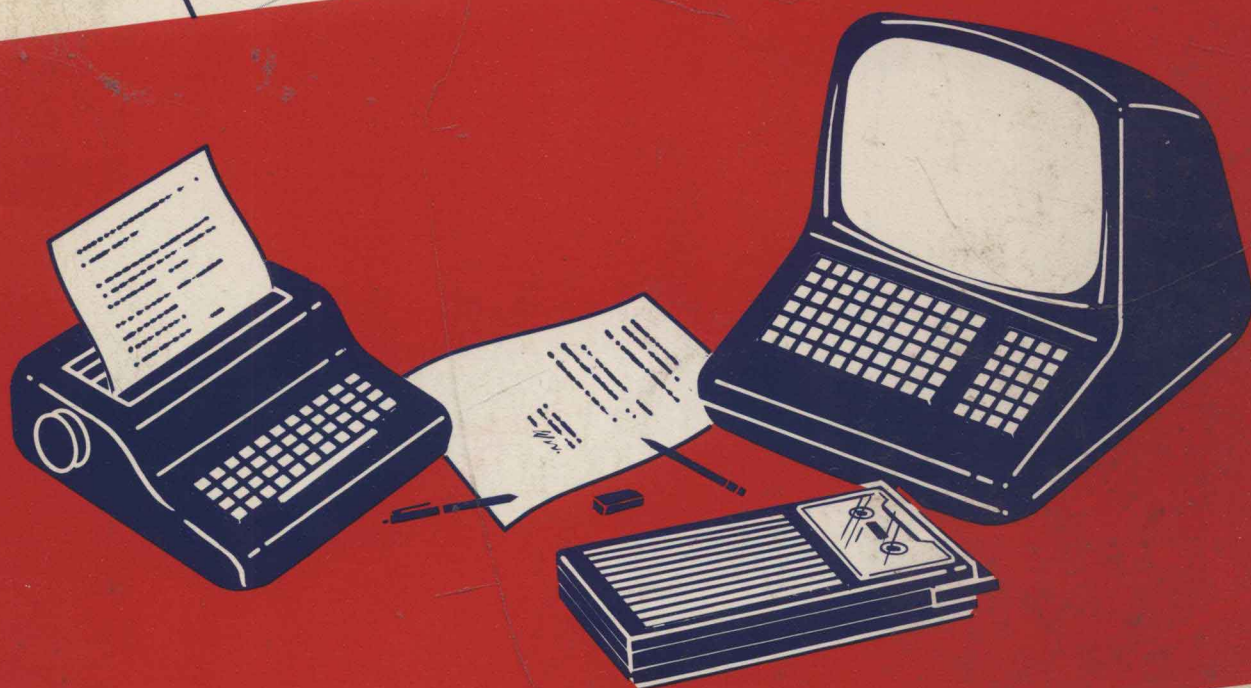


Fifth Edition

How to Write Your Term Paper

Elinor Yaggy



BASED ON THE 1984 MLA HANDBOOK



Harper & Row

How to Write Your Term Paper

Fifth Edition

ELINOR YAGGY



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Preface

The first edition of *How to Write Your Term Paper* was written to help second-quarter college freshmen do library research, compile and synthesize material, and organize it into an integrated development of a central theme, supported by pertinent references, properly documented, and presented in finished academic form. It gave the basic tools not only for undergraduate papers but for graduate work or later. Nothing in it would have to be unlearned or relearned. Some 25 years later, this is still its purpose.

Over the years the book has responded to many changing interests and conditions. When enrollments grew rapidly and libraries were overcrowded, the book discussed the uses and forms for sourcebooks. When courses in ethnic minorities were added in many schools before there were adequate library materials, *How to Write Your Term Paper* included a section on ethnic minority bibliographies.

The book was based primarily on the *MLA Stylebook* form, and the 1977 publication of the *MLA Handbook* inspired a fourth edition. Since the *Handbook* set up different standards for undergraduate and graduate papers, this book disagreed with the *Handbook* on points that would require a student to “unlearn and relearn.”

The MLA (Modern Language Association) is now sponsoring new guidelines for the documentation of scholarly work, based on the report of a committee of scholars, editors, teachers, and publishers of scholarly journals. Besides considering the usual kinds of improvements, the committee has two additional purposes: to help reduce the high cost of scholarly writing and to narrow the gap between documentation in the humanities and in the sciences.

