1979

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Western Theological Seminary

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Catalog
for the Academic Year
1979-1980
Theological Perspective

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 three degree programs, one leading to the ordained ministry, the second to professional leadership in Christian education and the third on advanced study in ministry. 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 1913, and Zwemer Hall (dormitory) in 1913 and 1928. The former two were replaced by the present structure in 1954. Western now enjoys the splendid Mulder Chapel and the Beardslee Library, which numbers 74,000 books and 570 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.

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.
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Western Theological Seminary is an educational instrument of the Reformed Church in America. It has as its primary purpose the training of 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 her mission to be the body of Christ in the world, and to proclaim his gospel everywhere.

The Seminary presently offers three degree programs, the Master of Divinity (M.Div.) the Master of Religious Education (M.R.E.) and the Doctor of Ministry (D.Min.). 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 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 several programs. The Doctor of Ministry program is described on pages 25 and 26.

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 programs involved in moving.

Master of Divinity Program

The Master of Divinity program has a requirement of 136 term hours for students enrolling at the seminary after September 1, 1979. The M.Div. curriculum is structured so as to enable each student to lay a foundation in theological education by studying in required courses, building on that foundation by choosing additional courses in each major area, and developing depth in at least one aspect of theological education by completing an individual concentration.

Courses numbered 410-499 are required of all students. Students are also required to complete one course in each field area as follows:

- **Biblical Field**
  - Areas I, II, III
- **Theological Field**
  - Areas I, II, III
- **Christian Ministry Field**
  - Areas I, II, III, IV

Each student is required to complete one senior seminar in two of the three fields. The numbering system is as follows:

- **410-499** Required courses
- **510-589** Courses which fulfill area requirements
  - **510-529** Area I
  - **530-549** Area II
Each student shall also fulfill a concentration of 12-20 hours in one of the fields according to rules formulated by the fields.

In addition to the academic curriculum, students are required to complete eight units of field education as specified on pages 23 and 24.

N.B. Students enrolled before August 31, 1979, are required to complete 135 term hours according to regulations stated in the 1978-79 catalog.

Master of Religious Education Program

The Master of Religious Education program has a requirement of 90 term hours for students enrolling at the seminary after September 1, 1979.

Courses numbered 410-499 are required of all students. Students are also required to complete one course in each field area as follows:

Biblical Field Areas I, II, III
Christian Ministry Field Areas I, IV

They are also required to complete all courses in Christian Ministry Area II and CM570.

In addition to the academic curriculum, students are required to complete six units of field education as specified on pages 23 and 24.
All courses receive four credit hours, except where otherwise indicated in the course descriptions.

**BIBLICAL FIELD**

**BF410 REVIEW GREEK/Schutter**
A survey of difficult elements in New Testament Greek, vocabulary growth, and Greek reading. Designed especially for the student who has taken summer Greek, but open to anyone.

**BF411 INTRODUCTION TO EXEGESIS/Cook, Schutter**
Introduction to principles and tools of exegesis and the development of an exegetical method.

**BF412 ADVANCED EXEGESIS/Cook**
A workshop approach to exegetical practice based on the gospel by Mark.

**BF414 HEBREW I/Coughenour, Schutter**
An inductive study of the fundamentals of biblical Hebrew grammar and reading.

**BF415 HEBREW II/Coughenour, Schutter**
A continuation of biblical Hebrew grammar and reading and an introduction to exegetical methodology.

**BF417 BIBLICAL HISTORY AND INTRODUCTION I/Piet**
A survey of Genesis through the prophets together with biblical introduction material.

**BF418 BIBLICAL HISTORY AND INTRODUCTION II/Piet**
A survey of Wisdom Literature, Daniel, and Deuteronomy plus all the books of the New Testament.

**BF510 SEMINAR IN THE STUDY OF THE PENTATEUCH/Coughenour**
An historical and exegetical study of selected portions of the Pentateuch. (1980-81)

**BF514 SEMINAR IN PSALMS/Coughenour**
An historical and exegetical study of selected Psalms of the Hebrew Bible.

**BF530 EPISTLE TO THE ROMANS/Cook**
Introduction and overview of the letter together with exegetical study of selected portions.

**BF532 THE GOSPEL ACCORDING TO JOHN/Schutter**
The Fourth Gospel is approached under the categories of history, theology, and evangelism in terms of its central theme: Jesus, the Giver of Life. Special attention is given to the author's christology and pneumatology.

**BF534 THE GOSPEL ACCORDING TO MATTHEW/Piet**
An exegetical study of Matthew. After reading several commentaries, the class works on the major sections, subsections, and individual texts of the gospel. Attention is also paid to Old Testament quotations. (1981-82)

**BF550 NEW TESTAMENT THEOLOGY/Cook**

**BF552 BIBLICAL INTERPRETATION/Schutter**
The leading issues in biblical interpretation are reviewed and examined, for example, the relation between the Testaments, the significance of the canon, the possibility of a biblical theology, demythologizing, the quests for the historical Jesus, etc. The contemporary debate will be viewed against a background of the history of the rise of modern biblical criticism.

**BF554 METHOD IN BIBLICAL THEOLOGY/Piet**
The thesis of the course is that one learns content through process. Each student is asked to select a biblical concept around which he builds his theology. After several class demonstrations by the professor, each student is on his/her own and must explain to the class the process by which one arrives at a workable theology.

**BF556 OLD TESTAMENT THEOLOGY/Coughenour**
A study of content and method in Old Testament theologies with
an emphasis on theological themes of the Old Testament. (1981-82)

BF590 BIBLICAL THEOLOGY IN MINISTRY/Coughenour, Cook
A senior seminar integrating themes of biblical theology to the practice of ministry. (1980-81)

BF610 BIBLICAL ARAMAIC/Coughenour and Schutter
A study of the grammar and vocabulary of biblical Aramaic from the Old Testament and other documents, including the Qumran scrolls and the Targums. (On request)

BF612 SYRIAC/Schutter and Coughenour
Syriac grammar is studied. Selected passages are translated including Syriac New Testament reading. (On request)

BF624 INTER-TESTAMENTAL HISTORY AND LITERATURE/Schutter
An introduction to the Jewish backgrounds of the New Testament. The richness and diversity of Jewish life and thought from the conquest of Alexander to the Bar-Cochbah revolt will be studied with special emphasis upon the emergence of the earliest Christian communities. (1981-82)

BF626 BIBLICAL ARCHEOLOGY/Coughenour
An introduction to the history and methods of biblical archeology with emphasis on its contribution to understanding the Bible. (1981-82)

BF628 FIELD ARCHEOLOGY/Coughenour
Fundamental archaeological field experience in stratigraphic excavation at sites in Jordan. Excursions to biblical sites in Jordan and Israel are included. Primary emphasis is given to on-site instruction in the methods of field archeology. (Summer, 1980)

BF630 STUDIES IN ACTS/Cook
Introductory material combined with an understanding of the entire book and the exegesis of selected passages.

BF632 PAUL'S CORINTHIAN CORRESPONDENCE/Cook
A study of Paul's relations with the church at Corinth, together with an exegetical study of First Corinthians. (1981-82)

BF634 EPHESIANS/Cook
An exegetical treatment of major themes which enable participants to formulate their own theological understanding of Ephesians. (1981-82)

BF637 PARABLES AND MIRACLES/Oudersluys
Their meaning and message in the mission of Jesus and for us today. These are taught in two separable units: Unit I, parables and Unit II, miracles.

