

REVIEWS

IN EDUCATION



Writing

for Educational Publication

- Breaking into Print
- Corresponding with Editors
- Publishing Research
- Selected Abstracts of
Education Journals

Issue Editor: Robert C. Morris

WRITING FOR EDUCATIONAL PUBLICATION

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Editor's Note

■ *Robert C. Morris*

This issue of Thresholds grew out of courses taught to help aspiring authors, which in turn grew out of workshops, in-service activities and special sessions at national and regional conferences.

Sound practical help is steadily becoming available to educators who are or who hope to be published writers. This issue "Writing for Educational Publication" brings together a number of competent writers, authors, and editors willing to share their experiences and offer insights and tactics for publishing in educational journals.

By writing, I mean producing material to be read, such as articles, pamphlets and books. By educational, I mean pertaining to the discipline of education and those special knowledges and training in that field of learning. By publication, I mean the act or process of publishing. So by writing for educational publication, I mean producing material to be read in published form, by people in the occupation of education or interested in it and requiring special knowledge and training in a field of learning.

As a tool for the novice writer this issue of Thresholds should be useful to the individual educators or psychologists alone in their offices who are attempting to find their way through the maze of getting published. These writers provide a genuine professional service in bringing together and commenting thoughtfully on the wide variety of resources now available for educators who write and researchers who want to share their findings. I have used ideas and suggestions from these authors in workshops and clinics I conduct in colleges and universities, and they have invariably proven helpful.

While many educators "feel" that they could write, the fact is they don't. Little has been traditionally written to help educators write for education journals, yet most educators have been or are involved in programs, projects, or unique classroom experiences that are worth sharing with others through professional journals, newsletters, or even in pamphlet or book forms.

That is the concern of this issue of Thresholds: writing about your ideas, experiences, research and approaches and learning about ways to get your writing published.



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Foreward

■ *William Van Til*

Why write for educational publication? Writer's motives and reasons vary.

At one extreme are those who write unwillingly, needled by a policy of publish-or-perish. One of the questions most frequently asked during the workshops I conduct on writing for professional publication is "What do you think of the policy of publish-or-perish?" I usually answer in the words of Bill, one of the protagonists in the conversations that constitute Writing for Professional Publication. Bill (who remarkably resembles the author of this foreword) says, "If publish-or-perish is interpreted as requiring every professor and administrator to publish scholarly work regularly, I oppose the policy. Forcing all university staff members into the same mold ignores individual differences and violates respect for individual personality, one of the fundamental democratic values...Publish-or-perish policies which deny individuality too often lead to mediocrity. That's not good for the growth of the individual or the achievement of the institution's mission. Under the pressure of publish-or-perish what is apt to perish is high quality publication" (Van Til, 1986).

At the other extreme, are those who willingly write to interchange ideas or findings. "A major reason why some of us write is to communicate with a wider audience than we can reach with our voices. We think we've got something to say, something that's worth hearing, and we want to put it down in writing and share it with other people. Somewhere along the way we've tried or experienced or thought or found out something that we want to communicate to others...Don't forget that the most deeply satisfying reason for professional

publication is to communicate, to try your damndest to make a difference in this imperiled world through sharing the best of your insights with others (Van Til, 1986).

Add a wide variety of other reasons for writing for educational publication--whether for ego satisfaction, recognition, or income, whether for enjoyment or improvement of teaching or because life would not be complete without writing, whether for reasons that resist analysis.

Collectively, these experienced writers and editors who have contributed to this special edition of Thresholds in Education are well aware that differing motives and reasons exist for writing for educational publication. Some stress the reality of pressures for publication to achieve tenure, promotion, and increments. Some stress the imperative necessity to communicate and share the best we know in order to achieve better education in a better society. Motives for writing often are mixed. Whatever their reasons for publishing, writers need practical help if they are to appear in print. The contributors supply abundantly such help in this issue.

In my autobiography, I included many anecdotes about experiences since first being published over a half century ago (Van Til, 1983). Like most writers, I have had failures and successes. Of one thing I am sure. Had I had the help of advice from people familiar with the processes of writing for professional publication, typified by these contributors to Thresholds in Education who know the complexities of educational publishing, I would have had fewer failures and more successes. Whether you write willingly or unwillingly, whether you are a neophyte or old pro, whether you have published frequently or seldom or never, their many suggestions are well worth your consideration.

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William Van Til. In the more than fifty years since his first article on education was published in 1935, William Van Til has written, edited, or contributed to 40 trade books, education textbooks, el-hi books, yearbooks, and collections of his writings. His articles have been reprinted in over 30 anthologies and he has written more than 200 pamphlets, monographs, encyclopedia entries, editorials, columns, book reviews, and magazine and journal articles. His 1986 publications include a second edition of Writing for Professional Publication (Allyn and Bacon), ASCD in Retrospect (Association for Supervision and Curriculum Development), and an article, "What I Have Learned" (Educational Forum). His writing for education publication course created at George Peabody College in the early 1950's is reputed to be the first such course offered in higher education and his nation-wide weekend workshops for university faculties on professional publication are unique. He is a past president of ASCD, the John Dewey Society, and the National Society of College Teachers of Education and he has taught at Ohio State University, the University of Illinois, George Peabody College, and New York University. He is now Coffman Distinguished Professor Emeritus of Education, Indiana State University.



Educational Publication: Current Attitudes About the Nightmare*

■ Robert C. Morris

Publishing in professional journals in the late 1980's will continue to be very competitive. Educational journals such as The Journal of Teacher Education, American Educational Research Journal, School Science and Mathematics Learning, Early Years/K-8, Phi Delta Kappan, Educational Leadership, and Reading Research Quarterly accept less than 8% of the articles submitted to them (Henson, 1986). Moreover, it seems that all colleges and universities, not just the "big time schools," are encouraging (at times pressuring) faculty members to publish.

Benefits for the college or university can be extremely good when "highly significant" papers are channeled into appropriate publishing markets. It is, however, unfortunate when the incentives for publishing within a collegiate atmosphere are primarily those pressures surrounding promotion and salary. Younger faculty members who aspire toward tenure and promotion are doubly affected by the realities facing them in higher education. Their existence in the college or university professoriate could very well depend upon whether they publish or not. The often repeated scenario within academic circles places many professional educators in situations where they are usually not only told how many articles they must publish but the "kinds" of articles that must be produced, as well as a "listing" of the journals in their field that are deemed worthy of publishing in. This is, of course, an attempt at quality control. The non-tenured faculty member has added problems as he or she is faced with the teaching realities of student enrollment reductions, budget and program cuts, and the growing pool of Ph.D.'s. These and other continually growing pressures placed on the professional educator who is attempting meaningful teaching often create a "nightmarish situation" which many professionals are unprepared to handle.

Fortunately, professionals are now being

offered thoughtful and constructive help for responding to the problems associated with publishing. Universities are offering prescriptive writing/publishing courses for graduate students and faculty members; professional meetings include publication seminars on "how to publish"; and workshops and inservice training sessions are being conducted with an eye toward professional growth on campuses throughout the country.

In response to this ever-growing professional need, numerous national education organizations are sponsoring clinics and general sessions on writing and publishing in the field of education. The Association of Teacher Education (ATE), for example, has periodically offered clinics and workshops since the mid 1970s on "how to get published." Phi Delta Kappa (PDK) offers mini-workshops to its individual local chapters, as well as a summer course for graduate credit at Indiana University. The Association for Supervision and Curriculum Development (ASCD) regularly features at its Annual Conference a major presentation concerning "Writing for Educational Publication." Here recognized writers in the field give practical insights and perspectives on how to get published. The inclusion of writing programs by national education organizations at their annual meetings, such as the ones mentioned above are clearly having an impact. Additionally, within the ivy walls of academia provisions for acquiring assistance in writing and publishing are

*This current study evolved from a previous 1979 investigation conducted exclusively in Higher Education Institutions in Alabama.

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becoming commonplace. Today many universities have formal courses with titles ranging from "Writing for Educational Publication" to "Technical Writing and Publishing." In these courses instructors deal with many of the practical problems and subtle realities of how to get published.

A recent national survey reflects many of the positive attitudes professionals have concerning assistance they often need in acquiring the "know how" of getting published. The implications of this survey for administrators, faculties and organizations in higher education are far reaching with non-tenured faculty leading the list of interested groups.

Professional Attitudes About Publishing

From 1984 to mid-1986 a questionnaire was distributed at "Writing for Educational Publication Workshops" being conducted at many national organizational meetings throughout the United States.

The purpose of the Investigation was to gain insight into how professional educators feel about their own ability to write, about their attitudes toward writing in general, and about how much time they invest in writing for professional publication. Additionally, an attempt was made through the questionnaire to ascertain the most frequently encountered writing problems of these respondents. Finally, an interest inventory was taken to find out how many would be interested in taking a course dealing with writing for professional publication.

Of the 980 questionnaires returned, 879 (89.7% of the total) contained sufficient responses to be included in the tabulation of the data. Responses which contained less than half of the data requested were excluded from the study. Table 1 presents a list of national meetings where the instrument was distributed. Table 2 presents major questions asked and the responses of the educator.

The results of this informal survey are not conclusive, but some indications are interesting. Of the 879 respondents, 80% felt "positive" to "very positive" about their ability to write for educational publication. Slightly more, 82%, expressed "some confidence" to "a lot of confidence" in their ability to write. Also, a majority, 58%, indicated that they "enjoy" to "enjoy very much" the time that they spend writing for publication. And finally, a substantial 93% regarded professional writing as "important" to "very important" to their profession.

Yet 52%, slightly more than half, found writing "somewhat difficult" to "very difficult" and 80% believe that people at a comparable level in their profession also find writing "somewhat difficult" to "very difficult." A large majority, 90%, express the need to improve their ability to write for publication. More than half of the respondents, 58%, felt that "too much emphasis" is being placed on publication by their colleges or universities. This final attitude probably reflects a resentment toward administrative and other pressures to publish.

Hesitancy to write professionally may be

Table 1

Institutions & National Organizations Surveyed

Educational Organizations	Questionnaires Circulated	Usable Questionnaires Returned	Returned %
Association for Supervision & Curriculum Development (ASCD)	290	271	93.4%
Association of Teacher Educators (ATE)	254	224	88.2%
Mid-South Educational Research Association (MSERA)	72	68	94.4%
Eastern Educational Research Association (EERA)	96	73	76.0%
American Association of Colleges for Teacher Education (AACTE)	268	243	90.7%
TOTALS	980	879	89.7%

Table 2

A Survey of Attitudes about Writing Ability

1. How do you feel about your ability to write for educational publication?				
Very Negative	Negative	Positive	Very Positive	
2% (13)	18% (161)	64% (558)	16% (143)	
2. How do you feel about your ability to help your students with their professional writing?				
Very Ineffective	Ineffective	Effective	Very Effective	
3% (22)	31% (260)	54% (448)	12% (99)	
3. Do you feel the need to improve your ability to write for publication?				
Not At All	Very Little	Some Need	Need Very Much	
1% (3)	9% (80)	54% (460)	37% (318)	
4. How important is writing ability in your profession?				
Not Important At All	Not Important	Important	Very Important	
1% (3)	6% (50)	54% (466)	39% (342)	
5. How do you feel about the emphasis placed on publishing by your university or college?				
	Not Enough Emphasis Is Placed on Writing	Too Much Emphasis Is Placed on Writing	N/A	
	29% (251)	58% (512)	13% (116)	
6. How much time per week do you spend in writing for publication?				
0-2 Hrs.	3-4 Hrs.	5-6 Hrs.	7-8 Hrs.	More than 8 Hrs.
81% (651)	6% (44)	5% (43)	3% (24)	5% (39)
7. How do you feel about the time you spend writing for publication?				
I Hate It	I Dislike It	I Enjoy It	I Enjoy It Very Much	
5% (42)	37% (311)	47% (393)	11% (93)	
8. How important do you think knowledge of grammar is to writing ability?				
No Importance At All	Slight Importance	Some Importance	Very Important	
0% (0)	3% (27)	25% (208)	72% (596)	

(Continued)

Table 2 (Continued)

9. How would you describe your knowledge of grammar?				
I do Not Understand Grammar At All	I Have a Minimal Understanding of Grammar	I Have a Fair Understanding of Grammar	I Understand Grammar Very Well	
0% (0)	6% (49)	44% (381)	50% (434)	
10. How much confidence do you have in your ability to write?				
No Confidence At All	Very Little Confidence	Some Confidence	A Lot of Confidence	
2% (13)	16% (137)	50% (426)	32% (274)	
11. In general, do you find writing easy or difficult?				
Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult	
9% (78)	39% (323)	45% (379)	7% (62)	
12. Do you believe that for most people of a comparable level in your profession writing is easy or difficult?				
Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult	
2% (15)	18% (155)	72% (602)	8% (67)	
13. How well did your education prepare you to express yourself in writing?				
No Help Offered At All	Offered Minimal Help	Offered Some Help	Offered Much Help	
5% (46)	33% (293)	39% (342)	23% (198)	
14. Would you be interested in taking a course which deals with writing for educational publications?				
	Yes	No		
	87% (730)	13% (113)		

attributable to some extent to a lack of confidence in mastery of grammar and related skills in effective writing. Of the educators surveyed, 72% regarded a knowledge of grammar as "very important." Yet to the question which followed, 50% indicated that they had only a "minimal" to "fair" understanding of grammar and related rules.

As to time devoted per week toward writing for educational publication, a majority, 81%, spent from "no time" to "two hours" per week. Only 5% spent more than eight hours weekly on writing.

An indicator of great concern on the part of those teacher educators responding to the questionnaire is evidenced in an overwhelming majority who are interested in studying and learning about writing for educational publication. Eighty-seven percent (87%)

registered a resounding "yes" to the question, "Would you be interested in taking a course which deals with writing for educational publications?"

A Few Insights

In summary, a large majority of those educators responding to the questionnaire expressed confidence in their ability to write and were, in general, positive about their prospects of publishing. Almost two-thirds actually enjoy writing. Yet, more than half found writing difficult and eight out of ten judged that their colleagues also found writing difficult. Nine out of ten felt a need to improve their writing ability. Still, more faculty members, nine out of ten, regard writing as important in their profession. Most felt, however, that their

institution placed too much emphasis on writing. Finally, a large majority thought grammar very important but only one-half of those responding indicated minimal to fair grammatical competencies.

Very few respondents spend more than eight hours each week on writing for publication. The large majority either do not write at all or spend only from one to two hours per week on writing and publishing. A final question asked each respondent to identify articles they had written and that were published in the last 2 years. Most respondents had not published during the two-year period immediately preceding the survey. Subsequently, it was not totally unexpected to discover that almost nine out of every ten surveyed expressed an interest "in taking a course which would deal with writing for educational publication."

If the results of this sampling are indicative of professional needs and desires concerning publication, it is apparent that substantial resources available for this purpose are not being utilized by those responding. Additional information about these resources, and vehicles for sharing this information may be helpful to those interested in getting their work published. Interestingly enough, it is not uncommon for extensive and "highly significant" research to go unpublished solely because the author/writer gave little regard to the periodical to which he/she submitted his/her work. The failure to have an article published may not be reflective of the scholarship of the researcher, but may be due to a lack of sufficient knowledge of the process of getting published.

Caring administrators and leaders of educational organizations should increasingly encourage the establishment and development of writing and publishing programs that respond to the needs of professional educators. Additional assistance could be offered in the form of in-service workshops, acquisition of materials, and encouragement to attend seminars and clinics that are offered during conventions and other similar gatherings. Also, far-sighted advisors of doctoral students should increasingly encourage and even require their students to become involved in publishing as they complete their programs of study. As the survey reported above indicates, writing for publication is recognized as part of higher education's domain, and learning how to become published is increasingly necessary for the professional educator of this century.

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Writing a Way of Growing?

■ *Richard L. Graves*

Why write, you ask. It is true that writing is difficult work. Why would anyone want to spend time doing anything so difficult, so mentally taxing? Writing is frustrating, like walking a mountain trail at night. You feel your way along, not knowing what's up there ahead, hoping the next step will be solid and sure. Does it ever get any easier? Are there any certainties in writing?

