Dear Members,

Welcome to the fall issue of *Magazine Matter*. At the annual conference in Chicago last August, I set forth several goals for the division, and I’m pleased to tell you about the progress we’ve made.

As I said in Chicago, I’d like the division to become more unified in preserving and improving the magazine in all its forms. Some members came to the academy through the profession. Their creative work and teaching contributions help students become writers, editors, designers and other producers of magazine-style content. Other members are active in the scholarly realm. They explain bigger-picture issues, the magazine’s social role, and what magazines say about our culture, our politics and the way we view ourselves.

Through our creative and scholarly work, as well as our teaching, we show the education we’re providing is essential for the future of journalism.

My goals for 2012-13 academic year are the following:

1) Develop a *mentor list* for members looking to publish works in the academic and trade press. Subject areas include magazine history, tablet strategies and social media.

2) Strengthen the division’s *connection to the industry*.

3) Develop *programming for the next conference* that involves sessions focused on newer magazine media, including tablets and social media.

We have made progress on all three goals. First, many of you have added your contact information and areas of specialty on our mentor list, which can be found at http://bit.ly/SF6qUz. If you’re looking for some guidance on a particular magazine-related topic, the mentors on this list are here for you. Second, I’m pleased to report a significant number of PF&R panels for the 2013 conference in Washington. The next issue of *Magazine Matter* will include previews of these and other sessions.

Last, this issue of *Magazine Matter* revolves around the theme of why we teach magazine journalism. As schools are being pressured to take a more medium-agnostic approach to teaching journalism, it’s refreshing to hear about how division members are evolving their curriculum and reframing their work teaching writing, editing and design for all magazine media.

Please like the division on Facebook, suggest people in the industry “like” us as well, and use the page to link to relevant articles or get discussions going.

Let me know if you have any suggestions on how make the division better. I’d love to hear from you. I can be reached at jmarino7@kent.edu.

Best,

Jacqueline Marino
Kent State University
Why We Teach Magazine Journalism
By Jacqueline Marino, Head, AEJMC Magazine Division

Over pizzas at AEJMC Chicago, about a dozen members discussed how difficult it’s become to teach journalism for a nearly 300-year-old medium. Yes, our students still love magazines. But because of the increasing emphasis on creating content for digital devices, many magazine programs have been scaled back or cut. Even at schools that continue to have a variety of magazine course offerings, however, those of us teaching magazine journalism often find ourselves on the defensive. Administrators and other faculty tend to lump magazines into the doomed “print” category. While magazines have not declined as dramatically as newspapers, the industry has suffered over the past year. Newspubstand circulation fell and many magazines slashed their staffs. Newsweek’s announcement that it plans to stop publishing a print edition also dealt a psychological blow.

Industry watchers—and administrators and parents of potential students—often fail to see the innovation currently and future magazine publishers are pursuing. New magazines are being launched nearly every month. The digital marketplace, which has been blamed for upsetting the magazine business model, has also made launching new magazines possible through crowdfunding. Creative uses of social media engage the audience in much more exciting ways than the letters-to-the-editor page. The magazine consumer is happy to get connected to her magazine across multiple platforms, from following a favorite editor on Twitter to checking out the magazine’s latest app.

At our institutions, we need to reframe what we do. We are not just teaching long-form magazine writing, editing and design. We are teaching students the skills, strategies and mindsets for the 21st Century media universe. When we teach magazine journalism, students learn innovation, entrepreneurship, storytelling and effective social media strategies.

Innovation
Experimentation is now the norm at many of the best consumer titles. For instance, Esquire continually attempts to bring mobile and print together, from its early use of electronic paper to a new digital technique within the pages of its December issue that “makes the magazine every bit as interactive as your iPad,” says editor David Granger in his editor’s letter. More magazines are embracing the tablet and doing their best to dazzle on this platform.

Entrepreneurship
The magazine startup is an ideal way to teach students what it takes to make their own jobs. Many magazine courses teach students how to analyze potential audiences and pitch content designed to serve and delight them. New crowd-funded startups, such as Chickpea and Howler, show how quickly an idea can be published in it. Even with so much competing for their attention, research* and our own experiences in the classroom indicate that young people continue to love their magazines. Knowing this, I’m certain the form, which has continually evolved over the past 300 years, will keep changing to ensure its survival.

*While there have been many studies on this, I thinking about the MPA study reported on by AdWeek in an article published on August 25, 2012. It can be found at http://www.adweek.com/news/press/study-millennials-emerges-magazines-social-media-143075.

Storytelling
Thanks to the ease with which readers consume long-form writing on tablets and how well magazines are promoting this work on social-media networks, the long form is enjoying a renaissance. ( Shameless promo: Look for a panel on this topic at AEJMC 2013 in Washington, D.C.) Magazines remain the best medium for in-depth, thoughtful, reported stories integrating words and images. They continue to form the basis for storytelling in other media, including broadcast news and film.

