1976-1977. Catalog

Western Theological Seminary

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Catalog
for the Academic Year
1976-1977
A SEMINARY CATHOLIC, EVANGELICAL, AND REFORMED

CATHOLIC

Western Theological Seminary is *catholic* in that it seeks to express the one, holy, apostolic faith of the whole Christian church. Catholicity signifies the wholeness or fullness of the Christian faith, the attempt to declare “the whole counsel of God.” Western Seminary is not sectarian but is self-consciously a part of the great Christian tradition. We represent a particular heritage and tradition, but we acknowledge and treasure our oneness with Christians of all communions in all ages and are concerned to manifest the unity we have with them in Christ.

The geographical dimension of this catholicity is Western’s long and notable involvement in the world mission of the church. The world is our parish as we send out ambassadors for Christ to the ends of the world. Increasingly this is a two-way street as we receive students and visiting professors from overseas churches.

These servants of Christ not only remind us of the catholicity of the church. They also help us as we seek to “attain to the unity inherent in our faith and our knowledge of the Son of God — to mature manhood, measured by nothing less than the full stature of Christ” (Ephesians 4:13, N.E.B.).

EVANGELICAL

Western Seminary is *evangelical* in that it exists for the sake of making known by word and by deed the evangel — the good news that God’s free grace in Jesus Christ is the only answer for a sinful, lost mankind. The heart of our gospel is that “In Christ God was reconciling the world to himself” (2 Corinthians 5:19).

We affirm the great Reformation slogans — by Scripture alone, by grace alone, and by faith alone, as well as the classic evangelical emphases. Ours is a progressive evangelicalism which holds to the fundamentals of the faith, but looks forward instead of backward. In the joy and freedom of the Spirit we strive to magnify Christ in all that we do.

Evangelical means for us not simply a faithfulness to the gospel of Christ, but also a living-out of that gospel. Pure doctrine must be confirmed by holy living, and both should be united in an urgent concern to share “the unsearchable riches of Christ.” The good news must be proclaimed to individuals and also be brought to bear on society as a whole. In Christ we seek to demonstrate “faith working through love.”

REFORMED

Western Seminary is *reformed* in that it recognizes its responsibility to be ever reforming itself according to the Word of God. *Semper reformanda!* Always reforming — this is the true Reformation spirit.

We cherish and promote our Reformed heritage and tradition, especially as mediated to us through the Belgic Confession, the Canons of Dort, and the Heidelberg Catechism. But we also lay claim to the wider Reformed tradition. In the last analysis, however, we recognize no authority other than the Bible, our infallible rule of faith and practice.

The word “Reformed” connotes for us such emphases
as the sovereignty and glory of God and his gracious election, the sinfulness of man, and Lordship of Christ over all of life. We take seriously the whole of Scripture and are convinced that a high view of the authority and inspiration of the Scriptures must be matched by an adequate hermeneutic that does justice to the one covenant of grace in both of the Testaments.

With the Genevan Reformer, John Calvin, we try to maintain a correlation of the Word and the Spirit. For the Word without the Spirit produces a barren orthodoxy. The Spirit apart from the Word results in bizarre excesses and schism. There should be no tension here, for the Spirit is the Spirit of truth (John 16:13; 1 John 5:7).

These three great concepts are not mutually exclusive, but correlative and interdependent. As Western Seminary strives to be ever more catholic, it will also develop as a school which is increasingly more evangelical and reformed — and conversely. In short, our goal is to assist in the training of ministers who will bring the whole gospel to the whole world — to the glory of God.

I. John Hesselink
President
Purpose

STATEMENT OF PURPOSES

Western Theological Seminary exists to train and equip men and women for ministry in the church of Jesus Christ. This training focuses on two degree programs, one leading to the ordained ministry, the other to professional leadership in Christian education. The Seminary also prepares qualified students for specialized ministries in the areas of missions, evangelism, counseling, and social service.

Western Seminary is committed to the continuing education and professional development of ministers, and to the training of lay people. Toward this end the Seminary offers special graduate courses, seminars, conferences, and workshops to foster and facilitate personal growth, theological awareness, and professional development.

The Seminary serves the church at large by cooperating with and sharing in denominational and ecumenical programs. It makes available its personnel and resources to that church as she engages in mission and works for the coming of the Kingdom of God.

Western Seminary seeks to achieve these goals by furnishing its students with a solid foundation in the Bible. To that end it requires a working knowledge of the Hebrew and Greek languages in the Master of Divinity degree program. Students become familiar with the basic message of the Bible and secure an understanding of the principles of interpretation. On this foundation they are instructed in the history and traditions of the Christian church and its mission in the world, and in Christian doctrine. Thus students are equipped for their ministries to work and think in a biblical and theological way.

The Seminary brings all this training to focus in the preaching and teaching of the Word, the administration of the sacraments, and in the service of God in the world. To that end it stresses such skills as worship in the Word and sacrament, witness in word and deed, pastoral care and counseling, use of the principles and practice of Christian education, and in the exercise of managerial and administrative abilities. These skills are developed and tested through field education assignments during the school year in local churches, in summer and intern experiences in various forms of ministry, and in clinical pastoral education.
A BRIEF HISTORY

As America surged westward almost every denomination developed a "western" seminary in response to the need for geographical proximity and cultural affinity. That need was a significant one in the Reformed Church in America, for the nineteenth century had witnessed the drama of Dutch immigration to the Midwest, begun in 1847 by Albertus C. Van Raalte and his orthodox, pietist seceders from the state church of the Netherlands. Their Dutch language and their specific theological concerns as well as the great difficulty of traveling long distances to secure a theological education, dictated need for a "western" seminary.

In 1866, nineteen years after Van Raalte's arrival to settle his colony in Holland, Michigan, seven members of the senior class of Hope College petitioned the Reformed Church for theological education in the West. The General Synod of the Reformed Church voted that "leave be granted to pursue their theological studies at Hope College, provided no measures shall be instituted by which additional expense shall be thrown upon Synod or the Board of Education..." (To their credit, it should be noted that all seven completed their theological education and entered the ministry. The only other member of the class became a professor.)

Even these humble beginnings in 1866 as the theological department of Hope College could not be sustained. The disastrous fire which destroyed Holland in 1871, and the national depression in 1873, caused the general synod to suspend theological education at Hope College in 1877. By that time twenty-nine students had graduated.

After a six-year suspension theological instruction was resumed in 1884, and in 1885 Western Theological Seminary began an existence entirely separate from Hope College. Professor Albertus Pieters left a trenchant description of Western during his student days (1888-91): "grounds, none; recitation hall, none; maps, none; library, none; periodicals, none. This is a complete and accurate inventory of the equipment of the Western Theological Seminary at that time."

The first seminary buildings were Semelink Family Hall (classrooms) in 1895, Beardslee Library in 1912, and Zwemer Hall (dormitory) in 1914 and 1928. The former two were replaced by the present structure in 1954. Western now enjoys the splendid Mulder Chapel and the commodious Beardslee Library, which numbers 61,000 books and 325 periodicals. "Recitation halls" have given way to specialized teaching rooms equipped for working with TV as well as Hebrew lexicons; projection both on screens and from pulpits; and small groups in seminar rooms as well as very large groups in the seminary Commons.

One of the real strengths of Western in those early years, as now, lay in her faculty. Its quality may be judged by the fact that in the early years, of her first thirteen professors, five were called to teach in other seminaries. With the advancing decades of the twentieth century, the emphasis has been not only upon "Godly and gifted" men and women, but also upon academic training within their fields of expertise. At present all professors at Western have completed doctoral training in their fields, with the exception of two who are presently engaged in doctoral programs.

In this era of women’s liberation it may be noted that
Western's first woman professor, Elaine Lubbers, began teaching in 1962. The first woman to enter the ministry, Elsie Law, graduated in 1963, and the first woman M.C.E. candidate graduated in 1968. That tradition is being continued through Professor Sonja Stewart, and through women candidates for the M.R.E. and M.Div. degrees.

For more than a century of service Western has continued her emphasis upon an understanding of the biblical languages as a solid foundation for the interpretation of the Scriptures, together with a thorough study of both systematic and historical theology. Western has also stood in the forefront of seminaries concerned with preparation for the pastoral tasks of ministry — preaching, church management, counseling, and Christian education.

ACCREDITATION

Western Theological Seminary, an institution of the Reformed Church in America, is an accredited member of the Association of Theological Schools. Its degree programs are authorized by the Department of Education of the State of Michigan. The Seminary is operated and controlled by the General Synod of the Reformed Church in America through its Board of Theological Education.

Professor and Mrs. Herman Ridderbos, Kampen Theological Seminary, The Netherlands, visit Western in June, 1975
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Evangelism and Prayer

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Academic Programs

Western Theological Seminary is an educational instrument of the Reformed Church in America. It has as its primary purpose the training of young men and women for the diverse forms of Christian ministry in today's world. The Seminary believes that this is accomplished most effectively through programs which seek to be deeply biblical and thoroughly Reformed in character. The whole curriculum and program are therefore devoted to the training of persons who can equip and lead the church in fulfilling its mission to be the body of Christ in the world, and to proclaim his gospel everywhere.

The Seminary presently offers two degree programs, the Master of Divinity (M.Div.) and the Master of Religious Education (M.R.E.). The Master of Divinity program requires three years (four if the student takes a supervised internship after his second year), leading normally to the ordained ministry. The degree is presented at the conclusion of both the Standard and the Bilevel Multisite programs (the latter in conjunction with New Brunswick Theological Seminary in New Jersey). The Master of Religious Education program requires two years. New candidates are not admitted to the Master of Theology (Th.M.) program at the present time. Three Fields — the Biblical, the Theological (systematic theology, church history and historical theology, and Christian ethics), and Christian Ministry (worship, preaching, Christian education, pastoral counseling, evangelism, mission, and church government and administration) provide direction for studies in the several programs.

An optional bi-site experience: Western maintains a close relationship with its sister school, New Brunswick Theological Seminary in New Brunswick, New Jersey. Each, because of its location, faculty, and relationships with area churches and institutions, offers opportunities which are not available at the other. Master of Divinity students who wish a varied educational experience can arrange a program which includes residence at both campuses. Variances in curriculum structure permit a number of possible programs, and the administrations of the two schools are prepared both to facilitate the academic transfer arrangements and assist with any practical problems involved in moving.

