

What Primary and Secondary Sources Are

Primary sources are materials that provide direct or first-hand evidence about an event, person, object, or work of art. Usually, primary sources are created during the time in question. Examples: letters, diary entries, news films, photographs, poetry, fiction, music, pottery, clothing, and buildings.

Some examples of primary sources are:

- Recording of and letters by various Civil Rights leaders such as Dr. Martin Luther King, Jr.
- Student's own writings—e.g., journal entries, poems, text messages, emails, etc.
- Song lyrics, artworks, and novels
- Personal items—e.g., Madame Curie's lab notebook, George Washington's glasses

Secondary sources are at least one step removed from the event or phenomenon being studied; they interpret, assign value to, conjecture about, and draw conclusions about the events reported or thoughts expressed in primary sources. Many secondary sources are published works such as textbooks, histories, magazine articles and reviews, encyclopedias, etc., but can also take the form of radio or TV documentaries, for example.

Some examples of secondary sources are:

- Student's written biography of Harriet Tubman, report on another country, etc.
- Online Wikipedia
- Textbooks on art history, American Civil War, etc.
- A map showing the relocation of Native Americans after specific treaties
- An article about NASA's Mars rover, Curiosity.

Précis Assignment: An Overview

What is a précis?: A **précis** is a summary or abstract of what you have read. In writing a précis, your own words are used to state the main thesis and describe important details of the reading. A well-written précis communicates clearly the essence of the content and tone of the original work in fewer words, and does not include your opinions about the speech.

Writing Task:

You will read the assigned speech multiple times and write a précis that conveys the main points that the speaker makes and how she/he makes them. The précis should be no more than one or two paragraphs that demonstrate your reading comprehension and ability to write and report clearly and succinctly about another person's writing or speech. The "Guided Précis Writing" below outlines reading and writing strategies that help in your writing a successful précis.

The final précis should:

- Introduce the speech—who, what, where and when—for which you are writing the précis.
- Include the main thesis and key ideas, leaving out minor details.
- Follow the logical order and development of the ideas in the speech.
- Be written in your own words as much as possible.
- Be clear and concise.
- Be free of your opinions, as well as any spelling, syntax and punctuation errors.
- Follow the style guidelines established for this course.

Guided Précis Writing:

1. Read the whole speech and get an overall sense of its main theme and general tone.
2. Read the speech a second time for full comprehension by:
 - a. Looking up in the dictionary any words that are unclear to you;
 - b. Underlining important facts and key ideas; and
 - c. Taking notes on each main point in the margins
3. Write in your own words the main thesis of the speech, then summarize the speech without adding your opinions or comments.
4. Read the summary and revise it to accurately summarize the speech.
5. Exchange your draft précis with that of another student to read and provide comments for helping each other finalize the writing.
6. Consider the comments on your draft and review the original speech and your notes on it, then update and finalize your précis.

**Charles Drew's speech to Temple Israel Brotherhood
Boston, Massachusetts, 1946**

Below you will find a speech given by Drew to mark the commencement of a scholarship for African American medical students established in his name by the Temple Israel Brotherhood. After reading the speech, begin developing your précis.

Mr. Chairman:

This scholarship which your group is creating is in the finest tradition of New England. It is fitting that such a program should be initiated here, for out of the heart and mind and blood of New England was forged the hammer which broke the chains of slavery. Out of its towns and hills and valleys went forth the fearless, Godlike, lonely men and women to teach these lowly and despised people so robbed and bound and ignorantly weak that God himself concealed their destiny. In those days you gave them hope. Into your schools and colleges came the first groups of those who had caught the dream of growing in knowledge and understanding and in service. From your schools have gone out the men and women who, in the past and today, play so large a role in attempting to complete the emancipation begun at an earlier day at such high cost to your spiritual ancestors.

