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Working Document
No. 120

NOTES FOR AUTHORS USING CIAT'S EDITORIAL SERVICES

Centro Internacional de Agricultura Tropical

CIAT
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COLECCION HISTORICA

Working Document No. 120

NOTES FOR AUTHORS USING CIAT'S EDITORIAL SERVICES

15381

CIAT
Communications Unit
Centro Internacional de Agricultura Tropical

Centro Internacional de Agricultura Tropical
Apartado Aéreo 6713
Cali, Colombia

Working Document No. 120
Press run: 175
February 1993

CIAT (Centro Internacional de Agricultura Tropical). 1993. Notes for authors using CIAT's editorial services. Working document no. 120. Cali, Colombia. 21 p.

1. Technical writing. 2. English language – Style. 3. Manuscript presentation. I. Centro Internacional de Agricultura Tropical.

Contents

	Page
Before We Start	1
Introduction	3
Style Manuals to Use	3
Page Count	3
Form of Publication	4
Title Page	5
Abstract	5
Summary	5
Key Words	5
Text	6
Footnotes	6
Tables	6
Illustrations	8
Acknowledgments	9
Citations and Reference Lists	9
List of Specialized Terms	12
Appendices	12
Some Style Conventions Often Asked About	12
Acronyms and Uncommon Abbreviations	13
Names	14
Word Usage	14
Spelling	15
Presentation of Headings	15
Presenting the Manuscript to the Communications Unit	16
Appendix I: Organizing Lists	17
Appendix II: Spellings Preferred at CIAT	20
Appendix III: Organizing Text Headings	21

Before We Start

A reminder for when you write:

> **Omit needless words.**
>
> Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

William Strunk, Jr.
The Elements of Style
1918

Introduction

Conventions of style—the way to spell, punctuate, use tricky words, organize a document's titles and headings, or write symbols—vary considerably from one publisher to another. CIAT is no exception and has its own ways of using conventions consistently throughout its various publications. Styles, like fashions, evolve as their users evolve, and CIAT's style has changed considerably since handouts on style guidelines were first issued in 1982. These new notes aim to provide an easy guide to CIAT's style, as evolved so far.

Style Manuals to Use

CIAT avoids the temptation of developing an idiosyncratic style, developing norms only where consistent answers cannot be found among the numerous style manuals for the English language. CIAT's preferred style manual is:

CBE (Council of Biology Editors). 1983. CBE style manual: A guide for authors, editors, and publishers in the biological sciences. 5th ed. Bethesda, MD. 324 p.

followed by:

University of Chicago Press. 1982. The Chicago manual of style for authors, editors, and copywriters. 13th ed. 738 p.

Other useful manuals are:

ASA (American Society of Agronomy), CSSA (Crop Science Society of America), and SSSA (Soil Science Society of America). 1988. Publications handbook and style manual. Madison, WI. 92 p.

United States Government Printing Office. 1984. Style manual. Washington, DC. 479 p.

These manuals can be consulted in the Communications Unit, CIAT. CIAT editors are also compiling and writing a style manual for the Spanish language. A preliminary version is due out in 1993.

Page Count

To count pages, CIAT measures:

One manuscript page as 21.75 x 28 cm (8 1/2 x 11 in.), double-spaced typescript.

One printed page as 14.5 x 22 cm, 26 picas.

As equivalent to one manuscript page:
table text covering more than half a page (a table 3 3/4 pages long is 4 manuscript pages);
two tables, each less than half a page; or
one figure.

The ratio of manuscript pages to printed pages as 5:3.

Spanish-language manuscripts as being about 15% longer than their English equivalents.

Form of Publication

CIAT's Communications Unit edits all kinds of documents; the commonest ones are:

Form	Pages in script	Pages in print	Illustrations	Observations
Leaflet	1-3		Yes	
Booklet	15-100	9-60	Yes	
Catalog	No limit	No limit	No	Often in typescript
Working document	No limit		B & w	*Only in typescript*
Seminar paper	1-30		No	*Only in typescript*
Abstract	1/2			
Feature article	1-6	Parag. to 2 pages	Yes	Newsletters and newspapers
Report	No limit	No limit	Yes	Often in typescript
Book	No limit	No limit	Yes	Includ. proceed and manuals
Journal paper	Variable	Variable	Yes	Edited only, no clean copy
Press release	1-3		Yes	*Only in typescript*

Title Page

To help editors identify one manuscript from another on their desk, a title page is useful. Center the following details on the page:

Title of the paper,
Name of the author,
Professional title of author, and
Institutional affiliation and address (if outside CIAT's headquarters in Palmira, Colombia).

