



# Intelligencer

## TEACHING

### Get students to 'buy into' history

By **Betty Winfield**  
*University of Missouri*

Since *Intelligencer* editor Jim Aucoin requested this short essay about teaching quality in media history, I've remained daunted. Who am I to know? That AJHA teaching award was humbling, probably because I've lasted so long and taught so many AJHA members. Too, I believe teaching is individual. What works for me as listed below might not for

someone else.

First, teaching history is more than imparting knowledge, but rather a group quest for understanding contemporary concerns. Involvement is the key; students need to "buy into" history because they see a worth more than a grade. The issue is how? I first set goals.

*First, teaching history is more than imparting knowledge, but rather a group quest for understanding contemporary concerns.*

For undergraduates, I want them to identify with powerful past individual and group experiences. I seek an understanding of the complexities of today's mass media roots.

Knowing the past empowers students in the midst of war, or stressful economic times.

Previous situations and earlier journalists offer a helpful perspective. With a semester approach of a contemporary issue or theme for assignments, I aim for analysis, synthesis, and critical thinking for understanding the human experience of media ancestors.

I no longer teach the large undergraduate history classes. But for 22 years to 5,000-plus students, my teaching evolved

See **SELECTING** page 4

## RESEARCH

### Census data can add to history studies

By **Douglas B. Ward**  
*University of Kansas*

Census statistics have been available for more than two centuries, but electronic databases have made those statistics ever-more useful for historians.

Most census information does not relate directly to journalism history, but it can add important context and provide a foundation for understanding the people, locations, and activities in history. And census data is only one source of information. The Commerce Department and other government agencies collect a wealth of data, as do state governments and other agencies. A university librarian or data specialist

can often help locate the best source.

What follows are some suggestions on using census data, and a sample of where to find that data. These are far from complete, but rather are some of the sources I have found most useful in my research.

#### Explore the Possibilities

The best way to start with statistics from the decennial census is to acquaint yourself with the categories and available data, just as you would any other primary source.



**Ward**

Categories vary from census to census, and specialty surveys in various years add even more possibilities.

Publications like *Measuring America: The Decennial Censuses From 1790 to 2000* ([www.census.gov/prod/www/abs/ma.html](http://www.census.gov/prod/www/abs/ma.html)) and Margo J. Anderson's *The American Census: A Social History* (Yale University Press, 1988) provide a good starting point. A census tool created by the University of Virginia Library (<http://fisher.lib.virginia.edu/collections/stats/histcensus/index.html>) also provides an easy way to browse census data by year and categories.

The historical page of the Census Bureau site ([www.census.gov/hist/](http://www.census.gov/hist/)

[census.gov/population/www/censusdata/hiscendata.html](http://census.gov/population/www/censusdata/hiscendata.html)) contains many files for downloading, sometimes in Excel format but more often as text or PDF files. The PDF files are searchable, and the text files can be converted to an Excel format with some tweaking.

Among the trove of resources are the yearly Statistical Abstracts back to 1878, as well as specific historical files like population characteristics, personal consumption expenditures, and percentages of homes with radio, television and telephone, and total newspaper circulation each year since 1920 (<http://www.census.gov/compendia/statab/hist>

See **DATA** page 3

From the president . . .

# History from the newspapers

By Julie Williams  
AJHA President

I have come to the conclusion that Jim Aucoin, the fine editor of this publication, has a peculiar sense of timing. Last time I was to write a column for the *Intelligencer*, Jim told me it was due November 1. That was three days before the historic election that put Barack Obama into the presidency. I wanted to write about the historic election of Obama, but it hadn't actually happened yet. My teenage son knows how to speak to a media historian. "Look out, Mom," he warned. "'Dewey Defeats Truman.'" He had a point there. So I thought, "Well, I'll write about the historic *inauguration* of Barack Obama in my next column."

