
UNIT 12 THE EDITOR

Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 The Editor
- 12.3 The Functions of an Editor
- 12.4 The Editor's Skills
- 12.5 Summary
- 12.6 Answers to Self Check Exercises
- 12.7 Key Words
- 12.8 References and Further Reading

12.0 OBJECTIVES

Any professional, whether a Librarian, Technical Writer, Academic, Research Scholar, who, as part of his job, writes, evaluates or monitors informative text to make it readable, requires editing skills and can identify with the role of an Editor. This unit will acquaint you with the role and functions of an Editor, particularly one working in a publishing house.

After reading this Unit, you will be able to:

- visualise the role of an Editor;
- formulate his personality characteristics;
- become acquainted with his functions;
- identify the skills required for his multifarious tasks; and
- appreciate the obstacles and challenges of his profession in the present day.

12.1 INTRODUCTION

In Blocks 1, 2 and 3 of this course you have received an extensive understanding of written communication of scientific and technical information; linguistic features of language and their applications in technical writing; types of technical publications and lastly, possible sources of error in writing and preparing texts for publication and how to correct them.

This information has been targeted at practising writers in the field - writers of text books, research articles, popular science articles, doctoral students and those who prepare routine documents in the course of their professional duties. These latter include personnel working in the vast field of applied science and technology - from agriculture to space research; from health and education to genetics and cybernetics.

The implicit understanding running through these discussions of the various aspects of written communication is that a writer on his own can seldom produce a text that communicates precisely with the reader. At the least he would seek inputs from the illustrator, the statistician, the graphics designer, the editor and producer. Some of the reasons why a writer may be ineffective and the content, language and text production areas in which lapses might occur have been discussed in Block-2 Unit-4. It is explicitly stated that the tasks in the final preparation of the text for publication are the responsibility of the Editor and his assistants who are most qualified to undertake them.

Though the tasks of the writer and editor seem distinct and separate, there is actually much overlap, as the writer does a lot of editing while revising his manuscripts. Unless a writer is aware of and appreciates the role of the Editor in the preparation of the manuscripts, his knowledge of his task as writer would remain incomplete.



You know well that written communication is the domain of researchers, teachers, communicators and media persons. You also know that successful communicators - those who transmit their messages with maximum speed, accuracy and economy - utilise the latest communication technologies. We now want you to appreciate the role of the Editor in the processing of texts. A few facts of book publishing would add to your understanding of the role of Editor. The book industry has grown enormously in recent years due to advances in printing technology and management techniques in publishing. During 1990, around 842000 books were published the world over, while in India, during the same year, 13,937 books were published (UNESCO 1992 *Statistical Yearbook*, UNESCO: New Delhi). Particular emphasis is being laid on the publication of books in new disciplines and in regional languages. Thus, inspite of all the pessimistic forecasts about the death of the book and print media in general, the book industry all over the world has made tremendous strides. There can be no doubt about the fact that there is a growing need for technical editing. It is from this angle that this Block gives you information about the role, functions and skills of an Editor (Unit-12); the editorial process which often includes inputs from more than one member of the editor's staff (Unit-13); and the Library and reference sources he/she utilises to do this task (Unit-14). There will be some overlap of information between the sections. This cannot be avoided as the role, functions and skills are simultaneous activities which have been separately identified for better understanding.

12.2 THE EDITOR

Written communication should be intelligible, clear and concise so that the reader gets the message intended by the writer without too many obstacles to comprehension. This is easier said than done. A manuscript has to go through various stages of processing for comprehension before being sent to the printer. This process is referred to as editing.

To a certain extent, the writer of the text does his own editing. In fact, during the revision of manuscripts the tasks of writer and editor merge. For instance, an author normally plans and organises the style and layout of his manuscripts according to norms specified by the publishing house or the research journal. To do this, the author uses the tools generally associated with editing: reference books, dictionaries, style manuals, handbooks for authors, and so on. Increasingly, authors are using computer software for editing and laser printers to prepare camera ready copies for printing, cutting into the traditional confines of publishing houses.

However, once the manuscript is with the publisher, the editor becomes responsible for shaping the text for publication. Sometimes all that an editor or his assistant is required to do is mark the manuscripts for correctness of grammar, punctuation, headings, paragraphing and layout (copy editing). Most often the editor does what is known as creative editing i.e., he advises the author on style and content.

So far we have given a brief account of an editor whose job is to prepare a manuscript for print. Other print media, particularly newspapers, use the services of a full-time editor. This is a highly responsible job for the extent of the readership of a particular newspaper or journal is regulated by its editorial policy. Newspaper editors apart from guiding writers and editing their work have multifarious responsibilities.

"Line editors must be cheerleaders, teachers, critics, planners, confessors, ombudsmen and attorneys. They must spot libel and invasion of privacy, help reporters improve their writing and newsgathering, negotiate for time and space, coordinate graphics and text, tame overbearing egos and comfort wounded ones, and cope with dozens of problems that reach from deadline to deadline, week in and week out. Their decisions define the news, motivate the staff, and determine the form that each story ultimately takes. Senior editors may make policy. But line editors give it shape."
(*Quill*: "10 steps to better editing" March 1993)



The editor is a member of the production team for the production of motion picture films and audio and video cassettes. He gives final shape to the already recorded shots and audio tapes by "assembling, shortening, transposing or synchronising" the pictures and/or sounds. This is a creative task requiring judgement, precision and sensitivity to the medium and the content. Similarly, in computer programming the editor, *this time a software package designed for the job*, "detects, isolates and corrects" a mistake in a computer programme.

In a publishing company which may include many publishing organisations, each set up may have a separate editor and the top editorial executive would be the editor-in-chief or chief editor. He would be directly responsible for all editorial policies and actions as well as supervising all editorial functions - from acquisition of manuscript through to publication.

In this Unit, we will consider the role of an editor in relation to the publishing of technical documents. For the oldest mass media is print and books were the first to carry information and ideas across regional, national and international boundaries. In fact, today, even with serious debates over the future of books and book publishing, the latter is a flourishing industry as international media giants are buying up publishing houses.

What role have editors to play in this scenario? In the broadest sense they act as moulders of a nation's literary tastes and setters of academic standards. They select manuscripts for publication, sign authors to produce texts for universities and schools, promote writers with unexplored talents, scour academic disciplines in which there is not enough published material and search for and invite manuscripts for publication. And they try to balance this genuinely intellectual undertaking with the selling of books in a highly competitive market as well as try to meet the demands of popular taste in books.

The editor then is an intellectual, well informed and up to date in the current trends in scholarship, in the publishing industry, and in the market for books. He specializes in subject areas if his publishing house deals with specific discipline areas e.g., Tibetan studies; science and technology; medicine and so on. He should be a diplomat and a manager of human resources: it is his business to collaborate with authors, books reviewers, advertisers, book distributors and librarians. He is largely responsible for the administrative work related to his job. In short, he is the behind the scenes force that constructs the 'image' of his publishing house and projects its integrity in the market and with those who seek its services.

And, finally, a word about the editorial responsibilities in an Open University system which publishes its own texts for students. The editor here is less concerned with the marketing and advertising of books. But in the production of texts he shoulders full responsibility. Each academic programme and each course within the programme has an editor on its team who acts as the chairperson. He guides the production of each text from the moment the course is conceived and syllabus is framed to its printing and despatch. He/she is also responsible for revision of courses. He hunts for subject experts and course writers, organises meetings, briefs writers, allocates tasks, ensures the accuracy of the content, format and language of texts, arranges for payments and so on.

This is just a summary view of the magnitude of the editor's responsibilities and how indispensable he is at a time when learning, literacy and reading are at a premium. In the next section we will give you an idea of the editing tasks which will be further discussed in Unit 13: Editorial Process.

Self Check Exercise

1) Given below is a list of qualities some of which an editor should possess.

Note:

- i) Place a tick mark against those that you think are applicable.
- ii) Check your answer with the answers given at the end of this Unit.



An editor must be

- 1) a subject expert
- 2) skilled in copy editing
- 3) skilled in proof reading
- 4) skilled in type setting and printing
- 5) able to advise a writer on how to reorganise and rewrite weak portions of the text
- 6) able to repair faulty printing press machinery
- 7) a manager of men and resources
- 8) knowledgeable in the legal aspects of publishing
- 9) responsible for public morals
- 10) responsible for the quality of the book that is published
- 11) a good salesperson
- 12) a very well read person
- 13) able to manage the company's accounts
- 14) a good administrator
- 15) a marketing expert

12.3 THE FUNCTIONS OF AN EDITOR

As we have seen, an editor is expected to carry out a variety of functions. In each case he would bear different degrees of responsibility. He would implement editorial policy - including marketing, publicity, final choice of manuscripts - formulated by the management or editorial board to whom he would be responsible. But his editorial functions would basically be decided by :

- the kind of text he is editing - general book, technical treatise, encyclopedia, children's book, text book, reference book or fiction; and
- for whom the manuscript is intended - for a learned audience, students, lay persons, etc.
- With these purposes in view the editor's functions can be defined in the following terms:
 - acquisition/commissioning of manuscripts from authors;
 - assessment of manuscripts for scope, content and marketability;
 - seeking experts' opinions on the manuscripts;
 - processing the manuscripts: substantive editing, style editing and copy editing; and
 - seeing the manuscripts through various stages of production and printing.

The editor in search of manuscripts is equally matched by authors in search of publishers. If the editor has to be an intellectual to ensure the quality of his selection, the author has to have an acute business mind to get his manuscript accepted and to negotiate a contract with the publisher. The editor has to bear in mind the market potential of a manuscript: how wide an audience will the book command; does it answer a felt need; can it be reasonably priced; and can it be published quickly. This last aspect is especially important in science and technical disciplines as information in these areas soon becomes outdated and a text may require frequent revisions. The manuscript has to be verified as an original contribution and checked in all aspects to see that it is fairly comprehensive and self contained - does it have adequate and appropriate illustrations, charts, tables, etc. For this, the editor would have to be aware of other publications in the field, possible copyright infringements and sales competition in the field. He would have to check for inclusion of matter that might be censored by the government or public bias. The Salman Rushdie case is an adequate example.

