



BULLETIN
of Duke University

1974



1975

DIVINITY SCHOOL

**Bulletin of
Duke University**

Divinity School

1974-1975

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Calendar of the Divinity School

1974

August

- 29 Thursday—Orientation for new students begins
- 30 Friday—Orientation continues

September

- 3 Tuesday, 8:00-9:30 a.m.—Drop/add period for returning students
- 3 Tuesday, 10:00-12:00 noon—Registration of all new students
- 4 Wednesday, 8:20 a.m.—Fall semester classes begin
- 4 Wednesday, 7:30 p.m.—Divinity School Opening Convocation
- 18 Wednesday—Last day for changing classes for the fall semester
- 27 Friday, 6:00 p.m.—Field Education Reception

October

- 6 Sunday—Field Education Service begins
- 28-30 Monday-Wednesday—Divinity School Convocation and Pastors' School with Gray Lectures

November

- 12 Tuesday—Registration for spring semester, 1975
- 27 Wednesday, 6:00 p.m.—Thanksgiving recess begins

December

- 2 Monday—Classes resume
- 10 Tuesday—Fall semester classes end
- 11-12 Wednesday, Thursday—Reading period
- 13 Friday—Final examinations begin
- 20 Friday—Final examinations end

1975

January

- 10 Friday—Orientation for new students
- 13 Monday—Registration for new students, changes for returning students
- 14 Tuesday, 8:20 a.m.—Spring semester classes begin
- 28 Tuesday—Last day for changing courses

March

- 7 Friday, 6:00 p.m.—Spring recess begins
- 17 Monday—Classes resume
- 28, 31 Friday, Monday—Easter recess

April

- 8 Tuesday—Registration for fall semester, 1975
- 23 Wednesday—Spring semester classes end
- 23 Wednesday, 9:30 a.m.—Closing Convocation
- 24-28 Thursday-Monday—Reading period
- 29 Tuesday—Final examinations begin

May

- 6 Tuesday—Final examinations end
- 10 Saturday, 3:00 p.m.—University Baccalaureate Service
- 10 Saturday, 7:30 p.m.—Divinity School Baccalaureate Service
- 11 Sunday, 3:00 p.m.—Commencement Exercises

University Administration

GENERAL ADMINISTRATION

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., President
John O. Blackburn, Ph.D., Choncellor
Frederic N. Cleaveland, Ph.D., Provost
Charles B. Huestis, *Vice President for Business ond Finonce*
William G. Anlyan, M.D., *Vice President for Health Affairs*
Juanita M. Kreps, Ph.D., *Vice President*
Stephen Cannada Harward, A.B., C.P.A., *Treasurer ond Assistent Secretary*
J. Peyton Fuller, A.B., *Controllor*
J. David Ross, J.D., *Director of Development ond Director of Compoign Planing*
Harold W. Lewis, Ph.D., *Vice Provost ond Deon of the Foculty*
John C. McKinney, Ph.D., *Vice Provost ond Deon of the Groduote School*
Anne Flowers, Ed.D., *Acting Vice Provost ond Acting Deon of Trinity College of Arts ond Sciences*
Frederick C. Joerg, M.B.A., *Assistent Provost for Acodemic Administrotion*
Joel L. Fleishman, LL.M., *Vice Choncellor for Public Policy Education ond Research; Director of Institute for Policy Sciences ond Public Affairs*
Benjamin Edward Powell, Ph.D., *Librorion*
William E. King, Ph.D., *University Archivist*
Clark R. Cahow, Ph.D., *University Registrar ond Acting Director of Admissions*
Olan Lee Petty, Ph.D., *Director of the Summer Session*
Victor A. Bubas, B.S., *Assistent to the President*
Rufus H. Powell, LL.B., *Secretary of the University*
A. Kenneth Pye, LL.M., *University Counsel*

DIVINITY SCHOOL EDUCATIONAL ADMINISTRATION

Thomas A. Langford (1956), B.D., Ph.D., *Deon of the Divinity School*
P. Wesley Aitken (1963), B.D., Th.M., *Director of Clinical Postoral Education*
Joseph B. Bethea (1972), B.D., D.D., *Director of Block Church Studies*
James M. Efird (1962), B.D., Ph.D., *Director of Student Acodemic Affairs*
Richard A. Goodling (1959), B.D., Ph.D., *Director of Progroms in Postoral Psychology*
Shirley O'Neal (1966), *Administrotive Assistent for General Administrotion ond Finonce*
McMurry S. Richey (1954), B.D., Ph.D., *Director of Continuing Education*
B. Maurice Ritchie (1973), B.D., Th.M., *Director of Admissions ond Student Affairs*
Early Clifford Shoaf (1972), B.D., *Director of Field Education*

Division of Advanced Studies

Waldo Beach (1946), B.D., Ph.D., *Supervisor of the Master of Theology Program*
Dwight Moody Smith (1965), B.D., Ph.D., *Director of Groduote Studies in Religion*

Library

Donn Michael Farris (1950), M.Div., M.S. in L.S., *Librorion*
Harriet V. Leonard (1960), M.Div., M.S. in L.S., *Reference Librorion*
Betty Walker, B.A., *Circulation Librorion*
Judy Faison, A.B., *Assistent Circulation Librorion*



Faculty and Staff

- Lloyd Richard Bailey (1971), B.D., Ph.D., Associate Professor of Old Testament
Frank Baker (1960), B.D., Ph.D., Professor of English Church History
Waldo Beach (1946), B.D., Ph.D., Professor of Christian Ethics
John K. Bergland (1973), M.Div., Associate Professor of Homiletics
Robert Earl Cushman (1945), B.D., Ph.D., L.H.D., Research Professor of Systematic Theology
William David Davies (1966), M.A., D.D., F.B.A., George Washington Ivey Professor of Advanced Studies and Research in Christian Origins
*Herbert O. Edwards (1974), S.T.B., Assistant Professor of Black Church Studies
James Michael Efird (1962), B.D., Ph.D., Associate Professor of Biblical Languages and Interpretation
Donn Michael Farris (1950), M.Div., M.S. in L.S., Professor of Theological Bibliography
†Richard A. Goodling (1959), B.D., Ph.D., Professor of Pastoral Psychology
*Robert Clark Gregg (1974), S.T.B., Ph.D., Assistant Professor of Patristics and Medieval Church History
Stuart C. Henry (1959), B.D., Ph.D., Professor of American Christianity
Frederick Herzog (1960), Th.D., Professor of Systematic Theology
Osmond Kelly Ingram (1959), B.D., Professor of Parish Ministry
Creighton Lacy (1953), B.D., Ph.D., Professor of World Christianity
Thomas A. Langford (1956), B.D., Ph.D., Professor of Systematic Theology
Paul A. Mickey (1970), B.D., Th.D., Assistant Professor of Pastoral Theology
Roland E. Murphy (1971), M.A., S.T.D., S.S.L., Professor of Old Testament
Jill Raitt (1973), Ph.D., Associate Professor of Historical Theology
†McMurry S. Richey (1954), B.D., Ph.D., Professor of Theology and Christian Nurture
‡Charles K. Robinson (1961), B.D., Ph.D., Associate Professor of Philosophical Theology
John Jesse Rudin II (1945), B.D., Ph.D., Associate Professor of Liturgy and Worship
Dwight Moody Smith, Jr. (1965), B.D., Ph.D., Professor of New Testament Interpretation
Harmon L. Smith (1962), B.D., Ph.D., Professor of Moral Theology
David Curtis Steinmetz (1971), B.D., Th.D., Associate Professor of Church History and Doctrine
*John H. Westerhoff III (1974), M.Div., Assistant Professor of Religion and Education
Robert L. Wilson (1970), B.D., Ph.D., Research Professor of Church and Society
Franklin Woodrow Young (1968), B.D., Ph.D., Amos Ragan Kearns Professor of New Testament and Patristic Studies

FACULTY, DEPARTMENT OF RELIGION

(Teachers in graduate program in religion whose courses are open to Divinity School students.)

- David G. Bradley (1949), Ph.D., Professor of History of Religions
Kalman Bland (1973), Ph.D., Assistant Professor of Judaic Studies
James H. Charlesworth (1969), B.D., Ph.D., Assistant Professor of New Testament
Henry B. Clark (1966), Ph.D., Associate Professor of Social Ethics
Roger Corless (1970), Ph.D., Assistant Professor of History of Religions
Wesley A. Kort (1965), Ph.D., Associate Professor of Religion and Literature
Bruce B. Lawrence (1971), Ph.D., Assistant Professor of History of Religions
Charles H. Long (1974), Ph.D., Professor of History of Religions
Eric M. Meyers (1969), Ph.D., Associate Professor of Judaic Studies
Robert T. Osborn (1954), Ph.D., Professor of Theology
Harry B. Partin (1964), Ph.D., Associate Professor of History of Religions
William H. Poteat (1960), Ph.D., Professor of Religion and Culture
James L. Price (1952), Ph.D., Professor of New Testament
Orval Wintermute (1958), Ph.D., Associate Professor of Old Testament

ASSOCIATES IN INSTRUCTION

- P. Wesley Aitken (1953), B.D., Th.M., Chaplain Supervisor of Duke Medical Center and Part-Time Assistant Professor of Clinical Pastoral Education
John William Carlton (1969), B.D., Ph.D., Adjunct Professor of Preaching
Philip R. Cousin (1969), S.T.B., Lecturer in Church and Society

*Appointment effective September 1, 1974.

†Sabbatical leave, spring semester, 1975.

‡Sabbatical leave, fall semester, 1974.

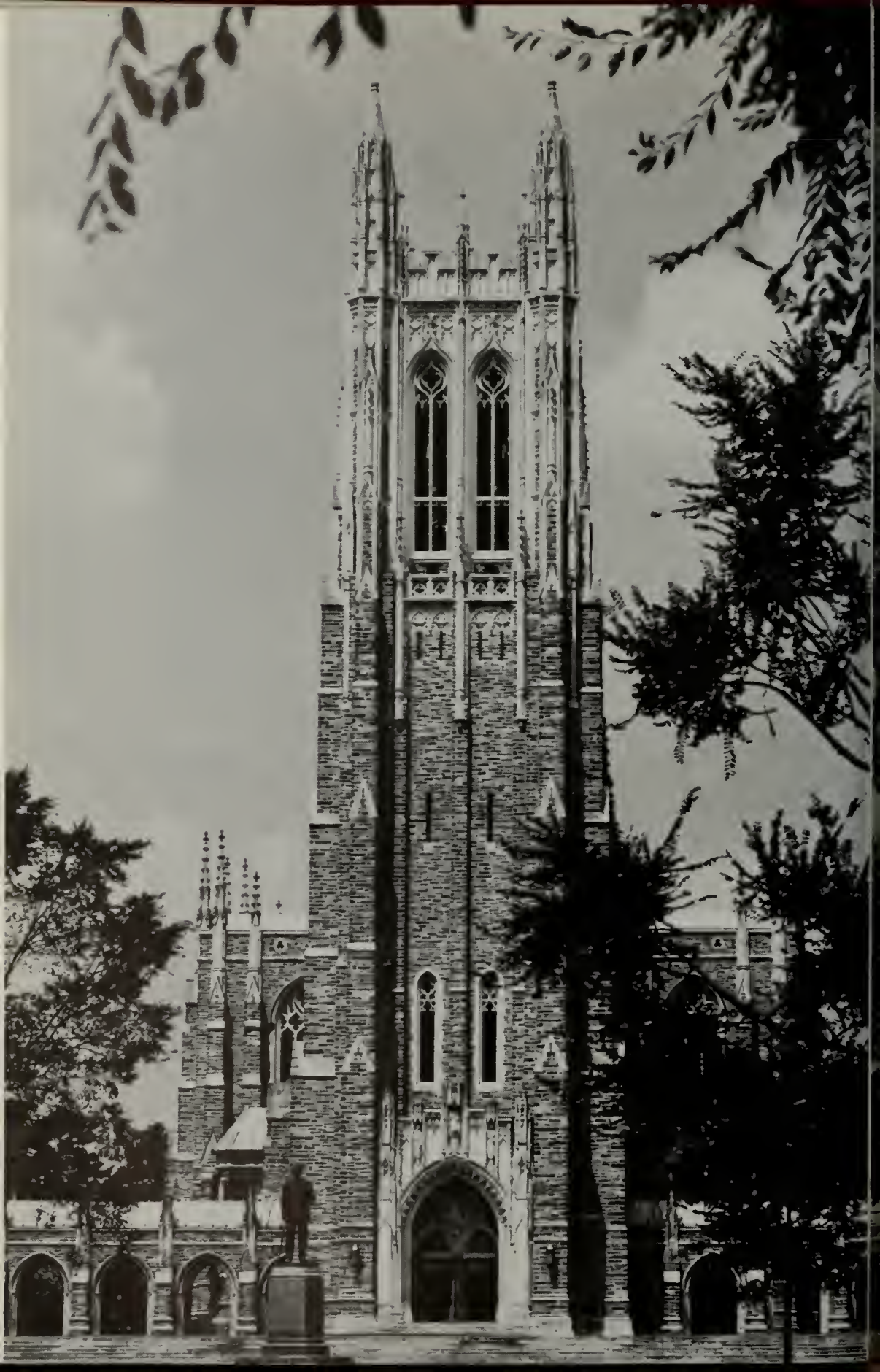
Jahn C. Detwiler (1966), B.D., Th.M., *Chaplain Supervisor of Duke Medical Center and Part-Time Assistant Professor of Clinical Pastoral Education*
 Albert F. Fisher (1974), M.Div., *Adjunct Associate Professor of Parish Work*
 Edwin R. Garrison (1972), B.D., D.D., LL.D., *Visiting Consultant for Field Education and Continuing Education (Former Bishop of the Dakotas Area)*
 Jahn Kennedy Hanks (1954), M.A., *Lecturer in Sacred Music, Director of the Divinity School Choir, and Professor of Music at Duke University*
 Carlyle Marney (1972), Th.M., Th.D., Litt.D., D.D., *Visiting Professor of Preaching*
 M. Wilson Nesbitt (1958), B.D., D.D., *Adjunct Professor of the Work of the Rural Church*

EMERITI

Kenneth Willis Clark (1931), B.D., Ph.D., D.D., *Professor Emeritus of New Testament and Co-Director of the International Greek New Testament Project*
 James T. Cleland (1945), M.A., S.T.M., Th.D., D.D., *James B. Duke Professor Emeritus of Preaching*
 William Arthur Kale (1952), B.D., D.D., *Professor Emeritus of Christian Education*
 Hiram Earl Myers (1926), S.T.M., D.D., *Professor Emeritus of Biblical Literature*
 Ray C. Petry (1937), Ph.D., LL.D., *James B. Duke Professor Emeritus of Church History*
 H. Shelton Smith (1931), Ph.D., D.D., Litt.D., *James B. Duke Professor Emeritus of American Religious Thought*
 William Franklin Stinespring (1936), Ph.D., *Professor Emeritus of Old Testament and Semitics*
 Albert John Waltan (1948), B.S.L., D.D., *Professor Emeritus of Church Administration and Director of Field Work*

SECRETARIAL STAFF

Mary P. Chestnut, *Faculty Secretary*
 Vivian P. Crumpler, *Faculty Secretary*
 Ann C. Daniels, *Faculty Secretary*
 Rebecca Ann Fowler, *Faculty Secretary*
 Clara S. Gadwin, *Secretary to the Dean*
 Lesta Gotsch, *Secretary to the Director of Admissions and Student Affairs*
 Patricia M. Haugg, *Faculty Secretary*
 Maxie B. Honeycutt, *Administrative Secretary for Student Financial Aid*
 Janice Maseley, *Faculty Secretary*
 Joan F. Lunsford, *Secretary to the Director of Admissions and Student Affairs*
 Margie M. Meeler, *Secretary to the Director of Field Education*
 Frances D. Parrish, *Secretary to the Director of the J. M. Ormand Center for Research, Planning and Development*
 Lavan O. Perkins, *Faculty Secretary*
 Marie Smith, *Secretary to the Director of Graduate Studies in Religion*
 Norma J. Tate, *Faculty Secretary*
 Judy L. Williams, *Administrative Secretary, Registry*



1

General Information

Historical Statement

Duke University as it exists today has developed from simple beginnings in a school established in 1838 in North Carolina. Called Union Institute for a time, the school developed into a normal college by 1851, and in 1859 was renamed Trinity College. In 1892 the college moved to Durham, North Carolina.

Mr. James B. Duke in December, 1924, established a trust fund for educational and charitable purposes. The chief beneficiary was Trinity College, which became Duke University. The purpose for establishing the trust was very clear: "I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. . . . And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind. . . ." The School of Religion began its work in the academic year 1926-1927, and formal exercises for its opening were held on November 9, 1926. In 1940 the name was changed to the Divinity School.

During its history the Divinity School has had outstanding teachers, scholars, and administrative leaders,* and its graduates have distinguished themselves by making significant contributions to the church and the world. In 1964 a significant program of expansion was begun, culminating in February, 1972, when the Divinity School doubled its physical facilities and moved into a handsome new building. Formal dedication services were held October 31, 1972.

Since the institution of the School in 1926, the following persons have served as Deans or Acting Deans: Edmund Davison Soper, 1926-1928; Elbert Russell, 1928-1941; Paul Neff Garber, 1941-1944; Harvie Branscomb, 1944-1946; Gilbert T. Rowe, Acting Dean of the Faculty, 1946-1947; Paul E. Root (elected in 1947 but died before assuming office); Harold A. Bosley, 1947-1950; James Cannon III, Acting Dean 1950-1951, Dean 1951-1958; Robert Earl Cushman, 1958-1971; Thomas A. Langford, since 1971.



The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater University. By history and indenture, it stands within the Christian tradition and recognizes its distinctive lineage in, as well as its continuing obligation to, the United Methodist Church. The Divinity School, although United Methodist in tradition and dependency, receives students from many Christian denominations and offers its educational resources to representatives of the several communions who seek an education for a church-related ministry. From its inception, it has been ecumenical in aspiration, teaching, and practice, as well as in its faculty. Educational policy has consistently aspired to foster a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is the professional education for the ministry, which in today's world is manifested in a variety of forms. Provision to implement these increasing variations of ministry is a part of the School's curricular resources.

Although the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating discharge of the historic offices of church and congregation through the ministry of Word and Sacrament, pastoral care, and teaching. The Divinity School believes these offices will remain, although the form and context of "the local church" may change.

With this in mind, the Divinity School tries to prepare students for the mature performance of their vocation. It hopes to develop in each student a disciplined intelligence, informed by sound learning and equipped for worthy professional service. The resources are offered to students with a diversity of ministerial aims, although the School seeks, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in the churches. This is regarded as a service to the Church, to the world, and primarily to the Lord of the Church.

The Relation of the Divinity School to Duke University

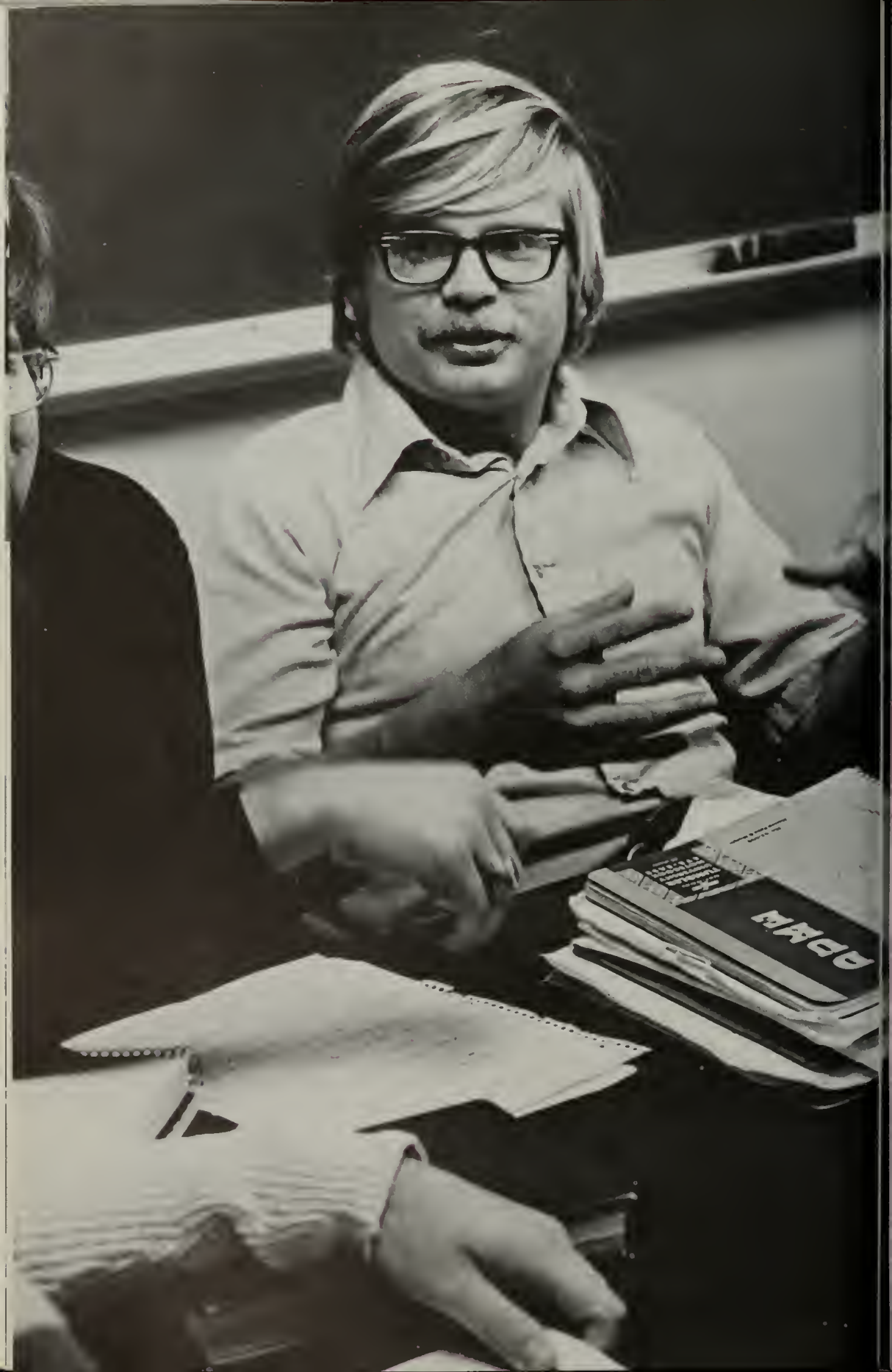
The Divinity School is an integral part of the University and shares fully in its activities, privileges, and responsibilities. The Sunday services in the University Chapel give Divinity School students each year an opportunity to hear several of the country's leading ministers. The University libraries make a rich collection of books and other materials easily accessible. Without paying additional fees, selected courses in the Graduate and professional schools are open to Divinity School students, as well as the general, cultural, and recreational resources of the University.

