

INTRODUCTION

I remember while living in Karachi, Pakistan that Sis. Bawcom wrote my wife for some information for her book, *JOURNEY WITH JOY*. I never dreamed at that time that one day I would be publishing her study book for *JOURNEY WITH JOY*, but I am delighted that I can do so.

Bro. and Sis. Burney Bawcom have done mission work in Nigeria, West Africa, and have worked with various congregations throughout the United States. They are now laboring with the Forsythe Avenue Church of Christ in Monroe, Louisiana.

Having written *JOURNEY WITH JOY*, and seeing the need for a mission workbook especially designed for ladies classes, Sis. Bawcom felt challenged to prepare this material to fill this need. Quality Printing Company of Abilene, Texas originally printed *JOURNEY WITH JOY* and you are encouraged to order this book from them or from some other book store that handles it in order that you might have it as source material for this course.

Attending the 1973 Pan American Lectureship in Mexico City, Mexico, and meeting Bro. John Waddey, the author of several of our publications, Sis. Bawcom was encouraged by him to contact me about the publication of her workbook. She wrote me then and in response I asked her to send me the manuscript. Now I am printing it, feeling that it will be a valuable addition to missionary materials and will be of tremendous help both for those people who desire to go to the mission field and for those congregations who want to acquaint themselves with mission work as a means of better preparing themselves to understand the needs, problems, and blessings so they can more wisely select and send missionaries to the field.

I would like to commend this work to you and request that you join with us in an attempt to educate the church on the urgent need of taking the gospel to all mankind. Remember that to prepare for this journey is to prepare for that final journey, and surely none of us want to miss that trip.

—*J. C. Choate*

Box 3815
New Delhi 49, India
March 21, 1974



Louanna M. Bawcom

PREFACE

This study course is arranged primarily to accompany the original book, *JOURNEY WITH JOY*, based on an original survey by the author among ninety-seven missionary wives, combined with reference material from outside sources, making it both authentic and practical. This series of lessons may also be used independently of the main book, but the teacher should have a good background in missions and access to various source books such as are mentioned in the bibliography.

To the teacher: Use the original book as the teacher's manual for quotations, illustrations, and outside helps, as well as for a more complete text. In the study course all quotations from the missionary wives have been omitted, but these can be used to illustrate various principles. For some of the lessons references are given for Bible study in connection with the points to be brought out, so the Bible should be on hand, also.

To the student: To obtain the most benefit from this course, each lesson should be carefully studied before coming to class, and the suggested scripture references should be read and underlined in your Bible, then the answers to the questions at the end of the lesson should be underlined in the text or written down on another sheet of paper.

We pray that this course will be widely used to spread the Lord's Kingdom all over the world!

—*Louanna M. Bawcom*
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LESSON ONE

Go Into All The World!

“Missionaries are funny people. No one can understand them but another missionary.” This off-hand remark by a returning missionary several years ago led to the writing of this study course, to help those who go to be better prepared and those who send to select, support, and maintain their workers more knowledgeably. This lesson will deal with the various factors involved in selecting those who should carry the gospel to others.

BE SPIRITUALLY COMPELLED! (Matthew 28:19; Mark 16:15-16; Luke 24:46-49; Acts 2:37-42; I Corinthians 9:16).

The Great Commission was given by Christ to the apostles, and through them to all Christians throughout the ages to come, especially to those whose lives are so totally committed to Christ and who feel the need to communicate His plan of salvation to others so intensely that they can find no other way out.

Primary Motives (John 3:16; Romans 5:8; II Corinthians 5:14; Romans 12:1).

The love of God furnishes the basis for all Christian actions, in that He gave Christ to us even though we were sinners. His gift did not depend upon the response of the receivers, but was given through pure love. Various motives related to the love and will of God will include gratitude to Christ for His benefits, love for the brethren, and concern for the salvation of sinners.

Secondary motives may get the missionary to the field, but are inadequate to keep him there for an extended time. They are dependent upon the personal enthusiasm of the missionary as he feels a sense of sympathy and pity, goes from a sense of duty, or borrows the convictions

of his family and friends. Sometimes group enthusiasm carries an individual along even though he does not have the personal commitment.

BE PHYSICALLY SOUND! (Deuteronomy 7:12-16; Psalms 91; Matthew 16:24-25; Luke 6:38; John 14:27; Romans 8:28; Phillippians 4:11-13, 19). The health problems of missionary families will be studied in a much more detailed way in lesson six, but preliminary suggestions are given here to help select those who are *most* likely to persevere and succeed in the Lord's work, since such a great financial investment is involved. Complete health and dental checkups should be given *all* members of the family, as well as a battery of psychological tests and psychiatric interviews from experts experienced in screening missionary applicants, including everything that they can remember that may have any bearing on their present physical condition, mental attitudes, state of maturity, emotional stability, motivation, and Christian experience.

Those involved should have basic good health, including a good digestive system and sound nerves, but even more important is the knowledge of how to take care of themselves in their daily routine.

BE EMOTIONALLY MATURE! (Hebrews 5:12-14; James 3:17-18; Matthew 5-7; I Corinthians 10:12-13; I Corinthians 13:4-7; II Timothy 3:10-17; Ephesians 5:31; I Thessalonians 4:9-12). The individual who is not physically sound may break down physically, but the person who is not *emotionally* stable may drag down his whole family and his associates with him. In a later lesson emotional problems relating to missionary work will be treated in more detail, because a large percentage of those who have difficulty on the mission field are forced to leave the work because of emotional problems. If they are immature in some respects, some of the deficiencies will show up more strikingly in the life of a missionary than they would in a more normal situation. Study the above suggested scriptures for signs of emotional maturity.

BE INTELLECTUALLY ALERT! (II Timothy 2:15; Joshua 1:8, 9). Since the missionary tries to develop Christian leadership among those with whom he is working, he should certainly be an example himself, and should be able to command the respect of those around him. There should be an ability to study and constantly increase his knowledge of the Bible and also of the world in which he lives. He needs to be above average in intelligence, because the learning of a new language and a new culture requires a person of high intelligence, having a well-trained mind as well as a well-trained ear to detect new sounds and tones. He should develop hobbies which will provide recreation and enjoyment, and should be interested in studying and conducting research into the customs and religious beliefs of the people in order to gain a better understanding of their way of life. This ability does not suddenly appear on the foreign field, but should be habitual even in the student merely dreaming of becoming a missionary. He and his wife should above all have a thorough knowledge of the Bible and be doctrinally sound, have the ability to do independent study of the Bible to the extent that they interact personally with it, and use it as their own personal guide, applying its principles to their own daily Christian living. They should attend a Christian college with at least a bachelor's degree with preferably a major in Bible and Biblical languages. The husband should have had graduate work or special study in mission methods, living religions, cross-cultural communications, cultural anthropology, church history, and other subjects pertaining to missions. Included with his college work should be the study of at least one living foreign language along with basic linguistics, which will enable him to learn others faster. Besides her Bible studies, his wife should have training in teaching methods, home economics, nursing, and or secretarial courses, depending upon her personal interests and abilities.

WHEN TO GO. One of the major decisions facing the prospective missionary is when he should engage in it full

time. Presently there are many ways in which he could plan to become acquainted with the work while still in high school or college, through learning experiences in his own local congregation in religious surveys, personal evangelism and teaching, brief campaigns in foreign countries or in other cities during the summer, or as an apprentice to a missionary on the field during his college career for a semester. He could also interrupt his college studies for one or two years to help with secretarial or personal work in a group situation overseas.

After the college studies are completed, it is possible for the young missionary to work under more mature workers in a group situation while the family is small and possessions are few in order to gain experience, but it is far better to preach in local congregations in the home country first, either under the eldership of a large congregation as an assistant preacher, or in a small congregation to gain experience in working with small groups.

Vocational missionaries who work at other occupations but who help spread the gospel in their spare time are also very valuable, and have been instrumental in starting works where missionaries were not allowed. However, they should remember that they first represent their employer and their government, and should not do anything that would jeopardize those relationships or embarrass either the host country or their own government. They can learn as much as they can of the language, customs, and the culture of the people while working at a secular job, then later they can prepare themselves for full-time mission work by attending mission seminars, college mission preparation courses, or by personal reading.

Overseas personnel might include highly qualified technicians and teachers in universities and research centers and the overseas branches or affiliates of American firms. School teachers are also in demand in a world-wide chain of English-speaking schools, and are also helpful in teaching English as a second language in foreign schools. Those

in the military services have often been instrumental in creating interest in evangelizing new outposts. Older persons on retirement income can be very helpful in assisting the missionary family with secretarial work, personal work, grading correspondence courses, teaching, and helping in numerous ways.

* * * * *

QUESTIONS ON LESSON ONE

1. What is the Great Commission? Give meaning, three scriptures quoting it, the people to whom it was given, and by whose authority.
2. What are four desired qualifications of a missionary?
3. What should be the most compelling reason for wanting to spread the gospel to others? Which motives are of secondary importance?
4. Should men whose wives and families are not in sympathy with their desire to be missionaries attempt to carry out their plans? Give reasons for or against.
5. What procedures can be used to screen those desiring to be missionaries in order to eliminate those who need further maturing education and training?
6. Give reasons why a missionary should be above average in intelligence.
7. What are some of the factors to consider in determining the best time to enter full-time mission work?
8. Investigate the mission program carried on by your own congregation, and discuss how it might be improved.

LESSON TWO

Let Christ Use You In World-Wide Evangelism!

Teaching is an integral part of the Great Commission, because Christ commanded the apostles to teach their converts all things which He commanded (Matthew 28:20), therefore all who try to spread God's word must be proficient in teaching in either a private or public way. They should receive special education in teaching methods in their home environment, because if they are unable to teach about Christ in the familiar surroundings of their own culture, they will be even more frustrated and inefficient in trying to teach people who live in an entirely different culture, speak an entirely different language, or have a very limited spiritual background. Conversely, the opposite is also true—if they learn how to teach Christ to others in their own home congregation, they should also be able to apply that knowledge and adapt it to teaching in an entirely different culture, regardless of where they go!

BE FRUITFUL: (John 15:1-11; Colossians 1:9-10; James 5:19-20; Acts 20:20; Acts 5:42; Philippians 1:12-14; Acts 18:24-28; Romans 16:1-16; Titus 2:3-5).

Real Christians should show the influence of Christ in their lives to the extent that they would be interested in the souls of others and have an intense desire to take the gospel to them also. In fact, the Lord commands us to be fruitful in this way. The early Christians taught from house to house, in the temple, in synagogues, in market places, and anywhere they found it possible to teach. Women were also included in that number, as shown in the above scriptures.

Restrictions on Women: (I Timothy 2:11, 12). Women are able to wield such an influence upon others that the Lord has seen fit to place limitations upon their teaching opportunities. God's place for woman from the beginning shows that she is to be subject to man, and must not be allowed to usurp his authority. There are several ways in which a woman can usurp the authority of man by her teaching. She might teach without the approval or consent of the elders, or be rebellious to man and not follow the suggestions made for her own good. In her own family she might refuse to recognize her husband as the head of the family, and act in such a way as to show that she does not respect the relative positions of man and woman. However, the opportunity which a woman has to teach children, older girls, and other women gives her a wonderful challenge to teach those who will be the most influential in bringing others to Christ in the future.

CLASSES IN LOCAL CONGREGATIONS

There are several basic teaching situations and techniques which can be applied to many different types of classes and individuals, once the individual learns how to use them. Of course the most widely-used teaching situation is the formal Bible class in the local congregation, where students of all ages are taught in their own age groups as far as possible.