In commissioning a text the initial problem is to locate appropriate writers in the subject area - particularly if *text books* are to be written as these do not bring in much money from sales or as royalty. The editor would have to establish rapport with the writer and make time to talk to him about the framework of the text; provide guidelines to cover every aspect of writing: style, format, vocabulary, title, length, layout, references etc; writing schedules and deadlines; provide any assistance, secretarial or other, the writer might need i.e., for a science textbook an illustrator and access to libraries would be required. All this would have to be done keeping the cost of the text in mind.

In both instances, once the manuscript is accepted the editor signs a legal contract with the author and decide whether the copyright rests with the author or publisher.



He has to ensure that copyright protocols are respected, permissions quickly obtained and royalties duly paid. If the author is established, he often has a literary agent who handles the legal tasks for him.

If a publishing house specialises in bringing out scientific and technical books the editor may not be in a position to assess a manuscript or locate writers in these areas. Often a publishing house will set up a committee of subject experts who would be able to do the job more effectively. This committee might consist of eminent persons in the field, media persons and educationists. Alternatively, the editor, after evaluating the manuscript himself, might send it to a referee or peer for evaluation.

Keeping the referee's comments and his own assessment in view, he would take a decision whether to: accept the manuscript as such; to send it for revision; or return it.

In case of revision, the Editor advises the author on the nature of the revision. Revision could range from elaborating or cutting down on certain content areas reorganising information, changing headlines, introducing more illustrations or asking for more bibliographical information. The editor then revises the revised manuscript; and once he accepts it for publication, initiates its processing. This means that the manuscript has to be submitted to;

- substantive editing (structural or text editing)
- style editing (language and format editing)
- copy editing (copy marking for the press)

(The processing of the manuscript will be discussed in greater detail in Unit-13.)

Finally, the editor has to see the manuscript through various stages of production and printing.

In this crucial task he may be assisted by a team of skilled assistant editors or he may have to work on his own, depending on the size of the organisation for which he is working. But always, he will need to keep at his disposal certain reference books which are the tools of his trade: editorial style manuals, particularly specialised manuals for different disciplines i.e., for editing of science technology texts, guidelines have been produced by UNESCO and the writer/ editor should know about these; bibliographic references; manuals for preparation of indexes; information on copyright laws; graphics handbook; dictionary of publishing terms; multilingual dictionaries; book marketing handbooks; information on electronic editing; information on the art of preparing abstracts and so on.

Access to these sources of information is absolutely essential as there are different traditions for presenting written text - in layout, styles of references, the introduction of quotations in the text - in different subject areas. These aspects will be further developed in Unit-14.

Self Check Exercise

- 2) What two factors must an editor consider before editing a book?
- 3) What duties of an editor are directly related to publishing a text?

Note:

- i) Write your answers in the space given below:
- ii) Check your answers with the answers given at the end of this Unit.



12.4 THE EDITOR'S SKILLS

The skills required of an editor can be easily identified by the functions and responsibilities allotted to him. As the communicative aspects of print and other mass media are being increasingly emphasized in the business of producing texts, and editing which was looked upon as a mechanical or hack job, is taking on a human face. Successful editors now spend time talking, listening, planning, brainstorming and supervising - that is, they give their management and administrative tasks equal importance with editing.

Looking at his professional tasks - from acquisition/commissioning of texts to their final production - the editor's essential skills have been discussed below.

He must be a well informed person generally, but particularly in the areas in which his publishing house specialises. If science and technical texts are being processed for acceptance the editor can seek the assistance of experts in the particular discipline. He should do a bibliographic study of texts/articles already published, also keeping track of translations; for today, meaningful research and information result from collaborative work across national and language frontiers.

The editor should be aware of book reviews and news/reports on the subject of his investigation. That is, he needs access not only to experts in the field but also to particular and general libraries; and he must make time to visit these. For instance, one cannot imagine an editor of science and technical texts who is unaware of information sources of INSDOC or Publications & Information Directorate of CSIR, Delhi. The editor should also keep in touch with other publishing houses.

The editor should be acquainted with the legal aspects of book publishing. He should have knowledge of copyright laws and how these apply in signing an agreement with an author. It will have to be decided with whom the copyright will rest : the author, the publisher or with some organisation. He will use this knowledge to evaluate the legal correctness of quotations, illustrations, photos, graphics (their length, permission to use them, acknowledgements) incorporated into the manuscript from other sources. He should know where this information has to appear in the publication: usually on the title page with the copyright symbol, date of copyright and name of holder.

He must have working knowledge of printing technology, typographic design, types and sizes of paper and categories of publication (monograph; monographic series; serial; periodicals, journals; newspapers; bulletins; yearbooks, directories etc.). Only then can he communicate with some authority on the subject with the publisher and printer or even his assistants.

He must utilise the services of agencies such as the national centre for ISBN (International Standard Book Numbers). He or the publisher should apply for a number to identify his business. This will entitle the publisher/editor to register each published title with the agency. This is of immense help in informing other publishers, booksellers and information communities about the availability of particular texts.

Again, related to his business and editorial responsibility is the essential knowledge of legal deposit requirements. Each country has a national legal deposit office which provides information about requirements and certificates of deposit. Also, from the



marketing and publicity aspect, he will prepare book catalogues and other publicity material such as book review journals etc. The skills of the editor that have immediate utility for a writer are those of content editing and copy editing. As we have said earlier, most writers acquire these skills for their own writing pursuits.

The editor should be trained in the knowledge and skills of editing. He should possess adequate knowledge about the language of the text- its phonetic, morphological and syntactic structure, idiom and usage and word formation. In particular he must be aware of the rhythm and diction of the language. The editor may be required to give a slant to the language according to audience, context and situation. For instance, an undergraduate textbook needs a different treatment from a postgraduate text or a research report. The aspects of substantive editing, style and copy editing will be discussed in Unit 2.

Looking at the immediate needs of book publishing and its future, the role of the editor in expanding the business and catering to popular tastes while maintaining a high standard in the selection and publication of the manuscript cannot be under-estimated. Also, with the levels of academic specialisation becoming increasingly finer, with the induction of increasingly sophisticated technology into the business, with the popular appeal of multimedia packages and increasing competition between business houses, the professional status of the editor cannot be undervalued.

It is all too evident that training for the job of an editor is the only way to maximise his contribution and usefulness.

Self Check Exercise

4) Given below is a table which categorises the skills of an editor described in the Section 12.5. Under each heading place the appropriate skill.

A Management and Administration	B Professional task and skills	C Research study and survey	D Legal	E Marketing and Publicity
--	--------------------------------------	-----------------------------------	------------	---------------------------------

Note:

- Write your answer in the space given below.
- Check your answer with the answers given at-the end of this Unit.

12.5 SUMMARY

This Unit discussed the Editor's responsibility in the final preparation of the text for publication. The qualities and the role of the editor in the preparation of the manuscripts, inspite of tremendous change in the communication technology which is making direct contacts of writers to readers have been elaborated. Various categories of editors such as creative editor, line editor, film editor, computer processing editor are mentioned. The process of editing involving intelligible, clear and concise text, corrections of grammar, punctuations, heading, paragraphing and layout has been



described in the Unit. The functions of an editor are highlighted from the viewpoint of editorial policy - including marketing, publicity, management; manuscripts; rapport with the writer; peer for evaluation; and production and printing. Further, the skills required of an editor for acquisition, processing of texts to their final production have been discussed. Various skills under different categories of editorial tasks such as management and administration, professional tasks, research study and survey, legal and marketing and publicity have been elaborated in this Unit.

12.6 ANSWERS TO SELF CHECK EXERCISES

- 1) The editor **must** have the qualities stated in the sentences numbered 2,3,5,7,8,10,12 and 14.
- 2) The editor must know :
 - i) the nature of the text he is editing: is it a general book, technical treatise, encyclopaedia, children's book and so on; and
 - ii) who the target readers are: lay persons, scholars, students, children, etc.
- 3) The duties of an editor directly related to publishing are:
 - i) acquisition/commissioning of manuscripts from authors;
 - ii) assessment of manuscript to see how appropriate the content is to the intended purpose of the text and reader; and to see if it will sell;
 - iii) seek experts' opinions on the correctness of the content;
 - iv) substantive and copy editing; and
 - v) to see the manuscript through the various stages of production and printing.

A	B	C	D	E
Management and Administration	Professional task and skills	Research study and survey	Legal	Marketing and Publicity
talking listening planning brainstorming supervising	Acquisition of manuscripts substantive editing copy command of language knowledge of printing technology and other related aspects of printing i.e. categories of publication, types and sizes of paper, etc	should be well-informed undertake bibliographic study of published texts book reviews news reports visit libraries meet experts have knowledge of documentation centres	Copyright laws ISBN legal deposit requirements sign contracts with writers	Market survey prepare publicity materials have contact with other publishing Houses.

12.7 KEY WORDS

- Copy Editing** : Placing instructions in code on the manuscript for the printer: indication of typeface, italics, capitalization, order and relative importance of headings, etc.
- Copy Right** : Legal measure which secures for limited time to exclusive right to authors and inventors to their writings and discoveries.



Cybernetics	:	Study of mechanical-electrical communication systems such as computing systems.
Genetics	:	The branch of biology dealing with heredity.
Linguistic Features of language	:	Phonetics (Sounds), syntax (grammar) and lexis (vocabulary) of a of language
Style Editing	:	In particular publications, consistent use of the Mechanics of writing following approved conventions i.e., use of any particular system of abbreviations, symbols, numbers, punctuation, spelling (American or English) etc.
Style Manual	:	A text that guides the editor's decisions on punctuation, use of numbers, abbreviations and other mechanics to achieve consistency of presentation in a manuscript.
Substantive Editing	:	Substantial changes advised or made by an editor to improve the language and presentation of a text: make it more interesting and easy to read.

12.8 REFERENCES AND FURTHER READING

Anderson, J. Berry, H.D. and Millicent P. (1991). *Thesis and Assignment Writing*. New Delhi: Wiley Eastern.

