

PREPARING A MASONIC RESEARCH PAPER

Bro George Woolmer

INTRODUCTION

A structured approach in the preparation of a Masonic research paper - is it worth the effort?

Yes. Almost every Mason who is deciding if this paper is worth reading has, regarding Freemasonry, probably one thought to the fore. Its good.

What is it, anyway, that makes Freemasonry worth worrying about?

I think that Freemasonry was established in an age of appalling darkness as a force to help liberate humankind. *To help bring about a decent life for all.* To help improve society.

Independently minded thinkers in those brutal times must have concluded that the only way to overcome ignorance and totalitarianism was to hand to the masses the light of knowledge. To hand it to each individual, to shift him or her from dependence to independence. And not just literacy and 'scientific facts', but a code to live by; one intrinsically of the highest ethic. The brotherhood of Man.

The only way to gain new knowledge is by research. In those times, when almost everyone was illiterate, the Church and its vassal kings banned research, often under the pain of death. But nevertheless the Enlightenment, aided by Freemasons - as individuals, not lodges - dawned.

The 'abiding characteristics of the Craft', wrote the Masonic researcher Daynes (16), are 'knowledge, truth and light'.

Today the Masonic researcher almost always looks inward. Here, perhaps, is a clue as to why present Masonic organisations are faltering. Self inspection, of course, can bring benefits. A better understanding of the movement must be one factor in its resurgence. Masonic decisions based on anything but authentic knowledge are always disastrous. But that decision-making must include the wider world.

For the humanist there is a much more forceful, more pressing reason: the majority of the world's people still live in ignorance, poverty and fear. They live under dictators. A liberal education, liberty, equality and fraternity, and hence democracy, the innate messages of the Masonic movement, have been and are being denied them.

Freemasonry is still the only world-wide voluntary organisation concerned with the overall improvement of the individual. That's its value. That's its mission. It's a task far from finished.

That, I think, is the fundamental reason for a person to deliver good Masonic research papers. In the immediate sense Masonic research will help overcome inhouse blind spots, misapprehension and uncertain policy - never underestimate the power of the pen. But overall they will help strengthen the

movement.

An enlightened Freemasonry will, in turn, be better placed to reach into those places still dark.

The individual researcher, of course, in return for his work receives basic rewards. The personal ones include the thrill of exploring the unknown, and the mastering of topics by synthesising various elements. But the major benefit comes from knowing that he is helping to advance the great Masonic movement.

REALITY

The researcher enters the realm of the unknown and therefore the realm of potential change, conflict and controversy. He enters the 'real' world. The real world includes that of the turmoils of religion, politics and inhouse conflict.

The movement, wisely, forbids the discussion of religion and politics in the Masonic scene. Inhouse conflict, also, is thought by some to be 'unmasonic'. Many Masonic writers, however, think that they may not enter into these regions at all. But if they are not examined - in the historical perspective, for example - then the movement ends up with flawed information. What will have been learned? Mistaken routes will again be charted. The result is predictable.

Progress always springs from the few. As for inhouse conflict it is not uncommon for members of the majority to accuse the critics of disloyalty. Critics, therefore, need to work from evidence. They need a case. They need to research.

It must always be borne in mind that in this context what one writes becomes public property. Therefore it must not only be clear and understandable, it must be as truthful as one can achieve.

This raises the point that when dealing with any multifaceted subject or issue there will not be one 'correct' answer. There will be one for each facet, with overall 'correctness' decreasing as the number of facets increases.

What the seeker-after-truth needs to do is easily said but hard to achieve: to study detail but to see the whole. And vice versa. Then he must fathom the reality.

Of pivotal import to the sincere researcher/distributor of knowledge are many taken-for-granted statements given out by generations of conventional 'experts'. It is almost always conveniently forgotten that breakthroughs are often made at the expense of orthodoxy. The orthodox almost always bitterly resist the new - it challenges the very roots of their ownership of authority. The challenger is often a single person, and has to be enormously resourceful even to get his material heard, especially in the in-house situation.

Here are two examples of questionable statements with which everybody is deluged:

Freemasonry is a child of the English, and certainly not the Scots.

Freemasonry has no connection with, and certainly does not unfold from, Knight Templary.