Social Media Strategies
Who can forget the influential experiment in magazine making undertaken by the founders of Longshot Magazine in 2010? Using social-media tools, the editors created an entire magazine start to finish in 48 hours. And it was good. Since then, many magazines have continued to use social media networks, such as Facebook, Twitter and Pinterest, effectively. A recent MPA study, for instance, found that 56 percent of Twitter users follow a magazine or editor.

These are just a few of the ways teaching magazines can help our students embrace the digital age—and be prepared to publish in it. Even with so much competing for their attention, research* and our own experiences in the classroom indicate that young people continue to love their magazines. Knowing this, I’m certain the form, which has continually evolved over the past 300 years, will keep changing to ensure its survival.

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Magazines and Innovative Storytelling: Magazines continue to lead the way with innovative new storytelling methods. Whether new approaches to multimedia within an iPad edition or creative web-based stories, magazines’ investment in storytelling techniques will likely continue to grow as the medium finds ways to highlight its unique strengths in digital formats. Examples this year included Esquire’s use of a video story trailer to draw readers to its story on the Zanesville zoo animal massacre and National Geographic’s experiment with Cowbird.

I was also delighted to highlight the work of two fellow journalism professors at West Virginia University, Joel Beeson and Dana Coester, who are teaching database storytelling in their creatively designed service-learning courses. Though Beeson and Coester don’t explicitly tie their instruction in database narrative to magazines, this technique represents one way magazines can be part of the conversation.

Social Magazines: Far from being a solitary reading experience, today’s print and digital magazines are offering more and more opportunities for readers to share and discuss their content. While the use of Facebook and Twitter by magazines is now routine, magazines this year found fun applications for Pinterest—perhaps the perfect social medium to fit magazines’ powerfully visual nature. Additionally, a new social network, Magpile, was born to provide a place for lovers of print magazines to gather

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Report from MediaShift: Key Digital Trends
By Susan Currie Sivek, Linfield College
Magazines at Kansas: Soul Survivor
By Carol Holstead, School of Journalism, University of Kansas

Magazines as an emphasis of study in the School of Journalism at the University of Kansas took a header last year. For the second time in the 23 years I've been teaching at KU, we redesigned our curriculum, this time with a goal to make our program medium agnostic. In the process, two elective magazine courses—Magazine Publishing and Magazine Design—were eliminated. Students now take courses that develop multimedia skills such as writing, editing and video. At the top end, they take advanced media courses, for example documentary filmmaking, political reporting and depth reporting. Magazine writing is among these options, but I had to justify keeping it. In the process, I realized how little my colleagues understood about how magazines are different from other media. In any case, I was hard-pressed to argue for keeping discrete courses devoted to magazines when we were not keeping courses that focused on, say, newspaper reporting.

How I made the case for magazine writing was to emphasize these points:

- **Magazines are about niche audiences.** When you write or edit for a magazine, you are striving to meet the specific information needs of, say, the outdoor enthusiast, the foodie, the history buff, the fashionista, the automobile enthusiast, the science enthusiast. When you write or edit for a newspaper, you are striving to meet the general information needs of the city or county or state. Magazine writing is about a particular audience and the magazine is not the end goal. This is very different from other media. In any case, I was hard-pressed to argue for keeping these courses because I had to justify keeping the magazine course.

- **Magazines are easier to keyboard in the story archives.** Many of the older stories were difficult to keyboard in the story archives because they were written in longhand. I had asked my students to post stories to our blog, but only a few did. I then used them as examples. By February 2012 the blog was up and running, at www.rileysblogoffame.wordpress.com. I had had an archive to showcase magazine and newspaper writing, my approach is to go at it one story type at a time—personality profile, reflective essay, travel story, humor piece, etc. Before writing their story in each category, students read about that type, read examples of same written by professionals, and now, thanks to the blog, read student-written examples penned by Virginia Tech students who came before them. For my first 40 years of teaching magazine writing, I was nagged by not having a more inclusive, reliable way to ensure some form of publication for my students’ better stories. This “publication deficit” bothered me as I lacked a way for students to read their classmates’ better writing. Also, I wished for a way to make these stories available to a broader audience. And, there was the important matter of confidence building.

- **Magazines are related to their beats, aggregate news, and RSS feeds.** Students choose beats like health, relationships, technology and sports. They RSS feed information related to their beats, aggregate news every week, and write packages that include stories, video, audio and info graphics. Students choose beats like health, relationships, technology and the outdoors. Yes, you’ve got it—they basically are making magazines. (Take a look at fishhefliland.com for one fantastic example!) Their sites are not departmentalized like magazines, but I am integrating explanations of how magazines work in this class and, of course, in magazine writing.

- **Magazines are easier to publish online.** By the time I shuffle off into retirement, I hope to have at least 300 stories on my “Blog of Fame.” Reaction to the blog has been overwhelmingly positive. Anonymous end-of-term comments in spring 2012 on the blog archive and were overwhelmingly positive. One respondent remarked, “I actually enjoyed the Blog stories even more than the ‘professional’ stories.” Another reported that the blog “helped tremendously” in writing his/her own stories.

