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Tuesday, 24 October 2017
7:00pm AEDST
It’s the AGM!
Phone in and join in!
It’s the Annual General Meeting!

Members are reminded that the Australian and New Zealand Society of Indexers Inc. Annual General Meeting will be held on the evening of Tuesday, 24 October 2017.

The AGM will be held by teleconference. All members are welcome and are encouraged to attend.

Teleconference start times in all time zones - NZ: 9.00pm; NSW, Vic, Tas: 7.00pm; SA: 6.30pm; Qld: 6.00pm; NT: 5.30pm; WA: 4.00pm.

If you wish to join the meeting, please contact Sherrey Quinn for the phone number and login details.

Information about the AGM can be found on the ANZSI website at https://www.anzsi.org/anzsi-general-meeting-2017.

Sherrey Quinn, ANZSI Inc. Secretary

Don’t suffer from FOMO: phone in – and join in – the review of the last year, and planning for the next. Sit back in your home office or armchair and be part of YOUR ORGANISATION!
What did UC at Berkeley? Online indexing course reactions and recollections

Three recent Australian graduates of the University of California, Berkeley Extension – Indexing: Theory and Application course respond to questions about their studies and indexing.

MB: Meredith Bramich (Melbourne)
TE: Tanya Edbrooke (Brisbane)
SP: Susan Pierotti (Melbourne)

Describe what attracted you to the course.

MB: I found out about book indexing as a profession a few years ago when an editor friend of mine asked if I could help her compile an index in Word. She just needed help with the data entry, but we discussed the terms and structure of the index as we worked and I enjoyed the process. I was curious to learn more so I did the introductory free online course Indexing Books as a Career convened by Sylvia Coates, the designer of the Berkeley course. It provided a good overview and enough information for me to see that I wanted to know more. I joined my local indexing group (Melbourne Indexers) and then thought I would cut to the chase and enrol in the Berkeley course as it would require me to really engage with the indexing process, rather than be an observer. The six-month course duration was an incentive, as was the opportunity to study online at my own pace, and gain a recognised certificate.

TE: I researched a number of courses. I was attracted to the UCB course as it was online, available in Australia, had positive reviews, was through a reputable institution and was one recommended by the Australian and New Zealand Society of Indexers (ANZSI).

SP: I am an editor and was looking for an add-on skill. Indexing appealed to me as I thought it would provide me a specialised niche in the editing world, and because I am an organised person. I use indexes frequently when reading, and a poor index annoys me!

I began attending my local ANZSI meetings. One of the members is a UC Berkeley Index Theory and Practice course supervisor. After an ANZSI evening when graduates of the course spoke on their experiences, I decided to have a go and joined up.

What did you hope to get out of the course?

MB: I wanted to learn about the craft of indexing and how to do it well, and to experience using dedicated indexing software. I hoped to find out about options for finding employment in this field, and where I might go to explore opportunities. I also wanted to find out if I had both the aptitude and ongoing interest to be able to do this type of work professionally.

TE: My main aim was to be able to competently and confidently index.

SP: I expected to learn skills, how to use the software, make contacts and hopefully get some work.

Were those expectations met?

MB: Yes, the course has definitely helped me to understand and appreciate what it takes to create a good index. I received detailed feedback on my work, as well as practical advice and connections to helpful resources for networking and business matters. I have bookmarked many websites!
TE: Mostly. I certainly feel that the knowledge was provided and the support was excellent. To attain the confidence will only come with experience.

SP: Yes and no. I did learn skills, how to use the software (in part). However, the contacts I have made have been at ANZSI meetings (and I still haven’t had much work to develop the skills yet).

**What did the course entail?**

MB: The Berkeley course has 10 modules that need to be completed within six months. The modules have preparatory reading and course notes with illustrations and examples, and links to other articles. Working through these materials prepares you for the six assignments and three projects. The assignments focus on aspects of indexing, such as term selection, name conventions and using diacritics. The three projects bring everything together and are a chance to practice on real texts of different types and lengths. There are some short online research tasks related to the indexing profession, and discussion questions to post responses to at the end of each module. Conventions and requirements that vary between the USA, Australia/New Zealand and Canada are highlighted in the course notes.

