

**PART III EFFECTIVE WRITING**

**WD 51/OD 39**

**Colons and Semicolons**

**PERFORMANCE OBJECTIVES**

WD 51/OD 39

**Colons and Semicolons**

Given an incorrectly punctuated paragraph, identify and correctly punctuate those phrases that require commas, colons, and semicolons.

## THE USE OF THE SEMICOLON

The semicolon is a much misunderstood and much abused punctuation mark. The most common errors in the use of the semicolon are these:

1. It is often used instead of the comma when a comma will serve.
2. It is often omitted when it should not be. In these cases, a comma is often substituted.
3. It is often used as a substitute for a colon, although the uses of the colon and the semicolon are entirely different.

Well, if these are the kinds of errors made in semicolon usage, then what ARE the proper uses of the semicolon? Suppose you tell us. Select one of the responses below that best describes the use of the semicolon.

( ) 1. It is a mark of anticipation. Its use indicates that more is coming.

(✓) 2. It is the mark of separation to use when the degree of separation desired is greater than that indicated by a comma but not so great as that indicated by a period.

The last response is correct. The first response describes the primary function of the COLON.

The semicolon is a mark of SEPARATION. It is stronger than the comma and only slightly less emphatic than the period. There have been serious suggestions that we stop calling the semicolon a semi-COLON and start calling it a semiPERIOD.

Keep these facts in mind:

1. The semicolon is a mark of SEPARATION.
2. The colon is a mark of ANTICIPATION.

Here is your first key exercise in the use of the semicolon.

Here is what you are to do: you are to remove ONE key word from the sentence, and, in its place, you are to substitute a semicolon. In the spaces provided, rewrite the sentence to reflect this substitution.

We are all subject to jury duty ~~and~~ this is fair because we all have obligations of citizenship.

---

---

---

The exercise above, as we are sure you recognized, is a compound sentence with the comma missing. We omitted the comma for clarity. You will remember that the independent clauses of a compound sentence are separated by a coordination conjunction, and the conjunction is preceded by a comma. You should have removed the conjunction and rewritten the sentence this way:

We are all subject to jury duty; this is fair because we all have obligations of citizenship.

The rule is this: if, FOR REASONS OF STYLE, there are independent clauses NOT JOINED by coordination conjunctions, a semicolon

must be used in the place of the missing conjunction and comma.

Here are your practice exercises in the application of this rule.

1. We would like very much to go with you it is doubtful that we will be able to.

There are two independent clauses in that sentence, and the comma and the coordinating conjunction "but" are missing. The sentence could have been written in any one of the following ways:

We would like very much to go with you; it is doubtful that we will be able to.

We would like very much to go with you, but it is doubtful that we will be able to.

We would like very much to go with you. It is doubtful that we will be able to.

Any one of the above forms is perfectly acceptable. It is a matter of choice and of style. Punctuate this sentence:

2. A semicolon is used to separate independent clauses of a compound sentence it is used in the absence of the comma and the coordinating conjunction.

The semicolon is required after "sentence."

3. He appeared serene and confident to all who knew him he was a pleasant person to be around.

The semicolon is required after "him" to take the place of the comma and the coordinating conjunction "and."

4. Strike now the time is ripe.

A semicolon goes after "now," and it substitutes for the comma and the conjunction "for." It is interesting to note that the semicolon, when substituting for the conjunction "for," is serving another purpose as well. It is signaling a cause and effect relationship. This should be of particular interest to Army writers because they are called upon again and again to write about cause and effect relationships such as the following:

Order your supplies today; tomorrow may be too late.

Submit your recommendations; the promotion board meets soon.

Shop today; the commissary is closed tomorrow.

5. Get ready to listen to a sad story he hasn't had an attentive audience in weeks.

The semicolon goes after "story."

6. Good punctuation advances the cause of written communication poor punctuation confuses your reader.

The semicolon goes after "communication."

This is your second key exercise in the uses of the semicolon.

This use is very closely related to the one just covered. Read

the exercise carefully, and furnish the required semicolon.

She always had a good word for everyone however, the good word concealed an underlying disgust with people in general.

This is another compound sentence. It contains two independent but related clauses. The last clause is preceded by the parenthetical expression, "however." The semicolon is required before the "however."

The rule for this use of a semicolon states that a semicolon will precede parenthetical expressions such as "however," "although," and "consequently" when those expressions join two independent but related clauses. If that is not entirely clear to you, look at it this way:

You know that the independent clauses of a compound sentence are joined by a coordinating conjunction that is preceded by a comma. You also know that, when the coordinating conjunction and the comma are not used, a semicolon is used in their place. Now add to those facts the insertion of a non-restrictive parenthetical expression like "however." You know that expressions like these are always set off from the rest of the sentence with commas.

With these facts in mind, consider the sentence as though it was written like this:

She always had a good word for everyone, but, however, the good word concealed an underlying disgust with people in general.

