

Editor

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Issue No. 14
 Spring 1998

A Penney for Your Two Cents

BELS Letter: Many editors believe that the most common problem with scientific papers is "too many words." What is your opinion?

Miriam Bloom, ELS(D): I would like to divide this question into two parts, one for authors who use English as their first language (EFL), and one for authors who use English as a second language (ESL). In both cases the answer is yes, too many words is the most common problem, but the etiologies are different. EFL authors use too many words because they don't bother thinking; ESL authors use too many words because they don't stop worrying. There are also sources of wordiness common to both.

Many EFL authors think that the ability to write a clear and concise scientific manuscript is a gift granted to others. They do not (or will not) understand that writing is a labor, that it never comes out right the first time, and that any manuscript needs to be written over and over again. If it isn't, it has too many words. Overly wordy is, I think, the natural state of any first draft—it's sort of like baby fat. Many EFL authors see words as symbols of their alliance with others in their field. If the nutrition club, for example, says *dietary intake*, no nutritionist dares say *food*. Still other authors use words as defensive weapons. They surround themselves with a shield of them. Some have developed into an art form ways of saying the most obvious things in the most obscure ways. They seem to think that the wordier they are, the smarter they seem. Hah!

[In contrast,] a problem many ESL authors have is uncertainty. They are not sure that what they have said is clear, so they say it again in some other way (which is actually often quite helpful to the editor). And then they say it again in some other place. And then again in another. In one paper I edited, the author repeated his entire methods section under each figure. A related problem is tentativeness. Sentences commonly begin with, "It is believed that . . .", "It is reported that . . .", [and similar constructions.]. Then, of course, there is the [excessive use of the] passive voice, which adds tedium along with extra words. The Japanese, for instance, even nest passive constructions. Passive voice is used by EFL authors, too, but not to the same scale.

**Preface ShrinkLit:
 Elements of Style
 William Strunk Jr
 and E B White**

"Omit needless words!"
 Said Strunk to White.

"You're right,"	Two-thirds	Would not	Said Strunk:
Said White,	Of those	The thought	"Good grief!
"That's nice	You chose	—The core—	I'm brief
Advice,	For that	Be more	(I thought)
But Strunk,	Fiat	Succinct	P'raps not...
You're drunk	Would fill	If shrank	Dear me!
With words—	The bill!	(Or shrank)?"	Let's see...
			Okay!
			Just say
			'Write tight!'
			No fat
			In that!"

"Quite right!"
 Said White,
 "Er—I mean 'Quite!'
 Or, simply, 'Right!'"

Reprinted with permission from Sagoff M: *ShrinkLits: seventy of the world's towering classics cut down to size, 2nd ed. 1980. New York: Workman Publ Co.*

FROM THE EDITOR

To paraphrase Peter Woodford's interpretation of Strunk and White's dictum, "write with vigor" is not the same thing as "write short". Short doesn't necessarily mean good. A piece of writing doesn't become better just because it gets shorter, although it often becomes shorter because it gets better. Paula LaRocque, writing coach for *The Dallas Morning News*, puts it this way:*

"Brevity is a companion of good writing, not its cause. Compression, not merely cutting, is the real goal. Compression means being able to say everything while still making our work as solid, concrete, and terse as possible. Here are some guidelines that will help us compress:

"*Beginnings*. Get right to the point. Avoid beginning with subject-delaying dependent clauses, space-eating precedes, awkwardly presented anecdotes, and boring scene-setters.

"*Sentences*. Give sentences strong beginnings and ends, and bury weaker material in the sentence's middle. Generally recast sentences beginning with *there* and *it*. See that every sentence grows out of the sentence preceding it.

"*Words*. Use small words when you can. Choose the right word, and cut deadwood, redundancies, and vague qualifiers. Avoid gratuitous use of *a*, *an*, *the*, *this*, *these*, *those*, and *that*. Cut unnecessary infinitives and *who*, *which*, and *that* clauses. Lose prepositions [when the proper word order or an apostrophe will do]. Use one active verb rather than a group of words that say the same thing—eg, summarize, for provide a summary; produce, for achieve the result; show, for give a demonstration.

