

**LLE INSTRUCTION 1150D**

**SUBJECT:           STYLE POLICY**

**REFERENCE:**       A. *AIP Style Manual (Fourth Edition 1990)*

**ATTACHMENTS:** 1. Grammatical and Usage Errors  
                          2. Formatting Examples  
                          3. Capitalization Rule and Style Examples

1. **Purpose:** To promulgate a standardized, acceptable style for all typed correspondence/reports prepared by LLE employees and those sponsored by LLE.
2. **Discussion:** This document constitutes the “house rules” for writing and typing letters, reports, and any other material emanating from the LLE. These rules are based on a document promulgated by Prof. Sproull. The rules have served him well for many years, and we shall benefit from their use at LLE.

No written material containing spelling or grammatical errors should leave LLE under normal circumstances. This is no mere arbitrary rule since there is a great deal at stake. Remember the special situation of a university and the central role of correct usage of language in teaching and learning. Remember also the special situation of the Director’s Office, or any other office representing the University; any piece of material emanating from our laboratory may at any time be put on the bulletin board of one of the University departments or a bulletin board at another university, a government agency, or possibly a National laboratory as an example of the “illiteracy of the administration.” The risk of damage to the Laboratory/University is simply too great to tolerate any deviations from this basic rule.

3. **Procedures:** All personnel either employed or sponsored by LLE are required to observe the policy set forth in this document. Any letters/reports prepared for the Director’s signature must be in final form when submitted to the Director’s Office.
  - a. Typographical Errors: All authors should do everything possible to see that documents go out without typographical errors, in part to set a high standard for the Laboratory/University and in part because everyone likes to take pride in good workmanship. Occasionally the pressures to meet short-fused demands may require responsiveness to take precedence over no typographical errors. Wherever possible, these should be corrected in heavy black ink in order that any copies subsequently made by us or by recipients when the document goes beyond our control will also include the correction. Authors will try to be as considerate as possible in allowing time for the word processing group/secretary to prepare a

corrected document; however, this consideration may not always be possible. “Obvious typographical errors” means such things as omissions (i.e., “introduction”) and transpositions (i.e., “teh”); it does not mean omissions like “ocasionally” or transpositions like “concievably”; those are simply misspellings and no one who receives a document or letter with such misspellings will give the sender the benefit of the doubt.

- b. Grammatical and Usage Errors: There are three words that are misspelled almost as often as they are spelled correctly in the University of Rochester written material. These are consensus, commitment, and judgment (“judgement” is simply incorrect, not a “fielder’s choice”; it is the British spelling and is no more nearly correct than “honour” or “draught,” where “honor” and “draft” are the correct American spellings). It is good practice for each typist to have his/her own list of the correct spelling of words that are commonly misspelled. Attachment 1 gives several other examples of common grammatical and usage errors.
- c. Style Sheet: The following style rules apply to the formatting of all LLE memoranda and letters (see Attachment 2 for samples):
  - (1) Indentation: LLE practice is to indent paragraphs. This practice is not arbitrary. Many of our letters and almost all of our documents cover more than a single page. If one does not indent paragraphs, there is frequently ambiguity as to whether the first sentence on a new page starts a new paragraph.
  - (2) Commas: Most errors in the use of commas come from failure to read the sentence and to look at its structure. The subject and its verb, for example, can be separated by two commas or none, but not by a single comma. Two independent clauses are separated by a comma unless one is so short and the rest of the sentence is so long and complicated that it makes it easier to read if one “draws together” the two independent clauses by omitting the comma. Our practice is to use a comma before the “and” or “or” in a string of three or more objects.
  - (3) Quotation Marks: The position of quotation marks with respect to commas and periods has been established for reasons of appearance rather than logic. We write: He said he loved “rock ‘n’ roll,” whatever that is. Logically, the comma would follow the quotation marks, but it (or a period) would look so lonely out there that usage violates logic for the sake of appearance. All other usage is logical, and the other punctuation appears inside or outside the quotation marks depending on whether it is a part or not a part of the material quoted. For example: How can one love “rock ‘n’ roll”? Another example: He asked “Who’s there?”
  - (4) Colons: If the material after the colon is a complete sentence, the first letter is capitalized. If it is not, the first letter is not capitalized unless specific instructions are given to do so; such instructions may occur

sometimes when numbered lists of phrases or even (rarely) single words follow the colon.