One of the first reasons for writing is that seeing your name in print makes it all worthwhile. No matter how much you've written, or how long, there is still something euphoric about seeing your name, your name, in print. Some people will not admit this, but it's true nevertheless. But once the writer has worked through those initial feelings of egotism, there comes a realization of having contributed something, however small, to the body of written knowledge which has been accumulating since the dawn of civilization. This is a humbling experience, this realization of having added to this magnificent monument, the collective written record of mankind. You are there with all the great minds and great teachers of all time, Plato and Quintilian, Chaucer and Shakespeare, William James and John Dewey, Freud, Jung, and all the rest. You realize then how small your own contribution is, and what a responsibility it is to write the truth, and it begins to dawn what writing is all about.

Writing is the rite of passage in academia, the point at which one becomes a producer of knowledge rather than just a consumer. One who is a consumer only, is like a stagnant pond--everything goes in but nothing comes out. The result is stagnation and decay, or sometimes, in the case of the teacher, burnout. Somehow, the act of writing breaks loose the dams that clog the mind. Writing has a cleansing effect. It forces us to weigh out thoughts, to discard those which are not productive, to push forward those which seem good. Writing is like a clear flowing stream. It is the royal road for teaching us to become producers of knowledge.

Unfortunately, this point often comes later in our careers than it should. For many decades, the American educational system has been predicated upon the notion that we should be

consumers of knowledge, not producers. Until recently, we have not valued the divergent thinker, the pathfinder, the innovator, the creator. Instead, the American educational system has stressed the memorization and testing of knowledge, not the creation of new ideas. We are beginning now, however to see breakthroughs. It is so refreshing to see kindergarten children, pencils in hand, writing out their own stories and learning to read from what they themselves have written.

The metaphor which has governed the concept of education in the United States is the assembly line. The students are the products of the machine; teachers are the workers; administrators are the managers. In school, we are concerned about standardization--all students must have the same knowledge, just as all Chevrolets must come out looking the same. The departmental syllabus and the common textbook represent the production plan. We have checks for quality control--minimum standards to assure that our products perform satisfactorily. And, unfortunately, those who do not meet the minimum standards are assigned to the scrapheap of society. America is in love with the automobile, and we have let the metaphor of assembly line dominate our thinking about education. It's efficient and economical. It gets results. But it's also ruthless and mindless and unforgiving, and it doesn't take into account the vast potential of human resources always present in our schools. We are just now learning how wasteful and inefficient the system really is.

When writing is central in the curriculum, another metaphor begins to emerge, the metaphor of the cottage industry. In this scheme, the teacher is the master craftsman or the artist, and the students are apprentices. Here, the teacher is aware of the latent potential within each learner and strives to help each person achieve his or her own goals. The teacher is like the woodcarver who studies the individual grain of the wood to see what would best be produced. All learners have certain common similarities, yet all are different, as different and individual as a fingerprint. Each one has a story to tell, a distinct



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perspective, an insight which is original and unique. Paradoxically, the deeper we are able to reach into our personality, the more universal our story becomes. In spite of widespread emphasis on testing and standardization, I see evidence that our educational system is becoming more humanistic, more willing to follow the metaphor of the master craftsman and the cottage industry.

Another reason for writing is that it can make us better teachers. Writing activates the thinking process, and thinking is directly related to teaching. Writing forces us to be logical and consistent, to tease out causes and effects, and these are qualities our teaching needs. The teacher who writes is like the coach who stays in

Writing provides the means to make our teaching fresh and alive and breathe with energy and enthusiasm.

excellent physical shape or the art teacher who continues to paint and create. The teacher who writes is able to draw upon current, existential experience rather than the memory of times past. The more we can draw from immediate experience rather than past experience, the greater our chances of making our teaching come alive. Writing thus provides the means to make our teaching fresh and alive and breathe with energy and enthusiasm.

This is not to say that writing will automatically make one a better teacher. It has the potential to do so, but the teacher must make the connection so that the creative energy in the writing can flow over into the teaching. This doesn't happen automatically; it must be the teacher's responsibility to make it happen.

We write because writing is a liberating experience. Writing frees us from the bondage of the mind, whether it be self-imposed or imposed by some outside force. It opens the door of the mind, allowing us to make our intuitions and feelings concrete and permanent. Writing is an encourager; it persuades us to trust ourselves, to trust our vision of what is true and good. Writing is a corrector, permitting us to look at the past and make corrections which others may not see but which we feel are important or necessary. Being free, we are in control of our education, our own destiny. We are free to chart our own course. Writing then becomes a map of the mind, indicating where we have been and then pointing the way to where we might go.

Finally, and most important, writing is a way of growing. As we begin to know the marvelous freedom associated with writing, there is a tendency for this energy to overflow into other aspects of our lives. It is only natural that tasting success in one area of living touches all the other areas, too. After all, our lives are one fabric. Successful writing, (and its corollary, intellectual growth) contributes to our physical well-being, to good social relations, and above all to our spiritual health, or simply "peace of mind." Of course, it is important to exercise vigorously (moving the pen is not enough!), to enjoy good food and wine, and to cultivate our friendships with care and compas-

sion, but somehow all these are easier and better when the writing is right. When I have the courage to dive deep into my writing, to find those metaphors lodged in the dark and unfamiliar places of my subconscious, then I find that other parts of my life are better, too. Maybe it's just a matter of perception: it's clear our writing can't change outside events over which we have no control. But when the writing is going well, we tend to see things in a better light. Tragedies are not quite so dark; good things take on an even brighter glow.

Without writing, the life of the mind is arid. Writing encourages growth, first growth of the mind but eventually growth of the total person. Unfortunately, very few people understand what a powerful liberating force writing can be, but this is primarily the fault of the schools in general and English teachers in particular. (I'm not throwing stones; I am an English teacher myself.) The good news is that attitudes are changing, thanks to the pioneering efforts of some courageous teachers who have persisted in spite of ridicule and misunderstanding. As more teachers experience first-hand what writing can do in their personal and professional lives, then we will see it in the schools, at all grade levels, in all subjects.

In conclusion, some advice. If you do not consider yourself a writer but would like to be, get a pen and some paper and simply start writing. Put down everything that comes to mind. Everything. Hold nothing back. Everything is OK. Set it aside for awhile but then go back and re-read it. Please do not be too critical of yourself. Think of someone you admire greatly and

...try to write daily. Work some time into your schedule—thirty minutes, an hour, whatever suits you—for blessed solitude, pen, and paper.

ask that person to read and respond to your work. Take only the advice you want. Remember: it's your writing and you understand it better than anyone else in the world. Then try to write daily. Work some time into your schedule--thirty minutes, an hour, whatever suits you--for blessed solitude, pen, and paper. Think up excuses for those who would interrupt ("I have an appointment," "I'm not feeling well," etc.). Some morning, no one knows exactly when, you will wake up and subconsciously be drawn to your work: "I can't wait to get to my pen and paper." You will remember the part of some sentence you are working on and you will have the urge to see it again and check it out. When that happens, you can call yourself a writer.



Dear John: It's Easier to Perish or Wanna Publish That Masterpiece?

■ *Russell L. Hamm*

My dear nephew John:

I'm sorry to hear that your institution (department) requires that you publish at least five professional articles each year if you have any expectation for tenure or promotion. Unfortunately too many so-called educators don't know the difference between quality and quantity.

Some of my respected colleagues have gone so far as to say there should be a moratorium declared on professional writing. I must admit that many manuscripts I receive are old hat and pretty dull. Some of the educational literature that does get published rarely breaks new ground or is intellectually stimulating or creative.

How to get published? First of all, you stop talking about what you are going to do, and start writing.

Unfortunately, some journals are closed shops. Manuscripts are not evaluated on merit but on who the author is--or ideology.

How to get published? First of all, you stop talking about what you are going to do, and start writing. A blank sheet of paper can be pretty intimidating but just start writing--even nonsense...and finally, believe me, something will happen!

But persist. It may take months. It may take years. I have enough rejection slips to wallpaper a room. There comes a time when the article must go in the wastebasket. That's the hard part. Then you start over--something new.

But, John, you've got to "feel strongly" about what you write. You've got to have something.

to say. And you have got to know your subject. Nonetheless, I remember reading an article

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critical of public schooling written by a classicist who obviously was abysmally ignorant of public schools. Again I say, editors and editorial boards are biased--some even have axes to grind.

Therefore, John, before you submit an article be familiar with the journal. What type of articles does the journal publish? Are there special issues? Are there special sections in every issue? What style and format does the journal use? If you still have questions, write a letter of inquiry--or telephone. Ask for a sample copy. There is one journal that has accepted every article I've sent. There is another journal that asks for revision--always, and there is a journal that will never publish one of my articles. Enough said.

Now, let's get down to basics, John. Does your article have a theme or do you really have two or three themes and two or three articles? Is your manuscript well organized (1, 2, 3) and coherent? Do you have a creative title? An excellent opening paragraph that gets the readers' attention? And a succinct summary that ties the article together? Have you included subheadings? Is the article written by you in your unique style--not cut and paste. (An aside: if you take a writing course, be sure the teacher has published, knows his/her business--otherwise it can be counterproductive. After having enrolled in a half dozen writing courses in an English department--but still unpublished, I finally took a course in the journalism department--magazine writing--and this instructor was a published writer. Before the semester was over, I had my first article published. Thank you, Jerome Ellison, wherever you are!)

John, be sure your article is double-spaced and not "ratty" with inked-in deletions, corrections. Is your name on every page, like (Smith -2), (Smith -3) and finally (#) or (finis).



Have you included a return envelope with sufficient postage? Have you mailed the manuscript to the current editor--with his/her name--not to the person who was editor 10 years ago? Little things do count, John!

And John, please send the article to only one journal at a time, and send only one article at a time. If you are a prolific writer, keep a record where you send the articles. If it is a refereed journal, have you sent sufficient copies? Has the article been published elsewhere--or does the article have only slight revisions? I know one article is often published several times with little change.

What haunts me, John, is that sometimes I write what I think is a great article and then I let it lie fallow for awhile and reread it and I'm chagrined--oh, damn, did I write that? What I hate to do is revise, revise, revise, but it is important! There are few Charles Dickenses and L'Amours. Have colleagues read your article not only for usage, punctuation, spelling--even

Do you have a special time and place for writing? I wrote one book between seven and eight am--before school started, every Monday, Tuesday, Wednesday, Thursday, Friday.

content? The problem here is that some critics are too nice, they don't want to hurt your feelings.

This may seem insignificant to you, but I found it very important. Do you have a special time and place for writing? I wrote one book between seven and eight am--before school started, every Monday, Tuesday, Wednesday, Thursday, Friday. I'm a morning person. I hear that Hemingway stood at his typewriter and that Churchill wrote in bed. You know, I have a particular hang-up. I write best on legal-sized tablets, in longhand...old fashioned, I guess. And, John, please remember you have your own unique writing style and don't let them destroy it.

I always mull over an idea for days, weeks, then I sit down in a white heat and get the whole thing down without worrying about spelling, punctuation, form, et cetera. Try to stay away from Educanto, the affected language of education, and stick to basic English.

Now, let me really get picky. Are the footnotes and references consistent--i.e., page numbers and authors' names, for example? Don't forget the copyright laws. Have you gotten permission to quote, if extensive? Do you have

permission to use photographs? One New York Company wanted \$700 just to use a famous fellow's photo. A nonprofit journal like Contemporary Education can't afford such lavishness. Be prudent, be cautious.

Have you targeted your article to the "right" journal? There are many excellent state, regional and "little" journals/magazines.

To sum up, John--I must sound like a broken record. Remember this, never forget for whom you are writing. Know the journal. Know the length of articles preferred. Know the kind of articles preferred. Have you targeted your article to the "right" journal? There are many excellent state, regional and "little" journals/magazines.

A good way to break in to publishing is doing book reviews. And have you done cooperative writing with someone who is successful? Not all successful writers insist that their name goes first in credits. Or if you have completed a dissertation, have you piggybacked an article?

Really, John, I've tried to be as honest and forthright as I know how--and even at this late date I'm learning every day. Must cut this short, I've got to teach a class!

My very best,

Uncle Russ

PS: Just a note on vanity publishing. Some major publishers are interested in one thing: Will it sell? If you have faith in what you've written and can afford the risk, don't denigrate vanity publishing. There are reputable vanity publishers and there are rip-off artists. I'm familiar with both. Check publishers out carefully!

Please note: Many of our significant early American writers published their own writing, such as Thoreau. And recently, a writer who published his own book made the top of the best selling list! If you are tempted to go this route, please write or give me a ring.

PPS: Do you read a variety of magazines, novels, nonfiction, not just professional journals? I've gotten some grand ideas even from television talk shows. Keep in touch.



Corresponding With Journal Staff?

■ *Ralph Page*

Academic journals tend to be shoestring operations. This determines to a considerable degree what reasonably can be expected in correspondence with journal staff, and keeping it in mind helps to interpret what is received from that staff. It can also suggest some useful strategies when corresponding with editors and other staff members.

I am fortunate to be writing this at a desk in the offices of Educational Theory. For most of the thirty-six years of this journal's life it has received direct financial aid as well as subscriptions and professional support from the John Dewey Society, the Philosophy of Education Society, and the colleges of education at the University of Illinois at Chicago and Urbana-Champaign. Financial and professional support has also been generously given by my home department of Educational Policy Studies and from a number of local philosophy of education societies across the country. If we operate on a shoestring while sitting in this enviable position, you can bet many other journals do, too.

It is easy to overestimate journal resources. For example, mastheads can be misleading. All those names and titles may conjure up visions of large and well staffed offices. Educational Theory's masthead is typical. It lists Associate Editors, an Editorial Board, a Review Board, office staff and officers of the supporting institutions. However, most of these people are unpaid colleagues who offer part of their "spare" time with very little consideration when it comes to rank and pay deliberations. We operate with a basic paid staff of two half-time employees. The Educational Policy Studies department at Urbana-Champaign releases the editor from teaching one course per semester, and there is money for piecemeal clerical help.

One of these half-time staff members handles our business. This includes budgeting and balancing the operation of nine university accounts. It includes daily recording of subscriptions and other revenues, as well as billing, postal reports, and updating our address and other records. It includes correspondence with agents, subscribers, advertisers, indexing services, reprint services, and supporting institutions. It includes a great deal more, such as

preparation of annual reports and purchase of office supplies.

The other half-time staff member handles editorial work. This includes preparation of manuscripts for the printer, and proof-reading of galley-proofs, page-proofs, and the final negatives. For every manuscript shepherded through these stages of production, eight or nine other manuscripts not destined for publication generate their own tasks such as correspondence with authors and manuscript reviewers.

This skeletal description barely hints at the actual work done by our paid staff, but to avoid sounding even more self-serving than I already have, I will not elaborate further. I also will

One of the most important things to realize is that shoestring operations require setting some priorities.

skip the work done by unpaid staff members, such as the manuscript reviewers each of whom routinely writes mini-essays on twenty or more manuscripts per year, and such as the Associate Editors who evaluate proposed projects and who advise on policy and other matters. Philip G. Altbach (1985), the editor of the Comparative Education Review, recently offered a superbly informative account of that journal's operation. He provides a vivid description of what I have called the "shoestring" nature of academic journals, and I recommend this article and others like it as a source of knowledge about specific journal operations. The details become quite important when corresponding with journal staff.

One of the most important things to realize is that shoestring operations require setting some priorities. Even though business and editorial

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tasks exist in constant interaction, let's try to skip the business end and look just at editorial matters. Here at Educational Theory, we tend to put first, correspondence with authors and reviewers of manuscripts accepted for publication. This would include correspondence regarding recommended revisions, last minute revisions by authors, copyright arrangements, and other matters. Next comes correspondence regarding manuscripts which are appropriate for this particular journal's audience and niche among other journals, but which nonetheless have not been accepted for publication. Following this is correspondence regarding manuscripts which are not appropriate for this journal.

With this out of the way, we turn to correspondence with authors who have inquired about projects they are considering for submission. Those projects, including individual articles and symposia, which already have been written come first, followed by those in earlier stages of preparation. Priority is given to those proposed by authors who have taken the time to familiarize themselves with the nature of the journal, and to those authors who do not seem to be seeking an informal review as a way around the month or two required by normal review channels. Finally, we turn to queries about what may be a "hot" or neglected topic of research, about how to cut dissertations or other long manuscripts into article-sized pieces, which articles might be suitable for edited collections or university courses, working bibliographies, and so forth.

Academic journals are sites of many kinds of scholarly activity, and when possible they should help authors, readers, teachers and editors in their various collegial roles.

