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MANUSCRIPT PREPARATION – TABLES

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Creating

Use your programs table-creation tool for all tables. Do not use tabs and spaces. Do not break contents of a cell across multiple cells. Cell entries should clearly belong to a specific row and column.

Formatting

Tables should be prepared using a roman font; italic and bold should not be used for emphasis. Except for basic horizontal lines (see "Lines"), tables should be free of lines, boxes, arrows, or other devices unless they indicate the structure of the data.

Numbering

Tables are numbered using arabic numerals, and they are cited in numerical order in the text. Appendix tables are generally numbered as follows: if there is only one appendix in the article, tables in the appendix are numbered A1, A2, A3, etc. If there are more appendixes, tables are numbered to correspond to the appendix in which they occur; that is, Appendix B would contain tables B1, B2, etc.; Appendix C would contain tables C1, C2, and so on.

Table titles

Titles should identify the table as briefly as possible. In an article that contains more than one table, each title should be unique. Titles should not contain explanatory material; this should be placed in a "note" at the bottom of the table.

Column headings

Headings should identify the column as briefly as possible. Headings should contain any necessary symbols (%, $, etc.) or measurement abbreviations (cm, kg, etc.) that apply to the data in the column below. Any measurement abbreviations should conform to the style of the journal. Headings may have several levels, with horizontal rules separating the levels (see example A below).

Example A

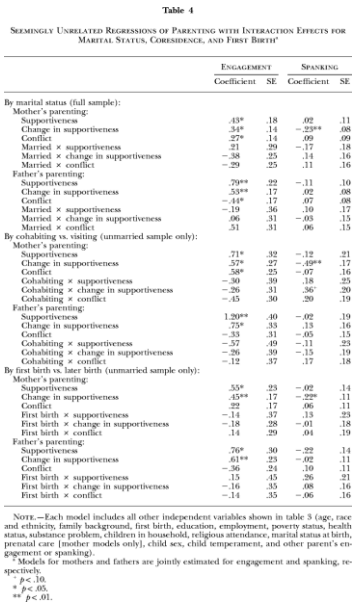


Table 4

SEEMINGLY UNRELATED REGRESSIONS OF PARENTING WITH INTERACTION EFFECTS FOR MARITAL STATUS, CORESIDENCE, AND FIRST BIRTH[a]

	ENGAGEMENT		SPANKING	
	Coefficient	SE	Coefficient	SE
By marital status (full sample):				
Mother's parenting:				
Supportiveness	.43*	.18	.02	.11
Change in supportiveness	.34*	.14	−.23**	.08
Conflict	.27*	.14	.09	.09
Married × supportiveness	.21	.29	−.17	.18
Married × change in supportiveness	−.38	.25	.14	.16
Married × conflict	−.29	.25	.11	.16
Father's parenting:				
Supportiveness	.79**	.22	−.11	.10
Change in supportiveness	.53**	.17	.02	.08
Conflict	−.44*	.17	.07	.08
Married × supportiveness	−.19	.36	.10	.17
Married × change in supportiveness	.06	.31	−.03	.15
Married × conflict	.51	.31	.06	.15
By cohabiting vs. visiting (unmarried sample only):				
Mother's parenting:				
Supportiveness	.71*	.32	−.12	.21
Change in supportiveness	.57*	.27	−.49**	.17
Conflict	.58*	.25	−.07	.16
Cohabiting × supportiveness	−.30	.39	.18	.25
Cohabiting × change in supportiveness	−.26	.31	.36†	.20
Cohabiting × conflict	−.45	.30	.20	.19
Father's parenting:				
Supportiveness	1.20**	.40	−.02	.19
Change in supportiveness	.75*	.33	.13	.16
Conflict	−.33	.31	−.05	.15
Cohabiting × supportiveness	−.57	.49	−.11	.23
Cohabiting × change in supportiveness	−.26	.39	−.15	.19
Cohabiting × conflict	−.12	.37	.17	.18
By first birth vs. later birth (unmarried sample only):				
Mother's parenting:				
Supportiveness	.55*	.23	−.02	.14
Change in supportiveness	.45**	.17	−.22**	.11
Conflict	.22	.17	.06	.11
First birth × supportiveness	−.14	.37	.13	.23
First birth × change in supportiveness	−.18	.28	−.01	.18
First birth × conflict	.14	.29	.04	.19
Father's parenting:				
Supportiveness	.76*	.30	−.22	.14
Change in supportiveness	.61**	.23	−.02	.11
Conflict	−.36	.24	.10	.11
First birth × supportiveness	.15	.45	.26	.21
First birth × change in supportiveness	−.16	.35	.08	.16
First birth × conflict	−.14	.35	−.06	.16

