



**Bulletin of  
Duke University  
1973-1974**

**Divinity School**



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# Contents

Calendar	<i>iv</i>
University Administration	<i>v</i>
Faculty and Staff	<i>vi</i>
Board of Visitors	<i>ix</i>
<b>1 General Information</b>	<b>1</b>
Historical Statement	1
The Role of the Divinity School	1
The Relation of the Divinity School To Duke University	3
Library Resources	3
<b>2 Admission</b>	<b>5</b>
Requirements and Procedures	5
<b>3 Community Life</b>	<b>11</b>
Corporate Worship	11
Living Accommodations	11
Student Health	12
Motor Vehicles	13
<b>4 Financial Information</b>	<b>17</b>
Fees and Expenses	17
Motor Vehicles	18
Financial Aid	19
<b>5 Field Education</b>	<b>27</b>
<b>6 Program Information</b>	<b>33</b>
Degree Programs	33
Doctoral Studies Accredited by the Graduate School	34
The Basic Theological Degree— Master of Divinity	44
The Master of Religious Education Degree	41
The Master of Theology Degree	41
<b>7 Black Church Studies</b>	<b>45</b>
<b>8 Programs of Continuing     Education</b>	<b>47</b>
Admission and Scholarships	47
In-Residence Seminars	47
Extension Seminars and Courses	48
Convocation and Pastor's School	50
Summer Institute for Ministry	51
The Course of Study School	51
Other Programs	52
<b>9 Courses of Instruction</b>	<b>55</b>
Appendix	74

# Calendar of the Divinity School

## 1973

### August

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

### September

- 4 Tuesday, 8:30-12:30—Registration of all returning students
- 4 Tuesday, 1:30-4:00—Registration of all new students
- 5 Wednesday, 8:20 a.m.—Fall semester classes begin
- 5 Wednesday, 9.30 a.m.—Divinity School Opening Convocation
- 19 Wednesday—Last day for changing courses for the fall semester

### October

- 29-31 Monday-Wednesday—Divinity School Convocation and Pastors' School with Gray Lectures

### November

- 13 Tuesday, 8:30-1:00—Preregistration for spring semester, 1974
- 21 Wednesday, 6:00 p.m.—Thanksgiving recess begins
- 26 Monday—Classes resume

### December

- 9 Sunday—Founders' Day
- 11 Tuesday—Fall semester classes end
- 12-13 Wednesday-Thursday—Reading period
- 14 Friday—Final examinations begin
- 20 Thursday—Final examinations end

## 1974

### January

- 14 Monday—Registration for spring semester
- 15 Tuesday, 8:20 a.m.—Spring semester classes begin
- 29 Tuesday—Last day for changing courses

### March

- 8 Friday—Spring recess begins
- 18 Monday—Classes resume

### April

- 9 Tuesday—Preregistration for fall semester, 1974
- 12. 15 Friday, Monday—Easter recess
- 24 Wednesday—Spring semester classes end
- 24 Wednesday, 9:30 a.m.—Closing Convocation
- 25-29 Thursday-Monday—Reading period
- 30 Tuesday—Final examinations begin

### May

- 6 Monday—Final Examinations end
- 11 Saturday—Commencement begins
- 11 Saturday, 7:30 p.m.—Divinity School Baccalaureate Service
- 12 Sunday—Baccalaureate Services and 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., *Chancellor*  
Frederic N. Cleaveland, Ph.D., *Provost*  
Charles B. Huestis, *Vice President for Business and Finance*  
William G. Anlyan, M.D., *Vice President for Health Affairs*  
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*  
J. Peyton Fuller, A.B., *Controller*  
Harold W. Lewis, Ph.D., *Vice Provost and Dean of the Faculty*  
John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*  
Robert C. Krueger, D.Phil., *Vice Provost and Dean of Trinity College of Arts and Sciences*  
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*  
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research;*  
*Director of Institute for Policy Sciences and Public Affairs*  
Benjamin Edward Powell, Ph.D., *Librarian*  
Clark R. Cahow, Ph.D., *University Registrar*  
Victor A. Bubas, B.S., *Assistant 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., *Dean of the Divinity School*  
Dwight Moody Smith (1965), B.D., Ph.D., *Associate Dean for Curricular Affairs*  
Joseph B. Bethea (1972), B.D., *Director of Black Church Studies*  
Early Clifford Shoaf (1972), B.D., *Director of Field Education*  
Shirley O'Neal (1966), *Administrative Assistant for General Administration and Finance*  
B. Maurice Ritchie (1973), B.D., Th.M., *Director of Admissions and Student Affairs*

## Division of Advanced Studies

Waldo Beach (1946), B.D., Ph.D., *Supervisor, Master of Theology Program*  
Franklin W. Young (1968), B.D., Ph.D., *Director of Graduate Studies in Religion*

## Division of Special Studies

James M. Efrid (1962), B.D., Ph.D., *Director of Student Academic Affairs*  
Richard A. Goodling (1959), B.D., Ph.D., *Director, Programs in Pastoral Psychology*  
P. Wesley Aitken (1963), B.D., Th.M., *Director, Clinical Pastoral Education*  
McMurry S. Richey (1954), B.D., Ph.D., *Director of Continuing Education*

## Library

Donn Michael Farris (1950), M.Div., M.S. in L.S., *Librarian*  
Harriet V. Leonard (1960), M.Div., M.S. in L.S., *Reference Librarian*  
Betty Walker, B.A., *Circulation Librarian*  
Mary Robinson, B.A., *Assistant Circulation Librarian*

## 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*  
James Michael Efrid (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 E. Gillespie (1971), B.D., *Instructor in Historical Theology*  
Richard A. Goodling (1959), B.D., Ph.D., *Professor of Pastoral Psychology*  
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), M.A., 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., A.M., Ph.D., *Associate Professor of Christian Communications*  
Dwight Moody Smith, Jr. (1965), B.D., M.A., 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*  
Robert L. Wilson (1970), B.D., M.A., 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.)

### Professors

- David G. Bradley (1949), Ph.D.  
Robert Osborn (1954), B.D., Ph.D.  
William H. Poteat (1960), B.D., Ph.D.  
James L. Price (1952), B.D., Ph.D.

### Associate Professors

- Henry B. Clark (1966), Ph.D.  
Wesley A. Kort (1965), Ph.D.  
Eric M. Meyers (1969), Ph.D.  
Harry B. Partin (1964), B.D., Ph.D.  
Orval Wintermute (1958), B.D., Ph.D.

### Assistant Professor

- James H. Charlesworth (1969), B.D., Ph.D.

\*Sabbatical Leave, fall semester, 1973.

†Appointment effective September 1, 1973.

‡On leave, 1973-74.

§Sabbatical leave, 1973-74.



## ASSOCIATES IN INSTRUCTION

- P. Wesley Aitken (1953), B.D., Th.M., *Chaplain Supervisor, Duke Medical Center and Part-time Assistant Professor of Clinical Pastoral Education in the Divinity School*  
John William Carlton (1969), B.D., Ph.D., *Adjunct Professor of Preaching*  
Philip R. Cousin (1969), S.T.B., *Lecturer in Church and Society*  
Edwin R. Garrison (1972), B.D., D.D., LL.D., *Visiting Consultant for Field Education and Continuing Education (Former Bishop of the Dakotas Area)*  
John C. Detwiler (1966), B.D., Th.M., *Chaplain Supervisor, Duke Medical Center, and Instructor in Clinical Pastoral Education*  
John Kennedy Hanks (1954), M.A., *Lecturer in Sacred Music, Director of the Divinity School Choir, and Professor of Music, 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*  
Hersey Everett Spence (1918), A.M., B.D., D.D., Litt.D., *Professor Emeritus of Religious Education*  
William Franklin Stinespring (1936), M.A., Ph.D., *Professor Emeritus of Old Testament and Semitics*  
Arley John Walton (1948), B.S.L., D.D., *Professor Emeritus of Church Administration and Director of Field Work*

## SECRETARIAL STAFF

- Lavon O. Buchanan, *Faculty Secretary*  
Mary P. Chestnut, *Faculty Secretary*  
Vivian P. Crumpler, *Faculty Secretary*  
Ann C. Daniels, *Faculty Secretary*  
Rose Marie Davis, A.B., *Secretary to the Director of Graduate Studies in Religion*  
Rebecca Ann Fowler, *Faculty Secretary*  
Clara S. Godwin, *Secretary to the Dean*  
Patricia M. Haugg, *Faculty Secretary*  
Maxie B. Honeycutt, *Administrative Secretary for Student Financial Aid*  
Anne B. Kellam, *Secretary to the Director of Admissions and Student Affairs*  
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. Ormond Center for Research, Planning and Development*  
Norma J. Tate, *Faculty Secretary*  
Judy L. Williams, *Administrative Secretary, Registry*

## DIVINITY SCHOOL COUNCILS AND COMMITTEES 1973-1974

### Faculty Executive Council

The Dean; Representatives: Goodling, Herzog, M. Smith, Steinmetz; Members-at-Large—Bailey (2), Wilson (1), Young (3), Henry (1), Robinson (3).

### Administrative Committees

*Academic Standing:* The Dean, *ex officio*; Efrid, Ritchie, M. Smith, *ex officio*.

*Admissions:* The Dean, Ritchie, *ex officio*; Bailey, Bethea, Efrid, Ingram, Mickey. 2 Student Representatives—Phil Hathcock (1), Carol Lipscomb (1).



*Field Education:* Wilson, Bethea, Goodling, Nesbitt, Shoaf, H. Smith. Student Representative—Janice Johnson.

*Continuing Education:* Richey, Bethea, Ingram, Leonard, Nesbitt; Student Representatives—Bert Blomquist, Don Shuman.

*Library:* Farris, *ex officio*; Baker, Gillespie, Raitt, M. Smith; Student Representative—Rich Knox.

*Ministerial and Professional Qualifications (Judiciary):* Ritchie, Bergland, Ingram; 3 Student Representatives.

*Student Financial Aid:* The Dean, *ex officio*; Bethea, Honeycutt, Nesbitt, O'Neal, Ritchie, Shoaf, Wilson. Student Consultants—Jim Harris, Doug Dowling.

*Ad Hoc Archives:* Cushman, Henry.

## Educational Affairs Council

The Dean, *ex officio*; Representatives: Goodling, Herzog, M. Smith, Steinmetz; Elected Members: Bailey (1), Efird (1), Henry (1), Mickey (1), Wilson (1); Students: Mike Coyner (1), Drew Henry (1), Carl Johnson (1), Mary Hurmence (1).

## Academic Program Committees

*Academic Advisers:* Efird, *ex officio*; Raitt, Ritchie. 2 Student Representatives.

*Master of Theology Supervision:* Goodling, Richey.

## Joint and Special Committees

*Chapel Worship:* Bergland, Bethea, Ingram, Mickey, Hanks, *ex officio*; Rudin, Worship Counselor; Students—Pam Haddon, David Noyes, Sue Culbertson.

*Divinity School Review:* Robinson, Farris, Gillespie, Ingram. 2 Student Representatives.