BF638 SEMINAR IN GENERAL EPISTLES/Schutter
An introduction to the exegesis of the letters of James, I and II Peter, and Jude. (1981-82)

BF640 APOCALYPTIC LITERATURE/Piet

BF642 WISDOM LITERATURE OF THE BIBLE/Coughenour
A study of the forms, vocabulary and concepts of wisdom in the Bible, emphasizing Proverbs, Job, and Ecclesiastes. (1981-82)

BF644 MINOR PROPHETS TODAY/Coughenour
An exegetical study of selected texts from the minor prophets. (1980-81)

BF652 ORIGINS OF CHRISTOLOGY/Schutter
A reconstruction of the history of the growth of christology in the early church as reflected in the New Testament. Beginning with Jewish messianic expectations, the course outlines the revolution in christological thought brought by the person and work of Jesus. Special attention is given to the main christological titles and to the foundations of incarnational theology.

BF654 EARLY CHRISTIAN HOMILETICS/Schutter
BF670 TOPICS IN OLD TESTAMENT STUDIES/Coughenour
Research in Old Testament literature and theology on selected topics.

BF672 TOPICS IN NEW TESTAMENT STUDIES/Cook
A course whose contents will vary among such topics as the resurrection of Jesus; introduction to New Testament textual criticism; and advanced reading of the Greek New Testament.

BF680 CHRISTIAN FAITH AND OTHER FAITHS/Piet
A study of two pre-Christian—Hinduism and Buddhism—and two post-Christian faiths—Islam and Judaism or Communism—to determine in what way these prepare for or react to the Christ-event. (1981-82)

BF682 GUIDED RESEARCH IN BIBLE AND/OR MISSION/Piet
After the professor approves the instructional objective of the student, the student works with the professor on a bibliography, outline, and paper, or an approved program of reading in the area of Bible and/or Mission.

BF684 CHRISTIANITY IN LITERATURE/Cook
A study of biblical and theological motifs in selected literary pieces.

WORLD MISSIONS

WM412 EVANGELISM 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.

CM413 WORLD MISSIONS/Heideman
A study of world missions in the twentieth century, with special reference to the mission activity of the Reformed Church in America. Two hours credit.

THEOLOGICAL FIELD

TF411 INTRODUCTION TO THEOLOGY AND THE DOCTRINE OF GOD/Osterhaven
A preliminary examination of the major divisions, themes, and definitions of the major branches of theological study; the doctrine of Scripture. A study of the nature of God; the doctrines of the Trinity and divine decrees.

TF412 THE DOCTRINES OF CHRIST AND SALVATION/Osterhaven
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. The work of the Holy Spirit in the application of salvation to the believer.

TF415 CHURCH HISTORY (100-150 A.D.)/Bruggink
The historical development of the church from the Apostolic Fathers to the Reformation, with particular emphasis upon the development of doctrine.

TF416 THE AMERICAN EXPERIENCE/Bruggink
Particular attention is paid to the Reformed Church in America within its pluralistic milieu, from 1628 to the present.

TF418 INTRODUCTION TO CHRISTIAN ETHICS/Eenigenburg
A study of the basic principles of Christian ethics, beginning with its foundations in the Bible and theology. The methodological instruments for utilizing biblical materials are then developed, with practical application to current problems.

TF512 CREATION, PROVIDENCE, AND PREDESTINATION/Kaiser
A Christian worldview is developed that treats the relation of God and the world, nature and history, and the Christian's calling in an age of science and social reform.

TF516 CHURCH AND SACRAMENTS/Osterhaven
The church is considered as a continuation of the redemptive program begun in the Old Testament. Its nature, ministry, and sacraments are treated.

TF520 OUR REFORMED HERITAGE/Osterhaven
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.
TF530 EARLY CHURCH FATHERS/Kaiser
Selected readings in the Apostolic Fathers, Apologists, and theologians, e.g., Clement of Rome, Ignatius, Justin, Athenagoras, and Irenaeus. Two credit hours.

TF531 ANTE-NICENE FATHERS/Kaiser
Selected readings in sequence to TF530 including Tertullian, Hippolytus, Novatian, and Cyprian. Two credit hours.

TF532 NICENE FATHERS/Kaiser
Selected readings in the defenders of the Nicene Creed, Athanasius and Hilary, dealing largely with the doctrine of the Trinity. Two credit hours. (1980-81)

TF533 POST-NICENE FATHERS/Kaiser
Selected readings in Cyril of Jerusalem, Basil, Gregory of Nazianzus, and Gregory of Nyssa, dealing with the person and work of Christ and the sacraments. Two credit hours. (1980-81)

TF534 CHURCH HISTORY (REFORMATION)/Bruggink
The Reformation is studied in terms of doctrine, culture, polity and liturgy as it developed out of concerns for theological, social, and liturgical reform.

TF536 THE CHURCH IN MODERN EUROPEAN HISTORY/Kaiser
The development of modern theology is traced against a background of the rise of modern science and philosophy, the encounter with world religions, and the challenge of the needs and ideologies of the non-Western world.

TF540 REFORMED CHURCH IN AMERICA/Bruggink
History and theological development with major emphasis upon contemporary history and the way in which the church deals with such issues as confessions, sacraments, ordination of women, and ecumenical relationships. Opportunity for individual research. (1980-81)

TF554 SEMINAR ON PROBLEMS IN PERSONAL ETHICS/Eenigenburg
The Christian's personal morality in the light of the Bible is explored. Typical problems relate to sexual behavior, acceptable recreation, alcohol and drugs, truth-telling, and others suggested by students.

TF556 HISTORICAL CHRISTIAN ETHICS/Eenigenburg
A survey of the major Christian answers to the question concerning the ideal Christian life from biblical times to the present. (1980-81)

TF560 THEOLOGY (MAN)/Eenigenburg
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.

TF610 SELECTED READINGS IN MARTIN LUTHER/Kaiser
Selected readings from the career of the Reformer will provide the basis for group discussion of his views on predestination, justification by faith, Christian freedom and the sacraments. Two credit hours.

TF611 SELECTED READINGS IN THE EARLY REFORMERS/Kaiser
Selected readings in Melanchthon, Bucer, and Zwingli will illustrate the progress of Reformed theology up to the time of Calvin's Institutes. Two credit hours.

TF612 LIFE AND TIMES OF AUGUSTINE/Kaiser
Readings in the Confessions and the City of God provide a basis for understanding Augustine's theology in context. Two credit hours. (1980-81)

TF613 THEOLOGY OF AUGUSTINE/Kaiser
Readings will cover Augustine's teachings on the Trinity, baptism, and predestination. Two credit hours. (1980-81)

TF615 CALVIN'S LIFE AND THEOLOGY/Hesselink
An introduction to Calvin's life and thought indicating their relationship at various points, as well as relevance of Calvin's theology to various contemporary issues. (1980-81)
TF617 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. (1981-82)

TF621 THE TRINITY IN THE NEW TESTAMENT/Kaiser
The doctrine of the Trinity is studied in relation to its background in the Old and Inter-Testamental periods, its scriptural basis in the New Testament, and its empirical grounding in the life of Jesus and the experience of the early church. Two credit hours.

TF622 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. Two credit hours.

TF623 THE ATONEMENT IN THE NEW TESTAMENT/Kaiser
How did the writers of the New Testament adapt the types and models of their heritage to articulate their faith, and how do these relate to the theories of the atonement developed in later times? Two credit hours. (1980-81)

TF625 ESCHATOLOGY/Osterhaven
A review of classical Christian eschatology with special attention given contested positions. Two credit hours. (1980-81)

TF631 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.

TF632 ROMAN CATHOLIC THEOLOGY/Bruggink
To what extent are Roman Catholic and Reformed theology growing closer? The documents of Vatican II and subsequent papers of the Secretariat for the Promotion of Christian Unity are studied in comparison with the Reformed tradition. (1980-81)

TF635 TRAVEL SEMINAR STUDIES FROM PAUL TO JUSTINIAN/Bruggink
Required guided research in preparation for participation in the seminar at Ephesus, Philippi, Thessaloniki, Corinth, Athens, and Istanbul. (1980-81)

TF636 TRAVEL SEMINAR STUDIES: ROME/Bruggink
Required guided research in preparation for participation in the seminar at Rome, with its treasures of art and architecture from pre-Christian times to the present.

