

BULLETIN SEMINARY EXTENSION DEPARTMENT

P. O. Box 1154

Jackson, Mississippi

Volume X

September, 1961

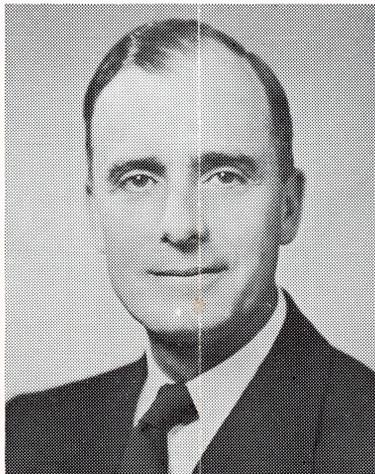
Number 9

Election of Dr. Ralph Herring To Seminary Extension Dept.

—Crises do not make good men, they simply discover them. The world crisis now gathering like ominous clouds above the human race is calling for strong men for strategic positions.

The election of Dr. Ralph Alderman Herring as director of the Seminary Extension Department further confirms the axiom that "events are indicative of trends." As the Southern Baptist Convention seeks to consolidate its gains and gird itself for a more expansive missionary era, men of the caliber of Dr. Ralph Herring will be needed.

Few men could bring to the Seminary Extension Department what Dr. Herring has. The Department should be permeated with a spirit of missions. Dr. Herring was born of missionary parents and lived in Honan Province, China, from the time he was one year old until twelve years old. He was converted at the age of seven in the Shantung Province, China. His ministry as pastor has reflected the heart of a missionary as well as the compassion of a pastor. The purpose of theological education in general is nowhere more obvious than in the Extension Department where the ultimate objective is to "extend training facilities of Southern Baptists to every nook and cranny of the convention." Of some 38,000 Americans in foreign missionary service in all denominations, 80% of them are evangelicals. This means that while Southern Baptists have been concerned with the entire world, Roman Catholics



Dr. Ralph A. Herring

have been primarily concerned with Americans. The Extension Department is an effort to further buttress the efforts of winning and holding America for the kind of faith that dominated the nation during the last half of the 18th century when the constitution was in process of being formed.

As a scholar, Dr. Herring can sit on the front row with any group. While he has not spent his years in the pastorate studying the critical problems of the Bible, he has gained and maintained a mastery of the Greek language. Thousands throughout the convention have been enriched by his expository preaching at assemblies and Bible conferences. He has majored on that aspect of scholar-

ship which is more immediately relevant to the needs of the people, evangelism and the spiritual growth of the believer. Accordingly he is especially capable of helping to study curricula with the view to emphasizing courses that will benefit the pastor who will never get time to go to a seminary.

The scholarship of Dr. Ralph Herring reflects itself further in the production of a number of books. Some of them have been translated into Portuguese for use in Brazil and also into Chinese. His book, *God Being My Helper*, was a best seller of Broadman Press. He has contributed to many Southern Baptist publications and has written lessons for Sunday School and Training Union.

His own educational background includes several years at Campbell College (originally Buie's Creek Academy) of North Carolina, an A. B. degree from Wake Forest College, the Th.M. and the Ph.D. degrees from Southern Seminary. Wake Forest College conferred on him a doctor of divinity in 1945. Besides having parents who were missionaries, four of his brothers and sisters have served on foreign fields. The Herrings also have four children, one of whom is an artist, another a professor at Ohio State University, still another who is with the National Aeronautics and Space Administration.

Dr. Herring has retained the pastor's heart and viewpoint. His own pastorates have been few but

A WORD OF GREETING

meaningful. He served the church at Crestwood, Kentucky, 1924-29; the First Church at Ashland, Kentucky, 1929-36; and since April, 1936, he has been pastor of the First Baptist Church, Winston-Salem, North Carolina.

His denominational service portrays him as a man of great loyalty and trustworthiness. He was second vice president of the Southern Baptist Convention in 1938, has been a trustee of the Foreign Mission Board, a chairman of the committee on boards for the convention, and has made 14 transcriptions for the Southern Baptist Radio Commission which were widely used over many stations. Chaplains of the Armed Forces overseas used these extensively also. He was thrice president of the North Carolina Baptist State Convention and has been on the advisory board of Baptist Bible Institute, Lakeland, Florida. All of these have exposed him to a broad spectrum of Southern Baptist needs. He brings to the Extension Department a wealth of experience and practical insight peculiar to the Seminary Extension work. He has also served as a trustee of at least two seminaries and two colleges within the convention.

