PEGboard

On space

Corné Janse van Rensburg

#fromthevicechair

Spatial organisation

My spatial awareness most probably started when I built an orrery as a science project in primary school. Little did I know that this extremely rudimentary model *circa* 1982 CE – made from wire, polystyrene, papier mâché, a ping-pong ball, if I remember correctly, and lots of glue – resembled a most illustrious tradition that goes as far back in time and place as Posidonius of Rhodes (c 135 BCE – c 51 BCE), who is said to have built the first mechanical model of the Sun, Moon and five known planets. From the Greek word for planet (πλανήτης, meaning 'wanderer', from the verb πλανάω, meaning 'to wander about, stray'), these models of the solar system were originally called *planetaria*.

However, today these models are better known as orreries, an eponym recalling Charles Boyle, the fourth Earl of Orrery (28 July 1674 – 28 August 1731), under whose patronage George Graham, an English clockmaker, made the first mechanical model in the modern era in around 1704. And with the introduction of the term orrery in about 1714, the word planetarium gradually came to refer instead to a domed building in which images of stars, planets and constellations are projected for public entertainment or education, or to a device that is used to project images of stars, planets and constellations.

From here, for a lexicophile like me, a whole new orbit of words began: while an orrery, like the one I built, shows the motion of the original five known planets (Mercury, Venus, Mars, Jupiter and Saturn), a grand orrery also includes the other planets. A simpler orrery that only includes the Sun, the Earth and the Moon is called a tellurium (or tellurion) and one that only includes the Earth and the Moon is called a lunarium. And a mechanical device that is used to

I wish I had this when I was at school!

predict eclipses and transits is called an astrarium. (By the way, an orrery that is only a model of Jupiter and its moons is called a jovilabe.)
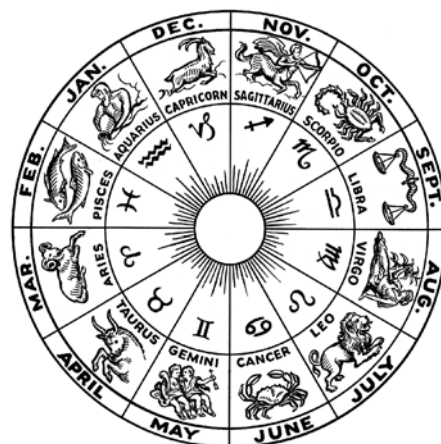
While I am today able to wear a digital orrery that continually updates a 3D model of the solar system on the face of my Apple watch, I am still fascinated every time I visit the website of the Koninklijk Eise Eisinga Planetarium (https://www.planetarium-friesland.nl/), the world's oldest working planetarium, where I can have a look in real time at Eise Eisinga's living-room-size orrery that was built between 1774 and 1781. What makes this orrery even more interesting is Eisinga's inclusion of the zodiac. ❯

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Eise Eisinga's living-room ceiling in Franeker

Spatial meaning

Organising the solar system in my primary-school model probably sparked my interest in the organisation of the stars. I can recall reading with fascination my star-sign predications in the newspaper while growing up – and while being startled to read that Monday was a lucky day and something bad will probably happen on Thursday, I was more enchanted by being a Gemini and by being associated with the twins Castor and Pollux, the Dioscuri, in Greek mythology.

Little did I know that my zodiac (from the Greek ζῳδιακόςκύκλος, meaning 'cycle of little animals' reflecting the prominence of animals in the 12 signs), one of the specific 12 constellations which are passed by the Sun once a year, formed part of a much larger sky map. This is a map that was drawn in about 150 CE by a Greek mathematician, astronomer, geographer and astrologer who lived in Alexandria in the Roman province of Egypt: Claudius Ptolemy (or in Latin: Claudius Ptolemaeus) from c 100 CE to c 170 CE.
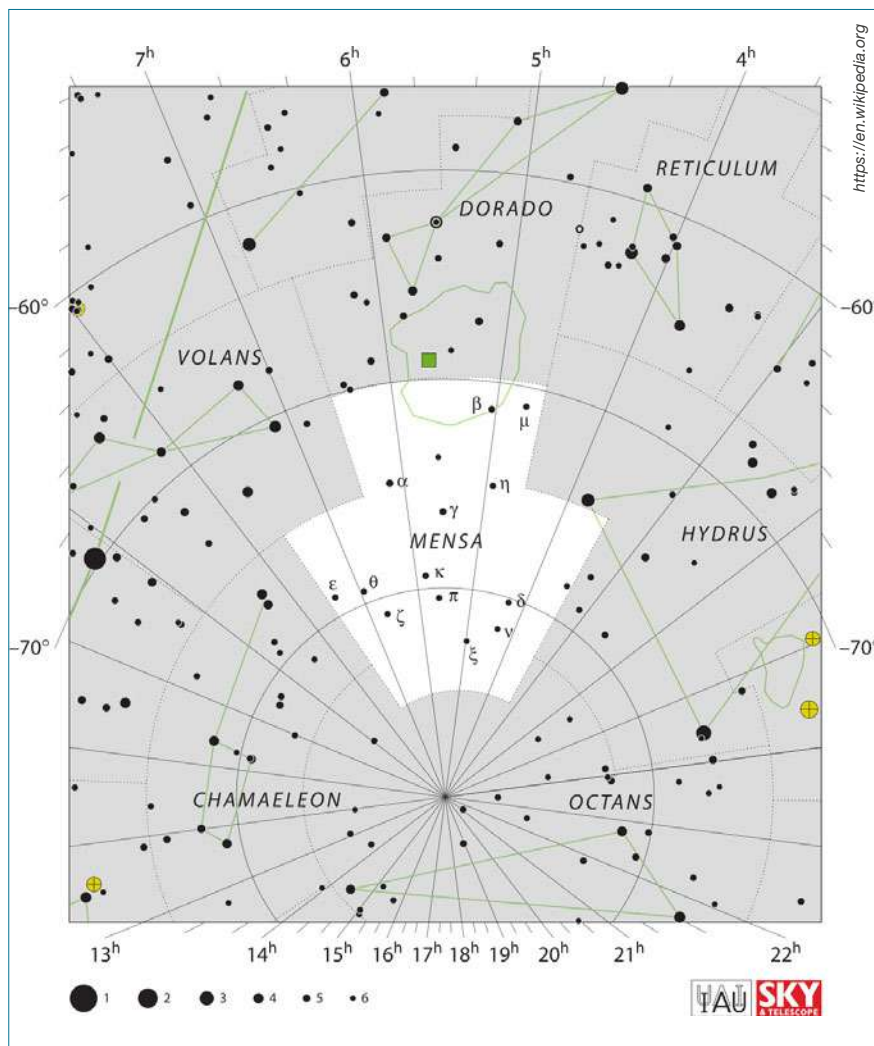
Ptolemy's 'map' took the form of an astronomical treatise in 13 sections, called books, now known as the *Almagest*, although it was originally entitled the *Mathematical treatise* (Μαθηματικὴ Σύνταξις) and later as the *Great treatise* (Ἡ Μεγάλη Σύνταξις) and the superlative form of this (μεγίστη, 'greatest') lies behind the Arabic name (al-majisṭī) from which the English name *Almagest* derives. In this work, unprecedented in size and scope, Ptolemy provides in Book VII and Book VIII a star catalogue of 1 022 stars, described by their positions in the constellations. Ptolemy identified 48 constellations in total: the 12 of the zodiac and a further 21 to the north of the zodiac and 15 to the south. This list was expanded in 1922 when the International Astronomical Union (IAU) formally accepted the modern list of 88 constellations. Each IAU constellation has an official three-letter abbreviation, for example Gem for Gemini, and according to modern astronomy, the constellations are defined and recognised areas of the celestial sphere and they are internationally recognised – celestial space is not only mapped but also named.

The constellations are groups of stars that form a specific pattern and depict 42 animals, 29 inanimate objects and 17 humans or mythological characters and have names to identify them.

They also, of course, tell a story. *Stories in the stars: An atlas of constellations* by Susanna Hislop (Penguin Books, 2015) shows how mathematics and myth work together to give meaning to the heavens above us.