Master of Divinity Program

The Master of Divinity program has a requirement of 135 term hours, of which 93 are in required courses and 42 in electives. The program focuses initially on biblical studies, which include in the first year a thorough survey and analysis of the English text of the Bible, with a study of the best interpretive tools, and courses in the biblical Hebrew and Greek languages and literature. A succession of four courses in biblical exegesis and theology follows in the second and third years.

Six courses are required in the principal areas of systematic theology, and four in the two-thousand-year span of the history and theology of the Christian church. While emphasis in these studies is laid upon the life and thought of the Reformed churches, Christianity in all her diverse forms, Catholic and Protestant, is given careful attention. Both normative and historical Christian ethics are also brought under survey and analysis.

The Christian Ministry Field engages the student where all the other studies emerge in the practical
applications of ministerial involvement in many forms of activity in the church and community. Accent is laid upon ministry to persons — wherever the church extends God's grace and help — in pew and classroom, in the management of the church's business, in sickroom and hospital, in supportive and healing counseling relationships, in evangelistic and missionary appeal to non-Christians.

The student has, in addition, a wide range of electives in all the above areas from which to make a selection of fourteen courses. He may concentrate these in one or two fields of special interest or spread them over a wider spectrum. Three of the electives (nine credit hours) may be combined to furnish the student with the valuable Clinical Pastoral Education experience at the Pine Rest Christian Hospital in Grand Rapids, or at other hospitals in the United States.

FIELD EDUCATION
In addition to the academic program above, the student is required to complete five units of field education. They include the following experiences:

- at least one concurrent field assignment (a unit for five field hours a week for an academic year);
- the preaching assignment (a unit for twelve services conducted during the second and third years);
- at least one of the following — summer assignment (one unit for twelve weeks); internship (three units for a year); clinical pastoral education (one unit plus nine quarter hours credit).
## THREE-YEAR M.DIV. STANDARD PROGRAM, 1976-1977

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<td>BF311 Biblical Exegesis &amp; Theology</td>
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<td>(The Gospel of John)</td>
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<td>TF322 Church History (20th Century)</td>
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<td>TF311 Theology (Church, Sacraments, Salvation)</td>
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Required Courses

All required courses receive three credit hours, except where otherwise indicated. Key to course numbers: first digit refers to class unit (1 — juniors; 2 — middlers; 3 — seniors); second digit indicates the quarter; third digit refers to the number of the course in its field.

BIBLICAL FIELD

BF111 HEBREW/Coughenour, Kuyper
Fundamentals of Hebrew grammar, taught by a combination of the inductive and deductive methods.

BF112 INTRODUCTION TO EXEGESIS/Oudersluys
Elementary principles of exegetical study, with readings in the New Testament text.

BF113 REVIEW GREEK/Coughenour
A survey of difficult elements in New Testament Greek, vocabulary growth, and Greek reading.

BF114 INTRODUCTORY BIBLICAL STUDIES/Piet

BF121 HEBREW/Coughenour, Kuyper
Fundamentals of Hebrew grammar, taught by a combination of inductive and deductive methods.

BF122 ADVANCED EXEGESIS/Oudersluys
A course in exegetical practice based on the Letter to the Philippians and the Gospel by Mark.

BF123 INTRODUCTION TO EXEGESIS/Coughenour
Elementary principles of exegetical study, with readings in the New Testament text.

BF124 INTRODUCTORY BIBLICAL STUDIES/Piet
A survey of some prophets, plus Exodus through II Samuel.

BF131 HEBREW EXEGESIS/Coughenour, Kuyper
Reading and interpretation of passages selected from the Law, The Prophets, and Psalms.

BF132 INTRODUCTORY BIBLICAL STUDIES/Piet
A survey of other prophets, Joshua through II Chronicles and the Wisdom Literature.

BF211 OLD TESTAMENT THEOLOGY AND EXEGESIS/Coughenour
Provides acquaintance with the history and methods of Old Testament theology, selected major theological themes, practice in exegetical method, and interpretation and application of Old Testament theological content to ministry.

BF221 BIBLICAL EXEGESIS AND THEOLOGY/Oudersluys
The exegesis and theology of the Letter to the Romans.

BF231 NEW TESTAMENT THEOLOGY AND EXEGESIS/Piet
An exegetical study of biblical materials on the church and sacraments.

BF311 BIBLICAL EXEGESIS & THEOLOGY/Oudersluys
A new look at the Fourth Gospel, its purpose and theology.

THEOLOGICAL FIELD

TF121 INTRODUCTION TO THEOLOGY/Heideman
A preliminary examination of the major divisions, themes, and definitions significant for all branches of theological study.

TF131 CHURCH HISTORY (100-1500 A.D.)/Bruggink
The historical development of the church from the Apostolic Fathers to the eve of the Reformation, with particular emphasis upon the formative development of doctrine in the first six centuries.

TF221 THEOLOGY (GOD)/Kaiser
A study of the nature of God. The doctrines of the Trinity, the divine decree, creation and providence, are treated.
TF222 CHURCH HISTORY (REFORMATION)/Bruggink
The Reformation is studied in terms of doctrine, culture, polity and politics as it developed out of concerns for theological, social, and liturgical reform.

TF231 THEOLOGY (CHRIST)/Kaiser
A study of the person and work of Christ. The natures and offices of the mediator, the problem of kenosis, and the meaning of atonement.

TF232 CHRISTIAN ETHICS/Eenigenburg
The theological foundations of Christian ethics are examined. A comprehensive survey of both biblical and historical Christian ethics is made, with a view of determining what the basic principles of Christian personal and social ethics are.

TF311 THEOLOGY (CHURCH, SACRAMENTS, SALVATION)/Kaiser
The church is considered as a continuation of the redemptive program begun in the Old Testament. Her nature, ministry, and sacraments are treated. The work of the Holy Spirit in the application of salvation to the believer.

TF312 CHURCH HISTORY (1750-1900 A.D.)/Bruggink
Protestant and Catholic development is studied in relation to revolution: intellectual, economic and political. The history of the Reformed Church in America is given specific consideration.

TF321 THEOLOGY (MAN)/Eenigenburg
The Christian and non-Christian presuppositions concerning man's origin, nature, and destiny. Typical themes are the nature of the person; the meaning of the imago Dei; relationships among body, mind, and spirit; sin; the humanity of Christ.

TF322 CHURCH HISTORY (20TH CENTURY)/Bruggink
Particular attention is paid to the church in the United States, the Reformed Church in America, the ecumenical movement and the worldwide impact of Vatican II.

TF331 OUR REFORMED HERITAGE/Heideman, Hesselink
An attempt to appreciate and evaluate the treatment of main emphases in the doctrinal standards of the Reformed Church in America in the light of their historical backgrounds. Comparison is made of the treatment of specific doctrines.

CHRISTIAN MINISTRY FIELD

CM011 SPEECH LAB/Ralph
A non-credit requirement for juniors.

CM111 FOUNDATIONS FOR MINISTRY/Nykamp
Various roles and expectations of the pastor are explored with the basic principles and practice of pastoral care.

CM112 WORSHIP/Bruggink
The biblical understanding of worship, public and private. The conduct of public worship. (Five weeks, one and one-half credit hours)

CM113 WITNESS/Brownson
The nature of the Christian witness as seen in the early church. Accent on the student's witness to the gospel as one who ministers in the name of Jesus Christ. (Five weeks, one and one-half credit hours)

CM121 PREACHING/Wilterdink
A study of the New Testament conception of preaching; the place and use of the Bible in preaching; the preparation and delivery of sermons; and techniques of communication.

CM212 PASTORAL COUNSELING/Rock
Purpose and practice. Development of helping relationships with individuals experiencing personal conflicts.

CM213 PREACHING/Wilterdink
Planning a preaching program. Use of the Heidelberg Catechism in preaching.

CM321 CHURCH GOVERNMENT/Wilterdink
History and interpretation of the Government of the Reformed Church, and related matters. (Four weeks, one credit hour)
CM322 CHURCH ADMINISTRATION/Wilterdink
Principles of administration and organization in the church. A comprehensive perspective which makes administration a ministry rather than a prelude to it. (Six weeks, two credit hours)

RE131 CHRISTIAN EDUCATION IN THE LOCAL CHURCH/Stewart
A course required of both M.R.E. and M.Div. students. The place and significance of Christian Education in the church's total program is analyzed, with accent on the working relationship between the minister and the Christian education personnel.

CM331 THE CHURCH AND MISSION/Piet
A study of the church in her essential character as mission, with attention given to the Reformed Church's expression and experience in mission.
Elective Courses, 1976-77

All elective courses receive three credit hours unless otherwise noted.

First Quarter

BF410 LAW AND ETHICS IN ISRAEL/Coughenour
The text of the Old Testament is examined for its value in studying current ethical problems. (1977-78)

BF411 PARABLES AND MIRACLES OF JESUS/Oudersluys
Their meaning and message in the mission of Jesus and for us today.

BF413 BIBLICAL ARAMAIC/Coughenour
A study of the grammar and vocabulary of Biblical Aramaic from the portions of Old Testament and other documents including Qumran scrolls and the Targums.

BF414 NEW TESTAMENT THEOLOGY
A study of the major themes and terms which the New Testament uses in presenting the historical-redemptive event of Jesus Christ. (1977-78)

BF415 GOSPEL OF MATTHEW/Piet
After reading two commentaries, the class works on thematic sentences and sermon outlines covering the entire gospel; selected assignments from major sections, subsections, individual texts, and Old Testament quotations. (1977-78)

BF416 APOCALYPTIC LITERATURE/Piet
A study of apocalyptic literature in general, Daniel and Revelation in particular. The class traces the influence of Daniel and Revelation upon the prophetic tradition and the interpretation of the New Testament. Greek preferred.

BF417 QUMRAN SCROLL OF HABAKKUK/Kuyper
This compares the Massoretic text with the Qumran text, and observes principles of interpretation in comparison with those of the New Testament.

TF410 NEW FORMS OF WORSHIP/Bruggink
Study and experience of new forms of worship with emphasis upon media perception, environment, physical movement, sight and sound, and their collective relationship to Word and sacraments.