Bharati, H.L.N. (1988). *An Introduction to Indian Textual Criticism & Modern Book Publishing*. Mysore: Central Institute of Indian Languages.

Cooper, B. M. (1986). *Writing Technical Reports*. New York: Penguin.

Huckin, T.N. and Leslie, A.O. (1983). *English for Science and Technology*. New York: Mc Graw Hill.

IGNOU, (1989). *Editing in Distance Education (IGNOU Handbook-6)*. New Delhi: IGNOU.

IGNOU, (1990). *General Principles of Writing*. New Delhi: IGNOU.

Vallins, G.H. (1988). *Good English*. Bombay: Rupa.

Weisman, H. M. (1980). *Basic Technical Writing*. Columbus: Charles Orenill Publishing.

UNIT 13 EDITORIAL PROCESS

Structure

- 13.0 Objectives
- 13.1 Introduction
- 13.2 Peer Review: Evaluation of Manuscript
- 13.3 Creative and Substantive Editing
- 13.4 Copy Editing: Styling and Format
- 13.5 Summary
- 13.6 Answers to Self Check Exercises
- 13.7 Key Words
- 13.8 References and Further Reading

13.0 OBJECTIVES

After reading this Unit, you will be able to:

- understand the mechanics of evaluation of manuscripts;
- edit manuscript creatively and substantively; and
- copy-edit manuscripts.

13.1 INTRODUCTION

Unit 12 of this Block has given you a broad understanding of the role and function of an editor. You realise better how a writer does editorial work on his manuscript yet appreciate the distinctive nature of the editor's tasks in the preparation of the manuscript for publication. It becomes clear that writing and publishing, especially of a non-literary, information based text requires close cooperation between a minimum of two people - the writer and the editor; though such a text would require inputs from other sources as well, for instance from illustrators, statisticians, peer evaluators and so on.

In this Unit, we will focus on the processing of manuscripts - with particular reference to science and technical writing -- that is, the stages of preparation as manuscript has to pass through before it is ready for the printer.

To provide a perspective for understanding this process we will briefly discuss the use of language as a tool of communication. For, finally, whether the message or information the book carries gets through to the reader depends on how words are organised into sentences, paragraphs and complete texts. It is not enough for a writer to know his *subject* thoroughly if he has to communicate this knowledge, through the medium of writing to vast and varied audiences, i.e., scholars, professional and business people or to unfamiliar audiences distant in time and place. To do this he has to learn to use the skills of written language keeping in mind.

- his specific purpose in writing a text
- the comprehension and interest levels of his readers
- the language and presentation requirements of different formats within a discipline (reports, manuals, handbooks and research articles all differ from each other in the way language is used)
- the proper organisation and presentation of content that differs in different academic disciplines. A historian, for instance, would use chronological ordering and descriptive writing whereas a scientist writing an account of an experiment would pay attention to the process or sequence of actions performed.



So we see, it is not enough for a writer to have a good command of language, in this case English, to write expository, informative texts whose value depends on the accuracy of communication. The very nature of language makes this kind of communication difficult. For language is an arbitrary system of human communication in which there is generally no one-to-one relationship between words and the things they signify. The same object can have several names; meanings change over time and can later signify just the opposite of the original meanings. The universe of science and technology assumes specific reference of words to things and this reference remains stable. So the language of science and technology must be specific and stable. And the writer and editor should be familiar with the usage and conventions of language for science and technical writing: the terminology, grammar, mechanics and visual aids.

How to write in this specialised style has already been discussed in the earlier blocks of this course. We will now look at what actually happens when a text is being processed for publication and the editor's role in this undertaking. Generally, the processing of a manuscript of factual writing would follow the stages described in the flow-chart given below.

Author's draft given to editor

- (i) Evaluation by reference (peer) for authenticity and quality



- (ii) (a) Content editor's comment
(b) Language editor's comments



- (iii) Author-Editor interaction



- (iv) Revision of text keeping

(i), (ii) and (iii) in view



- (v) Stylistic and format changes by editor



- (vi) Final product reviewed by author

Press ready manuscript

The editorial process begins only after the author gives his manuscript to the editor. The editor has two basic responsibilities. (1) It is his job to see that the ideas contained in a text are understood by the reader; and (2) the production.

- the printing and publishing of the text. To achieve his tasks he has to schedule each stage of the processing and see to it that deadlines are observed.

After reading the first ten pages or so of a manuscript the editor can decide whether to accept or reject it at the outset. Once he accepts it he goes through it in detail keeping certain criteria in mind. In the case of scientific and technical publications it is the responsibility of the editor to maintain their standard and quality. He has to make sure that the material does not contain half truths, unsupported or unproved facts; and that it is on par with other published texts on the subject.

The editor of a publishing house that deals solely with scientific and technical subjects is likely to be an eminent scientist. In any case, he will have scientists and engineering specialists on his panels who will serve as references for evaluating manuscripts in their disciplines.

13.2 PEER REVIEW: EVALUATION OF MANUSCRIPT

It is necessary that a writer of science and technical literature should know the manner in which the content of his manuscript will be evaluated before it is accepted for



publication. Writers in these areas are most often members of institutions, universities or research establishments. It is usual for a writer to evaluate his own text and seek the opinion of his colleagues. Senior members within the institution also critically read the text. Once the manuscript is with the editor the first thing he does is to read through it carefully to decide on its relevance to the publishing house. He will check to 'see if it has suitable content; is well written; is an original work; is well documented; falls within the scope of his publishing house; and, most importantly, does it have market value or can funding for the publication be arranged. The editor is expected to be fair and objective in his assessment and should not allow the reputation and status of the author or the institution to bias his judgement.

Once the editor accepts the manuscript it is his task to ensure the quality of the information published. There are standard procedures for evaluation of manuscripts of informative writing. An established practice, and the only one generally followed by publishing houses, is that of review by peers and referees. A peer, at the least, is an equal of the writer and an authority on the subject. Reviewers give useful criticism which helps the author to avoid error and misunderstanding and so to improve and clarify his presentation. They give specific directions for discarding unimportant portions, for condensing or elaborating besides indicating rhetorical and grammatical errors.

The editor maintains a panel of such specialists with their knowledge and permission. To ensure fair review a minimum of three referees is essential. Larger publishing houses of science and technical books can refer a manuscript to upto 15 reviewers. In special of the scientific community both within a country and abroad.

Peer reviewing uses structured procedures for commenting and evaluating a manuscript. A copy of the manuscript is sent to the reviewer with a rating form which states the criteria and scale on which the reviewer has to base his judgement. The reviewer communicates with the editor within the time period assigned for the evaluation : about eight weeks.

The editor gets the reviews from all the peers. If these are fairly similar he combines them into a single report and sends it to the author as his own decision. Each reviewer can only advise whether a manuscript is to be accepted or rejected. The final decision is the editor's and he follows the opinion of the majority. If there is a deadlock, the editor takes his own decision and informs the author accordingly.

If the reviewers require modification in the manuscript, the editor passes on these comments to the writer. The writer should read these comments with great care as attention to the errors which improve his manuscript and make it worthy of publication. If the manuscript is rejected by the reviewers the editor returns the manuscript. A manuscript can be rejected if there are serious errors in incomplete study of or reference to literature in the field (this latter can result in breach of copyright); and fundamental misconceptions in terminology and methodology.

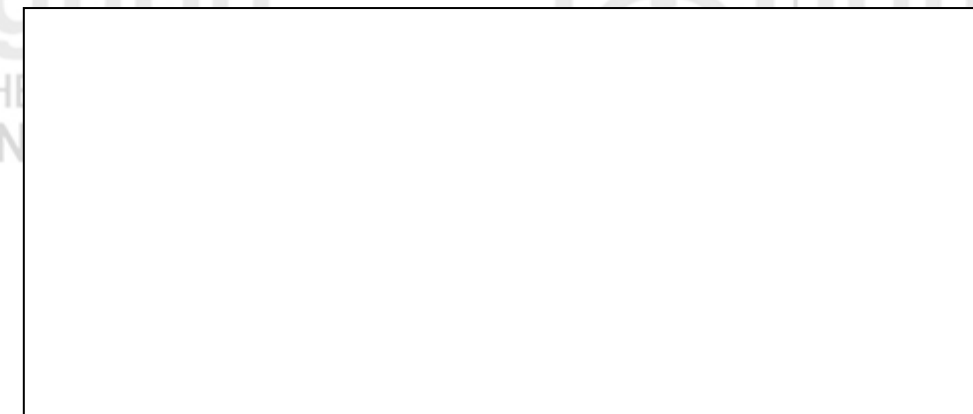
Essentially, the editor mediates between the writer and the referees. The author is assured unbiased appraisal by the anonymous method of reviewing. According to convention the author's name is deleted from the manuscript before being sent to the reviewer and the latter's identity is not revealed to the author. But there are inherent biases in the system to balance which strategies have been evolved. To ensure accountability in reviewing it is now suggested that the author should be given the chance to reply to criticism by the reviewers. The criteria and guidelines for reviewing should be clearly stated and be made available to the writer. Other methods of scientific analysis of a text have been developed but the manuscript is usually subjected to these within the institution or organisation where the author is working and before it is sent to the publisher. And finally, as stated earlier, if the findings are important and original enough, the writer can appeal to the whole scientific community for reappraisal of his manuscript.

Self Check Exercise

1) Describe the role of a referee.

Note:

- i) Write your answer in the space given below.
- ii) Check your answer with the answers given at the end of this Unit.



13.3 CREATIVE AND SUBSTANTIVE EDITING

As stated in the previous section, the modifications suggested by peer evaluators are concerned with the information content of the manuscript—its accuracy, completeness and substantiation. It is the responsibility of the editor, who is concerned with the impact of the published document on the reader, to evaluate the language and presentation of the manuscript and to recommend and even make changes in it himself. It is his job to see that the text is readable and understandable. If the text is dense or foggy the editor may sit with the author and go over the manuscript word by word, sentence by sentence and para by para. If the ideas do not flow logically he may suggest reorganisation of the content, additions, re-arrangement of sentences/ paragraphs or deletions of irrelevant portions. He may insist on changes in wording or structure of a sentence. And all this he will do to make the meaning more exact. All the time he is doing this he must never forget that he is the editor and not the author. The essential meaning must not be changed without the permission of the author. Any changes made by the editor must be in the knowledge of the author for the final decision on any particular change rests with him.