Library Resources

Divinity School Library. The Divinity School Library contains a collection of more than 170,000 volumes in the field of religion and related disciplines and affords an unusual wealth of material for the seminary student. Although an integral part of the University's nine-unit library system, which possesses more than 2,500,000 volumes, the Divinity School Library has its own separate facilities in the Divinity School building. Its book collection is operated on the open stack system, and its reading rooms provide study facilities for students, space for the special reference collection in religion, and for the more than 575 religious periodicals to which the library currently subscribes.

Staffed by a librarian and a reference librarian, who are trained in theology as well as library administration, by a circulation staff of two persons, and by a number of student assistants, the Divinity School Library offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support basic courses and advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library. The seminary student may use the resources and facilities of the Perkins Library, some of which include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps, rare materials (among which are sixty prized ancient Greek manuscripts), and reference assistance. There is a provision for borrowing books, not in the Duke libraries, from the library of the University of North Carolina and other neighboring institutions.



2

Admissions

Requirements and Procedures for Admission

The Divinity School is a fully accredited member of the American Association of Theological Schools and is one of fourteen accredited seminaries of the United Methodist Church. It considers candidates for admission who hold an A.B. degree, or its equivalent, from a college approved by a regional accrediting body; who have college records which indicate their ability to succeed in graduate studies; and those who have earned an academic average of at least a B- (2.65 on a 4.0 scale).

An application blank may be obtained from the Admissions Office of the Divinity School. No specific date is set for filing and no application fee is required. Applicants should return the completed form along with an official college transcript and records of all other academic credits, letters of recommendation, and a personal statement of purpose.

Applications are evaluated on the basis of this total body of credentials with regard to the candidate's academic achievements as well as his personal and professional qualifications for Christian ministry. A minimum of thirty days is required to process any application, most take longer.

The applications of students from foreign countries will be considered individually. Training equivalent to that of a baccalaureate degree from an accredited American college must have been received. All financial arrangements must be completed in writing before an admissions decision can be made.

Applicants are expected to indicate their acceptance of a notification of admission within three weeks and to confirm this with the payment of an admission fee of \$30.00. Upon matriculation, this fee is applied to their first term bill.

No admission is final until the Student Health Service has received a certificate of immunization and general health. This should be submitted between July 1 and September 1.

Entering students are required to take tests administered by the University Counseling Center and the Divinity School at the time of matriculation.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission unless they present a written request for postponement to the Director of Admissions and Student Affairs. A student who wishes to withdraw from school for personal reasons for a period of longer than one year should also confer with the Director and file with him a written statement of withdrawal. A student wishing to leave school for a short period of time and resume studies at a later date should file a leave-of-absence request with the Director of Academic Affairs.

Pre-enrollment for later admission may be granted to persons who meet the Divinity School standards for admission. Applications for pre-enrollment may be addressed to the Admissions Office. Pre-enrolled students send transcripts of each year's college work by June 15 of each year in which they are pre-enrolled. *Pre-enrollment does not guarantee final admission.*

Pre-Seminary Curriculum. The Divinity School of Duke University follows the guidelines of the American Association of Theological Schools with respect to undergraduate preparation for theological study. In general, this means a strong background in liberal arts, especially the humanities. A well-rounded background in English language and literature, history, philosophy, psychology, religion, social science, and foreign language is especially desirable.

When a student has concentrated in the area of religion, there may be opportunity for advanced standing. This does not reduce the time or the number of hours required for graduation, but does allow the student to begin theological work at a more advanced level.

Transfer of Credit. Under certain conditions transfer of credit from theological schools accredited by the American Association of Theological Schools is allowed by the Divinity School. Applications for transfer of credit will be ruled upon by the Committee on Admissions, and will be subject to evaluation in terms of the prevailing graduation requirements of the Divinity School. Ordinarily, credit from another institution will not be granted exceeding one-half of the total number of credits required for graduation by the Divinity School. In each case a letter of honorable dismissal from the school from which transfer is made is required along with transcript of academic credits.

Admission as a Special Student. Special student status may be granted with the approval of the admissions officer and the Dean. Particular circumstances must prevail in the case of such admissions. *Special students are not eligible for tuition grants, scholarships, field work, or other financial aid.*

Admission on Probation. Applicants for admission who are graduates of nonaccredited colleges will be considered on their merits. Ordinarily, such applicants have achieved a superior average for a four-year college course. Admission of such persons will, in every case, be on probation.

Applicants for admission who are graduates of accredited colleges but whose college transcripts do not fully meet Divinity School standards may be admitted on probation if other factors considered justify admission. Probation means:

1. Limited schedules or work, the amount to be determined by the Director of Academic Affairs (ordinarily no more than 10 hours each of the first two semesters).
2. Ineligibility for advanced standing.
3. Review of work at the end of each semester by the Committee on Academic Standing until they are removed from probation.



Students whose work after admission is not satisfactory may be placed on probation, and such students who during the first year of Divinity School maintain less than a C average, including one or more failures, ordinarily will be required to withdraw from the School.

Conduct of Students

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct.



The University wishes to emphasize its policy that all students are subject to the rules and regulations of the University as currently in effect or, as from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates his willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the University.

Ministerial and Professional Qualifications. All students who are admitted to academic study in the Divinity School are subject to the established order of administrative regulations of the University and the accepted standards of personal conduct it enjoins; *continuance in the School is conditional upon acknowledgment of and compliance with such regulations and standards.*

In particular, the University and the Divinity School expect and require students in candidacy for degrees leading to a ministerial vocation, not only to exemplify the dignity of their calling, but also to exhibit attitude and conduct conformable with the recognized standards of their Christian profession.

On this prior understanding, therefore, the University reserves the right, and matriculation by the student is a concession to this right, to compel the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge is made against the student.

Faculty Advisers. Each entering student is assigned a faculty adviser with whom he will consult concerning the course of study throughout the student's years in the School.



3

Community Life

Corporate Worship

One of the most important aspects of a program of training for Christian service and the Christian life is a vigorous, inspiring, and varied program of participation in corporate worship. This corporate life of the Divinity School is centered in York Chapel where regular chapel services are held weekly. These services are led by members of the faculty, members of the student body, and by visiting guests. Services are voluntary but have been and will continue to be sources of inspiration and strength to the members of the community.

Living Accommodations

Housing. Duke University provides residence hall and apartment accommodations for single graduate and professional men and women. Duke University is now building a 500 unit housing facility which will be known as Central Campus Apartments. Planned for completion during the spring semester of 1975, the complex will provide housing for married graduate and professional students, single undergraduate and graduate students, and single and married students in nondegree allied health programs.

For single students efficiencies, one-bedroom, and two-bedroom apartments will be fully furnished. The apartments for married students will include a few furnished efficiencies and a number of one, two, and three-bedroom units in which the kitchen, living room, and first bedroom will have basic furnishings. These apartments are furnished and equipped in such a way as to provide economy and convenience to the eligible married students and at the same time allow for individual tastes and needs.

The monthly rental rates for each type of apartment will be much lower than those offered on the current housing market. For further information on these apartments, married and single students should write: Manager of

Apartments and Property, Duke University, 217 Anderson Street, Durham, North Carolina 27706.

Until the entire complex is occupied, the University will provide assistance to married graduate and professional students in locating suitable housing in Durham where varied types of reasonably priced units are available.

The Graduate Center, near the Medical Center, and Town House Apartments house men and women enrolled on a full-time basis in the graduate and professional schools. Town House Apartments are located between East and West Campuses.

The Graduate Center houses 189 male graduate students, 56 female graduate students, and 117 female undergraduate students. Common facilities on the main floor are shared by men and women.

Students are normally licensed to occupy graduate residential space for the academic year, but for no period less than a semester or specified term.

Duke University operates Town House Apartments as well, primarily for graduate and professional school students. There are 32 two-bedroom units, each furnished for three occupants. Two students occupy the master bedroom with adjoining half-bath, and the third occupies a smaller bedroom. A living room, kitchen, and full bath complete the living arrangement. Additional features are air-conditioning and a swimming pool. The campus bus, serving all parts of the University, is accessible to the Town House Apartments.

Detailed information about University housing facilities for single students, and the housing assistance program for married students, will be provided upon request by the Department of Housing Management, Duke University, Duke Station, Durham, North Carolina 27706.

Rooms in residence halls and spaces in the Town House Apartments or other residential units may be reserved by applicants only if they have been accepted by the graduate or professional schools, and after the required \$50 residential deposit has been paid to the University. The initial residential deposit is required with the application and is held until the room or apartment is vacated. Application forms and detailed information on graduate housing will be mailed when the graduate or professional schools have notified the Department of Housing Management of official acceptance of the student. Single students may express a choice for the type of housing desired. Completed applications for rooms and apartments are to be returned with the required deposits to the Department of Housing Management, Duke Station, Duke University, Durham, North Carolina 27706. Assignment priority is established by the date of receipt of completed applications with deposits in this office.

Regulations governing occupancy of rooms and apartments will be provided by the Department of Housing Management at the time application forms are forwarded to accepted students. Occupants within each type of housing are expected to comply with the appropriate regulations.

For the cost of housing, see the section on Financial Information.

Food Services. Food service on both East and West Campus is readily available. The dining facilities on the West Campus include a cafeteria with multiple-choice menus, a service area which includes cafeteria counters as well as a grill, and a table service dining room, The Oak Room, where full meals and *a la carte* items are served. The Cambridge Inn, a self-service snack bar, is also located in the West Campus Union and is open from 9:00 a.m. until 12:30 a.m. each day except Saturday. All types of snack and sand-

wich items are available here. The Graduate Center has a cafeteria open at meal hours and a coffee lounge which is open until 11:00 p.m. Because of the large number of those served in the dining halls, it is not possible to arrange special diets for individual students.

The cost of meals approximates \$3.25 to \$3.75 per day, depending upon the needs and tastes of the individual.

Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy his privilege of being a part of the University community. To serve this purpose, both the University Health Service Clinic and the University Infirmary are available for student health care needs.

The main components of the Health Service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke Campus Police. Residential staff personnel should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until Graduation Day in the spring to all currently enrolled full-time students.

The payment of tuition entitles the Divinity student who is taking a minimum of 7 hours to full student health privileges.

Since the Student Health Program does not cover students while away from the Duke Campus, it is imperative that student pastors and assistant pastors (winter and/or summer) who are subjected to the hazards of highway travel with great frequency, secure complementary health and accident insurance for the full twelve month period. Students whose course load entitles them to full coverage under the Student Health Program are eligible to secure a complementary insurance policy, providing protection for the entire calendar year, through the University. Costs and details of the complementary policy are available from the Director of Admissions and Student Affairs. At the time of registration, a student must enroll in this complementary insurance program or sign a waiver of liability statement regarding health care and claims. Students in internship programs carrying less than seven semester hours in any given semester are strongly encouraged to apply for this insurance. Foreign students are required to hold this or another acceptable policy.

Married students are expected to be financially responsible for their dependents, providing for hospital, medical, and surgical care as their dependents are not covered at any time by Student Health.

The resources of the Duke University Medical Center are available to all Duke students and their spouse and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service, located in the Pickens Rehabilitation Building, is under the direction of Dr. W. J. Kenneth Rockwell. Evaluations

and counseling and/or treatment for matters ranging from ordinary growth and development to the most serious emotional and personal problems are available.

Motor Vehicles

Each student possessing or maintaining a motor vehicle at Duke University shall register it at the beginning of the academic year in the Security Office at 2010 Campus Drive. If a student acquires a motor vehicle and maintains it at Duke University after academic registration, he must register it within five (5) calendar days after operation on the campuses begins. Resident students are required to pay an annual fee of \$10.00 for each motor vehicle or \$5.00 for each two-wheeled motor vehicle. Resident students first registering after March 1 are required to pay \$5.00 for any type of motor vehicle.

At the time of registration of a motor vehicle, the following documents must be presented: state vehicle registration certificate; valid driver's license; and satisfactory evidence of automobile liability insurance coverage with limits of at least \$10,000 per person and a \$20,000 per accident for personal injuries, and \$5,000 for property damage, as required by the North Carolina Motor Vehicle Law.

If a motor vehicle or a two-wheeled vehicle is removed from the campus permanently and the decal is returned to the Traffic Office prior to March 1, there will be a refund of \$5.00 for a motor vehicle and \$2.50 for a two-wheeled vehicle.

Student Organizations

The Student Association. The officers of the Student Association are elected and serve as an executive committee for conduct of the business of the Representative Assembly.

The purpose of the Association is to channel the interests and concerns of Divinity School students to the following ends:

1. To provide student programs and activities;
2. To represent students to the faculty and administration;
3. To represent students with other Duke University organizations; and
4. To represent students in extra-University affairs.

Divinity School Choir. A student organization of long standing is the Divinity School Choir. Membership in the Choir is open to all qualified students. The Choir sings regularly for chapel and at special seasonal programs and services. New members are chosen by informal auditions which are arranged for all who are interested.

Divinity Dames. Divinity Dames is an organization of wives and women students in the Divinity School which offers opportunities for sharing interests and concerns. The Dames program, which includes a variety of speakers, small interest groups, and special projects, seeks to encourage and provide ways for wives to become a more integral part of the Divinity School community. Some activities are planned annually to include husbands and families. Faculty wives are also invited to attend Dames meetings.

The Duke Student Field Work Association. The Duke Student Field Work Association is the organization of students who participate in the Field Education Program.

At least six meetings per year are held for the purpose of fellowship and preparation for the Field Education responsibilities.

Support Services

A special committee, composed of the Director of Admissions and Student Affairs and at least seven students and spouses, plans and carries out an extensive and varied program of support services for the community each year.

These include community-wide dinners for faculty, staff, students, spouses, and families; weekend retreats; student-faculty dialogues on Fridays in the student lounge; group counseling experiences in personal growth groups, sensitivity groups, and marriage enrichment groups; special sessions and classes for spouses; and week-long retreats at Interpreters' House.

In addition to these support services programs, the Director's Office provides information and guidance for students and spouses who are seeking counseling—personal, marital, financial, or vocational. The personnel of Duke University and Duke Medical Center help with these counseling needs.

Conscious efforts are made to create and maintain an atmosphere of concern and support within the Divinity School community.



4

Financial Information

Fees and Expenses

Estimated Living Expenses. The total cost for a student to attend the Duke Divinity School varies according to individual tastes and requirements; however, experience indicates that a single student may expect to spend a minimum of \$3,000, with an average of \$3,400, and a married couple may expect to spend a minimum of \$5,500.

Housing Fee. The charge for each person in a double room for the academic year is \$393 in the Graduate Center. A limited number of single rooms are reserved for returning students.

The fee for Town House Apartments is \$617 for the academic year on the basis of three students to an apartment. Utility charges are not included in these fees.

Housing fees are subject to change prior to the 1974-75 academic year. A \$50 deposit is required on all reservations.

No refund on housing fees is made to students who withdraw after the date of registration, except for those who involuntarily withdraw to enter the armed services. Such refunds will be made in accordance with the University's established schedules.

For further information on housing facilities, see Living Accommodations in the chapter on Student Life.

Master of Divinity and Master of Religious Education Candidates. The table below lists basic minimum expenditures. In addition to the fees cited here, there is an admission fee of \$30.00 which is applied to the first term bill and a room deposit of \$50.00. See relevant sections in Admissions and Housing for full details.

	Per Semester	Per Year
Tuition—M.Div. and M.R.E.	\$750.00	\$1,500.00
Approximate Cost of Meals	375.00	750.00
Room (double) Graduate Center	196.50	393.00

Tuition will be charged at the rate of \$60.00 per semester hour. The figures shown are for a program carrying 25 semester hours per year. Students will be charged for additional hours of course enrollment, but in no case will the total tuition charge for the six semesters (four semesters or two academic years in the case of M.R.E. degree program) cumulatively exceed the total of three academic years of study at the current tuition rate. Tuition accumulated in the course of studies attaining the same will entitle students to enroll for courses thereafter free of charge.

Master of Theology Candidates. A student who is a candidate for the Th.M. degree will be liable for tuition on the basis of 24 semester hours at the rate of \$62.50 per semester hour. All other costs and regulations for the Th.M. degree are the same as those for the M.Div. and M.R.E. degrees.

Special Student. A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. The tuition will be charged on an hourly basis. Other costs and regulations are the same as those for the M.Div. and M.R.E. candidates. No financial aid is available.

Audit Fee. Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the Dean's office. In accordance with the general University practice, a fee of \$40.00 per course will be charged all auditors who are not enrolled students.

Athletic Fee. Divinity School students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$25.00 per year, plus any federal tax that may be imposed. The fee is payable in the fall semester.

Payment and Penalty. The tuition is due and payable not later than the day of registration for that semester. In unusual circumstances, a student may secure permission of the Dean to delay registration, provided it is not beyond the first week of classes and the student pays the \$10.00 late registration fee. No student is admitted to classes until arrangements are made with the Bursar of the University for the settlement of fees.

Tuition refund will be made when a student involuntarily withdraws to enter the armed services or dies during the course of the semester. Refund for voluntary withdrawal will be according to the following schedule: before the beginning of classes: full refund; during the first or second week of classes: 80 percent; during weeks 3-5: 60 percent; during the sixth week: 20 percent; no refunds after the sixth week. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

A student who is reported by the Bursar's Office as delinquent in his account will be debarred from credit in courses and will not be approved for graduation until all indebtedness has been settled.

Motor Vehicle Registration Fee. There is a \$10.00 registration fee for all automobiles (\$5.00 for two wheeled motor vehicles) used on campus. For specifics see page 14 in chapter on Community Life.

Student Financial Aid

A student should select his school on the basis of educational opportunity. At the same time financial consideration will be a legitimate and often

pressing concern. Each student should formulate at least a tentative plan for financing his entire seminary education. Although the exact method of financing the full theological degree may not be assured at the beginning, a student should have a clear understanding of the expenses and his sources of income for the first year and the assurance that there exist ways of financing subsequent years.

The Committee on Financial Aid will counsel the student concerning financial needs and possible resources. There is constant review of available resources in order to assist the greatest number of students. However, the basic financial responsibility belongs to the student who is expected to rely upon personal and family resources and earning and borrowing power. Other resources may include the student's church, civic groups, foundations, and resources of the school which may include grants, loans, field work grants, and employment. It is the goal of the Financial Aid Office to assist each student in planning his financial program so that as little indebtedness as possible will be incurred.

The total amount available through the Divinity School is limited. Further, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. Almost without exception the donors require ecclesiastical endorsement and/or a declaration of ministerial vocational aim.

The principles regarding the disbursement of financial aid are as follows:

1. Financial aid is recommended on the basis of demonstrated need. All students must file an application which substantiates needs and provides full information on potential resources. This is essential in order to make Divinity School funds available to the greatest number of students.

2. The total amount of financial aid available to any one student cannot exceed the average demonstrated need.

3. Grants will be made within the limits of the conditions set forth governing each source.

4. The conditions at the beginning of the academic year determining financial needs shall be the governing criteria for the year. Financial Aid programs are set up on a yearly basis, except for those students who may enter the second semester and/or those few whose status may change.

5. Financial Aid grants are made on a one year basis. The assistance may consist of scholarships, loans, tuition grants, grants-in-aid, field education grants, and employment which may be worked out in various combinations on a yearly basis. A new application must be filed each year.

6. Application for financial aid may be made: (1) by entering students at time of admission; (2) currently enrolled students in the spring. Notification will be given after Committee approval. Student pastors serving United Methodist Churches can be notified after the pastoral charge and Annual Conference determine salary schedules.

7. Ordinarily financial aid is not available beyond six semesters (eight for pastors on reduced load).

Financial Resources

Personal. In order that both the Church and the Divinity School may be able to extend the use of their limited funds to as many students as possible, a student who desires a theological education should be willing to provide insofar as possible the cost of such an education. Resources may include savings, earnings, and gifts, support or loans, and, if married, earnings of

spouse. In calculating anticipated income, the student first considers his own resources.

Church. Many local churches and conferences or other governing bodies provide gifts and grants for theological education, such as Ministerial Education Funds which provide grants and/or service loans to theological students. The student makes application to his own church, Annual Conference, Presbytery, or other governing body. The Financial Aid Office cooperates with these church agencies in making recommendations and in handling the funds. *United Methodist students and others must be under the care of the appropriate church body to be eligible for church support.* The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

The Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended policy and practice regarding the administration of United Methodist Church funds for student financial aid as adopted by the Association, June 15, 1970, and as bearing upon tuition grants, as follows:

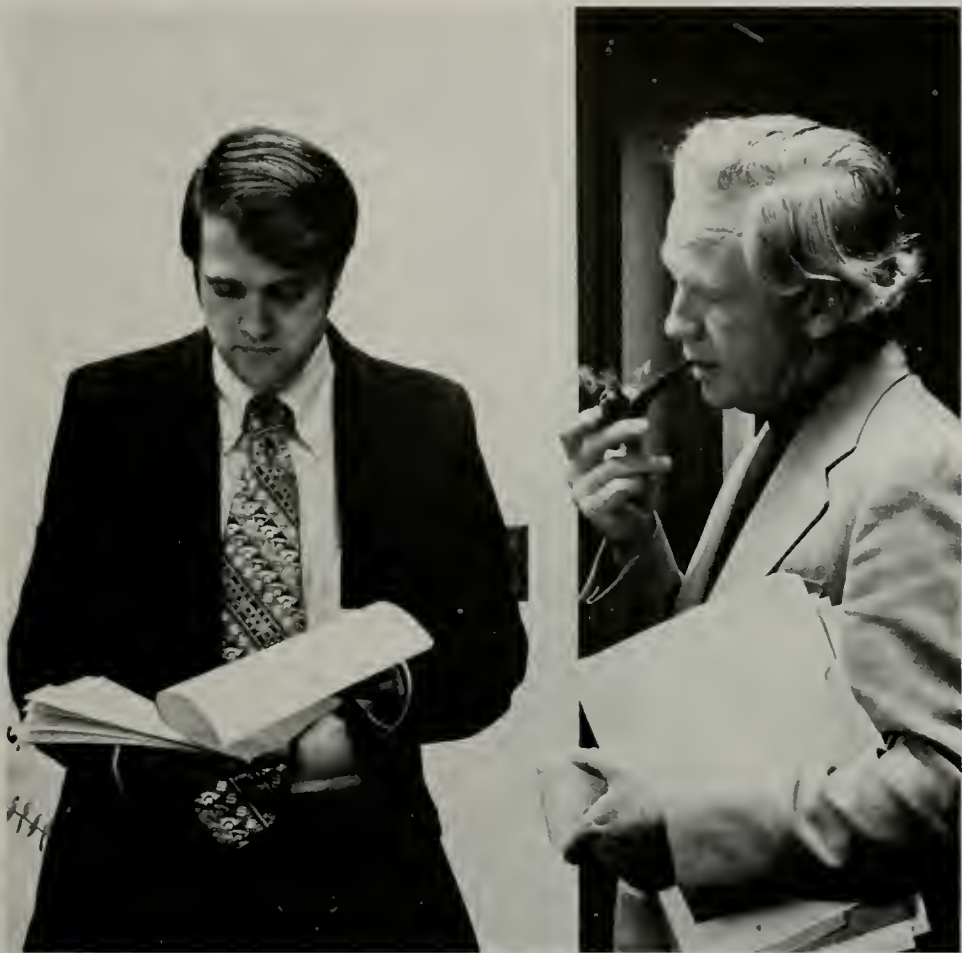
"Resources for tuition grants, scholarships or the like are primarily available to students with declared vocational aims leading to ordination or recognized lay ministries and supported by commendation or endorsement of appropriate church representatives. At the same time, we believe that consideration for a tuition grant may be accorded to students who adequately indicate conscientious concern to explore, through seminary studies, a recognized church-related vocation. Finally, it is our judgment that, where the above mentioned conditions are deemed to be absent respecting a candidate for admission, the decision to admit such a candidate should be without the assurance of any tuition subsidy deriving from church funds." (AUMTS Minutes, June 15, 1970.)