The sometimes discursive footnote or endnote bibliography form is being changed to a more economical parenthetical note-reference list similar to the forms used in the sciences. Footnotes will not be banished, but they will be used more selectively. Much of this change has been introduced gradually over the past 10 years or so; parenthetical notes giving key identification are already fairly standard.

This fifth edition is based on and applies the MLA’s May 1982 recommendations for documentation. It also includes discussion of sexist language, special uses of punctuation in research, a list of representative scholarly journals, and, in answer to many requests, a new section on the organization and documentation of papers based on research in the social and natural sciences.

I have many people to thank for their interest and assistance in this fifth edition: Professor William Irmischer, National Council of Teachers of English president and retiring director of Freshman English at the University of Washington, who has over the years shared with me results of questionnaires and polls about writing, including one listing what other departments would like their students to learn in underdivision writing courses. I am grateful to Patricia Armstrong, research librarian, for working with me on library material and

book lists, checking for accuracy, breadth, timeliness, and quality; to Timothy Feetham for insights into writing in the social sciences and for bringing me up to date on electronic aids to research; to Professors emeriti Helen Cunningham and Bea Dusenbery for acquainting me with the great variety of approaches and forms in social sciences; to Dr. Elizabeth Feetham for helping me round out the whole project for publication; to the staff of Harper & Row, especially Nora Helfgott for her assistance and guidance through the various stages of production; and to the students who, over the years, have alerted me to the need for the revisions that call for new editions.

This edition presents a new section on organization and documentation for science papers. Behind all the points listed in the table of contents, there is now a large, three-part plan: (1) discussion of the selection of a topic and the collecting, organizing, and revising of material, which writers of all papers do; (2) discussion of preferred forms for documentation in the humanities and the sample term paper exemplifying that style; and (3) discussion of the typical organization of a science paper and of the preferred forms of documentation in the natural and social sciences.

Usage has changed with the times. You will find few Latin terms and few roman numerals. The conventions left have been polished by years of use. Once you become accustomed to them, your work will be easier and your own and others' research writing more understandable.

Elinor Yaggy

Introduction

Constructing a successful term paper requires a good deal of preliminary work surveying the area you have selected for an in-depth study, collecting material, organizing it into a logical sequence, and, finally, presenting your findings convincingly. The usual term paper is research into already recorded information, not “made-up” material; even so, your imagination is your most valuable tool: it helps you see similarities and differences not obvious before; and it helps you make intelligent guesses and follow them through and resolve them into new facts and conclusions.

At its simplest, writing a research paper opens up new perspectives by enlarging your comprehension and thus your appreciation of some aspect of the world. At its most fortuitous, it can lead to a new contribution to knowledge. And the increased understanding acquired in the process of writing a term paper can influence your opinions and, through you, the opinions of your readers.

Although you may choose the topic for your term paper for prejudiced or emotional reasons (people who dislike ballet are unlikely to write investigative papers about it), you must collect your material and arrive at your conclusions impartially and objectively. After a careful survey of your material, you may arrive at conclusions that arouse emotional reactions. One could hardly, for example, be unemotional about the results of child abuse. But you must present your points logically, backed by cogent facts, and not overlook contrary material. Finally, you must present your findings so fully and clearly that your readers see how and why the facts and conditions you have examined exist and, if your paper develops conclusions on the basis of your investigation, why you believe as you do. Your readers can agree with you intelligently only if they have the same basis for judgment as you had. Without it, they will not be convinced.

Over the years, researchers have developed standard ways of quoting and documenting material. They have worked out the forms used here, and the forms that have been most widely used in scholarly circles.

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Preview of This Book

Since writing a paper based on research is far more complex than writing an ordinary paper, we give you here the forms for a finished paper in the humanities, and we also suggest the following steps for gathering and assembling your material. (For the special organization and documentation preferred in many sciences, see the discussion in Chapter IX.)

At the outset, consider whom you are writing your paper for and choose a subject appropriate for you, for your reader, and for the time you have to spend on it. Then, after making a rapid survey to be sure you can find material, give your research a focus by choosing (guess, if necessary) what part of the area you will cover and by deciding what your approach will be.

With this tentative guide, consult microfiche indexes, card catalogs, periodical indexes, and any other sources you can discover, to find and write down names of promising books and periodicals. Then read the material and take notes on all the facts and ideas that look useful.

After gathering and rereading your notes, organize them according to their content and from them work out an outline. If the outline shows gaps, find more material and fill them. Consider whether the outline will grow into the kind of paper you want to write; reorganize it if necessary. From your final outline write a rough draft, keeping careful track of borrowed material as you write. Then revise this draft and polish it.