All these types of correspondence are important; placing some in priority over others should not be taken to suggest otherwise. Even those types of correspondence which do not pertain directly to production of a published article are important. After all, academic journals are sites of many kinds of scholarly activity, and when possible they should help authors, readers, teachers and editors in their various collegial roles. The necessity of a set of priorities is an important consideration when interpreting responses from journals, and when developing strategies for corresponding with journal staff; but priorities such as these I have mentioned should not discourage attempts to take advantage of the resources available at journal offices.

The need for a set of priorities, and the limitations set by shoestring operations, do not excuse rudeness or incompetence. I am not suggesting that one ought to tolerate shoddy treatment when corresponding with journal staff, but I am suggesting that it would be unfortunate if limited journal resources lead contributors and other colleagues to underestimate the worth of their ideas. By keeping in mind as many as possible of the specific features of the shoestring operation one is dealing with, one may avoid drawing unwarranted inferences from responses which are received. It may be possible

to avoid jumping to the conclusion that a problem, or a proposed manuscript, is being judged as having little worth when a response is brief or a response exhibits less thoroughness than ideally warranted. Form letters and abbreviated responses are going to be employed more than any of us would like, and corners are going to be cut even more in lower priority areas.

There are a number of strategies which can be used to increase effectiveness in correspondence with journal staff. I have read a number of recent surveys of journal editors which indicate that many of them prefer phone calls to letters. A number of editors have told me directly that they believe phone calls tend to put less strain on their shoestring operations than do letters. Phone calls may be worth a try, especially if you believe the matter in question requires the give and take of extended discussion rather than a simple one-two exchange.

Whether the inquiry is by telephone or letter, however, there are some general strategies worth considering. The most important of these involves finding out as much as possible about the particular journal with which one is dealing. I have mentioned some specific features of the daily operation here at Educational Theory that I believe serve as examples of the kind of knowledge that is useful and in many cases that can serve as generalizations about other journals. Examining back issues of journals is one good source of knowledge. Back issues also provide another type of knowledge which is crucial, and that is know-

The single greatest reason for rejection is inappropriateness of the manuscript for the journal and its audience.

ledge of each journal's particular editorial niche among journals and each journal's audience.

The importance of knowledge about a journal's niche and audience cannot be overestimated. In panel discussions and in personal conversations with other editors, I have heard reiterations of my own experience: the single greatest reason for rejection is inappropriateness of the manuscript for the journal and its audience. A manuscript may be well written, sound in its research, and important; yet that same manuscript may be inappropriate for publication in a given journal. Spending half a day with the journal's back issues can be very useful; spending much more time is often a good idea. This is the best way to gauge what the audience can be assumed to know already, and what other ideas and research might be both new and useful to that audience. I have often heard editors say that authors seem to spend much more time writing than they do reading. If this is true, it should not be surprising given current pressures toward publication and other kinds of "productivity." Nonetheless, this kind of background reading is crucial.

Once a manuscript has been submitted there are several strategies one might employ in corresponding with editors. One of these is to keep in mind once again the limits imposed by

shoestring operations, especially when drawing inferences regarding the intentions and attitudes of manuscript reviewers. For several years here at Educational Theory we have been able, in most cases, to complete each manuscript review within about sixty days from date of receipt. It would be difficult for an author to be enthusiastic about such a schedule, but actually we would be reasonably pleased with a ninety day schedule. By keeping in mind what has been said about shoe-string operations, it is possible to avoid images of a reviewer sitting on a manuscript week after week, finally reading it at leisure. Usually several weeks will pass before a manuscript is ready by editorial staff, decisions are made about appropriate reviewers, and the manuscript package is prepared and mailed to the reviewer. At least several more weeks will pass before these reviews can be assembled and read, and before a decision regarding publication and revision is made and the relevant correspondence to the author is prepared and mailed. This leaves the reviewer four weeks at most to evaluate the manuscript, and these reviewers are colleagues with their own tightly scheduled days. They tell me that manuscripts tend to arrive in clumps, usually during final exams or during the final frantic days when they are trying to meet their own publication deadlines. This is a tough job with little professional compensation at most universities. Many of the unselfish people who take on the job find they cannot manage it.

Keeping this in mind helps one to read reviewer's comments as representative of reactions to be expected from the most conscientious segments of a manuscript's audience. It is not necessary to agree with such reactions in order to take them seriously, and to benefit from them.

One source of misunderstanding between authors and the reviewers and editors who are corresponding with them resides in implicit "models" of manuscript selection.

Authors may believe the reviewers are mistaken, but decide to clarify part of a manuscript to forestall similar reactions from their audience. Authors may incorporate the reviewers' arguments into the manuscript, and then rebut them. They may decide to cut contentious material if it is likely to detract from more important points being made.

One source of misunderstanding between authors and the reviewers and editors who are corresponding with them resides in implicit "models" of manuscript selection. I believe there are at least three such models that most journals must employ, and each of the three can lead to different editorial decisions than the other two. Misunderstanding results when it is assumed that only one model is, or ought to be, employed.

The model most often assumed to be the exclusive model is one we might call the "research" model. The most damning criticism within this model is "What's new isn't true, and what's true isn't new." From this model academic journals are seen as disseminators of new information and cutting-edge research. Another we

might call the "conversation" model. From this model academic journals are seen as sources of inspiration and stimulation of inquiry, and as sources of guild identity and solidarity. From this model manuscript reviewers and editors might give the nod to pieces which can signal interest in new topics or might serve collegial interests even though they fail to be the best in terms of soundness or provision of new information. Finally, we might identify a "professional" model in which reviewers and editors recognize that decisions regarding publication can affect rank and pay decisions bearing on individual scholars, and even more importantly can affect the balance of influence among different areas of educational inquiry. In the area of foundations of education this model acquires particular significance because of the relative paucity of publication sites for that work when compared with other types of educational thought. Foundations scholars, and departments, compete for positions with other areas of educational and scholarly inquiry, and publications figure in this competition.

Obviously there are arguments for and against various priority arrangements of these models, and just as obviously these arguments will depend to some extent upon the historical period during which publication decisions are being made, with that period's temporary balance of scholarly, economic and professional conditions. My point here is not to argue for a particular priority, in part because these historical conditions do change. Nor was it my goal to bypass the many other controversies regarding peer review and the considerable dissatisfaction many people have expressed regarding the treatment of manuscripts by journals (Lloyd, 1986) when I mentioned some of the conditions under which reviewers work.

...when corresponding with journal staff regarding manuscripts, it is useful to remain aware of these working conditions and these multiple vantage points from which manuscripts can be viewed.

Rather, I am suggesting that when corresponding with journal staff regarding manuscripts, it is useful to remain aware of these working conditions and these multiple vantage points from which manuscripts can be viewed. Correspondence designed to express disagreement with editorial decisions and policies will be more effective when these matters are kept in mind. As I have tried to suggest, some fairly specific and generally useful strategies may even be suggested by these matters.

Most of my comments have been based upon my own experience at Educational Theory. This has included about nine years, divided almost evenly between work as Managing Editor and as Editor. I have tried to focus on points which I also have heard raised by other editors with whom I have served on five or six public panels and with whom I have had personal contact. I hope what I have said is true in some fairly general ways, but these are nonetheless personal comments which at best should be weighted against comments of other editors and research in the area.

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Writing for Journals in Education: Helpful Hints

■ Robert J. Krajewski

The answer to the question most often asked education editors, "How can I get an article published in your journal?", calls for both explanation and advice. Guidelines for respective journals are included in specific issues of most journals during the year, and most journal editors will, upon request, provide more detailed advice. Periodically, journals such as Educational Leadership and Kappan will print a "How To" or "Advice" article about writing; some of those articles are solicited while others are not. I am pleased that Thresholds is devoting an entire issue to this important topic; further, I feel honored to be included in this effort.

For the neophyte, breaking into print can be tough. Some are fortunate to have a dissertation chair who encouraged, pushed, helped, etc., while others may not be so lucky. Some beginners acquire professional friends who encourage and help. I can think of several peers who have maintained such friendships throughout their careers and their positive influence on each other has been tremendous.

I always enjoyed writing, and in my first university position was helped into print by a more experienced colleague. We have remained friends for the past 16 years. Because of that initial helping experience, I feel very comfortable in helping my colleagues also break into print. Thus, the first tip I'll offer is gain and maintain the courage to write. In the process, try to be resourceful, creative, and open minded and concentrate on becoming a better professional. As you grow and mellow, don't surrender that courage. Use it more wisely.

This week I received a call from Joel Burdin, former long-time editor of Journal of Teacher Education. Although we hadn't corresponded in the past several years, the conversation led to past interactions and we both laughed over the following incident. As a neophyte in the early

70's I envisioned writing an article for JTE. Since the topic concerned a school-university cooperative experimental student teaching program, I began writing and calling JTE, hoping the article would be published. After a then seeming life time of work and waiting (almost two years), Joel agreed to talk to me at the Chicago American Association of Colleges of Teacher Education meeting. When I arrived there and met Joel who was working at the registration desk performing a myriad of tasks, he mentioned that he probably wouldn't have time to talk to me. Undaunted, I jumped over the table, sat down, and over the next several hours we talked for probably a total of 20 minutes. Later that year my article was published, and shortly after that I co-edited a JTE issue on "Individually Guided Education." I can recall a somewhat similar incident with the Journal of Research and Development in Education. In retrospect, my methods could have failed miserably but somehow my persistence was successful. Thus, a second tip is be persistent.

The third tip is to acquire a knowledge base. Read, acquire good ideas, test them out through discussion with your colleagues, feedback from your verbal presentations at local, state, regional and national meetings, and feedback from your written presentations. Integral to the knowledge base is knowing the journals. Become familiar with the journals--the outlets for your prospective writings. There is no easy method for becoming familiar with the journals. Time must be spent reading and comparing content and style of journals. Begin by reading the content in specific journals in which you have an interest. Reading journals in which you wish to publish puts you in a proper framework. Reading is also a necessary first and continuing step toward successful journal writing.

Integral also, is your interest in the topic and how willing you are to learn more about it,

Robert J. Krajewski. Robert has over 20 years of teaching and administrative experience in higher education and the public schools in varied areas of the United States, Canada, and the People's Republic of China. His specialized areas are supervision, principalship and teacher evaluation. He has authored five texts, more than 30 articles, and has served as guest editor for six separate publications looking at various educational topics. Robert's ideas are generated from his basic activity to write about his professional experience and observations. In the fall, 1986, he assumed the position of Education Division Director, at the University of Texas at San Antonio.



and then how willing you are to share that knowledge with others through print. Generally, if you are interested in a topic, you enjoy learning more about it. I would not suggest that you write about it if you can't generate some interest in it.

Trying to select a topic which has meaning for you becomes simpler if you choose one that you have some knowledge of, since your selection group may not be as large. Next, you ought to consider whether your topic selection, is going to make a contribution to the literature, and what type of contribution would be the best for you and the potential readers.

As you become somewhat familiar with the content of your major interest journals, you'll also gradually acquire a knowledge of and interest in style. Then as you become more interested and knowledgeable in style, you garner an appreciation of style variation. With the knowledge of comparison of styles from various journals, and

...there are no shortcuts to knowing the journals; read, memorize and compare.

the resulting style comparison, you will be better able to adapt your writing style to the style of the journal to which you will submit your work. Just as there are no shortcuts to memorizing mathematics multiplication tables, so too there are no shortcuts to knowing the journals; read, memorize and compare. Thus, the next tip is to know different manuscript types, and particularly the types preferred by the journal in which you wish to publish.

There are various types of articles you may choose to write:

- research (empirical, correlation, historical, causal, comparative, normative-survey, or philosophical)
- original interpretative
- position paper
- dialogue
- interview
- essay
- case study

Ron Brandt, Editor of Educational Leadership, which is sponsored by the Association for Supervision and Curriculum Development journal, prefers articles to be of the following types:

- Opinion - informed, logical, fair, responsible, concise, persuasive
- Research - clear, relevant, not evasive, not overgeneralized
- Program - not too detailed, not a public relations piece, specific about what readers want to know
- Information or Analysis - shows expertise, organized, clear, examples to explain, lists other resources

No matter what you intend to write, it is crucial to become familiar with the journal to which you will submit, and write accordingly.

Having read current and past journal issues, you should be familiar with the style and average length of articles, purpose(s) of articles, and submission procedures which includes the number of

copies to be submitted. Follow specifically the style requested by the editor, whether it be Modern Language Association, Turabian, etc. Within those style guidelines are formats for placement of author's name, how references are to be printed, and the like. Also, be familiar with article review and acceptance procedures for respective journals as well as length of time for article review.

Other questions you may consider prior to submitting an article are, "Am I a member of the society or organization which prints this journal?" and "Am I interested in the kinds of things this journal talks about?"

Leanna Landsmann of Instructor Magazine states three rules for writers to consider:

1. Who to say it to (what magazine) and how to say it
2. Does it need to be said, and
3. Does it hold up?

Regarding her first rule she suggests that

Ask yourself, "What do I have to say that is significant to the readers of that particular journal?"

you know both publisher and audience. Read the magazine. Do your homework. If the journal contains information about a certain field, consider whether your article will bring new knowledge to that field or whether it will show interrelationship between theory and practice in that field; go beyond the simple report or show and tell; develop ideas and/or skills; or provide leadership within that field. Ask yourself, "What do I have to say that is significant to the readers of that particular journal? Will the message be clear? What is my target?" If you know the target, you will know the journal.

If, for instance, the editor suggested that articles be written in a clear concise manner, and be limited to seven typed, double spaced pages, then follow those suggestions. It would not be judicious to submit fourteen pages written in a complex writing style. More than likely your article would be rejected. In some cases, an editor may not even look past the first page if an article was fourteen pages long and the journal specifications called for no more than seven pages. Too many neophyte authors may have good things to say but endanger their chances for publication by not respecting the journal submission suggestions regarding style and length.

Mistakenly, they believe their own ideas are so good that an editor will accept them even if they happen to be in a different format which may be two to four times the length suggested by the journal guidelines. I fell prey once. I submitted a 28 page formal "self-concept" manuscript to NAASP Bulletin. When it wasn't accepted, I called the editor to ask why. He wrote a 1 3/4 page detailed letter explaining why and offering suggestions. Initially, I was devastated! Several months later I rewrote the article in six pages using his suggestions and also changed the title. Tom Koerner, NAASP Bulletin Editor sent back a wonderful acceptance letter for "I never met a teacher I didn't like" and I learned an invaluable lesson. Since then

I've co-guest edited two issues of the **NAASP Bulletin**.

Now that you have a knowledge base, the next tip is to **be organized**. Think before you write. Try to have a clear picture of what you're trying to say. Speak to your audience, not at them. Organization becomes easier when you have expertise and an interest in the subject.

One of the most difficult things with an article is the title. To some authors, securing a title makes the whole organization of the article much easier. An organizational pattern or outline is more easily transferred to paper when you can think of an effective acceptable title for the article. How do you decide on a title? A logical beginning point is thinking; think of what you want to write about--then brainstorm. Write down as many possible titles as you can, perhaps keeping key words in mind. Look at those words on paper; restructure them and play around with them. Move them from the beginning of your title to the end of the title to the middle of the title. Just simply play with the words. Brainstorm by yourself or with others. If you have an idea for an article, explain that idea to someone and express your title thoughts. Then ask for advice. Often one key word from someone will trigger what you've been trying to do with the title. Such brainstorming activity will also help you with the organization.

Can you outline your article and identify important points before you begin writing? Even more importantly, when you finish the article, can the reader outline it and identify its important

A good article, as any good writing piece, has an effective lead-in, a good theme, a body, and a crisp conclusion.

points, and is there congruence between what you've identified and what the reader identifies? A good article, as any good writing piece, has an effective lead-in, a good theme, a body, and a crisp conclusion. In it, you say what you want to say, to whom you wish to say it, moving through the piece smoothly and in an organized fashion.

The next important tip is that you **learn to develop a writing style**. Your writing style should insure that the article is readable, informative, flowing, concise and clear. Write to communicate, not to impress. Don't write convoluted sentences or gobbledygook. Be specific. You don't need to utilize the word "utilize" when you can use the word "use." Make sure your writing is simplified but not simple. Be concrete about your explanations. What are the audience's needs and interests? For example, parents want to know what teachers teach and how much. Your audience needs a lot of time to think through your message. And so the first paragraph is key. Most people have to write it 50 or 60 times. Ned Flanders says that he spends about 80% of his writing time trying to produce an effective opening paragraph. Suggestion--if you have two opening paragraphs, either bleed a lot and throw one away or use one as your conclusion or final paragraph. If you work the first three paragraphs over and over, the rest comes easier.