Divinity School Scholarships. A limited number of scholarships are available to encourage qualified students to pursue their preparation for the Christian ministry. Such students ordinarily will not be eligible for remunerative employment during the academic year. When a student holding a scholarship is permitted to engage in remunerative employment, it is understood that adjustments may be made in the total scholarship and financial aid program for that student.

Junior Scholarships. Junior scholarships are available to a limited number of entering students of the junior year who are candidates for the Master of Divinity degree and are awarded on basis of academic record and promise of usefulness in Christian ministry. These scholarships are for the amount of up to \$750 depending upon demonstrated need. Tuition grants in varying amounts are also available up to full tuition if demonstrated need warrants. Further, if the student applies, he may anticipate placement for the Summer Endowment and Field Education Program. Junior Scholarships are not renewable.

National United Methodist Scholarships. The General Board of Education of the United Methodist Church makes available two \$500 scholarships to rising middlers who have made outstanding records in the first year class. The Department of the Ministry offers these scholarships to students preparing for the parish ministry.

Middler Scholarships. Ordinarily five Middler Scholarships of up to \$750 are made available to rising middlers on the basis of academic attainment, character, and promise for the Christian ministry. The exact amount of the scholarship is dependent upon demonstrated need of the student.



Senior Scholarships. Two Rowe Scholarships for Seniors and five additional Senior Scholarships in amount of up to \$750, depending on demonstrated need, are awarded to rising seniors who have achieved academic excellence and who give unusual promise of service in the Christian ministry.

Foreign Student Scholarships. In cooperation with the Crusade Scholarship Committee of The United Methodist Church and other authorized church agencies, students are selected and are admitted to courses of study. Scholarships for such students are provided from the Lewis Clarence Kerner Scholarship Fund and from individual churches and private philanthropy.

Tuition Grants. These are available in amounts commensurate with demonstrated need as adjudged by the Committee on Scholarships and Financial Aid. Entering students may apply, on notice of admission, by submitting the Financial Aid Inventory to the Office of Financial Aid. Enrolled students may apply by annual renewal of their Financial Aid Inventory. Because of the purpose and attendant educational objectives of the school, resources for tuition grants are primarily available to students with declared ministerial aims or those wishing to explore a ministerial vocation leading to ordination or recognized lay ministries.

Field Education Grants. Varying amounts are made available through the Divinity School to students who choose to participate in the Field Education Program. The Field Education Office and Financial Aid Office work together in determining placement and grant amount. This program includes the following: (1) summer assistants, (2) winter assistants, and (3) student pastors. See full description under the section on Field Education.

Loans. Loan funds held in trust by the University, as well as United Methodist Student Loans and funds supplied by the federal government, through the National Defense Education Act of 1958, are available to qualified students. Submit application by July 1.

Unless otherwise indicated, all correspondence concerning financial aid should be directed to: Financial Aid Office, The Divinity School, Duke University, Durham, N. C. 27706.

Employment. Students or wives desiring employment with the University should apply to the Director of Personnel, Duke University, Durham, North Carolina. Students or wives make their own arrangements for employment either in the city of Durham or on campus.

Financial Aid Resources

Certain special funds have been established, the income from which is used to provide financial aid through scholarships and Field Education Grants for students wishing to secure training in preparation for Christian ministry. The resources listed below include endowed funds and sources of annual contributions.

R. Ernest Atkinson Legacy. Established in 1952 under the will of the Reverend R. Ernest Atkinson, Trinity College Class of 1917, of Richmond, Virginia.

Emma McAfee Cannon Scholarship. Established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, is designated to assist students from the North Carolina Annual Conference of the United Methodist Church who are studying for the pastoral ministry and planning to spend that ministry in the North Carolina Conference.

Cleland Scholarship Fund. Established in 1963 by Alice Mead Cleland and James T. Cleland to provide travel expenses for a graduating senior and spouse, the recipient is chosen annually for a year's appointment as an assistant minister in the Church of Scotland.

E. M. Cole Fund. Established in 1920 by Mr. Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina.

Dickson Foundation Awards. Established by the Dickson Foundation of Mount Holly, North Carolina, to provide assistance to students who demonstrate financial need and superior ability. Preference is given to children of employees of American and Efirid Mills and its subsidiaries, to residents of Gaston, Caldwell, and Catawba Counties, and to North Carolinians.

The Duke Endowment. Among the beneficiaries of the Duke Endowment, established in 1924, are the rural United Methodist churches of the two North Carolina Conferences. Under the Maintenance and Operation Program, Field Education Grants are available for Duke Divinity School students to serve

in rural United Methodist churches under the Endowment and Field Education Program.

N. Edward Edgerton Fund. Established in 1939 by Mr. N. Edward Edgerton, Trinity College Class of 1921, of Raleigh, North Carolina.

George D. Finch Scholarship Fund. Established in 1972 by Mr. George David Finch, Trinity College Class of 1924, of Thomasville, North Carolina.

James A. Gray Fund. In 1947 Mr. James A. Gray of Winston-Salem, North Carolina, presented this fund to the Divinity School for use in expanding and maintaining its educational services.

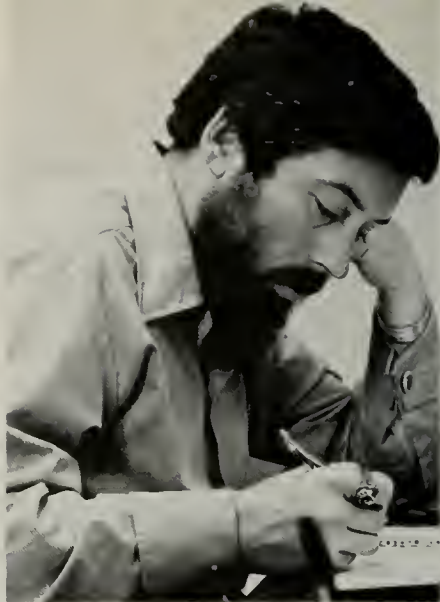
P. Huber Hanes Scholarship. Established by the late Mr. P. Huber Hanes of Winston-Salem, North Carolina, Trinity College Class of 1900, as a scholarship fund for Duke University, a portion of which is used to provide financial assistance for Divinity School students.

Richard R. Hanner, Jr. Scholarship. Established in 1973 by friends of the late Richard R. Hanner, Jr., Trinity College Class of 1953, to support advanced work in Christian education.

Franklin Simpson Hickman Memorial Fund. Established in 1966 by Mrs. Veva Castell Hickman as a memorial fund in memory of her husband, who served as Professor of the Psychology of Religion, the Dean of the Chapel of Duke University, and the first Preacher to the University. The income of the fund will support a regular visiting lecturer in preaching and financial aid to students who wish to specialize in the psychology of religion.

George M. Ivey Scholarship Fund. Established in 1948 by a gift of Mr. George M. Ivey, Trinity College Class of 1920, of Charlotte, North Carolina.





Charles E. Jordan Scholarship Fund. Established in 1969 by the family of Charles E. Jordan, former Vice President of Duke University.

Lewis Clarence Kerner Scholarship. Established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother and designated for the assistance of native or foreign-born students preparing for service in world Christian mission.

Laurinburg Christian Education Fund. Established in 1948 by members of the First United Methodist Church, Laurinburg, North Carolina.

Myers Park Scholarship Fund. Established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina.

W. R. Odell Scholarship. Established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina.

Gilbert T. Rowe Memorial Scholarship Fund. Established in 1960 through the generosity of Divinity School alumni and friends of the late Professor of Systematic Theology.

Elbert Russell Scholarship. Established in 1942 by the Alumni Association of the Divinity School in honor of the late Dean of the Divinity School and Professor of Biblical Theology.

Earl McCrary Thompson Scholarship. Established in 1974 in honor of the late Earl McCrary Thompson, Trinity College Class of 1919.

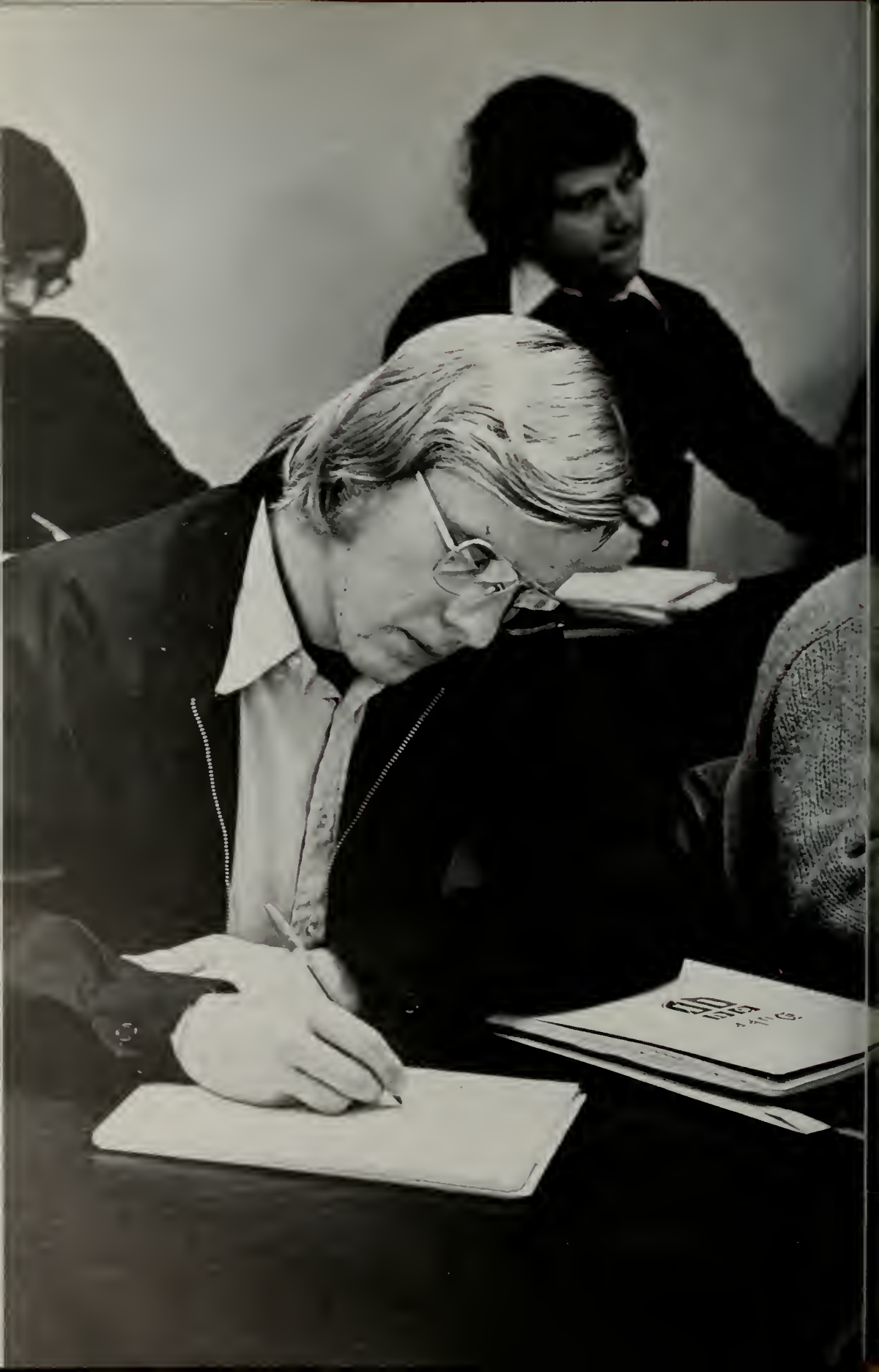
Hersey E. Spence Scholarship. Established in 1947 by the Steele Street United Methodist Church of Sanford, North Carolina, in honor of their former pastor and late professor in the Divinity School.

The United Methodist Church. The United Methodist Church makes a substantial contribution to the Divinity School by designating a percentage of its Ministerial Education Fund and World Service Offerings for theological education.

The general Board of Education makes available annually two National United Methodist Scholarships having a cash value of \$500 each.

The Divinity School Fellowship. A group of interested laypersons who provide support for students with demonstrated need.

Dempster Graduate Fellowships. The United Methodist Board of Education offers two fellowships each year for graduates of United Methodist theological schools who are engaged in programs of study leading to the Ph.D. degree in Religion. A number of Divinity School graduates have held these fellowships.



5

Field Education

The Theological Perspective

Field education for ministry is a real, authentic learning-serving context where genuine encounter produces growth in ministry competence and self-understanding. As the clinical dimension of theological education, field learning is designed to: (1) help the student develop his own vocational self-identity as a minister by providing situational experimentation with a variety of ministry tasks; (2) provide a ground for the testing and reconstruction of theological, psychological, and sociological concepts; (3) develop the ability to do critical and reflective thinking by relating theory to experience; (4) help the student formulate and experimentally refine his own unique ministry skills to achieve an acceptable level of professional competence; (5) integrate academic studies, experiential discovery, and reflective insights into a personal spiritual foundation that produces a confident and effective ministry.

An Educational Program

Field education is designed to place Divinity students in situations where they can bring their theological concepts to bear upon the problems and dilemmas of real life; where they can develop skill in ministerial functions; where they can bring the perceptions of personal experience to bear on their reflective studies; and where these perceptions may be integrated into the student's life and expressed in effective ministry behavior.

A field context has built into it such specific learning components as: student-made learning contracts, field supervision and learning guidance, reflection groups, peer groups, investigation-research projects, seminars, integrative tutorials, directed readings, and evaluation processes. These elements constitute the academic discipline that connects experience into meaningful learning and provides the basis for legitimate educational credit.

Field Education Credit Requirements

In an appropriate effort to sustain the learning focus of field education, the faculty has approved the following credit requirement plan. One unit of approved Field Education work is required for graduation certification in the Master of Divinity degree program. A unit is defined by one term placement, either a summer term of ten weeks or a winter term of thirty weeks at 16 hours per week. To be approved, the field placement program must have qualified and sustained supervision, adequate ministry tasks capable of producing genuine learning, and effective evaluation. The program must allow the student to participate in a learning group organized by the Director of Field Education. A student may satisfy the credit requirement by: (1) pre-enrolling in a peer group concomitant with the approved term placement; (2) acceptable completion of an approved internship, or a quarter of clinical pastoral education, or a senior Ministering-in-Context Project; or (3) a special project in a student pastorate appointment.

To qualify for credit the student must preregister for the approved placement, develop and complete a learning contract with acceptable quality of work, cooperate with the supervisor, participate in the assigned learning groups and seminars, and prepare an evaluation of the project. Evaluation and grading will be done jointly by the field supervisor, student, and peer group leader, utilizing self-assessment, a rating scale, and a written report.

Additional credit is associated with various course offerings and practicum projects listed in the section on courses of instruction. These particular credits are independent of the required Field Education Unit and may not be substituted for it.

Field Settings for Ministry Development

Field placements are usually made in settings that have been developed and approved by the Divinity School. The criteria for acceptance of a field



setting for learning and service include: (1) a complete description of the setting and the job to be performed; (2) an identification of a wide variety of ministry functions and tasks to be done; (3) the agreement of a lay committee to share in the student's guidance and evaluation; (4) an adequate funding plan; (5) the provision of competent supervision on a regular basis either by the pastor, agency director, or a specialist assigned for this purpose; (6) the participation in reflection and evaluation procedures by pastor, laymen, and related agency personnel; (7) the development of a performance contract with the agency or parish which summarizes these agreements.

A wide variety of ministry settings is available for varying student interests: parish settings include rural, suburban, central urban, cluster groups, larger parish patterns, staff team ministries; social agency settings include a settlement house, Human Relations Commission, Women-in-Action, rest homes, social services center, mental health clinics; institutional settings include hospitals, mental health institutions, prisons, youth rehabilitation centers, mental retardation center, retirement homes and government agencies; campus ministry settings include positions on the campus of a variety of schools; resort ministries in the summer term, and youth camps.

Internship Program

An internship assignment embraces both a full-time salaried position and a learning commitment in a single context over a period of time ranging from nine to twelve months. These assignments are designed to engage the student in considerable depth in particular ministry skills in a setting relevant to the vocational area of interest. They must encompass an advanced level of specialized field experience which is more complex and extensive in its learning potential than the basic field education program short-term placement. The internship may be individually designed to meet the needs and interests of the student, provided that the plan includes a student learning contract, an agency performance contract, approved supervisory standards, an investigation-research project acceptable to the assigned faculty adviser, participation in either a reflection group or seminar, and enrollment for course work in a nearby college or university. When these components are satisfactorily met and the evaluation reports are filed, credit for up to 6 semester hours may be assigned for the internship. No additional academic credit may be accumulated during the internship year. Grading for the 6 semester hours will be on a pass/fail basis.

Internship settings may be student initiated or negotiated by the School. In either case an agency contract covering all agreements must be made and filed with the Director of Field Education. General settings currently available for internship placement include: campus ministry and college chaplaincy positions; parish ministry positions—such as associate pastor, parish director of education; social agency and institutional positions—both secular and church oriented; a World Mission Internship of one to three years of national or overseas service; and occasional governmental positions. Other internships in the church or in specialized ministries in the secular world may be planned in consultation with the Director of Field Education.

To be eligible to register for an internship, the students must have completed at least two full years of their seminary curriculum and be registered as a student in good standing in the Divinity School. Application forms and processing for internships will be done through the Office of Field Education.



Students Serving As Pastors

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. These appointments are made by the appropriate denominational official or body. Although the Divinity School recognizes this arrangement, the student should have the approval of the Director of Field Education, as agent of the Dean, before accepting an appointment as pastor or associate pastor.

The Field Education office cannot make these appointments. This is within the jurisdiction of denominational authorities, and students should initiate their own arrangements. The Field Education office, however, will provide current information concerning pastoral appointments open to students and will send references upon request to ecclesiastical officials. Salaries and other forms of remuneration for this pastoral service must be reported to the Financial Aid Secretary of the Divinity School when application is made for financial aid from the school.

Students who serve in these capacities ordinarily may enroll in not less than 7 or more than 10 hours per semester, thus requiring, in most cases, four academic years to complete the Master of Divinity degree. Relaxation of this regulation requires the permission (on the appropriate form) of the supervising church official, the Director of Field Education, and the Director of Academic Affairs. Further, if the student's residence is located more than 50

miles from the campus, he will be required to live on campus during the academic week. Any departure from this requirement must be negotiated with the Director of Field Education.

In keeping with the School's goal to develop professional competence in ministry, students should use their pastoral appointment as a learning context for field education programs initiated by the School. Special seminars and reflection groups may be arranged in consultation with students to advance their professional growth and performance. For particular field learning projects, a supervisor may be assigned to guide the pastor's learning activity in his parish. Periodic evaluation will be expected from both supervisors and pastors. The required field education units may be done in the pastor's parish, if all the conditions outlined for credit are met, and all reports are completed and filed at the appropriate time.



6

Program Information

Degree Programs

The academic work of the Divinity School embraces three degree programs. These are: the Master of Divinity degree (M.Div.) ordinarily of three academic years; a one-year program beyond the basic degree, the Master of Theology (Th.M.); and a third program of two academic years leading to the degree of Master of Religious Education (M.R.E.). All are graduate-professional degrees. Admission to candidacy for the Master of Divinity and Master of Religious Education degrees presupposes the completion of the A.B. or its equivalent.

Students preparing for ordination to the Christian ministry and requiring appropriate graduate-professional education will enroll for the Master of Divinity degree. Students whose acquired academic standing, under this basic degree program, entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree. Together, these two degree programs constitute a sequence. Although the Master of Divinity degree fulfills requirements for ordination by prevailing ecclesiastical standards, the Th.M. program may assist in assuring a larger measure of professional preparation. Application for admission to the Th.M. program is open to graduates of other schools who have completed the basic theological degree.

The Master of Religious Education degree program is designed to prepare qualified persons, ordinarily not seeking ordination, for a ministry of Christian education in local churches or other organizations. The course of study is arranged to provide grounding in Biblical, historical, and theological disciplines as essential background for instruction in and exercise of professional competence in curricular planning, teaching methods, and supervision of educational programs for various age groups.

The specific requirements for each of these degrees are found in the succeeding pages. It is evident that completed course work cannot be credited toward more than one degree. Reciprocal transfer of credit for course work

taken under either the M.Div. or the M.R.E. program requires the permission of the Director of Academic Affairs.

Doctoral Studies Accredited by the Graduate School

The Divinity School provides a substantial body of course offerings at an advanced level in Biblical, historical, and systematic and contemporary theological disciplines that are accredited alike by the Graduate School and the faculty of the Divinity School, and lead to the Doctor of Philosophy degree. Sharing responsibility with the University Department of Religion for staffing and curricular provision of this course of study, the Divinity School is the principal contributor to the program of graduate studies in religion. However, since the Ph.D. in religion is certified and awarded under the Graduate School, the doctoral student's admission and matriculation are administered under that division of Duke University.

With few exceptions, most courses in the *Bulletin of the Divinity School* carrying a 200 number or above and belonging to the fields noted above are applicable to doctoral programs of study. These courses are open to qualified M.Div. or M.R.E. students by permission of the instructor.

Qualified persons who desire to pursue studies leading to the degrees of M.A. or Ph.D. in religion, under the administration of the Graduate School, are advised to apply to the Dean of that School. Inquiries concerning fellowships or specific requirements of the Program of Graduate Studies in Religion may be addressed to Professor D. Moody Smith, Jr., Director, 209 Divinity School.

The Basic Theological Degree—Master of Divinity

The faculty of the Divinity School constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world. Major curricular revisions were instituted in 1948, 1959, and 1967. The curriculum is, therefore, not static but dynamic and is always subject to emendation by the faculty.

This degree program is structured to elicit a positive response to (1) the challenge to provide an adequate professional education—education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the Christian tradition.

Aims of the Curriculum. The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility, four life-long tasks which should be strongly advanced during the seminary years.

1. The Christian Tradition. To acquire a basic understanding of the Biblical, historical, and theological heritage.

2. Self-Understanding. To progress in personal and professional maturity—personal identity, life style as an instrument of ministry, major drives, handling of conflict, resources, professional competency, and so forth. This is to be coupled with a sensitivity to the world in which we minister—its social forces, its power structures, its potential for humanization and dehumanization.

