PREPARING THE WRITTEN RESEARCH PAPER

FOR A BIBLICAL RESEARCH PROJECT

AT THE WAY INTERNATIONAL

by

Walter J. Cummins

A Biblical Research Project Submitted in Partial

Fulfillment of the Requirements for

The Way Corps Graduation

The Way College of Emporia

April 1, 1979

PREFACE

A guideline for preparing a Biblical research project has been needed for a number of years. The research project is a requirement of the leadership training program of The Way International and serves as a measurement of application in the cognitive domain of research learning.

This paper provides an example as well as an explanation of how the work is to be done. Examples from other works published by the American Christian Press are also cited throughout the work. There are some variations between this example and what is expected of the student. For example, the research project should be typed on only one side of a sheet of paper whereas this paper is printed on both sides. Other variations may be brought to the student's attention by his advisor.

I am grateful to all the students who have paved the way in the past who have been instrumental in ironing out the rough edges of the research paper format. I also appreciate the editorial help from Karen Martin and Elena Whiteside in putting this paper together. My great thanks also go to the Board of Trustees of The Way International who have given me the responsibility of coordinating the research seminar.

TABLE OF CONTENTS

Chapter One

INTRODUCTION

Many students are terrified at the thought of a research paper. Although years of learning have adequately prepared them for the task, the thought of putting their knowledge together in acceptable written form appears as a monumental, perhaps insurmountable, task. Even doctoral students who have fulfilled all other requirements have stopped short of their goal because they will not write a dissertation.

Background of the Problem

The problem does not necessarily occur because of a lack of knowledge of subject matter but rather by a mental impasse at being overwhelmed by such a large undertaking and not knowing how to approach it in workable parts.

> For many students, the major hurdle to overcome in writing a paper is just getting started. Instead of concentrating on what to do first, the student tends to dwell on the task as a whole; he is overwhelmed by the seeming magnitude of the assignment.[1]

An individual who cannot focus his imagination toward an ultimate goal in life ceases living for the future. Often, with nothing to live for he gives up. The task is too much. However, once he establishes a goal, he has a purpose toward which to work.[2] When an individual can clearly see his goal and becomes concerned about it, he goes into action.

> When you are focused on the picture of what you want, keep your mind stayed on it. If you allow something else to come in and take precedence over that picture you will get a blurred answer to prayer; you will not get the results you desire; you will not get release from the prison which is encasing you.[3]

Similarly, students without a clear goal in mind will never finish a project so demanding as a research project. This is one of the most significant causes of the unfinished research paper: no clear goal.

A second major cause of the unfinished project is a person's attitude.

There is no value-judgment more important to man--no factor more decisive in his psychological development and motivation--than the estimate he passes on himself.[4]

The "I can do" attitude is vital to success. Philippians 4:13: "I can do all things through Christ which strengtheneth me." In the spiritual realm, the Christian has even greater capabilities for success. His power is limitless. Then his failure can only be due to his lack in his attitude toward utilizing available potential.

An "I can do" attitude is developed by two factors: knowledge and experience in utilizing the knowledge. If he lacks knowledge, it is certain he will not succeed. If he acquires the knowledge but has no experience and "fears the unknown," he will likely not succeed. Confidence is developed with knowledge and experience combined.[5]

The student who lacks the knowledge of putting the research project together will not succeed. But once he has the knowledge, even without experience he can write a successful paper with an "I can do" attitude.

Other contributing factors to an unfinished research project include the following: (1) the student may put off selection of a problem until late in his schedule; (2) the first suggested research idea may be accepted without critical evaluation; (3) the problem is sometimes too broad to handle in the time allotted; (4) the student may not develop clear, specific objectives for his project. These factors

along with lack of technical knowledge about format, lack of a specific goal, lack of a positive attitude and lack of concern to reach one's goal all hinder the completion of a successful research project.[6]

Delimitation

Many books have been written and tapes made which are designed to help the student improve his self-esteem and attitude. A sufficient number of publications offer information on form and style for writing research projects dealing with experimental, developmental, historical, descriptive, case and field, correlational, causal comparative and action research. But there remains a general lack of knowledge in designing and completing a Biblical research project in acceptable academic format.

Definition of Terms

Because of theological differences and variance in culture, certain terms may be misleading. The following terms are defined according as they are used in this study.