That portion of the sentence marked by arrows is removed, and the

semicolon, for the reasons previously given, is inserted in its place. The comma that remains, the one after "however," is there because "however" is a non-restrictive parenthetical expression.

Your practice exercises follow.

1. The Army is fast becoming a group of hard-core professionals therefore, promotion boards are becoming more selective.

The semicolon goes after "professionals," and it takes the place of the comma preceding a coordinating conjunction, and a comma preceding "therefore."

2. He should arrive around seven however, it is doubtful that he will.

The semicolon goes after "seven."

3. The commander selected his men carefully as a result, the mission went off without a hitch.

"As a result" is just another parenthetical expression, and the semicolon precedes this expression.

4. I know that you are busy nevertheless, you should find time for this worthy cause.

The semicolon precedes "nevertheless."

This is your last key exercise in the use of the semicolon.

In this exercise, the required commas are furnished. You are to furnish all of the required semicolons. Please DO NOT replace any of the commas with semicolons.

This programed text explains the basic use of the comma, which is easy; the use of the semicolon, which is a breeze; the use of the colon, which is a snap; the use of the period, which is the least troublesome of all; sentence structure, which is reasonably simple; paragraphing, which promises not to be too difficult; and the use of the English language in effective writing, which oddly enough, is extremely difficult.

This exercise required the use of six semicolons. Did you place them all correctly? They go after "easy," "breeze," "snap," "all," "simple," and "difficult." The rule that covers this use of semicolons is an easy one. Here it is:

The semicolon is used as the mark of separation (instead of commas) between sentence elements when these sentence elements contain commas within them.

Obviously, the above exercise is nothing more than items in series, but each member in the series contains internal commas. When this happens, semicolons are used in those places that are normally occupied by commas.

Your practice exercises in the application of this semicolon rule follow:

1. Today at the store I bought pears, which I like peaches,  
which I don't like lemons, which my wife likes bananas,  
which my wife doesn't like and sauerkraut, which no one  
in his right mind likes.

The semicolons go after each of the first four "likes."

2. On my last trip to the store, I bought apples, bananas,  
and pears corn, peas, and squash and beef, pork, and  
chicken.

If that exercise gave you trouble, look at it this way:

On my last trip to the store, I bought fruit (apples, bananas,  
and pears), vegetables (corn, peas, and squash), and meat (beef,  
pork, and chicken).

With the exercise written that way, it becomes evident that  
semicolons are required in the places indicated by arrows.

3. A career in electronics has much to offer the young man:  
first, good pay second, a chance to be creative third, the  
challenge of new and exciting discoveries and fourth, a  
secure future.

The semicolons go after "pay," "creative," and "discoveries."

Go on to the next page for a brief review of the semicolon  
rules that we have covered.

## REVIEW OF THE SEMICOLON RULES

1. A SEMICOLON IS USED TO TAKE THE PLACE OF THE COMMA AND THE COORDINATING CONJUNCTION BETWEEN INDEPENDENT CLAUSES WHEN THE COMMA AND THE CONJUNCTION ARE OMITTED.

We have not experienced real peace in many years; it is doubtful that we will again.

2. THE SEMICOLON PRECEDES SHORT PARENTHETICAL EXPRESSIONS WHEN THESE PARENTHETICAL EXPRESSIONS JOIN INDEPENDENT BUT RELATED THOUGHTS.

Harry knew that his bills were overdue; however, he could not resist wasting his money.

3. A SEMICOLON IS USED AS THE MARK OF SEPARATION BETWEEN SENTENCE ELEMENTS WHEN THESE ELEMENTS CONTAIN COMMAS WITHIN THEM.

The fallout shelter was stocked with beds, four; portable radios, two; cases of food and water, nine; first aid kits, three; and a single lantern.

As you can tell from the preceding examples, the use of semicolons is largely a matter of style. You CAN write without the semicolon, but, to be a truly effective writer, you will need to use the semicolon at times.

Go on to your comprehensive exercise item that follows.

### SELF-TEST ITEM ON SEMICOLON USAGE

In this item, both the commas and the semicolons are missing.

Furnish both commas and semicolons, and check your responses on the next page.

You may think English grammar is difficult; however, little children are using functional English every day. It is nothing short of amazing ~~how~~ they do this; it is even more amazing ~~that~~ given the manner in which English is taught in grade school, that little children continue to use functional English; and it will be most amazing to you ~~that~~ after you have completed this text, functional English was ever anything but child's play.

Here is your confirmation for the self-test. If you have any doubts about the way in which the punctuation marks are used, consult the review items on page 38.

You may think English grammar is difficult; however, little children are using functional English every day. It is nothing short of amazing how they do this; it is even more amazing, given the manner in which English is taught in grade school, that little children continue to use functional English; and it will be most amazing to you that, after you have completed this text, functional English was ever anything but child's play.

Turn now to the uses of the colon that follows.