- **Magazines are more visible online.** I then used them as examples. By February 2012 the blog was up and running, at www.rileysblogoffame.wordpress.com. I had had an archive to showcase magazine and newspaper writing, my approach is to go at it one story type at a time—personality profile, reflective essay, travel story, humor piece, etc. Before writing their story in each category, students read about that type, read examples of same written by professionals, and now, thanks to the blog, read student-written examples penned by Virginia Tech students who came before them. For my first 40 years of teaching magazine writing, I was nagged by not having a more inclusive, reliable way to ensure some form of publication for my students’ better stories. This “publication deficit” bothered me as I lacked a way for students to read their classmates’ better writing. Also, I wished for a way to make these stories available to a broader audience. And, there was the important matter of confidence building.

- **Magazines are a teaching tool.** Before posting, I linked to our department’s web site. Typical remarks from former students were that they were flattered/thrilled/honored/delighted/excited to have a story or stories on the blog. Wrote Caty Borum Chattoo, formerly as assistant producer for Normal Lear and presently on the communication faculty of American University, “OH! A handwritten letter! So retro, so thoughtful, so strange.” Alison Corday, a fashion buyer living in Bermuda, wrote, “What a nice reminder of the good old days.” Bridget Eldridge, a teacher in New York City, reported that she had lost all her old stories when her computer crashed and that she was happy that some of her stories would still “live.” Jenna Fisher, Asia Editor for the Christian Science Monitor, gave permission and simply replied, “How cool!”

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- **Magazines are more visible online.**
“Key Digital Trends”

and discuss their passion for the medium. The print fandom represented at Magpile suggests that the medium—or at least, a certain type of magazine, artistic and distinctive—will have a following for some time to come.

I would like to hear from you about other currents in the industry and in magazine journalism education that you think deserve greater attention. If you’re doing something innovative in your class or program, please drop me a note and let me know.

Websites Noted in the Article:
- http://flipboard.com
- http://pandodaily.com/2012/12/03/get-ready-for-the-age-of-premium-micropublishing/
- http://craigmood.com/journal/subcompact_publishing
- http://craigmood.com/satellite/subcompact_round_up
tool-to-tell-reservations-whole-story/226.html
- http://www.pbs.org/mediashift/2012/09/

The annual colloquium provides a forum for the presentation of research and discussion relevant to the AEJMC divisions that sponsor the event. Papers presented at the colloquium are eligible for presentation at the AEJMC national convention in August. At least one author of each accepted paper must register and attend the conference to present the paper.

Registration for the Colloquium is $95 for registration forms received prior to Feb. 20, 2013. The registration form is available at http://masscom.usf.edu/colloquium13/register/.

Additional information about the 2013 Southeast Colloquium is available at http://masscom.usf.edu/colloquium13/papers/.

**AEJMC 2013**
Southeast Colloquium Chairs

**Law and Policy Division**
Courtney Barclay
anjosoutheastlaw@gmail.com

**History Division**
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**Magazine Division**
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**Newspaper and Online News Division**
Guy Reel
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**Open Division**
Dana Rosengard
drosengard@usf.edu

You are invited to submit a 500-600 word proposal for completed papers, research in progress or panel discussions for presentation at the Joint Journalism and Communication History Conference—the American Journalism Historians Association and the AEJMC History Division joint spring meeting.

Innovative research and ideas from all areas of journalism and communication history and from all time periods are welcome. Scholars from all academic disciplines and stages of their academic careers are encouraged to participate.

This conference offers participants the chance to explore new ideas, generate feedback on their work, and meet colleagues from around the world interested in journalism and communication history in a welcoming environment.

Your proposal should include a brief abstract detailing your presentation topic as well as a compelling rationale why the research is of interest to an interdisciplinary community of scholars. All submissions will be uploaded to the Media History Exchange, an archive and social network funded by the National Endowment for the Humanities and administered by Elliot King (Loyola University Maryland), the long-time organizer of this conference.

To join the Media History Exchange (membership is free), go to http://www.mediahistoryexchange.org and request membership. Once you have joined, follow the step-by-step instructions describing how to upload an abstract to a specific conference. Please follow the corrections carefully. If you leave out a step, it will not work. If you have any questions or run into any problems, contact Ann Thorne, thorne@missourinwestern.edu. Upload all submissions (electronic submission only) by January 6th, 2013, to the Media History Exchange, http://www.mediahistoryexchange.org.

**Questions?**
Contact conference co-coordinators:
- Ann Thorne for programming or submission questions
  thorne@missourinwestern.edu;
- Kevin Lerner for logistical or travel questions
  kevin.lerner@marist.edu.

**Networking Session:** This year we will offer a networking session with coffee and cookies. Attendees will be invited to make a brief, two-slide PowerPoint presentation about their research interests. Following the presentation, there will be time for everyone to exchange ideas. For more information, contact Ann Thorne, thorne@missourinwestern.edu.

**Authors:** If you published a book in the past year (2012) or have a book coming out in the spring of 2013 and would like to talk about your book at the conference, please contact conference co-coordinator Ann Thorne, thorne@missourinwestern.edu, with a brief statement about your book.

Also, if you want to serve as a submission reviewer or panel moderator, please contact Ann Thorne.
2012-2013 Magazine Division Officers

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