

Interactive LEARNING GUIDE

Introduction to World Christian Missions

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revised by Richard A. Cotton, Th.M.

Updated 2006

INSTITUTE OF
THEOLOGICAL
STUDIES



Study Questions

Many questions are open-ended and some are personal. In such cases, the questions raised do not admit to an easy or “unequivocal” answer. Very frequently, there is no single “right” answer that can be given. All these questions are designed to help you develop and synthesize your personal philosophy of world missions which you will express in your final paper. You will not be able to discuss all these topics in your final paper. Therefore, you must be selective based on your priorities and the requirements given.

COURSE LESSONS

Introduction to World Christian Missions

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Lesson 1

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

INTRODUCTION TO COURSE VISION AND OBJECTIVES

- I. Why is a pastor introducing a World Missions course?
 - A. The crucial role of the pastor in world missions.
 - B. Background in missions mobilization.
 - C. World missions is the responsibility and privilege of every Christian, not just missionaries.
 1. World missions is central to the unchanging purpose of God.
 2. World missions is central to the heart of God.
 3. World missions is central to the whole Bible.
- II. Beginning with Lecture 3, you'll hear Dr. William D. Taylor.
 - A. He grew up in Latin America and served there as a missionary for many years.
 - B. When he recorded this course, he served at the theological seminary in Guatemala City, Guatemala.
 - C. He is now the Executive Secretary of the Missions Commission of the World Evangelical Fellowship.
- III. Course Objectives. Upon conclusion of this course, you should . . .
 - A. Have a HEART for missions.
 - B. Be developing a MIND for missions.

- C. Be using your STRENGTH for missions.
- IV. Five great needs in missions today.
- A. We need pastors with missions vision.
 - B. We need Christians with a willingness to serve God in whatever way He directs, wherever He leads.
 - C. We need Christians who value what God values.
 - D. We need Christians committed to missions who can mobilize other Christians.
 - E. We (God's worldwide church) MUST reach out to ALL the peoples of the earth.

Lecture Interaction Questions

1. Why are you taking this course? What would you like to gain?
2. Do you agree that missions is central to the heart of God?
3. Why does the lecturer see the pastor as so vital to world missions?
4. Do you resonate with any of the five great needs mentioned for missions today?
5. Which of the course objectives excite you the most?

Lesson 2

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Lecture Outline

THE STATE OF THE WORLD AND MISSION STRATEGY TODAY

- I. What grid should we use to understand our complex world today?
 - A. Individuals.
 1. World Population.
 2. Number of Christians.
 3. Definition of Christians.
 4. Does the missionary task include reaching people who call themselves Christians but who do not know the Lord as their personal savior?
 5. Strategies for reaching individuals.
 6. Distinction between "Evangelism" and "Missions".
 - B. Countries.
 1. Number of Countries.
 2. Percent Christian.
 3. The 10/40 Window — 10 degrees N to 40 degrees N of the equator.

- C. Peoples.
 - 1. Definition of a People Group.
 - a. Chicago 1982 — A people group is “a significantly large grouping of individuals who perceive themselves to have a common affinity for one another because of their shared language, religion, ethnicity, residence, occupation, class or caste, situation, etc. or combinations of these.”
 - b. For evangelistic purposes it is “the largest group within which the Gospel can spread as a church planting movement without encountering barriers of understanding or acceptance.”
 - 2. Number of People Groups.
 - 3. Definition of Unreached People Group. Chicago 1982 — “a people group within which there is no indigenous community of believing Christians able to evangelize this people group.”
 - 4. Number of Unreached People Groups.
 - 5. Unreached People Groups need outside Christians to come in and plant the Church.
 - 6. Imbalance of workers and resources.
 - a. World A — the Unevangelized World.
 - b. World B — the Evangelized Non-Christian World.
 - c. World C — the Christian World.
- II. How should all this affect how we do missions?
 - A. God wants every person reached for Christ. Therefore the gospel must penetrate every people group.
 - B. We must do something about the imbalance of missionaries in the world.
 - C. We must partner with Christians across the globe to get the job done.
 - D. We must think in terms of completing the task rather than just doing missions.
 - E. We need to realize that God is using a harmony of methods to make his glory known among the nations.
 - F. We must forget country borders if necessary to get the job done.

- G. We need to be World Christians.
- H. We need to adopt a wartime lifestyle.

Lecture Interaction Questions

1. What can we do about the imbalance of Christian workers in the world?
2. In what way does it help us to look at the world in terms of peoples as opposed to individuals or countries?
3. Do you agree that there is a geographical area of the world that is in greater need of missionary outreach than other parts of the world? Why or why not?
4. How do you think Jesus would see our world today? What would he tell his disciples to do?
5. How could you encourage your church to help complete the missionary task rather than just “do missions”?

