

# BULLETIN SEMINARY EXTENSION DEPARTMENT

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## TEST THE RESULTS

Tests and measurements play a large role in all forms of education. Everyone wants to know if he is reaching the right people, attaining desirable ends, and reaching the expected outcomes of the program. It requires some skill to know how tests can be set up which will ask questions to get the proper answers for testing. After tests have been made, the questions answered, and tabulation made, the problem then is what do these tests reveal? Do they indicate adequacy, appropriateness, efficiency in communication, resources, texts, methods, objectives, or what do they reveal? Educators generally depend upon check-lists for discussion and meaning. If ideas are presented so that learners comprehend, generally this will be revealed. If grades run excessively high the class probably has not been challenged. If they are excessively low a number of reasons may be anticipated. The text may confuse the student with its vocabulary or style or even with ideas too advanced. It may be that the teacher is simply not communicating. It is possible that the method is inappropriate, or that the out-come goals are too ambitious. Serious questions should be asked. In order to test effectiveness with the learner as many questions should be asked as possible. Let those who teach ask for criticism from those whom they lead. The following suggested questionnaire may be used:

## Questionnaire For A Student Who Has Been Attending A Seminary Extension Center

1. How many courses in Seminary Extension have you taken?
  2. Are you now enrolled in a course? Which?
  3. What values have you received from attending these classes?
  4. Did these classes fulfill your expectations?
  5. In what ways have you sensed improvement as a result of these classes?
  6. Do you desire to continue these or some other studies? List what you would like to study. (Do not limit yourself to the courses offered here).
  7. Were the texts (a) difficult, (b) easily read, (c) poorly organized, (d) related to your interests? Criticise them.
  8. Did the teacher seem to prepare well?
  9. Did the teacher speak clearly?
  10. Did the teacher stick to the lesson?
  11. Did the teacher give opportunity for questions?
  12. Did the teacher take interest in YOU?
- What was wrong? What was right? How could we do a better job? Tell us what you think.

How will the director and associates test the effectiveness of their total program? We need questionnaires that will offer local leaders and participants opportunity to express their views, hostilities, and concepts. No one can develop a program that is faultless. And not all criticism should be interpreted as indicating failure even when it is severe. For now and then people need to ex-

press hostility. It is a rare leader who can accept criticism, weigh it against fact, and adjudge himself objectively. We are in this together. We, in the Department, are trying to develop the program leadership so as to give the best known principles in Adult Education, expound what we understand the seminaries' philosophies to be (although they undergo many changes), and by the practice of fair-play offer local leadership the opportunity to respond. It is within the local center that the program improves, or it does not improve. We are waging war on fixation and stagnancy. But while we are trying to end it in some areas, what a paradox if we should stagnate in others.

Why not answer such questions as the following and send appropriate comments:

## QUESTIONNAIRE TO BE FILLED OUT BY LOCAL LEADERS (DIRECTOR, REGISTRAR, AND TEACHERS)

1. Is this program what you expected?
2. Is it what participants expected?
3. What are your evaluations of (a) the text (b) the syllabus (c) the bulletin (d) services from the department (e) publicity (f) leadership bulletins?
4. What are the main difficulties you face in teaching or administering the courses?
5. What help could the Department give that it is not now giving?
6. Give any criticism of the program, constructively, and seriously.



Lee Gallman

*"Think  
on  
These  
Things"*

### DEEPENING OUR UNDERSTANDING

Some five years ago a leading denominational figure stated, "The theology of the Baptists of the next generation is not in the hands of the seminaries. It is in the hands of the vast group of Sunday School teachers. What Baptists believe in the next generation is going to be determined by these teachers." There is indeed a great gap between the seminary professor and the membership of a Bible class on Sunday morning. The seminaries cannot hope to teach millions of Southern Baptists directly. The colleges and the seminaries together cannot hope to do it. Their hope is that leaders trained in these institutions will be able to bring to church leadership such sound philosophical and theological thought and biblical teachings that people will come to know and appreciate truth as truth.

This statement is an interesting one from another point of view. We are constantly multiplying officers, teachers, leaders, workers, administrators, and specialists, some of whom have been Christians only a short time. What chance does an institution of higher learning have to bring to this group the sound results of research? How much of it is important? How much of it is pertinent to the age which we call contemporary? Many people are teaching who ought to be learning. Many people are enlisted to teach in Sunday School classes because they have good personalities or because they are faithful in attend-

ance. Many are teaching the Word of God when they have no conception of its unity, general meaning, content, and teachings. Sunday School leaders are seeking to remedy this though more study courses and deeper studies.

