

This consideration, or summary, will be employed when staff papers exceed two pages in length. Supporting documents, including annexes, provide the explanatory facts, figures and detailed discussion.

c. Clarity. Clarity must have preference over brevity. Devices which help to assure clarity are:

- (1) Simple sentences.
- (2) Correct grammatical construction, (SYNTAX)
- (3) Correct punctuation.
- (4) Caution in the use of authorized abbreviations.
- (5) Elimination of vague, meaningless, or ambiguous expressions.
- (6) Use of subtitles.
- (7) Use of topic sentences at the beginning of each paragraph.
- (8) Connective sentences.

d. Coherence. Coherence means the logical development of a subject placing related ideas in an orderly sequence. First, think the subject through and see it as a whole; and, second, arrange the various parts logically and harmoniously.

e. Unity. A staff paper must have unity. Unity means adherence to one subject, a single main idea. No more than one subject, therefore, will be treated in any staff paper whether it is an order, a memorandum, or a letter.

f. Completeness. Completed staff action:

- (1) Clearly shows that all alternatives have been considered.
- (2) Shows that the views of other agencies concerned have been obtained and considered.
- (3) Recommends definite instructions or a definite course of action.
- (4) Contains the necessary orders, letters, or instructions for placing the recommendations into effect.

g. Emphasis. Emphasis is the conscious arrangement of words and subject matter to make the important ideas stand out prominently, for

staff writing must stress significant points. Ideas, relevant to the subject, but of secondary importance, must not be overstressed. Correct emphasis aids understanding.

h. Objectivity. Use an impersonal and unprejudiced viewpoint. Conclusions and recommendations are drawn from careful study and analysis of all aspects of the problem. The advantages and disadvantages of any recommendation are presented. To secure approval of a recommendation by belittling or withholding the accompanying disadvantages is disloyal and undermines confidence in the proposed action and in the author. Bias and personal prejudice have no place in an objective presentation.

i. Simplicity. A direct and uninvolved style contributes to the value of a staff paper. Ornate prose is unnecessary and may draw attention from the subject matter. The finding of facts quickly, with a minimum of effort, identifies the effective staff paper. Good writing calls attention to what is written rather than how it is written.

j. Terminology. Avoid improper use of military terms. Consider the reader of the staff paper. If the readers are Army personnel, terms set forth in AR 310-50, Dictionary of United States Army Terms, may be used. If they are in joint organizations only terms published in the JCS Pub 1 Dictionary of United States Military Terms for Joint Usage, are appropriate. Use only terms or words of accepted American English when you don't know the composition of your reading audience. Avoid big words, slang, needless words, coined words, use of unusual meanings of words, and trite expressions.

#### 5. TECHNIQUE OF EFFECTIVE WRITING.

a. Identify the Reader. This approach is important in all writing. The content of a subject depends upon the reader. For example, a directive to army commanders will differ in content from instructions on the same subject to company commanders. The sentence structure also depends on the point of view. For example, whether a report states "The enemy counterattack was stopped by the first battalion," or "The first battalion stopped the enemy counterattack," depends on whether the emphasis of the report concerns the enemy counterattack or the action of the first battalion. Establish a point of view and do not change it.

b. Keep the Purpose in Mind. The purpose must not only be clearly understood; it must be kept constantly in mind. Otherwise, the result will lack unity, coherence, and clarity. The purposes of military writing are to direct, to persuade, or to inform.

c. Prepare an Outline. An outline is a step-by-step plan for writing a particular paper. Before collecting any information on a

subject, prepare a tentative outline. This outline focuses attention on what is to be done and guides the study into logical and productive channels. As work progresses the outline can be expanded easily into a draft of the paper itself.

d. Make Sufficient Drafts. No one can be expected to write a finished paper in a single draft. Clear, concise, and readable staff writing is the result of continuous revision.

e. Follow the Prescribed Form. To insure uniformity, correctness, accuracy, completeness, and easy reading, a standard form is prescribed for almost every type of staff paper. Learn the prescribed form and follow it.

#### 6. CAUTIONS.

a. Do Not Coin Words. There is no need to invent new words. Use a thesaurus and the dictionary of synonyms to locate the specific word.

b. Use Standard Meanings. Use of standard meanings of words prevents confusion. "Secure" means "obtain" to some and "safeguard" to others.

c. Avoid Vague Terminology. Do not use terminology such as "would," "will," or "should"; instead, use "is to" or "are to" as applicable. Be positive and crisp yet tactful. With few exceptions, all letters are to be written in the third person.

d. Avoid Needless Words. Words which add no meaning should be deleted from the sentence, or the sentence rewritten.

e. Avoid "Showy" Words. Do not use big words just because they are big. Appurtenances is a pretentious way of saying accessories. Inaugurate can be an absurd way of saying begin. It is correct to use synonyms, but avoid the pretentious.

f. Avoid Hackneyed Expressions. Although trite phrases may sometimes express an idea well, too frequent use of "it will be noted," "it depends on the situation," "as far as practicable," "carrying the ball," and similar terms, will detract from the effectiveness of your writing.

g. Avoid the Use of the Word "All." There are very few instances when the word "all" applies in military writing. The word tends to imply that an assumption is to be made, i.e., "all individuals have been advised."

h. Avoid Latinisms. Avoid Latinisms in your writing. Often they are signs of laziness or egotism.

i. Use the Active Voice. The active voice is preferable to the passive voice. The use of "should," "could," "would," and other conditional words or phrases is to be avoided.

j. Learn How to Say No. Careless use of the negative can alter or even reverse your meaning. Put your negative in the right place.

k. Punctuate and Capitalize for a Definite Reason. Be able to justify every punctuation mark and every capital letter. In punctuating and capitalizing ask yourself "why?" rather than "why not?"

l. Abbreviations. While abbreviations save time and space, they must be used with caution. Certain abbreviations have been authorized, but they are only used when it is certain that they will be understood. See AR 310-50.

