

SUB-EDITING GUIDELINES AND STYLE GUIDE

This guide covers the following topics:

- 1. Titles and credits**
- 2. Text**
- 3. Images**

1. TITLES AND CREDITS

TITLE

The page title should express the main topic or subject-matter of the page. See examples below.

SUB-TITLE

This should always be added and it should describe the type of content in the page.

- Target length should be 7 words
- Include a word indicating the type of content (e.g. memories, photos, history notes)
- Include an indication of the date/time period covered by the page. When a date is included in the title/subtitle – it should be preceded by a comma – e.g. John Smith in his garden, 1945
- If the type of content is an opinion/personal view, the sub-title can be a phrase from the text (e.g. an opinion piece about the West Pier could be ‘A tragedy watched by thousands’)

EXAMPLES OF TITLE AND SUB-TITLES

PAGE TITLE
SUB-TITLE

Hippodrome
A short history, 1901-1965

PAGE TITLE
SUB-TITLE

Stanmer Park
Pre-war memories of Stanmer Village

PAGE TITLE
SUB-TITLE

Victoria Fountain
A postcard sent in 1939

AUTHOR CREDIT

The author should be preceded by the word ‘By’ (note the capital B). Where the perspective/occupation of the author is important (e.g. taxi-driver, local historian, long-term resident), add this after the name, preceded by a comma

- By Joe Bloggs (NOT by Joe Bloggs)

- By Geoffrey Mead, local historian
- By Jessica, schoolchild

If the piece is a transcript of an oral history interview, use the following form of credit:

- Interview with Eddie Marchant

2. Text

FOUR BASIC STEPS TO SUB-EDITING

1. Read the piece in its entirety. Check it makes sense, that it's finished (some entries are not!), and that any references to photos etc. match what's on the page.
2. Correct any spelling errors, typing errors or basic grammar errors.
3. Ensure there is a blank line-space between each paragraph.
4. Insert sub-headings if possible (approx. every 15 lines) to break up the text.
 - Sub-heading should be in bold and in 'sentence case' (i.e. a capital letter at the beginning of the sub-heading, but lower-case thereafter)
 - There should not be a line-space after the sub-heading.
 - The sub-heading can often simply be a phrase drawn from the paragraphs beneath the sub-heading
5. Don't use bold for any other use in the text (e.g. for emphasising individual words), as this will compete with the sub-titles.
6. Use italics for emphasis. Don't use underlining, because it will look like a link.

STYLE GUIDE

We make use of the Economist Style Guide as a reference point for sub-editing guidelines on punctuation, abbreviation etc. The full version of the Economist Style Guide can be found at:

<http://www.economist.com/research/StyleGuide/index.cfm>

Below are extracts from the Economist Style Guide:

Ampersand (&)

Not to be used in general text unless referring to a company or brand where it is used as a convention.

- Ernst & Young BUT My Brighton and Hove

Apostrophe

Use the normal possessive ending 's after singular words or names that end in s: boss's, caucus's, Delors's, St James's, Jones's, Shanks's.

Use it after plurals that do not end in s: children's, Frenchmen's, media's.

Use the ending 's' on plurals that end in s—Danes', bosses', Joneses'—including plural names that take a singular verb, eg, Reuters', Barclays', Stewarts & Lloyds', Salomon Brothers'.

Bullet points

Bullet points should be introduced by a colon (see example below).

Full stops should be used at the end of bullet points only if the bullet point is a complete sentence. If the sentence is incomplete, no full stop is necessary.

Note that full sentences should be grammatically correct and begin with a capital letter; incomplete sentences are all lower case. For example:

- incomplete sentence
- This is a complete sentence.

Bullet points simplify and break down main points into components. They usually clarify meaning and can be used to highlight or provide examples. Bullet points should be used whenever possible and appropriate, but only after the context has been established with an introductory sentence.

Capital letters

Proper nouns - names a specific person, place, or thing.

For example: Joe Bloggs Brighton Royal Pavilion Tuesday

Edit out contributors unwarranted use of capital letters – eg

Original

“When we were kids we went to the Pictures on a Saturday morning. We bought Ice Cream and Sweets if we had any extra money.”

Edited

“When we were kids we went to the pictures on a Saturday morning. We bought ice cream and sweets if we had any extra money.”

Acronyms

BBC TUC **Not** B.B.C T.U.C.

Colons

Use a colon “to deliver the goods that have been invoiced in the preceding words” (Fowler). They brought presents: gold, frankincense and oil at £35 a barrel.

Dashes

You can use dashes in pairs for parenthesis, but not more than one pair per sentence, ideally not more than one pair per paragraph.