Recently some of us who are interested in the spread of Baptist biblical teachings at their best met in Nashville to discuss this. It was agreed that the college extension departments and the Seminary Extension Department are in a position to be of some assistance. These departments are not asking for an opportunity to carry on the teacher-training program in the church. Such a procedure would neither be appropriate nor adequate. Moreover, this simply is not our task. We can help best by centering on the leadership task of the pastor and vocational workers (the educational director, secretaries, and music leadership). Ours is a tool to do the specific work of deepening the knowledge and understandings, improving the skills, and developing good attitudes among those who administer the total church life.

But we have discovered in this process that we can help by training teachers of teachers. We can help them get a deeper grasp of the meaning of the message of the Bible; we can help these build up their content resources for teaching others. We can lead them to better teaching techniques—techniques they can pass on to others. We can help them to understand something beyond a recitation of a few basic Baptist beliefs. We can help to make them conscious of theology, ethics, and missions. In this combined co-operative venture, we can take one further step to bridge the gap between the seminaries and the Sunday School class.

There is no excuse for the present theological illiteracy of this vast host of Sunday School teachers and officers. They can be led to study and grow. They can be reached if we can understand our purpose and responsibilities.

### BOOK REVIEWS

**I Found God In Soviet Russia,** John Noble and Glenn D. Everett. (New York: St. Martins Press, 1959.) \$2.95.

Many books have been written about the actual conditions as they exist in Communist Russia today. We have heard much about Communist attitudes toward religion both tolerant and intolerant. These conflicting reports have caused one to wonder how much is propaganda and how much is true.

Here is an account of a personal experience in the Soviet. Mr. Noble shares with us his eye-witness account of life on the other side of the iron curtain. Shortly after VE-Day in 1945, he disappeared as an American citizen in the Russian occupied zone of Germany. For ten years he was unheard of and was a captive of the Soviet Union. They sent him from Muhlberg to Buchenwald and from Dresden to the Arctic. He spent many years in the slave labor camps and relates his gruesome experience which led to a remarkable and steadfast Christian faith. In the slave camps he found Lutheran pastors from Latvia and Estonia, Catholic priests from Lithuania and Poland, Russian Orthodox priests from the Ukraine and Russia itself, and Baptist leaders from all over the Russian territory. Their torch of faith held high resulted in many Christian victories in spite of insurmountable obstacles.

When Noble crossed the border of East Berlin, he brought with him the eye-witness accounts of life beyond the barbed-wire. His testimony will be an inspiration to all those who have not placed their faith in Jesus Christ and to those who march triumphantly with their Lord. A good book for those whose faith may be growing cold toward their Lord.

Albert H. Fauth

**Star Wormwood**, Curtis Bok. (New York: Alfred A Knopf, 1959).

For a book stranger than fiction and one equally as well written, the wide reader can turn to Curtis Bok's book, **Star Wormwood**. From his position as a justice on the Supreme Court of Pennsylvania, Bok writes of his understanding concerning a case taken from authentic court records. The real story of an individual brought before the bar of justice that reads stranger than any fiction is here presented with a depth of feeling and a stern appraisal of our existing laws.

It is Mr. Bok's intention to take his cause to the public. "The whole legal system rests upon public approval and consent." And he goes on to add, "From now on we must fight from behind the frontier of our prejudice against the prejudice of our enemy. The ancient weapons will no longer work. We cannot kill an idea with a bayonet. We cannot put handcuffs on a gale wind. We can fight an idea only with a better idea, with less prejudice, wiser procedures, and a cleaner purpose that man shall be wholly free in his body and, even more urgently, in his mind. He is not free if he is punished in a prison and if he is not free he is a slave."

This book is of interest to the minister because underlying all of Mr. Bok's argument is a quotation from Allen Patton which is as follows: "An offender must be punished. . . . But to punish and not to restore, that is the greatest of all offenses. . . . If a man takes unto himself God's right to punish, then he must also take upon himself God's promise to restore. . . . There is a hard law, that when a deep injury is done to us, we never recover until we forgive."

In the light of world-wide interest in the problem of capital punishment, this book could be profitably read by every Christian minister.

—Ray Worley

**Fundamentals Of Our Faith**, Herschel H. Hobbs. (Nashville, Tennessee: Broadman Press, 1960).

Dr. Herschel Hobbs has in good homiletical style written a doctrinal study of those basic Baptist teachings as seen in the nineteen articles of faith known as the New Hampshire Confession. He makes few attempts to discuss these from a theological perspective (except in Creation, Sin, God, etc.), but simply announces them as the fundamentals. Since these studies began as prayer meeting talks, they should be viewed mainly as homiletical. For church study they would prove challenging.

