

BULLETIN SEMINARY EXTENSION DEPARTMENT

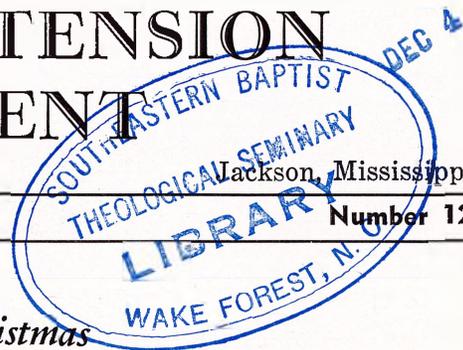
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The Meaning of Christmas

Evelyn R. Liddell

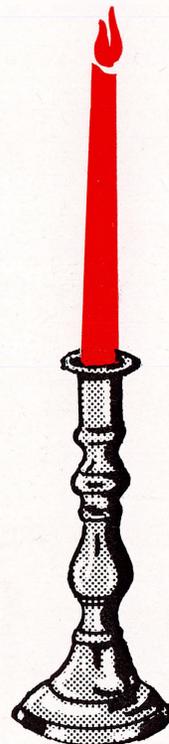
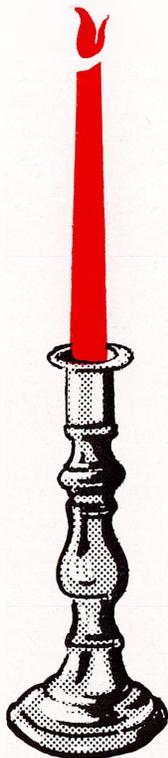
*Christmas, like the Bible
Means varied things to man*

*To some a reawakening
Of God's momentous plan*

*To some a ray of gladness,
A special time and place
To give a gift, to greet a friend,
Or wear a smiling face.*

*But some there are, who seem to me,
Forever set apart*

*Who through the years serenely walk
With Christmas in their heart.*



HOW DO YOU READ?

Ralph A. Herring

In hundreds of centers across the land, classes have already begun and work is well underway. To those whose schooling has been interrupted, it may seem difficult indeed to accept again the disciplines of study. Learning is an up-hill process. It is easy to become diverted from this upward path by many interruptions which would not be important enough to lead one off the trail, were it not for the basic attitude of discouragement engendered by the difficulties of the climb. The explanation of many drop-outs is at this point. This holds true for those who toil alone in correspondence courses as well as for those who attend classes.

But learning is not as difficult as we sometimes make it. THE ATLANTIC for September carries a helpful article for those who may be preparing their lessons the hard way. The title of this article is "Why Freshmen Fail," and it is written by Harold G. Ridlon, Assistant Professor of English at Tufts University, Massachusetts, who "in the past twelve years has taught students ranging from the eighth grade through graduate work."

Though the writer has in mind high school students and difficulties they encounter upon entering college, his diagnosis and treatment of their troubles will apply helpfully to many enrolled in seminary extension courses.

"This group of students comes to college with high test scores, solid high school grades, and firm recommendations. Why do they fail to achieve? It is my impression, gained from close contact for the past decade with such college students, that the reasons for their ineffectiveness fall roughly into two categories: skills and attitudes.

"Needless to say, with the great bulk of reading required of the average college student today,

speed is vitally necessary. The student who plods along through all types of reading material at two hundred words a minute will undoubtedly lag behind another who can average four hundred or more and can vary his speed from two to six, depending on the material read. Contrary to what students—and parents—generally believe, the more rapid reader is likely to be the better reader, for the simple reason that he can more closely approximate the thought patterns of the writer. The reader who splits a simple idea that may cover three or four sentences into forty or fifty words, or worse, 150 to 200 syllables, erects barriers for himself that, if not insurmountable, are, to say the least, inhibiting.

"Training—even intelligent self-training like that advocated by Professor Robert Bear at Dartmouth College, in which for fifteen minutes a day the student forces himself to read some piece of relatively easy nonfiction much more rapidly than is comfortable for him—such training undertaken during the senior year of high school or in the summer before entering college could loosen up the rigid patterns of reading some students have developed during high school.