Use a dash to introduce an explanation, amplification, paraphrase, particularisation or correction of what immediately precedes it. Use it to gather up the subject of a long sentence. Use it to introduce a paradoxical or whimsical ending to a sentence. Do not use it as a punctuation maid-of-all-work

Exclamation marks

Never more than one
Edit out contributors overuse of these

Full stops

Use plenty. They keep sentences short. This helps the reader.
Do not use full stops in abbreviations: eg not e.g.

Inverted commas

If an extract ends with a full stop or question-mark, put the punctuation before the closing inverted commas eg,

“When I was a child I went to the pictures on Saturdays.”

“When you were small, did you go to the pictures on Saturdays?”

Use single ones only for quotations within quotations.

“When I say ‘immediately’, I mean some time before April,” said the spokesman.

When a quotation is broken off and resumed after such words as he said, the form is:
“If you’ll let me see you home,” he said, *“I think I know where we can find a cab.”*

Numbers

In body copy, spell out numbers from one to ten,

Spell out numbers at the start of a sentence.

Use figures for numbers from 11 upwards.

However, in a paragraph listing several numbers relating to the same topic, eg comparing numbers of votes cast, use all figures.

Use a comma for numbers over 999: 1,670.

Omissions

Indicate omissions from quoted text with three full points, with a space on either side, within square brackets [...]

Semi-colons

Semi-colons should be used to mark a pause longer than a comma and shorter than a full stop. Don't overdo them.

Spelling

No Americanisms

- **recognise** NOT **recognize** - **never replace ‘s’ with ‘z’**
- **centre** NOT **center**

Square brackets [like these]

Are used to indicate authorial additions. They indicate *your* changes to somebody else's text, or your comments on it.

Examples

In an interview

“My handbag [laughs] is my most cherished possession.”

If you are quoting a text which requires brief explanation, you would insert your own remarks between square brackets.

'Thompson's article then goes on to claim that 'these dramatic upheavals [in government policy] were heralded by cabinet reshuffles earlier in the year.

BIBLIOGRAPHIC AND OTHER REFERENCES

The following conventions should be used when an author quotes source materials (this sometimes happens at the end of historical articles submitted to the site)

For books

- The author's or editor's name (or names)
- The year the book was published
- The title of the book
- If it is an edition other than the first
- The city the book was published in
- The name of the publisher

Example

Warlow, B. (2000) *Shore Establishments of the Royal Navy* (Second Edition)
Liskeard, Maritime Books.

For unpublished material – eg essays/diaries

- Author's family name/surname
- Author's initial(s)
- Year of presentation in brackets
- Title *in italics*
- Unpublished
- Description (e.g. essay)
- Place of lodgement (i.e. which library)

Example

Drury, J.A. (1998). *Representation: The Digital Photographic Image*. Unpublished essay. University of Sussex.

For online sources

Author's/Editor's SURNAME, INITIALS., Year. *Title* [online]. (Edition).
Place of publication: Publisher (if ascertainable).
Available from: URL [Accessed Date].

Example

HOLLAND, M., 2004. *Guide to citing Internet sources* [online]. Poole, Bournemouth University. Available from:
http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html
[Accessed 4 November 2004].

3. IMAGES

GALLERIES

Maximum number of images in a gallery – 12 – use common sense as to how to break up a collection of images greater than this number. So for example, a collection of 14 images would not be 12+2 but 8+6

Galleries should be created with images that have a common thread/topic which is supplemental to the subject of the images.

CAPTIONS

This should give enough details about the image to be useful to visually impaired users whose screen reader will read the pop out text on the image.

CREDITS

This should give full details of the source of the image.

EXAMPLES OF CAPTIONS AND CREDITS

(note italics for the credits)

Caption	Photograph of bathing machines from the West Pier, 1870
Credit	<i>From the private collection of Keith Chambers</i>
Caption	Photograph of St. Bartholomew's Church, Brighton, 2003.
Credit	<i>Photo by John Merrington.</i>
Caption	Drawing of 'Hobden's Royal Baths c1854
Credit	<i>Image reproduced with kind permission from <u>Brighton and Hove in Pictures</u> by Brighton and Hove City Council</i>
Caption	Map of Queen's Park c 1830
Credit	<i>Reproduced with permission of the 'Friends of Queen's Park'</i>
Caption	Drawing of a 19 th century view of the site of the Grand Hotel, Brighton, showing the West Battery.
Credit	There is no credit so we put - <i>From a private collection</i>
Caption	Drawing by Joseph Di Giuseppe of the entrance to Preston Park Railway Station
Credit	From the private collection of Brian Matthews
Caption	Photograph of the Royal Albion Hotel, The Old Steine, Brighton.
Credit	<i>Image from the 1994 'My Brighton' museum exhibit</i>