

Take a Moment to Reflect

Leslie Vermeer

For many years my life has been organized around the academic calendar. For me, Labour Day feels like New Year's Day (without the hangover!) — I'll bet it feels that way to many of you, too.

But as the fall advances, the energy of the new year is quickly channeled into all those projects the summer put on hold. Sure enough, I look up a few moments later and it's Thanksgiving. By the time you read this issue of AV/VA, Remembrance Day will be near and we'll be winding up for the December holidays.

We're all so busy — I'm looking around at the mountains of work that have sprung up around me since September — and we're all so focused. We all have so much to do and little time to do it.

So perhaps what I'm going to ask is unreasonable, but I'll ask anyway.

Stop.

That's right. Just stop for a few minutes. Take a break. Look up and look around. Rest yourself for a moment, and reflect on why we do what we do.

What do editors DO, other than making the world safe for semi-colons? I think you will find many answers to this question in this issue of AV/VA.

In this issue, you'll find a celebration of the life of Maggie MacDonald, a well-loved, long-time EAC/ACR member and our first president. Maggie's numerous

contributions to EAC/ACR will not be forgotten, and her intelligence, her enthusiasm, her passion will live on in the many people whose lives she touched.

You'll also find in this issue a statement of EAC/ACR's goals. In looking to the future, we must draw on our collective past. This work demands a great deal of energy and commitment from us, but most of all it requires that we think. Pause. Reflect.

I was not fortunate enough to meet Maggie MacDonald and I am a newcomer to the EAC/ACR. But the editors I have met are among the most generous people I know. They give freely of their time, their experience, their insight. They are, as Arthur Plotnik says, perceptive: they see and respond. They engage. They contemplate. They reflect.

We live in a time when information is abundant, yet knowledge is scarce; when sound bites and eye candy take the place of wisdom and experience. Editors continue to offer sanctuary from the data storm, to pull order from the chaos. We are able to do so only by replenishing our profession and our selves, by balancing our art and our craft, by giving and taking, by looking back and looking ahead.

I think we sometimes forget what brought us to our work, and I hope this issue will inspire you to remember — and to take energy from remembering.

The work we do is important, but so is acknowledging that work. Let's celebrate, and then get on with what we have to do to make ourselves and our organization strong for the future.

And so, as you move through this busy season, please take a moment to stop. Reflect. Replenish. And then resume.

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Maggie MacDonald, Editor

In Memoriam

Ruth Chernia



In the *EAC/ACR Members' Handbook*, there's a sentence describing the founding of the Freelance Editors' Association of Canada that reveals much about who Maggie MacDonald was: "Maggie MacDonald was persuaded to be president" (p. 1). That persuasion involved a group of 35 of her peers deciding by acclamation that Maggie was the right person to be the public face for this fledgling organization. Barbara Hehner, who was present at that meeting, remembers Maggie as a person with tact and maturity: "We wanted her to be our president because she would be a good ambassador to other organizations and to the publishers. We knew she would not over-react ... we trusted her."

Former president Greg Ioannou remembers her this way: "Maggie died far too young. Because her body was left frail by polio, people who didn't know her well expected Maggie to be meek and shy. She was anything but. She was adventurous and feisty, and blessed with a clear-eyed awareness of life's absurdities and a sometimes caustic sense of humour. It is quite conceiv-

able that our association would have been stillborn without her strong leadership at the beginning. That was long enough ago that few of us remember her role directly. But all of us owe her, as members of the association that is her legacy."

Doug Gibson, president and publisher, McClelland & Stewart Ltd., agrees: "I had the pleasure of working with Maggie in the early '80s when we were both at Macmillan of Canada. Her no-nonsense dedication to her job as editor was so total that many out-of-town authors who arrived at the office to meet Maggie for the first time were surprised to find that merely getting to the office had been a struggle for her. The same determination that propelled her along on crutches showed in her fierce advocacy for her books and her care in ensuring that each one of them emerged from the editorial process as polished and close to perfection as possible."

Sometimes working freelance and sometimes in-house, Maggie forged for herself a history in publishing that included stints at the Ryerson Press, Holt Rinehart, Houghton-Mifflin, McGraw-Hill Ryerson, Macmillan of Canada, Key Porter Books, and Somerville House Books. She was remarkably calm in that last position, able to keep authors, editors, designers, and in-house staff working together to get the books out in what was often a difficult atmosphere.