Lesson 3

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Lecture Outline

THEOLOGICAL AND BIBLICAL BASES OF MISSIONS

INTRODUCTION AND THEOLOGY

- I. Introduction: The Biblical Foundation.
 - A. The Word of God establishes the agenda.
 - B. The Word of God enters into dialogue with the world.
 - C. The philosophy of missions gives a clear rationale of the WHY and WHAT we do.
- II. The Contemporary Context of the Mission of the Church.
 - A. The population factors in the world.
 - B. The political scenario.
 - C. The economic world.
 - D. The socio-cultural realities.
 - E. The religious-spiritual dimensions.
 - F. Conclusions.
- III. The Biblio-Theological Framework for World Mission.
 - A. A Christian concept of God.
 - B. A Christian concept of the Bible.

- C. A Christian concept of Christ.
 - D. A Christian concept of the Holy Spirit.
 - E. A Christian concept of man.
 - F. A Christian concept of new life in Christ.
 - G. A Christian concept of the Church.
 - H. A Christian concept of eternal destinies.
 - I. A Christian concept of our mission.
- IV. The Old Testament and World Missions.
- A. God commits Himself upon creating His universe (Gen. 1-11).
 - 1. He is the personal creator and still has a plan for His world (Gen. 1-2; John 1:1; Rev. 21:23-24).
 - 2. He is the creator and redeemer of Adam and Eve (Gen. 2-3).
 - 3. He is Lord and savior of Noah and his family (Gen. 6-9).
 - 4. He is the powerful judge of Babel (Gen. 11).
 - B. God commits Himself historically and personally upon creating Israel.
 - 1. Abram—Abraham: The chosen one.
 - a. The Promise (Gen. 12:1-3, 7; 13:14-17).

LECTURE UPDATE

In 1984, Dr. Taylor gave the world population at 4.8 billion people. The population of the world is now estimated at 6 billion people. To get the latest figures, check with the Global Evangelization Movement (www.gem-werc.org) or the Population Reference Bureau (www.prb.org).

Wycliffe Bible Translators now gives the total number of languages in the world as 6,701. Of these, 319 have an Adequate Bible (5%), 801 have an Adequate New Testament (12%), 1014 have at least one book of Scripture (15%), 2000 Need Translation (30%) and 2550 Need Surveys to determine their translation needs (38%). For the latest update on Bible Translation, look up Wycliffe Bible Translators (www.wycliffe.org).

Lecture Interaction Questions

1. How do world events affect the mission of the Church?
2. How does the Holy Spirit operate in the evangelizer and the evangelized at the same time?
3. In what varied ways does the Christian concept of the Church affect world missions?
4. In what way could Genesis 1:1 be the first great missionary text?
5. Why do you think God committed Himself to start something with Abraham?

Lesson 4

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Lecture Outline

BIBLICAL AND THEOLOGICAL BASES OF MISSIONS (Continued)

- b. The Covenant (Gen. 15:1-21; 17:1-22).
- C. God designs a people with specific identity:
 - 1. Political.
 - 2. Territorial.
 - 3. Racial.
 - 4. Linguistic.
 - 5. Cultural.
 - 6. Spiritual-religious.
- D. Israel is to be a model and a light unto the Gentiles.

Key passages:

- 1. Exodus 9:16.
- 2. Deuteronomy 4:6, 32-40.
- 3. I Kings 8:41-43.
- 4. Psalm 22:27-28.

5. Psalm 67.

6. Psalm 87.

Lecture Interaction Questions

1. What are the world dimensions of the Covenant with Abraham?
2. What do you think it meant for Israel to have such a specific identity as a nation?
3. What are the world implications in Psalms 96, 97, 98 and 99?
4. In what ways do you think a good Jew would react upon reading the list of non-Jewish names in Psalm 87?
5. What do you think “born” means in Psalm 87?

Lesson 5

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Lecture Outline

BIBLICAL AND THEOLOGICAL BASES OF MISSIONS (Continued)

7. Isaiah 2:2-4; 11:1, 10.
 8. Isaiah 42:1-7.
 9. Isaiah 49:6.
 10. Isaiah 52:10.
 11. Jonah—the rebel missionary.
 12. Malachi 1:5, 11, 14; 3:12.
- E. Some conclusions on the Old Testament and world missions.

THE NEW TESTAMENT AND WORLD MISSIONS

Introductory Remarks

- I. God Commits Himself Historically and Personally Through Christ.
 - A. Who is this Man? (John 1:1-4; 9-14).
 - B. This Missionary demonstrates the priority of a balanced ministry on the earth.
 - C. This Christ, crucified and resurrected, commissions His apostles and Church.
 1. The apostles (Luke 24:33-49; John 20:21; Matthew 28:18-20; Mark 16:15; Acts 1:8).