"*Phrasing*. Avoid saying the obvious [red in color, tall in stature, past history].

"No work is too long that we read happily to its end. And no work is short enough that we read without pleasure."

**The Dallas Morning News*, 12 August 1997.

CONGRATULATIONS

We welcome the following new members to the Board of Editors in the Life Sciences:

S Kim Berman
Amy LB Frazier
Janice Jerrells
Keryn AG Lane
Angela C Lorio
Thomas J McVarish
Monica H Verdi

CERTIFIED

My father taught me to work, but not to love it. I never did like to work, and I don't deny it. I'd rather read, tell stories, crack jokes, talk, laugh—anything but work.

Abraham Lincoln

Papers that place extra barriers between the message and the reader are obviously inefficient and are, in fact, defeating their purpose. Successful communicators owe a large part of their success to their ability to minimize any potential barriers.

Frances Luttkhuizen, writing in *European Science Editing*, February 1998

Directory Update



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TANGENTIALLY...

Shirley Peterson, ELS

Of some interest to editors of scientific manuscripts written by nonnative English speakers is *Teaching Science to Language Minority Students*, by Judith W Rosenthal (1996. Multilingual Matters, 1900 Frost Road, Suite 101, Bristol, PA 19007). The book is well written and rife with information pertinent to our profession. A glossary in the first few pages helps the nonlinguist navigate through the text.

Keep your eye on LEP. The initials stand for Limited English Proficient (or Proficiency), a more accurate—though the word combination grates—designation than ESL, or English as Second Language. (I've been informed that the term LEP is being phased out, however, while ESL is still current.) Another initialism that may be new to editors is LMS, for Language Minority Students. All these abbreviations seem to add up to PHEW (People Having English Woes).

As manuscript editors or teachers of science writing, most of us have interacted with LEP scientists or "international" graduate students. Usually we don't deal with refugee, immigrant, or first-generation undergraduates who are faced with learning both English and science at the same time. Dr Rosenthal has, and does. Her PhD is in physiological chemistry and she has an additional master's degree in bilingual/bicultural education. Her book focuses on educating undergraduates, but many of the techniques she suggests can benefit people who work with LEP scientists or who edit science texts written by LEP authors.

Fluency in a language learned as an adult develops after 5 to 7 years of study. Along the way, "developmental" errors can be expected that are similar to those of infants when learning their native language. Adults who are learning English can be expected to have difficulty with the spelling/sound/meaning mismatch of homonyms and the different meaning and pronunciation of the same word used as an adjective, noun, or verb.

The following list of language difficulties is largely from Rosenthal's book (p 55–8) plus a few of my own.

- Some English sounds are not present at all in other languages. Th as in then doesn't exist in Farsi, Japanese, or many Indian languages (t, s, z, or d may be substituted). In Hindi there is only one sound for v and w, so the LEP speaker may confuse the English sounds when speaking and sometimes when writing. Korean and Japanese native speakers have the same problem with r and l.
- Idioms are acquired late in the progress to fluency. When speaking to LEP students or professionals, the thoughtful instructor or editor avoids idiomatic expressions and speaks slowly, so that words can be heard separately.
- Spanish requires double negatives. The transition to the single negative of English is often a gradual one.