## 7. STYLE PRACTICES.

### a. Capitalization.

(1) General. Problems of capitalization which most often arise in Army correspondence are covered in this section. Two main rules govern use of capitals: Proper nouns, titles, and first words are capitalized; and common nouns are not capitalized unless they have gained the status of proper nouns. Consistency in capitalizing is important. Avoid capitalizing a word for emphasis.

#### (2) Proper nouns.

(a) Names of persons, places, and things.

EXAMPLES: The 1/2d Inf, 1st Inf Div, commanded by LTC Owen R. Gary, is to deploy from the Republic of Vietnam to Fort Riley, Kansas.

General Creighton W. Abrams is not only the Commander of US Military Assistance Command, Vietnam, he is also the Commanding General of the United States Army, Vietnam.

Our concept of operations is to deploy two infantry battalions as part of Task Force Z.

(b) Common nouns used as proper nouns.

EXAMPLES: Appendix C; Annex V; TAB A.

Further instructions in the declaration of Martial Law, also termed Martial Rule, are found at Appendix XV, to Annex A, OPLAN Tiger Hunt.

Vung Tau is the site of the National Training Center.

Among other activities, USARV has a number of camps and installations under its command.

Corps of Engineers Divisions are organized along basins and bodies of water.

Review of the AB 145 Plan indicates that CTZ Plans need updating annually.

Class I and Class II Installations/Activities are to:

Weather and social turmoil are considerations in planning for assistance to civil authorities.

Military Authorities are to be made aware of the following:

(c) Names of organized bodies.

EXAMPLES: Fifth US Army has the responsibility for 13 Midwestern states.

The MACV Physical Security Plan is found at TAB A.

Elements of the 2d Brigade, 5th Inf Div (Mech), will participate in Operation Toan Thang 42.

The DO Combat Operations Center is located in MACV Headquarters.

(d) Names of members of organized bodies.

EXAMPLES: The DRAC Liaison Officer at HQ MACV will coordinate the details.

Details will be coordinated by the installation's liaison officer.

(e) Official designations of countries, domains, and their divisions:

EXAMPLES: This will be a joint United States-Vietnamese operation.

This plan is for action in the provinces of Binh Dinh and Phu Yen.

The areas of the central highlands of Pleiku and the southern portion of the Ashau Valley are of military importance.

The farming provinces of Military Region III and the plains regions along the coast provide good areas for troop concentrations.

(f) Names of regions, localities, and geographic features.

EXAMPLES: Military Region IV, Office of the Commander.

Plans must be written for all provinces in the RVN.

USMACV is responsible for coordinating the activities of all forces within the RVN.

The western provinces of MR IV border Cambodia.

The wind at this time of the year is from the southwest.

Flood disaster threatens the Delta during the monsoon season.

Fallout predictions are high for the middle east of this area.

(g) Names of calendar divisions, holidays, historic events and periods of time.

EXAMPLES: The months of June, July and August provide the best climate for harvesting rice.

Division Chiefs will meet every Monday at 1015 hours.

Studies have revealed that significant gains were made in pacification in most provinces during the years 1971-72.

The Cambodian situation in April 1970 resulted in a re-evaluation of foreign policy.

On July the fourth, a national holiday, operations are to be continued as usual.

For over thirty years the people of South Vietnam have struggled to obtain their right of self determination.

The following constitute legal holidays:

a. Fourth of July.

b. Christmas.

The Feast of the Passover, a religious feast, may be declared a holiday by local commanders.

(3) Titles used with names or titles standing for persons.

(a) Titles preceding names.

EXAMPLES: Lieutenant General Robert H. York, USA (Ret)

He is the commander of an infantry battalion. NOTE: Do not capitalize commander when used in a general sense.

(b) Titles following names, or titles used alone.

EXAMPLES: Major John P. Gold, Commander of Troops, assigned the priorities.

The decision to use supporting fire rests with the ground commander.

MG R. K. Star, Commanding General, 23d Infantry Division.

COL B. K. Eagle, Commanding Officer, 2d Brigade.

We must provide a commander and staff for a task force. (Task force is used in general terms.)

We must provide Commander and Staff for Task Force 5.

LTC Silver B. Leaf was assigned as the Commanding Officer.

LTC Silver B. Leaf could be assigned to this headquarters either as a troop commander or staff officer. NOTE: Capitalize commander following proper names, or used alone as substitute for names, when commander indicates preeminence. Do not capitalize when used in a general sense, or when not indicating preeminence.