Children's Classes

Many times the parents can be led through their children to become interested in studying Christ's teachings in the Bible, therefore those Christians who are interested in spreading Christianity should strive to improve their teaching methods for children, not only to save the souls of the children themselves, but also to have an avenue of approach to their parents. Since a child remembers only twenty percent of what he hears, sixty percent of what he sees, and up to ninety percent of what he does, the teacher should strive to appeal to as many of the five senses as possible in presenting the lesson. The catalogues

of religious publishing houses will give many helps along this line. However, they should be carefully checked for their scriptural accuracy, so that false teaching is not presented. Also, it is best to try to use materials that are easily obtained locally, lest that be used as an excuse for some not to teach.

Classes for Women and Girls

General Bible classes for women will increase their knowledge of the Bible, will help save their souls, and will instruct them in Christian living. These are often taught by the minister of the congregation or by some older Christian woman. The preacher can often reach the heart of the congregation best in this way. Special classes can also be held for the younger women, best taught by an older, godly woman in accordance with Titus 2:3-5, giving instruction found in the Bible on the requirements for a good Christian home, and on principles of child rearing for Christian living.

Teen-age girls should also be taught in one class a week by an older woman, giving Bible teaching on Christian womanhood, and special teaching on problems encountered in adolescence. The women teacher must not only have the interest and ability to teach teen-age girls, but *must* practice and believe it in her daily life to serve as a good example. Christianity is more easily caught than taught!

COTTAGE CLASSES

Many people are becoming thoroughly disgusted with the devitalized teachings of many denominational groups, and are searching for simple New Testament teaching concerning the church which Christ established, but don't know where to find it. Others may not be interested in changing their religious beliefs, but only desire to increase their Bible knowledge. Modern techniques employing the use of film-strips, slides, charts, or chain references in the Bible itself giving a review of the Bible plan of salvation have proved very effective wherever Christians have been taught in the proper methods.

Regardless of the method selected, the teacher should prepare himself or herself intensively in the method of teaching which he has chosen to use. He should be prepared to adapt the lessons to different religious beliefs and situations in which the students may be involved. Above all, he should be so filled with the message that it will overflow and cause him to speak with interest and enthusiasm! The Bible should be the guide from beginning to end, and the visual aid, if used, should be used only as an aid to impress the lesson more deeply. Best of all is the use of the Bible itself in an open Bible study.

PERSONAL EVANGELISM

(John 4:4-42; John 3:1-21; Luke 19:1-10; Acts 24, 25, 26.)

Christ and Paul often taught one person at a time, as may be seen in the study of the above scriptures. They were able to fit their teaching to the individual needs of the person being taught. All personal evangelists need to study their prospects and their religious backgrounds so that they might vary their approaches to meet the various situations of their students, praying for God's help and preparing their lessons carefully.

CORRESPONDENCE COURSES

There are many advantages to the use of correspondence courses in teaching the Bible. They can open up new contacts for those Christians interested in spreading the gospel of Christ, and can further strengthen those who have already obeyed the gospel. They can be studied in private by those who may not wish to be known publicly for various reasons. By means of advertising in countries where there are no workers, students can be contacted who will be able to take the course where missionaries are not permitted to go, and can start the work on an indigenous basis. This has been the means of establishing the work in many countries.

QUESTIONS ON LESSON TWO

1. Why is teaching an important part of the Great Commission?
2. What is meant by "being fruitful", as in John 15:1-11; and Colossians 1:9-10?
3. What methods did the early Christians use to spread the gospel?
4. What are the advantages which women have in the teaching program of the church today? What are their limitations?
5. How might effective teaching of children help in spreading the gospel?
6. Discuss various methods of teaching children by the use of visual aids.
7. Why are visual aids important?
8. What visual aids are available for your teachers in your local congregation? What suggestions do you have to improve their use?
9. Where is the Biblical command for older women to teach the younger women?
10. Why is a class for teen-age girls important in the teaching program of the church? For teen-age boys?
11. What are the qualifications for the person who is to teach the teenagers?
12. What are some of the advantages of correspondence courses?

LESSON THREE

Let Christ Use You In World-Wide Evangelism! (Cont.)

PUBLIC NEWS MEDIA

The world in general realizes the tremendous potential impact of newspapers, magazines, radio, and television in indoctrinating the people to buy a certain product or to shape the thinking of a whole nation, yet Christians have been very slow to utilize these outlets to promote the teaching of the gospel truths found in the Bible. Public news media can reach into countries and homes which might otherwise never know about Christ and the New Testament church, and can penetrate across political boundaries into areas which cannot be entered in person. However, in order to be effective, the employment of each of these methods of communication needs to be on the same high standards as in the business world, which requires the training of skilled technicians in the field. Women educated in the field of communication skills can be useful as writers, technicians, secretaries, artists, journalists, etc. helping the men in charge of the program.

Radio

Radio has been used by the brotherhood for several decades, yet only a small percentage of the time and techniques available has been utilized. Successful radio evangelism must be technically professional, yet it should breathe spirit, purpose, dedication, and sincerity. It should be on the air regularly enough to allow one "personality" to ripen on the program, so that he can develop a close rapport which his listeners, sharing in their problems and answering their questions. Different types of programs are possible, ranging from question-and-answer formats

to panel discussions, fireside chats, and religious music programs. Also spot announcements, news feature items, brief meditations, and other variations may be used. Public service time may also be purchased very inexpensively or given free by the stations for religious announcements. Shortwave radio is found all over the world, and much progress has been made in the use of the short-wave stations for religious programs.

Television

Television combines the use of two major senses of seeing and hearing to magnify its total impact upon the individual, and offers limitless variations of visual programming. Imagination and variety in presentation can be utilized in dramatic presentation of situations and sketches to illustrate a lesson, as well as biographical sketches of Christian personalities. Visual aids can be used in building a visual story, using chalkboard, flannel-board, slides, bulletins, three-dimensional displays, and demonstrations, which can greatly enhance the effectiveness of a sermon or lesson. However, as in radio, the technique must be used both professionally and spiritually. Christian women who have trained themselves in the use of visual aids and who have become proficient in using them in teaching Bible classes can widen their horizons and utilize their knowledge and skills in this area by assisting the preacher or missionary in charge in the preparation of the lessons which will be presented.

The Printed Page

There is a tremendous amount of free space available to congregations in the average newspaper both in America and overseas, telling news of religious activities which are in the public interest. This space is often not utilized because of a lack of time to prepare the articles, knowledge in the technique needed, or the ability to see the potential advantage to be gained. There should be first a significant news item to report, then a short, direct news article should be typed, double-spaced, on one side of the paper

only, answering all of the basic questions — who, what, when, where, why, and how. This should be submitted to the religious editor of the paper with a good glossy picture of the event, if possible, far enough ahead of the deadline to allow the newspaper time to process the material. Keep the article as brief as possible.

Advertisements in newspapers and magazines are very effective, but they must be carefully planned. The copy should be kept short and simple, allowing white space to surround the blocks of copy. The ads should be scriptural in content and must have an attention-compelling heading. Correspondence courses, meetings, campaigns, and vacation Bible schools can be very effectively publicized in this way.

Christian parents can have a great influence upon their families and friends by subscribing and helping others to subscribe to brotherhood publications. These publications should replace much of the worldly literature which our families read which emphasizes materialism and sensual topics. Christian men and women who have writing ability are needed to write articles for those publications of special interest to them, not only in the United States, but also in foreign countries, and these publications need to be circulated and read far more widely than they are at present. Short tracts on various subjects are valuable when distributed to friends, relatives, and to the public in general, displayed in the foyer of the church building, business offices of professional people, reading rooms in a business area, or wherever the public will pick them up.

Direct Mail Evangelism

This type of reading matter combines an inexpensively-but attractively-printed free paper with the effectiveness of a magazine with its articles and sermons, advertising of local meetings and campaigns, correspondence courses, and inexpensive selections of scripture. These are distributed by direct mail to a certain designated postal area,

to every individual householder regardless of religious interest or affiliation.

CHRISTIAN STUDENT CENTERS OR BIBLE CHAIRS

These student centers are located near state college campuses and are operated by the eldership of a nearby congregation, with the help of others in the area if necessary. These centers serve several purposes. They may offer accredited courses in Bible and religion by qualified instructors which are acceptable for credit in the nearby state university, or they can be an extension of a Christian college (if certain qualifications are met according to the rules of the university involved) and are often referred to as a Bible chair. They provide a center for recreation and fellowship for those Christian students who greatly desire Christian companionship amid the irreligious state institutions. They also serve as the center of evangelization for other students.

RELIGIOUS SURVEY

This is a type of door-to-door evangelism for which permission must be obtained from the local chamber of commerce, in which a religious survey is taken of a specific area, with the results sent in to the local chamber of commerce to be distributed to other churches in the area also. Along with the survey of the religious beliefs of the people, the helpers also give the residents opportunities to sign up for cottage meetings showing film strips of the Bible, or for a Bible correspondence course.

CAMPAIGNS

Religious campaigns combine the pulpit preaching of a gospel meeting at night with the door-to-door evangelism of the local residents during the day. Brochures and advertising are distributed in the area, giving the residents information concerning the preaching services at night, and offering them the opportunity to sign up for further study of the Bible by means of cottage meetings and cor-

responsiveness courses. The team effort of a group of workers in a relatively small area for a short period of time is patterned after the experiences of the Apostle Paul in the book of Acts, as he was directed by the Lord to concentrate his teaching in areas where the Lord had paved the way.

* * * * *

QUESTIONS FOR LESSON THREE

1. What are some of the advantages in the use of the public news media to teach the gospel message?
2. Discuss the relative merits of radio and television in religious broadcasts.
3. What are some requirements for those who wish to be effective in either field?
4. How may the printed page be useful in mass evangelism?
5. In writing a news story, what are the six basic questions which should be answered in the article?
6. What are some of the requirements for an effective religious advertisement?
7. What is direct mail evangelism?
8. Name several purposes for taking a religious survey.
9. What is meant by a religious campaign?
10. What are some of the advantages of a religious campaign? Disadvantages?

LESSON FOUR

Learn How To Work With Others!

The prospective missionary must not only possess the qualifications and the best motives for success in his future work, but must also decide whether he and his wife will be most effective in going by themselves to a certain area, or whether they should be part of a group of workers. He should also be aware of ways which will help improve the relationships between him and his fellow-workers, because unchristian behavior, personality clashes, and selfish attitudes have often been the cause of much trouble between missionary families. On the other hand, the Christian behavior of true workers for Christ can be the "leaven which leavens the whole lump", or permeates through the whole area.

GOING AS A SINGLE FAMILY

There are some advantages to the plan of one family going to an area to work for the Lord, although most missionaries surveyed agreed that it would be better to have at least two couples working together. The family going alone to an area should be quite mature and self-sufficient, both emotionally and spiritually, and should be able to maintain the morale of the different members of the family without the help of outside sources. They should preferably go to a work which has already been established, as it is very difficult for one family to start a work alone. However, the family will be able to become better acquainted with the nationals of the country and can develop them faster, because the nationals will be needed to help with the work as soon as possible. The congregation which is established will more truly conform to the local customs and fit into the local surroundings better than if a group of American workers come to establish one according to their own ideas.

The new family will be forced to learn the language faster than they would if there were other Americans around with whom they could converse.