## THE USE OF THE COLON

You have seen, in the previous exercises, that the semicolon is a mark of SEPARATION. The role of the colon is different; it is used as a mark of ANTICIPATION. Remember these basic rules of colon usage:

1. It is a mark of ANTICIPATION,
2. It is never used interchangably with the semicolon, and
3. Its use is usually STYLISTIC.

Many uses of the colon can only be explained by saying "Well, that's just the way it is." Because there are so many uses of the colon that are explained in this way, we will confine our study of the colon to just one rule and a slight variation of the rule.

Here is your first key exercise in colon usage. Furnish the required colon.

WO White is including the following examples as support for his report: a survey of vehicle use, a cost analysis, and a maintenance report.

That type of construction clearly indicates the need for a colon as a mark of ANTICIPATION. The colon goes after "for his report."

The rule states that a colon is the proper mark to use before a series or list when the preceding statement contains or ends in an expression that points to what is to follow. In the key

exercise, "the following examples" is just such an expression.

There is, however, an exception to this rule, and it is an important one. To teach that exception, we ask that you punctuate this modification of the key exercise. If a colon is required in this modification, place it in its correct position.

WO White is including, for his report, examples such as a survey of vehicle use, a cost analysis, and a maintenance report.

At first glance, it appears that a colon is required after "such as." The colon should not be used here. The exception to the colon rule states the following:

The colon is NEVER used if it will fall between a preposition and its object (as in the sentence above), and it is RARELY used if it will fall between a verb and its complement. To this we shall add: a colon is NEVER placed between a form of the verb "to be" (is, are, was, were) and its complement.

Here are your practice exercises in the application of this rule. Place colons where required.

1. He visited the following cities: Rome, Paris, Berlin, and Madrid.

The construction clearly indicates that more is coming. The colon is required after "cities."

2. Some recommended hobbies for the harrassed businessman are golfing, bowling, and model railroading.

The colon is not used. Never allow a colon to fall between a form of the verb "to be" and its complement.

3. The typical child in underdeveloped countries is, by the time he is nine years old, stricken with dysentery, pellagra, and jaundice.

The colon is not required. Never allow a colon to fall between a preposition and its object.

In the next exercise, you see the rule at work under slightly different circumstances.

4. The motorcyclist's costume was an array of zippers, two on each arm of his jacket, four down the jacket front, two on each trouser leg, and one on each side of his helmet to allow his sideburns to get a needed breath of fresh air.

That sentence is one of a type in which everything after the main clause is a series that complements the main clause. Although the main clause contains no obvious expression that points to what is to follow, the entire main clause serves to introduce the series that follows. A colon is required after "zippers."

Here is another key exercise in the use of the colon that is a

slight variation of the rule just covered. Furnish a colon where required.

If a writer is not effective in his communication with the reader, one of two things will happen ~~the reader will either~~ lay the material aside in disgust or struggle through it, with the possibility of misinterpreting the writer's meaning.

This key exercise is an example of the use of a colon between two independent clauses. This is NOT a common use of the colon, but, since it is so close to being the same situation in which a SEMICOLON is used, we felt it necessary to include it in this text.

Think back, and you will remember that the semicolon is also used between two independent clauses, but IT is used when the comma and the coordinating conjunction are omitted. In the preceding key exercise, no comma or coordinating conjunction was omitted. Instead, in these two clauses, THE SECOND CLAUSE IS AN AMPLIFICATION OF THE FIRST. The rule is this: the colon is used between independent clauses ONLY when the second clause is an amplification of the first, when it is a restatement in different terms, or when it is an illustration of the first clause.

Continue with the practice exercises that follow. Furnish colons where they are required.

1. Jan Austen wrote six novels; her most popular novel is

Pride and Prejudice, although many critics argue that Emma is a better book.

The second clause is an amplification of the first, and the colon goes after "novels".

2. The junior officer and the junior business executive have much in common/each is a manager, and each is short on experience and long on responsibility.

The colon goes after "common".

3. Activities on base were severely limited; the PX was closed; the commissary was closed; the bowling alley was closed; and, worst of all, the club bar was closed.

The colon goes after "limited". Notice the use of semicolons in practice exercise number three. Why semicolons instead of commas? Be sure of your answer, because you will be using semicolons for the same reason in the self-test exercise to come.

4. English punctuation marks pose a few problems; the period can be difficult; the comma is rough; the colon is a drag; the semicolon can be impossible; and the proper use of those marks is, incidentally, far more important than you might think.

The colon goes after "problems". A review of the colon rules follows.

## REVIEW OF THE COLON RULES

1. THE COLON IS THE PROPER MARK TO USE BEFORE A SERIES OR LIST OF ITEMS WHEN THE PRECEDING STATEMENT IS A MAIN CLAUSE ENDING IN OR CONTAINING AN EXPRESSION THAT CLEARLY POINTS TO WHAT IS TO FOLLOW. THE COLON SHOULD NOT BE USED IN THIS CIRCUMSTANCE IF IT WILL FALL BETWEEN A PREPOSITION AND ITS OBJECT OR BETWEEN A FORM OF THE VERB "TO BE" AND ITS COMPLEMENT.