(4) Title of publications, documents, acts, etc.

EXAMPLE: The Infantry Magazine

(5) The definite article. Capitalize the word the when used as part of a name or title.

EXAMPLE: The report is entitled "The Economic Situation in RVN."

(6) Particles in names of persons.

EXAMPLE: Justice Van Devante

NOTE: Use lower case when the individual concerned so prefers.

EXAMPLE: Henry van Dyke (his usage)

(7) First Words.

EXAMPLE: The officer announced his decision.

b. Spelling.

(1) General. This section includes a short list of preferred forms. It also gives instruction on the formation of plurals, the doubling of final consonants when suffixes are added, and the use of indefinite articles.

(2) Preferred spelling:

Adviser (but you will also see advisor)

barreled	consignor	gray	offense	supersede
barreling	converter	jeweled	penciled	theater
blond	conveyor	judgment	penciling	totaled
buses	counseled	kerosene	percent	totaling
caliber	counselor	kidnapped	practice	traveled
canceled	counseling	labeled	programed	traveler
canceling	defense	license	programer	traveling
cancellation	diagramed	likable	programing	visa
catalog	diagraming	maneuver	reconnaissance	vitamin
channeled	draft	marshaled	referable	willful
channeling	employee	marshaling	signaled	worshiped
cigarette	equaled	medieval	signaling	worshiper
combated	equaling	modeled	skillful	worshipping
combating	focused	modeling	stenciled	
connector	fulfill	monolog	stenciling	

(3) Plural forms.

(a) In forming the plurals of compound terms, make the significant word plural.

EXAMPLE: adjutants general; commanders in chief; lieutenant colonels; deputy chiefs of staff.

(b) When a noun is hyphenated with an adverb or preposition, make the noun plural.

EXAMPLE: passers-by.

- (c) When neither word is a noun, make the last word plural.

EXAMPLE: higher-ups.

- (d) To form the plural of nouns ending with ful, add s at the end.

EXAMPLE: five bucketfuls of the mixture (one bucket filled five times);  
five buckets full of earth (separate buckets).

- (e) The plural of the following words may be different from what's expected. When more than one plural is given, the first plural is preferred.

appendix, appendixes (or appendices)  
basis, bases  
crisis, crises  
curriculum, curriculums (or curricula)  
datum, data  
formula, formulas (or formulae)  
maximum, maximums (or maxima)  
memorandum, memorandums (or memoranda)  
minimum, minimums (or minima)  
minutia, minutiae  
parenthesis, parentheses  
phenomenon, phenomena  
plateau, plateaus  
stimulus, stimuli  
synopsis, synopses

- (4) Doubled consonants. When a suffix beginning with a vowel is added to a word ending in a single consonant preceded by a single vowel, double the consonant if:

- (a) Added to a word of one syllable.  
(b) The word ends in an accented syllable.

EXAMPLE: bag, bagging; transfer, transferred; but total, totaled;  
travel, traveled.

- (5) Indefinite articles.

- (a) Use a before words beginning with consonants, except words beginning with silent h. Also use a before words spelled with initial vowels that combine consonants and vowel sounds.

EXAMPLES: a procedure; a humble man; a union; but an hour.

(b) Use an before words beginning with vowels, and words beginning with a silent h.

EXAMPLE: an order; an honor.

c. Compound words.

(1) General.

(a) A compound word conveys a unit idea that is not as clearly conveyed by separate words. The hyphen not only unites but separates the component words, and thus aids readability and correct pronunciation.

(b) In this section, basic rules for compounding are given first and are followed by guides to forming solid compounds and to hyphenate unit modifiers. Instructions are also given on adding prefixes and suffixes and on putting together combined forms.

(2) Basic rules.

(a) Omit the hyphen when words appear in regular order and the omission causes no confusion in sound or meaning.

EXAMPLE: training ship

(b) Compound two or more words to express an idea that would not be as clearly expressed in separate words.

EXAMPLE: bookkeeping

(c) In a derivative of a compound, keep the solid or hyphenated form of the original compound, unless otherwise indicated for particular words.

EXAMPLE: footnoting; ill-advisedly

(3) Solid compounds.

(a) When any, every, no, and some are combined with body, thing, and where, type as one word. Type as separate words some one, every one, and similar combinations which refer to a particular person or thing. To avoid mispronunciation, type no one as two words at all times.

EXAMPLE: anybody

(b) Type as one word compound personal pronouns.

EXAMPLE: himself, ourselves

(c) Type as one word compass directions consisting of two points, but use a hyphen after the first point when three points are combined.

EXAMPLE: northeast; north-northeast

(4) Unit modifiers.

(a) Place a hyphen between words, or abbreviations and words combined to form a unit modifier immediately preceding the word modified, except as shown in (6) below. This use of the hyphen applies particularly to combinations in which one element is a present or past participle.

EXAMPLE: Drought-stricken area; Federal-state-local cooperation

(b) Where meaning is clear and readability is not aided, it is not necessary to use a hyphen to form a temporary or made compound. Restraint should be exercised in forming unnecessary combinations of words used in normal sequence.