Then Jim, with his impeccable timing, contacted me to tell me my column was due . . . on January 19. Oh yes, that's the day *before* the inauguration. Not wanting to call forth Dewey's ghost, I figure I had better not try to write about the historic inauguration, even

though it might be interesting to comment on how reporters cover events when they know the events are historic, versus how reporters cover events that are, well, just events. Thanks to Jim and the defeated Dewey, I'll leave that to one of you.

I must admit, however, that I do like to read reporters of the past who didn't realize they were writing history but wound up being interesting to historians anyway. A gem along those lines turned up in class not long ago. My media history students purchase very cheap newspapers from the 1800s, which they read from nameplate to colophon. They write a brief paper about what they read, and ultimately they get to take their historic newspapers home as keepsakes. Because we ask for the cheapest newspapers avail-

able, our newspaper dealer never sends us any obviously noteworthy issues. We get ordinary newspapers -- but occasionally they are gems.

One of my favorites was a simple travelogue about a trip to the Holy Land, published sometime in the 1840s. The editor ran it as filler over more than one issue. My student had gotten just the single issue, and the solitary installment of the travelogue came from the middle of the narrative. I don't think we even knew the writer's name, as it had appeared in an earlier installment.

However, his account was fascinating, especially in light of today's ongoing fighting in the Gaza Strip -- which, with all due respect to Dewey, the experts are predicting will have quieted by the time you read this. The 1840s reporter entered Gaza. Here I'll quote from my (sometimes faulty) memory: "We entered the

land known as Gaza, which is a most beautiful place. The residents have turned the desert into a garden. But then we crossed an unseen line, and we were in the land of the Arabs. Here the people live in want, having not cultivated the desert. We dared not look the inhabitants in the eye, for it is well-known that Arabs would kill a visitor if he should so much as ask directions."

It struck me how familiar the prejudiced assumptions about Arabs and the contrasting descriptions of plenty/poverty in and around Gaza in the 160-year-old passage sound to us today. The passage implied that Western prejudices against Arabs were ancient even in the 1840s, when the travelogue was written. Clearly, Obama (or any other U.S. president) is inheriting longstanding prejudices that can't be solved over night.

Certainly, though, reporters of the 1840s would also have described unshakable prejudices that would have kept a black man out of the White House.



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# Data shine light on journalism work and audience

## Continued from Page 1

information as newsprint consumption, and radio and TV finances, among a wide range of other information.

If you are feeling more adventurous, the *Inter-university Consortium for Political and Social Research* (<https://www.icpsr.umich.edu/ICPSR/>) offers large data files for analysis in SPSS or SAS. One of the most useful files I have found is "Historical, Demographic, Economic, and Social Data: The United States, 1790-1970."

Census data is only a small part of ICPSR's vast electronic collection. The ICPSR site also contains a list of other places to find data (<http://icpsr.org/ICPSR/access/other-data.html>).

A caveat: Setting up databases with ICPSR files takes time, but once completed, they can be used in all future research projects.

## Think Geographically and Demographically

Almost every research project involves location in some sense, and census data can enrich historical analysis by providing population information nationally, as well as by state, region, county, and sometimes by city.

For instance, occupational data for the 1860 census lists such journalism-related jobs as editor, newsman, publisher, and reporter, along with such jobs as printer, daguerreotypist, electrotyper, engraver, lithographer, photographer, and stereotyper.

Statistical Abstracts from the early 1900s contain such information as the number of telegraph offices, the number of messages sent, and the receipts and expenses of telegraph operations each year since 1867.



**Herman Hollerith's 1890 tabulating machine provided the first computerized Census tabulation. The 1890, used to count the 1890 Census, was incapable of adding or subtracting. All it could do using punch card technology was to count.**

## Think in Terms of Audience

All too often, journalism historians focus solely on publications and individual journalists rather than on audience.

Census data can help provide insight into general population characteristics like race, literacy rates, occupations, religious affiliation, ownership of appliances, use of electricity, farm values, and growth of a region. Those types of statistics can easily be correlated with circulation data in specific locations (see my article below).