Most of the stories of the constellations we owe to the Greeks and the Romans; one, however, is much closer to home: Nicolas-Louis de Lacaille (15 March 1713 – 21 March 1762), the French astronomer, visited the Cape of Good Hope from 1750 to 1754 to catalogue the stars in the southern sky (the stars that Ptolemy could not see) and in his southern catalogue, the *Coelum australe stelliferum*, published posthumously in 1763, he identified 14 new constellations. In one of these constellations he noticed a table in the stars and decided to call it *Mons Mensae* (Men) or Table Mountain – the only landmass to make it into the heavens. ❯

https://en.wikipedia.org

As an editor in the shadow of Table Mountain, I have found that I have to apply the same organisation of space and the ascribing of meaning to space to the texts whose trajectories bring them across my desk. From organising information on the macro level (Aristotle's beginning, middle and end) to correcting sentences (including all simple, compound, complex and compound-complex sentences) and the position of letters and punctuation signs, I, like editors across the country, reorganise, reorder and reword – and often correct and insert – to make every eye's journey across the page as smooth and as meaningful as possible. I have really never stopped building a word-orrery or stopped tracing the meaning between word-stars.

Empty space

Tracing meaning in geography is what Dan Brown's *Angels & demons* (2000) is all about. The reader is instantly taken on a gripping chase against time across Rome to save the four *preferiti* in what Robert Langdon, the protagonist, identified as a map called the 'Path of illumination'. The space of the narrative is the Eternal City, where landmarks become the macabre setting in which the four ambigrams below are revealed, and the time of the narrative is the *sede vacante* period. This Latin ablative absolute describes the time between the death of a pope and the election by the conclave of his successor when

the Camerlengo (who will ever forget the name Carlo Ventresca?) is in charge – the time when the seat of the bishop of Rome is vacant. Usually the *sede vacante* is short: between the resignation of Pope Benedict XVI on 28 February 2013 and the election of Pope Francis on 13 March 2013, only 13 days elapsed. But it has also been long: there was a period of 197 days between the death of Pope Pius VI on 19 August 1799 and the election of Pope Pius VII on 14 March 1800.

For the first time in PEG's 27-year history, we are also in the midst of our own *sede vacante*. At the national AGM in Johannesburg on Saturday 25 May last year, we were unable to elect a chairperson. Although we were very happy to be able to fill all the portfolios of the Executive Committee (and nearly all the branch committees), a new chairperson remained elusive. And the position of national chairperson will have been vacant for a year by the end of the month.

As you know, PEG is completely dependent on volunteers and it is only the goodwill and generosity of the members of the Guild that ensure everything that members have grown accustomed to stays in orbit. If you are inspired to lead PEG in a time of uncertainty, if you would like to give new meaning to an empty space and if it is written in your stars, please know that there is a vacant seat for a new chairperson. *Audacia ad astra*!

Closeness and distance

While our absent chairperson was lucky enough to escape 2019/20, our organised world and our well-travelled routes suddenly seem to be out of orbit. Who, except for gifted astrologers, could have thought that a virus would bring the world to a standstill at the beginning of 2020? COVID-19 has had an influence on the lives of all of us, especially during the period of lockdown. Our space has literally been limited and social distancing has imposed life-saving space between people who dare to venture outside. At the same time, however, our isolation has also brought many of us closer together, especially by electronic means. Regular communication and contact by telephone, cellphone, email, Skype, Zoom and Microsoft Teams have created a truly virtual world. For many members of PEG, the chat group has become much more than a noticeboard for editing help: it has become an editing community that keeps us together in these unusual times. Organise and give meaning to this time – you will see how fruitful it can be – and stay safe and healthy!

'Camerlengo' Corné

#hanhonhen

Gender-neutral language causes us to think differently*

This article appeared in De Morgen *newspaper on Saturday 10 August 2019. Translated from Dutch by John Linnegar.*

Gender-neutral language makes people think differently about the sexes, it would appear from scientific research into a reform of the law regarding the matter in Sweden. A prerequisite: language must follow the development of society and not be prescriptive.

The Swedes do not need to choose between *han* (he) or *hon* (she) any longer; they are now able to fall back on *hen*, the gender-neutral pronoun that was given legal status in 2015. But does such a reform of the language help at all? Yes, it does, two American scientists conclude.

That *hen* has made Swedes less masculine, more feminine and more tolerant towards sexual minorities is beyond dispute, they write in the journal *PNAS*. But that can have all kinds of consequence.

Just consider, for example, the fact that the introduction of the gender-neutral pronoun has been debated for quite a number of years. That political debate opened the eyes of many Swedes to the inequality of the sexes in their language and in their thinking. A Sweden that espouses more sexual equality could very well be a social development for which language is an expression, not a cause.

In 2015, the pronoun 'hen', which is neither male nor female, was imported into the language.

To filter out the effect of language on itself, the researchers asked thousands of Swedes to participate in a series of online tests. They had, for example, to give a name to a drawn figure that could equally have been either male or female, or anything in between. They had to invent the names of the main character in a story. And, in the same test, they were asked questions about women in politics and about sexual equality in Swedish society.

Prior to the test, the one group was trained to use male pronouns, a second group female pronouns, and a third group to use gender-neutral pronouns. That seems to have had an effect: not only on the names chosen for the main character in the story but also on the participants' opinions about politics and society.

It is possible that the participants could have given socially desirable answers. For this reason, the researchers monitored the speed with which words were suggested: if you do not use words spontaneously, but come up with them because you have to, your delivery speed will be slower. This was not the case in this research, however.

Conclusion: word choice can change a society.

A potpourri of common grammar and punctuation problems (and their solutions): Part 1

Lyn Aecer

The Western Cape Branch's English grammar workshop at the end of August 2019 prompted this article about some of the common problems that authors so kindly (and repeatedly) throw at us to keep us on our toes!

1. Nominalisations or nounisms

First up is the use of **nominalisations** or **nounisms** (what Cutts [2013] calls 'smothered verbs' that generally end in *-al*, *-on*, *-sion* or *-ent*). These not only lead to passive-voice constructions, but the resulting three-word phrases also make for wordy sentences. Many writers use them either because they copy-cat their colleagues or mentors, or because they believe using them makes them or their text sound more important. All they, the writers, do is make the reader's task more difficult – and make themselves sound like mimics! As far as possible, these nounisms should be replaced.

> **Problem:** XX argues for **the deconstruction of** the labelling of women as subordinates.
> **Solutions:** XX argues for deconstructing the labelling of women as subordinates.
> XX argues for the labelling of women as subordinates to be deconstructed.
> **Problem:** This question is crucial to **the entertainment of** your request.
> **Solution:** This question is crucial to entertaining your request.

Notice how it is usually a single *-ing* word (a gerund or noun-verb) that best replaces the phrase containing the nounism.

2. Personal pronouns before gerunds

But in making such a change, do not fall into the trap of **inserting a personal pronoun before a gerund**.

> **Problem:** She argues for **him** deconstructing the labelling of women as subordinates.
> **Solution:** She argues for his deconstructing the labelling of women as subordinates.
> **Problem:** I don't like **you** behaving like that.
> **Solution:** I don't like your behaving like that.

3. Incorrectly placed adverbs

Another common error among non-English-speaking writers is **placing adverbs incorrectly** in relation to the verbs they modify.

> **Problem:** Consequently, since the 1990s the binary concept of sex and gender has been reconceptualised **steadily**.
> **Solution:** … has steadily been reconceptualised.
> **Problem:** The intention at the time of attachment **logically** should be inferred from the combination of the other two factors.
> **Solution:** … should logically be inferred … OR … should be inferred logically …
> **Problem:** This uncertainty has been **largely** resolved.
> **Solution:** This uncertainty has largely been resolved.

Notice here that the adverb has been placed between the two auxiliary verbs making up the verb phrase. Generally, placing an adverb at the end of a sentence is regarded as inadvisable, because the more an adverb is separated from the verb it modifies, the more difficult it is for the reader to discern the connection and the writer's intended meaning. Also, by placing an adverb at the end of a sentence, the writer runs the risk of the adverb's influencing the meaning of a proximate word unintentionally but incorrectly.

> **Example:** The matter has been dealt with from several perspectives and by various authorities **equitably**.

But where a verb phrase comprises only one auxiliary verb and the stem verb, then the adverb should be positioned between them.

> **Example:** He has **never** absconded before now.

4. Archaisms

In academic, political and business communications, **archaisms** abound. Is the writer's intention to sound 'official', 'formal' or 'academic'? Whatever their intention, these writers are using archaisms that should have no place in contemporary writing, if the Plain Language Movement is to be believed. Apart from any other considerations, they tend to make English texts difficult to read and understand for those whose L1 is not English (and often even for those whose L1 it is!).