I once sat in her office talking about our mutual childhoods in small-town Ontario and learned the interesting story of her background in Brampton, where she babysat the children of then Education Minister and Premier-to-be Bill Davis. All the while we worked together on a massive cancer therapy book, she never alluded to the fact that that disease had touched her life too.

When she talked of retiring, I expressed surprise. What would she do with all that time? Well, little did I know that she was an avid bridge player. Retirement would give her more time for that. She also enjoyed following the development of the peregrine falcons whose nests on tall building were videotaped and screened on the Internet. Some of the birds are fitted with tracking devices, and Maggie followed their annual migrations, too.

Patrick Crean, publisher of Thomas Allen & Sons Ltd., who worked with Maggie at Somerville House in the mid to late '90s when she was managing editor, had this to say: "I was struck by her spirit and courage. She was hardworking and conscientious despite her physical challenges. She would tell me off about certain procedures, for example, permissions. She knew how to do things properly — she was old-school in that way. So I learned a lot from her."

I'll leave the last word to Doug Gibson: "While all of her friends regret her loss, hundreds of thousands of readers in Canada owe her a debt for her total professionalism, which made so many books better."

Remembering Maggie

Charis Wahl

We often think of Maggie as reading (growling her way through a manuscript or deliciously engrossed in a “real” book), or in the midst of a group, joking and laughing, or stalwartly arguing for good sense, be it in politics or relationships. But I see Maggie the traveller, whose curiosity about and delight in other places never left her.

Whether camping her way across Canada, taking herself off to India, because “Well, it’s not going to come to me, is it?”, checking out volcanoes in Costa Rica, or crossing East Africa on a motorcycle, Maggie was on the move. She experienced much more of the world than most of us: greeting the rising sun from a canoe in Algonquin Park, watching it set from the top of Mt. Kilimanjaro, and seeing it move across all the skies in between.

Once she slowed down enough that a reasonably sedate trip to Europe would satisfy her, at least for a while, she did some travelling with David and me. Once, we wandered about Scotland, Maggie aghast that the whole damn country was full of Scots; “Charis, do you have ANY idea what it’s like to have this many potential relatives?” she asked in amazement — and terror. For her birthday during that trip, we found a gorgeous country house, complete with 14th-century wine cellar, stellar kitchen, and camomile lawn. Her room held a formal dining table with eight chairs, a few wardrobes, any number of large chairs casually scattered about, an escritoire in the turret bit, and a bathroom large enough to hose down a battalion.

“So,” we asked, “whadda ya think?”

“It’ll do,” she said, grinning like crazy and bouncing up and down on the larger of the two canopied beds. But I think that what she liked best about Meldrum House was the doorkeeper, a strange critter that was part golden retriever and probably part horse.

After a few months back from Scotland, Maggie declared that she was finally thawed out. “Next time,” she said, “warmth!” Which translated into Italy and Sicily.

Now Maggie and David were perfect travelling companions; they got hungry, thirsty, and bored at the same time. They also got tired (and tired of me) at the same time. After days of indulging my tourist whims, they finally went on strike, refusing to set foot in one more church.

“You go,” they said, happy for some peace and quiet. After seeing the interiors and hanging around the coolest place in the church that I could go to without paying, I’d come out into the baking heat, knowing exactly where to find Maggie and David — in the nearest café that had a great view, sunshine, and cold white wine. “Hmmm,” I’d hear, “back already?”

In the ’80s, when our lease in Algonquin Park was to expire and the government was threatening (yet again) to toss all the cottagers, Maggie reluctantly moved with us to a then fairly inaccessible and very quiet piece of Muskoka. It wasn’t the Park, her true love, but it grew on her, helped by good food, good wine, and interest-



ing guests. She delighted in spying on the pine marten that lived in a nearby tree, waiting for the foxes to come on their evening foraging rounds, and holding her breath at the rare sight of a fisher. She cheered on the raven, became astonishingly creative in the insults she hurled at the fearless raccoons, and was always entranced by the sound of the loons. Gradually, the place became her own, and she was finally content to stay put.

