the legislative tactics had faltered and creationists turned their attention to local communities and school boards, attacking textbooks and teachers for presenting evolutionary material. Still, the movement was in decline.[9]

In the early 1960s, two events marked the revival of creationism, the 1961 publication of *The Genesis Flood*, and the establishment in 1963 of the Creation Research Society in San Diego, California. The primary figure in both events was Henry B. Morris, a Texas engineer who adhered to a literal account of Genesis and one of the most outspoken and articulate critics of evolution. He and John C. Whitcomb Jr., a teacher at Grace Theological Seminary in Indiana, wrote *The Genesis Flood*, which argued for inerrant Scripture and recent creation of the universe and attributed geological strata to a great flood. It was probably the most significant creationist work since the 1920s for a simple reason: it looked scientific. Two years later, the Creation Research Society was established. Members were required to sign a statement professing their belief in the inerrancy of the Bible and in special creation. The society's legitimacy as a scientific endeavor was promoted by only accepting as members people who held a graduate degree in a scientific discipline.[10]

After the U.S. Supreme Court invalidated an Arkansas anti-evolution law in 1968, creationists changed their tactics to demanding equal time for teaching "scientific creationism" rather than attempting to outlaw the teaching of evolution. This change was not just a result of the Supreme Court ruling. First, the strict creationist idea of the beginning of life and as a world view was inadequate for many people in the age of nuclear power, space exploration, and the dawn of the computer age.

In addition, creationists may have avoided admitting the use of a Biblical account of creation because such a move may have paved the way for other interpretations of Genesis, even non-Christian ideas about creation. The breadth of the creationist revival is difficult to measure, but it seems to have spread widely and to have brought with it some scientific legitimacy.[11]

The press played a critical role in the resurgence of fundamentalism and creationism by providing the public forum for the debates and by covering the courts, which have become the arena of activism for a wide range of special interests in the last several decades. Much of the 1980s coverage reflexively referred to the Scopes trial, and even called some cases "Scopes II." The *Atlanta Constitution* in 1985 drew a direct line from the Scopes trial to the contemporary creationism debate. Although articles on the contemporary court cases and controversies often alluded to Scopes in a sentence or paragraph, the *Constitution* devoted a front page story to recalling the Scopes trial: "... The trial pitted scientific theory against Christian belief in a battle that still rages.... " The story also noted that the Scopes trial began as a publicity stunt and that the trial decided nothing in the science-religion conflict. A companion story said in its lead that the evolution-creation conflict continued, but it now was the creationists rather than evolutionists who were espousing academic freedom. The page even included excerpts from the Bryan and Clarence Darrow exchange at the Scopes trial.[12]

The press reaction to creationism in the mid-1980s occurred primarily via several publicized court cases. One of the most prominent themes in the coverage, the nature of scientific method, was a familiar one. But the debate expanded to include an exploration of "creation science." As these issues were brought to light, Scopes was frequently recalled and the legitimacy of evolutionary theory constantly challenged.

The Nature of Science

One of the most prominent themes to emerge in the press was reminiscent of the Scopes trial and its underlying issue, the ways of knowing. However, in the 1980s, revelation and observation were not pitted against one another as they had been in the Scopes trial.[13] Instead, a more refined stance was taken by the creationists, who offered alternative explanations of the data and a critique of scientific method.

In June 1987, the U.S. Supreme Court rejected a Louisiana law that required equal time for teaching both evolution and "creation science" in public schools. This followed a lower court rejection in 1982 of a similar law in Arkansas, an action that was a frequent point of reference in press coverage of the Louisiana case. In July 1986, a group of fundamentalist parents in Hawkins County, Tennessee, filed suit in federal district court. The issue in this case was more broadly drawn than creationism versus evolution. Secular humanism was the target of the fundamentalist parents, who objected to basic readers published by Holt, Rinehart & Winston. The books, used in public schools across the nation, were objectionable because of their departure from, among other things, traditional depictions of sex roles. The case, labeled "Scopes II" by many newspapers and magazines, was not primarily concerned with evolution, but it remained a fundamentalist-creationist challenge. Creationism also was challenged in 1985 when California's state school board rejected a number of science textbooks because the books said too little about evolution or were too qualified on evolution.

The *Chicago Tribune*, in an editorial on the Louisiana case, succinctly stated the issue: "faith versus science." But the editorial pointed to the tactics of fundamentalists and the irony of the tactics:

> If imitation were always flattery, the creationists could be accused of flattering Darwin because lately they have tried to build a case that their belief in the origin of life is really a science....
>
> Creationism is not a science because it is grounded in the revealed truth believed to be found in the Bible. It is a faith, not an empirical belief.[14]

The *Tribune* allowed that science also could be dogmatic, but it said science also recognized that it might be wrong and would change as new data and ideas arose. This simplistic notion of the workings of science concluded that God did have a place in the issue, as He acted "through the events and behavior of the natural world." The article concluded by demanding that the Supreme Court make a distinction between science and religion.

The press distinction between science and religion was commonly made on the basis of evidence that each offered. The *Los Angeles Times*, for example, quoted the Louisiana attorney general as pointing out the need for schools to "teach all the scientific evidence." But an earlier reference to the creationist argument said the view "suggests" the sudden appearance of life several thousand years ago.[15] An editorial more than a year earlier had taken a similar view of "evidence." In challenging a creationist's contention that evolutionists could not prove the earth to be 4.5 billion years old, the *Times* cited the measurement of the age of meteorites, moon rocks, and lead isotopes. Thus, the editorial concluded, creationists were clinging to their ideas "in spite of the evidence, not because of it."[16] Recalling the Scopes trial, another *Times* article quoted Stephen J. Gould, Harvard University professor of paleontology: "'Creation science' is a meaningless phrase, a whitewash...." But the article also quoted a creation scientist, who cited the reasons for doubt-

ing evolution, particularly gaps in the fossil record.[17] The decision by the California state board of education drew a laudatory editorial in the *Times*, which said California, as the nation's biggest buyer of textbooks, should use its clout to influence the content and "to help set high standards in order to advance scientific knowledge among young people."[18] The standards apparently were scientific standards of empirical evidence.

Evidence was the issue when the *Atlanta Constitution*, reporting on the Louisiana case, quoted the plaintiff's attorney on gaps in the fossil record.[19] The *Constitution* quoted Justice Antonin Scalia's dissenting opinion that in fact creation science did have scientific credibility. Scalia said, "The act [the Louisiana law] defines creation science as 'scientific evidence.'... We have no basis on the record to conclude that creation science need be anything other than a collection of scientific data supporting the theory that life abruptly appeared on Earth."[20] A second story quoted a scientist, who supported the court decision, as saying, "This ruling frees the teaching of science from this kind of confusion with what are basically religious concepts."[21]

The *Washington Post* condemned creation science for its method. In an editorial, the *Post* stated that evolution was based on an "enormous body of data" that did not support the "hypothesis of instantaneous creation." Although denying the scientific validity of creationism, the paper was endowing the enterprise with the scientific language of "hypothesis." But worse yet, the editorial charged, creationists begin with a conclusion and ignore data that do not fit the conclusion. This was "pseudoscience," a label that was substantiated by pointing out the lack of creationism articles in scientific journals. A letter the same day said that science was "by definition an atheistic endeavor.... Science rejects theism as a methodology...."[22] An Edwin Yoder column in the *Post* was

more conciliatory, however, and said creationists should not be alarmed by science, but by "scientism," which he defined as a philosophy attributing all to materialistic causes. He did support the court decision in the Louisiana case.[23]

A *New York Times* story on the Louisiana case also seized upon the problem of evidence:

> Fundamentalist proponents of creationism have coined the designations of "creation science" and "evolution science," asking for both in a "two-model" curriculum....
>
> At the heart of the creationists' appeal is the statement that "creationist science consists of scientific evidence and not religious concepts, and evolution is no more scientific and nonreligious than creation science...."[24]

The story quoted the opposing legal brief that charged use of the word "science" did not make the religious content disappear in the Louisiana law. In addition, a brief filed by the National Academy of Sciences was quoted as saying the law "seriously undermines the teaching of science in the public schools, and threatens to stunt the intellectual development of generations of American children." The Academy statement served to underline that which may have been a deeper issue for the creationists: Science also was equated with intellectual development. The creationists' tactic, of course, was to label their ideas "science" in order to get a place in the curriculum. The Academy apparently made no mention of non-science courses in promoting intellectual development. But the brief objected to creation science because it could not be disproved, and disproof was called a "hallmark" of scientific method. The Academy brief concluded that the Louisiana law had the potential

for setting up a false "either-or" choice and creating a conflict between science and religion.[25]

When the decision was handed down in the case, several newspapers quoted scientists who viewed the injection of creationism as a distortion of the scientific debates over evolution. The *New York Times* noted:

> But almost all scientists say that ... creationists are distorting the meaning of continuing scientific debates: The debates, they say, are over aspects of evolutionary theory, not over its basic truth, which is supported by overwhelming evidence. They firmly reject the view of creationism as science, saying it is based on fundamentally unscientific beliefs.[26]

The newspaper response to "creation science" ranged from subtle to outright rejection, and even to ironic when the press itself applied the language of science to creationism. In popular science magazines, the reaction to creation science was not so subtle. *Discover* maintained a wall between the scientific and religious realms. As one headline noted, creationism is "what they call science."

