

that courts be better educated about the value of higher education to society and about academic freedom's relevance to higher education's success. Equally important, she emphasizes, is the imperative that colleges and universities work constructively to "restore a sense of community" among their constituents (p. 253).

*The Trials of Academe* should be indispensable reading to academics and practitioners with an interest in academic freedom. If they wonder why the *Chronicle of Higher Education* publishes an increasing number of stories about America's litigious higher education, this is the go-to book. Without doubt the book makes a major contribution to the literature on higher education in general and on education law in particular.

Journalism and mass communication educators might use Gajda's book as a supplemental text for communication law and related courses. Numerous court cases, whether on the First Amendment or not, are insightfully discussed. Various legal terms and concepts such as promissory estoppel and IED are judiciously explained and placed in perspective. The book may also serve as an excellent resource book for journalism and mass communication students and scholars. Its extensive (sixty-four pages) documentation provides a number of primary and secondary sources on the subject in question. On the other hand, some readers might wish that its index were a bit more detailed and thorough. Some topics and court cases are missing from the otherwise fine index. And several entries are rather incomplete. This, of course, is no more than quibbling about a first-rate book that challenges us to rethink our conventional wisdom

about academic freedom in the United States.

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■ Harris, Roy J., Jr. (2010). *Pulitzer's Gold: Behind the Prize for Public Service Journalism*. Columbia, Missouri: University of Missouri Press, pp. 475.

University press editors should be commended when they publish affordable paperback editions of major books in a timely fashion. Without trade editions, teachers are ever more reluctant to require students to purchase books. And that would be a shame, especially for highly readable and instructive books like Roy J. Harris Jr.'s history of the most coveted of the Pulitzer Prizes, the Gold Medal awarded news organizations for public service reporting.

Harris, a retired *Wall Street Journal* reporter, combines extensive research in the archives at Columbia University and elsewhere with interviews of participants to un-spool nearly a century of prize-winning public service journalism. Along the way, readers get an inside view of how public service reporting has developed and how choosing the prize has changed since it was first juried in 1917.

At a time when the future of public service reporting is in question due to dramatically reduced resources at major news organizations—to say nothing of small or regional papers—the book's most valuable contribution might be in supporting a dedication to news media's watchdog role by promoting the civic underpinnings of public service reporting and by fueling the

democratic imperative to continue that mission. *Pulitzer's Gold* offers ample evidence that public service journalism is, indeed, a mission. Little else could account for the decisions at the *Sun Herald* in Gulfport, Miss., and the *Times-Picayune* in New Orleans not to abandon those communities during Hurricane Katrina, or for the *Boston Globe*'s tenacity in uncovering sexual abuse by priests—a story that continues to unfold nearly a decade later.

While newspapers' financial woes might account for diminishing resources for public service reporting, Harris also blames a lack of institutional memory and historical continuity in keeping public service reporting alive. He points out that news organizations have forgotten the why and how of their own best efforts. Joseph Pulitzer bequeathed the prize at his death in 1912, along with an endowment for the journalism school at Columbia University, in order "to encourage, elevate, and educate" future generations of public service journalists. Nearly a century later, *Pulitzer's Gold* links together a history of outstanding public affairs reporting by using the Prize as the gold standard and narrative thread. Yet this is less a history of the award and more an entertaining and illustrative guide to how public affairs stories were, and are, investigated and reported.

By 2009, ninety-five Gold Medals had been awarded to news organizations for "the most meritorious and disinterested public service" leading to significant outcomes and reform. Harris selected certain award-winning organizations in order to cover a variety of topics and styles. The more recent prize winners benefit from a wealth of recent interviews he was able

to conduct with his contemporaries. (Harris's father, Roy Harris Sr., was a prize-winning reporter in the halcyon years at the *Saint Louis Post-Dispatch*, 1937-1952, during which time the paper won five Gold Awards, more than the *New York Times*.) A complete annotated list of winners is included in an appendix.

Each story offers a model for enterprise reporting. Like the publication of the *Pentagon Papers* in 1972 and the *New York Times'* "A Nation Challenged" post-9/11 coverage, awards are often given for in-depth multi-part series. Or, like the Watergate story, the reporting builds slowly, as pieces of a puzzle lead to a major break in the story. Nearly all represent significant investments by news organizations, sometimes to the point of creating shadow newsrooms. Such was the case with the sensitive and secretive gathering of evidence against the Catholic Church by *Boston Globe* reporters that gradually developed into a major—now global—indictment of Church hierarchy. The complexity of issues investigated usually requires a team effort over extended periods of time, although smaller papers with fewer resources compete successfully. For example, in 2001 the prize was awarded to the *Portland Oregonian* for exposing human rights abuses committed by the U.S. Immigration and Naturalization Service. Harris reminds readers that it is not only the reporting that makes a winner, but also the publishers and editors who decide whether or not to pursue a story, and how far and how long.

