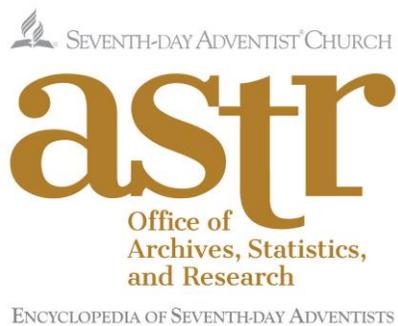


Educational Institution Author Guidelines

2017



Introduction

Congratulations! You have been chosen to write an article on an educational institution (referred to as “school”) for the new *Encyclopedia of Seventh-day Adventists* (ESDA). Your selection indicates that you have distinguished yourself as an authority on this school or are in the best position to gain expertise and thus can write an authoritative article accessible to the church and to the public. This article will be the go-to source on the school and so should meet the high standard that all ESDA articles will achieve: thoroughly researched, primary-source based, information-rich, clearly written, accurate, honest, comprehensive, engaging, authoritative, and written for both Adventists and the wider public. These criteria should be kept in mind throughout the article-writing process. This guide will take you through a step-by-step process to help you produce such an article. More resources for ESDA authors can be found here (<https://goo.gl/YkIFzg>).

Step One: Orientation

Be sure to orient yourself with the word length and due date of your assignment so you can finish on time and within the parameters. It would be optimal to finish before the due date but only if this is not to the detriment of quality.

<u>Educational Institution</u>	<u>Word Length</u>	<u>Due Date</u>
Preeminent College/University	8,000 – 15,000	1 – 2 years
College/University	3,000 – 8,000	6 months – 18 months
Worker Training Schools	500 – 3,000	6 months – 1 year
Secondary Schools	500 – 3,000	6 months – 1 year

Step Two: Research

I. Preliminary Research

If you have written anything previously on the school, consult your work again in order to refresh yourself. Next, read the 1996 *Seventh-day Adventist Encyclopedia* article on the school, bearing in mind that if the name changed, then it may be under the previous name. Reviewing this source is just so you can know what has been written on the subject in the previous *Encyclopedia*, not to reproduce the entry. In fact, one of the reasons for the ESDA project is to update research from the 1996 *Encyclopedia*, correct inaccuracies, fill in gaps of information, and publish a new article based on the primary sources now available to us, reflective of current understanding. Nonetheless, the former *Encyclopedia* often provides excellent overviews of schools and will be valuable to the formation of your article. You will likely want to keep the article handy throughout the writing process.

II. Web Research

- School websites: Entire volumes have been written on some educational institutions and are available on the internet (see for instance Southern Adventist University’s history <https://archive.org/details/GraysvilleBattleCreekOfTheSouth> and Oakwood University’s <https://archive.org/details/oakwoodvision18962010warr>). You can usually find these works on the school’s archives, heritage, or library site. Some school histories were written early in the school’s development and may be obscure; search these out, the most likely place being the school library.

- School magazines: Such as Friedensau's *Dialog* (<http://www.thh-friedensau.de/periodical-dialog/>) and Andrews University's *Focus* (<http://alumni.andrews.edu/focus/>). Although most of these will not go back far, they report history as it is being made and often have entire issues devoted to the history of the institution.
 - The Adventist Digital Library (<http://adventistdigitallibrary.org/>)
 - Theses and dissertations: Those that concern schools are often comparative in nature or a sociological or performance study. These can still be valuable. Check with the school's library or do a search on the James White Library database (<http://jewel.andrews.edu/search~S9/X>) and its Digital Commons (<http://digitalcommons.andrews.edu/dissertations/>).
 - *SDA Yearbook* (<https://goo.gl/mkwfPC>) provides vital information about the school and its leaders, including board of trustees, administration, faculty and staff.
 - *Annual Statistical Report* (<https://goo.gl/SqDi2v>), especially in the first half of the twentieth century, provides details about the school such as assets, buildings, acreage, capacity, enrollment, male/female ratio, graduates, etc.
- Adventist Digital Library* (<http://adventistdigitallibrary.org/>): Consult the school's bulletins, journals, newsletters, yearbooks, and other publications. Some schools have digitized these, and are available in the history/library/archives section of their site. Increasingly, Adventist Digital Library is making such materials available, as well.

