

HOUSE STYLE GUIDE

We hope that these notes will be helpful in the production of all our publications. It is not our intention to impose a rigid framework, which risks the loss of individualism.

We would like writers to feel that their identity is apparent through their writing. However, we do feel that it is important to follow an accepted style when producing material that presents Bloomsbury Central Baptist Church.

The list is long.

Please refer to it whenever it is useful.

The notes are, mostly, taken from the “Editorial House Style Guide” produced by Church House Publishing.

Contents

| | |
|---|----------------------------------|
| General information | Inclusive language |
| Abbreviations | Indexes |
| Accents | Italic and roman |
| Acronyms | Libel |
| Biblical references | Notes |
| Bibliography, references or further reading lists | Numbers |
| Brackets | Past tense |
| Bullet lists | Use words for. . |
| Capitalization | Use figures for. . . |
| Collective nouns | Dates Ages |
| Colour | Phone numbers |
| Commas | Possessive apostrophes |
| Cross references | Preliminary pages and end matter |
| Educational terms | Quoted material |
| Headings | Spelling |
| Hyphenation | Split words |
| Illustrations | That/which |
| Images | |

General information

In general, consult the current editions of the following works:

- ***The Concise Oxford Dictionary, 10th edn, Our, 1999***
- **AskOxford**: Free online dictionary resources from Oxford University ... www.askoxford.com
- **Robert M. Ritter (ed.), *The Oxford Dictionary for Writers and Editors, OUP, 2005***
This book is particularly useful for checking hyphenation and the use of italics, and contains more proper nouns than a standard dictionary.
- ***The Oxford Minidictionary of Spelling, OUP, 1986*** This dictionary also contains helpful guidance on word breaks.
- **Judith Butcher, *Copy-editing, CUP, 1992***
This book contains helpful information on a wide variety of matters important to copy editors and proofreaders.
- ***Hart's Rules for Compositors and Readers at the University Press, Oxford, OUP, 1983***
This may also prove useful.

When editing on disk, please keep a copy of the edited one on your hard disk for a short period after returning the job, just in case the file you send becomes corrupted or the disk fails.

We use **British Standard proof-correction marks** for marking up hard copy.

Only **one character space should follow a full stop**, not two.

We currently use **Microsoft Word** and can read only those document formats that are compatible with this software. Use the more **popular fonts** e.g. Times New Roman, Arial, or check if others will translate between machines.

Abbreviations

Generally, abbreviations should follow those given in *The Oxford Dictionary for Writers and Editors*. Please insert a comma before etc. (if preceded by a list), e.g. and Le.

No full points in:

Dr
Mr
Ms
Rev. (preferred by our ministers)
St/SS

Full points in:

people's initials, e.g. C. S. Lewis
a.m.
p.m.
c.
ed. (*but* eds)
e.g.
et al.
etc.
i.e.
p. 45; pp. 45-6
para.
no. 3 *but* nos 3-5
trans. (not tr.)
Ven.

ASBI/ ASB 1980

BCP

CW

GNB

LEA

NEB

NIV

NRSV

REB

RSV

UK

USA

Accents

In general, omit the accent in words that have become absorbed into English, unless this would affect the pronunciation. So:

regime, elite, role

but

café, protégé, cliché.

However, when a word appears as part of a phrase that has not become fully absorbed (and is therefore italicized), we retain the accent:

ancien régime

When in doubt, consult the COD and *The Oxford Dictionary for Writers and Editors*.

Acronyms

The first time that an acronym is used in the text it should be defined.

Biblical references

Please check that these are accurate and match the cited translation. If you are copy-editing a manuscript and do not have the correct translation, please flag the reference for us to check later.

References should be in the following style:

- The names of books of the Bible should be given in full (abbreviate in tables if absolutely necessary).
- Full stops should be used to separate chapter and verse numbers.
- Commas should be used to indicate separate verses within the same chapter, hyphens to indicate a spread of verses within one chapter, and spaced en-rules to indicate a spread of verses that spreads across more than one chapter. A semi-colon should be used to separate out references to different chapters.
- All the numbers should be closed up, rather than with spaces in them, except after a semi-colon.
- Genesis 2.5-25
- Luke 7.12,13
- 1 Peter 1.1-6
- Psalm 4.4-6,10
- Mark 10.19 -11.3
- John 1.4-6,8-10; 3.1-18

Bibliography, references or further reading lists

- Every work quoted from or mentioned in the text should be included in the references/bibliography.
- Citations should be listed alphabetically by author's surname, except in special cases, which should be discussed with the editor.
- Please check carefully that details in the text and bibliography match exactly.
- Works should be referred to in the text by the name/date system, i.e. (Jones, 1988, p. 43). Note the space in the page number.
- Where there are two or more works by one author in the same year, they should be distinguished as 1970a, 1970b, etc,
- If you refer to a work more than once in the same chapter, you may simply repeat the reference.
- When citing a work by more than two authors, et al. should be used in the text, but all names should appear in the references/ bibliography.
- Archaic forms such as op. cit. or ibid. should be avoided as far as possible.