Examples include: *whereof*, *thereof*, *whereby*, *thereby*, *thereafter* – I place *hence* and *thus* in this category too, since they have perfectly acceptable modern equivalents that the average reader can understand – *therefore*, *as a result* and *consequently*. In each instance, the word should be replaced by its modern equivalent. ❯

Problem: Scholars differ in their conceptualisation **thereof**. (of it)
Problem: These are mental shortcuts **whereby** people assign a distorted view of a person. (by which)
Problem: **Hence**, challenges ... which may affect the career progression of women ... (As a result, Therefore, Consequently, Accordingly)
Problem: **Thus**, we can infer that ... (As a result, Consequently, Therefore)
Problem: When the value **thereof** far exceeds the value of the materials used (When its value OR When the value)
Problem: **Thereafter**, two students were approached to help identify ... (After that)

5. Americanisms

Avoid **Americanisms** in texts intended for any non-American readers. These include usages such as *Additionally*, *impact* as a phrasal verb (impact on), *toward*, *likely*, *in light of*, *gotten* and *how*.

Problem: **Additionally**, the notion 'gendered' carries the connotation ... (In addition)
Problem: Intensified accountability may adversely **impact** on the woman leader. (may have an impact on, may affect/influence, may have an effect on)
Problem: There are differences in race, age and so on that influence **how** gender transformation is experienced. (the manner/way/ways in which)
Problem: Their attitude **toward** NGOs is negative. (towards)
Problem: A 'thick' test would **likely** make it more problematic to find ... (probably, is likely to)
Problem: **In light of** the requirements for the position, many candidates are likely to be excluded. (In the light of)
Problem: The situation has **gotten** worse more recently. (got)

6. 'as well' and 'as well as'

If they are not used quite correctly, these expressions should have no place in formal writing. Since there are more acceptable alternatives – *also* and *too* for 'as well'; *and* and *in addition to* for 'as well as' – there should be no excuse for using them, unless an author specifically wants to write the way they speak! Both of these phrases tend to convey the meaning 'in addition' or 'in addition to' and should be used correctly as such. The phrase 'as well as' is *not* equivalent to 'and'. Also, do not allow authors to use 'both ... as well as' as a correlative conjunction; the correct pair is 'both ... and'.

Problem: Furthermore, culture **as well as** organisational demography play a role. (and)
Problem: To that group of problems we could add absenteeism **as well**. (too, we could also add)
Problem: If the property is subdivided later, **both** the manner of subdivision **as well as** the nature of the servitude would play a role. (both ... and)
Problem: If membership of the Institute lapses, accreditation lapses **as well**. (also lapses, lapses too)

An allied problem involving subject–verb agreement can occur when the clause introduced by 'as well as' is subordinated (that is, bracketed off from the main clause or idea in a sentence).

Problem: A student's conduct, as well as their grades, **make** all the difference. ('makes' because 'conduct' is the singular subject of the verb 'makes')

7. Prepositions

The use of prepositions seems to be something of a 'free for all' for many authors. Clearly, this is an area where interference from an author's L1 or from American English is exposed. In addition, as with the use of archaisms, many authors seem to latch on to 'trendy' expressions that they think are 'cool' and acceptable current usage, when they are simply the opposite ('the cold-blooded murder of the English tongue', to quote GB Shaw). Some of the commonest iniquities and most problematic parrotings are: *around* (instead of *on*, *in*, *about*, *for* and *with*), *within* (instead of *in*) and *for* (instead of *to*).

Problem: There should be more debate **around** this issue. (on, about, over, regarding)
Problem: The subjects admitted that discussion **around** the question is considered awkward. (discussion of or about, talking about)
Problem: Policies are in place at schools to reduce anxiety **around** home-related matters at work. (regarding, arising from, relating to)
Problem: It resonates with many such institutions **within** multilingual contexts. (in)
Problem: Educational institutions and individuals are immersed **within** this debate. (in) ❯

Problem: Only accredited members have voting rights **within** the Institute. (in)

Problem: As a teacher, she is an **advocate for** greater inclusivity. (advocate of; she advocates, and definitely *not* 'she advocates for')

Problem: This is essential **for** a better understanding of the nature of learning. (to)

Problem: The question is: Is this still relevant **for** us? (to)

Problem: They must take into account the benefit of the infringement **for** the public. (to)

Problem: The Institute is run by a Council **comprising of** a Chairperson, a Vice-Chairperson, three Council members and an Executive Director. (comprising)

8. The conjunctions 'as', 'since' and 'while'

The dual meaning of the conjunctions 'as', 'since' and 'while' can be problematic in that they can mislead readers or cause them to see confusing double meanings in expressions or sentences. Both 'as' and 'since' can mean 'because' or 'for the reason that', but 'as' can also indicate simultaneous occurrence and 'since' can also indicate 'during' or 'in the time after'. 'While' can mean 'at the same time as', but it can also indicate 'whereas' (indicating a contrast) and 'although'. Sometimes, therefore, it is wise to use clearer synonyms such as 'because', 'for the reason that', 'whereas' or 'but' when these convey the author's intended meaning more accurately and clearly.

Problem: **As** in-depth studies of women leaders' life stories are limited, we intend to set that right. (Because)

Problem: He gave up work **as** he had reached retirement age prematurely. (because)

Problem: Either **since** the right-holder dies or the condition sets in, the entitlements of the servitude also terminate. (because)

Problem: Men are believed to portray autonomy **while** women are stereotyped as having caring traits. (whereas)

Problem: In the case of movables, this limitation applies after delivery, **while** in the case of immovable property, it applies after registration. (but)

9. The tense of 'since'

There is another problem with 'since' which derives from its meaning 'during' or 'in the time after'. It should not be used synonymously with 'after' (which is usually followed by a simple past-tense verb). This meaning requires that 'since' must be followed by a verb in the present perfect tense, not the simple past tense.

Correct: After the end of the war, things **changed** little. (simple past)

Correct: Since the end of the war, things **have changed** little. (present perfect)

Incorrect: Since the uprising, he **was** in exile. (simple past)

Correct: Since the uprising, he **has been** in exile. (present perfect)

10. Articles before nouns

Omitting articles before nouns – both definite and indefinite – is just not English! And yet their absence is so pervasive in much of the writing we editors encounter nowadays.

Problem: Accreditation is offered at **professional** level only. (at a/the professional level)

Problem: A principal and **accessory** must be identifiable. (an accessory)

Problem: This explains the focus on both the mental and **physical** elements in each of the modes of acquisition. (the physical)

Problem: Without **permission** of the owner or person in control … (without the permission of the owner or the person in control

Problem: This difference triggers **use** of the crystallised rules. (the use

Problem: Accession concerns **joining** of items of property that belong to different people. (the joining of, joining)

Problem: Welding involves joining two pieces of metal by forging, fusing or **application** of pressure. (applying, the application)

11. Commas between subject and verb

Finally, the comma inserted between a subject and its verb is erroneous in English; it should be deleted.

Incorrect: The capturer of an escaped animal classed as game**,** cannot acquire ownership by appropriation.

Correction: Remove the comma after 'game'.

Incorrect: The owner of the neighbouring farm who gained physical control of it**,** acquired ownership in terms of the common law.

Correction: Remove the comma after 'it' OR if the clause 'who gained physical control of it' is non-restricting, then insert a comma after 'farm': The owner of the neighbouring farm, who gained physical control of it, acquired ownership in terms of the common law.

I hope that you recognised many of the errors illustrated in this potpourri of grammatical problems. Alternatively, that it may have opened your eyes to the kinds of error we must look out for, and correct, as we go about the business of improving authors' texts – and, in the process, saving a reputation or two. Look out for another potpourri in the next issue of *PEGboard*. ✎

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The supervisor–editor–student troika

Karin Pampallis

On 23 August 2019, PEG's Gauteng Branch Committee hosted a workshop at the University of Pretoria that dealt with the complex and sometimes vexed relationship between supervisors, students and editors. These three groups form a 'troika': any group of three that acts in unison to achieve a specific goal. The word troika suggests a partnership, a working together. That is certainly what we as editors aim to do when we work for a student or with a supervisor. However, there are occasionally problems associated with that partnership. The aim of the workshop was to explore some aspects of the relationship and to come to a better understanding of our roles within it.

The workshop began with presentations by a panel of academics on the situation at the university regarding postgraduate students, the role of supervisors and the relationship of both with editors. The panel members were both from the University of Pretoria: Professor Rinelle Evans from the Department of Humanities Education and Dr Idette Noomé from the Department of English. Following the presentations, there was a question-and-answer session facilitated by Karin Pampallis, long-time freelance editor and PEG Gauteng Committee member.