EXAMPLE: atomic energy power

(c) Generally, do not use a hyphen in a two-word unit modifier, the first element of which is an adverb ending in ly; do not use hyphens in a three-word unit modifier, the first two elements of which are adverbs.

EXAMPLE: eagerly awaited moment; usually well preserved specimen; but ever-rising flood

(d) Retain the original forms of proper nouns as unit modifiers, either in their basic or derived forms.

EXAMPLE: United States laws; Red Cross nurse; Minneapolis-St. Paul region

(e) Do not confuse a modifier with the word it modifies.

EXAMPLE: Gallant servicemen

(f) Retain the hyphen where two or more hyphenated compounds have a common basic element and this element is omitted in all but the last term.

EXAMPLE: Flood-and drought-stricken areas

(g) Do not use a hyphen in a foreign phrase used as a unit modifier.

EXAMPLE: ex officio member; per diem employee

(h) Do not use a hyphen in a unit modifier which contains a letter or a number as its second element.

EXAMPLE: ward D patients; strontium 90 effects

(i) Do not use a hyphen in a unit modifier within quotation marks unless the modifier is usually a hyphenated term.

EXAMPLE: "good neighbor policy"; "tie-in" sales

(5) Prefixes, suffixes, and combining forms.

(a) Type compounds which contain prefixes or suffixes as one word without a hyphen, except as shown in (b), (c), and (d) below. Use a hyphen to avoid doubling a vowel or tripling a consonant, except after the prefixes co, de, pre, pro, and re.

EXAMPLE: antedate; micro-organisms; semi-independent; semiofficial; cooperation; preexisting; reenact

(b) Use of a hyphen to avoid confusion.

EXAMPLE: co-op; non-civil-service position

(c) Type with a hyphen the prefixes ex, self, and quasi.

EXAMPLE: ex-servicemen; self-educated; quasi-judicial

(d) Use of a hyphen to join a prefix to a capitalized word, unless usage is otherwise.

EXAMPLE: pro-British

(6) Numerical compounds. Type a hyphen between the elements of compound numbers from twenty-one to ninety-nine and in adjective compounds with a numerical first element.

EXAMPLE: three-fourths of an inch; twenty-three thirtieths; two one-thousandths; twenty-one thirty-seconds

(7) Improvised compounds.

(a) Use a hyphen between the elements of an improvised compound serving as an adjective or as a noun.

EXAMPLE: let-George-do-it attitude; know-how

(b) When the noun form is printed in separate words, always hyphenate the corresponding verb form.

EXAMPLE: blue-pencil

d. Punctuation.

(1) General. Punctuation marks are to the reader what road signs are to the driver. They make it easier to read and to understand what someone has written. There are rules, but there are also many exceptions. Some punctuation marks may be substituted for others without changing the meaning of a sentence or without making it less clear.

(2) Apostrophe.

(a) Use the apostrophe:

1. To indicate contractions or omitted letters.

EXAMPLE: I've (I have); it's (it is) (do not confuse with its)

2. To indicate the coined plurals of letters, figures, and symbols.

EXAMPLE: three R's; 5's and 7's; t's

3. To show possession. Add 's when the noun does not end with an s sound. Add only the apostrophe to a noun that ends with an s sound.

EXAMPLE: officer's (pertaining to one officer); hostess'

4. To show possession in compound nouns, add the apostrophe or 's to the final word.

EXAMPLE: secretary-treasurer's

5. To show joint possession in nouns in a series, add the apostrophe or 's to the last noun.

EXAMPLE: soldiers and sailor's home

6. To show separate possession of nouns in a series, add the apostrophe or 's to each noun.

EXAMPLE: John's, Thomas', and Henry's ratings.

7. To show possession in indefinite pronouns, add the apostrophe or 's to the last component of the pronoun.

EXAMPLE: someone's desk; somebody else's books; other's homes

(b) Do not use the apostrophe:

1. To form the possessive of personal pronouns.

EXAMPLE: theirs, yours, hers, its (do not confuse with it's)

2. To form plural of spelled-out numbers, of words referred to as words, and of words already containing an apostrophe. Add 's however, if it makes the plural easier to read.

EXAMPLE: twos and threes; ifs, ands, and buts; yeses and noes, do's and don'ts

3. To follow names of countries and other organized bodies ending in s, or after words more descriptive than possessive (not indicating personal possession), except when the plural does not end in s.

EXAMPLE: United States control; United Nations meeting; children's hospital

(3) Brackets.

(a) Use brackets in pairs:

1. To inclose a correction.

EXAMPLE: He arrived at 2500 [2400] hours.

2. To supply something omitted.

EXAMPLE: The soldier [arrived] early.

3. To explain or identify.

EXAMPLE: The OIC [LT Smith] conducted the briefing.

4. To instruct or to add comment.

EXAMPLE: The report is as follows [read first paragraph]:

5. To inclose sic when it is used to show an error in a quotation

has been recognized but not changed.

EXAMPLE: He ain't got no [sic] security clearance.

(b) Use a single bracket at the beginning of each paragraph but only at the close of the last paragraph, when extensive material is inclosed.

(4) Colon. Use the colon:

(a) To separate an introductory statement from explanatory or summarizing material that follows.