I think that the researcher has to read widely, particularly of new works, and *certainly* outside of the

Masonic club of writers. Of course one cannot challenge all; but at the same time one does not have to be a slave to, dare I say, political/historical 'correctness'.

The careful researcher enters at this point. As he is producing a factual and, within the bounds he has set, a truthful document, he must approach it in the same manner. A quality product stems from a quality effort. If he is concerned about his paper and its effects, particularly in the wider view, he will treat it with attention and care. The results will be worth the effort.

BEGINNINGS

I concluded that the problem faced in preparing this paper could be formulated by the question, '*How best could the features of a strong Masonic research paper be presented?*' The problem so encapsulated provided the aim - *to explain the features of a strong Masonic research paper.*

This decided, the paper's sub-aims could then be established: to explore in turn types of papers, the research paper's framework and the Masonic research paper. Foci here would include components, topics, content, sources of information and methodology. Further, under method or practicalities, an examination would be made of timing, note making and note organising. Writing would include English, composition and drafts. A production section would complete the work.

To gain the information needed to prepare the paper I did several things. As a former teacher in an area which included social research, together with its recording by both report and paper, I reviewed some of my notes and thoughts. I also drew on experience gained from undertaking nine tertiary awards. I then returned to university manuals on how to prepare papers at that level. I drew upon my experience as a published compiler and writer of text books and histories and, finally, my Masonic reading and writing experience.

RESEARCH PAPERS

All writing can be classified to be of four types (McCall:6) - exposition or explanation, argument, description, and narrative or story telling. The academic writer's approach (Clanchy & Ballard:70) differs from all other in that it is analytical, objective, intellectual and rational. This is in contrast to approaches which are impressionistic, subjective, emotional or polemical. The academic tone, also, is serious, impersonal and formal, rather than conversational, personal or colloquial.

The Masonic academic author can produce three core *types* of paper or discourse - the essay, the research paper and the thesis. The *essay* reworks old material. The *research* paper presents the results of original research. The *thesis* puts forward an exceptionally sound case for a particular proposition or theory.

The essay is by far the commonest form of Masonic academic writing, and can be routinely seen in the form of papers produced by Grand Lodge lecturers. The result is generally used for mass teaching. But the essay may be given a more immediately vital focus, for example to supply information for the upgrading of the organisation.

Research papers are scarce. Something that should be produced by all Masonic thinkers, they are often mainly associated with research lodges; but even here the essay vies with the research paper.

The Masonic thesis is rare. Anyone with the motive, ability, means and, perhaps, the academic qualifications can attempt one, but such people appear to be exceptionally thin if not entirely absent on the Masonic ground.

All Masonic research writers need to produce their papers at the academic level. The research lodge's singular responsibility lays with the production of such work. It is with the research paper that this paper is concerned.

Research papers fall into two main groups: book research - the *armchair research paper* - and the practical/non-book or *fieldwork research paper*. These inquiry papers seek to produce sufficient evidence to prove the researcher's argument or point to his peers. From them might flow anything from the rewriting of an historical bench mark to the remodelling of a craft's government.

Of Masonic research papers the armchair type is the one almost always produced. The material or evidence is drawn from the books and papers of others, but the pieces are linked in a new way to produce an original result. The work throws new light on an old subject, or leads to a new conclusion, perhaps overthrowing a point or position previously regarded as fact.

The Masonic fieldwork research paper, infrequently encountered, sees its author venturing into the world. He makes notes, asks questions, surveys, samples, talks to people, takes photographs, makes measurements and burrows into unpublished records. Like the academic researcher he is looking for material to fulfil his aim or evidence to test his theory - or just rabbiting away - *but* in a manner which may also see him tearing his raincoat or receiving the odd nasty look. The field researcher, of course, often uses already published material, but as a secondary source only.

THE RESEARCH PAPER FRAMEWORK

The layout or framework of an effective research paper has, over generations of trial and error, been evolved into a useful and tight form. There are many variations, of course, but given here (Appendix A) is the core of a common and straightforward approach.

The layout of a research paper in outline consists, for the first part, of preliminaries and introduction. Then follows the main body, composed of findings, analysis, conclusions and recommendations. Lastly come the bibliography and appendix.

To expand: the paper begins with a *title*, which grows out of the paper's aim. The *preliminaries* follow, including a statement of the *problem* or question to be answered. The reason for this problem needing attention may be given - this is the work's *rationale*. Then follows the paper's *aim* - the question put in positive form. *Sub-aims*, which sort the aim into workable parts, follow.