FAMILIES GOING TWO BY TWO

There are many advantages for a family to go with another compatible family to the same area, as Christ sent out the apostles. They can encourage each other, and give each other relief occasionally without letting the work suffer too much. It would be well if they could both have been graduated from the same Christian college in the States and be well acquainted with each other before going, so that their ideas would be compatible, and their personalities likewise. If they find that they cannot get along for some reason, they should do as Paul and Barnabas did, and separate as Christians without any hard feelings, rather than let the work suffer from their dissention. It is especially advisable that at least two couples go together in areas where the culture is quite different from that in the States. They can work together in starting a new work, but should be willing to accept the judgment of the more experienced worker who might be able to guard them against making mistakes in judgment, doing things which have been tried and which have been found unsuccessful in the past.

GOING AS GROUPS OF FAMILIES

Several groups of missionary families now are in various countries, and many more are in the planning stages, recruiting workers to go in various capacities as preachers, teachers, businessmen, specialists in personal evangelism, journalism, printing, or in some other capacity. The first and most important advantage is that by pooling their resources and talents they are able to achieve a great deal of progress in one given geographical area.

Second, group decisions are usually better than individual ones, because everyone's ideas are taken into account, discussed, and the most promising ones put into practice. Thirdly, the presence of a large group of workers gives

the impression to the nationals that the group is there to stay. Fourth, by a rapid growth of the church in a certain area where a group of workers has made an impact, the new members are more quickly able to make a change both in themselves and in their neighbors and friends. The leavening influence of true Christianity will permeate their culture and change it for the better, whereas isolated converts are often lost to their families and friends when they are converted.

Fifth, in a very important psychological way this group effort can mean the difference between happiness and unhappiness, especially for the wives and children. Sixth, this plan encourages a definite commitment from those planning to go, and keeps their interest in the project.

DISADVANTAGES OF GROUP WORK

However, there are some disadvantages to a large group that need to be taken into consideration. The most important is that a large group of families with American enthusiasm and habits will inevitably bring an American influence in the worship and ideas, which may appeal to the lower class of people who are wanting material things, but which will tend to drive away those of the middle or upper class who are proud of their culture but who are needed if the congregation is ever to become self-supporting.

Second, there will inevitably be a straining of relations where a number of people are working in a given area, which many missionaries find is their number-one problem. Third, there is a danger of wasted manpower. When there are several able to do a job, there is a tendency to put it off on the other fellow, whereas if the missionary were by himself, he would exert himself to the utmost to get the job done, putting his faith in God as his helper.

Fourth, all of the supporting congregations involved must be agreed on the plan to be followed, and if the group decides to spread out later, there may be disagreements with the supporting congregations involved. Therefore the sup-

porting congregations must be well-informed on all parts of the project.

Fifth, there is a tendency to spend too much time together when there are so many who have mutual interests. This will prevent the learning of the language and customs of the people as soon as possible, and the group will form an American colony, entirely foreign from the surroundings.

Sixth, the national members will not develop as rapidly as they would otherwise, being relegated to the role of spectators instead of being active participants in spreading the gospel. They would also feel that the responsibility for preaching the gospel was a job for professionals, and not for the average Christians like themselves.

A MODIFIED GROUP PLAN

A compromise between the plan of sending a large group and working with only one or two couples is called a modified group plan. In this plan all of the advantages of the group plan would be achieved and several of the disadvantages would be eliminated. A large city or area would be divided up into smaller areas with two couples working in each area, working to their fullest capacity to develop the nationals with whom they are working, building up several congregations with mutual fellowship, and yet close enough to other workers for occasional meetings and social occasions to bolster their morale.

The field of interpersonal relationships is so important that special courses are given in group dynamics in preparation for mission work, to teach better methods of working together and of avoiding the pitfalls which can so easily trap those who are uninformed and untrained. These can cause failures in one's health, emotions, in one's relationship with others, and with the work itself. Courses may be obtained at several of the Christian colleges offering degrees in missions, and also in the special mission seminars conducted each summer by the various colleges. The teachers are returned missionaries and professors who

can give both practical and specialized scientific courses in mission methods and background information, offering up to six credit hours in six weeks, with these benefits:

The seminar helps the missionary to see his qualifications, and also his disqualifications, to find out whether he is really qualified for overseas work and has the ability and personality to adapt to it. It also helps the prospective missionary to prepare for the field by learning to know the people with whom he will work by studying special courses in anthropology, linguistics, and mission history of the nation he has selected. It helps the missionary on furlough by reviving him spiritually through the classes, fellowship with other Christians, and in the uplifting devotions, so that he is ready to go back to work, with improved methods which are the most likely to produce the most lasting fruit. It also helps him return with better co-workers who have attended the same classes and read the same books as he, both having learned to see the other man's point of view and to work for a lasting solution if there should be a disagreement.

For an in-depth discussion of Mission methods and the evaluation of various means of spreading the gospel in foreign countries, read the following book:

Missions: Progress—Stalemate—or Regression?, by Bernard Howell, published by Pacific Publishing Co., Concord, California 94552, 1971.

* * * * *

QUESTIONS ON LESSON FOUR

1. What are the advantages and disadvantages of a single family's working alone on the mission field?
2. What are the advantages of the families going two by two?
3. What are the advantages of families going in groups?
4. What is meant by an "American Colony"?
5. What are several ways in which manpower can be wasted in group work?
6. What is meant by a modified group plan?
7. What are some of the benefits of summer mission seminars held at various Christian colleges?

LESSON FIVE

Help Your Family To Be Better Christians!

Woman was made of a rib taken from man's side—
Not made out of his head, to rule over him;
Nor out of his feet, to be trampled on by him;
But out of his side, to be equal with him;
Under his arm, to be protected;
And near his heart, to be loved.”

—Anonymous.

The foregoing quotation from some ancient philosopher has been used in many wedding ceremonies, and exemplifies the original purpose for which the woman was created, as given in Genesis 2:18-24.

WIFE'S POSITION IN FAMILY

(Genesis 3:16; I Corinthians 11:3; Ephesians 5:22-24;
Colossians 3:18; Galatians 3:28; I Timothy 2:12-14;
I Peter 3:1; Acts 5:29; Acts 5:1-11)

God did not create the woman directly, as He did the female of the animals, but further refined her from the flesh and bones of Adam. As a result the woman's nature is even more delicate than that of the man. However, because of the temptation to which Eve succumbed, God punished her by causing her to be in submission to her husband. The New Testament reiterates this punishment in the teachings of the Apostles Paul and Peter, showing that the relationship of the husband to the wife is the same as Christ being head of the church. The Apostle Peter added a new dimension by suggesting that the wives might be able to lead their unbelieving husbands to Christ by their manner of life, realizing that their first obligation is to God.

THE MARRIAGE RELATIONSHIP

(I Corinthians 7:1-5, 34; Colossians 3:19;
I Peter 3:1-7; Hebrews 13:4)

Both husband and wife are to realize the sacredness of marriage. It is an unconditional commitment, not a contract with an escape clause. The two participants pledge themselves "for better or for worse" in a total commitment, not in a contract with fine print which can nullify any of its clauses, but written in bold-faced type for everyone to see! Each gives all that he has.

The marriage partners are admonished to love each other and to give each other his or her conjugal rights in the marriage relationship. Some wives withhold affection and marriage rights from their husbands as a means of retaliation or as a weapon used to obtain some concession, but how childish and immature they are, as well as being sinful and unscriptural in their behavior! Every man has a basic need for warm love, not only in the realm of sex, but to feel wanted, strong, physically attractive as a man, and to be appreciated by and desirable to his wife. Her realization of this need is a wife's key to happiness in marriage. The same needs are also desired by the wife on the part of her husband. It should not be a one-way proposition.

GUIDE THE HOUSEHOLD

(I Timothy 5:14; Titus 2:5)

Besides being a good wife, the Christian woman is also to rule or guide the household so that her husband and children have a place where they can seek refuge from the cares of their everyday activities. It gives them a sense of security and inner calm to know that here is someone "keeping the home fires burning". It takes a rare woman who is able to maintain a calm and well-ordered household while carrying on a full-time job outside the home, but some who are naturally well-organized and efficient are able to do it with the help of their families

and labor-saving appliances, but the stability of the home should come first, especially where there are small children.

LOVE YOUR CHILDREN

(Titus 2:4; Ephesians 6:4; Deuteronomy 6:6-7; II Timothy 1:5; II Timothy 3:14, 15; Proverbs 22:6; Proverbs 31:28)

Parents are to love their children, and train them in the discipline and the instruction of the Lord from a very early age by reading or telling Bible stories to them, attending the Bible classes and worship of the congregation as a family, and helping them grow and develop in daily Christian living. The mother should look upon her part in the family life as a holy calling, provided by God for the express purpose of rearing her children to demonstrate the virtues of the Heavenly Kingdom, and also to prepare them for service to God in the world at large.

HELP HUSBAND IN HIS WORK

Women come in a great variety of shapes, sizes, backgrounds, physical capabilities, emotional stamina, and educational and spiritual attainment, and their husbands as preachers and missionaries likewise are extremely difficult to classify. Add to that the various cultural situations in which they may find themselves which cause them to respond in different ways to different situations, and under different pressures, and only a computer would be able to classify them. Such surveys have been made, with the wives falling into the following categories:

Team-worker

She has the highest involvement in her husband's work, with both of them forming a team with divisions of responsibilities at some point and shared responsibility at others. While her husband does the public preaching, she may teach women and children, help with office work such as bookkeeping, filing, reporting, and personal and business correspondence.

She may also be of immense help to him in extending hospitality to those who need it, as it is almost impossible

for the husband to practice hospitality in the true sense of the word if his wife is not willing to help him. Many times preachers and missionaries have been called upon to show hospitality to unexpected guests, but along with the unexpected company, God will usually provide a way to help (Hebrews 13:2; I Corinthians 10:13). Her presence with her husband in making calls on the sick and other members of the congregation make them more effective if some basic courtesies, tactfulness, and a listening ear go along with her physical presence. Her women's intuition may help her husband evaluate situations which may confront them. She may make her husband's work more effective by being a pleasant companion, being satisfied to stay at home so that he can go with a clear conscience, encouraging him when he is discouraged, and backing him in decisions that he makes.

Background Supporter

The majority of wives who fit this category are those who report moderate satisfaction in their work, but their interest revolves mainly around hostess-type activities such as calling, greeting, and entertaining, and in following rather than leading, deferring more to their husbands and their abilities than to their own. They feel that their first responsibility is to their home. They support their husband's work and share his love for Christ, but feel inadequate or lack the education and experience to become really involved in the church program.

The Detached

This wife feels herself to be no more involved with her husband's work than if he were in some other vocation, usually because she feels her small children need her attention more. She may also be motivated only by the desire to be close to her husband, or to help only because it is expected of her, but she rebels inwardly against the demands of her husband's work, and laments that her husband doesn't spend enough time with them, when perhaps she has been guilty of not spending enough time with

her husband. Very few of this type ever reach the missionary field or stay very long if they do get there, unless there is a drastic change of attitude!

* * * * *

QUESTIONS ON LESSON FIVE

1. Discuss the translation of Genesis 2:20 in the various versions of the Bible, especially concerning the term, "help meet".
2. Discuss the different scriptures given in the lesson concerning the wife's submission to her husband.
3. According to the Apostle Peter, how may the wife win her unbelieving husband to the Lord?
4. What attitudes on the part of a Christian wife may be very detrimental in attempting to help her husband to become a more effective Christian?
5. In the marriage relationship, what is the difference between an unconditional commitment and a contract?
6. What is meant by the term, "conjugal rights", in the marriage relationship?
7. What obligations does the wife have to her husband and to the household?
8. Discuss the various scriptures given in the lesson pertaining to the parent's training of their children.
9. Name different ways in which the wives of preachers and missionaries may help their husbands.
10. If a girl is interested in mission work and desires to marry a man with the same interests, what advice would you give?