"Biblical research" is the investigation of the Scriptures as the only primary center of reference for truth utilizing basic keys of language and historical study. The Bible is the revealed Word and will of God in Biblical research. A "Biblical research project" refers to the entire work done by the student from the choosing of the topic through to the final paper submitted to the college. The "written research paper" refers specifically to the paper constructed in acceptable format.

"Biblical research keys" or "basic keys to research" are the keys found in the Foundational and Advanced classes on Power for Abundant

Living taught by The Way International. The Bible is treated as the only primary source for truth outside of the individual seeking. All secular and religious sources are considered secondary. Biblical research keys do not include rules of hermeneutics which are contrary to the above premise.

Objectives

There are slight variations among the suggested research formats. The Biblical research project has a format similar to the generally accepted academic format. The introduction is somewhat mechanical having seven recommended parts similar to all research formats. The review of literature is similar to most reviews but limited to a selected bibliography of pertinent information treated as secondary sources and the Bible as the only primary source. It may take the appearance of a "historical background" or a discussion of "what it is not" but in all cases demonstrates the reality of the problem.

The thesis chapter is the heart of the paper in which the student covers all vital information central to the objectives of the study. Related and supporting material may be relegated to subsequent chapters or appendixes depending on the nature of its relationship to the thesis.

The final chapter contains a summary, conclusions and recommendations similar to other formats. Footnotes and a bibliography are essential to the academic success of the project. All forms of Biblical research may be written successfully in the suggested academic format.

Overview

In chapter two of this study, the generally accepted formats for various research papers are discussed. These formats are evaluated for vital components necessary to Biblical research projects.

Chapter three presents the format for Biblical research projects showing examples from previous works. It verifies the similarity between the suggested format and other academic projects. It also shows its usability for various approaches to Biblical research.

A summary, conclusions, recommendations for future study and recommendations for future action are presented in the final chapter. The appendixes contain information on research project style.

Significance of the Study

Although there are recommended formats for research, no specific format has been given for Biblical research material at The Way International. Students are expected to write in acceptable form and need a set of guidelines for producing a project which demonstrates excellence. Once the knowledge becomes available, the student no longer needs to feel overwhelmed by the assignment. But rather he knows how to approach his project with confidence in writing a successful paper. He can become clear and concerned toward a viable goal and produce a solid study.

---

[1] William Giles Campbell and Stephen Vaughn Ballou, Form and Style, "Thesis, Reports, Term Papers/4th Edition" (Boston: Houghton Mifflin Company, 1974), p. 1.

[2] Victor E. Frankl, Man's Search for Meaning (New York: Pocket Books, 1959), pp. 110-120.

[3] Victor Paul Wierwille, The Bible Tells Me So, (New Knoxville, Ohio: American Christian Press, 1973), p. 6.

[4] Nathaniel Branden, The Psychology of Self-Esteem (Toronto: Bantam Books, Inc., Nash Publishing Corporation, 1969), p. 109.

^{5}Ibid., pp. 127-132.

^{6}Stephen Isaac and William B. Michael, <u>Handbook in Research and Evaluation</u> (San Diego: Edits Publishers, 1971), p. 6.

Chapter Two

PROBLEMS WITH PREVIOUS FORMATS

The purpose of this review of secular literature is to give the student a brief idea of the content of such a chapter. Normally much more could and should be said on the subject to portray the problem of conflicting ideas and the need for a solution. However, the students utilizing this material have a greater need to understand the Biblical research format rather than the several others. For the sake of economy of space, the review is limited to a brief discussion of the various methods of research and the problems encountered with formats.

Methods of Research

Most methods of research in use today employ a purely scientific means of instrumentation. Experimental groups are often used under controlled or semi-controlled conditions to determine the cause and effect relationships between treatment and control groups where the former receives a special "cause" treatment and the effect is observed. A new drug may be used on one group of patients while the other group is treated by traditional methods. In such cases, the results of the new drug can be compared with the results of the traditional method.[1]

Other methods employing scientific means include:

1. Descriptive (surveys, opinionnaires)
2. Developmental (longitudinal studies)
3. Case and Field (case history)
4. Correlational (relationships between numerical factors)
5. Causal Comparative (cause and effect through past data)

Each of these methods of doing research employs its own unique means of measuring factors which determine the outcomes. Any relationship shown

to be significant can only be used as a generalization among the popula-
tion.[2]

