

College of the Holy Cross

CrossWorks

Holy Cross Bookshelf

College Archives

7-1952

Writing a Term Paper

William Leo Lucey S.J.

Follow this and additional works at: https://crossworks.holycross.edu/hc_books



Part of the [Rhetoric and Composition Commons](#), and the [Scholarly Communication Commons](#)

WRITING A TERM PAPER

by

William Leo Lucey, S.J.

**College of the Holy Cross
Worcester
Massachusetts**

WRITING A TERM PAPER

by

William Leo Lucey, S.J.

College of the Holy Cross

Worcester

Massachusetts

Copyright, 1947, by

The Trustees of the

COLLEGE OF THE HOLY CROSS

FOREWORD

THIS manual has been written to aid those college students who discover too soon for their liking that they have been assigned the task of writing a term paper or a non-fictional essay.

The notes are restricted for the most part to the format of the essay: how to make footnote references, how to quote correctly, how to make a bibliography. Whereas originality is encouraged in the composition of the paper, uniformity should be the rule in making references and in quoting. The student has a tendency to ignore the format of the paper although it determines in a good measure the value of the paper's content.

Some suggestions on preparing the material of a term paper are offered. Each professor will have his own method of directing his students from the selection of a topic to the final draft, but there is general agreement on the successive steps the student must take before attempting the first rough draft. Since many students do not know how to start nor how to proceed, a few words on each step have been added. I am indebted to Paul W. Facey, S.J., of the Department of Sociology, for many suggestions.

College of the Holy Cross
September 8, 1946

WILLIAM L. LUCEY, S.J.
*Department of History
and Political Science*

The response to *Writing a Term Paper* has been favorable beyond expectations. Following the suggestions of those who have used it in the classroom, I have made some revisions and additions without, however, greatly adding to the size of the manual. The conviction that a bulky manual dampens enthusiasm still remains. The aim has been to include the essentials without impinging on the functions of the teacher.

July 31, 1947

W. L. L.

* * * *

The favorable response to this manual has continued, and I think this is due to its brevity. Without increasing the size some of the directives have been clarified. A strong prejudice against a bulky manual has prevented the addition of more examples. I know the teacher will supply the deficiencies.

July 31, 1952

W. L. L.

I. THE TERM PAPER

THE term paper is not popular with students, and one reason for the unpopularity is that it means hard work. A term paper compels a student to do many things of recognized educative value: introduces him to the library and the tools of the library; acquaints him with the literature of a discipline; makes him collect material on a definite subject, read quite extensively, master the content of his reading, organize his findings; constrains him to be accurate and to support his statements with some evidence; forces him to write and to write clearly if he hopes to rate a good mark. The ability to write clear and effective English is a primary objective of a college education, and one that demands the cooperation of all disciplines in the curriculum. The term paper offers these disciplines a fine opportunity to contribute to this common goal. Writing a term paper is not an easy task, but when well done the initial dislike yields to the relish of a minor triumph.

Most students are baffled when first assigned a term paper; they know not how to start nor proceed nor end. Each teacher will have his own method of directing his students in this assignment, but there is a general agreement on the steps and their sequence. There is much to do before attempting the first written draft: a topic must be selected with care; the student must become acquainted with the material on the topic by making a preliminary bibliography; a background knowledge must be first acquired from a few recommended readings; a preliminary outline, stating as clearly as possible at this stage the paper's purpose, must be drafted; then comes extensive reading on the topic, accompanied by note taking and the gradual expansion of the outline and the bibliography; after the reading has been completed the notes are carefully ordered according to the completed outline; finally, it is time for composition. Clearly a term paper is not a week-end assignment, though this popular opinion does not die easily.

Selection of a topic. At first glance this appears to be an easy task, yet it is surprising how many students fail to select a

good topic for a paper. Reluctance to start the real work of the paper partially explains the failure. Another is the student's preference for a very general topic which permits him to write a few thousand words of generalities culled from a text book. The purpose of a term paper is not an opportunity to condense the content of a chapter in a text book but rather an opportunity to investigate and expand what has been condensed to a paragraph in a text book. Hence, the selection of a topic is not as simple as it first appears; there is small chance of a respectable term paper unless the topic selected is tractable.