TE: The course entailed several modules with assessments, delivered on line with support from lecturers. Also included were regular chat sessions

SP: The course was ten modules to complete within six months. At first I panicked, thinking I wouldn’t be able to finish in time: in fact, I finished in five. There is plenty of time to finish if you devote time to modules 7-9.

**What are the chat sessions like?**

MB: I’m afraid I didn’t really make the most of the ‘office hours’ chat sessions as they were held on a Friday late morning (Australian time) and I was usually at my day job and unable to attend. The sessions that I was able to join were helpful, although I found I got more out of them when I came prepared with a few questions. If you haven’t had much experience with online forums, you could find the conversation threads a bit unwieldy at times. However, you do get used to this and just have to jump in with your questions and responses. I am glad these sessions were available as they provided a friendly way to connect with others in the course. The transcripts were available soon after each session and I made a point of reading through many of them afterwards. The discussion posts required for each module were also a good feature of the course as they could be done at any time and gave students scope to provide detailed responses and ask questions. I enjoyed finding out why other students had enrolled, and about their current work and future plans. It was also interesting to see how we went about the tasks. It became apparent that within the established conventions, indexing remains an individual and creative process, so there is much to learn from how others have approached the same material.

TE: At the beginning, the chat sessions were hard to become involved in due to the sense of being a ‘newbie’. They also fluctuated with attendance numbers. However, after having done a few modules, the chat sessions were valuable. This was especially so with the mix of progress levels of other students. Having both new and seasoned participants meant more engagement and valuable discussions. You were able to gain feedback from those ahead of you while provide support to those following you.

SP: The chat sessions were more useful than I expected. It was reassuring to discover that units I found difficult were also lamented by others. I was using Cindex (I’m a Mac user) and I was fortunate one day to get to ‘chat’ to Fred Leise who was most helpful, as he uses Cindex as well. I was delighted that, by the end, I was able to offer some tips to newcomers.
What were the best and worst aspects of the course?

MB: I appreciated the detailed explanation of the Berkeley approach. I particularly liked the information from the professional indexers about how they work and use their choice of software. Their experiences highlight that there is no single or only way to index and that it takes a while to feel comfortable and confident about indexing. I really benefited from the feedback and advice from my tutor (Max McMaster). As well as being in the same time zone (which was handy given many of the course participants were in the northern hemisphere), I always felt I could ask anything and that his responses would be clear and supportive, and enable me to progress.

While I found the first part of the course fairly full-on in terms of reading and learning new software (and dealing with a few technical glitches), I’m glad to have had the opportunity to try a few different indexing programs, so I could make an informed choice about which one to continue using. The three projects were a steep learning curve, but definitely great practice. The shorter exercises targeting specific aspects were a good balance. The embedded indexing and thesaurus modules towards the end of the course were interesting and relevant, and I might explore these areas further in the future.

TE: The best aspect of the course was the ease of use in study methods and the support of the lecturers/instructors such as Max. The worst aspect would have been some of the chat sessions where there was little participation or discussion, although this only happened a few times. The other best aspect that I think is worth mentioning is the sense of achievement on completing the course. Success is not a walk-over so knowing I had completed the course was valuable from a personal and professional aspect.

SP: The best aspect was the comprehensiveness of the course, from the extra course materials that were excellent, to learning the software, how to do an embedded index and even how to think like an indexer (not an editor – a big mind shift for me!)

The worst aspect was that it catered for Americans. For a start, I had to borrow a PC to do the first four units; inconvenient but at least I knew this in advance and could get one for a short time. However, in module 10, the embedding assignment only worked if done on a PC. I managed somehow to achieve the same result on my Mac, and suggested to the course supervisor that 1) some advance notice of needing the correct version of Word would have been useful, to say the least; and 2) instructions on how to embed in a Mac version of Word could be included in the course. She took those points onboard. In addition, the first big assignment assumed that we had a working knowledge of the US health system.