Historical research is a form of research which does not employ
any of the above scientific means but is indeed scientific. The goal is
to reconstruct the past objectively. To accomplish this task, the
researcher considers two types of sources: primary, which are eyewit-
ness records; and secondary, which are second, third and fourth hand
accounts. Naturally, the closer to the primary source he gets, the
better his evidence.[3]

Biblical research treats the Bible as the only primary source
for God's Word and will. Men who wrote extracanonically about the
events of the Bible are at best secondary sources. God gives his own
eyewitness account of the world in the Scriptures for all scripture is
"God-breathed."[4] The purpose for the Scriptures is that God's people
can be perfect.[5] The purpose for putting it in a book is for preserva-
tion for the time to come as stated in Isaiah 30:8. "Now go, write it
before them in a table, and note it in a book, that it may be for the
time to come for ever and ever."

The written Word preserves the spoken Word of God. When a word
is spoken, it is made known, but when it is written or published, it can
live and relive its existence.

> Proverbs 22:20 and 21:
> Have not I written to thee excellent things in counsels
> and knowledge,
> That I might make thee know the certainty of the words
> of truth....

Similarly, the Gospel of Luke was written "that thou mightest
know the certainty of those things, wherein thou hast been instructed."
(Luke 1:4.) The written Word makes the spoken Word much more definite

in the minds of people. Although spoken words and tradition have an
affect on the mind, the written Word is God's eyewitness account which
is much more certain and trustworthy than the words of man.

So in Biblical research, a person approaches all secular and
religious sources with caution while the Word of God itself is one's
only primary center of reference for truth.

Formats

The general format for a research paper using the scientific
means of instrumentation includes five chapters.

1. Introduction
2. Review of Related Literature
3. Methodology or Procedures
4. Analysis and Evaluation
5. Summary, Conclusions, Recommendations[6]

Historical research also has an introduction, review of litera-
ture and summary, but the interim may take on various forms in analyzing
the literature available.

Biblical research does not require a chapter on methodology
which describes the scientific method of acquiring and testing numerical
data. Consequently, it does not require analysis and evaluation of
numerical data. The format required for Biblical research is, therefore,
most closely associated with that of historical research in which the
introduction, review of literature, an analysis of literature and summary
are needed. But the emphasis in the analysis is placed on Biblical
evidence rather than religious and secular sources.

Introductions

Every school of higher education requires an introduction to be
written in its own specialized format. Among the items which have been
required are the following:

Introduction
Background of the Problem
Statement of the Problem
Purpose of the Study
Questions to be Answered (Objectives)
Assumptions
Delineations
Delimitations
Rationale
Hypotheses
Importance of the Study
Definition of Terms
Overview

Not all of the above are included in every introduction and the order may vary from school to school.[7]

The hypotheses are an essential part of any introduction. An hypothesis is an idea believed by the researcher which must be verified by experiment or documentation from pertinent sources. However, once a principle is located in God's Word, it is an established truth and cannot be considered a mere hypothesis. So a better term is needed to describe what the researcher is going to show.

In choosing a format appropriate for Biblical research, one must consider which of the items God has used in His Word and which are necessary to produce an honest, academic approach to the paper.

Problems With Reviews of Literature

A review of literature often starts with an introduction which gives the organization of the chapter and a historical background. The remainder of the chapter is categorized systematically according to the material covered. The goal is to acquaint the reader with that which has been done relevant to the problem and to establish the need for new significant results. It also provides a basis for the author's hypotheses. The review, therefore, encompasses all major sources on the subject.[8]

The Biblical research project treats the Bible as the only primary source. Nevertheless, a problem often exists in understanding the original God-breathed Word. Furthermore, the secondary sources often add to the complexity of the problem rather than offering possible solutions, though not in every case. At any rate, the major works on the subject must be reviewed but with an emphasis on the Bible itself.

Conclusion

In developing a format which is academically acceptable and appropriate for Biblical research, one finds it necessary to consider the previous formats as well as Biblical writing itself. Problems with overall content, introductions, terms and the reviews of literature must be considered to determine a paper's structure. If Biblical research students are to become comfortable with study and format, that format must be agreeable with the method of research.

-----

[1] Isaac, op. cit., pp. 14,15.

[2] Ibid.

[3] Ibid., p. 17.