LESSON SIX

Have A Happy Home Overseas!

“HAVE WE NO RIGHT—”

(Philippians 3:3-11; I Corinthians 9:3-12)

All American citizens have the inalienable right to all of the privileges to which this citizenship entitles them—freedom of religion, speech, a normal standard of living according to their ability to earn it, and all the other privileges and conveniences which we normally consider a part of American citizenship—the rights of freedom and opportunity. The Apostle Paul also had rights and privileges bestowed upon him at his birth, but he was willing to give up those for the sake of Christ. Does the missionary have the right to the kind of a home he or she wants, or should they give up this right in order to win others to Christ? As one missionary couple said, “When we set up this house, we agreed that one principle must never be violated. We would have nothing in our house—its furnishings, its arrangement—nothing that would keep the ordinary people among whom we work from coming in, or that would make them feel strange here.”

What principles should guide us in making decisions concerning the type of home we wish to establish overseas? In the first place, we will certainly want to become familiar enough with their way of living so that we will feel at home in their homes. Secondly, we will also want to live in our own homes on the mission field in such a way as to make our neighbors feel at home when they come to call on us, with at least the reception room or study furnished with the things to which the people are already accustomed in order to enable them to feel at home more quickly. Thirdly, the missionary family will perhaps find it necessary to have a certain amount of variation from

the local mode of life if they are to continue in good mental and physical health, so one simply cannot make a blanket statement as to the type of housing one should have that will fit all cases. The real problem which the missionary faces is whether it matters to the people to whom he goes whether he conforms or not, and if the conforming will help to win souls to Christ.

PRACTICAL INFORMATION

Along with the problem of selecting the type of housing which will best fill the needs of the work in the new environment, the family greatly desires practical information on the living conditions in their new home so that they can plan ahead, taking with them appliances, furniture and car, or allotting the available cash to buy those items needed to be purchased after the family arrives. There are several factors which must be considered here upon which to base these decisions. One is the type of appliances, etc., which the family will need or can use overseas. Another factor is the type of electrical current and gas which is available, and whether the lack of either can be compensated for by the use of appliances using other means of power or heat. Another factor is the cost of shipping furnishings overseas, including the customs charges which would be made upon their arrival. The cost of sea shipment and air freight should both be investigated, as well as boat travel with the family possessions included in the price of the ticket.

The cost and availability of repairs should also be considered, and usually these are more readily obtained by buying necessities which are available on the field. It will give the missionary family a common bond with the people among whom they are working, and the new family will understand their culture a little better if they try to live as much as possible like the nationals live.

Another factor which must be considered is the emotional attachment for certain furnishings which give the family

a feeling of home and a sense of security in a strange world. When the family stores or leaves their best things in the states and takes only the bare necessities, the members often have the feeling that they are only camping out, and are not there to stay, so perhaps it would be best at first to spend a little more and take those things for which the family has an emotional attachment.

Bear in mind that living conditions are improving in all areas of the world as modern technology is being applied in more countries, consequently an area that formerly was considered primitive a few years ago now may offer many modern conveniences, although they will probably be quite different from those found in the average American home.

HIRED HELP

The necessity for hired help varies with the temperament, health, and financial resources of the woman concerned, the amount of work which she has to accomplish, the climate and housing situation in different countries, the quality of available help, the cultural background of the area, and the outside activities in which she might need to be engaged. In the more progressive countries hired help is becoming increasingly hard to find, because the individuals who ordinarily would be glad to have a job as a maid or houseboy find that they are able to earn so much more money by working in industry that they won't do housework. Also the American wife finds that the frustration of trying to train foreign hired help to work according to her American standards is many times not worth the trouble. In some places the employer is responsible not only for the wages of the employee, but is also considered responsible for the welfare of the rest of the employee's family, resulting many times in added expense. However, in areas where there are many people needing to work, help is reasonable and quite available, and will often be the main support of an otherwise destitute family.

In the tropics all over the world hired help is almost indispensable because of the devitalizing climate, more extensive food preparation and house upkeep because of the lack of prepared foods and modern appliances, and in some places household help is needed to maintain the standard of living expected of the family by the nationals. Also the wife's time may be needed to teach her own children their secular schooling or to teach Bible classes. To avoid disease more precautions must be taken to guard against tropical insects, parasites, and other forms of infection.

However, in many cases the hired help is a mixed blessing because of the nationals' lack of proper training, the close supervision needed, and the loss of privacy for the missionary family. Small children cared for by nationals are quite often more spoiled than if they are cared for by their parents. Also, they contract prevailing diseases more easily, and pick up undesirable words and practices. Nevertheless the right kind of servants, trained by the missionaries, are a tremendous help in the home, especially when they are also Christians. They carry on the heavier household duties, assist and give hints to the hostess in receiving strangers and visitors, serve as interpreters when necessary, and often introduce household words to the missionary which ordinarily do not come up in regular language classes. The truly Christian living of a dedicated Christian family can radiate through the servants to the whole area, until it is all Christian. The teaching of honesty is very difficult to instill in many cultures, but it is a basic tenet of Christianity which lifts the truly honest worker into a highly prized steward.

Since the average middle-class American has never been accustomed to having servants, often the master and mistress must be taught their responsibilities along with the servants! They should realize the difference in the two standards of living, and not put temptation in the way of the servant by giving him too much responsibility or access to food supplies, etc., without strict supervision.

We Americans operate on a feeling of trust in our fellow-man, but other cultures often operate on the principle that it is not wrong to steal, only foolish to be caught stealing!

* * * * *

QUESTIONS ON LESSON SIX

1. Compare the rights and privileges of Paul with the rights and privileges of an American citizen.
2. Discuss three principles which should guide the missionary in making decisions concerning his housing.
3. Name several factors which must be considered in selecting the proper household goods and transportation for use overseas.
4. How may the lack of electricity, gas, and running pure water overseas be compensated for?
5. What are some of the advantages of using household goods and transportation which may be obtainable on the mission field? Disadvantages?
6. Discuss the various factors involved in the question of hired domestic help for the missionary family.
7. Discuss the various reasons for the use of hired help in the tropics.
8. What are some of the disadvantages of having hired help in the tropics to take care of the household and the young children?
9. Discuss the usefulness of the properly trained servant in the missionary home.

LESSON SEVEN

Keep Your Family Healthy Overseas!

PRELIMINARY REQUIREMENTS

In recent years increasing attention is being focused upon the need for better screening of those individuals who wish to become missionaries, not only to determine their motivation, educational accomplishments, spiritual maturity, and emotional stability, but also to determine their state of health and past medical history. The cost of sending and supporting a family on the mission field, as well as the cost of housing, working funds, equipment, and other investments in the work, is so great that the congregation sponsoring a family should spend considerable time and thought on finding out the state of health of those whom they plan to support. Likewise it behooves the family itself for its own good to undergo a careful, intensive physical and dental examination for each member of the family at the hands of well-qualified physicians, or in a competent medical clinic, obtaining a very thorough examination of all parts of the body. Also, if the family is planning work in the tropics, it would be well to have the examination made in a tropical medical center such as the Tulane School of Medicine in New Orleans, Louisiana, or in Baylor School of Medicine in Houston, Texas.

Along with the physical examinations there should also be included a comprehensive *psychological* examination of the individuals concerned, as these two factors account for two-thirds of all failures on the mission field. If these examinations are taken far enough in advance, weaknesses or deficiencies can be detected in time to be corrected, or plans changed. Perhaps as important as a strong physique is the knowledge of how to take care of oneself as a matter of daily routine. The ability to restrain oneself from

overwork, to give the body sufficient rest even when under pressure, to eat regular meals, and to remember to take sufficient vitamins, minerals, and other medication to prevent disease has enabled many a missionary with a rather poor physique to outlast one who was "strong as an ox", but who ignored basic health rules that should have been heeded in that particular locality.

Every missionary wife should have a thorough knowledge of nutrition by reading good books on the subject and applying the principles in her cooking for her family. She should also look up specific information on the kinds of food available in the country concerned, and the nutritional value which it will provide for her family, obtainable from university libraries.

TEMPERATE ZONE

One of the most important facts for the average American to learn if he is going to live in Europe or the British Isles is that Europe is *not* straight east of the United States, as we seem to think, but is much farther north. The winds that blow off of the Gulf Stream pick up the warmth and moisture of the warm water, and greatly moderate the climate from what it would be otherwise. However, the sun shines very little in the wintertime, both because of the naturally shorter days and because of the damp weather and fog, so that those coming from the United States find that woolen underwear, heavier stockings, and warmer shoes, along with woolen clothing, will help to compensate for the cool rooms and the lack of central heating.

Those living in large European cities find that because of the lack of sunshine in the wintertime, along with air pollution, they need extra vitamins and fresh fruit and juices, as well as plenty of fresh air and sunshine at every opportunity. They travel outside the city when possible, and when at home take their babies and young children for daily walks in the parks, or put them outside the house in their baby carriages to take their naps in the open air.

Water and food supplies vary from area to area, and any water supply not from a tested public source should be checked by the health inspector. If there is any doubt, boil the water used for drinking or cooking. Food which is to be eaten raw should be carefully washed, and in areas where human fertilizer is used on the fields, the fruit and vegetables should be soaked in a chlorine solution to cut down on the dangers of hepatitis.

Of course smallpox vaccinations are usually required for travelers abroad, and other preventive shots should be taken well ahead of time so that the body may have time to build up immunity before leaving. Many of the European countries, as well as Australia, have very good government-sponsored health plans and well-qualified physicians and hospitals, giving medical care at a very nominal cost.

TROPICAL ZONE

Because the climate in the tropical zone never becomes very cold, insects, parasites of all kinds, and bacteria and viruses find a perfect condition for growth with no freezing to kill them so they are quite prevalent. Those who have been born in the tropics are adapted to it and often become immune to many of the illnesses which may cause serious illness for a newcomer. Therefore when first entering a tropical country, the newcomer must take great care with his food and drinking water. The standard preventive shots are advisable along with yellow fever and cholera shots.

TROPICAL DISEASE PREVENTION

Malaria

In areas where the malaria mosquito is prevalent, special preventive tablets must be taken at regular intervals, once or twice weekly or daily, depending upon the type of medication. These tablets break the cycle of man-to-mosquito-to-man by killing the parasite in the mosquito's stomach after it bites the person who has taken the tablet, and it also kills the parasite in the person's blood which the mosquito has injected when it bit him. Some countries

require that these tablets should be taken a week or two prior to entering the country, and continued for a time afterwards. The individuals should sleep under mosquito nets, and mosquito coils and insect spray can keep the mosquitoes away. When going out at night, protective clothing over the arms and legs should be worn, and insect repellent sprayed or applied to all exposed skin, avoiding the mouth and eyes.

Hookworm and Other Intestinal Parasites

Because of the mild climate and the lack of sanitation and sewage disposal among the local population, intestinal parasites are very prevalent in the moist earth, especially in and around the rivers and streams, making it advisable for the foreigner to stay out of the water unless it has been tested and found safe, and not to go barefooted. Hookworms burrow into the skin, and the more serious variety travels via the nearest blood vessel to the lungs, then is coughed up and swallowed, and finally comes to rest in the intestinal wall, where it is dislodged by a worm medicine prescribed by the doctor. Other worms of all kinds can invade the intestines when eating improperly prepared food, or from contaminated hands.