> Despite the word "science" in their names, these organizations were avowedly antiscientific.... [After 1968] They began to use not only the word "science" but also its grammar and vocabulary....
>
> ... In reality, however, what they [creationists] do is not science at all. The biblical truth comes first; the science, come hell or high water, is tortured to fit....
>
> ... And so they wait for the inevitable faltering step or the admission of weakness and then pounce. It is an easy pastime, because

science is a history of missteps and revisions....[27]

The strident article lost its own scientific perspective, to a small extent, when a few "facts" that it presented had no apparent connection to the real world. First, the author reported the existence of 700 to 6,000 "creation scientists," and provided no source for such an estimate, except perhaps a little hysteria about the fundamentalist threat. Second, in the inevitable recall of the Scopes trial, the author said the trial "took place in a time of strong antiscientific sentiment."[28] Although the 1920s saw the revival of fundamentalism, it was not an "antiscience" decade.

Scientific American, quoting the National Academy of Sciences brief in the Louisiana case, pointed out that "scientific evidence" was the issue, and "facts are the properties of natural phenomena." Thus, the law set up a false conflict between science and religion by mislabeling religion as science.[29] The argument for evidence was taken further in *Science* magazine when an article assailed Henry Morris for his method. The article said Morris and his ilk simply had not published in scientific journals. Two individuals reviewed a number of scientific journals for creationist articles and found nothing published and very little even submitted for publication. Perhaps one of the most critical points in the article was to note the logic, or lack of it, in the creationist view that "arguments against evolution are arguments for creation." Extrapolation, the article said, was common among scientists, but this type was condemned as extreme because it sets up only two alternatives; the rejection of one alternative necessarily meant the acceptance of the other.[30]

Time magazine also said that creationists "apply the language but not the rigor of science to defend a literal interpretation of Genesis."

The magazine cited creationists' selective use of evidence in the publication of a small book on the bombardier beetle, which had the unusual defense mechanism of being able to spray a toxic chemical, an ability that creationists claimed was proof of design by God because such complexity could not have evolved, one of the reasons being the toxic chemical would have at some point in evolution killed the beetle itself. This, *Time* said, was using a "bizarre insect" to make the case. The book was "peppered with scientific terms ... but it is so riddled with errors that entomologists cannot begin to guess where [the author] got her information."[31]

Nationally syndicated columnist James J. Kilpatrick apparently had some sympathy with the creationist view. He criticized columnist George Will, who had attacked Scalia's dissent in the Louisiana case, and meditated on a nest of baby wrens. On the creation-evolution controversy, Kilpatrick concluded: "... but what mind conceived the first egg, the first feather, the first wren?"[32] His metaphysical question was not antagonistic to scientific method; it just had nothing to do with science. It called to mind Thomas Huxley's assertion that the search for first causes was the pursuit of "barren virgins." Kilpatrick was chasing those virgins and not dealing with a scientific issue.

In the column that provoked Kilpatrick, Will characterized Scalia's dissent as "nonsense because 'creation science' is nonsense on stilts." Will's column demonstrated another problem in the confusion over science and creation science: the latter uses theory, and the former has adopted the word. Each realm has a different meaning for the word, thus creating another linguistic muddle for the language of science.[33] Will's column prompted a letter from a clergyman who condemned the column as arrogant and insulting. The letter, which demonstrated the confusion over the scientific use of the word "theory" that Will was talk-

ing about, cited the fossil record as evidence of sudden creation and refutation of evolution. The letter also resorted to a "first causes" argument by pointing out that without "spontaneous generation" the process of evolution could not have had a starting point.[34]

The argument over scientific evidence and method inevitably led to the debate on the nature of theory, the meaning of the word, and its relationship to method. Again, the creationist scientists and other scientists were at odds.

Scientific Words Versus Scientific Ideas

Creationists have adopted the language of science but not the concept. "Theory," in science, has a number of definitions, but generally means an explanation of natural phenomena, derived from data, and done so in a fashion that is replicable and verifiable by other people. "Theory," for creationists, often was synonymous to "untested hypothesis" or "proposition," or just a guess. *Science* magazine recognized this core of contention in the creationism-evolution debate when an article referred to "arguments centered principally on the meaning of words."[35] The *Chicago Tribune* provided an example of the pitfalls of language in discussing the issue. A story on the American Society of Naturalists said,

> There were no sessions linked to volatile political issues such as the debate over sociobiology and natural selection that raged a few years ago. That was not by design but because these topics simply were not a major portion of the evolutionists' interests.[36]

The use of the word "design," although probably unintended, was ironic. Contrary to the poorly written sentence, the article said, it prob-

ably was debate, not natural selection, that "raged a few years ago." The story later injected the common misinformation of more than a century that evolution traced man's roots to apes, rather than man and apes being descended from a common ancestor. The image and language of science were religious, with one of the scientists described as "a calm, scientific Buddha...." The press, like creationists, used the language to promote image and authority.

The issue seldom was the validity of scientific method in explaining the material universe. Instead, the challenge was commonly to the applications and conclusions of scientific methods, with creationists calling attention to the limits of scientific knowledge and the fallibility of the process. The modern fundamentalists, unlike their counterparts of the early 20th century, did not try to divorce themselves from science and scientific knowledge. Modern fundamentalists accepted the idea of science and its method, but not its conclusions. Thus, fundamentalists implicitly accepted the fact that science reigned as a path of knowledge, but explicitly rejected scientific results and any pretense of infallibility.

The press, as a result of institutional constraints, was obligated to cover "creation science" on the merits of alleged evidence rather than as a religion. Those constraints included the obligation of reporters to tell both sides of a story, which meant that a controversy about evolution often involved seeking out those who were creationists, regardless of their scientific credentials. For the press, the credentials were more a matter of providing an opposing view than expertise on the subject at hand. Reliance on authoritative sources was another constraint. However, reporters seldom have independent or formal mechanisms for evaluating "authority," so they end up relying on the assertion of authority by the source.

Ideas and the Press

Newspapers and magazines are critical sources in the assessment of an idea's impact on society because the press disseminates ideas to society. This is not to say the material in the press gives direction to society, because press content is obviously influenced by market factors. The words, images, and ideas in the press are artifacts of the ideas in a culture. As an idea moves from individual creation to public interpretation, the "press stage" is important because of the potential to magnify or distort a concept as it becomes part of the zeitgeist. Many people still view Darwinism, for example, not as survival of the fittest but of the "strongest," which was a common misinterpretation in the 19th century as well. An idea, once in the hands of the press, is subject to a variety of forces, such as institutional norms and definitions of news, that affect the form in which the idea is offered to the public. The ideas that are put through the news process are not restricted to lofty scientific theory. In becoming public, any idea, however noble or humble, intelligent or inane, provincial or universal, is filtered through the press.