[4] Victor Paul Wierwille, Power for Abundant Living (New Knoxville, Ohio: American Christian Press, 1971), pp. 68-73.

[5] Ibid., pp. 88-92.

[6] Isaac, op. cit., pp. 157,158.

[7] Ibid.

[8] Ibid.

Chapter Three

THE BIBLICAL RESEARCH PAPER

The Biblical research paper is not unlike the formats used for other research. It does, however, require a unique format because of the emphasis placed on scripture. This format may be seen in some of the writings of The Way International. Each of these will be demonstrated in this chapter. The format is systematic, logical and acceptable with academic standards.

The paper begins with a somewhat mechanical introduction which briefly sets the stage for the rest of the study. The review of literature in a Biblical research paper is similar to most reviews but is limited to a selected bibliography of pertinent information treated as secondary sources and the Bible as the only primary source. The thesis chapter is the heart of the paper in which the student discusses all vital information central to the goals of his study. Related material is generally relegated to appendixes. The final chapter contains a summary, conclusions and recommendations, similar to other formats. Footnotes, a bibliography and a vita are essential to the academic standards of the project.

There are nine parts generally recommended for the Biblical research paper:

1. Title page
2. Table of Contents
3. Chapter One: Introduction
4. Chapter Two: Review of Literature
5. Chapter Three: Thesis
6. Last chapter: Summary
7. Appendixes: Indirectly related material

8. Selected Bibliography
9. Vita

The title page and table of contents are mechanical. The style for these two parts, as well as the mechanics for the rest of the paper, is presented in Appendix A. As with most research writing, only the third person (he, she, it) will be used as the first and second persons often tend to make it less objective.

Doing the Research

The Biblical research project is the culminating work of all the research the student does while in the college program. A student's project, which is due prior to graduation, is an independent and original work demonstrating mastery of a topic of vital concern, interest and need to him.

In choosing his topic, the student first considers what topic will benefit him the most and discusses it with friends and faculty advisors. He gets a clear picture of it in his mind so he can keep the end goal before his eyes throughout the entire project.

In order that the project does not become too broad, the student should limit the topic to a specific problem to be solved. If the topic "prayer" were chosen, it needs to be limited to a specific problem of prayer. For example, believers are not speaking in tongues in their private prayer life enough; believers are not making valuable use of prayer with the understanding; believers are praying but not getting results; some gross exegetical errors have been made with the prayer in John 17; or the full meaning of the Greek word for prayer has not been understood in light of the context of its occurrences. Once a specific problem is identified, a solution can be sought.

Next, the student decides how he is going to approach the study, record the information and organize the information. He also decides what materials he needs for gathering the information. Then he goes to work obtaining all pertinent truths and facts from the following:

1. The Bible, all significant scriptures. Various translations and versions may be considered.
2. Secular and religious sources, the major books and articles on the subject. These sources give knowledge of what has been done in the field. A selected bibliography is essential.
3. Bible Atlas
4. Concordances
5. Lexicons
6. Dictionaries
7. Encyclopedias
8. Commentaries
9. Handbooks, history books and general study books on the Bible
10. Way Magazines
11. Tapes
12. Seminars and classes
13. Previous Corps projects
14. Religious and secular periodicals, research documents and unpublished sources

The Bible is the only primary (God's eyewitness account) center of reference for truth. All other sources are secondary (second, third, fourth hand accounts). No scripture may be expounded as to be incongruous to any other scripture. One essential to understanding God's Word is scope, the range within which an activity displays itself. To develop scope of the Word, one must read related sections over and over. As the researcher reads and rereads, he develops a clear view of the whole subject within which a specific verse is expounded.

The Introduction

Chapter one is the introduction to the paper and should be entitled "Introduction." It is mechanical in that it has seven recommended sections.

1. Statement of the Problem
2. Background of the Problem
3. Delimitation
4. Definition of Terms
5. Objectives
6. Overview
7. Significance of the Study

Except the "Statement of the Problem," each of the above phrases should appear as a subtitle before each section used in the Introduction. Chapter one of this paper provides an adequate example for both style and format.