An *introduction* (not a preface, or blurb, which may or may not be used; if so, right at the beginning), comes next. Here are placed *definitions*, any *background information* the author might feel compelled to give, and the research *method* used.

The paper early supplies *definitions* so that that there is a better chance of agreement on the meanings of

various key terms used. Definitions applying to the present paper include -

- A Masonic paper is any paper or dissertation dealing with a Masonic subject.
- A Masonic academic paper is a paper which presents some matter, such as a point of view or conclusion, in a manner which makes it potentially acceptable to the scholar or scientist.
- A Masonic essay is an academic paper which does not present new information but reworks old; it can serve all the usual functions of writing; for example explaining, teaching or arguing.
- A Masonic research paper is an academic paper which presents new information, together with the methods and evidences used.

Necessary in any serious paper all the above parts are but preparatory matters leading to the primary or basic information, or *main body*. The first part of this, called the *findings*, relate what the research found. This is followed by an *analysis*, where the findings are examined. Flowing logically from the analyse are the *conclusions*. The main body's end may find *recommendations* - whether they are included not depends on the audience for which the paper is designed. A committee, for example, may wish to cast its own. A short *summary* may follow, together with a suitable *ending* for the work. No matter at which point a paper finished an ending paragraph must be used.

After the ending of its discussion the research paper has a *bibliography* and *appendix*.

THE SUBSTANCE OF THE MASONIC RESEARCH PAPER

Experience strongly shows that a paper's *title* should be to the point. It needs succinctly to describe what the paper is about - rather than being 'smart' in some way. It may, also, have a more detailed or explanatory *subtitle*.

The subject matter, issue or *topic* addressed by a Masonic research paper can arise from the whole range of humankind's inquiry. It will, of course, be from or reflect a Masonic perspective. It may range from the purely theoretical to the totally practical; for example the number of symbols

in the second degree to whether the moving of lodges into a few centralised complexes would bring an overall long term good or bad result. The paper can indulge a personal curiosity or it can

be a response to an urgent call for down-to-earth help. It answers a problem.

No matter what the *problem* may be, however, it must be clearly stated, defined and limited as an *aim*. The aim, it has been found from centuries of scientific writing, is best evolved by first precisely stating what the problem is. What is the researcher setting out to solve? This is the foundation upon which the whole inquiry is built: all enquiries can and should be reduced to what is called a 'problem'. It is no use if someone produces a paper only to find that it wanders, and that its conclusion does not match the problem, the lack of knowledge, which triggered it.

So: a problem should be articulated. It always takes the form of a one-sentence, precise and limited question, complete with question mark. For a South Australian example consider: "Did the types of regalia worn by Grand Lodge officers in the South Australian Craft from 1884 to 1994 remain the same?". This enunciation excludes all other crafts found in Australia in general, and South Australia in particular, with its Irish, Women & Co-Masonic crafts, all with headquarters overseas. It looks at a certain time period. It is an answerable question.

From this problem statement the researcher's *aim* is derived automatically. In this case it is "To find if the types of regalia worn by Grand Lodge officers in the South Australian Craft from 1884 to 1994 remained the same.". The aim expresses a single idea. It takes the form of a single sentence, with no 'ands', and it begins with the word 'to'.

Having nailed down the aim *sub-aims* are established. Some will be obvious and others may emerge during the investigation. Some may drop out. Each, as usual, takes the form of a single sentence, and begins "To find...".

A set of sub-aims for the above, for example, might be -

- (1) "To find the types of regalia worn by serving Grand Lodge officers from 1884 to 1994."
- (2) "To find the types of regalia worn by past serving Grand Lodge officers from 1884 to 1994."
- (3) "To find the types of regalia worn by past conferred rank Grand Lodge officers from 1884 to 1994."

And perhaps -

- (4) "To find the limit of Grand Lodge tolerance of Grand Lodge to regalia differences from 1884 to 1994."

By this stage a number of key words have been invoked. Unfortunately what each means to one person may be different to what it means to another. *Definitions*, therefore, are vital. Here, for example, consider the terms 'type', 'regalia', 'South Australian Craft', 'Grand Lodge officer', 'Past Grand Lodge officer', and 'conferred rank Grand Lodge officer'.

