

# BULLETIN

## SEMINARY EXTENSION

### DEPARTMENT

P. O. Box 1154

Jackson, Mississippi

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## Arkansas Association Praises Seminary Extension

A successful Seminary Extension Center operates at the Second Baptist Church, Clarksville, Arkansas, reports Paul E. Wilhelm, Superintendent of Missions for the Clear Creek Baptist Association and director of the center.

"One of the finest things Southern Baptists have ever done," says Mr. Wilhelm, "is to provide training for those who have not had opportunity to attend college, seminary, and sometimes even high school. God's call," says Mr. Wilhelm, "implies preparation. To most this call comes as a surprise and always as a great honor. To all, it means a call to prepare."

The Missions Committee of the Clear Creek Association voted to sponsor a Seminary Extension Center on March 17, 1960. Classes were begun in April. Since that time, courses have been continuously offered.

The success of the center, says Mr. Wilhelm, is largely due to the teacher, Rev. S. A. Wiles, of Ozark, Arkansas. Since his recent retirement, Brother Wiles is devoting his time to teaching in the Clarksville center. Teachers with time and training are at a premium, says Director Wilhelm, who considers their Clear Creek Association fortunate. "Brother S. A. Wiles' willingness to serve," he says, "has been a special blessing to all who have attended the Clarksville Center."

The work of the Seminary Extension Department is highly esteemed by Instructor Wiles who

recognizes its unique contribution. "In our class of twelve," writes Mr. Wiles, "We have seven preachers enrolled, all of whom need the training. It is doubtful that more than one or possibly two will ever be able to go to college or to the seminary."

Dr. Albert H. Fauth, Associate who supervises work in Arkansas, echoes the praise of Mr. Wilhelm for Mr. Wiles. "His untiring effort and devotion to the center," writes Dr. Fauth, "is revealed in the words of appreciation by several of the students attending the center."

Rev. John O. Woodard, pastor of Union Grove Baptist Church has found in the center an answer to a pressing need. "It is just what I have been looking for," he says, "and I believe that anyone who wants to be useful in the kingdom of our Lord would not make a mistake by attending these classes."

Much needed help has been received by Rev. Elmer Linton, pastor of Central Baptist Church in Altus. He writes, "It would be impossible for me to describe in so short a space the help it has been. I don't believe people really know what they are missing by not being enrolled in this school. It isn't just enlightening; it is also a time of pleasant fellowship. It is a pleasure to study together."

Personal fulfillment of secret yearnings has been realized by Mrs. Iola Holloway, Associational Sunday School Worker. She says, "The Seminary Extension Center

is a dream come true for me. It furnishes the kind of training that I have always longed for. The course in Preaching 113 has helped me to be more original in teaching, such as forming outlines of the lessons, searching for human needs, and trying to meet these needs. It has helped me to appreciate good preaching more. More Christian teachers and preachers should take advantage of this great opportunity to grow in the wisdom and knowledge of our Lord."

Thankfulness for an educational opportunity which he otherwise never would have had is expressed by Rev. George Domerese, pastor of the Second Baptist Church which hosts the Center. "The Seminary Extension Center has meant much to me. It has enabled me to receive some formal education I wouldn't have received otherwise. It has been a blessing in organized Bible study. It has been a wonderful fellowship with God's people."

An open door to learning has been provided a layman, Mr. Eugene Walker, who also serves as registrar-treasurer of the center. Having attended every course as a student, Mr. Walker states: "The Extension Center has opened the door of knowledge for me, so that I may know for myself the blessings that God has for me, if I will heed his commandments and believe His promises."

"The Seminary Extension course has been the opportunity of a life time for me," says Rev. Arch Wheeler, pastor of East Mt. Zion

Trinity Baptist Church. "I would urge every Christian worker to enroll in this course and take advantage of this work."

The thankful spirit of all the participants is summed up by Director Wilhelm: "We are grateful that this need for preparation is being met in a complete education program. The Seminary Extension program is just as essential to God's preparation programs as the word 'Go' is to the Great Commission."

Dr. Fauth concludes: "The above testimonies could be true of any association that will set up an extension center."

### BUILDING A LIBRARY

When I left home to attend seminary, my boyhood chum presented me a copy of Young's *Analytical Concordance of the Bible*. At the time I did not know how valuable a gift this was. Since then, many other books have been added to my library. Although the *Concordance* is bulky, I have learned that it is the value of books in terms of use rather than thickness or number which is important.

In building your library, a little thought and study will enable you to be a better steward of your money. In every syllabus from the Seminary Extension Department, a guide to a basic library is included. How closely have you consulted this guide? It is needless to repeat the guide here. Students and teachers have it. (A copy will be sent to others on request.) However, some suggestions may stimulate your thinking and constructively guide your expenditure of limited funds.