Degrees need not be mentioned.

If authors need the title page of the published document to be set in a certain way, they should include suggestions and illustrations with their manuscript.

Abstract

An abstract is a précis, that is, a very brief (maximum 250 words), descriptive summing-up of the document's contents. Usually, it does not contain abbreviations, symbols, or references. It can be cited out of context, without loss of integrity to either the document or itself, in indexing services, citation services, library catalogs, annotated bibliographies, and other services. It usually appears after the title of the document.

Summary

A summary, in contrast, usually appears at the end of the text after the conclusions. It is also a summing-up of the document's contents, but aims to round off the reader's understanding of the document's methodologies, salient findings, and conclusions. As such, it cannot be cited out of context without damaging its own and the document's integrity. Summaries are sometimes given in several languages. It is the authors' responsibility to ensure adequate translation. The length of a summary depends on the document's complexity and size, and may contain abbreviations, symbols, and references.

Key Words

Key words are not normally used in CIAT publications. However, they are often requested by outside journals. Close attention should be paid to the instructions given by these journals.

Text

Type manuscripts in double spacing on only one side of each page, measuring 21.75 x 28 cm (8 1/2 x 11 inches).

Leave at least 3 cm for the left-hand margin. This allows the editor to make comments, if necessary.

Do NOT justify the right-hand margin, but leave it ragged, with no words divided.

Indent the first line of each paragraph, except after certain headings (*see* Appendix III, p. 21). Leave a one-line space between paragraphs.

Footnotes

Avoid them whenever possible. If footnotes must be used, then:

In the text — number them consecutively (1, 2, 3, ..., n) in the written text from page 1 to last page. Sometimes, on the first page of the text, an author by-line is needed. It gives the authors' titles and the institutions where they work (but not full addresses). It is always footnoted with an asterisk (*).

In the table — letter footnotes consecutively (a, b, c, ..., z) within any given table, that is, for each table, the footnotes are re-lettered from a, b, c, etc.
— sometimes, when statistics are used, letters cannot be used.
Symbols are used instead. These are †, ‡, §, ‖, ¶, #. ***Reserve the asterisk (*) for statistical significance only.***

In the figure — they are not used. Please incorporate them into the text, caption, or legend.

Tables

Type **each** table, however small, on a separate page.

Number all tables consecutively (Table 1., Table 2., Table 3., ..., Table n.) from page 1 of the text to the last page. Avoid other numbering systems, unless requested by outside journals or entities.

For numbers used within tables, decimals should be kept under each other, as should the dashes for ranges. That is,

Use this system:	*And not this:*	*Use this system:*	*And not this:*
28.0	28	4—6	4—6
0.0	—	321—45	321—453
4.1	4.099	20.1—24	20.1—24
536.8	536.8		
0.9	.9		
—	-----		
569.8	569.799		

Use "—" when no data are available; "0" when the data show no quantity; and blank when the column or row heading is not relevant, for example,

Table 1. Agricultural activities in Make-Believe, 1989.

Activity	kg/ha	an./ha
Beans	285	
Maize	0	
Sugarcane	—	
Pigs		20.0
Cattle		1.5
Poultry		—

Order table footnotes as follows:

a.
b.
* (statistical significance only)
SOURCES: Reference A
Reference B
Reference C

References cited within a given table are for that table only.

Unless the field data are very crowded, and column and row lines would help the reader, avoid decorating the tables with boxes, column lines, row lines, fancy spanners, and "Total" lines. Use only these four lines:

	Table heading.		
(1)			
	Column title	Column title (spanner)	
(2)			
		Col. subtitle	Col. subtitle
(3)			
	Row title	Field data	Field data
	Etc.	Etc.	Etc.
	Etc.	Etc.	Etc.
(4)			

Illustrations

Illustrations vary considerably in type, size, shape, and color. The most common are:

Graphs,	Maps,
Diagrams and charts,	Overhead projection slides, and
Drawings,	Photographs (prints or slides).

Put each illustration, no matter how small, on a separate page, together with its caption. For example, attach a black-and-white print to the top of a standard manuscript page (*see* p. 3). At the bottom of the page, type the caption in double spacing. Unlike for tables, captions go below their respective illustrations. Number each illustration consecutively (Figure 1., Figure 2., Figure 3., ..., Figure n.) from page 1 of the text to the last page.