3. Thinking Theologically. To have the ability to reflect about major theological and social issues and to define current issues in theological terms and theological issues in contemporary secular terms.

4. **Ministering-in-Context.** To have the ability to conceptualize and participate effectively in some form of contemporary ministry.

Goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with the individual and his own motives and incentives.

The Basic Curriculum—General Description. The basic curriculum leading to the Master of Divinity degree provides for foundational courses in Biblical, historical, theological, and ministry studies, representative of the tradition and regarded as indispensable background for subsequent elective work and individual program information.

These required courses total 24 of the 75 semester hours necessary for graduation. They are OT 11, NT 18, CH 13, CH 14, AC 28, CT 32, and CHE 33. The opportunity of advanced standing adds further variability to the academic program of the junior student, depending upon the nature and quality of his undergraduate academic work. A total of 51 semester hours is available to the student for working out an individualized program of studies leading to specialized preparation in academic depth and for purposes of professional ministerial competence.

Required courses may be staffed by one or more professors and are planned to treat subject matter both in scope and depth at the graduate level.

Especially designed courses for entering students of the junior year in the area of Church and Ministry offer experience in group learning and are strongly recommended. These courses are introductory to various aspects of the work of the Church and its ministry in relation to altering societal contexts. These courses are CM 9, CM 10, PP 70, CT 108, and CP 157 (for exact description of these courses, see the section on Courses of Instruction).

The formulation of the student's course of studies is guided by certain broad but normative recommendations for area distribution of courses and by the advice and counsel of appointed faculty advisers or authorized directors.

Students and advisers are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies of the section entitled Administration of the Curriculum.

All academic programs are subject to review and emendation by the Dean and the Director of Academic Affairs for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and his faculty adviser in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. With permission of the Director of Academic Affairs, certified nonresidential study, not exceeding the equivalent of 24 semester hours, may be permitted to a candidate for the basic degree.

The normal course load per semester is 12 or 13 semester hours. A student with demonstrated competence may, with the consent of his academic adviser and the Director of Academic Affairs, enroll for an additional 2- or 3-hour course in the middler and senior years. However, it is expressly noted here that the delimitation of the semester course-hour load and the total credit hour requirement for graduation entitles both student and instructor to expectations of substantial student investment and accomplishment in individual courses. The emphasis of the curriculum is upon depth and competence rather than excessive scope.

General Features of the Basic Curriculum. The following is a brief summary of the basic curriculum:

1. Seventy-five semester hours and six semesters of residency are required for graduation.

2. Each student is required to complete one *approved* assignment in field education (with or without remuneration) under supervision. Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credit are that the amount and quality of supervision be approved by the Field Education Office, and that the student be required to evaluate and correlate the experience directly.

3. A normal academic load is four courses with credit.

4. Professionally oriented courses for entering students are offered in the fall semester of the junior year in the area of Church and Ministry.

There are special allowances of up to 3 semester hours of credit for field education projects under faculty supervision; up to 6 semester hours credit for independent study; up to 6 semester hours clinical or internship credit; ordinarily up to 6 semester hours of cognate studies of graduate standing in Duke University, with the advice of the student's academic adviser and the Director of Academic Affairs. Enrollment for cognate graduate study outside the University requires the approval of the Director of Academic Affairs. This includes studies abroad.

THE CURRICULAR PARADIGM*

Junior Year

Fall Semester	s.h.	Spring Semester	s.h.
Old Testament 11 (or OT elective for advanced standing)	4	New Testament 18 (or NT elective for advanced standing)	4
Church History 13 (or CH or HT elective for advanced standing)	3	Church History 14 (or CH or HT elective for advanced standing)	3
Elective	2 or 3	Elective	3
Elective	3	Elective	3
Total	12 or 13	Total	13

Middler Year

Fall Semester	s.h.	Spring Semester	s.h.
Systematic Theology 32	4	Christian Ethics Introduction 33	3
American Christianity 28	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	13	Total	12

*Senior year—elective courses, 12 s.h. fall and spring.

Administration of the Curriculum

General Regulations. The following regulations pertain to students enrolled in the regular curriculum:

1. Full-time students are required to enroll for the required courses of the curriculum or for alternative courses offered for advanced standing in the order provided by the master schedule of the curricular paradigm.

2. Students in programs leading to either the Master of Divinity or Master of Religious Education degree are required at the time of each registration

period to plan their course of study with the consultation and approval of their assigned faculty advisers. Such programs are subject to the review and approval of the Committee on Academic Standing, the Dean, and the Director of Academic Affairs.

3. Students in candidacy for the Master of Divinity degree who serve as full-time pastors or work more than 15 hours per week in addition to their academic course work are advised that their programs will usually require a fourth academic year. Modification of this schedule requires the approval of the Director of Academic Affairs on recommendation of the Director of Field Education.

a. Students with pastoral charges, or comparable extracurricular responsibilities, ordinarily will enroll for not less than 7 semester hours nor more than 10.

b. Students who accept pastoral charges in their middler or senior years are required to have the prior approval of the Director of Field Education. Such students will be required to restrict their course work in accordance with regulation 30 stated above.

c. Modifications of these regulations will be scrupulously administered. Academic achievement must be demonstrated before any modification of these requirements is allowed. Since adequate indication of the student's academic proficiency is not available before the completion of the first academic year, no modification of regulation 3a is possible for junior students.

d. Ordinarily a student may not commute more than fifty miles (one way). Students living farther away than this will be required to live on campus during the academic week.

4. Student Assistant Pastors (not pastors-in-charge) may enroll for a full academic load if they are not on probation, if they are under the supervision of the Director of Field Education, and if their field duties involve no more than 15 hours per week.

5. A student in candidacy for the Master of Divinity or Master of Religious Education degree is expected to enroll for no less than 7 semester hours in any semester. Exceptions require approval of the Director of Academic Affairs.

6. Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the Director of Academic Affairs. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to students who have completed the work of the middler year. Both the institution abroad and a specific course of study proposed must have the prior approval of the Director of Academic Affairs.

7. Transfer of credit to the Divinity School of Duke University, leading to candidacy for the degree of Master of Divinity, ordinarily may not exceed in amount more than one-half of the academic credits (in proportional evaluation) required for fulfillment of degree candidacy (see chapter on Admission).

8. Auditing of courses is permitted on notice to the Director of Academic Affairs and by permission of the faculty instructor concerned. Auditors who are not candidates for degrees are charged \$40.00.

9. Students in candidacy for a degree who secure minor employment outside the channels of the Field Education Office are required to inform the Director of Field Education. Students carrying an outside employment

work load of more than 15 hours weekly will be required to limit their academic load.

10. Ordinarily it is expected that the work for the M.Div. degree be completed in three academic years (four for students on probation, who serve as Pastors, or who serve internship years). Extension of the student's work beyond six years from initial matriculation requires the approval of the faculty.

11. Students may, with permission of the faculty adviser and the instructor involved, take up to 6 hours of independent study. These independent study courses are ordinarily courses at an advanced level which cover material not available in the regular curricular offerings. If students wish to take more than six hours of independent study, they may do so with permission from the Director of Academic Affairs in consultation with the student's faculty adviser and the instructor who directs that program of study.

Advanced Standing. Advanced standing allows entering students to begin work in any given field at a level higher than that of the required curriculum, or to substitute a specialized or cognate course for a required one.

Entering students with substantial undergraduate preparation in areas closely related to required courses of the Divinity School may be eligible for advanced standing. Although a student may be eligible for advanced standing in any subject, it is especially pertinent where students offer undergraduate majors of superior quality in Bible, religion, or philosophy. Students entering with 6 or more semester hours in the Greek language, for example, may enroll in advanced Greek courses (NT 118, NT 119, NT 226, NT 227). The fields in which entering students, by virtue of previous undergraduate study, are most likely to qualify for advanced standing are: Old Testament, New Testament, and church history.

An entering student with not less than 6 semester hours of college credit, and a grade of *B* or better in one or more of these areas, may ordinarily anticipate advanced standing in corresponding required courses. All final transcripts will be studied, and advanced standing will be accorded to those who qualify under this provision.

A student with not less than 3 semester hours of college credit with a grade of *B* or better in one or more of these areas may be granted advanced standing if he passes a qualifying examination. Entering students who qualify under this provision must, on notice of admission, request permission to take this examination.

Students offered advanced standing at the time of matriculation may, after consultation with their faculty advisers, decline such standing and enroll in the required course.

A summary of advanced standing options will be available at the time of registration.

Curricular Provisions and Procedures. Admission to candidacy for the Master of Divinity degree is admission to the regular program of studies. The master schedule constitutes the prospectus for the basic theological degree. The prospectus defines the normal sequence of the student's developing program. Exceptions are excluded unless the student is on a limited program, such as that for student pastors who arrange their studies over four years, or special students.

Students who matriculate for the second semester of the junior year in January must fulfill requirements of the first semester of the junior year the succeeding fall semester.

The curriculum intends to serve graduate-professional aims with max-

imum flexibility. Fifty-one (51) elective course hours are available and may be programmed to satisfy vocational and professional preferences. In planning a course of study, the student, in consultation with his adviser, ought to choose a program which will give him a greater understanding and appreciation of future professional responsibilities. Members of the faculty and staff welcome inquiries.

Professional ministries include those of the parish, preaching, teaching, and pastoral care; ministries of education in local churches and higher education; missions; campus ministry; specialized urban and rural ministries; chaplaincies—hospital, institutional, industrial, and military; teaching; religious journalism; audio-visual communications; church agencies; and ecumenical ministries at home and abroad. For many of these, further specialized training will necessarily be sought elsewhere beyond the basic degree. For all of these ministries the student's program of studies can be shaped for the particular ministry in view.

Students are encouraged to elect one course in each of the following areas or subdivisions of the curriculum beyond the required courses. The course should be selected with a view to the individual student's vocational and professional aims:

American Christianity
History of Religion
Christian Education
World Christianity and
Ecumenics

Biblical Exegesis
Pastoral Psychology
Christian Ethics
Worship and Preaching
Care of the Parish (including
Church and Community)

Students are also encouraged to concentrate, usually in not more than five advanced courses in any one subdivision of the curriculum, in an area directly related to their vocational and professional intention.

The program of each student is subject to review and revision by action of the faculty adviser, the Committee on Academic Standing, the Director of Academic Affairs, or the Dean.

General Information

Ordination and Disciplinary Requirements. Students preparing for ordination are strongly advised to fulfill denominational requirements for study of church polity. United Methodist students must attend to regulations of the *Discipline*, paragraph 344. The following courses have ordinarily been accepted as fulfilling the *Discipline* requirements: CT 32, Christian Theology, CH 139 or CH 140, Methodist Church History, CP 155A, Methodist Polity. Students from other denominations should consult with their appropriate church bodies for specific requirements.

Graduation Credits. It is the responsibility of each student to see that he meets all requirements for graduation and to take his courses in proper sequence. He is also responsible for seeing that any special permission granted him to deviate from the normal program is properly recorded in his personal files in the office of the Director of Academic Affairs.

Grading System. As of the academic year 1971-72, the Divinity School employs the grading scale with the following letters A, B, C, D, and F which have been defined as follows: A, Excellent; B, Superior; C, Average; D, Passing; F, Failure; WP, Withdrew Passing; WF, Withdrew Failing; WI, Withdrew

Illness; W, Withdrew, discretion of the Dean; I, Incomplete; P, Passed; N.C., Non-credit; Z, Year course.

The denotations are defined as follows according to quality points: A, 4; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 1.0; F, 0.

In all courses where the instructor considers attendance a necessary part of the work of the course, a student may not receive a grade of over C if his absences total 12 per cent of the regular class periods, and if the absences total 24 per cent of the class periods he may not receive credit for the course.

Incompletes. A student may petition the Director of Academic Affairs to receive a grade of Incomplete in a course. This petition must be filed in writing on the prescribed form with the Director on or before the last official day of classes of the semester in question. Such permission may be granted when a student, through some circumstances beyond his control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest with the Director and the instructor concerned. The Director will communicate in writing to the student regarding the joint decision and any conditions attached thereto. An Incomplete becomes an F unless it is removed through completion of assigned work by the following dates:

for incompletes incurred in fall semester courses, February 1;

for incompletes incurred in spring semester courses, September 15.

Change of Course or Withdrawal. A student is permitted to change his registration for course work without incurring a penalty during the prescribed drop/add period at the beginning of each semester. The adding of a course requires the permission of the instructor of that course as well as the student's faculty adviser.

No student shall be permitted to withdraw from a course after one-third of the period of instruction of the course without incurring failure, except for causes adjudged by the Director of Academic Affairs to be beyond the student's control. Conditions of emergency and not considerations of convenience shall be regarded as determinative in considering requests.

Graduation With Distinction. Students who achieve a grade point average of 3.85 for overall academic records in the Divinity School are granted the degree of Master of Divinity, Master of Theology, or Master of Religious Education, *summa cum laude*. Students with a grade point average of 3.65 are awarded such degrees, *magna cum laude*. Such distinction is specified on their diplomas.

The Master of Religious Education Degree

The course of study leading to this degree is designed for persons desiring to prepare for leadership and service in the educational ministry of the church.

Admission. Applications for admission to the Master of Religious Education program are evaluated by the same standards as those applicable to the Master of Divinity degree and admission requirements and procedures are also the same. Students planning to specialize in Christian Education should study the sections of this *Bulletin* which contain statements of policy regarding the most appropriate prerequisite studies for theological education and the procedures to be followed in applying for admission.

Requirements. The Master of Religious Education degree usually requires two years, or four semesters, of residence and study and the fulfillment of the following requirements:

1. Sixteen courses selected by the candidate in consultation with the Director of the program, or his representative, twelve of them limited electives and four free electives.

2. A final comprehensive examination.

3. Weekly conferences of candidates with the Director of the program or another resource person. These conferences are required in the first semester of the first year and are arranged in later semesters according to the student's interests and needs.

Program of Study for M.R.E. Degree

Limited electives*	12
Two courses in the Biblical Division	
Two courses in the Historical Division	
Two courses in the Theological Division	
Two courses in the Ministerial Division (other than Christian Education)	
Four courses in Christian Education	
Free electives†	3
Cognate courses in another department‡	1
	<hr/>
	16
Weekly conferences of candidates (required in fall semester, first year)	
Final Comprehensive Examination	

The Master of Theology Degree

The course of study leading to the degree of Master of Theology is designed for graduates of accredited theological schools who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study. Enrollment in the Th.M. degree program is open to a limited number of students who have received the M.Div. (or the equivalent) with superior academic records.

Inquiries on admission may be addressed to the Director of Admissions for referral to the Director of the Th.M. program.

General Requirements. The general requirements for the degree of Master of Theology are:

1. Twenty-four semester hours of advanced studies, with an average grade of B (3.00 average on a 4.00 scale).

2. Superior performance in a comprehensive examination covering the major area of study. As an alternative to the comprehensive examination the student may elect to do a research project in his major area if approved by the supervising professor. This project shall carry 3 s.h. credit, to be counted within the twenty-four hours required.

*Limited electives may be completed through tutorials, if approved by the Director of the program and the instructor(s) involved, provided the total number of tutorials is ordinarily no more than 2.

†Free electives and cognate courses must be chosen by the student in consultation with the Director of the program and subject to the approval of the Director of Academic Affairs.



3. Residence for one academic year.

There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, in Biblical studies, Hebrew or Greek may be required).

The Program of Study. At least 12 of the required 24 hours must be taken in one of the basic divisions of study (Biblical, historical, theological, or ministerial) which shall be designated as the candidate's major, and at least 6 hours in another of the divisions which shall be designated as the candidate's minor. No more than 6 semester hours of work completed in another accredited institution may be transferred and credited toward the degree. Ordinarily, no more than 6 hours may be taken through directed reading, and no more than 3 in any one semester. In the area of pastoral psychology, up to 12 hours may be taken through clinical pastoral education.

The comprehensive examination will be given at the close of the course of study for the degree, ordinarily in May or September.

The entire program of studies and comprehensive examination should be completed within twelve months. In some cases, the time limit may be extended, but in no case beyond three years.

The candidate majoring in pastoral psychology may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through coursework and supervised clinical experience; a concentration in pastoral care through coursework and an intern year in Basic Clinical Pastoral Education; a concentration in pastoral counseling through coursework and a year of Advanced Clinical Pastoral Education. In the context of clinical pastoral education various professional goals may be sought, including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The Clinical Pastoral Education Program is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will be moved toward certification with the American Association of Pastoral Counselors. Course PP 277A (or its equivalent) is considered a prerequisite for a major in pastoral psychology. (The 4 semester hours of credit are not applicable toward the 24 hours required for the degree, although the course will be indicated on the student's transcript). Accordingly, the student majoring in this area should ordinarily make provision for a program extending for a full calendar year beginning the first week in June.

Financial Aid. Candidates for the Th.M. degree are eligible for financial aid with the understanding that prior consideration is given to M.Div. candidates.

Please note in the pertinent sections of the chapter on Financial Information that the charges for tuition and general fee for the Th.M. degree are combined and are made on the basis of the number of semester hours taken, and that in order to be eligible for medical care a student must be taking at least 7 hours.



Black Church Studies

A number of agencies and institutions have made significant contributions to the life of Black people in America. Not one, however, or all of them together, can match the role that the Black Church has played in the Black man's struggle for freedom and dignity. This is probably true because the Black Church has been one of the few places and perhaps the only institution where the hopes and aspirations of Black people could be fully expressed.

Ignored and disregarded by theologian and historian alike, Black Church Studies has emerged to illuminate the Black religious experience and to investigate the positive contribution which the Black Church has rendered to the Black community in particular and to the broader aspects of American culture. Study in this area continues to search for the uniqueness of the Black Church, its ministry, and its community. Based upon what is seen to be the nature and function of the Church for Black people, it is also the hope that strategies for relevant mission and ministry may be developed.

Black Church Studies at Duke Divinity School is an engagement of the Divinity School with the Black Church and the Black community and reflects a new appreciation for the Black Church and for the necessity in theological education for understanding Black culture and its positive contributions to the world in which we live.

At present a curriculum is being developed for Black Church Studies to implement the program and the curriculum. In the summer, 1972, Joseph B. Bethea joined the staff as Director of Black Church Studies. In addition, a Black scholar of achievement and promise, Herbert Edwards, has been appointed to the faculty beginning with the 1974-1975 academic year. Other courses have been and will continue to be offered by Black faculty members in other departments of the University and by scholarly associates in instruction who may be recruited as the need arises.

The Office of Black Church Studies offers counsel and advice to prospective seminarians in undergraduate schools and to anyone who may be considering full-time Christian service as a vocational choice. Since Black seminarians are the *raison d'être* for the Black Church Studies program here, the Director of Black Church Studies desires inquiries into our Black Church Studies Program. This office advises students in the planning of their curriculum, helps them in their Field Education placement, supervises their work there, and also assists in arranging for financial and adjustmental needs. For further information concerning this program, consult Joseph B. Bethea, Director of Black Church Studies, Duke Divinity School, Durham, North Carolina 27706.



8

Continuing Education

The Continuing Education Center and Director

The establishment of a Continuing Education Center and the appointment of a Director of Continuing Education have enabled the Divinity School to offer expanded services of its faculty and facilities in Continuing Education for Ministry. The Charles P. Bowles Continuing Education Center in the new wing of the Divinity School includes a seminar room and spacious study carrels for ministers involved in individual study or in-residence seminars. The Divinity School Library, the Henry Harrison Jordan Loan Library, the growing collection of tape recordings of sermons, lectures, and interviews, the Pickens Communications Center, and *The Duke Divinity School Review* are also available for Continuing Education for Ministry. The Director and the Divinity School Committee on Continuing Education, in cooperation with church leaders throughout the region, provide a year-round program of in-residence seminars and conferences, extension seminars and consultations, and special services to ministers and churches in the vicinity.

Admission and Scholarships

Conferences, churches, and other supporting groups and institutions have made available through the Divinity School certain designated funds to assist in Continuing Education for Ministry. Inquiries, applications for admission, and requests for Continuing Education Scholarships for in-residence seminars and the Summer Institute for Ministry should be directed to Dr. McMurry S. Richey, Director of Continuing Education, Duke Divinity School, Box 4673, Duke Station, Durham, North Carolina 27706.

In-Residence Seminars and Conferences

During the academic year 1973-74 the Divinity School has conducted a series of in-residence Continuing Education programs. Included among the

studies were seminars on Parish Development, Ministerial Career Review, a Black Churchman's Seminar, The Church and The Spirit, Charismatic Movements, Theology for Black Churchmen, Contemporary Theology, Theology in the South Today, Communications Workshop, Christianity in the Holy Land, and a Personal Growth Laboratory.

Extension Seminars and Consultations

Extension services in Continuing Education for Ministry include a varied series of seminars, consultations, and conferences held in cooperation with District and Conference Continuing Education leaders and other Church agencies throughout North and South Carolina and Virginia. These are led by outstanding Church leaders and Divinity School faculty. For specific proposed offerings, write to Dr. McMurry S. Richey, Director of Continuing Education, Duke Divinity School, Durham, North Carolina 27706.

The Convocation and Pastors' School

The annual Divinity School Convocation and North Carolina Pastors' School, a cooperative endeavor with the North Carolina and Western North Carolina Conferences of The United Methodist Church through the Board of Managers of the Pastors' School, brings ministers, lay persons, students, and faculty together for a series of lectures, sermons, and courses, along with alumni reunions and social occasions.

In the October 29-31, 1973 Convocation, Dr. Brevard S. Childs, Professor of Old Testament, Yale Divinity School, was Gray Lecturer; Dr. James D. Glasse, President of Lancaster Theological Seminary, was Hickman Lecturer; Bishop Robert M. Blackburn of the Raleigh Area and Bishop Earl G. Hunt, Jr. of the Charlotte Area were Convocation Preachers; and six Divinity School faculty members conducted three-session "mini-courses." The program also included minister-student dialogue sessions and alumni reunions.

The 1974 Convocation and Pastors' School, scheduled for October 28-30, includes Dr. Paul Ramsey, Professor of Religion, Princeton University, as Gray Lecturer; Dr. Colin Morris, General Secretary of the Methodist Missionary Society, London, as Hickman Lecturer; Bishops Hunt and Blackburn as Convocation Preachers; eight Divinity School faculty "mini-courses"; a special program on Women in Church and Ministry; and reunions of the Classes of '34, '39, '44, '49, '54, '59, '64, and '69. Further information will be available from Dr. McMurry S. Richey, Director of the Convocation.

Lectures and Symposia

The James A. Gray Lectures. These annual lectures, established in 1950 as part of a bequest made in 1947 by Mr. James A. Gray of Winston-Salem, North Carolina, are delivered in the context of the Divinity School Convocation and North Carolina Pastors' School. The 1973 Gray Lectures on "The Bible as Scripture of the Church" were delivered by Professor Brevard S. Childs of Yale Divinity School.