- Speakers of Romance languages may have difficulty removing gender-specific expressions when speaking and writing English. In Spanish the pronoun can be omitted because the verb form says it all.
- Singular or plural agreement between noun and adjective or between subject and predicate can be difficult for nonnative speakers. In English the adjective that precedes the noun does not have to be plural if the noun is. In Spanish the adjective and noun must match. English agreement of singular or plural subjects and predicates are truly foreign to some Asians whose languages don't have plurals.
- Word order can also be tricky. Word order in English is subject-verb-object; Japanese is subject-object-verb. Placement of clauses in a complex sentence also varies with the language (eg, German) and can confound LEP writers who think in their native language and then translate into English.
- Prepositions are another stumbling block. Czech, for instance, doesn't have prepositions as separate words. In English, as in some other languages, the preposition is often prescribed by the verb or the content of the phrase, sentence, or idiom.
- An LEP writer may get the nuts and bolts (note the Anglo idiom) of the English language, but use the logic and rhetoric of a native tongue and culture. This combination produces a hybrid construction that can be a tough nut to crack (couldn't resist) for the editor. Bringing one's own cultural logic to the task of reading and writing science texts in English compounds the difficulty for LEP authors.

Rosenthal discusses D P Hayes's* assessment of the increasing complexity of science writing. According to Hayes, the text of science journals is becoming progressively inaccessible to nonspecialist readers. In addition, introductory science texts tend to be encyclopedic and thus hardly "introductory," although this varies among disciplines. Basic texts in physics and astronomy are usually written at a more elementary level than those in biology, chemistry, or geology.

Of particular interest to editors are Rosenthal's Chapters 5, 6, and 7. Some of the techniques used by experienced teachers of LEP students are wonderfully insightful and applicable to either classroom or informal exercises. Generally, a text suitable for LEP undergraduates should be well organized, contain clear diagrams, end-of-chapter summaries, and review tests with the answers given. Of course, any text is improved—and a better teaching tool—if it has these characteristics. A specific practice from the classroom that could be incorporated in science texts is a glossary of Latin and Greek prefixes and suffixes.

One of the more appealing aspects of Rosenthal's book is a list of names and addresses for the many people

continued on page 4

Tangentially...continued from page 3

who contributed descriptions of specific techniques or "case studies." The idea is to foster communication and discussion; I hope it works. (I intend to send an e-mail to the prof at my alma mater who does an exercise called "Writing to Learn Science: The Unknown Object"—fascinating!) Also listed are sources for further information and organizations that offer professional and financial support.

Editors have much to gain from reading this book. Judicious application of the recommended techniques can only further the cause of scientific communication across language barriers. And closer to home, the science literacy of Americans might well improve if some of the measures suggested for LEP teaching were available to all students.

*Hayes DP. The growing inaccessibility of science. *Nature* 1992;356:739-40.



EXTRA! EXTRA!

The Seventh Annual Meeting of BELS will be held in Salt Lake City on the evening of Saturday, 2 May, following the CBE member reception. Details of place, time, and contact person will be mailed to all soon.

Miriam Bloom, ELS(D), and Grace Darling, ELS(D), successfully completed all the requirements for diplomate status within the BELS organization and were recently elevated to the rank of Diplomate Editors in the Life Sciences. This brings up the number of ELS(D)s to 13.

Ann Morcos, ELS, has been promoted to executive assistant to the chancellor of Tulane University Medical Center. The chancellor, Dr John LaRosa, is a well-known cardiologist and celebrated writer and speaker. Ann edits all his publications and prepares his presentation materials.

Faith McLellan, ELS, is now DOCTOR McLellan, having received a PhD last fall from the University of Texas Medical Branch in Galveston. Her degree is in medical humanities with area of concentration in literature and medicine. Her dissertation, "The Electronic Narrative of Illness," is about stories of illness that patients or their families post on the Internet.

Susan Vaupel, ELS, for 3 years a senior technical editor with the *American Journal of Epidemiology* at Johns Hopkins University, is now the managing editor of the *ILAR Journal*. The journal is published quarterly by the Institute for Laboratory Animal Research of the National Academy of Sciences.



ODDS AND ENDS

The letter combination "ough" can be pronounced in nine different ways. The following sentence contains them all: "A rough-coated, dough-faced, thoughtful ploughman strode through the streets of Scarborough; after falling into a slough, he coughed and hiccoughed."