- (5) Capitalization: Capitalization probably causes more agony than any other element of style. The reason for correct capitalization is to convey more information than could be conveyed if one did not use capitalization; to see the force of this statement, you should read any document where the same word is used both capitalized and not capitalized and see how correct capitalization helps in understanding. The rule on capitalization and style examples are outlined on Attachment 3.
- (6) Apostrophes: Apostrophes are frequently misused, even though the rules are extremely simple, and there is only a single exception. The exception is: When one writes in casual English or conversational English “it is” in shortened form, it comes out “it’s.” Possibly because of this preemptive usage, but quite possibly for more fundamental reasons (as in the relation of “his” to “he”), the possessive form of “it” is “its.” There is no choice permitted here, and frequently the usage is incorrect.

Another frequent error has to do with the possessive case of proper names. One can say “I am going to dinner at the Smiths’ ” since that is short for “I am going to dinner at the Smiths’ home.” But to say “I am going out to dinner with the Smiths’ ” is illiterate since “Smiths” here is not the possessive.

It is our style to avoid the extra “s” after words ending in “s”; that is, we say “Mr. Loomis’ daughter,” not “Mr. Loomis’s daughter.”

To form the plural of numbers, simply add an “s,” not “ ’s.” For symbols and abbreviations, add “ ’s,” i.e., x’s, K’s, and LCAO’s.

- (7) Numerals: We do not start a sentence with an Arabic numeral; either it is spelled out or the sentence is recast. Numbers up to ten are ordinarily written out; use numerals for numbers above ten. The exceptions to this rule are: for consistency, use numerals for all the numbers in lists containing numbers above and below ten; numbers used as nouns are almost always numerals (i.e., sample 2, counter 4, etc.); the dimensions of matrices should be given in numerals; and the number before a unit of measure is always written in numerals.
- (8) Dates: Dates are always written in day-month-year form without commas (i.e., 17 December 1991).
- (9) Time: Time is always written in military time (twenty-four-hour format) with no punctuation used between hours and minutes (i.e., 0700 for 7:00 AM, 1300 for 1:00 PM, etc.).

- (10) Diacritical Marks: Occasionally French, German, or Spanish words will be used. The diacritical marks associated with some letters in these languages are not just optional; each is an essential part of the letter to which it is attached. It is as incorrect to write “e” in place of “é” as it is to write “a” in place of “e.”

Other commonly used diacritical marks are the grave accent ` , the circumflex accent ^ , the tilde ~ , and the umlaut ” .

- (11) Copies and Peripheral Marks: One copy of all correspondence generated in the Laboratory must go into the LLE chronological file. Copies are collected in a basket on the Director’s Administrative Assistant’s desk.

When you are instructed to make a “blind copy,” note “bc: xxxxxxxx” on all file copies, but not on the original document and not on copies you might be instructed to make for other persons. So far as the person receiving a blind copy knows, he is the only recipient of a blind copy, but of course his copy (like all the others) shows the recipients of open copies. However, all office copies should, unless you are otherwise instructed, show all recipients of blind copies.

Fill in formal names for copies, even if the document says “KEC” or “Bill Jones.”

The initials of the person who produced the material to be typed should be in the lower left-hand corner of the last page and in upper case. A colon and the typist’s initials follow these (e.g., RLM:js).

- (12) Drafts: There is no such thing as a single-spaced draft; drafts should be double-spaced and dated. Often a “first draft” will be so labeled, and all subsequent drafts should be labeled “second,” etc. In moving from a draft to a later draft or to the final manuscript, the most essential aspect of proofreading is to avoid dropping a whole line or a whole phrase of material. This is especially easy to do if the same word or especially the same combination of words appears in quick succession.

- (13) Fonts: The preferred font for the Laboratory is Times New Roman, 12 pt.

*A large percentage of this information has been extracted from Prof. Robert L. Sproull’s memorandum dated 21 September 1971.*

Robert L. McCrory  
Director

### Grammatical and Usage Errors

Two words are now used so commonly and uncritically that they have lost all meaning. These are "relevant" and "meaningful." They creep stealthily into written text the way "I mean" and "you know" have crept into spoken language. The best practice is never to use them, even in places where you could critically defend their use.

There is a recent tendency to use the word "feel" in written correspondence. Feeling usually denotes a sensation involving perception by touch or an affective state of consciousness, such as that resulting from emotions, sentiments, or desires. Usually the writer intends to convey to the reader that he or she believes or thinks some recommended course of action should be followed. Good practice is to avoid the use of the verb "feel" in our writing.

"Like" can be a preposition but never a conjunction: "He talked like her" is correct, but "He talked like she does" is illiterate, since "like" cannot serve as a conjunction joining two clauses. (If at this point the reader quotes back to the writer a statement from a recent edition of a dictionary, which seeks to make the previous edition obsolete by embracing contemporary vulgarisms, it is a good indication that the reader has missed the point of this document.)