The Temple Israel Brotherhood, by its actions in the past and its action today, carries on in the great New England tradition. We of a younger generation of Negroes know well the significance of the names Garrison, Phillips, Stevens. We know how Shaw fell. We humbly acknowledge a debt of gratitude.

Your present mode of action in establishing a scholarship in medicine for a Negro student is extraordinarily timely because there is a great need for just such aid. In the United States at the present time there are approximately 160,000 physicians. Only 2.3% of these physicians are Negroes - a total of 3,618 - according to statistics released by the War Manpower Commission in 1944. For the population as a whole there is one physician for approximately every 750 people. When the ratio of Negro physicians to the 13,000,000 Negroes in the United States is considered, it is found that there is one Negro physician to every 4,000 individuals. In certain sections of the country this ratio reaches one Negro physician for every 5,000 colored persons; while in certain states the ratio is as great as one Negro physician to every 22,000 colored persons. This obviously is a woefully inadequate number. In certain sections of the country this great inadequacy is compensated for by the splendid care which our people can receive in large medical centers and clinics, but in other sections of the country no such services are available and the people die.

Of greater significance is the fact that the number of Negro physicians has gradually decreased during the ten-year period between 1932 and 1942. In 1932 there were 122 graduates. By 1938 this number had slipped to exactly half - 61 graduates from all the medical schools in America. During this same period there was an 8% increase in the Negro population. At the present time statistics presented by Dr. Cornely of Howard University

suggest that we may expect to lose by death 80 to 100 Negro physicians per year for the next ten years. These few facts represent the chief problem. What is the reason for this gradual decrease of trained men in a profession which all recognize to be so essential? There appear to be two chief causes: The first is the fact that medical education is extremely expensive, and the Negro is extremely poor. "How poor?" you ask. Richard Sterner, "The Negro Share" states that in the United States during the 1930-1940 period only 4% of Negroes made over \$1,000 a year. It costs nearly a thousand dollars a year to attend a first-rate medical school. In 1935 he found that over 75% of Negro families of four made a total income of less than \$900 a year -- the sum established by the WPA as a minimum on which four people could live. (But they did live!) In the small villages of the South the average income for a family of four was found to be less than \$330 a year. In the small cities the average was below \$632 a year; and in New York City, the best income city in the country, the average for a family of four was below \$980 a year. These facts, I believe, are sufficient to validate poverty as the first cause of lowered enrollment in the medical schools. The second great cause, and the one which is most active at the present time, is the widespread policy of exclusion which is so universal, even in New England, that the total number of graduates from all the 75 accredited white medical schools of the nation rarely exceeds eight or ten per year; and the opportunities for continued training in the various medical specialties in all of the clinical facilities associated with these great centers of medical teaching is rarely extended to more than a half dozen Negro postgraduate students in any given year although there are nearly 9,000 such places for such training. Even at Harvard, whose liberal attitude is well established, I can recall no instance of a Negro intern in any of the teaching hospitals associated with the college.

This scholarship which you propose, therefore, answers the two dominant needs. It provides income sorely needed and creates an opportunity for the training of one more man in some institution other than Howard University College of Medicine in Washington, D.C. or Meharry Medical College in Nashville, Tennessee, both of which are overcrowded and overworked in attempting to work out a way of meeting this great need for thoroughly trained Negro physicians.

That you have chosen to create this scholarship in my name is a great honor. I hope that the men who will be thus aided will prove themselves worthy of such aid, and that both they and I will repay you in the best way we can which is to be living up to the highest principles of good physicianship.

Drew, Charles. Speech for the Temple Israel Brotherhood, Boston, Massachusetts, March 21, 1946. Scholarship, Named in Honor of Dr. Drew, Presented to Student Eligible to Study Medicine at Tufts, Boston University, or Harvard. Charles R. Drew Papers, Moorland-Spingarn Research Center, Howard University. Washington, D.C.
<http://profiles.nlm.nih.gov/ps/retrieve/ResourceMetadata/BGBBJR>

Address Given by Lenore Robbins Drew to Medical Students (after 1950)

Below you will find a speech given by Dr. Drew's wife to a group of medical students, after his death. After reading the speech, begin developing your précis.