Even simple calculations of population changes can help explain the environment for publications, broadcast stations, journalists, and their audiences.

## Related Resources

Many historians have used census statistics and similar data in their work. Here are a handful of studies that show some of the ways that data can

be used.

Cloud, Barbara, *The Business of Newspapers on the Western Frontier* (Reno: University of Nevada Press, 1992).

Dyer, Carolyn Stewart, and Adams, Douglas B., "The Financial Affairs of Wisconsin and Iowa Weekly Newspapers in 1860: An Analysis of Products of Industry Census Data," *Journalism Quarterly* 71 (Summer 1994): 370-79.

Kaestle, Carl F., et. al, *Literacy in the United States: Readers*

*and Reading Since 1880* (New Haven: Yale University Press, 1993).

Nord, David Paul, "Working-Class Readers: Family, Community, and Reading in Late Nineteenth-Century America," *Communication Research* 13 (April 1986): 156-181.

Ward, Douglas B., "The Geography of the *Ladies' Home Journal*: An Analysis of a Magazine's Audience, 1911-1955," *Journalism History* 34 (Spring 2008): 2-14.

## Submit papers, panel ideas for Birmingham conference

The American Journalism Historians Association invites paper entries, panel proposals and abstracts of research in progress on any facet of media history for its annual convention to be held October 7-10, 2009, in Birmingham, Ala.

The AJHA views journalism history broadly, embracing print, broadcasting, advertising, public relations and other forms of mass communication which have been inextricably

**See SUBMIT page 5**



# Selecting theme for course can help focus class

**Continued from Page 1**

into this thematic approach with a concept as one way to sustain students' interest, and keep learning myself. With a theme, we could seek analogies and apply knowledge. With whatever concept – political correctness, expression versus suppression, entrepreneurship, hero concept, humor, etc.— we began with current research studies for a common theoretical grounding.

Case in point, if today I taught an undergraduate history class, I might choose “new media” and then seek definitions and recent studies for background. With readings for each chronological mass media history era and discussions, together we would make analogies; seek likenesses and differences, and reasons why. For example, I would emphasize

*‘...if today I taught an undergraduate history class, I might choose “new media” . . . . With readings for each chronological mass media history era and discussions, together we would make analogies; seek likenesses and differences, and reasons why.’*

how *Publick Occurrences* was a “new medium” in colonial Boston, different from what existed. We would analyze Harris’ innovation from what he said in that first issue, and why his attempt failed.

Whether for colonial media or any other era, the constant would be the chosen theme for the lectures, class presentations, and for assignments and final projects. We would explore the theme in the midst of wars, recessions, new technologies, and seek the conditions and the problems that media workers faced. I know that this method worked for me and

students, who later recall their thematic historical projects years later when we meet.

For graduate students, we struggle with critical analyses, primary and secondary sources, and original research, but with a thematic approach, yet comparatively to fit our international students. Last fall the concept was “professionalism.”

After beginning with definitions and studies on standards and the rise of professionalism in the late 19<sup>th</sup> century, we moved chronologically through the 20<sup>th</sup> century wars, recessions, new media and other

changes.

The goal was to teach students to use evidence to identify and interpret how media workers are or are not professionals, and how we came to be that way. The university manuscript collections helped as students saw conflicting evidence for testing expectations and presenting their analyses with clarity. Eventually, you will see their work at conferences and in publications.

Teaching quality remains an illusive subjective topic. I only know what works for me, which may or may not be useful for your own daunting quest for excellence in teaching media history.

*Betty Winfield won the AJHA Teaching Award in October 2008, the first time the award was presented by the organization.*

## Internet sources for studying media history

**Jan Sauer**  
Instructional Services  
Librarian  
University of South Alabama

Below is a selected list of library-subscribed databases as well as a few public Web sites which may prove useful for students and researchers in the field of journalism and mass communication history.