The topic should be a restricted one. Immigration into the United States, for instance, is too broad a field for a term paper. Irish immigration is still too broad; Irish immigration into New England during 1840-1860 is much better; Irish immigration into Worcester County during 1840-1860 makes a good topic. Again, "The Negro Problem" is too broad. It should be restricted as to time and place: "The Negro Problem in Contemporary United States." This is still too broad. A particular phase of the problem should be selected: "Educational Opportunities for Negroes in the Contemporary South." This is better. But further restriction would improve the topic: elementary educational opportunities, or college education opportunities, or educational opportunities for the professions, depending on the availability of material for each. Another example: the protective tariff problem is obviously too broad. The protective tariff in the United States is still unsatisfactory. The effects of protective tariff on a particular American industry during a definite period would make a good topic. One more example will suffice. The political thought of the American Revolution is too much ground for a term paper. Narrow it down to a prominent leader: John Adams, John Dickinson or James Wilson. The political philosophy of one individual is still too broad. The views of John Adams on civil authority or forms of government or property qualifications is quite enough. Still better: the views of John Adams prior to the Philadelphia Convention on property qualifications.

The topic selected should be, if possible, one the student is interested in. It is a help to select the topics from the field covered during the semester. Most students will discover a topic

of interest before much ground has been covered. Having granted the class a week to probe their interests the instructor must assign a topic to the undecided members with the hope that the topic and a little pressure will eventually arouse the needed interest to make an investigation sufficient to satisfy the demands of a term paper. The instructor may find the posting of a list of suitable topics a handy solution to the problem of getting the students started.

Preliminary bibliography. Once the topic has been selected and limited to the satisfaction of the instructor, the student's next task is a collection of titles on his subject. He must know what has been published on his subject and what is available. And a preliminary step in this assignment is some acquaintance with the topic itself. Let us suppose that the topic is Jared Sparks; before collecting any titles, the student should know when Sparks lived, what his achievements were, who his friends and acquaintances were, and all basic information that might suggest literature connected with Sparks. With this knowledge the student will proceed to collect titles of printed and unpublished writings in any way connected with his project, and this means he must go to the library and use the tools available for that purpose: the card catalogue, guides, bibliographies, indexes, such as *Poole's Index*, *Reader's Guide to Periodical Literature*, *The Catholic Periodical Index*, *The Catholic Bookman*, *International Index to Periodicals*, *The Education Index*, *New York Times Index*, etc. All possible leads to information should be investigated. Bibliographies found in special studies or scholarly series like *A History of American Life*¹ will be invaluable and should never be neglected. Browsing through certain sections of the library is another prerequisite of this assignment; each student should browse through the section or sections which cover his topic. All the material that can be found, even though all will not be read in preparation for the paper, should be included in the preliminary bibliography. A week can be spent with profit in this assignment.

The instructor should not suppose that his students know

¹Edited by Arthur M. Schlesinger and Dixon Ryan Fox, (12 vols., New York: The Macmillan Company, 1927-1943). The last chapter of each volume is a critical bibliography of the literature of the period.

the tools of research and how to use them. He must instruct them if he expects to receive respectable bibliographies from them. A very profitable assignment prior to the collection of titles would be the collection of guides, indexes, and bibliographies of historical literature or of the social sciences. The student should be told to collect all the titles of guides he can discover to general historical literature, to European history, to American history, to periodical literature, and to newspapers. The instructor can then add any important guide that has escaped the students, and he can explain where the guides will be found and how to use them. Any student so instructed should have no difficulty in collecting plenty of material on his topic.

The bibliography will grow with each reading, and all new references should be added to the preliminary bibliography. At the completion of the term paper each student should have an excellent bibliography on his topic, and long before the first rough draft the student will realize he can not exhaust the literature on his topic and must select the best readings for his work.

While collecting the titles two directions should be observed. When you happen across any evaluation of a writing by a competent critic, make a note of it beside the entry, for this will guide you in the selection of readings; the instructor, of course, will also advise you. In making bibliographical entries, take down complete information on the book or article,—all the information needed (as explained under *Note Taking*) for a complete reference.

Background reading and the preliminary outline. A background knowledge of and solid acquaintance with the topic must now be acquired. Some students have this and can start their serious reading immediately; others have not and must acquire it. The student is writing on a phase, an aspect of a larger period or problem, and he must know something of this period or problem and how the topic is related to and grows out of it. One should, for instance, know something about the immigration movement and the Irish immigrant to the United States during pre-Civil War years before concentrating on Irish immigration into Worcester County during 1840-1860. A few well selected readings will usually provide this knowledge: a chapter or two

from a volume on the period or problem and an article or two from a standard Encyclopedia or Dictionary.¹

From these readings the student will be able to draft a preliminary outline of the paper: a few brief statements expressing as clearly as possible the development of the paper. At best, these statements are major divisions of expected findings from subsequent readings; they may well be expressed in the form of questions, for not until much reading has been done can the student arrive at any conclusions.