2. The Church — His agent for world evangelism in the power and dependence of the Holy Spirit. The Book of Acts.
- II. God Commits Himself Historically and Personally With and Through His Church.
- A. Towards a global discipleship (Matthew 28:18-20).
 1. Christ establishes His power.
 2. Christ clarifies His process.
 - a. One imperative — “Make disciples.”
 - b. Three participles — “going,” “baptizing,” “teaching.”
 3. Christ breaks through the barriers — “*alleshnei*.”
 4. Christ offers His promise.

Lecture Interaction Questions

1. In what ways did Israel succeed and fail as a model and light to the nations?
2. Why is Jonah called a missionary prophet? What were his basic problems? How does that problem show itself today in our churches?
3. What strikes you about the Old Testament basis of world missions?
4. How did Jesus demonstrate His concern for people beyond the cultural lines of Israel?
5. What is the significance of “*alleshnei*” in Matthew 28:19?

Lesson 6

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Lecture Outline

BIBLICAL AND THEOLOGICAL BASES OF MISSIONS (Continued)

- B. Towards a global penetration (Acts 1:8).
 - 1. Geographically— Concentric circles.
 - 2. Culturally— Overlapping squares.
- C. Towards a centrality of the local church in world missions— Antioch becomes the model (Acts 11:19-30; 12:25; 13:1-4; 14:26-28).
 - 1. The local church— The prime instrument in world missions.
 - 2. Five key characteristics of a New Testament church seen in Antioch.
 - a. Founded upon a living sound doctrinal basis.
 - b. Growing with shared and gifted leadership.
 - c. Living a faith which impacts the society.
 - d. Realizing that faith has social implications.
 - e. Committing itself to integral evangelism which breaks out of the molds.
- D. The historical movement of the missionary church shows its passing from one area to another.
- E. Concluding observations.

Lecture Interaction Questions

1. How would you illustrate Acts 1:8 geographically and culturally?
2. What are the differences and relationships between these two ways of looking at this Great Commission?
3. Which is harder to accomplish?
4. Why does the local church have to be central in our concept of world missions?
5. What does the church of Antioch have to say to your church?
6. In what way is the Two-Thirds World sharing the “torch”?

Lessons 7-8

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Lecture Outline

LECTURE 7

IS MAN WITHOUT CHRIST LOST ETERNALLY?

- I. Introduction.
 - A. The importance of the issue.
 - B. The tensions today between . . . “If we are all saved *with* or *without* Christ, let's forget it.”
- II. The Options.
 - A. Universalism — all men will ultimately be saved by the God of love.
 - B. “Christian agnosticism” — we just don't know.
 - C. The “Second chance” theory, or a Third Way.
- III. The Biblical Teaching on the “Lostness” of Man.
 - A. The awesome teaching of Christ on hell and eternity.
 - B. The apostolic teaching continues the same Christological emphasis.
 - C. The inescapable conclusion.

LECTURE 8

IS MAN WITHOUT CHRIST LOST ETERNALLY? (Continued)

- IV. Serious Questions to be Answered.
- A. What about those who have never heard of Christ?
 - B. Is man lost ETERNALLY?
 - C. If God *is* a God of love, how can He send people to hell?
 - D. Is not Biblical teaching on eternal punishment symbolic?
 - E. Is there a second chance?
 - F. How will the “heathen” be judged?
 - G. Will a truly searching person be given more revelation?

- V. Some Conclusions.

Lecture Interaction Questions

1. Why is the lostness of man central to world missions?
2. What is the attraction of universalism?
3. How have you answered the question: Is Man really lost without Christ?
4. What other explanations have you heard of to suggest that God might have another solution to this central question?
5. How do you interpret I Peter 3:19?
6. Do you know of any cases where a searching person has been guided to the Light?

Lesson 9

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Lecture Outline

A PANORAMA HISTORY OF WORLD MISSIONS (Part A)

- I. Introduction — History, Our Teacher and Motivator.
- II. The Historic Line — A Sequence of Dynamic Movements in Time and Space.
 - A. Adam to Abraham — Creation to 2000 B.C. (?)
 - B. Israel through Christ — 2000 B.C. to 30 A.D.
 - C. The First Century Church — 30 A.D. to 100 A.D.
 - D. The Conquest of the Roman Empire — 100 A.D. to 400 A.D.
 - E. The Penetration to the Barbarians — 400 A.D. to 800 A.D.
 - F. On to the North — 800 A.D. to 1200 A.D.
 - G. A crucial, tragic yet triumphant period — 1200 to 1600 A.D.

Lecture Interaction Questions

1. What reading have you done in missions history?
2. How can witness be both spontaneous and yet structured?
3. How could good men preach in favor of the Crusades?
4. How can war and persecution produce positive results for the expansion of the Church?
5. How has the printed page affected world missions?