#### 1. Build a balanced library.

Although you may have a specialty, do not ride a hobby to the exclusion of divergent views. Have balance in perspective or thought. For instance, include critical as well as devotional commentaries on your shelf. **Matthew Henry** is unsurpassed, but a preacher

should have more than **Matthew Henry**.

In building this balanced library, consult bibliographical guides. Most of our seminaries publish recommended lists of books, partially annotated, to give guidance to the beginning student. The consultation of these lists may help you to be a wiser steward of your money.

2. **Major on reference books.** Certain prominent authors are quoted by lesser authors. Why be content with second-hand merchandise? If you can read a man's own statement of thought in context, why study excerpts other men have chosen? Select those basic books which are most quoted.

Secondary writers may be desirable if they offer a new slant or apply ideas in a different way to problems in which you are interested. Check the author's approach and perspective before you buy. Read the Preface and Introduction. Glance over the Table of Contents. Check the quotes and footnotes, the bibliography, the index, and approach to his subject. Scan the first and last sections of several chapters, particularly the first and last chapters. On the basis of this examination you can buy or may save some money.

3. **Become aware of paper backs.** Many of the Christian classics are now available at a fraction of their original cost. Before you buy, check the lists. Any book over five years old may be brought out in paper back if there is a continuing market. Although some desire a cloth bound book, generally a book is read once and then used as reference. Paper backs are usually adequate, and help the preacher's book dollar go twice as far.

4. **Don't be afraid to purge your shelf space.** Men are supposedly attached to old hats and books. If you've read and marked a book, it has part of you involved in it. If you have been wise in your purchases, this will be less of a problem. If not, just admit you were

"took" and be the wiser for it. Paul said, "Now that I've become a man, I put away childish things." So with useless books.

5. **Budget your book purchases.** Set aside an amount to be invested in books. Naturally, you will buy in light of immediate needs and interests, suiting purchases to your preaching program. But buy other books which may stimulate your thought and guide you into new sermon series. A regular spending program will encourage the purchase of challenging books.

6. **Consider journals as part of a library program.** Southern Baptist publications head the list: *Southern's The Review and Expositor*, *The Southwestern Journal of Theology*, *Southeastern's Outlook*. Such perennials as *Theology Today*, *Interpretation*, and more recent entries, such as *Christianity Today*, should be considered.

If sincere, intellectual honesty can overshadow anxiety over doctrinal differences, it is good to read widely and diversely. Journals offer such an opportunity. Book reviews in journals can guide in further exploration of individual works. Although you may not agree, the rest of the world is reading and thinking, and acting in light of its ideas. If you do not know what is being said, how can you adequately frame a reply?

7. **Above all, build a library which you can use.** And then use it. Consult it as a friend. Pit your mind and thought against the best minds of the ages. Grasp their ideas. Pray for understanding. Seek for vehicles of refutation and communication. Let your thought and sermonic preparation be hammered out in dialogue with great preachers, incisive scholars, and critical thinkers.

As a friend, four years out of the seminary, said recently, "If you don't read and study, you dry up." Therefore, the conscientious minister must give earnest heed to building an adequate library.

—G. Ray Worley

ECHOES

On January 11 and 12, Associate G. Ray Worley attended the Annual Missions Staff Conference of the Baptist General Convention of Texas at the Mount Lebanon Encampment near Dallas. The following are excerpts from personal conferences. Each statement was made by a superintendent of missions concerning the work offered by the Seminary Extension Department.

"Our people are hungry for this type of study."

"This program will do more to strengthen our Baptist work over the long view than any other single plan."

"We have twelve men who have not had seminary and college training. So far, we have reached six of these for seminary extension courses in our center. We hope to enlist the others later. We believe the program will strengthen the work in the churches of these men who participate and thus undergird our total Baptist witness."

"We sent out questionnaires. One replied in the negative, but he needs the study badly. We'll have to work on enlisting him."

FOR THE TEACHER

The Department is concerned with providing every assistance it can to the teacher. You are on the firing line of the effectiveness of extension teaching. Only you can tell us your needs.

What are some of the problems you are facing as a teacher in seminary extension classes? Do you have particular questions? Frustrations? Anxieties? Do you wonder about planning the lessons? Aims for the course? How to prepare a good test? How to adapt materials to particular needs of your class?

In order for the Department to be of greatest help to you, we need to hear from you regarding the problems you are facing. Plans are being formulated for several workshops this fall in various states. If you would share your problems in writing, the Department could do a better job in de-

signing the workshops to meet your specific needs.

Why not let us hear from you?

