- periods of the initials in personal names (e.g., J. R. Zhang).

Exception: Do not insert a space after internal periods in abbreviations (e.g., a.m., i.e., U.S.), including identity-concealing labels for study participants (F.I.M.), or around colons in ratios. Spacing twice after punctuation marks at the end of a sentence aids readers of draft manuscripts.

4.02 Period

Use a period to end a complete sentence. Periods are used with abbreviations as follows:

Use periods with

- initials of names (J. R. Smith).
- abbreviation for United States when it is used as an adjective (U.S. Navy).
- identity-concealing labels for study participants (F.I.M.). (See section 4.01 on spacing.)
- Latin abbreviations (a.m., cf., i.e., vs.).
- reference abbreviations (Vol. 1, 2nd ed., p. 6, F. Supp.).

Do not use periods with

- abbreviations of state names (NY; OH; Washington, DC) in reference list entries or in vendor locations (e.g., for drugs and apparatus described in the Method section).
- capital letter abbreviations and acronyms (APA, NDA, NIMH, IQ).
- abbreviations for routes of administration (icv, im, ip, iv, sc).
- web addresses in text or in the reference list (http://www.apa.org). In text, include these in parentheses when possible or revise the sentence to avoid ending a sentence with a URL and no punctuation.
- metric and nonmetric measurement abbreviations (cd, cm, ft, hr, kg, lb, min, ml, s).

Exception: The abbreviation for inch (in.) takes a period because without the period it could be misread.

4.03 Comma

Use a comma

- between elements (including before *and* and *or*) in a series of three or more items.

Correct:

the height, width, or depth
in a study by Stacy, Newcomb, and Bentler (1991)

Incorrect:

4.07 Quotation Marks

Observe the following guidelines for uses of double quotation marks other than in material quoted directly from a source.

Use double quotation marks

- to introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression. Use quotation marks the first time the word or phrase is used; thereafter, do not use quotation marks.

  Correct:

  considered "normal" behavior

  the "good-outcome" variable . . . the good-outcome variable [no quotation marks after the initial usage]

  Incorrect:

  considered 'normal' behavior

  the "good-outcome" variable . . . the "good-outcome" variable

- to set off the title of an article or chapter in a periodical or book when the title is mentioned in text.

  Riger's (1992) article, "Epistemological Debates, Feminist Voices: Science, Social Values, and the Study of Women"

- to reproduce material from a test item or verbatim instructions to participants.

  The first fill-in item was "could be expected to _____."

If instructions are long, set them off from text in a block format without quotation marks. (See sections 4.08 and 6.03 for discussion of block format.)

Do not use double quotation marks

- to identify the anchors of a scale. Instead, italicize them.

  We ranked the items on a scale ranging from 1 (*all of the time*) to 5 (*never*).

- to cite a letter, word, phrase, or sentence as a linguistic example. Instead, italicize the term.

  He clarified the distinction between *farther* and *further.*

- to introduce a technical or key term. Instead, italicize the term.

  The term *zero-base budgeting* appeared frequently in the speech. She compared it with *meta-analysis,* which is described in the next section.

4.09 Parentheses

Use parentheses

- to set off structurally independent elements.

  The patterns were statistically significant (see Figure 5).

  (When a complete sentence is enclosed in parentheses, place punctuation in the sentence inside the parentheses, like this.) If only part of a sentence is enclosed in parentheses (like this), place punctuation outside the parentheses (like this).

- to set off reference citations in text (see sections 6.09–6.19 and Appendix 7.1 for further discussion of reference citations in text).

  Dumas and Dore (1991) reported

  is fully described elsewhere (Hong & O'Neil, 1992) in the *Diagnostic and Statistical Manual of Mental Disorders* (4th ed., text rev.; *DSM–IV–TR;* American Psychiatric Association, 2000)

- to introduce an abbreviation.

  effect on the galvanic skin response (GSR)

- to set off letters that identify items in a series within a sentence or paragraph (see also section 3.04 on seriation).

  The subject areas included (a) synonyms associated with cultural interactions, (b) descriptors for ethnic group membership, and (c) psychological symptoms and outcomes associated with bicultural adaptation.

- to group mathematical expressions (see also sections 4.10 and 4.47).

  $(k - 1)/(g - 2)$

- to enclose the citation or page number of a direct quotation (see also section 6.03).