EXAMPLE: The board consists of three officers: COL Alfa, MAJ Brown, and CPT Prokowski.

(b) To introduce formal statements, questions, or quotations.

EXAMPLE: The following question came up for discussion: "What policy should be adopted?"

(c) To follow a formal salutation.

EXAMPLE: Dear Lieutenant Franklin:

(d) To separate the hour and the minutes in civilian clock time.

EXAMPLES: 8:15 a.m.

0815 hours (No colon is used in the 24 hour system.)

(e) To follow introductory headings which lead directly to sub-entries.

EXAMPLES: Policy:  
General:  
Salaries:  
Responsibilities:  
Specifics:

(f) To separate parts of citations.

EXAMPLE: Military Review 47:12

(g) To indicate proportion (use double colon as ratio sign).

EXAMPLE: 1:2::3:6

(5) Comma.

(a) Use the comma:

1. To separate words or figures that might otherwise be misunderstood or misread.

EXAMPLE: Instead of hundreds, thousands came.

2. To set off introductory or explanatory words that precede, break, or follow a short direct quotation. The comma is not needed if a question mark or an exclamation point is already part of the quoted matter.

EXAMPLE: "I understand," he replied, "but I disagree." "Why?" asked the lieutenant.

3. To indicate the omission of an understood word or words.

EXAMPLE: Then he was with the 83d Infantry Division; now, retired.

4. To separate a series of modifiers of equal rank.

EXAMPLE: It is a young, eager, intelligent group; but he is a clever young man. (No comma when the final modifier is considered part of the noun modifier).

5. To follow each of the members within a series of three or more, when the last two members are joined by and, or, nor.

EXAMPLE: Majors, captains, and lieutenants.

6. To separate an introductory phrase from the subject it modifies.

EXAMPLE: Avoiding disaster, they assumed responsibilities.

7. Before and after Jr., Sr., etc., academic degrees and names of states preceded by names of cities, within a sentence.

EXAMPLE: MAJ J. H. Peal, III, GS; Battle Creek, Michigan, Regional Headquarters.

8. To set off parenthetical words, phrases, or clauses.

EXAMPLE: The atom bomb, developed by the Manhattan project, was first used in World War II.

9. To set off words or phrases in apposition or in contrast.

EXAMPLE: Major Detla, Liaison Officer, reported for duty.

10. To separate the clauses of a compound sentence if they are joined by a single conjunction such as or, nor, and, or but.

EXAMPLE: The United States will not be an aggressor, nor will it tolerate aggression by other countries.

11. To set off a noun or phrase in direct address.

EXAMPLE: Colonel Echo, the report has gone forward.

12. To separate the title of an official and the name of his organization, in the absence of the words of or of the.

EXAMPLE: Chief, Civil Defense Division.

13. To separate thousands, millions, etc., in numbers of four or more digits (but see non-use of comma in (b)2 below).

EXAMPLE: 4,320

(b) Do not use the comma:

1. To separate the month and year in a date.

EXAMPLE: On 9 September 1943, Fifth Army landed at Salerno, Italy.

2. To separate units of numbers in built-up fractions decimals, page numbers, serial numbers (except patent numbers) telephone numbers, and street address.

EXAMPLE: 1/2500; page 2632; 2800 Eastern Boulevard.

3. To precede an ampersand (&) or a dash.

EXAMPLE: A. H. Jones & Sons (exception in indexes: Jones, A. H., & Sons)

4. To separate two nouns one of which identifies the other.

EXAMPLE: Leon Uris' book Armageddon.

5. To separate the name and the number of an organization.

EXAMPLE: OCD Region 4.

(6) Dash.

(a) Use the dash (two hyphens and no spaces [--]):

1. To mark a sudden break or abrupt change in thought.

EXAMPLE: Civil Defense--and not everyone agrees--is vital to security.

2. To indicate an interruption or an unfinished word or sentence.

EXAMPLE: He said, "Give me lib--"

3. To serve instead of commas or parentheses, if the meaning is clarified by the dash.

EXAMPLE: Two of the OCD Regions--Four and Six--are in the Fifth Army area.

4. To introduce a final clause that summarizes a series of ideas. (See also subparagraph d(4), above, for use of the colon).

EXAMPLE: ICBM, missiles launched from submarines, manned aircraft, sabotage--these are generally considered to be the major attack delivery systems.

5. To follow an introductory phrase leading into two or more successive lines and indicating repetition of that phrase.

EXAMPLE: I recommend--  
That we accept the rules  
That we publish them

6. To serve instead of a colon when a question mark closes the preceding idea.

EXAMPLE: How can you explain this?--"Fee paid, \$5."

7. To precede a credit line or signature.

EXAMPLE: To be prepared for war is one of the most effective means of preserving peace.

--George Washington

(7) Exclamation point. Use the exclamation point to mark surprise, incredulity, admiration, appeal, or other strong emotion, which may be expressed even in a declarative or interrogative sentence.

EXAMPLE: "Great!" he exclaimed enthusiastically.

(8) Hyphens. Use the hyphen:

- (a) To connect the elements of certain compound words.

EXAMPLE: H-bomb

- (b) To indicate continuation of a word divided at the end of a line.