A team of researchers from Loma Linda University announced recently that they had genetically engineered potatoes to carry a vaccine against cholera, raising the possibility that people could be inoculated by eating french fries. "We anticipate that this system will be very useful in economically developing areas where cholera is endemic and where [other] vaccines don't work very well," said William Langridge, principal investigator. Langridge and colleagues genetically engineered potatoes to produce nontoxic cholera toxin B (CTB), a protein that sparks an immune response in mice and humans. The resulting potatoes are transgenic—containing both potato and foreign genes.

A study conducted at Iowa State College in 1969 suggests that a parent's stress at the time of conception plays a major role in determining a baby's sex. The child tends to be of the same sex as the parent who is under less stress.

The American Association of Retired Persons (AARP) doesn't like the term "senior citizens" in reference to its members; it prefers "older Americans" or "mature Americans." Aging baby-boomers (eg, President Clinton) use expressions like "near-elderly," which is the insurance industry's designation for people between 55 and 64 years of age. The Census Bureau concurs, and reserves "elderly" for people 65 and older.

Honey is the only food that will not spoil. Honey found in the tombs of Egyptian pharaohs has been tested by archaeologists and found to be edible.

If you've ever wondered what the numbers on your Social Security card signify, here is a breakdown of the mysterious code:

- The first three numbers show what part of the country you applied from.
- The next two numbers show, in coded form, the year you applied for the card.
- The last four numbers indicate your citizen's number, which is kept on file by the government.

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Odds and Ends...continued from page 4

From *The Physician-Writer's Book*, by Richard M Hewitt (1957):

Hyphenation. In this book, or anywhere if I could help it, I would not touch the subject of hyphenation. I do not know two people who agree about it, although I know a number who have bowed to authority in order to eat. Hyphenation is part of my business, unfortunately, and I try not to complain about it—too much.

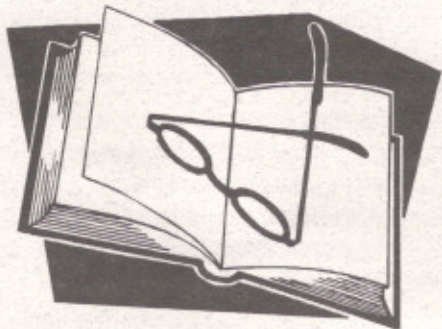
Hyphenation also is part of the business of editors in publishing houses. An author should not be bothered with it. In any event, whatever he does with respect to it will be wrong in the publishing house which finally gets his manuscript.

Hyphenation is strictly a family affair, to be fought over behind closed doors. It never should be mentioned when guests are present or when members of the family are out in company.

The History of Medicine Division (HMD) of the National Library of Medicine (NLM) is one of the world's richest resources for historical scholarship in medicine and related sciences. Among its holdings, the HMD collection has

- All material in the NLM printed before 1914 and thousands of later pamphlets and dissertations, totaling some 600,000 pieces. About 70,000 of these items were printed before 1801, some 550 before 1501.
- Early (before 1600) Western manuscripts and microfilm copies of about 600 manuscripts held by European libraries.
- Prints and photographs in a variety of media illustrating social and historical aspects of medicine—approximately 59,000 items (can be viewed on line through the NLM's Web site).
- A collection of 139 Arabic and Persian medical manuscripts.
- Reprints of more than 1300 Chinese medical works dating from the pre-Han dynasty.

Items in microfilm or other photocopy format may be borrowed through interlibrary loan. Most monograph and serial titles may be searched in NLM's online catalog, CATLINE, accessible through <http://www.nlm.nih.gov>.



THE JURY IS OUT

Judy Dickson, ELS(D)

The question this time has three parts. CBE's *Scientific Style and Format* states the following: "In scientific text, arabic numerals should be used in preference to words when the number designates anything that can be counted or measured . . ." An example given is "3 hypotheses." Do you follow this style? If you do, is it by your choice? What is your opinion of this usage rule?

