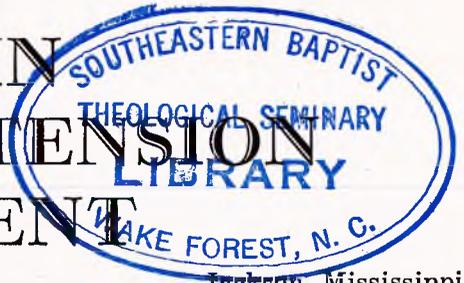


BULLETIN SEMINARY EXTENSION DEPARTMENT



P. O. Box 1154

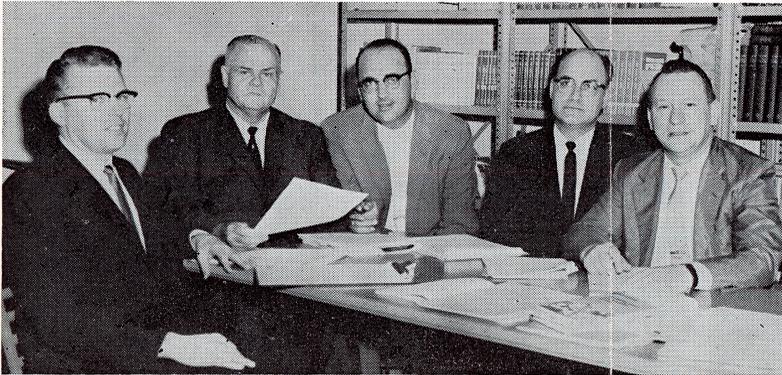
Jackson, Mississippi

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Pictured (left to right), G. Ray Worley, Paul Jakes, W. A. Whitten, Frank Koger, Albert H. Fauth.

ers and other interested workers in as many areas as possible.

A research program in drop-outs and minimum participants is to be undertaken by Rev. Paul Jakes.

Rev. W. A. Whitten reported that the state of Mississippi is probably unique in having a very high rate of student preachers. Seminary graduates comprise 23% of the preacher population, with 27% never having attended college or seminary.

Dr. Albert Fauth stated a survey indicated that a sincere desire for more Bible knowledge and a desire to be better preachers and teachers motivated students to enroll in seminary extension classes.

SEMINARY EXTENSION DEPARTMENT ASSOCIATES HOLD ANNUAL MEETING

The five associates of the Seminary Extension Department met in Jackson, Mississippi, May 1-5, for an annual meeting.

Participating in the conference were: Rev. Paul Jakes, from Phoenix, Arizona; Rev. Frank Koger, Gastonia, North Carolina; Dr. Albert Fauth, Kansas City, Kansas; Rev. W. A. Whitten, Jackson, Mississippi; and Rev. G. Ray Worley, Fort Worth, Texas.

Rev. G. Ray Worley, associate for Texas, currently serving as Interim Director, reported that enrollments, number of centers, and total participation is at a new high. Seminary Extension Centers, which offer classes under local teachers wherever a group of 15 is interested, number in excess of 110 for the current school year. Enrollments of correspondence stu-

dents number almost a thousand. Total enrollments for the Department, both in classes in centers and by correspondence, will approach 4,000 for the year.

A pilot project in western North Carolina was evaluated by Rev. Frank Koger. In co-operation with the North Carolina Baptist Convention and the Home Mission Board, the Seminary Extension Department has employed Dr. J. Alton Morris to work among pastors of the area, devoting half of his time to promoting, teaching, and supervising Seminary Extension Centers. Records indicate a total of 390 persons enrolled in 12 centers, 155 of which are ministers. This new program was favorably received. Prospects for additional centers in the Fall of 1961 are promising.

The associates concurred that teacher training is of paramount importance. Detailed plans were made to hold workshops for teach-

For Correspondence Students

An occasion has arisen for clarifying the purpose of questions in a syllabus.

Questions are intended to stimulate thought, to motivate a search after facts, and to test whether these facts are sufficiently understood.

Rather than seeking detailed answers copied from the textbook, it is of greater benefit for the student to read the material, digest it thoroughly, and then state the answers in his own words. Simply to copy material does not reflect learning; it reflects only an ability to copy.

Since our stated goal is assisting each person to become a better student, we encourage each student to think for himself and to state his findings in his own words. In the future, the student's attempt to answer ques-

tions in his own words, based on the thoughtful use of source materials, will be considered by the grader in determining the grade.