This function of the editor is known as creative and substantive editing. In practical terms, the editor undertakes text analysis. That is, he appraises the several interlinked structures of the text (words, phrases, sentences and paragraphs) to focus on the meaning and effective delivery of ideas. If any of the structures and their links are faulty the message or information of the text becomes skewed.

There are four major areas of difficulty in a text to which an editor should attend:

1. Logical flaws in the organisation of the content
 2. Poor paragraph development
 3. Complexities in sentence structure
 4. Incorrect usage and vocabulary
- 1) The rhetoric of scientific and technical writing that is, the organisation and presentation of a text according to some logical order or pattern, differs greatly from the rhetoric of fictional writing, mainly because the content, purpose and audience are different.

There are different patterns for presenting different kinds of information. For instance, the time order is necessary for historical writing (chronological order); time order is also necessary for description of a process or for instructions for process (sequential order); space order is required when a writer tries to give a picture of spatial relationships as in the description of parts of a machine in relation to each other and to the whole. Information about measurements is also described in terms of spatial relationships i.e., cubic, square and linear measures. The writer should know what features of vocabulary, grammar and rhetorical style will be most suitable for the kind of logical order he will be using in his presentation. For instance, in the physical description of an object he has to give the dimensions shape, weight, material, volume, colour and texture. He has to link the descriptions of the various parts of the object to one another and to the whole. And in writing this description he has to use the present tense.



- 2) Paragraph development - A theme has a central idea and related concepts which, when linked logically and grammatically, develop the thesis or argument of a text. The writer develops his thesis through a series of related paragraphs. Each paragraph, in a number of sentences, develops a single idea, concept or aspect of the theme, which links with the idea or concept of the links and references within and between paragraphs are established by the use of pronouns, conjunctive adverbs and car juncture adverbial phrases: however, therefore nevertheless previous and the following paragraph. A series of sentences in a paragraph, related to each other develop its central idea by description, definition, elaboration, explanation, exemplification or illustration. The sentences of a paragraph are arranged in the logical order necessary for the presentation of a particular theme. The first sentence of a paragraph is usually the topic sentence the one that states the main idea.

The introductory paragraph is the first communication on the topic between writer and reader. It should define the theme and any important terms used throughout the essay, provide relevant background information, identify the situation, and, in general, link smoothly into the main body of the article or essay. For instance, in a research article on the results of an experiment or survey, it would be necessary not only to state the thesis and the sources of data but also the methodology employed.

Similarly the writer as well as editor should pay close attention to the concluding paragraph. All the main points of the topic should be summarised and there should be some thinking on future action/research/investigation.

Self Check Exercise

- 2) Distinguish between chronological order and sequential order.

Note:

- i) Write your answer in the space given below.
- ii) Check your answer with the answers given at the end of this Unit.

- 3) Sentence structure-A similar analytical exercise needs to be done to check each sentence for coherence and conciseness. To avoid monotony sentence structures should be varied in style and length. The sentences within a paragraph, arranged according to the logical order adopted for the presentation of the topic (time, space, categorisation etc.), may proceed from general to specific or *vice versa*; least important to most important; problem to solution; according to location and to time.

Meanings of sentences become confused or blunted when they contain too many clauses or grammatical errors. For the sake of economy and accurate words should be carefully chosen for clarity and precision.

- All the parts of a sentence - subject, verb and object - should be visible.

Example: Two versions are given below and the second one communicates better



- i) The best available estimates on performance capabilities and tolerances of the individual elements were obtained and then analysed to determine their quantitative effect on position error and image smear.

This can be rewritten as two sentences for better understanding.

- ii) The best available estimates on performance capabilities and tolerances of the individual elements were obtained. These estimates were then analysed to determine their quantitative effect on position error and image smear.
- Tense rules should be consistently followed. For instance, observations and experiments should be recorded in the past tense but the present tense should be used for generalisations and universal conditions.

Example: Use of the *past tense* in recording a process

In taking a sample, the tube *was* pushed into the bottom deposit as far as the shoulder of the cone permitted. The handle *was fitted* with water and a cap *was screwed on* the upper end. When the tube *was with drawn* a partial vacuum *was formed*, which held the sample in the tube.

Use of present tense for generalisation/universal condition

- i) Leaves use chlorophyll to make food
 - ii) Fungi produce antibiotics.
- The use of passives should be avoided except for reasons of emphasis

Example: Unnecessary use of passive: Drainage of the area is accomplished by three streams.

More readable form:

The area is drained by three streams.

Significant use of passive:

The platform is lowered and raised by the hoist crank. The 'active' form of this statement would be incorrect.

The hoist crank raises and lowers the platform. The impression given by the above sentence is that the 'hoist crank' can act independently of any human agency which is not the case.

- Sentences can be shortened and made more concise and direct by deletion of unnecessary phrases and words and repetitions.

Example: Phrases that can be deleted without loss of meaning

It is interesting to note that

It was discovered

It is noteworthy

- Two instances of common grammatical errors which obscure meaning are
- a) the use of clangling or misplaced modifiers:
words or phrases so placed in a sentence that they modify a word other than the one they were meant to.

Example:

Approaching the flight line from the east side, the operations building can be easily seen. (Here 'approaching' seems to modify the operations building')

The actual meaning is expressed as follows:



A person approaching the flight line from the east side can easily see the operations building.

- b) Indefinite reference words: the pronoun 'it' in the given example has been used in three places and trying to identify the noun reference in each case would slow down comprehension.

Example:

The object starts by moving at some velocity which decreases as it rises, stops for an instant, and then accelerates downwards so that it will be travelling quite fast when it reaches its starting point.

In this sentence it could refer to both 'object' and 'velocity'. It and it, though they both refer to 'object', are too far removed from the noun reference. It would be better to rewrite the content in two sentences.

- 4) Language usage and vocabulary. The editor has particularly to look for fogginess or errors of usage and vocabulary that result from:
- over or incorrect use of technical terms;
 - inadequate understanding of words which have several meanings and may be used in a technical sense within a discipline - also referred to as semi-technical terms;
 - inadequate grasp of phrasal verbs;
 - the use of clichés or roundabout expressions;
 - unnecessary or inappropriate idioms; similes and metaphors; and
 - redundancy.

The vocabulary level must be appropriate for the target reader. Abstract words expressing abstruse concepts may be alright for specialists in the subject but not so for school or college students or lay persons. The editor can guide the author in such cases to replace words - e.g. 'obligatory tasks' may be alright in one text but in another 'Things you must do' would convey the same idea better.

- Technical terms are the special vocabulary of a particular discipline and are collectively referred to as the particular jargon e.g., journalese; telegraphese; beaureau cratese; and so on. Each term designates a single item, object or concept. The use of these terms within a discipline is fixed and helps in precise and speedy communication between members of a discipline, across disciplines and across languages either through translation or transliteration. However, the use of technical terms to give a piece of writing a 'high profile' makes it bombastic and 'jargon - infested'. Examples of 'jargon -infestation' are:
 - i) The suspension was centrifinged to sedimate the mitochondria
 - ii) Cessation of saturation...
 - iii) Of the utmost importance is the need to examine quantitatively the various instars which have not reached maturity, in order to evaluate and determine the validity of the theory advocated by Przibram.

More briefly and precisely worded, the sentence reads: 'To test Przibram's hypothesis measure all instars.'
- Words used in daily speech can acquire specific meanings used in the contexts of science and technical writing. The use of these semi-technical words requires a sophisticated grasp of the language in question. Example of some words are: 'energy' as used in physics; 'set' as used in mathematics; the word 'fast' as used in marine engineering.

If a word has synonyms it is essential that the exact meaning should be checked. For instance, the writer has to decide whether two objects are 'joined', 'connected', 'united', 'linked', 'coupled', etc. Similarly 'show', 'reveal' or 'visualise' cannot be interchanged in a text.



A phrasal verb consists of a simple verb followed by one or more prepositions or adverbs. The words together have an idiomatic meaning which is not the sum of the meanings of the individual words. The use of these phrases can be a source of error if there is doubt about the exact meaning. For example, the verb 'look' can become part of phrases such as 'look upto' 'look down upon', 'look sick', 'look into', 'look in upon', etc. Errors in usage of phrasal verbs are more likely to occur in the writings/ comprehension of second language writers and readers, and should be avoided.

Idiom is usage of a particular language which is arbitrary; it has become fixed by practice and can cause problems for second language users. For instance, in the following examples the use of prepositions is purely idiomatic.

'agree *to* a proposal'; but 'agree *with* a person'.

'compare *to* another standard'; but 'compare *with* a person'.

'plan *to* or *for*' (not 'on')

Also, certain verbs are idiomatically followed by *to be*. e.g.

It is incorrect to say:

Net results continued unprofitable.

The correct form is:

Net results continued *to be* unprofitable.

Scientific and technical writing is not amenable to *figures of speech*. These should be used sparingly and be appropriate.

Example : Inappropriate Metaphor

- i) Your contribution will seem like a drop in the bucket of this great bundle of red tape.
- ii) A virgin forest is a place where the hand of man has never set foot.

Appropriate Metaphor

What is more important is that the impact of astromanties is only beginning to be felt and that this influence will rapidly mushroom to almost infinite proportions.

Euphemisms should not be used in scientific writing-facts should be stated in factual language.

Example: inappropriate statement

Some in the population suffered mortal consequences from the lead in the flour.

The more appropriate statement is

Some people died as a result of eating bread made from lead contaminated flour.

Redundancy often results from the use of more words than are required to convey the meaning.