Some topics lend themselves to an outline; a preliminary outline of a paper on a national election develops quite easily from the background reading: national conventions; platforms and candidates; issues; campaigns; factors in the election; results. In a biographical study of a sociologist, economist or political philosopher, one is apt to follow a chronological order: the influence of home, educational and political environment on his views, his field, qualifications for this field, writings and contributions, influence on his period, the value of his writings today. A certain topic might call for a geographical approach: the protective tariff in the South, the industrial East, the mid-West. Other topics are more stubborn; it might be helpful to consider the nature of the problem involved, its origin, its influences, attempted solutions. There can be, of course, any combination of approaches to the topic, and each discipline has its own approach which will be reflected in the outline. The outline will grow and be altered and develop with each reading, but with the preliminary outline the composition of the paper has really begun.

Reading and Note Taking. Now the reading begins in earnest, and with the reading note taking, expansion of the outline, and additions to the bibliography; all four proceed together. There is no limit on the extent of the reading; there is, however,

¹Some of the standard works are: *Dictionary of American History*, *Encyclopedia of the Social Sciences*, *Dictionary of American Biography*, *American Authors 1600-1900*, *A Biographical Dictionary of American Literature*, *The Dictionary of National Biography*, *The Encyclopedia Britannica* (14th edition), *The Encyclopedia Americana*, *A Cyclopedia of Education*, *The Catholic Encyclopedia*, *The New International Year Book*, *Political Handbook of the World*, *Dictionnaire d'histoire et de geographie ecclesiastiques*, *Dictionnaire de theologie catholique*, *Staatslexikon*.

a minimum (set by the instructor) without which no effort is deserving of the title "term paper."

Notes from your readings are essential; there is no option in this matter. However, there is something personal about note taking and each student must strive to discover what is best for himself. Some find cards the most useful, others like medium sized sheets of paper, while others prefer cards for the bibliographical reference (with content and critical evaluation) and sheets of paper (the same size) for the more extensive notes. Whatever the choice, notes are of little value unless the following are observed.

A bibliographical reference must be made of each reading. By use of captions in the upper corners the subject matter should be indicated. The complete information of the book or article (author, title, facts of publication) used in a bibliography or a footnote reference demands a conspicuous place. Below this entry a few remarks on the content and value of the work would be helpful. If the student faithfully makes these references during his work on the essay, he will discover that he has completed his critical bibliography before he starts the final draft. Hence, cards are preferable for the bibliographical reference, for they can be easily arranged in the required alphabetical order. But let them remember this advice: only one title on each card, as indicated below.

Notes should be taken so that they can readily be ordered.

JV 6455 H2
(call number)

Hansen, Marcus Lee

Immigration
to U.S.

The Immigrant in American History

Cambridge: Harvard Univ. Press, 1940. pp. xi, 230.

outstanding authority. Nine essays: old and new immigrants; expansion, democracy, puritanism, American culture. Immigration as a field for research, pp. 191-217.

V. O. Key, Jr.

"If the Election Follow the Pattern"

The New York Times Magazine
(October 20, 1946), pp. 8, 63-64.

excellent; with one exception (1934) the President's party has lost strength in House in mid-term elections, since Civil War. Two charts on p. 8. See also L. H. Bean, "The Republican 'Mandate' and '48," *ibid.*, (January 19, 1947), pp. 16, 52 f.

Again, captions in the upper corners of the card or sheet of paper should be used to indicate the subject matter. It will pay the student in the end to observe two often repeated warnings: never crowd your card or sheet of paper with notes; never mix the notes so that on the same paper there are notes of disparate subjects. Hence, only notes of the same aspect of the topic should be found on each card or paper.

The amount of notes from each reading depends on the habitual knowledge of the reader and the value of the reading. As a general rule, the notes from each reading should contain the content of book or article and its contribution to your topic, with the amount of notes depending on that contribution. Since notes without the information of their source are useless in composing a term paper, jot down the reference (author, book title, pages) besides the notes. Every card or sheet of paper should have its reference; since the complete information is on the bibliographical reference, an abbreviated form can be used with the notes.¹

¹To persuade students to take orderly notes is a difficult task, and yet it is unwise to force any system of note taking on the students. The essentials of good note taking are: 1) the use of captions at top of the page or card to indicate content of the notes; the captions should have some reference to the outline; 2) restrict notes on the page to material pertinent to the captions; 3) the page should not be crowded with notes; 4) all notes should have references to book and pages whence the notes were taken. If the student can be persuaded to observe these four directions, he will have notes he can use.

Final Outline and Ordering of Notes. After the reading and note taking have been completed, it is time to work over the outline, developing the content of the paper as the student wants to present it. This requires some thought, if an intelligent presentation is desired. The student should allow his findings to decide what will be written. With notes arranged according to the final outline, the findings will be presented in a clear and orderly manner. The student should be urged to spend time freely in ordering his notes and writing a detailed outline on these ordered notes. Every caption, division and subdivision of the outline should refer to an idea that will be developed from the notes.