As a speaker, Dr. Herring is in much demand. His engagements have taken him far and wide. Under assignments from the Foreign Mission Board he has broadcast over Southern Baptist mission stations in South America, has participated in crusades in the Orient and Australia (his mother was born in Sydney, Australia), and he has traveled extensively in South America, Mexico, the Holy Land, Denmark, England, and Europe. In earlier years he traveled with his parents from China across Siberia through Russia and on to England en route home.

The Administrative Committee of the Seminary Extension Department feels strongly that Dr. Herring's acceptance of this work at this time is a definite answer to prayer. There was much praying and seeking for a man to fill this

Let my first word be one of cordial greeting to the larger fellowship of the Seminary Extension Department. Along with this greeting I would also couple a word of thanksgiving to God for the privilege of serving Him as Director in a work so vital to the spiritual progress of all that Southern Baptists hold dear.

I come to this office with deepening appreciation of its privileges and responsibilities. As its name implies, the work of this Department is of far reaching significance. There would seem no limits to the lines of extension from the seminaries to thousands of men and women whose witness for Christ will become more effective through the courses of study provided for them.

Happily this work is already established upon secure foundations and is flourishing. Records will show that it has moved forward without abatement despite the nine months intervening between directors. That this should be the case is eloquent tribute to the ability and dedication of the Associate Directors on the field and to the loyalty of an efficient staff who kept things moving smoothly in the office. It is a tribute also to my predecessor, Dr. Lee Gallman, to whom Southern

post and a number of unusually good men were studied. The untiring efforts of Dr. Duke McCall, chairman of the nominating committee for this position, as well as the care, concern, and work of all members of the committee, are not only appreciated but seem to point to the fact that God has his hands on the theological training program of Southern Baptists. We predict that under Dr. Ralph Herring the Baptist interpretation of the Christian faith will be set forth compassionately, vigorously, and extensively.

—H. Leo Eddleman, Chairman
Seminary Extension
Commission

Baptists owe an abiding debt of gratitude for giving structure and direction to the extension dream.

In this connection I feel that a special word of appreciation ought to be said in behalf of Mr. Ray Worley, Interim Director, and Mrs. J. R. Tillery, Office Manager, for the responsibilities they have cheerfully accepted and so ably discharged.

The other Associate Directors also have shown the same loyal and dependable attitude. The high quality of the personnel with whom I shall be associated encourages me greatly as I look forward to the task ahead.

Needless to say I come to this work with the experience and outlook of a pastor. Although the undertaking is new to me I find assurance in that it is to pastors and leaders in the churches that the seminaries would channel their efforts through this Department. Pastors are the key men when it comes to opening doors of opportunity to the extension service. It is well enough that I know their problems and speak their language.

Thus far I have written in the first person singular. It seems to me the most direct means of communication, but I am not alone in these sentiments and the work I have come to do. Mrs. Herring is with me in it all and together by God's grace we begin a new chapter in our witness for Him. We are grateful for the letters of encouragement which have come from friends throughout the Convention. We ask them and our new friends among the readers of these pages to remember us in prayer.

Dr. Leo Eddleman, chairman, and other members of the Seminary Extension Commission have been most gracious and encouraging in their welcome. These are the brethren to whom under God I am responsible. To them and to the Convention which they represent I express my warmest appreciation as I begin what is to me a

new adventure in the gospel. Relying upon God's grace, I shall do my best to justify their confidence.

—Ralph A. Herring

For Teachers And Directors

LOOKING AHEAD

1. Give the class a taste right at the start of what's to come. Demonstrate various techniques to be used. Put emphasis on learning by doing. Stress simplicity, so that the first class experience may be completed in a reasonable time and create a satisfactory impression in the student's opinion.

2. Give each class meeting a dramatic impact. Outline some of the exciting activities to be covered in the course. Compliment and encourage students in their first session activities. See that each student receives some personal attention. Encourage group discussion for free exchange of verbal expression. Students should leave their first meeting feeling they've accomplished something and a "Cliff-hanging" anticipation for what is coming next week.

3. Provide students with background for the course. This need not come at the beginning. Let them get started and give them the essentials as they are faced with problems in their work. Make clear to the group what materials they will need and the study that may be essential to the course. Says one teacher, "Every week I write a letter for my pupils to read at home. In the first one, I tell them what they'll need and what to bring to class the following week."

4. Set up a means of communication with the students. Says one teacher, "I always give my telephone number to my students on the first night because I want them to feel that I am their friend, willing to help them with their problems." Top-flight adult teachers feel it is important to define teacher-student relationships from the beginning. One teacher begins the first session with a

"frank discussion among class members of their reasons for taking the course." Students discussing their hopes for the course, and their experience in the course area can provide this communication.