The fluid nature of language and the constantly changing process of mass communication also present challenges. The language of many 18th- and 19th-century scientific works, including *The Origin of Species*, was comprehensible to educated laymen, unlike most serious works of modern science. In the last several decades, the interpreter of science is no longer just a facilitator of understanding, as Thomas Huxley was for Darwin's theory, but is a necessity for understanding. As a result, the scientific "expert" become a news institution in the 20th century. There are two reasons for the modern expert. First, science and technology have become more specialized and complex, developing appropriately specialized vocabularies and making science less accessible to reporters

and the public. Second, as the process for news gathering became increasingly bureaucratized, it became more important to have scientists who provided the press with access to new ideas. Scientists such as Stephen Gould and Carl Sagan were press agents and popularizers for the scientific community. They were "experts," trained scientists whose interpretations and pronouncements are intended for public consumption. Huxley, too, was both scientist and publicist, but access to him or someone similar to him was not a layman's prerequisite to understanding science in the 19th century. Several routes were available to the 19th century layman for information about Darwin's theory. The steps for interpretation from scientist to public might be described as:

1. the scientist's written work
2. a. layman reads scientist
   b. the press interpretation of the work
   c. the press reporting another person's interpretation of the work
3. the layman's interpretation of the scientist's idea

In Step 2, all three alternatives may have been employed, any two, or any one in the 19th century. In the 20th century, Steps 2a and 2b largely disappeared. Now, experts talk; the media listen. Journalists rely on select interpreters, not only because of the complexity of the topic but also because it is easier to manage the collection and ordering of information from only a few people, the anointed experts, than it is from possibly hundreds of scientists who might be studying any given topic. In addition, the original work is even further removed from the layman as a result of more specialized, technical language in scientific research, making a check on the expert interpreter even more difficult. The diffi-

culty of wading through the language of scientific discovery and theory has affected reporters as well as laymen. The reporter, too, is rarely knowledgeable in a scientific field and cannot, as his 19th-century counterpart could have done, read and interpret the work for himself. The typical reporter, like the scientist, is a trained specialist. The reporter may focus on politics, economics, even science, but the essential training is usually as a journalist.[37] Conversely, the scientist is trained not in communication but in theory and methodology. Perhaps the modern age compensates for the reduced number of paths by providing more vehicles of communication within the one route. There are more mass communication sources now than in the 19th century. The increased access has come primarily through television, but magazines also have increased in number and range of interest.

Conclusion

Ideas in the press present both a challenge and an opportunity because, when given the context of the press, an idea is not stripped of its cultural context. The idea resides in the newspaper or magazine next to other ideas and reports that comprise a cultural collage. Herbert Spencer's ideas, for example, are necessarily considered as part of the phenomenon of social Darwinism. It would be quite artificial to focus on one man or the other in studying social Darwinism. It is insightful to consider the men's ideas together, but even more valuable to understand how the ideas of the two became one concept in society, a process revealed not in their letters but in the public commentaries on such topics as survival of the fittest and social evolution.

The study of ideas in the press is critical to understanding society. The state and evolution of mass culture is not amenable to simple expla-

nations or ideas from a few people or sources. In short, ideas are the engine of an open, democratic society, and the press fuels the engine.

NOTES

[1] *New York Times*, 23 July 1925, 18

[2] Ibid., 23 September 1875, 6.

[3] David C. Lindberg and Ronald L. Numbers, eds., *God and Nature: Historical Essays on the Encounter between Christianity and Science* (Los Angeles: University of California Press, 1986), 391. According to Numbers, the poll in the *New York Times*, 29 August 1982, 22, reported 9% of the respondents favored an evolutionary process in which God played no part; 38% believed God directed evolution; and 9% had no opinion.

[4] John Durant, *Darwinism and Divinity: Essays on Evolution and Religious Belief* (Norwich, Great Britain: Page Bros. Ltd, 1985), 27-28.

[5] Ibid., 23; Lindberg and Numbers, *God and Nature*, 394; Sydney E. Ahlstrom, *A Religious History of the American People* (New Haven, Conn.: Yale University Press, 1972), 910.

[6] Ahlstrom, ibid., 815-16, 910.

[7] Lindberg and Numbers, *God and Nature*, 393.

[8] Ibid., 395. Bryan was actually a progressive creationist who could accept evolution of all life up to man, but he confided that he could not concede any ground to evolutionists because to do so would be giving them a foothold for the next logical step, the evolution of man and the degradation of the Bible. He never expressed this view publicly, but he felt it best to keep evolutionists on the defensive until they could "prove" their case.

[9] Lindberg and Numbers, *God and Nature*, 403; Ahlstrom, *A Religious History of the American People*, 915.

[10] Lindberg and Numbers, *God and Nature*, 407-10. For an interesting synopsis of earlier Darwinism-religion conflicts, see Colin A. Russell, ed., *Science and Religious Belief: A Selection of Recent Historical Studies* (London: University of London Press Ltd., 1973), chap. 8.

[11] Lindberg and Numbers, *God and Nature*, 410-14.

[12] *Atlanta Constitution*, 14 July 1985, 1, 8. See also for press coverage drawing a direct line between Scopes and contemporary controversy: *Chicago Tribune*, 20 June 1987, 1-2, and 2 November 1986, 8, sect. 12; *Time* magazine, 29 June 1987, 54, "Memories of the Monkey Trial"; *Time* 28 June 1986, 68, "Tilting at Secular Humanism/ In Tennessee, a modern replay of the celebrated 'monkey trial'"; *Atlanta Journal / Atlanta Constitution*, 20 June 1987, 20.

[13] See Edward Caudill, "The Roots of Bias: An Empiricist Press and Coverage of the Scopes Trial," *Journalism Monographs* 114 (July 1989).

[14] *Chicago Tribune*, 4 January 1987, 4, sect. 2.

[15] *Los Angeles Times*, 20 June 1987, 19.

[16] Ibid., 13 March 1986, 4, sect. 2.

[17] Ibid., 19 August 1986, 1.

[18] Ibid., 12 December 1985, 6, sect. 2.

[19] *Atlanta Constitution*, 15 December 1986, 2, sect. D.

[20] *Atlanta Journal / Atlanta Constitution*, 20 June 1987, 1. Other newspapers also used the passage from Scalia's dissent.

[21] Ibid., 21.

[22] *Washington Post*, 17 July 1987, 21, sect. A.

[23] Ibid., 23 June 1987, 19, sect. A. The syndicated column appeared in other newspapers as well.

[24] *New York Times*, 2 September 1986, 38, sect. C.

[25] Ibid.

[26] Ibid., 20 June 1987, 6, sect. A.

[27] *Discover*, October 1987, "Will Creationism Rise Again?" by Sarah Boxer, 81-82.

[28] Ibid., 81.

[29] *Scientific American*, October 1986. See also August 1987, 14. The latter article sharply distinguished between science and creationism.

[30] *Science*, "Evidence for Scientific Creationism," by Roger Lewin, 17 May 1985, 837.

[31] *Time*, 5 February 1985, 70.

[32] *Atlanta Constitution*, 5 July 1987, C3, "Of Evolution and Creation and a nest of baby wrens," by James J. Kilpatrick.

[33] *Washington Post*, 25 June 1987, 17, sect. A.

[34] Ibid., 4 July 1987, 17, sect. A.

[35] *Science*, January 1987, 22-23.

[36] *Chicago Tribune*, 15 July 1985, 1, sect. 5

On the training and education of journalists see Lee B. Becker, Jeffrey W. Fruit, Susan Caudill, et al., *The Training and Hiring of Journalists* (Norwood, N.J.: Ablex, 1987); G. Cleveland Wilhoit and David H. Weaver, *The American Journalist: A Portrait of U.S. News People and Their Work* (Bloomington: Indiana University Press, 1986).

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News & Notes

(Please note: Announcements are from the organizers of the activities.)

Registration for the AJHA 2024 National Convention

Deadline for Discounted Registration for the AJHA Convention is September 7

https://ajha.wildapricot.org/event-5781788

Registration for the 2024 American Journalism Historians Association conference is underway. You can register by visiting the conference site and clicking "registration."

When registering, please keep a few things in mind:

An all-inclusive package registration option is once again available. Selecting the "member convention package registration" option will give you access to *all* events at the convention, including the historic tour, gala dinner, and Donna Allen luncheon. Early bird registrants can get the package for $514 by registering before Sept. 7, when rates will go up.

Those wishing to forgo an event or two can still do so by selecting the "member convention registration" option. Those going this route will still get plenty for their dollar, including access to all paper and panel sessions as well as the Thursday awards lunch, evening reception, and coffee breaks. You can also individually add tickets to the historic tour, gala dinner, and Donna Allen lunch at checkout. Early birds can sign up for $353 by registering before Sept 7, when rates will go up.

Early bird registration ends Sept. 7. So complete your registration today.

Online registration ends Wednesday, Sept. 25. If you forget to register by the deadline, you will be able to do so upon arrival in Pittsburgh. However, tickets to events like the Donna Allen luncheon, historic tour, and gala dinner may not be available on-site. If you would like to attend any of these events, complete the online registration form before the Sept. 25 deadline.