ASSOCIATE IN JACKSON

Rev. W. A. Whitten, Associate for Kentucky, Tennessee, Louisiana, and Mississippi, moved back to Jackson, Mississippi, on January 30. For the past year, Mr. Whitten has been in residence at Indiana University, Bloomington, Indiana, where he has been studying adult education. Directors and teachers in his area can once again avail themselves of his counsel and assistance on a full-time basis.

DIRECTORS, TEACHERS, AND STUDENTS

Recently a teacher informed the office that he is not on the Bulletin mailing list. Frequently complete addresses are not received (teachers, in particular), thereby prohibiting the placing of names on the mailing list. At other times we have overlooked a person. Even if we have "goofed," we want to set the matter right.

If each teacher, director, and student who receives this Bulletin will call this to the attention of fellow students and workers, we would appreciate it. Any names with proper addresses of persons who have been omitted or who desire the Bulletin will be added to our mailing list upon receipt of this information.

SHARE YOUR EXPERIENCES

Have you had unusual results in your center in recent months? Have you had warm, rewarding personal experiences in your seminary extension work? These experiences may give an extra incentive to some struggling teacher, director, or student—If you share it with us and through the Bulletin with others.

Why not write today concerning that idea which you have been mulling over recently?

STATISTICAL REPORT

Jan. 16, 1961—Feb. 15, 1961

Correspondence Students	733
New Enrollments	32
Re-enrollments	20
Extension Center Students	2002
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Total	2787

TESTIMONIALS

"I have really received a blessing from these courses; and continually thank the Lord for this work. May it continually grow for His glory."

—E. C., Texas

"I'm very thankful that the Southern Baptist Seminaries have this program to help God's people give Him a higher quality service. I sincerely believe that God's Kingdom can be greater and that Jesus will have more glory through your efforts. Our church has given me the opportunity of on-the-job training. I will have the privilege of serving as Educational Director this coming year while studying."

—J. S., Florida

"The teaching of seminary extension courses has meant much to me, not only in the joy of teaching but also in the joy of making new friends and seeing them develop through God's Word, and in feeling that I am in the Lord's will."

—R. F. W., Kentucky

"Please let me take this opportunity to express my thankfulness and appreciation to all persons who make the Seminary Extension School possible. I know there are others who will say with me that it is truly a blessing. It is my prayer that God will continue to bless this work."

—W. M., Texas

## DECREASING ENROLLMENTS A Center Problem

When an adult enrolls in an extension class, he will likely have overcome several mental and physical obstacles. His presence is an indication of the very high initial desire to participate.

Why does he become a drop-out? To find this answer we need to consider why he enrolled in the first place. Was it sheer love of learning? Was it just the need to get information, new knowledge?

A study by Dr. Alvin Zander, Director, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, indicates that an adult who participates in extension classes usually comes to class for some reasons other than interest in the course content. The desire to make friends, to escape deadening routine, or to develop latent talents are as important as the desire to acquire information.

Unless personal needs are met satisfactorily, the student becomes a drop-out. Common needs are: The need to find some sense of personal worth, to discover ways of being usefully influential, and to participate in group activities—particularly in goal setting and discussion.

There are legitimate reasons for drop-outs. Fatigue, weather, a burdensome schedule, changes in family plans, removal to another city, participation in other activities, and other external conditions do have a tremendous bearing.

However, if the drop-out is a result of internal classroom conditions, it is time for the teacher to take stock. Some signs of dissatisfaction are: (1) Irregular attendance. (2) Poor quality of preparation. (3) Erratic attention in class.

What can be done? When these signs begin to appear, the teacher must muster all the teaching skill

and understanding he can. He must try to see both his part and the student's part in the problem. Several measures may be considered:

(1) **Periodic surveys** may be made to see how well the class is meeting the needs of the students. This may be accomplished through general discussion or a questionnaire.

(2) **Personal contact.** The expression of personal interest and concern in the student may elicit a discussion of the problems and suggest workable solutions.

(3) **Guidance counselling.** Either consciously or otherwise, every teacher does a certain amount of guidance counselling. Technical questions which affect the student's interest must be efficiently handled.

(4) **Private tutoring.** When a single student is affecting the classroom activity, after class sessions can often totally eliminate a problem and reverse a tendency to drop out.

(5) **Variations in teaching design.** Individuals in groups learn differently and do not always respond to the same teaching stimuli. New approaches, modification of class procedure, lecture or other methods, all may re-awaken learning interest in the class.

An informal survey may indicate the extent to which you are meeting the needs and interests of your class. Such a survey may include several items: What did you expect when you enrolled in this class? Have you received more than you expected? Less? Would you expect someone to call you if you missed two or more class periods? If you were teaching the class, what would you do?

Careful consideration of the above mentioned items may arrest a decreasing enrollment by greatly improving the quality of teaching.

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