Lesson 10

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Lecture Outline

A PANORAMA HISTORY OF WORLD MISSIONS (Part B)

- H. Background to Modern World Missions — The 18th Century.
 - 1. The context of the outreach with its secular worldviews.
 - 2. The first breakthroughs.
 - a. Baron Justinian von Wetz (1664).
 - b. Philip Spener (1635-1705) — The Father of Pietism.
 - c. The Danish-Halle Mission.
 - d. The Moravians (John Huss, Herrnhut, Zinzendorf).
 - e. Emerging of British missions.
 - 3. William Carey (1761-1834).
 - 4. The multiplication of other societies in England and America (1705-1806).
- I. The Great Century — 1800 A.D.
 - 1. Stirrings in America.
 - 2. Does the Cross follow the flag or vice versa?
 - 3. Types of missions with offices in Anglo-Saxon world.
 - 4. Types of missionaries.
 - 5. The comity agreements established.
 - 6. The results of that Century.

- J. The 20th Century.
 - 1. Key movements and events in the Church.
 - 2. World-wide religious and secular events affecting the Church.
 - 3. The Evangelical church in the second half of the Century.
- III. What Then Do We Say and What Shall We Do?
 - A. God is Sovereign but He uses humans as instruments and ambassadors.
 - B. God, who created and loves the world, desires that His love be communicated to all.
 - C. Throughout history, God has always blessed His obedient people.
 - D. The Church is Christ's and has been planted throughout the world.
 - E. Youths and young adults have played crucial roles in breakthroughs.
 - F. We must learn from history and realize we are makers of history.

Lecture Interaction Questions

- 1. How did the secular context affect modern world missions?
- 2. How do you react to young Zinzendorf's Order?
- 3. Why is William Carey such a key man in modern missions?
- 4. What is the inter-relationship between "cross and flag" in missions?
- 5. How has Marxism affected world missions?
- 6. What part do YOU wish to play in history?

Lesson 11

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Lecture Outline

WHO IS THE MISSIONARY? THE CALL-GUIDANCE TENSION

- I. Introduction.
 - A. Confusion and meanings of slogans.
 - B. Popular versus Biblical use of terms.
- II. Etymology and Use of "Missionary."
 - A. "Missionary" from the Latin "*mitto*," with the Greek synonym "*apostello*."
 - B. "*Apostello*" in the New Testament used 80 times, mostly by Luke and Paul.
 - C. A linguistic quirk of history — from apostle to missionary.
- III. Usage Today with Their Pros and Cons.
 - A. Everybody is a missionary today.
 - B. Nobody is a missionary today.
 - C. Everybody in full-time Christian work is a missionary.
 - D. A better definition — "A missionary is a person who obeys God's guidance and is sent to cross a cultural-geographical-political-linguistic barrier for the purpose of communicating the Gospel and establishing the Church of Christ."

- IV. The Call-Guidance Tensions.
- A. The problem and slogans of our Evangelical sub-culture.
 - B. The use of “call” in the New Testament — Jesus and the Apostles.
 - C. The focus today should be on guidance and not so much on “call.”

Lecture Interaction Questions

1. How do slogans affect our concept of missions and missionary?
2. What would be the impact of calling the missionary today an apostle?
3. What is your definition of “missionary”?
4. What is the difference between evangelism and missions?
5. Why do people get confused over the “missionary call”?

Lesson 12

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Lecture Outline

HOW TO CHOOSE A MISSION

- I. Introduction.
 - A. The importance of the topic.
 - B. The variety in missions.
 - C. The *team* is more important than the geography.
- II. Factors to Guide You as You Evaluate a Mission.
 - A. Doctrinal Statement.
 - B. History of the Mission.
 - C. Principles and Practice of the Mission.
 - D. Types of Ministry.
 - E. Concept of the Wife and Family.
 - F. Geographical Scope of Ministry of the Mission.
 - G. Finances.
 - H. Mission-National Relationship.
 - I. Mission Expectation of the Missionary.
 - J. Mission Guidance for the New Missionary.

LECTURE UPDATE

Dr. Taylor mentions an estimated 18,000 unreached people groups in the world. Current estimates were given by Richard Cotton in Lecture 2. Ralph Winter estimated the number of unreached peoples at around 17,000 out of 24,000 total at one time. He now uses the figure of 8,000 unreached peoples out of 24,000.

However, other missiologists prefer to use the list of 11,000-12,000 ethnolinguistic peoples of the earth as the total number of peoples in the world. Of these, estimates vary from 500 to 2000 to nearly 4000 unreached or least evangelized peoples, depending on one's definition.

The exact number of unreached peoples is not known. But the concept is crucial. Missionaries must cross from peoples where the church is to peoples where the church isn't.