Throughout the workshop, which was well attended by both new and experienced editors, attention was keen and discussion was lively. What follows is not a blow-by-blow description of the proceedings but rather a summary of the panel presentations and the ensuing discussion.

A 'troika' is defined as any group of three that acts in unison to achieve a specific goal. In the academic world, the supervisor, the student, and the editor form such a troika. Learning how this troika can best work together was the aim of PEG's Gauteng workshop at the University of Pretoria in August.

The difficulties in higher education

The academic world is changing, and that has affected all three groups in the troika. If we editors understand what is happening in the academic environment, it should enable us to work better with our student and other academic clients.

To begin with, the profile of postgraduate students has changed over time. These days, most of them have English as their second (or third or fourth) language; in fact, census information shows that just under 10 per cent of South Africa's population claim English as their home language. Many students also face the lingering effects of the apartheid-era education system, which has disadvantaged them in many areas – language, finances, transport, writing skills and so on. Quite often, spoken language skills are adequate, but this is not always the case when it comes to using academic language. There are also issues related to computer literacy and academic ❯

Presenters at the workshop from left to right: Idette Noomé, Karin Pampallis and Rinelle Evans

Students often feel powerless when confronted with the necessity of getting their work edited

preparedness. Add to this the reality that many postgraduate students are working while studying, and the result is a situation in which students struggle academically and often take longer than the allotted time to complete their degrees.

There have been a number of changes in the higher education system over the last few years.

To make this situation even more challenging for supervisors, there have been a number of changes in the higher education system over the last few years. For instance, there is the issue of massification. As more and more young people are accepted for university studies, classes have become much larger than they used to be – up to 500 students in an undergraduate class and as many as 60 master's students in a department's cohort. In addition, universities (in South Africa and elsewhere) have moved from a largely reflective approach to learning and knowledge production to one which is much more business-driven; government subsidies are often coupled with throughput, for example. At the same time, the staff profile has also been changing. As many academics retire, experience and expertise are lost. The result is a growing proportion of younger, inexperienced lecturers who are not totally familiar with how they should be interacting with students. Universities are grappling with how best to deal with this.

So, what are the implications?
One consequence is that academics have less time to interact meaningfully with their postgraduate students. This often means that there is less time for supervisors to help develop their students' conceptual frameworks, arguments and writing abilities. This, in turn, means that editors may be faced with unclear writing laced with varying degrees of language and formatting errors. This problem is exacerbated by the lack of common style sheets within universities and sometimes even within faculties and departments.

Another implication is that there is misunderstanding – both among supervisors and students – about what the editing process entails, how long it takes and therefore what they should be asking editors to do. How many of you have been asked to 'just do a quick proofread'? Perhaps part of establishing a better relationship within the troika could be for editors to teach supervisors and students what is meant by proofreading, copy-editing, substantive editing and so on. We could easily develop definitions and guidelines on this for all PEG members to use.

Students often feel powerless when confronted with … getting their work edited.

A third implication relates to the challenges that students face. Students often feel powerless when confronted with the necessity of getting their work edited. In addition to the issues of definition raised in the previous paragraph, many students don't know how to go about finding an editor (Where should I look?), deciding which one to use (How do I get value for money?), how much time is needed (How far ahead should I plan?) and how much to pay (What amount is fair to the editor and affordable to me?).

The way forward
The University of Pretoria is developing guidelines for supervisors and students about all these issues. PEG could work with them to ensure that the guidelines are reasonable and relevant. We could also engage similarly with other universities. It is essential that all parties in the troika are clear about what the editor is supposed to do for any given student. This requires communication and agreement **before** the work begins and not just assumptions about what is to be done.

All the workshop participants agreed that this discussion should not stop here, and that ongoing exchanges on expectations would be beneficial to both supervisors and editors, and thus also to students.

Q: Leenwoordwoordeskat

Corné Janse van Rensburg

In die laaste uitgawe van *PEGboard* het die klem op parentese geval en spesifiek die leestekens wat in Afrikaans gebruik word om parenteses aan te dui. In hierdie uitgawe van die nuusbrief kom ons by die 17e letter van die alfabet, die letter wat die minste plek in ons woordeboeke opneem.

As 'n mens byvoorbeeld na die getal bladsye kyk wat aan elke letter van die alfabet in die sesde uitgawe van die *Handwoordeboek van die Afrikaanse taal* (2015) afgestaan word, is dit duidelik dat baie min woorde in Afrikaans met "q" begin. Die meeste bladsye word gewy aan "s" (223 bladsye), "k" (146 bladsye) en "v" (142 bladsye), terwyl die minste bladsye afgestaan word aan "c" (7 bladsye), "y" (3 bladsye) en "x" en "z" (2 bladsye elk). Daarenteen bestaan "q" slegs uit 'n halwe bladsy (2015:1025) met net 23 lemmas. In die *HAT* se ouboet, die *Woordeboek van die Afrikaanse taal*, vind 'n mens in deel 12 (2005:719–721) drie bladsye gewy aan "q" met sowat 63 lemmas waarvan die meeste leenwoorde of -frases uit Engels, Latyn, Italiaans en Frans is.

In hierdie artikel word gekyk na die leenwoordwoordeskat wat met die letter "q" begin wat Afrikaans se leksikon verryk.

Wat leen ons uit Engels?
Q-boot (van Queenstown, Ierland); quadfiets (kwadmotorfiets); qualm; quasar (kwasar); queasy; queen; Queen Anne- (bv Queen Anne-styl); Queensburyreëls; queenstowner; queer (snw en bnw); queerstudie; queue (snw en ww); quick fix; quickie vang; quickstep; quit; quits (kom ons call dit quits; dubbel of quits; quits wees); quiz (snw en ww); quoits; quonset en quote (snw en ww) ›

Wat leen ons uit Latyn?

qua (q.); quadrans; quadratum; quadrivium; qualitate qua (q.q.); quantum libet (q.l.); quantum sufficit (q.s.); quaque hora (q.h.); quasimodo; questor; questoraat; questuur; quid pro quo; Quirinaal; quis custodies ipsos custodes?; quo vadis?; quod absurdum; quod attestor (q.a.); quod erat demonstrandum (q.e.d.); quod erat faciendum (q.e.f.); quod erat inveniendum (q.e.i.); quod est (q.e.); quod vide (q.v.) en quodlibet

Wat leen ons uit Italiaans?

quasi en quasi- (bv quasi-kontrak); quattrocento; quiëtisme, quiëtis en quiëtisties (afgelei van quietismo)

Wat leen ons uit Frans?

quadrille; quantité négligeable; quatre-épices; quenelle; questionnaire; quiche; quinquet en qui-vive

Uit ander tale?

Qoemranrolle (Dooie See-rolle); Qoer'aan (ook Qur'aan, Koer'aan, Koran); Quechua en quenseliet; quisling

Dierename

quekettkorhaan; quelea en queleavink

Plekname en eiename

QE2; Qinghai; Qolombana; Quantas; Quasimodo; Quebec (stad en provinsie); Quechua (taalbenaming); Quedeni; Queen; Queens; Queensburgh; Queensland; Queenstown; Quetta; Quetzalcoatl; Quintilianus; Quirinus (Quiryn); Quito; Qunu; Qwabe (lid van taalgroep); Qwaqwa (histories)

Afkortings

q. (kwintaal); q.a. (quod attestor); q.e. (quod erat); q.e.d. (quod erat demonstrandum); q.e.f. (quod erat faciendum); q.e.i. (quod erat inveniendum); q.h. (quaque hora); q.l. (quantum libet); q.q. (qualitate qua); q.s. (quantum sufficit); q.v. (quod vide, mv: qq.v.); Q-boot; Q-skip; Q-taal; qto (kwarto); Quantas (Queensland and Northern Territory Aerial Services); Q-wig ✎

Bronne

Botha, WF (hoofred) 2005 *Woordeboek van die Afrikaanse taal: Twaalfde deel P–Q*. Stellenbosch: Buro van die *WAT*.

Buro van die *WAT* 2006 *Sinonieme en verwante woorde: Die regte woord vir elke situasie*. Kaapstad: Pharos.

Büttner, H en Claassen, G 2010 *Goed om te weet: Mense, plekke, gedagtes en gebeure wat saakmaak*. Kaapstad: Tafelberg.