Last, make a final copy in conventional or prescribed form, complete with quotations, footnotes or endnotes, bibliography or reference list, and any such extras as preface, introduction, and appendix as may be appropriate. You will be expected to use standard forms just as people follow standard conventions in making out office reports or engraved invitations. We give such forms, indicating variations when there are several standard or correct ways of doing things. But note carefully any directions your instructors may give and follow them. Instructors know if their departments have special preferences or special forms. The directions instructors give are correct for any paper you write for their classes.

As we discuss the steps from outset to final paper, we give you *suggestions* on the uses of bibliography and note cards and on appropriate style and language for research. We also give you *explicit directions* for form in quotations, in documentation, in the final bibliography or reference list, and for the entire format of the finished paper. And we include discussion of problems that beginning researchers

encounter, such as the reliability of sources and the difference between paraphrasing and plagiarizing. The appendixes list representative scholarly journals, special uses of punctuation in research, abbreviations, and the styles and forms used in the humanities and in the sciences.

Since term papers are sometimes based on sourcebooks and anthologies in which material has already been gathered for you, and since some papers, particularly in literature, deal with the work of just one author, we have also included information on the special forms and shortcuts for notes and final bibliographies for these papers. Although these papers may not require all the basic library research, other comments on regular research papers—making notes, organizing, quoting, diction, and so on—do apply to them.

You will be held to standard specifications in the *form* of your finished paper. But there is perhaps no absolute “right” way to find and organize the material before the final paper. Given unlimited time, you might work out a good paper by following any system or no system at all. You will, however, save yourself a great deal of time and avoid many headaches if you take advantage of the experience of the many researchers who have gone before you. There are efficient and inefficient ways of going about any project. The working order we give is one that many persons have found most efficient. We suggest that you follow it closely. But do not follow it blindly. Any time your expanding knowledge of your subject suggests changes in work method, make them, whether or not this outline allows for them. Do your advance planning with enough thought and system, though, to secure yourself against any necessity to double back or alter your general plan radically, or you may find yourself in the final week, when you should be revising and polishing, still in a muddle of preliminary stages that you should have finished long before. That final week of polishing, checking for accuracy in both research and writing, must not be slighted: frequently, it determines the success and effectiveness of an entire research project.

Your Audience

You write your term paper primarily for your instructor, but you may also be asked to read it to your classmates. Keep this audience in mind as you assemble facts and organize your discussion. Your classmates will want supporting evidence and sound reasoning before they accept your

conclusions. Your instructor, who may already be well acquainted with the topic you are investigating, will need an equally complete discussion to know that you have made a thorough study, have sound reasons for your conclusions, and are thinking independently, not just jumping to conclusions or parroting the conclusions of others.

III Choosing and Narrowing Your Topic

A. CHOOSING YOUR SUBJECT

Select your topic carefully. Find a topic that you can become very much interested in, one appropriate to you and to the course, and one you can handle adequately within the word and time limits.

If you have free choice and have been curious about some phase of a course, choosing a topic in this phase gives you an ideal opportunity to satisfy that curiosity. If you have no ideas for a subject, review your lecture notes, skim through general survey texts and periodical indexes, watch for interesting hints in newspapers, magazines, and footnotes in books.

Your own interests and hobbies may suggest subjects. For example, for a history term paper, a business major wrote on the finances of the American Revolution, a mountain climber wrote about the effects of terrain on one campaign, and a ski enthusiast wrote on the Finns' use of ski troops in World War II.

If a completely strange subject interests you, do not be afraid to try it. Frequently a topic about which you know absolutely nothing can be both interesting and rewarding. You may even have one advantage: it is difficult to build up false "information" or preconceived notions around a subject about which you are totally ignorant.

Some topics are very hard to write on successfully; these should be avoided. A general biography requires more time than you will have. (On a few occasions fairly good papers have had biographical topics limited to just one phase of a person's life, focused on the person's connection with a particular idea or movement—not, however, on anything so large as "Martin Luther King and the Civil Rights Movement.") Unless the nature of the course you are writing your paper for makes such a topic appropriate, do not try a biographical topic. General and abstract subjects are usually too vague to be interesting or convincing and are, therefore, poor choices. Subjects about which you

are already prejudiced are generally dangerous because a term paper should be objective, although students have occasionally come to interesting conclusions by investigating the opposite sides of subjects about which they were prejudiced. You will have trouble with topics about which information is restricted for security reasons, topics which would lead you into technical literature that you have not the background or special vocabulary to understand, and topics which are so new that little has been written about them.