The author may now wish to supply some general or *background information*. This is anything which does not fit anywhere else. He may wish, for example, to discuss, after noting that this is a diversion from the aim, the history of regalia in general in South Australia. Or he may wish to become more theoretical, and mention hypotheses, or guesses at the major conclusion, or why he chose the topic, problems which arose in its research - anything. Whatever may be brought in here, however, has to be in extremely brief form.

The *methodology* or method or methods used in the research should now be touched upon. With non-earth shaking Masonic academic book research little if any mention is usually needed. This scene changes, however, if the author wishes to produce a high level paper, particularly if it is going to be controversial. A practical research project needs to note the various approaches used -

questionnaires, interviews, on-the-spot observations, examination of letter files, and so on. There

is always a major method, and there are often two or more minor ones. All must be mentioned. They explain how the findings were gained, which casts the conclusions in a more positive light, and give the paper more authority.

The *findings* merely set out the primary results of research - the raw data. They are divided into natural sections, one for each sub-aim. If there are, for example, four sub-aims then there will be a four-section finding. These sections are placed in the order of the sub-aims. Upon the experience and evidence gained in the investigation a sub-aim or two might now be added or deleted. Any raw statistics, depictions and so on, are placed in the findings.

Having assembled the results *analysis* can now take place. If, however, the work stops here the paper is an account or short report. Such reports are handed on for others to analyse. The Masonic research paper author, however, usually analyses- and feels mightily compelled to.

The analysis is that component of the paper where findings are worked on. The assembled information is broken down. The order of analysis follows the order of findings. Each finding must receive attention. Numbers are usually converted to percentages. Tables, graphs and the like may be needed. No matter what else this is where the discussion takes place. Critical examination occurs. Pros and cons are weighed. Evaluations are made. Trends are noted.

And so the ability to draw *conclusions* is attained. The writing from now on includes no new information, no new workings, and no new discussion and no new points - it is entirely focussed on answering the aim and sub-aims. As with the foregoing sections the conclusions follow the sub-aims, one by one. The aim's determination is at hand. Each sub-aim is answered with one conclusion. Each conclusion is rendered by one sentence.

The basic conclusion, the answer to the main aim, is now apparent. Written in one sentence it answer's the work's problem.

Triumph marks its writing.

The researcher may or may not go on to make *recommendations*. If he does then they must relate directly to the problem which generated the paper. More particularly, they must relate to the problem's context and to the particular audience at which the paper is aimed. If there is a tight problem statement - and hence aim - then the context will need little attention. The audience, however, is another matter - differing audiences require differing recommendations. The author may wish to produce varieties of his paper for various audiences (Teitelbaum:5). Planners, for example, will need relatively little in the way of recommendations regarding ceremony.

Each conclusion must produce at least one recommendation; it will probably produce several. Each recommendation is rendered in a single sentence.

No matter at which point the author stops he may wish to include a *summary*. An *ending* paragraph of some description must be present. This will be in an upbeat tone.

The writing is now finished; but the paper is not. A *bibliography* is essential. All the documents, texts, people and other material consulted are listed. The researcher will prepare two lists - firstly, the **primary sources** inquired into, and then the **secondary sources**. The prime sources are the original, unpublished

ones - documents, people and so on consulted. The secondary lists names of all the published works referred to. With the field work paper the primary bibliography will exceed the secondary. Each is listed in alphabetical order, with the usual sequence of a notation

being surname, initial, title, publisher, city and date.

Last comes the *appendix*. Placed here are all relevant documents, materials, names of people consulted, clippings and so on, referred to in the text, the detail of which is thought to be important. Anything not referred to is omitted - unless it is now seen to be a valuable addition - in which case insert a reference to it in the text. The appended material is labelled, top right, by capital letters: Appendix A, Appendix B, etc. Each must be noted in the text, eg, see Appendix C.

The presentation or final appearance of the paper will include in-text *references* to sources. These are placed within the text (**insert references**), at the foot of the page (**foot references**), or at the end (**end references**). The latter two are referred to by placing small numbers in the text. Insert references usually give the author and page number while the end reference is extended to name of book and date of publication. The insert reference is the modern way, as it is both direct and easy. *Footnotes* can also be used, which expand on some detail or point; these succinct pieces can also be placed at the end, becoming *endnotes*.