Writing, particularly articles, which present research, philosophy, position statements, or even interpretations, should be in writing format, not speaking format. Many neophyte authors make the mistake of submitting an article which looks more like a speech than an article.

It is difficult to give suggestions about writing style because writing incorporates one's own personality. One of the most important factors to consider in writing is ego. **All** good writers have ego and use it. But ego must be used properly in writing. As a beginning writer, you will probably have many manuscripts rejected and you will ask yourself, "Why?" A key reason is the misuse of ego. It is very important that you use your ego in writing but it is equally important that you use it properly--something with which most neophyte writers experience difficulty. Perhaps the best experience for being able to use ego properly in writing is to have your ego taken down a notch somewhat when you first begin writing--through the process of having some of your writing efforts rejected. As your acceptance rate increases, you will discover that you are using your ego in a much different way and with more effect. Having learned to control it, you will have developed into a more mature and better writer.

Some further suggestions for writing style include trying not to make your style bland--even in a journal in which bland writing is acceptable and maybe even desired. Try to make your writing somewhat alive. Review what you have written, revise, edit, and read it aloud to yourself or to

For most writers, it is necessary to revise the article at least several times.

a friend. Try to use a little bit of rhythm in your writing. To accomplish that, use some variety in structure and in words. Variety comes easier after the initial draft.

For most writers, it is necessary to revise the article at least several times. Few authors are able to write well on the first draft. For example, when James Michener wrote **Hawaii**, even after having taken several years to research material, he revised it no fewer than seven times. **Most** good authors revise, revise and revise until they are satisfied with their manuscripts, whether short articles or long books.

It is difficult to become proficient in anything without practice and writing is no exception. The more you write the better you become and the more you learn to analyze the writing you read, irrespective of the source. Editors, because of their writing foundations as well as their writing analysis practice, understand effective writing. Thus, my last tip is **learn to think as an editor**. If you were the editor, how might you view the manuscript that you, the writer, are about to submit? I suggest you keep in mind nine key elements editors consider when reviewing articles for publication consideration:

1. **Topic**

One of the first things the editor does is to look at the topic and ask questions such as: Is

the topic passe, or is it current, hot, or luke-warm? Is it broad enough, too specific, of sufficient interest to the reader, or of future interest to the reader, useful in either a general or a specific sense, challenging, and accurate with respect to the readership? The topic is important because the editor knows that if any single factor or combination of factors mentioned above are not congruent with the readership, then perhaps the manuscript may be rejected even before it is read.

2. Title

The first thing to reach the editor's eye is the title. The title should communicate to the editor something about the topic. If it is creative and interesting, it will whet the editor's and/or the reader's appetite.

In all cases, the manuscript is sent to the editor. If the journal is refereed, the manuscript is then sent out to the various readers or members of the editorial board. If the journal is not refereed, then the editor and perhaps several staff people will read the article. In each case, the person reading the article will look at the title to determine if it is interesting, creative and appropriate for the article, then that may raise any number of questions in the reader's mind.

3. Organization

Perhaps even before reading the entire article the editor (reader) may look at the article's headings and subheadings to determine the organization of the article and ask such questions as: Is the organization clear? Is it

If the article is not well organized, its chances of being published are greatly diminished.

logical? Does it have a good integration of ideas? Does the article have continuity, or are parts of the article unrelated? If the article is not well organized, its chances of being published are greatly diminished.

4. Subject Coverage

Within the article's organization, are the major points of the topic supported? Are they well developed? Is the documentation recent, accurate, relevant, well balanced, complete, sufficient? Is the subject coverage original, and is it creative?

The editor takes many of these factors into account simultaneously in determining whether to publish.

5. Readability

Assuming the subject is well covered, the editor then asks, is the article readable? Is the language appropriate to the readership? Is the effectiveness of the argument logical for the reader? Some editors may, even if the subject coverage and topic are good and the organization is clear but the readability is not good, allow the writer to revise and resubmit. Other editors will not. Even those who advise authors to revise and resubmit will do so only if the readability of the article is within prescribed limits. If it is not within those limits, they will probably not even bother suggesting to the writer that the article be revised for resubmission to the journal

and simply reject the article.

6. Scholarship

Some editors are quite insistent upon excellent scholarship in the article. Some will look specifically at spelling, grammar, and quotes and ask if the spelling is correct, if the grammar is correct, and if quotes are correct and accurate. Generally, incorrect or incomplete references indicate to the editor that the writer's scholarship is not necessarily the kind that they like to have in their journal. Some editors have mentioned that they allow "x" mistakes in typing, grammar, and the like, in an article submitted to the journal, and if they see more than "x" mistakes, they may not even read the rest of the manuscript and simply reject it on the basis of poor scholarship.

7. Contribution to the Literature

Editors ask, "Are readers willing to spend their time reading this article? Is the article inspiring? Is it current?" If the answers are affirmative, then perhaps the article will be considered a contribution to the literature.

8. Value to the Journal

Answers to the above questions will help the editor to better answer the questions, "Will this article be of value to our journal? Is it appropriate for its audience and is it appropriate for education per se?"

9. Journal Guidelines

Has the reader followed the journal guidelines with respect to length, style, clarity, and readability? Are the pages typed in the suggested manner and are the references cited properly? The editor, having looked at all of these items listed in 1-9, now faces the decision-making moment.

The NAASP Bulletin editors base their decisions to accept or reject materials on the following criteria:

Subject Matter:

- Has interest and appeal to secondary school administrators nationwide
- Provokes thought and stimulates ideas
- Is timely and informative
- Contributes to the field of educational literature
- Balances the theoretical and the practical
- Is complete in making its point

I concur with Mark Twain's three suggestions to improve your writing: write, write, write.

Writing:

- Clear
- Concise
- Smooth
- Logical
- Consistent

Technical Style:

- Establishes purpose and points out limitations
- Arouses interest
- Avoids educational jargon
- Uses examples
- Summarizes effectively

These criteria are by no means ends in them-

selves, but do offer the prospective writer a chance to evaluate his/her own writing prior to submission. Consider each point in your writing as unbiasedly as possible, looking always to make your work more concise, understandable and intelligent. Being honest and insightful about one's own writing is essential as you face the possibility of rejection.

I hope these writing tips will assist you in some way to publish. Remember, writing takes practice! I concur with Mark Twain's three suggestions to improve your writing: write, write, write.



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Admonitions for First Time Authors: Aristotle et al

■ Robert E. Ciscell

Getting a good idea into print can be a long and arduous process, even for experienced authors. For a busy K-12 teacher or administrator, getting published may seem like a hopeless ambition. One thing is certain, first time authors should seek counsel from experienced writers. In the paragraphs that follow, we will extend that advice and turn to some of the individuals who have given us the wisdom of the ages. Did Aristotle actually tell us how to get a manuscript published? No matter, good advice is good advice.

Those who act receive the prizes.
-Aristotle

A successful teaching strategy, developed on-site to accommodate student needs, may represent a publishing opportunity. However, few teachers choose to put forth the extra effort to share their successes in the form of a published manuscript.

Every day of the school year, in countless classrooms across America, K-12 teachers go about the tireless business of educating young people, a difficult task made more so by the endless peculiarities these youngsters bring into the classroom to confound the educational process. Successful teachers have learned to confront these challenges with the creativity and resourcefulness necessary to bring about productive teaching-learning experiences. Unfortunately, it is a simple fact of a teacher's life that her best efforts take place in the isolation of a classroom, beyond the view and without the recognition of a single colleague. Very few teachers see publishing as a logical extension of these efforts.

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things.

-Niccolo Machiavelli

Why share a good idea with others? Sharing a classroom strategy by way of an article published in a professional journal can be an exciting experience. Some say it takes courage, others consider publishing a professional responsibility. Whatever the case, it tells other professionals in the field, "Hey, I tried this, it worked well, now let me share it with you."

Novelty is no substitute for quality.
-Unknown

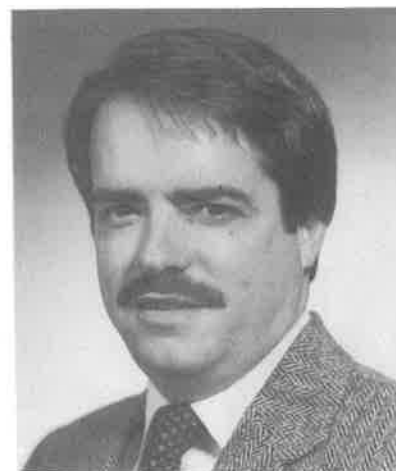
One of the first rules of writing for publication is simply this: Be sure you have something to say before you say it. The assumption here is that a potential author must be able to recognize a good idea. Unfortunately, anyone who has ever read more than one educational journal knows this isn't necessarily so. Many things get into print that never should have crossed a typewriter in the first place. It remains true that no matter how hard we try, great writing cannot camouflage weak ideas.

What is a publishable classroom strategy? Publishable ideas are generalizable, produce results, and can be expressed concisely in simple straight-forward language. They can be explained and illustrated easily through models, drawings, and photographs that help clarify step-by-step procedures. Publishable ideas are adaptable, capable of being modified, and applicable in a variety of educational environments. In a word, they are "believable."

While your head is in the lion's mouth, stroke his back.

-African proverb

Once a good idea for a manuscript has been developed, the next step is to identify a potential market (publication) before writing the article. Why? In order to increase the prospects for acceptance, a manuscript should be written for



Robert E. Ciscell. Bob authored more than 40 manuscripts during his tenure as a public school teacher. He was Indiana's 1979 Teacher of the Year and is a recognized authority in the area of classroom management. Bob was the creator and former editor of Excellence in Teaching magazine and has been cited by the Secretary of Education for "significant contributions to the progress of education in the United States." He is presently an assistant professor of education at Northern Illinois University.

a specific publication. Editors generally accept only those manuscripts that meet certain specifications related to subject matter and mechanics. Prospective authors should examine at least three successive issues of the intended market and note the following:

1. Who makes up the audience for the publication?
2. What are the subjects or "themes" of upcoming issues?
3. Who tends to contribute?
4. What is the suggested or typical length of published articles?
5. Are query letters preferred?
6. Are charts and graphs typically utilized?
7. What reporting style is preferred? (Chicago, APA, etc.)
8. Are photographs acceptable?
9. How many photographs are required?
10. What is the editor's name?

A careful study of the potential market is a necessity. Answers to the questions listed above can be found near the front of a periodical or elsewhere under a heading such as "Guidelines for Authors." Follow these directions carefully.

There is no substitute for a straight-forward statement of a good idea.

Some authors prefer to write a preliminary letter to the editor to inquire about the suitability of a particular manuscript topic. In most cases, this is not necessary if a careful study of the publication has been made and the writer follows all stylistic and mechanical specifications.

An honest tale speeds best being plainly told.
-William Shakespeare

There is no substitute for a straight-forward statement of a good idea. A classroom strategy that is good enough to share deserves an intelligent and thoughtful presentation. In the case of K-12 teachers, the original lesson plan can serve as a starting point for an outline of a manuscript. An informative title is necessary and should provide a concise statement of the main idea of the manuscript. This is no place for wordiness, however, creativity can play a key role in the development of a good title. A good title should compress the substance of the paper into as few words as possible, always attempting to give solid direction to the reader. Titles are all that appear in many indexes and may ultimately determine the amount of readership a paper receives in future years. Many authors frequently delay the development of a title until after the manuscript is completed.

Not that the story need be long, but it will take a long while to make it short.
-Henry David Thoreau

A few introductory paragraphs will be necessary in order to describe the point of the manuscript. In some cases, it may be necessary to include a brief discussion of related literature in order to develop continuity between previous work in the field and the topic about to be presented. The body of the manuscript should describe the idea in detail, including a clear outline of all necessary steps so that readers can make a decision about incorporating the procedure into their own classrooms.

...rejection letters are a part of publishing and should not discourage first time authors.

When in doubt, tell the truth.
-Mark Twain

Above all, first time authors should strive to speak with honesty and integrity. They should stick to topics about which they are knowledgeable and capable of discussing in a style that communicates clearly with other professionals in the field.

Finally, rejection letters are a part of publishing and should not discourage first time authors. Some writers try to maximize their chances for publication, others work to minimize rejections. Regardless of the approach, a fresh idea that is thoughtfully communicated and aimed at the right audience represents a good opportunity for the novice writer to break into print, thereby joining the ranks of those who have expended the extra effort to become "published."



Guidelines for the Publication of Research

■ *Glennelle Halpin & Gerald Halpin*

Most graduates of doctoral programs never publish. Of the 15% who do, approximately half publish only articles from their dissertation research (Berquist, 1983). As Jalongo (1985) reported, published research has long been a criterion used in the assessment of professional scholarship, particularly in institutions of higher learning. The reasoning behind this prevalent practice was advanced by McKenney (1973) who noted that "scholarship can be more accurately measured when published work is available for the scrutiny of the academic community." His advice-- Publish: Don't Perish!

Considering the publish-or-perish ultimatum in many institutions as well as the intrinsic and extrinsic reward associated with publishing, one might ask: "Why is the percentage of professionals who publish research so low?" A lack of understanding of the process involved in research publication may be one answer. University faculty were asked to identify areas in which they needed professional improvement. Although teaching was the most frequently cited area of need, research manuscript preparation and publication were ranked second (Wheeler & Creswell, 1985).

Following are general guidelines for the preparation and publication of manuscripts which are offered not as exclusive and exhaustive dicta but rather as standards to which reference might be made. The focus is on the publication of empirical research in scientific journals with the assumption being that research is complete only when the results are shared.

Manuscript Preparation

Reports of empirical studies usually consist of sections which parallel the research process: review of the literature, development of problem, and statement of the problem; method of

investigating the problem; results; and discussion (cf. American Psychological Association, 1983; Ary, Jacobs, & Razavieh, 1985; Ryan, 1979).

At the outset in the manuscript, establish the framework for the problem studied. Summarize the related literature, citing only that which is most pertinent. Avoid nonessential details but instead focus on relevant findings and major conclusions. Although brevity is the goal, there should be sufficient breadth so that the context for the problem is understood by a wide range of readers.

Show that existing knowledge goes so far and no further. You may even want to note specific deficiencies in previous research and then show how your contribution extends knowledge: "This study makes a unique contribution to the literature by addressing these deficiencies. We present..." (Wheeler & Creswell, 1985).

To address the deficiencies and to fill voids in existing knowledge are the reasons for having done your research. In the statement of the problem, make clear exactly what it was you researched. Variables, measures, and subjects should be specified succinctly. At this point, hypothesis could also be stated.

The problem studied should have been a significant one if the probability of publication is to be high. One journal editor stated:

I suppose, first of all, I am looking for something which is a contribution to knowledge, even if it is a little one. Even if it is a replication of something that has been previously done, if it is well done and if it is something that obviously needs replication, that I would regard as an addition to

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Gerald Halpin is an Alumni Professor of Measurement, Research, and Statistics at Auburn University. Having made many research presentations at meetings of the American Educational Research Association, National Council on Measurement in Education, and American Psychological Association, he also has numerous research publications. His specialization is applied measurement.



knowledge. I hope it has some theoretical interest and importance because that would make it somehow more generally interesting and applicable and useful (Ryan, 1979).

Lack of contribution to the literature is one of the reasons research manuscripts are not accepted for publication (Elton, 1985).

Following the problem statement, describe in the Method section what was done with sufficient detail so that readers can evaluate your study and other researchers can replicate it. Subjects; Apparatus, Materials, or Measures; and Procedures may be subsections of the Methods section.

In the Subjects subsection, tell who participated in the study and how many participated altogether as well as in groups if applicable. Report the method of selecting and assigning subjects along with pertinent demographic data such as age, sex, race, and geographic location.

In the next subsection, describe the apparatus or materials employed, if the study was an experimental one. Also describe instruments used to measure the variables. A few sample items might be included. Certainly report reliability and validity data along with an explication of how scoring was done.

In the subsection on procedure describe the method utilized in conducting the research. Tell what you did and how you did it. Include information such as instructions to subjects, experimental manipulations, and testing procedures.

Problems with the statistical analyses and research design are at the top of the list of reasons manuscripts are not accepted for publication (Elton, 1985).