This is the time for the student to write a preface for his essay; it will make for a more intelligent presentation of his topic. The preface should be brief; two pages should suffice. And the writer should inform the reader what he intends to do, how he intends to proceed, where the emphasis will be, and what authors and sources have helped him most in the preparation of the essay. A good preface will also serve as an introduction to the essay, and then the student will have no excuse for devoting nine of a nineteen page paper to an introduction that leads nowhere.

Composition. What has been done prior to composition determines in a large measure the difference between a good, mediocre or poor paper, but the best prepared materials can be wasted by neglecting the final task: communicating your findings to the reader in clear and effective English.

Clarity is the prime objective. A prerequisite of clarity is a clear understanding of what the writer wants to say, and this clear understanding depends on the writer's ideas being in good order. Much, then, depends on the outline where the ideas are ordered.

There are a few directions which seem obvious, but they must be mentioned since they are too often ignored. Margins, and there are four to each page, should be observed. The paper should be typed in double-space with the exception of indented quotations in the text and the footnotes. The tendency to capitalize words should be controlled; this is best done by observing the rules for the use of capital letters. Since misspelling is a

common weakness and the student's choice of words frequently limited, a dictionary and a thesaurus must be handy and handled while composing. Keep in mind the advice of an editor to his contributors that readers prefer to see the sentences begin with capitals and end with periods. While there is a legitimate place for and use of the dash, it was not invented as a substitute for periods, commas, colons, semi-colons and other punctuation marks.

There should be at least three drafts of the paper, each an improvement on the other: the first goes into the wastebasket, the second the writer may keep; the third is handed to the professor on the day assigned.

It is better to write one good term paper than any number of poor ones. It is a good practice, then, to call for the papers some weeks before the term ends, correct them thoroughly and vigorously, and hand them back for further reading, writing and polishing.

Length of the essay. Once a term paper has been assigned the first question invariably is about the length, and invariably the class is told that the number of pages and words are no indication of the paper's merits. All teachers have seen lengthy papers that were terrible and brief ones that were no better. The length will depend on the discipline, the topic and the progress of the class. It is wise to set a limit both to the paper's brevity and length. Since the novice is apt to ramble and pad and write little of importance, he should be limited rather severely at first. Once some progress has been made, the topic and the interest of the student will decide the length.

Order of pages. The following order is customary and unless directed otherwise should be followed. *Title page* with the following information: title of the paper, the course, and the student's name; *the preface*, if one is required; *the outline* of the paper with the caption *Outline* at the top of the first page; *the first page of the text*, with the title of the essay at the top and the first paragraph ten or more spaces below the title; the rest of the text follow, with each page numbered at the top; *appendices*, numbered numerically (*Appendix I*, *Appendix II*) at the top of the page; *the bibliography*, with the caption *Bibliography* at the top of the first page. The pagination is con-

tinuous for text, appendices and bibliography. The pagination of pages prior to the text is in roman numeral in lower case (i, ii, iii), while the arabic numeral is used for the text itself.

As a rule the teacher will want not only the final draft of the term paper but the preliminary bibliography and all the notes gathered in the preparation of the paper. With the student's note and essay at hand, the teacher can best judge how much was really done and how well the methods of research were mastered.

II. REFERENCES

1. *Footnote References: Why and How*

Every student should learn at the beginning of his or her college years the purpose, the value and the standard method of making references. A term paper should not be cluttered with meaningless references. On the the other hand, references and footnotes are not irrelevant mannerisms of scholarship; those with a strong dislike for accuracy usually share such an opinion. Since it is just as easy to learn the accepted method of making references as it is to devise a system, the standard method should be mastered immediately; once mastered it will serve for all future work, and it is surprising how frequent the need of documenting arises.

There are two main reasons for a footnote. *The first* is the citation of the source or authority for the statements made in the paper. Most of the material in students' essays are derived from authors consulted and read, and these authors should be given the credit due them. The reference also permits the reader to check up on the student's statements. Background or common knowledge do not require citation; opinions, interpretations and conclusions of the student, unless borrowed from some author, do not demand citations. However, the student's opinions and conclusions should be supported by the evidence offered in the text of his paper. The opinion that Andrew Jackson was President of the United States from 1801 to 1809 might have a strong appeal to some one, but it would be prudent not to express it. *The other use of the footnote* is for information which is helpful for an understanding of the topic but which cannot be incorporated into the text without lessening interest or interrupting the development of a paragraph. Long but useful statistics, for instance, would be better in a footnote or, if sufficiently lengthy, in a table on a separate page and as part of the text. The source of statistics should always be given.