Bilharzia and Amoebic Dysentery

Bilharzia is carried by the water snail and attacks the liver of the human, and is quite prevalent in the tropics. Amoebic dysentery is another disease caused by a parasitic organism which is often found on raw fruit and vegetables and in impure drinking water, and may also be carried by those suffering from the disease. These diseases may be prevented by paying close attention to the preparation of food and water and the sanitary habits of those involved in the kitchen work. The water should be boiled or treated by the appropriate chemical means before use in cooking or drinking.

Enteritis (Traveler's Disease)

This is the technical name for a common disease of the digestive system, characterized by vomiting and diarrhea,

which afflicts those traveling through those areas where sanitation is poor, as well as those who live there, until they build up a resistance against the organisms causing the disease. There are several prescribed tablets which can be taken for prevention, and avoidance of milk or milk products and raw fruits and vegetables is advisable, unless they are properly washed and peeled.

For emergency medical service overseas, the following association will give the names of two doctors in the country or area which you specify, who will measure up to American standards, charge reasonable fees, and speak the English language:

**INTERNATION ASSOCIATION FOR MEDICAL
ASSISTANCE TO TRAVELERS (IAMAT)**

Dept. FW, 745 Fifth Ave., New York, N. Y. 10022

GOOD HEALTH HABITS

Daily baths are necessary in the tropics to avoid heat rash and other skin discomforts, with the use of disinfectant in the bath water and disinfectant soap. For bathing infants and small children the water should be boiled, but not necessarily filtered.

The early afternoon rest is traditional in the tropics, and it serves a purpose in keeping the individual healthy. It also helps to prevent sun stroke at the time of day when the sun's rays are most dangerous, and the wearing of protective head coverings will prevent sun stroke when outside. All scratches and cuts should be treated immediately, and the house should be kept as clean as possible under the circumstances, with special emphasis on the kitchen. Regular medical check-ups while on the field by a physician or clinic which can give an unbiased report will help keep the family healthy. An annual vacation in a higher altitude in the tropics or in a temperate climate is an absolute necessity for continued effectiveness.

The main thing to remember about traveling and living in foreign countries is that more than average care in

cleanliness is essential, but don't get so obsessed by the situation that you let the unsanitary conditions run you crazy, and feel that your children will die, just because everything is not "American" clean, because the human body is very adaptable.

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QUESTIONS ON LESSON SEVEN

1. What facts should be ascertained by a congregation about a family's health before deciding to send and support that family as missionaries?
2. Discuss the importance of observing basic health rules, and name some of them.
3. What special part does the missionary wife have in helping the family to observe these basic rules?
4. What suggestions are given to keep healthy in the European climate?
5. Why are diseases of all kinds so prevalent in the tropics?
6. What methods may be used for treating raw fruits and vegetables so that they can safely be eaten?
7. How may the water be treated to render it safe for drinking and cooking?

LESSON EIGHT

Provide A Good Education For Your Children Overseas!

One of the biggest stumbling blocks in the way of those families who desire to engage in religious work, business, or any other profession overseas is the problem of the education of their children. Most Americans are reluctant to send their children to boarding schools, and feel that they need to keep their children at home to give them the proper religious and social training and family affection until they are at least in high school, therefore the schooling of their children while overseas in order to prepare them for the modern world becomes of paramount importance.

The attitude of a missionary family toward this problem and the method by which they solve it will very largely determine the length and effectiveness of the family's stay on the mission field. If the missionary family decides to adopt the foreign country as their permanent home and puts their children in the local schools where they are educated along with the national children, the whole family will be far more settled and happy than if they regard it strictly as a temporary situation. The attitude and ability of the wife and mother of the family to adapt to the situation usually determines the family's attitude in this matter. Even if there are no suitable local schools available, and if the child either must go to a special school or must be taught by the mother herself through correspondence courses, the mother can instill in her children the idea that by their being a part of the Lord's work overseas they will reap advantages far above what they would have learned if they had remained in the states. As one mis-

sionary mother said, "We have never let school interfere with our children's education!"

On the other hand the mother can constantly point out the disadvantages of the situation and the advantages they would have had if they had stayed in the states, and the child will become very dissatisfied with his schooling, and learn very little. Therefore if the mother has made her own personal commitment to the work of the Lord in the place where they have chosen, and is firmly convinced that all things will work out for the best, she will be able to instill that attitude in her children. However, they are quickly able to detect any false front with which the mother tries to hide her doubts, and it is to dispel these doubts that we have tried to gather the facts which follow.

ADVANTAGES OF AN OVERSEAS EDUCATION

Americans are quite often surprised to learn that there are advantages to be gained by attending schools in other countries, especially in Europe and the British Isles. Many times the students who graduate from a secondary school over there have the equivalent of high school and one year of college here. There are advantages also in learning foreign languages in the country where the language is spoken, and while the child is young. He will reap great benefits in increased job opportunities and an expanded outlook on life when he is older. English is rapidly becoming the common language all over the world to bridge the language barrier, and is being taught in many countries where it is not the local language, so the American child can learn his English from his parents and from home reading, and obtain his regular schooling in the local language, with English often taught as a second language.

INVESTIGATE OVERSEAS EDUCATIONAL FACILITIES !

When an American family first starts planning for overseas work, it is well to investigate various angles of the educational system or the lack of it in the area where

the family intends to live. Some of the factors which need to be ascertained are the following:

1. Type of school—whether public, private, religious, or special school, or no suitable school system at all for American students.
2. Schedule of school year—in countries of the Southern Hemisphere the school year is opposite that of the United States.
3. Cost of schooling—in some countries where the children must be sent to private or special schools, tuition costs can range from five hundred to sixteen hundred dollars per student per year, and if there are several children in the family, these costs must be figured in the amount of support needed.
4. Local school in foreign language versus special American-type school taught in English—if the family plans to be in the country on a long-term basis, the local school is often best for the younger child. On the other hand, if the student needs to be able to fit back into an American school later, the special American school may be best. Also it is harder for the student in the upper grades or high school to fit into a local school situation in a foreign country.
5. Correspondence courses where no public or special schools are available—for a basic fee the accredited school sends the teacher's manual for a specified grade, giving daily instructions for all subjects, plus all books, notebooks, and supplies which the child will normally need for the whole year. For an additional fee the child is assigned a teacher in the school to whom he sends specified assignments and tests by air mail to be graded each month, with a report card at the end of the year.

Further information concerning overseas schools for the various age groups may be obtained from the following:

ELEMENTARY CORRESPONDENCE

Calvert School, 105 Tuscany Road,
Baltimore, Maryland 21210

Science Research Association, Inc., 259 E. Erie St.,
Chicago, Ill. 60611

(Self-instructional materials used in public schools
which allow the student to progress as fast as his
talents will permit.)

HIGH SCHOOL CORRESPONDENCE

Class and Correspondence Instruction, Extension Divi-
sion, University of Nebraska, Lincoln Nebraska 68503.

High School Correspondence Courses, University of Cali-
fornia Extension, Department of Correspondence In-
struction, Berkeley, Calif. 94720.

LIST OF SCHOOLS FOR AMERICAN CHILDREN IN OTHER COUNTRIES

MISSION OVERSEAS (A Handbook for U. S. Families
in Developing Countries), by Harold D. Guither and
W. N. Thompson, University of Illinois Press, 54 E.
Gregory, Champaign, Ill. 61820.

SCHOOLS ABROAD OF INTEREST TO AMERICANS.
Second Edition (Porter Sargent, 11 Beacon St., Boston,
Mass. 02108, 1967).

THE HANDBOOK OF PRIVATE SCHOOLS, also pub-
lished by Porter Sargent.

International Schools Service, 392 Fifth Avenue, New
York, N. Y. 10018, or from 200 P Street, Northwest,
Washington, D. C. 20036.

For those whose parents are engaged in official U.S.
government business: Director, Directorate for De-
pendents Education, the Pentagon, Washington, D. C.
20301.

Office of Overseas Schools, Department of State, Wash-
ington, D. C.

This list was taken from the aforementioned *MISSION
OVERSEAS*, by Guither and Thompson, pp. 65-74.

QUESTIONS ON LESSON EIGHT

1. Why is it important to plan the schooling of American children overseas very carefully?
2. What part does the wife and mother's attitude play in determining the solution to this problem?
3. Name some advantages of an overseas education to American children. What would be some disadvantages?
4. What are the various factors involved in making the decision concerning the schooling of American children overseas?
5. If the American child desires to fit back into American schools later, what type of school should he choose overseas?
6. How may the child's knowledge of English be increased when he goes to a school taught in a foreign language?
7. In areas where there is a group of missionaries teaching and preaching the gospel, what would be the advantages of starting a school for their children which others could attend?

LESSON NINE

Learn To Be Adaptable!

Adaptability implies the ability to make changes to meet new conditions with pliability or readiness. Throughout a person's life he must learn to adapt himself to new conditions, new people, new places, a new name for the wife, a new job, new children, etc. However, the Christian man or woman who has committed himself or herself to his Lord has His help in making these adaptations which the non-Christian does not have, and his readiness to face the future with the Lord's help is one of the greatest contributions to his family that the Christian father or mother can make. There are promises of God's help all through the Bible, but the following scriptures especially should be studied carefully: Luke 9:23-24; II Peter 1:2-4; I Corinthians 10:13; Romans 8:28; I Peter 5:5-7; Philippians 4:11-13; I Timothy 6:6-8; II Corinthians 1:19-22.

WIFE'S BASIC ADAPTATION

When a woman marries, she is to "leave father and mother", and cleave only to her husband, as the husband is admonished to do with her in Ephesians 5:31, and the failure to do so either physically, emotionally, or both is the cause of trouble and discontent in many marriages. This is especially true when the family moves far away from the parents, and when the couple is not emotionally mature. When the young couple moves to an entirely foreign environment and still has not cut those emotional ties to their parents, they undergo even greater difficulty. However, if the couple is mentally and spiritually prepared for the work, realize why they are there, and *want* to do the Lord's work so much that they are willing to try to overcome the obstacles and difficulties before them, their problems of adapting to their new environment will

be so much easier. The parents and other relatives whom the family leaves behind need to be prepared for their departing also, because in some instances it has been the "spoiled" parent who has caused the otherwise well-adapted missionary family to come home. The wife should first get her husband and family as comfortably situated in their new home as she can and become accustomed to keeping house in the new environment before taking on outside jobs or other activities.

CULTURE SHOCK

The term, "culture shock", probably should not be used to refer to this difficulty in adaptation, as it seems to scare people, but no other term seems to fit quite as well, although some people have much less difficulty than others. Even in our own society many people are overwhelmed by the fast-moving changes in their environment—in the products which they use, the communities in which they live, their patterns of friendship, and even in such basic institutions as the home. These changes give rise to drastically altered life-styles, the rise of new businesses, sub-cultures, and human relationships, resulting in what is called "future shock". Add to this changing situation the move to an entirely different culture where the familiar cues by which we interact are lacking, and the newcomer suffers strain, uneasiness, and even emotional maladjustment because the props have been swept away from him, and he no longer has a familiar foundation on which to stand. The most frequently observed symptoms of culture shock are: a ludicrous tendency to raise one's voice to a shout when a foreigner is unable to understand simple English; complaining about the host country and its people; excessive concern over drinking water, food, dishes, and bedding; a far-away stare (sometimes called a tropical stare); fits of anger over delays and minor frustrations; excessive fear of being cheated, robbed, or injured; great concern over minor pains and eruptions of the skin; and a terrible longing to be back home. It usually takes a trip home to bring one back to reality.