Please use the following style:

- Henri Nouwen, *Seeds of Hope*, Darton, Longman and Todd, 1989.
- Dame Cicely Saunders (ed.), *Beyond All Pain: A Companion for the Suffering and Bereaved*, SPCK, 1983.
- Danny Wildemeersch and Theo Jansen (eds), *Adult Education, Experiential Learning and Social Change: The Postmodern Challenge*, VUGA, 1992.

For chapters or articles within a book or magazine:

- Jonathan Ingleby. 'Two cheers for postmodernism', *Third Way*, May 1994.
- Nick Mercer, 'Postmodernism and rationality: the final credits or just a commercial break?', in Anthony Billington, Tony Lane and Max Turner (eds), *Mission and Meaning: Essays Presented to Peter Cotterell*, Paternoster Press, 1995.

For prayers, poems, hymns or songs:

- David Adam, 'Circle me', *The Edge of Glory*, Triangle/SPCK, 1985.
- 'Soldiers of Christ, arise', *Hymns for Today's Church*, Hodder & Stoughton, 1982.

Check consistency of spelling of:

- names
- titles
- use of capitals
- italics
- punctuation
- completeness of information (e.g. author's initials, dates, etc.).

Archaic forms, such as op. cit. or ibid. should be avoided as far as possible but may sometimes be necessary.

Brackets

Square brackets should be used to indicate words inserted into quotations by the present author; the material within the square brackets does not affect the punctuation of the outer sentence.

Square brackets may also be used in bibliographies to enclose an author's name, publication place or date that does not appear in the publication cited. In such a case the entry may be punctuated as though the square brackets were not there.

For parentheses use curved brackets.

Bullet lists

Each point should end with a semi-colon unless the sentences are complete, in which case close with a full point. However, if all the phrases are very short, it is acceptable to leave out the semi-colons for design reasons. The final bullet point should always close with a full point.

Capitalization

Use initial capitals sparingly. Words such as bishop, vicar, diocese, dean, curate, council, committee, chairman, report, etc. should have an initial capital only where part of an actual name or title, e.g.

Let us set up a committee.

The committee was set up to deal with publicity.

but

The Publicity Committee has issued a report.

The Annual Report of the Publicity Committee

Descriptive titles for God and Jesus should appear in lower case (unless at the beginning of a sentence):

God the creator

God the divine

God our redeemer

almighty God

God the almighty

hope of the world

O God, the king of glory

God the holy one

the good shepherd

the bread of life

Use upper case for:

God

Father

Word; the Word of God (*when meaning Jesus, but the word of God/God's word when meaning the Bible*)

Paraclete

Christ

Jesus Christ

Saviour Jesus Christ

Christ our Saviour

Spirit

Holy Spirit

the Trinity

Lord

Son of God, but Son of man

but:

God's kingdom/Christ and his kingdom/the kingdom

Do not use capitals as a sign of reverence, i.e. please use lower pronouns when referring to God: he, his, him.

If possible, avoid gender description of God.

For a feast or specific event use upper case, but use lower case for events in general. For other terms, use upper case where the term is being used as if it were a proper noun, and lower case where the context is more general:

Advent; the Advent Wreath

All Saints' tide

the Anglican Communion

apostle

the Archbishop of Canterbury; the archbishop

the Ark of the Covenant
 Ascension Day; the Ascension
 baptism/baptismal; the service of Holy
 Baptism as published in *Holy Baptism*
 (CHP, 1998)
 Baptist
 the Benedictus
 the Bible; Bible stories; biblical
 the bishop; the Bishop of London
 the Body of Christ
 Canon H 12
 the canticle; the Old Testament
 Canticle (as a title)
 Catholic/catholic (usage is determined
 by sense)
 Christian
 the Christingle Service
 Christmas Day
 the Church (*official institution or the
 global Christian community*)
 the church (*building or local
 congregation*, e.g. 'we pray for
 those in our church who .. .')
 Church and State relationships
 Church education
 the Collect for the Third Sunday after
 Pentecost; the third collect; a collect
 the Communion service; service of
 Holy Communion; receiving
 communion
 confirmation
 the Creed; the Nicene Creed; the
 Apostles' Creed
 the Jesse Tree
 Jew(ish)
 the kingdom; the kingdom of God
 the Law (Jewish law), *but* law and order
 the lectionary (*general*); the three-year lectionary
 Lent
 the Lord's Prayer
 the Lord's Supper
 the Magnificat
 the Middle Ages
 the Ministry of the Word/Holy Spirit; the ministry of word and sacrament
 Muslim
 the Nativity (when meaning the birth of Christ);
 the Nativity of Mary (festival); the
 nativity of Mary(event)
 the New Covenant
 Nonconformist
 Orthodox/ orthodox (*usage is
 determined by sense*)
 the Offertory
 Old Testament, New Testament
 deanery synod
 the Decade of Evangelism
 the devil
 the diocese; Guildford Diocese; the
 Diocese of Guildford; diocesan synod
 the Early Church
 Easter Day; Eastertide
 Eastern and Western Church
 Epiphany
 the Eucharist; eucharistic/non-
 eucharistic
 the (Third) Eucharistic Prayer; a
 eucharistic prayer
 the Exile
 the Fall
 garden of Eden
 garden of Gethsemane
 General Synod
 the Gospel (according to St Mark), *but*
 spreading the gospel
 the Gospel Proclamation; Proclamation
 of the Gospel
 the Government; government
 department; the government of India
 grace, *but* the Grace
 Harvest Festival; harvest
 heaven
 hell
 Holy Week
 the Incarnation
 the Ordinal
 Ordinary Time
 Parliament; *but* parliamentary
 procedure
 The Passion of our Lord Jesus Christ
 according to Luke
 the Passion
 the Peace

Pentecost Sunday; Pentecost
the Press; press conference
the Promised Land
Protestant/protestant (*usage is determined by sense*)
the Psalm; Psalm 32; a psalm
Reader
the Reformation
the Resurrection (*festival*); the Resurrection of Christ (*event*); but the resurrection of Lazarus
Roman Catholic Church
Sabbath
the sacrament
Satan
Scripture; scriptural
the Scriptures (*Christian*); the Holy Scriptures
the scriptures (*non-Christian*)
the Sea of Galilee

the Second Coming
A Service of the Word
the Service of Light

The Sunday next before Lent (*in text*)
Sunday school
the Te Deum
the Temple (*in Jerusalem*)
the temple (*general*)
the Ten Commandments
Trinity Sunday
the vicar; the Vicar of Wakefield
the Vigil Service
the wise men
the Word Service

Collective nouns

Treat collective nouns as singular, and do so consistently, e.g.:

The committee was satisfied, and it carried the motion.

Commas

Commas affect the meaning of a sentence. Correct usage is essential if ambiguity and error are to be avoided.

Compare:

My brother Alex came to tea.

(*Alex came to tea. I may have other brothers who did not.*) My brother, Alex, came to tea.

(*I only have one brother and he came to tea. By the way, his name is Alex.*)

Please follow the author's own style with regard to the inclusion or omission of serial commas in lists but ensure that usage is consistent throughout the work. The exception to this is in the case of complex sentences or lists, where it may be necessary to insert a serial comma in order to avoid ambiguity, for example:

The kittens were brown, tortoiseshell, black, and white.

(*The final comma helps make it clear that there are four types of kitten, rather than three.*)

Cross references

When referring to another chapter in the same book:

see Chapter 6 (*upper case the 'C'*).

When referring to page numbers, spell out 'page' in full, unless the reference is in parentheses (the same principle should be applied when using paragraph/para., and so on):

see page 36

see diagram on page 4

see figure 7 (p. 12)

as stated in the section on evangelism (pp. 15-35)

Educational terms

checklist

Church education

Church school

Collective worship

community schools

coordinator

county schools

cross-curricular

curriculum

Department for Education and Employment (DfEE)

development plan

diocesan director of education (DDE)

but Diocesan Board of Education (DBE)

diocesan officer

diocese (*in general context; but if referring to a particular diocese, use Diocese of ...*)