The book is organized into four parts, and chapters within each part are arranged chronologically, with chapter titles and subtitles highlighting

certain themes. Often, the process leading up to the award decision is fraught, as it was in awarding the Prize for the publication of the *Pentagon Papers* and for reporting Watergate, and those stories are woven into the narrative. Part 1 focuses on recent winners, including chapters on the coverage of Hurricane Katrina and the Catholic Church's sexual abuse investigation, the *New York Times* reporting on OSHA shortcomings related to workplace deaths, and the *Los Angeles Times'* exposure of a failed public hospital near Watts.

Part 2 casts back to the first award given, in 1918, to the *New York Times* for its dogged coverage of European politics related to the conduct of World War I. The ferocious anti-German sentiment in the United States during that war informed the jury's choice of the *Milwaukee Journal* (now the *Milwaukee Journal Sentinel*) in 1919, for its campaign to stifle "Germanism in America," which might give readers pause. On the other hand, the *Boston Post*'s exposé on Charles Ponzi in 1921 should be the envy of the *Wall Street Journal* reporters. The Pulitzer jury, renewing its purpose and sharpening focus on courageous reporting, awarded prizes for exposing the Ku Klux Klan in 1921 to the *New York World* and in 1953 to the *Whiteville News Reporter* and *Tabor City Tribune*.

Depression Era prizes went primarily to exposure of racketeering and corruption, although the *Bismarck Tribune* received the award in 1938 for reportage quixotically titled "Self Help in the Dust Bowl." A well-deserved clutch of awards going to the *Saint Louis Post-Dispatch* fall into this period, including prizes for investigating the causes of the Centralia, Illinois, mining disaster and the dispiriting rev-

elation that thirty-seven Illinois newspaper reporters and editors were on the state payroll (Harris's father reported this story). Hats off to the jury that recognized the *Arkansas Gazette*'s (now the *Arkansas Democrat-Gazette*) courageous coverage of the school integration crisis in Little Rock as one of the most important stories of the mid-twentieth century.

Part 3 focuses on the golden years of investigative reporting during the 1970s, including the *Pentagon Papers* and Watergate scandal. These particular selections, of course, have tomes of their own and are already integrated into journalism curricula. Less known is the controversy surrounding these awards, including efforts by various interests to influence the award outcome. Investigations and reportage of new issues emerged in the 1970s and were awarded the Gold, including for stories on narcotic trafficking, labor union corruption, police abuse, and religious cults. Responding to the times, selection board members were diversified to include women, blacks, and wider representation by geographic area. At the same time, jurors became nominators, and the role of the board—whose members, unlike the jurors, served long terms—was strengthened in determining the final winner.

Part 4 begins in the 1980s, from the quieter newsrooms of the computers age, where reporters probed stories prophetically identifying issues still confounding America today. A number of stories investigated the role of corporate profits in everything from agriculture and military spending to health care and evangelical religion. Anticipating the marked demographic shift in racial/ethnic makeup of the United States, the *Los Angeles Times* in

1984 explored the surge in the Latino population. In 1989, the *Anchorage Daily News* won for reporting on suicide and hopelessness among Native populations. While deregulation reigned during the Reagan era, failure of oversight or enforcement played into stories involving medically unfit pilots, contamination of local water supplies and national blood supplies, and abuse in group homes for the mentally retarded. Meanwhile, arbitrary and abusive systems of enforcement were revealed in the treatment of immigrants by the Immigration and Naturalization Service.

The author admirably fulfills the need for a history of the profession's best efforts to act as watchdog and protector of the civic good. Harris also provides a balanced assessment of the award's mistakes and deficits as well as its successes. The book will be a welcome addition to the reading lists of upper-division courses in journalism history and reporting. I have only one small caveat to using the book as the sole text in these subject areas: the news media often get it wrong. The history of journalism is a relatively young endeavor, and we tend to celebrate its successes. While public service journalism has had a very real role in righting wrongs (that is a major criterion for the award), students also need to learn from media mistakes. Inaccurate reporting has as much impact as good reporting, and its damage is almost impossible to reverse. For example, at the very moment that the *New York Times* was earning the Gold Award for its "A Nation Challenged" series, it was publishing some of the most irresponsible reporting in the paper's history: its complicity in the lies of the Bush

administration about weapons of mass destruction in Iraq.

One book cannot do it all. *Pulitzer's Gold* provides the models of excellence that our students and fellow professional need in order to carry on the mission.

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■ Briggs, Mark (2010). *Journalism Next*. Washington, DC: CQ Press. pp. 359.

■ Luckie, Mark S. (2010). *The Digital Journalist's Handbook*. CreateSpace. pp. 252.

Journalism schools around the country are trying to get ahead of—or simply catch up to—the revolution occurring in the profession. While schools are under intense pressure to beef up multimedia offerings to better prepare our students for the digital shift in journalism, some have reinvented their curriculum from the ground up. Departments and faculty are making incremental changes, from creating a "multimedia journalism" class to integrating basic digital assignments into traditional reporting classes. Faculty trained and experienced in traditional broadcast or print journalism are attending training seminars or teaching themselves new software using online tutorials.

We know that for our students to be successful in the tumultuous job market today they need to have strong critical thinking skills and grounding in journalism ethics and practices. But they also need to be versatile with the

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