(c) To separate the letters of a word which is spelled out for emphasis.

EXAMPLE: d-o-l-l-a-r-s

(9) Parentheses.

- (a) Use the parentheses:

1. To set off matter not part of the main statement or not a grammatical element of the sentence, yet important enough to be included.

EXAMPLE: The result (see figure 2) is as expected.

2. To inclose a parenthetic clause where the interruption is too great to be indicated by commas.

EXAMPLE: The OCD Regional Offices (those within the Fifth Army area) and Regions 4 and 6.

3. To inclose an explanatory word that is not part of the statement.

EXAMPLE: The article appeared in the (Battle Creek) Enquirer.

4. To inclose letters or numbers designating items in a series, either at the beginning of paragraphs or within a paragraph.

EXAMPLE: It is unlikely that an enemy could hit all possible targets in the US because of the following reasons: (1) military defenses, (2) lack of sufficient delivery systems, (3) limited accuracy, and (4) limited reliability.

5. To inclose a reference at the end of a sentence, place the period after the parenthesis closing the reference. If the sentence contains more than one parenthetic reference, the parenthesis closing the reference at the end of the sentence is placed before the period.

EXAMPLE: The specimen exhibits both phases (pl 14, A, B). The individual cavities show great variation. (See pl, 4.) This sandstone (see pl 6) occurs in every county in the state (see pl 1).

(b) Use a single parenthesis at the beginning of each paragraph but only at the close of the last paragraph, when extensive material is inclosed.

(10) Period. Use the period:

(a) To end a declarative sentence that is not exclamatory and to end an imperative sentence.

EXAMPLE: He works for the Civil Defense Division.

(b) To end an indirect question or a question intended as a suggestion and not requiring an answer.

EXAMPLE: Tell me how the rocket was launched.

(c) To indicate omission within a sentence, use three periods with spaces between, at the end of a sentence, four. Use spaced periods on a separate line to show omissions of one or more paragraphs.

EXAMPLE: He called . . . and left . . . . He returned the next day.

(d) To follow abbreviations unless by usage the period is omitted.

EXAMPLE: Flight operations, in support of OEP requirements will require 10,000 gal. of aviation fuel.

NOTE: In abbreviations made up of single letters, no space is allowed between the period and the following letter, except that one space is allowed after the periods following the initials in a proper noun. No periods are used in military abbreviations.

(11) Question Mark. Use the question mark:

(a) To express more than one query in the same sentence.

EXAMPLE: Can he do it? or you? or anyone?

(b) To indicate a direct query, even if not in the form of a question.

EXAMPLE: Did he do it?  
Can the money be raised?  
is the question.

(c) To express doubt.

EXAMPLE: He said that his friend was a colonel (?) in the US Navy.

(12) Quotation Marks.

(a) Use quotation marks:

1. To inclose a direct quotation. Single quotation marks are used to inclose a quotation within a quotation.

EXAMPLE: He said, "John said 'No.'"

2. To inclose any matter following the terms entitled, the word, the term, marked, indorsed, or signed. Do not use them to inclose expressions following the terms known as, called, so called, etc., unless such expressions are misnomers or slangs.

EXAMPLE: Public Law 920, 81st Congress is entitled "The Federal Civil Defense Act of 1950, as Amended."

The so-called investigating body.

3. To inclose slang, expressions, nicknames, or ordinary words used in an arbitrary way.

(b) Limit quotation marks, if possible, to three sets (double, single, double).

(c) Place punctuation inside or outside quotation marks, as follows. Always type the comma and the final period inside the quotation marks. (The US Government publications disregard this rule, but we should follow it.) The colon and the semicolon go outside the quotation marks. The exclamation point and the question mark are placed either outside or inside the quotation marks depending upon whether they apply respectively to the entire sentence or are a part of the quoted matter.

EXAMPLE: "The President," he said "will veto the bill."

The Lieutenant shouted, "Let's go!"

"Have you an application form?"

Why call it a "buck slip"?

(13) Semicolon. Use the semicolon:

(a) To separate independent clauses not joined by a conjunction, or not joined by a conjunctive adverb such as hence, therefore, however, moreover, etc.

EXAMPLE: The report is due on Monday; we should have it ready by Friday.

(b) To separate two or more phrases or clauses with internal punctuation.

EXAMPLE: If you want your writing to be worth while give it unity; if you want it to be easy to read give it coherence; and if you want it to be interesting give it emphasis.

(c) To separate statements that are too closely related in meaning to be written as separate sentences.

EXAMPLE: No; we receive one-third.

(d) To precede words or abbreviations which introduce summary or explanation of what has gone before in the sentence.

EXAMPLE: A writer should adopt a definite arrangement of material; e.g., arrangement by the time sequence by order of importance or by subject classification.

e. Abbreviations.

(1) General.

(a) Established abbreviations are acceptable in all but the most formal writing. For reading ease, use only well known abbreviations. If it is desirable to use an abbreviation that may not be familiar to the reader, words will be written in full on first appearance followed by the abbreviation in parentheses. After this first definition of its meaning the abbreviation may be used without further explanation.

(b) This section gives abbreviations for military titles and for a few other selected groups of words. For more complete information, see AR 320-50, Authorized Abbreviations and Brevity Codes.