"One useful method to achieve flexibility is to devote a few minutes each day for a month to reading from a number of different sources, the only stipulation being that no two sources—book, newspaper, periodical—be repeated within the given period. No requirement should be set for finishing any article, story, or chapter, unless it proves so interesting that the reader chooses to complete it on his own time, outside the period devoted to the daily practice. The student should read in sources normally not explored: newspapers never read, specialized periodicals outside his field of interest, books by authors assiduously avoided.

"Many entering college students read the back of a cereal box with the same rapt attention they give

to a chapter in a physics book. But the loosening up, the relaxing, requires a psychological effort, a kind of commitment to ease. I am here reminded of the poor reader in the one-room country schoolhouse of many years ago who used to depend on his desk-mate for help in the painful oral reading then thought so necessary. Once, however, stuck on a difficult passage, he leaned hopefully toward his mentor, only to have him say, because he didn't know the words either, 'Skip it, Richard, and go on.' Straightening up confidently after this exchange, he intoned to the world, 'Skip it, Richard, and go on.' The freshman could do worse than learn that there are many times when he, too, should skip it and go on.

"One immediate application of this principle occurs in the area of prereading. To many freshmen, the notion of attacking a textbook chapter in three successive steps, each built on the preceding one, comes as the revelation of a secret sin, for they have been somehow led to believe that knowing how the chapter ends will spoil it for them. Instead of plodding laboriously for two hours from the beginning to the end of a twenty-page chapter, they should spend, first, only fifteen minutes pre-reading the chapter, making a rapid survey, noting the title, observing the general format. They should read only first and last paragraphs, opening sentences of paragraphs, marginal headings, and boldface type. Then, on the basis of this survey, they should ask themselves questions they hope to be able to answer at the next reading.

"The second reading, of, say, half an hour, involves some effort to isolate key ideas, scan all the paragraphs rapidly, and form more incisive and useful questions for the third, and last, reading.

"Finally, the close-study reading permits concentration on the most significant data and clears away all the deadwood for a more meaningful reconciliation between

fact and idea. Students uniformly testify to the efficacy of this system."

STATISTICAL REPORT

August 1 - November 15, 1961

Correspondence Students	153
New Enrollments	99
Re-enrollments	73
Extension Centers Students	638
Total	790

NEW IDEAS FOR CLASSROOM PROCEDURES

Here are ways that alert instructors have found to add interest to their classroom procedures. You may find several among these that you can adapt to your classes.

1. Change the seating arrangement. If you have movable classroom furniture, rearrange it periodically. Give your students a chance to react to one another frequently. Few things are of more general interest than watching other people's faces, their expressions, and their reactions to what's going on.

2. Allow students to think a minute. Remember how many times you have felt the discussion period was the most rewarding part of a lecture? Following your presentation, ask for reactions to what you have given. Then, be careful to allow enough time—even a whole minute or two of silence—until your students can organize their thoughts. Encourage them to disagree with one another to provoke good discussion or throw the first reaction back to the class—what do they think? Avoid inclination to ask whether there are any questions, then immediately proceed with your talk if there are none, or to giving a lengthy answer to first question until there is no more time. Also, avoid asking a question with a yes or no answer in attempting to start a discussion. Each member of the class brings a wealth of mature

experience—entice each to contribute.

3. Move freely around the room. Some instructors of adults feel they should stand in front of the room. Actually, watching one person for a long period of time can be hypnotizing. Bypass this effect by moving easily and freely around the room, using full blackboards and facilities. Or, if the chairs are arranged in a group, sit in any one of them. A circle of informality is good.

4. Help your students organize for learning. After your presentation, try something different for reaction. Try: a **reactor panel**, having four students come to the center of the room to informally discuss new information; **dividing the class into four groups**, for four brief reports on separate 10-minute meetings; **divide class into four groups for controversial points of view**, allowing 10 to 15 minutes for each to gather supporting facts; **role-playing**, for quick, easy student involvement and informal group discussion to follow.

These ideas and devices are only the beginning. The more adults are used as a group, the more they will benefit from your course and be enthusiastic about you as an instructor. This enthusiasm will carry over for adult education as your students carry their comments and feelings to their friends in the community.

—Taken from Special Issue of Techniques

ADULT EDUCATION FELLOWSHIPS

Indiana University, Bureau of Studies in Adult Education, announces the availability of fellowships for persons who plan to pursue adult education careers in religious institutions. The fellowships are made possible by a \$25,000 grant from Lilly Endowment, Inc., Indianapolis.