Delineate statistical procedures used to analyze the resulting data in the concluding paragraph of this subsection. Be sure that the statistics applied are appropriate and correct. Problems with the statistical analyses and research design are at the top of the list of reasons manuscripts are not accepted for publication (Elton, 1985).

The next major section in the research manuscript is labeled Results. Here report the findings of the study. Tables and figures can be used but should be only if absolutely necessary. Generally, editors do not welcome complex tables and figures--especially those which do not contain important or relevant material--because printing of such graphics is expensive. Also be sure to check carefully the accuracy of the data in your tables and figures and to compare the numbers reported therein with those in the text. Editors and reviewers check the Results section for internal accuracy. An otherwise acceptable manuscript is likely to be rejected if there are substantial inaccuracies in it (Ryan, 1979).

In the Discussion section, evaluate and interpret your findings in relation to your problem, indicating how they support/fail to support your hypotheses. Discuss your findings in conjunction with other studies. Draw conclusions but be sure that they are data based. Editors

consider overgeneralization of research results a weakness too many authors have (Ryan, 1979).

Practical applications might be suggested if the manuscript is being submitted to an applied journal. Theoretical implications might be highlighted if theory is emphasized in the target journal. Suggestions for improvement on your research and proposals for needed future research could be given in a concluding paragraph.

At the end of the manuscript present a list of all references cited in the text. In a final check, compare the reference listings with the original sources, paying particular attention to the spelling of the names of the authors and all numerical entries lest errors go undetected. Also, compare the reference list with the reference citations in the text, making sure that the list and text citations are mutually inclusive as well as accurate.

And, of course, the manuscript needs a title. Some write the title and use it as a delimiting guide. Others supply a title after the manuscript is written. Whether added first or last, the title should clearly and concisely convey to the reader what is being investigated. Actual variables or theoretical issues may be identified, but excessive detail should be avoided. [Elton (1985) noted tongue-in-cheek that a colon was characteristic of most published articles, but feel free to caption your manuscript sans the colon!]

Also, on the title page appear the authorship and affiliation. The affiliation is usually an institution where the study was conducted. Authorship may be assigned to one or more persons. In general, the rule is to include as an author anyone who made a major professional contribution to the manuscript. Designing the study, planning and conducting the statistical analysis, interpreting the results, and writing a substantial portion of the manuscript are types of major professional contributions (American Psychological Association, 1983).

For persons just beginning to publish research, collaboration with a mentor/coauthor might be helpful (Benson, 1978; Wheeler & Creswell, 1985).

For persons just beginning to publish research, collaboration with a mentor/coauthor might be helpful (Benson, 1978; Wheeler & Creswell, 1985). Mentors may be faculty in the graduate student's doctoral program or older, established colleagues whose help may range from an encouraging prod to active participation in the junior scholar's research. The mentor not only serves as a role model but also may provide valuable guidance in the form of: "Here is how we do research" (Hunter, 1985). Take advantage of all opportunities without delay, for research has shown (Blackburn, Behymer & Hall, 1978; Cole & Cole, 1967; Lightfield, 1971; Reskin, 1979) that a key element in a productive research career is the establishment early in one's career of the habit of publishing.

An abstract is required when publishing in many research journals. The abstract--usually 150 words or less--is a summary of the research

which should be self-contained, accurate, and nonevaluative. It should parallel the text and include a description of the problem being studied, the subjects, research procedures, and findings.

The abstract, as well as the manuscript as a whole, should be clear, coherent, and readable. Clarity can be achieved through the precise expression of ideas in an orderly manner. Use words which mean exactly what you intend them to mean and say only what needs to be said. Preferably, use short, simple sentences which form paragraphs never longer than one page. Avoid jargon, colloquial expressions, acronyms unfamiliar to readers, and approximations of quantity. Each word, each sentence, and each paragraph should logically follow its respective predecessor and should advance the idea being developed (Murray, 1982).

Give careful attention to grammar and punctuation in order to avoid common errors, and especially observe the following rules: Systematically check for subject and verb agreement, for example, data are not data is. Generally use the active voice but not with an inanimate subject that cannot perform the action implied by the verb, for example, study investigated. Use past tense or present perfect tense when describing studies in the literature review and procedures and findings in your study. Use present tense in the discussion of your results with continuing applicability and in the presentation of your conclusions. Be sure that a pronoun agrees in number and in gender with the noun it replaces, for example, each child/his or her and not each child/their. (Note that nonsexist language should be used throughout.) Also make sure that the referent for the pronoun is obvious. Especially troublesome are this, that, these, and those when they refer to a previous sentence. Avoid this problem by writing, for example, this girl, that test, these subjects, or those schools.

A very common punctuation error is inconsistency in the use of the comma before the last item in a series. The use of a comma before and and or in a series of three or more items is generally recommended. Further, all items in a parallel series should be parallel in form, for example, instructed to read..., to ask..., and to write... rather than instructed to read..., to ask..., and that they would be told...

With regard to other elements of style, follow the rules established for the journal to which you are submitting the manuscript. In the Instructions to Authors section in a recent issue of the journal the style being followed is often indicated, usually through reference to a particular style manual such as the Publication Manual of the American Psychological Association (American Psychological Association, 1983) or the Chicago Manual Style (University of Chicago Press, 1982). A careful study of the recommended manual along with a review of sample articles should enable you to conform to the style established for that journal. This perusal of sample articles should also ensure a better manuscript-journal match.

Once you have completed a first draft of your manuscript, reread it carefully--preferably after a period of time--trying to critique it objectively. As Mayer (1983) noted, good writers edit their texts extensively. In addition, you may even have a colleague who will critique your work for a reciprocal analysis of his or her manuscripts. Then rewrite, rewrite, rewrite if you

wish to increase the probability that the manuscript will be accepted for publication (Henson, 1984). This rewriting should not be viewed as punishment but as an essential part of the

All manuscripts evolve through a series of drafts before they are ever published (Murray, 1982).

process. All manuscripts evolve through a series of drafts before they are ever published (Murray, 1982). Plan to spend several weeks and maybe months on the preparation of even a short article. "They aren't just cranked out."

Manuscript Publication

After you have honed a piece to perfection, it is ready for submission to a journal which publishes manuscripts such as yours. Telephoning the editor to verify the suitability of your manuscript for his or her journal is probably a waste of time. So is a query letter. Most editors are reluctant to make a decision without having seen your work. They prefer to receive a completed manuscript at the time of first contact (Elton, 1985; Faas, 1982).

The form of the letter of submission of the manuscript to the editor may be varied. However, a simple letter of transmittal similar to the following has proven sufficient for us:

Dear (Editor):

Enclosed are (the required number of) copies of a manuscript entitled (exact title). Your consideration of it for publication in (name of journal) will be appreciated.

Sincerely,

(Author)

The editor of the journal may or may not acknowledge receipt of the manuscript, depending upon journal policy. Most editors who plan to do so will respond within 2 to 3 weeks following submission. If you have not received acknowledgment after 2 to 3 months, you might contact the editor simply to determine if the manuscript has been received.

You can expect to wait for a longer period of time to receive notification of the publication decision. While you may wait only 3 months, a delay of 6 months is not atypical, and sometimes the review process may take up to a year or even longer (Faas, 1982; Henson, 1984). Again, after a reasonable period of time (say 4 to 6 months), you may contact the editor. However, unless the delay is excessive, contacting the editor is not advisable for he or she is probably working diligently to expedite the review process. More than likely the manuscript is in the hands of a delinquent reviewer. Whatever the reason, if the delay is longer than you can tolerate, you probably should withdraw the manuscript from consideration rather than put pressure on the editor (Gouran, 1983).

Once the review process has been completed, one of four decisions will be made (Benson, 1978). One decision is that the manuscript will be accepted for publication as is with no revisions. This decision is exceedingly rare.

A second decision is that the manuscript will be rejected. This decision is very probable because the rejection rate in research journals is usually high, being for some journals as high as 80-90%+ (Benson, 1978; Faas, 1982). For specific rejection rates as well as acceptance/rejection criteria, acceptance/rejection procedures, time required for editorial decision, and other information for 122 journals in which research-based articles are published, see the guide prepared by Arnold and Doyle (1975).

Fear of rejection is an expressed reason why many potential authors do not try to publish (Elton, 1985). However, rejections seem inevitable. Noting that an average of 63 articles were published yearly by the majority of the journals he reviewed, Faas (1982) concluded that over 7,900 professional journals would be needed if each of the faculty members in the nation's 500,000+ colleges and universities published one article yearly. Were there no other reasons, rejections are likely to continue due to a lack of journals in which to publish.

If an editor rejects your manuscript, accept that decision. There is little chance that the decision will be reversed and arguing with the editor is likely to create animosity that will make future interactions strained. Rather than quibbling with the editor, review the criticisms, make valid changes, and submit the manuscript for publication consideration to the editor of another journal (Gouran, 1983).

It just may be that the editor who rejected your manuscript should have accepted it. Editors, as do authors, sometimes have feet of clay. Further, depending upon the luck of the draw, a manuscript can be sent to reviewers who are unduly critical (Elton, 1985; Ryan, 1979). Thus, an

For every well-prepared manuscript reporting the results of well-designed research that makes a significant contribution to the literature, there is a journal in which it can be published.

article rejected for publication in one journal may be accepted for publication in another. Therefore, be persistent in sending your manuscript to a different journal, revising it to conform to the style of the journal, until it has been published (Benson, 1978). For every well-prepared manuscript reporting the results of well-designed research that makes a significant contribution to the literature, there is a journal in which it can be published.

The third and fourth decisions, respectively, are to accept with minor revisions or to return to the author with suggestions for extensive revisions and an expressed willingness to review the manuscript again if revisions are made. Benson (1978) found that some authors do not even make the minor revisions. A much larger percent do not follow through with the major revisions and resubmission. As an aspiring author, however, you should revise and resubmit.

Criticism is hardly ever pleasant, but, in most instances, even the most tactless of editors and manuscript reviewers are trying to be helpful. However biting or unflattering, ask whether or not there is any substance in what is being communicated (Gouran, 1983). If so, make the necessary changes. If it appears that the reviewers might have misunderstood and what you did does not need to be revised, defend your position in a letter to the editor accompanying the resubmitted manuscript (Elton, 1985).

There is no highly published researcher who has not had a manuscript rejected.

Your resubmitted manuscript may be rejected. You can expect rejections. There is no highly published researcher who has not had a manuscript rejected. Accept the inevitability of rejection, tolerate the frustration of revisions, and resubmit your manuscript to another journal. Do not forget that happiness is a research manuscript accepted for publication!

Addendum

Publishing research will not necessarily be easy. One scholar polled by Hunter (1985) said that working on a manuscript hour after hour until it is of acceptable quality is "more difficult than running a marathon." The hardest part is getting started, and, even after you begin, progress may be only an inch an hour. You will need to be a self-starter with the self-discipline necessary to stick with a project after the love affair has gone cold as another of Hunter's scholars reported.

Others of his scholars noted that "a picky attention to detail, a compulsive approach to establishing order, obsessiveness, and intensity" are other traits conducive to high productivity (Hunter, 1985). Adaptability or flexibility are also important. You are likely to be juggling several research projects at one time--Hargens (1978) found that researchers who worked on simultaneous projects published more. You are also likely to be playing several simultaneous roles such as researcher/writer and teacher. Johnson and Tuckman (1985) found research and instructional productivity to be highly related. Fortunately, teaching excellence and scholarly productivity do coexist. Jalongo (1985) cited Teague's conclusion that:

Productive faculty, as evidenced by their writings, addresses, and external funding are among those identified both by their students and by their professional colleagues as proficient instructors.

Jalongo further noted that there is no evidence that researchers necessarily neglect their teaching and, in the classroom, teach worse than those who do not publish. Instead, a symbiotic relationship seems to exist between teaching and research with each becoming more excellent as the other is practiced. Thus, the

myth that research subverts teaching should be discarded (Boice, 1984).

Where do you find the time to do it all? Hunter's (1985) productive scholars reported that they blocked periods of time to get the work done with deadlines apparently dictating priorities. Some said that they did their best writing early in the morning. Others escaped to the office at night or on the weekends to write. Still others said that they stayed home at least 1 day a week to write. Vacation periods were used by still others to catch up on their research and publications. Two even noted that they used for research the time that their less productive colleagues probably spent watching television! Therefore, it seems, as Jalongo (1985) maintained, that of essence in the publication process are priorities rather than time.

Blackburn and Havighurst (1984) reported that the amount of time spent writing was the best predictor of publication.

Everyone has the same 24 hours in each day. Rather than using lack of time as a reason for not writing as low producers do (Elton, 1985), commit a substantial portion of your time to research and scholarly writing--become a researchaholic as Hunter (1985) called the highly productive scholars. Blackburn and Havighurst (1984) reported that the amount of time spent writing was the best predictor of publication. Kellogg (1982) noted that productive scholars usually work 1 to 2 hours per session on their manuscripts. Boice (1985) observed that a long-standing, regular attentiveness to writing was the key to success. He referred to Jerome Bruner's conclusion that: "Writing is an experience that nourishes itself and that, with regular practice, establishes a sense of interconnectedness of its ideas and manufactures its own problem-solving mechanisms."

Instead of planning, pausing, and prewriting as persons with an aversion to writing tend to do (Rose, 1983), produce whether you want to or not. Few scholars wait for inspiration (Hunter, 1985). Good writing depends on practice, independent of the writer's mood.

Maintaining that productivity precedes creativity, Boice (1984, 1985) described a behavior modification program that has effected modest but stable levels of daily writing productivity. Subjects' situations and needs dictated the contingency management techniques employed, but typically an output goal (e.g., two typed manuscript pages in each day of a 5-day week) had to be reached before access to a more preferred activity (e.g., daily showering) was permitted or punishment (e.g., contribution to a despised organization such as the Ku Klux Klan) was avoided.

What is the payoff for publishing research? Exhaustion is one that has been mentioned. In the preparation of research manuscripts every ounce of mental and physical energy can be used up. One scholar admitted, "Every time I finish a manuscript, I swear that's the end" (the last one) (Hunter, 1985).

Why, then, do scholars who publish persist in

writing when the process is obviously one involving struggle and pain? Some do so because a clear expectation for performance is communicated at their institutions by administrators and by colleagues employed there. Others do so to produce a well-padded vita and to achieve the associated successes such as tenure, promotion, and raises. In tenure and promotion challenges is seen the importance of research publications. With regard to raises, however, Johnson and Tuckman (1985) found productivity unrelated to rewards. Instead, they noted a regression toward the mean at raise time.

Although the existence of a reward structure is an incentive for all to engage in scholarly research, Startup and Gruneberg (1976) observed that prolific scholars tend to be motivated intrinsically more so than by salary considerations. Accordingly, Levi and Grasha (1983) found the lower productive writers to be motivated more by extrinsic, means-to-an-end rewards, and higher productive writers to be motivated more by a desire to achieve distinction and to enhance identity and autonomy. Likewise, McNiff (1977) reported that independence, mortality, and personal satisfaction are motives for productive writers.

Personal satisfaction and joy of acceptance by their peers motivated Hunter's (1985) scholars to continue their writing activities. Parental pride was used to describe the sensation of seeing ideas grow into a manuscript acceptable to professional peers. Their inquisitiveness and wide-ranging interests enabled them to generate

Your published scholarship will be your contribution, your record, your testimony.

ideas for additional research, and they had fun doing it. Part of their pleasure came from the independence associated with scholarly work. "I did it myself" was a repeated sentiment. They were working to make a contribution to society, to communicate with and impact on others, to leave a permanent record.

Your published scholarship will be your contribution, your record, your testimony. It will never fully pay in promotion or salary raises the hours of labor involved. Much of the underlying motivation for research publications must be personal and communal.

Further, it is easier to say how to write than to write. However, as Murray (1982) commented, "[w]riting...is not an art, but a craft; not a mystery, but a discipline which can be understood and learned if it is practiced." Do so. You may hate writing, but you will love having written.

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Publishing Textbooks and Monographs

■ **Kenneth T. Henson**

Deciding to Write Textbooks and Monographs

Writing a textbook or a monograph is enormously time consuming. When professors pick up a textbook, they may see the author's names and their institutional affiliations in the front and think, "This is nice. I would like to have my own personalized materials, tailor-made for my own classes. Also, writing a book in my own field should lend credibility to my teaching; perhaps it would also enhance my professional image among my colleagues and administrators. Last, but not least, it would fill the narrow streak of vanity which I'm ashamed to admit is lurking inside."