Where illustrations are mixed, for example, involving five graphs, a map, three photos, and a drawing, use the word "Figure" throughout. Where the illustrations consist of only one type, e.g., only of maps, then use the appropriate word, that is, Map 1., Map 2., Map 3., etc.

If *maps* are used to illustrate locations mentioned in the text, including regions such as bean-producing areas, take care that all locations are mentioned. Mark latitudes to the east of the map, and longitudes to the north. If the map shows only a region, then label bordering countries, oceans, major rivers, and other significant features that would help locate the region, even if they are not mentioned in the text.

References for illustrations go at the end of the caption in parentheses.

If an illustration is broken into parts, label each part consecutively by capital letter (A, B, C, ..., Z). When the main text refers to a specific part of a figure, then cite it as follows:

... temperature (Figure 2C), altitude (Figure 2D) ...
As shown in Figure 4B, the beans ...

Acknowledgments

Acknowledgments can be placed at the front of the document, after the Preface or Abstract, or at the back of the document, before the Reference List (or Bibliography). The difference in usage depends on the in-house style. At CIAT, acknowledgments are placed at the front, whereas in many journals, they are placed at the back.

Citations and Reference Lists

CIAT follows the author-year system. Examples of citations are:

(1) Ayonoadu (1974) reported ...

(2) ... was found (Schwartz and Gálvez, 1980).

(3) Escobar et al. (1985) discovered ...
("et al." is used for three or more authors; no italics)

(4) ... for release in Colombia (P. Mendoza, 1988, personal communication)

(5) ... for acid soils (R. Schultze-Kraft, 1987, unpublished data) ...

(6) ... highly resistant (New releases of pasture plants, 1985) ...
(for any anonymous work, cite the title and year of publication. Do not use "Anon." or "Anonymous.")

(7) ... in Malawi (CIAT, 1976) ...

(8) ... soils in Colorado (USDA, 1980) ...
(where the author is an entity, a lot of space can be saved by reducing the entity's name to an acronym. Each time a document written by that entity is cited in the text, the acronym saves space. The full citation in the reference list would be found by checking under the acronym, which would have following it, in parentheses, the full name spelled out.)

Type all reference lists and bibliographies in DOUBLE SPACING. This helps the editor when checking references.

A *reference list* contains only those references cited in the document, including in tables, figures, and appendices. Do not list references that are not cited.

In contrast, a *bibliography* includes references that are not cited in the document, but would be, for example, useful supplementary reading.

CIAT has its own system of writing references:

To abbreviate journal titles, CIAT uses BIOSIS's **Serial Sources for the BIOSIS Data Base.** If an abbreviation cannot be found, then CIAT uses the **ISO Standards Handbook 1.** Both volumes can be consulted in the Library.

Note how the punctuation is used:

Journal

Ayonoadu, U. W. U. 1974. Races of bean anthracnose in Malawi. Can. J. Bot. 55(8):867-871.

Annual report

CIAT (Centro Internacional de Agricultura Tropical). 1976. Annual report 1975. Cali, Colombia. 420 p.

Book

Schwartz, F. F. and Gálvez, G. E. (eds.). 1980. Bean production problems: Disease, insect, soil and climatic constraints of *Phaseolus vulgaris*. CIAT series no. 09EB-1. Centro Internacional de Agricultura Tropical (CIAT), Cali, Colombia. 424 p.

Chapter in book

Purcifull, D. E.; Henderson, J. F.; and Edwardson, J. B. 1981. Potexviruses. In: Kurstak, E. (ed.). Plant virus infections: Handbook of comparative diagnosis. North Holland Biomedical Press, Amsterdam, Netherlands. p. 627-693.

Agency as author

USDA (United States Department of Agriculture), Soil Conservation Service, Soil Survey Staff. 1980. Soil survey of central-eastern Colorado. Washington, DC, USA. 39 p. (5 maps.)

Anonymous works

New releases of pasture plants. 1985. Trop. Grassl. 19(3):137-142.

Foreign-language works

Ducke, A. 1949. Notas sobre a flora neotrópica, II: As leguminosas da Amazonia brasileira. Boletim técnico no. 29. Instituto de Pesquisa Agropecuária do Norte (IPEAN), Belém, PA, Brazil. 248 p.