  The author stated, "The effect disappeared within minutes" (Lopez, 1993, p. 311), but she did not say which effect.

  Lopez (1993) found that "the effect disappeared within minutes" (p. 311), but she did not say which effect.

- to enclose numbers that identify displayed formulas and equations.

  $$M_j = \alpha M_{j-1} + f_j + g_j * g_{j'} \quad (1)$$

- to enclose statistical values.

  was statistically significant ($p = .031$)

■ to enclose degrees of freedom.

$t(75) = 2.19$
$F(2, 116) = 3.71$

Do not use parentheses

■ to enclose material within other parentheses.

(the Beck Depression Inventory [BDI]) [Use brackets to avoid nested parentheses.] were statistically different, $F(4, 132) = 13.62$, $p < .001$. [Use a comma before the statistics to avoid nested parentheses.]

■ back to back.

Correct:

(e.g., defensive pessimism; Norem & Cantor, 1986)

Incorrect:

(e.g., defensive pessimism) (Norem & Cantor, 1986)

4.10 Brackets

Use brackets

■ to enclose the values that are the limits of a confidence interval.

95% CIs [–7.2, 4.3], [9.2, 12.4], and [–1.2, –0.5]

■ to enclose material inserted in a quotation by some person other than the original writer.

"when [his own and others'] behaviors were studied" (Hanisch, 1992, p. 24)

■ to enclose parenthetical material that is already within parentheses.

(The results for the control group [$n = 8$] are also presented in Figure 2.)

Exception 1: Do not use brackets if the material can be set off easily with commas without confounding meaning.

(as Imai, 1990, later concluded)

not

(as Imai [1990] later concluded)

Exception 2: In mathematical material, the placement of brackets and parentheses is reversed; that is, parentheses appear within brackets. (See section 4.47 for further dis-

Incorrect:

was statistically significant ($F[1, 32] = 4.37$, $p = .045$).

Incorrect:

was statistically significant [$F(1, 32) = 4.37$, $p = .045$].

4.11 Slash

Use a slash (also called a *virgule*, *solidus*, or *shill*)

- to clarify a relationship in which a hyphenated compound is used.

  the classification/similarity-judgment condition
  hits/false-alarms comparison

- to separate numerator from denominator.

  X/Y

- to indicate *per* to separate units of measurement accompanied by a numerical value (see section 4.27).

  0.5 deg/s 7.4 mg/kg

  but

  luminance is measured in candelas per square meter

- to set off English phonemes.

  /o/

- to cite a republished work in text.

  Freud (1923/1961)

Do not use a slash

- when a phrase would be clearer.

  Each child handed the ball to her mother or guardian.

  not

  Each child handed the ball to her mother/guardian.

- for simple comparisons. Use a hyphen or short dash (en dash) instead.

  test–retest reliability

  not

  test/retest reliability

- more than once to express compound units. Use centered dots and parentheses as needed to prevent ambiguity.

  nmol • hr^{-1} • mg^{-1}

  not

  nmol/hr/mg

Spelling

4.12 Preferred Spelling

Spelling should conform to standard American English as exemplified in *Merriam-Webster's Collegiate Dictionary* (2005), the standard spelling reference for APA journals and books; spelling of psychological terms should conform to the *APA Dictionary of Psychology* (VandenBos, 2007). If a word is not in *Webster's Collegiate*, consult the more comprehensive *Webster's Third New International Dictionary* (2002). If the dictionary gives a choice, use the first spelling listed; for example, use *aging* and *canceled* rather than *ageing* and *cancelled*.

Plural forms of some words of Latin or Greek origin can be troublesome; a list of preferred spellings of some of the more common ones follows. Authors are reminded that plural nouns take plural verbs.

Singular	Plural
appendix	appendices
cannula	cannulas
datum	data
phenomenon	phenomena

In general, the possessive of a singular name is formed by adding an apostrophe and an *s*, even when a name ends in *s;* the possessive of a plural name is formed by adding an apostrophe. A list of examples follows as well as some exceptions.

Singular	Plural
Freud's	the Freuds'
James's	the Jameses'
Watson's	the Watsons'
Skinner's	the Skinners'

Exceptions: Use an apostrophe only with the singular form of names ending in unpronounced *s* (e.g., Descartes'). It is preferable to include *of* when referring to the plural form of names ending in unpronounced *s* (e.g., the home of the Descartes).