The statement of the problem is a paragraph or two which fully identifies the problem to the reader. The background of the problem goes into greater detail showing to the reader that a serious problem does exist. Most good writing begins with a problem. Too often, however, writers do not offer solutions. Genesis starts with the creation of the heavens and earth and the establishment of mankind. Then it plunges into the problem: the fall of man. God immediately offers a solution by promising to send the Messiah (Genesis 3:15). Romans, the first doctrinal epistle to the Church, presents the problem in the first three chapters: the serious condition to which mankind had fallen (Romans 1:18-3:19). God again immediately provides the solution to the problem in Romans 3:21 and 22.

> Romans 3:21 and 22:
> But now the righteousness of God without the law is mani-
> fested, being witnessed by the law and the prophets;
> Even the righteousness of God which is by faith of
> Jesus Christ unto all and upon all them that believe:
> for there is no difference.

Likewise, a research paper begins with a problem and its background.

But before suggesting a solution, the problem is limited to a specific area of need which has not been handled well previously. This section is called the "Delimitation." Next, terms which have a unique

meaning or usage are defined. These are not simply dictionary defini-
tions but rather an explanation of key words and phrases found in the
study. Whether or not these two sections are used depends on the speci-
fic nature of the study.

Once the problem is delimited and terms are defined, the paper
demands a solution. This section is called the "Objectives." Although
the secular researcher calls them "hypotheses," God's Word offers no
hypothetical solutions. The Biblical researcher strives to find Biblical
solutions and states them as objectives. They indicate what he is going
to show or demonstrate from the scripture in his thesis. Whereas the
statement of the problem gives direction to the Review of Literature,
the statement of objectives gives direction to the thesis chapter.
Therefore, they should be specific and definite. The second, third and
fourth paragraphs of "The Four Crucified with Jesus," in The Word's Way
are good examples of objectives. They could also be stated as showing
that malefactors and thieves are not synonymous terms, that one malefac-
tor reviled Jesus while both thieves did, that the thieves and malefac-
tors were crucified at different times and that four rather than two
were actually crucified with Jesus.

Now that the researcher has definite solutions to work toward
(clear goals with which he is concerned), he can give the overview of
the rest of the paper. In this section, he tells what he is going to
say in each chapter and the appendixes. These descriptions are brief
but give the reader a good idea where the study is heading. Finally,
the significance of the study tells why the study is important. Why
should the reader be concerned with solving this problem?

A great example of this format is found in <u>Jesus Christ Is Not</u> <u>God</u>. The first paragraph of the "Introduction" is the statement of the problem. The next eight paragraphs are the background of the problem. The delimitation is not necessary in this introduction since the background of the problem implies its focus. Several terms are clearly defined in the three paragraphs following the background of the problem. Then the objectives of the study are given in five paragraphs. The next five paragraphs give a concise overview of the rest of the book. The final four paragraphs state the significance of the study.

Once the reader has read the introduction, he knows in brief form what the entire study will handle, and he can decide if the material is what he really wants to read.

The Review of Literature

The second chapter is a review of literature, although it may have a more descriptive title as chapter two of this study does. The review of literature may list solutions proposed by various authors and evaluate them in accordance with God's Word. This material should be specifically related to the problem, not generally related. Chapter two of this paper follows this method in that it is related to the problem of research paper formats, not to other problems with the research paper such as attitude and procrastination. It describes different formats and discusses why they will or will not work for the Biblical research project. Ecclesiastes is similar to a review of literature in that it reviews all the experiences of the preacher and concludes that all is vanity.

This chapter may also take the form of a historical background like <u>Jesus Christ Is Not God</u>, chapter one: "Origin of the Three-in-One

God." It could also be classified as a description of "What God is Not." At any rate, chapter two shows the conflict involved with the problem and the lack of an appropriate solution outside of God's Word.

The structure of chapter two is less mechanical in that it should start with a strategy or introduction which reemphasizes the problem and tells the reader the purpose and overall content of the chapter. It closes with a conclusion showing the need for a better solution. The structure of the rest of the chapter should be systematic and logical. Some topics may require the review of literature to be incorporated with the thesis. The exact form is left to the discretion of the author.

The Thesis

The third chapter is the heart of the study. Again the title is left to the author. It should not be "Thesis." This chapter covers every essential scripture and any other sources which present the objectives of the study and show their validity.

The chapter again starts with a strategy or introduction which states the thesis, reiterates the objectives given in chapter one and lists any keys vital to understanding the rest of the study. The thesis statement is one sentence which states the overall theme of the paper. For example: "Jesus Christ is not God, but the son of God." This statement summarizes the heart of the thesis and is the goal toward which the objectives move. The vital keys given in the strategy are not a listing of all PFAL keys but only the specific keys which are necessary to understand the thesis. In Jesus Christ is Not God the statement "things similar are not necessarily identical" is germaine to the study.