III. Visiting Research

If the school's bulletins, journals, newsletters, yearbooks, and other publications are not available on the web, either visit the school library or archives, or, if they have been scanned, try to get the digital versions of the materials. A visit to the school is preferable so you can explore the archives or backrooms in which old documents are stored. You never know what you may find there.

When you visit the school's archives, be sure to ask for the school's board and committee minutes. If they have them, try to obtain access to them. You may state to the guardian of the minutes that you will not publicize sensitive material but need access to establish dates and other historical points for an article for a world church project. Also check the minutes of the division, union, or conference. Also request to look at correspondence which should be preserved. The letters will usually be written by upper administration. The GC Archives, Center for Adventist Research, and other archives will keep correspondence.

For some small- and medium-sized schools, there are few written records available. If this is the case, then oral histories and interviews will be a necessary source (and will also be valuable for the larger, well-documented schools as well). Try to find interviews that have already been conducted, but also conduct new ones of early or long-term employees or students of the school. Please consult the ESDA Oral History Interview Guide (<https://goo.gl/xQR1iM>) for instructions on how to conduct an interview.

The final step in the research phase is to pursue any source not specified in the other steps. This could be newspapers, websites, media, social media, unpublished articles, etc. It is a good idea to ask others about possible sources.

Important note: Your article must be based on primary sources. Since the ESDA will be a digital resource, every effort should be made to digitize (scan) and preserve the *unique and significant primary sources* that were used to write your article. Please follow the instructions in “Preserving Primary Sources” found here (<https://goo.gl/YklFzg>).

Step Three: Writing

The outline below will vary from article to article because every school is different, not only by the type of school but also by its history. A college may have started as a secondary school; another college may have begun as a seminary and later branched out into a liberal arts college. A medical school may have as its parent institution a hospital, while another medical school may have been subsumed by a university. Some workers’ training schools may be defunct. So bear in mind that not all of the suggested structure below may be appropriate for your school, but is just a general outline.

The layout of the article can follow one of two models: 1) chronological, in which the history of the school is traced from its origins to the present, or 2) thematic, beginning with a brief overview of the history of the school then examining by theme in separate sections (e.g., important administrations, name changes, defining eras, etc.). The first model is outlined below.

When including dates, please try as often as possible to include day, month, and year. Endnotes adhering to the Turabian style should be used (<https://goo.gl/q1iyjt>). At the end of the article, please include the address of the institution as well as the geo-coordinates of that address.

- I. Developments that led to the establishment of the school
- II. Founding of the school
- III. History of the school with emphasis on important events and periods
- IV. Historical role of the school (in the church, community, nation, world)
- V. What remains to be done to fulfill the mission of the school
- VI. List of presidents/vice chancellors/principals

I. Developments that led to establishment of the school

- Brief history of the Adventist work in the area in which the school is located
- The initial discussions and plans for establishing a school
- Important individuals or groups that put the plans for the school in motion

II. Founding of the school

- Founders of the school
- Church administrative units that facilitated and oversaw the founding
- Original location of the school
- Reasons for the location
- Date (if obtainable, day, month, and year) when construction began
- Early sources of funding or subsidization
- Date when the school opened
- Initial status of school, including accreditation, courses, and degrees

- Number of founding faculty and students
- Description of the early campus and buildings
- School's original mission
- Target student group (i.e., what people was the school trying to recruit as students)

III. History of the school (especially important events and periods)

- Student enrollment throughout the years, noting historical highs and lows (if possible, use charts)
- Faculty and staff numbers throughout the years
- Degrees and specialties
- Evolution of curriculum
- Name and location changes with the reasons or rationales for them as well as the key people who initiated them
- Official status changes
- Accreditations
- Awards and honors
- Important presidential and leadership tenures
- Changes to the physical campus
- Partnerships
- Branch campuses
- Significant eras
- Significant persons in the development of the school
- Alterations or refocusing of the original mission
- Church, primary and secondary schools, and other institutions stemming from the school
- Breakthroughs in research, innovation, or technology
- Significant alumni and faculty and staff to world and church
- Areas of distinction such as social activism, humanitarianism, sports, etc.
- Challenges and issues the school has faced

IV. Historical role of the school (in the church, community, nation, world)

- Relationship to the Seventh-day Adventist World Church
- Relationship to the city in which the school is located
- Relationship to the region
- Relationship to the country
- Relationship to the world
- Spiritual, economic, and social impact of the school

V. What remains to be done to fulfill mission

- Where the school is in relation to its mission
- Judging from its history, what the school has to do to be successful in the future
- What is needed most from the school

VI. President/Vice Chancellor/Principal Chronology

Each president of the school should be listed in the order and years in which s/he served. Interims should also be included but stated as such. Although in biographical articles initials in names should be spelled out when first introduced, in these lists, render the name that the officer popularly went by, i.e., as listed in official institutional documentation of the time. Remember also to list each change in the school's name before listing the presidents for that iteration of the school. If a person was serving as an interim, place interim in parenthesis after the name. Numerous presidential lists can be found here (<https://www.adventistarchives.org/colleges-and-universities>).

