Profiles of Excellent Literary Magazines

High schools interested in starting a literary magazine or improving their present efforts now have a practical resource, "Exemplary High School Literary Magazines," a profile of 20 outstanding high school magazines, provides full microfiche texts of the publications along with brief essays on strategies for successful production.

The ERIC Clearinghouse on Reading and Communication Skills conducted a project in which 20 student literary magazines were selected from 124 that were judged superior in the Program to Recognize Excellence in Student Literary Magazines, sponsored by the National Council of Teachers of English. The magazines represent public, private, and parochial schools as well as varied community and school sizes and socioeconomic and grade levels. Project director Hilary Taylor Holbrook conducted telephone interviews with the faculty advisors and gathered data on the origin of each magazine, the nature and functions of the student staff, the advisor's role, solicitation and evaluation of work submitted, funding sources, and magazine format.

According to Holbrook, the interviews "yielded a surprisingly inventive store of ideas for promotion, sales, and fund raising. Some school magazine staffs cultivate profitable ongoing relations with their community, resulting in community-sponsored benefits such as poetry readings by students or professional writers." Holbrook noted that even producers of top-rated literary magazines encounter difficulties that "seem overwhelming, especially to inexperienced students and advisors." However, advisors made numerous recommendations for overcoming logistical problems. "Finding and maintaining contact with an experienced advisor, especially one with a good sense of production costs and procedures, was one recommendation. And even though interviewees said that the literary magazine experi-

ence involved 'a tremendous amount of work,' 'pushing,' and 'coordination,' most advisors would agree with the teacher who said that it is 'serendipitous and wonderful how it all comes together.'"

"Exemplary High School Literary Magazines" is available at all libraries that house ERIC microfiche collections. Ask for ERIC document numbers CS 709 701 to CS 709 720, or contact the ERIC/RCS office at 1111 Kenyon Rd., Urbana, IL 61801.

High School Journalism Called Academic, English-Based

Several professional organizations and research studies have lent support to the study of journalism as an academic subject. Three organizations have passed resolutions endorsing academic credit for journalism courses that focus on the collecting, writing, editing, interpretation, and evaluation of news and information. The American Society of Newspaper Editors, the Association for Education in Journalism and Mass Communication (AEJMC), and the National Council of Teachers of English (NCTE) passed virtually identical resolutions, mainly initiated by the Journalism Education Association (JEA).

The AEJMC resolution adds the notion of press freedom and responsibility, while the NCTE version explicitly acknowledges the relevance of composition-based journalism programs to English instruction. According to Dorothy McPhillips, JEA president, the resolutions are important in light of recent reforms requiring greater numbers of traditional academic courses for high school graduation, which crowd out well-established, high-quality electives such as journalism. At least one state—Texas—has moved to permit journalism as an alternate course for English credit in the academic graduation strand.

1. The 20 high schools with literary magazines included in the project were Alameda Senior High School, Lakewood, California; Bethesda-Chevy Chase High School, Montgomery County, Maryland; Bethlehem High School, Delmar, New York; Bryant Intermediate School, Salt Lake City, Utah; Clarkston High School, North, New York City; Grissom High School, Huntsville, Alabama; Harrison Central High School, Gulfport, Mississippi; Jefferson High School, San Antonio, Texas; Little Rock Central High School, Arkansas; Ogden High School, Utah; Miss Porter's School, Farmington, Connecticut; Quaker Valley Senior High School, Leetsdale, Pennsylvania; Raytown South High School, Missouri; St. Edward High School, Lakewood, Ohio; St. Pius X High School, Atlanta, Georgia; Scotland High School, Laurelburg, North Carolina; Sherwood High School, Seattle, Washington; Ward Melville High School, Setauket, New York; Washington Senior High School, Sioux Falls, South Dakota; and Wayne Valley High School, Wayne, New York.

Charles Suhor is Director of the ERIC Clearinghouse on Reading and Communication Skills, 1111 Kenyon Rd., Urbana, IL 61801.