Making footnote references. Credit for the source of information and of quotations should be given in *footnotes placed at the bottom of the page*. The arabic numerals are used for reference

indexes, and the numeral is usually placed at the end of a sentence or paragraph and always above the type line. When the footnote is explanatory of a word or a phrase the numeral may be placed above that word or phrase. Quotations always call for a reference index unless, of course, it is one that is widely known and such quotations are rare in a term paper. A corresponding reference index is placed at the bottom of the page before the footnote. The first footnote of every page is separated from the text by a line drawn across (or partly across) the page, and each footnote is separated from the following one by a double space. The footnotes themselves, however, are typed in single space. The bottom of the page must not be crowded for want of space. Although it is permissible to continue a long footnote over to the next page, sufficient space for all the footnotes of each page can easily be arranged; by the time for the final draft the amount of space required for the footnotes of each page is evident.¹

Some "don'ts." Never incorporate the reference into the text. Asterisks and small letters should not be used in place of the arabic numeral for the reference indexes. The arabic reference numeral in the text and before the footnote *should not* be bracketed, nor encircled, nor otherwise decorated. The young student frequently feels the urge to be original by using his own system of reference indexes, whereas he is better advised to save his talents for the research and composition of the paper.

Numbering of footnotes. Footnotes follow each other in numerical order on the page, with the same number of reference numerals in the text as footnotes at the bottom of the page. Each page of the essay may start with the numeral one or the numbering may be continuous for the whole essay.

The complete reference. *The first time* any volume or article is cited the footnote must contain complete information on that volume. Complete information contains the following: full

¹If the student observes the footnotes in this manual he will know what margins should be observed. Start the footnote two spaces below the line separating the text from references and at the indentation for paragraphs. For the second and succeeding lines of the footnote, observe the regular margins of the text.

name of the author (family name last); title of the book *under-scored*; facts of publication in parenthesis; volume and page.¹ Once a work has been completely cited, an abbreviated form, as will be explained later, should be used.

2. *Examples of Footnote References: Complete Information To a single volume by one author:*

1. John D. Hicks, *The Federal Union* (Boston: Houghton Mifflin Company, 1941), p. 109.

Two authors of a work:

2. Donaldson Jordan and Edwin J. Pratt, *Europe and the American Civil War* (Boston: Houghton Mifflin Company, 1931), pp. 45-48.

More than two authors of a work:

3. G. M. Dutcher et al., *Guide to Historical Literature* (New York: The Macmillan Co., 1931), p. 200.

No author's name given:

4. *Diplomatic History of the Panama Canal* (Washington: Government Printing Office, 1914), pp. 25-28.
(Or use Anon. before the title of the work.)

To a work of more than one volume:

5. Samuel Gompers, *Seventy Years of Life and Labor, An Autobiography* (London: Hurst & Blackett, 1925), II, 109.

To a work of several volumes, each volume having its own title:

6. Henry James Ford, *The Cleveland Era*, Vol. XLIV in *The Chronicles of America*, ed. Allen Johnson (50 vols., New Haven: Yale University Press, 1919), p. 34.

To second or more edition and to editor of a work:

8. Henry Steele Commager (ed.), *Documents of American History* (2d ed., New York: F. S. Crofts & Co., 1940) II, 325.

To a document in a collection of documents:

9. Jonathan Boucher, *A View of the Causes and Consequences of the American Revolution*, Discourse XII, in J. Mark Jacobson, *The Development of American Political Thought A Documentary History* (New York: The Century Co., 1932), pp. 153-155.

¹John D. Hicks, *The Federal Union* (Boston: Houghton Mifflin Company 1941), p. 107.

10. *Niles's Register*, June 23, 1821, in Allan Nevins, *American Press Opinion, Washington to Coolidge A Documentary Record of Editorial Leadership and Criticism 1785-1927* (Boston: D. C. Heath and Co., 1928), p. 61.

To a secondary citation of a quotation:

Note: Give complete reference to original source if possible. When it is not available, make references to original and secondary sources.

11. Benjamin Pierce, "On the Constitution of Saturn's Ring," *The Astronomical Journal*, II (June 16, 1851), 19, as quoted in Merle Curti, *The Growth of American Thought* (New York: Harper and Brothers, 1943), p. 543.

To an essay or article in a volume:

12. Charles H. McIlwain, "The Fundamental Law Behind the Constitution of the United States," *The Constitution Reconsidered*, ed. Conyers Read (New York: Columbia University Press, 1938), pp. 13-14.
13. C. Panunzio, "The United States Immigration Policy," in *Elements of an American Foreign Policy*, ed. E. M. Patterson, Vol. 156 of *The Annals of the American Academy of Political and Social Science* (July, 1931), pp. 19-21.