"Oral" is the opposite of "written." "Verbal" means communication by use of words (whether oral or written), in contrast with communication by use of graphs, computer printouts, music, or other means. (Most dictionaries allow the use of "verbal" to mean "oral," but only "by confusion," and we try not to specialize in confusion in this laboratory.)

"Less than" applies to bulk, not number. "There were less than 50 students at the 'Giant Rally'" is incorrect; we say "fewer than" for any items that can be counted. [This error is not so egregious as some others mentioned here, but careful writers (and we hope "careful" describes us!) preserve the distinction between "less than" and "fewer than."]

Almost every use of the word "hopefully" in modern speech or writing is illiterate. Look for the adjective, adverb, or verb that "hopefully" is alleged to modify, and you will almost always discover that the sentence makes no sense at all with this adverb attached to any word in it. It does, of course, make good sense to say that "The candidate listened hopefully to the election returns" ("hopefully" is an adverb modifying "listened"), but it is simply illiterate to say "Hopefully, the new draft will be ready by Thanksgiving." This misuse of "hopefully" in the sense of "we hope" or "I hope" is a terribly insidious development, and we will have no part of it.

The position of "only" in a sentence is frequently incorrect. Sentences with different positions of "only" have different meanings: "I only discussed rabbits" means I did not touch them, kill them, eat them, ...," whereas "I discussed only rabbits" means "I did not discuss chickens, peacocks, gerbils, ..." Make sure that "only" is in juxtaposition to the word to which it is intended to apply.

Infinitives ordinarily should not be split; remember that grammatically speaking "to be" is a single word (and, in fact, in almost all languages other than English it is a single word). Occasionally in informal writing, to avoid an apparently stuffy sound, it is permissible to split an infinitive, but it must never be splattered. It is simply illiterate to write material like the following: "The purpose of this regulation is to (1) control..., (2) inform..., (3) delay..."

One of the most frequent errors in reports, and less frequent but still ubiquitous in letters, is lack of parallelism. Any list must be of objects of the same kind and must be expressed in the same parts of speech. For example, the following is wrong (as well as graceless): "The purpose of this program is to attract better students and for cost reduction." The error is obvious here, but it can be much subtler. All elements of such a list must be parallel in every respect. For example, if each is a verb, each verb should be in the same tense and mood. Attention to parallelism is especially important in long lists employing numbering of elements. Nonparallelism is perhaps the most troublesome error in draft material submitted to the Director's Office for editing, since to make it parallel can require a great deal of rewriting.

University of Rochester  
Laboratory for Laser Energetics



Robert L. McCrory  
Professor and Director

15 November 2005

Mr. Peter R. Smith  
President  
New York State Energy Research  
and Development Authority  
17 Columbia Circle  
Albany, NY 12203-6399

Dear Mr. Smith:

I am pleased to submit our renewal proposal for \$750,000. The State's involvement in this significant energy research effort is most important to leverage the large amount of federal funds that will come to New York for this project. In addition to providing jobs, the advanced technology assets of the Laboratory are the seeds that help attract new companies and investors to New York State's high-technology development. For these and other very good reasons NYSERDA can take pride and credit for its participation.

NYSERDA's historical support of the University of Rochester's Laboratory for Laser Energetics (LLE) has proven extremely valuable in obtaining congressional and Department of Energy support for LLE's fusion energy and related technologies programs including funding for a high-energy, high-intensity addition to OMEGA called OMEGA EP (extended performance). Significantly, LLE's stature and recognition as a key player in the national fusion energy program has grown enormously since the OMEGA upgrade was activated. NYSERDA's support has been invaluable in making LLE's program extremely cost effective and has allowed significant effort to be devoted to a balanced energy research program.

I appreciate your past support and look forward to your continued support.

Sincerely,

Robert L. McCrory  
Professor

RLM:j  
Attachment

University of Rochester

Laboratory for Laser Energetics

Robert L. McCrory  
Professor and Director

## MEMORANDUM

12 August 2005

**TO:** APS Participants

**FROM:** Robert L. McCrory

**SUBJECT:** Deadlines for APS

Artwork for the 47<sup>th</sup> APS Annual Division of Plasma Physics Meeting is due by close of business on Thursday, 22 September 2005. Please submit one copy of your presentation to Natalie Klein in the Publications & Design Department for classification and preparation.

Manuscripts for invited presentations are also due on 22 September.

I reserve the right to cancel talks and/or individual participation in the conference for those who do not comply.