TF411 THEOLOGICAL METHOD/Osterhaven
A study of the way in which theology is wrought out in the life of the church. The presuppositions employed and the manner in which theologians such as Anselm, Aquinas, Calvin, Schleiermacher, and Barth formulated their theologies is considered. (1977-78)

TF412 HISTORY AND THEOLOGY OF CHURCH ARCHITECTURE/Bruggink
An analysis of the relationship of theology to church architecture, with contemporary application. (1977-78)

TF413 PSYCHOLOGICAL FACTORS IN RELIGIOUS BELief AND PRACTICE/Eenigenburg
A study of the psychological bases of religious belief and practice, with accents on Christian points of view.

TF414 THEOLOGICAL GERMAN/Eenigenburg
Inductive study of selected texts in contemporary German theology. Primary accent on the correct use of the language. (Annually) One credit hour.

TF415 CONTEMPORARY CULTS/Wilterdink
An examination of the principal cults on the American scene is made, with emphasis on their origin and growth, their psychology and sociological structure, and how to deal with them.

TF416 GRACE AND FREEDOM IN BIBLICAL AND HISTORICAL PERSPECTIVES/Wilterdink
This fundamental theological problem is examined from the viewpoint of biblical teaching; its recurrence in Christian history; and its importance for theological understanding today. (1977-78)
TF417 DOCTRINE OF THE ATONEMENT/Osterhaven
Special problems in the doctrine. Attention is also given the
emphases of past and present theologians in their formulations
of the doctrine. (1978-79)

TF418 SCIENCE AND THEOLOGY/Kaiser
Topics will include the God-world relation and belief in
miracles in the light of modern science; cosmology and
creation; scientific method compared with theological method;
models and metaphors in scientific and theological discourse.

TF419 THE SOCIAL STRUCTURE OF THE
CHURCH/Enigenburg
A study of religion in its social character, with particular
relevance to the church in its corporate character, its deeply
human elements, and God's action in it. (1977-78)

TF500 WESTERN CHRISTENDOM STUDY TOUR/Bruggink
The seminar utilizes the cultural, artistic, archaeological,
institutional and personal continuity of the church in Western
Europe for the examination of a central concept in the history
of the church. The concept, chronology and geographical
progression are determined by the professor. The students,
having chosen an aspect of the study with its representative
site and/or institution, and having spent the school year in
preparation, lead the seminar while in Europe at the sites of
their studies. The seminar flies to Europe by charter and
travels by private motor coach. Itinerary, travel, meals and
lodging are pre-planned to allow maximum time for intellec-
tual growth and enjoyment. (Summer, 1977)

CM411 ORIENTATION TO MARRIAGE AND
FAMILY COUNSELING/Nykamp
The purpose and practice of marriage counseling by the pastor
considered through lectures and case studies. The develop-
ment of pre-marital counseling and marriage enrichment
parish programs is considered. (Annually)

CM412 THEOLOGY AND PRACTICE OF
EVANGELISM/Brownson
Practical experience in various forms of evangelistic ministry,
corrrelated with biblical and theological reflection. Special

emphasis is given to visitation evangelism, both in developing
skills and in learning to equip others. Another major activity is
ministry to disadvantaged youth. (Annually)

Second Quarter

BF420 THE MINOR PROPHETS TODAY/Coughenour
Exegesis and exposition for proclamation of texts from the
minor prophets.

BF421 WISDOM LITERATURE/Coughenour
This is a study of books such as Proverbs, Ecclesiastes, Job,
and many portions of both Old and New Testaments. The
major part deals with the teachings of Job. (1977-78)

BF422 CONTEMPORARY NEW TESTAMENT
THEOLOGY/Oudersluys
The reading and evaluation of selected books of recent
publication which contribute importantly to our grasp of the

BF423 BIBLICAL ARAMAIC/Coughenour
A continuation of BF413.

BF424 HISTORY OF ISRAEL/Coughenour
Scope of the course is from ancient Orient to ca. 400 B.C. The
rise of Israel, her life and institutions, form the major
emphases. (1977-78)

BF425 THE LETTER TO THE HEBREWS
The background and destination of the writing, its message
and relevancy for the proclamation and mission of the church
today. (1977-78)

BF426 CHRISTIAN FAITH AND OTHER FAITHS/Piet
The class studies two pre-Christian and two post-Christian
religions—Hinduism, Buddhism, Islam, and Communism—
to determine in what way these prepare for or react to the
Christ-event. (1977-78)

BF427 TRACT AND ARTICLE WRITING/Piet
Class members are asked to write at least one hour a day, five
or six days a week. Each presents his tracts and/or articles to
class for scrutiny and discussion. Students should seek publication by the end of the course. (1977-78)

BF428 GUIDED RESEARCH IN MISSION/Piet
A reading course which provides an opportunity for advanced students to cover areas of special interest in mission.

BF429 GUIDED RESEARCH IN THE BIBLE/Piet
After the professor approves his instructional objective, the student writes for self-study and works with the professor on a bibliography, outline, and paper, or on an approved program of reading.

BF441 SYRIAC/Kuyper
Syriac grammar is studied for one term to prepare the student to work with the Syriac New Testament. The problem of original Aramaic (Syriac) gospels is examined.

TF420 BARTH AND BRUNNER ON REVELATION AND FAITH/Hesselink
A comparison of the theologies of two major theologians in the twentieth century, concentrating on their views of revelation and faith.

TF421 DOCTRINE OF THE HOLY SPIRIT/Osterhaven
The biblical teaching with respect to the Spirit's person and work in society and the church. Special attention is given to the problems of common grace and the relation of Christology to pneumatology. (1977-78)

TF422 WESTERN CHRISTENDOM TRAVEL SEMINAR STUDIES/Bruggink
Required guided research in preparation for leading the seminar on site in Western Europe, June-July, 1977.

TF423 THEOLOGICAL GERMAN/Eenigenburg
Continuation of TF414. (Annually) Two credit hours.

TF424 CALVIN'S LIFE AND THEOLOGY/Hesselink
An introduction to Calvin's life and thought indicating their relationship at various points, as well as the relevance of Calvin's theology to various contemporary issues. (1977-78)

TF425 ESCHATOLOGY/Osterhaven

TF426 THEOLOGY OF HISTORY/Kaiser
Myth and history, salvation history, and the problem of evil, with reference to the writings of Cullmann, Moltmann, Pannenberg, and others.

CM421 MINISTRY IN GROUP RELATIONSHIPS/Rock
An exploration of the way people learn to live and work together in the covenant community. The pastor is seen by the laity as an enabler of ministry through establishing helpful group relationships. (Annually)

CM422 COMMUNITY SERVICES MINISTRY SEMINAR/Rock
Opportunity is provided through affiliation with the Community Services Unit of the Holland Police Department for crises pastoral counseling. The counselor is guided in approaching the offender or family through seminars and case studies to offer appropriate ministry. (Annually)

CM423 PLANNING ORGANIZATIONAL CHANGE/Muyskens
The course focuses on leadership skills and awareness in organizational renewal and change. Participants will learn the strategies most likely to lead to their long range goals. (Annually)

CM424 MUSIC IN THE CHURCH/Rietberg
A study of the music of the Christian Church and the role of music in the service of worship.

CM425 THE URBAN CHURCH: A STUDY OF ITS MISSION/Tien
The course is designed to give leadership training for those working with congregations facing the challenge of ministry in urban areas. Included are dimensions of understanding and coping with change, congregational and demographic analysis, educational and resource development, and alternatives for mission. Seminary students, and pastors and laymen from urban congregations, may enroll.
Third Quarter

BF431 PSALMS/Coughenour
Study begins with a survey of types of Psalms. Exegetical studies use Hebrew and English texts to establish the teachings of Psalms for preaching and pastoral ministries. (1977-78)

BF433 THE NEW TESTAMENT DOCTRINE OF BAPTISM
The original, intended meaning of baptism, its understandability today, and implications for the life and mission of the church. (1977-78)

BF434 EPHESIANS/Cook
The plan of God (content, obstacles, fulfillment, and involvement) is the focus of this course. Class members utilize their teaching and learning skills while formulating their own theological understanding of Ephesians. (1977-78)

BF435 BIBLICAL ARCHAEOLOGY/Cook
An introduction to the history and methods of biblical archaeology, with emphasis on its contributions to the Bible and faith. (1977-78)

BF437 THE ART OF OLD TESTAMENT INTERPRETATION/Coughenour

BF438 SYRIAC/Kuyper
A continuation of BF441.

BF439 PAUL'S CORINTHIAN CORRESPONDENCE/Oudersluys
An exegetical reading of the letters and their bearing upon Christian faith and life today.

BF461 PAULINE ESCHATOLOGY
The place of eschatology in the theology of Paul, and his conceptions of death, resurrection, parousia, judgment, and the new creation. (1977-78)

BF462 STUDIES IN ACTS/Cook
A survey of introductory material combined with an understanding of the whole book and the exegesis of selected passages. (1978-79)

BF463 ADVANCED READING OF THE GREEK NEW TESTAMENT/Cook
An interpretive reading of selected passages of the Greek New Testament with an emphasis on grammatical and lexical material. (1978-79)

TF431 CONTEMPORARY THEOLOGICAL THOUGHT/Osterhaven
A study of the contributions of contemporary theologians and the relation of their emphases to the theological tradition of the church. (1977-78)

TF432 PATRISTIC THEOLOGY/Kaiser
Readings in classic texts for the doctrine of the Trinity and Christology, including Athanasius, Hilary, Basil, and Augustine.

TF433 EASTERN CHRISTENDOM (600-1700 A.D.)/Bruggink
In terms of language and geography the churches of Eastern Christendom are closer to the origins of Christianity than are those of the Latin West. Protestants are so much the product of Latin Christianity as to be uninformed about the riches in theology and spirituality of the Orthodox Churches of the East.

TF434 TYPES OF AMERICAN THEOLOGY/Osterhaven
A survey of major types of theology that have appeared on the American scene, with an attempt to understand their presuppositions and method as well as major content. The Old Princeton School, H. Richard Niebuhr, Paul Tillich, and contemporary process theology are considered. (1978-79)

TF435 CONTEMPORARY ISSUES IN THE REFORMED CHURCH IN AMERICA/Bruggink
Issues of theology, polity, and social action now before the
general synod and its agencies, studied within their historical context. (1977-78)

TF436 ETHICAL PERSPECTIVES ON MEDICAL PROBLEMS/Eenigenburg
Dr. Bernadine DeValois and other physicians from the Ottawa County Medical Society give critical examination to the ethical factors involved in a selected group of medical problems. Meets one evening a week for two hours.