TF637 WESTERN CHRISTENDOM TRAVEL SEMINAR/Bruggink
Rome is the focus of this study of the development of Christianity as it utilizes the cultural, artistic, archaeological, institutional, and personal continuity of Rome for the examination of a central concept in the history of the church. (Summer, 1981, 29 days overseas)

TF638 TRAVEL SEMINAR: FROM PAUL TO JUSTINIAN/Bruggink
The seminar traces the development of Christianity in relation to the major sites of Paul's journeys: Ephesus, Philippi, Thessaloniki, Corinth, and Athens, together with subsequent development, and growth to the Christianization of law, politics, and architecture in Justinian's Constantinople. (Summer, 1980, 15 days overseas)

TF641 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 are considered.

TF642 RELIGIOUS LANGUAGE/Kaiser
How does the use of language in religious discourse relate to usage in everyday life and in modern science? A review of the pioneering work of Ian Ramsey, Max Black, and Philip Wheelwright. Two credit hours.

TF643 PHENOMENOLOGY OF RELIGION/Kaiser
Our culture trains us to recognize and deal with a very limited portion of our total experience. Phenomenology is a general
method for exploring primary experience in all its many dimensions, the religious in particular. A review of the pioneering work of Rudolf Otto and Mircea Eliade. Two credit hours. (1980-81)

TF645 HISTORICAL THEOLOGY AND CONTEMPORARY MEDIA/Bruggink
The contemporary scene as presented in film, theatre, dance, and politics is examined for its theologies and compared with Christianity. (1980-81)

TF647 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.

TF651 GUIDED RESEARCH IN ETHICS OR IN THE PHILOSOPHY OF RELIGION/Eenigenburg
The student may select a research topic in either area for concentrated study and writing.

TF653 THE ETHICS OF JESUS AND PAUL/Eenigenburg
A study of Jesus’ ethical emphases, especially in the Sermon on the Mount and in his “love ethic.” Paul’s focus on the special quality of the Christian’s moral life is explored.

TF655 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. (1980-81)

TF657 PSYCHOLOGICAL FACTORS IN RELIGIOUS BELief AND PRACTICE/Eenigenburg
A study of the psychological factors that predetermine the ways we relate to our theological ideas and religious beliefs as individuals and communities. (1980-81)

TF680 THEOLOGICAL GERMAN/Eenigenburg
Inductive study of selected texts in contemporary German theology. (1980-81)

CHRISTIAN MINISTRY FIELD

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

CM410 THE CONGREGATION ORGANIZING, EDUCATING, AND NURTURING/Bennink, Stewart
A foundational course which focuses on congregational life, organizational structure, educational philosophy, and style of pastoral ministry. Through observations of actual parishes, students will explore and evaluate the various functions of ministry and begin to formulate a sense of professional identity.

CM414 THE CONGREGATION WORSHIPING/Bruggink
Biblical and Reformed understandings of worship are studied with particular emphasis given to the components of the liturgy. Two credit hours.

CM416 JUNIOR PREACHING/Wilterdink, Heideman
Study of the Biblical conception of preaching; the place and use of the Bible in preaching; the preparation and delivery of sermons—studied and practiced.

CM418 TEACHING SKILLS/Stewart
A laboratory course for learning specific skills for teaching. Two credit hours.

CM510 PASTORAL COUNSELING/Rock
The fundamental counseling course in the ministry field. The lecture, demonstration and laboratory approach is designed to enable the person in ministry to articulate a pastoral-theological framework for counseling, to develop skills in helping relationships to make effective decisions regarding referral.

CM512 ADVANCED PASTORAL COUNSELING/Bennink
Persons in ministry are assisted in developing skills in the integration of theology, psychological theory, and pastoral counseling relationships with the use of seminar discussions, reality practice, and actual case material.

CM514 ORIENTATION TO MARRIAGE AND FAMILY COUNSELING/Rock
This course is designed to increase the participant’s ability to
build effective communication patterns in marital or premarital relationships and to enable the person in ministry to develop counseling and enrichment strategies for couples and for families. Whenever possible, spouses are encouraged to take the course with the student. Single students or married students without spouses will arrange for a communication partner. Laboratory work assumes prior experience with the fundamentals of counseling.

CM530 THE PRACTICE OF CHRISTIAN EDUCATION IN A CONGREGATION/Stewart
A study and practice of a variety of methods used in Christian education in the church. Includes ideas for confirmation, action reflection models, and retreats.

CM532 FAITH DEVELOPMENT AND RELIGIOUS ENCULTURATION/Stewart
A practicum on how Christian faith is nurtured and developed. Students develop an integrated program for faith development as they examine the church's rites and rituals, and observance of the church year, and intergenerational interactions and their relation to sanctification and religious enculturation.

CM534 CURRICULUM EVALUATION AND DESIGN/Stewart
An analysis and evaluation of Christian education resources and curricula designs. Students develop skills for evaluating and designing a Christian education program.

CM550 PASTORAL CARE PREACHING/Wilterdink
Study and practice of preaching to particular needs within a congregation. Two credit hours.

CM551 EXPOSITORY SERIES PREACHING/Wilterdink
Study and practice of preaching through a book of the Bible. Two credit hours.

CM552 CATECHETICAL PREACHING/Heideman
Study and practice of doctrinal preaching, with particular reference to the use of the Heidelberg Catechism. Two credit hours.

CM553 PREACHING THE CHURCH YEAR/Heideman
Study and practice of preaching according to the lectionary of the church year. Each student will design one year of preaching. Two credit hours.

CM570 SPIRITUAL FORMATION AND GUIDANCE/Stewart
An experiential course in which students develop the disciplines necessary for growth in the Spirit through journal writing, prayer and meditation and develop ways to act as spiritual directors for others.

CM572 EVANGELISM IN THE LOCAL CHURCH/Beukema
A biblical, theological and practical study of the place of evangelism in the local church. Special attention will be given to the nature of evangelism, the development of congregational styles of evangelism, the mission structure of the local church, a survey and evaluation of current church growth principles, and the assimilation and discipleship of new members.

CM574 CHURCH ADMINISTRATION AND GOVERNMENT/Wilterdink
Principles and practice of organization, management, and leadership in the church; principles and practice of church government; principles and practice of parliamentary procedure.

CM610 MINISTRY IN GROUP RELATIONSHIPS/Rock
An exploration of the way people learn to live and work together in the covenant community. The pastor, director of religious education, or church worker develops theory and skill as an enabler of ministry by the laity in the contemporary world through experiences in group relationships.

CM611 ADVANCED GROUP LEADERSHIP/CM Field
Selected students will be invited by the instructors to assist in facilitating courses in group dynamics, religious education, and field education reflection groups. While assisting the instructor, participants in this course will engage in their own study and/or research of group dynamics, leadership, and participant roles. (By permission of instructor).

CM614 BASIC CLINICAL PASTORAL EDUCATION/Bennink
One quarter of basic clinical pastoral education accredited by the Association for Clinical Pastoral Education may be taken for academic credit in addition to the field education credit which is
An additional three hours may be granted for students enrolled in a clinical pastoral education internship. Nine credit hours.

CM630 CHRISTIAN MINISTRY WITH YOUNG CHILDREN/Stewart
A laboratory course treating the religious development and nature of children from birth to six years. The class meets at a church and teaches four year olds. Two credit hours.

CM633 CHRISTIAN MINISTRY WITH YOUTH/Vander Wilt
A practicum treating the developmental and religious needs of youth and ways to design, resource, and implement youth ministry in the congregation. Two credit hours.