WHEN IS NEWS NEWS?

Newspapers exist on news. Furthermore, education is one of the top two areas of interest to newspaper readers. (The other is health.) These two facts alone should give you an edge in your efforts to corner a share of local newspaper space . . . if the story you have to tell is news and if it is presented correctly.

To be news, your story must be of public interest. Test each story-idea of imagining you are not related to seminary extension classes, then see if it is of interest to you. Other ingredients to look for in a news story are timeliness, clarity, accuracy, and local interest. The appointment of a teacher, the beginning of classes, announcement of curriculum and schedule, and completion of courses or graduation are all newsworthy items.

Tips That Can Help

1) **The personal touch** works with newsmen as well as with others. Further your long-range press relations by getting acquainted with your local editor or, in large cities, the religious, city, or education editor. Discuss with him the types of stories he can use. First, find out when his deadlines are, so that you don't disturb him at his busiest time of day. The two hours just preceding a deadline is a strict "stay-away" time. When you do see him, be brief.

2) **Editors like to know about stories in advance** whenever they can. This helps them to plan reporters' schedules and copy-schedule. If your event is important enough or unique enough, a reporter may be assigned to cover it. For weekly or very small daily papers you will probably have to write it completely yourself. Have the basic facts at hand and be

prepared to fill in details as they are requested.

3) **Accuracy is the reporter's by-word.** Check every detail in your story to be absolutely certain it is correct. If you are not sure, find out or leave that detail out. When you submit a story, be sure your own name, address, telephone number (home and office) are on the release. Then the editor will know how to track you down if you leave out some fact, or if the editor wants to verify something.

4) **Be sure your story is complete.** If you haven't answered the questions, "who," "what," "when," "where," and sometimes, "how," something is missing. Never try to be literary. Relate the facts in layman language and stop.

5) **News stories should not express an opinion** of the writer. The local association may have heard a "dramatic" or "exciting" talk by a visiting denominational leader, but as the writer you can't use these descriptive adjectives. You can, however, have a class member say "that the talk was exciting."

Fame In the Name

Names make news. The more prominent the name or names, the more prominent place your story is likely to get in the paper. Any name is important. Remember to get the names right and get them complete. If you don't get Mr. Smith's first name, the paper won't use it. Many papers require middle initials as well. Most papers want the person's address unless title position is identification enough. For instance, "Director of Seminary Extension Center in Centerville" will usually be adequate identification for the person holding that title. But non-public figure John Smith needs a street address so the readers will know to which John Smith the story is referring.

That Inevitable Mistake

Editors really are people. They slip once in a blue moon and make a mistake in a story. When it

happens, don't argue. If it is a serious mistake, politely call attention to the mistake and provide the correct version. The editorial policies regarding "correction" notices vary widely. To be safe, do not request a correction unless it is very important.

If your story is omitted, do not call and ask why. Sometimes top priority stories claim the space. Keep submitting stories and keep track of which ones make and which don't. If, on the other hand, you just never break into print, make an appointment with your contact on the paper and find out why. Take along copies of stories which you have submitted without success so the editor can point out why they weren't usable. This is a last resort. First try several months to improve your contact and your own reporting techniques.

If It's Big News

If there is more than one paper in your community, do not be partial to any one of them. Send the same release to all. If you have both morning and afternoon papers, alternate your time of release so that the morning papers will get the break just as often as the afternoon papers. Favoritism among reporters antagonizes all of them eventually — even the third reporter. If, on the other hand, one reporter comes to you with a bright idea for an exclusive story, don't "leak" his story to the others.

This is taken from the Public Relations Idea File for Adult Educators published by NAPSAE, Volume 2, No. 4, December 1960.

STATISTICAL REPORT

September 15, 1960 - May 15, 1961	
Correspondence Students	849
New Enrollments	20
Re-enrollments	22
Extension Center Students	2565
Total	3456

CORRESPONDENCE
GRADUATES

Graduate of Mary Washington College, Fredricksburg, Virginia, and Longwood College, Farmville, Virginia, Miss Ruby Keeton recently received the Certificate in Religious Education from the Seminary Extension Department. When a student in college, Miss Keeton became a member of Kappa Delta Pi, Pi Gamma Mu, and Baerac El Thorn.