Lecture Interaction Questions

1. Why is the team more important than the geography?
2. Why would doctrine be so important in choosing a mission?
3. How can knowledge of a mission's Principles and Practices guide you in your choice of a team?
4. What are some different concepts of the wife and her ministry in missions?
5. What sort of pastoral ministry should the mission offer to its missionaries? Why is this important?

Lesson 13

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Lecture Outline

WHAT A MISSION BOARD LOOKS FOR IN A PROSPECTIVE CANDIDATE (Things they want to know about a Candidate)

- I. General Information.
- II. Testimony of Conversion and Discipleship—Authenticity of Growth.
- III. Theological Convictions.
- IV. Experience.
- V. Your Expectation of the Mission.
- VI. Educational Preparation.
- VII. Spiritual Gifts and Natural Abilities.
- VIII. Goals, Interests, Hobbies.
- IX. Willingness to Follow Leadership and the Philosophy of the Mission.
- X. Health Record.
- XI. Opinions of People Who Know You.
- XII. Relationship to a Local-Sending Church.
- XIII. Evidence of Commitment to *This* Specific Overseas Ministry and Group.

Lecture Interaction Questions

1. What experiences are important to have had before joining a mission?
2. Is health such a crucial item today with medical care so available in different parts of the world? Why?
3. What do you think would be an ideal educational background for a prospective missionary?
4. How can the local church prepare and guide the prospective missionary?
5. What else does a mission look for in a future missionary?

Lesson 14

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Lecture Outline

HOW TO STAY ALIVE AND GROWING ON THE MISSION FIELD

- I. Maintain and Develop Your Personal Walk with God.
- II. Be Sure Your Relationship With Your Spouse and Family Is Strong and Growing. Don't Assume!
- III. Cultivate Your Other Relationships (Proverbs 27:17).
- IV. Ensure That You Are Growing Personally:
 - A. Read.
 - B. Study.
 - C. Stay on Top.
 - D. Enjoy.
 - E. Watch.
- V. Control Your Schedule—Work Through the “Tyranny of the Urgent”:
 - A. Sort Out.
 - B. Establish Goals.
 - C. Live.
 - D. Be Wary.

Lecture Interaction Questions

1. Why would missionaries struggle to stay alive and growing on the mission field?
2. Why do some people think that missionaries seldom have spiritual battles?
3. Why is the relationship between the spouses so crucial?
4. What guidelines do you suggest for a missionary to keep his perspective between the demands of family and ministry?
5. What does Proverbs 27:17 mean to you?
6. How can the tyranny of the urgent neutralize a missionary?

Lesson 15

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Lecture Outline

THE SHORT-TERM MISSIONARY

I. Definition.

“A person who serves in missionary activity with a short-range time factor” - Generally 3-24 months.

II. The Growth of *Short-Term* Missionaries.

A. In 1975—5,764.

B. In 1979—17,633 (This was one-third of all overseas missionaries as of that date.)

C. One estimate: 250,000 people have had short-term assignments over the years 1974-1984.

D. 116 Missions would increase their short-termers while 41 said they would decrease greatly their short-term recruitment.

III. The Advantages and the Disadvantages of Short-Term Personnel.

A. Advantages.

B. Disadvantages.

IV. The Challenge Today.

A. Continue short-term recruitment.

B. Make more transfers from “short-term” to “career” missionaries.

LECTURE UPDATE

In 1992, Mission Agencies in the United States reported 36,201 personnel serving overseas for terms of 2 weeks to 2 months. People serving for this period were considered “short term missionaries” in 1992 in contrast to the 1988 definition of “at least 2 months”. In 1988’s terms, there were 11,900 short term missionaries from the United States. (Reported by MARC-Missions Advanced Research and Communications Center, a division of World Vision International, www.wvi.org/marc)

Lecture Interaction Questions

1. What kinds of tasks are you aware of that are today taken care of by short-term missionaries?
2. Why have so few short-termers returned as career missionaries?
3. What can be done to increase this return to permanent ministry in missions?
4. What other advantages and disadvantages are there of short-term missions?

Lesson 16

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Lecture Outline

THE SELF-SUPPORTING OR TENT-MAKER MISSIONARY

I. Introduction.

II. Definition.

“Christian lay people serving Christ overseas in the context of secular jobs or study.”

III. Growth of This Aspect of World Missions.

A. Organizations would give counsel and job descriptions.

1. Global Opportunities—Pasadena, California.

2. Intercristo—Seattle, Washington.

B. People such as Dr. J. Christy Wilson, author of *Today's Tentmaker*.

C. INTENT—Tentmaker's Organization.

IV. Who May Apply to Be a Tent-Maker?

V. What are the Advantages of Tent-Making?

VI. What are the Disadvantages of Tent-Making?

VII. Conclusion.

LECTURE UPDATE

Overseas Counseling Service is now known as Global Opportunities, 1600 Elizabeth St, Pasadena CA 91104.