The Franklin S. Hickman Lectureship. This lectureship established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, Professor of Psychology of

Religion, Duke Divinity School is an annual event designed to bring a practicing minister of extraordinary qualities to lecture in the Convocation and Pastors' School and to participate in Divinity School classes, worship, and informal sessions with students and faculty. The 1973 Hickman Lecturer on Ministry was President James D. Glasse of Lancaster Theological Seminary.

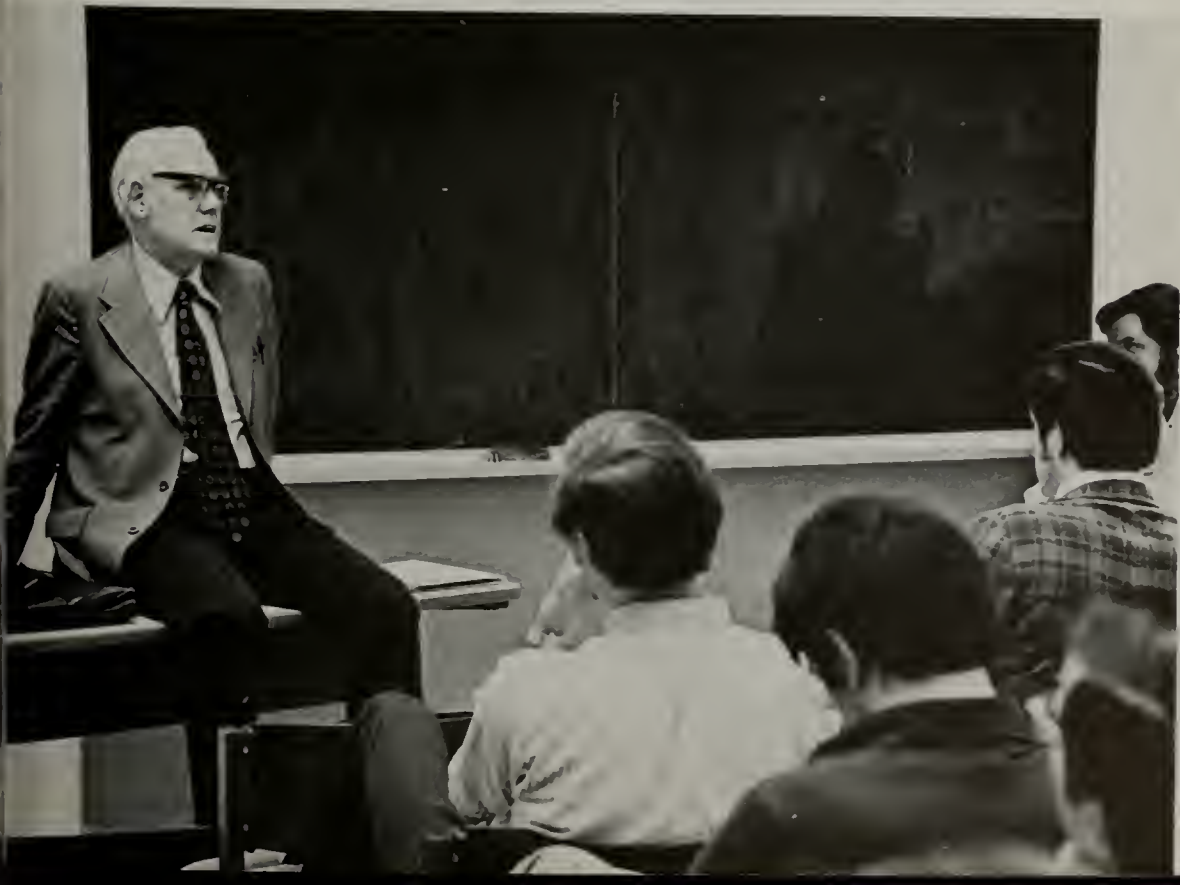
Symposium on Christian Missions. Each year the Divinity School presents a symposium on the world mission of the Church, usually including campus visits by a secretary of missionary personnel and a Duke alumnus serving overseas. The general aims are "to inform students and faculty of the philosophy and work of missions as seen through the personal experience of speakers; to educate present and future ministers so that they will have a vital concern for the promotion of missionary education in the local church; and to evaluate the missionary enterprise as a significant force in the revolutionary world."

Other Divinity School Lectures. The Lecture Program Committee, chaired by the Director of Continuing Education, sponsors a series of public lectures throughout the academic year, for the Divinity School and Duke University community and the ministers, churches, and community of Durham. The 1973-1974 lecture program included the following speakers and topics:

October 3—The Reverend David L. Swain, Visiting Instructor in World Christianity, on furlough from ministry in Japan, "Where Two or Three Millions Are Gathered Together. . ."

October 24—Mr. Hans Norbert Janowski, Editor of *Evangelische Kommentare*, "The German Peoples' Church in a New Age."

November 3—Dr. Robert Coles, M.D., psychiatrist and author, Visiting Professor in the Institute of Policy Sciences and Public Affairs.



- November 5—Dr. Birger A. Pearson, Department of Religious Studies, University of California in Santa Barbara, "Gnostic Texts from Nag' Hammadi."
- November 7—The Reverend Herbert O. Edwards, Harvard Divinity School, "Black Theology."
- November 14—Dr. Jefferson P. Rogers, Editor, *The Black Church*, "The Hidden Experience."
- November 28—Dr. Martin E. Marty, Professor of Modern Church History, University of Chicago Divinity School, "Sub-Cultures in Search of a Culture."
- February 21—Dr. William A. Wallace, O.P., Professor of Philosophy and the History of Science, Catholic University, "Aquinas and Bonaventura on Creation in Time: A Medieval Controversy."
- March 21—Dr. Charles F. D. Moule, Lady Margaret Professor of Divinity, Cambridge University, "An Unsolved Problem in the Lord's Prayer."
- March 27—The Reverend Herbert O. Edwards, Harvard Divinity School, "The Black Church Against Its Environment."
- March 27-28—Association for Jewish Studies Conference on "Ancient Hebrew Prayer." Professor Moshe Greenberg, Hebrew University, Jerusalem, "The Character and Forms of Prayer in Ancient Israel." Dr. Roland E. Murphy, Professor of Old Testament, Duke Divinity School, "Israel's Psalms: Contribution to Modern Prayer." Other symposium speakers: Professor James Alvin Sanders, Union Theological Seminary, New York; Professor Michael Fishbane, Brandeis University; Professor Jeffrey Tigay, University of Pennsylvania; Professor Kalman Bland, Duke University.
- March 29-31—Women's Interseminary Conference on "Women in Ministry." with Dr. Letty Russell, Union Theological Seminary, New York; and Dr. Jill Raitt, Associate Professor of Historical Theology, Duke Divinity School.
- April 2-3—Dr. Robert McAfee Brown, Professor of Religious Studies, Stanford University, "Where Are We Going in Theology?"

The Summer Institute for Ministry

The 1974 Summer Institute for Ministry (formerly called Summer Clinics) is scheduled for July 1-5, 8-12, with visiting instructors Dr. Rockwell C. Smith, Professor Emeritus of Sociology of Religion, Garrett Theological Seminary, on "The Parish and the Community" and "The Program of the Parish"; and Dr. Ezra Earl Jones, Board of Global Ministries, Office of Research and Survey, on "The Church and the City." Divinity School faculty instructors will be Professors Lloyd R. Bailey, "Death and Dying"; John K. Bergland, "Preaching and Evangelism"; Richard A. Goodling, "Ministry with Special Persons"; Charles K. Robinson, "Faith and Tragedy"; and D. Moody Smith, Jr., "Hebrews." Dr. McMurry S. Richey is Director.

Ministry in the Vicinity

Ministers and churches in and near Duke University are especially welcome to avail themselves of continuing education programs, facilities, and

other services of the Divinity School and its faculty and students. They are invited to attend public lectures, visit with distinguished lecturers, participate in in-residence seminars and conferences, audit selected courses, study in the continuing education carrels, and use the resources of the Divinity School Library, the Henry Harrison Jordan Loan Library, and the tape recordings collection. Divinity School faculty, staff, and students are generally available for preaching, teaching, and other services in churches of the community and region.

The Course of Study School

In cooperation with the Department of Ministry of the Board of Education and the Southeastern Jurisdictional Conference of the United Methodist Church, Professor Paul A. Mickey directs the Course of Study School for pastors of the United Methodist Church. This school is in session for approximately four weeks each summer, and the required studies for one full year can be completed in this period. This is not a part of the regular work of the Divinity School degree program, and no credit toward a seminary degree can be earned. The faculty includes representatives from the Divinity School and other church-related institutions. The twenty-sixth session of the Course of Study School is from June 24-July 19, 1974.

The J. M. Ormond Center for Research, Planning, and Development

In memory of the late Dr. J. M. Ormond, Professor of Practical Theology of the Duke Divinity School and Director of the Rural Church Program under the Duke Endowment 1923-1948, the North Carolina Annual Conference established the J. M. Ormond Fund in 1951. This fund was a part of the special effort by the North Carolina and the Western North Carolina Conferences of the United Methodist Church to raise extra funds for the Divinity School. The Center is under the Director of Research, Professor Robert L. Wilson, and is jointly supported by the Ormond Fund and the program of the rural church under the Duke Endowment. This Center, structured in cooperation with the two Annual Conferences, has as its purpose assisting the church to perform its ministries. The Center utilizes the methodologies of the social sciences to provide research and planning services for congregations and denominational organizations.

The Henry Harrison Jordan Loan Library

Henry Harrison Jordan, distinguished member of the Western North Carolina Conference (1862-1931), was memorialized by his children in the establishment of an endowment in 1947. The Divinity School librarian is the custodian of books purchased under this fund for loan, through postal services, to qualified ministers of all denominations or localities. The Jordan Loan Library undertakes to maintain a catalogue of up-to-date publications representative of the several theological disciplines and areas of the minister's professional interest. Books may be borrowed by application to the librarian of the Divinity School.

The Duke Divinity School Review

Three times each year (autumn, winter, and spring) the Divinity School publishes a magazine designed to acquaint its readers with current theological thinking through the inclusion of public addresses given at the school, articles by faculty members and others, and book reviews. The Review is circulated free of charge to a mailing list of some 2,600, including alumni of the School, interested friends, campus ministers, teachers, administrators, and librarians. It is also available to students upon request.

Other Programs

Facilities for Advanced Study through the American Schools of Oriental Research. Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students in the Divinity School have the privilege of attending the Albright Institute of Archaeological Research in Jerusalem, the American Center of Oriental Research in Amman, and similar institutions without charge for tuition. They may also compete for the four fellowships offered annually by the Schools, the stipends depending upon available funds.

Programs in Pastoral Psychology. Programs in pastoral psychology beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with the Duke University Medical Center. Four such special programs are available.

1. The Master of Theology degree with a major in pastoral psychology is ordinarily a calendar year program beginning the first full week in June. However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through coursework and supervised field or clinical experience; a concentration in pastoral care through coursework and an intern year in Basic Clinical Pastoral Education; a concentration in pastoral counseling through coursework and a year of Advanced Clinical Pastoral Education. In the context of clinical pastoral education various professional goals may be sought including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The CPE is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will be moved toward certification with the American Association of Pastoral Counselors. A quarter of clinical pastoral education (PP 277A or its equivalent) is considered a prerequisite for all programs. Degree candidates who extend their program over the calendar year receive three certified units of clinical pastoral education and nondegree candidates receive four certified units.

2. Single quarters of basic clinical pastoral education are offered to qualified candidates beginning the middle of January, running concurrently with the second semester in the Divinity School, and also beginning the first Monday in June, running eleven weeks.

3. A one-year certificate or nondegree internship program in CPE is available through the Duke Medical Center for persons who hold the Master of Divinity degree or its equivalent. Also, students who wish to pursue a pregraduation intern year are invited to apply, provided they have completed

at least one year of theological education. The certificate, nondegree intern year can be done at any level of CPE (basic, advanced, supervisory) for which the candidate and the supervisory staff judge him to be ready. These persons may enroll in the Divinity School as special students for a course or two each semester. Such training usually provides four quarters of certified CPE credit.

4. A two-week clinic in pastoral care is provided each summer as part of the Divinity School's continuing education program for persons with the M.Div. or equivalent degree.

For further information concerning any of these programs, write to Dr. Richard A. Goodling, Director, Programs in Pastoral Psychology, Duke Divinity School. See Master of Theology degree program.

Library Memorial Funds

The following memorial funds provide resources to enrich the collections of the Divinity Library.

Ormond Memorial Fund. Established in 1924 by Dr. J. M. Ormond, '02, and Mrs. Ormond, in memory of his mother and father, Mr. and Mrs. J. J. Ormond, the income from the Ormond Memorial Fund is to be used for the purpose of a collection of books on the rural church for the Library of the Divinity School at Duke University.

Avera Bible Fund. Established in 1895 by gift of Mrs. L. B. McCullers in memory of her husband, Willis H. Avera, the fund provides for the purchase of books for the Divinity School Library.

Louis W. Bailey Memorial Fund. This memorial fund was established in 1958 by the Reverend A. Purnell Bailey in memory of his father. The income is to be used for books for the Divinity School Library.

The William Arthur Kale, Jr. Memorial Fund. William Arthur Kale, Jr. was a member of the Duke University Class of 1958, a lover of sacred art and music, and a member of the University Chapel Choir. In his memory, there was established in 1964, by the provision of his parents, Professor and Mrs. William Arthur Kale, Sr., a fund for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library.

The Walter McGowan and Minnie Daniel Upchurch Fund. Established in 1971 by W. M. Upchurch, Jr., an alumnus of Duke University and a member of its Board of Trustees, the fund, honoring Mr. Upchurch's mother and father, is used for the purchase of materials in the area of sacred music and is supplementary to a collection of materials given by Mr. Upchurch to the Divinity Library. This collection includes 1487 anthems and other compositions of sacred music, along with 62 disc recordings of the Duke University Summer Chapel Choir for the years 1937-1941, at which time Mr. Upchurch was Director of the Choir.



9

Courses of Instruction

Course Enrollment

The required courses of the curriculum are: OT 11, NT 18, CH 13, CH 14, AC 28, CT 32, and CHE 33. Other courses numbered through 199 are elective courses for Divinity Students only. Most courses numbered 200 and above are approved for credit by both the Divinity School and the Graduate School. All of these courses require the permission of the instructor. For other prerequisites the student should consult the roster of "Courses of Instruction" in this *Bulletin* and should also refer to published *Registration Advices* at the time of registration for each semester.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of the Divinity School*. Only those courses published in this *Bulletin* are approved for fulfillment of requirements for degrees offered by the Divinity School, except those authorized as cognate studies under the curriculum of this school.

Bible

Knowledge of the content of the English Bible is regarded as indispensable for fulfillment of conditions for the basic theological degree. Provision for review of these materials will be integral to the Old and New Testament introductory courses.

Proposed Offerings, 1974-1975

The following courses are tentatively scheduled to be offered during the academic year 1974-75. Consult the following pages for full description.

OT: 11, 106D, 201, 202, 207, 208, 209, 242, 305, 306, 307, 323A, 350, 351.

NT: 18, 103, 104, 114, 117B, 117C, 118, 226D, 226E, 258, 312, 314, 340, 341.

CH: 13, 14, 120, 126, 140, 145, 236, 344.

HT: 143, 204, 246, 260, 308, 317.

AC: 28, 296, 384, 395, 396.

CT: 32, 108, 110, 200, 225, 320, 322, 325, 326.

CC: 229.

CHE: 33, 107, 113, 243, 244, 245, 262, 292, 389, 390, 394.

WC: 24.

CM: 9, 10.

CP: 128, 129, 146, 148, 150, 151, 153, 155A, 159.

CW: 34, 134, 178, 180, 182.

PR: 30, 180, 183, 185, 186, 188, 196, 203.

PP: 70, 170, 174, 176B, 176C, 176D, 177, 178, 271, 273, 277B, 277C, 278, 281A, 281B, 282A, 282B.

FE: 195E.

CED: 105, 205, 206, 218, 221.

BCS: 100, 124, 126, 191.

I. Biblical Studies

OLD TESTAMENT

11. Introduction to Old Testament Interpretation. An introduction to the literature, history, and religion of ancient Israel with emphasis upon exegetical methodology. 4 s.h. *Boiley and Murphy*

101. The Prophetic Movement. A study of the prophetic movement in Israel from the earliest period to the post-exilic development of apocalyptic with special reference to the content and religious teaching of the prophetic writings. 3 s.h. *Efird*

106. Exegesis of the English Old Testament. Prerequisite: OT 11 or equivalent.

106A. *Genesis.* Exegesis of the book of Genesis in English. 3 s.h. *Boiley*

106B. *Amos and Hoseo.* Exegesis of Amos and Hosea in English. 3 s.h. *Bailey*

106D. *Poetry of the Old Testament.* Exegesis of selected poetical passages of the Old Testament in English. 3 s.h. *Murphy*

106E. *Old Testoment Psalms.* Exegesis of various literary types; theological orientation of OT liturgical prayer; implications for prayer and liturgy today. 3 s.h. *Murphy*

109. The Religion of the Old Testament. A study of the religious ideas contained in the Old Testament with special reference to their interpretation from Robertson Smith to the present. 3 s.h. *Efird*

130. Seminar on Death and Dying. Critical consideration of Biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11; NT 18. 2 s.h. *Boiley, H. Smith, and Others*

201. Introduction to Biblical Hebrew. Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. 3 s.h. *Bailey*

202. Introduction to Biblical Hebrew and Hebrew Exegesis. Study of the weak verb; exegetical treatment of the book of Jonah. 3 s.h. (Note: 201-202 are not credited separately.) *Bailey*

207. Second Hebrew. Historical Hebrew grammar with reading and exegesis of Old Testament prose. (Pentateuch and historical books in alternate years.) First semester. 3 s.h. *Wintermute*

208. Second Hebrew. Historical Hebrew grammar and rapid reading of prose and poetry. Second semester. 3 s.h. *Murphy*

209. Old Testament Theology. Studies of the Old Testament in regard to theological themes and content. Prerequisite: OT 11 or equivalent. 3 s.h. *Murphy*

223. Exegesis of the Hebrew Old Testament. Prerequisite: OT 201-202.

223A. *Amos and Hosea.* Interpretation based upon Hebrew exegesis, stress upon hermeneutical method. 3 s.h. *Bailey*

223B. *Job.* Exegesis of the book of *Job* in Hebrew. 3 s.h. *Murphy*

223C. *Exodus.* Exegesis of the book of *Exodus* in Hebrew. 3 s.h. *Bailey*

237. History of the Ancient Near East. Emphasis upon the religions, literature, and art of Mesopotamia. 3 s.h. *Bailey*

242. Life After Death in Semitic Thought. Consideration of the various ideas from the early second millennium through the Intertestamental Period. Exegesis of selected OT passages. Evaluation of recent research. Prerequisite: OT 11 or the equivalent. Knowledge of Hebrew helpful but not required. 3 s.h. *Bailey*

302. Studies in the Intertestamental Literature. Selected documents of the Apocrypha and Pseudepigrapha examined exegetically and theologically in their relation to post-exilic Judaism. Prerequisite: permission of the instructor. 3 s.h. *Staff*

304. Aramaic. A study of the Aramaic portions of the Old Testament and selected passages from later Aramaic texts. 3 s.h. *Murphy*

304A. Targumic Aramaic. A study of selected portions of the Targums of the Old Testament. 3 s.h. *Meyers*

305. Third Hebrew. An interpretative study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. 3 s.h. *Davies or Meyers*

306. Language and Literature of the Dead Sea Scrolls. A study in interpretation. Prerequisite: a knowledge of Hebrew. 3 s.h. *Wintermute*

307. Syriac. A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic is a prerequisite. 3 s.h. *Charlesworth*

323A. Comparative Semitics. An introduction to the morphology and syntax of classical Arabic and the Semitic languages of Mesopotamia together with a consideration of their relationship to Hebrew. 3 s.h. *Wintermute*

323B. Comparative Semitic II. An introduction to the morphology and syntax of classical Ethiopic and the Semitic languages of Palestine-Syria together with a consideration of their relationship to Hebrew. 3 s.h. *Wintermute*

350, 351. Seminar in Old Testament. Research and discussion on selected problems in the Old Testament and related fields. 3 s.h. Murphy

353. Seminar on Text Criticism. Emphasis upon transmission, versions, apparatus, and method. Prerequisites NT 103-104 and OT 201-202 or the equivalents. 3 s.h. Bailey and Others

373-374. Elementary Akkadian. Study of the elements of Akkadian grammar. Reading of Neo-Assyrian texts shedding light on the Old Testament. Prerequisite: Biblical Hebrew. 6 s.h. Bailey

375-376. Elementary Ugaritic. Study of the elements of Ugaritic. Prerequisite: Biblical Hebrew. 6 s.h. Staff

NEW TESTAMENT

18. Introduction to New Testament Interpretation. An introduction to the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. 4 s.h. Efrid or M. Smith

103-104. Hellenistic Greek. Designed for beginners to enable them to read the Greek New Testament. 6 s.h. (Two sections.) Efrid

105. Studies in Paul. An investigation of Paul's apostolate based upon the Acts and the Epistles with attention to Paul's theology as reflected in selected passages. 3 s.h. Efrid

114. Jesus in the Gospels. A consideration of the origins, transmission, and literary fixation of the Jesus traditions with special attention to the message of the kingdom, the problem of messianic self-consciousness, and the passion. 3 s.h. M. Smith

116. Exegesis of the English New Testament I. A. Luke-Acts; B. Galatians; C. The Pastoral Epistles; D. I and II Corinthians. (NT 116A, B, C, and D are separate courses offered in different semesters.) 3 s.h. Staff

117. Exegesis of the English New Testament II. A. The Gospel and Epistles of John; B. Romans; C. Revelation; D. Mark. (NT 117A, B, C, and D are separate courses, offered in different semesters.) 3 s.h. Staff

118. The New Testament in Greek. Readings in the Gospels. 3 s.h. Staff

119. The New Testament in Greek. Readings in the Epistles. 3 s.h. Staff

225. Living Issues in New Testament Theology. Critical examination of major problems and issues in New Testament interpretation and theology. Prerequisite: 4 s.h. of NT or the equivalent. 3 s.h. M. Smith

226. Exegesis of the Greek New Testament I. A. Mark and Matthew; B. Romans; D. I and II Corinthians; E. Gospel and Epistles of John. (NT 226A, B, D, and E are separate courses, offered in different semesters.) Prerequisite: NT 103-104. 3 s.h. J. L. Price, M. Smith, or F. W. Young

227. Exegesis of the Greek New Testament II. A. Luke-Acts; B. Galatians; C. The Pastoral Epistles. (NT 227A, B, and C are separate courses, offered in different semesters.) Prerequisite: NT 103-104. 3 s.h. J. L. Price, M. Smith, or F. W. Young

258. Coptic. Introduction to the Sahidic dialect with selected readings from Christian and Gnostic texts. Prerequisite: at least one year of Greek. 3 s.h. Wintermute

311. Pharisaic Judaism in the First Century. A reading course in first-century Pharisaic Judaism. 3 s.h. *Davies*

312. Pauline Theology. Studies in aspects of Paulinism in the light of recent scholarship. 3 s.h. *Davies*

314. Judaism and Christianity in the New Testament. A study of their interaction. 3 s.h. *Davies*

319. The Gospel According to St. Matthew in Recent Research. 3 s.h. *Davies*

340, 341. Seminar in the New Testament. Research and discussion on a selected problem in the Biblical field. 3 s.h. *J. L. Price and M. Smith*

345. The Epistle to the Hebrews in Recent Research. 3 s.h. *Davies*

II. Historical Studies

CHURCH HISTORY

13. History of the Church to the Protestant Reformation. A survey through the fifteenth century in terms of spiritual genius, organizational development, great literature, and representative movements. 3 s.h. *Gregg*

14. History of Modern European Christianity. A survey of the main currents in Reformation and post-Reformation church history. 3 s.h. *Steinmetz and Raitt*

120. The Reformation of the 16th Century. Theological issues in the Protestant Reformation. Prerequisite: CH 14. 3 s.h. *Raitt*

126. The English Reformation. The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. 3 s.h. *Steinmetz*

139. Methodism. A study of Methodist societies in England and the developing church in America as they gave rise to such historic issues as polity, education, division, and reunion. Prerequisite: CH 13-14. 3 s.h. *Baker*

140. The Rise of Methodism and the Anglican Background. The Methodist societies within the Church of England to the death of Wesley. Prerequisite: CH 13-14. 3 s.h. *Baker*

(Students are advised that either CH 139 or CH 140 will satisfy the United Methodist Discipline Requirement No. 344.)