CM634 CHRISTIAN MINISTRY WITH ADULTS/Hoekstra
A practicum enabling students to design and administer a lay education program in a congregation in light of developmental and religious needs for adults. Two credit hours.

CM638 SEMINAR IN RELIGIOUS EDUCATION RESEARCH/Stewart
Students doing exceptional work in Christian education are invited to engage in research. Six to eight credit hours.

CM650 NEW FORMS OF WORSHIP/Bruggink
Study and experience new forms of worship with emphasis upon media perception, environment, physical movement, sight and sound, and their collective relationship to Word and sacraments. Two credit hours.

CM651 MUSIC IN THE CHURCH/Rietberg
A study of the music of the Christian Church and the role of music in the service of worship. Two credit hours.

CM655 PREACHING LUKE-ACTS/Brownson
A study of Luke-Acts, noting especially several key themes running throughout the work. The course is designed both to develop skills in exegesis and to provide resources for preaching. (1980-81)

CM656 PREACHING I PETER/Brownson
A paragraph by paragraph study of I Peter, with special attention to the organization and application of its message for contemporary preaching. Two credit hours.

CM660 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.

CM670 THEOLOGY AND PRACTICE OF EVANGELISM/Brownson
A study of the biblical basis for evangelism, evangelistic methods, and the relationship between evangelism and church renewal. (1980-81)

CM672 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. (1980-81)

CM680 CONTEMPORARY CULTS/Wilterdink
An examination of the principal cults on the American scene, with emphasis on their origins and growth, their psychological and sociological structure, and how to deal with them.

CM681 SENIOR PRACTICUM/Wilterdink
Seminar for senior students providing opportunity to examine the principles involved in various areas of pastoral ministry, to decide on their own stance, and to begin to develop their praxis in these areas.
Field Education

Philosophy of Field Education

One way in which Western Theological Seminary has defined itself is as a "Graduate Professional School." This designation implies that the curriculum of this school will not be sufficient if it is concerned only to transmit a body of knowledge, or if it is content only to train students in a pattern of skills. In other words, we understand our task to be concerned with the whole person, and more specifically with the stages of his or her transformation from lay person, into professional.

Thus, it is not sufficient for theological education to concern itself solely with the fund of knowledge and its derivative skills. The goals of our curriculum include the development in the student of: (1) a thorough grasp of the content areas in biblical and theological study which underlie ministry; (2) efficiency in the academic and pastoral skills of ministry; (3) a strong sense of vocation or calling to enter the ministry; (4) a sense of professional identity and commitment to the work of ministry; (5) an understanding and acceptance of the institutions within which ministry occurs; (6) a sense of identification with the values and norms of ministry; (7) acceptance of the ability to exercise the authority adhering to the office of ministry; (8) personal maturity and sensitivity.

Many of these goals cannot be accomplished solely in the classroom and library of a theological seminary. An effective system of field education is necessary in order to assure adequate exposure of students to effective role models in the person of practicing members of the profession, and to the organizational and institutional structures of the church. Field education is an integral component of the training process and is concerned not only with the development of competence in ministry, but also with the service to the church and the community.

The Field Education Program

Two levels of involvement are built into the field education experience.

1. Introduction to the Church and Its Ministries

This is a field-based educational experience intended to develop a student's self-awareness as a disciple of Jesus Christ, and to become acquainted with the varieties of ministries to which he or she as a professional may respond to the call to minister in Christ's name. During the first year of study the student observes various congregations and pastors, as well as specialized ministries. This observation period is intended to supplement and broaden the student's previous experience of the Church's life and complement the introductory Christian Ministry Field courses. Students will meet weekly in a Ministry Colloquy group led by a faculty member. This meeting provides an opportunity for discussion of issues arising from observations in the "teaching congregations," the nature and mission of the Church, ministry as a profession, as well as concerns related to the theological education process.

The "teaching congregations" for 1979-80 are:
- Hope Church, Holland
- Third Reformed Church, Holland
- Fourth Reformed Church, Holland
- Fellowship Reformed Church, Holland
- First Reformed Church, Zeeland
2. The Advanced Practice of Ministry

After the first year, students will be engaged in various opportunities of ministry. The second level of field education is intended to provide the student with theory and content regarding various professional skills, together with an opportunity to minister. The curriculum offers a broad spectrum of courses through which students may begin to acquire those skills presently required in the various ministries of the Church and those which may be required in the foreseeable future. Students involved in a concurrent assignment during the academic year will participate in a weekly colloquium which allows for the discussion of issues arising from the field assignment and from the interface between the field experience and the various theological disciplines.

In the Advanced Practice of Ministry a variety of options are available for actual ministry: full-time (summer assignments, Clinical Pastoral Education, internship) and part-time (concurrent assignments and preaching assignments).

Field Education Requirements

1. Master of Divinity Degree

In order to graduate with an M.Div. degree a student must complete eight units of field education. Units are distributed in the following manner:
   A. Introduction to the Church and Its Ministries: 1 unit
   B. The Advanced Practice of Ministry
      1.) Summer assignment: 3 units
      2.) Preaching assignment: 1 unit
      (Preaching in a worship service 12 times during the Middler and Senior years.)
   3.) Concurrent assignment
      12-15 hours per week: 3 units
      8-11 hours per week: 2 units
      4-7 hours per week: 1 unit
   4.) Internship: 1 unit per month (with 9 minimum and 12 maximum).
   5.) Clinical Pastoral Education: 3 units plus 9 hours of academic credit. (C.P.E. is an experience-based model of learning which is available at over 300 hospitals, prisons, and mental health centers nationwide. C.P.E. can be taken during a summer or as a full-time internship. Provisions have been made so that students can engage in C.P.E. during the third quarter of the Middler or Senior year. See the Director of Field Education for applications.)

2. Master of Religious Education Degree

A minimum of six units of field education are required for graduation from the M.R.E. degree program. Included in this 6 hours must be Introduction to the Church and Its Ministries, a summer assignment, and a two unit concurrent assignment.

Several courses in the M.R.E. curriculum have been designed as field-based experiences. In conjunction with such courses students will be placed in specific congregations for concurrent assignments. These congregations will be designated as "Christian Education Learning Congregations."

N.B. Students who have begun their seminary programs prior to September, 1978, will be subject to the field education requirements as stated in the W.T.S. 1977-78 Catalog, page 14.
The Doctor of Ministry degree program is designed to assist persons in ministry to enhance and integrate biblical-theological knowledge with ministerial disciplines and pastoral skills. Building on academic foundations laid in previous programs of study and on the years of experience in a professional ministry, the program aims at the integration of knowledge and experience in such a way as to develop a high level of competency in the following four aspects of ministry:

1. Ministry as pastoral and educational. Doctoral students identify areas of preaching, teaching, and pastoral care as the major focus for further professional growth.

2. Ministry as collegial. Students personify the biblical insight the Christian faith is convenantal and/or collegial. In both pastoral and educational ministry they seek out, learn from, assist, and cooperate with others in the body of Christ.

3. Ministry as enabling. Students develop skills in enabling others to fulfill their responsibilities in ministry.

4. Ministry as God’s servant role in the world. Students integrate knowledge and skills to represent personally the church’s ministry in the world, demonstrating effective evangelism and witness to, dialogue with, and love for human beings in their personal and social lives.

Students work in close cooperation with a faculty supervising team in designing academic learning and growth experience which will assist in developing a mature doctrine of ministry undergirded by the marks of careful scholarship and professional competency in all four areas.

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<th>CURRICULUM DESIGN</th>
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<td>First Year:</td>
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<td>Orientation seminar (three weeks): two learning units, one elective</td>
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<td>Second Year:</td>
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<td>Candidate seminar (three weeks): two learning units, one elective</td>
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<td>Third Year:</td>
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<td>Project seminar (three weeks): A project</td>
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<td>Credits:</td>
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<td>Electives</td>
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<td>Term hours credits</td>
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The student is to complete the program in not less than thirty months and in not more than five years.