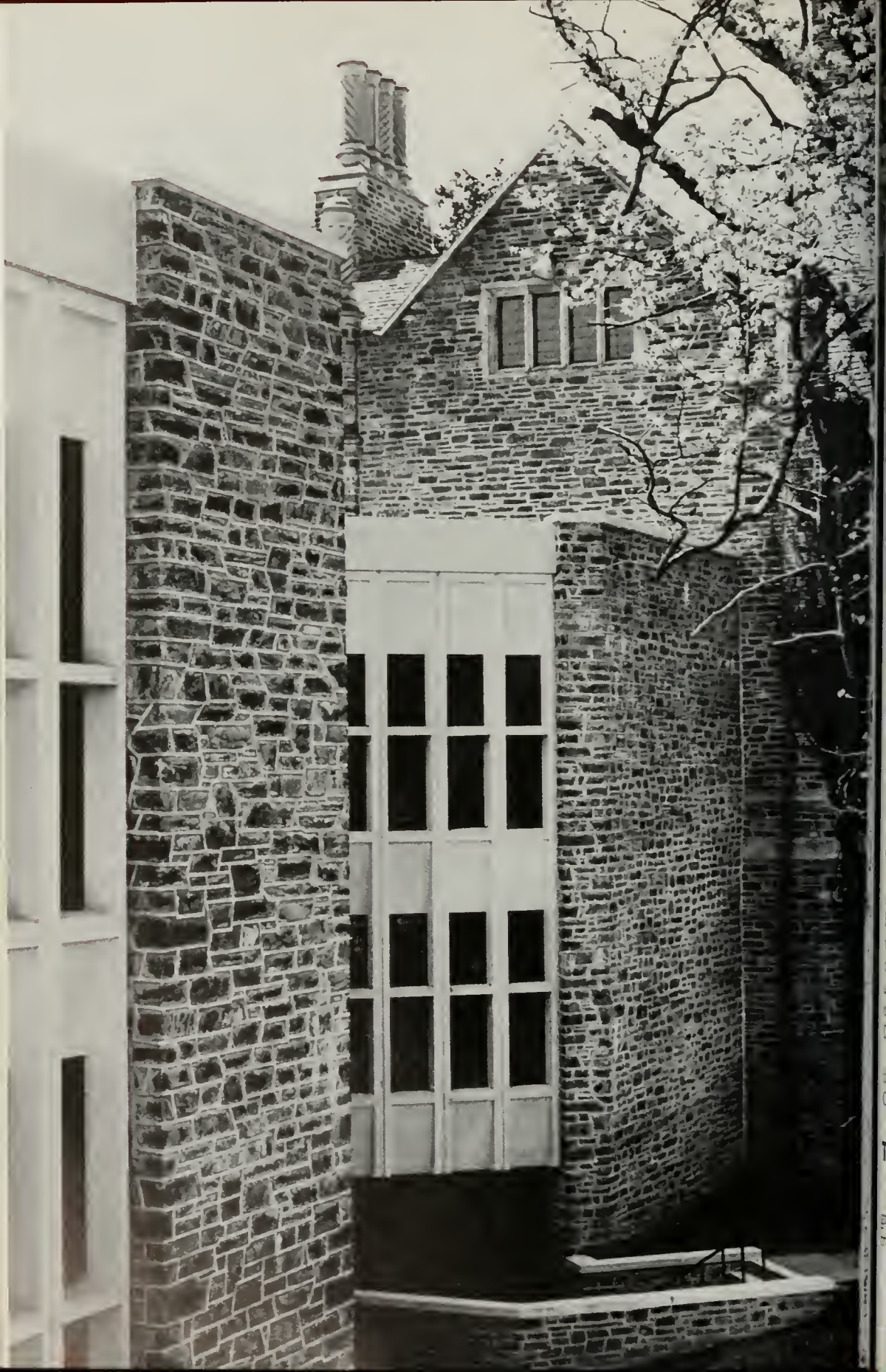
*Lecture Program:* Richey, Henry, Raitt, Young. 2 Student Representatives.

*St. Michael's (Dumfries) Associates:* H. Smith, Ritchie. 1 Student Representative.

*Social Concerns:* H. Smith, Bergland, Gillespie.

## Divinity School Board of Visitors

Dr. Bernhard W. Anderson, Princeton, New Jersey  
Bishop Robert M. Blackburn, Raleigh, North Carolina  
Mrs. Blanche Brian, Raleigh, North Carolina  
Judge J. Braxton Craven, Jr., Asheville, North Carolina  
Mr. Richard C. Erwin, Winston-Salem, North Carolina  
Mrs. Doak Finch, Thomasville, North Carolina  
The Reverend Ernest A. Fitzgerald, Winston-Salem, North Carolina  
Dr. James W. Fowler, III, Cambridge, Massachusetts  
The Reverend W. Wallace Fridy, Columbia, South Carolina  
Bishop Kenneth Goodson, Birmingham, Alabama  
The Reverend Nicholas W. Grant, Raleigh, North Carolina  
Mr. William R. Henderson, High Point, North Carolina  
Bishop Earl G. Hunt, Jr., Charlotte, North Carolina  
Dr. Major J. Jones, Atlanta, Georgia  
The Reverend Dr. Frank Jordan, Lake Junaluska, North Carolina  
Dr. H. Burnell Pannill, Ashland, Virginia  
Dr. A. Craig Phillips, Raleigh, North Carolina  
Dr. James Roy Smith, Arlington, Virginia  
Mr. William E. Stevens, Jr., Lenoir, North Carolina  
The Reverend Eben Taylor, Anderson, South Carolina  
Dr. Norman L. Trott, Washington, D. C.  
Dr. Wilson O. Weldon, Chairman, Nashville, Tennessee



# 1

## General Information

### Historical Statement

The Indenture of Trust signed on December 11, 1924, by Mr. James B. Duke, which established Duke University, mentioned first among its objectives the training of ministers of the Gospel. The Divinity School was, accordingly, the first of the graduate professional schools to be organized. Its work began in the year 1926-1927 with the formal opening exercises held on November 9, 1926.

The Reverend Doctor Edmund Davison Soper was the first Dean of the Divinity School. He resigned in 1928 to become President of Ohio Wesleyan University, and was succeeded by the Reverend Doctor Elbert Russell, who was then succeeded in 1941 by the Reverend Doctor Paul Neff Garber. In 1944, Dean Garber was elected to the episcopacy of The Methodist Church, and Doctor Harvie Branscomb assumed the duties of the Dean's office. In 1946, Dean Branscomb became Chancellor of Vanderbilt University, and in 1947 the Reverend Doctor Paul E. Root was elected Dean but died before he could assume office. The Reverend Doctor Harold A. Bosley became Dean in 1947 and resigned in 1950 to become the pastor of the First Methodist Church, Evanston, Illinois. The Reverend Doctor James Cannon was appointed Dean of the Divinity School March 1, 1951, and resigned the duties of the Deanship September 30, 1958. The Reverend Doctor Robert Earl Cushman assumed the responsibilities of the office of Dean on October 1, 1958, and served until June, 1971. The Reverend Doctor Thomas A. Langford was elected to the Deanship and succeeded to the office on July 1, 1971.

In February, 1972, the Divinity School doubled its physical facilities when its handsome new building was completed. Formal dedication services were held October 31, 1972.

### The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater University. By history and indenture, it stands squarely within the Christian tradition and recognizes its distinctive lineage in, as well as continuing obligation



toward, 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 selected representatives of the several communions who seek education for a church-related ministry. It has been from its inception ecumenical in aspiration, teaching, and practice. Ecumenical also is the actual membership of its faculty. Educational policy has consistently aspired to nurture a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is education for ministry. Ministry in Christ's name to the world increasingly assumes manifold forms. Provision for these variations of ministry is expressly supplied in the curricular resources of the School. However, while 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. Whatever form or context "the local church" of tomorrow may assume, Divinity School education remains predicated upon the historically grounded probability that these offices will remain.

Under the guidance of this perspective, the Divinity School aspires to prepare qualified students for the mature performance of their vocation, with disciplined intelligence informed by sound learning and equipped for worthy professional service. The aim of the school is not general but professional education for a Christian ministry. Its resources are offered to qualified students with vocational aims commensurate with those of the School. Although the student body is one of diversity of ministerial aims, the School seeks, by recruitment and financial support, to be responsive to the major continuing needs for the sound preparation of persons for ordination or lay professional vocations in the churches. This is regarded as a service to the Church and to the world, but pre-eminently 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 an opportunity to hear each year a number of leading ministers of the country. The University libraries make a rich collection of more than 2,400,000 volumes easily accessible. Selected courses in the Graduate School and in the professional schools are open to Divinity School students without payment of additional fees. The general, cultural, and recreational resources of the University are available to them on the same basis as to other students.

### **Library Resources**

**Divinity School Library.** The Divinity School Library, containing a collection of more than 165,000 volumes in the field of religion and closely related disciplines, affords an unusual wealth of material for the seminary student. Although it is an integral part of the University's nine-unit library system, which possesses more than 2,400,000 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, housing space for the special reference collection in religion and currently for more than 550 religious periodicals to which the library subscribes.

Staffed by a librarian and a reference librarian who are trained in theology as well as in library administration, and by a circulation staff of two persons aided 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 both basic courses and advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library, thus affording easy access to its many departments. The seminary student is permitted to withdraw books from the collection in the Perkins Library and to make use of its other resources and facilities. These include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps, rare materials (among which are sixty prized ancient Greek manuscripts), reference assistance, and provision for the borrowing of books not in the Duke libraries from the library of the University of North Carolina and other 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. Candidates for admission must hold the degree of A.B., or its equivalent, based upon four years of work beyond secondary education in a college which is approved by one of the regional accrediting bodies, and their college records must indicate their ability to carry on graduate-professional studies. They will be considered for admission on presentation of an official, satisfactory transcript of college and all other academic credits which they have acquired. Statements of recommendation are required.

Applications are evaluated with a view both to the academic achievement of the candidate and with reference to personal and professional qualifications for Christian ministry. While an overall academic average of *B-* (2.65 on a 4.0 scale) is ordinarily regarded as minimal for admission, the Committee on Admissions is impressed with a rising curve of achievement in the undergraduate program which gives evidence of ability to perform satisfactorily at the level of study required in the Duke Divinity School. The Committee makes its decisions on the basis of the whole body of credentials of an applicant, including supporting letters of recommendation and a personal statement of purpose.

The applications of students from foreign countries will be considered individually, the general principle being that 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 is made.

An application blank may be secured from the Admissions Office of the Divinity School. A minimum of thirty days is required to process any application, and in many cases this may take longer.

No admission is final until approved by the Student Health Service, which requires a certificate of immunization and general health to be submitted not earlier than July 1 and not later than September 1.

Entering students are also 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 request a postponement for later entrance in writing to the Director of Admissions and Student Affairs. A student who withdraws from school for personal reasons and desires to return at a later date must file a written request for a leave of absence with the Director of Admissions and Student Affairs. (Academic leaves of absence require permission of the Director of Academic Affairs.)

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

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 publishes as a suggested guide the statement of the American Association of Theological Schools respecting undergraduate preparation for theological study in the Divinity School.

The student contemplating theological study should correspond at the very earliest opportunity with the school or schools to which he intends to apply and with the authorities of his church in order to learn what will best prepare him for the specific program he expects to enter. He will be likely to find under the guidance of the seminary that he should consider the following subjects:

English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, where psychology, sociology, and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; Biblical and modern languages; religion, both in the Judeo-Christian and in the Near and Far Eastern traditions.

Some seminaries require Greek or Hebrew for admission, and many advanced Biblical courses are offered in the original tongues; modern languages have a less direct but immensely educative role and are required at the graduate studies level.