One fall day on a college campus in New England a young football star was wheeled into the infirmary with a football injury to his knee. The wound grew worse and finally became badly infected. The treatment took a long time and when the patient grew better and could get into a wheelchair, doctors permitted him to wheel himself all about the hospital. So fascinated did this player become with hospital procedure that his dream of becoming an engineer faded and in the place came the desire to become a physician.

The patient's name was Charles Drew, and according to his own account in that hospital wheelchair was born his determination to become a doctor.

However, it appears to me that in the field of teaching medicine my late husband found his greatest fulfillment. The question was often asked in his lifetime, "Why did a man with this man's background of formal training and rich experience choose to devote himself to teaching?" The financial advantages alone which open to a well prepared surgeon are very great and many patients came to him from great distances - even from places outside the United States for surgery. - It would have been easy to satisfy his love of his work and to make a handsome income beside. I submit that the rewards of teaching young men to take their places as competent physicians and surgeons so attracted him that there was no choice.

He became a teacher on a relatively small salary and worked under this management not only gladly but with tremendous enthusiasm.

His dedication to his task was complete. The teaching program at Howard University College of Medicine in the department of surgery exists as it does largely as a result of his prodigious efforts.

His major thesis which he developed in the ten year period from 1940 to 1950 was this: Young Negro doctors can be trained in a Negro institution to take their place with surgeons of any group any where as their complete equals. This he believed with his whole heart. The teaching program at Howard in Surgery was a very closely worked out program. The professors worked as a team and when in 1943 a group of surgeons went to Johns Hopkins University to take the examinations to make them members of the American Board of Surgery it was a matter of great pride to the entire department that two men who had gone through this training program had rated by competitive examination the #1 and #2 places. You might

further be interested to know that one of these men was your own Dr. Waldo Scott. The other was Dr. Asa Yancey.

In the mind of each of us it is likely that one teacher stands out above all others as the most worthy. An unknown author puts it this way: "A teacher affects eternity. He never knows where his influence stops." In Dr. Drew's life, I cannot say which teacher that was but certainly I know that the surgeon who influenced him most profoundly was Dr. Allen O. Whipple of C.U. C of P.S. This professor not only taught him skills and helped him gain knowledge but also a philosophy - a word to live by in the practice of his art. In turn Dr. Drew passed along these things to the men he taught. Charles Drew repeated many, many times his belief that surgery is a discipleship. In its highest concept all teaching is a discipleship and I think the highest education is obtained by living with a noble being.¹

Before my husband died, we lived in a comfortable old, big house on Howard University Campus. It was like being a student again in a way. I want to tell you that it is a thrilling and an inspiring experience to see each class of graduating physicians standing straight and tall, clear-eyed and full of eagerness to go forth to their chosen great calling - repeat together The Oath of Hippocrates. Hippocrates, as some of you doubtless know was a Greek, often called "The Father of Medicine." These words of his which so many good doctors live by were set down long, long ago somewhere in the 6th or 7th century. I want to read one short paragraph of this oath: "I will look upon him who shall have taught me this Art even as one of my parents. I will share by substance with him and will supply his necessities, if he be in need. I will reward his offspring even as my own brethren, and I will teach them this Art, if thy would learn it, without fee or covenant. I will impart this Art by precept, or by lecture and by every mode of teaching, not only to my own sons but to the sons of him who has taught me, and to disciples bound by covenant and oath, according to the Law of Medicine."

