FIT CITY

At 100, Still Running for Her Life

By Noah Remnick  April 22, 2016 9:24 am

On a cloudless Sunday afternoon in April, a 100-year-old woman named Ida Keeling laced up her mustard yellow sneakers and took to the track at the Fieldston School in the Bronx. Her arrival was met without fanfare. In fact, no one in the stands seemed to notice her at all.

It is possible the spectators were distracted by the girls’ soccer game taking place on the field. Or perhaps they were simply unaware that Ms. Keeling is a reigning national champion.

When she runs, Ms. Keeling occupies a lane all her own. She has held several track-and-field records since she began racing in her late 60s, and she still has the fastest time for American women ages 95 to 99 in the 60-meter dash: 29.86 seconds. In the week to come, she plans to compete in a 100-meter event at the Penn Relays in Philadelphia, where she hopes to establish a new standard for women over 100 years old.

“You see so many older people just sitting around — well, that’s not me,” said Ms. Keeling, who is barely 4-foot-6 and weighs 83 pounds. “Time marches on, but I keep going.”

Ms. Keeling was not always such an accomplished runner. As a child growing up in Harlem, she preferred riding bikes or jumping rope. With Title IX half a century away, there were few opportunities for girls, let alone black girls, to play organized sports. When she did run, it was always to race, never to exercise.
“I was pretty fast as a girl,” she said. “What makes me faster now is that everyone else slowed down.”

When the Depression hit, Ms. Keeling’s athletic inclinations receded into memory, supplanted by a series of jobs washing windows and babysitting for neighbors. Her family, who for years lived in cramped quarters in the back of her father’s grocery, was forced into even more humbling circumstances when the store went out of business and her father began peddling fruits and vegetables from a pushcart for a living.

“I learned to stand on my own two feet during the Depression,” she said. “It taught you to do what you had to do without anyone doing it for you.”

Ms. Keeling’s resilience only deepened with time. After her husband died of a heart attack at 42, she was left to raise their four children on her own. She moved the family into a one-bedroom apartment in a Harlem housing project and took up work sewing in a factory, all the while contending with the abuses and indignities endured by black women in mid-20th-century America. As the civil rights movement took shape, Ms. Keeling became an active demonstrator, shuttling her children to Malcolm X speeches and boarding a predawn bus for the 1963 March on Washington.

“I always understood from mother that you die on your feet rather than live on your knees,” said her daughter Shelley Keeling.

Over time, that resolve was gravely tested. While serving overseas in the Navy, Ms. Keeling’s older son, Donald, developed a crippling drug addiction that he struggled to shed even after returning home to Harlem. His habit ensnared his younger brother, Charles, who had served in the Army. Ms. Keeling watched in horror as both boys, barrel-chested charmers who friends joked looked like superheroes, withdrew into the world of drugs.

In 1978, Ms. Keeling received a call from the police informing her that Donald had been hanged. Around two years later, the phone rang again: Charles was dead — beaten in the street with a baseball bat. Both killings were suspected to be drug-
related; neither was ever solved.

“T’ve never felt a pain so deep,” Ms. Keeling recalled, her voice lowering to a whisper. “I couldn’t make sense of any of it and things began to fall apart.”

As Ms. Keeling fell into a deep depression, her health began to falter. Her blood pressure shot up, along with her heart rate. The image of her once-vital mother in such despair shook the younger Ms. Keeling. A lifelong track-and-field athlete whose trophies fill an entire room of her apartment, she intervened with the means of healing most familiar to her: running.

“It was trial by fire,” recalled Shelley Keeling, 64, who has coached track and field at Fieldston for 21 years. “Based on where she was emotionally, it just had to be.”

After some coaxing from her daughter, Ms. Keeling, then 67, registered for a five-kilometer race through Brooklyn. It had been decades since she had last gone running. The two women took off together, but the younger Ms. Keeling soon darted to the front of the pack as her mother drifted far behind. After a suspenseful respite, she was relieved to see her mother scamper across the finish line, barely out of breath.

“Good Lord, I thought that race was never going to end, but afterwards I felt free,” Ms. Keeling recalled. “I just threw off all of the bad memories, the aggravation, the stress.”

So began the sunset career of Ida Keeling, at a time when most of her peers were settling in for a future of seated yoga or abandoning athletics altogether. In the decades since, she has traveled across the world for competitions. She often races alone, the only contestant in her age group.

“Now I’m just chasing myself — there’s no one else to compete with,” she said. “It’s wonderful, but it feels a little crazy.”

Running gives Ms. Keeling a sense of serenity, she said. Her sinewy arms urge
her body forward, each stride stronger than the last as she picks up momentum. Though she has developed arthritis and occasionally relies on a cane while walking, Ms. Keeling betrays none of her ailments as she runs.

To maintain her health, Ms. Keeling adheres to a stringent regimen of diet ("I eat for nutrition, not for taste") and exercise ("I’ve got to get my hour in every day"). On a recent afternoon, Shelley Keeling led her mother through a routine that included push-ups, wall sits, shoulder presses and sprints back and forth on the balcony of her apartment in the Riverdale section of the Bronx. Ms. Keeling lives alone and says that self-sufficiency is a key to her longevity.

"I don’t beg nobody for nothing," she said. "I wash, cook, iron, scrub, clean, mop and shop."

Ms. Keeling eschews food products with preservatives, favoring fresh grains and produce, along with limited portions of meat. Desserts are rarities, and a tablespoon of cod-liver oil supplements breakfast most mornings. Despite her exceptional discipline, Ms. Keeling allows herself one indulgence. "This is putting gas in the car," she said before downing a tall shot of Hennessy.

There are days when Ms. Keeling battles a surge of arthritis or a hint of melancholy. "I never want to go backwards," she said. "I’m a forward type of person."

As she navigated the track at Fieldston, a nasty cramp shot up her right leg, hobbling her gait. For a moment she seemed to hesitate as she let out a deep sigh and slowed her pace. But then Ms. Keeling dispensed with the pain the only way she knew how. She ran through it.

Related:

Living to 100 and Beyond
Running for the Wrong Reasons
Walk, Jog or Dance: It’s All Good for the Aging Brain
Jean Dasilva, left, is comforted by Felipe Soto, as they mourn the loss of their friend Javier Jorge-Reyes while visiting a makeshift memorial for the victims of Sunday’s mass shooting at the Pulse Orlando nightclub Tuesday, June 14, 2016, in Orlando, Fla. (AP Photo/David Goldman)

As journalists and other writers try to make sense of the terrorism and slaughter in Orlando, they should take wisdom from Jim Dwyer, who covered both attacks on the World Trade Center for The New York Times. Speaking to reporters at a Poynter seminar, he passed along advice he learned from an editor: “The bigger, the smaller.”

How do we stretch our little arms around a story as big as 9/11 or mass shootings of the type we have seen in too many American cities? Dwyer’s strategy after 9/11, which I have written about and taught countless times, was to look for small physical objects that served as details for a larger
theme or narrative.

He wrote about a window washer’s squeegee, used by a group trapped in an elevator to escape before the building tumbled into rubble. He told the story of a man who found a pristine photograph in the ruins and was determined to return it to the family pictured in it. He even wrote about my cousin Theresa, who escaped from the 57th floor and walked the length of Manhattan to the safety of home. Along the way, a stranger handed her water, and she saved the Styrofoam cup.

Squeegee, photo, cup: these were objects with stories hiding inside them. In their particularity, they stood for universal human virtues: resilience, community, empathy. The move to capture them was journalistic, to be sure, but also poetic. It was T.S. Eliot who argued that the poet was in constant search for the “objective correlative,” the object that correlates to the emotion he or she is trying to express.

Last night, I discovered a powerful example of this form of expression in the work, not of a journalist, but of a doctor treating the wounded in Orlando. He had taken a photograph and posted it on Facebook, along with a powerful text.