Finally, if you have any questions or problems before, during, or after registration, please contact me, Patti Piburn, at ppiburn@calpoly.edu. This includes if you would like to make changes to your registration after completing the online form.

Conference Announcement: International Colloquium on Forgotten Journalists

An upcoming conference in Ghent, Belgium, will examine the lives and work of lesser-known journalists whose careers shaped the industry and reported on some of the world's biggest news stories. Liberas, an archive organization based in Belgium and dedicated to the history of liberalism, will host "Forgotten Journalists: Lived experiences and professional identities in the past" on June 6 and 7, 2025, in conjunction with Ghent University, the Laboratory of Journalistic Practices and Identities, and the Center for Archives on Media and Information. The conference aims to "make visible those whose work has been underestimated, or whose journalistic (or partly journalistic) careers have been neglected." The two-day event will also include keynote presentations from scholars including Noah Amir Arjomand (University of California), Marie-Eve Thérenty (Université de Montpellier III), and AJHA member Will Mari (Louisiana State University). Travel grants will be provided to two early career researchers attending the conference from outside

of Europe. More information about the conference is available on the Liberas website.

Renowned Scholars To Highlight Thirty-Second Annual Symposium on the Nineteenth Century Press, the Civil War, and Freedom of Expression

Augusta, Ga. — Orville Vernon Burton and Harold Holzer will give signature lectures at the 32nd Annual Symposium on the Nineteenth Century Press, the Civil War, and Freedom of Expression at Augusta University.

Burton will present the inaugural Hazel Dicken-Garcia Lecture for the Symposium on its opening day, Thursday, Nov. 7. He is the Judge Matthew J. Perry Distinguished Chair of History and Professor of Pan-African Studies, Sociology and Anthropology, and Computer Science at Clemson University and recipient of the Southern Historical Association's John Hope Franklin Lifetime Achievement Award.

A prolific author and scholar, Burton's latest work, *Justice Deferred: Race and the Supreme Court* co-authored with Armand Derfner, has been hailed as "authoritative and highly readable" by reviewer Randall Kennedy of Harvard University Law School in *The Nation*.

The lecture is named in honor of the late Hazel Dicken-Garcia, a journalism historian at the University of Minnesota who was highly recognized for her study of nineteenth century press ethics. Dicken-Garcia was one of the original founders of the Symposium and one of the country's leading authorities on nineteenth century journalism history.

The Symposium, formerly hosted at the University of Tennessee at Chattanooga, is now co-sponsored by the Society of Nineteenth Century Historians in partnership with Augusta University's Pamplin Col-

lege the Pamplin College of Arts, Humanities, and Social Sciences.

Holzer, winner of the 2008 National Humanities Medal, the 2015 Gilder-Lehrman Lincoln Prize, and the Symposium's Hazel Dicken-Garcia Award, is a leading authority on Abraham Lincoln and the political culture of the Civil War era. He will headline the conference's second day with the keynote address. His most recent work, *Brought Forth on this Continent: Abraham Lincoln and American Immigration,* has earned praise from historians such as James McPherson and Doris Kearns Goodwin for its historical perspectives and insights into an issue as timely today as it was in Antebellum and Civil War America.

The Society's three-day program also invites panel and paper submissions dealing with media, broadly defined in the nineteenth century. Recent topics have included the Civil War of fiction and history, slavery and abolition, coverage of presidents and legislatures, the minority and foreign language press, the illustrated press, sensationalism, reporting on the arts, and spiritualism and the supernatural.

ECREA Communication History Workshop: Communication Networks Before and After the Web: Historical and Long-Term Perspective

The 2025 ECREA Communication History Workshop will be hosted by CERN (Conseil Européen pour la Recherche Nucléaire / European Council for Nuclear Research), where the World Wide Web took its first steps between the end of the 1980s and the early 1990s.

This special location inspired us to choose the theme of communication networks from long-term and historical perspectives as the key topic of the workshop. "Network" is one of digital literacy's most symbolic and obsessively repeated keywords and metaphors. However, communication networks are not exclusively digital. From telegraphy to

telephony and wireless communication in the 19th century, from radio and TV networks in the 20th, the concept of network has been used even before the Internet and, specifically, the Web. Communication networks seem to transform the sense of speed, space, and place, creating new connections and erasing others. Networks enable the exchange of communication or limit it; new networks are launched, and old ones are abandoned or have to be maintained.

Presentations (which have not yet been selected) will address three main historical perspectives on communication networks:

1. Communication and networks before the digital age: Potential topics for exploration include, but are not limited to letters, press, telegraph and telephone networks, radio, and TV networks, but also other forms of communication networks, through for example learned societies or rumor. The legacy of these models, their physical or symbolic persistence, their stakeholders, and their structure are topics of interest as well as issues of regulation and governance.

2. Imaginaries, representations, and narratives related to networks: This may include cultural imaginaries and narratives surrounding networks in a long-term perspective, their representations in media, the controversies that may have arisen through time, utopia, and mythologies related to networks and networked societies.

3. Digital communication networks: from socio-technical origins to platformization: Genesis and evolution of digital networks, communication dynamics and changes through digital networks, online communities and their modalities of communication, and past discourses and approaches surrounding the development of networked communication are only a few topics that may be diachronically addressed.

Fees and accommodation: The conference registration fee is 150 Swiss francs/about 150 euros (100 Swiss francs/about 100 euros for

Ph.D. and M.A. students), and participants are asked to cover their travel expenses. This fee includes apero at the get-together, coffee breaks, and two lunches. A special rate has been arranged for lodging near CERN: a single room with a private bathroom for 58.00 Swiss francs. Further information will be sent to all the accepted presenters.

Local organizers: James Gillies and Jens Vigen (CERN, Geneva), Deborah Barcella, Martin Fomasi, and Gabriele Balbi (USI Università della Svizzera italiana, Lugano).

For the section management team: Christian Schwarzenegger (University of Bremen), Valérie Schafer (C2DH, University of Luxembourg), Marie Cronqvist (Linköping University).

JHistory Salon: September 13, 2024

Friday, September 13, at 2 p.m. Eastern

David Sloan will be the guest at the JHistory Salon (via Zoom) in September.

The JHistory Salon is an informal online gathering of scholars interested in journalism and media history. Attendees range from senior academics and professors emeriti to graduate students. We often get some international attendees as well.

Dr. Sloan will talk about the state of the field; what has changed over the past four decades or so and what are the challenges now. He will talk for 20 to 25 minutes, and then there will be a discussion.

Meetings last for one hour. We meet the first Friday of every month from September to June (except in September, when we meet on the second Friday to let the semester get underway). We are associated with the JHistory H-Net discussion forum.

The salon is very informal. We are trying to replicate online the

atmosphere of the salons of old. The September talk will the kick off presentation for our fourth year.

Elliot King, Ph.D.
Professor, Department of Communication and Media
Loyola University Maryland

H-Net: Sharing Pedagogical Tools and Open Discussions about Teaching

By Heather Brothers, Digital Pedagogy Coordinator: As we prepare for H-Net's third annual Teaching Conference, I'm once again struck by the enthusiasm for an online conference that brings scholars from around the world together to discuss pedagogical struggles and triumphs. This year, we have sixty-five presenters eager to offer interdisciplinary perspectives on the theme, "History, Social Science, and the Humanities: Working in Classrooms and Communities." The conference originally grew from scholars' desire to share pedagogical tools and have open and honest discussions about teaching, and it continues to flourish among educators due to H-Net's commitment to open access and academic exchange.

As the Digital Pedagogy Coordinator at H-Net, I'm responsible for organizing the Teaching Conference and broadening the scope of H-Net's available teaching resources and services. To this end, I am spearheading the building of a new resource: the H-Net Teaching Hub. This service will aggregate existing teaching resources on H-Net and curate digital projects and primary sources on one accessible site on the Commons.

Additionally, the H-Net Home Office has been collaborating on the development of a new service: H-Net Spaces. Spaces will be a ded-

icated place on the Commons for scholars to build their own, unique digital projects. Christine Peffer (the Associate Director of Networks) and I have gathered the first cohort of scholars who will begin building their projects this fall with assistance from Home Office staff.

The Teaching Hub and Spaces are the result of a demonstrated need for free and accessible online resources and the dedication and hard work of H-Net's Home Office staff. H-Net could not function without our student staff, who are integral parts of creating and sustaining H-Net services, including new innovations like Spaces and the Teaching Hub. By donating to H-Net, you will be investing in the creation of these new projects by supporting our truly extraordinary Home Office.