Now I can hear Maggie saying, “Charis, you’ve got all these people here, tell them about Aspen Valley. Be practical!”

Okay, Maggie, here goes:

Not far from the cottage (and even closer to the source of the finest butter tarts in Muskoka) is the Aspen Valley Wildlife Sanctuary. There, in a very unprepossessing setting, orphaned and injured animals are taken in, cared for until they are old enough and strong enough to go back into the wild, and then released. Those that would not survive in the wild stay and are cared for at the sanctuary. (At the moment, most of the temporary residents have left, but they still have a small part of this year’s crop of orphans: 150 baby raccoons, 12 fawns, 6 bear cubs, and 3 moose calves.)

Every summer, Maggie would announce she was going to see the critters; whoever wanted to come was welcome (as long as they were ready on time, because she was driving). We, including the neighbours’ kids, would pile in and then wander about the sanctuary, delighted seeing up close everything from hawks to bears — and even a lion. (Don’t ask.) The public can visit free, of course — part of the sanctuary’s mandate is human education — they just put out a box for donations.

Which brings us (“Finally,” Maggie is saying) to the point. Should anyone want to celebrate Maggie by donating to the sanctuary, it can be found at:

Aspen Valley Wildlife Sanctuary
1116 Crawford Street
Rosseau, Ontario P0C 1J0.

Changing Faces and Databases

News from the National Office

Lynne Massey

Summer is playtime in Canada — though it may be hard to remember in grey, chilly November — and here in the national office, we spent part of this past summer playing musical chairs.

Connie John, association manager since 1999, left her chair at the end of June to pursue graduate studies. Dropping my former title of project manager and certification coordinator, I moved into Connie's corner of the office and assumed the position of executive director.

Matt Godden, who was the association's administrative coordinator back in 2000 and 2001, returned in June to take up the reshuffled and multifaceted role of certification coordinator, office manager, and publications coordinator.

And then in August, Michele Collins, who had served as our administrative coordinator since June 2001, decided to leave to pursue other opportunities. By the time you read this, we should have a new person sitting in Michele's chair and handling membership administration and general inquiries, among other things.

Although we have different responsibilities, one project that, over the coming months, all three of us — Matt, the new person,

and I — will be heavily involved in is the development of a new national database for the association.

This may not sound like a particularly exciting project, but it's an important one. The current database, which has grown and developed in a somewhat haphazard fashion over the years, is no longer adequate for the association's needs. Our members and external contacts expect an increasingly professional level of service from the office, and we need to upgrade to meet those expectations.

A more powerful, better-constructed database is also crucial for the certification program, for fundraising in support of the Tom Fairley Award, and for expanded efforts to raise the profile of editors and EAC/ACR — to name just a few major initiatives.

In working on this database project, we'll be liaising with the branches and drawing on the expertise of the national Technical Advisory Committee. And if all goes according to plan, by this time next year we should be committing impressive new acts of data management and administration with breathtaking efficiency.

Watch this space...

Lynne Massey is executive director of EAC/ACR.

Francophone Fees

The 2003 Survey on Billing

Céline Bouchard, Nathalie Larose, and Nathalie Vallière

As a result of the francophone forum of EAC/ACR on billing earlier this year, a small team decided to conduct a survey with francophone members across the country. The intent was to compile data on an editing service billing system and to examine the pertinence of posting the system to the association web site.

Twice during the month of June, the team met to go over the survey results and to review the comments made by the 43 respondents who filled out the questionnaire. Although final results are not in yet, the team has a fairly good picture of the respondents' situation.

The vast majority of respondents are freelancers, many of them new to this field, and for the most part, they are satisfied with their billing rates. They also would like to see the creation of a billing system that would be accessible online.

Here are some partial results.

Thirty-five percent of the respondents have six months to three years of experience, and 21% have been working in the field 10–12 years. Some of the services provided by the members are language and translation editing, proofreading, and writing. According to the survey, 30% of the respondents are solely editors, while 47% are both editors and translators.

The vast majority (84%) are freelancers with the remainder (16%) being salaried employees. Annual compensation ranges

from \$40,000 to \$55,500. It is interesting to note that one respondent works in the National Capital Region.

