

BULLETIN

SEMINARY EXTENSION

DEPARTMENT

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LISTEN TO OUR TEACHERS

The most powerful men in social movements are teachers. They are usually close to contemporary thought and are also alert to the meaning of trends. This is assuredly true of our teachers of religion both in colleges and seminaries. This places them squarely in the center of the thought that controls and symbolizes our group. They can both speak to us and for us. They are speaking to us through their classrooms, books, mimeographed monographs, and articles in various newspapers and magazines of the denomination. In addition to their contributions they speak through their graduates and so multiply their services. This article, however, deals with their contributions through our periodicals.

Dr. Carl Clark (Southwestern) and Professor Garland Hendricks (Southeastern) have columns in newspapers and denominational papers, appearing regularly, that relate to rural churches and people. Several of our professors in religious education have written about the role of the layman in modern church life. Both Dr. G. S. Dobbins (Southern, now in Golden Gate), and Dr. Denton Coker (Southeastern) have called attention to the fact that trends in religious education are leading toward recovery of the New Testament emphasis on lay leadership. (See *Biblical Recorder*, Jan. 22, 1955.) In 1953 Dr. J. Wash Watts (New Orleans) protested the omission of Yahweh or Jehovah in preference for Lord in the R. S. V. Dr. Roy Beaman (New Orleans) has written articles on the atonement and recently on the Dead Sea Scrolls. A number of articles have appeared on contemporary preaching. Dr. Ralph Elliot (Southern) recently wrote

about the need for biblical preaching (Arkansas Baptist, Sept. 17, 1957). Dr. T. B. Maston's article (Southwestern) on the "Heresy of Orthodoxy" has been printed in all Baptist papers. Dr. Henlee Barrette (Southern) has written numerous articles calling attention to the church's need for concern about juvenile delinquency, social work, and family relations. Both Dr. Donald Bell (Southwestern) and Dr. O. T. Binkley (Southeastern) have written challenging articles on the family, Dr. Bell calling attention to home life in Russia in startling contrast with the Christian home (Arkansas Baptist Dec. 20, 1956).

Dr. Dale Moody (Southern) and Dr. E. N. Patterson (New Orleans) both have numerous articles on Baptist polity, while Dr. Theron Price contributed a definitive article on the church a few months ago that shook the foundations of Baptist provincialism. Various members of Southern's faculty have written on "Why I Believe in . . ." dealing with the basic doctrinal areas. Dr. Dobbins called attention this year to "The Problem of Baptist Bigness" (*Baptist Record*, Jan. 1957) in addition to giving us weekly accounts of his trip around the world as he contacted Baptist leaders on our mission fields.

Dr. John R. Sampey, Jr. (Furman University) has kept us alert about the importance of laymen and science departments in Baptist colleges in such articles as, "Was Doubting Thomas a Scientist?" Dr. Clyde T. Hurst (Hardin-Simmons) wrote an article that appeared in the *Oklahoma Baptist Messenger* on March 22, 1956 entitled, "What is Modernism." On and on we could go.

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1154 NEW BOX NUMBER

We have a new box number. Please note that our post office box number is now 1154 instead of 530. The Seminary Extension Department has grown and we had to have more space than the Baptist Building could give us. We are located at 320 North West Street in Jackson and have our own post office box. Please send your lessons, letters, and books being returned for credit to P. O. Box 1154.

Notice has just come that the text, *The New Testament World* by H. E. Dana has advanced in price from \$2.00 to \$3.00. This is used in the correspondence course, *New Testament 112*, and makes the price now \$10.00 instead of \$9.00 as listed in the folder. We hope all students studying by correspondence will take note.

Some of you are ready for the course, *History of the Bible 114*, and it is listed in our folders as "Not Ready." We have a temporary course by Lee Gallman that we are using until Dr. Beaman completes his work. The texts are, *Our Bible*, by Adams and *The Ancestry of Our English Bible* by Price. The texts are \$.60 and \$4.00. The course fee will be added to this amount.