CM430 SUPERVISED COUNSELING SEMINAR/Blocksma
Consideration of various counseling theories and procedures helpful to the minister, and application in specific pastoral situations. (Annually)

CM431 ADVANCED PASTORAL COUNSELING/Nykamp
Persons in ministry are assisted in developing skill in the integration of theology, psychological theory, and pastoral counseling relationships with the use of seminar discussions, reality practice, and actual case material. (Annually)

CM432 PREACHING AS A TEACHING MINISTRY/Heideman
Workshop on the catechetical and doctrinal tradition in preaching, with special emphasis on the Heidelberg Catechism with Our Song of Hope. Each student will develop a year-long preaching plan.

CM433 SENIOR PRACTICUM IN MINISTRY/Wilterdink
Local specialists in the fields of medicine, finance, insurance, and other practical matters relating to the ministry, are present to advise the class on desirable procedures in these areas. (Annually)

CM434 THE CHURCH YEAR AND LECTIONARY IN WORSHIP AND PREACHING/Briner
A brief survey of the development of the Christian Year and the ordered use of Scripture in the worship and preaching of the Western church, and a close examination of contemporary examples.

CM436 THEOLOGY AND PRACTICE OF PRAYER/Brownson
A biblical, theological, and practical study of the place of prayer in the life of God's people. The class studies the biblical literature, the views of leading theologians on prayer, various principles for composing prayers, and the significance of prayer in corporate and personal worship. (Annually)

CM437 PREACHING VALUES IN PHILIPPIANS/Briner
A close examination of the epistle with a view to identifying its basic convictions and exploring its kerygmatic possibilities for our times. (1977-78)

Elective Courses in Religious Education for M.Div. Students

RE111 FOUNDATIONS OF CHRISTIAN EDUCATION/Stewart
The basic descriptive course in the field.

RE121 CHRISTIAN EDUCATION
(Teaching Practice)/Stewart
A study and development of teaching behavior through micro-teaching and use of the student's field assignments as the basis for a clinical approach. Students are enabled to evaluate their own teaching behavior through use of video and audio recordings and interactional analysis.

RE211 RELIGIOUS EDUCATION OF CHILDREN/Stewart
A practical course designed to enable the student to plan for and teach children in the church in light of his understanding of the physical, cognitive, affective, and moral development of the child.

RE221 RELIGIOUS EDUCATION OF YOUTH/Seely
A study correlating the world of the adolescent and the program of the church.

RE222 CURRICULUM EVALUATION AND DESIGN/Stewart
An analysis and evaluation of printed curricula and the development of skills for designing an educational system for a church.

RE231 RELIGIOUS EDUCATION OF ADULTS/Rock
A practical course designed to enable the student to plan for and administer a lay education program in the church in light
of his understanding of the process of maturing and how adults learn.

RE232 TEACHER EDUCATION/Stewart
A study of the goals of teacher training, introduction to the resources, and experience in designing and directing teacher education events.
Master of Religious Education Program

Religious education is a means by which the church communicates its faith, nurtures its members, and equips them for Christian living, worship, and mission. The purpose of the Master of Religious Education degree program is to enable men and women to become professionally competent leaders in this educational ministry. It seeks to enable students to be competent designers and facilitators of such ministry. While work in the parish is the program's major focus, students desiring to prepare for specialized forms of educational ministry may utilize it to advantage.

The candidate takes a program of approximately 90 hours. Two units of concurrent field education are also required. The M.R.E. program is organized with the following components: foundations of religious education; professional courses; adjunct courses from the M.Div. program; guided research; and practicums (field education). All courses receive three credit hours, except RE212, which earns six credits.

Foundations of Religious Education

RE111 FOUNDATIONS OF CHRISTIAN EDUCATION/Stewart
The basic descriptive course in the field.

RE121 CHRISTIAN EDUCATION
(Training Practice)/Stewart
A study and development of teaching behavior through micro-teaching and use of the student's field assignments as the basis for a clinical approach. Students are enabled to evaluate their own teaching behavior through use of video and audio recordings and interactional analysis.

RE131 CHRISTIAN EDUCATION IN THE LOCAL CHURCH/Stewart
A course required of both M.R.E. and M.Div. students. The place and significance of Christian Education in the church's total program is analyzed, with accent on the working relationship between the minister and the Christian education personnel.

Professional Courses

RE211 RELIGIOUS EDUCATION OF CHILDREN/Stewart
A practical course designed to enable the student to plan for and teach children in the church in light of his understanding of the physical, cognitive, affective, and moral development of the child.

RE212 SEMINAR IN RELIGIOUS EDUCATION RESEARCH/Stewart
The student will design his/her Master's research proposal and begin independent research. The research project is submitted at the end of the second quarter of the second year of study.

RE221 RELIGIOUS EDUCATION OF YOUTH/Seely
A study correlating the world of the adolescent and the program of the church.

RE222 CURRICULUM EVALUATION AND DESIGN/Stewart
An analysis and evaluation of printed curricula and the development of skills for designing an educational system for a church.

RE231 RELIGIOUS EDUCATION OF ADULTS/Rock
A practical course designed to enable the student to plan for and administer a lay education program in the church in light of his understanding of the process of maturing and how adults learn.

RE232 TEACHER EDUCATION/Stewart
A study of the goals of teacher training, introduction to the resources and experience in designing and directing teacher education events.
Adjunct Courses from the M.Div. Program

BF114 INTRODUCTORY BIBLICAL STUDIES/Piet

BF124 INTRODUCTORY BIBLICAL STUDIES/Piet
A survey of some prophets plus Exodus through II Samuel.

BF132 INTRODUCTORY BIBLICAL STUDIES/Piet
Guided research in biblical themes of the student's particular interest.

TF121 INTRODUCTION TO THEOLOGY/Heideman
A preliminary examination of the major divisions, themes, and definitions significant for all branches of theological study.

TF232 CHRISTIAN ETHICS/Eenigenburg
The theological foundations of Christian ethics are examined. A comprehensive survey of both biblical and historical Christian ethics is made, with a view of determining what the basic principles of Christian personal and social ethics are.

CM212 PASTORAL COUNSELING/Rock
Purpose and practice. Development of helping relationships with individuals experiencing personal conflicts.

CM321 CHURCH GOVERNMENT/Wilterdink
History and interpretation of the Government of the Reformed Church, and related matters. (Four weeks, one credit hour)

CM322 CHURCH ADMINISTRATION/Wilterdink
Principles of administration and organization in the church. A comprehensive perspective which makes administration a ministry rather than a prelude to it. (Six weeks, two credit hours)

The student may elect courses from the M.Div. program to fulfill the number of course hours required for graduation.

Field Education experiences for the M.R.E. candidate are planned by the Director of Field Education.


JUNIOR STUDENTS

The George Nathan Makely Award for Excellence in Scholarship in New Testament Language and Literature.

The award is given on the basis of the student's work in New Testament language and exegesis. The candidates for first and second prizes are recommended by the Biblical Field and decided by vote of the faculty.

The George Nathan Makely Award for Excellence in Scholarship in Old Testament Language and Literature.

The award is given on the basis of the student's work in Hebrew language and exegesis. The candidates for first and second prizes are recommended by the Biblical Field and decided by vote of the faculty.

The Lewis De Kleine Award for Excellence in Scholarship in English Bible. The award is given on the basis of the student's work in English Bible. The candidates for first and second prizes are recommended by the Biblical Field and decided by vote of the faculty.

MIDDLE STUDENTS

The Simon Vander Ploeg Award for Excellence in Church History.

The award is given on the basis of the student's work in church history. The candidates for first and second prizes are recommended by the Theological Field and decided by vote of the faculty.

SENIOR STUDENTS

The George Nathan Makely Award for Excellence in Systematic Theology.

The award is given on the basis of the student's work in systematic theology. The candidates for first and second prizes are recommended by the Theological Field and decided by vote of the faculty.

The George Nathan Makely Award for Excellence in Sermon Content.

The award is given on the basis of the student's work in preaching. The candidates for first and second prizes are recommended by the Christian Ministry Field and decided by vote of the faculty.

The George Nathan Makely Award for Sermon Delivery.

The award is given on the basis of the student's work in preaching. The candidates for first and second prizes are recommended by the Christian Ministry Field and decided by vote of the faculty.

The Henry J. Pietenpol Senior Excellence Award. The award is given on the basis of the senior student's overall promise for success in ministry. It is decided by written ballot of the faculty.

The John and Mattie Osterhaven Graduate Fellowship Award.

The award is given to a senior student (or students) for graduate work in theological studies. The applicant must have the intention of serving the Reformed Church in America in some form of ministerial or missionary service. The applicant must have spent a minimum of five quarters in study at this seminary and achieved a grade point average of at least 3.5. The applicant must submit an application in writing to the secretary of the faculty. Such application shall state how the award will be used, where the student expects
to continue his studies, and the type of study or program he expects to pursue.

The faculty shall select a recipient (or recipients) for the award by written ballot, basing its decision on scholarship, personal character, and potential usefulness in the church. If no award is given, the sum may be added to the grant for the following year. The recipient will receive the grant in early September of the year it is awarded or whenever thereafter he begins his post-graduate studies.

Baker Book House Award.
The award is given to a senior who has distinguished himself in the field of biblical and theological studies. The candidate for this award is recommended by the Theological Field and decided by vote of the faculty.

The American Bible Society Award.
The award is given on the basis of the senior student's excellence in public reading of Scripture. The candidate for this award is recommended by the Christian Ministry Field and decided by vote of the faculty.

GUEST AND FACULTY LECTURERS, 1975-76

Each year a committee arranges for a series of lectures by distinguished theologians from this country and abroad. Scholars, authors, and leaders in the world church come to Western's campus. The guest lecturers are available for discussion and consultation with students and faculty.

Once each quarter a Western faculty member presents a special lecture in his field of study.