Education Act(s)

foundation governor

foundation school

but

Foundation Subject

the governing body/bodies not Board of Governors

governor / governors (*when referring to particular individuals, but **never** use the governors when meaning the governing body*)

the head / the head teacher / head teachers

ICT (Information and Communications Technology)

INSET

ITT (Initial Teacher Training)

key stage (*when in general, e.g. referring to 'children in this key stage'*)

Key Stage 1 / KSI, KS2, KS3

LEA (Local Education Authority)

literacy hour

locally agreed syllabus

mission statement

multicultural

multi-faith

national curriculum

national literacy strategy

national numeracy strategy

numeracy hour

OFSTED

phase (primary phase, secondary phase)

policy document/s

primary school

PSHB

pupil-centred

religious education, RE

SACRE (Standing Advisory Council on Religious Education)

(the/a) school development plan (*abbreviate to SDP after first instance*)

section 10 inspector; section 23 inspection

subject names should be given in lower case and abbreviations without full stops - are allowed: e.g. religious education, RE

Sunday school

the Trust Deed (of a particular school) / trust deed (in general)

voluntary aided school

voluntary controlled school

Year 6, Year 4

Headings

- In chapter titles, Use initial capitals on all important words.
- Use minimal capitalization in section headings, i.e. 'Key issues for recommendation', not 'Key Issues for Recommendation'.
- Mark up the levels of headings, not the format. For example, label headings using: chapter, A, B, C.
- The first paragraph after a heading is aligned left, full out, except where the text runs on from a heading.
- Do not use full points after a heading or title.

Hyphenation

Generally hyphens are used in order to avoid ambiguity.

They *should* be used for:

- *compound adjectives* when used attributively, e.g. a first-class result, a five-year-old girl, up-to-date figures, well-known author but, when predicative: the figures are up to date; the author is well known;
- *compound nouns*, e.g. after-effects; check the dictionary, however, as these words sometimes become so absorbed into the language that they lose the hyphen;
- in some words beginning with a prefix, such as re-entry, usually in order to indicate that the two syllables should be pronounced separately - always check the dictionary, however, as cooperate, for example, should not be hyphenated.

Hyphens should not be used in the following words:

- today, tonight, tomorrow, textbook, bookshop, layout, classroom, postmodern;
- in compound adjectives made from an adverb ending in -ly, e.g. brilliantly edited books.

Illustrations

Where illustrations are to be included in a book or report, a photocopied set of the illustrations should be provided, and clearly labelled so that the typesetter can identify the correct illustrations when inserting them into the manuscript. Please mark clearly in the manuscript where each one should be inserted using the labels that are marked on the hard copy. Please also provide a complete list of illustrations or photographs, to be added to the preliminary pages if appropriate. If there are to be captions, a separate list of these should be provided with clear indications as to which caption goes with each illustration.

Inclusive language

The Archbishops' Council is committed to an equal opportunities policy. It is important that published material supports this. Language should not exclude certain groups of people, patronize them or deter them from reading the publication. Visual material should reflect differences in ethnicity, gender, Physical ability and age,

Some examples of language that should be avoided:

- Referring to people by type, using such terms as 'the disabled' or 'the elderly'; refer instead to 'people with disabilities' or 'elderly people',
- Lists that always place women last.
- Words such as 'authoress' where a feminine suffix has been added to a neutral Word, thereby making an unnecessary gender distinction,
- Patriarchal use of language such as the inappropriate use of 'girl' or using Words such as 'blonde' to describe the whole person,
- Unnecessary reference to ethnicity such as 'The riot was started by twenty prisoners, ten of whom were black'.
- The Word 'dumb' should not be used when referring to people with speech problems because of its secondary meaning. Please use 'mute' or 'speech-impaired' instead.

Indexes

Indexes can only be completed at proof stage, once the final page numbers are known. When creating an index please note the following points:

- Entries should be in strict alphabetical order.
- Sub-entries should be arranged alphabetically. ignoring such words as on, in, as and the.
- Sub-entries should be indented. As far as possible, avoid using more than one level of sub-entry.

Italic and roman

In general, follow *The Oxford Dictionary for Writers and Editors* and *Hart's Rules*.

Use roman for:

- the Bible, the Qur' an, the Talmud, etc.
- the Authorized Version
- the Prayer Book (meaning the BCP)

Italics should be used for foreign words (but roman for bona fide, vice versa), the titles of books and journals (but not articles within journals) and some names (of boats, for example).