4.13 Hyphenation

Compound words take many forms; that is, two words may be written as (a) two separate words; (b) a hyphenated word; or (c) one unbroken, "solid" word. Choosing the proper form is sometimes frustrating. For example, is *follow up*, *follow-up*, or *followup* the form to be used? The dictionary is an excellent guide for such decisions, especially for nonscientific words (the term is *follow-up* when functioning as a noun or adjective but *follow up* when functioning as a verb). When a compound can be found in the dictionary, its usage is established and it is known as a *permanent compound* (e.g., *high school*, *caregiver*, and *self-esteem*). Dictionaries do not always agree on the way a compound should be written (open, solid, or hyphenated); APA follows *Webster's Collegiate* in most cases. Compound terms are often introduced into the language as separate or hyphenated words, and as they become more commonplace, they tend to fuse into a solid word. For example, the hyphen was dropped from *life-style* in the 11th edition of *Webster's Collegiate*, and *data base* is now *database*.

There is another kind of compound—the *temporary compound*—which is made up of two or more words that occur together, perhaps only in a particular paper, to express a thought. Because language is constantly expanding, especially in science, temporary compounds develop that are not yet listed in the dictionary. If a temporary compound modifies another word, it may or may not be hyphenated, depending on (a) its position in the sentence and (b) whether the pairing of a compound with another word can cause the reader to misinterpret meaning. The main rule to remember is that if a temporary compound precedes what it modifies, it may need to be hyphenated, and if it follows what it modifies, it usually does not. If a compound is not in the dictionary, follow the general principles of hyphenation given here and in Table 4.1. If you are still in doubt, use hyphens for clarity rather than omitting them. (See also Tables 4.2 and 4.3 for treatment of prefixes and suffixes.)

Hyphens, dashes, and minus signs are each typed differently.

- **hyphen:** Use no space before or after (e.g., trial-by-trial analysis).
- **em dash:** An em dash is longer than a hyphen or an en dash and is used to set off an element added to amplify or to digress from the main clause (e.g., Studies—published and unpublished—are included). Use no space before or after an em dash. If an em dash is not available on your keyboard, use two hyphens with no space before or after.
- **en dash:** An en dash is longer and thinner than a hyphen yet shorter than an em dash and is used between words of equal weight in a compound adjective (e.g., Chicago–London flight). Type as an en dash or, if the en dash is not available on your keyboard, as a single hyphen. In either case, use no space before or after.
- **minus sign:** A typeset minus sign is the same length as an en dash, but it is slightly thicker and slightly higher. If a minus sign is not available in your word-processing program, use a hyphen with a space on both sides (e.g., a - b). For a negative value, use a hyphen rather than a minus sign, with a space before but no space after (e.g., -5.25).

Table 4.1. Guide to Hyphenating Terms

Rule	Example
Hyphenate	
1. A compound with a participle when it precedes the term it modifies	■ role-playing technique ■ anxiety-arousing condition ■ water-deprived animals
2. A phrase used as an adjective when it precedes the term it modifies	■ trial-by-trial analysis ■ to-be-recalled items ■ all-or-none questionnaire
3. An adjective-and-noun compound when it precedes the term it modifies	■ high-anxiety group ■ middle-class families ■ low-frequency words
4. A compound with a number as the first element when the compound precedes the term it modifies	■ two-way analysis of variance ■ six-trial problem ■ 12th-grade students ■ 16-s interval
5. A fraction used as an adjective	■ two-thirds majority
Do not hyphenate	
1. A compound including an adverb ending in *ly*	■ widely used text ■ relatively homogeneous sample ■ randomly assigned participants
2. A compound including a comparative or superlative adjective	■ better written paper ■ less informed interviewers ■ higher scoring students ■ higher order learning
3. Chemical terms	■ sodium chloride solution ■ amino acid compound
4. Foreign phrases used as adjectives or adverbs	■ a posteriori test ■ post hoc comparisons ■ fed ad lib [but hyphenate the adjectival form: ad-lib feeding; see *Webster's Collegiate*]
5. A modifier including a letter or numeral as the second element	■ Group B participants ■ Type II error ■ Trial 1 performance
6. Common fractions used as nouns	■ one third of the participants

General Principle 1

If a compound adjective can be misread, use a hyphen.