B. FINDING WHETHER AUTHORITATIVE SOURCE MATERIAL IS AVAILABLE

For even a very short paper, you will need at least four or five solid discussions to have enough material to work with. So before you settle on a topic, check your library's card catalog, periodical indexes, and any bibliographies you can find on your subject to see that there is sufficient published material. (See IV.B., pp. 4–9, for a discussion of catalogs, indexes, and bibliographies.) Be sure that the books and periodicals are in the library or libraries in which you will do your research. Be sure, also, that these sources contribute different material. Five books by the same author or four books which draw most of their material from one major source may be equal actually to little more than one real source. Genuine research cannot lean on just one or two sources for material. For some subjects it is also necessary to see that the available material is not out of date, a point you can check superficially by noting the dates of publication.

The fact that an article or book has been published does not automatically assure you that it is good source material. You often need to check the quality of a book or article and the author's qualifications to write on the subject. You can assume that books and pamphlets published by special societies or groups have the backing of these societies or groups. A book or pamphlet published by a manufacturing company or a political party would be very likely to present the bias of the manufacturing company or the political party and should be judged accordingly. A book published by a scholarly press would almost always be acceptable. Articles published in technical and professional journals can be relied upon. Articles in more general magazines are likely to be popularized and watered down. Many of them are, in fact, written by professional writers with little actual first-hand knowledge of their subjects.

Reviews of many English and American books of general interest published from 1905 on have been included in the monthly issues and annual volumes of the *Book Review Digest*. By looking in the volume for the year or the year after a book was published, you may find how the book was received when it first appeared. If you cannot find a book there, try the scholarly journals, many of which regularly review important books in their fields. You can check your author's education and experience, usually good keys to his ability to write on the subject, by consulting the special biographical reference books. (See IV.B.4., p. 8, for a selected list of biographical references.)

When you know very little about a subject, encyclopedias can frequently help you get started. Their articles, written by experts in their fields, give sound capsule versions of the subject. The short bibliographies at the ends of the articles often furnish starting points for research. The articles themselves are too short to be very useful beyond this point. The article on Israel in *Encyclopedia Judaica* (see sample note card, p. 13) is unusually long, but note that it covers a tremendous span. Rarely should you use encyclopedias to do more than help you get your bearings and point the way to more detailed discussions in periodicals and books. A paper which is merely a rehash of encyclopedia material is not worth much as research.

C. NARROWING YOUR TOPIC

Remember that your conclusions in a term paper will be worth only as much as the evidence that supports them. The value of your paper thus depends on the completeness of the supporting facts and ideas that you include in it. Therefore, you cannot cover a very broad area in any

-
-
- (a) Athletics
 - Athletic equipment
 - Clothing for athletics
 - Clothing for running
 - Running shoes
 - (b) Architecture
 - Gothic architecture
 - Gothic churches
 - Gothic church windows
 - Tudor-Gothic church windows
 - (c) Taxation
 - Federal taxation
 - Federal income taxes
 - Exemptions from federal income taxes
 - Dependents as exemptions from federal income taxes
 - (d) Women's rights
 - Women's early fight to get the vote
 - Attitudes toward women's fight to get the vote
 - Abuses of women working for suffrage in England in the early 1900s
 - Imprisonment of women working for suffrage in England in the early 1900s
 - (e) Drama
 - Tragedy
 - Shakespearean tragedy
 - Macbeth*
 - Figures of speech in *Macbeth*
 - The light cast on Macbeth's character by the figures of speech referring to clothing
 - (f) Herman Melville
 - Melville's ideas
 - His ideas on the evils of civilization
 - His ideas about the evils of money, as they appear in *Typee* and his letters
-

Examples of Ways in Which Topics Might Be Narrowed

paper, and almost any topic will need some limiting to allow you room for the essential evidence.

Although you may not be able to finish limiting your topic until you have assembled all of your material, give a focus to your research by narrowing as much as you can before you start collecting. If you see no ways to limit your subject, look for suggestions in the subtopics in the periodical indexes and the card catalog, or ask your instructor for suggestions. Unless you are an old hand at writing term papers, you should probably check with your instructor anyway. Most students are much too ambitious about the amount they think they can cover.