There are four stages of culture shock. The first stage is the honeymoon phase when everything is new and wonderful. In the second stage everything wrong seems to happen and the newcomer has trouble with all phases of his new surroundings. This is the crisis of the disease, manifested by many of the above symptoms, and if the individual overcomes these difficulties he stays, otherwise he leaves before he reaches the stage of a physical or nervous breakdown. The third stage is reached when the newcomer becomes familiar enough with the language and locality to make his way around, developing a sense of humor about the whole thing. He might even be able to find someone else who is worse off than himself and be able to help them out of their difficulties, thereby heightening his own damaged self-respect. He jokes about the people instead of criticizing them, and even cracks jokes about his or her own difficulties, and is now on the road to recovery. In the final stage he accepts the customs of the country as just another way of living, operating within the new culture without a feeling of anxiety, although there are moments of strain. He accepts and begins to enjoy the foods, drinks, habits, and customs, and will take some of them home when he leaves. Not a thing has changed except his own attitude, as he learns to get along under a new set of living conditions.

REGRESSION

Regression, or the inability of the individual to adapt himself to the new culture, may take several forms. The first and the most common is the rejection of the host country and its people, with the endless complaining, carping, and fault-finding which is characteristic of some groups of Americans overseas, as they band together to form "Little America" communities transplanted overseas.

On the other hand, the regression may be directed against the home country, and the person "goes native" in the bad sense, directing all of his complaints against the home country and its policies, fellow Americans abroad, and

all cultural importations from the home country. His moral restraints are broken, and he lives a life of imitation and emotional dependence on his host country. The well-adapted person overseas adapts himself sensibly to local patterns as far as possible, but retains his sense of identification with his home culture. A person can never completely go over to another culture and be completely accepted by them because all of his actions will be considered in the light of the culture into which he was born, regardless of how well he fits into his new surroundings.

His rejection may also be directed against his sponsoring church and those in charge of his work, blaming them for his lack of proper orientation and preparation for the work. He also may lash out at his co-workers when they are able to adapt in a better way. Or he may turn against himself, feeling that he is a failure who had no business coming overseas in the first place, and that all the money spent on him has been wasted. He may even blame God for calling him into missionary work in the first place.

LANGUAGE SHOCK

Language shock is one of the basic ingredients of culture shock, because language is the most important method of learning how the people of a different culture think and act. It is the area of one's new life involving the greatest number of personal contacts with them. The newcomer is placed on the level of a child again and is unable to display his education and intelligence, the symbols which gave him status and security at home. He and his wife find their living costs higher because they do not know the language, unable to do the work properly which they came to do, and unable to become really acquainted with the people in a personal way.

The very exercise of language study itself gives some people acute culture shock. Many people have a mental block against practicing something which they do not understand, but they can never understand a language until they have practiced it enough so that they are familiar

with it. They find themselves in a vicious circle—unable to learn, unable to get along without learning, depending upon the crutch of translation to substitute for a real knowledge of the language. If they are taking language courses, they study less and less, developing more English contacts. Sometimes they become physically ill, or keep themselves busy with administrative or busy work or travel, so that they will not have time to study.

SELF-DISCOVERY

For many missionaries afflicted with language shock, this is a time of self-discovery, a time when they learn rationally and realistically what problems they are going to face in language learning and how to attack these problems. For many it is a time for renewed commitment to Christ. The realities of the difficulty of cross-cultural communication come upon them strongly, but in a more realistic way than ever before they are determined to continue with their task in obedience to Christ.

The shock of self-discovery is sometimes a large part of culture shock, but when it comes it can be the beginning of healing. The person in culture shock who does not discover himself is less likely to be able to see other things rationally because of his suffering. Many people feel the knowledge of English is becoming so prevalent that to learn the language of the people will be unnecessary, but experienced missionaries have testified countless times that if you want to speak to a person of deep spiritual realities, you must prepare to do so in the language which he learned with his mother's milk, and there is no other way so effective.

BIBLIOGRAPHY FOR THIS LESSON

Besides the books mentioned in the original book, *JOURNEY WITH JOY*, in the footnotes for this chapter, the following books will prove of great value in studying this lesson: *MISSION OVERSEAS (A Handbook for U. S. Families in Developing Countries)*, Harold D. Guither and

Wm. N. Thompson. Urbana, Ill.: University of Illinois Press, 1969.

FUTURE SHOCK, by Alvin Toffler, New York, N. Y.: Random House, Inc., 1970.

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QUESTIONS ON LESSON NINE

1. What is meant by the term, "adaptability"?
2. What contribution can the wife and mother of the home make to enable her family to adapt to changes in their life pattern?
3. What is the difference between "culture shock" and "future shock"?
4. Name four stages of culture shock.
5. Discuss the symptoms of regression, which show difficulty in adapting to the new culture.
6. What is "language shock"?
7. Why is it important to learn the language of the people with whom the missionary is working?
8. What part does commitment to Christ play in the discovery of one's self after suffering culture shock?

LESSON TEN

Learn About Other Cultures!

To the average person the term, "culture", means the sophisticated appreciation of the higher levels of music, art, and etiquette, but to the anthropologist the word suggests an entirely different meaning. He looks upon it as all the learned behavior which is acquired by being passed down from one generation to another by the society itself, which is not inherited through the genes.

The ordinary human being spends all of his childhood and youth learning how to fit himself into the adult society of the culture into which he is born, but if he should travel into a part of the world where a different culture is found, he must start to school all over again, yet he must learn it almost overnight if he is to function effectively in his new setting. It does not necessarily have to be a foreign setting. It can be to a different socio-economic level in one's own home town, from a single to a married status, from a rural to an urban culture, from the North to the South, from the East to the West, or the reverse of any of these. However, the impact is so much greater when going to an entirely different culture where a foreign language is spoken, as was discussed in the previous lesson which dealt primarily with the *individual's* response to a changed cultural situation, regardless of its nature. This lesson will be concerned with the *types of cultures* which Americans overseas have found in their various new environments.

Each human society is egotistical enough to feel that its own culture is the highest that it is possible to attain, and that all others are surely inferior. In fact, the term by which some societies call themselves in their native language means "the people", as if they were the only ones!

Therefore when a foreigner arrives in a new cultural setting, he should treat the nationals as equals even though he does not feel that way, because they would be insulted if they knew that he felt that they were beneath him.

CHARACTERISTICS OF AMERICAN CULTURE

America's culture is as varied as the various nationalities that have blended their cultures into this "melting pot" which we call America—the cultures of Europe, the British Isles, Latin America, Africa, the Orient, and the American Indians who were here first. These diverse streams of culture have been modified through the years by the impact of other groups, by the various political and educational systems which have been developed, and by the religious backgrounds of the people involved, colored by the climate and the natural resources.

This country was founded by people who had a strong desire for religious freedom, belief in God, and the principle of individual liberty as exemplified in the Bill of Rights. Moral principles taught by Christ and the New Testament writers have become a part of the very foundation of the American way of life, resulting in a type of civilization which is unique in the history of the world. The ideals which this country strives to uphold have been seriously eroded and undermined in the past few years by those espousing atheistic and communistic principles, as they wage psychological warfare to defeat the country from within so that they won't have to struggle to defeat it by armed force.

The peculiarities of our nominally Christian background have resulted in characteristics quite noticeable to those in other countries. The American traditionally upholds the principle of an honest day's work for a day's pay, the dignity of work, the opportunities for advancement as a result of one's own labors, etc. He is taught that it is a sin to steal, whereas some other cultures emphasize that the sin is not in the stealing itself, but in being foolish

enough to be caught in the act of stealing! There is held up before the American the ideal of mutual trust and honor, however far he may fall short of achieving it.

The American is basically sympathetic and helpful to others as a result of his Christian background, as is demonstrated by the members of the armed forces who have been instrumental in helping orphans, the sick, and those in unfortunate circumstances in war-torn areas. Many of these servicemen have been so impressed by the needy that after returning to civilian life they have devoted their lives to the Lord's work in those same areas. The American businessman overseas has an opportunity also to show his Christianity as a way of life, and has gained a reputation in some areas for this very characteristic.

The amount of physical contact between individuals varies greatly in different cultures. The American shakes hands when greeting an individual unless there are close emotional or family ties, whereas in many Latin American and European cultures there is usually a very close embrace with a kiss on one or both cheeks. Others cannot talk comfortably with each other unless they are very close together, which causes either sexual or hostile feelings in the American, so he is constantly moving back. He likes an uncrowded seat in a train, bus, or car, whereas others don't mind crowding until there isn't room for one more person. He likes his front yard open, while in other cultures each yard may be surrounded by a high wall.

His concept of time is quite different from others. He handles it much like a material—earning it, spending it, saving, wasting, etc., whereas many other cultures attach much less importance to it. Americans are much too serious about their concept of time, judging by the cases of ulcers and hypertension that it causes, but they soon learn to adapt themselves to the customs of the country involved so that they know what to expect from them, and the nationals eventually learn what the American means, if the American stays long enough to adapt to the situation.

RELIGION AND CULTURE

Religious beliefs of all societies are inextricably bound up in their culture, and all cultures have some form of religious belief, which is best understood in terms of its function in the lives of its adherents and the part it plays in the total life of the community. People everywhere are faced not only with the problems of everyday living, but also with the crises of birth, death, illness, accident, suffering, disappointment, failure, and frustration. They are also faced with numerous natural disasters which they cannot control. Human beings have the capacity to enjoy beauty, to love, to hope, to create, to be unselfish, and to discipline themselves. But they also have the capacity for greed, hostility, envy, and selfishness. They also have the power of speech and of abstract thought, and they can make and use symbols. Their religious beliefs represent ways in which they have found an answer to all of these many problems and capacities, and which enable them to come to terms with the powers of the universe that lie outside and beyond themselves.

The missionary and his wife should have a broad background of knowledge of the whole Bible, especially with the beliefs and practices of the New Testament church. They should know the various departures from those beliefs and practices throughout the centuries that followed which crystalized into the various denominations and sects of today, as well as world religions in general and those of their host country or culture in particular, finding out the best ways of winning the adherents of that particular religious belief to Christ. They should be aware of the effect of such forces as nationalism and communism on that particular religion, and the political changes which are taking place as a result. During times of transition many people are seeking something fundamental and true on which to base their religious belief, and those who advocate the New Testament church in its purity and simplicity may discover that their message of Christ will be

received with an earnestness and sincerity which they would not otherwise find.

SUMMARY

For a more detailed study of specific countries, the reader is referred to the original JOURNEY WITH JOY and the letters it contains from the missionary wives themselves from all over the world, as well as pertinent books suggested in the bibliography found in any good library. There are a few guidelines which the newcomer may follow which will help in deciding which customs to follow in various countries and which ones to leave alone:

1. Accept those customs which are the customs of whole countries, such as the type of clothes they wear.
2. Allow others to practice things in their land that you would not do, such as drinking alcoholic beverages.
3. Neither adopt a native custom nor let your converts practice it if it goes against Bible teaching, such as illicit sex or cursing.

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QUESTIONS ON LESSON TEN

1. What is the meaning of the term, "culture", according to the anthropologist?
2. How long does the average person spend in learning the culture into which he was born?
3. How long would it take him to learn the culture of another country?
4. Why is it important that we treat the inhabitants of another country as equals?
5. Name some of the factors which have influenced American culture.
6. Discuss some of the characteristics of the American way of life as given in the text. Can you name others?
7. How do we differ from other cultures in our feeling of physical contact and our conception of space and time?
8. What problems and crises of life do people try to solve by their religious beliefs?
9. What background of knowledge of the religious world should the missionary and his wife obtain in order to understand the people with whom they will be working?

LESSON ELEVEN

Be Full Of Good Works!