At the close of the chapter, the results of the study are given. The subtitle "Results" is used and the objectives are restated as results.

The rest of the chapter is to be systematic and logical. Subtitles again appear before each major division. The second, third and fourth chapters of <u>Jesus Christ Is Not God</u> and the first part of <u>Are the Dead Alive Now?</u> provide excellent examples of theses.

Additional Material

Perhaps one mistake commonly made is that of relegating essential material which belongs in the thesis to subsequent chapters. The writer needs to cover the problem area sufficiently in order to fully substantiate his proposed solutions. If the thesis is too large, it may be subdivided into several chapters. Then any additional material may be relegated to the subsequent chapters or preferably to the appendixes. In <u>Jesus Christ Is Not God</u> the thesis material is so vast that three chapters are required to cover the subject. The legal ramifications of Christ's ministry and the exegesis of John 1:1 are central to the objectives stated in chapter one. However, chapters three through ten of <u>Are the Dead Alive Now?</u> offer good examples of support material not central to the solution, but often misunderstood. In this book these chapters are even designated as Part Two, thereby separating them from the thesis.

Additional material which is indirectly related to the problem may be relegated to one or several appendixes. Often this material is capsulized in brief outline form. In this study, all information on style has been briefly given in the appendixes since it is not central to the problem relating to format. Many books offer good information on style. However, a brief summary and specific items relative to The Way

International style are listed in Appendix A. The other two appendixes give information on writing and abstracts. In <u>Jesus Christ Is Not God</u> and <u>Are the Dead Alive Now?</u> there are several good examples of appendixes.

For the Biblical research project one well developed thesis chapter is recommended with appropriate appendixes of related material rather than several chapters.

The Summary

The final chapter of the paper is entitled "Summary." It has three sections as follows:

1. Summary
2. Conclusions
3. Recommendations

All except the first section should be preceded by the appropriate subheads given above.

The summary is a brief capsulization of all the points made in the paper. It summarizes the material given in the review of literature and thesis tying everything together.

Then the conclusions are given which should restate the specific objectives and how they were verified in the study. Here the author tells what he has shown to be the case and its implications. He may discuss how the results of the study will affect people, culture and history.

Finally, two kinds of recommendations are given to the reader. The first is recommendations for future action. As a result of the conclusions reached, the writer recommends certain actions which ought to be taken by people. Secondly, he makes recommendations for future study. In other words, his study covered certain facets of the problem,

but additional study needs to be done of other areas. Perhaps, these recommendations will trigger future research projects.

The summary in this study offers an adequate example of the form and content of the last chapter of a research paper.

Documentation

Three items are involved in documenting a research project.

1. Footnotes
2. Bibliography
3. Vita

The style for these items are mentioned in any good manual on research papers. There are three possible places to put footnotes: at the bottom of each page, at the end of each chapter and at the end of the paper. The preferred format in these projects is either at the end of each chapter or at the bottom of each page so that the documentation may be evaluated along with the content of each chapter.

Footnotes are used when information is directly quoted from another source, when an idea found in another source is used or when further comment on a point is made. A good research project is documented when necessary, but not for the sake of quoting someone. Although footnotes generally appear throughout the paper, they are often more frequent in the background of the problem, the review of literature and parts of the thesis. Scriptures are never footnoted unless they are quoted from a version other than the King James Version.

A listing of articles and books related to the study at hand is listed in the bibliography. It should be selective and need not cover every work related to the topic as a dissertation would. It should list every work noted in the footnotes as well as all other sources studied for the project even though they are not quoted. The bibliography shows

that the researcher has done his homework and is not simply throwing
ideas off the top of his imagination. It gives credence to his position.

The vita gives the author's credentials. It tells in brief form
the academic accomplishments which give the researcher the right to
write on his subject.

The Suitability of the Format

The format prescribed in this study is adaptable to all approaches
to Biblical research. If the student chooses a subject from the Word
which has presented a theological problem and needs clarification, he
simply states his objectives and writes his treatise in the recommended
academic format. Both Jesus Christ is Not God and Are the Dead Alive
Now? are excellent examples.