On the day after the massacre, Dr. Joshua Corsa came back to work at the Orlando Regional Medical Center and noticed his brand-new pair of Keens athletic shoes had been soaked, and were now stained, with blood.

Here is what Corsa, a senior resident in the department of surgery, wrote Monday on his Facebook page:

“These are my work shoes from Saturday night. They are brand new, not even a week old. I had forgotten about them until now. On these shoes, soaked between its fibers, is the blood of 54 innocent human beings. I don’t know which were straight, which were gay, which were black, or which were Hispanic. What I do know is that they came to us in wave upon wave of suffering, screaming, and death. And somehow, in that chaos, doctors, nurses, technicians, police, paramedics, and others, performed superhuman feats of compassion and care.

“This blood, which poured out of those patients and soaked through my scrubs and shoes, will stain me forever. In these Rorschach patterns of red I will forever see their faces and the faces of those that gave everything they had in those dark hours.

“There is still an enormous amount of work to be done. Some of that work will never end. And while I work I will continue to wear these shoes. And when the last patient leaves our hospital, I will take them off, and I will keep them in my office. I want to see them in front of me every time I
go to work. For on June 12, after the worst of humanity reared its evil head, I saw the best of humanity come fighting right back. I never want to forget that night.”

This post was read by more than 300,000 on Facebook before it was taken down. I first encountered it Tuesday on the NBC Nightly News when Lester Holt read from it and showed the image in the final segment.

After 9/11, I interviewed my cousin Theresa and wrote a narrative for the Poynter site that described her catastrophic experience in her own words. As she spoke, she kept referring to these details, these objects that had become almost sacred talismans to the power of survival: the rosary beads in her purse, that Styrofoam cup, a pair of flat “sensible shoes” that allowed a tall woman to escape and walk the length of the borough. Again the shoes.

On September 16, 1963, a column appeared in the Atlanta Constitution by the man who hired and mentored me, Eugene Patterson. The day before, Gene had received the news that four little girls had been killed in a dynamite bombing of the 16th Street Baptist Church in Birmingham, Alabama.

Struggling with his anger and tears, he wrote his most famous work, “A Flower for the Graves.” It began:

“A Negro mother wept in the street Sunday morning in front of a Baptist Church in Birmingham. In her hand she held a shoe, one shoe, from the foot of her dead child. We hold that shoe with her.”

Such was the power of Gene’s words that he was asked by Walter Cronkite to read them in their entirety on the CBS Evening News. They now hang near the Eugene Patterson library at The Poynter Institute. Nearby are four glass cubes that signify the lost lives of the four girls: Addie Mae Collins, Carole Robertson, Cynthia Wesley, and Denise McNair.

That mother holding the one shoe after the murder of her daughter in Birmingham; my cousin finally removing her sensible shoes that carried her from the ruins of the World Trade Center; and now the bloody shoes of the surgeon who waded in the blood of the victims he worked to save.

It turns out that “the bigger, the smaller” is only half the equation. The most powerful details prove that in life, literature and journalism, the smaller often turns out to be the bigger — at times the biggest of all.
Roy Peter Clark

Senior Scholar

Roy Peter Clark has taught writing at Poynter to students of all ages since 1979. He has served the Institute as its first full-time faculty member, dean, vice-president, and senior scholar. He contributes regularly to Poynter.org on topics such as writing, reporting, editing, coaching writers, reading, language and politics, American culture, ethics, and the standards and practices of journalism. He is the author or editor of eighteen books. His most recent include Writing Tools, The Glamour of Grammar, Help! For Writers, How to Write Short, and The Art of X-ray Reading.
The Fix

Journalism isn’t dying. But it’s changing WAY faster than most people understand.

Campaign 2016

State of the race 2016

By Chris Cillizza April 18

The New York Times made a smart move when it named Jim Rutenberg its new lead media writer. Rutenberg’s latest — on the ongoing BuzzFeed-ification of news and how journalism must/should change — is a very good read. And, while I don’t agree with every word in it, I think there’s something very important about how journalism needs to change contained in these lines, in which Rutenberg quotes Politico co-founder Jim VandeHei:

It starts with Mr. VandeHei’s admittedly provocative proposition that “journalists are killing journalism.” They’re doing this, he says, by “stubbornly clinging to the old ways.” That’s defined as producing 50 competing but nearly identical stories about a presidential candidate’s latest speech, or 700-word updates on the transportation budget negotiations. . . .

“We didn’t know if, in a newspaper, people were reading our 600-word piece on the transportation markup on A10 — now we do,” Mr. VandeHei said. “I’m not saying you let the audience dictate everything, but a smart, aggressive, forward-leaning media company is going to write what it thinks is important and its audience thinks is important.”

This is a critically important point. But one that, to really understand, requires a step back before a step forward.

Think of journalism as falling into three basic baskets: The “what” basket, the “so what” basket and the “now what”
basket.

The “what” basket is filled with reporting in a straightforward manner on things that happened. “There was a fire at Eighth and Elm Street today. No one was injured,” and all that. The “so what” basket is the why it happened and/or why it mattered arm of journalism. It’s telling the audience that the fire at Eighth and Elm was the third one this month, and that police are investigating all three as arsons. The “now what” basket is where the story is headed, what’s the next thing that someone interested in it should pay attention to. The fire department is reaching out to other communities to see if there are any fires similar to the three near Elm and Eighth — and so on and so forth.

(By the way, the “what, so what, now what” formulation of news is not mine. It is the brainchild of Erik Rydholm, who is the executive producer of “Pardon the Interruption” and a total genius.)

From time immemorial until 10 (or so) years ago, news organizations spent 95 percent of their time and resources on the “what” of every story. It was what made you a news organization — the ability to report out that “what” better than anyone else with more people than anyone else, etc. It worked. Pre-Internet — and then pre-massive media fracturing — people had a limited number of places to get the “what,” so if you were one of them (as The Washington Post, the New York Times, CBS, ABC, AP, NBC and the rest were), you were golden. That’s when owning a media company looked sort of like this:

Then, suddenly, the Internet changed everything. You could get the “what” from almost anywhere and anyone within seconds by just typing it into your web browser. The rise of Google News as a traffic driver meant that getting people to read your “what” reporting was in the hands of an algorithm. Ditto Facebook and much of the rest of the sharing web.

Simply put: The “what” began to lose its currency to the average reader. (There are obvious exceptions to this trend — like when the “what” is revelatory and unique to your news organization, as in the police shooting database for which The Post won a Pulitzer prize today.)

And, as the “what” faded in terms of reader interest, the “so what” and the “now what” began to rise. Suddenly, people didn’t want to just read about a presidential debate, they wanted analysis of the debate, too. And they wanted that analysis delivered at the same time as the news. They didn’t want to wait for the next day to read about who did well and who didn’t. They wanted it in real time. And that went double for anyone younger than 30.

That rising interest in analysis, context and commentary about the “what” explains the massive success of things like “The Daily Show” and “The Colbert Report.” Comedy Central grasped that people wanted some voice with their news, that the era of Dan Rather, Tom Brokaw and Peter Jennings was over.
Keeping up with politics is easy now.

But, as VandeHei rightly diagnoses, newsrooms, for the most part, struggled — and struggle — to acknowledge that change in readers’ consumption habits. Massive amounts of time and money are still dedicated to the “what” — a “what” that only gets heavily read if your number comes up in the Google or Facebook algorithm or a massive aggregator like Matt Drudge plucks it out of the 1,000 other “what” pieces floating in the ether.

That’s not say that the “what” doesn’t matter any more. It does. A lot. It’s the spine of the news body — without it, everything else collapses.

What I would suggest is not zeroing out the attention paid to and resources devoted to pursuing the “what.” Instead, I — and I think VandeHei — would recommend a reallocation of the resources. I don’t have a specific number, but 50 percent “what,” 25 percent “so what” and 25 percent “now what” seems like a rough approximation of how a mainstream media outlet should split its resources. For newer arrivals on the media scene, the “so what/now what” percentage would — and should — be higher.