The main reason youth is displacing age is that this world is organized on a basis of functional mediocrity. When intellectual pursuits were enjoined, age and wisdom had a "place."

LISTEN (Continued from Page 1)

Each of our seminary presidents has written on evangelism, the church, baptism, and Baptist principles and problems. Dr. McCall gave a timely article recently warning churches about fake degrees and another on "First Class Ordination."

But among these perhaps none have been more significant than two that appeared in the **Baptist Standard**. The first was a lengthy article by Dr. D. D. Browne (Baylor University), "Training on Trial." Every Baptist preacher should discipline himself by reading this evaluation of his mental development. Dr. Browne presented this paper to college teachers of Bible two years ago. It remains one of the most significantly true appraisals of our "profession" I have read.

The other article by Dr. J. W. MacGorman (Southwestern) calls for a return to an age-old Baptist distinctive — a converted membership. This is fast becoming a vanishing character of our denomination in this day of figures and totals in evangelism. Both Dr. Pope Duncan (Southeastern) and Dr. Leo Garrett (Southwestern) have written to relate our life to the history of our church group. What has been noteworthy is the reluctance of our periodicals to reprint those articles that border on the controversial. This is understandable in view of the fact that public relations of a periodical is dependent upon keeping everybody happy. Yet our teachers have shown a willingness to communicate to the general Baptist public. When their studies are too technical for newspapers and magazines they have written monographs in mimeograph form. Southern Seminary faculty publishes a quarterly journal that offers studies too technical for popular consumption.

Of course, books by these men have been all too few. However, such men as T. B. Maston, Wayne Oates, and Gaines S. Dobbins are prolific writers. In addition, Ray Summers, Fred Fisher, Robert Daniel, Frank Staggs, J. Wash Watts, Clyde T. Francisco, W. W. Barnes, Robert Baker, and Edward

McDowell have written one or more books, all of which are for the public. This does not take into account the works done for study courses and mimeographed texts.

We could create an atmosphere in which these men (and others who have not written) could feel free to speak. The reading public would be shocked to see some files of letters written when various traditions were brought into question. Such a negative atmosphere does not aid in the production of good controversial literature.

—Lee Gallman

BOOK REVIEWS

The Kingdom Beyond Caste, Liston Pope (New York: Friendship Press, 1957).

This is a candid and frank, yet fair presentation, of the race problem by a man with a southern background and now Dean of Yale Divinity School. In the thesis of his book he contends that the kingdom to come must be one beyond caste.

He claims that the race problem is rooted in prejudice, but is slowly and definitely moving toward integration. Momentum has been quickened by the recent Supreme Court decision and also by the churches as they move toward the kingdom without castes. This scholarly book will be read with profit as the author traces for us the history of prejudice showing its varied pattern from age to age and country to country. The facts that he shares with his readers will be of particular value to those who are vitally interested in this problem.

—Albert H. Fauth

Calvin's Doctrine of Man, T. F. Torrance, new edition (Grand Rapids, Michigan: Eerdmans Publishing Co., 1957). \$3.00.

That man is the subject of much thought and discussion today may be seen from the lists of titles appearing in this country and abroad. Torrance, realizing that protestantism is bound to the Reformation, has taken the occasion to issue this fine study. Beginning with man's knowledge of himself (Chapter 1) and man's

place in the universe (Chapter 2), the author shows how Calvin's doctrine of man is bound to man's knowledge of God and vice versa. He establishes Calvin's belief in the dignity of man as in the image of God (*imago dei*). From this he discusses the *imago dei* in four chapters. Torrance confirms to some degree Brunner's interpretation of Calvin at this point. The *imago dei* according to Calvin, says Torrance, "is thus the conformity of an intelligent being to the will and Word of God, the imprint of the Holy Spirit who forms man's ear to hear and his eyes to see the Glory of God."

The author also shows the fact that Calvin's doctrine of "total perversity" is set in his doctrine of grace. "New Creation" presupposes judgment on man and this context gives rise to the doctrine of total perversity. A clear statement is, "There can be no doubt, therefore, in the mind of Calvin, that from the point of view of salvation in Christ faith must speak of fallen man in terms... The soul of man is totally perverted and corrupted." These quotations are indicative of the clarity in which the author deals with Calvin.