These are all good, legitimate reasons for writing textbooks and monographs. Certainly, serious professors should feel no shame in wanting to improve their teaching materials or improve their professional image with students and colleagues. But, two less obvious considerations are often ignored. First, writing a good textbook or monograph is, to say the least, a very time-

...Education textbooks usually produce very little royalty, and monographs usually produce none.

consuming endeavor which almost always spans over a few years. Yes, this is a serious, major commitment of a significant piece of one's professional life. Secondly, writing a textbook is usually highly uneconomical in that: (1) education textbooks usually produce very little royalty, and monographs usually produce none; (2) many administrators do not have an appreciation for the size of the required investment of time and energy, nor do they fully appreciate the accomplishment that is reached when the job is done, (It's a nice thing for a professor to do, but it's hardly a major responsibility); (3) the

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reward system is highly inadequate--even among major research institutions, the equivalent time could be spent writing refereed journal articles and multiplying the rewards several times over; and (4) those colleagues who have not written textbooks and monographs often respond at best with apathy and at worst with envy. After all, it's people like you who call attention to the fact that they have not made such serious professional commitments.

But with all these handicaps, there are some who have no choice. They know that there is a good book or monograph inside and it must come out. Cursed with this dubious blessing, there is little choice but to learn how to pave their road of destiny with as much success as possible. Anything worth doing is worth doing right, and nobody said it would be easy. Many major writing projects end in frustration and disappointment long before reaching print. Following are some suggestions to help you succeed in getting a publishing contract and getting a completed, finished product that will fulfill your expectations.

Getting a Contract

To say that getting a contract for a major writing project like a college textbook is not easy is such an understatement that it becomes misleading. The brutal truth is that getting a contract for a college textbook is just plain difficult. Here's why. The publishing of an average size, case-bound book of 300 to 400 pages costs somewhere in the neighborhood of \$50,000 to \$100,000. (Quality paperbacks designed for college courses usually cost only slightly less). Since most major publishing companies are located in major cities, the storage of books is expensive. So, to protect their company and their own position, acquisitions editors are very careful to offer contracts only on those projects that promise almost sure success.

Actually, the responsibility for assuring



success is shared among the acquisitions editor and other company colleagues. Typically, a board meeting is held to discuss those projects that pass the scrutiny of the acquisitions editor. At this meeting, the acquisitions editor must present

...by investing a little time and energy you can help the acquisitions editor present a convincing case for your project.

a convincing case for the project. Representatives from production, advertising, and accounting provide input into the final decision. Knowing this process, can be very helpful to you, the author, for by investing a little time and energy you can help the acquisitions editor present a convincing case for your project.

Preparing a Prospectus

The best way to assist the acquisitions editor is to develop a well-designed prospectus. Concurrently, the same prospectus can be useful in selling the project to the editor. Finally, perhaps even more importantly, a well-developed prospectus can apprise you, the author, of the project and its potential. In gathering data for the prospectus you may discover that the market is too small or too illusive to support the book or monograph. If so, consider the time spent on the proposal a wise investment since it could help avoid an expenditure of months or years that would lead only to a disappointing unfinished product.

A good prospectus provides information about: (1) the book, (2) the market, (3) the competition, and (4) the author. Following is a discussion of some of the salient facts that should be covered in each of these areas.

The Book

It is imperative that the book or monograph is described clearly and succinctly. For example, "This is a general secondary and middle school methods textbook for undergraduate classes." Then tell the major features of the product. For example, "It is comprehensive (it has all of those chapters commonly found in secondary and middle school methods texts). It is timely (it has those new chapters that are not commonly found in methods texts). For example, it contains a chapter on computers, a chapter on teaching thinking skills, and a chapter on matching teaching and learning styles)."

If the book or monograph does an unusually thorough job reporting research studies, this should be said. For example, "This book reports the findings of over 300 research studies." If your book or monograph has an unusually captivating format, this should be told in the prospectus. For example, "Each chapter has a list of objectives, a pre-test, a post-test, a recap of major ideas, suggested further activities, and suggested further readings. Throughout each chapter Let's Ponder sections cause the reader to interact with the dialogue. An Experiences section at the end of each chapter shows the major principles being applied to actual classroom situations."

To determine the expenses or capital needed to publish this book, certain information is needed to discuss the physical characteristics of the book. Example: The book length will be approximately 450 book pages (or 750 manuscript pages). The book will contain no photos and approximately 25 line drawings. Present plans include a teacher's manual of approximately 64 book pages. Present plans do not include supplementary aids for students.

The Market

Of paramount interest to the editor is the market for which your work is intended. This market must be large enough to support the project and it must be attainable, which means that it must be specific. Although authors may be tempted to think of their work as having application to many markets, editors know that few works are used by many audiences. An old adage expresses the dilemma, "The only thing that is wrong with a book that is written for everybody is that it is used by nobody." In addition to being more specific, it would be more convincing if you could give some examples of particular university courses that would use your product. Most university libraries have college catalogs. It takes only a few minutes to look up the course and jot down its name, number, and description.

The Competition

It is frequently said that the worst mistake a military commander can make is to underestimate the potential of the enemy. Equally so, an author who fails to know and acknowledge the competition, plans his or her own defeat. Since you are writing a textbook or a monograph, and since these are in your field of study, you will have expertise on the subject and you will be aware of

All editors want assurance that your book will contain those chapters that professors who teach the course expect to cover. Also, they want your book to be superior to, not equally good, but superior to the competitors.

some of the competition. But you may fall short unless you are aware of all of the viable competing texts or monographs, and unless you are more than aware of them; you must be closely familiar with each. You must then use their strengths and weaknesses to improve the design of your product.

All editors want assurance that your book will contain those chapters that professors who teach the course expect to cover. Also, they want your book to be superior to, not equally good, but superior to the competitors. Two items are needed to communicate these features. First, you should submit a very detailed and very comprehensive chapter outline, detailed enough to contain all of the major topics in each chapter. Secondly, a content comparison chart can clearly separate your book from the masses. See Figure 1.

Figure 1: Content Comparison

Chart

Chapter Topics	Book A	Book B	Book C	Book D	Book E	Book F	Book G	Book H
Adolescence & Learning	X	X	X	X	X			X
Planning Classroom Management	X	X	X	X	X	X	X	X
Evaluation	X	X	X	X	X	X	X	X
Teaching Styles	X	X	X	X	X			X
Motivation	X	X						X
Multicultures or Disadvantaged		X		X	X			X
History & Aims		X						X
Audio-Visuals		X		X				X
Teaching Special Pupils		X	X					X
Communications			X					X
The Professional Teacher/Getting a Job		X	X					
Student Teaching		X	X					
Teacher & Community			X					
Observing Yourself								X
Questions Prospective Students Ask								X

From examining Figure 1, the editor can readily identify those chapter topics that are prevalent among the major textbooks used in this course. About two-thirds down the chart are those chapters which you chose to delete in this text in favor of other chapters (at the bottom of the page).

The Author

Finally, you should include a brief statement that clearly establishes your competence in writing this work. If it emerges from your own research, say so. If you have had unique experiences that contribute to the quality of this work, the editor should know this. Also include a statement about your previous relevant publications. Contrary to popular belief, a contributor's degrees or title is of relative insignificance unless it assures that the contributor has the expertise needed to write a superior book or monograph. For example, the title "department chairperson" is significant only if you are writing a book on leadership or administration.

Selecting a Publisher

Once the prospectus is complete, it is time to select a publisher. It is prudent to choose only publishers that publish books or monographs in your subject area. For example, if you send your textbook prospectus to a publisher that does not publish textbooks in your field or if you send monograph materials to a publisher that never publishes monographs, you have wasted valuable time. This can be avoided by checking your own

professional materials to see who published them, or better yet by making a trip to the library. At the library, check the current reference book, Books In Print. In the "Subjects" volume of Books In Print, you will see listed all of the books according to particular subjects.

Send Query Letters

Once several good prospective publishers have been identified, select five or six of the most desirable ones and send each a query letter which merely asks whether they are interested in seeing a prospectus for a book or monograph of this type. Give them a brief description of your project, but no more than one page. Be up front, letting each editor know that you are contacting other editors. This will avoid the possible embarrassing position of having two or more editors accept your work and then having to turn down one or more editors. It will also encourage editors to respond to your letter without unnecessary delay. See Figure 2.

Summary

Writing textbooks and monographs can be a deceptively large task, often taking several years of hard work. However, the fact that most authors of such works repeat with other works is clear testimony that such contributions can be and usually are highly rewarding to the authors. Because of the complexity of the task and the competition that must be overcome before success is achieved, authors would do well to prepare a thorough prospectus. Such preparation often reveals information that dissuades authors from



AREA OF CURRICULUM
AND INSTRUCTION

Figure 2: Sample Query Letter

THE UNIVERSITY OF ALABAMA
College of Education

November 15, 1986

Mr. Ray O'Connell, Editor
Longman, Inc.
The Longman Building
95 Church Street
White Plains, New York 10601

Dear Mr. O'Connell:

Would you be interested in reviewing a prospectus for an undergraduate secondary science methods text? This book will have those chapters commonly found in methods texts.

As a former high school science teacher, I find that other chapters are needed which are not found in current texts. This book will fill that gap. Two of the chapters that are unique to this book are "Using Microcomputers to Teach Science" and "Designing Effective Laboratory Programs."

Since I am contacting other publishers, I hope that you will respond at your earliest convenience and that you will specify if materials are desired beyond the chapter outline, the prospectus, and two sample chapters. Thank you.

Sincerely yours,

Kenneth T. Henson, Head
Curriculum and Instruction

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pursuing the project, but this is future evidence of the efficient quality of the prospectus exercise. It is far better to invest a few hours

(even many) now than to blunder unknowingly into a project that may endure for years only to never be published.



Perspectives, Insights and Direction

■ Robert C. Morris & Kenneth T. Henson

Whether your reasons for entering into the world of publishing are monetary in nature or benevolent, from a personal or professional standpoint, individuals entering the hectic world of writing and publishing are faced with an assortment of dilemmas. Among them are problems associated with identifying topics or ideas on which to write, researching what others have said about that topic, writing the idea or topic up initially in an interesting and understandable way, rewriting and redrafting the article as many times as needed, identifying and selecting appropriate outlets for possible publication of the article, writing query letters to all suitable publications, and finally submitting the finished manuscript to a journal for consideration of publication.

The articles contained within this issue of *Thresholds* attempt to answer and deal with some of the problems posed above. Dick Graves opens many doors through his personal insights and experiences on how to select a topic of interest and how to get one's writing started. His "Writing a Way of Growing?" thesis is jam packed with helpful hints, but more, it is a personal attempt by Graves to describe just why he and others write and publish professionally.

Russell Ham and Ralph Page offer us the editor's perspective for writing and publishing in education journals. Hamm's letter to "nephew John" makes one chuckle at times, but also his letter contains a number of points that aggravate editors when authors forget to do them. Page's discussion of the problems facing many small journals considers and provides hints for those "corresponding with journal staff."

Likewise a number of "helpful hints" for the first time journal contributor are given by Bob Krajewski in his article "Writing for Journals in Education." Probably his major offering is his attempt to help young writers become aware of the techniques and strategies of "how to get to know those editors" of the important journals in one's field. Also, Krajewski's "nine key elements" that editors keep in mind as they review prospective articles, are extremely valuable. Next, Bob Ciscell offers us all "good advice" for publishing an article in the form of famous quotes that ring true when considering why one publishes and what he/she is "really" trying to say when publishing.

Glennelle and Gerald Halpin touch on a topic of extreme importance for those of us involved in research. They give us a list of considerations

and decisions that need to be made as an individual begins the process of writing-up research for publication.

Finally, Ken Henson deals briefly with the topic of publishing textbooks and monographs professionally. From "how to get a book contract," to "preparing a prospectus" Henson makes it easy to better understand "the market," "competition," and "selection of appropriate publishers."

The characteristics of selected journals by Scott Johnson and the bibliography of additional readings for those with particular interests in publishing by Bob Cambic are all references worthy of note.

In sum, those contributing to this issue of *Thresholds* wanted to give all interested in publishing as many perspectives and insights as possible. There is nothing like seeing your name in print, and these writers hope only to help and encourage others through their tips. The road to being a published author is not necessarily hopeless; however, there is a need for new directions in helping those who want to publish but lack any expertise and/or confidence. In the first article of this issue Morris relates his findings about "current attitudes about the nightmare" of getting published. His findings are significant, but what can be done to improve things for tomorrow is the broader question. And, where should aspiring authors look for help in the future? Quite possibly clearer directions are needed!

The increased pressure to publish, what teacher educators currently experience, has always been an accepted reality at prominent research universities. By the early 1970s, many professors



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at smaller non-research oriented institutions, including regional universities, began feeling the pressure to publish. The many educational reform reports of the early and mid-1980s have pushed these new expectations into still more smaller universities and colleges. A current trend of colleges of teacher education to unite more closely with colleges of Arts and Sciences will make publications in national journals become an unnegotiable criterion for hiring, granting tenure, and awarding promotions to education faculty members in institutions of all sizes.

For years such organizations as Phi Delta Kappa, the Association for Supervision and Curriculum and Development, and the Association of Teacher Educators have recognized this need and the uncomfortable position in which it has put many ill-prepared writers. These associations have responded by providing writing workshops as part of their annual conferences, speakers on this topic, and professional development institutes on writing for publication. These sessions and workshops are usually among the most popular and best attended of the many meetings held at national conferences. Professional organizations have helped even further by including in their journals articles written to help educators meet their publishing needs.

workshops on their own campuses. A sound approach that colleges can take to help alleviate the problem is to offer full-semester or full-quarter courses for their faculty members and for their doctoral students. For several decades, a course in "Writing for Professional Publication" has been a regular offering at a few universities, including Indiana University and Indiana State University. Unfortunately, these and a handful of other universities have been the exception; a 1985 survey of teacher education colleges in major American universities found that currently only 2% of those 40 prominent universities who responded, say that they provide writing for publication courses on their campuses (Henson, 1985).

Although there are some teacher education faculty members throughout the country who will resign their positions rather than accept the challenge to publish, the vast majority are willing-and many are eager-to begin. These individuals deserve assistance from their professional organizations and from the colleges and universities. Such assistance will prove to be prudent investments by teacher education colleges not only for its potential to the profession, but for its role in faculty development.

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...universities are arranging to have writing for publication workshops on their own campuses.

But with all of the help that the associations are providing, they are not keeping pace with the level of acceleration of the increased need. Consequently, universities are arranging to have writing for publication



FUTURE ISSUES OF THRESHOLDS IN EDUCATION

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| FEBRUARY, 1987 | CAREER LADDERS FOR TEACHERS:
THE DUNDEE ILLINOIS PLAN |
| MAY, 1987 | CONTEMPORARY ISSUES IN RURAL
EDUCATION |
| AUGUST, 1987 | LINKING EDUCATIONAL INQUIRY
WITH PRACTICE |
| NOVEMBER, 1987 | TEACHING READING THROUGH
CHILDREN'S LITERATURE |

Note: Persons interested in contributing articles to the above issues should correspond with the the Issue Editor, P.O. Box 771, DeKalb, IL 60115

Characteristics of Selected Education Journals

■ *Scott R. Johnson*

In preparing a manuscript for publication, it is important to be aware of journal requirements such as: recommended length, subject content, audience, important themes, deadlines, and acceptable style requirements by each particular journal. Failure to pay heed to the "guidelines for contributors" can easily result in a rejection. Consulting a most recent issue or the selected issue of a journal where specific guidelines are identified can provide easy guidance to forth-coming issue themes, deadlines, and style requirements.

What follows is a selected listing of 44 popular education journals. This selected listing is, of course, only a small portion of the more than 650 journals currently being published in the field of education. Table 1 lists the 44 selected journals and the particular subject matter they are concerned with. Table 2 also lists all 44 selected journals, but this table identifies the grade level of the audience or orientation of the journal identified.