141. The Classic Age of the English Hymn. See CW 141.

145. The Later Reformation and the Rise of Protestant Orthodoxy. Problems in Protestant theology before Kant. Extensive readings in the classic dogmaticians of the Lutheran and Reformed traditions. 3 s.h. *Raitt*

236. Luther and the Reformation in Germany. The theology of Martin Luther in the context of competing visions of reform. 3 s.h. *Steinmetz*

247. Readings in Latin Theological Literature. Critical translation and study of important theological texts in Latin from various periods of the history of the Church. 3 s.h. Steinmetz

334. Church Reformers and Christian Unity. Theology and ecclesiastical reform in the later middle ages. Extensive readings in Marsilus of Padua, William Ockham, Jean Gerson, Pierre d'Ailly, Nicholas of Cusa, Jan Hus, Gabriel Biel, Wessel Gansfort, and Desiderius Erasmus. 3 s.h. Steinmetz

335. The English Church in the Eighteenth Century. Studies of Christianity in England from the Act of Toleration, 1689, to the death of John Wesley, 1791. 3 s.h. Baker

336. Christian Mysticism in the Middle Ages. Source studies, in historical perspective of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. Prerequisite: CH 13. 3 s.h. Staff

339. The Radical Reformation. Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Müntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpeck Socinus, and Menno Simons. 3 s.h. Steinmetz

344. Zwingli and the Origins of Reformed Theology. Source studies in the early Reformed tradition. 3 s.h. Steinmetz

HISTORICAL THEOLOGY

111. History of Early and Medieval Doctrines. A study of basic Christian doctrine of the early and medieval church, with special emphasis on the doctrines of God, Christ, justification, and the sacraments. 3 s.h. Staff

120. Early and Medieval Theologies of Grace. A study of anthropological theology in the early and medieval church. 3 s.h. Staff

121. Readings in Sacramental Theology. The sacraments in the history of Christian thought. 3 s.h. Raitt

123. Readings in Historical Theology. In-depth studies of representative figures of the early and medieval church, such as Clement of Alexandria, Irenaeus, Cyprian, Boethius, Anselm, Bonaventure, Thomas Aquinas, or others. Prerequisite: CH 13-14. 3 s.h. Staff

125. Introduction to Ecclesiastical Latin. A study of grammar and readings pertinent to the Latin Middle Ages. 3 s.h. Staff

136. Theology of St. Thomas Aquinas. An examination of major theological themes in the *Summa Theologica*. 3 s.h. Staff

141. Women, Religion and Theology. An historical study of fundamental religious perceptions and theological interpretations of woman. 3 s.h. Raitt

143. Death and Resurrection in Early Christian Writings. An approach to theologies of the Patristic age. Selected readings in the sources. 3 s.h. Gregg

204. Origen: On First Principles. Examination of the system of an important Alexandrian theologian and exegete of the third century. 3 s.h. Gregg

241. Problems in Reformation Theology. Prerequisite: permission of the instructor. 3 s.h. Steinmetz

246. Problems in Historical Theology. Prerequisite: permission of the instructor. 3 s.h. *Raitt*

251. The Counter-Reformation and the Development of Catholic Dogma. Issues in Roman Catholic theology from the Reformation to the Second Vatican Council. 3 s.h. *Raitt*

260. Life and Thought of the Wesleys. A seminar on John and Charles Wesley and their colleagues in relation to English culture and religion in the eighteenth century. Prerequisite: permission of the instructor. 3 s.h. *Baker*

261. The Theology of John Wesley. A study of the development and structure of Wesley's theology with special reference to his doctrines of man and salvation. 3 s.h. *Richey*

308. Greek Patristic Texts. Critical translation and study of selected Greek texts illustrative of significant aspects of patristic theology and history from the second through the fifth century A.D. Prerequisite: permission of the instructor. 3 s.h. *F. W. Young*

313. The Apostolic Fathers. A study of the religious thought in the writings of the Apostolic Fathers. 3 s.h. *F. W. Young*

317. Seminar in the Greek Apologists. A study of the apologetic writings of the Greek Fathers in relation to the challenges of their contemporary world. Special attention will be given to leading protagonists of late Graeco-Roman culture, such as Celsus, Porphyry, Julian, et al. 3 s.h. *F. W. Young*

318. Seminar in the Greek Fathers. A study of selected topics from the Greek Fathers. 3 s.h. *F. W. Young*

338. Calvin and the Reformation in Switzerland. The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers. 3 s.h. *Raitt*

AMERICAN CHRISTIANITY

28. History of American Christianity. A consideration of the nature of Christianity in America and the history of its development. 3 s.h. *Henry*

199. The American Social Gospel. A study of Protestant social thought and action in America since 1865. 3 s.h. *Henry*

296. Religion on the American Frontier. A study of the spread of evangelical Christianity as a theological and cultural phenomenon of the American West. 3 s.h. *Henry*

377. Contemporary American Theater and Evolving Theological Forms. An examination of creed and ritual implicit and explicit in contemporary American theater, of stage, film, and television. 3 s.h. *Henry*

384. Religious Dissent in American Culture. History and significance of dissent in the theology and culture of America. 3 s.h. *Henry*

385. Religion in American Literature. A critical study of the meaning and value of religious motifs reflected in American literature. 3 s.h. *Henry*

395. Christian Thought in Colonial America. Exposition of the main currents in Protestant theology. 3 s.h. *Henry*

396. Liberal Traditions in American Theology. A study of the main types of modern religious thought, beginning with the theology of the Enlightenment. 3 s.h. *Henry*

397. Contemporary American Theology. A critical appraisal of major tendencies. 3 s.h. *Henry*

HISTORY OF RELIGIONS

158. Contemporary Non-Christian Religions. Critical consideration of contemporary conditions in major non-Christian traditions, with special reference to Hinduism, Buddhism, Islam, and African Religions. 3 s.h.

180. Religions of the Near East. Historical and theological introduction to the major indigenous traditions of the Near East, especially Zoroastrianism and Islam. 3 s.h. *Partin*

280. The History of Religions. A study of the methodology of the history of religions, the nature of religious experience and specific categories of religious phenomena. Prerequisite: permission of the instructor. 3 s.h. *Partin*

III. Theological Studies

CHRISTIAN THEOLOGY

32. Christian Theology. The major themes of the theology of the church. 4 s.h. *Cushman, Herzog, and Langford*

100. Introduction to Black Theology. A critical analysis of the recent rise of black consciousness in America and its significance in the theological preparation of the Christian ministry. (See Black Church Studies 100.) 3 s.h. *Staff*

108. Major Types of Protestant Theology. A survey of Protestant theology from the Reformers to Karl Barth. (For juniors only.) 3 s.h. *Cushman, Herzog, or Langford*

110. This Life and the Age to Come. Christian eschatology and the meaning of history in the light of God's triumph over sin, suffering, and death. 3 s.h. *Robinson*

200. The Person and Work of Christ. The problem of knowledge of Christ and formulation of a doctrine of his work and person in the light of Biblical eschatology. Prerequisite: CT 32. 3 s.h. *Cushman*

210. Contemporary British Theology. Selected problems in representative British theological writings after 1900. 3 s.h. *Langford*

211. Authority in Theology. The idea and function of authority in theology. 3 s.h. *Langford*

212. The Doctrine of the Holy Spirit. A study of the person and work of the Holy Spirit. 3 s.h. *Langford*

214. The Christian Doctrine of Salvation. Systematic exposition and restatement of the historic faith of the Church in relation to representative secular alternatives of ancient and modern times. Prerequisite: CT 32 or equivalent. 3 s.h. *Cushman*

215. The Nature and Mission of the Church. Christian understandings of the church, Biblical, historical, contemporary, with a view toward ecumenical doctrinal construction. 3 s.h. *Herzog*

216. Kierkegaard Studies. Critical examination of selected works. 3 s.h. *Robinson*

217. Theological Explorations. A seminar on contemporary theological issues, content to be designated by the Theological Division. 3 s.h. *Staff*

224. Conceptions of Man in Western Thought. An analysis and interpretation of important types of philosophical and theological theory. 3 s.h. *Richey*

225. The Christian Understanding of Man. Representative historical and recent theological interpretations of man's nature, predicament, deliverance, and possibility. 3 s.h. *Richey*

226. Theology and Contemporary Secular Understandings of Man. Critical theological examination of selected current interpretations of human nature and the human situation. 3 s.h. *Richey*

300. Systematic Theology. Method and structure of systematic theology, the doctrine of God, theological anthropology, and Christology. Prerequisite: CT 32 or equivalent. 3 s.h. *Cushman, Herzog, and Langford*

303. The New Hermeneutic and the Idea of History. A critical examination of key thinkers in present-day European systematic theology (Fuchs, Ebeling, Moltmann, Ott, and Pannenberg) in the light of Ernest Bloch's philosophy. Prerequisite: CT 32. 3 s.h. *Cushman and Herzog*

320. Hegel and Schleiermacher. A study of two founders of modern Protestant thought. 3 s.h. *Herzog*

322. Nineteenth Century European Theology. Protestant theology from Kant to Herrmann. 3 s.h. *Herzog*

325. Philosophical Theology. Theology, as the knowledge of God, considered in dialogue with selected pagan and Christian philosophers from Plato to Kant. Prerequisite: CT 32 or equivalent. 3 s.h. *Cushman*

326. Philosophical Theology II. Main problems of philosophical theology in the modern period. Prerequisite: CT 325 or permission of instructor. 3 s.h. *Cushman*

328. Twentieth Century European Theology. Critical examination of the thought of selected Protestant theologians from 1900 to 1950. Prerequisite: CT 32. 3 s.h. *Cushman and Herzog*

352. Seminar in Christian Theology. Research and discussion of a selected problem in the systematic field. 3 s.h. *Staff*

372. Theology of Paul Tillich. An examination of Tillich's philosophical theology. 3 s.h. *Robinson*

CHRISTIANITY AND CULTURE

101. Types of Religious Philosophy. Basic historical orientation of religious thought, especially in Western culture. 3 s.h. *Robinson*

102. Science and Biblical Theism. Presuppositions, method, and content of scientific knowledge in physics and biology in relation to creation and providence. 3 s.h. *Robinson*

229. Tragedy and Christian Faith. An analytical and constructive philosophical interpretation of the fundamental tragic dimensions of human life in the light of a Christian theological understanding. 3 s.h. *Robinson*

CHRISTIAN ETHICS

All courses in Christian Ethics numbered 200 or above require a prerequisite of CHE 33 or permission of the instructor; 300-level courses require permission of the instructor.

33. Christian Ethics. Theological assumptions, ethical principles, and their application to contemporary issues of Christian social policy. 3 s.h. *Beach, Lacy, and H. Smith*

107. The Biblical Bases of Christian Ethics. Examination of major themes and moral teachings principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Prerequisite: OT 11, NT 18, or equivalent. 3 s.h. *H. Smith*

113. Contemporary Issues in Christian Morals. Constructive examination of selected areas of public and private morality. 3 s.h. *Beach or H. Smith*

115. Christian Social Action in the Local Church. Christian ethical principles, resources, procedures, and programs for pastoral leadership in parish social action. 2 s.h. *H. Smith*

122. Moral Theology in the Nineteenth Century. Critical and comparative examination of ethical theory as exhibited in the work of representative theologians. 3 s.h. *H. Smith*

130. Seminar on Death and Dying. Critical consideration of Biblical, legal, medical, and ethical perspectives. (Also listed as Biblical Studies 130.) Prerequisites: OT 11, NT 18. 2 s.h. *H. Smith, Bailey, and Others*

194. The Protestant Church and American Culture. Analysis from the perspective of Christian ethics of current problems in the interpenetration of Church and culture with explicit reference to the parish setting. 3 s.h. *H. Smith*

243-244. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. 3 s.h. *H. Smith and Others*

245. Ethics in World Religions. Moral foundations, assumption and applications in such historic faiths as Hinduism, Buddhism, Confucianism, and Islam, in the light of Christian ethical perspectives. 3 s.h. *Lacy*

262. Marxist Ideology and Christian Faith. Comparative examination of Communist and Christian doctrines such as man, society, sin, history and eschatology together with an introduction to the contemporary dialogue. 3 s.h. *Lacy*

292. Christian Ethics and International Relations. An examination of Christian attitudes toward such issues as war and peace, the rule of law, foreign aid, and human rights; and the Church's contribution to international policies and institutions. 3 s.h. *Lacy*

383. Moral Theology in the Twentieth Century. Critical and comparative examination of ethical theory as exhibited in the work of selected contemporary theologians. 3 s.h. *H. Smith*

388. Ethics and Medicine. A critical study of selected aspects of modern biomedical technology with special reference to the ethical assumptions informing their development and practice. 3 s.h. *H. Smith*

389. Christian Ethics and Contemporary Culture. A study of the interaction between Christian thought and current secular social theory. Prerequisite: permission of the instructor. 3 s.h. *Beach*

390. Current Problems in Christian Ethical Theory. A critical study of dominant issues in Christian ethics: such as community, conscience, contextualism, power, and technology. 3 s.h. *Beach*

391. Historical Types of Christian Ethics I. A critical study of representative statements of Christian ethical theory through the early Reformation. 3 s.h. *Beach*

392. Historical Types of Christian Ethics II. A continuation of CHE 391, from the Reformation through current Christian ethical theory. 3 s.h. *Beach*

394. Christianity and the State. The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of the Church to the State. 3 s.h. *Beach*

World Christianity and Ecumenics

24. The Christian World Mission. A study of theological foundations, guiding principles, and contemporary problems of the world Christian community. 3 s.h. *Lacy*

133. The Expansion of Christianity. A survey of the spread of Christianity and the growth of the church with special emphasis on nineteenth and twentieth century Protestantism in the non-Western World. 3 s.h. *Lacy*

135. Area Studies of the Christian Church. The cultural setting and current programs and policies of the Church in one of the following areas: (a) Latin America, (b) India and Pakistan, (c) Africa, (d) Southeast Asia, (e) Japan-Korea-Philippines, (f) Moslem Lands, or (g) United States Home Missions. (One of these areas may be taken as an independent reading course, WC 399, when not offered as a seminar.) 3 s.h. *Lacy and Others*

156. The Ecumenical Movement. Its contemporary development, structures, activities, and problems, against the background of Church unity and disunity. 3 s.h. *Lacy*

386. Seminar: Christianity in Dialogue with Other Faiths. Contemporary currents of Christian thought as they relate to resurgent non-Christian religions and involve new formulations of a theology of mission. 3 s.h. *Lacy*

IV. Ministerial Studies

THE CARE OF THE PARISH

9. Church and Ministry I. Contemporary views of the nature and normative function of the Church in modern society and some implied conceptions

of the ministry. (Course offered in three sections.) 2 s.h. *Beach, Cousin, and Langford*

10. Church and Ministry II. Exposure to and reflection upon various contexts of present-day Christian ministry with a view to integration of contexts with the work of the Church, its nature, and appropriate styles of ministry. 3 s.h. *Goodling or Mickey*

128. An Organization Development Approach to Church Administration. A study of the pastor's role as participant-facilitator with attention to organizational theory and facilitative skills employing the group workshop method of learning. 3 s.h. *Ingram*

129. The Pastor as Consultant to Church Organization. A consideration of the pastor's role as organizational consultant with special emphasis on data gathering, diagnosis and intervention using experiential learning designs. 3 s.h. *Ingram*

146. Church Building. The role of the pastor in planning and executing building programs in the local church: architectural consideration and counsel, building requirements and plans. 2 s.h. *Nesbitt*

148. Christian Stewardship and Church Finance. A seminar to consider the principles of stewardship education, budget-making, enlistment in church support. 2 s.h. *Ingram*

150. Church and Community. The structure and dynamic factors shaping the present-day community together with their import for the work of the Church. 2 s.h. *Wilson*

151. The Town and Country Church. The small church, the circuit church, circuit administration, larger parish and group ministry, and the Town and Country movement. 2 s.h. *Nesbitt*

152. Evangelism and the Local Church. A study of the nature, purposes, and methods of contemporary Christian evangelism with special attention to the local church. 3 s.h. *Ingram*

153. Comparative Polity and Ecumenics. A study of selected examples of church polity as represented in the Catholic and Protestant traditions in relation to present-day developments. 3 s.h. *Ingram*

154. The Urban Church. The function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. 2 s.h. *Wilson*

155. A, B, C, D. Church Polity.

A. *The United Methodist Church.* A study of the history of Methodist government and contemporary polity. 3 s.h. *Ingram*

B. *The Baptist Churches.* 2 s.h.

C. *The United Church of Christ.* 2 s.h.

D. *The Presbyterian Churches.* 2 s.h.

157. The Church and Social Change. A sociological study of the relationship of the church to the process of social change, including the role of the church as innovator, the church as participant in social movements, method(s) of accomplishing change, and the religious leader as an agent of social change. 3 s.h. *Wilson*

159. The Church and Extremism. A study of extremist groups, including their ideology, activities, and methods of operation. Particular attention will be given to ways by which the congregation and clergyman can deal with such organizations in the local community. 2 s.h. *Wilson*

179. A, B. Seminar on Church Research. Methods of research and survey for the gathering, analysis, and interpretation of church and community data, together with preparation and use of denominational statistics. 3 s.h. *Wilson*

189. The Multiple Staff Ministry. Group work, leadership, and organizational theories as applied to staff ministries in large church and cooperative parish settings. 3 s.h. *Ingram*

220. Seminar in Contemporary Ministries. A seminar in patterns and issues of contemporary ministries, content to be designated by the Ministerial Division. 3 s.h. *Staff*

CHRISTIAN EDUCATION

101. Faith and Nurture. Foundations in theology and educational theory for the teaching ministry of the Christian community. 3 s.h. *Richey*

102. New Forms of Education in the Church. An introductory course in religious education aimed at providing a basis for planning an alternative future for education in the church. Especially designed for those preparing for the parish ministry. 3 s.h. *Westerhoff*

105. The Church as a Learning Community. A basic introductory course on the nature of religious communities and the means by which they evolve, sustain, and transmit faith, values and life-styles—with implications for planning and designing intentional learning experiences within the total life of Christian faith communities. (Open to area clergy and laity.) 3 s.h. *Westerhoff*

167. Theology and the Laity. A study of contemporary lay movements and centers, the ministry and mission of the laity in Church and world, and the ministry of teaching in the lay renewal of the Church. 3 s.h. *Richey*

168. Confluent Education and Value Clarification. A workshop course to introduce and critically examine two forms of humanistic education and evaluate their viability for use in the church with children, youth, and adults. Also aimed at the personal growth and development of participants. 3 s.h. *Westerhoff*

169. Major Issues in Christian Education. Critical examination of selected issues in Christian Education. 3 s.h. *Richey*

205. Colloquium in Religious Education. A workshop focusing on current trends in education and theology and their implications for education in the church. 3 s.h. *Westerhoff*

206. The Teaching of Religion. A workshop in theory and practice for those planning to teach religion in secondary schools or colleges and universities. 3 s.h. *Westerhoff*

214. Religion and Higher Education. A seminar for those preparing for campus ministries and the teaching of religion in colleges and universities

on selected topics related to religion in higher education. 3 s.h. Prerequisite: permission of the instructor. *Westerhoff*

218. Research Seminar in Religion and Education. Various research techniques applied to issues in religion and education. 3 s.h. Prerequisite: permission of the instructor. *Westerhoff*

221. Learning, Teaching, and Curriculum. Theoretical, laboratory and field experience in planning, designing, and facilitating educational experience with children, youth, adults, families, and intergenerational groupings. 3 s.h. *Westerhoff*

222. Issues in Theology and Christian Education. A seminar in selected theological issues such as the doctrine of man or revelation and their implications for education. 3 s.h. Prerequisite: permission of the instructor. 3 s.h. *Richey*

The following are graduate courses in the University Department of Education which are especially recommended for cognate work.