Lecture Interaction Questions

1. Name some people you know who are tent-making missionaries today.
2. Why is a tent-maker also called a non-professional missionary?
3. What are some other advantages of tent-making?
4. What are some disadvantages of tent-making?
5. How would you orient someone who wants to be a tent-maker?

Lesson 17

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

THE MISSIONARY WIFE (Prepared by Mrs. Yvonne DeAcutis Taylor)

- I. Introduction.
 - A. The missionary wife faces the same issues as women at home but in a much more complex context.
 - B. She meets the challenge of a new language, culture, friends, without normal emotional/psychological support.
 - C. She may not be courageous or adventurous.
 - D. She must be obedient to God's will.
- II. Some Thoughts to Consider as a Missionary Wife.
 - A. Why women become missionary wives.
 - 1. A personal "call."
 - 2. The Ruth-Naomi decision.
 - 3. A loyal response to *need* coupled with obedience.
 - B. Lifestyle and service as varied as women's personalities.
 - C. What makes her experience positive or negative?
 - 1. Her basic relationships.

2. Her response to pressures and expectations.
 3. Her commitment to growth and authenticity.
 - D. The challenge of raising a family in a trans-cultural setting.
 - E. The effects on her of support back home or lack of it.
- III. As a Potential Missionary Wife, Where Do You Fit?

Lecture Interaction Questions

1. Why are there more demands on a missionary wife than on a wife in a homeland country?
2. How does the female “nest instinct” affect her being a missionary?
3. What tensions can arise between the masculine “task instinct” and the female “nest instinct”? How can these be resolved adequately?
4. What examples do you know of missionary wives who are on the field because of a personal call, a Ruth-Naomi decision, or a response to need? Which is the best model?
5. How else can a supporting church minister to a missionary wife?
6. What things strike you about this lecture?

Lesson 18

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

THE MISSIONARY FAMILY (Prepared by Mrs. Yvonne DeAcutis Taylor)

- I. Introduction—The Challenge of Creating a Healthy Missionary Family in a Foreign Country.
 - A. In a disintegrating world, the family unit is rapidly becoming an endangered species.
 - B. A family living in a foreign culture presents complications that require special attention, prayer and creativity.
 - C. Healthy missionary families must be undergirded by a deep commitment to one another.
- II. Advantages of the Missionary Family.
 - A. Family closeness free of mass-media pressures.
 - B. Rich exposure to a multi-cultural and multi-linguistic situation.
 - C. Less sophisticated atmosphere on the field.
 - D. The opportunity and need to develop children as creative self-starters.
 - E. Opportunity for children to learn responsibility and share in the ministry.
- III. The Missionary Kids' Boarding School.
 - A. Their schooling depends on parents' location and ministry.
 - B. Parental attitude and psychological preparation are crucial for those going to boarding school.

- C. Essential parental support in faithful letters, frequent visits and observance of special dates.
 - D. Education is often more personalized, higher quality than in the U.S.A. schools.
- IV. Problems, Pressures, Priorities.
- A. The priority of maintaining a fresh relationship with the Lord.
 - B. Family separations for school or ministries.
 - C. The need to keep informed on trends and issues in the home country.
 - D. The need for prayer support at home because of volatile political situations.
 - E. The challenge of giving children a sense of personal identity and bonding to a mother culture.
 - F. The problem of reintegration into the home culture upon return to the native country.
- V. Conclusions.

Lecture Interaction Questions

1. What good examples do you know of missionary families? Why are these positive homes?
2. What negative examples do you know? Why are these negative?
3. What is your opinion of a missionary kids' boarding school?
4. Why is bonding to a mother culture crucial? Can you bond to more than one at a time? How should bonding be accomplished?
5. Why is reintegration to the home culture difficult?

Lesson 19

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

SINGLES IN FOREIGN MISSIONS

- I. Introduction.
 - A. The importance of singles in the history of God's people.
 - B. Varying attitudes toward singles in foreign missions.
- II. Biblical Bases of Single Ministry.
 - A. Christ.
 - B. Paul.
 - C. Conclusion.
- III. Factors to Consider as a Single.
 - A. A place for the single's ministry.
 - B. Marriage may not be ruled out.
 - C. Limitations on the single of certain cultures.
 - D. Great advantages for the single.
 - E. Personal stresses and sacrifices.
 1. Spiritually.