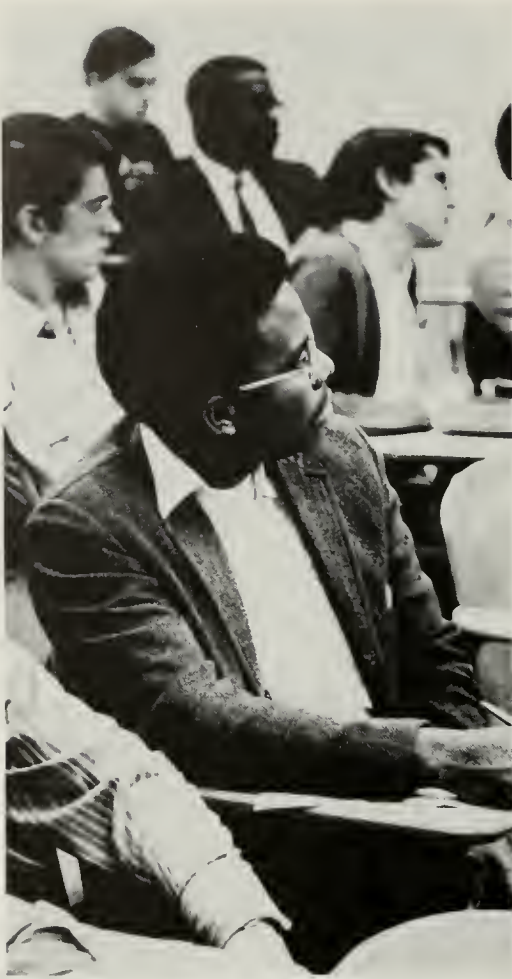
It is the understanding gained in these fields rather than the sum of the credits or semester-hours which is significant.

In many seminaries students who have been well prepared in religion and equipped with the tools of theological study will be set free, not to complete their theological course more quickly, but rather to pursue more advanced studies. The principle constantly to be kept in mind is not that of satisfying paper regulations and minimum requirements, but of making the most of opportunities for education.

**Transfer of Credit.** Under certain conditions transfer of credit from theological schools accredited by the American Association of Theological Schools is provided for 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 requirements of the Divinity School for graduation. Ordinarily, credit from another institution will not be granted exceeding one-half of the total number of credits required by the Divinity School for graduation. 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





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. Students admitted on probation may carry only limited schedules of 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. A student admitted on probation ordinarily shall not be eligible for advanced standing.
3. Students on probation will have their work reviewed 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, from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates his/her 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 to exhibit attitude and conduct conformable with the recognized standards of their Christian profession. While no honor system relating to academic integrity is formalized within the Divinity School, application for and admission to the courses of study assume the student's assent to full compliance with recognized standards of integrity in the fulfillment of academic tasks.

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.

As a graduate-professional school of theology, the Divinity School expects, on the part of the student, an increasing manifestation of maturity and professional purposiveness in discharge of personal and academic responsibilities appropriate to the level of advanced academic work leading to the high and exacting demands of the Christian ministry. Since personal and professional qualifications for the ministry will be considered in evaluating the candidacy of all students for degrees, students whose progress or development indicates that they are not suited to the work of the ministry will not be allowed to continue in the School.

**Faculty Advisers.** Each entering student is assigned to a faculty adviser with whom he/she will consult concerning the course of study. Such consultation shall continue throughout the student's period of study 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. The center of 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 some residence hall and apartment accommodations for single graduate and professional school men and women. Since no married student housing facilities are presently available, the Department of Housing Management provides assistance to married graduate and professional students in locating suitable housing in Durham where varied types of living units are reasonably available. There are many relatively new apartment complexes and a few older apartments. Houses and duplex units are available in limited numbers from time to time.

The Graduate 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 and are primarily for graduate and professional students. The Graduate Center houses male graduate students, female graduate students, and female undergraduate students. Common facilities on the main floor are shared by men and women. Students normally occupy graduate residential space for the academic year but for no period less than a semester or specified term.

Rooms in residence halls and spaces in the Town House Apartments or other rental units are reserved for applicants only if they have been accepted for admission, and after the required \$50.00 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 Divinity School has 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 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.

The charge for each person in a double room for the academic year is \$371.00 in the Graduate Center. The limited number of single rooms is reserved for returning students.

The fee of Town House Apartments is \$670.00 each for the academic year on the basis of three students to an apartment. Utility charges are included in these fees.

Housing fees are subject to change prior to the 1973-74 academic year. A \$50.00 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.

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.

**Food Services.** Food service on both East and West Campus is readily available. The dining facilities on the West Campus include one straight-line cafeteria with multiple-choice menus, a free-flow 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 sandwich 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 \$3.00 to \$3.50 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 required to carry insurance coverage 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 under the direction of Dr. W. J. Kenneth Rockwell, which is located in the Pickens Rehabilitation Building, provides evaluations and counseling and/or treatment for matters ranging from ordinary growth and development to the most serious emotional and personal problems.

## **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 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.

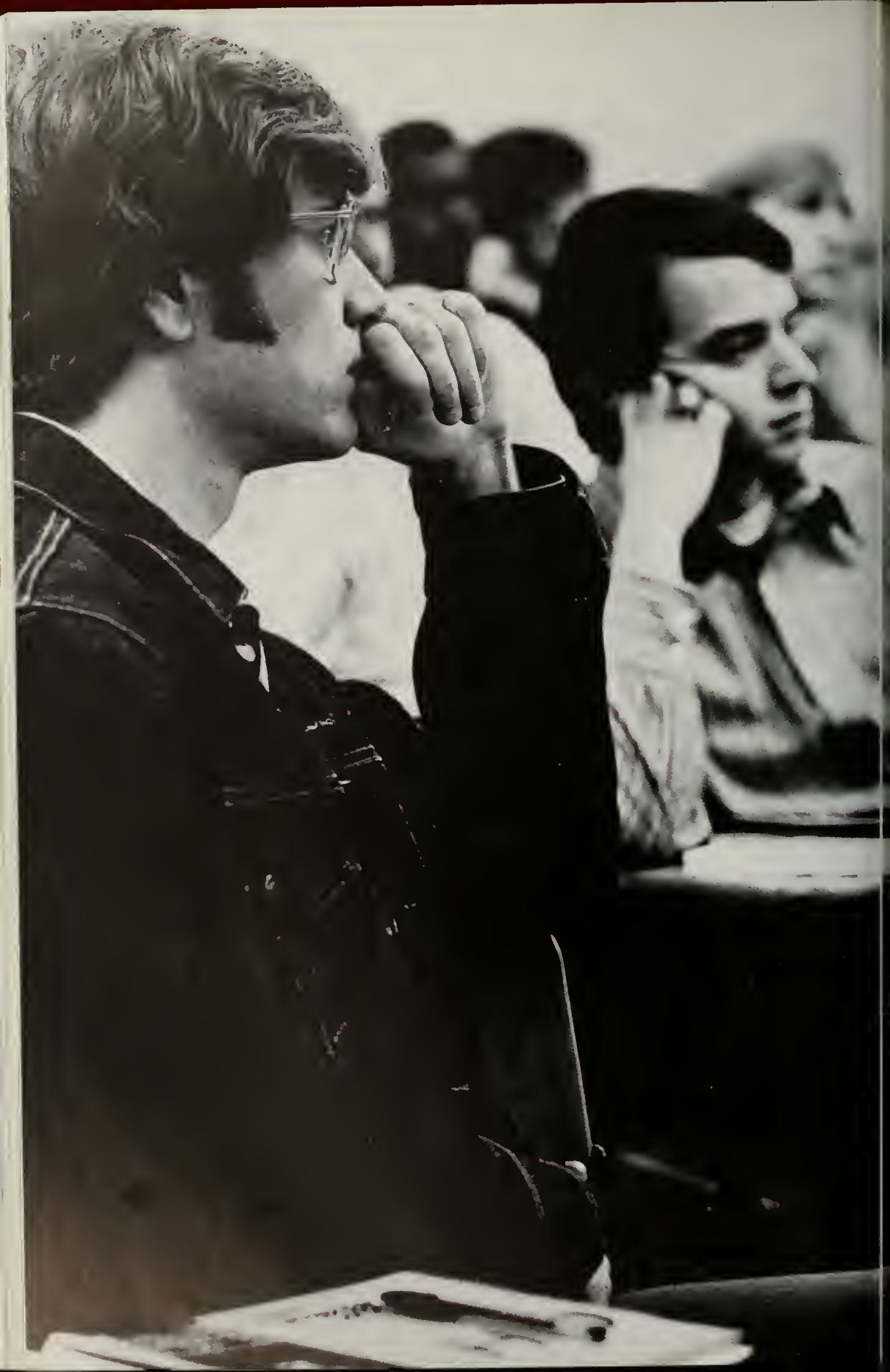
## Support Services

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 continually 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 from \$2,800 up, with the average approximately \$3,000, and a married couple may expect to spend from \$5,000 up.

**Master of Divinity and Master of Religious Education Candidates.** The table below lists only 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.

	<i>Per Semester</i>	<i>Per Year</i>
Tuition—M.Div. and M.R.E.	\$700.00	\$1400.00
Approximate Cost of Meals	325.00	650.00
Room (double) Graduate Center	185.50	371.00

Tuition will be charged at the rate of \$56.00 per semester hour. The figures shown are for a program carrying 25 semester hours per annum. 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 \$58.00 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 required of 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. This 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. After the day of registration no refund of tuition will be made unless the student involuntarily withdraws to enter the armed services or dies during the course of the semester.

A student who is reported by the Bursar's Office as delinquent in his account will be debarred from credit in courses, nor will he be approved for graduation until all indebtedness has been settled.

**Housing.** The charge for each person in a double room for the academic year is \$371.00 in the Graduate Center. The limited number of single rooms are reserved for returning students.

The fee for Town House Apartments is \$670.00 each for the academic year on the basis of three students to an apartment. Utility charges are included in these fees.

Housing fees are subject to change prior to the academic year. A \$50.00 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 Community Life.

**Food.** Food service, on East and West Campuses, is described under Living Accommodations. The cost of meals approximates \$3.00 to \$3.50 per day, depending upon the needs and tastes of the individual.

## **Motor Vehicles**

There is a \$10.00 registration fee for all automobiles (\$5.00 for two-wheeled motor vehicles) used on campus. For specifics see page 13 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. While the exact method of financing the full theological degree cannot be assured at the beginning, he should have a clear understanding of his expenses and the sources of income for his first year and the assurance that there exist ways of financing the subsequent years.

The Committee on Financial Aid will counsel the student concerning financial needs and possible resources. In estimating student budgets the fixed cost of educational expenses (tuition, fees, etc.) are added to the average cost per student, providing for variations occasioned by the student's status (single, married, dependents, student pastor, indebtedness, etc.) at the time of admission. Students are allowed to exercise freedom and express their legitimate individuality in the use of their funds, but financial aid support is necessarily determined by what is considered average for students within the same category.

There is constant review of available resources in order to assist the greatest number of students. A first principle is that the basic financial responsibility belongs to the student who is expected to rely upon his personal and family resources, his earning and his 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. Resources are not sufficient to guarantee the complete underwriting of every student's seminary education. It is the goal of the Financial Aid Office, however, to assist each student in planning his financial program so that he will incur as little indebtedness as possible.