One of the main characteristics of the Christian religion which distinguishes it from all others is its emphasis on good works or benevolence. God gave his people instructions on how they should treat the widow, the orphan, and the stranger in their midst (Exodus 22:21-27; Leviticus 19:18; Matthew 22:37-40).

Care of the Poor in the Old Testament

God gave specific commands concerning the care of those in need (Deuteronomy 14:28-15:11). The poor were to share in the Feast of Weeks, and were to be allowed to glean in the fields to supply their needs (Deuteronomy 16:10, 11; Deuteronomy 23:24, 25; Ruth 2). The poor were to be carefully protected from ill treatment (Leviticus 25; Jeremiah 5:28-29; Amos 4:1; Zechariah 7:8-10; Psalms 82:3-4; Psalms 68:5-6; Psalms 10:14-18). The Israelites would have been forgiven by God for their sins if they would have been more considerate of the poor in their midst (Isaiah 1:4, 16, 17; Jeremiah 7:5-7; Ezekiel 22:7; Malachi 3:5).

Teaching and Example of Jesus

Christ proved that He was the Messiah as foretold by Isaiah by the good works which He did. He taught that our good works may be a way of teaching others about God (Luke 4:16-21; Matthew 11:5; Matthew 5:7, 16; Luke 14:12-14). Christ commands the Christians to show hospitality to those who are unable to repay, that they may be repaid at the resurrection of the righteous. Most people enjoy entertaining their friends and relatives, but it takes a REAL Christian to entertain those who are unable to reciprocate. Christ's teaching on loving our enemies offers

the greatest possible contrast between Christianity and the thinking of the world in general, summed up in the wonderful promise of Luke 6:38. Christianity consists of doing the EXTRA thing! We should not compare ourselves with our neighbor, but with God, who sends his rain on the just and the unjust. The most forceful of Christ's teachings on good works were given in parables, so that the people would be sure to learn the lessons He portrayed (Luke 10:30-37; Matthew 19:16-22; Matthew 18:21-35). Christ not only taught others to have compassion on those who were less fortunate than themselves, but He exemplified it in His own daily activities (Matthew 14:14; Mark 6:34; Luke 19:1-10; Acts 10:38).

Benevolence in the New Testament Church

In the early New Testament church there are several examples in which the new Christians shared their possessions with those in need. At first, when the believers were so deeply moved that they wanted to stay together as long as possible to absorb the wonderful new teaching, they voluntarily brought in the proceeds from the sale of lands or houses to the apostles to share with those in need, so that there was not a needy person among them (Acts 4:32-37). Then in Acts 6:1-6 the apostles suggested that men be appointed to look after those in need. Several churches gave of their own free will to the poor in Judea and Jerusalem, and were highly commended by the Apostle Paul (Acts 11:29; Romans 15:26; I Corinthians 16:1-4; II Corinthians 8 and 9). They were admonished to work with their hands so that they would have enough to support not only themselves, but would also have an abundance which they could share with the poor, and were urged to show their faith by their good works (Acts 20:35; Colossians 3:12-14; Ephesians 4:28; Galatians 2:10; Galatians 6:10; I Timothy 6:17-19; James 2:1-13; I John 3:14-19; Hebrews 10:24; Acts 9:36-42; I Timothy 2:1, 9, 10; I Timothy 5:1, 10).

Benevolence in Missions

In the New Testament the needs for benevolence arose under varied conditions and at different times, and a plan was worked out which was the most expedient for each situation. The same needs often exist in missionary work today, and certain principles should prevail in order that the members may be strengthened to be better Christians, rather than made weaker.

1. Benevolence is not an end in itself, but the purpose should be to satisfy a need on the part of the recipient and to edify him (II Thessalonians 3:10).
2. Spiritual well-being is more important than physical well-being, because spiritual regeneration results in greater financial security and physical well-being, eventually.
3. Charitable deeds should be performed in such a way as not to destroy a man's self-respect by unwisely-administered charity by direct assistance, but should lead to the development of self-help. A Christian cannot afford to become deaf to the human need, or become hard or cynical, but must maintain love for all men.

Various methods of benevolence carried on in the United States are also applicable in other countries. In some areas first-aid stations, clinics, and hospitals have been established or are in the planning stage, combining the principle task of preaching with the healing professions, and the two should work together. National Christians in some countries are supporting their own children's homes and homes for the aged. Two important principles should be followed in these types of ministry:

1. All people should be helped who desire it, regardless of whether they are Christians or not, otherwise people will seek to become Christians in order to obtain help, not being sincerely converted.

2. Those treated and helped should try to help teach others as soon as they themselves are converted, so that the local Christians can share in teaching others about God's healing power and love working through men's hands.

PRESENT-DAY NEEDS WITH WHICH CHRISTIANS SHOULD BE CONCERNED

Now let us try to apply the Biblical principles which we have been studying to our own local congregations. There have been great changes in the factors which affect benevolence today. Programs carried on by our own federal, state, county, and local governments help take care of many of the physical needs of the fatherless, the widows, the aged, and the unfortunate of all kinds. However, so many of the human needs now are far more often due to basic psychological difficulties than to economic problems—for example, the alcoholics and drug addicts, the mentally ill, the unwed mothers, deserted and delinquent children, and the elderly. Here is where Christians can be of the most help, as Christ can lift the individual into a new self-respect, and enable him to work out his own difficulties.

The Christians who are the most concerned with our congregations' role in benevolence are uncertain as to the part which we should play in alleviating the problem, and many congregations have divided over these issues. Should we give aid to our members only, leaving the outsiders to the mercy of the community and government programs? Should our benevolence be the objective of our Christian life, or should it come about as a natural result of our being truly dedicated Christians? We also have a hard time deciding who should receive help, and how much should be given. The complex living today makes social problems more immense and difficult to attack by help to individuals, and there is a great need for the professional skills of the dedicated social worker in order to provide real relief and correction of the difficulties, instead of half-way measures which hinder rehabilitation.

More congregations are feeling the need for becoming better informed concerning the problems involved in the proper handling of benevolence projects. There are special courses available in workshops and summer sessions offered by the various Christian colleges, as well as the schools recognized by the Council of Social Welfare Education, which offer graduate work lasting for two years coupled with in-field training. Christian women have special qualities, when properly educated, which make them very good social workers, and this is a field in which there is a constantly increasing demand for more workers. Counseling services on marital problems alone would solve or prevent many of the psychological problems which result in economic hardships and moral difficulties that are prevalent on every hand. We are constantly influenced by worldly pressures, and if we don't teach the Biblical principles concerning these problems, we will find ourselves not separating ourselves from the sins of the world, but compromising with them, and losing our own souls and those of our children as a result.

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QUESTIONS ON LESSON ELEVEN

1. What is the main characteristic of the Christian religion which distinguishes it from all others?
2. What are some of the commands God gave to the children of Israel concerning their treatment of the widow, the orphan, the stranger, and the poor?
3. How did Christ prove that He was the Messiah?
4. How should the hospitality of the Christian differ from that of others?
5. What parables give Christ's teachings on benevolence?
6. For what reasons did the early Christians share their possessions with others?
7. What were some of the principles of benevolence taught by Paul and others?
8. Memorize the two scriptures in 1 Timothy 2:10 and 5:9-10.

9. How can we keep from destroying a person's self-respect as we give charity?
10. What two principles should be followed on combining medical help along with preaching and teaching the gospel?
11. What are some questions to be considered by congregations planning a program of benevolence?
12. Show why many of the needs of the poor are due to basic psychological difficulties.

LESSON TWELVE

Profit By The Experience Of Others!

Since hindsight is supposed to be better than foresight, it would help all those Christians interested in missions, either those going themselves or sending others, to know the advice given by those who have been there previously. The following suggestions represent the opinions of almost a hundred missionary families:

LANGUAGE AND CULTURAL PREPARATION

Experienced missionaries have learned the hard way that their work would have been more effective if they had studied sooner the general background of the people, their religious beliefs, their economic practices, their local customs and rules of etiquette, and the history of previous mission work and its *effectiveness*. They should have learned as much of the language as possible before going, or as soon afterwards as possible, preferably in a situation where they would have been separated from their own language as in a special language school, and they should have put their new knowledge to use as soon as possible, even though they would have made mistakes. They also should have made a special study of the Bible and religious terminology in the native language. The next time they would try to live as nearly as possible like the people with whom they were working without jeopardizing their health, their religious beliefs, or their emotional stability.

TEACHING MATERIALS

Many prospective missionaries fail to learn methods of teaching Bible classes or to obtain the materials necessary for that teaching before leaving, and the experienced ones advise that new workers should obtain as much of a background in effective teaching methods as possible from

workshops, research, previous workers, etc. These methods and materials can later be adapted to the local teaching situations according to the color of the nationals' skin and their way of life, simplifying them so that they can be made of materials obtained by new Christians and beginning teachers.

RELATIONSHIP TO THE HOME CONGREGATION

Many of the families surveyed thought they should have had a better understanding with their home or sponsoring congregation, and that the whole congregation should have had a more definite interest in the work, and should have stood behind them more in a financial way. The elders or a special committee appointed by the elders should spend considerable time studying the many problems involved in mission work so that they would have answers to the following questions:

1. How should a new work be started to develop independent Christians as soon as possible?
2. Where are the most receptive and needy fields to be found?
3. What kind of education do missionaries need and where can they get it?
4. What are the assets and drawbacks of carrying on benevolent work, schools, Bible colleges, and medical clinics in overseas mission fields?
5. What should be the relationship of national Christians and the American workers on the field.
6. What are the disadvantages of the support and sponsorship of national Christians by congregations in America?

The entire home congregation should have a broad knowledge of missions in general through preaching, first-hand reports of returned missionaries, and specialized religious journals and newsletters, with a more detailed knowledge

of the specific fields in which the congregation is involved. They should also constantly be seeking some of their own members and others who might be interested in mission work, even seeking out single young people who could be supported for a year or two as apprentices either by their own families or the congregation as a whole. Those selected should, above all, have a deep religious commitment and motivation for mission work, good general health, and an educational background which would be effective on the mission field. Above all they should be emotionally stable and adaptable to new situations, based on psychological tests and counselling.

The missionary and his wife have a definite responsibility to inform the home congregation of the blessings and the problems of the work by means of monthly newsletters, pictures, poster materials, tape recordings, clippings, etc. Since the home congregation is furnishing the money and the physical necessities, the missionary should be a good steward of the time, money, opportunities, and equipment furnished by them. He should keep careful accounts of all expenditures, and send monthly financial reports to those having the oversight of his work. These will be far more understandable to those in charge if they are able to make first-hand visits to their missionary family or families on the field.

SUPPLY NEEDS OF MISSIONARIES

Pepping up the missionary family with various remembrances is a wonderful way to stimulate renewed enthusiasm for the work. Letters from various friends in the congregation can be sent, and each class in the Bible school can "adopt" a member of the family and send something to him or her on Christmas, birthday, and just for fun. In areas where many household items and food supplies are not available, an assortment of these can be included in a Christmas barrel or shipment from the congregation containing items of a personal nature carefully selected for their fitness and desirability to the recipients.

Before starting the project, careful investigation should be made of customs duties and shipping costs, because sometimes these are so prohibitive that it is better to collect and send money for the family to purchase the gifts themselves if facilities for shopping are available.