Du Plessis, M 2010 (2e druk met korreksies) *Pharos Afrikaans-Engels/English-Afrikaans Woordeboek/Dictionary*. Kaapstad: Pharos.

Gadd, A 2015 *A–Z plekname van Suid-Afrika: Oorsprong van name, geskiedenis, attraksies*. Kaapstad: MapStudio.

Luther, J (uitg) 2013 *HAT Taal- en feitegids*. Kaapstad: Pearson.

Luther, J, Pheiffer, F en Gouws, RH (reds) 2015 (6e uitgawe) *Handwoordeboek van die Afrikaanse taal*. Kaapstad: Pearson.

Müller, D en Pistor, S 2011 (2e uitgawe) *Skryf Afrikaans van A tot Z: Die essensiële gids vir taalgebruikers*. Kaapstad: Pharos.

Prinsloo, AF 2006 (2e uitgawe) *Sleng: Woorde, uitdrukkings en hul herkoms*. Kaapstad: Pearson.

Prinsloo, AF 2009 *Spreekwoorde en waar hulle vandaan kom*. Kaapstad: Pharos.

Prinsloo, AF 2011 *Die aap in jou koffie: Afrikaanse eponieme van A tot Z*. Pretoria: Protea Boekhuis.

Taalkommissie van die Suid-Afrikaanse Akademie vir Wetenskap en Kuns 2017 (11e uitgawe) *Afrikaanse woordelys en spelreëls*. Kaapstad: Pharos.

The art of interpretation

Dr Ella Wehrmeyer

Ella Wehrmeyer is a senior lecturer in Language Practice at North-West University, South Africa, where she teaches interpreting studies, translation theory and literary translation. She holds a DLitt et Phil from the University of South Africa, for which she investigated sign language interpreting on television using questionnaires, focus groups, eye-tracking analysis and corpus analysis. Her research interests focus on corpus-driven translation and interpreting studies, sign language interpreting, theoretical models of translation and interpreting and literary translation. She has developed an annotation system for text-based sign-language corpus research and has further created a pioneer sign language interpreting corpus. Apart from English, Afrikaans and South African sign language (SASL), she also speaks German and Russian and regularly interprets from Russian into English.

Ella describes the following incident as 'a little demonstration of simultaneous interpreting and why it is a professional occupation for which you need TRAINING …' She attends the Russian Orthodox church.

On 7 July 2019, after the church service, the priest gave a lecture on prayer. Since there was a group of people present that did not speak Russian, he asked someone to interpret. Well, a chap that I know well decided to volunteer. I was also sitting (with hubby) in that particular group and decided, well, this should be interesting: let's test his skills! He's a lecturer (SET) with Russian as L1 but, since he's been living in South Africa for more than 10 years, has excellent English.

13:01 – the priest starts off with a very general introduction – what is prayer, who needs to pray, why we need to pray, etc. Our interpreter is doing splendidly, with a very short lag time since the 'listening and understand' effort is minimal to him. He's interpreting sentence by sentence, also fluently (minimal production effort).

But by 13:05, he starts to slow down. By then the priest has started to introduce concepts from different religions, like the difference between prayer and meditation as done in Buddhism. He's also interspersing some very profound theological notions from a modern Greek saint. Our interpreter starts ❯

Dr Ella Wehrmeyer

struggling with equivalents. He excuses himself, saying to his audience that he understands perfectly but can't think of the English words. Cognitive load affecting production effort.

By 13:10, the lag time has increased significantly. There are long periods of silence while he absorbs three to five sentences (basically a whole mini-narrative). He's given up on sentence-by-sentence translation, and now just gives a quick gist summary of the main points. But he wastes time on explaining and excusing himself, which increases his cognitive load.

Our man bravely continues … but by 13:15, our priest has embarked on a detailed discussion of Slavonic theological terms from early liturgical texts. Now one thing I don't really understand (as someone who grew up with Shakespeare) is why Slavonic is incomprehensible to Russians. Maybe my not relying on the grammar as much as the root morpheme helps, because I can more or less make out the gist. But the added language dimension floors our interpreter. He is silent while paragraphs go by before he makes a start on his interpretation. To make matters worse for him, one of the group (a female, *nogal*!) is engaging in close personal interaction, with the occasional comment but an almost uninterrupted meaningful eye and face contact. He starts explaining the gist of the argument (one sentence) to her. But it's clear that production of any kind is difficult.

The moral, dear friends, is that interpreting is a professional skill for which you actually need training.

Around this time, hubby's head drops – he is lights out. Hubby understands Russian fairly well and was obviously following both the Russian message and the interpreting – cognitive overload! We revive him but his capacity to listen is finished.

I feel sorry for our interpreter (and the audience), so I take advantage of the silence. Now English is my L1 but Russian is my L4, so I need about two seconds' listening effort to get started. But I've got over 10 years of interpreting theory and practice tucked away (how the years fly by!), so I know how not to listen to myself or get distracted by my audience, and I know how to chunk and coordinate cognitive efforts. I guide the discussion through Buddhism and mantras, until our interpreter feels strong enough to start up again.

And then comes that critical time: 13:20. Even for professional interpreters, the maximum time is taken as 20 minutes. And then you must change to another interpreter. By now the Slavonic incursion is very deep, with beautiful imagery and profound theological interpretations – and terminology – which the Father is explaining in both Slavonic and Russian (and if I recall correctly, the occasional Greek term added for extra inspiration).

By now he's really getting into his presentation and has quickened his pace – and by now his audience is shifting somewhat restlessly – all Gile's triggers.

Our interpreter knows he is beat. He is not even trying to keep up, but is mostly 'winging it', taking his time to review some of the mid-presentation concepts about the differences between Christian prayer and other religions. This of course invokes a discussion with the female audience member I mentioned in which the interpreter (methinks rather gratefully) engages.

Meanwhile hubby, with glazed eyes, has gone in search of distraction and refreshments!

The moral, dear friends, is that interpreting is a professional skill for which you actually need training. In the same way that I cannot go work as an engineer just because I know science and maths, one cannot be a skilful interpreter just because you know two languages!

And I for one am very glad of this, because this is how I earn some of that 'daily bread' for which we ask in a certain prayer! 🍃

The words of our time

The coronavirus pandemic has quickly expanded our vocabularies. We've learned many new words and phrases, such as:

COVID-19; coronavirus; elbow bump; infodemic; self-isolate and self-isolation; self-quarantine (noun and verb); shelter in place; social distancing; social isolation; social recession; to flatten the curve; personal protective equipment (PPE) and working from home (WFH).

We've also learned important distinctions, such as epidemic vs pandemic, quarantine vs isolation and respirator vs ventilator.

We've also renamed many things around us, such as:

coronababies, quaranteens and coronials; covidivorce; coronacation; covidiot or moronavirus; doom-scrolling; quarantine and chill and virtual happy hour with quarantini and coronarita. 🍃

National webinar programme

The changes to the national webinar programme issued in January 2020 have been brought about by the dislocation and distancing wrought by the COVID-19 virus. We hope, also, that the webinars will make up for the lack of in-person meetings during this time.

Between May and July there will two webinars per month (including repeats), plus one early in August. The webinar programme includes the previously scheduled accreditation and grammar webinars as well as two additional language-related webinars. Some of the previously scheduled dates had to be changed as a result of a change in circumstances and the addition of the two new webinars.

The dates of the two May webinars remain unchanged. The webinar programme is displayed below for your convenience. 🌿

National webinar programme for 2020		
Online: May to August 2020	**Presenter: John Linnegar**	
Second quarter 2020	**Title: English grammar (based on the Western Cape 2019 workshop)** Date: Wednesday 20 May 2020, 13:00–17:00	Exercises to be emailed by 4 May 2020
	Title: Effective use of connectors in English: verbal and punctuation Date: Wednesday 10 June 2020, 09:00–13:00	Exercises to be emailed by 26 May 2020
	Title: Editors Canada accreditation test (repeat) Date: Thursday 25 June 2020, 13:00–17:00	Exercises to be emailed by 12 June 2020
Third quarter 2020	**Title: English grammar (based on the Western Cape 2019 workshop – repeat)** Date: Saturday 11 July 2020, 09:30–13:30	Exercises to be emailed by 25 June 2020
	Title: IPEd accreditation test (repeat) Date: Tuesday 28 July 2020, 13:00–17:00	Exercises to be emailed by 16 July 2020
	Title: Effective use of connectors in English: verbal and punctuation (repeat) Date: Thursday 6 August 2020, 13:00–17:00	Exercises to be emailed by 23 July 2020

#getaheadwithwebinars

Webinars offer promising CPD opportunities

Michèle Boshoff

Webinars, which were introduced by PEG last year, have paved the way for a new era of continued professional development (CPD), especially for those members who reside far from the three branches where workshops are traditionally presented.