If you are writing a general survey, you might choose a topic similar to one of the next-to-the-last suggestions in the examples of ways in which topics might be narrowed. If you are writing a more specific discussion, you might cover the last item given for each topic. Topic (f) might be narrowed appropriately for a one-author literature paper. As new facts turn up, you may see ways to narrow your subject even more. In (d), for example, you might write on some of the explicit treatment of the suffragists in jail, forced feeding during hunger strikes and the like.

Most term papers written for beginning and survey courses are comparatively general surveys; most junior and senior papers, more detailed discussions of smaller segments. Since this differentiation is not completely standard, be sure to find out whether your instructor wants a close study of a small unit or a more general examination of a broader area.

IV Assembling Your Material

A. MAKING A PRELIMINARY OUTLINE

After you have narrowed your topic, save waste motion in collecting material by making a tentative topical or phrase outline of the paper you plan to write. Decide on your general direction and make out a tentative statement of what you think you will accomplish in your paper. If your material is completely new, you may have to do some guessing about both the outline and the statement of general direction (the thesis). But intelligent guessing frequently saves a great deal of fumbling around. Be careful not to let this tentative framework start you out with a preconceived idea of what you should find and prevent you from making a fair and impartial survey of the material. At this point your outline and thesis should be purely temporary and flexible guides, to be changed whenever your findings warrant changing them.

B. LOOKING FOR NAMES OF BOOKS AND ARTICLES ABOUT YOUR SUBJECT

First, find out how the library you plan to work in is organized—whether it has branches, special collections, and the like. Look for names of books and articles on microfiche and in the library card catalog and in the periodical indexes.

1. Microfiche Indexes

Microfiche catalogs and indexes contain the same kinds of listings as card catalogs, in condensed form. Look for listings of more recent publications on microfiche and for older items in the card catalog.

Computers have a wealth of material for persons with the special training to use them. If you haven't the necessary training to use a computer, you may be able to hire an intermediary to seek out relevant information for you.

Look under *Bibliographies* for special bibliographies on your subject. And look for bibliographies at the ends of encyclopedia articles. (The short authoritative discussions in encyclopedias will also give you valuable perspective.) After checking standard general encyclopedias like the *Encyclopedia Americana* and the *Encyclopaedia Britannica*, look for such special encyclopedias as those on history, science, or art. (See IV.B.4., pp. 7–8, for selected lists of bibliographies and special encyclopedias.) Your instructor or a librarian may know about clipping files, photostats, microfilms, and various other materials that are not always

listed in the general card catalog. When you begin reading, watch for bibliographies at the ends of articles and books and for references in footnotes. If you keep on the lookout, you may find useful titles in many unexpected places.

2. The Library Card Catalog

Since the organization of card catalogs differs somewhat from library to library, find out just what the catalog you plan to work with contains and how it is organized. In most libraries, the catalog has at least three cards for every book it lists: one giving the *subject* first, one giving the *author* first, and one giving the *title* first. Thus, a book entitled *The Story of Art*, written by E. H. Gombrich, would be listed among the S's under the title, *The Story of Art* (A, An, and The are usually ignored in alphabetizing); among the A's under the subject, *Art*; and among the G's under the author, *Gombrich, E. H.* The subject section of a card catalog usually also has cross-reference cards, suggesting other places to look. For example, under *Ethnology*, one library has four cross-reference cards covered with suggestions, such as *Acculturation*, *Religion*, *primitive*, and *Names of races, tribes, and people*.

CALL NUMBERS FOR BOOKS

Every book has a separate call number. Most large libraries employ call numbers based on either the Library of Congress Classification or the Dewey Decimal System.

Z3001 Nunn, Godfrey Raymond, 1918–
A1 East Asia; a bibliography of bibliographies, by G. Ray-
N8 mond Nunn. (Honolulu, East West Center Library, 1967.
x, 92 l. 28 cm. (Occasional papers of East West Center Library,
no. 7)

1. Bibliography—Bibl.—East (Far East) I. Title. (Series:
East-West Center. Library. Occasional papers, no. 7)

Z3001.A1N8 016.915 68-64546

Library of Congress {2}

Author Card for Library of Congress Card Catalog. Author's last name is given first. Date of his birth is **1918**. The dash after the date indicates that he is still living. The title is the first item below the author's name. The book is published in **Honolulu** by the **East West Center Library**, copyright date **1967**. Other material on the card that might be interesting to a person using the catalog: **x, 92** means that there are 10 pages of introductory material—title page, copyright page, table of contents, preface, and the like—and 92 pages of the text plus any appendixes, indexes, or the like. This card is filed by its first item, among the *N*'s for **Nunn**.

