

THE ENQUIRY

Southeastern Seminary, Wake Forest, N. C.

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WHAT SOUTHEASTERN SEMINARY MEANS TO ME

(The following has been written at the request of the editor.)

Southeastern Seminary has been the setting for thirteen years of my ministry. Since 1956 I have labored here. The years are slipping by too quickly!

My first thought of this school is of the people with whom I have lived and worked during these years. There have been forty different individuals who have served as members of the Faculty during this time. Nearly two thousand students have been in my classes. Colleagues and students have been my teachers and fellow-ministers, and I am indebted to these. I remember with gratitude those who serve today in Christian ministries all over the world.

On the whole these have been good years. Opportunities for fulfillment through teaching, preaching, and the research, writing, and study associated with these enterprises have been joyfully received and, I hope, responsibly utilized.

There has been suffering, some of which was unnecessary and demonic. There have been some disappointments and some disillusioning experiences. I am, today, a chastened idealist. My personal faith in the providence of God and my personal conviction of the universality of sin have grown in this place!

I believe that the best years for Southeastern are in the future. The golden age of this school is not in the past. Nor is it in the present. It is in the future. Because I believe this to be so, the present, and our participation in it, takes on added significance.

A. M. Whitehead declared that "the task of the university is to create the future." I think this is the special task of the Seminary in relation to our denomination. While eschewing both arrogance and apology I am bold to say that I cherish for this Seminary the place of leadership among the theological schools of our denomination. This school should be the pace-setter among Southern Baptists in terms of undeniable excellence, recognized achievement, and bold innovation.

If we are to be used by God in shaping the future of Southern Baptist life, we must perform our present tasks in the way in which Walter Pope Binns characterized the work of William Owen Carver. Paraphrasing Matthew Arnold, President Binns said that Dr. Carver "accepted it as his function to pull out a few more stops in that powerful but at present somewhat narrow-toned organ, the traditional Baptist."

I am grateful for the generosity of the Southern Baptist Convention in the support of this school. I appreciate the constructive efforts of all who have labored in this place. Nevertheless, we shall require larger financial support and more creative, courageous, Christian leadership if we fulfill our God-given destiny today and tomorrow!

by Thomas A. Bland.

WHAT SOUTHEASTERN MEANS TO ME

The meaning of this school has changed for me in the course of its nearly twenty years. Though I was not here in its first five sessions, I followed its beginnings and early development with great interest. Then it meant the venture of my denomination in a daring undertaking, a new departure in the creation of an institution of learning which, it appeared, might point the way to new, progressive, open and creative scholarship for Baptists.

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Then there came a time when the seminary took on a more personal meaning for me. With the faculty being developed from among several of my own teachers and school-mates, it became for me primarily a community of friendship and shared labor. Its meaning was to be found largely in the richness of the word "fellowship."

In more recent times, however, still another aspect of the seminary's meaning has impressed me, while these already mentioned have diminished in importance. Now I see its meaning in futurity, and yet beyond itself. That is to say, my first impression of the seminary's meaning was right in that it looked to the future, but I must now modify that earlier view by turning away from thought of the school itself and what it is to be. I shall explain in a moment what I mean. And my second impression, though I once warmly cherished it, must be left behind as I see the educational task and the nature of a theological school more clearly. The seminary does not have its meaning for me now in terms of fellowship.

What it means, instead, is promise. This promise is not institutional and therefore does not invite us to find meaning in the school's own future, but rather calls us to think of who and what our students and alumni are becoming and shall be. This promise has nothing to do with prominence, prestige or fame. It rather involves the person on the way to being God's true image and likeness. We share in this pilgrimage while our paths run parallel here for a time, and this is what Southeastern Seminary means to me.

by John E. Steely.

WHAT SOUTHEASTERN MEANS TO ME

Southeastern Baptist Theological Seminary has opened my mind, inspired my spirit, and provided me with intellectual tools for continued study, learning and ministry. I am thankful to God for men of personal faith and commitment, integrity, learning, and dedication who have been my teachers.

by Jack B. Lemons.

MUSINGS OF A SENIOR WHO IS SOON TO COMPLETE REQUIREMENTS FOR A MASTER OF DIVINITY DEGREE

(Note: Actually the title was suppose to be, "What my Seminary Education Has Meant to Me," but since I am now suppose to be a learned individual I felt the title should sound a little more intellectual.)