He brought many varieties of food, such as the following: cereals, fruits, nuts, and vegetables.

NEVER USE THE COLON IN THIS FORM.

He brought many varieties of food such as cereals, fruits, nuts, and vegetables.

NOR IN THIS FORM:

The varieties of food he brought were cereals, nuts, fruits, and vegetables.

2. THE COLON IS USED BETWEEN INDEPENDENT CLAUSES WHEN THE FOLLOWING CLAUSE IS EITHER AN ILLUSTRATION, A RESTATEMENT IN DIFFERENT TERMS, OR ANY OTHER TYPE OF AMPLIFICATION OF THE PRECEDING CLAUSE.

You do not understand the urgency of the situation: the time is now, and the place is here.

Do not confuse the use of the colon with that of the semicolon.

Use the colon in its proper role: that of a mark of ANTICIPATION.

## SELF EVALUATION EXERCISE ON THE COLON AND SEMICOLON

In this item, you have an opportunity to use the comma, the colon, and the semicolon. The confirmation of your response is furnished below.

You will find the following rules helpful; brush your teeth after each meal, preferably with a tooth brush; see your friendly Army dentist twice a year; and never volunteer for extra duty.

You will be a better man for it; you will have healthy teeth and a minimum of extra duty.

**INTENTIONALLY LEFT BLANK**

Here is

You will find the following rules helpful: brush your teeth after each meal, preferably with a tooth brush; see your friendly Army dentist twice a year; and never volunteer for extra duty. You will be a better man for it: you will have healthy teeth and a minimum of extra duty.

PART IV EFFECTIVE WRITING  
WD 52/OD 40  
Periods, Numbers and Abbreviations

PERFORMANCE OBJECTIVES  
WD 52/OD 40  
Use of Capitals, Periods, Numbers and Abbreviations

Given rules and procedures for proper use of periods and capital letters as outlined in this text, correctly punctuate and capitalize a given paragraph for periods and capital letters as outlined in this text, correctly punctuate and capitalize a given paragraph for periods and capital letters.

Given proper use of abbreviations and numbers, as specified in this text and AR 320-50, determine if numbers should be written out and if abbreviations have been used correctly.

## THE USE OF PERIODS

The exercise that follows is the only one that you will have in the use of periods. There are so many instances in which periods are used (or are not used) that it would be impossible for us to cover them all. We will restrict our coverage of periods to certain peculiarities of Army writing.

In this key exercise, all of the periods have been omitted. Furnish periods where they are required.

WO1 Smith's report stated that certain Army aircraft, i.e., the UH-1D, CH-47, OH-13, etc., should not be flown in or near severe turbulence. CPT. Grey read and approved WO1 Smith's report.

This exercise involves three typical uses of the period.

The first use concerns the rule that requires a period at the end of a declarative statement. To this end, we are sure that you placed a period after "turbulence" and after the final sentence.

The second use of periods is the requirement for periods after certain abbreviations. This rule requires a period after the "i" and the "e" of i.e. This same rule requires a period after "etc." Both of these terms are abbreviations for Latin words that have been incorporated into our language.

We now come to the third use (or NON-use if you prefer to look at it that way) of periods in this key exercise. Normally, in general written English, the period is used after abbreviations such as the "1LT" and "CPT" in the key exercise. In Army writing, however, these periods are omitted. The numerous Army writing guides specify that periods are not used after abbreviations of rank and grade. The same is true of certain other abbreviations that are followed by periods in general written English.

The following are your practice exercises in the use of periods.

1. Professor Wooten and Mr. G. W. Hooker accompanied MAJ Whiteside and COL Farbush to the lecture.

The periods are required after "Mr", "G", "W", and "lecture". There are no periods after "MAJ" and "COL".

2. He was ordered to report to an office in Wash. D. C. on or about 5 JUN 66.

The periods are required after "Wash", and "66". There is no period required after "JUN".

3. All of the drivers, while on official N.A.T.O.-business, were told to drive at speeds not in excess of 35 m. p. h.

ACRONYMS (abbreviations that are pronounced as words, such as NATO) do not require periods. Neither do abbreviations such as "mph" when the abbreviation is used with figures. No additional periods are required in that practice exercise.

Even from this brief exposure to period rules, you can see the problem. There are so many rules and variations to rules covering period usage, that it would be impossible for us to cover them all in this text. There are invaluable writing guides, such as the "Government Printing Office Style Manual", that are available to assist you. Use them.

The self-test item on the use of periods is combined with the self-test item on the use of capital letters. Go on now to the use of capital letters which follows.

## THE USE OF CAPITALS

Each of us knows that the first word in every sentence is capitalized. The same thing is true of all proper names. Unfortunately, most of the other rules of capitalization are not that simple.

As was the case with our coverage of period usage, we are confining our coverage of capitalization to those rules that are of particular interest to Army writers.