206. Studies in the History of Educational Philosophy

217. Psychological Principles of Education

221. Program in Early Childhood Education

222. New Developments in Educational Curriculum

249. Exceptional Children

260. Introduction to Educational Research

343. History of Higher Education

BLACK CHURCH STUDIES

100. Introduction to Black Theology. An examination of the historical roots of Black theology with special attention to the treatments of traditional themes and problems in theology by Black theologians and their rationale for the Black theological enterprise. (Previously listed as CT 100.) 3 s.h. *Edwards*

124. The Black Church in America. A consideration of the historical and theological development of the separate Black Christian denominations in America with attention to some of the major leaders, Black worship, and Black preaching. 3 s.h. *Edwards*

126. Black Religion and Social Conflicts in America. An examination of some of the reactions of Black religious groups to the limits placed upon Black people in American life, efforts made to break down racial barriers in society, and attempts to institutionalize Black responses to such barriers. 3 s.h. *Edwards*

191. The Church and Power. The relationship of the institutional Church to other groups in the community which exercise power. 3 s.h. *Edwards*

PASTORAL PSYCHOLOGY

70. Group Process and Personal Identity. A small group experience to enhance personal growth and explore personal identity and interpersonal styles of relating. 2 s.h. *Staff*

170. Pastoral Conversation. A consideration of the nature of the pastor's conversation with people in his total caring ministry grounded in the person-

centered understanding of personality processes and human relationships, using textual and conversational materials. 3 s.h. Goodling

171. Pastoral Counseling. Consideration of the structures and processes of pastoral counseling; pastoral evaluation, referral, intake, contract, goals, transference, termination, and other special problems. Prerequisite: permission of instructor. 3 s.h. Goodling

172. Pastoral Care in Marriage and Family Life. Pastoral care in marriage and family life with special emphasis on premarital guidance within the context of the local church's program of family life education. 3 s.h. Goodling

173. Psychotherapy and Sanctification. An analysis of structuring and growth processes in psychotherapy in the light of a Christian understanding of sanctification. 3 s.h. Mickey

174. Religion and Personality Processes. Psychological and religious interpretation of man's basic experiences; personality factors in religious development; psycho-dynamic meanings and uses of religious beliefs and practices. 3 s.h. Goodling or Mickey

175. Special Practicum Projects. For advanced students who want additional clinical experience under supervision in a pastoral care setting (inner-city; alcoholic rehabilitation; counseling; etc.). Staff

***176. A, B, C, D. Pastoral Care and Persons in Institutions.**

A. Lectures by staff and ward visits at the Dorothea Dix State Hospital in Raleigh (and related facilities: Alcoholic Rehabilitation). 3 s.h. Staff

B. Lectures by staff and ward visits at the Murdoch Center for the Mentally Retarded and other facilities in the Butner, North Carolina, complex (State Hospital, Alcoholic Rehabilitation, Training School). 3 s.h. Staff

C. Lectures by staff and ward visits at the Central Prison in Raleigh and related correctional facilities. 3 s.h. Staff

D. The Church's ministry to the elderly and homebound explored through lectures, case conferences, and visits to the elderly and homebound parishioners of local Durham churches. 3 s.h. Goodling

***177. Pastoral Care in the General Hospital Setting.** An examination, through intensive individual and group supervision, of the student's pastoral ministry to the ill, the dying, and the bereaved in the general hospital setting. Prerequisite: PP 170. 3 s.h. Staff

178. Power and Restraint in the Parish. An analysis of psychopolitical dynamics of the local church. Verbatim materials from the student's church work will be utilized in the course. 3 s.h. Mickey

271. Marriage and Family. The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For seniors and Th.M. candidates.) 3 s.h. Detwiler

273. Problems of Methodology in Pastoral Theology. An investigation of problems in relating materials from theology and personality disciplines as they are found in pastoral theology, with a view toward the development

*The Pastoral Psychology Staff suggests that a student elect no more than one of the institutional courses (176A, B, C, D, or 177). Students interested in institutional training beyond one such course are encouraged to apply for a CPE quarter.

of a consistent methodology. (A research seminar: open to Seniors and Th.M. students, by permission of instructor.) 3 s.h. Mickey

274. Research Problems in Pastoral Psychology. Research methods and areas of investigation in pastoral psychology. 2 s.h. Goodling

275. Individual Study in Pastoral Psychology. Selected readings in major issues in pastoral psychology issuing in a research or honors paper. 2 s.h. Staff

277. A, B, C. Clinical Pastoral Education. CPE in accredited training centers.

A. Summer quarter of CPE. 4 s.h.

B. Fall semester of CPE. 4 s.h.

C. Spring semester of CPE. 4 s.h.

278. Psychological Theories of Personality. A systematic presentation of leading personality theories, with reference to developmental processes (motivation, cognition, learning, etc.) and their implications for Christian ministry. 3 s.h. Mickey

279. The Caring Ministry of the Laity Through Personal Groups. Personal experience in a group counseling process to develop a methodology for training lay leadership in the ministry of pastoral care through group experience. 2 s.h. Goodling

281. A, B. Pastoral Counseling Practicum. Individual and group supervision of several types of pastoral counseling with people in different crisis and growth situations. The student will be working part time as a minister of counseling in a local church situation. Prerequisite: permission of the instructor. 8 s.h. Staff

282. A, B. Pastoral Psychology Literature Seminar. Critical and constructive reviews of pertinent literature in the field for Th.M. students only. A full-year course. 2 s.h. Goodling or Mickey

PREACHING

30. Theory and Practice of Preaching. The development of a theory of preaching and methods of sermon construction, including clinical experience in preaching sessions and local church settings. 3 s.h. Staff

180. From Text to Sermon. Preaching from Biblical sources. Emphasis upon the goal and methodology of exegesis, the hermeneutic problem, and verbal communication in the present. Prerequisite: OT 11 (NT 18) or the equivalent. 3 s.h. Staff

181. Advanced Sermon Analysis Seminar. A critical study, on the basis of selected sermons and student presentations, of principal and practical problems facing the contemporary preacher. 3 s.h. Carlton

183. Preaching in Context. An analysis of preaching done in the context of the black religious experience based on audio-video-taped sermons and observations done by students. 2 s.h. Cousin

185. Preaching Values in Non-Biblical Sources. A critical examination of select samples of contemporary drama, poetry, and fiction, for homiletical purposes. 3 s.h. Staff

186. Twentieth Century Preaching. A study of contemporary preaching based on printed, recorded, audio- and video-taped sermons of leading homiletics of our age. 3 s.h. *Staff*

187. Pre-Reformation Preaching. Sermons, handbooks, and other historical sources studied in relation to Biblical preaching and the liturgical church, the problem of popular ministry and the issues of Christian reform. Prerequisite: CH 13. 3 s.h. *Staff*

188. Post-Reformation Preaching. A study of the theological trends and significant personalities in the preaching tradition from the sixteenth century to the present. 3 s.h. *Carlton*

193. Theology and Preaching. An examination of the relation of systematic theology and homiletical presentation. 3 s.h. *Staff*

196. Pastoral Preaching. A field related course designed to help students presently serving as student pastors develop their vision of, commitment to, and skills for the week-by-week ministry of preaching in the parish setting. 3 s.h. *Staff*

203. Dialogical Preaching. An examination of the relationship of preacher and congregation in the preaching event for seniors. 2 s.h. *Marney*

WORSHIP AND CHURCH MUSIC

34. Workshop in Communication. Intensive drill in voice, diction, speaking, and reading. Enrollment by recommendation by teaching faculty. 1 s.h. *Rudin*

134. Liturgical Reading. Practice in reading the liturgical materials of the pastoral ministry: Scriptures, prayers, and the rites and services in the Methodist Book of Worship. 2 s.h. *Rudin*

141. The Classic Age of the English Hymn. Eighteenth century development of the English hymn with special reference to Watts and the Wesleys, their precursors and successors. 2 s.h. *Baker*

167. The Sacramental Celebrations. Study of the sacraments in the context of the Gospel Year and the rites of passage celebrating birth, adolescence, maturity, and death. Practice in leadership, using the resources of the Communication Center. 3 s.h. *Rudin*

178. Corporate Worship. Study of the liturgical life of the church celebrated in sacraments, worship, and the church year. Field experiences and vocational application of theory. 3 s.h. *Rudin*

180. Church Music. A two-fold study including: (1) a survey of the great monuments of church music; (2) musicianship, songleading, and basic conducting with an emphasis upon the selection and use of hymns and other music from the *Methodist Hymnal* in public worship. 3 s.h. *Hanks*

182. Chapel Choir. Students who successfully complete CW 180 before graduation may qualify for credit of one-half s.h. for each semester of effective participation in the Chapel Choir up to a limit of 2 s.h. Choir membership, granted by audition, affords opportunity for study of the history and background of church music and practical consideration of it in the context of public worship. *Hanks*

184. New Forms of Worship. Workshop in corporate worship as central in the liturgical life of the Church, and of both traditional and innovative means of communication, celebration, and witness, through shared experiences in multimedia center, field visits, and mini-workshops with resource persons in the various media. 3 s.h. *Rudin and Others*

Field Education Projects, Clinical Training, and Internships

FIELD EDUCATION PROJECTS

Each project involves the quality of preparation and participation commensurate with one semester hour of academic credit. Participation in any project must have the approval of the supervising professor and the Field Education Office before work is begun. Registration for projects must be at the time of regular Divinity School registration, though work on the project may extend over varying lengths of time. A student may receive credit for a maximum of three projects during his seminary career. Projects in other areas may be proposed by professors or students for consideration by the Field Education Committee.

195. A, B, C, D, E, F, G. Field Education Projects.

A. *Pastoral Psychology Practicum.* Small group seminar to explore personal and professional identity and role performance based on written reports of field encounters. Enrollment limited to students currently engaged in field work situations with separate seminars for student pastors and student assistants. 1 s.h. *Staff*

B. *Community Studies.* Planning and execution of a community religious census, church and community survey, or field research study in consultation with the faculty supervisor. Includes background reading, planning sessions, use of volunteer help where needed, tabulation, interpretation, and overall evaluation. 1 s.h. *Staff*

C. *Leadership Training.* Preparation, teaching, and evaluation of a leadership training course under faculty supervision in collaboration with denominational boards of education. Can be taught in any field location approved by faculty supervisor. 1 s.h. *Staff*

D. *Christian Education.* Supervised experience in various areas of educational leadership in the local church. 1 s.h. *Westerhoff and Staff.*

E. *Research in Experimental Ministries.* Assembling data and preparing papers for the use of groups engaged in specialized urban ministries. 1 s.h. *Ingram and Staff*

F. *Community Center Practicum.* Seminar to assist students to integrate work and learning experiences in a community center and to develop a vocational style which displays special relevance for ministry in an inner-city neighborhood. Enrollment limited to those currently engaged in community center experiences. 1 s.h. *H. Smith and Staff*

G. *Worship and Preaching Practicum.* Designed to assist student pastors in the week-by-week work of sermon preparation and presentation. 1 s.h. *Bergland*

CLINICAL TRAINING IN PASTORAL PSYCHOLOGY

Students may earn up to four credits for a quarter or unit of Clinical Pastoral Education (six credits for an Internship year) in programs accredited by the Association for Clinical Pastoral Education (ACPE).

Students involved in clinical training under the direct supervision of members of the Pastoral Psychology staff during the academic year should register for credit under PP 277 for four semester hours of credit. Students should apply for such training through the Director of Programs in Pastoral Psychology.

Students involved in clinical training in summer CPE quarters should register with ACPE and the Director of Programs in Pastoral Psychology as soon as accepted for training by a chaplain supervisor. Upon the receipt of a supervisor's report at the end of the training period the student will receive four hours of transfer credit.

INTERNSHIPS

Students may qualify for an internship when they have satisfactorily completed two full years of the Master of Divinity curriculum and are registered as a student in good standing in the Divinity School. In consultation with the Director of Field Education and a faculty adviser, an individually designed internship may be developed in a particular ministry vocational area of interest. Six semester hours will be given for an approved internship. Prior plans must be developed with the Director of Field Education and properly registered in the registrar's office before credit can be applied.

125-126. Special Ministry Internship. When a student needs to develop professional competencies in a highly specialized form of ministry, the Director of Field Education will assist in designing an appropriate learning contract and in negotiating for a suitable placement setting, provided the arrangements meet the basic criteria approved by the Field Education Committee.

131-132. Ministry Through Social Aging Internship. A twelve-month placement in a regular personnel position in a social service agency to meet the job description of the agency and to develop a personal mode and style of ministry in a secular setting through understanding, appreciation, involvement in and critical theological reflection upon environment, structures, values and decision-making processes as conveyed by the conduct of the agency.

137-138. Parish Ministry Internship. A twelve-month placement, individually designed to engage the student in specified learnings in a wide variety of ministry functions in a local parish, under qualified supervision and using the guidelines of a learning contract.

143-144. Campus Ministry Internship. A nine to twelve-month placement in approved locations designed to provide special learnings in delivering a ministry to college students under qualified guidance and utilizing a learning contract which specifies seminars, a personnel journal, directed readings, and consultations to develop competency in these functions.

175-176. Clinical Pastoral Education. A twelve-month placement in a clinical program accredited by the Association for Clinical Pastoral Education (ACPE).

197-198. Mission Internships. A special internship to prepare for service in Church Missions may be arranged by enlisting in the National or Overseas program of the United Methodist Board of Global Ministries for one to three years. As a requirement for agency planning, applications should be initiated in the fall of the Middler year. Other denominational and/or work-study experiences abroad may be given Field Education credit by special arrangement with the Director of Field Education.

Other types of internship settings may be negotiated in consultation with and by approval of the Director of Field Education.

Department of Religion—Graduate Courses

The following courses are offered periodically in the Graduate Department of Religion by Department of Religion faculty and may be taken by Divinity students with permission of the instructor.

- 217. Islam in India
- 218. Religion in Japan
- 228. The Theology of the Gospel and Epistles of John
- 230. The Meaning of Religious Language
- 231. Seminar in Christianity and Contemporary Thought
- 232. Religion and Literature: Perspectives and Methods
- 233. Modern Narrative and Religious Language
- 244. The Archaeology of Palestine in Hellenistic-Roman Times
- 248. The Theology of Karl Barth
- 249. The Church in Contemporary Theology
- 280. The History of Religions
- 281. Phenomenology and Religion
- 282. Myth and Ritual
- 283. Religions of East Asia
- 284. The Religion and History of Islam
- 285. The Vedic Tradition
- 287. The Scriptures of Asia
- 288. Buddhist Thought and Practice
- 289. World Religions and Social Change
- 293. Sociological Analysis of Religion
- 294. Institutional Analysis of Religious Bodies
- 295. Ethics and Economic Life
- 361. Language and Biblical Criticism
- 380. Existentialist Thought

Appendix

ENROLLMENT SUMMARY

Spring Semester, 1974

Divinity School Students, 281 (249 M.Div., 7 M.R.E., 8 Th.M., 17 Specials);
 Graduate Division of Religion students, 46 (6 M.A., 40 Ph.D.); Total 327.

DENOMINATIONS REPRESENTED 1973-1974*

United Methodist	182	Presbyterian	2
Southern Baptist	15	Pentecostal Holiness	2
Baptist	9	United Presbyterian	2
United Church of Christ	9	American Baptist	1
Episcopal	8	Assemblies of God	1
Presbyterian Church, U.S.	8	Christian Science	1
Disciples of Christ	5	Korean Methodist	1
Lutheran	4	Church of Jesus Christ ¹	
Roman Catholic	4	Latter-Day Saints	1
Christian Methodist Episcopal	3	Methodist, Australia	1
Moravian	3	Methodist, South Africa	1
African Methodist Episcopal Zion	2	Pentecostal Assemblies of the World	1
Church of Christ	2	Society of Friends	1
Congregational	2	Syrian Orthodox	1

GEOGRAPHICAL DISTRIBUTION 1973-1974*

North Carolina	112	Kansas	3
Virginia	26	Missouri	3
Florida	13	Wisconsin	3
South Carolina	11	Connecticut	2
Alabama	10	Illinois	2
Pennsylvania	10	Iowa	2
Kentucky	6	Mississippi	2
Ohio	6	New Jersey	2
Texas	6	Vermont	2
West Virginia	6	California	1
Washington, D.C.	5	Maine	1
Georgia	5	Michigan	1
Louisiana	5	Oklahoma	1
Arkansas	4	South Dakota	1
Maryland	4	Utah	1
Massachusetts	4	Foreign: Africa	2
Minnesota	4	Australia	1
New York	4	India	1
Tennessee	4	Japan	1
Indiana	3	Korea	1

DEGREES CONFERRED AT COMMENCEMENT, 1973

Master of Divinity

M. Winston Baldwin, Jr.	Arthur Monroe Lucas
Richard Thomas Blackwell	Harvey Manchester, Jr.
Charles Lane Boyd	Talmadge Thomas Markham, Jr.
Joseph William Brookshire	John Trenton Martin, Jr.
Jerry Brunson	James d'Alvigny McCullough, II
Arnold Douglas Corriher	Robert Neil McDavid

* The statistics do not include students of the Graduate Division of Religion.

Norwood Rex Crawford
 William Curtis Currie
 John H. Draeger
 Hugh Lawrence Dukes, Jr.
 Earl George Dulaney
 William Alfred Eason
 Gilmer Davis Fauber, Jr.
 Kemp Downs Gregory
 William M. Haas, Jr.
 Charles Lee Helton
 Dan Lee Hendricks
 Linda Carole Holder
 Preston Carston Jones, Sr.
 Jack Robinson Kallmyer
 Philip Wayne Keel
 Richard Briggs Keyworth
 Edward Lee Lewis
 Peter G. Link
 John W. Lipphardt, Jr.
 John Wesley Lockman
 William Frank Louden

G. Melton Mobley, Jr.
 Victor Morgan Moss, Jr.
 Walter Read Patten
 Randall Krieg Perry
 John Brandon Peters
 George William Ramsey III
 Donald Hayse Roberts
 John William Ruth
 Kennard Craig Smith
 David Wesley Swink
 Key Wesley Taylor
 William Vinston Taylor
 James Wilson Trent, Jr.
 Charles McNeill Turner, Jr.
 Robert Fredrick Vagt
 David William Venter
 Steven Miles Watts
 Henry Bryant Wilbourne
 Phillip Eldridge Williams
 Earl Wilson, Jr.
 John Tyson Wright

Master of Theology

William Keith Bowie
 Julie Bethel Forringer
 John Harvey Halbrook
 John L. Hall

John Martin Mann
 Seymour Moskowitz
 Michael Dan Potts
 James Arthur Tingle

Master of Religious Education

Ina Mason Carpenter
 Beth Cronister Downs

Sister Miriam Walsh, M.H.S.H.

INSTITUTIONS REPRESENTED

Adrian College	1	Duke University	27
Albany Medical College	1	East Carolina University	3
Albright College	3	Eastern Michigan University	1
Appalachian State University	1	East Tennessee State University	1
Ashland College	1	Elon College	3
Atlantic Christian College	2	Emmanuel College	1
Athens College	1	Emory University	1
Auburn University	1	Federal City College	1
Averett College	2	Florida Presbyterian College	1
Baylor University	3	Florida Southern College	2
Bennett College	1	Florida State University	1
Birmingham Southern College	1	Franklin & Marshall College	1
Bluefield State College	1	Furman University	6
Boston University	1	Georgetown College	1
Brigham Young University	1	Georgia Institute of Technology	1
Butler University	1	Gettysburg College	1
Campbell College	3	Greensboro College	3
Carson-Newman College	1	Guilford College	2
Catawba College	1	Hamline University	4
Colgate-Rochester Divinity School	1	Hanover College	1
College of William & Mary	5	Hendrix College	1
College of Wooster	1	High Point College	6
Colorado College	1	Hiram College	2
Columbia Theological Seminary	1	Howard Payne College	1
David Lipscomb College	1	Huntingdon College	5
Davidson College	2	Indiana State University	1
Dickinson College	1	Indiana University	2
Drew University	1	Iowa State University	1

Johnson C. Smith University	1	St. Augustine College	1
Kansas State University	1	State College of Arkansas	1
Kansas University	1	State University of New York at	
Karnatak University	1	Albany	1
Lenoir Rhyne	1	State University of New York at	
Limestone College	2	Oneonta	1
Livingstone College	1	Syracuse University	1
Louisiana State University	1	Talladega College	1
Lutheran Theological Southern		Tennessee Technological University	1
Seminary	1	Texas Christian University	1
Lynchburg College	1	Texas Wesleyan College	1
MacAlester College	2	Trinity College	1
Maine Maritime Academy	1	Union College	6
Mars Hill College	3	Union Theological Seminary	1
Marquette University	1	University of Alabama	3
Marshall University	1	University of Arkansas	3
McMurry College	2	University of Cincinnati	1
Melbourne College of Divinity	1	University of Colorado	1
Mercer University	1	University of Florida	1
Methodist College	7	University of Houston	1
Methodist Theological Seminary	2	University of Kentucky	1
Miles College	1	University of Kerala	1
Mississippi State University	1	University of Massachusetts	1
Moravian College	2	University of Miami	1
Morningside College	1	University of North Carolina at	
Mount Union College	1	Chapel Hill	18
Muskingham College	1	University of North Carolina at	
North Carolina A & T State		Charlotte	2
University	2	University of North Carolina at	
North Carolina State University	3	Greensboro	2
North Carolina Wesleyan College	15	University of North Carolina at	
Northeast Louisiana University	1	Wilmington	2
Northwest Missouri State University	1	University of Richmond	1
Oakland University	1	University of South Carolina	1
Oberlin College	1	University of Southern Mississippi	1
Ohio State University	1	University of Southwestern	
Pembroke State University	4	Louisiana	2
Pennsylvania State University	1	University of Tennessee	7
Pfeiffer College	10	University of Texas	1
Pilgrim College	1	University of Tulsa	1
Principia College	1	University of Vermont	2
Protestant Episcopal Theological		University of Virginia	3
Seminary in Virginia	1	Vanderbilt University	1
Purdue University	1	Virginia Commonwealth University	1
Randolph-Macon College	2	Virginia State College	1
Rhodes University	1	Wake Forest University	6
Richmond College	1	Washington & Lee University	2
Scarritt College	1	West Virginia University	4
Simpson College	2	West Virginia Wesleyan College	2
Smith College	2	Western Carolina University	2
Southeastern Baptist Theological		Western Kentucky University	1
Seminary	2	Wofford College	6
St. Andrew's Presbyterian College	1	Woman's College of Georgia	1