Other chapters are, "The Sin of the Mind," "The Mind's Knowledge of God," and "Natural Theology." Torrance has freely used Calvin's commentaries, *Sermons*, and *Institutes*. A book of this sort does two things. First, it permits one who has little acquaintance with classical writers to get an evaluation of the writer, and second, it introduces one to the interpreter's theology which always creeps in. Those who have read Barth, Brunner, Neibuhr, Temple, Jaspers, John Baillie, and other contemporary writers need to go back to Calvin, Luther, and Augustine to get their bearing. This book should stimulate an interest in reading Calvin. If it does this the author's purpose will be justified.

—Lee Gallman

Christ and His Church, Anders Nygren (Philadelphia: 1956).

Here is a stimulating book that will illuminate the ministry of Christ continued in his church. Participation with Christ is parti-

cipation with and through his church, Nygren maintains. The spectre of the death of Christ overpowers the life of the Christian so that the old man is crucified. This tenor runs through the book. Those who believe never cease to be shocked at the disunity in the church which is supposed to be unified with him. The ecumenical strain of this small book should not predispose a Baptist preacher against it for it is stimulating and helpful.

—Lee Gallman

What About The Second Semester?

The time is drawing near in many of our extension centers to begin the second semester of class work. Many ask whether the second semester is as well attended as the first. The affirmative should be used in the answer. However, in many cases this is not so. But we may well ask, why?

In the first place many make the mistake of failure to properly publicize the center. Because they had a good attendance the first semester, they hopefully approach the second semester on the momentum of the first. The resultant disappointment of attendance is discouraging. To have a good attendance publicity must be extensively pursued. Excellent suggestions for publicity will be found in Mr. W. A. Whitten's brochure, "Promoting and Publicizing the Extension Center."

Another matter to consider is the courses that will be offered. A large number of people would avail themselves of the opportunity to attend an extension center if the right courses were offered. But what courses should be offered? The simplest answer to that question is, "Ask the people." Those enrolled in the first semester will readily reply to that question, and there are others who will respond. If additional courses are offered, than those offered in the first semester, it will be wise to describe them thoroughly in order to create interest in them.

What about the teacher? It would be profitable for those who are teaching introspectively to consider this matter of teaching. Let the class members express them-

selves about the teaching. Many teachers fall into pitfall of preaching, lecturing, displaying so called scholarship, and inadequate preparation. A poor teacher can kill a good course while a good teacher can make a dry uninteresting course live. The difference is due to the fact that a good teacher teaches on the level of the pupils.

Here are some suggestions as to how to avoid a second semester slump: Make adequate plans for publicizing the courses, offer courses that are interesting to your group, have your teachers re-examine their teaching methods. A final suggestion would be to organize to enlist prospective students. Have the class members bring them as visitors to the first semester class sessions. When these things are done, there is every good reason to expect a good enrollment for the second semester.

—Albert H. Fauth

THE TEACHER'S WORKSHOP

A teacher should know how to use and when to use any of a variety of methods. It is essential that methodology should not get in the way or become too obvious of itself. It should be a natural approach. A teacher might profitably draw up a chart showing the values and weaknesses of the several methods known to him.

The Lecture Method

Values:

1. It is usually the easiest method to use.
2. It offers a plan whereby new information may be given.
3. It offers a good method of presenting the research of a teacher made in preparation.
4. It offers a good basis for a combination of other methods. The teacher can lecture ten minutes, then open a map, point to a picture, show a picture on screen; or he can ask a question, call for a group to discuss questions or problems created.
5. The total content of lesson can best be covered by it.

Weaknesses:

1. It offers no pupil participation when used exclusively.

2. It is often more entertaining than educational.

3. It is boring and uninteresting in the hands of a novice or an unimaginative person.

4. It tends to become material-centered rather than pupil-centered.

Question and Answer Method

Values:

1. It offers a pupil-centered learning situation.
2. It offers pupil-participation-learning.
3. It stimulates interest when skillfully planned.
4. It tends to create discussion and raise problems.
5. It can be used so as to indicate the progress made by a pupil in learning.
6. It may stimulate the use of the Bible by class members.