Regarding rates, 36% of the freelancers charge \$25–35/hour, 25% charge \$20–24/hour, and 17% of the respondents charge \$50–55/hour. As for proofreading, 17% of the participants in the survey make \$18–24/hour, while another 17% make \$25–30/hour.

There appears to be a slight paradox in the results. Among the 49% who were satisfied, some charge \$20/hour, yet among the 32% who were dissatisfied, some charge an hourly rate of \$50. The remainder (19%) was somewhat satisfied.

Most respondents (93%) would like to see the creation of a billing system, and 50% of these would like this system to be available online.

As mentioned earlier, these are partial results and reflect only the situation of the members who answered the survey. We are currently working on detailed survey charts that will be available to you later this fall. We will also provide you with a summary of all the suggestions we received regarding tools and methods to help you get the compensation you truly deserve for your services.

We hope you found this information useful and would like to thank all the respondents for taking part in our survey.

Sondage parmi les membres francophones

Printemps 2003

Céline Bouchard, Nathalie Larose, et Nathalie Vallière

À la suite d'une vive discussion survenue sur le forum francophone de l'ACR/EAC au début de l'année 2003 relativement à la tarification, une petite équipe a eu l'idée de lancer un sondage pancanadien adressé à tous les membres francophones, dans le but de colliger des renseignements sur les tarifs demandés pour des services de révision et de déterminer dans quelle mesure il serait pertinent d'afficher sur le site Web de l'Association des barèmes de tarification.

En juin, nous nous sommes réunies à deux reprises pour dépouiller les réponses recueillies et évaluer les commentaires des 43 membres qui ont aimablement pris le temps de remplir le questionnaire que nous avions préparé. Après analyse, voici les résultats obtenus.

Vous serez sans doute intéressés de savoir qu'une très forte majorité des participants sont pigistes, que plusieurs débutent dans le métier, que la plupart sont satisfaits des tarifs qu'ils obtiennent, et qu'ils souhaiteraient que des barèmes soient établis ainsi que publiés sur le site Web de l'Association à titre indicatif.

Quelque 35 % des répondants possèdent entre 6 mois et 3 ans d'expérience,

alors que 23 % ont entre 10 et 12 ans de métier. Les principaux services offerts sont la révision linguistique, la correction d'épreuves, la révision de traductions et la rédaction. Nous pouvons dire que 30 % des participants au sondage tirent leurs revenus uniquement de la révision et que 47 % d'entre eux gagnent aussi leur vie à titre de traducteurs.

Parmi l'ensemble des répondants, 84 % sont pigistes et 16 %, salariés. Les salaires annuels s'établissent entre 40 000 \$ et 55 500 \$. Il serait peut-être pertinent d'ajouter qu'une personne salariée a mentionné qu'elle vivait dans la région de la capitale nationale.

Pour de la révision linguistique, 29 % des pigistes demandent entre 20 \$ et 25 \$ l'heure, et 23 %, entre 30 \$ et 35 \$ l'heure. Ceux qui obtiennent entre 50 \$ et 55 \$ l'heure représentent 18 % des répondants. Pour de la correction d'épreuves, 26 % reçoivent un taux horaire entre 20 \$ et 25 \$, et une autre tranche de 26 % des membres obtiennent de 25 \$ à 35 \$ l'heure.

Un paradoxe a surgi des chiffres : parmi les personnes satisfaites de leur rémunération (49 %), on trouve des pigistes qui

obtiennent 20 \$ l'heure, alors que parmi les insatisfaits (32 %), certains demandent un taux horaire de 50 \$. Quant aux autres répondants (19 %), ils ont soutenu n'être que partiellement satisfaits.

Parmi les participants au sondage, 93 % affirment qu'il serait utile d'établir des barèmes et 50 % d'entre eux souhaitent que les tarifs soient affichés sur le site Web de l'Association.

Bien évidemment, ces données ne sont que partielles et reflètent uniquement la situation des participants au sondage. Nous préparons actuellement des tableaux que nous vous soumettrons plus tard cet automne et qui présentent de façon plus détaillée les renseignements recueillis. Nous tenterons également de résumer les différentes suggestions qui nous ont été proposées concernant des ateliers susceptibles de mieux nous outiller pour obtenir la rémunération que nous désirons.