General Principle 2

In a temporary compound that is used as an adjective before a noun, use a hyphen if the term can be misread or if the term expresses a single thought (i.e., all words together

Table 4.2. Prefixes and Suffixes That Do Not Require Hyphens

Prefix or suffix	Example	Prefix or suffix	Example
able	retrievable	**mini**	minisession
after	aftereffect	**multi**	multiphase
anti	antisocial	**non**	nonsignificant
bi	bilingual	**over**	overaggressive
cede	intercede	**phobia**	agoraphobia
co	coworker	**post**	posttest
counter	counterbalance	**pre**	preexperimental
equi	equimax	**pro**	prowar
extra	extracurricular	**pseudo**	pseudoscience
gram	cardiogram	**quasi**	quasiperiodic
infra	infrared	**re**	reevaluate
inter	interstimulus	**semi**	semidarkness
intra	intraspecific	**socio**	socioeconomic
like	wavelike	**sub**	subtest
macro	macrocosm	**super**	superordinate
mega	megawatt	**supra**	supraliminal
meta	metacognitive	**ultra**	ultrahigh
meter	micrometer	**un**	unbiased
micro	microcosm	**under**	underdeveloped
mid	midterm		

Exceptions: Use a hyphen in *meta-analysis* and *quasi-experimental.*

modify the noun). For example, are *different word lists* (a) word lists that are different from other word lists (if so, *different* modifies *word lists;* thus, write *different word lists*) or (b) lists that present different words (if so, the first word modifies the second, and together they modify *lists,* thus, *different-word lists*). Likewise, "the adolescents resided in two parent homes" means that two homes served as residences, whereas if the adolescents resided in "two-parent homes," they each would live in a household headed by two parents. A properly placed hyphen helps the reader understand the intended meaning.

General Principle 3

Most compound adjective rules are applicable only when the compound adjective precedes the term it modifies. If a compound adjective follows the term, do not use a hyphen, because relationships are sufficiently clear without one. The following examples are all correctly hyphenated:

client-centered counseling

Table 4.3. Prefixed Words That Require Hyphens

Occurrence	Example
1. Compounds in which the base word is capitalized	■ pro-Freudian ■ post-1970
a number	■ pre-UCS trial
an abbreviation	■ non-achievement-oriented students
more than one word	
2. All *self-* compounds, whether they are adjectives or nouns[a]	■ self-report technique ■ the test was self-paced ■ self-esteem
3. Words that could be misunderstood	■ re-pair [pair again] ■ re-form [form again] ■ un-ionized
4. Words in which the prefix ends and the base word begins with the same vowel[b]	■ meta-analysis ■ anti-intellectual ■ co-occur

[a]But *self psychology*. [b]*Pre* and *re* compounds are usually set solid to base words beginning with *e*.

but

the counseling was client centered

t-test results

but

results from *t* tests

same-sex children

but

children of the same sex

General Principle 4

Write most words formed with prefixes as one word (see Table 4.2). Table 4.3 contains some exceptions.

General Principle 5

When two or more compound modifiers have a common base, that base is sometimes omitted in all except the last modifier, but the hyphens are retained.

long- and short-term memory

2-, 3-, and 10-min trials

Capitalization

Use an uppercase letter for the first letter of a word according to the guidelines in the following sections.

4.14 Words Beginning a Sentence

Capitalize

- the first word in a complete sentence.

Note: If a name that begins with a lowercase letter begins a sentence, then it should be capitalized. Do not begin a sentence with a statistical term (e.g., *t* test or *p* value; see section 4.30 for abbreviations beginning a sentence).

Correct:

De Waal (1994) concluded the following

Incorrect:

de Waal (1994) concluded the following

- the first word after a colon that begins a complete sentence.

The author made one main point: No explanation that has been suggested so far answers all questions.

4.15 Major Words in Titles and Headings

Capitalize

- major words in titles of books and articles within the body of the paper. Conjunctions, articles, and short prepositions are not considered major words; however, capitalize all words of four letters or more. Capitalize all verbs (including linking verbs), nouns, adjectives, adverbs, and pronouns. When a capitalized word is a hyphenated compound, capitalize both words. Also, capitalize the first word after a colon or a dash in a title.