Thank you for your cooperation.

Distribution:

K. Anderson	I. V. Igumenshchev	S. P. Regan
R. Betti	P. A. Jaanimagi	C. Ren
T. R. Boehly	N. Jang	R. D. Petrasso
T. J. B. Collins	J. P. Knauer	T. C. Sangster
R. S. Craxton	D. Li	H. Sawada
J. A. Delettrez	G. Li	W. Seka
D. Edgell	J. A. Marozas	R. W. Short
R. Epstein	F. J. Marshall	S. Skupsky
M. C. Ghilea	A. V. Maximov	V. A. Smalyuk
V. Yu. Glebov	P. W. McKenty	A. Solodov
V. N. Goncharov	D. D. Meyerhofer	C. Stoeckl
O. V. Gotchev	J. E. Miller	S. Sublett
L. Guazzotto	J. Myatt	W. Theobald
D. R. Harding	P. B. Radha	C. Zhou

cc: N. Klein, K. Freson



Robert L. McCrory  
 Vice Provost and CEO  
 Professor and Director

***Trustee's Visiting Committee Meeting  
 Laboratory for Laser Energetics***

***Seminar Room***

***Tuesday, 21 November 2006***

0730	Arrival at LLE	Ms. Steve
0745	Executive Session	Chairman and Committee
0815	University Administration Remarks	President Seligman/Provost Phelps
0840	ICF Program Overview	Director McCrory
0910	Theory Report	Dr. Skupsky
0940	Graduate and Undergraduate Education	Prof. Betti
1000	Fusion Science Center	Prof. Betti
1025	Experimental Report	Prof. Meyerhofer
1045	National Ignition Campaign	Dr. Sangster
1115	Engineering/OMEGA Report	Mr. Loucks
1145	OMEGA EP Use Plan and Fast Ignition Experiments	Prof. Meyerhofer
1205	Break to prepare for working lunch	
1220	OMEGA User Experiments	Dr. Soures
1235	OMEGA EP	Mr. Morse
1250	Financial Overview, Accountability, and Intellectual Property Activity	Mr. Schoen
1320	Executive Session with possible general discussion with Director McCrory	Chairman & Committee
1415	Report to Administration	President, Provost, Chairman, Committee, and Director McCrory
1515	Tour	Mr. Loucks
1615	Adjourn/Depart for Airport	Transportation Plan

**AGENDA**

**Kenneth Anderson**  
**University of Rochester's Laboratory for Laser Energetics**

**Interviewing for Research Associate joint-position between the  
Fusion Science Center and Theory & Computation**

<b>Thursday, 1 December 2005</b>		
1300-1330	Fusion Science Center Director ( <i>Rm. 1106A</i> )	Riccardo Betti
1330-1400	Fusion Science Center ( <i>Rm. 1106B</i> )	Andrey Solodov
1400-1430	Fusion Science Center ( <i>Rm. 276</i> )	Chuang Ren
1430-1500	Experimental Division ( <i>Rm. 2815</i> )	Christian Stoeckl
1500-1530	Experimental Division Director ( <i>Rm. 207</i> )	David Meyerhofer
1530-1600	Theory Division ( <i>Rm. 213</i> )	P.B. Radha John Marozas
1600-1630	Theory Division ( <i>Rm. 209</i> )	Robert Short
1630-1700	Theory Division ( <i>Rm. 212</i> )	Patrick McKenty

<b>Friday, 2 December 2005</b>		
0830-0900	Experimental Division ( <i>Rm. 270B</i> )	Craig Sangster
0900-0930	Director ( <i>Rm. 238</i> )	Robert McCrory
0930-1100	Seminar ( <i>Coliseum</i> ) "Adiabatic Shaping by Relaxation in Inertial Confinement Fusion"	Kenneth Anderson
1100-1200	Theory Division ( <i>Rm. 211</i> )	Valeri Goncharov
1200-1330	Lunch ( <i>to be determined</i> )	
1330-1430	Theory Division ( <i>Rm. 215</i> )	Jacques Delettrez Andrei Maximov
1430-1530	Theory Division ( <i>Rm. 216</i> )	Reuben Epstein Jason Myatt
1530-1600	Theory Division ( <i>Rm. 270C</i> )	Timothy Collins
1600-1630	Theory Division ( <i>Rm. 217</i> )	Stephen Craxton
1630-1700	Administrative Division Director ( <i>Rm. 231</i> )	John Schoen
1700-1730	Theory Division Director ( <i>Rm. 268</i> ) T&C Group Leader	Stanley Skupsky Patrick McKenty