5. Planned participation should continue through the course. One teacher states, "The instructor must encourage, but not force, the shy; keep the talkative from exposing facts they will later regret; and gracefully limit the chatter-box. The instructor should make observations on just how to go about teaching this particular group to get best results." Purposeful involvement of the students will avoid possibility of students complaining about a "pooling of ignorance" and their feeling they are getting nothing they couldn't learn in ordinary conversation outside the classroom.

—Adapted from Special Issue of *Techniques*

THE FIRST CLASS MEETING

Get Started Right

Just as with a new bride's first homecooked meal, the first adult class session is of strategic importance. It can be a pleasant, satisfying experience or it can be an indication of unpleasant things to come. Your first class sets the pattern of class progress for the year and affects the quality of work done by the students. Its tone determines whether the group will grow in size and cohesiveness or will disintegrate as students gradually drift away.

Here are four proven techniques to insure success of the first meeting:

1. **Be in your room before the class arrives** to greet the first student. Play the role of host, being friendly and congenial, so that every adult feels welcome.

2. **Be sure your room is neat, clean, and colorful.** Make it as attractive as possible so these "back-to-school" adults will feel more comfortable. Arrange the

furniture to help sociability. It is better when adults can see faces rather than the backs of heads.

3. **Create a warm social situation** by having everyone get to know each other as soon as possible. Lead off a round of introductions by stating your own name and giving some brief background information about yourself. Or, have each student jot down a few facts about himself and exchange the note with his neighbor. Introductions are then made by the "neighbors" who present one another to the group. Name tags may be appropriate.

4. **Get the learning processes under way efficiently** by explaining the general and specific goals of the course. Make your course plan tentative and allow plenty of opportunity for discussion of the plan. Adults like to know where the group is going, how it plans to get there and how long the trip will take. And they like to make suggestions for additions or changes on this route that meet their specific needs and interests. As they make these meaningful changes, the teacher and students can work together in tailor making a course satisfying to both.

—Taken from Special Issue of *Techniques*

At The First Class—Do This

1. Secure names and addresses of all persons.
2. Explain the details of the class operation.
3. Allow time for questions and discussion.
4. Deal promptly and clearly with problems, uncertainties and misunderstandings.
5. Strive for a "we" feeling.
6. Plan a coffee hour between class periods, for all students to get better acquainted.

REMEMBER . . . Adults come to classes because they are interested. They will continue to at-

tend if their interests and needs are met. A friendly atmosphere may do more to attract students than any other single factor other than continued, competent instruction.

—G. R. W.

FINANCES

Although the love of money may be the root of all evil, money is necessary to carry on our way of life. This is true of Seminary Extension Centers.

Needless problems arise when we are negligent of handling center finances in a moderate manner. Several factors should be considered.

(1) A payment should accompany a person's enrollment. "Where a man's money is," said Jesus, "there will his heart be also." Involve a man financially, and he will continue to be interested. Place a man under a debt which he cannot pay or does not intend to pay, and you have created a barrier to fellowship and participation.

(2) Books should be purchased for cash. Credit may be extended at your own peril. Where credit is extended, weekly payments have proven best. Some centers accept a down payment on the total cost and then receive weekly payments. This may be permitted by the local center, but it is not the stated policy of the Department. Unless a student can make an initial payment, barring extenuating circumstances, it is doubtful if the student will be able to make future payments.

(3) Scholarship assistance should be provided where needed, if funds are available. Associations or individuals may be called upon to aid needy persons. Check with associational or state convention leadership. Why not subsidize extension classes for ministers to the same extent that ministerial students are assisted in colleges?

(5) Send partial payment for materials ordered from the Jack-

son office when money is received. In August we received a check which was dated in December of 1960. Send amounts collected at least once a month. If some students are delinquent, inform our office and we will correspond with the center to make whatever adjustments are necessary. Upon occasion, we will correspond directly with the student and inform him of our policies.

Avoid future headaches by adopting business-like policies for your center and implement them from the beginning.

STATISTICAL REPORT

August 1, 1960 -- August 1, 1961

Correspondence Students	483
Extension Center Students	3,015
Total	3,498

This number (3,498) represents the different individuals who have studied during the year. Some of the extension center students were enrolled in both the Fall and the Spring semesters. Many correspondence students were enrolled in more than one course.

WE NOW HAVE IT!

Extension center leaders will be pleased to learn that we now have the syllabus for New Testament 122 using the last half of Hester's text, *The Heart of the New Testament*. The manuscript for this syllabus was received from Dr. Lee Gallman, Howard College, August 21. It is now ready for distribution.

Dr. Gallman has chosen Robertson's *Epochs in the Life of Paul* to be used along with the Hester text. The price of the course is \$15.45.

The new extension center folders do not have this course listed. The course listed in the folder or the new course may be used as New Testament 122. Please designate course wanted by giving name of texts.

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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