NOTE.—Each model includes all other independent variables shown in table 3 (age, race and ethnicity, family background, first birth, education, employment, poverty status, health status, substance problem, children in household, religious attendance, marital status at birth, prenatal care [mother models only], child sex, child temperament, and other parent's engagement or spanking).

[a] Models for mothers and fathers are jointly estimated for engagement and spanking, respectively.

† $p < .10$.

* $p < .05$.

** $p < .01$.

If column numbers are mentioned in text, table columns should be numbered accordingly. Numbering should begin with the first column to the right of the stub column.

Lines

Only horizontal lines are allowed; no vertical lines, boxes, or other lines may be used unless they indicate the structure of the data. All tables should have the following three horizontal lines:

- One under the title, above the column headings
- One between the column headings and the body of the table
- One at the bottom of the table.

In addition, tables MAY have the following horizontal lines, as needed:

- To separate levels when there is more than one level of column heading
- To separate a column of numbers that is being added from its total (see example B below)
- To delineate "cut-in" heads in the body of a table (see "cut-in heads" below).

Example B

Table 4

RATES OF DHS SHELTER USE BY SELECTED CHARACTERISTICS

	Either Shelter System* (%)	Family Shelter System (%)	Single Adult Shelter System (%)
History of out-of-home care:			
Yes	22.4	17.0	8.9
No	10.8	9.4	2.5
Type of final exit from ACS:			
Reunification	19.4	14.7	7.6
Independent living	25.6	18.8	10.7
Absconding from care	33.6	22.4	15.6
Preventive services	12.4	11.0	3.0
Race and ethnicity:			
African American (non-Hispanic)	24.3	18.8	8.9
Hispanic	14.1	11.0	5.2
Caucasian (non-Hispanic)	6.0	4.0	3.0
Gender:			
Female	25.1	23.7	4.8
Male	11.1	3.8	9.3
Total	18.7	14.5	6.9

NOTE.—DHS = Department of Homeless Services; ACS = the New York City Administration for Children's Services. All relationships are statistically significant for χ^2 test ($p < .001$).

* "Either shelter system" category reflects the unduplicated sum of the other two columns.

Stub column (the left-most column in the table)

Entries should be as brief as possible. Stub column entries are often layered (see example A). Note the use of colons and indentations to differentiate the various layers. Stub column entries and subentries should be confined to one column. Data in columns to the right of the stub column should be in the same row as the stub column entry. Stub column entries should not run across into the body of the table. If necessary, the entries are broken and runover lines are indented.

Cut-in heads

Cut-in heads are used when the contents of columns change-that is, when new labels are needed for the data in the columns. This is the only circumstance in which headings should appear in the body of the table. See example C below for the correct use of cut-in heads.

Example C

Table 1

TRENDS IN JOINT CUSTODY, CHILD SUPPORT PAYMENTS, AND VISITATION

	YEAR DIVORCED			
	1981–84	1985–88	1989–92	1993–98
Legal custody status (%):				
Joint custody	20.9	27.4	31.2	34.2
Mother, sole custody	66.3	60.7	57.3	53.5
Father, sole custody	12.8	11.9	11.5	12.2
	SURVEY YEAR			
	1992	1994	1996	1998
Child support payments (real 1997 $):				
Joint custody	2,390	2,526	2,656	2,753
Mother, sole custody	1,956	1,994	1,989	1,990
Father, sole custody	401	826	952	667
Visitation (days with non-resident parent):				
Joint custody	80.4	74.4	70.8	85.8
Mother, sole custody	34.1	34.4	37.2	39.1
Father, sole custody	45.4	48.8	46.4	56.3

NOTE.—1992–98 CPS-CSS. Sample limits to parents ages 15–65.