**Example:***Redundant Expression**Concise Expression*

- | | |
|--|------------------------|
| i) an innumerable number of tiny veins | innumerable tiny veins |
| ii) plants exhibited good growth | plants grew well |
| iii) from the standpoint of | according to |
| iv) throughout the entire area | throughout the area |

Apart from text analysis and editing the editor should advise the writer on the use of illustrations (drawings, graphs, maps, photographs) and may have to provide professional help in these areas. He would also edit the initial sketches while editing the text to check on

correct placement
accurate headings
accurate numbering
acknowledgements

If the printed text is part of a multimedia package editing would extend to cover these aspects as well.

We have given you a compressed account of the tasks that comprise creative and substantive editing only to make you aware that editing a text is essentially different from writing it. The processing of a manuscript is not merely a mechanical activity but requires mutual understanding between author and editor. The editor has to be tactful, sensitive, persuasive and encouraging so that the author can respond positively to demands for changing, pruning and rewriting of texts.

Activity 1

Select a paragraph from any scientific writing and analyse it from the point of view of (a) use of passives (b) the technical terms used and (c) the tense employed.

Self Check Exercise

3) Please rewrite the following sentences without affecting the meaning.

The point of view of the Govt. of India regarding the 'secret' meeting in London between Indian and American diplomats is completely rejected by the opposition parties. They averred that the deal was a conspiracy to camouflage the deeper sinister motives of the two governments - India to conceal from the public and USA to pressurise the Prime Minister.

Note:

- Write your answer in the space given below
- Check your answer with the answers given at the end of this Unit.

--



13.4 COPY EDITING: STYLING AND FORMAT

Copy editing can only be done after the manuscript has been edited for content, presentation and structure as described in the previous section. It means marking instructions on the manuscript for compositor/printer/keyboard operator. The conventions of copy editing are to ensure consistency throughout a work. The copy editor checks a manuscript for consistency in layout, leading, capitalization, hyphenative paragraphing, abbreviations, units of measure, grammar, punctuation, spelling, references and footnotes. He does the proof reading and copy correction. Many publishing houses have their own house style i.e., their own preferred method for preparation of manuscript for the printer. This is issued to authors and editors in the form of style manual - published or unpublished. The best known style manual is the *Chicago Manual of Style*, 13th edition, revised 1982. There are special style manuals for publications in different disciplines. For instance, *the style manual, for the presentation of English Language manuscripts intended for publication by UNESCO*, 1981 publishes specialised guidelines to assist the writers in the uniform presentation of scientific publications. You will learn more about such reference books that are essential for an editor.

The writer can assist the copy editor by giving a clean copy for the printer by paying attention to some of the routine tasks of copy editing as given under:

Headings

Numbering of paragraphs

Tables and graphics

Use of numerals

References Quotations Foreign Words

Bulleting

The writer should further check the organisation, correctness, completeness, understandability, grammar, punctuation, spelling, mechanical details, style and format (titles, headings, numbering systems, abstract and index). A clean copy would mean that only house styling would be required. Type setting will be easy, quick and less expensive and publication time will be reduced. Any changes in the manuscript at proof reading stage means delay and extra costs. Once the manuscript is ready for printing, the editor should give a schedule for proof reading galleys and page proof and ask for index copy. We will give brief explanations and examples of aspects of forming.

13.4.1 Headings

It is usual for informative texts to use headings and sub-headings to identify the relationship between different aspects of the theme. Headings indicate the manner in which the content has been organised and the order of presentation of information. They also act as linking devices ensuring continuity and flow of information. It is usual to establish the relationship between major and subordinate items of information by typography, indentation and typesize.

The things to watch out for are:

- proper subordination of headings
- wording of headings: they should be consistent in wording
- capitalization in headings
- adequacy in headings: headings are signposts and should act as such in a text.

If there are too many, too few or wrong headings the reader can get confused.

Heading systems often use numbering to indicate sequencing. The decimal system is most commonly used for texts as in IGNOU course materials.

The numeral letter system using a sequence of Roman numerals, capital letters, Arabic numerals and lower case letters, is largely used for outline headings.

The typography indentation system uses a consistent pattern of typography and indentation to indicate relative weights of headings and subheadings. This system is usual for texts.



Headings : There are essentially four types of headings. The font/type size is determined by the General Editor of the publication.

- i) Centre-heading for the title of chapters or sections in a series.

CONSTITUTIONS OF THE WORLD

Normally it is 12 point (1 inch: 76 points) bold.

- iii) Centre-head for titles of paragraphs in boldface 10-point size.

INDIAN CONSTITUTION

- iii) Left-flushed bold title for sectional headings in 8-point. These are placed just one space above the section.

Presidential Powers

- iv) Run-on heading for sub-sections in 8-point size but not bold faced. These headings are either underlined or followed by a colon.

Emergency Powers of the President

13.4.2 Numbering of paragraphs

Numbering is not generally done in books of general interest like encyclopedias, dictionaries etc. which are alphabetical in order but it can be incorporated into the text along with the headings if there are going to be frequent cross-references between different sections or chapters of a book. Subdivision of text should not go beyond four levels.

13.4.3 Tables and Graphics

All types of illustrations, drawings, photographs, tables, charts etc. must follow a uniform format.

1. All drawings, maps, etc. must be drawn to scale.
2. Illustrations must bear titles and numbers.
3. Verbal material must be reduced to the minimum.
4. Only standard abbreviations must be used.
5. Illustrations must be proportionate to the print material on a page.
6. Source must be given in full detail.
7. Explanatory footnotes in the tables or charts must be avoided.

In any academic write-up tables, charts, illustrations etc. add clarity to the points under discussion. For instance a graph can present a conclusion in a single visual impact so that the various factors are viewed simultaneously in their relation to each other. Similarly tables make detailed comparisons of numbers and quantities easier to follow than a long description. Basically, tables are distinct from the rest. Readers look at the table from top-down while they look at the illustrations etc. bottom-up. Hence the title is placed above the table and below the pictures, charts, illustration etc. In both cases the source and explanatory remarks must be given at the bottom. In general Arabic numerals are used for tables and Roman numerals for the others. Illustrations or photographs must be roughly not more than one-third of a page.

13.4.4 Reference

Depending upon the nature of the material authors may give references in the text. There are three ways of doing it: footnotes, notes and references. A general reader will not be so much interested in the origins of a matter or authentication of a point from some other authority. On the other hand, he is annoyed by the numerous numbers referring to footnotes or notes. In general it is better to avoid notes or footnotes in a text which is meant for the general public, not researchers. However, the writer may provide references within the body of the text as in:



Only the Jewish people of European origin are afflicted with *tai sak* (Bernstein 1962: 180).' The details of the reference are given in the bibliography or references cited.

Or, a general reference may be provided at the end of each chapter or section. The latter is generally preferred.

13.4.5 Quotations

Often writers resort to quotations to support or authenticate a point. It is left to the discretion of the writer or the editor to decide whether a particular quote adds to the argument or not. Editors should ensure that copyright permission has been received in the case of substantial quotations or of copied or re-drawn illustrations. But writers should avoid common place quotes or quotes from famous people. A quote adds vitality to the point under discussion, and it is not a decorative piece to be flaunted. Hence, any quotation must have the following characteristics:

- a) It must be reproduced exactly as in the original but if it is a translation it must be so stated.
- b) If some words or sentences are left out it must be indicated by three dots...
- c) A quote of less than two lines is run in along the text; otherwise it must be indented in single space.
- d) Author's comments, if any, on the quote must be placed in brackets.
- e) The source of the quotation must be given in full.

The quotations should be distinct from the text and so arranged that they are easily recognisable. This is generally done by the use of punctuation marks, indentation or smaller type.

13.4.6 Punctuation

Fewer punctuation marks are required in Indian languages than in English. Use of semicolon or dashes or colon smacks of imitation. Indian languages need only a fullstop, a comma, a quotation mark, a question mark, parentheses and an exclamatory mark. These must be used judiciously and appropriately. Punctuation marks are employed to avoid ambiguity and to add meaningful expression not indicated by words.

13.4.7 Foreign Words

In writing scientific, technical or research articles authors are often required to use foreign words or abbreviations for uniformity of standards. However, there is a distinction between words of scientific or technical nature and others. For example the notations for elements or formulas must be given as they are but words like 'libido', 'subconscious' can be descriptively explained in parentheses or the Indian equivalents can be given for popular forms like 'Security Council', 'United Nations Organisation' 'Indian Medical Association' etc. as used in newspapers and popular magazines. The writer should bear in mind that comprehension and not academic prestige is the most important criterion in this regard. Indian names of organisations are rarely abbreviated but popular usages must be accepted: di. mu. ka. (in Tamil), vi. ra. sam. (in Telugu) etc.

Further, in giving proper names of either Indian or foreign origin, writers must give the complete name first time they occur (first name and last name in case of European/Indo-Aryan or initials and the given name in case of South Indian names) with titles, if any.

Sir Isaac Newton
Periyar Ramaswamy Naiker
Prof Asutosh Mukerjee
Chairman Mao Tse Tung

but later on only the last name (surname) or the given names as is generally used

Russell (for Bertrand Russell)
Koch (for Edward Koch)
Ranga (for N.G. Ranga)



Names of famous persons must not be abbreviated as newspapers do. Avoid use of NTR (for N.T. Rama Rao)
C.R. (for C. Rajagopalachari)
Sir Arthur (for Arthur Conon Doyle)
Edward (for Edward Jenner)

Since most Indian alphabetic systems are phonetic in nature it is advisable to give foreign names as they are pronounced:

eDimbaro for Edimburgh

marwana for marijuana

13.4.8 Use of Numbers

Scientific and technical writing uses numbers to convey certain definite kinds of information as data, statistics, symbols, formulas, units of measure, quantities, etc. These kinds of facts are generally expressed in numerals which can be freely used to express numbers of any size unless they would cause confusion or a written out number seems more correct in the context. It is better to translate international numbers into Indian system i.e., lakhs and crores instead of millions or billions. Where essential one can give the international equivalent in parentheses. Where one has to use numerals the preferred usage is as follows:

- a) Use Indian (Arabic) numerals except where contrastive use of Roman numerals is conventional. For example volume numbers of journals, series, historical references to kings or centuries and so on are written with Roman numerals (Census 'C' series Part-II, *Indian Journal of Medicine Vol. X*, No.1, King James II, III Century B.C. and so on).
- b) As a matter of principle never begin a sentence with a numeral and where necessary write it in words except in the case of a calendar year. If the number beginning the sentence is accompanied by a unit of measure, both should be spelled out. Similarly, single digit numbers are spelled out in the middle of a sentence e.g.,
- c) If there are two adjacent numbers in a sentence, spell one out e.g.