- The Alternative Service Book 1980* (the ASB)
- The Book of Common Prayer* (the BCP); the Prayer Book
- The Liturgical Psalter*; the Psalter
- The Catechism of the Catholic Church*; the Catechism
- The Daily Missal*; *The Weekday Missal*; the Missal
- Common Worship: Initiation Services*; *Common Worship*; *CW Visual Liturgy*
- the service of Holy Baptism as published in *Holy Baptism* (CIIP, 1988)

Libel

A libel is a published statement (this can include images) that tends to discredit a person in the eyes of reasonable members of society. It also includes statements that would cause a person to be shunned or avoided (for example, that he or she had a contagious disease), or that would discredit or injure a person in his or her trade, business or profession. Even if there is no express statement of any of these kinds, a libel can be proved if people who knew special facts would find an 'innuendo' in the statement. A 'person' in this context can include a group of people, a society, a company, and so on, as well as an individual. There are certain defences to an action for libel, but expert advice will normally be needed if it is intended to rely on any of them. Please be sensitive to the possibility of libel, and also be careful to avoid using language or terminology that might, for example, cause offence to members of another Church or adherents of another faith, or which might cause offence to or exclude any ethnic minority. **Any passages that you are unsure about must be brought to the attention of the editor.**

Notes

- In general, we use endnotes not footnotes.
- Notes are indicated by superscript Arabic numerals in the text.
- Numbering should start from one with each new chapter.
- AU notes should be listed chapter by chapter and then grouped together in one section placed at the end of the book, before the Bibliography.
- In rare cases when only one chapter in a book contains any notes, the list of notes should follow the relevant chapter rather than appearing in the end matter.

Numbers

- Elide as 23-4, 101-2, but 90-92 (not 90-2);
- Elide all numerals using en-rules rather than hyphens (the exception is verse numbers in biblical quotations which use a hyphen; see p. 5 for further details). En-rules can be found using the character map of your word-processing system. Alternatively they can be indicated by using a double hyphen (e.g. 34--5) if en-rules are not available on your computer. Please ensure that en-rules are closed up, not spaced, when eliding numerals, e.g. 34-5 (not 34 - 5). The exception, again, is in Biblical references.
- Spell out numbers up to twelve inclusive (Le. seven, twelve, 13, 983) but where quantities are compared within a single sentence use Arabic numerals throughout that sentence, e.g. 'There were 25 boys at the school but only 4 of them could read.';
- Use commas in non-date four-figure numbers, e.g. 4,000;
- Never begin sentences with figures. If a sentence begins with a number it should be written in words or the sentence should be rewritten to avoid the problem;
- Avoid six noughts and write £100 million (not millions);
- Fractions should be hyphenated, e.g. one-third, three-quarters, but two and a half should not be hyphenated. When using Arabic numerals, use forward slashes or special characters, e.g. 1/2, %.

Use words for ...

- First, sixteenth, twentieth, twenty-first century; hyphenate if used adjectivally: sixteenth-century music;
- First, third millennium;
- Approximate periods of time, e.g. about six hundred.

Use figures for ...

- All weights, prices and measurements (measurements should be given in metric, with a space before the abbreviated form of the unit: 45 cm, not 45cm);
- Comparative purposes, e.g. the motion was rejected by 13 votes to 2, with 3 abstentions;
- Percentages (write per cent in words except in tables).

Dates

- Elide as 1993-94
- 15 November 1993 (not 15th)
- Avoid 'from 1991-3' and 'between 1973-81'; use 'from 1991 to 1993' instead.
- 1960s (Sixties may be acceptable in colloquial usage)
- '10 to 30' and 'the years 1944 to 1994' in running text, rather than '10-30'
- AD 140-160; 198-144 BC

Ages

- Spell out vague numbers (in his forties)
- A five-year-old; a six-year-old boy
- 25 years old
- 30- to 35-year-old

Phone numbers

- • 02078981484
- • 02476523523
- • 01924494672

Past tense

Some like a single “r”,
Some like a double.
Some think that “s” or “ss”
Is simply too much trouble

Are you focussed?
It occurred during the night

Possessive apostrophes

In ancient and classical names:

Moses', Socrates', Jesus'.

In more modern names:

Thomas's, Jones's but Bridges' (because of the pronunciation).

Reword sentences in order to avoid having to use a possessive apostrophe following an italicized word, e.g.:

the crew of HMS *Belfast*

is preferable to

HMS *Belfast's* crew.