Rules are used above and below cut-in heads. Note that these rules cover only the columns that change. They do NOT extend into the stub column. As with headings at the top of a table, cut-in heads may have more than one level.

Total rule

A total rule is to be used only when there is a total that is actually the SUM of the numbers in a column. It is not to be used for averages, means, or other numbers that may summarize the data in a column, but that are not totals. See example B. The total rule extends only across columns with totals. It should not extend into other columns that do not have totals. Missing data: Three centered ellipses may be used in blank cells; it is also acceptable to leave these cells empty.

Body of the table

Wherever possible, the body of the table should be free of symbols (%, $, etc.) or measurement abbreviations (cm, kg, etc.). Symbols should appear in the column head when they apply to all values in the column, or in the stub column when they apply to all values in the row. Sometimes they can even be placed at the end of the table title, if they apply to all of the data within the table.

Footnotes to tables

All notes end with a period, even if they are not complete sentences. Table note callouts should be arranged in the body of the table from left to right, top to bottom, as if reading a text. Every callout in the table should have a corresponding footnote. The type of footnote symbols used (numbers, letters, symbols) depends on the style of the journal. Many tables will have a general explanatory "note" containing useful information about the table (definitions of abbreviations used, etc.). This note is not numbered. It is simply labeled "note" and appears at the bottom of the table before any other specific, numbered notes. The word "note" is singular, even when there are multiple pieces of information in the same note. See example D below.

Example D

Table 5

ESTIMATES OF THE RELATIONSHIP BETWEEN MATERNAL WORK HOURS AND THE PROBABILITY IN SELF-CARE, NONLINEAR SPECIFICATION OF WORK HOURS: LOW-SES MOTHERS

MATERNAL WORK HOURS (per Week)	LOW EDUCATION		LOW INCOME	
	Logit	FE Logit	Logit	FE Logit
At most 10	−.272	−.112	.102	.194
	(.324)	(.597)	(.436)	(.821)
More than 10 and at most 20	.300	.225	.553*	.162
	(.189)	(.335)	(.238)	(.437)
More than 20 and at most 30	.618**	.199	.423*	.086
	(.158)	(.291)	(.215)	(.384)
More than 30 hours	1.358**	1.011**	1.309**	.897**
	(.086)	(.190)	(.104)	(.231)
	[.197]	[.057]	[.178]	[.108]
N	6,059	1,383	4,020	873

SOURCE.—Author's calculations using the National Longitudinal Survey of Youth, 1979 cohort.

NOTE.—AFQT = Armed Forces Qualification Test; FE = fixed effects; SES = socioeconomic status. Huber-White standard errors are reported in parentheses, and they are corrected to account for the intraindividual correlation; marginal effects for statistically significant maternal work hours coefficients reported in brackets; mothers in the low-education subsample had less than or equal to a high school education in the first year their adolescent was observed; mothers in the poor subsample had family incomes below the poverty threshold in either 1985, 1986, or 1987. All models contain controls for the adolescent's age, the mother's highest grade completed, the mother's marital status, the number of adults and the number of children in the mother's household, and the year; the logit models also include controls for the adolescent's sex, African American, Hispanic, the mother's AFQT score, if the mother has traditional values, and the mother's age when she had her first child.

* $p < .05$.

** $p < .01$.

Some tables also have an unnumbered note labeled "sources" (or "source" if only one source is cited). This is used to list the sources that were used in constructing the table. If such a note is used, it should precede all other footnotes, including the "general" note. See example D above. Footnotes indicating standard levels of significance in statistical tables usually use asterisks. These footnotes should follow all other footnotes at the bottom of the table. See example D.