The list is neither comprehensive, nor ranked by relevance. Access to the full-text of the database journals in these collections is dependent upon a library subscription. Talk to your librarians about what is available on your campus.

### Secondary Sources

*Project Muse*--current years of the full-text of over 350 humanities and social studies

academic journals in five separate collections.

*JSTOR*--full-text, archived issues (3-5 years old and older) of over 1000 journal titles in separately subscribed collections of Arts & Sciences, Biological and Life Sciences.

*Communication and Mass Media Complete*--(EBSCO)--complete indexing of approximately 420 journals in all fields of communication and mass media with full-text of about 300. It contains *Journalism History* from 1990 and *Media History Monographs* from 2005.

*ComAbstracts*-- an abstracted index to articles, books

and more in the field of communication.

*Sage Journals Online*--about 35 full text journals in communication and media studies within a collection of 485 journals  
*Periodicals Archive Online*--similar to JSTOR with archived

issues of 500 journals in 8 separate collections including two British collections.

*ERIC*--from a variety of vendors and at the public website: <http://eric.ed.gov>. Papers and articles mostly related to teaching. “Journalism history” is a descriptor (subject heading).

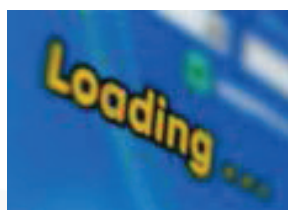
### Web sites

*DOAJ*--Directory of Open

Access Journals at <http://doaj.org>--a search service for the 1000+ free full text academic journals available over the web. The title *Media History Monographs* is available from 1997 to the present.

*Google Scholar* at <http://scholar.google.com>--Google’s index of scholarly books and articles. Many out-of-copyright items are available full-text. Database articles may be accessed with your library’s co-operation and by setting “Scholar Preferences.”

*WorldCat* at <http://worldcat.org>--the most important library union catalog with 1.2 billion items worldwide. Use “Advanced Search” to select format. Enter a zipcode to find the closest library holding the item.



# Submit your research to present at Birmingham

## Continued from Page 3

intertwined with the human past. Because the AJHA requires presentation of original material, research papers and panels submitted to the convention should not have been submitted to or accepted by another convention or publication.

Authors may submit only one research paper. Research entries must be no longer than 25 pages of text, double-spaced, in 12-point type, not including notes. The Chicago Manual of Style is recommended but not required. Four copies of each paper should be submitted. Each paper must include a cover sheet indicating the paper's title. The author's name, address, and institutional affiliation should appear only on a cover letter accompanying submission. Papers must be accompanied by: 1) four one-page abstracts; 2) a stamped, self-addressed postcard for notification of receipt. Paper authors also should submit one copy of the abstract by e-mail (text only) to Research Chair Janice Hume at [jhume@uga.edu](mailto:jhume@uga.edu).

Authors of accepted papers must register for the convention and attend in order to present their research. Authors should bring 25 copies of their paper to distribute at the convention. Research awards include:

the Robert Lance

Award for outstanding student research paper, the J. William Snorgrass Award for outstanding minority-journalism research paper, the Maurine Beasley Award for outstanding women's-history research paper, and the David Sloan award for the outstanding faculty research paper.

Panel proposals must include a brief description of the topic, the names of the moderator and participants (no more than two of whom may be from the same institution), and a brief summary of each participant's

presentation. Panel participants must register for and attend the convention. No individual may participate in more than one panel.

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

For Research in Progress submissions: Please submit three copies of a blind, 1-page abstract of your study (include the proposal title but omit your name) along with a cover letter that includes your name, contact info, and proposal title to the address listed below. In your abstract, be sure to include a clear purpose statement for your study as well as a brief description of your primary sources. If your proposal is accepted, you'll be asked to bring to the conference 20 cop-

ies of a four- to five-page summary of your research.