W. Joseph Campbell Earns Lifetime Achievement Award

The American Journalism Historians Association has named W. Joseph Campbell as the 2024 recipient of the Sidney Kobre Award for Lifetime Achievement, AJHA's highest honor.

Campbell is a professor emeritus of communication at American University in Washington, D.C., from where he recently retired after 26 years on the tenure-line faculty.

"This year's field of nominees was quite strong and, as cliche as it might sound, we had a tough time selecting our 2024 honoree," said Willie Tubbs, chair of the selection committee. "However, even in this crowded field, Dr. Campbell's packet emerged as the clear winner. His contributions to our field are immense and span decades. We were particularly impressed by his having taught 20 unique courses that touched on media history and his prolific history of publications in our field."

First awarded in 1986, the Kobre Award 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. Campbell will be recognized during a luncheon at the AJHA National Convention to be held in Pittsburgh October 3-5, 2024.

"I am deeply honored to receive the Kobre Award, and very grateful to AJHA, its awards committee, and to colleagues who supported my nomination," said Campbell. "I attended my first AJHA conference in 1996, when I was a doctoral student at the University of North Carolina at Chapel Hill. And in the years since, AJHA has been a special place: collegial, engaging, and very supportive of scholarly inquiry. AJHA has been a launch point for several of my research projects, so this recognition is especially gratifying."

Letters of support for Campbell's nomination spoke to the lasting impacts his research and his mentorship of fellow scholars have had.

Gerry Lanosga of Indiana University described Campbell as a "committed scholar, devoted teacher, and supportive mentor who has made a substantial contribution to our understandings of important aspects of journalism history" and noted Campbell's "deep intellectual curiosity, tremendous knowledge, and a stellar research record."

Erin Coyle of Temple University emphasized Campbell's "tremendous knowledge, curiosity, generosity, and patience" and said that what sets Campbell apart from other scholars is a combination of an "exemplary record of sustained achievement as a journalism historian" paired with his "significant steps to help others better understand journalism history through his public-facing scholarship and informal mentorship."

Jennifer Moore of the University of Minnesota-Duluth wrote that Campbell's research is "compelling and thought-provoking" and "com-

bines scholarly rigor and storytelling flair." Moore said that Campbell "exemplifies the true spirit of academic mentorship and leadership."

Campbell is the author of seven solo-authored books, including *Lost in a Gallup: Polling Failure in U.S. Presidential Elections* (2020 and 2024), *Getting It Wrong* (2010 and 2017), and *1995: The Year the Future Began* (2015).

He also has published articles and essays in scholarly journals such as *American Journalism, Journalism and Mass Communication Quarterly, Journalism History, African Rural and Urban Studies, American Behavioral Scientist,* and *Sociological Forum*. He has received AJHA's Wm. David Sloan Top Faculty Paper award three times, and the organization's Wally Eberhard Award for Outstanding Paper on Media and War three times as well.

A native of Bucks County, Pa., Campbell earned a doctorate in mass communication at the University of North Carolina at Chapel Hill and before then had a twenty-year reporting career as a newspaper and wire-service journalist.

AJHA Announces 2024 Book Award Winners, Runners-Up

The American Journalism Historians Association has named *Making #Charlottesville: Media from Civil Rights to Unite the Right* by Aniko Bodroghkozy the winner of its 2024 Book of the Year award.

Bodroghkozy's book explores the resurgence of white supremacy amid the 2017 "Summer of Hate" in Charlottesville, Virginia, by comparing that highly visible event to key moments in the civil rights era.

The book, published by University of Virginia Press, "turns the tragic events of Charlottesville on its head," and "demonstrates that people can learn from history both for good and for evil," said one

member of the judging panel.

Another judge commended Bodroghkozy's "innovative embrace of theory and historical and qualitative methods," and said the work "makes a compelling case about historical rhymes, juxtaposing recent U.S. history with the cases of the 1963 Birmingham and 1965 Selma campaigns of the civil rights movement."

The AJHA also named three unranked runners-up for the annual book award.

*Live from the Underground: A History of College Radio*by Katherine Rye Jewell was described as "an excellent intervention into the history of radio/broadcasting and the place of college radio at the center of the cultural wars of the late twentieth century" by one judge.

Jewell is a professor of economics, history, and political science at Fitchburg State University.

Shadow of the New Deal: The Victory of Public Broadcasting by Josh Shepperd was also named a runner-up. The book, published by the University of Illinois Press, examines the people, institutions, and policies that helped shape National Public Radio during the mid-twentieth century.

Shepperd is an assistant professor of media studies at the University of Colorado.

Ken Ward's *Last Paper Standing: A Century of Competition Between the Denver Post and the Rocky Mountain News* was also named a runner-up in this year's competition.

Ward's book, published by University of Colorado Press, "offers insights into the economic conditions that many daily newspapers found themselves in after the Great Recession and potential solutions for today's newspaper publishers," one judge said.

All four authors will participate in a panel discussion of their books

and receive their awards during the annual AJHA National Convention scheduled for Oct. 3-5 in Pittsburgh.

2024 Winners of the Jinx C. Broussard Award for Excellence in Teaching of Media History Named by AEJMC History Division

The History Division of the Association for Education in Journalism and Mass Communication (AEJMC) has selected A.J. Bauer, Erin Coyle, Michael Fuhlhage, and John Vilanova as the winners of this year's Jinx C. Broussard Award for Excellence in Teaching of Media History.

This sixth annual award recognizes transferable, original, tested, and creative teaching ideas, especially those that engage with diversity, collaboration, community, or justice.

Bauer, an assistant professor in the Department of Journalism and Creative Media at the University of Alabama, detailed an archival research methods activity aimed at showing students how historians develop narratives from archival materials and encouraging them to engage with archival documents in a tactile way.

Coyle, an associate professor at the Lew Klein College of Media and Communication at Temple University, was named a Broussard Award winner for an interactive, candy-based classroom activity that encourages students to question their own perceptions, biases, and their impact on journalistic and historical writing. Coyle's M&M sorting activity, paired with Wesley Lowery's "A Reckoning Over Objectivity, Led by Black Journalists," engages both students' present biases and the continued impact of decades of white news leaders' values in mainstream media.

Fulhage, an associate professor in the Department of Communi-

cation at Wayne State University, shared an activity for students to examine a major daily newspaper's historical treatment of communities of color and to assess that coverage to determine whether the paper should offer an apology to those groups.

Vilanova, an assistant professor of Journalism & Communication and Africana Studies at Lehigh University, was awarded for his "critical fabulation" activity. In this teaching idea, Vilanova encourages students to research and construct a new reality from archival silences and violences, which "fuses the creative and the historical, recuperating lives and stories of people unacknowledged by the choices of the archivists."

The winners' teaching ideas will be shared on the division's website after the convention. Past winners' teaching ideas can be found at https://mediahistorydivision.com/teaching-ideas/.

AJHA Announces Top Papers for 2024 National Convention

The American Journalism Historians Association will honor scholars representing 11 universities for research papers they will present during the 43rd Annual AJHA Convention in Pittsburgh, Oct. 3-5.

John P. Ferré of the University of Louisville won the Wm. David Sloan Award for Outstanding Faculty Paper for "Soft News, Commercialism, and Faith: Religion in Pathé and Paramount Newsreels, 1920-1957."

Alexia Little of the University of Georgia won the Robert Lance Memorial Award for Outstanding Student Paper for "The Reality of a Pseudo-Event: Gone with the Wind Premiere, 1939."

The Maurine Beasley Award for Outstanding Paper on Women's History went to Eduardo Morales of the University of Georgia for "The Awful and Impressive Example: Wife Beaters and the Whipping Post in

American Newspapers, 1904-1906."

Paul A. Anthony of Florida State University received the J. William Snorgrass Award for Outstanding Paper on Minority Journalism History for "White Press, Black Church: Colorblind Rhetoric, Alternative Media, and the 1968 Summer of Crisis in Churches of Christ."

The Jean Palmegiano Award for Outstanding International/ Transnational Journalism Research went to Gilad Halpern of the University of Haifa for "The Journalistic Creed Upon Decolonization: The Case of *The Palestine Post*."

Willie R. Tubbs of the University of West Florida won the Wally Eberhard Award for Outstanding Paper on Media and War for "Missed Opportunities: Military Publications, Public Information, and the Vietnam-Era Service of Bob Kalsu and Rocky Bleier."