The reviewer would commend the book with this in mind. He does not present a problem and seek its solution. He does not offer a many-sided study of single doctrines for this is not his purpose. One can be grateful for his approach to the millenium question, especially. Dr. Hobbs' study is beyond the study course level. It is more akin to older studies like E. C. Dargan, **The Doctrines Of Our Faith** which was discarded because it was too difficult for our people.

Dr. Hobbs reveals his acquaintance with the basic theories of inspiration, atonement, the problem of evil, etc. He also transliterates Greek and Hebrew words explaining their meanings at certain points. Naturally he would expect that many will disagree with him and his conclusions at various points. But, if Dr. Hobbs' conclusions are questioned—one is really questioning the **articles of faith**. Should we then make this a basic text? No. It should be followed by a work by a competent scholar of Dr. Hobbs' stature, showing us where some contemporary Baptists find occasion for the diversity Dr. W. R. White spoke about a few months back.

—Lee Gallman

**The Efficiency Filing System**, Revised and Enlarged, L. R. Elliott. (Nashville: Broadman Press, 1959). 67 pages.

In 1951 Dr. Elliott printed a small pamphlet suggesting a method of filing for the pastor's library and file. This is an enlargement of this pamphlet into a book of 67 pages. There are three parts: I. An Indexing System; II. The Classification of Books; III. Subject Headings.

Under these Dr. Elliott explains a technique which he has used consistently through the years which will be helpful to any minister in setting up a simple but usable filing system.

Most of the books on the Dewey System are large and expensive. Some are not even adaptable to the minister's library. This system, however, is one that looks at the minister's library from the view of what he actually has in it and seeks to ask: How can I best learn to use what I have? If the pastor wants a method to work out his own system to fit his particular personality without becoming a slave to a system, this is it.

It is only fair to state, however, that this system would only go so far in large libraries before it became unmanageable, but this is not what the most of us possess.

—Lee Gallman

#### TESTIMONIALS

"These courses are proving most beneficial to me. I believe that I am retaining more from these correspondence courses than I did in class room study. . . . Correspondence courses are brief and to the point, factual and interesting."

—J. R. B., Texas

"I am really enjoying studying about the Hebrew people and how they lived in those days. This course has meant more to me than any study I have ever taken. I am planning on sending for the next course as soon as I have completed this one."

—W. E. S., Tennessee

### ADVANCED DIPLOMA

For some time we have been working toward advanced studies in the Department. Some students have been taking advanced studies already because some of the courses have been available. We will soon ask the Curriculum Committee of the Seminary Extension Commission to approve a re-numbering of the courses. Those which belong to the first series will be numbered 100 up while those in the second series will be numbered 200 up. Announcements about new courses are found in another article. But the new plan including these will possibly look something like the following:

#### Pastoral Diploma

Required Bible courses.

Required studies in pastoral work.

Required studies in theology, philosophy of religion, and ethics.

Required studies in church history and missions.

Required studies in religious education.

Electives in any area.

#### Religious Education Diploma

Required studies in religious education.

Required studies in psychology of religion.

Required studies in Bible, theology, and ethics.

Required studies in church history and missions.

Electives in any area.

The attempt will be made to keep studies so co-ordinated as to make possible class work which will take both the 100 and the 200 series into account. The 200 series will require more of the student in outside reading and projects.

### NEW COURSES READY SOON

"The Aims and Objectives of Religious Education" by Dr. J. Kelva Moore, New Orleans Baptist Seminary, has just been received

in this office. The text will be **The Teaching Ministry Of The Church** by James D. Smart. Dr. Moore has done a good job preparing this much needed course in the field of Religious Education. As soon as the syllabus can be processed, the course will be ready. The price will be \$11.00.

Another new course will be "Studies in Mark" by Dr. Lee Gallman, Seminary Extension Department. This will be an interpretative study which seeks to show the meaning and message of Mark as the basic Christian document. The text will be **The American Commentary on The New Testament, Vol. II.** The cost of this course will be \$11.50.

Announcement is being made that the study on Romans 172 has been revised and will use as its text, **The American Commentary On The New Testament, Vol. IV.** The basic issues of the course will be the same; it is mainly a doctrinal study. It was discovered that the text by C. H. Dodd was too advanced for our purposes. The cost of the revised course will be \$11.50.

#### From A Student

"This completes Series A—Pastoral Training. I would like to take this opportunity to say that I have benefited beyond imagination from these courses. They have been without exception excellent and revealing even while being rigid and real 'taskmasters.' I have received blessings untold from the knowledge gained."

—Major E. B., U. S. Army

### STATISTICAL REPORT

September 1959-March 22, 1960

|                             |      |
|-----------------------------|------|
| New Correspondence Students | 583  |
| Extension Center Students   | 1704 |
| Correspondence students     |      |
| re-enrolling                | 70   |
| Total                       | 2357 |

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