That point tends to get lost in conversations about the future of media. There’s a tendency to assume it’s an all-or-nothing proposition. Either you report the “what” or you spend your time putting rubber bands on watermelons and turning optical illusions into web traffic bonanzas. False choice — and one that serves as a conversation stopper in a conversation that we in journalism badly need to have.

Truth: We need to do both the “what” and the “so what/now what” of journalism. But as the audience for the “what” continues to be harder and harder to capture (and, less fun to talk about but no less true, monetize), we need to also understand that the best way to get people addicted to our content may be to spend more time and energy on the “so what” and “now what” sides of the journalistic equation.

Chris Cillizza writes “The Fix,” a politics blog for the Washington Post. He also covers the White House. 

Follow @thefix
CATHEDRAL HIGH SCHOOL
Megaphone • Cathedran

2015-2016
Style Manual
Rules of Usage
and Production

Have this manual with you during every class period.

Name: ________________________________

Class period: _________________________
Style Manual Key

Each entry is identified by a number.
The subject of the entry is identified in bold. Entries are alphabetical by section.

Text explains usage.

2.13 **addresses** *Use Ave., Blvd., and St. when used with a numbered address. 101 Main St.* Spell out in other cases. *The school is located on Main Street. Other street designations, such as Lane, Circle, Court, etc. are spelled out no matter how they are used.*

Spell out and capitalize *first* through *ninth* when used with street designations. *Fifth Ave.* Abbreviate compass directions when used with street number. *501 E. Main St.* See 2.25, 3.12 and 5.12.

Examples of correct and incorrect usage are in italics.
The numbers of related entries are in bold.
1.00: COPY FORMAT and SUBMISSION

Format
1.11 Double space all copy.

1.12 In upper-left corner of first page of story, supply the following information: Reporter name, class period, submission date, publication date, "slug" (one word) of story content and word count.

1.13 Do not indent paragraphs. To create a paragraph, hit "return."

1.14 Keep lead paragraph short, usually fewer than 30 words.

1.15 Keep other paragraphs short, usually fewer than 70 words.

1.16 Vary sentence length within story, using a combination of short and long sentences for reader interest.

1.17 Avoid starting leads with articles (a, an, the) or with time phrases (Wednesday the team played...). Do not include articles in headlines. Put a comma in place of the article.

1.18 Rewrite the entire story at the request of editors if original story is poorly written or out of order.

1.19 Writers should use only active verb tenses, in which the subject of the sentence performs the action of the verb. RIGHT: The players practiced their game plan for seven months. Sentences should not display passive verb tenses, in which the direct object of the verb's action is the subject of the sentence. WRONG: The game plan was practiced by the players for seven months.

1.20 Reporters should avoid "be-ing" verbs. RIGHT: The team faces Northrop tonight. WRONG: The team is facing Northrop tonight. Also, avoid beginning sentences with unclear subjects: (There are four club officers; it is the first time the team faces Noblesville in the Sectional)

1.21 All cutlines must have two sentences and identify the people, even from other schools, in the photo. The first sentence should be in present tense and identify the people as well as the action. The second sentence, in past tense, should tell additional information not included in the story.

1.22 When attributing quotes, the speaker's name should come before the verb said. Note that writers should use only said. Do not use verbs such as feel or believe. Put said after the speaker's name except when the speaker is identified with a title of more than three words.

1.23 Every time a reporter quotes a new speaker in a story, he should start a new paragraph so as to not confuse the reader as to who is speaking. Each paragraph should contain quotes from only one speaker. Also, the new speaker should be clearly identified at the beginning of the new paragraph.

1.24 Stories are to be received via e-mail by the stated deadline, NOT merely sent by the deadline.

1.25 Reporters should always keep an extra copy of their stories in their own personal files.

1.26 When typing any copy on a computer, put only ONE space after periods or any punctuation, not two.
2.00: ABBREVIATIONS

2.11 abbreviations Do not use periods for abbreviations unless otherwise specified or with a two letter abbreviation. B.A., B.C., U.K., U.N., U.S. Exception: There are no periods if said abbreviation is AP or EU.
- The following abbreviations do not need a first reference. ABCs, ACT, AP (When in reference to the Advanced Placement program), ASPCA, ATM, CBS, CD, CHS, CIA, DVD, EU, FBI, GOP, GPA, GPS, IBM, IHEAA, IU, IUPUI, IQ, NATO, NBC, PA, PDF, PTO, SAT, SRT, SSR, UFO and VIP
- Assume all other abbreviations require a first reference. Identify unfamiliar abbreviations in parentheses after full name in first reference. the large group instruction (LGI) room When the first reference of an unfamiliar abbreviation is mentioned in a quote, place the full name in parentheses. “The LGI (large group instruction) room is my favorite place in the school,” Potter said. See 3.72.

2.12 acronyms An acronym is a word formed from the first letter or letters of a series of words. laser (light amplification by stimulated emission of radiation)
- Identify unfamiliar acronyms in parentheses after full name on first reference. The team placed first in the Metropolitan Interscholastic Conference (MIC). then The team competed in the MIC yesterday.
- The following acronyms do not need a first reference. CLASS awards, ISTEP+, R.S.V.P., scuba and UNICEF Assume all other acronyms require a first reference. When the first reference of an unfamiliar acronym is mentioned in a quote, place the full name in parentheses.

2.13 addresses Use Ave., Blvd. and St. when used with a numbered address. 101 Main St. Spell out in other cases. The school is located on Main Street. Other street designations, such as Lane, Circ., Court, etc. are spelled out no matter how they are used.
- Spell out and capitalize first through ninth when used with street designations. Fifth Ave. Abbreviate compass directions when used with street number. 501 E. Main St. See 2.25, 3.12 and 5.12.

2.14 administrator Never abbreviate. See 3.100 and 4.27. 2.15 administrative assistant Never abbreviate. See 3.100 and 4.27.

2.16 Amateur Athletic Union Refer to as AAU on second reference. See 6.13.

2.17 Bible verses Do not abbreviate individual books of the Bible. Matthew not Matt In biblical citations, use a colon and do not abbreviate. Use a hyphen for spans of verses. John 3:16 or 1 Corinthians 13:4-9 See 3.23. and 5.16.

2.18 Christmas Do not use Xmas. Do not use Christmas to refer to school vacations that are not specific to Dec. 25. The vacation that begins in December is winter break or winter vacation, not Christmas break or Christmas vacation. See 3.27.

2.19 CHS The high school’s name is CHS, not Cathedral High School. Do not use CHS unless clarification is necessary in context of use.

2.20 conferences Spell out the complete name of conference on first reference followed by abbreviation in parentheses; refer to by acronym on second reference. Metropolitan Interscholastic Conference (MIC) See 2.12 and 6.20.

2.21 contractions Contractions reflect informal speech and writing. Webster’s New World Dictionary includes many entries for contractions. Contractions listed in the dictionary are acceptable. Use an apostrophe in place of an omitted letter. See Punctuation Guide.

2.22 courses Spell out the full names of departments and classes on all references. See Course Names.

2.23 days Always spell out days of the week. Monday not Mon. See 5.18.
2.24 **dimensions** Spell out full unit of measurement. 5 feet, 10 inches Use the word by for measurements. *Her room measures 40 feet by 28 feet. See 5.20.*

2.25 **directions** Points of a compass are abbreviated when used with a specific street address and a street number. 601 E. Court Ave. Do not abbreviate without use of a street number. *East Court Avenue* Do not capitalize directions unless in an address or as a proper name of a region. *The North will rise again. See 2.13 and 3.44.*

2.26 **educational degrees** In general, spell out master's degree, bachelor's degree and doctoral degree, but abbreviate without periods when used in a list that follows a person's name. *English teacher Elizabeth Singleton, B.A., M.A., Butler University. See 3.35 and 4.27.*

2.27 **etc.** The abbreviation for *et cetera* is etc., not *et.* Do not use in copy.