Questions/Changes contact Sara Bodensteiner

15 November 2005



250 East River Road  
Rochester, New York 14623  
(585) 275-5101

---

250 East River Road  
Rochester, NY 1462

Laboratory for Laser Energetics

TEL 585/275-5101



---

# SEMINAR

**Dr. Christophe Dorrer**  
Bell Labs,  
Lucent Technologies

## **“CONCEPTS AND TECHNIQUES FOR OPTICAL PULSE CHARACTERIZATION”**

**Abstract:**

The measurement of the electric field of short optical pulses is an active domain of research and development. Typical applications of accurate pulse characterization techniques include the characterization of the properties of matter and the optimization of physical processes. Temporal characterization techniques can be classified according to general concepts that condition their properties and implementation. The concepts of spectrography, interferometry and tomography will be reviewed. Examples of techniques based on these concepts, such as frequency resolved optical gating, the linear spectrogram technique, spectral phase interferometry for direct electric field reconstruction, electro-optic spectral shearing interferometry and chronocyclic tomography will be presented.

**Tuesday, 22 March 2005**  
**0900 hrs**  
**COLISEUM**

### Capitalization Rule and Style Examples

The rule on capitalization is that unique nouns are capitalized. The application of this rule is not always self-evident, but if in doubt on capitalization one should always ask: Is this word designating something or somebody that is unique? For example, "people" is not capitalized, but "Frank Smith" is. Frank Smith is a unique individual; the fact that there could be a number of people named Frank Smith does not interfere with our usage of the words Frank Smith to designate a single, unique individual. This example, however, also illustrates the way that the difficulties and the (rare) exceptions come in, which many people use as a way of throwing up their hands and saying they will never understand capitalization. Of course it is possible that in some specialized writing one might have a phrase such as "If all of the Frank Smiths in New York City were assembled in this room it would be a crowded room, indeed." Obviously the capitalization of the Frank Smiths in that (highly unusual) sentence was simply to copy the usage in the much commoner sentences where only a single individual was involved.

There are two clues that are very helpful, even if, used alone, they may not produce a definitive answer. These are: (1) It is extremely rare that the indefinite article appears before a capitalized word; the chief exceptions are when the capitalized word is derived from a unique word, e.g., "An American," which is obviously a shorthand expression derived from "a resident or citizen of the United States of America." (2) It is rare for a capitalized word to be used in the plural; again the exceptions are derivatives like "Americans." It is, in fact, this derivative relation in capitalization that seems to cause the most trouble. For example, if we are talking about chemistry departments at various universities in the world, none of these words becomes capitalized. When we speak of the Department of Chemistry at the University of Rochester, they are, of course, capitalized. Note that if the final word had been uncapitalized ("chemistry"), the meaning would have been different; it would have meant "to do our part in attracting students to the profession of chemistry."

All of these remarks conform to practice elsewhere; they are not a special style. For example, the distinction about departments made in the preceding paragraph is quite parallel to the distinction made in saying that "we will drive west" as distinguished from "we will drive to the West." In the former "west" means "in a westerly direction" and is no more to be capitalized than other adverbs like "slowly." In the latter, "West" is shorthand for "the western part of the United States of America," and its capitalization follows from its uniqueness.

One of the most difficult capitalization problems has to do with the ranks of professors; when we are writing formal language in which the distinction between ranks is important, we capitalize "Assistant Professor," "Associate Professor," or "Professor." This usage is to some extent arbitrary, but it is in part reasonable because what is unique is the rank and privileges pertaining thereto. Usually, however, we are not referring specifically to ranks; and then we say "the professors at the University constitute our greatest asset," or "a professor is a man who thinks otherwise."

Another way problems can arise in capitalization is if the same word is used in slightly varying connotations. For example, one might talk about the "National Parks Service" and later in the same paper talk about "Glacier Park" and "Yosemite Park." Referring to these two together, one might well call them "these Parks" (rather than "these parks") in order to avoid the unsightly juxtaposition of Glacier Park, Yosemite Park, and parks (in which the upper- and lower-case p's clash). But he might also use "Parks" as shorthand for "the National Parks Service." If this kind of trouble is encountered, it usually means that the writing is sloppy and ought to be edited.

One final remark on capitalization is that inexperienced people usually overcapitalize. If one never has encountered the word "paleontologist" before, there seems to be a tendency to treat it as a proper noun. (Of course in some circumstances it could be, as for example in "Chief Paleontologist of the U.S. Bureau of Mines," but there it is the title of a very specific and unique individual, not the name given to a member of the profession of paleontology.)