<i>Wrong</i>	<i>Right</i>
55 - w Bulbs	Five 5-W bulbs
143 3d Avenue	143 Third Avenue
- d) Two numbers in the same sentence should be written in the same form.

<i>Wrong</i>	<i>Right</i>
The second and the	The second and the
18th tests were successful.	eighteenth tests were successful
- e) Weights and measures are always given in the standard decimal systems. When Indian measures are used for historical elucidation, their equivalents in standard form must be provided in parentheses. For example 'tulam' (tola in some languages) is given as 10.2 gms. or sevari (sovereign) as 8 gms. in Telugu.
- f) Avoid fractions where precision is not required.

13.4.9 Bulleting

Inclusion of a series of items in a running text is very annoying to the reader. For instance see the following sentence.

As per recent health statistics (1990) in India, both maternal mortality rate (MMR - 5/1000 live births) and infant mortality rate (IMR - 80/1000 live births) continue to be high. Some scientific studies conducted earlier revealed that Maternal Child Health services suffered serious setbacks in India. Some of the causes attributed were: Insufficient planning, lack of manpower, inadequate training and supervision of paramedical personnel,



poor utilisation and lack of knowledge among beneficiaries, belief in traditional remedies, low female literacy, inadequate interpersonal communication and information, socio-economic and environmental constraints, lack of epidemiological approach and management skills and ineffective health information system.

It is better to present the same data in a series of bulleted sentences for the visual relief of the reader.

As per recent health studies ... setbacks in India. Some of the causes attributed were:

- insufficient planning
- lack of manpower
- inadequate training and supervision of paramedical personnel
- poor utilisation and lack of knowledge among beneficiaries
- belief in traditional remedies
- low female literacy
- inadequate interpersonal communication and information
- socio-economic and environmental constraints
- lack of epidemiological approach and management skills, and
- ineffective health information system.

There are different types of reports and other text materials. Some of them are:

Technical manuals
Progress reports
Proposals
Thesis for degree
Company report
Journal article
Review of books
Press releases
Abstracts/Synopses

There will be variations in presentation because each writing is (i) intended for a purpose - a car manual is different from the syntax of Santali, and (ii) a different prospective audience - a Progress Report is meant for the laymen while journal article is meant for learned audience. Hence the treatment, the language, the format and the style vary from type to type. For example, a thesis will have footnotes, bibliography etc. while press reports are presented in running prose without illustrations or tables. Journal articles generally contain brief abstracts while books contain index.

A text that deviates from these norms of presentation must be considered as a problem text and must be modified. To provide guidance on how to prepare a MSS in specific subject fields professional associations and organisations have produced style manuals about which you will read in the next unit.

No matter what the type is and what the content is, a written piece should have the following components:

1. Introduction to the theme
2. Review of literature
3. The thesis (theme)
4. Presentation of data in support
5. Analysis
6. Conclusions

Besides this, the editor will need to attend to the front and back covers, title page, verso of title page, foreword, preface and acknowledgements, table of contents and abstract.

Activity 2 Take a Ph.D. dissertation and write a note on its format.



13.5 SUMMARY

In this Unit, discussions have been made on the processing of manuscripts with particular reference to technical writing i.e., various stages involved for processing or preparation of manuscripts in order to make it ready for the printer. Focus has also been made for better understanding of the process by using the language as a tool of communication. In order to make the reader more understandable and readable, organisations of words into sentences, paragraphs and complete texts are the important elements of editing the manuscripts. After reading the Unit, a student will be in a position to learn about the structural deviations in sentences and paragraphs and provided some ways of rectifying them. Moreover the format of a publication and its various applications and uses are discussed in this Unit.

13.6 ANSWERS TO SELF CHECK EXERCISES

- 1) The referee is a distinguished scholar in a particular discipline. The editor who is not an expert in that discipline may send it to an expert. The expert studies the manuscript on the basis of guidelines given by the editor. He in particular evaluates the manuscript for its (a) content (b) contemporarily of the text (c) parity with other similar books in the market (d) clarity of presentation and so on. He gives critical comments and suggestions for improvement or he may reject the manuscript on the basis of his judgement and knowledge. These are passed on to the writer for modification. The writer is expected to take them in the spirit given and modifies the text accordingly. Thus, a referee's role is very crucial in the evaluation process.
- 2) Chronological order is essential in historical accounts, biographical sketeches, evolutionary descriptions; on the other hand, sequential order refers to the various steps involved in an experiment, assembling of parts, descriptive and creative narrations etc. Chronology refers to actual time and sequence refers to logical relationships. The editor ensures that the text follows these orderings faithfully.
- 3) The opposition parties rejected the Govt. of India's statement on the secret Indo - US diplomatic talks in London. They claimed that it was a cover up mission to hide U.S. pressure on the Indian Prime Minister.

13.7 KEY WORDS

Authentic	:	Genuine - Known to be true
Creative	:	Having power to create intelligence and imagination not merely mechanical skill
Foggy	:	Idea of confused nature
Stylistic	:	Style in writing
Usage	:	Use of a language usually not governed by grammatical rules.

13.8 REFERENCES AND FURTHER READING

Anderson, J. Berry, H.D. and Millicent P. (1991). *Thesis and Assignment Writing*. New Delhi: Wiley Eastern.

Bharati, H.L.N. (1988). *An Introduction to Indian Textual Criticism & Modern Book Publishing*. Mysore: Central Institute of Indian Languages.



Cooper, B. M. (1986). *Writing Technical Reports*. New York: Penguin.

Huckin, T.N. and Leslie, A.O. (1983). *English for Science and Technology*. New York: Mc Graw Hill.

IGNOU, (1989). *Editing in Distance Education (IGNOU Handbook-6)*. New Delhi: IGNOU.

IGNOU, (1990). *General Principles of Writing*. New Delhi: IGNOU.

Vallins, G.H. (1988). *Good English*. Bombay: Rupa.

Weisman, H. M. (1980). *Basic Technical Writing*. Columbus: Charles Orenill Publishing.

UNIT 14 EDITORIAL TOOLS: DICTIONARIES, STYLE MANUALS, STANDARD SPECIFICATIONS, ETC.

Structure

- 14.0 Objectives
 - 14.1 Introduction
 - 14.2 The Dictionary
 - 14.3 The Style Manuals
 - 14.4 Standards
 - 14.5 Dictionary of Quotations and Thesaurus
 - 14.6 Summary
 - 14.7 Answers to Self Check Exercises
 - 14.8 Key Words
 - 14.9 References and Further Reading
-

14.0 OBJECTIVES

After reading this Unit, you will be able to:

- identify editor's tasks;
 - locate tools required for his job;
 - understand specific uses of different tools; and
 - resolve conflicts between two or more forms of facts
-

14.1 INTRODUCTION

An Editor plays an important role in the production of a text. He has to ensure :

- Veracity of facts
- Correct representation of forms
- Uniformity in style
- Adherence to standards

The Editor's task is academic and objective. His output will be evaluated by the readers as well as peers in his profession. If a page contains half-a-dozen spelling mistakes (euphemistically called typographical errors), a handful of factual mistakes (attributed to oversight), a few grammatical errors (alleged to have been caused by rush jobs) and so on, the editor cannot absolve himself of his responsibility. It is his bounden duty to avoid these. If he allows intellectual lethargy to play the better of him, his product becomes substandard. Since the output will be in a printed form no amount of excuses would give him the benefit of doubt. In addition to his academic background, knowledge and experience - which are essential - the editor also keeps in hand several valuable tools - dictionary, manual, standards specifications, books of quotation, thesaurus etc. These are the various tools which the editor can use to present the text correctly in standardised forms and verify their authenticity. We shall discuss some of these and related matters in this Unit.

The editor receives the text materials for his scrutiny. Like in Library Science, each book has a reader and each reader a book, in the field of editing also each book has a context and each context a book. The text varies from context to context and from audience to audience. A book meant for children needs to be treated differently from that meant for an advanced student; material meant for an academic or research journal has to be viewed and processed differently from the one meant for a popular magazine. The precision demanded in formal writings meant for fellow academics will be out of place or irrelevant in informal presentations meant for children or laymen. A few examples are given below:



Formal	Informal
Prevent	Stop
100 B.C.	hundred years before Christ
0.253 cm.long	quarter of a centimetre
sodium chloride	salt
flora and fauna	plants and birds
opportunity costs	missed advantages
per diem	daily
duress	restrained by force

The words given under different columns are used keeping in view the context and the target readers. Decisions regarding a particular word or word-form depend on the knowledge of the Editor, has sensitivity to the reader's perspective and the general consistency of the text. For each need he depends on a different tool for precision or context sensitivity.

14.2 THE DICTIONARY

The dictionary is the most commonly used tool for meanings, but it contains a lot more information than just meanings of words. There are various dictionaries in the market. Basically, they are either monolingual or bilingual (occasionally trilingual too), such as the *Concise Oxford Dictionary (COD)* English to English, *Brown's English - Telugu Dictionary*, or Sanskrit, Hindi - English Dictionary. Then there are subject specific dictionaries - *Dictionary of Linguistics*, *Dictionary of Chemistry*, *Dictionary of Slang*, *Dictionary of Proverbs*, *Dictionary of Indian Flora and Fauna*, *Dictionary of Art*, etc. In addition, there are semantic dictionaries like *Dictionary of Synonyms and Antonyms*, *Roget's Thesaurus* - each catering to a specific need. It is mandatory for an Editor to consult each of them when he is dealing with a particular subject. A Dictionary is essential to resolve doubts of many kinds. Any good English dictionary gives several kinds of information. The following is a brief illustrative list.