2.28 **fort** Spell out when used to refer to a city or military installation. *Fort Wayne* not *Pt. Wayne*

2.29 **fractions** Spell out and hyphenate fractions of values less than one if the denominator is a single digit. *three-fourths, one-half, one-third but 3/10.* If a fraction is mixed with a whole number, follow the rules for reference to that whole number and link to fraction with *and.* *three and five-sixth, 12 and two-thirds.* When the amount is larger than one, convert to decimals whenever practical. Exception: If a fraction is part of a well known phrase, use as typi- cally referenced. *Platform Nine and Three-Quarters. See 5.23.*

2.30 **Greyhound Media Network GMN** on second reference.

2.31 **Indiana Repertory Theatre IRT** on second reference. 2.32 **invitational Invite** is acceptable on second reference. See 3.55 and 6.31.

2.33 **J. Everett Light Career Center J. Everett Light** on second reference, not *JEL.*

2.34 **measurements** Always spell out the following terms. *foot, yard, height, weight, etc.* See 5.24.

2.35 **money** Use dollar sign for dollar amounts. *$5 not 5 dollars* For monetary values under one million use numerals; spell out monetary values from one million and above. *$5.5 million* Use the word *cents* to refer to values under $1. *45 cents or $.45 See 5.25.*

2.36 **months** Abbreviate months when they have more than five let- ters and are used with a specific date. *Aug. 24* Do not abbreviate months used without dates. When a month is used with a date, the month's abbreviation should appear as follows.


Note: 9/11 is the preferred term to use in describing the terrorist attacks on the United States on Sept. 11, 2001. See 5.33.

2.37 **mount** Spell out when used as the name of a school or city. *Mount Vernon not Mt. Vernon*

2.38 **percent** *Percent* is one word, not *per cent* or %. The noun is *percent,* not *percentage.* *67 percent See 5.28.*

2.39 **personal names** For abbreviated names, place a space be- tween the last period of the abbreviation and the next letter. *B. W. Stephenson*
- Spell out names unless abbreviated versions are in the name list. The suffixes Jr. and Sr. follow a person's name, without a comma between the name and the suffix. John Jones Jr. Note that this refers to family relationship, not class identifications.
- The notation II or 2nd may be used if it is the individual's preference. Note, however, that II and 2nd are not necessarily the equivalent of Jr. or Sr. — they often are used by a grandson or nephew. See 4.11.

2.40 provinces Provinces in Canada and the Northwest Territories should be spelled out, even when they are used with names of a city. Names of provinces are set off from community names by commas, just as the names of U.S. states are set off from city names. They went to Halifax, Nova Scotia, on their vacation. See 3.80.

2.41 radio stations Radio stations are identified by call letters. Use AM or FM on first reference. WFPQ—AM or WMYS—FM Exception: WHJE See 3.82.

2.42 states Abbreviate states when preceded by the name of a city. Evansville, IL When not associated with a city, spell out the full name of the state. Cities within Indiana, no matter their size, are not followed by IN. Use parentheses to insert state abbreviations in proper names. The Huntsville (AL) Times


- The following cities never need to be followed by their state. 

2.43 St. Vincent Carmel Hospital St. Vincent on second reference. Do not use St. Vincent's because St. Vincent does not own the hospital.

2.44 television stations Television stations are identified by call letters. Television stations are identified by TV on first reference. WRTV—TV Exception: CHTV See 3.99.

2.45 time of day Use a colon only when the time does not fall on the hour. He walked into the building at 10:30 a.m. and left at 1 p.m. Use a.m. or p.m.; do not use in the morning or in the evening when referring to specific time. Do not use 12 a.m. or 12 p.m. Use midnight or noon. Do not use the term o'clock. When referring to a span of time, use the word to in between the times, not a hyphen. Use a.m. or p.m. only after the second hour unless time spans noon or midnight. The game lasted from 6 to 10 p.m. or He said he parted from 9 p.m. to 3 a.m. See 5.37.

2.46 titles The following titles may be abbreviated as follows when they precede personal names. 

Consult the following list for proper state abbreviations.

However, spell out all of these terms when they follow names because they are no longer used as titles but as appositives. See 3.100 and 4.27.
2.47 United Nations Spell out when used as a noun, but abbreviate as U.N. when used as an adjective. He is a member of the U.N. staff or he works for the United Nations. See 3.105.

2.48 United States Spell out when used as a noun, but abbreviate as U.S. when used as an adjective. He works for the U.S. Postal Service, which is a branch of the government of the United States, or she left U.S. to visit England. See 3.106.

2.49 Writers and Readers' Advisory Panel Spell out on first reference. WRAP on second reference. See 2.12.

3.00: CAPITALIZATION

In general, avoid unnecessary capitalization. Capitalize the first word of a sentence, direct quotations, lines of poetry and musical lyrics. If there is no relevant listing in this manual for a particular word or phrase, consult Webster’s New World Dictionary. Use lowercase if the dictionary lists it as an acceptable form for the sense in which the word is being used.

3.11 acts in plays Capitalize when in conjunction with numbers. Act 1, Scene 2 See 3.70.

3.12 addresses Spell out and capitalize first through ninth when used with street designations. Fifth Avenue See 2.13 and 5.12.

3.13 Advent Capitalize when in reference to the period four weeks before Christmas.

3.14 al-Qaeda The international terrorist organization which was headed by Osama bin Laden.

3.15 athletic teams Capitalize team nicknames. Irish, Reds, Panthers, Pacers or Colts

3.16 AP courses Capitalize the names of all AP courses. AP Microeconomics See 5.14 and Course Names.

3.17 Appalachian Mountains

3.18 areas of CHS Areas of CHS are not capitalized unless a proper noun is part of the title.

- Cunningham Fine Arts Center
- Loretto Hall
- Father Kelly Hall
- Student Life Center (SLC)
- Welch Activity Center (WAC)

Note: media center, not library; counseling, not guidance;

3.19 armed forces Do not capitalize the words armed forces. Capitalize the individual armed forces when in reference to the armed forces of the United States. Army, Navy, Air Force, Marines, National Guard, and Coast Guard

3.20 awards Capitalize the names of awards. National Merit Finalist

3.21 bar mitzvah The Jewish religious ritual and family celebration that marks a boy's 13th birthday. Some congregations have instituted the bat mitzvah or bat mitzvah, a similar ceremony for girls.

3.22 Beef & Boards Dinner Theatre

3.23 Bible Capitalize when used as the name of the book. Do not capitalize biblical. Do not capitalize when used in a non-religious sense. This manual is your journalism bible. Old Testament is a Christian designation;
Hebrew Bible or Jewish Bible is the appropriate term for stories dealing with Judaism alone. See 2.17 and 5.16.

3.24 brand names Capitalize brand names. Gatorade

3.26 chapters Capitalize chapter when used with numerals. Your reading assignment is Chapter 5. See 5.17.

3.27 Christmas Do not use Xmas. Do not use Christmas to refer to school vacations that are not specific to Dec. 25. The vacation that begins in December is winter break or winter vacation, not Christmas break or Christmas vacation. See 2.18.

3.28 churches Capitalize names of churches. Do not capitalize the word church itself. Orchard Park Presbyterian Church or She went to church on Sunday morning.

3.29 Circle Centre

3.30 classes Capitalize class in reference to a specific grade. He is a member of the Junior Class, but He is a junior. Note that the class distinction is singular. Freshman Class not freshmen Class When talking about classes in general, do not capitalize. Each class competed in Homecoming competitions.

3.31 Clowes Memorial Hall of Butler University

3.33 Commencement

3.34 Congress

3.35 degrees Capitalize when used as abbreviations. RA, EdD, PhD. See 2.26 and 4.27.

3.36 deities Capitalize God. Do not capitalize pronouns that refer to God. he not He See 3.84.