The principal contacts for the 2009 convention in Birmingham are Julie Williams, local host, and Patrick Cox, convention sites committee chair. Information about AJHA and the convention is available at <http://ajhaonline.org/>.



Taken near Birmingham by Walker Evans in 1936.

## Deadline is May 15

### Send research papers:

Janice Hume  
College of Journalism  
University of Georgia  
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### Send panel proposals:

Linda Lumsden  
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University of Arizona  
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### Send research in progress:

Mark Dolan  
Department of Journalism  
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# Full transcripts of radio and TV shows available on internet

## Continued from Page 4

### Newspaper Databases

*LexisNexis Academic*--contains up-to-date, full text for 350 English-language newspapers and 300 magazines; also radio and television transcripts, wire services and non-English language news. Nothing earlier than 1977; most holdings start much later.

*Proquest Newspapers*--about 400 current full text newspapers and trade journal including many from smaller

cities of the U.S. Earliest date from the 1980s. Includes full text of the Wall Street Journal.

*Ethnic News Watch*--full text of current articles from about 200 ethnic, minority and native newspapers and magazines. About 90 titles are archival only.

*Historical American Newspaper*--full text newspapers from 1690-1922 in seven series from Newbank's Readex. Very expensive.  
*Historical Newspapers Online*--from Proquest. Full runs of

several major U.S. newspapers.  
**Some Newspapers on the Public Web**

*PaperofRecord.com* at <http://paperofrecord.com>--pdf images of pages from hundreds of international newspapers--many long runs. Free, but requires registration.

*Chronicling America: Historic American Newspapers* at <http://www.loc.gov/chroniclingamerica>--this Library of Congress and NEH project contains pdfs of newspaper pages from 1897-

1910 and an index to American newspapers published between 1690 and the present including where they are held.

### Others

*Library of Congress Photostream on Flickr* at [http://www.flickr.com/photos/library\\_of\\_congress](http://www.flickr.com/photos/library_of_congress)--two sets of historic photos available: 1930s-40s in Color and News in the 1910s.

Search "Journalism History Bibliography" on Poynter's website at <http://www.poynter.org>.





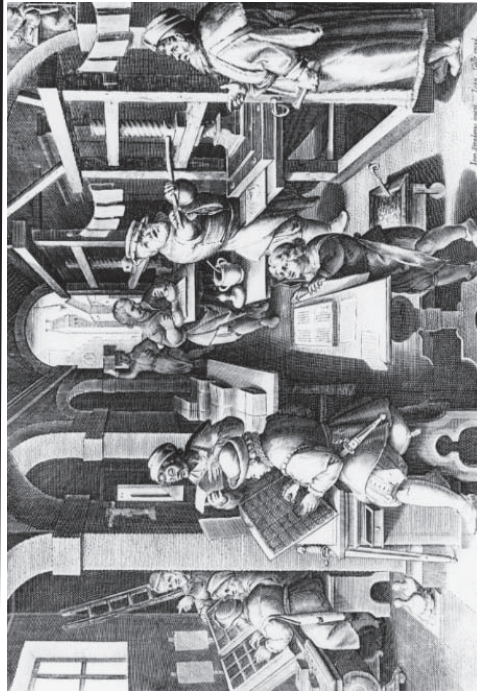
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# Intelligencer

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Drawing of an early Dutch print shop. This drawing appeared on the front page of The Penny Magazine, October 1833. The magazine was published by the Society for the Diffusion of Useful Knowledge and was meant for a working class audience in England.

## Got News?

The news letter is published in November, February, May and August. Submission deadlines are Nov. 1, Jan. 15, April 15 and July 15. Email is preferred, but you may also fax or mail to:

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Future AJHA  
Convention  
Sites

2009: Birmingham  
2010: Tucson  
2011: Kansas City



Correction  
This photo of Brian Carroll of Berry College was misidentified in the last issue.

## Inside

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for Birmingham due by  
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