Each person granted full admission to the D.Min. program is related to a faculty supervising team composed of one member each from the Christian Ministry, Biblical and Theological fields.

ADMISSIONS

Persons who have earned a Master of Divinity degree or its equivalent from an accredited seminary, who have had a minimum of one year in their present ministerial position before preliminary admission, and who have had at least two years in ministry after receiving their first professional degree, are eligible to apply for admission to the program. Preference will be given to those who have had more than five years experience. D.Min. candidates are expected to remain in ministerial positions while participating in the program.
ACCREDITATION

The Doctor of Ministry degree program was offered for the first time at the seminary in 1977. Application for accreditation is being made to the Association of Theological Schools.

GRADING

Grades for the various courses are as follows:

S = Satisfactory. Represents “A” or “B” work.

C = Conditional. If a “C” grade is given, the supervisor of the course explains in writing where the achievement level is inadequate and indicates what further work should be done. When the additional work is successfully completed, the “C” is changed to an “S” grade.

U = This grade indicates a failure to make adequate progress in learning. If the student received a “U” grade, he is requested to submit a new design for learning and to repeat the course on the basis of the new design.

A student who received more than two “U” grades in the program is dropped from the program.

For further information and application forms, write to:
Coordinator of Doctor of Ministry Program
Western Theological Seminary
Holland, Michigan 49423
Awards

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.

MIDDLER STUDENTS

The Samuel 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 Awards for Excellence in Worship Content and in Worship Leadership. The two awards are given on the basis of the student's work in chapel leadership, preaching courses, and field education assignments. Graduating M.R.E. students and M.Div. students are eligible.

The candidates for first and second prizes for each award are recommended by the Christian Ministry Field and decided by the 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 the 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 applicant shall state how the award will be used, where the student expects to continue studying and the type of study he or she 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, 1978-79

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.

Installation of Dr. Eugene P. Heideman, Academic Dean, Western Theological Seminary. Subject: "Speaking the Truth in Love."

Dr. Ernest Best, Professor of Divinity and Biblical Criticism, University of Glasgow, Scotland. Subject: "The Plain and Literal Meaning of Scripture: The Nature of Exegesis."

The Reverend James Schut, Program Administrator for the Synod of Michigan. Subject: "Your Church in Action" (slide presentation).

Mr. Hans Wahl, Midwest Regional Coordinator for Amnesty International, U.S.A. Subject: "Community Responsibility toward the Abuse of Human Rights."

Dr. Bruce Thielemann, Dean of the Chapel, Grove City College, Grove City, Pennsylvania. Workshop on Preaching and the Psychology of Persuasion.

Dr. Morton Kelsey, Professor of Theology, Notre Dame University. Workshop on Christian Spirituality.

Dr. Paul K. Jewett, Professor of Systematic Theology, Fuller Theological Seminary. Subject: "Covenant Theology and Baptism."
ADMISSIONS

The pre-seminary student should seek a balanced liberal arts program in his or her 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 choose a major in a liberal arts subject, giving preference 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 needed in the 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 or her board of ministerial training endorsing 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 satisfactory work is done in the first quarter, the status becomes one of 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 the 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 the senior year of college. Failing this, a concentrated seven-week summer course in
Greek may be taken 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 points 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 not able to complete all the requirements of a course may submit to the instructor, prior to the end of the quarter, a written request for an Incomplete. The request shall state clearly the reasons justifying it. The instructor determines whether or not the request may be approved. If it is not approved, the student is graded on the basis of course work completed by the end of the quarter. Should the incomplete work constitute a major component of the course requirements, the grade is an F. If the request is approved, the student's work is to be completed within thirty days after the end of the quarter. The course grade shall be reduced one letter grade, except where the instructor adjudges the reason(s) for the Incomplete to be due to circumstances beyond the student's control.

**NEW TESTAMENT GREEK REQUIREMENT**

A student completing the first year of the M.Div. program, but not yet having passed the qualifying examination in New Testament Greek, shall be bound by the following provisions:

a. The student shall continue to be classified as a junior, not having taken the two courses in Greek exegesis required in the junior year, and therefore unable to take the three exegetical courses required in the middler year.

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

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

**PROBATION**

A student entering seminary with an academic grade average of less than 2.5 in undergraduate work, or a stu-
dent whose grade average falls below a 2.0 in any quarter term while he or she is in seminary, is a marginal student. Work on a grade average below a 2.0 is considered unsatisfactory and the student is placed on probation. If the work is of probationary quality in any three of the first seven quarters of enrollment, or in three quarters in addition to his or her probationary status upon entrance, the student shall be asked to terminate work at the seminary.

A student on probation shall be expected to devote all available time to studying 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.

WITHDRAWAL AND REFUNDS

Formal application for withdrawal from courses or from the seminary during the course of any term must be made to the Academic Dean. A student withdrawing from school must also have an exit interview with the Business Manager. A student who withdraws from the seminary without the consent of the Academic Dean is not entitled to receive any refund of tuition or issuance of transcript.

LEAVE OF ABSENCE

Any student who does not enroll at the seminary for a term or more must officially withdraw. Former students not enrolled with the academic year must apply to the Academic Dean for permission to re-enroll.

STUDENT CODE NUMBERS

Each student receives a number from the dean's office to be used in place of his or her 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 74,000 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. Thousands of bound volumes of periodicals provide many long runs, some of which go back into the eighteenth century.

A microfilm reader, microfiche reader, and audio-visual aids are available. The microfilm collection contains some 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 publication of the seminary which appears three times a year and features articles of biblical and theological interest. The Review has a circulation of 2,400 at home and abroad. Lay persons, as well as clergy, read it regularly. One of its helpful features is its section on book reviews where current publications of a biblical or theological nature are treated.

COUNSELING SERVICES

The seminary provides an intensive counseling service for the benefit of students and their spouses. Professors Stanley Rock and Richard Bennink are available for personal and family counseling. In addition, effort is made for the participation of students and their spouses in a variety of support groups throughout the year. Such groups have dealt with: marriage enrichment, the role of the minister's wife, the special needs of parents and children during the preschool years and as singles support group. Other support and fellowship groups have formed as students and faculty have taken initiative together, seeking to strengthen each other in Christian faith and Christian community.
Student Activities

ORIENTATION

An orientation for all students is held at one of the beautiful Reformed Church campsites. 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 once a week in the seminary Commons. Much of the social life is planned by committees of the Student Council and includes 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 Orientation 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 Poema is a publication of the seminary student body, under the auspices of the Student Expression Committee.
Financial Information
Academic Year 1979-80

TUITION

M.Div. Program and M.R.E. program—$466.67 each quarter, $1,400 per year.

Part-time students pay $39 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—$39 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. Students carrying fewer than 12 hours are charged the hourly rate per credit hour.

Auditing—$20 per credit hour.

Each quarter the dean's office publishes a drop date for courses. Any course discontinued by a student prior to that date bears no academic penalty. Tuition will be refunded if a course is dropped prior to, but not after that date.

D.Min. Program

The tuition charge is $2,800 for the three-year program, plus a $30 entrance registration fee and a $20 diploma and graduation fee. The student makes an agreement with the Business Manager concerning a schedule of payments.

A continuation fee of $400 is charged for each additional year beyond the first three years in the program.

The seminary does not provide financial aid for students in the Doctor of Ministry program.

FEES

M.Div., M.R.E., and Th.M.
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 annually, payable with the first quarter billing
Noon luncheon fee—$15 (quarterly, for the once-a-week luncheon)
Summer Greek Program (non-credit)—$150
Intern Supervision fee—$150
Three-One Program Total Fees—$80

HOUSING

The seminary owns thirteen houses comprising twenty-two apartments that are available to students. One home is provided to accommodate single students, and in addition, two of the apartments are small efficiency units that are also available for single students.