Since I completed the course, I have also learned that I do ‘see’ references the US way; the course didn’t indicate that there was any other style that could apply.

Having completed the course, do you feel confident to move into professional indexing?

MB: The course has confirmed that indexing is something I can do and enjoy learning about, and would like to pursue in some way. From a technical point of view, I feel ready to be able to take on work professionally, as I have a good grounding in the conventions to follow, what to avoid, and what to aim for. I am aware it will take time to become efficient and confident, and to use the indexing software optimally. Moreover, I can see that indexers are always learning and improving their work, no matter how many indexes they have created. From a practical perspective, I know it will also take time to find indexing work, especially as publisher timeframes often require indexers to be available for concentrated blocks of time, and this is difficult to juggle with other regular work (that pays the bills!). I currently work in a research support role largely full-time and do some freelance editing work. Ideally, I would like to expand my editing work to include indexing, so
volunteering (such as assisting a community group) may prove to be a way in to some initial indexing projects and provide valuable practice. [MB enrolled 8 December 2016 and completed 30 May 2017.]

TE: On first completing the course I certainly felt confident to move into professional indexing. The nerves in securing the first index still can come into play, however, the support of the indexing groups is fantastic.

SP: I do but only in my specialist field (the performing arts, biographies, history). I would also feel confident offering to subcontract to another indexer to help them with author/name indexing.

**What would be your advice to others considering indexing?**

MB: Find out what indexing involves – not just the technical side of things, but the personal attributes and organisational requirements. You can start gradually, like I did, but it’s really only through joining my local indexing group and doing some formal training that I’ve gained a real sense that this is something I want to pursue. If you do the Berkeley course, give yourself enough time to complete it. Six months can pass very quickly if you have many other commitments, as it can be tricky to set aside time to really engage with the learning required. It is a worthwhile experience, so give yourself the best opportunity to enjoy it. I am glad I decided to undertake some formal training in indexing as it has given me the opportunity to follow my curiosity and potentially change my work/life balance.

TE: If you are considering indexing I would suggest the UCB course. Allow yourself adequate time to complete the course and not be disheartened at the beginning when everything is new. As with most things, it does get easier with time and practice.

SP: Be sure that you have an indexer mindset: organised, the ability to make connections that are not in the text, to know how the reader will use the index. If you do think like this, go for it!

*Thanks to Meredith, Tanya and Susan for their comments; and to Max McMaster for inviting and encouraging his students to share their experiences.*

The University of California, Berkeley Extension – Indexing: Theory and Application course information is at [https://extension.berkeley.edu/search/publicCourseSearchDetails.do?method=load&courseId=41381](https://extension.berkeley.edu/search/publicCourseSearchDetails.do?method=load&courseId=41381).

*Elisabeth Thomas*

Doe Memorial Library at University of California, Berkeley

*Photograph: CC0*

(unfortunately too real world for our online students to visit – at least in person)
The way we were

ANZSI in October 2007

The AGM saw the election of the late John Simkin as President (always a stalwart member of AuSSI and ANZSI, it was his fourth term since 1983). Max McMaster was outgoing President. The 2007–2008 Council was: President: John Simkin Vice President: vacant (no nominations) Secretary: Anne Dowsley Treasurer: Margaret Findlay Members: Alan Eddy, Max McMaster, Mary Russell, Kathy Simpson.

(From the report, it seems that then, as over most recent years, ANZSI Council had difficulties with recruiting or keeping members.)

The redevelopment of the ANZSI website had continued during the past 12 months. (The website domain at the time was still www.aussi.org). The new site was slated to go live in January 2008.

The ANZSI Medal 2007 (the first medal under the new organisation name) was awarded to Alan Walker for his index to the five volume work Voices of Islam in South-East Asia; Kerry Biram and Tordis Flath received Commendations. The judges that year were Ann Bentley (Librarian), Pam Jonas (Editor), Max McMaster (Indexer) and John Simkin (Chairman).