Example: Andrews University Presidents

Battle Creek College (1874-1901)

Sidney Brownsberger (1874-1881); Alexander McLearn (1881-1882); W.H. Littlejohn (1883-1885); W.W. Prescott (1885-1894); G.W. Caviness (1894-1897)

Emmanuel Missionary College (1901-1959)

E.A. Sutherland (1897-1904); N.W. Kauble (1904-1908); O.J. Graf (1908-1917); C.L. Benson (1917-1918); Frederick Griggs (1918-1924); G.F. Wolfkill (1924-1930); Lynn H. Wood (1930-1934); T.W. Steen (1934-1937); H.J. Klooster (1937-1943); A.W. Johnson (1943-1950); P.W. Christian (1950-1955)

Andrews University (1959-)

F. O. Rittenhouse (1955-1963); Richard Hammill (1963-1976); J. G. Smoot (1976-1983); W. Richard Leshar (1984-1993); Neils-Erik Andreasen (1994-2016); Andrea Luxton (2016-)

Step Four: Style and Formatting

Writing Style

Since the ESDA will be a General Conference-based publication, American English will be used. Adhering to this can be most easily accomplished by setting Microsoft Word to American English (Select "File," then "Options," then "Language," then "English [United States]").

Title and Name

At the top of the first page, include the name of the article (which is the subject) your name under the title as you would like it to appear in print.

Spacing

Include an extra line between paragraphs and italicize subheadings. After the period at the end of each sentence, only insert one space, not two.

Images

Please note that there should be *no* images (i.e., pictures, photos, portraits) whatsoever in the article. Images will be handled separately (see the document "Preserving Primary Sources" at <https://goo.gl/YkIFzg>).

Documentation

Each ESDA article will have two kinds of citation formats: endnotes and sources, each in the Turabian style (<https://goo.gl/b0zsB>). Use the ESDA Documentation Manual for quick access to the Turabian style.

Endnotes

Endnotes should be used when an author wants to provide evidence for a point that may be questioned or contested. They should also be supplied for a direct quote or paraphrase and unique information from a particular source. Endnotes should not be used in the case of generally established facts. Neither should they be used to advance an argument; this should only be done in the actual body of the text.

Information that *should* be cited with endnotes include:

- The date the first Seventh-day Adventist entered a country
- The date the first person was baptized into the Seventh-day Adventist Church in a city, country, or region
- The date an individual was converted or baptized
- Correspondence (letters) between people
- Committee or board minutes or actions
- Statistical figures such as membership, enrollment, employee count, etc.
- Direct quotations or paraphrases
- Date construction began on an institution
- Official church statements
- Any controversial or disputed point

Information that should *not* be cited with endnotes include:

- Established dates such as when the General Conference was established (1863) or when Ellen White died (1915)
- Generally known facts about historical events like “World War II concluded in 1945” or “Martin Luther posted the 95 theses in 1517”
- Points that are used to advance an argument or an extensive explanation

Endnotes can be inserted in Microsoft Word by selecting “References” from the top of the menu and choosing “Insert Endnote.” Endnotes should be numerical. This is done by selecting the “Footnotes” dropdown menu, going to the “Number Format” and choosing “1, 2, 3,…” and clicking “Apply.” Note that Word can also convert sources to Turabian style by selecting the “Reference” tab in the ribbon and then selecting from the “Style” dropdown menu.

The Sources section is similar to a bibliography, except that it is comprised of a listing of all the sources used to write the article. To be thorough, however, some authors may wish to include sources on the subject that they did not use in writing or researching the article but which could be helpful to the reader for further research. The Sources page will be the final part of the article and will follow the Turabian style.