3.37 departments Capitalize departments of state and federal governments but do not capitalize school academic departments. Department of Justice or social studies department Exception: English department If story content dictates a reference to the specific class, state department, name, then class. Communications teacher Brian Spilbeller, who advises WHJE, helped his students provide accurate and interesting commentaries to the community through the radio station. See 4.13 and Course Names.

3.38 Down syndrome

3.39 earth

3.40 Easter However, do not capitalize eggs in Easter eggs.

3.41 educational institutions Capitalize the names of educational institutions. IU or Noblesville High School Omit high school, middle school, etc. on second reference unless distinction is necessary, as with Carmel Middle School. When plural, do not capitalize high schools, middle schools etc. Clay and Carmel middle schools

3.42 euro The common currency of some of the European members.

3.43 geographic regions Capitalize geographic regions when used as nouns or when used as specific geographical areas. He lives in the South. See 2.25.
3.44 **government documents** Capitalize government documents. *the Constitution or the Bill of Rights*  
*Exception:* When using *Constitution* as an adjective do not capitalize. *Students have constitutional rights.*

3.45 **graduation** Capitalize graduation events, but leave *graduation* lower case. *Commencement*

3.46 **Fighting Irish**

3.48 **Ground Zero** (referring to the site of the terrorist attacks on New York City on 9/11)

3.481 **the Hill** Capitalize when referring to the Hill that leads from 56th Street to the campus; references to any other hill, unless part of a proper noun, should be lower case

3.49 **holidays** Capitalize the names of holidays. *Christmas, Passover or Hanukkah* See *Holidays and Holy Days.*

3.50 **Homecoming**

3.51 **Rose-Hulman Homework Hotline**

3.52 **Irish**

3.53 **honor roll** Do not capitalize *honor roll.* *When she made the honor roll, she screamed with excitement.*

3.54 **Internet**

3.55 **invitational** Invitational is capitalized when referencing a specific event. *The team competed in the Ben Davis Invitational, but the invitational was yesterday. Invite* is acceptable on second reference. See 2.32 and 6.31.

3.56 **Ivy League** The following universities are Ivy League institutions: *Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, Princeton University, the University of Pennsylvania and Yale University*

*Volume 3, Chapter 7, Room A110* See 5.

3.71 **Open House**

3.72 **organizations** On first reference, capitalize the full names of organizations when their names include formal proper nouns. *Carmel Clay Public Library* but *public library* Some organizations and institutions are widely recognized by their abbreviations. Official names of organizations and internal elements of organizations, when they have names that are not widely used in generic terms, are capitalized. *the General Assembly of the World Council of Churches* See 2.11.

3.73 **Pathways** Place the word *Pathways* in italics.

3.74 **photocopy** Try not to use *Xerox* as a verb; use *photocopy.* **3.75 Photoshop**

*Xerox, Kleenex, Coke,
Jello, Ziploc, Styrofoam, Scotch tape*

Capitalize nouns when followed by a number. *Figure 12,*

3.57 **Jehovah's Witnesses**
3.58 kindergarten

3.59 Kings Island

3.60 Kleenex

3.61 languages Capitalize the proper names of languages and dialects. Aramaic, Cajun, English, Gullah

3.62 Macy's Thanksgiving Day Parade

3.63 magazine titles Capitalize and italicize magazine titles. Time, Newsweek or English Journal See Punctuation Guide.

3.64 Midwest

3.65 Mother Nature


3.67 Murat Centre

3.68 nationalities Capitalize nationalities only when used to denote a people or culture. Chinese, Korean, English or American

3.69 newspapers Capitalize and italicize newspaper titles, but use care with the word the — often it is a part of the official title of the newspaper. The Indianapolis Star See Punctuation Guide.

3.70 nouns Capitalize proper nouns, but do not capitalize common nouns. Atlantic Ocean or ocean
Capitalize the following words because they are registered trademarks.

3.76 planets Capitalize the proper names of planets. Jupiter, Mars, Mercury, Neptune, Saturn, Uranus, Venus
Capitalize earth only when used as the proper name of our planet. The astronauts returned to Earth.

3.77 political parties Capitalize political parties. Republicans or Democrats

3.78 Presidents Day

3.79 prom The word prom is not capitalized. The prom takes place Saturday evening. Because underclassmen are admitted to the event, Junior-Senior Prom is an illogical reference.

3.80 provinces Provinces in Canada and the Northwest territories should be capitalized. The world province itself should not be capitalized. He went to the province of Ontario. See 2.40.

3.82 radio stations Radio stations are identified by call letters. Use AM or FM on first reference. WFPQ-AM or WMYS-FM.

3.83 religious affiliations Capitalize the names and the related terms applied to members of the religious orders. He is a member of the Society of Jesus. He is a Jesuit.

3.84 religious references Capitalize the proper names of monotheistic deities. God, Allah, the Father, the Son, Jesus Christ, the Son of God, the Redeemer, the Holy Spirit, etc. Lowercase pronouns referring to the deity.
be not He. Lowercase gods in referring to the deities of polytheistic religions. Capitalize the proper names of pagan and mythological gods and goddesses. Neptune, Thor, Venus, etc. See 3.36.

3.85 Sabbath Capitalize in religious references; lowercase to mean a period of rest.

3.86 sacraments Capitalize as follows the proper names used for a sacramental rite that commemorates the life of Jesus Christ or signifies a belief in his presence. The Lord’s Supper, Holy Communion, Holy Eucharist Lowercase the names of other sacraments. Baptism, confirmation, penance, matrimony, holy orders and the sacrament of anointing the sick

3.87 scientific terms Scientific terms are not capitalized. classes, orders, families, genera of plants, and animals and insects

3.88 seasons Do not capitalize seasons. spring, summer, fall, winter

3.89 Senate Senate is capitalized; senator is not. The Senate was planning an event. but senator and senior Rob Fellows.

3.90 Senior Night

3.94 State of the Union Capitalize State of the Union in reference to the president’s annual address.

3.96 Styrofoam

3.97 Super Bowl

3.98 Taliban Extremist Islamic movement that ruled Afghanistan until driven out by U.S.-led coalition after the 9/11 terrorist attacks.

3.99 television stations Television stations are identified by call letters. Television stations are identified by TV on first reference. WRTV-TV.

3.100 titles Always capitalize the following titles before names. Administrative Assistant, Assistant Athletics Director, Assistant Coach Assistant, Principle Athletics, Director of Bands, Head Coach, Principal, Senator, Superintendent

Titles are never capitalized if they do not precede name. See 2.14, 2.15, and 4.27.

3.101 Top/top Capitalize top when referring to a title. She was in the Top 10. Do not capitalize top when referring to rank. The women’s soccer team ranked among the top 5 in the nation. See 6.46.

3.102 tournaments athletic tournaments Sectional, Regional, Semistate and State (or State Finals) are capitalized, as is the term Final Four when it refers to a team playing in the State Finals. Note that Sectional is singular, not plural, as the teams can play in only one tournament at a time. Note, too, that Semistate is one word, not two or hyphenated. This also applies to tournaments outside of athletics such as debate or orchestra. See 6.53.

3.103 tracks Tracks on CDs are capitalized and followed by numerals. Track 3, not Track three See 3.70.

3.104 T-shirt (not tee-shirt or T shirt)

3.105 United Nations Spell out when used as a noun, but abbreviate as U.N. when used as an adjective. He is a member of the U.N. staff. He works for the United Nations. See 2.47.
3.106 United States Spell out when used as a noun, but abbreviate as U.S. when used as an adjective. He works for the U.S. Postal Service, which is a branch of the government of the United States. See 2.48.