The Indexer was changing to a quarterly journal.

Mary Russell wrangled the 2007 ANZSI survey where 121 (52 per cent) of the 234 members responded to questions on the nature of their work and ANZSI matters. Sifting through the data, Mary provided this initial snapshot:

“They [an average member who responds to surveys!] are a Victorian or NSW freelance indexer, in their 50s, who typically spends 2–3 days a week back of book indexing, with a smattering of journal or database indexing and the odd annual report. They are busy on their non-indexing days. They might do a bit of library work or perhaps some editing or proofreading. They find it is worth using an indexing software package [majority used Cindex]. If they are listed on Indexers Available, they have found it has provided them with work and they try to keep their entry up to date...They enjoy the ANZSI Newsletter, but would like to see more practical tips and discussion, as well as details of interesting or unusual indexing projects.”

Then, as now, we need members to share knowledge and experience with fellow members by writing articles or short pieces about “more practical tips and discussion, as well as details of interesting or unusual indexing projects”.

Send your contributions to editor@anzsi.org.

Elisabeth Thomas

Photograph: CC0
Book review: *Garner’s Modern English Usage*


**About the author**

Bryan A Garner is a Texas-born lexicographer, lawyer, and scholar. He has written or edited 27 publications on English usage, lexicography, grammar and style; and legal drafting, editing, advocacy and ethics. Examples of his work include *Black’s Law Dictionary; The Chicago Guide to Grammar, Usage, and Punctuation*; *The Chicago Manual of Style*, ch. 5 ‘Grammar and Usage’; *The Elements of Legal Style*; *The Rules of Golf in Plain English*; and *Garner’s Modern English Usage (GMEU)*. Bryan is the founder and president of LawProse Inc. and serves as a Distinguished Research Professor of Law at Southern Methodist University Dedman School of Law.

In *Making Peace in the Language Wars*, an essay that Garner has included in *GMEU*, he describes himself as

‘... a prescriber who uses descriptivist methods—in effect a descriptive prescriber. I don’t doubt the value of descriptive linguistics—up to the point at which describers dogmatically refuse to acknowledge the value of prescriptivism. Each side in this age-old debate should acknowledge the value of the other’.

In the same essay, Garner quotes DJ Enright’s suggestion on relabelling prescriptivism: ‘... And since prescriptivism is the only brake we have on the accelerating spread of chaos, let’s find another name for it, one less reminiscent of the National Health Service’. Rather than trying to relabel this class, Garner reminds us of, and discusses, the three fundamental principles that may reconcile the two schools of thought:

1. Linguistically, both speech and writing matter.
2. Writing well is a hard-won skill that involves learning conventions.
3. It is possible to formulate practical advice on grammar and usage.

*GMEU* certainly helps with all the three principles if one can ignore the two classes – or any of their labels – and try to write well and clearly.

**Author’s approach in GMEU**

Garner takes an empirical approach by calculating ratios of word-usage frequencies and phrase frequencies in World English and its two major subtypes, American and British English. He presents this collected information after researching the largest database of English-language literature printed globally until 2008, and made available through the Google Ngram Viewer. The Viewer shows graphs of the relative frequency of specified words or contextualised word sequences (used as search terms within a selected corpus of the English literature) and compares them with variant word sequences or usages. Thus, Garner eliminates the guesswork on word-usage frequencies or trends by using the powerful tool of a big database and revolutionises English lexicography in a way that would have been unfathomed and uncharted by lexicographers in the past.
In the book, Garner uses real-life published examples – and cites their chapters and verses – of all imaginable blunders that a modern English writer or speaker is likely to make, whether in vocabulary, spelling, syntax, phrasing, punctuation, or pronunciation.