As a teacher in the elementary public schools of Virginia for a number of years, Miss Keeton's work was selected as a model and was presented before the Lurenborg County Teacher's Association. Twice she was asked to attend the State Teacher's Association as a delegate from this county.

Upon retiring from teaching in public schools, Miss Keeton made plans to devote the rest of her life to Christian service. She has assisted pastors in revival services, conducted prayer meetings, taught Sunday School classes, helped in taking religious census, served in Vacation Bible School,

(Continued on Page 4)



Miss Ruby E. Keeton



Roy J. Norton, Jr.

In August, 1953, an article in the *Brotherhood Journal* called the attention of Rev. Roy Norton to courses offered by the Seminary Extension Department. In January, 1954, he enrolled in four courses. Since that time he has steadily gone forward in his studies and on April 4 of this year he was awarded the Certificate in Pastoral Training. "Without equivocation I recommend these courses as the very best in correspondence studies," says Mr. Norton.

During these same years, Mr. Norton has completed four years at Louisiana Baptist College and one semester at Southwestern Baptist Theological Seminary. "Finishing my seminary extension work," he says, "has challenged my heart to pursue further study and complete my diploma in theology at Southwestern."

Mr. Norton has just returned from Jamaica, West Indies, with an evangelistic team where 2,000 accepted Christ in a two weeks revival. He says, "We put into practice the things you taught and God richly blessed."



James O. Blalock

"Many problems that a minister faces were answered in your courses," says James O. Blalock of Experiment, Georgia, who recently received the Certificate in Pastoral Training. Mr. Blalock is pastor of Fairview Baptist Church, Flynt River Association.

Mr. Blalock first learned of seminary extension courses through his pastor who had studied some of these courses. He became interested and enrolled in two courses. He found the studies to be so helpful and enjoyed them to such an extent that upon completion of the first two courses, he enrolled in three others immediately.

In stating the values of seminary extension courses Mr. Blalock says, "I know that a person could not get as much out of this series of studies as one could on a campus, but I know that everyone that has been called into the ministry cannot go to school. I am thankful that Southern Baptists have made it possible for these men to study where they are."

Miss Ruby E. Keeton . . .

(Continued from Page 3)

Training, WMU, extension department, and nursery.

In February, 1960, Miss Keeton began taking courses through the Seminary Extension Department. "With the help of the Holy Spirit," she says, "I prepared the last lesson on March 14, 1961. My desire is to please God by doing His will."

LEARNING READINESS

In baseball, spring training is a time when even the regulars must review the fundamentals and get into shape for the coming season. Sliding, hitting, running, and fielding all are emphasized. The manager knows that performance during the season is based on conditioning during spring training.

In order for a person to perform at the maximum in learning, there must be a similar basic preparation. In teaching children, the experienced teacher prepares the child to learn. Unless there is an association of meaning between the words encountered in reading and real life experience, the child is not engaged in maximum learning. The preparation of the student for the learning experience is as important as the activity of reading itself.

The experienced teacher will employ this device with varying degrees of efficiency. Sometimes the art of readying a student for learning is a learned technique, with only a limited degree of understanding. Sometimes it is an innate quality of the individual teacher. At other times, it represents native ability sharpened to maximum usefulness.

In visual aids, the principle is clearly illustrated. Greatest effec-

tiveness in the use of a film is realized when the teacher has prepared the film, prepared the viewers to watch the film, calling attention to the purpose of the showing of the film and the highlights of the film, and then structured a period of discussion and recall, so that the message of the film may be related to the viewer's experience.

In teaching the Bible, or any other course, it is in order to first raise questions which the content of the course will seek to answer. Ideally, these questions should either spring from or be germane to the experience of the learner. To the degree that a relevance can be shown between the subject matter and the experience of the student, to that degree will good learning principles prevail in the teaching-learning process.

The teacher must visualize the perspective and experience of the learner. If he can relate the material to be learned to the experiences of the learner, he will do a more effective job of teaching.

The teacher, then, must not only know the content, but he must know the student, his life, and experiences. As the teacher becomes more proficient in these areas, he will improve his teaching.

Unfortunately, too many preachers are so content-oriented that they neglect basic learning principles in structuring both the teaching-learning situations and unfortunately, in preaching itself.

Seminary extension teachers are urged to consider this principle of preparation for learning in lesson planning. Its utilization in preparation for preaching also will greatly improve communication in this media.

—G. Ray Worley

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