2. Psychologically.
3. Physically.
4. Ministerially.

IV. Concluding Observations.

Lecture Interaction Questions

1. What reasons does Christ give for serving God single?
2. What reasons does Paul give for serving God single?
3. Why do you think Herbert Kane writes that a single missionary is “doomed to single blessedness for life”?
4. What other advantages are there in being a single missionary?
5. What other disadvantages are there?
6. How would you counsel a single today who wants to be a missionary?

Lesson 20

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

THIRD WORLD (EMERGING) MISSIONS

- I. Background Factors.
 - A. Population shifts from North to South.
 - B. Growth of the church in the Two-Thirds World.
 - C. Emerging churches' consciousness of missionary responsibility.
 - D. The lecturer's opportunity in the field.
- II. The Status of Third World Missions: Studies Made in 1972 and 1980.
- III. Encouraging Signs in Emerging Missions.
 - A. Higher cross-cultural missionary commitment in emerging churches.
 - B. Growth in the quality of leadership in Third World Missions.
 - C. Much greater candidate preparation.
 - D. Combination of evangelism and church-planting with the social implications of the Gospel.
 - E. Contextualization of the Gospel with Biblical theology.
 - F. Rapid development of new *Non-Anglo-Saxon* missionary literature.
 - G. Growth of Third World Cross-Cultural Missions Conferences.
 - H. Desire to cooperate within doctrinal convictions and not to compete.

- IV. Some Problems Faced by Third-World Missions.
 - A. Inadequate financial commitment and continued support.
 - B. Difficulty of new missionaries making cultural adjustments.
 - C. Problems with planting churches in foreign soil.
 - D. Inadequate pre-field preparation.
 - E. Difficulty of the new missionary agencies getting established and continuing without adequate leadership.
- V. Conclusions

LECTURE UPDATE

The number of Christians in China is now being reported as 10 million by the Amity News Service, www.hk.super.net/~amityhk. Others have estimated a far greater number.

Larry Pate reported over 48,000 missionaries from the Two-Thirds World in 1990 growing at a rate of over 13% per year. He projected that the number of Two-Thirds World missionaries would exceed those from the Western World by the year 2000 (see pages D-229-238 in *Perspectives on the World Christian Movement*).

Lecture Interaction Questions

1. What are the evidences of the growing missionary consciousness in the churches of the Two-Thirds World?
2. Why do you think there has been such a growth of Third World Missions?
3. What does “FROM the six Continents TO the Six Continents” mean?
4. How can these emerging missions better train candidates for missions?
5. Should American funds be used to support Third World missions? Explain your answer.
6. What kinds of partnership should develop between Christians in the developed nations and those in the developing nations?

Lesson 21

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

CONTEXTUALIZATION—A CONTEMPORARY CRUCIAL ISSUE

I. Introduction.

The challenge of transferring the application of the Word of God from one culture to another.

II. The History of Contextualization.

A. From WCC origins through the Theological Education Fund.

B. Evangelical reworking of older terms.

1. Indigenization.

2. Self-supporting, self-governing, self-propagating.

3. Application.

4. Relevance.

5. Implication.

III. A Definition of Contextualization.

“The translation of the unchanging Gospel of the Kingdom into verbal forms meaningful to the peoples in their separate culture and within their particular existential situations.” (Bruce Nicholls of India)

IV. The Importance of Contextualizing.

A. It deals with the very nature of Scripture.

- B. It deals with hermeneutics—the interpretation of Scripture.
 - C. It wrestles with the *mission* of the Church.
 - D. It focuses on the communication of the Gospel.
 - E. It obligates us to rethink ecclesiology—the form and structure of the local church.
- V. Some Questions Emerging from Contextualization.
- VI. Some Dangers of Contextualization.
- A. The possible loss of the centrality of Biblical authority.
 - B. The possible loss of perspective in the implications of culture.
 - C. The possible capitulation to ecumenism in order to be relevant.
 - D. The possible loss of Biblical evangelism and church-planting.
- VII. Conclusion.

Lecture Interaction Questions

1. What have you read about “contextualization”?
2. What did it mean to you before this lecture?
3. Should evangelicals borrow terms coined by liberals? Explain.
4. How do our presuppositions and preunderstandings affect the way we approach Scripture?
5. In what ways is it legitimate to export “Made in USA” formulations of the Gospel?
6. What other advantages and dangers are there in contextualization?

Lessons 22-23

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

LECTURE 22

THE LOCAL CHURCH AND WORLD MISSIONS

- I. Introduction.
 - A. The necessity of the local church for world missions.
 - B. The resources in the local church.
- II. The Key People in the Local Church.
 - A. The pastor.
 - B. The missions chairperson and committee.
 - C. People with experience in other cultures.
 - D. Families with loved ones in missions.
 - E. Other individuals with a heart for world missions.
- III. The Consistent and Balanced Emphasis on World Missions By:
 - A. Preaching.
 - B. A large visible world map.
 - C. Available literature.
 - D. A Sunday School class on world missions.