To the translation of a work:

14. Blaise Pascal, *Pensees*, trans. Wm. F. Trotter with introduction by T. S. Elliot, No. 874 in *Everyman's Library*, ed. by Ernest Rys (New York: E. P. Dutton & Co., 1931), pp. 31 f.

To an article in a Dictionary or Encyclopedia:

15. Richard J. Purcell, "John Thayer," *Dictionary of American Biography*, ed. Allen Johnson and Dumas Malone, XVIII (1936), 407.
16. "Bering Sea Arbitration," *Encyclopedia Britannica*, 14th ed., III (1939), 437-438.

To an article in a periodical or magazine:

17. Wilfrid Parsons, "Early Catholic Publishers of Philadelphia," *The Catholic Historical Review*, XXIV (July, 1938), 161 f.
18. "Mr. Wilson at Work," *Fortune*, XXXV (May, 1947), 121-123, 166 f.

To a newspaper:

19. *New York Times*, March 17, 1939, p. 8.
Note: If the newspaper is composed of sections, the

section should be added also, e.g. sec. 3, p. 4. It is also advisable to give the name of the town or/and state when a newspaper not widely known is first used in a reference, e.g., *Portland Advertiser* (Maine), p. 4; *National Gazette* (Baltimore), p. 8; *Eastern Republican* (Bangor, Maine), p. 3. Also indicate in the reference if your source is an editorial or a press despatch, e.g., Editorial in the *New York Times*, May 20, 1929, p. 15.

To a book review:

20. Paul H. Buck in a book review of Charles H. Wesley, *The Collapse of the Confederacy* (Washington: Associated Publishers, 1937), *American Historical Review*, XLIV (April, 1939), 658-659.

To a court decision:

Note: In citing a court decision, the following facts should be given: the name of the case; its location in the reports the writer is using; the year of the decision in parenthesis. Examples:

21. *Commonwealth v. Hunt*, Mass. Reports, 4 Metcalf 45 (1842).
De Jonge v. Oregon, 299 U. S. 353 (1937).
Texas v. White, 7 Wallace 700 (1869).

To legislative acts:

Note: Statutes are usually cited by giving name of the title of the series printing the record without the name of the compiler. The number of Congress and the session, title of act and name of committee or commission are usually needed for complete information. Examples:

- (a) *Of statutes, federal and state:*
22. *U. S. Statutes at Large*, Vol. XLVII. 70. "An Act to amend the Judicial Code, etc." (Norris-LaGuardia Anti-Injunction Bill) of March 20, 1932.
23. *Acts and Resolves of Maine, Public Laws*, 1847, chap. xxix, 25.
- (b) *Of hearings:*
24. *U. S. 79th Cong. 1st sess.*, House Comm. on Immigration and Naturalization, *Hearings on H. Res. 52, Part I*, 45.
- (c) *Of reports:*
25. *U. S. 50th Cong., 2d sess.*, House Report No. 3792, "Report of the 'Ford Committee' etc." January, 1889.

To personal correspondence:

26. Personal letter from (or personal interview with) John

Smith, New York State Archivist, under date of June 20, 1946.¹

3. *Footnote References to a Work Previously Cited*

Once a volume has been completely cited, an abbreviated reference should be used whenever that volume is cited again. The facts of publication should not be repeated after the first reference. The full name of the author need not be repeated each time, unless the writer is using more than one author with the same family name (e.g. works by John Adams, Charles Francis Adams, and James Truslow Adams) are cited in the essay; in this case, the writer should make clear which Adams is being cited. A lengthy title may be abbreviated.

The accepted abbreviations for volumes previously cited are *ibid.* ("in the same place") and *op. cit.* ("in the work cited"). These two abbreviations refer to titles of books and accordingly are italicized; in a typed or handwritten essay these abbreviations are underscored. Note also that the author's name is never used with *ibid.* while it is always used with *op. cit.*

a. *Ibid.* is used when the same work is cited without any intervening reference to *another* work.

1. *Ibid.*, p. 56.

b. If other references and footnotes intervene, *op. cit.* or an abbreviated title of the book may be used.