Nous espérons avoir éveillé votre curiosité et nous profitons également de l'occasion pour remercier une fois de plus tous ceux et celles qui ont participé à ce sondage.

Webinars: 627

Web Seminars Offer Convenient Learning Opportunities

Susan Turcotte

Three excuses come to mind when we need either to learn a new skill or update an old one. Too expensive. Too far away. Too little time.

Webinars, seminars delivered via the Web, can provide us an affordable learning alternative, available 24 hours a day from most computers connected to the Internet.

After almost five years of writing, editing, and taking photos for articles about Canadian soldiers, I had a new opportunity come my way this spring — I became the content manager for the Canadian Army's new bilingual Internet site, <www.army.gc.ca> or <www.armee.gc.ca>.

My experience within the military community spans 35 years — first as a daughter, then as a wife, and now as an employee. My experience with the Web, however, is not nearly as expansive. Facing a busy summer schedule, I needed a quick and flexible way to upgrade my Web communication skills: editing, writing, managing, and content planning.

A colleague suggested I check out Shel Holtz, a well-known communications expert. I did some Internet research and learned that although he wasn't coming to a city near me this year, he offered Webinar training sessions on a variety of communication topics, from *Writing for Employees to Effective Online Publications*. I found that these Webinars:

- Run "live" 24 hours a day via the Web over a five-week period

before being archived, but accessible, for a one-year period

- Provide a series of five lectures, a discussion forum, resource lists of related Web sites, handouts, samples, polls, and assignments
- Involve participants from around the world.

As part of my work is to develop a bilingual Intranet site for the Army, I signed up for the course *Employee Communications on Intranets*.

Due to technical glitches at my end, I started the Webinar a week late but was soon able to catch up.

Every Monday an instructor, who also facilitates discussions and answers questions, posts a new lecture and related materials, but I decide when I take part.

As soon as I had finished the first week's material in early July, I registered for four more Webinars. By the time I finish the last lecture in early October, I will have "attended" 25 lectures, visited several hundred web sites, and filled five, 2-inch binders with resource materials. The total cost for these five Webinars was US \$875, or US \$175 per Webinar.

What's working?

- Material meets or exceeds my needs.
- Available at my home or work, without travel time and expense.
- Flexible delivery allows me to work around a busy schedule, to repair or replace ailing computers, and to deal with major electrical blackouts and network-compromising viruses.

What's not working?

- The list of glitches in the point above has made it hard to participate in the discussion forum.
- Trying to get organized in a new job is difficult when taking too many Webinars over a short period.

Besides Holtz's site, I have included other resources I have found useful. Here are a few other sites with editing-related Webinars:

<www.stc.org/seminars.asp>

<www.lee.net/insidelee/news/edit.shtml>

<www.semcoenterprises.com/newsletter/july2002.html>.

The following annual conferences held Web-related sessions:

- EAC/ACR
- Canadian Association of Journalists <caj.ca>

I also bought and read two useful books;

- *The Internet Handbook for Writers, Researchers and Journalists* from Trifolium Books <www.pubcouncil.ca/trifolium>
- *Writing for the Web: Writers' Edition* from Self-Counsel Press <www.self-counsel.com>.

If you know of some online training opportunities, send the URL or Web address to *Active Voice* <rocciap@macewan.ca>.

Susan can be reached at <susan.turcotte@sympatico.ca>.

At Last!

A Review of Chicago 15

Leslie Vermeer

The 15th edition of the *Chicago Manual of Style* has finally arrived. It's been only a decade since the publication of *Chicago 14*, but editorial processes have changed so dramatically in the interval that the need for a new edition has been keenly felt. With roughly 50 more pages than its predecessor, *Chicago 15* answers many editors' hopes and pleas.

Updates to accommodate electronic publishing and desktop technology were widely expected, and the editors delivered. *Chicago 15* provides extensive detail on how to cite electronic materials and includes a succinct overview of considerations for citation, a list that should prove valuable to editors and authors alike. It also acknowledges emerging technologies such as digital bluelines and electronic books, and discusses their specific handling. Another major addition is extensive coverage of journal preparation. Rather than being slushed into book production, journals are treated as a distinct form with particular needs and timelines.