3.107 Valentine's Day

3.108 Veterans Day

3.110 web page

3.111 website (not capitalized; one word)

3.112 World War I

3.113 World War II

4.00 IDENTIFICATION
Always use name list to ensure proper spelling of names. Identify sources in copy as follows.

4.11 abbreviated names Spell out names unless abbreviated version is in the name list. For abbreviated names, place a space between the last period of the abbreviation and the next letter. B.W. Stephenson The suffixes Jr. and Sr. follow a person's name, without a comma between the name and the term. John Jones Jr. Note that this refers to family relationship, not class identifications. The notation II or 2nd may be used if it is in the name list or is an individual's preference. Note, however, that II and 2nd are not necessarily the equivalent of Jr. or Sr. — they often are used by a grandson or nephew. See 2.39.

4.12 abortion Identify an individual as anti-abortion instead of pro-life and use abortion rights instead of pro-abortion or pro-choice. Avoid abortionist, which connotes a person who performs clandestine abortions. Do not identify an individual by their beliefs unless the information is clearly pertinent to the story.

4.13 adults On first reference, identify adults by appropriate title, complete first name and last name. Principal Mr. Dave Worland. For second reference use last name only. Worland Identify teachers by department on first reference. social studies teacher Matthew Dillon See 3.37 and 3.53.

4.14 alumni Identify alumni of CHS by graduation year. Always place graduation year after name on first reference. Mr. Mark Herman '77 will speak to the classes. Alumnus and alumni refer to a man and men, respectively. Alumna and alumnae refer to a woman and women, respectively. Alumni refers to a group of men and women.

4.15 children Avoid kids as a universal synonym for children, unless the tone of the story dictates less formal usage.

4.16 disabled, handicapped, impaired In general, do not describe an individual as disabled or handicapped unless it is clearly pertinent to a story. If such a description must be used, make it clear what the handicap is and how much the person's physical or mental performance is affected. Do not use euphemisms such as mentally challenged or descriptions that connote pity, such as afflicted with or suffers from.

4.17 family members When family members are listed in the same story, use appropriate titles, complete first names and last names for first reference. Mr. Ted DeVilbiss and senior Brad DeVilbiss. For second reference, use first names of students and honorific titles (such as Mr., Mrs. or Ms.) with last name for adults. Mr. DeVilbiss and Brad
4.18 Gay Gay is acceptable as popular synonym for both male and female homosexuals, although it is generally associated with males, while lesbian is the more common term for female homosexuals. Do not identify by sexual orientation unless the information is clearly pertinent to the story.

4.19 illegal immigrant Used to describe those who have entered the country illegally, illegal immigrant is the preferred term, rather than illegal alien or undocumented worker.

4.20 lesbian Lesbian is an acceptable synonym for female homosexuals. Lowercase lesbian in references to homosexual women, except in names of organizations. Do not identify by sexual orientation unless the information is clearly pertinent to the story.

4.21 marital status Omit the use of marital status, such as single, widowed, separated, etc., unless the information is clearly pertinent to the story.

4.22 nicknames For students, identify by nicknames found in name list. For adults not identified in name list, identify by preferred name.

4.23 Ph.D The preferred form is to say a person holds a doctorate and name the individual's area of specialty. Guest speaker Dr. Harry Potter, who holds a doctorate in the field of magic, talked to Biology 1 classes Tuesday.

4.24 race Do not identify by race unless the information is clearly pertinent to the story.

4.25 same names When identifying students with the same name, identify with middle name on first reference between the first and last name. Junior Kyle Philip Cheng and senior Kyle William Cheng share similar interests. For second reference, identify individuals by middle names. Philip and William have different hobbies.

Students with the same last names should be identified by appropriate titles, complete first names and last names for first reference. For second reference, identify by first names.

4.26 students On first reference, refer to students by appropriate title, class, complete first name and last name. Key Club member and freshman Harry Potter For second reference use last name only. Potter If student identifies himself or herself with an abbreviated name that is in the name list, then use the abbreviated version for his or her first name.

When listing student names on first reference, list seniors in alphabetical order by last name, juniors in alphabetical order by last name, sophomores in alphabetical order by last name and freshmen in alphabetical order by last name, unless another logical order is present, such as places in a race. Use a semicolon to separate the groups, including a semicolon before the final and.

4.27 titles Use title on first reference that clearly identifies the individual's importance to the story. senator and senior Katie Mitchell not senior Katie Mitchell Do not use a title on second reference. Do not identify with double titles. Dr. William H. Cosby not Dr. William H. Cosby, EdD

- When more than denotation is used in a title that follows a name, the grade is placed last. Mike Phillips, editor in chief and senior not Mike Phillips, senior and editor in chief
- Titles of three words or fewer, not including the word and, should precede name and are not capitalized.
- Titles of four or more words should follow names. Mr. Joe Smith, chairperson of the Professional Development Committee not chairperson of the Professional Development Committee Mr. Joe Smith

Always capitalize the following titles before names.
Administrative Assistant, Assistant Athletics Director, Assistant Coach, Athletics Director, Head Coach, Senator, Assistant Principle Director of Bands, Principal Superintendent

Titles are never capitalized if they do not precede name. See 2.14, 2.15, 2.26 and 3.101.
5.00: FIGURES AND NUMBERS

In general, spell out numbers that have one digit; use numerals for numbers that have two or more digits, up to and above one million. Never begin a sentence or a headline with a numeral; always spell out the number as a word. Hyphenate numbers when used as adjectives.

5.11 act numbers Always use numerals and capitalize Act. Act 1, Scene 2 See 3.70.

5.12 addresses Spell out and capitalize first through ninth as street names. Fifth Avenue. Always use figures for an address number. 101 21st St. See 2.13 and 3.12.

5.13 ages Always use numerals in reference to age, even with single digits. His son is 7 years old. Hyphenate when used as a modifier before the object or when the entire phrase is used as a noun. She is a 33-year-old teacher. or The 4-year-olds are funny.

5.14 AP test scores Scores on AP tests range from 1 to 5. Always use numerals in reference to test scores. Use an apostrophe to make plural. Smith’s class had 12 4’s and 13 5’s on the test. See 3.16.

5.15 athletic classes When referring to the classification of schools for sporting events, use the numeral and the capital letter A. The football team plays in Class 5A. See 6.21.

5.16 Bible verses In biblical citations, use a colon and do not abbreviate. Use a hyphen for a span of verses. John 3:16 or 1 Corinthians 13:4-9 See 2.17 and 3.24.

5.17 chapters Use numerals to identify a chapter, even if number is a single digit. Never abbreviate chapter. Chapter 6 See 3.26.

5.18 dates Always use numerals. Never refer to a date using both the day of the week and date in the month, as doing so is redundant. Abbreviate months when they have more than five letters and are used with a specific date. Months that contain five or fewer letters are never abbreviated. March 9 See 2.23.

5.19 decimals Use a period and numerals to indicate decimal amounts. Decimalization should not exceed two places unless there are special circumstances which require more precise identification. For amounts less than one percent, use the numeral 0 before the decimal point. 0.4, 8.34 See 2.29 and 5.23.

5.20 dimensions Always use numerals for dimensions. Spell out full units of measurement. 5 feet, 10 inches Hyphenate numerals when used as adjectives. He is a 6-foot, 2-inch guard on the basketball team. Use the word by for measurements. Her room measures 40 feet by 28 feet. See 2.24.

5.21 distances Spell out distances if they are a single digit. Use numerals for digits of 10 or more. He runs six miles a day. Louisville is 112 miles from here.

5.22 expressions Spell out entire numbers in expressions if they are common in the English language. Your chances of winning are one in a million.

5.23 fractions Spell out and hyphenate fractions of values less than one if the denominator is a single digit. three-fourths, one-half, one-third, but 3/10 If a fraction is mixed with a whole number, follow the rules for reference to that whole number and link to fraction with and. three and five-sixths, 12 and two-thirds. When the amount is larger than one, convert to decimals whenever practical. Exception: If a fraction is part of a well known phrase, use as typically referenced. Platform Nine and Three-Quarters See 2.29 and 5.19.
5.24 Measurements. Measurements used as adjectives are always numerals. When measurements are used as adjectives, place a hyphen between the numeral and unit of measurement. Sir Roger Bannister ran a 4-minute mile. When measurements are used as adverbs, follow normal style for the use of numerals. The rock fell five feet. See 2.34 and 6.37.