The exercise that follows consists of two sentences. In one of these sentences, "army" should be capitalized. It is your task to determine in which sentence capital letters are required. Furnish the necessary capitals by writing directly over the lowercase letters.

I decided long before I was of military age to join the army when I was old enough.

A strong army is a necessary instrument of an effective foreign policy.

The rule that covers this use of capital letters is this: when referring to an organization such as an army, a university, a church, etc., use all lowercase letters when the reference is abstract, for example: an army, a university, a church. If the reference is to be a SPECIFIC organization, use capitals and lowercase, for example: the Army (United States), the Army (of the USSR), the University (of Tennessee) etc.

Here are your practice exercises in these uses of capital letters.

1. The ~~Air~~ Force has a major role to play in our war in Vietnam, but it is the ~~A~~rmy that takes the war to the enemy.

Here, we are talking about THE Army and THE Air Force. They should be written with capitals.

2. The service academics of the ~~A~~rmy and ~~N~~avy play an annual football game in ~~P~~hiladelphia.

"Army" and "Navy" should be capitalized. Did you capitalize "Philadelphia"? Just checking to see if you were paying attention.

3. He got his undergraduate degree at ~~H~~oboken ~~S~~tate ~~C~~ollege.

"Hoboken State College" is a proper name and it requires capitals. If we had said, "He got his undergraduate degree at a state college", it would not have required capitals.

4. He went to college in a little town near his home in ~~E~~lmira.

"Elmira" is the only word requiring capitals.

NOTE: In abbreviations, where military ranks are concerned, three letters are used with each letter being capitalized.

5. WO1 Smith and CPT Jones were TDY in January. Remember three capital letters for ranks, WO1 and CPT.

6. The army of any nation, large or small, places a burden on the economy of that nation.

"Army", even though it is used with a "the", is an abstract here.

Capitals are not required.

This is your second exercise in the use of capitals. In this exercise, we again present two examples. One of these sentences requires capital letters; the other one does not. Read the sentences, determine which of them requires capitals, and furnish the necessary capitals.

To live a long life, one must do the following:

- (a) ~~go~~ to bed nightly at a reasonable hour,
- (b) ~~eat~~ regular meals of wholesome food,
- (c) ~~get~~ plenty of fresh air and exercise,
- (d) ~~Avoid~~ unhealthy habits,
- (e) ~~Keep~~ one's mind and body clean, and
- (f) ~~Hope~~ that some idiot driver doesn't wipe one out.

To live a long life, one must do the following: (a) go to bed nightly at a reasonable hour, (b) eat regular meals of wholesome food, (c) get plenty of fresh air and exercise, (d) avoid unhealthy habits, (e) keep one's mind and body clean, and (f) hope that some idiot driver doesn't wipe one out.

The capitalization rule that we are concerned with here states that capitals are used when enumeration of items is presented in A COLUMNAR FORM. When the same enumeration is presented as an integral part of the sentence (not in columnar form), capitals are not used. In the first sentence of the key exercise, the first letter of (a) through (f) should have been capitalized. Like this:

- (a) Go to bed nightly at a reasonable hour,
- (b) Eat regular meals of wholesome food,
- (c) Etc.

The following are your practice exercises:

1. In preceding portions of this course, we studied the following name items:

- (a) Commas
- (b) Semicolons
- (c) Colons
- (d) Periods

The words "commas", "semicolons", "colons", and "periods" should be capitalized. It does not matter that they are one-word items. The rule still applies.

2. The following people were present:

Captain Kangaroo, whom every child has heard of;  
J. C. Tuttlemeier, whom no one has heard of;

Barney Google, whom you have to be pretty old to have heard of; GEN (Blood and Guts Patton), whom everyone has heard of; and Chairman Mao, whom we wish we'd never heard of.

The first word or initial of every item in the columnar series is capitalized. In addition, the first letter in each word of the ENTIRE NAME is capitalized. It doesn't matter whether they are titles (like Chairman Mao), nicknames (like Blood and Guts Patton), or initials (like J. C. Tuttlemeier). They are all capitalized because they are parts of proper names.

3. Those in attendance were as follows: a captain, a major, four colonels, nine lieutenant colonels, six generals, and a warrant officer to keep score.

There are no additional capitals required in this sentence. If, however, any of the titles were followed by proper names, the titles would become a part of the proper names, and capitals would be required.

4. There are two reasons that you should come:

- (a) This is the last club meeting of the year.
- (b) Your dues need paying.

"This" and "your" require capitals. It is not at all unusual to see a sentence arranged this way in columnar form. This is one way of building emphasis into your writing.

The following is your last exercise in the use of capitals. In it, we have combined two related rules of capitalization. Furnish all of the required capitals.

Although he was from the ~~South~~, his new assignment required that he board a train going ~~North~~ in the dead of ~~Winter~~.