LIST OF SELECTED EDUCATION RELATED JOURNALS

1. AMERICAN EDUCATION

Editor: Beverly Blondell
Publisher: United States Department of Education
Length: 1,500-3,000 words
Style: Chicago
Themed: Issues do not have planned themes
Refereed: No
Audience: Those concerned with the Federal interest in education
Deadlines: Manuscripts are welcome at any time
Other: 10 issues per year; 3-5 articles per issue

2. AMERICAN EDUCATIONAL RESEARCH JOURNAL

Editor: Virginia Koehler, College of Education, University of Arizona, Tucson, AZ 85721
Publisher: American Educational Research Association
Length: 5-30 pages, plus abstract of 100-200 words
Style: APA

Themed: Issues do not have planned themes
Refereed: Yes, double-blind review
Audience: Those interested in "original reports of empirical and theoretical studies in education."
Deadlines: Manuscripts are welcome at any time
Other: Dot matrix font is acceptable if copies are legible; send three copies; name and institutional affiliation on separate sheet from text

3. AMERICAN MUSIC TEACHER

Editor: Homer Ulrich, 3587 South Leisure World Boulevard, Silver Springs, MD 20906
Publisher: Music Teachers National Association
Length: 3-6 pages
Style: Chicago
Themed: Issues do not have planned themes
Refereed: No
Audience: Music teachers in studios, conservatories, public/private schools, colleges and universities
Deadlines: Manuscripts are welcome at any time
Other: 6 issues per year; 5-12 articles per issue

4. AMERICAN SCHOOL AND UNIVERSITY

Editor: Dorothy Wright
Publisher: North American Publishing Company
401 North Broad Street
Philadelphia, PA 19108
Length: 1,500-2,000 words
Style: Modified Chicago and Associated Press
Themed: Issues do not have planned themes
Refereed: No
Audience: "AS & U is a non-scholarly, monthly magazine focused on the business and facilities aspects of educational administration (K-12 and higher education)."
Deadlines: Manuscripts are welcome at any time
Other: Author should precede manuscript with query letter to receive specific guidelines; dot matrix type font acceptable

Scott R. Johnson. Scott is the Director of the Livingston University Media Center, Livingston, Alabama. His current interests are microcomputer instruction, instructional technology, and developing audiovisual materials for the classroom. He serves currently as the President of the Southeastern Regional Media Leadership Council.



5. ART EDUCATION

Editor: Dr. Hilda P. Lewis, 17749 Chateau Court, Castro Valley, CA 94546
Publisher: National Art Education Association
Length: 8 pages (2,500 words)
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes
Audience: "Any topic of professional interest to art educators."
Deadlines: Manuscripts are welcome at any time
Other: Submit three copies; name and institutional affiliation on separate sheet from text; write in a simple, clear, precise and straightforward manner; avoid long quotations

6. ATHLETIC JOURNAL

Editor: Jane Gordey
Publisher: Athletic Journal
1719 Howard Street
Evanston, IL 60202
Length: 5-6 (1,200-1,500 words)
Style: Written in expository paragraph form and not as an outline
Themed: Issues do not have planned themes
Refereed: No
Audience: "The article should be 'technical' in nature and should pertain directly to the coaching of a sport, or some aspect of that sport."
Deadlines: Manuscripts are welcome at any time
Other: Photographs encouraged; include short autobiography along with article; payment made for articles printed

7. BALANCE SHEET

Editor: Donald H. Fox
Publisher: South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227
Length: 6-7 pages (18,000-2,400 words)
Style: See recent issue for style guidelines
Themed: Issues do not have planned themes
Refereed: Yes
Audience: Business, marketing, and economics teachers and administrators
Deadlines: Manuscripts are welcome at any time
Other: Dot matrix font acceptable; articles should present educational innovations based on research or experience

8. CHANGE

Editor: Nanette Wiese, Managing Editor
Publisher: American Association of Higher Education
Helen Dwight Reid Foundation
4000 Albemarle Street, NW
Washington, DC 20016
Length: 2-12 pages (1,000-5,000 words)
Style: Chicago
Themed: Issues do not have planned themes
Refereed: No
Audience: Change "...is intended to stimulate the thoughts of reflective practitioners in colleges, universities, corporations, government and elsewhere."
Deadlines: Manuscripts are welcome at any time
Other: Submit manuscripts in duplicate; all figures and illustrations typed on pages following last page of text

9. CHILD DEVELOPMENT

Editor: Willard W. Hartup, University of Minnesota, 51 E. River Road,

Minneapolis, MN 55455
Publisher: Society for Research in Child Development
Length: 15-40 pages
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: "Child Development is a publication outlet for reports of empirical research, theoretical articles, and reviews that have theoretical implications for developmental research."
Deadlines: Manuscripts are welcome at any time
Other: Submit four copies of manuscript; double-strike dot matrix type font acceptable; "Notice To Contributors" in each issue for full guidelines

10. CHILDHOOD EDUCATION: INFANCY THROUGH EARLY ADOLESCENCE

Editor: Lucy Prete Martin
Publisher: Childhood Education
11141 Georgia Avenue
Suite 200
Wheaton, MD 20902
Length: 4-8 pages (950-1950 words)
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Childhood Education is "a professional medium for those concerned with the education and well-being of children from infancy through early adolescence."
Deadlines: Manuscripts are welcome at any time
Other: Do not send article proposals or outlines; submit four copies of manuscript; name and institutional affiliation on separate sheet from text; photographs or diagrams are desired; daisy wheel type font preferred

11. CLEARING HOUSE

Editor: Elizabeth Brooks
Publisher: Hieldref Publications
4000 Albemarle Street, NW
Washington, DC 20016
Length: 600-2,500 words
Style: Chicago
Themed: Issues do not have planned themes
Refereed: No
Audience: "The Clearing House publishes material of interest to middle level, and high school teachers and administrators. The journal contains articles reporting on useful practices, research findings, and experiments."
Deadlines: Manuscripts are welcome at any time
Other: Submit two copies of manuscript; avoid explanatory notes whenever possible

12. COLLEGE ENGLISH

Editor: James C. Raymond, Department of English, University of Alabama, University, Alabama 35486
Publisher: National Council of Teachers of English
Length: No more than 30 pages
Style: MLA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: "Appropriate subjects are literature

(including non-fiction), linguistics, literacy, critical theory, reading theory, rhetoric, composition, pedagogy, and professional issues." Manuscripts are welcome at any time Submit two letter quality copies of articles and three unaddressed envelopes (with sufficient unattached postage) for mailing manuscript to reviewers; see Editorial Policy in each issue

Deadlines:
Other:

13. COMMUNITY, TECHNICAL AND JUNIOR COLLEGE JOURNAL

Editor: Diane Eisenberg
Publisher: American Association of Community & Junior Colleges
National Center for Higher Education
1 Dupont Circle, Suite 410
Washington, DC 20036-1176

Length: 10 pages (2,500 words)
Style: APA
Themed: Yes, see issues for themes
Refereed: Yes, blind review
Audience: Those interested in the issues and goals of community, technical and junior colleges

Deadlines: See volume 57 for current themes and dates
Other: Include autobiographical information and photograph with submission of article; name and institutional affiliation on separate sheet from text

14. EARLY YEARS

Editor: Allen Raymond, 325 Post Road West, Box 3330, Westport, CT 06880
Publisher: Highlights for Children, Inc.
Length: 1,200-1,500 words
Style: Editor re-writes for consistency of style
Themed: Issues do not have planned themes
Refereed: No
Audience: Educators working with pre-school through grade 8 students

Deadlines: Manuscripts are welcome at any time
Other: Return postage should accompany manuscript

15. EDUCATION FORUM

Editor: Kaoru Yamamoto, College of Education, Arizona State University, Tampa, AZ 85287
Publisher: Kappa Delta Pi
Length: 15-30 pages
Style: Chicago
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: "The basic purpose of this refereed journal of educational thought is to publish original inquiries, discourses, and discussions, and thereby to stimulate exploration of, and reflection upon, contemporary issues, problems, and possibilities in education."

Deadlines: Manuscripts are welcome at any time
Other: Submit four copies of manuscript and abstract of no more than 250 words

16. EDUCATIONAL LEADERSHIP

Editor: Ronald Brandt
Publisher: Association for Supervision & Curriculum Development

125 North West Street
Arlington, VA 22314

Length: 5-15 pages
Style: Chicago
Themed: Yes, see issues for list
Refereed: Yes
Audience: Educational Leadership is intended for persons interested in supervision, instruction, curriculum, and leadership in education

Deadlines: See theme announcement in issues for dates
Other: Submit two copies on translucent white bond paper; name, phone, institutional affiliation and address on separate sheet for text

17. EDUCATIONAL RECORD

Editor: Barbara McKenna
Publisher: American Council on Education
1 Dupont Circle
Washington, DC 20036

Length: 10-15 pages
Style: Chicago
Themed: Issues do not have planned themes
Refereed: No, but seeks judgment of outside reviewers
Audience: "Educational Record provides a platform for presenting ideas and information of importance to the administrators and faculty members of colleges and universities."

Deadlines: Manuscripts are welcome at any time
Other: The Record does not publish research reports; submit two copies of manuscript to editor; photographs to accompany text are encouraged; name and institutional affiliation on separate sheet from text

18. EDUCATIONAL TECHNOLOGY

Editor: Lawrence Lipsitz
Publisher: Educational Technology Publications
720 Palisades Avenue
Englewood Cliffs, NJ 07632

Length: Under 2,000 words
Style: "Use whatever format is most comfortable."
Themed: Yes, see issues for list
Refereed: No
Audience: Educational Technology seeks articles that "interpret research and/or practical applications of scientific knowledge in education and training environments."

Deadlines: Manuscripts are welcome at any time
Other: Submit two copies of manuscript; author should be identified on the manuscript by his or her current job title; style of writing should be informal

19. EDUCATIONAL THEORY

Editor: Ralph C. Page, Education Building, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820
Publisher: The John Dewey Society
Philosophy of Education Society
University of Illinois College of Education

Length: 5-30 pages
Style: Chicago
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Those interested in the development of

educational theory, and the discussion of theoretical problems within the educational profession.

Deadlines: Manuscripts are welcome at any time
Other: Submit three copies of manuscript

20. ELEMENTARY SCHOOL JOURNAL

Editor: Thomas L. Good
Publisher: University of Chicago by:
Center for Research in Social Behavior
University of Missouri-Columbia
111 East Stewart Road
Columbia, MO 65211

Length: 20-40 pages (5,000-10,000 words)
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Those interested in "original studies, reviews of research and conceptual analyses for researchers and practitioners interested in elementary schooling."

Deadlines: Manuscripts are welcome at any time
Other: Submit four copies of manuscript plus abstract of 100-150 words; name and institutional affiliation on separate sheet from text

21. HARVARD EDUCATIONAL REVIEW

Editor: Margaret K. O'Hara
Publisher: Harvard Educational Review
Longfellow Hall
13 Appian Way
Cambridge, MA 02138-3752

Length: 20-40 pages (5,000-10,000 words)
Style: APA for technical and research articles; MLA for descriptive or essay-type articles; uniform system of citation for legal articles

Themed: Somewhat; see back of cover for topics
Refereed: Yes, blind review
Audience: Scholars in the field of education
Deadlines: Manuscripts are welcome at any time
Other: Submit three copies and a one page abstract

22. INDUSTRIAL EDUCATION

Editor: Andrew J. Cummins
Publisher: Cummins Publishing Company
31600 Telegraph Road
Birmingham, MI 48010

Length: 4-12 pages (1,000-3,000 words)
Style: Informal
Themed: Issues do not have planned themes
Refereed: No
Audience: Teachers and educators in high school and college Industrial Arts and Vocational Education departments.

Deadlines: Manuscripts are welcome at any time
Other: Include plan of procedure and bill of goods needed; include SASE with manuscript

23. INSTRUCTOR AND TEACHER

Editor: Leanna Landsman, Advertising and Editorial Offices, Harcourt, Brace and Jovanovich, 545 Fifth Avenue, New York, NY 10017

Publisher: Harcourt, Brace and Jovanovich
Length: 12-20 pages (3,000-5,000 words)
Style: No particular style manual preferred
Themed: Somewhat, depends on events of the school year

Refereed: No
Audience: Elementary school teachers,

administrators, and professional educators

Deadlines: Contact editor for exact dates for submission

Other: Name and institutional affiliation on each page

24. JOURNAL OF EDUCATION

Editor: Uses editorial board as editor
Publisher: School of Education
Boston University
605 Commonwealth Avenue
Boston, MA 02215

Length: 20-40 pages
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: "Addresses students and educators with regard to pertinent issues in contemporary education."

Deadlines: Manuscripts are welcome at any time
Other: Submit original and two copies of manuscript plus abstract (100-200 words) and short autobiographical sketch

25. JOURNAL OF EDUCATIONAL PSYCHOLOGY

Editor: Robert C. Calfee, School of Education, Stanford University, Stanford, CA 94305

Publisher: American Psychological Association
Length: 20-30 pages
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Those interested in learning and cognition, especially as it relates to problems of instruction, and with the psychological development, relationships, and adjustment of the individual.

Deadlines: Manuscripts are welcome at any time
Other: Follow guidelines in APA manual to a "T," submit four copies of manuscript and abstract of 100-500 words; name and institutional affiliation on separate page from text

26. JOURNAL OF EDUCATIONAL RESEARCH

Editor: Uses editorial board as editor
Publisher: Heldref Publications
4000 Albermarle Street, NW
Washington, DC 20016

Length: 15-30 pages
Style: APA
Themed: Issues do not have planned themes
Refereed: No
Audience: Readers look for "manuscripts that describe or synthesize research of direct relevance to educational practice in elementary and secondary schools."

Deadlines: Manuscripts are welcome at any time
Other: Submit two copies of manuscript plus abstract of 100 words

27. JOURNAL OF HIGHER EDUCATION

Editor: Robert J. Silverman
Publisher: American Association for Higher Education
Ohio State University Press
1050 Carmach Road
Columbus, OH 43210

Length: 15-20 pages
Style: Chicago

Themed: Yes, see issue 1 of each volume for full details
Refereed: Yes, blind review
Audience: Higher education administrators
Deadlines: See issue 1 of each volume for full details
Other: Submit original, two copies and abstract of 50 words or less

28. JOURNAL OF NURSING EDUCATION

Editor: Margaret Carnine
Publisher: SLACK Incorporated
6900 Grove Road
Thorofare, NJ 08086
Length: Major articles: 15 pages
Briefs: maximum of 8 pages
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Faculty and administrators in nursing education
Deadlines: Manuscripts are welcome at any time
Other:

29. JOURNAL OF PHYSICAL EDUCATION, RECREATION AND DANCE

Editor: Frances F. Rowan
Publisher: American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091
Length: 7-12 pages
Style: Chicago for narrative, APA for references and footnotes
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Health, Physical Education and Dance educators
Deadlines: Manuscripts are welcome at any time
Other: Name and institutional affiliation on separate sheet from text; contact editor for ways to publish if not want to submit an article

30. JOURNAL OF SCHOOL HEALTH

Editor: R. Morgan Pigg, Jr.
Publisher: American School Health Association
PO Box 708
Kent, OH 44240
Length: 10-12 pages
Style: AMA Stylebook
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Persons interested in "health promotion in school settings."
Deadlines: Manuscripts are welcome at any time
Other: Name and institutional affiliation on separate sheet from text; submit original and four copies; request "Guidelines for Authors" before submitting manuscript

31. JOURNAL OF TEACHER EDUCATION

Editor: Thomas J. Lasley, School of Education, University of Dayton, Dayton, OH 45469
Publisher: American Association for Colleges for Teacher Education
Length: Not to exceed 20 pages
Style: APA
Themed: Yes, see issues for themes and deadlines
Refereed: Yes, blind review
Audience: Deals with research, theory, practice and trends in teacher education.