The other big feature of *Chicago 15* is the chapter on grammar and usage, and several early reviews have focused on it. I must confess that I, as a grammar instructor, was drawn immediately to these pages to see how didactic *Chicago* might have become.

I was pleasantly surprised to find a thorough yet accessible and largely descriptive discussion of American grammar. No Miss Thistlebottom here: the chapter is solid but thoughtful. Take for example its ruling on the split infinitive: "it is now widely acknowledged that adverbs sometimes justifiably separate the to from



the principal verb" — a clear statement that is neither permissive nor absolute.

The usage section is similarly thoughtful. Its "glossary of troublesome expressions" breaks out commonly confused words and phrases, such as *adverse* and *averse*, *convince* and *persuade*, but also extends to some subtler distinctions, such as *obtuse* versus *abstruse* and *mistreatment* versus *maltreatment*. It also gestures briefly to considerations of bias-free language and includes a helpful list of prepositional idioms.

One change that does not entirely satisfy me is the relegation of production matters to an appendix (albeit a lengthy one). Here too is the new home of the former glossary of technical terms, now reduced to a list of key production terms. Certainly the continuing advance of technology makes the detailed discussion of pre-press issues

difficult, and in this age of specialization, production editors without design training are increasingly rare. But surely editors — especially new editors — need more than a superficial understanding of the processes that turn an edited manuscript into a bound publication. Perhaps by the time the next edition of *Chicago* is published, technology will have stabilized sufficiently to permit more leisurely consideration of production and printing issues.

Numerous strengths compensate for any perceived weaknesses, however. The table of contents has been expanded for clarity, and the bibliography has been reorganized and updated. All numbered paragraphs have descriptive headings to allow editors to evaluate content quickly. And the style section — the core of *Chicago* — remains largely unchanged, though expanded. Margaret D.F. Mahan notes in her preface, "As for the rules that many of us either know or know how to look up, we have changed only a few, and mainly those that have never caught on." This is probably one of the greatest achievements of *Chicago 15*: that it has provided guidelines for tackling the new and unfamiliar without removing what is familiar and valuable.

One other subtle, yet entirely effective, change deserves mention. The moderate use of a second colour throughout gives the book a softer, more accessible feel, rendering it authoritative, not authoritarian. In short, *Chicago Manual of Style* remains the essential guide to editing and publishing. Plan to add the new edition to your editorial bookshelf soon.

The business of business

Checklist for Success

Ron Jette

I believe that with the right attitude, a little common sense, and a whole lot of hard work, a good freelance writer — at least in the corporate world — can earn a six-figure income in Canada. There is so much work out there that not only is this kind of income entirely achievable, but all of us can earn it.

At EAC/ACR's annual conference this past June, I offered a 10-point plan that I called a *Checklist for Success*. Although the presentation spoke to the world of freelance writing — writing is, after all, how I generate most of my income — the principles can be applied equally to the business of freelance editing.

For those who were unable to attend the conference, I offer them here in their condensed form.

1. **Know the language.** Educate yourself constantly. Reading reference books, attending seminars and courses, and subscribing to EAC/ACR's online discussion group would be a good start.
2. **Understand image is reality.** Whether we like it or not, what people — or potential clients — *see* is what they believe to be the truth. This is not just about dressing for success. This is about presenting the best possible you. Invest in professional design for your business cards, letterhead, and Web site.
3. **Show confidence.** Just having confidence isn't enough. *Show* it. Not in some show-off kind of way, but in a purposeful, focused, non-alienating kind of way. That will inspire confidence in others.
4. **Recognize what you're selling.** Remember, the client is not buying writing and editing. He is buying what the writing and editing *can do for him*. What are the benefits of what you do? By taking the writing assignment off the

client's desk, you are giving him peace of mind, you are giving him the gift of time (he doesn't have to do it), and you are helping him *sell more stuff*.