5.25 Money. Always use numerals for dollar amounts when referring to money. $5, not $5.00—there is no need to include decimal and 00 if the dollar figure is whole. Spell out quantities of money from one million and above. $1 million or $5.5 million. Spell out the word cents for values less than $1. 40 cents, not 40¢ or $.40. See 2.35.

5.26 Ordinal Numbers. Always use numerals for ordinal numbers of two or more digits. second, 15th, 100th. Do not use superscripts.

5.27 Pages. Always use numerals to identify page numbers, even when numbers are a single digit. Page 6, Page 105. See 3.70.

5.28 Percent. Use numerals for percents, even when numbers are a single digit. 6 percent, 55 percent. Note that percent is one word and should be spelled out; do not use per cent or %. See 2.38.

5.29 Ranges of Numbers. With the exception of sports scores, separate two numbers that designate a range of numbers with the word to. In the election, she defeated her opponent 311 to 305. See Punctuation Guide.

5.30 Recipes. Always use numerals to identify a value in a recipe, even when numbers are a single digit. 2 cups of sugar.

5.31 Rooms. Capitalize room names when used with a number. Potter went to Room 3303. Do not capitalize when used without a number or when plural. Potter went to rooms 3303 and 2209. Use numerals to identify room numbers, even when numbers are a single digit. Page 6, Page 105. See 3.70.

5.32 Scores. The winning score should always be listed first, even if the winning score is not by a CHS team or if the winning score is the lower number, such as with cross-country and golf.
- Use hyphens for direct score comparisons. CHS beat Frankfort 77-50. or The women’s golf team won 117-126. Use a comma to separate team and score. The final score was CHS 77, Frankfort 50.
List meet scores with commas to separate teams and scores and semicolons to separate teams from one another. CHS, 140; Noblesville, 37; Westfield, 23; Hamilton Heights, 12; and Hamilton Southeastern, 11. See 6.49.

5.33 Sept. 11, 2001 9/11 is the preferred term to use in describing the Islamist terrorist attacks on the United States on Sept. 11, 2001. See 2.36.

5.34 Telephone Numbers. Always use numerals to identify telephone numbers. All numbers outside the 317 area code should include their non-317 code. (502) 582-6601. If the phone number is within the 317 area code, the area code should not be included.

5.35 Temperatures. In stating Fahrenheit temperatures, use figures, not words, for all temperatures except zero. 32 degrees, 6 degrees, 8 degrees below zero. If temperatures are Celsius identify as such after the temperature value. 40 degrees Celsius. Temperatures rise and fall—they do not get warmer or cooler.

5.36 Times in Races. Identify times in races by minutes, seconds and tenths. 3:12.2. For times without minutes, still use a colon and period. He ran in the 100-meter dash in :10.9. For times that extend into hours, identify by hours, minutes, seconds and tenths. 1:34:22.56. See 6.51.
5.37 time of day Use a colon only when the time does not fall on the hour. *He walked into the building at 10:30 a.m. and left at 1 p.m.* Use a.m. or p.m.; do not use *in the morning* or *in the evening* when referring to specific time. Do not use 12 a.m. or 12 p.m. Use midnight or noon. Do not use the term o'clock. See 2.45.

5.38 weights Use numerals for weights, even if weights are a single digit. *The package weighs 9 ounces.* Hyphenate number and weight if used as an adjective. *She gave birth to an 8-pound, 4-ounce boy.* See 5.24 and Punctuation Guide.

5.39 years Use 1930s or '30s, not 1930's or 30's. The apostrophe replaces the first two digits of a year. Exception: *Class of '99* not *Class of 1999* For members of the *Class of 2000* use the entire four-digit year. See Punctuation Guide.

6.00 PROPER SPORTS STYLE

6.11 all-conference

6.12 all-State

6.13 Amateur Athletic Union Refer to as *AAU* on second reference. See 2.16.

6.14 aquatic center

6.15 assistant coach *Assistant coach* is capitalized when it is placed before the name and not capitalized when placed afterward. See 4.27.

6.16 athletics director The individual who runs the sports program is the *athletics director*, not the *athletic director*. *Athletics director* is capitalized when placed before the name and not capitalized when placed afterward. See 4.27.

6.17 callout, call-out, call out *Callout* is a noun; *call-out* is an adjective; and *call out* is a verb. *Welcome to the call-out meeting. We are at this callout to call out to all the people who might want to play rugby,* Johnson said.

6.18 Cathedral Mothers Club *Mothers Club* on second reference. Note the lack of an apostrophe.

6.19 Carmel Ice Skadium

6.20 conferences Spell out the complete name of conferences on first reference, but refer to by acronym on second reference.

6.21 classes When referring to the classification of schools for sporting events, use the numeral and the capital letter *A, 6A, 5A, 4A, 3A, 2A and 1A* See 5.15.

6.22 Division I Do not hyphenate

6.24 fieldhouse

6.25 head coach *Head coach* is capitalized when it is placed before the name and not capitalized when placed afterward. See 4.27.

6.29 IHSAA *IHSAA* is acceptable on first reference of the Indiana High School Athletics Association See 2.11.

6.30 intramural
6.31 invitational. Invitational is capitalized when referencing a specific event. *The team competed in the Ben Davis Invitational, but the invitational was yesterday.* Invite is acceptable on second reference. See 2.32 and 3.56.

6.32 IU Natatorium. The name of the building in which swimming State Finals take place is the IU Natatorium, not the IUPUI Natatorium.

6.33 Lady Irish. Never use the term Lady Irish in copy.

6.34 line-up. line up. Hyphenate when used as a noun. *The coach thought the new line-up contributed to the improved performance.* Do not hyphenate when used as a verb. *“Line up against the wall,” Davis said.*

6.35 long jump

6.36 marching band. Also, Pride of the Irish is acceptable if the context of the story has established that the reference is to the marching band.

6.37 measurements. Spell out units of measurement. 6 feet, 4 inches, not 6'-4" or 6'4". Hyphenate measurements when used as adjectives. *a 6-foot, 4-inch player.* Measurements used as adverbs follow normal number style; measurements used as adjectives are always numerals. *The water dropped four inches in the pool.* *The four-inch worm slid along the sidewalk.* See 2.34 and 5.25.

6.38 numbers. Use numerals and hyphens for statistical information used as adjectives. *two-point goal, five-yard pass, 100-meter dash, 1,600-meter run, 200-individual medley.* See 5.

6.39 off-season

6.40 Olympics

6.41 out-of-state schools. For identification of out-of-state schools, put the city first, then the state abbreviation in parentheses, then the school's name. *Battle Creek (MI) Central, Louisville (KY) Ballard.* See 2.42.

6.42 pole vault

6.43 pom-pom. A pom-pom is a large ball of crepe paper or fluffed cloth, often waved by cheerleaders or atop a hat. A *pom-pom* is sometimes used to describe a rapid firing automatic weapon.


6.45 post-season


6.47 records. Separate records with hyphens, and numbers in order in wins, losses, ties. 7-1-1

6.48 relay teams. Identify relay teams by the number of individuals participating in the event and the length of the event. Separate the two values by a lowercase *x* with a space on either side of the letter. *The 4 x 800 team set a new record.*
6.49 scores The winning score should always be listed first, even if the winning score is not by a CHS team or if the winning score is the lower number, such as in cross-country and golf. Use hyphens for direct score comparisons. CHS beat Frankfort 77-50, or The women’s golf team won 117–126. Use a comma to separate a team and a score. The final score was CHS 77, Frankfort 50.