Things to Keep in Mind While Writing

Check your article for the following pitfalls to which Adventist writers are particularly susceptible. Remove or edit if you come across them:

Spiritualizing or moralizing: To reflect on or express opinions about something in terms of right and wrong, especially in a self-righteous or tiresome way.

Example: “Bob Smith was often assailed by temptation but never gave in to the devil. Like Bob, we too can be overcomers.”

Use of Adventist nomenclature: Avoid using terms and phrases that only Adventists would know without introducing and explaining them before they are employed.

Example: ABC, AYS, campaign, crusade, lost (a person who has not accepted Christ), MV, present truth, probation, remnant, spirit of prophecy, Sabbath School, SDA, Sunday Law, the message, the world, third/three angels’ message(s), etc.

Revealing bias toward your subject

Example: “Bob Smith’s motives were pure.”

Heavy judgmentalism: Akin to bias, this is negatively judging an action of your subject.

Example: “Bob Smith’s intentions were evil.”

Too much information: ESDA articles should err on the side of more information but listing a subject’s favorite color, pet’s names, and eating habits is too much information and should be left out.

Mythography: Don’t perpetuate myths about the school. If you *cannot* find evidence that the entire student body was baptized in the revival of ’76, do not say that.

Hyperbole: An exaggeration of ideas for the sake of emphasis.

Example: “Bob Smith is the greatest teacher the Adventist church has ever known.”
 “Bob Smith is the most controversial theologian in Adventist history.”

Personal reminiscences: Keep out any personal experiences you may have had with the article subject. Separate from the main article, there will be a section called “Memory Statements” in which personal memories from site visitors will be featured.

Umpiring: Avoid taking sides in historical disputes; retain historical detachment.

Presentism: Presentism is “the tendency to interpret past events in terms of modern values and concepts.” ESDA articles should not stand in condemnation on the one hand or glorification on the other of what Adventists did in the past. Neither should what was done be used to win a current debate. Do not be critical just for the sake of being critical. Articles should determine what actually happened, why the article subject(s) acted the way they did, and what lessons can be drawn from it.

Step Five: Editing

Once you have finished writing the article, it is time to edit, which means reviewing your article for content, structure, quality, and flow. The editing process is to ensure the best possible article. Take your article through the steps below, reading it afresh with that particular step in mind.

1. **Content:** Pretend that you know nothing about the school and are reading about it for the first time in this article. Are you well informed about the school after you read it? Is the article clear? Is it logical? Does it flow?
2. **Accuracy:** Are the salient facts of the history of the school included? Are dates and names accurate? Are other details correct?
3. **Structure and flow:** Does the article follow a chronological order? Is any life event out of order? Are your ideas logically organized within each paragraph and within the article as a whole? Does your writing make sense to both Adventist and non-Adventist readership?
4. **Quality:** Are you concise? Is your sentence structure easy to follow or confusing? Do transitions between sentences and paragraphs make sense?
5. Send the article to a friend or relative to read who has never heard of the article subject, and ask them for their feedback: specifically, does the article provide a good overview of the school?

Step Six: Proofreading

ESDA articles will lose much of their impact and respect if the grammar is poor. Please do not skip this step; your article will be returned to you to do it.

1. Read the article, looking for the following items:
 - a. Are there any run-on sentences?
 - b. Do I use periods and commas properly?
 - c. Do the nouns and verbs agree in tense and number?
 - d. Have I made proper use of articles (a, an, the)?
 - e. Do I use words correctly?
2. Read the article again, this time out loud, asking the above questions.
3. Have a spouse, friend, or colleague proofread the article. Extra eyes usually pick up things that you have not.

Step Seven: Submit

Each individual who writes an article for the *Encyclopedia* will have an Author Page on the ESDA website. This page will include a brief biography and links to all of the ESDA articles that the author wrote. Please submit in a *separate* Word document from the article a bio of yourself no longer than three sentences. This can include any information you like but usually covers things like birthplace, education, career, accomplishments, publications, hobbies, and family. Please send this bio to your editor.

You are now ready to submit your article. There are two ways in which this can be done.

1. If you have completed your article before the due date, email your editor notifying him that you are ready to submit. The editor will then send you a link that you will click. Follow the instructions to upload the article.
2. Around the time of the due date, an email will arrive from your editor with a link and submission instructions. After you have uploaded the article, you will receive an email

confirmation that it has been received, and then you will wait for the editor to contact you further.

Thank you for your contribution to the *Encyclopedia of Seventh-day Adventists* and the World Church!