The two rules demonstrated by this key exercise are these:

1. Capitalize the points of the compass when they refer to specific sections of the country (the North, the ~~South~~, the Midwest, etc.). Do not capitalize these compass points when they indicate direction (going north, heading south, etc.).
2. Do not capitalize seasons of the year.

In the preceding key exercise, "South" is the only word that needed capitals. "winter" and "north" remain lowercase.

In the practice exercises that follow, you will be combining all of the uses of capitals that we have covered. Place capitals where they are required.

1. He considered the following alternatives:

to remain on active duty with the army

to retire and move south to florida

to build a retirement home in the midwest

The words that should have been capitalized are, in order, "to", "army", "to", "florida", "to", and "midwest". Incidentally, the people from the various sections of the country (Midwesterners, Southerners, etc.) are also capitalized.

2. She attended University of the South, and, while there, she was associated with Phi Delta Nu Sorority, the Girl Scouts of America, the Seventh Avenue Baptist Church, the Army Reserve, and the DAR

The words and letters that should be capitalized are "university", "south", "phi", "delta", "nu", "sorority", "girl", "scouts", "america", "seventh", "avenue", "baptist", "church", "army", "reserve", and "DAR".

With that exercise, we complete our study of the rules of capitalization. A review of both the capitalization and periods follows on the next page.

## REVIEW OF THE CAPITAL AND PERIOD RULES

Study this review carefully before going on to the self-test that follows:

1. PERIODS ARE USED AT THE CLOSE OF DECLARATIVE STATEMENTS.

Look, look, see Spot chase Puff.

2. PERIODS ARE USED AFTER CERTAIN ABBREVIATIONS.

Look, look, see Spot chase Puff, cattle, sheep, horses, his master, etc. around the house.

3. THE PERIOD IS NOT USED IN MILITARY WRITING AFTER ABBREVIATIONS OF RANK AND GRADE AND AFTER CERTAIN OTHER ABBREVIATIONS.

Spot caught WO3 Smith, his master, on 7 Sep 67.

4. CAPITALS ARE USED TO BEGIN THE NAMES OF ORGANIZATIONS WHEN THE REFERENCE IS SPECIFIC.

WO3 Smith, Spot's former master, was a member of the Army.

5. CAPITALS ARE NOT USED TO BEGIN THE NAMES OF ORGANIZATIONS WHEN THE REFERENCE IS ABSTRACT.

WO3 Smith had purchased Spot from a traveling circus.

6. CAPITALIZE THE POINTS OF THE COMPASS WHEN THEY REFER TO SPECIFIC LOCATIONS. DO NOT CAPITALIZE THEM WHEN THEY REFER TO DIRECTIONS.

WO3 Smith had purchased Spot in the North, and later took him south.

7. CAPITALS ARE USED TO BEGIN THE FIRST WORD OF EACH ITEM IN COLUMNAR FORM.

Spot loved WO3 Smith. He considered WO3 Smith all of the following:

a. Kind

b. Considerate

c. Tasty

SELF-TEST ITEM FOR CAPITALS AND PERIODS

Furnish capital letters and periods in all places where they are required. When you have done so, you may check your responses on the following page.

~~W~~ho ~~S~~am Icarus of the ~~A~~rmey was in deep trouble; his writing assignment was due in, and ~~S~~am still needed information on the performance of the following aircraft:

- (a) ~~T~~he ~~S~~pad,
- (b) ~~T~~he ~~F~~okker,
- (c) ~~T~~he ~~S~~opwith ~~C~~amel.

~~S~~am considered going to some university library for the needed information, but there was not enough time. He asked himself for the thousandth time why he had selected ~~S~~noopy and the ~~R~~ed ~~B~~aron as subjects for his assignment. Another goof like this and he would be ~~M~~r ~~S~~am ~~I~~carus, an unemployed ~~E~~asterner,

The confirmation for the above item follows.

W01 Sam Icarus of the Army was in deep trouble; his writing assignment was due in, and Sam still needed information on the performance of the following aircraft:

- (a) The Spad,
- (b) The Fokker,
- (c) The Sopwith Camel.

Sam considered going to some university library for the needed information, but there was not enough time. He asked himself for the thousandth time why he had selected Snoopy and the Red Baron as subjects for his assignment. Another goof like this and he would be Mr. Sam Icarus, an unemployed Easterner.

Go on to the use of abbreviations which follow.

## THE USE OF ABBREVIATIONS

To be perfectly hnst, we have not been looking fwd to teaching the procd for using abbrs in ARM writing. The use of abbrs is a most unsatfy way of ~~comm~~ because both the writer and the reader must agree on the meaning of the abbrs. To this end, the abbrs must possess a degree of stdn. If it were otherwise, the use of abbrs would work a ~~hdsp~~ on both parties. The info in this portion of the text, therefore, should assist you in using and ~~comm~~ with abbrs.

With one exception, all of the abbreviations above are authorized by AR 320-50, the authorized guide to abbreviations for Army writers. Please note that NONE of the abbreviations have periods following them unless, of course, the abbreviation occurs at the end of a declarative statement.