Along with usage frequency ratios, Garner still keeps the Language-Change Index, which he introduced in the third edition of *Garner's Modern American Usage*. According to this index, a specific word usage in Stage 1 is rejected; Stage 2, widely shunned; Stage 3, widespread but ... ; Stage 4, ubiquitous but ... ; and Stage 5, fully accepted. To clarify the Change Index more, in the fourth edition, Garner provides ten ‘serviceable analogies’ to ‘help readers envision the levels of acceptability intended to be conveyed by the idea of stages’. I would like to share the Olfaction and Etiquette analogies here:

- Stage 1, Foul; Stage 2, Malodorous; Stage 3, Smelly; Stage 4, Vaguely odorous; Stage 5, Neutral
- Stage 1, Audible flatulence; Stage 2, Audible belching; Stage 3, Overloud talking; Stage 4, Elbows on table; Stage 5, Refined.

Garner describes and discusses the Stages of verbal change in his second enlightening essay, *The Ongoing Tumult in English Usage* – which he ends by writing, ‘It’s sad, of course, to know that many teachers have given up the idea that they should teach good English. But the proliferation of error can definitely be the source of a perverse joy. Let there be no doubt about that. Or about the fact that not everyone is incorrigible’.

**About the book**

*GMEU* is the fourth edition of *Garner’s Modern American Usage*, but renamed this time. As Garner explains in the Preface to the Fourth Edition, the Oxford University Press decided to rename the book, using English instead of American, based on the inclusive approach of *GMEU* to World English rather than merely American, British, or other variants thereof.

To start with (and to show how useful *GMEU* can be), the front pastedown endpaper of the book presents a handy ‘Quick Editorial Guide’ that lists 100 common editorial quirks or ‘comments’ that an editor would most likely make. This Guide allows an editor (or a teacher) to save time when commenting on or marking text by referring an author (or a student) to those *GMEU* sections that provide relevant editorial explanations. For example:

- item 6 discusses ‘Apostrophe misused’, pp. 704, 705, 747
- item 33 discusses ‘Historic & historical’, p. 464
- item 64, ‘Phrasal adjective–hyphenate’, pp. 690–93
- item 74 discusses the misuse ‘reason is because’, pp. 770–71
- item 86, ‘Subject–verb agreement’, pp. 195, 866–68
- item 92, ‘Their & they’re & there’

To make use of the Guide, the editor (teacher) and author (student) should both own copies of the book or have access to it.

With more than 1,000 pages, *GMEU* has more than a thousand new entries, more than 2,300 word-frequency ratios and over 6,000 entries. *GMEU*’s main text comprises essentially two types of
entries: word entries – which discuss usage of certain words or certain sets of words and provides frequency ratios or change indices; and mini-essays – which deal with important issues of lexical usage, style or others. Mini-essay titles appear as small capitals throughout the book, so they can easily catch one’s eyes while browsing to find out the answer to something else – one can never get enough of any single page of GMEU. Titles of some mini-essays, which I found interesting in my skimming of the book, include:

- **AIRLINESE**, which ‘relies heavily on DOUBLESPEAK, with a heavy dose of ZOMBIE NOUNS …’
- **CANNIBALISM**, which is ‘H.W. Fowler's term for constructions in which certain words “devour their own kind” …’
- **FUDGE WORDS**, which will eventually cause readers’ ‘energy and attention’ to wane or ‘fly away’
- **GALLICISMS**, whereby you’d hit a *cul-de-sac peu à peu sans* stopping
- **HYPERCORRECTIONS**, which means *between you and I, apparati is correct …*
- **OFFICIALALESE**, ‘characterized by bureaucratic turpitude and insubstantial fustian; inflated language that could be readily translated into simpler terms.’
- **POSTPOSITIVE ADJECTIVES**, which ‘follow the nouns they modify, generally because they follow Romance rather than Germanic (or English) syntax’
- **PREVENTIVE GRAMMAR**, which advises a rewrite in most cases
- **SKUNKED TERMS**, ‘when a word undergoes a marked change from one use to another’
- **ZEUGMA**, ‘This figure of speech … involves a word’s being a part of two constructions’, perhaps like working in two construction zones at once
- **ZOMBIE NOUNS**, which are (I would say *fatigued or fatiguing*) nominalised verbs.