5. **Offer value.** In his book *The New Client: How Customers Shape Business in the Information Age*, author Paul Hoffert states that "making a profit is frequently a matter of differentiating a product from those of a competitor so that clients cannot compare them based on price alone." Offer more than just good writing and editing. And then charge for it.
6. **Sell constantly.** *Always* be on the lookout for opportunities. Tell people — everyone you meet — what you do. Work it into conversation tactfully. Writers and editors are interesting people with interesting jobs — your contacts will want to know more. But be careful — don't be a boor.
7. **Learn to manage your workload.** Do only the things you like and are good at. Avoid — or at least delegate — everything else.
8. **Show your appreciation.** Don't forget to say thank you.
9. **CAUTION!** When you start to taste *real* success, don't allow yourself to chase the money. Continue to provide real value. And don't ease up on the selling. Remember to *do it constantly*.
10. **Leave them wanting more.** The more value you provide, the more work you will get. Long-term relationships will be the difference between the occasional good-sized cheque and *real* success.

Ron Jette is a member of the NCR branch of the Editors' Association of Canada and runs a successful freelance-writing business in Ottawa. For a copy of the full presentation, Checklist for success: 10 things you need to do to earn a great living as a freelance writer, please write to <rjette@tristancreative.com> or call 613-830-5445 in Ottawa or toll-free at 1-877-242-8772.

Preparing for Certification

To prepare for certification, the QAC branch is forming a study group that will work through *Meeting Editorial Standards*. Several similar study groups, most recently one in Ottawa, have sent questions and comments to the Standards and Certification committees, incidentally providing valuable feedback for revisions of *MES*. The QAC group, however, is the first to be organized by a branch rather than by individual editors.

Working through *MES* with a study group is by no means the only way of preparing for the certification exam. Candidates are also encouraged to study *Professional Editorial Standards* carefully and think about practical applications of each standard; to take appropriate courses available through universities and colleges; to participate in EAC/ACR's seminars; and to engage in private study.

The members of the Certification Steering Committee

Also, a certification exemplar book will be available well before the first exam session. It will give details of the exam and the marking scheme and will provide a complete practice exam. As well, it will show examples of passing and failing performances so that candidates can see the level of achievement required on each standard.

We applaud QAC's initiative and wish the group well. The Standards Committee tells us that it is looking forward to the QAC group's questions and suggestions for the coming revision of *MES*.

If your study group has questions about the content of MES, please contact the Professional Standards Committee.

EAC/ACR Statement of Purpose and Goals

The process of developing the association's statement of purpose and goals began at the executive council level a year ago and was carried on at the branch level last spring. The formulations of the branches became the foundation for further consideration by members at an all-day meeting on the Friday before the June conference in Ottawa. This version was presented to the membership at the annual general meeting and fleshed out during general discussion. However, a few gaps in goals remained and board members filled those in, using the documents from the branches, during its strategic planning session in September. Here is the result.

The statement of purpose and goals provide guidelines for the activities of the association. The board and association committees will use the document to help in determining our direction over the coming year, with an understanding, of course, that not all goals are immediately achievable. It should be noted, too, that such a document is not meant to be final, and it will be revisited regularly by all levels of the association to ensure that it continues to reflect the goals of the membership.

I hope that you will read through the goals and, if you find something to which you would like to contribute, contact your branch chair or Lynne Massey at the national office.

Thank you to everyone for your input along the way.

Respectfully submitted,

*Faith Gildenhuys
National President, Editors'
Association of Canada*

Statement of Purpose

EAC/ACR fosters professionalism in editing, develops and promotes high editorial standards, increases awareness of the value of editing, and provides professional services to its members throughout their careers.

Our organization undertakes to

- ensure effective communication at and among all levels: association members, branches, staff members, and the national board
- understand and meet the needs of a diverse range of editors, including those who work in-house and freelance, in various media, in various sectors, in either official language, and at all levels of experience
- advocate on behalf of its members, the organization, and the profession.

Strategic Goals

To foster professionalism in editing and to develop and promote high editorial standards, we will

- implement certification
- provide more and diverse opportunities for professional development
 - set up a mentoring system
 - provide online programs and seminars
 - offer more mid-career professional development
 - train the trainers
- distribute association publications widely
- maintain and improve *Meeting Editorial Standards*, *Editing Canadian English*, and *Professional Editorial Standards*
- develop new publications, including *Les Normes de qualité en révision professionnelle*
- promote high professional standards of editing among members
- promote high professional standards of editing to the community
- promote industry seminars in major centres across the country.