In this part of the text, we are changing the response pattern that we have established. Instead of responding to a key exercise, you will be selecting the correct response from a list of alternatives that we offer. An example of this type of response follows.

From the following alternatives, select the abbreviation from the first paragraph above that is not an authorized abbreviation.

<input checked="" type="checkbox"/> 1. hnst	<input checked="" type="checkbox"/> 5. hdsp
<input type="checkbox"/> 2. unsatfy	<input type="checkbox"/> 6. procd
<input type="checkbox"/> 3. stdn	<input checked="" type="checkbox"/> 7. comm
<input type="checkbox"/> 4. fwd	<input type="checkbox"/> 8. abbrs

Which response did you select? The correct response is number one. "Hnst" is not an authorized abbreviation. Hnstdly!

The following exercise demonstrates a very common misuse of abbreviations among Fort Wolters' students. In this exercise, there are three short statements that are similar in content. Only one of them, however, demonstrates a correct use of abbreviations. The other two are typical of abbreviations that are misused. You are to check the response that represents the correct use of abbreviations. You are to assume that these three statements are complete in themselves; that is, nothing precedes them, and nothing follows them.

( ) 1. I am happy to be a student in USAPHS. Since becoming a warrant officer candidate, it has been my ambition to proceed to the USAAV~~AS~~ resident school. I do not know what my future assignments will be, but I am sure they will be affected by my attendance here.

( ) 2. I am happy to be a student at Fort Wolters (USAPHS). Since joining the Army, it has been my ambition to come here. I do not know what my future assignments will be, but I am sure they will be affected by my attendance here.

C. I am happy to be a student at the United States Army Primary Helicopter Center/School (USAPHC/S). Since joining the Army, it has been my ambition to come to USAPHC/S. I do not know what my future assignments will be, but I am sure they will be affected by my attendance here.

The first response is incorrect. DO NOT USE AN ABBREVIATION WITHOUT EXPLAINING TO THE UNINITIATED WHAT IT MEANS.

The second response is incorrect. DO NOT INTRODUCE AN ABBREVIATION IF IT IS NOT YOUR INTENTION TO USE IT AGAIN.

The third response is correct. Introduce the abbreviation as it is done in this third response, and then you can use it at any subsequent position in the narrative without further explanation.

As your last exercise in the use of abbreviations, we want to see if you can detect a pattern of development in selected abbreviations. Here are the authorized abbreviations that you are to examine for a pattern of development.

hospital - hosp

Lieutenant General - Lt Gen

boundary - bndry

harbor - har

bombardment - bomb

fallout warning - fallwarn

deceased - decd

infra red - IR

Sergeant - Sgt

increase - incr

President - Pres

increment - incr

overseas - os

ground to air - G/A

After you have examined the preceding list of authorized abbreviations for a pattern of development, select a statement from the alternatives that follow that is the most realistic evaluation of the abbreviations.

- 1. Authorized abbreviations are formed by leaving all of the vowels out of the word to be abbreviated.
- 2. Authorized abbreviations are formed by retaining the initial syllable in a word and dropping all subsequent syllables.
- 3. There is no clearly recognizable pattern of development for authorized abbreviations.
- 4. Authorized abbreviations are formed of single words by using the first letter of those words, or, in the case of multiple words, they are formed by using the first letter of all words.

A quick glance at the abbreviations in AR 320-50 and those on the previous page will tell you that there are no hard and fast rules of development. So, what do you do when you want to use abbreviations? Well, for one thing, you do not arbitrarily generate your

own abbreviations. For another thing, you go to an authorized source such as AR 320-50. If there is no copy of AR 320-50 available, DON'T ABBREVIATE.

With the last bit of advice, we conclude this discussion of abbreviations. Go on to the uses of cardinal and ordinal numbers in Army writing.

## THE USE OF CARDINAL AND ORDINAL NUMBERS

Military writing is filled with numbers, dates, and amounts. It is important that you know how to express these figures in narrative form, and this part of the text is designed to teach you the more significant rules.

In planning your first exercise in the use of cardinal and ordinal numbers as expressed narrative form, we decided to give you a riddle and demonstration of the ways in which numbers are expressed in a narrative. In this exercise, there is no writing for you to do. We only want you to see if you can solve the riddle. As you read, pay particular attention to the ways in which the numbers are expressed.

A man entered a hardware store to make a purchase. He first located the item that he desired. In doing so, he noticed that the store was well stocked with hundreds of similar items. He called the clerk over, and asked him the price of the item. The clerk replied that the item retailed for 50 cents apiece, but, if the man wanted more than one, he could buy two for 75 cents. "Excellent", the customer replied. "That means that I could buy the ten I am holding for 75 cents." The clerk said that this was so. "Good", the customer said. "Then give me 810." The clerk did so, and informed the customer that the total bill was \$1.25.

WHAT WAS THE ITEM THAT WAS PURCHASED?