The Library of Congress Classification divides all books into the following basic groups:

A	General Works	D	Foreign History and Topography	H	Social Science	Q	Science
B	Philosophy and Religion	E-F	American History	J	Political Science	R	Medicine
C	History and Auxiliary Sciences	G	Geography and Anthropology	K	Law	S	Agriculture
				L	Education	T	Technology
				M	Music	U	Military Science
				N	Fine Arts	V	Naval Science
				P	Language and Literature	Z	Bibliography and Library Science

The Election Game and How to Win It

JK
1976
N36

Napolitan, Joseph.

The election game and how to win it. [1st ed.] Garden City, N. Y., Doubleday, 1972.

300 p. 22 cm. \$6.95

1. Electioneering—United States. 2. Campaign management.
I. Title.

JK1976.N36

329.01

71-178884
MARC

Library of Congress

72 j5-2₁

A Title Card for Library of Congress Card Catalog. This card is filed by its title, among the *E*'s. (*A*'s and *The*'s are ignored in alphabetizing titles.) Additional useful information: there are 300 pages of text and apparently no preface or introduction. The two other ways this card is cataloged in addition to listing by author appear at the bottom: **Electioneering—United States** and **Campaign management**.

PR
4705
F76
S5

Frazer, Sir James George, 1854-1941.

Sir Roger de Coverley, and other literary pieces, by Sir James George Frazer ... London, Macmillan and co., limited, 1920.

xii, 318, [1] p. 20 cm.

Issued 1927, with additions, under title: *The Gorgon's head*, and other literary pieces.

CONTENTS.—Sir Roger de Coverley: A visit to Coverley Hall. The Spectator in the country. Sir Roger in Cambridge. Sir Roger in Covent Garden. Sir Roger in the Temple.—The quest of the Gorgon's head.—Biographical sketches: William Cowper. William Robertson Smith. Fison and Howitt.—Miscellaneous.

1. Addison, Joseph, 1672-1719. The Sir Roger de Coverley papers. 2. Cowper, William, 1731-1800. 3. Smith, William Robertson, 1846-1894. 4. Fison, Lorimer, 1832-1907. 5. Howitt, Alfred William, 1830-1908. I. Title. II. Title: The quest of the Gorgon's head.

Library of Congress

PR4705.F76S5
a49k1₁

20-7456

Author Card for Collection of Material by One Author. The author card for a collection of material by one author lists the contents. The book is also cataloged under two different titles, according to the listing toward the bottom of the card.

The Dewey Decimal System uses numbered divisions:

000 General Works	500 Pure Science
100 Philosophy	600 Applied Science
200 Religion	700 Arts and Recreation
300 Social Sciences	800 Literature
400 Linguistics	900 History

Further numbers and letters are added to the basic letters or numbers to indicate the specific division, author, and volume. Thus, the Library of Congress number for the book *The Election Game and How to Win It*, by Joseph Napolitan,

JK

1976

N36

gives the following information: **J** stands for political science; **K** indicates that it is United States political science; **1976** is made up of code numbers which add the fact that the book is about the electoral system in recent or present time; and **N 36** is the code number for the author, Joseph Napolitan. The Dewey Decimal System code number for *Beauchampe*, a novel by the American author William Gilmore Simms, is

Indians -- Great Plains

E78
G73
M34

Mails, Thomas E

The mystic warriors of the Plains [by] Thomas E. Mails.
Garden City, N. Y., Doubleday, 1972.

xvii, 618 p. illus. 32 cm. \$25.00

Bibliography: p. 601-606.

1. Indians of North America—Great Plains. I. Title.

E78.G73M34

970.4'8

72-76191
M A P C

ISBN 0-385-04741-X

Library of Congress

72 15-21

Subject Catalog Card. The card has two interesting bits of information: the book is illustrated, and it has a five-page bibliography which might be useful. It is also catalogued under the author, **Mails**.

Investments -- Dictionaries

HG
4513
E4

Elsevier's lexicon of stock-market terms: English/American,
French, German, Dutch. Compiled and arr. by B. L. L. M.
Thole. Amsterdam, New York, Elsevier Pub. Co., 1965.

131 p. 20 cm. (Elsevier lexica, L5)

1. Investments—Dictionaries—Polyglot.
II. Title: Lexicon of stock-market terms.

I. Thole, B. L. L. M.

HG4513.E4

332.603

65-13892

Library of Congress

151

Catalog Card for a Book Without an Author but with an Editor. The card indicates that the book is listed under the title without the name **Elsevier**, under the editor, and under the subjects.