The congregation or various classes or individuals therein can also supply support for students in the various Bible schools and colleges overseas, with the money sent directly to the school. The student then works at a campus job in order to receive the money, thus giving him the feeling that he is earning his education, and it also teaches him the value of working. Women's classes and individuals can help in this way to support some of the women students who will be Bible teachers and wives of preachers and church leaders in the future. HOME CONGREGATIONS SHOULD MAKE NO PRACTICE OF SENDING MONEY, CLOTHING, BOOKS, BIBLES, OR OTHER MATERIAL TO NATIONAL CHRISTIANS WITHOUT FIRST CHECKING WITH THE MISSIONARY INVOLVED.

The support of national preachers and congregations by American money prevents the growth of self-supporting, self-governing, and self-propagating congregations wherever it is done. It is far better to educate Christians so that they in turn will be able to educate others of their own culture.

FINANCIAL SUPPORT

Many missionaries have gone without adequate support or working fund, trusting that the Lord would provide, and He has, but they have had to sell their personal possessions in order to pay for their trip home when their tour was over, and make other sacrifices which should have been shared by their home congregation. There should be a definite *written* agreement with the sponsoring congregation concerning those items to be covered by the personal salary of the missionary and those expenses which should come out of the working fund, such as expenses

for housing, vacations, utilities, gasoline and transportation expenses, travel fund, moving, school expenses for the children, office and congregational expenses, benevolence, correspondence courses, advertising, etc.

TOURS AND LEAVES

There are several very important factors which should govern the length of time one should profitably spend working for the Lord overseas, such as: individual differences between people's personalities as well as their physical and mental health; the climate on the mission field and its effects on their health; the distance involved in traveling to and from the mission field; the amount of strain involved in working in certain areas, etc.

The length of time for a trip home on leave would also be determined by several factors. The necessity to obtain further schooling or to raise funds for another tour would require a longer leave than merely coming home for a rest and a visit with relatives and friends and to report to the home congregation. New workers need to come home for their first visit before they are "burned out" by staying away too long. Returned missionaries are rejuvenated by special study while on leave in mission workshops and seminars with other missionaries to study mission methods, anthropology and cross-cultural communication. The school-age children of the family might need to get back into American public schools for a while. The tropical climate has a debilitating or weakening effect on the person from a temperate climate, necessitating a rest in a temperate climate. Also, after a worker has been on the field several years the members at home need to renew their relationships with the family on a personal basis rather than through mail and pictures.

Ideally the missionary family should select a field of work, obtain as much knowledge as possible beforehand to meet its needs, then plan to spend their entire lives there, barring unforeseen circumstances and occasional leaves home, trying to "work themselves out of a job" by teaching na-

tional students in a Bible college, school of preaching, or by individual instruction instead of trying to carry on all of the work of the church by themselves.

All families returning home should be warned of the impact of "reverse culture shock" upon their return, as many times in the isolation of their foreign work they have developed feelings of self-importance and overly inflated expectations about how people will greet and accept them upon their return home, only to find that many of the people will have only a passing or casual interest in their experiences, and their joyful anticipation quickly wilts into disappointment, frustration, and antagonism, which is often worse than the culture shock they experienced upon first landing overseas. However, many are received with enthusiasm, and are asked to tell about their experiences, and to show their slides and souvenirs.

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QUESTIONS ON LESSON TWELVE

1. What are some suggestions which would help the newcomer adapt to a new culture more easily?
2. How may one obtain new ideas on teaching materials and methods?
3. What are some of the problems of supervising mission work which should be investigated by the elders and the mission committee of a sponsoring congregation?
4. What are some prerequisites for those who might be selected to be sent overseas?
5. How may the missionary family keep the congregation sponsoring them informed of their work?
6. What are some ways by which the sponsoring congregation can "pep up" the missionary family?
7. What suggestions are given for the support of national students and preachers?
8. What items should be covered in the written agreement between the sponsoring congregation and the missionary?
9. What factors are involved in determining the length of time missionaries should spend overseas?
10. What are some of the factors involved in considering the length of trips home for the missionary family?
11. What is "reverse culture shock"?

LESSON THIRTEEN

Journey With Joy!

In the larger edition of this book the entire last chapter consisted entirely of answers of missionary wives to the question: "Over all, have you found real happiness in serving God in this capacity?" We shall not include these inspiring opinions here, but read them if you can, and try to find the reasons why they felt as they did. Their experiences overseas had changed them in a way that they had not foreseen, and we pray that the Lord will use their lives as a leaven to influence all the souls who seek after Him. The opinions of ninety-eight missionary families were used in preparing this study course, coupled with many outside source materials, making it both authentic and practical. The preparation of the study course extended over a four-year period, as did the book the previous four years, as it is harder to condense something than to write it out the first time. However, all of these efforts will count for little in the Lord's work unless they have helped others to make a change in their lives, so that those in turn will help to change the lives of still others.

The whole world is a mission field, beginning with one's self, then in one's own family, his own neighborhood, and on and on to the uttermost parts of the earth. Christ told his disciples to wait in Jerusalem until they should receive the power of the Holy Spirit, and they "shall be witnesses in Jerusalem, and in all Judea and Samaria and to the end of the earth" (Acts 1:8). So Christ meant for them to start where they were first before branching out to other places.

WHAT NEW KNOWLEDGE HAVE YOU GAINED?

About Yourself

The hardest decision an individual ever has to make is whether or not to commit his life to Christ! The Lord

helps him with the rest of his decisions, but that decision is one that he must make on his own, and the Devil puts discouragement all along the way, as well as innumerable stumbling blocks and temptations. It is hoped that the students of this course have made a careful evaluation of their reasons for becoming a Christian and wanting to help spread Christ's Good News to others. This requires a penetrating honest look into their motives, their physical qualifications, their educational qualifications, their spirituality, and their emotional maturity.

Have you found areas in your life that could bear improvement? The Lord can help you correct these deficiencies if you will let Him. It is only when we are honest enough to admit our own failures and our need for help that the Lord will intercede and change our lives for the better.

About Others

Someone has said that we don't go to Heaven alone—we either help someone else get there, or we drag them down to Hell with us, so Christ commands us to be fruitful and to lead others to Him. Have you learned how to be a better Christian in your own family and your community? Do you have a better concept of your place in the family circle—what it means to be a better wife or husband, or a better parent to your children, or perhaps a better daughter or son to your own parents or parents-in-law? Are you able to help them to be better Christians by accepting them as they are in the same way that you expect the Lord to accept you as you are? Or do you have a "holier-than-thou" attitude which repels them, and keeps them from having any part of your brand of Christianity?

During a campaign in Scotland, a man living in the very first home visited on the first Sunday afternoon asked the question: "Do you people think you are the only ones going to Heaven?" What would you have answered? The campaigner answered that none of us would get to Heaven unless we had accepted Christ and lived according to His

teaching, and then only by the grace of God! Those of us who are trying to restore the New Testament church to the best of our ability realize that the Lord has a work for us to do, but first we must be humble enough to admit our deficiencies so that He can help us prepare for it. This means that we must study the scriptures for ourselves and make them a part of our own lives before we can begin to teach others, because the Christian is to be like leaven, or light, or salt, which must be true in itself before it can influence its surroundings. Have you learned more about the scriptures as a result of this course?

We must also study others, and why they do the things they do, or feel the way they feel. We must try to ascertain the influences of the past in their lives and accept the reality of the present, because it is only then that we can have any hope of changing their future. Do you have a better understanding of those who are deprived of a normal standard of living, either because of lack of material income enough to sustain a normal life, lack of a proper home, lack of health, or because of the presence of serious psychological problems for which they have no solution?

When you travel to another country, do you expect everyone to live like you do, or are you willing to study their culture and their language so that you can better reach them for Christ? Are you willing to admit your mistakes and failings, or are you the "Ugly American" who feels that you and you alone know how to do things the right way? Are you willing to learn new methods of teaching others about Christ, adapting your teaching methods to their needs? Many examples of this could be given, but the author admits her own failings in this regard many years ago in trying to teach some Nigerian women about the missionary journeys of Paul with the aid of a homemade flannelgraph map and pictures, showing his journeys from place to place, when the women did not know how to read or write and had never seen a body of water bigger than a small river! They needed to know how to

live Christian lives and how to have a Christian home in the pagan and polygamous society in which they lived. We must learn how to Christianize those we come to teach, not Americanize them.

WHAT NEW SKILLS HAVE YOU DEVELOPED?

Are you able to do some things now that you were not able to do before you studied this course? Do you ask the Lord's help in your everyday problems, and are you guided by Him in making your decisions concerning your life? Have you *really* accepted the situation in which you find yourself, so that the Lord can make you into a worthwhile servant of His? We *adjust* machines and inanimate objects, but human beings are able to *adapt* themselves or change themselves as a result of their various activities and pressures, if they are willing to do so. The person who refuses to accept an honest appraisal of his situation and adapt himself to it is bound to cause himself and others a lot of unnecessary problems.

Have you been able to teach someone else about Christ? Have you helped your congregation to evaluate its teaching program to make it more meaningful and challenging to the students, so that they will want to live a Christian life and also try to help others to do so? Have you learned new approaches that will make Christ and His church better known in your community?

Have you learned to listen to the advice and opinions of those who are older and more experienced than yourself and profit by their knowledge? Are you more willing now to venture out into new areas of work and study, and learn to meet and know new groups of people, knowing that the Lord will be with you in whatever you do if you trust in Him?

HAS YOUR ATTITUDE BEEN CHANGED?

(Matthew 13:44; Luke 15; John 15:1-14; John 4:36; Romans 14:17-19; Romans 5:1-11; Romans 8:31-39; II Corinthians 6:10; II Corinthians 7:7; Galatians 5:22-25; I Peter 1:6-12; Revelation 7:13-17; Isaiah 35).

There is a joy in living the Christian life and working for Christ. There is even more joy in teaching another person and bringing him to Christ. If any one has any doubt about this, he should have witnessed the sheer joy in the face of a young college girl working in a campaign in Scotland as she went to the dressing room to help with the baptism of a woman whom she had taught, flashing a beaming smile back to her fellow campaigners and her Scottish friends as she went through the door! Or the wonderful fellowship among those Christians who have temporarily given up home and loved ones to serve the Lord. Oftentimes their own families are drawn closer together, and there is a bond of love with other workers and with the ones whom they have come to teach.

There are difficulties, to be sure, and problems, disadvantages, and possibly even sickness, but the inner joy and peace that comes is worth all of that. The Apostle Paul suffered many hardships and gave up many advantages in order to be a follower of Christ, but the whole third and fourth chapters of Philippians tell of the joy he felt even as a prisoner for Christ's sake.

Let us close this study course with a quotation from David Livingstone, who spent thirty-one years in Africa:

“If you knew the satisfaction of performing a duty as well as the gratitude to God which the missionary must always feel in being chosen for so noble and sacred a calling, you would have no hesitation in embracing it. For my own part, I have never ceased to rejoice that God has appointed me to such an office. People talk of the sacrifice I have made in spending so much of my life in Africa. Can that be called a sacrifice which is simply paid back as a small part of a great debt owing to our God, which we can never repay? . . . Anxiety, sickness, suffering or danger now and then, with a foregoing of the common conveniences and charities of this life may make us pause and cause the spirit to waver, and the soul to sink; but let this

be only for a moment. All these are nothing when compared with the glory which shall hereafter be revealed in and for us. I have never made a sacrifice. Of this we ought not to talk when we remember the great sacrifice which *He* made who left His Father's throne on high to give Himself for us; 'who being the brightness of that Father's glory, and the express image of His person, and upholding all things by the word of His power, when He had by Himself purged our sins, sat down on the right hand of the Majesty on high.'"

—from *THE LIFE OF DAVID LIVINGSTONE*,
by Mrs. J. H. Worcester, Jr.

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