As one reaches another milestone in life and stops to take a glancing view back over the road just traveled, he is often filled with mixed feelings. This readily applies to a backward glance at four years of seminary study. What have I gained or lost these past four years? What have these years of study meant to me? These questions are indeed difficult if not impossible for me to answer. Perhaps, the word musings is the better term after all.

If I were to have to rely solely upon what I have learned during the past four years (one year at Southern and three years at Southeastern) I would be of all men most miserable. I came with no intention of having all my questions answered, as a matter of fact I came to the seminary with no preconceived ideas at all. These past few years have answered many questions and at the same time presented as of yet many unanswered questions. It is my firm conviction that we as students often times have a very lazy attitude toward theological education. Lazy, in that we often expect the professor to give us all we want to know. It is impossible to cover everything the minister needs to know and understand in three or four years or for that matter in a life time. The integrity of the minister-student should be such that he recognizes the impossibility of a complete theological education during seminary days, and thus commit himself to a life time of study. I am indeed grateful, however, for the foundation which has been erected from what I have received these past four years.

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Whenever anyone is looking for faults it is always easy to find them and there have been faults in my seminary education. I have often felt that some professors approached their particular subject with the idea, "Here I have so much material to cover and I am going to cover it regardless of whether or not it is what the student needs or wants." At the same time I am aware of the problems faced by the instructor who is given the task of presenting as best he can a particular subject. I am very grateful, however, that all the class room discussions and lectures are not left up to the whims of the students. A semester of "chasing rabbits" would indeed be a waste of time. The willingness to exchange ideas and opinions with the students by certain professors has meant much to me and I do trust more in the future will see the value of such dialogue.

The faults, or perhaps I should say dissatisfactions, I have experienced these past four years are not limited to professors but must include fellow students. I have already mentioned the lazy attitudes toward theological education but there are more. One thing that has disturbed me most during my seminary days is the disrespect for professors that is shown by so many students. We want to be treated as mature individuals in a graduate school environment and yet so often act on a level far below graduate school. Clipping fingernails, "clicking" ballpoint pens, talking, etc. has disrupted many class lectures. Often the professor is forced to use prayer to call the class to order even though the bell has already sounded, but woe be unto the professor who should choose to make a comment or two after the ten 'til bell rings. I will admit to being guilty at times of disobeying our Lord when he said; "Let him who is without sin among you be the first to throw a stone . . .," but I at least feel that we as students should assume a more responsible attitude toward our theological education.

Having been at Southern and Southeastern I am often asked to compare the two. My reply is that I have been much happier at Southeastern, but I realize this is due to many factors other than the class room situations. I also feel that a seminary student can find what he is looking for anywhere he may go for his theological education. Some students, however, will never be satisfied here at Southeastern or anywhere, because they have little if any idea as to what will satisfy them.

After all of the rambling, which is characteristic of most writings by theologians, I still have not answered the question, What has my seminary education meant to me? In summary I could say, I appreciate the experiences I have had; I shall long remember the friends, both student and faculty, that have been made here; my faith has been strengthened by what I have learned in the classroom, research, and practical application; and the influence of dedicated professors has meant much to me. In short, I am indeed grateful for my seminary days, without which my ministry would certainly be far less effective than it now may be.

(Ed. note: At the end of this article, the following "original" was penned by Jay:

The Student's Lament--"All my grades have really been A's, the professors just misspelled them.")

by J. W. Overbay.

WHAT SOUTHEASTERN MEANS TO ME

For two years, I have constantly heard and read complaints about the faculty and administration of Southeastern Seminary. Many students have come up with proposals on how to make this a better school. It is good to share ideas; we can certainly benefit from listening to the suggestions of others. However, it is one thing to sit in one's room and dream of an ideal seminary (by the dreamer's own standards) where every student is perfectly content with every professor and every course and to have visions of a perfectly operated program which can supply the mental, physical,

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and spiritual need of every student. Its something else to get these brilliant ideas implemented, especially on a limited budget.

I did not come to Southeastern to reform this school. If I can constructively help, I am willing to do so. I did not come to teach the professors what I know (which is very little). Rather, I came with the hope that they would share with me from their years of experience, that I could become a more effective servant as I minister to God's people. This, I feel, they have done.

I realize no organization is perfect. Southeastern is no exception. There will always be room for improvement in any program which humans devise. (Some may not admit it, but there is room for improvement in most of the students.) This school would not be perfect if all these wonderful ideas could be put into practice. However, Southeastern is a good school. I thank God for the two years I have spent here.

by John R. Owens.

