

FROM THE EDITOR

Editing a professional journal is, of course, challenging and interesting. On the one hand, the editor corresponds with authors – first about the fact that copies of manuscripts have been sent to reviewers, then about the editor's decision (most often to reject with the suggestion to resubmit with revisions and often to accept with minor revisions) and finally about rejection or acceptance for a specific issue. On the other hand, the editor corresponds with reviewers – usually routinely but often about agreed upon deadlines. Perhaps the most demanding task is preparing manuscripts for sending to the publisher. I feel obligated to edit narratives and Mary Jean Evers-Lush checks my work, APA format, etc. before sending an issue to the printer.

Editing three of my four issues has brought to mind some of the same clues I have shared with authors while serving in various other editorial capacities:

Use the same tense throughout unless you have good reason for knowingly changing to another tense.

Do not use a thesaurus to find synonyms. Rather, use nouns, verbs, and modifiers consistently no matter how repetitive. Scholarly writing is not meant to entertain and often must, from the standpoints of lay persons, be boring. Precision, not amusement, is the goal.

Use plurals unless you have just cause to use singulars. Plurals are most often correct because the narrative is not about specific individuals. And plural nouns have the advantage of not requiring singular objects such as he, him, she or her. Plurals are the best tool available for avoiding sexist expression on the one hand and improper grammar (singular noun and plural object) on the other.

If you are not certain that you can write without sex bias, have a competent editor check your stuff.

Use the definitive article *the* only if you are writing about one, singular person, place or thing. Otherwise use a or an or some other construction that does not imply precision you do not mean to imply. (Researchers who say, "I investigated *the* variables which affect ..." appear to be omnipotent. They should delete the and thus imply that only some variables were examined.)

Avoid overstatements by inserting precautions. For example, begin with introductory phrases such as "In only some instances did it seem ..." Numerical or qualitative data must be interpreted cautiously in scholarly writing.

As is true of most issues, this issue contains a wide array of articles. Hillison describes the coalition of unlikely allies who worked together to gain passage of the Smith-Hughes Act and posits that contemporary supporters of workforce education may benefit from similar collaborations. Lakes describes how social welfare reformers in Cincinnati influenced policy makers to establish industrial training programs for females in the Progressive era and posits that contemporary educators should deal head on with inequities in work and school. Shecket reports a study of career plateauing among several categories of technical college employees. Hillis describes different approaches to manufacturing management and parallel insights into educational needs of persons seeking careers in manufacturing. McCannon and Stitt-Gohdes report and analyze secondary business teachers' perceptions of their abilities and motivations, students, teaching environments, professional roles and practices, and teacher preparation.

Please be aware that manuscripts should be submitted to Ron Stadt, Workforce Education and Development, Southern Illinois University, Mail Code 4605, Carbondale, IL 62901-4605.