The total amount available through the Divinity School is limited. Likewise, 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.

### Principles:

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 most 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 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 student 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 is desirous of a theological education should be willing to provide insofar as possible for the cost of such education from his own resources. These may be savings and earnings, support or loans from family and friends, and, if married, earnings of spouse and gifts from parents 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. *Both 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 depend-





ing upon demonstrated need. Likewise, tuition grants in varying amounts are 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 concerned 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.

*Note:* 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.** This legacy was established in 1952 under the will of the Reverend R. Ernest Atkinson of Richmond, Virginia, who was a member of the Trinity College Class of 1917.

**Emma McAfee Cannon Scholarship.** This fund was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist in tuition payment for a student from the North Carolina Annual Conference of The United Methodist Church who is studying for the pastoral ministry and planning to spend that ministry in the North Carolina Conference. If a student from that Conference is not available, the scholarship may be awarded to any other student preparing for the pastoral ministry at the discretion of the Committee on Financial Aid.

**The Cleland Scholarship Fund.** This fund was established in 1963 by Alice Mead Cleland and James T. Cleland (James B. Duke Professor Emeritus of Preaching and Dean of the Chapel Emeritus) to provide travel expenses for the graduating senior—and wife—from the Divinity School chosen annually for a year's appointment as assistant minister in the historic Presbyterian Kirk of St. Michael's in Dumfries, Scotland.

**E. M. Cole Fund.** This fund was established in 1920 by Mr. Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina.

**Dickson Foundation Awards.** The Dickson Foundation, Incorporated, of Mount Holly, North Carolina, has created a scholarship program for the purpose of providing assistance to Divinity students who demonstrate financial need and superior ability. Preference is given to children of employees of American and Efird Mills, Incorporated, 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 participate as assistant pastors in rural United Methodist churches under the Endowment and Field Education Program.

**N. Edward Edgerton Fund.** This fund was established in 1939 by Mr. N. Edward Edgerton of Raleigh, North Carolina, an alumnus of Duke University of the Class of 1921.

**The George D. Finch Scholarship Fund.** In 1972 Mr. George David Finch, '24, of Thomasville, North Carolina, established this scholarship fund, to be used for the benefit of worthy students in the Divinity School.





**The James A. Gray Fund.** In 1947 Mr. James A. Gray of Winston-Salem, North Carolina, presented the fund, which bears his name, to the Divinity School for use in expanding and maintaining its educational services in behalf of North Carolina churches and pastors.

**P. Huber Hanes Scholarship.** The late Mr. P. Huber Hanes, Sr. of Winston-Salem, North Carolina, an alumnus of Duke University of the Class of 1900, established for Duke University an annual scholarship fund, a portion of which is used to provide financial assistance for Divinity School students.

**The Franklin Simpson Hickman Memorial Fund.** In the summer of 1966 Mrs. Veva Castell Hickman established a memorial fund in memory of her husband, The Reverend Professor Franklin Simpson Hickman, who served as Professor of the Psychology of Religion, 1927-1953; was Dean of the Chapel of Duke University 1932-48; and the first Preacher to the University, 1938-53. The income of the Fund will give support to two enterprises: (1) a regular visiting lecturer in preaching, and (2) financial aid to students in the Master of Theology program

who wish to specialize in the psychology of religion, or the psychological study of religious experience.

**George M. Ivey Scholarship Fund.** This fund was established in 1948 by gift of George M. Ivey of Charlotte, North Carolina, an alumnus of Duke University of the Class of 1920.

**Charles E. Jordan Scholarship Fund.** This fund was established by the family of Dr. Charles E. Jordan in his honor.

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

**Laurinburg Christian Education Fund.** This fund was established December 11, 1948, by gift through the Methodist College Advance Fund.

**Myers Park Scholarship Fund.** This fund was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina.

**W. R. Odell Scholarship.** This fund was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina.

**Gilbert T. Rowe Memorial Scholarship Fund.** This scholarship fund was established in 1960 through the generosity of Divinity School alumni and friends of the late Gilbert T. Rowe, Professor of Systematic Theology.

**Elbert Russell Scholarship.** This scholarship was established in 1942 by the Alumni Association of the Divinity School in honor of Elbert Russell, who served as Dean of the Divinity School and Professor of Biblical Theology.

**Hersey E. Spence Scholarship.** This scholarship was established in 1947 by the Steele Street Methodist Church of Sanford, North Carolina, in honor of Professor Hersey E. Spence, a former pastor of the congregation.

**The United Methodist Church.** The United Methodist Church makes a substantial contribution to the Divinity School by designating a certain percentage of its World Service offerings to the Divinity School.

The North Carolina and the Western North Carolina Conferences direct a certain percentage of their College Sustaining Funds to the Divinity School. The South Carolina Conference is a contributor to the Divinity School operational income.

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

Local United Methodist churches and individuals make contributions to the financial aid program of the Divinity School, thus making it possible to assign students under the Endowment and Field Education Program to urban and out of state churches.

**Dempster Graduate Fellowships.** The United Methodist Board of Education offers each year the Dempster Graduate Fellowships for graduates of United Methodist Theological Schools, who are engaged in programs of study leading to the degree of Doctor of Philosophy in religion with a view to teaching in United Methodist colleges and seminaries. Several Divinity School graduates have held these fellowships.



# 5

## Field Education

### The Theological Perspective

Field education for ministry occurs where the theological formulation of faith engages the human situation in the world. The field 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 effectively relating theory to experiential data; (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 a learning program designed to place Divinity students in situations where they can bring their theological concepts to bear upon the problems and dilemmas of real life, through which they may develop skill in ministerial functions and from which they may bring the perceptions of personal experience to bear on their reflective studies. Through this field learning process, theological cognitive constructions may be integrated into the student's life and expressed in effective ministry behavior.

This kind of field learning is based upon experience, but extends beyond mere experience to utilize reflective processes in order to gain understanding from the

encounter. Its locus is in a field context which 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 must contain qualified and sustained supervision, adequate ministry tasks capable of producing genuine learning, effective evaluation and permission for 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 normally 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, retire-



ment 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.

## **Administering Field Learning**

The development of learning contexts in the field and the planning for suitable student participation require the use of clearly understood procedures. The steps outlined below should provide the student a measure of freedom to plan for his field learning while meeting agency goals and the school's responsibility for appropriate training for all the students.

1. Enrollment in the Divinity School qualifies the student for participation in the Field Education Program.
2. Application for admission to Field Education Programs must be made on proper forms directly to the Director of Field Education. Deadlines for applying for assignment must be met as follows: April 1 for the summer term and September 1 for the winter term. In the case of winter mid-term enrollments, placement will be based upon the availability of approved settings and cannot be assured upon admission to the school.
3. If a financial aid grant is associated as a stipend for the field placement, authorization for the amount must be made by the Financial Aid Committee and reported by the Financial Aid Secretary to the Office of Field Education before the student's application can be processed. Remuneration stipends are based on demonstrated financial need as determined by the Financial Aid Committee, provided that where there is no financial need, a base stipend of at least \$300 may be allotted so that all students may have access to useful learning settings.
4. To provide specification and direction to learning in the field setting, each student will be requested to prepare an individualized learning contract, using guidelines supplied by the school, which will outline learning goals and procedures for achievement in the field. This will form the basis for student learning and evaluation, and it will assist in the planning for placement.
5. When students are placed as students-in-training for learning as well as serving purposes, the assignment will be the result of a series of interview consultations between the student and Director to develop a suitable plan based on an attempt to relate the student's professional learning needs, as reflected in his learning contract, to an appropriate field context capable of producing the desired learnings. To assist the student's evaluation of possible settings, an annotated listing of all current placements is available. When it is essential to the plan, students and/or field supervisors may request an interview to explore their concerns. Recommendations are made to the Director who includes these data with all the factors involved in completing the plan. An official notification of the placement, and the terms agreed upon, will be sent to the student and field supervisor by the Director prior to the beginning of the term of service.
6. Supervision is one of the key elements in field learning. Each student will be assigned a field supervisor who will guide his learning activities and deal with experiential and relational issues. The field supervisor may be the same person as the job supervisor; however, in special contexts the



field supervisor may be a specialized professional assigned to guide particular experiences. Together the student and field supervisor will conduct an evaluation of progress with the learning contract, adjustment problems, perceptions of personal and social dynamics in the situation together with their theological implications. A final term evaluation in written form will be required of both the student and the supervisor.

## 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 9 to 12 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 satis-

factorily met and the evaluation reports are filed, credit for up to 6 semester hours may be assigned for the internship.

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 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.

## **Student Pastor Program**

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. They are titled "Student Pastor" as a means of identifying their relationship to the church as well as the school. Those students already enrolled in the Divinity School may be appointed by an Annual Conference or other official agency of a recognized denomination to serve as an associate or student pastor. The student must have the approval of the Director of Field Education, as agent of the Dean, before accepting an appointment as an associate or student pastor. The Field Education Office cannot make student pastor appointments; denominational authorities must do this. Students must initiate their own arrangements. The Field Education Office will provide information currently available about student appointments (pastorates) 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. For those students who serve as part-time associate pastors, in an independently arranged position, the same provisions outlined above will prevail.

Since they assume dual responsibilities, student pastors may enroll for not less than seven nor more than ten hours per semester, thus requiring, in most cases, four academic years to complete the Master of Divinity degree. If the parish residence is located more than 50 miles from the campus, a student pastor will be required to live on campus during the academic week. Any deviation from this requirement must be negotiated with the Director of Field Education.

In keeping with the School's concern to develop professional competence in ministry, student pastors will be expected to 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 student pastors for their professional growth and performance. For particular field learning projects, a special supervisor may be assigned to guide the pastor's learning activity in his parish. Periodic evaluation will be expected from both supervisors and student pastors. The field education required units may be done in the student pastor's parish, provided all the conditions outlined for credit are fully met and all reports 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 regularly 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 Franklin W. Young, Director, 209 Divinity School.

## The Basic Theological Degree—Master of Divinity

**Recent Curricular Revision.** In 1948 a greatly altered curriculum, providing for both vocational differentiation and area concentration, was introduced and was in force until 1959 when further alterations and articulations of that program were instituted.

More recently, after intensive study which included consultation with the administration, the faculty, students and alumni, a revised curriculum leading to the basic theological degree was instituted in the fall of 1967 subject to further emendations. Further study and consultation produced various other alterations, and the present program was adopted by faculty action January 22, 1969.

This degree program is the result of earnest and searching consultation and inquiry. It seeks to be a positive response to (1) the challenge to provide an adequate professional education, education for ministry; (2) needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the perennial summons of the abiding Christian tradition.

**Aims of the Curriculum.** The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility also deemed to be 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.

Obviously goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary widely with the individual and his/her 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 formation.

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/her undergraduate academic work. In any case, a total of 51 semester hours are 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 under 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 of 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. On 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 new curriculum, like that of the preceding one, 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.

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

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 would be 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 or through his Ministering-in-Context.

A normal academic load is four courses with credit.

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

<i>Fall Semester</i>	<i>s.h.</i>	<i>Spring Semester</i>	<i>s.h.</i>
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
Church and Ministry	2 or 3*	Elective	3
Elective	3	Elective	3
Total	12 or 13	Total	13

#### Middler Year

<i>Fall Semester</i>	<i>s.h.</i>	<i>Spring Semester</i>	<i>s.h.</i>
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

## 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

\*Optional

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



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

3. Student Pastors in candidacy for the Master of Divinity degree are advised that their program will normally require a fourth academic year. Modification of this schedule of expectancy will be treated with reserve and will require the express approval of the Director of Academic Affairs on recommendation of the Director of Field Education.

