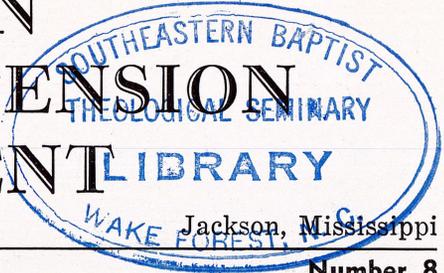


BULLETIN
SEMINARY EXTENSION
DEPARTMENT



P. O. Box 1154

Volume X

August, 1961

Jackson, Mississippi
Number 8



56 DEDICATED TO GOSPEL MINISTRY AT GOOSE BAY, LABRADOR

During the life of the seminary extension program and Goose Theological College in Goose Bay, Labrador, leaders have witnessed the dedication of fifty-six young men to the gospel ministry. Approximately half of these were Baptists.

The seminary extension program was begun August 1, 1959, under the leadership of Chaplain Chester L. Smith and with the cooperation of the group pictured above. They are: (Seated left to right) Major Warner Moore (Baptist), Major Paul Adams (Baptist), Major Vernon Tock (Dutch Reformed), Major Eugene Messmer (Lutheran), and Major Wendell Johnson (Lutheran). (Standing from left to right):

Chaplain George Godfrey (Presbyterian), Major Earl Stevens (Christian), Mr. Paul Jandacek (Baptist), Lieutenant Katherine Vonier (Christian), Major William Robson (Baptist), Colonel James Soderberg (Lutheran), Chaplain Chester L. Smith, and CWO Edward Frazier (Baptist). This group assists in the operation of Goose Theological College and completely finances the program.

Chaplain Smith states, "This is a program that is far more important than our Baptist leaders have recognized. So much of our chaplaincy work is sewing without a knotted thread. This is the one opportunity to knot it in relating hundreds of people to Baptist life through educational channels. . . .

Most of the classes offered were under the administration of the Seminary Extension Department."

At Grenier Air Force Base in New Hampshire, Chaplain Smith had used the Seminary Extension Center program on a much smaller scale. He says, "The reason I began offering classes through its sponsorship was that I wanted to relate our students to our Baptist program at large."

Chaplain Smith has carried on a program of education for over ten years. The Air Force has offered many expressions of appreciation for this program. Among the formal expressions have been the Commendation Medal, letters of commendation, and various (Continued on Page 4)

CRITERIA FOR ADULT TEACHING

Too often teachers think solely in terms of communicating facts and information. This is reflected in the practice of most educators beyond the high school level who primarily use the lecture method. Although there may be a designated text or texts, the lecturer is expected to collate the materials or to enrich them in a meaningful manner. Real teaching may be ignored.

Studies in learning have shown that not infrequently the student who attends a lecture will remember much less than 20% of that which was presented. In fact, less than 10% would be the rule!

Teaching includes much more than lecturing. Attention is directed to the importance of molding not only the minds but the attitudes of the students as well. Therefore, the teacher should have objectives other than the mere presentation of material.

In considering the fullest utilization of the teaching-learning process, some questions may be asked which will help the teacher evaluate his effectiveness.

(1) Does the classroom experience enable the learner to better understand himself and his relationship with others? Is the learner growing in understanding concerning himself and the subject matter and how the subject matter applies to his social context?

(2) Does the classroom experience develop the student as a more self-reliant person who can give more self-direction? Is it enabling him to mature as a responsible individual?

(3) Does the classroom experience enable the student to assume greater responsibility in relation to his fellow students, citizens, and community members? Is the

student maturing in his social responsibilities?

(4) Does the classroom experience enable the student to become more trustful of others, overcoming fear and defensiveness? Is the student better able to live with himself and with others?

(5) Does the classroom experience motivate the student to launch into new experiences and accept broadening responsibilities? Does the student have an increased ability to enlarge his horizons?

(6) Does the classroom experience prepare the student to accept a responsible role for molding his environment and changing the world in which he lives? Is the student reactionary or creative?

The use of tests enables the teacher to check his effectiveness as an instructor in content. The above check list will enable the teacher to assess his effectiveness as one who does more than "parrot" information to his class. In light of some of the dynamic aspects of the classroom experience, the teacher's role has developed greatly from the time when it was interpreted as "larnin' 'em readin', writin', and chipherin'."

Although the subject matter is extremely important, some of the benefits of the classroom experience may be neglected unless the teacher is conscious of the greater teaching opportunity.

—G. Ray Worley

HAVE AN OLD FASHIONED GRIPE?

Now is your opportunity! Unusual is the preacher who will allow the congregation opportunity to criticize the sermon. Preachers wives have learned to tread carefully on this thin ice. But the Seminary Extension Department is allowing you an opportunity to express your unhappiness with any

phase of its work—courses, administration, promotion, or sins of omission. AND YOU DO NOT NEED TO SIGN YOUR NAME.

What suggestions do you have to make regarding a course which you have either taken or taught? Was the syllabus adequate? How could it be improved? Did the course cover what you wanted? What would you suggest? Did you have adequate guidance in either the correspondence study or in class room teaching? What do you feel was lacking or would help you in this study? Do you feel that you received adequate help by correspondence? That your class room experience was satisfactory?