Preliminary pages and end matter

The preliminary pages of a book or booklet should include the following, in this order (where appropriate):

Half title
Title page Contents list
List of figures/illustrations/Photographs
List of contributors
Foreword
Preface
Acknowledgements
List of abbreviations
Introduction (*if short; long introductions are counted as part of the main body of the book instead*)

Preliminary pages are numbered using roman numerals. The first visible page number is generally that on the Contents page. Page numbering for the rest of the book is done using Arabic numerals, generally beginning on the first page of chapter one.

The end matter can include the following:

Appendixes
Notes
References/Bibliography /Further reading
Index

Quoted material

- Always use double quotation marks, except where quotation marks occur within quotation marks, in which case single quotation marks should be used inside the double ones.
- Punctuation belonging to the sentence rather than to the quotation proper should be placed outside the quotation marks.

'I was obliged', he said, 'to make it quite clear'

But:

'I am coming,' he said, 'but Paul is not'

- When a quoted or parenthesized sentence is grammatically complete and starts with a capital letter, the full stop (or exclamation mark or question mark) should be placed inside the quotation marks or parenthesis, e.g.
He said, 'It is raining.'
'Let all that ye do be done in love.'
- When only part of a sentence is quoted or in parentheses, the full stop comes outside the quote or parenthesis, e.g.
We sat up talking till twelve o'clock (long past my bedtime).
He calls the author 'Pseudo-Solomon'.
- When the quotation is a complete and substantial sentence, or is made up of more than one sentence, it should be introduced by a colon and an initial capital. The final full stop will be inside the quotes.
- When the sentence, though complete, is short and insubstantial, it should be introduced by a comma and an initial capital.
- Quoted material that is more than 40 words long should be displayed within the text, ideally by being indented and having a line space above and below.
- Displayed material should not be in quotation marks (unless conversation).
- Do not use leader points into or out of quotation marks unless the sense absolutely demands it, but within a quotation Use three spaced leader points in mid-sentence breaks (...) and four if the break is followed by a new sentence.
- The spelling and punctuation of the quoted passage should be copied exactly.
- Please be careful to provide the source of all quoted matter. For indented extracts the source should be added in parentheses after the final punctuation. Please also ensure that full details of the source are given in the Bibliography.

Spelling

Spelling should ideally conform to the current edition of the *Concise Oxford English Dictionary*, but correct alternative spellings are acceptable provided they are consistent.

- Use British spelling with -ize endings. For example: baptize, recognize, proselytize, sympathize, exorcize; apologize; but compromise, exercise, supervise, improvise, televise; and analyse, catalyse.
- Use 'and' rather than '&' (except in tradenames).
- Please use the following spellings for these common Words: acknowledgement
all right or alright (*you choose*)

CD/CDs
CD-ROM
coordinate

email (no hyphen)

focused
fulfil
fullness

Internet (referring only to the network of computers by which email/web pages, etc. are transmitted. See also the Web)

Judea
judgement

manageable matins
medieval
movable
Muhammad
Muslim

online, *but* off-line
on-screen

peaceable
postmodern

verger

web browser; web editor; web master; web page; web site
worldwide
the World Wide Web; the Web

- Please use 'a historical', not 'an historical', which is now considered archaic.

Words should not be **split** at the end of lines.

That/which

'That' is used for defining clauses; 'which' for non-defining ones. Non-defining clauses are those that offer additional (inessential) information, and should be marked off from the rest of the sentence using commas. Defining clauses have no Punctuation.

For example:

(Defining clause)

Felix caught the third mouse that was brown.

(You want to know which mouse Felix caught? It was the third brown one.)

(Non-defining clause)

Felix caught the third mouse, which was brown.

(You want to know which mouse Felix caught? It was the third one. By the way, it was brown, but I guess you don't need to know that.)

.....and some extra bits particularly for proofreaders and editors

When editing on disk, please keep a copy of the edited one on your hard disk for a short period after returning the job, just in case the file you send becomes corrupted or the disk fails.

Formatting

Text should be aligned left, not justified, and should appear in a single column, with the same margins used throughout the document.

Use the bold, italic, sub- and superscript formatting from the standard toolbar in your word processor, but please do not insert any other formatting or styles, particularly not heading styles, etc., as any coding will be lost when the file is forwarded for printing, and can in fact make the disk unreadable.

Do not use text boxes, as any text inside them will be lost on conversion. Formatting information should be marked up on to the hard copy only.

When using **colour**, be consistent.

Images

Be consistent throughout a document with the use of font and format for notes to explain/accompany images.