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

*b.* An entering student desiring to serve as a student pastor must have the approval of the Director of Field Education and must participate in an Orientation and Training Program (see Field Education, page 27).

*c.* 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 the regulation 3a stated above, governing the course load of all student pastors-in-charge.

*d.* Modifications of these regulations, in the case of individual student pastors, will be scrupulously administered in terms of location of charge and commuting distance, magnitude of assignment, and residence during the academic week. Demonstrated academic achievement will regularly condition any modification of the normal limitation. Since adequate indication of the student's academic proficiency will not be available before the completion of the first academic year, no modification of regulation 3a for junior students is allowed.

Ordinarily, a Student Pastor may not commute more than fifty miles (one way). Student Pastors living further 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 providing they are not on probation, are under the supervision of the Director of Field Education, and possess field duties involving no more than 15 hours per week.

5. A student in candidacy for the Master of Divinity or Master of Religious Education degree shall enroll for no less than 7 semester hours in any semester. Variations from this regulation shall be by 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. Permission will not be granted in the absence of a strong academic record. 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, page 6).

8. Auditing of courses is permitted on notice to the Director of Academic Affairs and by permission of the faculty instructor concerned. Auditors, not in regular course of study as candidates for degrees, are subject to a \$40.00 fee by University regulations.

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 Student 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 six hours of Independent Study. These Independent Study courses are ordinarily courses at an advanced level and 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 will have direction of that particular 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. While 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 who offers not less than 6 semester hours of college credit, with 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 who offers not less than three semester hours of college credit with a grade of *B* or better in one or more of these areas may, for satisfactory performance in a qualifying examination in the discipline, be granted advanced standing. Entering students who qualify under this provision must, on notice of admission, make request for the privilege of sitting for such an 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. Variations of sequence are excluded except in the instance of students on limited programs, as in the case of student pastors, arranging their studies over four years, or Special Students.

Students who matriculate for the second semester of the junior year in January will be responsible for fulfilling requirements of the first semester of the junior year the succeeding fall semester.

The curriculum intends to serve graduate-professional aims with maximum flexibility. Fifty-one (51) elective course hours are available for proper ordering and programming to serve the ends of vocational and professional incentives. 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. To this end the student may need to consult several members of the faculty and staff for guidance and, in fact, is encouraged to do so.

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 the curriculum is inadequate and 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 to be foundational and purposeful 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 provisions supplied by any 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 supportive of and 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 expected of them.

**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/her control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest jointly with the Director and the instructor concerned. The Director will communicate in writing with 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, March 1;

for Incompletes incurred in spring semester courses, October 10.

**Change of Course or Withdrawal.** A student is permitted to change his/her 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, naturally, requires the permission of the instructor of the course in addition to the student's faculty adviser.

No student shall be permitted to drop a course after the expiration of 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 carefully those 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 normally 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. Field project, supervised by the Director of the program, with final oral examination by committee.

3. Weekly conferences of candidates with the Director of the program or another resource person. (Required in the first semester of the first year, and 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)	
Field project (Required of all candidates and usually scheduled in fall semester of second year)	

## 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

\*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.



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.

3. Residence for one academic year.

There are no general language requirements, except that 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.





# 7

## Black Church Studies

A number of agencies and institutions have made significant contributions to the life of Black people in America. No one, however, nor 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 in 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. The Divinity School is fortunate to have secured a Director of Black Church Studies, Reverend Joseph B. Bethea. In addition, Dr. Carleton Lee, a distinguished Black scholar, was to have begun teaching responsibilities at Duke in the Fall of 1973, but Dr. Lee's untimely death in November, 1972, has hindered the fuller development of a Black Studies Program. The Divinity School is continuing its search, however, for a person of achievement and promise in this important area. 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 Reverend 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 new Continuing Education Center and the appointment of a Director of Continuing Education have enabled the Divinity School to offer expanded service in Continuing Education for Ministry. Dr. McMurry S. Richey, Professor of Theology and Christian Nurture, has assumed major responsibility as Director of Continuing Education to develop programs at the Divinity School and extension services in the region in cooperation with church leaders in Continuing Education. The Charles P. Bowles Continuing Education Center in the new wing of the Divinity School includes the Continuing Education Seminar Room and eleven spacious study carrels for ministers involved in short or long-term individual study or in-residence seminars.

### 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, The Divinity School, Box 4673, Duke Station, Durham, North Carolina 27706.

### In-Residence Seminars

During the academic year 1972-73 the Divinity School has conducted, under leadership of the Director of Continuing Education, a series of one- and two-week in-residence studies centering in the new Continuing Education Center.

Fall Semester seminars:

- "A Study of India," September 18-22, led by Dr. Creighton Lacy, Professor of World Christianity.
- "A Study of Romans," October 2-6, led by Dr. D. Moody Smith, Jr., Professor of New Testament Interpretation.
- "Black and White," October 9-13, with Olivia Pearl Stokes, National Council of Churches specialist in Urban Education, guest leader, with the Reverend Joseph B. Bethea, Director of Black Church Studies.
- "Salvation Today," November 27-December 8, led by Dr. McMurry S. Richey, Professor of Theology and Christian Nurture, with lectures also by Professors David C. Steinmetz, Robert E. Cushman, Carlyle Marney, Creighton Lacy, Frederick Herzog, and Thomas A. Langford.

Spring Semester seminars:

- "Downtown Church: Possibility/Problems," January 23-25, sponsored by "JSAC" (interdenominational Joint Strategy and Action Committee Strategy/Screening Task Force), led by Dr. Robert L. Wilson, Research Professor of Church and Society; Dr. Ezra Earl Jones, Department of Research and Survey, National Division, United Methodist Board of Global Ministries; and Dr. Norman E. Dewire, JSAC.
- "Parish Planning and Development," February 12-16 and 19-23, co-sponsored with Town and Country leadership of the North Carolina and Western North Carolina Conferences. Leaders: Bishop Edwin R. Garrison, Professors Robert L. Wilson, M. Wilson Nesbitt, O. Kelly Ingram.
- "Young Pastors' Seminar," March 12-16, for seminary graduates of 1968-70, led by Dr. Mark A. Rouch, Associate Director for Continuing Education, Division of the Ordained Ministry, The United Methodist Church.
- "Black Church Strategies," March 26-30, led by the Reverend Joseph B. Bethea, Director of Black Church Studies.
- "Doctrine and Doctrinal Standards," April 23-27, 30-May 4, led by Dr. McMurry S. Richey and colleagues.
- "Clergy and Laity," April 30-May 4, 7-11, led by Dr. Robert L. Wilson, Dr. McMurry S. Richey, other resource leaders, with lay participants.

## Extension Seminars and Courses

Annually for a quarter century the Divinity School, with the support of the James A. Gray Fund, and in cooperation with United Methodist Boards of Ministry and, more recently, Committees on Continuing Education, has conducted a series of extension or regional seminars for alumni and other ministers, both professional and lay. Leadership for the seminars includes faculty representatives from Duke and other institutions as well as prominent churchmen from the region. Directed in former years by Professors Kenneth W. Clark and William Arthur Kale, as well as the present Director, these seminars are now an integral part of the Continuing Education program.

The theme for the fall, 1972, seminars was "New Challenges to Faith and Proclamation." The Virginia Seminar was held in Mount Olivet United Methodist Church, Arlington, October 17-18. Lecturers were Dr. Lowell D. Stricker, Department of Religion, Temple University, and Dr. Thomas A. Langford, Dean and Professor of Systematic Theology, Duke Divinity School. Bishop W. Kenneth

Goodson of the Richmond Area was the preacher. Other leaders were Dr. Roy L. Smith, host pastor; Dr. James W. Turner, host district superintendent; and the Reverend Gilbert Cofer, Alexandria District.

The South Carolina Seminar was held at Lutheran Theological Southern Seminary, Columbia, November 8. Lecturers were Dean Langford; Dr. John D. Godsey, Professor of Systematic Theology, Wesley Theological Seminary; and Dr. Hugh George Anderson, President, Lutheran Seminary. The preacher was Bishop Edward L. Tullis. Other leaders were the Reverend William C. Stackhouse, Chairman, South Carolina Conference Continuing Education Committee; and Professor Martin F. Saarinen, Director of Continuing Education, Lutheran Theological Southern Seminary.

A third seminar, on "Understanding and Addressing the Secular Mind of Today," was held at Pfeiffer College, January 29-31, 1973. Lecturer for this study was Dr. Roger L. Shinn, Reinhold Niebuhr Professor of Christian Social Ethics, Union Theological Seminary, New York. This seminar was planned in cooperation with the Western North Carolina Conference Committee on Continuing Education, the Reverend Donald W. Haynes, Chairman, and its Extension Studies Committee, the Reverend Oscar Dowdle, Chairman, and served as the beginning unit of a semester post-seminary course offered by the Divinity School for ministers in the Charlotte area, with subsequent sessions on alternate Mondays of the Spring semester at St. James United Methodist Church, Charlotte. Dr. McMurry S. Richey directed the seminar and the continuing course, with resource leaders from the Divinity School and other institutions.



## 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 forums, along with alumni reunions and social occasions. The 1972 Convocation was held October 30-November 1. Dr. Edmund A. Steimle, Brown Professor of Homiletics, Union Theological Seminary, New York, was the Convocation Preacher. Dr. Ray C. Petry, James B. Duke Professor Emeritus of Church History, was the James A. Gray Lecturer. The Franklin S. Hickman Lecturer was Dr. Emerson S. Colaw, Hyde Park Community United Methodist Church, Cincinnati. Bishop Robert M. Blackburn of the Raleigh Area gave the Bishop's Hour address, and was joined by Bishop Earl G. Hunt, Jr. of the Charlotte Area for the Bishops' Panel. Dr. William Arthur Kale, Professor of Christian Education, was Alumni Lecturer. A special feature of the program was the dedication of the new Divinity School wing and the Alumni Memorial Commons Room.

The 1973 Convocation and Pastors' School, scheduled for October 29-31, will feature as Gray Lecturer Dr. Brevard Childs of Yale Divinity School; Bishops Earl G. Hunt, Jr. and Robert M. Blackburn as Convocation Preachers; the Franklin S. Hickman Lecturer on Ministry; Alumni Reunions for the Classes of '33, '38, '43, '48, '53, '58, '63, and '68; and as special new components, a series of "mini-courses" with various faculty members and small group dialogue sessions between students and ministers. Further information will be available from Dr. McMurry S. Richey, Director.

## 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 the North Carolina Pastors' School, held simultaneously on the Duke University campus.

**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 campus for the period of two weeks. It culminates in two public lectures delivered in the context of the Divinity School Convocation and North Carolina Pastors' School.