(c) Authorized abbreviations may be combined to form an organization abbreviation or brevity code, provided the resulting abbreviation or brevity code has not been assigned a different abbreviation or brevity code.

(2) Titles.

(a) In other than formal usage, you may abbreviate a military title if followed by a given name.

(b) The following is a list of abbreviations of selected military grades with which you should be familiar: GA, GEN, LTG, LTGen, MG, MGen, BG, BGen, COL, CAPT, LTC, CDR, MAJ, LCDR, LT, 1LST, LT (JG), 2LT, CW4 (3) (2), WO1, SGM, MSG, 1SG, SFC, SSG, CPL, PFC, PVT, SP.

NOTE: All military ranks are in capitals and do not use periods.

(c) Do not use titles such as Mr., Mrs., and Dr. in combination with another similar title or with abbreviations indicating academic degrees.

EXAMPLE: Harry H. Schwartz, MD., or Dr. Harry H. Schwartz; not Dr. Harry H. Schwartz, MD.

(d) Following the title "Chaplain" (or its abbreviation) insert in parentheses his military grade (or its abbreviation).

f. Numerals.

(1) General. The following suggestions offer overall guidance in choosing the best method of expressing a number:

(a) Spell out numbers at the beginning of a sentence. Numbers under 10 are to be spelled out except when expressing time, money, and measurement.

(b) Use Arabic numerals in preference to Roman numerals.

(c) Except in legal documents, avoid repeating in numerals a number which has been spelled out.

(2) Military Units. Express the designation of military units in figures, except Corps, which is designated by Roman numerals, and Armies, which are spelled out.

EXAMPLES: 33d Infantry Division

9th Naval District

XVIII Airborne Corps

Fifth Army

g. Word Division.

(1) General. Words should be divided only when necessary. When they must be divided, they are separated between syllables. One-syllable words are never divided. Proper division into syllables is given in most dictionaries.

(2) Divide Words. Words may be divided:

(a) After a vowel, if the vowel itself is a separate syllable

within a word.

EXAMPLE: Physi-cal not phys-ical; sepa-rate not sep-arate

(b) Between the members of solid compounds.

EXAMPLE: Rail-road; proof-reader

(c) At the hyphen in hyphenated compounds.

EXAMPLE: Court-martial

(d) Between adjoining vowels in separate syllables.

EXAMPLE: Cre-ation

(e) After prefixes of three or more letters.

EXAMPLE: Ante-date; tri-color; inter-leaving

(f) Before suffixes of three or more letters.

EXAMPLE: Port-able

(g) After the second consonant of double consonants ending a root word, when followed by a suffix.

EXAMPLE: express-ing

(h) Between double consonants that are doubled because a suffix is added.

EXAMPLE: Remit-ted; thin-ning

(i) After the consonant at the end of a syllable with a short vowel and before the consonant at the end of a syllable with a long vowel, if no vowel is a separate syllable or if vowels do not adjoin.

EXAMPLES: Stenog-rapher; steno-graphic  
Progress (verb) pro-gress  
Progress (noun) prog-ress  
Project (verb) pro-ject  
Project (noun) proj-ect

(3) Do not Divide Words. Words will not be divided:

(a) At the ends of more than two consecutive lines.

(b) At the end of a line when the part begun there does not suggest the whole word.

EXAMPLE: Counter-offensive not coun-teroffensive

(c) If the word is of five or fewer letters, even though containing more than one syllable.

EXAMPLE: Avoid; begin

(d) Between a one- or two-letter terminal syllable and the rest of a word.

EXAMPLE: Ammonia; proceeded; period

(e) Between a one- or two-letter initial syllable and the rest of the word.

EXAMPLE: identify; behavior

(f) At the end of a page or a paragraph.

(4) Do not separate closely related word units. Avoid separating words in close association, such as the element of dates and of proper names, groups of initials and surnames, and abbreviated titles (LT, Mr., etc.) and names.

(a) When it is necessary to divide a date, the year may be carried over to the next line.

(b) When it is necessary to divide a proper name, the surname may be carried over to the next line.

(5) Do not separate figures, letters, or symbols from their accompanying words in such groups as: Chapter III; Article 15; \$125.25.

h. Proofreading. The reputation of a staff element in a large headquarters is built upon the quality of their written correspondence. Hence, the importance of proofreading. To improve proofreading and standardize procedures, the following methods are furnished for guidance. Written communications should be proofed by personnel other than the author. Proofreading should be accomplished slowly, reading one word at a time. Some personnel use a piece of blank paper to cover all material except the individual line being proofed. Another method of proofing is for one person to read the correspondence to another person. Because of the requirement for divisions to occasionally provide typing assistance to other divisions, the following proof-reading marks will be used:

- / or lc Change to lower case letter(s)
- \_ or uc Change to upper case letter(s)
- ∨ Insert
- ✓ Delete
- Delete words or phrases
- [ ] Delete major portions
- ¶ Paragraph here
- No ¶ No paragraph here
- stot Let it stand
- Close up or join
- # Insert space
- ~ Words or letters change places
- ↗ Move word(s) to a particular place
- Use punctuation encircled

Shown below are examples of the use of the proofreading marks.

