

# Preface

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For most of the 20th century, the job of editing remained fairly consistent. Editors chose stories, made sure they made sense, fixed grammar, chose photographs, wrote headlines and cutlines, and created dummies to indicate how pages should be laid out.

In the last two decades of the century, though, the job of editing was markedly transformed thanks to new technologies. In addition to their traditional tasks, editors also found themselves being asked to use desktop publishing software to lay out pages, to prepare photos for publication, to create graphics, to prepare stories for the Web — and a host of other new chores.

During that same time, those who teach editing also struggled with new challenges. In addition to trying to figure out how to incorporate all these new tasks into the editing class, college editing professors also found themselves asking how to handle the topics of law, ethics and coaching, all of which were increasing in importance. At many schools, professors faced yet another task: making the editing class that had been conceived of to prepare students for careers as newspaper editors relevant to the majority of their students who planned to work on magazines or newsletters, or in public relations or advertising.

The first edition of this book was my attempt to address these concerns. This second edition takes the next logical steps and in doing so becomes what I believe to be the first editing text that meets the needs of this new century.

This edition departs in four main ways from the previous one.

First, I have made online editing an integral part of the text. Web publishing was in its infancy when the first edition went to press. Rather than just touching on online editing in a chapter as I did in the first edition, I have decided to include an Editing for the Web section in each chapter.

Second, I have consolidated three chapters' worth of material on design and graphics into one chapter. The reason for this is simple. At most colleges now, design has been moved from the basic editing class into an advanced editing or graphics class. The single chapter in this new edition will introduce key concepts of handling type, photographs and infographics and of designing both print and online pages. Editing classes that spend more time on design can use a supplemental text like Tim Harrower's "Newspaper Designer's Handbook." Classes that focus more heavily on Web design can use my new book, "Building Basic News Sites."

Third, I have expanded a few pages of material dealing with coaching into a full chapter. There has been a tremendous amount of interest in this topic since the first edition was published, and it has taken a central place in many editing classes.

Fourth, some exercises have been removed from the book and will be available as Microsoft Word document files on the companion Web site ([www.mhhe.com/lieb](http://www.mhhe.com/lieb)). Doing this allowed me to hold down the size and cost of this volume while at the same time providing exercises that students can do electronically, as well as with pencil and paper.

Beyond those changes, the new edition will retain the focus and features that have made it popular with many students and teachers:

- It takes a broad view of editing, not limiting the focus to newspapers and magazines.
- It provides up-to-date examples to illustrate major principles.
- It includes exercises customized for each chapter (answer keys will be available for instructors).
- It covers not just the macro aspects of editing (libel, headline writing, etc.) but the micro ones as well (grammar, verbosity, etc.).
- It includes pieces written by a wide range of media workers who relate the topics of the chapters to their experience.

This edition is as current as possible as it goes to press. But because of the great rate of change in some areas of editing — particularly online — I plan to include a yearly update with all copies sold in fall 2002 and thereafter. Each yearly update will include:

- New information relevant to topics covered in the text;
- Summaries of stories of great importance to editors, with links to Web sites that offer full accounts; and
- Additional exercises in Word format.

The feedback of countless students, faculty and reviewers has greatly contributed to the success of the first edition of this text. I look forward to your feedback on this new edition. Please feel free to e-mail me at *mail@thomlieb.com*.

Thom Lieb  
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