In her book, *History of Pathology*
The criticism of the article, "Attitudes Toward Mental Health Workers"
"Ultrasonic Vocalizations Are Elicited From Rat Pups"
"Memory in Hearing-Impaired Children: Implications for Vocabulary Development"

Exception: In titles of books and articles in reference lists, capitalize only the first word, the first word after a colon or em dash, and proper nouns. Do not capitalize the second

4.19 Names of Conditions or Groups in an Experiment

Do not capitalize names of conditions or groups in an experiment.

experimental and control groups
participants were assigned to information and no-information conditions

but

Conditions A and B [See section 4.17.]

4.20 Names of Factors, Variables, and Effects

Capitalize names of derived variables within a factor or principal components
sis. The words *factor* and *component* are not capitalized unless followed by a n
(see section 4.17).

Mealtime Behavior (Factor 4)
Factors 6 and 7
Component 1
Big Five personality factors

Do not capitalize effects or variables unless they appear with multiplication
(Take care that you do not use the term *factor* when you mean *effect* or *variab*
example, in an interaction or analysis of variance.)

a small age effect
the sex, age, and weight variables

but

the Sex × Age × Weight interaction
a 3 × 3 × 2 (Groups × Trials × Responses) design
a 2 (methods) × 2 (item types)

abbreviations sho

Minnesota Multiphasic Personality Inventory (MMPI)
conditional stimulus (CS)
intertrial interval (ITI)
consonant–vowel–consonant (CVC)
short-term memory (STM)
reaction time (RT)

Do not use the abbreviations *S*, *E*, or *O* for subject, experimenter, and observer.

4.26 Latin Abbreviations

Use the following standard Latin abbreviations only in parenthetical material; in non-parenthetical material, use the English translation of the Latin terms; in both cases, include the correct punctuation that accompanies the term:

cf.	compare	i.e.,	that is,
e.g.,	for example,	viz.,	namely,
, etc.	, and so forth	vs.	versus, against

Exception: Use the abbreviation *v.* (for *versus*) in references and text citations to court cases, whether parenthetical or not (see Appendix 7.1, section A7.03, Examples 1–8).

Exception: In the reference list and in text, use the Latin abbreviation *et al.*, which means *and others*, in nonparenthetical as well as parenthetical material.

4.27 Scientific Abbreviations

Units of measurement. Use abbreviations and symbols for metric and nonmetric units of measurement that are accompanied by numeric values (e.g., 4 cm, 30 s, 12 min, 18 hr, 45°). (See Table 4.4 for a list of some common abbreviations used for units of measurement.)

Do not repeat abbreviated units of measure when expressing multiple amounts:

16–30 kHz 0.3, 1.5, and 3.0 mg/dl

Write out abbreviations for units that are not accompanied by numeric values (e.g., measured in centimeters, several kilograms).

Units of time. To prevent misreading, do not abbreviate the following units of time, even when they are accompanied by numeric values:

day week month year

Table 4.4. Common Abbreviations for Units of Measurement

Abbreviation	Unit of measurement	Abbreviation	Unit of measurement
A	ampere	m	meter
Å	angstrom	µm	micrometer
AC	alternating current	mA	milliampere
a.m.	ante meridiem	mEq	milliequivalent
°C	degree Celsius	meV	million electron volts
Ci	curie	mg	milligram
cm	centimeter	ml	milliliter
cps	cycles per second	mm	millimeter
dB	decibel (specify scale)	mM	millimolar
DC	direct current	mmHg	millimeters of mercury
deg/s	degrees per second	mmol	millimole
dl	deciliter	mol wt	molecular weight
°F	degree Fahrenheit	mph	miles per hour (include metric equivalent in parentheses)
g	gram	MΩ	megohm
g	gravity	N	newton
Hz	hertz	p.m.	post meridiem
in.	inch (include metric equivalent in parentheses)	ppm	parts per million
IQ	intelligence quotient	psi	pounds per square inch (include metric equivalent in parentheses)
IU	international unit	rpm	revolutions per minute
kg	kilogram	S	Siemens
km	kilometer	V	volt
kph	kilometers per hour	W	watt
kW	kilowatt		
L	liter		

Abbreviate the following units of time:

hr, hour
min, minute
ms, millisecond
ns, nanosecond
s, second

Chemical compounds. Chemical compounds may be expressed by common name or by chemical name. If you prefer to use the common name, provide the chemical name in parentheses on first mention in the Method section. Avoid expressing compounds with chemical formulas, as these are usually less informative to the reader and have a high likelihood of being typed or typeset incorrectly (e.g., aspirin or salicylic acid, *not* $C_9H_8O_4$). If names of compounds include Greek letters, retain the letters as symbols and do not write them out (e.g., β carotene, *not* beta carotene).