After the main body of the text, a 52-page ‘Glossary of Grammatical, Rhetorical, and Other Language-Related Terms’ is included. Each page of the Glossary offers something new to me. After the Glossary, GMEU presents ‘A Timeline of Books on Usage’, another interesting reference list for lexicographers and researchers — and novices like me. The ‘Select Bibliography’ at the end refers to books on English usage, grammar, writing style, style manuals, etymology, literary terms, pronunciation, and the English language.

**Verdict**

Well…, I can perhaps describe what is in the book and use a classical megaphone to say, ‘GMEU is immensely useful’, but I can’t do fair justice to the book and Garner himself any better than a previously published praise:

goodreads.com writes: ‘GMEU is the liveliest and most compulsively readable reference work for writers of our time. It delights while providing instruction on skilful, persuasive, and vivid writing. Garner liberates English from two extremes: both from the hidebound “purists” who mistakenly believe that split infinitives and sentence-ending prepositions are malfeasances and from the linguistic relativists who believe that whatever people say or write must necessarily be accepted’. ‘No matter how knowledgeable you may already be, you’re sure to learn from every single page of this book.’
And, I experienced the same first-hand while I reviewed this book. When I opened to any page of GMEU, I was deeply attracted, absorbed, and enthralled. Brilliantly, entertainingly, and winningly written, GMEU covers everything a writer, an editor, or a logophile or lexophile would need to, or love to, look up: lexical usage, grammar, punctuation, pronunciation. I emphatically recommend GMEU to all professional editors. I am sure your bookshelf, too, will be proud to hold it neighbouring your other reference books, but GMEU perhaps stands a few storeys higher than the others. Enjoy owning and using it.

Farid Rahimi PhD ELS

(This review originally appeared in The Canberra editor)

(Our thanks to Farid for sharing this comprehensive review with ANZSI members.)

ANZSI Website Index wants you!

Until a few years ago, the ANZSI website possessed a first-class index to the entire site, produced by the Victorian Branch (now Melbourne Indexers). However, when the company hosting the website withdrew its maintenance services, it was ported to a new system. The reorganisation of the site meant that the links in the index were no longer valid, so it was not possible to mount it on the new website.

Since then, it has been an irony that the website of a society of indexers incorporates no index to its contents! To remedy this, I have offered to oversee the production of a new index to the site. I intend to create the new index as a collaboration, in a similar way that Melbourne Indexers are back-indexing the ANZSI Newsletter.

This would be an ideal opportunity for new indexers to gain experience in indexing electronic material. Although this is an initiative of Indexers NSW, input is welcomed from all members.

If you are interested in taking part in this project, please contact me at mjhwatt@gmail.com.

Michael Wyatt
Credit where it is due

The Educational Publishers Awards for 2017 were announced recently:  
http://edpubawards.com/home/about-the-awards/

Did you index any of the titles?

Have any books (journals, databases etc) that you have indexed, or worked on, received other accolades?

Email editor@anzsi.org and get your name, details of the book/journal/database/report etc, and any 'story' you wish to tell about the experience (story is optional), published in the ANZSI Newsletter.

Get the (or at least some!) credit and share your success with your colleagues.

Look us up! Indexers Available

Editors, authors, publishers: save time and money – find someone to make the most of your publication by creating the index!

Indexers Available is a directory compiled by the Society to help editors, publishers and authors find an indexer. The indexers listed are all members of ANZSI and all expect to be available to take commissions. It includes Accredited Indexers, whose competence has been assessed by a committee of the Society, as well as other indexers. Find out more about hiring indexers, as well as the recommended rate for indexing and how indexers quote on indexing jobs.

http://www.anzsi.org/indexers-available/
What’s in *The Indexer*?

The September issue of *The Indexer* is available on Ingenta and Lulu.

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**THE INDEXER**

The International Journal of Indexing

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- Cheryl Lemmens on indexing the US red scare
- Mary Russell and Joan Dearnley on visual indexes
- Heather Hedden on indexes vs thesauri
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**Gallimaufry**

**Musty old book?**

A 362 year old book of case law was donated to a Melbourne op shop. The book titled *The First Book of Judgements*, lists the findings of London court cases before 1655.