Foreign-language references are not translated, except where the place name of the publisher's location has a standard English equivalent (see **Webster's New World Dictionary**), for example,

"Brasil" becomes "Brazil" or
"Londres, Inglaterra" becomes "London, England."

Reference lists and bibliographies are alphabetically ordered by authors' names, taking into account co-authors' names, as follows:

Baggett, A. S. 1987. Introduction of ...
---------- and Smith, J. S. 1985. Grass-legume ...
Baggett, J. R. 1956a. Effects of genetic ...
----------. 1956b. The inheritance of resistance ...
----------; Frazier, W. A.; and McWhorter, F. P. 1956.
----------; McWhorter, F. P.; and Frazier, W. A. 1952.
Sargeant, W. R., Jr. 1978.
Sargeant, W. R., Sr. 1943.

Because CIAT is an international center, it encompasses several languages. Handling names in reference lists and bibliographies can be tricky as each language has its own conventions. Where these cannot be followed, CIAT transposes and alphabetizes the names as follows:

Cecilia Azcón-Aguilar	Azcón-Aguilar, C.
Richard C. De Long	De Long, R. C.
A. J. de Lorenzo	de Lorenzo, A. J.
Miguel J. Franco D.	Franco D., M. J.*
Gemechu Gedeno	Gemechu Gedeno
Aziz Ibn Saud	Ibn-Saud, A.
Philip Loh Fook Seng	Loh, P. F. S.
Mary McDonald	McDonald, M.
Peter John Macdonald	Macdonald, P. J.
Patrick J. O'Hara	O'Hara, P. J.
Jairo Ortega y Gasset	Ortega y Gasset, J.
Michael T. St. Johns	St. Johns, M. T.
Jaime Sánchez Mendoza	Sánchez Mendoza, J.
Hilda E. Sarmiento de C.	Sarmiento de C., H. E.*
Leonard 't Mannetje	't Mannetje, L.
James M. van der Veen	van der Veen, J. M.
John Edward Vanderveen	Vanderveen, J. E.
Helme zür Horst-Meyer	zür Horst-Meyer, H.

* The comma must be placed carefully to distinguish the initials of the family names from the initials of the given names.

N.B. Although editors check references when possible, the final responsibility for the accuracy and completeness of references lies with the author.

Lists of Specialized Terms

These come after the reference list or bibliography.

Appendices

Write appendices so that they can be extracted from the document without damaging their integrity or that of the document. They follow lists of specialized terms.

Some Style Conventions Often Asked About

When writing *temperature ranges*, leave a gap between the number and degree symbol, but for *compass points*, do not leave a gap, that is,

25-27 °C BUT 54° 7' N

Write *percentages* with the symbol closed up to the number, that is, 15%-20%.

Note: Write "percentage of seeds," or "seeds (%)"

NOT: percent seeds
NOR: % seeds

Exchange rates:

1992 exchange rate: Col$800.oo = US$1.oo

Do not use the *slash* (/) as a substitute for "and," "or," or "and/or."

A *list* with several levels of entry can be punctuated in many ways (*see* Appendix I, p. 17-19. CIAT does not specify which system should be used, but use a **simple** system and use it consistently throughout the document. Introduce a list by a colon, or by a comma, for example,

... as shown in the following varieties:
... in machinery, for example,

The Latin abbreviations *"e.g."* and *"i.e."* are best used where space is at a premium, such as in tables, footnotes, or within brackets. Otherwise write out their English equivalents ("for example" and "that is").

e.g. = *exempli gratia* = for example. Used to indicate a selection from a range of possibilities, for example,

> ... *Phaseolus vulgaris* beans come in a variety of colors (e.g., yellow, yellow mottled, brown, white, and red) and grow ...
>
> The colors mentioned in the list are only a sample of all the possible colors of beans.

i.e. = *id est* = that is. Used to amplify a point, or indicate the implication of an observation, for example,

> When large volumes of seeds (i.e., more than 30 kg) are not commercially ...
>
> The author describes more about (amplifies on) the volumes of seed.

> Once the field was fertilized for the rice crop (i.e., with higher levels than those needed for pastures alone), weed development ...
>
> The author explains the implication of the fertilizer application.