- E. Missions integrated into the Sunday worship.
- F. Missions news in the church bulletin.
- G. Missionary pictures and addresses in the church directory.

LECTURE 23

THE LOCAL CHURCH AND WORLD MISSIONS (Continued)

- H. Brief pointed testimonies in the services.
 - I. Good missions movies.
 - J. Special offerings and gifts for the missionaries' Christmas.
 - K. Education in missions of all segments of the church.
- IV. A Well-Planned Missionary Conference.
- A. Have it yearly or bi-annually.
 - B. Go first class in the program.
 - C. Think through long-range plans.
 - D. Prepare the congregation adequately.
 - E. Take into account special circumstances.
 - F. Touch entire families.
 - G. Penetrate *all* Sunday School classes.
 - H. Present financial challenges in creative ways to involve everybody in the church.
- V. Arrange for the Pastor to Visit Various Fields on a Working Trip.
- VI. Establish a Missions Committee with a Written Policy.
- A. The committee.

- B. The policy.
- C. The responsibility and authority.
- VII. Information as to What Other Churches Are Doing.
- VIII. Support of Missionaries and Ministries.
 - A. With balance.
 - B. With priorities.
 - C. With significance in support.
- IX. Take Good Care of Your Missionaries.
- X. Membership in Advancing Churches in Missions Commitment (ACMC) in Peachtree City, Georgia.
- XI. Conclusion.

LECTURE UPDATE

ACMC is now known as Advancing Churches in Missions Commitment, PO Box 3929, Peachtree City GA 30269. (www.acmc.org)

Lecture Interaction Questions

1. Why is missions separate from the local church non-Biblical?
2. Why is the pastor the key person for missions in the local church?
3. What can you do with a pastor who is not interested in missions?
4. What are some other ideas for integrating missions into the ongoing program of the local church?
5. What would be the advantages of having a yearly or bi-yearly missions conference in your church?
6. What is the best way to motivate children and youth for missions?
7. In what ways are young adults crucial for missions? How can they best be motivated and involved?
8. What are the advantages and disadvantages of supporting fewer missionaries with great amounts of money?
9. What would be a recommended minimum monthly support that a local church should send to a missionary family of four?
10. How else can a church take good care of its missionaries?
11. What can you do from now on to encourage the development of World Christians in your church?

Lesson 24

Begin by previewing the lecture in outline form. Then carefully listen to the lecture, using the outline and the interaction questions to guide your note-taking. After you have finished the lecture, use your answers to the interaction questions as an opportunity for consolidating the material and for developing your commitment to God's mission in the world.

Lecture Outline

FINAL WRAP-UP

- I. What in the world have we done?
 - A. Have we convinced you that
 1. World Missions is central to the will of God?
 2. World Missions is central to the Word of God?
 3. World Missions is central to the Heart of God?
 - B. How far have you come toward reaching the Course Objectives?
 1. Do you have a HEART for missions?
 2. Are you developing a MIND for missions?
 3. Are you using your STRENGTH for missions?
- II. Let me remind you of the central idea of this course.
 - A. God is a missionary God.
 - B. God initiated his cross-cultural missionary plan, first with Abraham and then his descendants, the nation of Israel.
 - C. Jesus Christ came as the ultimate seed of Abraham to purchase some from every tribe and tongue and people and nation.
 - D. Jesus ordered his followers to make disciples of all peoples, *panta ta ethne*.

- E. Down through history, Christians have been carrying out God's missionary purpose.
 - F. The missionary task is not yet completed.
 - 1. There are people groups that have not been reached.
 - 2. There must be disciples among every people of the earth in order for the gospel to be preached to every person.
 - 3. Missionaries must be sent from people groups where the church is to people groups where the church isn't.
 - G. We live in an exciting time for missions because there are relatively few groups left to reach.
 - H. What part will you play in completing the greatest worldwide enterprise of all time?
- III. The Challenge.
- IV. Are You Ready?
- A. To leave your country, people, culture, national identity?
 - B. To leave your comforts and material benefits?
 - C. To struggle with endless problems on the field?
 - D. To face the unknown?
 - E. To confront the changes when you return home?
- V. Conclusions.
- A. The above challenges should only deepen your commitment.
 - B. Remember the words of Christ in Luke 9:23-25; 9:57-62; Mark 10:29-31.
 - C. God's blessing on your growth as a world Christian.

Lecture Interaction Questions

1. What are some of the things which have been the most beneficial in this course?
2. Are the course objectives being fulfilled in your life?
3. Is Dr. Taylor's "challenge" too negative for most people? Should we be more positive in recruiting missionaries?
4. How do you respond to the words of Christ as cited in the final lecture?
5. What is your response now to world missions?