Dr. Garret A. Wilterdink, Western Seminary, "The Fatherhood of God in Calvin's Thought"

Dr. Eugene P. Heideman, Central College, Pella, Iowa, "Writing a Creed and Preaching a Sermon" and "Does the Church Need a New Standard of Unity?"

Mr. Robert Hammon, Michigan Council on Alcohol Problems, "Alcohol Problems and Legislation?"

Mrs. Elizabeth Elliot Leitch, Visiting Professor at Gordon-Conwell, Hamilton, Massachusetts, "An Oracle, A Freak, and A Liability"

Dr. A. Leonard Griffith, Deer Park United Church, Ontario, Canada, "The Need to Preach"

Dr. Henry Voogd, Hope College, Holland, Michigan, "Voices from the Silent Era"

Dr. M. Eugene Osterhaven, Western Seminary, "The Relevance of Theology in the Post-Christian World"

Dr. Christopher B. Kaiser, Lecturer in Christian Dogmatics at New College, University of Edinburgh, "Some Recent Developments in our Understanding of Creation"

Dr. Erik Routley, Princeton Theological Seminary, "Minister and Musician in Today's Worship" and "The Musical and Unmusical in the Church"
The Reverend Willie Cilliers, Reformed Church of South Africa, "Costly Reconciliation in South Africa"

Dr. Leon Morris, Ridley Hall, Melbourne, Australia, "Luke and Early Catholicism" and "I Believe in Revelation"

Dr. Elton M. Eenigenburg, Western Seminary, "A Bicentennial Note—An Inalienable Right to Liberty"

Dr. Marion Snapper, Calvin Theological Seminary, Grand Rapids, Michigan, "The Content of Process"

Dr. Edward E. Ericson, Jr., Northwestern College, Orange City, Iowa, "The Religious Significance of Solzhenitsyn for Contemporary Culture"

Dr. Robert Fulton, University of Minnesota, "The Sociology of Death—A Contemporary Overview"

Dr. John H. Rodgers, Protestant Episcopal Theological Seminary, Alexandria, Virginia, "Anglican Evangelicalism and the 39 Articles, A Reformed Movement" and "Thy kingdom come, Thy will be done"—P. T. Forsyth on Prayer: Perspectives in the Reformed Tradition"

Dr. Samuel Terrien, Union Theological Seminary, New York, Commencement Address: “The Renewal of the True Elite”

Commencement Convocation: Dr. Richard Oudersluys speaking on "The Greatness of the Christian Ministry"

Institute on Black Theology, sponsored jointly by the Black Council of the RCA and the Seminary.

OTHER PRESENTATIONS

Institute on Women in Ministry, with principal speakers: Paul K. Jewitt, Professor of Systematic Theology, Fuller Seminary, Pasadena, Calif.; George W. Knight III, Professor of Practical Theology, Covenant Seminary, St. Louis, Mo.; Virginia R. Mollenkott, Chairman of English Department, William Paterson College, Wayne, N.J.; Russell E. Horton, Pastor of First Reformed Church, Lansing, Ill.; and Calvin S. Malefyt, Pastor of University Reformed Church, Ann Arbor, Mich.
ADMISSIONS

The Pre-seminary student should seek a balanced liberal arts program in his college studies. The following is suggested as a general guide:

ENGLISH — literature, composition, and related studies. At least four semesters.
SPEECH — at least two semesters.
HISTORY — ancient, modern European, and American. At least three semesters.
PHILOSOPHY — orientation in history, content, and method. At least three semesters.
NATURAL SCIENCES — preferably physics, chemistry, or biology. At least two semesters.
SOCIAL SCIENCES — psychology, sociology, economics, political science, and education. At least six semesters, including a minimum of one semester of psychology.
MANAGEMENT — principles of administration and organization. At least two semesters.
FOREIGN LANGUAGES — Four semesters of Greek should be taken, including two of New Testament Greek. The study of a modern European language such as German or French is desirable, though not required.
RELIGION — Several courses in the study of Christian and non-Christian religions are desirable.

A student should major in a liberal arts subject of his choice, with preference given to one of the principal areas above. Majors in specifically scientific or technical subjects sometimes make it difficult for the student to secure the balance he needs in his whole program.

The applicant for admission to Western Seminary should request an application form for admission from the dean. That form contains a listing of the various items which must be submitted before the faculty's Admissions Committee can act on the application.

A student coming from another denomination must present a letter from his board of ministerial training endorsing him for theological study whenever such endorsement is part of the standard procedure of that denomination.

A bachelor of arts degree or its academic equivalent from an accredited college or university is required for admission to the seminary. The transcript of the applicant should evidence the kind of academic achievement that indicates ability to undertake study at the seminary level. An average grade of C plus (2.5 on the four point scale) is used as a minimum standard. In exceptional cases a student with a lower grade point average, but with compensatory qualifications, may be admitted on probation. If he does satisfactory work in the first quarter, he becomes a student in good standing. A graduate of a non-accredited college may be admitted on probation and become a student in good standing upon satisfactory completion of his first quarter's work.

Western Seminary admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.
The student must pass an examination in New Testament Greek during the spring term of his senior year of college. Failing this, he may take a concentrated seven-week summer course in Greek at Western Seminary. Application forms for this non-credit course may be secured from the dean’s office.

GRADING

Academic grades are a permanent part of the student’s seminary record. The work of the student is evaluated on the following grading scale: A—4 grade points per quarter; B—3 points; C—2 points; D—1 point; F—0. For grades with +, add .3 point per quarter hour; —, subtract .3 point per quarter hour.

PASS/FAIL

The pass/fail is limited to elective courses, and its use is at the option of the professor. Students may elect to take such courses on a graded or on a pass/fail basis. The student’s decision must be made during the first week of the course and the choice is irrevocable.

INCOMPLETES

A student who has not completed the requirements of a course due to circumstances beyond his control must submit a request for an Incomplete to the instructor before the beginning of the final examination period. An Incomplete must be removed within thirty days after the end of the term. The final grade in the course will be reduced one grade point.

NEW TESTAMENT GREEK REQUIREMENT

A student who has completed his first year in the M.Div. program, but who has not yet passed the qualifying examination in New Testament Greek, shall be bound by the following provisions:

a. He shall continue to be classified as a junior, since he has not taken the two courses in Greek exegesis required in the junior year, and he is unable to take the three exegetical courses required in the middler year.

b. He shall be limited to a nine credit hour program per quarter in each of the three quarters of the current year. He may take required middler courses which do not demand the knowledge of Greek. This modified program should enable him to make the necessary preparation for passing the qualifying examination in New Testament Greek. If a student fails that examination twice, he shall be asked to terminate his studies at the seminary.

c. He shall expect to take four years for the completion of his seminary academic program. Tuition charges will be the same as for other students, namely, for nine full quarters.

PROBATION

A student who enters seminary with an academic grade average of less than a 2.5 in his undergraduate work, or a student whose grade average falls below a 2.0 in any quarter term while he is in seminary, is a marginal student. His work is considered unsatisfactory and he is placed on probation. If his work is of probationary quality in any three of the first seven quarters of enrollment, or in two quarters in addition to his probationary status upon entrance, he shall be asked to terminate his work at the seminary. A student on probation shall be expected to devote his entire time to his studies and is
therefore relieved from such activities as preaching, teaching, and other responsibilities. The status of the student on probation shall be reviewed by the faculty at the close of each term.

STUDENT CODE NUMBERS

Each student receives a number from the dean’s office to be used in place of his name on major tests and examinations or at the discretion of the teacher.

THE PROFESSORIAL CERTIFICATE

The candidate for the ministry in the Reformed Church in America is required to secure, in addition to the degree of Master of Divinity, the Professorial Certificate. That certificate, granted by vote of the faculty, is awarded at Commencement to those Reformed Church candidates who, having received the academic degree, are found to be qualified, and are adjudged to be fit candidates for the gospel ministry (The Government of the Reformed Church in America, Part II, Art. 8, Sec. 6). The Professorial Certificate entitles the candidate to an examination for licensure and ordination in the Reformed Church.
The Beardslee Library has a spacious, well-lighted reading room with seating capacity for well over half of the student body, offices for librarians and staff, and three floors of stacks. The Special Collections Room on the upper level contains archives and rare books. It is an important source for research in denominational and local history. An active program of securing archival material is in progress. The Education Research Center, on the lower level, serves the churches of the community in the area of Christian Education. Fifteen study carrels are available for private study.

The Library contains approximately 67,000 volumes. About 2000 volumes are added annually. Emphasis is given to religion and theology, but the fields of philosophy, psychology, history, social sciences, art and foreign travel are also well represented. More than 460 American and foreign journals are received. Hundreds of bound volumes of periodicals provide many long runs, some of which go back into the nineteenth century.

A microfilm reader and other audio-visual aids are available. The microfilm collection contains some 400 reels, many of which are denominational materials, chiefly missions. There are a number of microfilmed periodicals, and theses on theological subjects from many universities. The cassette library is growing. Interlibrary loan service is available to students and faculty, and circulation by mail is offered to alumni.

The Library is an institutional member of The American Theological Library Association, the Chicago Area Theological Library Association, and the Presbyterian Library Association.
THE REFORMED REVIEW

The Reformed Review is a quarterly publication which features articles of biblical and theological interest. The Review has a circulation of 2,300 at home and abroad. Many laymen, as well as clergy, read the Reformed Review regularly.

COUNSELING SERVICES

The Seminary conducts an intensive counseling service for the benefit of students and their wives. The Professors Robert Nykamp and Stanley Rock are available for personal, family, and group counseling throughout the academic year. In addition, the students, together with their wives, participate in pastoral care groups throughout the year. In these groups students and faculty share their common problems and seek to strengthen each other in the Christian faith through compassion and intercession.
ORIENTATION
An orientation for all students is held at beautiful Camp Geneva on the shores of Lake Michigan. At the beginning of each school year students, faculty, and seminary staff meet for discussion, social, and athletic activities. New students are introduced to the seminary’s history and traditions, various aspects of seminary life, and the use of the seminary facilities. The orientation period is concluded with a worship service in Mulder Chapel on the Sunday prior to the beginning of class sessions on the next day.