1) Origin of Words

Ba'ndicoot n. (rat), (Ind.) large destructive rat (*Bandicota indica*; (Austral.) insectivorous and herbivorous marsupial of genus *Perameles*. (f. Telugu *pandikokku* pig-rat)

banzai (-zi) *int.* form of greeting by Japanese to their Emperor, cheer used in battle, etc. [Jap., = ten thousand years (of life to you)].

2) Words variously spelled, indicating common and less common ways

baptize, -ise (-iz), v.t. administer baptism to (person, or abs.); christen; name or nickname. (ME, f OF *baptiser*": eccl. L *baptizare* f Gk *baptizo* immerse, baptize)

banister, bannister, n. (*usu.* in *pl.*) upright(s) supporting stair handrail; (in *pl.*) these uprights and rail together. [f earlier *barrister*, corrupt. of BALUSTER]

3) Capitalisation

Bantu' (-oo') n. (pl. or -s) & a. (member) of a group of Nergroid peoples in equatorial and southern Africa; (group) of languages spoken by them. (Bantu, = people) boy'cott v. t., & n. 1. v.t. combine to punish or coerce (person, class, nation) by systematic refusal of social or commercial relations; refuse to handle (goods etc.) with this aim. 2. n. such treatment. [f. Capt. C.C. *Boycott*, Irish land-agent d. 1897, so treated f. 1880]

(Notice that the word 'boycott' has become so common that it is no longer capitalised)



Manner of writing a word or words (hyphenation) and breaking point in multisyllabled words

(A) **bar'** n. **1.** long piece of rigid material (metal, wood, etc.); oblong piece (of chocolate, soap, etc.); CROSSbar; heating element of electric fire; - **bell**, iron bar with heavy ball at each end used in exercising; bar TRACERY. **2.** strip of silver below clasp of medal as additional distinction; band of colour etc. on surface (- **chart** etc., using bars to represent quantities); (Her.) narrow horizontal stripe across field (-**sinister**, erroneously for BEND' or BATON sinister, supposed sign of bastardy). **3.** rod or pole used to fasten or confine or obstruct (window, door, grate, gate, etc.; behind -**es**, an prison); barrier of any shape; sandbank or shoal at mouth of harbour or estuary. **4.** immaterial barrier or obstacle; restriction; (Mus.) vertical line (also --line) across staff dividing composition into sections of equal time-value, such section; (Law) plea arresting action or claim. **5.** (In law court) place at which prisoner stands, 'fig.) bar of conscience, opinion etc.; a particular court; be called to the --- (i.e. that in Inns of Court separating benchers from others), be admitted a barrister; **be called within the** i.e., that in courts within which QCs plead), be appointed Queen's Counsel; **the**, banisters, profession or barrister; **the outer**, those not QCs. **6.** rail dividing off space (e.g. in Parliament) to which non-members may be admitted on business.

(B) Bandy a . (Of legs) curved so as to be wide apart at the knees; *legged*, having bandy legs. [perls. f. obs. *bandy* curved stick]

(C) bond - saw

(D) bond - width

(E) bar chart

5) Different uses of words and contextual change. Different kinds of meaning are indicated as follows:

a comma(,) indicates similar or close meaning

a semicolon(;) suggests different meanings

a number (1,2 etc.) suggests distinct meanings

The restrictive nature of usage is also indicated by words such as: 'archaic' 'literary' 'colloquial' 'law' 'D (disputed)' 'R (racially offensive)' 'vulgar' 'irregular or suppletive forms of conjugation' and so on

(A) **break** (-ak) v.t. & i. (**broke** pr. -ok, (arch.) **brake**; BROKEN, see also BROKE). **1.** (Of a whole) make or become discontinuous otherwise than by cutting or tearing, divide or disperse into two or more parts, (break BULK, the ICE; ~ a set, sell its parts separately); (of waves) curl over and disintegrate in foam; (of prices) fall suddenly; (of weather) change suddenly esp. after settled period; (of troops) disperse in confusion; (of clouds) show gap; disconnect (electric circuit); subject (vowel) to fracture. **2.** crack, graze, (*broken heads*); shatter (*break a window*); break bone in (arm, back, leg, etc.), fracture or dislocate (neck; ~ **the back of**, do hardest or greatest part of, overburden (person); *break on the WHEEL*); make by separating obstacles (*a trail*, a way, etc.); penetrate by breaking (*break open*; ~ **ing and entering**, house-breaking); surpass (record); cause to cease or be discontinuous (*break gloom, spell, journey, silence*, STEP, one's *fast*); (of voice) change tone with emotion or at manhood; change (banknote etc.) for coins; unfurl (flag etc.); defeat object of (strike); solve (cipher etc.); disprove (alibi); (Tennis) win a game against (opponent's service); (Boxing, usu. as command from referee) come out of lynch; have interval between spells of work (*we broke for coffee*). **3.** (Of a part) disconnect or become separate room something otherwise than by cutting (~with, quarrel or cease relations with); dismiss (officer); (of bowled ball in Cricket) deviate from original direction on pitching.

(B) **bail** n. **1.** security given for released prisoner's appearance for trial; **forfeit** one's, (colloq.) **jump** ~, fail to appear for trial after being bailed; **give leg** ~, (joc.) run away; ~'sman (-z-), one who gives bail for another. **2.** person(s) acting as surety for prisoner's appearance for trial; **go ~ for**, (fig.) guarantee truth of. (ME f. OF bail custody (*bailler* take charge of f.L. *bajulare* bear a burden f. *bajulus* carrier)



bail v.t. 1. deliver (goods) in trust for a purpose; hence ~EE', ~'OR, ns. 2. (Of magistrate etc.) release on security given for appearance; secure liberation of, by becoming bail or security for; ~ **out**, thus liberate prisoner, (fig.) release from difficulty. 3. So ~' ABLE a., ~'MENT n. (f. OF bailer; see prec.)

Self Check Exercise

- 1) Find the origin of the following words from a standard dictionary
1. dodo 2. deko 3. anaconda 4. anacoluthan 5. sputnic 6. tea 7. abyssmal
8. whisky 9. vital 10. amorous

Note:

- i) Write your answer in the space given below.
- ii) Check your answer with the answers given at the end of this Unit.

6) Abbreviations

b. & b. bed and breakfast

7) Italicisation

ab infinitio 'from the beginning'

8) Correct spelling

aberrant (to check against *aberrrent)

liar (to check against *lier')

occasional (to check against occassional)

9) Different kinds of plural formation

me'dium n. (pl. me'dia or ~s) & **a.** 1. n. middle quality, degree, etc., (between extremes, or abs.); HAPPY *medium*. 2. intervening substance through which impressions are conveyed to senses etc., e.g. air; (fig.) environment, conditions of life. 3. agency, means, (by or through the medium of); ~ of circulation, what serves as instrument of commercial transactions, e.g. coin. 4. liquid, e.g. oil, water with which pigments are mixed for use in painting. 5. (pl. ~s).. person claiming to have communication with the spirits of the dead etc. and reveal its results to others; hence ~ISM (3) n., ~ i'stiC a. 6. means by which something is communicated; material or form used by artist, musical composer, etc.; (in pl., or erron. using.) = MASS *media*. 7. a. intermediate between two degrees or amounts, average, moderate; ~ bowler, ~ pace, (Cricket, neither fast nor slow); medium TERM ; ~ wave, radio wave having wavelength between 100 and 1,000 metres. (L, = middle, neut (as n.) of medius middle)

10) The authenticity of a word

a. make - makable

b. walk - walkable (avoidable Indianism)

11) Words not naturalised in English

fait accompli 'accomplished fact'

piece de art 'artistic piece'

- 12) Separation of the base form of a word from suffixes silken a. made of silk; clad in silk; soft or lustrous as silk; (of manner etc.) suave, insinuating. (OE seol(o) cen (as prec., -EN)]
si'lk'y' a. like silk in smoothness, softness, fineness, or lustre; (of manner etc.) suave, insinuating; hence **-ily** adv., **-INESS** n. [f.SILK+-y]
silly a. & n. **1.** (arch.) innocent, simple, helpless. **2.** foolish, imprudent, unwise; feeble-minded, imbecile; (Cricket) placed (dangerously) close to batsman (silly mid-off, point, etc.); --y-billy, (colloq.) foolish person; the --y season, August and September as season when newspapers start trivial discussions for lack of important news. **3.** Hence ~ily adv., **-INESS** n. **4.** n. (colloq.) foolish person. [later form of ME sely (dial. seely) happy f. OE *sxlig, = OS, OHG salig f. WG *sxliga (*sxli luck, happiness)]
- 13) **Whether a word** is derogatory (deragatory term for a Jew)



14.3 THE STYLE MANUALS

The term publication style includes all the conventions in word choice, spelling, capitalisation, choice of type faces, symbols and abbreviations, and presentation of numerical data characteristic of a publication. For example, Ref: *Medical Style and Format* (by Edward J Huth. ISI Press: Philadelphia) which deals with the discipline of Medicine.

The Chicago Manual of style (Prentice Hall) is a comprehensive style manual for editors. In India we have one detailed Style Manual by Chandra and Saxena for general writing of various types. The IGNOU style sheet, for example gives the style of writing numerals in their study materials as follows:

Numbers

1. Do not use single digits in a sentence except for comparative purposes or when it occurs with % marker or refers to a table or a chart.
(2% but two girls; 2 to 5 books not two to five books, 5 kg not five k.g.)
2. Do not begin a sentence with a numeral or an acronym (Not *20 students passed*, but *twenty students passed*. Not, *IGNOU was established in 1985* but, *Indira Gandhi National Open University was established in 1985*.)
3. In giving dates write the name of the month in the middle (20 Sept. 1985) - (Presently September 20, 1985 also used)
4. Specification of era should always be close to the year (AD 640 but 300 BC in that order).
5. Use Arabic system in writing large numbers such as 12,000 or one lakh or one crore (not 12,000, hundred thousand or ten million). In case of science or mathematics materials, use international method of grouping three digits from right and leaving space (1 000 000, 50 000, 2 000 etc). Use Indian equivalents whenever clarity is required: million (ten lakh) megawatts etc.
6. Write in words when it is not essential to use figures (a lakh of people were affected).