Weaknesses:

1. This does not stimulate interest unless skillfully planned.
2. Too many questions can be answered by "yes" and "no."
3. Sometimes the teacher misses a teaching opportunity in his desire to get on to the next question.
4. When used too often or exclusively, it offers little opportunity for the teacher to use personality to the best advantage.
5. Poor preparation is revealed by this method.
6. It is not as well adaptable to soul-winning as the lecturer who can clinch the point by calling for decisions.

In such a manner the teachers can go on with other methods. But at all times smoothness and naturalness should be sought.

ILLINOIS WORKSHOP

The third annual workshop on extension will be conducted in Carbondale February 20-21. The program begins at 1:00 p. m. Thursday, February 20, and adjourns Friday noon. Besides the Seminary Extension Department personnel, speakers, conference leaders, and panel members include state workers, local leaders, one seminary professor, and Dr. J. T. Gillespie of the Home Mission Board.

WHAT IS THE PURPOSE OF SEMINARIES?

Every worth while institution serves a purpose. Every beginning is the unfolding of purpose. What is the purpose of seminaries? Why did Baptists begin seminaries? One answer is obvious — to train Baptist preachers. This is not a sufficient answer. Why should they have training? Who knows what this training should consist of? And for what end? We may forget the by-products for a moment. The main purpose of a seminary is to train pastors and church leaders for the churches. What to teach is answered by several factors combined. The classic studies of Greek, Hebrew, church history, theology, philosophy of religion, pastoral theology, and Bible are in all curricula because they have proven to be effective in meeting the needs of a pastor on the field and in his study. Another factor is need. This is how pastoral counseling came into the curriculum. This is how religious education came into the list of studies. Interest on the part of individuals is another factor. Seminary folk are adults and are quite capable of choosing what they want to study.

The needs of the churches are first. However answered this is the first call upon the seminaries. Scholarship is important, and producing an elite group of specialists is needful. But if the seminaries' products are unsuited for leadership of local congregations; if they cannot speak understandably to ordinary folk; if they cannot enter into the problems of the normal and abnormal personality the pastor meets in his church community, the seminaries are failing the people that support them.

While many graduates may not fill this need, yet the intent of the seminaries is to develop leaders for the churches. In the same manner and degree as do colleges the seminaries get unbalanced personalities who feel the call to preach. The seminaries help many to grow into maturity and usefulness, but some personalities do not adjust — some never mature.

But these are the exception, not the rule. For the seminaries are on safe grounds when they await an investigation on this point. Their graduates are doing the job. They are building churches in cities, towns, and villages. They are providing leadership in associations, conventions, boards, committees, and commissions wherever Baptists work. Teamwork is the result of sound thorough training. This is the character of our denomination today. Of course, some other areas must claim their attention also, for they train teachers for themselves, for Baptist colleges, and for student centers on state college and university campuses. Their standards must be high, but the beneficiaries are the churches and their young people and the denomination.

They train church musicians and educational workers who lead in the promotion of Sunday School and Training Union Departments in states and at the Sunday School Board. They train the missionaries for foreign and home services. They train writers for periodicals and denominational papers.

As a by-product these men speak to the world. They do not assume to speak for Baptists but when they speak we are confident that they represent the best Baptist voices for our contemporary scene.

ASSOCIATES

W. A. Whitten attended the meeting of associational missionaries and superintendents of missions in Louisville, Kentucky, January 13-15 speaking on the joint extension plan projected by Kentucky Baptist schools and colleges and the Seminary Extension Department. He also attended the Adult Education Conference sponsored by the Sunday School Board, January 16-17 in Nashville.

Ray K. Hodge has visited extension centers in western North Carolina and in South Carolina in January.

Dr. Albert H. Fauth attended the Evangelistic Conference in Kansas City, Missouri and visited centers in Arkansas and Missouri in January.

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