LIBRARY SCHEDULE

EXAMINATION PERIOD - SPRING, 1969

Wed., May 21--8:00-10:00
 Thurs., May 22--8:00-10:00
 Fri., May 23--8:00-10:00
 Sat., May 24--9:00-4:30
 Sun., May 25--2:00-6:00
 Mon., May 26--8:00-10:00

(Note: Please notice that the Library will be open until 10:00 on Friday night and from 2:00 until 6:00 on Sunday afternoon in an effort to help in the preparation for exams.)

GRADUATION WEEK

Tues. - Fri., May 27-30 -- 8:00-4:30
 Closed during Graduation on Friday morning.
 Closed on Saturday, May 31.

THE LIBRARY WILL BE CLOSED FOR THE ENTIRE WEEK BEGINNING JUNE 2, 1969, in order to carry out a thorough inventory and other related activities. It is anticipated that this particular week immediately following graduation would be one in which the need for library service will be at a minimum level.

H. Eugene McLeod.

T I M E O U T

Curt Finch

An Exegetical Word Study

Padre (I Timothy Leary 2:7) A Greek word, originating in the Spanish of 300 B.C., meaning Big-daddy. Through usage this word has come to signify the meaning of champion. The word is rooted in two

Hebrew words "Pa" and "dread". These two together mean that these dads were dreaded and this meaning holds true today. In the Good Score Book, Padre is used to describe the Profits Alvin Thomas, Sherman Lewis, and Ron Medlin. They are all referred to as great sluggers. Padre in our modern usage today means champion.

Sports Limelight

Augusta: Dr. I. N. Futterson sinks a 75 yd. putt to win the Disasters golf tournament.
 Churchill Downs: "Conservative" wins the Kentucky Derby by beating the field of five by a neck.
 Daytona: Maxie Rogers wins the Southern 500 in his turbo-powered Studabaker with an average speed of 45.26 mph.
 Boston: The Boston Septics win the NBA title over the L.A. Fakers led by agile center Loother Hopeland.
 Greenville: SEBTS swimming team dedicates the new olympic pool (fountain) with a sudsy christening.
 Apex: Gwyn Pale and Judy Chickson win girls horseshoe tournament.

Students interested in attending the "pre-Southern Baptist Convention conference to grapple with key theological and societal issues", contact Terry Nichols.

To the Editor:

The SCC General Elections of Spring 1969 are officially over. (At last!)

Jim Winslow, ex-Vice-Chairman, is to be commended for the hectic and often thankless task of bringing about the elections of this year. As Chairman of the Nominating Committee, he and his fellow workers: Willard Brown, Ted Coleman, Sherry Dixon, David Lee, and Stuart Motley; had to enlist nominees willing to run, oversee the election, keep the poll open, count the votes, and hold the run-offs. This task was not made easier by those of us who would play the legalistic Pharisee and insisted upon literal compliance with the letter of the Constitution and By-Laws (which are vague and downright insufficient in the first place).

Several ideas have arisen from the recent election which should be passed on as suggestions to the SCC:

- 1-A definite method for holding run-offs. The method used this time was indeed the most fairest, yet was time consuming and nerve-racking.
- 2-An open forum meeting for the candidates to state their platforms and to respond to questions and issues from the voters.
- 3-Guidelines concerning campaign posters (perhaps administered by the Ethics Committee): granting or posting privileges, having all campaign posters signed by candidate or agent, no poster to be defaced, no signed posters to be removed without permission, and the prompt removal of campaign signs after the election.
- 4-Copies of the SCC minutes to be made available in the DSA Office for access to all interested persons.
- 5-Especially in the Fall Elections for Junior and Graduate Representatives--a time, in chapel perhaps, for the Juniors to get to know their candidates.

Were some of these in effect during the past election, perhaps there would have been the preven-

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tion of embarrassment, of honest mistakes, and of misunderstandings.

A meaningful experience of community awaits the Seminary as the plan for student participation on faculty committees goes into practice. Those of us among the student body who have longed for such an opportunity, eagerly await its implementation.

--Creed Caldwell

The recent Student Coordinating Council elections were quite exciting! The interest shown by the Seminary student body was unprecedented. This seems to be a good sign that more and more students are becoming concerned about the progress and ministry of our school.