The single dwelling homes and apartments range from $120 to $175 plus utilities per month. Apartments or houses are also available in the community and students make their 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. Diplomas of graduating students will be withheld until all financial obligations with the seminary have been discharged. The tuition of students discontinuing a program during an academic quarter 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 discount of up to 40 per cent. A maximum line of credit of $150 is available to students and can be arranged at the business office.

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 group medical plan and a group life insurance plan, for which new and transfer students become eligible on October 1. 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. Students should carefully plan their finances in order to meet the cost of attendance. Students and their families are expected to provide a major share of their expenses. The estimated total cost of nine months for single students is about $3,900 and about $5,800 for married students.

If students cannot match their total expected expenses for the year with equivalent income, savings, parental help and assistance from home churches, they 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 loans can be arranged when the student arrives. The completed analysis application must be returned to the seminary by September 1 of the academic year.
Scholarship Funds, Grants, and Loans

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 class.

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 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, Black, American Indian; severely handicapped, severely educationally restricted, and who have demonstrated financial need.

George C. and Clara G. Arnold Memorial Fund
Tuition scholarships, based on academic excellence and demonstrated need.

Gano, Trinity, and United Reformed Churches Scholarship Fund
Three scholarships, one in the name of each church, based on academic achievement and demonstrated need.

Hebrew Evangelization Society, Inc., Los Angeles, Theological Scholarships
Tuition scholarships granted each year by the administration to full-time M.Div. students committed to the ministry, based on demonstrated need.

Ella Jungling Scholarship Fund
Tuition scholarships granted each year by the administration.

Other Domestic Scholarship Funds
Gertrude Dosker Meyer Memorial Fund; Hispanic Scholarship Fund; Faith Reformed Church of Zeland, Michigan Scholarship Fund; and Marble Men's League Foundation Scholarship, Marble Collegiate Church, New York, Mr. and Mrs. Lyle De Haan Scholarship Fund; Middle Collegiate Church Scholarship Fund, New York.

Foreign Student Scholarship Funds
Mina Vanden Broek Memorial Fund; Nellis and Pearl Wagner Overseas Graduate Student Scholarship Fund; First Reformed Church of Holland, Michigan Foreign Student Scholarship Fund; Dr. and Mrs. Ben Hekhuis Foreign
Student Scholarship Fund; Western Seminary Scholarship to one foreign student annually under appointment by the World Alliance of Reformed Churches, Geneva, Switzerland.

Student Loan Funds

Church Agency Loan Fund; the Reverend Donald Boyce Memorial Loan Fund; John De Haan Student Loan Fund; National Direct Student Loan Fund (NDSL); Western Theological Seminary Memorial Loan Fund, including the following memorial funds in the names of: John Benes, George R. Brandt, Francis and Reina De Jong, Nettie De Jong, Clarence Denekas, John Den Ouden, H. John Hoffs, Henry Huenemann, Marguarite E. Kinkema, Fanny Lugwig, Herman and Helen Meurs, Henry Mollema, Albertus Pieters, Rens-Van Westenburg, Henry and Minnie Ten Clay, Sr., Fanny Vande Bunte, Robert and Samuel Vander Ploeg, Lucille B. Van Heest, First Reformed Church, Ravenna, Michigan; Anonymous Donor

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 G. John Kooiker Memorial Fund (for books).
Degrees Conferred May 15, 1978

MASTER OF THEOLOGY
Gordon E. Alderink
Makoto Suzuki
Soo Am Park

MASTER OF DIVINITY
Kathy Jo Blaske
William R. Boersma
Bruce Blanchard Brown
Timothy John Buis
Franklin G. De Graaf
Philip Earl Doeschot
Norman Charles Hamm
John Heeg
Ronnie G. Helming
David Harold Henion
Vern A. Hettinga
John Stenhouse Kimmons, Jr.
Charles Joel Kleinheesselink
Larry Dale LePoiré
Cleo VanderMolen Ludwick
Marlin Jae Meendering

CERTIFICATE OF THE SEMINARY
Jorge Lopez
MASTER OF DIVINITY PROGRAM

SENIOR CLASS

Paul G. Akers
Portage, Mich. ....... A.B., Western Michigan University, 1976
Mark J. Berghsma
Grand Rapids, Mich. ....... A.B., Hope College, 1975
Carl R. Boersma
Springfield, S.D. ....... A.B., Northwestern College, 1975
Norman J. Bouwens
Panama, Nebr. ....... B.S., University of Nebraska, 1975
Duane W. Cleveringa
Denver, Colo. ....... A.B., Rockmont College, 1976
Victor Folkert
Holland, Mich. ....... A.B., Hope College, 1972
Harlan G. Hayunga
German Valley, Ill. ....... A.B., Central College, 1975
Verlyn D. Hemmen
Aplington, Iowa ....... A.B., Northwestern College, 1975
Donald J. Heringa
Chicago, Ill. ....... A.B., Trinity Christian College, 1971
James S. Hibma
Grand Rapids, Mich. ....... A.B., Northwestern College, 1973
John E. Howanstine, Jr.
St. Petersburg, Fla. ....... A.B., Eckerd College, 1971
Rodney R. Kamrath
Grand Rapids, Mich. ....... A.B., Michigan State University, 1971
C. Kevin Kirkpatrick
Binghamton, New York ....... A.B., Hofstra University, 1968
Kenneth Kolenbrander
Holland, Mich. ....... B.S., Western Michigan University, 1968
Rick A. Oppenhuizen
Grand Rapids, Mich. ....... B.S., Grand Valley State College, 1975

Steven D. Pearson
Shelby, Mich. ....... A.B., Hope College, 1975
Gene A. Poll
Hamilton, Mich. ....... A.B., Hope College, 1967
Allan B. Ramirez
Hollansack, N.J. ....... A.B., Central College, 1976
John E. Schmidt
Palos Heights, Ill. ....... A.B., Hope College, 1973
Michael J. Scott
Grand Rapids, Mich. ....... A.B., Calvin College, 1975
John W. Smith
Kalamazoo, Mich. ....... A.B., Western Michigan University, 1975
Thomas A. Smith
Newkirk, Iowa ....... A.B., Northwestern College, 1975
Raymond J. Steigenga
Hudsonville, Mich. ....... A.B., Grand Valley State College, 1976
Dennis L. TeBeest
Waupun, Wis. ....... A.B., Hope College, 1975
Denise L. Thompson
Hopkins, Mich. ....... A.B., Michigan State University, 1974
Michael S. Vanden Berg
Kalamazoo, Mich. ....... 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
Brian L. Vriesman
Holland, Mich. ....... A.B., Hope College, 1975
Robert G. Vrooman
Alexandria Bay, N.Y. ....... A.B., Hope College, 1975
Paul W. Wernlund
Baldwin, Wis. ....... A.B., Northwestern College, 1975
Bruce A. Wilterdink
Hingham, Wis. ....... A.B., Northwestern College, 1975

INTERNS

Kim N. Baker
Grand Rapids, Mich. ....... A.B., Hope College, 1976
Roger G. Beukelman  
Claremont, Calif.      A.B., California State Polytechnic University, 1976

Keith A. Derrick  

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

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

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

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

Allen L. Pruis  
Morrison, Ill.        B.S., Illinois State University, 1973  
                       M.A., Sangamon State University, 1975

Philip J. Schuiling  
Grand Rapids, Mich.   A.B., Hope College, 1975

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

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

**MIDDLE CLASS**

Philip L. Assink  
Yakima, Wash.        A.B., Seattle Pacific University, 1977

LaRoy A. Ausema  
Grand Rapids, Mich.  B.S., Grand Valley State Colleges, 1976

Steven J. Bakker  
Holland, Mich.       A.B., Hope College, 1977

David P. Blauw  
South Holland, Ill.  A.B., Hope College, 1977

Mark A. Bonnema  
Steen, Minn.         A.B., Northwestern College, 1974  
                       North American Baptist Seminary, 1977