Lots of people replied, and lots of people used all caps for words like "despise" and "mistake" in their replies. In fact, so many people responded that we had to do some heavy editing and omit some replies. This one was fun! Read on.

.....

No, I don't follow this CBE style of using arabic numerals for all numbers in the text; I wouldn't use it by choice in any type of formal writing and I dislike it very much. Coming across numerals in the text like that causes my mind to hesitate for a split second, and even that brief hesitation interferes with seamless comprehension. I believe that all elements of style should be transparent to the meaning of the passage.

Karen F Phillips, ELS

We follow the more traditional rule of using numerals for 10 and over and words for 9 and under (with the usual exceptions, such as consistency in lists). I strongly believe that the current CBE style in this area does nothing to improve readability. In fact, I would guess that, more often than not, it impairs readability by breaking a natural flow of text with an unnecessary numeral.

Bill Carman, ELS

I do not follow this style. Because I work for a government facility, I have to use the US Government Printing Office style. I do not like the CBE usage rule regarding arabic numerals. It is not pleasing from a typographical standpoint and does not provide visual cues to the reader for word groupings.

Elaine R Firestone, ELS

Yes, I follow this style, and I do so by choice. Although is sometimes difficult to catch every little number when editing, I think that it improves comprehension when reviewing a document very quickly.

Paula Card-Higginson, ELS

I work for a pharmaceutical company that does not follow the number style preferred by CBE. I don't care for the CBE style rule; I find the use of so many arabic numbers distracting.

Penny Hoeltzel, ELS

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The Jury...continued from page 5

I dislike the new CBE guidelines for using numerals. Frankly, I pretty much ignore them and use the more traditional rules.
Sharon Naron, ELS

I have been following this style in my regular work for about a year by choice. I don't much like the numeral style, and it has provoked (by a factor of at least 20) more complaints from my authors than anything else I have ever done editorially in my almost 40 years of manuscript editing.
Norman Grossblatt, ELS(D)

I do not use this style unless it is the style of the journal for which I am editing (currently, only about two foreign journals) and then only for items that are variables, such as "2 patients."
Diana Mathis, ELS

I don't like this usage rule. I don't use it, and I don't even like the way it looks. I prefer to stick with AMA's rule whereby numerals are used to measure units of time, etc.
Jill Shuman, ELS

At *Transfusion*, we do use numerals in preference to words in scientific text, but not to the total exclusion of words. That is, we use numerals for anything that can be measured, but not for all things that can be counted. We would use "three hypotheses," "three examples," "three tests," and so on, but use numerals in such phrases as "3 days."
Carolinda Hales, ELS

This style is particularly disconcerting in the introduction and discussion sections of scientific papers. I have two particular concerns: one is that the use of the numeral 1 in sans serif faces is confusing and looks like an "ell" when not with a unit of measure. The second is that I find this rule ridiculous and arbitrary, and the distinction between scientific text and whatever other kind of text the manual is referring to (default prose?) very blurred. I think it was a major mistake and that it defies tradition, which evolved for good reasons.
Christy Wright, ELS

I use AMA style as set out in the 8th edition of the AMA style manual, ie, spell out one through nine, with exceptions as noted in Chapter 16. We found the CBE style places too much emphasis on nouns not meant to be confused with data—eg, 3 hypotheses.
Letha Woods, ELS

My preference would be to use numerals for just about everything in scientific writing, including at the beginning of sentences. However, in my office we generally use numerals for all units of measurement, including months and years, and spell out single-digit numbers for other uses.
Patsy McCarty, ELS

My general rule of thumb is to spell out numbers that can be written with one word and to use numbers for those that require two words or more. I find it jarring to see a one-digit number in the middle of text.
Flo Witte, ELS

I heard of this rule recently and I do try to use it. Clients, however, are only aware of the "numbers less than ten" rule, so they often change it.
Jan Metcalf, ELS