813

Si4b.

1856

The addition of 13 to 800 indicates that the book is *American Literature*; Si4 is the code for all Simms' novels; b is the label for this particular novel; and 1856 indicates that this is the 1856 edition or printing of a book which has gone through at least one other significant edition or printing. Occasionally the date is added to the call number with the first edition or with later printings of a standard reference work. The call number may also include a figure, letter, abbreviation, or word referring to a special section of the library or to a particular branch or department library.

3. Periodical Indexes

Although the names of the periodicals your library has will be listed in the card catalog or in a special periodical file, you will have to consult periodical indexes to find listings of the individual articles.

Glance through different kinds of indexes. Although they all have their own special interests, you may find

various phases of your subject listed in a wide variety of periodicals.

GENERAL INDEXES

The *Readers' Guide to Periodical Literature* has covered widely read American magazines since 1906. It is issued monthly, thus giving the most continuously up-to-date coverage of any of the indexes. It is reorganized into a cumulative index quarterly and annually, and permanently bound every two years. The *Readers' Guide* is a subject and author index with cross references. The *Guide's* indexing of subjects is more complete than its indexing of authors; if you cannot find an author, look under the subject. Compare the first two examples in the left column.

Some of the indexes list articles under subject only, but almost all of them use listing forms similar to those in the *Readers' Guide*. All of them have keys and explanations at the beginning of each issue.

The International Index, 1907–1965, *The Social Sciences and Humanities Index*, 1965–1974, and *The Social Sciences Index*, 1974—, and *Humanities Index*, 1974—list learned and professional journals not included in the *Readers' Guide* and foreign as well as American periodicals.

Poole's Index to Periodical Literature, a subject index to British and American magazines published from 1802 through 1906, will be invaluable if you are looking for articles published before 1907.

SPECIAL INDEXES

Special indexes of published work have been compiled on many subjects. Many of these indexes include books as well as periodicals. The following list does not by any means cover all of them, but it suggests the range of material in special indexes.

Applied Science and Technology Index, 1958—
Art Index, 1929—
Arts and Humanities Citation Index, 1978—
Bibliographic Index, 1937—
Biography Index, 1947—
Biological and Agricultural Index, 1919—
Book Review Digest, 1905—
Book Review Index, 1965—
Business Periodicals Index, 1958—
Catholic Periodicals Index, 1930–1933, 1939—
The Chicorel Theater Index to Plays in Anthologies, Periodicals, Discs, and Tapes, 1970—
CIIJE (Current Index to Journals in Education), 1969—
Cumulative Book Index, 1928—
Current Bookreview Citations, 1976—
Dramatic Index, 1909–1949
Education Index, 1929—
Engineering Index, 1884–1905, 1906—
Essay and General Literature Index, 1900—
FOA Documentation, Current Index (Forestry), 1967—
General Science Index, 1978—
Index to Legal Periodicals, 1908—
Index Medicus, 1870—
Industrial Arts Index, 1913–1958

Burt, Richard R.

- The alliance at a crossroad [address, December 2, 1981] for Dep State Bull 82:42–5 F '82

Disarmament

- The Alliance at a crossroad [address, December 2, 1981] R. R. Burt. por Dep State Bull 82:42–5 F '82
 Ardor cooling for Ground Zero? il U S News World Rep 92:12 My 3 '82
 Assessing arms and the man. H. Sidey. il Time 119:29 My 24 '82
 Eureka euthenics [Reagan speech on nuclear arms reduction] Nation 234:610 My 22 '82
 The nuclear arms race: apocalypse now? B. G. Harrison. Mademoiselle 88:48 My '82
 Nuclear cooperation and nonproliferation strategy [address, December 1, 1981] J. L. Malone. Dep State Bull 82:52–6 F '82
 Questions & answers. W. F. Buckley, Jr. Natl Rev 34:652 My 28 '82
 Truth in packaging. J. P. Roche. Natl Rev 34:650 My 28 '82
 The unnecessary war [address, November 30, 1981] E. V. Rostow. Dep State Bull 82:32–7 F '82

Typical Entries from the *Readers' Guide*. Address or speech labeled and enclosed in brackets. Por and il indicate *portrait* and *illustration*. Volume numbers go first, followed by colon and the page(s). Titles of periodicals and months are abbreviated.