Let me extend my sincere appreciation to all who worked and voted for my election as General Chairman of the S.C.C. Let me further commend all who participated in the elections, either as candidates or as voters.

The progress which has been seen by the S.C.C. during the past year has been very encouraging. The student-faculty-administration relationships seem to be extremely good. This is as it should be. We live, work, and study in a Christian community. Thus, we are all dependent upon each other, and we are all responsible to each other. It is my hope that this spirit of community and the progress which has been made during the current school year will continue throughout the coming year.

As General Chairman of the S.C.C., I am requesting that you share your ideas and suggestions for strengthening our school with me and with others of your elected representatives. We will welcome all such suggestions from all members of the Seminary family.

Joe D. Coltrane.

THANK YOU, DR. SHRIVER

We, the Staff of The Enquiry, would like to express our appreciation to Dr. George Shriver. His faithful service this school year, '68-'69, as Faculty Advisor has been most helpful.

Thank you, Dr. Shriver!

The Staff.

A P R O F * E T I C P S A L M

For three exams and for four I will not revoke the tears,
for thou has threshed us with the threshing sledge of questions.

For three Fs and for four I will not revoke the trembling,
for thou has delivered a whole body to anguish and did not re-
member the covenant of Brotherhood.

For three book reviews and for four I will not revoke the
sobs because you pursued your brethren with the pen and cast
off all pity.

For three research papers and for four I will not revoke the
wails because you sell the studios for hours and the readers
for credit.

O Lord, how many are our foes. Many are mimeographing against
us. Many are saying of us, "There is no help for them in cramming".

"Lift up your heads O gates, and be lifted up O ancient doors
that the passing student may go out."

"Who is the passing student?"

"'Tis me, if my luck holds out. 'Tis me, I think,---I hope."

Vindicate me, O Pfof, for I have studied with integrity.
And I have read all my parallel without fanning the pages.

Hear our voice, O Prof, in our complaint. Preserve us from
the dread of the testing. Hide us from deceitful questions.
And restore unto us the joy of the right answer.

The Prof. reigns. He has become King as he passes out the
exam. Yea, O Prof, Thou wert King even before Thou enterest our
chamber.

Let all the students pass Thee, O Prof. Let all the students
pass Thee.

For what are we if we failèth Thee?

Now to Him who is able to keep us from failing and to pre-
sent us without blemish at the end. To the only good Profs, our
brothers, be blessings and thanks, good wishes and offerings,
for the past exam, this exam, and the next. Amen!

---c.c.c.

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As a candidate for the office of Chairman of the S.C.C., I would like to
express my appreciation to those who supported me in last week's election. I am
deeply grateful for the confidence you placed in me.

It has been my privilege to serve as Chairman of the Extension Committee
at Southeastern for this school year. This responsibility has been a challenging
and rewarding one, and I am grateful to all those students who have participated in
the Extension programs. I only hope that next year the services and mission of the
Extension Committee may continue to develop, and that each student will find his
place of service in the program of his choice.

Although the election is over, there remains much work to be accomplished.
I trust that each of us will cooperate with the newly elected officers of the S.C.C.
as we seek to make Southeastern Seminary a better place in which to live, learn, and
grow in our Christian faith.

Wayne Brown.

STUDENT MEMBERSHIP ON FACULTY COMMITTEES

The following is a brief outline of the system for student participation in faculty committees which was formulated by the SCC and approved by the faculty. Especially important is the fact that the new system will take effect next fall. Recommendations for persons to serve on these committees will be received Tuesday. Persons wishing to apply for or make recommendations for committee positions should write the name of their recommendation and the name of the committee concerned. All recommendations must be signed and should be given to Mrs. Sharon Dail in Dr. Moore's office.

Joe D. Coltrane

SCC General Chairman '69-170.

Committees To Have Student Members:

1. Academic Policy and Procedure

This committee shall include four voting student members, one from each of the four programs--the M.Div, the M.R.E., the Certificate, and the Th.M.

2. Chapel: two voting student members, one of whom shall be chairman of the Chapel Committee of the SCC.

3. Convocations, Lectures, and Missionary Days: three voting student members.

4. Field Work: two voting student members.

5. Graduation and Commencement: Two voting members, one senior and one middler.

6. Library: It is suggested that a Student Library Committee be set up to consult directly with the Librarian on matters of mutual interest. This committee will be separate from the faculty committee, but may meet with it on appropriate occasions. The student committee shall be composed of four members including one Th.M. student.