**Symposium of 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."

## **Summer Institute for Ministry (Clinics and Studies)**

The annual summer clinics for ministers, wives, and other church leaders were held at the Divinity School from July 24 to August 3, 1972. These clinics, designed to supplement seminary education through intensive training in one selected subject, dealt with "Preaching in the Seventies," "The Minister's Marriage and His Family," "Christian Faith and Cultural Revolution," and "Church Dynamics in the Racially Changing Community." Guest leaders were Dr. Robert W. Kirkpatrick, Professor of Homiletics, Union Theological Seminary, Richmond; Dr. John H. Graham, Department of Town and Country Ministries, National Division of the Board of Missions, The United Methodist Church, New York; and Dr. Alan K. Waltz, Director of Research, The Program Council, The United Methodist Church, Dayton. Divinity School faculty leaders and lecturers were Professors John W. Carlton, Richard A. Goodling, P. Wesley Aitken, McMurry S. Richey, Robert L. Wilson, Thomas A. Langford, and M. Wilson Nesbitt, Director of the Summer Clinics.

The 1973 Summer Institute for Ministry, scheduled for July 2-12, will expand the Summer Clinics program to enable participants to enroll for one or both weeks and for a study course (Theology, Exegetical Studies, The Churches and the New Evangelicalism, The Minister as Change Agent) as well as a one- or two-week clinic (Pastoral Care, Evangelism for Today, Worship in the Contemporary Church, Parish Development). There will also be evening lectures, symposia, and other programs of general interest.

## **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-fifth session of the Course of Study School is from June 25-July 20, 1973.

## **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 other 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. Candidates who extend their program over the calendar year receive four certified units of clinical pastoral education.

2. Single quarters of basic clinical pastoral education are offered to qualified candidates beginning the first of February, 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 non-degree 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, non-degree 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 normally 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 to be used 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.



# 9

## Courses of Instruction

### Course Enrollment

Required courses are numbered 9 to 33. Elective courses carrying credit in the Divinity School only are numbered 70 to 199. Courses approved for credit by both the Divinity School and the Graduate School are numbered 200 and above. Divinity School students seeking to enroll in such jointly approved courses must have satisfactorily passed the basic work in these fields, such as Bible, Church History, Theology and Christian Ethics. Many courses of the 200 level require permission of the instructor for enrollment by Divinity School degree candidates. All courses of the 300 level require this permission. For this prerequisite 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 each semester registration.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of the Divinity School*. Those courses only which are published in this *Bulletin* are approved for fulfillment of requirements for degrees offered by the Divinity School, other than 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, 1973-1974

The following courses are tentatively scheduled to be offered during the academic year 1973-74. Consult the following pages for full description.

OT: 11, 101, 106A, 130, 201-202, 207, 208, 304, 307, 350.

NT: 18, 103-104, 114, 116A, 118, 226A, 341.

CH: 13, 14, 139, 334, 336, 339, 344.

HT: 111, 120, 121, 123, 125, 141, 260.

AC: 28, 384, 385, 395, 396.

CC: 101, 102, 229.

CT: 32, 108, 110, 200, 210, 225, 226, 300, 320, 322, 372.

CHE: 33, 130, 194, 243-244, 383, 392.

CP: 128, 129, 146, 151, 152, 154, 155A, 157, 179A-B.

PR: 30, 181, 185, 203.

CW: 34, 178, 180, 182, 184.

CM: 9, 10.

PP: 70, 170, 173, 176B, 176C, 176D, 177, 178, 271, 273, 274, 275, 277B, 277C, 278, 279, 281A,B, 282A,B.

## 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. *Bailey 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. *Bailey*

106B. *Amos and Hosea.* 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 Testament 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. *Bailey, 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 ex-

egesis 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*

**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 in the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. 4 s.h. *Efird or M. Smith*

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

**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. *Efird*

**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. Prerequisites: 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. *Gillespie and F. Young*

**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 dogmatists 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 Marsilius 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. *Raitt*

**339. The Radical Reformation.** Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Müntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpect, 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. *Gillespie*

**120. Early Medieval Theology of Grace.** A study of anthropological theology in the early and medieval church. 3 s.h. *Gillespie*

**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. *Gillespie*

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

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

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

**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 struc-



ture 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. *Steinmetz*

## 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 Theatre and Evolving Theological Forms.** An examination of creed and ritual implicit and explicit in contemporary American theatre, 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 con-

temporary 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. 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. 3 s.h. *Staff*

**108. Major Trends in Contemporary Theology.** A study of recent developments in theology, such as non-religious theology, hermeneutic theology, and death of God theology, in the light of revelation and authority. 3 s.h. *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. Prerequisites: 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 re-statement 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 makers 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*

**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*

## CHRISTIAN EDUCATION

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

**105. The Church and Christian Nurture.** A constructive survey of the local church as a community of Christian nurture. Statement of evaluation of objectives, leadership and resource materials, structural patterns and administrative and supervisory procedures for the church school. 3 s.h. *Staff*

**149. The Ministry to the Campus.** An examination of the circumstances which have produced, and the unique problems which confront, the ministry on the campus, considered from the perspective of the Christian idea of higher education. 3 s.h. *Staff*

**161. Method in Teaching-Learning.** Basic teaching procedures required by professional and lay workers in the local church. Opportunities are arranged for observation and guided practice. Usually required for candidates for the MRE degree. 3 s.h. *Staff*

**162. Curriculum Building in the Local Church.** An examination of influential theories of and contemporary trends in curriculum construction, together with an evaluation of existing curricula. Actual designing of short units for use in the local church. 3 s.h. *Staff*

**164. Christian Education of Children.** The organization and administration of the work of the church with preschool and elementary-age children. 2 s.h. *Staff*

**165. Christian Education of Youth.** The organization and administration of the youth program in the local church. 2 s.h. *Staff*

**166. Christian Education of Adults.** A study of the needs of adults, the materials, methods, and principles of organization for the Christian education of adults. 2 s.h. *Staff*

**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*

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

**M.R.E. Thesis or Project.** Required of all candidates for the Master of Religious Education degree. *Staff*

## 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. Advanced Counseling: Marriage and Family.** The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For Th.M. candidates.) 2 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 of a consistent

\*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.



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. Admission by 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 (Th.M. students only.) A full-year course. 2 s.h. *Goodling or Mickey*

## THE CHURCH AT WORSHIP

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

**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*

## 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*

**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 homileticians 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*

**192. Homiletical Authenticity and the Communications Arts.** A study of recent developments in the understanding of communications media and the arts with a view to identifying significant contributions to homiletical theory and practice. 3 s.h. *Staff*

**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*

## WORSHIP AND CHURCH MUSIC

**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*

**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*

**179. Seminar in Corporate Worship.** Study of the liturgical life of the Church, resources for its celebration, and leadership in the parish setting. Primarily for student pastors and associates. 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 (to the limit of 2 s.h.) of ½ s.h. for each semester of effective participation in the Chapel Choir. 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*

## 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 normal 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 Laboratory.* Controlled educational experience in a local church setting, under supervision, approximating 28-32 hours of participation in planning, leading, observing, and evaluating actual teaching-learning projects related to specific age groups. 1 s.h. 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

1. Clinical credit may be allowed to students for a quarter (10 or 12 weeks) of training in programs accredited by the Association for Clinical Pastoral Education (ACPE).

2. Credit for clinical training in programs not accredited by ACPE will be on an individual basis only upon the recommendation of the Director of Programs in Pastoral Psychology and approval of the Dean.

3. Students involved in clinical training under the direct supervision of mem-

bers of the Pastoral Psychology staff shall register for credit under PP 277A for 4 semester hours of credit.

4. Students involved in clinical training in other programs shall register with the ACPE and upon receipt of a supervisor's report at the end of the training period will receive 4 semester hours of transfer credit.

5. Grades for clinical training are to be reported as either *P* or *F*.

### Internships

Students may qualify for an internship when they have completed acceptably at least two full years of the Master of Divinity curriculum and are registered as students in good standing in the Divinity School. In consultation with the Director of Field Education and a faculty advisor, an individually designed internship may be developed in a particular ministerial vocational area of interest. Six semester hours may be appropriated in the internship learning design when it meets the criteria established by the Field Education Committee. Plans must be approved by the Director of Field Education and properly registered in the office of the Director of Academic Affairs before credit can be applied.

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

**FE 197-198. Mission Internship.** A special internship to prepare for service in Church Missions may be arranged by enlisting in the US-2 or Overseas-3 program of the United Methodist Board of Global Ministries for two or 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 1972-73\*

Divinity School Students, 265 (232 M.Div., 10 M.R.E., 10 Th.M., 13 specials);  
Graduate Division of Religion students, 45; Total 310.

### DENOMINATIONS REPRESENTED—1972-73\*

United Methodist	177	Congregational Christian	1
Southern Baptist	31	Christian Methodist Episcopal	1
United Church of Christ	13	Free Will Baptist	1
Episcopal	7	Jewish	1
Presbyterian	5	Korean Methodist	1
Disciples of Christ	4	Moravian	1
Pentecostal Holiness	4	Methodist Church of Australia	1
Roman Catholic	4	Methodist, South India	1
Undeclared/nonaffiliated	3	Seventh Day Adventist	1
African Methodist Episcopal Zion	2	Society of Friends	1
Lutheran	2	Syrian Orthodox Church	1
American Baptist	1	United Holiness	1

### GEOGRAPHICAL DISTRIBUTION 1972-73

North Carolina	110	Connecticut	2
Virginia	18	Delaware	2
South Carolina	15	Iowa	2
Alabama	9	Kansas	2
Pennsylvania	9	New Jersey	2
Florida	7	New York	2
Texas	7	Oklahoma	2
West Virginia	7	California	1
Arkansas	6	Colorado	1
Louisiana	6	Maine	1
Georgia	5	Michigan	1
Indiana	5	Mississippi	1
Maryland	5	South Dakota	1
Massachusetts	5	Vermont	1
Washington, D.C.	4	Wisconsin	1
Missouri	4	Foreign: Africa	1
Illinois	3	Australia	1
Kentucky	3	India	2
Minnesota	3	Japan	1
Ohio	3	Korea	1
Tennessee	3		

### DEGREES CONFERRED AT COMMENCEMENT, 1972

#### Master of Divinity

Lowell Earl Adkins	William Mark Craig
William H. Armstrong, Jr.	James Evans Douthat
Roland Taylor Barnhardt	James Norman Eller
William Keith Bowie	Phillip Royce Emerson
William Joseph Caple	Rayford Lee Etherton
James Joel Carter	Don E. Ferguson, Jr.
Larry Bruce Clifton	Paul Carlton Field
Janice D. Cline	William Martin Finnin, Jr.
Raymond W. Cook	Cecil George Fulmer

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

Stephen C. Gray  
 Robert L. Greenawalt  
 Alan Jay Hanson  
 Alvin N. Harbour, Jr.  
 John R. Hendricks  
 William Bailey Hill  
 Morris W. Hudgins  
 Ernest Keith Hutcherson  
 Cecil Gene Jester  
 Claud Roland Johnson  
 Farris Jay W. Jones  
 David Michael Jordan  
 Thomas Lee Joyce  
 Robert Lowell Kerr  
 Richard Arthur Kroll  
 Billy F. Lee  
 Roy Everette Lenox, Jr.  
 Elroy Lewis  
 Lloyd C. McClelland  
 James A. McClung  
 Robert E. McKeown  
 William Tracy Medini, III  
 David P. Meriwether  
 Harold D. Miller, Jr.  
 John D. Miller

Thomas J. Nolan  
 James A. Noseworthy  
 Paul Scott Owen, Jr.  
 Ronald Lee Polderman  
 William F. Pollard, Jr.  
 Michael Dan Potts  
 John W. Rast  
 Gary M. Reuthinger  
 Joe Crosby Rice  
 Laurie C. Roberts  
 David W. Rutledge  
 Donna Davis Sandusky  
 Paul A. Sandusky  
 James E. Segin  
 Charles T. Settle  
 Joseph Seymour  
 Robert Cowan Smith  
 Frank Joseph Stalfa, Jr.  
 David Lee Steele  
 William Douglas Tanner, Jr.  
 Leroy Watkins  
 Thomas Richard Watson  
 Woodrow Wilson Wells, Jr.  
 John Bradley White  
 Richard Andrew Wittig

### Master of Theology

Robert V. Conners  
 Felix Hughes Joffrion, Jr.  
 Elroy Lewis  
 James H. Lowry, Jr.