Scholars receiving honorable mentions were:

Sloan Award: Brian Creech (Lehigh University) and Amber Roessner (University of Tennessee-Knoxville) (co-authors)

Lance Award: Eduardo Morales (University of Georgia)

Beasley Award: Karlin Andersen Tuttle (Pennsylvania State University)

Snorgrass Award: Darren Chan (Temple University)

Palmegiano Award: Craig Allen (Arizona State University)

Eberhard Award: Madeleine Liseblad (California State University, Long Beach)

Schaefer Wins 2024 Blanchard Dissertation Prize for Work on the *International Herald Tribune*

The American Journalism Historians Association has announced Christopher Schaefer as the winner of the 2024 Margaret A. Blanchard

Dissertation Prize.

The Blanchard Prize, awarded first in 1997, recognizes the best doctoral dissertation dealing with mass communication history. Three other scholars received honorable mentions for their dissertation work from the AJHA Blanchard Prize Committee.

Schaefer, a postgraduate affiliate at the University of Cambridge now working for the German Marshall Fund of the United States, won for his dissertation "Covering the World with the *International Herald Tribune*," completed under the direction of Andrew Preston at Cambridge.

"In particular, the prize jury noted the originality of Schaefer's argument, the thoroughness of his research, and the clarity of his writing," committee chair Pete Smith said. "Moreover, the members of the jury firmly believe that it is the exceptional quality of scholarship such as this which clearly advances the art of journalism and mass communication history."

Anna E. Lindner, an assistant professor at Nazareth University, received an honorable mention for "Crying Conspiracy: White Discourses on Black Rebellion in Spanish Colonial Cuba, 1832-1845," written under the direction of Michael Fuhlhage at Wayne State University.

Karen D. Russell, an assistant professor at Tennessee State University, was received an honorable mention for "Race, Radio, and Records: A Historical Case Study of WLAC Nashville 1940-1970," completed under the direction of Stephen Perry at Regent University.

Carey Kelley, a postdoctoral fellow at the University of Missouri, received an honorable mention for "Airing Equity: The Impact of Activism and Federal Policy on Women in Broadcast Journalism, 1964-1986," written under the direction of Catherine Rymph at the Uni-

versity of Missouri.

All four scholars will present their research on the Blanchard Dissertation Award Panel at the AJHA National Convention in Pittsburgh Oct. 3-5, 2024.

Society for U.S. Intellectual History Awards
2024 Dorothy Ross Prize to Tom Arnold-Forster

We are pleased to announce the winner of the 2024 Dorothy Ross Prize for the best article in U.S. intellectual history: Tom Arnold-Forster, "Walter Lippmann and Public Opinion," *American Journalism* 40:1 (2023): 51-79." This award goes to an emerging scholar, defined as a current graduate student or a scholar within five years of receiving the PhD. The article must have appeared in an academic journal in the 2023 calendar year and may be submitted by the author, editor, or others. The winner receives $500. We are grateful to our committee (Jennifer Burns, Natalie Mendoza Gutierrez, David Sehat) for their thoughtful work.

The committee writes: "This year's award goes to Tom Arnold-Forster (King's College London), "Walter Lippmann and Public Opinion," *American Journalism* 40:1 (2023): 51-79. Lippmann's writings are staples of American intellectual history, so it might seem surprising that anyone could have anything new to say. But in this fascinating reappraisal of Lippmann's 1922 book, *Public Opinion*, Arnold-Forster presents a more tortured early Lippmann than scholars have previously perceived. Most treatments of Lippmann's career portray him as a progressive liberal theorist whose faith in democracy was tested by the experience of the First World War. Seeing that democratic majorities were easily manipulated by wartime propaganda, Lippmann wrote *Public*

Opinion, many scholars have said, to expose the limitations of democratic decision-making and to propose instead the technocratic rule by experts. But using Lippmann's archives, Arnold-Forster shows that Lippmann began writing *Public Opinion* in June 1914, the same year that he published his classic book *Drift and Mastery*. Lippmann's concerns about the fragility of democratic decision-making emerged through his reading of the "Great Society" concept put forward by Graham Wallas and the social psychology of William James. Wallas in particular caused Lippmann to wrestle with the vast transformation of modern society that made it increasingly difficult for the citizenry to deliberate in any meaningful way, a disturbing aspect of modernity that Lippmann had not fully confronted in his previous work. Lippmann's resulting challenge to democratic faith in *Public Opinion,* then, was not merely an expression of personal or generational disillusionment that emerged from the war. Instead, as Arnold-Forster shows, Lippman's 1922 book offered a more sober and demanding assessment of the limitations of modern democracy, an appraisal whose troubling analysis continues to resonate in the present."

Bailey Dick Wins 2024 *American Journalism* Rising Scholar Award

The editors of *American Journalism*, the peer-reviewed quarterly journal of the American Journalism Historians Association, have announced Bailey Dick, an assistant professor at Bowling Green State University, as the winner of the 2024 Rising Scholar Award.

The winner of the Rising Scholar Award, designed for scholars who show promise in extending their research agenda, is selected annually by the editors of *American Journalism*.

Dick receives this honor and $2,000 award in recognition of

her multi-century research of first-person journalism about sexual violence. Her work reveals "the thread that weaves together the stories of many of media history's most studied women — Ida B. Wells, stunt girls, sob sisters, war correspondents, the revolting 'good girls' of *Newsweek*, advice columnists like Ann Landers and Dear Abby — was their writing about sexual violence." She writes that "survivors of sexual violence have been disclosing their experiences with sexual violence in the media for centuries," long before the #MeToo social media discourse in 2017.

Dick will receive the award during the AJHA's national convention, to be held Oct. 3-5 in Pittsburgh.

Melissa Greene-Blye and John Bickers Receive *American Journalism* 2024 Best Article Award

The American Journalism Historians Association has awarded co-authors Melissa Greene-Blye and John Bickers the 2024 *American Journalism* Best Article Award for their article, "War Chief, Friend of the President, Prohibitionist: Would the 'Real' Little Turtle Please Stand Up?" published in Vol. 40, No. 3.

The 2024 award honors the best scholarship published in *American Journalism*, the peer-reviewed journal of AJHA, between Summer 2023 and Spring 2024.

Greene-Blye is an assistant professor in the William Allen White School of Journalism and Mass Communication and affiliate faculty in Indigenous Studies at the University of Kansas, and a citizen of the Miami Tribe of Oklahoma. Bickers is the Jesse Hauk Shera assistant professor at Case Western Reserve and a citizen of the Miami Tribe of Oklahoma.

One judge reported the article "offers a fresh corrective to a fundamental part of Native American representation in American history, using a critical discourse-based approach to analysis and interpretation to show how Myaamia tribal leader Little Turtle operated as an important 'exemplar Indian' in the 19th century press, developing a persona that served the larger project of Manifest Destiny and westward expansion. Rigorously contextual and precise in its critique, the article demonstrates why wrestling with journalism as a mode of historical representation offers a solid foundation for revisiting and complicating various aspects of American national memory."

Pamela E. Walck, editor of *American Journalism*, acknowledged the challenge of selecting a winner for the best journal article. "This speaks to the high quality of research that our discipline is producing — and a wider range of subjects than ever before," she said. "Each nominee's work was significant, timely, and well-written. I offer my congratulations to Melissa and John for their fine work — and the runners up, who made it difficult for everyone. Each scholar should be incredibly proud."

Greene-Blye and Bickers will receive their award during the AJHA convention scheduled for Oct. 3-5 in Pittsburgh

Beth Knobel Winner of the Diversity in Journalism History Research Award

Fordham University associate professor Beth Knobel has won the 2024 Diversity in Journalism History Research Award for her conference submission, "Breaking Barriers: Ed Bradley's Early Years in Radio."

Presented by the History Division of the Association for Education in Journalism and Mass Communication (AEJMC), the Diversity

Award recognizes the outstanding paper in journalism or mass communication history submitted to the annual paper competition that address issues of inclusion and the study of marginalized groups and topics. Knobel received a cash prize during the division's awards gala on August 7 at the AEJMC National Convention in Philadelphia, Pa.

American Journalism Historians Association To Honor Two Pittsburgh Journalists

The American Journalism Historians Association will honor *New Pittsburgh Courier* editor and publisher Rod Doss and longtime Pittsburgh sports announcer Bill Hillgrove at the organization's annual national convention, to be held Oct. 3-5 in Pittsburgh.

Doss and Hillgrove will each receive the Outstanding Local Journalist Award for Substantial Contribution to the Public Interest, presented by AJHA each year to local journalists from the convention city whose work has had a positive impact on the community.