Style manual helps in the presentation of material (information in a readily-understandable format. This adds grace and distinctiveness to the text. If you study any text or a journal in any of the modern Indian languages and compare it with a similar one in English you will notice lack of uniformity in the presentation of materials in Indian publications. With the knowledge industry growing Indian languages also are trying to follow a uniform pattern or style and slowly manuals are being brought up. Eenadu, the premier Telugu daily, has its own manual for its writers, reporters and editors.



Activity-1

Visit an Indian language newspaper office and discuss their style features and write a small note. Discuss it with your Counsellor or fellow students.

14.4 STANDARDS

There are innumerable occasions when various types of technical information, proper names, measurements etc. have to be given in the correct form. This is more so when data across cultures and nations has to be presented in the internationally or nationally codifiable form. There are two important organisations which set these standards. One is the International Organisation for Standardisation and the Bureau of Indian Standards. The Editor will have to refer to the publications of these two organisations whenever there arises a doubt regarding the authenticity of data, a name or date or accuracy of an event etc. The need is most felt in the context of:

1. Proper names (Thiruvananthapuram for the earlier Trivandrum).
2. Correct order and presentation of personal names belonging to different cultures (K. Kamaraj, N.T. Rama Rao as opposed to the Indo European and Indo Aryan style of writing names: Kapil K. Kapoor, Anil B. De etc.).

Signs of currency of the same name Mauritius Rupee M. Rs. Hong Kong
Dollar HK S

4. Measurements of different systems
42 C 105 F.
Hectare 2.5 acres
5. Ancient and modern names
Pateliputra Patna
6. Botanical and zoological names
The Indian rhinoceros (Rhinoceros unicornis)
7. Chemical Notations:
Water H₂O
8. Transliteration or symbolisation of other language terms in English
(Gk.) gama I
(Russ.) 6 be b
(Skt.) Mahabharata

The above is a representative sample, not an exhaustive list of problem areas.

For instance see how the different eras have been dealt within one of the publications on standards:

Non-Christian Eras

See Chandra and Saxena's treatment of eras:

"Non-Christian eras are often used in historical writings: and the Saka era is also one of the eras officially recognised by the Government of India to be used along with the dates of the Gregorian calendar.

The anno Hegira ('A.H.') is quite frequently used in medieval history, and the anno Budhae ('A.B.') is used to establish Buddhist dates in relation to the Sri Lanka chronicles. A year according to the Hegira can be represented only by an inclusive date in the Christian calendar. e.g., A.H. 897/1491-92, and a month if used alone cannot be equated with any month of the Gregorian calendar, because the Hegira is purely

lunar. A month in Saka, or Vikram calendar, used by farmers for sowing and reaping is often spread over parts of two months in the Gregorian calendar.

However, when non-Christian dates are used, the corresponding Gregorian dates must be invariably given. The two forms of reckoning may be separated by a solidus, or the corresponding Gregorian date be enclosed in round brackets.

According to Sri Lanka chronicles, the consecration of Asoka took place in *anno Buddhae* 218 (269 B.C.)

The coin carries the date A.H. 718 (1318-19)

Amir Khusru gives the date as A.H. 19 *Rabi-ul-akhir* 659 (26 February 1296)...

The first day of *Asadh* (June/July) marks the beginning of the rainy season.

The equivalence may be indicated as follows: A.B. 218 (269 B.C.)

A.H. 897 (1491-92)

A.H. Rajab 993 (July-Aug. 1584)

A.H. 4 Ramzan 918 (13 November 1215) 2030 Vikram (1973)

24 Sravana 1897 Saka/15 August 1975

Cunningham's Book of Indian eras (reprinted 1971) could be used for conversion of dates, particularly the A.H, or to verify the existing conversions.

All dates based on non-Christian eras must be qualified by the name of the era used".

The specifications are very clearly spelled out. It is the responsibility of the Editor to check and incorporate the correct form of the data.

14.5 DICTIONARY OF QUOTATIONS AND THESAURUS

These are helpful in identifying a quote with the author, the location and the date. For instance we often hear the slogan *garibi hatao* of Indira Gandhi but we are not sure when she raised this. It was at the time of Congress split of 1969. You may have heard 'If they do not have bread, let them eat cake' but you do not know who said this and when. It is attributed to Queen Antoniette of France. Some British scholar is supposed to have said 'India's contribution to science is zero'. It is attributed to Bertrand Russell as well as Bernard Shah. The Editor has to check various books to verify the quotation as well as the context.

KENNEDY, JOHN

FITZGERLAND, US President, 29

May 1917-22 Nov. 1963

Let us never negotiate out of fear.

But let us never fear to negotiate.

Inaugural Address, 20 Jan. 1961.

KIPLING

Oh, East is East, and West is West, and
Never the twain shall meet,

Till Earth and Sky stand presently at

God's great Judgment Seat

The Ballad of East and West.

MORRIS, WILLIAM 1834-96

The idle singer of an empty day.

The Earthly Paradise. An Apology.

Dreamer of dreams, born out of my due time,

Why should I strive to set the crooked straight?





A land flowing with milk and honey

Ibid, iii.

Thou shalt love thy neighbour as thyself.

Bible, Leviticus, xix.

I am going the way of all the earth

Ibid, xxiii.14

I arose a mother in Israel.

Judges, v, 7.

He smote them hip and thigh

Ibid, xv.8.

A man after his own heart.

Ibid, xiii.14.

Self Check Exercise

2) Give the source, date and occasion of the following quotation: I have nothing to offer except blood, sweat and tears

Note:

- i) Write your answer in the space given below.
- ii) Check your answers with the answers given at the end of this Unit.

Apart from the popular quotations of famous people the Editor comes across a lot of quoted material in the text. Authors use quotations in support of the arguments they develop in their texts. In such cases the Editor has to :

1. Verify the quote
2. Give proper reference
3. Abridge it, if necessary, to an appropriate size.
4. Format it in the proper form giving the number in a series of quotes or footnotes
5. Ensure its suitability to the context.

Authors, particularly the thesis writers and novices display a penchant for quoting extensively. This robs the writer of originality and clarity of ideas. The Editor has to advise the writer on the need or otherwise of a quotation. Another useful source of reference is the 'Who is Who' of various kinds. It is the primary source to check dates of births, major events in the lives of famous people and so on. A typical quiz a student is asked is 'When did Gandhi become the President of Congress?' Most often people believe that he never headed the organisation but, in fact, he was elected Congress President once and only once in 1924 at the Belgaum Congress. The yearbooks are quite handy in providing information regarding the latest statistical data, annual records, updated news on elections, sports, dignitaries, office holders etc. The Annual Statistical Yearbooks published by the Govt. of India, the U.N.,

UNESCO etc. are some of the other sources of information. The decennial Census Reports contain a vast amount of information on the number of languages, the speakers of each language, migratory patterns of population, health statistics, educational levels of the citizens and so on. Depending on the context the Editor should have access to all important and readily available annual reference volumes such as Manorama Yearbook, Statesman's Who's Who, Sahitya Academy' Indian Writers, Visabudhra's Andhra Darsini, Association of Indian Universities Yearbook and so on.



Self Check Exercise

3) Where do you find authentic information on child mortality rate in India?

Note:

- i) Write your answer in the space given below.
- ii) Check your answers with the answers given at the end of this Unit.

14.6 SUMMARY

In this Unit, you have become familiar with the various tasks of the Editor, the tools of his trade, nature of information provided in each of the reference volumes, and the way the Editor uses them to make the text readable, understandable and standard.

14.7 ANSWER TO SELF CHECK EXERCISES

- 1) 1. Mauritian Creole 2. Ilindusthani 3. Sinhalese 4. Greek 5. Russian
6. Chinese 7. Latin 8. American Indian 9. Latin 10. Latin.
- 2) Winston Churchill, on becoming Prime Minister, 13 May, 1940.
- 3) *Indian Census 1991, India Yearbook or India - A Statistical Review* all published by Govt. of India.

14.8 KEY WORDS

Euphemistic : Speech or word containing euphemism i.e., use of pleasant, mild or indirect words or phrases in place of more accurate or direct ones.

Quotation : Group of words taken from a book, play, speech etc. and used again by persons other than the original author.

Thesaurus : Book containing lists of words and phrases grouped according to their meaning.

Veracity : truthfulness



14.9 REFERENCES AND FURTHER READING

Anderson, Dorothy (1989). *A Guide to Information Courses for the Preparation, Editing and Production of Documents*, London: Gower Publishing.

Anderson, J. Berry Thurston and Millicent Poole (1991). *Thesis and Assignment Writing*. New Delhi: Wiley Eastern.

Bharati, H.L.N. (1988). *An Introduction to Indian Textual Criticism & Modern Book Publishing*. Mysore: Central Institute of Indian Language.

Chandra, A. and Saxena T.P. (1979). *Style Manual*. New Delhi : Metropolitan Book.

Cooper, B.M. (1986). *Writing Technical Reports*. New York: Penguin.

Huckin, T.N. and Olsen, I.A. (1983). *English for Science and Technology*, New York: McGrawhill.

IGNOU (1989). *Editing in Distance Education (IGNOU Handbook-6)*. New Delhi: IGNOU.

IGNOU (1990). *General Principles of Writing*. New Delhi: IGNOU.

Longyear, Marie (1989). *The McGraw-Hill Style Manual*. New Delhi: McGraw-Hill Book.

Louis, Trimble (1990). *English for Science and Technology A Discourse Approach*. Cambridge: Cambridge University Press.

Ply, Mary Sue and Donna Haisty Winchell (1989). *Writer Audience Subject Bridging the Communication Gap*, London: Scott.

Rao, G.S. 'A Manual for IGNOU Course Writers' IGNOU (Mimeo).

Vallins, G.H. (1988). *Good English*. Bombay: Rupa & Co.

Weisman, H.M. (1980). *Basic Technical Writing*. Columbus: Charles Orenill Publishing.