SPIRITUAL LIFE
The spiritual life of the seminary community is encouraged and developed in many ways. The deepening of personal faith and life in Christ is sought through communal worship and service, as well as through accent on the spiritual development of persons. Emphasis is placed on the practice of prayer as a main resource in learning to know the mind and spirit of Christ. Chapel services, led by faculty, students, and visitors to the campus, are held each morning. Special preaching services, conducted by visiting clergymen and others, are held from time to time for the benefit of the whole community.

SOCIAL LIFE
The social life of the seminary community is promoted throughout the year in many ways. Faculty, students, and staff enjoy a coffee hour together every morning, after chapel. An all-seminary luncheon is held every Tuesday noon in the seminary Commons. Much of the social life is planned by committees of the Student Council and include parties, suppers, athletic activities, and activities away from the campus.

STUDENT COUNCIL
The Student Council provides the structure through which the goals of student life and community can be realized. These include expressions of the student community in fellowship, academic concerns, common worship, involvement in mission, social action and interseminary exchange. The Council is composed of representatives from each of the classes. Two faculty members serve in an advisory relationship. Meetings are held biweekly during the academic year. Members of the Student Council have representatives on the Curriculum, Lecture, and Worship committees of the faculty.

ADELPHIA SOCIETY
The Adelphia Society seeks to unite all the women of the seminary community for the purpose of making Christ known in the world, to deepen the spiritual life of each of the members, and to develop a sense of personal responsibility for the whole mission of the church through a program of prayer, education, giving, and service. The Society holds meetings usually on Monday evenings. At least one meeting a month of the entire group is held in the seminary Commons. Other meetings are conducted in the homes of the women.

STUDENT PUBLICATION
The Blue Duck is a publication of the seminary student body, under the auspices of the Student Expression Committee.
Financial Information

TUITION

M.Div. program and M.R.E. program — $330 each quarter, $990 per year.

Part-time students pay $22 per credit hour. The total tuition cost for the nine academic quarters is charged to all M.Div. students without regard to the number of quarters needed to complete the program.

Th.M. program — $27 per credit hour

Tuition charges are due and payable at the beginning of each academic quarter. Full tuition is charged for full-time students carrying 12 hours or more. Tuition is prorated for students carrying under 12 hours.

FEES

Application fee — $25 (applied to tuition)

Matriculation fee — $5

Registration fee — $10 (due annually in September)

Diploma fee — $20 (due the final quarter before commencement)

Student activities fee — $25

Noon luncheon fee — $15 (quarterly, for the once-a-week luncheon)

Summer Greek Program (non-credit) — $125

DORMITORY AND HOUSING

Single Students

Zwemer Hall, single men’s dormitory room (September-May) — $415; (June-August) $12 per week.

Married Students

Apartments or houses are available in the community at $110-$160 a month. The student makes his own arrangements.

DEPARTURE

If a student leaves the seminary, he or she is required to pay all outstanding financial obligations, such as bookstore bills, dormitory rent, tuition and fees, library fines, and group insurance fees. A repayment agreement for any outstanding loans with the seminary must also be executed prior to departure. For graduating students, diplomas will be withheld until all financial obligations with the seminary have been discharged.

Prepaid tuition will be refunded on a prorated basis.

BOOKSTORE

The seminary bookstore is in operation during the school year. Required textbooks are available, most of them at a 25 percent discount. By paying an initial $25 deposit, a student may set up a credit account and still purchase books at that discount.

INSURANCE

Students should carry adequate hospitalization and life insurance for themselves and their families. The Board of Pensions of the Reformed Church in America makes
available to all students a major medical plan and a group life insurance plan, for which new and transfer students become eligible on October 1, contingent upon the insurance carrier’s acceptance of the applicant’s statement of physical condition. No examinations are required during the application period, which ends September 30 of the year of matriculation. Descriptive brochures are available upon request.

STUDENT AID
The programs of student aid at Western Seminary are designed to help students meet their minimum educational expenses as they prepare for Christian ministry. Each student should carefully plan his finances so that he can meet the costs of attendance. The student and his family are expected to provide a major share of his expenses. The estimated total cost of nine months for a single student is $3,300, and $5,000 for a married student.

If a student cannot match his total expected expenses for the year with equivalent income, savings, parental help and assistance from his church congregation, he should write at once to the seminary, requesting a financial analysis form. It includes estimated income and expenses for the coming school year. Based upon need as indicated by the analysis, a program of financial aid consisting of grants, work scholarships, and interest-free loans will be set up when the student arrives. The completed analysis must be returned to the seminary by September 1 of the forthcoming academic year.
James and Margaret Wayer Fund
Presidential tuition scholarships, based on academic excellence, are granted each year to the highest ranking students in the entering junior class, and in the middler and senior classes.

Mr. and Mrs. Herman Ridder, Sr. Fund
Presidential tuition scholarships, based on academic excellence, are granted each year to the highest ranking students in the entering junior class, and in the middler and senior classes.

Linnea Nelson Scholarship Fund
Tuition scholarships, based on academic excellence, are granted to the highest ranking students in the entering junior class, and/or in the middler and senior classes.

Robert L. Wade and Lyda H. Wade Memorial Scholarship Fund
Tuition scholarships are granted each year by the Administration.

Cornelius and Delia Ooms Memorial Scholarship Fund
Tuition scholarships, granted to students of the Ross Reformed Church, Gary, Ind., or of the Illiana Classis, or as named by the Administration.

Jacob J. Prins Memorial Fund
Tuition scholarships, granted to students from backgrounds such as Annville, Kentucky; Brewton, Alabama; Hispanic, Negro, American Indian; severely handicapped, severely educationally restricted, and who have demonstrated financial need.

Other Domestic Scholarship Funds
Gertrude Dosker Meyer Memorial Fund; Hispanic Scholarship Fund; Faith Reformed Church of Zeeland, Michigan Scholarship Fund; and Marble Men’s League Foundation Scholarship, Marble Collegiate Church, N.Y.

Foreign Student Scholarship Funds
Mina Vanden Broek Memorial Fund; Nellis and Pearl Wagner Overseas Graduate Student Scholarship Fund; and First Reformed Church of Grandville, Michigan Foreign Student Scholarship Fund.

Student Loan Funds
Western Theological Seminary Memorial Loan Fund; Church Agency Loan Fund; The Reverend Donald Boyce Memorial Loan Fund; John De Haan Student Loan Fund; and National Direct Student Loan Fund (NDSL).

Peter C. Cook Management Seminar Grants
Grants to senior students underwriting their travel expenses to attend the Institute for Successful Church Leadership at the Garden Grove Community Church, Garden Grove, California.

LIBRARY MEMORIAL FUNDS
Lena Kolkman Memorial Fund (for Archives); John P. Luidens and C. John Kooiker Memorial Fund (for books).
Degrees Conferred May 19, 1975

MASTER OF THEOLOGY
Albert De Voogd, Jr.

MASTER OF DIVINITY
Matthew J. Baasten
John A. Benes
Thomas A. Boogaart
David P. Breen
Frank H. Dobos
Dick A. Doeden
Jack L. Doorlag
DuWayne M. Hanke
Alvin L. Honken
Thomas L. Hoogendoorn
Arthur P. Hudak
Benjamin Jansen, Jr.
James D. Knol
Louis E. Lotz
Steven S. Stam
Douglas A. Stolk
Henry A. Ten Clay
Larry J. Terlouw
Lyle D. Vander Broek
Rick J. Van Haitsma
Craig A. Wagner
Thomas J. Welscott

DIPLOMA OF THE SEMINARY
Arie W. Blok

MASTER OF RELIGIOUS EDUCATION
Cornelius A. Van Heest
John R. Venenga
DIRECTORY

SENIOR CLASS

David M. Bast
Grand Rapids, Mich. ................. A.B., Hope College, 1973
Don G. Bloemendaal
Hospers, Iowa ....................... A.B., Northwestern College, 1973
Timothy L. Brown
Battle Creek, Mich. ................. A.B., Hope College, 1973
Joyce E. deVelder
Fremont, Mich. ...................... A.B., Hope College, 1972
David G. DeVries
Friesland, Wis. ...................... A.B., Hope College, 1973
James L. DeVries
DeMotte, Ind. ....................... A.B., Hope College, 1972
Paul D. Fox
Grand Rapids, Mich. A.B., Michigan State University, 1973
Ronald M. Franklyn
Los Angeles, Calif. ................. A.B., Hope College, 1972
Gary L. Hofmeyer
Sheldon, Iowa ...................... A.B., Northwestern College, 1971
Marvin E. Jacobs
Oregon, Ill. ......................... A.B., Central College, 1972
John C. Koedyker
South Holland, Ill. ................. A.B., Trinity Christian College, 1973
Dirk J. Kramer
Zeeland, Mich. ...................... A.B., Hope College, 1972
Roger A. Krutz
Amsterdam, New York ............... A.B., Hope College, 1973
Curtis R. Liesveld
Holland, Nebr. ...................... A.B., University of Nebraska, 1973
David H. Manting
Holland, Mich. ...................... B.S., Grand Valley State College, 1973
Murray Moerman
Edmonton, Alberta, Can. A.B., Northwestern College, 1972
Mark E. Nieuwsm
Holland, Mich. ...................... A.B., Hope College, 1970
Peter D. Nordstrom
Hazlet, N.J. ......................... A.B., Hope College, 1966
David A. Phillips
Verona, Penn. ...................... A.B., Western Michigan University, 1972
Nancy J. Phillips
Tokyo, Japan ....................... A.B., Antioch College, 1971
Lynn L. Post
Holland, Mich. ...................... A.B., Hope College, 1956
Roger D. Punt
Sioux Center, Iowa ................. A.B., Northwestern College, 1972
Leon A. Roggen, Jr.
Orange City, Iowa .................. B.S., Northwestern College, 1973
Robert L. Schut
Clinton, Wisconsin .................. A.B., Northwestern College, 1971
Larry L. Schuyler
Kalamazoo, Mich. A.B., Western Michigan University, 1973
Gregory J. Simpson
Lakewood, Calif. .................... A.B., California State College of Long Beach, 1972
Paul M. Smith
Baileyville, Ill. ..................... A.B., Hope College, 1972
Vernon A. Smith
Lafayette, Ind. ...................... B.S., Indiana State University, 1960
.................................. M.S., Purdue University, 1965
Samuel Solivan
Bronx, New York .................... A.B., Central Bible College, 1970
Darwin L. Vander Wal
Volga, S. Dak. ....................... A.B., Northwestern College, 1972
Arlin Vande Zande
Alto, Wis. ........................... A.B., Northwestern College, 1972
Calvin J. Vande Zande
Waupun, Wis. ....................... A.B., Central College, 1972
Irwin D. Van Leeuwen
Hull, Iowa ........................... A.B., Northwestern College, 1973
Milo D. Van Veldhuizen
Rock Rapids, Iowa ................. A.B., University of Iowa, 1972
Marlene Wagenaar
Archer, Iowa ....................... A.B., Northwestern College, 1971
.................................. A.M., Fuller Theological Seminary, 1975
Stephen R. Wing
Gloversville, N.Y. .................. A.B., Hope College, 1971
Eldert D. Zwart
Downers Grove, Ill. ... B.Mus.Ed., North Central College, 1969