Doss joined the staff of the *New Pittsburgh Courier* in 1967 and has served as editor and publisher since 1997. Under his leadership the newspaper, founded in 1907 as the *Pittsburgh Courier* and renamed the *New Pittsburgh Courier* in 1966, has continued its tradition of publishing news about issues important to the Black community in Pittsburgh. In 2007, Doss led an effort to secure federal funding to enable the *Courier* to restore and digitize more than 750,000 images from the newspaper's collection representing almost a century of African American history.

Hillgrove has been "the voice" of Pittsburgh sports teams for more than 50 years. He launched his career as an announcer for the Duquesne Dukes basketball team while still a student. In 1969, he became

a gameday announcer for Pitt Panthers basketball, and by 1974, was also the play-by-play announcer for Pitt Panthers football – positions he still holds. Hillgrove served as sports director and anchor for WTAE-TV news beginning in 1978. For 30 years, Hillgrove was the play-by-play man for the Pittsburgh Steelers, broadcasting hundreds of games and four Super Bowls between 1994 and 2024. Hillgrove is president of the National Museum of Broadcasting.

American Journalism Historians Association Awards Research Grants to Three Scholars

Three scholars will receive Joseph McKerns Research Grant Awards from the American Journalism Historians Association to support their research.

Dianne Bragg of the University of Alabama, Debra van Tuyll of Augusta University (emerita), and Ashley Walter of St. Louis University each will receive grants of $1,250. They will be recognized during the 43rd annual AJHA National Convention, to be held in Pittsburgh Oct. 3-5.

Bragg's project will examine newspaper coverage and other public records surrounding the story of a female slave, Pauline, in New Orleans who was hanged on March 28, 1846, after being convicted of abusing her owner's wife. She was reportedly the first woman hanged in Louisiana. Bragg will investigate the veracity of that claim and work to discover instances of other slave women who were charged under Louisiana's draconian Black Code as well as how newspapers, locally and nationally, covered such incidents. She will use her grant money to visit Tulane University Library's Special Collections and the Historic New Orleans Collection.

Van Tuyll and her collaborator, Mary Lamonica, will delve into the personal papers and newspaper writings of many of the earliest Irish American journalists to determine how their experiences with British and/or with sedition prosecutions influenced their work as journalists – particularly their political writings and philosophies. These journalists emigrated to the United States in the eighteenth and nineteenth centuries, often after being exiled or escaping for political or economic necessity. Van Tuyll and Lamonica's study is part of a book-length project that examines the ways in which the earliest Irish American newspapers helped recent immigrants understand their new environment and learn how to be Americans while keeping them informed about events back home. The grant will allow Van Tuyll to visit archives in support of this project.

Walter's project traces the history of class-action sex discrimination suits against news organizations in the 1970s. In response to the 1964 Civil Rights Act, which banned sex and race discrimination in the workplace, U.S. women working at print news organizations sued for equal rights throughout the 1970s. The grant will allow Walter to visit public and private archives in New York City as she completes a book under contract with the "Journalism and Democracy" book series at the University of Massachusetts Press.

OA Special Section on "History of Communication Studies across the Americas"

We are pleased to announce an open access Special Section on "History of Communication Studies across the Americas," which features six articles, each of which considers the history of communication studies in terms of transnational vectors within and across North and South

America. These are preceded by an introduction by the editors of *History of Media Studies*.

History of Media Studies is a peer-reviewed, scholar-run, diamond OA journal dedicated to scholarship on the history of research, education, and reflective knowledge about media and communication.

Special Issue Contents:

* "The History of Communication Studies across the Americas: An Introduction," by David W. Park, Jefferson Pooley, Peter Simonson, and Esperanza Herrero

* "Coloniality and Resistance: The Revolutionary Moment in Communication Study in the Anglophone Caribbean," by Nova Gordon-Bell

* "Elizabeth Fox: Intellectual Biography and History of a Field of Study," by Yamila Heram and Santiago Gándara

* "Borderline Cases: Crossing Borders in Canadian Communication Studies, 1960s-1980s," by Michael Darroch

* "Notes for Historicizing the Disintegrated Internationalization of Communication Studies in Latin America," by Raúl Fuentes-Navarro

* "'Western Communication': Eurocentrism and Modernity: Marks of the Predominant Theories in the Field," by Erick R. Torrico Villanueva

* "Media, Intellectual, and Cultural Imperialism Today," by Afonso Albuquerque

History of Media Studies is published by mediastudies.press, a nonprofit, scholar-led OA publisher. The journal is affiliated with (1) the Working Group on the History of Media Studies and (2) the History of Media Studies Newsletter, which contains updates on the journal, among other relevant news.

Questions? Contact us at hms@mediastudies.press

TMG Journal issue July 2024

The latest *TMG Journal* special issue is on the topic "Pause and Rewind: Forgotten Histories of Television."

This issue focuses on uncovering lost television histories. The articles highlight forgotten technologies, the unheard voices of animals, activists, and queer characters, and unfinished or unbroadcast projects.

By diving into the archives, the authors bring these marginalised perspectives to light and emphasise their importance in shaping our understanding of television's diverse history. This issue encourages us to rethink how memories and omissions influence our perception of the medium's past.

Discover the stories that challenge and enrich our understanding of TV's past at https://tmgonline.nl/58/volume/27/issue/1

Call for Guest-Edited Thematic Issues: *Historical Journal of Film, Radio and Television*

Annual Public Call for Guest-Edited Thematic Issues
Historical Journal of Film, Radio and Television
Deadline for Proposals: October 1, 2024

The *Historical Journal of Film, Radio and Television* is an international and interdisciplinary journal concerned with the history of the audio-visual mass media from c.1900 to the present. It explores the institutional and ideological contexts of film, radio and television, analyses the evidence produced by the mass media for historians and social scientists, and considers the impact of mass communications on political, social and cultural history. It is the official journal of the International Association for Media and History (IAMHIST). The edi-

tors of the "Historical Journal of Film, Radio and Television" are pleased to announce an **annual call for proposals for guest-edited thematic issues**. We invite scholars, researchers, archivists, and practitioners from around the world to submit proposals for special issues to be published in 2025. One exceptional proposal will be selected and commissioned by the editors of the HJFRT.

We seek proposals that focus on innovative and compelling themes within the scope of film, radio, and television history. **Thematic issues should aim to** advance the field by exploring new theoretical frameworks, methodologies, or areas of study that engage with historical perspectives on media and articles should be grounded in or based upon empirical and archival research. Contributions based on conference presentations or panels are welcome, provided they have not been published in any form or in any language before.

Each proposal must include:

1. *Title and description of the theme*: A clear and concise title, along with a detailed description (up to 1,500 words) of the proposed thematic issue. The description should outline the significance of the theme, its relevance to the field of media history, and how it contributes to advancing scholarly discourse.

2. *List of Proposed Articles and Authors*: Include the titles and abstracts (300-500 words each) of 8–10 articles, along with the names, e-mail addresses and affiliations of the authors. There must be an introductory article that sets the context for the theme.

3. *Guest Editors*: Thematic issues must have at least two guest editors. Provide the names, affiliations, short biographies (up to 150 words each), and contact information of the proposed guest editors. Highlight any relevant experience in editing or coordinating scholarly work. Articles (co-)written by the guest editors must be externally peer-reviewed

to ensure academic integrity and impartiality. This will be coordinated by the editors of the HJFRT.

4. *Timeline*: Outline a proposed timeline for the thematic issue, including key milestones such as the initial submission deadline, peer review process, revisions, and final manuscript submission.

5. *Additional Information*: Include any other pertinent information that would strengthen the proposal, such as plans for promoting the thematic issue or potential impact on the field.

Proposals should be submitted in a single PDF document to hjfrt.1981@gmail.com with the subject line "Thematic Issue Proposal Submission." The deadline for submissions is October 1, 2024. Late submissions will not be considered.

The Editorial Board will evaluate all proposals based on the following **criteria**:

Relevance of the proposed theme.

Scholarly significance and potential impact on the field.

Quality and diversity of the proposed articles and authors.

Feasibility of the timeline and the guest editors' ability to manage the project.

The selected proposal will be announced by November 1. Manuscripts will be due by June 1. Guest editors of the chosen proposal will work closely with our editorial team to ensure the high standard of our journal is maintained throughout the publication process.