¶ In the event of National Emergency involving a nuclear attack of <sup>the</sup> United States, the Joint Chiefs of Staff, <sup>the military service</sup> and Defense Agencies will <sup>be</sup> prepared ~~concludes~~ to employ available [National Fallocy] resources <sup>stet</sup> which are not engaged in essential combat, combat support, or self-survival operations to assist civil autho<sup>o</sup>rities to restore order, civil control and return essential facilities to operation, prevent unnecessary loss of life, alleviate suffering and take<sup>#</sup> other actions as directed to national insure<sup>o</sup> survival and a capability on the part of the nation to continue the conflict.

No ¶ In such employment, established military organizational channels and followed when possible prearranged plans will be <sup>o</sup>

8. ELEMENTS OF A STAFF PAPER. There are three types of military staff writing: (1) correspondence, (2) orders or directives, and (3) formal staff documents. In each type there are three elements: heading, body, and closing.

a. Heading.

(1) Place. Indicate the headquarters and address of origin.

(2) Date. Date the paper and, when appropriate, indicate the time. Without a date written matter loses value. Occasionally you will omit the date and time, leaving its insertion to the person who will sign the document. If you desire a reply from a subordinate by a specific date, place that date, preceded by S:, above the date of your communication. This is called a suspense date. Never place a suspense date on paper addressed to a higher headquarters.

(3) Initials. This headquarters requires the initials, or the name of the writer, and the typist to be placed in the upper right-hand corner of a paper. Sometimes the office of origin, or the office telephone number is shown. This is often omitted if the paper will be signed by the commander or by the chief of staff section.

(4) Office Symbol. The office of origin is shown by an alphabetical reference symbol and is placed in the upper left-hand corner.

(5) Subject. The subject states briefly and adequately what the paper is about. Remember that a military communication should deal with one subject only. The subject of a military paper normally should not exceed 10 words in length.

(6) Addressee. If required, it is usually placed directly under the subject. This seldom applies to a staff study. Never use a salutation.

(7) Classification. The security classification, according to AR 380-5, will be placed at the top and bottom of each page.

b. Body.

(1) This section contains the thought which is expressed; therefore, good composition and organization are of prime importance. A prescribed format exists for most formal papers.

(2) To insure uniformity, correctness, accuracy, completeness, and easy reading, learn the prescribed form and follow it.

c. Closing.

(1) Signature and Command Line. The commander, his chief of staff, or his executive officer, sign the original copy of combat orders, instructions, or annexes. The chief of staff or executive officer must use the command line. Routine orders or instructions are usually signed by the chief of staff or adjutant using a command line. The command line is used to denote the individual who authorized the writing and is omitted only when the commander signs the paper. Formal staff studies are signed by the initiating staff officer, or chief of the staff section responsible. Signature includes position and title.

(2) Authentication. Combat orders, annexes, or instructions are not authenticated by the head of the staff section having primary interest if they are issued as part of the basic; however, they are signed if issued separately. Routine orders, annexes, or instructions are authenticated by the adjutant general or adjutant.

(3) Annexes, Appendixes, and Inclosures. Annexes, appendixes, and inclosures are indicated in the lower left-hand corner of the basic document by listing those papers to be inclosed.

(4) Coordination. Formal staff papers must show the coordination effected and the concurrences and nonconcurrences obtained. Coordination will be shown in the lower left-hand corner immediately following the list of annexes.

(5) Distribution. This indicates the destination of all copies of the paper. The distribution list is the final item on the lower left-hand side of the staff paper.

#### 9. COMPLETED STAFF ACTION.

a. The practice of "completed staff action" is important because it saves the time of the commander. The completed staff action thereby may mean work for the staff officer, but it allows more freedom for the commander. In this way the commander needs to consider the problem only twice: once when he formulated the necessary guidance; and again when he makes a decision based on the completed staff action.

b. The term completed action is emphasized because the more difficult the problems, the greater the tendency to present the problem in piecemeal fashion. It is the responsibility of the staff officer to work out the details and supply the answers; other staff officers and interested agencies may and should be consulted in the process, but normally not the chief, unless a major point develops which you feel requires a decision prior to the completion of a particular action. It is all right to consult your superior at any point in the problem-solving procedure to find out whether you are on the right track, for such coordination often saves many man-hours; however, resist the

impulse to ask the commander for needless clarification of details. To write a staff report to your chief informing him of a problem does not constitute completed staff action, unless it offers a workable solution to the problem. Solution to the problem--in final form--is the objective.

c. The staff study, like any other staff paper, should present a completed staff action. This means that the staff officer has solved a problem and presented a complete solution to his superior. The solution should be so complete that all the commander has to do is approve or disapprove. You may present a rough draft of your staff study. This in no way interferes with completed staff work, but your rough draft must be complete in every respect, except that it lacks the required number of copies. When you submit a staff study, inclose as tabs the directives needed to put your plan to work. If a regulation, a memorandum, or another form of instruction is required, write it.

d. The final test for completed staff work is this: If you were "Chief" would you approve and stake your professional reputation on it? If the answer is "NO," take it back and start over; it is not a completed staff action.