1. Hicks, *op. cit.*, p. 200.

2. Hicks, *The Federal Union*, p. 200.

Note: Do not compel the reader, by the use of *op. cit.* to turn back many pages to find out the title of the book. Moreover, *op. cit.* cannot be used if the writer has made references to two different works by the same author; the reader would not know which volume is cited. In such cases, use author's last name and a brief form of book's title:

1. Hicks, *The Federal Union*, p. 199.

2. Hicks, *The Populist Revolt*, p. 210.

c. If two or more authors with the same family name are

¹For additional details on footnotes and citations consult *A Manual of Style* (Chicago: The University of Chicago Press, 1943). See also Livia Appel, *Bibliographical Citation in the Social Sciences A Handbook of Style* (Madison: The University of Wisconsin Press, 1946); Appel's *Handbook* appears as an appendix in Gilbert J. Garraghan, *A Guide to Historical Method* (New York: Fordham University Press, 1946).

used in the paper, the full name of each must be given with each reference (except when *ibid.* may be used) to prevent confusion. Thus:

1. Henry Adams, *op. cit.*, pp. 35 f.
2. James T. Adams, *op. cit.*, p. 20.

4. *References to Material in the Text*

Sometimes, the writer wants to call the reader's attention to something already stated or to be stated or he wants to make a cross reference to an earlier or subsequent statement in the text. For a previous statement, *supra* or "see above" is used; for a subsequent statement, *infra* or "see below."

1. Cf. *supra*, p. 6 (or See above, p. 6.).
2. Cf. *infra*, p. 8 (or See below, p. 8.).

III. QUOTATIONS

Since direct quotations from authors frequently must be used in writing an essay and a judicious use of them may enhance the worth of the paper, the accepted rules for making direct quotations are given here. However, the essay should not be overcrowded with lengthy quotes from the authors consulted.

The first rule. The quotation must be correct and exactly as the quoted author has written it; the reference to source of the quotation should be given in a footnote. This seems to be an easy rule to observe but is actually violated or ignored with a frequency which is astounding. Only a few years ago the editor of a learned historical and literary quarterly complained that the slovenly use of sources by contributors was alarming; in the manuscript of one contributor "an excerpt of not twelve lines from a printed record was found to contain no less than eight errors."¹ If you discover that you cannot observe this rule, resolve not to use quotations.

A quotation must be more than correct. It must be in context. Many authors have complained that they have been misquoted even when their exact words have been used, and it is quite evident that the meaning of a sentence can be distorted by lifting it out of its context and the intent of a paragraph can be strained by clever omissions and deliberate deletions. Any dis-

¹*New England Quarterly*, VIII (December, 1935), 626.

tortion or garbling of an author's words and intent must be avoided at all costs.

Quotation marks. If the quotation is less than four lines, continue the quoted words as part of the sentence or text and enclose the quoted words in quotation marks, as indicated above. If, however, the quotation is four lines or more,

start the quotation on a new line, indented at the paragraph margin, use single space, and omit the quotation marks. Nearly every book you use in preparing the essay will have examples of this. And these directions have been indented as another example.

Changes in quotations by writer. Any alteration of a quotation, either an addition or an omission, should be noted. Words added by the writer are indicated by placing them in [brackets]. Frequently the writer wants to use only selections of a sentence or some sentences in a paragraph because certain sections are not pertinent to his topic. These omissions should be indicated by four periods. . . . The student, however, must be careful not to distort the meaning of the quoted author by these deletions.

Mistakes in the quotations. To indicate that the author of the quotation is responsible for a mistake or a misspelt word in the quotation, the writer should insert [sic] after the mistake.

Quotation within a quotation. "Wherever the quotation used contains a quotation, 'single quotation marks' are used for the original quotation." However, if the quotation is lengthy and therefore indented, as above, "double quotation marks" are used.

Italics. Emphasis on a word or phrase is indicated by italics. In a typed or written essay the italicized words are underscored. Italics should be used with some caution. Excessive use of them is distracting and somewhat of an insult to the reader's intelligence. It is much better to write in such a way that the reader grasps the importance of your words without resort to mechanical nudges. The same is true of exclamation marks (!). Nothing is quite so irritating as sentences after sentences punctuated with exclamation points when nothing exciting or striking has been penned. Sometimes the writer wants to add an *emphasis* to a word in a quotation. When this is done the reader must be informed of the addition in a footnote; it is sufficient to state that the italics are the author's, as for instance:

1. Italics mine.

Introductions to quotations. Quotations, alone and unaided, do not adjust themselves to the flow and development of a paragraph. The writer must make the adjustment. Quotations, then, must be introduced into the text with care. When done with care, they become a part of and add to the text. When done carelessly, they ruin the paper. Notice how it is done by qualified writers; a little observation will reveal the manner of properly introducing quotations.