On attending my third webinar in April 2020, I yet again discovered how effective and enriching this method of learning is. Apart from being affordable, one has all one's resources at hand, and can work on whatever electronic device one is accustomed to. Furthermore, one is able to hear and follow the presenter perfectly, along with the other attendees' questions and queries. It is worth noting that attendees log in from different parts of the country and the broader PEG community, from the Eastern Cape to Europe! Furthermore, the pace of the presentation is easy to keep up with.

The presenter on 22 April 2020 was John Linnegar and the host was Shane Webb, not only experts in their respective fields but also excellent communicators. A technical hiccup with the sound and connection occurred shortly after commencement but was swiftly resolved.

This was the second in a series of four webinars planned for 2020 to prepare members to sit the Guild's own accreditation test, which is in the offing. John, who has already sat two accreditation tests, took attendees through extracts of previous tests run by the Chartered Institute of Editing and Proofreading (CIEP) in the United Kingdom (formerly known as the Society for Editors and Proofreaders [SfEP]).

The presentation included a self-test proofreading exercise, with attendees answering 20 questions according to a style guide that was provided.

Two further sections contained passages that attendees were required to improve by identifying and correcting errors of grammar, spelling and punctuation. Attendees were also asked to compile a style sheet to record editing decisions.

Having attended a considerable number of workshops and webinars, I must admit I have learned an awful lot. Three things stand out as far as the accreditation tests are concerned: First, *read the instructions carefully* before firing away. Second, don't waste time *rewriting* text as time is of the essence. Instead, concentrate on the most obvious errors and correct those – that way you don't introduce new errors. Third, even if you fail a test, don't regard it as the end of the road. Taking an accreditation test will be an invaluable experience in your ongoing learning and CPD.

The webinars are open to all editors and present opportunities to hone editorial skills and break the isolation that currently prevails due to COVID-19. You can find the relevant details in the 2020 webinar programme that is included in this edition of *PEGboard*.

#valueaddededitor

Why should a thesis be edited and what value does an editor add?

Jax Baumgardt

The worth of a thesis

A thesis is the personal work of a student attempting to achieve a master's or doctoral degree in a chosen field. It needs to be written in an academic style that would be found acceptable within the international community, and, because it usually becomes the copyright of the university for publication purposes, is a showcase for the kind of work that is produced at the university. Well-recognised universities are known for their academic output. It is therefore a feather in their cap, so to speak, if their students' theses (or articles derived from them) are worthy of publication. Students can also feel proud of their work if it is published by the university.

Why a thesis should be edited

Writing skills

Students may often have the knowledge and background required within their field of research, but may not possess articulate writing skills and, as is common for many students, it is difficult to pick up one's own mistakes (also known as 'error-blindness'). A thesis editor will be in a good position to have an objective viewpoint, and this, combined with excellent language skills, will be able to assist the student to achieve an excellent result. For a master's degree cum laude, a minimum mark of 75 per cent is required; a doctorate is not given a mark as such, since it is required to achieve a level of excellence beyond the level of a cum laude. Few students are able to achieve this on their own.

It is difficult to pick up one's own mistakes (also known as 'error-blindness').

Referencing

A second weakness of many students is the ability to reference correctly, even if a style guide has been provided. The thesis editor will be able to identify the errors and omissions in a list of references or a bibliography and edit the list in accordance with the prescribed style guide of the university or academic institution. Good referencing is key to the acceptance of the thesis among peers and the academic community. It assures the reader that the work is of an acceptable academic standard and can be relied on in terms of its results.

Plagiarism

A third extremely important issue is that of plagiarism. In the electronic age where information is accessible online, there is great temptation simply to copy and paste sentences or even paragraphs, often without ❯

due acknowledgement or any critical thinking being applied to what the author said. An editor will be able to sense a stylistic change in the student's writing which is usually a flag indicating plagiarism. The editor should refer this back to the student for attention and not edit it, in my view.

Research skills
A further problem is that students may also simply google the concept and find non-academic articles from which they take the information, rather than using Google Scholar or similar resources which would direct them to properly written, researched, referenced and peer-reviewed academic articles. There are other academic repositories that are available to students through their academic institutions. The editor would be in a position to point the student in the right direction.

Students should be able to synthesise, weave, blend, compare and contrast information from a range of authors on the same topic.

Related to this is that students often fall into the trap of summarising other authors' works, an exercise that has little value. This may amount to the summarisation of a series of theories or findings or models. A good editor would be able to identify this pattern within the thesis and reword the section, pointing out the need to students that they should demonstrate critical thinking of what they read. It is, therefore, important that students should be able to synthesise, weave, blend, compare and contrast information from a range of authors on the same topic. The problem should be pointed out to the student so the correction becomes a teaching exercise as well, from which students should be able to learn. Students need to become critical thinkers, not merely regurgitating the ideas of others, but being able to contribute new thinking to a theory or concept, and thereby grow the body of knowledge.

The structure of the thesis
In addition, although not directly within an editor's brief, the structure of the thesis could be evaluated and corrected. For example, each chapter must address the objectives determined in the proposal – the so-called golden thread. An editor needs to be able to make sense of the student's work, and without the golden thread the task becomes difficult. One could simply say that it is the

student's responsibility to ensure this, and therefore simply edit what is presented in terms of grammatical correctness, spelling and sense, but, unless this is pointed out, it is unlikely that students would make this adjustment for themselves. As a result, the thesis would not pass muster when it comes to the final assessment.

Formatting
Formatting in accordance with the academic requirements of the university or academic institution is another area where an editor can assist. Despite modern technology being available, many students are not technologically skilled when it comes to formatting. This leads to inconsistencies in important matters like line and paragraph spacing, headings, labelling of diagrams, naming and captioning of figures and tables, pagination and, most importantly, the creation of an automated table of contents.

Conclusion
From this discussion, it is clear that an editor adds considerable value to the worth of a student's thesis, demonstrating good academic skills, such as referencing, which students could take with them into their future academic endeavours.

Please note: I did not refer to any articles or references in the compilation of this article, which was written based entirely on my own practical experience.

The ethically responsible approach to academic editing

Corné Janse van Rensburg

A significant number of PEG's members are editors of academic texts (theses and dissertations) that are prepared for submission for examination. Under these circumstances, we liaise with students who have mostly never had their work edited before and whose first language is very often not English. If one keeps all these complications in mind, and adds the various preferences for academic style, the different preferences for citation styles and each institution of higher learning's style guide to the mix, one understands why questions about the editing of these types of document are frequently asked on the chat group.

PEG believes that formal editing standards relating to the editing of written academic work which is being submitted for examination must pay attention to the ethical problem that such an editing intervention poses and that these standards are essential for the protection of all the stakeholders in these relationships. (This standard excludes, of course, the editing of academic texts that are not being submitted for examination, such as articles and presentations.) The proposed editing standard was disseminated during 2019 and received much contentious feedback, along with some positive responses.

What is the ethically responsible editorial intervention?

While some editors go out of their way to assist students to present the most polished text for examination, others feel that the editor can at most proofread the document by correcting spelling and punctuation errors. The question that strides this divide is: What is the ethically responsible editorial intervention in an academic text that is being submitted by a student for examination? One possible resolution is to distinguish between assisting the student with every aspect of academic writing – from formatting and placing of paragraphs to language as well as everything else – and strictly proofreading the text. A contingent of PEG members is of the view that students do not receive sufficient guidance from their academic institutions to enable them to draft a formal academic paper such as a thesis or dissertation. In addition, language-related shortcomings have a detrimental effect on students' ability to express themselves as they desire to in academic writing. Editors find themselves on a tightrope, because there is a big difference between the editorial intervention that can be made and the editorial intervention that is allowed.

If we, as editors, were honest, we'd be obliged to admit that by the time we receive academic work for editing, it is simply too late to identify problem areas and launch an entire mini-education programme to inform and enable the student. Unfortunately, a fairly high percentage of academic writing is of a low standard, which is not entirely the student's fault, meaning that a considerable amount of editing is required. Editors find themselves in an ethical conundrum: To edit or not to edit?

To edit or not to edit?