Acronyms and Uncommon Abbreviations

Spell out acronyms or uncommon abbreviations the first time they are used, with the acronym or abbreviation given in parentheses. You can then use the acronym or abbreviation alone, for example,

> Empresa Brasileira de Pesquisa Agropecuária (EMBRAPA), or
> meters above sea level (m.a.s.l.).

Well-known abbreviations do not have full stops, for example,

> kg, ha, t, m,

except those that can be confused with words:

> an. (for "animal," not "an" for the article), or
> f.o.b. (for "freight on board," not "fob" meaning to trick or put off).

Names

For *agricultural chemicals*, use the common name, not the chemical name, and put the trade name in parentheses, for example,

... was successful with maneb (Dithane M-22) ...,

but avoid:

... was successful with manganese ethylene bisdithiocarbamate ....

When you use the common name of a plant or animal, always add the *scientific name* at the first mention of the organism, for example,

common centro (*Centrosema pubescens*), or
corn earworm (*Heliothis armigera*).

If you need to add the authorities of a scientific name, place them in parentheses within the first parentheses, that is,

... cowpea (*Vigna unguiculata* ssp. *unguiculata* (L.) Walp.).

Word Usage

Use a good book on word usage, for example,

Bernstein, T. M. 1965. The careful writer: A modern guide to English usage. Atheneum, New York. 487 p.

Fowler, H. W. 1965. A dictionary of modern English usage. 2nd ed. rev. by Sir Ernest Gowers. Oxford University Press, Oxford. 725 p.

Strunk, W., Jr. and White, E. B. 1979. The elements of style, with revisions, an introduction, and a chapter on writing. 3rd ed. Macmillan, New York. 92 p.

CIAT authors would also be wise to:

Always check the different meanings of "*ensure*," "*assure*," and "*insure*."

Note that "*compared with*" is used for comparing similar things and "*compared to*" is used in analogies.

Check the dictionary for the correct meanings of adjectives with similar spellings such as "supplemental" and "supplementary" or "elemental" and "elementary."

Prefer "*maize*" to "corn" because the meaning of "corn" varies in different parts of the world. For example, in England, it is a synonym for wheat. In Scotland and Ireland, it refers to oats. In many places, it is used as a collective term for cereals in general.

Remember that the scientific name for maize is *Zea mays* L., not *Zea maiz* L. "Maíz" is Spanish and comes from the Taino (West Indies) word "mahiz" or "mays."

Where possible, avoid terms such as "*semiweekly*" and "*biannual*." Prefer less ambiguous phrases, even if longer, such as "every 2 weeks" or "twice a week," or "every 6 months" or "every 2 years." Keep "biennial" for plants to distinguish them from "annuals" and "perennials."

An area is "*planted to*" cassava, rather than "with" or "in" cassava.

Note that an organism is "*resistant to*" or has "resistance to" drought, whereas it is *tolerant of*" or has "tolerance of" a disease. Do *NOT* use "tolerant to" or "resistant of."

"Resistance" implies that the subject offers a barrier to the object (i.e., subject —> object). Hence, the use of "to," for example,

the grass is resistant to spittlebug, that is, the grass is offering a barrier to the bug.

"Tolerance," however, implies that the subject accepts an action from the object (i.e., subject <— object). Hence, the use of "of," for example,

the grass is tolerant of spittlebug, that is, the grass receives and survives an attack from the bug.

Spelling

For doubts on the spelling and meaning of words, use the **Webster's Third New International Dictionary** or **Webster's New World Dictionary: Second College Edition.**

Examples of spellings preferred at CIAT are found in the Appendix II, p. 20.

Presentation of Headings

CIAT uses three levels of headings to divide the text for easier reading. *See* Appendix III, p. 21, for an example of layout.

BIBLIOTECA

Presenting the Manuscript to the Communications Unit

Except for tables and illustrations, present your document in:

DOUBLE-SPACED typescript, including references, list of figure captions, list of specialized terms, and appendices.

Diskette form (1 1/2-inch, Word Perfect.51)

Before submitting your manuscript, make sure it has all required parts, for example, not only the text, but also the

title page,	specialized lists,
contents,	appendices,
foreword,	annexes,
preface,	index,
acknowledgments,	translated parts,
abstract,	photos and their captions,
key words,	tables,
summary,	maps, and
references,	figures with their captions and elements.

If originals of, for example, illustrations, cannot be submitted, submit photocopies.

Make sure that your manuscript is printed clearly. Pale script with small print is hard to read, especially after being edited.