Long names of organic compounds are often abbreviated; if the abbreviation is listed as a word entry in *Merriam-Webster's Collegiate Dictionary* (2005; e.g., NADP for *nicotinamide adenine dinucleotide phosphate*), you may use it freely, without writing it out on first use.

Concentrations. If you express a solution as a percentage concentration instead of as a molar concentration, be sure to specify the percentage as a weight-per-volume ratio (wt/vol), a volume ratio (vol/vol), or a weight ratio (wt/wt) of solute to solvent. The higher the concentration is, the more ambiguous the expression as a percentage. Specifying the ratio is especially necessary for concentrations of alcohol, glucose, and sucrose. Specifying the salt form is also essential for precise reporting: *d*-amphetamine HCl or *d*-amphetamine SO_4 (note that expression of chemical name in combination with a formula is acceptable in this case).

12% (vol/vol) ethyl alcohol solution

1% (wt/vol) saccharin solution

Routes of administration. You may abbreviate a route of administration when it is paired with a number-and-unit combination. Preferred style for APA is no periods: icv = intracerebral ventricular, im = intramuscular, ip = intraperitoneal, iv = intravenous, sc = subcutaneous, and so on.

anesthetized with sodium pentobarbital (90 mg/kg ip)

but

the first of two subcutaneous injections (*not* sc injections)

4.28 Other Abbreviations

Use abbreviations for statistics as described in section 4.45. For information on the International System of Units (SI), go to the APA Style website (www.apastyle.org).

4.29 Plurals of Abbreviations

To form the plural of most abbreviations

sary to avoid indirect and awkward writing. In the case of chemical compounds, capitalize the first letter of the word to which the symbol is connected; keep the locant, descriptor, or positional prefix (i.e., Greek, small capital, and italic letters and numerals) intact.

In running text:	*At beginning of sentence:*
L-methionine	L-Methionine
N,N'-dimethylurea	*N,N'*-Dimethylurea
γ-hydroxy-β-aminobutyric acid	γ-Hydroxy-β-aminobutyric acid

Numbers

The general rule governing APA Style on the use of numbers is to use numerals to express numbers 10 and above and words to express numbers below 10. Sections 4.31–4.34 expand on this rule and state exceptions and special usages.

4.31 Numbers Expressed in Numerals

Use numerals to express

a. numbers 10 and above. (*Exceptions:* See sections 4.33–4.34.)

12 cm wide	the 15th trial
the remaining 10%	13 lists
25 years old	105 stimulus words
10th-grade students	

b. numbers in the abstract of a paper or in a graphical display within a paper.

c. numbers that immediately precede a unit of measurement.

a 5-mg dose
with 10.54 cm of

d. numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles.

multiplied by 5
3 times as many [proportion]

0.33 of the
more than 5% of the sample
a ratio of 16:1
the 5th percentile

e. numbers that represent time, dates, ages, scores and points on a scale, exact sums of money, and numerals as numerals.

1 hr 34 min
at 12:30 a.m.
2-year-olds
scored 4 on a 7-point scale

Exception: Use words for approximations of numbers of days, months, and years (e.g., about three months ago).

f. numbers that denote a specific place in a numbered series, parts of books and tables, and each number in a list of four or more numbers.

Grade 8 [*but* the eighth grade; see section 4.34]
Table 3
row 5

4.32 Numbers Expressed in Words

Use words to express

a. any number that begins a sentence, title, or text heading. (Whenever possible, reword the sentence to avoid beginning with a number.)

Forty-eight percent of the sample showed an increase; 2% showed no change.
Twelve students improved, and 12 students did not improve.

b. common fractions.

one fifth of the class
two-thirds majority

c. universally accepted usage.

the Twelve Apostles
Five Pillars of Islam