ENROLLMENT 1973-1974

Candidates for the Master of Divinity Degree

- Adams, Dennis Marion (A.B., Atlantic Christian College), Rocky Mount, North Carolina
Adams, Johnny Lee (B.A., Miles College), Bessemer, Alabama
Aiken, Michael Lee (B.S., Wake Forest University), Raleigh, North Carolina
Aitcheson, Archie Brian (A.B., Elon College), Watertown, Connecticut
*Allen, Arthur Lewis (B.A., Simpson College), Tingley, Iowa
Allen, George Jeffrey (B.A., Kansas University; M.A.T., Vanderbilt University), Kansas City, Kansas
Allen, Nancy Lee (B.A., Simpson College), Stuart, Iowa
Anderson, Fremont Franklin, Jr. (B.A., North Carolina Wesleyan College), Hagerstown, Maryland
Armour, Charles Webster (B.A., State College of Arkansas), Jacksonville, Arkansas
Bailes, James Robert (B.S., University of Tennessee), Knoxville, Tennessee
Baker, Frederick Lewis, Jr. (B.A., College of William and Mary), Falls Church, Virginia
Barber, Robert Archibald, Jr. (A.B., Wofford College), Columbia, South Carolina
Barfield, Warren Clark (A.B., University of North Carolina at Chapel Hill), Raleigh, North Carolina
Barrow, Ralph Owens (B.A., University of Alabama), Mobile, Alabama
Battle, Michael Anthony (B.A., Trinity College), St. Louis, Missouri
Baucor, Burvin Lee (B.A., Western Carolina University), Durham, North Carolina
Baur, Robert Warren (B.S., Pennsylvania State University), Allison Park, Pennsylvania
Beardmore, Roger Oliver (B.A., Duke University), Dayton, Ohio
Beasley, Yvonne (B.S., Johnson C. Smith University), Bayboro, North Carolina
Best, Nancy Ruth (B.A., Methodist College; M.A., Scarritt College; M.S., University of Tennessee at Martin), Franklinton, North Carolina
Biazo, Harold Dwain (B.A., University of Arkansas), Fayetteville, Arkansas
Blanchard, George Franklin (B.A., North Carolina Wesleyan College), Fayetteville, North Carolina
Blomquist, Albert George (B.A., Wofford College), Coral Gables, Florida
Blosser, Patricia Ann (B.S., West Virginia University), Burlington, North Carolina
Bogie, Edward Franklin (B.S., Union College), College Hill, Kentucky
Bolick, Lawrence Ray (A.B., Catawba College), Newton, North Carolina
Borens, John J. (A.B., Talladega College), Orlando, Florida
Bostrom, Philip Loren (B.A., Hamline University), Minneapolis, Minnesota
Bowen, James Ellis (A.B., Pfeiffer College), Albemarle, North Carolina
Braswell, William Edward (A.B., M.A.T., University of North Carolina at Chapel Hill), Winston-Salem, North Carolina
Brizendine, Robert Casby (B.A., University of Richmond), King William, Virginia
Brown, Allan Andrew (B.A., Moravian College), Winston-Salem, North Carolina
Brown, Alton Theoran (B.A., Baylor University), Riverside, California
Brown Andrew Waymond, Jr. (B.S., North Carolina A & T State University), Asheboro, North Carolina
Brown, Darrell Richard (B.S., Duke University), Oklahoma City, Oklahoma
Brown, John Paul (B.A., Furman University), Chester, South Carolina
Brown, Michael Bruce (A.B., High Point College), Asheboro, North Carolina
Brown, Wesley Freeland (B.A., Methodist College), Kinston, North Carolina
Bryan, Constance Purcell (B.A., West Virginia Wesleyan College), Springfield, Pennsylvania
Bryant, Twitty Lee (A.B., Wofford College), Spartanburg, South Carolina
Bucey, David K. (B.A., Muskingum College), McConnellsville, Ohio
Buchanan, Ray Allen (B.A., University of North Carolina at Wilmington), Corpus Christi, Texas
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Bullock, Charles Cannon (B.A., University of North Carolina at Chapel Hill), Burlington, North Carolina
Burger, Ann Hansel (A.B., Indiana University), Charleston, West Virginia
Butler, Richard E. (B.A., MacAlester College), St. Joseph, Missouri
Butler, Willie Eugene (B.A., Federal City College), Washington, D.C.
*Byers, Leonard C., II (B.A., North Carolina State University), Mooresville, North Carolina
Caldwell, James Maurice (B.A., Randolph-Macon College), Delmar, Maryland
Campbell, Sally Louise (B.A., Duke University), Westfield, New Jersey
Cash, Michael Thomas (B.A., Campbell College), Rustburg, Virginia

Caulder, Ronnie Allen (A.B., Campbell College), Dillon, South Carolina
 Chalker, Kenneth Wayne (A.B., Mount Union College), Brookfield, Ohio
 Champion, Buddy Joe (B.A., Limestone College), Shelby, North Carolina
 Chappell, Lynn Francis (B.S., Eastern Michigan University), Saginaw, Michigan
 Clift, David Spencer (B.S., Union College), Ft. Michel, Kentucky
 *Clodfelter, Benjamin Carl (A.B., Pfeiffer College), Thomasville, North Carolina
 Cooper, William Christopher (B.A., Hendrix College), Fayetteville, Arkansas
 Coyner, Michael J. (B.A., Purdue University), Anderson, Indiana
 Cross, Stephen Edward (B.A., Ohio State University), Portsmouth, Ohio
 Culbertson, Lawrence Andrew (B.A., Baylor University), Tyler, Texas
 Culbertson, Sue Ann (A.B., Marshall University), Huntington, West Virginia
 Curtis, George Edward III (B.S., Maine Maritime Academy), Portland, Maine
 Cutler, Melvin Dean (B.A., Virginia State College), Branchville, Virginia
 Davidson, William George (B.A., Randolph-Macon College), Richmond, Virginia
 Davis, Charles Thomas (A.B., University of North Carolina at Chapel Hill), New Bern, North Carolina
 Dodson, Jerry Stephen (B.S.B.A., Appalachian State Teachers College), Mebane, North Carolina
 Dowling, Douglas Richard (B.A., Hamline University), Edgerton, Wisconsin
 Duke, Cleveland S. (A.B., Pfeiffer College), Seagrave, North Carolina
 Dunbar, Juanice Edwards (B.S., University of Southwestern Louisiana), Opelousas, Louisiana
 Dunbar, Walton Charles (A.B., University of Southwestern Louisiana), Opelousas, Louisiana
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 Eller, Gary Steven (B.A., University of North Carolina at Chapel Hill), Durham, North Carolina
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 *Godwin, James Badger, Sr. (Th.B., Pilgrim College; B.A., University of Virginia), Sanford, Virginia
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 Gordy, John Ronald (B.S., Pfeiffer College), Durham, North Carolina
 Graebner, Norman Brooks (B.A., University of Virginia), Charlottesville, Virginia
 Granger, Paul David (B.A., University of North Carolina at Wilmington), Longhurst, North Carolina
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 Hamm, Rodney Gene (A.B., East Carolina University), Wendell, North Carolina
 Harris, Fletcher Edward (B.S., A & T State University), Winston-Salem, North Carolina
 Harris, James Howard, Jr. (A.B., East Carolina University), Farmville, North Carolina
 Hathcock, Philip Loyce (B.A., University of Arkansas), Fayetteville, Arkansas
 Hawkins, James Barney IV (B.A., Furman University), Greenville, South Carolina
 Hawkins, Ronald Bruce (A.B., College of William and Mary), Richmond, Virginia

Hays, Lawrence Foy, Jr. (A.B., Huntingdon College), Ozark, Alabama
Hemenway, Deborah Gates (B.A., University of Vermont), White River Jct., Vermont
Hemenway, Geoffrey Clyde (B.A., University of Vermont), Burlington, Vermont
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Henry, Andrew Lee (B.S., Mississippi State University), Baldwin, Mississippi
Herrin, Charles Lawton (A.B., University of Alabama), Tuscaloosa, Alabama
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Iverson, Gregory Blaine (B.A., Hamline University), St. Paul, Minnesota
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Johnson, Carl Scott (B.S., University of North Carolina at Chapel Hill), Gastonia, North Carolina
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Johnson, Joseph (B.A., North Carolina State University), Southern Pines, North Carolina
Jolley, Leslie Carl (A.B., University of Alabama), Gadsden, Alabama
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*Kendrick, Schaefer Bryant (A.B., Washington & Lee University), Greenville, North Carolina
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Lear, William Joseph (B.A., Mars Hill College), Crown Point, Indiana
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Lee, James Carroll (B.S., Campbell College), Coats, North Carolina
Leeland, Paul Lee (B.A., North Carolina Wesleyan College), Washington, D.C.
Levin, Molly (B.A., North Carolina Wesleyan College), Winston-Salem, North Carolina
Lipscomb, Carol Miller (B.S., State University of New York at Albany), Pine Plains, New York
Lipscomb, William Lowndes (A.B., Duke University), Oxford, Mississippi
Logan, Archie Doyster (B.A., Wake Forest University), Reidsville, North Carolina
*Long, Charles Franklin II (B.A., Texas Wesleyan College), Cleburne, Texas
Longenecker, Daniel Charles (B.S., Albright College), Cleona, Pennsylvania
Lowdermilk, Robert Elbert III (A.B., Guilford College), Greensboro, North Carolina
Magnuson, John Alvin, Jr. (A.B., Pfeiffer College), Medfield, Massachusetts
Maloney, Charles Allen (A.B., Duke University), Denton, Maryland
Martin, Elbert Garrett (A.B., Duke University), Raleigh, North Carolina
Massey, Gary Keith (B.A., Furman University), Greenville, South Carolina
Mathis, Amanda Jayne (B.A., Duke University), Annandale, Virginia

Mathison, Robert Paul (B.S., Huntingdon College), Pensacola, Florida
Mays, Judith Anne (B.S., Union College), Boston, Massachusetts
*McCall, Dwight L. (B.A., Furman University), Hiawassee, Georgia
McClanahan, Arthur Lee (B.A., Franklin & Marshall College), Garden City, New York
McCollough, Claude Thomas, Jr. (B.A., University of Florida), Lakeland, Florida
McKenzie, Charles Erwin (A.B., Davidson College), Laurinburg, North Carolina
McLaurin, Michael Dean (B.A., Huntingdon College), Houma, Louisiana
Medlin, Charles Edward (B.F.A., Western Carolina University), Charlotte, North Carolina
Merriman, David Blair (B.S., Indiana State College), Pittsburgh, Pennsylvania
Mickens, Wilbert L., Jr. (B.A., Duke University), Richmond, Virginia
Mills, John Patrick, Jr. (B.A., University of North Carolina at Charlotte), Charlotte, North Carolina
Monroe, Kenneth (A.B., Livingstone College), Red Springs, North Carolina
Moore, Kenneth Robbins, Jr. (A.B., Pfeiffer College), High Point, North Carolina
Morgan, Marvin Louis (B.A., Elon College), Burlington, North Carolina
Morgan, Steven Douglas (A.B., Wofford College), Pickens, South Carolina
Morris, John Barrineau (B.A., College of William and Mary in Virginia), Centreville, Virginia
Morrison, Charles Kenneth (B.A., North Carolina Wesleyan College), Roanoke Rapids, North Carolina
Morrison, John Edward (B.A., North Carolina Wesleyan College), Roanoke Rapids, North Carolina
Motley, Philip Eugene (B.S.A.E., Georgia Institute of Technology), Norfolk, Virginia
Murphy, Carol Louise (A.B., Smith College), Atlanta, Georgia
Nesbitt, John Teasdale (B.A., North Carolina Wesleyan College), Chapel Hill, North Carolina
Newsome, Clarence Geno (A.B., Duke University), Ahoskie, North Carolina
Noyes, David Carey (B.S., Union College), Scranton, Pennsylvania
Ogren, Mark Victor (B.S., Iowa State University), Ottumwa, Iowa
O'Keef, Robert David (B.A., North Carolina Wesleyan College), Rocky Mount, North Carolina
Old, Marshall Roy (B.A., North Carolina Wesleyan College), Moyock, North Carolina
Ostovich, Steven Thomas (B.A., Marquette University), Milwaukee, Wisconsin
Ottaviano, Daniel Henry (B.A., University of North Carolina at Chapel Hill), Asheboro, North Carolina
Overton, Franklin Lawrence (B.A., College of William and Mary), Windsor, Virginia
Oxendine, Milford, Jr. (B.S., Pembroke State University), Pembroke, North Carolina
Paden, Michael David (B.A., Moravian College), Bethlehem, Pennsylvania
Padgett, Susan Emily (A.B., Pfeiffer College), Charleston, South Carolina
Parr, Francis Marion (B.A., St. Andrews Presbyterian College), Savannah, Georgia
Pegg, William Foster (B.S., Mars Hill College), Mars Hill, North Carolina
Pierce, Kara Melody (B.A., Duke University), Chicago, Illinois
Plummer, Charles Mark (B.A., University of North Carolina at Chapel Hill), China Grove, North Carolina
Poole, Forrest Clark (A.B., Pfeiffer College), Shelby, North Carolina
Powell, Daniel Nelson (B.A., University of Houston), Chapel Hill, North Carolina
Presnell, William Michael (B.A., Methodist College), Snow Camp, North Carolina
Privette, William Edward (B.A., Atlantic Christian College), Mebane, North Carolina
Quiett, Harry Vernon (B.A., Mars Hill College), Asheville, North Carolina
Rainey, Steven Knight (B.A., Wake Forest University), Lexington, North Carolina
Redmond, Robert Charles (B.S., Union College), Covington, Kentucky
Reed, Robert Michael (B.A., Georgetown College), Cynthia, Kentucky
*Ridenour, Allen Clyde (B.A., West Virginia University), Fellowsville, West Virginia
Roach, Robert Eugene (B.A., University of North Carolina at Chapel Hill), Greensboro, North Carolina
Robbins, David William (B.A., University of North Carolina at Charlotte), Charlotte, North Carolina
Roberts, Frederick Eugene (B.A., Washington & Lee University), Lexington, Virginia
Robinson, William Cullens (A.B., East Carolina University), Durham, North Carolina
Roska, Judith Susan (B.A., University of Colorado), Milwaukee, Wisconsin
*Ruggles, Gordon William (A.B., Ashland College), Durham, North Carolina
Rutherford, Steve (B.A., Carson-Newman College), Bristol, Tennessee
Safley, Michael Wayne (B.A., Methodist College), Durham, North Carolina
Sallee, Gerald Steven (B.A., University of Tennessee at Chattanooga), Chattanooga, Tennessee
Scholtz, Quentin Edward III (B.A., University of Kentucky), Monticello, Kentucky
Scott, Arthur Glenn (B.A., Hiram College), Washington, D.C.
Seal, Welton Ollie, Jr. (B.A., Louisiana State University), Bogalusa, Louisiana
Shannonhouse, Richard D. (B.A., North Carolina Wesleyan College), Eastville, Virginia

Sharp, Bobby Huel (B.A., Birmingham-Southern College), Somerville, Alabama
 Shuman, Donald Lee (A.B., University of North Carolina at Chapel Hill), Swannanoa, North Carolina
 Simpson, Herbert Mitchell (B.A., University of North Carolina at Chapel Hill), Siler City, North Carolina
 Slider, Alborne Lonnie (B.S., University of Southern Mississippi), Warner Robins, Georgia
 Smith, Helen Steiner (B.A., North Carolina Wesleyan College), Hyattsville, Maryland
 Smith, John Clark III (A.B., Syracuse University), Buffalo, New York
 Smith, Mark Randall (B.J., University of Texas), Clarksville, Texas
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 Stallsworth, Paul Thomas (B.S., Kansas State University), Garden City, Kansas
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 Stoppel, Gerald Corwin (B.A., Morningside College), Rochester, Minnesota
 Storrs, Robert Burton, Jr. (B.A., Athens College), Huntsville, Alabama
 Strange, Lee Hylton (B.A., University of North Carolina at Chapel Hill), Greensboro, North Carolina
 Stuempfle, Richard Ray (B.S., Union College), Williamsport, Pennsylvania
 *Summey, James Lester (B.A., Limestone College), Gastonia, North Carolina
 Sweet, Sher Lynn (B.A., Florida State University), Titusville, Florida
 Terrell, Charles Bedford (A.B., Davidson College), Elon College, North Carolina
 *Thistlethwaite, Susan Brooks (B.A., Smith College), River Edge, New Jersey
 Timm, Jeffrey Thomas (B.A., Texas Christian University), Tampa, Florida
 Treat, David Ralph (A.B., McMurry College), El Paso, Texas
 Tucker, Lena Rachel (A.B., Greensboro College), Marshville, North Carolina
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 Turner, Jerry Roscoe (B.A., Huntingdon College), Luverne, Alabama
 Walker, Barbara Ann (B.A., Bennett College), Richmond, Virginia
 Walker, Larry Allen (B.A., David Lipscomb College), Gadsden, Alabama
 Walters, Dean Earl (B.A., Adrian College), Wooster, Ohio
 Washburn, Dennis Yulan (B.A., Duke University), Wingate, North Carolina
 Waters, Richard Moody (B.A., North Carolina Wesleyan College), Roanoke Rapids, North Carolina
 Wates, John B., Jr. (A.B., Wofford College), Kingstree, South Carolina
 *Webb, S. Arthur (B.A., Furman University), Orlando, Florida
 Weddington, Patricia Diane (B.A., Duke University), Kannapolis, North Carolina
 Wessels, John Andrew (B.A., Duke University), Greenwich, Connecticut
 Whichard, Edith Pearl (B.A., Pembroke State University), Fayetteville, North Carolina
 *Wiggins, Ellwood Holler (A.B., Wofford College), Summerville, South Carolina
 Williford, Gladys Ruth (B.S., State University of New York at Oneonta), Raleigh, North Carolina
 Wilson, Kelly Johnson III (B.A., North Carolina Wesleyan College), Durham, North Carolina
 Wingard, Linda Cathey (B.A., University of South Carolina), Pelion, South Carolina
 Wofford, Linda Dell (B.A., Duke University), Hartsville, South Carolina
 Wolfe, Betty L. (B.A., University of North Carolina at Greensboro), Waynesville, North Carolina

Candidates for the Master of Religious Education Degree

Blackwell, Doris Claire (A.B., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina
 Burton, George Allen (B.A., Greensboro College), Reidsville, North Carolina
 Eddleman, Edith Robinson (B.A., University of North Carolina at Greensboro), Lowell, North Carolina
 Ford, Pamela Haddon (B.A., Dickinson College), Northumberland, Pennsylvania
 Harrison, Marjorie Cheryl (B.S., Virginia Commonwealth University), Lexington, Virginia
 *Narayanrao, Harris John (B.A., M.A., Karnatak University), Dharwar, Mysore, India
 Strickland, Robert Gary (B.A., Pembroke State University), Lumberton, North Carolina
 Vargis, Chakkittadath Oommen (B.S., University of Kerala; S.T.M., Union Theological Seminary), Thumpamon, Kerala, India

*Completed graduation requirements in December, 1973.

Candidates for the Master of Theology Degree

- Byers, Leonard C., II (B.A., North Carolina State University; M.Div., Duke Divinity School),
Mooreville, North Carolina
- Dulaney, Earl George (B.S., University of Cincinnati; M.Div., Duke Divinity School), Dayton,
Kentucky
- Durie, Barry Keay (B.A., Rhodes University; M.Div., Drew University), South Africa
- Lipphardt, John William, Jr. (B.A., West Virginia University; M.Div., Duke Divinity School),
Wheeling, West Virginia
- Ratliff, Philip Stone (B.A., Principia College; S.T.B., Boston University), Raleigh, North
Carolina
- Roberts, Donald Hayse (B.A., Lynchburg College; M.Div., Duke Divinity School), Hampton,
Virginia
- Sabom, William Stephen (B.A., Colorado College; B.D., Protestant Episcopal Theological
Seminary in Virginia), Houston, Texas
- Shortle, John Shirk, Jr. (B.S., Indiana University; M.Div., Colgate-Rochester Divinity School),
Winamac, Indiana
- Sides, Floyd Eugene (A.B., Lenoir Rhyne; B.D., Lutheran Theological Southern Seminary),
Rockwell, North Carolina

Special Students

- Campbell, Eli Hoke, Jr. (B.A., Mercer University; B.D., Southeastern Baptist Theological
Seminary), Atlanta, Georgia
- Cousino, Edward Francis (B.A., Oakland University), Durham, North Carolina
- Crotwell, Helen Gray (B.S., Woman's College of Georgia; M.R.E., Emory University), Durham,
North Carolina
- Davies, Rachel Mary (A.B., Duke University), Durham, North Carolina
- Dew, Franklin McLeod (B.A., Wake Forest University), Lumberton, North Carolina
- Frandsen, Christie H. (B.A., Brigham Young University), Provo, Utah
- Harper, Ruth Elizabeth (B.A., Florida Southern College), St. Petersburg, Florida
- Henegar, Edward (B.A., University of Tennessee; B.D., Th.M., Columbia Theological Seminary),
Durham, North Carolina
- Herndon, Ernest Thompson, Jr. (B.S., Methodist College), Leesburg, Virginia
- Kamara, Reginald Bai-Bureh (B.A., St. Augustine's College), Monrovia, Liberia/Sierra Leone
- Mahler, Marjorie Ward (A.B., Oberlin College), Glenville, West Virginia
- Oakes, Maureen Elliott (A.B., High Point College), Oxford, North Carolina
- Sullivan, Geraldine (B.A., Emmanuel College), Boston, Massachusetts
- Voss, Mary Jane (A.B., Guilford College), Winston-Salem, North Carolina

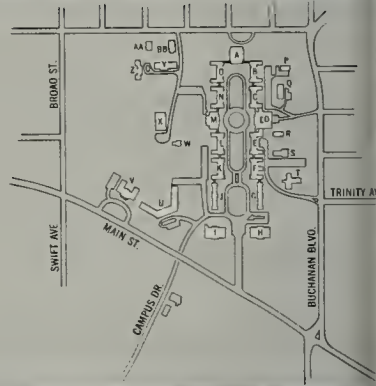
Auditors

- Myers, DeWitt L. (B.A., Baylor University; B.D., M.Th., Southeastern Theological Seminary),
Durham, North Carolina

MAP OF DUKE UNIVERSITY

East Campus

- | | |
|---------------------------|------------------------|
| A Baldwin Auditorium | O Pegram House |
| B Bassett House | P Duke Press |
| C Brown House | Q Infirmary |
| D Union Building | R Ark |
| E Faculty Apartments | S Crowell Building |
| F Art Museum, Geology | T Epworth Inn |
| G Aycock House | U Gilbert-Addoms House |
| H East Duke Building | V Southgate Hall |
| I West Duke Building | W Campus Center |
| J Jarvis House | X Woman's College |
| K Carr Building | Y Gymnasium |
| L Giles House | Z Asbury Building |
| M Woman's College Library | AA Biwins Building |
| N Alspaugh House | BB Art Building |
| | BB Branson Building |



West Campus

- | | | | |
|--------------------------|--------------------------|----------------------|-----------------------------|
| A Duke Chapel | H Hospital Main Entrance | O Craven Quadrangle | V Card Gymnasium |
| B Divinity School | I Gerontology, D & T, | P Wannamaker Hall | W Indoor Stadium |
| C Gray Building | Chical Research | Q Crowell Quadrangle | X School of Law |
| D Perkins Library | J Duke Hospital | R Clock Tower Court | Y Gross Chemical Laboratory |
| E Language Center | K Sociology, Psychology | S Kilgo Quadrangle | Z Biological Sciences |
| F Old Chemistry Building | L Social Sciences | T Union Building | AA Plant Environment |
| G Davison Building | M Allen Building | U Flowers Building | Laboratory |
| | N Few Quadrangle | Page Auditorium | BB Physics Building |
| | | | CC Nuclear Laboratory |
| | | | DD School of Engineering |
| | | | EE Army Research |
| | | | FF Medical Center Research |
| | | | Buildings |
| | | | GG Nanaline H. Duke Medic- |
| | | | Sciences Building |
| | | | HH Warehouse, Shop |
| | | | II Bell Building |
| | | | JJ Hanes House |
| | | | School of Nursing |
| | | | KK Hanes House Annex |
| | | | LL Pickens Rehabilitation |
| | | | Center |
| | | | MM Graduate Center |
| | | | NN Alumni House |
| | | | OO Commonwealth Studies |
| | | | Center |
| | | | PP Personnel Office |
| | | | QQ International House |
| | | | RR Personnel Office |
| | | | SS Education Improvement |
| | | | Program. |
| | | | A Better Chance Program |
| | | | TT International Studies |
| | | | Center |
| | | | UU Campus Stores Office |
| | | | VV Office of Institutional |
| | | | Advancement |
| | | | WW Information Services |
| | | | Visitors Bureau |
| | | | XX Admissions Office |
| | | | YY Edens Quadrangle |
| | | | ZZ Wade Stadium |