The paper's length, also, is a crucial factor. There can be the complete, all encompassing paper, a condensed version for limited time reading, or an outline-only precis.

Manuals on the preparation of cogent scholarly texts can be found in educational or university bookshops. No serious Masonic writer should be without one next to his dictionary and thesaurus.

THE MASONIC TOPIC

A research topic may be obtained by commission or choice. Avoid the mistake of choosing something 'hard' because it might make a big impression. It is better to stay, at least at first, within one's special interest and knowledge fields.

Topics can range from the purely academic, no apparent practical application, to the totally pragmatic.

It is here argued that, although perhaps rewarding to the self, a humdrum topic such as 'Masonic Aprons' (or 'The Senior Deakin', or 'The Ashlars') should not be at the limit of a Masonic paper writer's, and particularly a researcher's, ambition. Such pieces, of course, might add something to Masonic knowledge - but in well known and possibly low priority areas. Rather, it is argued that if someone is going to spend considerable time on research it should be at the cutting edge. Look at the - why not the local? - movement's needs. Start at the real boundaries of published knowledge. Plan to move firmly into the unknown; the infinite, exciting unknown. Compare a space walk to adding another stitch to the well known quilt.

The topic once chosen list the reasons for doing so, and the purpose to which the results will be directed. This will help clarify and sharpen thinking on the topic.

It can be argued that, because the Craft is experiencing a time of great need, a large proportion of research time should be put to pragmatic purpose. How can the movement be helped?

Ten examples -

1. Ways in which the local constitution Freemasonry could be improved.
2. The reasons why organisations like Freemasonry wither or flourish.
3. The proportion of 'upper class' men/leaders in local state Freemasonry, per decade, from the local 'beginning' to the present (and lessons to be drawn).
4. The division of local state Freemasonry into 'successful' and 'non-successful' periods (and lessons to be drawn).
5. The *real* aims or functions which have been adopted by or thrust upon local state Freemasonry since 'the beginning' to the present.
6. Should the organisation be mainly giving to or rewarding its members, or should it be mainly taking or pressuring, for example for money for charity (to improve 'community image')?
7. Why do men join (and leave) Freemasonry?
8. In Victoria - the effect of selling local halls coupled with the introduction of 'centers'.
9. In SA - the effects of the Masonic Foundation upon SA Freemasonry.
10. In NSW - the effect of Chapter taking over orders such as the Mark.

But behind this practical search lies a deeper one; a theoretical one. The quest for the reason for Freemasonry's existence. The quest for Freemasonry's soul. What is its Aim? What *are* its Landmarks? The true Masonic researcher must always be exploring both theory and practice. Both need to be grappled with. We need to know who we are before we can know what to do.

CONTENT

Having decided upon the topic of the research essay the *content* of such papers may be looked at. First, the researcher must, as noted, develop exactly his aim. He must know what he wants to say. If he does not clarify these for himself his paper will be a mess. Then he begins to work out the topic's main parts and features, to ensure that each is covered.

An author must always work from the familiar to the unfamiliar (Westland:97). He has to determine what is generally known, and go from there to the unknown. Clear steps along the way should be mapped for the reader. Concrete - real - examples, should be used, rather than abstractions.

In almost all cases the research paper should not be written in the first person (I, myself). In particular personal emotion should be excluded. An impersonal text is not only the academic way, it is the most effective. It needs to be worded for publication; if it is to be also read then the author can, with ease, ad lib the text to the personal mode.

The paper needs to be exact and precise in both main points and detail. All the key ideas and key terms (Turabian:5) must be covered. Pretentiousness cannot be present. All which is commonly known (Gondin & Mammen:61) should be eliminated. Anything which is not to the point must be removed ruthlessly. Alternative points of view which may be encountered have to be taken seriously. If they stand under test then the researcher must adjust his thinking and modify his work accordingly. No exaggerated claims or sweeping assertions should be made. All unusual statements must be qualified. Caution must accompany the drawing of any conclusion.

The paper is referenced throughout; it is a rare nonreferenced paper that can be taken seriously.

GETTING INFORMATION

It is possible to produce even a seminal paper using no *sources* - it might, for example, stem from a sudden flash of insight. Almost all research papers, however, draw upon sources. Researchers need to read widely, and not only in their immediate field - the greater their sweep the greater their insight. Skim reading (O'Mara, et al:24) can be an aid. Material which appears to be of interest can be noted, articles photocopied and clippings collected. An ideas file can be established.