Specifically the grant provides that the fellowships be awarded to

responsible, qualified students who: (1) give reasonable assurance that they will pursue professional careers in the field of religious adult education; and (2) propose to complete advanced degrees in adult education at Indiana University. Preference will be given to advanced students studying for the doctor's degree but well-qualified candidates for the master's degree may be appointed. Stipends may vary in amount from \$500 to \$1,500. The first fellowships were awarded in April, 1960, for the 1960-61 school year. Fellowships for 1961-62 were awarded in April, 1961. Applications are now being accepted for 1962-63. Deadline for applications is February 15, 1962.

For application forms and/or information on the Indiana University graduate program in adult education, write to: Bureau of Studies in Adult Education, Indiana University, Bloomington, Indiana.

BOOK REVIEW

PRACTICAL STUDY METHODS FOR STUDENT AND PASTOR, By Donald F. Rossin and Palmer Ruschke. Published by Donald F. Rossin Co., Inc., Minneapolis 15, Minnesota, 176 pages. \$5.00.

All ministers face the frustration of trying to recall an appropriate reference which eludes the memory at the crucial time of need. Only a few fortunate men have capable secretarial help to assist in this necessary but often frustrating task.

Many filing devices are suggested to the minister. One helpful system of much practical value to the minister has evolved out of much study and experience. Donald F. Rossin in **Practical Study Methods for Student and Pastor** has placed a method for filing materials within the broader framework of the minister's study program. The vertical filing system he outlines is based on the practical needs of the pastor.

Rossin's system is unique in its use of the Dewey Decimal system

for classifying materials. Although theological libraries use various methods, most public libraries and college libraries rely on the Dewey System.

Helpful chapters deal with various methods of classification of sermonic materials, including cross-indexing. Illustrations are given of a Christian Education file. Suggestions in the mechanics of compiling information for sermonic preparation are presented.

The text is clear and easy to understand. Ample illustrations and pictures will assist the minister in adopting this system. An extensive list of religious subjects will enable the minister to file all but the most specialized materials. If the minister is aware of a need for better organization in his filing system, he can profitably investigate this book and the system outlined in it. Available at your local Baptist Bookstore.

—G. Ray Worley

FACULTY APPOINTMENT CERTIFICATION

One thing I find about my new work as director in comparison with that of pastor is that I sign a lot more things! I sign a lot more checks and letters. Here lately I have gotten a real thrill out of signing the Faculty Appointment Certificates issued to the teachers throughout our extension centers. These men are carefully chosen by an advisory committee together with the associate director in that area. There are certain qualifications which they must possess for they are chosen for their tasks. Even more significant than their ability is their willingness to accept the responsibility of teaching. How necessary they are to all we try to do! It is my endeavor as I sign each name to breathe a prayer of gratitude to God for them individually and personally and for the classes of men and women whom they teach. As I do so, I am aware of the great host of Baptists throughout our Convention who

would join me in thanking God for each one of them.

—Ralph A. Herring

WHAT SOME CONVENTION LEADERS ARE SAYING ABOUT SEMINARY EXTENSION

"I believe the (Seminary Extension) Department has an important future as more and more attention is given to adult education. Certainly, church leadership must be enabled to lead."

—William J. Fallis
Book Editor
Broadman Press

* * *

"It is my conviction that this type of work has a wonderful future, especially in serving our Baptist preachers who have been unable to complete seminary training and many of our church leaders who have found themselves unprepared to serve. . . ."

—Davis C. Woolley
Executive Secretary
Historical Society, S.B.C.

* * *

"There are many opportunities and possibilities in this (Seminary Extension) area of Southern Baptist life, and the challenge of service here is a great one."

—Ralph D. Churchill, Prof.
Southwestern Bap. Seminary

* * *

"This field of work has potentialities far out of proportion to the average Southern Baptist's concept of it."

—Douglas M. Branch
Executive Sec'y-Treas.
Bap. State Convention
of N. C.

* * *

"We believe that this (Seminary Extension) is one of the finest things being done to improve the concepts of our Southern Baptist constituency. It gives some intensive study opportunity to people who need some theological background. We shall be praying for you in your task."

—James M. Sapp
Director of Promotion
Southern Baptist Convention

The Library
Southeastern Seminary
Wake Forest, N. C.

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