You students are too young to remember anything about the 5 year plan which Russia talked about so much after the revolution. The 5 year plan was nothing more than a plan providing in detail just what should be built and how much should be produced in every field in a 5 year period. The idea caught on and was used quite a lot in this country. Dr. Drew made his the ten year plan - from 1940 to 1950. He knew how many men could be accredited surgeons in that period and every step of their programs. He was as careful of each man's career as though he had indeed been his own son. It is no exaggeration of the facts that every surgeon who qualified at Freedmen's in surgery in this 10 year period owes a great deal to the quality of teaching of the surgical faculty. If time shows that this man had any historical significance, in my opinion it will be for his work in inspiring young surgeons and training them by precept and example.

¹ In the original handwritten speech, this sentence was added to the paragraph as an afterthought on a separate sheet of paper.

He could not see that death would put a period at the end of this time, yet it almost seems that destiny walked hand in hand with him and that when 1950 came he quietly laid down his tools and said as Paul in the Bible, "I have fought a good fight, I have finished my course, I have kept the faith."

His work in blood brought him a great deal of public note, and ex President Truman said that through this work countless thousands of our soldiers were saved from death, yet in his heart he always thought of himself as a teacher.

Robbins, Lenore. Address given by Lenore (Robbins) Drew to medical students. Charles R. Drew Papers, Moorland-Spingarn Research Center, Howard University. Washington, D.C.
<http://profiles.nlm.nih.gov/ps/retrieve/ResourceMetadata/BGBBDH>

Compare-Contrast Essay Assignment

What is a comparison-contrast essay?: When you compare, you are looking at similarities, and when you contrast, you are looking at differences between two topics. A comparison-contrast essay may focus on just similarities, just differences, or a combination of both. The thesis of the essay should make the focus and purpose clear. Comparison-contrast essays are usually structured in two ways or arrangements—"block" or "point-by-point" (also called "alternating") arrangement.

An essay with block arrangement discusses all of the points for one item then moves to the next. For example, your essay in a block arrangement would state all of your points about the Lenore Drew speech, then make points about the Charles Drew speech. A point-by-point or alternating formatted essay makes a specific point of comparison of the two speeches in each paragraph. Your essay in a point-by-point arrangement would discuss a specific comparison/contrast of the two speeches in a paragraph, as it relates to a specific point you are making. For example, you might have a paragraph that discusses Drew's dedication to mentoring (and how both speeches address it) and another about Drew's concerns about the cost of medical schools (and how both speeches address it). Try outlining both patterns to determine what structure is most effective for your essay.

Writing Task: Write a comparison-contrast essay of the two speeches, which should be minimum of three pages and follows the styles established for the course. The essay should also include a minimum of five digitized items, along with appropriate source citations, from the [Profiles in Science: The Charles R. Drew Papers](http://profiles.nlm.nih.gov/BG) website that relate to your speech comparison/analysis. Consider for example, if you have a paragraph about how both speeches focus on Dr. Drew's advocacy for teaching and mentoring African American physicians, you might cite a photograph of Drew working with his students or a quotation from one his students.

Guided Essay Writing:

1. Using the template on the third page, develop a Venn Diagram to brainstorm all of the similarities and differences between the speeches.
2. After brainstorming, determine whether you will develop a claim that focuses on the similarities, differences, or both.
3. Once you have determined what points you want to make in your comparison-contrast essay, review the items from the [Profiles in Science: The Charles R. Drew Papers](http://profiles.nlm.nih.gov/BG) website to determine which five will be most relevant for your essay.
4. Write an outline that includes the thesis and topic sentences of your essay. Remember, your thesis should do more than state that there are similarities or differences between the two speeches. Rather, the thesis should articulate what these are and why they are significant. Each topic sentence should state the point of each paragraph, and should clearly link to the thesis.

Guided Essay Writing (continued)

5. Draft an essay with an introduction that ends with a thesis, body paragraphs that provide supporting details from the documents you have studied (each body paragraph should begin with a topic sentence that articulates its main point and connects back to the thesis), and a conclusion that recaps your main points and articulates their significance and implications.
6. Peer review the essay with the above guidelines in mind.
7. Take time to revise and edit the essay based on the feedback you received.

Student Name _____

Date _____

Class Period _____