It is to the Masonic researcher's advantage to have some knowledge of what is in the libraries, including those of the universities. He should, of course, have a good working knowledge of the contents of the local Grand Lodge's library. In particular some familiarity with the transactions or proceedings of research lodges and study groups seems a must; see Appendix B.

Texts parading disputable statements which are poorly substantiated need to be treated with great caution. The researcher needs to scrutinise all texts as best he can; here, prior involvement in the field is an advantage; but should never stand in the way of opening new gates.

But the researcher goes beyond the realm of the published. He enters the realm of interviewing, surveying, document searching and all the rest. He will find out what non-library records and materials reside at the state Masonic Center.

It is of fundamental importance that records are kept of **all** investigations, dealings and findings. These should be filed or shelved in some manner - not shoved in a box which is relegated to the shed. These files enable a relevant paper's authenticity to stand against criticism. In the wider sense the researcher is building his own, specialist or otherwise, reference bank.

When someone else's work is quarried this must be made clearly known, both in the text and in the bibliography. If this is not done then stealing has occurred. At the same time deception is being practiced - the writer is allowing others to think that the unreferenced material is his own work. The complete paper of another person must never be taken and passed off as one's own; this is plagiarism at its worst and is, of course, despicable.

METHODS

The *method* by which research plans are turned into reality is the researcher's decision, but it will include several basic elements.

Timing, perhaps, is the chief. Generally the time spent in preparation of a paper (Anderson:10) on defining the problem and collecting information is 60%, getting out the first draft 20%, and revising and refining 20%.

Above all, the paper's deadline must be confirmed. Then, even if it is a year or two away, how can the time from the decision to research to the deadline best be used? A written task schedule, check list and timetable should be made immediately.

The availability of sources must be established as soon as is possible - it is no good lamenting, for example, that letters have not been answered, or that a prime informant is away on holiday. All major calls upon the researcher's time should be accounted for in the timetable. Times when work can be done should be identified. As a result the researcher's mind can be put at rest by the setting of project stages and their due dates.

Note making is critical - it is from notes that the paper will proceed. The methods of noting include writing, audio taping and visual recording. Note making should begin from the instant the paper is decided upon. Thoughts should be jotted down at once. When information is obtained it should be noted at once, together - and this important - with its source and date.

The physical aspect of noting is also important. Notes can be made on note paper in the order in which the information is secured, or sectioning can occur; say one page for detail A, another for detail B, and so on. Another sectioning method is to make each note on a separate note card.

When noting both primary documents and published texts there are a number of steps which, if taken, will make life easier later. In the case of texts **always** record the author's name, the publisher, the city and the date; and directly onto each notation. **Separate** each note which somehow varies from the rest, either by using cards or leaving blank lines on the note paper.

Always write the page number from which the note was obtained in the margin, next to **every** note - even if the same number is repeatedly used on the same note page. If this is not done then should the note be later used the writer has to - frustratingly - return to the source.

When interviewing, phoning included, always record the interviewee's name, address and the date.

Getting the notation correct is of prime importance. It should be a condensation, paraphrase or quotation. If a quotation is made **always** add quotation marks - otherwise later it will not be certain if the piece is a quotation or not. It must also be **certain** that all within the quotation marks is an exact copy.

The *bibliography* - in full - should be made as notating proceeds; this will save much chagrin later. Material which might be appended - the *appendix* - should be collected or compiled as it is met.

The investigation is over. The paper can be produced.

GETTING IT ALL TOGETHER

Note organisation is the first step. There are ways of notemaking which allows their easy separation in due course. The familiar one is to use small cards - each for a different detail. When the paper is being composed the cards can be shuffled about in any way desired.

The present writer's method, which seems to be straightforward but unique, is to make notes on ordinary pad paper, leaving a line between each set. When the paper is ready to be assembled, that is, written, slips of paper bearing all the headings and subheadings are arranged in gapped order on a table. A sheet of notes - author color coded down the margin - is then cut up. Each now separated note slip placed in its appropriate position. If the original notes are wanted intact then photocopies are dissected.