To increase awareness of the value of editing, we will

- promote EAC/ACR nationwide and the editing profession as a whole, in English and French
- develop a long-term marketing strategy and communications plan, and allocate sufficient funds for ongoing marketing
- encourage media to present a more accurate picture of what editors do
- work with related organizations to raise the profile of the profession and its value
- improve the understanding of the role of editing in the francophone community
- promote recognition and acknowledgement of editors by their clients
- establish new recognition and achievement awards
- advocate for higher rates
- act as advocate with government agencies.

To provide professional services to our members throughout their careers, we will

- help editors deal with industry changes
- improve job and work referral services
- provide grievance/mediation services

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- member to member; member to EAC/ACR; member to client or boss
- evaluate services provided in relation to the diverse range of members
- explore benefits for members, such as pension plans and health care coverage
- explore acting as a collection and/or billing agent
- provide fee guidelines and salary surveys
- provide information on educational opportunities beyond EAC/ACR.

To strengthen the organization and enhance EAC/ACR as a community, we will

- encourage better lateral communication across branches, between EAC/ACR and other associations, and between EAC/ACR and “twigs”
- build community within the profession by creating social, motivational, and professional opportunities to encourage networking and bring people together
- actively recruit more members, especially in-house and Web editors
- increase member retention
- acquire, summarize, and report detailed member information
- encourage the evolving francophone community
- foster new branches and twigs
- enhance the volunteer experience
- acknowledge members’ contributions
- raise money to promote EAC/ACR and its programs
- develop national and international partnerships.

Usage notes

Few would dispute the notion that the way people speak is becoming less formal and, like, more colloquial, or whatever. As this happens, forms that were once held up as exemplars of so-called proper English are falling into disuse. Whom — the objective form of the pronoun who — is one of these. In many situations, it’s dismissed as outdated, stiff, impossibly pedantic, and even pompous.

At a reception desk or on the telephone, for example, few would stand on ceremony and ask, “To whom do you wish to speak?” People are much more likely to say, “Who do you wish to speak to?” or even “Who dya wanna talk to?”

But whom is still widely used in many situations, and knowing why — and when — to use it appropriately is a useful skill for editors. This was driven home to me when a proofreader recently suggested replacing whom with who in a sentence like the following:

The players, some of whom were injured, stumbled into the dressing room.

To understand why I didn’t leap to follow this suggestion, consider the forms of the pronoun who. Like other English pronouns, who changes form to indicate case: subjective, objective, and genitive (or possessive). The subjective form is who; the objective form is whom; and the genitive form is whose.

Then consider that prepositions — linking words, such as in, from, to, for, with, and between — are traditionally completed by objects. When the object is a noun, which doesn’t change form to indicate case, the objective form is exactly the same as the subjective form. Compare the form of home in these two sentences:

Home is where the heart is.
He lived far from home.

In the first sentence, *home* is in the subjective case because it’s the subject of the sentence; in the second, *home* is in the objective case because it’s the object of the preposition *from*. Of course, you must take my word for this because, as a noun, *home* doesn’t change form to indicate changes in case.

The same isn’t true of pronouns, however. They do change form, and this can cause confusion. Compare these two sentences:

Tell me who is going.

From whom can I expect help?

In the first, who is in the subjective case because it’s the subject of the subordinate clause who is going; in the second, the objective case is used because whom is the object of the preposition from.

This is why saying, “To whom do you think you’re speaking” is absolutely, unequivocally, without doubt, correct. In this sentence, whom is the object of the preposition to. It’s also why some of whom, rather than some of who, is correct in the sentence that caused the proofreader problems. In that sentence, whom is the object of the preposition of.

Though I would have few reservations about using the colloquial form, “Who do you think you’re speaking to?” I stuck with the grammatically correct form some of whom in the sentence that initially raised this issue.

And this is often the editor’s dilemma: to be a stickler for grammatical correctness or to go with the flow of colloquial use. Making the appropriate choice involves a number of considerations. Among them is a sound knowledge of the theory behind the use.

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