We hope that you did not get so interested in solving the riddle that you neglected to notice the various ways in which the number amounts were expressed. Before we give you the answer to the riddle, let's review the various ways in which the numbers were expressed.

1. Ordinal numbers indicate ORDER. "First", "second", and "third" are ordinal numbers. Except for isolated instances in which they are expressed as "1st", "2nd", and "3rd", these numbers are SPELLED OUT. In the exercise, we stated that the customer "first located the item."

2. Cardinal numbers are numbers used in expressing AMOUNTS.

Generally, cardinal numbers expressing amounts LESS THAN 11 are spelled out. In the exercise, we stated that "if the man wanted more than one, he could buy two for 75 cents." The grammatical unit that controls the way in which cardinal numbers are expressed is THE SENTENCE. When deciding if the cardinal number is to be spelled out or expressed as a figure, ask yourself these two questions:

1. IS THE NUMBER LESS THAN 11?

2. ARE THERE ANY OTHER NUMBERS 11 OR GREATER THAN 11 IN THE SENTENCE?

If all of the numbers in the SENTENCE are ten or less, they are written out. If, however, there are numbers greater than ten in that sentence, then all of the numbers IN THAT SENTENCE are expressed as figures. Obviously, this does not apply to dollar amounts like the "75 cents" in the exercise.

3. Monetary amounts like the "75 cents" can be expressed in several accepted ways. Amounts of less than \$1.00 can be expressed as "75 cents", "75¢", or "\$0.75". Amounts of \$1.00 or more can be expressed as "five hundred dollars" or as "\$500.00". In expressing monetary amounts, be consistent.

By the way, we have not forgotten to give you the answer to the riddle. If you have not already figured it out, here it is.

The man bought numerals for his house number. Each numeral costs 50 cents. Two such numerals could be bought for 75 cents; consequently, the "ten" the customer was holding (a one and a zero) could be purchased for 75 cents. The customer finally bought 810 (an eight, a one, and a zero) for \$1.25.

The two exercises that follow are practice exercises in the application of the rule most often violated by Fort Wolters writers. In each of these exercises, we leave one or more blank spaces in which a number is to be inserted. The blank spaces are followed by certain numbers expressed as figures. Your task is to decide, based upon the rules that we have given you, if the numbers are to remain figures or be written out. When you have decided, furnish the correct form of the number in the blank provided.

If you desire, you may review the rules on the previous page before continuing.

1. He had hoped to be \_\_\_\_\_ (1st) in line, but positions \_\_\_\_\_ (1) through \_\_\_\_\_ (8) were reserved for season ticket holders. Positions \_\_\_\_\_ (9) through \_\_\_\_\_ (15) were taken by early arrivals. He contented himself by occupying position number \_\_\_\_\_ (16).

The entries, in order, should be as follows: "first", "one", "eight", "9", "15", and "16".

Here is another one. This one demonstrates an exception to the rule that we just practiced. Be careful, it's tricky.

2. \_\_\_\_\_ (12) times in the last \_\_\_\_\_ (30) days, he had been called upon to assist his \_\_\_\_\_ (6) team members.

Well, we said it was tricky. Normally, the 12 in the above sentence would have been expressed as a figure, but not in this type of sentence. The exception to the rule states that any number, regardless of its size, will be written out IF IT OPENS A SENTENCE. All other numbers in the sentence above should be expressed as figures.

There are many other rules concerning the uses of numbers in written material. We have examined only those rules that are most frequently violated. For additional instructions in the uses of numbers and the ways in which there numbers are expressed in writing, we refer you to the many writing guides available to the Army writer. We specifically recommend the Government Printing Office Style Manual.

This concludes Part IV of this text.

SELF EVALUATION EXERCISE  
PART IV  
PERIODS, CAPITALS, NUMBERS AND ABBREVIATIONS

In this item you have an opportunity to use the information in Part IV. The confirmation of your response is furnished on the following page.

In the following paragraph correct any Periods, Capitals, Numbers and Abbreviations that are improperly used.

In Jun~~E~~ of 1968 W~~O~~ C J. B. Farkhan, formerly of the U~~S~~ A~~A~~ F~~X~~ now of the Army, earned his wings and graduated number ~~one~~ out of a class of ~~two hundred and fifty~~. Farkhan's Father, Col Melvin C. Farkhan, glowed with pride on his son's accomplishment. WO Farkhan is the ~~fourth~~ 10th member of his family to wear the wings of an Army Aviator.

PERIODS, CAPITALS, NUMBERS AND ABBREVIATIONS

PART IV

ANSWER TO SELF EVALUATION EXERCISE

In June of 1968, WOC J. B. Farkwhan, formerly of the USAF, now of the Army, earned his wings and graduated number one out of a class of two hundred-fifty. Farkwhan's father, COL Melvin C. Farkwhan, glowed with pride on his son's accomplishment. WO1 Farkwhan is the tenth member of his family to wear the wings of an Army Aviator.