INTERNS

Eric R. Boon
DeMotte, Ind. ... A.B., Valparaiso University, 1973

Everett D. Bosch
Artesia, Calif. ... A.B., Northwestern College, 1971

Perry L. DeGroot
Doon, Iowa ... A.B., Northwestern College, 1973

Richard K. Heusinkveld
Morrison, Ill. ... A.B., Hope College, 1973

James S. Hibma
Byron Center, Mich. ... A.B., Northwestern College, 1973

Robert D. Hoffman
Hamilton, Mich. ... A.B., Hope College, 1973

Rodney M. Meester
Holland, Iowa ... A.B. Wartburg College, 1973

Alan J. Schreuder
Kalamazoo, Mich ... B.S., Northern Michigan University, 1971

Norman P. Swier
Grand Haven, Mich. ... A.B., Hope College, 1973

Steven J. Vander Molen
Kalamazoo, Mich ... A.B., Western Michigan University, 1973

Franklin G. De Graaf
Hospers, Iowa ... B.S., Northwestern College, 1972

Gerrit J. Dekker
Dundas, Ontario, Can. ... A.B., Northwestern College, 1974

Thomas E. Dekker
Grandville, Mich. ... A.B., Hope College, 1974

Philip E. Doeschot
Adams, Nebr. ... B.S., University of Nebraska, 1974

Sandra J. Elfring
Kalamazoo, Mich. A.B., Western Michigan University, 1966

A.M., Western Michigan University, 1971

Carl J. Folkert
Holland, Mich. ... A.B., Hope College, 1974

Edward F. Gazel
Delmar, N.Y. ... A.B., State University of New York, 1974

Carl E. Gearhart
Gary, Ind. ... A.B., Hope College, 1974

James T. Goldschmeding
Portage, Mich. ... A.B., Alma College, 1974

Norman C. Hamm
Schuyerville, N.Y. ... A.B., Hope College, 1974

Brian B. Hellenka
Orange City, Iowa ... A.B., Northwestern College, 1974

Vern A. Hettinga
Rothschild, Wis. ... B.S., University of Wisconsin, 1974

Arthur C. Horst, Jr.
West Sayville, N.Y. ... A.B., Hope College, 1970

Jack D. Klunder
Grand Rapids, Mich ... A.B., Hope College, 1974

Darrell W. Koopmans
Randolph, Wis. ... A.B., Northwestern College, 1974

Lucille M. Kramer
Albany, N.Y. ... A.B., Hope College, 1974

Larry D. LePoire
Zeeland, Mich. ... A.B., Hope College, 1974

Marlin J. Meendering
Sioux Center, Iowa ... A.B., Oral Roberts University, 1974

Stephen M. Norden
Yokohama, Japan ... A.B., Hope College, 1974

MIDDler CLASS

Paul J. Bach
Sheboygan, Wis. ... A.B., Hope College, 1974

Carl M. Balk
Grand Rapids, Mich. ... A.B., Calvin College, 1967

Stephen C. Breen
Grand Rapids, Mich. ... A.B., Calvin College, 1974

Timothy J. Buis
Holland, Mich. ... A.B. Hope College, 1974
John F. Ornée
Wyoming, Mich. A.B., Calvin College, 1974

Keith G. Pais
Meservey, Iowa A.B., Northwestern College, 1974

David P. Poppen
Morrison, Ill. A.B., Northwestern College, 1974

Peter C. Semeyn
Muskegon, Mich. A.B., Hope College, 1973

Phyllis A. Steenhoek
Pella, Iowa A.B., Central College, 1974

Larry Tantalo
Canoga Park, Calif. B.S., California State University, Northridge, 1972

Mary T. Van Andel
Newaygo, Mich. A.B., Hope College, 1973

Michael H. Van Buren
Waupun, Wis. A.B., Hope College, 1974

Gary A. Van Heukelom
Kalamazoo, Mich. B.S., Grand Valley State College, 1974

Robert E. Van Voorst
Holland, Mich. A.B., Hope College, 1974

Robert A. Wierenga
Grand Haven, Mich. B.S., Grand Valley State College, 1973

Charles A. Wiessner
Portage, Mich. A.B., Yale University, 1974

Bruce B. Brown
Grand Rapids, Mich. B.M. Ed. Hartt College of the University of Hartford, 1963

Victor J. Folkert
Holland, Mich. A.B., Hope College, 1972

Harlan G. Hayunga
German Valley, Ill. A.B., Central College, 1975

John Heeg
Dunville, Ontario, Can. A.B., McMaster University, 1975

Verlyn D. Hemmen
Aplington, Iowa A.B., Northwestern College, 1975

David H. Henion
Fairlawn, N.J. A.B., Central College, 1975

John E. Howanstine, Jr.
Seminole, Fla. A.B., Eckerd College, 1971

John S. Kimmons
Atlanta, Ga. A.B., Erskine College, 1967

M.Ed., University of Georgia, 1969

Kenneth Kolenbrander
Holland, Mich. B.S., Western Michigan University, 1968

David A. Lohr
Waverly, Ill. A.B., Sangamon State University, 1975

Cleo M. Ludwick
Newaygo, Mich. A.B., Hope College, 1973

A.M., Western Michigan University, 1975

Terry L. Nyhuis

Steven D. Pearson
Shelby, Mich. A.B., Hope College, 1975

Donald J. Poest
Zeeland, Mich. A.B., Hope College, 1971

Timothy P. Rot
Calumet City, Ill. A.B., Trinity Christian College, 1975

Jill M. Sabo
Harvey, Ill. A.B., Hope College, 1973

Richard L. Scheenstra
Ontario, Calif. A.B., University of California, Riverside, 1975

Michael J. Scott
Grand Rapids, Mich. A.B., Calvin College, 1975

JUNIOR CLASS

Mark J. Bergsma
Grand Rapids, Mich. A.B., Hope College, 1975

Kathy J. Blaske
Muskegon, Mich. A.B., Hope College, 1975

Carl R. Boersma
Springfield, S.D. A.B., Northwestern College, 1975

William R. Boersma
Grand Rapids, Mich. A.B., Hope College, 1975

Randall W. Braaksma
Cambria, Wis. A.B., Hope College, 1974

42
John W. Smith  
Kalamazoo, Mich. A.B., Western Michigan University, 1975

Thomas A. Smith  
Baileyville, Ill. A.B., Northwestern College, 1975

Philip J. Somsen  
Orange City, Iowa A.B., Northwestern College, 1973

Dennis L. TeBeest  
Waupun, Wis. A.B., Hope College, 1975

Denise L. Thompson  
Hopkins, Mich. A.B., Michigan State University, 1974

Richard J. Tiggelaar  
Chicago, Ill. A.B., Trinity Christian College, 1975

David R. Vos  
Claremont, Calif. A.B., University of California, Santa Barbara, 1970

Brian L. Vriesman  
Holland, Mich. A.B., Hope College, 1975

Michael A. Weber  
Westminster, Colo. A.B., Colorado State University, 1975

Paul W. Wemlind  
Baldwin, Wis. A.B., Northwestern College, 1975

Bruce A. Wilterdink  
Sheboygan Falls, Wis. A.B., Northwestern College, 1975

Christiaan Platteel  
Calgary, Alberta, Can. B.Sc., Simon Fraser University B.C. 1969

New Brunswick Theological Seminary, 1972-1974

Paul D. Wesselink  
Sioux Center, Iowa A.B., Central College, 1972

New Brunswick Theological Seminary, 1973-75

MASTER OF RELIGIOUS EDUCATION PROGRAM

Bruce D. Alderink  
Annville, Ky. B.S., Northwestern College, 1974

Mark W. Bruggom  
Hospers, Iowa B.S., Northwestern College, 1974

Stephanie J. Durband  
Hull, Iowa A.B., Northwestern College, 1975

Elaine K. Forrest  
Davison, Mich. A.B., Central Michigan University, 1971

Virgil G. Gulker  
Holland, Michigan A.B., Grand Valley State College, 1969

A.M., University of Michigan, 1972

A.D., University of Michigan, 1973

Mary H. Horst  
Las Vegas, Nev. A.B., Hope College, 1973

Charles J. Kleinheesselink  
Boyd, Iowa B.S., Northwestern College, 1975

Shirley F. Meendering  
Sioux Center, Iowa B.S., Northwestern College, 1969

Dorette J. Vande Zande  
Waupun, Wis. B.S., Northwestern College, 1974

Teunisje Velthuizen  
Holland, Mich. A.B., Hope College, 1966

MASTER OF THEOLOGY PROGRAM

Gordon E. Alderink  
Fennville, Mich. B.D., Western Theological Seminary, 1953

Fred R. Doidge  
Grand Canyon, Ariz. M. Div., Western Theological Seminary, 1971

MASTER OF DIVINITY PROGRAM (BILEVEL MULTISITE)

Roger D. De Young  
Fair Oaks, Ind. A.B., Hope College, 1973

New Brunswick Theological Seminary, 1973-75

Robert E. McAndrews  
West Dundee, Ill. A.B., Hope College, 1972

New Brunswick Theological Seminary, 1972-74

Howard H. Moths  
Boyd, Iowa A.B., Northwestern College, 1973

New Brunswick Theological Seminary, 1973-75

Richard H. Otterness  
Altamont, N.Y. A.B., Hope College, 1973

New Brunswick Theological Seminary, 1973-75
John Hanegraaff  
Holland, Mich. ... B.D., Calvin Theological Seminary, 1969