This style leads to ridiculous situations that look absurd in print. My main objection is that the use of arabic numerals calls unwarranted attention to numbers that are not units of measure. The use of arabic numbers for values less than 10 should be reserved for this purpose: to draw the reader's eye to important numbers, ie, units of measure.
Carol Cadmus, ELS

This style leads to a loss of grace (and sometimes to momentary confusion). I do not think that the practice of using words for values less than 10 and numerals for values greater than 10 should be followed blindly.
Miriam Bloom, ELS(D)

I ignore CBE's suggested style by choice. I think it introduces a stilted style and that most readers are more comfortable with spelled out numbers in instances like "3 hypotheses" or the lovely sentence on page 195 of CBE: "The 2nd exception is when 2 numeric expressions are adjacent in a sentence."
Jennifer Scales, ELS

I approve of this usage. Using numerals makes it easier for readers to quickly read and understand technical information.
Lorelei Bosserman, ELS

My company does not follow this style. We use arabic numerals for all quantities that are physical measures with standard units and words for quantities between one and one hundred when the measure is not a standard physical unit (people, hypotheses, wells).
Bob Bellandi, ELS

My style is to use numerals for all units of measure, temporal as well as spatial and quantitative. I don't like the use of numerals for quantities below 10 except as described above.
Claudette Upton, ELS

I follow the numeral style when the journal uses it. I think the use of the numeral 1 in any text is a mistake because the 1 can be confused with I and l (that's eye and ell) and why in the world add confusion and reader-stutter when we have been advocating the use of L (as in mL) to avoid confusion.
Shirley Peterson, ELS

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The Jury...continued from page 6

I use a number for anything followed by a unit, but then it is sometimes necessary to think what constitutes a unit—weeks, cases, patients. I am swayed by whether the author is using the information in a mathematical or statistical way or whether it is purely descriptive, but having made a decision I apply it consistently.

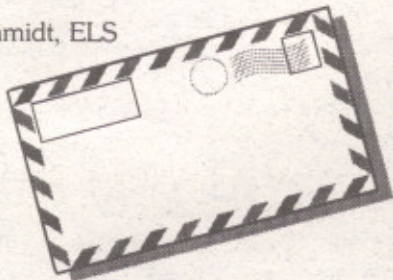
Kathleen Lyle, ELS

Yes, we follow that style. It was the journal style at the *American Journal of Sports Medicine* when I arrived, but I agree with it.

Donna Tilton, ELS

The *Annals of Carnegie Museum* does not follow the CBE style regarding use of arabic numerals. I (and my editors) find the use of numerals in words such as first or phrases like "one way to accomplish" to be extremely distracting. We despise this particular style. I wish it would not be used in *CBE Views*.

Mary Ann Schmidt, ELS



LETTER TO THE EDITOR

I am responding to the reply to Ann Tamariz's question on editorial credit that begins "This is an interesting and common dilemma." This writer sets out the reasons a working editor cannot be listed as an *editor* as set out in a policy statement from a research center. [The definition of editorship that follows is] written to make producing a collected book sound virtually like research. This definition deserves rebuttal.

In back of this definition is the fact that all manner of PhD and MD scientists have chosen to make the editorship of a book a mark of prestige. They chose to take for this role our title of *editor*, and, having appropriated that term, they then feel a need to distinguish themselves from workaday editors, with whom (they apparently fear) they would be tarnished by association.

No working editor should let a definition like this pass unchallenged. The definition of editorship as written in this reply to Tamariz' question is seldom met except by a few PhDs who have essentially become, in fact, full-time writer-editors. From 20 years of watching this process close up, I can say that typical subject-matter experts chosen to edit a volume invite the contributing authors and periodically urge them to meet the deadline. Under the pressure of deadlines to the publisher and of myriad details of book production

they have never thought of before, the editors' *review and revision* of articles for their volumes is seldom a thorough application of their expert knowledge, and indeed it is too often simply a pass-through to the technical editor or the copyeditor. *Selection* of manuscripts is more often than not a self-selection: Manuscripts that are delivered before the last day the book must begin to be typeset are included. The reality of all this is a far cry from the intellectual kinship to research that the definition asserts. This isn't really unexpected, because except for the few mentioned earlier in this paragraph, editing a volume is both a burden and a résumé prestige factor, but it's seldom a major milestone in a researcher's career.