Once your secretary types the manuscript, check it for typing errors, especially before submitting it to an outside publisher or refereed journal.

Appendix I: Organizing Lists

Lists are itemized by various systems of letters, numbers, symbols, punctuation, and indention. Such systems are used to teach, highlight significant points, indicate different levels of significance, and cross-reference for discussion in text.

To help the reader, always choose the simplest possible system of itemizing lists. Use a minimum of two entries at each level, because an entry implies a distinction between at least two ideas. For example, if you are discussing only tree crops and cereals, do not say

1. Tree crops
   a. Fruit
2. Cereals

but say:

1. Tree crops	or	1. Fruit trees
2. Cereals		2. Cereals

By introducing "a. Fruit" you are implying that there are other types of tree crops. These types should also be mentioned, for example,

1. Tree crops
   a. Fruit
   b. Timber
   c. Forage
2. Cereals

Incidentally, this principle also applies to headings in text (*see* Appendix III, p. 21).

Commonly used systems are:

(1) A mixture of roman and arabic numbers and capital and small letters. The example shows 5 levels of entry, but, with additional punctuation, this can extend to 15 levels.

I. Vegetables
  A. Starchy vegetables
    1. Potatoes
      a. Irish
        i. "Cheverolet"
        ii. Summer
      b. Sweet
    2. Pumpkin
  B. Green leafy vegetables
    1. Spinach
    2. Silver beet
II. Fruit

(2) A number and full-stop system, for example,

1.
  1.1.
    1.1.1. and so on, until infinity. However, more than three levels can confuse the reader.

(3) Punctuation, indention, and spacing are used when entry levels are few, not cross-referenced in the text, nor are didactic. For example,

The groups agreed that INGER should move toward the generation of genetic variability, that is,

Group 1 supported the proposal of implementing the recurrent selection project, taking into account the following factors:

Our countries cannot provide already scarce economic resources; and

In developing the project, INGER's coordinator shall fully supply the scientific method.

Group 2 discussed the relationship between INGER and the private sector, proposing three options:

Continue with the current method of germplasm distribution;

Openly distribute germplasm to any national entity that requests it; and

Revise INGER's current policy on germplasm distribution.

(4) For modern simplicity, no punctuation, numbers, letters, nor symbols are used when each entry is no more than half a line long, and when only one level of entry is used. For example,

... according to the movements made during the operation:

first class = 300 m^3/ha
second class = 300 to 600 m^3/ha
third class = 600 to 1200 m^3/ha

(5) A bullet system is often used in teaching texts. Although it can be extended to 8 levels by using large and small symbols, the number of levels depend on the type available. The symbols most in use are:

- (black bullet)
  - o (open bullet)
    - ▪ (black square)
      - ▫ (open square)
        - √ (tick)

Appendix II: Spellings Preferred at CIAT

These words were chosen because they are "problem" words. These are the ones most often written in different ways. If you can think of any more that should go on this list, let us know.

bean fly
cerrados (habitat)
Cerrados (name of region)
Colombian Eastern Plains (name of region)
Colombian North Coast (name of region)
frog skin disease
Great Lakes Region (name of region in eastern Africa)
leafcutting ant
leafhopper
leafminer
liveweight
llanos (habitat)
Llanos (name of region)
los Llanos Orientales de Colombia
mealybug
mung bean
N_2 fixation (*not* N fixation)
Northeast Brazil (name of region)
northeastern Brazil (location)
on-farm
petri dish
spittlebug
stemborer
whitefly

Appendix III: Organizing Text Headings

Chapter 12

LEAFHOPPERS IN ASIA

John Ferguson and W. C. Benjamin*

Text begins flush with the margin.

Next paragraph of text is indented.

1st **Rice Leafhoppers in Asia**

Text begins flush with the margin, with the following paragraphs indented.

2nd **Rice leafhoppers in India**

Note that this level of heading and the following paragraph are both indented.

2nd **Rice leafhoppers in Malaysia**

Avoid using only one heading at a level. The presence of one heading indicates two ideas, one under the heading and one not. The one without the heading should be given one too. (*See* Appendix I, p. 17, for further explanation.)

3rd **Johor state.** The heading is indented and the text starts immediately, on the same line.

3rd **Kelatan state.** As mentioned before, always use a minimum of two headings at each level.

1st **Economic Importance of Rice Leafhoppers in Asia**

The text begins flush with the margin.