Peter J. Niewiek  
Grand Rapids, Mich. ... B.D., Calvin Theological Seminary, 1971

Takeshi Takasaki  
Fukuroi City, Shizuoka, Japan ... B.D., Tokyo Union Theological Seminary, 1964

Paul Van De Hoef  
Holland, Mich. ... B.D., Western Theological Seminary, 1965

SPECIAL STUDENTS

Pamela Alstrom ... A.B., Hope College, 1968
Roger Bonga, Jr. ... B.S., Western Michigan University, 1973
Philip De Jonge ... M.Div., Calvin Theological Seminary, 1975
Warren J. Greving ... B.S., Northwestern College, 1974
James Hines ... Hope College Student
Steven Oostdyke ... A.B., Calvin College, 1974
Arnold Punt ... B.D., Western Theological Seminary, 1960
Carol Rummier ... Hope College Student
Kurt Stiansen ... McCormick Theological Seminary Intern

CANDIDATES ADMITTED FOR THE 1976-77 ACADEMIC YEAR

MASTER OF DIVINITY JUNIORS

Paul G. Akers  
Portage, Mich. ... A.B., Western Michigan University, 1976

Kim N. Baker  
Grand Rapids, Mich. ... A.B., Hope College, 1976

Roger G. Beukelman  
Claremont, Calif. ... A.B., California State Polytechnic University, 1976

David J. Boger  
Lakewood, Calif. ... A.B., Northwestern College, 1976

Cyril R. Bowman  
Scottville, Mich. ... B.S., Central Michigan University, 1974

Duane W. Cleveringa  
Denver, Colo. ... A.B., Rockmont College, 1976

Linden J. De Bie  
Paramount, Calif. ... A.B., California State University at Fullerton, 1976

Keith A. Derrick  
McBain, Mich. ... A.B., Hope College, 1976

John C. Foster  
Azusa, Calif. ... A.B., Azusa Pacific College, 1976

James W. Gillespie  
Muskegon Heights, Mich. ... A.B., Marion College, 1976

Charles J. Kleinheesselink  
Boyd, Iowa ... B.S. Northwestern College, 1975

James R. Lemmenes  
Brandon, Wis. ... A.B., University of Wisconsin, Oshkosh, 1976

David E. Loveall  
Denver, Colo. ... A.B., Northwestern College, 1976

Donald C. Nickels  
Wyoming, Mich. ... B.S., Grand Valley State College, 1974

Rick A. Oppenhuizen  
Grand Rapids, Mich. ... B.S., Grand Valley State College, 1975

Gene A. Poll  
Hamilton, Mich. ... A.B., Hope College, 1967

Mark G. Poppen  
Morrison, Ill. ... A.B., Northwestern College, 1976

Allen L. Pruis  
Morrison, Ill. ... B.S., Illinois State University, 1973

Linda D. Richards  
Holland, Mich. ... A.B., Hope College, 1976

Timothy R. Sandee  
Middleton, Wis. ... A.B., University of Wisconsin, Whitewater, 1974
Louise P. Shoemaker

Philip J. Schuiling

Raymond J. Steigenga

Michael S. Vanden Berg
Kalamazoo, Mich. .......... A.B., Hope College, 1975

Timothy D. Vander Haar
Orange City, Iowa .......... A.B., Hope College, 1975

Timothy J. Van Heest
Delmar, N.Y. .......... A.B., Hope College, 1976

Eugene H. Voss
Palos Heights, Ill. .......... A.B., Trinity Christian College, 1976

Robert G. Vrooman
Alexandria Bay, N.Y. .......... A.B., Hope College, 1976

Barry L. Wynveen
Cedar Grove, Wis. .......... A.B., Northwestern College, 1976

**MASTER OF THEOLOGY**

Mahamimali Rufus .......... India

**SPECIAL STUDENTS**

Jorge López .......... Mexico

Sidney Ngobe .......... South Africa

Makoto Suzuki .......... Japan

**MIDDLER TRANSFERS**

Ron G. Helmink
Hickman, Nebr. .......... A.B., University of Nebraska, 1973
Resumption of Studies

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Portland, Ore. .......... A.B., Trinity Christian College, 1971
McCormick Theological Seminary, 1971-72

Robert K. Livingston
Grand Rapids, Mich. .......... B.S., Michigan State University, 1973
Gordon-Conwell Theological Seminary, 1975-76

**MASTER OF RELIGIOUS EDUCATION**

Diane J. Mugg
## Index

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>Back Cover</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Procedures</td>
<td>30-32</td>
<td>Index</td>
</tr>
<tr>
<td>Admissions</td>
<td>30</td>
<td>Lecturers, 1975-76</td>
</tr>
<tr>
<td>Grading</td>
<td>31</td>
<td>Librarian Emeritus</td>
</tr>
<tr>
<td>Incompletes</td>
<td>31</td>
<td>Office and Library Personnel</td>
</tr>
<tr>
<td>New Testament Greek Requirement</td>
<td>31</td>
<td>Preliminary Application</td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>31</td>
<td>Purpose</td>
</tr>
<tr>
<td>Probation</td>
<td>31</td>
<td>Reformed Review</td>
</tr>
<tr>
<td>Professorial Certificate</td>
<td>32</td>
<td>Scholarship Funds, Grants, and Loans</td>
</tr>
<tr>
<td>Student Code Numbers</td>
<td>32</td>
<td>Senior Looks Back</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>13-26</td>
<td>Student Activities</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>13-24</td>
<td>Theological Perspective</td>
</tr>
<tr>
<td>Master of Religious Education</td>
<td>25-26</td>
<td>Visiting Professors and Lecturers</td>
</tr>
<tr>
<td>Accreditation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Awards</td>
<td>27-28</td>
<td></td>
</tr>
<tr>
<td>Beardslee Library</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Building and Grounds</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Counseling Services</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Degrees Conferred, 1975</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Directory of Students, 1975-77</td>
<td>40-45</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>8-10</td>
<td></td>
</tr>
<tr>
<td>Faculty Emeritus</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Field Education</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Financial Information</td>
<td>36-37</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Dormitory and Housing</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>36-37</td>
<td></td>
</tr>
<tr>
<td>Student Aid</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>
For any senior, graduation day is a bittersweet experience. The anticipation and excitement of leaving school for a job competes with the sadness of breaking old relationships. The joys of completing one task are offset by the anxieties of beginning another. For some, happiness lies in escaping an "academic" environment for "real" life. For others, the uncertain future creates a tension that reduces their field of vision to a single objective—a job. Yet, whatever the situation, graduation gives the graduating senior an occasion for remembering. I hope that my own reflections on the past three years at Western Seminary will provide some insight into the importance of this school in the life of the Reformed Church.

Like most graduates, my first thoughts center around being prepared for my calling. How good an education did the seminary provide? Will it be adequate? Although it will take years to provide the final answer to these questions, I feel certain of the verdict. Western Seminary has given me an excellent introduction to the life of learning in ministry. Through practical experience, through academic work, through classroom exchanges, in chapel worship and in coffee fellowship, I have not only learned about ministry but have also been trained to continue to learn as I minister. In the field education portion of the seminary's program, I spent two summers serving as the sole pastor of churches in Chatham, Ontario, and Canyon Lake, California. During my middler year, I worked part time in the educational program of a local church. Opportunity was also available to me to spend an additional year working full time in the intern program.

The foundation for these paractical experiences was provided by the seminary's excellent academic emphasis. Not only did I learn the basics, but I also was given something even more important—the tools to extend my learning over my entire ministry. In general the courses of study, taught by professors well-qualified in their fields, were interesting and relevant to my needs. I cannot envision a better balance of practical and classroom work. In short I have been given the necessary basis for functioning well in the ministry of Christ.

Of course, many memories have more to do with people than with facts. The relationships with faculty, staff, and fellow students that are built over three years form a large part of the seminary experience. The warm atmosphere of this special community was instrumental in transforming me. The love of Christ experienced in relationships with fellow Christians causes people to blossom. I have seen that love exhibited in concern for brethren from Africa, India, and Japan. I have seen it demonstrated as the community expressed its concern for someone who was living in grief, or when members left for new positions. I have seen my friends mature and have experienced the results of that growth in my own life. There is a lot of pain involved in severing these ties but, after seeing this expression of the body of Christ in action, the anticipation of living in a similar group as a pastor eases the sadness.

Obviously, neither the seminary community nor the education it provides is perfect. There have been enough frustrations and disappointments to keep the memory honest. Yet, as I look back at these years and look forward to the work of ministry for which they have prepared me, I can only praise God for all the people, churches, and support that have helped make Western the place that it is today and the improved school that it will be tomorrow. So we who are graduating leave this school eagerly looking forward to the tasks of ministry, deeply excited over the prospect of sharing that ministry with all of you, and thankful for the opportunities that God has provided.

Leon Roggen was president of the class of 1976 and is presently pastor of the First Reformed Church in Tampa, Florida.
PRELIMINARY APPLICATION
FOR ADMISSION
WESTERN THEOLOGICAL SEMINARY
HOLLAND, MICHIGAN 49423

Date ____________________________

Name in full ____________________________

Home address ____________________________

Present address ____________________________

Educational institutions attended:

[ ] (College or University) 19__ to 19__

[ ] (Theological Seminary) 19__ to 19__

[ ] (other) 19__ to 19__

I make preliminary application for admission to the

[ ] Junior [ ] Middler [ ] Senior (class) [ ] Special Student status

I wish to matriculate in the:

a. Master of Divinity degree program __________

b. Master of Religious Education degree program __________

(Signed) ____________________________

(Detach and send to the Office of Admissions, Western Theological Seminary)
ORIENTATION
OPENING CONVOCATION-WORSHIP
FIRST QUARTER BEGINS
FIRST QUARTER ENDS
SECOND QUARTER BEGINS
CHRISTMAS RECESS BEGINS
CLASSES RESUME
SECOND QUARTER ENDS
THIRD QUARTER BEGINS
SPRING RECESS BEGINS
CLASSES RESUME
THIRD QUARTER ENDS
COMMENCEMENT
SUPERVISED FIELD EDUCATION
SUMMER GREEK
ORIENTATION FOR 1977-78 ACADEMIC YEAR
OPENING CONVOCATION-WORSHIP
FIRST QUARTER BEGINS