I find it interesting that scientists place so much value on our title, but we should resist at every opportunity the attempt to eliminate any reference to our work in volumes they "edit." Tamariz is entitled to be listed as "technical editor" on the volumes she worked on; she did that work. The expert is entitled to be listed alone as the "editor"; anyone with any knowledge of science and its book publishing knows what that entailed—and what it didn't.

We're in a position similar to that of nurses in the 1950s, who were largely seen as "helpers" to physicians, without any particularly valuable skills of their own. We've learned over the years that nurses indeed do have their own set of skills and contribute to patient welfare and health in important ways of their own. We have a similar struggle for recognition, because everyone with a college education can write, right? So who needs an editor to check spelling and subject-verb agreement? Our work toward recognition of what we contribute starts in situations like this one.

David E Nadziejka, ELS



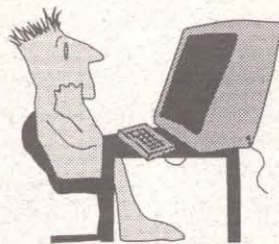
The Pitfalls of English

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, laugh, and through?
Well done! And now you wish perhaps
To learn of less familiar traps?

Beware of heard, a dreadful word,
That looks like beard and sounds like bird.
And dead: it's said like bed, not bead,
For goodness' sake, don't call it 'deed'!
Watch out for meat and great and threat
They rhyme with suite and straight and debt.
From *Hints on Pronunciation for Foreigners*, Anonymous

URLs 4 U

- Righting Writing Wrongs
<http://blinn.com/Summit97/top10.html>
- Common Errors in English
<http://www.wsu.edu:8080/~brians/errors/>
- An On-Line English Grammar
<http://www.edunet.com/english/grammar/index.html>
- HyperGrammar
<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/howto.html>
- 11 Rules of Writing
<http://kbidesign.cnchost.com/frules.html>
- Dictionaries in 130 Languages
<http://www.bucknell.edu/~rbeard/diction.html>



An Editor's Alphabet

by Gil Croome, ELS(D)

- A is for Abstract
- B is for BELS
- C is for *Chicago Manual of Style*
- D is for Deadline
- E is for Errata
- F is for Figures
- G is for Galleys
- H is for Headline
- I is for Index
- J is for Journals
- K is for Key words
- L is for Linotype
- M is for Manuscript
- N is for Numbers
- O is for Online
- P is for Peer review
- Q is for Queries
- R is for References
- S is for *Scientific Style & Format*
- T is for Tables
- U is for Uniform Requirements
- V is for Volumes
- W is for World Wide Web
- X is for Xerox
- Y is for Y axis
- Z is for Zip codes

Left to ourselves, we tend to be dry, verbose, pedantic, and boring. There is nothing more annoying to me than having my contributions to a journal printed verbatim, with no editorial changes.

Letter to the editor of *The Lancet*, 15 November 1997, as cited in *European Science Editing*, February 1998

CALENDAR

- 2 May BELS Seventh Annual Meeting. Salt Lake City, UT.
- 2-5 May CBE 41st Annual Meeting. Salt Lake City, UT.
- 3-6 Jun SSP Annual Meeting. San Diego, CA.
- 10-14 Sep AESE/CBE/EASE Second International Joint Meeting, Sixth International Conference on Geoscience Information, and 32nd Annual Meeting of Association of Earth Science Editors. Washington, DC.
- 28-31 Oct AMWA 58th Annual Conference. Vancouver, BC.



Which? That?
Someone at the meeting will know. Maybe.

BELS Letter

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Dallas, TX 75246