New Double Issue of *Internet Histories*

The Editorial Staff of *Internet Histories* is pleased to announce that *Internet Histories*, Volume 8, Issue 1-2, March - June 2024 is available online.

This is a special issue: "Museums on the Web"

Five articles are open access, and one is free for a limited time.

The double issue may be accessed here:

https://www.tandfonline.com/toc/rint20/8/1-2

Kind regards on behalf of the editors,

Asger Harlung

Editorial Assistant, *Internet Histories*

In this issue:

Editorial: Museums on the Web | Open Access * Karin de Wild & Nadezhda Povroznik

Research Article: Early virtual science museums: when the technology is not mature * Jonathan P. Bowen, Ann Borda, Giuliano Gaia & Stefania Boiano

Interview: Preserving the international museum of women: an interview with Marie Williams Chant * Ismini Kyritsis & Karin de Wild

Research Articles:

Accessing the artwork in covid-19: loss, recovery and reimagination | Open Access * Amanda J. Tinker

An analysis of the role of digital technology in the online exhibition of the art museum in the Guangdong-Hong Kong-Macao Greater Bay Area during the COVID-19 pandemic * Minying Zhang & Peng Liu

Header/footer gallery: creating and sustaining an online only art gallery * Rene Alberto G. Cepeda, Ph.D. & Constanza Salazar, Ph.D.

Interview Digital Pierrot Museum from Pristina to the Moon: an interview with Willred Dallto * Erik Da Silva

Research Articles Rethinking openness: a social constructivist approach to the promises of the new museology | Free for a limited time * Tiancheng Leo Cao

How "open" are Australian museums? A review through the lens of copyright governance | Open Access * Paul Longley Arthur, Lydia Hearn, Isabel Smith & Nikos Koutras

Museums' digital identity: key components | Open Access * Nadezhda Povroznik

Framing digital identities through social media in museums * Maria Paula Arias

A diachronic cluster analysis of Danish museum websites | Open Access * Mette Skov & Tanja Svarre

Book Reviews:

The Modem World: A Pre-History of Social Media. By Kevin Driscoll, Yale University Press, 2022. * Rev. by Katie Mackinnon

Concealing for Freedom: The Making of Encryption, Secure Messaging and Digital Liberties. By Ksenia Ermoshina and Francesca Musiani, Manchester, UK: Mattering Press, 2022. * Rev. by Alice Whelan

Introducing the Incoming Editorial Staff of *Journalism History*

Incoming *Journalism History* editor Perry Parks is announcing the journal's new editorial staff members: Cristina Mislán, Joseph Jones, and Josie Vine.

Cristina Mislán will serve as Associate Editor. Mislán, an associate professor at the University of Missouri, has begun working with Parks on assessing and inviting reviewers for incoming submissions to our new editorial system, ScholarOne.

Book Reviews Editor will be Joseph Jones, an assistant professor at West Virginia University. Jones has been deeply engaged in leadership and activity across several AEJMC divisions, including Media Ethics and Cultural and Critical Studies. He is closely attuned to emerging

research and will foster a vibrant conversation around important new books in our field.

Online Content/Essay Coordinator will be Josie Vine, a senior lecturer at RMIT University in Melbourne, Victoria, Australia. Vine is a longtime History Division member with two recent books on the cultural history of Australian journalism. She will provide a big boost in expanding the journal's international reach and sensibility.

The new *Journalism History* team's mutual interests and complementary backgrounds, experience, and expertise will serve the journal well. The staff officially starts in August.

On behalf of the Publications Committee and incoming Editor Perry Parks, we'd like to extend a big thank you to outgoing Editor Pam Parry and her staff members: Dianne Bragg, Kim Mangun, Sonya DiPalma, Lexie Little, and Willie Tubbs. They have done an outstanding job guiding the journal and have positioned us well for continued success.

American Journalism Launches Teaching Essay Series

American Journalism, the peer-reviewed quarterly journal of the American Journalism Historians Association, launched the Great Ideas for Teaching (GIFT) media history essay series in the Spring 2024 volume. The series aims to provide instructors of media and communication with teaching tools that enable them to meet the challenges of today's classroom while also serving as an additional venue for teaching-focused academics to publish their work.

"Over the last few months, conversations have centered around how *American Journalism* might extend a new publishing avenue for our membership, especially those who are in the university's teaching

trenches," editor Pamela E. Walck said in her Spring 2024 Editor's Note. "I believe that class-tested lessons, with measurable outcomes, and a double-blind review will only enhance the journal's offerings and expand discussions that until now have been limited to chance conversations between conference sessions."

Journal leadership hopes the new series will reflect the spirit of AJHA's support for history curricula at universities and colleges and showcase the resilience of faculty who overcome institutional challenges to make scholarly contributions and share their enthusiasm for history with students.

Submissions for the essay series should include an overview of the assignment, a description of how it aligns with ACEJMC standards, learning objectives and outcomes, along with supplemental materials for implementing this strategy. More details on how to submit a GIFT essay to *American Journalism* are available at https://www.american-journalism.org/.

For more information about the GIFT essay series, please contact editor Pamela E. Walck at walckp@duq.edu or associate editor Nicholas Hirshon at nickhirshon@gmail.com.

H-Net Spaces – A New Home for Sustainable Digital Scholarship

In April 2024, our leadership team attended the Organization of American Historians (OAH) conference to spread the word about, among other things, the 2024 H-Net Teaching Conference and the capabilities of the recently upgraded H-Net Commons. The panels we attended sparked important conversations about the preservation of digital archives and projects. Over the course of the conference, several people expressed frustration that, for various reasons, their digital proj-

ects were dying. Lack of server space, lack of funds and time for site maintenance, and partnerships that forbade open access were consistent problems cited by panelists as barriers to their scholarship.

The H-Net Commons is built with open-source content management software that allows H-Net's community of scholars to build, store, and organize resources and other types of academic content. Historically, networks have provided the space for this work. In their most essential sense, H-Net networks are digital communities; they provide the space and means by which to connect interdisciplinary scholarly audiences to relevant resources. Networks provide the tools for disseminating scholarly work to a larger audience and for hosting nontraditional academic endeavors like blogs and podcasts.

Over the past few months, H-Net's leadership team has been collaborating on a new initiative, H-Net Spaces, that will expand our community's access to the content management and DH capabilities of the Commons platform, including plug-ins that can be used for a variety of DH projects and data visualization. As H-Net continues to find new ways to offer free, open access project-building opportunities, our efforts to expand the digital humanities capabilities of the Commons will include research into new plugins for data visualizations that our technical team can install and integrate on the platform.

We are currently preparing to onboard our first cohort of scholars to build H-Net Spaces projects. The Spaces initiative will provide individual project proposers access to the Commons platform's content management capabilities, data visualization tools, and technical support staff, and will provide a model for making this service available on a bigger scale. We want to offer competitive yearly academic fellowships to the members of these cohorts in recognition of their work and commitment to building and sharing open access scholarship.

Would you consider becoming a recurring donor to support this exciting new initiative and to help seed a fellowship for this important work?

To donate by credit card online, please follow this link to the Support H-Net page: https://networks.h-net.org/support-h-net

A Community of Opportunity for Early Career Scholars

Academics from around the world credit H-Net for providing them with the opportunity to publish their first book review or article as a grad student or early career scholar. As H-Net's Associate Director of Research and Publications, it's rewarding to hear these stories and to know that our publications are open access and completely free for both readers and authors. However, these publications are free only because H-Net covers the costs associated with open access publishing. We employ two part-time professional copy editors for our publications and several student workers to complete layouts for the *Journal of Festive Studies* and the *Proceedings of the H-Net Teaching Conference*. This summer, our paid student intern is working diligently to code all our existing articles to ensure our publications from H-Net Journals meet accessibility standards for all our users.

We are also in the preliminary phases of rebuilding our reviews management system for H-Net Reviews, which is estimated to cost us $75,000. The rebuild is necessary to guarantee H-Net Reviews is easier for all to use: our reviewers, review editors, copy editors, and staffers who manage our book orders and inventory. The new Reviews Management System will be integrated into the H-Net Commons, allow for images and multimedia in reviews, and provide an overall smoother editorial process.

If you choose to financially support H-Net during our annual recurring donor drive, even with a few dollars a month, you will be part of a community that provides early career scholars with a place for their first publication — an academic review or article that is completely free to access globally.

To donate by credit card online, please follow this link to the Support H-Net page: https://networks.h-net.org/support-h-net

Or send a check payable to H-Net:

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