7. Scholarly Publications: one voting student member with the special responsibility of encouraging student contributions to the annual scholarly issue of the Outlook.

8. Student Affairs: one voting student member.

LETTER TO THE EDITOR:

(The following letter, among other items, was held over from the last issue due to lack of space. -ed.)

There has in recent days been expressed, among students and faculty alike, a deep concern for the growth and value of our seminary. Questions like these are being discussed across the campus: Why are so many of the eligible young college graduates turning elsewhere to seek theological training? Why are so great a number of our own people thinking of transferring? And most of all, why is there in the hearts of many of us a void, where there should be a growing love for our school and what it is doing for the society in which we live? Could the answer be related to the offered curriculum?

As I understand it, much of the recent action centering around the curriculum was based on the idea that there is a need for a smaller number of required courses with a greater latitude in elective areas.

After a brief study of the 69/70 catalog one may find several facts revealing to, if nothing else, the attitude of many of our students. 1. Listed in the section of Old Testament Studies are 31 courses at a total of 74 hours. This leaves 29 courses of 68 hours above the survey level. Out of this vast listing there are slated to be offered, for the person who has chosen not to take his language or for the person not yet having had then, a total of only 16 hours for the year. These 16 hours (8 courses) include several continued courses leaving the courses listed below.

1. Old Testament Prophecy (2 semesters)
2. The Wisdom movement and Israel
3. Historiographic Texts of the Ancient Near East
4. Old Testament Theology
5. Apocalyptic

This is to the exclusion of the vast number of courses listed and not offered such as:

Job	Genesis
Exodus	Deuteronomy
Psalms	Isaiah

LETTERS (cont.)

2. So great is the concern of an ever-growing number of our students that a word is required about the field of New Testament.

The catalogue list 27 courses with a total of 66 hours. Next year will see according to the catalog, 11 courses with 24 hours above the survey courses and only 5 courses of 11 hours for the student not yet having his language study. These include:

1. Hellenistic Background of Christianity
2. The Synoptic Gospel
3. Principles in New Testament Interpretation
4. The Quest for the Historical Jesus (19th and 20th cent.)

Omitted and left among those listed and not offered are many such as:

Introduction to Pauline Thought
 First and Second Corinthians
 Revelation
 John
 Hebrews
 Romans
 Acts and the Primitive Church
 Colossians
 Ephesians

Although Theological Education must be well rounded; to be well rounded and to meet the needs and wishes of our students our curriculum needs to be re-evaluated in the light of not only what the potential Educator needs, but also in the light of the needs and demands of the one who shall be, for our society on the local level, pastor and Biblical expositor.

This article is written with the prayer that honest efforts by each of us together can contribute to making Southeastern the Seminary that we may honestly commend to our friends as the very Best!

Our Faculty is Second to none in Scholarship and dedication. Our Administration is of the very best, and our students shall be among the top ranking men in their field. If we all work together we can make that top ranking...a little higher.

Respectfully submitted,
 Ray Johnson Jr.

Dear Friends,

The year is coming to a close, and we are all looking forward to the summer holidays. Possibly you too wished to enter into the debate which I introduced several weeks ago. Well next year you'll have your chance as we strive together to create a meaningful seminary experience.

----- Philip Parker. -----

My Fellow Classmates,

The SCC elections this year were unusually active. That is a good sign for our school. I'm sorry that I lost, but I will not stop working for the good of Southeastern. To all those students who voted for me I wish to express a warm "thank you." Now that the election is over let us all work together rallying around our elected leaders to help Southeastern go forward among Seminaries to be an example of Christ-serving ministers. Good luck on your Finals.

Sincerely,
 Roy N. Tucker

REVISED CLASS ATTENDANCE POLICY

After my last letter to the Enquiry I met with Dean Brown to discuss our present attendance policy. He suggested that if there is a large number of students which would like to see this policy revised, that certain steps be taken. First, a student committee should be formed to study the problem, to formulate a case, to document student support of it, and to present optional attendance policies. Second, the committee should then present all this information to whichever students are appointed next year to the faculty AP and P committee. Third, the AP and P committee would then consider the matter.

If any student would be interested in working on a committee to deal with this problem, in order to have something to present to the student AP and P committee members next fall, please contact me at the Women's Dorm (556-9768) or by mail Box 2070, Southeastern Seminary, Wake Forest, N. C. 27587.

Sandy Phelps.