Deadlines: Yes, see issues for themes and deadlines

Other: Submit four copies of manuscript; name, address and institutional affiliation on separate sheet from text, request "Information for Authors" before submitting manuscript

32. MATHEMATICS TEACHER

Editor: Harry B. Tunis
Publisher: National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
Length: Not to exceed 10 pages
Style: Chicago
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Mathematics instructors in junior high school to post-graduate level
Deadlines: Manuscripts are welcome at any time
Other: Submit five copies; request "Information and Guidelines for Contributors" before submitting manuscript

33. PHYSICAL EDUCATOR

Editor: David Matthews, 170 IMPE Building, 201 Peabody Drive, Champaign, IL 61820
Publisher: Phi Epsilon Kappa Fraternity
Length: 10-20 pages
Style: APA
Themed: Yes, see issues for themes and deadlines
Refereed: Yes, blind review
Audience: High school and collegiate physical education instructors
Deadlines: See issues for themes and deadlines
Other: Submit original and two copies

34. PHYSICS TEACHER

Editor: Donald F. Kirwan, PO Box 336, Kingston, RI 02881
Publisher: American Association of Physics Teachers
Length: Not to exceed 5,000 words
Style: See issue 1 of each issue for directions
Themed: Issues do not have planned themes
Refereed: No
Audience: High school, college and university teachers of physics
Deadlines: Manuscripts are welcome at any time
Other: Submit original and 2 copies of manuscript; can submit article on diskette (Multimate or Wordstar word processing program)

35. REVIEW OF EDUCATIONAL RESEARCH

Editor: Penelope Peterson, Department of Educational Psychology, University of Wisconsin, 1025 West Johnson Street, Madison, WI 53706
Publisher: American Educational Research Association
Length: 35-60 pages
Style: APA
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Those interested in "critical, integrative reviews of literature bearing on education."
Deadlines: Manuscripts are welcome at any time
Other: Submit four copies plus abstract of 100-150 words

36. SCHOOL LIBRARY JOURNAL
Editor: Lilian Gerhardt
Publisher: R.R. Bowker, 205 42nd Street, New York, NY 10017
Length: 3,500-4,000 words
Style: Any consistent style
Themed: Issues do not have planned themes
Refereed: No
Audience: Those who provide library services to children and young adults
Deadlines: Manuscripts are welcome at any time
Other: Articles are to be double-spaced typed

37. SCHOOL LIBRARY MEDIA QUARTERLY
Editor: Marilyn Greenberg, California State University, 5151 State University Drive, Los Angeles, CA 90032
Publisher: American Association of School Librarians
Length: 10-15 pages
Style: Turabian
Themed: Issues do not have planned themes
Refereed: Yes
Audience: School librarian, grades N-12
Deadlines: Manuscripts are welcome at any time
Other: Name and institutional affiliation on separate sheet from text

38. SCHOOL SCIENCE AND MATHEMATICS
Editor: Dr. Gary Bitter, 203 Payne Hall, Arizona State University, Tempe, AZ 85287
Publisher: School Science and Mathematics Association
Length: 8-10 pages
Style: Modified APA (see issues for style adjustments)
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: Precollege and college teachers of science and mathematics
Deadlines: Manuscripts are welcome at any time
Other: \$19 review fee if not member of association; request information for contributors before submitting article; must submit five copies of article

39. SCIENCE EDUCATION
Editor: Leopold E. Klopfer, University of Pittsburgh, 3939 O'Hara Street, Pittsburgh, PA 15260
Publisher: Association for the Education of Teachers in Sciences
Length: 5-20 pages
Style: APA
Themed: Sections within each issue act as themes
Refereed: Yes, blind review
Audience: Undergraduate and graduate science educators
Deadlines: Manuscripts are welcome at any time
Other: Name and institutional affiliation on separate sheet from text; submit original and three copies

40. SCIENCE AND CHILDREN
Editor: Phyllis Marcuccio
Publisher: National Science Teachers Association
1742 Connecticut Avenue, NW
Washington, DC 20009
Length: Not to exceed 1,500 words
Style: Chicago
Themed: Issues do not have planned themes
Refereed: Yes, blind review

Audience: "Pre-school through middle school teachers and teacher educators, as well as principals, librarians, resource persons, supervisors, coordinators, administrators, and parents."
Deadlines: Manuscripts are welcome at any time
Other: Include bibliography of children's books when appropriate

41. SCIENCE TEACHER
Editor: Juiana Tuxley, Box 215, New Baltimore, MI 48047
Publisher: National Science Teachers Association
Length: Not to exceed 2,500 words
Style: Chicago
Themed: Issues do not have planned themes
Refereed: No
Audience: Middle/junior high and secondary school science teachers
Deadlines: Manuscripts are welcome at any time
Other: Interest is with classroom projects, ideas and experiences; request author's information sheet before submitting article

42. TEACHERS COLLEGE RECORD
Editor: Jonas Soltis
Publisher: Teachers College
Columbia University
525 West 120th Street
New York, NY 10027
Length: 20-25 pages
Style: Chicago
Themed: Issues do not have planned themes
Refereed: Yes
Audience: Professional educators
Deadlines: Manuscripts are welcome at any time
Other: Do not use dot matrix font print

43. THRESHOLDS IN EDUCATION
Editor: Byron F. Radebaugh and Joseph R. Ellis, Box 771, DeKalb, IL 60115
Publisher: Thresholds in Education Foundation
Length: 900-5,000 words
Style: APA
Themed: Yes, see issues for themes
Refereed: Yes
Audience: Those interested in innovative and critical approaches to resolving contemporary educational issues and problems
Deadlines: Dec. 1 (for Feb.); Mar. 1 (for May); June 1 (for Aug.); Sept. 1 (for Nov.)
Other: Most articles are invited by the issue editor

44. YOUNG CHILDREN
Editor:
Publisher: National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009
Length: 5-20 pages
Style: Chicago
Themed: Issues do not have planned themes
Refereed: Yes, blind review
Audience: "Professionals who work with/for young children: teachers, parent educators, program directors, teacher educators, researchers in early childhood education/child development"
Deadlines: Manuscripts are welcome at any time
Other: Submit four copies of manuscript; name, address and institutional

affiliation on separate sheet from text; request author's guidelines before submitting article

Table 1

Journal Subject Orientation

Journal	Subject Matter													
	Administration	Art	Business Education	Educational Theory	Industrial Education	Language Arts	Library/Media	Mathematics	Music	Physical Education	Reading	Science	Social Studies	Teacher Education
1. American Education	X													
2. American Educational Research Journal			X											
3. American Music Teacher								X						
4. American School and University	X													
5. Art Education		X												
6. Athletic Journal									X					
7. Balance Sheet			X											
8. Change	X													X
9. Child Development				X										X
10. Childhood Education: Infancy Through Early Adolescence														X
11. Clearing House				X										X
12. College English						X								
13. Community, Technical and Junior College Journal	X													
14. Early Years		X				X		X	X	X	X		X	
15. Education Forum				X										
16. Educational Leadership	X			X			X							
17. Educational Record	X			X										
18. Educational Technology	X	X				X	X	X	X	X	X	X	X	X
19. Educational Theory				X										
20. Elementary School Journal	X	X				X	X	X	X	X	X	X	X	
21. Harvard Educational Review	X			X										
22. Industrial Education					X									
23. Instructor and Teacher		X				X	X	X		X	X	X	X	
24. Journal of Education				X										X
25. Journal of Educational Psychology	X			X										

(Continued)

Table 1 (Continued)

	Administration	Art	Business Education	Educational Theory	Industrial Education	Language Arts	Library/Media	Mathematics	Music	Physical Education	Reading	Science	Social Studies	Teacher Education
26. Journal of Educational Research	X	X		X		X		X	X	X		X	X	X
27. Journal of Higher Education	X			X										X
28. Journal of Nursing Education	X									X				
29. Journal of Physical Education, Recreation and Dance										X				
30. Journal of School Health	X	X								X				
31. Journal of Teacher Education														X
32. Mathematics Teacher								X						
33. Physical Educator										X				
34. Physics Teacher												X		
35. Review of Educational Research				X										
36. School Library Journal							X							
37. School Library Media Quarterly							X							
38. School Science and Mathematics								X				X		
39. Science Education												X		
40. Science and Children												X		
41. Science Teacher												X		
42. Teachers College Record	X			X										X
43. Thresholds	X			X	X	X				X	X	X	X	X
44. Young Children						X	X	X	X	X	X	X	X	

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Table 2

Journal Grade Level Orientation

Journal	Grade Level Orientation				
	Pre-School	Elementary	Middle/Junior High	Secondary	Higher Education
1. American Education	X	X	X	X	X
2. American Educational Research Journal	X	X	X	X	X
3. American Music Teacher	X	X	X	X	X
4. American School and University	X	X	X	X	X
5. Art Education	X	X	X	X	X
6. Athletic Journal			X	X	X
7. Balance Sheet				X	X
8. Change	X	X	X		X
9. Child Development	X	X	X		
10. Childhood Education: Infancy Through Early Adolescence					
11. Clearing House			X	X	
12. College English					X
13. Community, Technical and Junior College Journal					X
14. Early Years	X	X	X		
15. Education Forum	X	X	X	X	
16. Educational Leadership		X	X	X	X
17. Educational Record					X
18. Educational Technology	X	X	X	X	X
19. Educational Theory			X	X	X
20. Elementary School Journal	X	X			
21. Harvard Educational Review					X
22. Industrial Education				X	X
23. Instructor and Teacher	X	X			
24. Journal of Education		X	X	X	X
25. Journal of Educational Psychology	X	X	X	X	X
26. Journal of Educational Research				X	X
27. Journal of Higher Education					X
28. Journal of Nursing Education					X

(Continued)

Table 2 (Continued)

	Pre-School	Elementary	Middle/Junior High	Secondary	Higher Education
29. Journal of Physical Education, Recreation and Dance	X	X	X	X	X
30. Journal of School Health	X	X	X	X	X
31. Journal of Teacher Education					X
32. Mathematics Teacher			X	X	X
33. Physical Educator			X	X	X
34. Physics Teacher				X	X
35. Review of Educational Research					X
36. School Library Journal	X	X	X		
37. School Library Media Quarterly	X	X	X	X	
38. School Science and Mathematics				X	X
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40. Science and Children	X	X	X		
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A Selected Annotated Bibliography of Readings in Writing for Education Publication

■ *Robert C. Cambic*

For the beginning author, a lack of familiarity with various and necessary "tools of the trade" is usually evident. Vehicles for creative and professional production and insight concerning assorted avenues on how to get published may inhibit or actually impede the beginning and subsequent growth of any responsive endeavors toward publishing.

Therefore, the following section is designed to reduce some of the "technical unfamiliarity" often found by aspiring authors. By surveying available literature and resources known to educational writers, this annotated bibliography should be a valuable tool. This section has been organized into six major areas of professional communication. They are: "Major Book Publishers"; "Style Manuals"; "Affective Considerations"; "Word Processing Sources"; "Reference Books"; and "Specific Subject Manuals." The annotated bibliographic form provides the reader with a brief, yet detailed offering of the contents of identified publications. Readers can scan sources and choose appropriate ones for further investigation.

I. MAJOR BOOK PUBLISHERS

Books in Print (by authors - 3 vols. By title- 3 vols. By subject- 4 vols.). New York: R.R. Bowker, 1983-1984.

Major comprehensive listing of books in print. Publishers' addresses included from some 15,200 publishing sources. An extremely authoritative guide for all levels of writers.

Director, Association of American University Presses. New York: Association of American University Presses, 1982-1983.

Represents another source that serves as a guide for the scholarly author in that only university presses are compiled.

Kurian, G.T. The directory of American book publishing. New York: Simon and Schuster, 1975.

Provides definitive information concerning the history and background of the major publishers. Extremely useful in providing awareness of whom you may be writing for.

Publishers, distributors, and wholesalers of the United States. New York: R.R. Bowker, 1983.

A major listing of 37,500 editorial and ordering addresses for the perspective writer.

Hillman, B.J., Editor. Writer's market. Cincinnati: Writer's Digest Books, Annual.

This yearly compiled source of information represents 4,000 places to sell your writings. Included are sources for specific types of materials such as short stories, articles, books, plays, etc.

II. STYLE MANUALS

Longyear, M.M., Editor. The McGraw-Hill style manual. New York: McGraw-Hill Book Company, 1982.

Details general standards for writing many formats of papers and/or articles including technical standards for math and science formats as well as grammar and usage styles for others.

Skillin, J. and Gay, R.M. Words into type. Englewood Cliffs, NJ: Prentice-Hall, 3rd ed., 1974.



Robert C. Cambic. Bob is currently science department chairman, St. Francis Academy in Joliet, Illinois, where he teaches chemistry, A.P. Biology and anatomy and physiology. His research interests, which he has presented nationally for National Sciences Teacher Association, include establishing a curriculum for advanced cognitive retention in upper division science courses. Bob is a doctoral student at Northern Illinois University in the department of Curriculum and Instruction.

Great detail is provided on how to prepare the initial manuscript for publication, working on copy, maintaining consistent copyediting style, improving grammar and word choice and planning illustrations for your work.

Strunk, W., Jr. and White, E.B. The elements of style. New York: Macmillan, 3rd ed., 1979.

Represents the original classic work by Strunk into various writing styles with White contributing formats utilized in famous works bearing his name.

van Leunen, M.C. A handbook for scholars. New York: Alfred A. Knopf, 1978.

Considers many of the problems scholars encounter in the many phases of writing they engage in. Included are the mechanics of citations, quotes, footnotes and others.

Zinsser, W. On writing well: An informal guide to writing nonfiction. New York: Harper and Row, 1980.

Definitely a book for those who wish to communicate effectively through the mode of nonfiction. Provides unique background necessary for proper writing in this definitive style.

III. AFFECTIVE CONSIDERATIONS

Bernstein, T.M. Watch your language. New York: Atheneum Books, 1965.

A rather lively guide to better writing based upon actual, practical experiences as related at The New York Times. Provides relevant guides into the 'pitfalls' of language usage.

Flesch, R. The art of readable writing. New York: Harper and Row, 1949.

Although written some time ago, provides a highly readable format which contains excellent advice on writing. Uses the Flesch readability formula developed by the author to examine your own work.

McCartney, E.S. Recurrent maladies in scholarly writing. New York: Gordian Books, 1969.

A short guide in style for scholars that explains the benefits of using a simple, logical, correctly spelled format. Represents a definite step toward effective writing of complex material.

Safire, W. What's the good word? New York: Times Books, 1982.

This volume is highly 'readable' and represents a concise commentary that is helpful to those writers that are in need of precision in their usage of words and standard vocabulary. Many steps above the standard type of thesaurus, it is a highly useful volume.

IV. WORD PROCESSING SOURCES

Christensen, J. Word processing simplified and self-taught. New York: Arco Press, 1983.

An excellent book included here because it represents a guide for the absolute beginner (or those who still feel like one) in using word processing skills.

Fluegelman, A. and Hughes, J.J. Writing in the computer age: Word processing skills and style for every writer. Garden City, NY: Anchor Books, 1983.

Represents a most effective volume on word processing skills specifically for the use of writers. Addresses such problems directly in terms of what writers can use.

McCunn, D.H. Write, edit, and print: Word processing with personal computers. San Francisco: Design Enterprises of San Francisco, 1982.

With the advent of the use of personal micro-computers, this book forms a guide to the varied uses on those 'marvelous-mini-marvels'.

Stults, R.A. The illustrated word processing dictionary. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Provides basic help for the writer in terms of what can go wrong during word processing activities.

Zinsser, W. Writing with a word processor. New York: Harper and Row, 1983.

A very readable volume for use by beginners in the form of the author's first experiences with the word processor for his authoring techniques. Insight is at a very high level that many readers will relate personal accounts to.

V. REFERENCE BOOKS

Best reference books: Titles of lasting value selected from American Reference Books Annual 1970-1980. Littleton, CO: Libraries Unlimited, 1981.

A fine reference guide to the best in multiple source reference books during the past decade. A beginning "where-to-look" book that supplies the writer with a vast source of reference materials.

Chandler, G. How to find out. Oxford, NY: Pergamon Press, 1982.

For those individuals that require the absolute first step in source seeking, this volume provides where to look for whatever particular type of information you are seeking.

VI. SPECIFIC SUBJECT MANUALS

Each of the following selections provides

particular information towards writing in that certain field of endeavor.

Business

Cabell, D.W.E., Editor. Director of publishing opportunities in business administration and economics. Beaumont, TX: Cabell Publishing Co., 2nd ed., 1981.

English

Mackesy, E.M. and Mateyak, K. MLA director of periodicals: A guide to journals and series in languages and literature. New York: Modern Language Association of America, 1981.

Education-General

Arnold, D.B. and Doyle, K.O. Education/psychology journals: A scholar's guide. Metuchen, NJ: Scarecrow Press, 1975.

Multiple-Subject

Director of publishing opportunities in journals and periodicals. Chicago: Marquis Academic Media, 4th ed., 1978.

Science

Handbook for authors. Washington, DC: American Chemical Society, 1978.

Social Sciences

Political and social sciences journals: A handbook for writers and reviewers. Santa Barbara, CA: ABC-CLIO, 1983.



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