IV. BIBLIOGRAPHY

Every essay or term paper should have at the end of the paper and on separate pages a bibliography of the material used by the writer in its composition. Only material actually used or consulted are included. Each entry should be listed *alphabetically* under its proper division. Ordinarily a few divisions will suffice for the material used in term papers, but the divisions will obviously depend on the nature of the material used. The ordinary divisions of a bibliography are: Guides and Bibliographies, Contemporary Writings, Public Documents, (these two are divisions of Primary Sources), Books, Articles, Newspapers.

The bibliography should be a critical one; the student should state after each entry the particular value of the work to his essay. Examples are given below.

The bibliography entry contains, with a few minor differences, the same information as given in a complete reference to a volume. The important difference is that entries are made alphabetically and hence the family name is placed first. The other differences are clear from the examples given below.

GUIDES

Bemis, Samuel F. and Griffin, Grace G. *Guide to the Diplomatic History of the United States, 1775-1921*. Washington: Government Printing Office, 1935.

A volume that should be among the first consulted in collecting material on any phase of diplomatic history of the United States.

Dutcher, G. M. *et al.* *Guide to Historical Literature*. New York: Macmillan Company, 1931.

This work should be helpful to one collecting titles for a preliminary bibliography on any historical subject.

BOOKS

Diplomatic History of the Panama Canal. Washington: Government Printing Office, 1914.

Contains many of the official documents on the dispute between Columbia and the United States over the acquisition of the Canal Zone.

Gompers, Samuel. *Seventy Years of Life and Labor, An Autobiography.* 2 vols. London: Hurst & Blackett, 1925.

Helpful for a study of the origins of the American Federation of Labor.

Patterson, Ernest Minor (ed.). *Elements of An American Foreign Policy.* Vol. CLVI of *the Annals of The American Academy of Political and Social Science*, Philadelphia, 1931. Views on the major diplomatic problems of the early Thirties: Germany, Russia, Latin America, immigration and Tariff.

NEWSPAPERS

Boston Herald (give period covered: April, 1900).

London Times.

New York Times.

ARTICLES

"Bering Sea Arbitration," *Encyclopedia Britannica*, 14th ed. III.

"Mr. Wilson at Work," *Fortune*, XXXV (May, 1947), 121-123, 166-174.

Parsons, Wilfrid. "Early Catholic Publishers of Philadelphia," *Catholic Historical Review*, XXIV (July, 1938), 161-163.

Purcell, Richard J. "John Thayer," *Dictionary of American Biography*. Edited by Allan Johnson and Dumas Malone. XVIII.

Appendix

BOOK REVIEWING

Book reviewing is not, of course, part of the term paper. But book review assignments are frequently given in all classes and can be exceedingly profitable to the students. These few suggestions are given here so that time will not be wasted in repeating directions to the students.

There are two different types of assignments in book reviews. One is a report on a notable review of an outstanding book by an expert in a learned journal or periodical. The other is the book review proper. Both deserve a few words of directions.

The Report on a Book Review

Advantages. The advantages of these reports should be obvious to the student, but because the obvious is frequently missed a few of them are here mentioned. The student becomes acquainted with the learned journals of each branch of learning: history, philosophy, economics, sociology, literature, etc. The student should not, of course, take his reviews from the same journal week after week. By restricting the reviews to books on the matter covered in the semester's course, each student has a good start on a bibliography of that subject, and if the best findings of the students are pooled periodically each student will have at the end of the semester an excellent bibliography. Then, the student discovers, or should discover, for himself, *how to write* book reviews by careful reading and noting how the experts write them. Finally, there is the advantage of being compelled to visit the periodical room where students have been known to succumb to the pleasure of browsing.

Format of the Reports

(Complete Reference to the Book Reviewed)

George M. Wrong, *Canada and the American Revolution: the Disruption of the First British Empire* (New York: Macmillan Co., 1935. Pp. xii, 497.)

(Complete Reference to the Review)

Reviewed by:

Carl Wittke, *American Historical Review*, XV (July, 1935), 756-758.

(Content of Report)

What the reviewer states about the volume: scope of the work; author's credentials; scholarship; value of the work: to general reader, scholar, student?; style, etc., etc.

A few rules. The first rule in book reviewing is the careful reading of the book. The second rule: take notes while reading on the salient points which should be covered in a review. After arranging the notes, you are ready to write the review. What points should be covered? There is, of course, some freedom here because of personal reactions, but the reader of reviews does expect certain questions to be answered, not the least of which are whether the book is worth reading or worth buying. From reading book reviews in journals and periodicals the student will have some idea of the task of a reviewer. Some of the common items usually covered are listed under the "content of report" in the format of a Report on a Book Review.

Format. At the top of the page, just as with the Report, make a complete reference to the book under review. Then, leaving a few spaces (and certain that you have observed the first rule of book reviewing), with the first paragraph you start your review.