James V. Brownson  
Holland, Mich.       A.B., University of Michigan, 1977

Alan R. Folkert  
Zeeland, Mich.       B.S., Western Michigan University, 1972

Kent A. Fry  
Glen Ellyn, Ill.     A.B., Central College, 1977

Steven D. Hoogerwerf  
Grand Rapids, Mich.  A.B., Hope College, 1977

James W. Ikerd  
Firth, Neb.          A.B., Northwestern College, 1977

Jerry L. Johnson  
Grand Rapids, Mich.  A.B., Hope College, 1977

Alexander G. King  
Ashland, Ohio        A.B., Wayne State University, 1970  
                       Ashland College, 1977-78

Paul E. Kragt  
Casnovia, Mich.      A.B., Hope College, 1977

Robert J. Langenberg  

Phillip J. Lohman  
St. Petersburg, Fla  A.B., Hope College, 1977

Diane J. Maudush  
South Holland, Ill.  B.S., Northern Illinois University, 1977

Nolan D. Palsma  
Alton, Iowa          A.B., Northwestern College, 1977

Edward W. Schmidt  
Muskegon, Mich.      A.B., Hope College, 1977

David M. Schwabauer  
Portage, Mich.       A.B., Western Michigan University, 1977

Phillip P. Sneller  
Holland, Mich.       A.B., Hope College, 1977

Eugene T. Sutton  
Rochester, N.Y.      A.B., Hope College, 1976

Robert D. Taylor  
Detroit, Mich.       B.S.E., Detroit Bible College, 1967  
                       M.A., Eastern Michigan University, 1974

Douglas D. Van Aartsen  
Rock Rapids, Iowa    B.S., Northwestern College, 1972

Timothy D. Vander Haar  
Holland, Mich.       A.B., Hope College, 1975

David M. Vander Leest  
Sully, Iowa          B.S., University of Iowa, 1973
Coffee Time

Thomas B. Volkema  
Holland, Mich. B.S., Grand Valley State Colleges, 1977

Arthur L. Wiers, Jr.  
Lansing, Ill. A.B., Trinity Christian College, 1976

Thomas J. Woudstra  
Grand Rapids, Mich. B.S., Olivet Nazarene College, 1966

JUNIOR CLASS

Dale A. Assink  

Jeffrey S. Baker  

Thomas J. Bartha  
Holland, Mich. A.B., Heidelberg College, 1972

George D. Beukema  
Grand Rapids, Mich. A.B., Hope College, 1977

Abram M. Blaak  

Dennis L. Cupery  

James F. Dykstra  
Chicago, Ill. A.B., Hope College, 1978

Paul A. Hansen  
Sacramento, Calif. A.B., Hope College, 1978

William R. Harris  
Grand Rapids, Mich. A.B., Western Michigan University, 1974

James L. Heneveld  
Hamilton, Mich. B.S., Western Michigan University, 1964

Daniel R. Jelsma  

David H. Kragt  

James D. Lester  
Ochope, Fla. B.S., Michigan State University, 1970

James C. McDonald  
Brownwood, Tex. B.B.E., Columbia Bible College, 1972

John T. Morehouse  
Holland, Mich. A.B., Hope College, 1976

David W. Mulholland  
Troy, N.Y. A.B., Central College, 1978

John W. Nyitray  
Little Falls, N.J. A.B., William Paterson College of N.J., 1977

James J. O'Connell, Jr.  
Holland, Mich. A.B., Hope College, 1974

Paul D. Pratt  

Wayne E. Sneller  
Parker, S.D. A.B., Northwestern College, 1978

PART-TIME MASTER OF DIVINITY STUDENTS

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

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

E. Kay Forrest  
Flint, Mich. A.B., Central Michigan University, 1971

M.R.E., Western Theological Seminary, 1976

Robert K. Livingston  
Grand Rapids, Mich. B.S., Michigan State University, 1973
Marilyn V. Paarlberg
Holland, Mich. .. A.B., DePauw University, 1971

Joseph C. Policoro
Cameron, N.Y. .. A.B., Hope College, 1977

Linda D. Richards
Madison Heights, Mich. .. A.B., Hope College, 1976

MASTER OF RELIGIOUS EDUCATION PROGRAM

Cheryl L. Bouwens
Arnold, Nebr. .. B.S., University of Nebraska, 1973

Diane J. Mugg
Holland, Mich. .. A.B., Hope College, 1970

Darwin L. Vander Wal
Zeeland, Mich. .. A.B., Northwestern College, 1972
M.Div., Western Theological Seminary, 1976

MASTER OF THEOLOGY PROGRAM

C. B. M. Frederick
Andhra, South India .. B.D., United Theological College,
Bangalore, 1969

John Hanegraaff
Netherlands .. B.D., Calvin Theological Seminary, 1969

Shigemi Kamiyama
Kyoto, Japan .. B.D., Tokyo Union Theological Seminary, 1962

R. Rufus Jeyakaran
Tamil Nadu, South India .. B.D., Serampore University,
India, 1965

Stephen W. Tucker
Littleton, Colorado .. M.Div., Gordon-Conwell Theological
Seminary, 1971

ASSOCIATE IN CHURCH MINISTRY STUDENTS FROM
CENTRAL COLLEGE, PELLA, IOWA

Nancy DeWeerd Ondra .. Holland, Michigan
Margaret Sterling .. Pompton Plains, New Jersey

WORLD ALLIANCE OF REFORMED CHURCHES SCHOLAR

Charles Cameron .. Dunoon, Scotland

SPECIAL STUDENTS

Susan Aalsburg .. M.S.W., University of Michigan, 1976
Dawn Boelkins .. A.B., Michigan State University, 1978
Harry Boonstra .. Ph.D., Loyola University, 1973
Richard Butt .. M.L.S., University of Rhode Island, 1977
Jack Dearth .. B.R.E., God's Bible College, 1978
Nancy DePree .. A.B., Hope College, 1978
Laura Earle .. Hope College Candidate
Judith Faber .. A.B., Hope College, 1961
Harry Fisher .. Hope College Candidate
Ruth Fries .. A.B., Rutgers University, 1978
Denise Goff .. A.B., Michigan State University, 1973
John Greller .. M.A.T., Oberlin College, 1971
John Moore .. A.B., People's Bible College
Susan Schuurmans .. Hope College Candidate
Richard Shockey .. A.B., Warner Pacific College, 1971
James Sparks .. A.B., Anderson College, 1969
Glenn Swier .. A.B., Hope College, 1976
Randy Weener .. B.Mus., Hope College, 1978
Judith Whitwer .. M.A., Hartford Seminary Foundation, 1961
Colleen Wiessner .. A.B., Kalamazoo College, 1976