After note slip distribution has proceeded for some time new subheadings may be seen to be needed, or some different sequential order seen better. Such improvements to the paper come easily, because the whole of its content is being worked on at the one time, and the whole layout can be seen at a glance.

When the assembling is done a sheet of A4 paper is slipped beneath each set and the slips stapled to it. The sheets numbered, writing can commence with confidence.

WRITING

Writing is a breeze. All the thought and effort put in now pays off. The writing is but a formality; it will be an enjoyment.:

The frame work is in place.

The card shuffling/note placing has been done.

The whole thing is spelt out to go.

The essay/paper is there! *In front of you.*

The author, *with complete confidence*, can now translate his record into written English.

For flexibility (and computer safety) it is highly recommended that the initial setting down be in longhand.

The *English* used, of course, must fit the need. The past tense is used in research papers (Anderson: 6) - particularly for the methodology and findings, which deal with things past; the rest is in the tense appropriate. In writing, the passive voice, where the subject is being acted upon

rather than acting, is often viewed as feeble. Scholarly writing, however, uses it to record the past, for economy in wordage and to help establish an impersonal tone. Nevertheless the paper should enjoy an overall positive frame. Its composer should strive for 'vigor of thought and expression' (McCall:129). It should glow with originality, strength and character; and why not elegance?

English is a marvellous language. Arrayed in enumerable modes, from colloquial to received, from the Queen's to the gutter, from the popular to the academic, its richness in words and styles enables the easy

conveyance of any idea. While the research paper needs a scholarly tone this is no more than standard English, adjusted as suggested. Technical or inhouse language - jargon - is used as little as is possible. If necessary supply definitions. Plain words - but also the most apt (Westland: 116) - are the best. Words chosen can range from the simple to the novel; but be careful with the latter. Where possible expressions should be concrete and visual.

Spelling, finally, should be current - English offers a range of varieties. The American, simpler than the old English, will no doubt be ever increasingly favoured; for example color instead of colour, program instead of programme and catalog instead of catalogue. Australian English is now faltering towards a toehold. We prefer 'ise' instead of 'ize'. The word processor, of course, offers the advantage of spelling checks, often in variants.

PRODUCTION

Keyboarding now occurs. Revision and improvement accompanies it. If the advantage of a word processor is being taken read and reread the text on the screen, improving all the while.

Drafts are essential. The first enables the whole to be examined at the one time. Adjustments and corrections will certainly follow. The style will be evaluated. An independent reader can supply unthought-of input.

The author, at a deeper level, will now determine if the paper works. Has it his intended clear and strong running thread? Are all points connected? Is any section under or over worked? Is it (Clanchy: 74) sufficiently convincing?.

It will be. These are questions a non-set-up writer has to approach. The prepared - and that's as above - writer has already seen to it all.

You've done it. It cannot fail.

Refinements can now be brought in. Ensure that the opening grabs. Ensure that the closing will be remembered; and bring action.

The process is complete.

The paper will be superb.

Now is an excellent time to start.

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WBro Lt (Ret) George Woolmer, OAM, FNHSSA; RDA, Dip T(Sec), BA, BEd, Grad Dip Ed Stud Ab Ed, Grad Dip (Dist Ed), Grad Dip (Ed Admin), Grad Dip (Curric Dev), MEd; Dip Mas Ed, PGSt, GLib. © 1995, 1996.

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APPENDIX A

THE MASONIC RESEARCH PAPER FRAMEWORK

A Suggested Outline

A. TITLE

B. PRELIMINARIES

1. Problem Statement

2. Rationale

3. Aim Statement

4. Sub-Aims Statements

C. INTRODUCTION

1. Definitions

2. Background Information

3. Methodology

D. MAIN BODY

1. Findings

2. Analysis

3. Conclusions

4. Recommendations

E. SUMMARY-ENDING

F. BIBLIOGRAPHY

G. APPENDIX

Cf below

APPENDIX B

**TRANSACTIONS AND SIMILAR IN THE SA GRAND LODGE
LIBRARY**

Outline Only

A Bird's Eye View of Freemasonry, The Masters' and Wardens' Ass of SA, Adelaide.

Ars Quatuor Coronati , Trans, Quator Coronati Lodge 2076, London.

Collected Lectures, A & H Fraternity of RA Masons of SA.

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Recommendation: each research body publishes lists of similar sources available to it.

George Woolmer © 1995-1996