The Guild's proposed editing standard for academic writing takes out of necessity the most conservative position in this ethical debate and the following draft standard implies that editors who are members of PEG are permitted only a very limited editorial intervention. The standard is again published for discussion and comment and it is hoped that a subcommittee of the Executive Committee will consider all submissions and publish a revised standard so that members will have guidelines for the type of intervention that is supported by the Guild.

You are welcome to send your comments to our vice-chairperson, Corné Janse van Rensburg, at cm.jansevanrensburg@gmail.com. ✎

#PEGofficial

PEG's draft editorial standard for the ethical editing of academic writing to be submitted for diploma or degree purposes

This editing standard for the ethical editing by members of the Guild (third-party editors) of academic writing to be submitted for diploma or degree purposes (theses and dissertations in particular) has been developed to provide editors with guidelines for their editing intervention and to make students aware of the editing intervention that is considered appropriate and ethical.

A. Introduction
The roles of the student, supervisor (or study leader) and editor are clearly defined as follows:

- The student is responsible for the academic integrity and originality of the text and any contributions (eg quotations) must be acknowledged. It is further the student's responsibility to provide the editor with any guidelines issued by his/her institution that prescribes the style of the text including citation style. The student must acknowledge the contribution that the editor has made to the text.
- The supervisor cannot abdicate or delegate his/her normal supervisory duties related to the original research, intellectual content and scientific reporting in the text to the editor.
- The editor may neither write on behalf of the student nor may the editor usurp the role of the supervisor (or study leader), notwithstanding the expert subject knowledge over which the editor might possess. The editor is only responsible for:
  1) proofreading the text intelligently;
  2) indicating minor corrections (grammar, spelling, and punctuation); and
  3) making general suggestions to improve the text.

Because the text is being submitted for diploma or degree purposes and because the qualification that will be achieved by the student confirms that he/she has expert academic research and writing skills at a certain level, the editing intervention must meet the highest possible ethical standards.

Only **proofreading or light editing** of the text is recommended and **all interventions must be shown clearly** (as a separate document with proposed amendments and comments, as marked-up hard copy or PDF with proposed amendments and comments, or as a document with proposed amendments and comments shown in track changes and comments). The only format in which this editing intervention is permitted is **clearly indicated proposed corrections** and **clearly shown comments for suggestions or advice**.

The time frame for the editing of this type of document must be reasonable and the student must be made aware that the proposed editorial intervention must be considered and effected by the student before submitting the text for examination.

B. Macro-editing (also called structural or developmental editing)

Permitted	Not permitted
The editor may comment on the structure, organisation and logical arrangement of the text in comment blocks.	No structural (developmental) editing is permitted.
The editor may comment on the use of headings and subheadings.	The editor may not format the text, eg by imposing a hierarchical heading style. If the text does not follow a heading style (including numbering), that aspect may only be highlighted in a comment.
The editor may comment on headers, footers and page numbers.	The editor may not format or reformat the text, but problems may be noted in a comment.
The editor may comment on the table of contents.	The editor may not create a table of contents.
	The editor may not create any of the preliminary matter required by the relevant institution.

C. Micro-editing (also called copy-editing or line editing)

Permitted	Not permitted
The editor must correct orthography, eg spelling, capitalisation, hyphenation. The editor must make use of the institution's style guide, if supplied, and must follow the conventions of standard South African English.	The editor's micro-editing of the text may not substantially change the text. If the editor wants to make the student aware of problems in the text that require more extensive intervention, those suggestions must be added to the text as comments.
The editor must correct punctuation, eg correct use of full points, en and em rules.	
The editor must correct grammar so that the text meets expected English conventions.	
The editor may suggest changes to word order or sentence structure if it contributes to the clarity of the text, but the editor may not rewrite the text.	
The editor may propose deletions where there are obvious instances of ambiguity, repetition or verbosity.	
The editor may offer advice in comment blocks to make the student aware of poor phraseology or bad composition.	

D. In-text references and reference list

Permitted	Not permitted
The editor must check that the prescribed citation style has been used throughout the document and may correct errors in in-text references and in entries in the reference list.	The editor may not check references, including cited page numbers. The editor may also not supply missing references. Incomplete or missing information must be highlighted with comments.
If the editor becomes aware that the student has not imposed the required citation style in the document consistently, the editor may refer the student to the guidelines or supply a correct example.	The editor may not correct the citation style throughout the document if the student has failed to use the correct format of the particular citation style.
The editor may edit the in-text references and the bibliography for consistency, eg by correcting capitalisation and punctuation, and the order in which the elements of the reference is presented.	The editor may comment on in-text references that do not appear in the reference list or vice versa but the editor may not research and supply this information.

E. Plagiarism

Permitted	Not permitted
The editor may comment on passages where changes in vocabulary, tone or register suggest that information has not been acknowledged correctly.	The editor may not rewrite or paraphrase any part of the text.
The editor may question the authorship of unacknowledged citations but may not supply the missing information.	The editor may not be asked to use software programs to identify plagiarism and may not be requested to rewrite parts of the text to improve the outcome of such a software program.

F. Completed document

Permitted	Not permitted
The edited document must be returned to the student as a separate document listing the corrections and comments or as a hard copy with mark-up or as a PDF document with mark-up, not as a Word document. It is the student's responsibility to evaluate every proposed amendment and comment and to effect the change to the final text that is to be submitted for examination.	The edited document may not be returned to the student in Word format as this format will make it possible for the student to accept the proposed amendments and delete any comments without effecting the changes himself/herself to the text that is to be submitted for examination.

To maintain the academic integrity of the text, to ensure that the text represents honest research conducted by the student and written in his/her own words, and to make a fair examination of the text by the institution possible, the following three adamantine restrictions are imposed upon the editor:

1. The editor may not write, rewrite or paraphrase any part of the text and may not perform, test or adjust numerical calculations included in the text.
2. The editor may not in any way contribute to the intellectual content of the text and any advice on substantive changes must be limited to comments.
3. The editor may not make corrections to give advice about the structure (logical development) of the text. The editor may only draw the student's attention to such problems when they arise.

Chat of the month

Helene van der Westhuizen asked an interesting question which gave rise to some interesting and amusing responses.

Helene: When was 'kief' a buzz word? When I was in high school, we used spiff (first half of the eighties 😱), but I remember kief – just don't know during which time period it was the in-word. Is it perhaps still a thing?

Jane Mqamelo: I have always associated 'kief' with the mid-80s as I distinctly remember hearing it then in Cape Town – emanating, I think, from the surfer crowd, though I may be mistaken as to its origins. I was trying to think whether I heard it in the 70s but cannot honestly recall. But I reckon it must have been, to be in such wide usage in the mid-80s. I remember that the cool, blonde, surfer pastor of the church I went to described a lot of things as 'kief'. I never did like that word much. I think spiff and kief were in-words among different crowds.

John Linnegar: Interesting, Jane, that you should associate *kief* with surfers – perhaps the words are associated by another common denominator … cannabis!

In 2002, I was asked to compile a weeny dictionary for OUP entitled *Oxford dictionary of kif and colourful words*. So, as a word, *kif* (or *kief*) was still around and very much in use then. Here's the relevant (very interesting) lemma from that little booklet:

kif (also **kief**, **kiff**) > taken from the Arabic *kief*, meaning 'good humour, pleasure, well-being', the word entered English underworld slang via Morocco and Algeria, where it means 'cannabis' (or any substance smoked to produce a state of well-being). The similarity between the sound of *kief* and the Afrikaans *gif* perhaps led to the use of 'poison' as an adjective expressing approval (as in **Durban poison** (= marijuana from KZN, or dagga generally)). Fortunately, among South African schoolchildren this vogue adjective is used more innocently to mean 'good, nice, fine, great', 'cool', or 'fantastic': 'It's really *kif* to go around in barefeet, but most have to relax their standards a little and wear leather sandals' (*Style* June 1988).

So, there's a date – 1988 – that supports your assertions of its being prevalent in that decade; it was included in the promo dictionary because of its currency early this century. I can't say whether it's still in use – perhaps others can confirm one way or another.

Lynne Brown: You got me reminiscing about when I moved from Cape Town to Durban when I graduated in about 1990. I remember 'kief' being the thing to say at that time in Durbs amongst the hanggliding/surfer crowd … Sort of equivalent to 'lekker'. In the process I got to witness how people would travel down the coast to get 'Transkei Gold' by the bagful. The word kief then settled so comfortably in my mind I could have sworn it is still commonly known. To test whether I was right, I have just asked my son who is in second year at Stellenbosch whether he has ever come across the word and he hasn't ever heard of it 😂.