What comments would you care to make concerning administration? Did you receive enough supervision? Help at the times of need? Did the associates help resolve your problems? Answer your questions? Did you receive enough visits? Too few? Just right? Do you want the associates to visit your class room? Observe teachers? How often? Would you welcome suggestions regarding teaching? Have you had an informal clinic for teachers? Do you feel a need for more literature? Guidance in teaching?

What was your greatest strength regarding promotion? Your greatest weakness? Did you receive adequate publicity? Could the Department offer more assistance? What do you feel is needed?

How would you suggest we go about helping you?

Have we slighted you? Or any phase of the program? What can we do to help you and strengthen our total education effort?

Think it through. Have a meeting of the advisory committee. But do write us. YOU DO NOT HAVE TO SIGN YOUR NAME.

—G. Ray Worley



Mrs. R. F. Royall and Children in Storytelling Class

NEW AND REVISED COURSES

Centers opening this fall have a greater selection of courses than ever before. Recently advertised were Dr. Henlee Barnette's Christian Ethics and Dr. John W. Drakeford's Psychology of Religion.

Pictured above is Mrs. R. F. Royal of Golden Gate Seminary with a group of children in a storytelling hour. For those who work with children, Mrs. Royal's course (Religious Education 165 on the background and art of telling stories) will be very beneficial. The text used is *Story-*

telling by Mrs. Royal. The price of the course is \$10.00.

Mrs. Royal has been teaching a course in Storytelling for ten years at Golden Gate. For the last year, she has served as children's book editor for the local daily paper. She has been an instructor in Elementary Education at Golden Gate since 1946 and holds a Doctor of Religious Education degree from Southwestern Seminary. She has written another well known book, *Teaching Your Child About God*.

A course on the Minor Prophets for the advanced student has been prepared by Dr. J. Hardee Kennedy, Professor of Old Testament and Hebrew and Dean of the School of Theology, New Orleans Seminary (pictured left). Dr. Kennedy states, "This course is designed to enlarge the student's appreciation of the minor prophets with particular respect to their spiritual message and their peculiar relevance to our times. An effort is made to promote creative study through notes on problems in interpretation, guided reading of some of the better materials on introduction and exposition, and the development of written research projects. The syllabus is based principally on two significant works: *The Twelve Minor Prophets*, by George L. Robinson, and *The Book of the Twelve Prophets*, by George Adams

Smith." Price—\$15.75.

Dr. Franklin M. Segler, Professor of Pastoral Ministries, Southwestern Seminary has revised his course Pastoral Ministries 133. The text now being used is *A Theology of Church and Ministry* written by Dr. Segler.

With the experience of six years in associate pastoral work, fourteen years in the pastorate, and his experience as a teacher, Dr. Segler is well qualified to offer this course for pastors. Price—\$11.95.

Other courses are being prepared. Notice will be given of these in future issues.



Dr. J. Hardee Kennedy



Dr. Franklin M. Segler

56 DEDICATED TO GOSPEL...

(Continued from Page 1)

other letters of favorable communication. Chaplain Smith says, "The tremendous reward to me has been the many young men entering the ministry and the effective program of soul-winning that has been built around them. I have been able to train men who have, in turn, won souls that I could never have reached."

Captain Smith received his training from Southwest Baptist College, Bolivar, Missouri; Union University, Jackson, Tennessee; New Orleans Baptist Theological Seminary, New Orleans, Louisiana; University of Edinburgh, Edinburgh, Scotland; Air University, Montgomery, Alabama. He is presently being transferred to Holloman Air Force Base, New Mexico. He plans to continue a program of extension there.

The testimony of one of the students in this educational program gives insight into the value of the program. In the *Goose Guard*, a publication of the chapel, Robert E. L. Collier had much praise.

"Who would suppose that a man with a wonderful wife and two lovely children could ever thank God for sending him away from them to a northern base like Goose? In spite of the seeming impossibility of it, I do just that. An assignment to Labrador has been the turning point in innumerable lives. As one of that multitude who has found a long sought purpose for his life, I extend thanks. . . . Chaplain Smith, out of pure love for his Lord and his fellow man, has transformed for hundreds of people fifteen months of dread into a tour of utmost significance."

ONLY YOU CAN ANSWER THIS

Churches have two rolls; one is used for bragging purposes, and the other constitutes those you can either count on Sunday or may be called upon to bury.

The Bulletin goes to over 7,000 persons a month. But is it being read? Is this 7,000 just for bragging purposes only? Only you can answer this.

If you read the Bulletin, we would like to know it. Also, you may want to make suggestions for improving or amending its offerings.

Name: _____

Address: _____

City: _____ State: _____

Position: (Teacher, Student, Administrator, General Reader) _____

1. Improving the Bulletin:

(1) I would like to read more articles about _____

(2) Other suggestions or comments: _____

2. Please send the Bulletin to: _____

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SEMINARY EXTENSION
DEPARTMENT
BULLETIN

Published monthly by
The Seminary Extension
Department
of the Southern Baptist Seminaries
P. O. Box 1154
JACKSON 5, MISSISSIPPI

Second Class Postage Paid at
Jackson, Mississippi