Readers' Guide to Periodical Literature. Copyright © 1982 by The H. W. Wilson Company. Material reproduced by permission of the publisher.

International Nursing Index, 1966—
Library Literature, 1934—
Monthly Checklist of State Publications, 1910—
Music Index, 1949—
The New York Times Index, 1913—
NewsBank Index, 1970—
Play Index, 1949–1952, 1955–1960, 1961–1967
Public Affairs Information Bulletin Service, 1915—
Science Citation Index, 1961—
Social Sciences Citation Index, 1969—
Technical Book Review Index, 1935—
United States Government Publications; Monthly Catalog,
 1895—
Wall Street Journal Index, 1959—

The National Information Center for Educational Media (Los Angeles) publishes indexes to many kinds of multimedia material covering such topics as educational records, educational transparencies, ecology, health and safety, psychology, and so on. These indexes are brought up-to-date frequently.

The New York Times Index lists material printed in *The New York Times*, one of our most objective and thorough newspapers, which is especially good for sound newspaper discussion. Even if you cannot consult *The Times*, the *Index* will suggest the year or years for which timely material will be listed in other indexes. *The (London) Times* supplement may also be useful.

4. Other Useful Reference Books

BIBLIOGRAPHIES

These are books or periodicals containing lists of publications in special fields. Theodore Besterman's *A World Bibliography of Bibliographies*, 4th ed. (New York, decennial supplement, 1964–1974) is the standard key. The annual *Bibliographic Index* is a good supplement. There are many special annual bibliographies, such as:

Bibliography of North American Geology, 1919—
Bibliography of Technical Reports, 1949—
Writings on American History, Annual Bibliography and Index, 1906—

Many scholarly journals publish annual bibliographies, some of them covering just their own articles, others choosing a particular area and including all of the material published in that area during the year. Many books are devoted entirely or in part to special bibliographies. For example, the second volume of *Literary History of the United States* (New York: Macmillan, 1974) is bibliography. By all means check *Bibliography* in your card catalog, and check for bibliographies under your subject. Bibliographies have been compiled about many subjects and many famous persons.

BIOGRAPHICAL DICTIONARIES

These will give you information about important persons and help you check on the authority of your authors. Your

library will undoubtedly have some or all of the following selected list:

American Men and Women of Science, 14th ed., 1976
Biographical Dictionaries Master Index, 1975—
Chambers's Biographical Dictionary, 1974
Contemporary Authors, 1962—
Current Biography, 1940—
Dictionary of American Biography, 1974
Dictionary of Canadian Biography, 1966—
Dictionary of National Biography, 1885—(British)
Directory of American Scholars, 1975
International Who's Who, 1935—
Notable American Women, 1971; 1979
Webster's Biographical Dictionary, 1974
Who Was Who in America, 1942–1968
Who Was Who in the Theatre, 1978
Who's Who, 1849—(British)
Who's Who Among Black Americans, 1981
Who's Who in America, 1899—
Who's Who in the Theatre, 1977

SPECIAL ENCYCLOPEDIAS

Special reference books have been compiled on many different subjects. If none of the ones given below cover your subject, check for others in the card catalog.

Dictionary of American History, 1976
Encyclopedia of Education, 1971
Encyclopedia of Islam, 1954—
Encyclopedia Judaica, 1971
Encyclopedia of Philosophy, 1967
An Encyclopedia of Religion, 1945
Encyclopedia of World Art, 1968
Encyclopedia of Zionism and Israel, 1971
The "Focal" Encyclopedia of Film and Television Techniques, 1969
 Frazer, James G. *The Golden Bough*, 1911–1915
New Grove Dictionary of Music and Musicians, 1980
International Encyclopedia of the Social Sciences, 1967
The Interpreter's Dictionary of the Bible, 1962
McGraw-Hill Dictionary of Modern Economics, 1973
McGraw-Hill Encyclopedia of Science and Technology,
 1977: has yearbook updates.
 Miller, Benjamin F., and Claire B. Keane. *Encyclopedia and Dictionary of Nursing*, 1972
New Catholic Encyclopedia, 1967
 Taber, *Cyclopedic Medical Dictionary*, 14th ed., 1981
World Christian Encyclopedia, 1982
Worldmark Encyclopedia of the Nations, 1976

ABSTRACTS

Abstracts give you in capsule form material written in many areas and tell you where to find the original articles, books, or papers.

Abstracts of English Studies, 1958—
Biological Abstracts, 1926—
Chemical Abstracts, 1907—
Computer Abstracts, 1964—