An aside, another word that was around in hot and humid Durbs at that time was 'siff' (sp?) (probably based on a disease name 😫😌😂). I remember it being applied to describe things like mouldy mattresses in the Glenwood digs of the day. In fact, even your shoes would go 'siff' in the cupboard. Have to say have been in hysterics remembering.

Minette Visagie: Ek sien die *EWA* dateer die woord terug na 1983 (uit Engels *kif*, *kiff* of *kief*); dus is jou datum in die kol. Die voorbeeldsinne in die *WAT* vir dié woord kom uit bronne van 2003, 2012 en 2013. Ek dink nie die woord word vandag algemeen gebruik nie. Jongmense gebruik mos maar *cool* en *awesome* (ad nauseam).

Matthew Osborne: I can remember 'kief' from school in Cape Town, so mid- to late 70s. And 'graze' meaning either to eat or as a noun for food. Has anyone ever heard the word 'rort'? Noun or verb for a free-for-all fight. Reminiscence is dangerous. I can hear ancient advertising jingles. 🌿

#allaboutberrington

Who's your colleague anyway?
Berrington Ntombela

Berrington and his family enjoy visiting new places, holidaying, and watching movies on the big screen

Berrington Ntombela has been a PEG member since 2014 and, while he came from humble beginnings, his passion for languages has taken him to the bright lights of many different cities and the position of head of department at the University of Zululand.

Berrington was born in KwaZulu-Natal, and grew up at an Anglican mission in a very rural part of the province. 'I was the second child of no fewer than 14 children – seven girls and seven boys,' he says. 'Sadly, of these, only seven of us are alive today.'

He attended primary school in the town of Melmoth and then went on to Ziphozonke High School, Empangeni, where he matriculated. English was his favourite and strongest subject for the duration of his school years. It therefore came as no surprise that when he registered for a BA in Pedagogics at the University of Zululand, English was one of his majors.

After completing his bachelor's degree, Berrington enrolled for an English honours degree. It was at this level that the shaping of his academic career began. 'The person I would credit for having inducted me into academia is Professor Mpepo, who was my supervisor and promoter.' Berrington went on to obtain his DPhil in English in 2009 at the same university.

Don't doubt yourself or look down on your choices – give it your best shot!

'Immediately after graduating with my bachelor's, I started my professional career as an English teacher at Mgitshwa High School, where I remained for 10 years.' He then spread his wings and worked overseas, in Oman as English lecturer and later in Kurdistan as head of department at the SABIS University-Erbil. He returned to South Africa in 2013 and joined the University of Zululand where he currently works as senior lecturer and head of the Department of English. In the course of his work, he has travelled to Hawaii, Kenya, Thailand, Australia, Malaysia, Japan, Iran, Egypt and the UAE.

'In addition to being considered a decolonialist in academia, I regard myself a critique par excellence,' Berrington confirms. 'Others have given me the label of "poet" because of my regular poetic compositions.' He believes his approach to research and academic engagement is influenced by a critical approach, whereas his teaching is informed by critical pedagogy. 'I have found the Department of English to be the fertile ground for the expression of my academic and disciplinary stance.'

He is very passionate about his work and says it is his students who motivate him. 'I am constantly captivated by the varying personalities of my students, such as the vivacious Dr Ngubane and the workaholic Dr Mulaudzi, who moonlights as a beauty model. What inspiring women!'

Berrington got into the editing space through his constant engagement with his students' work and colleagues' need for proofreading and editing. He joined PEG so that he could professionalise his language editing work, 'and my journey of learning has continued ever since,' he says.

Berrington is a family man, blessed with two boys, Phezulu and Babalo. While he follows the profession of fixing words and grammar, his wife, Zanele, fixes bruised skin and broken bones as a nurse and clinical instructor.

Berrington's membership predates the establishment of the KwaZulu-Natal Branch and he is thrilled to now have the opportunity of attending workshops and tuning in to webinars. 'I find that being a PEG member legitimises my editing work. It is like a never-closing school.'

If he could time travel and give advice to his 21-year-old self, he would say, 'Don't doubt yourself or look down on your choices – give it your best shot!' For those starting out in the profession he suggests getting to know your writer and his or her voice, and being upfront with clients about whether you can manage deadlines.

To unwind after a long day's work, Berrington enjoys bowling, reading, writing poetry, spending time with his family … and getting a good night's sleep! 🌿

Wilna Swart answers the Proust Questionnaire

The Proust Questionnaire has its origins in a parlour game popularised (though not devised) by Marcel Proust, the French essayist and novelist, who believed that, in answering these questions, individuals reveal their true nature.

This is the basic Proust Questionnaire. Newly appointed *PEGboard* editor Wilna Swart takes the plunge. Your turn next! You are cordially invited to send your completed Proust Questionnaire to wilnaswart7@gmail.com. (Contact Wilna for the blank questionnaire.)

1. What is your idea of perfect happiness? **Reading a good book.**
2. What is your greatest fear? **Not having a notebook and pen with me.**
3. What is the trait you most deplore in yourself? **Preferring work to play.**
4. What is the trait you most deplore in others? **Being judgemental.**
5. Which living person do you most admire? **Alfred Ndabangaye, the farm manager of Benevento, the farm where we are living for a year, a wise man with a terrific sense of humour.**
6. What is your greatest extravagance? **Buying books, notebooks and stationery.**
7. What is your current state of mind? **Content and hopeful couched in the contemplative.**
8. What do you consider the most overrated virtue? **Outspokenness.**
9. On what occasion do you lie? **I do not lie.**
10. What do you most dislike about your appearance? **Honestly? Let's not go there!**
11. Which living person do you most despise? **The one without a sense of humour.**
12. What is the quality you most like in a man? **The ability to make me laugh!**
13. What is the quality you most like in a woman? **Being interested in others and not herself.**
14. Which words or phrases do you most overuse? **I am working.**
15. What or who is the greatest love of your life? **My husband, Piti, the only love of my life! And the dogs and cats.**
16. When and where were you happiest? **In Piti's company on a beach anywhere.**
17. Which talent would you most like to have? **Being able to sing.**
18. If you could change one thing about yourself, what would it be? **Nothing or everything.**
19. What do you consider your greatest achievement? **Surviving my childhood.**
20. If you were to die and come back as a person or a thing, what would it be? **One life is abundantly enough, thanks! But if I must, let it be something useful, something edible.**
21. Where would you most like to live? **In a rustic seaside cottage.**
22. What is your most treasured possession? **Assuredly my dilapidated oldest Bible.**
23. What do you regard as the lowest depth of misery? **Being in a state of despair.**
24. What is your favourite occupation? **Editing, not because it is work but because I love doing it!**
25. What is your most marked characteristic? **Being diplomatic.**
26. What do you most value in your friends? **The kindness in their honesty.**
27. Who are your favourite writers? **Tash Aw, Paul Bailey, Dan Brown, Andrea Camilleri, Michael Chabon, Colin Cotterill, Umberto Eco, Amitav Ghosh, John Irving, Dai Sijie, George Simenon, Leo Tolstoy … and many more.**
28. Who is your hero of fiction? **Commissario Montalbano (just because he is an Italian).**
29. Which historical figure do you most identify with? **I say no one and Piti says Joan of Arc.**
30. Who are your heroes in real life? **People who are kind.**
31. What are your favourite names? **Lily, Palesa, Thuthukani … and many more.**
32. What is it that you most dislike? **False purity.**
33. What is your greatest regret? **That I have not travelled the world.**
34. How would you like to die? **When the time comes, peacefully in my sleep, of course.**
35. What is your motto? **Onwards march!**

#competition

Competition corner
May edition

Need a challenge? This is specially for you, the *PEGboard* reader.

The person who submits the best answer wins a copy of *100 books that changed the world* by Scott Christianson and Colin Slater (2018), kindly donated by Corné Janse van Rensburg. Our first competition question is:

What is the difference between restrictive and nonrestrictive relative clauses?

Your answer should include the following three parts:
1. A detailed explanation.
2. Examples that illustrate the difference clearly.
3. Full reference to an authoritative source.

Closing date: Monday 15 June 2020

The winner will be announced in the next issue of *PEGboard* and the winning entry will be published in our newsletter. To be eligible for the book prize, please email your complete answer to wilnaswart7@gmail.com and put 'Competition corner, *PEGboard* May 2020' in the subject line. The decision of *PEGboard*'s editorial team is final.