Andrew C. Puckett, Jr.  
 John Christian Wilson  
 William Joseph Woods

### Master of Religious Education

Albert L. Bergeron  
 Clyde Van Buckner

Sharon Anne Stevens

### INSTITUTIONS REPRESENTED

Adrian College.....	2	College of William & Mary.....	4
Albany Medical College.....	1	Columbia Union College.....	1
Albright College.....	1	David Lipscomb College.....	1
American University.....	1	Davidson College.....	2
Andrews University.....	1	De Pauw University.....	1
Appalachian State University.....	1	Dickinson College.....	1
Ashland College.....	1	Drury College.....	1
Atlantic Christian College.....	2	Duke University.....	28
Auburn University.....	1	East Carolina University.....	2
Averett College.....	2	Eastern Michigan University.....	1
Baylor University.....	1	East Tennessee University.....	1
Birmingham Southern College.....	1	Eckerd College.....	1
Bluefield State College.....	1	Elon College.....	3
Boston Hebrew Teacher's College.....	1	Emory University.....	1
Boston University.....	1	Florida Southern College.....	1
Brown University.....	1	Franklin and Marshall College.....	1
Campbell College.....	5	Furman University.....	7
Carson-Newman College.....	2	Georgetown College.....	1
Catawba College.....	1	Georgia Institute of Technology.....	1
Centre College.....	1	Gettysburg College.....	1
Chicago Theological Seminary.....	1	Golden Gate Baptist Theological	
Clarion State College.....	1	Seminary .....	1

Greensboro College.....	1	Shaw University.....	1
Guilford College.....	1	Simpson College.....	2
Hamlin University.....	4	Smith College.....	1
Hanover College.....	1	Southeastern Seminary.....	1
Hendrix College.....	1	State University of New York	
High Point College.....	8	at Albany.....	1
Hiram College.....	2	State University of New York at	
Howard Payne College.....	1	Oneonta.....	1
Huntingdon College.....	3	Tennessee Technical University.....	1
Indiana University of Pennsylvania....	1	Tennessee Wesleyan College.....	2
Instituto Catequístico de		Texas Christian University.....	1
Latinamericano.....	1	Texas Wesleyan College.....	1
Iowa Wesleyan College.....	1	Tufts University.....	1
Isaac Elchanan Theological Seminary..	1	Tulane University.....	1
Johnson C. Smith University.....	1	Union College of Kentucky.....	2
Kansas University.....	1	Union Theological Seminary, New York	1
Karnatak University.....	1	University of Alabama.....	3
La Grange College.....	1	University of Arkansas.....	6
Limestone College.....	2	University of Cincinnati.....	1
Louisiana Baptist College.....	1	University of Delaware.....	1
Louisiana State University.....	1	University of Colorado.....	1
Louisiana Technical University.....	1	University of Georgia.....	1
Loyola College.....	1	University of Houston.....	1
Lynchburg College.....	1	University of Kentucky.....	1
Macalester College.....	2	University of Massachusetts.....	1
McMurry College.....	3	University of Miami.....	1
Marine Maritime Academy.....	1	University of Michigan.....	1
Manhattanville College.....	1	University of Missouri.....	1
Marion College.....	1	University of North Carolina	
Marshall University.....	2	at Chapel Hill.....	18
Mars Hill College.....	3	University of North Carolina	
Mary Washington College of		at Charlotte.....	1
University of Virginia.....	1	University of North Carolina	
Melbourne College of Divinity.....	1	at Greensboro.....	1
Mercer University.....	1	University of North Carolina	
Methodist College.....	5	at Wilmington.....	1
Methodist Theological Seminary.....	1	University of Richmond.....	2
Mississippi State University.....	1	University of South Alabama.....	1
Mount Union College.....	4	University of South Carolina.....	1
North Carolina A & T State		University of Southwestern Louisiana..	2
University.....	2	University of Tennessee.....	2
North Carolina Central University.....	1	University of Tennessee at Chattanooga	1
North Carolina State University.....	2	University of Tulsa.....	1
North Carolina Wesleyan College.....	10	University of Vermont.....	1
Northeast Louisiana University.....	1	University of Virginia.....	3
Northwest Missouri State University....	1	Ursinus College.....	1
Oakland University.....	1	Vanderbilt University.....	1
Oklahoma City University.....	1	Wake Forest University.....	5
Orth Seminary.....	1	Washington & Lee University.....	1
Pembroke State University.....	4	Western Carolina University.....	3
Pfeiffer College.....	9	Western Kentucky University.....	1
Pilgrim College.....	1	Westminster Choir College.....	1
Purdue University.....	2	West Virginia University.....	3
Randolph-Macon College.....	3	West Virginia Wesleyan College.....	1
St. Andrews College.....	1	Wheaton College.....	1
St. Augustine College.....	1	Wofford College.....	4
Salem College.....	1	Yeshiva University.....	1



## ENROLLMENT 1972-73

### Candidates for the Master of Divinity Degree

Adams, Dennis Marion (A.B., Atlantic Christian College), Rocky Mount, North Carolina  
Aiken, Michael Lee (B.S., Wake Forest University), Greenville, 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  
Bailes, James Robert (B.S., University of Tennessee), Knoxville, Tennessee  
Barfield, Warren Clark (A.B., University of North Carolina at Chapel Hill), Durham, North Carolina  
Barrow, Nigle Bruce, Jr. (B.A., Campbell College), Snow Hill, North Carolina  
Baucom, Burvin Lee (B.A., Western Carolina University), Reidsville, North Carolina  
Bernard, Carol Woodson (A.B., Duke University), Houston, Texas  
Biazo, Harold Dwain (B.A., University of Arkansas), Fayetteville, Arkansas  
Blackwell, Richard Thomas (B.S., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina  
Blomquist, Albert George (B.A., Wofford College), Coral Gables, Florida  
Bolick, Lawrence Ray (A.B., Catawba College), Newton, North Carolina  
Bostrom, Philip Loren (B.A., Hamline University), Minneapolis, Minnesota  
Boyd, Charles Lane (B.A., McMurry College), Dumas, Texas  
Braswell, William Edward (A.B., M.A.T., University of North Carolina at Chapel Hill), Winston-Salem, North Carolina  
Britt, Thomas Edward (B.A., Wake Forest University), Durham, North Carolina  
Brookshire, Joseph William (B.S., University of Georgia), Graham, 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  
Brunson, Jerry (B.A., Pembroke State University), Latta, South Carolina  
Bryan, Constance Purcell (A.B., West Virginia Wesleyan College), Springfield, Pennsylvania  
Buchanan, Ray Allen (B.A., University of North Carolina at Wilmington), Corpus Christi, Texas  
Burnside, Hobart William, Jr. (B.A., Pembroke State University), Fairmont, West Virginia  
Butler, Richard Ervin (B.A., Macalester College), St. Joseph, Missouri  
Byers, Leonard C., II (B.A., North Carolina State University), Mooresville, North Carolina  
Cash, Michael Thomas (A.B., Campbell College), Cary, North Carolina  
Caulder, Ronnie Allen (B.A., 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  
Clodfelter, Benjamin Carl (A.B., Pfeiffer College), Thomasville, North Carolina  
Cooper, William Christopher (B.A., Hendrix College), Fayetteville, Arkansas  
Corriher, Arnold Douglas (B.A., Duke University), Marion, North Carolina  
Coyner, Michael J. (B.A., Purdue University), Anderson, Indiana  
Crawford, Norwood Rex (B.A., University of Alabama), Mobile, Alabama  
Culbertson, Sue Ann (A.B., Marshall University), Huntington, West Virginia  
Currie, William Curtis (A.B., Pfeiffer College), Rockwell, North Carolina  
Curtis, George Edward, III (B.S., Marine Maritime Academy), Durham, North Carolina  
Davis, Charles Thomas (B.A., University of North Carolina at Chapel Hill), Durham, North Carolina  
Dowling, Douglas Richard (B.A., Hamline University), Edgerton, Wisconsin  
Dukes, Hugh Lawrence, Jr. (B.A., Mercer University), Hullett, Georgia  
Dulaney, Earl George (B.S., University of Cincinnati), Dayton, Kentucky  
Dunbar, Juanice Edwards (B.S., University of Southwestern Louisiana), Opelousas, Louisiana  
Dunbar, Walton Charles (A.B., University of Southwestern Louisiana), Opelousas, Louisiana  
Eason, William Alfred (B.A., University of Arkansas), Little Rock, Arkansas

