

Editor's work with authors-children



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Introduction

An increasing number of children's texts appear in the Medias every year. Children publish books and news reports, they even make newspapers. But children's authorship is still neglected by scientists, especially from the editing viewpoint.



"Eragon" by Christopher Paolini, aged 15

Editor's work with authors-children significantly differs from the traditional work with adult authors. Children have a unique age-dependent text style, they are more sensitive to critics, and their goals are different from adult writers. Often children don't realize that they are participating in the

mass communication, so they ignore reader's interests. Thereby editors need more particular information about children's authorship and main principles of editing children's texts to be determined.

Purpose

Purpose of this research is to find the forms of editor's work with authors-children in Ukraine and to describe their advantages and disadvantages for authors-children.

Methods

- Analytic and synthetic methods were used to explore the children's authorship in general.
- Structural method and typology were used to selection the forms of children's authorship.
- Observation of different forms of communication between editors and authors-children and survey method were used to find features of each form.

Author-child is a person aged from 3 to 18 years, who by himself or in cooperation with adults has created a text for publication

Results

Editor's work with authors-children in Ukraine realizes in five different forms:

1. Children's books editing at publishing houses



Author presents his book to a publishing house. Usually the publication is sponsored by parents, foundations or institutions. Authors are 13-17 years old.

Advantages

- ✓ Professional experience transfer
- ✓ Attention and respect to child's authorship
- ✓ High editor's influence on text's language and structure

Disadvantages

- ✓ Editors rarely consider children's books (In Ukraine only 4 young authors had published their books)
- ✓ No time for mentoring or educational communication
- ✓ Low editor's influence on text's theme and ideas

2. Children's articles editing at newspapers or magazines



Usually there is a partnership between newspapers and journalism clubs, so authors present their articles after preliminary editing in club. Authors are >15 years old.

Advantages

- ✓ First professional experience for authors-children
- ✓ High editor's influence on text's language, structure and ideas
- ✓ Child could earn money for his/her work

Disadvantages

- ✓ Editors rarely cooperate with inexperienced young journalists
- ✓ No time for mentoring or educational communication
- ✓ Editors change texts without author's approval

3. Children's newspaper editing at school or at journalism clubs



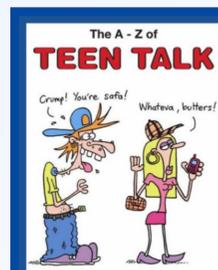
Teachers often function as editors in schools. Children's newspaper are often irregular and have low quality. Authors are >8 years old.

Advantages

- ✓ A lot of practice for young journalists
- ✓ Mentoring and educational communication with editor
- ✓ High editor's influence on text's theme, ideas, language and structure

Disadvantages

- ✓ Low professional level of school newspaper's editors



"The A - Z of Teen Talk" by Lucy van Amerongen, aged 13

4. Leading of a children's journalism or young author's club



Usually those clubs are led by editors or teachers with editor's experience.

Authors are >10 years old.

Advantages

- ✓ A lot of practice for young journalists
- ✓ Mentoring and educational communication with editor
- ✓ High editor's influence on text's theme, ideas, language and structure
- ✓ High professional level of editors-leaders

5. Realization of master-class for young authors



Master-classes by experienced editors take place at seminars and festivals.

Authors are >12 years old.

Advantages

- ✓ Professional experience transfer
- ✓ Educational communication with editor

Disadvantages

- ✓ No time for mentoring communication
- ✓ No editor's influence on children's texts

In general work with authors-children has two significant parts: children's texts editing and communication with a young author. Children's texts have several unique qualities like particular syntax and style: even children's typical mistakes are different from adult's. Communication with authors-children also has some differences: editor needs to act like a teacher, to include educational activities, to consider children's psychology.

Conclusion

Editor's work with authors-children can be realized in different forms. Some of them suggest high level of influence on young author and his/her texts, others allow professional experience exchange. Communication between author and editor could be individual or in groups. For children-authors the most advantageous form of work with editor is journalist's or author's clubs participation. Considering the absence of established principles of editor's work with authors-children, this topic requires further research.