It was later sold online for $1,500.


(reported around the world)

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**Feeling stressed?**

This article suggests six mindfulness sites and books for people like us:

http://www.creativebloq.com/advice/6-top-mindfulness-tools-for-creatives
Name index

A supplement to the *Sydney Morning Herald* for 4 October 2017 listed the names of people who have supported The Kids’ Cancer Project with donations to scientific research. The 9000 names are listed in alphabetical order – of forename!

(see by Michael Wyatt)

A textbook opinion


(see by Glenda Browne)

Got it covered

More front of book than back: an interesting read about book cover design – rejection and success: [https://www.creativereview.co.uk/killed-covers-12-book-cover-designers-discuss-rejected-work](https://www.creativereview.co.uk/killed-covers-12-book-cover-designers-discuss-rejected-work).
Indexers mentioned in public!

At the recent IPEd National Editors’ Conference, held in Brisbane in mid-September 2017, it was great to hear Jacqueline Blanchard, winner of the inaugural IPEd ‘Rosie’ Award for editing (details here) give her gracious acceptance speech to the 200 or so editors/publishers present. Jacqueline pointedly said that it took a team to create a book – author, editor/s, designer and indexer. (!!)

(seen and heard by Elisabeth Thomas)

Apostrophe watch

On a flyer recently dropped in the snail-mail box for a cake shop (fortunately not in same suburb): “...wedding cakes  birthday cakes  children cakes...”  ???!!

(read and LOLed at by Elisabeth Thomas)

Who’s books?

deb bennett @librariandebb

“Fan art, I’m a librarian and my daughter created this cross stitch for me #WhoviansAU.”

(noticed on Twitter)
ANZSI events

For full details, follow the link from the title of each event, or go directly to the Events webpage.

Wednesday, 5 October 2017
Melbourne Indexers: Singular or plural headings?
10:00am – 12:00pm, Camberwell Library, 340 Camberwell Road, Camberwell, VIC
The usual rule is for plural headings. When should headings be singular? For example, apple rather than apples.

Tuesday, 3 October 2017 (postponed from Tuesday, 19 September 2017)
Council Meeting
6:30 – 8:00pm, teleconference

Tuesday, 24 October 2017
ANZSI Annual General Meeting
7:00 – 8:30pm, teleconference
Details at https://www.anzsi.org/events/anzsi-annual-general-meeting/.

Date TBA, December 2017
Melbourne Indexers: End of year social event
South Bank area, Melbourne
Details TBA.

Date TBA, January or February 2018
Indexers NSW: Social event
Details TBA. Watch for group emails.

Mid-March 2018
Melbourne Indexers host: ANZSI ‘Indexes through publishers’ eyes’ one-day seminar
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www.indexres.com

Visit our website and download a FREE demo version and a PDF of our acclaimed User’s Guide. Student and Publishers’ Editions are available. Please contact us to find out how these might best suit your needs

CINDEX™ is proudly developed and supported by Indexing Research
Contact information

General email: info@anzsi.org

ANZSI Council 2016–2017

President: Mary Coe
Vice-President: Terri Anne Mackenzie
Secretary: Sherrey Quinn
Treasurer: Michael Wyatt
Council members: Shirley Campbell, Elisabeth Thomas and Denene Cavanagh.

Branch and regional contacts

Please consult the ANZSI website for details of regional and interest groups, and their contact people.

Newsletter

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About the Newsletter

The Newsletter is published six times a year, every two months.

Opinions and statements expressed in the Newsletter are those of the individual contributors, and do not necessarily reflect the opinions of the Society.

Submissions may be edited for clarity, space and uniformity of style. Selection of content is at the discretion of the Editor / ANZSI Council.

Schedule

The next Newsletter will appear in December 2017. The contribution deadline is Friday 15 November 2017.

Please send contributions by email to the editor, Elisabeth Thomas, at editor@anzsi.org

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