Edmonson, Lonnie Eugene, Jr. (B.A., Hiram College), Washington, D.C.  
 Errington, Joe Richard (B.A., Howard Payne College), McAllen, Texas  
 Evans, Allen Wayne (B.A., Northeast Louisiana University), New Orleans, Louisiana  
 Farthing, John Lee (B.A., University of Tulsa), Washington, D.C.  
 Fauber, Gilmer Davis, Jr. (B.A., Georgetown College), Clifton Forge, Virginia  
 Ferguson, Frederick Anderson (B.S., Tennessee Technical University), Knoxville, Tennessee  
 Fleming, David Howard (Dip. Theol., Melbourne College of Divinity), Dromana, Victoria,  
 Australia  
 Flynn, Robert Clark (B.A., Methodist College), Rougemont, North Carolina  
 Forbes, Joseph Wayne (B.S., University of Arkansas), Poplar Bluff, Missouri  
 Garrett, Wiley H., Jr. (A.B., High Point College), Indian Trail, North Carolina  
 Gilbert, David Bryant (B.A., Elon College), Reidsville, North Carolina  
 Godfrey, Guy Henry (B.A., Western Carolina University), Old Fort, North Carolina  
 Godwin, James Badger (Th.B., Pilgrim College; B.A., University of Virginia), Sanford,  
 Virginia  
 Gooch, Ray Thomas (A.B., Methodist College), Creedmoor, North Carolina  
 Gordy, John Ronald (B.S., Pfeiffer College), Charlotte, North Carolina  
 Greene, Gary Franklin (B.A., University of Missouri), Jefferson City, Missouri  
 Gregory, David Alexander (B.A., Campbell College), Salisbury, North Carolina  
 Gregory, Kemp Downs (B.A., St. Andrews College), Durham, North Carolina  
 Griggs, Thomas Shelden (B.A., Duke University), Rockford, Illinois  
 Grissom, David Ronald (B.A., North Carolina Wesleyan College), Stem, North Carolina  
 Grosch, William Neil (B.S., Albright College; M.D., Albany Medical College), Syosset, New  
 York  
 Grunke, Ronald Clay (B.A., Duke University), Durham, North Carolina  
 Guest, John Michael (B.A., University of North Carolina at Chapel Hill), Greensboro, North  
 Carolina  
 Guffey, Jennie Mae (B.S., Northwest Missouri State University; M.S., University of Ten-  
 nessee), Huntsville, Missouri  
 Gum, Donald Francis (B.A., Greensboro College), Graham, North Carolina  
 Gunter, Edward Marvin (B.A., North Carolina Wesleyan College), Holly Springs, North Carolina  
 Haas, William Melvin, Jr. (A.B., University of South Alabama), Mobile, Alabama  
 Hackett, Charles Martin (B.B.A., University of Massachusetts), East Boston, Massachusetts  
 Halse, Susan Raye (B.A., Macalester College), Flandreau, South Dakota  
 Hamer, William Lee, Jr. (B.A., Averett College), Danville, Virginia  
 Hamlin, Nat, Jr. (A.B., La Grange College), Lizella, Georgia  
 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, Michael Stephen (B.A., University of Richmond), Durham, North Carolina  
 Hawkins, Ronald Bruce (A.B., College of William & Mary), Richmond, Virginia  
 Hays, Lawrence Foy, Jr. (A.B., Huntingdon College), Ozark, Alabama  
 Helton, Charles Lee (B.A., Johnson C. Smith University), Charlotte, North Carolina  
 Hemenway, Geoffrey (B.A., University of Vermont), Burlington, Vermont  
 Hendricks, Dan Lee (B.A., De Pauw University), Evansville, Indiana  
 Henry, Andrew Lee (B.S., Mississippi State University), Baldwin, Mississippi  
 Herring, John George (B.A., Averett College), Kenbridge, Virginia  
 Hirano, Koichi (B.A., University of Tennessee at Chattanooga), Fujnomiya, Shizuoka, Japan  
 Holcomb, Norman Dewey, Jr. (B.S., Bluefield State College), Berwind, West Virginia  
 Holder, Linda Carole (A.B., Duke University), Charlotte, North Carolina  
 Holland, Sherrill, III (A.B., University of North Carolina at Chapel Hill), Statesville, North  
 Carolina  
 Holliday, Boyd Marshall (A.B., University of North Carolina at Chapel Hill), Brevard, North  
 Carolina  
 Horne, Kenneth Chester (B.A., University of Virginia; M.B.A., College of William & Mary),  
 Glasgow, Virginia  
 Hughey, Patrick McCain (A.B., Duke University), Candler, North Carolina  
 Hurley, Lane Christman (B.A., Wake Forest University), Waynesville, North Carolina  
 Hurmence, Mary E. (B.A., Hamline University), Austin, Minnesota  
 Isenberg, Herbert L. (B.A., Western Kentucky University), Bowling Green, Kentucky  
 Iverson, Gregory Blaine (B.A., Hamline University), St. Paul, Minnesota  
 Jackson, Rebecca Marie (B.A., University of Arkansas), Alpena, Arkansas

Jang, Chi-Bon (Th.B., Methodist Theological Seminary), Korea  
 Jenkins, David Otis (B.A., Eckerd College; M.A., University of Miami), Gorham, Maine  
 Johnson, Carl Scott (B.S., University of North Carolina at Chapel Hill), Gastonia, North Carolina  
 Johnson, Janice Lynn (B.A., M.Ed., University of North Carolina at Chapel Hill), High Point, North Carolina  
 Johnson, Joseph (B.A., North Carolina State University), Southern Pines, North Carolina  
 Jones, Steven Hillary (B.A., Hanover College), Durham, North Carolina  
 Kallmyer, Jack Robinson (A.B., Wheaton College), Richmond, Virginia  
 Kamara, Reginald Bai-Bureh (B.A., St. Augustine's College), Monrovia, Liberia/Sierra Leone  
 Keel, Philip Wayne (B.A., North Carolina Wesleyan College), Robersonville, North Carolina  
 Kendrick, Schaefer Bryant (A.B., Washington & Lee University), Greenville, North Carolina  
 Kennedy, James Keith (A.B., Duke University), Tucker, Georgia  
 Kersey, Clinton Walter (B.A., Furman University), McLean, Virginia  
 Keyworth, Richard Briggs (A.B., Brown University), Gardner, Massachusetts  
 Killiam, Benjamin Dale (A.B., High Point College), Clyde, North Carolina  
 Klausing, Robert Granruth (A.B., Centre College), Baltimore, Maryland  
 Knapp, David Jens (A.B., Pfeiffer College), Lake Worth, Florida  
 Knight, James Pierce (A.B., Duke University), Corapeake, North Carolina  
 Knox, Earl Richard (B.A., Gettysburg College), Newton, New Jersey  
 Lane, Barry William (A.B., Florida Southern College), Jacksonville, Florida  
 Lear, William Joseph (B.A., Mars Hill College), Crown Point, Indiana  
 Lee, Don Paul (B.S., Auburn University), Durham, North Carolina  
 Lee, James Carroll (B.S., Campbell College), Coats, North Carolina  
 Leeland, Paul Lee (A.B., North Carolina Wesleyan College), Washington, D.C.  
 Leonard, Frederic James (B.A., College of William & Mary), Falls Church, Virginia  
 Levin, Molly (B.A., North Carolina Wesleyan College), Winston-Salem, North Carolina  
 Link, Peter George (B.A., University of North Carolina at Chapel Hill), Cherryville, North Carolina  
 Lipphardt, John William (B.A., West Virginia University), Wheeling, West Virginia  
 Lipscomb, Carol Miller (B.S., State University of New York at Albany), Durham, North Carolina  
 Lipscomb, William Lowndes (A.B., Duke University), Durham, North Carolina  
 Lockman, John Wesley (A.B., High Point College), Lincolnton, North Carolina  
 Long, Charles Franklin, II (B.A., Texas Wesleyan College), Cleburne, Texas  
 Loudon, William Frank (B.A., Mount Union College), New Castle, Pennsylvania  
 Lucas, Arthur Monroe (A.B., University of Virginia), Durham, North Carolina  
 Lyon, Kenneth Marvin (B.S., High Point College), Lexington, North Carolina  
 McCall, Dwight Lynn (B.A., Furman University), Hiawassee, Georgia  
 McClanahan, Arthur Lee (B.A., Franklin and Marshall College), Garden City, New York  
 McCullough, James d'Alvigny (A.B., Duke University), Honea Path, South Carolina  
 McKenzie, Charles Erwin (B.A., Davidson College), Laurinburg, North Carolina  
 McLaurin, Michael Dean (B.A., Huntingdon College), Hovma, Louisiana  
 Magnuson, John Alvin, Jr. (A.B., Pfeiffer College), Medfield, Massachusetts  
 Manchester, Harvey, Jr. (B.A., University of Delaware), Wilmington, Delaware  
 Martin, Elbert Garrett (A.B., Duke University), Raleigh, North Carolina  
 Martin, John Trenton, Jr. (B.M.E., Westminster Choir College; M.M.E., University of Colorado), Denver, Colorado  
 Martin, Virginia Peacock (B.S., University of Michigan), Chapel Hill, North Carolina  
 Medlin, Charles Edward (B.F.A., Western Carolina University), Charlotte, North Carolina  
 Merriman, David Blair (B.S., Indiana University of Pennsylvania), Durham, North Carolina  
 Mills, John Patrick, Jr. (B.A., University of North Carolina at Charlotte), Charlotte, 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 (A.B., College of William & Mary), Centreville, Virginia  
 Moss, Victor Morgan, Jr. (B.A., Randolph-Macon College), Skipwith, Virginia  
 Motley, Philip Eugene (B.A.E., Georgia Institute of Technology), Norfolk, Virginia  
 Mount, Darrell Eugene (B.S., M.S., Louisiana Technical University; Ph.D., Tulane University), New Orleans, Louisiana  
 Newsome, Clarence Geno (A.B., Duke University), Ahoskie, North Carolina  
 Noyes, David Carey (B.S., Union College), Dunmore, Pennsylvania  
 Old, Marshall Roy (B.A., North Carolina Wesleyan College), Moyock, North Carolina

Padgette, Susan Emily (A.B., Pfeiffer College), Charleston, South Carolina  
 Padrick, Joseph Michael (A.B., University of North Carolina at Chapel Hill), Wilmington, North Carolina  
 Patten, Walter Read (B.S., University of North Carolina at Chapel Hill), Mt. Olive, North Carolina  
 Peacock, John Roscoe, Jr. (B.A., High Point College), Raleigh, North Carolina  
 Perry, Randall Kreig (B.A., Iowa Wesleyan College), Macomb, Illinois  
 Peters, John Brandon (B.A., Randolph-Macon College), Charlottesville, Virginia  
 Pierce, Kara Melody (A.B., Duke University), Chicago, Illinois  
 Poole, Forrest Clark (A.B., Pfeiffer College), Shelby, North Carolina  
 Powell, Daniel Nelson (B.A., University of Houston), Chapel Hill, North Carolina  
 Privette, William Edward (B.A., Atlantic Christian College), Mebane, North Carolina  
 Purner, Roberta (B.A., Mary Washington College of University of Virginia), Allison Park, Pennsylvania  
 Quiett, Harry Vernon (B.A., Mars Hill College), Asheville, North Carolina  
 Ramsey, George William, III (A.B., High Point College), Durham, North Carolina  
 Redmond, Robert Charles (B.S., Union College), Covington, Kentucky  
 Ridenour, Allen Clyde (B.A., West Virginia University), Fellowsville, West Virginia  
 Roach, Robert Eugene (A.B., University of North Carolina at Chapel Hill), Greensboro, North Carolina  
 Roberts, Donald Hayse (B.A., Lynchburg College), Hampton, Virginia  
 Robertson, Kathryn Stevens (A.B., High Point College), College Park, Maryland  
 Robinson, William Cullens (A.B., East Carolina University), Clinton, North Carolina  
 Rohlman, James Ervin (B.A., University of Arkansas), Fayetteville, Arkansas  
 Rowland, James Halsey (A.B., Methodist College), Rustburg, Virginia  
 Ruggles, Gordon William (A.B., Ashland College), Durham, North Carolina  
 Ruth, John William (B.A., Mars Hill College), New Castle, Delaware  
 Rutherford, Stephen Paige (B.A., Carson-Newman College), Bristol, Tennessee  
 Safley, Michael Wayne (A.B., Methodist College), Decatur, Alabama  
 Sanders, Gerald Martin (B.S., East Tennessee University), Burlington, North Carolina  
 Saunders, Paul Richard (B.S., M.S., Purdue University), Kokomo, Indiana  
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 Narayanrao, Harris John (B.A., M.A., Karnatak University), Dharwar, Mysore, India  
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 Strickland, Robert Gary (B.A., Pembroke State University), Lumberton, North Carolina  
 Vargis, Chakkittadath Oommen (G.S.T., Orth Seminary; S.T.M., Union Theological Seminary), Thumpamon, Kerala, India  
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### AUDITORS

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# MAP OF DUKE UNIVERSITY

## East Campus

- |   |                         |    |                      |                  |
|---|-------------------------|----|----------------------|------------------|
| A | Baldwin Auditorium      | O  | Pegram House         |                  |
| B | Bassett House           | P  | Duke Press           |                  |
| C | Brown House             | Q  | Infirmiry            |                  |
| 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 | Bivins Building      |                  |
| N | Alspaugh House          | BB | Art Building         |                  |
|   |                         |    | BB                   | Branson Building |



## West Campus

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



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Divinity School

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