If a word, verse or passage of scripture has been misunderstood,
it too can be set up in this format. The problem may be stated as a
misinterpretation of the word, verse or passage. The solutions would
relate to correct understanding in light of Biblical research principles.
Chapters 6 through 14 of Receiving the Holy Spirit Today are all good
examples of research of a passage although the book as a whole handles a
subject.

The student may also choose a historical subject in a Biblical
area of concern. Its problem can be identified as a misunderstood
historical fact. Many more outside sources are considered and logical
solutions proposed. Was Jesus a Jew? and The Thirteenth Tribe give
adequate examples.

Results

The Biblical research paper has many traits similar to other
research formats as seen in the introduction, review of literature,

summary, bibliography, footnotes and vita. Some variations are necessary

in Biblical research because God's Word is the only primary source. The

variations are seen predominantly in the objectives, thesis and supporting

material. The format suggested here can be used for all approaches to

Biblical research.

Chapter Four

SUMMARY

The material presented in this study shows the need for a specific format for Biblical research papers. The existing formats for the various secular research methods are not appropriate for Biblical research. Most methods employ the scientific means of instrumentation for methodology. Since the Bible is the only primary source in Biblical research, certain changes need to be made in terminology and in the format of the review of literature.

The Biblical research paper has traits similar to other formats although some variations are necessary. These variations are seen predominantly in the objectives, thesis and supporting material.

Conclusions

The format suggested in this study is appropriate for Biblical research and is academic in nature. The paper has four chapters: introduction, review of literature, thesis and summary. The introduction has seven sections similar to most introductions:

1. Statement of the Problem
2. Background of the Problem
3. Delimitation
4. Definition of Terms
5. Objectives
6. Overview
7. Significance of the Study

A review of literature is limited to a selected bibliography of pertinent information treated as secondary sources and the Bible as the primary source. It demonstrates the conflict of ideas and shows the need for a different solution.

The thesis shows from the Scriptures the validity of the objectives. The thesis is the heart of the paper developed systematically and logically by the author. Every scripture central to the objectives is covered in the chapter.

The final chapter is the summary which not only summarizes the material but, more importantly, states the conclusions of the whole study. It also makes recommendations for future action and for future study.

Other essential parts of the paper include the title page, table of contents, footnotes, appendixes, bibliography and vita. The entire paper is finally typed in acceptable academic style. This format can be used for all kinds of Biblical research.

Completing a Biblical research project by these standards which are both acceptable in academic format and conducive to all types of Biblical research will greatly benefit the student. Not only will it clarify his thinking, but also it will improve his ability to communicate his thoughts. Furthermore, this effort will improve his ability to organize and systematically solve problems. The student no longer needs to feel overwhelmed by such an assignment, but can approach it with confidence.

Recommendations

Any Biblical research student who sees the importance of the written Word will also see the value in presenting Biblical research material for posterity in order that others may know the certainty of the things taught. The research project makes known new discoveries in God's Word. The student with a knowledge of a topic of concern, interest and need to him and with a knowledge of the correct format as presented

in this study can produce a project demonstrating mastery. Laying aside all fears and developing an attitude of success, he can say, "I can do a Biblical research project."

Although this study presents an acceptable Biblical research project format, it does not limit the student from using variations for his specific needs. In any plan, there must be flexibility to meet such needs. Nevertheless, the format covered in this paper is designed to give a guideline for developing successful research projects.

Shorter Biblical research studies may be written with a slight variation to this format. An article for a research journal can be designed by briefly giving the problem, its background and objectives. Following this brief introduction the writer can delve into the thesis of his work and cap it with a brief summary of results. Numerous examples of shorter studies can be seen in the volumes of Studies in Abundant Living.

At times the writer may find it profitable to imply a problem rather than directly stating it. An example is "The Palms of God" Chapter 11 of The Bible Tells Me So where there is no problem directly stated. Although as one reads he quickly perceives the universal lack of understanding of Isaiah 49:16. In all writing the author needs to consider his subject as well as his audience and decide which methods and style will best communicate the material to the reader.

Further study is needed in the areas of writing styles. Effective methods of expounding scriptures as well as organizing the writing in logical form are subjects for future study. A student also needs to consider these specifics in writing a meaningful paper, although a major stumbling block in completing a research project is easily overcome by following the guidelines of format presented in this study.