List meet scores with commas to separate teams and scores, and semicolons to separate teams from one another. CHS, 140; Noblesville, 37; Westfield, 23; Hamilton Heights, 12; and Hamilton Southeastern, 11. With tennis scores, include the scores of all tie breakers in parenthesis. 6-2, 7-6 (7-5) See 5.32.

6.50 teams When referring to the varsity team, note that neither varsity nor team is capitalized. For first reference, junior varsity should be used. For second reference JV should be used. Reference to teams is singular, freshman team, not freshmen team.

Use the terms men’s and women’s when referring to sports teams, not boys’ and girls.’ Note the placement of the apostrophe. See Sports Teams.

6.51 times in races Identify times in races by minutes, seconds and tenths. 3:12.2 For times without minutes, still use a colon and period. He ran in the 100-meter dash in :10.9. For times that extend into hours, identify by hours, minutes, seconds and tenths. 1:34:22.56 See 5.36.

6.52 tip-off

6.53 tournaments Tournament names are capitalized (Sectional, Regional, Semistate, State or State Finals). Note that the tournament name is singular, not plural, given that a team from this school can play in only one Sectional (not Sectionals) at a time.

The word tournament is not capitalized. the Metropolitan Interscholastic Conference (MIC) tournament, not the Metropolitan Interscholastic Conference (MIC) Tournament See 3.102.

6.54 tryout, try-out, try out Tryout is a noun; try-out is an adjective; and try out is a verb. “Welcome to the try-out meeting. At this tryout we will try out some new rules, so listen carefully,” Johnson said.

6.55 varsity gymnasium

6.56 wrestle-offs
Reactions to e-Learning results

Virtual Day Survey Results

In response to the current e-Learning environment, the school conducted a survey to assess students' and teachers' reactions to virtual learning. The results showed that most students and teachers are adjusting well to the new format. The survey was conducted over the last month, and the feedback was gathered from all grades.

13+ The age to enter the clinic

The safety guidelines for entering the clinic have been updated to ensure that patients are aware of the new protocols. The clinic is now open to patients aged 13 and older. Patients are requested to wear masks and practice social distancing while in the clinic.

$0 - The amount of co-insurance for virtual appointments

Virtual appointments are now available for patients who prefer to avoid in-person visits. Patients can consult with their doctors through a video call, which is more convenient and safer during the current situation. The co-insurance rate for virtual appointments is $0, making it accessible for everyone.

2 Days a week, the clinic is open

The clinic operates 2 days a week to accommodate the increasing demand for virtual appointments. Patients are encouraged to schedule their appointments in advance to ensure availability.

Free clinic care

Booster

Tori Rone, Scottsburg High School
**Trip for Charity ends tragically**

2015 senior Haris Suleman, father crash during around-the-world flight

began, he sat down with Quaker Shaker reporter Maura Adams to share his thoughts about his upcoming challenge.

"When I started my pilot training, I never imagined the possibility of breaking the record for being the youngest pilot to fly around the world. It seemed to be an experience I could benefit from while helping others," Haris said. "This summer, my father and I are going to fly around the world in 30 days in a single-engine airplane to incredible places like Bali, Fiji, Byron Bay, Crete and even over the Pyramids of Giza."

Adams asked him what the reason behind the trip was. "I plan on raising money for what many children take for granted: education," he stated. "It is brave work that The Citizens Foundation and these teachers are doing - this is why we are flying for the charity."

- Haris Suleman, 12

Haris and his father, Hakeem Suleman, were flying on a single-engine plane when they crashed into the Pacific Ocean off the coast of American Samoa, less than a week after they left the landing strip in Indiana.

In a tragic turn of events, senior Haris Suleman's 30-day journey around the world to raise money for an educational charity was cut short on July 23, when the plane that he and his father, Hakeem Suleman, were flying in crashed into the Pacific Ocean off the coast of American Samoa. The flight was scheduled to take them across three oceans, with landings on five continents.

At the end of May just before Haris' trip, he sat down with Quaker Shaker reporter Maura Adams to share his thoughts about his upcoming challenge. "When I started my pilot training, I never imagined the possibility of breaking the record for being the youngest pilot to fly around the world. It seemed to be an experience I could benefit from while helping others," Haris said. "This summer, my father and I are going to fly around the world in 30 days in a single-engine airplane to incredible places like Bali, Fiji, Byron Bay, Crete and even over the Pyramids of Giza."

Adams asked him what the reason behind the trip was. "I plan on raising money for what many children take for granted: education," he stated. "It is brave work that The Citizens Foundation and these teachers are doing - this is why we are flying for the charity."

- Haris Suleman, 12

Haris and his father, Hakeem Suleman, were flying on a single-engine plane when they crashed into the Pacific Ocean off the coast of American Samoa, less than a week after they left the landing strip in Indiana.

In a tragic turn of events, senior Haris Suleman's 30-day journey around the world to raise money for an educational charity was cut short on July 23, when the plane that he and his father, Hakeem Suleman, were flying in crashed into the Pacific Ocean off the coast of American Samoa, less than a week after they left the landing strip in Indiana.

In interviews with various news stations and other media outlets, Haris stressed the importance of education, noting that he and his family would not be where they were if "not for the education my father had gotten in Pakistan," according to Tania.com. Haris told Adams, "In Pakistan, 65 million children are not enrolled in a primary education (basic level education), which was one of the factors that fueled his father and him to undertake this endeavor.

Haris said that he and his father had chosen The Citizens Foundation as the recipient of their fundraising efforts for many reasons -- one of which was the fact that his father grew up in Pakistan. Haris explained to Adams, "In the past few years, TCF (The Citizens Foundation) has served to build systems and curriculums for public education in Pakistan. This year, TCF will build their 1,000th school and will have sent 110,000 students to school."

In a blog he wrote for The Huffington Post, Haris noted, "It is brave work that The Citizens Foundation and these teachers are doing. They are challenging a system that is in desperate need of change. This is why we are flying for the charity, to help draw attention to the valuable work that The Citizens Foundation is doing and help them forge partnerships with the government in the future to Pakistan's broken public education system."

Though Haris and his father were unable to complete their trip, their generosity and compassion has continued to touch others, who have been contributing to their $1 million goal through donations to The Citizens Foundation. Those interested in making a contribution to the cause can do so by going to their GoFundMe site at http://www.gofundme.com/3phd or on The Citizens Foundation website at http://www.tcfusa.org.
Teens react to bill's effect on Indiana's image

By Nicole Balthrash

Indiana's image has taken a hit due to the recent controversy surrounding the new Religious Freedom Restoration Act (RFRA) law. Teens across the state have mixed reactions to the law, which some believe infringes on civil liberties.

At the core of the debate is the law's potential to protect religious practices that may be considered discriminatory by others. Teens express concern that the law could allow businesses to deny service to individuals due to their religious beliefs, such as refusing to serve gay couples.

Others, however, see the law as a means of protecting religious freedom and maintaining a conservative state image. They argue that the law will not lead to discrimination and will not have a negative impact on the state's tourism or business.

Still, there is a growing concern among teens that the law could lead to a decline in Indiana's reputation, which could hurt the state's economy. Many express hope that the issue will be resolved soon and that the state's image will remain strong.

Pushback leads to RFRA amendment

Takes effect: 20th State

Division III:
Natalie Brigham,
Crown Point
High School
Student-Teacher Olympics end with teams tied

BY KELLEY NOBLE

Student-Teacher Olympics ended with teams tied on Wednesday after students and teachers competed in various events.

"We had a great competition," said one teacher. "The students really stepped up and showed their skills." The teachers also showcased their talent in the events.

"It was a fun day," said a student. "I'm glad we could participate." The event included a variety of activities ranging from academic challenges to physical sports.

"The students really put in a lot of effort," added another teacher. "I'm proud of them all." The day ended with a closing ceremony where awards were given to the winners.

Overall, the Student-Teacher Olympics was a success, bringing both students and teachers together for a day of friendly competition and camaraderie.