MISSIONARY SCHOLAR-IN-RESIDENCE

Harvey Staal .. Beirut, Lebanon

DOCTOR OF MINISTRY PROGRAM

Andrew Atwood .. M.Div., Western Theological Seminary, 1973
Th.M., Calvin Theological Seminary, 1975
Robert Bast .. B.D., Western Theological Seminary, 1961
Robert Berkey .. B.D., Louisville Presbyterian Theological
Seminary, 1960
George Beukema .. M.Div., Western Theological Seminary, 1966
David Breen .. M.Div., Western Theological Seminary, 1975
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Brinks</td>
<td>M.Div., Calvin Theological Seminary</td>
<td>Calvin Theological Seminary, 1974</td>
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<tr>
<td></td>
<td></td>
<td>M.A., Calvin Theological Seminary</td>
<td>1975</td>
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<tr>
<td>Albert De Vooeg, Jr.</td>
<td>Th.M., Western Theological Seminary</td>
<td>Western Theological Seminary, 1974</td>
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<tr>
<td>Frank Graves</td>
<td>M.Div., Concordia Theological Seminary</td>
<td>Concordia Theological Seminary, 1972</td>
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<tr>
<td>Gordon Laman</td>
<td>M.Div., Western Theological Seminary</td>
<td>Western Theological Seminary, 1959</td>
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</tr>
<tr>
<td>Kim T. Lim</td>
<td>Th.B., Trinity Theological College</td>
<td>Singapore, 1967</td>
<td></td>
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<tr>
<td>Loren McLeanahan</td>
<td>S.T.B., St. Meinrad School of Theology</td>
<td>1963</td>
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<tr>
<td>Howard Schipper</td>
<td>B.D., Western Theological Seminary</td>
<td>1964</td>
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<tr>
<td>Delmar Sewall</td>
<td>M.Div., Pittsburgh Theological Seminary</td>
<td>1970</td>
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<tr>
<td>Carl Schroeder</td>
<td>B.D., Western Theological Seminary</td>
<td>1956</td>
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<td>S.T.M., Union Theological Seminary</td>
<td>1969</td>
<td></td>
</tr>
<tr>
<td>John Van Ryn</td>
<td>M.Div., Calvin Theological Seminary</td>
<td>1956</td>
<td></td>
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<tr>
<td>Harvey P. Hertz</td>
<td></td>
<td>Muskegon, Mich</td>
<td>1973</td>
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<tr>
<td>Alan J. Hofland</td>
<td></td>
<td>Orange City, Iowa</td>
<td>1970</td>
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<td>Lary D. Jackson</td>
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<td>Zeeland, Mich</td>
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<td>David A. Lageveen</td>
<td></td>
<td>De Motte, Ind.</td>
<td>1978</td>
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<tr>
<td>Philip D. Larink</td>
<td></td>
<td>Holland, Mich</td>
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<tr>
<td>Ruth E. McCarty</td>
<td></td>
<td>Fremont, Mich</td>
<td>1957</td>
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<td>Diane J. Mugg</td>
<td></td>
<td>Holland, Mich</td>
<td>1970</td>
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<td>A.B., Hope College, 1979</td>
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<td>Transferred from the M.R.E. program</td>
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<td>David H. Ruisard</td>
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<td>1979</td>
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<td>Raymond J. Vande Giessen</td>
<td></td>
<td>Holland, Mich</td>
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<td>Marlin P. Vis</td>
<td></td>
<td>Paulina, Iowa</td>
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<td></td>
<td>Northwestern College, 1970</td>
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<td>B.S., Northwestern College, 1970</td>
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<td></td>
<td>M.S., South Dakota State University, 1971</td>
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<tr>
<td>Mark A. Vredesveld</td>
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<td>Grandville, Mich</td>
<td>1978</td>
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<tr>
<td>Gordon I. Waddilove</td>
<td></td>
<td>Stockport, United Kingdom</td>
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<td>A.B., Sheffield University, 1979</td>
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<td>Middler Class</td>
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<tr>
<td>David J. Landegent</td>
<td></td>
<td>Sioux Falls, S.D.</td>
<td>1978</td>
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<td>A.B., Northwestern College, 1978</td>
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<td></td>
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<td>Fuller Theological Seminary, 1978-79</td>
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<tr>
<td>David W. Schreuder</td>
<td></td>
<td>Kalamazoo, Mich</td>
<td>1970</td>
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<td>B.S., Northwestern College, 1970</td>
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<td>M.A., Western Michigan University, 1972</td>
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<td>New Brunswick Theological Seminary, 1972-73</td>
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</table>
Senior Class
David J. Boogerd
Lakewood, Calif. .......... A.B., Northwestern College, 1976
Resumption of Studies

Robert E. Faulman
M.R.E., Western Theological Seminary, 1973

MASTER OF RELIGIOUS EDUCATION
Judith A. Faber

Eva C. Strik
St. Catharines, Ontario .......... A.B., Brock University, 1979

MASTER OF THEOLOGY
Victor I. Merentek
Tomohon, Sulut, Indonesia .......... B.D., Fakultas Theologia UKIT, 1971

SPECIAL STUDENTS
Linda J. Bos

Orientation Worship, Cran Hill Ranch.
Groundbreaking for the new center for Theological Research.

President Hesselink, Mayor Hallacy, Chairman of Steering Committee, Ekdal Buys, President of General Synod, Harvey Hoekstra, Chairman of Board of Theological Education, Ronald Geschwendt, Professor Bruggink.
Proposed New Center for Theological Research.
<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>Back Cover</th>
<th>Student Aid</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Procedures</td>
<td>30</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Admissions</td>
<td>30</td>
<td>History</td>
<td>5-6</td>
</tr>
<tr>
<td>Grading</td>
<td>31</td>
<td>Index</td>
<td>49</td>
</tr>
<tr>
<td>Incompletes</td>
<td>31</td>
<td>Lecturers, 1978-79</td>
<td>29</td>
</tr>
<tr>
<td>New Testament Greek Requirement</td>
<td>31</td>
<td>Librarian Emeritus</td>
<td>10</td>
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<tr>
<td>Pass/Fail</td>
<td>31</td>
<td>Office and Library Personnel</td>
<td>11-12</td>
</tr>
<tr>
<td>Probation</td>
<td>31</td>
<td>Preliminary Application</td>
<td>51</td>
</tr>
<tr>
<td>Professorial Certificate</td>
<td>39</td>
<td>Purpose</td>
<td>4</td>
</tr>
<tr>
<td>Student Code Numbers</td>
<td>32</td>
<td>Reformed Review</td>
<td>34</td>
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<tr>
<td>Withdrawal and Refunds</td>
<td>32</td>
<td>Scholarship Funds, Grants and Loans</td>
<td>38-39</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>32</td>
<td>Student Activities</td>
<td>35</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>13-26</td>
<td>Theological Perspective</td>
<td>2-3</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>13-24</td>
<td>Visiting Professors and Lecturers</td>
<td>11</td>
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<td>Master of Religious Education</td>
<td>14-24</td>
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<td>Doctor of Ministry</td>
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<td>Awards</td>
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<td>Beardslee Library</td>
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<td>Board of Trustees</td>
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<td>Building and Grounds</td>
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<td>Counseling Services</td>
<td>34</td>
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<tr>
<td>Degrees Conferred, 1977</td>
<td>47</td>
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<td>Directory of Students, 1977-78</td>
<td>48</td>
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<td>Faculty</td>
<td>8-10</td>
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<td>Financial Information</td>
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PRELIMINARY APPLICATION FOR ADMISSION
WESTERN THEOLOGICAL SEMINARY
HOLLAND, MICHIGAN 49423

Date ________________________________

Name in full ____________________________________________________________

Home address ___________________________________________________________

Present address __________________________________________________________

Educational institutions attended:

________________________________________ 19__ to 19__

(College or University)

________________________________________ 19__ to 19__

(Theological Seminary)

________________________________________ 19__ to 19__

(other)

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)
Academic Calendar 1979-80

1979
July 9 - August 24
September 5-7, Wednesday-Friday
September 9, Sunday
September 10, Monday, 8:00 a.m.
November 16, Friday, 4:05 p.m.
November 26, Monday, 8:00 a.m.
December 14, Friday, 4:05 p.m.

1980
January 2, Wednesday, 8:00 a.m.
February 19, Tuesday, 4:05 p.m.
February 25, Monday, 8:00 a.m.
March 28, Friday, 4:05 p.m.
April 7, Monday, 8:00 a.m.
May 8, Thursday, 4:05 p.m.
May 12, Monday, 8:00 p.m.
May 19-June 6
May 19-August 9

Summer Greek Course
Orientation for 1979-80 Academic Year
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
D.Min. Seminars
Supervised Field Education